

Te Kura o Takawaenga o Ngāmotu Charter 2025

Our Vision:

To inspire our students with opportunities that empower them to discover and develop their strengths and passions

School Values:

Diligence

Achieve your personal best

Integrity

Be honest and trustworthy

Service

Help and be actively involved

Respect

Be caring and considerate

Giving Effect to Te Tiriti o Waitangi in Education - The Four Articles

Kāwanatanga - Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua. They are governed honourably – decisions are made with those who are impacted the most by them. A shared decision making process with whānau, hapū and iwi (partnerships) is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

Rangatiratanga - Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated, where Māori are achieving success as Māori. Māori have agency, voice and choice, the power to act. Māori diversity is recognised and valued and self determination is enacted.

Ōritetanga - Equity

In the interest of all, Māori have the same rights and opportunities and inequalities are removed to ensure equitable outcomes. Education content and delivery reflects Aotearoa and our dual heritage (past, present, and future), Equitable representation of Mātauranga Māori, Re, tikanga and etc.

Wairuatanga

Wairuatanga can be described as the identity and spirituality of people and places and contributes to a sense of belonging. This article ensures that Māori and Pākehā alike have the freedom and protection to practise their religion, faith, and cultural customs.

Supporting Documents - Woven Together under Te Tiriti o Waitangi

	Kāwanatanga	Tino Rangatiratanga	Ōritetanga	Wairuatanga
National Educational and Learning Priorities Link	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access Quality Teaching and Leadership	Learners at the Centre Barrier Free Access
Ka Hikitia Link	Te Whanāu Te Tangata Te Rangatiratanga	Te Whanāu Te Tangata Te Tuakiritanga Te Rangatiratanga	Te Tangata Te Kanorautanga Te Rangatiratanga	Te Whānau Te Kanorautanga Te Tuakiritanga
Te Hurihanganui https://assets.education.govt.nz/public/Documents/our-work/Te-Hurihanganui/MOE19434-Te-Hurihanganui-Blue-print-4.pdf	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata	Te Ao Māori Tino Rangatiratanga Whanaungatanga Te Ira Tangata Mana Ōrite Te Hāngaitanga	Te Ao Māori Te Ira Tangata Te Hāngaitanga

Supporting Documents - Woven Together under Te Tiriti o Waitangi

	Kāwanatanga	Tino Rangatiratanga	Ōritetanga	Wairuatanga
Tātaiako Link	Wānanga Whanaungatanga Manaakitanga Tangata Whenuatanga Ako	Wānanga Manaakitanga Tangata Whenuatanga Ako	Wānanga Whanaungatanga Tangata Whenuatanga Ako	Wānanga Manaakitanga Tangata Whenuatanga Ako

Our purpose - We shape an education system that delivers equitable and excellent outcomes

Our vision - Every New Zealander:

- is strong in their national and cultural identity
- aspires for themselves and their children to achieve more
- has the choice and opportunity to be the best they can be
- is an active participant and citizen in creating a strong civil society
- is productive, valued and competitive in the world.

New Zealand and New Zealanders lead globally.

National Education and Learning Priorities in Schools and Kura

<p>Learners at the Centre Learners with their whānau are at the centre of education</p>		<p>Barrier Free Access Great education opportunities and outcomes and within reach for every learner.</p>		<p>Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau</p>	
<p>1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<p>2 - Have high aspirations for learners/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>3 - Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<p>4 - Ensure every learner/ākonga gains foundation skills, including language, literacy and numeracy.</p>	<p>5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	<p>6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>

KA HIKITIA - Māori are enjoying and achieving education success as Māori

As they develop the skills to participate in te ao Māori, Aotearoa and the wider world.

NGĀ WHETŪ HEI WHAI - Guiding Principles

Excellent Outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes.	Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across the education system.	Strengths-Based: We will recognise and build on the strengths of Māori learners and their whānau.	Productive Partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.	Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system.
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Objectives for Education

Learners at the Centre: Learners with their whānau are at the centre of education.	Barrier-Free Access: Great education opportunities and outcomes are within reach for every learner.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau.	Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	World Class Inclusive Public Education: New Zealand education is trusted and sustainable.
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WHĀIA TE ITI KAHURANGI - Outcome Domains to support excellent outcomes for Māori learners and their whānau:

TE WHĀNAU - Education provision responds to learners with the context of their whānau.	TE TANGATA - Māori are free from racism, discrimination and stigma in education.	TE KANORAUTANGA - Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	TE TUAKIRITANGA - Identity, language and culture matter for Māori learners.	TE RANGATIRATANGA - Māori exercise their authority and agency in education.
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Te Hurihanganui - A Blueprint for Transformative Shift

