

# Te Mana Tikitiki

## The Strength of Learning

*Mā te rākai o te tikitiki, ka kitea te mana - Through the adornment of the topknot, one's skills are recognised.*





***Mā te rākai o te tikitiki, ka kitea te mana - Through the adornment of the topknot, one's skills are recognised.***



# Whakapapa:

## *About the name 'Te Mana Tikitiki'*

When Māui was born his mother, Taranga, cut off her topknot (tikitiki), wrapped Māui in it, and cast him into the ocean. The full name used for Māui is 'Māui-Tikitiki-a-Taranga' – 'Māui who was wrapped in the topknot of Taranga'.

A feather in a topknot can be seen as a sign of nobility and mana, qualities ākonga learn and gain from Te Mana Tikitiki.

## **About the tohu (icon)**

The whole tohu represents a feather. The two koru in the tohu represent Te Ira Tāne and Te Ira Wahine, the male and female parents who seeded each ākonga (student) participating in Te Mana Tikitiki. The tiwhana at the base of the tohu alludes to a moko on the forehead. Like a tikitiki, this shows a person's mana.

## **About the colours of the tohu**

Kōuka is a pigment made from the earth and used in Māori craft. When mixed with oil it turns dark red.

The dark earthy red of the tohu represents Papatūānuku (Earth Mother) and the grey represents Tangaroa (God of the Sea).



*Te Mana Tikitiki*





# Whakapapa: He taonga mai Ngāti Whātua Ōrākei



Ko Maungakiekie te maunga  
Ko Waitematā te moana  
Ko Māhūhū-ki-te-rangi te waka  
Ko Ōrākei te marae  
Ko Ngāti Whātua ki Ōrākei te hapū  
Ko Ngāti Whātua te iwi

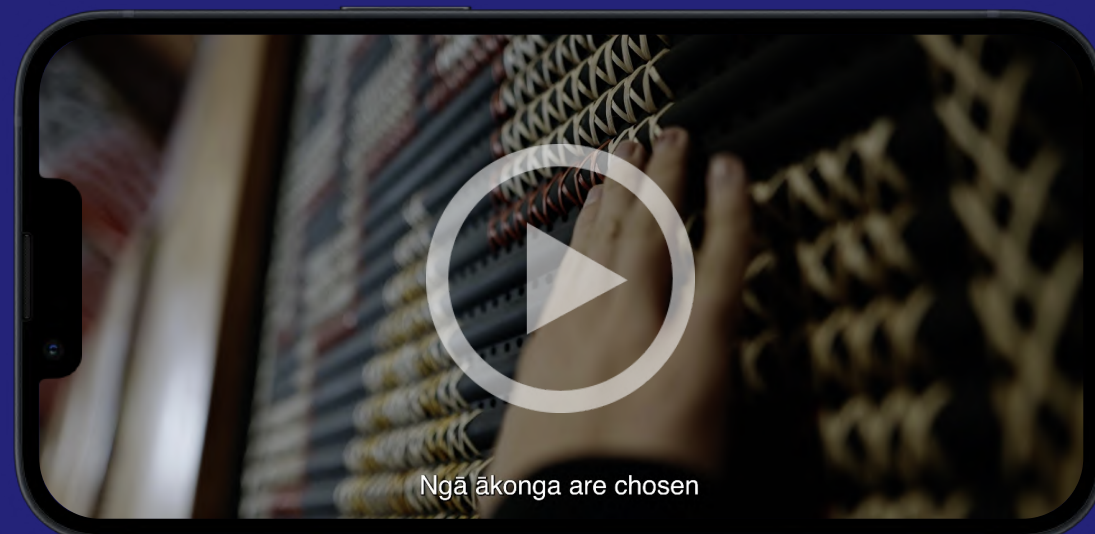


# What you'll need:



## Te Mana Tikitiki Learning Manual

[Visit PB4L for more information](#)



## Te Mana Tikitiki Video Resources

[Watch them here](#)

Showcase films before or after this presentation. The films provide an engaging way to understand the kaupapa overall and have been created to support and highlight the ākonga learning journey with Te Mana Tikitiki.





## What is Te Mana Tikitiki?

Te Mana Tikitiki stands as a resilience-driven initiative, championing the academic success of ākonga Māori while fostering a deep-rooted pride in their cultural values. It underscores the belief that Māori students thrive when immersed in their own culture, when supported by the wisdom and guidance of mana whenua. By fortifying the connections among schools, whānau, and Iwi, it improves the educational trajectory for ākonga Māori.





## What is the goal for Te Mana Tikitiki?

Te Mana Tikitiki's paramount objective is to empower ākonga Māori to excel academically while embracing and taking pride in their cultural values. This vision is realised when schools forge collaborations with iwi, embodying the principles of Te Tiriti o Waitangi. Such partnerships with iwi and mana whenua prioritize the protection of the mana and wellbeing of ākonga. Furthermore, they ensure active participation of whānau and iwi in the educational journey of their tamariki.



