

Aoraki

so much more than
an ancestral mountain



**Teacher support material for kura
(with learning activity suggestions in
all curriculum areas)**



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Te Rūnanga o Ngāi Tahu

Kei a te Pō te tīmatanga mai o te waiatatanga
mai o te Atua

Nā Te Pō, ko Te Ao.

Nā Te Ao, ko Te Aomārama.

Nā Te Aomārama, ko Te Aotūroa.

Nā Te Aotūroa, ko Te Koretērawea.

Nā Te Koretērawea, ko Te Koretētāmaua.

Nā Te Koretētāmaua, ko Te Korematua.

Nā Te Korematua, ko Te Mākū.

Nā Te Mākū, ka noho i a Mahoranuiatea,
ka puta ki waho ko Raki.

Nā Raki, ka noho i a Pokoharuatepō,
ka puta ki waho ko Te Hānuioraki.

From the night, through the many stages of darkness, to the dampness, to the emergence of light and enlightenment, appeared Raki. Raki coupled with Pokoharuatepō from whence was born Te Hānuioteraki and the many winds of this world.

With these words of creation uttered by Matiaha Tiramōrehu, welcome to this collection of helpful resources, ideas and tips to support learning of Ngāi Tahu creation stories.

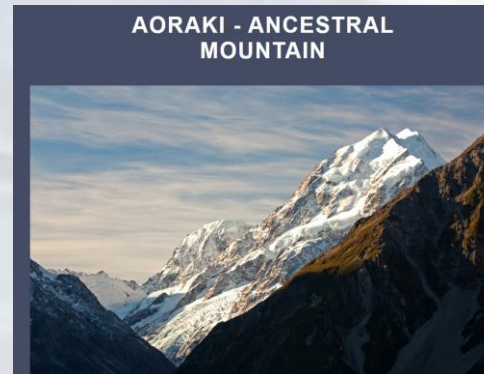
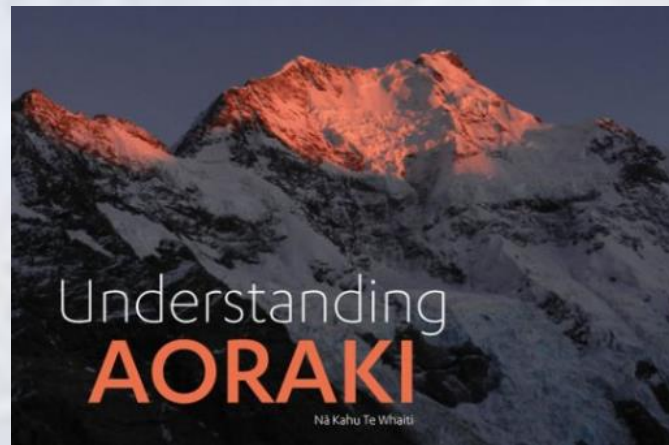
This tauparapara of origin, of whakapapa, of creation is significant to Ngāi Tahu, and is explained in this resource, which was created to support teachers to engage in a significant historical account from Ngāi Tahu perspective, and there are few better places for a school in Ngāi Tahu takiwā to start than with the tallest mountain in Aotearoa NZ.

Some learning activities/ideas

<i>Each title below links you to the page you need</i>	You can decide the “best fit” level for these learning ideas
Aoraki, from different perspectives	Pronunciation tips Ngāi Tahu Language strategy
Te Tapa Whenua: LEARNZ virtual field trip	Aoraki and his brothers – the mountains
Naming of the land	Ka Huru Manu, Cultural mapping
Become the story teller (the arts, literacy)	The Ngāi Tahu Creation Story
Character Maps (the arts, literacy)	“In awe of mountains, short film”
Story Road (the arts, literacy)	Māui stories from other lands
Story Stones (the arts, literacy)	Kia Raupapahia – Put the story into order
Fertile questions (the arts, literacy)	Videos telling the Aoraki story
Aoraki – literacy activity to learn the story (4 slides)	Using cultural contexts: some tips
Exploration of some Aoraki facts (the arts, literacy)	Developing critical inquiry skills
Further ideas including western science	Social Inquiry Ngā Toi – Art ideas
APP for iPad (the arts, literacy)	Transcript of Waka Huia video
Write yourself into the story Kīwaha use	Helpful resource links
Curriculum links primary and NCEA (7 slides)	Tauparapara of creation

Aoraki, from different perspectives

- Compare the details in each account.
- Note similarities and differences.
- Who's perspective is given?
- What has been new learning for you?



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Te tapa whenua: naming the land

A virtual field trip to Aoraki Mount Cook National Park, an area that bears names of great significance to Ngāi Tahu. Discover more, connect with experts, explore the field trip videos, take the Google Earth for Web tour to Aoraki.

Travel online with LEARNZ to:

Discover the stories and reasons behind Ngāi Tahu place naming throughout this area;

Explore the connection of people to special places and environments;

Inquire into how place names represent the story of settlement by a range of people in Aotearoa New Zealand;

Consider the importance of place names and their stories being handed down, retained and restored;

Inquire into the significance and stories behind place names in your own rohe.



SOME PROMPTS FOR INQUIRY:

Why are names important?

What is the origin of your name?

Why were you given that/those names?

What does your name mean to you
and your whānau?

