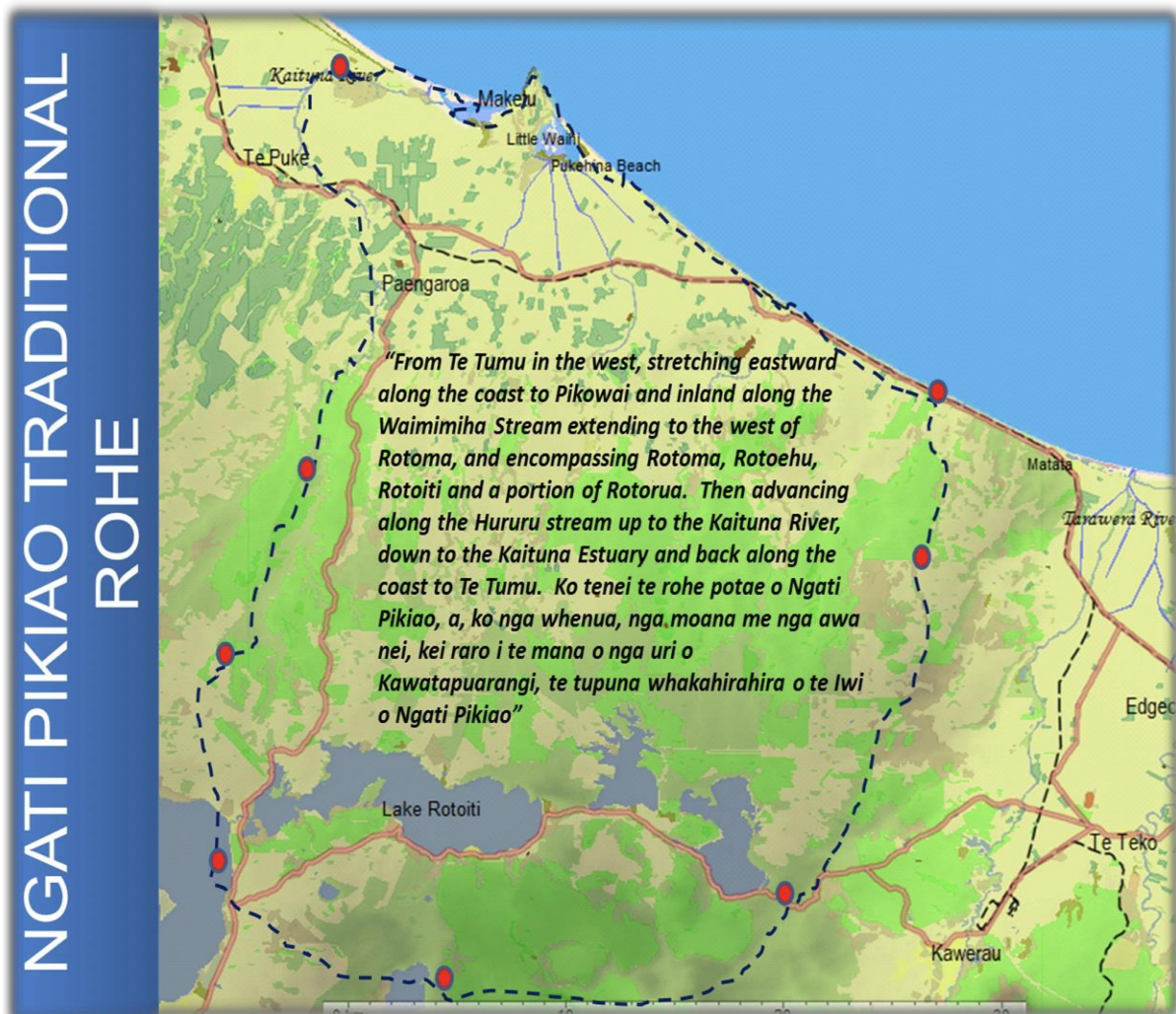




“Na to rourou, na taku rourou, ka ora ai tatou”

OUR Pathway to Success OUR Localised Curriculum



Our Pathway to Success -Our Localised Curriculum

Both the Ngati Pikiao Iwi Education Plan and School Community aspirations have been incorporated into our school curriculum making it - A LOCALISED SCHOOL CURRICULUM.

EDUCATION: TE POU A PUWHAKAOHO

“Ngati Pikiao skilled, independent connected, fully engaged in life-long learning” Houmaitawhiti Whanau

We are focused on building our capacity in all our endeavors at all levels. To ensure this Ngati Pikiao is committed to quality education supported by strong tribal values and knowledge. This commitment is generational.

