TABLE OF CONTENTS

This page intentionally blank

This page intentionally blank

INTRODUCTION:
HE KUPU WHAKATAKI

The centrepost of this Curriculum is founded on the aspiration to develop successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul and secure in their identity, and sense of belonging.

They will have the skills and knowledge to participate in and contribute to Māori society and the wider world.

Te Marautanga o Aotearoa identifies how this vision links to the learning environment for children in Māori-medium schools.

This needs to start with the learners, their knowledge, skills, values, and attitudes, as an addition to the learning experiences at school. This Curriculum emphasises the socio-cultural aspects of teaching and learning. The home, the community, the culture and hapū of the learner all contribute to the education provided by schools. For learners to succeed, the school, the home, hapū, iwi and community must work together effectively and consistently.

This Curriculum upholds the cultural identity and heritage of learners and their families.

This Curriculum supports the learning environments of both primary and secondary schools. All learners should have the opportunity to acquire knowledge in all learning areas and to develop key competencies. Through this approach, they will be able to reach their full potential, and to participate effectively and positively in the Māori community and the global world.

RATIONALE OF TE MARAUTANGA O AOTEAROA:
TE PŪTAKE O TE MARAUTANGA O AOTEAROA:

Te Marautanga o Aotearoa describes the essential knowledge, skills, values and attitudes appropriate to Māori-medium schools. The Curriculum must be included in all school charters to ensure the principles and the learning objectives of each learning area are embedded in school programmes. However, it is for schools to embed local knowledge and contexts into their learning programmes.

Te Marautanga o Aotearoa is a framework to*:*

- develop national policies which support the provision of Māori-medium education;

- guide assessment principles and strategies;

- guide evaluation of schools and the student learning outcomes;

- inform teacher education and professional development providers;

- provide information for parents so that they clearly understand the business of schools;

- sanction the subjects taught in schools.

OUR LEARNERS:
TE ĀHUA O Ā TĀTOU ĀKONGA

This section summarises the most important qualities and characteristics of a graduate of Māori-medium education.

Through the school working together with its community, whānau, hapū and iwi, graduates of Māori-medium schools will achieve:

High Levels of Educational and Socio-cultural Success

- reaching their full potential;

- experiencing academic success;

- living confidently and proudly as Māori;

- competent to support whānau, hapū, iwi and community;

- participating in the Māori world and advocating a Māori world view;

- confidence in being Māori facilitates relationships with other peoples and other cultures;

- understanding their role within the whānau, hapū, iwi, community and wider society.

A Wide Range of Life Skills

- confidence to pursue their own lifelong learning pathways;

- able to contribute to and participate positively in the community;

- respectful of others including children, their own peers and elders;

- living successful and fulfilling lives;

- multi-skilled;

- possessing the skills required for entry into their university of choice.

A Wide Range of Career Choices

- having the skills and knowledge needed to enter their career of choice;

- able to pursue their own pathways;

- having a range of career choices.

THE OVERARCHING PRINCIPLES:
NGĀ MĀTĀPONO WHĀNUI

Central to *Te Marautanga o Aotearoa* is the Treaty of Waitangi. Arising from the Treaty are the following overarching principles to guide school-based curricula. These principles are built on a belief that the learner is at the centre of all learning. The principles reflect and affirm the identity of the learner, and of Māori-medium schools. The principles also guide teaching and learning in schools. Schools should embed these principles into their teaching and learning programmes. These principles support the learner, school and whānau to achieve their full educational potential.

The Learner is the Centre of Teaching and Learning

The school-based curriculum will:

- affirm the learner;

- support the learner's physical, moral, mental and emotional wellbeing;

- provide experiences that enable learners to reach their potential across each learning area;

- strive to develop the knowledge, skills and attitudes which enable competent learners.

The Learner has a High Level of Personal Awareness

The school-based curriculum provides for learning programmes which affirm and revitalise Māori language and culture.

The primary aim is that the learner will be confident in the Māori world. Second, the school-based curriculum will provide experiences that enable the learner to participate in the wider society. Therefore the school-based curriculum will:

- promote whānau and iwi;

- provide experiences that bring together customary practices of iwi and communities;

- help learners to be successful in the Māori world and the wider world;

- fulfil the expectations, hopes and aspirations of their communities;

- provide experiences and knowledge that will enable the learner to competently enter the wider world.

The Learner Achieves Their Potential

The Curriculum identifies, affirms and acknowledges the learner's pursuit through a range of learning environments.

Accordingly, experiences should be provided which:

- engage the learner;

- develop the desired competencies, attitudes and values;

- enable the learner to achieve learning outcomes appropriate to their level of ability;

- are inclusive and responsive to the learning needs and ways of learning of each individual learner.

School, Whānau, Hapū, Iwi and Community Will Work Together

The Curriculum encourages the establishment of relationships between the school and whānau which focus on learning. Therefore, the school-based curriculum should:

- ease the pathway for whānau to participate in all school teaching and learning programmes;

- include experiences outside of the school which are relevant to the whānau and community;

- nurture the language and customs of whānau, hapū and iwi.

Environmental Health is Personal Health

This Curriculum endorses a place for the school, the family, the community, the hapū and iwi groups to focus on the place of the student in their own world. Therefore, the school-based curriculum supports:

- a sustainable environment;

- learning pathways which enable the learner to engage purposefully with the environment;

- holistic teaching programmes;

- learner engagement with their environment.

VALUES AND ATTITUDES:
NGĀ UARA, NGĀ WAIARO

Be content
Be humble
Be open hearted towards friends
And toward all peoples

Along with knowledge and skills, values and attitudes play an important role in *Te Marautanga o Aotearoa*. Values are beliefs and principles that govern behaviour and are deeply embedded within a person or group. Values and attitudes are a key part of what a learner learns through their experiences in their wider environment. The values of the school and the whānau shall be reflected in the school-based curriculum.

This section summarises some of the most important values and attitudes to be gained by learners in Māori-medium settings. The principles of the Curriculum reinforce the need for schools, whānau, hapū, iwi and community to work collaboratively to determine their own values and attitudes.

Individual Learners Develop Values and Attitudes:

• that provide confidence through integrity, generosity of spirit and peacefulness;

• which give a clear sense of personal identity, a high level of personal awareness and self-worth;

• of empathy and regard for friends and for the school whānau;

• which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening;

• which grow an enduring respect for the value of education;

• of understanding, awareness and aptitude in all learning as a guide into the contemporary world;

• which help them to identify and understand their own personal values and beliefs.

Knowing Traditional Māori Values:

The learner:

• understands the values of their whānau, hapū and iwi, enabling access to the Māori world;

• is generous and caring for visitors;

• knows their identity and origins;

• knows their genealogy and whakapapa links;

• works co-operatively with peers and in groups.

Understanding the Values of the Wider World:

The learner:

- acknowledges people, regardless of who or where they are, or their appearance;

- the learner is respectful of the mana and spirituality of each person and each whānau, and their attitudes and values, even if these differ from their own.

THE MĀORI LANGUAGE:
TE REO MĀORI

The language is the life force of Māori
Through being spoken
the language lives
Through the survival of the language
Māori are enobled

Māori language is the vehicle for Māori cultural practices and thought, enabling the manifestation of all aspects of the Māori world. The Māori language is an inherited treasure, a treasure supported by the Treaty of Waitangi. Language is the essence of culture. Each person, each tribal group, each region has its own language, mana, spirituality, beliefs and customs. Ultimately it is through Māori language that the full range of Māori customs can be expressed, practised, and explained. Through the learner knowing Māori language, they can access the Māori world and understand their role in it. Being immersed in Māori leads the learner to greater proficiency. In this approach the Māori language is also the medium of instruction for all learning areas. While the vocabulary and language of this curriculum has been standardised (for ease of reading), dialectal variation is encouraged.

Outlined here are some language aspirations through which the learner will gain competence in Māori language and the Māori world.

The Learner Achieves their Māori Language Potential

- can use their language in a range of settings, and for a wide range of purposes, issues, and audiences;

- is able to adapt their language to suit the context and audience;

- communicates easily, regardless of who they are speaking with, or which tribal dialect is used;

- develops good listening skills making speaking, writing, presenting and viewing easier.

The Learner Attains High Educational Levels through Māori Language

- can use their language skills in a wide range of contexts;

- can carry themselves with ease, confidence and competence through the medium of Māori language;

- has acquired the academic language of each learning area to understand the depth of a subject.

The Learner Achieves their Linguistic Potential

- is competent in Māori and English, and a third language if desired by the whānau.

PERSONAL ENHANCEMENT THROUGH EDUCATIONAL ACHIEVEMENT: HE TOI MĀTAURANGA, HE MANA TANGATA

Through vision a house is built
Through education it is stabilised

When a learner arrives at school they have existing knowledge that stems from the family. Both contemporary and traditional Māori customs and knowledge need to be respected. Knowledge is embedded within beliefs, values and cultural practices. Each cultural practice has its own value, its own links. Schools should ease the way for the inclusion of whānau, hapū, iwi and community knowledge.

Following are some of the most important considerations in choosing knowledge and skills relevant to the learner. The principles of the Curriculum support schools, whānau, hapū, iwi and community working collaboratively to design purposeful education.

The World of the Learner

- the starting point for all new learning should be the learner's own knowledge;

- new knowledge is easier to learn if it is linked to the learner's existing knowledge;

- learners, whānau, hap# and iwi should be acknowledged as holding valid learner-based, tribal-based and local forms of knowledge;

- schools should actively invite the holders of traditional knowledge in their whānau, hapū and iwi to engage with learners;

- a range of places generate learning for learners;

- education should be useful to the learner, the school, and the iwi;

- the learner should achieve their academic potential within their world.

The Old World, the Contemporary World, the New World

- knowledge from the old world has a real purpose as the foundation from which new knowledge is produced;

- learners need to understand that systems of knowledge are changing;

- there is ongoing debate about which knowledge is valid;

- learners and families can create new knowledge.

The Global World

- an understanding that knowledge arises from the systems of each people, and each country;

- an understanding that knowledge comes from oral, written, and digital texts;

- the learner should achieve their academic potential in the global world.

TEACHING AND LEARNING:
NGĀ ĀHUATANGA AKO

The learner is the basis of teaching and learning, and *Te Marautanga o Aotearoa* is one of the factors that influences teaching and learning of the student. Learners are influenced also by their experiences, values and beliefs. There are many other factors that affect learning such as the classroom environment, and the expectations and beliefs of teachers, peers, family and community. The teaching and learning process is the main focus of the classroom. Learners and teachers need to establish effective relationships which focus on student learning in order to develop the unique characteristics of each learner.

Development of a Māori Learning Environment

• Learning environments extend to the marae, and to different environments in the local area and further afield;

• Appropriate practices are used to settle and prepare learners mentally and emotionally, to meet their needs and enable learners to learn effectively;

• Teaching and learning practices support the charter of the school (i.e. Te Aho Matua or kura-ā-iwi charters);

• All aspects of teaching and learning are approached positively and with enthusiasm;

• Teachers and schools understand the effect of the wider learning environment on learning in the classroom.

Development of a Cognitively Stimulating Learning Environment

The learner:

• values education;

• is cognitively challenged and stimulated;

• develops skills in numeracy and problem solving, physical skills, and work skills;

• is supported to work independently when required so as not to rely on the teacher and their peers at all times.

Development of Learning Pathways

• Each learner has different and unique ways of learning. A particular approach may suit some learners, while a different approach will suit others;

• Learning styles are affected by such things as: preparation, the organisation of work, how thoughts are organised, topics, environmental factors, perceptions and motivation to learn;

• Learners do better if they understand what they are learning and if the learning is meaningful;

• New learning is more effective when it is linked to previous learning.

