

Te Kaupae 1 Ngā Putanga Ako o te Wāhanga Ako Tikanga-ā-Iwi

He rauemi tautoko i te Pou Tarāwaho mō te Tikanga-ā-Iwi

He aha ngā Putanga Ako ā-Wāhanga Ako, me pēhea hoki taku whakamahi?

Ko tā ngā Putanga Ako ā-Wāhanga Ako he tautohu i ngā mōhiotanga me ngā pūkenga me mātua whai e ngā ākonga e rite ai ia mō te aromataawai. Nā ngā Paerewa Paetae i ārahi ngā Putanga Ako ā-Wāhanga Ako. Me whakamahi ki te taha o ngā rauemi NCEA katoa.

Kāore ngā Putanga Ako ā-Wāhanga Ako e whakakapi i tētahi o ngā tuhinga o mua. E whai wāhi atu ana ki tēnei ngā Tautuhinga Aromataawai ā-Waho me ngā Tikanga Aromataawai. Me whakamahi i te katoa o ngā rauemi NCEA e mārama katoa ai te tangata ki tēnā, ki tēnā o ngā here o ngā Paerewa Paetae, e whakamahere ai hoki i tētahi hōtaka tōtōpū o te whakaako, o te ako, o te aromataawai hoki. Kaua ngā Putanga Ako ā-Wāhanga Ako e whakamahia mō ngā whakataunga a te kaiaromataawai. Ko te Paerewa Paetae me ngā Taunakitanga Aromataawai mō ngā Ngohe Aromataawai ā-Roto ka whakamahia mō aua whakataunga.

Ka whakamārama ngā Putanga Ako ā-Wāhanga Ako, i te taha o ētahi atu tuhinga tāpua, ki ngā kaiako ngā mea me whai wāhi ki ā rātou hōtaka o te ako me te whakaako, me ngā pūkenga o ngā ākonga me hihira e rātou, i te aromataawai e whakatata atu ana. Ehara i te mea me ūrite te wā whakaako ki ngā Putanga Ako ā-Wāhanga Ako katoa.

Me tūhono ngā mahi akoako katoa ki ngā ao o ngā ākonga i Aotearoa me Te Moana-nui-a-Kiwa. I te nuinga o te wā, ka kōwhiri ngā kaiako, ngā ākonga rānei i ngā horopaki. Nā reira, kāore ngā horopaki e tautohua i ngā Putanga Ako ā-Wāhanga Ako i ngā wā katoa. Ka tukua pea he tauira hei whakaahua i ngā kaupapa me ngā horopaki, engari ehara i te mea me mātua whai.

E āhei ana ngā ākonga ki te whai wāhi atu ki ngā mahi whakaako e tautoko ana i a rātou ki te eke ki ngā taumata tiketike o te eke paetae. Kei te hāngai te nuinga o ngā putanga ako ki te taumata o Paetae. Heoi, kua whai wāhi hoki ngā putanga ako o ngā taumata eke paetae o runga ake.

Ko te kawatau, ka noho ngā mōhiotanga me ngā pūkenga i ngā Putanga Ako ā-Wāhanga Ako hei tūāpapa i ia Paerewa Paetae. Ka whakawhirinaki atu ngā ākonga ki aua akoranga i te wā o te aromataawai. E tika ana kia mōhio ko te aromataawai he tukanga tīpako noa, nā reira kāore e aromatawaihia ngā mea katoa ka whakaakona.

Level 1 Tikanga-ā-Iwi Subject Learning Outcomes for Assessment

Companion to Tikanga-ā-Iwi Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgements. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Student Learning Outcomes, alongside other key documents, make clear to kaiako what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Paerewa Paetae 1.1 (92077): Te whakaatu māramatanga ki ngā take e pāpā ana ki te reo Māori (Ngā Whiwhinga 6)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te māramatanga ki te pāpātanga o te tāmitanga ki runga ki te reo Māori An understanding of the impact of colonisation on Te Reo Māori</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i ngā tūāhuatanga tāpua, i ngā kaupapa here i hoahoatia ai hei tāmi i te reo Māori. Hei tauira, te Ture Kura Māori (1867). <i>Describe key events, policies that were designed to suppress te reo Māori, eg. Native Schools Act (1867).</i> Te whakaahua i ngā hua o ngā mahi, o ngā takunetanga, o ngā kaupapa here hoki i hoahoatia ai hei tāmi i te reo Māori. <i>Describe the consequences of the actions, event, and policies that were designed to suppress te reo Māori.</i>
<p>Te māramatanga ki ngā kaupapa hei whakarauora i te reo Māori An understanding of the initiatives to revitalise Te Reo Māori</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i tētahi kaupapa tāpua i hāpai ai i te whakarauoratanga o te reo Māori. Te whakaahua i ngā huāngā i angitu ai taua kaupapa. <i>Identify and describe a key initiative that has contributed to the revitalisation of te reo Māori.</i> <i>Describe the key elements that made the initiative successful.</i> Te tautohu i ngā āhuatanga o te pāhopori e whakamahia nei ki te tautoko i te whakarauoratanga o te reo. Te tautohu i ngā hua me ngā tūraru o te whakamahinga o te pāhopori hei taputapu whakatairanga i te reo. <i>Identify ways in which social media is used to support the revitalisation of Te Reo.</i> <i>Identify the benefits and risks of the use of social media as a tool to promote Te Reo.</i>

