

Te Kura Amorangi o Whakawātea

Appendix 2

Career Based Curriculum

Te Kura Amorangi o Whakawātea Career Based Curriculum

Business	Professional	I.T. / Technical / Other	Sciences / Academic / Other	Health / Fitness / Therapies / Medical	The Arts
Entrepreneurship Management Business Administration Economics Banking Investment Project Management Human Resources Staff Development System Design System Management Māori Business	Doctor Dentist Pharmacist Dietician Lawyer Teacher Accountant Academic Finance Veterinarian Engineer Architect Quantity Surveyor	<u>I.T.</u> Computer Science Programming Programme Design Technician Web Design <u>TECHNICAL</u> Hairdresser Chef Carpentry Joinery Plumbing Electrician Mechanic Engineering Nurse Technician Apprenticeships <u>OTHER</u> Farming Agriculture Horticulture	<u>SCIENCES</u> Scientist Biology Pharmaceutical Medicine Social <u>ACADEMIC</u> Education Teacher Research Mathematics <u>OTHER</u> Te Reo Māori Linguist Media Writing Publishing	Sport Science Fitness & Health Wellbeing & Health Sport Psychology High Performance Sport Training Personal Trainer Beauty Therapies Spa Therapies Massage Therapy Colonic Hydrotherapy Naturopath Homeopath Herbalist	Performing Arts Culture Acting / Drama Dance Music Instrument Voice Visual Art Sculpture Design Graphics Clothing Design Interior Design Landscape Design

**Support Curriculum Document to Guide Career Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa**

Business

NZQA / NCEA

Key concepts in Business Studies

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The central theme/big idea of business studies is enterprise. Closely related are the three broad concepts: Globalisation, citizenship, sustainability.

These four concepts are the 'future focused themes' identified in The New Zealand Curriculum.

In business studies, students encounter many other important concepts, such as:

Management, rangatiratanga, rights and responsibilities, hangarau, needs and wants, kawa, organisation, supply and demand, scarcity, manaakitanga, culture, whānau

See also:

[Business studies and the future focus principle](#)

[Business-related concepts](#)

[Māori culture and values in business](#)

As per: <http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Key-concepts>

Māori business

A Māori business is a business that identifies itself as a Māori business. It will be owned by Māori and may be predominantly staffed by Māori. Typically, it will strongly value Māori culture and tikanga. Part of its kaupapa may be to support particular outcomes for Māori, and te reo may often be used in workplace interactions.

[About Māori business](#)

[What makes a business a Māori business?](#)

[The Māori economy](#)

[Māori business: Points of difference](#)

This section is intended especially for teachers who are using a Māori business for their case study. It was developed by Māori business experts.

About Māori business

Many modern Māori businesses operate with Māori culture, values and tradition, alongside modern techniques and technologies. Māori ways of practising business are playing an important role in transforming the nature of business in New Zealand.

For example Māori (like other indigenous peoples) have long advocated for and practised the 'multiple bottom line' in business. They have also demonstrated that it can work. In recent times, there has been increasing acceptance of the idea that businesses should accept responsibility and be accountable across a range of domains, and should not focus solely on financial profit. Many non-Māori businesses are also beginning to incorporate social, cultural, philanthropic, environmental, and/or other sustainability goals into their kaupapa.

What makes a business a Māori business?

Māori businesses are businesses or enterprises that are: owned by Māori, and/or fully or substantially controlled by Māori, and/or [operated according to traditional and/or contemporary Māori culture and values](#).

Some Māori businesses are owner-operated and some employ people of Māori descent. Others may employ people of diverse ethnicities.

The Māori economy

The Māori economy is defined as assets owned and income earned by Māori. It includes collectively owned trusts and incorporations, Māori owned businesses and service providers. Within the Māori economy, Māori can express their collective interests and aspirations (G. Harmsworth, Mana Taiao; (2006) Maori Values in the Maori Business Approach; a Report to the FoRST).

The Māori economy is a significant and growing contributor to the total New Zealand economy. Between 1996 and 2003, its contribution to the gross domestic product (GDP) increased by 123% (Te Puni Kokiri, 2007).

In 2007, Māori business was found primarily in agriculture, fisheries, and housing (together comprising 75% of the Māori economy). However, Māori businesses are diversifying, with increasing investment, ownership, and business development by Māori in the tourism and hospitality, telecommunications and energy, dairying, wine, and horticulture industries (Ibid, p. 28).

Māori business: Points of difference

Some Māori businesses operate in an almost identical manner to non-Māori businesses. But there are also areas in which Māori businesses may differ in significant ways from other New Zealand businesses. These differences fall into

two categories:

Legislative

Māori businesses must comply with all laws that apply to New Zealand businesses generally. But in addition, there are some laws that apply only to Māori businesses. For example, the Māori Reserved Lands Act (1997), Te Ture Whenua Māori Act (1993), and the Māori Fisheries Act (2004) set rules and define structures and processes that Māori businesses based on collectively owned assets such as Māori land and fishing quotas must follow.

Culture and values

Māori culture and values may be woven through Māori businesses in clear and obvious ways, or in quite subtle, less visible ways. For example, some businesses are based on tribal assets or openly promote Māori language, culture, and products. Other Māori businesses may appear to operate like non-Māori businesses, but incorporate Māori values such as manaakitanga, whanaungatanga, and tuhonotanga into their thinking and ways of working. Multiple objectives – social, cultural, environmental, spiritual, and economic – are often very important in business as practised by Māori.

See also:

[Māori business: Ownership and responsibility](#)

[Māori business: Characteristics](#)

[Māori culture and values in business](#)

[Māori business: Legal frameworks](#)

[Māori business: Historical context](#)

[Glossary: Māori words and terms](#)

“TPK considers that Māori ownership is the key criteria for defining a Māori business (White, pers. comm., 2002). That said, there are also some other elements that one might also consider (Ibid). These include:

Self-identification - that is, do people promote themselves as a Māori ...business

Employment - a business that employs a large percentage of Māori staff

Values - for example, employing whānau, welcoming visitors, using traditional practices

Their broad view defines a Māori (business) as including both traditional and contemporary aspects of Maori culture and values” (Zygodlo; McIntosh; Matunga; Fairweather; Simmons, 2003).