The Development of E-Learning

E-Learning is learning that is encouraged and supported by information technology and communication technology. Information technology is critical to this generation, and is an effective means of teaching and learning. E-Learning allows:

- easy access to knowledge in New Zealand and the wider world from the school or home;

- the learner and community to learn together;

- the learner to have varied experiences, and experiences beyond the school and home.

Organising Valid Assessment

Assessment plays an important role in the Curriculum. Excellence in teaching and learning is inextricably linked to assessment. The key purpose of assessment is to enhance student learning and the quality of teaching and learning programmes. Assessment also enables the provision of feedback to both parents and learners about learning progress. Assessment is linked to qualifications at secondary school. The following are some principles of assessment:

- worthwhile to the learner, accurate and reliable. The learner understands what they are learning;

- learners engage in assessment practices. Learners negotiate and discuss their aims, strategies and progressions with their teachers and parents and with each other;

- assessment supports improved learning;

- assessment is seen as positive, rather than a process to be feared;

- each assessment activity has a clear purpose. As such, assessment should be valid and relevant to its intended purpose.

School-Wide Assessment Practices

Schools need to know what the learning outcomes are for learners. Accordingly, at times school-wide data should be collected and analysed. Schools do this to modify their policies, teaching programmes and teaching activities in order to improve learning outcomes.

THE INQUIRY LEARNING AND KNOWLEDGE CREATION CYCLE: TE HURIHANGA WHAKAAKO PAKIREHUA ME TE WAIHANGA MĀTAURANGA

- What are the essential learning outcomes for students from the Curriculum and community?

- Evaluate how students are progressing in relation to those learning outcomes (use the graduate profile as a guide).

- What knowledge and skills do teachers require to support learners to link their learning to the new learning outcomes?

- How can administrators, whānau and iwi support teachers to raise student learning/achievement?

    — To ease/assist students into new experiences.

    — To strengthen teachers' knowledge and skills.

- What are the benefits of the activities for the learners?

[insert this text into diagram]

DESIGNING A SCHOOL-BASED CURRICULUM: TE MARAUTANGA-Ā-KURA

While *Te Marautanga o Aotearoa* provides a nationwide teaching approach for all learners, each school will design and implement its own specific curriculum relevant to its learners and whānau.

The Board of Trustees, the whānau and the teachers should work together to develop a curriculum for the school.

Possible starting points for designing a school-based curriculum are:

- our learners (page 5);

- the overarching principles (page 6);

- principles of the school, principles of Te Aho Matua, of iwi;

    — achievement objectives from each learning area of *Te Marautanga o Aotearoa*;

    — values and the attitudes of the school and whānau;

- aspects of Māori language and its customs (page 10);

- educational achievement (page 11);

- teaching and learning (page 12);

- types of assessment (page 13).

Te Marautanga o Aotearoa is a guide to teaching practices in Māori-medium schools in New Zealand. However, the Curriculum is merely a framework – it is not a complete teaching plan or teaching programme. Therefore, schools will need to develop their own school-based curriculum. Each school will decide where to start. Schools following Te Aho Matua will use that as the foundation for developing a curriculum. Kura ā-iwi will follow its own unique charter. Each school will also have its own approach to developing its teaching and learning programmes. For example, programmes may be planned according to learning area, topic or context.

[insert diagram]

REQUIREMENTS FOR BOARDS OF TRUSTEES: NGĀ TIKANGA HEI WHAI MANA MĀ NGĀ POARI O NGĀ KURA

Boards of Trustees, through the principal and staff, are required to develop and implement a curriculum for students in years 1 – 13:

- that is underpinned by a graduate profile developed in consultation with its community, whānau, hapū and iwi;

- that is consistent with the principles set out on page 6;

- in which values and attitudes, identified in consultation with the community, whānau, hapū and iwi, are encouraged, modeled, and explored by students;

- that supports students to reach their bilingual potential.

Boards of Trustees, through the principal and staff, are required to provide all students in years 1 – 10 with effectively taught programmes of learning in:

- Te Reo Māori, as specified on page 19; Pāngarau, as specified on page 29; Hauora, as specified on page 37; Tikanga-ā-Iwi, as specified on page 43; Ngā Toi, as specified on page 47; Pūtaiao, as specified on page 51; and Hangarau, as specified on page 59.

In line with the information on page 63, Boards of Trustees will be required to, through the principal and staff, incorporate English language learning in their school-based curriculum. Consultation with the school community and whānau will inform the appropriate year level for English language learning to begin. To support schools with this provision, further work will be completed throughout 2009 to inform this learning area.

The Ngā Reo learning area provides the framework for teaching and learning of languages addition Te Reo Māori and Te Reo Pākehā. Schools who choose to teach languages additional to te reo Māori and English will refer to the curriculum guidelines included in this learning area.

When designing and reviewing their curriculum, schools select achievement objectives from each learning area in response to the identified interests and learning needs of their students.

Boards of Trustees, through the principal and staff, are also required:

- to gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement;

- to identify students and groups of students who are not achieving, who are at risk of not achieving, and who have special needs, and to identify aspects of the curriculum which require particular attention;

- in consultation with the school community, whānau, hapū and iwi make known their plans and targets for improving the achievement of their students.

Boards of Trustees, through the principal and staff, are required to implement the curriculum in accordance with the priorities set out in the *National Education Goals* and the *National Administration Guidelines*.

LEARNING YEARS AND LEVELS OF THE CURRICULUM:
NGĀ TAU AKO ME NGĀ TAUMATA O TE MARAUTANGA

This diagram shows the link with years of learning at school. However, it should be noted that this guide may not apply to all students.

<<Taumata Diagram to go here (similar to NZC years and curriculum levels)>>

This page intentionally blank

This page intentionally blank

TE REO MĀORI

*Ko te reo māori te kākahu o te
whakaaro, te huarahi i te ao tūroa*

*The Māori language cloaks Māori thought and provides a pathway to the wider
world. (by Sir James Hēnare, 1984)*

Central to this learning area is the critical link between oral language, body language and
written language, to enable thought, the human spirit and emotions to be captured and
expressed appropriately through Māori language.

The Purpose of Learning Te Reo Māori

Māori language enables a child's uniqueness and origins – be they linguistic, personal, cultural,
or practical – to be exhibited and acknowledged. Language is the expression of thought and as
such, thought and language are inextricably linked. Developing a high level of competence in
language enables a learner to reach their full potential in all other learning areas. Only then will
Sir James Henare's proverb be realised. Hence, learners need to be competent listeners,
speakers, readers and writers in order to be able to participate confidently in society and enjoy
full lives.

It is important to develop a full range of linguistic competencies in learners including functional
language use, breadth of language knowledge, and linguistic strategies. If a learner wants to
learn new concepts and is able to do so, that is the best time to teach that skill or form of
language, irrespective of the curriculum level that the learner may be at.

Language learning is an ongoing, cyclical process with varying degrees of progress being made
at different times. Learners need repeated practice at new skills in order to become competent.

The Structure of this Learning Area

There are now only three strands in this learning area – oral, written and paralinguistic
features– which encapsulate the full breadth of language, including body language. The modes
of listening, speaking, writing, reading, viewing, and presenting are evident within these three
strands.

Oral	Written	Paralinguistic
speaking	reading	presenting
listening	writing	viewing
	presenting	
	viewing	

There are three main aims that are interwoven across the strands to capture the holistic nature of language teaching. These three aims are relevant at all levels and to all strands. The first of these relates to language functions and the purposes for which language is used – understanding the reasons why we exchange ideas.

The second overarching aim encourages the expansion of vocabulary and the understanding of how words work including pronunciation, vocabulary use, grammar, and phraseology.

The third of the overarching aims encompasses the teaching and learning of language strategies and language learning strategies.

These three overarching aims are explained further through achievement objectives within each of the strands. Through the achievement objectives the teacher will gain a clear understanding of what these overarching aims mean when it comes to teaching writing, speaking, reading, listening and all other aspects of the language.

The eight levels within this learning area signpost the language learning pathway. The levels have been determined according to the potential of children learning in Māori immersion settings. Because of the wide range of language ability apparent amongst children on entry to kura, this learning area has specified four entry points at Level One, clarifying the appropriate learning pathway for each child. The four starting points within Level One have been named: He Pīpī (Limited Proficiency), He Kaha (Conversational Proficiency), He Kaha Ake (Moderate Proficiency) and He Pakari (Higher Proficiency).

At each of the eight levels a general description is provided of the expected linguistic characteristics of a typical learner on entry to that level. This should enable teachers to quickly identify the appropriate level for each of their learners.

The achievement objectives within each level identify the linguistic characteristics of the learner when the level has been achieved. So, the descriptor entitled 'Learner Characteristics' within each level, explains the expectations of a typical learner at the start of the level, while the achievement objectives for that level describe what a learner can do at completion of the level.

LEVEL 1: HE PĪPĪ (Limited proficiency)	**Learner characteristics:** Can talk about the things with their knowledge base. Will have little, if any, ability in speaking Māori. Written ability may be limited to scribbling or creating patterns/symbols. Has had very little experience with books and written language.

Oral	Written	Paralinguistics

Language Function: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:

– Can convey a message (although language may be simple).	Understands that written and visual text is created by someone.	Understands the concept of body language.
	– Understands that text is for reading.	

Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:

– Pronounces sounds and words correctly.	Recognises the relationship between sound and letters/words.

Language Strategies: Uses language strategies and is able to explain these strategies to produce and understand language.

– Uses listening, repetition, chanting and memorisation as language learning strategies.	Can identify a topic for written work.	Understands and follows simple instructions.
	- Understands the directional nature of text – left to right, top to bottom.	

LEVEL 1: HE KAHA (Conversational proficiency)	**Learner characteristics:** Can use words and short sentences to meet his/her needs. Speech is not very fluent. Understands simple speech. May know how to write some letters or punctuation marks. Is becoming familiar with text but does not necessarily read the words, focusing instead on what the text may be about.	
Oral	**Written**	**Paralinguistics**

Language Function: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:

– Can use simple sentences and simple questions.	Writes about personal experiences.	Understands the concept of body language.
	– Developing awareness that text can be written for another reader.	

Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:

– Pronunciation is correct.	Understands that a word can retain its meaning when written in various texts.	

Language Strategies: Uses language strategies and is able to explain these strategies to produce and understand language.

- Uses listening, repetition, chanting and memorisation as language learning strategies.	Uses pictures and punctuation to gain meaning from text and is able to follow text correctly when reading for meaning.	Attends to body language in order to understand, clarify and follow oral instructions.
- Uses simple questions to gain information.	Understands that punctuation and spacing between words serve a purpose.	

LEVEL 1: HE KAHA AKE (Moderate proficiency)	**Learner characteristics:** Uses simple sentences and simple questions, although some errors are likely. Understands conversational language. Knows how words are made; able to create words. Sees the relationship between sound and letters and can follow the language examples of the teacher. Understands that writing, letters, words, phrases and sentences all have a function. Reads to understand the main purpose of the text.

Oral	**Written**	**Paralinguistic**

Language Function: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:

Oral	Written	Paralinguistic
- Understands some oral language.	Can convey meaning through writing and illustration.	Understands the concept of body language.
- Can think broadly in order to describe actions, things and situations.	Gives some consideration to the reader when writing.	
	- Knows why they like some stories and visual language.	

Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:

Oral	Written	Paralinguistic
- Correctly applies some rules of grammar.	Can identify particular words when they appear in different contexts.	
• Uses adjectives to add interest to their oral language.		

Language Strategies: Uses language strategies, and is able to explain these strategies to produce and understand language:

Oral	Written	Paralinguistic
- Aware that written and oral texts have an ordered sequence.	Uses letter and sound knowledge to read and spell common words.	Attends to body language in order to understand, clarify and follow oral instructions.
- Links personal experiences to text and speech as a strategy for gaining meaning.	- Re-reads in order to correct errors.	
	- Shares ideas before writing text.	

LEVEL 1: HE PAKARI (Higher proficiency)	**Learner characteristics:** Speaks Māori language with ease and understands spoken Māori. Can link sound to letters and words, and understands what s/he reads. Knows how to write some simple sentences, although there may still be some errors. Interacts easily with others in Māori because of their strong language skills.	
Oral	**Written**	**Paralinguistic**
Language Functions: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:		
- Applies personal experiences to bring meaning to text.	Can identify and produce some forms of written and visual language.	Understands the concept of body language.
- Can talk about current topics.	Understands that the ideas and knowledge expressed in text are those of the writer or illustrator.	
Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:		
– Uses some conjunctions correctly.	Attempts to gain meaning from new words in a text.	
	– Can spell known words correctly.	
Language Strategies: Uses language strategies and is able to explain these strategies to produce and understand language:		
- Uses questioning to extend their own knowledge or ideas.	Self-corrects some reading and writing errors.	Understands and follows more complex instructions involving several parts.
- Can consider and discuss the main ideas for a text prior to writing.	– Uses their personal experiences as well as knowledge of text characteristics to gain meaning.	

LEVEL 4	**Learner characteristics:** Has a broad range of oral language skills that enables him/her to debate, question, express emotions and tell stories (joke). Can speak on topic or about a current event. Writes well and is gaining competence in producing specific types of text including report, narrative, and expository writing. Attempts to read a broad range of texts as a result of their expanding reading skills.

Oral	**Written**	**Paralinguistic**

Language Functions: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:

- Compares and contributes ideas about formal and informal topics in a range of contexts.	Understands the differences between a reader's perspective and a writer or illustrator's perspective.	Understands the use of body language in a wide range of formal and informal settings.
- Asks relevant and precise questions, provides explanations or debates points to infer and give effect to particular ideas.	Chooses relevant features of written text forms to enhance non-fiction and creative writing.	
	– Gives consideration to the purpose of a text and its audience.	

Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:

– Understands and uses descriptive and comparative phrases to enhance a topic.	Can spell new words correctly and follow the rules of grammar.

Language Strategies: Uses language strategies and is able to explain these strategies to produce and understand language:

- Listens in order to evaluate, make judgements and analyse inferences.	Can use some research strategies for a range of purposes.	Oral language and body language are relevant to the topic.
- Uses language fluently and flexibly for socialising.	– Can process and adapt information.	
- Can explain the links between Māori specific language features and other aspects of language within a formal setting.	Groups related ideas together in order to plan out text.	
	– Can manipulate language features and the structure of text in order to reflect their own voice.	

LEVEL 6	Learner characteristics: Can manipulate and play with the language making it relevant to a wide range of groups while still retaining the meaning. Can listen, critique, debate and respond to alternative ideas. Knows how to communicate ideas, emotions and information through body language.

Oral	Written	Paralinguistic
Language Functions: Utilises language for a wide range of purposes and to fulfil the desire to interact successfully with others:		
- Able to talk descriptively using Māori imagery and idiom. - Discusses a topic and its main ideas in order to present arguments and evidence in support of an opinion.	Gives consideration to the skills used by a writer or an artist to create and communicate their own unique style.	Understands body language (and other paralinguistic features) used in many formal and informal contexts. Uses physical and oral features of language (paralinguistics) to address issues and convey opinions, emotions and information.
Language Knowledge: Range of vocabulary increases along with the understanding of how words are used:		
- Has a broad range of vocabulary and sentence structures appropriate to a variety of genres, including: discussion, reporting, debating etc. - Language is grammatically correct.	A broad vocabulary enables him/her to support and exchange understandings in order to collate and summarise ideas succinctly.	

LEVEL 6	Learner characteristics: Can manipulate and play with the language making it relevant to a wide range of groups while still retaining the meaning. Can listen, critique, debate and respond to alternative ideas. Knows how to communicate ideas, emotions and information through body language.

Oral	**Written**	**Paralinguistic**

Language Strategies: Uses language strategies and is able to explain these strategies to produce and understand language:

Oral	**Written**	**Paralinguistic**
- Critically analyses traditional Māori text (oral and written) according to the topic, genre and audience.	Formulates and critiques information/data as a research strategy.	Oral and body language is appropriate to the topic.
- Can summarise succinctly the main ideas from oral and written text.	- Critiques specific reading strategies for a range of purposes.	
	- Adapts written text in order to persuade or convince the reader to engage with the writer's intention.	
	- Uses a broad range of language features to enhance various texts.	

This page intentionally blank

This page intentionally blank

PĀNGARAU

Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua.

Throughout time, all peoples have developed knowledge and understandings about how different aspects of their worlds relate to each other. This is the basis of pāngarau. Māori ancestors were extremely knowledgeable about the pāngarau evident in the various realms of the children of Rangi and Papa. This knowledge was of considerable importance in their everyday activities such as building, sailing and navigating on the open water, and gardening. With the advent of European settlement, our ancestors took a full part in new opportunities such as commerce. Pāngarau knowledge was important in their achieving success in these new endeavours. Over time, pāngarau has developed throughout the world, but has remained as an important body of knowledge in all aspects of our lives. Wherever one turns, pāngarau can be seen in our daily lives, in other areas of the school curriculum, and in most career pathways.

The Organisation of this Learning Area

The Strands

The content of the pāngarau curriculum is arranged into three strands: Number and Algebra; Measurement and Geometry; and Statistics, from Levels One to Six. These reduce to two strands at Levels Seven and Eight: Algebra and Calculus; and Statistics.

The achievement objectives are grouped under the key divisions of each strand.

There are three essential aspects of pāngarau which serve to integrate the three strands.

Patterns and Relationships

This is the basis of pāngarau, namely the exploration and use of the patterns and relationships seen in aspects of quantity, sets of data, space and time.

Pāngarau Literacy

The Māori language has its own corpus to describe and explain essential pāngarau ideas. In addition to this, symbols and representations such as tables and graphs are used to communicate meaning. These constitute 'Pāngarau Literacy'. As the child grows, their pāngarau literacy develops and becomes essential to their understanding of pāngarau concepts, and to their communication in pāngarau, in order to achieve success in this learning area.

The Use of Pāngarau

Pāngarau extends out to the other learning areas of the school, to the many contexts of family life, of sub-tribal and tribal endeavour, of community activity and of the Māori world in general, and is important in achieving our aspirations in all of these areas. It is important also that students gain a growing awareness and understanding of the many ways pāngarau can be used, and to become critical of the origin of the ideas, and the reasonableness of their use.

ngā whenu

Te Ine me te Āhuahanga   Te Tau me te Taurangi   Te Tauanga

ngā tauira me ngā pānga

te reo matatini o te pāngarau

te whakamahinga o te pāngarau

ngā āhuatanga kōtui i ngā whenu

ngā tino wāhanga o ngā whenu

-Te Ine
-Te Hanga
-Te Wāhi me te Ahunga
-Te Panoni

-Ngā Rautaki Tau
-Te Mātauranga Tau
-Te Tauira me te Pānga

-Te Tūhuratanga Tauanga
-Te Tūponotanga

The Importance of Learning Pāngarau

Pāngarau enhances the creativity, the critical thinking, the logical thinking, and the reasoning skills of students, as well as their ability to strategise, solve problems, evaluate and communicate.

Problems and activities in pāngarau should come from Māori contexts that the students are familiar with. In pāngarau, students will use relevant materials and apparatus, they will construct models, look for relationships, predict and justify outcomes, estimate, calculate with precision, explore patterns, and make generalisations.

It is important that pāngarau teaching is enjoyable and engaging for students, as well as cognitively challenging. The teacher will need to craft their discourse so that it is simple and clear, the questions and explanations are effective, and the students are settled in their learning.

Level 1

Pāngarau Literacy

Students will exchange ideas and communicate using both written and oral language, symbols and other types of pāngarau representations. Pāngarau literacy is important in order for students to learn the content contained in the achievement objectives, and also in strengthening their logical and critical thinking, their reasoning skills and creativity appropriate for this level.

Using Pāngarau

Students will understand and explore the use of pāngarau relating to their own experiences. The achievement objectives should be taught within contexts familiar to the student.

Number and Algebra	Measurement and Geometry	Statistics
Number Knowledge	**Measurement**	**Statistical Investigation**

1. Know numbers 0 – 100:
  - symbols and names
  - forward and backward counting sequences
  - place value conventions:
  - groups with five
  - groups within ten
  - groups with ten
  - the 'tens' numbers
  - the number of tens and ones in a number
  - the size and structure of a number
2. Know simple fractions such as halves and quarters:
  - symbols for simple fractions
  - the meaning of the numerator and denominator of a simple fraction
  - arrange simple fractions in sequence
  - give examples of fractions (such as a 3/2 turn)
	1. Understand the attributes of things that are able to be measured:
	  - length
	  - area
	  - volume (capacity)
	  - weight (mass)
	  - rotation
	  - temperature
	  - time
	  - money
	2. Understand the convention of measuring where the attribute being measured is compared to a unit of measurement
	3. Use non-standard instruments for measuring
	4. Sequence and compare measurements
	5. Count simple units of measurement
	6. Understand the concept of conservation of measurement
		1. Follow the conventions for statistical investigations to pose and answer questions:
		  - gather data
		  - sort data
		  - count data
		  - display data
		2. Understand data displays
		
		Probability
		
		3. Predict and trial for all possible outcomes in a simple probability situation

Number Strategy
 	
3. Solve problems involving whole numbers and simple fractions, and explain the strategy used:
  counting strategies
  grouping strategies
  equal sharing strategies
Patterns and Relationships
 	
4. Make and extend repeating and sequential patterns
	Shape
	
	7. Group objects according to their appearance such as colour, size and the number of sides
	8. Know 2-dimensional shapes such as triangle, square, rectangle, circle, pentagon, hexagon and octagon	

Pāngarau Literacy

Students will exchange ideas and communicate using both written and oral language, symbols and other types of pāngarau representations. Pāngarau literacy is important in order for students to learn the content contained in the achievement objectives, and also in strengthening their logical and critical thinking, their reasoning skills and creativity appropriate for this level.

Using Pāngarau

Students will understand and explore the use of pāngarau relating to their own experiences. The achievement objectives should be taught within contexts familiar to the student.

Number and Algebra	Measurement and Geometry	Statistics
	9. Know 3-dimensional shapes such as box, cylinder, and sphere	
	Position and Direction	
	10. Follow and give directions for movement involving: - distance - direction - rotation (0, ¼, ½, ¾, 1, 1¼, 1½ ... turns).	
	11. Explain the location of something	
	Transformation	
	12. Draw and explain the result of sliding, reflecting and rotating simple 2-dimensional shapes	

Level 4

Pāngarau Literacy
Students will exchange ideas and communicate using both written and oral language, symbols and other types of pāngarau representations. Pāngarau literacy is important in order for students to learn the content contained in the achievement objectives, and also in strengthening their logical and critical thinking, their reasoning skills and creativity appropriate for this level.
Using Pāngarau
Students will understand and explore the many uses of pāngarau relevant to the communities in which they live. The achievement objectives should be taught within contexts arising from the community.

