
Viewing Guide - Hangarau video's

Introduction

*Tikina atu i tuawhakarere
I te ao kohatu
Nga mohiotanga o ratou ma
Hei kawe i a tatou i roto i te ao turoa
Kua takoto ke te whariki i rarangahia e ratou
Wanangahia, tuakina kia tau
Rangahaua kia maumahara
Manakohia kia whiwhi ai
Te matauranga Maori motuhake.*

The purpose of this viewing guide is to provide some focus points for the viewer to enable them to understand the messages intended by the video.

Before looking at the videos there are a number of key notions that need to be explored:

- The viewers understandings of hangarau and te matauranga hangarau.
- The viewers understandings of the document in terms of intent, layout and content.

These notions may be best explored by having open staff meeting or cluster group discussions and activities led by a hangarau teacher or facilitator. It is important that viewers have some understanding of what is meant by hangarau and matauranga hangarau, and this video series may provide the incentive to do so, and help with that understanding.

Ko te whainganga a te matauranga hangarau, ko te whakamana ake i nga akonga kia matatatau ratou ki te hangarau, ma te whakahiato i:

- _____

Te maramatanga me te matai ki te patanga i waenganui i te hangarau me te hapori;

- _____

Te mohiotanga, te maramatanga me nga pumanawa hangarau.

There are four case studies in this video series. Each case study is included in the series because they highlight different aspects of teaching and

learning hangarau. The first is called "Tuakiri" and the unit was taken with the rumaki class at Newton Central School in inner Auckland. The second is called "Hanga Whare" and the unit was taken with the rumaki class at Te Kura o Takaaro in Palmerston North. The third is called "Nga Takawairore" and this was done with the entire student population of Te Kura Kaupapa Maori o Takapau, located in Central Hawke's Bay. The final case study is called "Te Hi Moki" and the unit was taken with senior students at Te Kura o Whangaparaoa, located in The Eastern Bay of Plenty. There is no priority order to watching these case studies, however by the time all four have been watched a large number of issues would have been covered.

This series of videos could be watched by a range of people, such as :

- Teachers wishing to begin teaching hangarau
- Teachers currently teaching hangarau and wishing to gain further understanding in this area
- Board of Trustee members and Whanau members who want to gain an understanding of this learning area
- Board of Trustee members and whanau members who want to gain an idea of their possible role in this learning area
- Nga Tumuaki who want to gain an overview of this learning area.

This series of videos could easily form the basis of kura professional development in Hangarau involving the tumuaki, teachers and whanau.

Case Study 1: Tuakiri

This hangarau unit was part of an integrated unit of work aimed to develop the identity of the students. The hangarau unit was developed which involved looking at the importance of maunga to identity and this led to considering pa sites and how our tupuna lived in pre-European times.

Before watching this case study:

- Think about why it is important for our students to access the knowledge and skills of our tupuna.
- Think about the different ways that teachers/students can access the knowledge and skills of our tupuna. Try to also think of some of the barriers to this.
- Think about how you would plan a unit that involves accessing the knowledge and skills of our tupuna.

While you are watching this case study:

- Identify the points the kaiako took into consideration during their planning for this unit.
- Identify the different ways that the teacher/students gained access to the knowledge of our tupuna. Identify one of the barriers pointed out by the teacher.
- Identify a possible community of practice associated with this unit.
- Identify the ways that the students began to build on their knowledge and skill base.
- Identify the ways that assessment was carried out during this unit.

After you have watched this case study:

- Think about changes you may make to this unit to make it more appropriate to your students, for example, in your particular area you may concentrate on rivers and lakes as identity markers and as settings for considering how our tupuna lived in pre-European times.
- Think about ways to further develop this unit to incorporate hangarau of today and possibly in the future. For example, from their model and their understanding of nga mohiotanga me nga tikanga o a tatou tupuna, could they develop a model for a pa site today, by considering the needs of people today, the resources available, the cost factors etc., Or their personal defence systems could be developed to the model stage and an understanding of electronics and control developed.

Links to the curriculum: This unit of work links to both strands of the Hangarau document, Hangarau a-Iwi and Matauranga Hangarau. There is the opportunity to ensure that a number of objectives from each strand are covered. This unit covers the kaupeka hangarau of hangarau matu, te hanga me nga puhanga manawa o te hangarau, me te taha whakanao me te taha hatepe o te hangarau. There is the possibility of including te iahiko me te

hangarau whakatina This unit can be taught and learnt within any of the horopaki, and indeed may be covered by a number of horopaki.

Case Study 2: Hanga Whare

This unit was developed out of the recognised need that the students wanted a special place for reading and time out. This case study also shows us the role the whanau can have in developing a hangarau unit.

Before watching this case study:

- Think about ways of recognising a need or needs of the students. Refer to the wheako whakaari in the Hangarau document and consider how these may be used to establish a need or opportunity.
- Think about the benefits of involving whanau, and the ways of involving whanau in unit planning and implementation.
- Think about ways of teaching and learning which are not limited by the four walls of the classroom. For example, field trips.
- Think about the sorts of things that you might need to take into account when planning a hangarau unit. For example, what do you do first?
- Think about a community of practice that is linked to this unit.

While you are watching this case study:

- Identify the way that the kaiako identified the needs of the students and how she developed this into a unit.
- Identify the benefits of having whanau involvement, and the ways that the whanau were used in unit planning and implementation.
- Notice the different places and environments that learning occurred in.
- Identify the process used to move from an identified need to a finished product. For example, from carrying out research and developing a knowledge base to building and assessing a model to etc.,
- Identify the community of practice associated with this case study.
- Identify the ways that the students were able to build on their knowledge and skill base.
- Identify the ways that assessment was carried out.

