



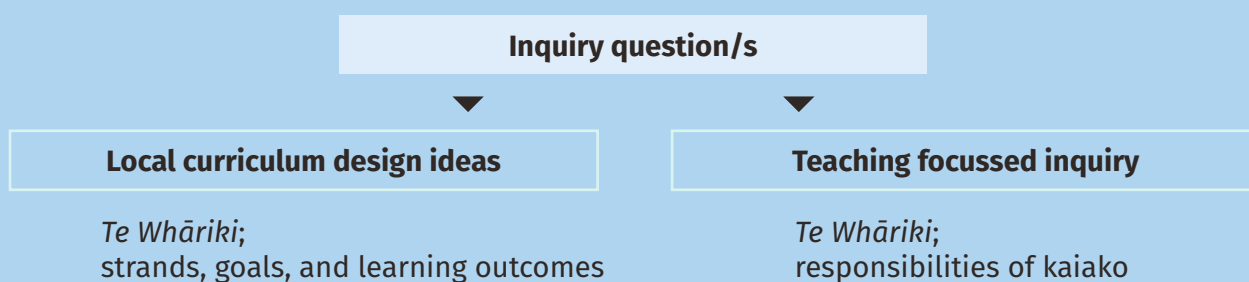
►► About

This resource supports early learning services (ELS) to design and implement a local curriculum based on one of the four themes of Tuia 250, Voyaging. The resource is intended for kaiako (teachers) to use as a backdrop to conversations they have with whānau and tamariki, within their teaching teams and with service management, when designing local curriculum opportunities for teaching and learning. As you reflect on the suggested ideas and inquiry questions, think about how you can adapt your resources to design a responsive curriculum that acknowledges the perspectives and aspirations of tamariki, whānau, hapū, and mana whenua.

Links to the early childhood curriculum *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa – Early childhood curriculum (Te Whāriki)* are made throughout this guide, including stories of practice and resources that are available for kaiako at **Te Whāriki Online**. The responsibility of kaiako is to facilitate tamariki learning and development through thoughtful and intentional pedagogy.

The suggested ideas are some but not all the ways *Te Whāriki* can be woven into this kaupapa (teaching and learning guide). Consider the identified strands, goals, and learning outcomes and, as a teaching team, discuss your own ideas about what valued learning looks like in your setting.

Each section of the resource follows this framework:



►► Overview

Voyaging is a multicultural concept. There have always been people moving around the globe. Those tamariki with links to Māori and Pacific voyagers have a special legacy, as they are the descendants of some of the greatest voyagers on Earth.

As you work with tamariki and whānau, focus on listening to and appreciating the rich diversity of stories of voyaging, migration, and settlement in Aotearoa. Encourage tamariki to see the similarities and differences in the content and telling of these stories – another important part of the development of historical thinking.

Contents

Four inquiry questions guide this resource:

**How do people get here?
How did your family come to this area?**

**Where are the important places you travel to?
Why are they important?
How do you find your way around?**

What's special about your rohe?

**What things would you take on a voyage?
What are the different types of sea vessels?**

►► Introduction

This guide is for the topic **Voyaging** – the 1000 years of Pacific voyaging and celestial navigation, and the meeting of two great voyaging traditions.

Since the arrival of Kupe, many people have come to Aotearoa New Zealand. They have come here for different reasons, using different means of transportation and methods of navigation, and brought different funds of knowledge from their homelands as well as what they learnt during their journey. Each person who has come here has made some impact on this land, either positive or negative.

Using the metaphor of everyone's own journey across different waters, kaiako can use this resource to unpack the many voyages and voyagers that have brought them to where they are in Aotearoa today.

How do people get here?

How did your family come to this area?

▶▶ Background

Just like every culture has its origin story, every tamaiti (child) comes to your early learning service with a rich history of how they came to be here. The following ideas can provide opportunities for shared understanding as you learn about each other's commonalities and differences.

▶▶ Local curriculum design ideas

Journey mapping

Te Whāriki: Belonging Mana whenua learning goal – “Children and their families experience an environment where: connecting links with family and the wider world are affirmed and extended”.

Use mapping with tamariki to trace back and show the journey of how each tamaiti (child) and whānau in your service came to:

- their early learning service today
- the town they are in
- Aotearoa.

Example: Thomas may come to the early learning service on the back of Mum's bike. His Dad may have caught the bus to his job in the city. His Grandad may have flown here from Australia on a Qantas aeroplane and his Nana may be a descendant of Tainui waka. Growing up, his Great-Grandad may have used a horse to get around.

