

The background of the slide is a green woven pattern, resembling a traditional Māori koru or a similar textile design. The pattern consists of interlocking, slightly curved lines that create a sense of depth and texture. The colors range from a dark forest green to a lighter, almost white-green, with a gradient effect.

# **Capital City Kāhui Ako**

## **COMMUNITY OF PRACTICE**

**Whakawhanaungatanga**  
Session 1

**Thursday 11 May 2023**

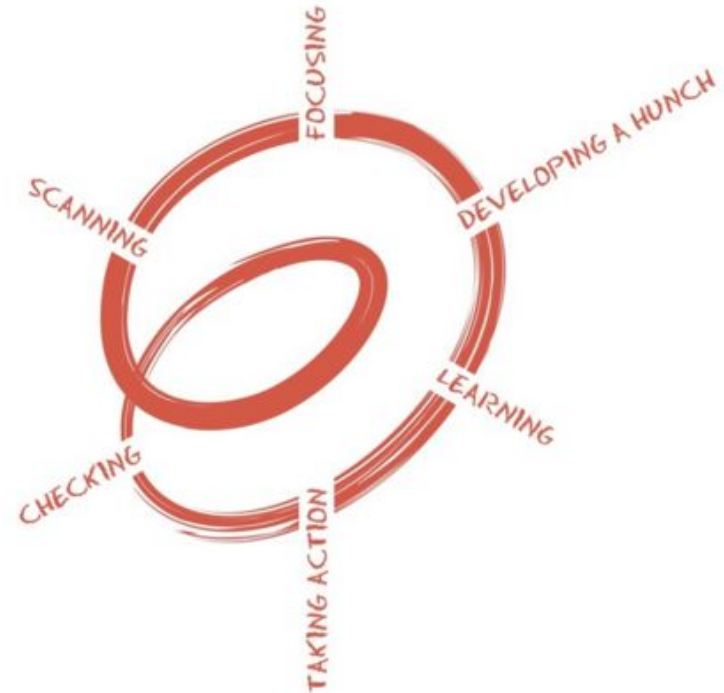
# Pātai - What question is driving you in this CoP? -Post It

Inquiry -

Scan, Focus, Hunch, Learning, Action,  
Check, Scan

We will aim to:

- identify areas of focus within our practice / classroom to build on, or shift.
- shift student experience of whanaungatanga in the classroom!



