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Ngā mihi nui



Mairangatia te Angitu

Seeing your kura through the eyes of Whānau Māori



29th PPTA Te Wehengarua
National Māori Teachers'
Conference 2024

📅 Sunday 7 - Monday 8 July

📍 Sudima Lake Rotorua Hotel, Rotorua

Ko au ko te Taiao, Ko te Taiao ko au - In us is the world; The world is us

Janelle Riki-Waaka



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Do the best you
can until you
know better, then
when you know
better, do better.

Maya Angelou



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WHO are Māori?

I'm 'Part Māori'



Ōku ngutu?



Tōku manawa?



Tōku ihu?



Tōku roro?



Ko wai a Janelle Aroha Riki-Waaka?

- WHERE am I?** Cultural location - maunga, awa, marae, tūrangawaewae
- HOW am I?** Cultural wellbeing - connection to my language, culture & identity
- WHO am I?** Whakapapa - eldest daughter, sister, Mother. Iwi affiliations. Who I serve?
- WHEN am I?** Being a good descendant and ancestor. Legacy story. My time in our narrative.





Ambicultural Identity

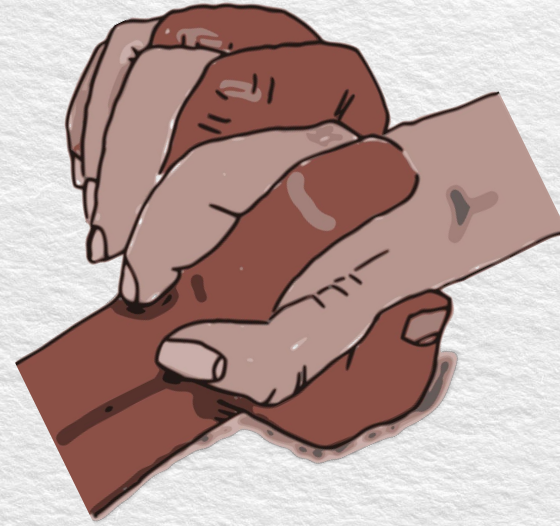
Belonging to multiple cultures.

*I can walk confidently in
a Pākehā world, **and** in a
Māori world.*

Equity in Education

Equity - *noun*

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

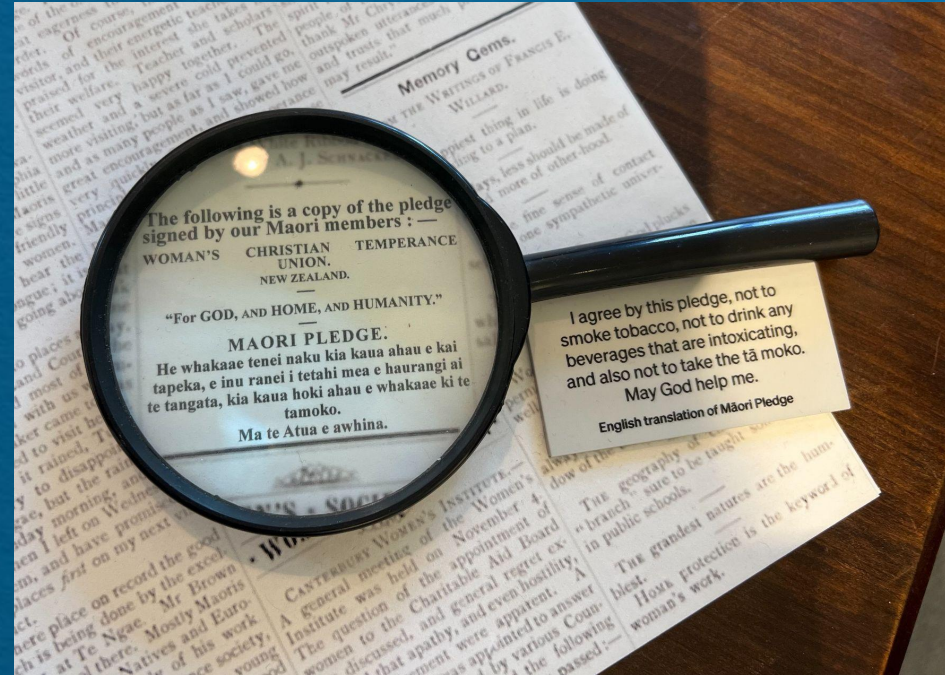


If we want equity for all, we need to know where the inequities are. And more importantly, how they came to be.



