TE TARI AROTAKE MĀTAURANGA
Education Review Office

Te Pou Mataaho
Evaluation and Research

Poutama Reo

The Improvement Journey – Te Reo Māori in English-medium schools

Tau mai te mauri o Rangi
Tau mai te mauri o Papa
Tau mai te mauri o Tāne te Wānanga
Tau mai te mauri o te Poutama Reo
Tūia te herenga tangata kia kōtahi
Rurukutia kia ita
Rurukutia kia mau
Tuturu whakamaua kia tina
Tina!
Haumie, hui e taiki e!

Ko te tamaiti te pūtake o te kaupapa

Ko te mātauranga kounga tētahi mōtika mā ia tamaiti, mā ia rangatahi kei Aotearoa, ā, ko te tūāpapa o taua mātauranga kounga, ko ngā taiao e noho ai te ākonga me ōna huanga ki te pūtake o te kaupapa.

Ko ngā ratonga mātauranga angitu, ko ērā ka manawanui ki te kōkiri i ngā kaupapa kia anga whakamua ai, ā, mā ngā taunakitanga e whai ahunga, e whai whakataunga.

Ko te tamaiti te pūtake o te kaupapa

ERO's vision is grounded in New Zealanders' aspirations for education and our ambition of Equity and Excellence in outcomes for Māori learners.

Quality education is the right of every child and young person in Aotearoa and is underpinned by learning environments that place the learner and learner outcomes at the centre of all activity.

Successful learning organisations are those that are on a continuous, deliberate and future-focused journey of improvement, using evidence to shape their direction and decision making.

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Introduction

Poutama Reo provides a pathway for English-medium schools to review and improve their provision of Māori language schoolwide.

The development of *Poutama Reo* has evolved out of a body of policy and research work. The framework draws on the following:

- *Maihi Karauna* and *Tau Mai te Reo* — two key government strategies supporting the revitalisation of the Māori language
- *Te Aho Arataki Marau mō te Ako i Te Reo Māori* — national curriculum guidelines for the teaching of Māori language in English-medium schools
- *Te Tāmata Huaroa* — ERO's investigation into the current provision of Māori language in English-medium schools
- *Nihinihi Whenua Valuing te reo Māori: Student and whānau aspirations* — ERO's snapshot of student and whānau perspectives on Māori language in English-medium schools
- *Whakanuia te Reo kia Ora* — an evaluation of Māori language in English-medium schools.

These sources recognise the important contribution English-medium schools make toward ensuring that Māori language is valued and sustained as a living language in Aotearoa. In order to achieve the goals outlined by the Government and the aspirations of whānau, hapū, and iwi for Māori language, there is both a desire and need for consistent, progressive improvement in the current provision. Something more *innovative* and *transformational* is required that enables schools to see a pathway beyond foundational levels, and support students and whānau who aspire for more.

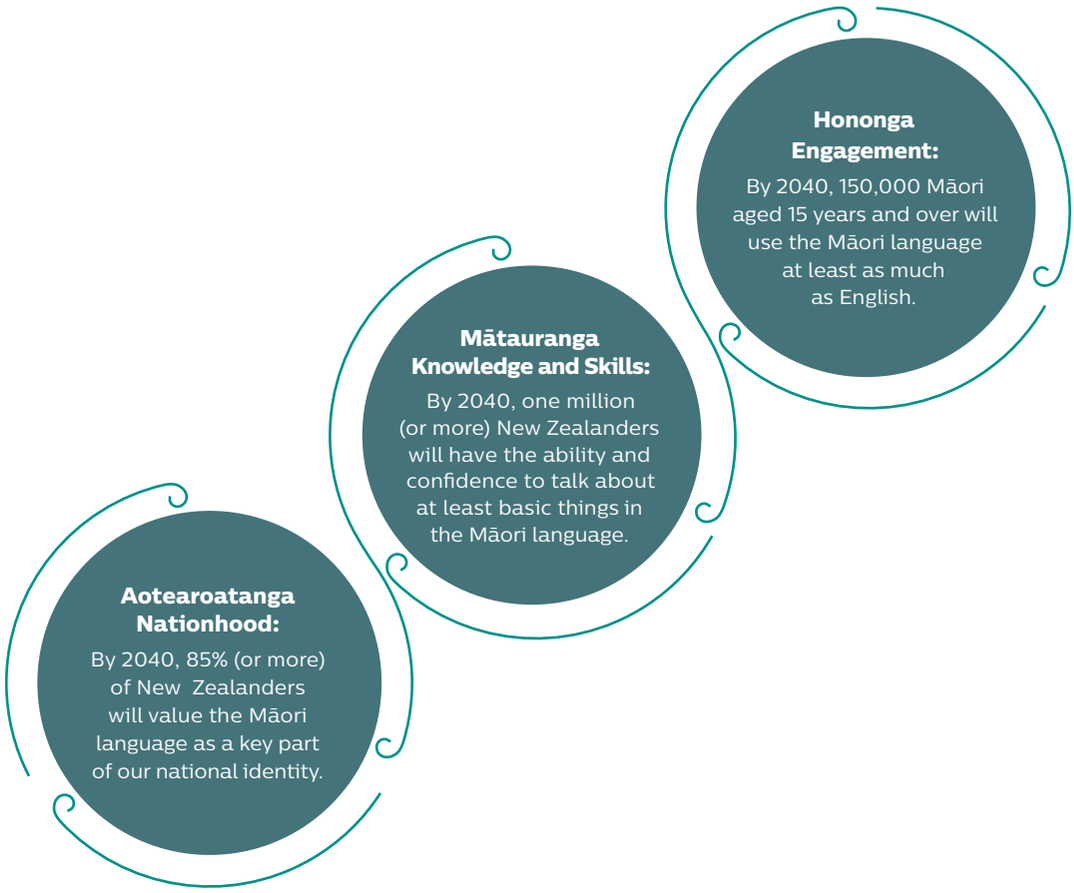
Poutama Reo has been designed as a self-review quality framework that schools can use independently to determine where they are currently at, and explore possible next steps to transform school policies, processes or practice in relation to the provision of Māori language across their school.

In this framework, the term below has the following meaning unless the context determines otherwise:

> *Māori language* usually refers to the wider provision, including a formal teaching and learning programme (*te reo Māori*) and the creation of other conditions that support, promote and value the Māori language and its revitalisation.

Contextualising *Poutama Reo*

Poutama Reo sits within a wider context of Māori language revitalisation. The Government has set its commitment to the Māori language through its *Maihi Karauna* strategy. The *Maihi Karauna* outlines three "Audacious Goals" for Aotearoa:



The Ministry of Education, through its Tau Mai te Reo strategy, recognises the key contribution of the education sector to the realisation of these government goals. The education strategy for Māori language sets a three level approach: Mihi mai te Reo, Kōrero mai te Reo, and Tau mai te Reo.

Poutama Reo is focused on implementing the Tau mai te Reo approach. Continuing with the status quo will not achieve the goals outlined in the Maihi Karauna and the vision set down by Tau Mai te Reo. We need to do things differently. We need to do more and better; we need to be innovative and transformational. For those schools already on the journey, Poutama Reo provides a framework of continuous progression.