# Objectives

01

## What will ākonga learn?

1. Boost ākonga Māori's resilience, confidence and mana.
2. Enhance Māori identity in ākonga.
3. Teach ākonga mihimihi, whakapapa, and other Māori traditions.
4. Encourage ākonga's positive interactions in safe settings.
5. Involve whānau in their children's education.
6. Foster relationships and kindness among ākonga, whānau, and teachers in a Māori context.
7. Strengthen school and iwi/mana whenua partnerships with Te Tāhuhu o te Mātauranga (Ministry of Education)

02

## What are the outcomes?

Te Mana Tikitiki is described as a 'home-grown' initiative that uses tikanga (customs) and te reo Māori (the Māori language) to enhance the mana (prestige), self-esteem, and confidence of young ākonga Māori, thereby improving their learning and achievement.

The program involves ākonga joining a rōpū (group) that meets twice a week throughout a school term to learn about the Māori language and culture.

The principles of Te Mana Tikitiki support the practice of kaiārahi (guides/leaders). They provide a framework for all aspects of their role, guiding their approach to practice and their relationships with ākonga (students).





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### Ngā Mahi a te Rēhia

Activities

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# Tikanga Marae

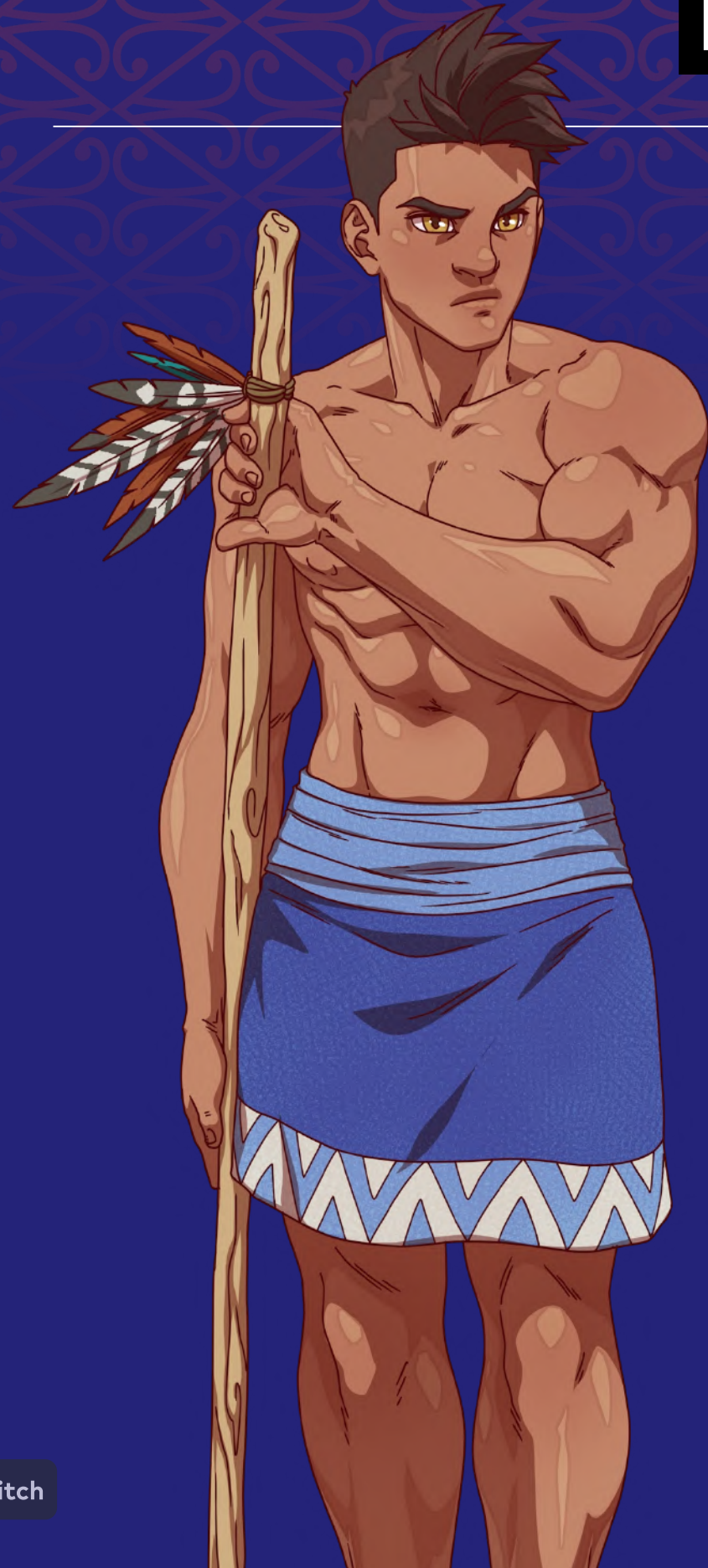
— Module 1

Tikanga Marae refers to the customs, protocols, and practices associated with the marae. This encompasses everything from the way ceremonies like pōwhiri (welcoming ceremonies) are conducted, to the roles and responsibilities of individuals on the marae, and the protocols for speaking and behaving.

