

Te Kura Kaupapa Maori O Ngā Māungarongo Education Review

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26 August 2011

To the Parents and Community of Te Kura Kaupapa Māori o Ngā Maungarongo

These are the findings of the Education Review Office's latest report on Te Kura Kaupapa Māori o Ngā Maungarongo. Te Kura Kaupapa Māori o Ngā Maungarongo is located in Mt Albert, Auckland. Students, whānau and kaimahi affiliate to different iwi while adhering to the tikanga and kawa of local iwi. The kura provides Māori immersion education for students from year one to eight. Students are confident, friendly and respectful of each other, kaimahi and whānau members.

Despite major construction work in the kura, students engage in a variety of interesting kaupapa-based learning experiences and activities. Te reo Māori is spontaneous and a natural part of kura life. The vision and aspirations of whānau focus on each student reaching their full potential in a challenging and exciting kura kaupapa Māori environment.

The kura adheres to and operates according to the principles of Te Aho Matua. The whānau continues to ensure that these principles are embedded in all kura procedures and practices with a particular focus on the kura curriculum.

Students learn in a safe and nurturing environment.

Students are actively engaged in learning and are eager to learn.

Students have many opportunities to explore and investigate te ao Māori, te ao whānui and their own world.

Students confidently use te reo Māori as the language of communication in the kura.

Students are secure in their knowledge of ancestral links and the hopes and aspirations of their whānau.

Future Action

ERO is confident that the whānau and board of trustees can manage the kura in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the kura again in three years.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO web page, <http://www.ero.govt.nz>.

Makere Smith

National Manager Review Services Māori (Te Uepū ā-Motu)

He Whakakāhore

E āhei ana te iwi whānau ki ngā ripoata a Te Tari Arotake Mātauranga i runga i ngā kura me ngā kura mo te hunga kōhungahunga, ā, e āhei ana rātou ki te tango he tauira o ēnei, ki te tuku-a-ahiko rānei. Heoi ano, ko ēra anake ka taea e Te Tari Arotake Mātauranga te whakamana, ko ēra i tuku hāngatia atu mai i ngā tari-a-arohē o Te Tari Arotake Mātauranga,

mai rānei i te tari matua o Te Tari Arotake Mātauranga kei te Upoko-o-te-Ika. Ko te inoi a te tari ki a koutou, ko te titiro i roto i a koutou pukapuka waea, ki te titiro rānei ki te whārangī o te arahiko a te tari: <http://www.ero.govt.nz>.

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1 He Whakamārama

Te Whānuitanga Atu

E aromātai ana te arotake Te Aho Matua i te kounga o te mātauranga e whakawhiwhia ana ki ngā ākonga, me te whakahaere a te poari ki te whakarato i ngā ratonga mātauranga.

Ka tino whai hua ki te whānau te pūrongo i te aromātai e whakaatu mai ana i ngā painga ake i ngā akoranga o ngā ākonga, i te wā e whakarato ana ngā pūrongo i ngā tino mōhiohio e pā ana ki ngā putanga hua ki ngā ākonga.

I whakaritea tēnei pūrongo o te arotake Te Aho Matua i runga i ngā kawa whakahaere mō ēnei kua whakamanatia e Te Āpiha Kaiarotake Matua.

Ngā Kōrero mō te Kura

Te tūwāhi	Kei Ōwairaka, ki Tāmaki-makau-rau
Te tau a te Tāhuhu o te Mātauranga	4207
Te tūmomo kura	He kura tuatahi (tau 1-8)
Te tatauranga hāpori ōhanga	3
Ngā kaiako: mai i te rārangi ingoa ētahi atu te maha o ngā kaiako	7
Te rārangi ā-kura	75
Hononga ā-iwi	Māori 75
Te ira tangata	Kōtiro 38 Tama Tāne 37
Ngā Āhuatanga Motuhake	He kura kaupapa Māori o Te Aho Matua
Te wā i te kura te rōpū arotake	Paenga-whāwhā 2011
Te rā o tēnei pūrongo	Here-turi-kōkā 2011

Ngā pūrongo o mua a te Tari Arotake Arotake Mātauranga 2007
Mātauranga

Arotake Tāpiri 2002

Arotake Kawenga Takohanga 2000

2 Te Whakarāpopototanga Te Aho Matua

Kei Ōwairaka, ki Tāmaki-makau-rau, Te Kura Kaupapa Māori o Ngā Maungarongo e tū ana. Nō ngā hau e whā ngā ākonga, te whānau, me ngā kaimahi, ā, ka ū rātou ki ngā tikanga me ngā kawa o te iwi kāinga. E whakarato ana te kura i te mātauranga rumaki reo Māori ki ngā ākonga o te tau tahi, ki te tau waru. He māia, he ratarata, he whakaute hoki ngā ākonga ki a rātou anō, ki ngā kaimahi, ki ngā mema hoki o te whānau.

Ahakoia te nui o ngā mahi hanganga ki te kura, e aro ana ngā ākonga ki te whānuitanga o ngā tūmomo wheako akoranga ā-kaupapa, ngā taumahi hoki e hihiri ana. He māhorahora te reo Māori, ā, kua tūturuhia ki te kura. E hāngai ana te tirohanga me ngā wawata o te whānau ki te ekenga o ia ākonga ki tōna tino pūmanawa, ki tētahi taiao kura kaupapa Māori e whakawerohia ana, e whakahihiritia ana hoki.

