

SCIENCE & TECHNOLOGY: Years 7–8

Reciprocal Teaching and Learning

Ākonga mentor younger peers across genders, demonstrating techniques or explaining concepts. They receive feedback and learn from their mentees. Ako is demonstrated as knowledge flows both ways, promoting mutual learning and respect.

Tikanga Practices:

- **Māramatanga:** Ākonga guide peers with insight and clarity, fostering māramatanga through shared explanations. Understanding deepens as both mentor and learner come to new ways of thinking together.
- **Mōhiotanga:** By teaching others, ākonga strengthen mōhiotanga, practical knowledge gained through doing. Reflecting on feedback allows them to recognise growth in both teaching skill and subject understanding.
- **Kotahitanga:** Reciprocal mentoring upholds kotahitanga, unity through collective learning. Each ākonga contributes knowledge and perspective, shaping leadership that values shared achievement and mutual respect.

Kaiako: Questions for Reflection

1. How do you promote genuine two-way learning between tuakana and teina?
2. In what ways can ākonga use reflection to identify what they've learned from teaching others?
3. How can ako practices shape leadership and collective success in the classroom?



WAIATA: TIROTIRO

(Kaitito: Putu Mihaka)

Tirotiro ki taku tau
Kei hea rā kei hea
Kei runga kē
Kei raro kē
Kei roto i tāku moemoeā.

Look, look my darling
Where are you, where?
I look above
I look below
She is inside my dreams.

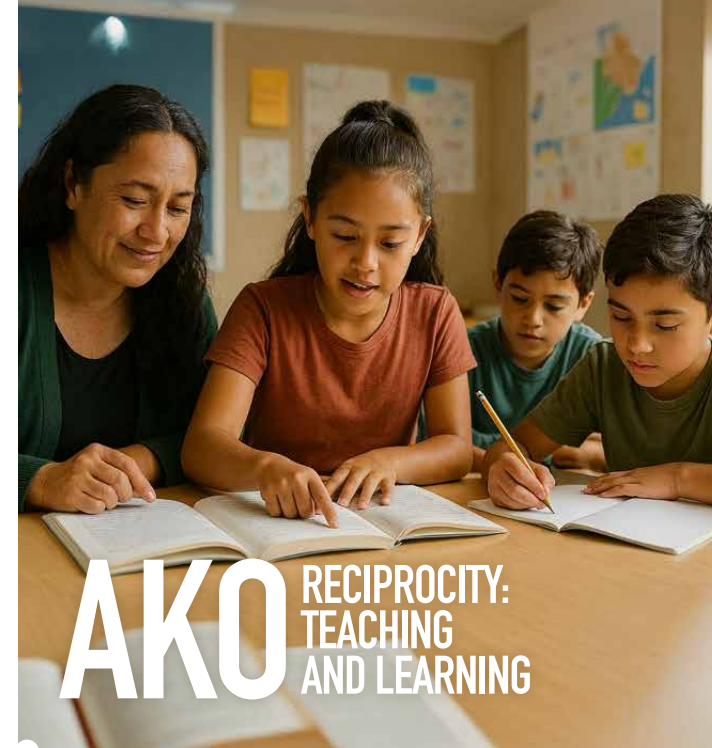
(This oriori lullaby was written for a grandfather's love, loneliness for his mokopuna who had moved to another part of the country).



Scan for link to Waiata

Ngā Taonga Whakaako Tikanga Māori – Theory and Practice

Primary School Contexts



AKO

RECIPROCITY:
TEACHING
AND LEARNING

UC
UNIVERSITY OF
CANTERBURY

Te Kāhui Pā Harakeke
Child Well-being
Research Institute

Ako
AOTEAROA

Authors: Ngaroma M. Williams, Tracy Dayman, Lana R. Williams, 2025.



AKO

Reciprocity Teaching and Learning

Ako describes a dynamic and reciprocal teaching and learning relationship where both educator and learner actively contribute to, and benefit from, shared knowledge.

It is grounded in the principle of reciprocity, recognising that teaching is not a one-way process, the educator also learns from the child, and the learning journey is enriched by the presence and contribution of *whānau* (family). Ako acknowledges that learners are inseparable from their cultural, familial, and community contexts. While sometimes confused with the *tuakana/teina* (older/younger) relationship in whakapapa, ako is distinct: it is not defined by age, gender, or genealogical position, but by mutual respect, shared responsibility, and collective growth within the learning process.



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SMALL AND LARGE GROUP ACTIVITIES: Years 1–3: Reciprocal Teaching and Learning

Tamariki take turns teaching a simple game, song, or classroom routine to a peer. They learn from each other as well as the teacher. Ako is applied as tamariki practice sharing knowledge and supporting each other's learning.

Tikanga Practices:

- **Whanaungatanga:** Tamariki build connections through shared teaching moments, recognising each other's strengths and valuing everyone's contributions. Whanaungatanga nurtures respect, patience, and the fun of 'Ako' learning together.
- **Manaakitanga:** When teaching a peer game or song, tamariki show care by encouraging, listening, and acknowledging everyone's effort. Manaakitanga sustains confidence and strengthens reciprocal relationships which is evident in Ako applications.
- **Mātauranga:** As tamariki exchange knowledge, mātauranga grows collectively. All perspectives enrich the group, showing that learning is dynamic, shared and grounded in understanding.

Kaiako: Questions for Reflection

1. How do you structure learning so tamariki can teach and learn from each other?
2. What supports help tamariki explain their ideas in their own words?
3. How do I model listening as a reciprocal process that values the child's voice?

LITERACY AND NUMERACY: Years 4–6 Reciprocal Teaching and Learning

Tamariki work in mixed-ability pairs, sharing skills and strategies in reading, maths, or creative tasks. They explain ideas and learn from each other's perspectives. Ako is enacted as reciprocal learning develops confidence and understanding.

Tikanga Practices:

- **Rangatiratanga:** Tamariki take leadership in learning about relationships, guiding and supporting peers. Rangatiratanga nurtures confidence and mutual respect as each tamaiti contributes their strengths and insights.
- **Whanaungatanga:** Working in mixed pairs strengthens whanaungatanga through collaboration and care. Ako emerges as tamariki learn to value each other's knowledge, encouraging empathy and shared responsibility for learning success.
- **Manaakitanga:** When giving and receiving feedback, tamariki practices manaakitanga, by employing mana enhancing practices and words. This builds trust and ensures everyone feels valued as both teacher and learner.

Kaiako: Questions for Reflection

1. How do I respond when a child shows initiative to lead or share knowledge?
2. What strategies help tamariki give and receive feedback constructively?
3. How do I structure tuakana-teina activities to ensure mutual benefit for both roles?

