

KIA WHAKATAU TE ARONGA

He pukatohu tēnei hei tautoko i ngā awheawhe Whakatau Aronga (OTJ) mō ērā e whakamahi ana i *Te Marautanga o Aotearoa* me Ngā Whanaketanga Rumaki Māori.

MAKING OVERALL TEACHER JUDGMENTS (OTJS)

Manual to support OTJ workshops 2017 for settings using *Te Marautanga o Aotearoa* and Ngā Whanaketanga Rumaki Māori

NOTE: When reading or referring to Wāhanga 2: Te hononga o ngā whakatau aronga ki ngā tukanga ā kura, ā motu hoki and/or Section 2 The relationship of OTJs to kura and national processes, that Kura and Māori medium settings are no longer required to submit NAG2A (NWRM) reports to the Ministry of Education

**This resource has been developed by Kia Ata Mai Educational Trust and the
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for Te Tahuhu o te Mātauranga.**



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He whakataki

Ko te reo te kākahu o te whakaaro, te huarahi ki te ao tūroa o te hinengaro.

Tā Hemi Henare

(Te wāhanga ako, Te Reo Māori 2 Te Marautanga o Aotearoa)

Nā Tā Hēmi Henare (1984) tēnei whakataukāki i hua ake, e kōrero ana mō te hiratanga o te reo Māori hei huarahi ki te ao whānui.

Kei hopu tōu ringa ki te aka taepa, engari kia mau ki te aka matua.

(Te wāhanga ako, Pāngarau 2 Te Marautanga o Aotearoa)

E kōrero ana tēnei whakataukāki mō Tawhaki i tana pikitanga ki ngā rangi tūhāhā ki te tiki i ngā kete o te wānanga. Tērā tōna ū ki te kaupapa i mua i a ia ahakoa ngā kūrakuraku ngā piki me ngā heke ka whiua ki mua i a ia.

Ka piki e te tai, piki tū piki rere

E whakaara ana i te whakapapa, i te tātai hono o ngā mea katoa. Ki konei ko te whanaungatanga o te aromatawai (ko ngā whakatau aronga hoki) me te ako.

Otirā, i whakaritea tēnei rauemi, **Kia Whakatau te Aronga¹**, hei tautoko i a koutou (o ngā kura) e hiahia ana ki te āta wānanga i ngā huarahi, i ngā tukanga hoki e hāngai ana ki te whakatau aronga (**Ngā Whakatau Aronga**). Kia tutukihia anō hoki ngā kaupapa ā-akomanga, ā-kura, ā-motu.

Kei tēnei rauemi ētahi ngohe e hāngai ana ki te whakatau aronga hei whakamahinga mā te hunga kura kia pakari ake te māramatanga kia tutuki ai ngā whakatau aronga.

Ko te kawa mō ia wāhanga:

1. Ngā kōrero matua
2. Ngā whakamāramatanga
3. Ngā ngohe
4. Ngā rauemi tautoko

¹ Nā Wharehuia Milroy te tohu Te Whakatau Aronga i whakahua ake

Introduction

Ko te reo te kākahu o te whakaaro, te huarahi ki te ao tūroa o te hinengaro.

Hēmi Henare

(From Te Reo Māori learning area of Te Marautanga o Aotearoa)

This whakataukī is attributed to Sir Hēmi Henare (1984) who espouses the importance of te reo Māori as a pathway to the world.

Kei hopu tōu ringa ki te aka taepa, engari kia mau ki te aka matua.

(From the Pāngarau learning area of Te Marautanga o Aotearoa)

This whakatauki relates to Tāwhaki ascending to the heavens to fetch the baskets of knowledge and reminds us to stay focused on the parent vine (aka matua) and not to be distracted by other vines (aka taepa).

Ka piki e te tai, piki tū piki rere

The tide rises, in and out it flows

This whakatauki is a metaphor for describing the interdependence of assessment (within which overall teacher judgments sit) and teaching and learning (ako).

This resource, **Kia Whakatau te Aronga**, has been prepared to support kura wishing to explore approaches and processes related to forming Overall Teacher Judgments (**Ngā Whakatau Aronga²**) to meet classroom, kura and national level purposes.

It comprises activity-based modules that kura are encouraged to use as the basis for developing understandings and practices to meet these purposes.

Modules are generally structured in the following way:

1. Key messages
2. Discussion of the key messages
3. Suggested activities for further unpacking and applying key messages
4. Resources and references related to the key messages

² Wharehuia Milroy provided the Māori term for OTJs

Te hanga o te pukatohu

WĀHANGA 1: NGĀ WHAKATAU ARONGA _TE TAUTUHI

Kōrero matua 1 Ka whakatau aronga mā roto i ngā kitenga me ngā whakamahinga o ngā taunakitanga kua kohia ake e te kaiako tae atu ki tētahi wā, nā ēnei kōrero e taea ai te whakatau aronga e hāngai ana ki te ahunga whakamua me te whanaketanga o te ākongā.

Kōrero matua 2 Ka mārama ake te whakatau aronga mēnā ka noho ki ngā horopaki ako, aromatawai, mātauranga me tairongo.

Kōrero matua 3 Kia maha tonu ngā huarahi aromatawai me ngā mātāpuna taunakitanga hei tirohanga mā koutou ka whakatau aronga ana.

WĀHANGA 2: TE HONONGA O NGĀ WHAKATAU ARONGA KI NGĀ TUKANGA ā_KURA, ā_MOTU HOKI

Kōrero matua 4 He tūāpapa ngā whakatau aronga e hāngai ana ki Ngā Whanaketanga Rumaki Māori hei whakahoki kōrero ki ngā ākongā me ngā whānau, hei whakatau whāinga i ngā tūtohunga āLkura, tautohu hei tautoko, hei whakapakari hoki i ngā ngoikoretanga kua tautohua mā ngā rōpū āLmotu.

WĀHANGA 3: TE HONONGA O NGĀ WHAKATAU ARONGA KI TEMARAUTANGA O AOTEAROA (TMoA) ME NGĀ WHANAKETANGA RUMAKI MĀORI (NWRM).

Kōrero Matua 5 Mā ngā kitenga o te tukanga whakatau aronga Ngā Whanaketanga Rumaki Māori e tohu mehemea e whanake haere ana ngā ākongā i raro i ngā whakahaerenga o Te Marautanga o Aotearoa.

WĀHANGA 4: WHAKATAURITERITE KIA TAU TE WHAKAARO

Kōrero matua 6 He mea nui te whakatauriterite kia tau ngā whakaaro kia pono mai ngā whakatau aronga (kia ōrite, kia tika hoki).

He rauemi tēnei hei whakamahinga māu. E tono ana ki a koutou kia whakaputaina ō koutou whakaaro, kia ūia mai, kia tāpirihia ētahi kōrero kia tukuna rānei he ngohe.

Structure of the manual

SECTION 1: DEFINING OTJS

Key Message 1 An overall teacher judgement (OTJ) involves drawing on and applying evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement to meet a variety of purposes.

Key Message 2 OTJs are best understood in the context of ako, aromatawai, mātauranga and tairongo.

Key Message 3 A range of approaches and multiple sources of evidence are required when making OTJs.

SECTION 2: RELATIONSHIP OF OTJs TO KURA AND NATIONAL PROCESSES

Key Message 4 OTJs referenced against Ngā Whanaketanga Rumaki Māori provide the basis for reporting to ākonga and whānau in particular ways, setting targets in School Charters and identifying and responding to sector wide (national) needs.

SECTION 3: THE RELATIONSHIP OF OTJs TO TE MARAUTANGA AOTEAROA (TMoA) AND NGĀ WHANAKETANGA RUMAKI MĀORI (NWRM).

Key Message 5 Ngā Whanaketanga Rumaki Māori rely on the OTJ process to indicate the extent to which ākonga are engaging successfully with Te Marautanga o Aotearoa.

SECTION 4: MODERATION

Key Message 6 Moderation is required to ensure that OTJs are reliable (consistent and accurate).

This resource should be treated as a working document and you are invited to make notes, pose questions, add further information or suggestions for activities etc.

Wāhanga 1: Te tautuhi i ngā whakatau aronga

KŌRERO MATUA 1:

Ka whakatau aronga mā roto i ngā kitenga me ngā whakamahinga o ngā taunakitanga kua kohia ake e te kaiako tae atu ki tētahi wā, nā ēnei kōrero e taea ai te whakatau aronga e hāngai ana ki te ahunga whakamua/ kauneke haere me ngā whanaketanga/ whakatutukitanga o te ākonga.

WHAKAMĀRAMATANGA 1:1

Ko te hanga whakatau aronga ko tētahi āhuetanga o roto pū i te ako. E kaha ana ngā kaiako ki te whakawā, ki te wetewete, ki te whakahiato i ngā kōrero mō ngā ākonga mai i ngā puna whakamōhio huhua kātahi ka whakamahi i ngā whakatau aronga hei ārahi i ngā akoranga hōu. He tukanga kakama, he tukanga puta noa, he tukanga hihiri tēnei a te kaiako, ā, i te nuinga o te wā kua tangata whenua kē.

He pēnei te āhuetanga o te tukanga



NGOHE 1:1

Whakaarohia tētahi wā i whakatauhia e koe tētahi aronga whakatau.

- He aha ngā kōrero, ngā taunaki i wānangahia ai e koe?
- He aha ngā take i whakatau aronga ai koe i taua wā tonu?
- He aha te putanga ake o tō whai i te whakatauaronga?
- I pēhea i muri mai?

