



Kua Whakamanahia – Ngā Whakaaturanga o te Aromātai Ngā Kitenga Arotake

Te Kura Kaupapa Māori o Tōku Māpihi Maurea

PN 1589

Kei Kirikiriroa

1 He Kupu Arataki

Kua mahi ngātahi Te Tari Arotake Mātauranga, ngā whānau, ngā kaiārahi, ngā kaimahi me ngā hapori ki te whakawhanake i ngā tirohanga aromātai e whai wāhi nui ai ki te hāpai i te kawenga takohanga me te whakapaitanga, ki te tautuhi i te ahu whakamua, ā, ki te whakapakari ake hoki i te āheinga ki te aromātai. E hāngai ana tēnei pūrongo ki ā rātou pūnaha, ki ā rātou whakaritenga, me ā rātou mahi whakahaere. Ka whakarato ngā pūrongo a Te Tari Arotake Mātauranga i ngā mōhiohio mātuatua mā ngā whānau, ngā hapū me ngā iwi.

2 Te Horopaki

*Tōku reo,
Tōku ohooho,
Tōku reo,
Tōku māpihi maurea,
Tōku reo,
Tōku whakakai marihi.*

E tū ana Te Kura Kaupapa Māori o Tōku Māpihi Maurea ki Kirikiriroa, ā, e whakarato ana i te mātauranga kaupapa Māori ki ngā ākonga o ngā tau 1 ki te 8. I te tau 1993 ngā kōhanga reo o Ngā Kuaka, o Tōku Māpihi Maurea, o Te Amokura hoki i hiahia ai ki te whakatū i tētahi kura mō ā rātou manu pīrere. Nā konā i kipakipa ai te whakatūnga o te kura. Ka ahu mai ngā whānau o te kura i ngā iwi maha. Ka whai wāhi mātātoa atu te kura ki te Kāhui Ako o Tainui.

3 Te Aronga o te Aromātai

He pēhea rawa te whai māramatanga, te whakawhitiwhiti kōrero hoki a ngā ākonga mā te reo Māori?

He pakari, he mātau hoki te whakaputanga ake a ngā ākonga i te reo Māori ki te whānuitanga o ngā tūmomo horopaki, ā, kei te hōhonu haere te matatini o te reo.

4 Ngā Whakaaturanga

E āta tautokona ana ngā whakatutukitanga me te eke angitu o ngā ākonga ki te ahurea ngaio i whakawhārikihia ai, puta noa i te kura. He tautōhito ngā kaiako, ā, e whakapuaki ana i tētahi marautanga e aro nui ana ki te ākonga, mā te reo Māori. Ko ngā mōhiohio ki te kiko o te marau, ko te whakatutukitanga i ngā tūāhuatanga, he whānui.

Ko te āta whakamahere e whakatau ana i te piki haere o te matatau ki ngā hanganga reo, ā, i te matatini haere hoki o ngā hanganga reo.

Ko te ngaio o ngā mahi tātari matawhānui e hāpai ana i ngā kaiako ki te whakahāngai ake i ngā whakaakoranga me ngā akoranga ki ngā pūmanawa ake, ki ngā ngākau nuitanga ake, ā, ki ngā matea ake hoki o ia ākonga.

Ka whakatairanga te hangarau matihiko me te auaha matihiko i ngā whakaakoranga me ngā akoranga, ā, ka whakaongaonga ake i te pūmanawa o ngā ākonga, i tā rātou whai wāhi nui atu hoki. He maha ngā whai wāhitanga mō ngā ākonga ki te tūhura i te ako, ā, ki te rongohoki i te ngākau nuitanga ki te ako.

E manaakitia ana ngā ākonga ki tētahi taiao e poi poi ana i a rātou. Ka āta aro atu ki te whakatau i te waiora torowhānui o ngā ākonga. Ka āta kitea ngā uara me ngā mātāpono o te kura, ā, koia rā hoki te tūāpapa o te taiao ako nei e manaaki ana, e hāpai ana i te ākonga. He atawhai, he whakaute hoki ngā hononga ki waenga i ngā ākonga, i ngā kaimahi, me te whānau. Kei te harikoa te āhua o ngā ākonga, ā, ka hūmārika, ka atawhai hoki rātou.