Forced Cultural Assimilation

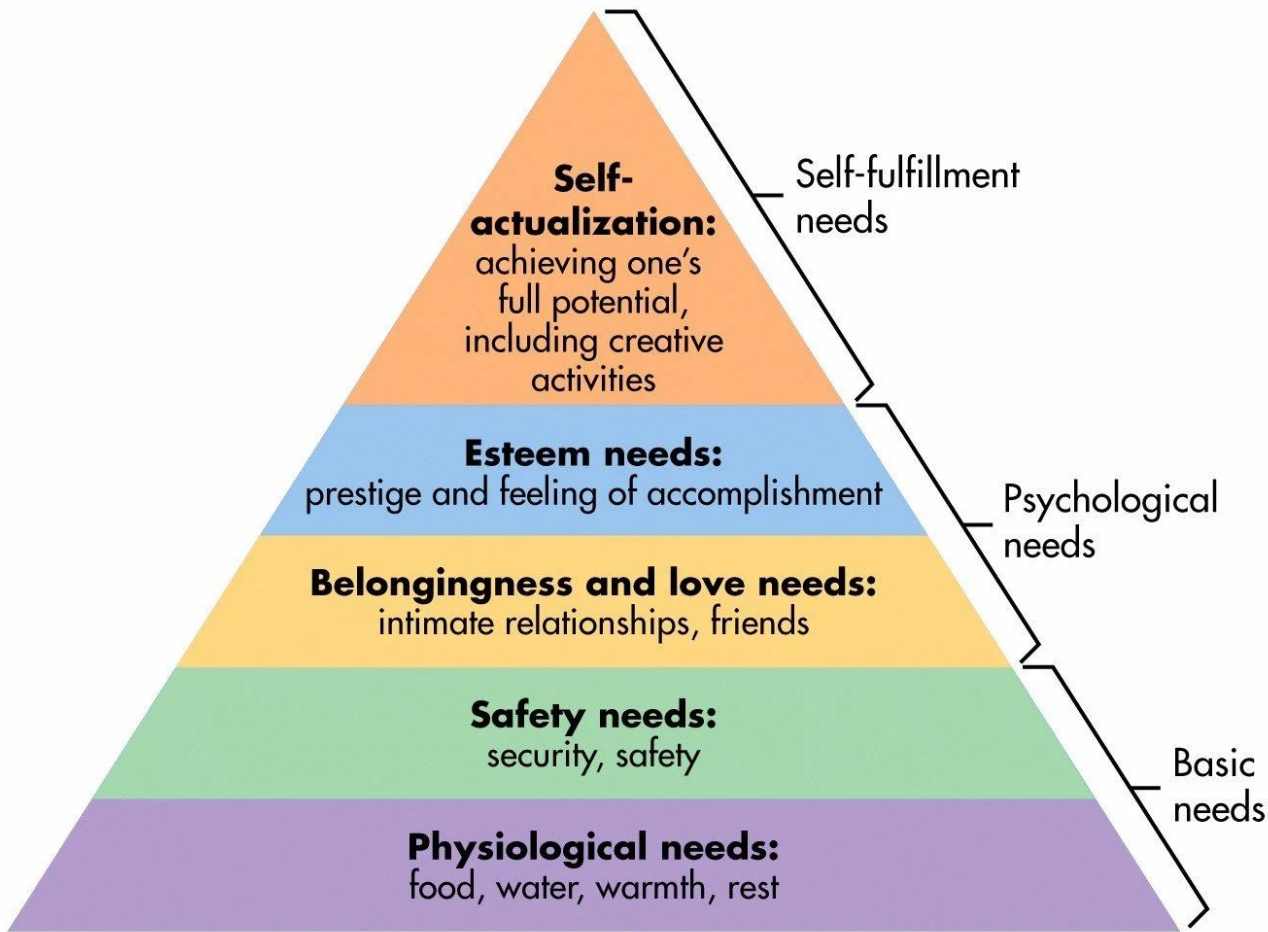
occurs when minority groups have to give up their cultural identity by being forced into the language, identity, norms and customs of the larger community.



Native Schools Act - 1867a

- Primary Purpose: To assimilate Māori into the Pākehā culture
- Access to Secondary education for Māori was limited as those schools were all in urban centres (fewer than 1000 Māori in secondary in late 1930s)
- Hapū required to donate land for schools and contribute to costs of building and teacher salaries
- Te Reo Māori was banned and speakers would be subject to corporal punishment.

