



MANGAKŌTUKUTUKU  
COLLEGE

# DESIGNING OUR EDUCATIONAL PLAN

A NEW SCHOOL MODEL

# What should students learn in the 21<sup>st</sup> Century and why?

Today's students face challenges that are unique in human history; our world is **V**olatile, **U**ncertain, **C**omplex and **A**mbiguous [VUCA]

Our students need an education that is:

- **relevant** for today
- **ready** for tomorrow

# What should educators focus on?

Two important aspects to consider:

1. **What** should students learn to deal with challenges, and be able to lead happy and healthy lives?
2. **How** will they identify and design solutions to challenges in life?

# Our Approach to Curriculum Design

**Modernise our approach** to teaching and learning by adapting aspects of:

1. Harvard's Center for Curriculum Redesign 4-D (CCR) Model to include four key dimensions in our framework
2. Align to the New Zealand Curriculum
3. Underpin learning with NCEA qualifications
4. Contextualise our learning programmes with local curriculum
5. Advance culturally-intelligent approaches to pedagogy and education

# Harvard's 4-Dimensional Model

- **Knowledge** what we know and understand

This dimension refers to what students need to learn, including the concepts, skills, and competencies required for success in the modern world.

- **Skills** how we use what we know

This dimension focuses on the skills that students need to develop, including critical thinking, creativity, communication, and collaboration

# Harvard's 4-Dimensional Model

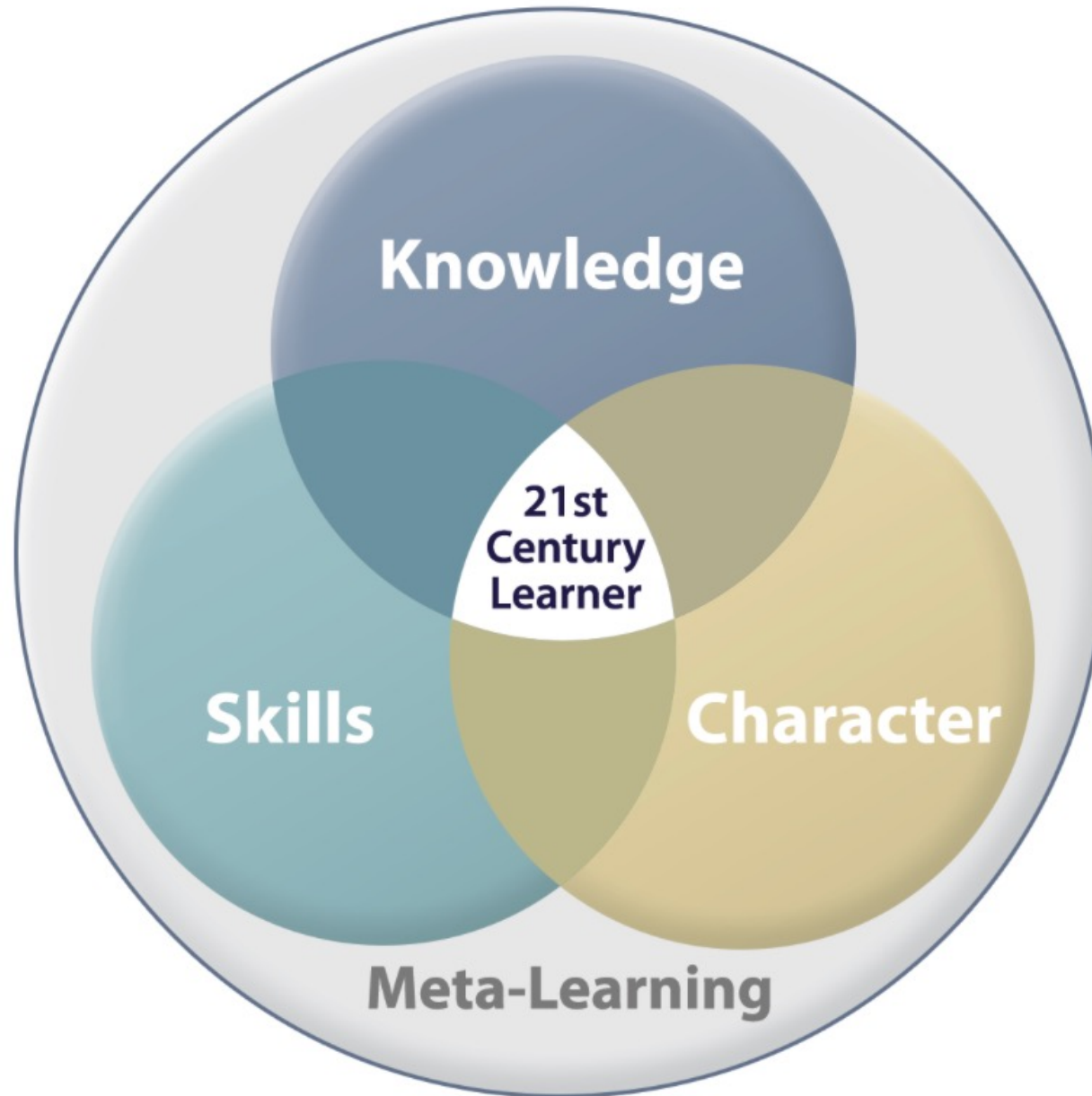
- **Values/Character** how we behave and engage in the world

