

## CURRICULUM ACTIVITY: Helping the Teacher Set Up an Obstacle Course

Tamariki assist kaiako in carrying and arranging equipment, listening carefully and offering ideas to make it challenging and having components of walking, jumping, climbing up and descending down most of all fun for everyone. They check that the course is safe and encourage one another as they work. Manaakitanga is lived through cooperation, respect, and supporting the collective enjoyment and safety of all.

### Tikanga Practices:

- Mahitahi – working together: tamariki and kaiako work together to set up the course, showing manaakitanga through cooperation, attentiveness, and collective care for everyone's enjoyment and safety.
- Mana enhancing approaches: tamariki express manaakitanga by motivating and celebrating each other's efforts, fostering confidence, kindness, and a shared sense of achievement in their physical play.
- Ensuring safety and inclusion: by checking the course and helping friends navigate it, tamariki demonstrate manaakitanga through thoughtfulness, responsibility, and protecting the well-being of the collective.

### Kaiako: Questions for Reflection

1. How do you nurture manaakitanga by encouraging tamariki to collaborate, listen, and contribute to shared activities with empathy and care?
2. In what ways do you recognise and celebrate acts of encouragement, cooperation and responsibility by tamariki during group play experiences?
3. How do you strengthen tamariki understanding that manaakitanga includes ensuring safety, inclusion, and collective enjoyment in the daily programme?



### WAIATA: HE AHA KEI ROTO I TE KETE (Nā Whaea Ngaroma Williams i tito)

He aha kei roto i te kete  
He aha kei roto i te kete  
He aha kei roto i te kete

A E I O U

He ārani kei roto i te kete  
He ārani kei roto i te kete  
He ārani kei roto i te kete

A E I O U

(What is in the kete? A orange is in the kete.)

NB: You Can fill the kete up with a range of objects – this is a vocabulary strategy.



Scan for link to Waiata

## Ngā Taonga Whakaako Tikanga Māori – Theory and Practice

Early Childhood Education Contexts



## MANAAKITANGA MANA ENHANCING INTERACTIONS

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# MANAAKITANGA

## MANA ENHANCING INTERACTIONS

**Manaakitanga** comes from mana — referring to a person's prestige, dignity, and integrity — and aki, meaning to uplift, encourage, or support.

Together, manaakitanga is the practice of recognising, upholding, and enhancing the mana of others through acts of generosity, hospitality, kindness, and respect. It is not about self-promotion or seeking acknowledgment for oneself; rather, it is a deeply relational ethic centred on the wellbeing of others. Manaakitanga calls on us to notice and value the strengths, contributions, and uniqueness of those around us, and to act in ways that affirm their worth. Expressing manaakitanga involves role-modelling behaviours that protect and build the mana of individuals and communities, ensuring interactions are grounded in empathy, humility, and care. A natural process of when we weave each child's whāriki of teaching and learning.



Scan to find out more about these resources



### CURRICULUM ACTIVITY:

#### Washing Hands Prior to Kai Time

Kaiako model and remind tamariki to wash their hands carefully before eating, supporting one another to do so properly. Children wait patiently for their turn and help their friends reach the soap or towel. Manaakitanga is shown through care for each other's wellbeing and the shared responsibility for keeping everyone healthy.

#### Tikanga Practices:

- Sharing responsibility: tamariki and kaiako demonstrate manaakitanga by ensuring everyone washes their hands properly, showing care, respect, and shared responsibility for collective well-being.
- Tautoko me te awhi – support and guidance: tamariki who help remind their friends to wash hands before wā kai or help reach soap or dry hands all model manaakitanga. This is about kindness, patience, and empathy being woven into everyday routines of care.
- Turn-taking: Waiting patiently for their turn reflects manaakitanga through consideration, fairness and understanding that caring for others' needs strengthen harmony within the group.

#### Kaiako: Questions for Reflection

1. How do you model manaakitanga during routines so tamariki see care, patience, and respect as integral to collective well-being?
2. In what ways do you encourage tamariki to show empathy and practical care for others during daily hygiene practices?
3. How can you deepen tamariki understanding that simple acts like horoi ringaringa reflect manaakitanga and our shared responsibility for everyone's health?

### CURRICULUM AREA:

#### When a New Child Comes to the Centre

Kaiako and tamariki warmly welcome the new child and their whānau, showing them around and introducing them to routines and friends. Children invite the newcomer to join in play and make sure they feel included. Manaakitanga is expressed through kindness, hospitality, and ensuring others feel valued and safe.

#### Tikanga Practices:

- Kaiako and tamariki express manaakitanga by greeting new whānau with genuine warmth, the atmosphere reflects ūkaipō (belonging), care, and cultural respect from the outset.
- Tamariki invite the new tamaiti into their play or explain the processes of centre routines. These demonstrate manaakitanga through acts of kindness, also reflective of tuakana roles with a desire to ensure everyone feels accepted and connected to the centre.

#### Kaiako: Questions for Reflection

1. How do you model manaakitanga so new tamariki and whānau feel genuinely welcomed, valued and connected from their first day?
2. In what ways do you empower tamariki to show kindness and inclusion, ensuring new children experience they belong?
3. How can the centre's environments and routines better reflect manaakitanga, that support smooth transitions for all new whānau?

