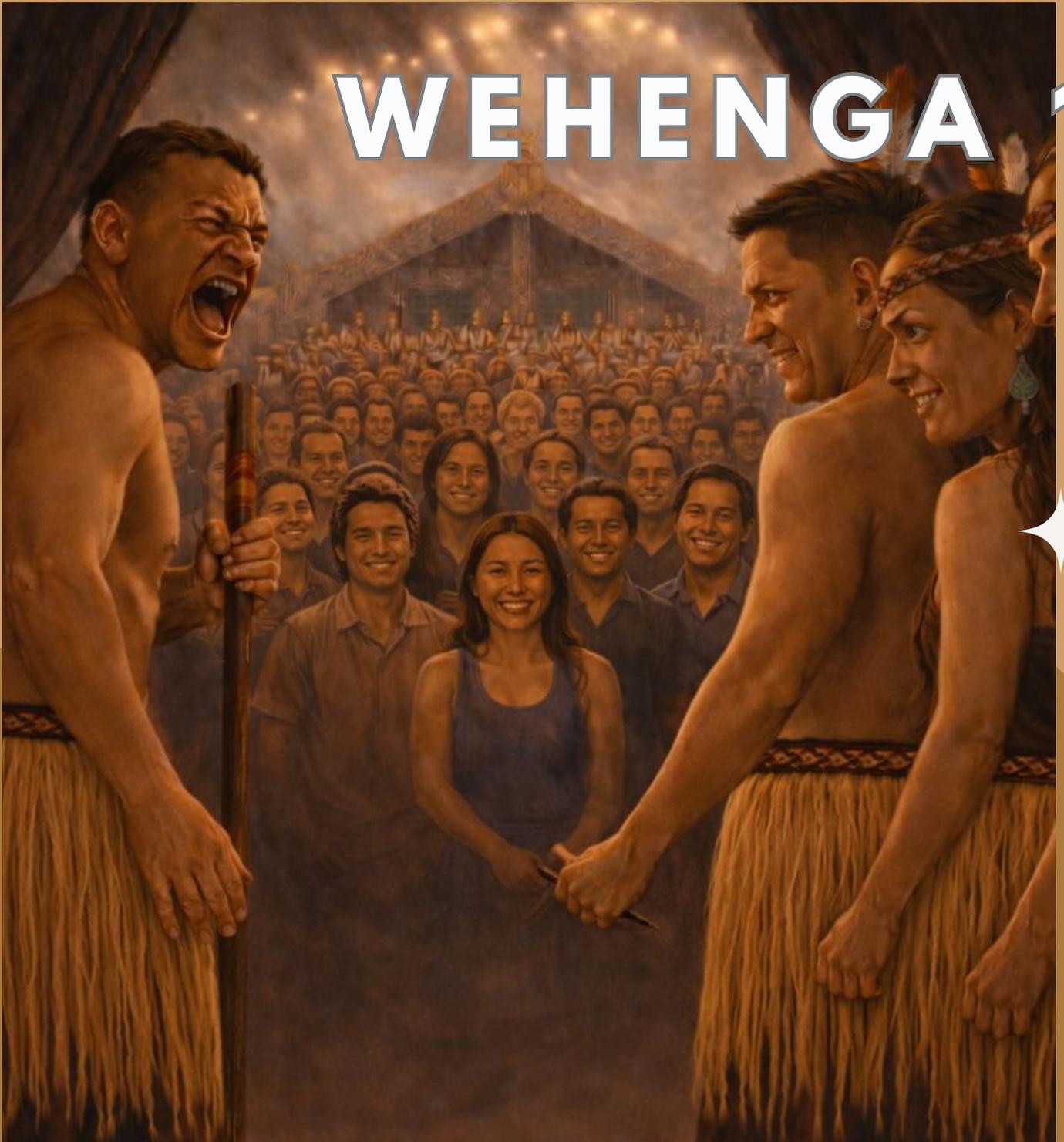


# KOWAE AKO



**MANA AHUREA  
TAU 12**

**TE PŪTAHI MĀORI O MANUREWA**



Tēnā koutou katoa

He mihi nui ki a koutou mō tō koutou manawanui me tō koutou hokitanga mai  
ki Te Pūtahi Māori o Manurewa.

Ko koutou te manawa o tēnei kura.  
Ki te kore ko koutou, he whare noa iho.

Koinei ōku hiahia ki a koutou:

**Kia kaha ki te kōrero Māori:**

Kia kaha te whakamahi i tō tātou reo rangatira i ngā wā katoa.