As Per : <http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies/Maori-business>

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NZ Curriculum
Te Marautanga o Aotearoa**

Professional

NZQA / NCEA

Key concepts in Accounting

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.

'A business that makes nothing but money is a poor business.'

Henry Ford

The big ideas in accounting

These are the driving imperatives that underpin the practice of accounting and support young people to contribute to the well-being of New Zealand as actively involved, confident and connected, responsible citizens.

Integrity: being honest, responsible, and accountable and acting ethically with awareness of social and cultural differences.

Accountability: justifying and taking responsibility for actions and decisions; adhering to the law and keeping accurate records of property, documents, or funds.

Confidentiality: being trustworthy and having the ability to keep the financial affairs of others secure and not passing on private information other than to those with a legal right.

Reliability: being trusted and organised and having the ability to deliver on time.

Relevance: being able to connect current information and keep up to date on any changes that may affect financial decision-making.

Citizenship: understanding the importance of contributing to the community and being able to be fiscally responsible.

Sustainability: the need for an entity to operate profitably taking into consideration ecological issues.

Accounting practices

'As a small businessperson, you have no greater leverage than the truth.'

John Greenleaf Whittier

Processing: gather and sort financial information that can be used to prepare financial statements.

Reporting: prepare financial statements for a variety of users to provide information about their financial performance and position.

Interpreting and decision-making: interpret the financial statements for a variety of users to enable decisions to be made.

Developing digital literacy: embrace relevant technologies in all aspects of accounting to reflect modern business practices.

The discipline of Accounting is predicated on the New Zealand Framework. This framework is based on the International Accounting Standards Board Framework for the Preparation and Presentation of Financial Statements 2005. It sets out the concepts that underpin the preparation and presentation of financial statements.

See:

[IFRS Foundation – The IASB \(International Accounting Standards Board\)](#)

[NZICA – New Zealand Institute of Chartered Accountants](#)

As Per: <http://seniorsecondary.tki.org.nz/Social-sciences/Accounting/Key-concepts>

Key concepts in Legal Studies

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.

The key concepts or big ideas in legal studies

Law

The role of law and its relationship to society, the ability of the legal system to provide just outcomes for all individuals and groups, how the legal system impacts on our lives and how we can influence and change it.

Democracy and government - The power to determine how you are governed, electing government, power sharing between parliament, executive and the judiciary.

Justice - The ability of the legal system to provide just outcomes for all individuals and groups, how the system impacts on our lives and how we can influence and change it.

Sub-concepts

Some examples of concepts of law - Customary law, Rights and their limitations, Freedom of the press, Rule of law, Personal relationships (for example, civil union/marriage/guardianship), Dicey's principles, National sovereignty, Parliamentary sovereignty, Supranationalism, Natural justice, Negligence, Contract, Crime, Property

Legal ethics, Privacy, Securities, Tax.

Some examples of concepts of democracy and government - Liberal democracy, Parliamentary sovereignty, Rule of

law, Elections, Civil liberties, Free press, Autocratic Government, Theocratic Government, Rights and their limitations, Social contract, Separation of powers, Checks and balances, Unitary form of government, Federal form of government, Constitutions

Some examples of concepts of justice - Scales of justice, Origins of justice, Youth justice systems, Criminal justice systems, Civil justice systems, Judicial review, Family justice systems, Waitangi Tribunal, International criminal justice system, Alternative dispute resolution, Distributive justice, Social justice, Human Rights Review Tribunal Inquisitorial system, Challenging state power.

Application of concepts

Legal Studies concepts and principles, systems and processes which stand alone have no practical application in the real world. It is in the application of concepts to specific issues and case studies where the law becomes a useful and indeed exciting field of study.

The ability of a student to apply a theoretical legal concept to a concrete example of a legal issue is a key competency that is unique to legal studies. This competency is taught at great length in Law Faculties in Universities. In acquiring competence in this core skill, students begin to think like lawyers.

Specific issues and cases need to be taught and learned alongside the concepts. These issues and cases form the contexts of Legal Studies. Whilst Legal Studies is a subject that is driven by concepts, these must be supported through application in specific contexts.

As Per: <http://seniorsecondary.tki.org.nz/Social-sciences/Legal-studies/Key-concepts>

As per any relevant standard, and if not available developed over time as an approved national standard.

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I.T. / Technical / Other

NZQA / NCEA

Key concepts in technology

[Key concepts](#) are the 'big ideas' or understandings that we hope will remain with our students long after they have left school. These understandings include:

[innovation](#)

[sustainability](#)

[enterprise](#)

[design](#).

Students need time and opportunity to explore these; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static.

By approaching the key concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed their understanding of them.

Innovation

Innovation is a key economic driver and one of the values to be encouraged as identified in The New Zealand Curriculum.

Technological innovation can be described as the development of new ways of thinking, and creating and producing novel solutions and outcomes. Original, creative and critical thinking in technology can result in the innovative and effective use of existing technologies, and the design of new technological outcomes that are fit for purpose.

Product innovation often involves thinking 'outside the box' and seeking connections with related disciplines such as the arts, mathematics and statistics, sciences, and social sciences. These developments can lead to new and creative products for the global market. One such innovation is the Lumos bracket which demonstrates a new way of producing an existing item.

Learn more:

[Technology Online: Lumos Bracket](#)

An example of innovative product development where there was collaboration between biomedical engineers and an ICU doctor at Christchurch Hospital to develop an infuser for sedation

Learn more:

[Technology Online: Infuser for sedation](#)

Intellectual property

When an original idea is developed into something more tangible, such as an innovative technological outcome, the thinking behind the innovation is often referred to as intellectual property (IP). Just as there are legal rights and obligations associated with the ownership of physical property, there are legal rights and obligations associated with the ownership of IP.

Aspects of intellectual property relating to technology that may impact on students and their innovative solutions are trademarks, patents, registered designs and copyright. Each of these IP rights is property that can be owned, sold, hired, licensed (a license is simply a legal term for a permission to do something) or given away.

Learn more:

[Technology Online: Intellectual property](#)

Sustainability

Sustainability in a technology context is about using resources and creating products and outcomes or services in such a way that they meet present needs without compromising the ability of future generations to meet their needs.

The creation of innovative solutions today is often fuelled by our desire for a more sustainable future whether it is environmental, social or economic.