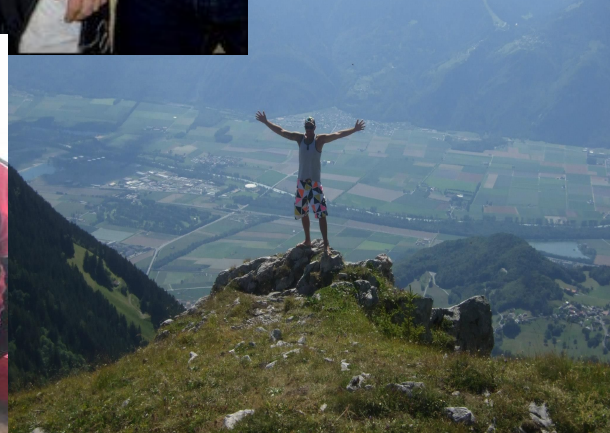


# Ko Wai Ahau!

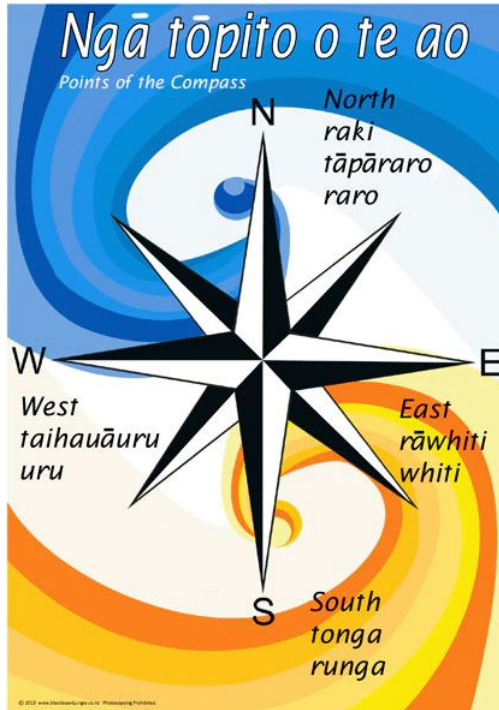




Riki



# Whanaungatanga



**What's your place? Why do you feel connected to that place?**

# Whanaungatanga

relationship, connection, kinship



# Whakawhanaungatanga

**Whānau:** (noun) family, extended family, friends, group I am connected to (not necessarily blood related)

**Whanaunga:** (noun) blood relative, kin

**Whanaungatanga:** (noun) relationship, kinship, sense of family connection

**Whakawhanaungatanga:** (verb) the act of establishing and strengthening relationships



# To feel connected & a sense of belonging

1. The importance of feeling connected and a sense of belonging.
2. Places I want to be and stay. *Come home to...*
3. I feel aroha, respect, heard, valued and I contribute.
4. Whānau - more than just blood. Have many 'whānau'.
5. Those that I love feel the same way I do here.
6. This is a place I call home - these people are my family.
7. This is the most important and nothing else works without it.





# Manaakitanga

respect and care for others



# Manaakitanga

**Mana:** prestige, spiritual power, charisma, supernatural force in a person, place or object, spiritual gift, inherited at birth

**Aki:** akiaki: encourage, nurture, foster, to enhance

**Tanga:** a suffix used to make verbs into nouns. The embodiment or enactment of an action.



# To foster other people's mana

1. Everyone has mana - it's not *earned*. It's personalised to each individual.
2. Akiaki - to foster, nurture, encourage, enhance to the 'mana' of others is manaakitanga.
3. The act of caring, service, showing hospitality, putting the needs of others' above our own.
4. Mana enhancing: conversations, relationships, actions
5. To takahi (*trample on, abuse, disregard*), on the mana of others is one of the most damaging things that can be done to someone.



# Mana Enhancing Practices / Interactions

- What are they
- How do we have these?



# Mana

There are many ways that we can summarise the term 'mana'. Te Aka, the Māori Dictionary defines it as being: prestige, authority, control, power, influence, status, spiritual power and charisma. The definition goes on to say that it is a supernatural force in a person, place or object that is inherited at creation or birth. For the purposes of this module, we will look at mana as something that exists within us all, a strength and sense of identity and dignity which must be encouraged and continually enhanced to through meaningful interactions.



# Mana

Listen to Dr Te Hurinui Clarke discuss his ideas on the concept of Mana



# Mauri

Ara Taiohi define mauri as being the 'life spark or essence inherent in all living things that has been passed down from ancestors through whakapapa'. Mauri is affected by and affects the surrounding environment. Mauri is the force that connects people, the whenua and all living things together. Mana and mauri are very closely linked and it is said by many that it is mauri which provides the space for mana to flow and thrive.



