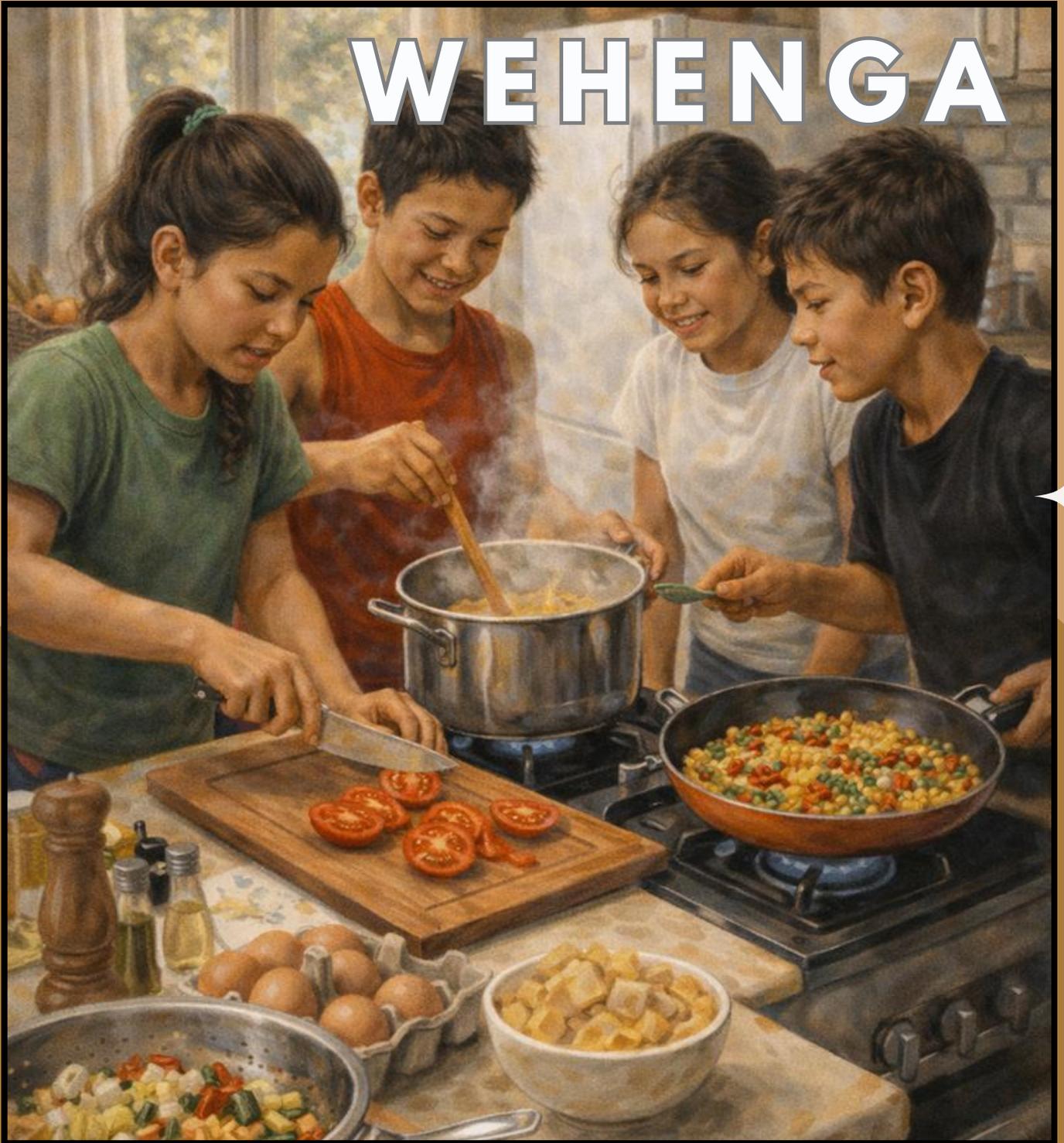


# KOWAE AKO

## WEHENGĀ 1



MANA AHUREA

TAU 7

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.

“Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei.”