This dimension addresses the values and attitudes that students need to adopt, including ethics, empathy, responsibility, and resilience

- **Meta-Cognition** how we reflect, adapt and learn how to learn

This dimension involves teaching students how to learn, including how to set goals, manage their time, and reflect on their learning

**Competencies  
learners need  
to succeed**





# Complex Systems Thinking (Hipkins, 2022)

- an approach to teaching and learning that **recognises the interconnected and dynamic nature of the world** we live in by analysing personal, local, national and global contexts

**Contexts** – helps learners to understand how their learning connects to broader issues and systems, and to design learning experiences that are relevant and meaningful to learners in different contexts:

- **Personal**
- **Local**
- **National**
- **International**

# Complex Systems Thinking (Hipkins, 2022)

- a way of understanding and **addressing the complex challenges** facing education including issues related to equity, diversity, and sustainability by considering different perspectives or “worlds” that individuals or groups may have

**Perspectives** - a way to understand the different perspectives or “worlds” that individuals or groups that may be:

- **Emotional**
- **Spiritual**
- **Physical**
- **Intellectual**
- **Social**

# Our Goals

## Our learners will:

- experience a broad curriculum
- be exposed to a wide range of learning experiences across the whole curriculum
- develop a deeper and more holistic understanding of complex systems and how our world is interconnected and complex
- be meaningfully engaged for the whole school year

# Our Goals

## Our teachers will:

- develop rich insights
  - prompt ethical thinking
  - link learning with students' lives in meaningful ways
  - equip students with knowledge and skills for taking action
  - allow our students to think independently
  - support students to think critically and constructively
  - enable students to participate usefully and positively in society
- (Hipkins, Johnston & Sheehan, 2016)

# Our Challenge

## How do we...

design a comprehensive educational plan that incorporates the important aspects of knowledge, skills, values, meta-learning, and unique perspectives, while also addressing the different contexts and perspectives of our students?

**Complex systems are not necessarily complicated**

# Our Curriculum Design Process

Determine the **scope** of the educational plan

- based on Year Level
- use and consider baseline data [where this exists]
- include Universal Design for Learning [UDL] Principles
- consider Te Mātaiaho and the NZ Curriculum Refresh
- keep the Kāhui Ako Achievement Challenges in mind

# Our Design Process

## Identify the key aspects of **Knowledge and Skills**

- determine the learning objectives based on our educational philosophy, goals and vision
- identify the key knowledge and skills that are essential to achieving the learning objectives

# Our Design Process

## Emphasise **Values**

- consider what values we highlight and teach in our educational plan to align to our school
- determine how we emphasise our school values through our teaching and learning activities
- establish how we offer opportunities to encourage the learning of values and how we can extend this as part of our civic duty, school and community service
- evaluate what moral and ethical principles are important to our school, community to inculcate these qualities in our students in real ways



# Our Design Process

## Strategise **Meta-Learning**

- deliberately include and plan tasks and activities that help students to develop their ability to learn and think critically
- plan tasks and activities to enable differing perspectives that our students may bring to the learning process, including their social, emotional, physical, and spiritual perspectives
- organise learning around different contexts and incorporate opportunities to discuss and explore personal, local, national and international contexts

# Creating engaging & effective teaching and learning programmes:

## Some examples

1. In a social studies class, students can learn about complex systems thinking by examining the interconnectedness of various systems, such as the economy, environment, and society.

They can then apply this understanding to analyse local issues, such as resource management or urban planning, and propose solutions based on sustainable and equitable outcomes.

# Creating engaging & effective teaching and learning programmes:

## Some examples

2. In a social studies class, students can study the complex system of global trade. They can use systems thinking to analyze the interdependencies between countries, industries, and consumers. They can use the NCEA framework to develop skills in critical thinking, research, and communication.

The local curriculum can be used to examine the impact of global trade on local communities, such as the effects of outsourcing on local jobs.

