

ANNUAL REPORT
PŪHORO & NZQA PARTNERSHIP
2021 - 2022

Naomi Manu - Pūhoro STEM Academy Director



Over the 2021 – 2022 year we have continued to experience dynamic challenges that have centred around Covid-19 and the effects of the pandemic on business as usual. Accordingly, we have been able to pivot and through the consistent and incredible support of the New Zealand Qualifications Authority continue to provide meaningful opportunities to support our rangatahi as they actively engage in STEMM pathways albeit at times in an adjusted format according to the traffic light settings in place at the time.

Over the years, our partnership with NZQA holds in my mind as a shining example of how through key partnerships, we can move forward, accelerate and achieve positive outcomes for rangatahi Māori .

Our partnership with NZQA and the desire to support, sustain and empower our programme, and realise the aspirations and potential of our rangatahi Māori and their whānau cannot be understated. Your generous support breathes further life into the creation of meaningful opportunities in science for our rangatahi that connect to a line of sight towards pathways and potential future employment in the areas within STEM (Science, Technology, Engineering and Mathematics).

This investment for our programme is significant, and the effects and impact it has had on our rangatahi and their whānau is powerful! It gives voice to the whakataukī, Nāu te rourou, nāku te rourou, ka ora ai te iwi.

From all of the team here at Pūhoro, we look forward to working together in the years ahead and we thank you humbly for your support thus far. We look forward to seeing our partnership continue to blossom through our important mahi together for the benefit of our rangatahi.

Pūhoro ki te hoe!

Naomi Manu - Pūhoro Director

ANNUAL REPORT

This report completes Pūhoro reporting requirements to the New Zealand Qualifications Authority (NZQA) for the 2021-2022 period of our agreement.

The report summarises information regarding:

- a. Overview including feedback narrative of delivery for the STEMM Haerenga (Wānanga Pūrau – Mini STEMM Wānanga)
- b. STEMM Poster series overview and design and distribution progress/status
- c. STEMM bus business case general overview and progress
- d. Communications offerings as jointly agreed between Pūhoro and NZQA.

STEMM HAERENGA WĀNANGA PŪRAU OVERVIEW AND FEEDBACK

Pūhoro STEMM Academy

Activity name: Wānanga Pūrau

Dates of activities: Wednesday 20 April – Friday 29 April 2022



In the Term 1 holidays of 2022, the Wānanga Pūrau events were created and implemented in response to the cancellation of the Term 1 Wānanga due to Covid19. These were day events that were carried out in the regions by kaihautū and encompassed mātauranga Māori learnings, digital technology, and an array of broader science learnings. These Wānanga were supported by NZQA and replaced the previously agreed delivery of EYMM events.

A total of twenty (21) Wānanga Pūrau were held across five regions and attended 214 times by rangatahi from Y11-13. These events included the following:

MANAWATŪ

Taupo Day Out.....Thurs 21 April

Pūkaha Wildlife.....Fri 22 April

Kura Matahiko.....Tues 26 April

Kāpiti Island.....Tues 26 April

UCOL Simulations & Escape Room.....Wed 27 April

TĀMAKI MAKĀURAU

Auckland Zoo.....Thurs 21 April

Kura Matahiko.....Fri 22 April

VR Voom.....Wed 27 April

Whakairo.....Fri 29 April

TE MATAU A MAUI

Waitangi Park & Escape Room (HB & Wairoa).....Wed 20 April

Waimarama Beach.....Thurs 21 April

Kura Matahiko.....Wed 27 April

WAIKATO

Digital Natives Academy.....Wed 20 April

Taonga Puoro.....Tues 26 April

Genesis Energy & Escape Room...Thurs 28 April

Kura Matahiko.....Fri 29 April

ŌTAUTAHI

Kura Matahiko.....Wed 20 April

Waka on Ōtakaro.....Fri 22 April

Antarctic Centre.....Tues 26 April

Escape Room.....Thurs 28 April

MANAWATŪ | Taupo Day Out – Thurs 21 April

On this haerenga, _____ took six (6) rangatahi from Ruapehu College out to Taupo for their day out. The first activity of the day was a Rock'n'Ropes confidence course where instructors first went through a safety briefing with everyone and then they were split into groups of 4 to work through the course together. With plenty of encouragement, rangatahi were able to tackle the activities in the course and ended up spending two and a half hours there. After that everyone headed down to Huka Falls to relax before KFC for lunch. For the afternoon activity, rangatahi and kaihautū checked into the scenic cruise at the marina and boarded a boat. There they travelled out to Mine Bay to view the Ngātoroirangi Rock Carving and learn the story behind it from their tour guide, including a fishing demonstration to end the day.

"[It was] my first time being over by the carvings and learning about who carved them and why and the reason behind it" – Y11 Ruapehu taurira

"I learnt that the last eruption, 2000 years ago blew up at least one third of the lake" – Y11 Ruapehu taurira

"Today was a great experience for me because I learned about the Māori carving on the lake as well as why it's really important for us as Māori to know its meaning. I also loved the high ropes - that was a new experience for me & I loved it" – Y11 Ruapehu taurira

"I think it was valuable because it was full of bonding activities - that's one thing I noticed and I reckon it was good because I made some good connections" – Y12 Ruapehu taurira

"This awesome trip I experienced has had a huge impact on me. As early as it was in the morning to start this.. I'm so keen to do it again! Early morning, late nights whatever I want to show my commitment for the future trips that await" – Y11 Ruapehu taurira

"It was an impact of an experience because I overcame one of my fears which was heights & learning about the carving because I've actually always wanted to visit it" – Y11 Ruapehu student



100% of rangatahi respondents **'strongly enjoyed'** this wānanga pūrau experience; rubric measurement suggests this session was **'highly effective'**.

MANAWATŪ | Pūkaha Wildlife – Fri 22 April

_____ accompanied *thirteen (13)* rangatahi to Pūkaha Wildlife. _____ were their tour guides for the day and _____ was able to weave into the tour, tuakiri and mātauranga Māori stories related to Pūkaha and the taiao. Tairā found her stories inspiring and enjoyed learning about their Māoritanga. Additionally, they asked plenty of questions and enjoyed whakawhanaungatanga with each other and staff. Tairā were also shown the carving house and given a forest guided tour, including the bird aviaries and kiwi house. After a lunch break, their tour concluded with checking in on the raupo harvest, performing clear water tests at a stream where tairā caught a little koura, and finally watching the eels be fed.



"I really enjoyed the first part due to the amount of passion you could see on the tour guides kupu and face. Everyone was very lovely and sweet. It was a nice educational experience learning knowledge about the water ways and whenua" – Y11 Freyberg tairā

"One highlight was seeing the Kiwi House and watching the Kiwis jump around, another high light was the cultural guide showing us what the culture of Pūkaha was, another was the water testing, she let us get involved and interact with the river" – Y12 Feilding tairā

"Makes me want to be a scientist" – Y11 Feilding tairā

"It exposed me to another possible career path and made more passionate about the Māori science and knowledge. I want to learn more. Will be coming back" – Y13 PNGHS tairā

"[My highlights were] listening to all the stories, feeding the eels, gaining new knowledge, food, good people and made new friends" – Y11 Tu Toa tairā

"[My highlights were] eel feeding, kiwi house, trail walk, learning about iwi, learning about nature" – Y11 Awatapu tairā



100% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'highly effective'*.

MANAWATŪ | Kura Matahiko – Tues 26 April

Kura Matahiko was run by Pūhoro staff members _____ and aimed to teach tauira how to build websites and edit videos. *Eight (8)* tauira attended this session held at UCOL in Palmerston North with _____. The day began with a quick computer game to break the ice after which everyone introduced themselves and the session kicked off with coding on the Code Avengers website where they learnt how to build a website. Tauira were then tasked to research their pepeha and develop a video plan for recording and uploading it to on the internet. After lunch the tauira executed their video plan, unleashing their creativity and recording and editing their video which everyone was able to watch. Tauira were also given exclusive merchandise, a Pūhoro t-shirt with a green-screen design that allowed their pepeha video to be played onto their t-shirts!