Designers need to look at sustainability from a number of perspectives in order to develop outcomes that are created, manufactured, maintained and able to be disposed of in a socially acceptable and sustainable way. For example, green motorcycle innovation required designers to balance performance with issues of environmental sustainability.

Learn more:

[Technology Online: Technologists' practice – Design](#)

New Zealand has unique natural resources from which we make new products such as cosmetic ingredients, bioplastics, medicines, biofuels and fabrics. In developing these new products we raise the issue of value and sustainability of the resource for future use. For example, the use of manuka honey in the development of wound-care products has significantly increased public perceptions of the value of manuka and caused a conscious effort to maintain areas of native manuka bush.

Learn more:

[Biotechnology Learning Hub: Biotech and taonga](#)

Enterprise

In technology enterprise can be characterised as students engaging in purposeful and industrious undertakings, developing a boldness and effort in their practical endeavours, and demonstrating a readiness to embark on innovative new ventures, while taking informed risks when developing solutions.

Students can develop enterprising attributes when working in collaboration with professional technologists and businesses to work through technological development. Cross curricular links to the Young Enterprise scheme can also be explored through technological practice. By creating food products for Wishbone outlets, students at one school have developed their understanding of food and nutrition as a key knowledge base for their work in food technology.

Learn more:

[Technology Online: Classroom practice case study – Food technology](#)

[Technology Online: Partnerships with Industry](#)

[Education for Enterprise](#)

Design

Design in technology refers to the practice undertaken to create a technological outcome as well as the description of the physical and functional nature of that outcome. In technology, the word design is used as both a verb and noun – 'to design' and 'a design'.

When designing, students are engaged in problem solving and creatively devising new and innovative outcomes. The design practice they follow assists in identifying and overcoming potential problems and enables a designer/technologist to clearly demonstrate the outcome's potential fitness for purpose through the communication of a conceptual design.

In technology education students learn about the elements and principles of design. How these elements are prioritised within design practice influence the overall 'design' of the outcome.

Design as a process requires students to consider the sociocultural, aesthetic and functional dimensions of the design and design process.

As Per: <http://seniorsecondary.tki.org.nz/Technology/Key-concepts>

Other

Key concepts in Agriculture and Horticulture

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The following are key concepts/big ideas in agricultural and horticultural science.

Primary producers produce for a market

Primary producers use feedback from markets and communities to manage production processes to ensure that their product meets customer requirements.

Primary products are those that 'leave the farm gate' (for example, milk but not cheese, potatoes but not chips, grapes but not wine). Primary production focuses on how these are grown (for example, tomatoes that are field grown rather than hydroponically grown).

Producers systematically manage life processes

Primary producers systematically manage the life processes of plants, animals, and micro-organisms to ensure a marketable product.

Production systems must be sustainable

The impact of primary production systems on the environment must be minimised to ensure that they remain viable, protect the environment, and maintain New Zealand's reputation.

Sustainable management practices allow the production of primary products and the use of resources to meet present needs, without compromising the ability of future generations to meet their needs. Sustainable management practices achieve this by preventing, limiting, minimising, or correcting environmental damage to water, air, and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.

Landscape design carried out to address the needs of clients must employ sustainable management practices that minimise environmental impact and enhance ecosystems by addressing pollution issues.

Producers must make a profit

Commercial producers produce only those products that will return a profit.

New Zealand has the resources to produce a very wide variety of plant and animal products, but commercial producers carefully weigh a full range of factors before they commit to producing a new product.

[What is agricultural and horticultural science about?](#)

[Learning objectives](#)

[Learning objectives by strand](#)

As Per: <http://seniorsecondary.tki.org.nz/index.php/Science/Ag-and-hort-science/Key-concepts>

As per any relevant standard, and if not available developed over time as an approved national standard.

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Sciences / Academic / Other

NZQA / NCEA

Science

Key concepts in Science

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The following are key concepts/big ideas in science:

Science is evidence based

Scientific theories are based on evidence collected by making observations in the natural, physical world. These theories are supported, modified or replaced as new evidence appears. The search for evidence in science occurs through an inquiry process that blends human curiosity, imagination, logic and serendipity. It is strongly influenced by the ideas which people currently hold.

Scientific knowledge is provisional

Although reliable and durable, scientific knowledge is subject to change as scientists learn more about phenomena.

Scientists use theories and models to describe the natural and physical world

Scientists use simplified theories or models to describe the way the natural, physical world works. They use these models or theories to make predictions, test these predictions through experimentation and observation and use their results to revise and improve the models.

Science is influenced by society

Science is embedded in the culture of the times. Scientific views take into account contemporary values, ethics, economics and politics. Scientists work collaboratively and share their findings and build on the work of other scientists.

Key concepts: [Biology](#) | [Earth and space science](#) | [Physics](#) | [Chemistry](#)

[Achievement objectives: Science](#)

As per: <http://seniorsecondary.tki.org.nz/index.php/Science/Key-concepts>

Academic

As per any relevant standard, and if not available developed over time as an approved national standard.

Other

Key concepts in media studies

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The following are key concepts/big ideas in media studies.

Mediation

Media texts portray individuals, groups, experiences, ideas, or events from particular ideological or value perspectives, constructing a mediated version of reality. Meanings are shaped by the interaction of media texts with audiences and social contexts.

Communication

Media forms have their own specialist languages and characteristic symbols and structures. Media products have distinctive ways of telling stories, particular narratives, and recognisable genres. The production and distribution technologies of different mediums influence the message and how it is interpreted, not just how we access it.

Technological change has an impact on media products and institutions.

Creativity

Media creation incorporates vision, energy, critique, and reflection to produce artistic and aesthetic interpretations.

The creative processes in media production draws on individual, group, and community relationships.

As Per: <http://seniorsecondary.tki.org.nz/Social-sciences/Media-studies/Key-concepts>

Te Reo Māori

Te aho arataki marau mō te ako i te reo Māori/Curriculum guidelines for teaching and learning te reo Māori

Ko te reo te manawa pou o te Māori,

Ko te ihi te waimanawa o te tangata,

Ko te roimata, ko te hūpē te waiaroha.

Language is the lifeblood of Māori,

The life force and the sacred energy of man,

Tears and mucus are the spiritual expressions of feelings.

Ko tōku nui, tōku wehi, tōku whakatiketike, tōku reo.

