

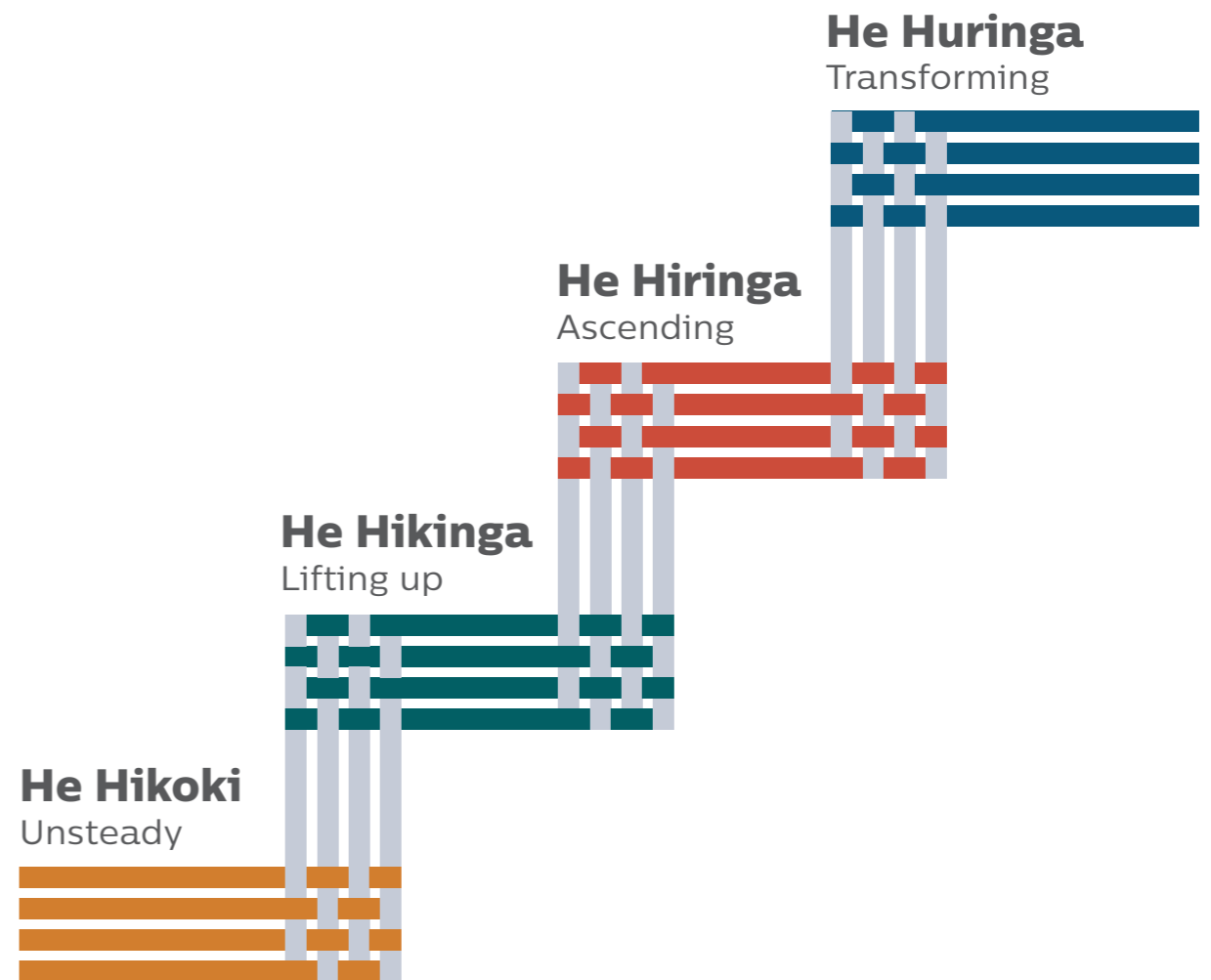


Wharangi Arotake

Self-Review Tool

Whānau, Hapū and Iwi

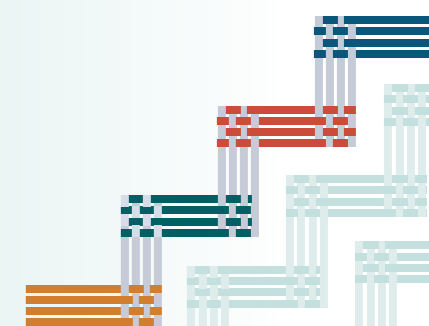
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Wharangi Arotake Self-Review Tool



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

Whānau, Hapū and Iwi

	He Hikoki The school and school board understand the role of whānau, hapū, and iwi in supporting students to value, acquire and use Māori language.	He Hikinga 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.	He Hiringa 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.	He Huringa 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.
GOALS				
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.