



# Geography Network of Expertise

## Newsletter #7

### He waka eke noa

*We're all in this together: Building capacity in the geography teaching community*

#### *Sharing unit plans and assessment resources on the NZBOGT website*

Over the next month we will be sharing unit plans and assessment resources that have been either submitted or donated by geography teachers across the country. It is our intention that this will be accommodated on the NZBOGT / NEX pages of the website. Some of these resources will be freely available, while others will be behind a paywall. All the more reason to remember to update your [NZGS subscription](#) early in 2020!

In the meantime, if you want to see an example of a unit plan and student workbook focused on Hurricanes/Tropical Cyclones then we suggest you have a look in the 'Useful Resources' link of the NEX webpage, just above where you found this newsletter.

#### *Te Ao Māori Teaching Resources: Geography Teacher Needs survey*

We received a modest number of responses to the call for the types of resources that geo teachers are seeking to strengthen the visibility of Te Ao Māori in their classrooms. We appreciate those teachers who did contribute, who were spread across much of the motu. Fourteen respondents approximated less than 10% Maori representation in their classes, 11 approximated between 10-40% and six approximated over 40%. Was the absence of responses from the Waikato and BOP/East Cape/Hawkes Bay because you folks are heavily invested in Te Ao Maori already? If so, do send in your contributions, as we are absolutely sure they would be of interest to networked groups across Aotearoa.

The same goes for the (Invercargill?) respondent whose class looked at middens at Omaui for Level 3 research. Please do get in touch (new contact email at end of newsletter), and we'll find a way to disseminate your approach. The survey was anonymous so we can't track your email address ☺

On the next page is the key quantitative and qualitative feedback we received – to what extent do you agree with these ideas?

## Rank the following teaching resources

Teaching Resource	1. Most needed	2	3	4	5	6. Least needed	Total
Case studies with a Te Ao Māori theme (e.g.; Ngāi Tahu responses to the Canterbury 'quakes; Conflicting views on Ihumātao land)	48% (14)	21% (6)	14% (4)	3% (1)	7% (2)	7% (2)	29
Units of work with a strong Te Ao Māori component (e.g. Yr 11 population focus on Māori demographics).	24% (7)	45% (13)	10% (3)	17% (5)	3% (1)	0%	29
Information resources that unpack the Māori concepts in greater depth.	10% (3)	14% (4)	41% (12)	7% (2)	7% (2)	21% (6)	29
Teachers explaining their approaches to integrating Te Ao Māori into their curriculum	8% (2)	8% (2)	15% (4)	38% (10)	27% (7)	4% (1)	26
Resources written in te reo and in the spirit of Tikanga ā-iwi.	10% (3)	17% (5)	10% (3)	10% (3)	21% (6)	31% (9)	29
A bibliography of geography resources with Te Ao Māori focus.	8% (2)	4% (1)	19% (5)	15% (4)	27% (7)	27% (7)	26

## Ideas of what valuable Te Ao Māori teaching resources might be

Reginal Korero purakau - stories about the land and its significance to Maori.

Enhance understanding of Treaty of Waitangi implications as they relate to current issues eg. water etc

I think valuable resources for Te Ao Māori are ones that are written by Māori which allow students to explore identity in this globalized world

Contemporary examples of Te Ao Māori practices in our natural and/or cultural environments

Local issues and Ngai Tahu perspective resources towards issues such as water, land, animals and plants, and use of 1080 for issues.

Need to talk to local iwi about what's important to them and your region. Mahinga kai is really important. Whitebait, eels, waterways etc. The significance of pre European occupation is important too. This year we looked at middens at Omaui for our 3.5 research and used local iwi to inform us. Excited the kids as it was real. Happy to share what done. Am sure others could do this too.

Resources for using Te Ao Maori in existing units (outside of perspectives as this is often more straightforward).

Things we can use in class easily

Writing material that has a strong Maori perspective. It is easier to integrate Maori concepts, ideology, values etc. into issues and patterns that reflect this. Ihumatao has provided a great topic to integrate this and help me reshape how I approach aspects of Geography. We need access to more resources about these issues within New Zealand.

A greater promotion of turangawaewae and connection to place

Games in Te Reo: activities that have Te Reo as a base; maybe geographical signs

How to incorporate Maori Terms in Skills papers Maori perspective for contemporary issue

Online resources. A framework/guide for planning units in a culturally responsive way Expert advice on how to incorporate Te Ao Māori in a holistic and respectful way

In my opinion, its important to focus on the construction of organised unit plans, case studies and the incorporation of Maori concepts first. Once a foundation curriculum is in place we can then put more emphasis on the integration of language in lessons.

# Māori Perspectives on the Canterbury Earthquakes



## 1. Ihi Research (2018) *All right? An investigation into Māori resilience.*

The research took a strengths-based approach, informed by kaupapa Māori theory and research principles to understand how Māori coped with the Canterbury earthquakes. Overall the research findings demonstrate that core cultural values related to 'Being Māori' were significant to Māori participants' earthquake recovery and resilience. Survey findings supported analysis of initial interviews, which emphasised the importance of 'Being Māori' and how Māori participants drew strength from core cultural values. Results from this study support other research that identified that the application of Māori values and practices facilitates community recovery post-disaster for Māori communities.