Number and Algebra	Measurement and Geometry	Statistics
Number Knowledge	**Measurement**	**Statistical Investigation**
1. Know: - basic division facts - how to round whole numbers and decimals 2. Know conventions involving: - negative and positive numbers - prime numbers - ratios - place value of decimal numbers: - the number of thousandths, hundredths, tenths, ones, tens hundreds and thousands in a decimal number (up to 3 decimal places) 3. Know how to find the multiples and factors of a number 4. Understand fractions, decimals, percentages and simple ratios: - conversion of fractions: fraction decimal percentage - decimal counting sequences (thousandths, hundredths, tenths) - sequence fractions, decimals and percentages - find equivalent fractions	1. Solve practical problems: - choose and use appropriate units of measurement for length, area, volume (capacity), mass (weight), temperature, angle and time - convert between simple units of measurement - use measurement of sides to calculate the perimeter and area of rectangles, and the volume of rectangular based prisms - create, explain and use timetables and charts - know the reasonableness of a measurement **Shape** 2. Identify and explain the geometric properties of two and three dimensional shapes 3. Match 3-dimensional shapes and their 2-dimensional representations 4. Draw nets to make polyhedra **Position and Direction** 5. Show explain and use the location and direction of something using: - compass points - compass angles - aspects of the environment - grids (ordered pairs)	1. Follow the conventions for statistical investigations involving multivariate category data, measurement, and time series data: - pose questions and make assertions - decide on the variables to be measured - decide on the data gathering process - gather data - sort data - create useful data displays - compare the appearance of data distributions (central tendency and spread of data) - discuss the question under investigation - understand appropriate ethical conventions 2. Understand the meaning and uses of measures of central tendency 3. Explain and evaluate the usefulness of various data displays and discuss apparent variability **Probability** 4. Explore probability situations: - compare the distribution of predicted and experimental outcomes - know all possible outcomes - understand cases where the

Pāngarau Literacy

Students will exchange ideas and communicate using both written and oral language, symbols and other types of pāngarau representations. Pāngarau literacy is important in order for students to learn the content contained in the achievement objectives, and also in strengthening their logical and critical thinking, their reasoning skills and creativity appropriate for this level.

Using Pāngarau

Students will understand and explore the many uses of pāngarau relevant to the communities in which they live. The achievement objectives should be taught within contexts arising from the community.

Number and Algebra	Measurement and Geometry	Statistics
Number Strategy 5. Choose and explain the most appropriate strategies for solving problems involving whole numbers, fractions, decimals, percentages, integers and simple exponents: - counting strategies - additive strategies - multiplicative strategies - simple proportional strategies 6. Understand the reasonableness of an answer **Patterns and Relationships** 7. Know how a number can be partitioned multiplicatively 8. Show linear relationships through: - algebraic equations and also solve the equations) - rules - graphs	- maps **Transformation** 6. Identify and explain the symmetry of two and three dimensional shapes 7. Identify, explain and use invariant properties of transformations	variability between samples is not reasonable - use fractions to show probability

Level 6

Pāngarau Literacy

Students will exchange ideas and communicate using both written and oral language, symbols and other types of pāngarau representations. Pāngarau literacy is important in order for students to learn the content contained in the achievement objectives, and also in strengthening their logical and critical thinking, their reasoning skills and creativity appropriate for this level.

Using Pāngarau

Students will understand and be critical of the many uses of pāngarau relevant to their communities. The achievement objectives should be taught within the many contexts of the wider world.

Number and Algebra	Measurement and Geometry	Statistics
Solve problems and model situations:	Solve problems and model situations:	Solve problems and model situations:
Number strategies and knowledge	**Measurement**	**Statistical investigation**
1. Apply direct and inverse relationships with linear proportions	1. Measure at a level of precision appropriate to the task	1. Plan and conduct investigations using the statistical enquiry cycle:
2. Extend powers to include integers and fractions	2. Apply the relationships between units in the metric system, including the units for measuring different attributes and derived measures	- justifying the variables and measures used
3. Apply everyday compounding rates		- managing sources of variation, including through the use of random sampling
4. Find optimal solutions, using numerical approaches	3. Calculate volumes, including prisms, pyramids, cones, and spheres, using formulae	- identifying and communicating features in context (trends, relationships between variables, and differences within and between distributions), using multiple displays
5. Understand the reasonableness of an answer	**Shape**	- making informal inferences about populations from sample data,
Equations and expressions	4. Deduce and apply the angle properties related to circles	- justifying findings, using displays and measures
6. Form and solve linear equations and inequations, quadratic and simple exponential equations, and simultaneous equations with two unknowns	5. Recognise when shapes are similar and use proportional reasoning to find an unknown length	- understand appropriate ethical conventions.
	6. Use trigonometric ratios and Pythagoras' theorem in two and three dimensions	**Statistical literacy**
Patterns and relationships	**Position and orientation**	2. Evaluate statistical reports in the media by relating the displays, statistics, processes, and probabilities used to the claims made
7. Generalise the properties of operations with rational numbers, including the properties of exponents	7. Use a co-ordinate plane or map to show points in common and areas contained by two or more loci	**Probability**
8. Relate graphs, tables, and equations to linear, quadratic, and simple exponential relationships found in number and spatial patterns	**Transformation**	3. Investigate situations that involve elements of chance:
	8. Compare and apply single and multiple transformations	- comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample size
	9. Analyse symmetrical patterns by the transformations used to create them	

9. Relate rate of change to the gradient of a graph		- calculating probabilities in discrete situations

This page intentionally blank

This page intentionally blank

HAUORA

E tipu ai te pakiaka tangata, me whakatō he purapura wairua.
Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.

For the roots of humanity to grow well, spiritual seeds must first be sown.
Irrigate with the enduring waters of life, and Hauora will result.

The most precious gift we are given is life itself. Our duty is to nurture and care for this precious inheritance.

Our children are the leaders of the future. By caring for them and fostering their learning, we assure future life for all.

The Purpose of Learning about Hauora

This learning area provides students with access to the world of hauora. Students will have opportunities to learn about total health and wellbeing of spirit, mind, body, and heart, as well as environmental health. They will develop understanding about hauora by describing, explaining, trialling and evaluating its many facets.

The Structure of this Learning Area

Strands help to organise key learning. There are four strands in this learning area:

Waiora - Personal Health and Development

Piki mai, kake mai. Homai te waiora ki ahau.

Come to me, join with me. Bring me the waters of life.

Students will explore and learn about food and nutrition that sustain the physical body, and explore the notion of sustenance that contributes to the wellbeing of mind and spirit. Students will also describe, consider and analyse aspects of personal growth and development, safety and safe practices.

Koiri - Movement concepts and motor skills

Ko te piko o te māhuri, tērā te tupu o te rākau.

As the sapling is bent, so the tree will grow.

Students will develop and apply movement concepts and motor skills and have opportunities to participate in and enjoy physical activities.

Taiao - Health and the environment

Hāhā te whenua, hāhā te tangata.

Desolate land, desolate people.

Students will discuss and exchange ideas about the close and enduring relationship between people and the natural environment, exploring ways to lessen harmful environmental impacts.

Tangata - People and relationships

He taura taonga e motu, he taura tangata e kore e motu.

A string of beads is easily broken, but human bonds can never be severed.

Students will describe and analyse human relationships in a variety of contexts, both personal and those of others.

Each strand has specific themes to help describe and explain the key learning it contains. The achievement objectives derive from these themes. Although strands and themes are organised separately, each relates to the other and should be integrated in planning Hauora teaching and learning programmes.

There are four encompassing aspects of Hauora, interwoven within all the strands: Te Wairua (which involves Māori perspectives on the fundamental nature of humanity); Customs, Practices and Protocols; Te Reo Māori; Values and Attitudes. The purpose of including these aspects is to provide guidance in teaching and learning Hauora in safe and positive ways, and to affirm and support unique Māori views of the world.

The structure of the Hauora learning area is shown below:

HAUORA				
Aspects integrated through all strands:	**Te Wairua**			
	Customs, Practices, Protocols			
	Te Reo Māori			
	Values and Attitudes			
Strands	**Personal Health and Development**	**Movement Concepts and Motor Skills**	**Health and the Environment**	**People and Relationships**
Themes	Food, nutrition and sustenance	Physical education	Relationships to/in natural environments	Personal relationships
	Growth and development	Applying movement skills	Relationships to other environments (man-made, created environments)	Relationships with whānau, hapū, iwi and the wider world
	Safety	Science and technology in movement		

Level 1

Integrating Aspects	Te Wairua		
	Customs, Practices, Protocols		
	Te Reo Māori		
	Values and Attitudes		
Personal health and development	**Movement concepts and motor skills**	**Health and the environment**	**People and relationships**
Growth and development 1. Discuss and express feelings about their development such as food and nutrition, looking after themselves, and family routines. **Safety** 2. Describe simple health and safety practices.	**Physical Education** 1. Develop a range of movements. **Applying movement skills** 2. Participate in games, movement and physical activities and identify the factors that make participation enjoyable.	**Relationships to Earth and Sky (natural environments)** 1. Identify and describe relationships within the natural environment, between people and the environment, and how it contributes to wellbeing. **Relationships to other environments (man-made, created environments)** 2. Discuss environments familiar to them (the student).	**Personal relationships** 1. Describe themselves in relation to their family and to other contexts. **Relationships with whānau, hapū, iwi and the wider world** 2. Demonstrate care, respect and consideration with others so that shared environments can be enjoyed by all.

Level 4

Integrating Aspects	Te Wairua		
	Customs, Practices, Protocols		
	Te Reo Māori		
	Values and Attitudes		
Personal health and development	**Movement concepts and motor skills**	**Health and the environment**	**People and relationships**
Food, nutrition and sustenance 1. Discuss and exchange ideas about the types of food that contribute to physical, spiritual and intellectual wellbeing. **Growth and development** 2. Describe the characteristics of puberty in positive ways in relation to themselves and others. 3. Identify and describe how social messages can affect feelings of self-worth. **Safety** 4. Find and use information to make and action safe choices in a range of contexts.	**Physical education** 1. Demonstrate consistency and control of movements in a range of contexts. 2. Demonstrate willingness to learn new skills and strategies, and extend their abilities in movement-related activities. **Applying movement skills** 3. Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement. **Science and Technology (in movement)** 4. Investigate the effect of science, technology and the environment on the selection and use of equipment in a variety of contexts.	**Relationships to Earth and Sky (natural environments)** 1. Compare lore, customs and practices of Māori, or Pākehā or others and the effect of those actions on the environment. **Relationships to other environments (man-made, created environments)** 2. Investigate ways to improve aspects of a school environment and other environments. 3. Investigate the effect of the wider community on the wellbeing of student communities.	**Personal relationships** 1. Identify and explain the effects of changing situations on relationships and describe appropriate responses. **Relationships with whānau, hapū, iwi and the wider world** 2. Demonstrate a range of assertive communication skills that enable appropriate interactions with others. 3. Identify instances of discrimination and act responsibly to support their own rights and feelings and those of others.

