

TE KURA MĀORI O NGĀ TAPUWAE



Charter 2022

Introduction to our Charter & Graduate Profile Ina Te Mahi He Rangatira

Te Kura Māori o Ngā Tapuwae is an iwi designated school and is a member of the confederation of schools Ngā Kura-ā-Iwi o Aotearoa. We are affiliated to a kaupapa and entity borne out of the hopes, desire and aspirations of a small number of educators to create a unique learning opportunity for our **Mokopuna/Uri** grounded in tukuihotanga (cultural inheritance) of our forebears. These hopes, desires and aspirations are made explicit in the constitution of Ngā Kura-ā-Iwi o Aotearoa Incorporated.

Te Kura Māori o Ngā Tapuwae is a Kura-ā-Iwi and we are committed to maintaining the rights and responsibilities of the local iwi – Waikato, its hapu - Te Waiōhua, Te Akitai and Te Ahiwaru. It is imperative that we ensure that the children in our school understand and are fully supportive of the local iwi, its protocols, histories and knowledge, as well as their own whakapapa links in Aotearoa.

The criteria for membership as a Kura-ā-Iwi are as follows:

1. Endorsement by the Iwi, hapu and parent community of our school to represent the local hapu and tribe as having a tribal education relationship
2. Mana whenua highly visible in all aspects of kura operations, governance, management and operations.
3. Endorsed by the parent community
4. Māori Immersion Education Level one or two. Clear focus on the 'Aho and 'whenu' as per the Tū Rangatira Māori Education Leadership
5. Align our Graduate Profile to that of Ngā Kura-ā-Iwi o Aotearoa
6. Attend all Te Maru meetings of Ngā Kura-ā-Iwi o Aotearoa
7. Must re-affiliate every five years to maintain our Kura-ā-Iwi status.

KEY GUIDING PRINCIPLES AS KURA-Ā-IWI O AOTEAROA ARE:

- **He Uri Whai Tukuihotanga** Champions of Cultural Identity
- **He Uri Whai Matauranga** Seekers of Knowledge
- **He Uri Whai Oranga**
 - Oranga Wairua** = A flourishing Spirit
 - Oranga Hinengaro** = A Settled Mind
 - Oranga Tinana** = Uri live healthy lifestyles that lead to a fit for purpose body
 - Oranga Whanau** = Positive and Sustainable Relationships with others

Ina te Mahi He Rangatira (name of Graduate Profile)

In order for you to understand the framework of this document it is important for you to know the whakapapa of its inception and creation. The school charter has been designed by the stakeholders of our school community, we have also included the overarching Ngā Kura-ā-lwi graduate profile principles **Manu Kātua** and the **Tū Rangatira** leadership foci to enrich and enhance our focus for our mokopuna/uri. The consultation was wide and lengthy to capture all thoughts and aspirations of the different areas and ages of the school. Several workshops were conducted in the specific stakeholder groups; parents, kaumātua, caregivers, the board, all students Y1 – 13, teachers, support staff and finally ex-pupils, the consultation process was wide and diverse, and this is reviewed on a biannual basis.

Our school community including the board of trustees, teachers and students still find that **Tū Rangatira** – as relevant and purposeful to our school core values. The school community agreed that this document contained all the ideas and aspirations of our community relationships, are a true reflection of what our students would have experienced as Uri whakaheke of their Tūpuna as they fulfil their goals in living as Maori. Furthermore, the community agreed that the roles of leadership and the key focus areas in **Tū Rangatira** were particularly pertinent to what we wanted for our children and their futures.

It was decided that we would utilise the seven key roles of leadership **Kaitiaki, Kaiwhakarite, Kanohi Matara, Kaiako, Kaimahi, Kaikōtuitui, Kaiarataki**, as the responsibilities of each stakeholder of our school; whānau, mokopuna and staff. By agreeing that we all have a part to play in being responsive to the teaching & learning of our children – be at home, in school, in their Māori context or as a citizen of the world. We could therefore emulate the qualities, practices, broad and specific outcomes of the seven key roles of Māori leadership.

The seven key areas of foci - Mana Mokopuna, Mana Wairua, Mana Tangata, Mana Reo, Mana Tikanga, Mana Mātauranga Māori, Mana-ā-Kura will be used as the strategic aims of our school and each stakeholder have articulated what their response needs to be, in order for our mokopuna to achieve the goal of each focus area.

The principal and the senior management team collate the information and make sense of it, mould it and return the draft to the stakeholders to check that we have captured the community's desires and ambitions. From this point the strategic actions are formulated from the seven focus areas and the key roles of leadership.

The school annual report and targets have been designed with the strategic aims in mind and the community is consulted, this consultation takes place for all stakeholders by the third board meeting of each year. Te Kura Māori o Ngā Tapuwae begins another cycle with excitement and anticipation to reach the goals that have been designed by all stakeholders for the next three years.