Nāku noa, nā,  
Whaea Daphne

# Rārangi Kaupapa

Hakinakina	5
Hangarau Matihiko	6
Pangarau	7
Putaiiao	8
Reo Māori & Tikanga-ā-Iwi	9
Reo Pakeha	10
Te Ao Haka	11
Tunu Kai	12

# Tau 7 Hōtaka

## 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 7 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	Ngā Huamutunga	Due date
Hakinakina	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.	
Putaiiao	Ka taea e te tauira te whakamahi i te pūtaiao (te hā, te oro, me te neke) hei whakakaha i tō tū i te wā o te kapa haka me te tiaki i tō tinana.	
Hangarau Matihiko	Ka waihanga he paetukutuku e whakatu atu ana i ngā akoranga matihiko nei. waihanga he paetukutuku e whakatu atu ana i ngā akoranga matihiko nei.	
Kapa Haka	Ka tū ngātahi te kapa ki te whakaatu i tētahi pōkai waiata e tuitui ana i ngā akoranga katoa o te wāhanga.	
Pangarau	Ka whakaatu te ākonga i te matatau ki te uara tūāpapa, te raupapa tau, me te whakaaro whakarea hei whakaoti rapanga Tuarere 3.	
Reo Pakeha	Complete a descriptive recount about a day in the Life as a Kapa Haka Performer. This descriptive recount should be between 70 and 100 words long with 3 paragraphs, and between 3 and 5 sentences per paragraph.	
Reo Maori and Tikanga-a-Iwi	Ka whakapuaki te ākonga i tōna ake tuakiri mā te pepeha pao, me te whakapuaki i tana rangahau mō tētahi tangata rongonui mā te hoahoa whakaaturanga matihiko.	
Tunu Kai	Mā te whai i ngā tikanga me te mātauranga o ōku tīpuna, ka whakarite au i te kai hauora hei manaaki i te iwi.	

## 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 7	Kaitiaki: Whaea Matina						
	Session	Monday	Tuesday	Wednesday	Thursday	Friday	
8:50 - 9:10	Tutor time	Tutor Time	Tutor time	Tutor time	Tutor time	Tutor time	
9:10 - 10:00	1	Kapa Haka (Matua Charles. / Whaea Matina) Gym	Tunu Kai (Whaea Seiave) 9:10 - 9:55 Kihini	Pangarau (Whaea Matina) Tau7&8 Rm	Tunu Kai (Whaea Seiave) Kihini	Hangarau (Matua Moehau) Media Rm	
10:00 - 10:50	2	Pangarau (Whaea Matina) Tau7&8 Rm	Tunu Kai (Whaea Seiave) Kihini	English (Whaea Serena) T7&8 Rm	Reo Māori (Whaea Matina) T7&8 Rm	Hangarau (Matua Moehau) Media Rm	
11:10 - 12:00	3	Pangarau (Whaea Matina) Tau7&8 Rm	Putaiāo (Whaea Seiave) 11:00 - 11:45 T7&8 Rm	English (Whaea Serena) T7&8 Rm	English (Whaea Serena) T7&8 Rm	Hakinakina (Whaea Seiave) Gym	
12:00- 12:50	4	Hangarau (Matua Moehau) Media Rm	Pangarau (Whaea Matina) 11:45 - 12:25 T7&8 Rm	Putaiāo (Whaea Seiave) T7&8 Rm	Hakinakina (Whaea Seiave) Field/Courts	Hakinakina (Whaea Seiave) Gym	
1:20 - 2:10	5	Reo Māori (Whaea Matina) Tau 7&8 Rm	Rotation (1. Kapa Haka / 2. Tutor / 3. Whare. 4. Hakinakina 12:55 - 1:40	Reo Māori (Whaea Matina) T7&8 Rm	Mau Rākau (Matua Chris) Gym	Kapa Haka (Whaea Matina) Mezannine or Gym	
2:10 - 3:00	6	Putaiāo (Whaea Seiave) Tau 7&8 Rm	Whare 1:40 - 2:30 Gym	Reo Māori (Whaea Matina) T7&8 Rm	Mau Rākau (Matua Chris) Gym	Kapa Haka (Whaea Matina) Mezannine or Gym	
		Hui Kaiako 2:40 - 3:40					



**He whakamārama:** He akoranga hihiri tēnei e whakakotahi ana i te pakiwaitara o Rahituturuhau me ngā pūkenga tākarō o te wā hei whakawhanake i te mahi tahi me te rangatiratanga. Ka ako te tauira 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 tākarō 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 tākarō 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:** Kia ako e ngā ākonga i ngā pūkenga me pēhea te mahi tahi a te manawa me te tinana hei "miihini ora," kia tū rangatira ai ngā taura hei kaitiaki i te tinana me ā tātou tikanga tuku iho.

