



TAMATEIA
HIGH SCHOOL

Junior Learning Pathways in Year 9 and 10



**Growing good people for a changing world
E tipu, e rea, ka tipu koe hei tangata**

Te Ekenga Mai ki te Kura Tuarua - Strong Focus on Transition

The move to high school can be an exciting time for young people. However, ākonga (students) often anticipate the transition from intermediate to secondary schooling with mixed emotions. How well ākonga are equipped for and cope with this significant change, can have a critical influence on their ongoing learning and future goals.

Tamatea High School understands that a successful transition from intermediate to high school can have a big impact on ākonga wellbeing and learning. We are well prepared to support rangatahi (young people) with this change. Learning programmes are designed using information provided by the intermediate about ākonga strengths, interests and learning needs. Learning is appropriately challenging, relevant, and fun.

Year 9 ākonga work in a homeroom environment. They are taught their core subjects by one Kaiako (teacher) in integrated and meaningful ways. Ākonga have different teachers for PE and Option subjects which gives good variety. The homeroom learning environment provides ākonga with a place to call their own, where relationships are developed, and engaging learning opportunities are provided. Mātauranga Māori (traditional knowledge such as te reo Māori, tikanga Māori and whakapapa) is prioritised within the learning programme.

Junior Curriculum

The Tamatea High School Year 9 and 10 Curriculum aims to grow good people for a changing world, through the values of P.R.I.D.E. — Participation, Respect, Integrity, Diversity and Excellence.

The Tamatea High School Year 9 and 10 Curriculum:

- ◆ Honours Te Tiriti o Waitangi – The Treaty of Waitangi
- ◆ Strengthens ākonga identity
- ◆ Develops ākonga understanding within and across learning areas
- ◆ Engages ākonga to learn and develop their thinking
- ◆ Supports ākonga to develop literacy and numeracy skills
- ◆ Provides ākonga with a range of learning opportunities (in and out of the classroom)
- ◆ Encourages ākonga to be informed citizens (local, national, global and digital)
- ◆ Deepens ākonga understanding of the school values
- ◆ Develops the ability to communicate in a range of settings
- ◆ Prepares ākonga for future learning

The Essential Learning Areas for all Year 9 and 10 ākonga are:

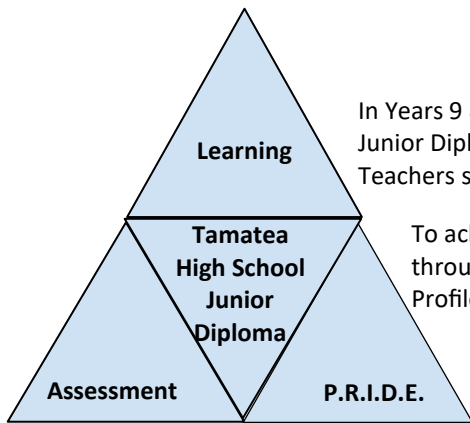
- ◆ English
- ◆ Mathematics
- ◆ Science
- ◆ Social Studies (including Aotearoa New Zealand History)
- ◆ Health
- ◆ Physical Education
- ◆ Life Readiness Programme

In addition Year 9 & 10 ākonga have the option of selecting areas they wish to specialise in (option subjects), ākonga choose two subjects and a reserve subject.

Ākonga are encouraged to choose a broad range of subjects in order to keep their senior course options open as much as possible.

- | | |
|-------------------------|--------------------------------------|
| ◆ Visual Art | ◆ Japanese |
| ◆ Music | ◆ Design Technology (Hard Materials) |
| ◆ Street Dance | ◆ Digital Technology |
| ◆ Māori Performing Arts | ◆ Project Based Learning |
| ◆ Te Reo Māori | ◆ Food and Nutrition |
| ◆ Waka Ama | ◆ Horticulture |

Junior Diploma



In Years 9 & 10, ākonga work towards gaining their Junior Diploma each year. The focus of the Junior Diploma is on LEARNING and setting ākonga up for success in the senior school. Teachers support ākonga to be the best learners they can be.

To achieve the Junior Diploma ākonga have to work consistently in all subject areas throughout the entire year. They are assessed against the Tamatea High School Learner Profile and earn 'Learning Points'.

