



Education Review Office
Te Tari Arotake Mātauranga

**Te Kura Kaupapa Māori o Hoani Waititi Marae
Kei Henderson, ki Tāmaki-makau-rau**

Kua Whakamanahia

Te Pūrongo Arotake Mātauranga

Te Pūrongo Arotake Mātauranga Te Aho Matua: Te Rākeitanga

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Te Pūtake

Ko te pūtake o ngā pūrongo a Te Tari Arotake Mātauranga, ko te whakamōhio i te whānau me te hāpori whānui o te kura i te kōunga o te mātauranga e whakaratohia ana e ngā kura, ā, e whakawhiwhia ana e ngā tamariki. E takunetia ana ngā pūrongo a Te Tari Arotake Mātauranga, kia mārama, kia hāngai pū, kia mārohirohi, kia aromātai. E whakautu ana tētahi pūrongo a Te Tari Arotake Mātauranga, i te pātai aromātai e pā ana ki Te Tino Uaratanga. Nā runga i te whānuitanga o taua pātai, ka pūrongo Te Tari Arotake Mātauranga i te kōunga o te mātauranga Te Aho Matua me ngā putanga akoranga mō ngā tamariki. Ka pūrongo hoki Te Tari Arotake Mātauranga i ngā tukanga me ngā whakaritenga e pā ana ki te arotake whaiaro.

Ngā Whakaaturanga

1 Te Horopaki

E tū ana Te Kura Kaupapa Māori o Hoani Waititi Marae ki Henderson, ki Tāmaki-makau-rau. Ka whakarato te kura i ngā whiringa mātauranga mō ngā ākonga o ngā tau 0 ki te 18. He tokomaha ngā ākonga o te kura kua ahu mai i te kōhanga reo e tū ana hoki ki te kura nei. He tino hononga ki waenga i te kōhanga reo me te kura, ā, e whakaratohia ana te huarahi mātauranga maurua kore mō te whānau.

Mai i te arotakenga i mua mai kua tino kauneke whakamua te whānau, te poari me te kāhui amorangi. Mai i te tau 2017, he nui ngā tino whakarerekētanga ki te kāhui amorangi. He whakamatuatanga rangahau tā te tumuaki, ā, he whakamatuatanga ako tā te kaiārahi matua o te kura tuatahi. Kua whakatūngia tētahi tumuaki whakakapi, ā, tokorua ngā kaimahi o te Kāhui Amorangi e noho tauhou ana ki ō rāua nei tūnga ārahi. Kua whakapuakihia ki te wharekura tētahi hōtaka hou e pā ana ki ngā ara umanga.

2 Te Tino Uaratanga

He pēhea rawa ngā ākonga e whakaatu i tō rātou tū pakari, tō rātou tū rangatira hei raukura mō ō rātou whānau?

I ngā wā katoa ka āta kitea te tū pakari me te tū rangatira o ngā ākonga hei raukura mō ō rātou whānau. He pakari ngā ākonga o te kura tuatahi ki te kōrero i te reo Māori, he tau hoki rātou ki te ao Māori, ā, e noho hihiri ana hoki rātou ki te ako. Ka āta whakapuaki whakaaro ngā ākonga o te wharekura mā te reo Māori, ka tū pakari rātou hei kaiārahi, ā, ka tū rangatira rātou ki te ao Māori me te ao whānui.

Te Ira Tangata

Ka kitea te tū pakari o ngā ākonga - ā-tangata, ā-tinana, ā-wairua, ā-whatumanawa hoki. Ka whai wāhi angitu rātou ki te whānuitanga o ngā tūmomo horopaki. Ka ārahi ngā mātāpono o Te Aho Matua i ō rātou hononga me ā rātou taunekeneke, ā, ko te oranga tangata o ngā ākonga me te whānau te aronga matua puta noa i te kura. Nā te kaha o te whanaungatanga he wāhi manaaki, he

wāhi poipoi hoki te kura, ā, e pou herea ana e te aronga ki te mahi nahanaha me te mahi ngātahi. Ka āta mahi ngātahi te whānau hei painga mō ā rātou tamariki.