**Kia tū kaha:**

Kua kite ahau i tō koutou tipu i tērā tau, ā, e mōhio ana au he nui noa atu ngā  
pūmanawa kei roto i a koutou e tatari ana kia puta mai.

**Whaia te iti kahurangi:**

Kaua e aro ki ngā mea māmā noa, engari whāia te tihi o tō maunga.

**Manaaki tangata:**

Aroha tetahi ki tētahi kia pai te wairua me te ngākau o tō tātou kura, me tō  
tātou hāpori

Nō reira koutou mā, he nui ngā kaupapa kei te haere mai i tēnei tau.

Kia tū, kia maia, kia manawa nui.

“Ko te manu i kai i te miro nōna te ngahere ko te manu i kai i te mātauranga  
nōna te ao.”

Nāku noa, nā,  
Matua Maahia

# Rārangi Kaupapa

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# Tau 12 Akoranga

## Tirohanga Whānui – Course Overview

We are committed to the holistic development of every learner, anchoring our learning journey in the matapono of Te Aho Matua. We foster an environment where students grow as expert learners, capable of navigating both the physical and digital worlds with wisdom, integrity, and a strong sense of identity.

Through the Tau 12 programme, learners will engage with a wide breadth of knowledge, developing the ability to think critically and make meaningful connections to the wider world. We prioritise collaborative learning, evidence-based discussion, and the mastery of communication across various formats. Our goal is to support students to set high expectations for themselves, reflecting on their growth as they move toward excellence.

Ngā Wāhanga Ako			
Hakinakina	Hangarau Matihiko	Kapa Haka	Pangarau
Putaiiao	Reo Maori & Tikanga-ā-Iwi	Reo Pākeha	Tuni Kai

## Te whiwhi māka – Grading

Grading Scale and Colour Scheme	
Kāore i whiwhi (Not Achieved)	The learner has not yet demonstrated the required understanding despite submitting their work, or they have relied on external tools rather than showing their own authentic engagement with the kaupapa.
Kua timata (Not yet complete)	The learner has begun to engage with the kaupapa but requires further evidence or development to fully demonstrate the required learning outcomes.
Whiwhinga (Achieved)	The learner demonstrates a clear understanding of the core concepts and communicates ideas effectively, showing a foundational grasp of the material.
Kaiaka (Achieved with Merit)	The learner provides a convincing and detailed analysis, showing the ability to examine ideas deeply and support them with clear evidence.
Kairangi (Achieved with Excellence)	The learner demonstrates a comprehensive and perceptive mastery of the topic, synthesising complex ideas to reveal original insights and profound connections.

# Ngā ture o te akomanga

Entering Class	Class Materials
<p>Upon entering, look at the board and follow the instructions provided, as there will be a task posted every day. Please be in your seat and working on the assigned task by the time the bell rings.</p>	<p>Come prepared ready to learn. You should always take the initiative to collection a laptop and log into google classroom to check for new work for the lesson.</p>
Cell Phone	Permission to leave
<p>Cellphones must be handed in ata the Tari unless explicit permission is granted for classwork. A first violation results in the phone being taken for the rest of the period, a second violation for the full day, and a third violation will require the phone to be sent to the front office with a parent or guardian contacted.</p>	<p>No more than two people are permitted out of the room at any given time. You must always ask the Kaiako for permission before leaving the classroom for any reason.</p>
Food / Drink / Chewing Gum	Leaving Class
<p>You are allowed to have water in class, but please ensure your bottle is filled between periods. Eating and chewing gum are strictly prohibited within the classroom environmen</p>	<p>To ensure a smooth transition for everyone, please respect our shared space by tidying your area and returning your laptop to its charger after every lesson. Once packed up, remain standing and wait for the Kaiako to close with Karakia and formally dismiss the class.</p>
Assessment Submission	Support
<p>Submitting your work on time isn't just about grades; it's about developing the reliability and time-management skills you'll need far beyond the classroom. Using Google Classroom effectively ensures your hard work is seen, organized, and ready for feedback.</p>	<p>We want you to feel confident and supported every single day. To make sure you get the right help at the right time, we use a dual-support system. Whether you are struggling with a complex math problem or just having a tough week, there is always someone ready to listen.</p>
Conduct	Digital Responsibility
<p>Students are expected to behave in class and online in a polite, respectful manner that does not violate the rights of others. In addition to being respectful of others, students should be on time, on task, and prepared to learn every day. Take responsibility for your own learning and have a positive attitude. Always do your best and encourage those around you to do the same!</p>	<p>Taking care of your school-issued laptop isn't just about following the rules—it's about ensuring everyone has the tools they need to succeed. Being a responsible digital citizen means treating your hardware with respect and your online environment with integrity.</p>
Attendance	Inclusion
<p>We will follow the school attendance policy. If you miss class, it is your responsibility to find out what you missed. Missing over 15 minutes of class will result in an absence. Continued latness will lead to a hui with a parent and Tutor Teacher or Tumuaki.</p>	<p>Our class will be one where everyone belongs and everyone learns. This means that all of our interactions will be respectful of diversity: culture, nationality, race, ethnicity, disability, economic status, religion, gender identity, and sexuality. Our learning environment will be one of trust and safety. I encourage you to get to know and learn from each other. We are all different, and these differences will make this class better.</p>

