



***Te Hiringa i te Mahara***

# Management and Administrative Templates Manual 1

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## HE WHAKATAUKI

*E tipu e Rea  
Mō ngā rā o to Ao  
Kō te ringa ki ngā rakau a te Pākehā  
Hei oranga mō tō te tinana  
Kō tō ngākau ki ngā taonga a o tipuna Māori  
Hei tikitiki mo to mahunga  
Kō tō wairua ki te Atua  
Nana nei ngā mea katoa*

*Grow up o tender youth  
And fulfill the needs of your people  
Your hand mastering the tools of the Pakeha  
For your well-being  
Your heart cherishing the Treasures of your ancestors  
To be worn as a plume upon your head  
Your soul dedicated to God  
The Author of all things*

*Na Sir Apirana Ngata*

Tena koutou nga hoa mahi e mahi kaha ana ki te hapai i te matauranga. Ko Koutou nga poutokomanawa mo a tatou tamariki e tipu mai ana i roto nga kura huri noa i te motu. He mihi nui, he mihi aroha, tenei ki a koutou katoa. He rauemi enei hei awhi, hei whakangawari pea i nga mahi i roto i o a koutou kura. Ko te tumanako, he paku awhina tenei pukapuka ma tatou.

We hope these manuals will ease your work load, maintain your professionalism and reduce the stress we all endure at times in our kura.

Our thanks go to Sue Moselen (Ngati Te Ata), who has spent many hours in front of the computer typing, formatting and producing this resource. No reira e hoa, nga mihi aroha, nga mihi nui ki a koe mo to mahi kaha mo te kaupapa nei.

Also to Northcote College, e te Tumuaki, ko Ted Benton. Tena koe e te tangatira mo to awhina me to tautoko hoki i ta matou nei mahi.

Na

Na

Vicki Royal  
Ngati Raukawa

Kelli Kawhia-Conrad  
Ngati Porou



# ***Te Hiringa i te Mahara***

## **Administration Forms and Standard Letters**

1. Memorandum
2. Facsimile
3. Change of Address
4. He Reta – Assessment Progress
5. He Reta – Assessment
6. Ko nga Korero Whakaatu mo te Akonga
7. Te Tureititanga ki te Ruma Ako
8. Te Whakawateatanga mo te Mau Kakahu Rite
9. Student Removed From Class
10. Te Akonga i Tauwehe ai mai Te Ruma Ako
11. He Ripoata mo Te Mahi Whanako
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34. Memorandum – Te Kaiwhakahaere mo nga Mahi Takaro
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**HE WHAKAATURANGA  
MEMORANDUM**

**Ki a:**

**Na:**

**Te rā:** ----/---/1999

**Te kaupapa:** .....

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*(Body of memorandum)*



**HE WAEA WHAKAAHUA  
F A C S I M I L E**

**Kura:**

**Waea:**

**Ki a:**

**Ngā whārangi:**

**Na:**

**Te rā:**

----/---/1999

**Te kaupapa: .....**

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*(Body of facsimile)*

**Te Whakarerekē o te wāhi kainga** (Change of address)

Te Rā: .....

**Ingoa:** .....

Reanga: .....

Living with Parents/Mother/ Father/Guardian (*circle one*)

Mrs/Ms: .....  
*First name* *Family name*

Mr: .....  
*First name* *Family name*

Address: .....  
.....

Phone: .....

Parents Work No: *Mother:* ..... *Father:* .....



**Te Whakarerekē o te wāhi kainga** (Change of address)

Te Rā: .....

**Ingoa:** .....

Reanga: .....

Living with Parents/Mother/ Father/Guardian (*circle one*)

Mrs/Ms: .....  
*First name* *Family name*

Mr: .....  
*First name* *Family name*

Address: .....  
.....

Phone: .....

Parents Work No: *Mother:* ..... *Father:* .....



**Te Whakarerekē o te wāhi kainga** (Change of address)

Te Rā: .....

**Ingoa:** .....

Reanga: .....

Living with Parents/Mother/ Father/Guardian (*circle one*)

Mrs/Ms: .....  
*First name* *Family name*

Mr: .....  
*First name* *Family name*

Address: .....  
.....

Phone: .....

Parents Work No: *Mother:* ..... *Father:* .....





(letterhead of kura)

Date \_\_\_\_\_

Dear Parent/Caregiver of \_\_\_\_\_

This letter is to inform you of the progress of \_\_\_\_\_ in  
\_\_\_\_\_. Our students are expected to complete all  
assessment tasks, yet \_\_\_\_\_ has not hand in the  
following:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is essential that \_\_\_\_\_ does not miss any  
further work.

Please contact the school if you would like to discuss this matter.

Yours sincerely,

**HOD.**

Form \_\_\_\_\_ Dean

cc Student file  
Dean



*(letterhead of kura)*

Te Rā \_\_\_\_\_

Tena koe/kōrua/kōoutou ngā mātua, kaitiaki o, \_\_\_\_\_

This letter is to inform you of the progress of \_\_\_\_\_ in  
\_\_\_\_\_. Our students are expected to complete all  
assessment tasks yet \_\_\_\_\_ has not handed in the  
following:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is essential that \_\_\_\_\_ does not miss any further work.

Please contact the school if you would like to discuss this matter.

Nāku noa,

Te kaiwhakahaere o te tari

Kaiako whakahaere reanga





**KO NGĀ KŌRERO WHAKAATU MŌ TE AKONGA**

Teacher's comments on student

INGOA : \_\_\_\_\_

Karaehe Whānau): \_\_\_\_\_

Te rā: \_\_\_\_\_

Kaiako whakahaere reanga): \_\_\_\_\_

Please comment on students:

- (a) Attitude to work
- (b) Behaviour in general
- (c) Homework
- (d) Anything else, particular concerns, or positive comments
- (e) Punctuality
- (f) Progress with school work

*(Pass to next teacher on list and then back to the Dean named above)*

a.
b.
c.
d.
e.
f.

**TE TUREITITANGA KI TE RUMA AKO**  
**Lateness to Class**

**Ingoa:** \_\_\_\_\_

**Karaehe Whānau:** \_\_\_\_\_

**KUA TUREITI KI TE KARAEHE:**

Was late to class period: \_\_\_\_\_

**Te rā:** \_\_\_\_\_

**Kaiako:** \_\_\_\_\_



**TE WHAKAWĀTEA MŌ TE MAU KAKAHU RITE**  
**Uniform Exemption**

**Ingoa:** \_\_\_\_\_

**Karaehe Whānau:** \_\_\_\_\_

**Te rā:** \_\_\_\_\_

**Te kakahu whakawātea (Item Exempted):** \_\_\_\_\_

**Nga rā (Days Covered):** / / ki te (to) / /

**Nā (Issued by):** \_\_\_\_\_



**TE URUNGA KI ROTO I TE RUMA AKO**  
**ENTRY TO CLASS**

**Ingoa:** \_\_\_\_\_ **Reanga):** \_\_\_\_\_

Kua hainatia ki te tari kura:

Signed in at school office:    **Te wā:** \_\_\_\_\_    **Te rā:** \_\_\_\_\_

He take tuturu mō te tureititanga:

Valid reason for lateness:    **AE (yes) / KAO (no)**

**Te hainatanga o te kaimahi kura:**

**Staff Signature:** \_\_\_\_\_



**TE URUNGA KI ROTO I TE RUMA AKO NA TE**  
**TUREITITANGA O TE PAHI**  
**Entry into class due to a late bus**

Nā te tureiti o te pahī, me whakaae koa kia uru atu tēnei akonga ki roto i tō ruma ako.

Please accept this student being late to class this morning due to a late bus.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_**99**

\_\_\_\_\_  
*te hainatanga o te kaiako whakahaere reanga*  
*(Dean's Signature)*





**STUDENT REMOVED FROM CLASS**

For office use only

**NAME:** \_\_\_\_\_

**FORM CLASS:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**Who sent you here? – Teacher and subject** \_\_\_\_\_

**Why were you sent out of class?** \_\_\_\_\_

\_\_\_\_\_

**Write down everything that happened from the minute you arrived in class until you were sent here:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Classrooms are for learning – How did your behaviour help or hurt your learning or the learning of others?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Classrooms need respect from all – how did your behaviour show or not show respect for the other students or the teacher?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Could you handle things better than you did? If so, how?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you think should happen now?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To:
From:
<i>Please Comment and Pass on to the Dean</i>



**What things could your teacher or form teacher or the school do to help your learning?**

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**If you were the teacher what would you have done?**

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**Have you been sent out of class before? (Say when and why if you answer yes):**

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**Any other comments you would like to make?**

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**Subject Teacher's comments:**

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**DP/AP/Dean's comments:**

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**TE AKONGA I TAUWEHE AI MAI TE RUMA AKO**

For office use only

INGOA: \_\_\_\_\_

TE KARAEHE WHĀNAU : \_\_\_\_\_

TE RĀ: \_\_\_\_\_

TE WĀ: \_\_\_\_\_

Ki:
Na:

Nā wai koe I tono mai? Te kaiako me te kaupapa ako. \_\_\_\_\_  
\_\_\_\_\_

He aha te take I tonoa mai ai koe I waho to karaehe? \_\_\_\_\_  
\_\_\_\_\_

Tuhia katoatia ngā mahi i mahia, mai te wā ka tae koe ki te ruma ako, tae noa ki te wā ka tauwehe koe ki kōnei: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ko te ruma ako he wahi ako I te matauranga. Na o mahi penei, ka pewhea o hoa me to mahita, I awhinatia e koe, kare ranei? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ko te ruma ako he wāhi mō te manaaki, mō te arōha hoki. Ki o hoa me te kaiako. I pewhea to ahuatanga manaaki, I pai, kare ranei? Na te aha? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ki tō whakaaro, ka taea e koe te mahi pai ake i tēnei? Me pēhea? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ki tō whakaaro, me pēhea te haere inaianei? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mā te aha e taea ai e te kaiako, e to kaiako whanau, e te kura ranei, koe e awhina ki o mahi ako? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ***Te Hiringa i te Mahara***

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**Mena, ko koe te kaiako, ka pēhea tāu mahi?**

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**Kua panaia koe I waho o te ruma ako I mua atu o tenei. (Mena kua tauwehe koe i mua – nonahea?) He aha ai?**

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**Kei a koe ētahi atu kōrero?**

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**Ngā kōrero a te kaiako kaupapa ako:**

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**Ngā kōrero a te tumuaki tuarua, te tumuaki tāpiri, te kaiako whakahaere reanga:**

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**HE RIPOATA MŌ TE MAHI WHĀNAKO/PAE KURA**

*(name of Kura)*

Ingoa: \_\_\_\_\_

Te rā: \_\_\_\_\_

Karaehe Whānau: \_\_\_\_\_

Ko ngā taputapu kua ngāro, kua whānakotia rānei. \_\_\_\_\_

\_\_\_\_\_

He aha te utu? Te wāriu? \_\_\_\_\_

I hea ngā taputapu kua ngaro ai, kua whānakotia rānei? \_\_\_\_\_

\_\_\_\_\_

Nōnahea? \_\_\_\_\_

Ko ngā mahi kua mahia, ētahi atu whakamōhiotanga rānei: \_\_\_\_\_

\_\_\_\_\_

Hainatanga: \_\_\_\_\_

**REPORT OF THEFT/LOST PROPERTY**

*(name of Kura)*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Form class: \_\_\_\_\_

Belongings that were lost/stolen. \_\_\_\_\_

\_\_\_\_\_

What is the value? \_\_\_\_\_

Where were they lost/stolen? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

What has been done, who else has been notified?: \_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_



TE RUMA: \_\_\_\_\_ INGOA: \_\_\_\_\_ TE REANGA: \_\_\_\_\_  
TE WĀHANGA: \_\_\_\_\_

ME HAERE MAI KOE KI TE TARI  
INAIANEI TONU/HEI TE MUTUNGA O TE WĀHANGA Te hainatanga \_\_\_\_\_



TE RUMA: \_\_\_\_\_ INGOA: \_\_\_\_\_ TE REANGA: \_\_\_\_\_  
TE WĀHANGA: \_\_\_\_\_

ME HAERE MAI KOE KI TE TARI  
INAIANEI TONU/HEI TE MUTUNGA O TE WĀHANGA Te hainatanga \_\_\_\_\_



TE RUMA: \_\_\_\_\_ INGOA: \_\_\_\_\_ TE REANGA: \_\_\_\_\_  
TE WĀHANGA: \_\_\_\_\_

ME HAERE MAI KOE KI TE TARI  
INAIANEI TONU/HEI TE MUTUNGA O TE WĀHANGA Te hainatanga \_\_\_\_\_



ROOM: \_\_\_\_\_ NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

PERIOD: \_\_\_\_\_

PLEASE COME TO MY OFFICE  
NOW / AT THE END OF THE PERIOD Signed \_\_\_\_\_



ROOM: \_\_\_\_\_ NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

PERIOD: \_\_\_\_\_

PLEASE COME TO MY OFFICE  
NOW / AT THE END OF THE PERIOD Signed \_\_\_\_\_



ROOM: \_\_\_\_\_ NAME: \_\_\_\_\_ FORM: \_\_\_\_\_

PERIOD: \_\_\_\_\_

PLEASE COME TO MY OFFICE  
NOW / AT THE END OF THE PERIOD Signed \_\_\_\_\_





**I te whare mauiui tenei akonga ki te kite i te nehi**

Ingoa: \_\_\_\_\_

Reanga: \_\_\_\_\_

Te Ra: \_\_\_\_\_

Te Wa – Mai te: \_\_\_\_\_

Tae noa ki te: \_\_\_\_\_

\_\_\_\_\_ Te Hainatanga



**I te whare mauiui tenei akonga ki te kite i te nehi**

Ingoa: \_\_\_\_\_

Reanga: \_\_\_\_\_

Te Ra: \_\_\_\_\_

Te Wa – Mai te: \_\_\_\_\_

Tae noa ki te: \_\_\_\_\_

\_\_\_\_\_ Te Hainatanga



**THIS STUDENT HAS BEEN**

**IN THE SICK BAY**

**TO SEE THE NURSE**

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Date: \_\_\_\_\_

Time – From: \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_ (signed)