Nā runga i tēnei āhuatanga, ka kitea te hōhonutanga o tō rātou noho pūmau ki ngā ākonga katoa, ki te marae o Hoani Waititi, ā, ki a rātou anō hoki. Ka aroturuki te whānau i ā rātou mahi, hei āta whakarite i te hāngai tonutanga o aua mahi ki ngā mātāpono o Te Aho Matua. Ka āta whakaarohia ngā tūnga kaimahi, hei āta whakatau i ngā tāngata e tika ana ki te hāpai i te tirohanga mō ngā ākonga. He harikoa te ako a ngā ākonga, ā, he manawa whakahī tō rātou ki te whai wāhi nui ki Te Kura Kaupapa Māori o Hoani Waititi Marae.

Te Reo

E rumaki katoatia ana ngā ākonga ki te reo me ngā tikanga Māori. Ko te nui o ngā tūmanako mō te kōunga o te reo Māori i panoni ai i te taiao o te kura. He aronga mutunga kore tā ngā kaiārahi o te kura ki te reo Māori, ā, kua whakawhanakehia e rātou tētahi tino aronga nahanaha ki te whakatairanga me te whakapūmau i te taumata o te reo. Kua whai wāhi mai ētahi tino mātanga o te reo Māori, hei hāpai i te whanaketanga reo o ngā kaimahi, ā, kei te wātea ki te whānau ngā whai wāhitanga ako reo e āta kapohia atu ana e rātou. Kua whakatūngia hoki ētahi raukura hei kaimahi o te kura, hei kaitiaki hoki o te poari, ā, ka whakatairanga, ka whakamana hoki i tēnei whakapūmautanga ki te reo Māori. Ka aroturukitia te kōunga o te reo Māori, hei whakatinana i te whakapai tonutanga. Ko ngā rautaki e pā ana ki te hopu reo me te whakahaumanu reo e whai wāhi nui ana ki ngā hōtaka whakaako me ngā hōtaka akoranga. Ko ngā mōhiohio a te kura mō te ahu whakamua o ia ākonga, o ngā rōpū ākonga, o ngā kaimahi me te whānau hoki i roto i te reo Māori e tohu ana i te piki ake o ngā pūmanawa reo me te kōunga o te reo Māori, puta noa i te kura. Kua whakatōngia ngā tikanga Māori puta noa i te kura, ā, he mātau ngā ākonga ki te ārahi me te aroturuki i te pūmautanga o ā rātou mahi i ia te wā. Ka kōrero ngā ākonga i te reo Māori, ā, ka noho pūmau rātou ki te reo me ngā tikanga Māori.

Ngā Iwi

He nui te whakaute me te whakaaro maioha o ngā ākonga ki ētahi atu. Ko tā te marae o Hoani Waititi titiro, koia nei tētahi wāhi haumaruru ki te tū Māori me te tauawhi ki ētahi atu ahurea, ā, e tautokona ana tēnei tirohanga e te kura. Ka kitea te tū pakari o ngā ākonga ki runga i te marae, ā, ka ū rātou ki ngā tikanga o ō rātou tīpuna, ā, ka hāpai hoki rātou i ngā manuhiri katoa ki te whai wāhi mai me te ako ngātahi. Ka whakamanahia te whai wāhi nui o ngā ākonga ki te marae. He tokomaha ngā whānau e mōhio ana ki te whai wāhi atu o ā rātou tamariki ki te whakahaumanutanga o te reo me ngā tikanga Māori i roto i ō rātou ake whānau, ō rātou ake hapū, me ō rātou ake iwi. E ākina ana te tūhura me te whakatewhatewha haere o ngā ākonga i ētahi atu ahurea. Ka whakarato te whānau i ngā whai wāhitanga ā-ahurea, ā-hītori, ā-tōrangapū, ā-tangata hoki, hei whakatairanga ake i te māramatanga o ngā ākonga ki te ao Māori mā te tirohanga tuku iho, te tirohanga o te ao hurihuri nei, me te tirohanga ā meāke nei. Ka tū pakari ngā ākonga ki te kura me ō rātou ake marae, ā, he manawa whakahī hoki tō rātou hei Māori, ahakoa haere ai rātou ki hea.

Tū māia ki te kura, ki te marae, ki te kāinga, tū Māori ki te ao.