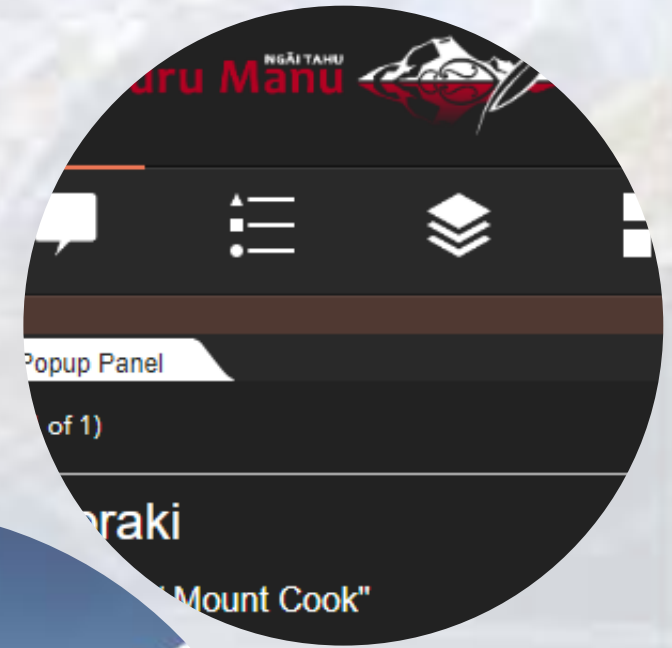
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Naming of the land

- [Introduction to te reo – place names](#) video
- [Find Māori place names](#) - Toitū te whenua/Land Information New Zealand has a guide on how to find Māori place names.
- [Interactive map of Te Reo Maori place names](#)
- [Map of Aotearoa New Zealand](#) featuring names relating to the legend of Māui.
- [Aotearoa map of place names](#) - map of some of Aotearoa New Zealand's main place names and interactive web map with geographic feature details.
- [Place names from Cook's voyages](#) - Read more about the place names given during Lieutenant James Cook's first encounters around our shores in this Google Earth tour. Included are original Māori place names.

“Ka Huru Manu”, The Ngāi Tahu Cultural Mapping Project, has information about over 1,000 places in Te Wai Pounamu. Check out “Aoraki” via the link in this image.

If you’ve ever wondered about your place, search for your address, and then “zoom out” to find out more.



“Ka Huru Manu” Education framework, a teacher resource, aimed to support ākonga in Years 7-10.



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Narrated by Tā Tipene O'Regan, this visually stunning short film tells the Ngāi Tahu creation story of Te Waka-o-Aoraki and more widely Te Waipounamu. Produced collaboratively by the Department of Conservation and Te Rūnanga o Ngāi Tahu, this short film reflects their working relationship in protecting the natural, cultural and historic value of mountains. This film also explains the concept of Topūni from the 1998 Ngāi Tahu Settlement, as well as partnership and consultation between the Department and Ngāi Tahu.



"In awe of mountains"

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This contemporary animation uses whakapapa recorded by Ngāi Tahu rangatira Matiaha Tiramōrehu, and the motif of kōwhaiwhai to present a version of one of the Ngāi Tahu creation stories.

Te Reo Māori, with subtitles in English.

The Ngāi Tahu Creation Story was launched for the 'Mō Tātou: The Ngāi Tahu Whānui Exhibition' at Museum of New Zealand Te Papa Tongarewa. Within the exhibition theme of Toitū te Iwi (Culture), this contemporary animation uses whakapapa recorded by Ngāi Tahu rangatira Matiaha Tiramōrehu, and the motif of kōwhaiwhai to present a version of one of the Ngāi Tahu creation stories.

On the next slide is a video transcript of Tā Tipene O'Regan talking of Aoraki and Tū-te-Rakiwhanoa)

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Transcript from Video Part 1 of 3 History and legends of Te Waipounamu

8.50 We travel back in time to the myths and legends of creation and the migration of South Island tribes.

Tā Tipene O'Regan and Te Mairaki Williams give their account, beginning at 9.15m
(*recites te tauparapara/karakia of Matiaha Tiramorehu*)

The chant recites the creation story and its connection to the Aoraki waka in the South Island.

The chant contains references to Rakinui, who was the son of Māku and Mahora-nui-atea.

Rakinui married Pōharoa-o-te-pō who was his first wife. Papatūānuku was his second wife.

Aoraki was the son of Rakinui's first wife. This is the story of Aoraki's journey across the South Pacific.

The waka struck a rock and capsized. Aoraki and his brothers turned to rock, which formed the Southern Alps

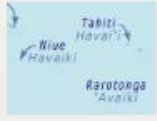
(South Island). The prow of Aoraki formed the majestic island landscapes of the Marlborough Sounds. They are the broken pieces of the ornate prow. The stern of the waka is at Motupōhue, a hill beyond my marae, Te Rau Aroha at Awarua. Aoraki's grandson **Tū te Rakiwhanoa** came and shaped the land, bringing the cold southerly winds, Te Moana Tapokopoko a Tawhaki (Tasman Sea), Te Tai o Ārai te Uru (Ōtākou), Te Tai Marokura (Kaikōura), Te Tai o Mahaanui and Horomaka (Banks Peninsula). These are the original names for these areas.

13.24m (Te Mairaki Williams) The guardians descended upon the land. Tū-te-Rakihaunoa transformed the land known as Ngā Pākihi Whakatekata o Waitaha and Banks Peninsula. When he was finished, he returned to home at Lake Waihora. Kahukura brought plants and birds. Marokura brought fish. All of the ancestors of the South Island descend from Aoraki and the guardians of the land.

15.02 (Tā Tipene) The giant taniwha of the sea, Kiwa, arrived. The land broke apart, and Rakiura (Stewart Island) was left in the furthest part of the South Island. The channel that separates these islands is called Te Ara a Kiwa (Foveaux Strait).

I return now to Tū-te-Raki-Whanoa. He crossed to Te Tai Poutini, more commonly known as the West Coast. His first creation was Papatōia. The god Tū-te-Rakiwhanoa places the land on his widespread thighs. The land broke apart and water gushed forth. It is known as Māwheranui, or the Grey River. The Māori name for Greymouth is Māwheranui, Māwhera. Its original name was Kā Māwheranui o kā kuwha o Tū-te-Rakiwhanoa. Tū-te-Rakiwhanoa travelled to the southern part of the West Coast, where he carved out the rough terrain of creating hills and mountainous ranges. With his adze, he carved the channel known as Ka Rehu o Ka Ahiahi o Tamatea. Many names were recited during Tū-te-Rakiwhanoa's endeavours, and this became the Fiordland Lakes.





