

Sabbatical Report

John Wright

Principal – Mercury Bay Area School

2017

Exploring local curriculum

*“The Ahuahu Context”*

Background:

Over recent years I have been exploring, along with our staff, engagement in a unique learning context that has the potential to be developed into a longitudinal educational plan (20 years). This I have termed “The Ahuahu Context”. [Aside; Ahuahu is the name given to Great Mercury Island]

Significant work has been done in creating connections with four major partners to and in our local curriculum – the island owners, our local iwi, tertiary providers, and Department of Conservation who will connect with our kura. The detail behind these partnerships has been explored during this sabbatical. Necessarily the major amount of time during this sabbatical has been spent in creating the Educational Plan for our school.

The structure of this report that arises from this sabbatical has the following elements:

- Introduction to the Ahuahu Context
- The Overview of the Ahuahu Context
- The Why of the Ahuahu context
- The Who of the Ahuahu Context
- The What of the Ahuahu Context

This blue print is being used by our kura to engage (as a model) in the “local curriculum” that surrounds us, as we look toward the bicentenary of the signing of the Treaty of Waitangi.

Acknowledgements:

I wish to acknowledge the Ministry of Education, our Board of Trustees, our staff and the partners in supporting this sabbatical.

John Wright

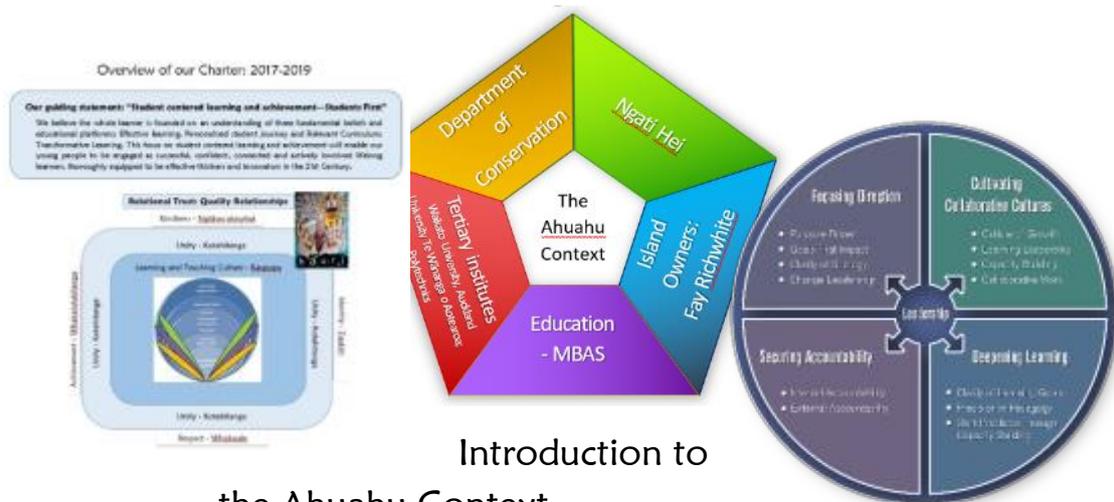
Principal

31 October, 2017

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*Unity - Positivity - Achievement*

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## Introduction to the Ahuahu Context

- Developing a schoolwide curriculum plan

As part of my sabbatical thinking and time, I have crafted four documents (now at V2) that relate to the thinking we have shared in the past and that are now further developed about the Ahuahu Context.

The first platform for all of this thinking comes from two key sources - first all the work we have been doing around the "transformative Learning and Schooling" mahi. We focus on students being at the centre of all we do; we craft deliberately the opportunity to describe/engage in/demonstrate the dispositions that will take them positively into



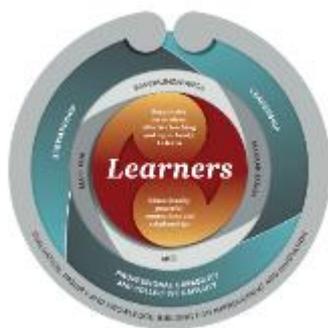
their future: we purposefully craft a connected curriculum: connected learning (BeL) through authentic Inquiry; we aim to make deliberate and authentic connections as Learning Coaches, Deans and teachers over time and finally ensuring the Learning Organisation serves our educational purposes well.

The second platform is drawn directly from the New Zealand Curriculum (2007) in its entirety - from the Vision, Principles, Values, Key Competencies, and Learning Areas. It also draws on each of the Learning Areas, addresses our commitment to the Treaty of Waitangi from an educational perspective, allows us to authentically engage, more deeply, in our commitment to bilingual learning opportunities and more.

The first paper is an overview of the concept itself - details the overall expectations/aspirations etc of the four partners with our school. I have yet to describe all this in detail - (this will be part of the second tier thinking of this sabbatical work for me).



The second paper considers the "Why of the Ahuahu Context" and seeks to lay out the platform for this unique learning context and to show the coherence in this with all we do.



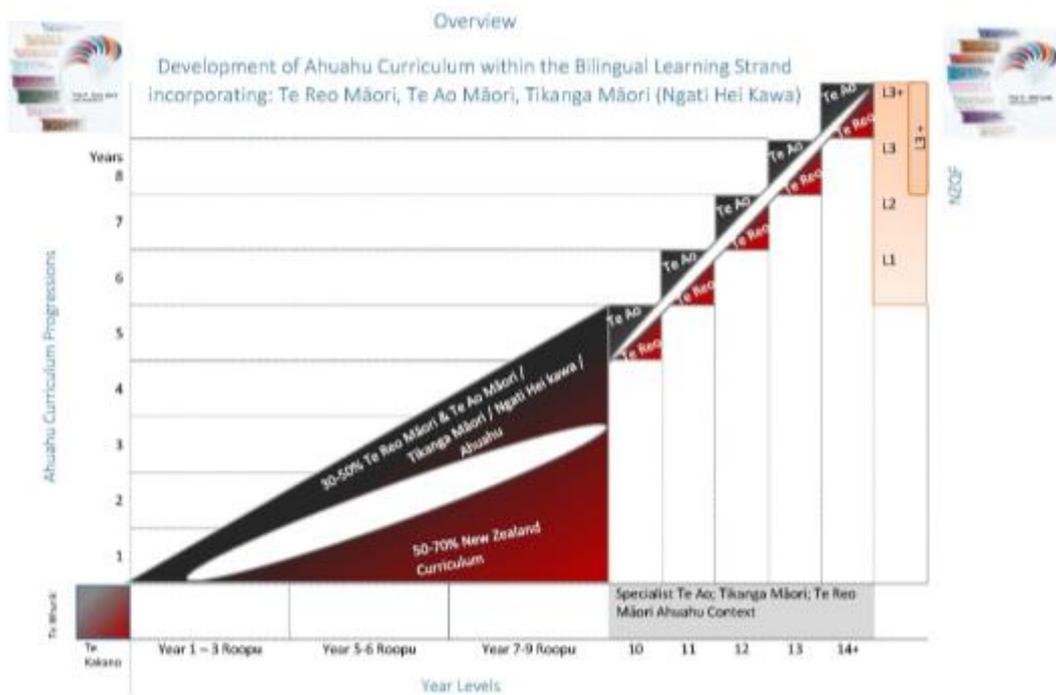
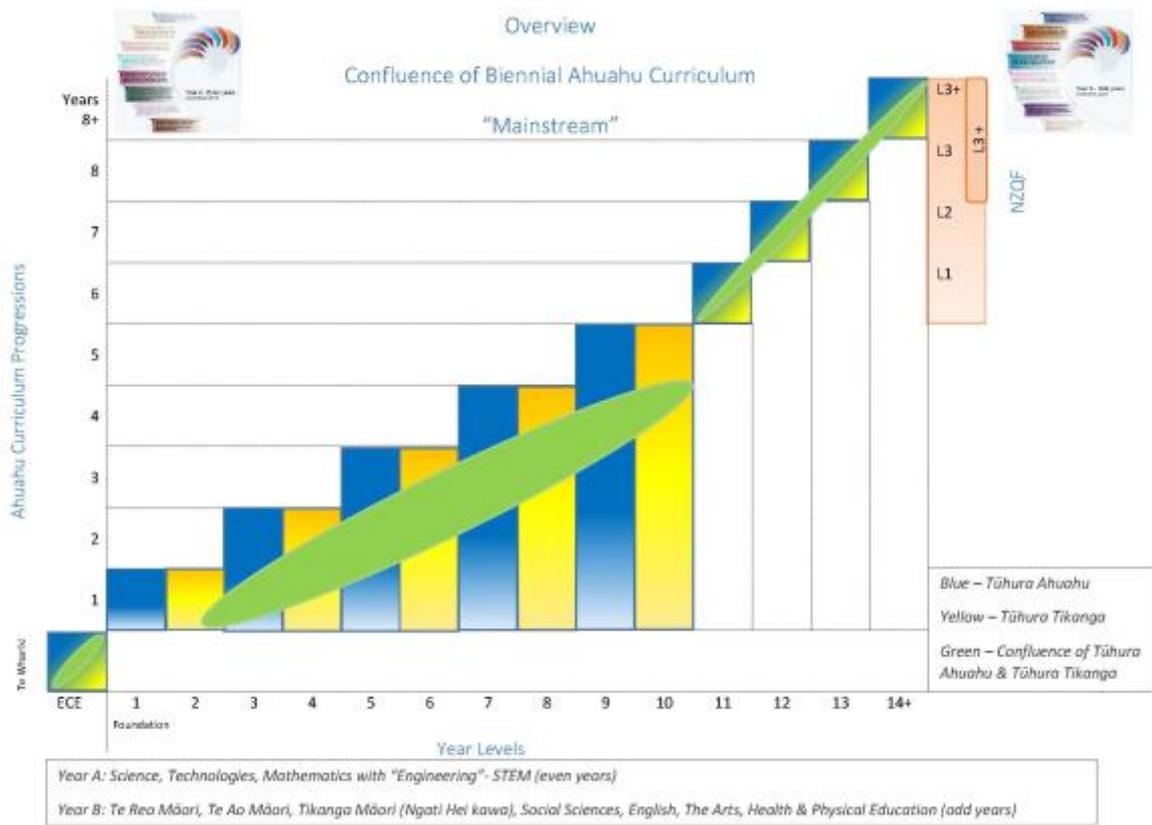
The third paper considers the "Who of the Ahuahu Context" and is a simple document to show that it is a unique learning context for our students and our staff alike, our community, wider connections, and further afield.