There is a timeline component where each focus area will have a specific area worked through to ensure that all facets of the role and the key foci have been explored and focussed on within the three years.

It is a privilege to utilise the information in this precious resource Tū Rangatira along with the **Manu Kātua** from Ngā Kura-ā-lwi. We give thanks to all who put it together and captured the essence of what Māori leadership looks like and how we can aspire to teaching our students to reach their potential, and the virtues of high-quality Māori citizenship through these key leadership areas. Each year it is updated where the whānau feel it's needed and consultation to ratify its contents is done at Whānau Hui during the year.

Our Vision

Te Kura Māori o Ngā Tapuwae is in the Mangere suburb of Auckland City. The caregiver community has a rich multi-ethnic diversity; however, the Kura students are predominantly Māori or of dual heritage. Our community has been loyal to this school for over 50 years and we now are privileged enough to teach ākonga that have a four generation relationship with us. We are a proud community who wish only best for ourselves and to honour our mokopuna/uri with the service they deserve, as their **Kaiako, Kaiwhakarite, Kaiarataki, Kaimahi, Kanohi Mataara, Kaikōtuitui, & Kaitiaki.**

Te Kura Māori o Ngā Tapuwae community and its affiliated membership to Ngā Kura-ā-Iwi is a committed and passionate body comprising of humble, highly educated and successful people. As a Kura and a whānau we are positive about and supportive of all Kura activities. We fully comprehend and value the importance of educational achievement for their children. The Kura whānau demand high educational standards and achievement to enhance their children's citizenship. Utilising the core principles of Iwitanga outlined above with our local hapu & Iwi – Waikato, Te Waiōhua, Te Ahiwaru and Te Akitai.

Our vision is to develop individual and whānau excellence and creativity in a vibrant, respectful and purposeful learning community to ultimately improve our ability to participate as Māori citizens of the world. We embrace the Tū Rangatira strands of leadership in order to prepare our students for the future with strength in our mokopuna/uri knowing that they can live and learn as Māori and that is an advantage to be Māori. The roles and focus areas of practice in leadership from a Māori standpoint is achievable at any age and for of all stakeholders of our Whānau, Hapu, Iwi and community. Our school is only as good as the community that we serve, and by valuing the leadership focus areas of NKAI **Manu Kātua & Tū Rangatira** they will help our students to realise 'who they are' and how they can live prosperous lives.

Our students benefit from a staff that are dedicated to continuous professional learning and inspired to deliver high standards of professional practice and inquire and critique their own programmes. They also benefit from highly qualified & passionate senior curriculum practitioners along with excellent pastoral care, numerous support mechanisms and partnerships between the relationships of the local Iwi and their own Iwi, school, whānau and wider community. Resources are continually in development to support learning programmes and ensure the delivery of the best possible student outcomes.

We place central importance on offering a learning experience that values academic achievement, Personal Purpose, Ngā Tikanga o te Iwi o Waikato and the Pou of NKAI as defined below:

- **He Uri Whai Tukuihotanga** Champions of Cultural Identity
- **He Uri Whai Matauranga** Seekers of Knowledge
- **He Uri Whai Oranga**
 - Oranga Wairua** = A flourishing Spirit
 - Oranga Hinengaro** = A Settled Mind
 - Oranga Tinana** = Uri live healthy lifestyles that lead to a fit for purpose body
 - Oranga Whanau** = Positive and Sustainable Relationships with others

We celebrate the mana of each person and seek to develop each other and all our talents. We want our students to experience the joy of being successful as Māori within their own community and globally, so they are prepared to navigate the next phase of their lives with the skills to be resilient, purposeful and strong enough to rise to the challenges that life brings in order to experience positive living and personal fulfilment.

Our Motto is

INA TE MAHI HE...

