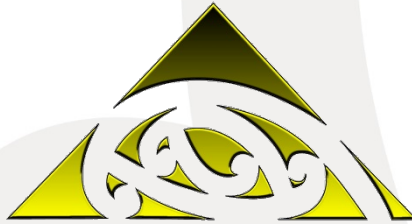




# TE WĀNANGA O RAUKAWA

*E Kore Au E Ngaro* ▲▼▲▼▲▼▲▼▲▼▲▼▲▼▲▼

**HEKE RONGOĀ, HRN**



Studies in Māori Holistic Wellbeing

2025

**Kaihautū**

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## Rongoā

### HE MIHI

Tuia te rangi e tū iho nei  
Tuia te papa e takoto ake nei  
Tuia te hunga tangata  
Ka rongo te pō  
Ka rongo te ao  
Tuia te muka tangata  
I takea mai i Hawaiki nui  
I Hawaiki roa, i Hawaiki pāmamao  
I te hono-i-wairua  
Ki te whai ao, ki te ao mārama  
Tihei mauriora!

Kia whai korōria ki tō tātou Matua-nui-i-te rangi, kia hora tōna marino ki runga i te mata o te whenua, he whakaaro pai ki a tātou katoa.

Tēnei te reo o Te Wānanga o Raukawa te tangi atu nei, te karanga atu nei ki ō tātou tini aituā katoa e hingahinga ana i runga i ō tātou marae maha taiāwhio i te motu whānui. Arā, ka tangi te mapu mō ngā mate katoa.

Nō reira, ka āpiti hono tātai hono te hunga mate ki te hunga mate, ka āpiti hono tātai hono te hunga ora ki te hunga ora, kia tau tonu rā ngā manaakitanga ki a tātou katoa.

*Ko te tangata i āta whakangaua ki te kōhatu karā o te Whare Wānanga o  
ngā tūpuna, he kete kī, he purapura i ruiruia mai i roto o Rangiātea.*

*Rev. Paora Temuera (Ngāti Raukawa, Te Arawa)*

Kei ngā tauira, kei ngā akonga, kei ngā pia e wawata nei, e tūmanako nei ki ngā kaimānga a ngā tūpuna. Ko te tūmanako, kei te manaakitia koutou i roto i ngā mahi o te wā. Heoi, kua whai pakiaka anō te koronga kia mau ki ngā kete o te wānanga, kia pikitia Te Ara-Tāpokopoko-a-Tāwhaki, heoi, nā te tika anō o te ngākau ka eke ki ngā taumata. E kore e taea e te whakahīhī, e te ngoikore, e te māngere. Engari, mā te pūmau ki te huarahi, te whakarongo ki ngā tohutohu a ngā mātua tēnei ara e taea ai. Nō reira, kia kaha tātou katoa.

Nā, kua eke nei tātou mai i te tau rua mano, ki te rautau hou, ā tōna wā, ōna piki me ōna heke e whakakitengia ai. Heoi, e tātou mā, kua pau nei ngā tau maha mai i te whakatuwheratanga o 'Whakatapuranga Rua Mano' te kaupapa nāna a Te Wānanga o Raukawa i whakatū. Nō reira, he haringa, he koanga i whakapuakina ai ngā wawata o ngā tūpuna, ā, e kitea ana te puāwaitanga o ētehi i ēnei rā tonu.

Tēnā anō koutou katoa.

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# TE WĀNANGA O RAUKAWA

HEKE RONGOĀ, HRN

## EXECUTIVE SUMMARY

This compendium comprises material about Te Wānanga o Raukawa and its existing operations and describes the **Heke Rongoā, HRN**.

The first part describes the aim and philosophy of the programme and presents the structure of the course and course organisation, including staffing arrangements.

The second part contains the course statements for all of the required papers for the programme, which includes the specialisation, Iwi and Hapū and Te Reo Māori Studies and includes the additional required component of Rorohiko Studies.

The aim of the programme is to produce graduates who, with foundations of Mātauranga Māori, are able to describe, and contribute to the promotion of good health. The course will provide instruction in the values, principles, and practices of Māori healthcare known as Rongoā.

Its distinctive features are as follows:

1. The length of the Heke Rongoā, HRN, is 34 weeks fulltime or its part-time equivalent.
2. It has three major categories of subject matter. These are set out below with the credit requirements and indicative workload for year one:

	<b>Credits</b>	<b>Indicative Workload</b>
a. <b>Rongoā</b> studies	60 credits	600 hours
b. Iwi and Hapū studies	30 credits	300 hours
c. Te Reo Māori studies	30 credits	300 hours
<b>Total</b>	<b>120 credits</b>	<b>1200 hours</b>

3. Depending on the level of preparation and choice of courses there is a total of **1200** learning hours, which are divided between formal attendance, and independent research and study. Students are required to attend four seminars at Te Wānanga o Raukawa, three on campus and one online; two 6-day Hui Rumaki Reo (language immersion hui); Te Reo Māori online engagement and two online iwi and hapū courses. Students will also be required to undertake independent research and study in the intervals between residential seminars and immersion courses. The following table illustrates the breakdown of the total hours of instruction and interaction, and independent research and study

## Rongoā

Formal Instruction and Informal Interaction			
<b>Rongoā</b>			
Face to Face Seminars	3 x 36	hours	108 hours
Online Seminars	1 x 24	hours	24 hours
Online Learning	24 x 2	hours	48 hours
<b>Iwi &amp; Hapū Studies</b>			
Online course	2 x 24	hours	48 hours
<b>Reo Studies</b>			
Language immersion hui	2 x 70	hours	140 hours
Online engagement	2 hrs x 12 wks x 2 semesters		48 hours
<b>Total</b>			<b>416 hours</b>
Independent Study, Research and Writing			
<b>Rongoā Studies</b>			420 hours
Iwi & Hapū Studies			252 hours
Te Reo Studies			112 hours
<b>Total</b>			<b>784 hours</b>
<b>Total Indicative Workload in hours</b>			<b>1200 hours</b>

#### 4. *Accumulation of Hours*

The **HRN** a credit value of **120**. These translate into an indicative workload of **1200** hours.

Student's activities may be described as:

1. Formal Instruction, including
    - a. Lectures, tutorials, and online engagement
    - b. Group work, syndicates
  2. Informal Interaction (including discussion over meals and at other breaks)
  3. Independent study, research, and writing.
5. "Preparation for Wānanga Studies" will be delivered online at the beginning of each academic year. This includes a "Theory and Understanding of Wānanga" presentation, and it is compulsory for students to engage in the online presentations and activities. It instructs students in study and research skills, which will assist them with studies at Te Wānanga o Raukawa.

## Rongoā

6. Each course of the programme is located within tikanga Māori and approximately one quarter of the programme is allocated to te reo Māori studies, thus, strong motivation to become bilingual is required for entry to this programme.
7. Assessment will be based heavily on study projects including essays or reports, oral and multimedia presentations and practical assessments – in **Rongoā** studies, **Iwi and Hapū** studies and **Reo** studies. A portion of the assessments will be completed during the residential weekend or online seminars, but the majority are to be completed during independent study times.
8. Iwi and Hapū studies consists of two 12 week online courses.
9. Reo studies consists of two 12 week online courses and two hui rumaki reo.
10. Students are required to make arrangements with an iwi and/or hapū for support to conduct research. The endorsement required from an iwi or hapū might be forthcoming as a consequence of marriage, long-term family relationships or other associations.
11. Student's work may be retained and stored, with their agreement for moderation purposes

### PROGRAMME AIM AND PHILOSOPHY

The aim of *Heke Rongoā* is to provide students with both theoretical and practical knowledge and skills relating to the practice of rongoā. In the pursuit of this aim the following goal will be addressed, to contribute to enhancing whānau, hapū and iwi wellbeing by actively encouraging the reclamation and preservation of whānau, hapū and iwi-based health and wellbeing practices. Heke Rongoā integrates taha tinana with taha wairua, hinengaro, and whānau, and extends upon the expression of kaupapa to enhance wellbeing.

Te Wānanga o Raukawa has overarching wellbeing goals. These have been formalised in kawa established for staff, students and manuhiri of Te Wānanga o Raukawa. Te Ohākī<sup>1</sup> is a programme that encourages us to make healthy lifestyle choices. A key focus is tobacco smoking and a clear expectation that a smoke free environment will be guaranteed and opportunities to quit tobacco smoking will be offered. Similarly, Te Kawa o te Ako prescribes a

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<sup>1</sup> A wish at the time of death (known as an "ohākī" to Māori) of a staff member, Ngapera Wikohika, who succumbed to lung cancer was that others "learn from my experience". Subsequently, colleagues of the deceased at the Wānanga and Te Mana Whakahaere (the Council) of Te Wānanga o Raukawa, resolved to uphold this ohākī.

## Rongoā

safe learning and teaching environment that is free from any behaviours that impede the learning, teaching and research process.

*Heke Rongoā* is a further initiative that encourages students to engage in health practices informed by mātauranga Māori, and in doing so spread an awareness to the wider Māori community of the importance of holistic wellbeing. But unlike Te Kawa o Te Ako and Te Ohāki, which are not directly related to the curriculum, *Heke Rongoā* introduces an educational component and a qualification.

The *Heke Rongoā* introduces students to the origins of rongoā; rongoā specific research techniques; the application of rongoā; the impact of legislation and Māori models of health and wellbeing, as well as providing opportunities for students to utilise te reo Māori and be part of the revitalisation movement.

### GRADUATE PROFILE

Graduates will be able to:

- research and analyse the origin, principles and tikanga associated with rongoā to inform rongoā practice
- research and apply iwi and hapū practice in the preparation and application of rongoā to enhance the wellbeing of whānau, hapū and iwi
- integrate manaakitanga and pūkengatanga effectively with whānau using Māori models of health to promote and enhance wellbeing
- apply kaitiakitanga in the gathering and preservation of iwi and hapū knowledge and associated rongoā practice
- express ūkaipōtanga through knowledge of marae, whakapapa, te reo Māori, iwi history and through relationships with kaumātua
- use te reo Māori me ōna tikanga associated with rongoā practice
- apply mana enhancing behaviour in interactions with whānau and hapū in order to create safe environments
- research and analyse the impact of legislation with respect to the practice of rongoā



STAFFING

**The Teaching Team**

The course team comprises paid staff and voluntary Kaiāwhina.

1. The course team for the **Rongoā** component of the programme is:

Lecturers and coordinators:

*Mate Tihema*, (MAIK, Applied Indigenous Knowledge)

*Maudy Tupe*, (MAIK, Applied Indigenous Knowledge)

*Rita Tupe*, (MAIK, Applied Indigenous Knowledge)

Kaiāwhina:

*Renee Cooke* (HR)

*Lindsay Poutama*

*Piripi Walker*

*Marie Stewart*

*Keola Kawai'ula'iliahia Chan*

2. Iwi & Hapū Staff:

Lecturers and coordinators:

*Taya Heke* (PpR, PpMR, HKO, PKO)

*Anne Drenah Kākā* (Toi Reo Māori, MMM, TReo, Dip. Tchng, PToi, HMM, HKP)

*Nathan Kirker* (HTRK, HReo)

*Paula-Maree McKenzie*, (BMM, Dip Adult Tchng, PpHTR, PpHTR2)

*Fay Pumipi*, (TMM, TWh, HTW)

Kaiāwhina:

*Rachael Selby* (Dip Tchng, BA, MPhil)

Kaiāwhina of TWOR<sup>1</sup>:

*Rawiri Biel* (TMM, HKP, PpPT)

*Chris Gerretzen* (HWT, Htoi, PpR)

*Rangitewhiu Jury* (TW, Te Panekiretanga o Te Reo, PpMR, PpPT)

*Kelly-Anne Ngatai* (PtWh, PpPT, PpR, PpMR)

*Huia Winiata* (MMM, Te Panekiretanga o Te Reo, PTM, PpMR, PpR, PpPT)

3. Te Reo studies Staff:

Lecturers and coordinators:

*Te Uarangi Teepa*

*Weropupu Rau* (HToi, PWT, Dip Performing Arts, PTReo, TReo)

*Rawiri Biel* (TMM, PMM, Diploma in Te Pīnakitanga ki te Reo Kairangi, HMM, HKP, PpPT)

Kaiāwhina:

*Tipi Wehipeihana*

*Hemi Birch* (PREO)

Kaiāwhina of TWOR<sup>2</sup>:

*Kerore-Eru Taurau Takeiwira-Henare* (PtAT, PMM, HMM, PpWhai, PpR, PpMR, Dip Performing Arts)

The Kaihautū of the programme is **Alma Winiata-Kenny**.