Level 6

Integrating Aspects	Te Wairua		
	Customs, Practices, Protocols		
	Te Reo Māori		
	Values and Attitudes		
Personal health and development	**Movement concepts and motor skills**	**Health and the environment**	**People and relationships**
Food, nutrition and sustenance 1. Investigate and explain the effects of food, nutrition and sustenance issues that influence the health and wellbeing of families, children, adolescents and adults. **Growth and development** 2. Identify and investigate choices related to adolescent development and evaluate the outcomes of those choices. **Safety** 3. Plan safe strategies to protect the rights and responsibilities of students and others, in a range of contexts.	**Physical education** 1. Apply the principles of motor skill learning to improve fine motor skills. 2. Demonstrate physical abilities and responsible attitudes in challenging situations. **Applying movement skills** 3. Demonstrate understanding and affirmation of people's diverse cultural and social needs when participating in physical activities. 4. Choose and maintain ongoing involvement in physical activities and analyse factors influencing their participation. **Science and Technology (in movement)** 5. Apply environmental, scientific and technological knowledge to enhance physical abilities in a range of contexts.	**Relationships to Earth and Sky (natural environments)** 1. Evaluate the effectiveness of the work and practices of an environmental group. **Relationships to other environments (man-made, created environments)** 2. Investigate the roles, practices and effectiveness of local and national, organisations that promote wellbeing and environmental safety. 3. Analyse school and community initiatives that promote the health, wellbeing and safety of adolescents.	**Personal relationships** 1. Investigate how the behaviour, values and attitudes of individuals and groups can affect and influence self-worth in others. **Relationships with whānau, hapū, iwi and the wider world** 2. Plan strategies and demonstrate positive interpersonal skills to respond to challenging situations appropriately. 3. Demonstrate an understanding of factors which contribute to personal identity, celebrate individuality and protect spiritual, intellectual and physical wellbeing.

TIKANGA-Ā-IWI

Kāore i kotahi te whakahaere o ngā tikanga ā iwi. He iwi anō me ōna tohunga me ōna tikanga me āna whakahaere. Hiki atu he iwi, pērā tonu. Nō reira, kia mau koe ki ōu ake .... Mā ō rātou uri e mau ō rātou nā kōrero. Engari kia mau koe ki ngā kōrero a ōu mātua, a ōu tūpuna. Ina ka tika, ka waiho mai ētahi mātauranga hei taonga mōu.

The organisation of social customs and practices is diverse, not unitary. Each people has its own experts, customs and organisational structures. It is a pattern that is consistent irrespective of the people. Therefore, hold fast to your own ... Let the descendants of others retain their own histories and stories. You must retain the collective wisdom of your parents and ancestors. If this is done appropriately greater knowledge will result.

(by Te Whatahoro, 1865)

The Purpose of Learning Tikanga-ā-Iwi

The spirit of Tikanga-ā-Iwi is encapsulated in the above quote by Te Whatahoro: through a critical examination of human social behaviour, students gain an understanding of their world. Tikanga-ā-Iwi also examines the ways people meet their physical, social, emotional and spiritual needs.

Social Studies is studied from level 1 in primary through to level 5 in secondary. Beyond level 5, students will specialise to study Social Studies, History, Geography and/or Economics, as optional subjects at levels 6 to 8 in the senior secondary years.

The Benefits of Learning Tikanga-ā-Iwi

In Tikanga-ā-Iwi students develop knowledge of the diverse and dynamic nature of society and gain an understanding of the complexity of human behaviour. Through this, students will be informed, be constructively critical, and be able to participate responsibly in shaping society. The Treaty of Waitangi and its historical and contemporary relevance is a major underlying principle in this learning area.

Students develop an understanding of their own identity through a focus on the people, the events and the influences that have contributed towards shaping New Zealand society. As well as this students will study peoples and communities beyond New Zealand, and their world-views.

Through Tikanga-ā-Iwi students will have an opportunity to investigate current events, to develop knowledge and understanding of significant events and people in their local community, in the national community and in the global community.

The Structure of this Learning Area

Tikanga-ā-Iwi is comprised of four strands.

In the strand **Social Organisation and Culture**, students develop their knowledge and understanding of:

- the reasons and ways that people organise themselves to meet their needs;

- the rights, roles and responsibilities of people as they interact within groups;

- the links between culture and identity, and the outcomes of cultural interaction.

In the strand **The Changing World**, students develop their knowledge and understanding of:

- the relationships between people and past events, and the beliefs and influences that have shaped, and continue to shape, society;

- the interpretations of those relationships over time.

In the strand **Place and Environment**, students develop their knowledge and understanding of:

- peoples' interactions with places and environments;

- how people sustain the environment.

In the strand **The Economic World**, students develop their knowledge and understanding of:

- the ways people use, allocate and manage resources;

- the reasons and ways people engage in economic activities.

Tikanga-ā-Iwi will be taught through the process of **Social Inquiry**. Through this process students will have the opportunity to:

- ask questions, process information, and communicate findings;

- investigate differing perspectives and values, and positions and the reasons for these;

- examine issues, identify solutions, evaluate outcomes, and make decisions about possible social action.

Social Organisation and Culture	Place and Environment	The Changing World	The Economic World
Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. *Nō ngā tūpuna, tuku iho, tuku iho.*	*Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papa-tū-ā-nuku e takoto nei.*	*E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.*	*E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai engari, me tiki ki te matamata.*
Level 1			
1. Explain reasons why people participate in groups.	1. Explain the natural and cultural features of a place.	1. Describe important events in her/his own life.	
Level 4			
1. Explain how people organise themselves in response to challenge or crisis. 2. Explain how and why individuals and groups pass on and sustain their culture and heritage.	1. Explain how places reflect the past interactions between people and the environment. 2. Explain how exploration presents opportunities and challenges for people, places, and environments.	1. Identify the causes and effects of events that have shaped the lives of people. 2. Describe ways the past is recorded and remembered.	1. Explain how and why people use resources differently, and the consequences of this. 2. Explain how and why individuals and groups seek to safeguard the rights of consumers.

Level 6			
Social Studies	**Geography**	**History**	**Economics**
Through the social inquiry process, and in a range of contexts, students understand that:			
1. Individuals, groups and institutions work to promote social justice and human rights; 2. Cultures adapt and change, and this has consequences for society.	1. Natural and cultural environments have particular characteristics, and are shaped by processes that create spatial patterns; 2. People interact with their environments in particular ways.	1. There are cause and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society; 2. People have different perspectives about past events that are of significance to New Zealanders.	1. As a result of scarcity, consumers, producers, and government make choices that affect New Zealand society; 2. The different sectors of the New Zealand economy are interdependent.

This page intentionally blank

NGĀ TOI

Like a supernatural being, Toi, we acknowledge you.
The heart quickens at your call.
Your heart gladdens the spirit,
your spirit releases the voice,
your voice opens the mind,
the mind weaves the words,
weaving the words carves the inherited treasures.
Inspired by your image sound resonates,
performance thrives, the many faces of imagery
captures the eye.
Linked by a soaring voice,
fix your eyes on the people.
From traditions etched in the future
let your breath be felt.

Ignite imagination
Let the mind create beyond what is seen,
so that the arts that inspire continue to do so.
Let everyone know that the arts celebrate
the present and create the future.

The Purpose of the Arts

Ascend the great peak of imagination; traverse the seen and unseen to the space where all things converge. Art, the child of imagination. Through the arts we are able to express one's most inner thoughts, it is by the arts that the artist soars. Inspiration grows, and it lives. Art derives from one's being. Hold fast to the traditions bestowed upon you, child of art, rest not but at the base of the mountain of inspiration. Art lives, people evolve. The performance becomes a centrepiece for expressing pride, power, and prestige; it is the performance of Tānerore[1]. So too does Hineruhi[2] glisten in the dawn light imbued. Art is creative, it leaves people in awe, and art inspires the world.

The Structure of this Learning Area

It is through the arts that we present our thoughts, feelings, wants, and desires for all to see. Our interpretation of the world as it was, the world that we know it, and the world we want to see is captured and articulated through the medium of music, performance art, and visual art. The Arts develops the aesthetic dimensions; spirit, inspiration, awe, the being. Through the power of the mind the art produced by the artist is a manifestation of the tangible and intangible.

---

[1] Tānerore – the male persona of performance art.

[2] Hineruhi – the female persona of performance art.

The Arts is about fun, laughter, mistakes, experimental play, frustration and personal triumphs. It is also about a willingness and perseverance to try and resolve an idea whether through visual form, sound, drama, or dance.

The learning area of The Arts in *Te Marautanga o Aotearoa* celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being. The Arts is forever changing, and therefore the achievement objectives in this learning area allow for, and support that changing notion. The achievement objectives are purposefully wide in their scope to acknowledge that there are numerous entry points, endless viewpoints to what is considered art, and limitless experiences. There are connections, acknowledgement, and use of knowledge, ideas, and thinking from the previous curriculum for the arts and this present document.

In levels 1 and 2 the principal objective is the exploration and growing of art skill, in the use of materials and tools, and art knowledge and articulation of their own art. Levels 3-5 shift more to the doing aspect of art preparation, art thinking, and testing of ideas, interpretation of others art, and more abstract thinking. Levels 6 - 8 are the refinement of practice and thought. Artists are more inquisitive and critical of their own, and others' artwork. The achievement objectives at these levels provide a platform for students to seek entry into tertiary study, or into professional art realms. It is also at this level that artists develop and refine their style or genre of art in whatever form or disciple they pursue.

Symbols in the achievement objectives have been used to assist in the identification of the strands; exploration, creating, knowing, and appreciation. These are not absolute and should be seen as examples of how the achievement objectives could be utilized by the teacher when planning their arts programme.

The Arts Strands

The carved figure represents the challenge of developing a holistic approach to learning, and also provides a focus for the teaching and learning of the arts. The strands, represented as icons, identify the areas of exploration, creating, knowing, and appreciation as foci within the teaching and learning process, however they connect together to form the carved figure to remind us that all aspects of the strands contribute to the arts experience.

EXPLORATION: with a focus on exploring, investigating, manipulating, and interpreting art.

CREATING: with a focus on making, composing, writing, drawing, and creating art.

KNOWING: with a focus on students being able to demonstrate their knowledge and understanding of art processes and theories.

APPRECIATION: with a focus on students being able to evaluate and critique, through their own knowledge and understanding, their own art and that art created by others.

LEVELS		
1	**4**	**6**
Sound Arts	**Sound Arts**	**Sound Arts**
Investigate, participate in, and develop an understanding of:	Investigate, use technology, develop and recognise:	Investigate, create, theorise about, and describe:
- elements and types of sound heard in the everyday environment; - musical learning activities including listening, imitating, repetition and creative play; - many different types of sound. Self-guided musical exploration aids learning at this level.	- the different types of music s/he is familiar with; - her/his knowledge of music trends; - the range of types of sounds used in making music, and instruments for producing music. Students have many diverse musical experiences, in order to enhance and embellish their understanding.	- a range of types of music in context, and cultural activities directly related to those contexts. Based on her/his knowledge of the contextual settings of the various types of music.
Performance Arts	**Performance Arts**	**Performance Arts**
Investigate, use, develop an understanding of and celebrate:	Investigate, describe, show understanding of, and share ideas about:	Investigate, use, develop knowledge of and explain:
- dramatic elements including use of the body, sound, and language; - types of spaces and participation in imitation activities and improvisation; - use of body and voice together in diverse contexts; - her/his original dramatic work and those of others.	- dramatic processes; - drama types.	- how physical movement and the voice are used and applied in a wide range of dramatic contexts.
Visual Arts	**Visual Arts**	**Visual Arts**
Investigate, participate in, develop knowledge and understanding of:	Develop notions and skill competences, that explains and seeks understanding:	Investigate in depth, seek creative inspiration, recognise, and develop understanding of:
- elements and concepts - signs in her/his world. Learn by experimenting with diverse resources from the Māori world and beyond.	- by exploring and using the results produced by and with resources, art media, and tools of art including electronics; - selecting art processes and identifying required tools in her/his art work; - using the processes and media used by the working artist. Thoughts and concepts must be carefully guided and developed.	- ideas about the role in art of modern technology; - competent use of technologies for communicating ideas and information; - processes of development and exploration the artist must undertake to develop competence in a range of art processes and a wide variety of art media.