The fourth paper describes the "What of the Ahuahu Context". This is where the real mahi is. There is a lot in this paper and it flows from an Abstract that shows a 13 year learning plan, through to a detail of learning in both a bilingual context, and in a mainstream context.





In this paper a bilingual curriculum plan is described...  
 ... along with a mainstream curriculum plan:



Extra detail is provided of what the biennial programme could look like across our school in terms of possible learning contexts:

- Year A (even - commencing 2018), drawn from “Science, The technologies, Mathematics with Engineering” (STEM) Learning Areas, referred to as: “*Exploring Ahuahu: Tūhura Ahuahu*”
- Year B (odd - commencing 2019) that incorporates deliberately, Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa), with the Learning Areas of Social Sciences, English, The Arts, Health and Physical Education referred to as *Exploring Culture: Tūhura Tikanga*



There is further detail presented pp 13-20 on what the biennial curriculum plan could look like in terms of contexts.

Of course, it is the enduring understanding of "why" we are exploring this context that is critical to this work. These will be established as part of our whole school approach to this curriculum plan.

John Wright  
Principal  
14 August, 2017

Acknowledgement:

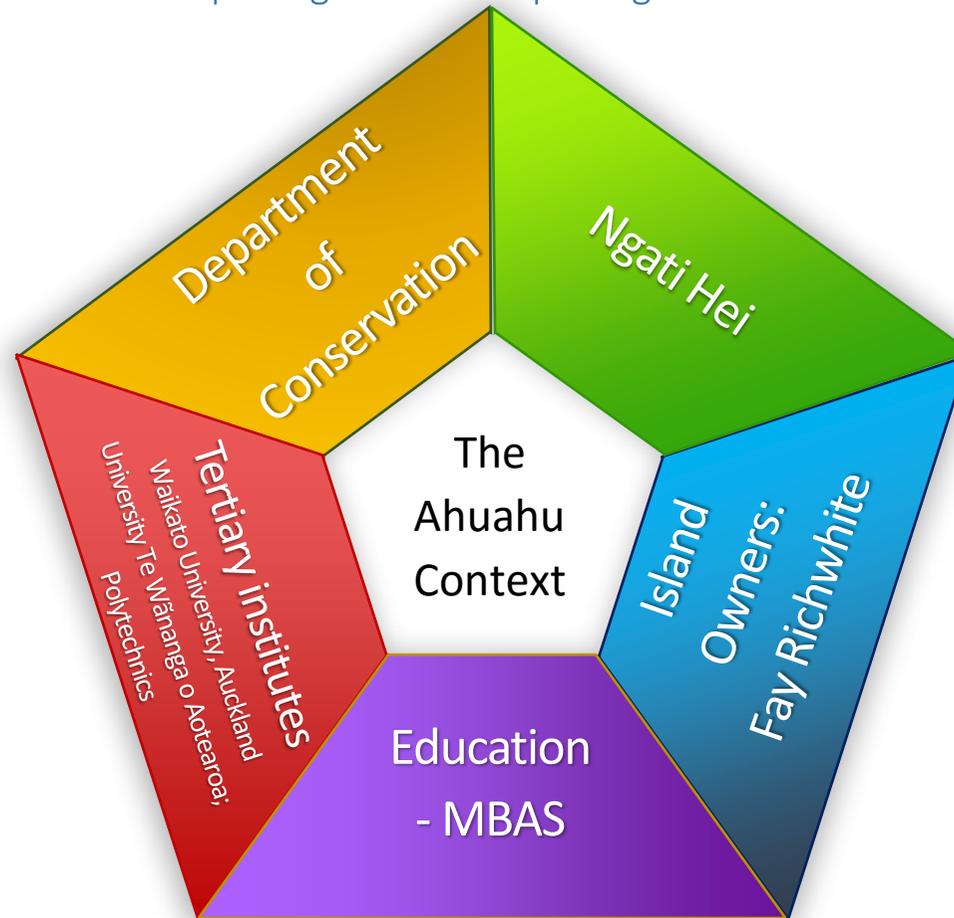
The images crafted in these papers have been crafted by Katherine Neilson-Jones

# Ahuahu - Great Mercury Island

2018-2040

Tūhura Ahuahu: Tūhura Tikanga

Exploring Ahuahu: Exploring Culture

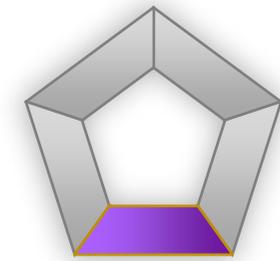


The Ahuahu Context: Overview – Part 1

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# Education MBAS



## Guiding Statement

“Every student, member of our staff, parent/guardian and member of our school community will, during the learning journey of their (our) young ones learn about, experience, understand and contribute to the uniqueness of Ahuahu – Great Mercury Island” through:

1. The development of quality, mutually respectful and sustained relationships with the other four partners in this educational journey.

