

SCIENCE: Years 7–8 Leadership

Ākonga plan and lead a class initiative or project, assigning roles and monitoring progress. They evaluate outcomes and adjust. Rangatiratanga is demonstrated through self-determined action and effective leadership.

Tikanga Practices:

- **Rangatiratanga:** Ākonga plan and lead projects with integrity, balancing independence with guidance. Leadership is intergenerational, drawing wisdom from peers, kaiako, and whānau to strengthen collective purpose.
- **Kaitiakitanga:** Leadership includes caring for people, place and resources. Ākonga take responsibility for sustainable actions that protect their community's well-being now and for future generations.
- **Wairuatanga:** Reflection grounds leadership in balance and self-awareness. Ākonga recognise that guiding others also involves nurturing one's own spirit and the wairua of the group.

Kaiako: Questions for Reflection

1. How do you mentor emerging leaders to act with integrity and reflection?
2. In what ways can you guide ākonga to evaluate their leadership style and impact?
3. How do you support collective rather than individual expressions of rangatiratanga?

LEADERSHIP ACTIVITY

“Ko wai ngā rangatira o tō tātou akomanga?”
Who are our leaders in our class?

1. **Focus:** Developing rangatiratanga through language, storytelling, and identity.
2. **Overview:**
 - Tamariki explore what makes a good rangatira through kōrero tuku iho (stories handed down). They discuss qualities such as:
 - Manaakitanga: listening, valuing, upholds dignity, modelling humility. To uplift the mana of others through compassion, support and respectful relationships. Manaakitanga within leadership is better understood as service to others rather than authority over them.
 - Whakaaro nui: consideration, empathy, respect. This concept conveys carefully thinking about others, showing understanding and being considerate in action and decision-making.
 - Ngākau Pono: sincere, honest, integrity. Together the desired outcomes are based around genuine intent, trustworthiness and integrity.
3. **Activity Steps:**
 - a) Introduce kupu matua:
 - Rangatira – a leader who guides with care and respect
 - Rangatiratanga – showing leadership through thoughtful, responsible actions
 - Manaakitanga – demonstrating kindness and uplifting others
 - Kaitiakitanga – caring for people, place and resources responsibly
 - Whanaungatanga – building and maintaining positive relationships with others
 - b) Read or tell a story of a local leader (past or present) who demonstrated these values.
 - c) Tamariki create simple pepeha-inspired posters that describe their own leadership strengths:

“Ko au he rangatira nō tō mātou akomanga nā te mea...”
“I am a leader in our class because...”
4. **End with a class discussion** on how leadership is shown through helping, listening, and caring.
5. **Outcome:** Develops confidence in expressing identity and recognising rangatiratanga in everyday choices and actions.

Ngā Taonga Whakaako Tikanga Māori – Theory and Practice

Primary School Contexts



RANGATIRATANGA INTERGENERATIONAL LEADERSHIP

UC
UNIVERSITY OF
CANTERBURY

Te Kāhui Pā Harakeke
Child Well-being
Research Institute

Ako
AOTEAROA

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RANGATIRATANGA

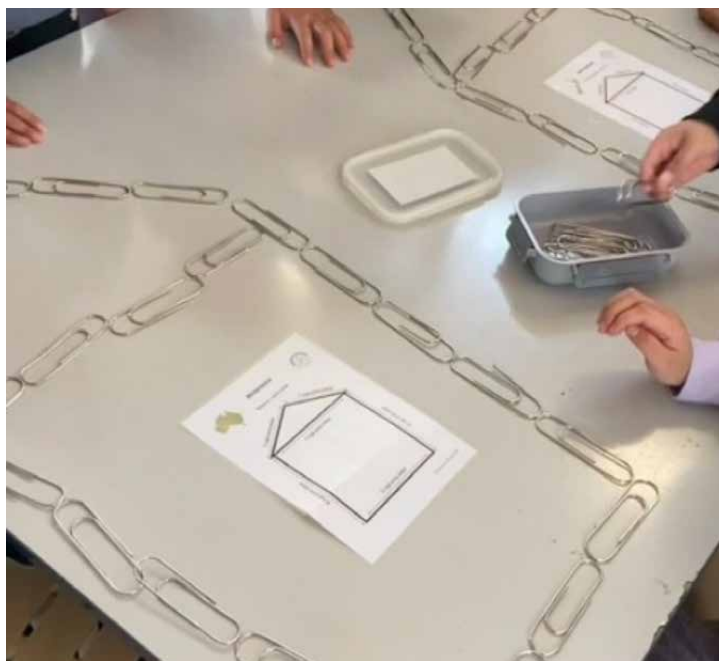
INTERGENERATIONAL LEADERSHIP

Rangatiratanga refers to the strength and responsibility of an individual to lead, drawing upon and uplifting the collective. At its core, ranga means to weave, tira refers to the group or collective, and tanga signifies the enduring quality or state of drawing strength and wisdom from shared knowledge and relationships.

Rangatiratanga is not about authority for its own sake, but about leadership that nurtures, unites, and grows the capability of *whānau*, *hapū*, and *iwi*. It is an intergenerational form of leadership where guidance, insight, and responsibility are shared across ages, ensuring that wisdom and capability are continuously renewed. A true *rangatira* is recognised not simply by status, but by their ability to act with integrity, guided by good intentions, and to turn these intentions into meaningful, effective actions that benefit the collective and safeguard its future.



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AGENCY: Years 1–3

Leadership

Tamariki choose which activity station to explore and decide how to play and interact. They explain their choices to peers. Rangatiratanga is applied as children practise autonomy and decision-making.

Tikanga Practices to support Rangatiratanga growth:

- **Manaakitanga:** Tamariki choose and share play activities, supporting others to join in. Through care and encouragement, tamariki learn that gentle leadership uplifts the whole group.
- **Whanaungatanga:** Tamariki make choices that consider their friend's interests. Decision-making becomes relational, teaching that true independence strengthens connection and collective belonging.
- **Māramatanga:** As tamariki explain their choices, they reflect on cause and effect, developing clarity and awareness in how their actions influence group well-being.

Kaiako: Questions for Reflection

1. How do you support tamariki to make their own choices and explain their reasoning?
2. In what ways do you recognise small acts of independence as leadership?
3. How do you balance freedom with guidance to nurture responsible autonomy?

SCIENCE: Years 4–6

Leadership

Tamariki take turns leading a group game, discussion, or project. They guide peers respectfully while making decisions. Rangatiratanga is enacted as tamariki develop leadership and responsibility.

Tikanga Practices to support Rangatiratanga growth:

- **Kotahitanga:** When leading games or discussions, tamariki promote unity and fairness. Shared decision-making strengthens group cohesion and teaches that leadership weaves people together.
- **Ako:** Leadership moments becoming learning opportunities. Tuakana and teina roles shift fluidly as each tamaiti models, teaches, and learns, growing capability through shared responsibility.
- **Rangimārie:** Calm, thoughtful leadership is valued. Tamariki learn that the true authority comes from respect, patience, and maintaining harmony within their group.

Kaiako: Questions for Reflection

1. How do you encourage respectful leadership in group activities?
2. What routines allow tamariki to take ownership of decisions and outcomes?
3. How can you provide feedback that builds confidence and self-management?