Aligning to the Government's strategies: *Tau Mai te Reo and the Maihi Karauna*

He Hikoki
Unsteady
Outcomes, indicators and actions are yet to be defined at this level – kia timata ai koutou i te haerenga.

He Hikinga
Lifting up
Outcomes, indicators and actions at this level relate to the delivery of te reo Māori programmes that meet the outcome of Mihi Mai te Reo.

He Hiringa
Ascending
Outcomes, indicators and actions at this level relate to the delivery of te reo Māori programmes that meet the outcome of Kōrero Mai te Reo.

He Huringa
Transformation
Outcomes, indicators and actions at this level relate to the delivery of sustainable and high-quality te reo Māori programmes and high levels of te reo proficiency.

Tau Mai te Reo[1]	Maihi Karauna[2]	Theory of Change
Mihi Mai te Reo Our education services will support learners to value, acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.	**Aotearoatanga** By 2040, 85% (or more) of New Zealanders will value the Māori language as a key part of our national identity.	**Whakanui** Create the conditions for te reo Māori to be valued.
Kōrero Mai te Reo Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.	**Mātauranga** By 2040, one million (or more) New Zealanders will have the ability and confidence to talk about at least basic things in the Māori language.	**Whakaako** Create the conditions for te reo Māori to be learned.
Tau Mai te Reo Our education services will ensure learners can access Māori-medium education services in order to develop high levels of Māori language proficiency and use.	**Hononga** By 2040, 150,000 Māori aged 15 years and over will use the Māori language at least as much as English.	**Whakaatu** Create the conditions for te reo Māori to be seen, read, heard and spoken.

1. *Tau Mai Te Reo: The Māori Language in Education Strategy 2013–2017* – Ministry of Education
2. *Maihi Karauna: The Crown's Strategy for Māori Language Revitalisation, 2019–2023* – Te Puni Kōkiri

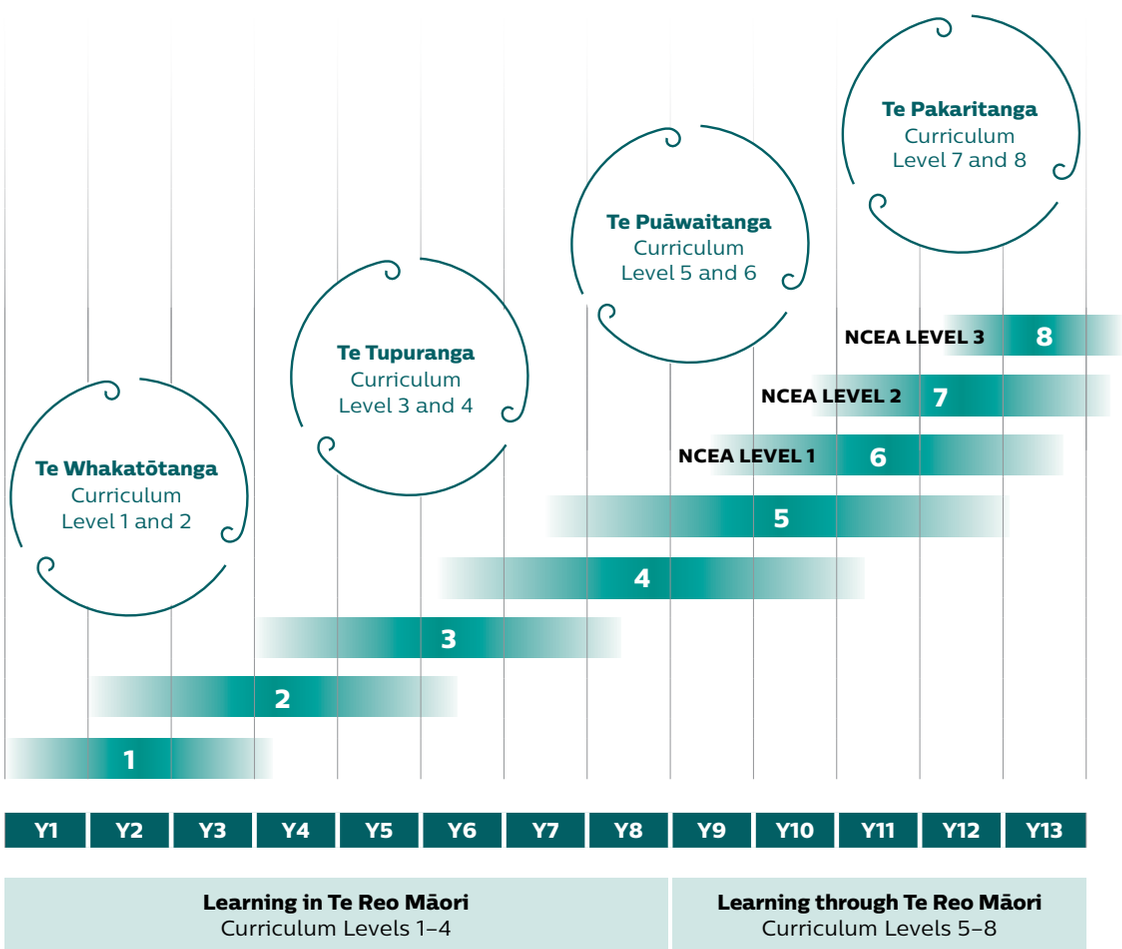
National Curriculum Guidelines

The New Zealand Curriculum[3], *Te Aho Arataki Marau mo te Ako i te Reo Māori*[4] and *Te Marautanga o Aotearoa*[5] are the current principle planning documents for designing, implementing and assessing te reo Māori teaching and learning programmes in English-medium schools. These describe what students should know and be able to do at particular stages, reflecting their growing proficiency in the language as they progress through the curriculum levels.

These documents are interchangeable and dependent on three factors; student and whānau language learning needs, the capability and capacity of the school environment, and te reo Māori pathways offered by the school, these have many different names. (For example, Rumaki Reo, Reo Rua, Bilingual, Dual-medium etc...)

The diagram below reflects the expectations of the curriculum documents collectively and highlights the expectations that students who are engaged in learning te reo Māori should be operating at level 5 by the end of Year 10. This ensures they are better positioned to meet the demands of NCEA Level 1 at Year 11.

Years and Curriculum Levels



3. *The New Zealand Curriculum: for English-medium teaching and learning in Years 1–13* – Ministry of Education
4. *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki: Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13* – Ministry of Education
4. *Te Marautanga o Aotearoa* – Ministry of Education

The Concept

Poutama Reo is likened to the journey of Tāne who ascended the heavens to acquire the baskets of knowledge. His journey is depicted in tukutuku panels as a stairway that illustrates a pathway of learning and progression.

