



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Raupapa Ako Framework

Improvement Framework for Rumaki and Reo Rua units in
English-medium settings

Version 2.0 2026 | Te Pou Reo





**Koia te pou wānanga i whakairohia e tātou,
hei oranga mō te tamaiti,
ko ia te putake o te kaupapa.
Whakairohia tō pou reo.**

Introduction

The Raupapa Ako Framework is ERO’s Improvement Framework for high-quality te reo Māori immersion education in English-medium settings. This framework helps both ERO and educators evaluate learning outcomes through the provision of Te Reo Māori.

Purpose of This Framework

The Raupapa Ako Framework (RAF) is the evaluation tool that helps schools and ERO to determine where a school is at in its improvement journey specific to rumaki (immersion) and reo rua (bilingual) units of English-medium schools, and to agree to next improvement steps.

Ākonga learning through the provision of te reo Māori are entitled to the same high expectations, supports and resources as ākonga in English-medium settings. The Raupapa Ako Framework describes, through a te ao Māori lens, the practices in place at highly effective rumaki and reo rua units to ensure the best possible outcomes for ākonga in these settings.

This framework has a specific focus on the domains that have the biggest impact on learner outcomes as developed from a kaupapa Māori perspective:

Marautanga
Curriculum

Ako
Teaching and Learning

Mana Whakahaere
Leadership and Governance

Ngā Rangapū
Partnerships

Relationship to the School Improvement Framework

The Raupapa Ako Framework connects to and aligns with the School Improvement Framework (SIF), providing a complementary but targeted improvement framework focused on outcomes in the rumaki and reo rua units within English-medium schools.

The SIF is used to evaluate the school as a whole, and the Raupapa Ako Framework is specific to the rumaki /reo rua unit. The success and wellbeing of ākonga, teaching practices and leadership structures within the rumaki / reo rua unit are also considered as part of the whole-school evaluation.

The Raupapa Ako Framework is designed to complement the SIF by:

- providing a structure to explore the domains that have the biggest impact on learner outcomes within the rumaki / reo rua
- ensuring the improvement framework used in the rumaki / reo rua aligns to the improvement framework used across the broader school.

Resulting insights can be used to drive targeted approaches within a rumaki / reo rua and inform next steps school wide.

Theory of improvement

The Raupapa Ako Framework uses a similar theory of improvement to the one underpinning the School Improvement Framework, ensuring a strong alignment to the foundation of both frameworks.

Both frameworks place learner success at the core, with the areas (domains) that make the biggest difference for ākonga wrapped around and supporting overall outcomes. In the Raupapa Ako Framework these domains are also supported by elements that are specific to ākonga success in rumaki / reo rua. These include the ‘foundation for success’ and the outcomes for success – te reo kia rere, kia tika, kia Māori and kia ora.

Foundation for success

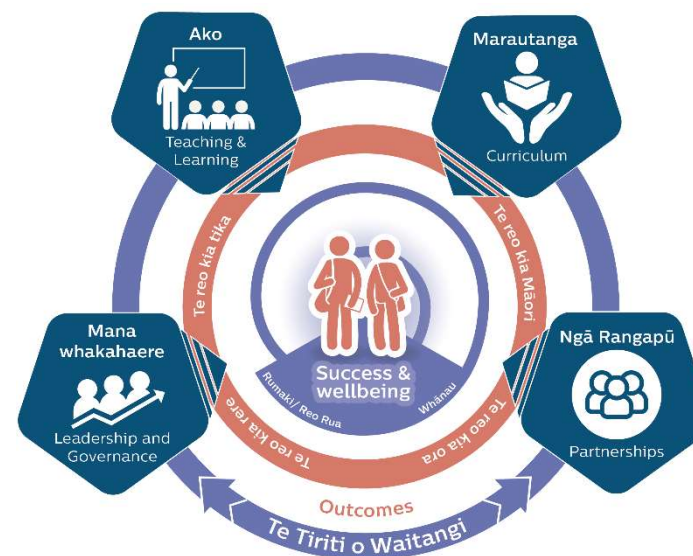
Te Tiriti o Waitangi (TT) is the ‘foundation for success’, woven through all the domains.

As the foundation for success, it is integral for the success of the rumaki/reo rua unit as a right of every child to learn te reo Māori, and reflects the decisions parents, whānau and learners make when choosing rumaki / reo rua.

