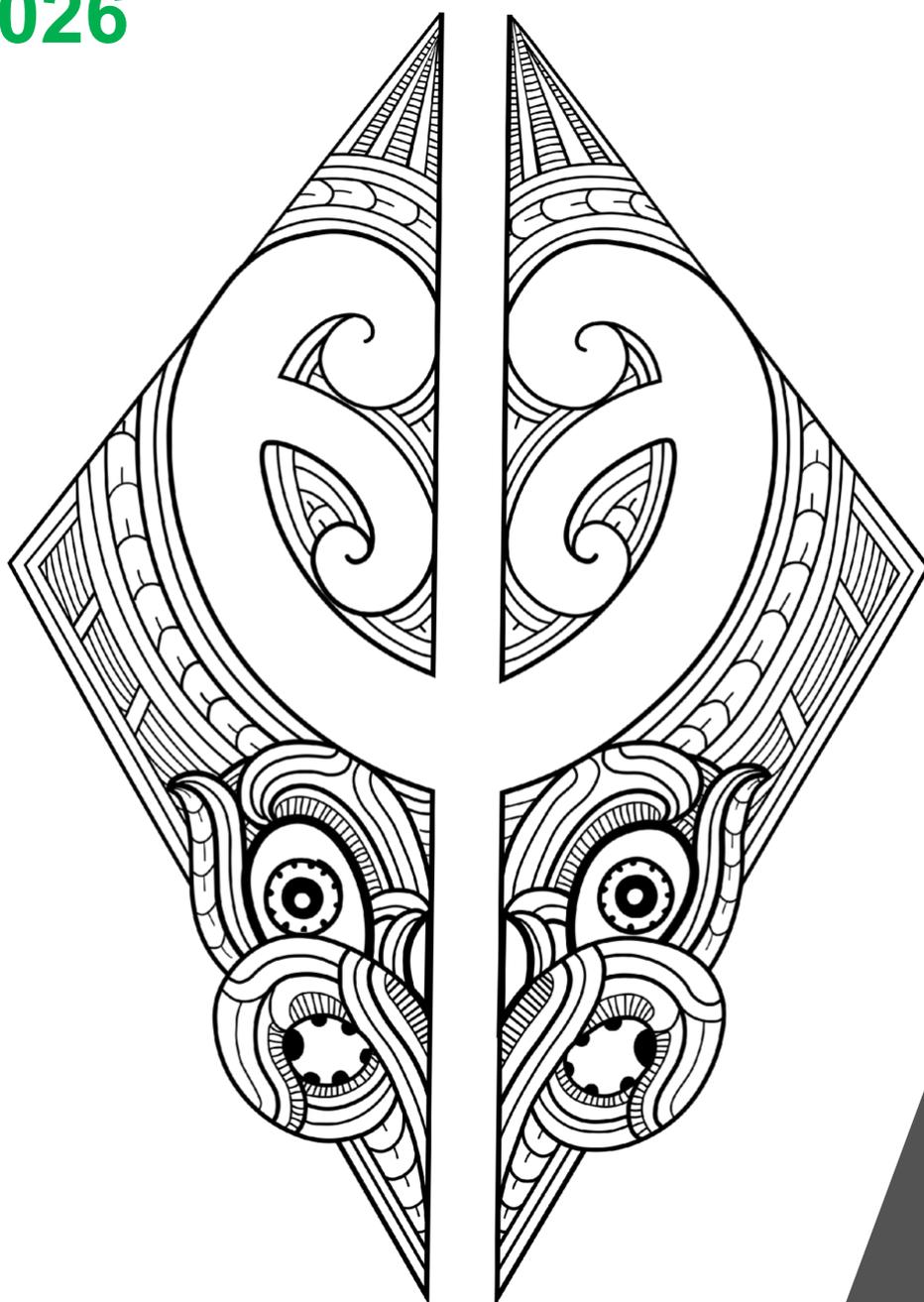


MARAU-Ā-KURA

CURRICULUM OVERVIEW DRAFT

2026



1. INTRODUCTION	3
Overview	3
Vision	3
Goals	3
Principles – Curriculum Design and Delivery	5
2. DEVELOPING COMMUNITIES OF VALOUR	8
TAHS Graduate Profile	8
3. EFFECTIVE PEDAGOGY	11
Taiohi- Centred Learning	11
Tuakana – Teina (Pou whenua Programme)	12
4. CURRICULUM STRUCTURE AND APPROACH (The how)	13
Alignment to NZCQF and Vocational Pathways	13
Curriculum: Integrated Structure	15
Curriculum: Learning Areas	16
Learning Area structure	16
Introduction	17
Mathematics and Statistics Te Pāngarau	18
Phase 1	19
Phase 2	19
Phase 3	19
Phase 4	20
Teaching and Learning Approach	21
Assessment & Progress Monitoring	21
Cultural Awareness (Ao Māori)	27
Life Skills	27
Hauora (Health & Wellbeing)	30
DTOV/Career Development	31
Toi	32
Pākihi	33
Pūtaiao	34
Tikanga-ā-iwi (Social Science)	34
5. Curriculum Delivery: Integrated Modular Structure	35
Kaupapa Ako	35
Project Based Learning	37
Summary of Curriculum Planning Process	39
Learning Programme Exemplar	40

Assessment for Learning	41
6. EVALUATION AND REPORTING	43
Glossary	47
Appendix 1	48

1. INTRODUCTION

Overview

Te Aratika High School (TAHS) is a co-educational High School for years 7-13, catering primarily for taiohi with Māori and/or Pacific whakapapa. TAHS embraces the intent of the *New Zealand Curriculum and Te Marau o Aotearoa*, envisaging the realisation of young people as confident, connected, actively involved, lifelong learners. TAHS has tailored a localised curriculum which is underpinned by the New Zealand Curriculum and Te Aho Matua which acknowledges the distinctive characteristics and needs of its taiohi.

Vision

TAHS is driven by the overarching vision of providing a positive platform for change, enabling each one of its taiohi to take their 'right path'.

'The Right Path'

To create a positive platform for change that is globally recognised, and positively supports and encourages one person, one family, one community at a time to find their path and journey to success.

Goals

There are three overarching goals which drive the TAHS Marautanga (curriculum):

1. To meet the unique cultural, academic, physical, social and emotional needs of Māori/Pacific youth
2. To collaborate with iwi, hapū, industry partners, schools and tertiary institutions
3. To provide innovative learning experiences for foundational education and vocational pathways with a primary focus on infrastructure works and employment opportunities.

**Ko te whakapono,
ko te tumanako me te aroha-
Ui mai koe ki ahau he aha te
mea nui o te ao,
Māku e ki atu, he tangata, he tangata, he tangata!**

***Faith, hope and love-
Ask me. 'What is the greatest
thing in the world?' I will reply,***

'It is people, it is people, it is people'

Te Ira Tāngata

Our co-educational environment gives us an opportunity to address a need within our community, acknowledging te ira tāne and te ira wāhine.

Tikanga reinforces balance between wāhine and tāne by requiring both tāne and wāhine to complete everyday tasks in a spiritually and culturally safe way. The balanced, non-hierarchical relationship between tāne and wāhine in traditional Māori society was demonstrated in te reo Māori's use of gender-neutral terms (for example, the pronoun 'ia'). This fosters an understanding of equality within te ao Māori.

Haere takirua is the cultural imperative that both wāhine and tāne move as one.

Whatukura and Mareikura

- **Whatukura:** These are male spiritual entities or guardians. They are often associated with knowledge, wisdom, and the heavens. Whatukura are seen as the bearers of sacred knowledge and the protectors of spiritual well-being.
- **Mareikura:** These are female spiritual entities or guardians. They represent grace, beauty, and nurturing qualities. Mareikura are considered to be the keepers of spiritual essence and are associated with the earthly realm and the physical aspects of existence.

Kauwae Runga and Kauwae Raro

- **Kauwae Runga:** This term refers to the upper jaw or the upper realm, often representing the spiritual and celestial worlds. It is the domain of the gods and the heavens, where Whatukura reside. Kauwae Runga is associated with higher consciousness, divine knowledge, and spiritual enlightenment.
- **Kauwae Raro:** This term refers to the lower jaw or the lower realm, symbolising the physical and earthly world. It is the domain where Mareikura operate. Kauwae Raro encompasses the tangible, material aspects of life, grounding spiritual knowledge into everyday existence.

Connection between Whatukura, Mareikura, Kauwae Runga, and Kauwae Raro

In Māori cosmology, the balance between Whatukura and Mareikura, and the interaction between Kauwae Runga and Kauwae Raro, represents the harmony between the spiritual and physical realms. Whatukura brings down spiritual knowledge from Kauwae Runga to Kauwae Raro, while Mareikura grounds this knowledge into the physical world, ensuring it is applied in a nurturing and sustaining manner.

This balance is crucial for maintaining the spiritual health and well-being of individuals and communities. It reflects the interconnectedness of all things, emphasising the importance of both spiritual enlightenment and practical application in everyday life.

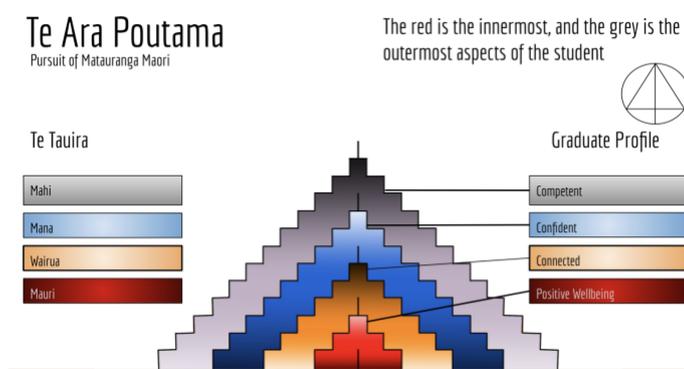
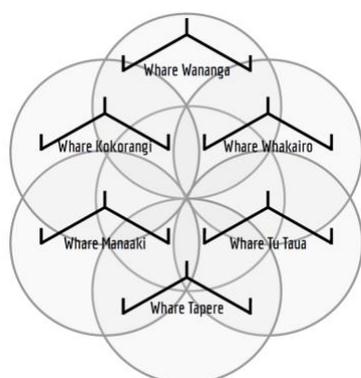
Principles – Curriculum Design and Delivery

The following principles guide the design and delivery of the TAHS Marau. Each of the principles should be activated during the design and delivery. The Marau ā TAHS acknowledges the principles of He Whakaputanga, Te Tiriti o Waitangi, and the bicultural foundations of Aotearoa New Zealand.

All taiohi will have the opportunity to acquire knowledge of te reo Māori me ōna tīkanga.

Mātauranga Māori: We are committed to bringing to life the educational vision of Ngāti Kahungunu ([Te Tōpuni Tauwhāinga](#)) by weaving the five strands Whakaoho, Whakamana, Whakaako, Whakamahi and Whakawhanaungatanga into our strategy and marau-ā-kura.