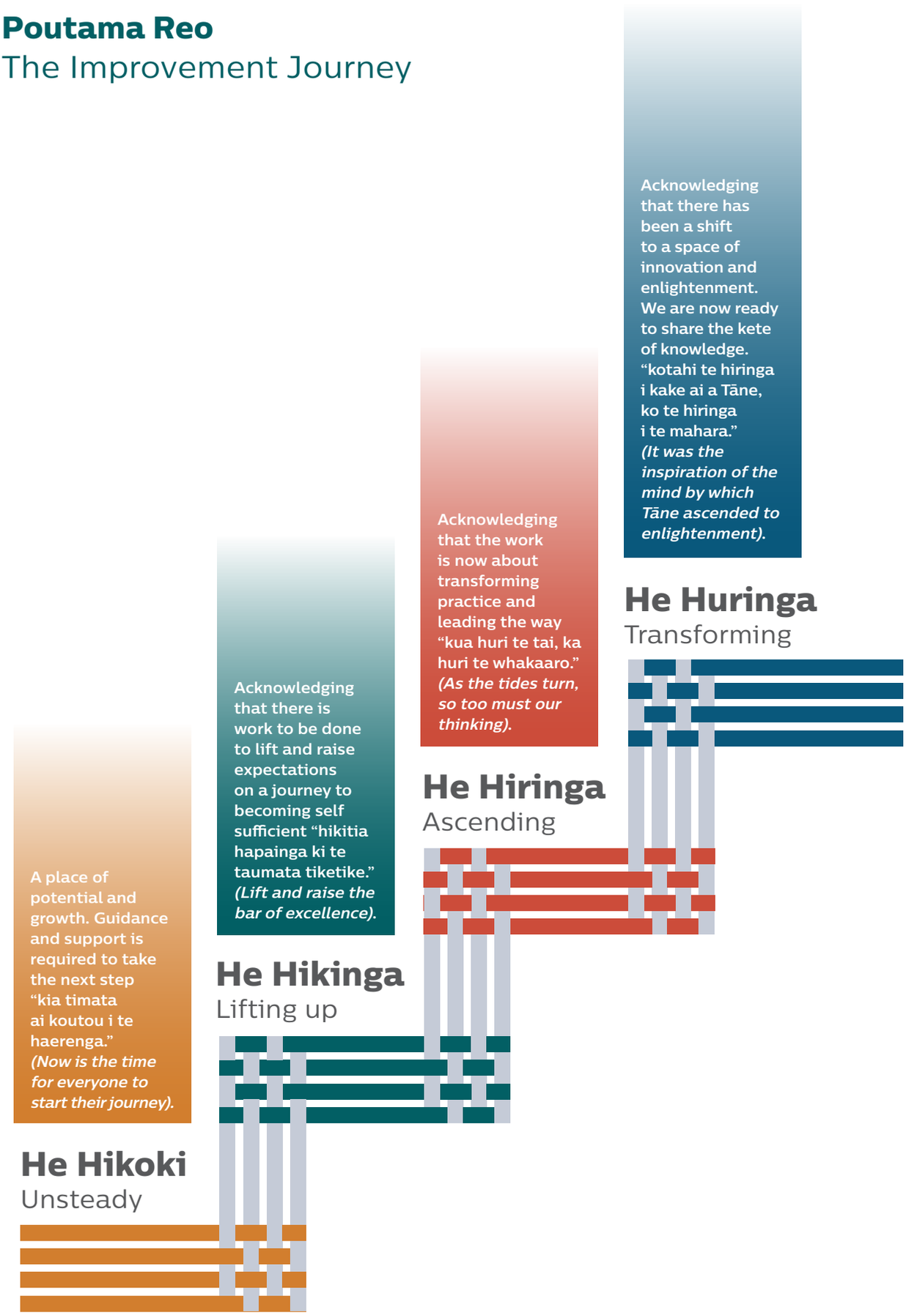
This analogy is used to guide each school on their **own improvement journey**. The stairway presented in Poutama Reo explains the steps each school will need to take as they ascend the different levels.

Kotahi te hiringa i kake ai a Tāne ki te rangi, ko te hiringa i te mahara

(It was only through intense perserverance, that Tāne ascended to the heavens)

Tuhoto-Ariki

Poutama Reo
The Improvement Journey



Poutama Reo

The Four Levels

Poutama Reo describes **Goals**, **Quality Indicators** and **Effective Practice** in relation to the provision of Māori language in English-medium schools. In order to support every English-medium school to offer and continuously improve its provision of Māori language, the framework identifies four levels of provision:

The levels are intended to support the building of capability and continuous improvement. Therefore, each level assumes that the goals, indicators and practices identified in the previous level or levels are also present in the school.

The Four Dimensions

The four dimensions are the key levers for improvement and change in the provision of Māori language in an English-medium school. The four dimensions are **student agency, whānau, hapū, and iwi**, **teaching and learning**, and **leading**. These levers are presented as *dimensions* in the framework:

The framework is presented by dimension – Student Agency, Whānau, Hapū, and Iwi, Teaching and Learning and Leading. This format supports schools that may be at different levels across the dimensions or that want to review and set goals for particular dimensions.

This format supports teachers to work together to review their practice, and leaders to identify their next steps.

Goals, quality indicators and examples of effective practice are described for each dimension in relation to:

Planning | Delivering | Monitoring.

Self-Review for Improvement

The intention of the quality framework is twofold. It allows schools to assess their current provision of Māori language, and encourages ongoing internal evaluation and inquiry directed at improving Māori language outcomes across the school.

Noticing

Noticing is having an inquiring 'habit of mind' and being open to scrutinising data. Familiarise yourself with the Goals, Quality Indicators and Effective Practice on pages 16-31 of this document.

Ask yourself

- What hunches do we have about Māori language strategies and plans in our school?
- What is going on here?
- Which learners are impacted and how?
- Where do we think we are currently placed on the framework for each dimension?

Investigating

Investigating means looking for sufficient data that is fit-for-purpose and actively seeking the perspectives of students, teachers, whānau, hapū, and iwi.

Ask yourself

- What do we already know about Māori language plans in our school?
- How do we know this?
- What do we need to find out?
- How might we do this?
- What good questions should we ask?
- Who do we need to talk to?
- How will we gather relevant and useful data?

Collaborative Sense Making

Collaborative sense making means scrutinising data with an open mind and ensuring that you are using different kinds of data (quantitative and qualitative). It means being able to identify where you are placed on the Poutama.

Ask yourself

- What is our data telling us, what insights does it provide about our Māori language programmes?
- What are our students telling us?
- What are our whānau telling us?
- How do we feel about what we have found?
- Do we have different interpretations of the data?
- What might we need to explore further?

Planning for Improvement

Planning for improvement means we understand what we need to do to improve. That we are focused on equitable progress and outcomes for students. We prioritise and purposefully plan for improvement. We are clear about the actions we need to take and why.

Ask yourself

- What do we need to do with our Māori language strategies and plans and why?
- What are our options?
- What strengths do we have to build on?
- What support and resources might we need?
- How big are the changes we have in mind?
- Are our timelines appropriate? – Set short and mid term goals.

Monitoring and Evaluating Impact

Monitoring and evaluating impact means knowing what you aim to achieve and being clear about monitoring your progress. It means having processes and tools in place to track the progress and impact of your Māori language plan. It means checking in with students and their whānau.

Ask yourself

- What is happening to te reo Māori learning in our school because of our actions?
- How do we know this, what evidence do we have?
- Do we need to adjust what we are doing?
- Which of our students are benefitting (or not benefitting) from our work?
- How regularly are we monitoring our progress towards our goals?

Refer to page 14 of *Effective School Evaluation – How to do and use internal evaluation for improvement (ERO 2016).*

Using Poutama Reo

By following this process, you will develop a better understanding of the framework and what is required to move up the Poutama Reo levels. All judgment should be recorded on the self-review tool (located in the back pocket of this document).