R eo Rangatira

A ko

N gä Kete o te Mätauranga

G enerations of Greatness

A roha tētahi ki tētahi

T ū Rangatira

I namata, Onamata, Anamata

R angahau

A hurutanga

**Inate Mahi he Rangatira
Framework**

Our Responsibilities as Stakeholders

The Tri-partite Agreement

Stakeholder	Role	Responsible for:
Whānau – Mōkōpuna – Kura	He Kaitiaki – Guardian <i>Kia maru koe i tōku pūreke, he kahu pītongatonga</i>	Protecting and nurturing a caring environment where people and ideas are valued; health, safety and well-being are enhanced; and relationships are strong
	He Kaiwhakarite – Manager <i>E kore te matau e rawe ki te moana takai ai, engari anō a uta</i>	Effective and efficient management of people, environments and education that transforms teaching and learning communities
	He Kanohi Mataara – Visionary <i>Māku e whatu, mā koutou e tāniko</i>	Innovative and visionary leadership to equip learners with the knowledge, skills and values to succeed in the 21 st century as Māori and as citizens of the world.
	He Kaiako – Teacher & Learner <i>Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga nōna te ao.</i>	Reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice.
	He Kaimahi – Worker <i>Ehara taku toa i te toa takitahi, engari he toa takitini</i>	'Leading by doing': upholding collegial practices that build capacity in others in pursuit of the goals of the kura
	He Kaikōtuitui – Networker <i>Kotahi te kōhao o te ngira e kuhuna ai te miro mā, te miro pango, te miro whero</i>	Networking, brokering and facilitating relationships that contribute towards achieving kura goals
	He Kaiarataki – Advocate <i>Kaua e rangiruatia te hāpai o te hoe, e kore tō tātou waka e ū ki uta.</i>	Promoting the development and implementation of strategies, plans and policies to realise learners' potential and their educational success as Māori

Strategic Plan - Seven Key Focus Areas

1 Mana Mokopuna		
<p>Focus Area 1</p> <p><i>Ko te mokopuna te pūtake o te Mātauranga</i></p> <p><i>Placing the learner at the heart</i></p>	<p>Focus of Kura & Whānau</p> <p><i>Learner potential and success</i></p> <p><i>Education that affirms indigeneity & distinctiveness</i></p>	<p>Learner Outcomes</p> <p><i>The Learner enjoys high quality education focused on the realisation of his or her potential and success as Māori and as a citizen of the world.</i></p>
<p>Whānau</p> <ul style="list-style-type: none"> ☞ Show our children love and set boundaries ☞ Whāngai te hinengaro me te tīnana ☞ Create an encouraging learning environment at home ☞ Whakanui, whakamana, tautoko, tauawhi ☞ Whakarongo ☞ Education that is tailored for and to mokopuna/akonga ☞ Teach them to be responsible for their behaviour 	<p>Mokopuna / Uri</p> <ul style="list-style-type: none"> ☞ Set themselves challenging goals and show resilience 'a can do' attitude, persistence and self-discipline in pursuit of them ☞ Say our school affirmation to feel confident ☞ Be ready to learn with our equipment ☞ Remember that someone cares about you ☞ Be kind and thoughtful to myself and others 	<p>Kura</p> <ul style="list-style-type: none"> ☞ Teach towards excellence ☞ Be prepared in all programmes for our akonga ☞ Communicate high expectations ☞ Challenge students to be the best they can be ☞ Build on staff professional knowledge at all levels ☞ To provide an environment where mokopuna are valued as Māori
2 Mana Wairua		
<p>Focus Area 2</p> <p><i>He puna wairua</i></p> <p><i>He puna tangata</i></p> <p><i>Spiritual and holistic well-being</i></p>	<p>Focus of Kura & Whānau</p> <p><i>The physical, emotional, social and educational well-being of every individual</i></p>	<p>Learner Outcomes</p> <p><i>The learner's self-worth, self-esteem and personal pride are displayed in his or her demeanour, attitude and behaviour.</i></p>
<p>Whānau</p> <ul style="list-style-type: none"> ☞ Kia tau te wairua i te ao, i te pō ☞ He mana tō tēnā to tēnā ☞ E kore au e ngaro he Kākano i ruia mai i Rangiātea ☞ Tautoko ngā mahi o ngā tamariki ☞ Support children to have a flourishing spirit ☞ Help them form positive relationships with themselves and other 	<p>Mokopuna / Uri</p> <ul style="list-style-type: none"> ☞ Be confident, happy and have a good attitude ☞ Be kind towards others ☞ See my own self-worth and personal pride ☞ Know that I deserve success ☞ I know where to go for help ☞ I know that every day is a new day where positive opportunities wait for me 	<p>Kura</p> <ul style="list-style-type: none"> ☞ Acknowledge achievement awards and rewards ☞ Celebrate strengths ☞ Acknowledge whakapapa – He mana tō te ākonga ☞ Teacher must be aware of own self-worth, self-esteem and personal pride in order to model this outcome ☞ A teacher determines the wairua in the classroom by their 'own' wairua and tone to our akonga
3 Mana Tangata		

