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# Introduction

**In September 2021, the Ministry of Education engaged Huia Publishers to conduct an evaluation of the Sparklers web-based toolkit – a digital platform currently funded by the Ministry of Health that provides wellbeing tips for tamariki (children) in primary and intermediate schools. Developed as part of the All Right? Campaign, Sparklers is made up of over 100 wellbeing activities created to support young people to look after their own wellbeing, build positive mental health, cope with life’s challenges and build positive relationships.**

**The primary driver for this evaluation was the need to align Sparklers with the National Curriculum, namely *The New Zealand Curriculum*, *Te Marautanga o Aotearoa* and *Te Whāriki* in both of its strands. This included supporting Māori learners as the Ministry of Education moves to focus on the New Zealand Curriculum’s principle to strengthen the implementation of Te Tiriti o Waitangi. This involves wider use of te reo Māori (Māori language) and tikanga Māori (Māori customary practices and protocols) in schools. Equally important is the intention to ensure the Sparklers website also supports Pacific learners, whānau and diverse learners.**

The Sparklers website was established in the wake of the major earthquakes that affected the Canterbury region in 2010 and 2011. The impact of these events on tamariki and young people was significant. It resulted in widespread emotional and behavioural issues for children at home and school in the wider Canterbury area and requests from the education sector for tools to help support the wellbeing of young people. In response, the Sparklers digital toolkit was developed (All Right?, 2019). It was piloted in over 50 Canterbury-based schools in 2016 and formally launched at Kaiapoi Borough School in June 2017. The online activities it presents were developed by behavioural specialists and informed by research and clinical expertise.

The Sparklers toolkit has expanded over the last four years with the addition of supplementary activities to its online pages to cater to the growing number of schools utilising this platform.

It is important to state upfront in this report that Te Tiriti o Waitangi holds equal mana, importance and relevance in The New Zealand Curriculum (NZC), Te Marautanga o Aotearoa, Te Whāriki: Early Childhood Curriculum and Te Whāriki a Te Kōhanga Reo. However, the Sparklers website was developed almost completely void of any alignment to Te Marautanga o Aotearoa and Te Whāriki a Te Kōhanga Reo. But it is intended that further improvements will be made to ensure Sparklers supports the wellbeing of children and young people in the many unique and diverse education settings across Aotearoa New Zealand, including those in Māori medium education.

The Ministries of Health and Education recognise that there is an opportunity for Sparklers to provide wider support to teachers, schools and whānau. However, to address the diverse needs of all learners, more work is needed to align the website and toolkit with projects currently being rolled out by the Ministry of Education. The aim is for Sparklers to provide fit-for-purpose, inclusive, curriculum-aligned, culturally sustaining and appropriate content that strengthens the social and emotional competence of our children and young people across the country.

## Previous Reviews

Since its establishment, the Sparklers toolkit has been the subject of two previous reviews. The first review was conducted by the Canterbury District Health Board in 2018 and focused on capturing the experiences of those teachers and students using the web-based resource in primary and intermediate schools (Canterbury District Health Board, 2018). The second review was conducted in 2020 and was an independent review by Ihi Research that focused on the impact of the Sparklers resource for students (Goldsmith, Hynds, Kus-Harbord, Leonard, & Savage, 2020). This evaluation aims to build on the findings of these two reports.

## Purpose of Evaluation

The purpose of this evaluation was to appraise specific areas not directly addressed in the previous two reviews of the Sparklers website. A key focus of this evaluation was the appropriateness of the online content for Māori and Pacific learners across all education schools and settings, including tamariki and young people in Māori medium education settings. This evaluation aimed to assess whether the Sparklers website provided content that was:

* Culturally sustaining
* Aligned to the National Curriculum
* Strengthened social and emotional competence.

This evaluation also sought to:

* collect data around current use of the Sparklers resource in schools
* identify and make recommendations around any changes required to ensure the existing content was appropriate for use in Māori medium schools and settings.

This evaluation report has been written primarily for the Ministry of Health as the key funder of the Sparklers website, and for the Ministry of Education as a secondary audience. It summarises the evaluation conducted by HUIA of the Sparklers website and overviews the evaluation design, its scope, limitations and opportunities for further research. It describes criteria that future resource development for the Sparklers toolkit needs to adhere to so that it fits within a curriculum-aligned framework. It also offers recommendations for work needed to align the current content with the following Ministry of Education curriculum, strategy and policy documents:

* *The New Zealand Curriculum* (Ministry of Education, 2007)
* *Te Marautanga o Aotearoa* (Ministry of Education, 2017a)
* *Te Whāriki* (Ministry of Education, 2017c)
* *Te Whāriki a Te Kōhanga Reo* (Ministry of Education, 2017c)
* *Ka Hikitia – Ka Hāpaitia: The Māori Education Strategy* (Ministry of Education, 2021a)[[1]](#footnote-1)
* *‘‘Mental Health Education in the New Zealand Curriculum’* (Ministry of Education, 2021c)1
* *He Māpuna te Tamaiti* (Ministry of Education, 2019b)
* *Te Takanga o te Wā* (Ministry of Education, 201) and Aotearoa New Zealand histories.

Finally, this report makes recommendations to inform future investment in activities for the Sparklers website. These include changes to specific activities to improve existing content and ensure it is culturally sustaining and appropriate for tamariki and young people in Māori medium education settings, and in schools where the predominant language of instruction is English. It also includes analysis on the suitability of current content for Pacific learners and their families and recommendations to improve the existing activities for these audiences.

These recommendations are intended to support the Ministry of Health in making informed decisions about future investment into the Sparklers toolkit. The goal is to ensure that kura[[2]](#footnote-2) and schools are well-resourced to strengthen our tamariki, mokopuna (grandchildren) and rangatahi (youth) to look after their own wellbeing, cope with life’s challenges and build mental health and positive relationships.

## Research Design

The initial evaluation design of the Sparklers toolkit had two key phases of data collection:

* sector engagement – HUIA would engage with teachers from approximately 5–10 education settings to gather general feedback about the current use of the Sparklers Toolkit in schools
* evaluation and analysis of activities in the Sparklers toolkit – including the development and application of a digital evaluation tool to review activities on the Sparklers website.

The sector engagement was to include visits to a sample of schools and kura across Aotearoa New Zealand representative of the diversity of the settings in the education sector. It was intended that we would visit schools and kura around the country and hold involve face-to face interviews and focus groups with teachers, whanau and students.

However, early attempts to engage schools and kura in the evaluation soon revealed the need to rethink the research design. It became clear, when we approached a number of schools, that many were dealing with significant challenges and pressures as a result of the impact of the COVID-19 pandemic. Some of the teachers we contacted were exhausted from what had been an extremely challenging 18 months – not only for the education sector, but also at a personal, whānau, community, national and global level. Schools had only recently come out of lockdown or were still in it. Teachers were having to deliver their teaching and learning programmes online and rejig their exam timetables, school events and trips in an effort to continue delivering their programmes. As a result, and in consultation with the Ministry of Education, it was agreed that the sector engagement component of the project would be scaled back significantly from what was initially intended.

The revised research design focused on gathering data from one or two kaiako from Māori medium education settings about:

* **use**: how the Sparklers toolkit was being used in kura
* **usability and accessibility**: whether the Sparklers toolkit was user-friendly and accessible for learners in their kura
* **content**: whether the content was fit for purpose and engaging for learners in their kura.

In the end, two kaiako from two different Māori medium settings were interviewed. Both kaiako provided valuable feedback on the Sparklers toolkit. This informed the recommendations included in this report.

For the second phase of the project, the team of specialist content developers at HUIA reviewed the Sparklers website. The team has extensive experience and expertise in developing education resources, particularly for Māori medium schools and settings, and it critically reviewed and evaluated the 91 activities hosted on the Sparklers website. A digital evaluation tool was developed to collect and collate qualitative and quantitative data during the review process, including descriptor and evaluation criteria for each activity. The analysis of data identified the key themes and considerations in the discussion, findings and recommendations of this report. The reviewers evaluated the draft resource by applying several different lenses to determine what (if any) changes would be required to reversion the material so that it would be fit for purpose and appropriate for learners in Māori medium settings, and in schools where English is predominantly used as the main language of instruction.

The content developers considered whether the activities:

* provided authentic, high-quality content for learners across the diverse settings in the education sector
* provided for the diverse needs of audiences across the education sector and in particular the Māori medium education sector
* were well designed (in terms of the instructional design and universal design principles)
* were educationally sound
* were fit for purpose
* were culturally appropriate
* aligned to the National Curriculum
* required any changes to make them appropriate for their intended audiences.

Functionality for education participants across the sector was kept front of mind. The Māori medium education sector, in particular, is diverse and vulnerable to its own set of unique challenges. It is therefore important to understand the realities for audiences in Māori medium education settings so that any resources developed meet the needs of learners and kaiako.

A further aspect of this phase of the project was the engagement of Cook Islands Māori resource development expert and education consultant Teremoana MaUa-Hodges to provide feedback on the Sparklers website from a Pacific perspective. Teremoana analysed the digital content and focused particularly on the alignment of activities to the Ministry of Education’s *Action plan for Pacific education: 2020–2030* (Ministry of Education, 2020a) and the Tapasā model – a tool designed primarily to support non-Pacific leaders, teachers and boards to engage with Pacific learners in culturally responsive ways (Ministry of Education, 2018b).

## Limitations of the Evaluation

The tight timeframe for this project and the impact of the global pandemic on schools, kaiako, students and whanau were two significant factors that affected the roll-out of this evaluation. In some ways, they limited the richness of data that could be collected as part of the review. However, the data gathered in evaluating the Sparkler activities and engaging with kaiako enabled the articulation of key recommendations in this report.

A further limitation to note is that because of the short timeframe for the project the review of the digital content from a Pacific perspective was limited to only a high-level analysis of the Sparklers resource. There was not enough time to conduct a detailed analysis of each activity for this evaluation report. Furthermore, while Teremoana provided a perspective as a Cook Islands woman, it is important to note that Pacific peoples have their own unique realities, experiences, aspirations and perspectives that should be reflected in the Sparklers website. So, while the high-level analysis from a Cook Islands perspective is extremely relevant and helpful, it highlights a need for further research and engagement with Pacific communities.

## Opportunities for Further Research

Significant time, expertise and investment has been put into developing the current Sparklers resource. It is understandable that the Ministries of Health and Education are keen to ensure it is fit for purpose and culturally appropriate for the diverse learners for whom it is intended. It is therefore recommended that the Ministries consider investing in further engagement with the multiple and diverse Pacific communities who have not yet fed into the development of the resource to ensure that the perspectives of these learners and their families and teachers are reflected in the Sparklers website.

Furthermore, it is recommended that the Ministries consider further engagement with teachers at a later date to inform the future development of the platform.

Exploring what resources would be effective for whanau to support their children’s learning would also inform the development of content for the Sparklers resource. Further research in this area would be especially relevant given the changing and increasingly active role of many whānau in their children’s education due to lockdowns. As a result, the need for resources that support students to learn online in their home environments has increased, and with that, the need for whānau to be able to engage with and access resources that will help them strengthen their children’s learning.

Further research along these lines would provide important insights into what kinds of resources work best for audiences across the education sector. The following section provides a general overview about what we already know makes a good resource.

# What Makes a Good Resource?

**In recent years, the Ministry of Education has developed a number of guidelines to inform resource developers about what makes a good educational resource. These include the eight principles of effective educational resources (Ministry of Education, 2018a), and the Pathways & Progress resource design principles (Marc or Clare to provide reference please).**

## Eight Principles of Effective Educational Resources

In 2018, the Ministry of Education provided advice for resource developers responsible for developing educational resources to support schools and other education settings (Ministry of Education, 2018a). The advice was based on eight key principles that underpin approaches to teaching and learning in Aotearoa New Zealand. The principles were shaped on extensive research about effective teaching and the kinds of content that best support it. The eight principles of effective educational resources are as follows (Ministry of Education, 2018a, p. 1):

|  |  |
| --- | --- |
| Effective educational resources: | |
| 1. | have a clear instructional purpose |
| 2. | make positive connections with learners’ knowledge, experience, and identity |
| 3. | build knowledge about what is required for achieving particular tasks |
| 4. | are engaging |
| 5. | support the use of assessment to enhance learning |
| 6. | help teachers to understand what research is saying about effective teaching and to put it into practice |
| 7. | are ethical, just, inclusive, and fair |
| 8. | are well-crafted, structured, and appropriate for their purpose. |

These eight principles are guides for resource developers to ensure the materials they produce support effective teaching and have a positive impact on students’ learning. The principles provide a solid framework to inform the future development of content for the Sparklers website, and they could also be used to evaluate and review future content.

## Pathways & Progress Resource Design Principles

Since the eight principles of effective education resources were published, the Ministry of Education has developed the Pathways & Progress resource design principles (Ministry of Education, n.d.). These informal guidelines highlight specific aspects of a valuable resource and complement the eight principles of effective education resources. They also reflect the Ministry of Education’s commitment to uphold the principles of Te Tiriti o Waitangi and ensure that the education system is agile and responsive to the needs of all teachers, learners and their whānau.

The design principles are as follows:

|  |  |
| --- | --- |
|  | We develop meaningful bicultural partnerships with key mana whenua knowledge holders. |
|  | We are committed to culturally sustainable and inclusive approaches. |
|  | Learner and whānau aspirations and wellbeing is at the centre of the work we do. |
|  | We work with the sector to grow a capable learning system, while creating quality changes that stick, within a manageable workload. |
|  | We are agile, creative, courageous, take risks, are future-focused and use all tools, including technology, so that learners and whānau experience multiple opportunities in their learning. |

The Pathways & Progress resource design principles are yet another tool that can be used to inform the development of future content for the Sparklers website to ensure it supports effective teaching and learning.

## Instructional Design, Visual Layout and Readability

While the look, feel and visual appeal of resources are mentioned in the discussion about Principle 8 of effective educational resources, it is worthwhile to specifically consider the instructional design, visual layout and readability of a resource. These elements can have a considerable impact on teaching and learning.

In addition to ensuring content is relevant, informative and enjoyable, the visual design of a text is crucial for motivation and engagement, foregrounding important ideas, highlighting key information and guiding students through the text. The size, colour and type of fonts, along with the placement of text and images, the use of design elements and background themes and the judicious use of colour all need to be taken into account when developing resources that will engage students. The use of headings and diagrams should also support and extend understanding of the ideas and information in the text.

Readability is a key consideration when developing education resources, particularly for Māori medium audiences. It ensures the content is easily accessible to and understood by the intended recipients. Some design, image or text treatments that may work well in English-language resources may not work for Māori-language or Pacific-language resources. Some fonts may in fact negatively impact the readability of the content in some languages.

Where a resource presents bilingual formatting of content for different intended audiences or to support second language learners, the structure of the materials as a whole needs to be considered and the way the different language versions sit together within the one platform or resource. For example, the placement of Māori language content can say much about the value placed on the language – whether that message is intended or merely inferred. And this can have a significant impact on the learner – their sense of identity, worth and confidence, and their ability to learn.

These are key factors that must be considered as the Ministry of Health looks to amend the Sparklers website to make it more appropriate for Māori medium audiences.

# Curriculum Links

**It is important that future resource development for Sparklers fits within a curiculum-aligned framework. There is also a need for the Sparklers website to be explicit about the curriculum alignment of the current resources so that teachers and kaiako can fit Sparklers coherently into their programmes of learning. The National Curriculum is the term used to refer to The New Zealand Curriculum (NZC), *Te Marautanga o Aotearoa* (TMoA) and both strands of *Te Whāriki*. These curriculum documents set the direction for student learning and guide schools and kura as they design and implement curricula that meet the needs of their students.**

It is worth noting here that both the NZC and TMoA are currently being refreshed to ensure that every child experiences success in their learning. The refresh is expected to be completed at the end of 2025. Any changes to existing content or the creations of new content for the Sparklers platform should be mindful of this refresh and any possible impacts it may have on the alignment of Sparklers content to the National Curriculum.

## The New Zealand Curriculum

The NZC is taught in all schools where teaching is predominantly carried out in English. Some Māori medium schools also use NZC. It sets out the learning outcomes we value as a nation in the form of key competencies, values and achievement objectives. Together, these outcomes contribute to the vision of young people who are confident, connected, actively involved, lifelong learners in a world characterised by rapid technological and social change (Ministry of Education, 2007, p. 8).

The curriculum is designed and interpreted at three levels: the National Curriculum, the school curriculum, and the classroom curriculum. At the school and classroom levels, teachers, students and whānau work together to create a local curriculum or marau ā-kura that meets the needs and supports the achievements of all students.

Effective educational resources are a critical support in this active and collaborative process. Teachers combine knowledge of their students and the curriculum to select and use resources in ways that provide rich opportunities for learning.

### Key Competencies

Effective educational resources should provide students with opportunities to strengthen all five of *The New Zealand Curriculum* key competencies:

* **Thinking**: Resources should encourage students to use creative and critical thinking processes to make sense of data, information, experiences, ideas, values and perspectives.
* **Using language, symbols and texts**: Resource materials should encourage students to recognise, interpret and utilise symbols, numbers, images and technology to represent and communicate information, experiences and ideas.
* **Managing self**: Content should provide students with opportunities to self-direct their own learning. Students should see themselves as capable learners and strengthen them to manage their own work and determine how they explore a particular topic and present their findings.
* **Relating to others**: Resources should encourage students to work together in groups for some of their learning experiences. Activities should also encourage students to interview and engage with members of their whānau and community to explore a particular topic. This will encourage learners to listen with respect to differing values and perspectives and to make a positive contribution to discussions and research.
* **Participating and contributing**: Activities should encourage students to work in their own communities to explore and face real-life issues that have consequences now and in the future. Through exploring local issues and hearing perspectives from a variety of people, they will broaden their understanding of their roles and responsibilities in contributing to their whānau, hapū, iwi and communities.

### Principles

The NZC features eight principles that highlight some key beliefs about what is important to feature in a local and national school curriculum and the resources that support its planning, implementation and review. These principles should be key in planning, prioritising, creating and reviewing effective educational resources. They should underpin all content developed for teachers and learners in schools and other educational settings in Aotearoa New Zealand.

* The **high expectations** principle encourages resource developers to create content that:
* supports schools, teachers, whānau and students themselves to have high expectations for all students
* offers teaching practices and learning opportunities that enable students to meet those expectations
* supports teachers, whānau and students themselves to recognise students’ prior knowledge and skills
* enables all learners to achieve to their full potential.
* The **Treaty of Waitangi** principle encourages resource developers to create content that:
* acknowledges the Treaty of Waitangi principles
* acknowledges our nation’s bicultural foundations
* enables students to acquire knowledge of te reo Māori and tikanga Māori.
* The **cultural diversity** principle encourages resource developers to create content that:
* reflects our linguistically and culturally diverse nation
* affirms students’ different cultural identities
* supports teachers and learners to incorporate learners’ cultural contexts into teaching and learning programmes
* is responsive to diversity within ethnic groups
* helps students understand and respect diverse viewpoints, values, customs and languages.
* The **inclusion** principle encourages resource developers to create content that:
* celebrates the diverse abilities, languages, identities and talents of every individual
* provides equitable learning opportunities
* recognises and meets the learning needs of all students.
* The **learning to learn** principle encourages resource developers to create content that:
* supports learners to reflect on how they learn
* strengthens learners to develop the skills, knowledge, attitudes and values that enable them to improve their own learning
* helps teachers and learners to set challenging and specific learning goals
* supports learners to receive feedback (from peers, teachers, parents and own experience) that relates specifically to their progress and next steps.
* The **community engagement** principle encourages resource developers to create content that:
* is meaningful, relevant and connected to students’ lives
* reflects the values and aspirations of parents, whānau and the wider community
* supports the establishment of strong home–school partnerships where parents, whanau and communities are involved and supported in students’ learning.
* The **coherence** principle encourages resource developers to create content that:
* links across and within learning areas
* provides smooth transitions into school, through school and beyond
* offers clear learning pathways and progressions.
* The **future focus** principle encourages resource developers to create content that:
* supports students to explore future-focused issues
* encourages students to recognise that they have a stake in the future and a role and responsibility to help shape it.

These principles along with the key competencies and achievement objectives detailed in the NZC provide for the learning outcomes that are valued for learners in Aotearoa New Zealand. It is important that these principles are considered and applied when developing content for the Sparklers website in the future. Recommendations for how to consider and apply these principles are addressed in the recommendations section of this report.

