

Student 5: Low Achieved
NZQA Intended for teacher use only

The issue my group is focusing on is a lack of Māori Tikanga being used in our school. We were disappointed to see and hear during Māori language week the lack of use of Te Reo Māori, a lack of understanding of pronunciation and how to participate in some of the basic Māori games, Hapa Haka and Mau rākau. ①

We decided that it was an opportunity for us as the older students to help out the younger ones. This is the concept of Tuakana Teina. The tuakana-teina relationship, an integral part of traditional Māori society, provides a model for buddy systems. An older or more expert tuakana helps and guides a younger or less expert teina. (Ref: TKI) We decided that through the use of Mau rākau, (Mau rākau means "to bear a weapon", and is a martial art based on traditional Māori weapons.) we would share some Te Reo, some skills and some knowledge so that the information could be spread to other students in the hope that it increases Māori Tikanga throughout the school. ⑨

Our plan was to approach Matua R and see if he would allow us to use his Building Aotearoa class to be the guinea pigs for our idea. We thought a year 9/10 class may be receptive to the ideas and also the idea of the module building Aotearoa is about what people have brought to New Zealand and how they retain it. Matua R believed that this was a great idea to spread knowledge and understanding of skill largely lost but also to encourage the use of Te Reo. He values the importance of holding onto culture. He has a Māori cultural perspective. Whaea N believes that we should be using Te Reo extensively in teaching and that it should be smoothly intertwined with English everyday. She sees Te Reo as important and likes the fact older students are trying to encourage its use with younger students. She has a Māori cultural perspective. I believe the less we use it the more we lose it and therefore it is important to teach the young ones. ② ③ ④ ② ③ ④ ⑤

We decided to see the students once a week for the whole 100minute block. We were responsible for designing a program which through doing a task (Mau Rakau) encouraged them to use Te Reo – one of our National Language's. We all have a responsibility to use Māori and if we use it the more it becomes ingrained in our everyday usage. We had a responsibility to the teachers and the students to present a reasonable lesson that kept the students engaged, focused and having fun as well as learning. This was their right and we had to be responsible for making sure that it met the curriculum objectives for the learning in the class. We hoped the students would take their responsibility of passing the knowledge on seriously otherwise the social action wouldn't work. ⑥ ⑧ ⑥ ⑧ ⑥ ⑧

There were several reasons we chose this social action. We were already learning Mau Rakau for NCEA credits so the skills were already being developed. We were so upset by the lack of enthusiasm for using Te Reo, even basic words during Māori language week that we decided to combine our newly learnt skills which is really fun and engaging with the art of speaking Te Reo. Kinda like two birds with one stone. ⑦