



# TOI TANGATA<sup>TM</sup>

*Topic - Investigation of kaupapa kori tinana and kai Māori, kai ora that Toi Tangata delivers in relation to Te Marautanga o Aotearoa and The New Zealand curriculum.*

Zayden Tane

## Ko wai au?

Ko Kakepuku te maunga

Ko Waikato te awa

Ko Tainui raua ko Takitimu ngā waka

Ko Ngāti Maniapoto te iwi

Ko Ruapuha Uekaha te hapu

Ko Tokikapu te marae

*Ko Zayden Hare-Purangi Tane ahau.*

I tipu ake ahau ki Tauranga Moana, Tauranga tangata, no reira ko Tauranga Moana tōku kainga noho. Ahakoa ko Tauranga tōku kainga noho, i te taha o tōku pāpā, taku ara rā, ko Tūrongo; I wawaea ki Te Tai Rāwhiti, Ko Māhinaarangi! I au e! Ko te rua rā i moe ai a Raukawa. Nā Raukawa ko Rereahu; Nā Rereahu ko Maniapoto; He ara tau-tika mai ki ahau no Ngāti Maniapoto. I te taha o tōku māmā ka tū ana au ki runga i tōku maunga ko Maunga Haumie, tiro whakararo ki te iwi o Ngā Ariki Kaiputahi ki roto i tōku marae ko Mangatū, ā no Whatatutu ki Tūranganui-a-Kiwa ahau.

I haere ana ahau ki ngā kura kaupapa Māori mai i te wā he tamaiti noiho ki te wā i wehe au i te kura tuarua, ko Te Wharekura o Mauao. Ngā mea pai kia ahau ko te whutuporo, pā whutuporo me te whutuporo taki whitu. I te wā ki roto tonu ahau ki te kura, tē pīrangi au ki te haere ki te whare wānanga, engari i taku tau whakamutunga i haere ana au ki Ōteputi ki te titiro ki Te Whare Wānanga o Otākou mo ngā putaiāo, ā i mohio ana ahau ko tēnei taku huarahi i te ao.



## Introduction

Physical activity and nutrition are two critical factors in achieving healthy living as a young person and into adulthood. Physical activity is a broad term that ranges from simply walking around the block, to participating in team sports. Physical activity improves blood flow, body mass index (BMI) and numerous other health benefits. Nutrition is obtaining the food necessary for health and growth, therefore providing people with the correct nutritional education and physical activity will improve the health of the New Zealand population.

Kaupapa kori tinana and kaupapa kai Māori are physical activity and nutrition through a kaupapa Māori lense. This can include kaupapa Māori activities such as māu rākau, waka ama and kapa haka. Kai Māori, kai ora can be identified as Māori methodologies in regards to nutrition such as gathering, hunting, fishing and mahi māra. These strategies for good health have been traditionally used for generations in Te Ao Māori.

## **Literature review**

The following literature review will investigate He pī ka rere and kai Māori, kai ora that the Toi Tangata agency delivers in relation to Te Marautanga o Aotearoa and the New Zealand curriculum.

The review will identify key areas where Toi Tangata content can inform teaching and learning around being healthy and understanding the importance of nutrition within the primary and secondary sectors.

The goal and expectation of the Treaty of Waitangi and New Zealand's bi-cultural nationhood, are encapsulated within two components of The National curriculum that are delivered here in Aotearoa: one is Te Marautanga o Aotearoa and the other is The New Zealand Curriculum. Schools here in Aotearoa select and decide whether or not to work across both of them. The two curriculums set the course for student learning and provide assistance for schools as they plan and analyse their curriculum programs. Although both come from different perspectives, each start with a vision of young people developing the competencies they need for study, work, and lifelong learning, so they may go on to realise their potential (New Zealand Curriculum, 2007).

## **Te Marautanga o Aotearoa and The New Zealand curriculum**

Our world, society and communities are forever changing with the times so the curriculum must move with the times. This will be achieved through the provision of parallel learning pathways; Te Marautanga o Aotearoa and the New Zealand curriculum.

Te Marautanga o Aotearoa (Ministry of Education, 2007a) is a partnership supporting document of the New Zealand curriculum specifically designed for Māori medium primary and secondary schools. Te Marautanga o Aotearoa acknowledges and values the unique position of the Māori language which is the vehicle that supports cultural practices and is the expression for aspects of the Māori identity. It also expresses both Māori and government aspiration and expectations for students in Māori-medium settings and develops inclusive, supportive learning environments that recognise and cater for diversity. The vision of Te Marautanga o Aotearoa is Kia tū Tangata te ākonga (enabling students to achieve their full potential). Graduates will be able to participate confidently in te ao Māori and be strong in their identities as global citizens.

In *The New Zealand Curriculum*, it states that the curriculum “is a clear statement of what we deem important in education. It takes as its starting point a vision of our young people as lifelong learners ...” (Ministry of Education, 2007). With both of these curriculum documents combined they will only enhance and help schools give effect to the partnership that is at the core of our nation’s founding document, Te Tiriti o Waitangi.



