

# INSIGHTS INTO MĀTAURANGA MĀORI:

A CASE STUDY OF FIVE HAWKE'S BAY PRIMARY  
SCHOOLS



**NOURISHING HAWKE'S BAY**  
HE WAIRUA TŌ TE KAI

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# WHY DID WE DO THIS?

- Inequities between non-Māori and Māori in NZ.
- Despite some work in this space, inequities remain.
- NHB had some anecdotal information from interactions with local schools who were innovatively incorporating mātauranga Māori into their school environment.
- There was little official information.

# What did we do?



## Qualitative

research



## Case study

(principals' interviews, teacher survey and document review)



## Data

Only on Principal interviews (due to missing data)



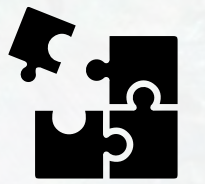
## Principals

Five Principals (from mainstream English Medium schools)



## Semi-Structured

interviews (with a particularly focus on kai and learning)



## Reflective

thematic analysis

# WHAT DID WE FIND?

Theme	Day-to-day learning	Principles that schools value with respect to mātauranga Māori	Kai and mātauranga Māori in schools
Subthemes	mainstream curriculum not fit for purpose for Māori learners	authenticity and deeper understanding	Teaching and learning around mātauranga Māori and kai
	blending of mātauranga Māori and Western Science	whakawhanaungatanga	sustainability of kai initiatives and environmental sustainability
	mātauranga Māori as learning and educational experiences	cultural identity	school values
	mātauranga-a-iwi		
	achievement fit for tamariki		

# YOU CANNOT GO WRONG WITH BEING AUTHENTIC TEACHERS, KIDS, EVERYONE



*“Let’s break down this waiata, what are the things that we are singing about here or manaakitanga, we want them to have a deeper understanding about what that means and not just that surface feature stuff”.*

**DEEPER  
UNDERSTANDING**

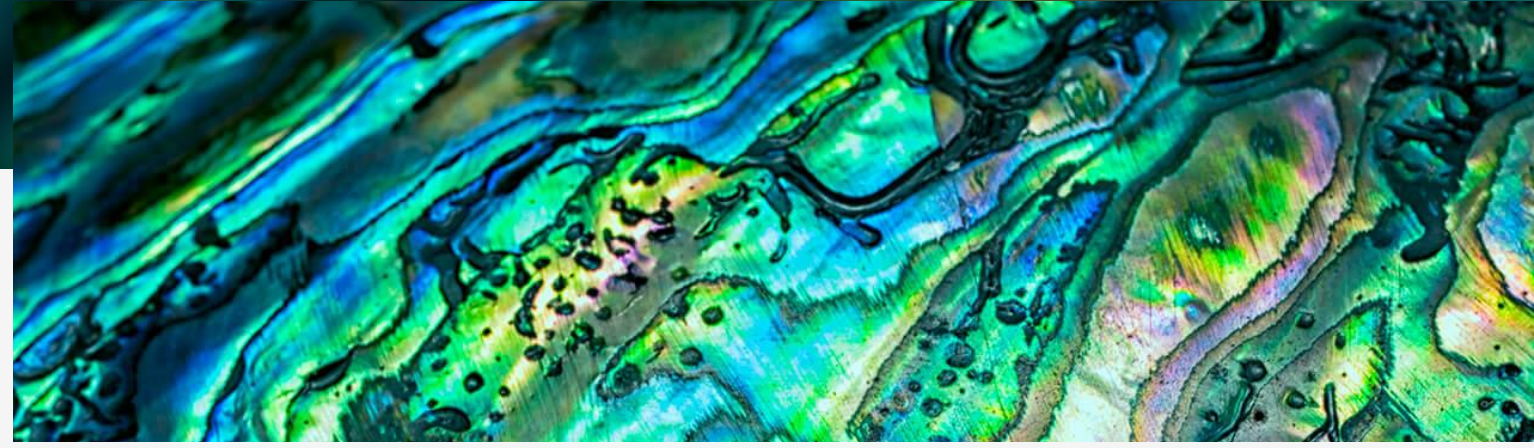


*“be who you are, because if you’re not who you are, these kids smell you out in an instant and these kids still have that killer instinct”*

