

Rangatahi
PENZ Group





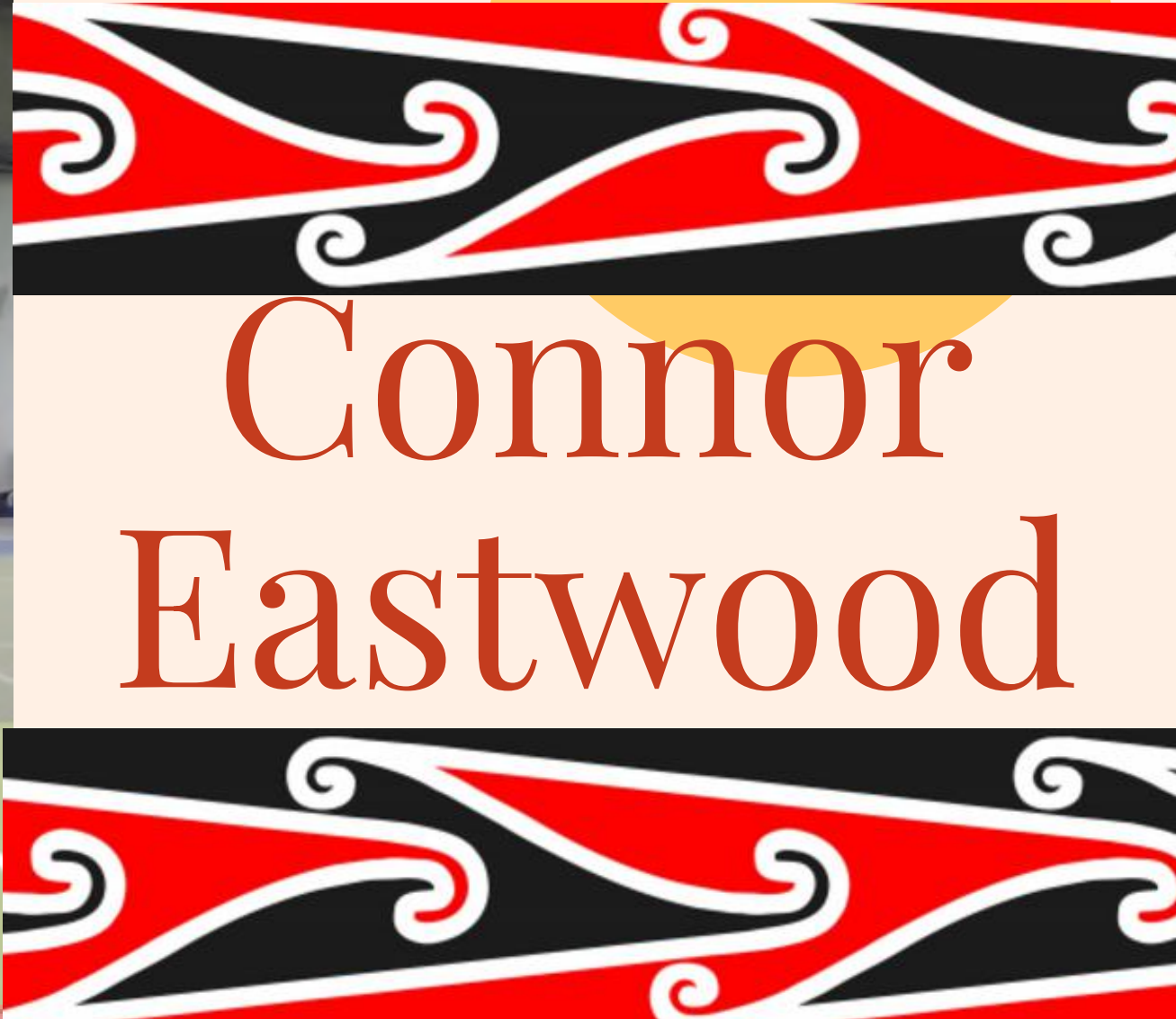
Who are we?

Ko wai mātou?