Story sharing

Te Whāriki: Contribution Mana tangata learning goal – “Children experience an environment where: they are affirmed as individuals”.

Invite whānau to share stories about their family travels. You could share as oral history with tamariki or consider recording these stories for tamariki learning portfolios. These stories could be combined into a special voyaging book. Some things you could ask whānau to share include:

- the names of the vessels that have played a part in bringing them here today, offering them a structure to create their personal whānau pepeha “ie ko (*Endeavour*) te waka”
- the meanings behind the names of those vessels
- why they used that type of vessel
- why they moved
- how they felt about moving
- what they learnt from those journeys.

►► Teaching focussed inquiry

Te Whāriki: Responsibilities of kaiako – “Able to support the cultural and linguistic diversity of all children as part of promoting an inclusive environment. Consider what **kaiako responsibilities** may be foregrounded in this inquiry”.

There are many sayings that liken voyaging to our cultures. Below are some examples, a translation, and provocations for practice. You may like to do this activity with your teaching team and whānau to learn different cultural sayings about voyaging, and come up with your own provocation for practice that is relevant to your early learning setting.

Whakataukī/ Proverb/Saying	Translation	Provocations for practice
<i>E kore e ngaro, he takere waka nui</i>	<i>We will never be lost, we are the hull of a great canoe</i>	<ul style="list-style-type: none"> • In what ways is this whakataukī exemplified in the cultures at your service? • What traditions do whānau maintain so the culture isn't lost? • In what ways do you protect cultural taonga like the languages and names of the tamariki in your service?
<i>He waka eke noa</i>	<i>A canoe which we are all in with no exception</i>	<ul style="list-style-type: none"> • How do you ensure that all tamariki, whānau, and kaiako feel they are “in the canoe”, without exception? • What are some ways you ensure an inclusive environment is provided for all tamariki? • Who are the experts in your early learning service, wider community and whānau that you can consult with to support the smooth rowing of your waka? • How can you draw these people in? Who is best placed to do this?
<i>Calm seas never made a good sailor</i>	<i>We become better by overcoming trials</i>	<ul style="list-style-type: none"> • In what ways are tamariki allowed to experience risk? • How can we support tamariki and whānau to challenge and develop perseverance?
<i>Ia lafoia i le fogava'a tele</i>	<i>Cast it on the deck of the big canoe</i>	<ul style="list-style-type: none"> • How can we allow for all voices to be heard and integrated into local curriculum design?

Where are the important places you travel to?

Why are they important?

How do you find your way around?

▶▶ Background

From the time of Kupe until now, Pacific voyagers have known where they were travelling to and why. Tamariki travel to many places either through necessity (the grocery store) or for more meaningful reasons (visiting grandad). These inquiry questions can be used to help tamariki think of what makes places special to them and their whānau, as well as support kaiako to make meaningful learning spaces within the early learning setting.

▶▶ Local curriculum design ideas

Story sharing

Te Whāriki: Exploration Mana aotūroa learning goal – “Children experience an environment where: they learn strategies for active exploration, thinking and reasoning”.

What learning outcomes come to mind in relation to this goal for kaiako? You may also like to look at the Belonging Mana whenua strand for further ideas on how to support ngā tamariki learning. Refer to Te Whāriki Online: **Making good use of learning outcomes**, in particular noting the reference to a compass.

Learn why places are special to tamariki and how they could incorporate what makes places special into the early learning environment. Use a map of Aotearoa, Google Maps, a local town guide, a globe, or use photos of places (for example, the local shops or park) to identify important places that tamariki travel to.

You could consider:

- recording what tamariki say is important about these places
- providing tamariki opportunities to draw, speak about, or video the places that are important to them
- exploring using technology such as maps and globes, as well as maths concepts like keys and measurement.

Exploration and working theories

Te Whāriki: Exploration Mana aotūroa learning goal – “Children experience an environment where: they develop working theories for making sense of the natural, social, physical and material worlds”.

Gather different tools that people use to “find their way”, such as:

- compass
- sundial
- maps
- pictures of the sun, stars, and moon
- manu aute (traditional kite)
- mobile phone
- a picture of a **star compass**
- information about cold and warm air.

Brainstorm with tamariki all the possible ways they think these objects could help people find their way. Remember, no answers are wrong and creativity is crucial for brain development.