-
- We provide a broad and balanced curriculum through developing life -long skills, child mental health well-being and numeracy & literacy knowledge through developing objectives and programmes out of “Nga Pou o te Whare a Kawatapuarangi”. These are Integrated with the New Zealand Curriculum strands of - **Science, Social Sciences, Health & Physical Education, Technology, Languages, The Arts & Digital Literacies, Mathematics & Statistics, Reading, Writing, Visual Language & Oral Language.**

1. Identity
2. Culture
3. Language
4. Leadership Building
5. Guardianship

Our Guiding Principles

We have the “Te Whare Tapawha” model and is the foundation of our school curriculum, school practices and charter.

Our Values

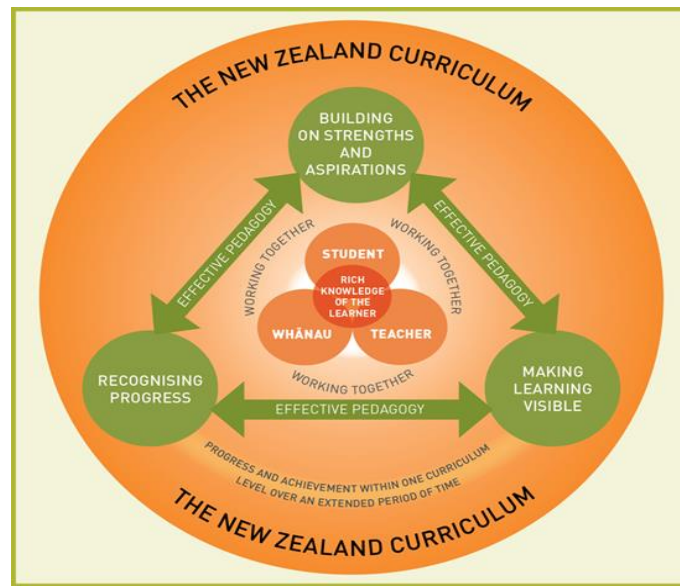
Our school values of **Respect - Integrity - Kindness – Honesty** shall sit alongside our Guiding Principles, Nga Pou o te whare a Kawatapuarangi and support character building.

Key Components

- Te Whare Tapawha Model
- Key Competencies
- Higher Order Thinking
- Inquiry Process
- Assessment For Learning

- Indicators
- Exit Profile

An INCLUSIVE Curriculum & School



Building a rich knowledge of learners. We will ask:

- Where does each of my students come from? What do I know about their identity, language, and culture? What can I learn from their whānau?
- What do they already know? How do they make sense of their world?
- What can they already do? What do they love to do?
- How can I understand and respond to their strengths, passions, and interests

Gifted Learners

We will ensure children access the curriculum and take part in education at Lake Rotoma School.

We will address the five key components described in [Gifted and Talented Students: Meeting Their Needs in New Zealand Schools \(2012\)](#):

1. the concepts of giftedness
2. the characteristics of gifted learners
3. how to identify gifted learners
4. provision for these learners
5. ongoing self-review.

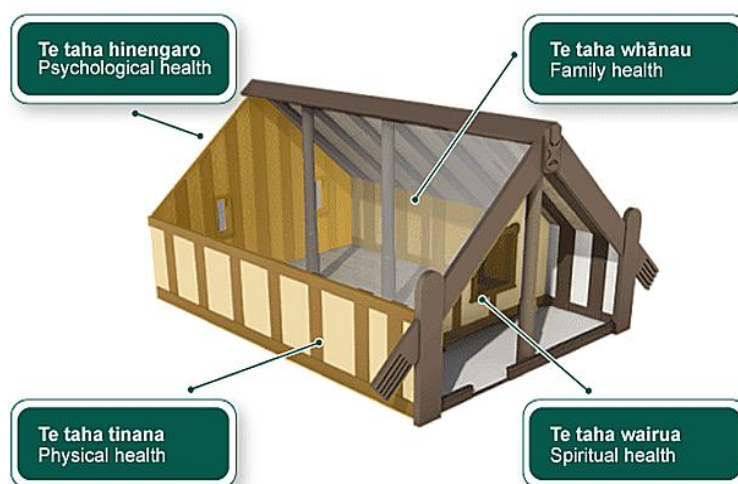
Special Education

We will ensure children access the curriculum and take part in education at Lake Rotoma School.

