

Te Kura Kaupapa Māori o Tōku Māpihi Maurea

Kei Kirikiriroa

Kua Whakamanahia

Te Pūrongo Arotake Mātauranga Te Aho Matua

Te Rākeitanga

Te Pūrongo Arotake Mātauranga: Te Rākeitanga Te Kura Kaupapa Māori o Tōku Māpihi Maurea

Ko te pūtake o ngā pūrongo a te Tari Arotake Mātauranga, ko te whakamōhio i te whānau me te hāpori whānui i te kounga o te mātauranga e whakaratohia ana e ngā kura, ā, e whakawhiwhia ana e ngā tamariki. E takunetia ana ngā pūrongo a te Tari Arotake Mātauranga, kia mārama, kia hāngai pū, kia mārohirohi, kia aromātai. E whakautu ana tētehi pūrongo a te Tari Arotake Mātauranga, i te pātai aromātai e pā ana ki te Tino Uaratanga. Nā runga i te whānuitanga a taua pātai, ka pūrongo te Tari Arotake Mātauranga i te kounga o te mātauranga Te Aho Matua me ngā putanga akoranga mā ngā ākongā.

Ngā Whakaaturanga

1 Te Horopaki

*Tōku reo tōku ohooho
Tōku reo tōku whakakai mārihi
Tōku reo tōku Māpihi Maurea*

E tū ana a Tōku Māpihi Maurea Kura Kaupapa Māori ki Kirikiriroa. Ko Ngāti Wairere me Ngāti Haua ngā mana whenua. Ka whakamana, ka whakamānawa hoki ngā whānau o wāhi kē atu i ngā mana whenua. He tūhonohonotanga hoki ki ngā iwi o Tainui. E whakarato ana ngā Uaratanga o Te Aho Matua i tētehi tūāpapa whai whakaaro ki ngā hononga, ngā mahi tahi, ngā māhere me te aro mā te whānau o te kura.

‘Kia eke ai te tamaiti ki tana taumata’

He hikaka ngā tauira ki te ako. E whakamomori ana ngā tauira, te whānau, ngā kaimahi, me ngā kaitiaki ki te whai i te ikeiketanga. E whakamihia ana e te pōari me te hāpori o te takiwā te kounga o ngā aratakitanga mahi; te tapu o ngā akoranga me te whakatinanatanga o ngā putanga ako pai mā ngā ākongā. Ko ngā hiahia kē atu o ngā mātua te poutama e angitū ai ngā tauira. E tino eke ana ngā tauira.

E tino whai hua ana ngā tauira i te kaha kuhu o te whānau ki ngā akoranga. Ka whai wāhi atu te whānau, ka kuhu hoki ki te whakawhanaketanga o te hōtaka ako me te arotake whaiaro. Ka tautoko hoki rātou i te whakawhanaketanga o ngā pae tata a ia tauira. Ka kuhu te whānau hei ākongā, hei kaiarahi hoki, ā, ka mahi tahi ki ngā kaimahi ki te tautoko i ngā akoranga te reo Māori.

2 He pēwhea rawa te pai o te ū a ngā tauira i roto i ngā akoranga e angitū ai e pūmau ai hoki o rātou pitomata?

E tino kuhu ana ngā tauira ki te ako, ki te eke ki te angitū me te whakatinana i ō rātou pitomata.

E rūmakitia ana ngā tauira i roto i ngā akoranga whai whakaaro, whai take hoki. Kua māro te whakawhanaketanga o te hōtaka ako, ā, e poiipoitia ana ngā tauira, ā-kikokiko nei, ā-wairua nei, ā-ngākau nei, ā-iwi nei, ā-ako nei hoki. E whakatangata whenuatia ana te reo Māori hei reo ako, hei reo kōrerorero hoki. E māia ana, e tau ana hoki ngā tauira ki te kōrerorero i te reo Māori i roto i ngā horopaki me ngā kaupapa huhua.

