

TE AHO MATUA O NGA KURA KAUPAPA MAORI

Te Ira Tangata		
<p><i>"Ahakoa iti, He iti māpihi pounamu, He kākano i ruia mai i Rangiātea, E kore ai e ngaro"</i></p> <p>Kia marama rawa te hunga whakaako ki te āhua o te tangata, kātahi anō ka tāea te hanga kaupapa whakaako mo te hunga tamariki.</p>		
1.1	No ngā Rangi Tūhāhā te wairua o te tangata. I tōna whakairatanga ka hono te wairua me te tinana o te tangata. I tēra wā tonu ka tau tona mauri, tona tapu, tona wehi, tona iho matua, tona mana, tona ihi, tona whatumanawa, tona hinengaro, tona auahatanga, tona ngākau, tona pūmanawa. Nā, ka tipu ngātahi te wairua me te tinana i roto i te kōpu o te whāea, whānau noa	The whānau practises an holistic approach to children’s development based on Māori cultural and spiritual values and beliefs. The whānau: has clearly-stated goals that reflect these priorities; implements programmes that reflect this approach; provides a cooperative learning environment that nurtures and protects; encourages children to pursue healthy habits and attitudes.
1.2	Tino motuhake ēnei āhuatanga katoa. Ko tēnei hoki te kākano i ruia mai i Rangiātea. E kore ia e ngaro. Ēngari, ko ta ngā mātua, ko ta te whānau, ko ta te kura hoki, he mea awhi, he mea whāngai, he mea whakaako i te tamaiti kia tipu ora ai tona katoa i roto i te tika me te maungarongo.	The whānau honours all people and respects the uniqueness of the individual. The whānau: models the values of love, tolerance, and care for others; organises learning experiences that encourage the values of love, tolerance, and care; has systems to identify and discourage physical or psychological harm against oneself and others
1.3	Kia pakeke te tangata, kei ā ia anō ana tikanga, māna anō e whakatau ko tewhea te huarahi e hiahia ana ia ki te whai, otirā e tika ana mōna. Heoi anō, ahakoa iti, ahakoa rahi kei ā ia tēnei. Ēngari, mehemea i tipu ora tona katoa, e kore ia e pāheke ki te hē.	
1.4	Ko te ngākau te mata me te kuaha o te wairua. Otirā, ko te whiu o te kupu, ko te wero, ko te riri, ko te aroha, ko te humārire, me ēnei āhuatanga katoa he mea kuhu ki te ngākau titi tonu ki te wairua. Koia nei te tīmatanga o te kōrero. `kia ngākau mahaki'. Ma tēnei hoki ka tika te kōrero, `He oranga ngākau he pikinga waiora'.	
1.5	He tapu te tangata ahakoa ko wai. Kohungahunga mai, tamariki mai, tupakeke mai, kaumātua mai, he tapu katoa. Kia kaua te	

	<p>hunga o ngā Kura Kaupapa Maori e tūkinu, e whakaiti, e whakaparahako i te tangata, e mahi pūhaehae rānei ki ētahi atu. Kia ngākau mahaki rātau ki a rātau, ki te iwi whānui, ki a Tauwiwi hoki.</p>	
1.6	<p>He tapu to te wahine he tapu anō to te tāne. Kia kua tētahi e whakaiti i tētahi. Ēngari kia whakanui tētahi i tētahi i runga i te mohio ma te mahi ngātahi a te wahine me te tāne e tipu ora ai ngā tamariki me te iwi hoki.</p> <p><i>"Kōtiro, he mokopuna koe na Hinetitama, Waiwai ana ngā karu te tirohanga atu"</i></p>	
1.7	<p>He tapu te tinana o te tangata. No reira he mahi nui tēra, ko te whakaako i te tamaiti ki ngā āhuatanga whakapakari i tona tinana, kia tipu 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 Tāne Whakapiripiri. Kia kua ia e tukino i tona tinana i te tinana hoki o tētahi atu.</p>	
<p>2.0 Te Reo <i>"Toku reo, toku ohooho, Toku reo, toku māpihi maurea, Toku reo, toku whakakai mārihi"</i></p>		
2.1	<p>He tapu ngā reo katoa. No reira, me whai koha te hunga o ngā Kura Kaupapa Maori ki ngā reo katoa.</p>	<p>The whānau ensures the language of the kura will be, for the most part, exclusively Māori. The whānau: develops strategies that effect a total commitment to the everyday usage of Te Reo Māori; accommodates those who are still in the learning phase.</p>
2.2	<p>Mo ngā tamariki, kia rua ngā reo. Ko te reo o ngā mātua tīpuna tuatahi, ko te reo o tauwiwi tuarua. Kia ōrite te pakari o ia reo, kia tu tangata ai ngā tamariki i roto i te ao Maori, i roto hoki i te ao o Tauwiwi.</p>	<p>The whānau achieves full competency in Māori and English. The whānau: develops, implements, and evaluates programmes to support full competency in Māori and English; develops programmes for language usage and competency in all teaching and learning experiences; teaches Māori and English as discrete and separate.</p>
2.3	<p>He taonga te reo Maori i roto i te Tiriti o Waitangi, he reo tuturu hoki i roto i te Ture mo te reo. Ēngari kaore he painga o te Tiriti, o te Ture rānei mehemea kahore te reo i roto i te whatumanawa, i roto i te ngākau, i roto hoki i te māngai o te iwi Maori.</p>	<p>The whānau respects all languages. The whānau: is able to demonstrate how this respect is shown.</p>
2.4	<p>I runga i tēnei whakaaro, kia tere pakari ai te reo o ngā tamariki,</p>	

