



Wairarapa TOD TECHNOLOGY Workshop

- Monday 31st July
- Stephanie O'Sullivan | LSA/Interim Technology LAL
- Hamish Johnston | National Chair TENZ



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Outline for the sessions

9.40 – 10	Welcome Whakawhanaungatanga
10 – 10.20	Key messages
Intro and kupu 10.30 – 11.00 Design brief 11.00- 12.00 Share 12.00 – 12.15	Mātauranga Māori
• 12.15 - 1	Lunch
• 1 – 1.15	Resources
• Intro 1.15 – 1.30 • Planning 1.30 – 2.30	Programme Planning
• 2.40 – 3.00	Farewell

WIFI

- Waicol-BOYD
- Username: W.guest
- Password: CastlePoint321





LEAD SECONDARY ADVISOR | Interim Learning Area Lead: Technology

❖ Stephanie O'Sullivan

Ko Malverns te Maunga



Ko Severn te awa



Ko O'Sullivan te iwi whānau



Nō Worcester ahau



.....Ko Steph tōku ignoa

Who am I?

Ko Aoraki te māunga

Ko Rakia te awa

Ko Johnston te iwi whānau

Nō Waitaha ahau

Ko Hamish tōku ingoa

National Chair TENZ

Digital Technologies Teacher

PPTA Waitaha Canterbury
Regional Secretary

Kaiapoi High School Marketing
Team Lead, Assistant Head of
Faculty Technology, &
Transition Data Coordinator

- **Name**
- **School**
- **Subject**

- **If you were an ice cream, what ice cream would you be today and why?**



The **gold** is in the
conversation.....









- *Assessment Centred
- *Over Assessed
- *Fragmented Learning
- *Unclear progression
- *Uncertain pathways



- *Learning Centred
- *Less Assessment
- *Coherent Learning
- *Clearer Progression
- *Open pathways

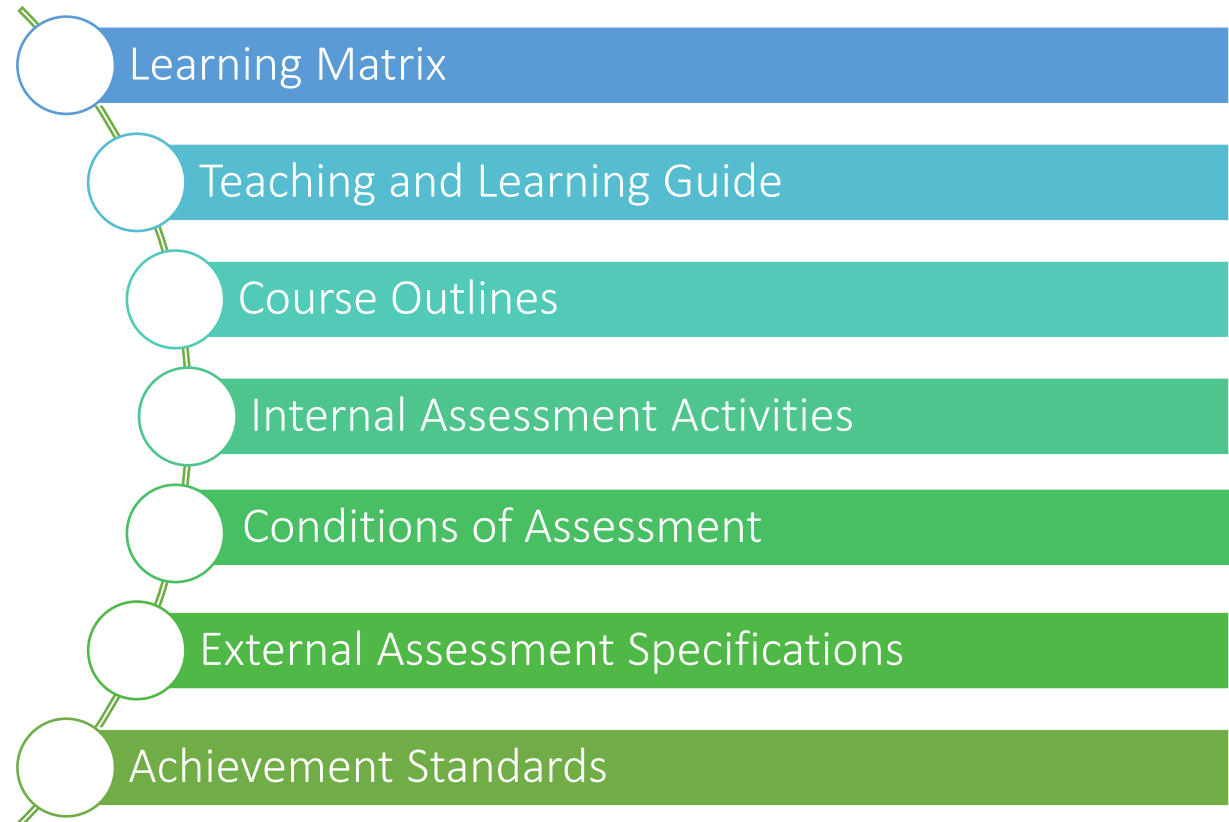


NCEA Change Package

Through the Review of Achievement Standards, the following products are created:

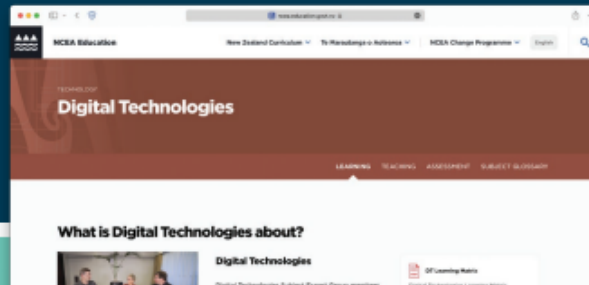
Each of these materials are designed to support the delivery of your courses

[Explaining the new NCEA materials](#)



NZC NCEA Materials: Definitions and Purpose

NCEA.EDUCATION.GOV.T.NZ



To find these materials for your own subject, visit the [NZC subjects page](#), select your subject and click on the relevant tab.

LEARNING TAB

What the Subject is About

- » Explains the subject's broad context and direction of learning.
- » Unpacks, outlines the meaning of, and connection between, the Big Ideas and Significant Learning, which together form the Learning Matrix.
- » Includes connections to the Key Competencies and other subjects and learning areas.
- » Describes the capabilities and knowledge the subject develops to support future pathways for ākonga.

Learning Matrix

- » Describes the learning that matters for the subject.
- » Contains the relevant Learning Area's whakatauki or whakatauaaki, a subject's Big Ideas, and Significant Learning. *Whakatauaaki is similar to a whakatauki, except that for whakatauaaki the author, place of origin, and intended audience is known.*
- » Informs the learning that can be assessed by Achievement Standards.
- » Aims to include all the Significant Learning in a course, however, some learning will be explored in more depth than others.
- » Clarifies progressions in the key subject-specific concepts, content and capabilities across applicable NCEA Levels 1, 2 and 3.

TEACHING TAB

Sample Course Outlines

- » Outlines how a year-long course could be developed using the subject's Significant Learning, aligned to how the learning contributes to Achievement Standards.
- » Indicative only and do not mandate any particular context, sequence or approach.

ASSESSMENT TAB

Achievement Standards

- » Describes what ākonga need to know or be able to do in order to gain credits towards certification.
- » Provides the criteria against which ākonga evidence is assessed to determine whether the standard has been met.

Unpacking the Standard

- » Describes the purpose and intent of, and provides further depth and detail, on the Achievement Standard.
- » Describes how courses might include opportunities for assessment.

INTERNAL ASSESSMENT

Conditions of Assessment

- » Outline the general parameters and requirements for assessment against internal Achievement Standards.

Assessment Activities and Schedules

- » Provided for each internal Achievement Standard, to exemplify what the assessment may look like in practice.
- » Includes activity instructions and guidance for ākonga. May include additional teacher resources and guidance.
- » Exemplify what the assessment of the Standard may look like at Achieved, Merit and Excellence.

EXTERNAL ASSESSMENT

External Assessment Specifications

- » Describes how external assessments are implemented, including timing, credits, format, and conditions.
- » Include other additional information relevant to implementation.

Supporting Information

- » External assessment activities and other exemplars from previous pilot years.

Course endorsement

- In 2024 subject endorsement is replaced by **course endorsement**
- A course is made up of a programme of learning through which assessment takes place.
- Candidates are assessed against the evidence they provide to meet the Achievement Standard criteria.
- Achievement standards can be from different subjects/learning areas
- A course with internals only will **NOT** get endorsed – including Achieved
- No change to the current guide: to achieve course endorsement ākonga will need to achieve **14** or more credits
 - The 14 credits must include at least 3 internal and at least 3 external credits
- There are **NO** carry over credits into level 2 or 3 **BUT** students will need to have the Lit/Num Corequisites to be awarded any level of NCEA
- Any further questions refer to your Principles Nominee



Explanatory Note 2 (EN2) information

For some Achievement Standards evidence against EN2 is a requirement for achievement.

You will know if EN2 must be included as part of the assessment evidence if EN2 begins with the phrase:

‘As part of the evidence provided, students must include discussion of/on...’

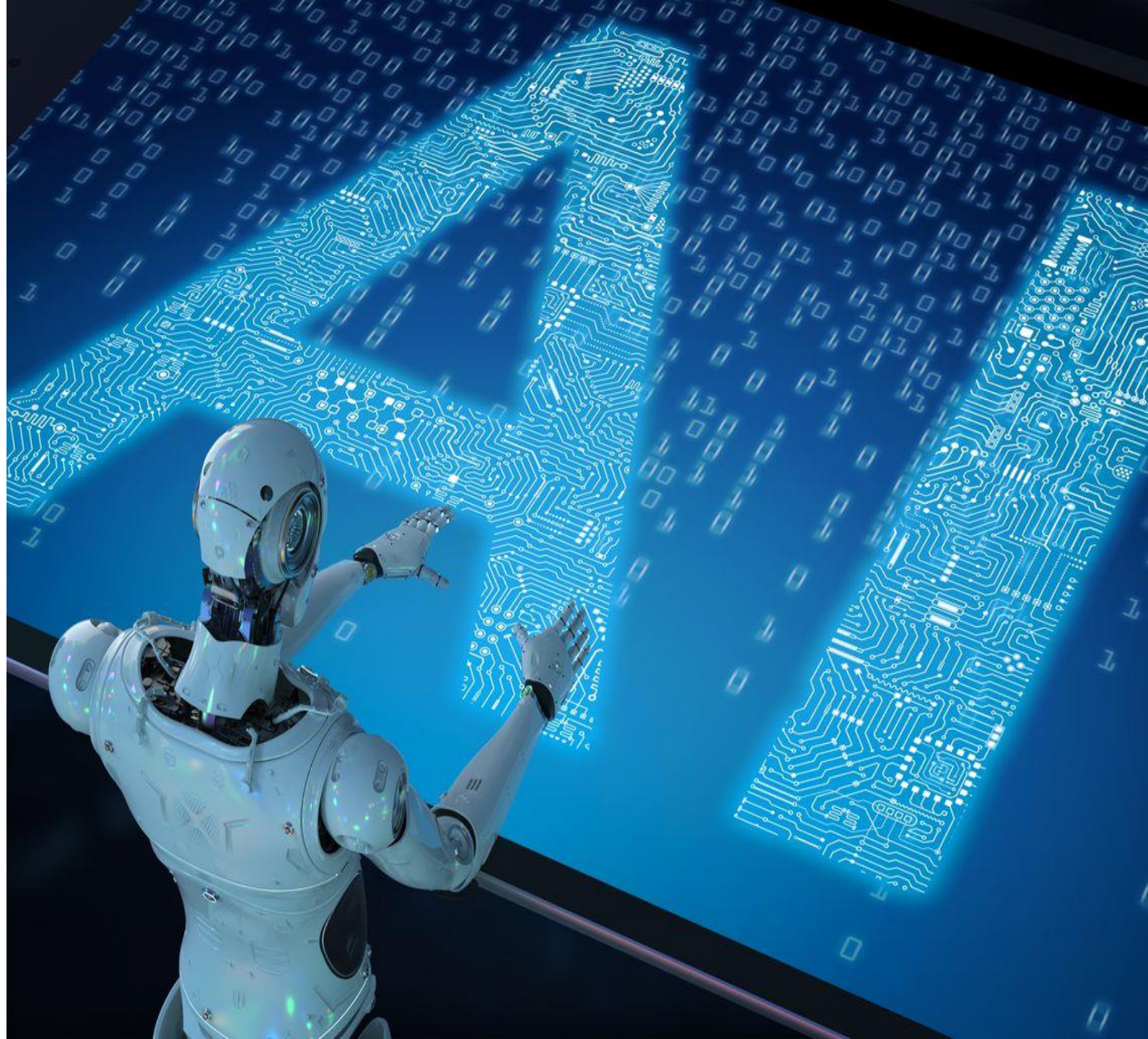
DT	AS 92006,AS 92007
DVC	AS 9200,
MPT	AS 92014

This format for EN2:

- introduces a requirement for evidence to be produced,
- the level or quality is not specified or limited, i.e., the evidence is not directly linked to A, M, or E
- and only needs to be evident to achieve the Standard

Artificial Intelligence

- NZQA has information available for [teachers](#) and [Principals' Nominees](#) around credible assessment and authenticity.
- A new Authenticity online learning module, Tōku Reo Tōku Mahi, will be published in the next few weeks on [Pūtake](#) and it will include strategies to address AI evidence.