Section 1: Defining OTJs

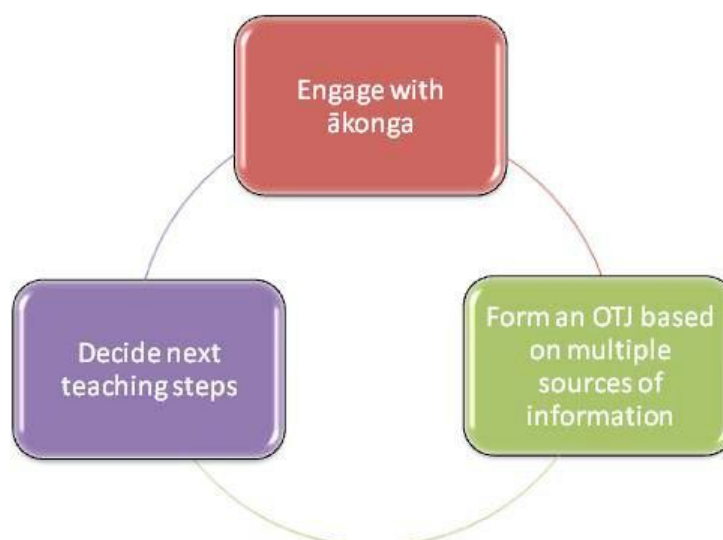
KEY MESSAGE 1:

An overall teacher judgement (OTJ) involves drawing on and applying evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement to meet a variety of purposes.

DISCUSSION 1:1

Forming OTJs are a natural part of the teaching and learning process. Kaiako are constantly managing, filtering and synthesising information about ākonga from a range of sources and using an overall judgement to guide their next teaching decisions. This is often a fast moving, fluid and dynamic process that becomes normalised overtime.

The following are attributes of this process:



ACTIVITY 1:1

Think about a recent example where you have formed an OTJ.

- What information and evidence did you draw on?
- What caused you to make an OTJ at that time?
- What was the consequence of acting on your OTJ?
- What happened next?

WHAKAMĀRAMATANGA 1:2

Arā noa atu ngā huarahi aromatawai i tua atu i te whakatau aronga. Ko te tuku pūrongo e kōrero ana mō te whanaketanga me te ahunga whakamua o ngā ākonga ki ngā ākonga, ki ngā whānau, ki ngā kaiako matua, ki te Poari, ki te Tāhūhū o te Mātauranga anō hoki.

I tēnei o ngā āhuetanga ka whakamahia e te kaiako ōna mōhiotanga mō te ahunga whakamua o ia ākonga, ā, ka whakapuakina e ia.

He wāhi matua tō **Ngā Whanaketanga Rumaki Māori** ki ngā tikanga tuku purongo.

E tautoko ana Ngā Whanaketanga Rumaki Māori i Te Marautanga o Aotearoa nā te āta whakatakoto i ngā whāinga paetae, i ngā pūkenga, i ngā mātauranga e tika ana kia akona e te ākonga i ia taumata i a ia e kuraina ana mai i te tau 1L8 e pā ana ki te kōrero, te pānui, te tuhituhi me te pāngarau. Ka āta whakatakotohia e Ngā Whanaketanga Rumaki Māori ngā paetohu matua hei arataki i ngā mahi whakaako, ako, me te aromatawai. He pēnei te takoto kia toro atu ngā ākonga ki ngā wāhanga katoa o te marautanga, mā reira, ka angitū ngā ākonga, ka whai pūkenga, ka mātau hoki ki ngā rautaki, ka mutu, ka whai tohu rātau i te putanga atu ki te ao whānui (Tāhuhu o te Mātauranga).

He pēnei te āhuetanga o te tukanga:



RAUEMI TAUTOKO

Questions and answers L Ngā Whanaketanga Rumaki Māori

<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NgaWhanaketangaRumakiMaori/QuestionsAndAnswers.aspx>

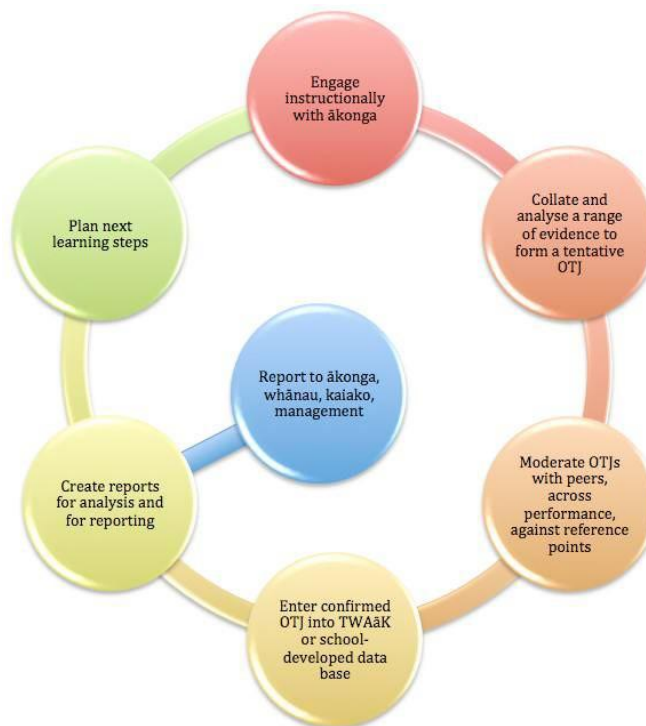
DISCUSSION 1:2

There are times however, where a more systematic measured approach is required. This includes reporting achievement and progress to ākonga and their whānau, to senior management and the BOT and to the Ministry of Education. Here kaiako are required to draw on and apply what they know about the achievement of each ākonga and express it in a particular way.

Ngā Whanaketanga Rumaki Māori are an important mechanism for these reporting purposes.

Ngā Whanaketanga Rumaki Māori support Te Marautanga o Aotearoa by establishing clear and consistent expectations for kōrero (oral language), pānui (reading), tuhituhi (writing) and pāngarau (mathematics) skills and knowledge that ākonga in years 1L8 need to learn at different stages of their schooling. They signal important progress points to watch for to guide teaching, learning, and aromatawai practices. This is so ākonga can access all areas of the curriculum, and raise achievement so young people leave kura or school with the skills, strategies and qualifications they need to succeed (Ministry of Education).

The following are attributes of this process:



SUPPORTING RESOURCES

<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/NgaWhanaketangaRumakiMaori/QuestionsAndAnswers.aspx>

KÖRERO MATUA 2:

Ka mārama ake te whakatau aronga mēnā ka noho ki ngā horopaki ako, aromatawai, mātauranga me tairongo.

WHAKAMĀRAMATANGA 2:1

Kei te pukapuka Rukuhia, Rārangahia, Aromatawai (Tāhuhu o te Mātauranga, 2014) te roanga atu o ngā kōrero mō, **aromatawai**, **mātauranga**, me **tairongo**. Heoi anō, e whai ake nei ētahi ariā matua o Rukuhia, Rarangahia hei whāriki i te whakaaro o te āta wānanga i ngā whakatau aronga.

Mā te whanaungatanga i waenga i te kaiako me te ākonga e pupū ake ai **ngā whakatau aronga** e hāngai ana ki te whakaako me te **ako**.

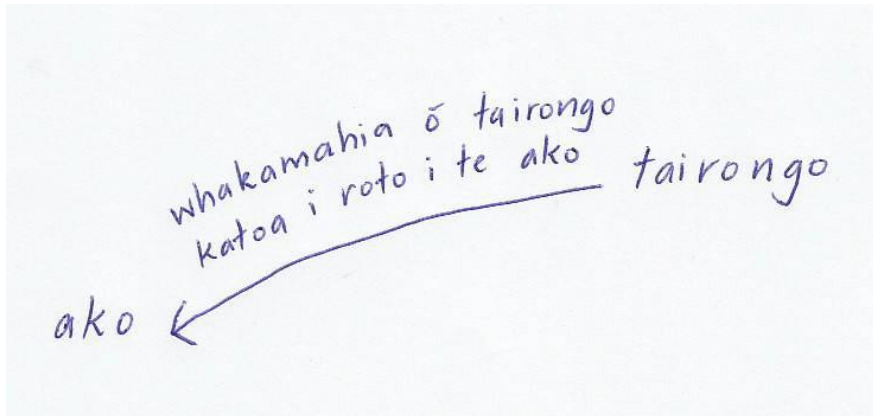
Ko te take o te **mātauranga** he whakarei i tō ao, kia mārama ai koe ki te ao whānui: Ko wai koe i tēnei ao? Kei hea koe i te ao nei? Ka pēhea tō tū rangatira?

Ko **tairongo** ko te rongo āLtaringa, āLwhatu, āLpā, āLarero, āLihu, āLwairua hoki. He āhuratanga motuhake ngā tairongo kia mōhio ai te kaiako ki āna ākonga.

Kua rarangahia te **aromatawai** i te ako (I pēhea te ako o tētahi akoranga?) me te aromatawai hei ārahi i te ako (He aha ngā āhuratanga e hiahiatia ana mō ngā akoranga e whai ake ana), ki roto i te aromatawai.

NGOHE 2:1

Tāngia mai he mahere ariā hei whakaatu, hei whakamārama hoki i te hononga i waenga i te mātauranga, i te ako, i te aromatawai, i te tairongo me ngā aronga whakatau kia hāngai ki ngā whakamāramatanga o runga ake. Kua tāngia kē te tīmatanga o tētahi i raro iho nei, heoi anō māu e whakaoti.



Ko tētahi whakaaro kē, ko te tā i tō ake mahere ripo, hoahoa rānei hei whakaatu i tō māramatanga o te hononga o ēnei ariā whakaaro.

