






# TE KĀPEHU WHETŪ

*Navigating Māori Futures*

Handbook 2025

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# WELCOME

Pou hihiri, pou rārama. Tēnei te pou o te whare mātauranga, te kaupapa e tū nei. Ū te pou, māia te pou, kia hui te ora ki runga i a tātou. Kia puta ki te whai ao, ki te ao mārama. Tihewa Mauriora.  
Me wehi atu ki tō tātou kaihanga, koia te mātāpuna o ngā mea katoa, me whaikorōria ki tōna ingoa tapu.  
Mōkōri anō kia mihia ngā mate tuatini o te wā e takoto ana i ngā marae huri noa i te motu. Hoki atu koutou ki te huinga o te kahurangi, te mūnga o te tini, o te mano, ā, kāti e moe.  
Tātou ngā mahuetanga iho ki a tātou.  
Tēnā tātou katoa.

Te Kāpehu Whetū provides an education where being Māori is normal and where the expectation is that all of our ākonga will achieve. It is built on three pou:

**Kia Māori** – an education and an environment that validates Māori knowledge and ways of learning.

**Kia Mātau** – encouraging innovation, inquiry and the development of specialised knowledge and skills.

**Kia Tū Rangatira Ai** – the development of strong character and personal excellence, living with mana.

We believe passionately in our people, our ākonga, and combined futures and know that through hard work, commitment and focused support they will achieve within the kura and beyond. To do this we must all commit to success.

***Whāia te pae tawhiti kia tata, whāia te pae tata kia maua.***

Ngā manaakitanga,

**He Puna Marama Trust - Establishment  
Board of Trustees for proposed Kura  
Te Kāpehu Whetū - Tamaki Makaurau**

# HISTORY OF TE KĀPEHU WHETŪ

In **2013** the National coalition government introduced the Partnership School Kura Hourua (PSKH) policy.

In **2014** He Puna Marama Trust opened a bilingual Kura Hourua for Tuakana/Senior Students - Paetawhiti (Years 9-13), and Paerangi (Years 11-13)

In **2015** we opened a full immersion kura, for Teina/Primary - Paenuku (Year 1-6) and Te Kāpehu Whetū (Year 1-6) and

In **2016** we opened our Takawaenga/Intermediate - Paetata (Year 7-8) Kura as part of the Tuakana school.

It has been an arduous but exhilarating journey.

For the first time in a long time Māori were in control of many aspects of schooling including staffing structures, programmes, and curriculum. Most importantly, we could innovate and deliver education that met our needs and aspirations. Unsurprisingly, our educational results were outstanding. Our senior Kura - Paerangi (Years 11-13), posted year on year improvements. In 2018, Paerangi posted the second highest University Entrance results in Northland and their NCEA results were in the top quartile of secondary schools across the country. Our Primary and Intermediate Kura improved their national standards results across the board. Both Tuakana and Teina won spots to National kapahaka competitions, and we were succeeding across many sports. At our height we had 450 ākonga/students between the two Kura.

In 2018, the Labour coalition government decided to end the PSKH policy. In 2019, our two Kura moved back under the state, as designated character schools. Under the mainstream system the two Kura have not fared as well as a PSKH. In 2023, the Trust convinced the Ministry to merge the two Kura, and we are returning to an ethos and kaupapa of excellence and high achievement (see the [tkw.ac.nz](http://tkw.ac.nz) website for information on the last 18 months of mahi).

In 2025, as part of Te Kāpehu Whetū long term plan, we seek to establish a Kura Hourua in Tamaki Makaurau, providing a pathway for Year 11 – 13 students from the North, so that they can access higher learning, sports and industry opportunities available through our biggest city.

## Board of Trustees

He Puna Marama Trust have an experienced, highly capable board who have the ability to take Te Kāpehu Whetū to the next level growing the kaupapa with integrity.

- Telly Warren (Board Chair and Kaumatua)
- James Nair (Board Treasurer) – Chartered Accountant
- Professor Nathan Matthews – Academic Education Leader
- Jason Pou - Lawyer
- Raewyn Tipene - Executive Education Leader
- Kaye Taylor – ECE Education Leader

# LAUNCHING MĀORI FUTURES

## Te Kāpehu Whetū - Launching Māori Futures

In 2025 we seek to extend our educational horizon as part of our long-term plan in providing far reaching opportunities for senior students in the North.