Our marautanga (curriculum) is grounded in [Mātauranga Māori – Te Puawananga](#). Te Aka Matua, Te Ara Poutama and Whare Mātauranga are at the centre of what learning looks like here at TAHS.



Learner at the centre: The learner is at the centre and as such, the curriculum is personalised to meet the unique learning needs of each learner’s interests, strengths, needs and career aspirations. Learning experiences are hands-on, contextualised and authentic, with meaning and purpose. Where relevant digital technologies are also integrated into learning experiences.

Relationships: Positive and respectful relationships are at the core of all actions and experiences at TAHS. The learning environment is respectful, safe, and focused.

Cultural Context: At the heart of all experiences is the recognition that TAHS emphasises Māori learning preferences and behaviours such as:

Manaakitanga

Providing a safe, nurturing environment which involves whānau and develops and sustains the language, culture and identity of every taiohi to ensure that they have the best opportunity to

learn and experience educational success.

Whanaungatanga

Quality teaching-learning relationships and interactions in a whānau- based environment that supports engagement and learning.

Ako

Taiohi and Pou are both teaching and learning together and whānau are inseparably part of the learning environment.

Mahi tahi

Working collaboratively towards taiohi-centred goals.

OUR VALUES - NGĀ UARA POU

Ngā Uara- our values weave the tūāpapa, the foundation, of our marautanga. Ngā Uara are informed through our Strategy and Annual Planning.

Rau Tuatahi

Whakamana

We unlock the potential of all taiohi to continue to be developing Tāngata of Valour and lifelong learners.

Rau Tuarua

Mātauranga Māori

We develop a shared understanding of, and commitment to, the [Tū Rangatira Māori leadership model](#) (Whenu & Ngā Aho). We will communicate our origins, the significance of our Crest, the “Te Aratika” logo and our Te Aratika Tikanga.

Rau Tuatoru

Mataora

Each staff member is committed to supporting taiohi to achieve all aspects of the *TAHS Graduate Profile*. We will bring our specialist skills to collaboratively co-construct the learning environment and desired outcomes. All teaching programmes will be designed, delivered, assessed, and reviewed through the lens of achieving the outcomes identified.

Rau Tuawhā

Kōtahitanga

We do not journey alone. We connect with whānau, community, employers and stakeholders. To support each other as a whānau to develop a deep sense of our own mana, cultural identity, and core values, so we as individuals are equipped to support our taiohi.

Rau Tuarima
Āwhinatanga

We are able to recognise the importance and value of our community, stakeholders and are willing to serve and give back. We will lead by example for our taiohi and the community/stakeholders alike.

Te Reo Māori is integrated into all curriculum experiences.

- **Holistic:** The acquisition of knowledge, skills and competencies at TAHS is experienced through holistic and authentic approaches which have purpose and meaning and involve the wider community.
- **Connected to Communities:** the whānau, iwi, hapū and hāpori are integrally involved in the TAHS programme
- **High Expectations:** All at TAHS have high expectations for themselves and others in all that they do. The learner is supported to take ownership and responsibility for their learning.
- **Vocational focus:** the curriculum supports the acquisition of foundational life skills as well as vocational pathways and employment opportunities with a focus on infrastructure works.

2. DEVELOPING COMMUNITIES OF VALOUR

TAHS Graduate Profile

Deriving from the overarching vision, aims and values of TAHS, an aspirational profile of a TAHS Graduate has been established.

Our Te Aratika Graduate is a young person who has a **positive sense of well-being**, is **confident and competent**, and is **culturally connected** as Māori and/or Pacific.

These interdependent competencies combine to create a tūāpapa, a firm platform, from which young people can step into employment and career pathways, and contribute in a positive role within whānau, hapū, iwi and hapori with confidence and competence.

01. POSITIVE SENSE OF WELL-BEING

Our Te Aratika graduate demonstrates:

- Self-confidence and personal awareness
- Attention to personal health and fitness
- Strategies for self-management and self-improvement
- Consideration for others in whānau and wider community
- Positive involvement as a community member

02. CULTURALLY CONNECTED

Our Te Aratika graduate demonstrates:

- Pride in identity and who they represent
- Confidence to engage in kaupapa Māori
- Confidence to explore Pasifika heritage and culture
- Connectedness to whakapapa, heritage and culture

03. CONFIDENT AND COMPETENT

Our Te Aratika graduate demonstrates:

- A future focus
- Core competency in literacy and numeracy
- Financial awareness
- Capable and responsible use of digital technology
- Collaboration and leadership

The TAHS Graduate Profile is also underpinned by Developing Communities of Valour and is integrated into our Marau ā TAHS and Kaupapa Ako with the intended outcomes below:

1

PAYING HOMAGE TO PEOPLE OF VALOUR

- By understanding our history and acknowledging the sacrifices that were made for us
- By conceptualising through experience and location the journey and lives of our Men of Valour

PERSONAL GROWTH AND WELLNESS

- By being confident, competent young men who connect with history, role models and characteristics of valour
- By focusing on their leadership skills, and social and emotional intelligence

2

GLOBAL CONNECTIVITY

- By experiencing international exchange
- By sharing our culture through interactive song, performance and sport

3

EDUCATION

- By upskilling academically and gaining experience in business and fundraising practices and feasibilities
- Achievement and Unit Standards: Goal and Target orientated planning through to execution and review

4

EMPLOYMENT

- By developing a strong work ethic
- By creating and investing in supportive and lasting networks both locally and internationally that they can build on for future prospective training and employment opportunities.

5

THEIR POTENTIAL

- By becoming their own TAA Change Maker. Activating change within themselves, their families, and their communities

6

3. EFFECTIVE PEDAGOGY

Taiohi- Centred Learning

It is recognised that each taiohi has their own preferred learning style, unique strengths and limitations, and bespoke aspirations and goals for their future lives. Each taiohi develops their Individual Learning Plan (ILP), which tracks their progress towards becoming **culturally connected, confident and competent** young person with a **positive sense of well-being (PCCC)**.

An example of a taiohi utilising tools in addition to the ILP tracking could include a digital learner portfolio. This portfolio is designed by the taiohi and can be a digital record of who they are and who they aspire to be.

An ILP is a learning development plan designed to include desired learning experiences based on career aspirations, strengths, needs and interests.

- **Culturally responsive**
- **Integrated and theme based learning: driven by context, not traditional subjects**
- **Learning contexts authentic, real life and relevant to students**
- **Inquiry based learning:** Project based learning opportunities/
- **Collaborative / Cooperative learning opportunities**
- **ICT integral to learning experiences**
- **Community involvement**
- **Expert facilitation** as opposed to direct delivery
- **Flexible timetabling**

Individual learning plans:

- are integral to curriculum planning
- based on individual needs, interests, and aspirations (observation, survey, discussion)
- draw from diagnostic assessments in literacy and numeracy
- includes goal setting, review, and reflection
- includes the expected learning experiences and outcomes over fixed period
- are a living document
- have parents/whānau/caregivers involved
- built into weekly timetable

Through their ILP, taiohi set long-term, mid-term and short-term goals which:

- actively develop self-respect for themselves, others and the world around them.
- engage in the development of their cognitive, social, emotional and physical well-being
- take responsibility as active, caring members of their communities

- enable readiness to embark on a career pathway
- support the process and importance of reflecting on goals, making it an integral part of their lives

Tuakana – Teina (Pou whenua Programme)

Tuakana/teina refers to the relationship between an older (**tuakana**) person and a younger (**teina**) person. The tuakana-teina relationship concept is closely linked to traditional whānau practices. The taiohi works closely with their designated Whānau Leader, who provides guidance, academic, and pastoral support and ensures taiohi are working in a challenging programme to be the best they can be.

The programme focuses on supporting taiohi with positive changes in confidence, attitude, and performance. Each taiohi participates in a group and/or individual tuakana-teina engagements (approx. every 2 weeks). Taiohi are supported to share/ whakawhiti kōrero around their learning activities, goals, decision making, sharing of personal targets, and cultivate the perseverance to achieve them.

It is expected that taiohi include in their ILP evidence of growth and development in relation to their goals. Inclusive may be video footage and photos of work produced, engagement with others, including expert visits and role models who inspire and ignite aspirations.

4. CURRICULUM STRUCTURE AND APPROACH

Alignment to NZCQF and Vocational Pathways

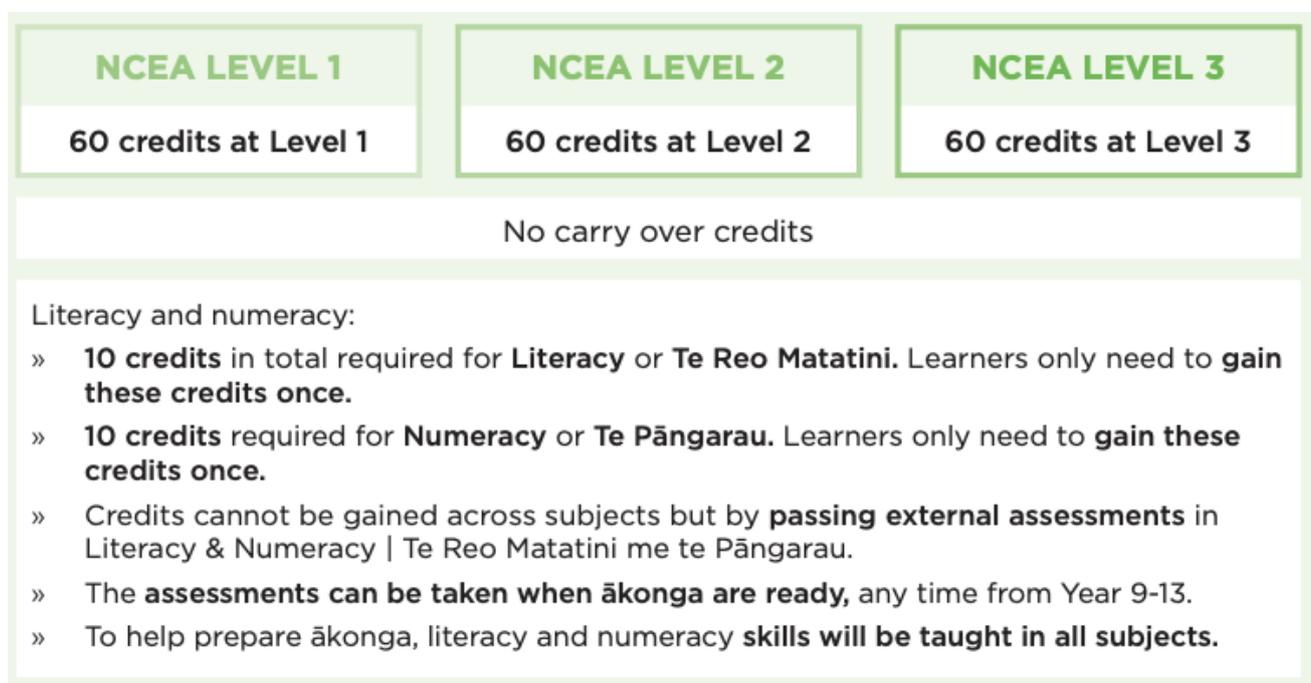
The years 7-10 curriculum uses the eight learning areas to create context to enable the development of functional numeracy and literacy to form a tūāpapa for our NCEA programme.