RAUEMI TAUTOKO

Rukuhia Rarangahia, Aromatawai, Ministry of Education Position paper, (2014).
<http://tmoa/tki.org.nz>

KEY MESSAGE 2:

OTJs are best understood in the context of ako, aromatawai, mātauranga and tairongo.

DISCUSSION 2:1

Aromatawai, mātauranga and tairongo are more fully described and discussed in Rukuhia, Rarāngahia (Ministry of Education, 2014). Some of the important ideas expressed in that document have been paraphrased below to set the scene for thinking more deeply about OTJs.

OTJs are created and enhanced by the relationship between the kaiako and the ākonga via the teaching and learning process (**ako**).

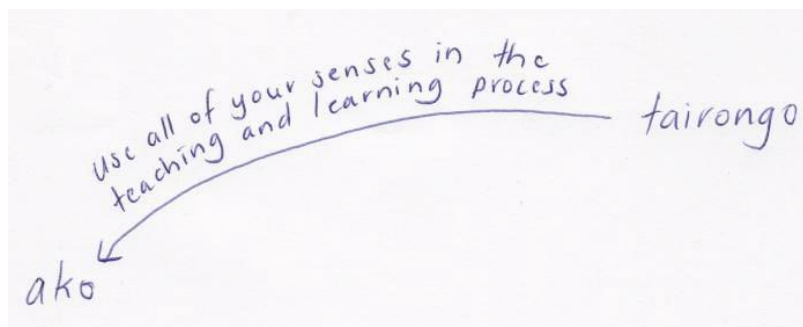
The purpose of knowledge (**mātauranga**) is to enhance one's life, to contribute to understanding the world, who you are in it, where you are in it and how you are in it.

Tairongo involves sensing something by listening, looking, touching, tasting, smelling or feeling. Tairongo is a valued and valid way of understanding ākonga.

Aromatawai includes the assessment of learning (how well something has been learnt) as well as assessment for learning (what is required for further learning).

ACTIVITY 2:1

Construct a concept map to show and explain the relationship between mātauranga, ako, aromatawai, tairongo, and OTJs based on the descriptions above. A start has been made below for you to complete.



Alternatively, design your own flow chart or diagram that reflects your understanding of the relationship of these ideas and concepts.

SUPPORTING RESOURCES

Rukuhia Rārangahia, Aromatawai, Ministry of Education Position paper, (2014).
<http://tmoa/tki.org.nz>

KŌRERO MATUA 3:

Kia maha ngā huarahi aromatawai me ngā mātāpuna taunakitanga hei tirohanga mā koutou ka whakatau aronga ana

WHAKAMĀRAMATANGA 3:1

Kia maha tonu ngā huarahi aromatawai ka whakamahia e te kaiako hei whakaatu i tētahi kōrero kounga e tohu ana i ngā wāhanga kua whanakehia, i ngā wāhanga kia kaha ake, ā, e whakaahua ana hoki i te ahunga whakamua o ngā ākonga.

Mā ngā wheako ako me ngā pāhekohekotanga i waenga i te kaiako ki te ākonga, i te ākonga ki te ākonga, i te kaiako ki te whānau, i te ākonga ki te whānau ka puta ngā taunakitanga huhua e hāngai ana ki te ako. Ehara i te mea ka tika te kōrero hei whakaatu i te ahunga whakamua o te ākonga mēnā kua tīkina mai i te puna mōhio, i te taunakitanga kotahi rānei. Me maha ngā mātāpuna whakamōhio ka whakamahia kia tika, kia pono te whakatau aronga.

Ki te pēnei te pātai:

- E tika ana ngā kitenga o tēnei whakatau aronga e pā ana ki ngā āheitanga o te ākonga? – E whakaaro ana ki te tika o te whakatau aronga.
- Ka pēhea te ōritetanga, te tika, me te pono o tēnei whakatau aronga? – E whakaaro ana tātou ki te pono o te whakatau aronga.

Hei tā Rukuhia Rārangahia te pepa aromatawai nā te Tāhuhu o te Mātauranga (2014, pp 18L19) e tika ake ana ngā whakatau e pā ana ki te ako i ngā kura reo Māori mēnā ka:

- ahu mai ngā kōrero whakatau me ngā kitenga i ngā horopaki ako tūturu ka mutu i whai wāhi atu ētahi o ngā tāngata whai pānga ki aua pārongo
- whakatairangahia/whakamanahia te tuakiri, te ahurea me ngā tikanga o ngā ākonga
- whakaatuhia te ahunga whakamua o te ākonga i tana huarahi ako
- whakamanatia te whakamahinga o ngā pārongo i ahu mai i ngā puna whakamōhio huhua, ko ngā tairongo tētahi
- aronuitia te motuhaketanga me ngā paingao te ākonga
- tautokona ngā huarahi whānui e whakaatu ai, e hopu ai, e whai haere ai i te ako a te ākonga

Ko te **mahi whakatauriterite** kia tau he tukanga hei whakatau, hei whakaū i ngā aronga. Ko te mahi ko te whakawhiti kōrero ngā kaiako ki ētahi atu hoa mahi (ki ngā ākonga hoki) mō ngā āhuetanga o ngā ākonga me te ako i ngā marautanga katoa kia ū ai ngā whakatau, mā tēnei mahi tahi ka kitea e ngā kaiako mēnā e tika ana a rātau whakatau. Ki te kaha rawa te tukanga whakatauriterite, kāore e kore **he pono**, (he tika) hoki ngā whakatau.

KEY MESSAGE 3:

A range of approaches and multiple sources of evidence are required when making OTJs

DISCUSSION 3:1

A range of aromatawai approaches should be used to compile a comprehensive picture of the areas of progress, identify areas requiring attention, and describe what unique progress looks like for ākongā.

Learning experiences and interactions between kaiako and ākongā, ākongā and ākongā, kaiako and whānau, ākongā and whānau generate multiple sources of evidence of learning for learning. No single source of information or evidence can accurately summarise ākongā achievement or progress. Multiple sources should be used when making an OTJ to better ensure the OTJ is valid and reliable.

- When we ask a question like L to what extent does an OTJ represent what the ākongā can do? L We are thinking about validity.
- When we ask a question like L how consistent, accurate or reliable is this OTJ? L We are thinking about reliability.

Rukuhia Rārangahia, Ministry of Education paper on Aromatawai (2014, pp. 18L 19) states that judgments of and for, learning in Māori medium settings are more likely to be valid if the information on which they are based:

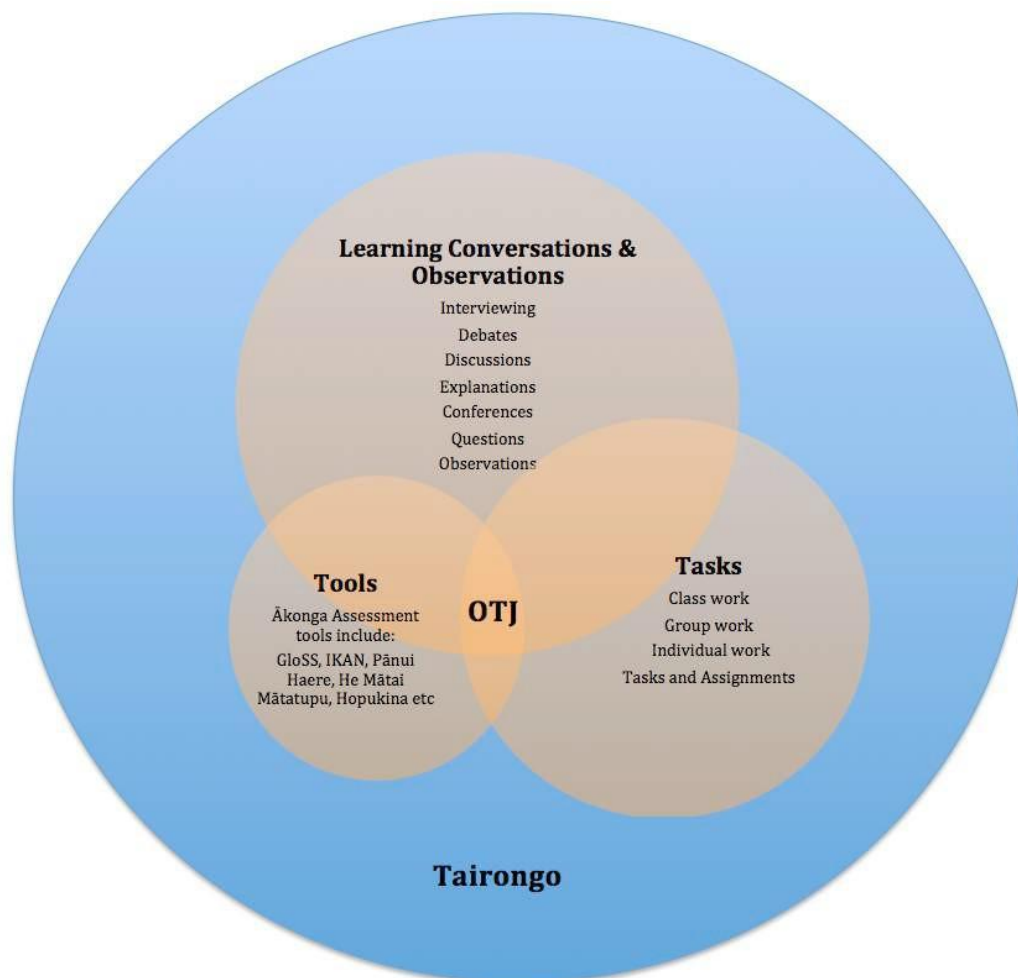
- is derived from authentic learning contexts and key people have contributed to that information
- recognises in an authentic way the identity language and culture of the ākongā
- recognises progress of the ākongā in the learning process
- validates the use of information that is available from a wide range of sources, including tairongo
- recognises the uniqueness and strengths of the ākongā
- allows learners to show and record their learning in a range of ways

Moderation is the process of confirming OTJs. It involves kaiako cross checking their OTJs with others (including ākongā) and considering whether that OTJ stacks up given what is also known about that ākongā and after considering their performance in specific learning areas and across the curriculum. The stronger the moderation process, the more **reliable** (and accurate) the OTJ is likely to be.