## **He pī ka rere and Kai Māori Kai Ora - Toi tangata**

Toi Tangata is a Māori agency that develops, delivers, and champions kaupapa Māori based approaches to health, movement, and nutrition.

He Pī Ka Rere is a kaupapa Māori physical activity and nutrition approach that nurtures and develops the whole being of a tamaiti in Early Learning Environments. The kaupapa aims to inform both kaiako and tamariki of the role that traditional activity plays in the growth and development of a child. While Te Marautanga o Aotearoa provides a nationwide teaching approach for all learners, each school will design and implement its own specific curriculum relevant to its learners and whānau.

Kai Māori, Kai ora is a kai and nutritional project that looks at the principles of the production of high quality and presentation of kai inclusive of Mātauranga Māori.

He Pī Ka Rere and Kai Māori, Kai Ora are able to be implemented and integrated into all curriculum areas from Te Reo Māori, through to Te Reo Pākēhā because of the many facets of teaching and learning that can fall out of each of the projects. For example, He Pī ka rere will be able to meet objectives within the Hauora in all levels looking at strands such as personal health and development or even movement



concepts and motor skills. Likewise with The New Zealand curriculum which has been noted as a parallel document to Te Marautanga o Aotearoa, will serve the same function for all schools.

**Figure one - Ngā wāhanga ako ( subject areas)<sup>[1]</sup>**

# Ngā Wāhanga Ako

## TE REO MĀORI



PĀNGARAU



HAUORA



TIKANGA Ā-IWI



NGĀ TOI



PŪTAIAO



HANGARAU



TE REO PĀKEHĀ



NGĀ REO



## What is Health and Physical education in the New Zealand Curriculums?

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts (New Zealand Curriculum, 2007). Within the Health and Physical education Curriculum the use of the word Hauora is based on Mason Durie (1994) Te Whare Tapa whā model.

Te Whare Tapa whā is a model of the four dimensions of wellbeing which provides a Māori perspective on health. The four dimensions are:

- Taha tinana - Physical wellbeing
- Taha hinengaro - Mental wellbeing
- Taha wairua - Spiritual wellbeing
- Taha whānau - Family wellbeing

At the heart of Health and Physical education in the New Zealand curriculums, there are four key concepts. These concepts are:

- Hauora, which is described as a multi-dimensional Māori philosophy of Well-being.
- attitudes and values, which incorporates a focus on social justice and positive and respectful attitudes towards the well-being of individuals, others, and the environment

- the socio-ecological perspective, a view of inter-relationships between individuals, groups, and society.
- health promotion, a process that involves students in personal and collective action to build and maintain supportive physical or emotional environments.<sup>[2]</sup>

The Health and Physical education curriculum strands are organised into four strands that explore different facets of well-being. Two strands are more individually focused: Personal Health and Physical Development; and Movement Concepts and Motor Skills. The other two are more collective and outward-looking: Relationships with Other People; and Healthy communities and environments (Boyd & Hipkins, 2015). The most effective pedagogy that justifies the relevance of Health and Physical education curriculum in Aotearoa/New Zealand schools is The New Zealand Curriculum (2007). The New Zealand Curriculum (pg. 34) explains that although no formula guarantees to learn for every student in every context, there is strong evidence of the kinds of teaching approaches that consistently improve student learning. The evidence shows that students learn best when teachers establish strong relationships with students and their whānau and when they:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning

- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship.

## Findings

Through exploring my kaupapa which was to investigate kaupapa kori tinana and kai Maori kai ora that Toi Tangata delivers in relation to Te Marautanga o Aotearoa I have uncovered so much knowledge.

I now understand that our kaumātua health is as much a priority as is the health of our rangatahi. So therefore whatever our rangatahi learn at kura through their hauora (health) classes within Te Marautanga o Aotearoa curriculum they should be encouraged to go home and spend time with their kuia and koroua and implement varied or easier kori tinana with them and maybe as a whānau cook one recipe from Toi Tangata per week?

The recipes that Toi Tangata offer for the whānau and community are nutritional and have Māori influences. Just to name a few; bbq chicken and roasted corn salad, summer strawberry spinach salad and avocado, roasted tītī with kumara and pūha and one of my favourites would have to be kūtai chowder are only a few that can be found via <https://toitangata.co.nz/news-and-media/recipes/>. The recipes align with Te Marautanga o Aotearoa into the strand of Hauora. Level 1 – Growth and development is



where the students can discuss and express feelings about their development such as food and nutrition, looking after themselves, and family.

In terms of Physical Education within Te Marautanga o Aotearoa at Level 1 in Hauora (health) the Toi Tangata game Hinekeira aligns perfectly with the curriculum in the section of applying movement skills specifically participating in games. Some of the **movements** in the game Hinekeira is around balancing a rākau on one hand without moving and balancing the rākau on your favoured hand, stepping forward or backward without dropping the rākau.

### **Diagram one – Kori tinana and kai Māori in relation to Te Marautanga o Aotearoa<sup>[1]</sup>**

The following diagram shows the connection that kori tinana and kai Māori kai ora has into Te Marautanga o Aotearoa. Te Marautanga o Aotearoa sets the direction for teaching and learning in Māori medium primary and secondary kura.