# Developing coursework using NCEA

## Some examples

### Global Studies

1. A Level 3 NCEA course in Global Issues could require students to analyse a complex global issue, such as climate change, and propose a holistic solution that takes into account the interconnectedness of environmental, economic, and social factors.

This could involve drawing on achievement standards from Geography, Economics, and Social Studies.

# Developing coursework using NCEA

## Some examples

### Social Justice

2. Our school might develop a Level 3 NCEA course in Social Justice by selecting achievement standards from History, Social Studies, and English.

The course could cover topics such as human rights, inequality, and activism, and would require students to critically analyse complex social issues and develop effective communication skills.

# The MKT Model

## Te Kura Whaikaha

### Strong

We are strong  
in our own  
unique cultural identity

### Smart

We are smart in the way we  
pursue personal  
and  
academic excellence

# Embedding MKT Values into Curriculum

**Whaimana** Learners are equipped with the knowledge, skills, values, and metacognition they need to progress through life.

**Whaiora** Learners are supported to make choices that show an awareness of their individual needs.

**Whaiara** Learners are provided with timetabled space to explore and enact the competencies associated in order to reach the next level of success for them.

# WHAIMANA COURSES

- › Whaimana courses provide foundational knowledge and skills so that ākonga will experience all areas of the curriculum
- › Specialist teaching for curriculum areas allows ākonga to experience depth of knowledge
- › Ākonga will become more specialised so that they continue to build mana in their intended pathway
- › Each Learning Area and Te Ao Māori will be given equal weighting within the timetable, demonstrating our commitment as authentic partners of Te Tiriti o Waitangi
- › Ākonga will feel empowered to take their next steps towards their chosen academy and beyond.



# WHAIORA COURSES

- Whaiora courses are a selection of courses that provide knowledge and skills in areas that respond to the hauora – health and well-being of ākonga through passions and interests
- As our ākonga progress through school, the number of Whaiora courses available to them will increase
- Ākonga will feel their wairua nurtured, giving them a sense of balance and excitement
- Routines and consistent lesson structure will be vital in providing the security which will allow ākonga to develop as learners and share their thinking and skills to their full potential.

