



Reflect to Reveal

1. What cultural perspectives does Keri Opai want pupils to take away from this exemplar?
2. How are Whānau values reflected in the materials on *Takiwātanga*?
3. Why is the concept of *Takiwātanga*, authenticity and identity so important to be reprised over a curriculum?
4. Why is it important to use culturally meaningful terms for health and wellbeing?
5. Can you explain *Takiwātanga* within the context of the culture (s) you teach?

Questions for my Colleagues

- ? How does preparing simple materials and support resources help learners engage in strategies for Mediation?
- ? Is there similar discrimination present within the culture (s) that you teach? Do you have questions about how to include it in your curriculum? Please share with your colleagues.
- ? Share a design feature that you notice and share why with your colleague. Ask your colleague a question about this exemplar.
- ? What would you do differently? What would you add or otherwise change?

Re-Imagine and Elaborate

- 1) What else might the Tui Ora organization like to see to support Whānau health and wellbeing?
What would you like to know more about *Takiwātanga*?
- 2) Would these tasks come before or after the ones you see in the AATT?

- 3) How could you collaborate with art, music and health teachers at your school?
- 4) What can other pupils do in class while they view products or presentations?
- 5) How might you adapt any of these tasks for your chosen curricular theme, transfer targets, and cultures?

Ask the Designer

What is your question for Mr. Keri Opai? What else do you want to know about this exemplar, the *Te Reo Hāpai* glossary and the work he does to support family health and Te reo Māori?

Research in the Practice Redux

Which design features, researchers and practitioners do you think may have guided Keri Opai and Dr Eddy in creating this exemplar? How did they design with these in mind? Explain below for each component given.

- 1) All concepts, themes and topics can be uncovered at any level in a spiral curriculum
- 2) Performance tasks and reflection informed by background knowledge and cultural response
- 3) Solve problems and create products of value to the cultural community
- 4) Tasks which facilitate mediation with others and compare what pupils already know with new content
- 5) Is there a design feature that calls out to you? Share with colleagues.