"This will be very valuable in this modern world where everything is digitised, this will help me if I'm trying to promote digitally" – Y12 Feilding tauira

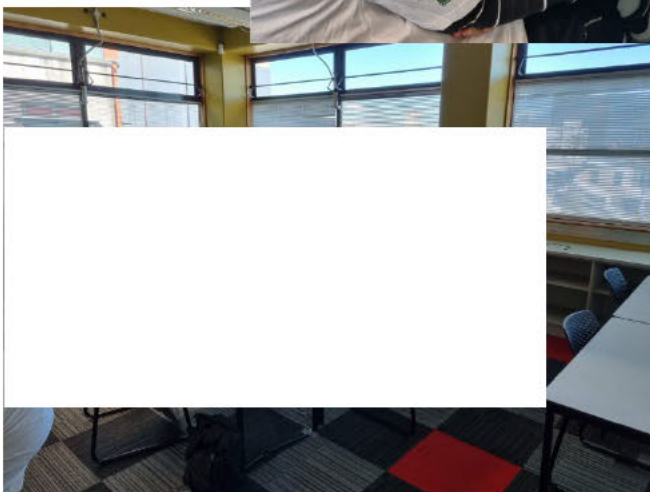
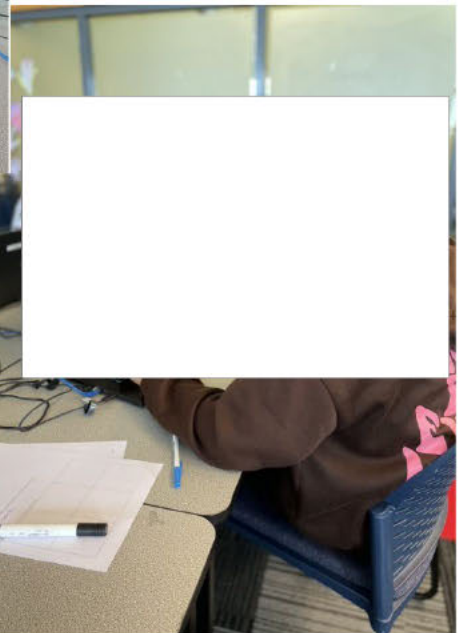
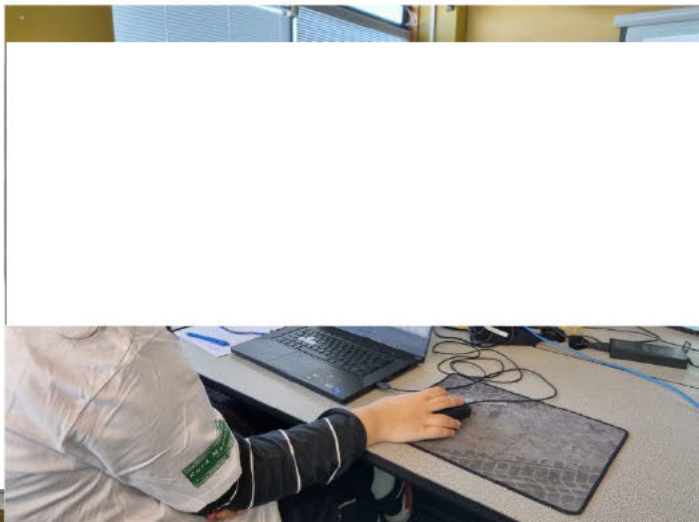
"Making the montage was a different experience and was definitely fun" – Y11 Tu Toa tauira

"I enjoyed being able to code and learn more in depth for green screens and code avengers seems like a good website" – Y13 Feilding tauira

"How to make a website was very intriguing. It helped me gain vital knowledge for my future dream career path" – Y11 Freyberg tauira

"Learning how to code a website and edit a video from scratch and playing games" – Y11 Tu Toa tauira

"I learnt how to make a website by using codeavengers" – Y11 Freyberg tauira



86% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'effective'*.

MANAWATŪ | Kāpiti Island – Tues 26 April

Fourteen (14) taura had the opportunity to travel to Kāpiti Island with _____ . They were hosted by _____ and upon arrival to the island, they went straight to the shelter for a whakatau hosted by _____. Following the whakatau, _____ gave a brief history of the island including bird life, iwi affiliations, and whaling stories of Kāpiti. _____ and _____ then hosted a brief kai at their home before Pūhoro staff and taura embarked on a hikoi up the hill on the northern side. _____ used this opportunity to share his mātauranga of the area by talking about Te Rauparaha and the haka "Ka Mate Ka Mate" with the hononga being Kapiti Island and linking students whakapapa/pepeha into it as well. Upon return from their hikoi, taura finished off with a swim and snorkel in the moana; for those who had not done anything like this before, it was a great opportunity for them to see what kina and paua looked like in the ocean as well as other sea life. After a poroporoaki, taura and staff safely returned to the mainland by the afternoon.



"One of the main highlights of the day was climbing to the lookout on Kāpiti Island, although it was a steep climb it was rewarding to see such majestic sea views, from there we had a kōrero about some Māori stories. It was interesting to hear the stories about past ancestors who lived off the land" – Y13 Feilding taura

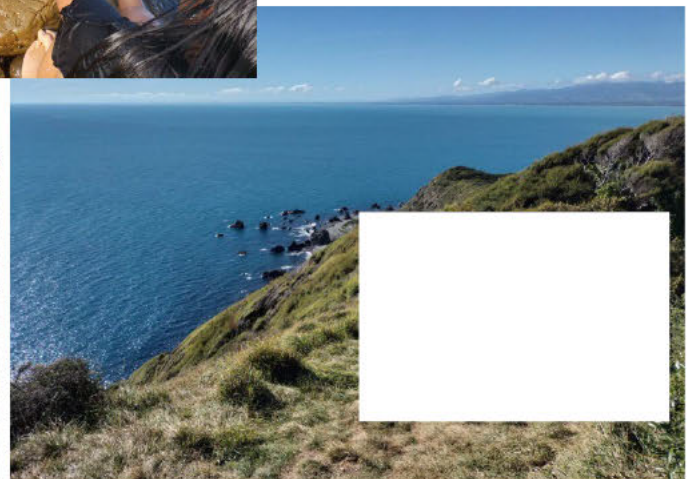
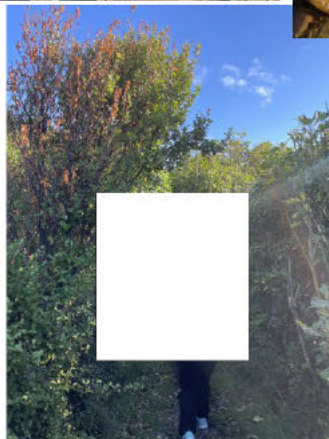
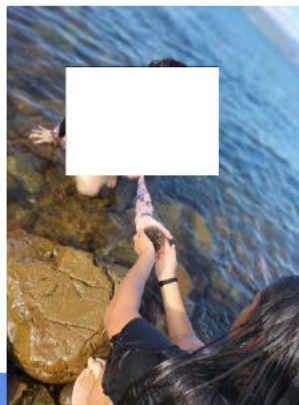
"History of Kāpiti island such as the Māori tribes that've thrived on the island. Especially the fact the whales used to travel through the strait. Also of Te Rauparaha and the Nga Tino Rangatira" – Y12 Awatapu taura

"It was impactful, because learning about how much we affect the land was really sad and inspirational on how to treat our land better" – Y11 Awatapu taura

"This was really valuable because it's one thing to hear about these events in social studies classrooms but to actually see what transpired and to feel the life of land and how it adapted is completely different and really helps to solidify all that stuff" – Y13 Feilding taura

"It was a very precious experience, and I will treasure it for the rest of my life" – Y11 PNBHS taura

"SUPER VALUABLE, because it allowed me to have more thought for my future" – Y11 Tu Toa taura



100% of rangatahi respondents **'strongly enjoyed'** this wānanga pūrau experience; rubric measurement suggests this session was **'highly effective'**.

MANAWATŪ | UCOL Simulations & Escape Room – Wed 27 April

For this event, sixteen (16) Y11-13 rangatahi were taken to UCOL by _____ . There, tauira were given a backstage pass to UCOL facilities and tutors and began the day with the nursing simulation labs, run by two UCOL tutors. Tauira got hands-on learning proper hand washing, taking blood pressure, using a pulse oximeter, taking temperatures, listening for pulses with stethoscopes, blood sugar testing, testing urine and wound dressings. The next station was the MIT (Medical Imaging Technology) department run by two other UCOL staff members. One activity involved looking at x-rays, one was taking x-rays on Debbie (the dummy), and the third was VR radiography. Following this, rangatahi moved onto the Sports and Exercise department where they measured their lactate levels using a finger prick method. Next up in the science lab, rangatahi were shown how to use pipettes to test water for traces of E-coli. Following UCOL, the group travelled to an escape room for a fun finish to the day where tauira worked together to solve clues and escape their room.

