

TE KOOIWI-ROA (NGAA RAURU KIITAHİ CURRICULUM)

BIG IDEA



Ko wai au? Who am I?

Whakapapa – We know who we are and how we are connected to one another, our whenua and our tuupuna.

CONTEXT



The rohe of Ngaa Rauru Kiiitahi; its boundaries, hapuu, marae and sites of special significance.

DEEP UNDERSTANDING



Our waiata are an important part of our oral traditions.

Koia Nei is a waiata that identifies the hapuu of Ngaa Rauru Kiiitahi and some of our places of historical significance. The waiata encourages us to remember these places that are important to us and our identity as Ngaa Rauru Kiiitahi.

AS URI OF NGAA RAURU KIITAHİ

I am learning about:

- *my whakapapa to other people and to the whenua. In my deeper understanding I am able to acknowledge the right of others to their cultural heritage.*
 - *te reo o Ngaa Rauru me oona tikanga*
 - *the stories and traditions of my hapuu and iwi*
 - *the importance of beng kaitiaki of te taiao*
- *how to develop my knowledge, skills and dispositions in learning and to put my new understandings into action in inquiry*
 - *how we have important roles in our whaanau, hapuu and iwi*

We belong to many communities within Aotearoa and in the global community.

What values, principles and understandings guide my interactions within my ever-changing world.

WHAKAPAPA - WE KNOW WHO WE ARE AND

HOW WE ARE CONNECTED TO ONE ANOTHER, OUR WHENUA AND OUR TUUPUNA

UNIT PLAN

Individual plans and the assessment matrix are to be developed by the Kaiako and Ngaa Rauru Pouako, co-constructed with akonga.

1. Learning intentions
What do we want akonga to know? What do we want them to find out? What do they want to find out?
2. Deep understanding
What deep understandings will they gain from this study? What activities will encourage deep understanding?
3. Take action
What actions will akonga take as a result of their learning? How will they share and present their learning with/to others?
4. Assessment
How will akonga, whaanau, Kaiako and Pouako know what learning has taken place (for all)?
5. Evaluation
By akonga, whaanau, Kaiako and Pouako. Future changes/improvements?

WHENU 1: WHAKAPAPA

Learning intentions:
Akonga will learn:
1. Waiata like Koia Nei tell the stories of our past, our cultural identity and how we link to one another and our place in Aotearoa.
2. Our oral tradition is told through the stories of kaumaatua who have had these stories handed down to them.
3. The Marae of Ngaa Rauru and their connections, significant sites, stories related to whakapapa, stories related to te taiao and protection of natural resources.
Deep understanding:
Akonga will gain an understanding of their connections and the importance of our interconnectedness with te taiao.
Action: Akonga will explore and explain I am the awa and the awa is me. Selected medium for presentation – art, music, waiata, writing, poetry, photobook, drama, photography.

WHENU 2: TE REO

Learning intentions:
Akonga will learn about:
1. the whakapapa of the marae.
2. the eponymous ancestor.
3. the history and stories of the marae.
4. the relationships between the whaanau and their environment – past, present and future.
Tikanga handed down through the generations. Te reo o Ngaa Rauru will be integral to all studies.
Ngaa Kupu o Ngaa Rauru (word wall) added to each day by akonga and kaiako.
Karakia, Pepehaa Waiata
Deep understanding:
This is the reo of our tupuna and tikanga to guide our lives.
Action: Incorporate ngaa kupu o Ngaa Rauru into daily communications and interactions.

WHENU 3: NGAA KOORERO O MUA

Learning intentions:
Akonga will:
1. Hear, compare and retell the stories of kaumaatua.
2. Learn waiata that have for generations, told the stories of our past.
Deep understanding:
Whaanau, hapuu and iwi are the holders of Ngaa Rauru stories, not available on the internet or in libraries. We are very privileged to have these stories shared with us.
Our stories are told through our oral traditions, in our waiata, karakia, raranga and whakairo.
Action: What are our responsibilities as learners of this knowledge? Create a poster for this.

