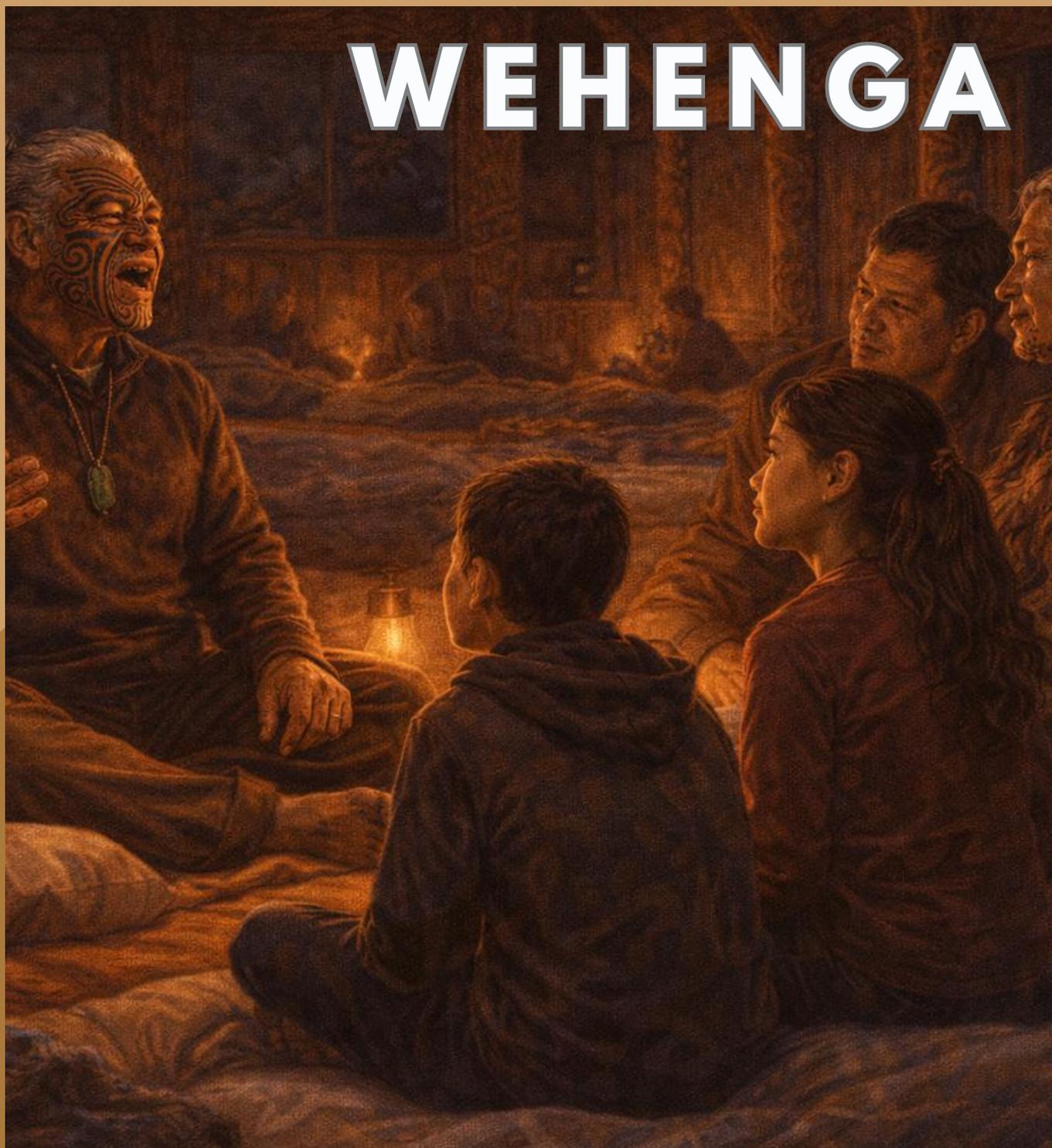


KOWAE AKO

WEHENGA 1



**MANA AHUREA
TAU 13**

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

Arahi Hakinakina	5
Hakinakina	6
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Reo Pakeha	9
Reo Rangatira	10
Te Ao Haka	11
Tunu Kai	12

