

# Te Hekenga ki Hawaikihou

A Co-designed Curriculum  
Integration Framework for Māori Medium  
Education Settings to Prepare Ākonga for  
Their Future Pathways



  
TE TĀHUHU O TE MĀTAURANGA  
MINISTRY OF EDUCATION

Te Kāwanatanga o Aotearoa



CURRICULUM  
INTEGRATION  
FRAMEWORK



**HEI KOROWAI MŌ  
TE KAIWHAKATERE**



<p><b>CURRICULUM INTEGRATION FRAMEWORK</b></p> <p>Māori medium School Leavers' Toolkit</p>	<p><b>Mātauranga</b></p> <p>Knowledge</p> <p>Kia mau tūhonohono ki ngā āhua, ngā here iho matua o te rākauhinonga</p> <p><i>Ākonga are secure in the knowledge of ancestral entrepreneurship</i></p>	<p><b>Wānanga</b></p> <p>Learning</p> <p>Kia mātau te mōhio ki te hōhonutanga o te ako</p> <p><i>Ākonga understand the depth of learning</i></p>	<p><b>Akoranga</b></p> <p>Academia</p> <p>Kia mau ki te aka matua kia tū rangatira ai i ngā ao e rua</p> <p><i>Ākonga are equipped with the best of both worlds</i></p>	<p><b>Toitūtanga</b></p> <p>Sustainability</p> <p>Kia aumangea te tirohanga whakamua</p> <p><i>Ākonga are future-focussed, sustainable and innovative</i></p>	<p><b>Whānau</b></p> <p>Family support</p> <p>Kia noho tōna ngākau ki ngā āhuatanga whai pānga o tōna iwi, tōna hapū me tōna whānau</p> <p><i>Ākonga are open to and aware of the diverse aspects of their whānau/hapū/iwi</i></p>	<p><b>Te Taiao</b></p> <p>Environment</p> <p>Kia whai koha ki ngā tikanga kaitiakitanga</p> <p><i>Ākonga are conscious of their responsibilities</i></p>
<p>TAU 7-8</p> <p><b>Awareness</b></p>	<p>Ākonga are aware of the ways in which our ancestors accessed, maintained and communicated knowledge</p>	<p>Ākonga are aware of multiple forms of intelligence and are beginning to understand their own</p>	<p>Ākonga are aware of the value of kaupapa Māori such as wairuatanga, kaitiakitanga, manaakitanga, whanaungatanga, ūkaipōtanga and tino rangatiratanga</p>	<p>Ākonga are aware of the challenges facing their local and global communities</p>	<p>Ākonga are aware of the diversity of whānau, hapū and iwi</p>	<p>Ākonga are aware of the issues facing the natural world</p>
<p><i>Te Marautanga o Aotearoa</i></p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Pāngarau</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Pāngarau</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p>Ngā Toi</p> <p>Hāngarau</p> <p><b>TMoA L5</b></p> <p>Ngā Toi</p> <p>Hāngarau</p> <p><b>TMoA (reo Pākehā) L6</b></p> <p>Pūtaiao</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Te Reo Pākehā</p> <p>Tikanga-ā-Iwi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Te Reo Pākehā</p> <p>Tikanga-ā-Iwi</p> <p><b>TMoA (reo Pākehā) L6</b></p> <p>Pūtaiao</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Pāngarau</p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Pūtaiao</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Pāngarau</p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Pūtaiao</p>
<p>TAU 9-10</p> <p><b>Exploration</b></p>	<p>Ākonga are exploring what ancestral knowledge systems are and how they have survived colonisation</p>	<p>Ākonga explore the ways that they can maximise their learning styles to gain knowledge</p>	<p>Ākonga gain knowledge about the structures that exist which divide, unite and evolve in our local and global communities</p>	<p>Ākonga are developing their knowledge of sustainable and innovative practices</p>	<p>Ākonga are learning about safe, ancestral practices within a whānau, hapū and iwi context</p>	<p>Ākonga are exploring the ramifications of action vs. inaction and how we can learn from the past to inform the future</p>
<p><i>Te Marautanga o Aotearoa</i></p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Pāngarau</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Pāngarau</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p>Ngā Toi</p> <p>Hāngarau</p> <p><b>TMoA L5</b></p> <p>Ngā Toi</p> <p>Hāngarau</p> <p><b>TMoA (reo Pākehā) L6</b></p> <p>Pūtaiao</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Te Reo Pākehā</p> <p>Tikanga-ā-Iwi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Te Reo Pākehā</p> <p>Tikanga-ā-Iwi</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Ngā Toi</p>	<p><b>TMoA (reo Pākehā) L4</b></p> <p><i>Te Reo Māori</i></p> <p>Pāngarau</p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Pūtaiao</p> <p><b>TMoA L5</b></p> <p><i>Te Reo Māori</i></p> <p>Pāngarau</p> <p>Hauora</p> <p>Tikanga-ā-Iwi</p> <p>Pūtaiao</p>

<p>Ākongā are able to form their own ideas about how these systems and structures can be used for the benefit of te ao Māori</p>	<p>Ākongā are making informed decisions about their own learning and pathways</p>	<p>Ākongā are contemporising those knowledge systems, and challenging themselves</p>	<p>TAU 11-12 <b>Knowledge</b></p>	<p>Ākongā are exploring what diversity means for Māori, but also in a global sense, and how Māori practices will be valuable in their adult life</p>	<p>Ākongā are finding innovative solutions to global issues and developing an understanding of the diversity of our environment</p>
<p><b>TMoA (reo Pākehā) L6</b> Te Reo Tikanga-ā-Iwi <b>TMoA L7</b> Te Reo Tikanga-ā-Iwi</p>	<p><b>TMoA (reo Pākehā) L6</b> Ngā Toi Hāngarau Pūtaiao <b>TMoA L7</b> Ngā Toi Hāngarau Pūtaiao</p>	<p><b>TMoA (reo Pākehā) L6</b> Te Reo Māori Pāngarau Hauora Tikanga-ā-Iwi Pūtaiao Ngā Reo <b>TMoA L7</b> Te Reo Māori Pāngarau Hauora Tikanga-ā-Iwi Pūtaiao Ngā Reo</p>	<p><i>Te Marautanga o Aotearoa</i></p>	<p><b>TMoA (reo Pākehā) L6</b> Te Reo Māori Hauora Tikanga-ā-Iwi Pūtaiao <b>TMoA L7</b> Te Reo Māori Hauora Tikanga-ā-Iwi Pūtaiao</p>	<p><b>TMoA (reo Pākehā) L6</b> Te Reo Māori Pāngarau Hauora Tikanga-ā-Iwi Pūtaiao <b>TMoA L7</b> Te Reo Māori Pāngarau Hauora Tikanga-ā-Iwi Pūtaiao</p>
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# 1

## AKORANGA (ACADEMIA)

Kia mau ki te aka matua kia tū rangatira  
ai i ngā ao e rua

*Ākonga are equipped with  
the best of both worlds*

## TAU 7-8 AWARENESS

Ākonga are aware of the value of kaupapa Māori such as wairuatanga, kaitiakitanga, manaakitanga, whanaungatanga, ūkaipōtanga and tino rangatiratanga.

### TMoA (reo Pākehā) L4

#### – Te Reo

- Using oral, written and paralinguistic learning strategies to articulate their ideas and perspectives.

#### – Tikanga-ā-lwi

- Introduction to social, environmental and economic structures.

### TMoA Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

#### – Te Reo Pākehā

- Ngā Āhuatanga o te Ākonga i te Tomokanga ki Kaupae 3
- The learner is likely to display most or all of the following characteristics:
- comfort with speaking English in an increasing range of formal and informal contexts
- growing competence in using academic vocabulary (such as technical terms) and language devices (such as figurative language and metaphor)

- confidence in reading English, employing a range of strategies to discover the meaning of unfamiliar words
- well-established grammatical knowledge
- ability to think critically about how audience, purpose and context influence text in order to effectively communicate ideas in writing.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākonga ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiāo: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### TMoA (reo Pākehā) L6

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge, in order to appreciate that Western/modern<sup>1</sup> science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances on scientific knowledge and real-life examples of when these have and have not worked. Examine contemporary ethical dilemmas in science and how these are addressed.

## TAU 9-10 EXPLORATION

Ākonga gain knowledge about the structures that exist which divide, unite and evolve in our local and global communities.