E whakapūmautia ana, e whakahaerehia ana te kura, i runga i ngā mātāpono o Te Aho Matua. E whakarite tonu ana te whānau i te whakapūmautanga o ngā mātāpono nei ki ngā tukanga me ngā whakaritenga katoa o te kura, me te āta whakahāngai ki te marautanga o te kura.

E ako ana ngā ākonga ki tētahi taiao e haumaruru ana, e poipoia ana hoki.

He mātātoa te aro atu o ngā ākonga ki ngā akoranga, ā, he tākare rātou ki te ako.

He nui ngā whai wāhitanga o ngā ākonga ki te tūhura me te whakatewhatewha i te ao Māori, te ao whānui, me tō rātou ake ao.

He pakari ngā ākonga ki te whakamahi i te reo Māori hei reo whakawhitiwhiti kōrero ki te kura.

He tau ngā ākonga, nā tō rātou mōhiotanga ki ō rātou hononga ā-whakapapa, me ngā tūmanako, ngā wawata hoki o tō rātou whānau.

Whakaritenga Whaimuri

E whakapono ana te Tari Arotake Mātauranga e āhei ana te poari ki te whakahaere i te kura, i runga i te whai whakaarotanga nui ki ngā ākonga me te Karauna, ā, e āhei ana hoki rātou ki te whakatinana i ngā whakapainga i tāutuhia ai ki tēnei pūrongo.

Kia toru ngā tau, ka arotakehia anō e te Tari Arotake Mātauranga te kura.

3 Te Whakapuakitanga

Te Tauāki Putanga o Te Aho Matua

He pai te mahi ngātahi a te whānau me ngā kaimahi ki te whakarato i tētahi taiao akoranga mauritau, e hāngai pū ana hoki ki ngā ākonga. Ka whakapau kaha rātou ki te whakarite i te noho pūmau o te manaaki, te wairua, te aroha, ā, o te tuakana me te teina hoki, ki ngā whakaritenga katoa o te kura, ki te taiao akoranga anō hoki. Ko te tirohanga me ngā wawata o te whānau, e hāngai ana ki te ekenga o ia ākonga ki tōna tino pūmanawatanga. E whakahaerehia te kura i raro i te maru o ngā mātāpono o Te Aho Matua. Kua whakatōngia ngā mahinga a ngā whānau, ki te reo Māori, ngā tikanga Māori, me ngā uaratanga, ngā whakapono, me ngā ariā tuku iho. E mōhio ana ngā ākonga ki ā rātou kawenga hei ākonga, ā, hei mema hoki o te whānau o Te Kura Kaupapa Māori o Ngā Maungarongo.

Te Tirohanga Te Aho Matua a te Whānau

E whakapūmau ana mātou te whānau o te kura nei ki ngā mātāpono o Te Aho Matua.

He nui ngā tūmanako o te whānau mō ngā akoranga a ā rātou tamariki, me ō rātou whakatutukitanga hoki. Ka ū mārika rātou ki ngā mātāpono me te kaupapa o Te Aho Matua. Ka whakamanatia ngā matea me ngā ngākau nuitanga o ia ākonga, ā, ko te whai wāhitanga o te whānau tētahi āhuatanga nui o te whakawhanaketanga ā-mātauranga o ngā ākonga. E noho pūmau ana te whānau ki te whakarato i tētahi taiao rumaki reo e whakanui ana i ngā whai wāhitanga akoranga e whai kiko ana, ērā kua āta whakamāheretia hoki, mō ngā ākonga katoa.

Te Kaupapa o te Aromātai

Ko te kaupapa aromātai mō tēnei arotake, e hāngai ana ki te whai huatanga o ngā mātāpono me te kaupapa o Te Aho Matua ki te whakanui me te poipoi hoki i ngā akoranga a ngā ākonga. He āhuatanga nui Te Aho Matua ki ngā akoranga a ngā ākonga, i ngā kaiako, i te whānau hoki e oke ana ki te whakatūturu, te whakatinana hoki i ngā mātāpono, puta noa i ngā wāhanga katoa o te marautanga me ngā whakahaeretanga o te kura. E whakamahi ana tēnei aromātai i ngā mātāpono o Te Aho Matua, hei whakaaro huritao, hei arotake anō hoki, i te whai pānga o ngā kaupapa here, ngā whakaritenga, me te marautanga o te kura, ki ngā akoranga, te ahunga whakamua, me ngā whakatutukitanga o ngā ākonga.

4 Ngā Whakaaturanga Aromātai o ngā Kaupapa

Ngā Tino Uaratanga

He hihīwa ngā ākongā ki te katoa o ia āhuatanga o te mātauranga e whiriwhirihia ana e rātou te whai atu, i roto i ō rātou oranga.

Te whakamāhere rautaki me te arotake whaiaro

He pai te whakapuakitanga, te māramatanga hoki ki te whakamāhere rautaki. Ka kawē ngātahi te whānau i te whakawhanaketanga, te whakatinanatanga, me te aroturukitanga o te whakamāhere rautaki me te arotake whaiaro. Nā te whakawhiti kōrero ki te whānau, kua whakawhanakehia e te whānau tētahi tirohanga rautaki matawhānui. Ka hāngai hoki tēnei ki tētahi tino aronga ki te eke panuku i roto i te reo Māori, ki te whakawhanake i te hangarau mōhiohio ki te kura, me te whakanui i ngā tikanga hauora ki te oranga o ia rā. Ko te whakatairanga tonu i ngā whakatutukitanga me ngā mahi angitu a ngā ākongā, tētahi aronga nui ki ngā taumata rautaki a te whānau.

