

TE URANGA O TE RA COLLEGE CURRICULUM

Te Uranga o Te Ra, - The Rising Sun depicts
“that which is yet to be realised – potential”.

PRINCIPLES

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

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

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

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

KEY COMPETENCIES – Cross-sector alignment

Te Uranga o Te Ra College Curriculum	Te Whariki	NZ Curriculum	Tertiary	Confident Connected Actively involved Lifelong
Matakite	Exploration	Thinking	Thinking	

Hangahanga	Communication	Using language, symbols, and texts	Using tools interactively	learners
Rangatiratanga	Well-being	Managing self	Acting autonomously	
Whanaungatanga	Contribution	Relating to others	Operating in social groups	
Whakapapa	Belonging	Participating and contributing		

EFFECTIVE ASSESSMENT (REFER HAKAMANA)

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

NATIONAL QUALIFICATIONS

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

TE HUARAHI AKORANGA

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

CORE ELEMENTS	TUTOR	ALIGNED WITH NEW ZEALAND CURRICULUM AREAS (HERE)
MATAKITE VISION	Planning/Shared Vision / Goals / Objectives Tikanga,	Developing Ideas; developing practical knowledge; communicating / interpreting thinking
WHANAU FAMILY	Relationships / Caring Connections Whakapapa, Whanaungatanga, Ko Wai Au	Relationships; managing self; planning

AHUREA CULTURE	Tradition / Identity / Language Te Reo, Maoritanga, Te Ao Hurihuri, Whenua	Culture and languages – Pacific / Maori / Indigenous / English / Other – Worldview / Identity
WAIRUA SPIRIT	Wairua / Spirituality / Religion Karakia, Tapu, Noa, Atua, Mana	Hauora; attitudes and values; socio-ecological perspectives; <i>spirituality / philosophy</i>
MANAWA HEART	Emotional Wellbeing / Love / Support Arohatanga, Manaakitanga, Kaitiakitanga	Emotional health; arts – dance; drama; music
IHOMATUA MIND	Learning / Intellect / Education / Skilled Pangarau, Putaiao, Tatauranga	Mental health; mathematics, geometry, statistics; social science; nature of science
TINANA BODY	Quality of Long Life / Conditions / Risks Hakinakina, Kapa Haka, Mau Rakau, Nga Mahi a Rehia,	Body care; personal health; food and nutrition; sexuality; physical activity; sports; motor skills
CONTEXT	Environment / Community / Systems Taiao,	Place and environment; physical world; continuity and change; planet earth; living world
MANA TANGATA LEADERSHIP	Governance / Management / Industry Leaders Mana Whenua, Tangata Whenua,	Organisation; healthy communities; citizenship; globalisation
RAUEMI RESOURCES	Resources / Housing / Income / Jobs / Business Pakihi,	Economic world; material world; sustainability; enterprise; technology

New Zealand Curriculum

Five key competencies

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

FUTURE FOCUS

- Sustainability
- Citizenship
- Enterprise
- Globalisation

Learning areas

- In **English** – students study, use, and enjoy language and literature communicated orally, visually, or in writing.
 - Making meaning of ideas or information received
 - Listening / Reading / Viewing
 - Creating meaning for themselves and others
 - Speaking / Writing / Presenting
- In the **arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.
 - Understanding Arts in Context
 - Developing Practical Knowledge
 - Developing Ideas
 - Communicating and Interpreting
 - Dance
 - Drama
 - Music – Sound Arts
 - Visual Arts
- In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.
 - Hauora
 - Attitudes and values
 - Socio-ecological perspectives
 - Health promotion
 - Personal health and physical development
 - Movement concepts and motor skills
 - Relationships with other people
 - Healthy communities and environments
 - Mental health
 - Sexuality education
 - Food and nutrition
 - Body care and physical safety
 - Physical activity
 - Sport studies
 - Outdoor education
 - Health education
 - Home economics
 - Physical education
- In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.
 - Communication
 - Language knowledge

▪ Cultural knowledge

- In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.
 - Number and Algebra
 - Geometry and Measurement
 - Statistics
- In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.
 - Nature of Science
 - Living World
 - Planet Earth and Beyond
 - Physical World
 - Material World
- In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.
 - Identity, Culture and Organisation
 - Place and Environment
 - Continuity and Change
 - Economic World
- In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.
 - Technological Practice
 - Technological Knowledge
 - Nature of Technology

Effective Pedagogy – Teachers actions promoting student learning

Students learn best when teachers:

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

E-learning

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