

He Ara Hou: Finding Our Way in Bicultural PE Learning Design

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU



KO KYLIE TOKU INGOA





KO AMY TOKU INGOA

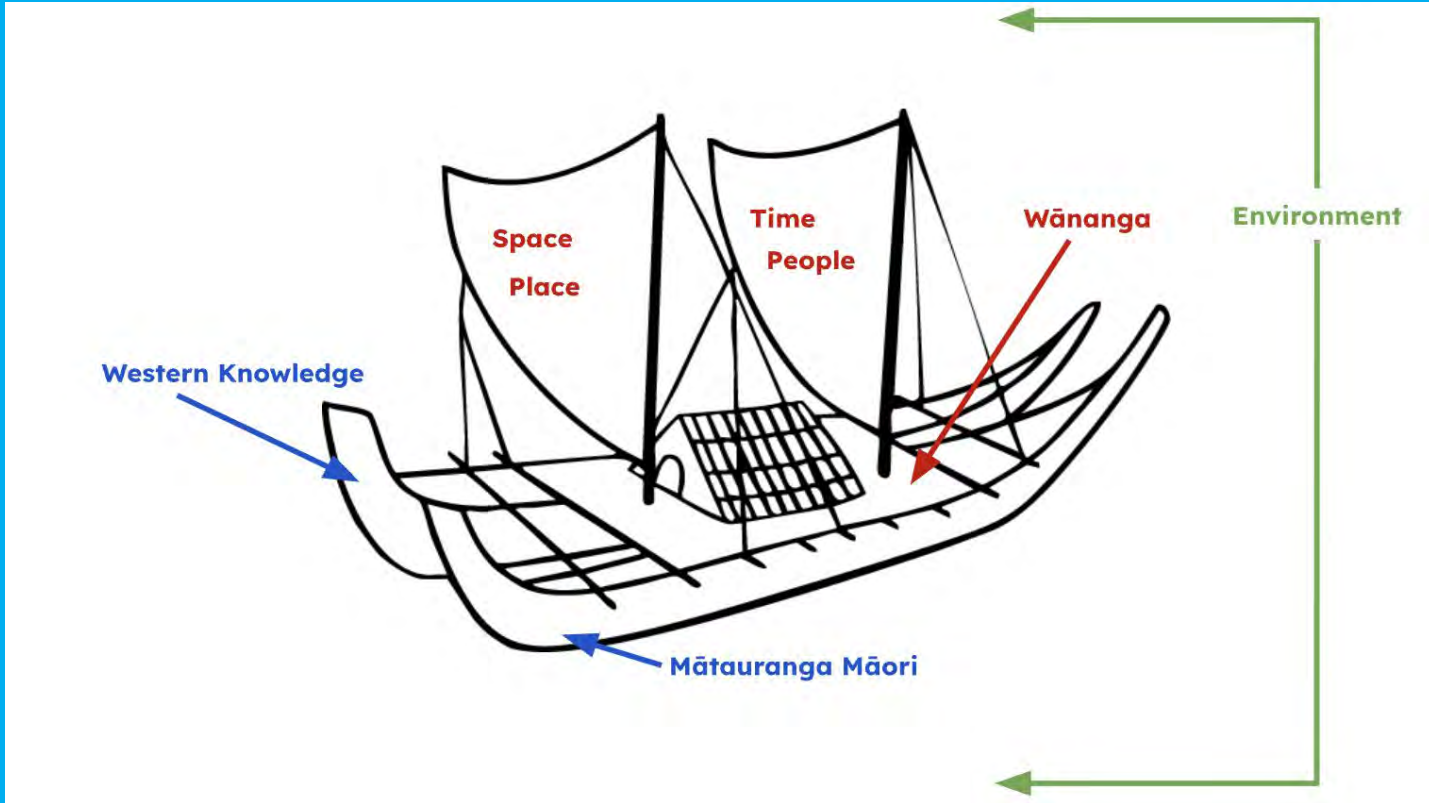




KO HEEMI McDONALD AHAU



What is biculturalism?