The module covers key marae values, customs, and practices such as manaakitanga (hospitality), koha (gift), and pōwhiri (welcome ceremony).



# Tikanga Marae



## Learning Outcomes

By the end of the module, ākonga will be able to:

- Say and understand some simple karakia (prayers or incantations).
- Use simple expressions to greet and farewell people in te reo Māori.
- Share their pepeha (a way of introducing oneself in Māori) in front of a rōpū (group) with confidence.
- Understand and answer the question “Kei te pēhea koe i tēnei rā?” (How are you today?).
- Acknowledge and thank others politely in te reo Māori.
- Identify buildings on a marae.
- Understand some of the customs associated with marae.

## Implementation - Lesson Plans

In the following section, lesson plans have been created from the module to provide a sense of how the learning outcomes are achieved:



# Tikanga Marae

MAHERE AKO | LESSON PLANS

## Week 1

LESSON A — Page 42

Ākonga are introduced to the structure and tikanga of the programme.

LESSON B — Page 44

Ākonga are introduced to kawa and work together to establish a set of rules to follow.

## Week 2

LESSON A — Page 46

Ākonga discuss attributes of Māui and are introduced to a reinforcement system used throughout the programme.

LESSON B — Pages 48

Ākonga share their prior knowledge about the marae.

## Week 3

LESSON A — Page 50

Ākonga learn about their pepeha.

LESSON B — Page 52

Ākonga practise pepeha and learn how to ask and respond to "Kei te pēhea koe i tēnei rā?"

## Week 4

LESSON A — Page 54

Ākonga are introduced to the vital role the marae plays in Māori culture.

LESSON B — Page 56

Ākonga learn about tūrangawaewae and discuss what it means to belong.

## Week 5

LESSON A — Page 58

Ākonga learn about the stages of a pōwhiri/pōhiri.

LESSON B — Page 60

Ākonga discuss how “belonging” brings both rights and responsibilities and learn about the important role ringawera play in a pōwhiri/pōhiri.



# Tikanga Marae

MAHERE AKO | LESSON PLANS

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## Week 6

LESSON A — Page 62

Ākonga learn about whareniui and explore ways that a whareniui represents a human body.

LESSON B — Page 64

Ākonga spend time reviewing material covered over the past six weeks and/or extend their vocabularies.

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## Week 7

LESSON A — Page 66

Ākonga learn about features of a marae.

LESSON B — Pages 68

Ākonga spend time reviewing the material they have covered over the past 7 weeks.

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## Week 8

LESSON A — Page 70

Ākonga learn about the inside of the whareniui.

LESSON B — Page 72

Ākonga begin a practical activity making a model whareniui.

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## Week 9

LESSON A — Page 74

Ākonga complete their model whareniui.

LESSON B — Page 76

Ākonga prepare for the graduation ceremony.

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## Week 10

GRADUATION — Page 78

Ākonga experience a kaupapa Māori graduation ceremony.

RAUEMI — Pages 79-95

Ākonga can access diverse resources to support their learning.