This page intentionally blank

PŪTAIAO

Nā Rangi tāua, nā Tū-ā-nuku e takoto nei
Ko ahau tēnei, ko mea a mea

Science knowledge is a product of human culture, and belongs to all cultures. Science is knowledge about the natural world and the place of humanity in that world. It involves testing ideas against sensory experience of the world; it is flexible, fallible knowledge, which is continually reviewed and updated.

Science knowledge is applied in developing the many types of technology in society. Science assists the Māori world to embrace the future. Linking together traditional and modern knowledge enables new knowledge bases to develop and be extended.

A critical faculty is facilitated by the inclusion of a Māori world view. The student is able to develop his/her own 'baskets' or viewpoints on knowledge, as a foundation for studying those of other cultural origins.

The Purpose of Learning Pūtaiao

The student will gain competence in the skills of research, experimentation, investigation and problem solving. It is nevertheless appropriate to remain vigilant concerning the end results of science in the world. The student will develop scientific literacy as well as physical, ethical and cognitive competence. Access to the highest professional levels in the world of science is an imperative, as is retaining respect for the natural environment and all its inhabitants. Sensitivity to the difficult issues of their world will encourage students to find ways in which these can be overcome.

The Structure of this Learning Area

The Pūtaiao curriculum comprises four strands and three general aspects of science.

The three generic characteristics or aspects of science are: 'Science Investigations/Ngā Momo Tūhuratanga Pūtaiao', 'Science Literacy/Te Reo Matatini o te Pūtaiao', and 'Uses of Science/Te Whakamahinga o te Pūtaiao'. See the following page for explanations of these aspects.

Study of these scientific aspects is integrated into the topics in the three strands, 'The Natural World/Te Ao Tūroa', 'The Physical World/Ō Ahupūngao', and 'The Material World/Ō Kawekawe'. There is a fourth strand, namely 'Ngā Tautake Pūtaiao me ngā Kōrero-o-Mua/Philosophy and History of Science'. Explanations of these strands follow. See the diagram below, and 'Science Aims/Ngā Whāinga Pūtaiao' on the next page.

The Natural World

This is the largest strand. It includes all living things in the human, plant, animal, and other kingdoms. This strand is metaphorically associated with the majority of the traditional familial deities, which collectively represent a Māori system of organising and understanding the natural world and the relationships between all living things. It reminds us to respect the mauri of all things discovered, consumed, or used by humans. There are four sections in this strand: 'The Organism/Te Rauropi', 'The Biological Environment/Te Taiao', 'Earth Science/Papa-tū-ā-nuku', 'Astronomy/Ranginui'.

The Physical World

This strand contains the principles of energy underlying the operation of the entire universe, in all dimensions. Tāwhirimatea in perpetual motion is guardian of this strand, which contains three parts: 'Force and Motion/Te Tōpana me te Nekenga', 'Waves and Particles/Te Ngaru me te Ngotangota', 'Electricity and Magnetism/Te Hiko me te Autō'.

The Material World

This strand contains the building blocks of matter of which every object in the universe, from the earthworm to the stars, is constructed. Rūaumoko stands guard over this strand, which contains three parts: 'Chemical Properties and Changes/Ngā Āhuatanga me ngā Panoni Matū', 'Chemistry and Society/Te Whakamahi Pūmatū', 'The Structure of Matter/Te Hanga Matū'.

Philosophy and History of Science

This strand provides opportunities to examine science as a system of knowledge, and encourages students to scrutinise how science knowledge applies to their own world. There are four whāinga paetae in total in this strand.

Aims of Pūtaiao

Science Investigations: Carry out classifying and identifying; exploring; looking for patterns and modelling; fair testing; problem solving; making/building an object or a system.

Science Literacy: Develop literacy in the language of science and mathematics, and the symbolic systems of science, and use these literacies to read and share own ideas, and those of others.

Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment.

The Natural World	The Physical World	The Material World
The Organism 1. Develop understanding of the biological processes of all organisms. 2. Appreciate that processes of evolution over time result in changes in species gene pools. **The Biological Environment** 3. Develop understanding of the many biological species on Earth, and the interactions of organisms with each other and with the wider environment. **Earth Science** 4. Develop understanding of Earth systems and cycles, and their links and interactions. **Astronomy** 5. Develop understanding of the cycles and interactions of space objects, from this world to the stars.	**Force and Motion** 1. Develop understanding of force and motion, and learn about associated energies and interactions. **Waves and Particles** 2. Develop understanding of heat, light, sound, and atomic energy, through learning concepts about waves and particles, and associated energies. **Electricity and Magnetism** 3. Develop understanding of electricity and magnetism, and learn about associated energies and interactions.	**Properties and Changes of Matter** 1. Develop understanding of the properties of matter and processes that change matter, including chemical reactions. **Chemistry and Society** 2. Develop understanding of the applications of chemistry knowledge to meet human needs. **The Structure of Matter** 3. Use modelling and symbols to represent the particle nature of matter.

Philosophy and History of Science

Learn about the knowledge system of science:

- how it develops, and the role of: central theories and concepts; cognitive and moral values;
- modern and traditional philosophies pertaining to the relationship between humanity and the natural world;
- the impacts of science knowledge on individuals, society and the natural environment.

These studies enable the development of critical skills for the evaluation of science and its applications from the student's own perspective.

TAUMATA 1/2   **Te Pū me te More**

Science Investigations: Carry out classifying and identifying; exploring; looking for patterns and modelling; fair testing; problem solving; making/building an object or a system.		
Science Literacy: Develop literacy in the language of science and mathematics, and the symbolic systems of science, and use these literacies to read and share own ideas, and those of others.		
Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment.		

The Natural World	**The Physical World**	**The Material World**
The Organism	**Force and Motion**	**Properties and Changes of Matter**
1. Learn about the needs every living thing has in order to survive.	1. Explore and experience motion, floating, pushes and pulls.	1. Observe and describe the major properties, such as colour, texture, odour, of familiar materials, and the changes that occur when materials are mixed, heated, or cooled.
2. Discuss ideas about living things, so as to classify them according to observable differences.	**Waves and Particles**	
The Biological Environment	2. Explore and experience light, shadows and colours, making sounds, and heat.	**Chemistry and Society**
3. (i) Learn about extinct types of animals that once lived on Earth.		2. Find out about the uses of common materials and relate these to their observed properties.
3. (ii). Develop understanding that a living thing has characteristics which help it survive in its habitat.		
Earth Science		
4. Learn how volcanoes and earthquakes change the appearance of the landscape, particularly the effects on mountains and rivers.		
Astronomy		
5. Discuss ideas about the Sun and the Moon and their effects on the Earth.		

TAUMATA 4   Te Aka

Science Investigations: Carry out classifying and identifying; exploring; looking for patterns and modeling; fair testing; problem solving; making/building an object or a system.

Science Literacy: Develop literacy in the language of science and mathematics, and the symbolic systems of science, and use these literacies to read and share own ideas, and those of others.

Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment.

The Natural World	The Physical World	The Material World
The Organism 1. Recognise that there are biological processes common to all organisms, which occur in different ways in different species. 2. Make detailed scientific classifications of some organisms. **The Biological Environment** 3. Recognise and explain the changes undergone by species (especially those of Aotearoa) over long periods of time. **Earth Science** 4. (i). Develop understanding of key features of the Earth's surface, including water, rocks and soil, and the factors which enable life to exist. 4 (ii). Develop understanding of the water cycle and its effects on climate, landforms and life. **Astronomy** 5. Learn about the parts of the solar system, including the planets and their moons, with a developing understanding of the distances involved, and the factors relating to space exploration.	**Force and Motion** 1. Investigate and use scientific models of force and motion, and some applications, e.g. friction, levers and pulleys. **Waves and Particles** 2. Investigate and use scientific models to explain the physical phenomena of light, sound and heat. **Electricity and Magnetism** 3. Investigate and use simple scientific models of electrical circuits and magnets.	**Properties and Changes of Matter** 1. (i). Classify materials by observing and measuring their properties such as electrical or thermal conductivity or acidity. 1 (ii). Investigate permanent and temporary changes of selected materials, and investigate the chemical reaction of rusting. **Chemistry and Society** 2. Relate the properties of a range of different materials to their technological uses and roles in natural processes. **The Structure of Matter** 3. Develop an understanding of the particle nature of matter and use this to explain observed changes in materials.

Philosophy and History of Science

1. Study traditional narratives which seek to explain natural phenomena. Compare and contrast narratives from a range of cultural origins. Identify the scientific knowledge underlying these narratives, and explore their roles in the original cultural context, including traditional philosophies, ethics and value systems.

2. Develop understanding of the processes by which science and society affect each other and co-evolve. Appreciate the role played by science and technology in the past and present processes impacting on indigenous peoples and ecosystems, and the possibility for indigenous perspectives to influence science applications.

TAUMATA 6   **Te Waonui**

Science Investigations: Carry out classifying and identifying; exploring; looking for patterns and modelling; fair testing; problem solving; making/building an object or a system.

Science Literacy: Develop literacy in the language of science and mathematics, and the symbolic systems of science, and use these literacies to read and share own ideas, and those of others.

Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment.

The Natural World	The Physical World	The Material World
The Organism	**Forces and Motion**	**Properties and Changes of Matter**
1. Relate structural features and behaviours of plants, animals and micro-organisms to their biological processes, and investigate environmental factors affecting those processes.	1. Investigate trends and relationships of force, speed, acceleration, gravity, momentum, work; and associated energies and applications.	1. (i). Identify patterns and trends in the properties of selected groups of substances, for example, acids and bases, metals, metal compounds, and hydrocarbons.
2. Explore patterns in the inheritance of gene-linked characteristics.	**Waves and Particles**	1 (ii). Explore factors that affect chemical processes.
The Biological Environment	2. (i). Investigate trends and relationships of heat transfer, heat capacity, and heat insulation; and associated energies and applications.	**Chemistry and Society**
3. (i). Explain the importance of genetic variation in the changing environment.	2 (ii). Learn simple concepts of nuclear physics.	2. Explore technological ways chemistry may be used to address the needs of society.
3. (ii). Investigate the effect of human actions, and natural processes, on an Aotearoa ecosystem.	**Electricity and Magnetism**	**The Structure of Matter**
Earth Science	3. Investigate trends and relationships of static electricity, types of circuits, electromagnetism; and associated energies and applications.	3. (i). Distinguish at a particle level between atoms, molecules and ions (including covalent and ionic bonding).
4. (i). Understand how plate tectonic and other geological processes shape and change the surface of the Earth.		3 (ii). Link atomic structure to the organisation of the Periodic Table.
4 (ii). Investigate how geological, atmospheric and astronomical cycles, over time, gradually alter the conditions supporting life on Earth.		3 (iii). Use particle theory to explain factors that affect chemical processes.

Astronomy 5. Explain how technologies (such as types of telescopes, satellites and spacecraft) are used in studying and exploring the solar system and the universe, and the spatial relationships that impact on the Earth.		

Philosophy and History of Science

1. Learn about the central concepts of science, their history, and their role in science disciplines. Learn about how the philosophy of science has developed and changed as the body of science knowledge available to humanity has expanded.