Connor Eastwood
Centre of Indigenous Science



Connor Eastwood



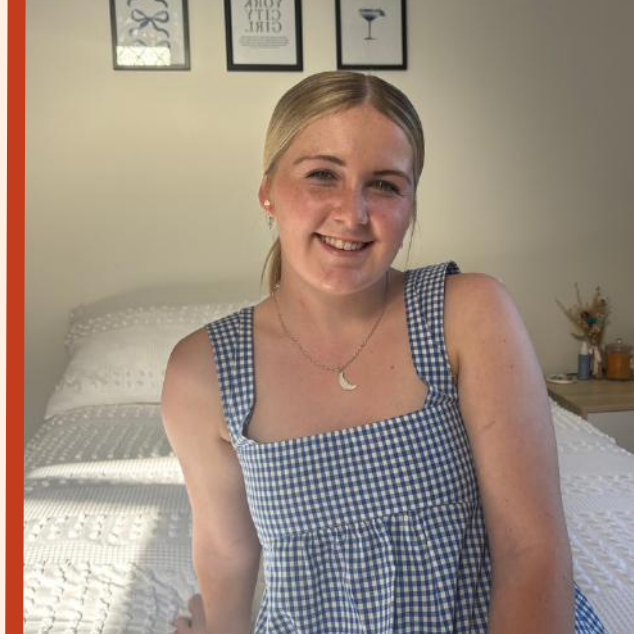


Holly Taylor

Originally from Oamaru

Currently living in Ōtepoti, and studying at University of Otago

Love sport & spending time with friends and family





Olivia Bennett



Paige Witehira



SKI-ER!	MASTERS	STEVES	MUST COMPLETE	POWER
8-15 REBS	100 CALS MIN 209	10-20 CALS	MIN 5 REBS	8-15 CALS
LILO, MIA, SIOBHAN	WARRIOR, ANNA, LYN	PAIGE, MIA, PAIGE, ANNA	MIN 5 REBS OF OTHER EXERCISES!	PAIGE, MIA, PAIGE, ANNA
FEMMES 261		FEMMES 380		FEMMES 226
PAIGE, MIA, PAIGE, ANNA		PAIGE, MIA, PAIGE, ANNA		PAIGE, MIA, PAIGE, ANNA
MIXED 261		MIXED 457		MIXED 254
BOBBI, KATHA, DAYNA, ANNE		BOBBI, KATHA, DAYNA, ANNE		BOBBI, KATHA, DAYNA, ANNE
MIXED 312		MIXED 582		MIXED 285
MIXED THE BOYS 334		MIXED THE BOYS		MIXED THE BOYS