Focus Area 3 <i>He toi whakairo, he mana tangata</i> <i>Recognising that relationships are critical to effective practice</i>		Focus of Kura & Whānau <i>Building relationships on trust, honesty and respect</i> Mana Motuhake: <i>Activities & practices that foster Iwi Identity.</i>	Learner Outcomes <i>The learner develops physical, spiritual and emotional well-being; an awareness of his or her individual uniqueness; and knowledge and respect for himself or herself and others.</i>
<p>Whānau</p> <ul style="list-style-type: none"> ☞ Enrich each other's self-efficacy ☞ Kia tika, kia pono – be honest and open in all aspects and to one another ☞ Be responsive to the needs of our children ☞ Be reliable and help our children meet the school's expectations ☞ Respect differences of other people ☞ Nāu i whatu te kākahu he tāniko taku. ☞ We are responsible for the character of our children 		<p>Mokopuna / Uri</p> <ul style="list-style-type: none"> ☞ Ask for help when needed ☞ Sit next to people that will stay focused and do their work ☞ Concentrate, be disciplined and don't talk or be distracted ☞ Maumahara ngā ture o te akomanga ☞ Be kind and considerate to everyone in the classroom ☞ We all deserve to learn ☞ Make my own day 	<p>Kura</p> <ul style="list-style-type: none"> ☞ Model respectful behaviours to all school community ☞ Be aware of your ability to hurt and heal, humiliate and honour ☞ Open communication with whānau ☞ Integral involvement – Kuia / Koro ☞ Teachers embrace aspects of manaakitanga, aroha, tiakitanga ☞ Provide an opportunity for students to display their uniqueness
4 Mana Reo			
Focus Area 4 <i>Ko te reo te waka wairua o ā tātou Tīpuna</i> <i>The preservation of te reo Māori</i>		Focus of Kura & Whānau <i>Developing, strengthening and preserving high quality delivery of education through te reo Māori in everyday practices.</i>	Learner Outcomes <i>The learner is a competent thinker, speaker, reader and writer in both Māori and English</i>
<p>Whānau</p> <ul style="list-style-type: none"> ☞ Ko te reo te waka wairua o ā tātou mātua tīpuna ☞ Me raps huarahi kia ākona te reo ☞ Kōrero Māori i te kāinga ☞ Expose our mokopuna to all contexts where your dialects are being utilised ☞ At home initiate time for mokopuna to watch Māori language-based programmes. ☞ Whakamanahia te reo ☞ Provision for strengthening Mita ā Iwi 		<p>Mokopuna / Uri</p> <ul style="list-style-type: none"> ☞ Read, study and be well prepared ☞ Understand the different processes of my learning ☞ Value what I know in Māori and in English ☞ Read, think and speak in Māori ☞ Read more ☞ Watch 'Ako' 	<p>Kura</p> <ul style="list-style-type: none"> ☞ Professional knowledge in Te Reo Māori and English ☞ Sound literacy ☞ Provide an opportunity for students to talk – be the speaker – builds confidence and increases their ability to speak appropriately ☞ The teacher delivers high quality curriculum learning ☞ Teach through Māori medium at all levels ☞ Teachers possess a sound professional knowledge of literacy in both languages
5 Mana Tikanga			
Focus Area 5		Focus of Kura & Whānau	Learner Outcomes

<p><i>He tangata i ākona ki te whare, tūnga ki te marae tau ana Maori customs and protocols</i></p>	<p><i>Ensuring appropriate tikanga in protocols and practice across all aspects of the kura</i></p>	<p><i>The learner is secure in the knowledge of his or her ancestral links, and considers the hopes and aspirations of whānau, hapū and iwi.</i></p>
<p style="text-align: center;"><u>Whānau</u></p> <ul style="list-style-type: none"> ☞ Kia mau koe ki te kupu ā o Mātua ☞ Harken to the words of the experienced ☞ Know the expectations of the Kura and support it! ☞ Be a positive role model for your children ☞ Ensure that you know your whakapapa so that your children have a source to access. ☞ Find ways for our children to learn their own dialect. ☞ Encourage ourselves as parents/grandparents and whānau to be actively responsive to our own needs and seek support within our school community. 	<p style="text-align: center;"><u>Mokopuna / Uri</u></p> <ul style="list-style-type: none"> ☞ Be well equipped and organised for school ☞ Respect teachers and peers. ☞ Behave and follow the school rules. ☞ Do research on my whakapapa. ☞ Know who I am. ☞ Know where I am from. 	<p style="text-align: center;"><u>Kura</u></p> <ul style="list-style-type: none"> ☞ Mana motuhake ☞ Ensure the development and awareness of who students are and where they come from ☞ Develop opportunities with other people inside and outside of school ☞ Observe and take part in iwi kawa ☞ Know who you are and where you are from to role model the importance of pepeha to your students. ☞ Have a sound knowledge of mana whenua and local history ☞ Kura Systems & Processes incorporate mana whenua values and customary principles