WHENU 4: TE TAI AO

Learning intentions:
Akonga will:
1. Understand the importance of kaitiakitanga in protecting our natural resources.
2. Learn how the interdependency and connectedness of people and their environment is crucial to life and living. Ka ora te taiao, ka ora te tangata.
3. Learn about some of the practices of tuupuna in the past to protect their natural resources.
- What practices are still in place? - What practices will we carry on? - What new practices are needed?
Deep understanding:
The interdependency of people and their environment. A healthy environment nurtures the people who in turn must nurture the environment for the benefit of all.
Action: Compare a local tauranga waka today compared with 30 years ago. What action will you take to safeguard this tauranga waka?

WHENU 5: MAATAURANGA

Learning intentions:
Akonga will:
1. Strengthen their cultural identity, gaining further insights into their whakapapa, their connection to ngaa marae o Ngaa Rauru me ngaa whenua o Aotearoa.
2. Understand the importance of whaanaungatanga; the strength of whaanau and extended whaanau and the responsibilities within whaanau.
3. Know the importance of cultural identity for Ngaa Rauru and all other iwi and cultures.
4. Give value to other cultures, comparing cultural values and practices.
Deep understanding:
That everyone has the right to honour their cultural heritage and we have much to learn from the cultures of the world.
Action: Explore the stories of origin of chosen cultures of the world and compare these with Ranginui and Papatuaanuku. Share these stories in a presentation.

WHENU 6: TE AO HURIHURI

Learning intentions:
Akonga will:
1. Learn about the need to balance economical development with a healthy environment.
2. Learn how to take positive action in the protection of our natural resources.
3. Know about the agencies that are charged with protecting our environment. How effective are they? What could they do better?
4. Create a national message for all young people. Create a pamphlet to distribute to all primary schools in Taranaki/Whanganui.
5. Become young people of the world, moving with ease, confident in their own cultural identity and celebrating the cultural identity of others.
6. Develop the skills and dispositions that enable them to be effective learners and thinkers. They are encouraged to deliberately develop higher order thinking skills, critical thinking and inquiring minds that lead them to take action in real world concerns and problems.
Deep understanding: I can make a difference in my community.

ASSESSMENT MATRIX:

ASSESSMENT MAY BE INFORMAL AND FORMAL. OBSERVATIONS, DISCUSSIONS, WRITTEN WORK, PRESENTATIONS, JOURNALS ETC PROVIDE OPPORTUNITIES TO ASSESS TAMARIKI LEARNING