During the course of a month you could:

- Place the sundial outside next to a clock and try to teach yourself how to tell the time by making comparisons (tamariki may show an interest in the skill you are trying to acquire for yourself). Make connections between daily routines and the sundial.
- Take tamariki for a walk using a map of the area to find a specific destination that tamariki have chosen.
- Ask whānau who have smartphones to allow older tamariki to help them find their way home using their maps app, or make a paper-based version.
- Create a map with tamariki using a compass, and have a treasure hunt.
- Blindfold yourself and ask tamariki to use their voices to help guide you from one place to another.
- Make **manu aute** (kite) with tamariki and fly them to learn about wind direction. Draw attention to birds and ask tamariki why they think the birds don't fall out of the sky.

Encourage tamariki to notice things like:

- where the sun is in the sky at morning tea and lunchtime
- how shadows fall
- the temperature on their skin and what that might tell them about where they are
- natural life around them (For instance, they might know there are butterflies at their early learning service but may not have noticed they're only there during certain seasons)
- rain clouds – to be aware when it might start to rain
- what smells tell them about where they are
- signs of who or what else may have been here before you, like muddy footprints, bird footprints in the sand, leaves, fur left lying on the ground, or rubbish left by people.

The **Science Learning Hub** has links that can help you learn more about navigating by the stars. You may want to use these in conjunction with emergent interests tamariki have in stars by making a star dome or displaying pictures of different star constellations like Matariki, and encouraging whānau to help tamariki find them in the night sky.

►► Teaching focussed inquiry

Te Whāriki: Responsibilities of kaiako – “Role models for practices that support their own health and wellbeing and that of others. Consider what **kaiako responsibilities** may be foregrounded in this inquiry”.

Understanding how to transfer Māori ways of knowing and being into your practice can help you better support whānau. Watch this video about **wayfinding leadership** and discuss as a teaching team the ways that you can empower whānau and tamariki as wayfinders of their own learning.

In earlier times the tapasā (compass) guided our ancestors as they successfully voyaged across oceans by reading the stars and constellations, marking the winds, and mapping the currents. You may like to review **Tapasā: Cultural competencies framework for teachers of Pacific learners** and explore the meaning of Tapasā as a compass to serve as a guide in your malaga (journey).

What's special about your rohe?

►► Local curriculum design ideas

Local literature

Te Whāriki: Contribution Mana tangata learning goal – “Children experience an environment where: there are equitable opportunities for learning irrespective of gender, ability, age, ethnicity or background”.

Create a display space for tamariki and whānau to share their favourite book for a week. At the end of this time, work with tamariki to decide how many of these books are stories specific to Aotearoa. Ask tamariki and whānau what it is about these pukapuka (book) that they love.

Talk with whānau about how tamariki can develop their sense of self as valued members of society based on the stories they hear.

Ask whānau to share one favourite story about where they are from, their family or local history. If this is available as a book, add it to your service's library. If it isn't, work with tamariki to create their special story as a pukapuka (book) for your service's library in a way that incorporates what they love about their favourite pukapuka, such as rhyming or bright colours.

Excursions about us – exploring the concept of “where”

Nō hea? (where from?), kei hea? (Where is?), and ki hea? (where to?) are three different ways to look at the concept of “where”. Using these concepts, work with whānau to develop excursion plans that are relevant to your people, place, and have a shared purpose.

This might include excursions to places where:

- whānau are connected, like marae or rivers, or local parks or beaches
- your early learning service is situated, like farms and recreation centres that might be places of work or play for parents and whānau
- whānau may access support from the community if they are new to the region or Aotearoa
- tamariki and whānau want to go, based on interest, like a trip to a local construction site.

Alternatively, you could consider ways to support tamariki to be active citizens in their local community, such as:

- taking tamariki for a short walk to collect rubbish from outside your early learning setting, ie a local park
- helping out at a local beach clean up.

Following an outing, you could ask tamariki how they could use items that create less rubbish.

►► Teaching focussed inquiry

Te Whāriki: Responsibilities of kaiako – “Attentive to learning and able to make this visible through assessment practices that give children agency and enhance their mana. Consider what **kaiako responsibilities** may be foregrounded in this inquiry”.

Learning new ways to use technology can make valued learning visible and accessible to wider whānau members. Some digital tools that kaiako might like to use to create ngā tamariki stories include:

- **Puppet Pals** – iPhone app
- **Story Jumper** – e-book maker
- **Pixton** – online comic strip maker for teachers and tamariki
- Your own online portfolio platforms

Consider these ideas alongside research into **boundary objects** and transition strategies that can travel with tamariki between settings (the service, home, and school/kura).