6 Mana Matauranga Māori

<p style="text-align: center;">Focus Area 6</p> <p><i>Ko te waka Mātauranga, he waka eke noa Māori discourses and knowledge</i></p>	<p style="text-align: center;">Focus of Kura & Whānau</p> <p><i>Asserting that being and thinking Māori is an advantage</i></p>	<p style="text-align: center;">Learner Outcomes</p> <p><i>The learner understands contemporary and traditional views of the ao Māori and the natural world</i></p>
<p style="text-align: center;"><u>Whānau</u></p> <ul style="list-style-type: none"> ☞ Keep up to date with what is happening in our school ☞ Provide a space for Kura information and Pānui in our home, so we know what is going on. ☞ Volunteer our time, form support groups and aid the school ☞ Create a learning environment at home ☞ Participate – be proactive in supporting THH to network and fundraise 	<p style="text-align: center;"><u>Mokopuna / Uri</u></p> <ul style="list-style-type: none"> ☞ Stay focused on the task at hand ☞ Complete and return homework ☞ Take part and strive for the best – achieve goals ☞ What does it mean for me to be Māori ☞ Independent learning about myself and my world ☞ What is the difference between the world views I live in. 	<p style="text-align: center;"><u>Kura</u></p> <ul style="list-style-type: none"> ☞ Implement opportunities for students to experience contemporary, traditional and natural Māori world views. ☞ Inclusive programmes that value/explore elements of Te Ao Māori. ☞ Incorporating concepts of the local iwi, including landmarks and ancestral links in learning. ☞ Exposing students to experiences of Te Ao Māori e.g. EOTC, mahi o neherā – Wheako reo. ☞ Include kaumātua expertise in classroom experiences.

7 Mana-a-Kura

<p style="text-align: center;">Focus Area 7</p>	<p style="text-align: center;">Focus of Kura & Whānau</p>	<p style="text-align: center;">Learner Outcomes</p>
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<p><i>Mā tātou katoa hei whakatō i te whakaaro ka puta ki te ao</i></p> <p><i>The uniqueness of each kura</i></p>	<p><i>Identifying and developing teaching and learning programmes unique to the goals and aspirations of kura whānau</i></p>	<p><i>The learner is intellectually stimulated within an environment conducive to learning</i></p>
<p style="text-align: center;"><u>Whānau</u></p> <ul style="list-style-type: none"> ☞ Provide support for learning in all areas of family life ☞ Learning is a lifelong tool for all whānau ☞ Be responsive to needs of our children to fully participate in their learning ☞ Manaakitanga ☞ Support community service ☞ Attend all hui for school to support our children ☞ Supportive whānau are successful whānau ☞ Support the preparation of our children to be global citizens of the world ☞ Encourage our children to make sound and good decisions ☞ Be good role models 	<p style="text-align: center;"><u>Mokopuna / Uri</u></p> <ul style="list-style-type: none"> ☞ Listen and follow teachers' instructions ☞ Attend school everyday ☞ Complete work within set timeframes ☞ Be punctual and diligent ☞ Complete all homework ☞ Find others at home to access knowledge for myself ☞ Work hard to pass all tasks set ☞ I am a knowledge magnet ☞ Tū tangata – school pride ☞ Have humility ☞ Be a good leader and a good follower ☞ Manaakitanga ☞ Aroha tētahi ki tētahi 	<p style="text-align: center;"><u>Kura</u></p> <ul style="list-style-type: none"> ☞ Challenging lessons that stimulate ☞ To create an intellectually stimulating learning environment that develops the mind ☞ Ensure lessons challenge, stimulate, motivate and inspire to achieve ☞ Develop/implement learning programmes that inspire and motivate, are achievable and have a challenge factor ☞ Have high expectations ☞ Acknowledging achievement in all facets of Kura life (uniform, behaviour, all subjects) at all levels ☞ Provide a stimulating environment appropriate to student level e.g. class environment

Strategic Aims Timeline 2022- 2024

To ensure that the board meets all aspects of its charter we have designed a timeline as a checkpoint of where each part of the strategic aims needs to be at within the three years of its charter cycle.