After you have watched this case study:

- Think of ways that you can identify the needs of your students so they can be used to help develop your hangarau programme. Keep in mind that students must see the need as authentic in itself even though it may not directly apply to them.
- Think of ways that you can involve the whanau at your school in your next hangarau unit, that will clearly benefit the teacher, the students and the learning outcomes of the programme.
- Think of ways that you can develop this unit further to take into account hangarau of today and in the future. For example, they could compare and evaluate alternative materials to build a whare that could be left outside, or a whare that could fit a lot more people in it.

Links to the Curriculum: This unit of work links to both strands of the Hangarau document, Hangarau a-Iwi and Matauranga Hangarau. There is the opportunity in this unit to cover a number of the objectives from each of the strands. This unit covers the kaupeka hangarau of hangarau matu, te hanga me nga puhanga manawa o te hangarau, me te taha whakanao me te taha hatepe o te hangarau. This unit can be taught and learnt within any of the horopaki, and indeed may be covered by a number of horopaki. The number of kaupeka included in any of the units depends on the breadth and depth of the unit. This unit links directly to the Kaupapa: "Nga Whare Maori" in the hangarau document.

Case Study 3: Nga Takawairore

This unit was developed from recognising that the children at the kura had limited play opportunities arising from a small outdoor play area. The kaiako also wanted the students to make resources out of natural materials. The kaiako recognised during their planning that they had expertise that could be used in some of the areas they identified in their programme.

Before watching this case study:

- Think about the areas of expertise you or other teachers have that could be used in hangarau programme.
- Think about the benefits of utilising the skills and expertise of teachers on your staff.
- Think about planning for a unit of work that encompasses two or more identified needs. For example in this unit of work, there are two parts working concurrently under the same kaupapa.
- Think about a community of practice linked to this unit.

While you are watching this case study:

- Identify the skills of the kaiako around which this hangarau programme has been developed.
- Identify the benefits of utilising the skills and expertise of teachers on your staff.
- Identify the four stages of planning that the kaiako identifies in this case study.
- Identify the community(ies) of practice associated with this case study.
- Identify the ways that the students were able to build on their knowledge and skill base.
- Identify the ways that assessment was carried out.

After you have watched this case study:

- Think about the ways you could develop this unit further to meet the needs of an identified group. For example, the students could look at getting their whanau to participate in marae-aerobics regularly where they will have to look at marketing the idea to them, organise times, venues etc., and develop appropriate movements for pakeke. Or the students could look at marketing their string games or holding a competition to see who can invent new patterns.
- Think about how you will get skilled people into your school if you have recognised an area of expertise that is required for a unit, which the teachers cannot fulfil.
- Think about other communities of practice that you could access as a basis for a possible unit of work.

Links to the curriculum: This unit of work links to both strands of the Hangarau document, Hangarau a-Iwi and Matauranga Hangarau. There is the opportunity in this unit to cover a number of objectives from each of the strands. This unit covers the kaupeka hangarau of te hangarau matu, te hangarau mohiohio me te hangarau whakamohio, te taha whakanao me te taha hatepe o te hangarau, te hanga me te puhanga manawa o te hangarau. This unit can be directly linked to the kauapapa: "Nga Takawairore, Nga Takaro me etahi atu Runaruna" in the document. A number of horopaki can be used for this unit.

Case Study 4: Te Hi Moki

This hangarau unit was developed alongside a social studies unit where one of the objectives was that the students understand the causes and effects of events in shaping the lives of groups of people. The kaiako could see that an integrated unit of work could be developed using the hangarau objectives. This unit is based around the cultural practice of hi moki that is an integral part of this community. This unit also provides an opportunity to consider the impact of technology on hangarau.

Before watching this case study:

- Think about any cultural practices that may occur in your community that could be used as basis for developing a hangarau unit, and the importance for the students of grounding them in their own matauranga Maori.
- Think about ways you can develop integrated units of work involving more than one learning area
- Think about the importance of developing a sound matauranga Maori base for the students, the ways of doing this, and the benefits of doing so.
- Think about the community of practice linked to this unit.

While you are watching this case study:

- Identify the role of planning and the importance of local knowledge when doing so.
- Identify the cultural practice on which this unit is based, the matauranga Maori that consolidates the students' knowledge base, and the importance of this.
- Identify the community(ies) of practice associated with this case study.
- Identify the factors that impacted on the hangarau and cultural practices of this iwi, and how consideration of these was included in the unit.
- Identify the ways that assessment was carried out during this unit.

After you have watched this case study:

- Think about ways this unit could have been developed further, for example, the students could look at different materials to use, or different ways of recording the behaviour of the tohu so all the hapu will know at the same time, they may explore alternative options to the outcome they achieved regarding the netting of the moki.
- Think carefully about ways of ensuring students gain some of their own matauranga Maori from their own iwi or hapu.
- Think of ways of preserving for future generations the korero of our tupuna.
- Think of other examples of how technology has impacted on Hangarau.

Links to the curriculum: This unit of work links to both strands of the Hangarau document, Hangarau a-Iwi and Matauranga Hangarau. There is the opportunity in this unit to cover a number of the objectives from each of the strands. This unit covers the kaupeka hangarau of te hangarau kai, te taha whakanao me te taha hatepe o te hangarau, te hangarau matu, te hanga me te puhanga manawa o te hangarau. This unit could be covered by a range of horopaki. This unit links directly to the Kaupapa: "Te Mahi Ika" in the Hangarau document.