We will work with specialists to support students with high or very high needs or hearing or vision impairments.

- children with physical and/or intellectual impairments
- children with hearing or vision difficulties
- for children who struggle with learning, communicating, or getting along with others
- children who have emotional or behavioural difficulties.

● Te Whare Tapawha



Te Taha Hinengaro <i>Psychological Health</i>	Focuses on emotions. The mind and body are inseparable. Communication through emotions is important and more meaningful than the exchange of words. For example, someone who is unhappy in their school work may manifest this in physical illness.
Te Taha Wairua <i>Spiritual Health</i>	Recognised as the essential requirements for health and well-being. Without spiritual awareness an individual may lack well-being and be more prone to ill health. Wairua explores relationships with the environment, people and heritage. Spiritual awareness is key to making effective decisions.
Te Taha Tinana <i>Physical Health</i>	Focuses on physical well-being and bodily care. Tinana suffers when a person is under emotional stress, or is unwell. Pain in different parts of your body is tinana communicating what is going on consciously or unconsciously. For example, someone who is stressed or unhappy in their work may be more likely to become physically ill.
Te Taha Whanau <i>Family Health</i>	The most fundamental unit of Maori society. Whanau are clusters of individuals descended from a fairly recent ancestor and may include up to three or four generations. The beliefs, expectations or opinions of the whanau can have a major impact on the career choices that an individual makes.

At Lake Rotoma School we have adopted Dr Mason Drurie's Te Whare Tapawha model which represents the basic beliefs of life. We believe that this model is good for all children of all cultures. To increase likelihood of making successful transitions guidance needs to build on children's knowledge of

themselves and their potential for development. Developing self-awareness is key to creating balance and harmony in all aspects of life, including achieving success at school.

● KEY COMPETENCIES

Thinking, Participating & Contributing, Relating to Others, Managing Self, Understanding Language Symbols and Text

- ✓ Judgement & Decision Making
- ✓ Analytical Thinking
- ✓ Critical Thinking
- ✓ Persistence
- ✓ Dependability
- ✓ Self-Directed Learner
- ✓ Trouble shooting
- ✓ Problem Solving
- ✓ Communication
- ✓ Speaking
- ✓ Writing
- ✓ Instructing
- ✓ Technology Design
- ✓ Creativity
- ✓ Common Sense
- ✓ Initiative

● HIGHER ORDER THINKING

- We use SOLO Taxonomy.

SOLO Taxonomy (Structure of Observed Learning Outcomes) Biggs & Collis - It describes five stages of understanding of a subject.

Pre-structural	The point or concept has not been understood. The student may have a number of unconnected ideas but cannot distinguish relevance.
Uni-structural	One relevant idea is explained. Can separate relevant from non-relevant ideas. May be a couple of simple and obvious connections but their significance isn't grasped.
Multi-structural	Several relevant ideas on the topic. Several connections may be made but their significance to the whole isn't grasped.
Relational	Understands and explains complex relationships related to the idea or concept. Understands relationship of parts to the whole
Extended Abstract	Shows profound understanding. Transfer takes place. Makes new connections. Can apply to wider contexts and new applications.

STAGES

• INQUIRY PROCESS

Inquiry “_____”

Step
1



Intput

{Plan}

Gather, Plan, Define, Identify,
Describe Choose, Brainstorm, Observe

Step
2



Rangahau {Do}

Scaffold, Research, Decide, Gather,
Select Skim, Scan, List, Sort, Organise,
Evaluate, Decipher

Step
3



Demonstrate {Review}

Present, Display, Classify, Reflect,
Evaluate, Predict

● ASSESSMENT FOR LEARNING

1. Assessment for learning is best described as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies.
2. Assessment, teaching, and learning are inextricably linked as each informs the others.
3. Assessment is a powerful process that can either optimise or inhibit learning, depending on how it is applied.

For teachers

Assessment for learning helps teachers gather information to:

- plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole
- pinpoint students' strengths so that both teachers and students can build on them
- identify students' learning needs in a clear and constructive way so they can be addressed
- involve parents, families, and whānau in their children's learning.

