



**School Name: Te Kura Kaupapa Māori o Pukemiro**  
**School Id Number: 3114**

# **KURA CHARTER**

## **2021-2023**

## 1. INTRODUCTION

- Pukemiro is a Te Aho Matua (Te Aho Matua o Ngā Kura Kaupapa Māori), Kura Kaupapa Māori (KKM). Pukemiro is located on Pukemiro Pā at Moumoukai in the Te Rarawa rohe at the corner of Trigg VC Memorial Drive and Norman Senn Avenue, Kaitaia. The first stage of establishment as a Kura Kaupapa Māori (Ministry of Education - Section 155) occurred in 2001 with a roll of eight tamariki located at Te Rūnanga o Te Rarawa, Kaitaia.
- On 18 February 2013, the construction of a new Year 1 to Year 15 kura was completed. The roll has a cap of 180 students. Since 2013, the roll has steadily increased in numbers, particularly at Kura Teina.

Year	March Actual			July Actual		
	Male	Female	Total	Male	Female	Total
2013	56	55	111	58	51	109
2014	58	58	116	63	57	120
2015	67	59	126	68	58	126
2016	63	57	120	62	58	120
2017	65	58	123	69	62	131
2018	66	71	137	66	77	143
2019	61	73	134	65	73	138
2020	70	75	145	62	77	139

TKKM o Pukemiro comprises whanau genealogical connections to the tribal areas of Te Rarawa, Ngati Kahu, Ngai Takoto, Te Aupouri, Te Paatu and Ngaphui. This is reflected in the kura buildings named after significant leaders of these iwi. TKKM o Pukemiro has six contributing Kohanga Reo and ten Whānau Poipoi early childhood (home) centres. TKKM o Pukemiro whānau maintains connections to at least 44 local marae.



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## 2. Kura Structure

In 2020, TKKM o Pukemiro has been split into four whare. Whare teina (Years 1-6); Whare takawaenga (Years 7-9); Wharekura (Years 10-13); Whare Wānanga (Years 14-15). A middle kura was introduced to strengthen te reo Māori of ngā ākonga to better prepare them for wharekura and NCEA as 80% of instructional programmes are delivered in te reo Māori. English and Science are two subjects delivered in te reo Pakeha. Whilst 2020 is the first year of establishing a whare wānanga for our Years 14-15 ākonga, programmes are based on individualised learning based on the career pathways of ākonga. As the whare wānanga continues to grow, the vision is to develop Mātauranga Māori Diploma programmes to further strengthen te reo Māori me ona tikanga of our ākonga.

## 3. Leadership Structure

In the leadership team there are three kaiwhakahaere (whare teina, whare takawaenga, wharekura/whare wānanga), tikanga adviser, tumuaki tuarua and the tumuaki. The intention is to grow the leadership of our kaiako across all levels.

- Kaiwhakahaere are tasked with developing teaching and learning programmes, timetabling, ropū weekly hui and professional learning and development planning. Kaiwhakahaere also manages relief of their kaiako.
- The tikanga adviser ensures te reo Māori and tikanga are maintained at all levels in the kura.
- The tumuaki tuarua carries two portfolios and also has a three-day teaching load. The first is the pastoral care across all levels in the kura and the second is ‘kaiako appraisal’ which is a developmental focus rather than performance management.
- The tumuaki also has a teaching load but is primarily tasked to maintain the day-to-day management of the kura.

## 4. Networking and Partnerships

TKKM o Pukemiro continues to establish working relationships with government agencies, non-government agencies and community groups in Kaitiaki. TKKM o Pukemiro is a hub for the new learning support delivery model which brings together MoE staff, specialists, RTLB, kura leaders, kaiako, SENCOs, other agencies and providers. This learning support hub will identify local needs and gather available resources, collaborate to make decisions and strengthen support across a range of needs. As a learning support hub local Māori medium ECE which includes Te Kohanga Reo, and Mauri participate and utilise this service at the kura. The learning support hub operates out of TKKM o Pukemiro once a term.

- The Tumuaki maintains contact with Kura Kaupapa Māori Tumuaki in Te Tai Tokerau through Te Kotiu.
- The University of Auckland – Ana Pipi provides specialist support through Mauri Tū Mauri Ora with a specific focus on accelerating those at risk of achieving in pangarau to Years 1-8.
- Kia Ata Mai with Makere Karatea provides professional learning and development support for tuhituhi in kura teina and kura takawaenga.
- Harata Day provides NCEA assessment and moderation support for wharekura.