In Years 11-13 at TAHS, taiohi should achieve two qualifications: NCEA Level 1 & 2 over the course of 2 years as well as the NZ Certificate in Infrastructure Works Level 2. Taiohi specialise at NCEA Level 3.

The curriculum provides an academic pathway for our taiohi to gain qualifications in NCEA up to Level 3 and University Entrance, as well as the opportunity to study for industry qualifications. Learning is contextualised through the delivery of STEAM subjects and industry-relevant assessments and qualifications.

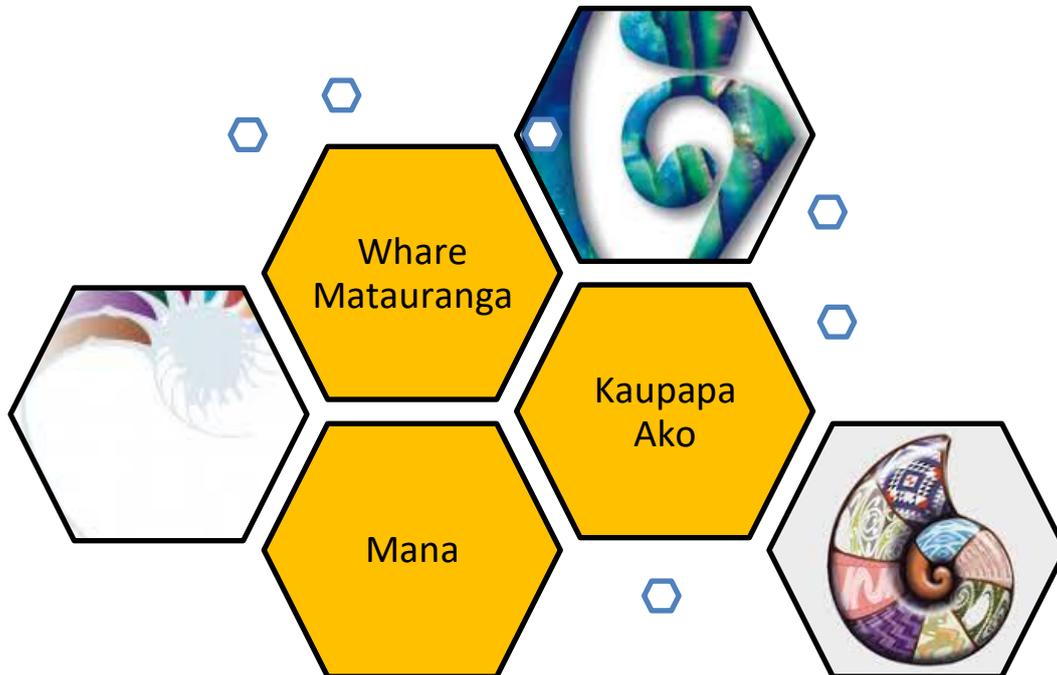
The curriculum is designed to pathway taiohi to their desired destination and is structured to recognise prior learning under the NZQA/NCEA framework. It includes a University Entrance pathway derived from a STEAM (Science, Technology, Engineering, Arts, Mathematics) delivery to fulfil our taiohi's passions and aspirations. It also includes access to a range of higher vocational and industry specific programmes and qualifications that equip taiohi with transferable work-related skills and attitudes.

Summative and Formative assessments are delivered through competency-based unit standards or assessment standards. The diagram below shows the qualification pathway:



Curriculum: Integrated Structure

The Learning Programme is based on an integrated curriculum approach that draws from a combination of the New Zealand Curriculum, Te Marautanga o Aotearoa, Ngati Kāhungunu Mātauranga Plan, Mātauranga Māori and Te Aratika Tikanga and Kawa.



The integrated approach:

- *is interdisciplinary in nature, avoiding subject isolation*
- *is based on identified interests and needs of the taiohi*
- *places values, skills and attitudes at the core, not subject content*
- *encourages authentic learning experiences*
- *encourages inquiry, i.e. through Project Based Learning*
- *provides for whole school curriculum planning, with scope for flexibility*

Curriculum: Learning Areas

English Learning Area|Te Reo Matatini

The English| Te Reo Matatini Learning Area equips taiohi with knowledge of the codes and conventions of language and texts. Taiohi learn to create their own texts with purpose and confidence, as they develop an appreciation of the beauty and richness of classic and contemporary literature.

Through the study of English| Te Reo Matatini, taiohi master foundational literacy knowledge and practices. They engage with and independently compose increasingly complex texts in a variety of forms, learning to explore ideas that are evolving, contested, or open to interpretation.

The English| Te Reo Matatini Learning Area provides taiohi with the concepts and skills to understand global literary traditions and the bicultural and multicultural literary heritage of New Zealand. As readers, they become thoughtful and discerning textual critics and gain insights into the diversity and complexity of human experience. As authors, they learn how to craft texts that express their ideas with clarity, creativity, and control.

As taiohi progress through English| Te Reo Matatini, they deepen their understanding of how language and texts provide a space for expression and experimentation. Creating and responding to texts deepens taiohi' understanding of themselves and others, and enables them to participate actively in local, national, and global conversations.

Learning Area structure

The year-by-year teaching sequence lays out the knowledge and practices to be taught each year. In the English| Te Reo Matatini Learning Area, the teaching sequence is organised into strands. Many of our taiohi need intensive support in English and may need to continue to develop skills in the Oral Language, Reading and Writing strands.

In English Years 0–8, the teaching sequence is organised into three strands:

- **Oral Language** focuses on teaching taiohi to communicate, express themselves, and interact effectively. It develops taiohi understanding of spoken and signed languages, including New Zealand Sign Language, and for non-verbal taiohi, any first language communication methods such as alternative and augmentative communication (AAC).
- **Reading** focuses on teaching taiohi to decode, make meaning from, and think critically about texts. It develops taiohi' understanding of how to read fluently, comprehend a range of texts with attention to audience, purpose, and form, and engage with ideas and perspectives.
- **Writing** focuses on teaching taiohi to write for a variety of purposes, using the codes, conventions, and structures that enable others to understand what they have written. It develops taiohi' proficiency in transcription skills, composition, and writing processes.

In Years 9–10, the teaching sequence is organised into two strands:

- **Text Studies** focuses on teaching taiohi to expand their knowledge of a broader range of literary and non-fiction text forms. It develops taiohi understanding of textual

features, literary techniques, and the impact of historical, cultural, and social contexts on texts.

- **Language Studies** focuses on teaching taiohi how to craft written, visual, and oral texts for a variety of purposes and audiences.

The year-by-year teaching sequence, organised through strands, elements, and sub-elements, sets out what is to be taught. Its enactment is shaped by teachers, who design learning in response to their learners, adjusting the order and emphasis and adding appropriate contexts and content.

Introduction

Across Years 9 and 10, English| Te Reo Matatini takes taiohi on an increasingly rich journey through language and texts that grow in depth and complexity over time. Teaching builds foundational skills in oral language, reading, and writing through structured literacy approaches, and deepens taiohi understanding of how texts are crafted, how language shapes meaning, and how stories reflect diverse perspectives from Aotearoa and the wider world.

Phase 1

In this phase, teaching builds on early childhood learning by developing foundational oral language, reading, and writing skills through structured literacy approaches. Oral language is a key focus, supporting taiohi to express ideas and understand others. Teachers introduce shared language codes and conventions such as phonics, grammar, punctuation, and text structure, which underpin reading comprehension and written expression. Explicit instruction in letter formation supports fluency and confidence in writing. Through reading, creating, and sharing texts, teachers foster connection, understanding, and a love of language, taiohi are supported to make connections between texts and their own experiences and begin to explore how texts can be interpreted in different ways. This lays the groundwork for critical analysis and literacy across the curriculum.

Phase 2

In this phase, teaching strengthens taiohi literacy as a foundation for learning across all areas. Structured literacy approaches continue, with a shift in emphasis to components that take longer to develop, such as vocabulary and comprehension. Teachers create regular opportunities for oral language use to support knowledge-building through discussion. Reading instruction consolidates word recognition, deepens comprehension, and introduces critical analysis of context and purpose. Taiohi explore written, oral, visual, and, from Year 6, digital and media texts. Writing instruction supports increasing accuracy, creativity, and purpose, with attention to how language conventions shift depending on context, audience, and purpose. Through purposeful text selection and discussion, teachers help taiohi explore how stories shape understanding of people, places, and ideas.

Phase 3

In this phase, teaching provides explicit instruction in oral language, reading, and writing, guiding taiohi toward subject-English disciplinary knowledge. Literacy teaching prioritises components that take longer to develop, such as comprehension, vocabulary, and oral language, while continuing to consolidate fluency and spelling. Teachers support engagement with increasingly complex texts, including those by authors representative of New Zealand's bicultural and multicultural heritage. taiohi are taught to analyse how texts are structured, how language shapes meaning, and how style adapts to purpose and audience. Teaching also introduces how texts, including digital and media texts, represent

people, places, and ideas, and how context influences interpretation. This establishes a strong foundation for disciplinary English in Year 9.

Phase 4

In this phase, teaching advances taiohi subject-English disciplinary knowledge through integrated study of texts and language. Drawing on the strands of Text Studies and Language Studies, teachers support taiohi to engage with complex ideas across a wide range of literary and non-fiction texts. Text Studies enables taiohi to examine how texts reflect and respond to historical, cultural, and social contexts, and how meaning shifts with perspective and interpretation. Language Studies strengthens fluency and control in creating texts across written, oral, visual, and digital modes. Teachers introduce literary tradition, showing how authors use recurring features to shape meaning and guide audience expectations. Texts from New Zealand's literary tradition, including bicultural and multicultural voices, are used to explore national and global conversations. Taiohi also learn to critically evaluate how digital and media texts are constructed and position audiences. This prepares them for deeper literary analysis, more complex text creation, and the broader demands of senior secondary English.

The English Learning Area prepares taiohi with the knowledge and practices to access related curriculum subjects for Years 11–13, such as English, and Media Studies, Journalism, and Communications.

Mathematics and Statistics| Te Pāngarau

Traditional Mathematics| Pāngarau

Mathematical thinking has long been embedded in the daily lives, technologies, and cultural practices of Māori and other Pacific peoples. Across Aotearoa and the wider Moana-Nui-ā-Kiwa, mathematical knowledge developed through close observation of the environment, purposeful experimentation, and intergenerational transmission of expertise. This knowledge informed agricultural processes, design and construction, voyaging, and navigation, and continues to offer rich contexts for mathematical learning today.

Agricultural Processes (Ahumoana, Mahinga Kai)

Our people used sophisticated mathematical reasoning when managing food cultivation and harvesting. Seasonal calendars such as the *maramataka* relied on precise lunar, solar, and environmental observations to predict planting and harvesting times. Spatial thinking, measurement, and pattern recognition guided the layout of kūmara pits, irrigation channels, and storage structures, while proportional reasoning supported resource allocation and sustainable harvesting strategies. Similar systems of environmental and astronomical measurement were used across the Pacific to coordinate planting cycles and ensure food security.

