

The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The material provides many opportunities for revisiting the text.

Te Waka Rangimārie o Kaiwaka is a 25-metre waka at the entrance to Kaiwaka School in Northland. The waka welcomes people to the school and is also enjoyed as a kapa haka platform, a play area, and a quiet place to sit. The focus of this article is on the whakairo (carvings) of the waka, which tell stories about the Kaiwaka area and the school community. The article includes a profile of carver Tim Codyre, who speaks of the rich and changing traditions of whakairo.

This article:

- has strong links to Aotearoa New Zealand's histories (see page 4 of this TSM)
- explores whakairo both as a craft and as a mode of storytelling

- reflects the importance of waka in Māori culture and identity
- includes quotes, presented in various forms
- has photographs to support the text
- includes a profile of a carver
- provides opportunities for students to use prior knowledge to make inferences and to think critically
- has themes of culture and tradition, belonging, identity, and community.

A PDF of the text and an audio file as an MP3 are available at www.schooljournal.tki.org.nz

Texts related by theme

“Kuri” SJ L2 Nov 2015 | “Painted Hoe” SJ L2 June 2018 | “A Hoe!” SJ L2 June 2018 | “Sixth Sense” SJ L2 Aug 2018 | “Kupe and the Giant Wheke” SJ L2 May 2020 | “He Toi Whakairo” SJ L2 Nov 2020 | “Kākahu Pekepeke” JJ 61

Text characteristics

Opportunities for strengthening students' reading behaviours

“The carvings are a very simple lesson in whakairo,” Mātua Ben says. “They are about the children of the school. The students now have their own waka, and they can add their own stories to it. The kōrero of this waka will go on and on – it will change and grow with every child.”

*When I arrive at school,
I wait at the waka for my friends.
At lunchtime, we throw our jackets over
the paddles to make a house. Our town is*

some abstract ideas that are clearly supported by concrete examples, requiring students to make links to other parts of the text and to their prior knowledge

Ben Hita is a kaumātua of local iwi Ngāti Whātua. He held a ceremony at the school when the waka was finished in 2019. “The carvings are a very simple lesson in whakairo,” Mātua Ben says. “They are about the children of the school. The students now have their own waka, and they can add their own stories to it. The kōrero of this waka will go on and on – it will change and grow with every child.”

some words and phrases that are ambiguous or unfamiliar, requiring the students to use the context, illustrations, and/or written explanations to gain meaning

Tim also added some designs known as pākati (notches). These repeating patterns are often used in whakairo. One of the pākati is the diamond-shaped pātiki (flounder). For hundreds of years, Kaipara Harbour has provided food, including pātiki, for the people who live around it, so Tim made sure to include some pātiki designs.

Look at the photos of the waka. Can you see eels? Can you see the manaia? (It's a creature with the head of a bird and the body of a human.)

some compound and complex sentences, which may consist of two or three clauses, requiring students to carefully gather and track ideas as they read

the local hapū, Te Uri-o-Hau)

- waves from the Kaipara Harbour
- sports gear
- a computer mouse
- pages of a book with greetings in several languages.

other visual language features (photographs) that support the ideas and information

Text and language challenges

Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.




Go to the [Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge”](#) and [“Making sense of text: using knowledge of text structure and features”](#) to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of the significance of waka in the history of Aotearoa New Zealand and the important role they play in Māori culture and identity
- Familiarity with the use of spirals and repeated patterns in whakairo and other forms of toi Māori
- Understanding that patterns and symbols carry meaning and that whakairo tell stories and provide connections with ancestors
- Some understanding that the art of whakairo has been handed down through many generations
- Some understanding that our sense of place is shaped by local stories and geographic features
- Some understanding that, in Aotearoa New Zealand, the stories of tangata whenua hold a special status
- Some understanding of the role of a kaumātua
- Some knowledge about where Kaiwaka is located and its close proximity to Kaipara Harbour.


Possible supporting strategies

- Show the students pictures of different types of waka (waka taua, waka tētē, waka tiwai), discussing their different purposes. Te Ara Encyclopedia provides a useful overview. (See also [“Painted Hoe”](#), SJ L2 June 2018.)
- Explain the importance of waka in Māori culture and identity – that knowing your ancestral waka connects you to a place and to a people because migratory waka form the origins of each iwi.
-  [Services to Schools \(National Library\)](#) provides examples of traditional and contemporary Māori art. Prompt the students to notice similarities and differences in the art forms and discuss the ideas that are conveyed through them. Draw out the students' knowledge about the ways patterns and symbols can carry meaning and reinforce identity. Make connections with other examples of Māori visual culture, for example, kōwhaiwhai patterns and moko.
- Explore stories from your local region and identify ways that these stories are remembered and shared, for example, through place names, stories, and memorials.
- Have the students discuss the special role kaumātua play in communities and, if necessary, explain that one of their roles can be to bless a new building or structure.
- Have the students locate Kaiwaka School on an online map. Using the satellite option, identify how close it is to State Highway 1, the Kaiwaka River, and the Kaipara Harbour. Point out the nearby boundary between Northland and Auckland.