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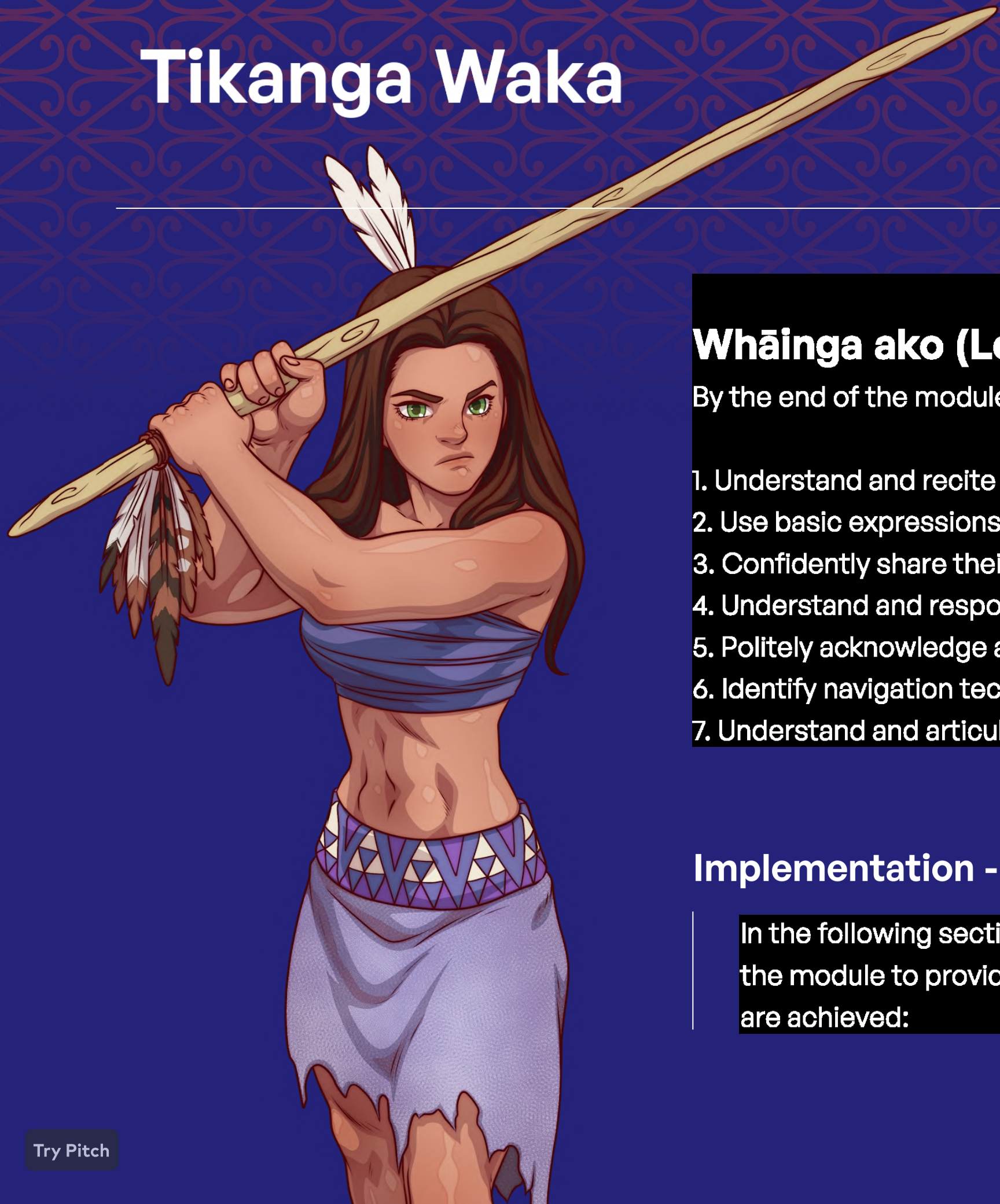
# Tikanga Waka

— Module 2

Tikanga Waka delves into the customs and practices linked to the waka, designed for learners in Years 4 to 11 and customisable to their level. As an introduction to te ao Māori, it's particularly beneficial for those unfamiliar with Māori culture and language. The module highlights the extraordinary voyages of Māori ancestors, inspiring learners to tackle challenges and grasp opportunities in their own lives.



# Tikanga Waka



## Whāinga ako (Learning outcomes):

By the end of the module, ākonga will:

1. Understand and recite some simple karakia.
2. Use basic expressions in te reo Māori for greetings and farewells.
3. Confidently share their pepeha in front of a group.
4. Understand and respond to the question “Kei te pēhea koe i tēnei rā?”.
5. Politely acknowledge and thank others in te reo Māori.
6. Identify navigation techniques used by early voyagers to Aotearoa.
7. Understand and articulate the importance of waka in Māori culture.

## Implementation - Lesson Plans

In the following section, lesson plans have been created from the module to provide a sense of how the learning outcomes are achieved:



# Tikanga Waka

MAHERE AKO | LESSON PLANS

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## Week 1

LESSON A — Page 102

**Ākonga are introduced to the structure and tikanga of the programme.**

LESSON B — Page 104

**Ākonga are introduced to kawa and work together to establish a set of rules to follow.**

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## Week 2

LESSON A — Page 106

**Ākonga discuss attributes of Māui and are introduced to a reinforcement system used throughout the programme.**

LESSON B — Pages 108

**Ākonga share their prior knowledge about waka and learn a waka-related chant.**

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## Week 3

LESSON A — Page 110

Ākonga learn about their pepeha.

LESSON B — Page 112

**Ākonga practise pepeha and learn how to ask and respond to "Kei te pēhea koe i tēnei rā?"**

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## Week 4

LESSON A — Page 114

**Ākonga learn about Kupe and the giant wheke (octopus).**

LESSON B — Page 116

**Ākonga discuss the tenacity of Kupe and think about a challenge they would like to tackle in their own lives.**

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## Week 5

LESSON A — Page 118

**Ākonga learn about the voyages their tīpuna made when they came to Aotearoa, including methods used for navigation.**

LESSON B — Page 120

**Ākonga explore challenges and opportunities that come with deciding to make a change.**

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# Tikanga Waka

MAHERE AKO | LESSON PLANS

## Week 6

LESSON A — Page 122

Ākonga learn about famous waka and are introduced to aspects of tikanga related to selecting a tree for making a waka.

LESSON B — Page 124

Ākonga learn about different types of waka and identify some short-, medium-, and long-term goals.

## Week 7

LESSON A — Page 126

Ākonga explore kōwhaiwhai patterns related to the sea or to movement.