NGOHE 3:1

Wānangahia te tikanga o te hoahoa ki raro nei. He tauira noa e whakaatu mai ana i ngā puna pārongo me ngā momo taunakitanga e hāngai ana ki ngā whakatau aronga.

Interpret the diagram below, which is one way to represent sources of information and evidence for OTJs.



He aha pea ki ōu whakaaro te tikanga o te rahinga o ia porohita i tēnei hoahoa?

What message do you think that the size of each circle in the diagram is trying to convey?

Me pēhea kē atu e whakaatu ai i ēnei whakaaro?

How else might you represent these ideas?

WHAKAMĀRAMATANGA 3:2

Ka tau ngā whakatau aronga i runga i ngā taunakitanga e whakaatu ana i te whakamahinga o ngā pūkenga, mātauranga me ngā māramatanga ka ākona e ngā ākonga mā te tūhono o ngā akoranga ki TMOA me ngā horopaki kei ngā marau āLkura.

NGOHE 3:2

Me pēhea ngā wāhanga ako o TMOA (pūtaiao, tikanga ā iwi...) e whāriki ai i ngā huarahi hei kōrero mō te kaunekehanga/ whanaketanga o te ākonga:

- i te pānui?
- i te tuhituhi?
- i te kōrero?
- i ia whenu pāngarau?

DISCUSSION 3:2

OTJs are made using evidence that shows application of the skills, knowledge and understandings as ākonga engage with Te Marautanga o Aotearoa and in learning contexts derived from the marau āLkura.

ACTIVITY 3:2

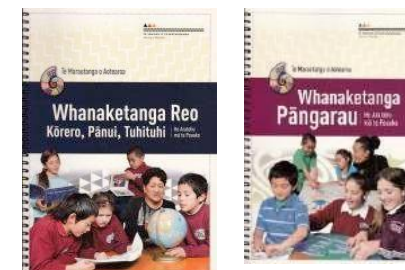
How do the learning areas of Te Marautanga o Aotearoa (e.g. pūtaiao, tikanga o iwi etc.) present opportunities to inform achievement in:


- in pānui?
- in tuhituhi?
- in kōrero?
- in each of the pāngarau strands?

RAUEMI TAUTOKO

Ko ngā rauemi tautoko e whai ake nei e whakawhānui ana i ngā kōrero mo te Whakamāramatanga 3.1 e pā ana ki ngā puna whakamōhiotanga huhua me ngā taunakitanga hei whakatau aronga. Ka whakamāramahia te kaupapa me te āheinga o te puka He Aratohu mā te pouako: Ngā Whanaketanga Rumaki Māori: Kōrero, Pānui, Tuhituhi me te Pāngarau ki te Wāhanga Tuawhā o te pukatohu: Whakamāramatanga 6.2.

Ngā Puna Taunakitanga: he tauira whakawhiti korero, he tauira mātakitaki.

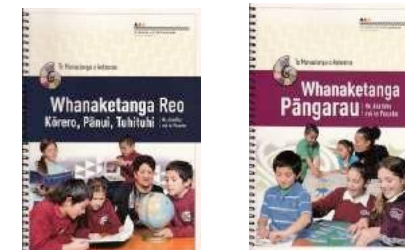




Kōrero	Pānui		Tuhituhi	Pāngarau
<p>Ko ngā whakawhiti kōrero ki te ākongā (He ōpaki, he ōkawa hoki)</p> <p>Ko ngā kitenga o te ākongā e mahi tahi ana ki ētahi atu. (He ōpaki, he ōkawa rānei)</p> <p>Ko ngā kōrero e hāngai pū ana ki ngā hua ako o te Marautanga o Aotearoa</p> <p>Ko ngā kohinga hopunga reo ōpaki/ ōkawa o te reo o ngā ākongā. Ka whakatauritehia i te roanga o te wā.</p> <p>Ko te aromatawai i ahau anō me te aromatawai āHhoa i te whanaketanga o te ākongā e ai ki ngā paearu angitū.</p>	<p>Ko ngā kōrero mō ngā tuhinga e pānuihia ana e te ākongā i te wā pānui arahanga, pānui takitahi/pānui mauritau me te pānui ngātahi. (Pānui Arahanga: pp. 40 H 47, 50, 72, 74, 76)</p> <p>Ko te kitenga o ngā ākongā e pānui ana i ngā tuhinga i te whānuitanga o te marautanga.</p> <p>Ka whakarongo ki te reo pānui āH waha</p> <p>Ko te aromatawai i ahau anō me te aromatawai āHhoa i te whanaketanga o te ākongā e ai ki ngā paearu angitū. (He mea hanga noa, i tiki mai i te puka He Ara Ako i te Reo Matatini (pānui) rānei.</p>		<p>Ko ngā whakawhitinga kōrero whai take ki te ākongā e pā ana ki te tukanga tuhituhi. (Ko ngā wāhanga Matapaki me Te Tukanga Tuhituhi i ngā puka He Manu Tuhituhi)</p> <p>Ko te kitenga me te tuku atu o ngā tauira tuhituhi i tuhia e te ākongā i te whānuitanga o te marautanga.</p> <p>Ko te aromatawai i ahau anō me te aromatawai āHhoa i te whanaketanga o te ākongā e ai ki ngā paearu angitū. (He mea hanga noa, i tiki mai i te puka He Ara Ako i te Reo Matatini (tuhituhi) rānei.</p>	<p>Ka kite i ngā tauira whakaaro arorau, whakaaro whaitake, me ngā whakaaro auaha.</p> <p>E arotahi ana ngā ākongā i tētahi rōpū iti noa ki tētahi akoranga e whai ana i te puka whakatauirā.</p> <p>Ka whakamāramahia ngā rautaki me ngā whakaotinga rapanga mā te kupu, pikitia, tohu me te whakaatu.</p> <p>E aro ana te aromatawai takitahi, āHhoa hoki ki ngā puka “Ekenga Panuku” mai i te WhakamahereH Pukapuka TuatoruH Te Poutama Tau. Ka whakamahia ēnei whārangi hei rauemi aroturuki mā ngā kaiako/ākongā ka whakaako tau ana rātau.</p>

SUPPORTING RESOURCES


The following resource sheets further explore the ideas from Discussion 3.1 about multiple sources of information and evidence on which to base an OTJ. The place and function of He Aratohu mā te Pouako: Ngā Whanaketanga Rumaki Māori: Kōrero, Pānui, Tuhituhi and Pāngarau is discussed in Section four: Discussion 6.2.

Sources of evidence: Examples from conversations and observations




Kōrero	Pānui	Tuhituhi	Pāngarau
<p>Verbal interactions with ākongā (informal H conversational and formal H learning based conferencing)</p> <p>Observations of ākongā interacting formally and informally with others</p> <p>Specific learning conversations as ākongā engage with the learning areas of te Marautanga o Aotearoa</p> <p>Audio files of ākongā informal and formal kōrero collected and compared over time</p> <p>Self and peer assessment of achievement of learning intentions through success criteria</p>	<p>Discussions about texts the ākongā is reading during instructional, independent and shared reading. (Pānui Arahangā: pp. 40 H 47, 50, 72, 74, 76)</p>  <p>Observations of ākongā engaging with texts used across the curriculum</p> <p>Listening to ākongā read excerpts aloud</p> <p>Self and peer assessment of achievement of learning intentions through success criteria (self developed or from literacy progressions for pānui)</p>	<p>Specific learning conversations and conferences with ākongā as they work through the writing process (Te Matapaki and Te Tukanga Tuhituhi sections in He Manu Tuhituhi booklets)</p>  <p>Observations and sharing of writing generated across the curriculum</p> <p>Self and peer assessment of achievement of learning intentions through success criteria (self developed or from literacy progressions for tuhituhi)</p>	<p>Observations of logical reasoning (whakaaro arorau), deductive reasoning (whakaaro whaitake), and creative thinking (whakaaro auaha)</p> <p>Ākongā engaged in small group teaching using a modelling book.</p> <p>Representations in words, pictures, symbols, demonstrations particularly when explaining strategies and problem solving</p> <p>Self and peer assessment focussed on “Ekenga Panuku” from Te WhakamahereH Pukapuka TuatoruH Te Poutama Tau. These sheets can be used as a monitoring tool for kaiako/ ākongā when teaching Tau</p>