# Ngā Aromatawai

Subject	Task	Due date
Arahi Hākinakina	Ka whakatinana ngā ākonga i ngā pūkenga arā te tuku me te hopu i te kī, me te eke ki te taumata tika mō te pa i ngā pou. Me ārai hoki i te tupu me te takatū ki te tango rīpene (tagging) me te nekeneke haere i roto i te Roto me te Moana.	
Hākinakina	Ka whakatinana ngā ākonga i ngā pūkenga arā te tuku me te hopu i te kī, me te eke ki te taumata tika mō te pa i ngā pou. Me ārai hoki i te tupu me te takatū ki te tango rīpene (tagging) me te nekeneke haere i roto i te Roto me te Moana.	
Reo Pākeha	Te Huamutunga: Students must produce a series of digital graphics, a graphic narrative, or a visual campaign that uses both visual and verbal language to sustain a complex idea and command attention.	
Pangarau	Te Huamutunga: Completing the NCEA LEVEL 2 Internal assessment on using Simulation to represent a real event	
Putaiiao	Te Huamutunga: Present an experimental report of a physics experiment. This is a practical investigation, with a valid conclusion, based on experimental evidence and skills.	
Reo Rangatira	Mā te akonga e whakarite i tētahi pūrongo e kōrerohia ai ngā nuka reo, arā, ngā pepeha, whakataukī, kīwaha, me ngā kōrero tuku iho huhua noa.	
Te Ao Haka	Ka tū ngātahi te kapa ki te whakaatu i tētahi pōkai waiata e tuitui ana i ngā akoranga katoa o te wāhanga.	
Tunu Kai	Ka whakaatu te ākonga i tōna matatau ki te whakarite rauemi me te tunu kai (mā te pūoto, te parai, me te wai) i runga i te wairua o te manaakitanga, me te whai pū i ngā tikanga whakapaitanga me te haumarū kai mō te manuhiri.	

## Academic Integrity

All work in this class is expected to be your own, completed by you for this class. If you receive help from an article, book, website, another person, etc., you must indicate that on the assignment. This is called citing your sources. When you take credit for someone else's work, it is plagiarism. If you are ever unsure about whether you have correctly given credit to a source, please ask, and I will help you.

### AI Usage Statement

Students are encouraged to embrace AI as a responsible learning tool to enhance Research Mastery, Core Study Support, Planning, and Citation Formatting. Allowable uses include finding credible sources, clarifying concepts, digitising notes, and generating study schedules or practice quizzes. However, AI must never be used to circumvent learning; students are strictly prohibited from generating full assignments, solving exam questions, fabricating sources, or performing full-text translations. Academic integrity remains the student's responsibility. Any AI assistance must be formally disclosed (noting the tool, date, and specific use), all facts must be manually verified through triangulation, and original version history must be maintained as proof of authentic work.

