

KOWAE AKO

WEHENGA 1



MANA AHUREA

TAU 11

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
Pangarau	7
Putaiiao	8
Reo Pakeha	9
Reo Rangatira	10
Te Ao Haka	11
Tunu Kai	12

Tau 11 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 11 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
Putaiāo	Reo Māori & Tikanga-ā-Iwi	Reo Pākehā	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
<ul style="list-style-type: none"> 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>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 ākongā 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 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.	
Pangarau	Sit external numeracy assessment US 32406 in May (with a second opportunity in September) to gain 10 numeracy credits. Those who have already gained Numeracy will work towards NCEA Level 1 standards.	
Putaiāo	Whakaritea tētahi pūrongo kaitiaki me tētahi whakaaturanga e whakakotahi ana i ngā raraunga tūhuratanga me te Mātauranga Māori hei taunaki i te hauora o te taiao ā-rohe.	
Reo Māori & Tikanga-ā-Iwi	Whakapuaki tētahi pūrongo mōhiohio mō te whakarauoratanga o te reo Māori ki Manurewa.	
Reo Pākeha	Complete a poster 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 represented by your poster.	
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 ākongā 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 11	Kaitiaki: Whaea Renee					
	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 Māori (Whaea Renee) 9:10 - 9:55 T11 Rm	Putaiiao (Whaea Claudia) Lab	Tunu Kai (Whaea Renee) Kihini	Hakinakina (Matua Ihaka) Gym
10:00 - 10:50	2	Pangarau (Whaea Melissa) T11 Rm	Reo Māori (Whaea Renee) 9:55 - 10:40 T11 Rm	Putaiiao (Whaea Claudia) Lab	Tunu Kai (Whaea Renee) Kihini	Hakinakina (Matua Ihaka) Gym
11:10 - 12:00	3	Pangarau (Whaea Melissa) T11 Rm	English (Whaea Emma) 11:00 - 11:45 T11 Rm	Reo Māori (Whaea Renee) T11 Rm	Tunu Kai (Whaea Renee) Kihini	Study (Matua Waa & Matua Maahia) T11 / 12 / 13 Rm
12:00 - 12:50	4	Reo Māori (Whaea Renee) T11 Rm	English (Whaea Emma) 11:45 - 12:25 T11 Rm	Pangarau (Whaea Melissa) T11 Rm	Sport Coaching (Matua Waa) T11 Rm	Kapa Haka (Matua Charles) Gym
1:20 - 2:10	5	Putaiiao (Whaea Claudia) T11 Rm	Pangarau (Whaea Melissa) 12:55 - 1:40 T11 Rm	English (Whaea Emma) T11 Rm	Sport Coaching (Matua Waa) Field / Courts	Kapa Haka (Matua Charles) Gym
2:10 - 3:00	6	Putaiiao (Whaea Claudia) T11 Rm	Whare 1:40 - 2:30 Gym	English (Whaea Emma) T11 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 poi poi 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
AS91332: Evaluate leadership strategies that contribute to the effective functioning of a group	<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
AS91332 : Involves evaluating leadership strategies, such as coaching, mentoring, and team roles (captaincy)	<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 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
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: Students will focus on learning mathematics and statistics knowledges to meet the numeracy demands of a range of meaningful situations, and explain the reasonableness of mathematical and statistical responses to situations.

Wiki	Te Aronga
1	Introduction to the year plan - which standards are offered and the credits available. Introduction to Probability.
2-3	Interpret everyday situations involving probability, chance and simple risk; and use the language of probability to describe outcomes.
4-5	Use appropriate data displays to investigate questions for summary, comparison and simple time-series situations. Interpret data displays using features such as clustering, centrality (mean, median, mode), spread, unusual pieces of data, frequencies and patterns.
6-7	Solve word problems with whole numbers up to billions, fractions, decimals to 3 places, percentages and integers, ratios, rates and powers. Tauira will practice critiquing statements using mathematical justifications.
8-9	Work with linear relationships that are represented as graphs or word rules. Recognise unknown values for a given relationship.
10	Practice Assessment. Make connections between representations of objects in simple 2D and 3D. Recognise symmetry, transform objects to design for purpose (enlarge, reflect, rotate and translate).

Te hua mutunga: Sit external numeracy assessment US 32406 in May (with a second opportunity in September) to gain 10 numeracy credits. Those who have already gained Numeracy will work towards NCEA Level 1 standards.