Ngā puna taunakitanga: He tauira nā te ākongā me te kaiako i hanga

Kōrero	Pānui	Tuhituhi	Pāngarau
<p>Ko te kōrero anō i tētahi tuhinga i āu ake kupu</p> <p>Ko ngā mihi me ngā kōrero 'I te ata'</p> <p>Ko ngā kōrero o ia rā (ōpaki)</p>	<p>Ko te kōrero anō, ko te tuhi anō rānei i tētahi tuhingahei whakaatu i te māramatanga o tāna i pānui ai.</p> <p>Ko ngā urupare āHwaha me ngā urupare āH tā ki ngā pātai aroā.</p> <p>Ko ngā puka whakatauirā āHakomanga</p> <p>Ko ngā rauemi i puta i ngā kamupene tā rauemi.</p>	<p>Ko ngā puka tuhinga tauira.</p> <p>Tuhinga māhorahora</p> <p>Ko ngā puka whakatauirā āHtuhi a te akomanga.</p> <p>Ko te tuhi mō ngā momo take maha ahakoa te marautanga.</p> <p>H He Kura Tuhituhi</p> <p>H He Manu Taketake</p> <p>(Tirohia He Manu Tuhituhi)</p> 	<p>Ko ngā tūmahi nā te kaiako i hanga arā ko ngā momo rapanga; ko ngā ngohe whakaoti rapanga.</p> <p>Ko ngā puka hei whakatauirā atu a te akomanga, āHrōpū me te ākongā.</p> <p>He Pūtahi Pāngarau: He Marautanga Tau H He kohinga rauemi e hāngai pū ana ki te whenu tau.</p> <p>(Taumata 1/2)</p>

Sources of evidence: Examples of ākonga and kaiako constructed tasks

Kōrero	Pānui	Tuhituhi	Pāngarau
<p>Oral retelling of a text</p> <p>‘Morning talks’</p> <p>Informal conversations</p>	<p>Written or oral retelling of a text</p> <p>Verbal and written responses to comprehension questions</p> <p>Class modelling books</p> <p>Tasks from commercially produced resources (e.g. Te Huinga Raukura series, Ngā Kete Kōrero: He Pukapuka Tohutohu Kaiako; Hei Āwhina i te Kaiwhakaako)</p>	<p>Draft tuhituhi books</p> <p>Tuhinga māhorahora</p> <p>Class modelling books</p> <p>Writing for a variety of curriculum purposes</p> 	<p>Kaiako created probes e.g. variations of rapanga or successful problem solving tasks developed by the kaiako.</p> <p>Class/group/individual modelling books</p>

Ngā puna taunakitanga: Ko ngā rauemi aromatawai

Kōrero	Pānui	Tuhituhi	Pāngarau
<p>Ngā Rauemi Aromatawai Reo ā Waha H Taumata 1#2 o TMOA</p> <p>Hopukina H Taumata 1: He pakari ki te Taumata 5 o TMOA.</p> <p>Te Haungaherehere. Taumata (1 H 4) (Mā ngā kura ki te rohe pōtae o Tūhoe anake)</p> <p>Te Kaiaka Reo</p> <p>http://eng.mataurangamaori.tki.org.nz/Rauemi#tautoko/Te#Reo#Maori/Te#Reo#Matatini/NgaHataataHmoHTeHReoH/Matatini/Aromatawai#Reo#Waha#Tuhituhi</p>	<p>He Mātai Mātātupu (Tau 2 H Ngā Pūkete Pānui Haere, Te Tāutu Reta, Ngā Tikanga o te Tuhi Kōrero, Te Whakamātauatu Kupu)</p> <p>Pānui Haere (Kete Harakeke ki te tīmatanga o te Kete Pīngao)</p>	<p>He Mātai Mātātupu (Tau 2 H Te Tuhi Kupu, Whakarongo, Tuhia Ngā Tangi o Roto i ngā Kupu)</p> <p>asTtle Tuhi: Te tukutuku tuhituhi</p>	<p>Ngā Tauaromahi – He kohinga o ētahi tuhinga e hono ana ki TMOA.</p> <p>Uiui Aromatawai – He uiui kia taea ai te whakatau i te kaupae o te ākonga ahakoa tana taumata rautaki, me tana mātauranga.</p> <p>GLoSS – Ka kitea ēnei rauemi ki NZMaths . He uiui takitahi te whakahaere . Ko te hua kia mōhio ki te taumata whānui mō ngā rautaki. Ka whakamahi ki ngā ākonga mai i te kaupae 0#8.</p> <p>IkaN – He whakamātau mātauranga. Ka kitea ngā taumata mō ngā kaupae 4#8. Tirohia te NZmaths.</p> <p>Ko ngā ngohe i Tihei Pāngarau (wāhanga aromatawai)</p> <p>He Pūkete Pāngarau He kohinga o ngā ngohe whai kōunga i ngā taumata whānui i ngā whenu katoa. Ka hangaia ngā ngohe nei kia whai ake i ngā akoranga e hāngai ana, ā, kia mahi tahi te kaiako me te ākonga.</p>

Sources of evidence: Assessment tools

Kōrero	Pānui	Tuhituhi	Pāngarau
<p>Ngā Rauemi Aromatawai Reo ā Waha H Taumata 1 of TMOA</p> <p>Hopukina H Taumata 1 He pakari to 5 of TMOA</p> <p>Te Haungaherehere. Taumata 1 H 4) (For ngā kura ki te rohe pōtae o Tūhoe only)</p> <p>Te Kaiaka Reo</p> <p>http://eng.mataurangamaori.tki.org.nz/RauemiHtautoko/TeHReoHMaori/TeHReoHMatatini/NgaHataataHmoHTeHReoHMatatini/AromatawaiHReoHaHWhahaH Tuhituhi</p>	<p>He Mātai Mātātupu (Year 2 H Ngā Pūkete Pānui Haere, Te Tāutu Reta, Ngā Tikanga o te Tuhi Kōrero, Te Whakamātauatu Kupu)</p> <p>Pānui Haere (Kete Harakeke to Early Kete Pīngao)</p>	<p>He Mātai Mātātupu (Year 2 H Te Tuhi Kupu, Whakarongo, Tuhia Ngā Tangi o Roto i ngā Kupu)</p> <p>asTTle:Tuhi matrices</p>	<p>Ngā Tauaromahi H These are compiled exemplars that link to TMOA</p> <p>Uiui Aromatawai H A diagnostic interview which can ascertain the kaupae level of an ākonga, regardless of their stage, for rautaki and mātauranga</p> <p>GLOSS H These examples are accessible through NZMaths and are administered in a one on one interview situation. They provide us with a global strategy stage and can be used with ākonga from kaupae 0H8</p> <p>IkaN H a mātauranga check. Provides a big picture of stage levels for kaupae 4H 8. Accessible on NZmaths</p> <p>Tasks from Tīhei Pāngarau (Aromatawai section)</p> <p>He Pūkete Pāngarau H a collection of rich mathematical tasks at various taumata levels and across whenu. They are designed to be used after some teaching has occurred and used as a one on one with the kaiako and ākonga</p>

Ko ngā puna taunakitanga – tairongo

Ko **tairongo** ko te rongo ā-taringa, ā-whatu, ā-pā, ā-arero, ā-ihu, ā-wairua hoki. Otirā, hei tā ngā kōrero i whakapuakina e te Tāhuhu o te Mātaraunga (2014) i Rukuhia, Rarangahia:

Kia aro mai ngā tikanga whakaako ki te whakamahinga o ngā tairongo hei huarahi ako me mātua whanake ngā pūkenga mātakitaki, whakarongo, whakawhiti kōrero anō hoki o ngā kaiako, ā, me mātua mōhio hoki te kaiako me pēhea te whakawhanaunga atu ki āna ākongā, mā te whai pea i tōna puku, i ōna pūmanawa kē. Kua roa nei tātou, o te tāiao ako, e whakapono ana ki ētahi tika hei ārahi i ngā whakataunga e pā ana ki te ako me te ākongā, pēnei i ngā akoranga hei whakaako tae noa hoki ki te pūtake kia ako. Heoi anō, kua eke pea te wā kia whai ngā kaiako i ō rātau ake tairongo, tērā ko ngā rongo ā-puku, tērā hoki ko ōna pūmanawatanga hei ārahi i te ako, hei āwhina i te ākongā?

NGOHE 3.2 a

Me whakaaro ake ki tētahi wā i whakamahia ai e koe ōu tairongo hei whakamōhio atu i tētahi whakataunga ako mā tētahi ākongā, ko tētahi kōrero aromatawai rānei mō tana whanaketanga/ahunga whakamua.

- He aha ētahi atu kōrero, ētahi atu taunakitanga rānei i whakaarohia ai e koe i taua wā?
- He aha ētahi nekehanga i puta ake ai i te whai i ōu tairongo?

Sources of evidence – tairongo

Tairongo was defined earlier in this document as sensing something by listening, looking, touching, tasting, smelling or feeling. Furthermore, Rukuhia Rārangahia, Aromatawai Ministry of Education Position paper (2014) states:

In developing a teaching practice that acknowledges the use of **tairongo** as valid ways of perceiving learning, it will be necessary for teachers to have well developed observation, listening and communication skills, along with increased ability to relate to ākongā, in ways that are sometimes intuitive and sometimes reasoned. Within the teaching culture, we have learned to believe that rationality is what should prevail when making decisions about learning and ākongā, from what we should teach next, to why it is important to learn. But what of that ‘inner voice’, that gut feeling, that little something instinctual from within that tells us how we feel beneath those layers of logic? (p.16).

ACTIVITY 3.2a

Think about a time when you used tairongo to guide a teaching decision for an ākongā and/or to make an assessment of their achievement.

- What other information or evidence were you considering at the time?
- What next steps did you take as a result?

WHAKAMĀRAMATANGA 3:3

Mā te whakamahi o ngā huarahi maha ka whai wāhi atu te ākonga ki roto i te tukanga aromatawai, e whakapakari ai i ō rātau mōhiotanga aromatawai, otirā, ka whai wāhi anō hoki ki te whakawhiti whakaaro ki te kaiako.