Outcome areas

The outcome areas in the Raupapa Ako Framework, which you can see in red developed from Te Taimaiti Hei Raukura framing and reference a whakatauhā¹, by Sir Timoti Kāretu which states:

*“Ko te reo kia rere, ko te reo kia tika,
ko te reo kia Māori.”*



Theory of Improvement diagram

This translates to mean: ‘So the language is correct, so that it flows and is authentically Māori.’ For the Raupapa Ako Framework, we drew from Te Taimaiti Hei Raukura framing and the whakatauhā¹ above by Sir Timoti Kāretu, adding the outcome te reo kia ora as one of four outcome domains. This is to emphasise that te reo is a living language and must continue to live on. The only way for this to be achieved is through speaking.

¹ Kāretu, n.d.

How to use this framework

The Raupapa Ako Framework is used to evaluate the quality of teaching and learning through the provision of te reo Māori for schools accessing Māori Language Resourcing for Māori Medium Immersions (MMI) Level 1 and Level 2.

- [Rumaki reo](#) aligns with MMI Level 1, where 81-100 percent of teaching and learning is provided in te reo Māori (20-25 hours per week).
- [Reo rua](#) aligns with MMI Level 2, where 51-80 percent of teaching and learning is provided in te reo Māori (12.5-20 hours per week).

How schools use this framework

Schools use the Raupapa Ako Framework as an evaluation tool when considering outcomes for ākonga in rumaki or reo rua units as part of internal-evaluation cycles. It helps schools to identify where they are on their improvement journey, identify next improvement steps, and to monitor progress.

This connects with the school's use of the SIF as part of internal-evaluation cycles.

How ERO uses this framework

ERO's Toki ao Mārama / Te Reo Māori Advisors use the RAF in partnership with schools as part of ERO's external evaluations by:

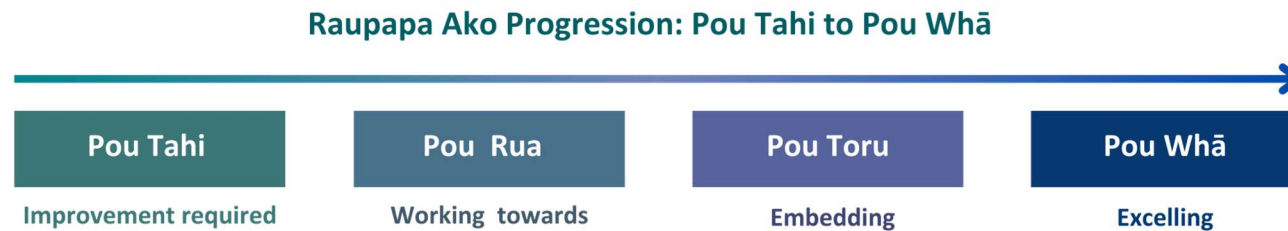
- explaining what the Raupapa Ako Framework is and how to use it during online whakawhanaungatanga
- sending the framework to the school ahead of on-site review
- sharing how the school can work through the Raupapa Ako Framework and apply the criteria to place where the school is at in one of the progression steps for each element in the framework.

The school shares their completed Raupapa Ako Framework with the Toki ao Mārama prior to the on-site review. Toki ao Mārama will then work with the school's judgements about where they sit on the Raupapa Ako Framework and supporting evidence, validating and verifying the evidence the school has provided as part of the external-evaluation cycle.

How progression is explained in this framework

This framework uses a four-step progression to provide clarity on progressions across domains. This progression is designed to both ensure schools can identify where they are, but also clearly identify what next, and provides a tool to help monitor ongoing improvement.

The framework is divided into sections, each relating to a specific domain, progressions move from *Pou Tahi* (improvement required) through to *Pou Whā* (excelling). Each progression mark is labelled, to clearly understand at a glance where a school is, and where it can be.



Ngā hua | Outcomes for ākonga

Te angitū me te waiora o te ākonga | Ākonga success and wellbeing

TE REO KIA RERE

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Ākonga are beginning to communicate and articulate thoughts, feelings and opinions through te reo Māori.	Ākonga are increasingly communicating and articulating thoughts, feelings and opinions through te reo Māori.	Ākonga are confidently communicating and articulating thoughts, feelings and opinions through te reo Māori.	Ākonga are proficient communicators and articulate thoughts, feelings and opinions through te reo Māori.

