



Ngāti Whātua Ōrākei Education Limited – Te Kura o Ngāti Whātua ki Tāmaki

1. Te Take me Hōkaitanga/Purpose and Scope

- 1.1. This policy sets out how curriculum is designed, delivered, assessed, monitored, and reviewed at Te Kura o Ngāti Whātua ki Tāmaki.

2. Policy Statement

- 2.1. The kura will provide an integrated Māori medium curriculum that supports uri to succeed as Ngāti Whātua, be strong in te reo Māori and tikanga Māori, and thrive in te ao Māori and te ao hurihuri.

3. Curriculum Framework

- 3.1. The curriculum is aligned to Te Marautanga o Aotearoa and delivered through the kura's own marau ā kura.
- 3.2. The marau ā kura reflects Ngāti Whātua Ōrākei mātauranga, history, reo, tikanga, whenua, moana, narratives, rangatira, and iwi aspirations.
- 3.3. Learning is integrated and thematic, not subject-siloed, and connects the wāhanga ako through kaupapa such as seasonal cycles, te taiao, and learning on whenua.

4. Pedagogical Approach

- 4.1. Teaching and learning will be grounded in kaupapa Māori pedagogy, including wānanga, tuakana-teina, ako, inquiry, project-based learning, and experiential learning.
- 4.2. Learning will connect uri with marae, whenua, moana, whānau, iwi knowledge holders, community, industry, and future pathways.

5. Language of Instruction

- 5.1. Te reo Māori is the primary language of instruction.

6. Ākonga Pathways

- 5.2. Years 9-11 will build strong foundations in te reo Māori, tikanga, pānui, tuhituhi, pāngarau, tuakiri, wellbeing, and learning skills.
- 5.3. Years 12-13 will provide NCEA Levels 2-3 and other academic, vocational, iwi-connected, tertiary, employment, and future-focused pathways.

6. Assessment and Achievement

- 6.1. Assessment will support learning, show progress, inform teaching, and provide clear evidence of achievement.

6.2. Assessment will align with Te Marautanga o Aotearoa progression, NCEA requirements, moderation expectations, and holistic measures of academic success.

7. Whānau and Iwi Partnership

7.1. The marau ā kura will be developed, delivered, and reviewed with whānau, iwi, uri, pouako, and Ngāti Whātua Ōrākei knowledge holders. Whānau and iwi voice will inform curriculum design, learning experiences, ākonga progress, and evaluation.

8. Equity and Inclusion

8.1. The curriculum will respond to the strengths, needs, interests, and aspirations of each ākonga. The kura will identify and remove barriers to learning, participation, achievement, belonging, and wellbeing.

8.2. Ākonga with special education needs, disabilities, or additional learning support needs will be identified early and supported through inclusive planning, reasonable adjustments, specialist advice where required, and partnership with whānau.

9. Monitoring, Review, and Continuous Improvement

9.1. Curriculum implementation will be monitored through internal evaluation, ākonga achievement, whānau and uri voice, pouako reflection, moderation, engagement, wellbeing, and reo outcomes.

9.2. The Board will receive curriculum reporting to monitor ākonga outcomes, NCEA progress, ahurea, reo development, iwi aspirations, and Charter School and ERO expectations.

10. Policy Review

10.1. This policy is to be reviewed every three years, with any changes to be approved by the Board of Ngāti Whātua Ōrākei Education Limited. The date of next review is June 2029.

11. Version History

Version	Date	Amendments
1.0	3 July 2026	Draft New Policy

Approved by: Board of Ngāti Whātua Ōrākei Education Limited

Approval date: 3 July 2026

Policy Owner: Toi Mātauranga & Whanaketanga Chief Knowledge and Growth Officer