Te mōhiotanga ki ngā take o te wā e hāngai ana ki te whakarauoratanga o te reo Māori
Knowledge of contemporary issues related to the revitalisation of Te Reo Māori

Ka mōhio te ākonga ki:

- Te tautohu, te whakaahua hoki i tētahi take o te wā e pāpā ana ki te whakarauoratanga o te reo Māori (pai mai, kino mai rānei), pēnei i, ngā tohu reorua, te whakakapinga o ngā ingoa Māori o ngā tari kāwanatanga ki ō rātou ingoa Pākehā.

Identify and describe a current issue impacting on the revitalisation of Te Reo Māori (either positively or negatively) eg. bilingual signage, the replacement of Māori government department names with their English equivalent.

- Te whakahoahoa, te arotake hoki i tētahi rautaki hei whakatairanga i te whakamahinga o te reo Māori i te kāinga, i te kura, i te hapori rānei.

Design and evaluate a strategy to promote the use of Te Reo Māori at home, school or local community.

Paerewa Paetae 1.2 (92079): Te whakaatu māramatanga ki ngā take tuakiri tangata (Ngā Whiwhinga 6)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
Te māramatanga ki ngā pāhekohekotanga e pāpā ana ki te ahurea me te tuakiri Māori An understanding of interactions that have impacted on Māori culture and identity	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu i ngā āhuatanga o tā te ahurea me te tuakiri Māori whakahāngai, kuneroa hoki ki te mana, ki ngā takunetanga, me ngā whakaaro hou hoki. <i>Identify ways Māori culture and identity had adapted and evolved in relation to power, events, and new ideas.</i> Te whakaahua, te tautohu hoki i ngā āhuatanga e whakairo ai te tangata i ūna tuakiri, ka hūnuku ana rātou i tētahi wāhi ki tētahi, pēnei i, te tupu hei Māori i Ahitereiria (Mozzies), te hūnuku hoki ki ngā tāone. <i>Describe and identify ways in which people's identities are shaped when they move from one place to another, eg. growing up Māori in Australia (Mozzies), urban migration).</i>
Te māramatanga ki tā te tangata urupare ki te kanorau o ngā ahurea me ngā hua o aua urupare An understanding of how people respond to the diversity of cultures and the consequences of those responses	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i ngā āhuatanga e urupare ai ngā whakahaere ki ngā take e hāngai ana ki te kanorau ahurea, pēnei i te kaikiri. I konei, matapakitia ai pea e te ākonga ngā whakahaere o mua, o nāianei hoki, pēnei i te Young Māori Party, i Te Rōpū Wāhine Māori Toko i te Ora, i Te Mātāwai me ngā tāngata tāpua i whai wāhi ki ēnei whakahaere hoki. <i>Describe ways in which organisations respond to issues related to cultural diversity such as racism. Here, a student might discuss past or current organisations such as Young Māori Party, Māori Women's Welfare League, Te Mātāwai and key people associated with these organisations.</i> Te whakaahua i ngā take i rerekē ai ngā urupare a tēnā, a tēnā ki te kanorau o ngā ahurea me ngā hītoria hoki. <i>Describe reasons people may respond differently to the diversity of cultures and heritages.</i>