<sup>1</sup> Paid staff members who contribute to Iwi and Hapū Studies over and above their own work responsibilities and who are described as supervisors for the particular study they contribute to

<sup>2</sup> Paid staff members who contribute to Te Reo Studies over and above their own work responsibilities and who are described as supervisors for the particular study they contribute to

## Rongoā

With few exceptions, including those without tertiary qualifications, members of the course team are involved in investigatory activity and the production of research and comparable documents.

Those with post-graduate qualifications have completed substantial research projects.

### THE PROGRAMME STRUCTURE

#### ***Components of study***

There are three components to the **Heke Rongoā** programme comprised of areas of study that are taught over a one-year period.

1. The first component is **Rongoā**, which is comprised of the following:

<b>Year one:</b>	HRNA101	Introduction to Rongoā
	HRNA102	Te Whare Oranga: House of Well-being
	HRNA103	Rongoā Application
	HRNA104	Ngā Rākau Rongoā

2. The second component is Iwi & Hapū studies, which is comprised of the following:

<b>Year one:</b>	IWI101	Private Study of One Marae
	IWI102	Private Study of Iwi History

The online learning programmes run for approximately 2 x 12 weeks.

For members of the Confederation of Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatira (the three Iwi who founded Te Wānanga-o-Raukawa) the subject area known as iwi and hapū Studies, gives emphasis to Te Āti Awa, Ngāti Raukawa and Ngāti Toa Rangatiratanga. For those students who are of another confederation or from an Iwi or Hapū, which is not part of the founding group, provision is made for them to focus on their own area and people.

3. The third component is Ngā Akoranga o te Reo Māori: Māori Language Studies, which is comprised of the following:

<b>Year one:</b>	REO101	Hui Rumaki Reo 1
	REO102	Hui Rumaki Reo 2

## Rongoā

4. Every programme of study at Te Wānanga o Raukawa requires students to undertake Reo studies. The components include
- online learning,
  - self-directed learning,
  - Hui Rumaki Reo, and
  - supplementary studies.

Students must complete two 12-week online programmes.

Self-directed learning comprises of daily practice of reo Māori, attendance at hui and places where reo Māori is spoken and listening/watching reo Māori programmes.

The Hui Rumaki Reo run for 6-days during which the participants are required to communicate in te reo Māori only. This technique was introduced in the late 1970's amongst the Confederation and continues to be fundamental to the reo programmes.

### ***Kura Tautoko***

Kura Tautoko is scheduled for all three components in addition to the scheduled noho. This time is to support students to complete unfinished or overdue work under appropriate supervision.

### ***Duration of the Programme***

The duration of the study year is 34 weeks full-time or its equivalent. Part-time study options are available over a longer period.

### ***Qualification Level***

YEAR 1: The Heke Rongoā is approved by the New Zealand Qualifications Authority (NZQA) at level 5.

### ***Award of the qualification***

YEAR 1: The Heke will be awarded on successful completion of all the requirements of the programme. The heke will be award in recognition of completing the first year of studies.

The schedule that follows indicates how this workload is divided between formal instruction and informal interaction and independent study, research and writing.

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### *Summary Schedule of Courses, Levels, Hours & Credits*

Heke Rongoā, HRN				
Code	Title	Levels	Hours	Credits
	<i>Preparation for Wānanga Studies</i>			
	<b>Rongoā Studies</b>			
HRNA101	Introduction to Rongoā	5	150	15
HRNA102	Te Whare Oranga: House of Well-being	5	150	15
HRNA103	Rongoā Application	5	150	15
HRNA104	Ngā Rakau Rongoā	5	150	15
	<b>Iwi and Hapū Studies</b>			
IWI101	Private Study of One Marae	5	150	15
IWI102	Private Study of Iwi History	5	150	15
	<b>Te Reo Studies</b>			
REO101	Hui Rumaki Reo – Hui 1	5	150	15
REO102	Hui Rumaki Reo – Hui 2	5	150	15
			<b>1200</b>	<b>120</b>

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### ***Fees***

Student fees are set according to the component costs of their programme. The fee may vary according to the resources and activities of their particular programme.

For a full break down and explanation of your total fee, contact should be made with the Student **Fees Officer** on **0800 WANANGA** (0800 9262642).

### ***Payment of Fees***

Payment of all fees must be made within 6 weeks of the invoice date.

### ***Withdrawing from a programme of study***

If a student wishes to formally withdraw, from Te Wānanga o Raukawa studies, notice must be given, in writing, to the Student Services area. The withdrawal will be actioned and noted in the student's academic record.

### ***Refund of Fees***

A proportion of the fees paid may be refunded in some instances as follows:

- If the withdrawal is received by Te Wānanga o Raukawa before the official course start date the fees charged will be refunded in full less the cost of any resources provided.
- If Te Wānanga o Raukawa receives notice of withdrawal within 28-days of the official course start date the fees paid will be refunded less a 10% administration fee and also less the cost of any resources and services provided, for example noho costs, readings, te reo resources and in some cases IT items.

Should a student give notice of withdrawal after the 28-day period there will be no refund of fees.

If you have any queries or special requests regarding withdrawals and/or refund of fees, please outline your queries or request in **writing** and forward onto our Student Fees Officer.

Student Fees Officer

Tiaki Rawa

Te Wānanga o Raukawa

PO Box 119

OTAKI

5542

[Studentfees@twor-otaki.ac.nz](mailto:Studentfees@twor-otaki.ac.nz)

**NGĀ TIKANGA AKO O TE WĀNANGA O RAUKAWA**

***Ngā Tikanga o ngā Hui Rumaki***

For the duration of each Hui Rumaki Reo (immersion course), the speaking of English is banned on the marae and elsewhere for the course participants. This applies to all areas of activity and to all topics including those dealing with vocabulary and grammar. Adherence to this tikanga is demanding and compliance with it is vital to the success of the immersion technique.

**ALL THOSE IN ATTENDANCE, INCLUDING SHORT TERM VISITORS TO THE MARAE, ARE ASKED TO ENSURE THE RULE IS UPHOLD AT ALL TIMES.**

Admission to the Hui Rumaki Reo is open to:

- Students who are enrolled in a qualification/tohu offered by TWOR
- Others in special circumstances only.

Everyone seeking admission to these courses must be willing to complete course preparation requirements. The programme is tightly planned and considerable discipline to ensure compliance with the schedule is required. Students are responsible for their own learning and also for being on time for classes. The detailed final scheduling of each day's activity is decided at the hui. Some flexibility is required, depending on the availability of tutors and the flow of activity (including the arrival and departure of manuhiri).

A variety of teaching approaches are used during the course. It is the wish of the organisers that students will evaluate these and develop them for their own learning and teaching purposes.

***Te Kawa O Te Ako***

Out of Whakatapuranga Rua Mano - Generation 2000 came the commitment expressed in the following principle:

**The Marae is our principal home, maintain and respect**

This has many implications for the way in which tangata whenua and manuhiri will act on marae.

In tikanga Māori, an accepted practice, procedure or protocol is known as a "kawa". Each marae or wāhi Māori has its own kawa. The maintenance and adherence to the kawa is important to the tangata whenua of that place. To infringe on the kawa of a particular place demeans the home people. The tangata whenua will take steps to reaffirm their kawa. It may lead to a rebuke of the offending party right there and then or the reaction may be delayed for maximum effect.

All marae seek to uphold their kawa and at Te Wānanga o Raukawa we enforce *Te Kawa o te Ako*. They are our practices, procedures and protocols, which protect and maximise the

## Rongoā

learning and teaching potential of students and staff of Te Wānanga o Raukawa. In particular, it aims to curb any activity reducing the capacity to learn and teach.

One dimension of *Te Kawa o te Ako* is those who feel they cannot abstain from using drugs or alcohol should stay away.

Those who disregard *Te Kawa o te Ako* put themselves and their whānau at risk of being challenged by those who feel the need to uphold *Te Kawa o te Ako*. The timing of the challenge might be selected to achieve maximum impact on the person who has "broken the kawa".

It is important to understand that the defenders of *Te Kawa o te Ako* need not explain themselves. It is up to everyone to know the kawa of the place they are at. Ignorance of kawa is no excuse. Everyone is expected to respect the kawa of that place.

Mutual respect and the pursuit of understanding enhance mana. The adequate and appropriate defence of kawa is expected and admired by others who will allow their behaviour to be influenced by it. Perceptions of weakness with respect to the maintenance of kawa will reduce the admiration felt by observers.

The use of drugs and the consumption of alcohol impede effective learning and teaching. Not only are users of drugs and consumers of alcohol reducing their own learning capacity, but they are a risk to others. It is our view at Te Wānanga o Raukawa that alcohol reduces the capacity to act responsibly and can lead to unacceptable behaviour.

### **Computer Access and Ownership**

All students are required to own or have unrestricted access to a computer and associated hardware. Accordingly, every student at Te Wānanga o Raukawa needs to equip themselves with certain essentials including a computer, selected software, electronic communication connectivity and capability, and a printer. If any student does not already have access to a computer, acquisition of these items will be addressed at the time of enrolment.

### **Blended Learning**

Undergraduate and postgraduate programmes are blended which means course content is provided in a variety of delivery formats and platforms: including face-to-face, Mūrau, live online webinars and tutorials. TWoR uses Mūrau (Moodle) as the digital platform for the online component of the course delivery and Microsoft Teams for online noho and tutorials where these are scheduled. In all cases, the online component of courses are compulsory which means you must complete the set activities and assessments in order to pass the course.

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### **Online Learning Courses**

A number of courses are delivered completely online and therefore require learning activities and assessments to be completed online.





Rongoā



*Rongoā Studies*

**COURSE STATEMENTS**



## NOHO ONE

<b>Course Name:</b>	INTRODUCTION TO RONGOĀ
<b>Course Reference:</b>	HRNA101
<b>Credits:</b>	15
<b>Pre-Requisites:</b>	Nil
<b>Lecturer/s:</b>	Rita Tupe, Maudy Tupe and Mate Tihema and others as appropriate

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### COURSE REQUIREMENTS

1. Students are required to attend noho on the scheduled dates.
2. Attendance and participation is compulsory.
3. Students are required to complete pre and post noho learning activities.

### DURATION 150 hours

1. Noho – 2 1/2 days (30 hours).
2. Self-directed learning (120 hours).

**NOTE** Students who wish to alter the schedule must make the request in writing in advance. Extensions will not be granted automatically.

### GENERAL AIM

Students will be introduced to the many aspects of rongoā.