Tau 13 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 13 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

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 at 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 environment.</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 lateness 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 whakawhanake te ākonga i te māramatanga ki ngā rautaki hautūtanga hei ārahi i ngā teina, hei whakapakari hoki i te kōtahitanga o te rōpū.	
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.	
Putaiiao	Present an experimental report of a physics experiment. This is a practical investigation, with a valid conclusion, based on experimental evidence and skills, including uncertainty analysis.	
Pangarau	Completion of NCEA Linear Programming internal assessment	
Reo Pakeha	Complete a presentation showcasing the desire and need to assist with the survival of ngā mahi ā te rēhia. Write and then share an oral presentation to the class about the key messages.	
Reo Rangatira	Mā te akonga tētahi pūrongo reo takitaki e whakarite, e whakamārama hoki.	
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 haumaruru 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 13	Kaitiaki: Whaea Emma					
	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	Reo Rangatira (Matua Charles) 9:10 - 9:55 T12&13 Rm	English (Whaea Emma) T12&13 Rm	Tunu Kai (Whaea Renee)	Integrated Studies (Whaea Renee) T12&13 Rm / Hakinakina (Matua Waa) Field
10:00 - 10:50	2	English (Whaea Emma) T12&13 Rm	Reo Rangatira (Matua Charles) 9:55 - 10:40 T12&13 Rm	Pangarau (Whaea Melissa) T12&13 Rm	Tunu Kai (Whaea Renee)	Integrated Studies (Whaea Renee) T12&13 Rm / Hakinakina (Matua Waa) Field
11:10 - 12:00	3	English (Whaea Emma) T12&13 Rm	Putaiiao (Matua Frank) 11:00 - 11:45 Lab	Pangarau (Whaea Melissa) T12&13 Rm	Tunu Kai (Whaea Renee)	Study (Matua Waa & Matua Maahia) T11 / 12 / 13 Rm
12:00 - 12:50	4	Pangarau (Whaea Melissa) T12&13 Rm	Pangarau (Whaea Melissa) 11:45 - 12:25 T12&13 Rm	Reo Rangatira (Matua Charles) T12 &13 Rm	Sport Coaching (Matua Waa) T11 Rm	Kapa Haka (Matua Charles) Gym
1:20 - 2:10	5	Reo Rangatira (Matua Charles) T12 &13 Rm	English (Whaea Emma) 12:55 - 1:40 Media Rm	Putaiiao (Matua Frank) Lab	Sport Coaching (Matua Waa) Field / Courts	Kapa Haka (Matua Charles) Gym
2:10 - 3:00	6	Putaiiao (Matua Frank) Lab	Whare 1:40 - 2:30 Gym	Putaiiao (Matua Frank) Lab	Sport Coaching (Matua Waa) Field / Courts	Kapa Haka (Matua Charles) Gym
		Hui Kaiako 2:40 - 3:40			Tertiary Pathways day	

Arahi Hākinakina

Matua Wa

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



He whakamārama: He akoranga hihiri tēnei e whakakotahi ana i te pakiwaitara o Rahituturu hau me ngā pūkenga tākaro o te wā hei whakawhanake i te mahi tahi me te rangatiratanga. Ka ako te taura 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 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.

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



He Whakamārama: This course equips taura with advanced mathematical and statistical tools to solve complex, real-world problems. Through the exploration of linear programming, systems of equations bivariate data and time series data investigations, and statistics experiment design, taura will learn to apply theoretical knowledge to practical scenarios.

Wiki	Te Aronga
1	Introduction to course outline and standards: Introduction to Linear Programming and prerequisite skills including coordinate plotting, and understanding inequality signs.
2 & 3	Revision of straight line graphs: Revision of straight line graphs linked to new learning of graphing inequalities and shading in vs shading out. New vocabulary such as constraints, feasible area, and objective function introduced.
4 & 5	Formulating the problem and finding the best solution: Translating word problems into constraints. Calculating the objective function value at each corner of the feasible region. Covering requirements for Merit and Excellence. First practice assessment.
6 & 7	Second practice assessment and focus on communication of solutions.
8 & 9	Third practice assessment and NCEA internal assessment activity.
10	Introduction to 3-Variable Systems (AS91587). Extending from 2 variables (last year) to 3 variables this year. Using intersecting planes to visualise. Practice forming equations from words.