	Aim	2022	2023	2024
1	Mana Mokopuna	<ul style="list-style-type: none"> ☞ All students continue achieving educational success and success as Māori. ☞ Mokopuna will be motivated and encouraged to learn in a Māori medium environment. ☞ Work alongside stakeholders to ensure consistent understanding on teaching pedagogy and programmes at Ngā Tapuwāe. 	<ul style="list-style-type: none"> ☞ Evaluate student achievement in educational success as Māori. ☞ Gauge student motivation to learn in a Māori medium environment. ☞ Consolidate understanding of all stakeholders regarding teaching and learning at Ngā Tapuwāe. 	<ul style="list-style-type: none"> ☞ Students are provided with opportunities to build skills and experiences relevant to their future. ☞ All stakeholders can articulate the pedagogy of teaching and learning at Ngā Tapuwāe.
2	Mana Wairua	<ul style="list-style-type: none"> ☞ All stakeholders - students, staff and whānau - participate in learning school wide himene, karakia and waiata. ☞ Encourage all stakeholders to practice mindfulness, kindness, and gratitude in all aspects of home and school life. ☞ Continue to provide opportunities for male students, parents and staff to build self-efficacy. 	<ul style="list-style-type: none"> ☞ All new students and whānau to learn the school karakia, whakatauki, himene and waiata. ☞ Continue to provide opportunities for all stakeholders to practice mindfulness, kindness, and gratitude in all aspects of home and school life. ☞ Extend on opportunities for male students, parents and staff to build self-efficacy. 	<ul style="list-style-type: none"> ☞ All students and whānau will have a strong sense of the value and importance of regular karakia. ☞ Meditation practices to develop mindfulness and gratitude are well embedded into the school programme
3	Mana Tangata	<ul style="list-style-type: none"> ☞ Embed the Ngā Tapuwāe Graduate profile. ☞ Continue connections across NKAI students Kaiako, whānau and community 	<ul style="list-style-type: none"> ☞ Review and enhance the Ngā Tapuwāe Graduate profile. ☞ Collect feedback and evaluate parents understanding of lifelong learning within their own whānau context. 	<ul style="list-style-type: none"> ☞ Tweak the Ngā Tapuwāe graduate profile is/as required to ensure its ongoing relevance. ☞ All stakeholders understand the concept of lifelong learning.

4	Mana Reo	<ul style="list-style-type: none"> ☞ Teacher proficiency in Te Reo Māori to be enhanced at all levels. ☞ Using the appropriate strategies for teaching and learning Te Reo Māori. ☞ Ongoing consultation with Mana Whenua and Te Kāhui Reo Taketake o Ngā Kura ā Iwi o Aotearoa. 	<ul style="list-style-type: none"> ☞ Proficiency in Te Reo Māori of all stakeholders to be enhanced at all levels. ☞ Review with all stakeholders and modify strategies for teaching Te Reo Māori across the school. ☞ Ongoing consultation with Mana Whenua and Te Kāhui Reo Taketake NKAI. 	<ul style="list-style-type: none"> ☞ Provide opportunities for students to communicate with other students in Te Reo Māori outside of school ie: NKAI schools. ☞ Continue to attend opportunities that encourage Te Reo Māori development for all stakeholders.
5	Mana Tikanga	<ul style="list-style-type: none"> ☞ Mokopuna will participate in experiences to broaden their knowledge of their ancestral links. ☞ Continue working with Ngā Kura ā Iwi o Aotearoa to connect with other mokopuna, kaimahi, poumarumaruru across the collective. 	<ul style="list-style-type: none"> ☞ Evaluate levels of student experiences to broaden their knowledge of ancestral links. ☞ Review effectiveness of connection with NKAI network – mokopuna, kaimahi and poumarumaruru. 	<ul style="list-style-type: none"> ☞ Continue to build student awareness of the importance to practice tikanga Māori in everyday life. ☞ All students will know their secondary whakapapa links. I.e. Great Grandparents paternal and maternal.
6	Mana Mātauranga Māori	<ul style="list-style-type: none"> ☞ All stakeholders will understand the Ngā Tapuwae school history and the importance of significant names of Whare Ako, pou and architecture in the new school. I.e: Hape, Hotuora, Hiaroa, Takawhenua, Takatakaorangi, Uenuku, Mataoho, Ngā Hau Mangere, Te Hau Kotahi Tuarua, Hona, Te Rongomau o Pani. 	<ul style="list-style-type: none"> ☞ All stakeholders will continue to learn about the Ngā Tapuwae school history in order to understand the importance of significant places and events in the development of Ngā Tapuwae. ie Ngā Tapuwae plaque, Whare Wānanga, Rākau Tōtara. ☞ Students given opportunities to explore the connections between their own whakapapa to Waikato-Tainui. 	<ul style="list-style-type: none"> ☞ All stakeholders know and articulate the stories in the architecture of the school buildings. ☞ Students continue to explore the connections between their own whakapapa, hapu and iwi to Waikato-Tainui.
7	Mana-ā-Kura	<ul style="list-style-type: none"> ☞ Complete the Taumata piki huia for transition stages across year 1-13. ☞ Publish story books about the significant places and architecture in the new school environment. 	<ul style="list-style-type: none"> ☞ Taumata piki huia is evident in across all transition stages year 1-13. ☞ Collate information and stories to begin an Alumni book. Ex pupils from over the decades promoting where their lives have taken them from Nga Tapuwae. 	<ul style="list-style-type: none"> ☞ Full school landscape and buildings completed. ☞ Begin plans and building for new school auditorium.