My language is my greatness, my inspiration, that which I hold precious.

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa.

The Māori language is the cloak of thought and the pathway to this natural world.

Ko te manu e kai ana i te miro, nōna te ngahere.

Ko te manu e kai ana i te mātauranga, nōna te ao.

The bird that partakes of the miro berry reigns in the forest.

The bird that partakes of the power of knowledge has access to the world.

Ko te reo te mauri o te mana Māori.

Language is the life force of Māori.

Te Aho Arataki Marau is intended to help every English-medium school in New Zealand to design and shape a curriculum that includes te reo Māori, alongside other learning areas.

Eight levels of achievement provide a framework for progression and allow continuity of language learning from year to year.

The levels outlined in Te Aho Arataki Marau target students successfully completing NCEA level 1 at year 11. To do this, students in year 11 be will be completing level 6 of Te Aho Arataki Marau.

[The curriculum guidelines for te reo Māori in English-medium schools](#)

[Te Reo Māori in English-medium Schools community](#)

As Per: <http://seniorsecondary.tki.org.nz/Te-reo-Maori>

As per any relevant standard, and if not available developed over time as an approved national standard.

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Health / Fitness / Therapies / Medical

NZQA / NCEA

Health

Key concepts in health education

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.

Interrelatedness of the health and physical education key concepts

The underlying and interacting concepts of the health and physical education learning area (hauora, the socio-ecological perspective, health promotion, and attitudes and values) underpin and shape teaching and learning in health education.

Determinants of health

The factors that influence achievement of well-being for self, others, and society can be called determinants of health (as described by the World Health Organization).

These economic, environmental, social, political, and cultural determinants of health and lifestyle choices work together. They may compound or mitigate the effects of the others. The 'determinants of health' is a concept through which understanding of the socio-ecological perspective is developed.

Learn more - [Health and physical education: Determinants of health](#)

Resilience

Resilience is the capacity to bounce back from adversity. Life events and change have an effect on well-being.

Students develop resilience and learn how they can manage significant change in ways that support and enhance well-being. Building resilience involves addressing risk factors and developing or enhancing protective factors.

Social justice

Social justice involves investigating and promoting fairness, inclusiveness, and non-discriminatory practices. Students explore this concept in relation to its impact on the well-being of self, others, and society.

Critical thinking and action

Students learn to think critically in order to understand the factors that influence well-being, and to decide upon strategies that will help them to respond constructively in challenging situations.

Critical thinking enables students to challenge a range of personal and societal health-related perceptions, practices, and understandings.

Health promotion

Students learn about the contribution they can make to support the well-being of their communities and wider society.

They learn about the power of individual or collective health-promoting action by, for example, lobbying local businesses to place more socially responsible and health enhancing billboard advertising near schools or presenting a case to the board of trustees to request the use of a school venue for youth-group meetings.

Students gain the skills to help manage their own well-being and the well-being of others. They put their learning into action as they make health enhancing choices, set goals, plan strategies, and take action.

As Per: <http://seniorsecondary.tki.org.nz/Health-and-physical-education/Key-concepts/Key-concepts-in-health-education>

Fitness

Key concepts in physical education

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.

Interrelatedness of the health and physical education key concepts

The underlying and interacting concepts of the health and physical education learning area (hauora, the socio-ecological perspective, health promotion, and attitudes and values) underpin and shape teaching and learning in health education.

Movement and its connection with hauora

Movement is integral to the well-being of self, others, and society.

Learning in, through, and about movement enables students to gain understanding that movement can be part of how people express themselves physically, emotionally, socially, and spiritually. They directly experience how movement contributes to people's pleasure and enhances their lives.

Participating in movement allows young people to feel confident and competent enough to choose to be involved in physical activity throughout their lives.

Understanding the body

Learning and applying bio-physical knowledge (anatomy, bio-mechanics, exercise physiology, sports psychology, and nutritional principles) and skills enables students to understand how our bodies move in new contexts and different environments. They develop both bio-physical and socio-cultural knowledge (the social and cultural contexts in which movement takes place) and learn how to think critically about the place of the body in society.

The joy of movement

Movement can contribute to people's pleasure and enhance their lives. This involves exploring and understanding the serendipity, the joy, and the spontaneity that engaging in movement can provide.

Personal challenge

By actively participating in contexts that involve challenge, students' extend and test their spiritual, physical, mental, and emotional limits, both individually and as part of a group.

Movement in society

Movement contexts and activities have a social and cultural heritage which can both contribute to society and play a role in maintaining societal assumptions. Applying a socio-cultural perspective to movement contexts can create a learning environment in which participants address issues such as gender inequality in the remuneration and media coverage available to specific sports.

Team work and leadership

Leadership, teamwork, and interpersonal skills are developed when students are engaged in movement contexts. Students develop leadership knowledge and understanding about how to balance rights, roles, and responsibilities in group situations.

As Per: <http://senioresecondary.tki.org.nz/Health-and-physical-education/Key-concepts/Key-concepts-in-physical-education>

Therapies / Medical

As per any relevant standard, and if not available, developed over time as an approved national standard.

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The Arts

NZQA / NCEA

Key concepts in the arts

The following are [key concepts](#) or big ideas in the arts.

Connections

The arts are unique vehicles and forums for making connections between the self and the world, communities, ideas, practices, and responses.

The arts examine relationships within, between, and across different spaces, cultures of practice, and ideas of being.

Invention

Invention is premised on notions of dissonance, risk, and creation.

Through the process of inquiry into self and current knowledge and practice, we create new spaces of experience and understanding.

Imagination and risk are significant catalysts within the act and process of invention.

Transformation

The arts, through the processes of creating and producing, locate themselves centrally within the notion of transformation.

The arts serve as agents of change.

Ideas of transformation can be positioned both internally (in terms of self and the embodiment of change) and externally, as in social or cultural contexts.

Transformation provides new vantage points to see identities of self, others, and the world in different ways.