Use the goals, quality indicators and examples of effective practice to identify where on the framework you feel your school is currently and where you aspire to be in terms of the provision of Māori language across your school.

In each dimension, Leading, Teaching and Learning, Whānau, Hapū, and Iwi and Student Agency read through the goals and the quality indicators.

Using sufficient data gathered in your investigation decide where your school fits in the quality indicators for planning, delivering, and monitoring. Highlight where you are within planning, delivering and monitoring.

Looking at the judgements you have made within the quality indicators, make a holistic, overall, 'best fit', judgement to identify the goal that currently best fits your school in each dimension.

For each dimension, Leading, Teaching and Learning, Whānau, Hapū, and Iwi and Student Agency use the continuum to indicate where you are within planning, delivering and monitoring.

Decide where your school fits in the effective practice examples for planning, delivering, and monitoring. Highlight where you are within planning, delivering and monitoring.

Looking at the judgements you have made within the effective practice, make a holistic, overall, 'best fit', judgment to identify the goal that currently best fits your school in each dimension.

Consider all the judgements you have made and make an overall decision about what level your school sits at in Poutama Reo.

Use the Wharangi Arotake (Self-Review Tool) located in the back pocket, to document practice and desired short and mid term goals.

Quality Indicators: What it means to be at each level

Dimensions

Leading

Levels

He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals			
Leaders in governance and management take all the necessary steps to enable a transition into He Hikinga.	**Leaders in governance and management operate within existing conditions to protect, promote, and value the use of Māori language. Planning for change is beginning.**	**Leaders in governance and management actively create new conditions and prioritise support for students and teacher to develop their ability and confidence to learn and use Māori language.**	**Leaders in governance and management inspire and motivate others. They continue to create and sustain the conditions for Māori language to be used with increasing confidence and competence.**
Quality Indicators			
PLANNING			
A schoolwide progressive Māori language strategy plan is: yet to be initiated **or** recently initiated and developed with staff, students, whānau, hapū, and iwi.	A schoolwide progressive Māori language strategy plan has been developed with whānau, hapū, and iwi. The plan has a strong focus on developing the capability of staff and students in te reo Māori.	A schoolwide progressive Māori language strategy plan reflects whānau, hapū, and iwi aspirations and continues to build the capability of staff and students in te reo Māori **and** considers ways to develop a marau-ā-kura to reflect a te Ao Māori world view.	A schoolwide progressive Māori language strategy plan influences all decision making and drives continuous improvement for all staff, students and their whānau **and** proactively enables the development of a marau-ā-kura within school and across the community.
DELIVERING			
Leaders and the school board are motivated to develop and deliver a collaborative and progressive Māori language strategy plan. Leaders and the school board are focused on identifying where resources will be targeted to grow te reo Māori schoolwide.	Leaders and the school board support Māori language in the school by gathering relevant information from all dimensions to transform policies, processes and practices **and** are beginning to distribute targeted resources to grow te reo Māori schoolwide.	Leaders and the school board prioritise Māori language by distributing targeted resources to establish schoolwide systems, upskill staff and implement quality Māori language learning programmes **and** begin to lead the development of a marau-ā-kura that reflects a te Ao Māori world view and the schoolwide vision for te reo Māori.	All leaders and the school board champion Māori language with the support of whānau, hapū, and iwi. They understand their role and responsibilities to leading a dual curriculum/ marau. Leaders and the school board continue to distribute targeted resources to sustain a schoolwide environment. They enable progressive, innovative, and quality te reo Māori learning programmes that embrace a te Ao Māori world view.
MONITORING			
Leaders and the school board are yet to establish systems to monitor the school's progressive Māori language strategy plan.	Leaders and the school board collaborate with whānau, hapū, and iwi to establish a process for monitoring the effectiveness of the school's progressive Māori language strategy plan.	Leaders and the school board actively monitor the intended outcomes outlined in the progressive Māori language strategy and respond to needs of staff, students and whānau within their te reo Māori pathways through a process of self-review.	Leaders and school board in partnership with staff, students, whānau, hapū, and iwi robustly monitor intended outcomes, to ensure sustainable and innovative learning pathways **and** effectively use self-review to understand and respond to the needs of staff, students and whānau within their te reo Māori pathways.

Dimensions

Teaching and Learning

Levels

He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals			
Teachers are aware of their professional responsibility to support students to value, acquire and use Māori language.	**Teachers recognise and carry out their professional responsibility to support students to value, acquire and use Māori language.**	**Teachers collaborate with whānau, hapū, iwi and colleagues to define Māori language goals which reflect whakapapa and tikanga. They strive to build their own language capability.**	**Teachers are confident identifying the specific language needs of students, whānau, hapū, and iwi and can respond accordingly. They actively integrate Māori language and tikanga across the wider school curriculum.**
Quality Indicators			
PLANNING			
Teachers are yet to plan progressive te reo Māori learning programmes that reflect the national curriculum **or** they are yet to implement these programmes.	Teacher planning of te reo Māori reflects the progression of the national curriculum.	Teacher planning of te reo Māori programmes respond to their students and reflects local context and language (mita) **and** teachers work with leaders to consider ways to develop a marau-ā-kura that reflects a te Ao Māori world view.	Planning enables a te Ao Māori world view through the marau-ā-kura, and ensures te reo Māori programmes are differentiated to support the diverse language needs of students. Te reo Māori programmes are integrated into wider contexts and curriculum areas.
DELIVERING			
Teachers are yet to implement progressive te reo Māori learning programmes **or** are in the early stages of implementation.	Teacher delivery of te reo Māori reflects the *progression of the national curriculum.*	Teacher delivery of te reo Māori programmes respond to their students and *reflects local context* and language (mita) **and** they are beginning to contextualise their delivery through a dual/marau lens that reflects a te Ao Māori world view.	Delivery of te reo Māori programmes are clearly *differentiated* to support the diverse language needs of students. Te reo Māori is integrated into wider contexts and curriculum areas.
Teachers recognise the importance of Māori language in the school **and** begin their own te reo Māori learning journey.	Teachers demonstrate the importance of Māori language in the school and continue to progress their own confidence and capability in te reo Māori.	Teachers proactively articulate the benefits of Māori language and its contribution to the 'Hononga' goal outlined in Maihi Karauna.	Teachers champion Māori language schoolwide. They are able to contextualise their delivery through a dual curriculum/marau lens that embraces a te Ao Māori world view. Teachers are intentional about their contribution to te reo Māori revitalisation.
MONITORING			
Teachers are yet to **or** are beginning to develop systems and assessments to monitor the effectiveness of their programme, to support students to value, acquire and use Māori language.	Teachers monitor the effectiveness of their programme to support students to value, acquire and use Māori language.	Teachers monitor the effectiveness of their te reo Māori programme through a process of self-review. Together with the students and their whānau, they co-construct a way forward.	Teachers effectively use self-review to monitor and respond to the learning needs and aspirations of students and whānau within their te reo Māori pathways. Together they can identify and implement innovative strategies for improving overall outcomes.