Māui names the land

There are so many stories about Māui's deeds across Polynesia and the Pacific. Here are three links from Hawaii, Samoa and Aotearoa.

We may learn from this that stories change over time, sometimes the differences and similarities are merely dialectal differences in the spoken and written language, or an alternative name that has altered over time as the legend is handed down through the generations. Can you find other Māui stories in other cultures?



Maui Hawaiian Sup'pa Man

Song by Israel Kamakawiwo'ole

Hawaiian story of Māui

The Story of Maui

Samoaan story of Māui

Māori Myths, Legends and Contemporary Stories

Māori story of Māui

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- Check out these videos, some most suitable to ECE and Primary, others for youth and adults alike. How would you retell the story of Aoraki?



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Aoraki

- as told in the narrative for the capital works campus plan narrative for University of Canterbury, accessed in 2023. This text is concise, easy to follow, and leads itself to the literacy activity that follows.

To begin – there was nothing. From this nothing arose Te Māku who coupled with Mahoranuiatea to bring forth Ranginui, sky father. Ranginui, who had many wives, first married Pokoharuatēpō and from their union came Aoraki, Rakirua, Rakiroa and Rarakiroa. The four brothers lived in heaven, but one day decided to visit their step-mother Papatūānuku. They travelled down from heaven in their canoe to explore the land and seas.

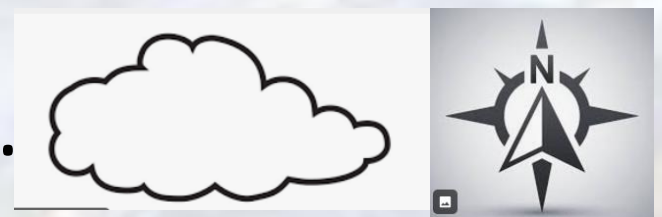
After a while they decided to find some food before returning to heaven. In a good fishing ground they lowered their hooks and waited, but no fish came. They became hungrier and hungrier until they were so hungry they decided to go home, to the heavens. As they readied the canoe to return, Aoraki began to recite the karakia that would take the magical canoe back to the heavens. But the brothers were so tired, hungry and disappointed that they began to grumble, and finally to fight.

Aoraki became so distracted by the fighting that he lost his concentration and made a fatal error in the karakia. The canoe crashed back down to earth with parts of it breaking off and scattering across the sea as the canoe overturned. It was a terrible disaster. The brothers saved themselves by climbing on top of the overturned canoe and although Aoraki tried and tried to fix the error in the karakia, nothing could undo the damage.

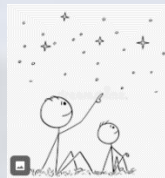
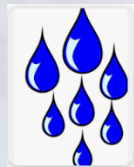
They never returned to their father Ranginui, but remained on earth with Papatūānuku where the canoe became their permanent home. After many generations, the brothers eventually turned to stone, the tallest of them being Aoraki.

Using that text, broken into four parts here, for an activity – details on following slide

Names from the story of Aoraki ...



Te Māku
Mahoranuiatea
Pokoharuatēpō
Ranginui
Aoraki,
Rakirua
Rakiroa
Rarakiroa
Papatūānuku



One strategy to remember and recall names, is to relate the meaning of the word in your first language, and draw a sketch to show that meaning. Once you have drawn your images, practice “reading” your sketches using the Māori name, to prepare you for the Read-sketch-retell activity that follows. Here are some meanings that can help you to break down the names to remember them.

Te Māku – wet

Mahora (scatter, spread out) **nui** – large, many and **atea** – space (waka atea is a space **rocket**)



Ranginui – sky father

Poko (extinguish) – **haru** (similar to hariru = shake) and – **a te pō** = at night

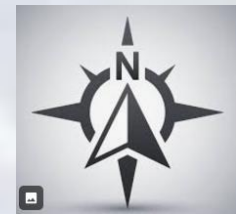
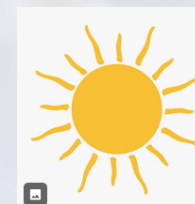
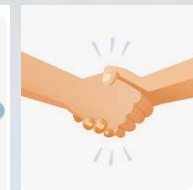
Aoraki – **ao** = cloud, **raki** = north

Rakirua – **raki** = north, **rua** = 2 or second

Rakiroa – **raki** = sky, **roa** = long

Rarakiroa – **ra** = sun, **raki**, **roa**

Papatūānuku – earth mother



Read, sketch, retell, display, view

Kaiako instructions to ākonga

- I am going to read the story of Aoraki as told at University of Canterbury
- I am going to read it in four “beats”. Four separate parts.
- You have four pieces of paper, one piece for each beat of the story.
- You have to quickly sketch something that will remind you what you hear so that you can retell the story later. You can't use letters, numbers or words.
- I will read each beat of the story two times. You might want to listen the first time, and then draw, or you might want to start drawing immediately.
- When I have finished reading it the second time, I will give you two minutes to finish your sketch.
- It doesn't have to be a saleable work of art, it is just a sketch that will remind you of the story so you can retell it when asked.
- He pātai? Any questions?
- Let's start now.

Guidelines for kaiako

READ AND SKETCH

- Read each beat through slowly and clearly, two times. Then leave two minutes for ākonga to finish up their sketches, before moving onto the next beat.

RETELL

- After all four beats have been read and sketched, move around the room and ask students to retell one fact from Beat 1, to the best of their recollection, using their sketch to help. Ask a second student to add to what has been told. When all details have been recalled, proceed to the following beats 2, 3 and 4.