### Effective Pedagogy

Effective resources should support effective pedagogy – in other words, quality teaching. Successful teachers teach all their learners effectively. While there is no magic trick to success for every learner in every context, there is solid evidence about the kinds of teaching approaches that consistently improve student learning (Ministry of Education, 2007, p. 34). Research shows that students learn best when teachers establish strong relationships with students and their whānau and when they:

* create a supportive learning environment
* encourage reflective thought and action
* enhance the relevance of new learning
* facilitate shared learning
* make connections to prior learning and experience
* provide sufficient opportunities to learn
* inquire into the teaching–learning relationship (Ministry of Education, 2015, p. 32).

Successful teachers build ‘communities of practice’ – environments where everyone working on a particular task shares knowledge, resources and views as they move from being ‘beginners’ to becoming ‘specialists’. Within this environment, teachers scaffold or accelerate students’ learning in ways that are appropriate for where they are in their learning. To do so, teachers blend their content knowledge with their knowledge of effective pedagogy to develop the pedagogical content knowledge needed to teach effectively within a specific discipline.

Effective resources provide support for this scaffolding and acceleration, for the building of teachers’ pedagogical content knowledge, and for the creation of classroom communities of practice. It is therefore important that consideration is given to how the Sparklers resource can support effective pedagogy in the development of any future content.

### Learning Areas and Curriculum Integration

The National Curriculum guides what children and young people learn at school. The range of values and key competencies or capabilities that children need to succeed in life are all woven into the teaching of learning areas or subjects. The NZC learning areas includes English, The Arts, Mathematics and Statistics, Health and Physical Education, Learning Languages, Science, Social Sciences, and Technology. These learning areas are designed to encourage enjoyment of learning and to help learners think critically, manage themselves, set goals, overcome obstacles and get along with others – the attributes students need to succeed as adults.

In creating resources, developers can align content to specific learning areas, or they can bring various subjects together for learning. McPhail (n.d.) refers to this as interdisciplinarity, cross-disciplinarity, integrated learning or cross-curricular learning. It is often linked to inquiry learning. The rationale is that in an authentic inquiry context, learners often need to delve into more than one subject to fully explore a problem or a topic (McPhail, n.d.). It aims to provide opportunities for deeper learning so that students can gain a wider and in-depth understanding of particular competencies or concepts as a whole through the exploration of a particular topic or subject content.

Creating materials that encourage learners to investigate topics, themes or concepts across multiple learning areas or subjects can result in more effective and engaging content for teachers and learners. Providing explicit links between activities on the Sparklers website and different achievement objectives across multiple learning areas in the curriculum will likely make the resource more appealing for teachers. If teachers can see these clear links to the curriculum, it is likely that they will more readily integrate the resource into their teaching and learning programmes.

## Te Marautanga O Aotearoa

The Māori medium education sector is made up of a range of diverse and distinct settings. These include immersion and bilingual schools and classrooms, schools that are located in geographically diverse contexts and socio-economic communities, and education settings that span early learning, primary and secondary education.

*Te Marautanga o Aotearoa* (TMoA) is the guiding curriculum document for Māori medium schools where at least 50 percent of the instructional language is in te reo Māori. It describes the essential knowledge, skills, values and attitudes appropriate to support teaching and learning in Māori medium schools. It provides a framework to design teaching and learning programmes for children who are engaged in education through schools and settings that subscribe to Māori ways of thinking, being, knowing and understanding. The framework aims to help learners develop the skills and knowledge to participate in and contribute to Māori society and the wider world.

*Te Marautanga o Aotearoa* is founded on an aspiration to develop successful learners who will grow as competent and confident learners and be effective communicators in the Māori world who are healthy in mind, body and soul and secure in their identity and sense of belonging (Ministry of Education, 2017b).

Under TMoA, whānau, hapū, iwi and communities contribute to the education of learners. To experience success, these groups must work together effectively and consistently with the kura. They must use TMoA as the foundation to build local school curricula or marau ā-kura that reflect their own unique identities, values and visions to meet their students’ learning needs. The curriculum upholds the cultural identity and heritage of learners and their whānau.

Te Marautanga o Aotearoa includes nine learning areas: Pāngarau (Mathematics), Pūtaiao (Science), Hangarau (Technology), Tikanga-ā-Iwi (Social Sciences), Ngā Toi (The Arts), Hauora (Health and Wellbeing), Te Reo Māori (Māori Language and Literature), Te Reo Pākehā (English) and Ngā Reo (Learning Languages). The learning areas ensure a broad general education and lay a foundation to specialise later.

As per the NZC, it is important that content on the Sparklers website includes clear links to TMoA if it is to provide material that is appropriate and useful for kaiako, learners and their whānau in Māori medium education schools and settings. In particular, it is vital that content is underpinned by ngā mātāpono whānui (overarching principles), ngā uara (values) and ngā waiaro (attitudes) of TMoA.

### Ngā Mātāpono Whānui – Overarching Principles

Central to TMoA is Te Tiriti o Waitangi. Arising from Te Tiriti are five mātāpono whānui (overarching principles) that put the learner at the centre of all learning. These principles reflect and acknowledge the identity of the learner and of Māori medium schools. They also seek to support the learner, kura and whānau to achieve their full potential on their educational journey. The mātapono whānui are as follows:

Ko te ākonga te pūtake o te ako – The learner is the centre of teaching and learning.

* **Kia pūmau te ākonga ki a ia anō** – The learner has a high level of personal awareness.
* **Kia eke te ākonga ki tōna taumata** – The learner achieves their potential.
* **Me mahi tahi te kura, te whānau, te hapū, te iwi, me te hapori** – School, whānau, hapū, iwi and community will work together.
* **Ko te oranga taiao, he oranga tangata** – Environmental health is personal health.

These mātāpono whānui reflect a Māori approach to delivering teaching and learning programmes and should be reflected in content created for the Sparklers website

### Ngā Uarame Ngā Waiaro – Values And Attitudes

Along with knowledge and skills, values and attitudes play an important role in TMoA. Values are beliefs and principles that govern behaviour and are deeply embedded within a person or group. Values and attitudes are a key part of what a learner learns through their experiences in their wider environment. The values of the kura and the whānau should be reflected not only in the school-based curriculum or marau ā-kura but in the resources used to deliver it.

The key values and attitudes that learners in Māori-medium settings are encouraged to develop and embrace under TMoA include the following:

* **Individual learners develop values and attitudes**
* that provide confidence through integrity, generosity of spirit and peacefulness
* that give a clear sense of personal identity, a high level of personal awareness and self-worth
* of empathy and regard for friends and for the school whānau
* that lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening
* that grow an enduring respect for the value of education
* of understanding, awareness and aptitude in all learning as a guide into the contemporary world
* that help them to identify and understand their own personal values and beliefs.
* **Knowing traditional Māori values**

The learner:

* understands the values of their whānau, hapū and iwi, enabling access to the Māori world
* is generous and caring of visitors
* knows their identity and origins
* knows their genealogy and whakapapa links
* works co-operatively with peers and in groups.
* **Understanding the values of the wider world**

The learner:

* acknowledges people, regardless of who or where they are or their appearance
* the learner is respectful of the mana and spirituality of each person and each whānau, and their attitudes and values, even if these differ from their own.

These values and attitudes from TMoA present opportunities for aligning the activities on the Sparklers website to the National Curriculum. At present, there is no mention of any of these elements of TMoA. Many of these values and attitudes relate to wellbeing, connection to whānau, hapū, iwi and community and celebrating identity. And all relate to building positive mental health, coping with life’s challenges and building positive relationships, which are the key aims of the Sparklers resource. So, there is a natural and obvious alignment that can be drawn from the Sparklers resource to the uara and waiaro in TMoA.

### He Tamaiti Hey Raukura

As part of the refresh of the TMoA, work has been done to conceptualise a new curriculum framework, referred to as *He Tamaiti Hei Raukura* (Ministry of Education, 2020b). This framework places the learner and their whānau at the centre and strives to strengthen Māori medium graduates to prosper in the 21st century. The framework is consistent with the principles and values of Māori medium education and focuses uncompromisingly on the ākonga, their whānau, hapū and iwi and te reo and tikanga Māori. It also requires redefining the significant learning to align with Māori medium valued outcomes and provide opportunities for students to engage in learning that positions them positively for their future world.

While the framework is still being tested and trialled, it is important to highlight this development as it could very likely have a significant impact on efforts to align the Sparklers resource with TMoA in the near future.

## Te Whāriki

*Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa – Early childhood curriculum* (*Te Whāriki*) (Ministry of Education, 2017d) sets out the curriculum to be used in Aotearoa New Zealand early learning services. It also provides guidance for its implementation.

At the heart of *Te Whāriki* is the aspiration that ‘children are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society’ (Ministry of Education, 2017d, p. 6).

*Te Whāriki* was developed using a partnership approach as envisaged by Te Tiriti o Waitangi. The conceptualisation of the curriculum includes ngā kaupapa whakahaere (principles) and ngā taumata whakahirahira (strands) and uses the whāriki (mat or floor covering) as a central metaphor. *Te Whāriki* allows for defining two distinct curriculum pathways: one bicultural, derived from a synthesis of traditional Māori thinking and sociocultural theorising; and one indigenous – each with its own pedagogy. *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa – Early childhood curriculum is for use by all early childhood education services; Te Whāriki a Te Kōhanga Reo* (Ministry of Education, 2017c) is for use in all kōhanga reo affiliated to Te Kōhanga Reo National Trust. Neither part of the combined document is a translation of the other (Ministry of Education, 2017d). This is a model that could be used to inform the structure the Sparklers website so that it provides two pathways for audiences to access content: one bicultural pathway for teachers, learners and whanau engaged in education through schools where English is the main language of instruction; and one indigenous pathway for teachers, learners and whānau engaged in Māori medium education.

It is expected that all ECE learning services will use *Te Whāriki* as a basis to weave children, parents and whanau with their own local curricula of valued learning, taking into consideration the aspirations and learning priorities of hapū, iwi and community. *Te Whāriki* features principles, strands, goals and learning outcomes.

The **principles** of *Te Whāriki* are:

Empowerment | Whakamana

Holistic Development | Kotahitanga

Family And Community | Whānau Tangata

Relationships | Ngā Hononga

The **strands** of *Te Whāriki* are:

Wellbeing | Mana Atua

Belonging | Mana Whenua

Contribution | Mana Tangata

Communication | Mana Reo

Exploration | Mana Aotūroa

The **goals** of *Te Whariki* are for kaiako. They describe features of facilitating environments and pedagogies that are consistent with the document’s principles and that will support children’s learning and development across the strands of the curriculum. The **learning** **outcomes** of *Te Whāriki* are broad statements of valued learning. They are designed to inform curriculum planning and evaluation and to support the assessment of children’s progress.

Effective resources for teachers and children in early learning and their whānau will reflect the principles, strands, goals and learning outcomes of *Te Whāriki*. Specific links between activities in Sparklers and these features of the early learning curriculum will assist teachers with the planning and implementation of their teaching and learning programmes. It is important to note, too, that any effort to develop content specifically for kōhanga reo should be done through engagement and collaboration with Te Kōhanga Reo National Trust.

## Ka Hikitia

*Ka Hikitia – Ka Hāpaitia: The Māori Education Strategy (Ka Hikitia)* (Ministry of Education, 2021a) is a cross-agency education strategy. It was originally developed in 2013 in response to a recognition that the education system had underperformed for Māori learners and their whānau over an extended period. As a result, Māori learners collectively experience worse education outcomes than other New Zealand learners and are less engaged in the education system (Ministry of Education, 2021a). It recognises that this has significant impacts for whānau, hapū, iwi, Māori and New Zealand as a whole, including social, cultural, health and economic repercussions.

*Ka Hikitia* sets out how government agencies will work with education services to achieve systemic shifts in the education sector and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes. In this key strategy document, whānau are recognised as being with learners at the centre of education. It provides a 30-year vision and objectives to underpin the core work of government agencies in strengthening education in Aotearoa New Zealand.

To create change, it is important that *Ka Hikitia* is embedded into the curriculum framework to ensure the vision, purpose and action within the education system support Māori enjoying and achieving education success as Māori (Ministry of Education, 2021a).

This strategy document provides the following **guiding principles**, which set out how education agencies will work across the education system to support the *Ka Hikitia* vision:

* **Excellent outcomes**: We will support Māori learners and their whānau to achieve excellent education outcomes.
* **Belonging**: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.
* **Strengths-based**: We will recognise and build on the strengths of Māori learners and their whanau.
* **Productive partnerships**: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.
* **Te Tiriti o Waitangi**: We will give practical effect to Te Tiriti o Waitangi in the education system.

It also provides the following **objectives** for education:

* **Learners at the centre**: Learners with their whanau are at the centre of education.
* **Barrier-free access**: Great education opportunities and outcomes are within reach for every learner.
* **Quality teaching and leadership**: Quality teaching and leadership make the difference for learners and their whānau.
* **Future of learning and work**: Learning that is relevant to the lives of New Zealanders today and throughout their lives.
* **World-class inclusive public education**: New Zealand education is trusted and sustainable.

It is clear that some of the objectives and guiding principles of Ka Hikitia also feature in the other curriculum documents already mentioned – in particular, the focus on Te Tiriti o Waitangi, learners with their whānau at the centre of education, and productive partnerships.

In developing content for the Sparklers website, Ka Hikitia should be referred to and considered to make certain that resources align with efforts across the education sector to ensure Māori enjoy and achieve education success as Māori.

## He Māpuna Te Tamaiti

*He Māpuna te Tamaiti* is a resource designed for teachers in early learning settings. It promotes proactive, intentional approaches to supporting the development of children’s social and emotional competence. The resource is written by teachers and focuses on four key areas:

* creating a supportive environment
* promoting emotional competence
* promoting social competence
* supporting learning and engagement (Ministry of Education, 2019b).

The resource is strongly linked to *Te Whāriki* and promotes a caring and culturally responsive approach that is underpinned by Te Tiriti o Waitangi principles: partnership, participation and protection. It encourages the application of these principles to guide teachers as they work to support the wellbeing of Māori children and their whānau. The resource asserts that ‘when all members of early learning communities collaborate to create a psoitive, culturally responsive environment that is welcoming and engaging for Māori whānau, they are enacting these principles’ (Ministry of Education, 2019a, p. 5).

The resource includes a range of practical and flexible tools and strategies that teachers can use to strengthen the wellbeing of tamariki and their whānau. These include establishing consistent routines, developing care and empathy for others, building resilience, fostering peer friendships and supporting tamariki to manage their learning.

The content aligns strongly with the focus of the Sparklers website and provides some excellent guidance to support the development of future content for the platform. Using this resource in the creation of new content for the Sparklers resource will support teachers to strengthen the emotional competence of the children they engage with.

## The Mental Health Guidelines (2021 Draft)

While H*e Māpuna te Tamaiti* focuses on the wellbeing of tamariki and their whānau in early learning services, the Ministry of Education has drafted a new curriculum document called ‘Mental Health Education in the New Zealand Curriculum’ (2021b) to address the wellbeing of children and young people in Years 1–13 of the schooling sector.

In the National Curriculum, mental health education is a key area of learning. It sits within the Health and Physical Education learning area of NZC, and the Hauora wāhanga ako of TMoA. Schools are required to include it as part of their teaching and learning programmes for learners in Years 1–10 (Ministry of Education, 2021b). The draft mental health guidelines also suggest that mental health education will likely be included in NCEA health education programmes because of the relevance it has to this particular age group.

The draft guidelines align to the key competencies of the NZC and provide ideas about how mental health education can be integrated across the curriculum. The document offers advice for teachers, whānau and school communities around designing a mental health education programme for students in Years 1–13. The document also provides suggested achievement objectives for mental health education at each of the eight learning levels of the curriculum.

This is another resource that will be useful to refer to in the future development of content for the Sparklers website. While the document is only in draft form, it does give an indication as to how mental health education can be linked to the four underlying **concepts** of the Health and Physical Education curriculum learning area:

* hauora
* attitudes and values
* socio-ecological perspective
* health promotion.

The document also gives guidance as to how mental health education can be woven into the four **strands** of the Health and Physical Education learning area:

* ko au – personal health and physical development
* ko tōku tinana kori i te ao – movement concepts and motor skills
* ko aku hoa – relationships with other people
* ko tōku ao – healthy communities and environments.

This will enable Sparklers to make explicit links between its activities and the mental health education in the curriculum so that teachers and school communities can be certain that their teaching and learning programmes are addressing their learners’ mental wellbeing needs.

## Aotearoa New Zealand’s Histories And *Te Takanga O Te Wā*

Another development that has happened in recent years as part of the refreshing of the National Curriculum has been a shift to bring Aotearoa New Zealand histories to the fore of the national education sector. This has resulted in the creation of a draft curriculum document focusing on Aotearoa New Zealand’s histories as part of the Social Sciences and Tikanga ā-Iwi learning areas of the national curriculum.

There are three elements to the draft Aotearoa New Zealand’s histories curriculum content: Understand, Know, and Do. These elements make up learning that cannot be left to chance. There is opportunity for the learning experiences designed for students in the activities on the Sparklers website to weave these elements together so that learning is deep and meaningful.

*Te Takanga o te Wā* (McGregor, Tamua & Thomas, 2015) is a resource that aligns to this learning area and seeks to help students be critical thinkers so that they ‘understand how the past has shaped us and to look to the past to inform the present and future’ (Ministry of Education, 2015, p. 2).

### Key Themes

The current version of *Te Takanga o te Wā* focuses on five key themes (Ministry of Education, 2015):

* **Whakapapa**: Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua
* **Tūrangawaewae**: Belonging – Identity – Culture – Community – Place – Continuity
* **Mana Motuhake**: Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga
* **Kaitiakitanga**: Time – Context – Perspective – Knowledge – Tikanga – Guardianship
* **Whanaungatanga**: Whānau – Hapū – Iwi – Whakapapa – Tūpuna – Connections – Community – Manaakitanga – Kotahitanga – Unity.

Each of these themes provides a way for learners to connect with the past and to explore its relevance in both a contemporary and personal context. However, it should be noted that the draft curriculum for Aotearoa New Zealand’s histories adds. Kāwanatanga as an additional theme.

The suggested pedagogy detailed in the Aotearoa New Zealand’s histories draft curriculum highlights a shift in focus from an outcomes-focused curriculum to a progression-focused curriculum – one that recognises ways in which learners’ knowledge, understanding and capabilities grow and deepen over time. The ‘Understand, Know, Do’ structure encompasses:

* **Understand**: the big ideas
* **Know**: rich contexts for exploring the big ideas
* **Do**: practices that bring rigour to learning.

The ‘Understand, Know, Do’ framing will be applied to all learning areas as they are refreshed, making it easier for teachers to explore opportunities to integrate learning across curriculum areas (Education Gazette, 2021).

This shift in curriculum focus also sheds light on the need for resources with more localised content so that learners can explore concepts and develop key competencies through contexts that are relevant to them in the realities of their own communities, iwi, hapū and whānau. The challenge for the creators of the Sparklers website is to align future content development with this new draft curriculum framework so that it supports teachers, students and whānau to engage in learning that is deep and meaningful.

# Māori Medium Education: A Unique Context

**Given that the Sparklers website does not currently have any activities that align with TMoA or *Te Whāriki a te Kōhanga Reo*, it is worthwhile considering the unique context in which these settings exist and the implications for resource development.**

Māori medium schools and settings – also known as kura arareo Māori (kura) – offer a unique teaching and learning context in the New Zealand education sector. It is a context different from any other kind of learning environment provided in other schools and settings. Essentially, the primary aim of all kura is to provide an environment where ākonga can learn and grow to be confident in the Māori world. The secondary aim is for kura to provide experiences that enable learners to participate in wider society (Ministry of Education, 2017a).

Each kura environment is created and maintained by its respective kura community through a commitment to the promotion of tikanga Māori (customs), te reo Māori (Māori language) and mātauranga Māori (Māori knowledge systems). And while all kura share in this commitment, there are distinct and diverse settings that exist within this context.