“Pretty impactful, seeing before this I wasn’t keen at medical school but now I am considering that as a future job” – PNBHS Y12 tauira

“When we went to the room with all the beds and the ladies. Pretending to be nurses and testing “patients”. Was cool to see what it was like to be a nurse and was fun” – PNBHS Y12 tauira

“Medical imaging was really cool and gave me a good idea of what it will be like to study that, the nursing simulation was awesome too, using the beds to go up and down, pricking my finger and seeing my oxygen level was fun” – Y13 Otaki tauira

“It was an amazing experience as it made me consider different career options and mixed in fun” – Y11 PNBHS tauira

“Very valuable, had fun winning the escape room and learning about the sciences” – Y13 Otaki tauira

“[My highlights were] the nursing simulation and how that operates. The other activities like the x-rays with the vr headset. The sports and exercise part was rushed, and the biology” – Y13 Awatapu tauira



100% of rangatahi respondents **‘strongly enjoyed’** this wānanga pūrau experience; rubric measurement suggests this session was **‘highly effective’**.

TĀMAKI MAKĀURAU | Auckland Zoo – Thurs 21 April

On this trip, *nine (9)* rangatahi were given a behind-the-scenes look at Auckland Zoo with some of the zookeepers and _____ . Within their tour they were shown Te Wao Nui which is the zoos dedicated area for Te Ao Māori (with a carving of Tāne Māhuta), and native trees and birds. Taura also learnt about the goal of rodent eradication by 2050 and taught about kauri dieback, including a close up with Tipua the Tuatara. Taura asked plenty of questions and were able to use their own knowledge identifying the native trees in Te Wao Nui a Tāne as well as linking aspects of mātauranga Māori to the things they had learnt. After the tour, rangatahi were given free time to explore the zoo together.

"I liked the experience overall because our activities were fun and I got to interact with new people" – Y11 AGGS taura

"Learning about how our some native animals were nearly killed off to predators from colonization" – Y13 Alfriston taura

"We learnt about the forest area and how pest are killing our native animals or reptiles and we also learnt about how we are getting rid of them" – Y11 AGGS taura

"Very valuable because it gave me a wider perspective on our taiao" – Y13 Alfriston taura

"First time at zoo I loved it" – Y12 Alfriston taura

"Learning about our native kararehe and meeting the barn" – Y13 Alfriston taura



100% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'highly effective'*.

TĀMAKI MAKĀURAU | Kura Matahiko – Fri 22 April

Kura Matahiko was run by Pūhoro staff members [REDACTED] and aimed to teach taura how to build websites and edit videos. Four (4) taura attended this session held at [REDACTED] with [REDACTED]. The day began with introductions/whakawhanaungatanga before taura were taught about computer coding using Code Avengers and given the tasks of creating a 2-page website and video creation. Taura had to research their pepeha and develop a video plan for recording and uploading it to on the internet. The video creation gave taura the chance to use a green screen which was available through the exclusive merchandise they were given, a Pūhoro t-shirt with a green-screen design that allowed their pepeha video to be played onto their t-shirts!

"I enjoyed making and developing a website and playing quake 3" – Y12 Manurewa taura

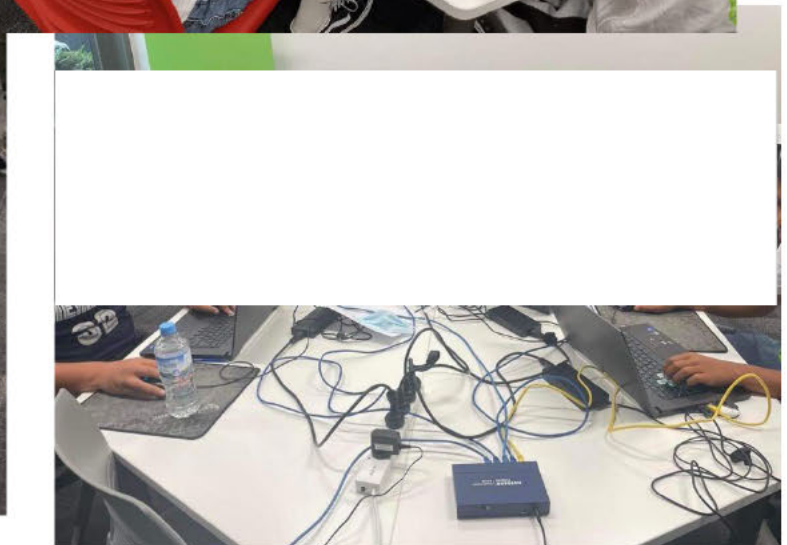
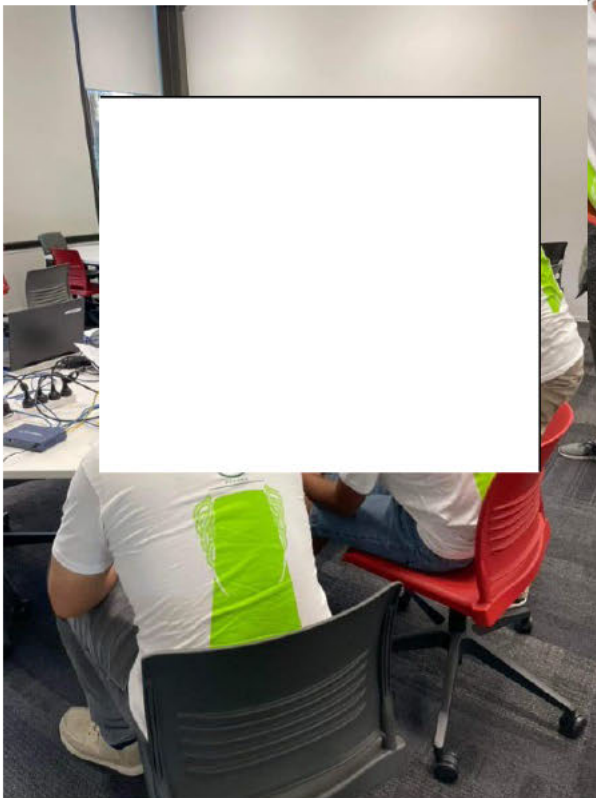
"Something that I learnt how to do today was develop a website and edit videos" - Y12 Manurewa taura

"I need to connect to my Māori side more" – Y12 Alfriston taura

"This was nice this has really changed my perspective of a computer and it was nice" - Y12 Alfriston taura

"This was fun because I learnt new things" – Y11 Otahuhu taura

"This was a very good experience and [can't] wait to do it again" – Y12 Manurewa taura



100% of rangatahi respondents **'strongly enjoyed'** this wānanga pūrau experience; rubric measurement suggests this session was **'highly effective'**.

TĀMAKI MAKAURAU | VR Voom – Wed 27 April

For this experience, *eight (8)* taura were taken to VR Voom with _____ . There they got to enjoy whanaungatanga and had fun playing with VR gear and exploring a digital aspect of the world we live in. Taura also had to use their hinengaro to escape a room and their enjoyment was evident in their participation and engagement. Additionally, some of the taura were able digitally beat _____ which only added to the experience!

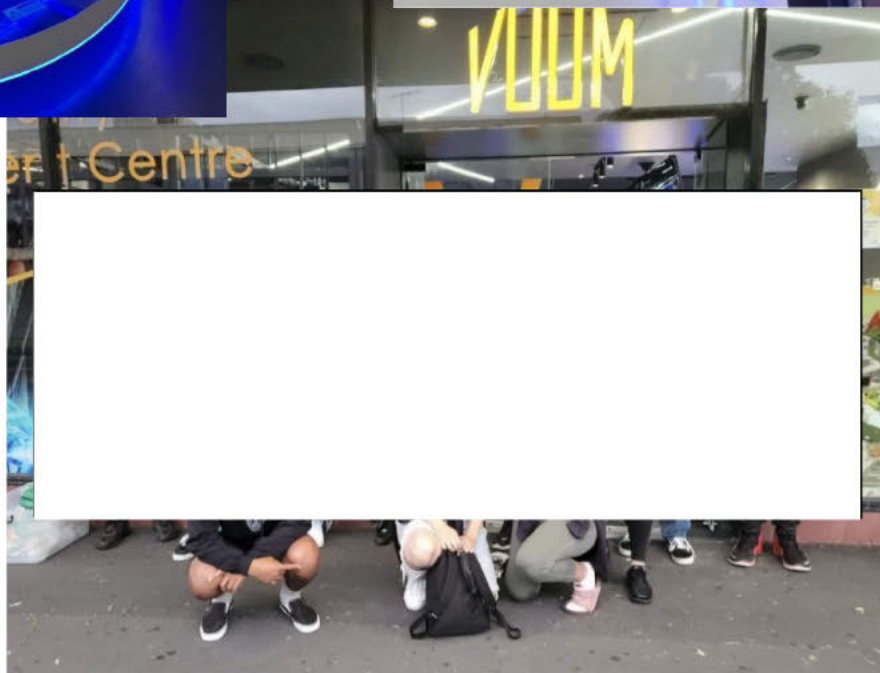
“I liked the interaction with the people that came and I liked all of the different VR activities” – Y11 AGGS taura

“Being able to connect with taura from other kura such as MH, Sacred Heart, and Ōtāhuhu” – Y13 Alfriston taura

“My highlight was being able to experience VR for the first time and I played an escape room with an Alice in the Wonderland theme and it was AMAZING. That would definitely be the highlight of my experience” – Y13 Alfriston taura

“I liked that I was able to interact with people that I have never met before” – Y11 AGGS taura

“Very valuable, testing my mind and how I think. And to think outside the box” – Y13 Alfriston taura



100% of rangatahi respondents *‘strongly enjoyed’* this wānanga pūrau experience; rubric measurement suggests this session was *‘highly effective’*.

