



Kōia te Mātauraka

Pānui WK 1 Term 4
2024

He Kupu
New Words

Kōrero pukapuka
To read

Kupu whakataki | Introduction

Tēnā koutou,

At the end of term three we heard of many schools celebrating Te Wiki o te Reo Māori. Please continue to share with us what your school is doing so that we can celebrate your success with you.

Kōia te Mātauraka has some exciting opportunities to plan for 2025!! One of which is the Kōia te Reo PLD opportunity - see FLYER attached. We would also like to introduce our new column Kā Arotaki Pukapuka as a part of our commitment to support te reo Māori and Literacy in your schools!

Kia kaha,
Kā kaimahi Kōia te Mātauraka.

Enjoy reading?

We are looking for good books to promote across the schools. Read any books by NZ AUTHORS, or including LOCAL CONTENT and MĀTAURAKA MĀORI, and we will publish your review!!! Reviews can be done by staff, students or whānau and we will have a link to our review template in our W5 Pānui.



Te Ahu o te Reo Māori

We have all been disappointed to hear that the funding for Te Ahu o te Reo Māori will be discontinued. We have been contacted by many concerned teachers so we have sent out an information paper summarising some key observations and recommendations from the report used by the Minister to justify the decision to cancel funding.

Below are some links you might find interesting:

Link to a petition that goes straight to Minister Stanford <https://chng.it/stmfSSZScG>

Link to the report [Te-Ahu-o-te-Reo-Maori-Integrated-Phase-1-and-2-Evaluation-Report](#)

Link to news article announcing the decision [Te reo Māori teacher training cut by \\$30m to fund maths resources \(1news.co.nz\)](#)

Link to NZ Herald article refuting the report [Te Ahu o te Reo Māori: Inside the report used to justify cutting \\$30m from a te reo course for teachers - NZ Herald](#)

Email address for Minister Stanford should you wish to contact her.

Erica.Stanford@parliament.govt.nz



Mihia ki tēnei Kāhui Ako | Community of learning shout out

Ngā Peka o Tauwharekākaho (Rolleston) Kāhui Ako

In Term 3, right in the middle of Te Wiki o te Reo, Ngā Peka o Tauwharekākaho (Rolleston) Kāhui Ako celebrated together at their (now annual) Cultural Festival. Held at Rolleston College, across two venues in the morning, kura were able to showcase the talents and hard work of their cultural groups. It was a pleasure to attend and be part of the journey the incredible tamariki and rangatahi have been on with their kaiako and tutors. Every performance was a standout. Tu meke tamariki mā ("Too much" a term of praise for the children)! Rolleston College was a fabulous host, Head Students Hannah and Ashley were our comperes in the morning and Hamish Drummond was a rousing afternoon substitute. We have included some photos of the groups performing. All the groups were simply amazing. A massive 'Ngā Mihi' to the organising team, Fred and Claire the Kāhui Ako Across School Leads, the Within School Leads and all the tumuaki, kaiako, tutors, support staff and parents who believe in the value of culture.



Waitaha School.



Lemonwood Grove School.



West Melton School



West Rolleston Primary School.



Rolleston College

Ā kō ake nei | Coming up



**Kōia
Te Reo**

We are offering an exciting and innovative PLD opportunity for teachers to develop their te reo Māori practice and pedagogy.

This is a full-time 10-week course with teacher release funding from MOE. We only have 10 spaces for each cohort! Make sure you register soon!

For more information or to register email koitematauraka@ngaitahu.iwi.nz

Arowhenua Teacher PLD day: January 30th, 2025.



Te Kāhui Mātauranga ki Arowhenua | Arowhenua Education Committee - Teacher PLD Day.
For more information contact kahuimatauranga@gmail.com

Shared resource folder - coming soon!



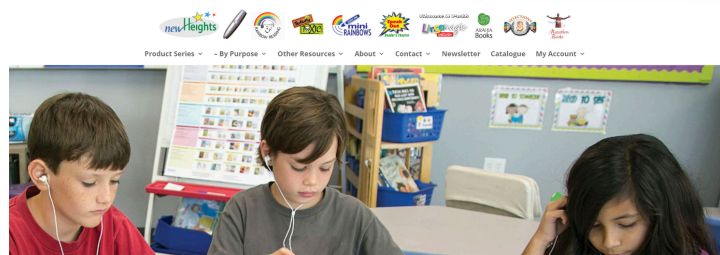
We will soon have an online platform where you can share and access vetted resources. Te reo Māori and Te Ao Māori resources for teachers by teachers.

Rauemi | Resources

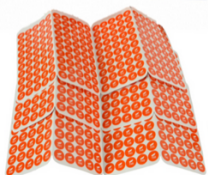


Rainbow Reading products

www.rainbowreading.org.nz



LIMITED EDITION



Fast & Smart Audio Reading Pen:
All 400+ audio-book files & 800
Recordable Stickers!