Design and Construction (Hoahoa, Hanganga)

Mathematics informed traditional Māori design and construction, from the engineering of *pā* (fortified settlements) to the crafting of waka, weaving, and carving. Geometry, symmetry, ratio, and sequencing were essential in weaving patterns such as *raranga* and *tukutuku*, while structural design required an understanding of load, tension, and balance. Across the Pacific, related mathematical principles shaped canoe building, house construction, and decorative arts, demonstrating deep regional connections in spatial reasoning, geometric design, and measurement systems.

Voyaging and Navigation (Te Haerenga, Te Aurere)

Long-distance voyaging traditions across the Pacific—preserved in Māori navigation knowledge—demonstrate advanced mathematical thinking. Navigators used star compasses, ocean swells, wind patterns, and environmental cues to determine direction, distance, and position without instruments. This required abstract modelling, angular reasoning, pattern recognition, and probabilistic thinking. The shared navigational knowledge of Pacific peoples highlights a collective mathematical heritage that enabled exploration, settlement, and ongoing movement across vast ocean spaces.

Implications for Learning

Incorporating these Indigenous mathematical traditions into the curriculum supports culturally sustaining pedagogy and highlights the deep intellectual histories of Māori and Pacific peoples. By exploring mathematics through agriculture, design, construction, and navigation, ākonga can see mathematics as an active, connected part of human experience—one that reflects innovation, environmental knowledge, and collective problem-solving.

We to develop not only procedural competence but deep conceptual understanding, reasoning, and critical thinking. We want our taiohi to approach the world with curiosity, to use mathematics and statistics with confidence, and to apply these skills both in everyday life and more complex, real-world contexts (personal finance, health, environmental understanding, data interpretation, etc.).

Furthermore, we recognise that each taiohi comes with a unique background, prior knowledge and learning trajectory. Our approach values equity, inclusivity, and flexibility — offering multiple pathways for engagement so that all taiohi can succeed, using all phases of the curriculum.

Phase 1

In this phase, teaching focuses on building taiohi ability to investigate, classify, and describe quantities, shapes, and data. Teachers draw attention to properties of numbers and attributes of shapes. Materials and pictures support visualisation of these numerical and geometric concepts. Explicit teaching enables taiohi to make connections between representations and to develop their reasoning.

Phase 2

In this phase, teaching focuses on taiohi use of a variety of representations to model number operations and to solve word problems. They extend their understanding of whole numbers to fractions and decimals, and they visualise, classify, and draw angles using benchmarks to support and justify their classifications. taiohi apply their knowledge of number operations to reasoning about measurements and to investigating variations in patterns, shapes, probabilities, and data. They begin to work with exponents, can tell the time, and convert between units of time.

Phase 3

In this phase, teaching focuses on taiohi use of logic and reasoning to identify, clarify, and solve problems, make connections between mathematical and statistical concepts, and investigate patterns and variation. They use appropriate conventions, vocabulary, and algebraic notation to clearly explain solutions and justify their approaches to solving problems. Taiohi select, use, and adapt representations to visualise and extend their reasoning (e.g. number lines to represent integers, and equations to represent linear

patterns). They make generalisations, identify and calculate unknown quantities (e.g. the size of angles), and use data visualisations to evaluate claims and make conjectures. They begin to explore irrational numbers and to operate fluently with integers.

Phase 4

In this phase teaching focuses on taiohi use of proportional reasoning to transform numerical quantities, measurements, and shapes, including right-angled triangles. They begin to generalise their understanding and application of tables, equations, and graphs, including to explore patterns and the connections between different representations. They extend their understanding of area, perimeter, and volume for a variety of 2D shapes, including circles, and 3D shapes, including prisms. They use data visualisations to investigate, represent, and explain patterns, trends, and variation, and they apply their knowledge to situations involving chance.

The Mathematics and Statistics learning area prepares taiohi with the knowledge and practices they need to access related curriculum subjects in Years 11–13, such as Statistics, Mathematics, and Physics.

Purpose

Through our Maths/Pāngarau programme, taiohi at Te Aratika Academy will:

- Develop conceptual and procedural knowledge to explore and make sense of quantity, space, time, data, and uncertainty.
- Build logical reasoning, critical thinking, and problem-solving skills: being able to model real-life situations, identify patterns or relationships, interpret data, and draw justified conclusions.
- Experience maths/ pāngarau as a creative, culturally embedded discipline.
- Acquire fluency with symbolic representation (numbers, algebra, graphs, diagrams) and use abstraction to generalise and transfer learning.
- Learn to use maths/ pāngarau ethically and responsibly, especially when dealing with data — recognising the importance of accurate representation, interpretation, and communication.
- Grow confidence and agency: to use maths/ pāngarau not only within school, but to participate fully in an increasingly technological and data-rich world of work and social life.

Structure and Strands

Our maths/pāngarau programme will be organised around the six strands defined by the NZC: Number, Algebra, Measurement, Geometry, Statistics, and Probability.

- **Number:** Understanding numerical systems, representing quantities, performing calculations, estimating, and using numbers meaningfully.
- **Algebra:** Recognising and representing patterns and relationships using symbols, graphs, and diagrams; using algebraic thinking to generalise and solve problems.
- **Measurement:** Quantifying phenomena using appropriate units; understanding and converting units; measuring time, length, volume, and other quantities in varied contexts.
- **Geometry:** Visualising, representing, and reasoning about shape, space, orientation, transformation; understanding properties of shapes, spatial relationships, and

movement.

Statistics: Collecting, organising, interpreting and representing data; making sense of variation; using data to make informed decisions and justify conclusions.

- **Probability:** Understanding chance, likelihood, uncertainty; using probabilistic reasoning to predict, evaluate likelihoods, and make decisions under uncertainty.

Teaching and Learning Approach

In line with NZC guidance, Te Aratika High School's maths/pāngarau programme will emphasise:

Explicit teaching — ensuring all taiohi receive teaching of the required content each year.

- **Rich tasks and problem-solving** — using tasks that encourage investigation, reasoning, modelling, and application in meaningful contexts, often drawn from real life (health, environment, finance, community, etc.).
- **Multiple representations & approaches** — supporting learning via concrete materials, pictures, diagrams, symbolic notation, digital tools (where appropriate), with flexibility so taiohi can access concepts in ways that suit them best.
- **Flexible grouping & differentiated instruction** — combining whole-class, small-group, pair and individual work to meet taiohi needs, including scaffolding for those needing support and extension for advanced learners.
- **Regular consolidation and retrieval** — revisiting previously taught concepts to build fluency and long-term retention.
- **Use of digital tools with critical thinking** — teaching taiohi to use calculators, graphs, spreadsheets or statistical software appropriately while retaining ability to estimate, visualise, and evaluate results independently.
- **Inclusive and equitable access** — reducing barriers, designing for diverse learners (cultural backgrounds, learning needs), and ensuring all taiohi have the opportunity to succeed.
- **Assessment for learning and development** — using both formative (ongoing) and summative assessment practices, with twice-yearly formal assessments (Years 3–8) to monitor progress, as well as observation, discussion, tasks, and taiohi self-assessment.

Assessment & Progress Monitoring

We will adopt the progress descriptors from NZC — Emerging, Developing, Consolidating, Proficient, Exceeding — to report taiohi progress across strands.

For Years 9 and 10, formal assessments will be carried out twice yearly using one of the nationally recognised tools (e-asTTle), in combination with teacher observations and other formative assessments.

Data from assessments will inform teaching: identifying taiohi who need additional support, enabling targeted scaffolding, and providing enrichment for those who are ready to extend. Overall progress will be monitored, and whānau will be kept informed about their taiohi's achievement and next steps.

Literacy and Numeracy | Te Reo Matatini me te Pāngarau

- **Literacy requirement:** 10 credits (5 reading & 5 writing)
 - From **2024** it will be required that taiohi gain their literacy from sitting Co-Requisite Exams (CAA Exams) or from a list of specific assessment standards that have been identified for use during the transition period (2024 - 2026)
- **Numeracy requirement:** 10 credits
 - From **2024** it will be required that taiohi gain their numeracy from sitting Co-Requisite Exams (CAA Exams) or from a list of specific assessment standards that have been identified for use during the transition period (2024 - 2026)
- Taiohi may choose to meet the literacy and numeracy standards in Te Reo (Te Reo Matatini me te Pāngarau)

Numeracy & Literacy

Curriculum Area	Term 1	Term 2	Term 3	Term 4
Literacy	<p>E-AsTTle</p> <p>Pause, Prompt, Praise</p> <p>StepsWeb</p>	<p>Running Records as needed</p> <p>Pause, Prompt, Praise</p> <p>Teacher (Pou arahi) observations</p> <p>Overall teacher (Pou arahi) judgements against NZC for Years 7- 10</p> <p>Reporting to parents/caregivers</p>	<p>Writing Assessments</p> <p>E-AsTTle</p> <p>Ongoing informal observations</p> <p>Pause, Prompt, Praise</p>	<p>Running Records as needed</p> <p>Pause, Prompt, Praise</p> <p>Teacher (Pou arahi) observations</p> <p>Overall teacher (Pou arahi) judgements against NZC for Years 7- 10</p> <p>Reporting to parents/caregivers</p>
Numeracy	<p>E-AsTTle</p>	<p>Ongoing teacher (Pou arahi) observation</p> <p>Overall teacher (Pou arahi) judgements</p> <p>Reporting to parents</p>	<p>E-AsTTle (End of term)</p>	<p>Ongoing teacher (Pou arahi) observation</p> <p>Overall teacher (Pou arahi) judgements</p>
Other Learning Areas	<p>Assessments for each unit (pou/akonga/taiohi)</p>	<p>Assessments for each unit (pou/akonga/taiohi)</p>	<p>Assessments for each unit (pou/akonga/taiohi)</p>	<p>Assessments for each unit (pou/akonga/taiohi)</p>

