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|  | **Te Kura Kaupapa Māori o Ngāti Rangi Curriculum** | | |
| **Rationale-**  We are Te Kura Kaupapa Māori o Ngāti Rangi, Ngāti Rangi being the descendants of the ancestor Paerangi. Our membership (whānau) is not exclusive to the descendants of this ancestor, however we recognise that representing Ngāti Rangi means acknowledging, actively participating & upholding the responsibilities of local Chieftainship (Rangatiratanga), both, agreed to through the Treaty of Waitangi & inherited through our cultural identities (Tikanga). We are the Kaitiaki of Ruapehu & the tāonga tuturu māori that exist within our tribal area. In return these Tāonga are also our Kaitiaki. This is an inherent identity & intrinsic ecological relationship (both symbiotic & abiotic) formed & based on our cultural values, origins & active connection to our environment.  We acknowledge that our Paerangitanga is a segment of our Raukōtahitanga (wider multiple genealogically mixed relationships) to the tribal area known as Whanganui-nui-tonu **“Mai i te Kāhui Maunga ki Tangaroa”** (from the mountain to the sea). This mutual tribal area creates our shared tribal identities & can be evidenced in the waiata known throughout these areas, “Kia Uiuia Mai”. This also offers an opportunity for Kura Māori within this wider area to share a section of its Marau (through their mutually valued intrinsic identity based on shared cultural origins) whilst maintaining its own individualism, Tikanga & Marau (**“Mā te Maunga te maunga e tiaki mā tātou, Mā te Awa te awa e tiaki mā tātou”)**. Maintaining these shared ancestral connections enables our students’ exposure to other learning opportunities, resources, experiences, specialised teaching pedagogy & a greater understanding of their identity.  In addition, our students are also global citizens & our culture connects us to the celestial bodies & the cosmos. This creates the basis of our School Curriculum (Marau-ā-kura) which stretches from our inland Mountain Base (Uta) to the ocean (Tai) & beyond (Tua) **“Mai i Uta ki Tai, mai i Tai ki Tua”**.  This allows us to acknowledge our own individual identity as Ngāti Rangi (Paerangi), our wider tribal identity (Whanganui-nui-tonu), our global identity & our ecological connection & relationship to our surroundings. These connections & relationships continue to grow & develop, as does our marau… | | | |
| **Our Localised Curriculum is named ‘Mai i Uta ki Tai, mai i Tai ki Tua’ & consists of four sections:** | | | |
| **Te Kāhui Maunga.** | | **Our connection to ourselves, Tribal Identity & Paerangi.** | **Focus: Term 1 & 3** |
| **Mai i te Kāhui maunga ki Tangaroa.** | | **Our Connection to our Multiple Identities of Whangaui-nui-tonu.** | **Focus: Māori Calendar** |
| **Te Marau Ngātahi.** | | **Our Connection to The Wider World & Beyond.** | **Focus: Shared Stakeholders Calendar** |
| **Te Tai-ao Whakauka.** | | **Our Connection to our Natural Environment & Sustainability.** | **Focus: Daily/Weekly Routines** |

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| **Our Values -** | | | | | | | |
| **Relationships** | | **Chieftenship** | | **Guardianship** | | **Honesty** | |
| **Generosity and care for others** | | **Identity** | | **Correct procedure** | | **Resilience** | |
| **Tolerance** | | **Unity** | | **Creativity Adaptability** | | **Accountability** | |
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| **Creating a supportive learning environment that nurtures Physical, Mental & Spiritual Growth for**  **Whānau & Student Wellbeing by:** | | | | | | | |
| * **Providing sufficient adaptive opportunities to learn** | | | | * **Encouraging reflective thought & action as a Kura & Whānau culture** | | | |
| * **Enhancing the relevance of new learning** | | | | * **Teaching as Inquiry** | | | |
| * **Ako- Facilitate shared learning** | | | | * **E-learning & pedagogy** | | | |
| * **Building relationships & connections** | | | | * **Embracing Self-assessment (Student, Staff & Board)** | | | |
| **Te Aho Matua o Ngā Kura Kaupapa Māori**  Provides ‘Te hunga Kura Kaupapa Māori’ with an underlying guiding philosophy that is reflected in every aspect of Kura life & Culture. It is based on nurturing the tamaiti in his/her cultural entirety utilising a positive, encouraging pedagogy. | | | | | | | |
| **Te Ira Tangata** | **Te Reo** | | **Ngā Iwi** | **Te Ao** | **āhuatanga Ako** | | **Te Tino Uaratanga** |
