

## TKKM o Otepoti Education Review

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### About the Kura

Location	Dunedin
Ministry of Education profile number	2351
Kura type	Full Primary
Kura roll	31
Gender composition	Girls 17 Boys 14
Ethnic composition	Māori 100%
Special features	Kura Kaupapa Māori Te Aho Matua
Review team on site	May 2015

Date of this report	29 June 2015	
Most recent ERO report(s)	Te Aho Matua	February 2014
	Supplementary Review – Te Pūpuketanga	December 2013
	Te Aho Matua Review – Te Rākeitanga	March 2012
	Te Aho Matua Supplementary Review	

## Pūrongo Arotake Mātauranga: Te Rākeitanga Te Kura Kaupapa Māori TKKM o Otepoti

Ko te pūtake o ngā pūrongo a te Tari Arotake Mātauranga, ko te whakamōhio i te whānau me te hapori whānui o te kura 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 tētahi pūrongo a te Tari Arotake Mātauranga, i te pātai aromātai e pā ana ki Te Tino Uaratanga. Nā runga i te whānuitanga o taua pātai, ka pūrongo te Tari Arotake Mātauranga i te kounga o te mātauranga Te Aho Matua me ngā putanga akoranga mō ngā ākonga. Ka pūrongo hoki te Tari Arotake Mātauranga i ngā tukanga me ngā whakaritenga e pā ana ki te arotake whaiaro, me te ārahitanga.

The purpose of ERO's reviews is to give whānau and the wider kura 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 about Te Tino Uaratanga. Under the overarching question ERO reports on the quality of Te Aho Matua education and learning outcomes for children. ERO also reports on self review processes and practices.

# 1 Te Horopaki

E tū ana Te Kura Kaupapa Māori o Ōtepoti ki te tāone o Ōtepoti. Kua tata ki te 20 tau te kura e whakahaerehia ana. He tino hononga tō te kura ki tēnā me tēnā o ngā kōhanga reo me te hapori Māori whānui o Ōtepoti. He ngāwari te whakawhiti atu a ngā tamariki o ngā kōhanga reo ki te kura.

Ko Te Korowai o Te Kura Kaupapa Māori o Ōtepoti tētahi angamahi ariā e tuitui ngātahi ana i ngā mātāpono o Te Aho Matua me ngā tūmanako o te whānau mō ngā putanga ka whai hua ki ngā ākonga. Ka whakakoia anō hoki te tauāki tirohanga i te pūmautanga ki te kounga o te mātauranga mō ngā ākonga. Kua whai pānga nui ngā ākonga ki te whakatairanga ake i te tūnga o te kura, nā ā rātou taunekeneke ki roto i te hapori whānui.

Mai i te arotake o mua, kua piki ake te tatauranga o te rārangi ingoa mā te 100%. Kei Ōtautahi, kei Waihōpai hoki ngā kura kaupapa Māori o Te Aho Matua e pā tata atu ana ki tēnei kura. Ahakoa tōna mātāwhenuatanga, tōna tū taratahi, me ngā tino wero nunui mō tētahi kura iti, he pakari, he pai hoki te tūnga o te whānau ki te whakarato i ngā whakaakoranga me ngā akoranga o te kounga pai ki ngā ākonga.

Nō nā tata tonu nei i pā mai ai ki te whānau ētahi tau tino uaua, tino whakataratara hoki, nā runga i te whakapau kaha ki te whakapakari ake i te pūmautanga. Ka kitea ki tēnei arotake ngā tino whakapaitanga nunui puta noa i ngā wāhanga matua o te whakaritenga whakaako, te whakahaeretanga, te kāwanatanga, me te ārahitanga. Ko tētahi tino āhuetanga nui, ko te ū tonu ki te aronga nui, te arotahi anō hoki ki te pūmanawa o ngā o ngā ākonga katoa ki te whai wāhi atu, te noho ngākau nui, me te eke angitu i roto i ā rātou akoranga ki te kura, ki tua atu hoki. “Kia tū mana motuhake ai, hai rakatira mō te whānau.”

## 2 Te Tino Uaratanga

He pēhea rawa te kiritau, te ngākau titikaha, te kiritoa o ngā ākonga, tae rawa atu ki ngā pūmanawa i āta whakawhanakehia ai ki te ārahi?