Effective Teaching Profile in the Key Areas of Literacy

Environment	Pou	Taiohi
<p>Classroom display space showing literacy and numeracy charts or posters, taiohi work and books that include literacy concepts, acknowledging the cultural context of the kura.</p> <ul style="list-style-type: none"> - Equipment to support teaching and learning. - Flexible workspace to support individual, pair and small group work. - ILP Tracking showing an overview of what taiohi are working on where appropriate. 	<p>Promote the sharing of ideas and strategies, successes, and difficulties.</p> <p>Teaching games, activities, investigations before asking taiohi to work independently with them.</p> <p>Developing and sharing the learning intention/s with taiohi – orally and written.</p> <p>Flexible grouping specific to identified needs.</p> <p>Listening to and acting upon taiohi responses by asking questions that support and extend the taiohi’s thinking.</p> <p>Using contexts and incorporating problem solving that reflects cultural contexts as appropriate.</p> <p>Setting purposeful practice activities that link to the current strategy outcome.</p> <p>Effectively using Ministry documents and resources: Lit progression, NZ curriculum.</p> <ul style="list-style-type: none"> - Providing feedback and feed forward in relation to the learning intentions. - Meeting individual taiohi needs in both strategy and knowledge tasks. - Create a climate where taiohi feel valued and safe to take risks. - Make links to prior knowledge, other strands and the wider world. - Provide specific programmes for gifted and talented, and target taiohi. 	<p>Enjoying literacy.</p> <p>Actively engaged in interesting and challenging activities.</p> <p>Working collaboratively and cooperatively.</p> <p>Using gamification as a way of practicing and reinforcing knowledge.</p> <p>Listening to and accepting the responses of others and responding well to them in an appropriate manner.</p> <p>Confidently explaining what they did and how they did it.</p> <p>Taking tuakana/leadership roles in the classroom as appropriate.</p> <p>Trying alternative strategies.</p> <p>Discussing the efficiency of strategies.</p> <p>Modelling their understanding with equipment (if applicable).</p> <p>Recognising and discussing interrelationships between concepts.</p> <p>Participating in self and peer assessment..</p>

Effective Teaching Profile in the Key Areas of Numeracy

Environment	Pou	Taiohi
Classroom display space showing pāngarau charts or posters, taiohi work and books that include pāngarau concepts, acknowledging the cultural context of the kura.	Promote the sharing of ideas and strategies, successes and difficulties.	Enjoying pāngarau.
Equipment to support teaching and learning.	Gamification, activities, and investigations before asking students to work independently with them.	Actively engaged in interesting and challenging activities.
Activity boxes or learner centres available for taiohi access, appropriate to learner needs.	Developing and sharing the learning intention/s with taiohi – orally and written.	Working collaboratively and cooperatively.
Flexible workspace to support individual, pair, small group work.	Flexible grouping specific to identified needs.	Using gamification as a way of practicing and reinforcing number knowledge.
Organisational chart, overview or task board showing what groups are doing where appropriate.	Using equipment appropriately to model strategy teaching, prior to imaging or working with number properties only- effective application of the teaching model.	Listening to and accepting the responses of others and responding well to them in an appropriate manner.
Pāngarau modelling books for recording of group strategy discussion.	Involving taiohi in the learning, including manipulating the materials.	Recording diagrams, number lines and written statements that show number sense and mental strategies.
	Recording the appropriate equations and number symbols in a modelling book during the strategy lesson.	Choosing appropriate pāngarau equipment as required.
	Listening to and acting upon taiohi responses by asking questions that support and extend the taiohi's thinking.	Confidently explaining what they did and how they did it.
	Using contexts and incorporating problem solving that reflects cultural diversity as appropriate.	Taking tuakana/leadership roles in the classroom as appropriate.
	Setting purposeful practice activities that link to the current strategy outcome.	Trying alternative strategies.
	Effectively using Ministry documents and resources: Mathematics standards, NZ curriculum, NZMaths website.	Discussing the efficiency of strategies.
		Modelling their understanding with equipment.
		Recognising and discussing interrelationships between concepts.
		Participating in self and peer assessment.

Providing feedback and feed forward in relation to the learning intentions.

Meeting individual taiohi needs in both strategy and knowledge tasks.

Create a climate where taiohi feel valued and safe to take risks.

Make links to prior knowledge, other strands and the wider world.

Provide specific programmes for gifted and talented, and target students.

Cultural Awareness (Ao Māori)

Achieving a culturally competent attitude is an ongoing process. It is important to view all people as unique individuals and understand that their experiences, beliefs, values, and language affect their ways of interacting with others and the larger community. We also acknowledge that differences also exist within cultures. We do not assume that a common culture is shared by all members of a racial, linguistic or religious group. Our modules will include a broad set of thematic learning tasks to ensure a wide range of Māori cultural knowledge is available to our graduates.

These modules will include tangible and intangible aspects of our culture, including but not limited to:

- *Te Reo Māori*
- *Waiata*
- *Kapa Haka*
- *Karanga*
- *Whaikōrero*
- *Karakia*
- *Whakapapa*
- *Taha wairua*
- *Tikanga*
- *Mau rākau*

A main objective is that our TAHS graduates become self-managing, they are living healthy lifestyles, and participating fully in society, becoming financially secure and successfully involved in wealth creation, while also confidently participating in te ao Māori.

Life Skills

Life skills are defined as those essential for people to positively contribute to and benefit from a complex, changing society. These modules will include tangible and intangible aspects of life skills, including but not limited to;

Managing Self: knowing self, time management, stress management, anger management, employability skills, goal setting, perseverance, self-monitoring and self-evaluation, digital literacy and financial literacy, study skills, travelling safely

Relating to Others: interacting in social groups, cooperation and collaboration, leadership skills, managing and resolving conflict

Participating and Contributing: rights, roles and responsibilities as a community member, sustainable environments, sense of place, belonging and mana whenua, bicultural and multicultural awareness

Financial Literacy

Is a core life skill for participating in modern society. Financial literacy is having the knowledge and understanding of personal finances and financial institutions so that responsible economic and financial decisions can be made.

At TAHS, taiohi work to obtain the knowledge and skills to become fluent in personal finance, and also develop a beginning understanding of global economics, entrepreneurship, and investing.

Core skills and competencies include the capacity for:

- *managing income*
- *credit, and debt*
- *setting goals and budgeting*
- *saving and investing*
- *protecting assets and wealth*
- *spending and transacting*

Financial education at TAHS is mainly integrated into authentic contexts.

Digital and AI Literacy

Planning for, managing and using digital technologies is essential for taiohi in today's world. The infrastructure at TAHS is in place to provide options for taiohi to have 1:1 access to technology and access to the internet as needed when needed. Each taiohi will have their own device and learn to use digital technologies capably, safely and responsibly.

The benefits of digital technologies for TAHS taiohi include:

- *personalised learning opportunities*
- *virtual and online courses that cater for taiohi interest areas*
- *online communities and social networks to enrich learning*
- *platform for Project Based Learning*
- *sharing experiences with wider whānau*

Digital technology will be an important part of TAHS's learning environment from the delivery of a tailored curriculum, pastoral care, communication, and hapori relationships.

AI is a rapidly developing space with the potential to revolutionise education in a way that hasn't been experienced since the industrial revolution. The opportunity to enable 1:1 hybrid tuition to provide accelerated progress for many taiohi with complex learning needs. Taiohi need to be confident users of existing and future technologies to ensure equitable outcomes in this new environment.

We are currently using the OECD's draft AI Literacy Framework as a starting point for our marautanga and potentially uses across programmes.

Hauora (Health & Wellbeing)

To enable taiohi at TAHS to live full and active lives they need the knowledge, values and competencies which enable them to take responsibility for improving their own health, well-being and the well-being of their communities. Hauora incorporates the inseparable concepts of Te Whare Tapa Rima in context to TAHS.

Including:

- *Taha Whenua* Lands
- *Taha Moana* Oceans/Sea
- *Taha Tinana* Physical
- *Taha Whānau* Family
- *Taha Wairua* Spiritual
- *Taha Hinengaro* Intelligence
- *Taha Komingo* Mental & Emotional health.

Hauora learning is inseparable from its social and cultural context, and taiohi engage with concepts through relating to their personal experiences in an environment which is safe, supportive, caring and inclusive. Kaupapa and Project-based learning opportunities are encouraged, as well as integration into the wider programme.

Core Hauora topics are selected in relation to taiohi ILP, and/or immediate needs. Topics may include:

- *physical education and activities - See below*
- *managing personal risk*
- *personal grooming*
- *personal hygiene*
- *nutrition*
- *self-esteem*
- *sex education*
- *stress management*
- *substance abuse*
- *time management (Work life balance)*

Community involvement through government, national, and community agencies are utilised to support the Health and Wellbeing Programme.

Summative assessments include NCEA Unit and Achievement standards.

All taiohi at TAHS participate in an extensive sport and recreation programme. This includes regular basic fitness, and regular programmed sport and recreational opportunities.

Taiohi will experience opportunities such as:

- *Outdoor education*
- *Sport and fitness, including whakaraka Māori (Māori games)*
- *Hīkoi, Camping*
- *Gym*
- *Swimming*
- *First Aid - from year 12 - 13*

Taiohi will gain the skills and knowledge required to function successfully at a basic level in the fitness environment. Taiohi will become familiar with injury prevention, hazard and risk management, and communication skills in a recreation and sport context. Where there is the interest, taiohi will be encouraged to explore a career pathway in Hauora as well as Sport and Recreation.

DCOV/Career Development

It is essential that taiohi at TAHS connect school experiences to their future lives and careers. Mentoring, personalising learning and career planning help make meaningful connections with taiohi and their whānau. Taiohi work closely with their Pou Whenua to incorporate career goals and aspirations into their ILP. As taiohi move into Years 12 and 13 if their ILP is directed towards employment pathways they will increasingly spend time in the work community where possible.

The Career Education programme includes:

- *Exploring career options*
- *Setting career goals and planning*
- *Developing a CV*
- *The job search process*
- *Interview skills*
- *Work experience*

TAHS's partnership with Connexis, Te Aratika Industry Training, and employers provides pathways and careers with a focus towards the Civil Infrastructure Industry.

An in-depth practical career experience is provided through the partnership with TAHS of the stakeholders: Te Aratika Infrastructure Ltd and Connexis. These partners work together to provide a cohesive on-site/off-site workplace training and experience in the infrastructure vocational pathway, and work towards the *New Zealand Certificate for Infrastructure Works (Level 2)*.

Taiohi can also explore Primary Industries, Creative Industries, Manufacturing and Technology, Service Industries, Social and Community Services. These opportunities are often provided through the gateway programme and the Trade Training programme with the Eastern Institute of Technology (EIT).