Te Ao Māori	Tino Rangitiratanga	Whanaungatanga	Te Ira Tangata	Mana Ōrite	Te Hāngaitanga
<p>Rich and legitimate knowledge is located within a Māori worldview. Under Te Tiriti o Waitangi, the education system must create and hold safe spaces for this knowledge to reside, supporting Māori to live and succeed as Māori.</p>	<p>Māori exercise authority and agency over their mātauranga, tikanga and taonga. In order to access this knowledge, Māori leadership is essential. Through decolonisation of the education system, Māori potential will be realised.</p>	<p>Whānau relationships are an exemplar for authentic, meaningful and transformative relationships in education. These relationships are based on mutual trust and respect from which shared understandings and reciprocal benefits arise.</p>	<p>Everyone is born of greatness and imbued with inner potential and conscious awareness. This brings with it the responsibility to be critically aware of ourselves, our world, and each other.</p>	<p>Te Tiriti o Waitangi is the foundation for equal, reciprocal, respectful and interdependent relationships between Māori and non-Māori (Pākehā or tauīwi).</p>	<p>We must take collective responsibility for ensuring Māori can enjoy and achieve education success as Māori. This can be achieved if all within the education system (Māori, Pākehā and tauīwi) work in unison to understand and address these design principles.</p>

Embedding these principles in education will require ...

<p>Strengthening Māori identity, language and culture.</p>	<p>Respecting genuine engagement, leadership and design by Māori.</p>	<p>Prioritising authentic connections in the spirit of whanaungatanga.</p>	<p>Developing critical consciousness about power and privilege.</p>	<p>Changing power dynamics and seeing reciprocal benefits of ako experienced by learners and teachers.</p>	<p>Ensuring coherence across the education system, including to different parts of the Education Work programme.</p>
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TĀTAIAKO COMPETENCIES - Māori Learners achieving educational success as Māori

Wānanga	Whanaungatanga	Manaakitanga	Tangata Whenuatanga	Ako
<p>Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.</p>	<p>Actively engages in respectful working relationships with Māori learners, parents and whānau, hāpu, iwi and the Māori community.</p>	<p>Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture.</p>	<p>Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (culture locatedness) of Māori learners and their whānau is affirmed.</p>	<p>Takes responsibility for their own learning and that of Māori learners.</p>
<p>Communication, problem solving and innovation.</p>	<p>Relationships (students, school-wide community) with high expectations.</p>	<p>Values – integrity, trust, sincerity and equity.</p>	<p>Place-based, socio-cultural awareness and knowledge.</p>	<p>Practise in the classroom and beyond.</p>

Strategic Goals

Strategic Goal 1: 80% of students attending Devon Intermediate will make accelerated progress in literacy, numeracy and Te reo

Kāwanatanga - Honourable Governance - A shared decision making process with whānau, hapū and iwi is embedded. Communication is meaningful, ongoing, reciprocal and transparent.

Indicator	Goal	Annual Improvement Goals	Evidence
1A Learners at the centre	Data and evidence informs quality planning and teaching practice in all curriculum areas as evidenced by target student analysis document.	Baseline data is reviewed termly at Team Meetings and by SLT. Planning is adapted to reflect learning needs. Learning progressions are highly visible in classrooms.	Planning is differentiated and evidenced in student work. Targeted teaching ensures accelerated progress is achieved and students understand what their next learning steps are.
1B Learners at the centre	Regular communication occurs between whānau and teacher. Whanau hui are held at least twice a year.	Within the first two weeks all whānau will be contacted directly by the teacher. Positive communication will occur termly either by phone or email. Whanau are engaged in school processes and direction.	Communication recorded on KAMAR. Whānau hui are held, curriculum information is disseminated and whānau input is considered in school decision making.
1C Quality Teaching and Leadership	All staff are involved in Wananga courses and updated curriculum PD to ensure their knowledge of the curriculum is sound and being implemented.	School wide professional development is based on Te ao Maori PD and curriculum updates. Middle leaders are involved in leadership PD	All planning reflects updated curriculum which is evident in planning and teaching programmes.

Strategic Goals

Strategic Goal 2: Support all teaching staff to actively promote, teach and encourage the use of Te Reo me ona Tikanga across our kura as well as supporting programmes.

Rangatiratanga - Agency - Te Reo Māori, tikanga and kawa appropriate to local context is valued, practised and celebrated.

Indicator	Goal	Annual Improvement Goals	Evidence
2A Learners at the Centre	Te reo Maori and tikanga are prominent, integrated and visible in the classroom and school setting Devon Intermediate Graduate Profile and Attitude for Excellence programmes guide student development.	Successfully apply Level 2 and 3 of Te Aho Arataki Marau mo te Ako i Te Reo Maori https://tereomaori.tki.org.nz/Curriculum-guidelines All students can speak to their development using the Graduate Profile and Attitude for Excellence programme	Te reo is actively taught in all classrooms, assessed and reported to whanau. Students know where they are on the graduate profile rubric and 100% of students attain at least one Attitude for Excellence Merit badge during their time at Devon Intermediate.
2B Barrier free access	A school kawa are written in consultation with Ngati te Whiti for use across the school to ensure future fidelity.	Tikanga is known by all and embedded in the kura.	School kawa are known by the school community and followed
2C Quality Teaching and Leadership	Staff are supported to attend Te Ao Maori professional development to increase their kete and confidence when using Te Reo and Tikanga.	Course completion and increased use of Te Reo is visible. Increased expertise is applied and used to support colleagues.	Te reo or Tikanga PD through the Wananga is provided in staff meetings monthly. All staff are enrolled in a course of their selection. Staff feel supported to speak and teach te reo.