WHENU	ACHIEVED	MERIT	EXCELLENCE
WHAKAPAPA	<p>I can name the 12 marae and hapuu of Ngaa Rauru Kiiitahi.</p> <p>I can talk about my local marae;</p> <ul style="list-style-type: none"> - I can name the wharekai and whare tuupuna. - I can name the urupaa. - I can talk about one site (place) important to my local marae. 	<p>I can name the main buildings of the 12 marae.</p> <p>I can talk about my local marae;</p> <ul style="list-style-type: none"> - I can talk about two sites on my local marae. - I can talk about an ancestor of my local marae. - I can retell a story from my local marae (in words or pictures). - I can name three local resources for my marae. 	<p>I can name a place of significance at each marae and tell a story about it.</p> <p>I can talk about the natural resources available on each marae;</p> <ul style="list-style-type: none"> - Names and where they are located. - How they were used in the past. - How they are used today.
TE REO	<p>I can pronounce most of our kupu accurately using the Ngaa Rauru dialect.</p> <p>I can introduce myself using my pepehaa.</p> <p>I am able to use two karakia to give thanks for our food and for our day.</p>	<p>I try at all times to have accurate pronunciation of kupu Maaori, including people's names and place names.</p> <p>I am able to lead karakia to give thanks for our food and our day.</p> <p>I have created my own Kupu List, adding new kupu as I learn about them.</p>	<p>I can pronounce and write kupu Maaori with a high level of accuracy.</p> <p>I can identify words that are specific to the Ngaa Rauru dialect.</p> <p>I know and practice tikanga for gathering resources in te taiao.</p>
NGAA KOORERO O MUA	<p>I can talk about Papatuuuanuku and Ranginui and some of their tamariki.</p>	<p>I can tell the story of Ranginui and Papatuuuanuku using more than one medium.</p> <p>I can talk about at least six of their tamariki.</p>	<p>I can retell the stories of kaumaatua with accuracy.</p> <p>I understand why accuracy is important for maintaining the integrity of events.</p>
TE TAI AO	<p>I can talk about at least three resources available in te taiao;</p> <ul style="list-style-type: none"> - I know how they were used in the past and how they are being used today. 	<p>I know about Tauranga waka and why whaanau used to camp there during summer months.</p> <p>I can compare the resources available today with those that were available 30-50 years ago.</p>	<p>I understand that it is important for us to protect the natural resouces of te taiao, especially our water sources.</p> <p>I have been involved in a kaitiaki activity in our local environment.</p>
MAATAURANGA	<p>I can talk about some of the threats to our local environment at this time.</p> <p>I know about the role of DoC and Council in caring for te taiao;</p> <ul style="list-style-type: none"> - I can name some of the actions that have been taken to protect our waterways. 	<p>I can see that there is a dilemma between economic progress and caring for our environment.</p> <p>I can think of some principles that should be in place.</p>	<p>I can discuss the current dilemma with a local kaumaatua and a local farmer and come up with an action plan so we are all kaitiaki of te taiao.</p>
TE AO HURIHURI	<p>I know about the work the STDC and Conservation Department do to protect waterways.</p> <p>I can offer some of my own ideas for taking better care of our waterways.</p> <p>I understand what kaitiakitanga means.</p>	<p>I can explain why it is so important for us to be actively involved in protecting our waterways.</p> <p>I can substantiate my views with scientific findings and the stories of our kaumaatua.</p>	<p>I can analyse all the information I have and make recommendations to STDC and the Department of Conservation, to ensure action is taken to protect te tai ao. I will take action to promote kaitiakitanga. (badges, posters, fridge magnets...)</p>

Introduction

Capture interest!
Be creative, enthusiastic, mysterious,
create curiosity!

An effective introduction is crucial
to student engagement.

Prior Knowledge

What do akonga already know about
whakapapa, whanaungatanga, nga
marae o Ngaa Rauru Kiitahi?

Encourage them to share their stories and
experiences.

Capture these - record, film, drama...

Learning Activities

Akonga are researchers with a
purpose – to make a difference in
their world and to be effective problem
solvers. Taking action is a critical part of
their studies and should be a constant
discussion from the beginning and as
learning develops. Teach and encourage
students to use, a range of questioning
techniques.

Use Blooms Taxonomy or
similar, to build critical
thinking skills.

Presentation

Create a presentation and
celebration for the community.
eg My research question was... I
wanted to find out ... I thought ...
I have learned ... I would like to
make a difference/take action by
...because ...

Encourage a broad range of
activities for presentations.

Assessment

Observation. Discussions. Quiz.
Questions. Assessment matrix based on
learning intentions. Akonga self
assessment, peer assessment. Report
assessment in each akonga's file. Use
assessment criteria throughout the study.

Complete an assessment report, based
on matrix, for each akonga.

Evaluation

Akonga reflect on their learning –
how has their thinking changed during
the study? What were the questions that
best helped them in their learning?
What were the barriers to their work?
What would they like to see in place to
help their work?
What did they enjoy about the way
Kaiako and Pouako worked with
them? What else could they
do?