Ka kitea ki ngā ākonga te tino pakari o tō rātou kiritau, tō rātou ngākau titikaha, me tō rātou kiritoa, tae rawa atu ki ngā pūmanawa i āta whakawhanakehia ki te ārahi.

### Te Ira Tangata

He tino pakari te tuakiri o ngā ākonga hei Māori. He ngākau titikaha tō rātou, ā, ka whakaatuhia te pai o te kiritau. Kei te mārama ki ngā ākonga ngā huarahi e tika ana kia whakahaerehia e rātou, ā rātou ake akoranga me ō rātou ake whanonga, tae atu hoki ki te atawhai i a rātou anō. Ka tautokona rātou ki te kawē i ā rātou whakataunga me ā rātou ake mahi. Ka ākina hoki ki te tū mārō ki ngā tūmomo tauārai, me te rapu i ngā rongoā ki ngā raruraru ka pupū ake. He tākare, he harikoa, he tau hoki ngā ākonga ki roto i tā rātou akoranga.

### Te Reo

He māngai ngā ākonga mō te reo Māori. Ka kōkiri rātou i te whakapuakitanga māhorahora o te reo me ngā tikanga Māori. He tākare tā rātou tū ki te haka. Ko te taki i ngā karakia, ngā hīmene, me ngā mōteatea e whakatau ana i te rangimārie me te mauritau ki te taiao ako. Ka whakamahi ngā ākonga i te reo Māori ki ngā mahinga me ngā akoranga o ia rā.

He nui ngā tūmanako mō ngā whakamahinga tika i te reo ā-waha me te reo ā-tuhi. He tino taurira ngā kaiako me ngā mema o te whānau, ā, ka whakapūmautia e rātou te kounga o te whakaako me te ako o te reo Māori. E ai ki ngā mātua, he pūmanawa tō ā rātou tamariki mō te reo Māori, ngā tikanga Māori, me te ao Māori. Ka riro i ngā ākonga ngā pūkenga mō te āta whakawhitiwhiti kōrero mā te reo Māori. Ka whakaratohia ki a rātou te whānuitanga o ngā tūmomo whai wāhitanga ako reo ōpaki, ōkawa hoki. Ka rongo ngā ākonga i te reo Māori ki ngā wāhi mahi, tae atu hoki ki ngā tūmomo reo ā-iwi. Ka whakanui te kura i te reo o Ngāi Tahu me ōna āhuetanga reo motuhake.

He hōtaka whakawhitiwhiti ki te kura e kīia nei ko Te Iti Kahurangi, ā, ka hāpai tēnei i ngā ākonga ka whakauru ki te kura me te iti noa o te reo Māori. Ko te reo Māori te tino reo ka whakamahia hei whakawhanake i tō rātou māramatanga, me te whakaterere ake i tō rātou āheinga i te reo Māori. Ka whai whakaaro anō hoki te poari, te whānau, me ngā kaiako ki ngā matea me ngā painga mō ngā ākonga i roto i te roanga tonutanga o te wā. Ka whakarato te kura i tētahi hōtaka reo Pākehā hei whakatutuki i ngā matea me ngā whakaaro o ngā mātua ka whakawhiti atu i ā rātou tamariki ki ngā kura rumaki reo Pākehā. Ka whiwhi ngā ākonga i te pai o te tautoko hei whakapakari ake i tō rātou tūmāia me tō rātou āheinga i roto i ngā reo e rua.

## Ngā Iwi

He manawa whakahī tō ngā ākongā mō ō rātou hononga ā-whānau, ā-hapū, ā-iwi hoki. He kura mātāwaka tēnei. Ka whakanuia, ka whakamihia hoki te katoa o ngā hononga ā-iwi. Ka tautāwhi, ka hāpai hoki te whānau i ngā akoranga e arotahi ana ki te whakapakari ake i te tuakiri ā-iwi me te motuhaketanga. Ka noho whakahihiri, ka noho whakaongaonga hoki ngā ākongā ki te ako i ngā āhuetanga e pā ana ki a rātou anō me tō rātou tuakiri hei Māori, tae atu ki ō rātou hapū, ō rātou iwi hoki.

## Te Ao

E ako ana ngā ākongā i tā rātou whai wāhi atu ki te ao Māori me te ao whānui mā ngā horopaki e whai pūtake ana. He whai wāhitanga whakahihiri ā rātou, i reira tūhura haere ai, mārama haere ai hoki ki ngā tūmomo nohonga, tikanga, whakaritenga hoki, mā ngā tirohanga hou me ngā tirohanga tuku iho o te ao Māori.