[Key concepts in each discipline](#)

As Per: <http://seniorsecondary.tki.org.nz/The-arts/Key-concepts>

Te Kura Amorangi o Whakawātea

Appendix 4

Key Leadership Roles

Te Kura Amorangi o Whakawātea

Proposed Leadership Management & Staff

STRUCTURE

At board level:

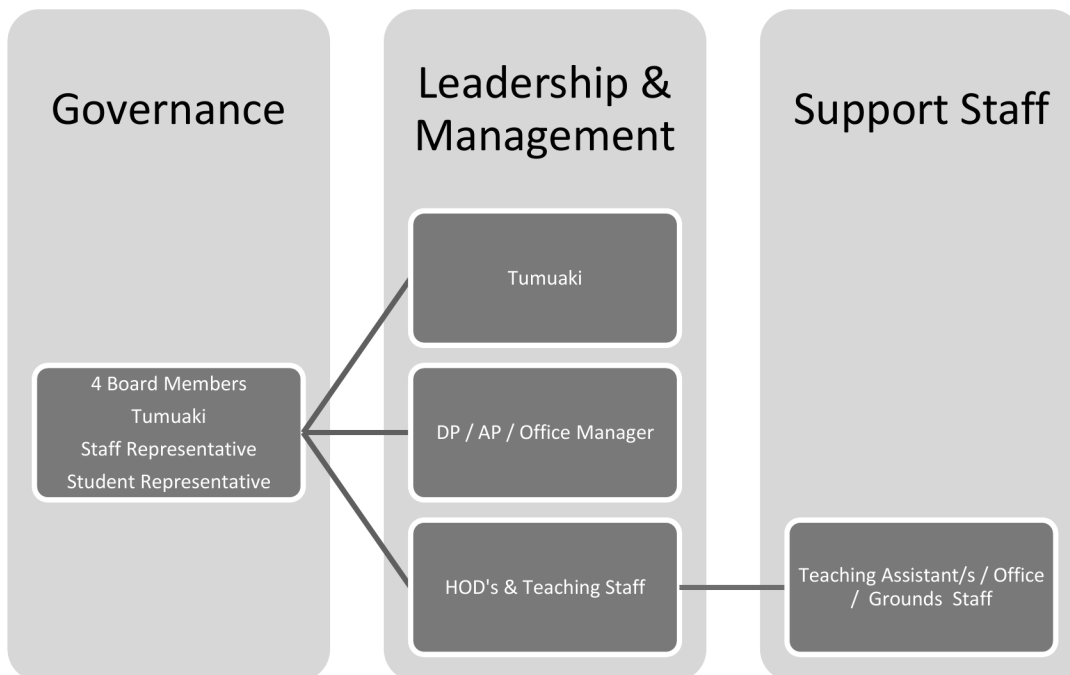
Board – 4 members

Staff / Student Representative

Tumuaki - in attendance

Teaching and Support Staff

STURCTURE - OVERVIEW



POSITIONS 2014

Tumuaki / Principal

Tumuaki Tuarua / Deputy Principal

Kaiako / Teacher x 4 – literacy, numeracy, sciences & arts, IT & health / PE

Teaching Assistant/s x 1 - 2

Office / Finance Manager

Office Assistant

Grounds & Maintenance

STAFFING CHART 2014

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)
	Office Assistant & Grounds	Teaching Assistant / s across the curriculum			

STAFFING CHART FOR FUTURE POSITIONS BEYOND 2014

Tumuaki	DP / AP Office / Finance Manager	Literacy HOD Teacher (could be one in the same)	Numeracy HOD Teacher (could be one in the same)	Science & Arts HOD Teacher (could be one in the same)	IT, Health & PE HOD Teacher (could be one in the same)	Subjects, options and extra classes will be added as the school grows & the resulting need for more appropriate staff.
	Office Assistant & Grounds	Teaching Assistant / s across the curriculum				More support staff as the school grows

As the school develops and grows we would assess where the greatest need is and ensure that is well resourced, at the same time growing education options and more specialist areas. If these were difficult to access in house we would seek outside assistance or use IT options to gain the access we desired. As this occurs we will invariably add to our support staff team.

LEADERSHIP

Tumuaki - Principal

Qualities -

Passionate visionary, inspirational, a 'what will it take' attitude, child advocate, education advocate, lifelong learner, positive female role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, mentor for first time principals, tumuaki, kaiako, boards, governance & management, social work, community participant, whānau, more than 8 year's experience, familiar with initiating projects

Qualifications -

Fully Registered Primary School Teacher, Master of Education, MBA, Whakapiki i te reo Māori, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD Technicraft / IT

Qualities -

Compassionate, inspirational, positive male role model, health conscious, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, HOD Technicraft at an area school, sport generally, more than 5 year's experience, familiar with initiating projects

Qualifications -

Qualified Tradesman, Primary and Secondary School Teacher, Whakapiki i te reo Māori

AP OR DP, HOD Sciences & The Arts

Qualities -

Passionate, inspirational, education advocate, positive female role model, reliable, supportive, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience

Qualifications -

Fully Registered Primary School Teacher, Master's – Tāhuhu Whakaakoranga

AP OR DP, HOD PĀNGARAU - NUMERACY

Qualities -

Passionate visionary, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, decolonisation, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, mentor for pāngaru, acting tumuaki, kaiako, management, community participant, sport generally, music, art, more than 5 year's experience

Qualifications -

Primary School Teacher, Early Childcare, Whakapiki i te reo Māori

AP OR DP, HOD Te Reo Māori - LITERACY

Qualities -

Passionate, researcher, positive female role model, reliable, supportive, political awareness, team player

Competencies -

Te reo Māori, tikanga Māori, tumuaki, kaiako, boards, governance & management, more than 5 year's experience

Qualifications -

Qualified Registered Teacher, Whakapiki i te Reo Māori

TEACHING STAFF

IT / Technicraft

Qualities -

Passionate, positive male role model, innovative, networker, creative, visionary, enthusiastic, reliable, supportive, pro-active, IT, team player

Competencies -

IT, yachting, senior management, more than 5 year's experience

Qualifications -

Qualified IT, Teacher, MBA, currently studying

Te Reo Māori

Qualities -

Passionate, positive female role model, innovative, networker, creative, visionary, enthusiastic, supportive, pro-active, team player

Competencies -

Te reo Māori, tikanga Māori, Research, Teaching ECE, Primary & Tertiary, decolonisation, political awareness, more than 5 year's experience

Qualifications -

Qualified, Registered Teacher, Masters - Tāhuhu Whakaakoranga, Masters – Te Reo Māori

English

Qualities -

Dedicated, inspirational, hardworking, creative, pro-active lifestyle, reliable, supportive, team player, a great Pākehā

Competencies -

English teaching, mentor for junior teachers, acting AP / DP, teacher, management, community participant, design, more than 5 year's experience

Qualifications -

Qualified, Registered Teacher

s 9(2)(a) OIA

Kaumatua

Unsurpassed, qualified and appropriate for this role

SPECIALIST TEACHING ADVISORS – FRIENDS OR MENTORS IN RESIDENCE OF Te Kura Amorangi o Whakawātea

We have always been committed to seeking trained, skilled support when we need it and / or professional development to ensure we are capable of all tasks.