### **TMoA (reo Pākehā) L4**

#### **– Te Reo**

- Using oral, written and paralinguistic learning strategies to articulate their ideas and perspectives

#### **– Tikanga-ā-lwi**

- Explorations of social, environmental and economic structures

## TAU 11–12 KNOWLEDGE

Ākonga are able to form their own ideas about how these systems and structures can be used for the benefit of te ao Māori.

### TMoA (reo Pākehā) L6

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge, in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances of scientific knowledge and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

#### – Te Reo

- Using oral, written and paralinguistic language function and knowledge to articulate, develop and challenge the ideas and perspectives of themselves and others.

#### – Tikanga-ā-lwi

- Identification of social, environmental and economic structures.

### Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama āna tuhinga i ngā momo tuhinga huhua noa.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### Taumata 6

#### – Te Reo Pākehā

- Ka āhei te ākonga ki te kōtuitui i ngā puna mōhiohio, ngā tukanga me ngā rautaki i runga i te whai hua, i te māia, me te hāngai pū, hei tautohu, hei hanga, hei whakapuaki i ngā ariā kei te hōhonu kē atu.



## TAU 13 EMBODIMENT

Ākonga use the best of both te ao Māori and te ao whānui to embody the aspirations of their whānau, hapū and lwi.

### TMoA (reo Pākehā) L6

#### – Te Reo

- Using oral, written and paralinguistic language function and knowledge to articulate, develop and challenge the ideas and perspectives of themselves and others.

#### – Tikanga-ā-lwi

- Understanding of social, environmental and economic structures.

### Taumata 7

#### – Te Reo Māori

- Nā te whānui ake o te puna kupu ka kaha ake te tautoko, te whakawhitiwhiti māramatanga, te whakakotahi hei whakatau, hei whakaiti rānei. E whakamahi ana i ngā āhuatanga katoa o te reo me te tinana hei whakatau tika i ngā take, hei whakawhitiwhiti whakaaro, kare ā-roto

me te mōhiohio. E takahuri ana i te reo mā te whakapārekareka, mā te kupu peha, mā te kupu huna.

#### – Te Reo Pākehā

- Ka āhei te ākonga ki te kōtuitui i ngā puna mōhiohio, ngā tukanga me ngā rautaki i runga i te whai hua, i te māia, me te hāngai pū, hei tautohu, hei hanga, hei whakapuaki i ngā ariā kei te hōhonu kē atu.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.



# 2

## WĀNANGA (LEARNING)

Kia mātau te mōhio ki te hōhonūtanga  
o te ako

*Ākonga understand the depth of learning*

## TAU 7-8 AWARENESS

Ākonga are aware of multiple forms of intelligence and are beginning to understand their own.

### TMoA (reo Pākehā) L4

#### – Ngā Toi

- Exploring and creating sound, performance and visual arts to investigate, describe and develop skills to seek understanding.

#### – Hangarau

- Work to a plan and show progress and development; developing technical thinking and creative skills that are reflected in practice.

### TMoA (reo Pākehā) L6

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances of scientific knowledge, and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

## Taumata 5

### – Ngā Toi (Taumata 5 & 6)

- Hei whakawhanake i ngā tūmomo tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

### – Hangarau (Taumata 5 & 6)

- Ka whakatairanga i ō rātou ake whakapono, uara rānei hei otinga mō te whānau, te hapori, te hapū, te iwi rānei, ā, ka tūhura i te pāpātanga ki ētahi atu ahurea, hunga kiritaki hoki.
- Ka tirohia ngā uara me ngā whakapono o iwi kē, ka:
  - whakahāngai ki te otinga;
  - mōhio ki ngā whakaharatau;
  - whakarite ki ngā hangarau a tangata kē;
  - mārama ki ngā ārai me ngā huarahi wātea ka taea.
- Ka tūhura i ngā āhuatanga matua o te tangata e pā ana ki:
  - ngā pūnaha, ngā tukanga rānei;
  - te hiahia o ngā kiritaki;
  - ngā rautaki whakatairanga ki te kiritaki.

## TAU 9-10: EXPLORATION

Ākonga explore the ways that they can maximise their learning styles to gain knowledge.

### TMoA (reo Pākehā) L4

#### – Ngā Toi

- Exploring and creating sound, performance and visual arts to investigate, describe and develop skills to seek understanding.

#### – Hangarau

- Able to work to a plan and show progress and development; developing technical thinking and creative skills that are reflected in practice.

### TMoA (reo Pākehā) L6

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge, in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances of scientific knowledge, and real-life examples of when these have and have not worked.

- Examine contemporary ethical dilemmas in science and how these are addressed.

### Taumata 6

#### – Ngā Toi (Taumata 5 & 6)

- Hei whakawhanake i ngā tūmomo tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

#### – Hangarau (Taumata 5 & 6)

- Ka whakatairanga i ō rātou ake whakapono, uara rānei hei otinga mō te whānau, te hapori, te hapū, te iwi rānei, ā, ka tūhura i te pāpātanga ki ētahi atu ahurea, hunga kiritaki hoki.
- Ka tirohia ngā uara me ngā whakapono o iwi kē, ka:
  - whakahāngai ki te otinga;
  - mōhio ki ngā whakaharatau;
  - whakarite ki ngā hangarau a tangata kē;
  - mārama ki ngā ārai me ngā huarahi wātea ka taeca.
- Ka tūhura i ngā āhuatanga matua o te tangata e pā ana ki:
  - ngā pūnaha, ngā tukanga rānei;
  - te hiahia o ngā kiritaki;
  - ngā rautaki whakatairanga ki te kiritaki.

## TAU 11–12 KNOWLEDGE

Ākonga are making informed decisions about their own learning and pathways.

### TMoA (reo Pākehā) L6

#### – Ngā Toi

- Investigate and develop sound, performance and visual art skills to create, theorise, describe and know processes of development and competence in a variety of media.

#### – Hangarau

- Examine and investigate values and beliefs and the nature and needs of other cultures/people.

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge, in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances of scientific knowledge, and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

### TAUMATA 7

#### – Ngā Toi (Taumata 7 & 8)

- Hei tātari, hei whakaputa i ōna ake ariā, ki te whai ao ki te ao mārama.

#### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuratanga o te tangata, me ngā rauropi katoa, pērā i:
  - te whakaōrite whaioranga;
  - te raweke ira tangata.

- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
  - ngā whānau, hapū, iwi rānei;
  - ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:
  - ngā uara, ngā whakapono, me ngā waiaro;
  - ngā matatika o te tangata;
  - te ao tōrangapū;
  - te toitūtanga;
  - te taha ohaoha.

#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauiria, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

## TAU 13 EMBODY

Ākonga are equipped with learning skills and strategies that enable them to continue a lifelong pursuit of learning.

### TMoA (reo Pākehā) L6

#### – Ngā Toi

- Investigate and develop sound, performance and visual art skills to create, theorise, describe and know processes of development and competence in a variety of media.

#### – Hangarau

- Examine and investigate values and beliefs and the nature and needs of other cultures/people.

#### – Pūtaiao

- Understanding of concepts in the philosophy of knowledge in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances on scientific knowledge, and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

### TAUMATA 8

#### – Ngā Toi (Taumata 7 & 8)

- Hei tātari, hei whakaputa i ōna ake ariā, ki te whai ao ki te ao mārama.

#### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i:
  - te whakaōrite whaioranga;
  - te raweke ira tangata.

- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
  - ngā whānau, hapū, iwi rānei;
  - ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:
  - ngā uara, ngā whakapono, me ngā waiaro;
  - ngā matatika o te tangata;
  - te ao tōrangapū;
  - te toitūtanga;
  - te taha ohaoha.

#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu taura me te whakatauirā, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.





# 3

## MĀTAURANGA (KNOWLEDGE)

Kia mau tūhonohono ki ngāāhua/ngā here  
iho matua o te rākaihinonga

*Ākonga are secure in the knowledge of ancestral  
entrepreneurship*

## TAU 7-8 AWARENESS

Ākonga are aware of the ways in which our ancestors accessed, maintained and communicated knowledge.

### TMoA (reo Pākehā) L4

#### – Te Reo

- Debate, question, express emotions and tell stories (joke).
- Writing styles include report, narrative and expository. Expanding reading skills.

#### – Hauora

- Discuss and exchange ideas about the types of food that contribute to physical, spiritual and intellectual wellbeing.
- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.

#### – Pāngarau

- Considers the values and beliefs reflected in a solution in order to understand the outcome.

- Understands the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan, efficient trials show progress and development, efficiency and appropriateness of the development.
- Developing technical, thinking and creative skills are reflected in practice.
- Product development takes account of the nature of the need and client or community feedback.
- Understands how technological systems work.

### Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

#### – Hauora (Taumata 5–8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

## TAU 9-10 EXPLORING

Ākonga are exploring what ancestral knowledge systems are and how they have survived colonisation.

### TMoA (reo Pākehā) L4

#### – Te Reo

- Debate, question, express emotions and tell stories (joke).
- Writing styles include report, narrative and expository. Expanding reading skills.

#### – Hauora

- Discuss and exchange ideas about the types of food that contribute to physical, spiritual and intellectual wellbeing.
- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.

#### – Pāngarau

- Consider the values and beliefs reflected in a solution in order to understand the outcome.
- Understands the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan efficient trials show progress and development, efficiency and appropriateness of the development.
- Developing technical, thinking and creative skills that are reflected in practice.

- Product development takes account of the nature of the need and client or community feedback.
- Understands how technological systems work.

### Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

#### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO
- PĀNGARAU
- Te Reo Matatini o te Pāngarau
- Ka whakawhitihiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuhanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana ki tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae hoki ia i ngā tini whakamahinga o te pāngarau e hāngai ana ki tōna hapori. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

## TAU 11-12 KNOWLEDGE

Ākonga are contemporising those knowledge systems and challenging themselves.

### TMoA (reo Pākehā) L6

#### – Te Reo Māori

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Pāngarau

- Exchange ideas; communicate (written, oral, symbolic/representations).
- Strengthen logical and critical thinking, reasoning skills and creativity.
- Evaluate statistical report (displays, statistics, processes and probabilities)
- Investigate situations (that involve elements of change – compare and calculate).

#### – Hauora

- Evaluate the effectiveness of the work and practices of an environmental group.
- Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.

#### – Tikanga-ā-lwi

- Understands that cultures adapt and change and this has consequences for society. Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways. There are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society. Can identify these.

#### – Pūtaiao

- Investigate the effect of human actions and natural processes on an Aotearoa ecosystem.

- Learns about the central concepts of science, their history and their role in science disciplines.
- Learns about how the philosophy of science has developed and changed as the body of science knowledge available to humanity has expanded.
- Develops understanding of concepts in the philosophy of knowledge, in order to appreciate that science contains embedded values that western/modern may differ from those of indigenous people.
- Develops understanding of the checks and balances on scientific knowledge and real-life examples of when these have and have not worked.
- Examines contemporary ethical dilemmas in science and how these are addressed.

#### – Ngā Reo

- Understand ways in which the target culture(s) is (are) organised for different purposes.

### Taumata 7

#### – Te Reo Māori

- Nā te whānui ake o te puna kupu ka kaha ake te tautoko, te whakawhitiwhiti māramatanga, te whakakotahi hei whakatau, hei whakaiti rānei. E whakamahi ana i ngā āhuatanga katoa o te reo me te tinana hei whakatau tika i ngā take, hei whakawhitiwhiti whakaaro, kare ā-roto me te mōhiohio. E takahuri ana i te reo mā te whakapārekareka, mā te kupu peha, mā te kupu huna.

#### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuahanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana Ka tēnei taumata.

- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae, ka arotake hoki ia i te takenga mai o te mātauranga pāngarau me ngā tini whakamahinga o te pāngarau. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki

#### – Hauora (Taumata 5–8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Tikanga-a-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtaka whakangaoko ai, engari, me tiki kite matamata.

#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauiria, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.

- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

#### – Ngā Reo (Taumata 5–8)

- Ka mārama ngā ākonga ki te reo āhua uaua ake, ka taea anō e rātou te whakamahi taua reo.
- Ka taea e rātou te whakawhiti whakaaro mō ngā mea i tua atu i te horopaki e tino pātata ana, hei tauira, mō ngā āhuatanga i ngā rā o mua, i ngā rā kei te tū mai. Ka mārama ngā ākonga ki ngā momo tuhinga maha, ka taea anō e rātou te waihanga auā momo tuhinga. (E whai ana i te Common European Framework for Languages, Global Scale Level A2: Strong Waystage Performance; Council of Europe, 2001.)
- Ka taea e te ākonga te tārai ngā momo kōrero huhua kia whaihua tonu, hei whakapuaki i ōna ake ariā, i ōna ake whakaaro, hei tautoko, hei wero i ō ētahi atu. Ka taea anō e ia te whakamahi me te tautohu ngā āhuatanga taha reo, taha ahurea e ārahi ana i te whakamāoritanga, e āhei ai ia ki te urupare arohaehae ki ngā tuhinga. (E whai ana i te Common European Framework for Languages, Global Scale Level B1: Independent User; Council of Europe, 2001.)

## TAU 13 EMBODY

Ākonga are vessels of ancestral entrepreneurship.

### TMoA (reo Pākehā) L6

#### – Te Reo Māori

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Pāngarau

- Exchange ideas and communicate (written, oral, symbolic/representations).
- Strengthen logical and critical thinking, reasoning skills and creativity.
- Evaluate statistical report (displays, statistics, processes and probabilities)
- Investigate situations (that involve elements of change – compare and calculate).

#### – Hauora

- Evaluate the effectiveness of the work and practices of an environmental group.
- Understand relationships to other environments (man-made, created environments).
- Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.

#### – Tikanga-ā-lwi

Identify and describe ways that:

- Cultures adapt and change, and the consequences this has for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways.
- Cause and consequences of past events that are of significance to New Zealanders that shape the lives of people and society.
- People have different perspectives about past events that are of significance to New Zealanders.

#### – Pūtaiao

- Investigate the effect of human actions, and natural processes on an Aotearoa ecosystem.
- Learn about the central concepts of science, their history and their role in science disciplines.
- Learn about how the philosophy of science has developed and changed as the body of science knowledge available to humanity has expanded.
- Develop understanding of concepts in the philosophy of knowledge in order to appreciate that Western/modern science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances on scientific knowledge, and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

#### – Ngā Reo

- Understand ways in which the target culture(s) is (are) organised for different purposes.

### Taumata 8

#### – Te Reo Māori

- Kua mārama ake, kua mātanga ake ki te mana o te reo kōrero me ōna āhuatanga katoa. E torotoro ana kia mārama ake ai ki a ia, ki ētahi atu rānei ngā whakaaro me ngā ariā hōhonu. Kua mōhio he mana tō te reo kōrero me te reo ā-tinana i roto i te kōrero. Ka māia tonu ki te pare i ngā whakararu me ngā pātai matawhawhati.

#### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuhanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana ki tēnei taumata.

- Te Whakamahinga o te Pāngarau
- Ka mārama te ākongā, ka arohaehae, ka arotake hoki ia i te takenga mai o te ātauranga pāngarau me ngā tini whakamahinga o te pāngarau. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