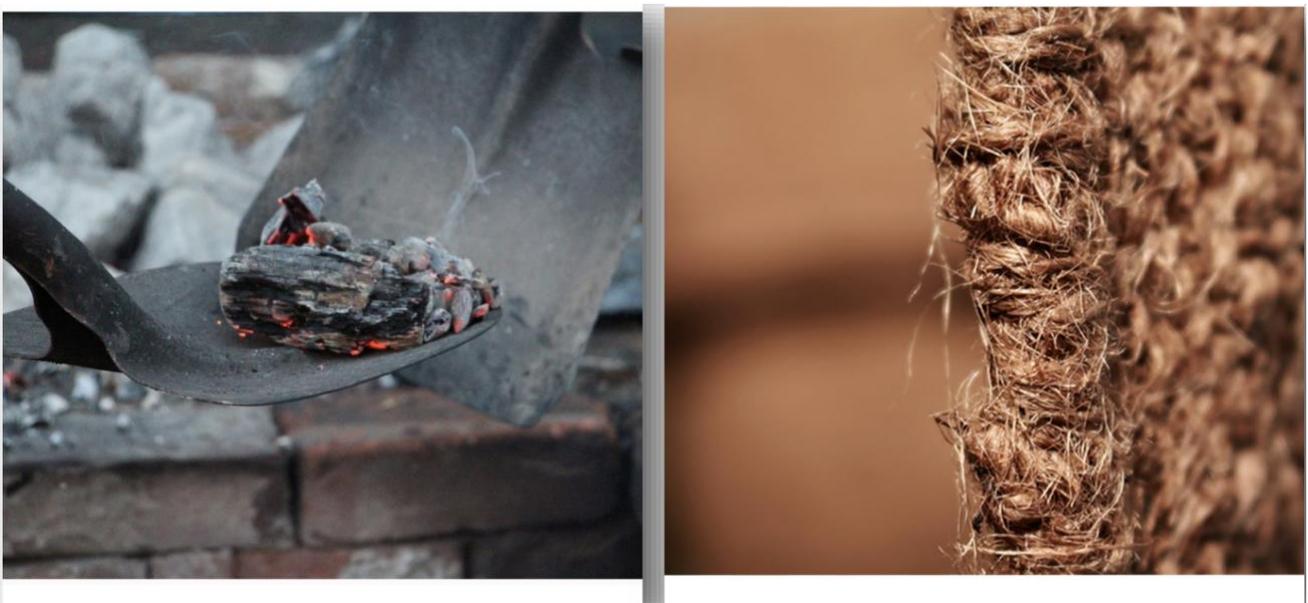
Taiohi carry out industry-related theory-based learning through kura or onsite in work placements as well as participating in work placements designed to expand their vocational skills when and where available.

Toi

TAHS believes that creativity is a vital component of a lifelong learner. It is our aim to develop independent learners by empowering our students to take responsibility for their own learning and to assist them in creating art using both new information and by building on their own prior personal and cultural knowledge.

We encourage our students to think critically and solve problems in creative ways, nurturing a range of transferable life skills which include co-operation, leadership, flexibility and thoughtful risk taking. We consider that these skills will be crucial in their future lives.

As our taiohi progress into the Senior School, their Art programmes become more individualised. There is more emphasis on using the work of other artists and experimenting with processes and procedures in consultation with their Pou.



In the Arts, taiohi explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

The learning programme is personalised, each taiohi often self-selects their assessment options. For some taiohi this might mean, to experience success in visual art, he/she might only do the internal achievement standard assessments.

Pākihi

As part of our career development and financial literacy practices our taiohi will have the opportunity to participate in Pākihi studies and the option of participating in The Lion Foundations Young Enterprise Scheme.

We are committed to inspiring your taiohi to discover their potential in business and in life.

They will learn essential business skills that cover:

- *planning*
- *operations*
- *sales and marketing*
- *finances and budgeting*
- *time management*
- *Quality assurance*
- *Customer relations*

as well as developing a range of personal and business skills.

They will gain experience consulting with and creating networks within the community and develop their interpersonal skills. Taiohi also have the opportunity to explore Primary Industries, Creative Industries, Manufacturing and Technology, Service Industry, Social and Community Services.

The learning programme is designed to create and carry out business operations from establishment to delivery of an end product. Taiohi will have the ability to gain credits in business studies and supporting assessments that add value to their learning experience.

Pūtaiao

Pūtaiao is an important part of our taiohi's learning and their connection to Te Taiao. Taiohi will work with their Pou to enrich their learning through the following Pūtaiao streams:

- Nature of Science (What Pūtaiao is and how Kaimātai Pūtaiao mahi)
- Planet Earth and Beyond (Interconnecting systems and earth's resources)
- Living World (How living things interact such as ecology)
- Physical World (Such as light, heat, force, motion, energy)
- Material World (The study of matter)

They will develop their understanding of Pūtaiao from a mātauranga Māori/indigenous lens and understand the connection and value of Pūtaiao in their daily lives.

Tikanga-ā-iwi (Social Science)

At TAHS we value learning invaluable knowledge and skill sets through tikanga a iwi. Our taiohi will develop the knowledge and skills to enable them to better understand, participate in, and contribute to the local, national, and global communities in which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

Through our taiohi's journey we will explore the unique bicultural nature of New Zealand society that derives from the Te Tiriti o Waitangi.

Our taiohi will learn about the following within and beyond Aotearoa:

- *People*
- *Places*
- *Cultures*
- *Histories*

They will develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints.

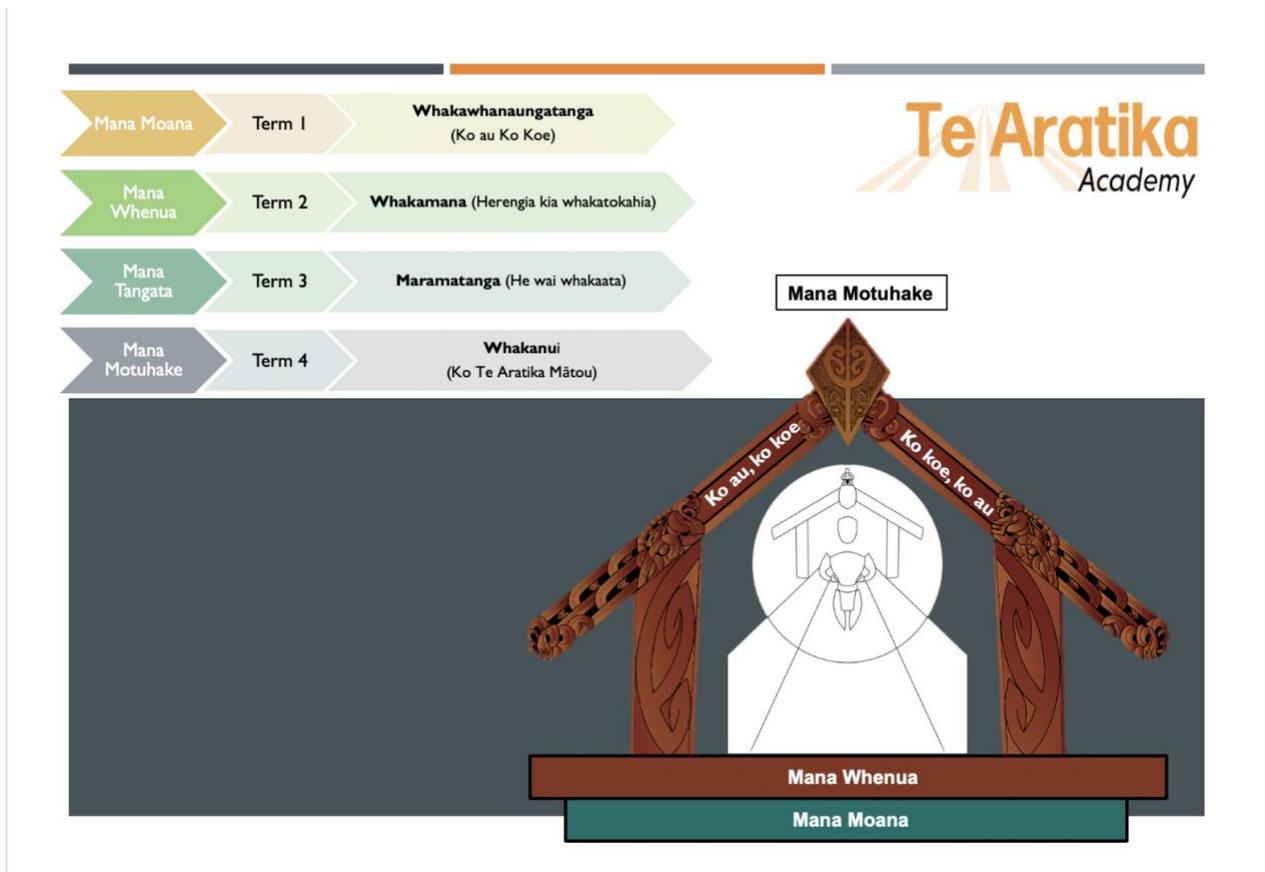
They will do this as they explore how others see themselves, students clarify their own identities in relation to their heritages and contexts.

Taiohi will have the ability to gain credits in tikanga-ā-iwi and supporting assessments that add value to not only their learning experience, but their individual wants and needs.

5. Curriculum Delivery: Integrated Modular Structure

Kaupapa Ako

Our taiohi's ability to connect to their learning is paramount. We have designed our curriculum to reflect their indigenous connections as an overarching thematic approach as they progress on their learning pathways.



The Kaupapa Ako (Learning Programme) is based on three integrated modular structures:

- *Ako ā Kaupapa (Thematic Modules)*
- *Ako aronga whāiti (Intensive Modules)*
- *Ako aronga whānui (Extensive Modules)*

Some modules have a specific learning area focus whilst others integrate several learning areas around a theme which aims to enrich learning through authentic and relevant experiences. Some modules are compulsory and others optional as per the taiohi's Individual Learning Plan.

1.1: Ako ā Kaupapa (Thematic Modules)

Thematic Modules are based on global themes which engage taiohi's interest and motivation and are relevant to their lives and culture. These thematic modules integrate learning areas. They provide taiohi with choice, build life skills, provide authentic opportunities for digital learning, and create interactive experiences beyond the classroom. Learning is facilitated, not directed.

The Kaupapa Ako (thematic approach):

- *is interdisciplinary in nature, avoiding subject isolation*
- *is based on taiohis' identified interests and needs*
- *places values, skills and attitudes at the core, not subject content*
- *encourages authentic learning experiences*
- *encourages inquiry, i.e. through Kaupapa ako and/or Project Based Learning*
- *provides for whole school curriculum planning, with scope for flexibility.*

Kaupapa Ako Modules may include:

- *Community Projects – extended projects which provide community service*
- *Project Based Learning- thematic projects based on key learning areas*
- *Cultural Connections- exploration of tikanga Māori*
- *Life Skills and Health and Well-being*
- *Career Development*
- *Passion Pursuit Projects- choice to explore projects of personal interest*

1.2: Ako Aronga Whāiti (Intensive Modules) 'Blocked learning experiences over compacted time.' An intensive module is a learning approach taken when expert Pou Arahi/Whenua support is required. It may be tailored for an individual, small or larger group. For example, a Chemistry module, or a Driver Licence module. Instead of teaching and learning over the course of a school semester, the focus is blocked over a shorter time period. This supports the taiohi to develop

greater focus, depth, and consistency in their learning. Intensive modules may be accessed via digital learning.

1.3: Ako Aronga Whānui (Extensive Modules) ‘learning experiences over an extended time period.’ An extensive module provides for taiohi over the extended duration of a school semester, or longer. Extensive modules may have a project-based learning focus. Extensive modules include:

- *Focused Literacy*
- *Focused Numeracy*
- *Hauora*
- *Career Education, inclusive of the Infrastructure and Civil Construction pathway*

Some modules often take an extensive or intensive focus, and /or be connected to the current thematic approach such as:

- *Mana Moana*
- *Mana Whenua*
- *Mana Tangata*
- *Mana Motuhake*

All modular approaches incorporate the principles of pedagogical approaches which engage the learner.

Project Based Learning

Kaupapa Ako modules are encouraged to have a Project Based Learning (PBL) focus. Projects may be big or small in depth, highly or loosely structured and over a short or longer time frame. More than one project may be taking place simultaneously. The degree of structure is connected to taiohi readiness and experience with PBL.