### LEARNING OUTCOMES

Students will be able to:

1. describe the origins of rongoā
2. identify and describe principles and tikanga of rongoā including safe practice
3. discuss and demonstrate the requirement to collect and record accurate data in the practice of rongoā
4. use te reo Māori in a variety of situations

### ASSESSMENT

Students are required to:

1. a. design a rongoā information chart showing:
  - i. an understanding of the origins of rongoā
  - ii. selected practices and safety aspects
  - iii. associated principles and tikanga
- b. present the chart to the tutor at noho two
2. a. maintain a visual diary with weekly research entries recording the use of rongoā in everyday life. Use photographs, illustrations, tables, charts or graphs to support the entries. Entries must include:
  - i. the gathering, preparation and application of rongoā
  - ii. collection and recording of accurate data
  - iii. experiences, observations and achievements
  - iv. results of their research
  - v. a glossary of 10 or more relevant Māori terms from this course

### REQUIRED TEXTS

HRNA101 Introduction to Rongoā  
Compilation of Readings  
Te Wānanga o Raukawa  
Ōtaki  
2021



Rongoā

Kerridge, Donna  
*Introduction to Rongoa Maori*  
NZAMH Conference and AGM Presentation 26 – 27 May 2012  
Ellerslie, Auckland  
Journal of the New Zealand Association of Medical Herbalists Winter 2012

Marsden, Maori  
'God, Man and the Universe: A Māori View'  
*Te Ao Hurihuri: The World Moves On: Aspects of Māoritanga*  
Edited by Te Ahukaramū Charles Royal  
Estate of Rev. Māori Marsden  
Otaki, NZ  
2003

McGowan, Rob  
*Rongoa Maori: A practical guide to traditional Maori Medicine*  
Kale Print  
Tauranga, NZ  
2014

Tamaki Paenga Hira - Auckland Museum  
*The Realm of Rongo*  
Te Ao Turoa education kit pg. 7, 25 - 26  
2005

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2021

Winiata, Pakake  
Guiding Kaupapa of Te Wānanga-o-Raukawa  
Te Wānanga o Raukawa  
Ōtaki  
2002  
<http://www.wananga.com/docs/pdfs/Guiding%20Principles.pdf>

#### **ELECTRONIC RESOURCES**

Te Wānanga o Raukawa  
"He Aratohu Tuhi Interactive"  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

#### **RECOMMENDED TEXTS**

Christodoulou, Constantine  
"A Critical Dictionary of Herman Melville's Polynesian terms"  
Texas A&M University p 331-332, 2006  
Available at  
<https://oaktrust.library.tamu.edu/bitstream/handle/1969.1/4823/etd-tamu-2006C- ENGL-Christo.pdf?sequence=1&isAllowed=y>  
Accessed 08.03.19



Grey, Sir George  
Ngā Mahi a Ngā Tūpuna  
A.H and A.W Reed  
University of Waikato  
Hamilton  
1995

Marck, Jeff  
“The First-Order Anthropomorphic Gods of Polynesia”  
*The Journal of the Polynesian Society*  
The Polynesian Society  
Volume 105, no. 2, p244, 1996 Available at  
[http://www.jps.auckland.ac.nz/document/Volume\\_105\\_1996/Volume\\_105\\_No.\\_2/The\\_first-order\\_anthropomorphic\\_gods\\_of\\_Polynesia\\_by\\_Jeff\\_Marck\\_p\\_217-258/p1](http://www.jps.auckland.ac.nz/document/Volume_105_1996/Volume_105_No._2/The_first-order_anthropomorphic_gods_of_Polynesia_by_Jeff_Marck_p_217-258/p1)  
Accessed 08.03.19

Nepia Pohuhu  
“The Maori Philosophy of Life and Matter According to the Teaching of Nepia Pohuhu. Part II. The Creation of Man” Translated by S. Percy Smith.  
The Journal of the Polynesian Society The Polynesian Society  
Volume 31, No. 121, p 45 – 49, 1922  
Available at  
[http://www.jps.auckland.ac.nz/document/Volume\\_31\\_1922/Volume\\_31%2C\\_No.\\_121/The\\_Maori\\_philosophy\\_of\\_life\\_and\\_matter\\_according\\_to\\_the\\_teaching\\_of\\_Nepia\\_Pohuhu.\\_Part\\_II%2C\\_translated\\_by\\_S.\\_Percy\\_Smith%2C\\_p\\_45-49?action=null](http://www.jps.auckland.ac.nz/document/Volume_31_1922/Volume_31%2C_No._121/The_Maori_philosophy_of_life_and_matter_according_to_the_teaching_of_Nepia_Pohuhu._Part_II%2C_translated_by_S._Percy_Smith%2C_p_45-49?action=null)  
Accessed 08.03.19

“Honorific Terms, Sacerdotal Expressions, Personifications etc. met within Māori Narrative”  
*The Journal of the Polynesian Society*  
The Polynesian Society  
Vol. 36 No. 144, p 376 – 378, December 1927 Available at  
[http://www.jps.auckland.ac.nz/document/Volume\\_36\\_1927/Volume\\_36%2C\\_No.\\_144/Honorific\\_terms%2C\\_sacerdotal\\_expressions%2C\\_personifications%2C\\_et\\_c.%2C\\_met\\_with\\_in\\_Maori\\_narrative%2C\\_p\\_376-378/p1?page=0&action=searchresult&target](http://www.jps.auckland.ac.nz/document/Volume_36_1927/Volume_36%2C_No._144/Honorific_terms%2C_sacerdotal_expressions%2C_personifications%2C_et_c.%2C_met_with_in_Maori_narrative%2C_p_376-378/p1?page=0&action=searchresult&target)  
Accessed 08.03.19



Rongoā

## NOHO TWO

<b>Course Name:</b>	TE WHARE ORANGA: HOUSE OF WELLBEING
<b>Course Reference:</b>	HRNA102
<b>Credits:</b>	15
<b>Pre-requisites:</b>	Nil
<b>Lecturer/s:</b>	Rita Tupe, Maudy Tupe and Mate Tihema and others as appropriate

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### COURSE REQUIREMENTS

1. Students are required to attend noho on the scheduled dates.
2. Attendance and participation is compulsory.
3. Students are required to complete pre and post noho learning activities.

### DURATION 150 hours

3. Noho – 2 1/2 days (30 hours).
4. Self-directed learning (120 hours).

**NOTE.** Students who wish to alter the schedule must make the request in writing in advance. Extensions will not be granted automatically.

### GENERAL AIM

To understand the role of rongoā in contributing to the maintenance and elevation of Māori health and wellbeing.

### LEARNING OUTCOMES

Students will be able to:

1. discuss the role of rongoā in Māori health and well being
2. identify and describe the role of the traditional tohunga associated with rongoā
3. discuss and describe the whare oranga structure and its functions in the 21<sup>st</sup> century
4. illustrate Māori models of healthcare which support the practice of rongoā
5. use te reo Māori in a variety of situations

### ASSESSMENT

Students are required to:

1. create and deliver a 15 minute presentation, in pairs or groups, at the next noho on a case study of a whare oranga including:
  - a. the establishment
  - b. the philosophy of the whare oranga
  - c. the structure and functions
  - d. roles and responsibilities of each member
  - e. involvement of whānau, hapū and iwi
2. a. maintain a visual diary with weekly research entries recording the use of rongoā in everyday life. Entries to include:
  - i. the gathering, preparation and application of rongoā
  - ii. collection and recording of accurate data
  - iii. experiences, observations and achievements
  - iv. results of their research
  - v. use photographs, illustrations, tables, charts or graphs to support the entries
  - vi. a glossary of 10 or more relevant Māori terms from this course
- b. present visual diary to the pūkenga at noho

**NOTE:** Introduce and conclude the 15 minute presentation in te reo Māori.



### REQUIRED TEXTS

HRNA102 Te Whare Oranga: House of Wellbeing  
Compilation of Readings  
Te Wānanga o Raukawa  
Ōtaki  
2021

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2021

### ELECTRONIC RESOURCES

Te Wānanga o Raukawa  
“He Aratohu Tuhi Interactive”  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

### RECOMMENDED TEXTS

Ahuriri- Driscoll, A., Hudson, M., Baker, V., Hepi, M., Mika, C., Tiakiwai, S.J.  
*Service in Practice, Practice in Service; Negotiating a Path to the Future*  
Paper presented at Te Tatau Pounamu conference  
Te Tatau Pounamu: The Greenstone Door: Traditional knowledge and gateways to balanced  
relationships, Auckland, New Zealand 08 - 11 Jun 2008  
Published by University of Canterbury Health Sciences Centre.  
Available at  
[https://ir.canterbury.ac.nz/bitstream/handle/10092/5209/12630376\\_Ahuriri-Driscoll%20et%20al%20NPM%20paper%2028%20June%202008.pdf?sequence=1&isAllowed=y](https://ir.canterbury.ac.nz/bitstream/handle/10092/5209/12630376_Ahuriri-Driscoll%20et%20al%20NPM%20paper%2028%20June%202008.pdf?sequence=1&isAllowed=y)  
Accessed 08.05.20

bpac NZ Ltd  
*Demystifying Rongoā Māori: Traditional Māori Healing*  
Best Practice Journal Issue 13, p 31 – 36  
May 2008  
Available at  
<https://bpac.org.nz/bpj/2008/may/rongoa.aspx>  
Accessed 08.05.20

Cram, Fiona., Smith, Linda., Johnstone, Wayne.  
*Mapping the themes of Maori talk about health* The New Zealand Medical Journal  
Vol. 116 No.1170, p 17 - 23  
2003  
Available at [https://global-uploads.webflow.com/5e332a62c703f653182faf47/5e332a62c703f6d8852fc6b0\\_Vol-116-No-1170-14-March-2003.pdf](https://global-uploads.webflow.com/5e332a62c703f653182faf47/5e332a62c703f6d8852fc6b0_Vol-116-No-1170-14-March-2003.pdf)  
Accessed 08.05.20



Jones, Rhys  
*Diagnosis in Traditional Maori Healing: A Contemporary Urban Clinic*  
Pacific Health Dialog  
Vol. 7 No. 1, p 17-24  
2000  
Available at <http://pacifichealthdialog.nz/pre-2013-archive/Volume207/No120Maori20Health20in20New20Zealand/Original20Papers/Diagnosis20in20traditional20Maori20healing20a20contemporary20urban20clinic.pdf>  
Accessed 08.05.20

Koea, Jonathon., Mark, Glenis Tabettha.  
*Is there a role for Rongoā Māori in public hospitals? The results of a hospital staff survey*  
The New Zealand Medical Journal  
Vol. 133, No. 1513 pp. 73-80  
April 24, 2020  
Available at <https://nzma.org.nz/journal-articles/is-there-a-role-for-rongoa-maori-in-public-hospitals-the-results-of-a-hospital-staff-survey>  
Accessed 25.05.20

Mark, Glenis Tabettha; Lyons, Antonia C.  
*Maori healers' views on wellbeing: The importance of mind, body, spirit, family and land*  
Social Science & Medicine Vol. 70, No. 11 pp. 1756-1764  
Epub 2010 Feb 16  
Available at <https://pubmed.ncbi.nlm.nih.gov/20338680/>  
Accessed 08.05.20

Ministry of Health  
*Chronology of the New Zealand Health System 1840-2017*  
Ministry of Health  
Wellington  
2017  
Available at [https://www.health.govt.nz/system/files/documents/pages/chronology-of-the-new-zealand-health-system-1840-to-2017\\_0.pdf](https://www.health.govt.nz/system/files/documents/pages/chronology-of-the-new-zealand-health-system-1840-to-2017_0.pdf)  
Accessed 08.05.20

Ministry of Health  
*New Zealand Health System Reforms 29 April 2009*  
Parliamentary Library  
Wellington  
Available at <https://www.parliament.nz/resource/en-NZ/00PLSocRP09031/9772cc5da74650da549200e3627fef0ef46c5fa7>  
Accessed 08.05.20

Ministry of Health  
*Tikanga ā-Rongoā*  
Ministry of Health  
Wellington  
New Zealand  
2014

Moon, Paul  
*Tohunga Hohepa Kereopa*  
David Ling Publishing Ltd  
Auckland  
2003



Rongoā

Moon, Paul  
*A Tohunga's Natural World: Plants, gardening and food*  
David Ling Publishing Limited  
Auckland  
2005

New Zealand Government  
*Tohunga Suppression Act 1908, No. 193(7 EDW VII 1907 No 13)*  
Wellington  
1908  
Available at [http://www.nzlii.org/nz/legis/hist\\_act/tsa19077ev1907n13353](http://www.nzlii.org/nz/legis/hist_act/tsa19077ev1907n13353)  
Accessed 08.05.20  
Whatahoro, H. T (S.P.Smith, Trans)  
*Lore of the Whare wānanga. Part 1 – Te Kauwae – Runga*  
Waikato Print  
Hamilton  
New Zealand  
1997

Whatahoro, H. T (S.P.Smith, Trans)  
*Lore of the Whare wānanga. Part 2 – Te Kauwae – Raro*  
Waikato Print  
Hamilton  
New Zealand  
1997





## NOHO THREE

<b>Course Name:</b>	RONGOĀ APPLICATION
<b>Course Reference:</b>	HRNA103
<b>Credits:</b>	15
<b>Pre-requisites:</b>	Nil
<b>Lecturer / s:</b>	Rita Tupe, Maudy Tupe and Mate Tihema and others as appropriate

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### COURSE REQUIREMENTS

1. Students are required to attend noho on the scheduled dates.
2. Attendance and participation is compulsory.
3. Students are required to complete pre and post noho learning activities.