	me whakahaere ngā mahi katoa o te kura i roto i te reo Maori. Tae atu ki te hunga kuhu mai ki roto i te kura, me kōrero Maori katoa, i ngā wā katoa.	
2.5	Anō te wā e tika ana mo te whakauru i te reo Tauwiwi ki roto i ngā mahi a ngā tamariki. Waiho tēnei ma ia whānau e whakatau. Ko te mea nui kē kia noho wehe ngā reo e rua. He wāhi kē mo te whakaako, he tangata kē hei whāngai i te reo o Tauwiwi ki ngā tamariki. Anō, ko te mea nui, kia noho rumaki te reo, kia kauhā e kōrero māwhitiwhiti mai i tētahi reo ki tētahi reo..	
2.6	E tika ana, ma te hunga tino mohio ki te reo Maori, ki te ao Maori hoki, e arahi ngā tamariki i roto i a rātau mahi. Ēngari kia tika anō te ngākau me te wairua o tēnei hunga, me whakapono hoki ki te kaupapa whānui o ngā Kura Kaupapa Maori. Heoi anō, me whai aroha tonu te hunga o te kura ki a rātau kaore ano kia tino pakari te reo. Mehemea he tangata tautoko i te kaupapa, awhinatia. Mehemea e tino ngākau nui ana ki te reo, a tona wā ka mau	
3.0 Ngā Iwi <i>"Te piko o te mahuri, Tēra te tipu o te rākau"</i>		
3.1	Mo te nuinga o ngā tamariki, tokomaha ngā iwi. Tēra pea mo ētahi, kotahi te iwi. Ko te mea nui kia mohio ngā tamariki ki ō rātau ake iwi, hapū, whānau hoki. Tūa atu o tēra kia hoki ki te katoa o ngā iwi tae noa ki Tauwiwi.	The whānau nurtures children to be secure in the knowledge of themselves and their own people. The whānau: provides programmes which emphasise the child's being through genealogy and iwi knowledge; provides programmes whereby the historical, cultural, political, social, religious, and economic issues and events which are part of Māori heritage are studied.
3.2	No reira, he mahi nui tēra te whai haere i ngā whakapapa hei here i ngā tamariki ki ō rātau ake whānau, hapu, iwi, mātua tīpuna hoki. Tūa atu o tēnei ko te mohio ki ngā tūhonohono ki ētahi atu o ngā iwi.	The whānau ensures that children acknowledge and learn about others and their societies. The whānau: develops, implements and evaluates programmes that meet this requirement.
3.3	E tika ana kia tu whakahihī te tamaiti i roto i tona ake iwi, ēngari kia whai koha anō ki ngā iwi katoa.	The whānau ensures all members play an integral part in children's learning and in the learning of the wider whānau. The whānau: emphasises that through association with the whānau appropriate and acceptable behaviour will be modelled and reinforced; emphasises the