TĀMAKI MAKĀURAU | Whakairo – Fri 29 April

At this event, *fifteen (15)* taura were introduced to whakairo by _____ and supported by _____. They started with some workbook learning and drawing, where they began to build up their knowledge of mātauranga whakairo, patterns and karakia. Next, they each developed their own whakairo drawings to the highest degree of excellence and then worked hard to complete their carved boards by the end of the day. All the taura thoroughly enjoyed their day and were keen to try it again.

“My highlight for today was really being able to learn more about Māori carving and being able to meet Tā because he’s cool and chill and really awesome at teaching” – Y13 Alfriston taura

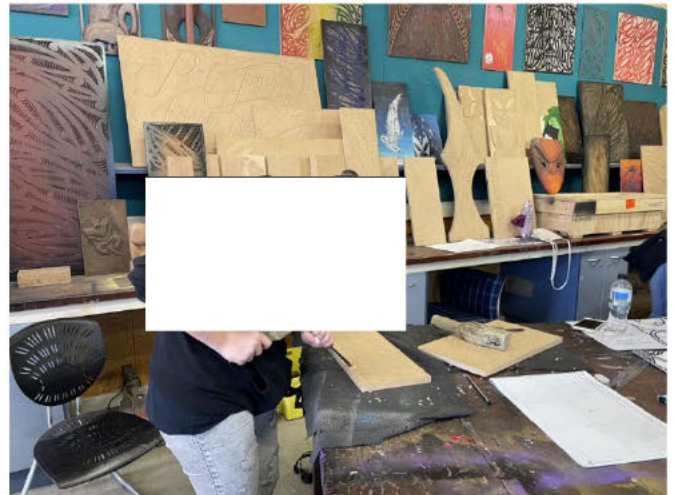
“This was very valuable because it made me feel connected to my ancestors and family more” – Y12 Botany taura

“Mauri Ora, mean as day/experience. Especially for me starting my own whakairo journey outside of Kura” – Y12 Tuakau taura

“This was an extremely valuable experience. Being in a Mātauranga Māori space where others are keen to learn too is tons of fun” – Y12 Alfriston taura

“Te whakahirahiratanga o te whakairo. Te Ao Māori is not wrong, it is just different” – Y13 TKKM a Rohe o Mangere taura

“This was valuable to me because I got to learn more about my culture” – Y12 Manurewa taura



100% of rangatahi respondents *‘strongly enjoyed’* this wānanga pūrau experience; rubric measurement suggests this session was *‘highly effective’*.

TE MATAU A MĀUI | Waitangi Park & Escape Room – Wed & Thurs 20-21 April

This excursion began on Wednesday with *eleven (11)* taura from Wairoa and *one (1)* from Napier. _____ took these taura to Enigma Escape Rooms in Napier where they had to work together to solve clues using the available resources and technology at their disposal and drawing upon their teams expertise and skills to overcome the challenge to exit the escape room in a set amount of time. This excursion was a fusion of soft skills and hard skills, plus utilising tech to their own advantage. After which they all stayed overnight at Havelock Motel. The following day they were joined by a further *thirteen (13)* taura from Hastings and Napier which allowed for the whakawhanaungatanga of everyone and after a mihimihi session, they were taken to Ocean Spa where they enjoyed a swim, rugby and volleyball. After morning tea, taura were taken to Waitangi Wetlands to hear two separate kōrero about the Waitangi Park and the Ātea-A-Rangi. _____ from the Waitangi Trust led the kōrero at the park. He demonstrated the restoration work that had been happening at the wetlands and the positive effect this has had on native manu and water life. At the Ātea a Rangi, _____ shared his mātauranga by giving an in-depth kōrero on how Māori navigate by the stars. He created the Ātea-a-Rangi where he placed pou in specific spots and he showed taura how to use the pou to read East, West, North, South through mātauranga Māori.

“Today was very exciting with a new thing getting learnt every second. I enjoyed the compass trip where we looked over the wet lands. It was a very nice and new adventure” – Y11 Wairoa taura

“This was very impactful because I struggle to talk to and make new friends. This trip pushed me out of my comfort zone and I was able to make new friends from the kura” – Y11 Wairoa taura

“It was a fun learning and swimming experience, I learned how to tell where the east is, and how where the sun affects different seasons” – Y11 Karamu taura

“The names of North, East, South and West. Learning about the Gods and what part they played”. – Y11 Sacred Heart taura

“It was a very good experience as I’ve never been to the compass or the wet lands” – Y11 Karamu taura

“This was an amazing experience it was different and I learned about different schools and many other different things. I would love to go next year, I just hope there are more boys” – Y11 Karamu taura



100% of rangatahi respondents **‘strongly enjoyed’** this wānanga pūrau experience; rubric measurement suggests this session was **‘highly effective’**.

TE MATAU A MĀUI | Waimarama Beach – Thurs 21 April

This trip saw *twelve (12)* taura from Hastings and Napier taken by _____ to Waimārama Domain for a Surf Session with Sea Sisters Hawkes Bay. Their instructors for the day were _____ who began with a land instruction session, teaching the foundations and skills of surfing, and also health and safety. From here taura moved to the beach and got into the 'getting up' session. Then taura moved into the ocean to put all their new skills into action. Taura responded positively to this activity, with all showing determination as they managed to stand and surf, and for the next 90 mins taura got to catch as many waves as possible. A BBQ lunch with games and whanaungatanga followed, wrapping up the day.

"I loved the surfing and the whanaungatanga, I loved the singing a swell" – Y11 Karamu taura

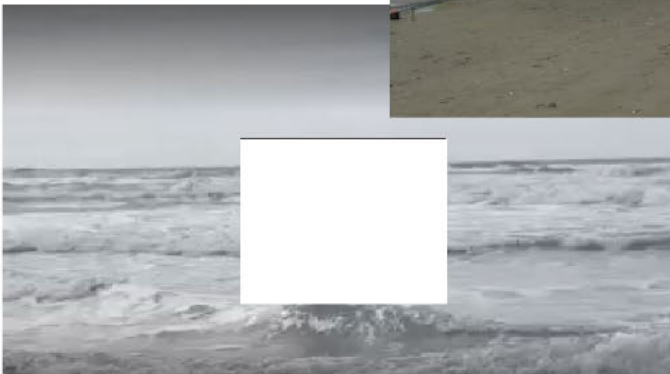
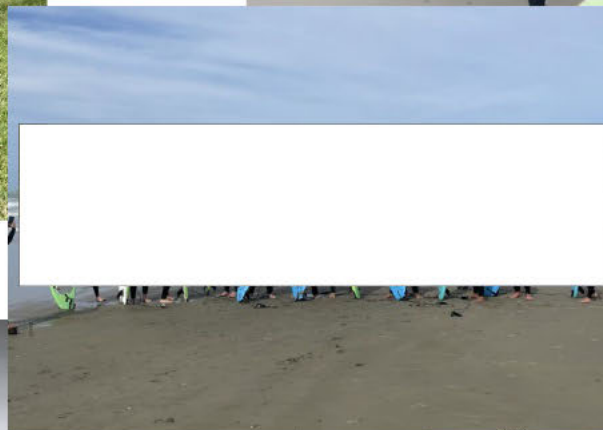
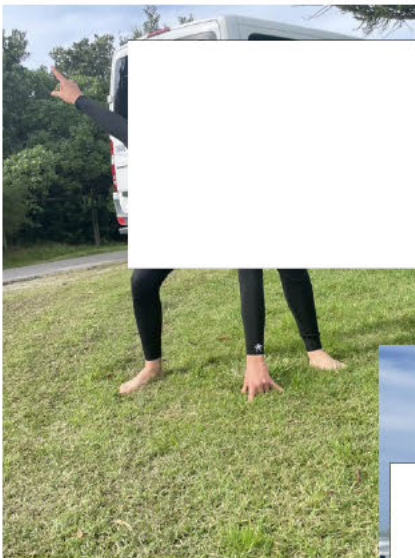
"Definitely just hanging out with all my friends and our kaiako made it so much funny, and I liked getting up on the board" – Y11 Karamu taura