It enables students to:

- develop as confident and resilient individuals;
- realise their full potential and lead fulfilling lives;
- communicate effectively in te reo Māori;
- take pride in their identity; and
- participate and succeed in te ao Māori me te ao whānui



# KORI TINANA AND KAI MĀORI IN RELATION TO TE MARAUTANGA O AOTEAROA

The most precious gift we are given is life itself. Our duty is to nurture and care for this precious inheritance.

By Zayden Tane



## 1 THE PURPOSE OF HAUORA

Students will have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, as well as environmental health. They will develop understanding about hauora by describing, explaining, trialling and evaluating its many facets.

## 2 WAIORA - PERSONAL HEALTH AND DEVELOPMENT

Students will explore and learn about food and nutrition that sustain the physical body, and explore the notion of sustenance that contributes to the wellbeing of mind and spirit. Students will also describe, consider and analyse aspects of personal growth and development, safety and safe practices.



## 3 KOIRI - MOVEMENT CONCEPTS AND MOTOR SKILLS

Students will develop and apply movement concepts and motor skills and have opportunities to participate in and enjoy physical activities such as Hinekeira.



## 4 TAIAO - HEALTH AND ENVIRONMENT

Students will discuss and exchange ideas about the close and enduring relationship between people and the natural environment, exploring ways to lessen harmful environmental impacts.



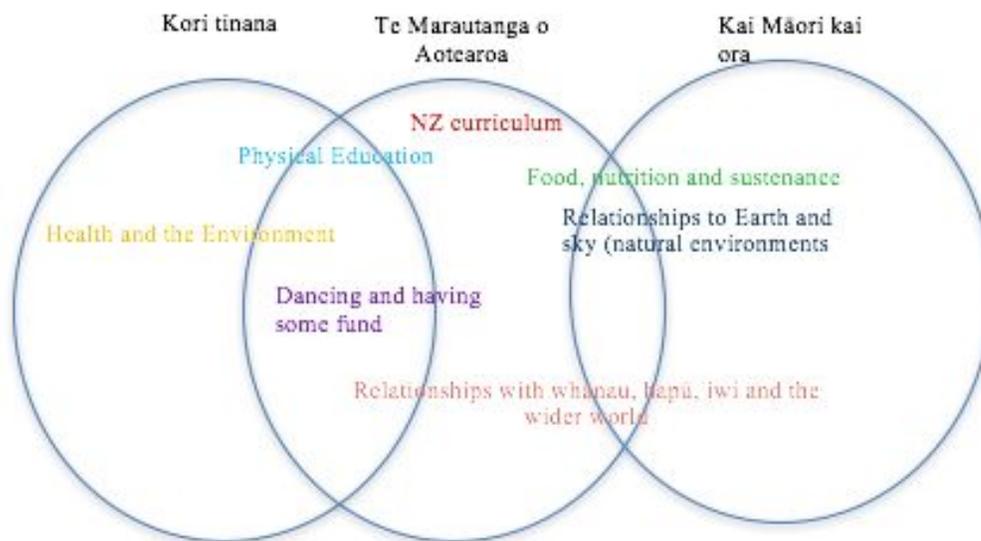
## 5 TANGATA - PEOPLE AND RELATIONSHIPS

Students will describe and analyse human relationships in a variety of contexts, both personal and those of others.



Moving forward into the future we need to think about taking care of our tinana and everything that goes into it. Te Marautanga o Aotearoa supports a holistic approach to teaching and learning for example it acknowledges who the students are, how they act, how they engage with others, and how they respond to learning experiences.

Below is a Venn diagram that helps to visually represent the similarities and differences between the three concepts of kori tinana, Te Marautanga o Aotearoa and kai Māori. It is an illustration that uses circles to show the relationships among things. Circles that overlap have a commonality while circles that do not overlap do not share those traits



## Conclusion

Values and attitudes are inextricably linked to and influenced by culture. I can positively say that Toi Tangata's kori tinana and kai Māori kai ora reflect the shared values of the student, whānau and Iwi. Incorporating physical activity and nutritional education more extendedly into Te Mārautanga o Aotearoa and The New Zealand Curriculum is vital in improving the health of students and their whānau not only while in primary and secondary schooling but in their futures. I believe that integrating mainstream and kaupapa Māori physical activity and nutrition both equally improve health issues among Māori and Pakeha in New Zealand.

In closing He Pī ka rere the kaupapa kori tinana and kai Māori kai ora that Toi Tangata delivers are undoubtedly key conceptual areas of learning that can be immersed into all subject areas of both the Te Marautanga o Aotearoa as well as The New Zealand curriculum effortlessly.



## References

[Boyd, S., Hipkins, R. \(2015\). Review and Maintenance Programme Health and Physical Education. Wellington: Rangahau Mātauranga o Aotearoa.](#)

[Durie, M. \(1994\). Whaiora, Maori Health Development. Auckland: Oxford University Press.](#)

[Ministry of Education \(2007\). The New Zealand Curriculum. Wellington: Learning Media.](#)