

## **Kiritina Johnstone - Senior Manager, Curriculum, Teaching and Learning Ministry of Education**

When Te Waharoa Ararau was first developed, it was developed to support schools that were participating in literacy PLD to collect evidence of the shifts that their students were making to compliment a professional development that they were receiving.

That was expanded upon when we were instructed by the Minister to collect national data on students progress and achievement against Ngā Whanaketanga Rumaki Māori and we extended it to include Pāngarau as well.

So Te Waharoa Ararau, the meaning of that is the waharoa or the opening, the gateway in to a whare and ararau are the multiple pathways that students, through their learning can take to progress in education.

Te Waharoa Ararau ā-Kura is developed so that schools can collect individual students achievement information against Ngā Whanaketanga Rumaki Māori for Te Reo Matatini and Pāngarau. Individual schools are the only ones that have access to that data and the administrator from the school gives permission to teachers and anyone else including the Ministry of Education or any professional development providers that we contract to have access to that data as well. So the data is there for the schools. It allows schools to be able to collect on an ongoing basis student achievement information and it allows them also to do some analysis across years, or across year levels.

Schools who decide to use Te Waharoa Ararau ā-kura, will be able to use it to build a picture of the trends of student progress and achievement over a number of different years. They'll also be able to use that information to help inform their teaching and learning Te Reo Matatini and Pāngarau programmes to ensure that the programmes that they're delivering to students are meeting the needs of each of the individual students.

Te Waharoa Ararau ā-Motu, is the mandated template that all kura and schools that are using Ngā Whanaketanga Rumaki Māori are required to use to submit their NAG 2a reports to the Ministry on an annual basis. If they are using Te Waharoa Ararau ā-Kura, then the data will transition across for them. If they're using another system or a student management system to collect that data, then they have to input that data in to the ā-Kura tool. When the schools have completed the Te Waharoa Ararau ā-Motu tool, they can be confident they have met their legislative requirements as set out in the National Administration Guidelines.

## **Cath Rau - Literacy Specialist, Kia Ata Mai Educational Trust**

Te Waharoa Ararau ā-Kura developed from quite humble beginnings it started off as

an excel spreadsheet when we were looking for ways to help and support teachers to collate the information in a form that would then allow us to look at that achievement information and talk about what was happening with and for learners.

The thing to remember about Te Waharoa Ararau ā-Kura as a tool is it's a repository it's a storehouse for overall teacher judgements. So it really represents an event that happens at the end of a very long but important process. So the stage we're at currently working with teachers is, providing a lot of support around how to make an accurate, or more accurate overall judgement for pānui, tuhituhi and korero.

**Leeana Herewini - Deputy Director Māori Medium, Te Whai Toi Tangata, University of Waikato**

In Te Waharoa Ararau we encourage that over the planned time judgments are made in all of those seven whenu but when reporting on Te Waharoa Ararau ā-Motu they're collapsed in to three: tau me te taurangi, te ine me te āhuahanga, tauanga me te tuponotanga.

The strength of Te Waharoa Ararau ā-Kura is that it is a quick retrieval, quick access, quick graph in order for leaders to be able to track, monitor and get trends of akonga cohorts and the kura as an overall. So as a tool the potential to do this quickly and accurately is its absolute strength. When we're working with Te Waharoa Ararau ā-Kura at the moment, we believe there's potential yet defined with the tool and we look forward to being able to plan with kura and sector leaders some of the potentials of the tool to aid accurately identifying where learners are at and where they need to go at a leadership level and then more at a classroom level so that particular cohorts of learners at year three or year seven, boys and girls can be tracked and monitored on entry in to the kura and on exit, in this way over time the validity of the data can be stored and managed by the kura and retrieved quickly at the needs of the kura. That's what I believe the strength of Te Waharoa Ararau ā-kura is.