Wiki	Te Aronga
1	<b>Whakawhānaungatanga:</b> He aha tō tino kai? He aha ngā kai e hiahia ana koe ki te tunu?
2 & 3	<b>Mātai Whaiaroaro:</b> Explore how your breath and heartbeat work together as a living machine.
4 & 5	<b>Punaha Toto:</b> Explore how the heart pumps oxygen to the body and how adrenaline prepares a kaihaka for the stage
6 & 7	<b>Punaha Uaua:</b> Investigate how the heart and lungs power your muscles, and use techniques like circular breathing and pulse tracking to build your stamina for kapa haka.
8 & 9	<b>Pūngao Neke:</b> Study the strength of harakeke and the physics of the piupiu while using the maramataka and animal traits to sharpen the energy of your pūkana and movement.
10	<b>Pūngao Koiora:</b> Perform for an audience and reflect on how your team and body worked together as one.

**Te Huamutunga:** Ka taea e te taura te whakamahi i te pūtaiao (te hā, te oro, me te neke) hei whakakaha i tō tū i te wā o te kapa haka me te tiaki i tō tinana.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>The Living Machine</b>	Name the parts of the body used for breathing (lungs and heart).	Explain how the heart and blood move oxygen to my muscles.	Analyze how adrenaline and body systems react when I am on stage.
<b>Measuring Science</b>	Measure my heart rate while I am resting.	Compare my heart rate from before and after a haka.	Explain my "recovery rate" to show how fit and strong my body is.
<b>Kapa Haka Power</b>	Use the right timing for my breath and movements.	Use muscle strength and voice control to make my performance louder.	Control my energy and "fight or flight" response to lead a powerful performance.

# Hangarau Matihiko

Matua Moehau

imera: moehau@twmanurewa.school.nz



**He Whakamārama:** Ko tā te hōtaka nei he whakapakari i ngā pūkenga me ngā mōhioranga ki te ao Hangarau matihiko. Ko te aronga i tēnei wahanga ko te waihanga kiriata, te wāwahi hopuranga me te hopu reo mā te imovie.

Wiki	Te Aronga
1	<b>Whakawhānaungatanga:</b> Students engaging in a variety of activities which promotes kotahitanga. Teachers and students agree on a Tiriti o te akomanga / ipurangi. Classroom expectations and routines prepared.
2 & 3	<b>Digital Citizenship:</b> Digital citizenship is about showing rangatiratanga online – caring for others, protecting our shared digital devices, and making wise choices.
4 & 5	<b>Inquiry learning:</b> Through an inquiry approach, learners explore how to plan, film, and edit short films and trailers using iMovie, expressing their stories with creativity while working collaboratively and respecting the voices and perspectives of others.
6 & 7	<b>Digital Tools:</b> Students will confidently use a range of digital devices – including iPads, Chromebooks, microphones, and MacBooks – alongside creative software such as iMovie and GarageBand to capture ideas, produce quality media, and bring their stories to life.
8 & 9	<b>Creation:</b> Students will create trailers and short films by crafting, editing, and refining their work to strengthen both technical skills and creative confidence
10	<b>Presentation:</b> We will have a shared movie night week to celebrate students creativity.

**Te Huamutunga:** Ka waihanga he paetukutuku e whakatu atu ana i ngā akoranga matihiko nei.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Ka waihanga he kiriata poto e pā ana ki ahau me taku ahurea</b>	He ngāwari, he māmā, he pai te kounga o ngā mahi	He tino pai te kounga o ngā mahi, he whakaahua, he kiriata	Kei te eke ki taumata kē atu, he kounga, he mea pāhekoheko, he reka ki ngā whatu
<b>Ka rikoata he kōrero hei apiti atu ki taku kiriata poto</b>	He ngāwari, he māmā, he pai te kounga o ngā mahi	He tino pai te kounga o ngā mahi, he whakaahua, he kiriata	He tino pai te kounga o ngā mahi, he whakaahua, he kiriata



**He Whakamārama:** Ko tā te hōtaka nei he whakapakari i ngā pūkenga me ngā mōhioranga ki te ao kapa haka. Mā te ako i ngā momo waiata me ngā mōteatea, ka whanake te tū rangatira, te ihi, me te wana o te taurira. Ka tuituihia te reo, ngā tikanga, me ngā hītori o te rohe hei whakaatu i te iho pūmanawa o te taitamariki i roto i te Ao Māori.