# Te Wātaka

Tau 12		Kaitiaki: Whaea Serena				
	Session	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 - 9:10	Tutor time	Tutor time	Tutor time	Tutor time	Tertiary Pathways	Tutor time
9:10 - 10:00	1	Kapa Haka (Matua Charles. / Whaea Matina) Gym	English (Whaea Emma) 9:10 - 9:55 Media Rm	Pangarau (Whaea Melissa) T11 Rm	Tunu Kai (Whaea Renee) Cafeteria	Integrated Studies (Whaea Renee) T12&13 Rm / Hakinakina (Matua Waa) Field
10:00 - 10:50	2	Putaiiao (Matua Matua Frank) Lab	English (Whaea Emma) 9:55 - 10:40 Media Rm	English (Whaea Emma) Media Rm	Tunu Kai (Whaea Renee) Kihini	Integrated Studies (Whaea Renee) T12&13 Rm / Hakinakina (Matua Waa) Field
11:10 - 12:00	3	Putaiiao (Matua Matua Frank) Lab	Pangarau (Whaea Melissa) 11:00 - 11:45 T12&13 Rm	English (Whaea Emma) Media Rm	Tunu Kai (Whaea Renee) Kihini	Study (Matua Waa & Matua Maahia) T11 / 12 / 13 Rm
12:00- 12:50	4	Reo Rangatira (Matua Ihaka) T7&8 Rm	Putaiiao (Matua Matua Frank) 12:55 - 1:40 Lab	Putaiiao (Matua Matua Frank) Lab	Sport Coaching (Matua Waa) T11 Rm	Kapa Haka (Matua Charles) Gym
1:20 - 2:10	5	Pangarau (Whaea Melissa) T11 Rm	Reo Rangatira (Matua Ihaka) T12&13 Rm	Reo Rangatira (Matua Ihaka) T12&13 Rm	Sport Coaching (Matua Waa) Field / Courts	Kapa Haka (Matua Charles) Gym
2:10 - 3:00	6	Pangarau (Whaea Melissa) T11 Rm	Whare 1:40 - 2:30 Gym	Reo Rangatira (Matua Ihaka) T12&13 Rm	Sport Coaching (Matua Waa) Field / Courts	Kapa Haka (Matua Charles) Gym
		Hui Kaiako 2:40 - 3:40			Tertiary Pathways day	

# Arahi Hākinakina

Matua Waa

Imera: lmane@twmanurewa.school.nz



## He whakamārama:

Ma te hākinakina ka āhei ngā tuakana ki te arahi, ki te poipoi hoki i nga teina, i te ao hākina.

Wiki	Te Aronga
1&2	Whakawhānaungatanga:
3	Te ako ki te whakahaere ropu, kaupapa, hakinakina hoki. (x1) Te tohatoha ropu ki nga tuakana (E ona ngā rōpū) Tau 1 - 2, Tau 3 - 4, Tau 5 - 6 A1: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua A2: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua
4 & 5	A1: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua A2: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua
6 & 7	A1: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua A2: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua
8 & 9	A1: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua A2: Whakarata / Whakapakari / Takaro / Ako ki roto nā te ua
10	Whakataetae ā-Whare

**Te Huamutunga:** Ka whakawhanake te ākonga i te māramatanga ki ngā rautaki hautūtanga hei ārahi i ngā teina, hei whakapakari hoki i te kōtahitanga o te rōpū.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>AS91332: Evaluate leadership strategies that contribute to the effective functioning of a group</b>	<ul style="list-style-type: none"><li>Ka marama te akonga ki te mahitahi ki roto i nga takaro Maori</li></ul>	<ul style="list-style-type: none"><li>Ka mohio te akonga ki te mahitahi ki roto i nga takaro Maori</li></ul>	<ul style="list-style-type: none"><li>Ka whai kiko te akonga ki te mahitahi ki roto i nga takaro Maori</li></ul>
<b>AS91332 : Involves evaluating leadership strategies, such as coaching, mentoring, and team roles (captaincy)</b>	<ul style="list-style-type: none"><li>Ka whai marama ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li></ul>	<ul style="list-style-type: none"><li>Ka whai mohio ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li></ul>	<ul style="list-style-type: none"><li>Ka whai kiko ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li></ul>



**He whakamārama:** He akoranga hihiri tēnei e whakakotahi ana i te pakiwaitara o Rahituturuahau me ngā pūkenga tākaro o te wā hei whakawhanake i te mahi tahi me te rangatiratanga. Ka ako te taurira ki te whakahaere i te kī me te whakatakoto rautaki ā-tīma i runga i te manaakitanga me te reo Māori.

Wiki	Te Aronga
1 & 2	He Whakataki me te Pakiwaitara
3	A1: Mārama ki te pakiwaitara o te Ki-O-Rahi; mōhio ki ngā takiwā: Te Ao, Te Roto, me Te Moana. A2: Takaro ki-o-rahi me te ako rautaki kia toa.
4 & 5	A1: Te Kī me te Tukutuku A2: Te Kaupare a Taniwha
6 & 7	A1: Te Whai i te Piro (Kīoma) A2: Te whakawhiti i ngā takiwā
8 & 9	A1: Ngā Rautaki ā-Rōpū A2: Ngā Ture me te Kaiwawao
10	Whakataetae Ki O Rahi ā-whare