2. Develop understanding of concepts in the philosophy of knowledge, in order to appreciate that science contains embedded values that may differ from those of indigenous people. Develop understanding of the checks and balances on scientific knowledge, and real-life examples of when these have and have not worked. Examine contemporary ethical dilemmas in science and how these are addressed.

HANGARAU

The essence of Hangarau is expressed within the following verse. From the technological practices of our tūpuna, to technological processes and practices in contemporary society, our ancestors have laid the foundations for success and achievement.

Tīkina atu i tuawhakarere	*Take hold of the knowledge*
I te ao kōhatu	*of our ancestors*
Ngā mōhiotanga o rātou mā	*To carry us in this contemporary world*
Hei kawe i a tātou i roto i te ao tūroa	*The foundations have already been laid*
Kua takoto kē te whāriki i rarangahia e rātou	*Discuss, debate, in order to understand;*
Wānangahia tuakina kia tau	*Research, to remember*
Rangahaua kia maumahara	*Practice, to retain*
Manakohia kia whiwhi ai	*The essence of Māori knowledge*
Te mātauranga Māori motuhake	

Students develop Hangarau skills and knowledge by way of discussion, research, experimentation, trial and error methodologies and hands on experience.

The Purpose of Hangarau:

Hangarau teaching and learning programmes will be purposeful. The learning programmes will empower students to develop hangarau knowledge and skills. To do this, students should begin with a Māori world view to technology and make the appropriate adaptations for contemporary technology challenges. Students will focus on the values, skills and knowledge of their own world, as well as those modeled by our ancestors. Hangarau learning experiences will validate Māori knowledge and skills within a global society.

The Structure of the Learning Area

There are two strands, Concepts of Technology and Technological Practice. From these two strands fall five key learning areas. They are Food Technology, Biotechnology, Structures and Mechanisms, Digital Technologies, and Electronics and Control Technology.

Students will explore and investigate properties of materials within each context of learning. They will also consider processes and production systems within technologies. These are reflected in the designs and plans produced by students.

The two strands contain different knowledge and skills. They are integrated into the context of learning. The overall context of learning will define the key technology learning areas that are to be explored. Two or three aho could feature in one context.

Assessment activities are developed against the achievement objectives at the appropriate level.

Concepts of Hangarau:

Technological developments are informed by

- the diverse nature of people; and

- the needs and opportunities in the wider world.

Students are encouraged to research and explore the values and beliefs of cultures in order to see the relationship between values and beliefs and technological development.

They are encouraged to practice sustainability of the land and the natural environment, and to consider the relationship between practice and the community. The spiritual and the physical aspects of people and the land are one.

Students should consider the sustainable practices modeled by our ancestors through time. Careful thought is to be given to the impact of the technological development on land and environment.

The land lives forever, people pass away.

The land lives forever, it sustains people.

Technological Practice:

Hangarau knowledge and skills are developed within this strand. Technological practice is the combination of knowledge and skills that meet an outcome.

Technological skills may include

- sequencing and ordering resulting in a process;

- identifying needs and opportunities that are beneficial to people;

- evaluating processes and solutions by focussing on the purpose;

- identifying and using technological principles appropriately;

- technical and creative skills that result in a solution.

Technological knowledge may include

- knowledge and understanding about the practices from ancestral times to contemporary;

- the ability to fulfil an identified need appropriately;

- understanding the needs of communities, cultures and ethnicities;

- understanding the importance and use of technological principles.

Within these two strands there are five learning areas. These areas include:

Contexts for Learning	Explanation
Biotechnology	Biotechnology uses biological systems in order to manipulate natural processes, in ways that benefit humanity. Applications may include hydroponics, medicines and pharmaceuticals, endangered species. Investigating the issues about genetic manipulation also features.
Digital Technology	There are two Digital Technology Progress Outcome Frameworks and their associated Progressions within the Digital Technology strand. *1. Computational Thinking Progress Outcomes Framework* This consists of progressions in computational thinking to achieve understanding of problems concerning complex computer programs and associated types of algorithms so that programs can be usefully constructed in the real world. *2. Humans and Computers Progress Outcomes Framework* This consists of five progressions that determine the techniques and principles for carrying out tasks that will enable the student to be a digital citizen.
Structures & Mechanisms	Construction starts with simple structures such as a carton, and develops to difficult structures: eel weirs, rat snares, and sophisticated kites. Students will explore and understand the relationships between the parts of a product and the essential function of each part.
Electronics & Control Technology	Electronics consists of planning, constructing and manipulating electrical systems and electronic devices. Control technology is concerned with the management of electronically controlled systems.
Food Technology	Food technology is concerned with all aspects of growing, harvesting, storing, processing, preserving and packaging foods. Chemical properties of various foods are explored to inform the development of new products.

LEVELS		
1	**4**	**6**
Concepts of Hangarau		
1. Investigate their own world, explore - The beliefs and values of people; - The use of natural materials in past and present times.	1. Carefully consider the values and beliefs reflected in a solution in order to understand the outcome. Consider: - Technological principles - The appropriateness to people - Relationships and impacts on the environment - Impact on future potential developments 2. Understands the importance of consultation and dialogue in the local and wider community.	1. Examine the values and beliefs of other cultures/people to - adapt solutions accordingly - determine and understand practice - meet the needs of a diverse client group - understand barriers and opportunities 2. Investigate the nature and needs of people and how this affects - systems and/or processes - client needs - promotion and marketing.
Technological Practice		
2. Investigate and identify: - common technological products; - the purpose and use of a variety of products. 3. Discuss and promote own ideas as a simple plan that identifies: - The appearance of the product; - The possible materials to be used; - A simple starting process.	3. Able to work to a plan, efficient trials show: - Progress and development; - Efficiency and appropriateness of the development. 4. Developing technical, thinking and creative skills are reflected in practice. 5. Product development takes account of the nature of the need and client or community feedback. 6. Understands how technological systems work.	3. Examine the values and beliefs of other cultures/people to - adapt solutions accordingly - determine and understand practice - meet the needs of a diverse client group - understand barriers and opportunities 4. Investigate the nature and needs of people and how this affects - systems and/or processes - client needs - promotion and marketing.

Digital Technology Progress Outcome Frameworks	
Computational Thinking	**Humans and Computers**
Progression 1 Algorithmic thinking.	Progression 1 (He/She) understands that computers store content, the teacher will guide a compilation task: to create, to manipulate/modify; to store; procure; and distribute.
Progression 2 Creating algorithms.	Progression 2 (He/She) determines procedures and techniques for constructing, modifying, storing, procuring, distributing and testing the content of an actual system
Progression 3 His/her knowledge of the purpose of the algorithms is developed in order to create a computer program.	Progression 3 (He/She) determines procedures/techniques for carrying out problem solving using iteration in the design phase; to compile; create; store; test; and evaluate digital content in order to achieve the purpose.
Progression 4 (He/She) breaks down problems to create an algorithm via the three building blocks of programing, sequencing, selecting and iteration.	Progression 4 (He/She) explains the essential principles of carrying out a task and follows a repetitive process for determining the design aspects and the type of digital technology hardware for compiling, storing; testing; and evaluating digital content in order to achieve the purpose.
Progression 5 (He/She) changes an aspect of a problem in order to understand the algorithm of digital technology for creating a program.	Progression 5 (He/She) investigates the general options available in terms of digital technology businesses in his/her immediate world/environs, as well as nationally and internationally. (He/She) also explains the impact on design decision-making and the types of digital technology hardware as a means of evaluating and developing the essential principles of carrying out a task.
Progression 6 (He/She) critiques and explains the use of algorithms in computer science as a means of presenting data and writing programs. He/she evaluates its usefulness in the real world.	
Progression Level 7 (He/She) discusses and knows the usefulness of data selection and evaluates its benefits, its storing capabilities and how suitable it is for different types of algorithms.	
Progression 8 (He/She) critiques certain aspects of computer science, and analyses the impact on algorithms, data presentation, and the creation of programs.	

TE REO PĀKEHĀ

This learning area presents English language as a tool for communicating and expressing thought, social interaction, and academic learning.

This learning area supports the learning of Māori language as the primary language of instruction in Māori medium schools by strengthening and building on the linguistic competencies outlined in the Māori language learning area. In that way, this learning area supports an additive approach to language teaching and learning.

The Purpose of Learning Te Reo Pākehā

Our parents and tūpuna have long understood the benefits of learning English language as a means of accessing and contributing to the wider world. The well-known poem by Sir Apirana Ngata illustrates that understanding by encouraging children and young people to retain their heritage (including te reo Māori), while also seeking to master the tools of the Pākehā world (including the English language).

These words are echoed by parents today and this learning area supports the aspiration for children in Māori medium settings to be bilingual in Māori and English.

The purpose of this learning area is to guide learners to develop proficiency in English language in order that they:

- can participate and contribute to the global world;

- are bilingual and bi-literate;

- achieve linguistic competence in English;

- achieve NCEA qualifications in English (if they wish);

- can pursue and achieve their aspirations in English.

The Structure of this Learning Area

English is not a foreign language for children in Māori medium schools. For some, English will be their first language. The vast majority of learners in Māori medium settings are proficient speakers of English. This learning area acknowledges that learners have prior language knowledge and seeks to build on that base in order to develop bilingual learners.

This learning area identifies two major aspects of language – using language in everyday settings and using language for academic purposes. Both aspects incorporate listening, reading & viewing and spelling, writing & presenting.

Learners will experience the functional, colloquial and idiomatic features of English language within the context of everyday settings. Functional language refers to the purposes for which we use language such as greeting, buying things, making appointments and asking for help. Multiple language functions are evident in everyday language use.

In order to achieve academically, learners need to be proficient in academic language. Through learning these aspects of English language learners will be equipped to reach their full potential at secondary school and tertiary level.

The language skills of listening, speaking, reading and writing can be strengthened through the exploration of these two major aspects of te reo Pākehā.

<insert weave diagram illustrating strands>

TE REO PĀKEHĀ ACHIEVEMENT OBJECTIVES

Level 6

Listening, Reading, and Viewing

Processes and strategies

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

Indicators:

- selects and reads texts for enjoyment and personal fulfilment;

- recognises, understands, and considers the connections between oral, written, and visual language;

- integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts;

- selects and uses appropriate processing and comprehension strategies with confidence;

- thinks critically about texts with understanding and confidence;

- monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

Show a developed understanding of how texts are shaped for different purposes and audiences.

Indicators:

- recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations;

- identifies particular points of view within texts and recognises that texts can position a reader;

- evaluates the reliability and usefulness of texts with confidence.

Ideas

Show a developed understanding of ideas, within, across, and beyond texts.

Indicators:

- makes meaning by understanding comprehensive ideas;

- makes connections by interpreting ideas within and between texts from a range of contexts;

- recognises that there may be more than one reading available within a text;

- makes and supports inferences from texts independently.

Level 6

Language features

Show a developed understanding of how language features are used for effect within and across texts.

Indicators:

- identifies a range of oral, written, and visual language features and understands their effects;

- uses an increasing vocabulary to make meaning;

- understands and interprets how text conventions work together to create meaning and effect;

- understands that authors have different voices and styles and identifies and can explain these differences.

Structure

Show a developed understanding of a range of structures.

Indicator:

- identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

Level 6

Speaking, Writing, Presenting

Processes and strategies

Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.

Indicators:

- uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

- creates a range of increasingly varied and complex texts by integrating sources of information and processing strategies;

- seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

- is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show a developed understanding of how to shape texts for different audiences and purposes.

Indicators:

- constructs a range of texts that demonstrate an understanding of purpose and audience through deliberate choice of content, language, and text form;

- conveys and sustains personal voice where appropriate.