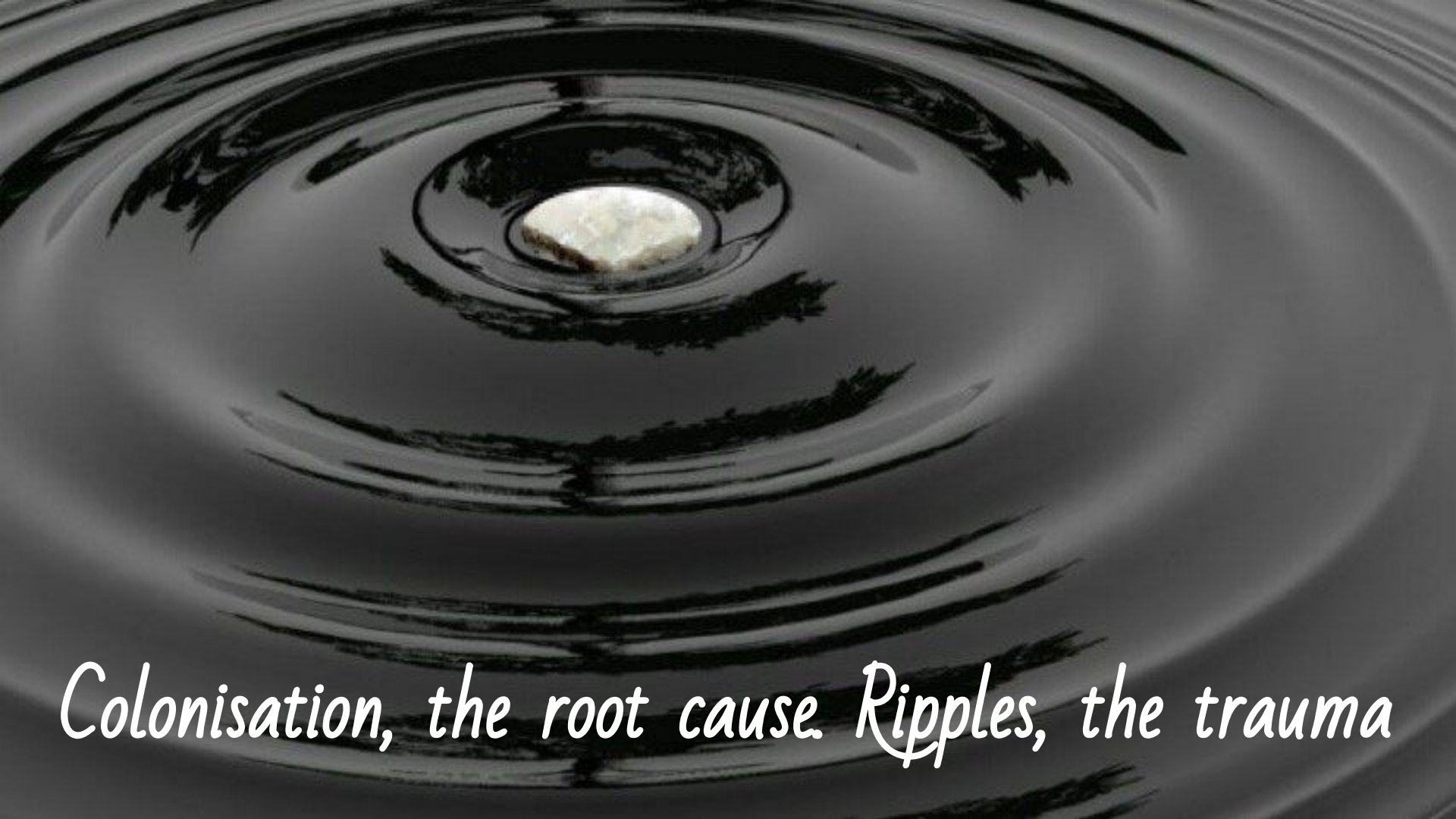




Maslow's Hierarchy of Needs



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Colonisation, the root cause. Ripples, the trauma

What trauma looks like today...

POVERTY

DEPRESSION

CHILDREN IN STATE CARE

INCARCERATION

UNEMPLOYMENT

FATAL ILLNESSES

LIFE EXPECTANCY

POOR ACHIEVEMENT

LOW WAGES

BENEFICIARIES

SUICIDE

VIOLENCE

CHILD TRAUMA

ADDICTION

GANGS





Trauma



Resilience





"Curbing the will of the child by harsh means was thought to tame his spirit, and to check the free development of his natural bravery. The chief aim, therefore, in the education of [Māori] children being to make them **bold, brave, and independent** in thought and act."

(Edward Shortland, 1856)

(Compiled by Rawiri Taonui)



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Weaponised to Colonise



Engaged to Re-indigenise



Uniquely Aotearoa Kura

Our whenua is in this whenua.

A privilege that comes with a responsibility to honour our *dual* culture and heritage.

Equitably and with mana.

What would I **hear, see**
and **feel** in your kura
that sends me the
message that you
value and celebrate
my culture and
heritage?



Te Kura o Kimi Ora - Hastings



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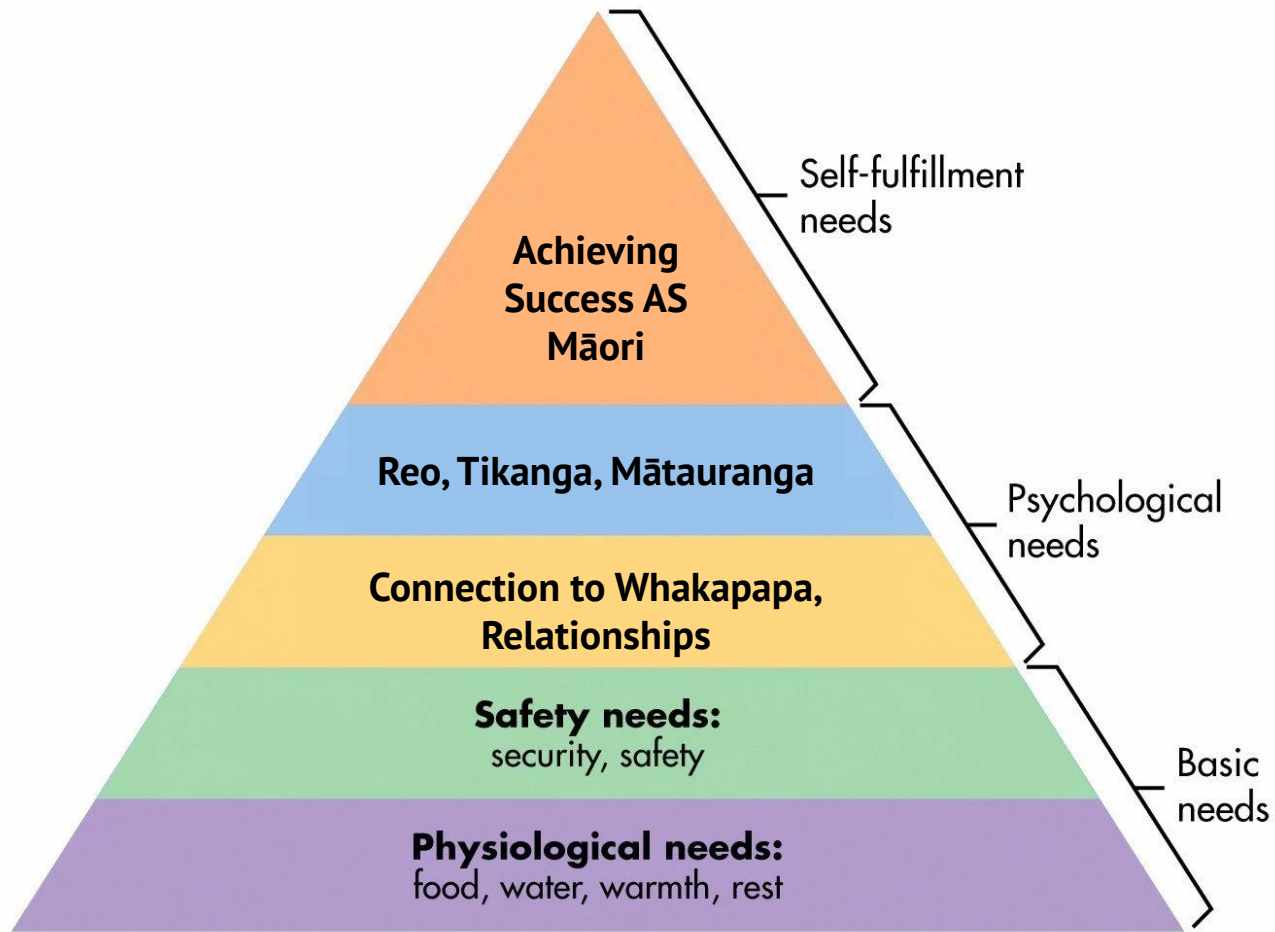