- The Island owners – Sir Michael Fay; Mr David Richwhite
- The Tangata Whenua – Ngati Hei
- The Department of Conservation
- Tertiary Institutes: Waikato University; Auckland University; Te Wananga Aotearoa; Polytechnics

2. An education plan that spans 22 years [2018-2040: The Bicentenary of the signing of the Treaty of Waitangi], and which draws on the richness within and from the New Zealand Curriculum (2007), and which details an explicit annual focus in the 13 year (plus) learning journey of our tamariki at our kura. The flavor of this biennial curriculum will be drawn from, but not limited to:

Year A: Tūhura Ahuahu: Exploring Ahuahu

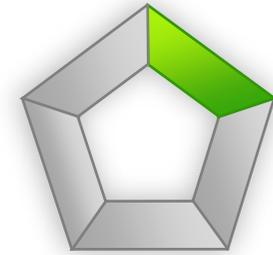
- Science, The technologies, Mathematics with Engineering” (STEM): Natural Biological & Physical systems: Ecological strand and mathematics [incorporating other scientific inquiry strands] on and around Ahuahu

Year B: Tūhura Tikanga: Exploring Culture

- Te Reo Māori, Te Ao Māori, Tikanga Māori strands [incorporating Ngati Hei lore, tikanga, kawa, archaeological understandings], Social Sciences, English, The Arts, Health and Physical Education

3. The deliberate engagement in two explicit learning strands:
  - All that which touches and incorporates us gaining deeper understanding of all elements of Ahuahu, including, for instance, Island “restoration” – Ecology, Economics, Plant (and other organism) Ecology – propagation, care, transplantation, and more
  - All that which touches the development of our understand of the history, tikanga, Ngati Hei kawa and lore of Ahuahu, through engaging in Te Reo Māori, Te Ao Māori, Tikanga Māori
4. Providing an experimental, residential opportunity for our students, staff, members of our school community whilst we explore and understand the Ahuahu Context
5. Crafting purposeful, sustained links with all the partners – the Island Owners, Department of Conservation, Ngati Hei, and tertiary institutes including universities, polytechnics, local employers, businesses etc.
6. Creating and delivering engagement opportunities for all our young people including those in the 18-24 year old bracket through internships, experiences – skills and learning – that will take them toward qualifications on the NZQF at Level 3 and 4 and beyond.
7. “ and more”...

# Ngati Hei

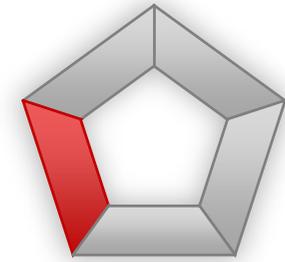


Points that come to mind include –

- Making connections with Ngati Hei as Tangata whenua of Ahuahu
- Listen to, gather, keep sacred and pure the lore of Ngati Hei as it relates to Ahuahu in all our learning and teaching
- Understand the “developing” history of Ahuahu as well as the ancient histories, lore, kaupapa, tikanga of Ahuahu and Ngati Hei
- Support Ngati Hei as the Tangata whenua in all matters relating to Ahuahu and its development over the next 22 years (and beyond).
- Incorporate Ngati Hei kawa completely into our kura
- Assist with recording any histories, stories, understandings (Digital archive too)
- Acknowledge and respect past marae, urupa and tapu sites on Ahuahu in every connection with Ahuahu
- ...

# Tertiary Institutes

Universities of Waikato, Auckland, Te Wananga Aotearoa, Polytechnics

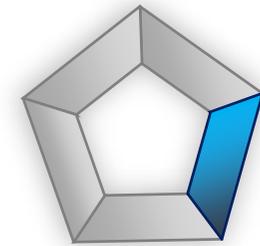


We need to explore these relationships and connections.

Some things that come to mind are:

- Link with faculties in Universities of Waikato and Auckland re: Ecology, Economics, tourism ... (and much more)
  - Te Wānanga Aotearoa - Te Reo Māori, Te Ao Māori, Tikanga Māori
  - Polytechnics – Wintec, Bay of Plenty Polytech, PCIT
- Connecting with University of Waikato as our “local” university in all the dimensions available through this curriculum
- Getting detail and becoming familiar with “The story of Ahuahu” to date – Māori; Pākeha
- Engaging in the current work stream with UoA – School of Archaeology
- Engaging in the future work stream with UoA – School of Archaeology
- Build relationships which could lead to our school offering quality senior learning programmes in Socio-anthropology with respect to Ahuahu
- Bring this learning information and lore into our curriculum, understanding the importance of Ahuahu and contributing to its gentle unwrapping
- Assist with “publishing” “our”/”the” story
- Establish Internships for Senior Students in, with and through the tertiary institutes
- ...

# Island Owners: Fay Richwhite



Past conversations have led to some of the following points:

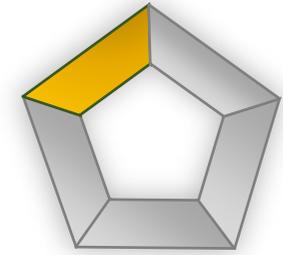
- A Covented Island: a National legacy
- Open to restricted, permitted use by, to, for various “partners” – Education being one of these

Conversations included:

- Long term Educational study of the Island in all dimensions at School plus University levels
- “Ecotourism” to support the island’s kaupapa
- The need to retain pest free status
- The pivotal link in the archipelago chain of the off shore islands
- The special place of Ngati Hei in Ahuahu that needs to be supported, retained, acknowledged, celebrated in all we do [especially within Education]
- Neither in the control of DoC nor Auckland City Council – ie an ongoing (gazetted) independence as one would find in a “World Heritage Park”
- Providing real authentic learning experiences for our tamariki that can contribute into the development and welfare of Ahuahu, including, but not limited to, connections with our:
  - Building Carpentry and Allied Trades Academy for the construction of ‘onsite’ facilities / structures
  - Engineering academy for metal fabrication tasks required on the Island
  - Internship for our Agriculture, Apiculture students – assisting in the management of Ahuahu
  - Engagement of our Marine Academy to assist with longer term studies of inner shore ecology
  - Engagement with our horticulture students in plant pest identification and eradication
  - Engagement with our whole school in the propagation of Ahuahu flora and it’s replanting over a 20-year (plus) period.
  - Inculcating in every MBAS student the opportunity to contribute richly into the future ie through selfless action and high quality contribution and citizenship
  - Working with our business /economics / tourism students to understand and perhaps contribute into the current and forward business mould of Ahuahu

- Working in the Arts space – eg photographic imaging of Ahuahu, visual arts, media, digital documentary of the longitudinal development of Ahuahu; recording of the lore, arts, artefacts associated with this project over time
- ...

# Department of Conservation



Relationship yet to be established. Conversations to date have led to the following thoughts:

- The Island is pest free [some pest invertebrate / plant species remain, but mammalian pests have been eradicated]
- There is a commitment to keep Ahuahu pest-free as part of the archipelago of offshore islands.
- Growing in our young people an authentic understanding of island ecology and the mahi of Island restoration
- Contributing to the collection of Ahuahu genetic plant stock, its propagation and return to the Island over a 22 year period – such that, in perpetuity, MBAS would be a key partner to the revegetation of Ahuahu
- Our school can link with DoC in many ways – but not limited to:
  - Bird life survey
  - Marine life survey – targeted areas – long-time surveys (20 years)
  - Survey of invertebrates and plants
  - Identification and removal of plant pests
  - Study of ecological succession (natural & induced) on the island
- Engagement in the long term work plan of DoC associated with Ahuahu and the islands of the Mercury archipelago
- ...

# The Ahuahu Context

Tūhura Ahuahu: Tūhura Tikanga  
Exploring Ahuahu: Exploring Culture  
2018-2028; 2029-2040



## The 'Why' of Learning in the Ahuahu context

*Aspiration & Expectation:*

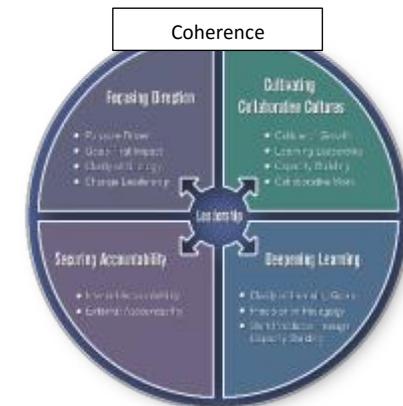
*Through the engagement in the Ahuahu context, by developing, delivering and engaging in learning programmes across and within the three pedagogical learning cultures of our school with emphasis on "Connected Curriculum" between and across the Learning Areas of the New Zealand Curriculum, we will grow the understanding and confidence in each young person's identity, language and culture as a citizen of Aotearoa.*

Considerations:

- To honour our Tangata whenua, in particular Ngāti Hei within this highly important context, in all that we do



- Engagement in this context dovetails perfectly with all elements of our 2017 Charter overview, the five key elements of our Strategic Plan, our Annual Education Plans, the uniqueness of our three learning pedagogies and cultures across our kura, and supports our achievement targets
- Engaging in the context reflects the coherence in all that we do