These include:

* kura kaupapa Māori[[3]](#footnote-3)
* kura ā-iwi[[4]](#footnote-4)
* whānau rumaki (Māori language immersion units within schools where English is predominantly used as the language of instruction)
* akoranga reorua (bilingual classes operating within schools where English is predominantly used as the language of instruction)
* wharekura (Māori language immersion secondary schools)
* kura in urban and rural settings
* kura in geographically isolated locations
* kura that are strongly connected to other local kura or clusters
* kura with small, medium and large roll numbers
* kura with varying levels of digital capability (Tahau-Hodges, 2017).

With *Te Marautanga o Aotearoa* providing a national guiding curriculum document and *Te Aho Matua* (Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, n.d.), the philosophical base for kura kaupapa Māori education for the teaching, learning and development of tamariki and their whānau, providing guidance for kura kaupapa Māori, each kura develops their own marau ā-kura (localised curriculum). This supports the identity, language and culture of their local community (Ministry of Education, 2011). Successful kura not only nurture a context for education that is built on a foundation of Māori values and aspirations but are major contributors to the revitalisation of Māori language and culture in their communities (Grennell, McKegg, Tākao, & Wehipeihana, 2010, p. 8).

It follows then that content and resources developed for Māori medium schools and settings must support learners and kaiako working in these unique contexts – their aspirations and those of their kura community. Content should be embedded in and reflect mātauranga Māori. It should also include positive and authentic images of Māori identity. Content developers must have a clear understanding of the needs of kaiako, ākonga and whānau and the diversity that exists in the Māori medium education sector.

Māori medium schools and settings need resources that capture authentic Māori voices, worldviews and values. Our tamariki, rangatahi and kaiako need high-quality Māori language resources that reflect Māori tikanga and culture, stories, perspectives, realities and experiences. They need to see themselves in the content. They need resources that affirm and align with Māori ways of thinking and being.

With this in mind, the review has identified a number of considerations with regard to adapting the Sparklers toolkit (originally created for learners in schools where English is predominantly used as the language of instruction) so that it is fit for purpose and appropriate for Māori medium schools and settings. The following is an overview of the findings from the review for the Sparklers team’s consideration.

# Creating Effective Resources for Diverse Audiences

Given that the Ministries of Health and Education want the Sparklers toolkit to be appropriate for Māori medium schools and settings, it is worthwhile considering the unique context in which these settings exist and the implications for resource development.

## Resources for Diverse Learners

Schools and other educational settings are always characterised by diversity or heterogeneity (Alton-Lee, 2003). Learners across all schools and education settings can include those who are different by ethnicity, socio- economic status, special educational needs, language, cultural background and gender identification. The diversity of learners can include students who are neurodiverse, prefer different learning modes (for example, auditory, visual or kinaesthetic learning modes) and who exhibit a vast range of other differences that make for richly varied school communities across the education sector. Creating content that caters to such diversity in a teaching and learning environment is a fundamental challenge when it comes to developing resources for Aotearoa New Zealand schools and settings.

The heterogeneity of any group of learners can be shaped by the varied experiences the students bring to their learning of a particular topic, their previous achievement levels in relation to the topic or skill area, whether they are high, average or low achievers or gifted, their gender, families and wider affiliations and cultural backgrounds. For each individual student, the intersection of social class, ethnicity and gender can markedly influence cultural practices, preferences and prior experiences (Alton-Lee, 2003, p. 5).

Accordingly, quality resources must be responsive to diverse groups of students. Further, heterogeneity of learner cohorts is not a fixed characteristic. Rather, elements of diversity and heterogeneity are fluid and ever-changing. This has implications for the development of resources and content to support teachers, learners and whānau.

Understanding the range of diverse audience groups for whom a resource is intended is key to the successful development of effective resources. It is important to have a keen awareness of the diverse needs of the learners for whom a resource is created, and the best way for this to happen is to engage with those audiences.

Developing user profiles or personas is another way that resource developers can cater to the needs of diverse learners and ensure intended audiences can see themselves in the content created. A user profile is a minibiography of a fictional user of a resource. It provides precise information about the character and describes their goals and motivations. Different types of personas can be created and used to evaluate resource design decisions. This helps to ensure that all resource features and content are appropriate and fit for purpose for the intended audiences.

Developing user profiles includes identifying the range of intended users for a resource, defining the personas, giving them names and describing them (including physical, mental and emotional attributes). It also means giving life to the personas by adding their age, iwi or ethnicity, family situation, home life, year level (if a student) or teaching experience (if a teacher), hobbies and interests. User profiles can be a useful tool to support resource development to ensure content is catering to the broad range of diverse learners that exists in the education sector.

This is addressed in the recommendations section of this report.

## Resources for Pacific Learners

A previous evaluation of the Sparklers website noted that there was an opportunity for more activities with a Pacific focus to be designed to strengthen the wellbeing of Pacific learners across the various education settings in Aotearoa New Zealand (Goldsmith, Hynds, Kus-Harbord, Leonard, & Savage, 2020, p. 3). Joseph Houghton notes that like Māori from different iwi, Pacific people are often lumped together as one homogenous group. Instead of recognising their diversity in terms of island nations or cultures within specific ethnic groups, students are often referred to as just ‘Pasifika’ or ‘Pacific’ (Riwai-Couch, 2021, p. 228).

In her chapter on insights into improving teaching and learning for Pacific learners, Riwai-Couch (2021) asserts that:

**Pacific learners, like ākonga Māori, and like any other child, have a right to an education that is responsive to their diverse identities, makes them feel valued and included, and within which their distinct ways of thinking, knowing and being are a natural part of the environment** (p. 233)**.**

It follows that creating effective resources for Pacific learners requires consideration of the specific needs of these audiences. Effective materials for Pacific learners and their families need to reflect the diverse and ethnic-specific identities, languages and cultures in the content that is created. Resources must be created in collaboration with the Pacific communities for which they are intended, and this collaboration must occur through the nurturing of genuine and meaningful relationships with these communities.

When considering what makes a good resource for Pacific learners, the following guidelines provide some parameters to help steer resource developers in the right direction.

A good resource for Pacific learners:[[5]](#footnote-5)

* brings their cultural experiences and traditions they practise at home to the forefront of their learning in the classroom setting
* connects Pacific learners to their experiences
* supports Pacific learners to be visible in the narrative
* supports teachers to recognise and celebrate Pacific learners and their unique identities in their teaching practice
* includes different Pacific languages
* supports the set-up of an inclusive classroom that encourages diversity and collaboration[[6]](#footnote-6)
* does not culturally imprison Pacific learners in a place and time or treat them as a minority group.

The following resources give content developers some guidance about designing resources that resonate with Pacific learners and their families:

* *Action Plan for Pacific Education 2020–2030* (Ministry of Education, 2020a)
* *Tapasā: Cultural Competencies Framework for Teachers of Pacific Learners* (Ministry of Education, 2018b)
* *Best Practice for Teaching Pacific Learners: Pacific Evidence Brief 2019* (Ministry of Education, 2019a).

The Action plan for Pacific education 2020–2030 includes messages from fono (meetings) with Pacific peoples about their aspirations for their children’s educational journeys and their desire to see their languages and cultures woven into teaching and learning at school (Ministry of Education, 2020a). The *Tapasā* resource features the Pasifika Success Compass, a conceptual model to describe what educational success means to Pacific peoples. And Best practice for teaching Pacific learners sets out what is known about what works and what does not work in supporting Pacific learners to achieve.

All three of these documents provide guidelines and tools that can be used to support the development of effective resources for Pacific learners and their families. These resources will inform ongoing efforts to enhance equity, excellence, belonging and wellbeing for Pacific learners through the education system.

This is addressed in the recommendations section of this report.

## Resources For Whānau

When developing resources for whānau, it is important to consider the diverse contexts, dynamics and realities of whānau that exist in Aotearoa New Zealand. Māori whānau will include those who have strong links to their marae, their tūrangawaewae, their Māori language and their identities as Māori. For other Māori whānau, those connections may be much weaker or may not exist at all. Some whānau may have members from different cultural and ethnic backgrounds, including Pākehā whose ancestors arrived in Aotearoa New Zealand as part of the first waves of European settlers and other members from migrant communities and families who settled in Aotearoa New Zealand recently or over time.

Whānau are diverse. Some fit the mould of a traditional nuclear family while others have multiple generations living in the same home. Some whānau are raising their children – and sometimes grandchildren, nieces and nephews or wards – as sole parents, as caregivers, in shared custody arrangements or as same-sex and non-binary couples or caregivers. And whānau sit right across the spectrum of socio-economic contexts.

It is imperative that resources for whānau reflect the breadth and depth of diversity that exists across whānau who are engaged in – and sometimes disengaged from – the education sector. Whānau must see themselves, their children, their communities, their realities and their aspirations in the content presented on the Sparklers website if they are to feel that they can support their children’s learning.

Resources should also provide multiple opportunities for whānau to engage in and support their children’s learning. This can be a challenge when developing resources for whānau from Māori medium schools and settings as the language proficiency of whānau members can vary greatly. Just because they are raising their children as Māori language speakers does not mean that they must also be proficient speakers. The same may apply for some whānau from migrant communities – English or te reo Māori may not be the first, second or even third languages. However, the assumption can be made that all whānau want to support their children’s learning. Resources developed for the Sparklers website need to encompass whānau diversity and apply universal design principles to ensure content is accessible and engaging for all whānau.

Universal design is about designing learning to meet the diverse and variable needs of all students in the classroom. This is addressed in the recommendations section of this report.

## Summary

Developing effective educational resources for Māori medium education schools and settings requires an understanding of the unique and diverse contexts that exist for learners, kaiako and whānau who engage in education through this part of the sector. Materials must also be accessible and appropriate for diverse learners in these settings. Content needs to be aligned to the National Curriculum including the NZC, both versions of Te Whāriki, and TMoA. and support teachers and whānau to create rich and engaging teaching and learning programmes.

Developing resources for Māori medium schools and settings requires the creation of content underpinned by whakaaro Māori – Māori ways of thinking, knowing, being and viewing the world. If authentic, fit-for-purpose content is to be created, this approach must be applied throughout the whole resource development process including the conceptualisation, planning, research, content development and production of resources.

Content should support kaiako and whānau across all schools and settings in the education sector to be able to deliver a localised curriculum that aligns to their community, whānau, hapū and iwi aspirations. It should also be well designed so as to support the diverse learning needs and styles of learners in Māori medium education and strengthen self- directed learning. Good resources should make explicit links to *Te Marautanga o Aotearoa* and be developed with Māori language experts to ensure the quality of language is high.

Alignment to *Te Aho Matua* for kura kaupapa Māori is another element that should be considered in the future development of the Sparklers website if the intention is for this resource to be appropriate and usable for kura kaupapa Māori. Another factor that is key to developing resources for Māori medium schools and settings is ensuring that content is culturally appropriate and developed with the needs of Māori medium kaiako and learners in mind.

Resources should also support Pacific learners to see their languages and cultures woven into teaching and learning at school. They should also strengthen Pacific families to engage in their children’s learning.

Finally, the draft mental health education guidelines will strengthen all schools to integrate mental health education into their local curricula to benefit all learners.

The following section provides an overview of the findings and some discussion from the review of the Sparklers toolkit.

# Findings and Discussions

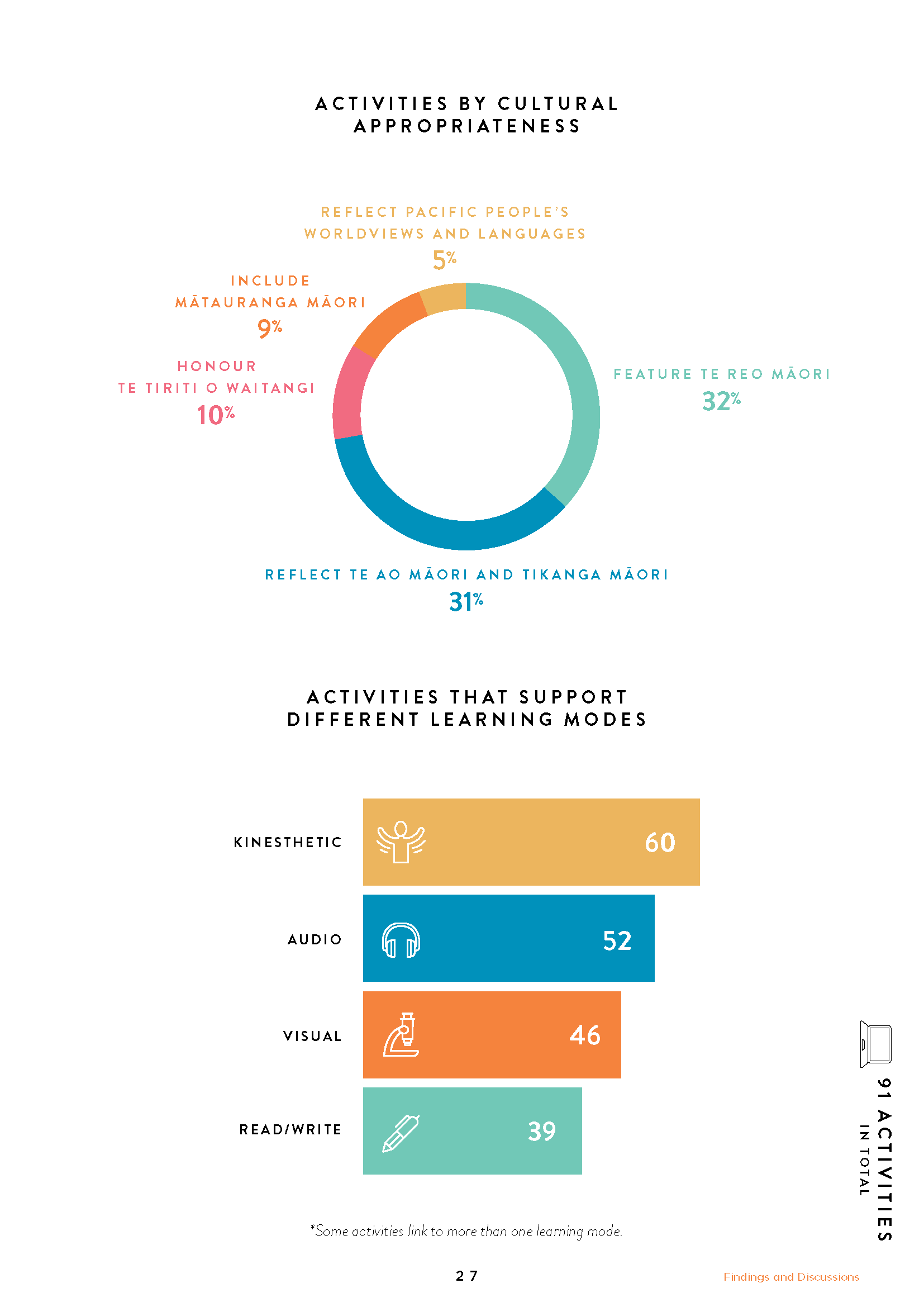
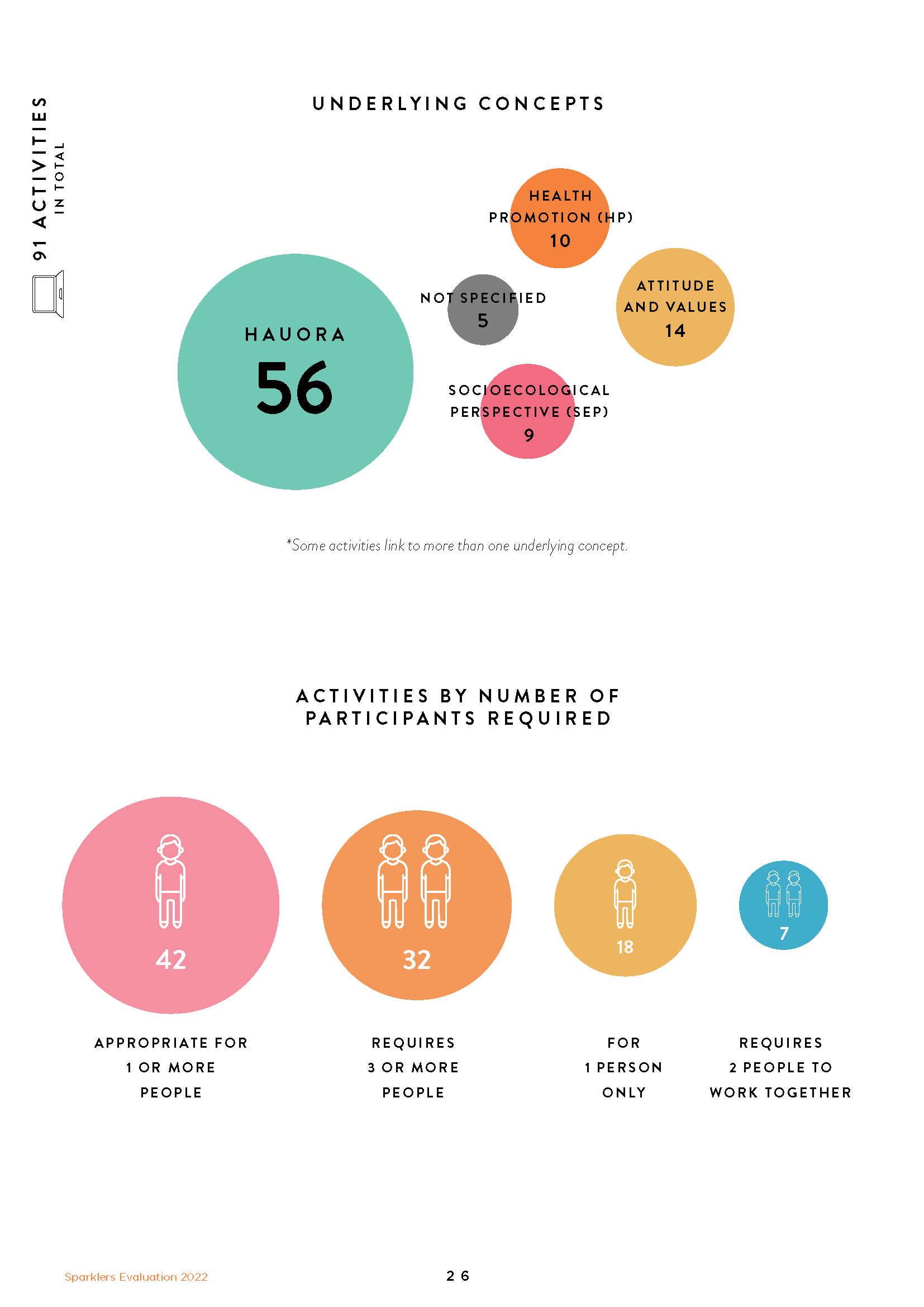
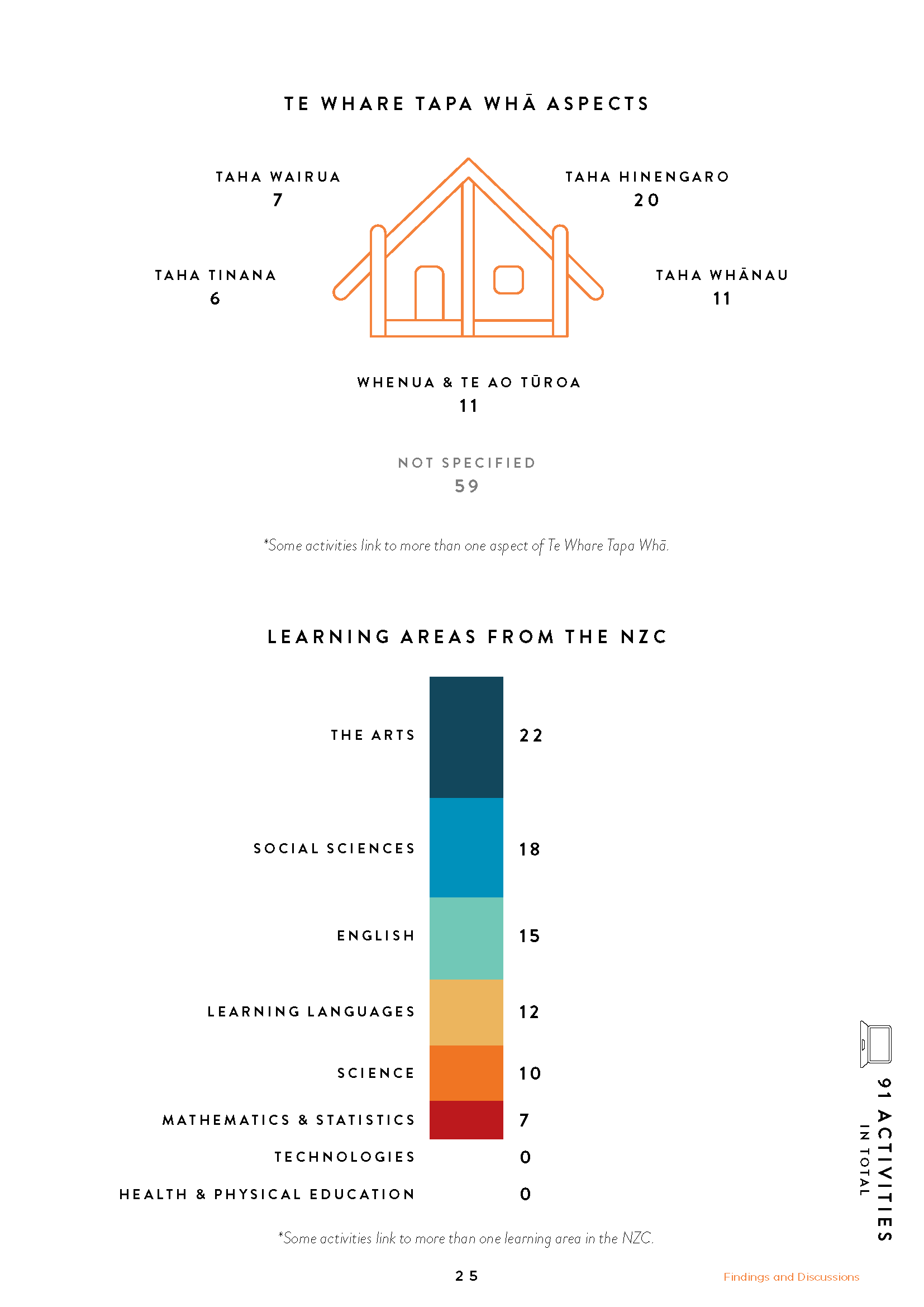
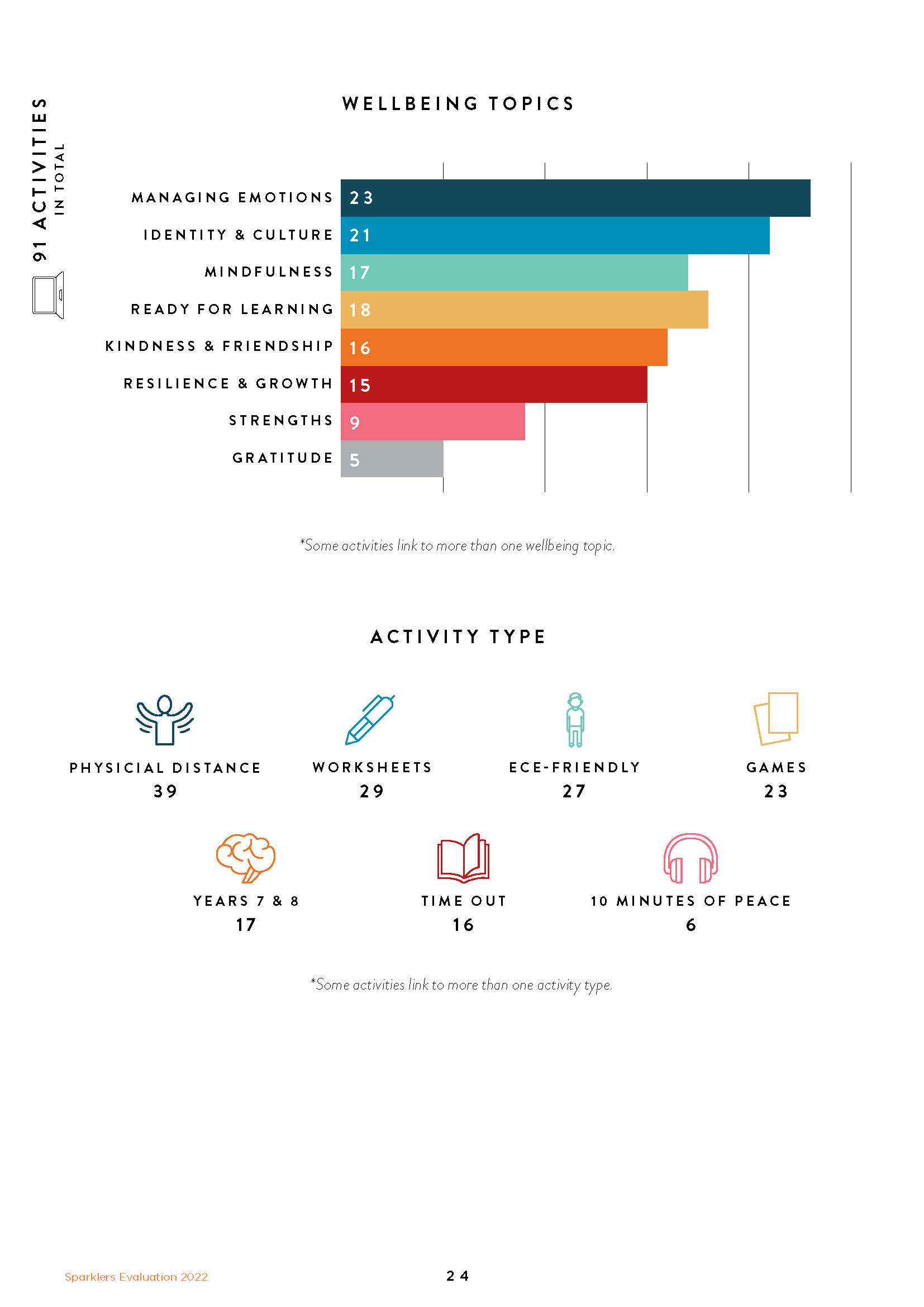
The Sparklers website provides teachers, learners and whānau with access to over 100 activities that relate to wellbeing. The activities aim to support young people to look after their own wellbeing, build positive mental health, cope with life’s challenges and build positive relationships.