		whānau responsibility for establishing and reinforcing a caring, supportive environment; affirms that the kura is available for the learning activities of all the whānau members.
3.4	Kia mohio ngā tamariki ki ngā rohe, ki ngā waka, ki ngā kōrero neherā, ki ngā purākau, ki ngā pakiwaitara, ki ngā tikanga, ki ngā waiata, ki ngā āhuatanga katoa o tona ake iwi. Kia mohio anō ki ngā āhuatanga katoa e pā ana ki ēra atu o ngā iwi tae noa ki ētahi o ngā iwi o tāwāhi.	The whānau affirms collective ownership and responsibility for the kura. The whānau: values the participation of all members in various administration and ancillary roles. ensures that a strong link between individual families and the operation of the kura and its programmes is maintained.
3.5	Me whai haere anō hoki ngā tamariki i ngā āhuatanga whānui e pā ana ki ō rātau iwi tae noa ki ēnei rā.	
3.6	Ma te rongo a te tamaiti ki te awahi, ki te arataki, ki te tautoko, ki ngā tohutohu a te Whānau me tona aroha hoki, e mau ai tona piripono ki te Whānau. He mea hopu te nuinga o ēnei tuāhua. No reira, e tika ana kia piri tonu te Whānau ki ngā tamariki i roto o te kura, i roto i ā rātau mahi hoki.	
3.7	Kia rongo te tamaiti ki te rekareka o te Whānau mo āna mahi pai, ki te pāpouri hoki o te Whānau mo āna mahi hē. Ko tēnei te timatanga o te pupuri i te tamaiti ki te huarahi tika, me tona tu pakari i roto i tona wā.	
3.8	Kia kite ngā tamariki ko te Whānau tonu e whakahaere ana i te kura, ko te Whānau hoki e mahi ngātahi ana me ngā pouako, ka tipu ia me te mohio ko te wairua me te mana Maori motuhake e kākahu ana i ā ia me tona kura.	
3.9	Ehara i te mea mo ngā tamariki anake te kura. He mātauranga anō kei te kura mo ngā tupakeke, mo te katoa o te Whānau hoki mehemea ka hiahia whakatū wānanga rātau mo rātau.	
3.10	Mo te whakaako pouako hou, ko te kura ano te wāhi tika hei timatanga ma rātau, kia riro anō ma te Whānau rātau e arataki i roto i te mahi whakatipu, whakaako tamariki	
4.0 Te Ao <i>"ka pū te rūha, ka hao te rangatahi"</i>		

4.1	Ko tona ake kainga te ao tuatahi me te kura timatanga o te tamaiti. Tua atu o tēnei ko te ao Maori. Ma te Kura Kaupapa Maori ia e arahi i roto i ēnei nekeneke tae noa ki tona kura whakamutunga, arā, ki te ao whānui me ona āhuetanga katoa.	The whānau ensures that children will be secure in their knowledge about the Māori world and enable them to participate in the wider world. The whānau: develops, implements, and evaluates programmes that reflects this approach.
4.2	Kia kua te tamaiti e herea ki te ao kohatu. Kia wātea hoki ia ki te kapo mai i ngā painga, i ngā māramatanga katoa o te ao whānui.	The whānau ensures that children will explore the physical and natural world while maintaining their link to ancestral knowledge. The whānau: develops, implements, and evaluates programmes that reflects this approach; develops in children an understanding of practices that are environmentally friendly; offers programmes which develops in children a knowledge of their role as kaitiaki.
4.3	Hāunga tēra, ko te timatanga tika mōna, ko te whai haere tonu i ngā kōrero tuku iho o ngā mātua tīpuna e pā ana ki te timatanga o te taiao.	
4.4	Kia whai koha ngā tamariki kia Papatuanuku rāua ko Ranginui me ā rāua tamariki e tiaki nei i te hā o ngā moana, o te whenua, o te rangi mo o rātau āhuetanga katoa.	
4.5	Kia tipu te miharo o ngā tamariki ki ngā mea ora, ki ngā mea tipu katoa. Kia kua e tūkinotia.	
4.6	Kia tipu 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 o ngā mātua tīpuna, e pā ana ki te moana, ki te whenua, ki te ngahere.	
4.7	Kia whaia anō e ngā tamariki ngā ture o te ao, otirā ngā putaiao e pā ana ki te moana, ki te whenua, ki te rangi, ki ngā tātaitai hoki.	
5.0 Āhuetanga Ako <i>"Tamariki wāwahi tahi, Aratakina ki te matāpuna O te mohio, o te ora, o te maungarongo. Whaia te iti kahurangi, Te tuohu koe, Me he maunga teitei"</i>		
5.1	Ko ngā āhuetanga ako katoa he mea mahi i roto i te koanga ngākau, me te whakahihi hinengaro.	The whānau operates a warm, loving and intellectually stimulating learning environment. The whānau: ensures the learning of knowledge,

		skills and attitudes to include the use of body, mind, spirit and all the senses; implements the regular practices of karakia, waiata, wananga and involves whānau, kuia, koroua and pukenga to reinforce its philosophies, values and curriculum content; provides for the special interests and abilities of individual children; encourages shared and co-operative ways of learning; welcomes innovative ways of stimulating children's learning and encouraging self-motivation; provides opportunities for development of self-directed learning.
5.2	Ko te tino painga o te karakia he mea whakatau i te wairua, whakawātea, i te whatumanawa me te hinengaro, whakarata i te ngākau, whakataka i ngā raru, kia ngāwari ai te whakauru atu ki te mahi kua whakaritea hei mahi.	The whānau ensures that the importance of the learning environment will be emphasised. The whānau: honours kaumatua as repositories of Māori knowledge and invites their participation as advisers and fellow teachers; expands the learning environment to include marae, the local and wider natural environment, libraries, museums, and other places that contribute to learning; values the presence of supportive adults as important participants in the teaching and learning process; accepts that all members of the whānau have a joint responsibility for teaching and learning and that older children care for and guide younger ones in learning activities; exposes children to the protocols of hospitality in the home, school, and marae.
5.3	He mea whakaihiihi i te tamaiti te noho o te pakeke ki tona taha hei toko möna i roto i āna mahi. Heoi anō, ko te awhi ko te tautoko i ā ia. Ēngari kia kua e riro ma te pakeke e mahi te mahi a te tamaiti.	The whānau includes strong education leadership and capable teachers. The whānau: appoints suitably qualified personnel; manages their performance effectively; provides personnel with constructive feedback that will enable them to participate at the highest level of performance.
5.4	He mea nui te noho wahangu me te whakarongo mo ngā tamariki. Ma te mau o tēnei tuāhua e rongō ai ngā tamariki ki te hohonutanga o te kōrero.	
5.5	He mea tāpiri atu ki te whakarongo, ko te titiro, ko te raweke, ko te makamaka pātai, ko te whitiwhiti kōrero, ko te āta whakaaro, hei whakauru i te mātau me te aroa.	