What is Project Based Learning?

Project Based Learning is a learning approach that engages taiohi interest and motivation through an inquiry into a real-world problem or challenge to which they can personally connect. taiohi’s work together towards a common goal, with the process as important as the final product. Learning is facilitated, not directed.

Why Project Based Learning?

- *interests and engages taiohi*
- *provides taiohi choice*
- *reflects the way people learn and work beyond the classroom to solve problems*
- *builds life-skills (key competencies) including communication, presentation, organisation, time management, research, inquiry skills, self-assessment and reflection, group collaboration and leadership*

- *provides authentic opportunities to use technology*
- *creates interactive experiences with others beyond the classroom*

Implications

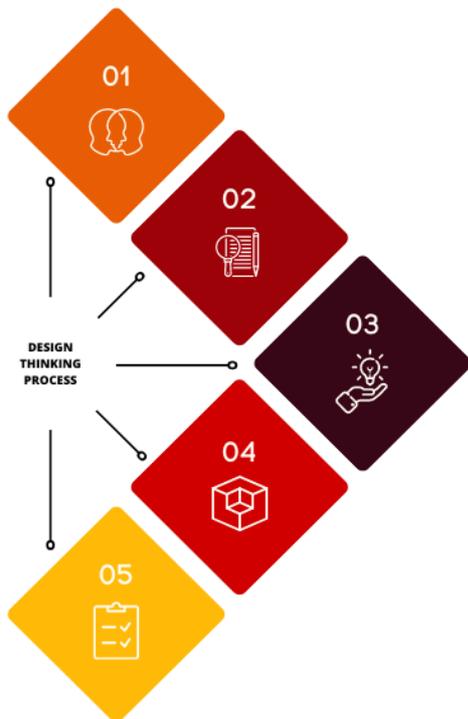
Detailed attention to Project Based Learning design is necessary to achieve desired outcomes. It is important to:

- *provide comprehensive professional development in Project Based Learning principles and practices for Pou Arahi and Pou Whenua,*
- *allocate sufficient time for school-wide Project Based Learning planning, monitoring and review,*
- *establish a high degree of structured scaffolding for early Project Based Learning, reducing as taiohi confidence and competence grows,*
- *plan for formative and summative assessment opportunities and build into Project Based Learning experiences. Depending on project outcomes, these could have NCEA credit outcomes.*

There are several tools available for staff to utilise when designing learning. Our primary templates can be found on the shared staff drive and through consultation with management staff.

Summary of Curriculum Planning Process

DESIGN THINKING PROCESS



- 01** | **What are our taiohi's learning needs?**
Review taiohi ILP, formative assessment, NCEA requirements, Graduate profile aspirations
- 02** | **The Course Outline & Delivery**
Can we meet the taiohi's needs? Will they be motivated to learn, do we have the resources needed? Is the learning relevant?
- 03** | **The Learning Focus and Rautaki (Strategy)**
What are the expected outcomes taking into consideration Kaupapa Ako, NZC, Pedagogy, External Providers
- 04** | **Implementation**
Delivering content, formative and summative assessments and authentic experiences that meet the taiohi's learning needs.
- 05** | **Evaluation**
Have we met the taiohi's learning needs? What went well? What are the next steps? What needs to be reviewed?

Learning Programme Exemplar

The table below provides an example of how our weekly timetable is structured. The flexibility of the learning programme caters for individual taiohi.

Wahanga	Start Time	Finish Time	Taiohi Minutes daily	MON (DATE)	TUE (DATE)	WED (DATE)	THUR (DATE)	FRI (DATE)	
Pū, More	8.00AM	8:05 AM	5	Karakia/Roll Call Whānau Room	Karakia/Roll Call Whānau Room	Karakia/Roll Call Whānau Room	Karakia/Roll Call Whānau Room	Karakia/Roll Call Whānau Room	
	8:05	8:50	45	HAUORA (AKORANGA x 2)	Parakuihi then @ 9:00am WORD Vlog entries	HAUORA (AKORANGA x 2)	Parakuihi then @ 9:00am WORD Vlog entries	HAUORA (AKORANGA x 2)	
	8:50	9:15	25		Vlog entries				
Weu, Rito	9.15AM	9:45 AM	30	Parakuihi in Ruawhoro	Kaupapa Māori AKORANGA x 2	Parakuihi in Ruawhoro	Kaupapa Māori AKORANGA x 2	Parakuihi in Ruawhoro Pep/Dana to support here	
	9:45	10:00:00	15	Portfolio/Reflection Updates	Portfolio/Reflection Updates	Portfolio/Reflection Updates	Portfolio/Vlog Entry Updates	Portfolio/Reflection Updates	
Roopu				Nuku	Tau	Awa	Nuku	Tau	Awa
Take, Aka	10.00AM	11.00AM	60	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	
Paramanawa	11.00AM	11.10AM	10	Paramanawa	Paramanawa	Paramanawa	Paramanawa	Paramanawa	
Rea	11.10AM	12.00PM	50	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	
Kai o te rā	12.00PM	12.45PM	45	Kai o te rā	Kai o te rā	Kai o te rā/Drop Off's	Kai o te rā/Drop Off's	Kai o te rā	
Waonui	12.45PM	1.40PM	55	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	Pou Akoranga	
Ko te Kūkune	1.40PM	2.35PM	55	Akoranga 4 EOTC	Akoranga 4 EOTC	Akoranga 4 EOTC	Akoranga 4 EOTC	Akoranga 4 EOTC	
Ko te Whēke	2.35PM	3.30PM	55	Akoranga 5 EOTC	Akoranga 5 EOTC	Akoranga 5 EOTC	Akoranga 5 EOTC	Akoranga 5 EOTC	
Te Kore, Te Po	3.30PM	3.45PM	15	Life Ready - Career Ready Clean Up	Life Ready - Career Ready Clean Up	Life Ready - Career Ready Clean Up	Life Ready - Career Ready Clean Up	Life Ready - Career Ready Clean Up	
				Karakia Whakamutunga	Karakia Whakamutunga	Karakia Whakamutunga	Karakia Whakamutunga	Karakia Whakamutunga	

Assessment for Learning

Baseline assessments are undertaken within 3-4 weeks of attendance at Te Aratika Academy. Assessment data is primarily collected to determine taiohi prior learning, starting points, and to provide indicators of progress over time. Collated data is also used for stakeholder reporting and review. The focus of Assessment for Learning in our context is the ability for our taiohi to exercise Rangatiratanga over their learning-enabling agency and authority.

Skills Based Competencies	Assessment Tools	
English Literacy	E-AsTTle StepsWeb	Triangulated evidence from: <ul style="list-style-type: none"> • Taiohi questionnaire • interview • Observation
Numeracy	E-AsTTle	<ul style="list-style-type: none"> • Formative Assessments
Māori Culture and Language	Triangulated evidence from: <ul style="list-style-type: none"> • taiohi questionnaire • interview • observation Taiohi tracked on Matrices and ILP documentation	
Digital literacy		
Financial Literacy		

Well-being and Life Skills Competencies	Assessment Tools
<ul style="list-style-type: none"> • Self-confidence and personal awareness • Health and fitness • Self-management and self-improvement • Relating to others • Leadership skills • Problem solving and critical thinking skills 	Triangulated evidence from: <ul style="list-style-type: none"> • taiohi questionnaire • interview • observation Taiohi tracked on Matrices and ILP documentation <p><i>NB: The school culture is assessed annually using the MoE wellbeing@school survey as part of PMS.</i></p>

Future Focus	Assessment Tools
<ul style="list-style-type: none"> • Status quo-current attitudes towards learning, previous attendance, etc. • Career aspirations • Personal aspirations 	<p>Triangulated evidence from:</p> <ul style="list-style-type: none"> • Taiohi questionnaire • Interview • Observation • Taiohi tracked on Matrices and ILP documentation

6. EVALUATION AND REPORTING

TAHS has a number of key stakeholder groups it reports to depending on each groups requirements. These groups include:

- *Charter School Agency*
- *Ministry of Education*
- *TAHS Board*
- *Tertiary Education Commission (TEC)*
- *New Zealand Qualifications Authority (NZQA)*
- *Supporters - Friends of the School*
- *Taiohi*
- *Iwi, Hapū and Hapori*

TAHS's reporting is tailored to meet the differing needs and requirements of these stakeholders. This requires variation in:

- *the focus of the reporting*
- *the method of reporting*
- *the frequency of the reporting*
- *the responsibility for the reporting*

The table below outlines TAHS's reporting matrix:

Target Group	Reporting Focus	Frequency	Responsible
CSA	Performance Management Indicators (PMI) -Attendance and Engagement -Achievement -Financial Performance -Standard Minimum Compliance	As required	Board
	Strategy and Annual Plan	Annually	Tumuaki
	Statement of Variance	Annually	Tumuaki
	Roll returns	Quarterly	Kaiwhakahaere ā Tari
Board	Operational Phase Performance against PMIs.	Monthly	Tumuaki Note: - Board hui are monthly unless agreed otherwise between the board. - Extra ordinary hui are in addition if required
TEC	Enrolments for the gateway programmes to comply with the Gateway funding Objectives ie: IWL2	As required	Kaiwhakahaere ā Tari / Tumuaiki
NZQA	Monthly data upload of taiohi results	Monthly	Principal Nominee
Supporters	TAHS Information Update Pānui	Quarterly	Primary: Tumuaiki Secondary: Kaiwhakahaere ā Tari
	TAHS Information Update Hui	Annually	Primary: Board Chair or Tumuaiki Secondary: Kaiwhakahaere ā Tari
Whānau	TAHS Panui	As required	Primary: Tumuaiki Secondary: Kaiwhakahaere ā Tari
Staff	TAHS Panui	As required	Primary: Board Chair or Tumuaiki
	TAHS Staff Meetings	Weekly	Primary: Tumuaiki Secondary: Kaiwhakahaere ā Tari

	Senior Management Meeting	Weekly	Primary: Tumuaki Secondary: Kaiwhakahaere ā Tari
Taiohi	TAHS Panui	As required	Primary: Tumuaki Secondary: Kaiwhakahaere ā Tari
	TAHS School Assemblies	As required	
	TAHS taiohi Progress Reports	End of each term	Teaching Staff

Digital Archive: TAHS's progress and reporting is digitally archived.

Sample taiohi Questionnaire Tool for ILP Interviews: Life Skills and Well-Being

Below is a selection of starter statements which can be used in a discussion setting with taiohi. They are not linear and provide a starting point for kōrero. Each starter statement requires follow up questions to elicit deeper thinking.

These are conversation starters, not a sheet for taiohi to complete.

Three words I would use to describe myself are:

One way that I am special is:

Something I've done that I am proud of is:

My strengths are:

My work ons are:

I keep fit and healthy by...

Goals I have for the future are:

My challenges are:

When I have a conflict with a friend, I usually:

If I could change something about myself, it would be:

I learn best when:

I find it difficult to learn when:

My prior school attendance has been:

What are your goals?