| This allows the tamaiti to develop knowing they are in a loving supportive environment based upon their own (māori) cultural values & practices. This in turn provides a natural healthy sense of belonging, valuing themselves as māori & respecting others. | | | | | | | |

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| **Te Kāhui Maunga**  ***Our connection to ourselves, Tribal Identity & Paerangitanga.*** | | | **Why? To further develop skills & knowledge of our:**  *personal & Tribal Identity; belonging & Pride; understanding of Te Aho Matua; Whānau involvement as a naturally occurring Kura Culture.* | | |
| **What will we do? We will:**   * rekindle the fires of Paerangi which hold our tribal identity. * further develop our understanding of our Kāhui maunga (iwi) connections. * learn traditional Tikanga-marae, Tikanga-pōhiri. * provide opportunities for whānau development and participation. * build the capacity of our Te Taihukarere Ski Program. * develop traditional practices, such as Karanga, Whaikorero, Mihimihi. * learn mountain adequate. * re-evaluate our curriculum annually. * manaaki manuhiri. * basic mountain survival. | | | **How will we do it? By:**   * noho marae & wānanga for the first week of each year. * physically visit four Ngāti Rangi maunga each year & learn their history/ kōrero-ā-iwi. * whānau workshops, wānanga & haerenga. * multi leveled games, fun activities & workshops. * solidify relationships with external supports (MOU). * make these a common part of our Kura culture. * utilizing RAL. * evaluate our past year & purposefully plan for future development. * host visiting kura. * building snow caves & knowing basic geography. | | |
| **Study Topics** | | **Resourcing** | **How will we measure success?** | | |
| **2021**  Muri-motu.  Te Wai-a-moe.  Rongokaupō.  Raetihi.  **2022**  Mā te whānau hui | **Future Topics**  Other maunga within our area. Other maunga within the wider tribal area (Ngā Uri o Paerangi).  Mixed Kura Ski Team. | * Tirorangi Marae * Che Wilson (Pataka-kōrero) * Ruapehu Alpine Lifts * Allocate funding in Budget * Ngā Waihua o Paerangi * Whānau * REAP * Tautoko-ā-whānau | **Marau Aotearoa**  Tikanga-a-iwi  Te Reo  Pāngarau & Tauanga Hauora & Hākinakina Pūtaiao  Ngā Toi  Hangarua  Tikanga-a-iwi Hangarau-Matihiko | **Key Competencies**  Thinking  Using language,  symbols, and texts  Managing self  Relating to others  Participating and  contributing. | **Assessment Tools**  Student graduate Profile  Marau o Aotearoa Tools  Self- Reflection & Review  Whānau Evaluation  Te Aho Matua |
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| **Mai i te Kāhui maunga ki Tangaroa**  ***Our Connection to our Multiple Identities & Whangaui-nui-tonu-tanga*** | | | **Why? To further develop skills & knowledge in our:**  *Guardianship, Chieftenship, Leadership & Responsibility.* | | |
| **What will we do? We will:**   * maintain our role as natural Kai-tiaki of this, the Ruapehu, area. * collect & share statistical data with The Department of Conservation. * explore this role in other areas & develop understanding of wā māori. * share our experience with our wider Tribal whānanga. * understand our relationship to our regional (Ruapehu) Tāonga. * share other opportunities to collaborate with other Kura Māori. * support whanau to attend ‘Te Tira Hoe Waka’ event. * create an iwi achieve of our regional Tāonga. * study National Identity & its link to our Tāonga. | | | **How will we do it? By:**   * predator Free NZ 2050 Program. * take responsibility for an area, monitor & trapping it. * EOTC 1x trip & develop rātaka & maramataka māori * host another Kura & share learnt practices & information. * study three of these Tāonga each year. * sharing our knowledge of Tāonga within the wider tribal area. * provide a scholarship grant for one of our students to attend. * students create digital diaries, Go Pro footage & Presentations. * participate in the Kiwi Forever Program. | | |
| **Study Topics** | | **Resourcing** | **How will we measure success?** | | |
