



NGĀ KURA Ā IWI O AOTEAROA

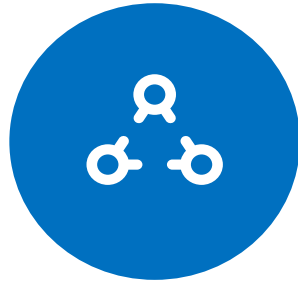
MŌ TĀTOU, MĀ TĀTOU, E AI KI A TĀTOU

HE KOUNGA ĀKONGA

SOPHIE TUKUKINO

POU WHANAKE

NGĀ KURA Ā IWI O AOTEAROA



MŌ TĀTOU

Te Kaupapa o te Kura
Te whakakitenga
Ngā mātāpono
Ngā kōrero tuku iho



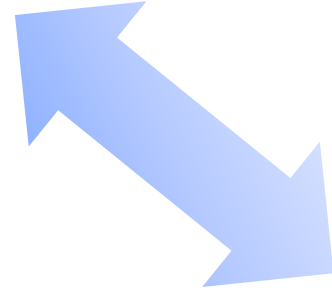
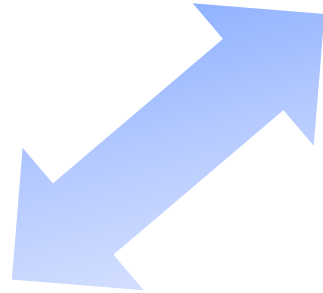
E AI KI A TĀTOU

Te Kounga Akonga



MĀ TĀTOU

Te Marau o te kura
Ngā kaupapa whakaako
Te ara kia whakatutuki i ngā
hiahia, ngā wawata o te
whānau, te hapū, te iwi, te
hāpori.



What ideas and principles underpin our graduate profile?

What does our ideal Kura graduate look like?

What kind of person would they be?

What sorts of skills and attributes do they have?

What knowledge would they possess?

Will our kura whānau contribute?

How do we do this?

How can we support, promote, enable and sustain our graduate profile?

What experiences would they have had?



Kounga
ākonga

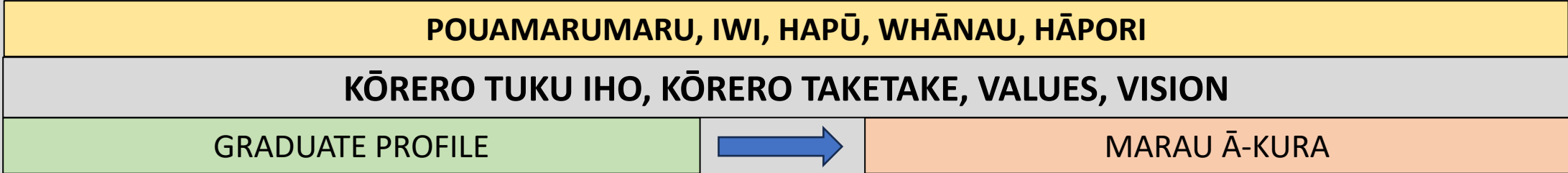
Kia whai reo,
kia whai
mana hoki te
whānau o te
kura

"It's about everyone having an input on a whole. It's not just the teachers are there, the whānau are there, we are all one unit working together, hopefully." – Parent Te Kura o Hiruharama

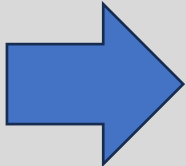
The staff, board, and whānau at Te Kura o Hiruharama went through a process to identify their priorities. This digital story explains the process and the outcomes of this exploration and how this has transferred into the life of the school.

[Te Kura o Hiruharama: te tukanga whai kōrero, whai hiahia ki te whānau](#)

Tīmata 0.30-1.37 hekona



POUMARUMARU
STRATEGIC PLAN 3-5 YEARS
LEARNING AND ACHIEVEMENT Policy, resource allocation, monitoring
SAFE PLACE FOR URI AND KAIMAHI Policy, resource allocation, monitoring
EQUAL, INCLUSIVE LEARNING Policy, resource allocation, monitoring
TREATY OF WAITANGI Policy, resource allocation, monitoring



TUMUAKI
ANNUAL PLAN EVERY YEAR
LEARNING AND ACHIEVEMENT Processes, resource acquisition and care
SAFE PLACE FOR URI AND KAIMAHI Processes, resource acquisition and care
EQUAL, INCLUSIVE LEARNING Processes, resource acquisition and care
TREATY OF WAITANGI Processes, resource acquisition and care

Kounga ākonga

Kia whai mana
te kounga
ākonga ki ngā
kōrero, ki ngā
whakatauki, ki
ngā
mātāpono o
te kura

“We’ve deliberately used personal excellence each our learners is a unique person, they are all very different they have all got varying wonderful inherent potentials within . . . Therefore excellence for one learner is very different for another.”