Changes to timelines

- The new **Level 1** achievement standards will be fully implemented in **2024** as planned.
- **Level 2** will be implemented in **2026** – instead of 2025.
- **Level 3** will be implemented in **2027** – instead of 2026.
- The **NCEA co-requisite for literacy, numeracy**, te reo matatini and pāngarau will be introduced in **2024**.
- During 2024 and 2025, learners will be able to meet the 20-credit co-requisite through achieving either the new literacy and numeracy, te reo matatini and pāngarau standards or gaining 20 credits from a small list of literacy- and numeracy-rich standards in English, Mathematics & Statistics, Te Reo Māori, and Pāngarau.



Level 1 set them up with a broad foundational knowledge

Students are a lot more prepared for the existing Level 2 following their pilot year experience.

The step up here is not so big, and students have been able to adapt quite quickly.

Ākonga have done tech practice at level 1, therefore they carry on doing tech practice at level 2 – same as before.

Really impressed with how they are coping

I've rewritten Level 2 to meet the requirements, however, the approach is the same as the Level 1 Pilot.

The best Year 12 class I have ever taught!

Ākonga are more independent than in previous years.

Ākonga have found Level 2 a little bit easier than usual.

The exams changed kids in a way not to be expected before – it gave mana to the subject.

Everything was better after the Pilot, so I wanted to rewrite Level 2 – the change is exciting, kids are more independent they are instinctively experimenting and playing

It's not new, the sustainability external fits well with the Piloted 1.3.

We have had the highest ever retention into Year 12.

They are coping with Level 2 way better than they had before

As we start with new concepts the students haven't noticed any difference or had any difficulties in transitioning.

In summary for 2024:

- The new NCEA Level 1 Achievement Standards will be **fully implemented**.
- NCEA Level 1 will reduce in size from an 80-credit qualification to become a new **60-credit** qualification
- The literacy and numeracy | te reo matatini me te pāngarau co-requisite, which sits outside of the new NCEA qualification, will become **mandatory**.
- Learners will only be awarded NCEA Level 1 once they have met the 20-credit literacy and numeracy | te reo matatini me te pāngarau co-requisite.



Exemplars



Selected and published by NZQA



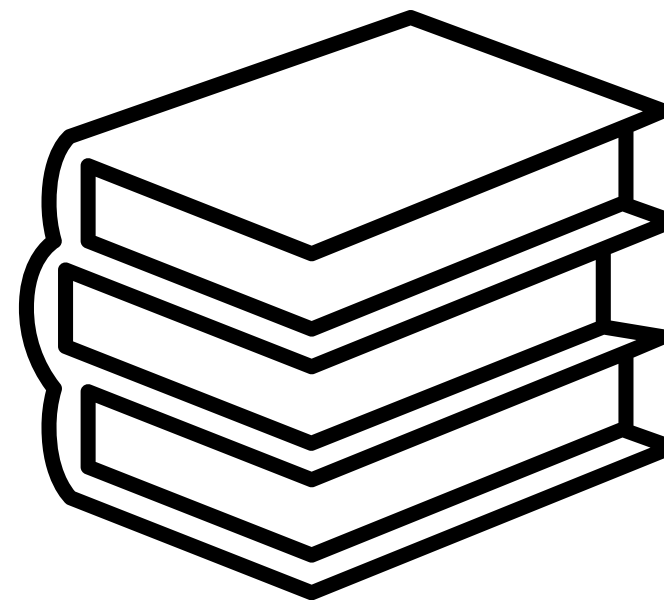
Constraints on what can be published



Student permissions are required



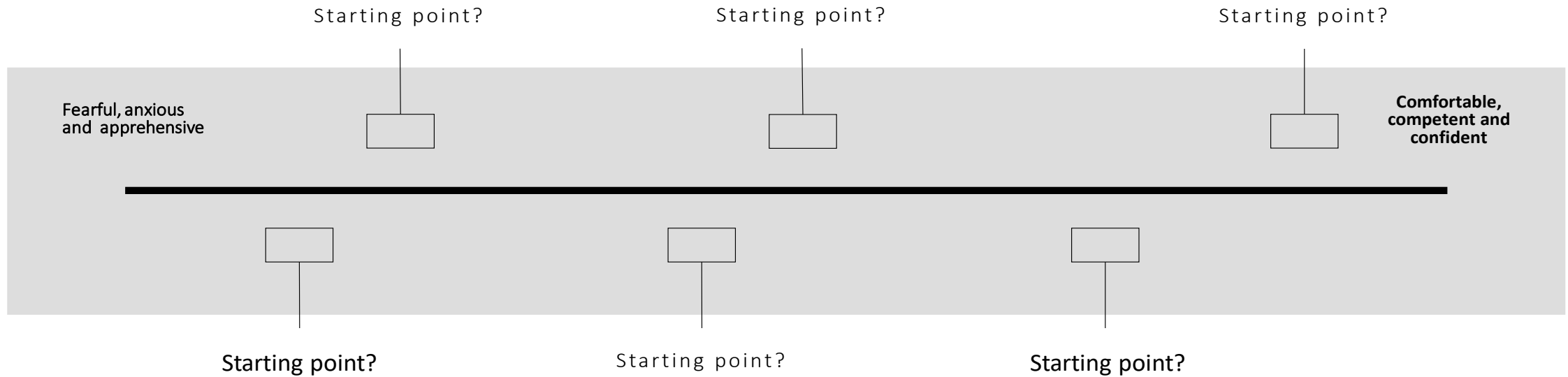
Potential exemplars are being investigated

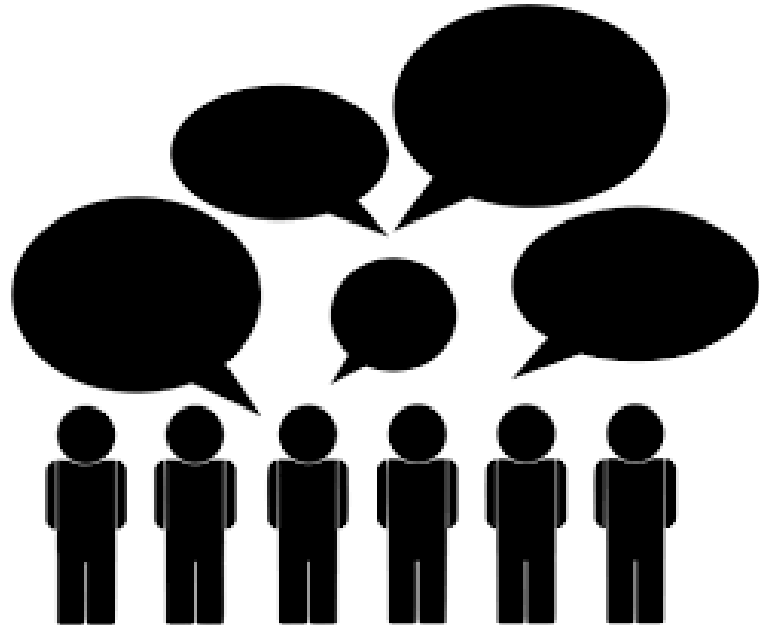




Mātauranga Māori journey

- it doesn't matter where we start it's first step that matters





1. What is your understanding of Mātauranga Māori?
2. What do you know about Mātauranga Māori?
3. How do you know about Mātauranga Māori?
4. What are some examples of Mātauranga Māori in practice?



Mana ōrite mō te Mātauranga Māori

Change 2

Equal status for Mātauranga Māori in NCEA

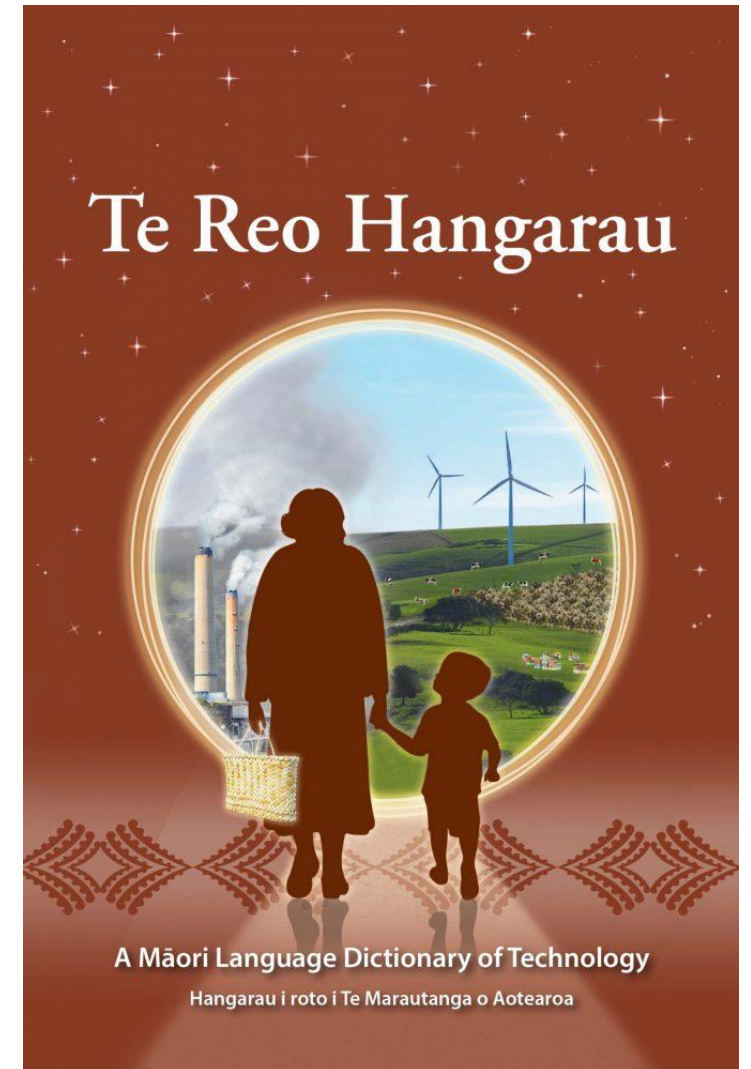
- Incorporate Mātaruanga Māori in the graduate profile
- Equal support for ākonga Maori
- Equal status for Mātaruanga Māori
- Te ao Māori pathways are acknowledged and supported
- Having Māori-centered contexts for exemplars and assessment resources (eg, local iwi history).
- Designing more inclusive standards and assessment resources that allow for diverse cultural perspectives on what's important (eg, considering community or hapū impact, not just individual user needs)
- Build teacher capability.