Dimensions

Whānau, Hapū and Iwi

Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	The school and school board understand the role of whānau, hapū, and iwi in supporting students to value, acquire and use Māori language.	The school and school board understands and articulates the role of whānau, hapū, and iwi, in supporting students to value, acquire and use Māori language. The school is committed to increasing engagement with whānau, hapū, and iwi.	Whānau, hapū, and iwi are considered key partners in the learning pathway and are engaged to share their aspirations and knowledge of language and tikanga.	The knowledge and aspirations of whānau, hapū, and iwi enrich the curriculum and provide opportunities for real-life learning. Students are supported to have a strong connection to whakapapa and integration of language learning at school and in the home.
Quality Indicators **PLANNING**	The school is yet to engage with a significant number of local whānau, hapū, and iwi to develop the schoolwide progressive Māori language strategy plan **or** are currently exploring whānau, hapū, and iwi aspirations for a schoolwide progressive Māori language strategy plan.	Planning for Māori language in the school is at the early stages of including the aspirations of local whānau, hapū, and iwi for Māori language.	Planning of Māori language in the school includes the aspirations of local whānau, hapū, and iwi for Māori language.	Planning for Māori language in the school and at home is driven by the knowledge, views and aspirations of whānau, hapū, and iwi.
DELIVERING	The delivery of the progressive Māori language strategy plan is yet to reflect the aspirations of local whānau, hapū, and iwi for Māori language.	The school is beginning to increase engagement with whānau, hapū, and iwi and aims to incorporate their aspirations into the Māori language strategy plan.	The delivery of the Māori language strategy plan reflects whānau, hapū, and iwi aspirations for the language.	Whānau, hapū, and iwi are key partners in delivering the school's progressive Māori language strategy plan. Transitions between school, home and the wider community are seamless.
MONITORING	Whānau, hapū, and iwi are yet to be involved in the monitoring of the effectiveness of Māori language programmes.	The school works alongside whānau, hapū, and iwi to develop roles and collectively monitor the use of the progressive Māori language strategy plan.	The school has established roles and responsibilities with whānau, hapū, and iwi and are implementing methods to monitor the effectiveness of the progressive Māori language strategy plan.	Whānau, hapū, and iwi are key partners in the monitoring process, working closely with the school to monitor the effectiveness of Māori language learning programmes. Whānau, hapū, and iwi feel deeply connected to the learning process.

Dimensions

Student Agency

Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	Students do not yet recognise the value of Māori language.	Students recognise the value of Māori language and want to learn.	Students are engaged in learning and building capability in Māori language.	Students are competent in Māori language have a strong connection to whakapapa and integrate language learning at school and in the home.
Quality Indicators				
PLANNING	The student is unaware of te reo Māori lessons in the school.	The student is aware of te reo Māori lessons in the school. The student wants to learn te reo Māori.	The student has opportunities to contribute to the development of the reo Māori programme in the school.	The student contributes to the ongoing development of their individualised te reo Māori programme.
DELIVERING	The student is yet to participate in te reo Māori lessons in the school.	The student is regularly participating in progressive te reo Māori lessons. The student has a positive attitude towards learning te reo Māori.	The student is participating in a progressive te reo Māori programme and building their te reo Māori capability.	The student is actively involved in their individualised te reo Māori programme, and is consciously sharing their knowledge with others. The student is a competent speaker of te reo Māori.
MONITORING	The student is unaware of their te reo Māori capability.	The student knows what level they are at for te reo Māori and is beginning to develop an understanding of their next learning steps.	The student is monitoring their own progress and can identify a next learning step.	The student can confidently articulate their progression in te reo Māori and is capable of setting learning goals.

Examples of Effective Practice: What schools are doing at each level

Dimensions

Leading

Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	**Leaders in governance and management take all the necessary steps to enable a transition into He Hikinga.**	**Leaders in governance and management operate within existing conditions to protect, promote, and value the use of Māori language. Planning for change is beginning.**	**Leaders in governance and management actively create new conditions and prioritise support for students and kaiako to develop their ability and confidence to learn and use Māori language.**	**Leaders in governance and management inspire and motivate others to create and sustain the conditions for Māori language to be used with increasing confidence and competence.**
Quality Indicators	**PLANNING**			
	A schoolwide progressive Māori language strategy plan is: *yet to be initiated* ***or*** *recently initiated and developed with staff, students, whānau, hapū, and iwi.*	*A schoolwide progressive Māori language strategy plan has been developed with whānau, hapū, and iwi. The plan has a strong focus on developing the capability of staff and students in te reo Māori.* Leaders develop a Māori language strategy and action plan that: • aligns to a robust Tiriti o Waitangi policy which recognises the special place of Māori language in Aotearoa and in our communities • supports processes for the teaching and learning of te reo Māori as a valued part of the school curriculum • sets out: - a school vision for Māori language in the school - achievement targets that support students to value, acquire and use Māori language - priorities for developing staff capability - includes discussions with whānau, hapū, and iwi within the language strategy and planning process.	*A schoolwide progressive Māori language strategy plan reflects whānau, hapū, and iwi aspirations and continues to build the capability of staff and students in te reo Māori* ***and*** *considers ways to develop a marau-ā-kura to reflect a te Ao Māori world view.* Leaders develop a strategy that: • is co-constructed with local whānau, hapū, and iwi • reflects a te Ao Māori world view through the development of a marau-ā-kura • is reviewed regularly • sets long-term Māori language goals and the key outcomes to be achieved toward meeting those goals (theory of change) • supports the school curriculum to reflect and value te reo Māori and the aspirations that whānau, hapū, and iwi have for the language • innovates new approaches to: - engage with whānau, hapū, and iwi - build teacher capability - build students' confidence and ability to talk about a range of topics in Māori language as outlined in the national curriculum - provide adequate resourcing and support - develop language progressions • raises the status and visibility of Māori language in the school and community.	*A schoolwide progressive Māori language strategy plan influences all decision making and drives continuous improvement for all staff, students and their whānau* ***and*** *proactively enables the development of the marau-ā-kura within school and across the community.* Leaders develop a strategy that: • embraces a te Ao Māori world view through the school's marau-ā-kura • relentlessly drives continuous improvement in the teaching and learning of Māori language throughout the school • ensures sustainability of the teaching and learning of Māori language across the school • supports whānau to strengthen their own language and tikanga competence • accesses the expertise of whānau, hapū, and iwi • continues to build the capability of whānau, students and staff in te reo Māori and tikanga Māori • contributes to the revitalisation of the Māori language • supports a school curriculum that encourages te reo Māori as a living language • gives effect to Te Tiriti o Waitangi, Maihi Karauna, Tau Mai te Reo and Ka Hikitia by transforming practices around: - curriculum - staffing - resourcing - decision making.

Dimensions

Leading

Levels

DELIVERING

Quality Indicators

Leaders and the school board are motivated to develop and deliver a collaborative and progressive Māori language strategy plan.

Leaders and the school board are focused on identifying where resources will be targeted to grow te reo Māori schoolwide.

Leaders and the school board support Māori language in the school by gathering relevant information from all dimensions to transform policies, processes and practices
and
are beginning to distribute targeted resources to grow te reo Māori schoolwide.

Leaders:

- develop their understanding of Māori language as an official language of Aotearoa and a taonga of Māori people
- set Māori language goals for developing their own Māori language competence
- correctly pronounce and use common Māori language, such as greetings, names, words, and simple phrases
- set an expectation that staff will increase their Māori language capabilities.