The website provides digital functionality so that users can search for activities by applying a number of different search filters:

* **Wellbeing topics**: Ready for Learning, Resilience and Growth, Mindfulness, Gratitude, Managing Emotions, Strengths, Identity and Culture
* **Learning areas (*in The New Zealand Curriculum*)**: English, The Arts, Maths and Statistics, Learning Languages, Science, Social sciences, Technologies
* **Activity type**: Games, Worksheets, ECE–friendly, Years 7 & 8, Physical Distance-y, 10 Minutes of Peace
* **Te Whare Tapa Whā**: Whenua and Te Ao Tūroa, Taha Tinana, Taha Whānau, Taha Hinengaro, Taha Wairua.

The following infographics highlight a number of key observations revealed through the review of the Sparklers website:





## Cultural Appropriateness for all Teachers, Learners and Whānau

It is a truism that the education sector in Aotearoa New Zealand is made up of culturally diverse communities that include learners, teachers, whānau, hapū and iwi. These communities include Māori teachers, students and whānau who are fluent and confident speakers of te reo Māori. Other Māori participants may know very little about their language, whakapapa, culture or identity as Māori. Some may not identify as Māori even though they descend from Māori ancestors.

For Māori teachers, learners and whānau, it is important to recognise that their individual Māori language and cultural identity journeys and those of their whānau may include experiences of personal and generational trauma and loss. For others, their journeys may include experiences of reclaiming their Māori language as their birthright and as the keystone of their culture and identity as Māori. But it is important to remember that for all Māori students right across the sector, te reo Māori is an integral part of who they are – regardless of whether they know how to speak the language or not.

Other learners in the education sector can be described as tāngata Tiriti – non-indigenous New Zealanders who are in Aotearoa New Zealand by virtue of Te Tiriti o Waitangi. This includes students who identify as Pākehā, Pacific learners and other students who may belong to migrant families and communities that have settled in Aotearoa New Zealand over time. Students who are tāngata Tiriti may be proficient and confident in other languages and cultures to which they are integrally connected through their respective whānau and communities.

Cultural appropriateness of content must be considered in the context of this rich diversity that exists in the education sector. The Sparklers resources must present content that is culturally appropriate for all audiences – tāngata whenua and tāngata Tiriti. Teachers, whānau and learners should be able to see themselves in the content presented – in the graphics and images featured, in the way that activities are structured, written and formatted and in the way their cultures and languages are expressed, celebrated and acknowledged.

The review conducted of the Sparklers website identified that the content includes images that show diverse communities and learners. However, there is an opportunity for the platform to better reflect and celebrate the diversity of languages and cultures of the learners, teachers and whānau who already use the platform, and those yet to engage with it.

### Celebrating Te Reo Māori

The Ministry of Education is committed to encouraging the education workforce to grow its confidence in using te reo and integrating it into the learning of all ākonga and students. All learners across the sector have a right to claim some connection to te reo Māori, whether they are Māori or tāngata Tiriti. For some, that relationship may be deeply rooted in the fact that the language is ingrained in their whakapapa. For others, that link may be because te reo Māori is the indigenous language of the country in which they were born, or now live and call home.

Whatever their experiences or contexts, the Sparklers resource should support teachers, learners and whānau to explore and reflect on their own connections to te reo Māori and tikanga Māori. This will empower these audiences to plan for what that bond might look like in the future, for themselves, their whānau, hapū, iwi and communities.

## Cultural Appropriateness Considerations for Māori Audiences

One of the key aims of this review was to examine the Sparklers content in relation to building cultural competency and providing culturally sustaining content for Māori learners. This includes Māori learners who are engaged in Māori medium education as well as the large majority of Māori learners whose education journeys take place in settings where English language is the main language of instruction. This involved looking at whether or not the resource draws on and affirms students’ cultural knowledge, experience and values as Māori.

It is not enough for the existing content to just be translated into Māori or for Māori language to be woven through the current English language content accessible on the website. Nor is it enough for Māori designs or motifs to be used in the visual design of the resource. This point is as relevant for Māori teachers, learners and whānau who engage in education through schools where English is the main language of instruction as it is for those participating through Māori medium schools and settings. For content to be authentic and culturally appropriate for Māori audiences, the development of that content must reflect mātauranga Māori and be grounded in whakaaro Māori (Māori ways of thinking, knowing, being and viewing the world). This is regardless of whether they are Māori learners engaged in education through Māori medium schools and settings, or through those where the predominant language of instruction is English. Content must be developed by and with Māori through a collaborative process so that it reflects Māori voices, realities, aspirations and perspectives. This is key for the resource to land well with Māori audiences.

## Building Cultural Competency for Pacific Learners

This evaluation of the Sparklers website highlighted four key points with regard to the appropriateness of the resource for Pacific learners. The first was that Pacific peoples value collaboration. Their different cultures and languages highlight the strength of family and utilising the strength of the individual to consolidate and enhance the group. In contrast, Sparklers places significant focus on the individual, rather than the collective. Although the activities have a group context, most of the required responses and actions are carried out as individuals. This is an area to consider in any future revision or redevelopment of existing content on the platform.

The second was that understanding the diversity and uniqueness of Pacific cultures and languages needs to be realised in positive ways through the Sparklers website. Singling out a Pacific learner can result in the learner being shamed. While being in the limelight is often regarded as an honour in Pākehā culture, for the New Zealand-born Pacific learner, this can make them shrink from their culture.

The third was that Pacific languages are unique to their respective nations, and it is important that these indigenous languages are not compromised. Recognition of Pacific languages and the protection of the quality, value, integrity and authenticiy of these languages must be taken into consideration when developing resources for the Sparkers toolkit to strengthen Pacific learners. In reviewing the current content on the Sparklers website, it was noted that in the activity My Fale, the word fale was pluralised using the English language practice of adding an ‘s’ to the end of a noun to indicate plural form – so ‘fale’ appears as ‘fales’. This anglicisation of a Pacific word shows that there is work to do on the Sparklers website to ensure the integerity and authenticity of Pacific languages is protected.

The fourth was that the activities tend to concentrate mainly on the nuclear family and the self or individual. Although a focus was made of blended families, there is work to be done for the Sparklers website to align more strongly, positively and appropriately with Pacific learners and their families. With a clear focus on hauora and wellbeing, the current activities can be a great starting point for teachers. But more can be done with the website to help build cultural competency for Pacific learners and their families.

Building cultural competency is like building a solid brick wall or bridge – each brick represents an action or experience. *The Tapasā: Cultural Competencies Framework* (Ministry of Education, 2018b) has three turu or posts to show a teacher has cultural competency, and it can also be used as a guide in designing resources appropriate to Pacific education.

These include:

* **identities, languages and cultures**: teachers to demonstrate an awareness of the diverse and ethnic-specific identity of language and culltures
* **collaborative and respectful relationships and professional behaviours**: establishes and maintains collaborative and respectful relationships and behaviour that enhance learning and wellbeing for Pacific learners
* **effective pedagogies for Pacific learners**: implements pedagogical approaches that are effective for Pacific learners.

There is room for these elements of the Tapasā Framework to be embedded into the content of the Sparklers toolkit. There is also a need to develop and include more content in the Sparklers toolkit that represents the aspirations, perspectives, voices, languages and knowledge of Pacific learners, their families and communities. In the evaluation, only three activities were identified as having content that made specific reference to Pacific peoples, their identities, languages and cultures: My Fale, Perform it Up – Island Style, and Listen to the Rain.

### My Fale

This activity is described as ‘fun and engaging for all students with a unique Pacific focus’. The idea of the activity is for learners to build a wall display of the coloured-in fale worksheet, which represents the Fonofale model (Pulotu- Endemann, 2001). There are many different models that represent this particular concept relating to health and wellbeing in a Pacific way. The Fonofale is unique in that it incorporates the values of different Pacific nations to interpret wellbeing and health. This activity is important for a number of reasons:

* it gives students the opportunity to talk about their culture
* Pacific students will be familiar with the terms fale and village
* the activities reflect on each individual student’s fale (home).

Teachers are provided with a background explanation of why the activity has a Pacific focus and why it is important for the teacher to understand this before they implement the activity. The first part of the explanation is called Talanoa (Vaioleti, 2006) Talk/Explain. In this section, teachers are provided with an explanation about the value of using a house or fale as a concept for health and wellbeing. Two examples are provided: the Fonofale model[[7]](#footnote-7) and Te Whare Tapa Wha[[8]](#footnote-8). The Fonofale structure as a concept for Health and Wellbeing is explained in the students’ worksheet as well as in the support materials for teachers. Another section, the Talanoa Post exercise, is about guiding the students through a more in-depth look at the relevance of the fale to them and their place as an individual within the collective or village concept. The questions allow for reflection and highlight the importance of being unique and accepting others’ differences. The questions give students opportunities to consider their individual assumptions about others. The assumption is that teachers will apply this section if they feel confident in asking the questions and know their students well enough to lead them into what may be sensitive areas for some learners. The next activity involves building a class fale on a poster and everyone placing themselves (using pictures, photos, etc.) in the fale.

### Perform It Up – Island Style

The explanation for this activity includes:

* Celebrating culture boosts wellbeing and is wholly affirming.
* Here, we have chosen to honour Pacific stories and beliefs.

Pacific children may recognise some of the stories. This allows them a chance to talk about their knowledge and/or grasp new learning. The focus is on the learners working independently or in a group using Coconet TV as a source to support activities such as making a video.

### Listen to the Rain

Two-thirds of this activity is about making sounds – soundscape. This part of the activity encourages children to engage with different sounds they are familiar with and to develop their sounds to different levels. However, this focus changes to asking New Zealand Samoan children if they would like to take the lead in teaching a traditional dance. Three video clips about learning the sāsā were offered as a resource for this part of the activity. There was no lead-in to the invitation to guide a traditional dance, nor was there any follow-up except the suggestion to perform at the school assembly. This activity needs redesigning.

## Authentic Content for Kura

A recent report released in 2021 by the Education Review Office (ERO) noted that ‘Māori education success as Māori is emotional, physical, spiritual and intellectual wellbeing. This is shown through the holistic education approach in Māori-medium’ (ERO, 2021). Resources for Māori medium settings must reflect this holistic approach to education. Content must also support kaiako and learners to uphold the values and principles of their marau ā-kura, which are often linked to the aspirations of the kura community including the local iwi, hapū, marae and whānau.

Māori medium resources must be underpinned by whakaaro Māori – Māori ways of thinking, knowing, being and viewing the world. This intent must be present in the conceptualisation, planning, development and production of resources if authentic, fit-for-purpose content is to be created. If an alternative approach is applied, it is likely that the resource will struggle to meet the needs of its intended audiences.

There are a number of risks that exist when attempting to create resources for Māori medium audiences by reversioning educational content originally developed for audiences where English is the common language of instruction. It is important to acknowledge that this task requires much more than just translating the resource into Māori language if the content is to meet the needs of Māori medium schools and settings.

Reversioning content developed for predominantly English- speaking settings so that it is suitable for Māori medium audiences is a difficult task and one that should be avoided if at all possible. Rather, it must be accepted that it is not always possible to turn such a resource into something suitable for Māori medium learners. The preferred approach is to start from scratch and create original content for Māori medium ākonga and kaiako to ensure it is authentic, created from a Māori worldview and underpinned by mātauranga Māori and whakaaro Māori. This would be a better investment of resources and time and result in a better outcome for tamariki and rangatahi in Māori medium schools and settings.

However, this can be difficult and sometimes impractical if the intention to develop a Māori medium resource is not identified at the start of the project. Sometimes it is an idea formed later in the life of a project at a time when much of the budget and time allocation has already been used to develop the resource for settings where English is predominantly spoken.

But if attempted, the task of reversioning English- language-based content for Māori medium audiences often requires a substantive rewrite or restructuring of content to reflect a Māori perspective or worldview. This is often necessary to ensure that whakaaro Māori is embedded in the content and that the resource reflects Māori perspectives and approaches to teaching and learning.

There are also political risks that must be considered when developing resources for Māori medium schools and settings. If the materials are to land well in the sector, it is essential that they are inclusive of all types of Māori medium education settings, including kura kaupapa Māori, kura ā-iwi, immersion units within schools where the predominant language of instruction is English. Consideration must be afforded to how the intended audiences might use the materials as this will inform what content should be included in the resource and how any existing content might be adapted.

Thinking about how ākonga will use a resource needs to consider where they will want to use it – will it just be for the classroom environment, or is the intention for them to be able to use the resource at home? If the intention is for learners to use the resource at home, is it written in a way that speaks directly to the student? Does the instructional language support self-directed learning? Does the content encourage or support whānau to engage in their children’s learning? These are all considerations when developing resources for students in Māori medium, and also for all learners across the education sector.

## Localised Content

Being able to adapt content to suit the local context of learners is an essential requirement for all schools, particularly Māori medium schools. Instead of thinking about how Māori in general think about mental wellbeing, the focus for Māori medium schools is to start within a local context. This may include a marae-, hapū- or iwi-based context.

As an example of what this might look like, a kura may start a unit of learning on manu tukutuku (kites) by researching or learning about a particular pūrākau (story) or waiata (song) from their own or local iwi or hapū that relates to manu tukutuku. They might use this as a starting point to explore concepts such as whakapapa, tūrangawaewae (place where one has rights of residence and belonging through kinship and whakapapa), kaitiakitanga (guardianship) and mana whenua (authority over the land). This would enable students to draw on their prior knowledge – what they already know about their local bodies of water, their iwi stories and their waiata and enable them to establish their own connections to the learning context.

Many kura would also tend to arrange a visit to their local body or bodies of water (for example, a river or a lake) and look at the connections between the kura, the respective iwi, hapū and marae, as well as those that whānau and the individual ākonga themselves have to that water. Some kura may already do such visits as a regular part of their teaching and learning programme anyway. This would be a key aspect of any study – taking in local perspectives, visiting some of the key locations in their region and exploring their own connections to the practices of making manu tukutuku around them, or that they are connected to if they are ākonga living outside their iwi regions.

Sometimes content can touch on this, but it is not done in a way that reflects how Māori medium schools might approach this task. This may be an accepted practice in some schools and settings, but it is different to the way kura might approach implementing this learning into their programme.

For the Sparklers resource to work for Māori medium audiences and all Māori learners, Māori ways of thinking and of viewing the world must be embedded in the content.

