Te Uranga o Te Ra College curriculum embodies that which is Te Ao Maori. Its curriculum is founded on the following principles:

- Maoritanga – Maori culture
- Te Reo – Maori language
- Whakapapa – Maori identity
- Whanaungatanga – making connections
- Whakaute – respect for all things animate and inanimate
- Wairua – karakia, tapu, hoa, atua
- Rangatiratanga – leadership, strategic thinking, mana
- Whanau Oranga – holistic health
- Kaitiakitanga – guardianship of all things

Te Uranga o Te Ra College curriculum honours Te Tiriti o Waitangi.

Te Uranga o Te Ra College curriculum is aligned with the New Zealand Curriculum

KEY COMPETENCIES – Cross-sector alignment

<table>
<thead>
<tr>
<th>Te Uranga o Te Ra College Curriculum</th>
<th>Te Whariki</th>
<th>NZ Curriculum</th>
<th>Tertiary</th>
<th>Confident</th>
<th>Connected</th>
<th>Actively involved</th>
<th>Lifelong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matakite</td>
<td>Exploration</td>
<td>Thinking</td>
<td>Thinking</td>
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<tr>
<td>Hangahanga</td>
<td>Communication</td>
<td>Using language, symbols, and texts</td>
<td>Using tools interactively</td>
<td>learners</td>
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<tr>
<td>Rangatiratanga</td>
<td>Well-being</td>
<td>Managing self</td>
<td>Acting autonomously</td>
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<tr>
<td>Whanaungatanga</td>
<td>Contribution</td>
<td>Relating to others</td>
<td>Operating in social groups</td>
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<tr>
<td>Whakapapa</td>
<td>Belonging</td>
<td>Participating and contributing</td>
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</tbody>
</table>

**EFFECTIVE ASSESSMENT (REFER HAKAMANA)**

- Benefits students
- Involves students
- Supports teaching and learning goals
- Is planned and communicated
- Is suited to the purpose
- Is valid and fair

**NATIONAL QUALIFICATIONS**

- Te Uranga o Te Ra College students will strive for excellence at all levels
- There will be greater specialisation in years 11, 12, 13
- Participate in programmes or studies offered by workplaces and tertiary institutions
  - Credit gained may be transferred to tertiary qualifications

**TE HUARahi AKORANGA**

- Each stage prepares them well for the next stage of learning
- Positive transitions
- Clear sense of continuity and direction

<table>
<thead>
<tr>
<th>CORE ELEMENTS</th>
<th>TUTOR</th>
<th>ALIGNED WITH NEW ZEALAND CURRICULUM AREAS (HERE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATAKITE</td>
<td>Planning/Shared Vision / Goals / Objectives</td>
<td>Developing Ideas; developing practical knowledge; communicating / interpreting thinking</td>
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<tr>
<td>VISION</td>
<td>Tikanga,</td>
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<tr>
<td>WHANAU FAMILY</td>
<td>Relationships / Caring Connections</td>
<td>Relationships; managing self; planning</td>
</tr>
<tr>
<td></td>
<td>Whakapapa, Whanaungatanga, Ko Wai Au</td>
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</tr>
<tr>
<td><strong>AHUREA CULTURE</strong></td>
<td>Tradition / Identity / Language</td>
<td>Culture and languages – Pacific / Maori / Indigenous / English / Other – Worldview / Identity</td>
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<td></td>
<td>Te Reo, Maoritanga, Te Ao Hurihuri, Whenua</td>
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<tr>
<td><strong>WAIRUA SPIRIT</strong></td>
<td>Wairua / Spirituality / Religion</td>
<td>Hauora; attitudes and values; socio-ecological perspectives; spirituality / philosophy</td>
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<td></td>
<td>Karakia, Tapu, Noa, Atua, Mana</td>
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<tr>
<td><strong>MANAWA HEART</strong></td>
<td>Emotional Wellbeing / Love / Support</td>
<td>Emotional health; arts – dance; drama; music</td>
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<td></td>
<td>Arohatanga, Manaakitanga, Kaitiakitanga</td>
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<tr>
<td><strong>IHOMATUA MIND</strong></td>
<td>Learning / Intellect / Education / Skilled</td>
<td>Mental health; mathematics, geometry, statistics; social science; nature of science</td>
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<td></td>
<td>Pangarau, Putaiao, Taururanga</td>
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<tr>
<td><strong>TINANA BODY</strong></td>
<td>Quality of Long Life / Conditions / Risks</td>
<td>Body care, personal health; food and nutrition; sexuality; physical activity; sports; motor skills</td>
</tr>
<tr>
<td></td>
<td>Hakinakina, Kapa Haka, Mau Rakau, Nga Mahi a Rehia,</td>
<td></td>
</tr>
<tr>
<td><strong>CONTEXT</strong></td>
<td>Environment / Community / Systems Taiao,</td>
<td>Place and environment; physical world; continuity and change; planet earth; living world</td>
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<tr>
<td><strong>MANA TANGATA LEADERSHIP</strong></td>
<td>Governance / Management / Industry Leaders Mastra Whenua, Tangata Whenua,</td>
<td>Organisation; healthy communities; citizenship; globalisation</td>
</tr>
<tr>
<td><strong>RAUHUI RESOURCES</strong></td>
<td>Resources / Housing / Income / Jobs / Business Pakihi</td>
<td>Economic world; material world; sustainability; enterprise; technology</td>
</tr>
</tbody>
</table>

**New Zealand Curriculum**

**Five key competencies**

- Thinking
  - Using language, symbols, and texts
- Managing self - plan
- Relating to others
- Participating and contributing

**FUTURE FOCUS**

- Sustainability
- Citizenship
- Enterprise
- Globalisation
Learning areas

- In English – students study, use, and enjoy language and literature communicated orally, visually, or in writing.
  - Making meaning of ideas or information received
    - Listening / Reading / Viewing
  - Creating meaning for themselves and others
    - Speaking / Writing / Presenting

- In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.
  - Understanding Arts in Context
  - Developing Practical Knowledge
  - Developing Ideas
  - Communicating and Interpreting
    - Dance
    - Drama
    - Music – Sound Arts
    - Visual Arts

- In health and physical education, students learn about their own well-being, and that of others and society, in health-related and movement contexts.
  - Hauora
  - Attitudes and values
  - Socio-ecological perspectives
  - Health promotion
    - Personal health and physical development
    - Movement concepts and motor skills
    - Relationships with other people
    - Healthy communities and environments
  - Mental health
  - Sexuality education
  - Food and nutrition
  - Body care and physical safety
  - Physical activity
  - Sport studies
  - Outdoor education
  - Health education
  - Home economics
  - Physical education

- In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
  - Communication
    - Language knowledge
• Cultural knowledge

• In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.
  - Number and Algebra
  - Geometry and Measurement
  - Statistics

• In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.
  - Nature of Science
  - Living World
  - Planet Earth and Beyond
  - Physical World
  - Material World

• In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens.
  - Identity, Culture and Organisation
  - Place and Environment
  - Continuity and Change
  - Economic World

• In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.
  - Technological Practice
  - Technological Knowledge
  - Nature of Technology

**Effective Pedagogy – Teachers actions promoting student learning**

**Students learn best when teachers:**

• Create a supportive learning environment
• Encourage reflective thought and action
• Enhance the relevance of new learning
• Facilitate shared learning
• Make connections to prior learning and experience
• Provide sufficient opportunities to learn
• Inquire into the teaching-learning relationship

**E-learning**

learning supported by or facilitated by Information and Communication Technology (ICT) – allow teachers / learners to **Connect / Share / Support / Enhance** learning opportunities