BASKETS OF KNOWLEDGE



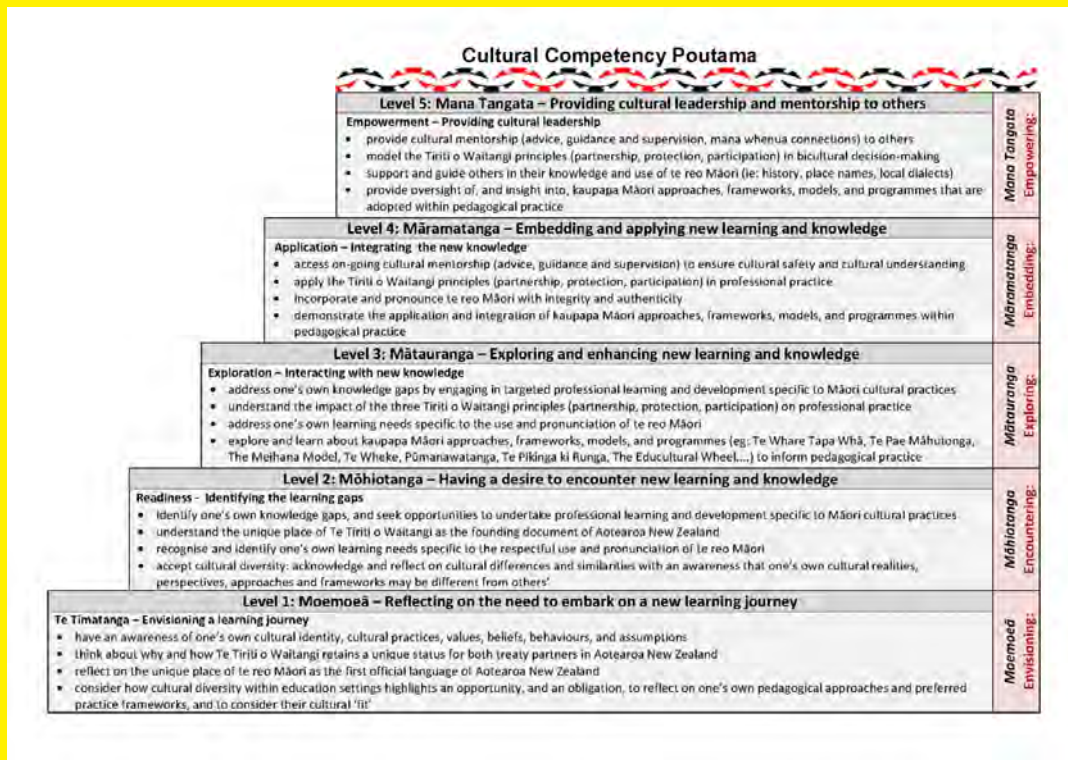
TE ARONUI

HE POUTAMA WHAKAMANA

(MACFARLANE, 2018)

