

Kura Waitii

Pitonga Koorero

Wahanga 1 + 2



He Mihi

Kei ngaa maunga whakahii o te motu nei te reo poowhiri o Kura Waitii ki a koutou katoa.

Ki too taatou Kiingi Maaori, Pai Maarire.

Kei ngaa mate o waa, okioki i te kaainga tuuturu o ngaa maatua tuupuna.

Taatou ngaa hua o te ora naa raatou maa, ka puta ka ora, tihei mauriora.

Ka tau ana ngaa mihi.



Te Ahunga 2024

I ngaa wahanga Kura e rua o 2024 ko taa te kapa o Kura Waitii mahi he whakarite i teetahi huarahi hou hei whakaako i ngaa akoranga maa te whakahono i ngaa akoranga o ngaa tau o mua hei momorua (hybrid).

Ko taa ngaa akoranga o te wahanga tuatahi he ruku ki ngaa kaupapa e haangai ki ngaa mahinga waka, aa, ko taa ngaa mahi o te wahanga tuarua he aro ki ngaa akoranga o Te Waonui a Taane.

Ngaa Painga

Taumata 1 + 2

Naa te rerekee o te tuku o ngaa akoranga Kura Waitii o teenei tau 2024, i uru atu hoki eetahi o ngaa tauira waka ki ngaa akoranga hei kaiaawhina ki ngaa kaiwhakahaere o te kaupapa.

Paanuitia a raatou pitonga koorero.



Wahanga 1

I teenei wahanga i aro puu maatou ki ngaa akoranga o te waka. Ko taa ngaa aakonga mahi he aata waananga i te whakapapa o te waka me oona hononga hoki atu ana ki te atua o te ngahere, araa, ko Taane Maahuta.

Katahi raatou ka ako i ngaa momo o te waka me aa raatou take. Peenei i te rerekee o te waka teeteekura ki te waka ama.

Ko taa te ako i ngaa mahinga a te waka he whakaputa i te moohioranga o te tamaiti ki ngaa koorero tuku iho o ngaa matua tuupuna.

Katahi maatou i hiikoi ki te whare taonga o Waikato, ako i ngaa koorero moo Te Winika.



Ko taa ngaa mahi o ngaa kaiaawhina aa te kaiwhakahaere he noho tahi ki ngaa tamariki whakaatu ai i ngaa aahuatanga o te aukaha i te waka ki toona ama me oona kiato.

Tirohia ngaa mahi aa ngaa aakonga i ngaa akoranga o te Taumata 1.



He koorero naa Manaia T - he kaiaawhina

Kura Waitii has reaffirmed for me the significance of acquiring, sharing and sustaining traditional Maaori knowledge around kaitiakitanga and our environment, for us as rangatahi and the younger tamariki coming after us. It has reaffirmed what I already knew about the importance of kaitiakitanga and the need for us to become kaitiaki advocates and champions. I have enjoyed the mahi I am doing as part of Kura Waitii, I love helping out with the tamariki and I am grateful for the opportunity to be a both a learner and a kaiaawhina in this kaupapa.

This term we:

1. Learned about the rongoaa that we could find within our immediate environment along the river banks. Our focus was Kawakawa.
2. Learned about identifying native plants or trees by investigating their leaves and various tree properties.
3. We were introduced to the Maramataka and the different cycles of the moon.

What knowledge was shared with us? Rongoaa

1. How to identify kawakawa in it's natural form as a plant
2. The preferred growing habitat and growing conditions for Kawakawa
3. How to make kawakawa balm, the ingredients needed to make the balm and the process or method for making it.
4. We were also able to make Kawakawa Balm

Native Trees

1. How to identify different native trees
2. Leaf shapes and tree properties
3. Best growing/nurturing conditions for the native plants/ trees
4. Their role in sustaining Te Taiao - helping the river to thrive.

Maramataka

1. The different cycles of the moon
2. The importance of the cycles and their connection to Te Taiao





He koorero naa ngaa ringarehe

Whaea Jess Blackwood

1. What was your highlight

1. Working alongside the Kura Waitii Team and sharing the space with our 4 young paddlers - the tuakana teina role is important and it was awesome to see them stretch/expand into teaching and facilitating roles
2. Facilitating connection with kids and te taiao - watching the penny drop about moon movements, where hinamarama is every day - being able to locate themselves in time and space. The tamariki clearly enjoy applied learning.
3. Also increasing appreciation of the natural environment and its complexity - it was a revelation to kids and teachers to learn how many plants were from overseas.
4. Also really enjoyed seeing the same teachers and their enthusiasm for the kaupapa - Teachers particularly enjoyed the moon phase exercise.

2. Description of the activities you have done and what you hope the tamariki took away from it

Activities: We discussed general ways of identifying native and non-native plants (deciduousness) and risks with making assumptions about eating plants if you don't know what they are.

Learning outcomes:

- Ke hea taatou inainei - aa waa/ aa waahi. To think broadly and environmentally about time and space and our many connections.
- To identify where the moon is on any day and what her shape is - so we can link environmental observations to her form.
- Karakia - ngaa kupu/ngaa atua e haangai ana ki ngaa mahi rongooa - practical application of Karakia
- Hanga rongooa; to spark the idea that rongooa is everyday homemade and is accessible- that the process is not difficult - and what's important is the whanaungatanga/relationships. Checking in enough to rongoi i te mauri - kia mauri ora.
- An awareness of our place as teina in the taiao, and the associated respect.



Matua James Brock

1. What was your highlight

Watching the excitement of the tamariki as they apply their new knowledge and realise that they can tell their teachers what the names of different trees are. In particular one group were really keen to find ponga and other ferns and spent half an hour finding every fern along the banks of the Waikato. Really cool to see any student group getting excited about plants in the landscape.

2. Description of the activities you have done and what you hope the tamariki took away from it

Activities: The plant identification activity uses plant specimens and an identification key to help the tamariki start thinking about different plant morphology, in particular how leaves of different species are different sizes, shapes, colours, and have different margins (toothed, wavy etc.). After helping the tamariki to learn the different shapes of 12 different native plants we went on a walk along the banks of the Waikato and asked the tamariki to find the plant species that they had learned the leaves for. We also discussed general ways of identifying native and non-native plants (deciduousness) and risks with making assumptions about eating plants if you don't know what they are.

Learning outcomes:

what I was hoping the tamariki would take away from the session was:

- New Zealand has a special native flora,
- that New Zealand is plant rich and that many species are from different countries
- what features are useful for distinguishing between plant species
- a curiosity about the different plants that they see around them. In my mind learning success is that the tamariki take away some new skills, experiences, ideas, anything to encourage them to explore the landscape they experience in their daily life.



He kupu whakakapi naa te kaiwhakahaere

Kia ora whaanau, term 1 and 2 for Kura Waitii was a success. We looked at what grows around the awa, how to identify them (Native trees) and what we can use in terms of rongoaa.

We had the pleasure of having Matua James Brock again to go over the plant identification and profiling. We also had Whaea Jess Blackwood return for a second year to teach the taura mahi maramataka, rongoaa and learning about times of the year.

It was good to get the taura back into the learning environment and go over the second lot of kaupapa for Kura Waitii.

We had relatively good weather for the entire time of term 2 which lead to good interaction from both the taura and the kaiako.

We hope all taura had great sessions and we look forward to seeing everyone again!

Aku mihi,
Matua Turanga Barclay-Kerr



Te Toki Voyaging Trust

www.tetoki.org

Kura Waitii **2024**

Supported by the Waikato Regional Council