**Te Huamutunga:** Ka whakatinana ngā ākongā i ngā pūkenga arā te tuku me te hopu i te kī, me te eke ki te taumata tika mō te pa i ngā pou. Me ārai hoki i te tupu me te takatū ki te tango rīpene (tagging) me te nekeneke haere i roto i te Roto me te Moana.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Ka mahi ngātahi te akonga, ā, ka whai kaha hoki ia ki roto i ngā tākaro Māori rereke.</b>	<ul style="list-style-type: none"> <li>Ka marama te akonga ki te mahitahi ki roto i nga takaro Maori</li> </ul>	<ul style="list-style-type: none"> <li>Ka mohio te akonga ki te mahitahi ki roto i nga takaro Maori</li> </ul>	<ul style="list-style-type: none"> <li>Ka whai kiko te akonga ki te mahitahi ki roto i nga takaro Maori</li> </ul>
<b>Ka whakapuaki korero te akonga i ngā ture o tetahi momo tākaro Māori.</b>	<ul style="list-style-type: none"> <li>Ka whai marama ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li> </ul>	<ul style="list-style-type: none"> <li>Ka whai mohio ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li> </ul>	<ul style="list-style-type: none"> <li>Ka whai kiko ki te whakapuaki korero i nga ture mo tetahi momo takaro Maori</li> </ul>



**He whakamārama:** In Year 12, students use language to navigate pathways and develop agency to shape their futures. This course focuses on using visual and verbal language in purposeful ways to foster empathy and resilience. Students move from being passive consumers of media to active, strategic designers.

Wiki	Te Aronga
1	<b>Whanaungatanga:</b> Settling into the new year and routines, setting expectations and introducing assessment.
2 & 3	<b>Moving from passive viewers to active designers:</b> Introduction to visual language. Focus on Composition (Rule of Thirds, Balance, Framing) and Vectors (lines that lead the eye). The psychology of Color and Typography. Students analyse how specific palettes evoke mood and how font weight conveys authority or emotion.
4 & 5	<b>Finding the "Why" behind the "What."</b> Select a theme (often linked to a studied text). Students identify their Target Audience and primary Purpose. Develop Visual Metaphors. Instead of literal representations, students brainstorm symbols. Example: Using a "shattered mirror" effect to represent a fractured identity.
6 & 7	<b>The messy middle where the art happens:</b> Thumbnail sketching and rapid prototyping. Students create three distinct layouts to test Visual Flow. Digital or manual construction. This is the "Crafting" stage where students focus on Control—ensuring the technical execution (editing, layering, spacing) is precise.
8 & 9	<b>Polishing the text and articulating the intent:</b> Finalise the visual. This involves "The Audit"—removing any elements that don't contribute to the core message to achieve a Sustained effect. Draft the Statement of Intent. Students must explain how their technical choices (e.g., \$High \ Contrast\$ lighting or \$Sans-Serif\$ fonts) connect to their original purpose.
10	<b>Final Submission, Reflection and Peer Review:</b> Final export of digital files or mounting of physical work. A "Gallery Walk" or peer feedback session to evaluate how effectively the "Integrated" visual and verbal elements communicate the intended idea.

**Te Huamutunga:** Students must produce a series of digital graphics, a graphic narrative, or a visual campaign that uses both visual and verbal language to sustain a complex idea and command attention.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>AS91103 Create a crafted and controlled visual and verbal text</b>	<p>Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas.</p> <p>Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to create effects.</p>	<p>Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas convincingly.</p> <p>Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to create convincing effects.</p>	<p>Create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas effectively.</p> <p>Create a crafted and controlled visual and verbal text using features appropriate to purpose and audience to command attention.</p>



**He whakamārama:** Understanding basic Probability and using a random number generator to simulate real life situations e.g. different ratios of probabilities in collecting cards or toys from supermarket purchases. Evaluating the assumptions behind the simulation and suggesting improvements to the accuracy of the simulation.

Wiki	Te Aronga
1	Introduction to the Year Plan, Standards and Credits available. Recap on Probability and brief introduction to Simulations.
2-3	Understanding the reason we do simulations and when they could be used. Using different tools to simulate situations, including dice and random number generator on calculators. Understanding what a trial is and how to describe it.
4-5	Doing a practice simulation experiment using TTRCA (Tool, Trial, Results Table, Calculation, Analysis). Practice Assessment 1
6-7	Feedback on Practice Assessment 1 followed by Practice Assessment 2. NCEA Assessment during Week 7.
8-9	Revising prerequisite knowledge for Systems of Equations. Algebra - like terms, solving equations. Straight line graphs $y=mx+c$
10	Using NZGrapher to link tables to equations to graphs.