\$149.00

This site sells a range of reading aids and resources. The audio reading pen and recordable dots come recommended by teachers Leigh Thrupp (West Rolleston School) and Linley Thomas (Rolleston School). There is also a collection of **FREE RESOURCES** available

to download that are FANTASTIC!

Arahia Books – are a bilingual resource available for teachers and parents. Three of the **FREE RESOURCES** are a Audio, Video and Printable page resource for three te reo Māori waiata.

Check out this YouTube clip to see how the Arahia books work:



<https://youtu.be/GBnGVyVOCF0?si=fASITubSdZ4cucfw>

PLEASE NOTE: These resources are valuable and well considered but we would encourage you to talk to your Kōia te Mātauraka facilitator for takiwā specific tikanga for 'Pepeha' in your kura rather than using a Pepeha template.

Liz Hill-Taiaroa: North rohe tuku (service area)

Liz.Hill-Taiaroa@ngaitahu.iwi.nz

Kalinia te Rahui Harris: Mid rohe tuku

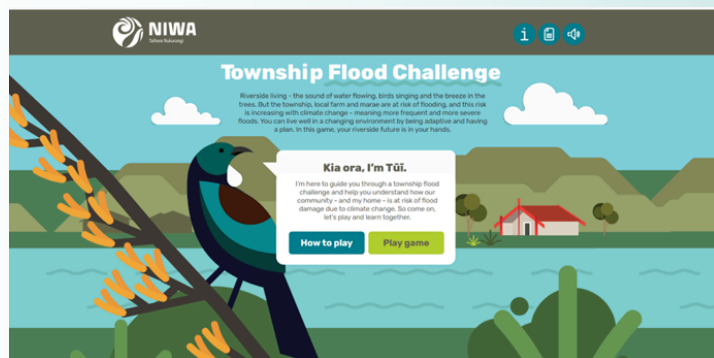
Kalinia.TeRahui@ngaitahu.iwi.nz

Nicole Solomon: South rohe tuku

Nicole.Solomon@ngaitahu.iwi.nz

NIWA and ASSEN developed resource

niwa.co.nz/township-flood-challenge-game



The Township Flood Challenge is an online resource for teachers. The lessons are centred around playing NIWA's river flooding serious game titled Township Flood Challenge and includes exploration of climate change, adaptation choices, wellbeing, values and decision making.

ASSEN Association of Social Studies Educator Network

www.socialstudiesnz.org



This group is free to join, they have some excellent curriculum resources available.

Recommended website: Arts Beyond Borders

www.artsbeyondborders.org



Arts Beyond Borders

Reimagining the curriculum for a (post) Covid world

This website has great recommendations for books on popular themes in Aotearoa Schools. It also has a collection of teaching units that might be of interest to secondary or intermediate Kaiako:

- Decolonising Thinking, Being and Relating
- For Women, For All
- Global Citizenship from a Māori Perspective
- Analysing Indigenous Issues through Film and more...

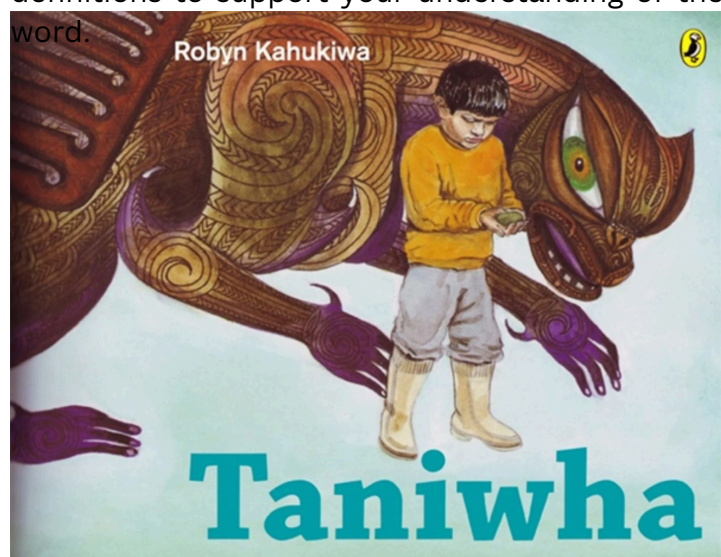
Kā Arotaki Pukapuka | Book Reviews



Make sure your kura has a school library card so you can make good use of the local facilities. Librarians are usually more than happy to put together collections of books for you to collect for the term. The librarians at Te Ara Atea- the library facility in Rolleston (Te Ara Ātea means unobstructed trail to the world and beyond) have told us they are more than happy to assist classroom teachers to source New Zealand content and that this would be across the Waikirikiri (Selwyn) network. I'm sure other regions would be the same. Mihi ki a koutou ngā kaitiaki pukapuka (acknowledgements to librarians).

Kōia te Mātauraka are building a database of titles that can be linked to a te reo plan for your kura. Both the books below come highly recommended; we will let you know our thoughts in the W5 Pānui.