DISPLAY

- Display the beats on the floor
- Give everyone an opportunity to view each other's work.
- Let students decide which one (or more) from each beat to display on the walls

Q&A

- Ask questions about the story: Kaiako to have prepared some questions to elicit information – have your answers alongside the questions for you.

(prepared questions for this story are on the following slide)

Questions to gauge understanding and recall of “AORAKI”

1. This story was about the creation of what land feature? Where is that situated?
2. Who was the father mentioned?
3. Can you remember his first wife’s name?
4. Four brothers were named – can you recall their names?
5. Where did the brothers live? Why did they decide to travel elsewhere?
6. The brothers became hungry; why was that?
7. Some events took place on their return; explain those events.
8. What happened to the waka?
9. How did the brothers save themselves?
10. How did the story end?

Answers

1. Aoraki Mt Cook – Te Tiritiri o te Moana - Southern Alps
2. Ranginui, sky father
3. Pokoharuatepō
4. Aoraki, Rakirua, Rakiroa and Rarakiroa.
5. They lived in the heavens. To visit their step-mother Papatūānuku
6. they couldn’t catch any fish.
7. Aoraki started his karakia to take the magical waka back, the hungry brothers squabbled and fought, Aoraki got distracted and the karakia failed.
8. The waka crashed back to earth, parts broke off and scattered, the waka overturned
9. They climbed on top of the overturned waka
10. They remained on earth with Papatūānuku, eventually turned to stone. Aoraki is the tallest of them.

Take a moment to reflect on the outcomes of the “Read, Sketch, Retell” exercise, praising the group effort and success in recalling the story

Become a storyteller

Re-tell this legend in your own way.

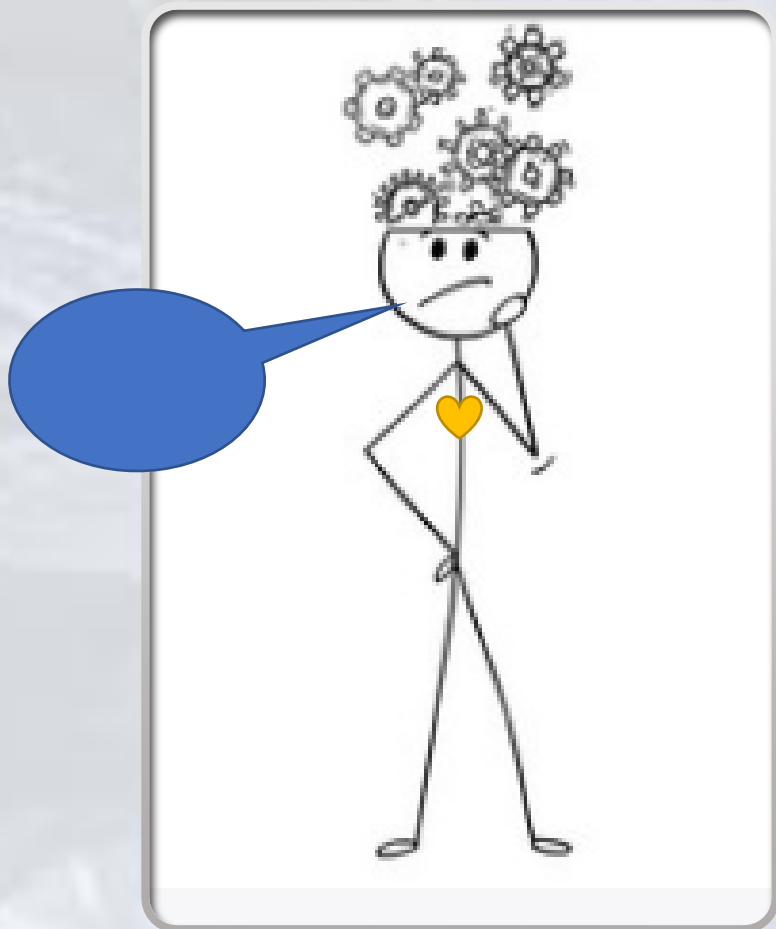
Give it your “style”.

Some ideas:

- Film and put together a video of a group of you acting out the legend,
- Create a stop-go lego animation re-tell,
- make a story book with you as Aoraki or one of his brothers and present “your” story in your words, (with illustrations too)
- write a song that tells the story,
- perform it as a play,
- create a rap, or even
- a speech.



Character Maps



This activity helps ākonga develop an understanding of the attitudes and values held by a historical figure.

Ask them to draw a picture of Aoraki from one of the versions of the story.

Ākonga then annotate their drawing using writing, pictures, or recorded voice to show the following:

- **Head** – what Aoraki **thinks**
- **Ears** – what you imagine Aoraki **hears**
- **Mouth** – what Aoraki **says**
- **Heart** – what Aoraki **feels**
- **Stomach** – what **worries** Aoraki
- **Hands** – the **actions** Aoraki took
- **Feet** – the **consequences** of those actions.

Why is Aoraki considered “active”?

Why is Aoraki featured on our \$5 note?

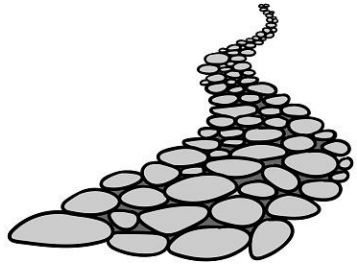
Who “owns” Aoraki?



The Settlement

How does Aoraki’s height compare to the “tallest summits” featured in the image here? Illustrate the results as a visual scale comparison image.

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Story Road

Literacy: oral
language skills, art,
social inquiry skills
Aotearoa NZ histories

- This activity helps ākonga retell a story accurately.
- Have them form small groups and ask each group to draw pictures to show the main events in the story of Aoraki and his journey with his brothers. Ensure that all the important events are covered.
- Draw a “road” on the floor using tape or chalk and ask the groups to place their images in the correct order on the road.
- If there are any disagreements about the order, encourage ākonga to return to the historical prompts to check.
- Once the groups have agreed, tape a copy of each image in its correct place.
- Ākonga can then practise walking down the road telling a particular version of the story.
- The story road can also be used to develop understanding of time order words or relationships.
- Ask ākonga to stand by one picture and describe what happened before and/or after that event or what caused the event and/or what were the consequences of that event.