5.6	Ko ngā kaumātua ngā kaupuri o ngā tikanga Maori, ko rātau hoki ngā pūkōrero. He mea nui tēra kia piri mai rātau ki te kura ki ngā tamariki hoki hei kaiako, hei kaiarahi.	
5.7	He mea nui tēra te manaaki tangata. Kia kite ngā tamariki i te āhua o te manaaki, i tona kainga, i te kura, i te marae. A tona wā ka kia tu rātau ki te awhina i ngā mahi manaaki.	
5.8	Ko roto i tona ake hunuku te timatanga o te whanaungatanga o te tamaiti arā ki ōna tungāne/tuāhine, tuākana/tēina. Anō kei roto anō i tona hunuku tona rongo ki ngā tikanga tika e pā ana ki ngā pakeke me ngā kohungahunga. Me haere anō hoki ēnei tuāhua i roto i te kura. Kia mohio ai ngā tamariki tupakeke ki te tiaki i ngā kohungahunga, kia whakarongo hoki ngā kohungahunga ki ngā tamariki tupakeke.	
5.9	Na tēnei tuāhua e tika ai te kōrero, kia kaua e taikaha ngā mahi wehe i ngā kōtiro me ngā tamatāne, i ngā tupakeke me ngā kohungahunga hoki. Anō te wā e tika ana mo te mahi wehe i runga i te pakeke o ngā tamariki. Anō te wā e tika ana kia mahi whānau rātau. Otirā, kia riro ma ngā tamariki pakeke e arataki ngā tamariki kohungahunga.	
5.10	He mea tino nui te wāhi ako hei whakaohooho i te wairua o te tamaiti ki āna mahi whakaako. No reira, kia kiki tonu te kura i ngā mea whakaihiihi i ā ia, i ngā mea pupuri hoki i te hā o te ao Maori. Me whakawhānui hoki tona wāhi ako ki ngā marae, ki ngā ngahere, ki waenga pārae, ki te taha moana, ki ngā wharepukapuka, whare taonga me ēra atu whare whare whāngai i te puna o te mohio.	
6.0 Te Tino Uaratanga		
6.1	Kia mau, kia noho whakaaraara, noho koi te hinengaro o te tamaiti ki ngā mātau katoa hei arahi i ā ia i roto i te ao hou.	The whānau ensures that each child's abilities are successfully nurtured including their academic skills, bilingualism, natural talents, creativity, enthusiasm for learning and life, ability to retain knowledge, leadership qualities, independence, joy, spirituality balanced with

		physical pursuits, their links to ancestral domains and their pride of place within their iwi. The whānau achieves this by: identifying and using opportunities for children, teachers and parents to be involved in the setting of goals and assessing children's progress against them; the development of appropriate measures for assessing and analysing the achievement of children; the linking of the planning, assessment and evaluation programme to Te Aho Matua; operating a system of self review and evaluation; having long-term aspirations for the children who graduate from the kura.
6.2	Kia toa ia ki te whakarongo, ki te whakaaro, ki te kōrero, ki te pānui, ki te tuhi i roto i te reo Maori i roto i te reo o Tauīwi hoki.	
6.3	Kia tipu ngā āhuatanga 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 ngākau ki te hari, ki te koa, ki te aroha, arā, kia ngākau nui, kia ngākau 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 tipu tona mana me tona rangatiratanga.	
6.9	Kia ita tona mauri.	
6.10	Kia puāwai tona waiora me tona hauora i roto i te hono tāngaengae o tona wairua me tona tinana.	
6.11	Kia mau tuhonohono te here o tona ihomatua ki ōna mātua tīpuna, piki ake i ngā Rangi Tūhāhā ki te marae ātea o Io-Matua.	
6.12	Kia tu pakari, tu rangatira ia hei raukura mo tona iwi	