Activity

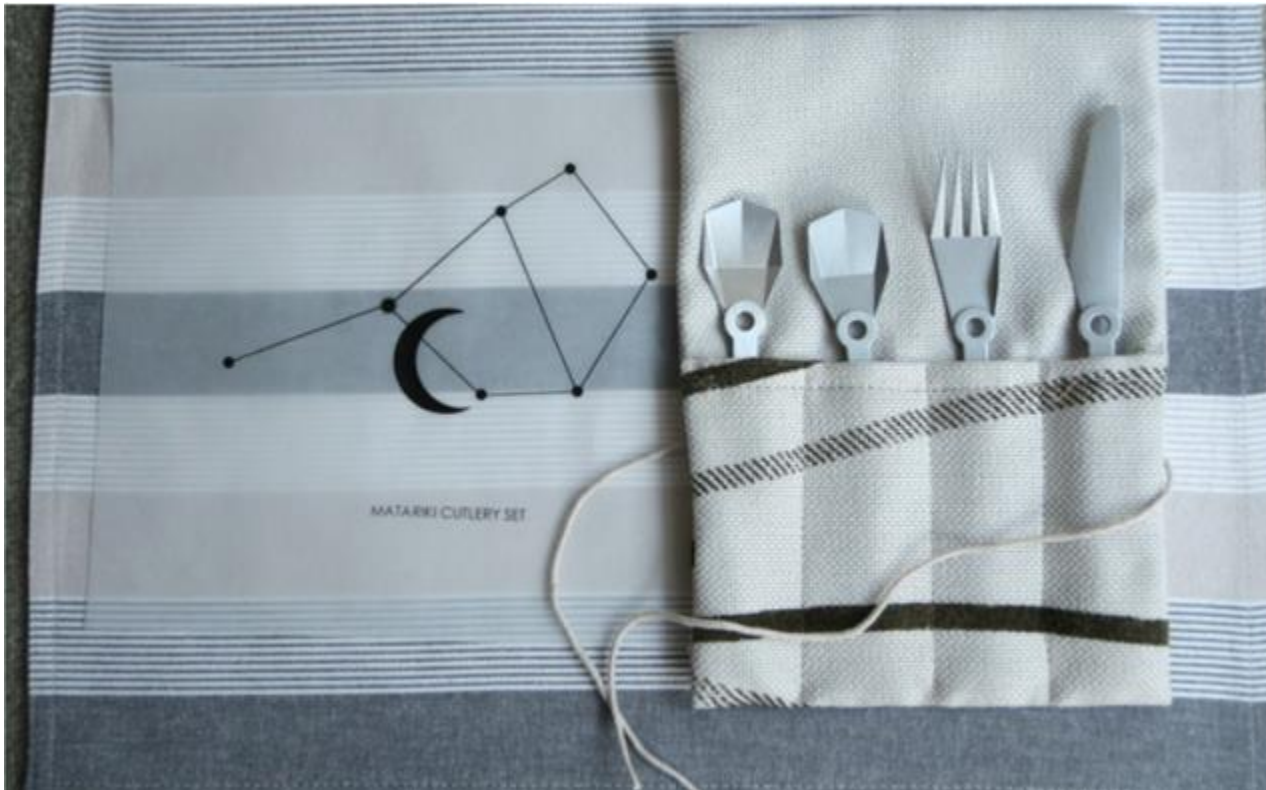
- Explore the connection between kupu Māori their meaning and the Teaching/Learning within your own context.

- One Māori kupu per sheet
- 2 – 3 minutes per group unpacking the kupu
- Pass the sheet to the next table
- Spend 2-3 minutes unpacking the kupu
- Feedback from groups
- Take some photos!



Sharing experiences

- Explorations in Mātauranga Māori.



“You can take inspiration from a culture, or you can just take from a culture”

Dr Johnson Witehira

E Hina e! E Hine e! Mana Waahine Maaori/Maoli of Past, Present and Future



14 September 2019 - 10 November 2021

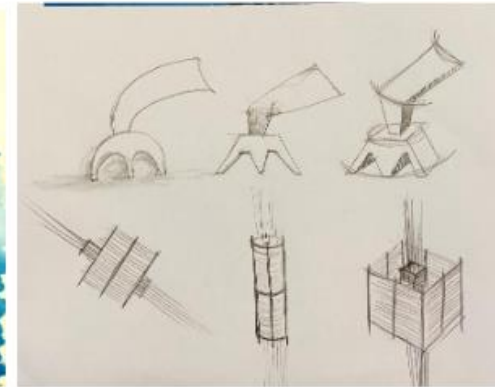
Free entry

E Hina e! E Hine e! explores the contemporary relevance of female Maaori and Kanaka Maoli (Native Hawaiian) akua/atua (ancestors). Focusing on our profound connections, and told through contemporary and traditional taonga (treasures), oratory, and visual storytelling, this exhibition celebrates the female essence.

We honour ngaa atua/akua waahine, the divine feminine, embodied in whenua/āina (land), moana (ocean), wai (water), and ngaai tipu, ngaai kiirehe (flora and fauna), to emphasize the importance of mana waahine from time immemorial. Featuring female voices (koorero/mo'olelo) of waahine whom anthropologists and historians omitted from mainstream texts and resources, we seek to restore gender complementarity and balance. The reclamation of the centrality of waahine/women is timely, because presenting (her) stories that manifest in our natural environment illuminates a pathway toward a more sustainable future, imbued with relationship.

design brief furniture design

“Students visited Waikato Museum exhibition in Māori legends and imagery”



brief

You are required to design a piece of furniture for your Tiny House inspired by the work of an influential designer with your design idea starting from Maaori myth or Local iwi korero.

PAIKEA - The Original Whale Rider

According to legend, Paikē came to New Zealand from the Pacific Islands on the back of a whale many centuries ago...

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TIEKE - Harnessing the Sun

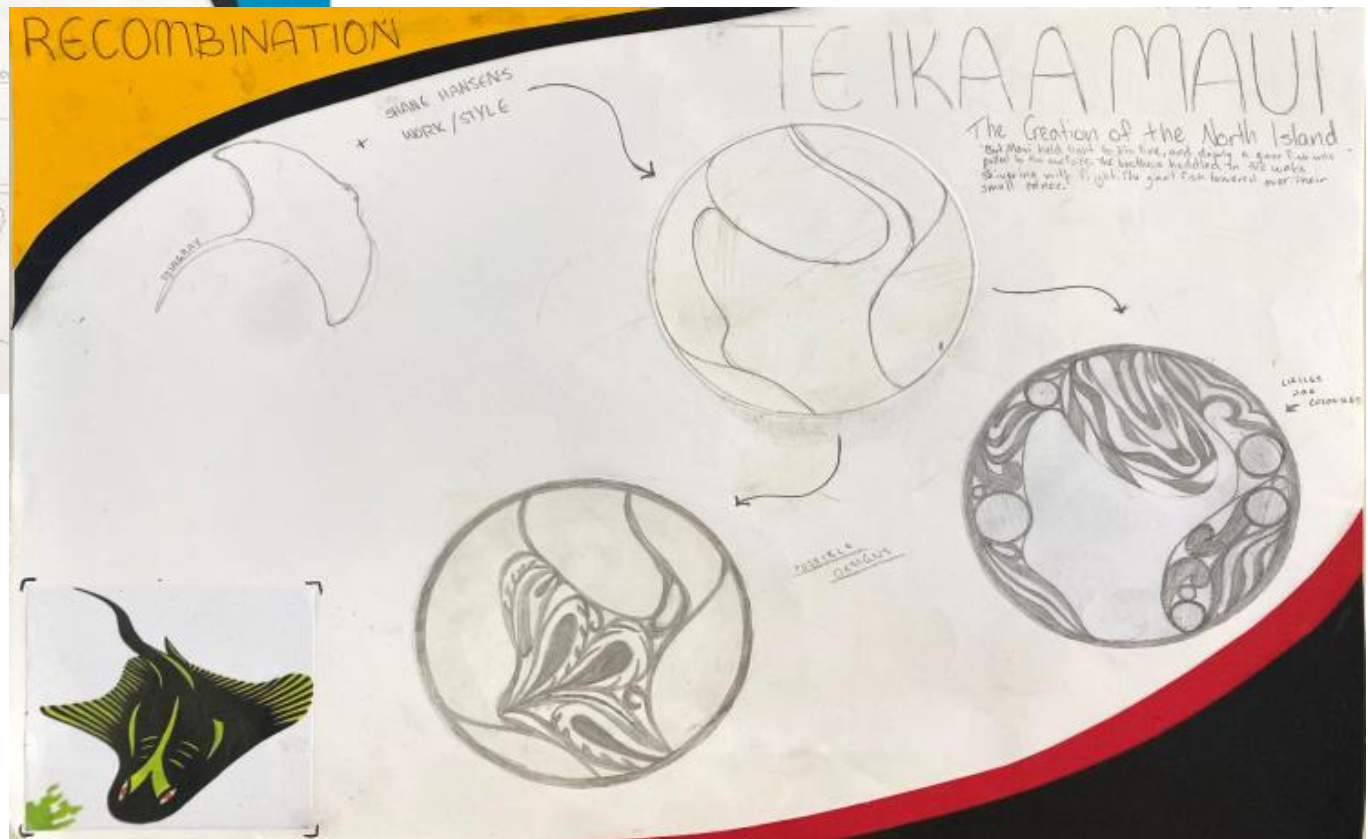
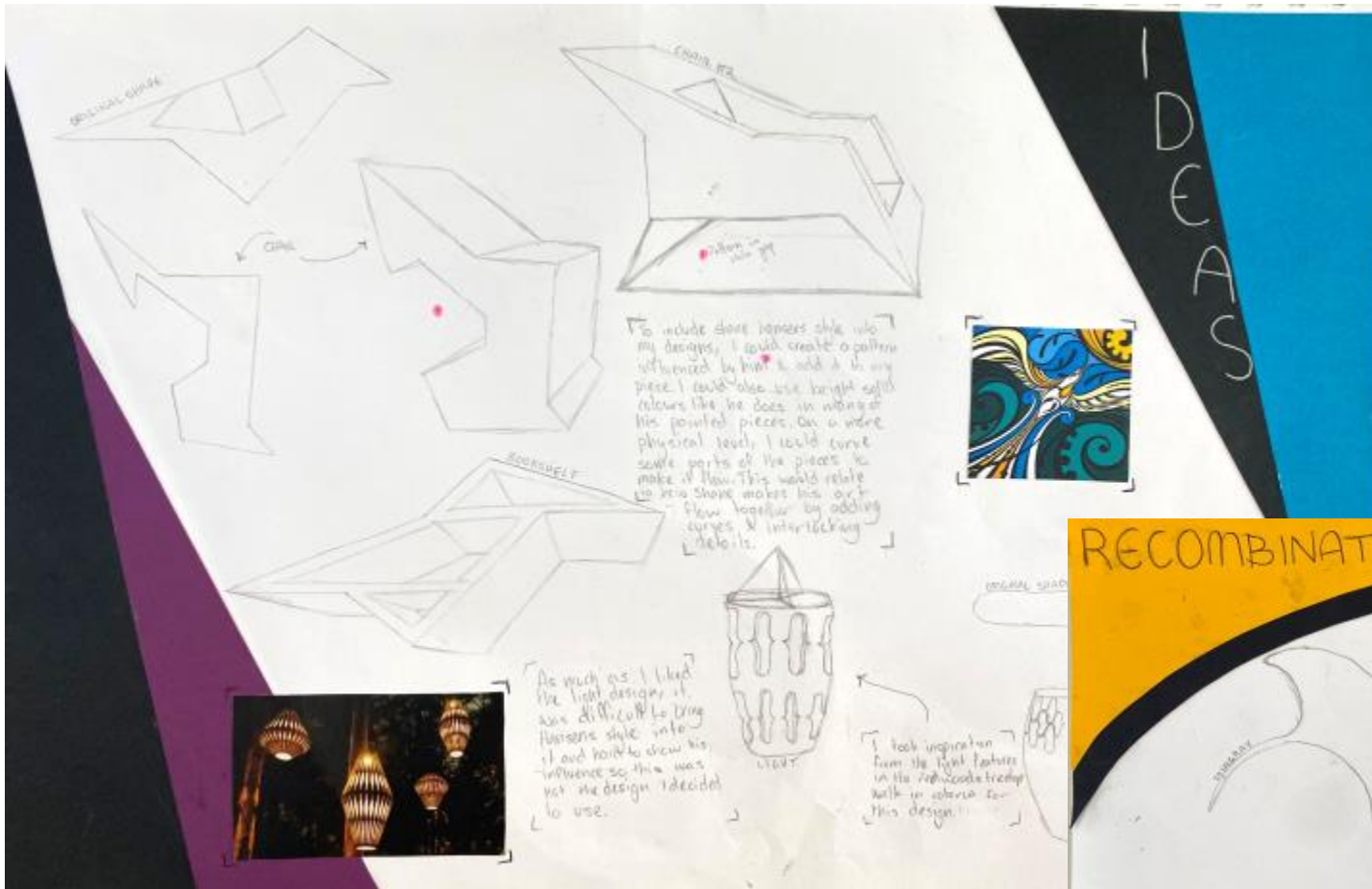
Māui's hair was beginning to melt in the hot sun, his skin was blistering & still Tieke would not go home, so Māui grabbed the bird with his bare hands & threw him down to earth.