### DURATION 150 hours

1. Noho – 2 1/2 days (30 hours)
2. Self-directed learning (120 hours)

**NOTE** Students who wish to alter the schedule must make the request in writing in advance. Extensions will not be granted automatically.

### GENERAL AIM

To introduce students to Māori models of health and well-being.

### LEARNING OUTCOMES

Students will be able to:

1. explain the concepts of wairuatanga associated with rongoā
2. discuss the role of the traditional tohunga
3. describe the Te Whare Tapa Whā model
4. demonstrate the practice of rongoā
5. prepare and collate relevant information that contributes to safe rongoā practice
6. use te reo Māori in a variety of situations

### ASSESSMENT

Students are required to:

1. a. create a 5 minute, individual, visual presentation due at next noho using the Whare Tapa Whā model of a rongoā experience outlining:
  - i. the needs of the individual
  - ii. the needs of the practitioner
  - iii. how they were addressed
- b. write a 100 word personal reflection on your experience during the presentation
2. a. maintain a visual diary with weekly research entries recording the use of rongoā in everyday life. Entries to include:
  - i. the gathering, preparation and application of rongoā
  - ii. collection and recording of accurate data
  - iii. experiences, observations and achievements
  - iv. results of their research
  - v. use photographs, illustrations, tables, charts or graphs to support the entries
  - vi. a glossary of 10 or more relevant Māori terms from this course

### REQUIRED TEXTS

HRNA103 Rongoā Application  
Compilation of Readings  
Te Wānanga o Raukawa  
Ōtaki  
2021



Rongoā

Durie, Mason  
*Tirohanga Māori: Māori Health Perspective*  
Whaiora: Māori Health Development  
Auckland  
New Zealand  
1998  
Pp 69-76

Macdonald, Christina  
Medicines of the Maori  
Collins (New Zealand) Ltd  
Hong Kong  
1974  
pp 23-24, 31-32

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2021

#### **ELECTRONIC RESOURCES**

Te Wānanga o Raukawa  
"He Aratohu Tuhi Interactive"  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

#### **RECOMMENDED TEXTS**

Durie, Mason  
*Maori Health Development*  
Oxford University Press  
New York  
1994

Pere, Dr. Rangimarie Turuki  
*Te Wheke, A Celebration of Infinite Wisdom*  
Ao Ako Global Learning N.Z. Ltd. with the assistance of Awareness Book Company Ltd.  
NZ  
1997

Mark, Glenis  
"Huarahi rongoā ki a ngai tā tou: Māori views on rongoā " Research Report  
National Library of New Zealand  
Whakauae Research Services Ltd 2016  
Available at [http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?  
dps\\_pid=IE28345965](http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE28345965)  
Accessed 17 July 2019

New Zealand Nurses Organisation  
"NZNO -Rongoa Maori and Complementary Therapies in Nursing Practice"  
New Zealand Nurses Organisation NZNO Practice Position statement  
Adopted September 2011  
Available at; [https://www.nzno.org.nz/LinkClick.aspx?  
fileticket=a\\_end3MBo74%3D&portalid=0](https://www.nzno.org.nz/LinkClick.aspx?fileticket=a_end3MBo74%3D&portalid=0)  
Accessed 17 July 2019



Rolleston, Sam.

"He kohikohinga : a Maori health knowledge base : a report on a research project for the Department of Health conducted into Maori health, 1988-1989"

Ministry of Health

Wellington

1989

Available at [http://www.moh.govt.nz/NoteBook/](http://www.moh.govt.nz/NoteBook/nbbooks.nsf/0/2D14F7AF20E63F554C2565D7000DE051/$file/84925M.pdf)

[nbbooks.nsf/0/2D14F7AF20E63F554C2565D7000DE051/\\$file/84925M.pdf](http://www.moh.govt.nz/NoteBook/nbbooks.nsf/0/2D14F7AF20E63F554C2565D7000DE051/$file/84925M.pdf)

Accessed 17 July 2019

Thompson, Heather Delamere

"Wairua"

Ministry of Health

Published by the National Advisory Committee on Core Health and Disability Support Services

Wellington, New Zealand

April 1993

Available at: [http://www.moh.govt.nz/notebook/](http://www.moh.govt.nz/notebook/nbbooks.nsf/0/2BA33EF4AEC23C0C4C2565D7001862F9/$file/tamariki-ora-report.pdf)

[nbbooks.nsf/0/2BA33EF4AEC23C0C4C2565D7001862F9/\\$file/tamariki-ora-report.pdf](http://www.moh.govt.nz/notebook/nbbooks.nsf/0/2BA33EF4AEC23C0C4C2565D7001862F9/$file/tamariki-ora-report.pdf)

Accessed 17 July 2019

Valentine, Hukarere, Natasha Tassell-Mataamua and Ross Flett

"Whakairia ki runga: The many dimensions of wairua"

New Zealand Journal of Psychology

November 2017

Vol. 46, No. 3, pp 64-71

Available at: <https://www.psychology.org.nz/wp-content/uploads/Whakairia-ki-runga-private-2.pdf>

Accessed 17 July 2019



## NOHO FOUR

<b>Course Name:</b>	NGĀ RĀKAU RONGOĀ
<b>Course Reference:</b>	HRNA104
<b>Credits:</b>	15
<b>Pre-requisites:</b>	Nil
<b>Lecturer / s:</b>	Rita Tupe, Maudy Tupe and Mate Tihema and others as appropriate.

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### COURSE REQUIREMENTS

1. Students are required to attend noho on the scheduled dates.
2. Attendance and participation is compulsory.
3. Students are required to complete pre and post noho learning activities.

### DURATION 150 hours

1. Noho – 2 1/2 days (30 hours)
2. Self-directed learning (120 hours)

**NOTE** Students who wish to alter the schedule must make the request in writing in advance. Extensions will not be granted automatically.

### GENERAL AIM

To study rākau rongoā and legislation that impacts on access to rongoā.

### LEARNING OUTCOMES

Students will be able to:

1. describe ngā rākau rongoā and their uses
2. describe and record the experiences of recognised kaumātua associated with the art of rongoā
3. explain the Wai 262: Flora and Fauna Claim and its purpose, including where legislation, international and national, have either supported or opposed the practice of rongoā
4. use te reo Māori in a variety of situations

### ASSESSMENT

Students are required to:

1. deliver a 5 minute group presentation at this noho a summary of the WAI 262: Flora and Fauna Claim and its purpose
2. interview a recognised kaumatua associated with the art of rongoā and write a 500 word report
3. maintain a visual diary with research on the following
  - a. identify 5 rākau rongoā
  - b. their properties and uses
  - c. contra-indications
  - d. include examples of preparation and application
  - e. create a glossary of 10 or more relevant Māori terms from this course

### REQUIRED TEXTS

Crowe, Andrew  
The Life Size guide to Native Trees  
Penguin Group  
NZ  
1997



Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2021

HRNA104 Ngā Rākau Rongoā  
Compilation of readings  
Te Wānanga o Raukawa  
Ōtaki  
2021

Human Rights Commission  
United Nations Declaration on the Rights of Indigenous People  
Adopted 13 September 2007  
New Zealand Human Rights Commission  
Aotearoa New Zealand  
February 2008

Jackson, Moana  
To Be Binding Beyond Death – An Analysis of the Waitangi Tribunal Report WAI 262  
Compiled and edited by Kim McBreen  
Te Tākupu  
Te Wānanga o Raukawa  
2012

Kerridge, Donna  
Rongoā Rākau: Māori Herbal Medicine  
Ora New Zealand Ltd  
Oakura Bay  
August 2018  
Pp 34-39

McGowan, Rob  
Rongoā Māori: A practical guide to traditional Maori Medicine  
Kale Print  
Tauranga  
2014  
Pp 63-66, 69-70

#### **ELECTRONIC RESOURCES**

Te Wānanga o Raukawa  
“He Aratohu Tuhi Interactive”  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>



### **RECOMMENDED TEXTS**

Mark, Glenis, and Jonathon Koea  
Identifying Rongoā Māori and Medical Health Collaboration Issues-  
A thematic synthesis review  
Health Research Council  
Auckland  
2019

pp 1-4, 6-13

Also available at:

[http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps\\_pid=IE40185701](http://ndhadeliver.natlib.govt.nz/delivery/DeliveryManagerServlet?dps_pid=IE40185701)

Accessed July 2019

Media release

"Plant variety rights consultation starts"

Intellectual Property Office of New Zealand

Wellington

17 September 2018

Available at <https://www.beehive.govt.nz/release/plant-variety-rights-consultation-starts>

Accessed 17 July 2019

Ministry of Business, Innovation and Employment

"Legislation"

Intellectual Property Office of New Zealand

Wellington

Available at <https://www.iponz.govt.nz/about-ip/copyright/legislation/>

Accessed 17 July 2019

Ministry of Business, Innovation and Employment

"Overview"

Intellectual Property Office of New Zealand

Wellington

Available at <https://www.iponz.govt.nz/about-ip/overview/>

Accessed 17 July 2019

Ministry of Business, Innovation & Employment

"Māori Engagement Plan"

Wellington

Updated 30 July 2019

Available at <https://www.mbie.govt.nz/business-and-employment/business/intellectual-property/plant-variety-rights/>

[plant-variety-rights-act-review/maori-engagement-plan/](https://www.mbie.govt.nz/business-and-employment/business/intellectual-property/plant-variety-rights-act-review/maori-engagement-plan/)

Accessed 31 July 2019

Ministry of Business, Innovation and Employment

"Plant Variety Rights"

Intellectual Property Office of New Zealand

Wellington

Available at <https://www.iponz.govt.nz/assets/pdf/IP-cards/ip-card-plant-variety-rights.pdf>

Accessed 17 July 2019

Ministry of Business, Innovation and Employment

"Plant Variety Rights Act review"

Intellectual Property Office of New Zealand

Wellington

Available at <https://www.iponz.govt.nz/about-ip/pvr/pvr-act-review/>

Accessed 29 July 2019



Ministry of Business, Innovation & Employment  
"Plant Variety Rights Act 1987 review"  
Intellectual Property Office of New Zealand  
Wellington  
Last Updated April 2019  
Available at <https://www.mbie.govt.nz/business-andemployment/business/intellectual-property/plant-variety-rights/plant-variety-rights-act-review/>  
Accessed 29 July 2019

Ministry of Business, Innovation & Employment  
"Plant Variety Rights Act review - Issues paper"  
Regional Hui presentation  
Intellectual Property Office of New Zealand  
Wellington Last Updated April 2019  
Available at <https://www.mbie.govt.nz/assets/e5b5ff3444/regional-hui-presentation-pvr-act-review-issues-paper.pdf>  
Accessed 29 July 2019

New Zealand Government  
"Te mutunga mai o tētahi pire hei ture" and "How a bill becomes law"  
House of Representatives  
Wellington  
Available at: <https://www.parliament.nz/en/visit-and-learn/how-parliament-works/how-laws-are-made/how-a-bill-becomes-law/>  
Accessed 17 July 2019

Waitangi Tribunal  
"Ko Aotearoa tenei: Report on the Wai 262 Claim released"  
Wellington  
2 July 2011  
Available at <https://www.waitangitribunal.govt.nz/news/ko-aotearoa-tenei-report-on-the-wai-262-claim-released/>  
Accessed 17 July 2019



**Rongoā**



*Studies in Iwi and Hapū*  
*Ko Ngā Akoranga Iwi, Hapū*



Year 1

**Kaihautū**

Anne Drenah Kākā  
AnneDrenah.Kaka@twor-otaki.ac.nz

Completed assignments to be uploaded to  
muraui

<b>Te Akoranga:</b>	HE RANGAHAU I NGĀ ĀHUATANGA O TĒTEHI MARAE
<b>Te Tātai Akoranga</b>	IWI101
<b>Ngā Whiwhinga</b>	15
<b>Kia oti tōmua</b>	Kore kau
<b>Ngā Kaiarataki:</b>	Ko Taya Heke rātou ko Nathan Kirker, ko Kelly-Anne Ngātai me ērā atu tangata e tika ana

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### NGĀ KAWENGA TĒ TAEA TE KARO

Kia ea i te ākongā:

1. te whakaoti i ngā akoranga me ngā taumahi ā-ipurangi kua tohua
2. tukua tētehi tāpaetanga kaupapa kōrero ki Mūrau e whakaatu ana i ēnei mea katoa:
  - a. te taitara, inā koa: "He Tuhinga Hōhono mō [ingoa o te marae]"
  - b. he aha rawa koe i whiriwhiri ai i tēnei marae
  - c. te ingoa o te kaumātua e haere atu ai koe ki te kimi mōhiotanga
  - d. ngā kaupapa ka uia me ngā momo pātai ka tukuna hei whakautu mā te kaumātua, me ngā take i kōwhiria ai aua kaupapa/pātai
  - e. ngā āhuatanga o te marae e hiahia ana koe ki te rangahau
  - f. te wāhi e haere atu ai koe ki te kimi mōhiotanga
  - g. ahea ka oti tō tuhinga, me tētehi wātaka e oti ai, i mua i taua wā
  - h. ngā āhuatanga e hiahia ana koe ki te ako
3. te tuhi pūrongo e 300 kupu te roa mō te uiuinga kaumātua, tae atu ki tētehi tuhinga 1500 kupu te roa. Kei te hōtaka akoranga tuihono te roanga atu o ngā tohutohu mō ēnei tuhinga. Ka whakahokia ēnei, me ētehi whakaaro o te kaiwhakaako, i roto i te kotahi marama i muri i te taenga ki a ia.