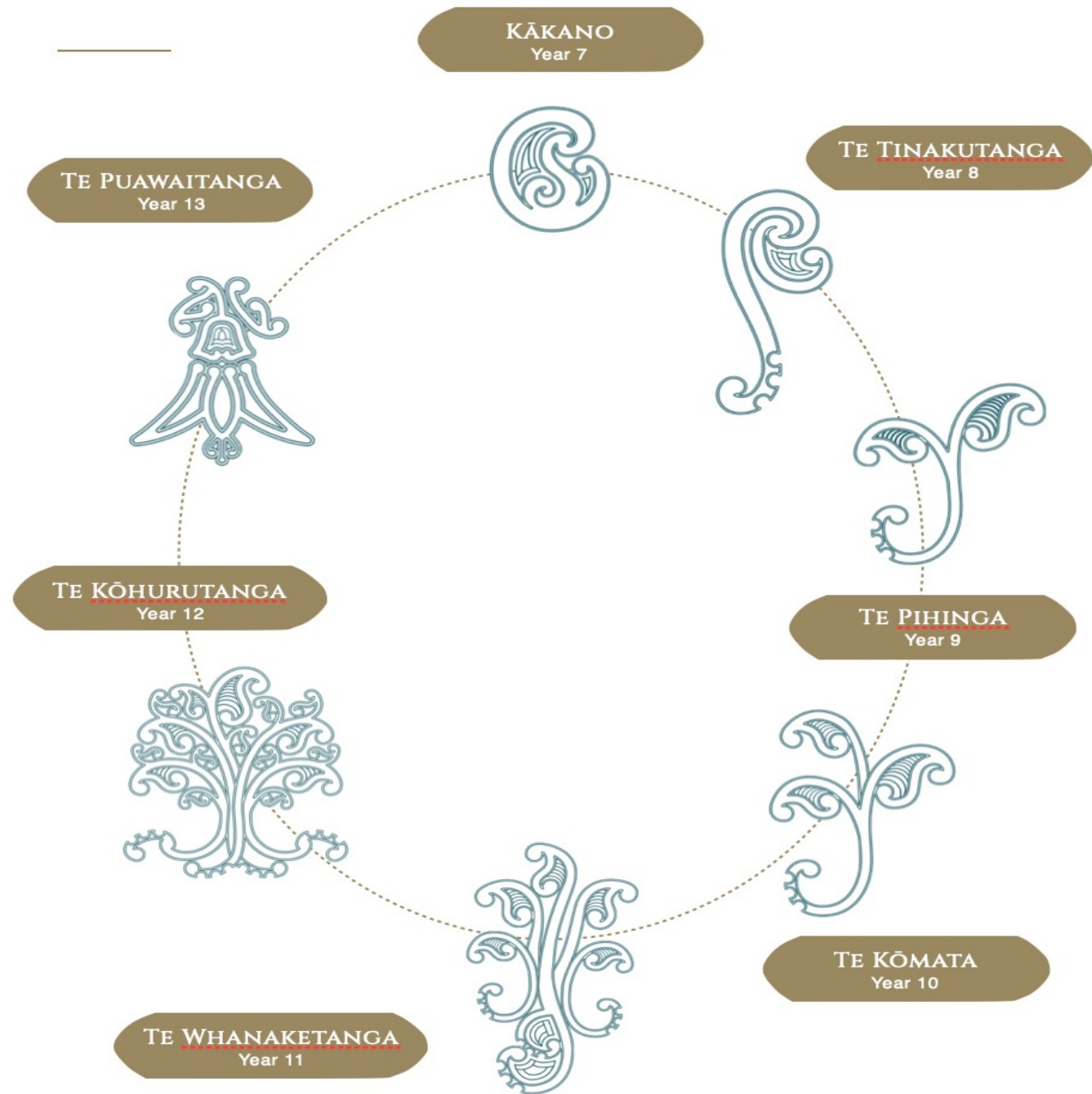
# WHAIARA COURSES

- The Whānau (vertical form) system will expose Year 7, 8 and 9 ākonga to the progress and aspirations of the senior students of the school, providing explicit tuakana-teina opportunities
- Whaiara courses provide opportunities to investigate and enact values and ethics, and to develop a sense of belonging to our community through acts of service
- Courses will become more specialised to align with an academy pathway
- Leadership opportunities will be made available which will allow ākonga to develop/enhance their leadership skills
- Ākonga will feel prepared to take the next steps in their journey during and beyond Mangakōtukutuku College

# Curriculum Booklet

- Refer to Handout

# Our Learning Pathway



# Year 7 - Kākano

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Our Year 7 Ākonga represent kākano or seeds.

They are new to the school and ready to flourish.



# Year 8 - Te Tinakutanga

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Our Year 8 Ākonga represent  
Te Tinakutanga.

They are at the sprouting  
stage, placing their roots at  
Mangakōtukutuku College and  
beginning to 'rise' as part of our  
whenua.