| **2021**  Predator Free NZ 2050.  Host: Pekapeka ki Rotokura.  Trip: Piharau ki Pipiriki.  **2022**  Predator Free NZ 2050.  Host: Tuna.  Trip: Kererū ki Parinui. | **Future Topics**  The Progeny of Tane, Tangaroa, Maru, Punga & Pepeke &  their environments. (Īnanga, pikopiko, Native berries, Kākā- Native Parrot), Rongoa māori. Water monitoring, | * Budget Allocation * Ngā Waihua o Paerangi * Department of Conservation * (Pīharau) * TM Productions * (Tuna) * Kiwi Forever Program * TKKMo Ati Haunui-ā-Paparangi * Rātaka/Maramataka Māori | **Marau Aotearoa**  Tikanga-a-iwi  Te Reo  Pāngarau & Tauanga Hauora & Hākinakina Pūtaiao  Toi  Hangarua  Tikanga-a-iwi Hangarau-Matihiko | **Key Competencies**  Thinking  Using language,  symbols, and texts  Managing self  Relating to others  Participating and  contributing. | **Assessment Tools**  Student graduate Profile  Marau o Aotearoa Tools  Self- Reflection & Review  Whānau Evaluation  Te Aho Matua |
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| **Marau-ngātahi**  ***Our Connection to The Wider World*** | | | **Why? To further develop skills & knowledge of our:**  *Beneficial Relationships, Social & Cultural Identity.* | | |
| **What will we do? We will:**   * Learn shared sports to develop inter-Kura challengers. * Share aspects of our Marau with other Kura. * Provide Tauira opportunities to further develop personal interests. * Participate in inter-school activity opportunities utilising our Ruapehu Community of Learning. * Participate in inter-kura activity opportunities utilising Te Hononga Kaahui Kura. * Create new opportunities (Te Hononga Kaahui Kura) for our tauira to widen their experiences. * Continue to utilise Te Pae Tata, Ruapehu Community Technology Hub. * Continue to wānanga & explore other opportunities as a whānau. | | | **How will we do it? By:**   * Ki-o-rahi, Tēneti. * Te Hukarere (Race Team). Our Native Pekapeka (Bat). * Workshops, Online Courses & Tutorials. * Athletics, OPS Tech., Speech Night, Cross Country, Swimming, Pōhiri, Raetihi Cultural Festival. * Tā-Pāngarau, Awa Sports, Rā-Pakaitore, Awa Karakia. * Waka-ama, Shared Kura-ā-waho. * Attend weekly Tech Classes developing a range of skills & experiences (Coding, Web-page, Animation, 3D, Robotics, etc). * During first week of Term one. | | |
| **Study Topics** | | **Resourcing** | **How will we measure success?** | | |
| **2021**  Mural, front wall.  Waka-ama.  Sailing.  **2022** | **Future Topics**  This will be developed with our kura whānau & Te Hononga Kaahui kura. | * Budget Allocation * Te Hononga Kaahui Kura * EOTC * CoL * Sport Whanganui * Te Paetata * Shared School Events Calendar | **Marau Aotearoa**  Tikanga-a-iwi  Te Reo  Pāngarau & Tauanga Hauora & Hākinakina Pūtaiao  Toi  Hangarua  Tikanga-a-iwi | **Key Competencies**  Thinking  Using language,  symbols, and texts  Managing self  Relating to others  Participating and  contributing. | **Assessment Tools**  Student graduate Profile  Marau o Aotearoa Tools  Self- Reflection & Review  Whānau Evaluation  Te Aho Matua |
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| **Te Tai Ao Whakauka**  ***Our Connection to our Natural Environment & Sustainability*** | | | **Why? To further develop skills & knowledge of our:**  *Interconnectedness, interdependency & Future Preservation.* | | |
| **What will we do? We will:**   * maintain our māra-kai & produce healthy kai for our tauira & whānau. * Rethinking how we waste. * Re-using our waste paper. * Reducing Kura waste. * Recycling all cardboard & boxes, plastics, glass, steal, aluminium. * Composting all organic food waste. Green (compost), Meat (pigs). * Worm-farming & producing worm-tea. * Grow our knowledge base utilising external Education Providers. * Developing & utilising Technology. | | | **How will we do it? By:**   * Tauira to actively participate in all aspects of māra-kai,   (plant, grow & harvest- summer & winter Vege-gardens).   * keep a diary & monitor * processing waste paper to make fire-bricks. * Tauira to survey parents & collate results. * breaking down & recycle all cardboard boxes in recycling area. * developing a compost area. * feed worms, collect worm-tea, mix & reuse. * Zero waste Whanganui, Para-kore Ruapehu. * creating an irrigation system. | | |
| **Study Topics** | | **Resourcing** | **How will we measure success?** | | |
| **2021**  Māra-kai 1 & 2  Composting  Irrigation System  Tomato Garden  **2022**  Green house  Rongoa māori | **Future Topics**  Mārakai 3  Mārakai 4  Alternative power sources.  Water monitoring.  Global warming.  Single use Plastics.  Alternative. | * Budget Allocation * Para-kore Ruapehu   (Whaea Kahurangi)   * Zero Waste Whanganui   (Matua Hadi)   * Firebrick mould * Waste Transfer Station * Enviro-schools * Kōrero-a-iwi (Rangi & Papa) | **Marau Aotearoa**  Tikanga-a-iwi  Te Reo  Pāngarau & Tauanga Hauora & Hākinakina Pūtaiao  Toi  Hangarua  Tikanga-a-iwi Hangarau-Matihiko | **Key Competencies**  Thinking  Using language,  symbols, and texts  Managing self  Relating to others  Participating and  contributing. | **Assessment Tools**  Student graduate Profile  Marau o Aotearoa Tools  Self- Reflection & Review  Whānau Evaluation  Te Aho Matua |