GEOMETRIC

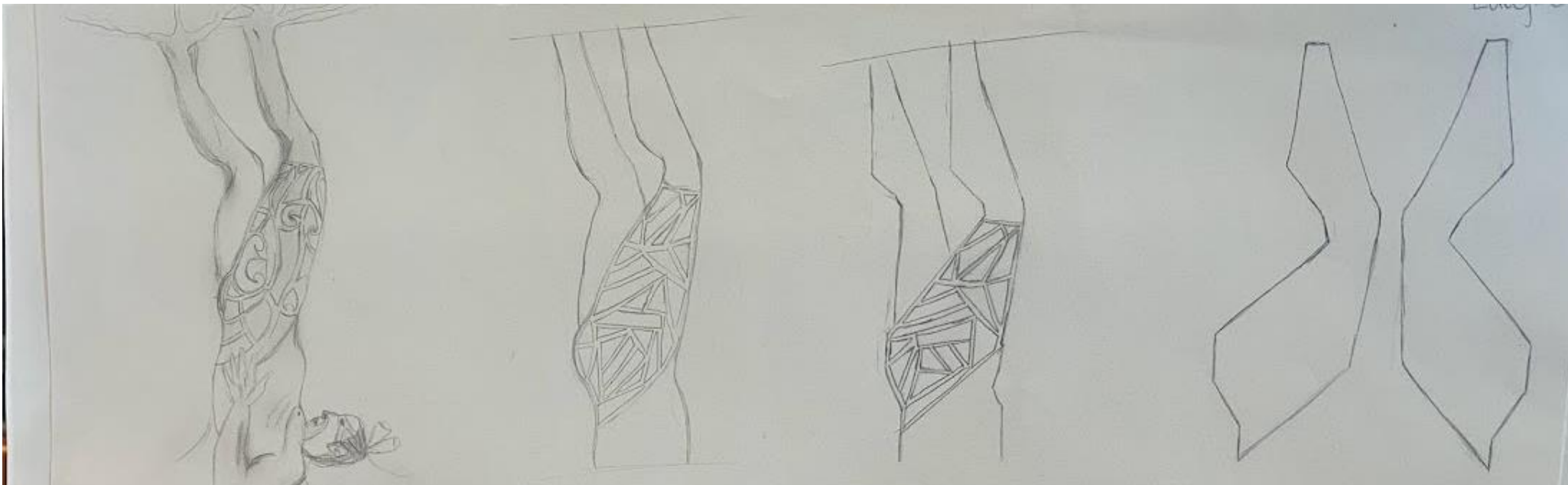
TRANSFORMATION

Student exploration of ideas

- Tessellation
- Geometric conversion
- recombination



Student combined ideas from NZ Maori Designers like Shane Cotton

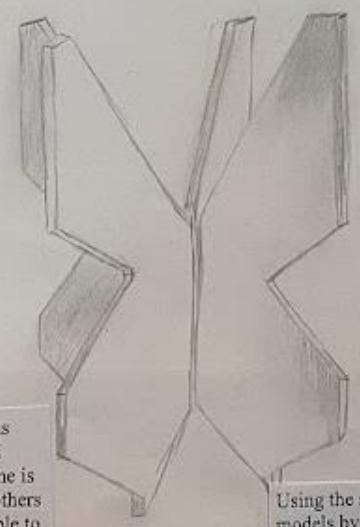


Design ideas – Māori Legend

Tane – Separates the earth and the sky



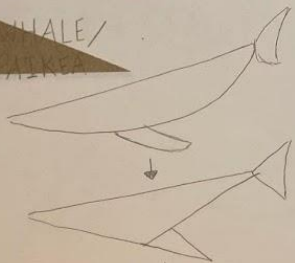
Tāne-mahuta is the god of the forest and all that lives within it, especially the birds. He is also known as Tāne, Tāne-nui-a-Rangi and is very important in Māori mythology. He is the guardian of the forest and birds, however because of this, there is a rift between him and his brother Tangaroa, god of the sea. Tāne is one of the sons of Papatūānuku and Rangiūi. He was able to separate his parents after many of his brothers unsuccessfully tried to set them apart. Tāne, lying on his back and pushing up against his father, was able to separate his parents apart breaking their embrace.



Using the simplified leg shape, I duplicated it then cut it out of balsa wood to make 3D models. I made the models by stacking and arranging them in different ways until I found two designs that worked and could have the potential to evolve into something else.

GEOMETRIC

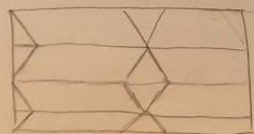
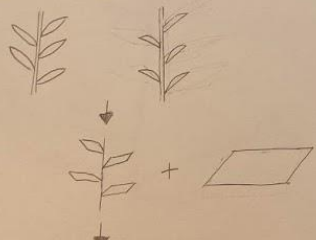
WHALE / PAIKEA



TESSELLATION CAN BE TRANSLATED TO MIMIC DAVID TRUBRIDGE MAIN ASPECTS OF DESIGN



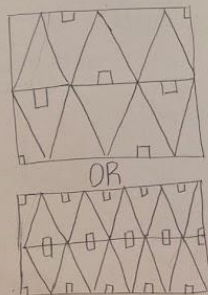
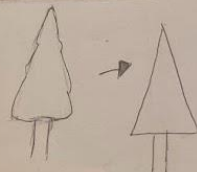
SEAWEED



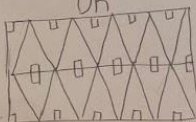
OR



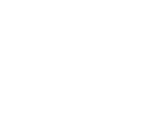
KAUARI TREE



OR



OR



What is the myth of Paikea?

Paikea was the youngest and favourite son of the chief Uenuku from the island of Mangala in the present day Cook Islands. This favouritism made Paikea's elder brothers extremely jealous. They conspired to kill Paikea while fishing offshore and tell Uenuku he drowned. But the night before the trip Paikea feigned sleep and overheard his brothers plotting. When far out to sea Paikea foiled their plan by deliberately sinking the canoe and drowning his brothers.

WHALE DEPICTED IN MYTH



SOUTHERN HUMPBACK WHALE



CARVING



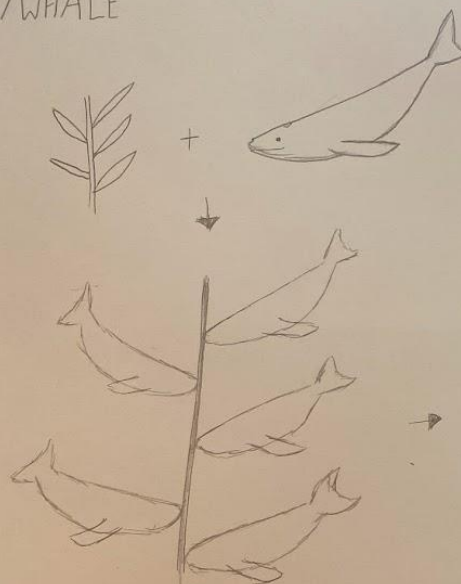
SEA WEED



KAURI TREE

RECOMBINATION

PAIKEA + SEAWEED / WHALE



PAIKEA MIMIC THE SEAWEED LEAVES. USING THIS SHAPE/IDEA A LAMP LIKE MOBILE

WHALE BLOW HOLE WATER PLASTIC

STICK ROTATES

LIGHT

CLEAR TINTED PLASTIC WHALES

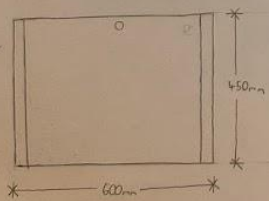
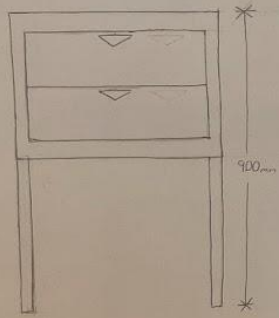
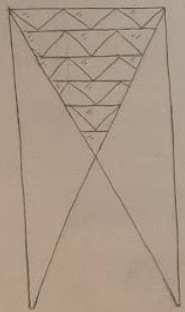
SEAWEED HIDING LIGHT

THE PLASTIC WHALES INTERACT WITH THE LIGHTS MAKING INTERESTING LIGHT AND SHADOW PATTERNS INSPIRED BY TRUBRIDGE

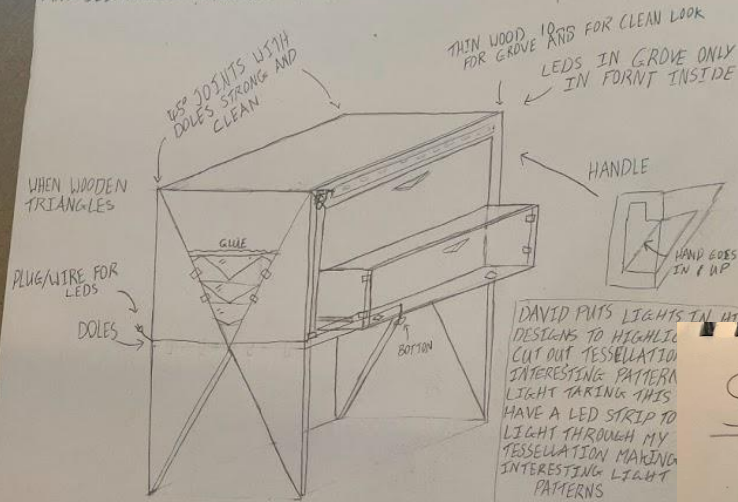


BREAKING DOWN

1:10



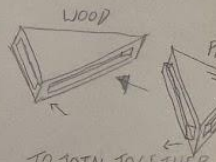
DAVID TRUBRIDGE USES TESSELLATION/PATTERNS THROUGH OUT ALL HIS DESIGNS IN THE FORM OF CUT OUTS. I HAVE TAKEN THIS ASPECT OF HIS DESIGN AND HAVE APPLIED THIS TO MY OWN THROUGH MY USE OF MY WHALE TESSELLATION AND SEE THROUGH PARTS OF MY DESIGN.



DAVID PUTS LIGHTS IN HIS DESIGNS TO HIGHLIGHT INTERESTING PATTERNS. LIGHT TAKING THIS HAVE A LED STRIP TO LIGHT THROUGH MY TESSELLATION MAKING INTERESTING LIGHT PATTERNS.

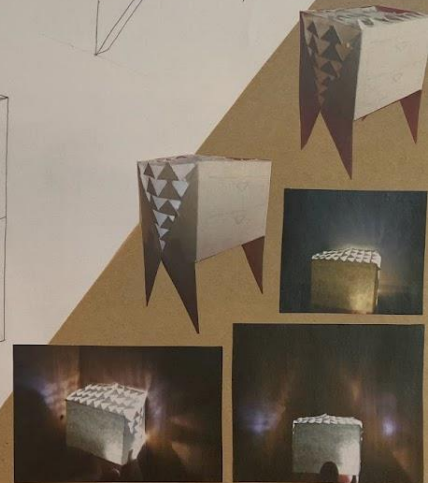
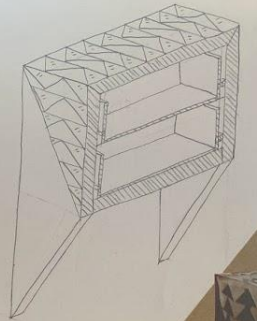
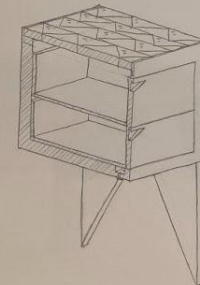
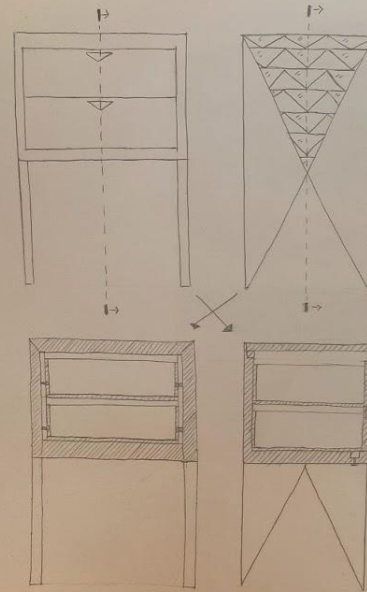