VOCABULARY

- Possibly unfamiliar words and phrases, including “platform”, “designed”, “carver”, “created”, “stern post”, “prow”, “notches”, “repeating patterns”, “diamond-shaped”, “flounder”, “provided”, “creature”, “celebrations”, “pretend”, “ceremony”, “master carver”, “straight”, “spirals”, “techniques”, “traditions”, “props”, “mermaids”, “warriors”, “polystyrene”, “dragon”, “motorbike”
- Words in te reo Māori, some of which are followed by translations: “kōrero”, “waka”, “waka tāngata”, “kapa haka”, “rangimārie”, “whakairo”, “taurapa”, “tuere”, “hapū”, “pākati”, “pātiki”, “manaia”, “kaumātua”, “iwi”, “taonga”
- Names of places: “Kaiwaka”, “Northland”, “Auckland”, “State Highway 1”, “Pukekaroro”, “Kaipara Harbour”
- Names of people: “Benji Woodman”, “Tim Codyre”, “Sharlene Tornquist”, “Ben Hita”, “Alan Nopera”
- Names of groups, iwi, and hapū: “Te Waka Rangimārie o Kaiwaka”, “Te-Uri-o-Hau”, “Ngāti Whātua”
- Collocations: “rich experiences”, “perfectly straight”.

Possible supporting strategies

- Remind the students of strategies for working out unfamiliar words, such as using word knowledge, looking for words within a word, identifying prefixes and suffixes, making connections with their prior knowledge, rereading to look for clues, and reading on to see if the meaning becomes clear.
- Familiarise yourself with any of the te reo Māori vocabulary and names that are new to you. Use the knowledge of your students, other staff, or experts in your community to provide accurate pronunciation and support for meaning, or listen to the audio. You could also have bilingual dictionaries on hand.
- Explain that one of the things that makes New Zealand English special is that it includes a number of kupu Māori. Have the students share their understanding of words used in the text that haven't been translated (for example, waka, kapa haka, kaumātua, taonga) and share other te reo Māori words that they commonly use. Create a class vocab list of commonly used te reo Māori words and display them on the classroom wall for the students to reference as they read and write.
- English language learners could play word bingo to become more familiar with the key vocabulary. Create bingo cards showing the words, which the students cover as you call the words out. Use the audio version to support pronunciation and understanding.
- Explain that the story includes names of places, people, iwi, hapū, and a waka. Remind the students that proper nouns have capital letters. If necessary, explain the central place of waka, location, and iwi in Māori culture and identity.
-  Do a search for waka taua on [DigitalNZ](#) to source images of waka that have a taurapa (stern post) and tuere (prow). Provide a labelled diagram for the students to refer to while reading.
- [The English Language Learning Progressions: Introduction](#), pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

- Informational text with short paragraphs, complemented with a profile of a master carver
- A bulleted list of elements within the whakairo, supported by photographs
- Some translations of te reo Māori in the running text (in brackets or following a dash)
- Quotes included in running text and in speech bubbles
- Questions in the text directed to the reader
- A mix of simple, compound, and complex sentences
- The use of the second person in the carver profile, for example, “Then you learn how to create spirals.”

- Have the students skim and scan the text, identifying its various features.
- Prompt the students to use their prior knowledge of the layout of informational texts to match the images to the bulleted list.
- Prompt the students to use what they know about reported speech to identify when someone is being quoted.
- Discuss the purpose of the instruction on page 17 to look at the images and find key elements in the whakairo (which encourages readers to look closely at the photographs).
- If necessary, support the students to understand the connection between ideas in longer sentences by identifying the main clauses (which contain the main idea and can stand alone), the supporting detail in phrases, the linking words, and the punctuation.



Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describes the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

ENGLISH (Reading)

- Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

ENGLISH (Writing)

- Level 2 – Ideas: Select, form, and express ideas on a range of topics.
- Level 2 – Language features: Use language features appropriately, showing some understanding of their effects.

SOCIAL SCIENCES

- Level 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.
- Level 2 – Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.
- Level 2 – Understand how places influence people and people influence places.

Aotearoa New Zealand’s histories

The key ideas for Aotearoa New Zealand’s histories are:

- that the stories passed down about the Kaiwaka area connect the people of that area to their ancestors and to the land, adding to their sense of identity
- that over time, the land and how it is used changes, but the stories create a continuous link to the past.

Throughout your work with this text, consider these connections and bring them into the teaching and learning in ways that work for your rohe and your learners. Some examples of ways to do this are given in these support materials.