See the report at: [https://allright.org.nz/media/documents/Ihi\\_Research\\_-\\_All\\_Right\\_Report\\_PRINT\\_1.pdf](https://allright.org.nz/media/documents/Ihi_Research_-_All_Right_Report_PRINT_1.pdf)

## 2. Kenney & Phibbs (2014) *Shakes, rattles and roll outs: The untold story of Māori engagement with community recovery, social resilience and urban sustainability in Christchurch, NZ.*

Although the earthquake that occurred on September 4th, 2010 caused serious damage to buildings and infrastructure, the February 22, 2011 earthquake was socially, environmentally and economically catastrophic. The local Māori response was rapid and shaped by the cultural value 'aroha nui ki te tangata - love to all people'... Access full pdf article [here](#)

## 3. Phibbs, Kenney & Solomon (2015) *Ngā Māwaho: an analysis of Māori responses to the Christchurch earthquakes. Kotuitui: NZ Journal of Social Sciences Online. 10 (2), 72-78*

Access article [here](#).

## 4. Kenney & Phibbs (2015) *A Māori love story: Community-led disaster management in response to the Ōtautahi (Christchurch) earthquakes as a framework for action. International Journal of Disaster Risk Reduction. 14.*

In this article, the potential value of Māori kaupapa-based technologies for shaping contextually relevant disaster management and risk reduction strategies is considered. The discussion draws from research findings arising from two projects conducted by the Joint Centre of Disaster Research in partnership with Te Rūnanga o Ngāi Tahu (resident Māori tribe) that address Māori disaster-related concerns, including factors that facilitate community recovery. (Open Access [here](#))

## 5. Kenney et al. (2015) *Community-led disaster risk management: A Māori response to Ōtautahi (Christchurch) earthquakes. Australasian Journal of Disaster and Trauma Studies 19 (1).*

Initial data analysis suggests that within the New Zealand context, Civil Defence and Emergency Management policies and disaster risk reduction practices may be enhanced by the respectful integration of pertinent Māori knowledge and strategies. Read [here](#).

## 6. Lambert (2014) *Māori and the Christchurch earthquakes. MAI Journal 3(2) 165-180*

...the results show that if resilience is used to describe a "bounce back" in wellbeing, Māori are primarily *enduring* the post-disaster environment. This endurance phase is a precursor to any resilience and will be of much longer duration than first thought. With continued uncertainty in the city and wider New Zealand economy, this endurance may not necessarily lead to a more secure environment for Māori in the city. More [here](#).



# Māori Perspectives on Tourism

## 1. Maori and tourism in Rotorua in Simmons & Fairweather (2000)

### *Tourism in Rotorua: Destination Evolution and Recommendations for Management*

Maori are an important part of the tourism product in Rotorua. Tourism impacts on Maori as a group are largely identified as positive although there are some important negative impacts. These derive from the non-market nature of culture and the environment. Consultation mechanisms need to be refined to allow Maori perspectives to be incorporated regularly and easily into all aspects of tourism management including policy, planning and operations. Read [here](#).

## 2. Zygadlo, McIntosh, Matunga, Fairweather & Simmons (2003) Maori Tourism: Concepts, Characteristics and Definition. TRREC. Lincoln University.

The aim of this report is to seek conceptual clarification of 'Maori tourism', 'Maori tourism business' and 'Maori tourism product'. Read [here](#)

## 3. Alison, McIntosh, Zygadlo & Matunga (2004) Rethinking Māori Tourism *Asia Pacific Journal of Tourism Research*, 9 (4), 331-352

Māori-centred tourism values identified from the research findings were: Wairuatanga (state of being spiritual), Whanaungatanga (relationship or kinship), Nga matatini Maori (Maori diversity), Kaitiakitanga (guardianship), Manaakitanga (warm hospitality), Tino rangatiratanga (self-determination), Kotahitanga (unity or solidarity), Tuhuno (principle of alignment), Purotu (principle of transparency) and Puawaitanga (principle of best outcomes). While this list of values should not be seen as exhaustive and they will be subject to further review and evaluation by Maori, effectively this creates a basis for a Maori-centred tourism business ethic based on values important to Maori. Read [here](#).

## 4. Gnoth, Boyes & Gnoth (2009) The potentials of Maori Cultural Tourism Products in Otepoti Dunedin. Dept of Marketing, University of Otago.

This study found:

- there is substantial demand for Māori cultural tourism products in and around Dunedin Otepoti
- there are substantial numbers of businesses willing to supply product to meet it
- such products could be positioned within the current branding of Dunedin

Access [here](#)

## 5. Radio Adelaide (2019) Indigenous tourism: perspectives from New Zealand

Indigenous culture is a key point of differentiation in today's highly competitive international tourism market. But how do we know what are authentic experiences? And equally, how do we know that such tourism developments are empowering, culturally sensitive and sustainable? We talk with Dr Sharleen Howison, a Māori academic with a personal history and interest in all things Māori – particularly the exploration of Māori culture in reference to tourism and visitor markets. Listen [here](#).

**Keen to build up a compendium of easily accessible readings that explore Te Ao Māori?  
Send in your 'go to' source material articles and let's build a virtual pātaka.**

**Geography Dingbats** - A lateral thinking puzzle to confound your colleagues over festive mince pies.

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<p>10.</p>	<p>11.</p>	<p>12.</p>

## Answers

1. All over the world
2. A bad spell of weather
3. On the open road
4. A tale of two cities
5. Down by the river side
6. Kings Cross
7. Underground train station
8. A rise in temperature
9. 'T' junction
10. In the middle of nowhere
11. The dead centre of town
12. High seas

## **New contact email address for NEX Correspondence**

Mike Taylor is returning to the secondary geography classroom after 16 happy years working with older students at VUW. All future NEX correspondence associated with project management should be sent to [mike.taylor.nz72@gmail.com](mailto:mike.taylor.nz72@gmail.com) .

If it's specific geography teaching help you are after, then the usual address to contact Jane Evans is [geohelpnz@gmail.com](mailto:geohelpnz@gmail.com).