Kia Raupapahia – Put the story into order

Not dissimilar to the “Story Road” strategy, this can be used by cutting up each sentence (or two sentences) in a story, handing out one to each student, and get them to talk to each other to put it into a logical sequence to tell the story.

Make sure that the script you provide has some clear sequencing clues. e.g. You may reword the text to start “*We are going to learn about the journey to knowledge. Let’s start with the ...*” so that students can know where the story starts.

The students need to read their sentence so others can hear it, going around listening to others, and seeing whether their sentence fits naturally with the others. Standing in a circle helps as they can listen to each other easily.

Give them time and when they are ready to retell, you can listen and indicate where they need to re-order themselves to put the story into order. This strategy offers an opportunity to practice and correct pronunciation along the way.

Story stones

In Māori culture, knowledge was passed on through wānanga, through waiata and games, and natural resources (leaves, feathers, stones, sticks) were also used.

Story stones are great teaching tools to develop the communication skills of tamariki which promotes language skills and encourages their imagination and creativity. The stones allow non-verbal or pre-writing early learners to create stories and narratives using their social and emotional skills.

Kaiako (or ākonga) can paint or affix images to the stones to represent each part of the story and re-tell this story (and others) using the stones as prompts.



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Write yourself into the story

Imagine that Aoraki's journey to visit his relative was taking place in the 21st century, but in a remote place, unpopulated by people, and you were in the party. Write an account of the events.

Be Aoraki, or one of his brothers.

What could you say and do? What equipment did you have/use? What did you see on the journey? (use your imagination to keep the reader interested)

Re-tell that story or encounter, with you in it.

Consider including kīwaha (colloquial phrases) into your story – some examples are on the next page

Illustrate and publish for the class/school library. If using images accessed online, ensure they are copyright free. Better still, create your own original artworks 😊 Create a video presentation.

Give the new story an interesting title.

Copy the story book for the junior class and go and read the story to those tamariki.

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[Kīwaha on the next slide](#)

Kīwaha use

Insert these kīwaha Māori (slang or colloquial phrases) into the story in places where it makes sense 😊 Read the finished story to others. (the translation are there to help you choose the right ones; they might not all be able to fit into the story). *Read them with expression!*

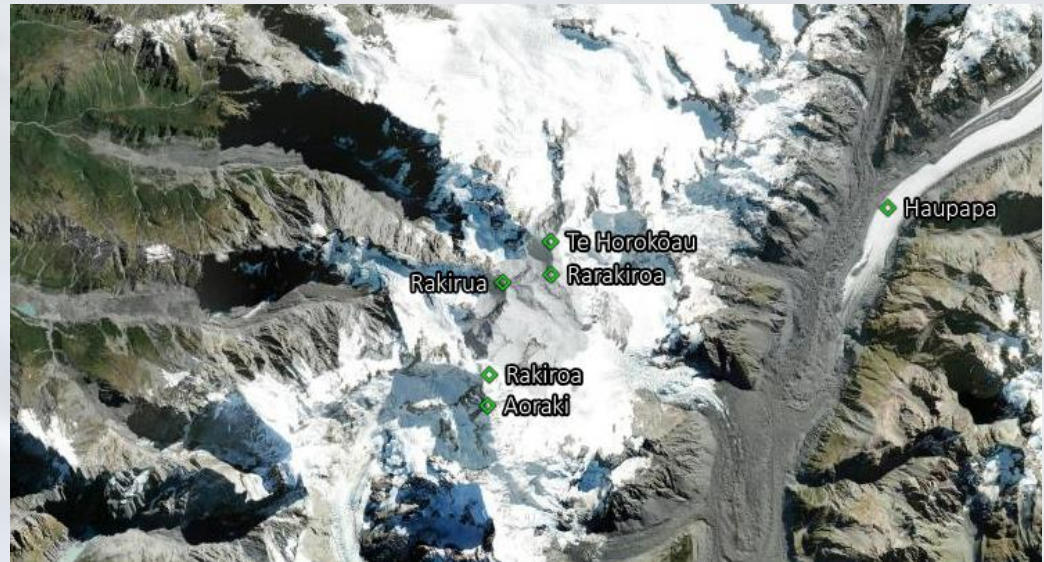
He toki koe!	You are an expert!
Ko te manu tāiko, ko koe	No better leader than you
Ko Māui tonu atu au i a koe!	I'm cooler than you'll ever be! *
Auē! Taukuri ē!	Oh no, how dreadful!
He hinengaro makere koe!	You are so forgetful!
Hoake tātou!	Let's go (quickly)
He kākī mārō!	So stubborn!
Kia tūpato!	Watch out! Be careful!
Areare mai ōu taringa	Listen! Open your ears
Aoraki Matatū!	(an encouragement to) Stand strong! *

And any other kīwaha that you know that will fit into the story well 😊

* = Kāi Tahu kīwaha

Searching for Aoraki and his brothers through the “Ka Huru Manu” cultural mapping site, the explanation will include the English name of those peaks. Search elsewhere to find out about why those places were conferred with other names? Why were those names “chosen” for these mountains? Who were those people, or what events or places-from-afar were significant to those assigning the name?

What were the
“CLAIMS TO FAME”?



How do we say those place names?

TE AKA Māori Dictionary

This site allows you to search for information about the bird, and by pressing the speaker icon, you can hear the word spoken. Keep pressing the speaker and repeating the correct pronunciation until you have it!

Why do we need to say those words correctly?