What actions do you take to reach your goals?

Glossary

Below is a glossary and definition of words used throughout our marau-a-kura

Kupu	Translation
Taiohi	Young Person
Hapū	Subtribe
Iwi	Tribe
Hapori	Community
Pānui	Newsletter/Announcement
Kaupapa Ako	Learning Area
Pou Whenua	Coach/Teacher Aide, Support staff
Pou Arahi	Teacher
Marau a kura	Curriculum
Toi	Art
Pākihi	Business
Pūtaiao	Science

See below for the kaupapa ako sample programmes according to year level.

Appendix 1

Year 7 - 13 Term 1: **Mana Moana** Marau

High Numeracy and Literacy Focus Cross-Curricular (Fun Contexts for Learning) -

Kaupapa Ako	Nukutaurua 1 (Yr 7-8) Whakawhanaungatanga Baseline Testing	Nukutaurua 2 (Yr 9-10)	Tauranga Moana 1 (Yr 11)	Tauranga Moana 2 (Yr 12)	Awanui Year 13
<p>Enterprise (Pāngarau, Īngarihi, Pākihi/fundraising, Hāngarau)</p> <p>& Social Sciences (Te Ao Tangata)</p>	<p>Whakawhanaungatanga Baseline Testing</p> <ul style="list-style-type: none"> E-Asttle Baseline testing (wk 3 - 4) <p>Navigation/Hokianga</p> <ul style="list-style-type: none"> Early discovery (Māori) Early Settlement (Māori) Pūrākau/ Waiata Ruawharo, Takitimu Waka/Kupe/Nukutawhit i/Tūpaia/Iwi in Aotearoa <p>Pākihi (monies)</p> <ul style="list-style-type: none"> Understanding Sales and Profit (Fundraising) Whole Numbers <ul style="list-style-type: none"> Addition & subtraction Number reasoning Journal writing <p>Matatini - 2025 Feb 25th</p> <ul style="list-style-type: none"> Cultural performance, Knowledge transfer Global impact <p>Tikanga a iwi/Te Ao Tangata Migration & Sovereignty</p> <ul style="list-style-type: none"> Waka He Whakaputanga - who/where 	<p>Whakawhanaungatanga Baseline Testing</p> <ul style="list-style-type: none"> E-Asttle Baseline testing (wk 3 - 4) <p>Navigation/Waitangi</p> <ul style="list-style-type: none"> Settlement of (Māori) Settlement of Non Māori Māori land wars (Basic) Pūrākau He Whakaputanga/Te Tiriti Legislation <p>Pākihi</p> <ul style="list-style-type: none"> Creating Sales and Profit (Fundraising) Business model review <ul style="list-style-type: none"> Concepts Journal writing <p>Matatini - 2025 Feb 25th</p> <ul style="list-style-type: none"> Cultural performance, Knowledge transfer Global impact Roles of Kaihaka <p>Tikanga a iwi/Te Ao Tangata Immigration & Sovereignty</p> <ul style="list-style-type: none"> UDHR - Universal Declaration of Human Rights 	<p>Whakawhanaungatanga Baseline Testing</p> <ul style="list-style-type: none"> E-Asttle Baseline testing (wk 3 - 4) <p>Navigation/Waitangi</p> <ul style="list-style-type: none"> Māori Wars (Māori) Development of He Whakaputanga/Te Tiriti Pūrākau Current and historical Legislation around settlement <p>Pākihi</p> <ul style="list-style-type: none"> Creating Sales and Profit (Fundraising) Business model review <ul style="list-style-type: none"> Concepts Employment roles and responsibilities Journal writing <p>Matatini - 2025 Feb 25th</p> <ul style="list-style-type: none"> Cultural performance, Knowledge transfer Global impact Roles of Kaihaka <p>Tikanga a iwi/Te Ao Tangata Cultural change & Adaptation</p> <ul style="list-style-type: none"> Cultural Identity Place & History 	<p>Whakawhanaungatanga Baseline Testing</p> <ul style="list-style-type: none"> E-Asttle Baseline testing (wk 3 - 4) <p>Navigation/Waitangi</p> <ul style="list-style-type: none"> NZ Wars (Māori vs. British) Recap on Māori wars Kingitanga Movement Pūrākau He Whakaputanga/Te Tiriti Legislation <p>Pākihi</p> <ul style="list-style-type: none"> Creating Sales and Profit (Fundraising) Business model review <ul style="list-style-type: none"> Concepts Journal writing <p>Matatini - 2025 Feb 25th</p> <ul style="list-style-type: none"> Cultural performance, Knowledge transfer Global impact Roles of Kaihaka <p>Tikanga a iwi/Te Ao Tangata Cultural change & Adaptation</p> <ul style="list-style-type: none"> Cultural Identity Place & History 	<p>Whakawhanaungatanga Baseline Testing</p> <ul style="list-style-type: none"> E-Asttle Baseline testing (wk 3 - 4) <p>Navigation/Waitangi</p> <ul style="list-style-type: none"> WW1/WW2 NZ Wars (Recap) Pūrākau He Whakaputanga/Te Tiriti Legislation <p>Pākihi</p> <ul style="list-style-type: none"> Creating Sales and Profit (Fundraising) Business model review <ul style="list-style-type: none"> Concepts Journal writing <p>Matatini - 2025 Feb 25th</p> <ul style="list-style-type: none"> Cultural performance, Knowledge transfer Global impact Roles of Kaihaka <p>Tikanga a iwi/Te Ao Tangata Cultural change & Adaptation</p> <ul style="list-style-type: none"> Cultural Identity Place & History

	<ul style="list-style-type: none"> Te Tiriti o Waitangi - who/where <p>Easter Prep</p> <ul style="list-style-type: none"> ANZAC - 25 April Veterans/Tūpuna workshops 	<ul style="list-style-type: none"> UN Dec on the rights of Indigenous People He Whakaputanga - what/why Te Tiriti o Waitangi - what/why 	<ul style="list-style-type: none"> Historical Context primary sources Historical Context significance 	<ul style="list-style-type: none"> Historical Context different perspectives Historical Context Inquiry Examine an Historical Context 	<ul style="list-style-type: none"> Historical Context Analyse different perspectives Historical Context Research Analyse an Historical Context
Technology (Digital)	<p>Website creation/Google Sites</p> <ul style="list-style-type: none"> Induction Personal Journey Google skills 	<p>Website creation/Google Sites</p> <ul style="list-style-type: none"> Induction Google Site - Personal Journey Google skills Photoshop 			
Ao Māori (Mātauranga Māori, Te Reo, Tu Tauā)	<p>Mātauranga Māori</p> <ul style="list-style-type: none"> Whakapapa, Pōhiri, Waiata, Haka, Mau rākāu Pūrakau pertaining to local curriculum Creation story, Ngati Kahungunu, Ngapuhi, Tauranga Moana 				
Hauora (P.E, Waka Ama)	<p>Ki-o-rahi</p> <ul style="list-style-type: none"> Tournament Pūrakāu and rules <p>Muay Thai (Intro)</p> <ul style="list-style-type: none"> Adelphos Thai History Connection to mau rākau <p>Water Safety Water Safety</p> <p>Waka Ama Competitive</p> <p>PE</p>	<p>PE</p> <ul style="list-style-type: none"> Personal Health & 	<p>Ki-o-rahi</p> <ul style="list-style-type: none"> Tournament Pūrakāu and rules <p>Muay Thai (Intro)</p> <ul style="list-style-type: none"> Adelphos Thai History Connection to mau rākau <p>Water Safety Water Safety</p> <p>Waka Ama Competitive</p> <p>Laws of Physics</p> <ul style="list-style-type: none"> Inertia/Newtons laws Bio mechanics 	<p>Muay Thai (Intro)</p> <ul style="list-style-type: none"> Adelphos Thai History Connection to mau rākau Support coaching/sessions 	<p>Ki-o-rahi</p> <ul style="list-style-type: none"> Tournament Pūrakāu and rules <p>Muay Thai (Intro)</p> <ul style="list-style-type: none"> Adelphos Thai History Plan and implement sessions for Nuku's (Leadership) Travel Thailand <p>Water Safety Water Safety</p> <p>Waka Ama Competitive</p> <p>Laws of Physics</p> <ul style="list-style-type: none"> Inertia/Newtons laws

	<ul style="list-style-type: none"> Personal Health & Physical Development Movement Concepts and Skills 	<ul style="list-style-type: none"> Physical Development Movement Concepts and Skills 			<ul style="list-style-type: none"> Bio mechanics Social integration/Community Impact <ul style="list-style-type: none">
Sciences (Pūtaiao/Ag/Hort) Geography Tech (Manual)	<ul style="list-style-type: none"> Water Quality, Migration of manu, force (Waka or surfing) Nature of Pūtaiao Pūrākau of connections to our whenua/awa/maunga Maara Ruia te kakano <ul style="list-style-type: none"> Food tech Carpentry Water quality 	Tupu Tika <ul style="list-style-type: none"> Food tech Carpentry Force, motion	Hauhake <ul style="list-style-type: none"> Food tech Carpentry 	Tupu Rahi <ul style="list-style-type: none"> Food tech Carpentry 	Manaaki Kai <ul style="list-style-type: none"> Food tech Carpentry
DTOV	Ko wai au , <ul style="list-style-type: none"> Pēpeha/Mihi/Porohita kaupapa Literacy <ul style="list-style-type: none"> Pause, prompt, praise 	Ko wai au , <ul style="list-style-type: none"> Pēpeha/Mihi/Porohita kaupapa Literacy <ul style="list-style-type: none"> Pause, prompt, praise 	Ko wai au , <ul style="list-style-type: none"> Pēpeha/Mihi/Porohita kaupapa CV Financial Literacy Programme (ASB) Literacy <ul style="list-style-type: none"> Pause, prompt, praise 	Ko wai au , <ul style="list-style-type: none"> Pēpeha/Mihi/Porohita kaupapa CV + Cover Letter Financial Literacy Programme (ASB) Literacy <ul style="list-style-type: none"> Pause, prompt, praise 	Ko wai au , <ul style="list-style-type: none"> Pēpeha/Mihi/Porohita kaupapa CV Financial Literacy Programme (ASB) Literacy <ul style="list-style-type: none"> Pause, prompt, praise
Arts (Toi)	Rauangi (Print making) <ul style="list-style-type: none"> MDF Boards Indigenous Artist Model Focus Rauangi (Photography) <ul style="list-style-type: none"> Understanding light Exposure 	Rauangi (Printmaking) <ul style="list-style-type: none"> Scratch Boards Indigenous Artist Model Focus Rauangi (Photography) <ul style="list-style-type: none"> Artist models Lighting/Exposure Angles 	Rauangi (Printmaking) <ul style="list-style-type: none"> Scratch Boards Indigenous Artist Model Focus Rauangi (Photography) <ul style="list-style-type: none"> Artist models Lighting/Exposure Angles 	Rauangi (Painting)	Rauangi (Painting)
Vocation	N/A		IWL2 EIT Trades	IWL2 EIT Trades	Introduction to employment pathways