Ākonga work towards a target of 152 points, out of a possible 256. They can also gain *Achieved*, *Merit*, or *Excellence* for the learning tasks that they complete. The Junior Diploma is presented at the end of the year Junior Prizegiving Ceremony.

Ākonga reap the rewards of their effort and progress by being provided with Reward Days at mid-year and at the end of the year.

Ākonga and whānau are kept informed of progress towards the Junior Diploma throughout the year during the three Individual Development Plans (IDPs) where ākonga set their goals.

Tamatea High School Learner Profile — Learning Points

Novice (1, 2)	Apprentice (3, 4)	Practitioner (5, 6)	Expert (7, 8)
<ul style="list-style-type: none"> I lack motivation towards my learning. I rarely listen and often need to confirm the instructions given I do not participate in class discussions or offer responses I am easily distracted, often not on task, and rarely know what is expected of me I do not engage in learning conversations with the teacher I am not willing to accept the feed-forward steps I am often off task and do not complete the tasks set My learning tasks and assignments are rarely completed on time I'm not sure what level I am working at, or what level/goal I am working towards I give up easily, often relying on others to support me 	<ul style="list-style-type: none"> I am usually positive and enthusiastic about my learning. I listen but sometimes I need to confirm the instructions given I participate in some class discussions and start to offer responses I can be distracted, but I am usually on task and know what is expected of me I am starting to engage in learning conversations with the teacher to support my learning I am learning to accept feed-forward steps and act on these I usually complete the tasks set during the lesson My learning tasks and assignments are usually completed on time I know what level I am working at, and what level/goal I am working towards I try hard, but can become frustrated and give up 	<ul style="list-style-type: none"> I am positive and enthusiastic about my learning I actively listen and know what the expectations are I participate in most class discussions and offer responses I am very focused on my learning, and I participate in all class activities I engage in learning conversations with the teacher to support my learning I accept feed-forward steps and act on these I complete all tasks set, and I reflect on my learning My learning tasks and assignments are always completed on time I can recognise what progress I have made, and have set my own goals When faced with a challenge, I will generally persevere 	<ul style="list-style-type: none"> I am positive and enthusiastic about all aspects of my learning I am an active listener who often exceeds expectations I am an active participant in all class activities I am keen to learn, I ask questions about the topic and how it links to my learning. I engage in learning conversations with the teacher and others to progress my learning further I seek feed-forward steps and act on these. I complete set tasks and seek other tasks that extend my learning My learning tasks and assignments are always completed ahead of time I recognise my achievements and set my own challenging goals I use many different strategies to tackle challenges

Te Ingarihi - English

Year 9
English

Year 10
English

Level 1
English

Level 2
English

Level 3
English

Subject Outline

Ākonga learn how language features are used to influence audience response. In Year 9, ākonga explore the concept of identity/self/ turangawaewae. In Year 10, the focus is on future directions - ko aku whāinga.

Subject Description

- ◆ Construct a variety of texts for a range of purposes (eg. story, instructions, essay)
- ◆ Read for comprehension unfamiliar texts (e.g poem)
- ◆ Select personal texts for enjoyment (eg. Hunger Games)
- ◆ Respond to texts, including films (eg Boy) and books (eg Sticking with Pigs)
- ◆ Research and make judgments as part of personal inquiry (eg Sports doping, Living in space)
- ◆ Produce a visual text (eg poster or comic book page) to represent yourself
- ◆ Construct and present a speech on a topic of personal interest (eg Waka ama, Video games)

Te Pāngarau - Mathematics

Year 9
Mathematics

Year 10
Mathematics

Level 1
Mathematics

Level 2
Mathematics

Level 3
Mathematics

Subject Outline

Ākonga explore and use patterns and relationships. They learn effective ways to investigate, interpret, explain and make sense of the world they live in.

Subject Description

- ◆ Calculate and estimate using a range of strategies
- ◆ Explore and use patterns and relationships found in numbers, shapes and measures
- ◆ Use appropriate units and instruments to measure, predict and calculate rates of change
- ◆ Identify problems that can be explored by the use of data, design investigations, collect data, explore and use patterns and relationships in data, solve problems and communicate findings
- ◆ Interpret statistical information

Pūtaiao - Science

Year 9
Science

Year 10
Science

Level 1
Science

Level 2
Science
Biology
Chemistry
Physics

Level 3
Science
Biology
Chemistry
Physics

Subject Outline

Ākonga communicate scientific ideas, arguments and practical experiences accurately in a variety of ways—thinking analytically, critically and creatively .