"If you pronounce Māori words correctly, **it implies you have respect for the language**. If you have respect for the language that would imply you have respect for the culture. "If you have respect for the culture, you most probably have respect for the people." [Read the article here](#)

Te Reo Māori pronunciation guide

Learn to pronounce Māori words correctly to become more confident using them. Access the guide from Victoria University [here](#)

“Raki” is the southern dialect for “Rangi”. Look up these other words that make up the names of Aoraki and his brothers:

Ao **rua**
roa **raroa**

Note you may find several definitions. Be discerning to decide which explanation is most logical or suitable in the context.

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Some further ideas

- **Geography:** mapping locations of the mountains, considering the flora/fauna (if any) nearby
- **Math:** graphing distances between peaks and consider the length of time to scale each peak, and how the environment impacts on the time you estimate.
- **Science:** what does Western Science have to say about the creation of mountains?



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SOCIAL INQUIRY:

Select one aspect of interest about your topic and follow this social inquiry model:

- ***Plan*** – identify your focus area, and your methods of research. Plan methods of presenting the information. Think of your audience; who are you presenting to?
- ***Explore*** – ask further questions and conduct your research. Read from a variety of sources, ensuring validity and authenticity in the information.
- ***Use and choose*** – organize the information and evaluate your discoveries, with justifications.
- ***Create*** a presentation for your material – make sure it is clear. Use a range of formats; practice your presentation so you can confidently ...
- ***Share*** your mahi to a wider audience, and finally ...
- ***Review*** – assess the process and skills you used.

What action/s can you take?

What would improve an inquiry like this in the future?

What did you do really well?

Using cultural contexts: some tips

The Aotearoa NZ Histories curriculum encourages schools to develop a relationship with mana whenua. Don't make your first engagement a request for information or assistance. Without an existing relationship, your starting point should be to contact the curriculum lead in your local MoE. Their mandate is to connect schools with mana whenua.

Each school may have different starting points. An early task may be to understand who mana whenua is. The marae, pepehā, and any further information you can ascertain and learn is a great start. It may be that the papatipu rūnanga has an approach of progress they would like you to take. It may be there is an existing education support programme or initiative that the papatipu rūnanga are involved with that you can be introduced to for assistance. If you are unsure, enquire at matauranga@ngaitahu.iwi.nz and we can let you know the appropriate contact for your location.

It would be great to establish what stories mana whenua are willing to share widely. Be prepared to use those stories, often starting with migration or creation narratives, explore the relationships and connections from that point. Acknowledge that the idea of historical thinking for iwi Māori starts at a different point than a western view. Understand also that oral histories are valid and reliable – just because it wasn't "written" doesn't invalidate the history. Oral histories are embedded in tribal pepehā, waiata such as mōteatea and haka, as well as karakia and well known whaikōrero.

Ensure Ngāi Tahu sources are used and uplifted as the primary information source. Acknowledge all sources and be prepared to question the perspective that source represents. Explore your own ideas of what mātauranga is/what history is in Aotearoa NZ. Interrogate your biases.

Critical skills development



1. Learn the information to embed the knowledge - mōhiotanga. Research widely
2. Use your content knowledge and your social sciences curriculum knowledge to design explicit teaching points for your ākonga
3. When using an iwi cultural narrative, consult with and engage with mana whenua at the outset, and ensure you stay true to the story without making assumptions about the facts.
4. Have a variety of reliable sources of information at the ready for your students to explore
5. Start with a rich question
6. Plan for progression within progressions – take the learning to where the students' interest directs, delving deeply with critical questioning skills
7. Revisit the same big ideas and practices in different contexts
8. Encourage ākonga to look at everything with a critical eye

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Acknowledgement: these ideas adapted from ASSEN Conference workshop, July 2022

Fertile questions

[Fertile questions | Services to Schools \(natlib.govt.nz\)](#)

Fertile questions are questions that are deep, complex, and perfect for inquiry. Because they are rich, finding answers to them requires research and can take some time. Find out how to use these questions with your students.

Characteristics of fertile questions: Fertile questions have some or most of the following characteristics:

Open — they have no single, definitive answer but rather several different and possibly competing answers.

Undermining — they cast doubt on individual assumptions or 'common sense'.

Rich — they require research and grappling with information and ideas.

Connected — they are relevant to the learners and the world in which they live, and particular disciplines and fields.

Charged — they have an ethical dimension with emotional, social and/or political implications.

Practical — they are researchable within the world of the student.

The fertile questions model was developed by Yoram Harpaz and Adam Lefstein.

[Teaching and learning in a community of thinking \(pdf, 325KB\)](#) has more about this model.

Examples of fertile questions

- Here are some example questions from the curiosity card 'Māori bartering with Joseph Banks' (link to the site embedded in the image).
 - Why did Tupaia make this picture?
 - What kind of encounter is this?
 - How do strangers become friends?
 - In this picture, is this activity an exchange or a purchase?
 - He tohatoha, he hokohoko rānei te mahi i roto i te pikitia?



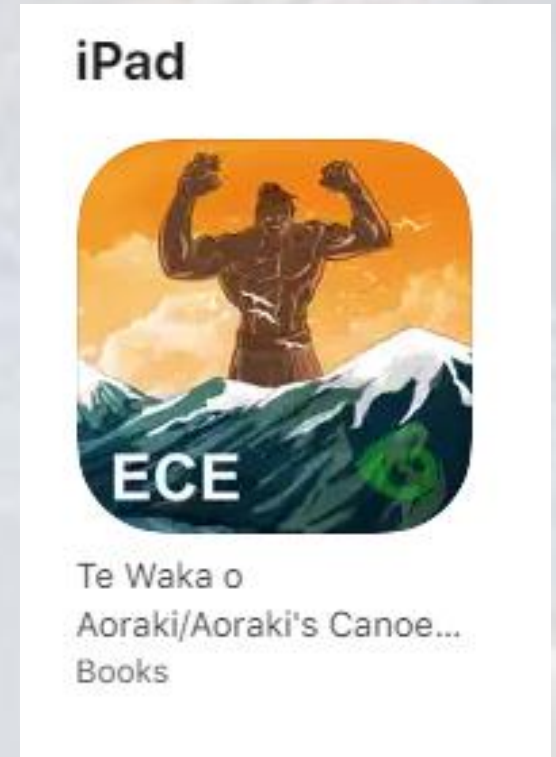
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APP for iPad: suitable for ECE and Junior Primary

This is the Ngāi Tahu story of how the mountains of Te Waipounamu / South Island were formed, looking closely at Aoraki, whose canoe is said to be part of the Southern Alps.