"Māori need to have a cultural identity that reflects our spiritual place in the world. To be well, Māori **require knowledge of their culture, their identity, and their heritage.** Only then can one understand their place in the world."

Durie, 2001



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Ākonga Māori: Hierarchy of Needs



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What if we told
a different
story?

Photo credit: [Klim Sergeev](#) on [Unsplash](#)



*Is what
we focus
on all
we see?*



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**Educational success is
just academic
achievement.**

Yeah right.





Photo credit: J Riki-Waaka

Leader

bossy

Determined

defiant

Assertive

demanding

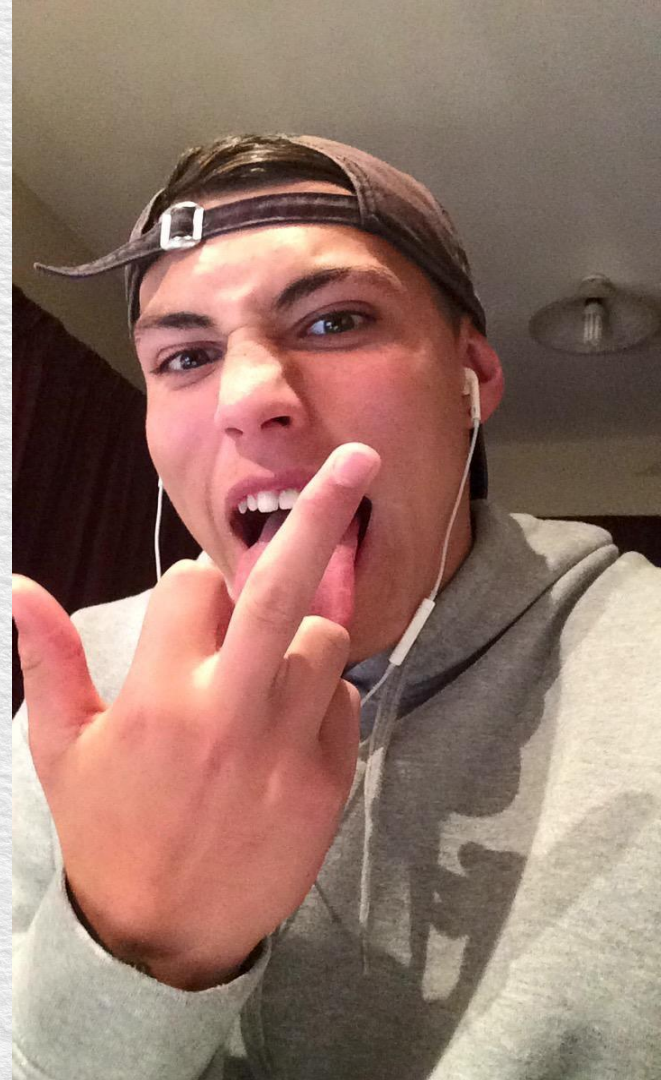
Confident

loud

Advocate

outspoken

Inspired by Josh Shipp



Re-indigenising our people



I am We



Being Bold

Teira-Grace takes risks in her learning and enjoys learning new things. She speaks shares her opinions openly and with confidence. Teira likes to engage in learning that really challenges her.

Being Brave

Teira-Grace challenges herself and pushes outside of her comfort zone. She is fearless in her attempts at new physical activities and shows a never give up attitude.

Being Independent in thought

Teira-Grace enjoys problem solving tasks that require finding creative solutions and critical thinking skills. She loves a challenge that requires her to think deeply and discusses her options and ideas with confidence.

Being Independent in act

Teira-Grace is becoming more confident to direct her own learning and she is identifying her areas of strengths and passion. She has happy and positive relationships with others and is a caring and considerate friend.

Reindigenising Māori: Ko ngā Pou Māori

Te Reo Māori



Tikanga



Mātauranga



Whakapapa



Tai Ao





Reindigenise me



01

Te reo Māori

Integration of reo Māori into everyday kōrero and teaching and learning programmes.

02

Tikanga ā-iwi

Knowing and observing tikanga and the kawa of Mana Whenua.

03

Mātauranga

Integrating mātauranga into everyday learning opportunities - learning in and about my culture.

04


Whakapapa

Strengthening my identity and knowledge of my tūpuna and tūrangawaewae.