**Te Huamutunga:** Completing the NCEA LEVEL 2 Internal assessment on using Simulation to represent a real event

Wahanga Aromatawai	Paetae	Kaiaka	Kairangi
<b>AS91268 Investigate a situation involving elements of chance using a simulation</b>	Investigate a situation involving elements of chance using a simulation.	Investigate a situation involving elements of chance using a simulation, with justification	Investigate a situation involving elements of chance using a simulation, with statistical insight.



**He Whakamārama:** In year 12 the students will learn to practical investigations in the real world of physics, and earth science.

Wiki	Te Aronga
1	Whānaungatanga:
2 & 3	Goal setting and annual overview Inquiry 1: He aha Pūtaiao? What are the features of science?
4 & 5	Experimental skills. Practice NCEA Assessment 1 (2.1) AS91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship
6 & 7	Practice NCEA Assessment 2 with emphasis on Merit and Excellence levels (2.1) AS91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship
8 & 9	NCEA Assessment - Physics (2.1)AS91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship
10	Resubmissions of Physics 2.1

**Te Huamutunga:** Present an experimental report of a physics experiment. This is a practical investigation, with a valid conclusion, based on experiential evidence and skills.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>AS91168 Carry out a practical physics investigation that leads to a non-linear mathematical relationship</b>	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	Carry out an in-depth practical investigation to test a physics theory relating two variables in a non-linear relationship.	Carry out a comprehensive practical investigation to test a physics theory relating two variables in a non-linear relationship.



**He whakamārama:** Ko te aro a nga tau 12 kia angitu ai tēnei reanga ki roto i nga mahi tikanga a iwi hei hapai i nga mahi mo te reo Māori.

Wiki	Te Aronga
1	<b>Whanaungatanga</b> – Te whakawhanaunga me te kōrero mō te kaupapa. Te kōwhiri i ngā tohunga reo tokotoru me ā rātou kōrero (5 meneti rerekē tō ia tangata) hei tātari mā te taurira.
2 & 3	<b>Wiki 2: He aha te nuka reo, ā, he aha te reo peha hoki?</b> – Wānangatia tēnei pātai me te titiro anō ki ētahi taurira. <b>Wiki 3: Tāpaetanga Kōrero 1</b> – Te tauwhaituhi i te kōrero a te Tohunga Tuatahi. Me āta tuhi ngā kupu katoa o te 5 meneti kia tika ai te takoto.
4 & 5	<b>Wiki 4: Tātari i te Tohunga Tuatahi</b> – Te wetewete i te tuhituhinga. Te rapu i ngā nuka reo, ngā whakataukī, me te mita o te tohunga. Te rangahau i te hōhonutanga o ana kōrero. <b>Wiki 5: Tāpaetanga Kōrero 2</b> – Te tauwhaituhi i te kōrero a te Tohunga Tuarua (5 meneti). Te whakarongo ki te huringa o te reo ōkawa me te reo ōpaki.
6 & 7	<b>Wiki 6: Tātari i te Tohunga Tuarua</b> – Te wetewete i te tuhituhinga tuarua. Te tīpako i ngā kīwaha me ngā kōrero ohaoha. Te whakataurite i tōna kāhua ki te tohunga tuatahi. <b>Wiki 7: Tāpaetanga Kōrero 3</b> – Te tauwhaituhi i te kōrero a te Tohunga Tuatoru (5 meneti). Te whakaoti i te 15 meneti katoa o te whakarongo me te tuhi.
8 & 9	<b>Wiki 8: Tātari i te Tohunga Tuatoru</b> – Te wetewete i te tuhituhinga whakamutunga. Te hura i ngā kōrero tuku iho me ngā kōrero huna kei roto i āna kōrero. <b>Wiki 9: Te Whakaoti Pūrongo</b> – Ka timata te tuhi i te pūrongo (AS91787), e whakaatu ana i ngā āhuatanga o ngā nuka reo e kōrerohia ana e ngā tohunga reo.
10	<b>Wiki 10: Whakaoti pūrongo</b> – Te tuku i ngā tauwhaituitanga e toru me te pūrongo whakamutunga.