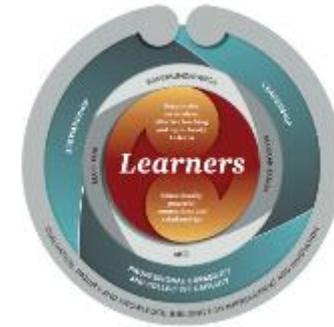


The Ahuahu Context: The Why of Learning in the Ahuahu Context – Part 2

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- Engaging deeply in the New Zealand Curriculum 2007 in this context will realise “that every young person (at our school) will be (is):
  - Confident in their identity, language and culture as a citizen of Aotearoa New Zealand
  - Socially and emotionally competent, resilient and optimistic about the future
  - A successful lifelong learner
  - Participating and contributing confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future.” (Education Review Office: School Evaluation Indicators – Effective practice for improvement and learner success; July 2016 – p11)



- Engagement in this context falls directly from the *Vision and Principles* of the New Zealand Curriculum of what we want for our young people - (NZC, 2007, p8/9)



- Embraces the *Values* of the NZC to be encouraged, modelled and explored (p10)
- Addresses, nurtures/grows the *Key Competencies* of the NZC as capabilities for living and lifelong learning (p11/12)



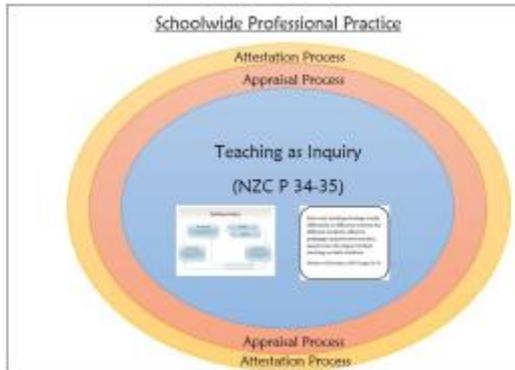
- Engages the New Zealand Curriculum in its entirety, in particular engaging in the essence of each of the Learning Areas
  - English; The Arts; Health and Physical Education; the Languages; Mathematics and Statistics; Science, Social Science, Technologies .....
- Engages in the Future Focus nature of the NZC; ... “[these issues] encourage the making of connections across the learning areas, values, and key competencies and they are relevant to students’ futures. Issues such as sustainability, citizenship, enterprise, globalisation” (p39)
- Poses an authentic, local, community based learning context with a selfless contribution over time to the development and understanding, nurture and protection of a precious tohunga



- Enables us to consider this incredibly diverse learning context in “real time”; as a unique setting for the development of “new” knowledge; and to engage in “Transformative Learning” (JDW 2015) – all in this highly prized local context
- It will enable us to engage external experts/ mentors – eg Ngati Hei; Department of Conservation; Universities of Waikato and Auckland, Whananga Aotearoa, Polytechnics, Mercury Bay Community and many more – to assist in our meaning making and understandings
- The engagement with our wider community enables us to link with mentors, other adults, specialists, and diversely skilled and knowledgeable members of our community.
- To engage parents/caregivers in the deep learning contexts their children are experiencing, as partners in this experience

- Developing long term understandings gained through rich inquiry processes, “published widely”
- It becomes a deeply personalised learning journey for all during their time at MBAS. For students who are with us for their whole educational journey, this context will be hugely important to their understanding, not only of island ecology and restoration, but also the development of greater understandings of Tangata whenua and Māoritanga
- Much of this learning will be mediated through a digital eLearning interface
- Engagement in this learning fits totally with the various dimensions of our Registered Teachers’ Criteria for Experienced Teachers





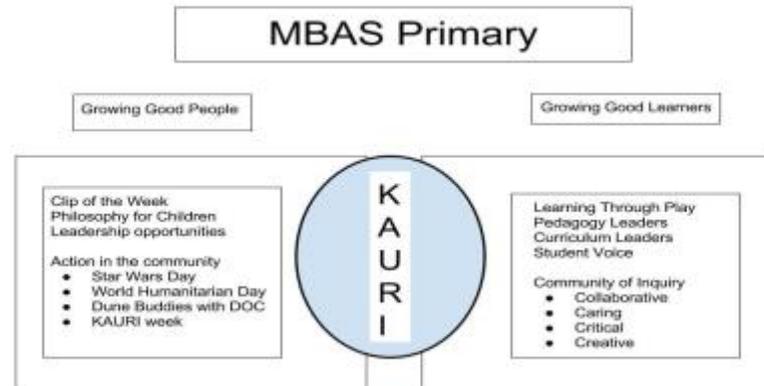
- This context can be seamlessly added into our professional learning aspirations, our professional learning foci and development, and used to support the growing competency and attestation processes associated with our appraisal systems and professional registration
- This context may well allow for the development of a whole learning Community of Learning – Kahui Ako
- Allows for a deep engagement in the Education for Sustainability – Philosophical Inquiry

The Ahuahu Context in our three pedagogical and cultural sections of our kura  
(From our Charter, 2017)

*Primary Years*

The aim of our Primary Years at Mercury Bay Area School is to provide a safe, responsive environment that enables our students to grow into their best selves, socially, emotionally and academically.

Our strong school community is built on our shared values of Kindness, Achievement, Unity, Respect and Identity (KAURI) and our desire to be purposeful in our quest to “grow good people” and “grow good learners”. The importance of play and the provision of a school environment and classrooms that promote safe, creative play is a pivotal component of our educational philosophy. Play is the ultimate in self-directed learning. When teachers respect and respond to the interests and curiosities stimulated by children’s play, an authentic platform for students to develop as self-directed learners is created. Philosophy for Children pedagogy is another pivotal component in helping us to grow good learners. It aims to develop students and teachers who are critical, caring and creative thinkers who work collaboratively to find the best possible answers to our own inquiries. This combined with our continued focus on guided inquiry will ensure our students will leave the primary school with the skills to question, research, act and reflect on issues that resonate with them. Ref: <http://mbasprimary.weebly.com/our-vision.html>



### *Middle Years*

To develop students who can think for themselves through thinking with others. They will be self-aware, take responsibility for their own wellbeing, be respectful, display empathy, and be engaged in their learning. They will be curious, confident, creative and critical thinkers and become increasingly resilient learners who take risks in their learning.

Students will:

- Appreciate that literature and the arts open a window on the work of human experience and thinking
- Understand that the past influences the present and has an understanding of New Zealand's unique heritage
- Appreciate that science knowledge is based on empirical evidence and can change over time as new evidence comes to light
- Develop number sense
- Learn how to maintain physical, social, mental/emotional, and spiritual wellbeing

They will develop these understandings by:

- Asking curious questions
- Evaluating/critiquing information
- Reading for understanding (both literal in inferential)
- Setting goals for themselves
- Problem solving
- Listening to others
- Recognising and appreciating multiple perspective
- Making informed decisions
- Interpreting data
- Use a range of information and communication technology appropriately
- Accessing information from a range of sources
- Communicating effectively in a variety of ways using a range of media
- Writing developed ideas showing depth of thinking
- Reflecting on their learning
- Managing their own learning
- Working well in groups
- Applying what they are learning to real life situations
- Making sensible estimates and measuring accurately

### *Senior Years*

Our vision statement is centred around the development and delivery of a coherent future based curriculum which provides all students with an expansive education; one that is learner centred, makes links across Learning Areas, opens up pathways to educational, vocational and life opportunities beyond school, and connects students to the challenges of their world. It is linked closely with the philosophy of young people “becoming”.

### *Core Purpose*

Our core purpose is to develop connected, creative, critical thinkers, who will flourish in their future lives and have the capacity to make a difference in the world.

What is a future-focussed Curriculum?

- Thinking about students and their future lives: What sort of people do we want them to become?
- Thinking about the future of teaching and learning: How might teaching and learning need to adapt to prepare students for the challenges of both life and work in a rapidly changing world.
- Thinking about the issues and challenges of our times: How do we prepare young people in communities to take responsibility and actions to shape a preferred future?