For students

- Assessment for learning provides students with information and guidance so they can plan and manage the next steps in their learning.
- Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

Often referred to as **assessment for learning**, formative assessment: ...refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs. Black and Wiliam (1998)

Key elements of formative assessment include:

- ✓ The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving these.
- ✓ Rich conversations between teachers and students that continually build and go deeper.
- ✓ The provision of effective, timely feedback to enable students to advance their learning.
- ✓ The active involvement of students in their own learning.
- ✓ Teachers responding to identified learning needs and strengths by modifying their teaching approach (es).

● INDICATORS

- We use five “Pou o te Whare a Kawatapuarangi”
Identity Culture Language Leadership Building Guardianship
- Each pou has a rationale and these come directly from the Ngati Pikiao Education Plan.
- Indicators have been developed for each Pou and children are expected to achieve these at the end of a school year based on when a child first entered Lake Rotoma School. Eg: If a child enters school at year 5 this is their 1st year not 5th year.
- Teachers shall build the learning of each pou into their annual School Programmes and monitor accordingly.
- The indicators will be integrated into the possible learning experiences which reflect the skills and knowledge needed in order to lead a fulfilling life within our society.
- ***The indicators illustrate the 6th Pou – ASPIRATIONS***

ASPIRATIONS TE POU KAIAWHA A TE OHU

“Our children are the future being the best in both Te Ao Maori and Te Ao Pakeha”
Ngati Pikiao Koeke

RATIONAL:

Ngati Pikiao is committed to ensuring that its future leaders, tribal entities and marae are united in the pursuit of excellence for our tamariki in what ever they aspire to.

Key Responses	
1	Improve access for Ngati Pikiao Tribal Members to tribal knowledge and skills
2	Facilitate education options for Ngati Pikiao
3	Advance Ngati Pikiao’s educational achievement



Ko nga kakahi whakairoiro a Hinehopu

Child Mental Health & Well-being

- Identity *Whakapapa *Whanau *Landmarks*My Kainga*My Mahi *No hea koe?

IDENTITY RATIONAL We believe that cultural identity makes a positive and important contribution to wellness, in particular, to good health, education and economic outcomes. A strong Ngati Pikiao identity affirms belonging and a sense of security whilst also providing a strong platform in achieving future opportunities.

	After the 1 st year at Rotoma School	After the 2 nd year at Rotoma School	After the 3 rd year at Rotoma School	After the 4 th year at Rotoma School	After the 5 th year at Rotoma School	After the 6 th year at Rotoma School	After the 7 th year at Rotoma School	End of the 8 th year at Rotoma School
After the 1 st year at Rotoma School	Knows oneself.							
After the 2 nd year at Rotoma School		Knows whakapapa						
After the 3 rd year at Rotoma School			Knows where they are from?					
After the 4 th year at Rotoma School				Basic - Can give a timeline				
After the 5 th year at Rotoma School					Can talk confidently about their whanau.			
After the 6 th year at Rotoma School						Knows the origins of their name and birth details.		
After the 7 th year at Rotoma School							Can talk about themselves, interests, aspirations.	
End of the 8 th year at Rotoma School								Has character, style and a sense of direction in life.

Child Mental Health & Well-being

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IDENTITY RATIONAL We believe that cultural identity makes a positive and important contribution to wellness, in particular, to good health, education and economic outcomes. A strong Ngati Pikiao identity affirms belonging and a sense of security whilst also providing a strong platform in achieving future opportunities.

POSSIBLE LEARNING EXPERIENCES

- Turangawaewae
- Mihi
- Waiata
- Speeches
- The process of welcoming people
- Involvement in local important events/occasions
- Marae, hapu, iwi, ethnicity
- Names and places of origin
- Nga pakiwaitara of the child's life experiences
- Grandparents Day
- Flower shows
- Whanau Evenings/Presentations
- Engaging with whanau
- Book character days
- Digital Stories
- Family traditions & Digital Storytelling

Child Mental Health & Well-being
 - **Culture** *Place *People *Food *Traditional Ways *Te Marae *Time

CULTURE RATIONAL Cultural context, confidence and identity are critical for Ngati Pikiao's success in education. Investing in tribal ideologies and education revitalises the iwi while contributing to educational success.