<p>Te māramatanga ki tā te tangata tohe i ngā whakaaro mō te tuakiri nō rātou ka whakapātari i ngā tūkinotanga me ngā ritenga pāpori</p> <p>An understanding of how people contest ideas about identity as they challenge injustices and social norms</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i ngā huarahi rerekē hei tautohu mā te tangata i tōna tuakiri, pēnei i, te mātāwaka, te tuakiri ā-ia, te tuakiri ā-ahurea, te tuakiri ā-tōrangapū hoki. <p><i>Describe the various ways people choose to identify themselves, eg. ethnicity, gender identity, cultural identity, political identity.</i></p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i tā te tangata whakanonoi i ūna mōtika ki te whakapuaki i tōna tuakiri, pēnei i, te whakamahinga o ngā tūkapi she/he/they/ia, te rangatahi/pakeke, te hāhi, te kura kaupapa Māori, te kura ā-iwi hoki. <p><i>Identify and describe ways in which people assert their rights to express their identity e.g., Use of pronouns she/he/they/I, rangatahi/pakeke, religion, kura kaupapa Māori, kura ā-iwi.</i></p>
<p>Te māramatanga ki te pāpātanga o te tāmitanga ki te ahurea me te tuakiri Māori</p> <p>An understanding of the impact of colonisation on Māori culture and identity</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i te pāpā a ngā kaupapa here whakawaimeha ki te tuakiri Māori, pēnei i, te Ture Whakamutu Tohunga (1907) , te Ture Kura Māori (1867), ngā kaupapa here raupatu/tuari whenua. Te whakatūnga o te Taraipunara o Waitangi me te pāpātanga o ngā whakatau ki te tuakiri. Te whakaahua i ngā āhuatanga i mau ai te ahurea me te tuakiri Māori mā te pupuri ki ngā tikanga Māori me te reo Māori – pēnei i, te kaitiakitanga, te mana Motuhake, te marae me ngā marae tāone, te kapa haka, ngā tauwhāinga hākinakina me ngā kura huna anō hoki. <p><i>Describe how assimilation policies impacted on Māori identity eg. Tohunga Suppression Act, Native Schools Act, land confiscation/allocation policies. The establishment of the Waitangi Tribunal and how these settlements have also impacted identity.</i></p> <p><i>Describe ways in which Māori culture and identity was sustained through the maintenance of Māori cultural practices and te reo Māori – e.g., kitiakitanga, mana motuhake, marae and urban marae, kapa haka, hākinakina events and kura huna.</i></p>

Paerewa Paetae 1.3 (92080): Te whakaatu māramatanga ki ngā tikanga Māori e pā ana ki te pupuri me te tuku mātauranga (Ngā Whiwhinga 4)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te māramatanga ki tō nāianei uara i te mātauranga Māori me te āhua o tana āpiti ki te haumako o ō tātou hapori, o Aotearoa hoki i ngā rangi o mua, o nāianei hoki</p> <p>An understanding of the contemporary value of mātauranga Māori and how it has contributed to the richness of our communities and Aotearoa both in the past and present</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i tā te mātauranga Māori āpiti, whakahaumako hoki i ngā hapori i Aotearoa, i tua atu hoki, pēnei i, a Matariki, ngā mātauranga whakatere moana, te maramataka, ngā kura reo hoki. <p><i>Identify and describe the ways that mātauranga Māori has contributed and enriched communities in Aotearoa and beyond, eg. Matariki, navigation techniques, maramataka, kura reo.</i></p> <ul style="list-style-type: none"> Te whakaahua i ngā hua ki te pāpori me ūna tāngata katoa, ki te kauawhitia tukipūtia te mātauranga Māori. <p><i>Describe the benefits for all people in society when mātauranga Māori is universally embraced.</i></p>
<p>Te māramatanga ki ngā tikanga ahurea rerekē hei pupuri, hei tuku hoki i te mātauranga Māori, me te aha, e ahurei ana ki te iwi Māori</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i ngā āhuatanga ahurei e puritia ai, e tukua iho ai te mātauranga Māori i tō nāianei wā i Aotearoa, hei tauira ko, te waiata, te mōteatea, te pūrākau, te haka, te whakairo, te raranga, te tā moko, me ngā puoro Māori o nāianei, pēnei i a Alien Weaponry.