**Te Kura
Amorangi o
Whakawātea**

Appendix 5

**Literacy & Numeracy
Te Reo Rangatira
Curriculum**

Te Kura Amorangi o Whakawātea

Literacy Curriculum - Te Reo Rangatira

**Support Curriculum Document to Guide Literacy
NZ Curriculum
Te Marautanga o Aotearoa**

Literacy – Te Reo Rangatira

NZQA / NCEA

Reo Māori: Level 1 Resources

Introduction

The resources contained in this section have been trialled by secondary schools and other education and training providers throughout New Zealand.

They are intended as a guideline for implementation of assessment against unit standards.

The sample programme meets the requirements of Year 11 Te Reo Māori programmes that assess Unit Standards at Level 1.

The assessment outline can be included as the planning document for moderation purposes.

Teachers should read the unit standards, Whakamārama (explanatory notes), assessment activities and schedules carefully before delivery. Some resource preparation may be needed in the assessment activities.

Particular skills and knowledge may need to be learnt by students before or while attempting some assessment activities.

The assessment activities can be adapted to meet student needs and individual programmes.

KAUPAE TUATAHI

Assessment Activity	Whakarongo7261	Kōrero7269	Tuhituhi7257	Pānui7265
Tōku Kotahi	T 1, 3, 4	T 1		
Taku Kōrero		T 2, 3, 4	T 1, 2, 3, 4	
Taitama Tepetepe				T 1, 2, 3, 4
Nō Whea Au?	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Ō Tātai e Tama	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Taku Kāinga	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4	T 1, 2, 3, 4
Ngā Hanga Korero				T 1, 2, 3, 4
Kua Hora te Kai			T4	

Teachers are encouraged to use their own programmes and select or design their

own assessment activities and schedules. New or adapted activities should be moderated before use.

Teachers can file material in portfolios for their own management systems and encourage students to set up and manage their own portfolios.

Sample formats for portfolios are included in this section.

<http://www.nzqa.govt.nz/maori/field-maori-assessment-support-materials/reo-maori/level-1-introduction/>

Reo Māori: Level 2 Resources

Introduction

The resources contained in this section have been trialled by a selection of high schools throughout New Zealand.

They are intended as a guideline for implementation of unit standards.

The sample programme meets the requirements of the Year 12 prescription and Unit Standards at Level 2.

The assessment outline can be included as the planning document for moderation purposes.

Teachers should read the unit standards, kōrero whakataki, assessment activities and schedules carefully before delivery. Some resource preparation may be needed in the assessment activities.

Particular skills and knowledge may need to be learnt by students before or while attempting some assessment activities.

The assessment activities can be adapted to meet student needs and individual programmes.

Teachers are encouraged to use their own programmes and select or design their own assessment activities and schedules. New or adapted activities should be moderated before use.

Teachers can file material in portfolios for their own management systems and encourage students to set up and manage their own portfolios.

Sample formats for portfolios.

<http://www.nzqa.govt.nz/maori/field-maori-assessment-support-materials/reo-maori/level-2-introduction/>

[3 Qualifications](#)

[5 Domains](#)

[View Education Organisations with Consent to Assess](#)

Qualifications



NQF Ref: 0426
National Certificate in Reo Māori (Level 4)

























NQF Ref: 1196
National Diploma in Reo Māori (Level 5)

NQF Ref: 1197
National Diploma in Reo Māori (Level 6)

<http://www.nzqa.govt.nz/framework/explore/sub-field.do?frameworkId=76154#domains>

Level 1



	90135	Achievement	Whakarongo ki ngā kōrero o tōna ao	4	Credits	External
	90136	Achievement	Kōrero i ngā horopaki huhua noa <i>This standard has expired and is no longer available.</i>	4	Credits	Internal
	90137	Achievement	Pānui i ngā tuinga huhua noa	4	Credits	External
	90138	Achievement	Tuhituhi i ngā horopaki huhua noa <i>This standard has expired and is no longer available.</i>	4	Credits	External
	90139	Achievement	Mātakitaki i ngā horopaki huhua noa <i>This standard has expired and is no longer available.</i>	4	Credits	Internal
	90140	Achievement	Whakaatu i ngā horopaki huhua noa <i>This standard has expired and is no longer available.</i>	4	Credits	Internal
	90801	Achievement	Kōrero i te reo ōkawa	3	Credits	Internal
	90802	Achievement	Kōrero i te reo ōpaki	3	Credits	Internal
	90803	Achievement	Āta hanga i tētahi tuinga	4	Credits	Internal
	90804	Achievement	Tuhituhi kōrero e hāngai ana ki te kaupapa	3	Credits	External
	90805	Achievement	Mātakitaki i te reo ataata	3	Credits	Internal
Level 2						
	90442	Achievement	Whakarongo ki te reo whaikupu	3	Credits	External
	90443	Achievement	Kōrero matatau ki tōna ao whānui <i>This standard has expired and is no longer available.</i>	4	Credits	External
	90444	Achievement	Pānui matatau ki tōna ao whānui <i>This standard has expired and is no longer available.</i>	4	Credits	External
	90445	Achievement	Tuhituhi matatau ki tōna ao whānui <i>This standard has expired and is no longer available.</i>	4	Credits	External
	90446	Achievement	Mātakitaki matatau ki tōna ao whānui <i>This standard has expired and is no longer available.</i>	4	Credits	Internal
	90447	Achievement	Whakaatu matatau ki tōna ao whānui <i>This standard has expired and is no longer available.</i>	4	Credits	Internal
	90750	Achievement	Rangahau, whakarite me te whakaputa whaikōrero	3	Credits	Internal
	90751	Achievement	Whakaputa i te kōrero tene	2	Credits	Internal
	90752	Achievement	Pānui i te reo tawhito	3	Credits	External
	90753	Achievement	Pānui i te reo hōu	3	Credits	External
	90754	Achievement	Whakaputa i te tuinga	4	Credits	Internal
	90755	Achievement	Titotito i te kōrero whakangahau	3	Credits	Internal
	90756	Achievement	Mātakitaki me te hanga i te whakaaturanga	3	Credits	Internal