Leaders and the school board prioritise Māori language by distributing targeted resources to establish schoolwide systems, upskill staff and implement quality Māori language learning programmes
and
begin to lead the development of a marau-ā-kura that reflects a te Ao Māori world view and the schoolwide vision for te reo Māori.

Leaders:

- enable the development of the school's marau-ā-kura
- can articulate a vision for Māori language in their school
- proactively articulate to students and school community, the benefits of Māori language and its contribution to Hononga
- initiate the use of Māori language in their communications and interactions
- actively support staff to develop their Māori language capabilities
- actively develop their own Māori language ability.

All leaders and the school board champion Māori language with the support of whānau, hapū, and iwi. They understand their role and responsibilities to leading a dual curriculum/ marau.

Leaders and the school board continue to distribute targeted resources to sustain a schoolwide environment. They enable progressive, innovative, and quality te reo Māori learning programmes that embrace a te Ao Māori world view.

Leaders:

- authentically integrate a te Ao Māori world view through the school's marau-ā-kura
- actively learn Māori language and share their learning with others
- identifies ways to demonstrate their own and the school's commitment to Māori language revitalisation
- use common Māori language greetings, place names, salutations, words, phrases, and sentences correctly in their daily work
- engage in ongoing professional learning to improve their own Māori language and cultural capability.

Dimensions

Leading

Levels

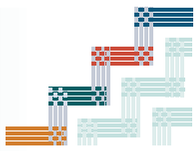
MONITORING

Quality Indicators

Leaders and the school board are yet to establish systems to monitor the school's progressive Māori language strategy plan.	*Leaders and the school board collaborate with whānau, hapū, and iwi to establish a process for monitoring the effectiveness of the school's progressive Māori language strategy plan.* Leaders: • include Māori language outcomes in their achievement targets, action plan and annual plan • set an expectation that explicit Māori language outcomes are defined, assessed, and monitored • gather, analyse and report data against Māori language targets aligned to the national curriculum.	*Leaders and the school board actively monitor the intended outcomes outlined in the progressive Māori language strategy and respond to needs of staff, students and whānau within their te reo Māori pathways through a process of self-review.* Leaders: • use a process of self-review to monitor progress and respond to student and whānau needs and aspirations • set an expectation that explicit Māori language outcomes are defined, assessed, and monitored • adapt achievement reporting to include Māori language outcomes • ensure student achievement in relation to whānau, hapū, and iwi aspirations are being monitored, progressed, and reported • monitor improvements in staff capability through the professional growth cycle.	*Leaders and school board in partnership with staff, students, whānau, hapū, and iwi robustly monitor intended outcomes, to ensure sustainable and innovative learning pathways* **and** *effectively use self-review to understand and respond to the needs of staff, students and whānau within their te reo Māori pathways.* Leaders: • effectively use self-review tools to monitor progress and respond to the needs of their school and wider community. • review the Māori language provision as part of the school's self-review process • understand and identify that teachers' language learning needs are as diverse as their students • identify next steps for ongoing improvement, for teachers, students and whānau, and implement pathways for achieving those goals.

Dimensions

Teaching and Learning



Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	**Teachers are aware of their professional responsibility to support learners to value, acquire and use Māori language.**	**Teachers recognise and carry out their professional responsibility to support learners to value, acquire and use Māori language.**	**Teachers collaborate with whānau, hapū, iwi and colleagues to define Māori language goals which reflect whakapapa and tikanga. They strive to build their own language capability.**	**Teachers are confident identifying the specific language needs of students and whānau, hapū, and iwi and can respond accordingly. They actively integrate Māori language and tikanga across the wider school curriculum.**
Quality Indicators	**PLANNING**			
	Teachers are yet to plan progressive te reo Māori learning programmes that reflect the national curriculum ***or*** *they are yet to implement these programmes.*	*Teacher planning of te reo Māori reflects the progression of the national curriculum.* Teachers: • plan Māori language programmes that are coordinated and progressive • define Māori language goals based on the language and tikanga outcomes identified in the national curriculum • identify suitable planning and teaching resources that support effective language acquisition • include formative and summative assessment in Māori language programme planning • plan for the acquisition of vocabulary, phrases and other forms of language that are used on a regular basis in Aotearoa e.g., pepeha, whakataukī, greetings, acknowledgements, waiata etc.	*Teacher planning of te reo Māori programmes respond to their students and reflects local context and language (mita)* ***and*** *teachers work with leaders to consider ways to develop a marau-ā-kura that reflects a te Ao Māori world view.* Teachers: • plans embrace a te Ao Māori world view • collaborate with whānau to plan Māori language programmes • define appropriate Māori language goals for students that incorporate reo-ā-iwi, local tikanga, and whānau aspirations • plan programmes that build on prior knowledge of students • plan programmes that fit cohesively within the schoolwide Māori language plan • plan programmes that include the modes of language learning (listening, reading, viewing, writing, speaking and presenting) • initiate discussions with colleagues about how they might contribute to one another's programmes • plan their next steps to continue developing their own capability to deliver Māori language programmes • identify characteristics of local mita • develop understanding of the relationship between language and culture and that customs and protocols go hand in hand.	*Planning enables a te Ao Māori world view through the marau-ā-kura, and ensures te reo Māori programmes are differentiated to support the diverse language needs of students.* *Te reo Māori programmes are integrated into wider contexts and curriculum areas.* Teachers: • plans embrace a te Ao Māori world view • collaborate with colleagues and whānau to identify specific language needs and strengths of their students • consider students prior learning and differentiate accordingly • prepare for sustainability by clearly documenting language plans, progressions, assessments, and resources • plan multiple opportunities for students to engage in all modes of language learning • integrate Māori language and tikanga across the curriculum to consolidate te reo Māori learning outcomes • regularly review and set Māori language goals to improve their own language ability and capability to deliver Māori language programmes.

Dimensions

Teaching and Learning

Levels

DELIVERING

Quality Indicators

Teachers are yet to implement progressive te reo Māori learning programmes
or
are in the early stages of implementation.

Teachers recognise the importance of Māori language in the school
and
begin their own reo Māori learning journey.

Teacher delivery of te reo Māori reflects the progression of the national curriculum.

Teachers demonstrate the importance of Māori language in the school and continue to progress their own confidence and capability in te reo Māori.

Teachers:

- complete a Māori language learning programme appropriate to their identified learning needs
- correctly pronounce and use common Māori language greetings, names, words, and simple phrases (many teachers will be performing at Te Ahu o te reo Māori – Level 3)
- use Māori language (short phrases) as a normal part of their teaching practice across the curriculum
- are beginning to explore teaching pedagogies for language learning
- deliver Māori language programmes that are coordinated and progressive.

Teacher delivery of te reo Māori programmes respond to their students and reflects local context and language (mita)
and
they are beginning to contextualise their delivery through a dual/marau lens that reflects a te Ao Māori world view.

Teachers proactively articulate the benefits of Māori language and its contribution to the 'Hononga' goal outlined in Maihi Karauna.

Teachers:

- engage students with a range of language learning resources that responds to their needs
- deliver a te reo Māori language programme that reflects a te Ao Māori world view
- actively learn Māori language and share their learning with others
- actively share with students and whānau the benefits of learning Māori language
- advocate for and use Māori language in their professional practice
- respect the local mita
- are beginning to incorporate effective language teaching pedogies into their programmes.