### Currently: Te Kāpehu Whetū - Whangārei (Designated Character School)

- Paenuku (Years 1-6)
- Paetata (Years 7-8)
- Paetawhiti (Years 9-10)
- Paerangi (Years 11-13)

### New Horizon: Te Kāpehu Whetū - Tamaki Makaurau (Kura Hourua)

- Paerangi (Years 11-13)



The dream for our Tāmaki Makaurau Kura is to "*Launch Māori Futures*" into the modern world where we can achieve as Māori in Academia, and/or in and/or in key industries, and/or in high performance sports, while still holding on to the skills and knowledge of old. This is not a new concept for us, as we are reminded of the well-known whakatauki;

***"E kore ahau e ngaro, He kākano i ruia mai i Rangiatea"***

*"I will never be lost, for I am a seed sown in Rangiatea".*

For this vision to become a reality we commit to the journey ahead, utilising the symbolism of waka hourua and oceanic navigation to guide us....If asked.....  
"Where are you going?"..... kindly remind them that Kupe gave us directions for voyaging into the next millennium...

***"Let it be to the right of the sun, of the moon of the morning star on high"***

*Waiho i te taha katau o te ra, o te marama, o kōpū rere ai".*



# OUR THREE POU

Kia Māori → Be Māori → Be

Kia Mātau → Be Educated → Know

Kia Tū Rangatira Ai → Be Rangatira → Do



# CHARTING MĀORI FUTURES





# Strategic Framework, 2025 – 2030

## **Kia Māori: Be Māori: BE**

***A curriculum shaped by te reo Māori, tikanga and mātauranga Ngāpuhi.***

Relentless pursuit of Tino Rangatiratanga through education and learning in a kaupapa Māori environment

The personal acquisition of te reo Māori, me ona tikanga, normalised at all levels of the kura.

Mātauranga Māori in all its aspects is integrated across the kura in policy, curriculum, daily practice and in learning.

## **Kia Mātau: Be educated: KNOW**

***Encouragement of innovation, critical inquiry and the development of individual knowledge and skill;***

***Life- long learners.***

Build a culturally informed curriculum and pedagogy that aligns to our kaupapa and culture with learning extending beyond the classroom and the kura itself.

Develop faculty strengths in Social Science Plus and Science Plus.

The Core subjects integrated at all levels are Te Reo Māori, English Literacy, Mathematics.

Te Tiriti, citizenship, and New Zealand history is integrated across all levels.

## **Be Māori, Be Educated, Be Rangatira**

**A transformational and emancipatory approach to education that is founded on Tino Rangatiratanga and delivered through a Kaupapa Māori paradigm.**

A kaupapa Māori education environment that is transformational and emancipatory for our ākonga and their whānau.

We will produce graduates that are confident, competent and capable learners that are grounded firmly in Ngāpuhitanga.

Our graduates will be able to live as active global citizens while enjoying good health and a high standard of living.

## **Our Values**

Whānaungatanga  
Ūkaipotanga  
Pūkengatanga

Whakapapa  
Kotahitanga  
Wairua

Kaitiakitanga  
Rangatiratanga  
Manaaki

## **Kia Tū Rangatira Ai: Be Rangatira: DO**

***A commitment to the pursuit of personal excellence and achievement; Living with mana.***

### **Tū Rangatira:**

- Development of rangatira characteristics such as courage, resilience, confidence, commitment, humility and integrity, and the ongoing development of critical understanding of self
- Includes the Leadership Academy of A Company and Mareikura programmes
- Promote in ākonga an understanding of their roles and responsibilities in whānau, hapū and iwi.
- Personal mentoring, personal learning plans and pathway planning are critical components of Paerangi.

### **Tū Hauora:**

- Learn to live healthy and fitter lives
- Development of performance sports in five key areas: Netball, Rugby 7s/touch, Basketball, Volleyball, and Waka
- High Performance training for top students
- Sports Science and Health Science streams

### **Tū Maui**

- A developing focus on enterprise and entrepreneurship

### **Tū Toi**

- Developing a programme to offer the creative arts including Visual Arts, Performing Arts, and Music



# NAVIGATING MĀORI FUTURES



Te Kāpehu Whetū sets as its foundation te reo me ona tikanga o Ngāpuhi-nui-tonu and its history. We adhere to Te Tiriti O Waitangi and the rights accorded us, with particular reference to Article 3 which grants us the rights of citizenship which were affirmed by the men of the 28 (Māori) Battalion, who paid the ultimate price for our citizenship.