E ngākaunui ana, e whakahīhī ana hoki ngā tauira ki te whāngai i ō rātou akoranga mō rātou anō, tō rātou takenga mai me ō rātou ūkaipō. He raeroa rātou mō ō ratou tuakiritanga me tō rātou māoritanga. E kori ana ngā tauira i te ahurea karamatamata e hōrapa ana i tō rātou taiao ako. E aronui ana, e ngākaunui ana ki ā rātou akoranga. Ka tino kuhu rātou ki te whai whakaaro me te tino wānanga i ā rātou akoranga i waenganui i ō rātou kaiako me ō rātou hoa. He pai ki ngā tauira te hiki mānuka, ā, e kipakipa ana ki te angitū. E whakamomori ana ngā kaimahi ki te waihanga me te whakarato ki ngā tauira ngā wheako ako e tino kuhu tonu ai, e ngākaunui tonu ai hoki ngā tauira ki te ako. Kua waipuketia te taiao o te akomanga e ngā tohu pīatata, ngangahau hoki e whakamihi ana i ngā akoranga ā ngā tauira, ā, e whakapuaki mārama ana hoki i te angitū puta noa i te hōtaka ako.

Kei te taumata tika, kei taumata kē atu rānei te angitūtanga o ngā tauira mō Ngā Whanaketanga Reo Māori, inarā, mō Te Reo me te Pāngarau. He māro te noho o te māhere-ā-tau mō te angitū o ngā tauira me ngā pae tata ako kua whakaarotia ai. E tino mātakitia ana te koke a ngā tauira me te whakamautanga o ngā pae tata ako.

E tino tautokona ana te eke me te angitū o ngā tauira i te rangatira o te whakamahi a ngā kaimahi i ngā kōrero paetae. E kahi haere ana, e tātarihia ana e ngā kaimahi ngā raraunga mō te koke a ngā tauira me te puta o te ihu. Ka noho tahi ngā kaimahi, ki muri mai o te tumuaki, ki te whakamahi i ngā raraunga hei āwhina i ngā māhere. Ka kitea, ka tere whakatau hoki ngā kōrero nei i ngā hiahia me ngā kōingo o ngā tauira. Ko te whakahaeretanga pai o ngā māhere whakatinana me te hōtaka ako te hua. He māro te noho o ngā pūnaha pūrongo mō te koke me te angitū o ngā tauira. E mārama kehokeho ana ngā tauira, ngā mātua me te pōari kaitiaki ki te koke me te angitū o ngā tauira puta noa.

He tau, he ngākau tapatahi hoki ō ngā tauira ki te ako. He aro tahi, he whai pānga, he whai take hoki ngā kaupapa whakapakari a ngā kaimahi. Ka whai wāhi atu rātou ki ngā tohu huhua me ngā rangahau ki roto, ki waho hoki. E tupu ana te mātau o ngā kaimahi i ēnei kaupapa whakangao ki te whakatairanga i te angitū o ngā tauira i te akomanga.

E whakatinana ana ngā tauira i te kaha o te hono ki tangata kē atu. He kaha te whanaungatanga, ā, e tū ana hei iringa mō te ātaahua o te korowai ako. He tiaki, he manaaki hoki kei reira mō te haumarutanga o ia tangata. He manaaki, he hūmarie, he whakaaro nui ngā tauira i te ao, i te pō.

3 Te arotake whaiaro me te ārahitanga

He kaha te rangatiratanga. E tino whakamomori ana te tumuaki, kua roa e mahi ana, ki te whakatutuki i ngā putanga angitū mā ngā tauira. He tauira o te angitū ia. E tino whakapono ana ia ki ngā mātāpono o te kura, ā, e mārama ana hoki ki tōna tūranga hei kaiarahi. Ka kaha ia ki te kimi i ngā ara hei whakamomona i ngā hua ki ngā tauira me te oranga o te whānau whānui. Ka whakatauiria, ka whakatau hoki ia i te taumata mā te katoa. Ka riwha i te tumuaki te whakakao i ngā manu kātua e tika ana ki te tautoko i ngā hiahia o āna tauira. Tāpiri ana ki ēnei ko ngā kōhanga reo o te takiwā, ko te whare wānanga me ētehi āpiha whakahuihui, mātauranga hoki.