Mā te huruhuru ka rere te manu

Adorn the bird with feathers so it may fly



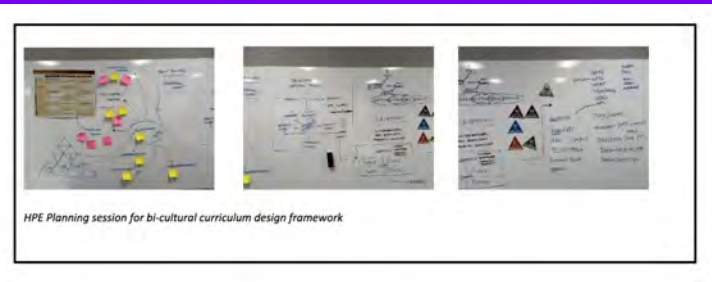
ENACTING TE ARONUI



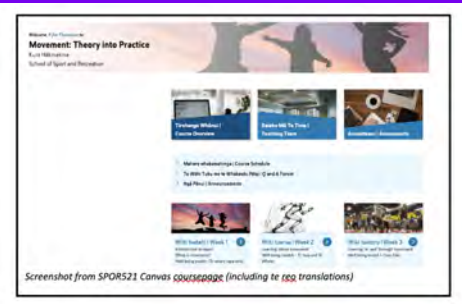
OUR GUIDING POU

Our Curriculum is informed by Aotū Te Tiriti framework that has been embedded in all levels of our curriculum design. Sports, Exercise and Health

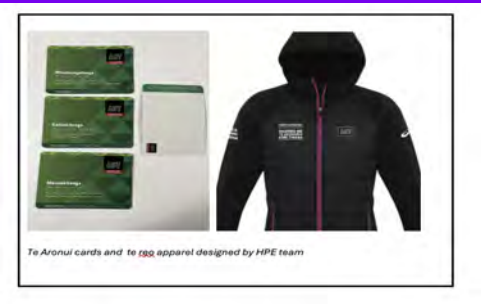
WHAKAMAHA Whānau The principle of equity	WHAKAWE Whānauwhānauwhānau The principle of Partnership and Connection	WHAKAWE Whānau The principle of informed decision making	WHAKAMAHA Whānau The principle of active protection	WHAKAHUI Whānauwhānau The principle of active guardianship
Bicultural Ways of Knowing Eg. Māoriwhānau Whānau is embedded in our curriculum design along with western approaches to learning	Links to mana whenua Links to industry Eg. How do we partner with Local Iwi, Māori Advisory, Guest speakers, relevant case studies within curriculum design	Ākonga Voice How do we use student voice to inform curriculum design	Te rōo Māori The Māori way of doing things is embedded into our curriculum design eg. when planning it relevant to your course	Māori Data Sovereignty What do we need to consider with Māori data sovereignty in our curriculum design and assessment approaches
<ul style="list-style-type: none"> Whānauwhānau – use of whānauwhānau for each week related to the learning Local partners – share local stories related to AUE and movement contexts te ao ākonga – world of movement – explore and participate in a range of related movement eg. Haka, poi ngā taonga tākaro – explore traditional local games eg. ti utu, ki o rāhi, whānau whānau Te Tāwhiri – explore maramataka and the impact on movement Ahau ākonga framework in relation to environment and well being Explore a variety of well being models eg. te ākonga tāwhiri, te whānau, te ao ākonga 	<ul style="list-style-type: none"> Ngāiwi Pono – EP Whānauwhānau Range of guest lecturers – Richard Wright Workshops <ul style="list-style-type: none"> MMA Yoga Dance eg. extreme hip hop Haka/braam Haka/Poi Circus 	<ul style="list-style-type: none"> Co construct with some first-year students who have SPORES11 Feedback on LbV and learning experiences. Real world contexts Consideration of future job skills and knowledge 	Greening/ <ul style="list-style-type: none"> Kia ora – hello, Mōreore – Morning Kia te pai – it's all the good Kia te ākonga tāwhiri/houtou – how are you? / all, Instructions <ul style="list-style-type: none"> Whānauwhānau whānau / ki te ākonga tāwhiri – listen to / look at, etc. Māka te mahi – do the work, He Pātai – any questions Āe – yes Āhā – No Āko – again Mō tāwhiri [my mistake] Kōwhiri – Sorry 	
SPECIALISED COURSE RESOURCES AND TIMETABLING Eg. How do we ensure equity in student access to equipment, sport facilities, provisions etc. with our curriculum design	Connection with our students Eg. How do we connect and get to know our students within our curriculum design	AKO The Māori way of learning is embedded in our curriculum design eg. Whānau, Kōwhiri, whānauwhānau, whānauwhānau, whānauwhānau (that supports) our students in their learning and learning	Tikanga The Māori way of doing things is embedded into our curriculum design eg. Whānau, Kōwhiri, whānauwhānau, whānauwhānau, whānauwhānau (that supports) our students in their learning and learning	AI Considerations What do we need to consider with AI in our curriculum design and assessment approaches
<ul style="list-style-type: none"> 2-4 back to back Outdoor learning team Craig Harrison Tony Same experiences north and south campus 	<ul style="list-style-type: none"> Whānauwhānauwhānau built into our every day whānau Workshops Consistent structure with each workshop so you get to know students over the 12 weeks. 	<ul style="list-style-type: none"> Niho Taniwha – on design course with first year students Learning Models – range of Māori ways of learning, embedded in the learning experiences (see 12 design) Āko – opportunities for students or teachers to lead the learning. Learning goes both ways. Taukara – Teia - 	<ul style="list-style-type: none"> Explain expectations of course, Kaupapa and whānau encourage tangata to do the right thing by providing them with the essential information, Kāwhiri, Whānauwhānauwhānau – start of whānauwhānauwhānau to get to know students and learn their names Manakihanga – first years show hospitality of where they can get support and help from. One on ones where necessary. 	<ul style="list-style-type: none"> Practical reflection and application of theory. Assessments that require reflections on the doing