This serves as the korowai for the kura, a unique tikanga Māori based educational programme that supports ākonga to achieve their aspirations within the kura and beyond. It builds on our three pou:

1. Kia Māori
2. Kia Mātau
3. Kia Tū Rangatira Ai

Te Kāpehu Whetū offers an opportunity to whanau to “raise generations of Ngāpuhi who are confident, competent and capable so that they may find their place on the marae and their place in the world.”

**“Tū ki te Marae..... Tū ki te Ao”**



# NAVIGATING MĀORI FUTURES

## Te Kāpehu Whetū - Tāmaki Makaurau

Paerangi (YEARS 11 - 13)

### Kia Mātau:

Paerangi is a bilingual whare (Senior Secondary) with two academic areas, offering core and a range of academic learning opportunities.

- **Core Subjects:** Te Reo Māori me ona tikanga, English/Literacy, Maths
- **Specialist Subjects:**
  - › **Sciences Plus:** Health, Environment, Food Tech, Sports, IT Tech, Engineering
  - › **Social Science Plus:** Units that grow critical thinking and application, Business Studies

### Key Relationships:

- **Academic:** The Trust is developing relationships with key academic institutes in Auckland Central so that we can develop pathways that enable ākonga to experience and access academic programmes, and for those who have a desire to advance to tertiary study.
- **Vocational:** In addition, the Trust is developing access to vocational programmes through tertiary partners and includes building networks with IT/Tech and Food Tech industry players to access industry work opportunities.
- **High Performing Sports:** The Trust is developing relationships with coaches, teams, and selectors so that high performing athletes from the North have opportunities to trial, practice and play for Auckland/New Zealand teams.

### Accommodation:

To enable ākonga from the North to attend Te Kāpehu Whetū and access the learning, sports and industry opportunities available in Auckland, the Trust is working with sponsors to provide boarding accommodation managed by the Kura.

# Paerangi Framework

Paerangi is the senior school and its focus is on achievement at NCEA and University Entrance (for Year 13s). Each ākonga has a Personal Learning/ Life Plan (PLP), a mentor, and develops an individual pathway with our Careers Advisor. There is an increasing focus on self-direction and personal responsibility in preparation for moving on after kura.

## KIA MĀORI

### Birthright

- Korero Māori
- Mātauranga Māori
- Mahi kai / Ahuwhenua
- Mahi a Tānerore me Hine Rēhia

### NCEA

- Te Reo Māori L1 / L2 / L3
- Māori Performing Arts L1 / L2 / L3

## KIA MĀTAU

### Science Plus

- NCEA Science
  - › NCEA Health Science
  - › NCEA Environmental Science
  - › NCEA Sports Science

### → NCEA STEM

- › IT Technology
- › Food Technology
- › Mathematics

### Social Science Plus

- Critical Thinkers
- Critical Application
- NCEA Business

## KIA TŪ RANGATIRA AI

### Tū Rangatira

- Personal Life Planning (PLP)
- Leadership Academy of A Company
- Mareikura

### Tū Hauora

- Personal health plan
- Daily Health and fitness programme
- High performance training
- High Performance Sport teams
- Waka ama/Waka hourua training

### Tū Maui

- Young Enterprise Scheme (YES)
- Rangatahi Inc
- DigitalXP

### Tū Toi (2020)

- Toi Māori
- Performing Arts
- Music



# Paerangi Graduate Profile (YEARS 11 → 13+)

The ideal Paerangi graduate will have the following attributes:

## Kia Māori

- Competent command of te reo me ngā tikanga o Ngāpuhi
- Capable on the marae
- Confident in themselves as Māori

## Kia Mātau

- Confidently completed NCEA L3 and/or UE
- Critical thinkers
- Capable of managing higher learning
- Confident in navigating the next phase of their life

## Kia Tū Rangatira Ai

- Competent
- Capable
- Confident
- Authentic young people of integrity



# LEADERSHIP ACADEMY OF A COMPANY

## Tai Tama Tāne

The Leadership Academy of A Company pays tribute to the 28 (Māori) Battalion A Company and aspires to 'build Māori leaders' so that our young men may contribute to and benefit from the wider world. The Academy is not a programme; it is a way of being in the world.