TE REO KIA TIKA

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Ākonga are beginning to communicate accurately as a speaker of te reo Māori.	Ākonga are increasingly communicating accurately as speakers of te reo Māori.	Ākonga are confidently communicating accurately as speakers of te reo Māori.	Ākonga are communicating proficiently and accurately as speakers of te reo Māori.

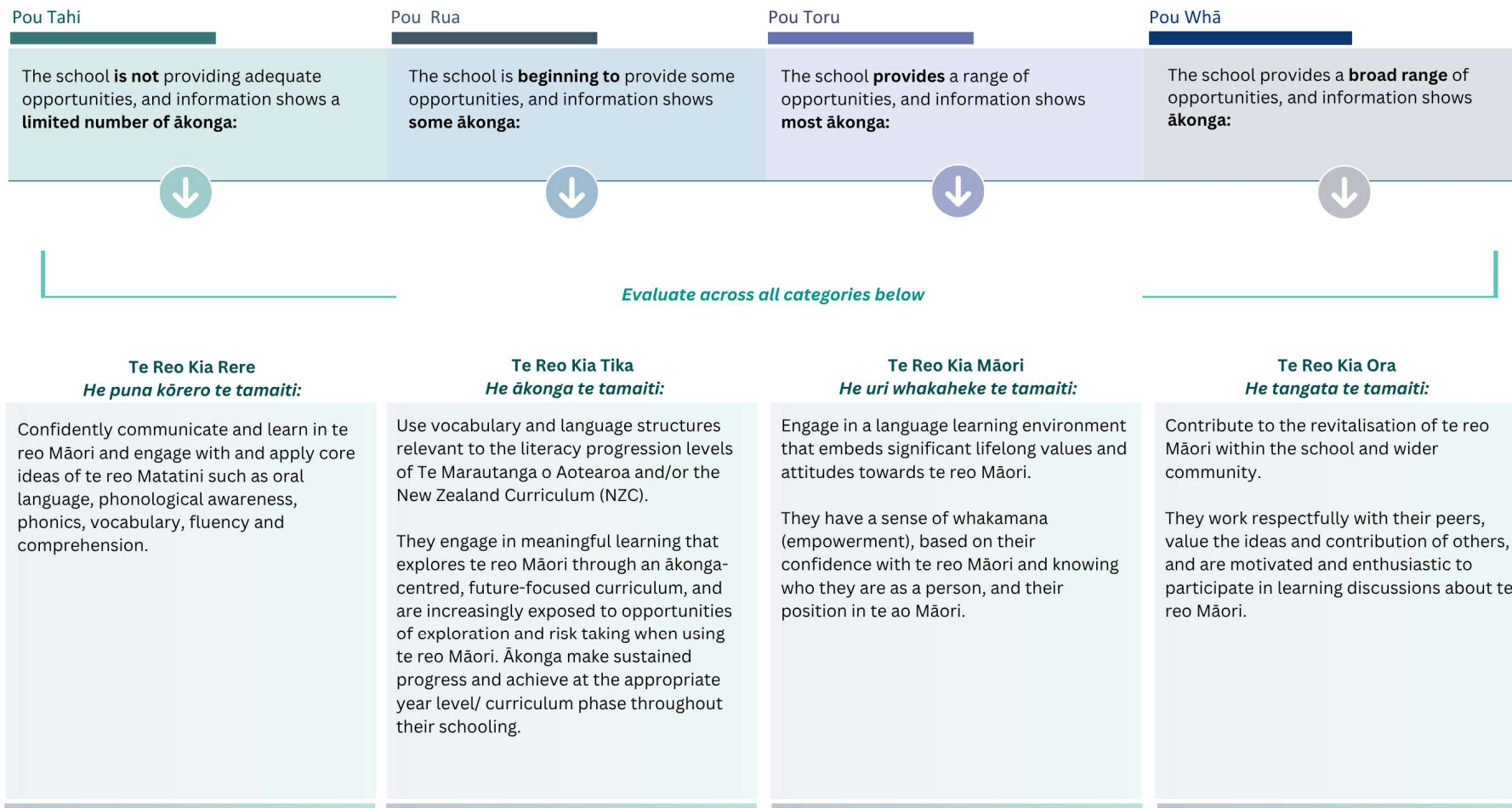
TE REO KIA MĀORI

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Ākonga are beginning to engage with cultural and linguistic aspects of te reo Māori.	Ākonga are increasingly engaging with cultural and linguistic aspects of te reo Māori.	Ākonga are confidently engaging with cultural and linguistic aspects of te reo Māori.	Ākonga are proficient in engaging with cultural and linguistic aspects of te reo Māori.

