

## **Me noho tonu ngā pūmanawa matua?**

### **Jan Tineti (Tumuaki)**

What we found about TMoA that it had, that NZC didn't have was that it had that ability for the wholeness of the child and the ability to give us direction around that child as in their spirituality, in their learning, in their tikanga, which we found wasn't quite as obvious through the NZC, and there was almost a sense in NZC when we started to go down and look at key competencies that they were great, there was nothing wrong with them, but it was almost like a pass or fail with them and they didn't encompass, as they were as such, the whole Māori values and spirituality which were really important to our whānau. So instead of the likes of key competencies we used the graduate profile and we created our learner profile, which I have here (indicates to document) this is the draft version of it, but we've used the whare tapawhā model because that was a model we were already familiar with in the school and we created with our whānau with their aspirations of what they wanted for their children.

With our graduate profile we developed what our key entrustments were for the school and Māori potential is a really important one that our whānau really wanted.

### **Hone Beilby (Kaiako)**

Ko te tino ngako o te marautanga kia whakakii ngā kete o ia tamaiti ki te mātauranga, arā, kia mōhio te tamaiti ki tōna pepeha, ki te hītori o Tauranga moana, Tauranga tangata

### **Jan Tineti (Tumuaki)**

From there, this is the work we're now doing, is developing our own curriculum around those four key entrustments and encompassing the values that are coming through the learner profile and what we have decided is that, this a decision that we've made this year, is that, we will be using literacy and numeracy will be the two that will be separate, and literacy and numeracy in the mainstream will come out of NZC, and in the rumaki and the bilingual class that will come out of *Te Marautanga o Aotearoa*. But every other curriculum area will be driven by *Te Marautanga o Aotearoa*. For example, Ngā Toi, being the Arts, will be completely from *Te Marautanga o Aotearoa*. We have a huge emphasis in this school on Māori performing arts and we have our kapa haka, we have whole school kapa haka, we have our two performing groups of kapa haka and we know that fits in really well with Ngā Toi. We're already been heading down this direction, *Te Marautanga* just gives us that 'OK' to do it, the way that we want to do it, to develop our curriculum that's going to best suit our learners.