NGOHE 3:3

Matapakihia ēnei pātai:

- Me pēhea āu mahi kia whai wāhi mai ngā ākonga ki te tukanga whakatau aronga?
- Me pēhea te whakapakari ake i ēnei tikanga whakahaere āu?
- He aha ētahi anō whakaaro kia whai wāhi mai ngā ākonga?
- He aha ngā hua mā ngā ākonga?
- He aha pēa ngā hua ka kitea e ngā ākonga mā rātau anō?

DISCUSSION 3:3

Using a range of approaches also allows the ākonga to participate throughout the assessment process, building their capability and opportunity to contribute to kaiako.

ACTIVITY 3:3

Discuss the following:

- How do you currently involve ākonga in the OTJ making process.
- How can you extend these current practices?
- What else might you do to get ākonga more involved?
- What benefits do you see this having for ākonga?
- What benefits might they see for themselves?

Wāhanga 2: Te hononga o ngā whakatau aronga ki ngā aronga ki ngā tukanga ā kura, ā motu hoki

KŌRERO MATUA 4:

Ko ngā Whakatau Aronga e hāngai ana ki Ngā Whanaketanga Rumaki Māori he tūāpapa hei:

- whakahoki kōrero ki ngā ākonga me ngā whānau,
- whakatau whāinga i ngā tūtohunga ā-kura,
- tautohu, hei tautoko, hei whakapakari hoki i ngā ngoikoretanga kua tautohua mā ngā rōpū ā-motu

WHAKAMĀRAMATANGA 4.1

Ko te aronga matua o tēnei wāhanga ko ngā kōrero me ngā ngohe e hāngai ana ki te whakamahinga o ngā whakatau aronga kia whakatutukihia ai Ngā Aratohu ā-Motu 2A (NAG 2A). He ture ā-Motu tēnei mō ngā kura o ngā ākonga tau 1-8. Tērā pea ka toro atu hoki ki ngā ākonga tau 9-10 i ngā tau e heke mai nei.

He pēnei te kōrero a NAG2A:

Mēnā kua uru mai ngā ākonga, tau 1-8, ki tētahi kura me mahi tahi te poari, te tūmuaki me ngā kaiako kia whai i ngā tikanga o NAG 1 hei whakamahi i Ngā Whanaketanga Rumaki Māori kia:

- a) tuku pūrongo ki ngā ākonga me ngā mātua e pā ana ki te ahunga whakamua me ngā whanaketanga/whakatutukitanga e ai ki NWRM. Me rua ngā pūrongo ā-tuhi, kia mārama hoki te reo, i te tau.
- b) tuku pūrongo mō ngā raraunga taumata ā-kura ki te Hēkeretari o te tari Mātauranga i mua i te 1 o Poutū-te-rangi ki raro i ngā ūpoko e whā ki raro nei:
 - (i) ngā painga o te kura me ngā kaupapa kua tohua hei whakatika ake
 - (ii) ngā kitenga me ngā kōrero e tautoko ana i ngā kaupapa whakatika
 - (iii) ngā mahere rautaki hei hiki i te whanaketanga/ahunga whakamua o ngā ākonga
 - (iv) pēhea ana te ahunga whakamua/ kauneke haere o ngā ākonga e ai ki NWRM
- c) tuku pūrongo ki te Hēkeretari o te Mātauranga i mua i te 1 o Poutū-te-rangi e pā ana ki ngā tatauranga me ngā hautanga o ngā ākonga kei ngā taumata Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki, ā, me hāngai hoki ki Ngā Whanaketanga Rumaki Māori. Me whakarōpū hoki kia pēnei: Māori, Pasifika, Pākehā, Ahiana, kōtiro, tama, tau kura.
- d) tuku i ngā kōrero o NWRM/ NAG 2A (b) me NAG 2A (c) e ai ki ngā tikanga kua whakaritea e te Hēkeretari o Te Mātauranga i ētahi wā.

Kei ngā kōwae a), b), c) and d) o NAG2A te whakamāramatanga mō te whakatau aronga. Ka whakamahia e te kaiako ngā puna whakamōhio huhua me ngā mātāpuna taunakitanga hei whakatau aronga e tika ana kia whakaatu i te ahunga whakamua o te ākonga i te kōrero, pānui, tuhituhi me te pāngarau.

Section 2: The relationship of OTJs to kura and national processes: **Please note: Kura and Māori medium settings are no longer required to submit NAG2A (NWRM) reports to the Ministry of Education**

KEY MESSAGE 4:

OTJs referenced against ngā Whanaketanga Rumaki Māori provide the basis for:

- reporting to ākonga and whānau in particular ways,
- setting targets in School Charters and
- identifying and responding to sector wide (national) needs.

DISCUSSION 4.1

In this section, discussion and activities will focus on the use of OTJs for the specific purpose of meeting National Administration Guideline 2A (NAG2A) which is a legislative requirement of all schools/kura with year 1-8 ākonga. There are indications that this may also extend to include year 9 and 10 ākonga in the future.

NAG2a reads as follows:

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- a) report to students and their parents on the student's progress and achievement in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year
- b) report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings
 - (i) school strengths and identified areas for improvement;
 - (ii) the basis for identifying areas for improvement;
 - (iii) planned actions for lifting achievement; and
 - (iv) in relation to NWRM and/or Māori how students are progressing National Standards.
- c) report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.
- d) report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

Clauses a), b), c) and d) of NAG2A require kaiako to form OTJs in a particular way. This involves considering

multiple sources of information and evidence to identify a whanaketanga level that best represents the achievement of ākonga in kōrero, pānui, tuhituhi and pāngarau.

Ko Ngā Whanaketanga Rumaki Māori tētahi ara hei whakamōhio atu i ngā kura, ngā kaiako, ngā ākonga me ngā whānau, mēnā e tika ana te para o te huarahi a te ākonga kia riro i a ia ngā pūkenga matua (pēnei i te reo matatini me te pāngarau), kia eke panuku ai ia i roto i te ao umanga, i tōna ao anō hoki. Arā noa atu ngā āhuatanga maha e puta ai te ihu o te ākonga, ehara i te mea mā te huarahi o te reo matatini me te pāngarau anake.

Ko ngā taumata Manawa Āki me Manawa Taki he tohu kia mataara tātou. Tērā pea me aromatawai anō i te hōtaka ako o te ākonga kātahi ka whakahāngai kia tika atu māna i ngā wāhanga ako matua o Te Marautanga o Aotearoa.

Ko ngā Whakatau Aronga me Te Waharoa Ararau āKura

He taputapu Te Waharoa Ararau ā-Kura e tiaki ana, e pupuri hoki ana i ngā whakatau aronga. Ka hono atu Te Waharoa ā-Kura ki te Punaha Raraunga Rorohiko a te kura (Student Management System) kia āhei ētahi āhuatanga anō i tua atu i ngā mahi noa a te SMS.

Kua whakaritea kētia ētahi tikanga tātai ki te hinengaro o Te Waharoa Ararau ā-Kura nō reira kia whakauruhia tētahi whakatau aronga ka kitea te taumata (Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki) e hāngai ana. Ka whakaatuhia ngā kōrero mō ngā ākonga kua kuraina ki ngā kura /akomanga i rumakina ki te reo Māori anake, engari arā anō ētahi āhuatanga e tika ana mō ngā ākonga i whakawhiti mai i tāiao kē. (Hei tauira: kua noho kē ki raro i te marautanga o te New Zealand Curriculum – NZC mō te 5 marama neke atu). Ki te kore ngā kura e whakamahi i Te Waharoa Ararau ā Kura me whakahaere ētahi atu huarahi hei whakatau taumata.

RAUEMI TAUTOKO

<http://tewaharoaararau.vln.school.nz/a-kura/>

<http://www.tmoa.tki.org.nz/Pakiwaitara-Marau/Te-Waharoa-Ararau>

He whakamāramatanga o ngā taumata

Manawa Toa – E toa ana te ākonga i roto i āna mahi ako.

Manawa Ora – E ora ana te ākonga i roto i āna mahi ako.

Manawa Āki – Kia ākina tonutia te ākonga me te aro hāngai ki ōna whāinga ako.

Manawa Taki – Kia whāia tonutia te taki a te ākonga kia tautoko atu me ētahi whāinga whāiti.

Ngā Whanaketanga Rumaki Māori are a means for kura, kaiako, ākonga and their whānau to check that ākonga are tracking towards acquiring the necessary academic qualifications in fundamental learning areas (i.e. literacy and mathematics) that will help them achieve their future career aspirations and provide life choices. Achievement in these learning areas are of course not the only ways that we might define 'success' or that ākonga might define 'success and achievement' for themselves.

Achievement levels Manawa Āki and Manawa Taki should alert us that we need to reassess the current learning programme of the ākonga and make the necessary changes to ensure that they have the best chance at success in core or fundamental learning areas of Te Marautanga o Aotearoa.

OTJs and Te Waharoa Ararau ā Kura

Te Waharoa Ararau ā Kura is a tool for storing and managing OTJs. It acts in much the same way as a phone extension does. In other words, Te Waharoa Ararau ā Kura is an extension line from the Kura Student Management System (SMS) enabling functions that are not generally standard for SMS.

Formulae have been built into Te Waharoa Ararau ā-Kura so that once an OTJ is entered the corresponding achievement level (i.e. Manawa Toa, Manawa Ora, Manawa Āki and Manawa Taki) is displayed. Achievement information is presented for ākonga who have only ever been in immersion with added features for ākonga who might be late starters in immersion (i.e. have previously had 5 or months engaging with the New Zealand Curriculum - NZC). If Kura are not using Te Waharoa Ararau ā-Kura, additional analyses carried out manually are required to determine and assign appropriate achievement levels.