Subject Description

- ♦ Develop skills for investigating the living, physical, material, and technological components of their environment in scientific ways
- ♦ Learn to conduct scientific investigations
- ♦ Understand that science as an activity is carried out by all people as part of their everyday life
- ♦ Explain everyday and unfamiliar phenomena

Tikanga-ā-iwi - Social Studies

Year 9
Social Studies

Year 10
Social Studies

Level 1
Social Studies
Geography
History
Classical Studies

Level 2
Social Studies
Geography
History
Education for
Sustainability
Classical Studies
Tourism

Level 3
Social Studies
Geography
History
Education for
Sustainability
Classical Studies
Tourism

Subject Outline

Ākonga explore the unique bicultural nature of New Zealand society. They learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand through a range of topics.

Subject Description

- ♦ Learn about the Treaty of Waitangi
- ♦ Learn about and promote social justice and human rights
- ♦ Understand their own values, perspectives and culture and that of others
- ♦ Understand different governments and how they affect people's lives
- ♦ Understand how people's management of resources impacts on environmental and social sustainability
- ♦ Learn about the economic world, businesses and enterprises

Hauora - Health

Year 9
Health

Year 10
Health

Level 1
Health

Level 2
Health

Level 3
Health
Home Economics

Subject Outline

Ākonga examine through a range of topics, how to promote healthy wellbeing not only for themselves, but for others and society as a whole.

Subject Description

- ◆ Learn what hauora is
- ◆ Develop better interpersonal skills in their relationships with others
- ◆ Learn to cope with change and develop resilience and positive mental health
- ◆ Investigate food choices, drug choices, and sexuality, developing problem and decision making skills for healthier outcomes both short term and long term

Kori Tinana - Physical Education

Year 9
Physical Education

Year 10
Physical Education

Level 1
Physical Education

Level 2
Physical Education

Level 3
Physical Education

Subject Outline

Ākonga learn in, through and about movement to motivate and challenge all abilities, preparing them for Senior Physical Education. Ākonga are also encouraged to participate in physical activity both now and in the future to enhance life-long well-being.

Subject Description

Find answers to these questions:

- ◆ How can you improve in your Sport?
- ◆ What actions make you the best person you can be?
- ◆ Why/how does your body respond to exercise?
- ◆ Who and what influences your Well-being?
- ◆ Where in the world is this game from?
- ◆ When should you use strategies that could enhance teamwork and game play?
- ◆ What can you create for the future of PE?

Te Ao Whānui - Life Readiness Programme

Year 9
Life Readiness

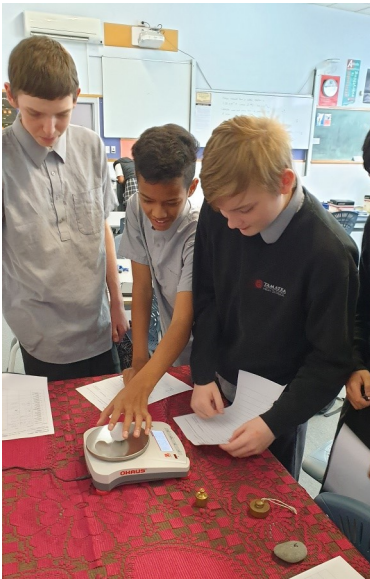
Year 10
Life Readiness

Subject Outline

The Life Readiness Programme was developed in 2019 in response to whānau and ākonga feedback, with the aim of better preparing ākonga for their future beyond the school gates.

Subject Description

- ◆ Social skills
- ◆ Online spending
- ◆ Tax
- ◆ Citizenship
- ◆ 'The Real Game' - introduces ākonga to the world of work
- ◆ Preparing and applying for a part-time job





Toi Ataata - Visual Arts

Year 9
Visual Art

Year 10
Visual Art

Level 1
Visual Art

Level 2
Visual Art
(Painting,
Printmaking,
Sculpture,
Design,
Photography)

Level 3
Visual Art
(Painting,
Printmaking,
Sculpture,
Design,
Photography)

Subject Outline

Visual Art ākonga use a range of practices including drawing, sculpture, design, painting, printmaking, photography, and moving image. Including an introduction to Art History to inform their artistic endeavours.