<http://www.nzqa.govt.nz/framework/explore/domain.do?frameworkId=76319>

Te Kura Amorangi o Whakawātea

Literacy Curriculum - English

**Support Curriculum Document to Guide Literacy
NZ Curriculum
Te Marautanga o Aotearoa**

Literacy - English

NZQA / NCEA

Level 1 Literacy

[US26622](#) - Write to communicate ideas for a purpose and audience

[US26624](#) - Read texts with understanding

[US26625](#) - Actively participate in spoken interactions

As Per : <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/clarifications/>

Key concepts in Literacy

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

Succeeding in the English learning area involves understanding and using four key concepts effectively.

[Identity](#) | [Communication](#) | [Story](#) | [Meaning](#)

Identity

Through English, people learn about and celebrate who they are, where they come from, and where they're going. English helps people connect with their communities and to appreciate and participate in them. Everything we do in the classroom either validates or undermines students' growing sense of identity. We have a shared responsibility for the impact we have on the forming of each other's identities.

'The culture of the child cannot enter the classroom until it has entered the consciousness of the teacher.'

Basil Bernstein

Learn more:

[Listen to Alison Wong talking about her life and writing \(Radio New Zealand\)](#)

[Listen to Selina Tusitala Marsh talking about her life and writing \(Radio New Zealand\)](#)

Communication

People who communicate effectively can:

offer and receive ideas, information, thoughts, and feelings in a range of ways

make effective choices about the language to use to suit their audience and purpose

use language fluently and skilfully to present information, express their ideas, and respond to others.

Reading, writing and speaking are the interactive tools students need to communicate effectively.

'Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced ... [communication skills] to perform their jobs, act as citizens, conduct their personal lives ... [and] to cope with the flood of information they will find everywhere they turn. [They will increasingly have access to people and information in ways and speeds never possible before]. In a complex and sometimes even dangerous world, their ability to [communicate effectively] will be crucial.'

(Adapted from Moore, Bean, Birdyshaw, Rycik, 1999, International Reading Association position statement)

Story

People use oral, written, and visual English to tell stories, and to read, hear, and view the stories of others.

Our stories define us. When our stories connect with the stories of others, our lives change.

'... I read the works of Frank Sargeson and started hearing the New Zealand voice for the first time. And then when I read the work of Amelia Batistich I realised she had a different New Zealand voice. It reinforced the idea that writers had their own voices. It occurred to me when I read those works that I had a voice as well ...'

[An interview with Patricia Grace](#) (PDF 101KB)

Meaning

People use English to make meaning of stories. By understanding how language is used in texts, we come to understand different viewpoints, interpretations, and beliefs about the world.

As Per: <http://seniorsecondary.tki.org.nz/English/Key-concepts>

Te Kura Amorangi o Whakawātea

Numeracy Curriculum

Support Curriculum Document to Guide Mathematics / Numeracy
NZ Curriculum
Te Marautanga o Aotearoa

Numeracy

NZQA / NCEA

Level 1 Numeracy

[US26623](#) - Use number to solve problems

[US26626](#) - Interpret statistical information for a purpose

[US26627](#) - Use measurement to solve problems

As Per: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/literacy-and-numeracy/literacy-and-numeracy-unit-standards/clarifications/>

Key concepts in Mathematics

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The following are the key concepts in mathematics and statistics.

Change and variation

Students uncover stories in which variation is omnipresent.

Mathematics and statistics can be used to model the beating of the heart and explore the efficacy of heart medications.

Structure and generalisation

Students unlock stories using models, abstractions, and representations.

Mathematics and statistics can be used to investigate climate change and design new virtual worlds.

Argumentation and proof

Students tell stories using evidence and reasoning.

Mathematics and statistics can be used to triangulate forensic data and prove Pythagoras' theorem in more than 300 different ways.

Principles, values, and key competencies

The learning area of mathematics and statistics is underpinned by the [principles](#) and [values](#) of The New Zealand Curriculum.

The mathematics and statistics classroom provides opportunities for creating a rich learning environment where all students learn to learn and are encouraged to have high expectations. In all mathematics and statistics learning experiences there are opportunities to develop the [key competencies](#).

Key competencies in mathematics and statistics

[Thinking](#)

[Using language, symbols and texts](#)

[Relating to others](#)

[Managing self](#)

[Participating and contributing](#)

As Per : <http://seniorsecondary.tki.org.nz/Mathematics-and-statistics/Principles-values-and-KCs>

Te Kura Amorangi o Whakawātea

Appendix 1

Ngā Āhuatanga Amorangi Curriculum

Te Kura Amorangi o Whakawātea
Ngā Āhuatanga Amorangi o Whakawātea Curriculum
Ngā Āhuatanga Amorangi (Graduate Profile) Based Curriculum

Kiwi	Pīpīwharauoa	Kea	Ruru	Kōtuku
<p>Ngā Taonga Horomata</p> <p>I whakatinana te kiwi i ngā taonga horomata Tātou, tātou Being proud of the unique & the specialness of you as well, reciprocity</p> <p>Service</p> <p>Full personal responsibility</p> <p>Reka mai, reka atu</p> <p>I am a unique and special person because of the world I create</p>	<p>Huanga Hīnonga</p> <p>The Bill Gates and Steve Price's of the world</p> <p>Hard working</p> <p>Get on with it attitude</p> <p>He tangata amorangi au</p> <p>In every sense of my life</p> <p>I see all that the world can offer me and accept the challenges that are set before me</p>	<p>Kia Urupouamu</p> <p>Inquisitive</p> <p>Enquiring</p> <p>Independent</p> <p>Thoughtful</p> <p>Communicating</p> <p>I fully participate in my life. I practice high level thinking and discernment</p>	<p>Puna Mātauranga</p> <p>He akonga ka ako ā mate noa atu Loving Learning</p>	<p>Tū Rangatira</p> <p>Tāu ana i te ao</p> <p>Managing self Engaging in creating worthwhile lives they love that facilitate their potential, not imbued by peer pressure that sees them making choices that interfere with their personal lifestyle, health, relationships, education or, career – they do not get distracted from the life they want and deserve / EQ</p>

Ngā Āhuatanga Amorangi

Kia Īta te Mauri
Te Pito Mata
Huanga Hīnonga
Ngā Taonga Horomata
Ngā Hiahia ā-tauira, ā-whānau

Mā te kahukura, mā te huruhuru, ka rere te manu

Kōtuku – Kia ai he tā kōtuku ki roto o te nohoanga
pahū, kia tau ai

Tū Rangatira, Tū Maia, Tū Takitahi, Kia Ngākau Māhaki / Hūmārie. He tangata ū ki tāna e whai
ana. Kaiwhakaritenga mahi.