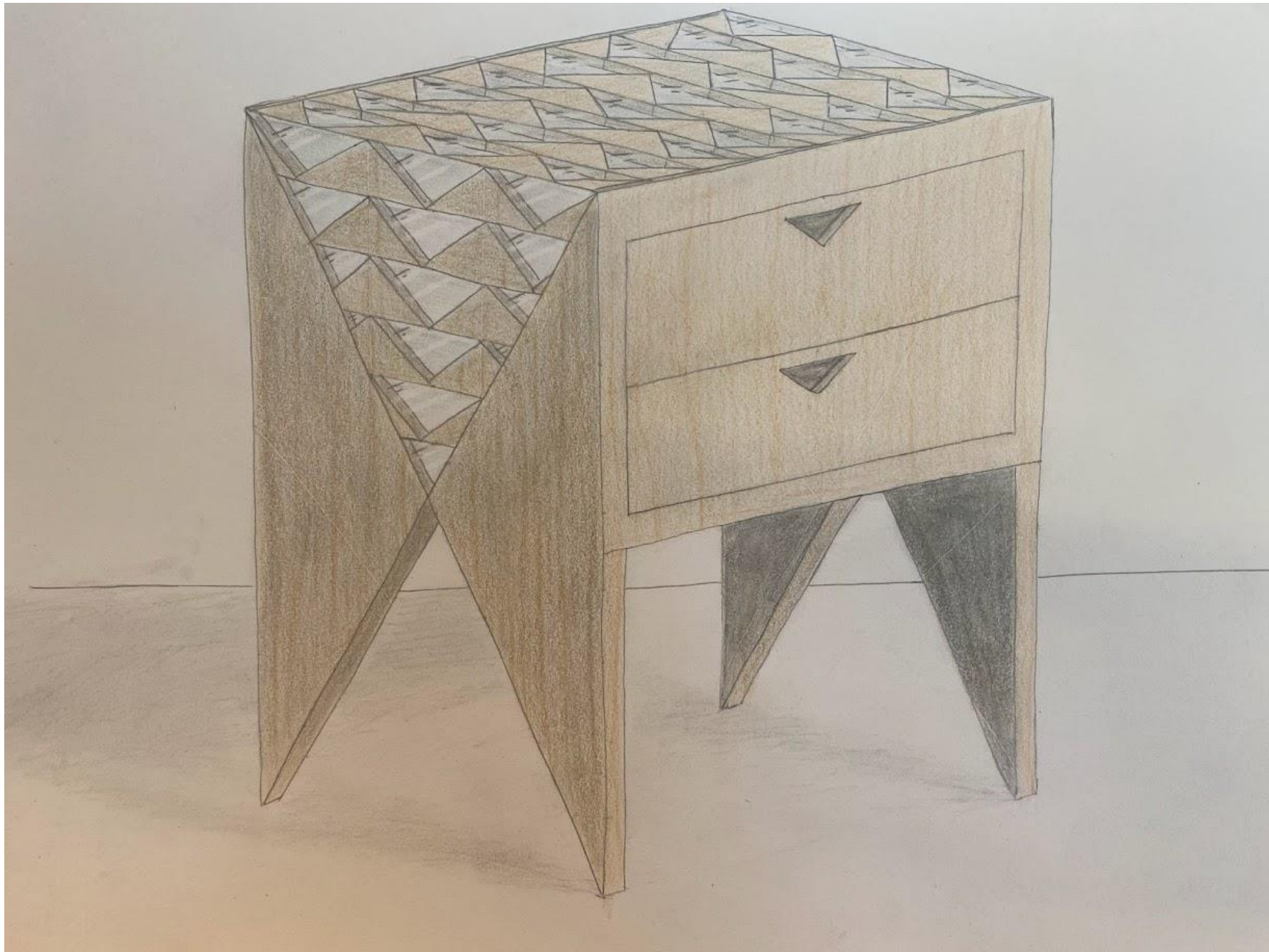
MOST JOINTS ARE DOLES THEY ARE USED BECAUSE DOLE JOINTS ARE STURDY MAKING THE BEDSIDE TABLE LONG LASTING. DOLE JOINT ARE ALSO VERY CLEAN LOOKING.

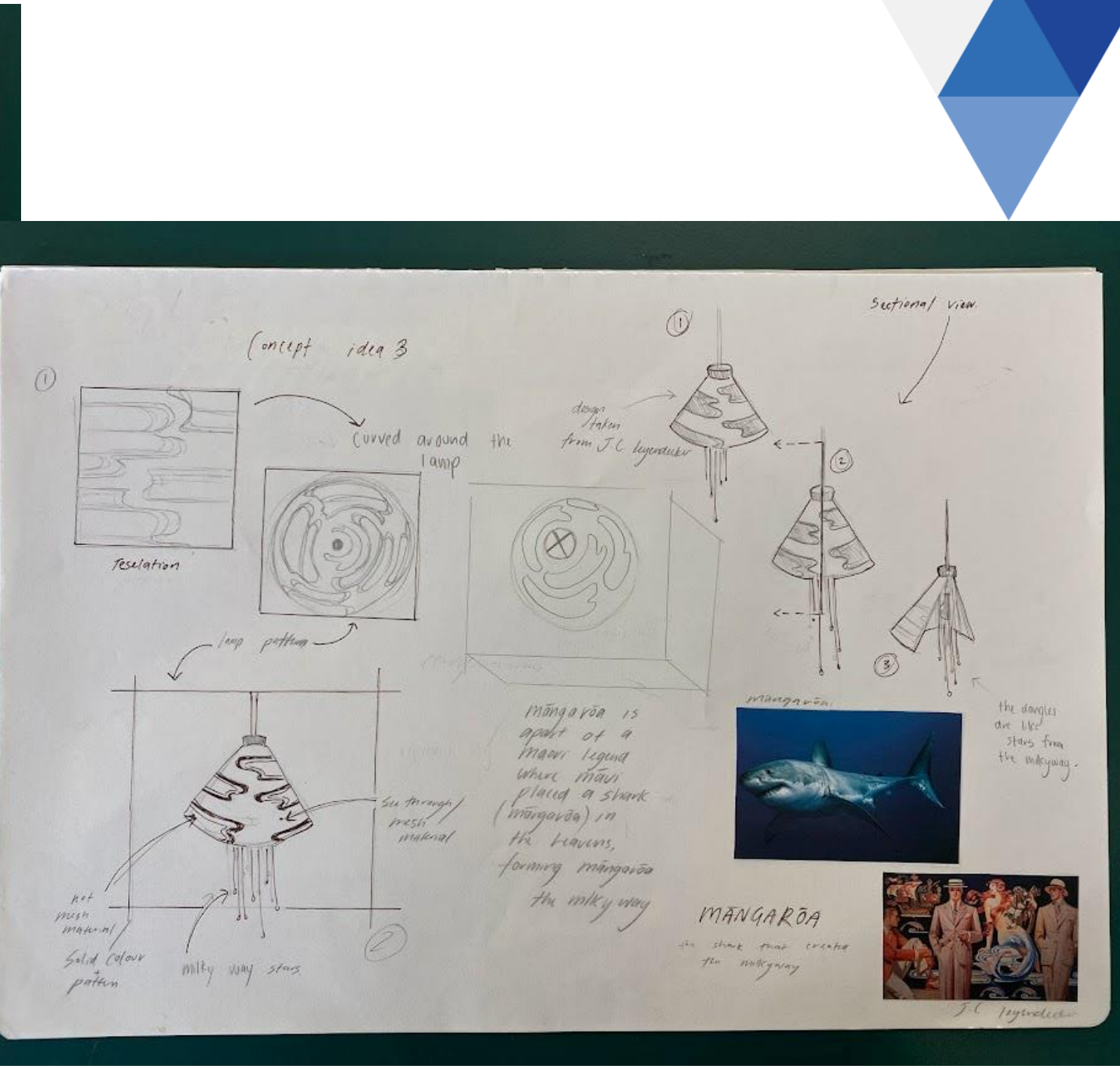
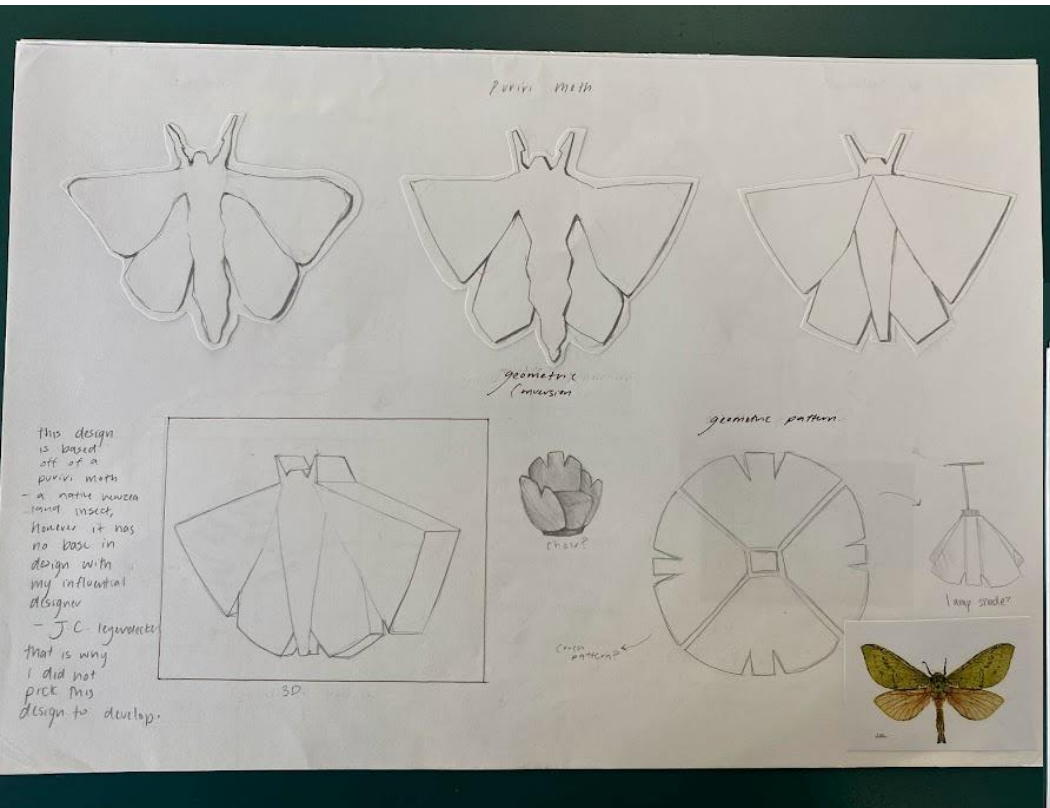


TO JOIN TOGETHER TRIANGLES WOOD HAS PLASTIC HAS TABS, BOTH ON TWO SIDES. GLUING TOGETHER WILL MAKE STUR BOND WHILE LOOKING CL

SECTIONAL







Localising your curriculum



Design Brief

- Specifications:
- You must use The pūrākau of Ngarara Huarau as inspiration in your design
- You have 20 minutes
- You can work solo or in groups
- You can use any materials to explore design concepts and present your design idea (Yes, you need to present your design at the end!)



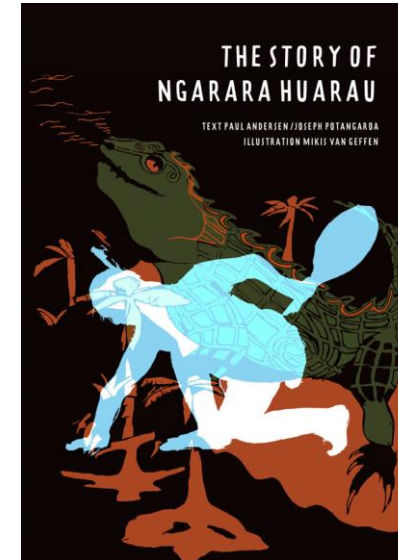
[Ngārarā Huarau – Taniwha – Te Ara Encyclopedia of New Zealand](#)



[Ngārarā Huarau \(Māori\) by Maxine Hemi \(huia.co.nz\)](#)

[Ngarara Huarau - The Great Wairarapa Taniwha Read the story here: <http://www.rangitane.iwi.nz/education/index.php/stor...> | Culture art, Abstract artwork, Printmaking \(pinterest.nz\)](#)

[Ngārarā Huarau \(Māori\) by Maxine Hemi \(huia.co.nz\)](#)



[Ngarara Huarau Graphic Novel | Rangitāne o Wairarapa Education \(rangitaneeducation.com\)](#)



[Ngarara Huarau taniwha | Rangitāne o Wairarapa Education \(rangitaneeducation.com\)](#)

Ngarara Huarau is a traditional story from Te Whiti which is an area to the east of Masterton in the Wairarapa Region. The tale of how the warrior Tupurupuru tamed the mighty taniwha Ngarara Huarau is a favourite with children but has entertained people of all ages for centuries. Many of the places mentioned in this story can be visited. Some are accessible on foot; others can be viewed from the road.

Show

&

Tell





The Aotearoa House

To what extent is there evidence of highly effective, culturally responsive teaching practices for Māori learners? <https://vimeo.com/246505554>



Student Activity: Physical and functional attributes and fitness for purpose

Whole class or small group activity:

- Discuss fitness for purpose and physical and functional attributes– (share word banks, make wordles, mind map)
- **Jar 1:** physical and functional – lots of bits of paper with either physical or functional written on the paper and screwed up in the jar.
- **Jar2:** a variety of outcomes – these could be context related, not context related or a combination of both, written on paper and screwed up in the jar
- A student picks a piece of paper from **Jar 1** – it will be either physical or functional
- The same student then picks an outcome from **Jar 2**.
- The students will then need to state either a physical or functional attribute that the outcome requires in order to be fit for purpose dependent on their selection.

* Could be made into a game, could have rewards.....

Could be a useful – “I’ve finished activity” – 15 mins before clear up 😊

Examples of outcomes:

- Table
- Stool
- Toaster
- Scarf
- School jersey
- Snack on the go
- Preserved vegetables
- Floor lamp
- Door bell
- Tiara for a ball
- Clock
- Spiraliser
- Juicer
- Raincoat
- Go Kart
- Hair pin
- Etc.



Student Activity: Dice

1. Roll dice 1: transform, manipulate or combine
2. For:
 - transform and manipulate – roll one materials dice
 - For combine roll two ‘materials’ dice
3. In your groups discuss what experimentation ākonga could carry out within your classroom context

Transforming means to change one material or item by altering its structure.