Wiki	Te Aronga
1	<b>Whānaungatanga:</b> Ka whakatauiria i te kotahitanga mā te hono atu ki te hunga rōpū me te kōrero mō te tuakiri.
2 & 3	<b>Tītītōrea/Poi:</b> Ka whakapakari i te reretahi o te karu me te ringa, me te māramatanga ki te pūtake o ngā taonga
4 & 5	<b>Haka/Poi:</b> Ka whakapuaki i te ihi me te wehi mā te whakamahi i te pūkana, me te whiu o te poi hei kōrero i te kare ā-roto, i te pūrākau rānei.
6 & 7	<b>Mōteatea/Whakaeke:</b> Ka whakapakari i ngā momo reo mōteatea/whakaeke me te hāngai o te tū ki ngā kōrero tuku iho.
8 & 9	<b>Whakaeke/Whakawātea:</b> Ka mau i te takahi me te whakatika rarangi hei whakaatu i te mana o te kapa.
10	<b>Aromatawai:</b> Ka whakaatu i te mauritau me te mōhio ki ngā pūkenga kapa haka katoa.

**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>Te Toi Whakaari (Pūkenga Whakaatu)</b>	Ka mau ngā kupu me ngā mahi. Ka whai i te takahi a te kapa.	Ka tū māia, ka kaha te reo, ā, ka tika te takahi.	Ka hīhiri te ihi me te wana. Ka kitea te tū rangatira me te mauritau.
<b>Te Māramatanga Ahurea (Mōhioranga)</b>	Ka kitea te mōhio ki te pūtake me te hītori o te waiata.	Ka hāngai te tū ki te kōrero, ā, ka mārama te pūtake o te reotapu.	Ka tuituihia te wairua o te hītori ki te mahi. Ka tika te whakahua i te reo.



**He Whakamārama: Tuarere 3: Te Mātauranga Tau, te Uara Tūāpapa, me te Whakaaro Rōpū ki te 100,000.** Ko tā te hōtaka nei he whakapakari i ngā pūkenga o Tuarere 3 mā te whakawhānui i te māramatanga o te ākongā ki te Pūnaha Uara Mati me ngā Meka Matua. Ka ruku te ākongā ki te raweke tau ki te 100,000, te pānui rārangi tau, me te tātari i ngā tauira tau. Mā te matatau ki te whakarea me te whakawehe, ka whanake te whakaaro rōpū (multiplicative thinking), he tūāpapa matua i te Taumata 3 hei whakaoti rapanga mātoretore o te ao tūturu.

Wiki	Te Aronga
1	<b>Whakawhanaungatanga:</b> Hōtaka me ngā ngohe Pāngarau
2 & 3	<b>Mātauranga Tau:</b> Te tatau, te pānui, te tuhituhi ki te 100,000.
4 & 5	<b>Hononga Tau me te Tuarangi:</b> Te rapu i te mea nui/iti ake. Ngā tauira tau.
6 & 7	<b>Raupapa Tau:</b> Te whakataurite me te whakaraupapa. Te pānui i te rārangi tau.
8 & 9	<b>Whakatau tata:</b> Whakaawhiwhi ki te 100 me te 1000. Whakahou i ngā mahi o te wāhanga.
10	<b>Aromatawai:</b> He aromatawai mutunga o te wāhanga hei ine i te matatau ki te uara tūāpapa, te raupapa tau, me te whakaaro whakarea.