Subject Description

- ◆ Learn how to use a variety of materials and techniques
- ◆ Introduction to Photoshop and design processes
- ◆ Explore and learn art movements and the history of art
- ◆ Learn how to construct and draw a 3D object, ie animal heads etc
- ◆ Create a 3D sculpture and bring it into a moving image

Te Puoro - Music

Year 9
Music

Year 10
Music

Level 1
Music
Theatre
Technology

Level 2
Music
Theatre
Technology

Level 3
Music
Theatre
Technology

Subject Outline

Ākonga work individually and in groups to explore the potential of sounds and technologies for creating, interpreting, and representing music ideas. As they explore innovative sounds (vocal, instrumental, digital) ākonga develop their musical creativity.

Subject Description

- ◆ Create new music by generating, developing and notating original musical ideas
- ◆ Prepare, rehearse and perform music
- ◆ Learn about and apply the elements of music
- ◆ Investigate music from different cultures, societies and time periods

Te Kanikani o te Tiriti - Street Dance

Year 9
Street Dance

Year 10
Street Dance

Subject Outline

Ākonga learn about different dance genres from a variety of past and present cultures. They develop a variety of dance techniques, vocabulary, movement and the confidence to perform.

Subject Description

- ◆ Learn about different dance genre
- ◆ Perform short dance sets from different genre
- ◆ Express ideas and feelings through dance
- ◆ Choreograph their own dance sets to perform

Ngā Mahi-ā-Tāne Rore me Hine Te Rehia - Māori Performing Arts

Year 9
Māori
Performing Arts

Year 10
Māori
Performing Arts

Level 1
Māori
Performing Arts

Level 2
Māori
Performing Arts

Level 3
Māori
Performing Arts

Subject Outline

Ākonga demonstrate and learn basic skills of Māori Performing Arts. They work in groups to learn songs that are both traditional and contemporary as well as haka, poi and mau rākau.

Subject Description

- ◆ Demonstrate skills of waiata, waiata-a-ringa, poi, haka, whakaraka, maurākau
- ◆ Perform a full bracket
- ◆ Explore the different categories of each discipline
- ◆ Investigate and relate the Maui stories to a Māori world view

Te Reo Māori

Year 9
Te Reo Māori

Year 10
Te Reo Māori

Level 1
Te Reo Māori

Level 2
Te Reo Māori

Level 3
Te Reo Māori

Subject Outline

Ākonga explore Te Reo Māori language through reading, writing, speaking and listening. They work on learning new vocabulary and sentence structures. Not only do they learn the native language of Aotearoa, they get an insight into Te Ao Māori

Subject Description

- ◆ Present their mihimihi and Pepeha
- ◆ Explore Māori mythology
- ◆ Learn new vocabulary and basic sentence structures
- ◆ Learn three different karakia

Waka Ama

Year 9
Waka Ama

Year 10
Waka Ama

Subject Outline

Ākonga learn the theory of waka and the skills required to participate in a waka ama team. Ākonga experience the thrill of Waka ama on the water. They will gain knowledge of the parts of a waka ama and parts of a paddle. Safety is paramount and ākonga will learn about safety on the water and the safety drill on capsizing and righting a waka ama. They will also gain knowledge of the proper clothing for paddling a waka ama.

Subject Description

- ◆ Safe practice -
- ◆ Navigation skills
- ◆ Paddling, turning and steering techniques
- ◆ Parts of a waka ama and paddle
- ◆ Race strategy

Te Reo Hapanihi - Japanese

Year 9
Japanese

Year 10
Japanese

Level 1
Japanese

Level 2
Japanese

Level 3
Japanese

Subject Outline

Ākonga learn to understand and express themselves in Japanese using the four language skills of reading, writing, listening and speaking. They also begin to learn the writing scripts. Culturally they explore and understand about some annual festivals, daily life in Japan and Japanese food.