Strategic Goals

Strategic Goal 3: All learners/ākonga are provided with equitable access to the curriculum and all other school wide opportunities in order that they may to experience a wide range of opportunities and success.
Ōritetanga - Equity - Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Indicator	Goal	Annual Improvement Goals	Evidence
3A Barrier Free Access	85% of students achieve a minimum attendance rate of 80%.	Absences are followed up in accordance with school processes.	85% of students achieve a minimum attendance rate of 80%.
3B Barrier Free Access	Unit and lesson plans reflect adaptive teaching to support accelerated progress for all ākonga.	Students are engaged and are active learners knowing what they are learning, why they are learning it, what good looks like and where to next.	All ākonga supported and assisted to achieve at their highest level. Student voice is included in the teaching and learning. Student voice drives the opportunities we offer at Devon Intermediate.
3C Quality Teaching and Leadership	100% of students actively participate in Arts, Cultural or sporting activities and EOTC activities outside their normal class programs.	Students are involved in multiple opportunities outside of the classroom. At least 5% of students achieve their Overall Attitude for Excellence.	Attitude for Excellence progress reflects increased participation. At least 5% of students achieve their Overall Attitude for Excellence.

Strategic Goals

Strategic Goal 4: Embracing and acknowledging all areas of Te Whare Tapa Wha and ensuring that we tautoko ourselves, staff, ākonga and community to 'be the best that we can be' through acceptance, understanding and inclusion.

Wairuatanga - Promote distinctive identity, recognising the importance of identity, uniqueness and belonging - vital to the wellbeing of all.

Indicator	Goal	Annual Improvement Goals	Evidence
4A Learners at the centre	Akonga are offered a wide range of cultural, sporting and arts opportunities to be involved in.	Enrichment, sporting and cultural programmes offer a diverse range of options and student input	Increased attendance and engagement by akonga. Increased involvement by the community as they provide opportunities for our akonga.
4B Learners at the centre	Graduate profile and rubric is evident in classes. Akonga self and peer assess using the graduate profile .	Akonga can speak to the graduate profile and where they have moved on the rubric	All students can speak to their development using the graduate profile. Whanau can visibly see their child's holistic development over time at Devon Intermediate.
4C Barrier free access	All cultures, ethnicities and identities are valued, celebrated and accepted	Increased attendance as akonga realise they are valued, accepted and that their culture, ethnicity or identity and prior knowledge is valued. Increased whanau engagement.	Whanau welcome and accepted in to all areas of the school. Whanau actively provide support, guidance and opportunities for our akonga.

Annual Improvement Actions

Strategic Goal 1

1A Every term teachers complete a Target Students Progression Template to evidence actions, progress, and next steps. Next steps are shared with students and are used to inform future planning. Learning progressions are highly visible in classrooms.

1B Whanau are contacted by classroom teachers for positive reasons, within the first two weeks and then termly for the rest of the year. Interactions to be recorded on KAMAR. Whanau hui will be held twice a year.

1C All teaching staff will be involved in professional development through Te Wananga o Aotearoa. This will be self directed learning. All school staff are offered this same opportunity. Teaching staff collaboratively engage in curriculum updates with support from SLT, Middle Leaders, and MoE.

Strategic Goal 2

2A All students can identify where they are at on the Graduate Profile rubric and Attitude for Excellence card.

2B Ngati te whiti hapu, the community and school collaborate to ensure our school kawa is formalised.

2C Staff are supported to complete Te Wananga kete.

Strategic Goal 3

3A All attendance processes are followed.

3B Teams create collaborative unit plans using the school template. Weekly planning is informed by assessment data and follows school requirements and guidelines.

3C Teachers regularly ensure goal setting for Attitude for Excellence program and set future goals, at least once a term.

Annual Improvement Actions

Strategic Goal 4

4A 100% of students are involved in Arts, Cultural or sporting activities outside of their normal classroom programmes.

4B Graduate profile is embedded in the school and all students can speak to their own profile and the improvements they have made.

4C 85% of students achieve a minimum attendance rate of 80%, as they feel supported because we value their culture, ethnicity and identity.

Summary Statement.

This document has been developed in consultation with the Devon Intermediate Community, students, staff and the Board of Trustees. The actions have been developed following feedback from our community and in line with Ministry of Education requirements.

We give effect to Te Tiriti o Waitangi by valuing and nurturing New Zealand's cultural heritage. Our School Board of Trustees will provide opportunities in and through Te Ao, Te Reo and Tikanga Māori to the best of its ability. Whānau partnership is valued. We strive for Māori to achieve success as Māori. Te Kura o Takawaenga is inclusive, diversity is celebrated and all learners' needs are supported to achieve to their full potential.