

Mātaiako Update



In this Mātaiako Update, we look at ways in which Aromatawai can help with effective teaching practice in the classroom and we also have a brief overview of progress on some of the work with Mātaiako.

Aromatawai in the classroom

Mātaiako is a programme aimed at raising student achievement and outcomes in kura and Māori medium settings through aromatawai.

In this Mātaiako Update, we present eight key positions to stimulate thinking and discussion to help inform effective Aromatawai practice in teaching and learning. We also provide a brief overview of progress made of other work within Mātaiako.

Eight key Aromatawai positions

- Aromatawai is uniquely distinct from assessment
- The focus of aromatawai is on the ākonga (e.g. focused on the ākonga as a reader or writer, or on the ākonga as a scientist)
- Whānau, hapū and iwi are key contributors to ako and aromatawai
- Competent and confident pouako build competent and confident ākonga
- Akoranga are based on authentic learning experiences
- Ako is innovative and dynamic and aromatawai is an integral part of ako
- Ngā Rōpū Whakaruruhau have a collective responsibility for ensuring ākonga success
- Through use of the aromatawai positions, ākonga and management make informed decisions ensuring ākonga make appropriate progress and enjoy success

Video clips exemplifying the above positions can be found at/on the following link
<http://tmoa.tki.org.nz/Mataiako>



Understandings about aromatawai are derived from 'aromatawai'

Aromatawai policies, practices and resources are founded in Mātauranga Māori and therefore embodied Māori values, belief and knowledges.

Aromatawai includes assessment but goes beyond this formal context to include the nature of learning and teaching, (i.e. ako) in the student's wider environment, e.g. whānau, hapū and iwi.

The focus of aromatawai is on the ākonga

Relevant and valid Aromatawai practices include some of the following:

- are acknowledging of each child's specialness (i.e. the way I talk to them)
- mean I can talk about several dimensions of the child

Kaiako can use their tairongo/senses to help them understand what ākonga have learned and how ākonga are learning at any point throughout a learning experience.

- show I know my children's whānau
- demonstrates I know why a child is successful or not
- use my **tairongo/senses** to help me decide what is best for my students
- demonstrate I know how to plan and implement a program that captures all my students
- use our environment as a source of learning and inspiration
- show I know why we are learning what we are.



Whānau, hapū and iwi are key contributors to ako and aromatawai

I actively seek out ways of involving whānau, hapū and iwi in planning, delivery and aromatawai.

Having whānau and iwi as partners in learning can provide a strong foundation for Māori futures.

Competent and confident pouako build competent and confident ākonga

Building and developing confidence and competence in the 'art of ako' including content knowledge and appropriate language support will be an important way by which to grow the use of effective ako practices and therefore aromatawai practices.

Me pēhea au e mōhio? Nā te mea kei konei au i ia rā i tō rātou taha . . . ā, ka kite au i ngā rerekētanga, i ō rātou puāwaitanga i ngā wā katoa.



Akoranga are based on authentic learning experiences

I plan learning that is based on what engages, inspires and motivates students.

Aromatawai practices are centred on ākonga and support their engagement in setting and reflecting on their own learning goals.

Students will realise their potential because they have not only talked about it but have also experienced it, seen it, been involved in it and felt some connection to it.

Ako is the embodiment of effective teaching and learning and aromatawai is an integral element of that

Aromatawai is practiced as integral part of ako (learning and teaching) on a daily basis.

Knowing a student's needs at any point in a learning situation means judging, probing, maintaining connections with ākonga and making changes to meet learning needs along the way.



Ngā Rōpū Whakaruruhau (e.g. tumuaki, pouako, BoT, whānau, te Ao Mātauranga) have a collective responsibility for ensuring the success of ākonga in achieving their potential

Aromatawai is the engagement of a process that involves ākonga, pouako, whānau, hapū, iwi in determining what is important for their tamariki and their futures.

Share knowledge and information that contributes to strengthening and improving practices towards better outcomes for ākonga.

Through aromatawai, learners and management make informed decisions ensuring ākonga make appropriate progress and enjoy success

Pouako and tumuaki use appropriate aromatawai practices to support ākonga learning.

The purposes of aromatawai for leaders, school management and Boards of Trustees are to:

- Provide an opportunity for leaders and management to analyse progress of ākonga;*
- Identify trends across the school setting;*
- Set goals and implement strategic programs that are responsive to the needs identified;*
- Identify professional learning needs for pouako;*
- Identify resourcing implications to ensure learning needs are met appropriately.*

Mātaiako Programme progress

The Mātaiako programme is working to improve and standardise the assessment process and capabilities in kura and Māori medium settings and to align the assessment tools with Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori.

Assessment Tools

- The Aromatawai criteria are being refined to assess the suitability of existing tools and items for kura and Māori medium settings and to inform the development of any new tools. The refined Aromatawai criteria will be available for the sector on the Mātaiako online community by April 2013.
- A list of potential assessment tools is now available on the Mātaiako online community at www.tmoa.tki.org.nz/Mataiako/Whiriwhiria-tetahi-rauemi-aromatawai. This information is available online in a searchable Tool Selector.

The Tool Selector (Fig. 1) allows pouako to choose the subject area and level to which they are teaching, and a list of appropriate assessment tools is shown (Fig. 2).

Development of the Tool Selector continues which will eventually give pouako access to a wide range of assessment tools.