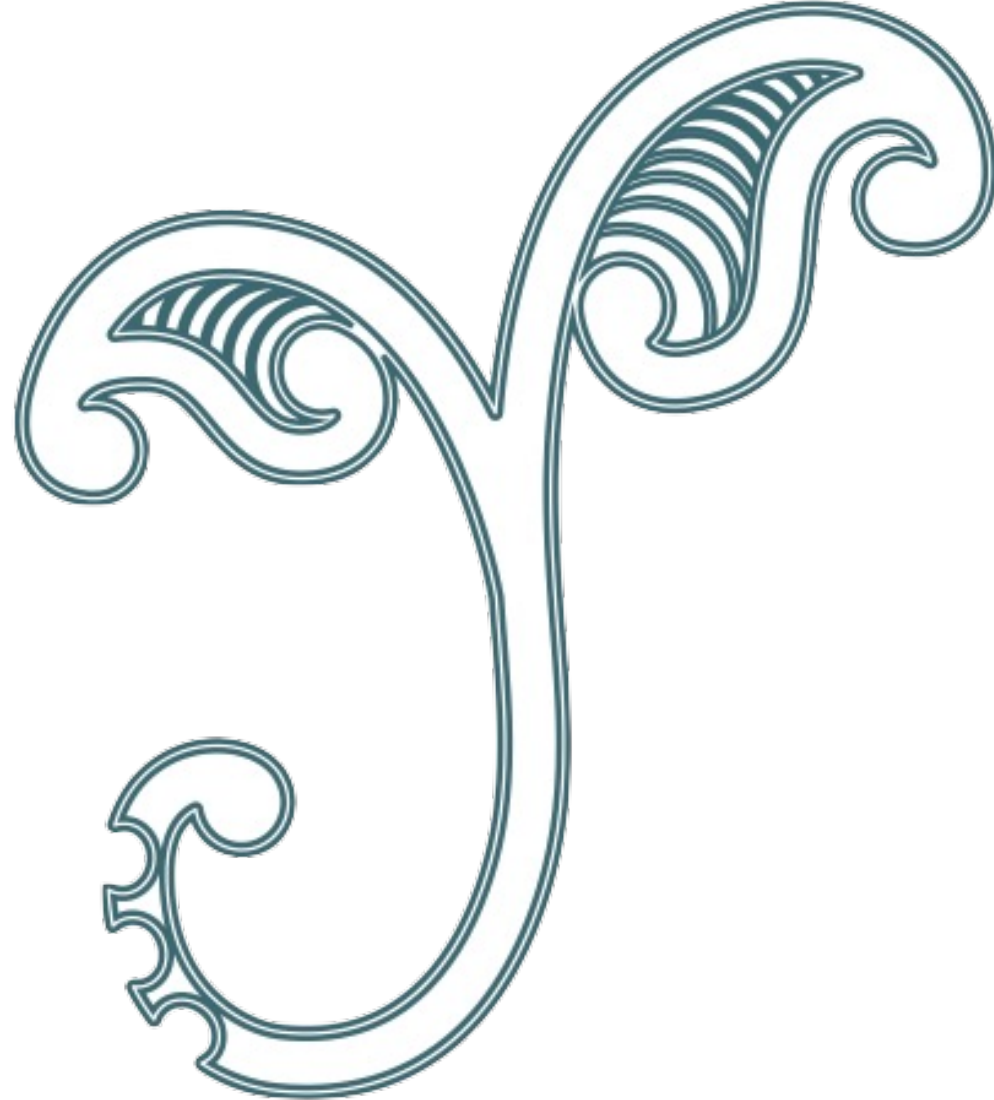


# Year 9 - Te Pihanga

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Our Year 9 Ākonga represent Te Pihanga and is representative of the budding leaves of the seedling.

In Year 9 the leaves of knowledge and leadership are beginning to bud.



# Year 10 - Te Kōmata

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Our Year 10 Ākonga  
represent Te Kōmata.

The plant unfurling,  
starting to grow and  
flourish. They are beginning  
to unfurl, reaching for the  
sun and the light, heading  
in different directions  
including NCEA.



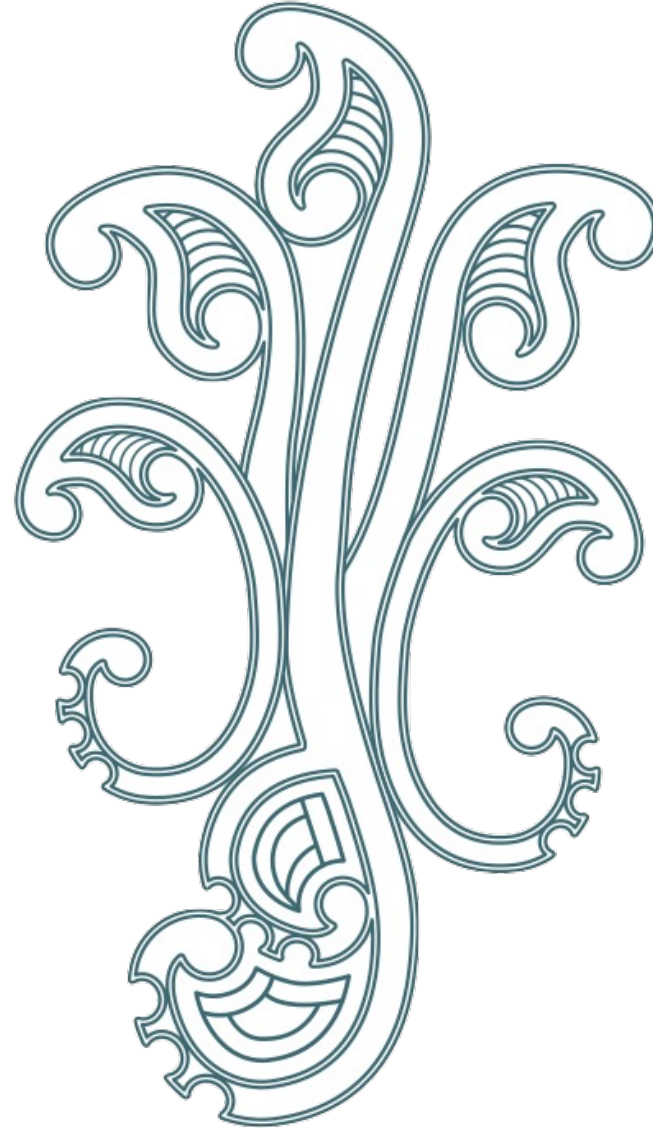


# Year 11 - Te Whanaketanga

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Year 11 Ākonga represent Te Whanaketanga.

Extending the trunk which begins to bind together. Their sense of identity is in the process of being bound together by all of the values and experiences they have taken on.

