

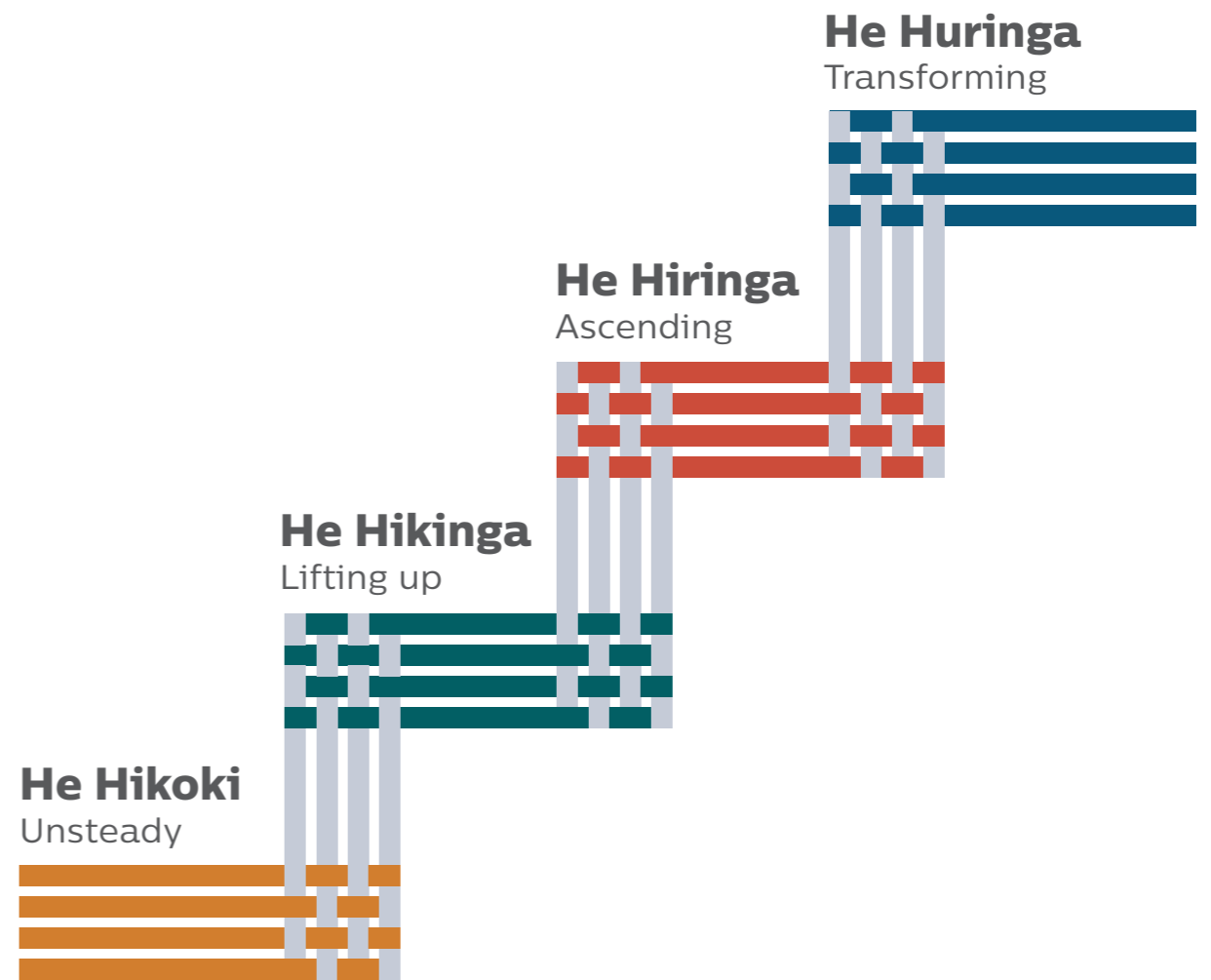


Wharangi Arotake

Self-Review Tool

Leading

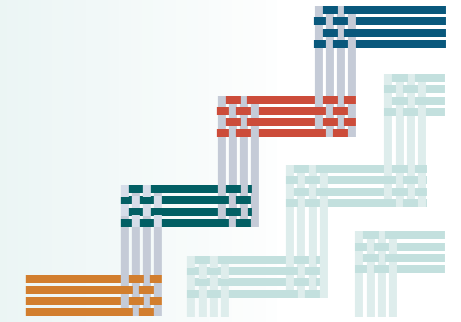
1



Wharangi Arotake Self-Review Tool



For each dimension – Leading, Teaching and Learning, Whānau, Hapū, and iwi and Student Agency, highlight using an X along each of the multi-coloured arrows to indicate where your school sits along the continuum. Refer to the example of the Wharangi Arotake (Self-Review Tool) located in the back pocket of the Poutama Reo Document.



Dimensions

Leading

	He Hikoki Leaders in governance and management take all the necessary steps to enable a transition into He Hikinga.	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.	He Hiringa 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.	He Huringa 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.
GOALS				
Planning	A schoolwide progressive Māori language strategy plan is: 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.