<p>An understanding of the variety of cultural practices by which Māori knowledge is sustained and passed down that are uniquely Maori</p>	<p><i>Identify and describe the unique ways in which Māori knowledge is sustained and passed down in contemporary Aotearoa eg. waiata, moteatea, pūrākau, haka, whakairo, raranga, tā moko, and contemporary Māori music such as Alien Weaponry.</i></p> <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i tō te tikanga kuneroa ki te tūtataki i te huri o te pāpori (tirohia ngā tauira o runga atu). <p><i>Identify and describe ways that tikanga have evolved to meet the changing social context (look at examples above).</i></p>
<p>Te māramatanga ki tō te Māori kahawhiri hei whakamauri i te pāpātanga o te tāmitanga o te tuku ihotanga o te mātauranga Māori me ngā tikanga Māori</p> <p>An understanding of the ways Māori agency has mitigated the impact of colonisation on the transmission of mātauranga Māori and tikanga Māori</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i ngā putanga o ngā mahi a te iwi Māori me ētahi atu, ki te pupuri ki te mātauranga Māori, pēnei i, ngā wānanga ā-hapū, ngā wānanga ā-marae, ngā wānanga ā-iwi, ngā kura reo, Tā Hekenukumai Pūhipi, Te Pētihana Reo Māori 1972, ngā kura ā-iwi, Te Panekiretanga o Te Reo Māori hoki. <p><i>Identify and describe the outcomes of the actions taken by Māori and others, to maintain mātauranga Māori eg. nā wānanga, a-hapū, a-marae, ā-iwi, kura reo, Tā Hekenukumai Pūhipi, 1972 Māori Language Petition, kura ā-iwi and Te Panekiretanga o Te Reo Māori.</i></p> <ul style="list-style-type: none"> • Te tuku tauira mō te āhua ki tō ngā hangarau o nāianei whakamahia hei tautoko i te puritanga me te tukutanga o te mātauranga Māori, pēnei i, Te Papa Tongarewa, te Paekupu, ngā taupānga matihiko, a Whakaata Māori hoki. <p><i>Give examples of ways in which contemporary technologies have been used to support the retention and transmission of mātauranga Māori eg. Te Papa Tongarewa, Paekupu, digital apps, Whakaata Māori.</i></p>

Paerewa Paetae 1.4 (92081): Te whakaatu māramatanga ki ngā tirohanga kē ki tētahi take o te wā (Ngā Whiwhinga 4)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te māramatanga ki ā te tangata titiro me ūna uara e hangā nei e ētahi tirohanga huhua hei whakaawe i tāna titiro ki te ao</p> <p>An understanding of how people's points of view and values are shaped by a range of perspectives that inform world views</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i ngā tirohanga rerekē o te kiripānga ki tētahi take, pēnei i, te mana o te wai, a Ihumātao, ngā mōtika Iwi Taketake, a Toitū te Tiriti anō hoki. <p><i>Identify and describe the differing viewpoints and perspectives of stakeholders in regard to an issue eg. water rights, Ihumātao, Indigenous language rights and Toitū te Tiriti.</i></p> <ul style="list-style-type: none"> Te whakaahua i ngā uara me ngā whakapono e noho tūāpapa ana i ngā tirohanga a ngā kiripānga. <p><i>Describe the values and beliefs that underpin the differing viewpoints of stakeholders.</i></p>
<p>Te māramatanga ki ngā whakaawenga ki ū te tangata whakapono, ki ā te tangata tirohanga hoki</p> <p>An understanding of the influences on people's beliefs and perspectives</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i tā te hangarau me te pāhopori whakaawe, pai mai, kino mai hoki i te tirohanga a te tangata ki tētahi take, arā, ko ngā kiriawē, pēnei i a Tūranga Morgan-Edmonds. <p><i>Identify and describe ways in which technology and social media influence, positively and/or negatively, people's perspectives in relation to an issue eg. social media influencers such as Tūranga Morgan-Edmonds.</i></p> <ul style="list-style-type: none"> Te whakamārama i tā te tangata whakaara i a ia anō ki te whakamauru i te whakaawenga o te kōrero horihori. <p><i>Explain ways in which people can take action to mitigate the influence of misinformation.</i></p>
<p>Te māramatanga ki ngā take e huri ai ngā</p>	<p>Ka mōhio te ākonga ki:</p>

**tirohanga a te tangata
i te takanga o te wā**

An understanding of the reasons people's perspectives can change over time

- Te tautohu i ētahi rongoā hei whakatatū i tētahi take e whai whakaaro ana ki ngā hua pai, hua kino hoki o tēnā whakatatūnga, o tēnā whakatatūnga.
Identify possible solutions to resolve an issue, giving consideration to the potential positive and negative outcomes of each solution.
- Te whakaahua, te tuku tauira hoki o tā te tangata whakahuri i tana titiro, o ngā take hoki i pērā ai, pēnei i, ngā pārongo hou, te whai whakaaro ki ngā tirohanga rerekē, te whakaea me te whakaturi.
Describe and give examples of how and why people's perspectives can change over time eg. through new information, through consideration of other perspectives, through compromise and conciliation.