



Sustained Excellence
in Tertiary Teaching
Kaupapa Māori Category

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“The kaupapa matua is the central purpose of why we’re here – in this class, and in the world, and that is mauri ora. Mauri ora is flourishing wellness.”

Anne-Marie’s late Māori mum and Pākehā dad never finished high school. They worked hard as a shed hand and shearer respectively. Her Mum dreamed of educational opportunities for her children and would frequently be heard saying “I love those Physedders – they’ve got a lot of life about them”. Now, at the University of Otago, Anne-Marie co-leads the only stand-alone Māori curriculum in sciences at undergraduate and postgraduate level. For her, the values of Kaupapa Māori stem from who she is as a person, and how she was brought up. At the centre of Kaupapa Māori is whānau.

Anne-Marie’s students are unique – they are physical education (PE) students. Many are dominant in a kinaesthetic learning style, so they learn by doing. She says they often have a strong sporting or physical activity background, they like to be challenged, and relish opportunities to be pushed outside their comfort zone. They are confident and energetic, like to lead, but also thrive in group situations. Anne-Marie normally has 15–20% Māori students in her classes, so ensures their mana is intact, recognising there are multiple valid understandings of what it means to be Māori.

Anne-Marie has led the development and delivery of eight Kaupapa Māori academic papers from 100 level to postgraduate study in Māori PE and health. She has published (Jackson, Hakopa, & Jackson, 2017; Jackson et al., 2015) on her teaching and has been invited to lead professional development activities, review external providers, teach in other departments, and deliver teaching and training opportunities for iwi, hapū, whānau and community organisations in English and te reo Māori. She has supervised and co-supervised over 65 students (90% Māori) to completion from undergraduate community placements, internships, masters and PhDs. Her postgraduate students receive an average examined grade of A and her first lead supervised PhD thesis was awarded exceptional thesis status in sciences. Her students, under her mentorship, have presented more than 30 papers at international conferences, won awards, competitive scholarships (Health Research Council, Brain Research New Zealand, Ngā Pae o te Māramatanga), internships and research funding. This work was profiled in the world’s leading multidisciplinary science journal *Nature*.

The journey of Anne-Marie’s students to graduate from Te Koronga¹ as doctoral students begins in the undergraduate curriculum. She uses an overarching poutama (staircase) curriculum design and, within that, teaches specific papers based on her own tribal philosophy. Within these papers, she creates opportunities for students to explore theory and research. The poutamu relating to Anne-Marie’s Māori PE and

¹ Te Koronga comprises two parts: Graduate research excellence and an Indigenous Science Research Theme.

health curriculum goes from comfort (first year), and content (second year), to application (third year). The curriculum has included around 37 noho marae (stays at traditional Māori meeting houses) for experiential learning and is critical for PE students.

Anne-Marie structures each course on a Ngāpuhi creation genealogy. For example, in her large (approximately 80-100 students) early stage class, she draws upon Te Korekore (the world of potential being), Te Pō (the world of becoming) and Te Ao Mārama (the world of being) to inform the three sections of the course. All of her papers have a significant group research project, which includes a written report and an oral component, such as a research presentation or poster.

“Noho and wānanga are critical for us – this is where the magic happens. For us as physical educators, where theory and practice intersect is pure beauty – it’s where time stands still, it’s where our students live in the moment being their true authentic selves.”

Anne-Marie leads noho marae and wānanga for all levels of the curriculum. The aim is to provide Te Ao Mārama or ‘lightbulb’ moments for students through application, nurturing their mauri and mana. This aligns with the praxis elements of Kaupapa Māori and favours kinaesthetic, experiential and affective learners. Relationships are critical in noho marae. Because students are high energy, and their discipline is Māori physical education and health, the context they operate within leads to an action-packed few days. The classes work alongside the local marae, Puketeraki and Arai Te Uru, with support from Te Whare Tū Taua o Ōtepoti (School of Māori weaponry), Hauteruruku ki Puketeraki (hapū led waka club), Fire in Ice Waka Club (Otago Harbour based waka club), Coastguard Boating Education, Ministry of Primary Industries and Water Safety New Zealand (for in-water survival and training). These are relationships Anne-Marie has fostered over many years. On the marae, Anne-Marie is in charge of tikanga on behalf of her classes to ensure all are safe spiritually.

Anne-Marie creates opportunities for students to explore their own identity and worldview in all of her teaching. She encourages them to express who they are and where they are from, so that they can create whanaungatanga (relationship) bonds with her and community members around them. She teaches with mana, which means to show kindness to the students, and creates an āhuru mōwai for the students to be themselves and to be comfortable in their identity. This recognises that, first and foremost, they are students, and in a learning environment. She relates the learning process to Ngāpuhi philosophy, which provides an environment where the strengths and potential of each student is recognised and valued.

For teaching excellence, Anne-Marie has won divisional, University-wide and national awards. She and her Te Koronga team were awarded the University of Otago Division of Sciences Māori/Pacific Content Innovation in Teaching Award in 2015 and 2017. In 2016, she was awarded the Otago University Students’ Association Division of Sciences Supervisor of the Year and was supreme winner of Supervisor of the Year. In 2019, she was awarded the University of Otago Kaupapa Māori Teaching Award and the Royal Society Te Apārangi Te Kōpūnui Māori Research Award for her leadership in graduate student excellence. Her innovations include a new paper focusing on Māori community internships for creating internships for students with local Māori organisations.

“I will provide you an āhuru mōwai – a safe harbour. I will grow your tumu – your mooring posts, for you to always come back to. I will nurture your mauri – your spark – your mana – your uniqueness. I will help you carve out your own waka. So that when you leave this class, you can lead a life of mauri ora, of flourishing wellness and share that mauri ora with everyone around you.”