"I learned that there's some waves you don't wanna catch and some you do and what to look for" – Y11 Karamu taura

"It was very valuable; I loved this experience so I guess it was pretty impactful" – Y11 Karamu taura

"It was great to meet new people and learn a new skill as a collective and enjoy the day together" – Y11 Karamu taura

"Everything was amazing and I had such an amazing time" – Y11 Karamu taura



100% of rangatahi respondents **'strongly enjoyed'** this wānanga pūrau experience; rubric measurement suggests this session was **'highly effective'**.

TE MATAU A MĀUI | Kura Matahiko – Wed 27 April

At the Hastings HIVE office, _____ hosted six (6) taura for a Kura Matahiko workshop with _____. After a mihi session, taura were given a coding task and learnt how to code and use tags to create their own personal websites. After lunch, taura moved onto their movie making and editing where they filmed a video of their pepeha. They then learnt how to use green screens and, in this case, their exclusive Pūhoro t-shirts acted as their green screen for projecting their pepeha video.

“Everything, I loved the whole day and enjoyed everything we did” – Y11 Karamu taura

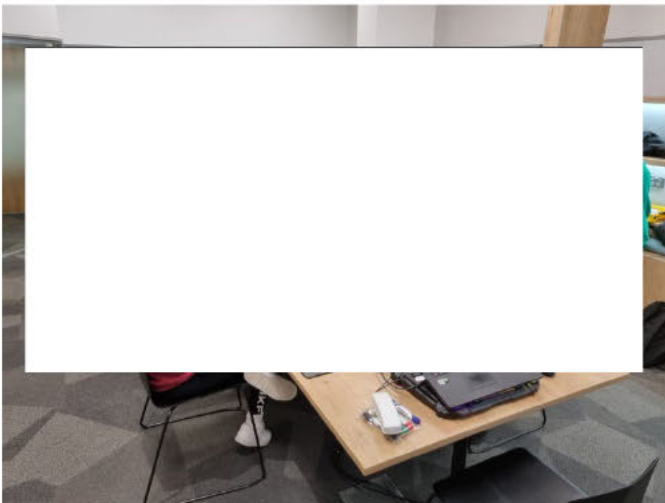
“I learnt how to do heaps of different things like coding my own website, and finally learning how to edit my own videos” – Y11 Karamu taura

“I learnt a lot of stuff like coding, editing and loads more” – Y11 Karamu taura

“Was valuable because I want to make me a YouTube video and also make a website for my business” – Y11 Karamu taura

“It was amazing, definitely would do it again” – Y11 Karamu taura

“This whole experience was so amazing and enjoyable even though I'm not a very techy person. I enjoyed working with my peers to create a website and videos. It was so amazing” – Y11 Karamu taura



100% of rangatahi respondents ‘strongly enjoyed’ this wānanga pūrau experience; rubric measurement suggests this session was ‘highly effective’.

WAIKATO | Digital Natives Academy – Wed 20 April

In this session, *ten (10)* taura participated in a workshop run by Digital Natives Academy, supported by _____ They started with learning about well-being in the digital space, discussing issues around online health and safety, online bullying, what's appropriate or not, and what can be done when in unsafe situations online. Taura then participated in an animated game and got to have a VR experience which was all thoroughly enjoyed.



"This was cool and I found it valuable to me because there are a lot of things there I'm interested in and possible pathways to take" – Y11 Tai Wananga taura

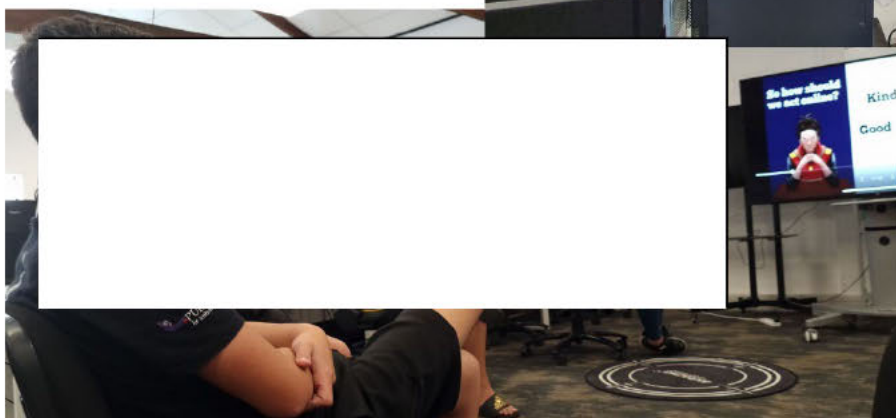
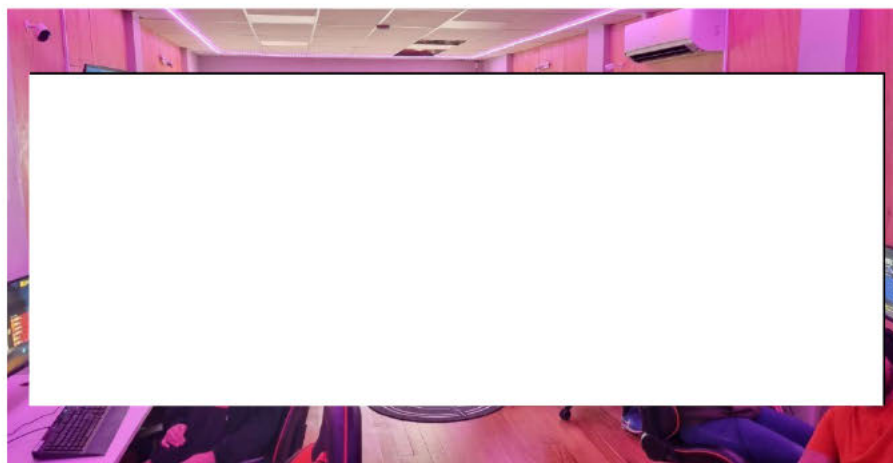
"Playing beatsaber and competing with everyone. It gave me a chance to move around and have fun" – Y11 Hillcrest taura

"I found this experience very fun and teaching new skills and safety precautions about social media" – Y11 Te Kauwhata taura

"We were taught about cyber bullying, that it is everywhere and it can't be escaped" – Y11 Tai Wananga taura

"Today we learnt about cyberbullying and also how we still need to keep our wellbeing even online" – Y11 Tai Wananga taura

"I think it was pretty valuable as me and my friends developed a sense of camaraderie by playing together" – Y11 Tai Wananga taura



100% of rangatahi respondents **'strongly enjoyed'** this wānanga pūrau experience; rubric measurement suggests this session was **'highly effective'**.

WAIKATO | Taonga Puoro – Tues 26 April

At this event, *nine (9)* taura were taken onto Te Kuirau Marae in Rotorua to learn about, play, and make their own taonga puoro. For some taura, this was their first time onto a marae but they loved it and were well supported by _____ led the session and taught rangatahi the basics of what the koauau is, and how it was played in the traditional way. He shared the love story of Hinemoa and Tutanekai - weaving in pūrākau from Te Arawa – to share this. Then taura learnt how to make sound, to familiarise themselves with handling the taonga and then went about designing their own koauau. A current carving student from NZMACI attended and gave examples of designs that could be utilised from around the wharenui, to be incorporated into their koauau. Rangatahi then practised making sound in groups and customised their koauau based on their own hand measurements. After lunch, taura learnt how to blow the pūtatara and pūmoana. The use of reo Māori and mātauranga Māori woven through the session meant that students were absorbing kupu, taonga, hītori, and pūrākau all in the space of 2.5 hours.