#### – Hauora (Taumata 5–8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

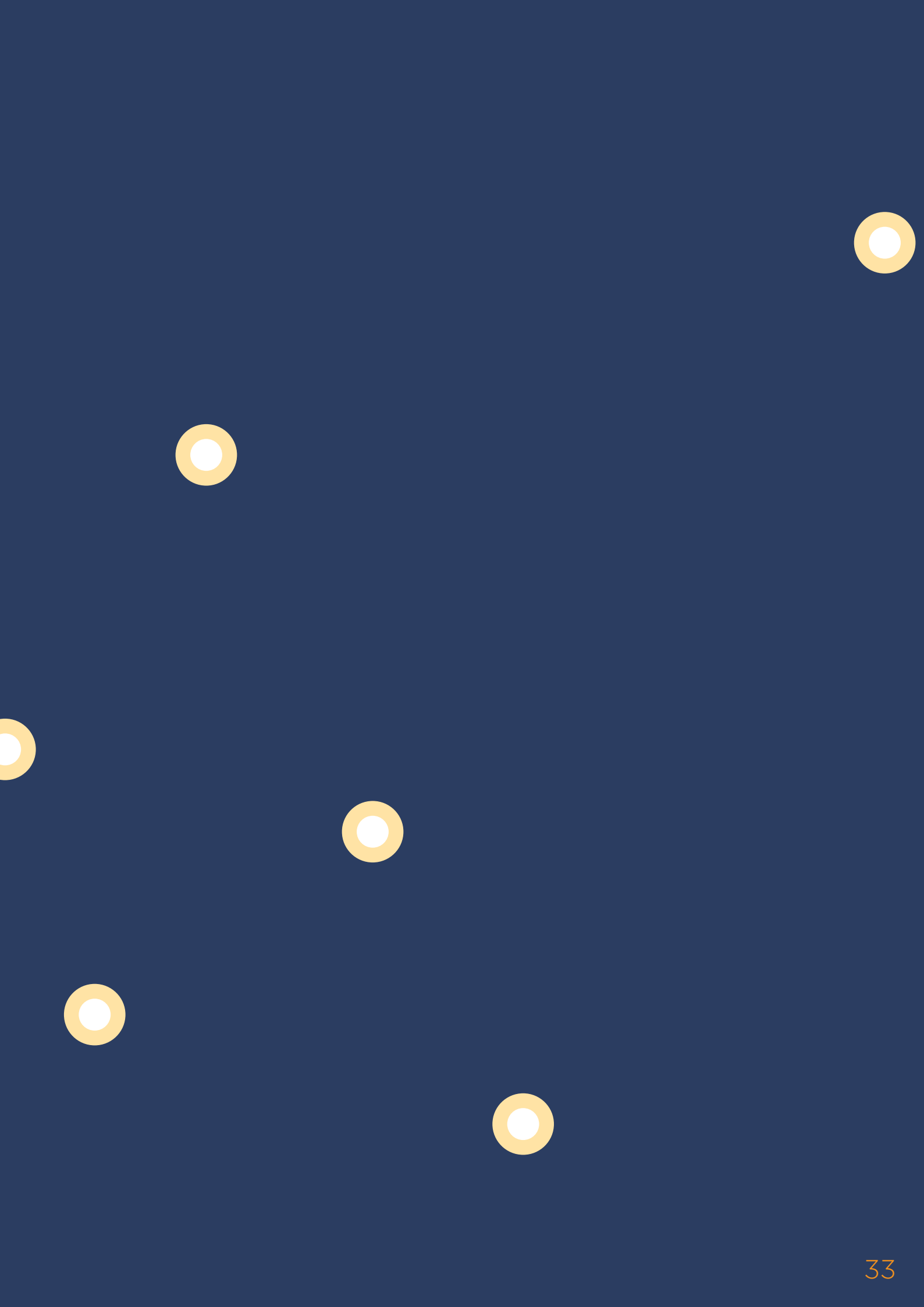
#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauirā, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.

- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

#### – Ngā Reo (Taumata 5–8)

- Ka mārama ngā ākongā ki te reo āhua uaua ake, ka taea anō e rātou te whakamahi taua reo.
- Ka taea e rātou te whakawhiti whakaaro mō ngā mea i tua atu i te horopaki e tino pātata ana, hei tauira, mō ngā āhuatanga i ngā rā o mua, i ngā rā kei te tū mai. Ka mārama ngā ākongā ki ngā momo tuhinga maha, ka taea anō e rātou te waihanga auā momo tuhinga. (E whai ana i te Common European Framework for Languages, Global Scale Level A2: Strong Waystage Performance; Council of Europe, 2001.)
- Ka taea e te ākongā te tārai ngā momo kōrero huhua kia whaihua tonu, hei whakapuaki i ōna ake ariā, i ōna ake whakaaro, hei tautoko, hei wero i ō ētahi atu. Ka taea anō e ia te whakamahi me te tautohu ngā āhuatanga taha reo, taha ahurea e ārahi ana i te whakamāoritanga, e āhei ai ia ki te urupare arohaehae ki ngā tuhinga. (E whai ana i te Common European Framework for Languages, Global Scale Level B1: Independent User; Council of Europe, 2001.)





# 4

## TOITŪTANGA (SUSTAINABILITY)

Kia aumangea te tirohanga whakamua

*Ākonga are future-focussed, sustainable  
and innovative*

## TAU 7-8 AWARENESS

Ākonga are aware of the challenges facing their local and global communities.

### TMoA (reo Pākehā) L4

#### – Hauora

- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.

#### – Pāngarau

- Solve practical problems using measurement (length, area, volume etc.).
- Convert, calculate, create, explain and use measurement.
- Show reasonableness of measurement.
- Show, explain and use location and direction (compass, environment, grids, maps).
- Identify and explain symmetry and invariant properties of transformation.
- Consider the values and beliefs reflected in a solution in order to understand the outcome.
- Understand the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan, efficient trials show progress and development, efficiency and appropriateness of the development.
- Developing technical, thinking and creative skills are reflected in practice.
- Product development takes account of the nature of the need and client or community feedback.
- Understands how technological systems work.

#### – Tikanga-ā-lwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.

- Explain how places reflect past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places and environments.
- Explain how places reflect past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people places, and environments.
- Explain how and why people use resources differently and the consequences of this.

### Taumata 5

#### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuhanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana ki tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārara te ākonga, ka arohaehae hoki ia i ngā tini whakamahinga o te pāngarau e hāngai ana ki tōna hapori. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

## TAU 9-10 EXPLORATION

Ākonga are developing their knowledge of sustainable and innovative practices.

### TMoA (reo Pākehā) L4

#### – Hauora

- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.

#### – Pāngarau

- Solve practical problems using measurement (length, area, volume etc.).
- Convert, calculate, create, explain and use measurement.
- Understand the reasonableness of measurement.
- Show, explain and use location and direction (compass, environment, grids, maps).
- Identify and explain symmetry and invariant properties of transformation.
- Consider the values and beliefs reflected in a solution in order to understand the outcome.
- Understand the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan, efficient trials show progress and development, efficiency and appropriateness of the development.
- Develop technical, thinking and creative skills are reflected in practice.
- Product development takes account of the nature of the need and client or community feedback.
- Understand how technological systems work.

#### – Tikanga-ā-lwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.

- Explain how places reflect past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places and environments.
- Explain how and why people use resources differently and the consequences of this.

### Taumata 5

#### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuahanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auhatanga o te ākonga e hāngai ana ki tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae hoki ia i ngā tini whakamahinga o te pāngarau e hāngai ana ki tōna hapori. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

## TAU 11–12 KNOWLEDGE

Ākonga are working in and exploring the ways in which innovation and sustainability are necessary to a variety of contexts.

### TMoA (reo Pākehā) L6

#### – Tikanga-ā-lwi

Identify and describe the ways that

- individuals, groups and institutions work to promote social justice and human rights.
- Cultures adapt and change, and the consequences this has for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways.
- People have different perspectives about past events that are of significance to New Zealanders.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes and investigate environmental factors affecting those processes.

#### – Hangarau

- Examine the values and beliefs of other cultures/people to
  - adapt solutions accordingly;
  - determine and understand practice;
  - meet the needs of a diverse client group; and,
  - understand barriers and opportunities.
- Investigate the nature and needs of people and how this affects systems and/or processes, client needs, promotion and marketing.

## Taumata 7

### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i:
  - te whakaōrite whaioranga;
  - te raweke ira tangata.
- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
  - ngā whānau, hapū, iwi rānei;
  - ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:
  - ngā uara, ngā whakapono, me ngā waiaro;
  - ngā matatika o te tangata;
  - te ao tōrangapū;
  - te toitūtanga;
  - te taha ohaoha.

## TAU 13 EMBODY

Ākonga use future focussed, sustainable and innovative practices to create opportunities for the future.

### TMoA (reo Pākehā) L6

#### – Tikanga-ā-lwi

Identify and describe the ways that:

- Individuals, groups and institutions work to promote social justice and human rights.
- Cultures adapt and change and this has consequences for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways.
- People have different perspectives about past events that are of significance to New Zealanders.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes, and investigate environmental factors affecting those processes.

#### – Hangarau

- Examine the values and beliefs of other cultures/people to adapt solutions accordingly, determine and understand practice, meet the needs of a diverse client group and understand barriers and opportunities.
- Investigate the nature and needs of people and how this affects – systems and/or processes, client needs, promotion and marketing.