E whai hua ana te whakamahinga o te arotake whaiaro ki te hāpai i te whānau ki te whakatau i ngā whakaritenga, hei ārahi i te ahunga me te whakawhanaketanga o te kura ā ngā tau kei te tū mai. Ka whai wāhi te whānau ki te kāwanatanga me te whakahaeretanga o te kura, mā te whai wāhi ki ngā tūmomo komiti iti. Ko ētahi o ēnei ko te whakawhanake rauemi me te whare pukapuka o te kura, te whakamāhere rautaki, te whakawhanaketanga o te whānau, te whakawhanaketanga o ngā kaupapa here, te whakahaeretanga o ngā rawa, ngā pūtea, me te kōhi pūtea. Kei ia komiti iti, ōna ake tūranga, āna ake kawenga mahi, me ngā whāinga, ngā taumahi hoki kua tāutuhia, ā, ka pūrongo rātou i tā rātou ahunga whakamua ki te whakatutuki i ngā whāinga matua.

Te Ira Tangata

Ko te reo Māori, ngā uaratanga, ngā whakapono me ngā tikanga tuku iho, e pou here ana i ia āhuatanga ki te whakawhanake i te katoa o te ākongā. Ka whakatauirā, ka whakakoia te whānau me ngā kaimahi i ngā tūmanako nei mā ngā huarahi e whai pūtaka ana. E mōhio ana ngā ākongā ki te whakaarotanga nui kia whakawhanakehia e rātou tētahi tino aronga ki ngā uaratanga i roto i ā rātou akoranga, ā rātou taunekeneke anō hoki. He whakaute, he hūmārika ngā ākongā ki ētahi atu, ā, he manawa popore hoki tō rātou.

He pārekareka ki ngā akoranga te whai wāhi atu ki te whānuitanga o ngā tūmomo taumahi kori tinana o ia rā. Ka hāngai ēnei ki te kanikani, te korikori, me te whānuitanga o ngā mahi e pā ana ki ngā pūkenga nekeneke. He mātātoa te whakanui a te kura i ngā kai pai me ngā mahinga oranga, mā te tautoko o te whānau me ngā ratonga hauora o te hāpori. Kohi pūtea ai te whānau i ia te wā, kia āhei ai ngā akoranga ki te wheako i ngā whāinga aotūroa, ngā haerenga, me ngā rangahau ki tua atu i te kura.

Ka whakamana ngā ākonga i ngā karakia, ngā hīmene, ngā waiata, me ngā mihimihi hei āhuatanga tūturu tonu o ā rātou akoranga, ō rātou whakawhanaketanga hoki. E mōhio ana rātou, ko te whanaungatanga me te noho tahi a te tuakana me te teina, e hāngai pū ana ki ā rātou mahi katoa ki te kura, ki te kāinga anō hoki. Ka ako ngā ākonga ki tētahi taiao e haumarua ana, e poipoia ana, e whakakotahi ana hoki. Ka whakaatu rātou i te tino maioha, me te kawenga nui, mō ā rātou akoranga, ō rātou whakawhanaketanga hoki.

E ako ana ngā ākonga ki tētahi taiao e haumarua ana, e poipoia ana, e whakakotahi ana hoki.

Ko te whakawhanaketanga i te katoa o te ākonga tētahi kaupapa matua ki te whānau.

He pakari ngā ākonga, ā-tinana, ā-wairua, ā-waiora hoki.

Āhuatanga Ako

Tautoko ai, whai wāhi ai hoki te whānau ki ngā taumahi akoranga a ngā ākonga. Ko te whakamahinga o ngā pūkenga motuhake, me ngā mātanga hoki o tēnā, me tēnā o ngā mema o te whānau, e whakatairanga ana i ngā whai wāhitanga akoranga, i te hōtaka akoranga hoki mō ngā ākonga. He whānui ngā tūmomo tāngata ka whai wāhi atu ki te hōtaka akoranga, tae atu anō hoki ki ngā kaumātua.

Ka whakamahi ngā kaiako i ngā rautaki whakaako e whai hua ana, hei hāpai i ngā akoranga a ngā ākonga me ō rātou whakawhanaketanga. Ka āta whakarite rātou kia whai wāhi ngā ākonga ki te whakaū me te whakawhanake i ngā akoranga o mua, i te whakapuakitanga o ngā whakaaro hou e ngākau nuitia ana e ngā ākonga. Ka whakatakoto rātou i ngā whāinga akoranga mārama, ā, he nui ngā tūmanako mō ngā akoranga me ngā whakatutukitanga o ngā ākonga. Ko te ū ki ngā mahinga o ia rā i ngā wā hanganga nui ki te kura, e whakarite ana i te āheinga o ngā akoranga ki te arotahi ki ā rātou akoranga, me te iti noa o ngā tauwhatinga me ngā pīroiroi.