Te Ao

He pākiki ngā ākonga, ā, he nui tō rātou noho hihiri ki te ao Māori me te ao whānui. Ka whakarato ngā kaiako i ngā whai wāhitanga me ngā wheako tūturu e whai pūtake ana, kia āhei ai ngā ākonga ki te tūhura i te ao ki tua atu i tō rātou kura me te marae. Ka kōkiri ngā kaiako i te ako pakirehua, hei whakatairanga i te pākiki, i te whakatewhatewha ake a te ākonga, ā, i tā rātou tūhura hoki i te whānuitanga o ngā tūmomo kaupapa ka pupū ake i runga anō i ngā ngākau nuitanga me ngā hiahia o

ngā ākongā. E mōhio ana, e whai wāhi ana hoki ngā whānau ki ngā akoranga ā rātou tamariki, ā, ka whakapuaki rātou i ō rātou pūkenga me ō rātou mōhioanga hei whakatairanga i ngā akoranga. Ka toro atu, ka tuitui hoki ngā kaiako i te whānuitanga o ngā tūmomo hononga e whai pānga ana ki te whānuitanga o te marau me ngā whai wāhitanga ako. Ka hāpai hoki rātou i ngā ākongā ki te whakahonohono i ā rātou akoranga ki te ao Māori me te ao whānui. He auaha te aro nui o ngā ākongā ki te ao Māori me te ao whānui.

Āhuatanga Ako

E eke angitu ana ngā ākongā, ā, he maha ā rātou whakatutukitanga ki te whānuitanga o ngā tūmomo huarahi. Mā te ārahitanga o te poari, kua whakatakotohia e te whānau ngā whāinga rautaki ako e hāngai ana ki ngā mātāpono o Te Aho Matua. He whānui ngā tūmomo whai wāhitanga mō ngā ākongā ki te eke angitu, mā te taha mātauranga, te taha tangata, te taha ahurea, me te taha tinana. He tino māramatanga ngātahi tō rātou ki ngā tini āhuatanga o te angitu, ā, ka whakaaro nui ki te ako me te whakawhanaketanga o te katoa o te ākongā. Ki tā te whānau titiro, ko te whakahirahiratanga o te eke angitu i roto i te ao Māori e rite tonu ana ki te eke angitu anō hoki i roto i te ao whānui. He māia te ako a ngā ākongā.

Ka mahi ngātahi ngā kaiako ki waenga i a rātou anō, ki te whakarato i te kounga o ngā hōtaka akoranga. He tino pūkenga mātauranga ake tō tēnā me tēnā, ā, ka whakapuakihia hei whakatairanga ake i te ako a ngā ākongā katoa. Ka aromātai nahanaha rātou i ā rātou whakaritenga, ā, ka tātari hoki rātou ki te taha o te whānau te whai huatanga o te marau ki te aro ki ngā matea me ngā ngākau nuitanga o ngā ākongā. Ko te whakawhanaketanga ngaio o ngā kaiako e whai rautaki ana, e hāngai pū ana, ā, e āta whai pūtaka ana hei whakapakari ake i ngā pūmanawa me ngā āheinga, ā, hei hāpai hoki i ngā painga mō ngā ākongā. E whakamātauhia ana ētahi atu ara mā te whakapuakitanga o Te Arā Toitūtanga (he hōtaka ara umanga tēnei mō te tau 2017). E whakahaerehia ana tēnei hōtaka ki te wharekura, ā, e tīmata ana ngā whakaaro ki te whakamahere haere i tēnei ara, mai i te kura tuatahi.

E whai pūtaka ana ngā mōhiohia a te poari me te whānau, mō ngā paetae ākongā i roto i ngā tiwhikete mātauranga ā-motu. Ko ngā hōtuku paetae mō ngā tau e toru kua pahure ake nei, e tohu ana i te whakatutukitanga o te nuinga o ngā ākongā i te taumata tuatahi, te taumata tuarua, me te taumata tuatoru, ā, he tokomaha anō hoki o rātou i whiwhi i te tohu kaiaka, i te tohu kairangi rānei. He mātātoa te whai wāhi atu a ngā ākongā, ā, he tākare rātou ki te ako.