Wāhanga	Paetae	Kaiaka	Kairangi
Numeracy Practice Assessment: Students will formulate mathematical and/or statistical approaches to solving problems in a range of meaningful situations.	Apply familiar strategies to solve problems. Begin to transfer knowledge to new contexts.	Apply strategies confidently accurately and independently, often applying knowledge to new contexts.	Show advanced thinking by understanding tricky ideas, solving problems, making connections and explaining their ideas clearly.
NCEA 1.4 Practice Assessment 91947 (For those who have already achieved Numeracy)	Demonstrate mathematical reasoning	Demonstrate mathematical reasoning with relational thinking	Demonstrate mathematical reasoning with extended abstract thinking



He Whakamārama: He tūhuratanga tēnei i te ao tūroa mā te tirohanga pūtaiao me te Mātauranga Māori. Mā tēnei kōpuku ako e whakamana i ngā tauira kia tū hei kaitiaki mō tō rātou taiao mā te whakamātau pūtaiao pūmau, te tātari raraunga, me te hura i ngā mātauranga taketake i roto i te anga pūtaiao o nāiane.

Wiki	Te Aronga
1	Whanaungatanga: Ko te mea nui i tenei wiki kia whakatauhia nga tauira ki te kura.
2 & 3	Te Mātakitaki i te Ao Tūroa: Ka tūhura ngā tauira i te ao tūroa hei tāupuru i ngā tauira pūtaiao me te whakatakoto mōhiotanga ā-rohe.
4 & 5	Te Whakatau i te Pātai Tūhura & Te whakamahere me te Tikanga Mahi Ka hurihia ngā mātakitaki hei pātai tūhura, me te tautuhi i ngā momo huarahi pūtaiao e hāngai ana. Ka whakaritea he tikanga mahi pūmau me te haumarua e hāngai ana ki ngā paearu o AS91921.
6 & 7	Te Kohi Raraunga me te Mahi ki te Taiao & Te Tātari me te Whakamārama i ngā Hua Ka whai wāhi ngā tauira ki te mahi ā-ringa ki te taiwhanga, ki te taiao rānei, hei kohi raraunga pū. Ka tātarihia ngā raraunga mā te kauwhata me te tūtohi hei whakaatu i ngā ia me ngā hononga.
8 & 9	Te Kōmitimiti i te Mātauranga Pūtaiao & Te Aromātai Whakamutunga Ka tuituia ngā hua ki te Mātauranga Māori me ngā ariā pūtaiao hei whakamārama i te "pūtaka" o ngā kitenga. Ka aromātainai te hātepe tūhura me te whakaoti i te pūrongo whakamutunga mō te aromatawai.
10	Whakaoti pūrongo kaitiaki me te whakaaturanga

Te Huamutunga: Whakaritea tētahi pūrongo kaitiaki me tētahi whakaaturanga e whakakotahi ana i ngā raraunga tūhuratanga me te Mātauranga Māori hei taunaki i te hauora o te taiao ā-rohe.

Wāhanga	Paetae	Kaiaka	Kairangi
As 91921 Science: Demonstrate understanding of the use of a range of scientific investigative approaches in a context 5 credits Internal	Kua oti te whakamahere māmā me te waihanga hāngai ki te mahere	He mahere ine pū mo te papa māra i hangaia me te hāngai pū ki te kai e whakatōhia ana	He mahere ine pū hāngai he mea whakapakari, tautoko rānei i te mauri o te taiao
AS92069 Putaiiao: Te torotoro i te mātauranga pūtaiao e hāngai ana ki te ao tūroa 5 credits Internal	I oti pai te hanga i nga papa māra kai, a, i mārama te whānau ki etahi kōrero	I oti pai te hanga i nga papa māra hāngai ki nga hiahia a te whānau. Mahea nga whakamārama.	Hangaia nga papa māra kai ma nga rawa kore utu. I whoatu puka awhina ma te whanau.



Reo Māori & Tikanga-ā-Iwi

Whaea Renee

iimera: renee.wilson@twmanurewa.school.nz

He whakamārama: Ka tātari ngā ākonga i tētahi kawenga pāpori e whakatairanga ana i ngā motika iwi taketake mā te waihanga pūrongo mōhiohio me te whakaatu i ngā kitenga i te reo Māori o te ao whānui.