Kei te mārāma te ākonga i tōna ake huarahi ako, ā, ka whai wāhi atu ki te āhua tonu o te whakatakotoranga. E tohu ana ngā hōtuku ā-kura i te ekenga o te nuinga o ngā ākonga ki ngā taumata e tika ana – ki tua atu rānei – i roto i ngā wāhanga matua katoa o te marau. He hōtaka hanganga reo matatini tā ngā ākonga tēina, ā, e whakawhanake ana i te tūāpapa whakaioio mō te eke angitu i roto i te reo matatini. Ka whakawhitiwhiti kōrero, ka tautohetohe, ka hīraurau hopanga ngā ākonga tuākana mā te reo Māori. Kua āta whakaritea ngā rautaki e pā ana ki ngā whakawhitinga hūrokuroku puta noa i te kura, ki tua atu hoki, ā, e āta hāpai ana i te haere tonutanga o te huarahi ako. E puāwai ana ngā ākonga i roto i te reo Māori.

Te Ārahitanga me te Arotake Whaiaro

Ko te pakari me te whai huatanga o te ārahitanga e rangona ana, puta noa i te kura. He pakari ngā pūnaha me ngā whakaritenga i whakatakotohia ai mō te whakawhanake tonutanga me te whakatinana tonutanga o te marau, tae atu hoki ki ngā whakaakoranga me ngā akoranga i ngā akomanga. Ka aro nui ki te whakawhanake i ngā āheinga ki te ārahi. Ko ngā mōhiotanga tautōhito mō te hopu reo me te whanaketanga reo, e whai wāhi nui ana ki te whakatinanatanga o ngā whakaakoranga me ngā akoranga o te reo Māori. Ko ngā rauemi me te taiao ako tonu, ka hāngai pū ki ngā matea me te pitomata o ngā ākonga. Ka tū te rōpū whakahaere hei tino pou ārahi mō te reo Māori me te whai i te hiranga. E kōkiri ana ngā tūmanako nui i te eke angitu o ngā ākonga ki tēnei wāhi ako. E noho kipakipa ana ngā kaiako, ā, ka whai wāhi tākare atu ngā ākonga ki te reo Māori mā ngā horopaki ōkawa me ngā horopaki ōpaki. Ka hāpai ngā kaiārahi i te angitu o ngā kaiako hei mātanga whakaako kua pou herea ki ngā tikanga whakaako e aro nui ana ki te whakawhanaketanga o te reo Māori o ia ākonga ake, o ngā rōpū ākonga hoki. Ka whakamana, ka whakapūmau hoki ngā ākonga i te reo Māori hei reo e kawē ana i ā rātou whakawhitinga kōrero me ā rātou akoranga.

Ka whakatairangatia e ngā kaitiaki ki ō rātou tūranga, ko te tangongitanga o ō rātou mōhiotanga me ō rātou pūkenga, ā, he mātau tā rātou whakatutukitanga. Ka whakaratohia ngā mōhiotanga matawhānui mā rātou, kia whai mārāmatanga ai ā rātou whakataunga. Ka āta kitea ngā mātāpono o Te Aho Matua ki te katoa o ngā whakahaeretanga me ngā tuhinga. Kua whakawhanakehia e ngā kaitiaki te aranga rautaki ki te āta whakatairanga ake i ngā pūkenga reo Māori o ngā ākonga me ō rātou whānau. Ki tā te marau ā-kura e tautuhi ai, ko te reo Māori te taonga e whakakotahi ana i te whānau. Kua whakaraupapahia te whakawhanaketanga, te whakapūmautanga, me te whakatupu tonutanga o te reo Māori hei aranga matua. Ka whakatauirahia ngā tūmanako nui mā te ū ki te reo Māori i roto i ngā whakawhitinga kōrero. Ka āta whakatau te poari kia rawaka ngā rauemi e wātea ana ki te hāpai i te whakapakaritanga o te reo Māori o ngā ākonga, ngā kaiako, me ngā whānau. Ko ngā wānanga ā-whānau he whai wāhitanga ki te aromātai i te ahu whakamua o taua tūāhuatanga. He pakari, he māoriori hoki te whakawhitiwhiti whakaaro o ngā ākonga mā te reo Māori.

Ko te pakari o te aromātai o roto e ārahi ana i ngā whakataunga katoa. Ko ngā whāinga rautaki me te aroturukitanga o te ahu whakamua, e whai wāhi ana ki te panonitanga o ngā mahi kia tutuki ngā wawata o te whānau me te Kāhui Ako mō te reo Māori. Ka whakaaro huritao puta noa i te kura katoa, ā, ka aro nui ki te whakapakaritanga ake me te whakararanga o te reo Māori. Kua noho mātua rā ngā mōhiotanga ka puta putuputu mai i te aromātai matawhānui i roto i te roanga o te wā, ā, nā taua aranga kua pakari haere te āheinga o te whānau i roto i te reo Māori. Pūrongotia ai ngā whakaritenga whakaaro huritao ki ngā whakahaeretanga katoa i roto i te wā e tika ana. Ka whai pānga ki taua tūāhuatanga, ko te whai huatanga o

te whakawhanaketanga ngaio, ko te whakahaeretanga a ngā ākonga, ko tō rātou waiora hoki, ko te whai rauemi, me te tautoko hoki o ngā kaiāwhina. E kōkiri ana aua mōhiotia i ngā whakataunga, me ngā mahi ka whāia mō te whakatairanga tonutanga. He matawhānui ngā pūrongo me te tātari i ngā paetae ākonga, ā, kua āta whakatō aua whakaritenga ki ngā tūmanako ngaio. E hapahapai ana ngā ākonga, ngā kaiako, me ngā whānau i te noho māoriori nei o te reo Māori.