05

Taiao

Strengthening my understanding and spiritual connection with our Taiao.

Janelle Riki-Waaka	Year 40 something...	Pia <i>Novice</i>	Mōhio <i>To know</i>	Mārama <i>To understand</i>	Matatau <i>To be proficient</i>	
	Whakapapa					
	Connection to, knowledge of, sense of identity and belonging etc.					
	Te Reo Māori					
	Knowledge, proficiency, confidence, pronunciation etc.					
	Tikanga Māori					
	Knowledge, understanding, ability to follow and adhere to, ability to support learning of others etc.					
	Mātauranga Māori					
	Knowledge, ability to make connections with own life, mātauranga-a-iwi, a-whānau etc.					
	Wairua					
	Connection to Māori spirituality, strength in wairuatanga, Atua Māori etc.					
Tai Ao						
Tainui Awhiro, Ngāti Haviti	My connection, interactions & understanding of our Tai Ao. My kaitiaki practices.					

Janelle's Reindiginising Success Story



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You speak English
because it's the only
language you know

I speak English
because it's the only
language you know

We are not the same



By 2050, Māori &
Pacifica will make up
50% of the working
age population

I know what *you* know.
And I know what **we know.**
Whose future is brighter?





Nikau aged 10: Year 5	Learning to	Emerging	Strengthening	Confident
Making things in Minecraft	[Progress bar: 100% in pink]			
I am really good at making things in Minecraft and I know how to heaps of things! I have made an amazing world.				
Playing	[Progress bar: 80% in blue]			
I love playing games and I am good at sharing and taking turns. My favourite game is tag and also cards.				
Drawing	[Progress bar: 100% in green]			
I am a really good drawer and I love making drawings for my whānau. We put them on the fridge for everyone to see.				
Tidying up	[Progress bar: 100% in yellow]			
I am the best in my whānau at making my bed. I also like helping to clean our house and do the windows.				
Being a good friend	[Progress bar: 80% in red]			
I am a good friend to others but I only like to have just a few friends. We play together and have fun.				
Being kind and doing things for others	[Progress bar: 80% in purple]			
I always help my Mum and my sister. I like to empty the bins for my teacher.				

Nikau's Success Story - the REAL story...



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Māori Forms of Giftedness

Manaakitanga	Rangatiratanga
Whanaungatanga	Matauranga
Wairuatanga	Te Mahi Rehia
Kaitiakitanga	Tikanga

“The Māori perspective of giftedness is grounded in kaupapa Māori and is viewed as being owned by an entire group for the benefit of all.” *McKenzie 2001*





When Māori succeed, Aotearoa succeeds





For Māori, everything
moves at the speed of
trust.

*“I’d have to wade through my
education trauma to get through
the school gate.”*

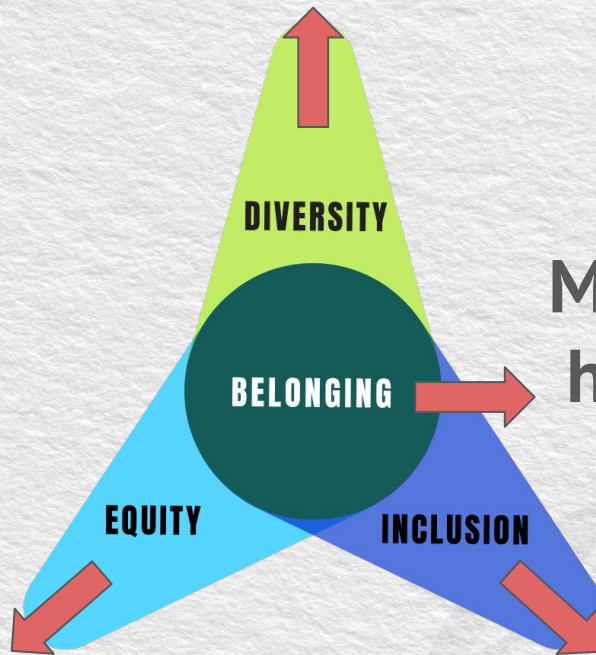
Meet me at my whare.



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I have a seat at the table



My words are
honoured &
acted on

My voice is heard

I have a voice here

Diversity, Inclusion and Equity are stepping stones to Belonging



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*See me. Hear me. Know me.
So that I might be me*

For Non-Māori to lead

Decolonise

For Māori to lead

**Reclaim &
Re-indigenise**





**Decolonising means
reconnecting what was
disconnected.**

**Putting our pieces
back together.**



Being an Ally

An ally is someone who uses their voice, influence and privilege to stand with marginalised groups and create a more equitable world.

Being an ally is a verb, not a noun.

It's a call to take action.



“Me ārahi, me whai, me
whakawātea rānei.”

“Lead,
follow,
or get out of the way.”

Eva Rickard

He pātai ā koutou?

*What questions
do you have?*



Photo by [Marcos Luna](#) Photograph on [Unsplash](#)



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Janelle Riki-Waaka



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Rauemi Tautoko



How do we decolonise?

A Kōrero about Intergenerational Trauma in Ngāi Māori

Dr Rawiri Waretini-Karena is Waikato-born, Waikato Tainui raised, Waikato Tainui-grounded and Kiriikiriroa raised.

He specialises in Kaupapa Maaori Supervision, Transforming Maaori experiences of Historical Intergenerational Trauma and its implications for Maaori & Indigenous culture in Social Science contexts. His main areas of interest are in decolonisation and transforming historical intergenerational trauma, Te Wakaminenga, He Wakaputanga 1835, Te Tiriti o Waitangi, Maaori & Western Sociology.