He pakari te tūhura o ngā ākongā i te hapori o tō rātou kura, i te ao Māori, ā, i te ao whānui hoki. He pai te taunekeneke ngātahi a ngā ākongā ki ētahi atu horopaki ahurea. Ka ū pūmau rātou ki tō rātou tuakiri, tō rātou reo, me tō rātou ahurea mā ngā huarahi papai. Ka kitea te ngangahau me te hihiri hoki o ngā ākongā ki te ako i roto i te whānuitanga o ngā tūmomo horopaki.

Tere tonu ngā ākongā ki te whakawhiti whakaaro, te whakapuaki hoki i ā rātou akoranga e pā ana ki ō rātou iwi me ngā kōrero tuku iho. He tūmanako ngātahi ō te whānau, ngā kaimahi, me ngā mātua kia whakanui ngā ākongā i ngā tūmomo āhuetanga noho i roto i ngā horopaki tuku iho, me ngā horopaki hou. Ka tāutu te marautanga o te kura i te whānuitanga o ngā tūmomo ariā, kaupapa hoki ka whakatairanga, ka hāpai hoki i ngā akoranga a ngā ākongā i roto i te pūtaiao, te mātai matū, te hangarau, me te taiao Māori, tūturu hoki. E whakawhanake ana ngā ākongā i te tūāpapa whānui o ngā mōhiotanga, me tō rātou māramatanga anō hoki ki te ao tonu e noho nei rātou, tae rawa atu ki te ao ki tua atu o tō rātou kura, o ō rātou kāinga.

## Āhuetanga Ako

He mātātoa te whai wāhi atu a ngā ākongā ki ngā akoranga. Kei te āta mārama rātou i ō rātou ake rautaki ako, matea ako, ngākau nuitanga hoki. Ka whakahaere rātou i a rātou anō, ā, ka toro atu ki ngā whai wāhitanga ki te kōkiri i ā rātou ake akoranga. Ka whakamahi ngā kaiako me ngā ākongā i tētahi rautaki mō te whakaaro huritao, hei aromātai i tā rātou ake whakaako, tā rātou ake ako hoki. Mā te whakamahi i ētahi pou e toru, he pai te āta poipoi i te tuakiri ake, i te āhua ake hoki o ia ākongā.

E ākina ana ngā ākongā kia tū tuakiri tonu rātou. Ka āta whakamahia ngā taunekeneke a te tuakana me te teina ki te hāpai i ngā akoranga. Ka whakamahia hoki te kaitiakitanga hei akiaki i te whakamoamoā me te ihupuku o ngā ākongā. E ako ana rātou ki te noho mōhio ki te wāriu o ngā rauemi me ngā matū e whai pānga nui ana ki ā rātou akoranga. Ka aro nui ngā

ākonga ki ngā whakaritenga e whai pūtaka ana, ā, e whakatairanga ana hoki i tō rātou whakawhanaketanga, tō rātou tupu anō hoki ki tētahi taiao kaupapa Māori.

Ka whakamahi ngā kaiako i te whānuitanga o ngā tūmomo huarahi aromatawai hei whakaemi i ngā kōrerorero e whai kiko ana me ngā mōhiohio e pā ana ki ngā paetae. Kua āta tuhia ngā kitenga mā te reo Māori, ā, kei te taumata teitei te āhua o te whakaatu. Ko ngā hotuku i whakaemihia ai, i tātarihia ai hoki e mau nei i ngā tino mōhiohio, ā, he ngāwari hoki te whakamārama. E tino mōhiohia ana, e tino whakatutukihia ana hoki e ngā kaiako ngā āheinga me ngā ngākau nuitanga o ngā ākonga. Ka tū takitahi, ka tūmāia ngā ākonga, ā, he kaha hoki tā rātou kawē i a rātou anō.

**Ngā wāhanga i tāutuhia ai e te kura hei whakawhanake**

Kua tīmata te whakatinana i te aronga ako pakirehua. E hāngai ana te tauira o te kura ki ngā mātāpono me te ako mā te kaupapa Māori. He mea nui kia aroturuki, kia arotake, kia tātari hoki ngā kaiako i te whai huatanga o te aronga ki te whakatairanga i te kawenga takohanga a te ākonga, me tōna hiahia, tōna rangatiratanga anō hoki ki te ako.