Subject Description

Explore language in the following contexts:

- ◆ Self Introductions
- ◆ Numbers
- ◆ Classroom
- ◆ Times and daily routines
- ◆ Family
- ◆ School
- ◆ Eating and Drinking
- ◆ Describing Friends

Culturally participate in:

- ◆ Cooking food (sushi, okonomiuaki, yakisoba)
- ◆ Making origami and kirigami
- ◆ Learning about the bombing of Hiroshima
- ◆ Japan Trivia Championships
- ◆ Japanese Festival (Year 10)

Hangarau Matū Mārō

Year 9
Design Technology
Hard Materials

Year 10
Design Technology
Hard Materials

Level 1
Design Technology
Hard Materials

Level 2
Design Technology
Hard Materials

Level 3
Design Technology
Hard Materials

Design Technology - Hard Materials

Subject Outline

Ākonga develop knowledge about the tools and techniques to work with wood and metal, developing basic engineering and electrical skills to design and build products that are innovative, useful and solve real-world problems.

Subject Description

- ◆ Learn to concept and plan designs
- ◆ Develop techniques using a variety of materials
- ◆ Use tools safely in the workshop
- ◆ Design outcomes to meet a brief

Hangarau Matihiko - Digital Technology

Year 9
Digital Technology

Year 10
Digital Technology

Level 1
Digital Technology

Level 2
Digital Technology

Level 3
Digital Technology

Subject Outline

With its focus on design thinking, Digital Technology encourages ākonga to be innovative, reflective and critical in designing a variety of outcomes with an emphasis on meeting the needs of others, their community, and the world they live in.

Subject Description

- ◆ Understand how computers manage information
- ◆ Develop basic coding skills
- ◆ Follow a process to create designs
- ◆ Learn a variety of design software

Ako ā-hinonga - Project Based Learning

Year 9
Project Based
Learning

Year 10
Project Based
Learning

Level 1
Project Based
Learning

Level 2
Project Based
Learning

Level 3
Project Based
Learning

Subject Outline

Project Based Learning (PBL) gives ākonga an exciting opportunity to gain knowledge and skills by working on a project that they are passionate about and something that they wish to explore in more detail, within the Technology and Arts subject areas.

Subject Description

- ◆ Learn to plan a project
- ◆ Develop time management
- ◆ Develop Communication skills
- ◆ Develop techniques using a variety of materials

Hangarau Kai - Food and Nutrition

Year 9
Food and Nutrition

Year 10
Food and Nutrition

Level 1
Food and Nutrition

Level 2
Food and Nutrition

Level 3
Food and Nutrition

Subject Outline

Ākonga develop knowledge of food and nutrition while learning basic cooking skills. They engage in a range of processes related to food technology, exploring different cultural cuisines, developing menus and learning a variety of culinary techniques.

Subject Description

- ◆ Learn to plan and develop healthy menus and meals.
- ◆ Develop a variety of culinary skills
- ◆ Explore food from around the world
- ◆ Understand the importance of health and safety in a kitchen environment.

Ahu Whenua - Horticulture

Year 9
Horticulture

Year 10
Horticulture

Level 1
Horticulture

Level 2
Horticulture

Level 3
Horticulture

Subject Outline

Ākonga develop knowledge of horticulture and learn how to use tools, identify types of plants and plant propagation.

Subject Description

- ◆ Plan and maintain a general garden
- ◆ Grow and maintain plants from seed
- ◆ Learn different methods of plant propagation
- ◆ Select and name tools in the Horticulture shed
- ◆ Learn sustainable horticulture methods



Key Contacts

Senior Management

Principal	Robin Fabish	principal@tamatea.school.nz
Deputy Principal	Nigel Groom	nigelg@tamatea.school.nz
Deputy Principal	Nicky Anderson	nickya@tamatea.school.nz

Deans/Careers/Guidance

Year 9 Dean	Josie Burdon	josieb@tamatea.school.nz
Year 10 Dean	Meredith Ellingham	meredith@tamatea.school.nz
Year 11 Dean	Chelsea Hay	chelsea@tamatea.school.nz
Year 12 Dean	Cheryl Pohlen	cherylp@tamatea.school.nz
Year 13 Dean	Laleshni Kumar	laleshni@tamatea.school.nz
International Dean NZQA Principal's Nominee and SENCO	Cheryl Brownlee	cherylb@tamatea.school.nz
Careers Advisor	Cindy Morgan	careers@tamatea.school.nz
Guidance Counsellor	Wendy Isakson	wendyi@tamatea.school.nz

General Enquiries enquiries@tamatea.school.nz



Growing good people for a changing world

E tipu e rea, ka tipu koe hei tangata