Possible first reading purpose

- Find out what is special about a carved waka at the entrance to Kaiwaka School in Kaipara, Northland.

Possible subsequent reading purposes

- Identify and explain features of the waka that have special significance for Kaiwaka School and/or the Kaiwaka community
- Explore the importance of place as described in the text, for example, connections to local history, the natural environment, and tangata whenua
- Find out about the art of whakairo.

Possible writing purposes

- Write about a special feature in your community
- Describe what you would include in a carving for your school, including references to local stories, features of your environment, or the special character of your school
- Write about whakairo in your school environment or your community, highlighting and explaining key elements.



Instructional focus – Reading


English Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Social Sciences Level 2 – Understand how cultural practices reflect and express people's customs, traditions, and values; Understand how the status of Māori as tangata whenua is significant for communities in New Zealand; Understand how places influence people and people influence places.



Go to the Learning Progression Frameworks – Reading to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

First reading

- Discuss the title and its meaning and provide a brief overview of the text.
- Explain to the students that, as they read, they will encounter a number of words in te reo Māori. Weave key vocabulary and concepts into the discussion.
-  Identify where Kaiwaka is on an online map, pointing out features of the environment that are mentioned in the text. Explain to the students that they will be reading about a waka that has special connections to its location. Encourage them to actively look for these connections as they read.
- Share the purpose for reading. Skim and scan the text with the students, identifying supportive features such as the headings, photographs, and bulleted list. Ask the students to think, pair, and share to predict the information under each heading.

Possible supporting strategies

(LPF – Making sense of text: using a processing system)

If the students require more scaffolding

- Remind the students of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- Use group discussion to draw out background knowledge about symbols that have special cultural significance. To help English language learners connect with their own prior knowledge, you could ask them about symbols used in art from their own culture. *How are they similar to or different from those used in Māori culture? How do they represent the uniqueness of the place you come from?*
- Prompt the students to make connections as they read, for example, with ways that whakairo tell stories.
- Explore some useful strategies for dealing with unfamiliar words or ideas. Remind the students that they can scan for brackets to locate words that have been translated or explained earlier in the text.
- Provide sticky notes before reading so that the students can note their questions and any ideas and vocabulary they are not sure of. At the end of the first reading, discuss any questions they still have.
- Have the students listen to the audio version to support their understanding of the text.

Subsequent readings

How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

Significance of whakairo

The teacher

Return to the title and the use of the word *kōrero*. Explain that *kōrero* has multiple meanings. It can be a noun (story, conversation, speech, narrative) and a verb (tell, say, speak, read, talk, discuss).

Have the students work in pairs to identify how the whakairo on the waka tell stories about the school community.

Ask the students to identify stories that the adults and children in the article tell about the waka. Discuss how the quotes connect with and build on the theme of the article: the *kōrero* of the waka.

- *How do these stories develop our understanding of the significance of the waka to the school community?*

Discuss Mātua Ben's comment that the students can add their own stories to the waka and that the *kōrero* of the waka will go on and on.

(LPF – Making sense of text: using knowledge of text structure and features)

The students:

- use the bulleted list to locate information about elements of the whakairo that relate to the school community
- use the text in the speech bubbles to locate stories that the students tell about the waka
- reread the text and locate words and phrases that show how members of the school and its wider community view the waka
- (with support) integrate information from across the text to identify the sense of celebration and affection associated with the waka.

Importance of place

The teacher

Explain that a sense of place is how we feel about a particular area and that this is shaped by both the natural environment and a place's history. Support the students to make connections with stories about their own area and features within it.

Have the students work in pairs to ask questions and locate information about Kaiwaka, for example, its people, history, and environment.

Discuss other ways that the waka links the past and the present.

Significance of whakairo

The teacher

Have the students reread the profile of carver Tim Codyre and discuss the writer's purpose for including it.

Ask the students to identify how the profile builds on the idea of whakairo telling stories.

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- reread the text to locate information about the Kaiwaka area
- identify the iwi and hapū mentioned in the story
- explain the literal meaning of “kai-waka”
- make connections to the people, history, and environment of their own place
- make connections to their prior knowledge about the significance of waka in Aotearoa New Zealand's history.

(LPF – Making sense of text: reading critically)

The students:

- discuss and evaluate the writer's purpose for providing information about the carver
- identify references to the language and vocabulary of whakairo
- describe how the profile helped them to understand more about whakairo.