Delivery of te reo Māori programmes are clearly differentiated to support the diverse language needs of students. Te reo Māori is integrated into wider contexts and curriculum areas.

Teachers champion Māori language schoolwide. They are able to contextualise their delivery through a dual curriculum/marau lens that embraces a te Ao Māori world view.

Teachers are intentional about their contribution to te reo Māori revitalisation.

Teachers:

- engage students with carefully sequenced learning tasks that provide multiple opportunities for students to make links between prior knowledge and new learning
- deliver a te reo Māori language programme that authentically embraces a te Ao Māori world view
- introduce language learning opportunities that match the interests of students
- are deliberate in their use of Māori language inside and outside their classroom, with colleagues, whānau and students
- seek opportunities to improve their effectiveness and identify creative solutions to engage and support increasing confidence and competence in the use of Māori language
- encourage and support others on their Māori language learning journeys
- implement and successfully complete their plans for ongoing *learning of Māori language and tikanga*
- have control and mastery over their language teaching pedagogy and can articulate their pedagogical approach.

Dimensions

Teaching and Learning

Levels

MONITORING

Quality Indicators

Teachers are yet to ***or*** *are beginning to develop systems and assessments to monitor the effectiveness of their programme, to support students to value, acquire and use Māori language.*

Teachers monitor the effectiveness of their programme to support students to value, acquire and use Māori language.

Teachers:

- use formative assessment practices in both formal and informal contexts
- design assessment tasks that are relevant to planned language outcomes
- assess students in relation to specific Māori language objectives derived from the school's Māori language targets and national curriculum expectations
- use assessment information to inform next steps with language learning
- review their planned language objectives.

Teachers monitor the effectiveness of their te reo Māori programme through a process of self review. Together with the students and their whānau, they co-construct a way forward.

Teachers:

- plan assessment tasks that provide reporting information on progress toward whānau, hapū, and iwi aspirations
- use a process of self-review to monitor progress and respond to student and whānau needs and aspirations
- share Māori language outcomes and successes with whānau and work together to set further goals for students
- provide constructive feedback to support students to identify next learning steps
- reflect on the effectiveness of their teaching practice.

Teachers effectively use self-review to monitor and respond to the learning needs and aspirations of students and whānau within their te reo Māori pathways.

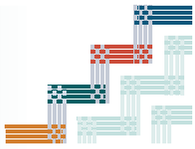
Together they can identify and implement innovative strategies for improving overall outcomes.

Teachers:

- effectively use self-review to monitor progress and respond to the needs and aspirations of the students and whānau
- design assessment tasks that reflect communicative language pedagogies
- use assessment to identify specific language needs and strengths of their students
- are able to use assessment as a basis to differentiate learning programmes for individual students
- continuously review and reflect on the effectiveness and delivery of Māori language teaching programmes
- inquire into the effectiveness of their practice for teaching te reo Māori.

Dimensions

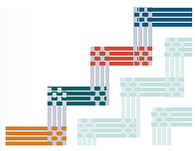
Whānau, Hapū and Iwi



Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	**The school and school board understand the role of whānau, hapū, and iwi in supporting students to value, acquire and use Māori language.**	**The school and school board understands and articulates the role of whānau, hapū, and iwi, in supporting students to value, acquire and use Māori language. The school is committed to increasing engagement with whānau, hapū, and iwi.**	**Whānau, hapū, and iwi are considered key partners in the learning pathway and are engaged to share their aspirations and knowledge of language and tikanga.**	**The knowledge and aspirations of whānau, hapū, and iwi enrich the curriculum and provide opportunities for real-life learning. Students are supported to have a strong connection to whakapapa and an integration of language learning at school and in the home.**
	PLANNING			
Quality Indicators	*The school is yet to engage with a signaficant number of local whānau, hapū, and iwi to develop the schoolwide progressive Māori language strategy plan* ***or*** *are currently exploring whānau, hapū, and iwi aspirations for a schoolwide progressive Māori language strategy plan.*	*Planning for Māori language in the school is at the early stages of including the aspirations of local whānau, hapū, and iwi for Māori language.* Whānau, hapū, and iwi: • are engaged in designing and planning activities and celebrations that promote Māori language • who have Māori language and tikanga Māori capabilities are involved in the school's Māori language programme planning • work with the school and make decisions on roles together.	*Planning of Māori language in the school includes the aspirations of local whānau, hapū, and iwi for Māori language.* Whānau, hapū, and iwi: • are engaged to share their aspirations for Māori language and tikanga Māori in the school • aspirations are valued along with curriculum expectations.	*Planning for Māori language in the school and at home is driven by the knowledge, views and aspirations of whānau, hapū, and iwi.* Whānau, hapū, and iwi: • are engaged in multiple ways to: – share their knowledge and views on Māori language and tikanga Māori in school – align Māori language learning experiences at school and at home.

Dimensions

Whānau, Hapū and Iwi



Levels

Quality Indicators

DELIVERING

The delivery of the progressive Māori language strategy plan is yet to reflect the aspirations of local whānau, hapū, and iwi for Māori language.	*The school is beginning to increase engagement with whānau, hapū, and iwi and aims to incorporate their aspirations into the Māori language strategy plan.* Whānau, hapū, and iwi: • participate in activities and celebrations that promote Māori language • who have Māori language capabilities advise the school on the delivery of their te reo Māori programme.	*The delivery of the Māori language strategy plan reflects whānau, hapū, and iwi aspirations for the language.* Whānau, hapū, and iwi: • aspirations for te reo Māori • shape decisions about how Māori language is recognised and used in the school.	*Whānau, hapū, and iwi are key partners in delivering the school's Māori language strategy plans.* *Transitions between school, home and the wider community are seamless.* Whānau, hapū, and iwi: • are supported to provide exemplars of local language • voice is captured to enrich the delivery of te reo Māori • are engaged in multiple ways to contribute to the delivery of Māori language programmes for the benefit of their children's language learning: – invite the school to kaupapa Māori events – ask school to attend pōwhiri at local marae.

MONITORING

Whānau, hapū, and iwi are yet to be involved in the monitoring of the effectiveness of Māori language programmes.	*The school works alongside whānau, hapū, and iwi to develop roles and collectively monitor the use of the progressive Māori language strategy plans.* Whānau, hapū, and iwi: • voice is captured around how well students are supported to value, acquire, and use Māori language • are kept informed of students' progress in te reo Māori as part of the school's reporting and monitoring systems • reflect on and adjust roles as required.	*The school has established roles and responsibilities with whānau, hapū, and iwi and are implementing methods to monitor the effectiveness of the progressive Māori language strategy plans.* Whānau, hapū, and iwi: • voice is captured around how well students are supported to develop their ability and confidence to use Māori language • are actively engaged to review data on te reo Māori outcomes and provide feedforward on the teaching and learning of te reo Māori.	*Whānau, hapū, and iwi are key partners in the monitoring process, working closely with the school to monitor the effectiveness of Māori language learning programmes.* *Whānau, hapū, and iwi feel deeply connected to the learning process.* Whānau, hapū, and iwi: • voice is captured around how well students are supported to use Māori language with increasing competence and confidence • are enabled to participate in teaching inquiries about te reo Māori • are engaged with in multiple ways to review the school's Māori language strategy and its contribution to language revitalisation in the community.