Strategic Aim 1 - 2022

Ko te mokopuna te pūtake o te mātauranga – Placing the learner at the heart of the learning.						
Mana Mokopuna	Aim	Focus	Action	When	Who	Time Frame
	1.1 All students continue achieving educational success	<u>Tau 0 - 6</u> <i>Students will articulate core concepts related to Mana Maturanga Maori As an evaluated process</i>	<ol style="list-style-type: none"> 1. Use themes identified for Mātauranga Māori at the end of 2021 2. Identify foci for each term related to Matariki, Mana Whenua and Atua 3. Identify core concepts related to each of the three strands and also to the marautanga 4. Design a matrix to see clearly the steps developed to at least Level 3 of the marautanga 5. Evaluate what students understand and connect this to the graduate profile 	Fortnightly meeting focus	Lead by team as per PD focus Tuatahi	Term 1-4 2022
		<u>Tau 10</u> <i>Transition phase has identified and developed graduate profile outcomes. (23 students)</i>	<ol style="list-style-type: none"> 1 Graduate Profile is completed for this maturation phase 2 Ākonga ka puta – Metaphorical Student - Whakatinana / Parts of student are identified as Values, Qualities and Skills of the graduate that the graduate possesses. 3 Taumata Pikihuia = Ngā Tapuwae Traits of this graduate are consulted and identified 4 Adjust the graduate profile to reflect the uniqueness of the stories depicted in the architecture of the school. 	Full Staff Hui (Discuss, Design Develop and Review)	All Kaiako	Each maturation phase to be completed by End of Term 3
		<u>Tau 12 & 13</u> <i>Develop Purpose and Relevance at the exit end (34 students)</i>	<ol style="list-style-type: none"> 1. Graduate Profile is completed for this maturation phase 2. Ākonga ka puta – Metaphorical Student - Whakatinana / Parts of student are identified as Values, Qualities and Skills of the graduate that the graduate possesses. 3. Whakatauki – Hei kupu whakarite ki ngā tūmanako hei Ākonga-ka-puta. 4. Taumata Pikihuia = Ngā Tapuwae Traits of this graduate are consulted and identified 5. The “Next steps” are identified to support and guide the next phase of the graduate into future focussed outcomes. – Ngā Tapuwae ki te Ao. 6. Adjust the graduate profile to reflect the uniqueness of the stories depicted in the architecture of the new school. 	BOT reviewed in Term 1 2022	BOT	BOT ratified in Term 4
				Term 2 & 3 2022	Feedback to Whānau	Whānau Hui Term 4

Strategic Aim 2 - 2022

Ko te reo te waka wairua o ō tātou Matua tīpuna – The learner is a competent thinker, speaker, reader and writer in both Te Reo Māori and Te Reo Pākehā						
Mana Reo	Aim	Focus	Action	When	Who	Time Frame
2.1 Continue developing mokopuna knowledge of Te Reo Māori		Tau 1-6 (Kōrerohia – Arohaina - Whakanuia)	<ol style="list-style-type: none"> Me mōhio te tamaiti i te tuatahi. He aha tāna i mōhio ai? Mā te aromatawai mātou e mōhio i te kete kupu tā te tamaiti. Me whanake, whakawhānui i te kete kupu, kete ororua, rerenga tā te tamaiti – mā te aromatawai mātou e mōhio inā kia tutuki i te whāinga Ka whakarite akoranga reo mā ngā Pouako Whakarite horopaki kia Reo Māori te whānau ki tētahi hono ā ipurangi Whakarite mahi kāinga kia whakapiki i te reo Māori te whānau 	Wahanga 1-4 2022	Ngā tauira tau 1-6 Ngā Kaiako tau 1-6 Mātanga Reo Māori o Ngā Tapuwae.	
		Tau 7-13 (Kōrerohia – Arohaina - Whakanuia)	<ol style="list-style-type: none"> Provide opportunities for all students to converse and celebrate Te Reo Māori. (Lunch Time Language Based Activities, Kōrerohia ki waho i te akomanga, Kōrerohia i ngā wā katoa me ngā wāhi katoa) Teacher proficiency development with language expert to be able to provide quality learning programmes in classes through the medium of Te Reo Māori. Develop pathways for Wharekura students to be taught, produce work in and be assessed through the medium of Te Reo Māori at all levels 	Feb – March (Planning Phase) Term 2 & 3 (Implementation) Term 4 (Evaluation)	Ngā Kaiako Reo Māori Tau 7 – 13 Ngā Kaiako Reo Rua Tau 7 - 13 Mātanga Reo Māori o Ngā Tapuwae.	
	2.2 Learner is also competent thinker, speaker, reader and writer in Te Reo Pākehā	Year 7 -13 Literacy Focus	<ol style="list-style-type: none"> Design a Literacy Framework which: <ul style="list-style-type: none"> ✓ Identifies milestones ✓ Is supported by evidence ✓ Is in tune with vocational pathways ✓ Provides opportunities to identify needs Design a needs process and plan for red alert students. Implement the plan as a shared curriculum objective that maps itself to our Literacy framework. Shared Literacy Goal across all teachers. 	Term 2 2022 Design Term 3 2022 Implementation	HCB & Curriculum Specialists	Term 4 Review and Report