TE REO KIA ORA

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Ākonga are beginning to contribute to the revitalisation of te reo Māori through cultural and linguistic communication.	Ākonga are increasingly contributing to the revitalisation of te reo Māori through cultural and linguistic communication.	Ākonga are confidently contributing to the revitalisation of te reo Māori through cultural and linguistic communication.	Ākonga are proactively contributing to the revitalisation of te reo Māori through cultural and linguistic communication.

Ngā hua | Outcomes for ākonga



Marautanga | Curriculum

Marautanga 1: Te ao Māori

Aligns to SIF: C2 | TT4

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
The rumaki / reo rua unit is yet to develop a local curriculum through a te ao Māori lens, that demonstrates an authentic partnership with mana whenua and Māori.	The rumaki / reo rua unit is beginning to develop a local curriculum through a te ao Māori lens, that demonstrates partnership with mana whenua and Māori.	The rumaki / reo rua unit has developed and is implementing a local curriculum through a te ao Māori lens, that demonstrates partnership with mana whenua and Māori.	The rumaki / reo rua unit is effectively implementing an explicit, sequenced local curriculum through a te ao Māori lens, that demonstrates an authentic partnership with mana whenua and Māori.

Marautanga 2: Curriculum reflects local contexts and ākonga understanding

Aligns to SIF: C3 | TT5

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
The curriculum in the rumaki / reo rua unit is not yet reflecting local contexts or building on ākonga experiences, knowledge and understanding.	The curriculum in the rumaki / reo rua unit is beginning to reflect local contexts and build on ākonga experiences, knowledge and understanding.	The curriculum in the rumaki / reo rua unit increasingly reflects local contexts in a way that builds on ākonga experiences and knowledge. Consequently, the rumaki/reo rua unit is offering meaningful learning opportunities.	Local contexts are reflected throughout the rumaki / reo rua unit's curriculum in a way that builds on ākonga experiences, knowledge and understanding. Consequently, the rumaki/reo rua unit offers a range of relevant and meaningful learning opportunities.

Marautanga | Curriculum

Marautanga 3: Te Reo Māori

Pou Tahī

Ākonga are **yet to** use vocabulary and language structures of te reo Māori relevant to the literacy progression levels of TMoA and / or the NZC.

Pou Rua

Ākonga are **beginning** to use vocabulary and language structures of te reo Māori relevant to the literacy progression levels of TMoA and / or the NZC.

Pou Toru

Ākonga are **increasingly** using vocabulary and language structures of te reo Māori relevant to the literacy progression levels of TMoA and / or the NZC.

Pou Whā

Ākonga are **explicitly** using vocabulary and language structures of te reo Māori relevant to the literacy progression levels of TMoA and / or the NZC.

Marautanga 4: Rich learning opportunities and foundational skills

Aligns to SIF: C1

Pou Tahī

Ākonga have **limited** opportunities to learn across the breadth and depth of the NZC/TMoA; there is **not yet sufficient** focus on supporting ākonga to gain sound foundation skills, including te reo matatini and pāngarau.

Pou Rua

Ākonga have **some** opportunities to learn across the breadth and depth of the NZC/TMoA; there is a **variable** focus on supporting ākonga to gain sound foundation skills, including te reo matatini and pāngarau.

Pou Toru

Ākonga have **sufficient** opportunities to learn across the breadth and depth of the NZC/TMoA; there is an **increasingly consistent** focus on supporting ākonga to gain sound foundation skills, including te reo matatini and pāngarau.

Pou Whā

Ākonga have **rich opportunities** to learn **across the breadth and depth** of the NZC/TMoA; there is a consistent focus on supporting ākonga to gain sound foundation skills, including te reo matatini and pāngarau.