LESSON B — Pages 128

Ākonga continue to practise drawing kōwhaiwhai patterns.

## Week 8

LESSON A — Page 130

Ākonga establish symbols that they will use to decorate a hoe.

LESSON B — Page 132

Ākonga transfer their designs to a hoe.

## Week 9

LESSON A — Page 134

Ākonga complete their hoe.

LESSON B — Page 136

Ākonga prepare for the graduation ceremony and complete a late-module questionnaire.

## Week 10

GRADUATION — Page 138

Ākonga experience a kaupapa Māori graduation ceremony.

RAUEMI — Pages 139-148

Ākonga can access diverse resources to support their learning.





# Toi Māori

— Module 3

Toi Māori refers to the customs, protocols and practices associated with Māori arts. In this module ākonga learn how pūrakau can be represented through Māori symbolism. Ākonga will also explore aspects of toi Māori including: tukutuku and kōwhaiwhai. The focus for the module is the creation of a visual mihimihi.



# Toi Māori



## Whāinga ako (Learning outcomes):

By the end of the module, ākonga will:

1. By the end of the module, ākonga will be able to:
2. Say and understand some simple karakia
3. Use some simple expressions to greet and farewell people in te reo Māori
4. Share their pepeha in front of a rōpū with confidence
5. Understand and answer the question “Kei te pēhea koe i tēnei rā?”
6. Acknowledge and thank others politely in te reo Māori
7. Retell some of the story of Ranginui and Papatūānuku
8. Recognise some tukutuku and kōwhaiwhai patterns.

## Implementation - Lesson Plans

In the following section, lesson plans have been created from the module to provide a sense of how the learning outcomes are achieved:



# Toi Māori

MAHERE AKO | LESSON PLANS

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## Week 1

LESSON A — Page 154

Ākonga are introduced to the structure and tikanga of the programme.

LESSON B — Page 156

Ākonga are introduced to kawa and work together to establish a set of rules to follow.

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## Week 2

LESSON A — Page 158

Ākonga discuss attributes of Māui and are introduced to a reinforcement system used throughout the programme.

LESSON B — Page 160

Ākonga share their prior knowledge about ngā toi Māori.

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## Week 3

LESSON A — Page 162

Ākonga learn about their pepeha.

LESSON B — Page 164

Ākonga practise pepeha and learn how to ask and respond to "Kei te pēhea koe i tēnei rā?"

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## Week 4

LESSON A — Page 166

Ākonga learn about Ranginui and Papatūānuku and discuss how symbols can be used to represent people, events, and ideas.

LESSON B — Page 168

Ākonga learn about the wharenui and create symbols to represent different atua.

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## Week 5

LESSON A — Page 170

Ākonga learn about tukutuku patterns.

LESSON B — Page 172

Ākonga learn about kōwhaiwhai patterns.



# Toi Māori

MAHERE AKO | LESSON PLANS

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## Week 6

LESSON A — Page 174

**Ākonga learn about toi whakairo and continue drawing patterns with symbolic meaning.**

LESSON B — Page 176

**Ākonga are given a brief for an artwork – their “visual mihimihi” – and brainstorm what they would like to include in it.**

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## Week 7

LESSON A — Page 178

**Ākonga begin to design their visual mihimihi.**

LESSON B — Pages 180

**Ākonga use pencil to transfer their design onto card.**

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## Week 8

LESSON A — Page 182

**Ākonga select and add media (e.g., collage, crayon, paint) to their visual mihimihi.**

LESSON B — Page 184

**Ākonga continue to work on their visual mihimihi.**

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## Week 9

LESSON A — Page 186

Ākonga complete their visual mihimihi.

LESSON B — Page 188

**Ākonga prepare for the graduation ceremony and complete a late-module questionnaire.**

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## Week 10

GRADUATION — Page 190

**Ākonga experience a kaupapa Māori graduation ceremony.**

RAUEMI — Pages 191-198

**Ākonga can access diverse resources to support their learning.**

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# Ngā Ātua

— Module 4

Ngā Ātua refers to the customs, protocols and practices associated with Atua Māori (Māori gods). This module provides a basic introduction to ngā ātua as ākonga learn about the domains and characteristics of each. The module is designed primarily for learners in Years 4 to 8 but is inclusive for ākonga of all age groups. The practical focus for the module is a kite decorated to represent one of the atua.



# Ngā Atua



## Whāinga ako (Learning outcomes):

By the end of the module, ākonga will:

1. Say and understand some simple karakia
2. Use some simple expressions to greet and farewell people in te reo Māori
3. Share their pepeha in front of a rōpū with confidence
4. Understand and answer the question “Kei te pēhea koe i tēnei rā?”
5. Acknowledge and thank others politely in te reo Māori
6. Name some of ngā atua and identify their domains.

