**Course Assessments**

**EDUC 5905**

**Te Kete Manaaki Tangata**

**Assessment 1: Te Kete Manaaki Tangata**

**(This assignment is worth 50% of the final grade)**

**REQUIREMENT**

You are required to create a kete that contains knowledge of manaaki tangata; ie how to express care for people, using tikanga Maori as the kaupapa. This assignment has toru (3) parts and you must complete all three parts

**For each rauemi (resource) you must hand in supporting documentation which includes the following:**

* You need to describe how your rauemi relates to Te Whaariki, Graduating Teachers Standards and other relevant literature and documents.
* You need to describe how your rauemi supports the value of manaaki tangata
* You need to identify the age range of the tamariki your rauemi are intended for
* You need to describe the strategies you will incorporate to teach and learn te reo Maori me ona tikanga through using your rauemi
* Presentation and referencing of documentation must follow APA conventions

**Part One**

**Rauemi tahi:**

Createa pukapuka of your mihi which you can use to support bilingual language development with tamariki. The pukapuka must be in te reo Maori and it must include your mihi. Your mihi must include reference to Unitec and the centre you are working at/complete your work experience hours at. The pukapuka must be appropriate and ready for use with and by tamariki in an early childhood education centre.

**Part Two**

**Rauemi rua:**

Create a rauemi that describes the pohiri process which also identifies examples of manaaki tangata that occur within the pohiri process.

You will need to include in this rauemi:

* At least two appropriate karakia and waiata which could be utilised within the pohiri. Examples could be related to welcoming visitors, blessing kai etc
* A whakatauki related to notions of manaaki tangata that could be incorporated as part of the mihi process
* Roles and responsibilities of tangata whenua and manuhiri

Examples of rauemi created could be (but are not limited to) a poster, pukapuka, chart, dvd, cards. It is to be a teaching rauemi which is ready to be used with tamariki, whanau and kaiako.

**Part Three**

**Rauemi toru:**

Createa rauemi that is ready to be used by tamariki. The rauemi needs to support tamariki to extend their vocabulary around an area of manaaki tangata.

Some examples might be (but not limited to):

* Pukapuka, board games, matching games, posters, puzzles, tactile resources.

**ASSIGNMENT DUE: Wednesday 1 April handed in at class**

**The student should demonstrate ability to:**

* Demonstrate introductory written skills in te reo Maori.
* Integrate tikanga associated with the Marae
* Identify examples of Manaaki Tangata that occur on the Marae and make the link to their practice
* Design a kete containing appropriate quality resources to support teaching and learning te reo Maori
* Include appropriate te reo Maori me ona tikanga goals and language outcomes
* Strategies for the incorporation of te reo Maori me ona tikanga in their practice
* Provide a description of how each resource supports manaaki tangata
* Present information in a clear and logical format following APA guidelines

**Bachelor in Teaching (ECE)**

**EDUC 5905 Te Kete Manaaki Tangata**

**Assessment 2:**

**ASSESSMENT SCHEDULE – Te Kete Manaaki Tangata**

**NAME GRADE**

|  |  |
| --- | --- |
| **Rauemi tahi:**   * Spelling and grammar of te reo Maori is correct * Mihi is appropriately constructed * Appropriate description of how the rauemi supports Te Whaariki, Graduating Teachers Standards and other literature is included. * Appropriate description of how rauemi supports manaaki tangata is given * Age range of tamariki rauemi aimed for is identified * Strategies for teaching and learning are described | **/15** |
| **Rauemi rua:**   * Appropriate rauemi for describing the pohiri process * Tikanga associated with pohiri on the marae are correctly and fully described. * Responsibilities of tangata whenua and manuhiri are described * Appropriate waiata, karakia and whakatauki are included * Appropriate explanation of how rauemi links to Te Whaariki, Graduating Teaching Standards and other relevant literature is given * Appropriate description of how rauemi links to manaaki tangata included * Age range of tamariki rauemi is aimed for is identified * Strategies of teaching and learning are described | **/15** |
| **Rauemi toru:**   * Rauemi is appropriate for extending vocabulary around an area of manaaki tangata in early childhood education * Appropriate description of how rauemi relates to Te Whaariki, Graduating Teachers Standards and other relevant literature * Appropriate description of how rauemi supports value of manaaki tangata is given * Age range of tamariki this rauemi is aimed for is identified * Strategies for teaching and learning are described | **/15** |
| **Standard of Presentation of Te Kete Manaaki Tangata**   * Kete is designed to a high standard of presentation * All kete pieces are of high quality, suitably labelled, named, and child friendly * Effective organisation and structure is evident, work is carefully edited * APA guidelines for referencing and presentation are followed | **/5** |
| **Total marks** | **/50** |

**Overall comment:**