*What would our coherent Future-focussed curriculum look like?*

- Real world, authentic contexts
- Concept based contextualised learning
- A focus on creativity and critical thinking
- Problem solving, impact projects, exploring local and global issues
- Intentional focus on becoming through effective thinking, action, relationships and accomplishments
- A focus on developing a sense of agency
- Affirming identity, language and culture and celebrating diversity
- Multi-disciplined and cross curricula

# The Ahuahu Context -

Tūhura Ahuahu: Tūhura Tikanga  
Exploring Ahuahu: Exploring Culture  
2018-2028; 2029-2040



## The 'Who' of Learning in the Ahuahu context

*A personalised learning journey for every student in our school around the Ahuahu context.*

- Based on 'whole' school learning programme over 13 years (and beyond)
- Links with ECE and plus Y13 providers/ connectors
- Meditated through e-based learning journal

For all students

- short, medium, long term enrollees
- each and every student is important in, and to this mahi
- that this mahi will inform our young people's views and connections between a unique Island restoration context and tangata whenua

*A personal / professional engagement of every staff member in our school around the Ahuahu context.*

- For all staff – teaching and support staff in our kura
- Fits perfectly with the RTC, as part of our ongoing professional learning and development. It embraces, commits us to and grows our understanding, of the bicultural nature of our nation from an educational perspective.

The Ahuahu Context: The Who of Learning in the Ahuahu Context – Part 3

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*Engaging members from our community to journey with us in the Ahuahu context.*

- Engaging deeply with our Tangata whenua, Ngati Hei, as partners in this curriculum.
- Engaging with parents, caregivers in supporting this mahi utilising their expertise, skills, knowledge of and support for the Ahuahu learning context over time.
- Engaging with members of our wider community as resource people, mentors, philanthropists etc who may not be connected with our school directly
- Engaging with our 'business' community in terms of the interface with senior student learning programmes – Internships, scholarships, enterprise / business development ...

*Deep longitudinal engagement with the other four stakeholders in the educational dimension of the Ahuahu context.*

- Engagement with the five key stakeholders – that can be sustained, in all dimensions (including education) over time

*Engage with other Educators within the wider Mercury Bay – ECEs, Contributing Schools (Tairua, Whenuakite, Coroglen, Te Rerenga Primary Schools), possibly with other kura (Whangamata Area School, Coromandel Area School, others)*

- Making opportunities available to the students, educators, parents/caregivers, community members to participate in and contribute toward the Ahuahu context

*Engage with International Student Agencies to include the Ahuahu context as a unique learning / qualification opportunity to the international community in our school.*

- Provide learning and qualification opportunities for International Students in a special / unique context that has the potential to demonstrate, through an authentic context, the “real” application of inquiry, which may be of great interest to these international students’ respective schools, communities, and countries.

# The Ahuahu Context

Tūhura Ahuahu: Tūhura Tikanga  
Exploring Ahuahu: Exploring Culture  
2018-2028; 2029-2040



## The ‘What’ of Learning in the Ahuahu context

### Abstract:

The images and presentations below describe the Learning Journey 2018-2040 for students engaged in the Ahuahu context - Tūhura Ahuahu: Tūhura Tikanga Exploring Ahuahu: Exploring Culture. They are a part of a developmental document, which is to be added to and developed over time. The finer detail is expanded on in the two Educational plans – a bilingual context and a “mainstream” context.

The summary image shows the education plan over the years 2018 through to 2040, illustrating a biennial curriculum based on the Ahuahu Context, drawing on Tūhura Ahuahu: Exploring Ahuahu; Tūhura Tikanga: Exploring Culture. This will be detailed later in this document – a full presentation of the nature of the biennial programme is presented further on in the document.

This image attempts to show our whole school curriculum (in this context), highlighting both the bilingual roopu contexts in our kura, and our mainstream curriculum programmes. Te Kakano and Y1-3 roopu are shown – these are yet to be established.

Broad categories of learning are shown as Y1-6 (Primary Years); Y7-9 including Y7-9 roopu (Y9 yet to be established), and Y11-13 (Senior Years). Y10 is shown separately so as to illustrate the Te Reo Māori strand for our roopu students connected with our senior programmes.

The image also identifies opportunities for our young people at the Y13+ level.

Further detail on the residences on Ahuahu is also included, along with other learning contexts for our senior students. These are expanded on further in the document.



*Development of the Ahuahu Curriculum within our bilingual learning environments, incorporating Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)*

*Blending Tūhura Ahuahu with Tūhura Tikanga*

**Abstract:**

Years 1-9: Primary & Middle years (includes Te Kakano\*)

- Learning in the Ahuahu context commences 2018
- In three roopu – Y1-3\*; Y4-6; Y7-9  
[\* note: yet to be established – Te Kakano, Y1-3 roopu and Y9 joining Y7/8 roopu structure]
- Blends with 30-50% Te Reo Māori as language of instruction; and 50-70% New Zealand curriculum framework delivery
- Development of an annual curriculum that blends “Tūhura Ahuahu” with “Tūhura Tikanga” (Exploring Ahuahu: Exploring Culture), through the Te Ao Māori, the Te Reo Māori and tikanga Māori learning programmes in particular
- Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) will be key foci of the curriculum (as is the case now)
- Opportunity within the bilingual curriculum plan for all Learning Areas to engage in the Ahuahu context
- The roopu curriculum could include the “Science, The technologies, Mathematics with Engineering” (STEM) concepts, and the Te Ao Māori, Te Reo Māori, Tikanga Māori (Ngati Hei kawa), Social Sciences, English, The Arts, Health and Physical Education perspectives
- these programmes will continue to be unique and responsive to the dimensions of the Ahuahu context

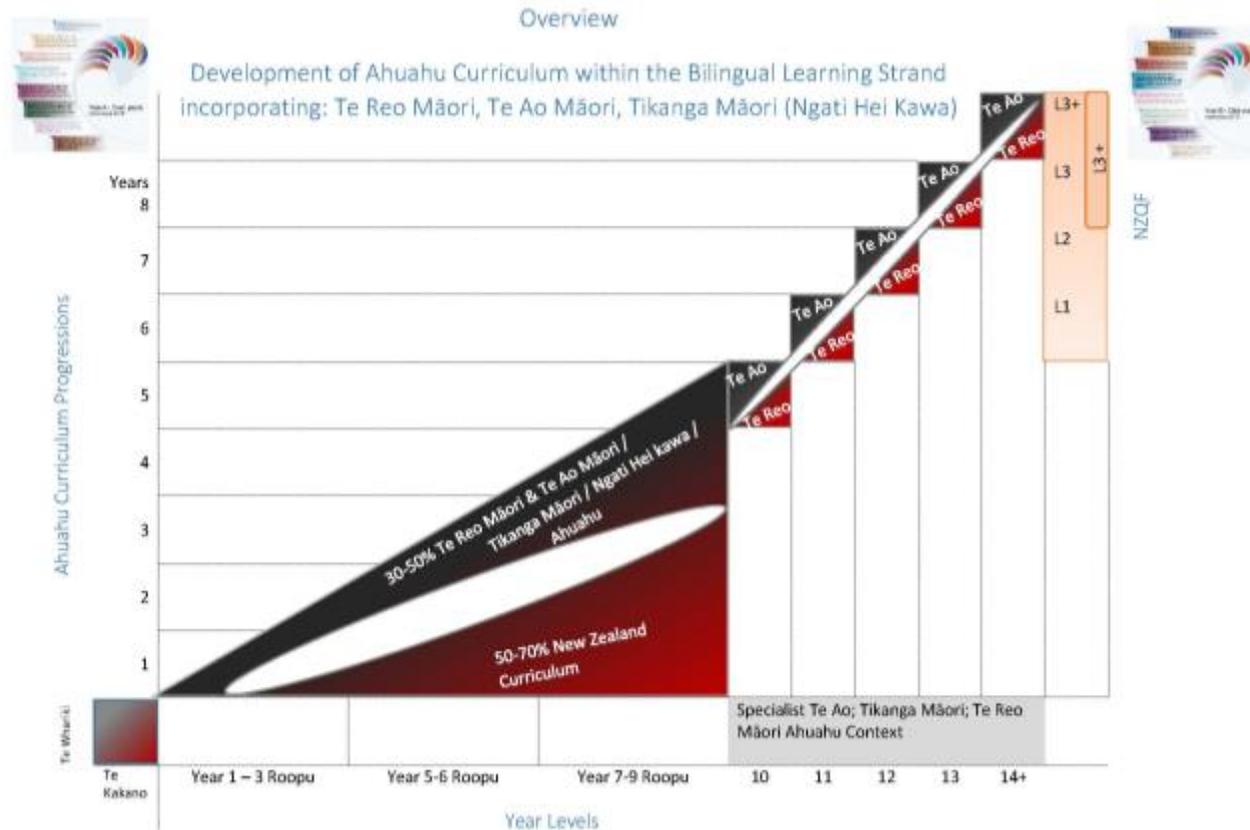
Years 10-13: Late Middle (Y10) to Senior Years