Te Huamutunga: Completion of NCEA Linear Programming internal assessment

Wāhanga	Paetae	Kaiaka	Kairangi
AS91574 Apply linear programming methods in solving problems	Apply linear programming methods in solving problems	Apply linear programming methods, using relational thinking, in solving problems.	Apply linear programming methods, using extended abstract thinking, in solving problems.



He Whakamārama: In Year 13 the students will learn to practical investigations in the real world of physics, and earth science, including uncertainty analysis.

Wiki	Te Aronga
1	Whānaungatanga: Settling into the new school year, setting expectations and introducing assessments for the year.
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 (3.1) AS91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship
6 & 7	Practice NCEA Assessment 2 with emphasis on Merit and Excellence levels (3.1)
8 & 9	NCEA Assessment - Physics (3.1) AS91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship
10	Resubmissions of Physics (3.1) AS91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship

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, including uncertainty analysis.

Wāhanga	Paetae	Kaiaka	Kairangi
AS91521 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Carry out a practical investigation to test a physics theory relating two variables in a nonlinear 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: The students will focus on using language in purposeful ways to help them become more empathetic and resilient

Wiki	Te Aronga
1	Whakawhanungatanga: We will focus this week on setting taura into the kura, making connections and setting expectations.
2 & 3	What "fluent and coherent" look like in the real world? Watch world-class examples (TED Talks, spoken word poetry, political speeches). Identify how they use hooks, transitions, and rhetorical devices. Brainstorm complex ideas. Check that the topic broad enough to "sustain" an idea but narrow enough to remain "coherent"?
4 & 5	Without a map, the audience gets lost: Teach organisational patterns (e.g., Problem/Solution, Chronological with a twist, or Thematic). Start drafting the "spine" of the speech, then deepen Ideas. Moving from Excellence to Merit. Workshop how to integrate evidence, anecdotes, and data so they feel like part of the story, not just "tacked on."
6 & 7	Focusing on Fluency and Style: Lessons on "tricolons", "anaphora", and "extended metaphors". Students rewrite sections of their draft to elevate the language. Next they move to peer-review sessions. Students read drafts aloud to check for "clunky" phrasing that might trip them up during delivery.
8 & 9	Bringing the "oral text" to life: Workshops on stance, eye contact, and vocal modulation (pitch, pace, pause) as well as polishing. Participate in mock deliveries in small groups. Use of "cue cards" vs. memorisation. Stress-testing the coherence.
10	Final Assessment - The Main Event: Formal recordings or live performances. Ensure students have a quiet space and a supportive audience to maximize their fluency. <i>A Note on "Fluency": Remind students that fluency isn't about being a robot; it's about the flow of ideas. A natural pause for breath or effect often enhances coherence more than a rapid-fire delivery.</i>

Te Huamutunga: Complete a presentation showcasing the desire and need to assist with the survival of ngā mahi ā te rēhia. Write and then share an oral presentation to the class about the key messages.

Wāhanga	Paetae	Kaiaka	Kairangi
AS 91476 Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas and is convincing.	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas and commands attention.



He whakamārama:

Ko Mana Ahurea i roto i Te Reo Rangatira ka whakatinanahia mā te whakamahi i te reo takitaki hei kawē i ngā kōrero tuku iho, pērā i te pātēre, te waiata tangi, te karakia me te tauparapara, e whakaatu ana i te hōhonutanga o te reo Māori. Mā te matapaki me te tū mārohirohi, ka āhei ngā tauria ki te tuku whakaaro, ki te tautoko, ki te turaki hoki i ngā ariā, ā, ka whakapiki i tō rātou māramatanga me tō rātou māia ki te reo hei reo rangatira e ora tonu ai te ahurea Māori.