**THIS STUDENT HAS BEEN**

**IN THE SICK BAY**

**TO SEE THE NURSE**

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Date: \_\_\_\_\_

Time – From: \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_ (signed)

<p><b><u>HE TOHU MŌ NGA KŌRERO</u></b></p> <p>A. Tino pai te akonga ki te whakapai ake i a ia anō</p> <p>B. E pai ana te whakapai ake a te akonga i a ia anō.</p> <p>C. He iti raira te whakapai ake a te akonga i a ia anō.</p> <p><b><u>KAIAKO</u></b> The teacher is to circle the appropriate late grade and sign beneath.</p> <p><b><u>NGĀ MĀTUA/KAITIAKI</u></b> The school seeks your co-operation and would appreciate your signing this report.</p>	<table border="1"> <tr> <td data-bbox="635 342 810 398">A B C</td> <td data-bbox="810 342 986 398">KAUPAPA</td> </tr> <tr> <td colspan="2" data-bbox="635 398 986 477">HAINATANGA O TE KAIAKO</td> </tr> </table> 	A B C	KAUPAPA	HAINATANGA O TE KAIAKO		<p><i>NAME OF KURA</i></p> <p><b><u>TE RIPOATA O TE WIKI</u></b></p> <p><b>Ingoa:</b> .....</p> <p><b>Reanga:</b>.....</p> <p><b>Te take o te ripoata:</b> ..... .....</p> <p><b>Te Rā tuku:</b>.....</p> <p><b>Na:</b>.....</p>
A B C	KAUPAPA					
HAINATANGA O TE KAIAKO						

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A B C	KAUPAPA					
HAINATANGA O TE KAIAKO						

	MANE	TUREI	WENEREI	TAITE	PARAIRE
TE HUI-A-WHĀNAU					
1	ABC	ABC	ABC	ABC	ABC
2	ABC	ABC	ABC	ABC	ABC
3	ABC	ABC	ABC	ABC	ABC
4	ABC	ABC	ABC	ABC	ABC
5	ABC	ABC	ABC	ABC	ABC
HAINATANGA O TE MĀTUA					
HAINATANGA O TE KAIAKO					
HE KŌRERO ANŌ					

	MANE	TUREI	WENEREI	TAITE	PARAIRE
TE HUI-A-WHĀNAU					
1	ABC	ABC	ABC	ABC	ABC
2	ABC	ABC	ABC	ABC	ABC
3	ABC	ABC	ABC	ABC	ABC
4	ABC	ABC	ABC	ABC	ABC
5	ABC	ABC	ABC	ABC	ABC
HAINATANGA O TE MĀTUA					
HAINATANGA O TE KAIAKO					
HE KŌRERO ANŌ					

**KEY TO COMMENTS**

- A. The pupil has made a marked effort to improve.
- B. The pupil has made a satisfactory effort to improve.
- C. The pupil has made insufficient effort to improve.

**TEACHER**

The teacher is to circle the appropriate late grade and sign beneath.

**PARENT/GUARDIAN**

The school seeks your co-operation and would appreciate your signing this report.

<b>A B C</b>	SUBJECT
TEACHER'S SIGNATURE	



*NAME OF KURA*

**WEEKLY REPORT**

**Name:** .....

**Form:**.....

**Reason for report:**

.....

.....

**Date of Issue:**.....

**Issued by:**.....

**KEY TO COMMENTS**

- A. The pupil has made a marked effort to improve.
- B. The pupil has made a satisfactory effort to improve.
- C. The pupil has made insufficient effort to improve.

**TEACHER**

The teacher is to circle the appropriate late grade and sign beneath.

**PARENT/GUARDIAN**

The school seeks your co-operation and would appreciate your signing this report.

<b>A B C</b>	SUBJECT
TEACHER'S SIGNATURE	



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FORM MEETING					
1	ABC	ABC	ABC	ABC	ABC
2	ABC	ABC	ABC	ABC	ABC
3	ABC	ABC	ABC	ABC	ABC
4	ABC	ABC	ABC	ABC	ABC
5	ABC	ABC	ABC	ABC	ABC
PARENT'S SIGNATURE					
DEANS/F.T. SIGNATURE					
COMMENTS					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FORM MEETING					
1	ABC	ABC	ABC	ABC	ABC
2	ABC	ABC	ABC	ABC	ABC
3	ABC	ABC	ABC	ABC	ABC
4	ABC	ABC	ABC	ABC	ABC
5	ABC	ABC	ABC	ABC	ABC
PARENT'S SIGNATURE					
DEANS/F.T. SIGNATURE					
COMMENTS					



*(letterhead of Kura)*

*(TE RA)*

Tena koutou katoa

He mihi nui tenei ki a koutou nga maatua, nga whanau whanui o a tatou nei akonga Maori o te kura nei. Ko te tumanako, ka nui to koutou pai me te whakaaro, kei te pakari tonu koutou i o koutou wa kainga.

Kia ora koutou katoa. This panui is to extend a warm welcome to the Maori community of *(name of Kura)* to come to our final hui of the year. This will be held on *(day and date)* in the school staff room.

We would like to invite the Maori community, the parents of Maori students and their families to have input into the discussion and decisions made regarding kaupapa Maori and the attainment and retention of rangatahi Maori within the school.

We value your thoughts, suggestions and input as to how we can best provide for Maori students. What needs to be put in place? What type of environment are we creating at *(name of kura)* so that it is conducive to the learning needs and development of Maori students? We need the Maori community to be a part of this planning process, so that we can all own it.

No reira e rau rangatira ma, nau mai, piki mai, kake mai ki tenei hui-a-whanau. He kaupapa tino whakahirahira tenei mo tatou te iwi Maori, me a tatou nei tamariki e rapu ana i to ratou Maoritanga, i te matauranga o Tauwiwi hoki. Ko te tumanako, ka tutakitaki tatou katoa hei te Taite e heke mai nei.

Noho ora mai i raro i te manaakitanga o te Runga rawa.

Kia Ora,



**HE MAHI KURA MO NGĀ AKONGA KORE E TAEA TE TAE MAIKI TE KURA  
(WORK FOR ABSENT STUDENT)**

**INGOA :** \_\_\_\_\_ **Karāehe Whānau):** \_\_\_\_\_

**TE RA:** \_\_\_\_\_ **Kaiako Whakahaere Reanga:** \_\_\_\_\_

**REASON FOR STUDENT'S ABSENCE:**

**POSSIBLE LENGTH OF ABSENCE:**

*(Pass to next teacher on list and then back to the Dean named above)*

1.
2.
3.
4.
5.
6.





**RELIEF FOR \_\_\_\_\_**

Te Rā: \_\_\_\_\_

Te Ruma Ako: \_\_\_\_\_

**PERIOD 1**

---

---

---

**PERIOD 2**

---

---

---

**PERIOD 3**

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**PERIOD 4**

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**PERIOD 5**

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**PERIOD 6**

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**RELIEF – LESSON PLAN**

Ngā mahi mō te karaehe a \_\_\_\_\_ (kaiako)

Te Rā \_\_\_\_\_

Te karaehe \_\_\_\_\_

Te Wahanga \_\_\_\_\_

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**Ngā Tohutohu** (Instructions)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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**Ngā Rauemi** (resources)

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**Mahi kainga** (homework)

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**He korero mō te karaehe/ngā akonga** (comments)

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**Te Karaehe**

<b>Te Ingoa</b>	<b>Nga Mātua</b>	<b>Te Wāhi Kainga</b>	<b>Nama Waea</b>



## **UNIT PLANNER**

### **A: Planning Considerations**

**TE KAUPAPA:**

UNIT TITLE:

ASPECT(S):

**NGA PUTAKE**

OBJECTIVES AND ASSESSMENT CRITERIA

**HE PATAI**

FOCUSING QUESTIONS

**ETAHI WHAKAARO**

POSSIBLE IDEAS



**HE RAUEMI**  
RESOURCES

**NGA WHAKARITENGA AROMATAWAI**  
ASSESSMENT CRITERIA

**HE WARIUTANGA**  
EVALUATION



## **B. LEARNING SEQUENCE**

**TE TIMATATANGA**  
GETTING STARTED

**TE WHAKAMARAMA ME TE WHAKATAKOTO KAUPAPA**  
DEFINING AND PLANNING ENQUIRY

**TE KOHIKOHI, TE TIROTIRO ME TE MAHI WHAKAMOHIIO**  
COLLECTING, PROCESSING, AND COMMUNICATING

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**TE WHAKATAKOTO KAUPAPA MŌ TE KARAEHE:**

**Lesson Plan:**

**TE KARAEHE:** CLASS: \_\_\_\_\_

**TE REANGA:** LEVEL: \_\_\_\_\_

**TE RĀ:** DATE \_\_\_\_\_

**NGĀ HUANGA AKO:**  
OBJECTIVES/LEARNING OUTCOMES

**TE WHAKATŪWHERATANGA:**  
INTRODUCTION:

**TE ROA:**  
LENGTH OF TIME: .....

**TE TINANA O TE MAHI AKO:**  
LESSON:

**TE ROA:**.....  
**TE ROA:**.....  
**TE ROA:**.....

**TE MAHI WHAKAMUTANGA :**  
CONCLUDING TASKS:

**TE ROA:** .....

**TE AROTAKENGA:**  
ASSESSMENT/EVALUATION:

**MAHI KAINGA:**  
HOMEWORK:

**NGA RAUEMI:**  
RESOURCES:







**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE TUMUAKI**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE TUMUAKI TUARUA**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE TUMUAKI AWHINA**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           NGA KAIAKO**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

---



**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           KAI AKO WHAKAHAERE REANGA**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE KAIWHIRIWHIRI**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE KAIWHIRIWHIRI MO NGA MAHI**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :**                **TE KAIWHAKAHAERE MO NGA MAHI TAKARO**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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**HE WHAKAATURANGA  
MEMORANDUM**

**KI A :           TE KAIWHAKAHAERE MO NGA MONI**

**NA:**

**TE RĀ:**

**TE KAUPAPA:**

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# ***Te Hīringa i te Mahara***

## **Policies and Teacher Appraisal**

1. Te Mahi Wariu (English)
2. He Reta ~ Te Tiriti o Waitangi (English)
3. Policy 1 ~ Te Tiriti o Waitangi (English)
4. Policy 2 ~ Te Tiriti o Waitangi (English)
5. Policy 3 ~ Te Tiriti o Waitangi (English)



**TE MAHI WĀRIU A NGĀ MĀTUA KI TE KAI AKO WHĀNAU  
(Parent appraisal of whānau teacher)**

**Appraisee:** \_\_\_\_\_ **Appraiser(s):** Whanau Class Parents

Date of Appraisal: \_\_\_\_\_

Role: *(of appraisee)*

Appraisal Areas:

Some key tasks for the Whanau Teacher:

- Provide an environment that encourages tikanga Maori and Maoritanga
- Provide opportunities for Whanau students to learn and enjoy their Maoritanga
- Support and guidance for students
- Relating to parents as necessary
- Keeping parents informed
- Keeping attendance records, maintaining discipline
- Liaising with the Dean
- Collating reports

Please fill out this survey to help me assess my performance as a Whanau Class form teacher.

Your comments should be honest and helpful.

1. How would you rate my performance in terms of the areas outlined above?  
(5 = high, 1 = low)

1                      2                      3                      4                      5

2. Why have you chosen this ranking?

3. What are my strengths as a Whanau Teacher?

4. What areas do I need to work on?

5. General comments. Include any specific requirements or suggestions for 199-

Thank you for filling out this questionnaire.  
Kia Ora rawa atu.



*(letterhead of Kura)*

Kia ora nga Matua,

Nga mihi nui, nga mihi aroha ki a koutou i tenei wa.

We are presently reviewing our Tiriti Waitangi Policy and would like feed back from you on this. I have enclosed a copy of the draft, along with a stamped, addressed envelope for any changes/additions that you would like to make.

If you could return your submission as soon as possible, we would be very grateful.

Kia ora,



## **Te Tiriti o Waitangi Policy**

*Example No. 1*

### **Rationale:**

The First Article of the English version of the Treaty of Waitangi gave sovereignty over New Zealand to the Crown, and has been the article that Tangata Te Tiriti (Pakeha) have concentrated on. The Second Article of the Maori version of the Treaty guaranteed “Tino Rangatiratanga” to Maori (complete self determination), and this is the article that the Tangata Whenua (Maori) have concentrated on. Keeping in mind that validity of the First Article depends on complete recognition of the Second Article, the College will endeavour to educate its community to become bi-cultural.

“Bi-cultural” means that, having been brought up in one culture, Maori or Pakeha (all other people who have made their home in Aotearoa since 1840), a person (or institution) has an understanding of, respect for and empathy with the other culture.

The Third Article of the Treaty gives Maori protection and imparts the same rights and duties to Maori as those accorded to British subjects.

### **Nga Putake (Purposes):**

1. That Te Tiriti o Waitangi be acknowledged as a living document in true partnership.
2. To provide an environment for the teaching of Te Reo Maori and Tikanga Maori in its entirety. This facility to be available to all students.
3. To ensure that curriculum reflects Maori perspectives as appropriate.
4. To provide programmes for students, staff and members of the BOT, which will help them in coming to understand and respect Maori in its entirety.
5. To examine all school procedures and policies to ensure, where appropriate, that true “Tino Rangatiratanga” is promoted. Where there are issues pertaining to Maori, it is imperative that Maori are involved at all levels of the decision making process and have the ability to implement those decisions.
6. Ensure that all students receive a full understanding of the implications of Te Tiriti o Waitangi and its place in the history of Aotearoa, New Zealand.
7. To make staffing and financial provision available, to enable the school to meet these requirements.





