

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

Pou Tahī

The school **is not** providing adequate opportunities, and information shows a **limited number of ākonga**:



Pou Rua

The school is **beginning to** provide some opportunities, and information shows **some ākonga**:



Pou Toru

The school **provides** a range of opportunities, and information shows **most ākonga**:



Pou Whā

The school provides a **broad range** of opportunities, and information shows **ākonga**:



Evaluate across all categories below

Te Reo Kia Rere He puna kōrero te tamaiti:

Confidently communicate and learn in te reo Māori and engage with and apply core ideas of te reo Matatini such as oral language, phonological awareness, phonics, vocabulary, fluency and comprehension.

Te Reo Kia Tika He ākonga te tamaiti:

Use vocabulary and language structures relevant to the literacy progression levels of Te Marautanga o Aotearoa and/or the New Zealand Curriculum (NZC).

They engage in meaningful learning that explores te reo Māori through an ākonga-centred, future-focused curriculum, and are increasingly exposed to opportunities of exploration and risk taking when using te reo Māori. Ākonga make sustained progress and achieve at the appropriate year level/ curriculum phase throughout their schooling.

Te Reo Kia Māori He uri whakaheke te tamaiti:

Engage in a language learning environment that embeds significant lifelong values and attitudes towards te reo Māori.

They have a sense of whakamana (empowerment), based on their confidence with te reo Māori and knowing who they are as a person, and their position in te ao Māori.

Te Reo Kia Ora He tangata te tamaiti:

Contribute to the revitalisation of te reo Māori within the school and wider community.

They work respectfully with their peers, value the ideas and contribution of others, and are motivated and enthusiastic to participate in learning discussions about te reo Māori.

Marautanga | Curriculum

Marautanga 1: Te ao Māori

Aligns to SIF: C2 | TT4

Pou Tahī	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 Tahī	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	Pou Rua	Pou Toru	Pou Whā
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.	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.	Ākonga are increasingly using vocabulary and language structures of te reo Māori relevant to the literacy progression levels of TMoA and / or the NZC.	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	Pou Rua	Pou Toru	Pou Whā
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.	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.	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.	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

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.

Pou Rua

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.

Pou Toru

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.

Pou Whā

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

Kaiako are collecting, using and reporting **limited** assessment information; they are **not yet** adapting their practice to respond to ākonga strengths and needs.

Pou Rua

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.

Pou Toru

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.

Pou Whā

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 Tahī	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 Tahī	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 Tahī	Pou Rua	Pou Toru	Pou Whā
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.	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.	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.	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 Tahi	Pou Rua	Pou Toru	Pou Whā
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.	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.	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.	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 Tahi	Pou Rua	Pou Toru	Pou Whā
Leaders and kaiako are yet to facilitate whānau engagement and participation in the life of the unit and the wider school.	Leaders and kaiako are beginning to facilitate whānau engagement and participation in the unit and the wider school.	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.	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 Tahī

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.