

HOW WILL YOU SUPPORT

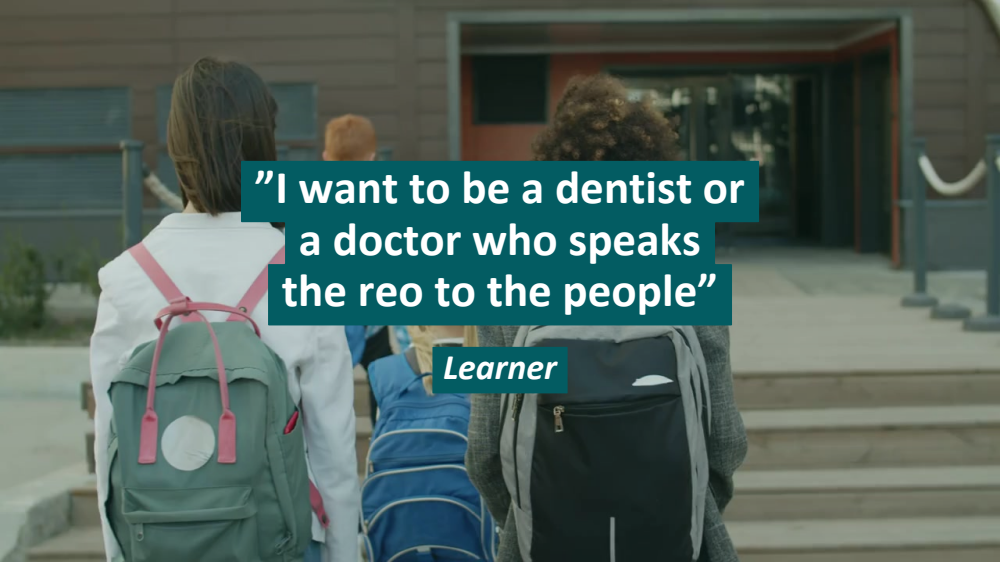
YOUR LEARNERS

TE REO MĀORI GOALS?

PRESENTED BY

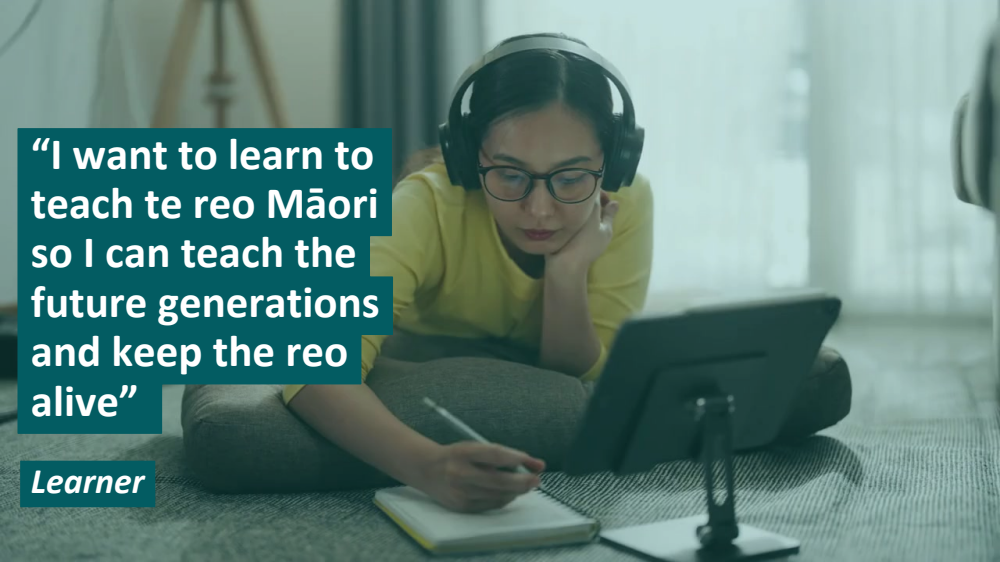


TE TARI AROTAKE MĀTAURANGA
Education Review Office

A group of students is seen from behind, walking up a set of concrete stairs. The student in the foreground on the left has a green backpack with pink straps and a white circular patch. The student in the foreground on the right has a dark blue backpack with a grey jacket draped over it. In the background, a building with a large doorway is visible. A teal text box is overlaid on the image, containing a quote in white text.