Children can explore the animation and sound effects, record themselves telling the story, colour in the illustrations, and more. This book also promotes letter and word recognition to help build beginner reading skills. Written and voiced in both languages, this APP features

- · Swipe-to-Read™
- · Touch-to-Hear™
- · Touch-to-Spell™
- · read-to-me and read-it-myself options
- Customise the book:
 - · record your narration
 - · colour in the illustrations
 - · (paint mode has a palette, adjustable brush width, and move, zoom and undo abilities)



MAHI TOI: create art works

Nāia ētahi momo arapāho, momo tikanga toi mā koutou *A variety of art methods and media could be used ...*

Toi rōpinepine - Mosaic: create mosaic landscape of Aoraki and his brothers

Toi Piripiri - Collage: create a landscape image of the alps using colourful magazine pages or coloured paper

Peita - Paint: a landscape painting featuring the Aoraki story of the upturned waka freezing, in the way you imagine it may have appeared

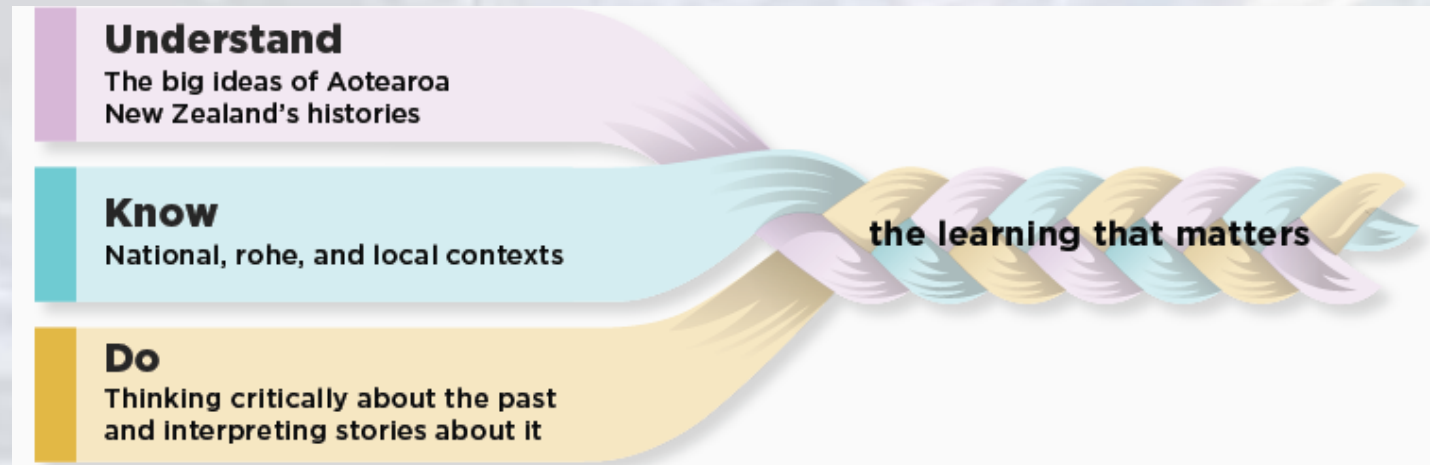
Or something else?

"When New Zealand's rangatahi get involved in the arts, other areas of their lives see the positive benefits: relationships improve, there is a strong feeling of belonging and tūrangawaewae and there is optimism for the future."

Tukutuku Kōrero, 9 October 2023, p.16

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Learning experiences to gain the key knowledge



“Aotearoa NZ Histories curriculum” is the first refresh, with implementation beginning 2023

The curriculum refresh will honour our obligations to Te Tiriti o Waitangi, be inclusive so that all ākonga see themselves and succeed in their learning, is clear about the learning that matters and is easy to use. This teacher resource will support learning experiences expected, have a local mana whenua perspective and will enable all to gain a deeper knowledge of people, places and events. Referring to the Aotearoa NZ Histories curriculum for further ideas, content and resources allows a well-rounded curriculum coverage that needs to include local historical contexts.

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CURRICULUM LINKS – Aotearoa New Zealand histories

Understand the big ideas

- Māori history is the foundational and continuous history of Aotearoa NZ.
- The course of Aotearoa NZ's histories has been shaped by the use of power.
 - Relationships and connections between people and across boundaries have shaped the course of history.

Know contexts:

- Whakapapa me te whanaungatanga – culture & identity
 - The past shapes who we are today, our familial links and bonds.
- Tūrangawaewae me te kaitiakitanga - place and environment
 - The relationships of individuals, groups, and communities with resources, and on the history of contests over their control, use and protection.

Do Inquiry practices

- Identifying and exploring historical relationships
- Identifying sources and perspectives
- Interpreting past experiences, decisions and actions

[For NCEA 1, 2, 3 information, go to the following slides](#)

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NCEA Dedicated co-requisite standards – recommended assessment option from 2023 onwards

- [US32403](#): Demonstrate understanding of ideas and information in written texts (Literacy Reading)
- [US32405](#): Write texts to communicate ideas and information (Literacy Writing)
- [US32406](#): Use mathematics and statistics in a range of everyday situations (Numeracy)
- Mō kā ākoka e ako ana i te reo Māori, nāia kā aromatawai āhua rite ki kā mea o ruka: [US32413](#), [US32415](#): me [US32412](#).