	After the 1 st year at Rotoma School	After the 2 nd year at Rotoma School	After the 3 rd year at Rotoma School	After the 4 th year at Rotoma School	After the 5 th year at Rotoma School	After the 6 th year at Rotoma School	After the 7 th year at Rotoma School	End of the 8 th year at Rotoma School
After the 1 st year at Rotoma School	Know what culture is							
After the 2 nd year at Rotoma School		Know who are the tangata whenua						
After the 3 rd year at Rotoma School			Significant landmarks					
After the 4 th year at Rotoma School				Kai gathering and the importance of whenua				
After the 5 th year at Rotoma School					Important Events – History – Te Tiriti o Waitangi			
After the 6 th year at Rotoma School						Important Events – History – Ways of living		
After the 7 th year at Rotoma School							Important Events – History – Employment & Whanau	
End of the 8 th year at Rotoma School								Important Events - History - Maori Land Wars

Child Mental Health & Well-being

- **Culture** *Place *People *Food *Traditional Ways *Te Marae *Time

CULTURE RATIONAL Cultural context, confidence and identity are critical for Ngati Pikiao's success in education. Investing in tribal ideologies and education revitalises the iwi while contributing to educational success.

POSSIBLE LEARNING EXPERIENCES

- Kapa haka
- Musical productions
- Dance performances
- Marae Stays
- Visiting significant landmarks
- Storytelling
- Comparing & Contrasting
- Similarities & Differences between cultures
- Waiata
- Reading, Writing, Viewing
- Understanding different cultures
- Traditional Practices
- Wharenui and visual arts
- Wharenui and mathematical applications
- Patterns and people
- Weaving
- Technology & Engineering
- Home Economics

Child Mental Health & Well-being

- Language *Respect and Appreciation *Whakatauki *Waiata*Nga Kupu
Hou*Korero *Pronunciation

LANGUAGE RATIONAL Ko te reo te hā o te Māoritanga; Ko te reo te poutokomanawa o te Māoritanga – The language is the breath, the foundation, of Māori culture. (Karetu 1974, p. 168)

	After the 1 st year at Rotoma School	After the 2 nd year at Rotoma School	After the 3 rd year at Rotoma School	After the 4 th year at Rotoma School	After the 5 th year at Rotoma School	After the 6 th year at Rotoma School	After the 7 th year at Rotoma School	End of the 8 th year at Rotoma School
After the 1 st year at Rotoma School	Can pronounce words correctly. Introduction							
After the 2 nd year at Rotoma School		Follow and give simple commands						
After the 3 rd year at Rotoma School			Able to participate in a simple conversations					
After the 4 th year at Rotoma School				Has a repertoire of nouns and verbs				
After the 5 th year at Rotoma School					Able to use simple sentences in a dialogue			
After the 6 th year at Rotoma School						Using te kakano online Modules 1-4		
After the 7 th year at Rotoma School							Using te kakano online Modules 5-8	
End of the 8 th year at Rotoma School								Using te kakano online Modules 9-10

Child Mental Health & Well-being

- Language *Respect and Appreciation *Whakatauki *Waiata*Nga Kupu
Hou*Korero *Pronunciation

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POSSIBLE LEARNING EXPERIENCES

- Speech making
- Kids learning how to mihi
- Learning Waiata
- Learning Tauparapara
- Learning Karakia
- Learning Whakatauki
- Listening Skills
- Attending speech competitions (Manu korero)
- Attending kapa haka performances
- Attend performances/presentations in te reo Maori
- Listen and View te reo Maori programmes
- Digital Literacies

Child Mental Health & Well-being
Guardianship *Whakapapa *Waterways *Environmental
 Climate*Taonga*Sustainability, Economic Development

GUARDIANSHIP RATIONAL Kaitiakitanga (Guardianship) is the principle of conservation and protection of that which is left in your care. Ngati Pikiao considers Matauranga tuku iho, Putaiao and taonga huna, along with current and future resources to be of great importance to the learning priorities of the tribe.

	After the 1 st year at Rotoma School	After the 2 nd year at Rotoma School	After the 3 rd year at Rotoma School	After the 4 th year at Rotoma School	After the 5 th year at Rotoma School	After the 6 th year at Rotoma School	After the 7 th year at Rotoma School	End of the 8 th year at Rotoma School
After the 1 st year at Rotoma School	Knows what kaitiakitanga is.							
After the 2 nd year at Rotoma School		Knows the whanau construct						
After the 3 rd year at Rotoma School			Knows what Maori values are.					
After the 4 th year at Rotoma School				Understands the meaning of places important to Maori				
After the 5 th year at Rotoma School					knows what tangata whenua means.			
After the 6 th year at Rotoma School						Can build positive relationships. Able to communicate.		
After the 7 th year at Rotoma School							Understands what compassion, empathy and respect are.	
End of the 8 th year at Rotoma School								Can manage conflict . Works in the best interest of all.