Wiki	Te Aronga
1	Whakawhanaungatanga: Ka arotahi ki te whakatau i ngā taura ki te kura.
2 & 3	Huarahi Ako: Kia mōhio ake ki te ako uiui me pēhea te whakahaere i tō ake uiui. Tāutuhia he horopaki e tupu ana te reo Māori, ā, whakaputahia he pātai matua e hiahia ana koe ki te kimi whakautu.
4 & 5	Pūrongo Mōhiohio: Whakaarohia te whakatakotoranga o te pūrongo mōhiohio, ā, akohia ngā taura o ngā pūrongo mōhiohio i tohaina e ētahi atu. Tūhuria ngā momo rerenga kōrero e whai hua ana mō tou ake pūrongo mōhiohio. Whakaotingia he pūrongo mōhiohio i runga i ngā whakautu ki ngā pātai matua.
6 & 7	Ngā Pūkenga me ngā Mātauranga: Whakamahia te pūrongo mōhiohio hei tautuhi i ngā rerenga kōrero e tika ana kia whakaakona. Akohia ngā rerenga kōrero e hiahia ana hei tuhi angitu i tētahi pūrongo mōhiohio.
8 & 9	Ngā Pūkenga me te Mātauranga: Arotahi ki te mātauranga reo e hiahia ana hei tuhi angitu i tētahi pūrongo mōhiohio. I te mutunga o te wiki 9, kua oti kē te tuhinga mō tētahi mahi whakaharatau kōrero.
10	Whakaaturia ngā kitenga: Whakaaturia ngā kitenga o te tukanga uiuinga, me te arotake i te pai o tō whai wāhi atu ki te tukanga uiuinga.

Te Huamutunga: Whakapuaki tētahi pūrongo mōhiohio mō te whakarauoratanga o te reo Māori ki Manurewa.

Wāhanga	Paetae	Kaiaka	Kairangi
AS 91654 Waihanga tuhinga whai take i te reo Māori o te ao whānui	Waihanga tuhinga whai take i te reo Māori o te ao whānui.	Waihanga tuhinga whai kiko i te reo Māori o te ao whānui.	Waihanga tuhinga whai hua i te reo Māori o te ao whānui.
AS 916451 Kōrero kia whakamahi i te reo Māori o te ao whānui	Kōrero kia whakamahi i te reo Māori o te ao whānui.	Kōrero kia whai kiko i te reo Māori o te ao whānui.	Kōrero kia whai hua i te reo Māori o te ao whānui.
AS 91835 Te tātari i tētahi kawenga pāpori i whakatairangatia ai ngā motika iwi taketake	Ka whakamārama i te pūtakenga mai me ngā āhuatanga matua o tētahi kawenga pāpori i whakatairangatia ai ngā motika iwi taketake. Ka matapaki i ngā uara o tēnā me tēnā me ngā tirohanga kē ki te kawenga pāpori, ka taunaki ai.	Ka matapaki i ngā urupare a tēnā me tēnā ki te kawenga pāpori. Ka whakatau whakaaro mō ngā hua wā poto me ngā hua wā roa i puta ake, ka puta ake rānei, ka āta taunaki ai.	Ka tino mātau te whakatau whakaaro mō ngā hua whānui i puta ake, ka puta ake rānei i te kawenga pāpori, ka āta taunaki ai.



He whakamārama: The students will focus on using language in purposeful ways to help them become more empathetic and resilient

Wiki	Te Aronga
1	Whanaungatanga: We will focus on making connections and setting goals and expectations for the year
2 & 3	The Foundations of Context & Verbal and Non-Verbal Tools We begin by exploring how the "where, who, and why" of a situation dictates our choice of words and tone. You will analyze how your own language shifts when speaking to a principal versus speaking to a friend. This week focuses on identifying linguistic devices like metaphor and hyperbole, alongside physical tools like pitch, pace, and pause. You will learn how these tools work together to emphasize a specific message.
4 & 5	Deconstructing Diverse Contexts & Selecting a Persona and Purpose You will compare formal speeches with informal oral traditions to see how "register" works in the real world. This involves looking at how speakers adapt their vocabulary to suit either a boardroom or a marae. You will choose a specific scenario for your assessment and define your target audience. This week is about "setting the stage"—deciding who you are speaking as and what you want to achieve.
6 & 7	Scripting for Your Audience & Mastering the Delivery Drafting begins here, with a heavy focus on choosing language that feels authentic to your chosen context. You will intentionally weave in three to four specific verbal techniques to help land your message. The focus shifts from the page to the voice, practicing how to use volume and inflection to convey emotion. You will experiment with how different non-verbal cues can change the impact of the same written sentence.
8 & 9	Peer Review and Strategy Refinement & Week 8: Final Polish and Justification: Students will perform "mini-drafts" for peers to check if their language choices actually "hit the mark" for the intended audience. You will use this feedback to adjust any words or gestures that feel out of place. You will finalise your speaking notes and prepare a short justification of your choices. This step ensures you can explain why your specific verbal language was the best fit for your chosen context.
10	Final Assessment and Reflection: The final week is for the formal delivery and recording of your verbal presentation. You will demonstrate your understanding by successfully matching your language use to your specific scenario.