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- Evaluation Associates provides mentoring support for the Tumuaki.
- Te Roopu Tautoko and Kaitakawaenga from Te Runanaganui o Ngā Kura Kaupapa Māori o Aotearoa provides quality assurance support in terms of Te Aho Matua.
- Associations are maintained with English medium schools (in particular, schools in the central zone in the Far North) for regional sporting activities e.g. athletics, swimming, ripper rugby, cross country etc.).
- Technology classes for Year 7-8 tamariki continues at the Kaitaia Intermediate School in 2020.

## 5. THE VISION

*‘Ko tōku rangatiratanga*

*Ko tōku Pukemiro tangā*

*Ka tū ahau hei raukura mō tōku iwi’.*

*‘My authority and humanity*

*Is the wellspring of my Pukemiro tangā*

*I shall stand as an example of my people’.*

The Board’s vision for Pukemiro is encapsulated in the wise saying *‘I shall stand as an example of my iwi’* above.

## 6. THE MISSION

The mission for the Board of Trustees at Pukemiro, in accordance with our vision, is to embrace and meet the goals of our community to ensure that our tamariki are sustained by the confidence and knowledge in being Māori, in who and what they represent and where they are going, and to be provided with knowledge, tools and skills to meet and embrace the challenges of their changing world.

- The Board’s 2020 plan is to ensure the Te Aho Matua goals compliment the annual targets for raising akonga achievement in **numeracy** (te tau me te taurangi, te ine me te ahuahanga, te tauanga me te tuponotanga) and **literacy** (kōrero, pānui and tuhituhi) in sustainable, managed learning programmes. The priority will be focused on building ‘korero’ which will have an ongoing flow effect to improve tuhituhi and panui. The long-term outcome (Te Tino Ūaratanga) is to ensure that teaching and learning Kura-wide prepares learners to take their place in the world.

## 7. TE AHO MATUA s202 Education and Training Act 2020

Te Aho Matua is the set of Māori viewpoints which articulate the values, traditions, customs and expectations set out for Kura Kaupapa Māori. Te Aho Matua ensures that the practices of the kura reflect the cultural diversity and the unique position of the Māori culture within Aotearoa. According to the education and Training Act 2020, s200-204, Te Kura Kaupapa Māori o Pukemiro is committed to the principles of Te Aho Matua as a designated character school.

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To further support Te Aho Matua across the kura and at all levels the kura policy framework will also align to the matapono of Te Aho Matua. We have also aligned our strategic goals to ensuring Te Aho Matua is strategically planned for in our strategic goals for 2020 to 2023.

Te Kura Kaupapa Māori o Pukemiro are committed to upholding the following six matapono of Te Aho Matua.

**Te Ira Tangata**

**Te Reo**

**Te Ao**

**Ngā Iwi**

**Tino Uaratanga**

**Āhukatanga Ako**

●

● **8.0 STRATEGIC SECTION**

●

● **NGA WHAINGA ARATAKI-STRATEGIC GOALS**

**2020 -2023**

*The strategic goals are aligned to Te Aho Matua. The strategic goals will be implemented over a three-year period.*

**Whaingā 1 – Te Ira Tangata**

**1.0 Te Kura Kaupapa Maori o Pukemiro will:**

- 1.1 No ngā Rangi Tuhaha te wairua o te tangata. I tona whakairatanga ka hono te wairua me te tinana o te tangata. I tera wa tonu ka tau tona mauri, tona tapu, tona wehi, tona iho matua, tona mana, tona ihi, tona whatumanawa, tona hinengaro, tona auahatanga, tona ngakau, tona pumanawa. Na ka tupu ngatahi te wairua me te tinana i roto i te kopu o te whaea, whānau noa.
- 1.2 Tino motuhake enei ahukatanga katoa. Ko tenei hoki te kakano i ruia mai i Rangiātea. E kore ia e ngaro. Engari, ko ta ngā matua, ko ta te whānau, ko ta te kura hoki, he mea awhi, he mea whangai, he mea whakaako i te tamaiti kia tupu ora ai tona katoa i roto, i te tika me te maungarongo.
- 1.3 Kia pakeke te tangata, kei a ia ano ana tikanga, mana ano e whakatau ko tewhea te huarahi e hiahia ana ia ki te whai, otira e tika ana mona. Heoi ano, ahakoa iti ahakoa rahi kei a ia tenei. Engari, mehemea i tipu ora tona katoa, e kore ia e paheke ki te he.
- 1.4 Ko te ngakau te mata me te kuaha o te wairua. Otira, ko te whiu o te kupu, ko te wero, ko te riri, ko te aroha, ko te humarire, me enei ahukatanga katoa he mea kuhu ki te ngakau titi tonu ki te wairua. Koia nei te timatanga o te korero ‘kia ngakau mahaki’. Ma tenei hoki ka tika te korero ‘He oranga ngakau he pikinga waiora’.