**"I want to be a dentist or
a doctor who speaks
the real to the people"**

Learner



“I want to learn to teach te reo Māori so I can teach the future generations and keep the reo alive”

Learner



**“I’m not Māori and
I love learning te
reo Māori”**

Learner

ERO found that learners, whānau and educators are broadly aligned in their goals for te reo Māori.

But, educators needed more clarity and guidance to support their goals.





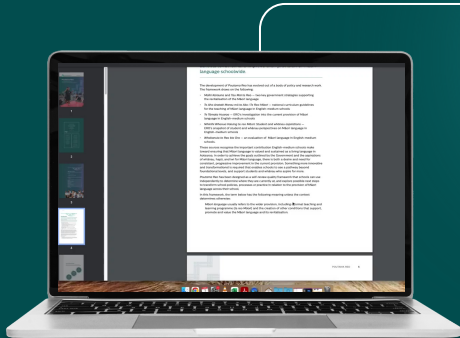
Asked for by educators.

A man with short brown hair, wearing a blue and white plaid button-down shirt, is leaning over a desk in a classroom. He is looking down at a tablet or laptop screen. To his left, a young woman with long dark curly hair is also looking at the screen. Another student's hand is visible on the right side of the frame, pointing at the screen. The background is a blurred classroom with colorful posters on the wall.

Shaped with educators.

A collage of various scenes related to education and social interaction, all overlaid with a semi-transparent blue filter. The scenes include: a child painting a face, a child writing at a desk, a child working on a project, a man and woman smiling together, two children running happily, a group of children laughing, a child in a classroom, a child with a backpack, and a close-up of a child's face.

Supporting the goals of learners.



Introducing Poutama Reo

The Improvement Journey

Self-review - improvement framework

Use Poutama Reo to explore the provision of te reo Māori in your school.

Get clear on where you are at, and the steps you need to take to make progress.



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.



He Hikoki

Unsteady

*A place of potential and growth.
Guidance and support is required
to take the next step.*

He Hikinga

Lifting up

*There is work to be done to lift and
raise expectations on a journey to
becoming self sufficient .*

He Hiringa

Ascending

*Acknowledging that the work is now
about transforming practice and
leading the way.*

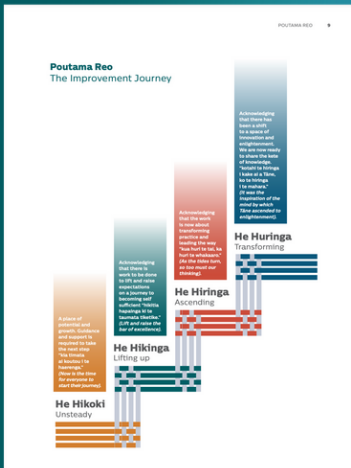
He Huringa

Transforming

*There has been a shift to a space of
innovation and enlightenment. We
are now ready to share the kete of
knowledge.*

Through areas of focus we know make a difference to learners, you will explore and then place your provision on the poutama.

The clarity given will help you understand areas for growth, and clarify what progression looks like for your school.



Indicators and examples of effective practice help you understand exactly what your school needs to do to support your learners goals.

Educators told us that the clarity given can be transformational for schools!

to enable a transition into He Hikings.	promote, and value the use of Māori language. Planning for change is beginning.	support for students and teacher to develop their ability and confidence to learn and use Māori language.
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.
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.
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, whānau, hapū, and iwi.

As you complete your Poutama Reo self review you will build a Te Reo Māori improvement plan.

Your plan will support improvement, and assist with meeting governance and leadership obligations.

So, why not get started today?



Get started with Poutama Reo

Talk to your ERO Evaluation Partner or contact
Tetahuwhare@ero.govt.nz for more information

Search for Poutama Reo on ERO.govt.nz or scan the QR code





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Ko te Tamaiti te Pūtake o te Kaupapa - the child is the heart of the matter

ERO.GOVT.NZ