

Contexts that reflect kaupapa Māori pedagogy

Principles	Contexts and approaches that could draw upon these principles include:
<p>Tino rangitiratanga: the right to determine one's own destiny. Parents and children are involved in decision-making processes</p> <p>Taonga tuku iho: the treasures from the ancestors, providing a set of principles by which to live our lives</p> <p>Ako: a mutual teaching and learning relationship in which the educator also learns from the student</p> <p>Kia piki ake I ngā raruraru o te kāinga – reaches into Maori homes and brings parents and families into the activities of the school</p> <p>Whānau: Developing connections with the community to support learning</p> <p>Kaupapa: Acknowledging and valuing the language and culture in the classroom and the chosen contexts</p>	<ul style="list-style-type: none"> • Local history units and research projects, involving kaumatua and local iwi • Oral histories including studies into family history and whakapapa • Field trips to sites of significance, eg, Huriawa, Purakanui, Ruapekapeka, Ohaewai • Marae visits • Local museum visits and studies • Biographical studies of local and national Māori leaders and rangitira • Meetings with family and whānau to outlay courses of study and to discuss ways of supporting students in their learning • Upskilling of teachers with correct pronunciation and growing familiarity with the concepts that underlie Māoritanga <p>A year's programme should include significant Māori content.</p>

Based on Bishop, R. and Glynn, T (2000)