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- 1.5 He tapu te tangata ahakoa ko wai. Kohungahunga mai, tamariki mai, taipakeke mai, kaumatua mai, he tapu katoa. Kia kua te hunga o ngā Kura Kaupapa Māori e tukino, e whakaiti, e whaka-parahako i te tangata, e mahi puhaehae ranei ki etahi atu. Kia ngakau mahaki ratou ki a ratou, ki te iwi whanui, ki a Tauwiwi hoki.
- 1.6 He tapu to te wahine he tapu ano to te tane. Kia kua tetahi e whakaiti i tetahi. Engari kia whakanui tetahi i tetahi i runga i te mohio ma te mahi ngatahi a te wahine me te tane e tupu ora ai ngā tamariki me te iwi hoki.
- 1.7 He tapu te tinana o te tangata. No reira he mahi nui tera, ko te whakaako i te tamaiti ki ngā ahuatanga whakapakari i tona tinana, kia tupu ai tona hauora. Kia mohio te hunga tamariki ki ngā kai pai, ki ngā kai kino. Kia mohio hoki ki te painga o te korikori tinana, o te mirimiri tinana, o ngā rongoa a Tane Whakapiripiri. Kia kua ia e tukino i tona tinana i te tinana hoki o tetahi atu.

### English Translation

- challenge parents, teachers and trustees to work together in establishing a harmonious, child-centred learning environment in which care, consideration and co-operation are acknowledged as necessary elements for the successful operation of the *kura* for the greatest benefit of its children
- propose that the role of the *kura* is all-round development of its children rather than career orientation
- assert that the nurturing of body and soul in a caring environment to pursue positive roles in life
- affirm affectionate nurturing warm and caring people
- honour differences and attributes
- respect the physical body to ensure personal health and well-being
- respect the physical and spiritual uniqueness of the individual and are therefore mindful of not perpetrating physical or psychological harm against oneself or others
- affirm that the needs of the spirit are well served through the creative arts of music and song, dance and drama, drawing and painting, prose and poetry, and all the activities which give full sway to colour and imagining.

## Whaingā 2 – Te Reo

### 2.0 Te Kura Kaupapa Maori o Pukemiro aims to ensure:

- 2.1 He tapu ngā reo katoa. No reira, me whai koha te hunga o ngā Kura Kaupapa Māori ki ngā reo katoa.
- 2.2 Mo ngā tamariki, kia rua ngā reo. Ko te reo o ngā matua tupuna tuatahi, ko te reo o tauwiwi tuarua. Kia orite te pakari o ia reo, kia tu tangata ai ngā tamariki i roto i te ao Māori, i roto hoki i te ao o Tauwiwi.
- 2.3 He taonga te reo Māori i roto i te Tiriti o Waitangi, he reo tuturu hoki i roto i te Ture mo te Reo. Engari kahore he painga o te Tiriti, o te Ture ranei, mehemea kahore te reo i roto i te whatumanawa, i roto i te ngakau, i roto hoki i te mangai o te iwi Māori.
- 2.4 I runga i tenei whakaaro, kia tere pakari ai te reo o ngā tamariki, me whakahaere ngā mahi katoa o te kura i roto i te reo Māori. Tae atu ki te hunga kuhu mai ki roto i te kura, me korero Māori katoa, i ngā wa katoa.