Reporting Tools

Te Waharoa Ararau ā-Kura Reporting Tool

Purpose

Te Waharoa Ararau ā-Kura has been developed by the Ministry of Education as an interim tool to enable the collation and reporting of achievement information in relation to Ngā Whanaketanga Rumaki Māori at the individual, class, syndicate and school-wide level to students, their teachers and whānau in the first instance.

Who

This tool is available to all level 1 and level 2 kura and Māori medium settings who are reporting learner achievement (Te Reo Matatini and Pāngarau) in relation to Ngā Whanaketanga Rumaki Māori.

How to access

Kura and settings must register to gain access to this tool. *Te Waharoa Ararau ā-Kura* is available now on the Mātaiako Online Community and on the Ministry's website.

Te Waharoa Ararau ā-Motu Reporting Tool

For kura and schools using *Te Marautanga o Aotearoa* to set their teaching and learning programmes, the Ministry has developed an online reporting tool for kura and schools to report their schoolwide te reo Matatini and Pāngarau student achievement information.

The online reporting tool is now available to all kura and schools to use. Schools and kura can report student achievement data using this or any other tool in 2013, and will be required to use the online reporting tool from 2014.

Schools and kura using both The New Zealand Curriculum and *Te Marautanga o Aotearoa* to set their teaching and learning programmes will be required to submit student achievement data to the Ministry in 2013 using both reporting templates as appropriate.

Te Waharoa Ararau ā-Motu is available now on the Mātaiako Online Community and on the Ministry's website.

Access to these tools can be found at the link: www.tmoa.tki.org.nz/mataiako/Te-Waharoa-Ararau



Figure 1: Assessment Tool Selector

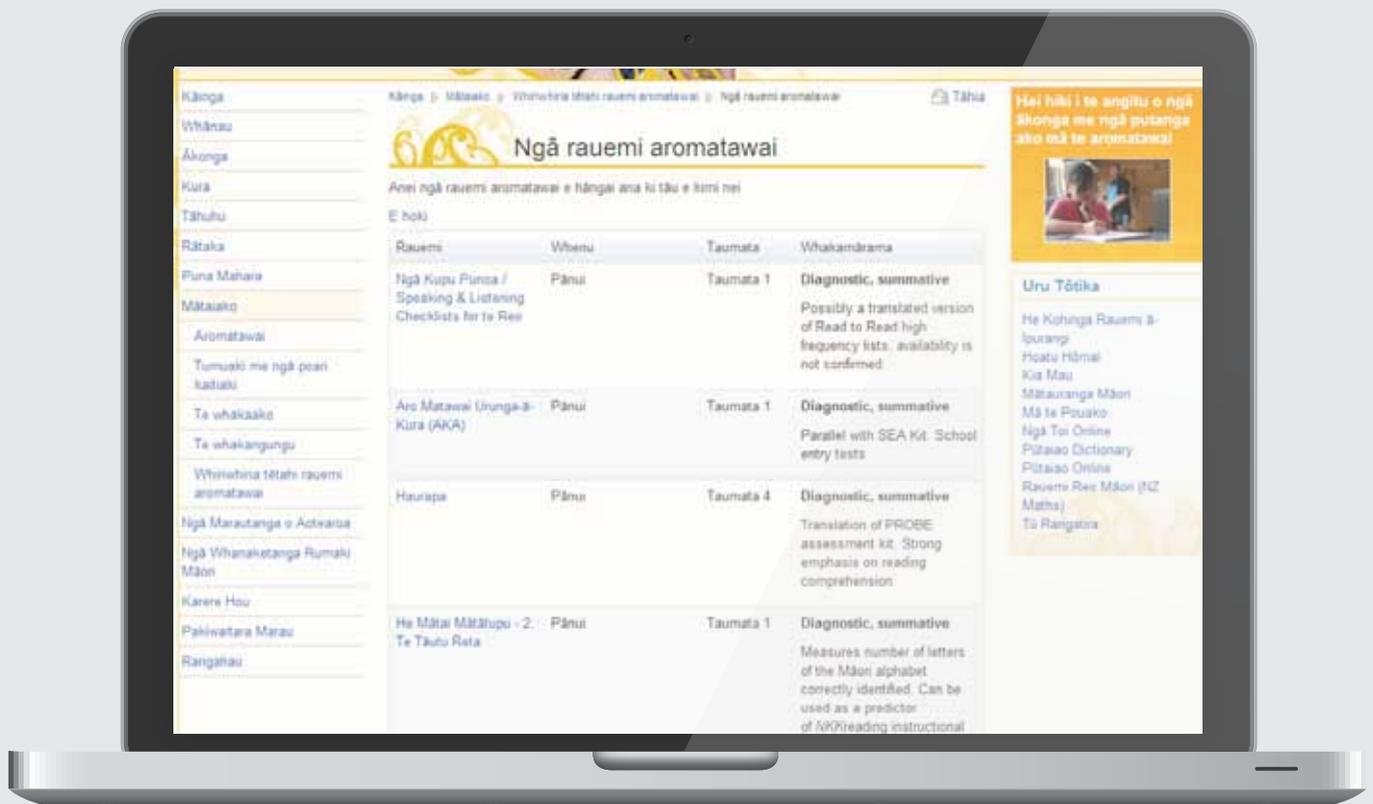


Figure 2: List of appropriate Assessment Tools

For more information, please visit
www.tmoa.tki.org.nz/Mataiako



Te Kāwanatanga o Aotearoa