Ako | Teaching and learning

Ako 1: Mātauranga Māori learning opportunities

Aligns to SIF: C7 | TT3

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
Kaiako are yet to provide quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities in all aspects of teaching and learning.	Kaiako are beginning to integrate quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities in all aspects of teaching and learning.	Kaiako are increasingly integrating quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities in all aspects of teaching and learning.	Kaiako intentionally and consistently integrate quality te reo Māori, tikanga Māori and mātauranga Māori learning opportunities in all aspects of teaching and learning.

Ako 2: Learning environment, clear expectations and outcomes

Aligns to SIF: TL1

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
Kaiako are not yet creating environments that are conducive to ākonga participation and learning. Kaiako rarely maximise learning time. Kaiako have not yet developed positive relationships in the rumaki / reo rua unit.	Kaiako create a learning environment in which learning time is sometimes maximised and ākonga are supported to participate and apply new learning. Kaiako are beginning to develop positive and mutually respectful kaiako-ākonga relationships in the rumaki / reo rua unit.	Kaiako create an orderly and increasingly collaborative learning environment in which learning time is mostly maximised and ākonga are supported to engage and apply new learning. Kaiako are increasingly developing positive and mutually respectful kaiako-ākonga relationships in the rumaki / reo rua unit.	Kaiako create a collaborative and orderly learning environment that fosters inclusive participation, in which learning time is maximised and ākonga are supported to meaningfully engage, experiment , and apply new learning in innovative ways . Positive and mutually respectful kaiako-ākonga relationships are embedded in the rumaki / reo rua unit.

Ako | Teaching and learning

Ako 3: Ākonga agency and metacognition

Aligns to SIF: TL4

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Kaiako are yet to consider learning strategies to support ākonga to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.	Kaiako are beginning to use a range of learning strategies to support ākonga to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.	Kaiako increasingly provide explicit instruction in learning strategies and ākonga are increasingly able to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.	Kaiako consistently provide explicit instruction in learning strategies that enable ākonga to develop agency, question and problem solve, demonstrate meta-cognitive skills, self-efficacy and self-regulation.

Ako 4: Assessment for adaptive teaching

Aligns to SIF: TL3 | TL7

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Kaiako are collecting, using and reporting limited assessment information; they are not yet adapting their practice to respond to ākonga strengths and needs.	Kaiako use appropriate assessment information and are beginning to plan and report on the progress and achievement of each ākonga. Kaiako are establishing ways to adapt their practice to begin to scaffold learning to respond to ākonga needs and strengths.	Kaiako are using high quality assessment information and increasingly plan for, evaluate and report the progress and achievement of each ākonga. Kaiako adapt teaching practice to scaffold learning to respond to ākonga strengths and needs.	Kaiako are consistently using a range of high-quality assessment information to effectively plan for, evaluate and report the progress and achievement of each ākonga. Kaiako adapt teaching practice to intentionally scaffold learning to effectively respond to ākonga strengths and needs.

Ako | Teaching and learning

Ako 5: Effective additional supports

Aligns to SIF: TL8

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Kaiako have limited knowledge and awareness of how to identify and provide for ākonga needing additional support to learn and progress at an appropriate pace.	Kaiako are taking steps to identify and provide for ākonga needing additional support to learn and progress at an appropriate pace.	Ākonga needing additional support are identified and are provided with relevant and increasingly effective support to learn and progress at an appropriate pace. Those who are succeeding are provided with extension opportunities.	Ākonga needing additional support are identified promptly and are provided with relevant, individualised and effective support to learn and progress at an appropriate pace. Those who are succeeding continue to be challenged and extended.

Ako 6: Pāngarau and te reo matatini

Aligns to SIF: C1

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Kaiako are yet to engage with and apply core ideas of pāngarau and te reo matatini such as oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.	Kaiako are beginning to engage with and evaluate core ideas of pāngarau and te reo matatini such as oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.	Kaiako are increasingly engaging with and evaluating core ideas of pāngarau and te reo matatini such as oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.	Kaiako are consistently engaging with and evaluating core ideas of pāngarau and te reo matatini such as oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.