# Mauri

Listen to Dr Te Hurinui Clarke discuss his ideas on the concept of Mauri

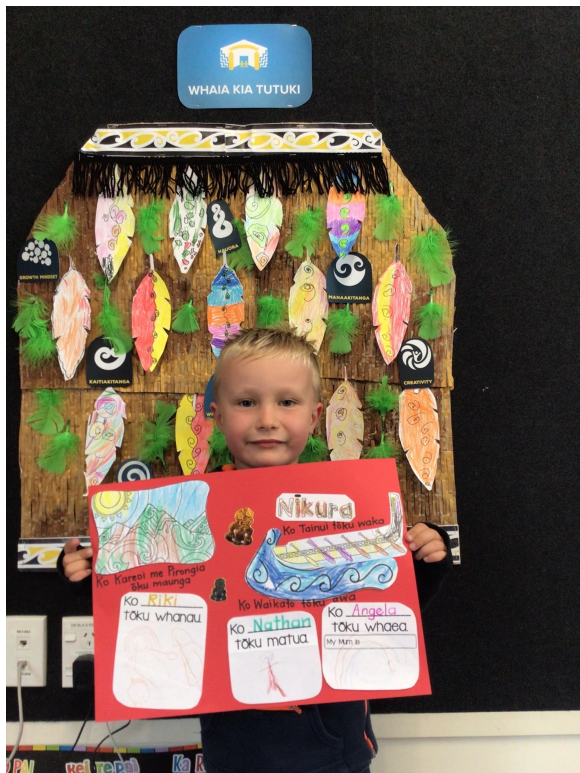




# We will break mana enhancing interactions down into the four areas below to help us understand

- **M** – mana ōrite: to ensure equitable outcomes
- **A** – akiaki: to encourage
- **N** - ngākau aroha: to show compassion
- **A** - āwhina: to support and guide

# M - mana ōrite: to ensure equitable outcomes



- Take away any notion of hierarchy from your interaction, no one is above the other in mana enhancing conversations
- Ensure that the setting of your interaction enables you to both be on an equal footing from the beginning, e.g. online access, the space for the interaction easily accessible for all, and where possible, hold the conversation face to face
- All interactions must be positive and focused towards lifting the mana of all involved
- Any barriers to a solution must be removed to ensure an equitable outcome e.g. language, preconceived ideas, and bias.
- Interactions promote those who may be in an oppressed position to a position where they feel they have equitable access to resources and outcomes

# A - akaiki: to respect and encourage

- Work together to decide on a desired outcome and ensure that the focus remains on this throughout the conversation
- Make sure you respect the thoughts and opinions of the other person. You don't have to agree but respect is important
- Time to think about the kaupapa of the interaction is very important, decisions do not necessarily need to be made in one hui
- Think about the mauri or energy of each person, do you need time to clear your head before you meet?
- Ensure that the interactions allow you both to remain proactive. If this changes at all during the interaction, revisit your mauri and find a way to re-energize yourself.



# N - ngākau aroha: to show compassion



- How do I ensure that all interactions are focused on enhancing the mana of the person I am talking to?
- Do I know their background, whakapapa, where they are from, their values and culture?
- Empathy is important. Give a person the space to speak without offering your thoughts/comments at first, be respectful for their situation and listen to them. Never assume that you know all the causes of problems
- Ensure that, where accepted, tikanga forms the foundation of the interaction, e.g. karakia, opportunity for mihi and whakawhanaungatanga
- Positivity towards solving the issues is a must. Guide the conversation in a way that requires the other person to keep their focus on this point

# A - āwhina: to support and guide

- If you are leading the interaction, ensure that the focus remains on the positives as much as you can.
- Think about how you might personally help the other person with the issues at hand, beyond the hui e.g. education, connections with people who could help or bring a different perspective
- It is important that both parties are able to benefit from the interactions you are having.
- Remember that everything around you can have an effect on your mauri and in turn your mana. Support each other through the conversations to ensure this does not happen.



# Cultural Competencies in classrooms - Scan

1 Not at all - Deeply embedded 5

Whanau (direct engagement with family)

Whanaunga (support at home)

Whanaungatanga (sense of family connection)

Whakawhanaungatanga (act of establishing and strengthening relationships)

Manaakitanga (respect and care for others)

Mana (supernatural force in a person)

Akiaki (encourage, respect, enhance)

Takahi (to trample on someone's mana)

Mana ōrite (ensure equity)

Ngākau aroha (to show compassion - active)

Āwhina (to support and guide)

[Scan + Focus Questionnaire](#)

# + Focus (observations)

Which of these is of the most interest to you in your classroom?

**Consider:**

**Which of these qualities is most prevalent in your classroom?**

How do you know? Who is leading this? Where is this occurring? What are the behaviours supporting this?

What questions does this prompt? What can you do to collect evidence around these questions?

**Which of these qualities need strengthening?**

How do you know? What is the impact of this on tamariki? Who is at risk? What are their perceived needs vs actual needs?

What can you do to collect evidence around these questions?

# + Focus (observations)

**How can you collect evidence around these questions?**

**Share back in Workshop #2 - Thursday 8 June - Week 7**