I roto i te kura tuatahi, ka whakaemi ngā kaiako i ngā mōhiohia e pā ana ki te reo matatini me te pāngarau o ia ākongā. Ka whakamahi rātou i Ngā Kete Kōrero me Te Poutama Tau hei huarahi aromatawai ki te aroturuki i te ahu whakamua o ia tamaiti. Ka whakamahi hoki ngā kaiako i aua mōhiohia ki te whakamahere i ngā taumata ako ka whāia tonuhia. Ka whakapuaki ngā kaiako i aua hōtuku ki waenga i a rātou anō, i te wā e whakawhitiwhiti haere ana ngā ākongā i roto i te kura, hei hāpai i te ako tonu mā ngā tino kitenga. Ka whakapuaki ngā kaiako i te ahu whakamua o ngā ākongā i roto i te reo matatini, te pāngarau, me te reo Māori ki ngā mātua.

Ngā wāhanga i tātuhia ai e te kura hei whakawhanake ake

Ko ngā wāhanga kei raro iho nei i tātuhia ai e te whānau hei whakaritenga whakawhanaketanga ka whai ake mā rātou, arā, kia:

- whakatūturuhia te mahere rautaki me te aronga
- whakaotia ngā tohu o te raukura hei whakamōhio i te whakamaheretanga o te marau
- whakawhanakehia tētahi angamahi me ngā tūmanako mō Ngā Hua o te Ako, ā, ka whakamahia hei tūmomo aromatawai, hei tūmomo aromātai o roto, mō ngā tau 1 ki te 10

- whakamaheretia ngā whai wāhitanga mō te whānau ki te whakaaro huritao me te whakanui i ngā whakatutukitanga i ia te wā, ā, i te angitu hoki o ngā whakawhanaketanga o te kura.

3 Te Arotake Whaiaro me te Ārahitanga

Ka whakamahia te aromātai o roto hei whakamōhio i te aro nui o ngā whakataunga. Ko ngā wāhanga i tāutuhia ai hei whakapai ake, e whakahāngai ana i te aronga a te whānau me tō rātou tino whakapeto ngoi. E arahina ana, e whakatauirahia ana hoki e te tumuaki (he whakamatuatanga tāna ā te tau 2017), te aromātai o roto e āta whakamahia ana hei whakatinana i ngā whakapaitanga. Ka tūmanako, ka āta tātari hoki te poari i ngā pūrongo e whai kiko ana, ā, e hāpaitia ana ki ngā kitenga ka whakamōhio i ā rātou mahere me ā rātou whakataunga. I ngā tau kua taha ake nei, kua arotahi te aromātai o roto ki ngā tino mātāpono tūturu o te kura, me te hiahia o te whānau – inā koa, o ngā Raukura – kia aromātaitia te whānuitanga o te kura ki te hāpai i te ako a ngā ākongā mā ngā mātāpono o Te Aho Matua me te “Waitititanga”. Kua whakaritea e te whānau tētahi wāhi e āta poi poi ana i te kaha o te whakawhiti kōrero, kia whānui, kia pono. E noho ngākau nui ana rātou ki te whakawero i a rātou anō, i a rātou e rapu ana i ngā whakautu ki ā rātou ake pātai. Ka kitea te aromātai o roto, ki te tini o ngā tūmomo reanga katoa, puta noa i te kura.

He mahinga ngātahi, he tini hoki ngā āhuatanga me ngā reanga o te ārahitanga puta noa i te kura. E mau pūmau ana te tumuaki e whakamatuatanga ana me te heamana hoki o te poari i ō rāua tūmanako mō rātou katoa e whai wāhi mai ana ki te kura. Kua whakatakotohia e rāua ngā tino taumata o te whanonga ngaio, ā, e hāngai ana hoki ēnei ki ngā taumata ngaio o ngā kaiako me ngā tikanga whakaaro anō hoki o Te Aho Matua me te marae.

He nahanaha te whakahaere i te āhua o ngā mahi me te arohaehae, ā, ka whakamahia i ia te wā ki ngā kaimahi katoa. Kua whakawhanakehia e te kāhui amorangi ngā pūnaha pakari e hāpai ana, e ārahi ana hoki i ā rātou rōpū. E arotahi ana rātou ki te whakapakari ake i ngā pūmanawa o ia tangata, me te āheinga o ngā rōpū ki te whakatutuki i ngā tino painga mō ngā ākongā.