He whai mana ngā whakahaere kāwana e whakaratohia ana e te pōari kaitiaki. E mārama ana ki a rātou te wāhi ki a rātou, ā, e aro tonu ana ki te tautoko i te angitū me te puta o ngā tauira. E whakapau kaha ana, e whakatau ana hoki rātou i ngā hiahia o ngā kaimahi, ngā tauira me ō rātou angitūtanga. He tino mātau te pōari, te whānau me ngā kaimahi ki ēnei mea. He tino pūkenga rātou, ā, e kawea mai ana te kotahitanga o te mōhio me te tohungatanga.

Ko ngā putanga ako a ngā tauira te waka e tere ai ngā tikanga arotake whaiaro me ngā tikanga hokinga whakaaro. E māro ana te whakahaeretanga o ngā pūnaha arotake whaiaro. E tino mahi tahi ana te pōari, ngā kaimahi me te whānau ki te whaiwhakaaro me te arotahi ki te whakanakotanga.

Kua māro te ahurea o te whakanako, ā, e koke ana i tā rātou arotahi ki te whakamomori mā ngā tauira.

Te Whakataua a te Whānau ki ngā Wāhanga Tautukunga

I mua atu i te whakahaerenga o te arotake i whakatutukitia e te poari whakahaere me te tumuaki he Tauāki Kupu Tūturu a te Whānau mā te Tari Arotake Mātauranga, me tētahi Rārangi Arowhai Tātari Whaiaro. I roto i ēnei tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātau herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumaruru me te orange tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa me ngā taonga.

I te wā o te arotake, i whakamātauhia e te Tari Arotake Mātauranga ngā āhuatanga i raro iho nei, i te mea he nui te pānga o ēnei ki ngā paetae o ngā ākonga:

- te haumaruru aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaaito)
- te haumaruru ā-tinana o ngā ākonga
- te rēhitatanga o ngā kaiako
- te whakaunu, te aukati, te pana me te whakarerenga
- te tae ā-tinana atu a ngā ākonga ki te kura.

4 He Kupu Whakakapi

E tino kuhu ana ngā tauira ki te ako, ki te eke ki te angitū me te whakatinana i ō rātou pitomata. E whakarato ana ngā Uaratanga o Te Aho Matua i tētahi tūāpapa whai whakaaro ki ngā hononga, ngā mahi tahi, ngā māhere puta noa i te kura. He karamatamata te kounga o ngā āhuatanga kāwana me ngā aratakinga, ā, e arotahi ana ki te whakapūmautanga o ngā tauira kia angitū, kia puta hoki ngā ihu.

Hei ā hea te Tari Arotake Mātauranga arotake anō a ii te kura?

Tērā ka whakahaeretia e te Tari Arotake Mātauranga te arotake whai muri, i roto i te whā ki te rima o ngā tau.



Lynda Pura-Watson

Kaiurungi Whakatūruki Arotake Maori

27 Kohi-tātea 2015

Te Aho Matua Education Review Report: Te Rākeitanga Te Kura Kaupapa Māori o Tōku Māpihi Maurea

The purpose of ERO's reviews is to give whānau and the wider community information about the quality of education that kura provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO report answers an evaluative question informed by self review and with kura whānau. Under the overarching question ERO reports on the quality of education and learning outcomes for children.

Findings

1 Context

Tōku reo tōku ohooho
Tōku reo whakakai mārihi
Tōku reo tōku Māpihi Maurea

Tōku Māpihi Maurea Te Kura Kaupapa Māori is located in Hamilton. Ngāti Haua and Ngāti Wairere are the mana whenua. Whānau members from other areas acknowledge and value mana whenua. Relationships also extend to Tainui iwi. The principles of Te Aho Matua provide a strong philosophical base for all relationships, interactions, planning and direction for the kura whānau.

'Kia eke ai te tamaiti ki tana taumata'

Students are highly motivated learners. Students, whānau, staff, and trustees strive for education excellence. A culmination of high quality professional leadership; effective teaching and the achievement of positive education outcomes for learners are acknowledged by the board and the local community. High expectations provide the impetus for students to succeed. Students are high achievers.