## Meeting the Needs of Kaiako and Ākonga in Māori Medium

Quality assurance of te reo Māori is an important factor in the development of materials for the Māori medium sector. Most ākonga in Māori medium settings are second language learners, and so too are the majority of kaiako. It is therefore imperative that teaching and learning materials developed for this sector model exemplary Māori language.

It is common for teacher support materials for kaiako in Māori medium education to be developed as bilingual resources. This often involves developing the content in te reo Māori and from a whakaaro Māori perspective first, and then translating it into English. As many kaiako are

second language learners themselves, consideration must be afforded to how resources can best provide language support for kaiako still developing their language proficiency. It can be quicker for them to read texts in English and with a better understanding than texts in Māori. However, at the same time, they want to develop their competency in reading te reo Māori, and teacher support materials in Māori give them this opportunity. These kaiako also have to unpack, explain and discuss the content with their ākonga in Māori. Because of this need, it is helpful for kaiako materials to include exemplars of statements, questions or glossaries that kaiako can use to lead discussions relating to the relevant content provided. With these different objectives in mind, it is recommended that any kaiako content on the Sparklers website be provided as a bilingual resource.

Any Māori language content created for the Sparklers website needs to go through a process to ensure the quality, integrity and consistency of the language. Content must be created by fluent writers or translators of Māori, edited by skilled Māori language editors and quality assured by highly proficient exponents of Māori language.

## Curriculum Alignment

### Alignment of Sparklers to the New Zealand Curriculum

The central focus of the activities on the Sparklers platform is wellbeing and health. All activities have been carefully researched by a group of researchers to ensure their relevance to these themes. There are three main pathways on the Sparklers website: Activities, Teachers and Sparklers at Home. Almost all of the activities are linked to at least one of the five key competencies of the NZC:

* thinking
* relating to others
* using language symbols and texts
* managing self
* participating and contributing.

The website also supports learners to search for content by curriculum learning area: English, The Arts, Maths and Statistics, Learning Languages, Science, Social Sciences, and Technology. It is interesting to note that Health and Physical Education is not presented as a search filter. It is unclear why this learning area is left out. The assumption may be that all users will naturally connect the content on the Sparklers website to that particular learning area of the curriculum because the whole focus of the resource is on wellbeing. But it is recommended that explicit links to this learning area be created so that users can browse and discover content using this search option too. This is something that should be addressed in any refresh of the website.

While the website makes links to key competencies in the NZC, the resource does not explicitly embody or convey the NZC’s principles: high expectations, Te Tiriti o Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus. Some of these principles can be inferred from the activities themselves, but there are others where a clear connection to the principles is unclear.

Not all activities indicate the curriculum levels or specific achievement objectives across the learning areas to which the content is aligned. Nor are there any explicit links to the NZC’s values: excellence; innovation, enquiry, and curiosity; diversity; equity; community and participation; ecological sustainability; integrity; and respect.

Not all activities provide an indication of the curriculum levels or specific achievement objectives across the learning areas to which the content is aligned.

Existing content on the Sparklers website and any new content should be more strongly aligned to the NZC framework. Having explicit links to specific competencies and achievement objectives and clarity about the intended levels of particular activities will help teachers, learners and whānau navigate through and engage with the content. Teachers and whānau will also be able to see how the resource can support their localised teaching and learning programmes and marau ā-kura.

Providing suggestions and ideas for ways teachers could use the Sparklers content to support integrated learning would also strengthen connections to the NZC. Tips could be given about the way specific activities could link to particular achievement objectives and competencies across a number of curriculum areas. For example, the Read in Nature activity that encourages learners to find a spot outside could be expanded to encourage students to take a tally of the number of different sounds they hear while they are engaging in this activity. When they are finished they could transfer the data they have collected into a graph that they can either present to the class or write a report on. This would broaden the activity to other learning areas so that links could be made to achievement objectives in the Mathematics & Statistics learning area. It is important that these connections are authentic and not forced.

### Alignment of Sparklers to *Ka Hikitia*

*Ka Hikitia* (Ministry of Education, 2021a) is the Ministry of Education’s strategy for Māori education. It sets out how education services will work together to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes.

*Ka Hikitia* is an important document that should be referred to and considered to make certain that resources are contributing to and aligning with efforts across the education sector to ensure Māori enjoy and achieve education success as Māori. It sets out how efforts will be directed to achieve system shifts in education and provides an organising framework for the actions we will take. It also outlines how Māori learners and their whānau, hapū and iwi will be supported to achieve excellent and equitable outcomes.

The framework has five outcome domains:

* **Te Whānau**: Education provision responds to learners within the context of their whānau
* **Te Tangata**: Māori are free from racism, discrimination and stigma in education
* **Te Kanorautanga**: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
* **Te Tuakiritanga**: Identity, language and culture matter for Māori learners
* **Te Rangatiratanga**: Māori exercise their authority and agency in education.

These outcome domains reflect the long-term aspirations of whānau, hapū, iwi, and are supported by evidence about what works for Māori learners and their whānau.

The current Sparklers resource does not present any clear links to Ka Hikitia. This needs to be addressed in any refresh of the website. Any such refresh could incorporate references to the guiding principles and objectives of this strategy. These elements should also inform the development of any new content for the platform.

### Alignment of Sparklers to Te Marautanga O Aotearoa

At a high level, it is clear that the current Sparklers website has not been designed with Māori medium learners, kaiako and whānau, or TMoA in mind. Currently, there are no visible links to this curriculum on the platform, and this brings into question its appropriateness to support teachers, learners and whānau engaged in Māori medium schools and settings.

*Te Marautanga o Aotearoa* provides a framework to design teaching and learning programmes for children who are engaged in education through schools and settings that subscribe to Māori ways of thinking, being, knowing and understanding. At the heart of TMoA is an intention for whānau, hapū, iwi and communities to contribute to the education of learners. To experience success, these groups must work together effectively and consistently with the kura. They must use TMoA as the foundation to build local school curricula or marau ā-kura that reflect their own unique identities, values and visions to meet their students’ learning needs.

In reviewing the Sparklers website, it is difficult to see where or how this aspiration is reflected in the existing content. While the resource currently features links to the key competencies and learning areas in the NZC at the top of most activities, no such links are made to the mātāpono whānui (overarching principles), ngā uara (values) and ngā waiaro (attitudes) of TMoA. Nor does it provide functionality for users to search by wāhanga ako in the same way that they can search by NZC learning area.

It is recommended that further work be undertaken to strengthen alignment of the Sparklers content to *Te Marautanga o Aotearoa*. If the intention is for the content to support Māori medium schools and settings, links to this curriculum document must feature in the content for both kaiako and learners. To this end, it is recommended that advice be sought from experienced practitioners from kura and content developers experienced in developing resources for the Māori medium sector to draw these links to support kaiako and ākonga. Connections to specific whāinga paetae (achievement objectives) or whāinga matua (key learning objectives) from *Te Marautanga o Aotearoa* would also be appropriate to support kura in seeing the connections between their teaching and learning programmes and marautanga (curriculum) guidelines.

Another document worth considering in the future development of the Sparklers resource is *Te Aho Matua*, the foundation document and driving force for kura kaupapa Māori. It lays down the principles by which kura kaupapa Māori identify themselves as a unified group committed to a unique schooling system that they regard as being vital to the education of their children (Education Review Office/Te Rūnanga Nui, 2008).

As the founding document for kura kaupapa Māori, Te Aho Matua describes a Māori worldview of education, teaching and learning. It allows each kura to uniquely interpret and give effect to its key principles. Over time, the way in which each kura interprets and expresses these key principles becomes accepted practice and embedded into the school culture. In turn, this accepted teaching practice becomes ‘te kawa o te ako’ – the protocol of teaching and learning, developed by and unique to each kura.

It is important to be aware that some schools follow *Te Aho Matua* as the guiding document that helps shape their teaching and learning programmes. Te Rūnanganui o Ngā Kura Kaupapa Māori (Te Rūnanganui) is the national organisation for kura kaupapa Māori and would be the most appropriate body to provide advice as to whether or not the Sparklers resource should draw links to Te Aho Matua. If yes, Te Rūnanganui is also the organisation to advise who should make this connection and how this should be done so that Te Aho Matua is reflected in the content, and its mana, integrity, authenticity and value are acknowledged and protected.

### Alignment of Sparklers to Te Whāriki

The Sparklers website includes search functionality that enables users to browse for activities that are ECE-friendly. However, the curriculum links noted in these activities are aligned to the key competencies of the NZC rather than to Te Whāriki. With 30% of activities on the Sparklers website listed as ‘ECE-friendly’, attention to Te Whāriki is critical. This curriculum for early learning is defined by two distinct curriculum pathways: one bicultural, derived from a synthesis of traditional Māori thinking and sociocultural theorising, and one indigenous – each with its own pedagogy. It provides principles, strands, goals and learning outcomes to support early learning services, teachers and whānau to plan and implement their teaching and learning programmes. It is based on the aspiration that ‘children are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society’ (Ministry of Education, 2017d, p. 6).

There is evidence that genuine partnerships between early learning educators and whānau Māori can give greater effect to the curriculum (Education Review Office, 2012). It shows that bicultural practice is strengthened in early learning settings when te reo and tikanga ā-iwi are used in all aspects of the early learning community, Māori values inform and shape the expectations of the service, and whānau expertise is valued, and community members are viewed as teachers and learners. The Sparklers website provides opportunities for these success factors to be reflected through the content presented on this platform.

The alignment of the Sparklers resource to Te Whāriki needs to be strengthened so that it better supports teachers, learners and whānau in early learning. This alignment could be achieved by creating content that is based on the principles, strands, goals and learning outcomes of Te Whāriki. It could also be achieved by using the guidance provided in He māpuna te tamaiti to repurpose existing content so that it better aligns to the curriculum framework in *Te Whāriki*.

He Māpuna te Tamaiti provides a wealth of practical advice, ideas, strategies and guidelines to help early learning services, teachers and whānau implement effective practices that enhance children’s social and emotional competence, engagement and learning. There are some definite connections that can be drawn between the current Sparklers content and *He Māpuna te Tamaiti* around supporting social and emotional competence in early learning for Year 1 and earlier activities. But the connections are not explicit and therefore may be missed by some teachers and whānau.

Aligning the content to the National Curriculum will help ensure that deliberate learning supports are put in place to help learners understand key concepts and develop core competencies.

A stronger alignment to *Te Whāriki* and *He Māpuna te Tamaiti* will encourage use of the Sparklers content by diverse teachers, learners and whānau in early learning settings where English language is predominantly used as the language of instruction. It will also strengthen use of the content by teachers, learners and whānau in kōhanga reo and other Māori medium early learning settings.

## Feedback from Kaiako in Māori Medium

Feedback was gathered about the Sparklers website from two kaiako currently teaching in Māori medium schools, and the following is a summary of their views.

In talking with the kaiako, one of the teachers indicated that they had not heard of or seen the website until approached for this evaluation. The other had seen it, but was not using it in her classroom.

Regarding to the layout, look and feel, the general feedback was that the website was very good – it was clear and easy to access. The kaiako liked the concept of having a website that teachers and learners could go to that focused on wellbeing. Both kaiako acknowledged that the website had obviously been developed by people with expertise in this area, and this came through in the content presented on the website.

In considering its appropriateness for Māori medium schools and settings, the feedback was that it was clear the content was very much shaped to address the needs of learners and teachers in settings where English is the main language of instruction. Māori medium schools have completely different needs as these settings have a Māori worldview. For example, one of the kaiako commented: ‘The Kimihia te Mātauranga activity – this is inherent in our kura. We are the mātauranga and are of the mātauranga. Our people are connected internally to our kura whānau and so kura receive this information all the time.’ To address this, the kaiako suggested that there need to be activities created from a Māori worldview that promote creativity, wānanga opportunities and deeper connectedness to environment, spaces, places and people.

In responding to questions about whether the Sparklers website supported their teaching and learning programmes, both kaiako said no. They acknowledged that some activities could be used, but were not suited to Māori learners and settings because they were written in English and not from a Māori perspective, so would likely require adjustment to suit their needs. One kaiako said that this put her off as it would mean she would have to do more work to make the activities appropriate for her learners. Both participants shared that any activities requiring additional work from kaiako – who are already time-poor – to make them usable for their learners and their whānau were an instant turn-off. They thought that the additional work required would include translating the content into Māori as well as reshaping the content so that it reflected a Māori worldview and, in particular, an iwi or hapū perspective. For this reason, both kaiako said that they would not use the website in its current form to support their teaching and learning programmes.

One of the kaiako said that she found some of the current Sparklers’ content to be quite condescending:

**‘School can be an overwhelming place, especially for students who struggle socially, have difficulty regulating their emotions or are working through a period of transition (i.e. new entrants, transferring students, or children who are adjusting to changes at home).’**

**‘We would suggest creating a calm space in your classroom where students can go if they are feeling anxious, upset or need some time to relax or cool off and self-regulate.’**

**‘It’s important that this area is communicated as a “peace corner” or “calm space” rather than a place children go when they misbehave or are disruptive.’**

In response to this content, the participant noted that kaiako already do these things. Karakia is central to their work in kura, as is tikanga, wairuatanga and whanaungatanga.

In response to questions about what if anything they would like to see changed to make the Sparklers resource suitable for their teaching and learning programmes, the kaiako said that rather than saying what kura and schools should be doing, they would like to see Sparklers include some case studies of successful processes and initiatives that kura and schools are already doing to strengthen wellbeing, build positive mental health, cope with life’s challenges and build positive relationships. One of the kaiako talked about

Haemata (Rolleston College) in Christchurch as an example of a school’s journey to create a learning environment for

its extremely diverse community. This is similar for schools in the new subdivisions that have had extreme roll growths since the building of their new kura. The kaiako felt that sharing stories like these would be beneficial for kaiako and

whānau and would reflect a more strengths-based approach that would work well for kura.

The kaiako also suggested that consideration be given to creating a Māori medium think tank to create content that would be appropriate for Māori medium education settings for the Sparklers website. And specifically, the kaiako asked for the following content:

* creative activities that featured atua Māori and supported kaiako and learners to recognise and promote the atua within each of us at the appropriate time
* activities that support learners to explore elements of kaitiakitanga – of self, others, our environment, our whakapapa
* activities that reflect Māori ways of being, knowing and understanding wellness, e.g., hohou i te rongo
* Designing ways to hohou i te rongo amongst the whānau from start to finish (karakia to whakanoa)
* activities that reflect wānanga ā-ira, ā-whānau
* te hononga o ngā kare ā-roto ki ngā whēkau/ wāhanga tinana o te tangata – activities that reflect Māori knowledge about the connection between emotional and physical wellbeing and how often our feelings manifest in physical ways – this is reflected in our Māori language through words like pukuriri for anger.

### Alignment of Sparklers to the Mental Health Guidelines (2021 Draft)

The draft mental health guidelines (Ministry of Education, 2021b) that have been created by the Ministry of Education aim to address the wellbeing of children and young people in Years 1–13 of the schooling sector. These guidelines align to the key competencies of the NZC and provide ideas about how mental health education can be integrated across the curriculum.

Presently, there are some clear links that can be inferred between the current Sparklers resource and the draft mental health guidelines. The Sparklers website has a clear commitment to strengthening children and young people to manage their mental wellbeing, and this is a key focus of the guidelines. But the document also offers more specific advice for teachers, whānau and school communities around designing a mental health education programme for students in Years 1–13. It also provides suggested achievement objectives for mental health education at each of the eight learning levels of the curriculum. This advice could be used to strengthen the content presented in the Sparklers resource by weaving these suggested achievement objectives for mental health education into the activities presented in the resource.

For example, relevant achievement objectives from the guidelines could be presented in the same way that links to the key competencies in the NZC appear at the top of each activity.

The guidelines also suggest ways mental health education can be woven into the four strands of the Health and Physical Education learning area. It is recommended that this advice be followed so that explicit links from activities to the guidelines can be made. This will provide teachers, whānau and early learning communities with certainty that their teaching and learning programmes are addressing their learners’ mental wellbeing needs.

## Supporting Effective Pedagogy

Effective teachers teach all students effectively (Ministry of Education, 2015). Resources should treat teachers and students as active participants in building new knowledge. For teachers, resources should clearly explain the reasons for a suggested change in practice, the purpose of the change and the evidence that supports it. And content should build teachers’ understanding of key concepts and terms, and promote access to additional learning supports, such as online communities of practice or professional learning facilitators.

In many activities, Sparklers does this really well for teachers who teach in schools and settings where the predominant language of instruction is English. Many activities provide context about concepts featured and provide links to additional learning supports. However, the Sparklers website is completely silent when it comes to supporting effective pedagogy in Māori medium schools and settings. This is a gap that needs to be addressed.

Resources should support teaching and learning of curriculum area content at an appropriate level, and teachers should be able to tailor the content to support differentiated teaching that will take account of students’ particular learning needs. The content should support teachers to either scaffold or accelerate individual students’ learning if required. Furthermore, resources should help teachers and students work together to identify intended learning outcomes, to give and receive feedback, and to set directions for learning.

Many of the Sparklers activities include suggestions for extension activities, but there is a need to strengthen information about how teachers can scaffold activities for students that may need extra support. Having a clear indication as to the respective curriculum levels to which activities align would also be helpful for teachers, kaiako and learners.

Resources should also help teachers make connections with their students’ diverse languages, cultures and ways of learning, and strengthen them to listen to and respond to their students’ voices. Content should support teachers to monitor their own learning and identify next steps for their professional learning and development. The infographics section of this report shows that there is a clear need for the Sparklers website to include more content that is reflective of students’ diverse languages, cultures and ways of learning. This is a key area that should be addressed in any reversioning or future development of existing content for the Sparklers platform to ensure the resource supports effective pedagogy.

## Opportunities for Recognising Prior Learning

Another challenge with the current content is that it is hard to see opportunities for kaiako and ākonga across all education settings in Aotearoa New Zealand to recognise the knowledge, experiences and skills that tamariki and rangatahi may already have around strengthening their wellbeing. This is important for supporting effective pedagogy. The situation is exacerbated by the fact that the Sparklers website was not developed with Māori medium ākonga, kaiako and whānau in mind. There are many Māori medium schools and settings, early learning services and other schools and education settings that already implement mental wellness initiatives into their teaching and learning programmes. If Sparklers included explicit opportunities for kaiako and ākonga to acknowledge existing experiences, skills and knowledge and then build on them, this would strengthen the resource. This would be true too for Māori and Pacific learners engaged in education through settings that follow the NZC and where the predominant language of instruction is English. Such a methodology would see this resource promote a strengths-based approach to learning – something that resonates well with teachers, learners and whānau, particularly in Māori medium schools and settings.

## Supporting Self-Directed Learning

Most of the activities that appear on Sparklers have been written as if speaking directly to the teacher, rather than to the student or whānau. While this may be appropriate for the activities developed with early learning settings in mind, it limits the extent to which other activities on the Sparklers website support learners in schooling settings to engage in self-directed learning.

A way to address this would be to tweak the writing of these activities to present student-facing content rather than teacher-facing content. It is recommended that the language of these activities be changed so that they are written as if speaking directly to the learner as opposed to the teacher. This will open up the opportunity for learners to engage with the content in a more direct way rather than have to rely on teachers to explain it to them. Tweaking the language so it speaks directly to students will give learners a sense of responsibility and ownership over their learning.

## Supporting Whānau Engagement

Sparklers provides opportunities for whānau engagement through the Sparklers at Home component of the platform. This section of the resource provides ideas and activities that whānau can use to strengthen and engage with their children’s learning. This is an excellent feature of the resource. To make full use of the benefits of this feature, it is recommended that a Sparklers at Home component be added to all activities featured on the platform, as currently there are only some activities that include this element. Offering tips and ideas that will support whānau to engage in their children’s learning through all the activities on the website will further enhance the Sparklers resource.

## Summary

It is clear that the Sparklers resource presents a wealth of content to support children and young people to be proactive in looking after their mental wellbeing. It is also evident that there are some areas where the existing content could be refreshed so that it better aligns to the national curriculm and other key education strategies and policy documents.

A key area aim of this review was to look at the appropriateness of the Sparklers content for teachers, learners and whānau in Māori medium schools and settings. The review has identified that significant changes need to be made to the content to make it fit for purpose for these audiences. This includes presenting content in te reo Māori and ensuring it is created from a Māori worldview and with these audiences in mind.