Ka whakarato ngā kaiako i ngā whai wāhitanga mō ngā ākongā ki te tū hei kaiārahi e āta whai whakaaro ana, ā, e whakaaro huritao ana hoki. He mātātoa te whai wāhi atu me te tautoko o te whānau ki ngā kaupapa i te kura, ā, he tino tauira anō hoki rātou. He motuhake, he whakahirahira hoki te tū o ngā raukura ki te ārahi i te kura. Ko rātou te whakatinanatanga o te tirohanga o te whānau, ā, ka whakatauirā rātou i te pitomata mō ngā ākongā katoa o Waititi ki te tū hei raukura. Ka whai wāhi nui ngā raukura ki te whakapakari i te oranga tonutanga o te kura mō meāke nei.

4 Te Whakatau a te Whānau ki ngā Wāhanga Tautukunga

I mua atu i te whakahaerenga o te arotake i whakatutukihia e te poari me te tumuaki he Tauāki Kupu Tūturu a te Whānau mā Te Tari Arotake Mātauranga, me tētahi Rārangi Arowhai Tātari Whaiaro. I roto i ēnei tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumarua, me te oranga tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa me ngā taonga.

I te wā o te arotake, i whakamātauhia e Te Tari Arotake Mātauranga ngā āhuatanga i raro iho nei, i te mea he nui te pānga o ēnei ki ngā paetae o ngā ākongā:

- te haumaru aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaaito)
- te haumaru ā-tinana o ngā ākonga
- te rēhitatanga o ngā kaiako
- ngā tukanga ki te whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarerenga
- te tae ā-tinana atu a ngā ākonga ki te kura.

5 Te Taunakitanga

E taunaki ana Te Tari Arotake Mātauranga kia hāngai tonu te tirohanga o te whānau, i a rātou e aroturuki ana i te whai pānga o ā rātou whakataunga ki ngā ākonga me ngā painga ākonga.

Te Whakarāpopototanga

E tū ana Te Kura Kaupapa Māori o Hoani Waititi Marae ki Henderson, ki Tāmaki-makau-rau. He nui ngā whakarerekētanga ki te Kāhui Amorangi i te tau 2017. Ka kitea ki ngā ākonga i ia te wā tō rātou tū pakari, tō rātou tū rangatira hoki hei raukura mō ō rātou whānau. He auaha te aro nui o ngā ākonga ki te ao Māori me te ao whānui.

Hei ā hea Te Tari Arotake Mātauranga arotake anō ai i te kura?

Tērā ka whakahaeretia e Te Tari Arotake Mātauranga te arotake whai muri o Te Kura Kaupapa Māori o Hoani Waititi Marae i roto i ngā tau e toru, arā, ko Te Rākeitanga.



Lynda Pura-Watson
Kaiurungi Whakaturuki Arotake Māori

20 Paengawhāwhā, 2017

Te Aho Matua Education Review Report: Te Rākeitanga

Purpose

The purpose of ERO's reviews is to give whānau and the wider kura community information about the quality of education that the kura provides and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO report answers an evaluative question about Te Tino Uaratanga. Under the overarching question ERO reports on the quality of Te Aho Matua education and learning outcomes for children. ERO also reports on self review processes and practices.

Findings

1 Context

Te Kura Kaupapa Māori o Hoani Waititi Marae is in Henderson, Auckland. The kura provides education choice for students from year 0-14. Many of the students are also graduates of the kōhanga reo that is located on the kura site. There is a strong relationship between the kōhanga reo and kura who provide a seamless education pathway for whānau.

Since the previous review the whānau, board and leaders have made significant progress. In 2017 there have been significant changes in the senior leadership team (Kāhui Amorangi). The principal is on sabbatical leave and the senior leader of the kura tuatahi is on study leave. An acting principal has been appointed and the Kāhui Amorangi includes two staff who are new to their leadership roles. A new vocational pathways programme has been introduced in the wharekura.

2 Te Tino Uaratanga

How well do students demonstrate that they are high achievers who exemplify the hopes and aspirations of their whānau?