- Learning in the Ahuahu context commences 2018
- Akonga will be in specialist classes (Y10 to link with Y11 programmes)
- Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) will be key foci of the curriculum (as is the case now)
- Links to Qualifications opportunities though NZQF (NCEA)
- Development of an annual curriculum that blends “Tūhura Ahuahu” with “Tūhura Tikanga” (Exploring Ahuahu: Exploring Culture), through the Te Ao Māori learning programmes in particular
- these programmes will continue to be unique and responsive to the dimensions of the Ahuahu context

Summary:

The image below crafts the blending of the two major curriculum foci, alongside the two major strands of the Ahuahu context curriculum. Unlike “mainstream” there is no Year A or Year B – rather an amalgam of learning across the Years 1-9 in the first instance, and later in Y10-13+ in Te reo Māori and Te Ao Māori in particular. At the heart of some of the learning programmes will be the Ahuahu context: Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture.

This image also shows a connection with our Early Childhood Education Centres engaged in the Te Whariki curriculum, plus the possible development of the Te Kakano playgroup.



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The black represents the deep commitment to Māoritanga through the Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) context with Ahuahu as a major focus during the learning year delivered through Te Reo Māori as the language of instruction at the 30-50% level. The red represents the Learning Areas of the New Zealand Curriculum which are also delivered bilingually (30-50%), with the white representing the growing awareness of the interconnectedness between the two components of learning in the roopu setting – ie an attempt to show increasing understanding of the whole context that surrounds Ahuahu and Māoritanga, linked back to the NZC. This is particularly apparent in years 1-9.

The image is shown over a period of 14+ years, showing the deliberate identification of Y10 as a key year level for speakers of Te reo Māori and engagers in the Te Ao Māori, Tikanga Māori (Ngati Hei kawa) – tikanga Māori. These learners, who would have had 10 years of learning in the roopu, would be ready to advance in the Te Reo Māori, Te Ao Māori context.

In Years 10-13 qualification opportunities under the NCEA system become available to acknowledge the learning, achievement and skill of our young people.

Learning programmes beyond Y13 are also shown, alongside qualification opportunities beyond Level 3 NCEA. This is an important element of our connection with higher learning institutions – Universities and Polytechnics – and the unique opportunities we have of offering, providing courses or programmes within our kura and/or collaborating with external providers in offering the opportunity to study/research/learn etc at a higher level, in and through our kura. This is also an opportunity to build the platform for scholarships for our senior students, internships, residencies, and more.

Connections with Waikato University and other institutions will be critical for our young rangatahi. Connection with the “Maori flag” are clear.



## The development of a biennial Ahuahu Curriculum Plan – mainstream

Y1-10 – Primary and Middle Years (include ECE connections)

- Learning in the Ahuahu context commences 2018
- A minimum of a 4 week learning block in all learning programmes across all learning areas
  - ‘Year A’ (commencing 2018 – ‘even’ year) drawn from “Science, The technologies, Mathematics with Engineering” (STEM)
    - Year A is referred to as: “*Exploring Ahuahu:Tūhura Ahuahu*”



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## Y 11-13 – Senior Years

- Learning in the Ahuahu context commences 2018
- Development of an annual curriculum that blends “Tūhura Ahuahu” with “Tūhura Tikanga” (Exploring Ahuahu: Exploring Culture), in our Senior School through the Te Ao Māori learning programme in particular
- Opportunity for all Learning Areas to engage in the Ahuahu Context commencing 2018 in some element of authentic learning. This could be structured as either/or, or a combination of each context – Tūhura Ahuahu: Tūhura Tikanga
- This developing curriculum can include the “Science, The technologies, Mathematics with Engineering” (STEM) concepts, and the Te Ao Māori, Te Reo Māori, Tikanga Māori (Ngati Hei kawa), Social Sciences, English, The Arts, Health and Physical Education perspectives as for Primary and Middle Years in previous years
- The amount of unique blending between these element of the Ahuahu context is considerable – interdisciplinary planning is a hall mark of this context in learning, along with collegial support and guidance for our staff
- The Links to qualification opportunities though NZQF (NCEA) are able considerable and can be crafted from across the qualification framework opportunities
- These programmes will continue to be unique and responsive to the dimensions of the Ahuahu context

### Summary:

The image below crafts the blending of the biennial programme over a period of 14+ years, showing the confluence of Year A Ahuahu context (“Science, The Technologies, Mathematics with “Engineering” – STEM) with Year B Ahuahu context (Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa), Social Sciences, English, The Arts, Health and Physical Education).

This image also shows a connection with our Early Childhood Education Centres engaged in the Te Whariki curriculum, plus the possible development of the Te Kakano playgroup.

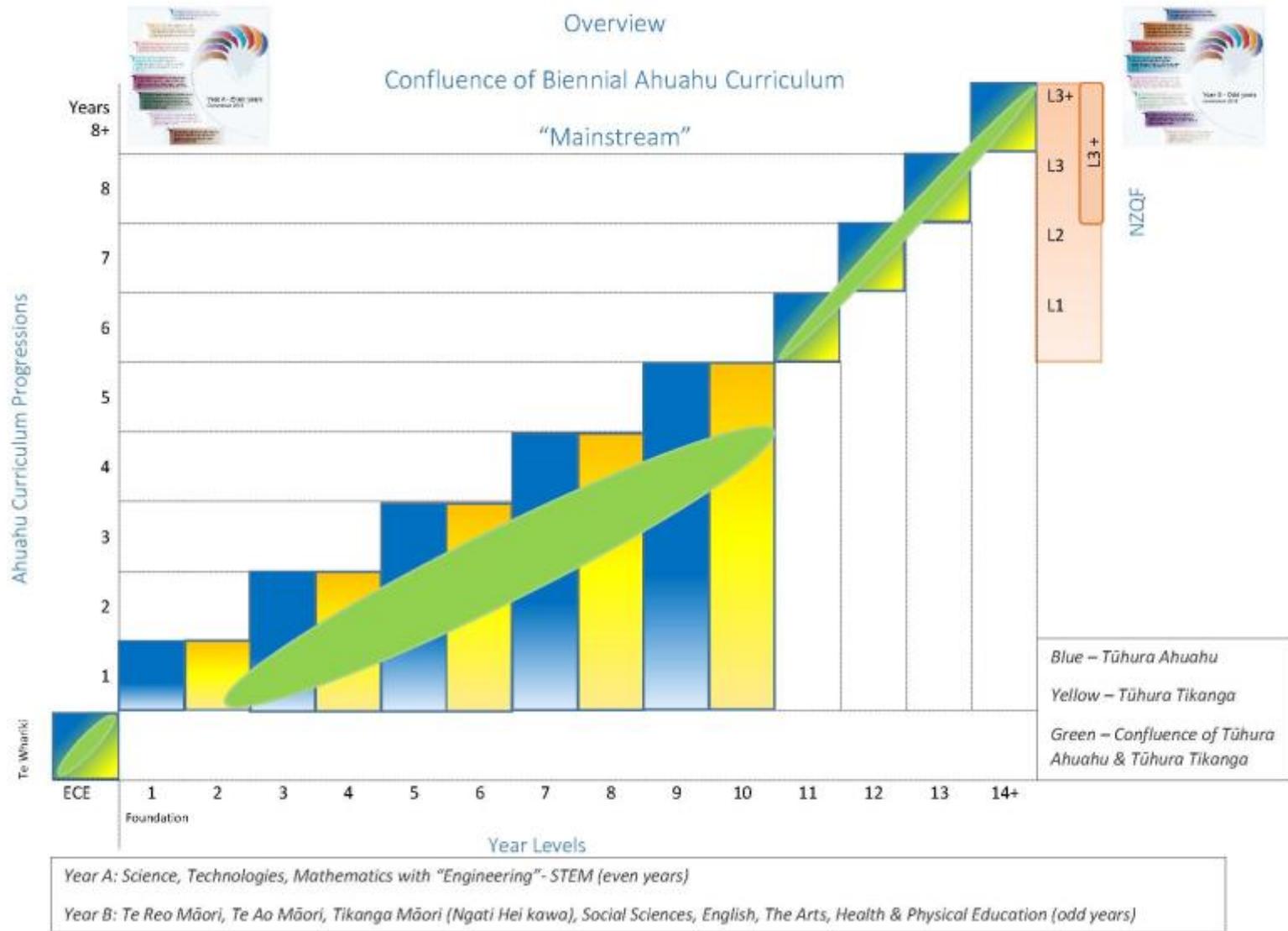
Year A (the *Exploring Ahuahu: Tūhura Ahuahu* - STEM) commences in an “even year” – 2018 (blue)

Year B (*Exploring Culture: Tūhura Tikanga*) commences in an “odd year” – 2019 (yellow).