Rawiri's writings include: Transforming Maaori Experiences of Historical Intergenerational Trauma (PhD Unpublished, 2014), Maaori deficit statistics in Aotearoa New Zealand (He Manawa Whenua proceedings paper 2013).



Dr Rawiri Waretini-Karena

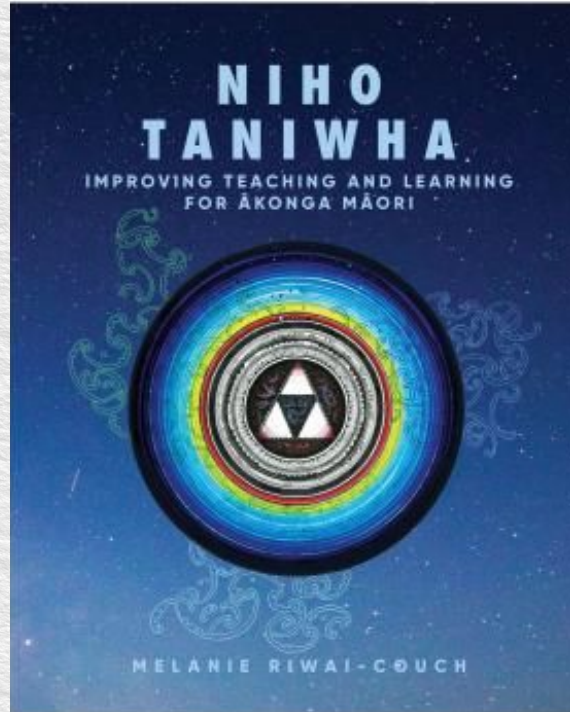
Tainui, Ngāi Hine, Ngāi Kāhu, Te Rarawa
Riki Consultancy

Dr Rawiri Waretini-Karena: Tainui, Ngāti Hine, Ngāti Kāhu, Te Rarawa



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Niho Taniwha



Niho Taniwha:
Improving Teaching
and Learning for
Ākonga Māori

Link [here](#)



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Aotearoa History Show

THE AOTEAROA
HISTORY SHOW

MADE POSSIBLE BY
THE RNZ / NZ ON AIR
INNOVATION FUND



The Aotearoa History Show

6.09K subscribers

SUBSCRIBED



HOME

VIDEOS

PLAYLISTS

COMMUNITY

CHANNELS

ABOUT

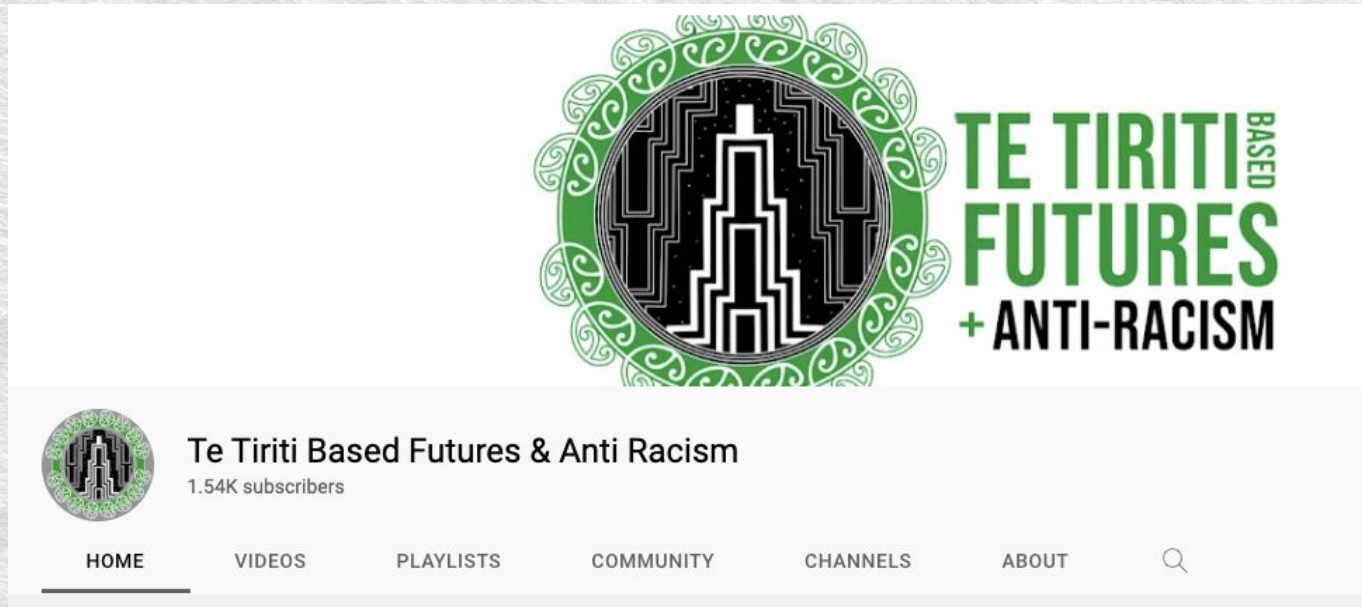


Amazing Resource - great for adults and tamariki. Access [here](#)



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Te Tiriti Based Futures



Amazing Resource - for adults and academics. Access [here](#)



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Must Watch Programmes

Amazing Resource - Traces
Māori Migration and
Whakapapa. Access [here](#)

Origins

Proud sponsor

HEARTLAND

Join Scotty Morrison on a deeply personal journey to find out who the first people in Aotearoa were, where they came from and how they got here. In a search for truth that takes him around the world, Scotty is on mission to uncover his origins. Made with the support of NZ On Air.