The motivation for this project came from successful learning models of the past including, Māori boarding schools, the military and Māori trade training. The lessons we have learnt from these models give us the best indication of the type of framework we need to create a lasting legacy for Māori achievement.

The Academy model has its origins in the past while using present day frameworks as a guide: *"The best of yesterday, the knowing of today, to build a model for tomorrow"*.

From 2015 onwards tai tama tāne who come through Te Pūtake can apply to enter the Leadership Academy of A Company. The Leadership Academy will provide the kura's leadership structure similar to that of prefects in mainstream. Academy cadets are expected to wear their 2A uniform when out representing the kura. Ranking of cadets will be based upon a set criteria.

A Mana Wahine leadership programme is also under development.







TEKĀPENU WHETŪ  
Navigating Māori Futures

## General Information for Whānau

### Ngāpuhi Hikoi

At the beginning of each year, the Kura will head back to Ngāpuhi rohe to visit and stay at sites of significance. This is a way of keeping ākonga connected to their history, their maunga, their awa, their lwi/ and Hāpu. Throughout the year haerenga to significant events may also occur, to keep ākonga grounded in their whakapapa.

### Hui Whakapiki

Hui whakapiki (hui with whānau and ākonga) are held three times a year. They will provide an opportunity for the ākonga, staff and whānau to reflect on ākonga progress and plan future steps.

Ākonga will have an active role in hui whakapiki. Initial conversations with ākonga will occur on the first week hikoi around Ngāpuhi.

→ Paerangi will have hui whakapiki at the beginning of the year and then one each in terms 2 and 4.

### Reporting of Ākonga Progress

Detailed reports on ākonga progress will be provided to whānau at the middle and end of the year. However, whānau are encouraged to contact the kura at any time to discuss the academic progress of their tamariki.

### Website

Our website is the main information portal for whānau. This can be found at [www.tkw.ac.nz](http://www.tkw.ac.nz). It is regularly updated to inform ākonga and whānau about kura life and upcoming events. For whānau without internet access, information will be mailed or given out. Tāmaki Makaurau will have it's own portal space on the website..

### KAMAR

KAMAR is the kura learning management system and in time whānau will have access to the academic records of their tamariki at all times. These will be available through any internet connection but will be secure so that no one else (other than appropriate staff) can view the information of your tamariki.

### General Communication

For all general day to day communication, whānau should contact the kura directly

# Attendance

Regular attendance at kura is crucial as it provides the best opportunity for ākonga to be successful in their learning. Any absences must be promptly reported to the kura reception. For safety reasons all unexplained absences will be followed up by the kura.

## **Lateness**

The expectation is that ākonga will arrive on time for kura each day and be on time for all class and kura related activity.

## **Sickness**

If ākonga are going to be away due to illness then whānau need to notify the Kura to ensure that the absence is explained. If it is for a period of three or more days a medical certificate will need to be produced.

Wherever possible, medical and dental appointments should be made out of kura time. In exceptional circumstances, where this has proved to be impossible, the kura needs to be made aware in advance.

## **High Trust**

As a kura we have consciously decided to support our ākonga to be the best they can be. In order for this to occur, we all take personal responsibility for our part. We come from the position that whānau have taken the time to understand the kaupapa and have chosen to put their tamariki into this kura to succeed, subsequently whānau are indicating that they will take responsibility for ensuring their tamariki are prepared for kura each day and attend kura regularly.

Similarly, we expect ākonga to act responsibly and not skip kura or leave the campus area without prior approval. We will put in place systems to monitor the movement of ākonga around the kura campus, but if someone wanted to leave undetected it wouldn't be difficult.

A 'high trust' system requires everyone to act in good faith, it requires us all to act with integrity to enable trust between all parties to be built and maintained. If trust breaks down we expect all parties to work in good faith to rebuild the relationships.



# Code of Behaviour

The kura chooses to operate within the ideals of kaupapa Māori and working with whānau and ākonga for the best possible outcomes for all. By choosing to send your tamariki here, whānau agree to work within these ideals as well. By signing up as a student, ākonga also agree to work with us towards these ideals.

