

CURRICULUM AREA: Years 7–8
Awareness and Understanding

Ākonga analyse data from experiments, surveys, or environmental observations, interpreting patterns and making connections. They present findings to peers and discuss implications. Mōhiotanga is demonstrated as students develop knowledge and insight through critical thinking.

Ngā Hua Rākau

He aha tō tino hua rākau

What is your favourite fruit?

	Āporo				
	Panana				
	Rōpere				
	Ārani				
	Kerepi				

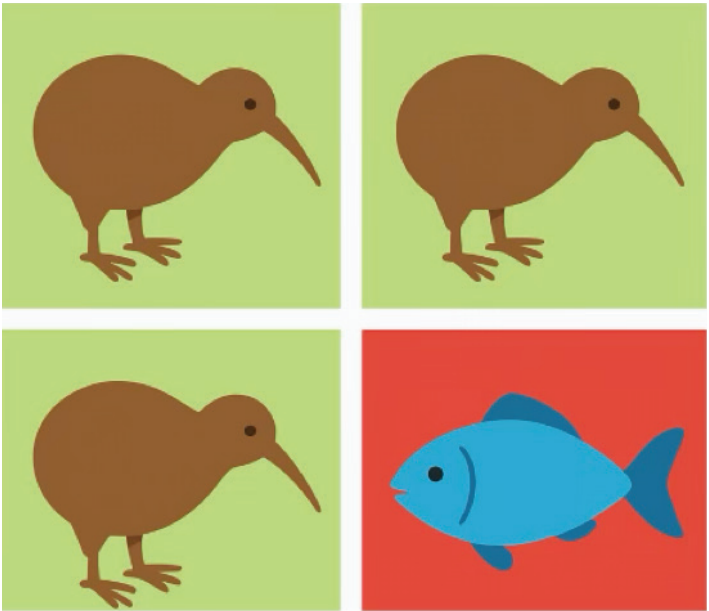
Rank in order. 1 being highest and 5 being lowest.

Tikanga Practices: Mātauranga can be seen through:

- **Rangatiratanga:** Ākonga take responsibility for gathering and interpreting data, showing leadership in how knowledge informs action and understanding.
- **Whanaungatanga:** Discussing findings with peers and community connects analysis to shared experiences, reinforcing the relational nature of learning.
- **Māramatanga:** Identifying trends and meanings across information moves ākonga from knowledge-gathering toward deeper insight and informed decision-making.

Kaiako: Questions for Reflection

1. How can you support ākonga to analyse and interpret data meaningfully?
2. In what ways can they connect findings to broader contexts such as environment or community?
3. How can I integrate reflective discussion to move from data collection to insight?



WAIATA: TE REREKĒTANGA

(Kaitito: Ngaroma M. Williams)

Te rerekētanga o ēnei mea
Te rerekētanga o ēnei mea
Te rerekētanga o ēnei mea
Ko tēhea te mea rerekē?

One of these things is not like the other
Which one is different?



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Ngā Taonga Whakaako
Tikanga Māori –
Theory and Practice
Primary Education Contexts

MŌHIOTANGA
KNOWLEDGE



Te Kāhui Pā Harakeke
Child Well-being
Research Institute



MŌHIOTANGA KNOWLEDGE

Mōhiotanga refers to knowledge, awareness, and knowing. In teaching and learning, mōhiotanga represents the stage where learners develop understanding through the accumulation of information, facts, and concepts. It involves recognising, recalling, and applying knowledge gained through observation, instruction, or experience.

Mōhiotanga is often seen as the foundation that supports deeper inquiry, critical thinking, and the eventual development of māramatanga (insight). Within a Māori worldview, mōhiotanga is not static; it grows through interaction with others, the environment, and the spiritual realm. Effective teaching fosters mōhiotanga by creating rich, meaningful learning contexts where learners actively engage, question, and build connections across knowledge systems.



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CURRICULUM AREA: Years 1–3 Awareness and Understanding

Tamariki notice patterns in colours, shapes, or sounds during classroom activities and describe similarities and differences. They discuss their observations with peers. Mōhiotanga is applied as tamariki build awareness of relationships and sequences in their environment.

Tikanga Practices: Mātauranga can be viewed as:

- **Mauri:** Tamariki explore colour and sound patterns, recognising life and energy within all things, deepening awareness of their environment's rhythm and balance.
- **Ako:** Through shared noticing and talking, tamariki learn from each other's discoveries, strengthening knowledge through collective observation and discussion.
- **Whakaaro:** Describing shapes and sequences helps tamariki develop early reasoning, connecting what they see with growing understanding and curiosity.

Kaiako: Questions for Reflection

1. How can you support tamariki to notice details and patterns in what tamariki observe or create?
2. What language or visual supports help tamariki express their understanding clearly?
3. How do you celebrate tamariki discoveries to build confidence in observation and reasoning?

CURRICULUM AREA: Years 4–6 Awareness and Understanding

Tamariki complete practical problem-solving tasks, such as construction challenges, reflecting on strategies and outcomes. Tamariki discuss what worked and why. Mōhiotanga is enacted as tamariki deepen their understanding and reasoning through reflection.

Tikanga Practices:

- **Manawaroa:** Persevering through construction challenges teaches tamariki that learning develops through trying, testing, and reflecting on different approaches.
- **Kotahitanga:** Collaborative building encourages tamariki to combine ideas, showing how shared knowledge creates stronger collective understanding.
- **Whakamārama:** Reflecting on what worked and why helps tamariki clarify their thinking and communicate learning with confidence and purpose.

Kaiako: Questions for Reflection

1. How do you guide reflection after practical challenges to deepen their understanding?
2. What strategies help tamariki explain *why* something worked, not just that it worked?
3. How do you ensure problem-solving activities promote collaboration and critical thinking?