### **Nga Aratohu – (Guidelines and Procedures):**

1. Each Department's aims and objectives are to include statements on the inclusion of a Maori dimension in the subject.
2. All form 3 students will undertake a module of Te Reo Maori. Te Reo Maori is available as an optional subject from F4-7.
3. The status of the T.I.C. of Maori and the Whanau Dean have a minimum of one permanent management unit. (Vacant positions will always be filled with qualified personnel in line with the existing staffing policy.)
4. The Whanau class will continue to be resourced with appropriate staffing and funding.
5. The College's Kapahaka group will be supported with time and money.
6. The Kapahaka group, attend all appropriate formal activities and have the option of attending formal outside-of-school Maori activities in school time.
7. All new teachers and new students will be traditionally welcomed at formal gatherings within these guidelines.
8. Traditional poroporoaki (farewell) be organised for the appropriate staff.
9. Under the School Charter and Te Tiriti o Waitangi the School has the duty to fund the pursuit of Tikanga Maori and to this end a Te Tiriti of Waitangi Putea (budget) is to be established. This is to fund:-
  - a) Professional Development for all Teachers who wish to extend their knowledge of Tikanga, Te Reo Maori and acquire further knowledge in the teaching of Maori students.
  - b) To provide a hospitality budget to support appropriate gatherings such as : Powhiri and Maori functions that are hosted by the college.

The amount to be determined by the Principal in consultation with the Maori staff.
10. Staff and students must be actively encouraged to use the correct pronunciation of Maori, especially when using students' Maori names.
11. That priority be given to obtaining and resourcing an appropriate venue (Whare Wananga) to fully support the programmes and activities as outlined in this document.
12. That signage in Te Reo Maori be sited in appropriate places on key buildings around the school.



## **Te Tiriti o Waitangi Policy**

*Example No. 2*

### **Rationale:**

To recognise the dual cultural heritage of New Zealand by reflecting and valuing that heritage and thus to fulfil the terms of the Treaty of Waitangi.

### **Purpose:**

To ensure that the curriculum reflects Maori perspectives.

To make provision within the curriculum for the needs of Maori students.

To provide opportunities and resources for the teaching and learning of Maori language and culture.

To encourage opportunities to present Maori language and culture within the school's daily life.

### **Guidelines:**

Departments will be encouraged to incorporate Maori perspectives, materials and knowledge into their programmes.

All Form 4 students will undertake a study of Maori language and culture as an element of their core programme.

Maori will be offered as an optional subject from Form 3 to Form 7 where students wish to study that programme.

A Maori cultural group will be fostered and actively encouraged with time and financial resources.

A Maori dimension will be presented where possible and appropriate as a part of the culture of the school, e.g. at gatherings, welcomes for visitors, assemblies, etc.

Links will be encouraged with the local iwi and other school community groups to support programmes and issues affecting Maori students and culture and to establish role models.

Staff and students should be encouraged to use the correct pronunciation of Maori words and to acquire a knowledge of Te Reo Maori. The Professional Development Committee will provide training where needed.

### **Conclusion:**

*(name of Kura)* will recognise the Treaty of Waitangi within the programmes and life of the school.



## **Te Tiriti o Waitangi Policy**

*Example No. 3*

**POLICY:** **Kaupapa Maori**

**DATE of REVIEW:** ( )

**REVIEWER(S):** -----

**GOALS OF POLICY:** **Promotion of Maoritanga**

### **OBJECTIVES:**

To establish and provide an environment for the teaching of Te Reo and Tikanga Maori in its entirety. This facility to be available to all students.

To establish guidelines for the school to follow on all occasions and when appropriate to use Maori protocol, values and traditions. The appropriateness and protocol to be decided by the Head of Maori Studies Department, Maori tutors and Maori Trustee/s.

To ensure that there is consistency, clarity and school community awareness of the KAUPAPA developed and documented for the school.

Ensure that all children receive a full understanding of the implications of Te Tiriti o Waitangi and its place in the history of Aotearoa, New Zealand.

That Te Tiriti o Waitangi be acknowledged as a living document resulting in true partnership.

Board Chairperson: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_



# ***Te Hiringa i te Mahara***

## **Extra Curricular Kapa Haka**

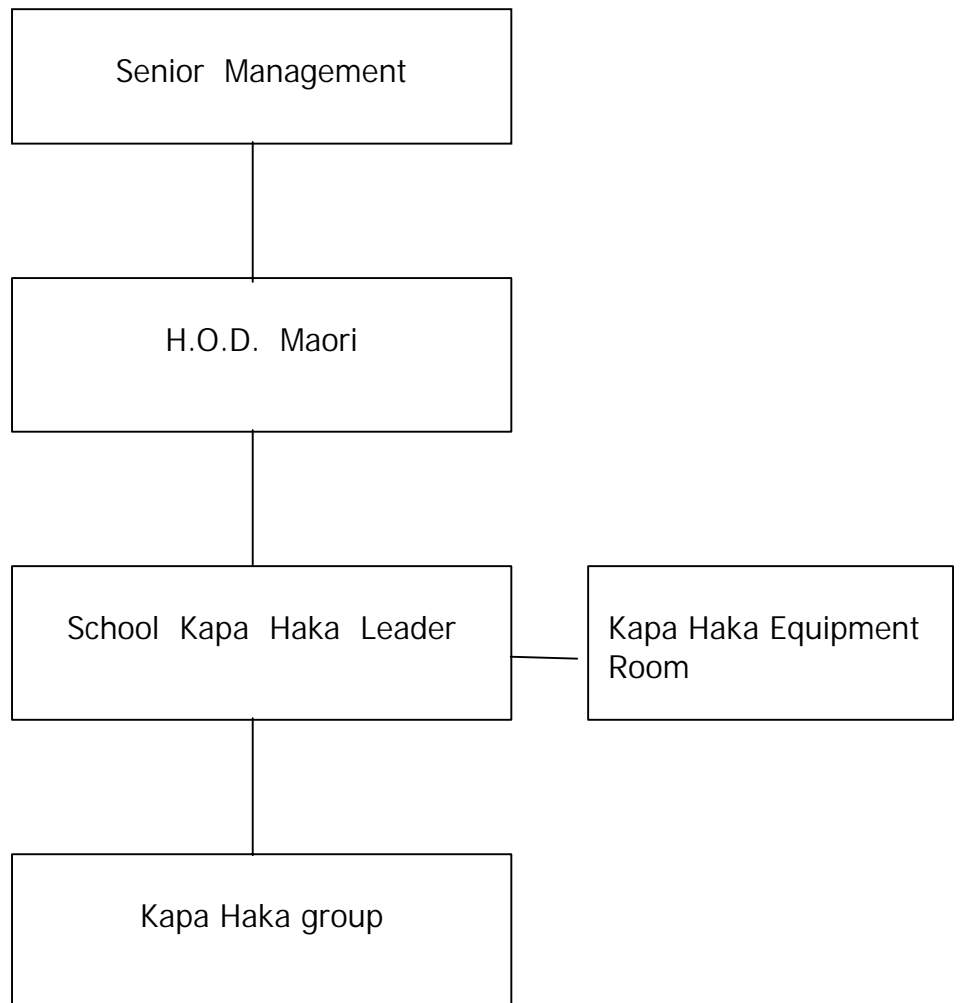
1. Staff Management Structure (English)
2. Score Sheet ~ Himene/Waiata Tira (English)
3. Score Sheet ~ Traditional Waiata (English)
4. Score Sheet ~ Waiata-A-Ringa (English)
5. Score Sheet ~ Poi (English)
6. Score Sheet ~ Haka (English)
7. Score Sheet ~ Whakawatea (English)
8. Results Sheet ~ Whakataetae (English)
9. Score Sheet ~ Whakaeke (English)



# STAFF MANAGEMENT STRUCTURE

MO

TE KAPAHAKA





**NGA WHAKATAETAE**

**KAPA HAKA**

**HIMENE/WAIATA TIRA**

<b>ITEM</b>	<b>TOTAL POINTS</b>	<b>SCORE</b>
Starting & Stopping	15	
Actions & Singing or Chanting	50	
Impact of	20	
HIMENE/WAIATA TIRA	15	
<b>TOTAL POINTS</b>	100	
<b>COMMENTS:</b>		

**JUDGE:** \_\_\_\_\_



**NGA WHAKATAETAE**

**KAPA HAKA**

Item:	TRADITIONAL WAIATA	
		DATE
	Max Points (100)	Points Awarded
1. Stance a) Group confidence b) Is the movement of the body appropriate for the items? c) Are individual actions performed correctly and at appropriate time?	30	
2. Singing a) Do all the group know the words? b) Is the item being sung in unison and not harmonised? c) If there is a leader, does this person inspire the group? d) Is the volume constant?	30	
3. Overall Effect a) E puta ana te wairua o te kaupapa	40	
<b>TOTAL POINTS</b>	100	
<b>COMMENTS:</b>		

**JUDGE:** \_\_\_\_\_



**NGA WHAKATAETAE**

**KAPA HAKA**

Item:	<b>WAIATA -A -RINGA (Action song)</b>		
			DATE
	Max Points (100)	Points Awarded	
1. Team work a) Do they work as a team? b) Do they all know the actions? c) Are they all singing	20		
2. Volume & Diction a) Is there ample volume? b) Do they harmonise well? c) Is the rhythm maintained from start to finish?	20		
3. Actions a) Are actions appropriate for the words? b) Are actions uniform and clear? c) Eyes should follow the leading hand (usually the right) d) Hands – the wiri should be uniform e) Feet – foot actions should be uniform. (Judges should remember that each group will have their own individual style of wiri and foot movement.	25		
4. Presentation a) Are they relaxed and enjoying the performance? b) Are they performing with confidence? c) Is the choreography well co-ordinated and appropriate?	15		
5. Overall Effect & Impact a) E puta ana te wairua o te kaupapa	20		
<b>TOTAL POINTS</b>	100		
<b>COMMENTS:</b>			

**JUDGE:** \_\_\_\_\_





**NGA WHAKATAETAE**

**KAPA HAKA**

Item:	<b>POI</b>	
		DATE
	Max Points (100)	Points Awarded
1. Team work a) Do they work as a team? b) Are they confident?	20	
2. Poi Technique & Body Movement a) Are the poi movements in time with the music? b) Are the poi movements to the kaupapa? c) Do the body movements enhance the poi?	40	
Overall Effect & Impact a) E puta ana te wairua o te kaupapa	40	
<b>TOTAL POINTS</b>	100	
<b>COMMENTS:</b>		

**JUDGE:** \_\_\_\_\_



**NGA WHAKATAETAE**

**KAPA HAKA**

Item:	<b>HAKA</b>		
			DATE
	Max Points (100)	Points Awarded	
1. Team work a) Do they work as a team? b) Are they confident? c) Do they as a group react smartly to leader's commands?	25		
2. Action & Words a) Are the actions appropriate to the words? b) Does the stance enhance the haka? c) Do they know the actions and words?	25		
3. Volume a) Is there ample volume throughout?	20		
4. Overall Effect a) E puta ana te wairua o te kaupapa	30		
<b>TOTAL POINTS</b>	100		
<b>COMMENTS:</b>			

**JUDGE:** \_\_\_\_\_



**NGA WHAKATAETAE**

**KAPA HAKA**

**WHAKAWATEA**

<b>ITEM</b>	<b>TOTAL POINTS</b>	<b>SCORE</b>
Starting & Stopping	15	
Actions & Singing or Chanting	50	
Impact of	20	
WHAKAWATEA	15	
<b>TOTAL POINTS</b>	100	
<b>COMMENTS:</b>		

**JUDGE:** \_\_\_\_\_



**NGA WHAKATAETAE**

**KAPA HAKA**

**RESULTS**

A)	<b>CHORAL</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

E)	<b>POI</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

B)	<b>WHAKAEKE</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

F)	<b>HAKA</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

C)	<b>WAIATA KOROUA</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

G)	<b>WHAKAWATEA</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

D)	<b>WAIATA -A- RINGA</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			

H)	<b>AGGREGATE</b>	Mark	Placing
1			
2			
3			
4			
Trophy:			



**NGA WHAKATAETAE**

**KAPA HAKA**

**WHAKAEKE**

<b>ITEM</b>	<b>TOTAL POINTS</b>	<b>SCORE</b>
Starting & Stopping	15	
Actions & Singing or Chanting	50	
Impact of	20	
WHAKAEKE	15	
<b>TOTAL POINTS</b>	100	
<b>COMMENTS:</b>		

**JUDGE:** \_\_\_\_\_



***Te Hiringa i te Mahara***

## Management and Administrative Templates Manual 2

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Developed by Kawhia Royal and Associates  
126 Verran Rd  
Birkenhead  
Auckland 10

Waea: 09 483 3503  
Email: [vickiroyal@hotmail.com](mailto:vickiroyal@hotmail.com)



# ***Te Hiringa i te Mahara***

## **Forms for Teachers of Te Reo Maori**

1. Form 3 ~ Tracking Sheet (Māori)
2. Form 4 ~ Tracking Sheet (Māori)
3. Form 5 ~ Tracking Sheet (Māori)
4. Form 6 ~ Tracking Sheet (Māori)
5. Form 7 ~ Tracking Sheet (Māori)
6. Guidelines for using assessment sheets (English)
7. Form 3 ~ Assessment Sheet (English)
8. Form 4 ~ Assessment Sheets (English)
9. Form 5 ~ Assessment Sheets (English)
10. Form 6 ~ Assessment Sheets (English)
11. Form 7 ~ Assessment Sheets (English)
12. Te Matapuna Grids (English)
13. Te Whakamatautau Tuhituhi (English)
14. Te Wariutanga o te Akoranga Māori (English)



**Te Kura -----  
Te Tari Maori  
Te Tuhinga Mau Korero mō te Reanga Wha 1999**

Ingoa: \_\_\_\_\_

Reanga: \_\_\_\_\_

**Diagnostic Comments:**

**WAHANGA 1:** (Kaupapa) Taku Whanau

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Pānui		
• Tuhituhi		
• Pukapuka pānui		

**WAHANGA 2:** (Kaupapa) Taku Rōpu Ako

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Pānui		
• Tuhituhi		
• Pukapuka pānui		





## **Te Hīringa i te Mahara**

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### **WAHANGA 3: (Kaupapa) Taku Kainga**

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Whakarongo		
• Kōrero		
• Tuhituhi		
• Pānui		

### **WAHANGA 4: (Kaupapa) Ngā Wāhanga o te Tinana**

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Tuhituhi		
• Pānui		
• Whakarongo		

### **WAHANGA 5: (Kaupapa) Te Haere ki te Taone**

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Whakarongo		
• Kōrero		
• Tuhituhi		
• Pānui		



