

Whakamanahia

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



NMSSA

Wānangatia te Putanga Tauira
National Monitoring Study
of Student Achievement

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*.

He huatau mō te whakamahi i tēnei huinga kārī

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.

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.**

**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.**

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.**

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.**

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.**

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.”

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.

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.”*

He akiaki kōrerorero

Discussion prompts

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

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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.”

He akiaki kōrerorero

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

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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.”

He akiaki kōrerorero

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

He akiaki kōrerorero

Discussion prompts

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

He akiaki kōrerorero

Discussion prompts

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

“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.

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

He akiaki kōrerorero

Discussion prompts

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

“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.

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

He akiaki kōrerorero

Discussion prompts

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 - 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?

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

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

He akiaki kōrerorero

Discussion prompts

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**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%

He akiaki kōrerorero

Discussion prompts

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“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%

He akiaki kōrerorero

Discussion prompts

- What interests or surprises you about this information?
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