“Being able to visit a Marae that I wasn’t familiar with, being on land with an extremely warm welcoming, I felt privileged to use a Pū Moana on my own, playing & making a Koauau” – Y11 Te Kauwhata taura

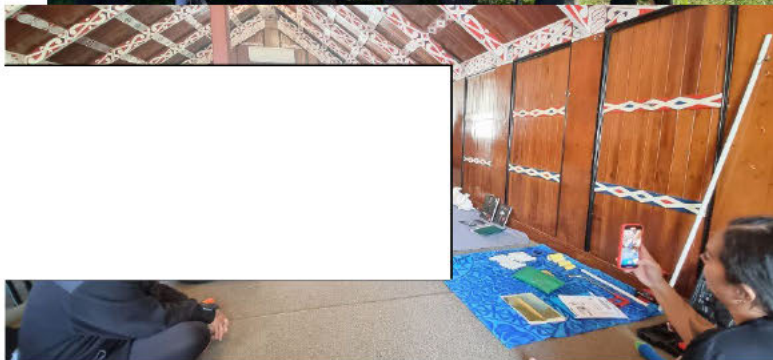
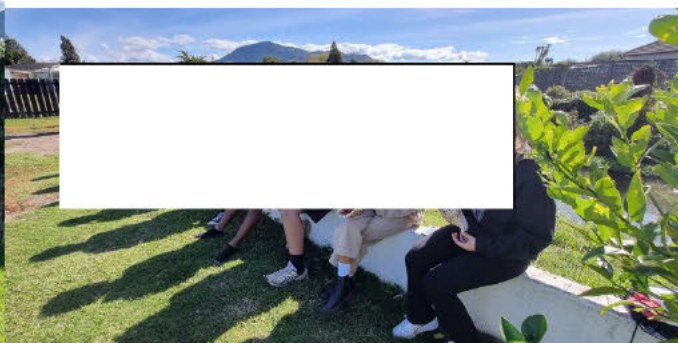
“Yesterday my highlights were meeting different people from different schools, making new friends and learning the history of the koauau, and being able to learn how to play them” – Y11 Fraser taura

“At the start of the day I had a lot of doubts but as we went through the day I enjoyed it. The whole experience, all of it was cool and fun” – Y11 Tai Wananga taura

“Being welcomed onto the Marae. Learning the history of the Pūmoana. Making my own to take home and show my whānau. Meeting new likeminded friends. Yummy kai for lunch and snacks” – Y11 Hillcrest taura

“Marae welcome – pōwhiri, karakia before travel, kai and end of day. When it was appropriate to use the Māori puoro, the Māori myths and history behind the taonga puoro. How to play and make. Meeting new whānau and friends, making whakapapa connections” – Y11 Hillcrest taura

“I learnt loads! Like I mentioned, I played a big shell & a koauau before my own Nan did” – Y11 Te Kauwhata taura



100% of rangatahi respondents *‘strongly enjoyed’* this wānanga pūrau experience; rubric measurement suggests this session was *‘highly effective’*.

WAIKATO | Genesis Energy & Escape Room – Thurs 28 April

For this excursion, *nine (9)* taira were taken by _____ to the Genesis Power Station in Huntly where they were hosted by Genesis Energy. Here, they were given a tour of the inner workings of the power station by tour guide _____ and all the work that goes into generating power. He explained that the grounds upon which the power stations now sits, used to be a Kura (Rakaumangamanga) but then needed to be moved to its current location to make way for the Station that would later help to power the country using coal and natural gas to generate electricity. Following this tour, taira were taken to an Escape Room activity where they worked together to solved clues and escape a room.

“Going to Genesis was awesome, I loved walking around and seeing all of the big, massive scenery and I never knew that it took so much work to just turn on a simple light at home” – Y11 Te Kauwhata taira

“The escape room was our first activity we did that had something to do with communicating, I got to learn a little bit about everyone else and I feel like I made some actual solid friends” – Y11 Te Kauwhata taira

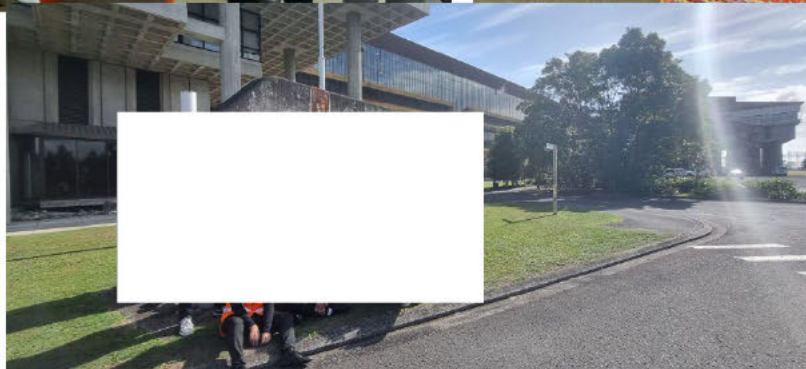
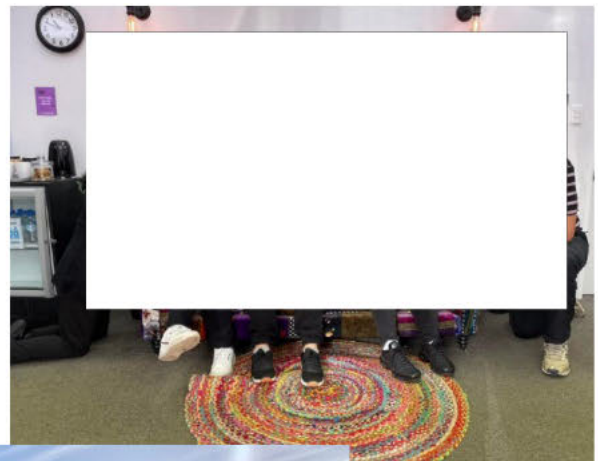
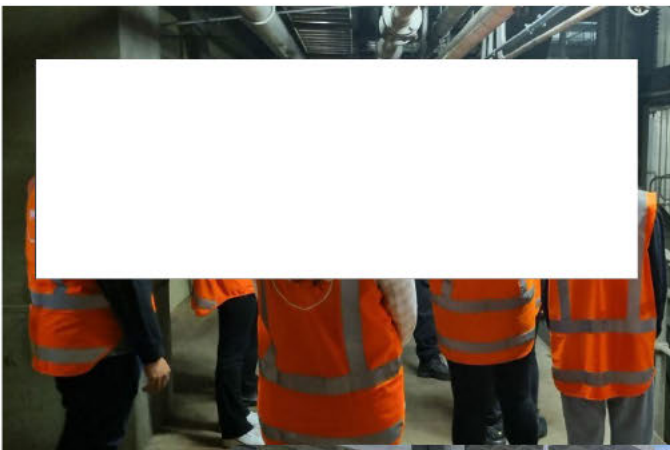
“Today my highlights were facing my fear (heights), learning and having a tour around the power station, getting frustrated in the escape room, oh meeting two more people, and learning about different ways to make energy from our simple environment” – Y11 Fraser taira

“Genesis Energy - it was pretty cool going through the power station, it was like a whole new world in there, not something that I would be interested in but overall it was a cool experience and cool to gain some knowledge. The Escape room was pretty cool it showed our strengths and weaknesses. It was my first time and even though we didn't make it, it was cool to work out with our team” – Y11 Tai Wananga taira

“Getting VIP access to floors in the energy station that public don't get to see. Taking photos to show my whānau and friends. Seeing for myself how the adults work and what I need to do at school to get to their position or higher” – Y11 Hillcrest taira

“I noticed that I was really interested in the whole genesis thing as well. The Huntly power station has always been a big question for me, I always had so many questions to ask but I never got answers until today and I appreciate it” – Y11 Te Kauwhata taira

“Would be super grateful for funding to participate in these opportunities or opportunities like this again” – Y11 Hillcrest taira



100% of rangatahi respondents **‘strongly enjoyed’** this wānanga pūrau experience; rubric measurement suggests this session was **‘highly effective’**.