FACTUAL, LOCAL • Kiwi As, Thought-Provoking, All the Feels

History of Te Reo Māori.
Access [here](#)

Speak No Māori

On the 50th anniversary of the Māori language petition, this documentary unpacks the history of te reo Māori in Aotearoa, from its dominance to its gradual decline and the modern day revitalisation efforts.

LOCAL, DOCUMENTARY, THOUGHT-PROVOKING, INFORMATIVE

☆ FAVOURITE



The stories of Māori in
Pukekohe. Access [here](#)

No Māori Allowed

When an academic unearths a forgotten history, residents of the small township of Pukekohe, including kaumātua who have never told their personal stories before, confront its deep and dark racist past.

DOCUMENTARY, LOCAL, REVEALING, POWERFUL

☆ FAVOURITE



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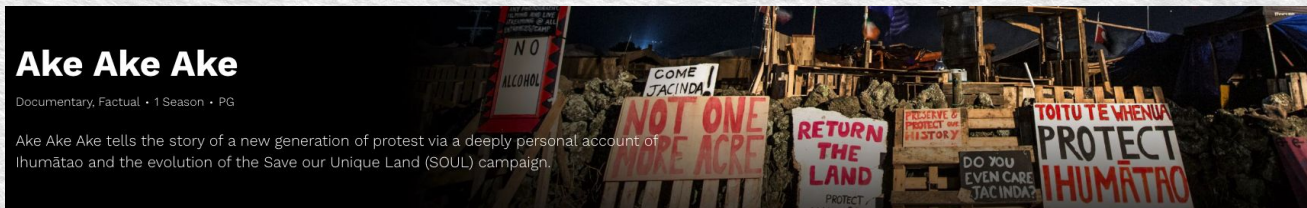
Must Watch Programmes

Story behind the Ihumātao protest. Access [here](#)

Ake Ake Ake

Documentary, Factual • 1 Season • PG

Ake Ake Ake tells the story of a new generation of protest via a deeply personal account of Ihumātao and the evolution of the Save our Unique Land (SOUL) campaign.

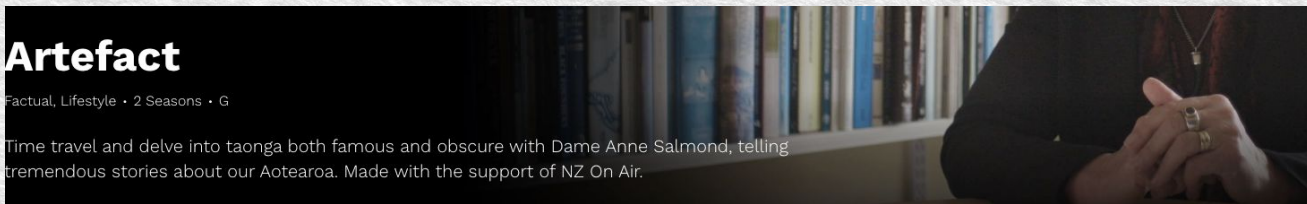


Dame Anne Salmond telling amazing stories about Aotearoa precious artifacts [here](#)

Artefact

Factual, Lifestyle • 2 Seasons • G

Time travel and delve into taonga both famous and obscure with Dame Anne Salmond, telling tremendous stories about our Aotearoa. Made with the support of NZ On Air.



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Radio NZ Youtube Channel



NZ WARS SERIES

Access [here](#)



Land of the Long White
Cloud

Access [here](#)

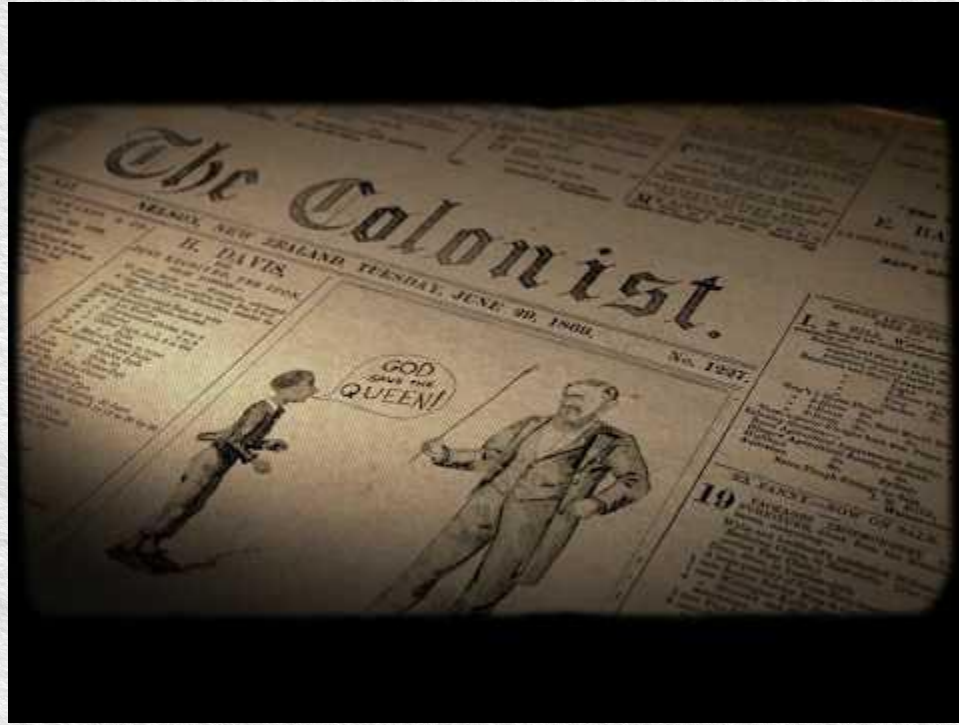


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Pākehā Paralysis - Alex Hotere-Barnes



