

Te Rangihakahaka

Centre for Science & Technology

CURRICULUM POLICY MARAUTANGA

TE RANGIHAKAHAKA - CENTRE FOR SCIENCE & TECHNOLOGY

Drafted by:	Approved by Board and Whānau on:
Scheduled Review Date:	Version:

PURPOSE | TŪĀPAPA

Te Rangihakahaka Centre for Science and Technology has designed our curriculum to nurture, inspire and empower our tamariki and whānau so that they will aspire to achieve to their highest potential and become a Toa Matarau of the whānau, hapu, iwi and wider community.

PRINCIPLES | NGĀ POUTĀUHU

The curriculum design and execution are essential elements in the success of tamariki at TRCST. Our curriculum is designed to;

- mirror the environment our tamariki live in, localised, contextualised
- be specific to each tamaiti (TOA)
- empower our tamariki by valuing their Identity, language and culture
- be flexible in how and where it can be delivered
- strengthen and build strong foundations before tamariki are asked to progress further
- offer many whānau and community engagement opportunities
- spill over into the everyday life of our tamariki so learning continues after they leave for the day

This policy is part of the ***Staff and Volunteer induction programme.***

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PROCEDURES | TĀHUHU – NGĀ POUPOU

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All Staff, Whānau, Volunteers, Board and members of the community that are associated with Te Rangihakahaka Centre for Science and Technology are responsible for being familiar with and abiding by, this policy.

Curriculum delivery, development and assessment at TRCST means the following;

- developing warm, mutually respectful relationships between teachers and tamariki
- using Te Whareāonui (our unique curriculum framework) that aligns to The New Zealand Curriculum and the strengths of Kaupapa Māori (Identity, Language and Culture) and STEAM (Science, Technology, Engineering, Arts and Mathematics) subjects that connect learning to contextualised, real life situations.
- creating robust Professional inquiry to drive improved teaching and learning practices and contribute to successful outcomes for students.
- developing programmes to be responsive to student's diversity and cater for individual learning needs and interests. (Individual Learning Plans, TOA)
- assessment is fair, valid, sufficient, reliable and available to students and whānau in a timely manner.
- assessment information about students and groups of students who are at risk of not achieving will be collected within the learning process.
- using this information to evaluate programmes, monitor progress and achievement of individuals and groups and take timely action to improve outcomes.
- sharing progress and achievement information with students and their parents/ whānau at least twice a year to ensure that assessment processes are transparent, success of all students is recognised and whānau are well informed
- allowing our tamaiti to learn and be assessed through formative assessment
- allowing our tamaiti to learn and be assessed using self and peer assessment models
- Student led reporting with whānau happens each term
- written reports follow the Student-led reporting with whānau at least twice a year
- using our key assessment tools, developed to assess this curriculum, of Te Whareāonui and Ngā Pumanawa e Waru for years 1 -10 using National Standards in conjunction with Ngā Pumanawa e Waru to formally assess years 1-8

RESPONSIBILITIES | NGĀ HEKE

The Tumuaki is responsible for;

- reporting regularly to the Board as part of the review process. This achievement report will be shared with tamariki, whānau and the wider community
- supporting staff in robust professional inquiry
- seek out stimulating and meaningful professional development for staff

The Staff are responsible for;

- developing and cherishing relationships with parents and whānau
- celebrating the successes of their tamariki in ways that uplift the whānau
- providing constructive and meaningful reporting
- understanding and using National Standards, Ngā Pumanawa e Waru and Te Whareāonui in their assessment of their tamariki
- proactively working to improve practice

APPENDICES | KŌWHAIWHAI – TŪRAPA

Appendix 1 - TOA (Taku Oranga Āpōpō – for years 1-3) (Taku Oranga Ā-mua – years 4-7)
(Taku Oranga Aoturoa – years 8-10)

TOA		
Tamaiti Name:		Year:
Date:	Time:	
Goals		
What are my Goals?	How can I reach them?	How will I know I have reached them?
Tamaiti Signature:	Name:	
Parent/Whānau Signature:	Name:	
Teacher Signature:	Date:	Time:

Appendix 2 - Te Whareaonui o Te Rangihakahaka



H. Section 8 - Curriculum Poster A3.pdf

Appendix 3 - Ngā Pumanawa e Waru

The eight beating hearts: Ngā Pumanawa e Waru depict the qualities, characteristics and aspirations our tamariki and whānau value and will strive to achieve. Each attribute is depicted by a Ngāti Whakaue/ Te Arawa tupuna:

Identity. A belief in and knowledge of one's self; strength of character, strength of personality; a strong will; boldness and a tendency to take risks. **Tamatekapua**

Diligence. Patience, commitment and a sacrifice of time and effort; an ability to overcome difficulties; resolute confidence often balanced with a quiet, unruffled calm. **Frederick Bennett**

Relationships. The ability to sustain relationships that are premised on a balance of assertiveness and warmth (manaaki) because this provides sustenance for the inner person. **Te Ao Kapurangi**

Innovation. An enquiring mind which probes, draws conclusions and makes associations; an exploratory orientation that is exploited in social and academic activities. **Ihenga**

Wellbeing. The sound physical, spiritual and mental health that are needed to flourish at school, affirming the inexplicable link between wellness and learning. **Bubbles Mihinui**

Scholarship. An aptitude for things scholarly is a quality that is instilled in those students who excel in their individual pursuits. **Makereti Papakura**

Humility. Service to others and putting others before oneself. **Hiko Hohepa**

Values. A synthesising of the most meaningful qualities in Māoritanga, Manaakitanga, Whānaungātanga, Kaitiakitanga. **Hapi Winiata**

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MĀRAMATANGA

A tamaiti is better able to learn, be curious and take full advantage of their time at our centre if they are supported to develop significant relationships with their teachers and other members of their community. If they are encouraged positively by those around them and are educated using kaupapa that they relate to and have an affinity with, then they are more able to thrive and prosper and become TOA MATARAU.

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