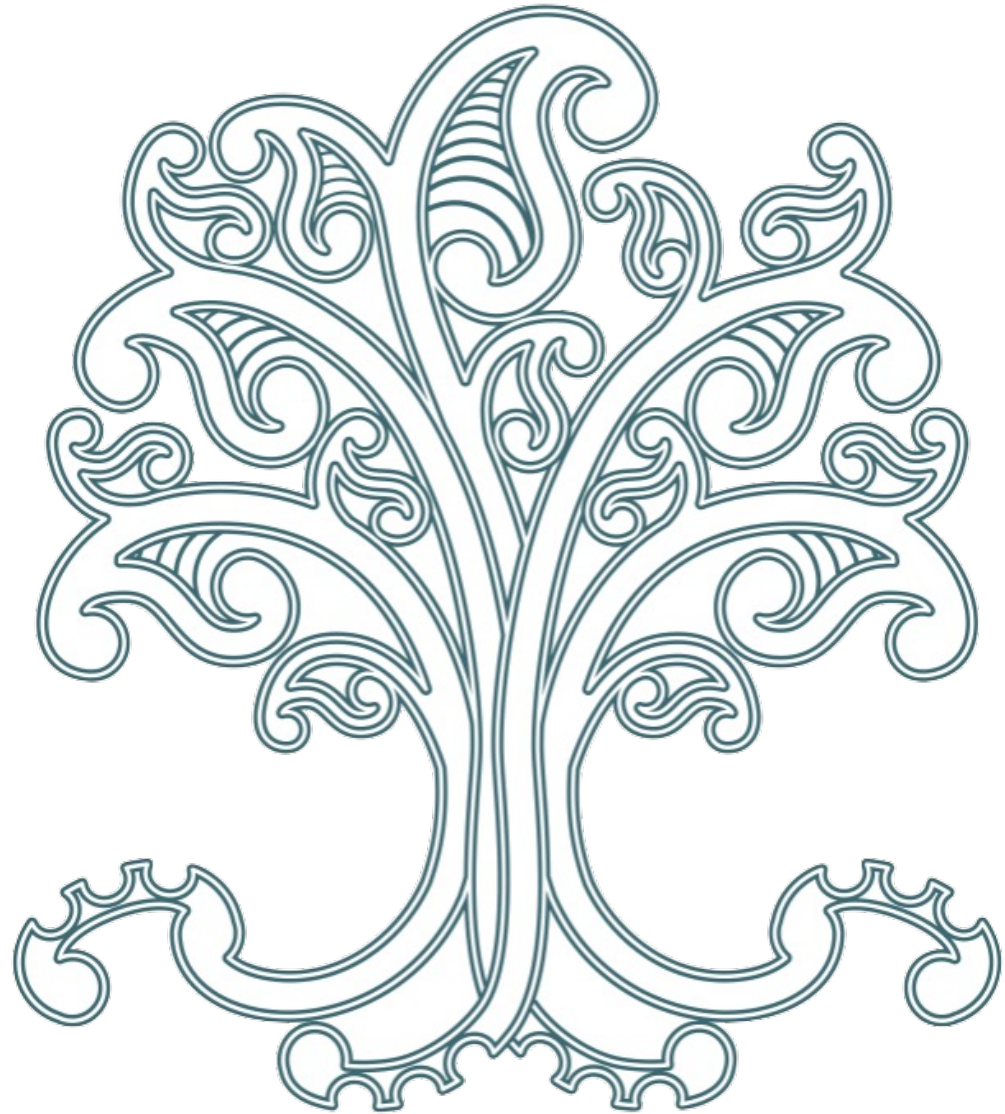


# Year 12 - Te Kōhurutanga

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Year 12 Ākonga represent  
Te Kōhurutanga.

They have strong roots of  
identity, which give them  
the stability to be able to  
branch out, expanding  
their horizons.



# Year 13 - Te Puāwaitanga

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Year 13 Ākonga represent  
Te Puāwaitanga.

They are at the end of their  
Mangakōtukutuku journey,  
enjoying the fruits of their  
labour, and are ready to  
sow their seeds beyond  
our kura.