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- 2.5 Ano te wa e tika ana mo te whakauru i te reo o Tauīwi ki roto i ngā mahi a ngā tamariki. Waiho tenei ma ngā pouako (ma ia whānau) e whakataū. Ko te mea nui ke kia noho wehe ngā reo e rua. He wahi ke mo te whakaako, he tangata ke hei whangai i te reo o Tauīwi ki ngā tamariki. Ano, ko te mea nui, kia noho rumaki te reo, kia kua e korero mawhitiwhiti mai i tetahi reo ki tetahi reo.
- 2.6 E tika ana, ma te hunga tino mohio ki te reo Māori, ki te ao Māori hoki, e arahi ngā tamariki i roto i a ratou mahi. Engari kia tika ano te ngakau me te wairua o tenei hunga, me whakapono hoki ki te kaupapa whanui o ngā Kura Kaupapa Māori. Heoi ano, me whai aroha tonu te hunga o te kura ki a ratou kaore ano kia tino pakari te reo. Mehemea he tangata tautoko i te kaupapa, awhinatia. Mehemea e tino ngakau nui ana ki te reo, a tona wa ka mau.

### English Translation

- Affirm that total immersion most rapidly develops language competence, and assert that the language of kura be for the most part, exclusively Māori
- Accept that there is an appropriate time for the introduction of English at which time there will be a separate English language teacher and a separate language learning facility
- Assert that along with total immersion, bilingual competence is rapidly advanced through discreetly separating the two languages
- Insist that competence in reo Māori and culture comes hand and hand with a commitment to Te Aho Matua for kaiako and parents but there is accommodation for those who are still in the learning phase
- Believe that, where there is a commitment to the language, mastery will follow.

## Whaingā 3 – Ngā Iwi

### 3.0 Te Kura Kaupapa Māori o Pukemiro ains to develop in all students to:

- 3.01 Mo te nuinga o ngā tamariki, tokomaha ngā iwi. Tera pea mo etahi, kotahi te iwi. Ko te mea nui kia mohio ngā tamariki ki o ratou ake iwi, hapu, whānau hoki. Tūa atu o tera kia mohio hoki ki te katoa o ngā iwi tae noa ki a Tauīwi.
- 3.02 No reira, he mahi nui tera te whai haere i ngā whakapapa hei here i ngā tamariki ki o ratou ake whānau, hapu, iwi, matua tupuna hoki. Tūa atu o tenei ko te mohio ki ngā tuhonohono ki etahi atu o ngā iwi.
- 3.03 E tika ana kia tu whakahihi te tamaiti i roto i tona ake iwi, engari kia whai koha ano ki ngā iwi katoa.
- 3.04 Kia mohio ngā tamariki ki ngā rohe, ki ngā waka, ki ngā korero nehera, ki ngā purakau, ki ngā pakiwaitara, ki ngā tikanga, ki ngā waiata, ki ngā ahuatanga katoa o tona ake iwi. Kia mohio ano ki ngā ahuatanga katoa e pa ana ki era atu o ngā iwi tae noa ki etahi o ngā iwi o tawahi.
- 3.05 Me whai haere ano hoki ngā tamariki i ngā ahuatanga whanui e pa ana ki o ratou iwi tae noa ki enei ra.
- 3.06 Ma te rongo a te tamaiti ki te awhi, ki te arataki, ki te tautoko, ki ngā tohutohu a te Whānau me tona aroha hoki, e mau ai tona piri pono ki te Whānau. He mea hopu te nuinga o enei tuahua. No reira, e tika ana kia piri tonu te Whānau ki ngā tamariki i roto o te kura, i roto i a ratou mahi hoki.

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- 3.07 Kia rongō te tamaiti ki te rekareka o te Whānau mo ana mahi pai, ki te papouri hoki o te Whānau mo ana mahi he. Ko tenei te timatanga o te pupuri i te tamaiti ki te huarahi tika, me tona tu pakari i roto i tona iwi.
- 3.08 Kia kite ngā tamariki ko te Whānau tonu e whakahaere ana i te kura, ko te Whānau hoki e mahi ngatahi ana me ngā pouako, ka tupu ia me te mohio ko te wairua me te mana Māori motuhake e kakahu ana i a ia me tona kura.
- 3.09 Ehara i te mea mo ngā tamariki anake te kura. He mātauranga ano kei te kura mo ngā taipakeke, mo te katoa o te Whānau hoki mehemea ka hiahia whakatu wananga ratou mo ratou.
- 3.010 Mo te whakaako pouako hou, ko te kura ano te wahi tika hei timatanga ma ratou, kia riro ano ma te Whānau ratou e arataki i roto i te mahi whakatupu, whakaako tamariki.

