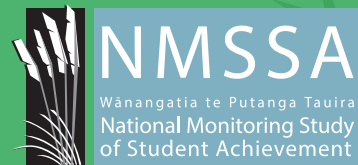


Whakamanahia

Giving effect to
Te Tiriti o Waitangi
by honouring
te reo Māori



Education and Training Act 2020

Card 2

Section 127(1)(d)(ii)

A board's primary objectives in governing a school are to ensure that the school gives effect to Te Tiriti o Waitangi, including by **taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.**

Whakamanahia Giving effect to Te Tiriti o Waitangi

1. Te reo Māori is protected as a taonga by Article 2 of Te Tiriti o Waitangi. Its status as "a taonga of iwi and Māori" is enshrined in Te Ture mō Te Reo Māori 2016 / The Māori Language Act 2016 (Section 4).
2. This set of cards provides schools with the opportunity to think about how offering instruction in te reo Māori gives effect to Te Tiriti o Waitangi.
3. While doing this activity, you will have the opportunity to engage with section 127(1)(d) of the Education and Training Act 2020.



This section states:

127. Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
- (d) *the school gives effect to Te Tiriti o Waitangi, including by—*
- (i) *working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and*
 - (ii) *taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and*
 - (iii) *achieving equitable outcomes for Māori students.*

This information is included on the three Education and Training Act 2020 cards within *Whakamanahia*.

Education and Training Act 2020

Card 3

Section 127(1)(d)(iii)

A board's primary objectives in governing a school are to ensure that the school gives effect to Te Tiriti o Waitangi, including by **achieving equitable outcomes for Māori students.**

Whakamana(hia)



Te Aka: Whakamana(hia)

(verb) to give authority to, give effect to, give prestige to, confirm, enable, authorise, legitimise, empower, validate, enact, grant.

Principals who reported it was "very important" for students to learn te reo Māori at school said things like:

"We are all responsible to ensure that te reo Māori is honoured ... under obligations to Te Tiriti o Waitangi. Language is inextricably linked to culture and identity. We don't honour ... tangata whenua and indeed ... tamariki if we don't honour the importance of te reo as a taonga and teach it in our schools."

"Learning te reo Māori is important and vital. It relates to the vision that all children will grow up strong in their identity, language, and culture. It is also about acknowledging our commitment to the Treaty of Waitangi."

Principals who reported it was "very important" for students to learn te reo Māori at school said things like:

"Our community has a vision that Māori will be heard as much as English, and we want our children to hear Māori spoken and to speak Māori at school every day."

"We value our community and our connection to this place. How we do this is through te ao Māori."

Education and Training Act 2020

Card 1

Section 127(1)(d)(i)

A board's primary objectives in governing a school are to ensure that the school gives effect to Te Tiriti o Waitangi, including by **working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.**

**Kawea he kōrerorero
mō te kupu
“whakamanahia”
me tōna aronga ina
whakaarotia Te Tiriti
o Waitangi.**

**Have a discussion
about the word
“whakamanahia”
and what it means in
relation to Te Tiriti
o Waitangi.**

**He huatau mō te whakamahi
i tēnei huinga kāri
Suggestions for using
this set of cards**

1. Before beginning this activity, separate the cards in this set into three piles:
 - i. The Whakamanahia definition card
 - ii. The Education and Training Act 2020 cards, and
 - iii. The NMSSA findings cards.
2. Use the Whakamanahia definition card to have a discussion about the word “whakamanahia” and what it means in relation to Te Tiriti o Waitangi.
3. Read through the three Education and Training Act 2020 cards. Once everyone is familiar with these, spread them out on the table face up.
4. Shuffle the NMSSA findings cards and place these in a pile.
5. Take turns to pick up a card from the top of this pile. Share the information presented on the coloured side of the card with the group. Then, use the questions on the other side to start a conversation.

Note that due to rounding, the percentages on some cards will not add to 100. Note too, that missing data, which made up a very small percentage of responses, has been excluded in the calculation of percentages on the cards. Therefore, these percentages may differ slightly from those presented in the Key Findings reports.

**He akiaki kōrerorero
Discussion prompts**

- What interests or surprises you about this information?
- How well does this information reflect your school?
- Thinking about the notion of whakamanahia in relation to Te Tiriti o Waitangi, does the information on this card prompt you to change:
 - your perspective and/or practice? If so, how?
 - your school’s practice? If so, how?

Consider the information on this card in relation to the Education and Training Act 2020 cards.

- Which Education and Training Act 2020 card(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Education and Training Act 2020 card that it is most closely linked with.