Decolonisation explained



10 DECOLONISATION

ACTIONS FOR NON-MĀORI KIWIS

LEARN ABOUT THE
DECLARATION
OF INDEPENDENCE &
TE TIRITI O WAITANGI

READ, LISTEN & WATCH
MĀORI MEDIA
FOR A BROADER PICTURE

PRONOUNCE
MĀORI
WORDS
CORRECTLY

SPEAK UP WHEN YOU HEAR
RACISM

RESIST PĀKEHĀ
CULTURE BEING
IMPOSED
ON OTHERS

LEARN ABOUT THE
HAPŪ & MĀORI GROUPS
IN YOUR AREA OR SECTOR

EXPLORE THE
HISTORY
OF YOUR ANCESTORS AND PEOPLE

UNDERSTAND THE HISTORY OF
INVASIONS, LAND THEFT,
COLONISATION
AND MAORI RESISTANCE

ADVOCATE
FOR A FAIR
TREATY
SETTLEMENT
PROCESS

CHALLENGE
INEQUITIES
FOR MAORI
& NEW TIRITI
BREACHES

EMBRACE LIFELONG LEARNING AS TANGATA TIRITI - PEOPLE OF THE TREATY

J Rankine, 2020, CC BY-NC-ND 4.0. Tāmaki Treaty Workers, www.facebook.com/tworkers/ & www.facebook.com/SocialJusticeNZ/
For more information, see: Working as allies, Jen Margaret, 2013, NZ (<https://trc.org.nz/working-allies-supporters-indigenous-justice-reflect>)
What can I do? (<http://decolonizingsolidarity.org/what-can-i-do/>) Australia
Indigenous ally toolkit (<https://teachingcommons.lakeheadu.ca/indigenous-ally-toolkit/>) Canada

10 DECOLONISATION

ACTIONS FOR TĀUIWI-LED ORGANISATIONS

UNDERSTAND THE
HISTORY & IMPACT
OF YOUR WORK ON MĀORI

INVOLVE MĀORI
SO THEY
CAN HELP
SHAPE THE
PROCESS

RECOGNISE THAT INSIGHT
AND TENSION ARISE
FROM DIFFERENT
WORLDVIEWS
WORKING TOGETHER

ENSURE THAT YOUR WORK
BENEFITS
MĀORI

UPSkill ALL STAFF ABOUT
COLONISATION, RACISM
AND THE RELEVANCE OF TE TIRITI

DEVELOP AN ORGANISATIONAL
RESPONSE TO
TE TIRITI ARTICLES

SHARE DECISION-MAKING
POWER
& RESOURCES WITH MĀORI

EMBED YOUR TIRITI
COMMITMENT INTO
STRATEGY,
POLICY
& ACTION

CREATE JUST AND
MUTUALLY
BENEFICIAL
RELATIONSHIPS
WITH MĀORI

MAKE TIRITI RELATIONSHIPS
COLLECTIVE
RATHER THAN INDIVIDUAL

J Rankine, 2020, CC BY-NC-ND 4.0, www.facebook.com/SocialJusticeNZ/ Tāmaki Treaty workers, www.facebook.com/tworkers/ For more information see:
Ngā Rerenga o te Tiriti: Community organisations engaging with the Treaty, 2016 (<https://groundworkorgnz.files.wordpress.com/2017/12/ngarereenga.pdf>)
Treaty Journeys: International development agencies respond to the Treaty of Waitangi, 2007 (<https://trc.org.nz/application/treaty-journeys>)
Treaty Resource Centre framework for applying te Tiriti o Waitangi in organisations (<https://trc.org.nz/application/trc-framework>)
Working as allies: Supporters of indigenous justice reflect, Jen Margaret, 2013 (<https://trc.org.nz/working-allies-supporters-indigenous-justice-reflect>)

Decolonising Aotearoa



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NGĀ RERENGA O TE TIRITI:

*Community organisations engaging
with the Treaty of Waitangi*

Access this resource [here](#)



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Insert picture

Link [here](#)
Please make a copy

Name & Age	1	2	3	4
Success Indicator 1				
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Success Indicator 2				
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Success Indicator 3				
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Success Indicator 4				
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Success Indicator 5				
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Success Indicator 6				
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Ngā Rauemi - Resources

- [Schools Blind to Bright Māori](#) - Marika Hill
- [Jill Bevan-Brown: Running the Gauntlet: A Gifted Māori Learner's Journey Through Secondary School.](#) Teacher attitudes that disadvantage gifted Māori students
- [Jill Bevan-Brown: Identifying and Providing for Gifted and Talented Māori Students](#)
- [Ministry of Education: Gifted and Talented Students - Meeting their needs in NZ Schools](#)
- Gifted and Talented Online - [Māori Students](#)
- The links below give great overviews on Māori giftedness, how to identify characteristics in Māori students and how to support their development. You can download your own copies of these resources by clicking the button on the top, right hand side.
 - [Mana tū, Mana Ora - Identifying Characteristics of Māori Giftedness](#) - a presentation by Sonia White. This is a great overview of forms of Māori Giftedness and what characteristics Māori gifted students might present
 - [Identification of Gifted Māori Students](#)





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