Ngā Whakaritenga Matua ka whai ake

Kāhore ngā taputapu aromatawai me ngā hōtuku aromatawai o tēnei wā e āta tohu ana i te kounga o te reo Māori, puta noa i te kura. He pai te tūnga o te kura ki te whakawhanake i tētahi angamahi aromatawai motuhake, ka whai pānga ake ki te kounga o te reo Māori e whakamahia ana e ngā ākonga me ngā kaiako. Kua tīmata ngā whakawhitinga kōrero mō te whai huatanga o tētahi angamahi aromatawai e āta whakahāngaitia ai puta noa i te marau, ā, e hāngai pū ana hoki ki te marau ā-kura. Ka āta whakamātauhia e rātou ā rātou whakataunga whānui ā-kaiako, me te whai pānga o ērā ki ō rātou wawata me ō rātou tūmanako mō ngā pūkenga i roto i te reo Māori. Ko te hāngai pū, ko te auaha hoki o te angamahi me ngā taputapu, ka āta tohungia ake te āhua tonu o te kounga o te reo Māori e whakamahia ana e ngā ākonga i te kura, ā, ki tua atu hoki.

5 Te Whakatau ki ngā Wāhanga Tautukunga

I te wā o te aromātai, i tirohia e Te Tari Arotake Mātauranga ngā pūnaha mō te whakahaeretanga o ngā wāhanga e whai ake nei:

- te haumaruru aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumaruru ā-tinana o ngā ākonga
- te rēhitatanga o ngā kaiako
- ngā tukanga ki te whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarereanga
- te tae ā-tinana atu a ngā ākonga ki te kura
- ngā kaupapa here o te kura, me te whakatutukitanga o ērā i ngā tikanga e pā ana ki te *Children's Act 2014*.

6 Te Taunakitanga

I whakawhanakehia e Te Tari Arotake Mātauranga, te taunakitanga e whai ake nei, arā, kia:

- whakawhanakehia e te whānau o te kura tētahi angamahi aromatawai motuhake e hāngai pū ana ki tā rātou marau ā-kura me ngā wawata o te whānau.



Darcy Te Hau
Toka ā Nuku
Te Uepū-a-Motu – Māori Services

09 Whiringa ā-rangi, 2022

7 Ngā kōrero e pā ana ki te Kura

Te tūwāhi	Kei Kirikiriroa
Te tau a te Tāhuhu o te Mātauranga	1589
Te tūmomo kura	He kura tuatahi Tau 1-8
Te tokomaha o ngā ākonga o te kura	109
Ngā hononga ā-iwi	Māori 100%
Ngā āhuetanga motuhake	Te Aho Matua
Te wā i te kura te rōpū arotake	Mahuru 2022
Te wā o tēnei pūrongo	9 Whiringa ā-rangi, 2022
Ngā pūrongo o mua a Te Tari Arotake Mātauranga E wātea ana ki www.ero.govt.nz	Arotake Mātauranga, Kohi-tātea 2015; Arotake Mātauranga, Paenga-whāwhā 2010; Arotake Mātauranga, Poutū-te-rangi 2007

1 Introduction

The Education Review Office (ERO) in collaboration with whānau, leaders, kaimahi and their communities develop evaluation insights that foster accountability and improvement, identify progress and build evaluation capability. This report reflects their systems, operations and management practices. ERO's reports provide important information for whānau, hapū and iwi.

2 Context

*Tōku reo,
Tōku ohooho,
Tōku reo,
Tōku māpihi maurea,
Tōku reo,
Tōku whakakai marihi.*

Te Kura Kaupapa Māori o Tokū Māpihi Maurea is in Hamilton and provides kaupapa Māori education for students in Years 1-8. In 1993 the kōhanga reo of Ngā Kuaka, Tōku Māpihi Maurea and Te Amokura wanted to establish a kura for their graduates ready to attend school. This was the impetus for establishing the kura. The families come from a mix of tribal affiliations. The kura is an active member of the Tainui Kāhui Ako.

3 Evaluation Focus

How effectively do students understand and communicate in te reo Māori?

Students use te reo Māori confidently and competently in a wide range of contexts with increasing complexity.