LEARNING AREAS

ENGLISH

Picture stories, note taking, journal writing, research planning, debate, group discussion topics, reading and research, comparison of texts, skimming and scanning information. Apply critical thinking skills, analysis of information, justify point of view.

Questions.

MATHS

Venn diagrams for comparison of information, tides, data collection and presentation.

Graphs.

SCIENCE

Local ecological study. What is the health of this area? What impacts on the well-being of our waterways?

THE ARTS

Class mural, model, photo display of the 12 marae of Ngaa Rauru. (Create for kura entrance)?

PE & HEALTH

Water – essential for life. Analyse health of a local waterway. Create their own whakatauki – eg Ka ora te taiao – ka ora te tangata.

MAAORI

Integrate 6 whenu. Maatauranga (knowledge from outside Ngaa Rauru) and Moohiotanga (knowledge from within Ngaa Rauru).

SOCIAL SCIENCE

Impact and influence of people on the environment, tensions between economic progress and environmental well-being? What actions are being taken? What further action is needed?

INFORMATION TECHNOLOGY

Skills for searching and extracting information from the web. Create video clips, powerpoint presentation, digital posters.

KEY COMPETENCIES

THINKING

Deliberately develop thinking skills. Guide akonga to be competent thinkers and problem-solvers, able to seek, use and create knowledge. Establish thinking routines. Thinking routines focus on the establishment of structures that weave thinking into the fabric of the classroom and help to make the thinking of everyone in the classroom more visible and apparent. (Perkins 2004). Develop questioning skills – daily practice. Introduce Art Costa's Habits of Mind – common dispositions of successful people.

USING LANGUAGE SYMBOLS AND TEXTS

Making meaning from different codes of language.

Learn to interpret key patterns in whakairo, raaranga, tukutuku, koowhaiwhai ...

Create your own symbols for telling your story.

MANAGING SELF

Build confidence and self belief, self motivation.

Akongā set personal goals, plan their enquiry using graphic organisers, manage their learning programme, set standards, review where they're at and their next steps.

RELATING TO OTHERS

Listen to other points of view, questions, share ideas.

Be open to new learning.

Question.

Always interact in ways that are respectful of one another.

Questioning and challenging your own thinking and the thinking of others.

PARTICIPATING AND CONTRIBUTING

Be actively involved in groups and communities.

Contribute as a group member, make connections with others, create opportunities for others.

BLOOMS TAXONOMY

The ability of the akonga to achieve at the highest levels of Blooms Taxonomy puts them at a real advantage in their learning throughout kura and throughout life. Incorporating appropriate activities into the daily culture and learning of the class/ kura creates very positive habits in critical thinking.

Base activities on the inquiry and make them FUN!
Teach akonga about Blooms Taxonomy (and/or others).

Let them monitor their development.



INQUIRY LEARNING

AKONGA ASK QUESTIONS

A compelling introduction will help akonga create a research question for their inquiry. Help them to focus their question so that it is not too broad (can become confusing). Practice writing research questions as a class.

INVESTIGATE SOLUTIONS

Ask them where they think they could get the information they want – internet, Ngaa Rauru website, library, school staff, whaanau, grandparents, community, local hapuu, kaumaatua, TPK, Te Oranganui, Conservation Dept, Council, local MP, Te Kaahui o Rauru.

CREATE NEW KNOWLEDGE

Where to report or record their learning? Folder, workbook, daily journal, electronic file.

DISCUSS LEARNING DISCOVERIES

Provide opportunities for akonga to discuss the information they are gaining. How to handle apparent inconsistencies. There is always more than one version of a story and there are always a range of perceptions of an event.