Ko ngā rautaki whakaako, ako hoki e whai hua ana ki te whakahihiri, te taute, me te whakawero i ngā ākonga. Kua āta whakaritea ngā akoranga, ā, kua whakatakotohia hei āta whakanui i ngā akoranga o ngā ākonga. E hāngai ana ngā mahinga o ngā akomanga, ki ngā tūmanako o ngā kaiako ki te whakanui i te kaupapa o Te Aho Matua. E whakawhanake ana ngā ākonga ki te kawē i ā rātou akoranga, me te āta whakamātau i a rātou anō, hei whakawhānui i ā rātou ake akoranga.

Ka tautoko ngā kaiako i a rātou anō, ā, he ngaio, he ratarata hoki te āhua. Ka whakapuaki rātou i ō rātou mōhiotanga, ō rātou mātanga hoki, ki waenganui i a rātou anō, ā, ka whai wāhi

ki te whānuitanga o ngā taumahi e pā ana ki te whakawhanaketanga ngaio. Ka whakaaro huritao ngā kaiako, ā, ka arotahi ki te whakapai haere i ngā whakaritenga, hei whakatutuki i ngā matea akoranga me ngā ngākau nuitanga akoranga o ngā ākonga.

He matawhānui ngā tukanga e pā ana ki te whakamāhere, te aromatawai, me te aromātai, ā, ka tino whai kiko hoki. Kua whakatakotohia tētahi rārangi aromatawai, ka whai hua ngā pūnaha e pā ana ki te whakahaere hōtuku akoranga, ā, ka arahina ngā whakaritenga whakaako o ngā kaiako e ngā pūnaha whakamāhere o te kura katoa. Kua āta whakaritea te pūrongo auau i ngā paetae ākonga ki te whānau. Ka whiwhi te whānau i ngā mōhiotio e hāngai ana ki te whānuitanga o ngā tino hōtuku, ngā tino kitenga hoki ki te aromatawai. E whakaatu ana ngā hōtuku paetae ki te reo matatini me te pāngarau, i te whakatutukitanga o ngā ākonga ki ngā taumata ā-motu, ki tua atu rānei. Ka whai hua ngā kaiako ki te aru i te ahunga whakamua, me ngā whakatutukitanga o ngā ākonga mō te roanga o te wā.

E whakarite ana te whānau ki te whakawhanake me te whakatū i tētahi hōtaka wharekura mō ngā ākonga o te tau 9 ki te 10. Me mahi tonu, hei whakapuaki, hei whakariterite, hei whakatutuki haere i tēnei o ngā whakawhanaketanga.

He mātātoa te aro atu a ngā ākonga ki ngā akoranga.

He tākare ngā ākonga ki te ako.

E aro ana ngā ākonga ki ngā mahi akoranga, ā, e whakatutuki haere ana hoki.

Ka akiaki ngā ākonga i a rātou anō, ā, ka mahi ngātahi hoki ki ētahi atu.

He maioha ngā ākonga ki te whai wāhitanga o te whānau ki te hōtaka akoranga.

Ka wheako ngā ākonga i te angitu i roto i ngā akoranga.

He māia ngā ākonga ki te āta whakamātau haere i ngā akoranga.

Te Reo Māori

Ka ū ngā ākonga, ngā kaimahi, me te whānau ki te mana me te mauri o te reo Māori ki te kura me te hāpori whānui. Ka whai wāhi matua ngā kaumātua ki te hōtaka, ā, ko te kounga kairangi o te reo Māori e whakanuia ana. He mārāma te whānau ki ō rātou tūmanako o ngā akoranga a ngā ākonga, me ō rātou whakawhanaketanga i roto i te reo Māori me ōna tikanga. He mātau ngā kaimahi ki te kōrero i te reo Māori, ā, i ngā wā katoa ka whakatauirā, ka whakapūmau hoki rātou i ngā tino tūmanako e pā ana ki te whakaako me te ako i te reo Māori. Ko ngā kitenga ki ngā akomanga, e whakaatuhia ana te mātau me te māhorahora o te

reo Māori o ngā ākonga, puta noa i te kura. He māori, he māhorahora hoki te whakamahinga a ngā ākonga i te reo Māori, ki ngā horopaki ōkawa, ōpaki anō hoki. Ko ngā ākonga e mau ana i te iti o te reo Māori, ka whai wāhi atu ki tētahi tino hōtaka pai, hei hāpai i ā rātou akoranga ki tētahi horopaki rumaki reo.

E wātea ana te pai o ngā whai wāhitanga akoranga reo ki ngā ākonga, ngā kaimahi, me te whānau. Ka whakaratohia ngā akomanga hei hāpai i ngā akoranga o te whānau. Hei whakapai anō i te whāinga kia kairangi te reo Māori ki te kura, e mōhio ana te whānau ko te rautaki ki te āta tāutu i ngā wāhanga hei whakawhanake ake i te reo Māori, tētahi kaupapa matua. Ko te tikanga, mā tēnei rautaki, ka piki ake te tika o te reo ā-waha, te reo tuhituhi hoki o ngā kaiako, te whānau, me ngā ākonga.

He pakari te whakamahinga a ngā ākonga i te reo Māori hei reo whakawhitiwhiti kōrero.

Kua rumakina ngā ākonga ki te reo me ngā tikanga Māori.

He māhorahora, he māoriori hoki te whakamahinga a ngā ākonga i te reo Māori.

E hāpai tōtikatia ana ngā ākonga e te whānau me ngā kaimahi, hei whakawhanake i ō rātou pūkenga reo ki te reo Māori.