**Te Kura -----  
Te Tari Maori  
Te Tuhinga Mau Kōrero mō te Reanga Rima 1999**

Ingoa: \_\_\_\_\_

Reanga: \_\_\_\_\_

**Diagnostic Comments:**

**WAHANGA 1: (Kaupapa) Taku Whānau**

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Taku Mihi - Kōrero		
• Te Tuhi Reta		
• Pānui (Reading comprehension)		
• Kupu hou		

**WAHANGA 2: (Kaupapa) Whakaatu Pikitia**

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Te mau i ngā rārangi kupu •		
• He tuhinga mō tetahi Pikitia		



## WAHANGA 3: (Kaupapa) Tohutohu

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Te mau i ngā rārangi kupu		
• He tuhinga mō tetahi Pikitia		

## WAHANGA 4: (Kaupapa) Pakiwaitara

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
• Pānui (Reading Comprehension)		
• Kōrero		
• Tuhituhi		

## WAHANGA 5: (Kaupapa) Hui

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
• Pānui (Reading Comprehension)		
• Te Tuhi Ripoata		
• Whakamātautau (tuhituhi/Pānui/Whakarongo)		
• Kōrero mō tetahi hui		



## WAHANGA 6: (Kaupapa) Pānui

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
<ul style="list-style-type: none"><li>Te Tuhi Pānui</li></ul>		
<ul style="list-style-type: none"><li>Kupu hou/Rārangi Kupu</li></ul>		
<ul style="list-style-type: none"><li>Whakamātautau (tuhituhi/Pānui/Whakarongo)</li></ul>		
<ul style="list-style-type: none"><li>Whakamātautau Tuhi (Pānui/Tuhituhi)</li></ul>		

## WAHANGA 7: (Kaupapa) Kōrero

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
<ul style="list-style-type: none"><li>Kōrerorero</li></ul>		
<ul style="list-style-type: none"><li>Tuhituhi (Te Whakakii kōrerorero)</li></ul>		



**Te Kura -----  
Te Tari Maori  
Te Tuhinga Mau Kōrero mō te Reanga Whitu 1999**

Ingoa: \_\_\_\_\_

Reanga: \_\_\_\_\_

**Diagnostic Comments:**

**WAHANGA 1:** (Kaupapa) Te Ao Hurihuri (whenua/mahi/hauora)

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
•		
•		

**WAHANGA 2:** (Kaupapa) Kōrero o Neherā (I Hawaiiiki)

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
•		
•		
•		

**WAHANGA 3:** (Kaupapa) Ngā Mahi-A-Ringa (whakairo/Rāranga/ta moko)

Whaingā Paetae	Kōrero mō te Whaingā Paetae	Koeke
• Kōrero		
• Te mau i ngā rārangi kupu		
• He tuhinga mo tetahi Pikitia		



## Te Hīringa i te Mahara

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### WAHANGA 4: (Kaupapa) Mōteatea

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
•		
•		
•		

### WAHANGA 5: (Kaupapa) Ngā Whakapono

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
•		
•		
•		
•		

### WAHANGA 6: (Kaupapa) Te Tiriti o Waitangi

Whaingā Paetae	Te Kōrero mō ngā Whaingā Paetae	Koeke
•		
•		
•		
•		



**TE REO MAORI  
TE WĀRIUTANGA O TE AKORANGA MĀORI: TE REANGA 3  
(Evaluation of Māori Programme – Form 3)**

1 = poor    2 = average    3 = okay    4 = good    5 = very good

Rate your enjoyment of the language learning activities?    1    2    3    4    5

Rate your enjoyment of the viewing of Utu and the learning  
Activities involved with this?    1    2    3    4    5

Rate the marae learning activities.    1    2    3    4    5

Rate your enjoyment of this course on the whole?    1    2    3    4    5

What did you enjoy about it? What specific activities or topics did you enjoy? (please  
comment) \_\_\_\_\_

Rate the variety and type of activities.    1    2    3    4    5

How has this Maori teaching programme helped you? (please comment) \_\_\_\_\_

Rate the amount of time the teacher talks.    1    2    3    4    5

How well organised does the teacher seem to be?    1    2    3    4    5

How approachable do you find the teacher?    1    2    3    4    5

Rate the teacher's concern for you as an individual.    1    2    3    4    5

Rate the atmosphere of the class and behaviour of students.    1    2    3    4    5

How would you rate the teacher's ability to communicate  
ideas and information?    1    2    3    4    5

How would you rate the teacher's attitude towards students  
during this unit?    1    2    3    4    5

Overall, how effective has the teacher been in this unit?    1    2    3    4    5

What did you enjoy most? (What were your favourite activities/lessons) \_\_\_\_\_

What did you enjoy least? \_\_\_\_\_

What improvements could be made to this Te Reo Maori course? \_\_\_\_\_

























## Te Mātāpuna Student Achievement Grids

### Te Mātāpuna – Te Wāhanga Tuatoru Taku Kāinga

Ingoa.....

Rōpū Ako.....

He whakamārama mō ngā tau. Tuhia te tau:

- 0 mehemea i te ngaro koe i te kura (if you were absent).
- 1 mehemea kāore koe i te mōhio (if you don't understand).
- 2 mehemea kāore anō kia tino mārama (if you need more practice).
- 3 mehemea kua tino mārama, kua ū (if you understand and can do it).

AKORANGA	TAU
1. I can make a simple <i>kei te</i> sentence.	
2. I am able to ask and answer <i>kei te</i> sentence.	
3. I can use the personal <i>a</i> before names in a <i>kei te</i> sentence.	
4. I know how to use <i>tāua, māua, kōrua</i> and <i>rāua</i> .	
5. I can apply the question and answer rules to <i>tāua, māua, kōrua</i> and <i>rāua</i> .	
6. I can ask and answer a <i>ki hea</i> question at the end of a <i>kei te</i> sentence.	
7. I am able to answer a <i>kei hea</i> question with <i>kei muri, kei mua</i> or <i>kei waenganui</i>	
8. I can use <i>e hia</i> to ask how many things are in a certain place and be able to answer such a question.	
9. I know when to use <i>e</i> before a person's name.	
10. I know when to use <i>e</i> before a command.	
11. I can tell people where my home is.	
12. I can talk about the terms <i>papa kāinga</i> and <i>tūrangawaewae</i> and their importance to Māori people.	

### Te Mātāpuna – Te Wāhanga Tuatoru Taku Kāinga

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14. I know when to use <i>e</i> before a person's name.	
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16. I can tell people where my home is.	
17. I can talk about the terms <i>papa kāinga</i> and <i>tūrangawaewae</i> and their importance to Māori people.	



## Te Whakamātautau Tuhituhi:

Ko toku ingoa ko \_\_\_\_\_ Ko te rā \_\_\_\_\_

Ko toku whare kura \_\_\_\_\_ Ko te taima inaianei \_\_\_\_\_ am/pm

## **He korero whakaahua** (Writing a description)

Whiriwhiria tetahi kōrero whakaahua mō ēnei kaupapa mai:

Taku hararei Kirihimete	Tōku whare noho	Tōku whānau i te kainga
Tetahi pukapuka pai.	Tetahi tangata rongonui	To matou whare hui

1. Tuhia mai te ingoa o tou korero: \_\_\_\_\_
2. Na. Tuhia mai ētahi kupu awahina mō tēnei kōrero:

ngā kupu ingoa: iwi/wāhi/mea atu (nouns):

He kupu ahua (adjectives):

He kupu mahi (verbs):

he kupu korero/ whakatauki / pepeha (expressions/sayings):



# ***Te Hiringa i te Mahara***

## **Pastoral Care**

1. Te Mahi Whakatau
2. Nga Tikanga mo nga akonga whakatau
3. He Reta ~ kotahi
4. He Reta ~ e rua
5. He Reta ~ Te Mahi Whakatau
6. He Reta ~ Te Mahi Whakatau
7. CYPS Referral Sheet
8. Tiwhikete ~ Tino Pai
9. Tiwhikete ~ He Tohu Rangatira
10. Tiwhikete ~ Tino Pai Rawa
11. He Tohu Umanga Matauranga
12. He Tikanga mo te Manaakitanga
13. Te Whakawhanaungatanga
14. Survival Guide for Year One Teachers



Name of kura

**He kupu arahi mō te mahi whakatau**

Truants can be referred to the Children and Young Persons and their Families Services when:

The child or young person has failed to attend school without reasonable excuse  
*and*  
required interventions have failed to ensure a return to school attendance  
*and*  
their absences have been:

- continuous for 15 school days  
or
- one or more days every week or patterns of several days absence which persist for a school term.

**Steps to be taken before referral**

Before referring a truanting student to the CYPS, a school will have taken the following steps:

- (a) Assessed the situation at a meeting of the School Board of Trustees, Dean's meeting or other process as specified in the school policy. Matters such as offending, abuse and neglect, learning difficulties, and home problems will have been referred to appropriate services for resolution;
- (b) Made home visits and/or convened a family meeting to explore solutions;
- (c) Ensured that the family is fully advised of the difficulty both verbally and in writing, and in an appropriate language;
- (d) Made modifications to school arrangements and programmes where deemed appropriate;
- (e) Brought in other family, community and educational resources to assist;
- (f) Allowed time for interventions to work.

*Source: Truancy and non-enrolment of children in schools.  
Protocol agreed between the CYPS and Ministry of Education  
1992.*



*(name of kura)*

**Ngā tikanga mō ngā akonga whakatau** (Absenteeism Procedures)

**I te kura o** \_\_\_\_\_

1. Attendance Officer rings the home of absent students daily. Deans suggest students that should be given priority.
2. If absences persist the Dean will interview the student and contact parents by letter or phone.
3. Student may be referred to the Counsellor by the Dean. A home visit can be arranged.
4. Student is issued with a blue attendance card to take to each lesson and is placed on the truancy list – letter No. 1 is sent home and letter No. 1a is handed to student.

**5. *Either***

Pattern improves – letter No. 2 is handed to student and student is taken off truancy file.

*or*

Truancy continues – letter No. 2a is handed to student.

6. The student is referred to CYPS by the Guidance Counsellor using the attached form. Youth Aid is also informed at this stage.
7. The CYPS sets up a family conference (takes 4-6 weeks). The Dean attends. A solution is sought.



Letter 1

(letterhead of kura)

Te Rā

Tena koe/kōrua/kōutou, \_\_\_\_\_

Your son/daughter has been found absent from school without adequate reason on \_\_\_\_\_, which is unacceptable to our \_\_\_\_\_ form Dean.

She/he has therefore been placed on our **Truancy List**. This means that for the next **4 weeks** we will be taking special care to monitor very closely his/her attendance in every period. Any further truancy during this time will be considered a serious matter.

We would ask that during this time you please **phone the school** any time she/he is absent from school with your knowledge.

Once **20 days** have passed without further truancy his/her name will be removed from the truancy list and we hope better attendance habits will have been re-established. Normal monitoring of attendance will, of course, continue at this point. The aim is to set a target for your son/daughter to measure their progress towards rehabilitating themselves from a truancy problem. Please reinforce this at home by helping them count the days towards removal from the list.

If there are any problems that need to be addressed in order to overcome a truancy problem, please feel free to phone either the Dean or Guidance Counsellor so we can be aware of these.

Naku noa,

Kaiako whakahaere reanga



Letter 1a

(letterhead of kura)

**TE RETA MŌ TE MAHI WHAKATAU**

Te Ra \_\_\_\_\_

Tena koe/kōrua/kōutou \_\_\_\_\_,

You were placed on the Truancy List on \_\_\_\_\_ .

We consider your absences to be unacceptable and therefore require you to complete 20 consecutive days attendance before you will be removed from the Truancy file.

During this time your attendance will be monitored **very closely** and should you have cause to be away from school we would ask that your Parent/Guardian **phone the school on the morning of your absence.**

Kaiako whakahaere reanga



Letter 2a  
(letterhead of kura)

**TE RETA MŌ TE MAHI WHAKATAU**

Te ra \_\_\_\_\_

Tena koe/kōrua/kōtou \_\_\_\_\_,

You were placed on the Truancy List on \_\_\_\_\_ . Since then:

- (a) You have been in class consecutively for \_\_\_\_\_ days and now have \_\_\_\_\_ days to go before your name is removed from the list because of improved attendance. Congratulations on your progress. Keep it up!
- (b) You were absent without explanation on \_\_\_\_\_, therefore the 20 days on the truancy list commenced again on \_\_\_\_\_.

Naku noa,

Kaiako whakahaere reanga





Letter 2a  
(letterhead of kura)

**TE RETA MŌ TE MAHI WHAKATAU**

Te rā

Tena koe/kōrua/kōutou \_\_\_\_\_,

You have now completed 20 days consecutive attendance and you have been removed from our Truancy List. Congratulations!

I will still be monitoring your good attendance habits from time to time and trust we will not have cause to see you up on our Truancy List again.

Naku noa,

Kaiako whakahaere reanga



**Te mahi tuku akonga a te Kura ki te kaiwhakahaere mō te mahi whakatau ~ arā te tiaki me te whakamarumarū i te akonga.**

(NB: This referral form is where the care or protection concern is *truancy* only. All other cases involving care or protection concerns should be referred to the Social work section of the New Zealand Children and Young Persons Service under section 15 of the Children, Young Persons and their Families Act, 1989).

- |   |                         |
|---|-------------------------|
| 1. Te ingoa o te tamaiti/te rangatahi:                      | 2. Te rā Whānau:        |
| .....   | .....                   |
| 3. Te iwi:  | 4. Te wāhi kainga:      |
| .....   | .....                   |
| 5. I TUKUA E:   | .....                   |
| Kura: .....   | .....                   |
| Te wāhi noho o te kura: .....                               | Nama waea kainga:       |
| .....   | .....                   |
| 6. NGĀ KŌRERO MŌ TE WHĀNAU:                                 |                         |
| (a) Te ingoa o te māmā:                                     | (b) Te ingoa o te pāpā: |
| .....   | .....                   |
| Te wāhi noho: .....   | Te wāhi noho:.....      |
| .....   | .....                   |
| Nama waea:  | Nama waea:              |
| .....   | .....                   |
| (c) Te ingoa o te kaitiaki: (ko te māmā, ko te pāpā rānei?) |                         |
| .....   |                         |
| Te wāhi kainga: .....                                       |                         |
| .....   |                         |
| Nama waea:  |                         |
| .....   |                         |



## Te Hīringa i te Mahara

---

- (d) Ko ngā me ngā wāhi noho o ētahi atu whānau i mohiotia. (He aha te hononga?)