Choosing this path will challenge us all from time to time. We accept that this pathway will be harder than most mainstream schools and we accept that this way of being in the world requires us all to act and behave in a manner that is consistent with the core beliefs and values of our kura. Behaviour that does not meet certain expectations or is repetitive in its nature, will be addressed. There will be a range of actions available to the kura for general disruptive behaviour by ākonga while more serious behaviour will be addressed through a restorative process with ākonga and whānau. The option chosen will depend upon:

- The seriousness of the behaviour
- The circumstances

In all circumstances behaviour management processes will be fair and any consequences will reflect the seriousness of each situation. The kura will work with the whānau to provide appropriate levels of support and guidance for ākonga involved in any serious incident.

## **Behaviour that is not acceptable at any time includes**

- Bringing of alcohol, drugs, vapes, mind-altering substances and tobacco into the kura, or on any off site trip or at any time.
- Bullying or inciting of bullying/fighting, includes kanohi ki te kanohi, indirect or online.
- Bringing weapons or objects that are used as weapons into the kura or on kura outings.
- Any action that puts the safety or life of other people or self in danger.
- Involvement in organised theft, crime or activities that is conducted on kura grounds or harms others.
- Ongoing repetitive activities or behaviours that undermine the kura's kaupapa, whānau, staff, resources, partners or activities.

Adults associated with the kura as staff, whānau or support are expected to act as good role models at all times.

# Complaints Process

If the situation arises in which you feel that you need to lodge a complaint against another member of the kura, ākonga or adult, or any of its processes, then it should be directed to a kura staff member that you are comfortable talking to. They will communicate with the Pouhere where all attempts will be made to resolve the issue(s) concerned. If the complaint concerns the Pouhere then it should be directed to the Board of Trustees.

The notion of kanohi ki te kanohi (face to face) discussion is encouraged because it is a simple and effective method for the developing genuine communication, resolution, understanding and partnerships between the kura and its community. Complaints will be heard in a fair, transparent, confidential and timely manner observing the principles of natural justice. Complaints and processes will be documented; these notes may include incident details, discussions with parties involved, and key points, courses of actions and or agreed outcomes and resolutions. All parties to a complaint may be accompanied by a kaitautoko/support person and whānau will be included throughout the process.

## Complaints Procedure

- Complaints should be raised with a kura staff member in the first instance
- The Pouwhakahaere will assess the seriousness of the complaint and decide who should respond.
- Depending on the seriousness of the complaint whānau will then be informed and asked to participate in a resolution hui
- The Pou Arataki (DP) will investigate all complaints and make recommendations.
- If parties are not satisfied with the recommendations of the Pouwhakahaere they may direct their complaint to the Pouhere.
- If parties are not satisfied with the recommendation of the Pouhere, they may direct their complaint to the Establishment Board of Trustees.

# Uniform

The kura's uniform pays tribute to our connection to the 28 (Māori) Battalion through the Leadership Academy. All students will be expected to comply with the uniform regulations when at kura, representing the kura or on kura outings.

Leadership Academy cadets will wear their 2A uniforms at certain times when on official engagements.

Students are expected to dress neatly and to an acceptable agreed standard and change back into school uniform after PE and before going home. Students must bring a signed note from whānau if they are unable to wear correct uniform. The kura will provide the correct uniform where possible on loan.

It is a condition of enrolment and a whānau responsibility to see that the student adheres to the school's uniform and grooming standards. Please talk to staff about the suppliers of the kura's uniforms.

## Makeup

- Subtle foundation/makeup may be worn.
- No garish/loud/bright/brash/showy/obvious or contrasting make up is allowed.

## Jewellery

- A watch may be worn.
- One single wire sleeper or stud in each ear only.
- No facial piercings allowed, either metal or nylon.
- Taonga or similar sacred necklaces may be worn.

## Hair

- No extreme styles e.g. dreadlocks, mohawks, rat's tails or bright hair colours.
- Long hair must be tied up and fringes over the eyebrows must be clipped back (boys and girls).
- Hair should be neatly groomed and product should not be excessive or obvious.



Tuakana–Tamatāne

Leadership Academy

Tuakana – Tamawāhine

Pouārahi

Teina



## **Te Kāpehu Whetū - Tāmaki Makaurau**

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