What things would you take on a voyage?

What are the different types of sea vessels?

►► Local curriculum design ideas

Voyaging

Te Whāriki: Communication Mana reo learning goal – “Children experience an environment where: they experience the stories and symbols of their own and other cultures”.

Share with tamariki the story of Kupe:

- Where possible, invite a local kaumātua to share their version of this story.
- Consider books that compliment the Kupe story, such as Gavin Bishop’s book *Aotearoa*.
- If these books are not available or appropriate you could use this **excerpt** from *Tail of the Fish* (1967) retold by Matire Kereama (nee Hoeft), a Kuia of Te Aupōuri iwi.

Discuss with tamariki:

- why they think Kupe and Nukutawhiti made their journeys
- what things Kupe and Nukutawhiti might have brought with them and why, such as kumara, fresh water, and ways to fish
- what kinds of things they might take on different kinds of trips like a short trip, a sleepover, a boat or plane trip

Gather some of the items tamariki list and have these displayed for whānau to see.

Vessels

Te Whāriki: Communication Mana reo learning goal – “Children experience an environment where: they discover different ways to be creative and expressive”.

Discuss with tamariki different types of sea vessels they know of.

- You may like to access your local library to research a wider range of sea vessels.
- Find a way to represent a range of vessels from the different cultures in your service.
- Lead to an investigation into the various parts of these vessels and the different ways they are used.
- Whānau might support you to gather items that could help tamariki build model sea vessels.
- Provide opportunities for tamariki and whānau to see or even visit a real-life version of different vessels.
- Encourage tamariki to notice the different features of various vessels. Support them to use descriptive language and to identify similarities and differences.

- Support tamariki to engage in possibility thinking – “what might be ...” and to imagine the purpose of this vessel. You could use this strategy with replicas of existing vessels and ones designed by tamariki, to hear their ideas and creativity.

►► Teaching focussed inquiry

Te Whāriki: Responsibilities of kaiako – “Role models for practices that support their own health and wellbeing and that of others. Consider what **kaiako responsibilities** may be foregrounded in this inquiry”.

The concepts of voyaging could be likened to the learning journeys experienced in your early learning service. Often teams use metaphors and whakataukī for conceptual ideas and inspiration and to encompass key messages. For example, the concept of being on board the waka can denote unity or connectedness.

- How might some of the concepts of voyaging, wayfinding, and navigating relate to your team or the philosophy and vision of ELS?
- Consider the various roles and skills of people at sea in relation to your leadership and local curriculum priorities – how do you “voyage” as a team?

Story of practice

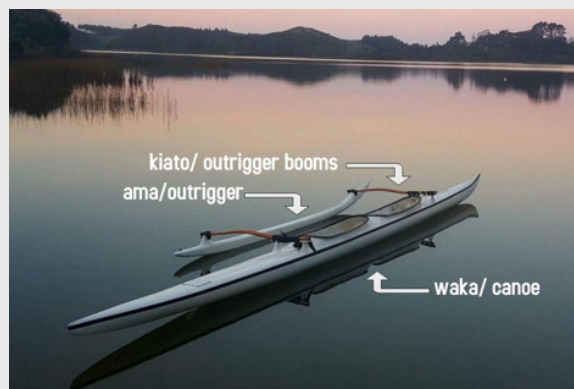
One ELS has used the metaphor of a waka ama team to describe how whānau, tamariki, and kaiako make up their learning team.

Our ELS uses the metaphor of the waka, the vehicle that moves us along our learning journey.

The water is our curriculum. It’s everything around us; everything tamariki, kaiako, and whānau experience. It can be fun or beautiful or dark or difficult to work with.

The ama is our community – the people, the places, and the government influences. It provides the balance that keeps us upright. If there is a problem with the ama it can put us off balance.

The kaiako are the strength of our connections to our community. If these are fastened correctly to the waka we are able to use our wider environment to travel safely over the water. If our connections to our community are weak, the waka can seem flippy and unstable.



If appropriate, as a teaching team, you might want to find out more about waka ama. Alternatively, with whānau, investigate what sea vessel adventures are offered in your local area and also nationally such as three **tall ship programmes in New Zealand**. Te Wananga o Aotearoa also offers a **National Certificate in Waka**.