**Resources to support Mana Ōrite mō te Mātauranga Māori**

| *NZHTA recognises that Mātauranga Māori encompasses concepts and principles that are richly detailed and complex.*  *NZHTA Mātauranga Māori resources are therefore not to be regarded as authoritative, but designed rather to stimulate thinking and discussion.* |
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1. **MĀTAURANGA MĀORI - KEY CONCEPTS IN THE CURRICULUMS**

* **WEBINAR SERIES PART 1:“Mātauranga Māori in the History Curriculums”**

**“An Introduction to working with Māori History Sources”**

In this webinar, Te Arawa Tribal Historian Rangitihi Pene and Kaiarahi Māori Kārena Ngata (Ngāti Porou) discuss “Ngā Taonga Tuku Iho”, giving mōteatea case studies from their respective Iwi that shed some light into the rich repository of historical information held in this kind of taonga tuku iho. This webinar includes a kōrero on Kaupapa Māori ethics.

KEY MOMENTS IN THIS RECORDING: [INSERT]

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* **WEBINAR SERIES PART 1:“Mātauranga Māori in the History Curriculums”**

**Q & A session on the webinar “An Introduction to working with Māori History Sources”**

Following the format suggested by membership, each webinar in the series is followed a week later by a Q & A session to discuss any questions that may have been posted here by members during or in the days immediately after the webinar. These follow up Q & A sessions are more interactive and use case studies to help us build a working knowledge of the concepts covered in the associated webinar. In this video, Rangitihi & Kārena respond to pātai asked by our membership about the content of the webinar held the previous week.

KEY MOMENTS IN THIS RECORDING: {INSERT]

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* **WEBINAR SERIES PART 2:“Mātauranga Māori in the History Curriculums”**

**“ Whakapapa, Tūrangawaewae and Whanaungatanga in shaping Identity”**

In this webinar, Te Arawa Tribal Historian Rangitihi Pene and Kaiarahi Māori Kārena Ngata (Ngāti Porou) return to discuss the concepts of Whakapapa, Tūrangawaewae and Whanaungatanga in shaping identity. Drawing from the work of Tā Hirini Moko Mead and Dr. Nēpia Mahuika, Kārena presents a brief overview into each of these key concepts while Rangitihi discusses the concepts in a Te Arawa context.

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* **WEBINAR SERIES PART 2:“Mātauranga Māori in the History Curriculums”**

**Q & A session on the webinar “ Whakapapa, Tūrangawaewae and Whanaungatanga in shaping Identity”**

In this video, Rangitihi & Kārena respond to pātai asked by our membership about the content of the webinar held the previous week. The Q & A document located *here*  is open for membership and informs the focus of *He Pitopito Kōrero -* a regular blog from our Kaiārahi that aims to provide support, discussion and guidance as we traverse our curriculum refresh journey.

KEY MOMENTS IN THIS RECORDING: [INSERT]

DOWNLOAD THE SLIDESHOW HERE.

1. **TEACHER PLD RESOURCES**

* Dialogic, interactive PLD session "Mātauranga Māori - Key Concepts in Education"

The purpose of this PLD is to have participants contribute to the collective building and strengthening of each other’s knowledge of key concepts, values, beliefs and practices often spoken about when discussing Mātauranga Māori in education. This includes concepts in the Histories curriculums.

Suitable for Kaiako / Educators / School Leaders; from Beginners to Expert AND it can be adapted for classroom use.

* Slide Bank: "Te Tīriti in Education"

This is a slide resource bank designed for Facilitators to create customised PLD to support the building of our collective understanding of the significance and implications of Te Tīriti o Waitangi in the Education and Training Act, 2020. It is resourced with materials from NZSTA, MOE, Tangata Tīriti, NZ History, and experts such Anne Salmond and Moana Jackson.

Suitable for: Teacher PLD Facilitators to draw from and customise to the needs of their audience. Audience might be Kaiako / Educators / School Leaders / Board of Trustees.

1. **HE PITOPITO KŌRERO / PĀTAI MAI** (under development)

Regular Q & A Blog from our Kaiarahi including themes drawn from membership Webinar Q & A document. Do you have a burning question you would like to have discussed? Register your pātai on the doc and our Kaiarahi will endeavor to address it in this forum, or on the Q & A document itself.