WAIKATO | Kura Matahiko – Fri 29 April

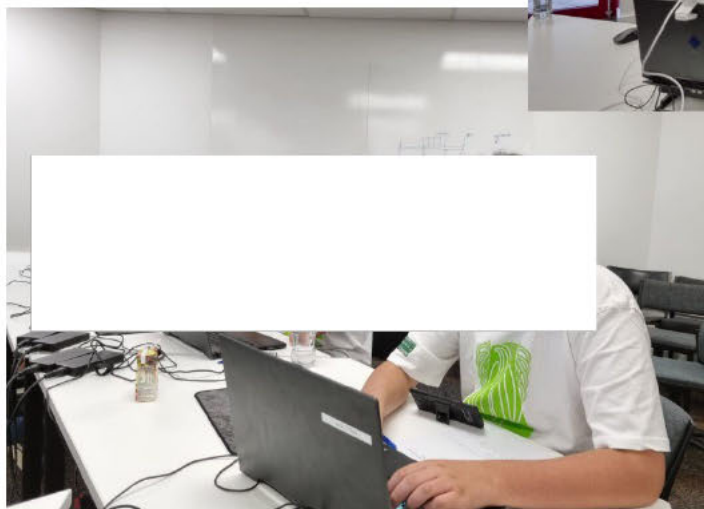
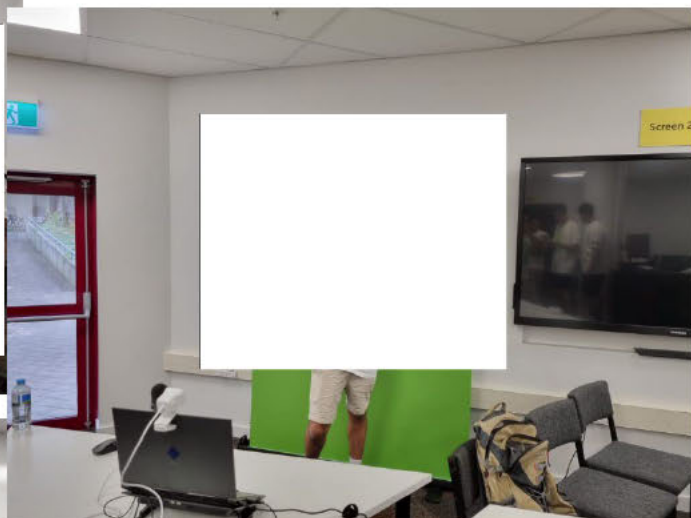
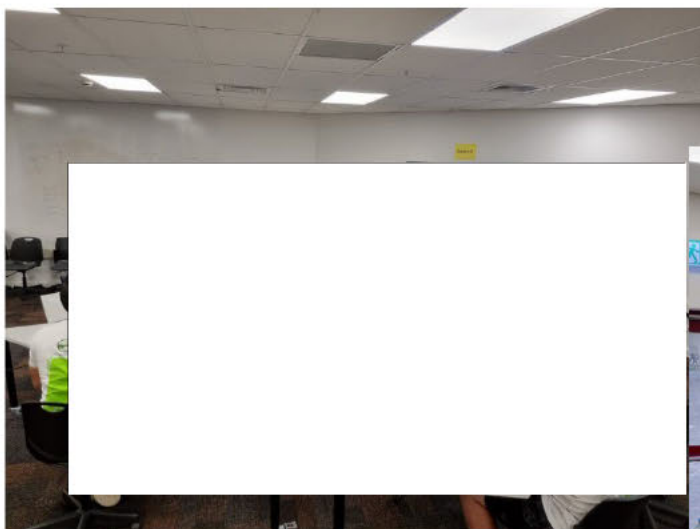
Kura Matahiko Waikato was held at _____ and was attended by *eight (8)* taura. This session was again run by _____ and supported by _____. Taura began with a little introduction to coding through the CODE AVENGERS platform, writing code in both HTML and CSS languages to create their own personal 2-page website that included their pepeha and some interesting facts about themselves. They were also introduced to content creation and a few aspects that come with it, such as recording (using camera and green screen etc.), editing (using Da Vinci Resolve) and learning how to code it into their website. Taura then got creative with their content, filming videos of themselves sharing their pepeha and projecting it onto their green screen Pūhoro t-shirts. A number of taura who were shy or culturally uncertain were supported to express themselves in this workshop and ended up making great videos.



“My highlights today was learning how to code, make videos, editing and making some more friends 😊. And learning to play a game at the end of the lesson” – Y11 Fraser taura

“Today I discovered that it had a little bit of Māori in it because in the first half it was about our pepeha and how we connect with it. And technology because we used it to help us create our videos and help edit them” – Y11 Fraser taura

“This experience had a lot of impact for me because I got to learn something I have never done before and learnt how to edit them. It was really easy” – Y11 Fraser taura



100% of rangatahi respondents **‘strongly enjoyed’** this wānanga pūrau experience; rubric measurement suggests this session was **‘highly effective’**.

ŌTAUTAHI | Kura Matahiko – Wed 20 April

Kura Matahiko Ōtautahi was held at _____ and attended by nine (9) *taura* accompanied by _____ again ran this session where *taura* began with an introduction to coding through the CODE AVENGERS platform. Despite many of the *taura* not having any experience in coding, they all learnt to write code in both HTML and CSS languages to create their own personal 2-page website that included their pepeha and some interesting facts about themselves. They were introduced to content creation and other related aspects, such as recording (using camera and green screen etc.), editing (using Da Vinci Resolve) and learning how to code it into their website. *Taura* then got creative with their content, filming videos of themselves sharing their pepeha and projecting it onto their green screen Pūhoro t-shirts.



"Today was good learning ways to code it was cool getting to know and getting used to doing it" – Y12 SBHS *taura*

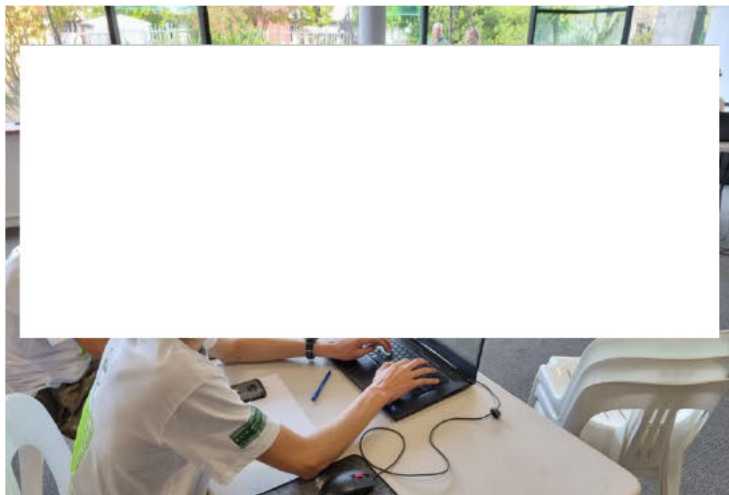
"This is my first time coding and I really enjoyed learning something new. It was fun to learn how to make a site and I will definitely try this at home" – Y11 Te Pā *taura*

"I learnt some more about my heritage in the Te Ātiawa iwi" – Y12 Cashmere *taura*

"I am definitely glad I did this and I would do it again. Overall I think this experience will have some sort of impact because I will pass on this knowledge to other people like my friends" – Y11 Te Pā *taura*

"Quite valuable as I may have found something I'm somewhat interested in" – Y12 Avonside *taura*

"I track on going into the future and knowing this is really good so when I go to create one I can make it myself" – Y12 SBHS *taura*



86% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'effective'*.

ŌTAUTAHI | Waka on Ōtākaro – Fri 22 April

On this excursion, *ten (10)* taura accompanied _____ to Waka on the Ōtākaro (Avon River), a business that offers waka paddling and mātauranga Māori experiences. Before getting on board the waka, taura were given some history of who Ōtautahi was, including some history of Ōtautahi the city. Next they learnt the different sections of the waka and how to paddle correctly before finally getting into the waka. Taura then spent about half an hour on the water paddling up and down the Ōtākaro. After their experience, taura headed back to the Pūhoro office for lunch and whanaungatanga.