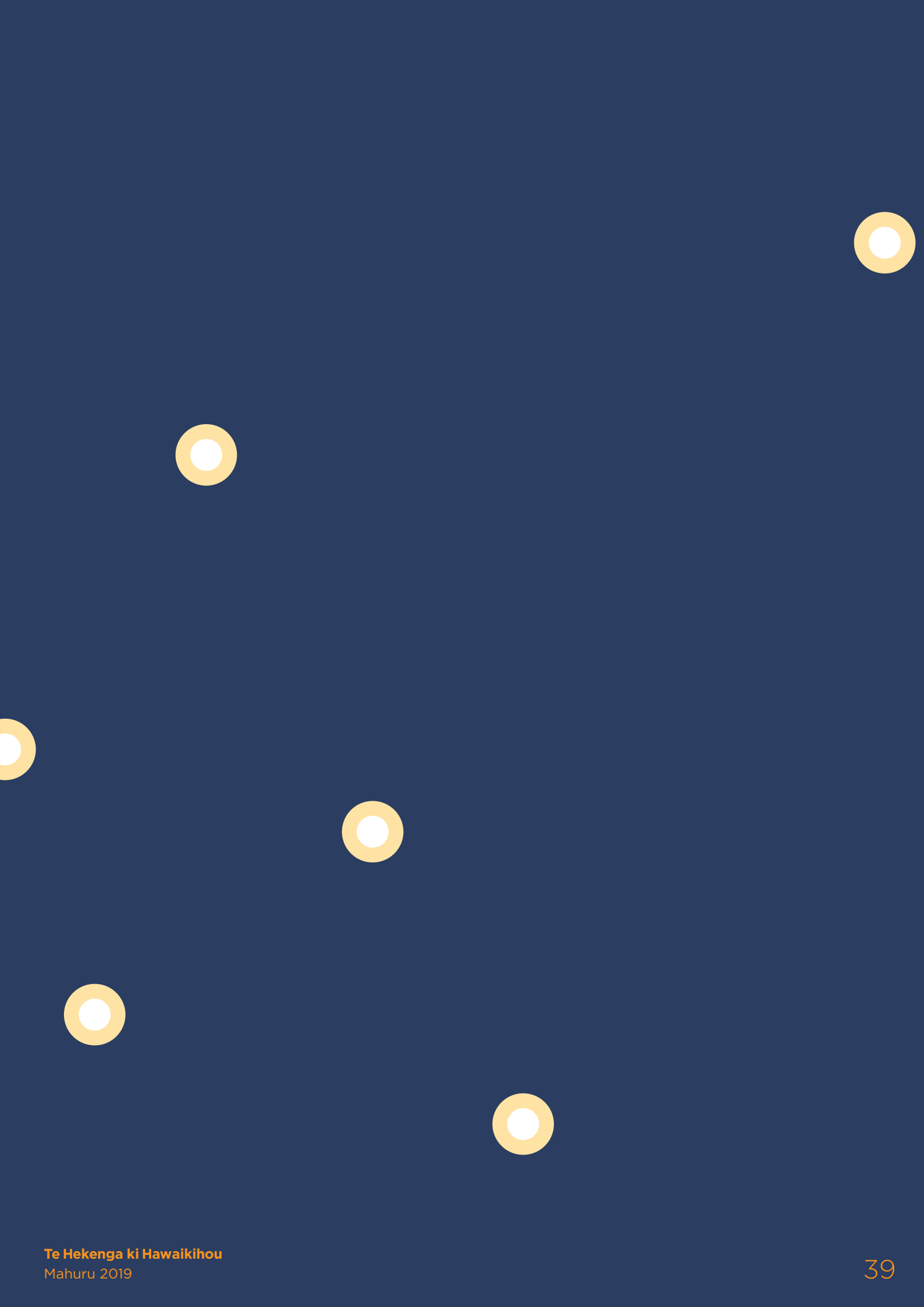
## Taumata 8

### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i:
  - te whakaōrite whaioranga;
  - te raweke ira tangata.
- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
  - ngā whānau, hapū, iwi rānei;
  - ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:
  - ngā uara, ngā whakapono, me ngā waiaro;
  - ngā matatika o te tangata;
  - te ao tōrangapū;
  - te toitūtanga;
  - te taha ohaoha.



# 5

## WHĀNAU (FAMILY SUPPORT)

Kia noho ohoho tōna ngākau ki ngā  
āhuatanga whai pānga o tōna iwi, tōna  
hapū me tōna whānau

*(Ākonga are open to and aware of the diverse  
aspects of their whānau/hapū/iwi)*

## TAU 7-8 AWARENESS

Ākonga are aware of the diversity of whānau, hapū and iwi.

### TMoA (reo Pākehā) L4

#### – Te Reo Māori

- Debate, question, express emotions and tell stories (joke).
- Writing styles – report, narrative and expository.
- Expanding reading skills.

#### – Hauora

- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.
- Identify and explain the effects of changing situations on relationships and describe appropriate responses.
- Demonstrate a range of assertive communication skills that enable appropriate interactions with others.
- Identify instances of discrimination and act responsibly to support their own rights and feelings, and those of others.

#### – Tikanga-ā-lwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.
- Explain how places reflect the past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places and environments.
- Identify the causes and effects of events that have shaped the lives of people.

- Describe ways the past is recorded and remembered.
- Explain how and why people use resources differently and the consequences of this.
- Explain how and why individuals and groups seek to safeguard the rights of consumers.

#### – Ngā Toi

- Investigate, use technology, develop and recognise the different types of music they are familiar with; their knowledge of music trends; the range of types of sounds used in making music and instruments for producing music.
- Investigate, describe, show understanding of and share ideas about dramatic processes and drama types.
- Develop notions and skill competencies that explains and seeks understanding by exploring and using the results produced by and with resources, art media and tools of art including electronics; selecting art processes and identifying required tools in her/his art work; using the processes and media used by the working artist. Thoughts and concepts must be carefully guided and developed.

### Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

#### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.



- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

– **Ngā Toi (Taumata 5 & 6)**

- Hei whakawhanake i ngā tūmomo tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

## TAU 9–10 EXPLORATION

Ākonga are learning about safe ancestral practices within a whānau, hapū and iwi context.

### TMoA (reo Pākehā) L4

#### – Te Reo Māori

- Debate, question, express emotions and tell stories (joke).
- Writing styles – report, narrative and expository. Expanding reading skills.

#### – Hauora

- Compare lore, customs and practices of Māori, or Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.
- Identify and explain the effects of changing situations on relationships and describe appropriate responses.
- Demonstrate a range of assertive communication skills that enable appropriate interactions with others.
- Identify instances of discrimination and act responsibly to support their own rights and feelings and those of others.

#### – Tikanga-ā-Iwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.
- Explain how places reflect past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places and environments.
- Identify the causes and effects of events that have shaped the lives of people.
- Describe ways the past is recorded and remembered.
- Explain how and why people use resources differently and the consequences of this.

- Explain how and why individuals and groups seek to safeguard the rights of consumers.

#### – Ngā Toi

- Investigate, use technology, develop and recognise: the different types of music they are familiar with; their knowledge of music trends; the range of types of sounds used in making music and instruments for producing music.
- Investigate, describe, show understanding, and share ideas about: dramatic processes; drama types.
- Develop notions and skill competences that explains and seeks understanding by exploring and using the results produced by and with resources, art media and tools of art including electronics; selecting art processes and identifying required tools in their art work; using the processes and media used by the working artist. Thoughts and concepts must be carefully guided and developed.

### Taumata 5

#### – Te Reo Māori

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

#### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

#### – Tikanga-ā-Iwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.

- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

– **Ngā Toi (Taumata 5 & 6)**

- Hei whakawhanake i ngā tūmomo tukanga me ōna mōhio ki te huhua o ngā āhuatanga toi, i āna ake mahi toi me tērā o ētahi atu.

## TAU 11–12 KNOWLEDGE

Ākonga are exploring what that means for Māori, but also in a global sense, and how those practices can be contextualised in their adult life.

### TMoA (reo Pākehā) L6

#### – Te Reo Māori

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Hauora

- Investigate and explain the effects of food, nutrition and sustenance issues that influence the health and wellbeing of families, children, adolescents and adults.
- Identify and investigate choices related to adolescent development and evaluate the outcomes of those choices.
- Plan safe strategies to protect the rights and responsibilities of students and others, in a range of contexts.
- Apply the principles of motor skill learning to improve fine motor skills.
- Demonstrate physical abilities and responsible attitudes in challenging situations. Applying movement skills.
- Demonstrate understanding and affirmation of people's diverse cultural and social needs when participating in physical activities.
- Choose and maintain ongoing involvement in physical activities and analyse factors influencing their participation.
- Apply environmental, scientific and technological knowledge to enhance physical abilities in a range of contexts.
- Evaluate the effectiveness of the work and practices of an environmental group. Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.

- Analyse school and community initiatives that promote the health, wellbeing and safety of adolescents.
- Investigate how the behaviour, values and attitudes of individuals and groups can affect and influence self-worth in others.
- Plan strategies and demonstrate positive interpersonal skills to respond to challenging situations appropriately.
- Demonstrate an understanding of factors which contribute to personal identity, celebrate individuality and protect spiritual, intellectual and physical wellbeing

#### – Tikanga-ā-lwi

Identify and describe the ways that:

- Individuals, groups and institutions work to promote social justice and human rights.
- Cultures adapt and change, and this has consequences for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways. There are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society.
- People have different perspectives about past events that are of significance to New Zealanders. As a result of scarcity, consumers, producers and government make choices that affect New Zealand society.
- The different sectors of the New Zealand economy are interdependent.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes and investigate environmental factors affecting those processes.
- Explore patterns in the inheritance of gene-linked characteristics.
- Explain the importance of genetic variation in the changing environment. Investigate the effect

of human actions and natural processes on an Aotearoa ecosystem.

