

# NGĀ WHANAKETANGA RUMAKI MĀORI



## *Readiness Workshop Presentation 2011*



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*Whakaohohotia te wairua – kia rongu, kia mataara*

*Whakakoia ngā tairongo ki te whakaaro*

*Whakaūkia te ngākau – kia mārama, ki ngā hua o te*

*whanaketanga ka manakohia e te ākongā*

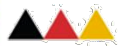


# Te Marautanga o Aotearoa

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- Kura, whānau, hapū, iwi, hāpori to develop their āhua o ā rātou akonga & marau-ā-kura
- Student centered
- Develop learning programmes reflective of graduate profile and aspirations of whānau, hapū, iwi, hāpori

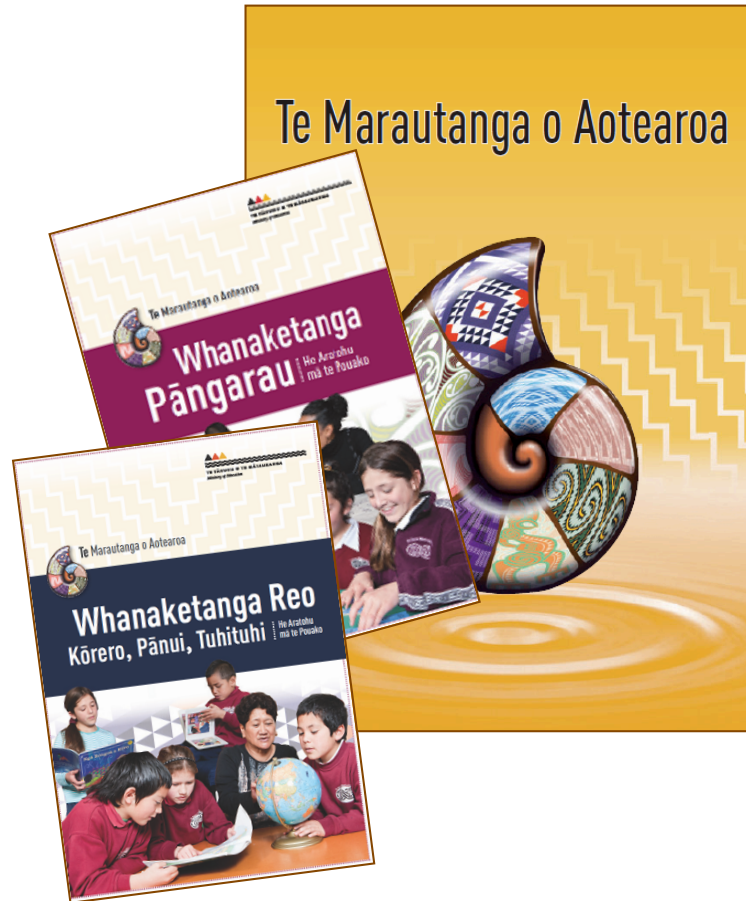


# What is whanaketanga?

- Whanake
- Whanaketanga
- Whakawhanake



# Ngā Whanaketanga Rumaki Māori development...



- Philosophical understandings
- Align to kaupapa Māori principles underpinning Māori medium education
- Uses the concept 'whanaketanga'