"It was good to be out on the waka learning the rangatira o Ōtautahi" – Y12 SBHS taura

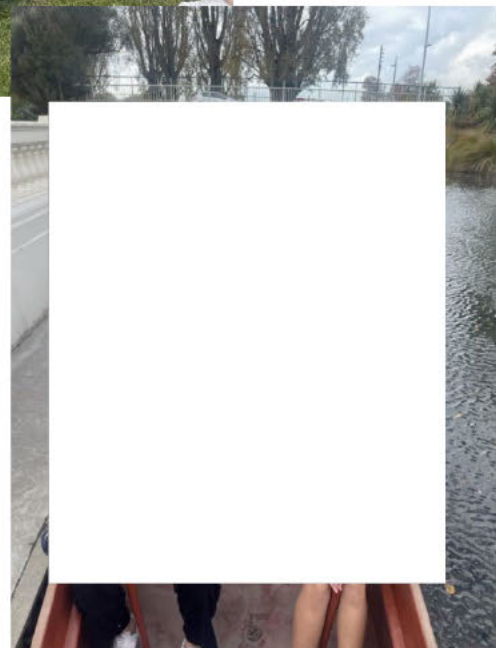
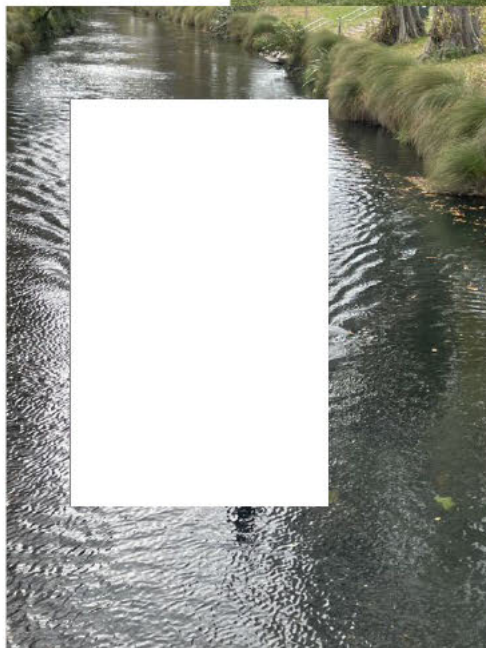
"Learnt more about the river, areas of the waka and ancient history of Māori tribes" – Y12 Burnside taura

"My first time on a Waka which is definitely significant and something I'll remember. A little cold but had lots of fun" – Y12 Burnside taura

"It is good to be in te ao Māori" – Y12 SBHS taura

"It was good learning about the whakapapa of the area. Learning new kupu and learning what they mean" – Y12 SBHS taura

"That tautahi was the person that Ōtautahi is named after" – Y12 Cashmere taura



80% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'effective'*.

ŌTAUTAHI | Antarctic Centre – Tues 26 April

For this experience _____ took *fourteen (14)* taura for a jam-packed experience at the Antarctic Centre. For many taura, this was their first time visiting the centre and their tour guide _____ ensured they were well taken care of, giving a presentation of kaitiakitanga in Antarctica, and a history of Māori going to Antarctica. They then received great hands-on experiences meeting the huskies, learning about sciences in Antarctica, going on the Hagglund, experiencing the 4D theatre and storm room and spending time doing a STEM activity where they had to craft their own small parachute. Additionally, taura and kaihautū were able to enjoy whanaungatanga and strengthening those bonds.

“Getting to see the penguins and huskies and learning all about the Antarctic” – Y12 Avonside taura

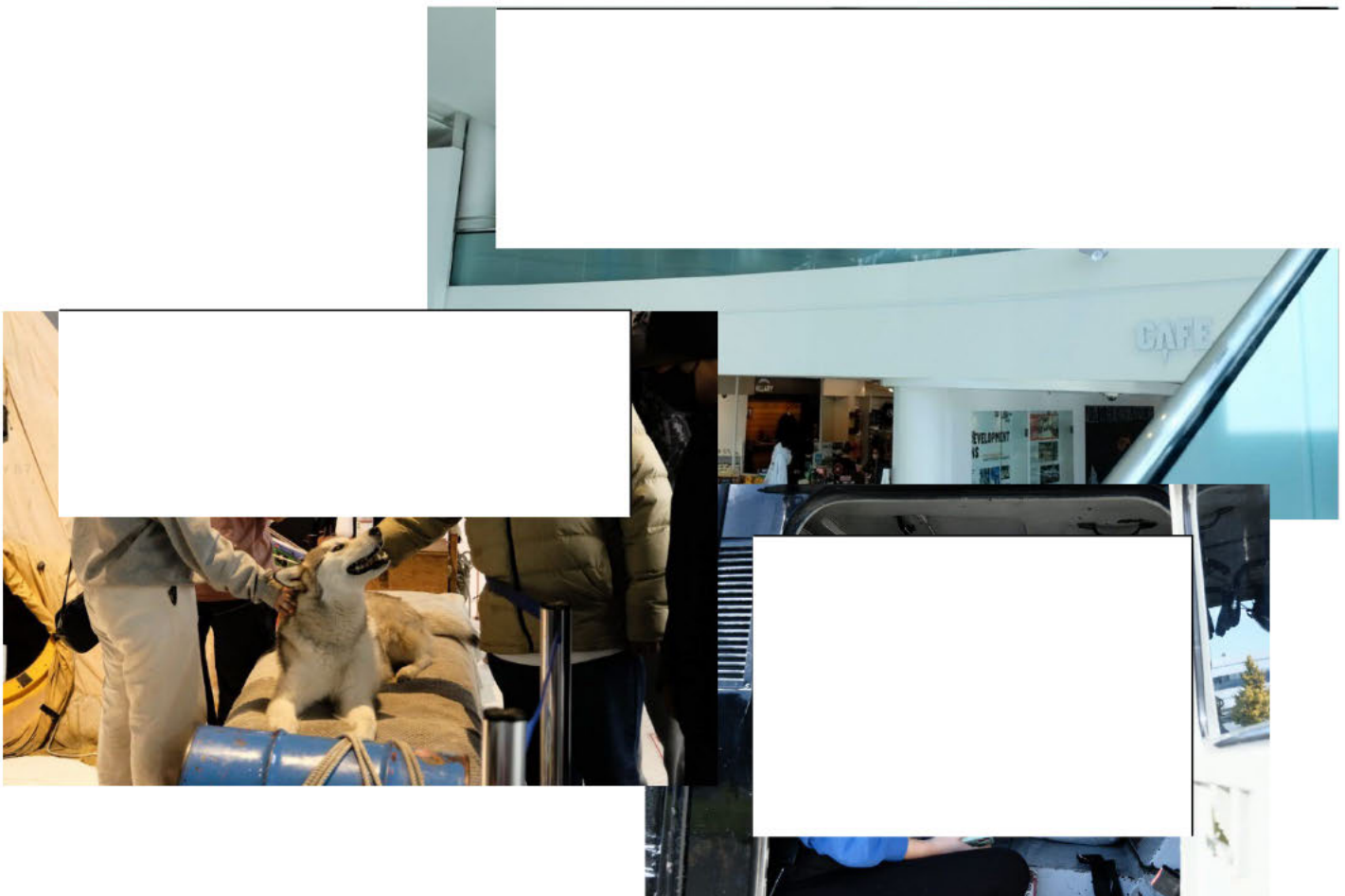
“It was good learning new things about penguins and what the scientists do over in Antarctica” – Y12 SBHS taura

“I love the environment of the people I was with. We had really cool experiences like the Haglan, Storm room. We learnt heaps about penguins and survival” – Y12 Hagley taura

“How kaitiakitanga affects what they do over in Antarctica and how they have a treaty with different countries for research” – Y13 Cashmere taura

“Learning about that they use the values of te ao Māori, kaitiakitanga, rangatiratanga” – Y12 SBHS taura

“It was valuable because I learnt things that I don’t think I’d ever learn at school” – Y12 Avonside taura



100% of rangatahi respondents *‘strongly enjoyed’* this wānanga pūrau experience; rubric measurement suggests this session was *‘highly effective’*.

ŌTAUTAHI | Escape Room – Thurs 28 April

For this experience, _____ took *nine (9)* taura for an escape room experience. The group split into two, where five taura did a VR escape room and the other four did an in-person real life escape room. This was a great team bonding activity for taura and kaihautū where everyone had to mix and mingle with other students and schools, and they had to communicate and collaborate together to solve the puzzles and escape the room. By the end of the activity everyone had become a lot closer and had bonded well together.



"The escape room was fun, I enjoyed doing it with my friends as a group and the food provided was also a plus" – Y11 Cashmere taura

"Was a very new experience that was very intriguing to me, some highlights of it would be just the fact of being in virtual reality and feeling immersed in that fake world. I also enjoyed the team building component to it as we all communicated our way through all the challenges" – Y11 Cashmere taura

"My highlight was meeting a new person and making a new friend and trying to do the escape room and actually doing it" – Y12 Avonside taura

"There was a tree in the simulation that STEMed from our teamwork and communication" – Y11 Cashmere taura

"In this virtual world there are lots of science themed activities you have to complete in order to finish including mechanics and biology" – Y11 Cashmere taura

"I think this experience was good for me because I was hesitant at first to take this opportunity but I did it and enjoyed it so I will take many more in the future" – Y11 Cashmere taura



100% of rangatahi respondents *'strongly enjoyed'* this wānanga pūrau experience; rubric measurement suggests this session was *'highly effective'*