**TE ROA** 150 ngā haora

**KIA MŌHIO MAI** Ki te hiahia te ākongā kia whakarerekētia te hōtaka, me mātua tonu ā-tuhi mai i mua i te rākatī. Kei te kaiwhakaako te tikanga ina whakaroangia te wā e oti ai ngā mahi.

### TE WHĀINGA MATUA

He kawē rangahau mō tētehi marae hei whakatorokaha ake i ngā hononga ki taua marae hei kāinga matua.

### NGĀ HUA AKO

Kia taea e te ākongā:

1. te whakamārama i ngā tātai kōrero me ngā āhuatanga ā-kikokikoi o tōna marae, o tētehi marae rānei e whai pānga atu ana ia
2. te tautuhi me te whakamārama i te kawa me ngā tikanga e hāngai ana ki tōna marae
3. te whakamārama i ngā rerekētanga kua pā ki ngā tikanga o te marae i te takanga o ngā whakatupuranga, e ai ki ngā kōrero i puta ake i te uiuinga kaumātua
4. te tautuhi me te whakamārama i te whakahaere me te kawē i ngā mahi o tōna marae

### TE AROMATAWAI

Kia ea i te ākongā:

1. te kōwhiri i tētehi marae e tino whai pānga atu ana ia, me te tuhituhi i tētehi tuhinga 1500 kupu te roa hei whakamārama i:
  - a. ōna tātai kōrero
  - b. tōna hanga – te takoto o ōna whare me ōna whenua
  - c. te kawa me ngā tikanga e hāngai ana ki tōna marae
  - d. te wāhi me ngā mahi hei kawēngā ki tōna marae
  - e. ngā tikanga whakahaere me ngā whakaritenga mahi
  - f. te tuhi whakapapa e tuihono ana i te ākongā ki tētehi tupuna e whai pānga ana ki taua marae (mehemea e hāngai ana)

<b>Course Name:</b>	PRIVATE STUDY OF ONE MARAE
<b>Course Reference:</b>	IWI101
<b>Credits:</b>	15
<b>Pre-requisite/s:</b>	Nil
<b>Supervisors:</b>	Taya Heke, Nathan Kirker, Kelly-Anne Ngātai and others as appropriate

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### **COURSE REQUIREMENTS**

Students are required to:

1. participate in and complete compulsory online activities.
2. submit a proposal online stating:
  - a. the title, e.g.: "A Study of [name of marae]"
  - b. why you have chosen this marae
  - c. which kaumātua you propose to interview as the primary oral source of information for this study
  - d. what topics you plan to interview the kaumātua about and why
  - e. which aspects of the marae you propose to study
  - f. where you expect to get the information
  - g. when you will complete this essay and a time plan to ensure completion by this date
  - h. what you expect to learn
3. write a 300 word report on the kaumātua interview and a 1500 word essay is due as prescribed in the online schedule. These will be marked and returned, with comment, within a month of receipt.

**DURATION** 150 hours

**NOTE** Students who wish to request an extension must make the request in writing in advance. Extensions will not be granted automatically.

### **GENERAL AIM**

To conduct a private study of a marae in order to identify and strengthen connections to 'the marae as our principal home'.

### **LEARNING OUTCOMES**

Students will be able to:

1. describe essential historical and physical features of their own marae or of a marae with which they are associated in some way
2. identify and explain kawa or tikanga unique to their marae
3. describe intergenerational changes to tikanga of the selected marae as reflected in the kaumātua interview
4. identify and describe how their marae is organised and run

### **ASSESSMENT**

Students are required to:

1. select one marae with which they are associated and write an essay of 1500 words including the following:
  - a. history
  - b. layout
  - c. selected kawa and tikanga of the marae, unique to their marae
  - d. selected roles and responsibilities carried out on their marae
  - e. record whakapapa to the student from an ancestor whose name is associated with the marae (if appropriate)

2. te tuhi i tētehi pūrongo kia 300 kupu te roa mō te uiuinga kaumātua, e tautohu ana i ngā rerekētanga kua pā ki nga tikanga o te marae i te takanga o ngā whakatupuranga, e ai anō ki tā taua kaumātua

**KIA MŌHIO MAI** Me tonu te ākongā ki te iwi kāinga kia rangahautia tōna marae

**HE PUKAPUKA ME MAU**

Walker, Ranginui  
“Marae: A Place to Stand”  
*Te Ao Hurihuri: Aspects of Maoritanga*  
Edited by Michael King  
Reed Books  
Auckland  
1992

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2023

**PUNA MATIHIKO**

Te Wānanga o Raukawa  
“He Aratohu Tuhi Interactive”  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

**NGĀ PUKAPUKA HEI TAUTOKO**

Moore, Pātaka  
“Toitū te whenua”  
*Te Pa Harakeke: Vol 1*  
Selby, Rachael, Huia Winiata & Willis Katene eds  
Te Wānanga o Raukawa  
Ōtaki  
2004

Mead, Hirini Moko  
Tikanga Māori: Living by Māori Values  
Huia Publishers  
Wellington  
2003  
pgs 95-116

Mullholland, Malcolm and Robyn Bargh  
Marae, The Heart of Māori Culture  
Huia Publishers  
Wellington  
2015

Walters, Muru: Walters, Sam and Walters, Robin  
Marae: Te Tatau Pounamu  
Random House  
Auckland  
2014

2. write a 300 word report on the interview with a kaumātua identifying intergenerational changes to tikanga marae that have occurred as seen through their lens

**NOTE** Students are expected to seek permission from their marae.

### **REQUIRED TEXTS**

Walker, Ranginui  
“Marae: A Place to Stand”  
*Te Ao Hurihuri: Aspects of Maoritanga*  
Edited by Michael King  
Reed Books  
Auckland  
1992

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2023

### **ELECTRONIC RESOURCES**

Te Wānanga o Raukawa  
“He Aratohu Tuhi Interactive”  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

### **RECOMMENDED TEXTS**

Moore, Pātaka  
“Toitū te whenua”  
*Te Pa Harakeke: Vol 1*  
Selby, Rachael, Huia Winiata & Willis Katene eds  
Te Wānanga o Raukawa  
Ōtaki  
2004

Mead, Hirini Moko  
Tikanga Māori: Living by Māori Values  
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Mullholland, Malcolm and Robyn Bargh  
Marae, The Heart of Māori Culture  
Huia Publishers  
Wellington  
2015

Walters, Muru: Walters, Sam and Walters, Robin  
Marae: Te Tatau Pounamu  
Random House  
Auckland  
2014

<b>Te Akoranga:</b>	HE RANGAHAU I NGĀ TĀTAI KŌRERO O TE IWI
<b>Te Tātai Akoranga</b>	IWI102
<b>Ngā Whiwhinga</b>	15
<b>Kia oti tōmua</b>	Kore kau
<b>Ngā Kaiarataki:</b>	Ko Taya Heke rātou ko Nathan Kirker, ko Kelly-Anne Ngātai me ērā atu tangata e tika ana

### NGĀ KAWENGA TĒ TAEA TE KARO

Kia ea i te ākongā:

- te whakaoti i ngā akoranga me ngā taumahi ā-ipurangi kua tohua
- tukua tētehi tāpaetanga kaupapa kōrero ki Mūrau e whakaatu ana i ēnei mea katoa:
  - te taitara, inā koa: “He Rangahau i ngā Tātai Kōrero o [Ingoa o Te Iwi]”
  - he aha rawa koe i whiriwhiri ai i tēnei iwi
  - ko ngā kaupapa e hiahia ana koe ki te tāpae i ia wāhanga
  - ka pēheatia e koe ngā mahi rangahau
  - te wāhi e haere atu ai koe ki te kimi mōhiotanga
  - ko tēhea te kaumātua e hiahia ana koe ki te uiui ki te kimi mōhiotanga mō ngā tātai kōrero o tōu iwi 1970 ki ēnei rā.
  - he aha ngā kaupapa e mea ana koe ki te uiui i te kaumātua, ā, he aha ai?
  - te rā e oti ai tō tuinga me tētehi wātaka e oti ai i mua i taua wā
  - ngā āhuetanga e mea ana koe ki te ako
- te tuhi pūrongo kia 300 kupu te roa mō te uiuinga kaumātua, tae atu ki tētehi tuinga 1500 kupu te roa, e whā ōna wāhanga. Kei te hōtaka akoranga tuihono te roanga atu o ngā tohutohu mō ēnei tuinga. Ka whakahokia ēnei, me ētehi whakaaro o te kaiwhakaako, i roto i te kotahi marama i muri i te taenga ki a ia.

**TE ROA** 150 ngā haora

**KIA MŌHIO MAI** Ki te hiahia te ākongā kia whakarerekētia te hōtaka, me mātua tonu ā-tuhi mai i mua i te rākati. Kei te kaiwhakaako te tikanga ina whakaroangia te wā e oti ai ngā mahi.

### TE WHĀINGA MATUA

He rangahau, he whakamārama hoki i ngā āhuetanga nunui o tētehi iwi, hei whakapakari ake i te tuakiri.

### NGĀ HUA AKO

Kia taea e te ākongā:

- te whakamārama i ngā āhuetanga matua katoa o ngā tātai kōrero o tōna iwi tae noa mai ki te rā o nāianei
- te whakatāhuhu i ngā mahi a tōna iwi ake ki roto i ngā tātai kōrero o te iwi Māori whānui
- te whakamārama i ngā rerekētanga kua pā ki te iwi i roto i ngā tau, e ai anō ki tā te kaumātua i uiuia

### TE AROMATAWAI

Kia ea i te ākongā:

- te tuhi i tētehi tuinga 1500 kupu te roa e whakaahua ana i ēnei wehenga e whā o ngā tātai kōrero o tōna iwi:
  - I mua atu i 1800**
  - 1800 – 1899**
  - 1900 – 1969**
  - 1970 – ki ēnei rā**
- te tuhi pūrongo e 300 kupu te roa mō te uiuinga kaumātua, e tautohu ana i ngā rerekētanga kua pā ki te iwi i roto i ngā tau, e ai anō ki tā te kaumātua.

<b>Course Name:</b>	PRIVATE STUDY OF IWI HISTORY
<b>Course Reference:</b>	IWI102
<b>Credits:</b>	15
<b>Pre-requisite/s:</b>	Nil
<b>Supervisors:</b>	Taya Heke, Nathan Kirker, Kelly-Anne Ngātai and others as appropriate

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### **COURSE REQUIREMENTS**

Students are required to:

1. participate in and complete compulsory online activities
2. submit a proposal online stating:
  - a. the title e.g.: "A Study of the History of [name of Iwi]"
  - b. why you have chosen this Iwi
  - c. the topics which you propose to study in each period
  - d. how you will go about doing your research
  - e. where you expect to get the information from
  - f. which kaumātua you propose to interview as the primary oral source of information for the period 1970 – Present Day
  - g. what topics you plan to interview the kaumātua about and why
  - h. when you will complete this essay and a time plan to ensure completion by this date
  - i. what you expect to learn
3. write a 300 word report on the kaumātua interview and a 1500 word, four part essay is due as prescribed in the online schedule. These will be marked and returned, with comment, within a month of receipt.