**Te Huamutunga:** Mā te akonga e whakarite i tētahi pūrongo e kōrerohia ai ngā nuka reo, arā, ngā pepeha, whakataukī, kīwaha, me ngā kōrero tuku iho huhua noa.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>AS91787 (2.11) Te tūhura me te pūrongo i te reo peha (4 whiwhinga) Aromatawai ā-roto</b>	Ka arohaehae i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka whakaō atu ki tā te kaikōrero e whakapuaki ana.	Ka whakamārama i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka taunaki i ngā whakamārama.	Ka aromātai i te kounga o te whakamahi i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka nanakia te taunaki i ngā whakamārama.
<b>AS91777 (2.1) Te whakarongo ki ngā tohunga reo (3 whiwhinga) Aromatawai ā-waho</b>	Ka arohaehae i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka whakaō atu ki tā te kaikōrero e whakapuaki ana.	Ka whakamārama i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka taunaki i ngā whakamārama.	Ka aromātai i te kounga o te whakamahi i ngā tikanga peha i roto i ngā kōrero a te tohunga reo. Ka nanakia te taunaki i ngā whakamārama.



# Te Ao Haka

Matua Charles

imerā: cmatua@twmanurewa.school.nz

**He Whakamārama:** Ko Mana Ahurea te pūtake o Te Ao Haka, ā, mā konei ka mārama ngā tauira ki te hiranga o te reo, ngā tikanga, me ngā kōrero tuku iho e kawea ana i roto i ia wāhanga o te hōtaka, ehara i te nekeneke tinana noa iho. Mā tēnei aronga ka āhei rātou ki te tū māia, ki te whakaputa i te wairua me te tuakiri Māori, me te kawea tika i te mana o tō rātou kura me ō rātou tūpuna ki runga i te atamira o ASB Polyfest i tēnei wāhanga

Wiki	Te Aronga
1	Whānaungatanga Tūāpapa o Te Ao Haka: Ka whakatauiria i te kotahitanga mā te hono atu ki te hunga rōpū me te kōrero mō te tuakiri.
2 & 3	Ngā Tūmomo me ngā Āhuatanga Tāpu Ngā Huānga o te Auahatanga
4 & 5	Te Auaha Wehenga (Create – Paetae) Te Kōtuitui & Te Paheko (Merit → Excellence)
6 & 7	Te Whakaari Kaupapa ā-Rohe Te Whakapakari Whakaaturanga
8 & 9	Te Presentation (Whakamārama) Whakarite whakataetae
10	Whakaoti whakaaroaro

**Te Huamutunga:** Ka tū ngātahi te kapa ki te whakaatu i tētahi pōkai waiata e tuitui ana i ngā akoranga katoa o te wāhanga.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>AS91984 – Reflect on a personal learning in a discipline of Te Āo Haka</b>	<ul style="list-style-type: none"> <li>Reflect on a personal learning journey in a discipline of Te Ao Haka</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a personal learning journey in a discipline of Te Ao Haka</li> </ul>	<ul style="list-style-type: none"> <li>Justify reflections on a personal learning journey in a discipline of Te Ao Haka</li> </ul>
<b>AS91985 – Perform 3 categories within a discipline of Te Āo Haka</b>	<ul style="list-style-type: none"> <li>Perform three categories within a discipline of Te Ao Haka</li> </ul>	<ul style="list-style-type: none"> <li>Communicate three categories within a discipline of Te Ao Haka</li> </ul>	<ul style="list-style-type: none"> <li>Express three categories within a discipline of Te Ao Haka</li> </ul>



**He Whakamārama:** Nau mai ki te wahanga ako mō te Tunu Kai Tau 12/12/13 – 2026. I tēnei akoranga, ka whakatinanahia e ngā taurua tuakana ngā mahi a te Ringawera. Ka piki ake ō pūkenga i te tunu kai māu ake, ki te whakarite kai mā te manuhiri. Kua hāngai pū tēnei marau ki ngā paerewa Manaaki Marae, Manaaki tangata a NZQA, ā, ko te aronga nui kei runga i ngā wāhanga o te Takatū Kai me te Whāngai Manuhiri.

