



Te Tāhuhu o  
te Mātauranga  
Ministry of Education



## Exemplar Teaching and Learning Programme

*To support schools to develop their own Te Ao Haka programmes, the Ministry is commissioning pilot schools to develop 1 full teaching and learning programmes to cover all NCEA Levels. Programmes should be detailed enough to support understanding but not so detailed that teachers cannot easily adapt them to their own contexts. Please provide key resources (including links to videos accessible through Māori TV and TVNZ on demand) that illustrate a learning approach, but do not provide every single resource you might use to deliver the programme. This can include images of yours and your students' work, but avoid identifying information (names, faces).*

*Your programme must be based on and show clear links to the Big Ideas and Significant Learning in the new subject learning matrix. Use the Te Ao Haka kupu identified within the subject glossary. Identify which of the 3 sample assessment activities you have used to assess the internal standards. Show how you have adapted them to your own context. Describe the learning you facilitated to prepare your students for the external assessments. At all times, **avoid "teaching the standards"** - ensure the learning remains the key focus throughout.*

*Above all, keep your audience – fellow teachers engaging with the new subject content for the first time – in mind. You are welcome to test your draft programmes with a few colleagues who aren't involved in piloting. Ask them if it is useful to them to help them understand and prepare for using the new subject content themselves. They are your target audience.*

*This template will guide you to capture your programme as you develop it and support our writing team to craft it into a finished product. Headings and guidance notes are included to support you. You are welcome to use written or visuals in this template.*

**Lead teacher:** Wiremu Mako

**School:** Te Wharekura o Mauao

**Teaching & Learning Programme Title**

*Mauao Te Ao Haka 2021*

### Summary

*There are 4 main forms of horopaki that will be used as part and parcel of this TAH Pilot. All of these forms are continuation of our programme and events on our TWOM calendar. The hope is for the teaching and learning to naturally occur and then things would be easily transferable when focusing on specific assessments.*

*Form #1 - Production: A production performed by an amalgamation of TWOM students studying TAH, Ngā Mahi ā Te Rēhia, Dance, Music/Puoro, Drama, Toi Ataata, Whakairo, Raranga, Tikanga ā-iwi/Hītori all under the umbrella of 2 whatumanawa or contextual learning hubs known as Toi Whakaari and Ngā Toi*

*Form #2 - Te Haka ā-Toi (Mātaatua Secondary Kapa Haka Regionals)*

*Form #3 - Whanake Te Tai: Te Wharekura o Mauao House Haka Competition*

*Form #4 - Ngā mahi hāpori: Use of natural events - Pōhiri, ngahau,*

### School context

*KURA*

*As stated above 2 of our 5 whatumanawa available align to TAH in some way shape or form in terms of teaching and learning practices. Here TWOM aims to develop the skills and knowledge by way of these whatumanawa.*

TAUIRA

The process for students to take part in this TAH Pilot was by way of the following

- Discussion with myself (Wiremu Mako). Explained what and how things will look
- Students that have identified in their Individual Learning Plan (ILP) that they would like to pursue Kapa Haka at higher level in the future.
- They have indicated or will be continuing their journey with the school senior haka group Te Reo Whakakoko o Mauao

LOCAL CURRICULUM

The kaupapa that will be taken within the ‘Production’ will be focused on Takitimu and the people of Tauranga Moana in particular Ngāti Ranginui and the narratives within. Connecting with uri, marae, kaitito, kaiwaiata, kaihaka.

By the end of this teaching and learning programme, student will be able to:

- Understand that Te Ao Haka has a place in this world and we can be the ones to share it
- Discuss kaupapa in all aspects of TAH with an analytical lens
- Can identify the value of TAH when it comes to storytelling and history transferal

Teaching and learning pedagogy

Because of the 4 forms of how teaching and learning can take place with TAH in mind. The majority is all through natural occurring methods where we teach more in a tutor role in preparation for an event such as house comp, regionals, production.  
However, the use of class time is where we dive deeper into vocabulary, have the one on one time, group work, video analysis, composition critique etc.

Resources required

At this point it is more of getting resources ready to have in class to

- promote discussion and higher level of thinking, as opposed to being just a Kapa Haka critic
- form a positive environment within the TAH cohort

How you might adapt this in your classroom

Making use of what we already have within our hapū/iwi resources

e.g. As Takitimu - Ngāti Ranginui for one of our kaupapa, to learn forms of choreography we looked at the kōwhaiwhai patterns at one of our marae. This way the tauira can have a connection and own what the do/perform.

