

## THE ARTS: Years 7–8

### Drama

Ākonga coordinate a school performance or assembly, assigning roles and responsibilities. They problem-solve and communicate to achieve shared success. After celebrating the success of their performance on stage they have organised shared kai for their friends and family. Kotahitanga is demonstrated as collective unity and teamwork which guide outcomes.

#### Tikanga Practices: Kotahitanga can emerge from:

- **Rangatiratanga:** Leading preparation and acknowledgement – selecting a play, distributing acting roles, stage crew, and production roles.
- **Manaakitanga:** Sharing and supporting each other by ensuring their responsibilities are achieved throughout the preparation and performance. Kotahitanga is about each person contributing to collective care, ensuring everyone is included.
- **Whanaungatanga:** Strengthening connections with the school community, cast and crew sharing kai that brings everyone together (kotahi). Kai nurtures belonging and harmony, reminding ākonga that kotahitanga is lived daily through connections. Kōrero (conversations) and shared nourishment of body and spirit.

#### Kaiako: Questions for Reflection

1. How can you assist ākonga to lead collaborative projects that reflect shared goals?
2. How do you build ākonga understanding that unity strengthens outcomes?
3. What reflection opportunities allow ākonga to evaluate teamwork and collective growth?



## KAITAHI – EATING TOGETHER

### Karakia mō te Kai

Nau mai e ngā hua o te wao  
O te ngakinga, o te wai tai, o te wai Māori.  
Nā Tāne, nā Rongo, nā Tangaroa, nā Maru  
Ko Ranginui e tū iho nei  
Ko Papatūānuku e takoto ake nei  
Tūturu whakamaua kia tina, tina  
Haumi-ē, hui-ē, tāiki ē!

I welcome the gifts of food from the sacred forests, from the cultivated gardens, from the sea, from the fresh waters.  
The food of Tāne, of Rongo, of Tangaroa, of Maru.  
I acknowledge Ranginui above and Papatūānuku below.  
Let this be my commitment to them all.



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Whakapaingia ēnei kai  
Hei oranga mō te tinana  
Mō o mātou wairua  
Hoki Āmine.

Bless these foods that give nourishment to our bodies and thoughtfulness to our minds, Amen.



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## Ngā Taonga Whakaako

### Tikanga Māori – Theory and Practice

Primary School Contexts



# KOTAHITANGA

## UNITY AND PURPOSE

UC  
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Te Kāhui Pā Harakeke  
Child Well-being  
Research Institute

Ako  
AOTEAROA

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# KOTAHITANGA

## Unity and Purpose

**Kotahitanga** refers to the development and maintenance of unity of purpose, shared vision, and collective direction. It is about fostering harmony and avoiding actions or decisions that could cause division or discord.

Kotahitanga embodies a commitment by all to work together with one mind and in unison, ensuring that individual strengths and contributions are valued and directed towards a common goal. It encourages inclusive participation, where everyone has a voice and a role in shaping outcomes. Decisions guided by kotahitanga are made with the well-being of the collective in mind, supported by strategies that promote collaboration, consensus, and a deep sense of belonging and shared responsibility.



Scan to find out more about these resources



## CONTRIBUTION AND PARTICIPATION: Years 1–3

### Unity and Collective Purpose

Tamariki tidy up the classroom together, encouraging one another and completing tasks as a group. They celebrate the shared achievement. Kotahitanga is applied as tamariki learn cooperation and teamwork.

#### Tikanga Practices:

- **Taha Tinana:** Tamariki work side by side to return resources to their places, showing care for their shared space and the physical well-being of their classroom whānau.
- **Taonga Tuku Iho:** Tamariki learn traditional ways of showing manaakitanga, helping others in recognition of practices of their own whānau – these promote unity and shared responsibility.
- **Ūkaipō:** Through tidying and celebrating together, tamariki strengthen their sense of belonging knowing they each contribute to the collective classroom and school one of their learning environments.

#### Kaiako: Questions for Reflection

1. How do you create tasks that require cooperation and teamwork?
2. In what ways do you highlight the value of working together rather than competing?
3. How do you celebrate collective achievement in the classroom?

## ARTS: Years 4–6

### Unity and Collective Purpose

Tamariki plan and create a collaborative art project, dividing roles and sharing responsibilities. They discuss ideas and resolve differences together. Kotahitanga is enacted as tamariki work towards a common goal respectfully.

#### Tikanga Practices: Kotahitanga is applied as:

- **Māramatanga:** Tamariki share insights and reflect on each other's ideas, developing clarity and purpose, and understanding that unity can strengthen creative expression.
- **Mōhiotanga:** Tamariki apply their knowledge of respectful communication to resolve differences, recognising that listening and compromise maintain harmony within the group.
- **Mātauranga:** Through collaboration, tamariki draw on collective wisdom and diverse strengths, building deeper learning and appreciation for shared achievement.

#### Kaiako: Questions for Reflection

1. How do you guide tamariki to communicate and compromise during group work?
2. What strategies help resolve conflict respectfully to preserve kotahitanga?
3. How do you ensure everyone's role is valued and understood?