Ngā Iwi

Ka āta whakanuia e ngā ākonga, te whai wāhitanga nui o te whānau me ngā kaimahi ki te whānau o tō rātou kura. E mārama ana ngā ākonga, he tino tūmanako ā ngā mātua me ngā kaitiaki mō ā rātou akoranga. Ka whakanuia e ngā ākonga ngā whai wāhitanga o te whānau ki te whakariterite me te hāpai i ngā tūmomo taumahi, ngā tūmomo huihuinga hoki o te kura. Ka whakatairanga ngā wheako nei i te whanaungatanga me ngā taunekeneke ki waenga i te whānau, ngā kaimahi, ngā ākonga, me te hāpori whānui o te kura. Waihoki, i ia te wā, ka whakakoia, ka whakapakari hoki te whānau, te poari, me ngā kaimahi i ngā hononga ā- iwi o ia ākonga, me tō rātou tūnga ki te whānau o te kura, me te hāpori. Ka wheako ngā ākonga i ngā whai huatanga, nā te kaha o te tautoko, te ngākau nuitanga hoki o te whānau, ki ā rātou akoranga.

Ko te ārahitanga o te kura, he mahinga ngātahi, e whakakotahi ana, e whakamana ana. Ka whai wāhi nui te tumuaki ki te whakapakari i te āheinga o te whānau ki te āta whakahaere, te āta kāwana hoki i te kura. Kei te whānau me te poari te whānuitanga o ngā tūmomo pūkenga, mātanga hoki, ka whakatōpū ki te whakawhanaketanga me te aronga o te kura.

E whai hua ana te whānau o te kura ki te whakatauiria i te whānuitanga o ngā tūrangā, ngā kawenga mahi hoki ka whakatutukihia e rātou, hei āta whakarite i te whakahaeretanga pai o te kura. Kua āta tāutuhia te kāwanatanga o te kura, te whakahaeretanga, me ngā kawenga

mahi a te whānau. Kei te tino kipakipa te whānau, ā, he mātātoa tā rātou whai wāhi atu ki ngā taumahi me ngā kaupapa mahi a te kura. Kua whakarōpūtia rātou ki ngā ohu, ā, he atawhai, he whakaute hoki tā rātou mahi ngātahi, ā, ka whai pūtake hoki rātou. Ka whai hua ki ngā ākonga, nā te āheinga o te whānau ki te tautoko me te kōkiri whakamua i ngā whāinga e pou herea ana e ngā mātāpono o Te Aho Matua me ngā wawata o te whānau.

Ka whakanuia, ka whakamanatia hoki e ngā ākonga te whakahirahiratanga o ngā tūranga o te whānau me ngā kaimahi, me ā rātou kawenga mahi.

He tau ngā ākonga i runga i tō rātou mōhiotanga ki ō tātai whakapapa, me ngā wawata, ngā tūmanako hoki o tō rātou whānau, tō rātou hapū, tō rātou iwi hoki.

Te Ao

He nui ngā whai wāhitanga a ngā ākonga ki te tūhura me te whakatewhatewha i te ao Māori, te ao whānui, ā, i tō rātou ake ao anō hoki. Nā ēnei whai wāhitanga akoranga, e āhei ana ngā ākonga ki te taunekeneke ki ngā tūmomo tāngata, mō ngā tūmomo pūtake, ki te whānuitanga o ngā horopaki me ngā taiao. Nui ake i tēnā, he kipakipa ngā ākonga ki te aro atu ki te whānuitanga o ngā taumahi ki tua atu i te akomanga me ngā taiao o te kura. Ko ā rātou akoranga, ō rātou whakawhanaketanga hoki ki te ao whānui me te pāpori whānui, tētahi kaupapa nui ki te kura.

Ka tautoko, ka whakanui hoki te whānau i ngā taiao akoranga o ngā ākonga. Ka hāngai ēnei ki te ao Māori, ki te hāpori me te hāpori whānui, ki ngā huihuinga o te hapū me te iwi, me ngā whāinga mātauranga, whāinga aotūroa hoki. Ka whai wāhi ngā ākonga ki ngā hui Māori o te hāpori, ngā taumahi ki ētahi atu kura, me ngā kaupapa o te hāpori. Kua tiaki te kura i te tokomaha o ngā manuhiri rongonui, ā, kua whai wāhi hoki rātou ki ngā akoranga o ngā ākonga ki te ao whānui. Kua whakaritea tētahi hōtaka kaiakopono, ā, e tautokona ana, e arahina ana ngā ākonga o te kura, e ētahi ākonga o mua e haere ana ki te Whare Wānanga o Tāmaki-makau-rau. Ka āta wheako, ka āta kite hoki ngā ākonga i ngā huarahi mātauranga o te whare wānanga. He mātātoa te tautoko o ngā mema o te whānau i ngā kōkiritanga nei.

Ka whai wāhi ngā ākonga ki te tūhura i te ao Māori me te ao whānui.

E mōhio ana ngā ākonga ki tō rātou tūnga ki te ao Māori me te ao whānui.

Ka whakawhiti kōrero ngā ākonga mō ngā tirohanga tuku iho, ngā tirohanga hou hoki o te Māori, ki te ao.

Ka whakaatu ngā ākonga i ngā hononga ki waenga i ēnei tirohanga, me ngā tikanga, ngā uaratanga, me ngā whakapono.