# Curriculum Overview and Outline

- Across our whole school, our approach is grounded in Te Ao Māori to give parity to Mātauranga Māori
- At Year 7/8/9 Level, two Whakataukī represent our teaching and learning programmes
- At Year 10/11/12/13 Level, Te Pūea Herangi's waiata *E Noho Tūheitia* forms the basis of our curriculum

# Junior Curriculum Overview

***He kākano ahau, i ruia mai i Rangiatea***

*I am a seed born of greatness*

***He tina ki runga, he tāmōre ki raro***

*In order to flourish above, one must be firmly rooted below.*

# Junior Curriculum Overview

Our approach is to:

- envision our **children as seeds**, growing into a strong kōtukutuku tree
- grow **deep roots** into the soil of knowledge
- enable and **develop confidence** in ākonga and their ability to learn
- utilise term-wide themes that **create a narrative thread** binding the content together whilst continually linking back to our **school values**
- concrete **links between specific subjects** that are taught by specialist teachers from Year 7 onwards
- organise specific curriculum links to show the **connections across different learning areas**

# Key Concepts in our Junior School

	Term 1	Term 2	Term 3	Term 4
Key Concepts	<p><b>Tuakiri – Identity</b></p> <p>This concept investigates ways of knowing and embracing the identity, culture, and language of diverse learners.</p> <p><b>GOAL:</b> to motivate and encourage ākonga to strive for success.</p>	<p><b>Maramatanga – Discovery</b></p> <p>This concept engages ākonga with the role that discoveries have played in both our history and our future to stimulate curiosity and empowerment.</p> <p><b>GOAL:</b> to encourage an understanding that learning is a lifelong journey</p>	<p><b>Punaha – Systems</b></p> <p>This concept explores the connections and interconnections which exist locally, nationally and globally for Papatūānuku and all who call planet Earth home.</p> <p><b>GOAL:</b> to be aware of our interconnections between people and nature</p>	<p><b>Auaha – Innovation</b></p> <p>This concept encourages ākonga to reflect on their year’s work and learning, and to study innovation in their own lives</p> <p><b>GOAL:</b> to understand the ‘next steps’ to their own study and lives, and how to further improve the world</p>

# Senior Curriculum Overview

Te Pūea Herangi's waiata *E Noho Tūheitia*

- emphasises four broad and deep concepts within The Kingiitanga :
  1. Wai Ora
  2. Ahi Kā
  3. Hautapu
  4. Ka Mua, Ka Muri
- each concept allows us to enact our own unique ways of being
- each concept enables our teachers adapt learning programmes to engage our akonga and develop learning that is responsive



# Senior Curriculum Overview

- Our four concepts Wai Ora, Ahi Kā, Hautapu, and Ka Mua, Ka Muri feed into values at MKT:

**Whaimana (Empowerment):**

At Mangakōtuketuku College, **we consider our own actions** and how our actions affect others.

**Whaiora (Responsibility and Well-being):**

At Mangakōtuketuku College, **we challenge ourselves** to be reflective and mindful of the emotions and the needs of others.

**Whaiara (Pathway forward):**

At Mangakōtuketuku College, **we make positive pathway choices** supported by the encouragement and feedback of others.

# Key Concepts in our Senior School

	Wai Ora “Ngā Tai E Ngunguru”	Ahi Kā “Turangawaewae mō te ao katoa”	Hautapu “Ki Kāwhia kai, ki Kāwhia tangata”	Ka Mua, Ka Muri “Tō pikitanga ko te ao o te rangi”
<b>Definitions</b>	Wai: <i>water</i> Ora: <i>life, health, vitality</i>	Ahi: <i>fires</i> Kā: <i>to burn</i> Ahi Kā: <i>burning fires of occupation</i>	Hau: <i>Air, wind, breeze, breath</i> Tapu: <i>Sacred</i>	Ka Mua, Ka Muri: <i>walking backwards into the future</i>
<b>Unpacking the concept</b>	Understanding this concept allows for the exploration of where we are, where we started, and where we're going. It acknowledges an interconnectedness of the world, encouraging <i>Complex Systems Thinking</i> to take place.	Understanding this concept allows for the exploration of identity, purpose, and connection. It acknowledges <i>the 4D Framework</i> and the courage it takes to be open to differing ideas, values and perspectives in the pursuit of a common purpose.	Understanding this concept reinforces that every interaction is an exchange of both mauri and mana. It acknowledges that both mauri and mana are precious and important to uphold. This concept encourages <i>Complex Systems Thinking</i> to take place as we consider how easily the balance of the two can be thrown off.	Understanding this concept encourages reflection and grounded resilience as we take insightful steps forward. This concept links to metacognition and Growth Mindset within the <i>4D Framework</i> .



# SENIOR CURRICULUM FRAMEWORK

## HAUTAPU

“KI KĀWHIA KAI, KI KĀWHIA TANGATA”

Hautapu represents the balance of life, the sacred transfer of mauri and mana when one gives and takes: where value is given to all things.

From the waiata E Noho Tūheitia, the words ‘*Ki Kāwhia kai, ki Kāwhia tangata*’ speak of the reciprocal relationship between people and their environment. How do we treat those around us, the world we live in, and vice versa?

## KA MUA, KA MURI

“TŌ PIKITANGA KO TE AO O TE RANGI”

The whakatauki ‘ka mua, ka muri’ places particular emphasis on holding your past experiences close and learning from these as you move forward into the future.