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....

Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....



## Te Hīringa i te Mahara

---

7. Ko ētahi atu tino tangata: (*kaiako, tākuta*)

Ingoa:

.....

Te wāhi noho:

.....

.....  
Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

Ingoa:

.....

Te wāhi noho:

.....

.....  
Nama waea:

(kainga).....

(mahi).....

Te hononga:

.....

8. Tuhia ngā mahi kua mahia e te kura hei whawhai te mate o te whakatau:

.....  
.....  
.....  
.....

9. Kua mohio te Poari Whakahaere Kura, tētahi tangata/rōpu rānei mō tēnei?  
(*please tick box*)

Ae

Kaore

10. I whakamohiotia ngā mātua e te kura mō ngā raruraru kua kite a wheakonga e te kura: (*please detail and attach any written correspondence sent to the parents*).

.....  
.....  
.....  
.....

11. He aha ngā whakamaramatanga o ngā mātua kua hoatungia ki te kura mō te mahi whakatau?

.....  
.....  
.....  
.....

12. Whakatakotoria ngā kōrero mō ngā ngaronga a te akonga. Mena he tuhinga anō e pa ana ki tēnei, whakamaua ki tēnei pepa.

.....  
.....  
.....  
.....



## ***Te Hiringa i te Mahara***

---

13. Kua whakamohiotia ngā mātua mō tēnei? (*please tick box*)

Ae  Kaore

14. Homai koa te ingoa me te nama waea o te tangata ka tū hei māngai i te hui-a-whānau.

Te ingoa me te tūranga:

.....

Te nama waea:

.....

15. Etahi atu kōrero e pā ana ki tēnei pepa:

.....

.....

.....

.....

.....

Te hainatanga: \_\_\_\_\_

Te rā: \_\_\_\_\_

# Tino pai!



He tohu Rangatira tenei

Ki a \_\_\_\_\_

Mo te mahi \_\_\_\_\_

Te ra \_\_\_\_\_ Kaiako \_\_\_\_\_

# Tino pai!



He tohu Rangatira tenei

Ki a \_\_\_\_\_

Mo te mahi \_\_\_\_\_

Te ra \_\_\_\_\_ Kaiako \_\_\_\_\_

# Tino pai!



He tohu Rangatira tenei

Ki a \_\_\_\_\_

Mo te mahi \_\_\_\_\_

Te ra \_\_\_\_\_ Kaiako \_\_\_\_\_

# Tino pai!



He tohu Rangatira tenei

Ki a \_\_\_\_\_

Mo te mahi \_\_\_\_\_

Te ra \_\_\_\_\_ Kaiako \_\_\_\_\_



***Te Hīringa i te Mahara***

**He tohu rangatira tēnei nā te kura o**

**Ki a**

**Mō te:**

Te hainatanga..... Te rā.....1999

**T**  
**I**  
**N**  
**O**  
**P**  
**A**  
**!**

He tohu Rangatira tēnei

Ki a \_\_\_\_\_

mō te mahi \_\_\_\_\_



Te Rā \_\_\_\_\_ Kaiako \_\_\_\_\_

**TINO PAI** RAWA ATU



HEI TŌHU TĒNEI I TE TOA O

\_\_\_\_\_

O TE KURA O \_\_\_\_\_

MŌ \_\_\_\_\_

TE RĀ \_\_\_\_\_

KAIAKO \_\_\_\_\_

**TINO PAI** MŌ TŌ MAHI KAHA

HE TOHU RANGATIRA TĒNEI

KI A \_\_\_\_\_

MŌ TE MAHI \_\_\_\_\_



TE RĀ \_\_\_\_\_

KAIAKO \_\_\_\_\_





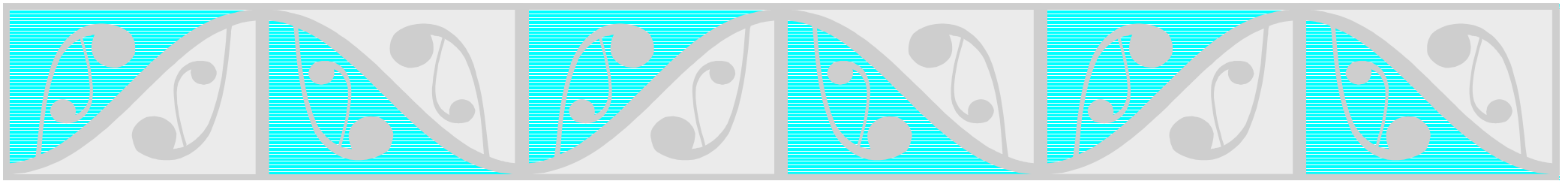
**He Tohu Ūmanga Mātauranga**  
**Special Education Services**

He Tohu Ūmanga Mātauranga administer the Manaaki Akonga Rua and Manaaki Taurira Grants.

Below are their addresses and telephone numbers for further information:

**SPECIAL EDUCATION SERVICE LOCAL AREA OFFICE INFORMATION**

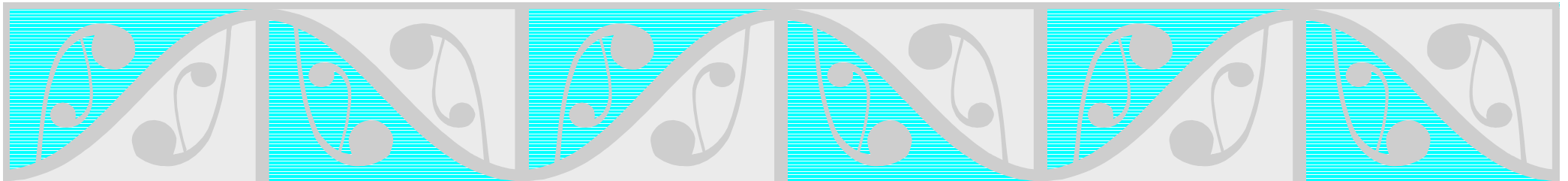
• WHANGAREI	BOX 911	Ph: (09)438 7677
• KAIKOHE	BOX 466	Ph: (09)401 1691
• TAKAPUNA	BOX 33 137	Ph: (09)489 9433
• AUCKLAND CENTRAL	BOX 26 408	Ph: (09)623 3970
• HENDERSON	BOX 21 057	Ph: (09)836 6630
• PAPTOETOE	BOX 23 638	Ph: (09)279 6540
• MANUREWA	BOX 544	Ph: (09)266 3260
• HAMILTON	BOX 774	Ph: (07)856 0940
• ROTORUA	BOX 701	Ph: (07)348 1339
• BAY OF PLENTY EAST	Level 3 Regency House Elizabeth St. Tauranga.	Ph: (07)578 9438
• NAPIER	BOX 664	Ph: (06)835 5047
• GISBORNE	BOX 658	Ph: (06)867 9859
• PALMERSTON NORTH	BOX 758	Ph: (06)358 3026
• NEW PLYMOUTH	BOX 487	Ph: (06)758 7858
• WANGANUI	BOX 4045	Ph: (06)345 5224
• WELLINGTON	BOX 27 382	Ph: (04)384 7644
• UPPER HUTT	BOX 40 067	Ph: (04)527 7199
• LOWER HUTT	BOX 30 177	Ph: (04)566 5566
• NELSON	BOX 282	Ph: (03)548 2344
• GREYMOUTH	BOX 246	Ph: (03)768 7210
• CHRISTCHURCH	BOX 4629	Ph: (03)379 5383
• DUNEDIN	BOX 5147	Ph: (03)477 8610
• INVERCARGILL	BOX 887	Ph: (03)218 6726



## HE TIKANGA MŌ TE MANAAKITANGA, TE MANAAKI TANGATA

When manuhiri (visitors) enter the whanau class, it is tikanga Maori (Maori custom) to make them feel welcome, at home and comfortable within the environment and with the students and teachers. Here are a few things that you should do to show true Manaakitanga to manuhiri:

- When they enter the room, turn towards them, smile and greet them. Don't ever turn your back to manuhiri.
- Say "Kia Ora" or "Tena koe" if it is one person.
- Say "Kia Ora" or "Tena Korua" if there are two people.
- Say "Kia Ora koutou" or "Tena koutou katoa" if there are 3 or more people.
- Hariru and mihi to them.
- Offer to help them with books or equipment they are carrying.
- Find a chair for them to sit on.
- Ask your Whānau Teacher, Dean or other staff member if you should make them a cup of tea (if it is appropriate). Māori people always show manaakitanga by offering a cup of tea and kai.
- Be respectful around manuhiri. Use your manners, speak at a reasonable tone and use appropriate language.
- They are your guests and it is your duty to look after them and make them feel welcome in your whanau class.
- Korero with your manuhiri. Korero Maori to them about tō whanau, tō iwi, tō kura.
- When they have finished their visit, offer to say a short speech to them of thanks and appreciation for what they have done for you.





# TE WHAKAWHANAUNGATANGA

## O TE ROOPU

### **AIMS:**

1. To improve the class dynamics so that they may work together free from negativity and harassment.
2. To enhance the class relationship with their Form Teacher, Dean, Principal and Counsellor.

### **OBJECTIVES:**

1. To develop and enhance the students' problem solving skills.
2. To acquire the appropriate strategies in small and larger group situations so that individuals come together and work as a team to achieve a shared goal.
3. To develop healthy, positive relationships within the class.

### **ORGANISATION:**

- 1) Class to be divided into four groups – Dean to decide on groupings.
- 2) Each group will rotate through four activities in session one.
- 3) Regroup 1 & 3, 2 & 4. The two groups will then rotate through two further activities.
- 4) As a whole class, they will complete one further activity.
- 5) Each teacher will accompany a group and help them with the appropriate Problem Solving Skills as well as explaining the activities as they go.
- 6) Safety must be paramount. Teachers are to insist on team building strategies so that safety of all students is insured.
- 7) Equipment from each activity must be carried on to the next activity as it may be needed to solve the next problem.
- 8) Points given for each activity –

Whole team involvement  
Positive team support  
Tolerance  
Inclusive behaviour demonstrated

## SESSION ONE ACTIVITIES – FOUR GROUPS

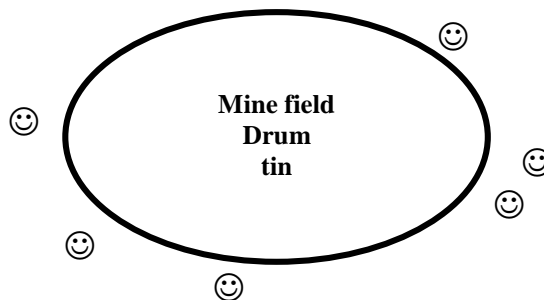
### 1. Mine Field

#### Equipment

- 1 large coffee tin (or similar) full of sweets and an egg
- 1 drum
- 4 long ropes
- 5 large rubber bands
- 8 cones

**Aim:** To get the tin safely out of the mine field.

**Rules:** Any member of the team can go into the mine field for a minimum of 3 seconds. If they remain inside the area they are blown up and no longer are able to help solve the problem.

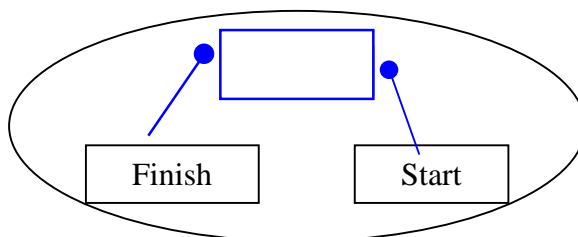


The tin must be carried carefully until the course is finished.

### 2. Crocodile Rock

**Equipment:** 3 long ropes – tied as in diagram – approximately 12” above ground.  
Plus equipment from activity one.

**Aim:** For the whole team to get from the start position to the finished position without touching the ground.



If anyone touches the ground, they must start again.



### 3. The Amazon

Equipment: 1 bucket of water  
1 plank of wood  
1 pole (1 1/2" in diameter)  
plus previous activity equipment

Aim: Using a plank, pole, rope and stick the group must retrieve the bucket of water without spilling it.

### 4. Traffic jam

**Equipment:** Enough softball bases for each member of the team plus 1 extra – 8 or 9.

**Aim:** To have two groups of people exchange places on a line of squares.



**Rules:** To begin, one group stands on the plates to the left of the middle square, the other group stands to the right. Both groups face the middle unoccupied plate. Using the following moves, people on the left side must end up in the places on the right side, and vice versa.

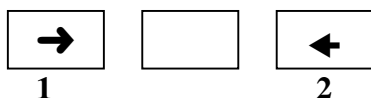
#### Illegal Moves:

1. Any moves backwards.
2. Any move around someone facing the same way you are.
3. Any move which involves 2 persons moving at once.

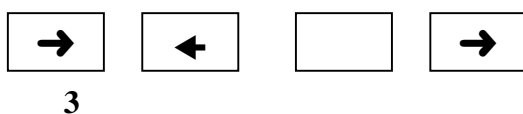
#### Legal Moves:

1. A person may move into an empty space in front of him/her.
2. A person may move around a person who is facing his/her into an empty space ie.

1 or 2 may move into the empty space.



1 may move into the empty space because 1 and 2 are facing each other.





## SESSION TWO ACTIVITIES

### 5. Jelly Roll

**Equipment:** 4 large durable, strong cardboard rolls – these are jelly resistant (24” long, 12” diameter)  
1 stout pole, 8” long  
1 plank, should have been brought from activity 3  
Rope  
4 cones

**Aim:** Move the entire group from one point to another

**Rules:**

1. The jelly rolls are jelly resistant and may be freely rolled about in viscous, primordial ooze.
2. The board will dissolve if any part of it touches the jelly.
3. No one can walk through the ooze either – if they do they must return to the beginning point for cleansing.
4. Teachers may walk/cavort freely within the confines of the nasty jelly as they have special jelly resistant shoes on.