Another area of focus for this review was the appropriateness of content for Māori learners engaged in education through schools and settings where English is the main language of instruction. It also looked at the appropriateness of content for Pacific learners, diverse learners and whānau. It has identified a number of recommendations for the Ministries of Health and Education to consider and these are presented in the next section.

# Recommendations

**Findings from the review conducted have led to the following high-level recommendations about the Sparklers website. It is intended that these recommendations will inform future planning and investment into the development of content for the Sparklers resource.**

## Alignment to the NZC

In relation to strengthening the alignment of the Sparklers website to the NZC, it is recommended that the Sparklers team:

1. *create* explicit links between the Sparklers activities and the NZC principles and values
2. *create* explicit links to the Health and Physical Education learning area of NZC so that users can browse and discover content on the Sparklers website using this search option
3. *provide information* for each activity about the intended curriculum level(s) and specific achievement objectives across the learning areas to which the content is aligned
4. *refer to* the NZC principles and values in the creation of new content for the platform to ensure that it aligns with the curriculum framework
5. *create* suggestions and ideas for ways teachers could use the content to support integrated learning across the NZC

## Alignment to TmoA

In relation to strengthening the alignment of the Sparklers website to TMoA, it is recommended that the Sparklers team:

1. *create* explicit links to TMoA and its mātapono whānui (overarching principles), uara (values) and waiaro (attitudes) as the platform currently does not have any links to this curriculum document
2. *add* the wāhanga ako (learning areas) of TMoA to the search options so that users can browse and discover content on the Sparklers website using these as search filters, in the same way they are able to by learning area of the NZC
3. *provide* functionality for users to search the Sparklers website by wāhanga ako in the same way that they can search by learning areas that align with the NZC
4. *provide information* for each activity about the intended TMoA curriculum level(s) and specific whāinga paetae (achievement objectives) across the wāhanga ako to which the content is aligned
5. *refer* to TMoA in the creation of new content for the platform to ensure that it aligns with this curriculum framework
6. *create* suggestions and ideas for how teachers could use the content to support integrated learning across TMoA

## Alignment to *Te Whāriki*

In relation to strengthening the alignment of the Sparklers website to *Te Whāriki*, it is recommended that the Sparklers team:

1. *consider* applying a similar structure to the Sparklers resource as is used in *Te Whāriki* so that audiences have two pathways through which they can explore content: one bilingual pathway for teachers, learners and whānau in schools and settings where English language is the main language of instruction; and an indigenous pathway for audiences engaged in education through Māori medium settings
2. *create* more content specifically for teachers, learners and whānau in early learning education that is based on the principles, strands, goals and learning outcomes of *Te Whāriki*
3. *engage* with Te Kōhanga Reo National Trust to explore opportunities for creating more content specifically for kaiako, learners and whānau in kōhanga reo that is based on the principles, strands, goals and learning outcomes of Te Whāriki o Te Kōhanga Reo
4. *refer* to the guidance provided in He Māpuna te Tamaiti to repurpose existing content so that it better aligns to the curriculum framework in *Te Whāriki*

## Alignment to *Ka Hikitia*

In relation to strengthening the alignment of the Sparklers website to *Ka Hikitia*, it is recommended that the Sparklers team:

1. *create* explicit links to *Ka Hikitia* as the platform currently does not have any links to this strategy
2. *refer* to *Ka Hikitia* in the creation of new content for the platform to ensure that it aligns with this strategy

## Alignment to the Mental Health Education Guidelines (2021 Draft)

In relation to strengthening the alignment of the Sparklers website to the mental health education guidelines (2021 draft), it is recommended that the Sparklers team:

1. *strengthen* the content presented in the Sparklers resource by weaving the achievement objectives from the mental health education guidelines (2021 draft) into the activities presented in the resource
2. *utilise* the advice provided in the mental health education guidelines to weave mental health education into the four strands of the Health and Physical Education learning area
3. *note* that any changes implemented in the Sparklers website based on the mental health education guidelines (2021 draft) may be subject to further change once these guidelines are finalised and gazetted

## Māori Medium Schools and Settings

In relation to providing content on the Sparklers website to engage Māori medium audiences, it is recommended that the Sparklers team:

1. *create* original, Māori language-only content for Māori medium learners to ensure it is authentic, created from a Māori worldview, features Māori voices, stories and aspirations, is underpinned by mātauranga Māori and is embedded in and reflects whakaaro Māori – Māori ways of thinking, knowing and being
2. *support* Māori medium kura communities in their commitment to provide nurturing Māori language immersion environments for learners and whānau that celebrate tikanga Māori, te reo Māori and mātauranga Māori by creating content for the Sparklers website that reflects and celebrates these elements of te ao Māori (the Māori world)
3. *consider* establishing a Māori medium think tank made up of learners, whānau, teachers and experienced Māori medium content developers to inform the creation of content specifically for Māori medium education settings
4. *avoid* (as much as possible) reversioning existing content developed for predominantly English- speaking education schools and settings to try and make it suitable for Māori medium audiences
5. *create* some case studies of successful processes and initiatives that Māori medium kura and whānau are already implementing to strengthen wellbeing, and feature these on the Sparklers website
6. *create* explicit opportunities for kaiako and ākonga to acknowledge and share the experiences, skills and knowledge that they already have with regards to strengthening wellbeing so that they are encouraged to see the Sparklers resource as a tool to further build on their experiences, skills and knowledge
7. *create* activities for Māori medium schools and settings that:
8. reflect Māori ways of being, knowing and understanding wellness, e.g., hohou i te rongo
9. feature atua Māori and supported kaiako and learners to recognise and promote the atua within each of us at the appropriate time
10. support learners to explore elements of kaitiakitanga – of self, others, our environment, our whakapapa
11. reflect wānanga ā-ira, ā-whānau
12. reflect Māori knowledge about the connection between emotional and physical wellbeing and how feelings can manifest in physical ways (as seen in te reo Māori through words like pukuriri for anger)
13. provide strategies and ideas for learners and whānau to ‘hohou i te rongo’ from start to finish (e.g., karakia to whakanoa).

## Māori Learners

In relation to providing content to engage Māori learners, it is recommended that the Sparklers team:

1. *consider* investing in further engagement with Māori learners, teachers and whānau to explore how their perspectives, realities, voices, stories and aspirations can be better reflected in the Sparklers resource
2. *create* more original content specifically to reflect the diversity of Māori learners, teachers, whānau and communities so that these audiences see themselves in the content presented on the Sparklers platform
3. *create* original, bilingual content for Māori learners, teachers and whānau that is from a Māori worldview, features Māori voices, stories and aspirations, is underpinned by mātauranga Māori and is embedded in and reflects whakaaro Māori – Māori ways of thinking, knowing and being
4. *support* Māori learners and whānau engaged in education through schools and settings where English is the primary language of instruction to celebrate tikanga Māori, te reo Māori and mātauranga Māori by creating bilingual content for the Sparklers website that reflects and celebrates these elements of te ao Māori (the Māori world)
5. *create* some case studies of successful processes and initiatives that Māori learners, teachers and whānau are already implementing to strengthen wellbeing, and feature these on the Sparklers website
6. *consider* creating all activities as bilingual content so that Māori learners and their whānau see Māori language

## Pacific Learners

In relation to further research to support the development of content for the Sparklers website, it is recommended that the Sparklers team:

1. *create* more original content specifically to reflect the diversity of Pacific learners, teachers, whānau and communities so that these audiences see themselves in the content presented on the Sparklers platform
2. *create* some case studies of successful processes and initiatives that Pacific learners, teachers and whānau are already implementing to strengthen wellbeing, and feature these on the Sparklers website
3. *implement* the recommended changes to existing activities (noted on p. 20 of this report) that reference specific Pacific cultures and languages to make these more culturally appropriate
4. *note* the guidelines provided on p. 34 of this report about developing effective resources for Pacific learners and apply these guidelines when developing new content for the Sparklers platform
5. *consider* how activities can be tailored to reflect the value that Pacific peoples have of collaboration, faith and tau le va or tāhui vā, the strength of family and utilising the strength of the individual to consolidate and enhance the group so that activities provide options for collective or group actions and responses to tasks, rather than individual responses or actions
6. *consider* designing some new activities that aim to help teachers get to know their Pacific learners and their families
7. *note* that activites that could result in a Pacific learner being singled out should be avoided as this could result in them being shamed
8. *note* that Pacific languages are unique to their respective nations, and it is important that these indigenous languages are reflected in the content presented on the Sparklers website if the intention is for Pacific learners and their whānau to engage with the resource

## Diverse Learners

In relation to further research to support the development of content for the Sparklers website, it is recommended that the Sparklers team:

1. *consider* developing user profiles or personas to ensure content is catering to the broad range of diverse learners that exist in the education sector
2. *consider* applying universal design principles when developing content so that activities are designed to meet the diverse and variable needs of all learners

## Resources for Whānau

In relation to further research to support the development of content for the Sparklers website, it is recommended that the Sparklers team:

1. *consider* the diverse contexts, dynamics, aspirations and realities of whānau that exist in Aotearoa New Zealand and apply universal design principles to ensure that this diversity (including diversity of languages and cultures) is reflected in the content presented on the platform so that learners, teachers and whānau see themselves in the resource
2. *provide* content specifically for whānau that encourages and supports them to engage in their children’s learning about how to strengthen their mental wellbeing
3. *consider* developing user profiles or personas to ensure content is catering to the broad range of diverse whānau that exist in the education sector

## Further Research

In relation to further research to support the development of content for the Sparklers website, it is recommended that the Sparklers team:

1. *consider* investing in further engagement with the multiple and diverse Pacific communities that exist in the education sector to ensure that the perspectives, voices, stories and aspirations of these learners and their families and teachers are reflected in the Sparklers resource
2. *consider* rolling out the engagement with kaiako from Māori medium schools and settings that was meant to take place as part of this review, but that could not go ahead due to the impact of the COVID-19 pandemic, so that these practitioners can inform the future development of the Sparklers platform
3. *consider* conducting engagement specifically with whānau to explore their needs in terms of effective resources to support their children’s learning and how the future development of the Sparklers platform could address these needs

## General Recommendations

It is recommended that the Sparklers team:

1. *note* that a refresh of the NZC and TMoA is currently underway and is expected to be completed by 2025
2. *note* that the current refresh of the NZC and TMoA may impact the suggested changes to existing content recommended in this report
3. *consider* providing tips and ideas for each activity to show teachers and whānau how they can localise the content to strengthen their local teaching and learning programmes and marau ā-kura
4. *consider* providing support for teachers to apply effective pedagogy by demonstrating how the Sparklers resource can support scaffolded and accelerated learning around strengthening mental wellbeing
5. *consider* presenting any content intended for teachers and/or whānau in a bilingual format so that it is available in both English and Māori – this would mean translating content originally written in Māori into English, rather than the other way around.

## Global Recommendations

The following recommendations are based on the data that was gathered, collated and analysed as part of the evaluation of the individual activities that feature on the Sparklers website. As a result of that evaluation of the specific activities, it is recommended that the Sparklers team:

1. *implement* changes to the bilingual headings in the activities (where appropriate) so that a consistent style of bilingual formatting is applied across the website[[9]](#footnote-9)
2. *conduct* quality assurance checks of the bilingual headings to ensure that the Māori and English language texts sit well together
3. *rewrite* all activities (except those intended for tamariki in early learning and those still learning to read) so that they present student-facing content to support self-directed learning
4. *rewrite* all activities to add notes for teachers and whānau at the end of each activity (possibly as a hyperlink) to help reduce the amount of text on the page for tamariki
5. *review* all activities to consider how Te Tiriti o Waitangi can be honoured and reflected through the content of each one
6. *include* explicit links to the mental health education guidelines once this NZC document has been gazetted
7. *ensure* that mātauranga Māori, tikanga Māori and te ao Māori are honoured and reflected through each and every activity housed on the Sparklers website
8. *include* explicit links to TMoA in all activities
9. *include* an icon indicating the expected duration of each activity to help teachers, students and whānau with their planning in using these activities
10. *ensure* that each activity includes some information about how whānau can engage with and support their children’s learning through that particular activity.

## Conclusion

The purpose of this review was to inform future investment into the development and production of resources for the Sparklers website. Through the evaluation exercise and sector engagement, a wealth of data has been collected, collated and analysed in the hope that it will provide an insight into the resource needs of teachers and learners in schools and settings across the education sector.

The recommendations made in this report are provided with the intention of supporting the Ministries of Education and Health to strengthen the Sparklers website so that it provides a more effective resource for teachers, learners, whānau and school communities. It is hoped that this report will help inform and guide planning and investment for the Sparklers website and, as a result, support young people to look after their own wellbeing, build positive mental health, cope with life’s challenges and build positive relationships.

# Glossary

|  |  |
| --- | --- |
| **Ākoga Māori** | Māori learners |
| **Akoranga reorua** | Bilingual classes operating within schools where English is the main language of instruction |
| **Hapū** | Subtribe |
| **Hōhā** | Fed up |
| **Hohou i te rongo** | To make peace (after a conflict) |
| **Iwi** | Tribe, nation |
| **Kaiako** | Teacher |
| **Kaitiakitanga** | Guardianship |
| **Karakia** | Incantation, prayer, ritual chant, blessing |
| **Kura** | A term used to refer to schools in general or sometimes to schools that identify as Māori schools or Māori medium schools |
| **Kura ā-iwi** | Special character schools established under s.156 of the Education Act 1989 that are committed to advancing and realising the aspirations of Māori tribal groups and entities in education |
| **Kura arareo Māori** | Schools where the primary language of instruction is Māori language |
| **Kura kaupapa Māori** | Schools established under s.155 of the Education Act 1989 that teach in te reo Māori and where learning is based on Māori culture and values and within a particular philosophy called Te Aho Matua |
| **Mana** | Prestige, authority, status |
| **Mana moana** | Authority over the seas and lakes |
| **Mana whenua** | Authority over land and territory |
| **Marae** | A fenced-in complex of carved buildings and grounds that belongs to a particular iwi (tribe), hapū (subtribe) or whānau (family) |
| **Marau ā-kura** | Localised curriculum |
| **Mātāpono whānui** | Overarching principles |
| **Mātauranga** | Knowledge, education, wisdom, skill understanding |
| **Mokopuna** | Grandchildren or descendants |
| **Pākehā** | New Zealander of European descent |
| **Pepeha** | Tribal descriptions of belonging |
| **Pukuriri** | Anger |
| **Pūrākau** | Story |
| **Rangatahi** | Youth |
| **Taiao** | Environment |
| **Tamariki** | Children |
| **Tapu** | Sacred, prohibited, restricted |
| **Te Aho Matua** | A statement that sets out the philosophical base and an approach to teaching and learning for tamariki and their whānau engaged in education through kura kaupapa Māori |
| **Te ao Māori** | The Māori world |
| **Te hononga o ngā kare ā-roto ki ngā whēkau** | Connection of emotions to the internal organs |
| **Te kawa o te ako** | The protocol of teaching and learning |
| **Te reo Māori** | Māori language |
| **Te Tiriti o Waitangi** | The Treaty of Waitangi |
| **Tikanga Māori** | Māori customary practices and protocols |
| **Tūpuna** | Ancestors |
| **Tūrangawaewae** | Place where one has rights of residence and belonging through kinship and whakapapa |
| **Uara** | Values |
| **(Ngā) wāhanga tinana o te tangata** | Parts of the body |
| **Waiaro** | Attitudes |
| **Waiata** | Song |
| **Wairuatanga** | Spirituality |
| **wānanga** | Forums to meet and discuss, deliberate and consider |
| **Wānanga ā-ira** | Forums to meet and discuss, deliberate and consider by gender |
| **Wānanga ā-whānau** | Forums to meet and discuss, deliberate and consider as a whānau |
| **Whakaaro Māori** | Māori ways of thinking, knowing, being and viewing the world |
| **Whakairo** | Carvings |
| **Whakamā** | Shame, embarrassment |
| **Whakanoa** | To remove tapu, to free things that have extensions of tapu |
| **Whakapapa** | Genealogy, family lineage |
| **Whakataukī** | Proverbs |
| **Whānau** | Extended family, family group |
| **Whānau rumaki** | Māori language immersion units within schools where the predominant language of instruction is English |
| **Whanaungatanga** | Relationship, kinship, sense of family connection |
| **Wharekura** | Māori language immersion secondary schools |