Mana whakahaere | Leadership and governance

Mana whakahaere 1: Governance for improvement

Aligns to SIF: SG5

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Governance and leadership are yet to drive improved performance in the rumaki / reo rua unit in relation to ākonga engagement, wellbeing, progress, and achievement data.	Governance and leadership are beginning to drive improved performance in the rumaki / reo rua unit through analysing ākonga engagement, wellbeing, progress, and achievement data.	Governance and leadership are increasingly driving improved performance in the rumaki / reo rua unit through analysing ākonga engagement, wellbeing, progress, and achievement data.	Governance and leadership effectively drive improved performance in the rumaki / reo rua unit through strategic scrutiny of ākonga engagement, wellbeing, progress, and achievement data.

Mana whakahaere 2: Whānau involvement in decision making

Aligns to SIF: L7 | TT2 | SG8 | TT18

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Governance and leadership are yet to involve Māori medium whānau in decision making for the rumaki/reo rua unit.	Governance and leadership are beginning to involve Māori medium whānau in decision making for the rumaki/reo rua unit.	Governance and leadership increasingly involve Māori medium whānau in strategic decision making for the rumaki/reo rua unit. The vision, goals, targets and priorities are beginning to reflect those set out by whānau, hapū, iwi.	Governance and leadership consistently involve Māori medium whānau in strategic decision making for the rumaki/reo rua unit. The vision, goals, targets reflect those set out by whānau, hapū, iwi and are anchored in a thoughtful understanding of the principles of Te Tiriti o Waitangi.

Mana whakahaere | Leadership and governance

Mana whakahaere 3: Trust and collaboration for improvement

Aligns to SIF: L6 | PCCE 2

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Governance and leadership are yet to build relational trust with rumaki / reo rua unit staff and Māori medium whānau, hapū and iwi.	Governance and leadership is establishing relational trust with rumaki / reo rua unit staff and Māori medium whānau, hapū and iwi.	Governance and leadership is strengthening relational trust and collaboration with rumaki / reo rua unit staff and Māori medium whānau, hapū and iwi to achieve their aspirations.	Governance and leadership builds and sustains high levels of relational trust and effective collaboration with rumaki / reo rua staff and Māori medium whānau, hapū and iwi to achieve their aspirations, strategic vision and improvement goals.

Mana whakahaere 4: Recruitment and succession planning

Aligns to SIF: L8 | SG8

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Governance and leadership are yet to develop a recruitment and succession plan that prioritises speakers of te reo Māori to attract, retain and grow staff in the rumaki / reo rua unit. Limited support is provided.	Governance and leadership have developed and are beginning to implement a recruitment and succession plan that prioritises speakers of te reo Māori to attract, retain and grow teaching teams in the rumaki / reo rua unit. Some support is provided.	Governance and leadership are implementing a recruitment and succession plan that prioritises speakers of te reo Māori to attract, retain and grow teaching teams in the rumaki / reo rua unit. Appropriate support and opportunities to develop leadership capability are provided.	Governance and leadership are embedding a recruitment and succession plan committed to prioritising speakers of te reo Māori to attract, retain and grow effective teaching teams in the rumaki / reo rua unit. Appropriate timely support is consistently provided, along with opportunities to develop leadership capability.

Mana whakahaere | Leadership and governance

Mana whakahaere 5: Targeted resourcing

Aligns to SIF: SG3

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
Governance and leadership are yet to target resources effectively to the reo rua / rumaki environment.	Governance and leadership are beginning to target resources effectively to the reo rua / rumaki environment.	Governance and leadership are increasingly targeting resources effectively to the reo rua / rumaki environment.	Governance and leadership are distributing targeted resources effectively to the reo rua / rumaki environment.

Mana whakahaere 6: Professional growth and development

Aligns to SIF: PCCE

Pou Tahi	Pou Rua	Pou Toru	Pou Whā
Leaders and kaiako are yet to prioritise and engage in ongoing professional growth and development to ensure kaiako have the pedagogical expertise and capabilities to support ākonga progress and wellbeing.	Leaders and kaiako are beginning to prioritise and engage in ongoing professional growth and development to ensure kaiako have the pedagogical expertise and capabilities to support ākonga progress and wellbeing.	Leaders and kaiako are increasingly prioritising and engaging in ongoing professional growth and development to ensure kaiako have high-quality pedagogical expertise and the capabilities to support ākonga progress and wellbeing.	Leaders and kaiako prioritise and engage in effective, targeted ongoing professional growth and development to ensure kaiako have high-quality pedagogical expertise and capabilities to support ākonga progress and wellbeing.