**Te Huamutunga:** Ka whakaatu te ākongā i te matatau ki te uara tūāpapa, te raupapa tau, me te whakaaro whakarea hei whakaoti rapanga Tuarere 3.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Mātauranga Tau me te Uara Tūāpapa</b>	Ka pānui, ka tuhituhi, ā, ka tatau hoki i ngā tau ki te 100,000.	Ka whakataurite, ka whakaraupapa i ngā tau nui, ā, ka kitea te uara o ia mati i roto i te tau.	Ka tātari i te hanganga o te tau me te whakatau tata hei whakaoti rapanga tūturu.
<b>Whakaaro Whakarea me ngā Meka Matua</b>	Ka mōhio ki ngā meka matua me te tātari i ngā tauira tau māmā.	Ka whakamahi i te whakaaro rōpū hei whakaoti rapanga whakarea me te whakawehe.	Ka whakamahi i te whakaaro whakarea hei tātari i ngā tauira tau mātoretore.



**He Whakamārama:** Te aro atu ki te ao whānui me te kōkiri kaupapa hei hāpai tahi i ētahi atu. We will use language in ways that will help learners to see themselves in the wider world and advocating with and for others.

Wiki	Te Aronga
1	Whakawhānaungatanga
2 & 3	Introduction to descriptive writing. #1 We will read stories about songs that are composed by known artist and discuss the characteristics of this type of writing. We will write our own diamante and haiku poems about Kapa Haka. Short reading passages should be around 70 words building up to 100 by the end of the year, however independently written passages are shorter.
4 & 5	Introduction to descriptive writing. #2 We will read descriptive stories about the history of Kapa Haka and discuss the characteristics of this type of writing.
6 & 7	We will learn to structure our own writing and descriptive story about A day in the Life as a Kapa Haka Performer, with the aim of at least one descriptive paragraph per day. We will finalise the first draft of our story
8 & 9	We will create illustrations to support our story using AI.
10	We will finalise our descriptive story as a digital story book and share the link with our kaiako.

**Te Huamutunga:** Complete a descriptive recount about a day in the Life as a Kapa Haka Performer. This descriptive recount should be between 70 and 100 words long with 3 paragraphs, and between 3 and 5 sentences per paragraph.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Paragraphs</b>	This story is 70 words, 3 paragraphs and 3 sentences per paragraph.	This story is 85 words, 3 paragraphs and 4 sentences per paragraph.	This story is at least 100 words, 3 paragraphs and 5 sentences per paragraph.
<b>Description</b>	The story is marginally descriptive and attempts to create a picture in the mind of the reader.	The story is descriptive and creates a picture in the mind of the reader.	The story is highly descriptive and imaginary and creates a clear picture in the mind of the reader.
<b>Punctuation &amp; Grammar</b>	The story uses correct punctuation and grammar but sometimes is incorrect	The story uses correct punctuation and grammar but sometimes is incorrect.	The story uses correct punctuation and grammar some of the time.



# Reo Māori & Tikanga-ā-Iwi

Whaea Matina

Imera: matina@tkmmanurewa.school.nz

**He whakamārama: Tuarere 3: Te Tuakiri me te Tangata Rongonui.** Ko tā te hōtaka nei he whakapakari i te Mana Ahurewa o te ākongā mā te tūhura i tōna ake tuakiri me te ao o te tangata rongonui. Ka ruku te ākongā ki te whakaputa i tōna pepeha mā te pepeha pao, e hono ana i te tangata ki tōna ukaipō. Mā te whakamahi i ngā hanganga reo māmā me te puna kupu hou, ka rangahau te ākongā i te haurongo o tētahi tangata rongonui Māori. He tūāpapa tēnei hei whakaoti i tētahi kaupapa rangahau e whakaatu ana i ngā mahi a aua mātāpunenga i roto i te ao Māori, mā te hoahoa whakaaturanga matihiko.

Wiki	Te Aronga
1	<b>Whanaungatanga:</b> Te whakawhanaunga, te tūhura i ngā kēmu me ngā ngohe reo Māori, me te whakataki i ngā whāinga paetae o te wāhanga nei.
2 & 3	<b>Pepeha Pao:</b> Te tito me te whakaharatau i te pepeha pao hei whakatairanga i te tuakiri, me te whakaoti i te Whakaata 1 (Timatanga) me te Whakaata 2 (Pepeha Pao).
4 & 5	<b>Tangata Rongonui:</b> Te kōwhiri i tētahi mātāpunenga Māori me te whakaoti i te Whakaata 3 (Ingoa/Iwi) me te Whakaata 4 (Ukaipō) hei whakatakoto i tōna whakapapa.
6 & 7	<b>Pātai &amp; Rangahau:</b> Te rapu i ngā kōrero tūturu mō ngā mahi nunui a te tangata rongonui hei whakakī i te Whakaata 5 (Mahi Nunui) me te Whakaata 6 (Hira o te Tangata).
8 & 9	<b>Te Haurongo:</b> Te whakaoti i te Whakaata 7 (Whakaaro Whaiaro) me te Whakaata 8 (Whakamutunga), me te whakaharatau i te whakapuaki kia eke ki te whā meneti.
10	<b>Aromatawai:</b> Te whakapuaki i te rangahau e whā meneti te roa i mua i te rōpū ako hei aromatawai whakakapi i ngā akoranga o te wāhanga.