Students benefit from the active involvement of their whānau in their learning. Whānau participate in and contribute to curriculum development and self review. They also support the individual learning pathways that are developed for students. Whānau participate as learners and facilitators and they work with staff to support the learning of te reo Māori.

2 How effectively are students engaged in learning to succeed and develop their potential?

Students are highly engaged in learning, achieving success and developing their potential.

Students are immersed in interesting and relevant learning. The curriculum is well developed and fosters students' physical, spiritual, emotional, cultural and academic development. Te reo Māori is normalised as the language of learning and communication. Students confidently and competently communicate in te reo Māori in a range of contexts and purposes.

Students are enthusiastic and proud of sharing what they know about who they are, where they come from and to whom they belong. They have a strong sense of their identity and culture.

Students are stimulated by the culture of success that is prevalent in their learning environments. They are focused and enthusiastic about their learning. They actively participate in reflective and critical discussions about their learning with teachers and peers. Students enjoy being challenged and are motivated to succeed. Staff members work hard to design and provide students with

learning experiences that maintain high levels of engagement and enthusiasm for learning. Classroom environments are saturated with bright and vibrant displays that celebrate students learning and highlight successes across the curriculum.

Student achievement levels are at or above the required levels of Ngā Whanaketanga Reo Māori, particularly for Te Reo and Pangarau. There is a strong annual student achievement plan in place with specific student achievement targets identified. Student progress and achievement of these targets are closely monitored.

Student achievement and success is well supported by the professional way staff use achievement information. Student progress and achievement data is regularly gathered and analysed by staff. Led by the principal, staff collaboratively uses the data to inform planning. These discussions identify and respond promptly to the needs and interests of students. Action plans and student learning programmes are managed well as a result. There are well established progress and achievement reporting systems in place. Students, parents and the board of trustees are well informed about progress and overall student success.

Students are settled and focused on learning. Staff professional learning and development is focussed, relevant and purposeful. They participate in a wide range of courses and research both internal and external. These investments into increasing the professional capability of staff contribute to students' success in the classroom.

Students demonstrate effective relationships with others. Whanaungatanga is strong and underpins the positive learning culture that exists. There is genuine care and respect for the wellbeing of each other. Students are consistently caring, courteous and considerate.

3 Self Review and leadership

Professional leadership is strong. The long serving principal is highly committed to achieving successful outcomes for students. She is a model of excellence. She has a strong belief in the philosophy of the kura and understands her role as the leader. She constantly seeks ways to make improvements that benefit students and overall whānau wellbeing. She models and set high standards for all. The principal successfully draws on all networks necessary to support the needs of her students. These include local kōhanga reo, kura, the university and other social and education agencies.

The board of trustees provide effective governance. They understand their role and remain focussed on supporting students to succeed and achieve. They are proactive and responsive to the needs of staff and students and their successes. The board, whānau and staff are well informed about. They are highly skilled and bring a combined wealth of knowledge and expertise.

Student outcomes provide the impetus for self review and critical reflection of practice. Self review systems are well developed and managed. The board, staff and whānau are highly collaborative, reflective and focussed on improvement. The culture of improvement is well established and driven by their collective commitment to students.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration

- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- 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.

4 Conclusion

Students are highly engaged in learning, achieving success and developing their potential. The principles of Te Aho Matua provide a strong philosophical base for all relationships, interactions and planning throughout the kura. The quality of governance and leadership is high and focussed on ensuring all students succeed and achieve.

When is ERO likely to review the kura again?

ERO is likely to carry out the next review in four-to-five years.



Lynda Pura-Watson
Deputy Chief Review Officer
Māori (Te Uepū-ā-Motu)

27 January 2015

About the Kura

Location	Hillcrest, Hamilton	
Ministry of Education profile number	1589	
Type	Full primary Years 1-8	
Roll	100	
Gender composition	Girls 49 Boys 51	
Ethnic composition	Māori	100
Special features	He kura kaupapa Māori Te Aho Matua	
Review team on site	November 2014	
Date of this report	27 January 2015	
Most recent ERO report	Arotake Mātauranga Arotake Mātauranga Accountability Review	Paenga-whawha, 2010 Pou tūterangi 2007 April 2003