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During the first 10 years of a learner’s journey in our school, each learner will have equal “exposure” to the two contexts (Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture). The green Venn details the growing awareness of the interconnectedness between the two foci – ie an attempt to show increasing understanding of the whole context that surrounds Ahuahu as an entity and the deliberate purpose of growing our understanding of the bicultural nature of our nation.

Explicit learning contexts within these first 10 years of learning include:

Year A = STEM focus and Year B = Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) focus that embraces the kaupapa of Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture.

- Te Kakano\* (\*yet to be established)
  - A Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) parentally support playgroup
- Y1-3 roopu \* (\*yet to be established)
  - marae visit – 2x1 days pa
  - annual programme includes Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)
- Y4-6 roopu
  - Marae visit – 2x2 days pa (noho marae – possibly to Ahuahu)
  - Annual programme includes Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)
- Y1-6 Mainstream classes
  - biennial Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture focus:
  - Te Reo Māori integrated into all learning programmes
- Y7-8 roopu (possibly Y7-9 roopu\* - \*Y9 yet to be established)
  - Annual residential camp on Ahuahu 4 nights pa - initially one camp pa
  - Annual marae noho – 4 nights pa – initially one noho pa
  - Annual programme includes Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)
- Y 7-9
  - biennial Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture focus
  - Tūhura Ahuahu emphasises STEM focus
  - Tūhura Tikanga emphasises Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)
  - Choice/preference programme to include options for Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) – semester based
- Y9 residential camp on Ahuahu – 4 nights; with Learning Coach – term 1 each year with the goal of building relational trust in the Learning Group with the Learning Coach and an engagement in the Ahuahu Context

- Y10
  - biennial Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture focus
  - Tūhura Ahuahu emphasises STEM focus
  - Tūhura Tikanga emphasises Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa)
  - Horticulture option
  - Te Reo Māori option (possibly to join with Level 1 Te Reo Māori)

The development of a Duke of Edinburgh or similar youth development and citizenship programme would dovetail perfectly with this mahi – Y9-13+.

Learning in Years 11-13 is represented by a blending of learning programmes that draws on elements of both Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture and are able to be conceptualised as “annual” programmes, to which qualification opportunities under the NCEA system become available to acknowledge the learning, achievement and skill of our young people.

Learning programmes beyond Y13 are shown, alongside qualification opportunities beyond Level 3 NCEA. This is an important element of our connection with higher learning institutions – Universities and Polytechnics – and the unique opportunities we have of offering, providing courses or programmes within our kura and/or collaborating with external providers in offering the opportunity to study/research/learn etc at a higher level, in and through our kura. This is also an opportunity to build the platform for scholarships, internships, residencies, and more for our senior students.

Explicit learning contexts within these final years of learning include:

- Y11-13 (Tūhura Ahuahu: Tūhura Tikanga; Exploring Ahuahu: Exploring Culture) focus in all Learning Areas
  - Level 1, 2, 3, Ahuahu course - Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa) – possibly semester (SILT etc)
    - Ahuahu camp 4 nights (once per annum initially) – multi level – possibly semester (SILT etc)
  - Te Ao Māori – noho marae – 4 nights per annum
  - Level 1 Te Reo Māori
  - Level 2, 3 Te Reo Māori
  - BCATs, EATs and similar- Ahuahu connection – possibly residential
  - Outdoor Education - Ahuahu connection – possibly residential
  - Horticulture - Ahuahu connection – possibly residential
  - Apiculture - Ahuahu connection – possibly residential
  - Agriculture - Ahuahu connection – possibly residential
  - Marine Academy - Ahuahu connection – possibly residential

- Recreational industry/services/business - Ahuahu connection
- Tourism - Ahuahu connection
  - Ecotourism – national and international
- Archaeology/Anthropology - Ahuahu connection – possibly residential
- And more...

#### Apprenticeships

- Marine, Building and Engineering Trades
- Agriculture
- Apiculture
- Horticulture – landscaping
- Forestry
- Fishing Industry
- And more...

#### Internships

- Ngati Hei
- DoC
- University of Waikato
- University of Auckland
- Te Wānanga o Aotearoa
- Polytechnics
- And more...

#### Year 13+ programmes

These can include those that are established in the Senior School with Level 4 learning and qualification links to Universities and Polytechnics. These Level 4 programmes which are distant learning and outreach programmes (“zero fees”) could include:

- Te Reo Māori, Te Ao Māori, Tikanga Māori
- Archaeology

- Business Studies
- Enterprise
- Tourism
- Sustainability Education
- Social Anthropology
- History
- Geography
- The Arts in all its forms
- The Sciences in all its disciplines
- English and Communications – including Media Studies
- The Technologies (design, prototype, research etc) in all its forms
- Marine and Terrestrial Ecology
- Horticulture/propagation/genetic studies ...
- Island reserve studies
- Agriculture
- And more ...

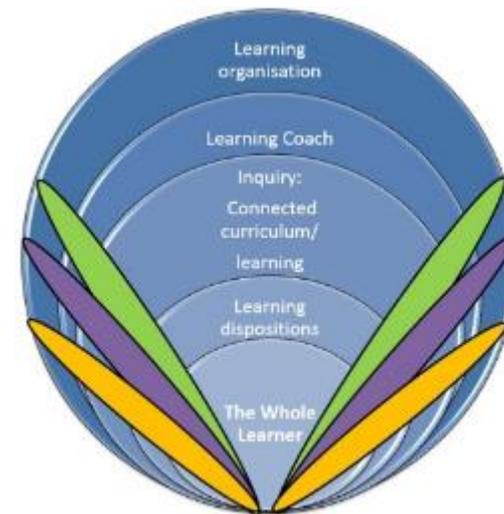


# The Biennial Curriculum Plan of Learning in the Ahuahu context

Mainstream Y1-10; NB: Y11-13 combines Year A and Year B

Detail is suggested below around what the learning contexts could be for each of year

The Ahuahu Context embraces all we have been working toward in creating the “Whole Learner” and fits perfectly in the work we have crafted around Transformative Learning and Schooling



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# Tūhura Ahuahu: Exploring Ahuahu

*The richness of learning in Year A*  
 – Science, The Technologies, Mathematics with “Engineering”  
 (note: highlighted areas)



# Tūhura Tikanga: Exploring Culture

*The richness of learning in Year B*  
 - Te Reo Māori, Te Ao Māori, Tikanga Māori (Ngati Hei kawa),  
 Social Sciences, English, The Arts, Health & Physical Education  
 (note: highlighted areas)