## Implementation - Lesson Plans

In the following section, lesson plans have been created from the module to provide a sense of how the learning outcomes are achieved:



# Ngā Atua

MAHERE AKO | LESSON PLANS

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## Week 1

LESSON A — Page 204

**Ākonga are introduced to the structure and tikanga of the programme.**

LESSON B — Page 206

**Ākonga are introduced to kawa and work together to establish a set of rules to follow.**

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## Week 2

LESSON A — Page 208

**Ākonga discuss attributes of Māui and are introduced to a reinforcement system used throughout the programme.**

LESSON B — Page 210

**Ākonga share their prior knowledge about ngā atua.**

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## Week 3

LESSON A — Page 212

Ākonga learn about their pepeha.

LESSON B — Page 214

**Ākonga practise pepeha and learn how to ask and respond to "Kei te pēhea koe i tēnei rā?"**

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## Week 4

LESSON A — Page 216

**Ākonga learn about the separation of Ranginui and Papatūānuku.**

LESSON B — Page 218

**Ākonga learn about Tānemahuta, the god of the forest, and read a story about treating the forest with respect.**

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## Week 5

LESSON A — Page 220

**Ākonga learn about Tangaroa, god of the sea.**

LESSON B — Page 222

Ākonga learn about toi whakairo.



# Ngā Atua

MAHERE AKO | LESSON PLANS

## Week 6

LESSON A — Page 224

**Ākonga learn about Tūmatauenga and explore various types of Māori weaponry.**

LESSON B — Page 226

**Ākonga participate in some activities related to physical fitness.**

## Week 7

LESSON A — Page 228

**Ākonga learn about Tāwhirimātea and discuss ways that our emotions are similar to the weather.**

LESSON B — Pages 230

**Ākonga complete the third column of their KWL and begin a practical activity making a kite.**

## Week 8

LESSON A — Page 232

**Ākonga transfer their design onto the kite material.**

LESSON B — Page 234

Ākonga begin to construct their kite.

## Week 9

LESSON A — Page 236

Ākonga complete their kites.

LESSON B — Page 238

**Ākonga prepare for the graduation ceremony and complete a late-module questionnaire.**

## Week 10

GRADUATION — Page 240

**Ākonga experience a kaupapa Māori graduation ceremony.**

RAUEMI — Pages 241-247

**Ākonga can access diverse resources to support their learning.**



# Ngā Mahia a te Rēhia

— Activities

For each activity in the following section, objectives, equipment, and instructions for how to play are included.

When the activity is complete, ask the rōpū the following questions:

- What worked well? What was easy? What was hard? Why?
- What kinds of skills are needed to successfully complete the activity?
- Where can these skills be used outside of the activity?



# Ngā Mahia a te Rēhia | Activities

Page 252

## Kia Ora

"Kia Ora" is an icebreaker game where players in a circle toss a tennis ball, greeting the thrower with "Kia ora" and their name. Each round introduces new rules, like passing to different players or adding more balls. If a ball drops, the round restarts. The game aids in learning names and improving coordination.

Page 253

## Mihimihi

"Mihimihi" is an introductory pairing game. Players are grouped into pairs and tasked with discovering details about their partner: name, residence, iwi and hapū (if known), age, and a shared interest or trait, like a favorite kai. The game fosters connection and understanding between participants.





# Ngā Mahia a te Rēhia | Activities

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Page 254

## Heke

In "Heke", players form a circle and pass energy (mauri) using hand gestures and loudly aying "Heke". The direction can change with a "Hoki" gesture, and players can skip someone with "Peke-atu". The game emphasizes attentiveness and quick reactions. Mistakes in passing or cues lead to adjustments in the game's flow.

Page 255

## Pahemo

"Pahemo" is a coordination game where players seated around a table tap in sequence. A leader starts, and the tap goes around. Double taps change direction, and players can switch hands. Wrong moves lead to elimination. The game can advance by mimicking the exact finger used for tapping. The final two players win.

Page 256

## Pīrori Taea

In "Pīrori Taea", players stand in a circle, arms outstretched, holding hands. A hoop is placed over one player's head. The challenge is to pass the hoop around the circle without dropping it or breaking the handhold. If mistakes occur, the game restarts. As players become proficient, they can time their rounds to beat previous records.