Ahakoā kua whakatutukihia e te kura ngā whakapaitanga puta noa i te katoa o ngā wāhanga whakahaere, me arotahi te poari, te whānau, me ngā kaimahi i nāianeī ki te whakapūmau i te tino taumata o ngā āhuatanga mahi i tēnei wā i roto i te kāwanatanga, te whakahaeretanga, me te ārahitanga o te marau.

E whakarite ana te kura ki te whakatō i Te Marautanga o Te Aho Matua, tae atu hoki ki te anga aromatawai e kīia nei, ko Ngā Hua o te Ako.

### 3 Te Arotake Whaiaro me te Ārahitanga

He whakaritenga rangapū, he whakaritenga ngātahi hoki te arotake whaiaro. Ko te matawhānui o ngā mōhiohio ki ngā arotake whaiaro e hāpai ana i te pūrongo i ia te wā, me te whakatau haere mai i te akomanga ki te taumata whakahaere, me te taumata kāwanatanga. Ka whakaaro huritao, ka whakaaro whakamua ngā kaiārahi, ngā kaimahi, me te whānau o te kura. He nahanaha, he hakune hoki ā rātou whakawhanaketanga me ā rātou taumata. Kei te kounga kairangi ngā pānui ā-kura, ā, ka whakamōhio, ka whakatairanga, ka whakanui, ka whakamihi hoki ēnei i te maha o ngā taumahi whakahihiri o ngā ākonga, te kura, me te whānau. Ko tētahi āhuatanga o te pānui, ko te whakapuakitanga o ngā kōrero e pā ana ki ngā mātāpono me ngā uaratanga o Te Aho Matua, me ngā tūmomo rautaki ka whakatō i aua āhuatanga ki te ao tonu o ngā ākonga me ngā whānau i ia rā. Ka whakapuakihia ngā mōhiohio arotake whaiaro e whai hua ana, mā ngā tūmomo huarahi me ngā tūmomo huihuinga.

Ka whai hua te ārahitanga o te kura. Ko te poari tētahi tino rōpū wahapū, mātātoa hoki o te whānau me ngā mema o te hāpori. Kei ngā kaimahi ngā tūranga matua me ngā kawenga matua hei hāpai i ngā hōtaka akoranga me ngā taumahi o te kura whānui. Ka whakaatu te tumuaki i tōna ngākau nui ki te kounga kairangi o ngā whakaritenga. Ka ārahi ia mā te whakatauiria, ā, he tau, he whakaahuru, he mārie hoki tōna āhua. He teitei ōna taumata ngaio me ōna tūmanako ngaio. Ka whakanui ngā ākonga, ngā kaimahi, te poari me ngā mema o te whānau i tōna ngākau tapatahi, i tōna hiringa, me tōna kaha hoki ki te ārahi me te whakamana i ā rātou katoa.

Ki tō te whānau whakaaro, ko te pai o ngā putanga whakaako me ngā putanga ako a ngā ākonga, nā te ngākau nuitanga, te whakapūmautanga hoki o ngā kaimahi. He nui ngā tūmanako me ngā taumata ngaio e ārahi ana i te whakatinanatanga, te arotake, me te aromātai i te marautanga o te kura. Ka whakawero ngā hōtaka, ā, kua āta whakaritea hoki. He pārekareka ki ngā ākonga te ako, ā, ka tino ngākau nui rātou i roto i te whānuitanga o ngā tūmomo kaupapa. Ko te whai huatanga o ngā pūnaha me ngā kaimahi mātanga e whakarato ana i te tautoko tonutanga o ngā ākonga me ngā kaiako.

#### Te Whakatau a te Whānau ki ngā Wāhanga Tautukunga

I mua atu i te whakahaerenga o te arotake i whakatutukihia e te whānau 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 rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumaruru, me te oranga 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 haumarū aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumarū 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.



## 4 Te Taunakitanga

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

- whakapūmau i te taumata o te tautoko e tika ana mō te tumuaki me ngā kaimahi, hei hāpai i tā rātou whakatutuki haere i ō rātou tūranga ngaio me ā rātou kawenga mahi ngaio
- whakarite i tētahi aronga rautaki, nahanaha hoki mō te ahunga whakamua me te whakawhanaketanga o te kura ā meāke nei
- whakanui me te whakamihi i ngā whakapaitanga, ngā whakatutukitanga me te ārahitanga ngaio o te kura.