He pārekareka, he mātātoa hoki te whai wāhi atu o ngā ākonga ki te whānuitanga o ngā tūmomo wheako akoranga, wero anō hoki.

5 Te Kaupapa Arotake ā-motu

Te whakapuaki i Te Marautanga o Aotearoa me Ngā Whanaketanga Rumaki Māori hei te tau 2011

Mai i te Hui-tanguru o 2011, me whakapuaki ngā kura rumaki reo katoa, me ngā akomanga rumaki, i Te Marautanga o Aotearoa, me te whakamahi i Ngā Whanaketanga Rumaki Māori. Kei te āta kōkiri Te Kura Kaupapa Māori o Ngā Maungarongo i tāna whakaritenga ki te whakahaere pai i te marautanga me ngā whanaketanga.

I tēnei wā, kei te whakahāngai te tumuaki me ngā kaiako i ngā whanaketanga me te marautanga o te kura, ki te kaupapa o Te Aho Matua. Ka whai pānga hoki tēnei ki te whakahāngai i ngā pūnaha whakahaere ākongā, mō te whakamāhere me te aromatawai. Tāpiri atu ki tēnei, nā te aronga o te kura katoa ki te marautanga me ngā mātāpono o Te Aho Matua, kua nui ake te aronga atu o ngā mātua me te whānau ki ngā akoranga o ā rātou tamariki.

Ko te whakahāngai, me te ū tonu hoki ki te whakawhanake ngaio i roto i te marautanga, ngā whanaketanga, me ngā taputapu aromatawai, tētahi aronga matua o te kura. E whiwhi ana ngā kaiako i te tino tautoko, ngā tino tohutohu pai hoki, mai i tētahi Kaiako Mātauranga Māori e mahi ngātahi ana hoki ki te kura, hei tautoko i ngā akoranga o ngā ākongā i roto i Ngā Toi.

Ko tētahi atu wero mō te kura, ko te whakatinana i ngā whakamāhere hōtaka e whai hua ana, me te whakapuaki i ngā wāhanga akoranga katoa, puta noa i ngā reanga tau, kia mārama ai ngā hononga ki ngā whanaketanga. E arotahi ana te kura ki te whakapā atu ki ngā whai wāhitanga akoranga o te taumata teitei mō ngā ākongā, mai i te marautanga, ngā whanaketanga, me Te Aho Matua.

6 Ngā Taunakitanga

E taunaki ana te Tari Arotake Mātauranga, kia tahuri te whānau me te poari whakahaere ki te:

- whakawhanake i tētahi rautaki e arotahi ana ki te aroturuki, te aromātai, me te arotake i te kounga o te reo Māori, puta noa i te kura
- whakarite me te whakawhanake i tētahi aronga rautaki ki te whakatū i tētahi rōpū o ngā tau 9, tau 10 hoki, ā, kia wāhi wāhi hoki ētahi tino hōtaka akoranga e hāngai pū ana ki ēnei ākonga.

7 Whakaritenga Whaimuri

E whakapono ana te Tari Arotake Mātauranga e āhei ana te poari ki te whakahaere i te kura, i runga i te whai whakaarotanga nui ki ngā ākonga me te Karauna, ā, e āhei ana hoki rātou ki te whakatinana i ngā whakapainga i tāutuhia ai ki tēnei pūrongo.

Kia toru ngā tau, ka arotakehia anō e te Tari Arotake Mātauranga te kura.

Makere Smith

Kaiwhakahaere ā-Motu mō ngā Ratonga Arotake Māori (Te Uepū ā-Motu)

26 Here-turi-kōkā 2011

1 Background

Introduction

A Te Aho Matua review evaluates the quality of education received by students and the performance of the Board of Trustees in providing education services.

Reported evaluation of improvements in student learning will be most useful to a board where the board is able to provide reliable achievement information.

This Te Aho Matua review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

About the Kura

Location	Mt Albert, Auckland
Ministry of Education profile number	4207
Kura type	Full primary (year 1-8)
Decile rating <u>[1]</u>	3
Teaching staff: Number of teachers	7
Roll number	75
Ethnic composition	Māori 75
Gender composition	Boys 37 Girls 38
Special features	Te Aho Matua Kura Kaupapa Māori
Review team on site	April 2011
Date of this report	August 2011
Previous ERO reports	Education Review 2007 Supplementary Review 2002

Accountability Review 2000

[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

2 Te Aho Matua Summary

Te Kura Kaupapa Māori o Ngā Maungarongo is located in Mt Albert, Auckland. Students, whānau and kaimahi affiliate to different iwi while adhering to the tikanga and kawa of local iwi. The kura provides Māori immersion education for students from year one to eight. Students are confident, friendly and respectful of each other, kaimahi and whānau members.

Despite major construction work in the kura, students engage in a variety of interesting kaupapa-based learning experiences and activities. Te reo Māori is spontaneous and a natural part of kura life. The vision and aspirations of whānau focus on each student reaching their full potential in a challenging and exciting kura kaupapa Māori environment.

The kura adheres to and operates according to the principles of Te Aho Matua. The whānau continues to ensure that these principles are embedded in all kura procedures and practices with a particular focus on the kura curriculum.

Students learn in a safe and nurturing environment.

Students are actively engaged in learning and are eager to learn.