HPE Planning session for bi-cultural curriculum design framework



Screenshot from SPORS21 Canvas course page (including te rōo translations)



Te Aronui cards and te rōo apparel designed by HPE team



School wide participation in ngā taonga tākara session

Mana whenua co- design

"I have collaborated with the School of Sport and Recreation was thoroughly impressed with the support from the HPE department in the pursuit of Mātauranga Māori. The HPE team at AUT are a shining light in a diminishing area where the support for things Māori are losing traction in some institutes and yet in this discipline they excel!"

Dr Ihirangi Heke – Atua Matua Professional Development (Personal Communication, 3 April, 2025)



"I think Dr Ihirangi Heke had the most powerful guest lecture. His life experience, the way he spoke and connected with us and just his over all wairua was amazing. Again, although it made me feel out of my comfort zone it definitely left me with knowledge or a better understanding of Te Reo Māori and Māori knowledge as a whole. I feel doing this lesson made me have a deeper appreciate for this as well".

Tysha ~~Ikengiso~~ – Year One student enrolled in the HPE major

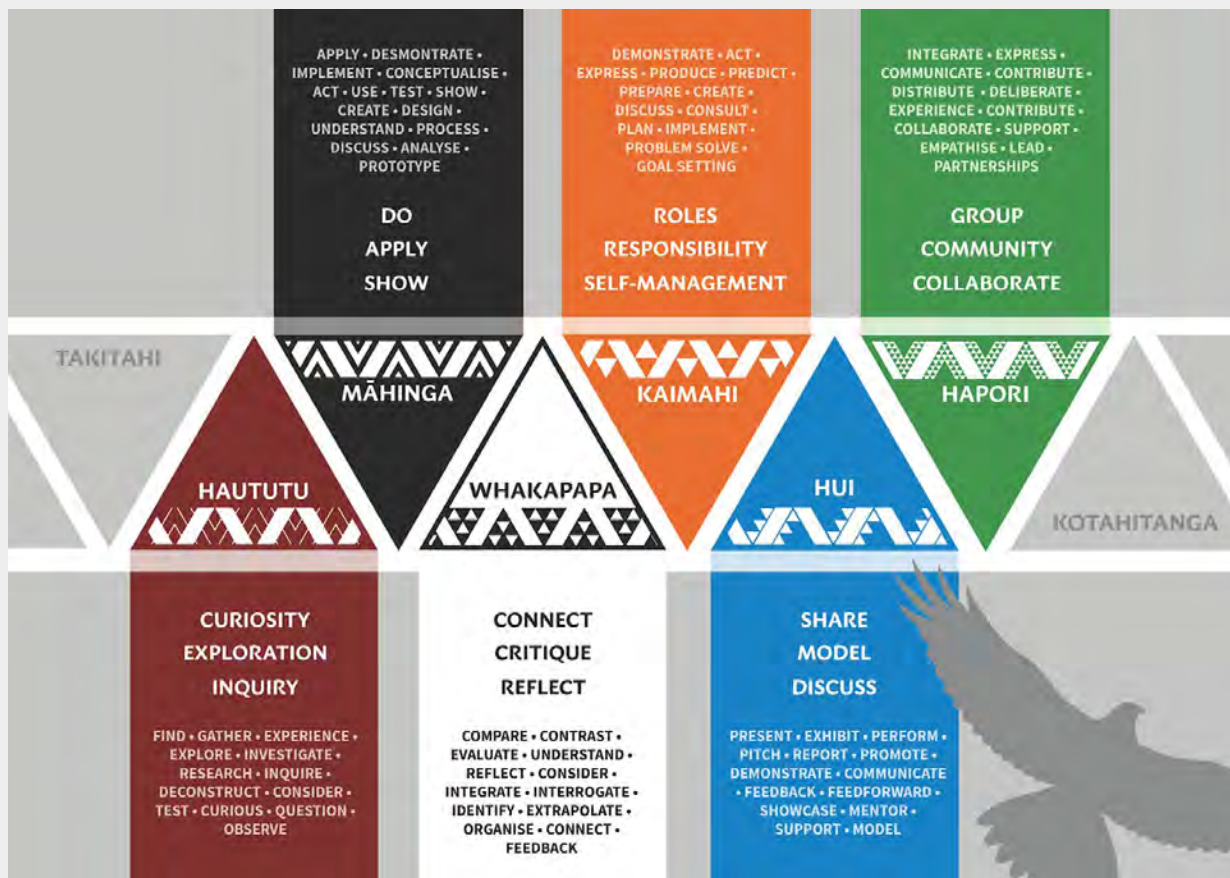


"The inclusion of mana whenua (Ngāti Pāoa) and me being a descendant of Ngāti Pāoa has been a great experience. The HPE team has been so open to working and collaborating in order to keep strong relationships with Māori. Collaboration between mana whenua and academic institutions like Auckland University of Technology has offered a powerful opportunity for us to create shared pathways toward improved health outcomes for students. This partnership has promoted healthy relationships between our local iwi which has promoted opportunities for both parties. When Māori knowledge and leadership are truly valued and included, we not only honour Te Tiriti o Waitangi but also strengthen the foundations of health education in Aotearoa for all learners".