- Understand how plate tectonic and other geological processes shape and change the surface of the earth.
- Investigate how geological, atmospheric and astronomical cycles, over time, gradually alter the conditions supporting life on Earth.
- Explain how technologies (such as types of telescopes, satellites and spacecraft) are used in studying and exploring the solar system and the universe, and the spatial relationships that impact on earth.

## Taumata 7

### – Te Reo Māori

- Nā te whānui ake o te puna kupu ka kaha ake te tautoko, te whakawhitiwhiti māramatanga, te whakakotahi hei whakatau, hei whakaiti rānei. E whakamahi ana i ngā āhuatanga katoa o te reo me te tinana hei whakatau tika i ngā take, hei whakawhitiwhiti whakaaro, kare ā-roto me te mōhiohio. E takahuri ana i te reo mā te whakapārekareka, mā te kupu peha, mā te kupu huna.

### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu taurira me te whakatauirā, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

## TAU 13 EMBODIMENT

Ākonga embody the diversity of their whānau/hapū/iwi.

### TMoA (reo Pākehā) L6

#### – Te Reo Māori

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Hauora

- Investigate and explain the effects of food, nutrition and sustenance issues that influence the health and wellbeing of families, children, adolescents and adults.
- Identify and investigate choices related to adolescent development and evaluate the outcomes of those choices.
- Plan safe strategies to protect the rights and responsibilities of students and others, in a range of contexts.
- Apply the principles of motor skill learning to improve fine motor skills.
- Demonstrate physical abilities and responsible attitudes in challenging situations.
- Demonstrate understanding and affirmation of people's diverse cultural and social needs when participating in physical activities.
- Choose and maintain ongoing involvement in physical activities and analyse factors influencing their participation.
- Apply environmental, scientific and technological knowledge to enhance physical abilities in a range of contexts.
- Evaluate the effectiveness of the work and practices of an environmental group. Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.
- Analyse school and community initiatives that promote the health, wellbeing and safety of

adolescents. Investigate how the behaviour, values and attitudes of individuals and groups can affect and influence self-worth in others.

- Plan strategies and demonstrate positive interpersonal skills to respond to challenging situations appropriately.
- Demonstrate an understanding of factors which contribute to personal identity, celebrate individuality and protect spiritual, intellectual and physical wellbeing.

#### – Tikanga-ā-Iwi

Identify and describe the ways that:

- Individuals, groups and institutions work to promote social justice and human rights.
- Cultures adapt and change, and this has consequences for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways.
- There are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society.
- People have different perspectives about past events that are of significance to New Zealanders. As a result of scarcity, consumers, producers, and government make choices that affect New Zealand society.
- The different sectors of the New Zealand economy are interdependent.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes, and investigate environmental factors affecting those processes.
- Explore patterns in the inheritance of gene-linked characteristics. Explain the importance of genetic variation in the changing environment.
- Investigate the effect of human actions and natural processes on an Aotearoa ecosystem.

- Understand how plate tectonic and other geological processes shape and change the surface of the earth.
- Investigate how geological, atmospheric and astronomical cycles, over time, gradually alter the conditions supporting life on Earth.
- Explain how technologies (such as types of telescopes, satellites and spacecraft) are used in studying and exploring the solar system and the universe, and the spatial relationships that impact the earth.

## Taumata 8

### – Te Reo Māori

- Kua mārama ake, kua mātanga ake ki te mana o te reo kōrero me ōna āhuatanga katoa. E torotoro ana kia mārama ake ai ki a ia, ki ētahi atu rānei ngā whakaaro me ngā ariā hōhonu. Kua mōhio he mana tō te reo kōrero me te reo ā-tinana i roto i te kōrero. Ka māia tonu ki te pare i ngā whakararu me ngā pātai matawhawhati.

### – Hauora (Taumata 5–8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
  - TE WAIRUA
  - NGĀ TIKANGA
  - TE REO
  - NGĀ UARA ME NGĀ WAIARO

### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauiria, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.





# 6

## TE TAIAO (ENVIRONMENT)

Kia whai koha ki ngā tikanga kaitiakitanga  
*(Ākonga are conscious of their responsibilities)*

## TAU 7-8 AWARENESS

Ākonga are aware that there are issues facing the natural world, from a local and global perspective.

### TMoA (reo Pākehā) L4

#### – Te Reo

- Debate, question, express emotions and tell stories (joke).
- Writing styles – report, narrative and expository.
- Expanding reading skills.

#### – Pāngarau

- Solve practical problems using measurement (length, area, volume etc.).
- Convert, calculate, create, explain and use measurement.
- Show reasonableness of measurement.
- Show, explain and use location and direction (compass, environment, grids, maps).
- Identify and explain symmetry and invariant properties of transformation.
- Follow conventions for statistical investigation (multivariate category data, measurement and time series), central tendency, explain and evaluate usefulness of data and variability.
- Explore probability (compare, know outcomes, understand variables, use fractions to show probability).

#### – Hauora

- Discuss and exchange ideas about the types of food that contribute to physical, spiritual and intellectual wellbeing.
- Describe the characteristics of puberty in positive ways in relation to themselves and others.
- Identify and describe how social messages can affect feelings of self-worth.
- Find and use information to make and action safe choices in a range of contexts.
- Demonstrate consistency and control of movements in a range of contexts.

- Demonstrate willingness to learn new skills and strategies, and extend their abilities in movement-related activities.
- Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement. Investigate the effect of science, technology and the environment on the selection and use of equipment in a variety of contexts.
- Compare lore, customs and practices of Māori, Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.
- Identify and explain the effects of changing situations on relationships and describe appropriate responses.
- Demonstrate a range of assertive communication skills that enable appropriate interactions with others.
- Identify instances of discrimination and act responsibly to support their own rights and feelings, and those of others.

#### – Tikanga-ā-lwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.
- Explain how places reflect past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places and environments. Identify the causes and effects of events that have shaped the lives of people.
- Describe ways the past is recorded and remembered.
- Explain how and why people use resources differently and the consequences of this.
- Explain how and why individuals and groups seek to safeguard the rights of consumers.
- Recognise that there are biological processes common to all organisms, which occur in different

ways in different species. Make detailed scientific classifications of some organisms.

- Recognise and explain the changes undergone by species (especially those of Aotearoa) over long periods of time.
- Develop understanding of key features of the earth's surface, including water, rocks and soil, and the factors which enable life to exist.
- Develop understanding of the water cycle and its effects on climate, landforms and life.
- Learn about the parts of the solar system, including the planets and their moons, with a developing understanding of the distances involved and the factors relating to space exploration.
- Investigate and use scientific models of force and motion, and some applications, e.g. friction, levers and pulleys.
- Investigate and use scientific models to explain the physical phenomena of light, sound and heat. Investigate and use simple scientific models of electrical circuits and magnets.
- Carefully consider the values and beliefs reflected in a solution in order to understand the outcome.
- Consider: technological principles; the appropriateness to people; relationships and impacts on the environment; impact on future potential developments.
- Understands the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan, efficient trials show progress and development; efficiency and appropriateness of the development.
- Developing technical, thinking and creative skills are reflected in practice.
- Product development takes account of the nature of the need and client or community feedback.
- Understands how technological systems work.

## Taumata 5

### – Te Reo

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu

te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuahanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro ararau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana ki tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae hoki ia i ngā tini whakamahinga o te pāngarau e hāngai ana ki tōna hapori. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

### – Hauora (Taumata 5-8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauria me te whakatauiria, te whakamātau tika, te whakaoti

rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.

- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

## TAU 9-10 EXPLORE

Ākonga are exploring the ramifications of action vs. inaction, and how we can learn from the past to inform the future.

### TMoA (reo Pākehā) L4

#### – Te Reo

- Debate, question, express emotions and tell stories (joke).
- Writing styles – report, narrative and expository.
- Expanding reading skills.

#### – Pāngarau

- Solve practical problems using measurement (length, area, volume etc.).
- Convert, calculate, create, explain and use measurement.
- Show reasonableness of measurement.
- Show, explain and use location and direction (compass, environment, grids, maps).
- Identify and explain symmetry and invariant properties of transformation.
- Follow conventions for statistical investigation (multivariate category data, measurement and time series), central tendency, explain and evaluate usefulness of data and variability/explore probability (compare, know outcomes, understand variables, use fractions to show probability).