Students have many opportunities to explore and investigate te ao Māori, te ao whānui and their own world.

Students confidently use te reo Māori as the language of communication in the kura.

Students are secure in their knowledge of ancestral links and the hopes and aspirations of their whānau.

Future Action

ERO is confident that the whānau and board of trustees can manage the kura in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the kura again in three years.

3 Introduction

Te Aho Matua Outcome Statement

The whānau and kaimahi work well together to provide a harmonious and settled student-centred learning environment. They make every effort to ensure that the concepts of manaaki, wairua, and aroha and tuakana teina are reflected in kura practices and within the learning environment. The vision and aspirations of whānau focus on each student reaching their full potential. The kura operates in accordance with the principles of Te Aho Matua. Whānau practices are grounded in te reo Māori, tikanga Māori, traditional values, beliefs and concepts. Students know their responsibilities as learners and as whānau members of Te Kura Kaupapa Māori o Ngā Maungarongo.

Whānau Te Aho Matua Vision

E whakapumau ana mātou te whānau o te kura nei ki ngā mātāpono o Te Aho Matua.

Whānau have high expectations for their children's learning and achievement. They adhere closely to the principles and kaupapa of the Te Aho Matua. Students' individual learning needs and interests are recognised while whānau involvement is an integral part of the educational development of students. Whānau are committed to providing a total immersion environment that promotes meaningful and well-planned learning opportunities for all students.

Evaluation Kaupapa

The evaluation kaupapa for this review focuses on how well the principles and kaupapa of Te Aho Matua promote and foster student learning. Te Aho Matua is an important part of students' learning, as teachers and whānau strive to embed and apply the principles across all areas of the curriculum and kura operations. This evaluation uses the principles of Te Aho Matua to reflect on and review the impact of kura policies, practices and the curriculum on student learning, progress and achievement.

4 Evaluation Kaupapa Findings

Ngā Tino Uaratanga

Students are alert to every area of knowledge that they choose to pursue in their lives.

Strategic Planning and Self-Review

Strategic planning is well articulated and understood. Whānau take collective responsibility for the development, implementation and monitoring of strategic planning and self review. As a result of consultation with whānau a comprehensive strategic vision has been developed. This includes a strong focus on achieving excellence in te reo Māori, developing information technology in the kura and promoting healthy practices in everyday life. Continuing to raise student achievement and success is the major focus of whānau strategic targets.

Self review is effectively used to support whānau decision making to guide the future direction and development of the kura. Whānau contribute to the governance and management of the kura by being involved in different subcommittees. These include resource development and the kura library, strategic planning, whānau development, policy development, property management, finance and fundraising. Each committee has specific roles and responsibilities and identified goals and activities against which they report on progress towards meeting key goals.

Te Ira Tangata

Te reo Māori, traditional values, beliefs and practices underpin every aspect of students' holistic development. Whānau and staff model and affirm these expectations in meaningful ways. Students know how important it is for them to develop a strong sense of values in their learning and their interactions. Students are respectful, courteous and considerate of others.

Students enjoy taking part in a variety of daily physical activities. These include dance and movement and a range of motor skills tasks. The kura actively promotes healthy nutrition and practices with the support of whānau and local health services. Whānau regularly raise funds to enable students to experience interesting and challenging outdoor pursuits, excursions and field studies.

Students value karakia, hīmene, waiata and mihimihi as a natural part of their learning and development. They know that whanaungatanga and tuakana teina relationships are central to all that they do at the kura and at home. Students learn in a safe, nurturing and inclusive environment. They display a strong sense of appreciation and responsibility for their learning and development.

Students learn in a safe, nurturing and inclusive environment.

Students' holistic development is a priority for the whānau.

Students are physically, spiritually and emotionally confident.

Āhuatanga Ako

Whānau regularly support and participate in students' learning activities. The use of specialist skills and expertise of individual whānau members enhances learning opportunities and the learning programme for students. A wide range of people, including kaumātua contribute to the learning programme.

Kaiako use effective teaching strategies to support student learning and development. They ensure that students have opportunities to reinforce and develop previous learning when introducing new ideas that are of interest to students. They set clear learning goals and have high expectations for student learning and achievement. Daily routines during major construction work at the kura ensure that students are able to focus on their learning with minimal disruption and distraction.

Effective teaching and learning strategies motivate, engage and challenge students. Lessons are well prepared and organised to maximise student learning. Classroom practices reflect the expectations of kaiako to promote the kaupapa of Te Aho Matua. Students are developing as responsible learners who are able to take risks in order to extend their learning.

Kaiako support each other in a professional and collegial manner. They share their knowledge and expertise with each other and take part in a range of professional development activities. Kaiako are reflective and focused on improving practice to meet the learning needs and interests of students.

Planning, assessment and evaluation procedures are comprehensive and detailed. An assessment schedule is in place, student data management systems are effective and kura-wide planning systems guide teacher practice. Regular reporting of student achievement to whānau is well established. Whānau receive information based on a range of sound assessment data and evidence. Achievement data in literacy and numeracy shows that students are achieving at or above national benchmarks. Kaiako effectively track student progress and achievement over time.

The whānau plans to develop and establish a wharekura programme for year 9 to 10 students. Further work to articulate, plan for and progress this development is required.

Students are actively engaged in learning.

Students are eager to learn.

Students are focussed and on task during class.