Mana whakahaere | Leadership and governance

Mana whakahaere 7: Revitalisation and promotion of te reo Māori

Pou Tahi

Governance and leadership is **yet to** contribute to the revitalisation and promotion of te reo Māori at school gatherings and in both formal and informal communications.

Pou Rua

Governance and leadership is **beginning** to contribute to the revitalisation and promotion of te reo Māori at school gatherings and in both formal and informal communications.

Pou Toru

Governance and leadership is **increasingly** contributing to the revitalisation and promoting of te reo Māori at school gatherings, and in both formal and informal communications.

Pou Whā

Governance and leadership **prioritises** contributing to the revitalisation and promoting of te reo Māori at school gatherings, and in both formal and informal communications.

Ngā Rangapū | Partnerships

Ngā Rangapū 1: Partnerships with mana whenua

Aligns to SIF: P8 | TT15

Pou Tahī

The school is **yet to** honour partnerships with whānau, including mana whenua, to develop the school's vision, values, goals, and targets, and to support ākonga achieving educational success as Māori.

Pou Rua

The school is **developing** their practices to honour partnerships with whānau, including mana whenua, to consult on the school's vision, values, goals and targets, and to support ākonga achieving educational success as Māori.

Pou Toru

The school is **honouring** partnerships with whānau, including mana whenua, to develop the school's vision, values, goals and targets, and to support ākonga achieving educational success as Māori.

Pou Whā

The school is **authentically** and actively honouring Te Tiriti o Waitangi through building trusting sustained partnerships with rumaki/reo rua unit whānau and mana whenua, to co-design the units vision, values, goals and targets, and to support Māori ākonga enjoying and achieving educational success as Māori.

Ngā Rangapū 2: Whānau engagement

Aligns to SIF: P7

Pou Tahī

Leaders and kaiako are **yet to** facilitate whānau engagement and participation in the life of the unit and the wider school.

Pou Rua

Leaders and kaiako are **beginning** to facilitate whānau engagement and participation in the unit and the wider school.

Pou Toru

Leaders and kaiako are **increasingly** facilitating regular whānau engagement and participation in the unit and life of the wider school. This includes their **contribution to decision making** in some contexts.

Pou Whā

Leaders and kaiako **actively** facilitate regular whānau engagement and **meaningful** participation in the unit and life of the wider school. This includes their **contribution to decision making** in a variety of contexts.

Ngā Rangapū | Partnerships

Ngā Rangapū 3: Whānau as learning partners

Alignments to SIF: P1

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Whānau are not yet valued as learning partners.	Whānau are beginning to be valued as learning partners.	Whānau are increasingly respected and valued learning partners.	Whānau are respected and valued learning partners.

Ngā Rangapū 4: transitions and support

Aligns to SIF: P3

Pou Tahī	Pou Rua	Pou Toru	Pou Whā
Ākonga, whānau and kaiako have limited knowledge about Māori medium pathways, programmes, options, transitions and support available.	Ākonga, whānau and kaiako have variable knowledge about Māori medium pathways, programmes, options, transitions and support available.	Ākonga, whānau and kaiako know about Māori medium pathways programmes, options and support available. They increasingly participate in decision making at critical transition points into, within and beyond the school setting.	Ākonga, whānau and kaiako are well informed about Māori medium pathways programmes, options and support available. They collaborate in planning and decision making at critical transition points into, within and beyond the school setting.

Ngā Rangapū | Partnerships

Ngā Rangapū 5: Partnerships for further learning

Aligns to SIF: P5

Pou Tahi

Leaders and kaiako are **yet to** develop relationships with industries, employers, and vocational training providers, to support ākonga learning opportunities, pathways, and achievement.

Pou Rua

Leaders and kaiako are **beginning** to build relationships with industries, employers, and vocational training providers, to support ākonga learning opportunities, pathways, and achievement.

Pou Toru

Leaders and kaiako **increasingly** building relationships with industries, employers, and vocational training providers, to support ākonga learning opportunities, pathways, and achievement.

Pou Whā

Leaders and kaiako **build and sustain** relationships with industries, employers, and vocational training providers, to **extend and enhance** ākonga learning opportunities, pathways, and achievement.

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