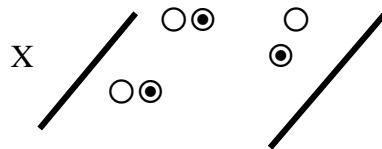
### 6. River Crossing

**Equipment:** 3 or 4 large drums  
3 planks (1 from activity 6 and 2 from previous activity)

**Aim:** For the whole team to cross the river without falling in.

- Rules:**
1. All team members must cross the river, without touching the water.
  1. If a member falls in they must return to the bank and start again.

Begin



Finish

⊙ = drum

## SESSION THREE – Whole Class Activity

### 6. The Diminishing Load Problem

**Equipment:** 4 cones

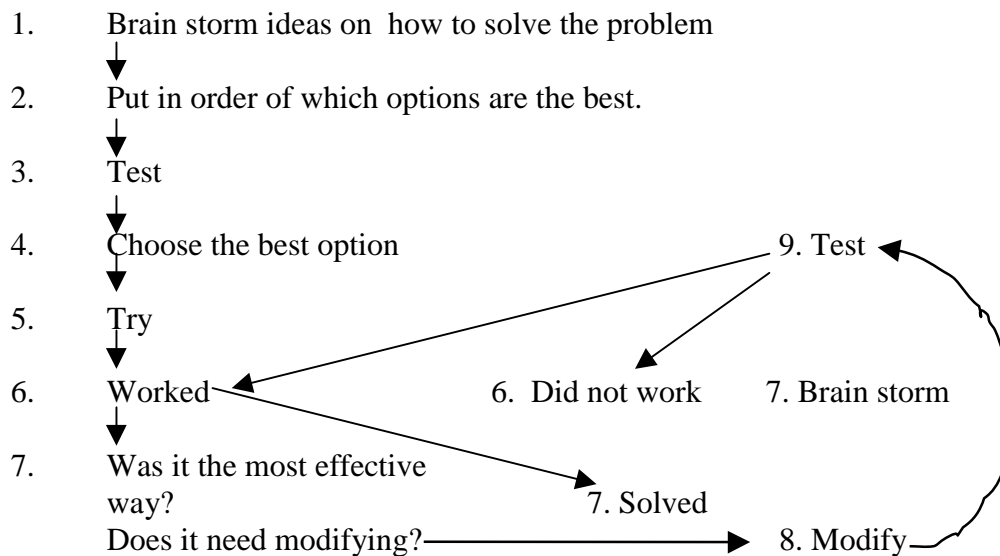
**Rules:**

1. To cross the open field a person must be carried.
2. The carrier must return and be carried himself/herself.
3. The only person allowed to walk (run) across the field is the last person.
4. If the carried person touches the ground while being carried, both members must return to the start.
5. The number of people being carried and carrying can vary in strength and/or imagination of the group, i.e. one to one is not the only way.

“Finally – Open the Tins”

Throughout the process, the students will need to be supported, encouraged and the problem solving strategies will need to be reinforced.

i.e. Problem Solving





## SURVIVAL GUIDE FOR YEAR ONE TEACHERS

### Key people on staff:

Principal \_\_\_\_\_  
Deputy Principal \_\_\_\_\_  
Assistant Principal \_\_\_\_\_  
Guidance Counsellor \_\_\_\_\_  
Careers Counsellor \_\_\_\_\_  
Dean F3 \_\_\_\_\_  
Dean F4 \_\_\_\_\_  
Dean F5 \_\_\_\_\_  
Dean F6 \_\_\_\_\_  
Dean F7 \_\_\_\_\_  
HOD Languages \_\_\_\_\_  
School Secretary \_\_\_\_\_  
Administration Secretary \_\_\_\_\_  
Support Staff \_\_\_\_\_

### Who do I see about:

Relief \_\_\_\_\_  
Duty \_\_\_\_\_  
Timetable \_\_\_\_\_  
Use of library \_\_\_\_\_  
Use of computer room \_\_\_\_\_  
Support person for me \_\_\_\_\_  
Trips outside of school \_\_\_\_\_  
Photocopying \_\_\_\_\_  
Keys \_\_\_\_\_  
Special Needs \_\_\_\_\_  
Parent/Teacher Evenings \_\_\_\_\_  
Student Hardship \_\_\_\_\_  
NZQA Special Assistance \_\_\_\_\_  
Enrolments and Orientation \_\_\_\_\_  
Options \_\_\_\_\_  
Qualification Advice \_\_\_\_\_  
Reports \_\_\_\_\_  
Course changes \_\_\_\_\_  
Discipline Issues \_\_\_\_\_  
Detentions \_\_\_\_\_  
Attendance \_\_\_\_\_  
Sick Students \_\_\_\_\_





# ***Te Hiringa i te Mahara***

## **Te Mea, Te Mea, Te Mea**

1. Alcohol & Drug Abuse
2. Drug Abuse ~ Do's & Don'ts
3. Te Tikanga o te Whakatiwheta Hemahema
4. ADHD ~ Information
5. Understanding ADD
6. Hangi Tickets
7. Hangi Ticket Allocations



**KO NGĀ TOHUTOHU TUPUHEKE O TE MAHI KURA E AHU MAI ANA I TE HONGI  
KĀPIA, WAIPIRO, KAITARUKINO RĀNEI**

**Signs of deteriorating school performance resulting from alcohol and/or drug abuse**

**Te ngāronga**

**Absenteeism**

Unauthorised leave from school grounds  
Excessive sick leave  
Repeated absences  
Lateness  
Others complain about his/her attitude  
Leaving school early  
Improbable excuses  
Short term absences from classroom  
Frequent trips to the toilet

**Te taka o te hīringa**

**Lapses in Concentration**

Forgetfulness  
Unreliability  
Work requires greater effort  
Tasks take longer  
Difficulty recalling instructions  
Difficulty handling complex tasks  
Alternative periods of high/low productivity  
Appears spacey

**Te ahua o te tangata**

**Personal Presentation**

Neglecting appearance  
Careless, sloppy dress  
Neglecting personal hygiene  
Red eyes  
Sniffing as if nose is always stuffy  
Sores around mouth  
Often unwell

**Te heke iho o te kakama**

**Reduced Efficiency**

Mistakes  
Missed deadlines  
Making poor decisions  
  
Improbable excuses for poor school work  
Uneven working pace  
Putting things off  
Neglecting details  
Poorer quality of work  
Lower quantity of output

**He rawakore ngā whānaungatanga i te kura**

**Poor Relationships at School**

Blaming others  
Avoiding teacher, people in authority  
Over reaction to criticism  
Aggressive/argumentative  
Wide swings in moods  
Borrowing money from classmates  
Complaints from classmates  
Unreasonable resentments  
Requesting change of class  
Wanting to leave school  
Wanting to change schools



**KO NGĀ MAHI TIKA, MAHI HĒ HOKI I TE WĀ KA KŌRERO KOE KI NGĀ RANGATAHI MŌ TĀ RĀTOU MAHI KAI TARUKINO**

**Do's and don'ts when talking to young people about their drug use**

<b>MAHI ATU (Do)</b>	<b>KAUA E MAHI (Don't)</b>
<ul style="list-style-type: none"> <li>• Clarify the ground rules of confidentiality before you begin</li> <li>• Be clear about what you are trying to achieve by talking</li> <li>• Be aware of the differences between interviewing to assess someone's drug use, giving advice and counselling</li> <li>• Listen carefully to what the young person has to say</li> <li>• Keep your focus on the person rather than the drug use</li> <li>• Ask open ended rather than closed questions. These will encourage the young person to talk. So often in such situations it is the adult who ends up doing most of the talking</li> <li>• Be positive. Warnings may be counter-productive. Time may be better spent highlighting positive images of health, alleviating anxiety &amp; promoting self-esteem</li> <li>• Check your facts –where are you getting your information about drugs from? The media exaggerate drug risks. Ensure your information is accurate</li> <li>• If you do not understand the meaning of some of the terms used, ask for an explanation</li> <li>• Keeping things in perspective – assess any potential risk in a sensible way</li> <li>• Keep your faith in the individual. There is no logical or inevitable progression of drug use from experimenting to dependency or from drug to drug</li> </ul>	<ul style="list-style-type: none"> <li>• Over-react or panic- don't assume that anything drastic has to be said or done</li> <li>• Try to talk in depth to a young person if they are intoxicated.</li> <li>• Lose sight of your aims when talking to young people about drugs.</li> <li>• Be judgmental. Attitudes and values concerning drug use vary a lot between different people</li> <li>• Expect young people to share your attitudes and values on drug use</li> <li>• Try to use hip street language if you are not completely comfortable and familiar with it</li> <li>• Make blanket generalisations – such as “taking cannabis is bad for you”</li> <li>• Moralise – drugs go in and out of fashion and so do the reasons people take them. It is not wicked to take drugs and not necessarily stupid either. Back to your attitudes again</li> <li>• Sensationalise. Don't add to anxiety by exaggerating. This can be difficult when the usual way of discussing drugs (in the media) is so hyped up. Keep calm and cool. It helps communication</li> </ul>



<b>MAHI ATU (Do)</b>	
<ul style="list-style-type: none"><li>• Watch your language – Saying “X will make you ill” may get the young person thinking of days off school. Saying “Y shortens your life” has little relevance to any young person. Saying “Z is very dangerous” may entice challenge, sound exciting or heroic</li><li>• Be aware that many young people will not give up using drugs whatever you say or do. Encouraging less harmful drug use may be more effective in such situations</li><li>• Use a comfortable relaxed setting if possible</li><li>• Set time limits for the talking session</li><li>• Understand that a series of meetings, rather than just a one-off session, may be required</li><li>• Keep track of the outcome of your work and refer back to your original aims</li></ul>	

From: Don't panic: Responding to Incidents of Young People's Drug Use. J. Cohen and J. Kay (1992)



## **Te tikanga o te whakatiwheta hemahema (Sexual harassment)**

Sexual harassment<sup>1</sup> is defined as any verbal or physical behaviour of a sexual nature, including misuse of visual or written material, which is unwelcome and offensive to the receiver and which is either repeated or of such a significant nature that it has a detrimental effect on a person's education or employment.

(A copy of the legal definition of sexual harassment contained in the Human Rights Act 1993 is contained in Appendix 2).

### **He rahi ngā whanonga i raro i te maru o te whakatiwheta hemahema Sexual Harassment covers a broad range of behaviours**

Sexual harassment includes a range of behaviours from name calling and joke telling, to threats of adverse treatment and rape. While one form of sexual harassment may, on the surface, seem less serious than another, the effects on the harassed person can be devastating. The effect on the receiver is the important consideration. It is a mistake that conduct is not sexual harassment because it does not seem to be a criminal offence or that, because it is a criminal offence, it is not sexual harassment.

The seriousness of an incident should be measured by the effect on the complainant<sup>2</sup>, not by the conduct itself. Those complained about will often say that they meant no harm or that whatever took place was not serious.

While schools should provide three general options for persons complaining about sexual harassment (see *Resolving complaints*, pages 31-35), it should be the complainant and their family's choice as to which option is adopted. However, the school will need to respond in terms of the seriousness of the conduct.

On one level there is behaviour which may have a relatively minor consequence. If an incident has caused only annoyance and discomfort rather than more serious effects such as distress, it may be appropriate to deal with it in a relatively unofficial way. Informal counselling, warnings and apologies may be all that is required. It is important however, not to dismiss minor misconduct too lightly or to regard it as trivial. Minor misconduct offers an opportunity to remedy inappropriate behaviour at an early stage. If this is not done, those who engage in "low-level" sexual harassment get the wrong message.

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<sup>1</sup> This document uses the term sexual harassment as it is defined in the Human Rights Act 1993. There are similar definitions in the Employment Contracts Act 1991 and the Secondary Teachers Collective Employment Contract.

<sup>2</sup> The term *complainant* is used throughout the document to mean the person making a complaint.



### **Sexual harassment covers a broad range of behaviours (cont...)**

Their behaviour may then be repeated or may later take on a more serious character. Relatively minor forms of sexual harassment should therefore be seen as an opportunity for early corrective intervention. Intervention at this stage can send constructive messages in a low-key way and, in some cases, will prevent more serious problems developing in the future.

It is essential to bear in mind that if alleged conduct appears to have had a serious *effect*, it rarely, if ever, would be appropriate to regard the incident as minor.

On another level, is conduct which is more serious and which may have a more serious effect. It calls for a more systematic process of investigation, decision-making and the carrying out of disciplinary and remedial measures. Conduct in this category calls for a graduated range of responses, depending on the behaviour and its effect. The general rule is that all complaints of a serious type must be responded to in a serious way. Appropriate processes are discussed in Appendix 4.

### **Koia nei ētahi whanonga o te whakatiwheta hemahema:**

#### **Some types of behaviours that may constitute sexual harassment are:**

- sexually suggestive remarks or teasing about a person's gender, sexuality, alleged sexual activities, or personal life
- telling dirty jokes which embarrass or offend
- a teacher making sexual approaches to a student (Note – a teacher has a professional obligation not to accept a sexual approach from a student. Clearly, if the student is under 16, it is a criminal offence. In any event, there is a relationship of trust between the teacher and student for which the teacher is responsible for maintaining.)
- a staff member sexualising his or her interactions with students by making reference to sex-oriented physical appearance, sexuality or relationships
- staff or students entering rooms unnecessarily where students are showering or changing, for example, on school trips, after physical education, at boarding schools
- referring to students or teachers using sexual names, for example; poofter, wanker, tart, leso, bitch, slut, fag, queer
- unwanted physical contact such as patting, rubbing, pinching, touching
- the misuse of sexually violent material by teachers or students
- displaying posters, pictures or graffiti of a sexual nature which could reasonably be expected to offend



### **Some types of behaviours that may constitute sexual harassment (cont...)**

- requests for sexual contact including intercourse, with either implied or over promises for preferential treatment or threats or detrimental treatment, for example, exam marks, education opportunities or present/future employment opportunities
- sexual assault, rape, sexual violation
- leering, wolf whistles, cat calls, obscene gestures or mutterings
- kissing or hugging someone against their will
- persistent and unwelcome social invitations or telephone calls at either school, work or at home. These types of behaviours may be sexual harassment if they are repeated or sufficiently serious as to be detrimental.
- The effect of sexual harassment is determined by the person who has been harassed. If it has been detrimental to either their education or employment there may be a range of indicators, for example, absenteeism, changes in behaviour, mood changes, lower productivity or work quality.