Combining means to mix two or more materials.

Manipulating means to handle or control a material without changing its structure or composition.

* Do you have the facility to 3D print dice?.....

Ākonga could make their own dice using nets

Andrea Graham HOD Technology: St. Catherines' College, Wellington

On the dice I had:

- Newsprint
- Flax- we got it from the school garden
- Paper plates from a 2nd hand shop.
- Modelling clay
- Wool
- Popsicle sticks



- I put the descriptions of combine, transform and manipulate on the board. They all rolled combine.
- They were in pairs.
- They rolled the dice towards the end of my introductory lesson on what we were doing in the class.
- They had about 10 minutes to Google ideas.
- They had a 50 minute lesson the next day to complete it the outcome.
- They were all well prepared and just got going (I think they had done more googling after sch

I used it as a Year 10 fun activity at the beginning of the year - no serious stuff.



Sticky questions

- Technological terms
- Kupu Māori
- Authentic context ideas
- Properties and Characteristics of materials
- Techniques
- etc



Mana Ōrite mō te Mātaruanga Māori



What is mātauranga Māori?

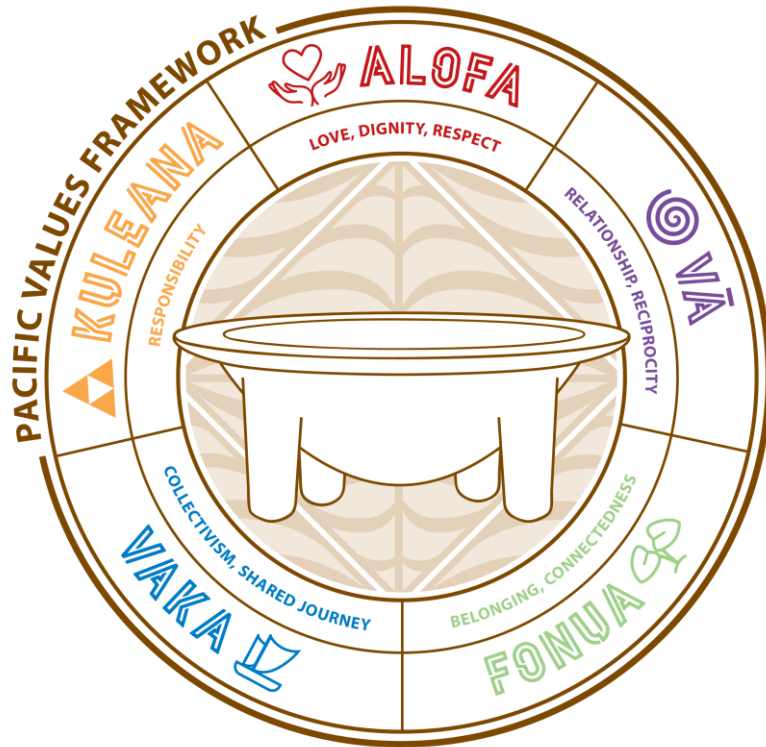
We share what has happened in the past, and how that might look in the present—All while thinking about the change we are wanting to make for the future.

[WATCH NOW](#)

21m

[Mana ōrite mō te Mātauranga Māori - Equal status for mātauranga Māori in NCEA | NCEA \(education.govt.nz\)](https://www.education.govt.nz/mana-rite-mo-te-matauranga-maori/)

Pacific Values framework



Introducing the Pacific Values Framework



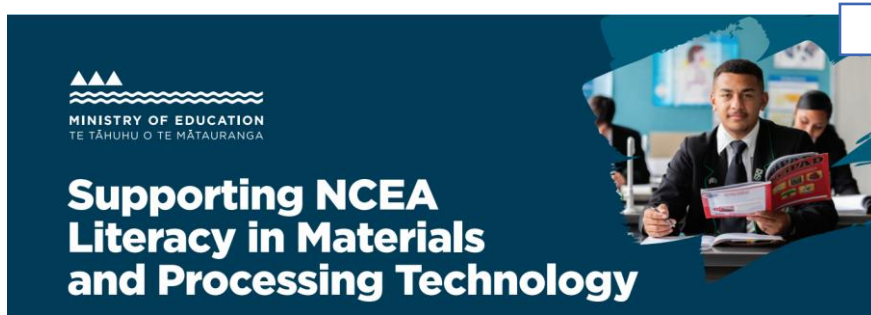
[Click here to view video](#)

The following video highlights the importance of understanding the need to deliver an NCEA that is inclusive of Pacific knowledges, cultures, languages, identities, and contexts.

Recognising that Pacific communities have not always been well-served by the education system, kaiako are encouraged to explore how the design programmes of learning in NCEA can better celebrate and acknowledge the diversity of Aotearoa, including Pacific learners, their families, and communities.

[Pacific Values Framework – Delivering for Pacific Learners and Contexts | NCEA \(education.govt.nz\)](https://www.education.govt.nz/pacific-values-framework/)

Literacy and Numeracy Guides



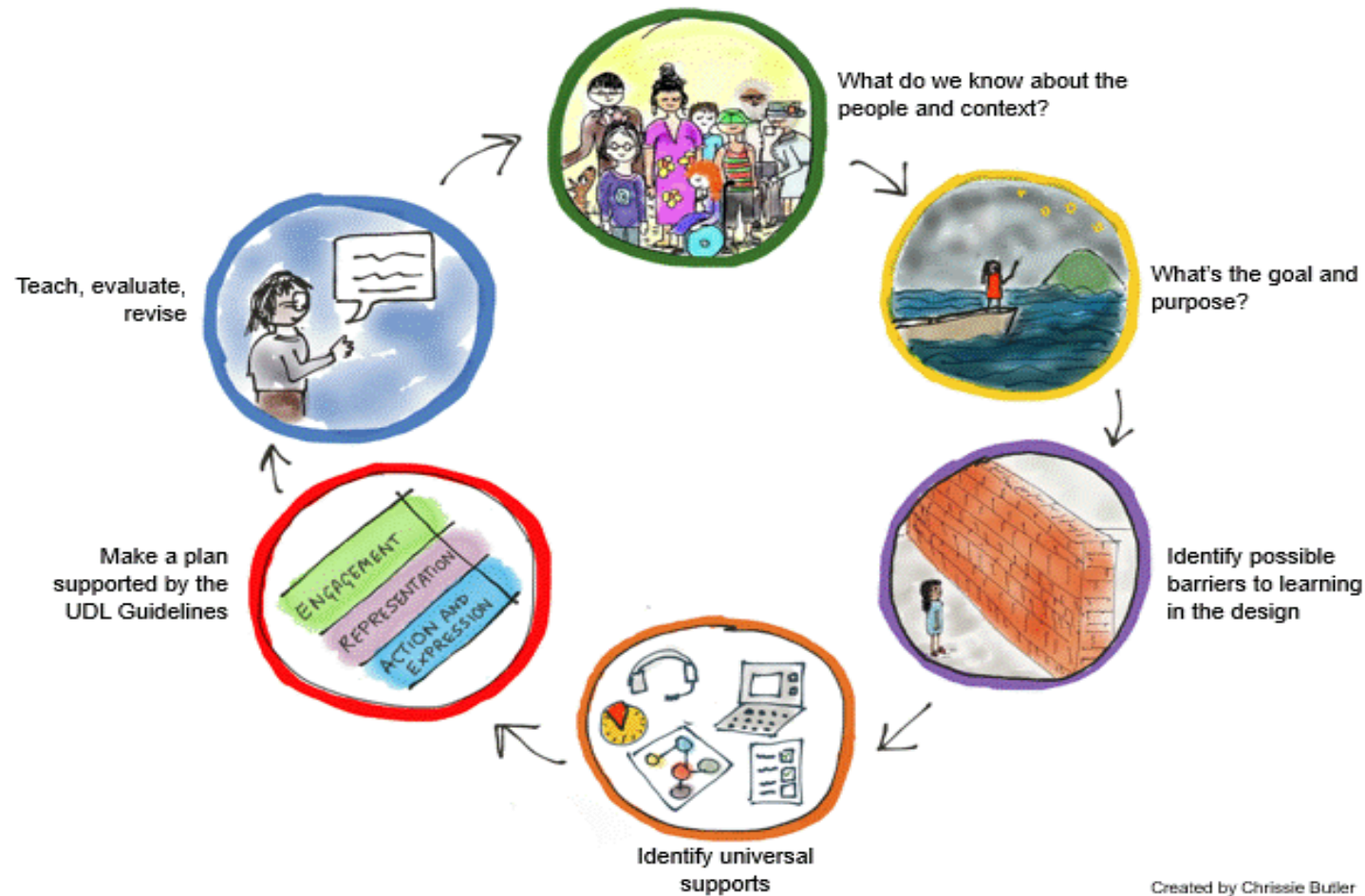
[The Literacy Pedagogy Guides
\(LPGs\) | NCEA \(education.govt.nz\)](#)



[Resources to Support Numeracy
Across the Curriculum | NCEA
\(education.govt.nz\)](#)

 [Overview | NCEA \(education.govt.nz\)](#)

Inclusion – Universal Design for learning



Take-away activities for departments/faculties

There are several NCEA and NZCR resources that can be used to support professional learning activities with your teachers, including:



[Teacher-only days | NCEA \(education.govt.nz\)](https://www.education.govt.nz/teacher-only-days/)

[NZCR Resources | Te Mahau](https://www.temahau.govt.nz/)



Think about the Pedagogical shift:

From:

Ākonga are doing this
standard

To:

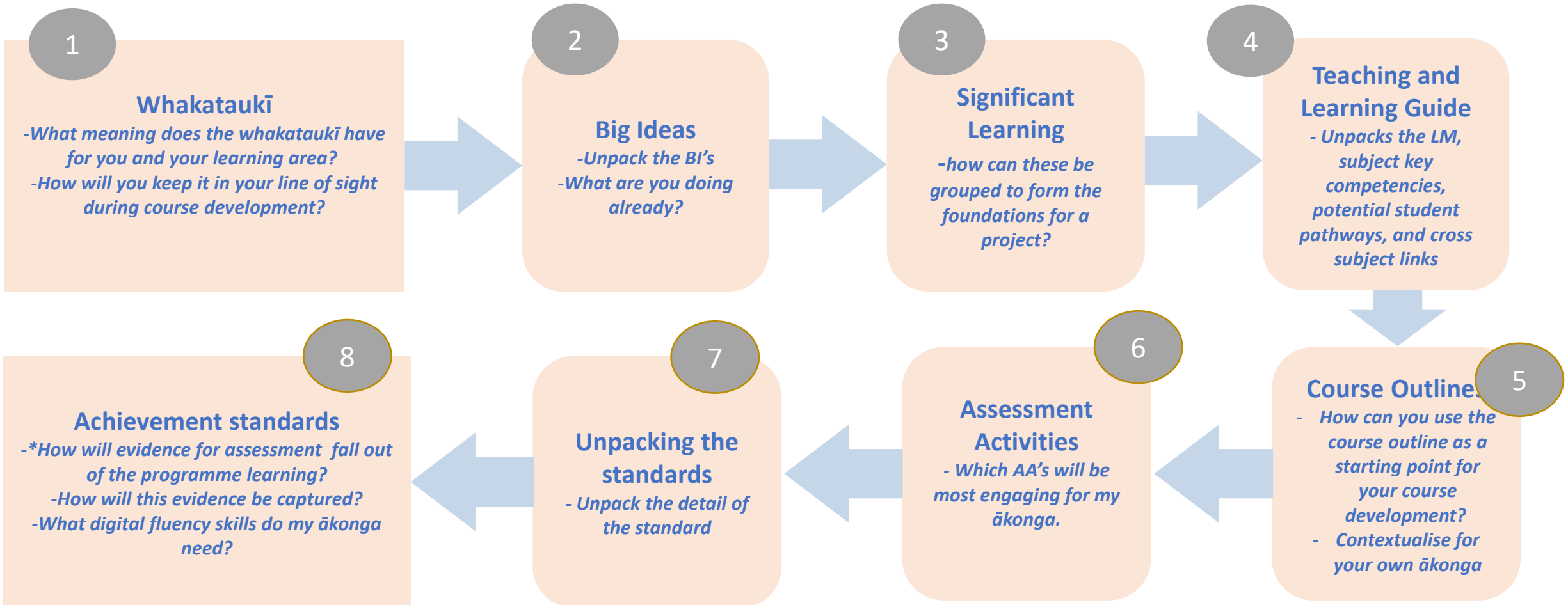
**Ākonga are learning ‘about all
this really cool stuff’, they will
generate evidence that can be
assessed by ‘that’ standard.**

NCEA Programme planning where to start.....

Ākonga centred.

Know your ākonga.