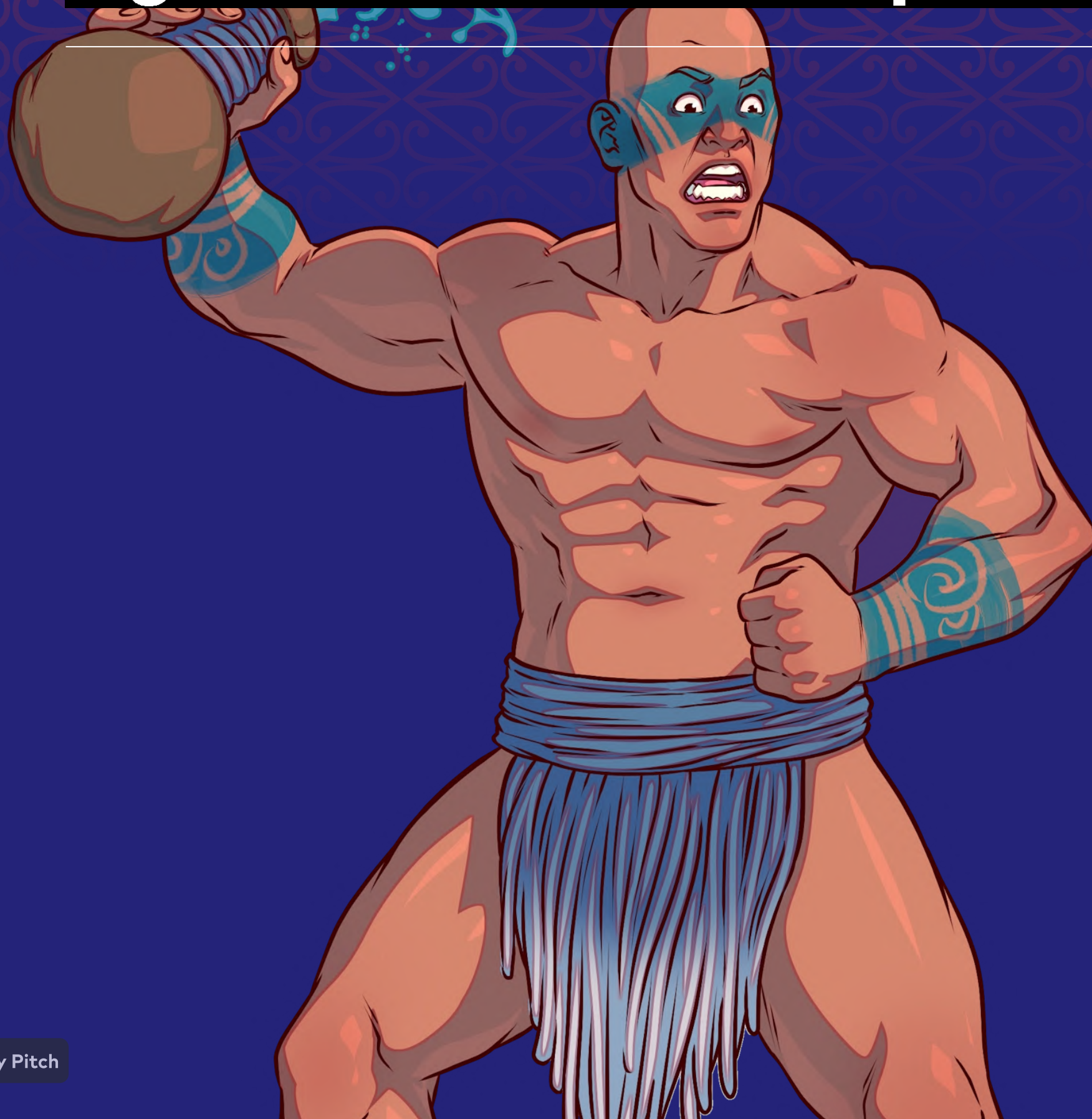
Page 257

## Te Ara Tika

In "Te Ara Tika", a 5x5 grid is drawn on the ground, with hidden "mines" marked on a reference grid. Players must find a safe path through the minefield. If a player steps on a mine, the leader shouts "BOOM", and the player returns to the start. Successive players learn from previous attempts, aiming to navigate the entire grid safely. The team is rewarded once all players have successfully crossed the minefield.



# Ngā Mahia a te Rēhia | Activities



Page 258

## Te Taumata Whakaora

"Te Taumata Whakaora" involves a 4x4 grid drawn on the ground. Players are tasked with occupying the grid using the fewest squares possible. The game promotes teamwork, problem-solving, positive communication, and comfort with close personal space in upcoming activities.

Page 259

## Moemoeā

In "Moemoeā", players start at the room's back, reflecting on their future aspirations in education, job, sport, and career. They state one dream and the skills needed to achieve it. Correctly identifying a skill lets them step forward, while failing means stepping back. Players assist each other to keep progressing. The game concludes when everyone reaches the room's front, emphasizing teamwork, problem-solving, strategizing, and planning skills.



# Ngā Mahia a te Rēhia | Activities

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Page 260

## Whitiwhiti

"Whitiwhiti" involves two teams seated in rows facing each other with an empty chair in the middle. Players from opposing teams swap seats, aiming to have each team switch sides without sitting next to previous neighbors or undoing a move. Mistakes restart the game. After successfully swapping sides, the challenge is repeated without verbal communication. The game emphasizes teamwork, problem-solving, and positive non-verbal communication.

Page 261

## Pū

In "Pū", players form a circle, standing with hands at their sides. When a name is called, that person ducks while their neighbors quickly face each other, pointing and saying "Pū". The slower respondent is out. The game narrows down to two players who duel by pacing apart and then quickly reacting to a name call. The first to point and say "Pū" wins. The game sharpens observation, reaction time, and listening skills.

