## Te Mana Tiki - The Strength of Learning part 3

### Video transcript

Ko Te Hoka,

ko Te Heiro,

ko Tukiwaho,

ko Te Pihipi

Ko Mauao te maunga me Kopukairoa te maunga

Ko Mataatua te waka

Ko Ngāti Ranginui te iwi

Ko Ngāti Pukenga te hapū

Ko Ngāti He me Ngāi Tukairangi

rāua ko Ngā Pōtiki ngā iwi.

**Rehua Smallman, Ngati Pukenga, Ngāti Ranginui, Ngāi Te Rangi, Ākonga – Kaumatua:**

We initially were approached by Raewyn Douglas my whanaunga. And after you know talking with her and understanding what the outcomes could be or what the programme involved, we thought, well yeah it’s a good opportunity for our whānau to be involved, particularly that were attending the Welcome Bay kura.

Well we understood at the time that the tamariki were going through, what we, how we understood they were going through some particularly, you know, tough times.

We thought this programme may assist in moving forward in terms of changing things within their growing environment, and also adding into a positivity in terms of having a connection back to their marae and to Ngāti Pukenga.

**Raewyn Douglas, Ngati Pukenga, Ngāi Te Rangi, Ngāti Ranginui, Ngāti Pikiao, Ministry of Education/RTLB:**

Essentially, we did whatever we felt it would take to run this programme successfully, on the marae and to support the teacher, the kaiako and her teacher aide and the students. Or helping run part of the lesson, or helping the teacher to structure the session, we would do all of that.

We wanted them to feel a strong sense of belonging. An intervention was needed to help them stay in school, and to engage in the learning and to enjoy that.

**Pahu Akuhata, Ngati Pukenga Kaumatua:**

I thought anything is worth a try if we are going to start teaching our kids to become leaders. Our kids needed to come back to their roots to move forward.

**Louanna Garmonsway, Tūhoe, Ngāti Kahu ki Whangaroa, Ministry of Education:**

The Ministry of Education works alongside iwi to help them find a kaiārahi Te Mana Tikitiki who will be the one working in the schools with the ākonga Māori.

**Michelle Barker, Rongowhakaata, Kaiārahi:**

So the leadership team at Welcome Bay School felt that there were some Year 5 and 6 ākonga that weren’t connected with themselves, their whanau and their learning within the classroom. I was selected to be the kaiārahi to facilitate the Te Mana Tikitiki programme.

**Raewyn Douglas**:

At the beginning we held a parent information evening.

**Michelle Barker**:

You know we did the pōwhiri ,and on that powhiri day we had the Māui story. And then we would have Koro Pahu talk about the wharenui. So that was always like the first day.

**Raewyn Douglas**:

In order to build the strong relationships, we had the children come once a week onto the marae. We would have lunch with them, they would play on the grounds, and then we would begin our programme. And the programme was facilitated by the teacher and by one of the teacher aides from Welcome Bay School, but supported by 2 RTLB’s, so myself and another RTLB.

Our role was to support the school to run Te Mana Tikitiki, and hopefully to become self-supporting. Te Mana Tikitiki worked for Ngāti Pukenga by using a positive, like, building leadership model. For the beginning of each module the tamariki learn about waiata, karakia and pepeha. To help with the learning we visit our maunga, Kopukairoa.

**Pahu Akuhata**:

We participated in a lot of kōrero in terms of storytelling, taking them on field trips to various waahi tapu sites or sites of significance of Ngāti Pukenga.

**Michelle Barker**:

The Te Mana Tikitiki modules that were created are there to be flexible.

**Louanna Garmonsway**:

For example, Ngāti Pukenga worked with a waka ama provider to support them in the module around waka ama.

**Michelle Barker**:

The Te Mana Tikitiki modules can then be shaped to suit the iwi and the ākonga involved.

**Te Hihi o te Rā Farrell, Ngati Pukenga, Ngāi Te Rangi, Ngāti Ranginui, Ākonga:**

I wasn’t doing well at school. I was doing good at maths, and then I was not doing good at reading and spelling. That was hard for me, so I came to Te Mana Tikitiki.

**Jordan Heke, Ngati Pukenga, Ngāti Ranginui, Ākonga:**

I didn’t really know what anything meant, or what those designs on the whare meant, or why you had to take off your shoes, or why you can’t eat kai in here.

**Raylene & Isabella Newman, Ngati Pukenga, Ngāti Ranginui, Māmā and Ākonga:**

Isabella grew up in Australia and I wanted her to learn her culture.

I was really helped by my Mum cos she taught me my pepeha.

**Jordan Heke**:

Before Te Mana Tikitiki I didn’t really know anything and like I had really no connection to Māori culture and what it was all about.

**Raewyn Douglas**:

Te Mana Tikitiki provides positive outcomes for our tamariki. That they could come and be respected for themselves, and to build strong relationships with us, and to also grow in terms of their sense of well-being, self-efficacy and, seeing themselves as learners.

**Isabella Newman**:

I like that I got to deepen my understanding of my whakapapa and where I come from.

**Jordan Heke**:

It put joy in my heart to learn what my Māori culture is all about.

**Te Hihi o te Rā Farrell**:

It was good learning new waiata’s and doing my pepeha. Before I started I felt shy, and then after I just felt confident and brave.

**Isabella Newman**:

I just like everything cos it’s just super fun.

**Raewyn Douglas**:

The first graduation was amazing. It was wonderful to see all the parents who were so happy and so complimentary.

**Raylene Newman:**

Isabella gained confidence to be able to speak in front of people, tell people her pepeha, and also it helped her progress to be able to do mau rākau. I was quite up in the air but when I saw her doing it I felt proud.

**Louanna Garmonsway**:

For me it’s an honour to be part of this kaupapa. To see iwi leading in an educational way to make a difference for their uri, so that our kids can achieve to the best that they can.

**Michelle Barker**:

The Ministry of Education helped to set up Te Mana Tikitiki and now Welcome Bay kura are able to continue the programme with the support of Ngāti Pukenga.

**Pahu Akuhata**:

That was, for me, was a game changer as far as I was concerned with adopting this programme.

**Michelle Barker**:

Te Mana Tikitiki improves the relationships between ākonga, whānau, hapū and iwi.

**Pahu Akuhata**:

Oh, very good changes, brilliant changes in a lot of them. Actually. this course gave them some sense of worth in their education.

**Raewyn Douglas**:

I would recommend Te Mana Tikitiki to any school, any marae or any community.

**Louanna Garmonsway**:

I’m really excited to see the difference Te Mana Tikitiki will make for ākonga Māori in an iwi-lead way.

**Rehua Smallman**:

And it should be a positive way forward for us as whānau and for us as Māori, for us as whānau and also for us as the iwi.

**Michelle Barker**:

It was amazing! You know if I can do it then any, you know, kaiārahi can.

**Rehua Smallman**:

We know a lot of our tamariki, mokopuna have leadership qualities, you know, I’m not just talking about Ngāti Pukenga. You know, we all know with our own tamariki and mokopuna, it’s just about trying to, I guess, trying to nurture those qualities and to achieve the best outcomes.

**Raylene Newman:**

The first time I saw her pepeha I was really proud and I almost cried.

**Mereana Maxwell, Te Whakatohea, Ministry of Education:**

Whānau,

piki te ora,

piki te wairua,

mauri ora!

**Piripi Davis, Ngāti Whātua Ōrākei Kaumatua:**

E te whānau,

tū maia Te Mana Tikitiki, kia mau!