Dimensions

Student Agency

Levels	He Hikoki	He Hikinga	He Hiringa	He Huringa
Goals	**Students do not yet recognise the value of Māori language.**	**Students recognise the value of Māori language and want to learn.**	**Students are engaged in learning and building language capability in Māori language.**	**Students are competent in Māori language, have a strong connection to whakapapa and integrate language learning at school and in the home.**
Quality Indicators	**PLANNING**			
	The student is unaware of te reo Māori lessons in the school.	*The student is aware of te reo Māori lessons in the school.* *The student wants to learn te reo Māori.* Students: • set basic language goals.	*The student has opportunities to contribute to the development of the reo Māori programme in the school.* Students: • set progressive language goals • contribute to programme design.	*The student contributes to the ongoing development of their individualised te reo Māori programme.* Students: • set robust language goals for themselves in school, at home, and in the community • contribute to programme design and contexts.
	DELIVERING			
	The student is yet to participate in te reo Māori lessons in the school.	*The student is regularly participating in progressive te reo Māori lessons.* *The student has a positive attitude towards learning te reo Māori.* Students: • can articulate why they are learning te reo Māori • are completing the Māori language tasks as outlined in the classroom programme.	*The student is participating in a progressive te reo Māori programme and building their te reo Māori capability.* Students: • are beginning to use their own strategies for language learning • are using a range of language learning modes • are beginning to share their knowledge in tuakana/tēina relationships.	*The student is actively involved in their individualised te reo Māori programme, and is consciously sharing their knowledge with others.* *The student is a competent speaker of te reo Māori.* Students: • are actively using all modes of language learning (speaking, reading, writing, learning) • look for opportunities to share their learning in tuakana/teina relationships • have the ability to engage in environments where te reo Māori is the primary language • integrate the development student mita (if different to local mita).

Dimensions

Student Agency

Levels

MONITORING

Quality Indicators

The student is unaware of their te reo Māori capability.	*The student knows what level they are at for te reo Māori and is beginning to develop an understanding of their next learning steps.* Students: • can articulate what they know and what they would like to learn.	*The student is monitoring their own progress and can identify a next learning step.* Students: • can articulate where they are positioned in relation to curriculum levels • can self-assess or peer-assess • can discuss their next learning step.	*The student can confidently articulate their progression in te reo Māori and is capable of setting learning goals.* Students: • can articulate what they know and what they like to learn • are reflecting on their use of and looking for further opportunities to use te reo Māori in wider contexts.

He pou whakapapa
That of lineage

He pou iho
That of the heart

He pou oranga
That of wellbeing

He pou rārama
That of clarity

He pou reo
The language that is ours

Ko te Poutama Reo te tāpaetanga
The contributor

Appendices

TE TARI AROTAKE MĀTAURANGA
Education Review Office

Valuable Resources to Support Self-Evaluation Process

The following strategies and resources are fundamental to the self-review of Māori language provision in schools, and can be used to support a deeper delving into any of the four Dimensions, associated Goals, Quality Indicators and Examples of Effective Practice:

Leadership

- Maihi Karauna
  https://www.tpk.govt.nz/en/a-matou-whakaarotau/te-ao-maori/maihi-karauna
- Ka Hikitia
  https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/
- Tau Mai Te Reo
  https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/
- The New Zealand Curriculum
  https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum
- Te Marautanga o Aotearoa
  https://tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa
- Te Aho Arataki Marau mō te Ako I Te Reo Māori – Kura Auraki
  https://tereomaori.tki.org.nz/Curriculum-guidelines
- Our Code, Our Standards
  https://teachingcouncil.nz/professional-practice/our-code-our-standards/
- Tautokona te reo: The wellbeing of te reo Māori in kura and schools
  https://www.nzcer.org.nz/research/publications/tautokona-te-reo-wellbeing-te-reo-m-ori-kura-and-schools
- School Evaluation Indicators – Effective Practice for Improvement and Learner Success
  https://ero.govt.nz/how-ero-reviews/schoolskura-english-medium/school-evaluation-indicators
- Effective Internal Evaluation for Improvement
  https://ero.govt.nz/our-research/effective-internal-evaluation-for-improvement
- The Statement of National Education and Learning Priorities (NELP)
  https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/
- Whakanuia Te-Reo-Report
  https://www.haemata.co.nz/assets/Whakanuia-Te-Reo-Report.pdf
- Te Tamaiti Hei Raukura
  Te-Tamaiti-Raukura-Position-Paper_FA-1.pdf

- Refreshing The New Zealand Curriculum – Education in New Zealand
  https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/curriculum-refresh/
- Te Whakahou i Te Marautanga o Aotearoa | Kauwhata Reo (Leadership)
  https://kauwhatareo.govt.nz/en/kaupapa/te-whakahou-i-te-marautanga-o-aotearoa/
- NELP documents
  https://assets.education.govt.nz/public/Documents/NELP-TES-documents/FULL-NELP-2020.pdf
- Te Taura whiri
  https://www.tetaurawhiri.govt.nz/

Teaching & Learning

- Te Reo Māori in English-medium schools
  https://tereomaori.tki.org.nz/Teacher-tools/Te-reo-Maori-lesson-plans
- He Reo Tupu, He Reo Ora
  https://hereoora.tki.org.nz/
- Hei Waiata, Hei Whakakoakoa
  https://tereomaori.tki.org.nz/Reo-Maori-resources/Hei-Waiata
- Te Ahu o te Reo Māori
  https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/

Whānau, Iwi, Hapū

- Building relationships with whanau, hapū and iwi
  https://www.educationalleaders.govt.nz/Partnerships-and-networks/Building-relationships-with-whanau-hapu-and-iwi
- Involving parents, families and whānau
  https://www.educationalleaders.govt.nz/Partnerships-and-networks/Involving-parents-families-and-whanau
- Partnering with families, employers, iwi and communities
  https://www.education.govt.nz/communities-of-learning/partnering-with-community/

Student Agency

- Taku Reo
  https://www.nzcer.org.nz/taku-reo
- Te Reo Māori
  https://www.nzcer.org.nz/tests/te-reo-maori/manual/te-reo-m-ori-adaptive-test

Appendices

Potential data sources for self-review

- Asking your teaching team to discuss the self-review framework and what level they believe they are currently at
- Interviews with Leaders/School Boards
- Interviews with classroom teachers
- Interviews with students who are achieving at different levels relative to the national curriculum
- Interviews with whānau
- Interviews with local hapū and iwi
- Interviews with schools well-established in transformational practices of Māori language learning and teaching
- Classroom observations
- Schoolwide observations
- Schoolwide documentation
- Schoolwide programmes and planning
- Syndicate/department planning
- Teacher planning
- PLD programmes.

TE TARI AROTAKE MĀTAURANGA
Education Review Office

Te Kāwanatanga o Aotearoa
New Zealand Government

Poutama Reo
The Improvement Journey – Te Reo Māori in English-medium schools

This document was prepared by Te Pou Mataaho – The evaluation and research group in partnership with the Reo Māori Governance Group and Haemata Ltd.

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