

CURRICULUM ACTIVITY: Whānau Hui

Whānau are welcomed warmly, with kai and space to share stories, aspirations, and ideas for their child's learning. Kaiako value and weave these contributions into the programme, reinforcing shared responsibility. Whanaungatanga is expressed through reciprocal relationships grounded in respect, care, and collective decision-making.

Tikanga Practices that are underscored by Whanaungatanga:

- **Mōhiotanga – Understanding:** Kaiako create welcoming, supportive spaces for whānau, recognising their stories, aspirations, and ideas, fostering mutual understanding and deepening relational connections within the ECE setting.
- **Māramatanga – Insight and Clarity:** By actively engaging with whānau contributions, kaiako gain insight into children's learning contexts, helping to make shared decision-making and programme planning transparent and meaningful.
- **Mātauranga – Sharing Knowledge:** Whānau expertise and perspectives are valued and woven into the curriculum, reinforcing collective knowledge, shared responsibility, and reciprocal learning between kaiako, whānau and tamariki.

Kaiako: Questions for Reflection

1. How do you foster mōhiotanga by creating supportive spaces that encourage whānau to share their insights deepening understanding of each child's learning and well-being?
2. In what ways do you use māramatanga to make connections between whānau contributions and programme planning, ensuring clarity, shared understanding, and meaningful decisions?
3. How do you embrace mātauranga by actively incorporating whānau knowledge into teaching and learning, strengthening reciprocal learning and collective responsibility for children's growth?



MIHIMIHI to follow Opening Karakia at Staff and Whānau Hui

Tēnā tātou e ngā kaiako,
Nau mai, haere mai ki tō tātou hui i tēnei rā.
He wā whakawhanaunga, he wā ako tahi,
Hei whakakaha i a tātou mahi mō ngā tamariki.
Noho ora mai, kia kotahi te whakaaro,
kia kotahi te ngākau.

Greetings to us all, teachers.
Welcome to our hui today.
A time to connect and learn together,
To strengthen the work we do for our tamariki.
Let us come together with one heart and one purpose.



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Tēnā koutou e ngā mātua, e ngā whānau,
Nau mai, haere mai ki tō tātou hui i tēnei rā.
He wā tēnei hei hono, hei kōrero, hei whakanui
i ā tātou tamariki.
Ngā mihi mahana ki a koutou mō tō koutou
tautoko me tō aroha.
Haere mai, whakatau mai ki tō tātou whare ako.

Greetings to you, parents and whānau,
Welcome, welcome to our hui today.
A time to connect, to share, and to celebrate our children.
Warm thanks to you for your support and care.
Come, settle in, and feel at home in our learning place.



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



Te Kāhui Pā Harakeke
Child Well-being
Research Institute



Authors: Ngaroma M. Williams, Tracy Dayman, Lana R. Williams, 2025.

WHANAUNGATANGA

RELATIONALLY CONNECTED

Whanaungatanga recognises that people themselves are *taonga* (treasures), and that the kinship systems of *whānau*, *hapū*, and *iwi* form the foundation of Māori social organisation. These systems are built upon rights, responsibilities, and reciprocal obligations that ensure the well-being of the collective.

Whanaungatanga is about belonging — knowing you are part of a larger whole that offers support, guidance, nurture, and protection. It reflects the deep connections Māori have not only with each other, but with all living things and the natural world. Defined roles such as *kaumātua*, *mātua*, *rangatahi*, *tāne*, *wāhine*, *tuakana*, *teina*, *kōhungahunga* (young child), *pēpi* *nohinohi* (toddlers) and *pēpi* (infants) are shaped by *whakapapa* and give structure to relationships. The focus is on interdependence and collective strength, rather than individual independence. This principle also brings to the fore the relationships we enjoy to all our environments we engage in and our resources.



Scan to find out more about these resources



CURRICULUM AREA: Arrivals and Departure Routine

Kaiako greet each child and their *whānau* by name each morning, taking time to connect and share brief *kōrero* about their day or home life. These personal exchanges nurture trust and belonging. *Whanaungatanga* is strengthened through consistent, genuine relationships that affirm each child's place in the learning community.

Tikanga Practices to support Whanaungatanga Applications:

- **Manaakitanga – Care and Respect:** Kaiako show genuine care by greeting *tamariki* and *whānau* warmly, listening attentively, and responding to their needs, fostering trust and a sense of belonging each day.
- **Whakapapa – Being Connected:** By learning names, family contexts and personal stories, strengthening each child's identity and their place in the ECE community.
- **Aroha – Nurturing:** Personal *kōrero* and attention to well-being create safe, supportive spaces, enabling *tamariki* to feel valued, confident, and secure within the learning environment.

Kaiako: Questions for Reflection

1. How do you intentionally build relationships with *tamariki* and *whānau*, ensuring greetings and personal *kōrero* support trust, connection, and a strong sense of belonging to the centre?
2. In what ways do you learn and remember personal details about *tamariki* and *whānau* to strengthen relational connections and affirm each child's identity and place in the group?
3. How do your daily interactions reflect *aroa* and *manaakitanga* creating consistent, genuine, and supportive relationships that nurture children's confidence, engagement, and well-being at the centre?

CURRICULUM AREA: Staff Hui

Staff begin hui with a *mihi* or *karakia* to acknowledge one another and the shared purpose of their *mahi*. Everyone is encouraged to speak openly, listen respectfully, and offer support when challenges arise. Through this collective approach, *whanaungatanga* is lived as a foundation for collaboration and wellbeing.

Tikanga Practices to support Whanaungatanga Understandings:

- **Manaakitanga – Care and Respect:** Kaiako demonstrate care by actively listening, offering support, and acknowledging each other's contributions, fostering a respectful, inclusive, and trusting hui environment.
- **Karakia and Mihi:** Opening and closing with *karakia* and *mihimihi* reinforces collective purpose, acknowledges shared responsibilities, and strengthens relational bonds among staff as a learning community.
- **Kotahitanga – Unity and Purpose:** Encouraging open dialogue and shared problem-solving nurtures a sense of togetherness, ensuring challenges are addressed collectively and well-being is prioritised.

Kaiako: Questions for Reflection

1. How do you contribute to building *whanaungatanga* in hui by listening actively, offering support and recognising the expertise and perspectives of all participants?
2. In what ways do *karakia* and *mihimihi* at the start and end of hui strengthen relationships, collective purpose, and well-being among staff?
3. How do you foster *kotahitanga* through collaboration, encouraging open dialogue and shared problem-solving to ensure collective learning and a supportive staff environment?