Ideas

Select, develop, and communicate connected ideas on a range of topics.

Indicators:

- develops and communicates comprehensive ideas, information, and understandings;

- works towards creating coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

- ideas show an understanding and awareness of a range of dimensions or viewpoints.

Level 6

Language features

Select and use a range of language features appropriately for a variety of effects.

Indicators:

- uses a wide range of oral, written, and visual language features with control to create meaning and effect and to sustain interest;

- uses an increasing vocabulary to communicate precise meaning;

- uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Structure

Organise texts, using a range of appropriate, effective structures.

Indicators:

- achieves a sense of coherence and wholeness when constructing texts;

- organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms.

Level 7

Listening, Reading, and Viewing

Processes and strategies

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

Indicators:

- selects and reads texts for enjoyment and personal fulfilment;

- recognises, understands, and appreciates the connections between oral, written, and visual language;

- integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;

- selects and uses appropriate processing and comprehension strategies with confidence and discrimination;

- thinks critically about texts with understanding and confidence;

- monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

Show a discriminating understanding of how texts are shaped for different purposes and audiences.

Indicators:

- recognises, understands, and appreciates how texts are constructed for a range of intentions and situations;

- identifies particular points of view within texts and understands that texts can position a reader;

- evaluates the reliability and usefulness of texts.

Ideas

Show a discriminating understanding of ideas, within, across, and beyond texts.

Indicators:

- makes meaning by understanding increasingly sophisticated ideas;

- makes connections by analysing ideas within and between texts from a range of contexts;

- understands that there may be multiple readings available within a text;

- makes and supports inferences from texts independently.

Level 7

Language features

Show a discriminating understanding of how language features are used for effect within and across texts.

Indicators:

- identifies a range of increasingly sophisticated oral, written, and visual language features and understands their effects;

- uses an increasing vocabulary to make meaning;

- understands and analyses how text conventions work together to create meaning and effect;

- understands that authors have different voices and styles and appreciates these differences.

Structure

Show a discriminating understanding of a range of structures.

Indicator:

- identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Level 7

Speaking, Writing, Presenting

Processes and strategies

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

Indicators:

- uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

- creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;

- seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

- is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show a discriminating understanding of how to shape texts for different audiences and purposes.

Indicators:

- constructs a range of texts that demonstrate an understanding and appreciation of purpose and audience through deliberate choice of content, language, and text form;

- conveys and sustains personal voice where appropriate.

Ideas

Select, develop, and communicate sustained ideas on a range of topics.

Indicators:

- develops, communicates, and sustains increasingly sophisticated ideas, information, and understandings;

- creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

- ideas show depth of thought and awareness of a range of dimensions or viewpoints.

NOTE:
For the updated version of Te Reo Pākehā wāhanga ako and translation go to:
www.tmoa.tki.org.nz

Page 73 of 83

Level 7

Language features

Select and integrate a range of language features appropriately for a variety of effects.

Indicators:

- uses a wide range of oral, written, and visual language features fluently and with control to create meaning and effect and to sustain interest;

- uses an increasing vocabulary to communicate precise meaning;

- uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Structure

Organise texts, using a range of appropriate, coherent, and effective structures.

Indicator:

- organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.

Level 8

Listening, Reading, and Viewing

Processes and strategies

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

Indicators:

- selects and reads texts for enjoyment and personal fulfilment;

- recognises, understands, and appreciates the connections between oral, written, and visual language;

- integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;

- selects and uses appropriate processing and comprehension strategies with confidence and discrimination;

- thinks critically about texts with understanding and confidence;

- monitors, self-evaluates, and describes progress, articulating learning with confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

Show a discriminating understanding of how texts are shaped for different purposes and audiences.

Indicators:

- recognises, understands and appreciates how texts are constructed for a range of intentions and situations;

- identifies particular points of view within texts and understands that texts can position a reader;

- evaluates the reliability and usefulness of texts.

Ideas

Show a discriminating and insightful understanding of ideas within, across, and beyond texts.

Indicators:

- makes meaning by perceptively understanding sophisticated ideas;

- makes connections by analysing, evaluating, and synthesising ideas within and between texts from a range of contexts;

- understands that there may be multiple readings available within a text;

- makes and supports inferences from texts independently.

NOTE:
For the updated version of Te Reo Pākehā wāhanga ako and translation go to:
www.tmoa.tki.org.nz

Level 8

Language features

Show a discriminating and insightful understanding of how language features are used for effect within and across texts.

Indicators:

- identifies a range of sophisticated oral, written, and visual language features and understands their effects;

- uses an increasing vocabulary to make meaning;

- understands, analyses, and evaluates how text conventions work together to create meaning and effect;

- understands that authors have different voices and styles and appreciates these differences.

Structure

Show a discriminating understanding of a range of structures.

Indicator:

- identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

NOTE:
For the updated version of Te Reo Pākehā wāhanga ako and translation go   to:
www.tmoa.tki.org.nz

Page 76 of 83

Level 8

Speaking, Writing, Presenting

Processes and strategies

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

Indicators:

- uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

- creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;

- seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

- is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show a discriminating understanding of how to shape texts for different purposes and audiences.

Indicators:

- constructs a range of texts that demonstrate an understanding and appreciation of purpose and audience through deliberate choice of content, language, and text form;

- conveys and sustains personal voice, where appropriate.

Ideas

Select, develop, and communicate sustained and insightful ideas on a range of topics.

Indicators:

- develops, communicates, and sustains sophisticated ideas, information, and understandings;

- creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;

- ideas show perception, depth of thought, and awareness of a range of dimensions or viewpoints.

NOTE:
For the updated version of Te Reo Pākehā wāhanga ako and translation go to:
www.tmoa.tki.org.nz

Page 77 of 83

Level 8

Language features

Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.

Indicators:

- uses a wide range of oral, written, and visual language features coherently, fluently, and with control to create meaning and command attention;

- uses an increasing vocabulary to communicate precise meaning;

- uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Structures

Organise texts, using a range of appropriate, coherent, and effective structures.

Indicator:

- organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.

NOTE:
For the updated version of Te Reo Pākehā wāhanga ako and translation go   to:
www.tmoa.tki.org.nz

Page 78 of 83

NGĀ REO

'Ko tōku reo tōku ohooho, ko tōku reo tōku māpihi maurea,
ko tōku reo tōku whakakai marihi'

What is learning languages about?

Languages are inseparably linked to the social and cultural context in which they are used. The whakatauāk% above accentuates the invaluable stature a language has for cultural identity. It uses endearing objects such as whakakai marihi as a metaphor which portrays how precious a language is to its speakers. Language is of utmost value to a culture as it maintains cultural identity.

Learning the language of another nation is a privilege that provides a glimpse into culture and life of another people. It is an invitation by another nation to share and engage in the rituals and customs of others, adhering to our own cultural values of manaaki tangata. Through our understanding of whanaungatanga, acquisition of languages entitles us to explore our own whakapapa, mātauranga, whānau and individual identity while engaging in the rituals, histories, customs and cultural knowledge of others.

This learning area provides the framework for the teaching and learning of languages that are additional to the language of instruction. Level 1 of the curriculum is the entry level for students with no prior knowledge of the language being learned regardless of their school year.

Why Study a language?

Languages link people both locally and globally. They are spoken in the community, used internationally, and play a role in shaping our world. Language and culture are intrinsically intertwined and offer us access to new and different streams of thought and beliefs and cultural practices. Oral, written, and visual forms of language consequently link us to the past while paving our way towards multiculturalism and a multilingual future.

Learning an additional language supports students' understanding of the way language is used. Exploration of languages extends students' linguistic and cultural understanding, influencing their ability to interact appropriately with other speakers. Engaging people in another language introduces students to innovative ways of perceiving questions and interpreting themselves as global citizens. This affects the way students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages and cultures.

The acquisition of languages helps students to gain skills and confidence which encourages them to take learning risks. Bilingual and multilingual students experience cultural, social, cognitive and communicational advantages. These advantages provide students with the cognitive skills and strategies to learn further languages while developing a better understanding of their own language(s) and culture(s). Learning an additional language provides students with opportunities to challenge themselves intellectually and discover new ways of learning, new ways of knowing, and more about their own capability.

How is the learning area structured?

This learning area puts students' ability to communicate at the centre by making Communication the core strand. This strand is supported by two further strands, which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence.

In the core **Communication** strand, students learn to use the language to make meaning. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing.

In the supporting **Language Knowledge** strand, students study the language in order to understand how it works. They learn about the relationships between different words and different structures, how speakers adjust their language when negotiating meaning in different contexts and for different purposes, and how different types of text are organised. This strand helps students to develop explicit knowledge of the language, which will over time, contribute to greater accuracy of use.

In the supporting **Cultural Knowledge** strand, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices - including their own - they understand more about themselves and become more understanding of others.

The content of the learning area is specified in a general proficiency statement for each progressive pair of levels, together with achievement objectives for the core strand and the two supporting strands. The achievement objectives in the Communication strand provide the basis for assessment. The two supporting strands are only assessed indirectly through their contribution to the Communication strand.

The achievement objectives are generic in order to encompass all languages that may be offered for learning in schools. Language-specific guidelines provide further information.

NGĀ REO

Levels 1 and 2

Proficiency Descriptor
Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations. (Adapted from Common European Framework for Languages, Global Scale Level A1: Basic User; Council of Europe, 2001.)

Communication
In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate
- Receive and produce information.

Managing self and relating to others
- Produce and respond to questions and requests.

Participating and contributing in communities
- Show social awareness when interacting with others.

Language Knowledge
Students will:
- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

Cultural Knowledge
Students will:
- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

Levels 3 and 4

Proficiency Descriptor
Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment. (Adapted from Common European Framework for Languages, Global Scale Level A2: Basic User; Council of Europe, 2001.)

Communication
In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate
- Understand and produce information and ideas.

Managing self and relating to others
- Express and respond to personal needs and interests.

Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.

Language Knowledge

Students will:

- Recognise and describe ways in which the target language is organised.

- Compare and contrast languages.

Cultural Knowledge

Students will:

- Recognise and describe ways in which the target culture(s) is (are) organised.

- Compare and contrast cultural practices.

Levels 5 and 6

Proficiency Descriptor

Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types. (Adapted from Common European Framework for Languages, Global Scale Level A2: Strong Waystage Performance; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate

- Communicate information, ideas, and opinions through different text types.

Managing self and relating to others

- Express and respond to personal ideas and opinions.

Participating and contributing in communities

- Communicate appropriately in different situations.

Language Knowledge

Students will:

- Understand ways in which the target language is organised for different purposes.

Cultural Knowledge

Students will:

- Understand ways in which the target culture(s) is (are) organised for different purposes.

Levels 7 and 8

Proficiency Descriptor

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts. (Adapted from Common European Framework for Languages, Global Scale Level B1: Independent User; Council of Europe, 2001.)

Communication

In selected linguistic and sociocultural contexts, students will:

Selecting and using language, symbols, and texts to communicate
•   Communicate information, ideas, and opinions through increasingly complex and varied texts.

Managing self and relating to others
•   Explore the views of others, developing and sharing personal perspectives.

Participating and contributing in communities
•   Engage in sustained interaction and produce extended text.

Language Knowledge

Students will:

•   Analyse ways in which the target language is organised in different texts and for different purposes.

•   Explore how linguistic meaning is conveyed across languages.

Cultural Knowledge

Students will:

•   Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.

•   Analyse how the use of the target language expresses cultural meanings.