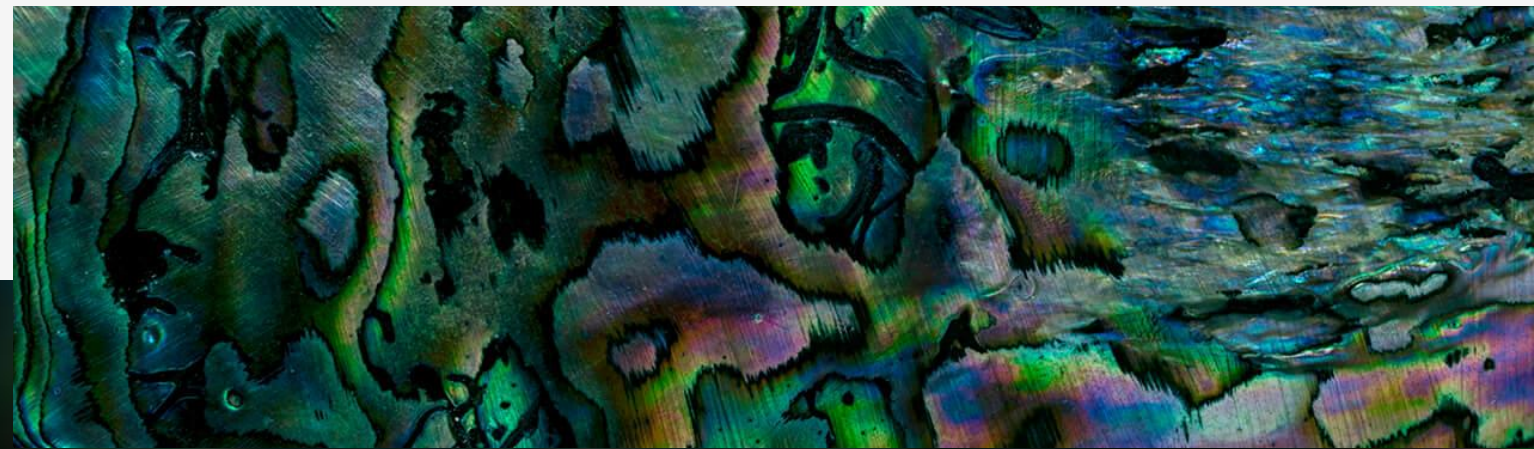
**AUTHENTICITY**



*“authenticity, that’s what we encourage in our staff, be yourself, because the kids will eat you alive if you’re not”*



# CULTURAL IDENTITY



“We’ve seen massive shifts in kids, that they actually have an identity now, we thought they did, I’m Māori, so I thought the kids will be fine, most of us are brown here, it will be all good but it wasn’t. 100% definitely identity, and it’s carrying across, you asked about curriculum and learning, it’s carrying across that knowledge, carrying across those areas cause everything in Te Ao Māori is linked,”.

# WHANAUNGATANGA



## FAMILY ROOMS

Family rooms (not staff rooms)



## CONFERENCES

Family conferences or  
community days (not parent  
conferences)



## WELCOME

Schools open to whānau  
anytime (not by appointment  
only)



## INVOLEMENT

Schools involved in decision  
making (not informed once  
decisions are made)

Support whānau in times of need

Eat together

Karakia or waiata about food and understand why

Prioritise food security in their schools, for example....

“Kids get kai when they need it . . . if whānau need kai then we do food drop offs, we make sure that kids get what they need, whānau get what they need, cause they are part of our family, and because we have built that trust and relationships over so many years . . . if someone passes away we make sure that there is extra kai, cause we know that the pressure is going to go on the household so we make sure that we do massive kai drop offs for the whānau so that they are able to sustain that”.

“I think if we take that kai security as a basis of why we we’re doing kai in schools, that’s the whakaaroa for me you know, it’s about making sure that our kids get fed, it’s about okay this kid has had no breakfast, if we don’t feed them something now, the pie they had on the way to school is the only kai they’re going to get till tonight or till tomorrow mornings pie so whatever we are able to feed them is a bonus and if it happens to be a healthy kai or there is more fruit and veggies in there then all the better”.







# ENVIRONMENTAL SUSTAINABILITY

“We tipped out all the rubbish on the ground to show the kids the amount of waste we were having and that affects Pāpatūānuku that goes into the ocean and that affects Tangaroa and that was the purpose of our mural was to share that enviro-sustainability. Then we showed kids what healthy kai is, we talked about yoghurts, you know you have the single container, if Mum and Dad buy the big one, you just pour it in this reusable container and close the lid”

# WHY IS IT IMPORTANT?

Bottom line is, if you are authentic and you encourage a deeper understanding of the teaching and learning that occurs in your school environment and you encourage cultural identity and whanaungatanga then you really can't go wrong.

Innovation

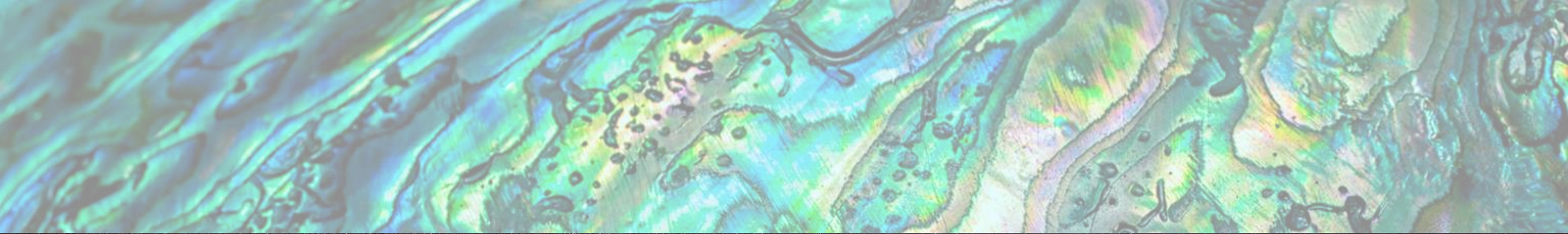


Commitment



Culturally sensitive





# THE CHALLENGE



# KEY MESSAGES



Listen



Talk



The wheel does not  
need reinventing



Explore availability of  
existing resources and  
knowledge

# QUESTIONS AND DISCUSSION