SUPPORTING RESOURCES

<http://tewaharoaararau.vln.school.nz/a-kura/>

<http://www.tmoa.tki.org.nz/Pakiwaitara-Marau/Te-Waharoa-Ararau>

Explanations of achievement statements

Manawa Toa – Ākonga are well accomplished with their learning goals and are exceeding national expectations

Manawa Ora – Ākonga are achieving well with their learning goals and are achieving at national expectations

Manawa Āki – Kaiako need to encourage ākonga with focused learning goals to achieve national expectations

Manawa Taki –Kaiako need to get in close beside the learner and synchronize approaches, find 'rhythm' to set specific achievement goals to accelerate learning to achieve national expectations. (Mātaki, arataki, (kai)tātaki...)

Te tuku kōrero whakatau aronga ki te ākongā me te whānau V NAG2A (a)

Ka tau ngā taumata paetae Manawa Toa, Manawa Ora, Manawa Āki, me Manawa Taki a ngā kaiako mō ngā ākongā mā te āta wānanga i ngā kōrero me ngā taunakitanga mai i ngā mātāpuna huhua. Me oti i ngā kaiako ngā whakatau aronga kia taea te tuku kia rua ngā pūrongo ā-tuhi ki ngā whānau i te tau.

He tūāpapa ngā kōrero aromatawai me ngā taunakitanga kia whai wāhi atu te kaiako, te ākongā, me te whānau ki te āta kōrero mō te whanake haere o te tamaiti, ā, me pēhea hoki rātau katoa ia e āwhina.

Ngā whakatau aronga āV kura hei whakamōhio i ngā raraunga mā ngā take kura – Te tūtohunga āV kura

Ka whakamahia e ngā pouārahi, ngā tūmuaki, me ngā poari ngā whakatau aronga kua whakahāngaihia atu ki Ngā Whanaketanga Rumaki Māori hei whakarite whāinga mā ngā ākongā, ā, ka tā ki roto i ngā tūtohunga o ngā kura. E tika ana kia tae ngā tūtohunga ki te Tāhūhū o te Mātauranga i mua i te 1 o Poutū- te-rangi ia tau. Ka tohua e te mahere rautaki ā- tau, o roto i te tūtohunga, me pēhea te kura e whakatutuki ai i ngā whāinga, ā, me pēhea hoki te poari e āwhina mai (inā tika ana).

Ka tāpirihia he Tātaritanga Whakarerekētanga ki te tūtohunga ā te kura e whakaahua ana, e whakamārama ana i ngā whakarerekētanga e pā ana ki ngā whainga o te tau o mua.

RAUEMI TAUTOKO

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Resources/ChartersAoVIncorporatingNWRM.aspx>

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Resources/ReportingAchievementNWRM.aspx>

OTJs for reporting to ākongā and whānau V NAG2A (a)

The achievement statements Manawa Toa, Manawa Ora, Manawa Āki and Manawa Taki that describe achievement in relation to Ngā Whanaketanga Rumaki Māori should have been arrived at by the kaiako considering multiple sources of information and evidence to identify the whanaketanga level that best represents the competencies of the ākongā at that time. Kaiako need to have OTJs completed in order to provide written reports to whānau twice a year.

Achievement statements and evidence of that achievement provide the basis for meaningful conversations with ākongā and their whānau to include next steps and agreement about how each party (kaiako, ākongā and whānau) can contribute to those next steps.

OTJs for reporting school level data for school purposes V The School Charter

OTJs when referenced against Ngā Whanaketanga Rumaki Māori are used by senior management, tumuaki and the BOT to set targets for ākongā in the School Charter. School Charters are due to the Ministry of Education by the 1 March each year. An annual plan in the School Charter describes what actions the school/kura will take to achieve those targets and what resources the BOT will allocate (where appropriate).

An Analysis of Variation is furnished with the School Charter that describes and explains any variation in achieving the targets from the previous year.

SUPPORTING RESOURCES

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Resources/ChartersAoVIncorporatingNWRM.aspx>

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Resources/ReportingAchievementNWRM.aspx>

Ngā whakataua aronga āVtura hei whakamōhio i ngā take āVmotu V NAG2A(b), (c) and (d)

Ko Te Waharoa Ararau ā-Motu te pūmanawa rorohiko ā-Motu (d) hei whakaatu i ngā kōrero mō ngā kaunakehanga/whanaketanga o ngā ākonga e hāngai ana ki Ngā Whanaketanga Rumaki Māori (b) ā, hei tuku hoki ki (c) te Tāhūhū o te Mātauranga.

Ka tukuna ēnei kōrero ki te Tāhūhū o te Mātauranga i mua i te 1 o Poutū –te-rangi i ia tau, ā tōna wā ka whakamōhio atu ngā kitenga e pā ana ki ia kura o Aotearoa ki te marea mā te paetukutuku o Education Counts.

Ka taea e te Tāhūhū o te Mātauranga te arotahi atu ki ngā pōraru/ngoikoretanga whānui, ki ngā whakawhiwhinga hoki o ngā kura mēnā ka whakaemihia, ka tātarihia ngā kōrero mō Ngā Whanaketanga Rumaki Māori (ērā ko ngā whakataua aronga) mai i ia kura o te motu.

OTJs for reporting school level data for national purposes V NAG2A(b), (c) and (d)

Te Waharoa Ararau ā Motu is the standardised reporting format (d) for reporting ākonga achievement in relation to Ngā Whanaketanga Rumaki Māori (b) and (c) to the Ministry of Education.

These are to be submitted to the Ministry of Education by 1 March each year and in due course are publicly reported for every school/kura in Aotearoa/NZ on the website Education Counts.

Ngā Whanaketanga Rumaki Māori information (in the form of OTJs) enable the Ministry of Education to respond appropriately to sector wide needs and opportunities when that information is collated from every kura and then analysed.

RAUEMI TAUTOKO/SUPPORTING RESOURCES

Reporting NWRM achievement

<http://www.minedu.govt.nz/Boards/SchoolPlanningAndReporting/Resources/ReportingAchievementNWRM.aspx>

Education Counts: Link to individual kura NWRM results

<http://www.educationcounts.govt.nz/find-school>

Education Counts: National Topics

http://www.educationcounts.govt.nz/statistics/schooling/national-standards/National_Standards

Video footage of Te Waharoa Ararau ā Kura

<http://www.tmoa.tki.org.nz/Pakiwaitara-Marau/Te-Waharoa-Ararau>

NGOHE 4:1

Rapua tō Tūtohinga ā-Kura kātahi ka tautohu i ngā whāinga e hāngai ana ki Ngā Whanaketanga Rumaki Māori. Ko wai ngā ākongā me āta poipoi/āta hāpai? Ko te aha hoki ngā wāhanga ako matua? Ko wai o ngā ākongā nei kei tō akomanga? He aha hoki tō mahi hei whakatutuki i ngā whāinga?

Tuhia tō ingoa ki te rārangi nei:

1

Ohorere ana ahau ki te mōhio he tino kaupapa mā te kaiako kia tika, kia tino pono ngā whakatau

2

Āhua mōhio ana ahau he wāhi nui tō te kaiako kia tika, kia pono ngā whakatau aronga

3

4

5

Mārama katoa ana ki ahau ngā tikanga maha o ngā whakatau aronga

Whakaarohia ngā kōrero katoa i tēnei wāhanga. Tāngia he hoahoa e whakaatu ana i ngā āheinga/tikanga rerekē o ngā whakatau aronga, ā, kia kite hoki i te raupapatanga haere o ia āheinga/tikanga. Whakamahia tēnei hei whakamārama i ngā tikanga o ngā whakatau aronga ki tētahi atu.

ACTIVITY 4:1

Locate your School Charter and identify the targets that relate to Ngā Whanaketanga Rumaki Māori. Who are the priority ākongā and what are the priority areas? Which of these ākongā are in your class? How are you contributing to meeting the targets?

Write your name above:

1

I am really surprised at how much depended on kaiako providing reliable and valid OTJs

2

I had some idea of the importance of kaiako providing reliable and valid OTJs

3

4

5

I was fully aware of the various functions of OTJs

Consider all of the information in this section. Develop a diagram that illustrates the different functions an OTJ serves and the chain of events associated with this. Use this to explain the role of OTJs to someone else.

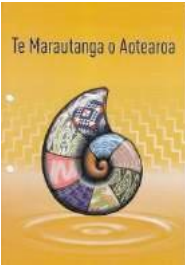


Wāhanga 3: Te hononga o ngā whakatau aronga ki te Marautanga o Aotearoa me ngā Whanaketanga Rumaki Māori

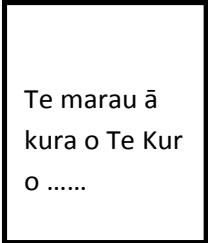
KŌRERO MATUA 5:

Mā ngā kitenga o te tukanga whakatau aronga o Ngā Whanaketanga Rumaki Māori e tohu mēnā e whanake haere ana ngā ākonga i raro i ngā whakahaerenga o Te Marautanga o Aotearoa.

WHAKAMĀRAMATANGA 5.1

Ka whakamāramahia e te mahere nei te tikanga matua o ngā pukapuka marautanga me te hononga o tētahi ki tētahi.