Kea – Te Kea e rere ana

Kia Urupounamu. Pakirehua. Miharo, Whakahirahira

Kiwi – Te manu huna a Tāne

Reka mai, reka atu. Tātou, tātou, Kaiwhakaritenga mahi

Ruru – He nui ōna whakaaro, inā puaki tōna māngai

He akonga ka ako ā mate ki te ako. Puna mātauranga

Pīpīwharauoa – Kūī Kūī Kūī whiti, whiti, ora (BG)

He tangata amorangi noa atu. E Kaingākau ana Kaikōrero hiranga. Hinengaro auaha

Support Curriculum Document to Graduate Profile Based Curriculum: NZ Curriculum Te Marautanga o Aotearoa

Kiwi

Communication Skills

Students will:

communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities.

Numeracy Skills

Students will:

calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills

Students will:

identify, locate, gather, store, retrieve, and process information from a range of sources;
organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills

Students will:

think critically, creatively, reflectively, and logically;
exercise imagination, initiative, and flexibility;
identify, describe, and redefine a problem;
analyse problems from a variety of different perspectives;
make connections and establish relationships;
inquire and research, and explore, generate, and develop ideas;
try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
evaluate processes and solutions.

Self-management and Competitive Skills

Students will:

set, evaluate, and achieve realistic personal goals;
manage time effectively;
show initiative, commitment, perseverance, courage, and enterprise;
adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;
learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;

demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga); develop a sense of responsibility for the well-being of others and for the environment; participate effectively as responsible citizens in a democratic society; to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
develop locomotor, non-locomotor, and manipulative skills;
develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue learning throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

**Support Curriculum Document to Graduate Profile Based Curriculum:
NZ Curriculum
Te Marautanga o Aotearoa**

Pīpīwharauoa

Communication Skills

Students will:

communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities

Numeracy Skills

Students will:

calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
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organise information to support logic and reasoning;
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Students will:

think critically, creatively, reflectively, and logically;
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identify, describe, and redefine a problem;
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inquire and research, and explore, generate, and develop ideas;
try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
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set, evaluate, and achieve realistic personal goals;
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adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;
learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
acknowledge individual differences and demonstrate respect for the rights of all people;

demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga); develop a sense of responsibility for the well-being of others and for the environment; participate effectively as responsible citizens in a democratic society; to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
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develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue learning throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

Thinking

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Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Managing self

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

Support Curriculum Document to Graduate Profile Based Curriculum: NZ Curriculum Te Marautanga o Aotearoa

Kea

Communication Skills

Students will:

communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly;
become competent in using new information and communication technologies, including augmented communication for people with disabilities

Numeracy Skills

Students will:

calculate accurately;
estimate proficiently and with confidence;
use calculators and a range of measuring instruments confidently and competently;
recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills

Students will:

identify, locate, gather, store, retrieve, and process information from a range of sources;
organise, analyse, synthesize, evaluate, and use information;
present information clearly, logically, concisely, and accurately;
identify, describe, and interpret different points of view, and distinguish fact from opinion;
use a range of information-retrieval and information-processing technologies confidently and competently

Problem-solving Skills

Students will:

think critically, creatively, reflectively, and logically;
exercise imagination, initiative, and flexibility;
identify, describe, and redefine a problem;
analyse problems from a variety of different perspectives;
make connections and establish relationships;
inquire and research, and explore, generate, and develop ideas;
try out innovative and original ideas;
design and make;
test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
evaluate processes and solutions.

Self-management and Competitive Skills

Students will:

set, evaluate, and achieve realistic personal goals;
manage time effectively;
show initiative, commitment, perseverance, courage, and enterprise;
adapt to new ideas, technologies, and situations;
develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
develop the skills of self-appraisal and self-advocacy;
achieve self-discipline and take responsibility for their own actions and decisions;
develop self-esteem and personal integrity;
take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

develop good relationships with others, and work in co-operative ways to achieve common goals;
take responsibility as a member of a group for jointly decided actions and decisions;
participate appropriately in a range of social and cultural settings;

learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;

acknowledge individual differences and demonstrate respect for the rights of all people;
demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity (manaakitanga);
develop a sense of responsibility for the well-being of others and for the environment;
participate effectively as responsible citizens in a democratic society;
to develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
develop locomotor, non-locomotor, and manipulative skills;
develop basic first aid skills;
develop specialised skills related to sporting, recreational, and cultural activities;
learn to use tools and materials efficiently and safely;
develop relaxation skills.

Work and Study Skills

Students will:

work effectively, both independently and in groups;
build on their own learning experiences, cultural backgrounds, and preferred learning styles;
develop sound work habits;
take increasing responsibility for their own learning and work;
develop the desire and skills to continue learning throughout life;
make career choices on the basis of realistic information and self-appraisal.

Key Competencies - The New Zealand Curriculum

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Support Curriculum Document to Graduate Profile Based Curriculum: NZ Curriculum Te Marautanga o Aotearoa

Ruru

Communication Skills

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Numeracy Skills

Students will:

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organise information to support logic and reasoning;
recognise and use numerical patterns and relationships.

Information Skills

Students will:

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organise, analyse, synthesize, evaluate, and use information;
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Problem-solving Skills

Students will:

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Support Curriculum Document to Graduate Profile Based Curriculum:

NZ Curriculum

Te Marautanga o Aotearoa

Kōtuku

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