

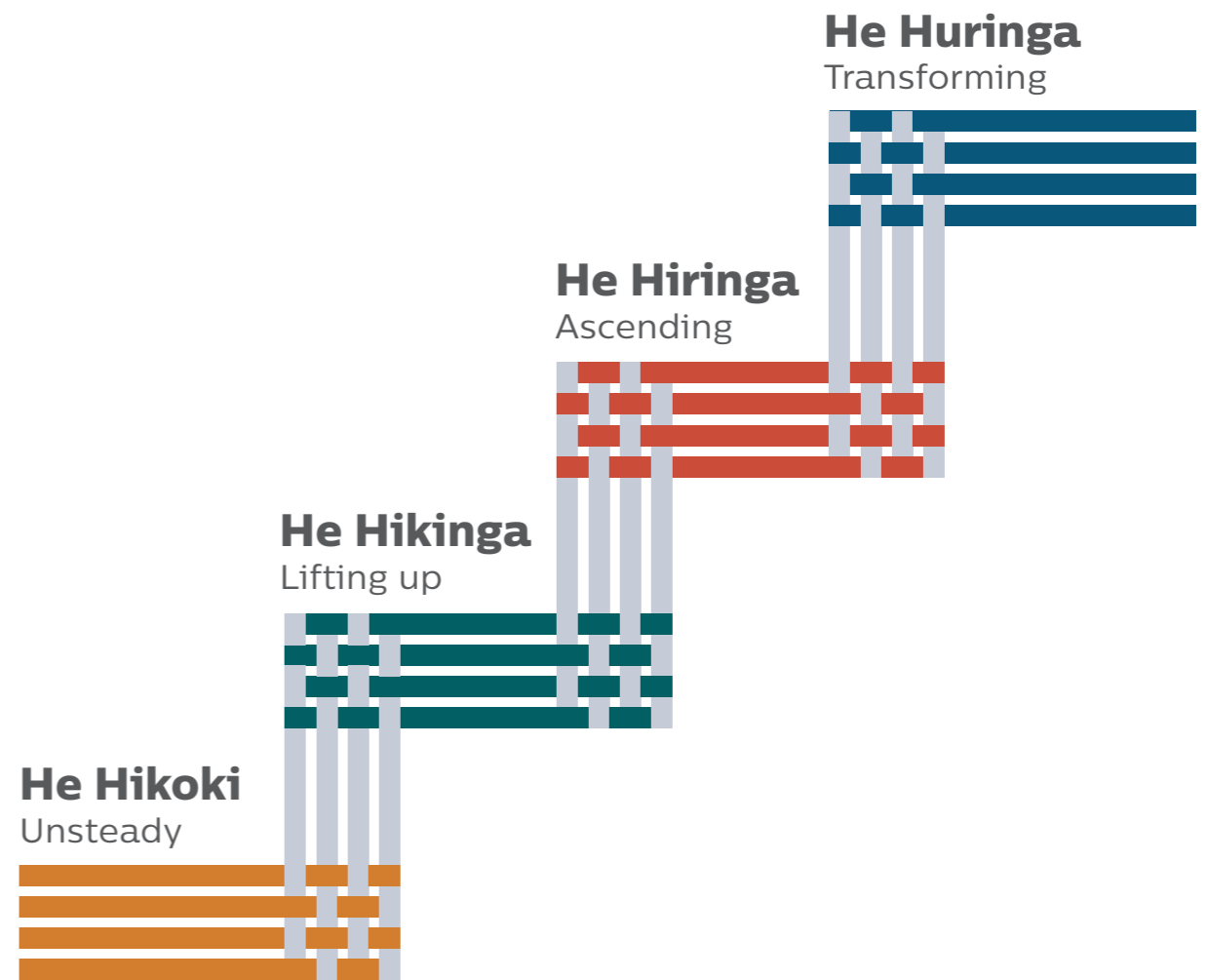


# Wharangi Arotake

## Self-Review Tool

### Student Agency

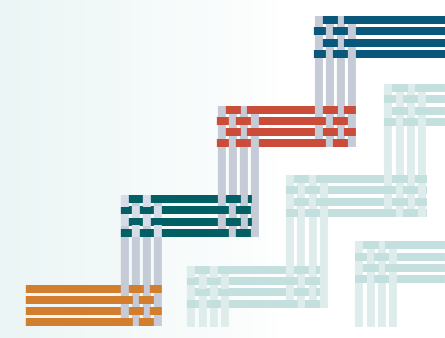
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# Wharangi Arotake Self-Review Tool



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

## Student Agency

GOALS	<b>He Hikoki</b> Students do not yet recognise the value of Māori language.	<b>He Hikinga</b> Students recognise the value of Māori language and want to learn.	<b>He Hiringa</b> Students are engaged in learning and building capability in Māori language.	<b>He Huringa</b> Students are competent in Māori language have a strong connection to whakapapa and integrate language learning at school and in the home.
<b>Planning</b>	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.
<b>Delivering</b>	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.
<b>Monitoring</b>	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.

Quality Indicators