## 5 Hei ā hea te Tari Arotake Mātauranga arotake anō ai i te kura?

Tērā ka whakahaeretia e te Tari Arotake Mātauranga te arotake whai muri, i roto i ngā tau e toru, arā, ko Te Rākeitanga.

Lynda Pura-Watson  
Kaiurungi Whakaturuki Arotake Māori

29 Pipiri, 2015

## Ngā Kōrero e pā ana ki te kura

Te tūwāhi

Kei Ōtepoti

Te tau a te Tāhuhu o te 2351

Mātauranga

Te tūmomo kura

He kura tuatahi

Te tokomaha o ngā  
ākonga o te kura

31

Te ira tangata

Kōtiro 17

Tama tāne 14

Ngā hononga ā-iwi

Māori

100%

Ngā āhuetanga  
motuhake

He kura kaupapa Māori Te Aho Matua

Te wā i te kura te rōpū  
arotake

Haratua 2015

Te rā o tēnei pūrongo

29 Pipiri 2015

Ngā pūrongo o mua a

Arotake Tāpiri Te Aho Matua – Te Hui-tanguru 2014  
PūpuketangaTe Tari Arotake  
MātaurangaArotake Mātauranga Te Aho Matua  
– Te Rākeitunga

Hakihea 2013

Poutū-te-rangi 2012

Arotake Tāpiri Te Aho Matua - Te  
Pūpuketanga

# 1 Context

Te Kura Kaupapa Māori o Ōtepoti is in Dunedin. The kura has been operating for almost 20 years. The kura has strong connections to each of the local kōhanga reo and the wider Māori community of Dunedin. Kōhanga reo graduates have a smooth transition to the kura.

Te Korowai o Te Kura Kaupapa Māori o Ōtepoti is a conceptual framework that incorporates the philosophical dimensions of Te Aho Matua and whānau expectations for positive outcomes for students. The vision statement reaffirms a commitment to quality education for students. Students have been instrumental in raising the profile of the kura through their interactions with the wider community.

Since the previous review, the roll has increased by almost 100%. The closest kura kaupapa Māori Te Aho Matua are based in Christchurch and Invercargill. In spite of its geographic location and isolation, and the critical challenges for a small kura, whānau are confident and well placed to provide good quality teaching and learning for students.

In the recent past, the whānau has experienced a number of difficult and challenging years in an effort to build stability. This review finds major improvements across key areas of teaching practice, management, governance and leadership. Of particular importance has been the ongoing emphasis and focus on the potential of all students to engage, enjoy and succeed in their learning, at the kura and beyond. “Kia tū mana motuhake ai, hai rakatira mō te whānau.”

## 2 Te Tino Uaratanga

To what extent do students have self esteem, self confidence, self discipline and well developed qualities of leadership?

Students display a strong self esteem, confidence, discipline and well developed qualities of leadership.

### Te Ira Tangata

Students are proud of their Māori identity. They are confident and display positive self esteem. Students understand how to manage their own learning, behaviour and care. They are supported to take responsibility for their decisions and actions. They are encouraged to confront potential barriers and to find solutions to problems as they arise. Students are enthusiastic, happy and settled in their learning.

### Te Reo

Students are advocates for te reo Māori. They lead the way in normalising te reo and tikanga Māori. They perform kapa haka with enthusiasm. The recitation of karakia, hīmene and mōteatea brings peace and calm to the learning environment. Students use te reo Māori in daily routines and learning.

There are high expectations for the accurate use of te reo in its oral and written forms. Teachers and whānau members are strong role models who maintain a quality Māori language teaching and learning environment. Parents say that their children 'are wired for te reo Māori, tikanga Māori and te ao Māori'. Students acquire skills for effective communication in te reo Māori. They are provided with a wide range of formal and informal language learning opportunities. Students hear te reo Māori in many places and are exposed to different dialects. The kura acknowledges the language of Ngāi Tahu and its unique linguistic features.

A transition programme, Te Iti Kahurangi, supports students who enrol at the kura with limited te reo Māori. Te reo Māori is the target language used to develop student's understanding, and accelerate language acquisition. The board, whānau and kaiako consider the ongoing needs and interests of students. The kura provides an English language programme to cater for the needs and concerns of parents whose children are likely to transition to English medium settings. Students receive positive support to build their confidence and ability in both languages.