4 Findings

Student achievement and success is well supported by the professional culture established across the kura. Kaiako are proficient practitioners delivering a highly responsive curriculum in te reo Māori. Curriculum content knowledge and coverage is extensive.

Deliberate planning ensures increased proficiency and complexity in language constructs.

Detailed analysis enables kaiako to differentiate teaching and learning based on individual strengths, interests and needs.

Digital technology and innovation compliments teaching and learning, which heightens student motivation and engagement. Students have many opportunities to explore and enjoy learning.

Students are cared for in a supportive environment. There is a deliberate approach to ensuring the holistic wellbeing of students. The kura uara and Ngā Mātāpono are highly visible and are the foundation for a caring and supportive learning environment. Relationships are nurturing and respectful between students, kaimahi and whānau. Students appear happy are courteous and kind.

Students understand and contribute to their individual learning journey. School data shows most students are at or above expected levels in all core curriculum areas. The younger students have a structured literacy programme which develops a strong foundation for success in literacy. Older students discuss, debate and problem solve in te reo Māori. Seamless transition strategies into, within and out of the kura are well established and support continuity of learning. Students are thriving in te reo Māori.

Leadership and Self-Review

Strong, effective leadership permeates throughout the kura. Robust systems and practices are in place for ongoing curriculum development and implementation, through to classroom teaching and learning. Building leadership capability is prioritised. Specialist knowledge in language acquisition and development informs teaching and learning of te reo Māori. Resourcing and the physical learning environment is centered on student needs and potential. The leadership team are strong role models of te reo Māori and striving for excellence. High expectations provide the impetus for student success in this environment. Kaiako are motivated and students enthusiastically engage in te reo Māori in formal and informal contexts. Leaders support kaiako to be successful practitioners with sound underpinning pedagogy responsive to individual and collective stages of te reo Māori development of students. Students value and uphold te reo Māori as their mode of communicating and learning.

Trustees bring a range of useful knowledge and skills to their roles, which they carry out diligently. They are provided with comprehensive information that assists them to make well informed decisions. The mātāpono of Te Aho Matua are highly visible in all operations and documentation. Trustees have developed a deliberate strategic approach to enhance te reo Māori capability of students and their whānau. The marau ā kura identifies te reo Māori as the unifying component within the whānau. Developing, maintaining and growing te reo Māori capability is prioritised. High expectations are role modelled for communicating in te reo Māori. The board ensures that adequate resources are made available to support capability building in te reo Māori for students, kaiako and whānau. Whānau wānanga provide opportunity to evaluate progress in this area. Students communicate confidently and comfortably in te reo Māori.

Rigorous internal evaluation guides all decision making. Strategic goals and the monitoring of progress informs amending actions to achieve whānau and Kahui Ako aspirations for te reo Māori. There is a kura wide reflective culture with priority given to te reo Māori capability building and provision. Information from detailed and regular evaluation over time has been paramount and has resulted in increased capability of the whānau in te reo Māori. Reflective practice across all operations are reported in a timely way. This includes the effectiveness of professional development, student management and wellbeing, resourcing and kaiāwhina support. This information drives decisions and actions for improvement. Comprehensive reporting and analysis of student achievement is embedded in the professional expectations. Students, kaiako and whānau are championing the normalisation of te reo Māori.

Key Next Steps

Current assessment tools and data do not accurately reflect the quality of te reo Māori kura wide. The kura is well positioned to develop a unique assessment framework that will better reflect the quality of te reo Māori used by the students and kaiako. Discussions have begun about the benefits of a bespoke assessment framework across the curriculum and aligned to the marau ā kura. They rigorously debate their overall teacher judgements (OTJs) and how these align to their aspirations and expectations for te reo Māori proficiency. A bespoke and innovative framework and tools would become the vehicle to better reflect the quality of te reo Māori students use within and beyond the kura.

5 Board Assurance on Legal Requirements

During the evaluation, ERO checked at the following areas:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions, and exclusions
- attendance
- school policies in relation to meeting the requirements of the Children’s Act 2014

6 Recommendation

ERO developed the following recommendation:

- the kura whānau develop a bespoke assessment framework that aligns to their marau ā kura and whānau aspirations.



Darcy Te Hau
Toka-ā-Nuku – Director
Te Uepū ā-Motu – Māori Review Services

9 November 2022

7 Information about the Kura

Location	Hamilton
Ministry of Education profile number	1589
Kura type	Full Primary (Years 1-8)
Kura roll	109
Ethnic composition	Māori 100%
Special features	Te Aho Matua
Review team on site	September 2022
Date of this report	9 November 2022
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, January 2015; Education Review, April 2010; Education Review, March 2007