### English Translation

- Tamariki will be secure in their knowledge about their own people but learn about and acknowledge other people and their societies
- Tamariki will study the historical, cultural, political, social, religious and economic events and issues integral to Māori heritage
- Whanau ties are fundamental in the socialisation of tamariki

## Whaingā 4 – Te Ao

### 4.0 Te Kura Kaupapa Māori o Pukemiro will:

- 4.01 Ko tona ake kainga te ao tuatahi me te kura timatanga o te tamaiti. Tua atu o tenei ko te ao Māori. Ma te Kura Kaupapa Māori ia e arahi i roto i enei nekeneke tae noa ki tona kura whaka-mutunga, ara, ki te ao whanui me ona ahuatanga katoa. Expect full competency in reo Māori and English for all tamariki
- 4.02 Kia kua te tamaiti e herea ki te ao kohatu. Kia watea hoki ia ki te kapo mai i ngā painga, i ngā maramatanga katoa o te ao whanui.
- 4.03 Haunga tera, ko te timatanga tika mona, ko te whai haere tonu i ngā korero tuku iho a ngā matua tupuna e pa ana ki te timatanga o te taiao.
- 4.04 Kia whai koha ngā tamariki ki a Papatuanuku raua ko Ranginui me a raua tamariki e tiaki nei i te ha o ngā moana, o te whenua, o te rangi me o ratau ahuatanga katoa.
- 4.05 Kia tupu te miharo o ngā tamariki ki ngā mea ora, ki ngā mea tupu katoa. Kia kua e tukinotia.
- 4.06 Kia tupu ngā tamariki hei kaitiaki i ngā painga huhua o te whenua, o te moana, o ngā ngahere. Kia mau hoki ki ngā ture tuku iho a ngā matua tupuna, e pa ana ki te moana, ki te whenua, ki ngā ngahere.
- 4.07 Kia whaia ano e ngā tamariki ngā ture o te ao, otira ngā putaiao e pa ana ki te moana, ki te whenua, ki te rangi, ki ngā mahi tataitai hoki.

### English Translation

- Recognise that the learning of tamariki encompasses what enters their field of experience at home, in the Māori world and in the world at large
- Legitimise Māori knowledge of nature and the universe as integral part of learning



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- Encourage tamariki to value all life forms and the balance of nature which gives each of those life forms its right of existence
- Develop in tamariki an understanding that they are kaitiaki of the environment
- Inspire tamariki to explore the natural and cosmic laws of the universe through the sciences and whatever means enhances understanding.

## Whaingā 5 – Ahuatanga Ako

### 5.0 **Te Kura Kaupapa Māori o Pukemiro will:**

- 5.1 Ko ngā ahuatanga ako katoa he mea mahi i roto i te koanga ngakau, me te whakaihiihi hinengaro.
- 5.2 Ko te tino painga o te karakia he mea whakatau i te wairua, whakawatea i te whatumanawa me te hinengaro, whakarata i te ngakau, whakataka i ngā raru, kia ngawari ai te whakauru atu ki te mahi kua whakaritea hei mahi.
- 5.3 He mea whakaihiihi i te tamaiti te noho o te pakeke ki tona taha hei toko mona i roto i ana mahi. Heoi ano, ko te awhi ko te tautoko i a ia. Engari kia kaua e riro ma te pakeke e mahi te mahi a te tamaiti.
- 5.4 He mea nui te noho wahangu me te whakarongo mo ngā tamariki. Ma te mau o tenei tuahua e rongoa ai ngā tamariki ki te hohonutanga o te korero.
- 5.5 He mea tapiri atu ki te whakarongo, ko te titiro, ko te raweke, ko te makamaka patai, ko te whitiwhiti korero, ko te ata whakaaro, hei whakauru i te matau me te aroa.
- 5.6 Ko ngā kaumatua ngā kaipupuri o ngā tikanga Māori, ko ratou hoki ngā pukorero. He mea nui tera kia piri mai ratou ki te kura, ki ngā tamariki hoki hei kaiako, hei kaiarahi.
- 5.7 He mea nui tera te manaaki tangata. Kia kite ngā tamariki i te ahua o te manaaki, i tona kainga, i te kura, i te marae. A tona wa kia tu ratou ki te awhina i ngā mahi manaaki.
- 5.8 Ko roto i tona ake hunuku te timatanga o te whānaungatanga o te tamaiti, ara, ki ona tungane/tuahine, tuakana/teina. Ano, kei roto i tona hunuku tona rongoa ki ngā tikanga tika e pa ana ki ngā pakeke me ngā kohungahunga. Me haere ano hoki enei tuahua i roto i te kura. Kia mohio ai ngā tamariki taipakeke ki te tiaki i ngā kohungahunga, kia whakarongo hoki ngā kohungahunga ki ngā tamariki taipakeke.
- 5.9 Na tenei tuahua e tika ai te korero, kia kaua e taikaha ngā mahi wehe i ngā kotiro me ngā tamatane, i ngā taipakeke me ngā kohungahunga hoki. Ano te wa e tika ana mo te mahi wehe i runga i te pakeke o ngā tamariki. Ano te wa e tika ana kia mahi whānau ratou. Otira, kia riro ma ngā tamariki pakeke e arataki ngā tamariki kohungahunga.
- 5.10 He mea tino nui te wahi ako hei whakaohoho i te wairua o te tamaiti ki ana mahi whakaako. No reira, kia kikii tonu te kura i ngā mea whakaihiihi i a ia, i ngā mea pupuri hoki i te ha o te ao Māori. Me whakawhanui hoki tona wahi ako ki ngā marae, ki ngā ngahere, ki waenga parae, ki te taha moana, ki ngā wharepukapuka, whare taonga me era atu whare whangai i te puna o te mohio.