# Appendix One

## Activity-Specific Recommendations

|  |  |
| --- | --- |
| Activity 1 Title  URL  Website description of activity  Recommendations | **A Sparkling Book Review**  <https://sparklers.org.nz/activities/sparkling-book-review/>  A book review worksheet for exploring books with positive diversity, emotion or wellbeing-based themes.   1. The use of Māori language in the description of this activity needs to be reviewed. For example, the text says ‘After reading one of the books, give each tamariki a Sparkling Book Review worksheet (either diversity-themed or general) and some time to complete it.’ The word ‘tamariki’ should read as ‘tamaiti’. 2. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 3. The concept of gender and sexuality should be written about from a Māori perspective. Including diverse cultural perspectives of gender and sexuality is important, but the starting point must be from a Māori worldview. |
| Activity 2 Title  URL  Website description of activity  Recommendations | **A Peaceful Activity Line Up**  <https://sparklers.org.nz/activities/10-minutes-peace/>  When we’re tired and tamariki are tired, tiny, quiet activities give us the time we all need to ‘refresh’. Here’s some go-to’s from our weekly e-newsletter.   1. This activity does not identify any underlying concepts as per the majority of other activities. It is recommended that this information be added. 2. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 3. This activity does not provide any explicit links to the NZC key competencies. It is recommended that this information be added. |
| Activity 3 Title  URL  Website description of activity  Recommendations | **Being a First-Rate Mate!**  <https://sparklers.org.nz/activities/being-first-rate-mate/>  A habits activity to help Year 7 and 8 tamariki build empathy and learn new friendship skills.   1. No specific recommendations for this activity, other than those noted in the global recommendations. |
| Activity 4 Title  URL  Website description of activity  Recommendations | **Birdsong Mindfulness**  <https://sparklers.org.nz/activities/birdsong-mindfulness/>  DoC recordings of native birdsong all prepped for mindfulness, imaginative writing, tummy breathing time - you choose.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity provides links for students to listen to different bird songs. But this could also be done by children heading outside and listening to real birds in their environments. Suggest that this element be built into the activity. 3. There is opportunity here for more mātauranga Māori to be included into the activity. It is recommended that the activity be written to reflect more mātauranga Māori about manu. |
| Activity 5 Title  URL  Website description of activity  Recommendations | **Body Scan**  <https://sparklers.org.nz/activities/body-scan/>  A calming, mindfulness activity that boosts body awareness.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. There is opportunity here for more mātauranga Māori to be included into the activity. Concepts such as mauri and wairua can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori in relation to this activity. |
| Activity 6 Title  URL  Website description of activity  Recommendations | **Bunches of Aroha**  <https://sparklers.org.nz/activities/bunches-aroha/>  Expressing gratitude and giving back through special surprises.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. There is opportunity here for more mātauranga Māori to be included into the activity. Concepts such as aroha and ngākau mahaki can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori in relation to this activity. |
| Activity 7 Title  URL  Website description of activity  Recommendations | **Can’t Do It Without You**  <https://sparklers.org.nz/activities/cant-do-it-without-you/>  A trust game without any risk! This activity is designed to help tamariki work together on a shared goal.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. There is opportunity here for more Māori cultural concepts to be included into the activity. Concepts such as mahi tahi can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori in relation to this activity. |
| Activity 8 Title  URL  Website description of activity  Recommendations | **Chill Time**  <https://sparklers.org.nz/activities/tactile-fun/>  Absorbing, simple activities that help students relax and find flow.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity refers to the concept of ‘flow’. In te ao Māori, there are concepts such as ‘mauri’, ‘ihi, ‘wehi’ and ‘wana’. Inclusion of such concepts into the activity would make the activity more inclusive and reflective of a Tiriti-based approach to learning. It is recommended that the activity be rewritten to better reflect te ao Māori and mātauranga Māori and therefore make it more appropriate for all schools and settings. |
| Activity 9 Title  URL  Website description of activity  Recommendations | **Common Ground**  <https://sparklers.org.nz/activities/common-ground/>  An interactive game that explores all the things we have in common, rather than focusing on our differences.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity refers to the concepts related to gender identity. In te ao Māori, there are concepts such as ‘ira wahine’, ‘ira tāne, ‘takatāpui’ that could be incorporated into this activity for discussion and exploration in all schools and settings. Pacific communities also have concepts like ‘fa’fafine’ that could be relevant and appropriate in this activity. Inclusion of such concepts into the activity would make it more inclusive and reflective of a Tiriti-based approach to learning and of Pacific communities understanding and values associated with gender identity. It is recommended that the activity be rewritten to be more inclusive of such concepts. |
| Activity 10 Title  URL  Website description of activity  Recommendations | **Compliment Posters**  <https://sparklers.org.nz/activities/compliment-posters/>  Make fun, feel-good posters for your classroom.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the poster template to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. This activity provides opportunity for Māori language to be celebrated in a positive way. Students could learn Māori language phrases used to praise others like ‘He toki koe!’ or ‘Tau kē koe!’, and they can be encouraged to use these in a range of authentic settings. It is recommended that the activity be rewritten to incorporate te reo Māori into it in a meaningful way. |
| Activity 11 Title  URL  Website description of activity  Recommendations | **Compliment Tag**  <https://sparklers.org.nz/activities/compliment-tag/>  An energising game of compliment giving and receiving.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity provides opportunity for Māori language to be celebrated in a positive way. Students could learn Māori language phrases to use while playing the game and they can be encouraged to use these in a range of authentic settings. It is recommended that the activity be rewritten to incorporate te reo Māori into it in a meaningful way. |
| Activity 12 Title  URL  Website description of activity  Recommendations | **Continuing Continuums**  <https://sparklers.org.nz/activities/continuing-continuums/>  These energising warm-ups encourage teamwork and communication.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. |
| Activity 13 Title  URL  Website description of activity  Recommendations | **Culture of Kindness**  <https://sparklers.org.nz/activities/culture-kindness-co-design-approach/>  A co-design approach to creating a culture of kindness in your classroom and school.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. There are certain tikanga around manaakitanga that are relevant when doing interviews with whānau. From a Māori perspective, it is also important to acknowledge that when you interview someone, there is often transmission of knowledge or mātauranga involved and it is important for students to understand this and acknowledge this. It is recommended that this activity to reworked to reflect this so that the activity better reflects tikanga Māori. |
| Activity 14 Title  URL  Website description of activity  Recommendations | **Curious Kea Scavenger Hunt**  <https://sparklers.org.nz/activities/take-moment-discover-nature-curious-kea-scavenger-hunt/>  From our friends at the Department of Conservation. While lots of our tamariki love being outside, sometimes having something to hunt for can add a layer of excitement and increase the exercise!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 15 Title  URL  Website description of activity  Recommendations | **Discover Your Strengths**  <https://sparklers.org.nz/activities/discover-your-strengths/>  A quiz to help senior students find their strengths and make a set of strengths cards.   1. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 2. The use of Māori language in the description of this activity needs to be reviewed. For example, the text says ‘Print a set of Strengths Cards for each tamariki..’ The word ‘tamariki’ should read as ‘tamaiti’. 3. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. However, it is quite long activity and requires a bit to get set up. It is recommended that the activity be reworked so that there is some whanau-facing content to support whānau engagement in this activity. 4. Students need to have access to a hardcopy of the strengths cards to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 16 Title  URL  Website description of activity  Recommendations | **Dramatic Emotions**  <https://sparklers.org.nz/activities/dramatic-emotions/>  An acting exercise that helps tamariki learn to manage tricky situations and big emotions.  No specific recommendations for this activity, other than those in the global recommendations. |
| Activity 17 Title  URL  Website description of activity  Recommendations | **Emotional Rollercoaster**  <https://sparklers.org.nz/activities/emotional-rollercoaster/>  Create an interactive classroom rollercoaster, and support tamariki to develop their emotional literacy and regulation.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. 4. Students need to have access to a hardcopy of the roller coaster template to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 18 Title  URL  Website description of activity  Recommendations | **Emotions In Colour**  <https://sparklers.org.nz/activities/tones-emotion-part-1/>  This activity uses colours to help tamariki name emotions. Being able to recognise and name emotions is the biggest step towards successfully regulating them.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to printed copies of the templates for this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 19 Title  URL  Website description of activity  Recommendations | **Emotions in Motion**  <https://sparklers.org.nz/activities/emotions-motion-motion-pictures/>  A video-making activity for senior tamariki to learn about managing big emotions, and teach others to too.   1. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. 2. Students need to have access to printed copies of the templates for this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 20 Title  URL  Website description of activity  Recommendations | **Energy Rollercoaster**  <https://sparklers.org.nz/activities/energy-rollercoaster/>  An activity for thinking about and adjusting our energy levels.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity refers to the concept of ‘energy’. In te ao Māori, there are concepts such as ‘mauri’, ‘ihi, ‘wehi’ and ‘wana’. Inclusion of such concepts into the activity would make the activity more inclusive and reflective of a Tiriti-based approach to learning. It is recommended that the activity be rewritten to better reflect te ao Māori and mātauranga Māori and therefore make it more appropriate for all schools and settings. |
| Activity 21 Title  URL  Website description of activity  Recommendations | **Everyday Kindness**  <https://sparklers.org.nz/activities/everyday-kindness/>  Our favourite ideas for boosting kindness at school and beyond.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. The phrase ‘Ka rewe!’ (which should be ‘Ka rawe!’) has been translated as ‘Head off to share your smile’, but this is not an accurate translation. It is recommended that a quality assurance check of the Māori language content for this activity be conducted to ensure it is at a high standard. |
| Activity 22 Title  URL  Website description of activity  Recommendations | **Favourite Spaces**  <https://sparklers.org.nz/activities/favourite-spaces/>  A calming activity that boosts students’ awareness of the world around them.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to printed copies of a template for this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 23 Title  URL  Website description of activity  Recommendations | **Favourites in the Natural World**  <https://sparklers.org.nz/activities/favourites-natural-world/>  This activity takes inspiration from the ordinary, yet extraordinary things in our natural world, as a mindfulness technique.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity provides opportunities for teachers, learners and whānau to explore Māori concepts relating to the taiao (natural environment). It is recommended that this activity be reworked to reflect mātauranga Māori and tikanga Māori related to the taiao and wellbeing. |
| Activity 24 Title  URL  Website description of activity  Recommendations | **Fill My Whare Tapa Whā**  <https://sparklers.org.nz/activities/fill-my-whare-tapa-whā/>  Use the Whare Tapa Whā hauora model to check in with your collective tamariki wellbeing.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to printed copies of a template for this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 25 Title  URL  Website description of activity  Recommendations | **Fill My Whare Tapa Whā … MORE!**  <https://sparklers.org.nz/activities/fill-my-whare-tapa-whā-more/>  Help tamariki find the ways that best suit them to support their hauora and wellbeing.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to printed copies of a template for this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 26 Title  URL  Website description of activity  Recommendations | **First Day Feelings**  <https://sparklers.org.nz/activities/first-day-feelings/>  When it’s a first day back after a break, this activity provides and opportunity to kōrero about this and express how they’re doing.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 27 Title  URL  Website description of activity  Recommendations | **Frozen Emotions**  <https://sparklers.org.nz/activities/frozen-emotions/>  A group exercise for showing and guessing different emotions.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. |
| Activity 28 Title  URL  Website description of activity  Recommendations | **Fruit Salad**  <https://sparklers.org.nz/activities/fruit-salad/>  An old classic that helps tamariki find similarities and get moving.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 29 Title  URL  Website description of activity  Recommendations | **Game Face**  <https://sparklers.org.nz/activities/game-face/>  A fun activity to help tamariki overcome inhibitions and get to know each other better   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 30 Title  URL  Website description of activity  Recommendations | **Glitter Timers**  <https://sparklers.org.nz/activities/glitter-timers/>  A tool that supports tamariki to feel settled and calm.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. |
| Activity 31 Title  URL  Website description of activity  Recommendations | **Gratitude – Whakawhetai O’Clock**  <https://sparklers.org.nz/activities/gratitude-oclock/>  Our favourite ideas for teaching and encouraging gratitude.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 4. There is an opportunity in this activity for teachers, students and whānau to explore the ways in which that different Pacific communities practise gratitude. For example, the Cook Islands communities practise ‘ora’ as a way of showing gratitude. It is recommended that the activity be reworked to encourage students and whānau to share and explore ways that different cultures express gratitude. |
| Activity 32 Title  URL  Website description of activity  Recommendations | **Hangaia he Tohu Maumahara**  <https://sparklers.org.nz/activities/hangaia-he-tohu-maumahara/>  Making memory posters to encourage connections to tamariki whānau and whakapapa with this simple interviewing activity.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 33 Title  URL  Website description of activity  Recommendations | **Hikitia te Hā**  <https://sparklers.org.nz/activities/hikitia-te-hā-traditional-mindful-breathing/>  Traditional Māori breathing and mindfulness sequences.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. |
| Activity 34 Title  URL  Website description of activity  Recommendations | **How am I Doing?**  <https://sparklers.org.nz/activities/how-am-i-doing/>  This activity encourages tamariki to think about their wellbeing, all the ways they can boost it, and some of the great stuff they’re already doing.   1. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 35 Title  URL  Website description of activity  Recommendations | **Huarākau**  <https://sparklers.org.nz/activities/huarākau/>  An energising game to incorporate and extend te reo Māori.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. |
| Activity 36 Title  URL  Website description of activity  Recommendations | **Intrepid Adventure**  <https://sparklers.org.nz/activities/intrepid-adventure/>  A simple and imaginative trust game (without too much risk!), this activity helps tamariki work together   1. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 2. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. |
| Activity 37 Title  URL  Website description of activity  Recommendations | **Journey to the Future**  <https://sparklers.org.nz/activities/journey-future-co-design-approach/>  A tamariki-led approach to creating a culture of kindness in your school.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 4. There is opportunity here for mātauranga Māori to be included in this activity. Concepts such as aroha and ngākau mahaki can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori. |
| Activity 38 Title  URL  Website description of activity  Recommendations | **Juicy, Crispy, Crunch**  <https://sparklers.org.nz/activities/juicy-crispy-crunch/>  A practical mindfulness activity using our senses.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity is one that could provide good opportunity for whānau to engage in their children’s learning. It is recommended that the activity be reworked so that there is some whānau-facing content to support whānau engagement in this activity. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 39 Title  URL  Website description of activity  Recommendations | **Kei te Pēhea Koe?**  <https://sparklers.org.nz/activities/kei-te-pēhea-koe/>  This fun game will get your greetings in te reo down pat!   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. There is opportunity here for more mātauranga Māori to be included into the activity. Tikanga such as hongi can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori. |
| Activity 40 Title  URL  Website description of activity  Recommendations | **Kia Ora Taniwha!**  <https://sparklers.org.nz/activities/kia-ora-taniwha/>  A familiar and fun game that tamariki LOVE!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. |
| Activity 41 Title  URL  Website description of activity  Recommendations | **Kimihia Mai – Find Me!**  <https://sparklers.org.nz/activities/kimihia-mai-find-me/>  Create a shaker (maybe out of paūa) whose sound will lead you to your friends. This is a great ‘taking notice’ game.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. It is recommended that a quality assurance check of the Māori language content for this activity be conducted to ensure it is at a high standard. |
| Activity 42 Title  URL  Website description of activity  Recommendations | **Kimihia Te Mātauranga o Neherā**  <https://sparklers.org.nz/activities/kimihia-te-mātauranga-o-neherā/>  An opportunity for tamariki to acknowledge and explore their amazing whenua (land) and heritage.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity needs to be reworked so that it provides for a richer learning experience for teachers, students and whānau. There are some great resources on Te Tai website (https://teara.govt.nz/en/te-tai) with ideas and activities to strengthen this kind of activity. There are also concepts such as ‘tūrangawaewae’, ‘whakapapa’ and ‘mana whenua’ or ‘mana moana’ that would all be appropriate to discuss in an activity like this. It is recommended that this activity be revised to include these elements of te ao Māori for learners across all settings. |
| Activity 43 Title  URL  Website description of activity  Recommendations | **Listen to the Rain**  <https://sparklers.org.nz/activities/listen-rain/>  This is a great calm down activity and so simple to play.   1. Two thirds of this activity is about making sounds – soundscape. This part of the activity encourages children to engage with different sounds they are familiar with and to develop their sounds to different levels. However, this focus changes to asking New Zealand Samoan children if they would like to take the lead in teaching a traditional dance. Three video clips about learning the sāsā are offered as a resource for this part of the activity. However, there is no lead into the invitation to guide a traditional dance, nor is there any follow up except the suggestion to perform at the school assembly. This activity needs redesigning. Consider setting the scene to contextualise or add to the current theme. 2. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 3. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 44 Title  URL  Website description of activity  Recommendations | **Loop-De-Loop**  <https://sparklers.org.nz/activities/loop-de-loop/>  An energising game that’s all about working as a team.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity provides opportunity for Māori language to be celebrated in a positive way. Students could learn Māori language phrases through this activity that they could then be encouraged to use in a range of authentic settings. It is recommended that the activity be rewritten to incorporate te reo Māori into it in a meaningful way. |
| Activity 45 Title  URL  Website description of activity  Recommendations | **Magic Minute**  <https://sparklers.org.nz/activities/magic-minute/>  A breathing ‘experiment’ that extends tummy breathing.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity provides opportunity for Māori language to be celebrated in a positive way. Students could learn Māori language phrases through this activity that they could then be encouraged to use in a range of authentic settings. It is recommended that the activity be rewritten to incorporate te reo Māori into it in a meaningful way. 3. This activity refers to the concept of ‘breathing’. In te ao Māori, there are concepts such as ‘mauri’, ‘hinengaro’ and ‘wairua’ that are all related to taking notice of one’s breathing. Inclusion of such concepts into the activity would make the activity more inclusive and reflective of a Tiriti-based approach to learning. It is recommended that the activity be rewritten to better reflect te ao Māori and mātauranga Māori and therefore make it more appropriate for all schools and settings. |
| Activity 46 Title  URL  Website description of activity  Recommendations | **Make a Manu Tukutuku (Kite)**  <https://sparklers.org.nz/parenting/make-manu-tukutuku-kite/>  (no description on the website)   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity does not provide any explicit links to the NZC key competencies. It is recommended that this information be added. 4. This activity does not identify any underlying concepts as per the majority of other activities. It is recommended that this information be added. |
| Activity 47 Title  URL  Website description of activity  Recommendations | **Make Your Own Whare Tapa Whā**  <https://sparklers.org.nz/parenting/make-your-own-whare-tapa-whā/>  This activity is all about keeping Whare Tapa Whā actionable. It’s a great follow on from Sparklers Tuputupu activity.   1. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 2. This activity does not provide any explicit links to the NZC key competencies. It is recommended that this information be added. 3. This activity does not identify any underlying concepts as per the majority of other activities. It is recommended that this information be added. |
| Activity 48 Title  URL  Website description of activity  Recommendations | **Managing Worries**  <https://sparklers.org.nz/activities/managing-worries/>  Helping tamariki understand and manage their worries.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. There is opportunity here for mātauranga Māori to be included in this activity. Concepts such as āwangawanga and rangirua can be explored in all schools and settings in relation to this activity. It is recommended that this activity be reworked to include more aspects of mātauranga Māori. 3. This activity provides opportunity for Māori language to be celebrated in a positive way. Students could learn Māori language phrases through this activity that they could then be encouraged to use in a range of authentic settings. It is recommended that the activity be rewritten to incorporate te reo Māori into it in a meaningful way. |
| Activity 49 Title  URL  Website description of activity  Recommendations | **Mandala Colouring**  <https://sparklers.org.nz/activities/mandala-colouring/>  A relaxing colouring activity to promote relaxation and calm.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. There is opportunity to incorporate mātauranga Māori and Indigenous knowledge from Pacific peoples into this activity. Mandala is a geometric design that holds a great deal of symbolism in Hindu and Buddhist cultures. This activity could be strengthened to be more culturally inclusive of mātauranga Māori by including or referencing Māori designs and mātauranga about these. Designs by Pacific artists that feature traditional and contemporary design features from different Pacific communities could also be included and explored. 3. Additional links to the NZC required – a link to The Arts learning area of NZC is identified, but this activity should also include links the Mathematics and Statistics learning area (specifically to the learning objectives for geometry). 4. It is recommended that additional text be added to this activity to encourage learners to design their own mandala or Māori designs if they do not have a printer at home, so that tamariki and whānau who do not have a printer at home can still engage in this activity. |
| Activity 50 Title  URL  Website description of activity  Recommendations | **Musical Adventures**  <https://sparklers.org.nz/activities/musical-adventures/>  Extending the connection between music and emotions.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that these links be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. It is recommended that some music from Pacific artists and musicians from other Indigenous communities be added to the suggested playlists so that students can experience music that is reflective of our diverse communities in Aotearoa. |
| Activity 51 Title  URL  Website description of activity  Recommendations | **Musical Emotions**  <https://sparklers.org.nz/activities/musical-emotions/>  Extending the connection between music and emotions.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. It is recommended that some music from Pacific artists and musicians from other Indigenous communities be added to the suggested playlists so that students can experience music that is reflective of our diverse communities in Aotearoa. |
| Activity 52 Title  URL  Website description of activity  Recommendations | **My Amazing Brain**  <https://sparklers.org.nz/activities/my-amazing-brain/>  Fostering a growth mindset and celebrating akoranga (learning).   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. There are Māori proverbs or whakataukī and Māori concepts that reflect similar ideas to a ‘growth mindset’ (e.g. he manawa tītī, etc.). Including some of these whakataukī or Māori concepts would be a way of weaving mātauranga Māori and te reo Māori into this activity. |
| Activity 53 Title  URL  Website description of activity  Recommendations | **My Fale**  <https://sparklers.org.nz/activities/my-fale-house/>  An activity that’s fun and engaging for all students and has a unique Pacific focus – first create your fale (house), then create your classroom’s village!   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 54 Title  URL  Website description of activity  Recommendations | **My Pepeha**  <https://sparklers.org.nz/activities/my-pepeha/>  Celebrating our identity, whānau and where we come from.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. This activity could be enhanced by sharing with rangatahi that sharing pepeha is a practice that comes from te ao Māori. Instead, the activity jumps straight in to describing something that is important across all cultures. While this approach may be an effort to make the activity inclusive, it fails to make the specific link to te ao Māori. The intention for the activity to be inclusive of all students can still be achieved, but it is important to that tamariki understand that pepeha is a Māori way of establishing connections between people. Glossing over this reality prevents tamariki from fully understanding the significance of pepeha in te ao Māori. |
| Activity 55 Title  URL  Website description of activity  Recommendations | **Nature Moves**  <https://sparklers.org.nz/activities/take-moment-notice-nature-nature-moves/>  From our friends at the Department of Conservation, this activity combines physical activity, mindfulness and being outside. All of best wellbeing bits that tamariki love!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity touches on Papatūānuku and Ranginui, so there is opportunity here to weave mātauranga into the activity by sharing the Māori creation story of the separation of these atua. |
| Activity 56 Title  URL  Website description of activity  Recommendations | **Outdoor Art Projects**  <https://sparklers.org.nz/activities/take-moment-create-nature-outdoor-art-projects/>  From our friends at the Department of Conservation, this activity combines taking notice of what’s around us and immersing ourselves in the moment . Deep, calming sigh …!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity needs reworking –it appears that it tries to weave mātauranga Māori into the activity, but more context needs to be provided to support teachers, whānau and learners. It asks tamariki to ‘take their equipment outside and find somewhere or something in nature to draw. It might be a leaf, a landscape, an insect, a putiputi (flower) or an Atua – Tāne-mahuta, Tāwhiri-mātea, Tongaroa.’ It does not provide any context provided about what atua are, or who Tāne-mahuta, Tāwhiri-mātea, Tongaroa are. This needs to be addressed. |
| Activity 57 Title  URL  Website description of activity  Recommendations | **Outside Adventures for Whānau and School**  <https://sparklers.org.nz/activities/whānau-outdoor-activities/>  Sparklers has been working with the Department of Conservation and SKIP to create fun outside adventures in te Reo Māori and English - bubble friendly, super easy and stress-busting!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. While these activities have been presented as bilingual content and all activities appear in both English and Māori, there is room for mātauranga Māori to be reflected in te activities. For example, the activities could include some traditional Māori games that can be played outside, or there could be references to how Māori related to the taiao (environment). There is opportunity to further enhance these activities with these suggested additions. |
| Activity 58 Title  URL  Website description of activity  Recommendations | **Perform It Up – Island Style!**  <https://sparklers.org.nz/activities/perform-it-island-style/>  A chance to recreate Pacific stories and beliefs using any performance art you choose.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. It would be helpful for this activity to be written so that it is more inclusive of whānau and encourages whānau to participate and engage in their children’s learning. For example, there may be elders in the whānau who may be able to share stories from their homes across the Pacific that they could share with tamariki. 3. It would be appropriate to weave some examples of the languages of the many Pacific communities into this activity. |
| Activity 59 Title  URL  Website description of activity  Recommendations | **Pirate Play**  <https://sparklers.org.nz/activities/pirate-play/>  A fun, energising, memory-based game.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 60 Title  URL  Website description of activity  Recommendations | **Poi Rākau**  <https://sparklers.org.nz/activities/poi-rākau/>  A traditional, fun and energetic challenge for tamariki.   1. It appears that this activity is meant to feature a link to a What Now? video clip to explain how the activity is supposed to work. However, no link appears on this page. This needs to be addressed – without the link, the activity doesn’t make sense and appears incomplete. 2. Under the heading ‘What Next?’, there appears to be some place holder text where the actual body text should be. This needs to be replaced with the correct text. |
| Activity 61 Title  URL  Website description of activity  Recommendations | **Read in Nature**  <https://sparklers.org.nz/activities/take-moment-read-nature-spring-bookworm-challenge/>  From our friends at the Department of Conservation - we love that this idea is so accessible to everyone while in home-learning, and the combination of reading (learning) and being outdoors will help tamariki feel great!   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity doesn’t feature any references to te ao Māori or mātauranga Māori. Finding a spot outside that is good for reading provides lots of opportunity for mātauranga Māori about the taiao (the environment) to be woven into the activity. For example, the activity could refer to the maramataka (the Māori lunar calendar) and encourage children to look for particular days in the lunar cycle that would be good days to read outside. |
| Activity 62 Title  URL  Website description of activity  Recommendations | **Rising Tide**  <https://sparklers.org.nz/activities/rising-tide/>  A resiliency-based set of activities based on reading, or listening to the book Rising Tide (He Tai Pari) – in English and/or te reo Māori.   1. This activity is based on the book Rising Tide by the team at The Worry Bug, but there is no obvious link visible on the page. It says that the book is available on the Sparklers website, but there is not clear link. Without the link to the resource, this activity appears rather pointless. Suggest that a link to the resource be added. |
| Activity 63 Title  URL  Website description of activity  Recommendations | **Sense of the Day**  <https://sparklers.org.nz/activities/sense-day/>  A week of sensory fun and exploration   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 64 Title  URL  Website description of activity  Recommendations | **Sensory Kete**  <https://sparklers.org.nz/activities/sensory-kete-or-box/>  Sensory kete promote self-regulation and calm.   1. This activity has been identified as an ECE-friendly activity but needs explicit links toTe Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 65 Title  URL  Website description of activity  Recommendations | **Sensory Poetry**  <https://sparklers.org.nz/activities/sensory-poetry/>  A creative writing activity for celebrating the senses.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 66 Title  URL  Website description of activity  Recommendations | **Sensory Sound Map**  <https://sparklers.org.nz/activities/take-moment-listen-nature-sensory-sound-map/>  From our friends at the Department of Conservation - this is a really simple mindfulness activity, only needing a quiet space to look and listen.   1. This activity has been identified as an ECE-friendly activity but needs explicit links toTe Whāriki incorporated. |
| Activity 67 Title  URL  Website description of activity  Recommendations | **Sleeping Statues**  <https://sparklers.org.nz/activities/sleeping-statues/>  A calming game that paves the way for tummy breathing.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 68 Title  URL  Website description of activity  Recommendations | **Sliding Emotions**  <https://sparklers.org.nz/activities/sliding-emotions/>  This activity helps tamariki learn to manage emotions using a playground slide as a visualisation tool.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 69 Title  URL  Website description of activity  Recommendations | **Smiley Stress Balls**  <https://sparklers.org.nz/activities/smiley-stress-balls/>  A crafty activity that will give tamariki a calming keepsake.   1. The hyperlink to the video that appears on this page are not easily identifiable as hyperlinks – it does not underlined nor does it appear in a different colour font to distinguish it from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlink exists. 2. In the ‘What Next?’ section, as above, the hyperlink to another video resource on the website, is difficult to see. This needs to be addressed. |
| Activity 70 Title  URL  Website description of activity  Recommendations | **Sneaky Thank You Cards**  <https://sparklers.org.nz/activities/sneaky-thank-you-cards/>  A fun way to foster kindness, gratitude and the joy of giving.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. The hyperlinks that appear on this page so that users can print out the card templates are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 71 Title  URL  Website description of activity  Recommendations | **Strengths Story**  <https://sparklers.org.nz/activities/strengths-story/>  A funny game for helping tamariki understand and feel good about their strengths.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 72 Title  URL  Website description of activity  Recommendations | **Superheroes**  <https://sparklers.org.nz/activities/superheroes/>  Celebrating our strengths and being unique.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. The hyperlink to the story I Like Myself by Karen Beaumont that appears on this page is not easily identifiable as a hyperlink – it is not underlined nor does it appear in a different colour font to distinguish it from the main body text. This needs to be addressed otherwise users may miss the fact that this resource is available on this page. 3. The hyperlink to the compliments poster on this page is not easily identifiable as a hyperlink – it is not underlined nor does it appear in a different colour font to distinguish it from the main body text. This needs to be addressed otherwise users may miss the fact that this resource is available on this page. |
| Activity 73 Title  URL  Website description of activity  Recommendations | **Taihoa!**  <https://sparklers.org.nz/activities/taihoa/>  Two games that helps students discover their inner pause button.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. |
| Activity 74 Title  URL  Website description of activity  Recommendations | **Tangled!**  <https://sparklers.org.nz/activities/tangled/>  A quick game that promotes cooperation, patience and trust.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. |
| Activity 75 Title  URL  Website description of activity  Recommendations | **Te Ara Pū Māori**  <https://sparklers.org.nz/activities/te-ara-pū-māori/>  With Te Ara Pū you can keep learning te reo sounds to help make kōrero easy.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity features the phrase ‘Koa – Enjoy!’ This is not commonly used as a command in this way, so needs a Māori language edit so that more Māori language text can be included in the activity and a more appropriate phrase included instead of this one. |
| Activity 76 Title  URL  Website description of activity  Recommendations | **The Empathy Effect**  <https://sparklers.org.nz/activities/empathy-effect/>  Demonstrating how our actions impact others.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. It would be great to offer alternative stories that represent characters, perspective and realities that Māori and Pacific students could easily recognise and relate to. |
| Activity 77 Title  URL  Website description of activity  Recommendations | **The Faces Game**  <https://sparklers.org.nz/activities/faces-game/>  A game for identifying, naming and sharing emotions.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 78 Title  URL  Website description of activity  Recommendations | **The Rising Tide, He Tai Pari**  <https://sparklers.org.nz/activities/rising-tide-he-tai-pari/>  This fantastic story for tamariki in years 5-8, explores independence, how we see ourselves and finding the courage to “ask for help with the hard bits”.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. This activity does not provide any explicit links to the NZC key competencies. It is recommended that this information be added. 4. This activity does not identify any underlying concepts as per the majority of other activities. It is recommended that this information be added. |
| Activity 79 Title  URL  Website description of activity  Recommendations | **There for Me**  <https://sparklers.org.nz/activities/got-your-back/>  Previously called Got Your Back, this activity helps Year 7 and 8 tamariki reflect on the people who are there for them, and the different roles they can play.   1. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 80 Title  URL  Website description of activity  Recommendations | **Tummy Breathing**  <https://sparklers.org.nz/activities/tummy-breathing/>  Teaching mindful breathing for focus and calm.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. 4. The hyperlink to ‘Hikitea te Hā’ on this page is not currently active. This needs to be fixed. |
| Activity 81 Title  URL  Website description of activity  Recommendations | **Tuning In**  <https://sparklers.org.nz/activities/tuning/>  We all know books have super powers. Here’s an activity that will use them to help tamariki develop emotional literacy, tune in to how others are feeling and know how to react to different emotions.   1. This activity has been identified as an ECE-friendly activity but needs explicit links to Te Whāriki incorporated. |
| Activity 82 Title  URL  Website description of activity  Recommendations | **Tuputupu – Grow**  <https://sparklers.org.nz/activities/tuputupu-grow/>  Tuputupu is a fun, activity-based workbook created as part of Te Wiki o te Reo Māori which uses te Reo and Whare Tapa Whā as a foundation for tamariki to understand and care for their hauora.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 83 Title  URL  Website description of activity  Recommendations | **Up and Down**  <https://sparklers.org.nz/activities/and-down/>  A partner activity promoting teamwork and a bit of active problem solving.   1. No recommendations for this activity other than the generic recommendations in the global recommendations. |
| Activity 84 Title  URL  Website description of activity  Recommendations | **Use Your Strengths**  <https://sparklers.org.nz/activities/use-your-strengths/>  Activities to help senior students start using and developing their strengths.   1. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 2. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 85 Title  URL  Website description of activity  Recommendations | **We Can Only Shine!**  <https://sparklers.org.nz/activities/we-can-only-shine/>  A fun and memorable lesson about diversity, acceptance and being our true selves.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 86 Title  URL  Website description of activity  Recommendations | **Whānau Posters**  <https://sparklers.org.nz/activities/whānau-posters/>  Kōrero with a loved-one and create a poster about them.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 87 Title  URL  Website description of activity  Recommendations | **What Can I Discover?**  <https://sparklers.org.nz/activities/what-can-i-discover/>  Practice listening, asking questions, having conversations and building empathy.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. |
| Activity 88 Title  URL  Website description of activity  Recommendations | **What’s in a Name?**  <https://sparklers.org.nz/activities/whats-name-igoa/>  A great aiga (family) connecting and learning activity highlighting the importance of our names.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. This activity does not identify the relevant learning areas of the NZC that align to it. It is recommended that this information be added. 3. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 4. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 89 Title  URL  Website description of activity  Recommendations | **What’s Under the Blanket?**  <https://sparklers.org.nz/activities/whats-under-blanket/>  A fun literacy (and emotional literacy) activity that can last the whole week!   1. This activity does not identify any underlying concepts as per the majority of other activities. It is recommended that this information be added. 2. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 90 Title  URL  Website description of activity  Recommendations | **Worries 101**  <https://sparklers.org.nz/activities/worries-101/>  Teaching tamariki the neuroscience behind worrying helps them make sense of the way it feels, so they can better work through it.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |
| Activity 91 Title  URL  Website description of activity  Recommendations | **Your Whare Tapa Whā Wall Display**  <https://sparklers.org.nz/activities/your-whare-tapa-whā-wall-display/>  Teaching tamariki the neuroscience behind worrying helps them make sense of the way it feels, so they can better work through it.   1. This activity does not give any indication as to which curriculum level or year level it aligns with. It would be helpful for teachers, learners and whānau to have this information. It is recommended that this information be added. 2. Students need to have access to a hardcopy of the relevant worksheet to be able to do this activity. This may be a barrier for whānau if they do not have a printer at home. It is recommended that an alternative option be added to the activity so that whānau can still support their children to engage in this activity at home if they do not have a printer. 3. The hyperlinks that appear on this page are not easily identifiable as hyperlinks – they are not underlined nor do they appear in a different colour font to distinguish them from the main body text. This needs to be addressed otherwise users may miss the fact that these hyperlinks exist. |