Te Huamutunga: Complete a poster 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 represented by your poster.

Wāhanga	Paetae	Kaiaka	Kairangi
91924 English Demonstrate understanding of how context shapes verbal language use 5 credits (Internal)	Demonstrate understanding of how context shapes verbal language use	Explain how context shapes verbal language use	Examine how context shapes verbal language use



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 Whakamarama: I tēnei akoranga, ka whakatinanahia e ngā taurua tuakana ngā mahi a te Ringawera mā te whai i ngā paerewa Manaaki Marae hei tunu me te whāngai manuhiri i runga i te tikanga.

Wiki	Te Aronga
1	Whakawhanaungatanga me te Whakatau: Ka arotahi tēnei wiki ki te tuitui i te rōpū me te whakatau i ngā tikanga matua o te kīhini. Ka matapakihia te aronga o te manaakitanga me te whakarite i te taiao mahi kia haumarū, kia pai hoki mō te katoa.
2 & 3	Te Taka Kai me te Ringawera (US 29566): Ka ako ngā ākonga ki te whakarite i ngā huawhenua me ngā hua rākau i runga i te tikanga o te marae. Ka aro nui ki te mātotoru o te tapahi me te whakaatu i ngā huarākau kia ātaahua te kite a te manuhiri.
4 & 5	Te Tunu ki te Umu (US 29567) Ka matatau ngā ākonga ki te whakamahi i te oumu hei tunu kai mā te rōpū nui. Ka ako i te whakarite i ngā taputapu tika me te inenga o te pāmahana kia puta mai he kai oumu e rite ana ki ngā paerewa marae.
6 & 7	Te Parai i te Kai (US 29568) Ka huri te aronga ki te parai kai, mai i te whakarite i te paraihe ki te tunu i te kai kia hinu-kore, kia kiripaka hoki. Ka whakaatuhia ēnei kai i runga i te mōhio ki te manaaki manuhiri me te haumarū o te hinu wera.
8 & 9	Te Tunu ki te Wai (US 29569) Ka whakangungu ngā ākonga ki te tunu kai mā te wai (pēnei i te kohua, te whakahī, te koropupū rānei). Ka arotahi ki te pupuri i te mōmōho o te kai me te whakatakoto i te pūnu wai kia whai kiko, kia whai reka hoki mō te tēpu kai.
10	Te Whakaaturanga me te Aromatawai Whakamutunga: Ko tēnei te mātāpuna o ngā pūkenga katoa, me te whakaoti i ngā aromatawai ā-rotu. Ka mahi tahi te katoa hei ringawera ki te whakarite i tētahi hākari hei whāngai i te manuhiri, e whakaatu ana i te kōmitimiti o ngā tikanga me ngā pūkenga kai.

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
<u>29566 - Prepare fruit and vegetables to present for manuhiri</u> (external link).	Prepare fruit and vegetables in accordance with marae context and tikanga. Present fruit and vegetables in accordance with marae context and tikanga.
<u>29567 - Prepare equipment and cook kai in an oven to present for manuhiri</u> (external link).	Prepare kai and equipment to cook in an oven. Cook kai in an oven and present kai that has been cooked in an oven, in accordance with marae context and tikanga.
<u>29568 - Prepare equipment and fry kai to present for manuhiri</u> (external link).	Prepare kai and equipment to fry, fry kai, and present kai that has been fried, in accordance with marae context and tikanga.
<u>29569 - Prepare equipment and cook kai with liquid to present for manuhiri</u>	Prepare kai and equipment to cook with liquid, cook kai with liquid, and present kai that has been cooked with liquid, in accordance with marae context and tikanga.

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 fourth 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**