

## CURRICULUM ACTIVITY: Teachers Writing Up Learning Stories

Kaiako include the child's own reflections, photos, and words in their learning story, ensuring their perspective shapes the narrative. The child helps decide which moments best show their learning and progress. Rangatiratanga is upheld as the child's voice and identity guide how their learning is represented and celebrated.

### Tikanga Practices:

- **Ako** – Reciprocal Learning: Kaiako learn alongside tamariki by listening to their interpretations and co-constructing the learning narrative together.
- **Manaakitanga** – Respectful Recognition: Tamariki voices, images, and words are treated with care ensuring their identity and mana are reflected authentically in documentation.
- **Whakamana**: Tamariki lead the storytelling of their own learning choosing what best represents their growth and achievements.

### Kaiako: Questions for Reflection

1. How do you empower tamariki to decide how their learning is shared so their rangatiratanga and identity remain central?
2. How do you value each child's voice and uphold their mana through the ways you document and celebrate their learning?
3. In what ways do you co-construct learning stories with tamariki to ensure their perspectives genuinely shape the narrative?



## TE REO MĀORI WITHIN LEARNING STORIES

Rā: 29 Oketopa 2025

Kaiako: Whaea Ngaroma

*Ngā mihi o te rā ki a koe Rakiwhiua*

We are so impressed with how your creativity is flourishing as we all enjoy all the wonderful mahi toi you are creating on a daily basis at Kindy – ka tino pai koe Rakiwhiua you have lots to share with your whānau.



You are developing the ability to be creative and expressive through visual arts along with your cutting skills, drawing and painting techniques. Your rangatiratanga is evident as you confidently make choices about what to create, how to explore your ideas, and share your learning with others. You lead your own learning journey, ask questions, and inspire your friends through your curiosity and creativity, showing pride in what you achieve.

I want to leave you with a whakataukī that reflects how, at Kindy, we support you to grow and flourish in your rangatiratanga:

*"Mā te huruhuru, ka rere te manu."*

*With support, guidance, and nurturing, you will achieve whatever you desire.*

*He rangi anō āpōpō – what will tomorrow bring Rakiwhiua*



Scan for link to te reo Māori resources

## Ngā Taonga Whakaako Tikanga Māori – Theory and Practice Early Childhood Education Contexts



## RANGATIRATANGA INTERGENERATIONAL LEADERSHIP

UC  
UNIVERSITY OF  
CANTERBURY

Te Kāhui Pā Harakeke  
Child Well-being  
Research Institute

Ako  
AOTEAROA

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# RANGATIRATANGA

## INTERGENERATIONAL LEADERSHIP

**Rangatiratanga** refers to the strength and responsibility of an individual to lead, drawing upon and uplifting the collective. At its core, ranga means to weave, tira refers to the group or collective, and tanga signifies the enduring quality or state of drawing strength and wisdom from shared knowledge and relationships.

Rangatiratanga is not about authority for its own sake, but about leadership that nurtures, unites, and grows the capability of whānau, hapū, and iwi. A true *rangatira* is recognised not simply by status, but by their ability to act with integrity, guided by good intentions, and to turn these intentions into meaningful, effective actions that benefit the collective and safeguard its future.



Scan to find out more about these resources



### CURRICULUM ACTIVITY:

#### Children Given Choices

Tamariki confidently choose which activities interest them, deciding how they want to engage and with whom. Kaiako trust and support these decisions, recognising children as capable learners. Rangatiratanga is demonstrated through children's autonomy and ability to direct their own learning journeys.

#### Tikanga Practices to support Rangatiratanga growth:

- **Whakamana:** Kaiako intentionally create opportunities for tamariki to make choices, fostering confidence and ownership in their learning.
- **Whanaungatanga:** Kaiako listen closely and collaborate with tamariki recognising that decision making grows through trusting respectful relationships.
- **Ako:** Kaiako reflect alongside tamariki on their choices and discoveries, valuing tamariki as co-designers of their learning journeys.

#### Kaiako: Questions for Reflection

1. How do you create authentic opportunities for tamariki to make meaningful choices that strengthen their confidence and sense of rangatiratanga in learning?
2. In what ways do your relationships and interactions show trust in tamariki as capable, autonomous learners who can direct their own experiences?
3. How do you reflect with tamariki about their learning decisions to deepen shared understanding and uphold their rangatiratanga?

### CURRICULUM AREA:

#### Children Take Part in a Daily Show and Tell Session

Each tamariki decides what to share, how to present it, and leads their time in front of the group. Kaiako and peers listen respectfully, asking questions that acknowledge their voice and choice. Rangatiratanga is enacted as tamariki express themselves, take pride in their ideas, and build confidence in leadership.

#### Tikanga Practices to support Rangatiratanga growth:

- **Manaakitanga** – Respectful Listening: Kaiako and peers demonstrate care by listening attentively, asking thoughtful questions that uplift each child's mana.
- **Whakamana:** Tamariki are supported to lead and express themselves, reinforcing confidence, pride and ownership of their ideas.
- **Whanaungatanga:** Sharing and responding builds trust fostering a collective environment where each child's leadership is valued within the group.

#### Kaiako: Questions for Reflection

1. How do you nurture each child's confidence and pride, so they feel empowered to share their ideas and express their rangatiratanga?
2. In what ways do you model and encourage respectful listening that upholds the mana of each speaker?
3. How do your interactions and group practices strengthen whanaungatanga ensuring every child's leadership is recognised and celebrated?

