Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Promoting kaupapa Māori

A suggestion for implementing the strategy 'Developing cultural capability' from the Guide: Supporting ākonga Māori

Includes:

- Identify first
- Create authentic contexts
- Value my language and culture
- Affirming Māori learners as Māori
- Reflection questions
- Useful resources

Identify first

Te Tuakiritanga: Identity, language and culture matter for ākonga Māori.

Tamaiti akona i te pā, tu ana ki te ao, tau ana.

A child educated to be strong in their own identity stands confident in the world.

Whakataukī

Inclusive Education
From
Guide: Supporting ākonga Māori
Strategy: Developing cultural capability
Suggestion: Promoting kaupapa Māori
Date
29 March 2024
Link
inclusive.tki.org.nz/guides/supporting-akonga-maori/promoting-kaupapa-maori

Create authentic contexts

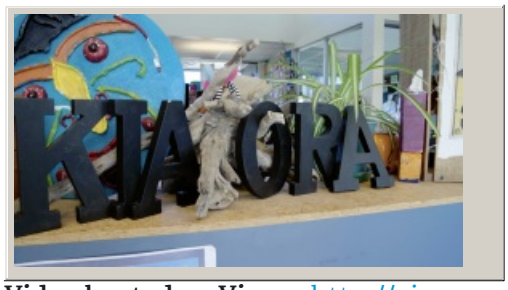
Ensure whānau and iwi have space to share their expertise and knowledge.

Video hosted on Vimeo http://vimeo.com/430202467
Closed Captions

Source:
Ministry of Education | Te Tāhuhu o te Mātauranga (NZ)
https://vimeo.com/educationnz

Value my language and culture

Kaiako take action as co-learners with ākonga, to ensure te reo Māori me tikanga Māori is increasingly part of each day.



Video hosted on Vimeo http://vimeo.com/194629565

View transcript

Source:
Enabling e-Learning (NZ)
https://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Supporting-Maori-students/Te-reo-Ma-ori-in-the-classroom

Inclusive Education
From
Guide: Supporting ākonga Māori
Strategy: Developing cultural capability
Suggestion: Promoting kaupapa Māori
Date
29 March 2024
Link
inclusive.tki.org.nz/guides/supporting-akonga-maori/promoting-kaupapa-maori

Affirming Māori learners as Māori

It feels good to be Māori here because my kaiako:

- knows how to involve me and what I bring to my learning
- is interested in what I know already
- knows how to make things I learn relevant
- lets us learn about things we are interested in
- knows about this area, the environment, the local marae, hapū and whānau and how I fit in, in relation to all
- encourages us to explore and talk about what happens around here, at the marae and with my whānau
- knows me as an individual, and how I am part of my whānau, hapū, iwi and community.

Reflection questions

Consider your responses to these questions.

What actions do they inspire?

To what extent are whānau included in decisions about their children's learning and wellbeing?

How well-informed are parents about their child's learning and wellbeing, local curriculum, teaching programmes, assessment processes, and pastoral care practices?

What opportunities are there for whānau and ākonga to take a lead role?

How do whānau want to be communicated with?

What kind of information do they find most useful to receive or to share?

How is your school community changing? How do you know and what is the impact?

What does this mean for how your school communicates with all parents and whānau, not just those who come through the school gate?

Useful resources

Poutama Pounamu: Drawing from kaupapa Māori theories

Read time: 2 min

An introduction to Kaupapa Māori theories.

Publisher: Poutama Pounamu

Download PDF

Key messages from the family and community engagement BES

An overview of how to support successful home-school partnerships.

Publisher: Poutama Pounamu

Visit website

Boost your use of te reo Māori

A collection of resources to support your acquisition of te reo Māori.

Visit website

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.