### **Ehara te whakatiwheta hemahema i te**

#### **Sexual harassment is *not*:**

- occasional compliments or behaviour based on mutual attraction
- friendships, sexual or otherwise, between equals where both people consent to or enjoy the relationship

### ***He aha te rerekētanga o te whakatiwheta hemahema me te raweke?***

#### ***What is the difference between sexual harassment and sexual abuse?***

It is commonly understood that the term 'sexual abuse' is used to refer to sexual contact by an adult towards a child (see Children, Young Persons and their Families Act 1989). Some schools differentiate between the terms by defining sexual abuse as that occurs in the school or workplace. Others use abuse meaning behaviour which constitutes a criminal offence. However, much behaviour complained of as sexual harassment is also a criminal offence and can be labelled sexual abuse.

The New Zealand Children and Young Persons and their Families Service (NZCYPFS) has developed two resource documents targeting child abuse and neglect. The first resource, *Breaking the Cycle: An Interagency Guide to Child Abuse, 1995*, concentrates on outlining services currently being provided by NZCYPFS, and is a guide for recognition of abuse and how to report it. The second resource is a companion booklet to use alongside the interagency guide. Entitled *Interagency Protocols for Child Abuse Management*, it represents a co-operative approach to child abuse management throughout New Zealand, including reporting procedures within the school environment, and places emphasis on the needs of the child or young person.



AMERICAN ACADEMY OF CHILD & ADOLESCENT PSYCHIATRY

AMERICAN ACADEMY OF CHILD & ADOLESCENT PSYCHIATRY

## FACTS TEACHERS

### **CHILDREN WHO CAN'T PAY ATTENTION**

Teachers are often distressed when a student “won’t listen to” or “causes trouble in class.” One possible reason for this kind of behaviour is Attention-Deficit Hyperactivity Disorder (ADHD).

Even though the child with ADHD often wants to be a good student, the impulsive behaviour and inability to pay proper attention in class interfere. Teachers, parents and friends know that the child is “misbehaving” or “different”, but they might not be able to tell exactly what is wrong. A child and adolescent psychiatrist can diagnose and treat the child with Attention-Deficit Hyperactivity Disorder.

The “hyperactivity” symptoms in ADHD may include excessive running or climbing in young children, or extremely restless and fidgety behaviour in older children. In contrast to a normal high level of activity in some children, hyperactivity is haphazard, poorly organised and not goal-directed. ADHD is 10 times more common in boys than in girls.

A child who has ADHD shows several of the following characteristics:

Has difficulty organising work and gives the impression he or she has not heard instructions.

Is easily distracted.

Makes several errors of a careless and compulsive nature.

Frequently calls out in class.

Has difficulty awaiting his or her turn in group situations

Fails to follow through on parents’ requests.

Is unable to play games for the same amount of time as other children of the same age.

Without proper treatment, the child may fall behind in schoolwork, and friendships may suffer because of poor co-operation in playing and other social activities. Self-esteem suffers because the child experiences more failure than success and is criticised by teachers and family who do not recognise a health problem.





**FACTS FOR TEACHERS  
Children who Can't Pay Attention**

Research clearly documents that medication can be helpful. Also, that medication used for ADHD works best as part of a comprehensive plan of treatment including evaluation and often help for the family, and consultation with teachers. When additional complications such as low self-esteem, depression, or social difficulties, psychotherapy is often indicated.

If a child shows behaviour problems like those of ADHD, teachers may suggest to them that they seek additional help. Parents may ask their paediatrician or family physician to refer them to a child and adolescent psychiatrist. Parents can learn how to help their child. Often the child psychiatrist helps teachers and school officials work out ways to treat more effectively those children with Attention-Deficit Hyperactivity Disorder.

American Academy of Child and Adolescent Psychiatry represents over 5,000 child and adolescent psychiatrists, physicians with at least five years of additional training beyond medical school in general and child and adolescent psychiatry.

**For further Information Contact**

**Child & Family Unit  
Starship Children's Health  
Auckland Hospital  
Phone: (09) 307-4901 Fax: 307-8944**



Christopher Green – Wellington NZ – March 1996

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Attention Deficit Disorder (ADD) refers to a subtle difference in the fine tuning of the normal brain. This difference seems to be related to a slight imbalance in the brain's message transmitting chemicals (neurotransmitters). This mostly affects those parts of the brain which control reflective thought and the inhibition of ill-considered behaviour (the frontal lobe and its close connections). Some researchers believe that this condition should be called Behaviour Inhibition Disorder.

Some see this as an edge of normal temperament, while others describe it as a disorder. Whatever the true nature of ADD, it results in behaviours that cause a child to underachieve at school for their intellect and under behave at home for the standard of parenting they receive. It is more correct to refer to ADD as Attention Deficit – Hyperactivity Disorder (ADHD) but here we will talk of ADD.

The incidence of ADD varies depending on the strictness of the criteria used for diagnosis. I believe that as a conservative estimate, two percent of Australia's school population are greatly disadvantaged by this condition while in North America the incidence is quoted as about five percent. Boys are more affected than girls. Though the first behaviours of ADD are usually apparent by three years of age, most parents come for help in their children's first few years at school.

ADD is a chronic condition which continues throughout the school years. It is now believed that approximately 60% will take some of these symptoms with them into adulthood. If we follow the lead of North America, the treatment of adult ADD will soon be helping thousands in Australia.

ADD is not a new condition, it was first described almost a hundred years ago and, in North America, has been widely diagnosed and treated for almost forty years. Some say Australia is currently experiencing an epidemic and great over-diagnosis of this condition. In fact ADD has always been this prevalent, but until recently it did not receive its true recognition.

### **THE BEHAVIOURS**

All ADD children vary in the number and relative severity of the following behaviours.

**Inattention:** Easily distracted, flits from task to task, best with one-to-one supervision. Poor short term memory, forgets instructions, loses focus, slow completing work, hard to reach and teach. Some are distant, dreamy and spaced out (the attention deficit without hyperactivity, group).

**Impulsiveness:** Speaks and acts without thinking, interrupts, low frustration tolerance, a short fuse. Problems with behaviour inhibition, seem aggressive, difficulty putting "the brakes on their behaviour".



**Overactivity:** Restless, fidgets, fiddles, has to touch. Driven by “an over-wound spring”.

**Insatiability:** Rarely satisfied, goes on and on, unaware when to let a matter drop, interrogates, generates great tension. Constantly over-intrudes into the parent’s space.

**Social clumsiness:** Misreads social cues, overpowers, bosses and wants to do things their way, acts silly in a crowd.

**Poor co-ordination:** A few are truly clumsy, while others have an awkward flow of movement or difficulty doing two actions at the one time. Most have messy written work.

**Disorganisation:** Blind to mess, forgetful, loses belongings, unaware of time. Some older children have difficulty structuring their school work, getting started to homework and organising projects.

**Variability:** Great fluctuations between good and bad days. Mood swings, volatile, yet sensitive.

**Specific Learning Disability:** It appears that approximately sixty percent have associated learning problems, e.g. difficulties with reading, mathematics or language. Many have difficulties with mental arithmetic, learning tables and remembering what they have just read.

**Adults with ADD:** Adults often describe a restlessness, which affects their bodies and minds. Organisation, impulse control, focusing, maintaining attention and seeing priorities, remain problems for adults with ADD. Adults have most trouble in their productivity at work and the stability of their relationships.

### **THE TYPICAL PRESENTATION**

The parents I meet can’t understand why this child is “out of step” with brothers, sisters and other children. On history some were irritable and demanding as infants, though many were easy babies. Once they started to walk, most were active and into everything. At pre-school some were more restless and found it hard to sit at story-time, others had low frustration tolerance and were seen as aggressive.

At the start of school most are said to be distractible and may be disruptive. They do best when stood over or they don’t complete work. Teachers are confused that such an apparently intelligent child is so erratic and underachieving. Some have been tested by the school psychologist, who often finds a surprisingly good concentration in the 1:1 of the quiet test room. In the playground some are socially out of tune, come on too strong and annoy other children. Many do not get asked to birthday parties.

At home parents describe a child who demands, intrudes into their space and generates tension. These children stir, wind-up their siblings and don’t know when to let a matter drop. Many have a short fuse, act without thinking, interrupt like a pre schooler, and are accident prone. Some are messy, disorganised, forgetful, restless and constantly fiddling. It’s not that these behaviours are confined to the ADD child, other children have them, but to a lesser intensity and the others know when to apply the brakes.



A few have the “inattention only” sort of ADD. They are the dreamy in-attenders, with relatively good behaviour. These “quiet under achievers” often pass unnoticed, yet they perform poorly at school. A surprisingly high proportion of children with this sort of ADD, have specific learning disabilities.

### **WHEN IS THIS NORMAL – WHEN IS IT ADD?**

There is no clear cut off between those who have a normally active, impulsive and inattentive temperament and those who suffer ADD. It must be remembered that if the child has many, but not enough symptomatic behaviour to meet the diagnosis, they may not be called ADD, but they will still be difficult for parents to manage and teachers to teach.

If these behaviours are not causing anyone any trouble, they can be ignored. If these behaviours are causing a child to significantly under function at school and under behave at home, whether they exactly fit the criteria or not, they must be taken seriously. “A problem is only a problem when it causes a problem.”



(Name of Kura)  
**FUNDRAISING**  
 (trip title), 1999  
**HANGI!**

At (name of Kura)  
 Cost: \$7.00  
 Date:  
 Time:

Thank you for supporting (Te ingoa o te kura/whanau)

**TICKET NO.** \_\_\_\_\_



(Name of Kura)  
**FUNDRAISING**  
 (trip title), 1999  
**HANGI!**

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 Date:  
 Time:

Thank you for supporting (Te ingoa o te kura/whanau)

**TICKET NO.** \_\_\_\_\_





# ***Te Hiringa i te Mahara***

## **School Trips**

1. Te whakahaere i nga mahi i te Kura
2. Costing Schedule
3. Te Pepa Apiti Utu
4. Te Pepa Whakakii mo nga Haerenga
5. Overnight Trip Form
6. Permission Letter
7. Itinerary for Marae Trip
8. He Taputapu mo te haerenga
9. Sample Menu
10. He Reta ~ Form 7 Camp
11. Te Tataranga Tupono me te Punaha Whakahaere
12. Permission Letter
13. He Ripoata o te Tahua



(Name of Kura)

Te Ra tono: \_\_\_\_\_

**Te Whakahaere i nga mahi i te Kura (Event Organisation)**

Tchr Organiser \_\_\_\_\_ Class(es) \_\_\_\_\_ Date of Event \_\_\_\_\_

For use when groups of students are involved in school based events.

<p>Nga tikanga mo nga Kaiako e whakatakoto kaupapa, mo nga haerenga Kura.</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of the event and the way it fits in with class work with your HOD.</li> <li>2. Complete this form and the “Class Trip/Activity Costing Schedule”. Attach a list of names to this form*. Hand these sheets to the DP at least 2 weeks before the event. *Admin will forward lists to appropriate persons (i.e. attendance).</li> <li>3. On approval by the executive Team: <ul style="list-style-type: none"> <li>• Send letters home for parents’ consent or information, with any additional information about the event. (if appropriate)</li> <li>• Students pay any money to Accounts office. They will be issued with a receipt and copies of receipts will be placed in teachers’ pigeonholes. You should use these to keep a record of students who have paid.</li> </ul> </li> <li>4. All monies must be received at least one full school day prior to the event.</li> <li>5. If insufficient number of students have paid by this date the event will be cancelled. In this situation you should forward a list of paid students to the Accounts office so reimbursement can be arranged.</li> </ol>	<p>Location of Event: .....</p> <p><b>No. of students</b>    Boys .....                      Girls .....</p> <p>Times                      Start: .....                      Finish: .....</p> <p>Names of staff and parents involved .....</p> <p>.....</p> <p>Cost per student .....</p> <p>Staff relief required:(if needed)</p> <p>.....</p> <p>Other classes/staff affected by absences .....</p> <p>.....</p> <p>Purpose of Event: .....</p> <p>.....</p> <p>Class preparations made: .....</p> <p>.....</p> <p>Teaching follow-up planned: .....</p> <p>.....</p> <p>Organisers Signature: .....    Exec Team Approval</p>
--	---





**CLASS TRIP / ACTIVITY COSTING SCHEDULE**

Trip/Activity: \_\_\_\_\_

Trip Date: \_\_\_\_\_

Teacher I/C: \_\_\_\_\_

Expenses:

Cost  
(include. GST)  
\$

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>Sub Total:</b>	_____
Plus 5% Service Fee:	_____
<b>Total to be Collected:</b>	_____
<b>TOTAL:</b>	_____

Number of Students: \_\_\_\_\_

Cost per Student: \$ \_\_\_\_\_

**NOTES:**

1. When completing expense calculations, allow for student withdrawal.
2. All monies must be received by one full school day prior to departure or start of activity.
3. Any queries contact accounts office.

**THIS FORM IS TO BE SUBMITTED WITH THE DAY TRIP FORM.  
AVAILABLE FROM THE SCHOOL OFFICE, TO THE DEPUTY  
PRINCIPAL.**

**TE PEPA ĀPITI UTU MŌ NGĀ HAERENGA O TE KARAEHE**

Te haerenga/mahi: \_\_\_\_\_ Te rā o te haerenga: \_\_\_\_\_

Te Kaiako whakahaere: \_\_\_\_\_

Ngā Utu:

Te Utu

\$

<b>Sub Total:</b>	
Plus 5% Service Fee:	
<b>Total to be Collected:</b>	
<b>TOTAL:</b>	

Tokohia ngā akonga: \_\_\_\_\_ Te utu mō te akonga: \$ \_\_\_\_\_

- NOTES:**
1. When completing expense calculations, allow for student withdrawal.
  2. All monies must be received by one full school day prior to departure or start of activity.
  3. Any queries contact accounts office.