For further information and explanations, see information page re NCEA standards 2023-27 [link here](#)

[For NCEA 1, 2, 3 information, go to next slide](#)

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NCEA Level 1 units: Social Studies, History

Social Studies

- 92048 – 5 credits: Demonstrate understanding of findings of a Social Studies inquiry
- 92049 – 5 credits: demonstrate understanding of perspectives on a contemporary social issue
- 92050 – 5 credits: demonstrate understanding of decisions made in relation to a contemporary social issue
- 92051 – 5 credits: describe a social action undertaken to support or challenge a system
- 91039 – 4 credits: describe how cultures change (Context: societal change as a result of technology)
- 91041 - 4 credits: using resources provided, students can describe consequences of cultural change/s

History

- 91003 - 4 credits: written examination – interpret sources of an historical event of significance to New Zealanders
- 91005 - 4 credits: written essay: Describe the causes and consequences of an historical event
- 91006 – 4 credits: answering questions on one topic studied to describe how a significant historical event affected New Zealand society

Some of these NCEA units will match well with this biographic context and the skills learned are transferrable skills for the NCEA assigned contexts each year. This an example list; there are more.

[For NCEA 1, 2, 3 information, go to next slide](#)

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NCEA Level 2: Education for Sustainability

NCEA Level 3: Environmental Sustainability

- Level 2: 91733: 4 credits:
Demonstrate understanding of initiatives that contribute to a sustainable future
- Level 2: 90814: 4 credits:
Demonstrate understanding of aspects of sustainability
- Level 3: 90831, 5 credits:
Analyse the impact that policies have on a sustainable future
- Level 3: 91736, 4 credits:
Analyse how different world-views, and the values and practices associated with them, impact on sustainability

Some of these NCEA units will match well with this biographic context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

[For NCEA 1, 2, 3 information, go to next slide](#)

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NCEA Level 2 units: Social Studies, History

Social Studies

- 91279 – 4 credits: (context 2023: conflict(s) arising in regard to the advertising industry) – using resource booklet provided to analyse resources, students can demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas
- 91281: 4 credits: written essay (750-800 words) to describe how cultural conflict(s) can be addressed

History:

- 91231: 4 credits: written examination – Examine sources of an historical event that is of significance to New Zealanders
- 91233 - 5 credits: Examine causes and consequences of a significant historical event
- 91234 – 5 credits: written essay: Examine how a significant historical event affected New Zealand society

Some of these NCEA units will match well with this biographic context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

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[For NCEA 3 information, go to next slide](#)

NCEA Level 3 units: Social Studies, History

Social Studies

- 91596 – 4 credits: Demonstrate understanding of ideological responses to an issue
- 91598: 4 credits: Demonstrate understanding of how ideologies shape society

History:

- 91436, 4 credits: written examination – Analyse evidence relating to an historical event of significance to New Zealanders
- 91438 - 6 credits: Analyse the causes and consequences of a significant historical event
- 91439 – 6 credits: written essay: Analyse a significant historical trend and the force(s) that influenced it

Some of these NCEA units will match well with this biographic context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

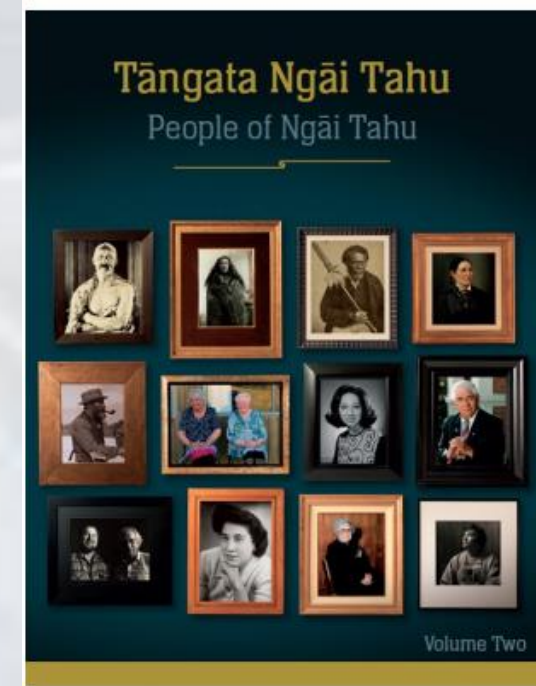
The Ngāi Tahu Education Strategy



The Ngāi Tahu Shop

We strive for our tamariki to see their culture in the classroom, as it uplifts pride and wellbeing, along with self confidence and belonging.

There are many Ngāi Tahu publications listed here for sale, and the numbers are growing each month. We highly recommend you visit – TĀNGATA NGĀI TAHU (Vol. I and Vol. II) are highly recommended publications about significant Ngāi Tahu leaders.



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“Kōtahi Mano Kāika, Kōtahi Mano Wawata”

A separate initiative, focused on Kāi Tahu reo revitalisation

Kaupapa/Events



KMK offer a range of events and different initiatives for individuals and whānau to develop te reo Māori. Whether you are a beginner or a competent speaker, there will be an event for you!

Rauemi/Resources



Whether you want to brush up the basics, challenge yourself a bit more, or find some printable propaganda for your office te reo takeover, we will have something for you.

Puna pūtea/Funding



Contestable funds have been established to increase the numbers of Kāi Tahu speakers of te reo Māori, and the number of Kāi Tahu whānau using te reo Māori as an everyday language of communication within the whānau context.

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Click on the image to visit websites

**Aotearoa New Zealand's
histories in the
New Zealand Curriculum**



*The New Zealand
Curriculum Online*

Aotearoa New Zealand's histories
Planning together

Understand

Know

Do



NZHTA



Aotearoa NZ's Histories



Te Rūnanga o Ngāi Tahu