MARCH 2023

1. **DISCIPLINE SPECIFIC READNG/LISTENING/VIEWING**

Journal articles, books, podcasts, webinars that we have found useful in our decolonising the Histories curriculums journey.

* Nepia Mahuika’s Doctoral Thesis ‘[Kōrero Tuku Iho’:](https://core.ac.uk/download/pdf/29200071.pdf) Reconfiguring Oral History and Oral Tradition
* NZHistory [Oral History Guide](https://nzhistory.govt.nz/hands/a-guide-to-recording-oral-history)
* 7 values to guide Māori Research [(Ethics)](https://www.katoa.net.nz/kaupapa-maori/kaupapa-maori-research-ethics)
* Waitangi Tribunal [Publications and resources](https://waitangitribunal.govt.nz/publications-and-resources/)
* Te Tai Treaty Settlement [Stories](https://teara.govt.nz/en/te-tai), [Education resources](https://teara.govt.nz/en/te-tai) and [Videos](https://teara.govt.nz/en/te-tai/videos)
* Ministry for Culture and Heritage; [He Taonga Tuku Iho](https://mch.govt.nz/he-taonga-tuku-iho)
* National Oral History Association of NZ [Resources](https://www.oralhistory.org.nz/index.php/resources/)

Helping us to build on our understanding of Whakapapa, Tūrangawaewae and Whanaungatanga:

* **Whakapapa:**
* [Concept video](https://vimeo.com/showcase/9958391/video/767147484)
* [Te Ara entry on Whakapapa](https://teara.govt.nz/en/whakapapa-genealogy/page-1)
* [Nēpia Mahuika - A brief history of Whakapapa](https://researchcommons.waikato.ac.nz/handle/10289/13067)
* **Tūrangawaewae**
* [Concept video](https://vimeo.com/showcase/9958391/video/767147124)
* [Te Ara on Tūrangawaewae](https://teara.govt.nz/en/papatuanuku-the-land/page-5)
* [Valance Smith explores waiata and Tūrangawaewae](https://www.journal.mai.ac.nz/sites/default/files/MAIJrnl_Powhiri_Smith.pdf) in a way that may help support our understanding of how Whakapapa and Tūrangawaewae connect and how a Taonga Tuku Iho, such as a waiata, can play a role in constructing and sustaining historical narratives.
* Timoti Karetu - [The Clue to Identity](https://trc.org.nz/sites/trc.org.nz/files/digital%20library/Turangawaewae.pdf)
* **Whanaungatanga:**
* [Concept video](https://vimeo.com/user71926299)
* [Interesting Academic article on measuring whanaungatanga](https://www.journal.mai.ac.nz/sites/default/files/Greaves.pdf) with an explanation of what it is.
* [Whanaungatanga and wellbeing](https://www.imsb.maori.nz/maori-wellbeing-in-tamaki-makaurau/whanaungatanga/) in a Tāmaki Makaurau context
* [As a pedagogy in the classroom](https://seniorsecondary.tki.org.nz/The-arts/Pedagogy/Culturally-responsive-learning-environments/Whanaungatanga)
* A resource designed for RTLBs, but helpful to understand [how to facilitate whakawhanaungatanga](https://hepikorua.education.govt.nz/he-pikorua/whakawhanaungatanga-build-connections/) in your classroom and whānau interactions.

1. **GENERAL RESOURCE BANK**

One stop shop of handy links to relevant resources to support the curriculum refresh.

* [Mana Ōrite mō te Mātauranga Māori Toolkits (MOE)](https://ncea.education.govt.nz/mana-orite-mo-te-matauranga-maori-equal-status-matauranga-maori-ncea)

The Toolkits linked and described below are designed by the MOE to “support kaiako to implement Mana ōrite mō te mātauranga Māori. This suite of resources is clustered into toolkits aimed at building a holistic understanding of Mana ōrite mō te mātauranga Māori. The resources in each toolkit are intended to be responsive to kaiako and their unique contexts and include video, audio and supplementary written materials”.