**DURATION** 150 hours

**NOTE** Students who wish to alter the schedule must make the request in writing in advance. Extensions will not be granted automatically.

### **GENERAL AIM**

To study and describe the major historical features of a selected iwi to strengthen identity.

### **LEARNING OUTCOMES**

Students will be able to:

1. describe the major features of the history of their iwi up to the present day
2. place the experience of their own iwi in the broad sweep of Māori history
3. describe historical changes at iwi level observed by kaumātua

### **ASSESSMENT**

Students are required to:

1. write a 1500 word, four part essay, covering each of the following periods of the history of their iwi
  - a. **Pre 1800**
  - b. **1800 – 1899**
  - c. **1900 – 1969**
  - d. **1970 – present day**
2. write a 300 word report on the interview with a kaumātua, identifying changes that have occurred at iwi level as seen through their lens

**HE PUKAPUKA ME MAU**

Walker, Piripi  
"Tips for Interviewing Kuia and Koroua"  
Te Wānanga o Raukawa  
Ōtaki

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2023

**PUNA MATIHIKO**

Te Wānanga o Raukawa  
"He Aratohu Tuhi Interactive"  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

**NGĀ PUKAPUKA HEI TAUTOKO**

Royal, Te Ahukaramū Charles  
"Ngā Pukenga Kōrero: Oral History and the Oral Traditions"  
*Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*  
Bridget Williams Books  
Wellington  
1992

Selby, Rachael  
"Arohaana-Love One Another"  
*Te Ukaipo 2*  
Selby, Rachael ed  
Te Wānanga o Raukawa  
Ōtaki  
2000

Hippolite, Evan  
"Ko Mangō Taringa Tahī"  
*Te Pa Harakeke: Vol 1*  
Selby, Rachael, Huia Winiata & Willis Katene, eds  
Te Wānanga o Raukawa  
Ōtaki  
2004

Royal, Te Ahukaramū Charles  
*Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*  
Bridget Williams Books  
Wellington  
1992  
Pp 9-37, and 54-94



### **REQUIRED TEXTS**

Walker, Piripi  
"Tips for Interviewing Kuia and Koroua"  
Te Wānanga o Raukawa  
Ōtaki

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2023

### **ELECTRONIC RESOURCES**

Te Wānanga o Raukawa  
"He Aratohu Tuhi Interactive"  
*Murau*  
Te Wānanga o Raukawa  
Ōtaki  
Retrieved from <https://murau.wananga.com>

### **RECOMMENDED TEXTS**

Royal, Te Ahukaramū Charles  
"Ngā Pukenga Kōrero: Oral History and the Oral Traditions"  
*Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*  
Bridget Williams Books  
Wellington  
1992

Selby, Rachael  
"Arohaana-Love One Another"  
*Te Ukaipo 2*  
Selby, Rachael ed  
Te Wānanga o Raukawa  
Ōtaki  
2000

Hippolite, Evan  
"Ko Mangō Taringa Tahī"  
*Te Pa Harakeke: Vol 1*  
Selby, Rachael, Huia Winiata & Willis Katene, eds  
Te Wānanga o Raukawa  
Ōtaki  
2004

Royal, Te Ahukaramū Charles  
*Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*  
Bridget Williams Books  
Wellington  
1992  
Pp 9-37, and 54-94





*Ngā Akoranga o te reo Māori mō te tau tuatahi*

*Ngā Akoranga Reo*

*Te Reo Studies*

Ngā Tauākī Akoranga

COURSE STATEMENTS

Year One

**Kaihautū**

Heitia Raureti

[heitia.raureti@twor-otaki.ac.nz](mailto:heitia.raureti@twor-otaki.ac.nz)





## Ngā akoranga reo Māori ki Te Wānanga o Raukawa i roto i ngā tau

Ka noho ko te reo Māori hei tāhuhu mō ngā akoranga katoa ka ākona e Te Wānanga o Raukawa. Nō te tūnga o Te Wānanga o Raukawa, kua whanake, kua puāwai anō tā mātou Hōtaka Reo.

Nō te tau 1978, ka whakahaeretia ngā Hui Rumaki Reo, he 6 ki te 10 rā te roa ki ngā marae o te Kotahitanga o ART.

Nō te tūnga o Te Wānanga o Raukawa i te tau 1981, ka noho ko ngā Hui Rumaki Reo hei tāhuhu mō ngā akoranga Poutūārongo Toko Mana (BMA) me ngā tohu o muri mai. Tae rawa ake ki te tau 1995, kua tīmata ngā akoranga ā-wiki i ētehi tāone o te Kotahitanga o ART, he whā hāora te roa ka tū ēnei i Te Awakairangi, i Porirua, i Ōtaki, nō muri i te Papaioea me Te Whanganui-ā-Tara. Nō te tau 1999, ka ara ake ai Te Ako Mai i Tawhiti (MAIT), he akoranga reo hei tauawhi i ngā ākongā noho tawhiti, kāore i te noho ki ngā wāhi kei reira ngā akoranga reo e whakahaeretia ana. I hua mai ngā akoranga Mai i te Ūkaipō hei pito o te Te Wānanga o Raukawa, ka whakahoutia ngā akoranga kia hāngai ai ki ō rātou ake mita.

Kua whakamātautautia ētehi hangarau pēnei i te akoranga ā-ipurangi, ā, kei te hīkaka tonu ki ēnei hangarau hei tikanga āwhina i ngā ākongā. Ka whai wāhi te ako hiko ki ngā akoranga katoa Nā ēnei whanaketanga katoa i puare ai ngā huarahi hei kawē whakamua i ngā akoranga i roto i ngā rā e takoto ake nei. E tūmanakotia ana kia koke tonu ngā akoranga reo ā, ka tuhiri, ka huraina he mātauranga hou i roto i te whakaako, te rangahau, me te ao hangarau e tutuki ai tā tātou e whai nei kia eke te reo ki te Tararuatanga, kia ora tonu ai tō tātou reo Māori.

*“E kore au e ngaro he kākano i ruia mai i Rangiatea.”*

## **A Brief History of the Reo Programme at TWOR**

Te Reo Māori is a critical component of all study programmes at Te Wānanga o Raukawa. Since the establishment of Te Wānanga o Raukawa, this Reo Programme has developed and evolved.

In 1978, language immersion hui, or Hui Rumaki Reo, of 6 to 10 days length were conducted on marae of the A.R.T Confederation.

When Te Wānanga o Raukawa was established in 1981, the immersion hui formed and continues to form the reo component of the BMA and successive study programmes. By 1995, weekly classes of four hours tuition per week began within the ART rohe. Initially run in Lower Hutt, Porirua and Ōtaki, in successive year's programmes were set up in Palmerston North and Wellington also. To provide support in learning Te Reo for students living away from this region, Te Ako Mai i Tawhiti (MAIT), a distance-learning programme was introduced in 1999. Subsequently Marae Based Studies (MBS) was introduced and the development of relevant reo content and delivery about, for and by respective marae and hapū around the country occurred.

In 2014 Mait year one was offered to students online, In 2018 and beyond all three years will be delivered online. With this long track of development, it is envisaged there are more exciting and challenging opportunities ahead. We expect the Reo Programme to evolve further as we discover and rediscover through teaching, research and technology how to achieve excellence and quality in Te Reo Māori and therefore contributing to the survival of the Māori language.

*“E kore au e ngaro he kākano i ruia mai i Rangiātea.”*



<b>Te Akoranga:</b>	Hui Rumaki Reo 1
<b>Te Tātai Akoranga:</b>	REO101
<b>Ngā Whiwhinga:</b>	15
<b>Kia Oti Tōmua:</b>	Kore kau
<b>Kia Oti i te Taha:</b>	Kore kau

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Ko Te Whakapakari Reo 1 te tūāoma tuatahi o te hōtaka reo mō te tau tuatahi. Tīmata ai ngā akoranga i te wiki tuatahi tonu o te tau ako.

### TE WHĀINGA MATUA

Ko te whāinga whānui o ngā akoranga reo i te tau tuatahi, he ako, he tātari i ētehi āhuatanga wetereo taketake, mā te uru ki ngā akoranga tuihono; he tīmata ki te whāwhā i te reo ā-tuhi, he rangahau i te reo mā te mahi takitahi, he kōrerorero anō i ngā Hui Rumaki Reo, me te aro nui anō ki ngā mahi i te marae.

### NGĀ KAWENGA TĒ TAEA TE KARO

Kia ea i te ākongā:

1. te whakaoti i ngā akoranga tuihono mō ngā wiki 12, ā, me oti pai anō i a ia tētehi 75% o te hōtaka ako tuihono i mua i te uru atu ki te Hui Rumaki Reo
2. te tae ā-tinana atu ki te Hui Rumaki Reo me te whakaoti i ngā kawenga tē taea te karo e whai ake nei:
  - a. me tae ā-tinana me te whai wāhi ki ngā akoranga ki ngā Hui Rumaki Reo mai i te pōwhiri tae atu ki te wā arotake i te rā whakamutunga
  - b. me whai i ngā tohutohu a te pūkenga mō te taki karakia
  - c. me tū motuhake ki te mihimihi
  - d. me tū ā-rōpū ki te hiki i tētehi waiata tawhito
  - e. me kōrero ā-waha i tētehi kōrero tene, me tētehi kōrero ka āta whakaritea
  - f. me whai i ngā tohutohu a te pūkenga mō te mahi ki te Hui Rumaki Reo

Kei te wātaka mō tēnei hōtaka ngā rā e tū ai ēnei hui, ā, ki whea tū ai.

### NGĀ HUA AKO

Ko te tūmanako ia mō tēnei tau kia ahei anō ngā ākongā:

1. ki te whakarongo ki te reo Māori āhua ngāwari
2. ki te pānui i te reo Māori āhua ngāwari
3. ki te whakaputa whakaaro i te reo Māori ahakoa ngāwari mō ngā horopaki huhua
4. ki te whakawhānui i tōna puna kupu me tōna mōhio ki te wetereo
5. ki te whakaputa karakia e tau ana mō tēnei mahi, he mea hopu tūturu ki tōna hinengaro
6. ki te tuhi kōrero i roto i te reo Māori
7. ki te kōrero mō ētehi kaupapa, he mea whakarite tētehi, he mea ohore tētehi (ka horaina te kaupapa e te kaiwhakaako)
8. ki te mihi ki te minenga
9. ki te kapo i ngā mōhiotanga āhua ngāwari mō te karanga me te whaikōrero
10. ki te waiata tika i ētehi waiata tawhito, kia mārama hoki ki ngā kaupapa o aua waiata tawhito me ōna whakamārama
11. ki te uru ki ngā waiata ā-ringa, haka, poi rānei

### HE ĀWHINA MŌ NGĀ AROMATAWAI-Ā-WAHA

1. Me tutuki ngā aromatawai ā-waha:
  - a. i ngā Hui Rumaki Reo rānei
  - b. i tētehi ara ataata, ara whitihiko rānei, ki te whakaaetia e te Pūkenga Matua, e te Kaihautū rānei
  - c. i tētehi wā, ki tētehi wāhi, ki tētehi ara ka whakaaetia e te Pūkenga Matua, e te Kaihautū, e te Tari Reo rānei.



<b>Course Name:</b>	Hui Rumaki Reo 1
<b>Course Reference:</b>	REO101
<b>Credits:</b>	15
<b>Pre-requisites:</b>	Nil
<b>Co-requisites:</b>	Nil

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Whakapakari Reo 1 is the first component of the year one reo programme. Studies commence in the first week of the academic year.

### GENERAL AIM

The overall aim of the year one reo programme encourages analysis of basic grammar through the online course; an introduction to written Māori; research through self-directed learning and oral practice in the Māori language through Hui Rumaki Reo with an emphasis on marae activities.