### Ngā Iwi

Students are proud of their whānau, hapū and iwi connections. The kura is pan tribal. All iwi affiliations are valued and acknowledged. Whānau embrace and support learning that focus on strengthening tribal identity and uniqueness. Students are motivated and stimulated to

learn about themselves and about their identity as Māori and as members of different hapū and iwi.

### Te Ao

Students are learning about their place in te ao Māori and te ao whānui in meaningful contexts.

They have interesting opportunities to explore and gain an understanding of different lifestyles, tikanga and practices within contemporary and traditional views of te ao Māori.

Students confidently explore their kura community, the ao Māori and the wider world. Students interact well in other cultural settings. They uphold their identity, language and culture in positive ways. Students display exuberance and excitement for learning in a variety of settings.

Students readily discuss and share their learning about their iwi and history. Whānau, staff and parents have shared expectations that students will value different ways of life, in both traditional and contemporary settings. The kura curriculum defines a wide range of local themes and topics to promote and support student learning in science, chemistry, technology, the natural and physical environment. Students are developing a broad knowledge base and understanding of the immediate world around them, and the world beyond their kura and home environment.

### Āhukatanga Ako

Students are actively engaged in learning. They have a good understanding of their own learning styles, needs and interests. They are self managing and take opportunities for self directed learning. Teachers and students use a reflection too to evaluate their own teaching and learning. Through the use of three pou students' individual personalities and dispositions for learning are nurtured in positive ways.

Students are encouraged to be themselves. Tuakana teina interactions are used positively to support learning. The notion of kaitiakitanga is used to encourage students to be economical and frugal. They are learning to recognise the value of resources and materials that are important for their learning. Students are receptive to practices that are meaningful and enhance their development and growth in a kaupapa Māori environment.

Teachers use a range of assessment tools to gather detailed anecdotal and achievement information. Observations are well documented in te reo Māori and are presented to a high standard. Collated and analysed data are informative and easy to understand. Teachers know and cater for students' abilities and interests very well. Students are independent, confident and responsible.

### Kura-identified areas of development

The learning inquiry approach is in the early stages of implementation. The kura model is based on kaupapa Māori principles and pedagogy. It is important that teachers monitor, review and analyse the effectiveness of the approach in promoting student responsibility, motivation and ownership for learning.

While the kura has made improvements across all areas of operation the board, whānau and staff must now focus on sustaining current levels of high performance in governance, management and curriculum leadership.

The kura is preparing to embed Te Marautanga o Te Aho Matua, including the assessment framework, Ngā Hua o te Ako.

### 3 Self Review and leadership

Self review is a collective and collaborative practice. Comprehensive self review information supports regular reporting and decision-making from the classroom to a management and a governance level. Kura leaders, staff and whānau are reflective and forward thinking. They are strategic and deliberate in developments and targets. High quality kura pānui inform, promote, highlight and acknowledge many interesting student, kura and whānau activities. A feature of the pānui is the reference to Te Aho Matua principles and values, and how these can be embedded in the daily lives of students and whānau. Useful self review information is shared in different forms and forums.

Kura leadership is effective. The board are a strong, articulate group of proactive whānau and community members. Staff members have key roles and responsibilities to support learning programmes and kura wide activities. The principal demonstrates dedication to high quality practice. She leads by example in a calm, reassuring and quiet manner. Her professional standards and expectations are high. Students, staff, board and whānau members admire her integrity, determination and empowering leadership style.

Whānau credit positive teaching and learning outcomes for students to the dedication and commitment of staff. High expectations and professional standards guide the implementation, review and evaluation of the kura curriculum. Programmes are challenging and well organised. Students enjoy learning and have a keen interest in many topics. Effective systems and specialist personnel provide ongoing support for students and teachers.

#### Whānau assurance on legal requirements

Before the review, the board of trustees and principal completed the ERO Whānau 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 student 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 Recommendation

ERO recommends that the board and whānau

- maintain an effective level of support for the principal and staff in carrying out their professional roles and responsibilities
- have a strategic and planned approach to the future direction and development of the kura
- value and celebrate the improvements, achievements and professional leadership of the kura.

## 5 When is ERO likely to review the kura again?

ERO is likely to carry out the next review, Te Rākeitanga, in three years.

Lynda Pura-Watson  
Deputy Chief Review Officer Māori

29 June 2015