



HE ARA KOTAHI
HEI ARA KŌRERO

Education Kit
OVERVIEW

EDUCATION KIT - OVERVIEW

The activities within these educational kits showcase just a fraction of possibilities and aim to provide a starting place for your class enquiries and learnings. These resources target Years 7 to 10 and aid schools and teachers to maximise the understanding contained within. Te Takanga o te Wā - Māori History Guidelines have been used as a key reference and guide.

Some local concepts need unpacking from a local hapū and iwi perspective. It is recommended you contact local hapū and iwi elders, and/or leaders as well as those known to hold information about this traditional knowledge. It is also important to remember that these histories are taonga tuku iho of Rangitāne (treasures passed down through the generations). Therefore, please ensure they are treated with respect and be mindful as you are privy to information many Rangitāne descendants are still to learn.

Tai Huki Consult Ltd has had the privilege of providing support and guidance to the He Ara Kotahi, Hei Ara Kōrero project, working with Rangitāne o Manawatū and the Central Economic Development Agency (CEDA) whānau throughout the development of these resources.

TEACHING MĀORI HISTORY -

To best guide the teaching and learning programmes and to acknowledge the significance of the taonga tuku iho shared by Rangitāne o Manawatū, it is recommended that these are developed with the Māori History - Te Takanga o te Wā frame as a foundation. Below are the key aspects expressed on the Māori History website that will guide you in the development of an authentic and Māori centric programme.

Why teach Māori History?

When teachers encourage students to learn about where they live, creating opportunities to link their community to significant historical events, learners will then start to understand that they are part of a larger story, they are part of history and make history every day.



TURITEA PĀ

c.1600

TE TAKANGA O TE WĀ

Te Takanga o te Wā is not designed as a list of lessons or learning experiences. Rather it provides a framework to support teachers to teach Māori history with their students. The content and context that you choose for your class could focus on building quality and collaborative engagement with your local iwi and hapū. The stories and histories relating to your school's geographic location will assist you by instilling a deeper sense of personal identity and belonging for every student. This resource provides connections to frame that context:

- Whakapapa
- Tūrangawaewae
- Mana motuhake
- Kaitiakitanga
- Whanaungatanga

Each one has a list of possible conceptual understandings and a key message linked to the Levels 1 and 2 achievement objectives of The New Zealand Curriculum

PROGRAMME DESIGN -

Possible programme designs for Māori history in years 1-8 and 9-13, along with New Zealand Curriculum and NCEA links, resources, and learning experiences. These have been designed to guide students and teachers when looking at Māori history in a local context.

[Tau \(Year\) 1-8](#)

[Guidelines for Years 1-8](#)

[Tau \(Year\) 9-13](#)

Social Sciences - Tikanga-a-Iwi

Best Evidence Synthesis key references

- Make connections to students' lives
- Design experiences that interest learners
- Build and sustain a learning community
- Align experiences to important outcomes.

From Aitken, G., & Sinnema, C. (2008). Effective pedagogy in social sciences/tikanga-a-iwi: Best evidence synthesis iteration [BES]. Wellington: Ministry of Education. (p. 51)

These key underpinnings need to be considered at each stage of programme design.

Programme design frameworks

- [Programme design years 9–10](#)
- [Programme design years 11–13](#)

IWI AND LOCAL HISTORY

Developing a programme around iwi and local history allows students to make a real connection to who they are.

For all students, a connection to the community, land, and people of the past gives them a sense of identity, belonging, and connection to where they are now.

Iwi or hapū historians can provide perspectives that may not be found in secondary resources. Engaging with local historians allows students and teachers to ‘touch’ history in ways not feasible in other areas of history.

Keep in mind that history is a taonga and that trust and strong relationships need to be established before the taonga is shared.

Iwi, students, and the school all working together to co-construct a programme of learning around Māori history will ensure the greatest chance of success.

[NCEA Assessment exemplars](#) that create an iwi and local history-based programme of learning.

WHO DO YOU THINK YOU ARE?

This assessment schedule provides a matrix of levels of understanding for a historical event of significance to New Zealanders, required for students to achieve.

Supports internal assessment for: A.S 91002 Demonstrate understanding of a historical event, or place, of significance to New Zealanders (Credits: 4)

Disclaimer: This NCEA assessment exemplar has not been edited or reviewed by the Ministry of Education or NZQA. It is an example of what one group of teachers has developed as they worked with local iwi on growing a resource for local schools, using local history.

Videos: Iwi historians and secondary teachers talk about Māori history and what this means in today's world. Each adds their expertise and experiences in teaching Māori history, creating a rich resource for New Zealand history teachers and students.