# Appendix Two

## Ministry of Education Resource Design Principles

The following is a distillation of advice provided by the Ministry of Education about key resource development principles (2018a).

#### Principle 1: Effective educational resources have a clear instructional purpose.

This principle means that good resources should help to improve educational outcomes for students by positively influencing teaching and learning. Content should support the values, key competencies and achievement objectives of the national curriculum, while also being responsive to local goals and aspirations. Resources should clearly indicate their intended audience and purpose. They should also foster the development of the skills and knowledge that contribute to success for learners, giving them the competencies needed for lifelong learning.

Under this principle, resources should support teaching and learning of curriculum area content at an appropriate level, and teachers should be able to tailor the content to support differentiated teaching that will take account of students’ particular learning needs. The content should support teachers to either scaffold or accelerate individual students’ learning if required. Furthermore, resources should help teachers and students work together to identify intended learning outcomes, give and receive feedback and set directions for learning.

#### Principle 2: Effective educational resources make positive connections with learners’ knowledge, experience, and identity.

Effective curriculum materials support teachers to make deliberate and positive connections with the languages and cultural practices of their students’ whānau and communities. The Ministry of Education’s advice is that a single resource should not be expected to do this for all students in a school, but a series of resources should reflect the cultural balance of New Zealand society (Ministry of Education, 2018a, p. 2).

Students should be able to see themselves and their goals and interests in the resources they engage with. Resources should support diversity by encouraging inclusive practices and avoid stereotyping or deficit thinking. Instead, educational content should promote strengths-based approaches to teaching and learning. Resources should support learners to identify prior knowledge or related learning and to make links to their aspirations for the future.

For teachers, resources should help them make connections with their students’ diverse languages, cultures and ways of learning and strengthen them to listen to and respond to their students’ voices. Resources should also support teachers to monitor their own learning and identify next steps for their professional learning and development.

#### Principle 3: Effective educational resources build knowledge about what is required for achieving particular tasks.

Under this principle, resources should support students to develop the knowledge, skills and learning strategies they need for a particular task. They should encourage collaborative problem solving and strengthen inquiry learning. Content should be levelled appropriately to provide support for students’ diverse learning needs. It should also support students to understand what and how they are learning so that they can transfer their new knowledge and skills to other tasks.

For teachers, resources should support them to develop both their content knowledge and their pedagogical content knowledge. Content should also help teachers and students understand what successful completion of the task should or could look like.

#### Principle 4: Effective educational resources are engaging.

Effective educational resources hold learners’ interest, stimulate thinking, fuel their imaginations and reward repeated use. They captivate both the mind and emotions and build on learners’ cultural and linguistic backgrounds. Teachers can use such materials to design worthwhile learning activities that are connected to the real world.

Under this principle, resources should include rich and compelling content that asks provocative questions and stimulates critical thinking. Resources should draw on and affirm students’ cultural knowledge, experience and values. Content should be designed to appeal to students so that they are encouraged to engage with the material. Resources should allow learners to explore topics and choose activities that will arouse their interest, fuel their imaginations and generate memorable learning. Content should also offer access to knowledge and skills development through a range of learning modes (for example, visual, auditory and kinaesthetic modes).

#### Principle 5: Effective educational resources support the use of assessment to enhance learning.

The main purpose of assessment is to enable learning. An essential part of assessment is the ability to give and respond to feedback. Effective feedback involves the questions: ‘Where am I going?’; ‘How am I doing?’; and ‘What are the next steps in my learning?’.

Effective teachers are able to gather and analyse a range of assessment information and use it to improve teaching and learning. They understand the expected levels of achievement for a particular task, and they draw on a range of assessment tools and sources to help them gauge their students’ progress and measure the success of their own teaching. Students learn to reflect on and direct their own learning and achievement. They understand the assessment tools being used and what their results mean. In partnership with their teachers and peers, they learn to self-assess and to give and receive feedback.

Under this principle, resources should help teachers to assess students’ existing knowledge and skills as a basis for new learning. Resources should support self-assessment and peer assessment while promoting access to immediate, frequent and constructive feedback. Content should include information about what expected levels of achievement might or should look like. And for teachers, resources should show them how to analyse assessment information and use it to monitor students’ progress, engage in learning conversations with them and plan for the next steps in their learning.

#### Principle 6: Effective educational resources help teachers to understand what research is saying about effective teaching and to put it into practice.

Effective teachers understand current research about teaching and learning, and they know how to put these theories into practice. They recognise that learning takes place when people critically and collaboratively reflect on new information in terms of their existing knowledge, experience and beliefs. They seek out repeated opportunities to try out their new learning, reflect on what happened and consider what their next steps should be.

Effective educational resources convey important ideas about teaching and learning in ways that can be understood and implemented in the classroom. They are deliberately designed to help teachers understand the insights from research and their implications for practice. They support teachers to make confident and informed decisions about their programmes, while allowing space for teachers and students to work together to construct new learning.

Under this principle, resources should be based on sound research about what works best for students’ learning. Resources should treat teachers and students as active participants in building new knowledge. For teachers, resources should clearly explain the reasons for a suggested change in practice, the purpose of the change and the evidence that supports it. And content should build teachers’ understanding of key concepts and terms and promote access to additional learning supports, such as online communities of practice or professional learning facilitators.

#### Principle 7: Effective educational resources are ethical, just, inclusive, and fair.

All educational resources used in New Zealand schools must be consistent with the principles and values of the national curriculum, and with national and international policies on rights and responsibilities with regard to social justice. While most New Zealanders believe in these principles, values, and policies, they can be challenging to translate into practice. Resources can help users to see what they mean and how they might enact them in their own lives.

Under this principle, resources should embody and convey the principles reflected in the national curriculum: high expectations, Te Tiriti o Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus. They should also embody and convey the values of the national curriculum: excellence, innovation, enquiry, curiosity, diversity, equity, community and participation, ecological sustainability, integrity and respect.

Resources should also support teachers and students to value diversity as a resource for learning. Content should be respectful in tone and inclusive of all users (for example, in its layout and presentation). Consideration should also be afforded to acknowledge and respect the copyright of all sources of information and images included. Resources should also be affordable and accessible in a variety of ways.

#### Principle 8: Effective educational resources are well-crafted, structured, and appropriate for their purpose.

Educational resources will only achieve their instructional purpose if their content and suggested activities are aligned with their purpose and with the needs of the learner.

Effective resources are clearly written and designed in a way that makes them easy to understand and use. They incorporate deliberate learning supports that help learners understand key concepts. At the same time, they take account of the need to organise material as clearly as possible to avoid overloading the user.

Under this principle, resources should be clearly written, logically structured, error free and coherent. They should have a clear purpose and should meet that purpose. Content should use key terms accurately and consistently, connecting abstract ideas to relevant examples. It should be presented in a format suitable for its audience, with clear and appropriate fonts, visual features and layout. Content should also include developmentally appropriate text features such as glossaries, footnotes and weblinks.

Ideally, resources should be developed in collaboration with the intended end-users. They should be engaging and include culturally appropriate images that enhance meaning and do not distract from the key messages. The design and layout should make the content accessible to all users and, in the case of digital resources, support flexible access by diverse users.

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1. This Ministry of Education document is currently in draft form. At the time this report was published, this document had not yet been gazetted. [↑](#footnote-ref-1)
2. A term used to refer to schools in general, or sometimes for referring to schools that identify as Māori schools or Māori medium schools. [↑](#footnote-ref-2)
3. Schools established under s.155 of the Education Act 1989 that teach in te reo Māori and where learning is based on Māori culture and values and within a particular philosophy called Te Aho Matua. [↑](#footnote-ref-3)
4. Special character schools established under s.156 of the Education Act 1989 that are committed to advancing and realising the aspirations of Māori tribal groups and entities in education. [↑](#footnote-ref-4)
5. This list was created by Teremoana MaUa-Hodges, a Rarotongan/Atiuan education consultant and resource developer with over forty years of experience in developing resources for Pacific learners. [↑](#footnote-ref-5)
6. Collaboration here is about using ‘Talanoa’ as defined by Vaioleti (2006). [↑](#footnote-ref-6)
7. The Fonofale model was first developed by Fuimaono Karl Pulotu-Endemann in 1995 for the Ministry of Health (Pulotu-Endemann, 2001). [↑](#footnote-ref-7)
8. Te Whare Tapa Wha was created by Sir Mason Durie in 1984 to provide a Māori perspective on health. [↑](#footnote-ref-8)
9. As an example, in the heading ‘He aha ai? – Why we love it’, the Māori text simply translates as ‘Why?’. It is odd that the Māori text in the bilingual heading is written as a question, but the English text is not. If Māori text is to be incorporated into the content of the website, it must be purposeful and its integrity, authenticity, quality and value uncompromised, otherwise the risk is that the inclusion of te reo Māori becomes tokenistic. [↑](#footnote-ref-9)