

Using Māori and Pacific Pedagogies in Literacy Learning

A project by Unitec Institute of Technology
Te Whare Wānanga o Wairaka

Summary

This professional development teaching video supports the Learning Progressions' suite of resources and focuses on 'knowing the learner'.

- It explores broader notions of reading, other than traditional text, to teach literacy and language.
- It embeds language and literacy teaching in the lived Māori experience, using the traditional *Whare Tipuna* (Ancestral House) and its *whakairo* (carving) and *raranga* (weaving).
- It aligns the reading progressions with Mason Durie's *Te Whare Tapa Wha* model.



The views in this resource have been published in the interest of encouraging understanding and debate about important education issues affecting Māori and Pasifika peoples. They are intended as a starting point for discussion to develop a range of approaches to meet the needs of learners.

Narrative

This Unitec project explores broader notions of reading that encompass indigenous epistemologies and ontologies. It uses the richness of the wharenuī environment to engage and support Māori learners in their literacy and language learning.

Whakairo and *raranga*, carving and weaving, are used to extract literacy from indigenous cultural contexts. Lecturer Herewini Easton believes text is more than just words on paper.

In this way holistic Māori pedagogies like Mason Durie's *Te Whare Tapa Wha* model can be aligned with the reading strand progressions.

Here's a list of the progressions and how they relate to *Te Whare Tapa Wha*.

- **Vocabulary** is aligned with *Tapa Wairua*, the ontology, epistemologies and genealogy of Māori identity.
- **Decoding** is aligned with *Tapa Hinengaro*, the psychology and processing of communication.
- **Language and Text Features** are aligned with *Tapa Whanau*. This uses the sociology of family relationships to understand how words work together to create meaning.
- **Comprehension** is aligned with *Tapa Tinana*. This uses concepts about the body, growth and physiology to locate and organise information from texts.
- The final aspect of the progressions – **Reading Critically** – relates to all aspects of *Te Whare Tapa Wha*. It reflects that all readers and writers bring their own cultural perspectives to text, ideas and metaphors.

The overall aim of this project is to embed language and literacy in teaching activities in ways that take account of Māori world views and lived experience.



Reading Critically –
**Tapa Wairua,
Tapa Whanau,
Tapa Tinana,
Tapa Hinengaro**

QUESTIONS TO CONSIDER

1. Why are broader notions of Māori cultural frameworks important in addressing literacy and language learning issues?

2. What are the benefits of embedding Māori lived experience in language and literacy teaching?

3. How could you use real environments, such as a whare nui, to better engage your learners?

4. How could you use local whakairo (carving) or raranga (weaving) to develop literacy and language skills in your learners?