**He akiaki kōrerorero
Discussion prompts**

- What interests or surprises you about this information?
- How well does this information reflect your school?
- Thinking about the notion of whakamanahia in relation to Te Tiriti o Waitangi, does the information on this card prompt you to change:
 - your perspective and/or practice? If so, how?
 - your school’s practice? If so, how?

Consider the information on this card in relation to the Education and Training Act 2020 cards.

- Which Education and Training Act 2020 card(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Education and Training Act 2020 card that it is most closely linked with.

Teachers who reported it was “very important” for students to learn te reo Māori at school said things like:

“We are all partners of [Te] Tiriti o Waitangi. It is our responsibility to uphold Te Tiriti and learning the language is at the core of that. I want all New Zealanders to speak te reo.”

“Te reo Māori is the native language of New Zealand, and we are respecting our own country and tangata whenua by learning it and using it. By teaching it in class it ensures that the language stays alive and as a teacher it is important for us to play a part in keeping the language alive by teaching it to the younger generations.”

Teachers who reported it was “very important” for students to learn te reo Māori at school said things like:

“It [te reo Māori] gives a sense of belonging to all New Zealanders. It is a crucial part of the identity of Māori. It [learning te reo Māori at school] plays a key role in preserving a language that is unique in the world.”

“It [te reo Māori] is part of who our students are. Māori culture is strong in our district and it’s important for students to connect to their roots, culture, and identity.”

Ākonga Māori made more “progress”, on average, in te reo Māori between Year 4 and Year 8 than non-Māori students.

Learning Languages 2021—Key Findings report, p. 14

At both Year 4 and Year 8, ākonga Māori scored higher, on average, than non-Māori students on the Te reo Māori assessment.

Learning Languages 2021—Key Findings report, p. 16

“We consult with our local iwi regarding our te reo Māori programme and tikanga.”

Principals reported the extent to which this was “like” their school.

YEAR 8 PRINCIPALS		
RESPONSE	2016	2021
Very like	20%	44%
Moderately like	40%	29%
A little like	29%	23%
Not at all like	11%	4%

Learning Languages 2016—Key Findings report, p. 79
Learning Languages 2021—Key Findings report, p. 42

“When appointing a classroom teacher, their ability to teach te reo Māori is an important consideration.”

Principals reported the extent to which this was “like” their school.

YEAR 4 PRINCIPALS		
RESPONSE	2016	2021
Very like	13%	21%
Moderately like	33%	52%
A little like	31%	25%
Not at all like	23%	2%

Learning Languages 2016—Key Findings report, p. 79
Learning Languages 2021—Key Findings report, p. 42

Teachers reported how important they thought it was for students to learn te reo Māori at school.

YEAR 4 TEACHERS		
RESPONSE	2016	2021
Very important	50%	71%
Important	39%	25%
Somewhat important	10%	5%
Not important	1%	0%

Learning Languages 2016—Key Findings report, p. 73
Learning Languages 2021—Key Findings report, p. 35

According to teachers, most students spend up to an hour a week, on average, learning te reo Māori.

Teachers’ estimates of the average time, per week, students spend learning te reo Māori.

TIME SPENT	YEAR 4	YEAR 8
Up to an hour per week	75%	77%
More than an hour per week	26%	23%

Learning Languages 2021—Key Findings report, pp. 36–37

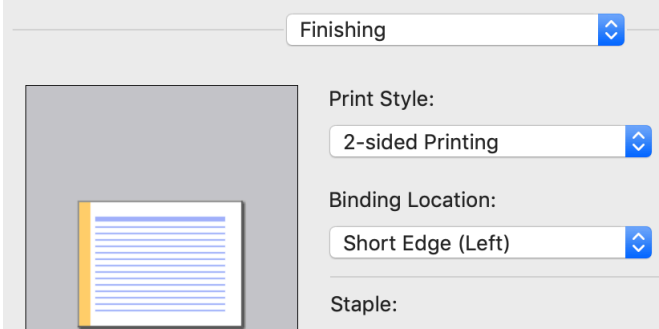
“We engage with our local iwi and invite them to participate in school activities.”.

Principals reported the extent to which this was “like” their school.

	YEAR 4	YEAR 8
Very like	28%	45%
Moderately like	28%	21%
A little like	34%	30%
Not at all like	9%	4%

Learning Languages 2021—Key Findings report, p. 42

- All PDFs are set up for A3
- Print instructions for all PDFs, on your printer:
 - Go to *Finishing* settings
 - Set *Print Style* to 2-sided printing
 - Set *Binding Location* to Short Edge (Left)



He akiaki kōrerorero
Discussion prompts

- What interests or surprises you about this information?
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- Which Education and Training Act 2020 card(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Education and Training Act 2020 card that it is most closely linked with.