From the waiata E Noho Tūheitia, the words ‘Tō pikitanga ko te ao o te rangi’ speak of climbing to a lofty platform in the sky: a journey that inspires high expectations and goal setting. Where have you come from? How do you continue on?

HAUTAPU

KA MUA,  
KA MURI

WAI ORA

AHI KĀ

## WAI ORA

“NGĀ TAI E NGUNGURU”

Wai Ora represents the metaphoric journey of water, as it changes state and location, carrying a story with it.

From the waiata E Noho Tūheitia, the words ‘Ngā tai e ngunguru’ speak of a metaphoric rumbling of waves: a warning, a prophecy, or forward thinking. This invites us to think about what happened to form the rumble? What are the signs of it happening? And what happens as a result of the rumbling waves?

## AHI KĀ

“TURANGAWAEWAE MŌ TE AO KATOĀ”

Ahi Kā represents the connection to yourself and others through identity and belonging through times of change and challenge. Where do you keep your homefires burning?

From the waiata E Noho Tūheitia, the words ‘Turangawaewae mō te ao katoa’ speak of looking to the strength of your home and uniting with others in times of change and challenge. Where do your home fires burn? How do you feel a sense of belonging?

## TE KURA WHAIKAHA

“Where our ākonga are nurtured to be **strong** in their cultural identity and **smart** in the way they pursue personal excellence”

# Wānanga - Academies

## Wānanga Toi

### Academy of Art & Design

- dedicated to ākonga who want to foster creativity, skill development, and artistic expression across various visual and design disciplines such as painting, photography, graphic design, fashion, and architecture.
- provides structured programmes and resources to help ākonga cultivate their artistic talents and prepare for careers in the creative industries.

## Wānanga Toi Pākihi

### Academy of Business and Commerce

- dedicated to ākonga with comprehensive knowledge and skills related to the fields of business, economics, and commerce.
- offers a range of programmes and courses that will prepare ākonga for careers in business management, finance, marketing, and other related sectors, equipping them with the tools and expertise needed to navigate the complex world of commerce and contribute to the global economy.

# Wānanga - Academies

## Wānanga Toi Puaki

### Academy of Expressive Arts

- dedicated to nurturing and developing talent in various forms of live performance, such as te ao haka, theatre, dance, music.
- offers specialised training and education to our aspiring artists, helping them hone their skills, creativity, and stage presence in preparation for careers in the performing arts industry.

## Wānanga Taurima

### Academy of Hospitality Industries

- dedicated to training and education in various aspects of the hospitality industry, including hotel management, tourism, event planning, and restaurant management.
- equips ākonga with the knowledge and skills needed to provide exceptional customer service, manage hospitality businesses efficiently, and excel in careers related to the broader field of hospitality and tourism.

# Wānanga - Academies

## Wānanga Toi Tangata

### Academy of Liberal Arts

- dedicated to providing a well-rounded and broad-based education in the humanities, and social sciences.
- emphasises critical thinking, creativity, and a holistic understanding of the world, preparing ākonga to engage with complex ideas, cultures, and societal issues across a wide range of disciplines in preparation for careers in law, communication, and international relations.

## Wānanga Rongoā

### Academy of Medical Sciences

- dedicated to providing comprehensive education in preparation for entering various aspects of healthcare, including medicine, nursing, allied health professions, and public health.
- prepares ākonga for careers in medicine and healthcare by offering rigorous academic programs and pathways to practical training, ultimately producing professionals who contribute to the promotion of individual and community health.

# Wānanga - Academies

## Wānanga Hākinakina

### Academy of Sports Performance

- dedicated to the development of ākonga across a range of sports.
- offers training, coaching, and competitive opportunities to help individuals excel in their chosen sports, with the aim of nurturing talent and preparing ākonga for professional or competitive careers in sports.

## Wānanga Auaha

### Academy of STEM Innovation

- specialises in providing rigorous and comprehensive education across Science, Technology, Engineering, and Mathematics.
- focuses on fostering critical thinking, problem-solving skills, and scientific inquiry to prepare ākonga for careers and advancements in areas such as technology, engineering, research, and mathematics-related industries.

# Next steps: Enrolment, Curriculum information & Subject Selection

## Term 3

Academic Counselling Conference  
Days at MHS:

**20 September 2023**

**21 September 2023**

## Term 4

**12 October 2023** MHS Library  
[current Year 9/10/11/12]

6pm to 8pm

**16 October 2023** MIS Hall  
[current Year 8 only]

6pm to 8pm



# Comments, Questions and Feedback?

Email us

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