### COURSE REQUIREMENTS

Students must:

1. complete the 12 week online course and successfully complete over 75% of the required activities prior to attendance of Hui Rumaki Reo.
2. attend and participate in Hui Rumaki Reo and successfully complete all of the following requirements:
  - a. attend and participate in each Hui Rumaki Reo from pōwhiri on the opening day to evaluation on the closing day
  - b. recite karakia as directed by the pūkenga.
  - c. perform individual mihimihi
  - d. perform waiata tawhito in groups
  - e. speak on prepared and unprepared topics
  - f. engage in other activities as directed by reo pūkenga

The dates and venue for Hui Rumaki Reo are available in the programme timetable.

### LEARNING OUTCOMES

The learning outcomes for this course are to enable the student to:

1. listen to relatively simple spoken Māori
2. read relatively simple Māori
3. survive in conversational Māori in different situations
4. expand personal vocabulary and knowledge of grammar
5. recite appropriate karakia by memory
6. write essays in Māori on selected topics
7. speak in Māori on prepared and unprepared topics (topics to be given)
8. mihi to a gathering
9. know and understand the basic format for karanga and whaikōrero
10. sing from memory selected waiata tawhito and understand the meaning and history of each
11. participate in waiata-ā-ringā, haka or poi

### NOTES ON ORAL ASSESSMENTS

1. Oral assessments are to be conducted:
  - a. in Hui Rumaki Reo **or**
  - b. via video conferencing or other electronic media if approved by the Pūkenga Matua or Kaihautū, **or**
  - c. otherwise where, when and how as approved by the Pūkenga Matua or Kaihautū, Tari Reo.





### NGĀ MAHI TAKITAHĪ

Hei tāpiritanga ki ngā hāora 24 o te hōtaka ako tuihono, me whakapau kaha anō ngā ākonga ki ngā mahi ako takitahi i te reo, kia āhua 50 hāora te roa i mua i te Hui Rumaki Reo. Anei ngā tū mahi kia mahia:

1. te ako i ngā mōteatea me ngā karakia kei Mūrau
2. te haere ki ngā hui kei reira te reo Māori e kōrerotia ana. Me kohikohi e te ākonga ngā kupu hou me ngā kīanga hou hei ako, hei whakamahi hoki māna.
3. te pānui ā-waha i te reo Māori (kia 200-300 ngā kupu i te rā) i ngā puna kōrero pēnei i ēnei e whai ake nei:
  - a. Te Paipera Tapu (Ngā Pepeha, Ngā Waiata a Rāwiri, Te Kawenata Tawhito me Te Kawenata Hou)
  - b. Ngā mōteatea
  - c. Ngā kohinga kōrero mō ngā Iwi me ngā Hapū
  - d. Ngā pukapuka reo Māori
  - e. Ngā niupepa Māori me ngā hautaka mātauranga
  - f. Ētehi atu rauemi reo Māori kei te ipurangi
4. te whakarongo ki ngā hopuranga kōrero (ahakoa oro, ataata rānei) o te hunga i pakeke mai i te reo. Kia 5 ki te 10 mēneti te roa i ia rā. Me rapu ngā tikanga o ngā kupu hou.
5. te ako i ngā mōteatea, ngā tauparapara me ētehi atu taonga a tōna hapū, a tōna iwi rānei, i ngā kuia, ngā koroua, ētehi atu puna rānei o ēnei taonga. Ki te ākonga kia kotahi i ia kaupeka o te tau, kei whea mai tēnā.

### NGĀ TOHUTOHU MŌ TE HUI RUMAKI REO

Ko te reo Māori anake te reo kōrero i ngā Hui Rumaki Reo. Me pēnei rawa e whaihua ai ēnei hui wānanga, ā, ahakoa te uaua, te whakamā anō i ētehi wā, me pūmau tonu ngā ngākau o ngā ākonga katoa ki te hāpai i te whakatapunga o te reo Pākehā. Me hari mai anō hoki e te ākonga tāna mīhini hopu kōrero, ngā pukapuka iti, aha atu rānei hei kohi haere i ngā kupu hou, i ngā kīanga me ngā kiwaha hou hoki.

### NGĀ KAWENGA TĒ TAEA TE KARO

Ngā Akoranga ā-Ipurangi		
Me āta kawē e te ākonga, me oti pai anō i a ia tētehi 75% o te hōtaka ako tuihono. Kia kua hoki e iti iho i ngā hāora e rua ōna i ia wiki e kawē ana i ngā mahi takitahi. Ā, me tutuki anō hoki i a ia ngā aromatawai ka tohua māna.		
Ngā Akoranga Hui Rumaki Reo		
KARAKIA	Ka tū taki-rōpū, taki-tahi rānei ki te whakahua i ngā karakia e rua: 1. tētehi mō te whakatuwhera hui 2. tētehi mō te whakakapi hui	Me auau te whakahuatanga ake o ngā karakia, he mea hiki e ngā ākonga i ia rā, i ia akoranga o ngā Hui Rumaki Reo <sup>1</sup> me te 2.
Ā-WAHA	Ka kōrero <i>mō ngā meneti e rua</i> ki tētehi kaupapa, ka āhei anō te ākonga ki te whakarite i ana kōrero i mua i te tū ki te kōrero: 1. kōrero ā-waha 2: mihimihi	Hui Rumaki 1
WAIATA TAWHITO	Ka tū ā-rōpū ki te hiki i <i>tētehi</i> waiata tawhito: 1. Waiata tawhito 1 – ‘Tirotiro kau au’, ‘E pā tō hau’ rānei, tētehi atu waiata rānei ka tohua e te Pūkenga Matua	Hui Rumaki 1



### SELF DIRECTED LEARNING

In addition to the completion of 24 hours in the online course, students should plan to spend about 50 hours of learning time between each immersion hui on self directed learning comprising:

1. daily practise of karakia, waiata tawhito and mihimihi
2. attendance at hui of various kinds where Māori is spoken. Students should have a small notebook or other device to record words and phrases for later study, learning and usage.
3. daily reading aloud in Māori (200-300 words) and making notes on up to 10 unfamiliar words in your notebook, from selected texts:
  - a. Paipera Tapu (daily extracts from Proverbs, Psalms, Old Testament and New Testament)
  - b. Ngā Mōteatea and
  - c. Iwi and/or hapū texts
  - d. Other reo Māori books
  - e. Māori newspapers and other educational journals and make notes on up to 10 unfamiliar words from each
  - f. Other internet based Māori language resources
4. listening to audio or video recordings of native speakers for 5 to 10 minutes daily and make notes on up to 10 unfamiliar words.
5. learning from kuia and koroua mōteatea or other recognised repositories, tauparapara and other taonga from the student's own hapū or iwi. A target of one such taonga each semester.

### HUI RUMAKI REO INSTRUCTIONS

At Hui Rumaki Reo, only te reo Māori is spoken. The restriction is vital to the success of immersion courses and students must be prepared to live with the frustration, tension and embarrassment of upholding the ban on English. Students are urged to be equipped with recording devices and a good stock of notebooks for jotting down unfamiliar words or expressions.

### COURSE REQUIREMENTS

Ngā Akoranga ā-lpurangi		
Students must participate in and complete 75% of the online learning programme. Students will also be required to complete at least two hours of self directed learning per week and the prescribed assessments.		
Ngā Akoranga Hui Rumaki Reo		
KARAKIA	Recite <i>two</i> karakia (in groups or individually):	Karakia are to be recited daily by students in class sessions at all Hui Rumaki Reo.
	<ol style="list-style-type: none"> <li>1. to begin a hui</li> <li>2. to end a hui</li> </ol>	
ORAL	Speak for <u>2 minutes</u> on 1 prepared topic: <ol style="list-style-type: none"> <li>1. Oral 2: mihimihi</li> </ol>	Hui Rumaki 1
WAIATA TAWHITO	Perform in groups <u>one</u> waiata tawhito:	
	<ol style="list-style-type: none"> <li>1. Waiata tawhito 1 – Tiro tiro kau au or E pā tō hau or another waiata prescribed by the Pūkenga Matua</li> </ol>	Hui Rumaki 1
	Refer to Te Tū Marae Book <b>NOTE kura/rōpū waiata may differ from above</b>	



	<b><i>Tirohia te pukapuka Te Tū Marae KIA MŌHIO MAI Tērā pea ka rerekē ngā waiata mō te kura/rōpū i ērā kua huaina i runga ake nei.</i></b>	
Hui Rumaki Reo	Me tae mai, me āta whai wāhi anō ki ngā mahi mō ngā rangi e 6 e tū ana te Hui Rumaki Reo	Hui Rumaki 1
Ka aromatawaingia ā-karutia hoki te kaha whai wāhi a tēnā, a tēnā ākongā ki ngā mahi o te Hui Rumaki Reo, me te kaha tutuki o ngā hua ako i tēnā, i tēnā.		

#### NGĀ AROMATAWAI

Ā-TUHI	Ka tuhia tētehi tuhinga kia 300-400 kupu te roa. 1. Hei te tīmatanga o te akoranga whakamōhiohia ai ki ngā ākongā te kaupapa o te tuhinga.	Hei wiki 12 o te huringa
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## Ngā Akoranga Reo

Hui Rumaki Reo	Full attendance and participation at Hui Rumaki Reo	Hui Rumaki 1
Further assessment of learning outcomes by Tutor observation of individual <u>participation</u> in Hui Rumaki Reo activities.		

### ASSESSMENT

WRITTEN	Write One essay of 300-400 words. 1. Essay topic will be advised to the students at the commencement of the course.	Due in week 12 of the online course.
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<b>Te Akoranga:</b>	Hui Rumaki Reo 2
<b>Te Tātai Akoranga:</b>	REO102
<b>Ngā Whiwhinga:</b>	15
<b>Kia Oti Tōmua:</b>	REO101 ētehi atu wheako rānei e rite ana ki ēnei
<b>Kia Oti i te Taha:</b>	Kore kau

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Ko Te Whakapakari Reo 2 te tūāoma tuarua o te hōtaka reo mō te tau tuatahi. Tīmata ai ngā akoranga i te wiki tuatahi tonu o te huringa tuarua.

### TE WHĀINGA MATUA

Ko te whāinga whānui o ngā akoranga reo i te tau tuatahi, he ako, he tātari i ētehi āhuatanga wetereo taketake, mā te uru ki ngā akoranga tuihono; he tīmata ki te whāwhā i te reo ā-tuhi, he rangahau i te reo mā te mahi takitahi, he kōrerorero anō i ngā Hui Rumaki Reo, me te aro nui anō ki ngā mahi i te marae.

### NGĀ KAWENGA TĒ TAEA TE KARO

Kia e ai te ākongā:

1. te whakaoti i ngā akoranga tuihono mō ngā wiki 12, ā, me oti pai anō i a ia tētehi 75% o te hōtaka ako tuihono i mua i te uru atu ki te Hui Rumaki Reo
2. te tae ā-tinana atu ki ngā Hui Rumaki Reo me te whakaoti i ngā kawenga tē taea te karo e whai ake nei:
  - a. me tae ā-tinana me te whai wāhi ki ngā akoranga ki ngā Hui Rumaki Reo mai i te pōwhiri tae atu ki te wā arotake i te rā whakamutunga
  - b. me whai i ngā tohutohu a te pūkenga mō te taki karakia
  - c. me tū motuhake ki te mihimihi
  - d. me tū ā-rōpū ki te hiki i tētehi waiata tawhito
  - e. me kōrero ā-waha i tētehi kōrero tene, me tētehi kōrero ka āta whakaritea
  - f. me whai i ngā tohutohu a te pūkenga mō te mahi ki te Hui Rumaki Reo

Kei te wātaka mō tēnei hōtaka ngā rā e tū ai ēnei hui, ā, ki whea tū ai.