Students demonstrate consistently that they are high achievers who exemplify the hopes and aspirations of their whānau. Students in the kura tuatahi are confident speakers of te reo Māori, comfortable in te ao Māori and excited about learning. Wharekura students are articulate in te reo Māori, confident leaders who stand proud in both te ao Māori and the wider world.

Te Ira Tangata

Students demonstrate that they are culturally, physically, spiritually and emotionally confident. They successfully participate in a range of contexts. Te Aho Matua principles guide their relationships and interactions and the holistic well-being of students and whānau is a focus throughout the kura. Whanaungatanga has led to a caring and nurturing environment that is underpinned by a systemic, collaborative working environment. The whānau work diligently together to benefit their children. This shows the depth of their commitment to all students, Hoani Waititi Marae and to each other. The whānau monitor what they do to ensure that it remains consistent with the principles of Te Aho Matua. Staff appointments are carefully considered to ensure the right people are in place to support the vision for students. Students are happy learners and proud members of Te Kura Kaupapa Māori o Hoani Waititi Marae.

Te Reo

Students are fully immersed in te reo and tikanga Māori. High expectations for the quality of te reo Māori have transformed the kura environment. Kura leaders have an unrelenting focus on te reo Māori and they have developed a strategic and deliberate approach to raise and maintain the standard of language. Expert proponents of te reo Māori have been engaged to support the language development of staff, whānau have access to language learning opportunities which they readily participate in and past students (raukura) have been targeted as staff and board members who will promote and uphold this commitment to te reo Māori. The quality of te reo Māori is monitored to inform ongoing improvement. Language acquisition and revitalisation strategies are an integral part of teaching and learning programmes. Kura information about te reo Māori progress of individuals, groups of students, staff and the whānau reflects an overall increase in the capability and quality of te reo Māori throughout the kura. Tikanga Māori permeates throughout the kura and students competently lead and monitor their practices to ensure consistency. Students speak te reo Māori and uphold a te reo and tikanga Māori environment.

Ngā Iwi

Students are highly respectful and appreciative of others. The philosophy of Hoani Waititi Marae as a safe place to be Māori whilst embracing all other cultures is supported by the kura. Students demonstrate confidence on the marae where they uphold the traditions of their tipuna and welcome all visitors to participate and learn alongside them. Students are acknowledged as they make a significant contribution to the marae. Many whānau understand that their children contribute to the revitalisation of te reo and tikanga Māori in their respective whānau, hapū and iwi. Students are encouraged to explore and investigate other cultures. The whānau provides cultural, historical, political and social opportunities to enhance students' understanding of te ao Māori in the traditional, contemporary and future contexts. Students are confident at kura, on their own marae and they are proud to be Māori wherever they are.

Tū māia ki te kura, ki te marae, ki te kāinga, tū Māori ki te ao.

Te Ao

Students are inquisitive and deeply interested in learning about the Māori and wider worlds. Kaiako provide practical and relevant opportunities and experiences for students to explore the world beyond their kura and marae. Kaiako facilitate inquiry learning to promote curiosity, independent investigation and exploration on a wide range of topics that are generated by students' interests and passions. Whānau know about and participate in their children's learning and contribute their skills and knowledge to enhance learning. Kaiako create and use a range of networks that contribute to a varied curriculum and learning opportunities. They also help students to build connections in their learning between te ao Māori and the wider world. Students are creative in their response to the Māori and wider worlds.

Āhuatanga Ako

Students are high achievers who experience success in a wide range of ways. Led by the board, the whānau set strategic goals for learning based on the principles of Te Aho Matua. Students have opportunities to achieve in a wide range of ways including academically, socially, culturally and physically. They have a clear and shared understanding that success is multi-faceted and consider the holistic learning and development of students. The whānau view success in te ao Māori equally as important to success in the wider world. Students are confident learners.

Teachers collaborate with each other to provide quality learning programmes. Each have specialist skills that they share to enhance learning for all students. They systematically evaluate their practice and with whānau examine how well the curriculum responds to the needs and interests of students. Professional development for teachers is strategic, focussed and deliberate to build capability and capacity and support student outcomes. Other pathways to learning are being trialled with the introduction of Te Ara Toitūtanga (vocational pathways programme in 2017). This programme operates in the wharekura and some consideration of back mapping this into the kura tuatahi is beginning.