#### – Hauora

- Discuss and exchange ideas about the types of food that contribute to physical, spiritual and intellectual wellbeing.
- Describe the characteristics of puberty in positive ways in relation to themselves and others.
- Identify and describe how social messages can affect feelings of self-worth.
- Find and use information to make and action safe choices in a range of contexts.
- Demonstrate consistency and control of movements in a range of contexts.

- Demonstrate willingness to learn new skills and strategies and extend their abilities in movement-related activities.
- Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.
- Investigate the effect of science, technology and the environment on the selection and use of equipment in a variety of contexts.
- Compare lore, customs and practices of Māori, or Pākehā or others and the effect of those actions on the environment.
- Investigate ways to improve aspects of a school environment and other environments.
- Investigate the effect of the wider community on the wellbeing of student communities.
- Identify and explain the effects of changing situations on relationships and describe appropriate responses.
- Demonstrate a range of assertive communication skills that enable appropriate interactions with others.
- Identify instances of discrimination and act responsibly to support their own rights and feelings and those of others.

#### – Tikanga-ā-lwi

- Explain how people organise themselves in response to a challenge or crisis.
- Explain how and why individuals and groups pass on and sustain their culture and heritage.
- Explain how places reflect the past interactions between people and the environment.
- Explain how exploration presents opportunities and challenges for people, places, and environments.
- Identify the causes and effects of events that have shaped the lives of people.
- Describe ways the past is recorded and remembered.
- Explain how and why people use resources differently, and the consequences of this.
- Explain how and why individuals and groups seek to safeguard the rights of consumers.

## – Pūtaiao

- Recognise that there are biological processes common to all organisms, which occur in different ways in different species.
- Make detailed scientific classifications of some organisms.
- Recognise and explain the changes undergone by species (especially those of Aotearoa) over long periods of time.
- Develop understanding of key features of the earth's surface, including water, rocks and soil, and the factors which enable life to exist.
- Develop understanding of the water cycle and its effects on climate, landforms and life.
- Learn about the parts of the solar system, including the planets and their moons, with a developing understanding of the distances involved and the factors relating to space exploration.
- Investigate and use scientific models of force and motion, and some applications, e.g. friction, levers and pulleys.
- Investigate and use scientific models to explain the physical phenomena of light, sound and heat. Investigate and use simple scientific models of electrical circuits and magnets.
- Carefully consider the values and beliefs reflected in a solution in order to understand the outcome.
- Consider: technological principles; the appropriateness to people; relationships and impacts on the environment; impact on future potential developments.
- Understands the importance of consultation and dialogue in the local and wider community.
- Able to work to a plan. Efficient trials show progress and development, efficiency and appropriateness of the development.

- Developing technical thinking and creative skills are reflected in practice. Product development takes account of the nature of the need and client or community feedback.
- Understands how technological systems work.

## Taumata 5

### – Te Reo

- Ka whakapuaki i ngā momo reo mō ngā horopaki ōkawa, ōpaki hoki. Ka haere tonu te whakapārekareka i te rere o te reo ki ngā āhuatanga Māori ake nei. He whaihua, he mārama ānatuhinga i ngā momo tuhinga huhua noa.

### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuahanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana. Ka tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae, ka arotake hoki ia i te takenga mai o te mātauranga pāngarau me ngā tini whakamahinga o te pāngarau. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki

### – Hauora (Taumata 5–8)

- Kia kōtuituia ēnei āhuatanga ki ngā whenu katoa.
- TE WAIRUA
- NGĀ TIKANGA
- TE REO
- NGĀ UARA ME NGĀ WAIARO

## TAU 11-12 KNOWLEDGE

Ākonga are finding innovative solutions to global issues and developing and understanding of the diversity of our environment.

### TMoA (reo Pākehā) L6

#### – Te Reo

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Pāngarau

- Apply direct and inverse relationships (linear proportions), extend powers (integers and fractions), compound rates, use numerical approaches to find optimal solutions, understand the reasonableness of an answer, form and solve linear equation and in-equation, general properties of operations (rational numbers and exponents). Relate graphs tables and equations to linear, quadratic and simple experimental relationships.
- Measure with appropriate precision.
- Apply relationships between units in the metric system. Calculate volume (prisms, pyramids, cones and spheres using formulae).
- Deduce and apply angle properties related to circles. Recognise when shapes are similar and use proportional reasoning.
- Use trigonometric ratios and Pythagoras theorem. Use a coordinate plane or map to show common areas.
- Compare and apply single and multiple transformations.
- Analyse symmetrical patterns by the transformation used to create them.
- Use statistical enquiry cycle (justifies variables, manage sources of variation, identify and communicate features, make informal references, justify findings, understand ethical conventions).
- Evaluate statistical report (displays, statistics, processes and probabilities).
- Investigate situations (that involve elements of change – compare and calculate).

#### – Hangarau

- Evaluate the effectiveness of the work and practices of an environmental group.
- Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.
- Analyse school and community initiatives that promote the health, wellbeing and safety of adolescents.

#### – Tikanga-ā-lwi

Identify and describe the ways that:

- Individuals, groups and institutions work to promote social justice and human rights.
- Cultures adapt and change, and this has consequences for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways.
- There are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society.
- People have different perspectives about past events that are of significance to New Zealanders. As a result of scarcity, consumers, producers and government make choices that affect New Zealand society. The different sectors of the New Zealand economy are interdependent.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes, and investigate environmental factors affecting those processes.
- Explore patterns in the inheritance of gene-linked characteristics.
- Explain the importance of genetic variation in the changing environment.
- Investigate the effect of human actions, and natural processes on an Aotearoa ecosystem.
- Understand how plate tectonic and other geological processes shape and change the surface of the earth.

- Investigate how geological, atmospheric and astronomical cycles, over time, gradually alter the conditions supporting life on Earth.
- Explain how technologies (such as types of telescopes, satellites and spacecraft) are used in studying and exploring the solar system and the universe, and the spatial relationships that impact the earth.
- Investigate trends and relationships of force, speed, acceleration, gravity, momentum, work, and associated energies and applications.
- Investigate trends and relationships of heat transfer, heat capacity and heat insulation, and associated energies and applications.
- Learn simple concepts of nuclear physics. Investigate trends and relationships of static electricity, types of circuits, electromagnetism, and associated energies and applications.
- Identify patterns and trends in the properties of selected groups of substances; for example, acids and bases, metals, metal compounds and hydrocarbons.
- Explore factors that affect chemical processes.
- Explore technological ways chemistry may be used to address the needs of society.
- Distinguish at a particle level between atoms, molecules and ions (including covalent and ionic bonding).
- Link atomic structure to the organisation of the Periodic Table.
- Use particle theory to explain factors that affect chemical processes.
- Learn about the central concepts of science, their history and their role in science disciplines. Learn about how the philosophy of science has developed and changed as the body of science knowledge available to humanity has expanded.
- Develop understanding of concepts in the philosophy of knowledge, in order to appreciate that modern/Western science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances on scientific knowledge, and real-life examples of when these have and have not worked.

- Examine contemporary ethical dilemmas in science and how these are addressed.

#### – Hangarau

- Examine the values and beliefs of other cultures/people to, adapt solutions accordingly determine and understand practice, meet the needs of a diverse client group, understand barriers and opportunities.
- Investigate the nature and needs of people and how this affects, systems and/or processes, client needs, promotion and marketing.

#### Taumata 7

##### – Te Reo

- Nā te whānui ake o te puna kupu ka kaha ake te tautoko, te whakawhitiwhiti māramatanga, te whakakotahi hei whakatau, hei whakaiti rānei. E whakamahi ana i ngā āhuatanga katoa o te reo me te tinana hei whakatau tika i ngā take, hei whakawhitiwhiti whakaaro, kare ā-roto me te mōhiotio. E takahuri ana i te reo mā te whakapārekareka, mā te kupu peha, mā te kupu huna.

##### – Pāngarau

- Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākongā i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuhanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākongā e hāngai ana Ka tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārāma te ākongā, ka arohaehae, ka arotake hoki ia i te takenga mai o te mātauranga pāngarau me ngā tini whakamahinga o te pāngarau. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki.

##### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i:



- te whakaōrite whaioranga;
- te raweke ira tangata.
- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
- ngā whānau, hapū, iwi rānei;
- ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:
- ngā uara, ngā whakapono, me ngā waiaro;
- ngā matatika o te tangata;
- te ao tōrangapū;
- te toitūtanga;
- te taha ohaoha.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.