GUARDIANSHIP RATIONAL Kaitiakitanga (Guardianship) is the principle

Child Mental Health & Well-being

Guardianship *Whakapapa *Waterways *Environmental
Climate*Taonga*Sustainability, Economic Development

of conservation and protection of that which is left in your care. Ngati Pikiao considers Maturanga tuku iho, Putaiao and taonga huna, along with current and future resources to be of great importance to the learning priorities of the tribe.

POSSIBLE LEARNING EXPERIENCES

- Get involved in community projects eg: catfish, wetlands, clean up
- Understand what kaitiakitanga means?
- Understand the importance of land, waterways, bush, food and rohe to Maori.
- Myths and legends
- Storytelling
- Geothermal Production
- Forestry
- Farming
- Animals
- Economic Growth
- History
- Ownership
- PEOPLE
- Lakes
- Ecology systems
- Pests

LEADERSHIP BUILDING RATIONAL Success is short term without succession, so growing leaders through succession planning and mentoring

Child Mental Health & Well-being
 - **Leadership Building** *History *Roles and Responsibilities *Maori
 Land Wars*Tikanga/Kawa*Opportunities *Tuakana-Teina

programmes are key priorities.

	After the 1 st year at Rotoma School	After the 2 nd year at Rotoma School	After the 3 rd year at Rotoma School	After the 4 th year at Rotoma School	After the 5 th year at Rotoma School	After the 6 th year at Rotoma School	After the 7 th year at Rotoma School	End of the 8 th year at Rotoma School
After the 1 st year at Rotoma School	Introduction to roles and responsibilities							
After the 2 nd year at Rotoma School		Becoming aware of values and morals						
After the 3 rd year at Rotoma School			Understand what character building is					
After the 4 th year at Rotoma School				Know the importance of knowledge				
After the 5 th year at Rotoma School					Able to identify opportunities			
After the 6 th year at Rotoma School						Understands what common sense, initiative and drive means		
After the 7 th year at Rotoma School							Has self belief and determination to succeed	
End of the 8 th year at Rotoma School								Embraces, challenges, positive mindset and support

Child Mental Health & Well-being

- ***Leadership Building*** *History *Roles and Responsibilities *Maori
Land Wars*Tikanga/Kawa*Opportunities *Tuakana-Taina

LEADERSHIP BUILDING RATIONAL Success is short term without succession, so growing leaders through succession planning and mentoring programmes are key priorities.

POSSIBLE LEARNING EXPERIENCES

- Understand tuakana- teina relationships
- Understand what roles and responsibilities are
- Employment opportunities
- Career options
- Careers Days
- Characteristics of Leaders
- Roles and responsibilities on the marae
- Understanding sustainability
- Understanding economic growth
- Understanding the strengths and weaknesses of Nga tamariki o Ranginui and Papatuanuku
- Myths and legends
- Fables
- Digital Storytelling
- Power-point presentations
- Individual Strengths and Weaknesses
- Robotics & Coding

● EXIT PROFILE

We believe the te whare tapawha model supports our expectations of what a year 8 student will exit Lake Rotoma School with. Furthermore, each child will be enriched to further their educational journey to secondary school and beyond.

<p>Te Taha Hinengaro</p> <p><i>Psychological Health</i></p>	<p>1. Has a strong sense of belonging and proud of their identity.</p> <p>2. Know who Ngati Tamateatutahi Kawiti and Ngati Pikiāo are.</p> <p>3. Is actively involved in promoting a healthy lifestyle.</p>
<p>Te Taha Wairua</p> <p><i>Spiritual Health</i></p>	<p>4. Develops positive relationships with others.</p> <p>5. Has an awareness of local Maori kawa and tikanga.</p> <p>6. Has respect and an awareness of different religions and cultures.</p>
<p>Te Taha Tinana</p> <p><i>Physical Health</i></p>	<p>7. Has an appreciation of landmarks and sites significant to the local hapu and iwi.</p> <p>8. Is well mannered, polite and courteous.</p>
<p>Te Taha Whanau</p> <p><i>Family Health</i></p>	<p>9. Uses initiative to become a critical thinker and innovative problem solver.</p> <p>10. Displays a strong sense of self belief and self -worth and is open and honest with themselves.</p>



*"Na to rourou, na
taku rourou, ka ora
ai tatou".*

*"With your
contributions and
our contributions we
will flourish".*

***Respect - Integrity -
Kindness - Honesty***