In terms of adapting, the biggest challenge is the timetabling and having clear communication with students and the mahi that is needed to be done. There is a lot of adapting happening as we go.

Programme Outline

Expand here with greater detail. Insert additional rows within each term as needed.

Time period	Learning Focus	Connections to Curriculum	Throughout the year assessment for learning happens often and evidence may be collated for summative assessment	
		Big Ideas and Significant Learning	Learning Activities	Assessment Opportunities
Term 1	<b>Marae</b> <i>Ngāti Hangarau Production</i>  <i>Ngā mahi ki te hāpori</i>	SL: Discover foundation knowledge / explore and be creative / embody and express  BI: It is essential that students understand and engage with the origins and development of Te Ao	<ul style="list-style-type: none"><li>• Location - group visit to the marae</li><li>• Kōwhaiwhai</li><li>• Ngahau</li><li>• Mau rākau</li><li>• Tautohe</li></ul>	<i>1.2 Perform an item form a TAH discipline</i> <i>3.1</i>

		Haka as an artform. Concepts of whakapapa and taiao, and of place space and time, are intrinsic to Te Ao Haka.		
Term 2	Production  Te Haka ā-Toi  Whanake Te Tai  Ngā mahi hāpori	SL: Discover foundation knowledge / explore and be creative / embody and express  BI: Engage with tikanga, reo, and identity  Building in refinement and expression	Learning items - Disciplines/Categories  Rākau  Leaders - Key Roles  Stage performance ngahau/comp - Journey  Noho Marae / Wānanga  Rehersals	1.1, 1.2, 1.4 2.1-2.4 3.1, 3.2, 3.3
Term 3	Whanake Te Tai  Ngā mahi hāpori	SL: Discover foundation knowledge / explore and be creative / embody and express  BI: Built on and communicates narratives  Concepts of whakapapa and taiao	Disciplines / Categories  Mahi Tahī  Titonga  House Haka Comp	1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4
Term 4				

#### Assessment activities

Include copies of your internal assessment activities as you have adjusted them to fit your programme, and any resources that you have developed to support them e.g. scaffolds, marking rubrics, time management tools for students etc.

AS	Title	Int/Ext Credits	Assessment Activity (if internal) and date	Notes on adjustments, supports, etc.
1.1	Demonstrate understanding of key features of Te Ao Haka	Int 6cr	1.1B Ngā Mahi a Tānerore me Hine-rēhia - Demonstrate and describe 5 key features. 3 given and 2 of your own choice	Use of Kōwhaiwhai patterns Ngā mahi o te taiao (moana)
1.2	Perform an item from a Te Ao Haka discipline	Int 6cr	1.2B Te Mura o te Ahi - Competition setting	Regionals and house haka competition. See rauemi: Pekanga me te Wāhanga
1.3	Demonstrate understanding of categories within a Te Ao Haka discipline	Ext 4cr	Categories in TAH	See rauemi: Pekanga me te Wāhanga

1.4	Demonstrate understanding of elements within a Te Ao Haka performance	Ext 4cr		See rauemi: Elements
2.1	Explore elements to create a section of a Te Ao Haka item	Int 6cr	2.1C Elements in choreography	See rauemi: Elements
2.2	Perform a Te Ao Haka item to respond to a local Kaupapa	Int 6cr	2.2B Pinepine te kura, competition forum	Te Haka ā-Toi (Mātaatua Regionals) Whanake Te Tai (TWOM House Haka Competitions)
2.3	Compare a Te Ao Haka performance and one other performance	Ext 4cr		Video analysis of production dances
2.4	Respond to a Te Ao Haka performance	Ext 4cr		Video analysis of regionals and procution
3.1	Reflect on a personal learning journey in a discipline of Te Ao Haka	Int 5cr	3.1A Whiua ki te ao, interview 3.1B Nōku te ao, portfolio	Opportunities to complete during Te Haka a Toi & Whanake te Tai
3.2	Perform three categories within a discipline of Te Ao Haka	Int 5cr	3.2A Tū mai haka mai, in classroom 3.2B Haka a Tānerore, @ hui or event	Opportunities when manuhiri come Opportunities to complete during Te Haka a Toi & Whanake te Tai
3.3	Perform two Te Ao Haka disciplines	Int 5cr	Performance based	Te Haka a Toi Whanake te Tai
3.4	Demonstrate understanding of a key role within Te Ao Haka	Int 5cr		Guest speaker Personal experience