- Ngā Mahinga Ohaoha E kore e ngaoko te rākau ki te tīkina i te pūtake whakangaoko ai, engari, me tiki kite matamata.

#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauirā, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

## TAU 13 EMBODIMENT

Ākonga embody kaitiakitanga in a variety of contexts.

### TMoA (reo Pākehā) L6

#### – Te Reo

- Manipulate and play while retaining meaning.
- Can listen, critique and respond.
- Can communicate ideas, emotions and information.

#### – Pāngarau

- Apply direct and inverse relationships (linear proportions), extend powers (integers and fractions), compound rates, use numerical approaches to find optimal solutions, understand the reasonableness of an answer, form and solve linear equation and in-equation, general properties of operations (rational numbers and exponents).
- Relate graphs tables and equations to linear, quadratic and simple experimental relationships.
- Measure with appropriate precision. Apply relationships between units in the metric system.
- Calculate volume (prisms, pyramids, cones and spheres using formulae). Deduce and apply angle properties related to circles. Recognise when shapes are similar and use proportional reasoning.
- Use trigonometric ratios and Pythagoras theorem. Use a coordinate plane or map to show common areas.
- Compare and apply single and multiple transformations. Analyse symmetrical patterns by the transformation used to create them.
- Use statistical enquiry cycle (justify variables, manage sources of variation, identify and communicate features, make informal references, justify findings, understand ethical conventions).
- Evaluate statistical report (displays, statistics, processes and probabilities).
- Investigate situations (that involve elements of change – compare and calculate).

#### – Hangarau

- Evaluate the effectiveness of the work and practices of an environmental group.

- Investigate the roles, practices and effectiveness of local and national organisations that promote wellbeing and environmental safety.
- Analyse school and community initiatives that promote the health, wellbeing and safety of adolescents.

#### – Tikanga-ā-lwi

Identify and describe the ways that:

- Individuals, groups and institutions work to promote social justice and human rights. Cultures adapt and change, and this has consequences for society.
- Natural and cultural environments have particular characteristics and are shaped by processes that create spatial patterns.
- People interact with their environments in particular ways. There are causes and consequences of past events that are of significance to New Zealanders and that shape the lives of people and society.
- People have different perspectives about past events that are of significance to New Zealanders. As a result of scarcity, consumers, producers and government make choices that affect New Zealand society.
- The different sectors of the New Zealand economy are interdependent.

#### – Pūtaiao

- Relate structural features and behaviours of plants, animals and microorganisms to their biological processes and investigate environmental factors affecting those processes. Explore patterns in the inheritance of gene-linked characteristics.
- Explain the importance of genetic variation in the changing environment.
- Investigate the effect of human actions and natural processes on an Aotearoa ecosystem.
- Understand how plate tectonic and other geological processes shape and change the surface of the earth.
- Investigate how geological, atmospheric and astronomical cycles, over time, gradually alter the conditions supporting life on Earth.
- Explain how technologies (such as types of telescopes, satellites and spacecraft) are used in

studying and exploring the solar system and the universe, and the spatial relationships that impact the earth.

- Investigate trends and relationships of force, speed, acceleration, gravity, momentum, work, and associated energies and applications.
- Investigate trends and relationships of heat transfer, heat capacity and heat insulation, and associated energies and applications.
- Learn simple concepts of nuclear physics. Investigate trends and relationships of static electricity, types of circuits, electromagnetism; and associated energies and applications.
- Identify patterns and trends in the properties of selected groups of substances; for example, acids and bases, metals, metal compounds, and hydrocarbons. Explore factors that affect chemical processes.
- Explore technological ways chemistry may be used to address the needs of society. Distinguish at a particle level between atoms, molecules and ions (including covalent and ionic bonding).
- Link atomic structure to the organisation of the Periodic Table. Use particle theory to explain factors that affect chemical processes.
- Learn about the central concepts of science, their history and their role in science disciplines.
- Learn about how the philosophy of science has developed and changed as the body of science knowledge available to humanity has expanded.
- Develop understanding of concepts in the philosophy of knowledge in order to appreciate that modern/Western science contains embedded values that may differ from those of indigenous people.
- Develop understanding of the checks and balances on scientific knowledge and real-life examples of when these have and have not worked.
- Examine contemporary ethical dilemmas in science and how these are addressed.

#### – Hangarau

- Examine the values and beliefs of other cultures/people, adapt solutions accordingly to determine and understand practice, meet the needs of a diverse client group, understand barriers and opportunities.

- Investigate the nature and needs of people and how this affects systems and/or processes, client needs, promotion and marketing.

### Taumata 8

#### – Te Reo

- Kua mārama ake, kua mātanga ake ki te mana o te reo kōrero me ōna āhuatanga katoa. E torotoro ana kia mārama ake ai ki a ia, ki ētahi atu rānei ngā whakaaro me ngā ariā hōhonu. Kua mōhio he mana tō te reo kōrero me te reo ā-tinana i roto i te kōrero. Ka māia tonu ki te pare i ngā whakararu me ngā pātai matawhawhati.

#### – Pāngarau

- Te Reo Matatini o te Pāngarau
- Ka whakawhitiwhiti whakaaro, ka āta wānanga te ākonga i āna mahi pāngarau, mā te kupu (ā-waha, ā-tuhi), mā te tohu, me ngā momo whakaahuahanga e hāngai ana. He mea nui tēnei hei tautoko i te whakatutukitanga o ngā whāinga paetae e whai ake nei, e pakari anō ai te whakaaro arorau, te whakaaro arohaehae, te whakaaro whaitake me te auahatanga o te ākonga e hāngai ana ki tēnei taumata.
- Te Whakamahinga o te Pāngarau
- Ka mārama te ākonga, ka arohaehae, ka arotake hoki ia i te takenga mai o te ātauranga pāngarau me ngā tini whakamahinga o te pāngarau. Me kākahu anō ngā whāinga paetae ki ngā momo horopaki maha o te ao whānui.

#### – Hangarau (Taumata 7 & 8)

- Ka tūhura i ngā momo hangarau ka taea te whakarerekē i roto i ngā āhuatanga o te tangata, me ngā rauropi katoa, pērā i:
  - te whakaōrite whaioranga;
  - te raweke ira tangata.
- Kia mārama ki ngā pāpātanga ki ngā whakapono o te tangata.
- Ka tūhura, ka tautohe i ngā painga ohaoha o ētahi otinga me te pānga ki:
  - ngā whānau, hapū, iwi rānei;
  - ngā rohe, te motu, te ao whānui hoki.
- Ka taukumekume i te pāpātanga o te otinga hangarau ki:

- ngā uara, ngā whakapono, me ngā waiaro;
- ngā matatika o te tangata;
- te ao tōrangapū;
- te toitūtanga;
- te taha ohaoha.

#### – Tikanga-ā-lwi

- Te Whakaritenga Pāpori me te Ahurea: Whiria te kaha tūātinitini, whiria te kaha tūāmanomano. Nō ngā tūpuna, tuku iho, tuku iho.
- Te Ao Hurihuri: E tama, e hine, tangata i ākona ki te whare, tū ana ki te marae, tau ana.
- Te Wāhi me te Taiao: Kotahi tonu te matua o te tangata Māori, ko Ranginui e tū nei, ko Papatūānuku e takoto nei.
- Ngā Mahinga Ohaoha: E kore e ngaoko te rākau ki te tīkina i te pūtaka whakangaoko ai, engari, me tiki kite matamata.

#### – Pūtaiao

- Ngā Momo Tūhuratanga: Ka oti te whakarōpū me te tautohu, te torotoro, te rapu tauira me te whakatauirā, te whakamātau tika, te whakaoti rapanga, te hanga i tētahi mea, i tētahi pūnaha rānei.
- Te Reo Matatini o te Pūtaiao: Ka pakari haere te mōhio ki te reo matatini o te pūtaiao, o te pāngarau, me ngā pūnaha tohu pūtaiao, ā, ka whakamahia ēnei reo matatini hei pānui, hei whakaatu i ōna ake whakaaro, tae atu ki ō ētahi atu.
- Te Whakamahinga o te Pūtaiao: Ka ako mō ngā mahi me ngā kaimahi e whakaputaina ai ngā mātauranga pūtaiao. Ka whakahāngai i tōna mōhio pūtaiao ki ngā whakatau me ngā mahi o te ao tangata, arā, hei whakaaro ki ngā take ā-iwi, me ngā take whānui, e pā ana ki te tangata, te porihanga me te taiao.