On Te Aka (maoridictionary.com), use the sound bites to help you with your pronunciation and the definitions to support your understanding of the word.



Taniwha - By Robyn Kahukiwa

Review: With only a short sentence or two per page written in English and a glossary at the back this book is an easy read aimed at ages 3-6 years. It follows a young boy on his adventures with a taniwha. On his journeys he learns of his local history, the atua, the sea, sky and land. Although his friend does not understand the value of these things, his grandfather recognises the treasures he has gleaned.

Kaupapa Māori (concepts): Pūrākau, whakapapa, whenua, tūakiri (identity) and knowledge systems.

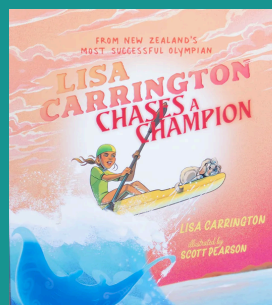
Kupu: Taniwha, koro, Tangaroa, Ranginui, haerenga, Papatūānuku, Rūaumoko|Rūamoko.



Story of Waihiko - By Ariki Creative

Waihiko, atua of electricity, in a pūrākau as a connector for Māori into the digital realms. Available in both te reo Māori and English.

Dame Lisa Carrington



The story of a LEGEND!

A story of perseverance, eight-year-old Lisa, is determined to participate in a big surf competition. But she has to conquer her fears to get there! Available in te reo Māori and English.

Use this link to hear more about Dame Lisa Carrington's journey in te ao Māori, learning te reo as an adult and the creation of her book.

www.stuff.co.nz/nz-news/350443509/

Highly recommend this online bookstore, Kiwi titles for Kiwi kids. www.kiwikidsbooks.nz





Ko Whaea Kēkē te uku | Aunty Ally: The Māori Unicorn

At the top of the book pile on my bedside table is *Becoming Tangata Tiriti* by Avril Bell. Launched in August, it's a treasure-trove of wisdom for non-Māori – and particularly Pākehā – allies who are “seeking to contribute to a treaty-based transformation of Aotearoa New Zealand.”[1] The book draws on material from interviews Bell conducted with 12 non-Māori New Zealanders around the motu who are doing Tiriti-honouring mahi in fields spanning local government, the arts, tertiary education, and activism.

The book is written thematically, and while at times I wanted to read more about the unique stories of the participants, the thematic approach is gold: Bell distils different aspects of participants' experiences into concepts and metaphors which gives us tools to understand our own experiences as tauiwi, and the language to articulate and navigate ally-based work.

One of the gold nuggets is the metaphor of the Māori unicorn, attributed to Aroha Gilling (Te Whānau-a-Apanui). The Māori unicorn speaks to the “cultural heavy lifting”[2] that Māori are often required to do in working for non-Māori organisations. Gilling shares, “Being a Māori unicorn means you're the only source of Māori knowledge in your office or area. You field all manner of enquiries, some appropriate, some appalling, and you spend a great deal of time and energy navigating through these situations. You weigh up interactions, gauge intent and understanding, pick your battles and try to maintain mana and integrity. You are, in other words, expected to be an extraordinary creature of myth and legend.”[3]

This metaphor gave me cause to reflect on past interactions with Māori colleagues within school-based contexts. Looking back, I can see that while I consciously brought attention to my interactions with external Māori organisations by applying *tītautaka* (tea towel tanga) – the principle of reciprocal relationship-building which happens when we pick up a tea towel on a marae – I undoubtedly contributed to the cultural heavy lifting of *kaiako hoa mahi* (teaching colleagues). I can recall numerous instances when I expected colleagues to help me with things such as translations or *mātauraka* relevant to a new unit I was designing, or with co-designing and co-facilitating workshops on culturally sustaining pedagogy for beginning teachers. No doubt they tolerated me because they saw value in the work I was doing, but my requests were clearly outside of their job description. In focusing on what I wanted to achieve, I completely lost sight of the impact on their workloads.

While the Pākehā world conditions us to prioritise the aims of a project, the Māori world prioritises the relationships with those we work with. As Bell summarises, “from a Māori perspective, the relationship is the thing, the project is a focus for building and maintaining the relationship rather than vice versa.”[4] In working for *Kōia te Mātauraka*, I'm privileged to have the opportunity to practice placing relationships at the centre, and my hope is that through taking on the heavy lifting of curriculum design I can share some of the cultural load with my colleagues, rather than adding to it.

[1] Bell, A. (2024). *Becoming Tangata Tiriti: Working with Māori, Honouring the Treaty*. Auckland University Press, Auckland. p.2.

[2] Ibid, p.36.

[3] Ibid, p.37.

[4] Ibid, p. 29.



You can find an archive of our Pānui on our website: <https://koiatematauraka.org>



We want to hear from YOU!!!

Share with us how you are demonstrating equity for *mātauraka* Māori and we will promote it in our next pānui!