**ME HOATU TĒNEI PEPA WHAKAKI ME TE PEPA WHAKAKI MŌ TE HAERENGA O TE RĀ KI TE TUMUAKI TUARA. TIKINA MAI I TE TARI KURA.**



(Name of Kura)

TE RĀ TONO: \_\_\_\_\_

**TE PEPA WHAKAKII MŌ NGĀ HAERENGA O TE RĀ (Day Trip Form)**

Tchr Organiser \_\_\_\_\_ Class(es) \_\_\_\_\_ Date of Event \_\_\_\_\_

**Procedures for Staff in Planning School Trips**

1. Discuss the purpose of the trip and the way it fits in with class work with your HOD.
2. Complete this form and the "Class Trip/Activity Costing Schedule". Attach a list of names to this form\*. Hand these sheets to the DP at least 2 weeks before the trip, or 6 weeks if an overnight trip.  
\*Admin will forward lists to appropriate persons (i.e. attendance).
3. On approval by the executive Team:
  - Send letters home for parents' consent or information, with any additional information about the event. (if appropriate)
  - Students pay trip money to Accounts office. They will be issued with a receipt and copies of receipts will be placed in teachers' pigeonholes. You should use these to keep a record of students who have paid.
4. All monies must be received at least one full school day prior to departure or start of the activity.
5. If insufficient number of students have paid by the day the trip will be cancelled. In this situation you should forward a list of paid students to the Accounts office so reimbursement can be arranged.
6. Check student dress standard before leaving. Any problems refer to the DP or AP. Remind students that school rules apply, especially in relation to alcohol, drugs and smoking.

Return all students to the school or the school zone after the trip.

**Destination:** .....

**No. of students** Boys ..... Girls .....

Times Start: ..... Finish: .....

**Names of staff and parents involved** .....

**Means of transport:** .....

**Cost per student** .....

**Staff relief required:**(if needed)  
.....  
.....

**Other classes/staff affected by absences** .....

**Purpose of trip:** .....

**Class preparations made:** .....

**Teaching follow-up planned:** .....

Date of Approval .....

Signature: ..... Exec Team Approval



(Name of Kura) \_\_\_\_\_

Group: \_\_\_\_\_

Date of Application: \_\_\_\_\_

## TE PEPA WHAKAKII MŌ NGĀ HAERENGA O TE PŌ (Overnight Trip Form)

**Tchr Organiser** \_\_\_\_\_ **Class(es)** \_\_\_\_\_ **Date of Event** \_\_\_\_\_

<p><b>Procedures for Staff in Planning School Overnight Trips</b></p> <p><u>Stage 1</u> → As the trip must receive BOT approval, as well as the Principal's, please submit your application not less than 6 weeks prior to proposed dates. School Overnight Trips are defined as:</p> <p>(a) Camping trips (part of the school's programme of outdoor education involving all students on a class or form group basis, and incorporating an overnight stay).</p> <p>(b) Educational tours/field trips overnight. In either category the activities must represent an integral part of the teaching programme.</p> <p>Complete this form and attach a class/group list of names to this form.</p> <p><u>Stage 2</u> → After BOT approved. CONGRATULATIONS! At least 2 weeks before your trip leaves, you must give the checklist to the DP or AP to verify that all conditions have been met.</p> <p><b>CHECKLIST FOR OVERNIGHT TRIP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consent forms have been issued (see sample on back of this form)</li> <li><input type="checkbox"/> Equipment list has been issued</li> <li><input type="checkbox"/> Provisions have been made for First Aid (gear &amp; personnel)</li> <li><input type="checkbox"/> The area of trip has been checked by a staff member</li> <li><input type="checkbox"/> Provision has been made for skill training (where needed)</li> <li><input type="checkbox"/> Appropriate agencies have been notified</li> <li><input type="checkbox"/> Risk management (where needed) – an analysis has been made and checked (special form in file).</li> </ul> <p>Remember no student may go on a trip without a signed consent form from a parent or guardian.</p>	<p><b>Trip to:</b> .....</p> <p><b>Purpose of trip:</b> ..... <i>(you may wish to attach more material)</i></p> <p><b>No. of students</b> Boys ..... Girls ..... Class Team: .....</p> <p>Departure: .....am/pm Day: ..... Date: .....</p> <p>Return: .....am/pm Day: ..... Date: .....</p> <p><b>Method of transport:</b> .....</p> <p><b>Names of staff involved:</b> .....</p> <p>.....</p> <p><b>Names of other competent leaders:</b> .....</p> <p>.....</p> <p style="text-align: right;"><b>\$ Including GST</b></p> <p><b>Expenses</b> ..... <i>(estimated)</i> .....</p> <p>.....</p> <p>.....</p> <p><b>TOTAL</b> ..... =====</p> <p><b>Cost per Student</b> \$..... =====</p> <p>Date of Approval .....</p> <p>Signature of Main organiser: .....</p>
<p>This trip has school admin approval: DP/AP Signature: ..... Date: .....</p>	<p>This trip has the approval of the Board of Trustees. Principal's Signature _____ Date _____</p>



## **Te Hīringa i te Mahara**

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(Te ingoa o te kura)  
(Te wāhi noho o te kura)

(Te rā)

Tena koutou katoa,

Ki nga mātua, ngā whānau whānui kātoa, he mihi nui i tēnei wa o te tau.

Kia ora koutou. This is to notify all parents about \_\_\_\_\_.  
On \_\_\_\_\_ (date), we will be going to \_\_\_\_\_.

The purpose of this trip is \_\_\_\_\_.

\_\_\_\_\_ will be hosting us. We will leave school at \_\_\_\_\_  
(time) and return to school by \_\_\_\_\_ (time).

The cost of this trip per student is \_\_\_\_\_.

Please sign the form below to give your son/daughter permission to attend this important event.

Naku noa,

(Te ingoa o te kaiako)  
Kaiako

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I give permission for my son/daughter \_\_\_\_\_ to attend this trip  
to \_\_\_\_\_ (venue) on \_\_\_\_\_ (date).

Signed: \_\_\_\_\_ (Parent/guardian).



**Example of an Itinerary for a trip  
TRIP TO TE AUPOURI  
FROM (date) TO (date) 1999**

**ITINERARY**

**TE RĀ TUATAHI - Day 1**

- 9am Karakia  
Depart from (*name of Kura*) for (*destination*)  
Te whānau and Staff (.....)
- 1pm Waipoua Forest/Opononi for lunch
- 4pm Powhiri at Potahi Marae
- 5pm Unpack gear into marae
- 5.30pm Dinner  
Dishes
- 7pm Settle in for the night.

**TE RĀ TUARUA - Day 2**

- 8am Breakfast  
Duties and Clean up
- 9.30am Leave for Cape Reinga and Te Rerenga Wairua
- 12pm BBQ lunch at the Tapotupotu Camp and Beach Swimming and  
Kayaking
- 2pm Te Paki Stream  
Sand dunes, tobogganning, collect seafood and pipis
- 5pm Arrive back at the marae  
Showers  
Prepare dinner
- 6pm Dinner  
Clean up
- 8.30pm History korero
- 10.30pm Moe



**TE RĀ TUATORU - Day 3**

8am	Breakfast
9am	Duties and clean up
10am	Rarawa Beach Swimming, Kayaking, Fishing, Diving
1pm	Lunch – cut lunch and cordial
4pm	Arrive back at the marae Showers Prepare dinner
6pm	Dinner Clean up
7.30pm	Te Kao Area School for Games night
10/11pm	Moe

**TE RĀ TUAWHA - Day 4**

8am	Breakfast
9am	Big clean up of the whole marae
10am	Poroporoaki Return to Kura
1pm	Lunch stop at Bay of Islands
4-5pm	Arrive back at school gate



**He Taputapu Haerenga (Hei tauira)**

**Nga Taputapu mo te haerenga ki te \_\_\_\_\_**

**Gear List for the Trip to \_\_\_\_\_**

**On the trip to \_\_\_\_\_ you will need:**

A sleeping bag (warm) or blankets and one sheet  
A pillow case/pillow for those with soft heads  
Woollen jersey or bush shirt  
Long trousers – jeans are no good when wet (recommend track-suits)  
Socks – several pairs  
Casual clothing – t-shirts, shorts and underwear  
Parka or waterproof jacket (as above)  
Hat or cap (recommend warm)  
Good footwear for around marae (ie. 2 pairs of shoes)  
Old shoes that could get wet for walks  
Washbag and toilet gear  
Plasters (take some on walk first day)  
Towels (2 at least)  
Cards or games (not electronic)  
Torch  
Togs or shorts & t-shirt  
Camera and film  
Boogie Boards

**NB** You will need two changes of clothing and plenty of warm clothing. Be prepared for cold, wet weather. Have some plastic bags for wet gear and packing. Make sure your property is named as you will be using a common drying area.

**WHAKAINGOATIA ĀU TAPUTAPU**

**Name Your Gear**

**Do not** bring cigarettes, lighters, matches or alcohol.

**Do bring** a cut lunch for day one, or money to buy your lunch on the way.





Trip to Te Aupouri, Te Kao  
(date)

M E N U

**TE RĀ TUATAHI - Day 1**

Roast Mutton  
Potatoes  
Cabbage  
Salad  
Fried Bread                  Rice and Custard

**TE RĀ TUARUA - Day 2**

**Breakfast**

Weetbix/Cornflakes  
Tinned fruit  
Spaghetti  
Toast

**Lunch**

BBQ lunch; Sausages, chops and salad  
Cordial

**Dinner**

Corned Beef and Mustard Sauce  
Silverbeet  
Potato & Pumpkin

Jelly squares  
Fruit and Ice cream



**TE RĀ TUATORU - Day 3**

**Breakfast**

Mutton Stew  
Weetbix  
Porridge  
Fruit  
Toast

**Lunch**

BBQ Sausages and Chops OR  
Cut lunch and fruit  
Cordial

**Dinner (Hakari)**

Chicken  
Rolled, Stuffed Mutton  
Roast Potatoes  
Kumara  
Coleslaw  
Pipi fritters  
Raw Fish

Steamed pudding and custard  
Fruit salad  
Trifle

**TE RĀ TUAWHA - Day 4**

Leftovers



**Example of a letter to Parents for proposed camp.**

*(letterhead of Kura)*

Dear Parents/Guardians of 1999 Form 7 students,

**Form 7 Camp – 1999**

The Form 7 camp will be held (date) at (location). The camp, “*Developing Leadership Skills*”, will be led by the Principal – (name, ingoa), with a number of staff in attendance.

A comprehensive list of equipment and personal effects will be issued to the students when they return to school next year. However, this is advance notice of the kinds of things that will be needed. Because the camp is outdoors, the following will be required:

- Ten
- Gas cooker
- 3 changes of clothing
- Swimming gear
- Sleeping bag
- Waterproof anorak
- Food
- First aid kit

The cost of the three days will be \$\_\_\_\_\_ to cover expenses such as transport and the site. Where possible students will be encouraged to share equipment such as tents, camping gear and food. These arrangements may be sorted out informally between yourselves and other families.

Thank you for your assistance and co-operation.

Nāku Noa,

Form 7 Dean (1999)



**TE TĀTARANGA TŪPONO ME TE PŪNAHA WHAKAHAERE  
(Risk Management)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity/Situation: \_\_\_\_\_

Analysis	Description		
<b>UNDESIRED EVENT(S)</b> Accident, injury, other forms of damage			
<b>CAUSAL FACTORS</b>	<b>People</b>	<b>Equipment</b>	<b>Environment</b>
<b>RISK MANAGEMENT STRATEGIES</b>	<b>Normal Operation</b>		
	<b>Emergency</b>		
<b>RELEVANT INDUSTRY STANDARDS APPLICABLE</b>			
<b>POLICIES AND GUIDELINES RECOMMENDED</b>			
<b>STAFF WITH SKILLS REQUIRED</b>			
<b>FINAL DECISION ON IMPLEMENTING ACTIVITY</b>	Choose One		
	Accept Comments:	Reject	



**Example of a permission letter**

*(letterhead of Kura)*

Dear Parent/Guardian

**TRIP CONSENT FORM**

Your daughter/son \_\_\_\_\_ will be going on a school trip to \_\_\_\_\_  
\_\_\_\_\_ on (date).

The trip is organised by (Principal and staff).

Transport will be by bus leaving (name of Kura) at 9am and will arrive back at (name of kura) on (date).

Please complete the following form, detach and return via your son/daughter.

\_\_\_\_\_ ✂ \_\_\_\_\_

**CONSENT FORM FOR \_\_\_\_\_ FOR TRIP TO \_\_\_\_\_**

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Numbers: (Home) \_\_\_\_\_ (work) \_\_\_\_\_

I approve of my child attending the trip and that she/he should take part in such activities as may be required by the staff. I understand that normal school rules apply, especially those relating to alcohol, drugs and smoking. In the event of an accident or illness, I authorise the obtaining of such medical assistance as may be thought necessary by the staff. I certify that she/he has no medical or physical disabilities likely to prove detrimental to herself/himself or others during the trip, except those listed below.

**IMPORTANT – PLEASE COMPLETE THE FOLLOWING:**

<p>My child suffers/does not suffer from any minor complaints or allergies, eg asthma, bee/wasp stings. If so, please specify medical treatment: _____</p> <p>_____</p> <p>_____</p> <p>My child has/has not had tetanus injections during the last five years.</p> <p>My child can swim _____ metres in deep water (for cramps).</p> <p>Medicine being sent: _____</p>
---

I agree to meet the cost of the trip in full, which is \$\_\_\_\_\_.

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_



**HE RIPOATA O TE TAHUA (Hei Tauira)**  
**Example of a Financial Report**

**NGĀ MONI HUA**

**Income**

	\$
Balance of Activities Fund	0.00
Hangi/Raffles	0.00
Student Payments for Trips	0.00
Donation from Administration	0.00
F4 Camp donation	0.00
Balance of unspent monies from advance	<u>0.00</u>
<b>TOTAL</b>	<b><u>0.00</u></b>

**NGĀ UTUNGA**

**Expenditure**

Deposit for bus	0.00
Hangi meat/veges/foil	0.00
Advance – Trip expenses	0.00
Travel expenses -mini buses/car	<u>0.00</u>
<b>TOTAL</b>	<b><u>0.00</u></b>

**INCOME** 0.00

**LESS EXPENDITURE** 0.00

**BALANCE as at (date)** 0.00