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| **Examples of Integration Possibilities** | | | | |
| **NZ Curriculum** | **Mai i Uta ki Tai, mai i Tai ki Tua** | | | |
| **Delivery Vessel** | **Content** | | | |
| **Curriculum Areas:** | **1. Te Kāhui Maunga.** | **2. Kaitiakitanga.** | **3. Te Marau Ngātahi.** | **4. Te Tai-ao Whakauka.** |
| **Ngā Reo** | Letter Writing, Re-telling oral history, Mountain Poetry, | Writing a narrative explaining collected data, Formal Speeches, Presentations, Cultural stories (Rata), | Thank you letters, Create Prize Giving invitations, Posters advertising events, | Instructions of Firebrick/ Worm Tea/ Compost/ process, Māra-kai diary of progress, |
| **Pāngarau & Tauanga** | Graphing statistical data:(weather,visitor numbers), | Data collection for trapping- Converting data to %,fraction, decimal. | Math-ex, Cultural mathematical ideas, Māori measurement | Fire-brick density (Measurement), worm-worm tea ratio of production, |
| **Hauora & Hākinakina** | Skiing, Mountain survival, Kāhui Maunga Festival, NIPSSC, Ski adequate, Hazard ID, Energy foods, Health Lunches, Water Only, | Tramping to Te Wai-a-moe (Rotokura, Raetihi, Rongokaupo, Bushwalks, Tira hoe waka, | Cross country practise, Athletics practise, Swimming, Ki-o-rahi, Waka-ama, | Explore-We are our environment, We are what we eat, |
| **Pūtaiao** | Mountain formations, Geological composition, Cloud formations, | Trapping plan based on collected bait station data, Ecosystem studies, | Explore social sciences, | Water monitoring, Composting, Air. Solar energy, Fire-brick density, Best Worm Tea mixture, Hydro-electric energy, |
| **Ngā Toi** | Paper mache mountain, Masks, | Native Tree/ Bird sketches, Leaf prints, | Presentations to other schools, Music lessons, Inter-school performances, plays, puppet show, | Waiata-Rangi & Papa, Flax Art, |
| **Hangarau** | Create 3D model, Ski & board designs | Design & build a trap, | Design paddle for waka-ama/canoe shape, , | Fire-bricks, Green house, |
| **Tikanga-ā-iwi** | Mountain adequate, Tikanga ascend, Mountain stories from other cultures, Our mountain stories, Mountain names, | Te Tiriti o Waitangi Responsibilities, DoC estate, National Parks & Reserves, Whaikōrero & Karanga ki te wāhi, (maunga, awa), | Long & short stick games, Host visiting Kura, | Flax-Traditional zero waste lore, The history of waste disposal, |
| **Hangarau-Matihiko** | Daily video diary, Upload & edit Go-pro footage, Create funding & promotional presentation, | Digital presentation of experiences, Students communication with community, | Inter-Kura digital classroom learning, Coding, 3D printing, Robotics, Virtual reality, | Create digital presentations including video of Brick making process. |
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| **Assessment**   * Assessment statement - the purpose for assessment * Assessment overview -  what we do and when * Planning expectations * Expectations of student achievement | | **Parent Reporting**   * 20 week report (Year 0/1) * 40 week report (Year 1) * Year 2-6 ( Mid Year and end of Year) * Discuss progress with staff July * Graduate Profile Milestones, Staff to Monitor, Report progress & self-assessment tools. |
| **Te Kāhui Maunga** | **Kaitiakitanga** | **Board Reporting**   * Targets approved (February) * Mid Term target reporting - July * End of year reporting -December * Student wellbeing - Term 2 * Staff wellbeing Term 3 * Confirm Charter - February * Curriculum reviews -March & May * Monitoring of Charter goals - ongoing * Health curriculum - annually * Year 8 (Year8 leavers) feedback - August * Student feedback -June * EOTC - May * Analysis of Variance -December * Appraisal reporting -December |
| **Te Whakauka Taiao**  **C:\Users\principal\Pictures\2017-12\IMG_2130.JPG**C:\Users\principal\Pictures\2019-05\IMG_2941.JPG | **Marau Ngātahi**  **C:\Users\principal\Pictures\2018-02\IMG_2244.JPG** |
| **External Collaborations:** DoC, RAL, Ruapehu Community Technology Hub, Te Runanga o Paerangi, Ngā Waihua o Paerangi, Te Runanganui o Ngā Kura Kaupapa Māori, Enviro-schools, | | |