Students encourage each other and cooperate with others.

Students appreciate whānau involvement in the learning programme.

Students experience success with learning.

Students confidently take risks in learning.

Te Reo Māori

Students, kaimahi and whānau uphold the mana and the mauri of te reo Māori in the kura and in the wider community. Kaumātua are integral to the programme where excellence in te reo Māori is promoted. Whānau are clear about their aspirations for student learning and development in te reo Māori me ōna tikanga. Kaimahi are competent speakers of te reo Māori and consistently model and maintain high expectations for teaching and learning in te reo Māori. Classroom observations highlight student proficiency and fluency in te reo Māori across the kura. Students use te reo Māori in natural and spontaneous ways in formal and informal situations. Students with limited te reo Māori receive an appropriate programme to support their learning in an immersion setting.

Appropriate language learning opportunities are available for students, kaimahi and whānau. Classes are provided to support whānau learning. To further improve the goal for excellence in te reo Māori in the kura, whānau acknowledge that a strategy to clearly identify areas of development in te reo Māori is a priority. This should increase the accuracy of the oral and written language of kaiako, whānau and students.

Students confidently use te reo Māori as the language of communication.

Students are immersed in te reo me ngā tikanga Māori.

Students use te reo Māori in spontaneous and natural ways.

Students are well supported by whānau and kaimahi to develop their language skills in te reo Māori.

Ngā Iwi

Students readily acknowledge whānau and kaimahi as a special part of their kura whānau.

Students understand that parents and caregivers have clear expectations for their learning. Students value the contribution of whānau in organising and supporting various kura activities and events. These experiences enhance relationships and interactions among whānau, kaimahi, students and the wider community of the kura. Furthermore, the whānau, board and kaimahi regularly affirm and strengthen individual students' tribal connections and their place within the kura, whānau and community. Students experience positive outcomes as a result of strong whānau support and commitment to their learning.

Kura leadership is collaborative, cohesive and empowering. The principal is instrumental in building whānau capacity and capability to effectively manage and govern the kura. The whānau and board bring a range of complementary skills and expertise to kura development and direction.

Kura whānau effectively model the range of roles and responsibilities that they undertake to ensure that the kura operates successfully. Kura governance, management and whānau responsibilities are clearly defined. Whānau are highly motivated and actively contribute to kura activities and projects. They are organised into working groups and their working relationships are warm, respectful and constructive. Students benefit from the ability of whānau to support and progress the goals that are underpinned by the principles of Te Aho Matua and whānau aspirations.

Students acknowledge and value the importance of whānau and kaimahi roles and responsibilities.

Students are secure in their knowledge of ancestral links and the hopes and aspirations of their whānau, hapū and iwi.

Te Ao

Students have many opportunities to explore and investigate te ao Māori, te ao whānui and their own world. These learning opportunities enable students to interact with different people for different purposes in a variety of contexts and environments. More importantly, students are motivated to engage in a wide range of activities beyond the classroom and kura environment. Their learning and development in the wider world and society is a priority for the kura.

Whānau support and promote students' learning environments. These include te ao Māori, the local and wider community, hapū and iwi events and academic and outdoor pursuits. Students participate in local hui Māori, inter-kura activities and community functions. The kura has hosted a number of distinguished guests who have contributed to students learning about the wider world. A mentoring programme, where former students who are at the University of Auckland support and guide students of the kura is in place. Students receive first hand

experiences and exposure to tertiary educational pathways. Whānau members actively support these initiatives.

Students have opportunities to explore te ao Māori and te ao whānui.

Students know about their place in te ao Māori and te ao whānui.

Students discuss traditional and contemporary Māori world views.

Students demonstrate the links between these views, tikanga, values and beliefs.

Students enjoy and actively participate in a range of different learning experiences and challenges.

5 National Evaluation Topic

Giving Effect to Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori in 2011

From February 2011 all Māori-medium kura and immersion settings are required to give effect to Te Marautanga o Aotearoa and work with Ngā Whanaketanga Rumaki Māori. Te Kura Kaupapa Māori o Ngā Maungarongo is well underway in its preparation to effectively manage the marautanga and the whanaketanga.

The principal and kaiako are in the process of aligning the whanaketanga and the kura marautanga to the kaupapa of Te Aho Matua. This includes the alignment of student management systems for planning and assessment. In addition, the kura-wide focus on the marautanga and the mātāpono of Te Aho Matua has generated good interest from parents and whānau in their children's learning.

Targeted and ongoing professional development for the marautanga, the whanaketanga and assessment tools is a priority for the kura. Kaiako receive in-depth support and advice from the Resource Teacher of Māori who is also working closely with the kura to support student learning in Ngā Toi.

A further challenge for the kura is to implement effective programme planning and delivery in all learning areas across the year levels that make clear links to the whanaketanga. The kura is focused on accessing high level learning opportunities for students from the marautanga, the whanaketanga and Te Aho Matua.

6 Recommendations

ERO recommends the whānau and board:

- develop a strategy that focuses on monitoring, evaluating and reviewing the quality of te reo Māori throughout the kura
- establish and develop a strategic approach to creating a year 9 and 10 syndicate including specific learning programmes of learning these students.

7 Future Action

ERO is confident that the board of trustees can manage the kura in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the kura again in three years.

Makere Smith

National Manager Review Services Māori (Te Uepū ā-Motu)

26 August 2011