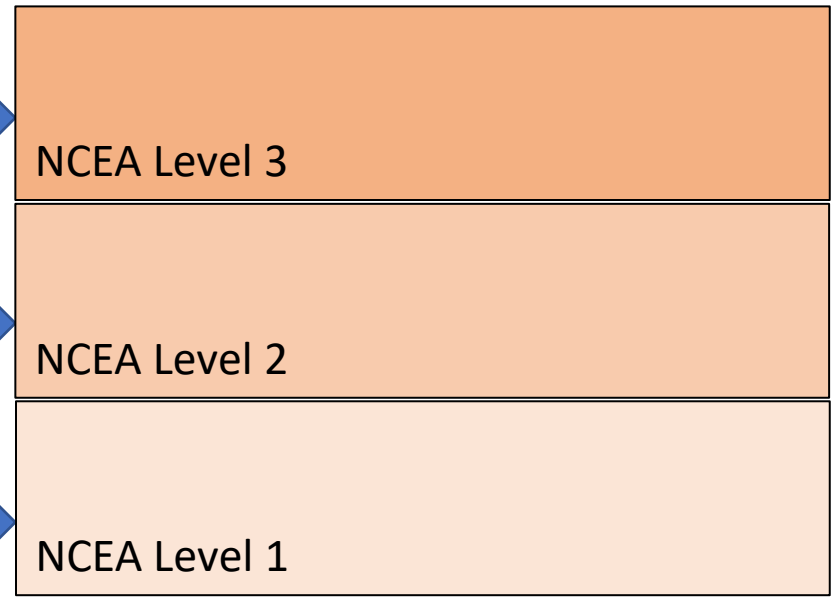
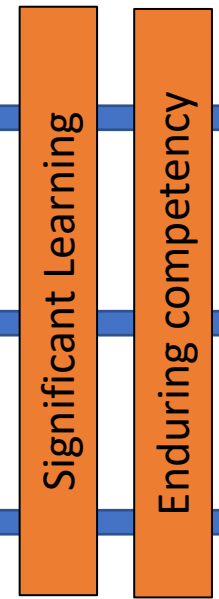
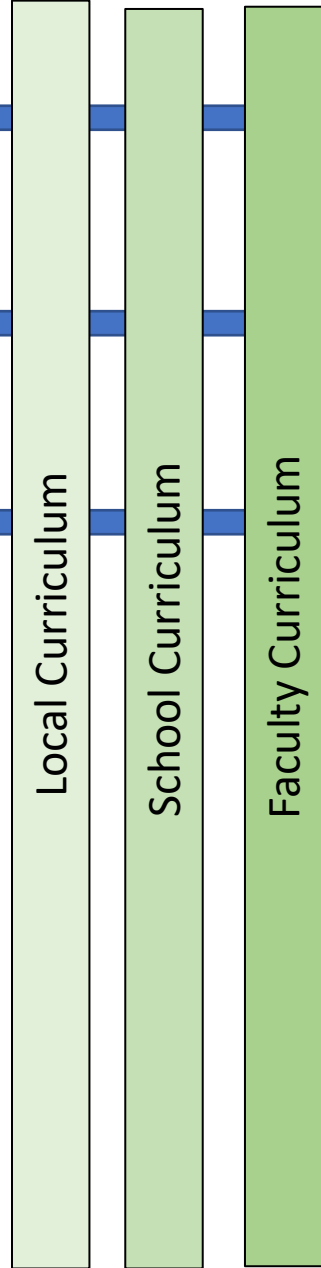
Understand your local curriculum.



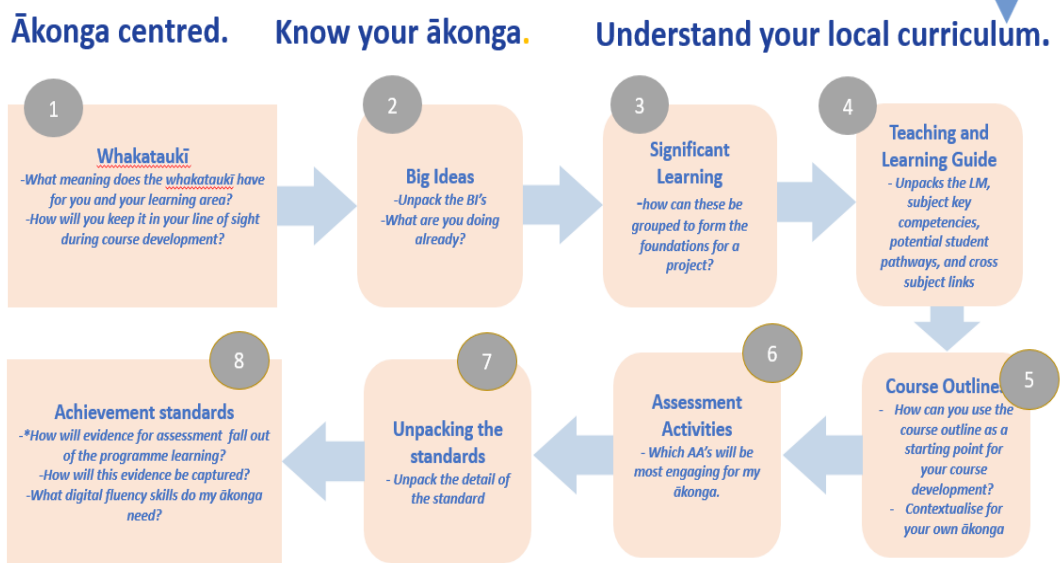
Phase 5

Phase 4

- Indicates statements for the end of Year 13 'Graduate Profile'
- How will teaching and learning scaffold students at Year 12 to be prepared for Year 13
- How will teaching and learning scaffold students at Year 11 to be prepared for Year 12
- Indicates statements for the end of Year 10 'Graduate Profile'
- How will teaching and learning scaffold students at Year 9 to be prepared for Year 10
- How will teaching and learning scaffold students at Year 8 to be prepared for Year 9



NCEA Programme planning where to start.....



Technology Course

Teaching and learning programme derived from the **Learning Matrix**: Big Ideas, All subject Significant Learning

Matauranga Māori, Pacific perspectives , Universal Design for Learning, Pathways, Localised Curriculum, school context, teaching environment, resources, expertise, graduate profile

Project A
Significant Learning

Highlight the SL that will be a focus in this project

Project B
Significant Learning

Highlight the SL that will be a focus in this project

Evidence for 1.1

Evidence for 1.2

Evidence for 1.3

Evidence for 1.4

Ākonga would have the opportunity to endorse in a subject specific Technology course



TIME TO

PLAN



Course planning discussion

- Do not need to assess all four achievement standards from a subject
- The achievement standards assessed, can be from different Technology subjects
- Course endorsement comes from the course ākonga undertake.

Timetabling Year 11 classes at the same time to allow students to move between specialisms/interests

2024 – Each Year 11 subject will teach all SL and assess 10 credits across the board

• What might a year look like in your context?

- In groups:
 - Share and discuss approaches and thinking
 - At the end one person from each group feeds back about discussions

Run an in-school 'Pilot' in 2022 using Level 1 as published on ncea. Revise and Embed in 2023.

I wonder if we could implement a cross curricular Technology programme for all year 11's

I wonder if students from more than one technology subject could collaborate on one authentic outcome – a unified technology project



In summary

Past

- Assessment Centred
- Fragmented Learning
- Uncertain pathways
- NCEA as a pseudo NZCR
- Huge Assessment matrix
- Credit range 2 – 8
- Subject endorsement

Future

- Learning Centred
- Coherent Learning
- Open pathways
- Alignment between NZCR and NCEA
- 4 Achievement standards per subject
- Credit range 4 – 6
- Course endorsement

**MoE Technology
workshop survey:**



Thank you for taking time
to complete the survey
about the Technology
Workshop 😊

Your feedback is valued
and an essential part of
the work we do.

<https://forms.office.com/r/TKXQzmuBui>

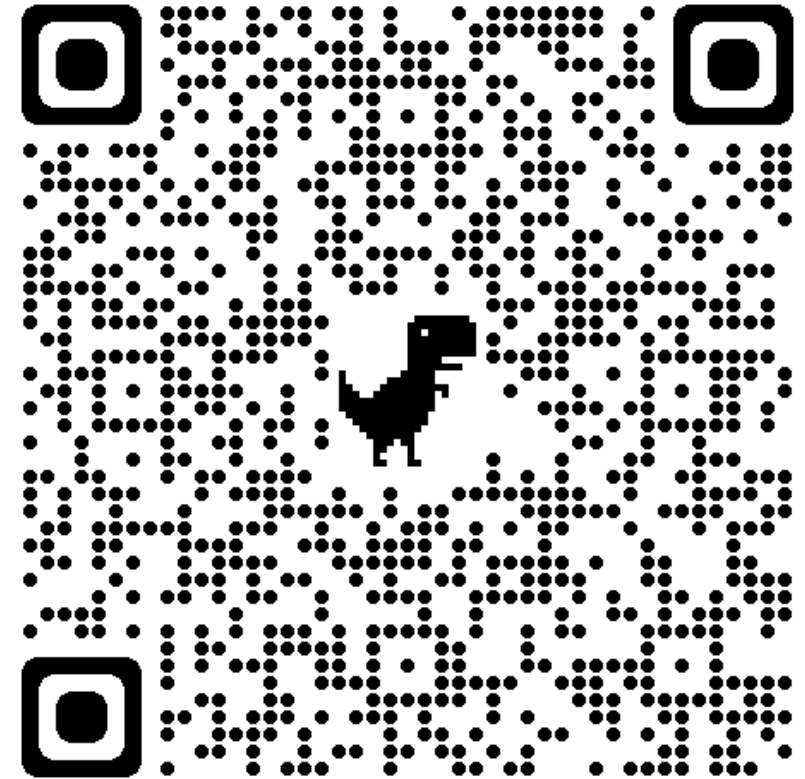


Feedback Form

TENZ Technology
workshop survey:

[Click Here](#)

[Join TENZ](#)





Whānau
Tea!





He waka eke noa

We are all in this together

Vital for the growth of Aotearoa

It is a way of recognizing/accepting cultures with a focus on past, present and future growth.

- PAIHO KNOWLEDGE
- A WAY TO REVIVE A DYING CULTURE

upholding.
Te tiriti partnership and understanding of how it's fundamental.

1 What is your understanding of Mātauranga Māori?

- building relationships with students.
- equal status / value / parity
- understanding culture / tikanga woven in to learning
- respect of all cultures & of each other.
- a particular process of learning

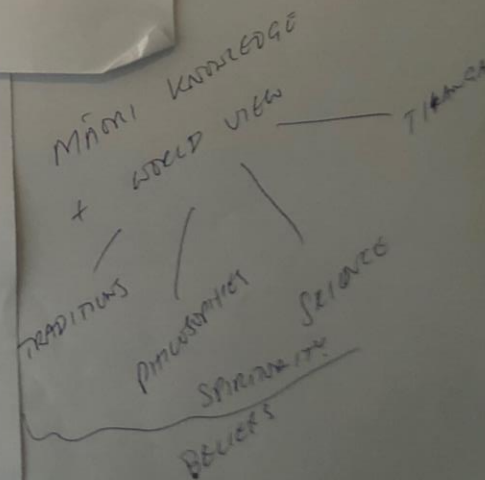
1 What is your understanding of Mātauranga Māori?

Local stories
Maori knowledge / understanding

Rangitane.
Ngāti Kahurangi.

Papawai.

Tikanga.



TRADITIONAL TOOLS & WEAPONS

Students' background
Pronunciation of names

2 What do you know about Mātauranga Māori?

LOCAL SITES OF MĀORI SIGNIFICANCE

Karakia
Ponhiri
Local Stories
protocols
prep of play

It is - knowledge

It is physical and non physical values positives & negatives

Need to seek out what is being practiced.

Integration of local stories.

Placing a māori world view over the learning (overarching)

past, present, future

Look at whats happening in industry and how it links to the values

It is a body of knowledge life experiences language, culture. Connection to land & sea

2 What do you know about Mātauranga Māori?

Māori Values Concepts philosophies world views understanding

Māori Values
- Manaakitanga
- Kaitiakitanga
- Tikanga

how does it inform our technological practice

Local Stories Ponhiri, Karakia, Protocols



PD Days. Subject Association. School Tikanga

Kaumatu visits.

Teacher guidelines

local marae ✓
wakaing with mana whenua.

3 How do you know about Mātauranga Māori?
NCEA site

From NZ schooling

REAP trips.

Media - More and more ✓

Being used more often in school/community ✓

Takai NZ

Google

Facebook/social media.

FROM FRIENDS

APREHENSIVE ABOUT 2 IN DIFFERENT SECTIONS

FROM UNITS

FROM UNITS

- STAFF MEETINGS

- PD

- MEDIA

- COMMUNITY EVENTS

What does the actual word 'mātauranga' mean?
What does Maori world view mean?
- traditions / concepts / values / philosophies.