TE KOOIWI-ROA (NGAA RAURU KIITAHU CURRICULUM): WHAKAPAPA UNIT PLAN

Kaiako Guidelines

1. The akonga is in charge of his/her learning.
2. The kaiako facilitates learning with excellent scaffolding and 'just in time' teaching episodes. (teaching to akonga needs).
3. Big Idea – clear focus, huge caption in classroom. Eg Ko Wai Au? Who Am I?
4. Within the big idea, akonga make a choice about their research question/hypothesis. I want to find out about.... Why do I want to find out about this?... My question will be Assist them to clarify their question.
5. Explain how their thinking is changing/developing. What do I now know that I didn't know yesterday/last week? What has caused this change? How is my thinking changing?
6. Plan the presentation at the beginning of the study. Discuss with akonga – make decisions together. Explain how presenting information to an audience clarifies our own learning for us. Practice in small presentations to another akonga, small group...
7. Take action – as a result of what has been learned. Action may include a laminated poster with a whaanau message.
8. At the same time as akonga are actively driving their research waka, it is important that kaiako are deliberately teaching the skills needed. Perhaps make a specific list of these and ensure they become part of daily classroom life.

Some specific skills

1. Internet search using key words.
2. Levels of questioning
3. Goal setting and planning tools
4. Note taking – key words.
5. Skimming and scanning in reading.
6. Planning daily work with clear learning intentions that akonga are able to measure at the end of the day.
7. Graphic organisers to assist akonga to plan their study on a daily basis

LINKS: KAIKO NOTES

1 WHAKAPAPA

POSSIBLE RESOURCE PEOPLE

Who are the local people with stories to share?

TEACHER ORGANISATION

- Manaakitanga. Establish classroom culture for caring for visitors coming to share their stories and knowledge with akonga.
- Link with local marae. Visits. Understanding marae protocols.
- Whakapapa focus. Where is the place for non-Ngaa Rauru akonga?
- Connections through activity eg. planting trees, creating herb garden, an orchard...

LEARNING ACTIVITY: LISTENING AND LEARNING FROM THE STORY-TELLERS.

2 TE REO

PAKITARA KUPU

- Create a pakitara kupu (word wall) – have akonga add to it throughout the study. Learn, revise, use these kupu every day.

KARAKIA

- Learn simple karakia for the beginning and end of day and for kai.

KOORERO

- Simple greetings, commands, pepehaa...

LEARNING ACTIVITY: KUPU PAKITARA, KARAKIA, WAIATA, KOORERO, WALL MURAL.

3 NGAA KOORERO OO MUA

- Listen to the story of each kaumaatua – their stories will be similar and also unique to their experiences and perceptions.
- Teach akonga that they are privileged to hear the stories. Set them a task to ask someone they know to tell them a story about their childhood.

LEARNING ACTIVITY – RETELL A STORY TO AN AUDIENCE.

4 TE TAIAO

- Ka ora te taiao, ka ora te tangata. What does this mean? What does it look like? ... Get akonga to come up with open questions.

LEARNING ACTIVITY: CREATE A WAIATA FOR THEIR STUDY.

LINKS: KAIKO NOTES

5 MAATAURANGA

- How do whaanau of different cultures show their whanaungatanga?
- How do they celebrate good times?
- How do they support one another?
- What do you think are important values for all whaanau to practice?
- What kinds of activities could whaanau practice to support their marae?

LEARNING ACTIVITY: CREATE A BOOK FOR 3-7 YEAR OLDS ABOUT WHAANAU.

6 TE AO HURIHURI

- Ko wai au? I know who I am and how I connect with others and te taiao.
- I know how I connect with others who come from a different culture.
- I respect my whakapapa and the whakapapa of others.

LEARNING ACTIVITY: DELIVER A 2-3 MINUTE SPEECH TO THE CLASS AND WHAANAU SHARING SOME OF THE THINGS YOU LIKE BEST ABOUT YOUR CULTURE AND LISTENING TO THE STORIES OF THOSE WHO COME FROM A DIFFERENT CULTURE.

FINISH THIS PHRASE: WHANAUNGATANGA IS....

CELEBRATE!

