

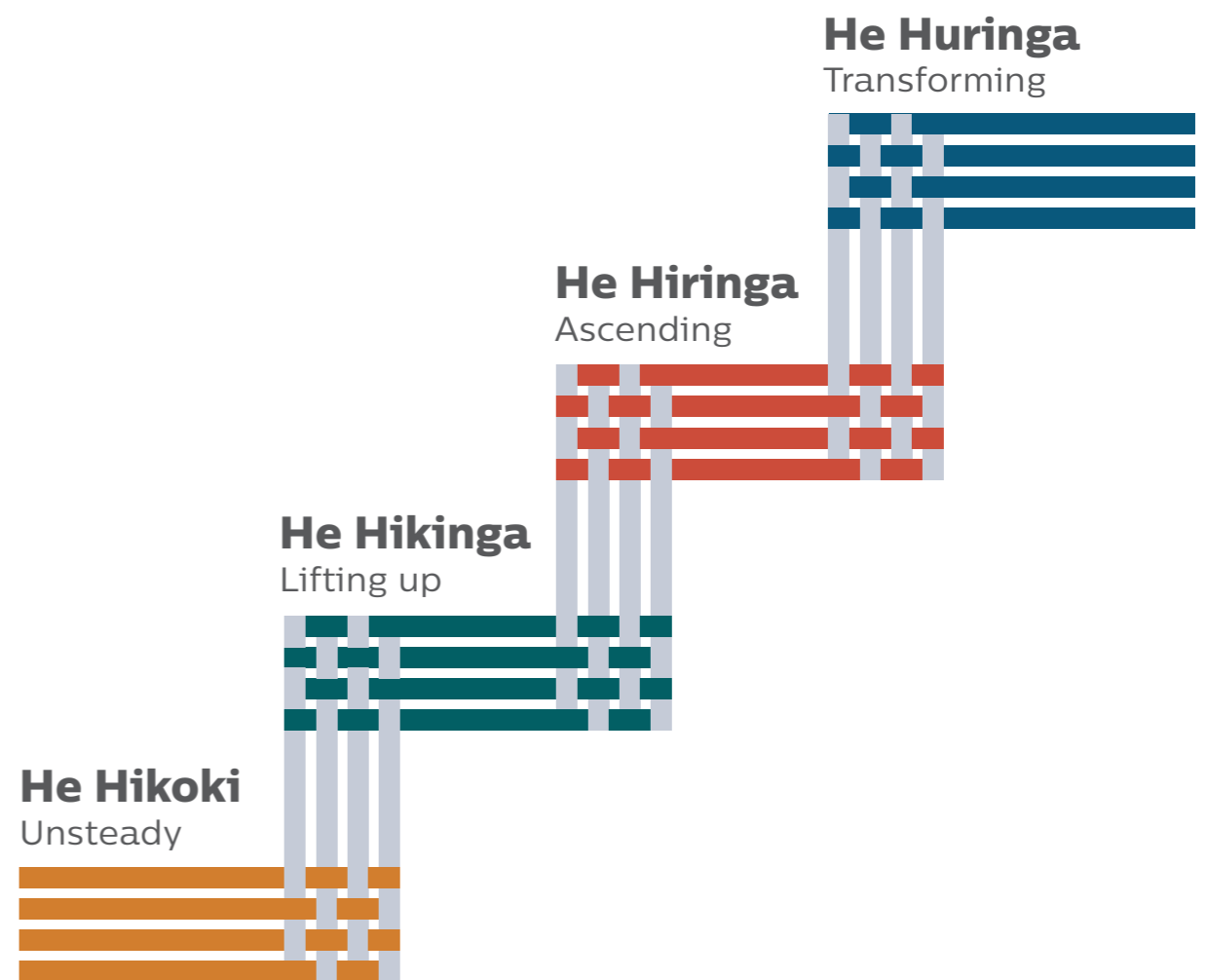


Wharangi Arotake

Self-Review Tool

Teaching and Learning

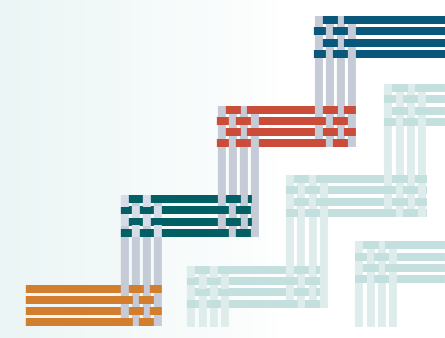
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Wharangi Arotake Self-Review Tool



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

Teaching and Learning

	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.
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. Teachers recognise the importance of Māori language in the school and begin their own te 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.	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.	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.
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.