<p>Year 1-10 (mainstream – STEM); Y11-13 – combination TA:TT Standard in-class programmes of Te Reo Māori, Te Ao Māori and Tikanga Māori continue in Year A</p>	<p>Year 1-13 Standard in-class programmes of Te Reo Māori, Te Ao Māori and Tikanga Māori continue in Year B</p>
<p>Incorporating a “STEM” flavour around the Ahuahu Context eg:</p> <ul style="list-style-type: none"> <li>• The Science of Ahuahu: what is Ahuahu?</li> <li>• The Astronomy</li> <li>• Plant Biology; propagation, regeneration on the island</li> <li>• Marine biology</li> <li>• Systems ecology – population analysis – communities</li> <li>• Island ecology – invasion, renewal – natural ; manmade</li> <li>• Sustainability education</li> <li>• Meteorological Data</li> <li>• Archaeological Data – status (DOC – ecological) etc.</li> <li>• Coastal ecology</li> <li>• Dune system ecology</li> <li>• Pastoral use of the island</li> <li>• Surveys – information, data, analysis, interpretation, recommendations, understanding</li> <li>• Technologies to help our project – energy, water, waste, sewage</li> <li>• Camps – needs analysis – accommodation etc.</li> <li>• Botanical survey; plant propagation/ eradication</li> <li>• Pest traps – monitoring...</li> <li>• Seed collection – seed traps</li> <li>• Weed eradication</li> <li>• Archaeology</li> <li>• Walking the island – Drones – History – Māori / European / Pre Māori</li> <li>• Genetics – plant ecology on island</li> <li>• Restorative plan – Doc and others</li> <li>• Managing “cohort” trees year A &amp; B</li> </ul>	<p>Incorporating tikanga: culture flavour around the Ahuahu Context eg:</p> <ul style="list-style-type: none"> <li>• Significance of Ahuahu</li> <li>• Tangata whenua; Ngati Hei</li> <li>• Ngati Hei kawa – Maraetanga, haka, waiata, lore, tikanga, history, aspirations.</li> <li>• Treaty of Waitangi – settlement for Ngati Hei / Pare Hauraki</li> <li>• First Encounters – especially 2019 <ul style="list-style-type: none"> <li>○ Navigation</li> <li>○ Voyaging</li> <li>○ Cultural differences Māori and European</li> <li>○ Foods, preservation</li> <li>○ Justice</li> <li>○ Gifts</li> <li>○ Sharing</li> <li>○ Ownership</li> <li>○ Astronomy</li> <li>○ Cook, Tupaia, others</li> <li>○ Wharekaho, Purangi</li> </ul> </li> <li>• Whakapapa for all</li> <li>• Hawaiiiki</li> <li>• Waka</li> <li>• Waka ama</li> <li>• Waka Build</li> <li>• Arts – paint, weaving, clay, carving sculpture, sketch, harakeke, photography, digital</li> <li>• Foods – 1769 vs now / preservation / medicinal</li> <li>• All elements in Te Ao Māori – Māori world view</li> <li>• Tuākana Teina – across our school</li> <li>• Managing “cohort” trees years A &amp; B</li> </ul>

add detail of concepts/context)	<ul style="list-style-type: none"><li>• Whakapapa – tukutuku panels</li><li>• Musical – instruments, Māori music, composers past, contemporary, composition, waiata – voice</li><li>• Dance – haka waiata, kapahaka, composition, song story – whakapapa</li></ul> <p>(add detail of concepts/context)</p>
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Possible curriculum list

Science

- Biology – Plant, Animal, Island, Biodiversity
- Ecology – systems; Island restoration
- Reserves – land, dune, beach, marine
- Navigation – night sky – astronomy / seasons / matariki
- Climate – meteorological data – moon / sun, tides / wind , erosion
- Food preservation – kumara pits
- Research archipelago
- Research endemic species
- Surveys and statistical analysis
- Scientific reporting
- 

(add detail of concepts/context)

English

- Language around understanding
- Journaling
- Wondering page
- Discovering thinking
- Oral journey
- Blog
- Recordings video
- Written composition
- Reports / persuasive commentary
- Discernment – dialogue, questions, construct arguments...
- Metacognition
- Blog
- Discovery thinking
- Oral journey...

(add detail of concepts/context)

<p>The Technologies</p> <p>Wood</p> <ul style="list-style-type: none"> <li>• carving</li> <li>• craft / Waka building – model – full size (Y11-13) – design and research</li> </ul> <p>Building and Engineering:</p> <ul style="list-style-type: none"> <li>• BCAT / EATS – support development Of Ahuahu – design / prefab / erection / internal fit out</li> <li>• Trailer to transport dorms/sheds etc</li> </ul> <p>Fabric</p> <ul style="list-style-type: none"> <li>• Māori clothing – “costume” – Y9 as part of this “belonging”</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Sea water flows/current/typography/temperatures</li> <li>• Weather patterns</li> <li>• 3 D printing current/past pa, marae</li> <li>• Coding for genealogies</li> <li>• Digital stories – curation/discernment</li> <li>• 3D modelling</li> <li>• Modelling / drones / mapping</li> <li>• 3D scanning – minecraft?</li> </ul> <p>(add detail of concepts/context)</p>	<p>Language - Te Reo Māori (Te Ao Māori; Tikanga Māori)</p> <ul style="list-style-type: none"> <li>• Maraetanga <ul style="list-style-type: none"> <li>○ Lineage - genealogy</li> <li>○ Kawa</li> <li>○ Protocol</li> <li>○ Justice</li> <li>○ Iwi / Hapu affiliation</li> <li>○ Disputes</li> </ul> </li> <li>• Waiata</li> <li>• Haka</li> <li>• First Encounter – Wharekaho – 1769-1800; 1800-1840; 1840-2017</li> <li>• Kawa</li> <li>• Rahui</li> <li>• Lore : Kawa</li> <li>• Manu Korero</li> <li>• Waka ama</li> <li>• Taiaha / Pukana</li> <li>• Kawa – Ngati Hei</li> <li>• Hareatanga – Hauraki</li> <li>• Ngati Hei <ul style="list-style-type: none"> <li>○ Foods, water, shelter, pa, protection, fire, warmth, constructions</li> </ul> </li> </ul> <p>(add detail of concepts/context)</p>
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<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Statistics – survey – biological</li> <li>• Area</li> <li>• Mapping</li> <li>• Making sense of trends, data, analysis, statistical argument</li> <li>• Modelling trends</li> </ul> <p>(add detail of concepts/context)</p>	<p>The Arts – Nga Toi</p> <p>Dance/Drama/Music/Visual Arts/Performance</p> <ul style="list-style-type: none"> <li>• Haka</li> <li>• Waiata</li> <li>• Kapahaka</li> <li>• Composition – song story, whakapapa (own)</li> <li>• Music – contemporary; ancient, instruments,</li> <li>• Visual Arts – moko; and more</li> </ul> <p>(add detail of concepts/context)</p>
	<p>Health &amp; Physical Education</p> <ul style="list-style-type: none"> <li>• The Māori physicality – practice – physical prowess</li> <li>• The Māori wellbeing</li> <li>• Past foods / Diet / Nutrition</li> <li>• Wellbeing</li> <li>• Activity – Pukana, waka ama, Taiaha</li> </ul> <p>Foods</p> <ul style="list-style-type: none"> <li>• Past food / preservation</li> <li>• Properties of some foods – health</li> <li>• Preservation</li> <li>• hangi</li> <li>• Drying foods, Pataka</li> <li>• Support in Y9 cooking programme ( T1 &amp; T4 Stoney Bay)</li> </ul> <p>Outdoor Education</p> <ul style="list-style-type: none"> <li>• Survival skills</li> <li>• Exploration</li> </ul> <p>(add detail of concepts/context)</p>

	<p>Social Sciences</p> <ul style="list-style-type: none"> <li>• Philosophy <ul style="list-style-type: none"> <li>What does it mean to ‘own’ something (Pakeha/Māori perspective)?</li> <li>Can land truly be ‘owned’?</li> <li>Is there a responsibility if we ‘own’ something?</li> </ul> </li> <li>• Physical Geography <ul style="list-style-type: none"> <li>tides – currents – land – survey –, typography, erosion</li> </ul> </li> <li>• Archipelago geography; <ul style="list-style-type: none"> <li>NZ history</li> <li>Pre Māori history</li> <li>Māori history</li> <li>Post contact history (European/Maori)</li> <li>Future thinking – what will it look like.</li> </ul> </li> <li>• Voyaging <ul style="list-style-type: none"> <li>Craft</li> <li>Navigation</li> <li>Food / water / shelter</li> <li>Disputes / justice</li> </ul> </li> <li>• Archaeology</li> <li>• Social anthropology</li> <li>• History – query of social process, investigation, writing, analysis, reporting</li> <li>• Social change process – past – now – future / clash of cultures – Maraetanga (justice / whakapapa etc)</li> <li>• Tourism - archipelago Tourism – Eco tourism / business paper</li> <li>• Economics</li> <li>• The future for Ahuahu – toward 2040?</li> </ul> <p>(add detail of concepts/context)</p>
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