### English Translation

- teaching and learning to be a happy and stimulating experience for all tamariki
- karakia is a means of settling the spirit, clearing the mind and releasing tension so that concentration on the task at hand is facilitated

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- the use of body, mind and all the senses in learning; listening; thinking and quiet concentration; visualisation and observation; touching; feeling and handling; questioning and discussing; analysing and synthesising; testing hypotheses; and creative exploration
- teaching practices and principles will accommodate different styles of learning and motivate optimal learning
- kaumatua are honoured as the repositories of Māori knowledge
- children are exposed to the protocols of hospitality in the home, at school and on the marae, and require their participation at cultural functions in roles appropriate to their ages and levels of maturation
- healthy relationships between brothers and sisters, younger and older siblings, the importance of creating a learning environment which is interesting, stimulating and reflects the Māori world
- innovative ways of stimulating the learning of children but encourage self-motivation
- self-directed learning for special interests of tamariki are in place
- shared and co-operative ways of learning are promoted.

## Whaingā 6 – Te tino Uaratanga

### 6.0 Te Kura Kaupapa Māori o Pukemiro will:

- 6.1 Kia mau, kia noho whakaaraara, noho koi te hinengaro o te tamaiti ki ngā matau katoa hei arahi i a ia i roto i te ao hou.
- 6.2 Kia toa ia ki te whakarongo, ki te whakaaro, ki te korero, ki te panui, ki te tuhi i roto i te reo Māori i roto i te reo o Tauīwi hoki.
- 6.3 Kia tupu ngā ahuatanga tuku iho o tona pumanawa ki ngā tihi teitei o te taumata.
- 6.4 Kia noho ohooho tona auahatanga i roto i ngā mahi waihanga o tona ao.
- 6.5 Kia noho tuwhera tona ngakau ki te hari, ki te koa, ki te aroha, ara, kia ngakau nui, kia ngakau mahaki.
- 6.6 Kia mau ki tona whatumanawa ngā hohonutanga o te ako o te mohio.
- 6.7 Kia rangona tona ihi, tona wehi, tona tapu.
- 6.8 Kia tupu tona mana me tona rangatiratanga.
- 6.9 Kia ita tona mauri.
- 6.10 Kia puawai tona waiora me tona hauora i roto i te hono tangaengae o tona wairua me tona tinana.
- 6.11 Kia mau tuhonohono te here o tona ihomatua ki ona matua tupuna, piki ake i ngā Rangi Tuhaha ki te marae atea o Io-Matua.
- 6.12 Kia tu pakari, tu rangatira ia hei raukawa (raukura)<sup>2</sup> mo tona iwi.

### English Translation

- Develop free, open and inquiring minds
- Become competent critical thinkers, listeners, speakers, readers and writers
- Advance their individual talents to the highest levels of achievement
- Delight in their creative talents
- Be receptive to and have a great capacity for aroha, joy and laughter

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- Be true and faithful to their own sense of personal integrity while being caring, considerate and co-operative with others
- Manifest self-esteem, self-confidence, self-discipline and well-developed qualities of leadership.