[Toolkit 1 - Te tūāpapa o te mana ōrite: foundations of equal status](https://ncea.education.govt.nz/toolkit-1-te-tuapapa-o-te-mana-orite-foundations-equal-status) – in this toolkit, you’ll learn how colonisation has oppressed Māori knowledges and harmed Māori learners.

[Toolkit 2 - Mātauranga Māori: He whakamārama: Understanding mātauranga Māori](https://ncea.education.govt.nz/toolkit-2-matauranga-maori-he-whakamarama-understanding-matauranga-maori) – in this toolkit, you’ll learn about foundational Māori values and what they look like in practice.

[Toolkit 3 - Te taura here tangata: Building key relationships](https://ncea.education.govt.nz/toolkit-3-te-taura-here-tangata-building-key-relationships) – in this toolkit, you’ll learn how to build relationships in te ao Māori contexts, the importance of connecting with local whānau, hapū and iwi, and how to nurture and sustain these relationships.

[Toolkit 4 - He whakakitenga: Setting a vision for mātauranga Māori](https://ncea.education.govt.nz/toolkit-4-he-whakakitenga-setting-vision-matauranga-maori) – in this toolkit, you’ll learn about what it looks like to stand firmly in leadership or on the world stage with mana ōrite mō te mātauranga Māori as a foundation.

[Toolkit 5 - Te awe māpara: Focussing on the future](https://ncea.education.govt.nz/toolkit-5-te-awe-mapara-focusing-future) – in this toolkit, you’ll be equipped with further resourcing to guide a Mana ōrite-led future and envision what this future will look like for all ākonga.

* MOE [Literacy](https://ncea.education.govt.nz/literacy-pedagogy-guides-lpgs) and [Numeracy Pedagogy](https://ncea.education.govt.nz/resources-support-numeracy-across-curriculum) Guides for Social Studies:
* LPGs: [Unpacking Literacy](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/Unpacking%20Literacy%20%28A4%3B%20Pages%207-8%20are%20A3%29%20-%202022%20version%20FINAL_0.pdf?VersionId=YAVrXStMeO0yBpvzkFWxSEGGEXfNdIUL)
* [Supporting Literacy in The Economic World](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/LPG%20Economic%20World.pdf?VersionId=cLG8sWK33oGd1dDO9Qk6f1x9HhrzgaGG)
* [Supporting Literacy in Social Studies](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/LPG%20Social%20studies.pdf?VersionId=ixjbhKqTOIk51YPfzzkN4Ig.z_SMyYw921xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/LPG%20Social%20studies.pdf?VersionId=ixjbhKqTOIk51YPfzzkN4Ig.z_SMyYw9)
* [Effective Practices that Support Literacy](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-03/Effective%20Relationships%20FINAL.pdf?VersionId=Qr7TcQy2.p3ZFdOXd9e7YQVvKGhUneov) - This guide outlines practical, evidence-based steps you can take to integrate literacy into your practice.
* NPGs: [Unpacking Numeracy](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-09/Unpacking%20Numeracy%20-%202022%20version%20%281%29_0.pdf?VersionId=3y.PPPWk_0IxmkZqaqmMCo4ijxKj48TQ)
* [Social Studies Numeracy Pedagogy Guide](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-10/NPG%20Social%20Studies.pdf?VersionId=LGo7ZV0cuUjj52FfepiPDXOpHv1BbJD7)
* [Social Studies Numeracy Enhanced Plan](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-10/NEP%20social%20studies_proof4.pdf?VersionId=oXUaZvoYOUqclZaDzsSh9ZP_5MVSxH70)
* [The Economic World - Numeracy and Pedagogy Guide](https://ncea-live-3-storagestack-53q-assetstorages3bucket-2o21xte0r81u.s3.amazonaws.com/s3fs-public/2022-10/NPG%20Economic%20World%20_2_0.pdf?VersionId=bk_rswHRjo6mu4k8jv14RW3L6gI4XcCR)
* [MOE Common Practice Model](https://assets.education.govt.nz/public/Documents/Curriculum/cpm/Phase-1-Common-Practice-Model-March-2023.pdf)