Page 262

## Whakarongo ki Ngā Ture!

"Whakarongo ki Ngā Ture!" is a game where players start by learning a set of Māori words and their translations. Initially, only 3-5 instructions are used, gradually increasing in complexity. Players must quickly respond to the given instructions. Mistakes or slow reactions result in elimination. The aim is to be the last player remaining. The game enhances te reo Māori vocabulary, concentration, instruction-following, and reaction time.

Page 263

## Taura

In "Taura", players form a circle around a tied rope, holding it with both hands. The group must simultaneously pull on the rope, lean back into a sitting position, and then stand up without falling or letting go. Mistakes restart the game. The activity emphasizes teamwork, problem-solving, and comfort in close personal spaces.



# Ngā Mahia a te Rēhia | Activities

Page 264

## Tohutohu

"Tohutohu" is an instructional game focused on learning te reo Māori names for common shapes. Players are first introduced to Māori names for shapes like circle, crescent, square, and others. They're then given a handout with written instructions, such as drawing specific shapes or marking certain areas. The goal is to accurately follow the instructions, emphasizing the learning of shape names in te reo Māori and the ability to follow written directions. Once completed, players signal for their answers to be checked.

Page 266

## Kapu Whakapipi

In "Kapu Whakapipi", teams of 3-5 are tasked with building a tower using 10 cups without directly touching them. They're provided with scissors, rubber bands, and string to devise a method to stack the cups, such as using the string to stretch rubber bands around cups. If a tower collapses, the team restarts. The first team to successfully build their tower wins. The game emphasizes teamwork and problem-solving skills.

Page 267

## Ngā Tae

"Ngā Tae" is a game where the leader calls out colors and objects in te reo Māori. Players quickly locate and touch the mentioned items. The last to do so is out, and the last remaining player wins. Initially, both Māori and English terms are used, but as players become familiar, only te reo Māori is used. The game aims to enhance te reo Māori vocabulary and improve concentration and instruction-following skills.

Page 268

## Whakataukī

"Whakataukī" involves introducing a relevant Māori proverb to the group. The proverb is written on a board, and players identify familiar words. After providing its English translation, players interpret its meaning and relevance to their lives. Using the example proverb about food baskets ensuring visitors have enough, players discuss its underlying values and personal connections. The game aims to enhance te reo Māori vocabulary and deepen understanding of Māori proverbs, values, and principles.



# Ngā Mahia a te Rēhia | Activities

Page 269

## Koia kei a koe!

In "Koia kei a koe!", players write their names on papers and post them on a wall. Everyone then writes two compliments on each person's paper. Sheets are swapped, compliments are read aloud, and then taken home for family additions. The game promotes self-esteem and strengthens group bonds.

Page 270

## Tuakiri

"Tuakiri" has players identify notable Māori figures. These names are placed on labels and stuck on players' foreheads. Players then ask yes/no questions in a circle to guess their assigned figure. The game ends with reflections on personal role model qualities and goals. It emphasizes self-esteem and self-identity.





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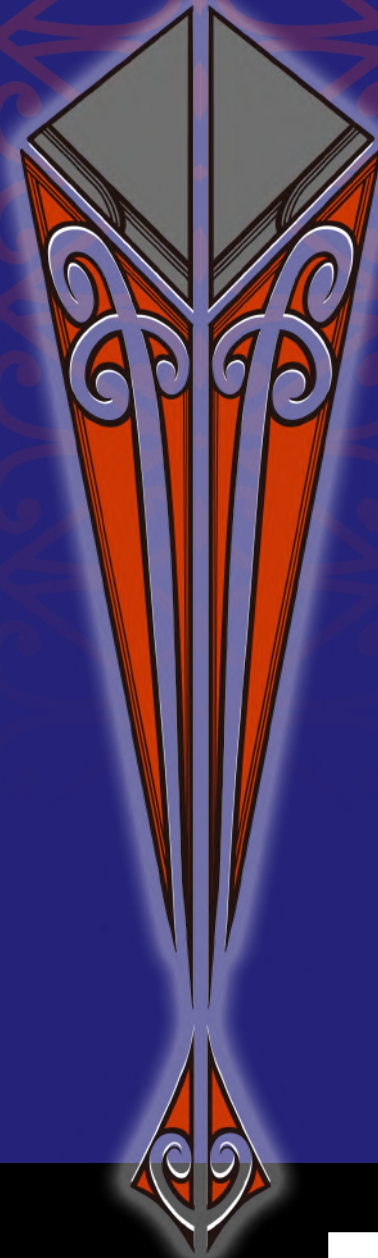
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# Te Mana Tikitiki

## The Strength of Learning

*Mā te rākai o te tikitiki, ka kitea te mana - Through the adornment of the topknot, one's skills are recognised.*





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