**Te Ira Tangata - Focus - Challenge parents, teachers and trustees to work together in establishing a harmonious, childcentred learning environment in which care, consideration and cooperation are acknowledged as necessary elements for the successful operation of the kura for the greatest benefit of its children**

**Hakinakina** – whakawhanaungatanga with other kura kaupapa Māori o Te Tai Tokerau

**Wellbeing** – Develop and establish a kura wellbeing policy that is aligned to the kura vision and respectful of the physical and spiritual uniqueness of the Pukemiro student. To ensure the kura is a safe, healthy and inclusive teaching and learning environment for everyone at Pukemiro.

**Net Safe Policy** – Mitigate cyber bullying and abuse Pukemiro will network with the Netsafe team to provide all staff and students tips on how to stay safe online

**Lunches in kura programme** – 2021 for Years 1-15

**School Donations Scheme** - Continue on in 2021

**Allocation of resources** – based on student need

Continue to support boy's achievement, management of behaviour In Tau 1-8

## TE KURA KAUPAPA MĀORI O PUKEMIRO 2021 -ANNUAL PLAN

**Moemoea:** *Ka tū ahau te raukura mo te whanau, hapū iwi*

**Ahuatanga Ako - Focus - teaching practices and principles will accommodate different styles of learning and motivate optimal learning**

Map and accelerate student achievement across all levels – AREA (attendance, retention, engagement and achievement)

Ensure all PLD is based on student need

Incorporate **social emotional learning (SEL)** into programmes to support teaching and learning

Hangarau Matihiko implementation and planning

Develop and establish our **marautanga o TKKM o Pukemiro** with Phoebe Davis – Core

Provide **career pathways** for all senior students

Establish **CATE and Gateway** to allow both vocational and academic pathways to be implemented

Continue to work with Uniservices (Ana Pipi) with the **Mauri Tū Mauri ora** programme for pangarau to shift those students most at risk of achieving

**Tuku atu, tuku mai programme** – key competencies – whanaungatanga, manaakitanga, mahi tahi, mahi takirua/tini, tuakiritanga

Continue to increase our expertise in play-based, place-based and project-based programmes across kura

**Implement a collaboration with TWoR** – Matauranga Diploma programme for Years 14-15

**Marau** - Implement integrated learning programmes – waka taua, toitu te whenua, maramataka, te reo Maori / hitori / tikanga-a-iwi

**Pangarau** – All tamariki will be taught Te Ine, Te Hanga in Years 3-9

### Te Reo

Complete evaluation of te reo in kura, ākongā, kaiako, whanau by Term 1.

Board and kura whanau to complete Te Reo Māori strategy

Employ kaiarahi I te reo

Implement reo classes within kura with staff and students

Investigate and implement deliberate acts of language learning (DALL)

Support teachers in areas of pangarau and tikanga a iwi language-based expertise.

Whakapapa, whanau, whakatauki – NCEA  
TLRI - KOTUIA

**Te Ao - Focus - Legitimise Māori knowledge of nature and the universe as integral part of learning. Encourage tamariki to value all life forms and the balance of nature which gives each of those life forms its right of existence.**

**Wharekura** – waka tauā – water practice, navigation, and mau rākau

**Toitū te whenua** – sites of significance

**Te Whare Tapere** – performing arts, drama, dance, waiata

**Ngā Iwi -Focus - Tamariki will study the historical, cultural, political, social, religious and economic events and issues integral to Māori heritage.**

**Iwi themes** will be part of the planning for each syndicate in 2021.

**Sites of significance** will be part of the marau planning of programmes

“tuku atu, tuku mai” – collaboration project between the weavers of Roma marae and kura

**Toitū te whenua** – sites of significance.

**Tino ūaratanga - Focus - Develop free, open and inquiring minds. All students will become competent critical thinkers, listeners, speakers, readers and writers where mastery and success becomes driving forces for tino ūarantanga.**

Continue to establish raukuratanga across all levels – kura teina to establish a korowai programme where students experience raukura in their daily lives (each student will be recognised to receive a feather so that they can see their korowai grow).

Self Review, celebrating success – prizegiving, hui-a-kura, PLD for staff, develop prospectus to celebrate successes of TKKM o Pukemiro.