3 How do you know about Mātauranga Māori?

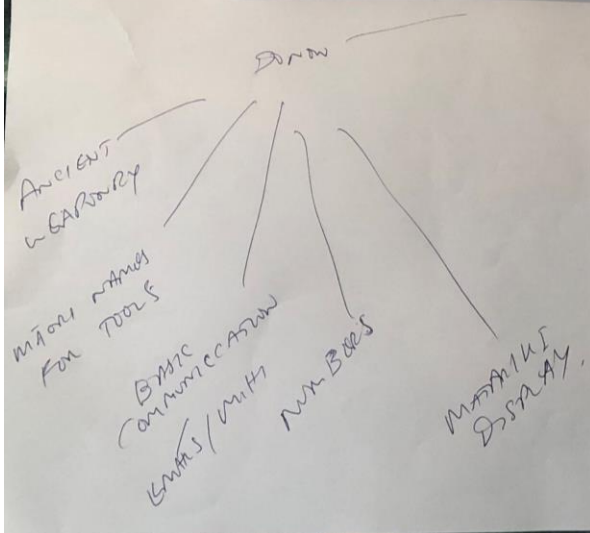
- ✓ - staff meetings.
- we don't know much about how we know
- don't have a clear understanding
- ✓ - learnt through 'modern' schooling these days.





4 What are some examples of Mātauranga Māori in practice?

- Knowing students names - pronouncing.
- Building relationships
- The sharing of Māori culture history and legends. Knowledge within the learning /subject.
- Respect
- Use of basic Te Reo to help make it normal in everyday.
- Creating a safe learning environment.
- Knowing of local knowledge. iwi to weave into lessons.



COULD DO

Soft materials

- traditional materials/ingredients
- fashion today vs then.

Traditional Techniques & processes

DVC Design Brief linked into local legends.

4 What are some examples of Mātauranga Māori in practice?

Matariki Celebrations within school

Design principles (art reminder to name)

Party food - carol p



<p>Rangahau sustainability</p>	<p>Research Suitable materials Investigation</p>
<p>Connection to Teaching and Learning in your context:</p> <p><u>Food</u> - fats + oils?</p> <p>Add Chi Maori construction techniques - seismic testing Or Anthony Hake , Sustainability - is a digital footprint permanent??</p> <p>Research is the base of all units of work. The research needs to be practical exploration as well as historic</p>	
<p>Auahatanga Creativity.</p> <p>Technology is creativity and innovation through the design process</p>	<p>Innovation and creation.</p>
<p>Connection to Teaching and Learning in your context:</p> <p><u>DVC</u> - students are given design briefs where they are encouraged to be creative and innovative for their (outcomes Iterations of designs</p> <p><u>DI</u> - creative process in solving problems that have come out of the authentic projects/learning</p> <p><u>Food</u> - coming up with new foods based on the stakeholder and context.</p>	





Wairuatanga	Spirituality
<p>Connection to Teaching and Learning in your context:</p> <p>Accepting difference Celebrating " Questioning "</p> <p>- RESPECTING OTHER RELIGION - A WAY OF LIFE - A STRUCTURE FOR SOCIETY - A WAY OF CULTURE</p>	
Manaakitanga	The process of showing respect and care; reciprocity between people, living things, and places.
<p>Connection to Teaching and Learning in your context:</p> <ul style="list-style-type: none"> • student voice - asking students to share - asking students opinions • hosting - looking after others • embracing prior knowledge of students & community. • sharing • treating students respectfully, valuing their opinions. <p>- PASSING DOWN KNOWLEDGE - COMMUNICATION WITH WHĀNAU + FAMILY - " SCHOOLS, COMMUNITY, LOCAL CURRICULUM</p>	



Rangatiratanga

Right to exercise authority, chieftainship, sovereignty, self-determination

Connection to Teaching and Learning in your context:

- Have topics to choose - Student voice - what do I want to learn from this list.
- Students as the experts.
- Flipped learning
- Student agency
- Relevant connected personal topics

Manaaki whenua

Caring for the land

Connection to Teaching and Learning in your context:

Understanding materials
Sources of things + impact -



<p>Whakapapa</p>	<p>Recites a type of framework that details genealogy and maps interrelationships between all things.</p> <p><i>traditions heritage - knowing where you come from.</i></p>
<p>Connection to Teaching and Learning in your context:</p> <p><i>Food - traditions around when food is eaten, what is eaten, preparations</i></p> <p><i>smā - what clothes are worn & what types of clothing / coverings, traditional outfits.</i></p>	
<p>Manaaki tangata</p>	<p>Caring for the people</p>
<p>Connection to Teaching and Learning in your context:</p> <p><i>Food - caring for people Nutrition.</i></p> <p><i>WHANAI AS STAKEHOLDER WITH TECHNOLOGY DEVELOPMENT</i></p> <p><i>TEACHERS AT KAPANO</i></p> <p><i>TUAKANA & TEINA w/ AND SOME STUDENTS HELPING OTHER</i></p> <p><i>PEEL PEELBYEN & SUPPORT.</i></p> <p><i>COLLABORATION KNOWSST AKAONGA</i></p> <p><i>CONNECTIONS WITH WHANAI & COMMUNITY</i></p>	





Kaitiakitanga

Guardianship, stewardship for living things and resources.

Connection to Teaching and Learning in your context:

MPT
- Sustainable practices/
materials
- Developing knowledge
of sustainable practices
(future proofing).

Duc:

SUSTAINABLE MATERIALS
- KAWANZAN SHIP OF
LOCAL FLORA + FAUNA

Being good;
stewards of environment
stewards of their own gifts and talents
Modelling best practice,
modelling correct tikanga

Looking after our own spaces and resources.
recycle, reuse, repurpose

learn about industry practices good & bad.





Whanaungatanga

A sense of relationship, connection, and belonging.

- Stakeholders - gaining knowledge from others.
- Community; school, whānau, sport

Connection to Teaching and Learning in your context:

SMT

design - meaningful design showing connection to a group.

Food.

- sharing of food
- karakia.
- food banks, community groups, marae.
- menu design for a group.

- taking away individual & making them part of a group & planning as part of or for a group.



Taiāka



Design body adornment.....any kind of body adornment

Specifications:

- You must use The pūrākau of Te Ika-a-Māui as inspiration in your design
- You can work solo or in groups
- You can use any materials to explore design concepts and present your design idea (Yes, you need to present your design at the end!)



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could do it in crocheted fabric + weave wire through it & stability

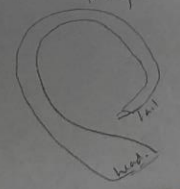
wrap around arm band
could be woven with flax



upcycle wool
knit a shoulder wrap that is the body of the taniwha wrapping around the wearer.



wrap around neck band woven with head facing down - recycled rope



Dyed black Flax Cord.

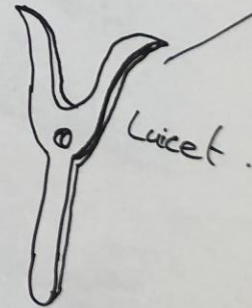
Rimu Peg

Cord made bl. plaiting



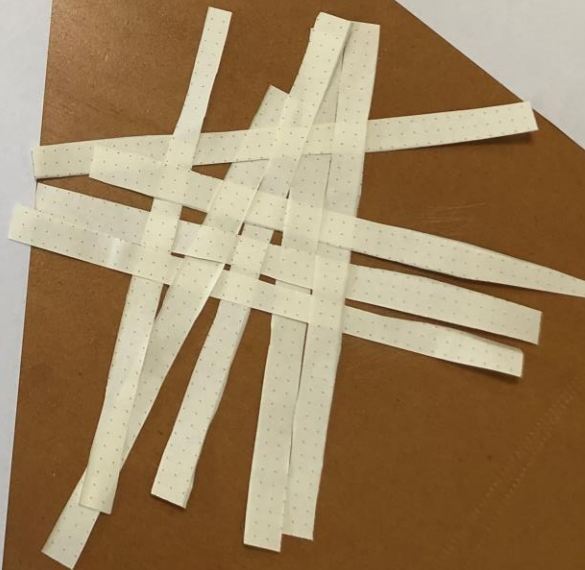
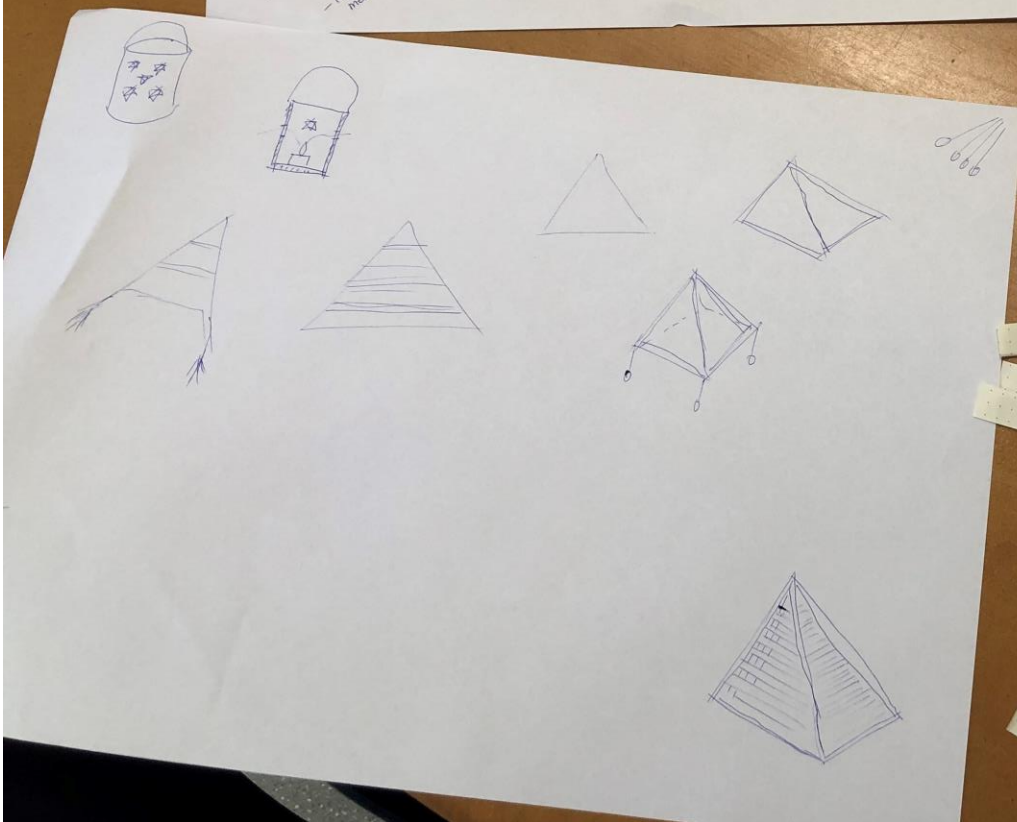
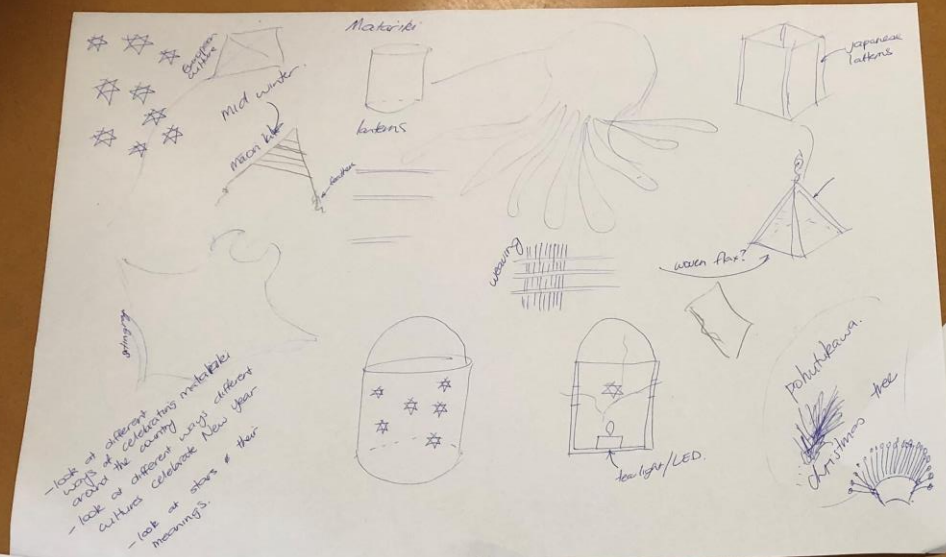
Fused Glass

Two Tones of Green recycled glass. Bottles.



Luicet.

Whai
Kaitiaki of the Ocean.



Design body adornment.....any kind of body adornment

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