Hannah Stow



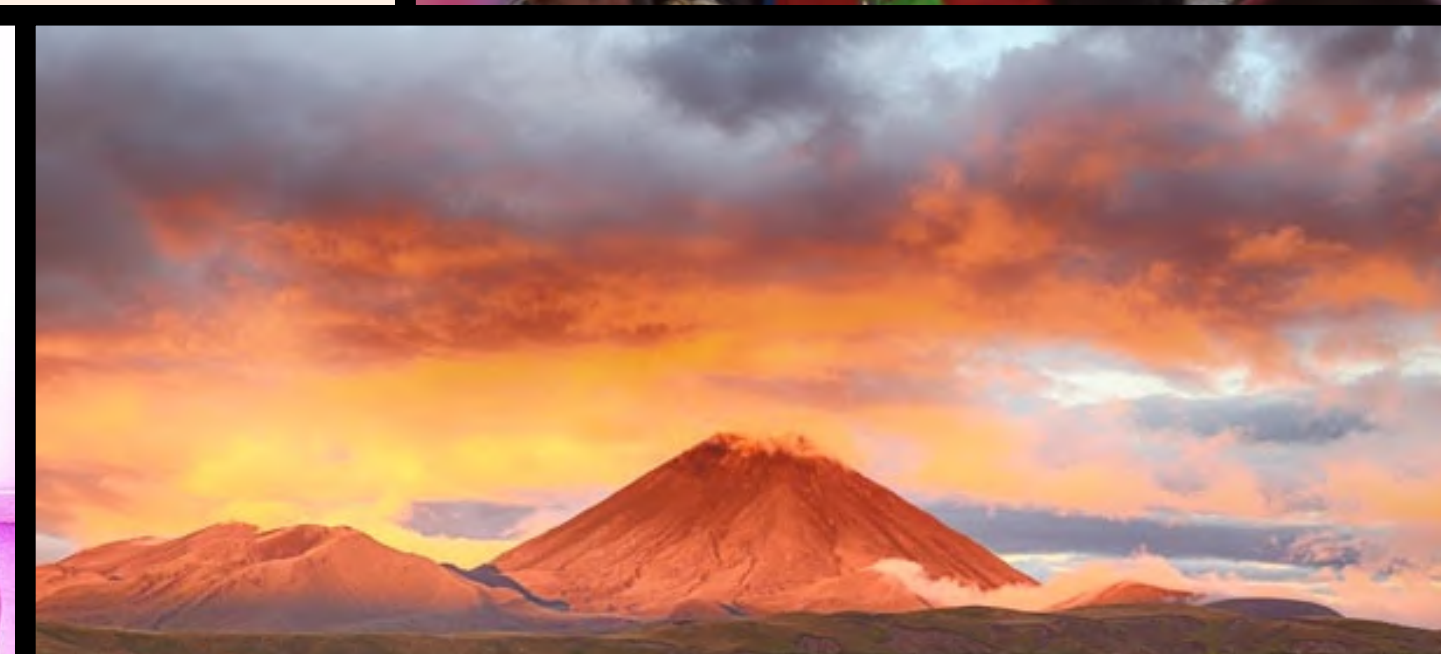
Abbie Watson





Brodie Devon

Ngāti Rangitihi, Te Arawa, Ngāti Tūwharetoa, Kai Tahu



Te takenga / The Purpose

★ Integrity

- Keeping true to the group
- Acting in the best interest as Rangatahi
- Being an authentic role model for the younger age groups we intend to collaborate with.
- Making an effort to show up to meetings, and reach deadlines for tasks we have set

♥ Enjoyment

- Comes back to seeing the value in what our projects are, having a purpose
- Doesn't always have to be serious
- Connecting with each other, sense of kohitahitanga (unity)

Rangatahi Values



Purpose ⚡

- Ensure that we are engaging with projects that have purpose to us.
- Having a sense of direction with every task and opportunity that we take on.
- Coming back to our own personal values and "Quality Bi-cultural Physical Education"

Teamwork 👥

- Supporting each other- asking for help when we need it.
- Taking on respected roles and other roles when we need to.
- Effective communication with each other.

The Process

1. Questions
2. Literature Review
3. Study Design
4. Data collection (Term 3)

Questions

Thought process.

Māturanga Māori in P.E.

How to keep it relevant to Rangatahi.

A focus group.

Questions / Pātai

What elements of Māori culture do you remember from your PE experiences?

What do/did you enjoy about PE? (engagement)

What do/did you not enjoy about PE? (engagement)

What do you think the purpose or point of PE is?

If you could teach PE what would you want to learn about?

What keywords or phrases do you think about when you hear the words “physical education”?

“Biculturalism in education is not simply about learning Māori language or culture; it is about creating a learning environment where Māori students feel valued and empowered, where their identities are affirmed, and where they have the same opportunity to succeed as Pākehā students.”

Penetito (2010)

THINK / PAIR / SHARE -

What could this look like in a PE setting?

What actually is ‘bicultural Physical Education?’

Our literature review suggested that bicultural physical education could look like:

**Tikanga
Māori in
curriculum**

**Matauranga
embedded in
learning
environment**

**Culturally
Responsive
Pedagogy**

**Visibility of Te
Reo Māori**

**Prioritising
holistic
learning**

**Community
centered
practice**

Barriers

- 1 Inadequate teacher training**
- 2 System and policy misalignments**
- 3 Westernisation of Māori concepts**
- 4 Ongoing colonial influences**

Gaps

Lack of recent, focused research on bicultural PE in contemporary secondary schools.

Limited insights into both student perspectives and experiences of bicultural PE.

So, why's this important?

Outlines that while progress has been made, gaps still remain

Underlines kaupapa for our work through establishing a sound understanding of bicultural PE

Outlines the necessity for authentic integration of matauranga in PE

Tetahi Wero! / A challenge!

What are three non-negotiables you would include on your dream resource to aid in authentically implementing bicultural PE into your practice?

Data Collection

Term 3

Term 4



South Island
Kura

Focus
Groups

North Island
Kura

Ka aha tātou?