Strategic Aim 3 - 2022

<i>He toi whakairo, he mana tangata - Recognising that relationships are critical to effective practice</i>						
Mana Tangata	Aim	Focus	Action	When	Who	Time Frame
	3.1 Empower parents to be more active in their children's education.	<u>Tau 1-6</u>	<p>StoryPark - teachers will upload a minimum of 2 stories per term related to learning / wellbeing or cultural culture</p> <p>Parents will be encouraged to share a story via Storypark around learning at home that connects to the graduate profile links / tags</p> <p>Student conference Term 3 will enable parents to see what their child can do</p> <p>Parent information in Term 1 and Term 3 will set them up to communicate around learning and understand how they can help</p> <p>Making reference to the three strands of the graduate profile which are set up as tags through storypark will enable parents to be active and see the big picture goal</p>	Goals each term	All Kaiako involved in planning.	Term 1-4 2022
		<u>Tau 7 -13</u>	<ol style="list-style-type: none"> Parent meeting focus will be more towards informing whānau about the differing organisational systems in Kura Tuarua and how each of these relate to their children. Themes will be presented at these Whānau Hui discussing the following: Whare Ako, Projects, Pathways or Portfolios, Curriculum Specific Information, Internships & Work Experience, Careers & Gateway, NCEA Checkpoint, Exit Plan Hui and Reporting to Parents & Whānau. 	Presented at Monthly Whānau Hui.	Specific Kaiako take the lead depending on focus of Hui	

OVERARCHING INTENTIONS

PLANNING & REVIEW

To instil a culture of continuous self-review so that Te Kura Māori o Ngā Tapuwae is regarded as an example school in the way it is dynamically responsive to its Iwitanga, and its students Iwitanga, educational ideas, initiatives and our community expectations.

Expected Outcomes

- Ngā Tapuwae has sustainable, highly productive and respectful relationships with Mana Whenua and Te Waiōhua's presence is felt and visible within the school and in relationships with the local Iwi and this school.
- Ngā Tapuwae has an enduring community that has support this school for over 50 years and we value this historical relationship with aroha.
- Ngā Tapuwae is a unique learning community for our Mokopuna /Uri grounded in tukuihotanga – the cultural inheritance of our forebears. These hopes, desires and aspirations are made explicit in the learning process of our students.
- The Ngā Tapuwae charter is reviewed in consultation with our local communities to align with the Tū Rangatira Educational Leadership document and the Pou o Ngā Kura-ā-Iwi that our school community has adopted as our school leadership framework.
- The school's policies are subject to a cycle of ongoing review
- Ngā Tapuwae keeps abreast of research into factors influencing effective student outcomes and continuously reviews its practices considering the findings.

PERSONNEL

To become a magnet school for highly innovative and effective staff and to support all staff to develop the knowledge and skills they need to effectively implement all dimensions of the Ngā Tapuwae motto – Inā te mahi he Rangatira!.

Expected Outcomes

- The Board considers the Health & Wellbeing of its teachers and staff as an integral part of the success of our mokopuna/uri. The board will ensure that support systems in our kura will encourage our teachers to teach with passion and joy and bring a tone of happiness to their work and the classroom environment.
- There are sound systems in place to create a space and place for teachers from other hapū/iwi/ethnicities to meaningfully contribute to growing mana whenua identity within the kura.
- Rich and exciting professional learning opportunities are embraced by all staff and manifested in inspirational classroom practice
- Ngā Tapuwae's performance management practices ensure accountability
- Ngā Tapuwae is successful in recruiting staff that love our mokopuna/uri and are innovative and professional.

PROPERTY & FINANCE

To review the property and maintenance plans to ensure that Ngā Tapuwāe has the best possible facilities and resources to support student learning and living.

Expected Outcomes

- There is a clear 'feel' and 'look' that makes it obvious to everyone who the mana whenua is and all those within the kura
- School pride is enhanced through significant improvements in the property and presentation of the school and its ongoing maintenance
- The ICT infrastructure at Ngā Tapuwāe is continuously upgraded to be state of the art to support student learning and administration.
- Financial planning at Ngā Tapuwāe is closely aligned to the strategic goals and closely monitored.
- The Asset register and liabilities are kept up to date and monitored on a regular basis.

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act the Te Kura Māori o Ngā Tapuwāe Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees of Te Kura Māori o Ngā Tapuwāe accepted this Charter as its undertaking to the Minister of Education on 1st March 2022 and submits it for approval.

1st March 2022

Chairperson Board of Trustees

Date

Approved

For Minister of Education

Date