The board and whānau have reliable information about achievement in the national certificates of education. Achievement data in the past three years shows that most students who participate achieve levels one, two and three and many achieve with merit or excellence endorsements. Students are actively engaged and enthusiastic about learning.

In the kura tuatahi, kaiako gather literacy and numeracy information for each student. They use Ngā Kete Kōrero and Te Poutama Tau as tools for assessment to monitor each child's progress. Kaiako also use this information to plan next learning steps. Kaiako share data with each other when students' transition through the kura to support continuity of learning that is based on sound evidence. Kaiako share with parents the progress students are making in literacy, numeracy and te reo Māori.

Kura-identified areas of development

The whānau have identified that the following are their next steps for development:

- confirm the strategic plan and direction
- complete the graduate profile to inform curriculum planning
- develop a framework and expectations for Ngā Hua o te Ako to be used as an assessment and internal evaluation tool in years 1 to 10
- plan opportunities for the whānau to reflect on and celebrate the incremental and developmental successes of the kura.

3 Internal Evaluation and Leadership

Internal evaluation is used to inform responsive decision making. Identified areas for improvement focus direction as the whānau strives "to be the best it can be". Led and modelled by the tumuaki (on leave 2017), internal evaluation is used effectively to inform improvements. The board expect and critically examine detailed reports that are supported by evidence to inform their planning and decision making. In recent years, internal evaluation has focussed on the founding principles of the kura and a demand by the whānau, and in particular Raukura, to evaluate the extent to which the kura supports student learning through the principles of Te Aho Matua and "Waitititanga". The whānau have created an environment that is conducive to open and honest conversations. They are willing to challenge themselves as they seek to answer their own questions. Internal evaluation is evident at multiple levels throughout the kura.

Leadership throughout the kura is collaborative and multi-layered. The tumuaki, who is currently on leave, and the board chair are uncompromising in their expectations of everyone involved in the kura. They have set high standards for professional behaviour that is aligned to the professional standards of teachers and the philosophies of Te Aho Matua and the marae.

Performance management and appraisal is systematic and consistently applied to all staff. The kāhui amorangi (senior leadership team) have developed robust systems to support and guide their teams.

They are focussed on building individual capability and the capacity of the team to achieve positive outcomes for students.

Kaiako provide opportunities for students to be considerate and reflective leaders. Whānau actively participate and support kura events and are positive role models. Raukura have a unique and important leadership role in the kura. They are the realisation of the whānau vision and model the potential for all “*Waititi*” graduates. Raukura play a significant role in strengthening a sustainable future for the kura.

4 Whānau assurance on legal requirements

Before the review, the board of trustees and principal completed the ERO Whānau Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

5 Recommendation

ERO recommends that the whānau continue to be vigilant as they monitor the impact of their decisions on students and student outcomes.

Conclusion

Te Kura Kaupapa Māori o Hoani Waititi Marae is in Henderson, Auckland. In 2017 there have been significant changes in the senior leadership team (Kāhui Amorangi). Students demonstrate consistently that they are high achievers who exemplify the hopes and aspirations of their whānau. Students are creative in their response to the Māori and wider worlds.

When is ERO likely to review the kura again?

The next ERO review of Te Kura Kaupapa Māori o Hoani Waititi Marae will be in three years – Te Rākeitanga – Expansive Evaluation

A handwritten signature in black ink that reads "Lynda Pura-Watson". The signature is written in a cursive style with a large, prominent initial 'L'.

Lynda Pura-Watson
Deputy Chief Review Officer Māori

20 April 2017

Information about the Kura

Location	Kei Henderson, ki Tāmaki-makau-rau	
Ministry of Education profile number	279	
Kura type	Kura Te Aho Matua	
Kura roll	178	
Gender composition	Girls 105 Boys 73	
Ethnic composition	Māori	166
	Maori/Samoan	3
	Maori/Chinese	2
	Maori/Pakeha	5
	Maori/Paniora	2
Special features	Te Aho Matua Kura Kaupapa Māori	
Review team on site	28 February 2017	
Date of this report	20 April 2017	
Most recent ERO report(s)	Te Pūpuketanga	June 2013
	Te Aho Matua Review	November 2010
	Te Aho Matua Review	July 2009