GIVE FEEDBACK

- *I noticed you looking closely at the photographs in the article. That's a great way to learn about the stories hidden in whakairo.*
- *The questions you asked about the symbols in the tukutuku panel in the office show that you're making connections between the text and our school community. That's a good way of gaining a wider understanding of your own place and your own identity.*

METACOGNITION

- *How did the way that the text was organised help you to make sense of it? How important were the visual language features for your enjoyment and understanding of the text?*
- *What connections did you make to our community as you read the article? How did making those connections help you when you were reading? Were there any parts of the text that you found hard to make connections with?*



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 2 – Ideas: Select, form, and express ideas on a range of topics. Language features: Use language features appropriately, showing some understanding of their effects.

Social Sciences Level 2: Understand how cultural practices reflect and express people’s customs, traditions, and values; Understand how the status of Māori as tangata whenua is significant for communities in New Zealand; Understand how places influence people and people influence places.



Go to the [Learning Progression Frameworks – Writing](#) to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

Text excerpts from “The Kōrero of the Waka”

Page 16

The carvings include images of:

- Pukekaroro (the mountain of the local hapū, Te Uri-o-Hau)
- waves from the Kaipara Harbour

Examples of text characteristics

CREATING A SENSE OF PLACE

People sometimes use the phrase “a sense of place” to describe a location that has special meaning. A sense of place is shaped by the natural environment and also by the stories that are told about a place, its people, and its history.

When writers include specific examples of local stories and features in their writing, it helps to convey that sense of place to the reader.

Teacher (possible deliberate acts of teaching)


(LPF – Creating texts to communicate current knowledge and understanding)

As a class, brainstorm what makes your local area special, for example:

- features in the natural environment
- the local hapū, iwi, and mana whenua
- the origin of local place names and traditional stories about the area
- features in the built environment.

Emphasise that in Aotearoa New Zealand, the stories of tangata whenua hold a special status when it comes to both the history and identity of different places.

Select three or four ideas from the brainstorm and ask the students to choose one they would like to find out more about. Support them as they work in pairs or small groups to research their choice and record important and interesting information in note form. Use shared writing to model how to write a report presenting what they have found out. If your students need more scaffolding, provide a template with starter sentences that they can complete.

 You could add the locations of each aspect of the local history to an interactive map using [Google Earth Project](#). The students’ writing could be added to the location points on the map.

Some English language learners might prefer to write about a special place associated with their family and culture.

Page 18

“My favourite part of the waka is the carvings. I can see ‘hello’ written in different languages. We use the waka as a place to talk and play. Sometimes we pretend the waka is a big ship.”

USING QUOTES


Quotes are a useful way to provide insights and perspectives on a topic.

(LPF – Writing meaningful text: using knowledge of text structure and features)

Explore the various ways that quotes are presented in the text, for example, as part of reported text or as a pull-out.

Encourage the students to ask at least three people (friends, neighbours, or whānau) what they think about the aspect of local history they have written about, for example, whether or not it contributes to the identity of their town or area and why they feel that way.

Discuss ways to choose quotes, for example, by identifying how they relate to the purpose of their text and by presenting a variety of thoughts and opinions. Model how to include quotes when writing paragraphs, emphasising correct punctuation and attribution of the speaker. Begin by exploring the quotes in the text to identify the ways they are attributed and how the sentence is punctuated.

 Add the quotes to the relevant locations on the class’s Google Earth Project.

Text excerpts from “The Kōrero of the Waka”

Page 17

Look at the photos of the waka. Can you see eels? Can you see the manaia? (It’s a creature with the head of a bird and the body of a human.)

Examples of text characteristics

ASKING QUESTIONS

Questions in informational texts can be used to engage reader interest and highlight key ideas.

Asking readers whether they can see a particular feature in an image or diagram encourages them to pay close attention to the visual features of a text.


Teacher (possible deliberate acts of teaching)

(LPF – Writing meaningful text: using knowledge of text structure and features)

Discuss the ways that writers use questions in informational texts, for example, as subheadings, rhetorical questions, or (as in this example) questions that draw attention to specific parts of an image. Make connections with the strategy of asking questions before, during, and after reading to aid comprehension.

Explain that asking questions is an effective way of getting readers to consider an idea more carefully, to focus on a section of text, or to look closely at a supporting image.

Have the students include questions in their own writing, testing the effectiveness of their questions with a peer reviewer. They might add photos or other visual images to their writing and ask questions to draw the reader’s attention to these. Some English language learners may benefit from having question frames to help them form and use a variety of questions.

DIGITAL TOOLS  Add the questions to the relevant locations on the class’s [Google Earth Project](#).

GIVE FEEDBACK

- *You’ve done a good job of describing the whakairo in the whare. It might be useful to provide some more specific details to make it easier for your reader to visualise it.*
- *The quotes you’ve included in your news article really helped to bring it to life. How about adding a quote that shows a different point of view?*

METACOGNITION

- *How did you choose the visual elements for your text? How do they build on or extend the ideas in your written text?*
- *How did you choose which quotes to include? How do they relate to the purpose of your text?*



The Literacy Learning Progressions