Wiki	Te Aronga
1	Whanaungatanga – Te whakawhanaunga me te kōrero mō te kaupapa. Te kōwhiri i ngā momo reo takitaki hei kohinga reo takitaki e toru. tohunga reo tokotoru me ā rātou kōrero (5 meneti ia tangata) hei tātari mā te tauria.
2 & 3	Wiki 2: He aha te reo takitaki? – Wānangatia tēnei pātai me te titiro anō ki ētahi tauria. Wiki 3: Kohinga Reo Takitaki #1 – Āta wetewete i te Kohinga Reo Takitaki Tuatahi. Kia 650 – 750 kupu te katoa.
4 & 5	Wiki 4: Tātari i te Kohinga Tuatahi – Te wetewete i te kohinga reo takitaki. Rapuhia ngā nuka reo, ngā whakataukī, me te mita o te tohunga. Rangahautia te hōhonutanga o āna kōrero. Wiki 5: Kohinga Reo Takitaki #2 – Āta wetewete i te Kohinga Reo Takitaki Tuatahi. Kia 650 – 750 kupu te katoa.
6 & 7	Wiki 6: Tātari i te Kohinga Tuarua – Te wetewete i te tuhituhinga tuarua. Te tīpako i ngā kīwaha me ngā kōrero ohaoha. Te whakataurite i tōna kāhua ki te tohunga tuatahi. Wiki 7: Kohinga Reo Takitaki #3 – Āta wetewete i te Kohinga Reo Takitaki Tuatahi. Kia 650 – 750 kupu te katoa.
8 & 9	Wiki 8: Tātari i te Kohinga Tuatoru – Te wetewete i te tuhituhinga whakamutunga. Te hura i ngā kōrero tuku iho me ngā kōrero huna kei roto i āna kōrero. Wiki 9: Te Whakaoti Pūrongo – 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	Wiki 10: Whakaoti pūrongo – Te tuku i ngā tauwhaituitanga e toru me te pūrongo whakamutunga.

Te Huamutunga: Mā te akonga tētahi pūrongo reo takitaki e whakarite, e whakamārama hoki.

Wāhanga	Paetae	Kaiaka	Kairangi
AS91810 (3.8) Te tūhura i te reo takitaki (4 whiwhinga) Aromatawai ā-roto	Ka tautuhi, ka whakamārama i ngā āhuatanga me ngā tikanga o tētahi o ngā reo takitaki.	Ka āta matapaki i te tikanga o tētahi o ngā āhuatanga o te reo takitaki. Ka whakariterite i ngā āhuatanga me ngā tikanga e kitea ana i ngā tauria.	Ka āta whakariterite i ngā āhuatanga me ngā tikanga e kitea ana i tēnā, i tēnā o ngā tauria. Ka āta mārohirohi, ka āta matapaki i te whāinga a te kaitito.
AS91806 (3.4) Te tūhura i ngā tuhinga raupeka (4 whiwhinga) Aromatawai ā-waho	Ka tautuhi i ngā waipaki o ngā tuhinga. ☒ Ka matapaki i t/ētahi o ngā waipaki.	Ka tautuhi i ngā rautaki a te kaitito hei whakaari i t/ētahi o ngā waipaki matua. ☒ Ka tautuhi i te hunga pānui e tika ana mā rātou tēnei tuhinga, ka rata hoki ki te tuhinga.	Ka tautuhi, ka whakawāwā i ngā rautaki a te kaitito hei whakaari i t/ētahi o ngā waipaki. ☒ Ka āta matapaki i ngā peka i pai ai rānei, i raruraru ai rānei ngā tuhinga. ☒ Ka mārohirohi i ngā whakapainga e rata ake ai te hunga pānui e tika ana mā rātou te tuhinga nei.



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



He Whakamārama: Nau mai ki te wahanga ako mō te Tunu Kai Tau 13/12/13 – 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	Whakawhanaungatanga me te Whakatau: Ka 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	Te Whakapaitanga me te Haumarū Kai (US 167): Ka 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	Ngā Kai Māori Taketake me te Hītori (US 31159): 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	Ngā Atua me te Kaitiakitanga (US 31159): 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	Ngā Whakaaturanga o te Manaakitanga (US 32185): 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	Te Aromatawai me te Whakamutunga: 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, contamination prevention, temperature 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 Māori. 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 Māori 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**