Wiki	Te Aronga
1	<b>Whakawhanaungatanga me te Whakatau: Ka</b> aro te rōpū ki te whakawhanaungatanga me te whakatakoto i te wairua o te kīhini. Ka matapakihia te kawenga a te ringawera me te take o te manaakitanga hei tūāpapa mō te tau katoa.
2 & 3	<b>Te Whakapaitanga me te Haumarū Kai (US 167): Ka</b> ako ngā ākonga i ngā mātāpono o te whakapaitanga, pērā i te akuaku whaiaro me te aukati i te poke o te kai. Ka tirohia hoki te whakahaere i te pāmahana me te wā hei pupuri i te haumarū o ngā kai.
4 & 5	<b>Ngā Kai Māori Taketake me te Hītori (US 31159):</b> Ka tūhuratia ngā kai i whakamahia e ngā tīpuna i nehe, pērā i te kūmara, te aruhe, me ngā kaimoana. Ka matapaki i te huringa o te kete kai i roto i te rere o te wā me ngā pūkenga kohi kai a te iwi.
6 & 7	<b>Ngā Atua me te Kaitiakitanga (US 31159):</b> Ka honoa ngā kai Māori ki ō rātou Atua kaitiaki, pērā i a Rongomātāne mō te mara me Tangaroa mō te moana. Ka ako ngā ākonga ki te whakaatu i te hononga wairua i waenga i te atua, te taiao, me te kai.
8 & 9	<b>Ngā Whakaaturanga o te Manaakitanga (US 32185):</b> Ka whakatinanahia ngā whakaaturanga o te manaakitanga mā te whakarite i te wāhi tū me te nōhanga mō te manuhiri. Ka arotahi ki te manaaki i te tangata i runga i te aroha, te hūmārie, me ngā tikanga tika o te marae.
10	<b>Te Aromatawai me te Whakamutunga:</b> Ko tēnei te wiki hei whakaoti i ngā pūrongo me te whakaatu i ngā pūkenga katoa i roto i tētahi kaupapa whāngai tangata. Ka aromatawaitia te mōhiotanga ki te haumarū, ngā atua, me te mana o te manaakitanga.

**Te Huamutunga:** Ka whakaatu te ākonga i tōna matatau ki te whakarite rauemi me te tunu kai (mā te pūoto, te parai, me te wai) i runga i te wairua o te manaakitanga, me te whai pū i ngā tikanga whakapaitanga me te haumarū kai mō te manuhiri.

Paerewa Paetae	Whiwhinga
US 31159 <u>Demonstrate knowledge of traditional and customary kai Māori</u>	Demonstrate knowledge of traditional kai Māori. Demonstrate knowledge of customary kai Māori and the atua responsible for each.
US 32185 <u>Demonstrate knowledge and expressions of manaakitanga</u>	Demonstrate knowledge and expressions of manaakitanga.
US 167 Whakapaitanga (Sanitation)	Gain a basic understanding of safe food practices i.e. food contamination hazards, personal hygiene, food spoilage, and time management.

## The History of Te Pūtahi Māori o Manurewa

Since the early 1990s, whānau, community leaders, and reo Māori advocates have spent 25 years trying to establish a kura kura where children could be taught entirely in the Māori language and culture. Supporters of the movement travelled to Wellington to hand-deliver legal paperwork to the Minister of Education to ensure the kura would be officially recognised. During these early years, the kura did not have a permanent home and operated out of four different temporary locations, including a community centre and a church hall. By 2004, small groups of four-year-olds began attending transition classes to prepare for the official opening of the first full immersion classrooms.

In May 1995 the Kura officially opened with a small group of approximately 20 students ranging from Year 1 to Year 8. Teachers organised a major hīkoi to all the local maunga to help students connect their classroom learning with the traditional history of the land. As the community embraced the kaupapa, the kura grew to over 50 students by 2008 and functioned as a close whānau where parents actively contributed their skills to help the kura run. During this time, educators focused on specialised training to ensure the kura remained grounded in traditional Māori philosophies and values.

In February 2022 the Wharekura officially opened. The vision for the Wharekura was to create a space where rangatahi could continue their education without having to switch to an English Medium school. Initial classes for the Wharekura were held in temporary portable buildings as the kura worked to secure more permanent facilities. Over time, the Wharekura moved toward the local marae, which provided a place for older students to learn leadership, tikanga and mātauranga Maori. This transition allowed the rangatahi to stay connected to their identity while preparing for life after kura.

The combined efforts culminated in a major milestone by 2024; the opening of Te Pūtahi Maori o Manurewa, a celebration of over twenty years of operation of both kura and the arrival of a second generation of students. The focus for the Pūtahi was to provide a Māori medium pathway from Kōhanga Reo to Wānanga, in partnership with Tertiary Providers. New programmes were established to teach Te Reo Maori to parents so that students could speak Māori both at kura and at home. The long-term dream remains to have the kōhanga reo, kura, and wharekura and wānanga all working together on the same land to support the community.



**TE PŪTAHI MĀORI O  
MANUREWA**