Sue Ngarimu-Goldsmith

Te Kura o Hiruharama:

Iti te kopara e kai tākirikiri ana i runga i te Kāhikātea

Tīmata 0.33-1.14

Kounga ākongā



















E riwha i a ia tōna ake
angitutanga
Hei manu pīrere mō te
pori e

Te Ara ToA
NKAI

Ngā Taumata	He Whakamārama
8. Te Pīrere Kua whakatauirā ngā Uri Impart knowledge, create responses, create knowledge	Kua roha ngā parirau o te pī ka rere. A fledgling ready and mature enough to leave the nest.
7. Te Aroarowhaki Kua kaiaka ngā Uri Assess and analyse a response to a context through kura/uri eyes.	Kua papaki ngā parirau. The action of wings flapping in preparation for flight.
6. Te Whakaparirau Kua taunga ngā Uri Demonstrate skills suitable or in response to a context.	Kua pakari ngā parirau. The flight feathers are growing stronger.
5. Te Pītakitaki Kua pakari ngā Uri	Kua whanake te tipu o ngā parirau. A mature nestling whose flight feathers are starting to grow over its down.
4. Te Pīkari Kua mōhio ngā Uri An ability to use knowledge in familiar contexts	Kua pihi haere mai ngā parirau. A nestling covered in down with a few flight feathers.
3. Te Whakahune Kua hihiri ngā Uri Developing confidence of their interests, passions, skills and experiences.	Kua tīmata te tipu o ngā parirau. The nestling is in the process of growing its down.
2. Te Pīpī Kua whakamātau ngā Uri Exploring a range of contexts, experimenting, participating.	Kua rangahau te manu i te ao mārama. A hatchling is discovering its new surroundings.
1. Te Pao Kua ngākaunui ngā Uri Developing an awareness of themselves and their place.	Kua puta mai te manu ki waho i tōna hua. The bird has hatched from the egg.

Kounga ākonga

Hei taura anō he
ripanga tēnei nō
Manukura hei
whakaarotanga mō
tatou

Te Tamaiti Hei Raukura						
Observed Learning Outcomes <i>(Personal Growth)</i>		 Teacher Directed	 Teacher Lead	 Teacher Facilitated	 Co-Constructed	 Student Inquiry Driven
Level One						
Level Two & Level Three						
Performance Characteristics		KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS
Useful Verbs		State	Interpret	Demonstrate	Implement	Impart
	Hei Tangata (Service) <i>Provide evidence of...</i>	 Consistently role model "service" to others.	 Consistently giving service within whānau.	 Consistently giving service within a community.	Service to a diverse community	Influencing others to engage in community service.
	Hei Akonga (Autonomy) <i>Provide evidence of...</i>	 Planning and time management.	 Discussion with ILT lead relating to academic challenges.	 An analysis of personal performance.	 Comprehensive gains mentally, academically and physically.	Imparting knowledge to others.
	Hei Ipu Kōrero (Dexterous) <i>Provide evidence of...</i>	 An employable competency(ies) recently acquired.	 Documentation essential for employment.	The endeavour to create revenue.	A scheme(s) that provides financial support.	Emancipate another from financial adversity.
	Hei Uri Whakaeke (Innovation) <i>Provide evidence of...</i>	Budgeting	An outcome that is a result of a financial literacy discussion.	An initiative that generates revenue.	A scheme that provides financial return.	Empowering others to locate & develop an opportunity to generate revenue.
		A formal delivery in your native tongue.	A delivery that demonstrates an understanding of language excellence.	A fluent and coherent delivery given in front of a school gathering.	A fluent and coherent delivery given in front of a formal setting.	Empowering others to create and deliver a fluent and coherent speech.

Kounga ākonga

He kaitiaki tatou i ngā kōrero tuku iho a o tatou kura.

Me tiaki pai tatou i te kōrero taketake mō te toi o te kounga ākonga kia mārama pai ai te whānau, hāpori rānei o te kura:

- Ko wai ngā tāngata i tae atu ki ngā hui,
- Te āhua o ngā hui
- Nā wai i whakaāe ki ngā kōrero,
- I aha te kura ki ngā kōrero kua whakaemi,
- Ka aha te kura ki te kōrero kua whakaāetia.

Te puna mātauranga

2010: Engaging with whānau: Developing whānau priorities at Te Kura o Hiruharama
Te Kete Ipurangi: [Hiruharama – Developing whānau priorities / Community engagement / Media gallery / Curriculum resources / Kia ora – NZ Curriculum Online \(tki.org.nz\)](#)

E mihi nui ana ki a Sue Goldsmith Tumuaiki o taua wā.

Ngā Kura ā-Iwi: Te Ara ToA

Manukura School: Graduate profile matrix: [MANUKURA Graduate Profile Matrix.pdf \(multiscreensite.com\)](#)

Hei manu pīrere: He wāhanga o te wāiata nā Watson Ōhia 2023