At the end of this activity

LISTENING, READING, VIEWING

I can

- Bring together the stories I have read, heard and viewed and present them to an audience using technology or art.
- Identify the common and differing elements of stories from a number of sources and show these in a Venn diagram.
- Identify key ideas and supporting ideas of texts and oral presentations.
- Identify when and how metaphor, humour and hyperbole and expression are used to enhance the telling of a story.

My tasks

- Create a static image of the creation story – Ranginui and Papatuaanuku.
- Create a powerpoint presentation, pamphlet, photobook or model depicting Koia Nei. Present to an audience.

SPEAKING, WRITING AND PRESENTING

I can

- Review a story, giving my response (and reasons) to the story.
- Bring together a range of texts and stories to retell a story.
- Retell a story for 5-7 year olds by writing a story-book.

My tasks

- To write a cinquain poem about Ranginui and Papatuaanuku.
- Retell a story to an audience using two or three sources.
- Write a story book for 5-7 year olds.

KAIAKO NOTES: CREATE OPPORTUNITIES FOR TEACHING SKILLS

Powerpoint criteria

- Attention grabbing introduction.
- Key words not long statements (cue words).
- Appropriate and effective graphics.
- Colours that are easy to see/read.
- Clear delivery and conclusion.

Static image criteria

- Is the main message clear?
- What effects are used for the main message?
- How effective is the layout and overall look.
- How effective are visual features used – colour, size, shape.

Cinquain criteria

- 5 lines (2-4-6-8-2 syllables).
- Line 1 – noun – what poem is about.
- Line 2 – 2 adjectives – describe line 1.
- Line 3 – 3 powerful verbs.
- Line 4 – express feelings.
- Line 5 – another word for line 1.

NUMBER AND ALGEBRA

I can

- Use fractions and decimals in describing ecological measurement.

GEOMETRY AND MEASUREMENT

I can

- Use a range of scales, devices and metric units for length, area, volume and capacity, weight temperature and time in te taiao.

STATISTICS

STATISTICAL INVESTIGATION

I can

- Plan and conduct investigations in te taiao using the statistical enquiry cycle:
- Determine appropriate variables and data collection methods
- Gather, sort and display multivariate category
- Compare distributions variable
- Communicate findings using appropriate displays

STATISTICAL LITERACY

I can

- Evaluate statements made by others about the findings of statistical investigations and probability activities.

PROBABILITY

I can

- Investigate situations that involve elements of chance by comparing experimental distributions with expectations from models of possible outcomes, acknowledging variation and independence.
- Use simple fractions and percentages to describe probabilities.

LIVING WORLD

I can

- Recognise that there are life processes common to all living things and that these occur in different ways.
- Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

SCIENCE

NATURE OF SCIENCE

I can

- Appreciate that science is a way of explaining the world and that science knowledge changes over time.
- Identify ways scientists work together and provide evidence to support their ideas.
- Build on what I am learning working with others, sharing our knowledge.
- Ask questions, find evidence, explore simple models and carry out investigations to develop simple explanations.
- Begin to use a range of scientific symbols, conventions and vocabulary.
- Use my science knowledge when considering issues of concern to me.

PLANET EARTH

I can

- Develop an understanding that water, air, rocks and soil, and life forms make up our planet and recognise that these are also earth's resources.
- Investigate the water cycle and its effect on climate, landforms and life.

DANCE AND DRAMA

I can

- Explore and explain how dance is used to tell a cultural story .
- Combine and contrast dance elements to express images, ideas and feelings in dance, using a variety of choreographic processes.
- Prepare and prepare a story through dance, music and sound.

VISUAL ARTS

I can

- Explore and explain how meaning can be expressed through visual art using a range of media.

PHYSICAL EDUCATION AND HEALTH

I can

- Access and use information to make safe choices when learning in te taiao.
- Experience and demonstrate how science, technology and the environment influence the selection and use of equipment in a variety of settings.