**Te Huamutunga:** Ka whakapuaki te ākongā i tōna ake tuakiri mā te pepeha pao, me te whakapuaki i tana rangahau mō tētahi tangata rongonui mā te hoahoa whakaaturanga matihiko.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Te Reo Māori: Kōrero, Whakaatu, me te Puna Kupu</b>	Ka pānui i te pepeha pao me ngā kōrero haurongo mā te whakamahi i te puna kupu māmā me te whakaaturanga matihiko.	Ka whakahua māia i te pepeha pao, te kōrero rere me te whakamahi tika i te puna kupu me ngā hoahoa matihiko.	Ka whakapuaki māia te reo rerehua, te kiwaha, te ihi o te pao, mā tētahi whakaaturanga auaha e whakaohoho ana i te hunga mātakitaki.
<b>Tikanga ā-Iwi: Tuakiri &amp; Ukaipō</b>	Ka whakaatu i te hononga o te tangata rongonui ki tōna ukaipō, iwi, me tōna hapū.	Ka whakamārama i te take i hira ai tēnei tangata ki te ao Māori me tōna pānga ki tōna iwi.	Ka tātari hōhonu i te tuakiri o te tangata me te hononga o tōna mana ki ngā hitori o Aotearoa.



# Tunu Kai

Whaea Seiave  
 imera: seiave@twmanurewa.school.nz

**He whakamārama:** Ka tūhura ngā taura i te hononga o te kapa haka me te mahi kai. Mā te Manaakitanga me te Whanaungatanga, ka ako rātou ki te tunu kai tuku iho, kai hou hoki.

Wiki	Te Aronga
1	<b>Whakawhanaungatanga:</b> He aha tō tino kai? He aha ngā kai e hiahia ana koe ki te tunu?
2 & 3	<b>Kūmara Mastery: Te Kai a te Rangatira:</b> Students learn the significance of Kūmara as a staple food and master three different preparation techniques.
4 & 5	<b>Manaakitanga: The Gift of Bread:</b> Students learn how bread-making is an act of service and practice the skills of dough manipulation and frying.
6 & 7	<b>Kaitiakitanga: From the Sea to the Soil:</b> Students explore the importance of Tangaroa and learn to identify and cook with local edible greens.
8 & 9	<b>Te Aka Matua: Traditional vs. Modern:</b> Students will compare traditional and modern cooking methods and understand the nutritional power of slow-cooked whole foods.
10	<b>Te Ringawera: The Final Hākari:</b> Students will demonstrate their growth by hosting a hākari that combines all their learned skills in Tikanga, Mātauranga, and Pūkenga.

**Te Huamutunga:** Mā te whai i ngā tikanga me te mātauranga o ōku tīpuna, ka whakarite au i te kai hauora hei manaaki i te iwi.

Wāhanga	Paetae	Kaiaka	Kairangi
<b>Following the Recipe</b>	Tauira Follows most steps with some help. Outcome is good .	Tauira Follows all steps correctly with minimal help. Outcome is mostly correct .	Tauira Follows steps accurately and independently. Makes smart adjustments if needed. Outcome is excellent.
<b>Cooking Skills</b>	Tauira uses basic skills with some mistakes. Final product is safe to eat.	Tauira uses skills correctly and with confidence. Final product is well made.	Tauira uses advanced skills smoothly. Final product is high quality and well presented.
<b>Teamwork, Clean-up &amp; Reflection</b>	Tauira Follows most steps with some help. Outcome is good	Tauira Follows all steps correctly with minimal help. Outcome is mostly correct	Tauira Follows steps accurately and independently. Makes smart adjustments if needed. Outcome is excellent.

## 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**