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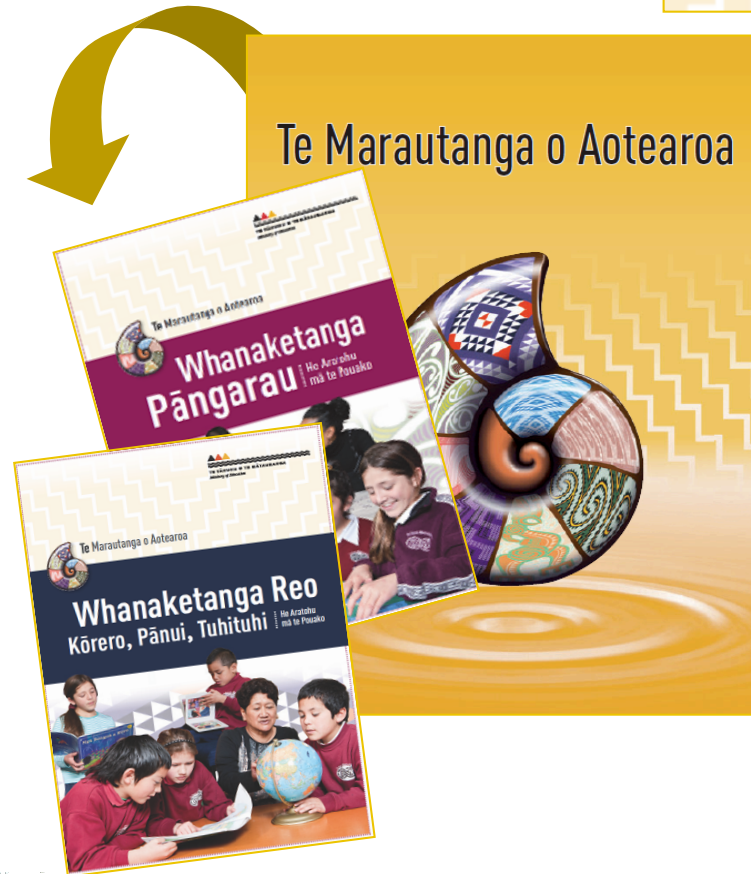


He aha ō koutou whakaaro?



# Ngā Whanaketanga Rumaki Māori or National Standards?

The National Curriculum



# What are your obligations in 2011?

The Education Act through the National Administration Guidelines requires Ngā Whanaketanga Rumaki Māori to apply to all students...

- Boards of Trustees responsible for Kura/Māori-medium settings who are using Te Marautanga o Aotearoa will fully implement Ngā Whanaketanga Rumaki Māori
- Kura / Māori -medium settings report student progress and achievement to parents and whānau in plain written language at least twice
- Boards of Trustees begin developing their 2012 Charters including setting targets in relation to Ngā Whanaketanga Rumaki Māori





# What are your obligations in 2012?

- Kura / Māori-medium settings work to achieve targets set in their 2012 Charters in relation to Ngā Whanaketanga Rumaki Māori
- Kura / Māori-medium settings report school-level data on Ngā Whanaketanga Rumaki Māori in the board's Annual Report beginning 2013



# Support from 2011

- There will be multiple ways that principals and teachers can access professional development support for Ngā Whanaketanga Rumaki Māori. These include:
  - Webinars, tailored training and support for boards of trustees
  - In-depth Professional Learning and Development
  - Regional workshops co-ordinated through the Ministry Regional Officer Co-ordinator
  - As required workshops for those that prefer support as they require it



# Key Support Links

- Te Marautanga o Aotearoa Online

<http://www.tmoa.core-ed.org/>

- Self-Review – page 16 of *Te Marautanga o Aotearoa*

- Ngā Whanaketanga Rumaki Māori

[http://www.minedu.govt.nz/theMinistry/EducationInitiatives/  
NgaWhanaketangaRumakiMaori.aspx](http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NgaWhanaketangaRumakiMaori.aspx)

- Board of Trustees Webinar 11-15 April 2011

[www.e-admintraining.co.nz/schools](http://www.e-admintraining.co.nz/schools)



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# Key feedback from 2010 consultation hui Principals, Senior Management & Boards

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- Overall relatively high understanding of the intent of Ngā Whanaketanga Rumaki Māori
- We need quality professional development
- More discussion around the leveling and alignment of Ngā Whanaketanga
- We need effective communication with whānau
- Reporting in plain language may be a challenge for some – what does it look like?



# Key feedback from 2010 consultation hui - Whānau

- Overall whānau see Ngā Whanaketanga Rumaki Māori as a positive step
- Parents and whānau want to be involved in their children's learning
- While parents and whānau found the reporting examples used in the feedback forms relatively easy to understand
- Parents and whānau report that progress reports and an open-door policy are ways in which schools can support them in engaging with their children's education
- Most parents and whānau prefer to receive information about their child's learning and achievement from schools through traditional methods such as parent-teacher interviews and reports that the child brings home



# What opportunities will this give me?

## Ngā Whanaketanga Rumaki Māori:

- will tell you how your tamariki are doing in kōrero, pānui, tuhituhi and pāngarau every year - from their first years through to the end of intermediate
- will tell teachers, students, parents, families and whānau early if students need more help to reach the expected learning outcomes set in the whanake



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