### NGĀ HUA AKO

Ko te tūmanako ia mō tēnei tau kia ahei anō ngā ākongā:

1. ki te whakarongo ki te reo Māori āhua ngāwari
2. ki te pānui i te reo Māori āhua ngāwari
3. ki te whakaputa whakaaro i te reo Māori ahakoa ngāwari mō ngā horopaki huhua
4. ki te whakawhānui i tōna puna kupu me tōna mōhio ki te wetereo
5. ki te whakaputa karakia e tau ana mō tēnei mahi, he mea hopu tūturu ki tōna hinengaro
6. ki te tuhi kōrero i roto i te reo Māori
7. ki te kōrero mō ētehi kaupapa, he mea whakarite tētehi, he mea ohore tētehi (ka horaina te kaupapa e te kaiwhakaako)
8. ki te mihi ki te minenga
9. ki te kapo i ngā mōhiotanga āhua ngāwari mō te karanga me te whaikōrero
10. ki te waiata tika i ētehi waiata tawhito, kia mārāma hoki ki ngā kaupapa o aua waiata tawhito me ōna whakamārama
11. ki te uru ki ngā waiata ā-ringa, haka, poi rānei

### HE ĀWHINA MŌ NGĀ AROMATAWAI Ā-WAHA

1. Me tutuki ngā aromatawai ā-waha
  - a. i ngā Hui Rumaki Reo rānei
  - b. i tētehi ara ataata, ara whitihiko rānei, ki te whakaaetia e te Pūkenga Matua, e te Kaihautū rānei
  - c. i tētehi wā, ki tētehi wāhi, ki tētehi ara ka whakaaetia e te Pūkenga Matua, te Kaihautū, e te Tari Reo rānei.

<b>Course Name:</b>	Hui Rumaki Reo 2
<b>Course Reference:</b>	REO102
<b>Credits:</b>	15
<b>Pre-requisites:</b>	REO101 or equivalent experience
<b>Co-requisites:</b>	Nil

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Whakapakari Reo 2 is the second component of the year one reo programme. Studies commence in the first week of the second semester.

### GENERAL AIM

The overall aim of the year one reo programme encourages analysis of basic grammar through the online course; an introduction to written Māori; research through self-directed learning and oral practice in the Māori language through Hui Rumaki Reo with an emphasis on marae activities.

### COURSE REQUIREMENTS

Students must:

1. complete the 12 week online course and successfully complete over 75% of the required activities prior to attendance at Hui Rumaki Reo
2. attend Hui Rumaki Reo, and successfully complete the following course requirements:
  - a. attend and participate in each Hui Rumaki Reo from pōwhiri on the opening day to evaluation on the closing day
  - b. recite karakia as directed by the pūkenga
  - c. perform individual mihimihi
  - d. perform waiata tawhito in groups

The dates and venue for the hui are set in the programme timetable.

### LEARNING OUTCOMES

The learning outcomes for this course are to enable the student to:

1. listen to relatively simple spoken Māori
2. read relatively simple Māori
3. survive in conversational Māori in different situations
4. expand personal vocabulary and knowledge of grammar
5. recite appropriate karakia by memory
6. write essays in Māori on selected topics
7. speak in Māori on prepared and unprepared topics (topics to be given)
8. mihi to a gathering
9. know and understand the basic format for karanga and whaikōrero
10. sing from memory selected waiata tawhito and understand the meaning and history of each
11. participate in waiata-ā-ringā, haka or poi

### NOTES ON ORAL ASSESSMENTS

1. Oral assessments are to be conducted:
  - a. in Hui Rumaki Reo **or**
  - b. via video conferencing or other electronic media if approved by the Pūkenga Matua or Kaihautū, **or**
  - c. otherwise where, when and how as approved by the Pūkenga Matua or Kaihautū, Tari Reo.



### NGĀ MAHI TAKITAHĪ

Hei tāpiritanga ki ngā hāora 24 o te hōtaka ako tuihono, me whakapau kaha anō ngā ākonga ki ngā mahi ako takitahi i te reo, kia āhua 50 hāora te roa, i mua i te Hui Rumaki Reo:

1. te ako i ngā mōteatea me ngā karakia kei Mūrau
2. te haere ki ngā hui kei reira te reo Māori e kōrerotia ana. Me kohikohi e te ākonga ngā kupu hou me ngā kīanga hou hei ako, hei whakamahi hoki māna.
3. te pānui ā-waha i te reo Māori (kia 200-300 ngā kupu i te rā), i ngā puna kōrero pēnei i ēnei e whai ake nei:
  - a. Te Paipera Tapu (Ngā Pepeha, Ngā Waiata a Rāwiri, Te Kawenata Tawhito me Te Kawenata Hou)
  - b. Ngā mōteatea
  - c. Ngā kohinga kōrero mō ngā lwi me ngā Hapū
  - d. Ngā pukapuka reo Māori
  - e. Ngā niupepa Māori me ngā hautaka mātauranga
  - f. Ētehi atu rauemi reo Māori kei te ipurangi
4. te whakarongo ki ngā hopuranga kōrero (ahakoa oro, ataata rānei) o te hunga i pakeke mai i te reo. Kia 5 ki te 10 mēneti te roa i ia rā. Me rapu ngā tikanga o ngā kupu hou.
5. te ako i ngā mōteatea, ngā tauparapara me ētehi atu taonga a tōna hapū, a tōna iwi rānei, i ngā kuia, ngā koroua, ētehi atu puna rānei o ēnei taonga. Ki te ākona kia kotahi i ia kaupeka o te tau, kei whea mai tēnā.

### NGĀ TOHUTOHU MŌ TE HUI RUMAKI REO

Ko te reo Māori anake te reo kōrero i ngā Hui Rumaki Reo. Me pēnei rawa e whaihua ai ēnei hui wānanga, ā, ahakoa te uaua, te whakamā anō i ētehi wā, me pūmau tonu ngā ngākau o ngā ākonga katoa ki te hāpai i te whakatapunga o te reo Pākehā. Me hari mai anō hoki e te ākonga tāna mīhini hopu kōrero, ngā pukapuka iti, aha atu rānei hei kōhi haere i ngā kupu hou, i ngā kīanga me ngā kīwaha hou hoki.



### **SELF DIRECTED LEARNING**

In addition to the 24 hours in the online course, students should plan to spend about 50 hours of learning time between each immersion hui on self directed learning comprising:

1. daily practice of karakia, waiata tawhito and mihimihi
2. attendance at hui of various kinds where Māori is spoken. Students should have a small notebook or other device to record words and phrases for later study, learning and usage
3. daily reading aloud in Māori (200-300 words) and making notes on up to 10 unfamiliar words in your notebook, from selected texts:
  - a. Paipera Tapu (daily extracts from Proverbs, Psalms, Old Testament and New Testament)
  - b. Ngā Mōteatea and
  - c. Iwi and/or hapū texts
  - d. Other reo Māori books
  - e. Māori newspapers and other educational journals and make notes on up to 10 unfamiliar words from each
  - f. Other internet based Māori language resources
4. listening to audio or video recordings of native speakers for 5 to 10 minutes daily and make notes on up to 10 unfamiliar words.
5. learning from kuia and koroua mōteatea or other recognised repositories, tauparapara and other taonga from the student's own hapū or iwi. A target of one such taonga each semester

### **HUI RUMAKI REO INSTRUCTIONS/PROCEDURES**

At Hui Rumaki Reo, only te reo Māori is spoken. The restriction is vital to the success of immersion courses and students must be prepared to live with the frustration, tension and embarrassment of upholding the ban on English. Students are urged to be equipped with recording devices and a good stock of notebooks for jotting down unfamiliar words or expressions.



**NGĀ KAWENGA TĒ TAEA TE KARO**

<b>Ngā Akoranga ā-Ipurangi</b>		
<p>Me āta kawe e te ākonga, me oti pai anō i a ia tētehi 75% o te hōtaka ako tuihono. Kia kua hoki e iti iho i te ngā hāora e rua ōna i ia wiki e kawe ana i ngā mahi takitahi. Ā, me tutuki anō hoki i a ia ngā aromatawai ka tohua māna.</p>		
<b>Ngā Akoranga Hui Rumaki Reo</b>		
KARAKIA	<p>Ka tū ā-rōpū, tū takitahi rānei ki te whakahua i ngā karakia e rua:</p>	<p>Me auau te whakahuatanga ake o ngā karakia, he mea hiki e ngā ākonga i ia rā, i ia akoranga o ngā Hui Rumaki Reo.</p>
	<p>1. tētehi mō te whakatuwhera hui</p>	
	<p>2. tētehi mō te kai</p>	
Ā-WAHA	<p>Ka kōrero <i>mō ngā meneti e rua</i> ki tētehi kaupapa, <b>kāore</b> he wā hei whakarite māna i ana kōrero i mua i te tū ki te kōrero:</p> <p>1. kōrero ā-waha 1: kōrero tene</p>	Hui Rumaki 2
WAIATA TAWHITO	<p>Ka tū ā-rōpū ki te hiki i <i>tētehi</i> waiata tawhito:</p> <p>1. Waiata tawhito 1 – ‘Tērā ia ngā Tai o Honipaka’, ko tētehi atu waiata rānei ka tohua e te Pūkenga Matua</p>	Hui Rumaki 2
	<p>Tirohia te pukapuka Te Tū Marae <b>KIA MŌHIO MAI Tērā pea ka rerekē te waiata mō te kura/rōpū i tērā kua huaina i runga ake nei.</b></p>	
Hui Rumaki Reo	<p>Me tae mai, me āta whai wāhi anō ki ngā mahi mō ngā rangi e 6 e tū ana te Hui Rumaki Reo</p>	Hui Rumaki 2
<p>Ka aromatawaingia ā-karutia hoki te kaha whai wāhi a tēnā, a tēnā ākonga ki ngā mahi o te Hui Rumaki Reo, me te kaha tutuki o ngā hua ako i tēnā, i tēnā.</p>		

**NGĀ AROMATAWAI**

Ā-TUHI	<p>Ka tuhia tētehi tuhinga kia 300-400 kupu te roa.</p> <p>1. Hei te tīmatanga o te akoranga whakamōhiotia ai ki ngā ākonga te kaupapa o te tuhinga.</p>	<p>Hei te wiki 12 o te huringa tuarua</p>
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**COURSE REQUIREMENTS**

<b>Ngā Akoranga ā-Ipurangi</b>		
Students must participate in and complete 75% of the online learning programme. Students will also be required to complete at least two hours of self directed learning per week and the prescribed assessments.		

<b>Ngā Akoranga Hui Rumaki Reo</b>		
KARAKIA	Recite <u>two</u> karakia (in groups or individually):	Karakia are to be recited daily by students in class sessions at all Hui Rumaki Reo.
	1. to begin a hui	
	2. one for kai	
ORAL	Speak for <u>2 minutes</u> on 1 unprepared topic: 1. oral 1: unprepared	Hui Rumaki 2
WAIATA TAWHITO	Perform in groups <u>one</u> waiata tawhito: 1. Waiata tawhito 1 – Tērā ia ngā Tai o Honipaka or another waiata prescribed by the Pūkenga Matua	Hui Rumaki 2
	Refer to Te Tū Marae Book <b><i>NOTE kura/rōpū waiata may differ from above</i></b>	
Hui Rumaki Reo	Full attendance and participation at 6 day Hui Rumaki Reo	Hui Rumaki 2
Further assessment of learning outcomes by Tutor observation of individual <u>participation</u> in Hui Rumaki Reo activities.		

**ASSESSMENTS**

WRITTEN	Write One essay of 300-400 words. 1. Essay topic will be advised in the online learning programme to the students at the commencement of the course.	At week 12 of semester 2.
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**NGĀ PUKAPUKA ME NGĀ RAUEMI ME MĀTUA MAU:  
Mā ngā ākonga tau tuatahi**

Foster, John  
*He Whakamārama: A Full Self-Help Course in Māori*  
Text & CD  
Reed  
Auckland  
2007

Moorfield, John C.  
*Te Kākano*  
*Te Whanake Series 1*  
Longman Paul  
Auckland  
2003

Moorfield, John C.  
*Te Aka Māori-English, English-Māori Dictionary and Index*  
Longman Paul  
Auckland  
2005

Te Wānanga o Raukawa  
*He Aratohu Tuhi*  
Te Wānanga o Raukawa  
Ōtaki  
2023

Te Wānanga o Raukawa  
*Hui Rumaki Reo: Tau Tuatahi Workbook*  
Te Wānanga o Raukawa, Reo Studies  
Ōtaki  
2008

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*Te Tū Marae*  
Text & CD's  
Te Wānanga o Raukawa, Reo Studies  
Ōtaki  
2005

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