Ethics Approved

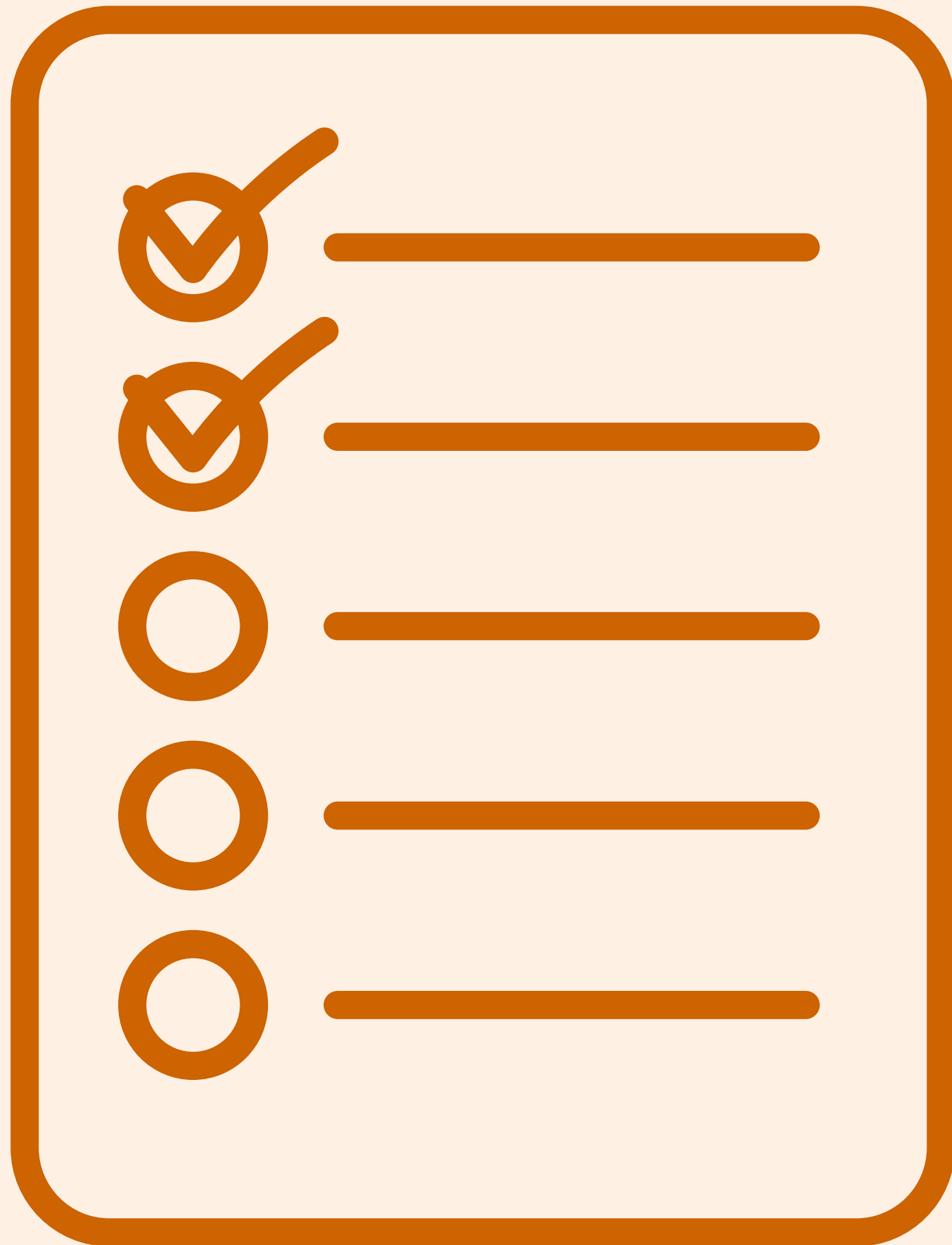
- Data collection.

What are we wanting from this?

- Understanding current experiences of ākonga & using their voice to enhance kaiako understanding to provide quality bi-cultural education.

Group Foundation

- Providing a foundation for our group going forward.
- Potential to include ākonga for more authenticity.



The background features several large, semi-transparent geometric shapes in shades of orange and yellow. In the top-left corner, there is a large orange arc and a smaller solid orange circle. In the bottom-left corner, there is a large yellow semi-circle. In the bottom-right corner, there are two overlapping semi-circles, one in a darker orange and one in a reddish-orange.

Survivor Game