Kaiwhakahaere Matua (CEO) Mana Tu: Eparaima Paratene (Ngāti Pāoa) - (Personal Communication – 2 April, 2025)

LEARNING MODES

RSHS & LEARNING MODES



ĀKONGA IMPACT

"As a Māori who didn't grow up immersed in the culture, this experience has been refreshing, grounding, and has given me a strong sense of pride and connection to my heritage ...The AUT Health and Physical Education team has created a safe and welcoming environment, supported by lecturers and guest speakers who are not only insightful and engaging but also approachable, friendly, and always willing to help. The content has been both interesting and highly relevant, especially the Māori perspectives on life and their direct connection to movement. It's been an eye-opening experience, and I strongly believe that this bicultural lens approach to learning will have a profound impact on anyone seeking to engage more deeply with culture".

Ivan Harris – Year One student

"For someone who didn't really learn te reo Māori at school and went through more the basic understanding of movement, it is cool to now gain knowledge and see the world through a different lens even though it is out of my comfort zone. For me having the bicultural lens in the movement paper has let me see movement through a different lens, one that I haven't been taught before. I feel been taught using a different cultural lens helps widen your thought processes and understandings of the world - particularly looking into the Māori knowledge and movement".

Tysha Ikengiso – Year One student



HE PĀTAI?