Te Marautanga o Aotearoa		
		
He anga tēnei e ārahi ana i te ako mō ngā ākonga tau 1-13	Ka tautohua ngā pūkenga me ngā mōhiotanga o te reo Māori hei raukura mātauranga mā ngā ākonga kia kōrero i te reo i ngā tōpito katoa o te ao.	Ka tautohua ngā mōhiotanga me ngā pūkenga pāngarau kia matatau i te ao pāngarau.
Ngā putanga iho e ai ki te marautanga ā motu		

Te Marau ā Kura	
	<p>Kei te Marau ā-kura ā tēnā kura, ā tēnā kura tētahi huarahi me ngā horopaki e tika ana hei ārahi i ngā hōtaka ako o taua kura.</p> <p>Ko te Marau ā-kura tētahi tūāpapa kia whai wāhi atu ai ngā hapori o ngā kura ki te whakapuaki i ō rātou ake wawata mō te āhuetanga o te ākonga ka puta, kia eke panuku ia i te ao mātauranga me te ao Māori, kia maha tonu ngā pūkenga whai oranga me ngā kōwhiringa umanga.</p>
Marau ā-Kura = ko ngā horopaki ako e hāngai tika ana. Ko ngā kaupapa nui kia mōhiotia ai e te ākonga.	

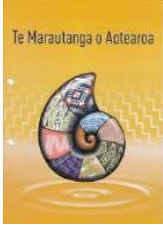


Section 3: The relationship between OTJs, Te Marautanga o Aotearoa and Ngā Whanaketanga Rumaki Māori.

KEY MESSAGE 5:

Ngā Whanaketanga Rumaki Māori rely on the OTJ process to indicate the extent to which ākonga are engaging successfully with Te Marautanga o Aotearoa.

DISCUSSION 5.1

The following diagram illustrates the function of and relationship between important teaching and learning documents.

Te Marautanga o Aotearoa		
		
A framework that sets the direction for learning for year 1-13 ākonga.	Identifies the skills and knowledge ākonga require to interact with the world successfully as language users.	Identifies the knowledge and skills ākonga require to interact mathematically with the world.
National outcomes		

Localised curriculum	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Te marau ā kura o Te Kur o </div>	The localised curriculum provides direction and contexts for teaching and learning programmes. It enables kura communities to give full expression to their graduate profile including aspirations for high levels of educational and socio- cultural success, a wide range of life skills and a wide range of career choices.
Localised curriculum = relevant learning contexts What ākonga need to know about.	

He Ara Ako i te Reo Matatini



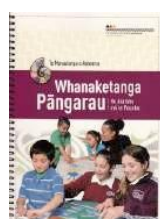
Ka whakaatuhia e He Ara ako i te Reo Matatini ngā paetohu o ngā akoranga me whakaako, me ako, me te tau e tika ana kia akona e te ākonga. He mea āta wānanga te pukapuka nei i te pānui me te tuhituhi kia āhei ai ngā kaiako ki te whakarite i ngā hōtaka ako.

The literacy progressions provide indicators of what needs to be taught and learned and by when. They further unpack Te Reo Māori learning area for pānui and tuhituhi and provide the necessary detail to enable kaiako to plan programmes of work.

Ngā pūkenga kia eke pānuku ai te ākonga

What progressively ākonga need to master

Ngā Whanaketanga Rumaki Māori



Ka tohu NWRM i ngā ahunga whakamua o ngā ākonga e hāngai ana ki ngā whakataunga ā-Motu

NWRM (progressions) indicate achievement of ākonga in relation to national expectations.

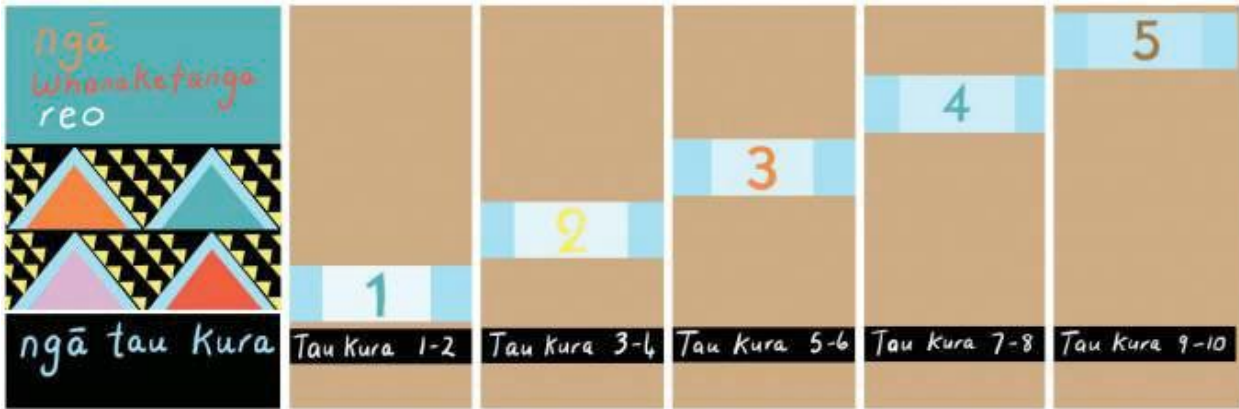
NWRM = ko ngā paetohu kauneke haere. He pēhea te haere o te ahunga whakamua o ngā ākonga.

NWRM = signposts of progress. How well ākonga are progressing.

RAUEMI TAUTOKO

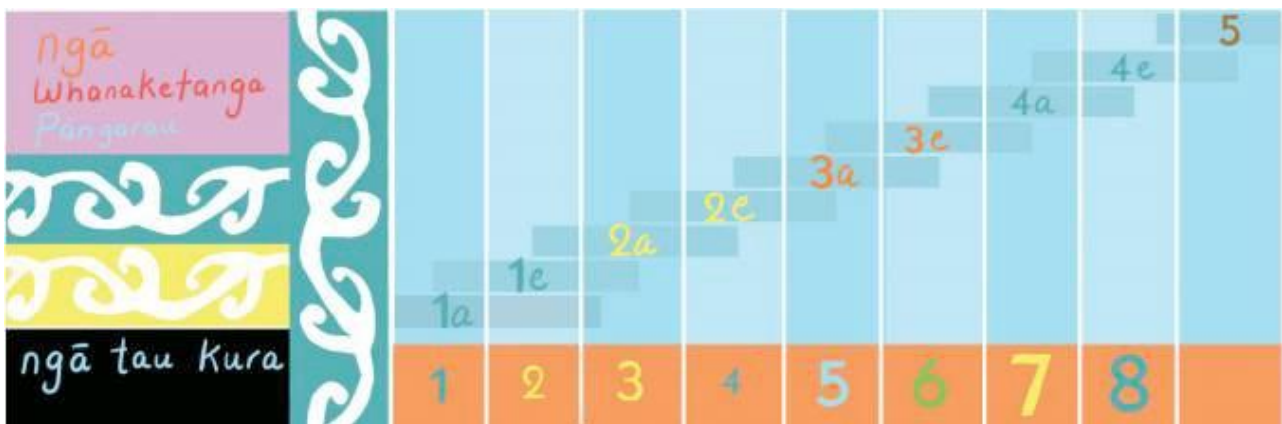
Ko te whakahāngaitanga o Ngā Whanaketanga Rumaki Māori ki ngā tau i te kura: Kōrero, panui, tuhituhi³

Approximate relationship of Ngā Whanaketanga Rumaki Māori to years at school: Kōrero, pānui, tuhituhi⁴



Ko te whakahāngaitanga o Ngā Whanaketanga Rumaki Māori ki ngā tau i te kura: Pāngarau

Approximate relationship of Ngā Whanaketanga Rumaki Māori to years at school: Pāngarau



TKI – Ngā Whanaketanga Rumaki Māori – He whakamāramatanga

<http://tmoa.tki.org.nz/Nga-Whanaketanga-Rumaki-Maori>

TMoA me NWRM - He whakamāramatanga (ngā pūtake, ngā pānga)

<http://www.tmoa.tki.org.nz/Nga-Whanaketanga-Rumaki-Maori/Te-Hoahoa-i-Nga-Whanaketanga-Rumaki-Maori>

³ Kia mōhio ai ka tapiki ngā wāhanga ako (taumata) me ngā tau i te kura.

⁴ Note that in reality there is an overlap in curriculum areas (taumata) and years at school

Wāhanga 4: Whakatauriterite kia tau te whakaaro

KŌRERO MATUA 6:

He mea nui te whakatauriterite kia tau ngā whakaaro kia pono mai ngā whakatau aronga (kia ōrite, kia tika hoki).

WHAKAMĀRAMATANGA 6.1

Ko te mahi whakatauriterite kia tau he tukanga/huarahi hei whakatau, hei whakaū i ngā aronga. Ka whakawhiti kōrero ngā kaiako ki ētahi atu hoa mahi (ki ngā ākongā hoki) mō ngā āhuratanga o ngā ākongā me te ako i ngā marautanga katoa kia ū ai ngā whakatau, mā tēnei mahi tahi ka kitea e ngā kaiako mēnā e tika ana ā rātou whakatau. Ki te kaha rawa te tukanga whakatauriterite, kāore e kore he pono, he tika hoki ngā whakatau.

NGOHE 6.1

Whakaarohia ngā pātai e whai ake nei **mehemea he kura/kaiako rānei kāore anō kia whakaritea he huarahi whakatauriterite**

- He aha ā tātou tikanga whakatau aronga ō mua?
- He aha ētahi painga? He aha tātau i mōhio ai?
- Me pēhea tātou (kura) e whakarite ai i tētahi huarahi whakatauriterite? Me toro atu ki a wai hei āwhina i a tātou?

Whakaarohia ngā pātai e whai ake nei **mehemea kua tau kē ngā huarahi whakatauriterite i tō kura:**

- He aha ngā tukanga/huarahi whakatauriterite e whāia ana e tō tātou kura i tēnei wā?
- E whai hua ana?
- He aha tātou e mōhio ai?
- Ko wai te hunga me mōhio, me mahi i te huarahi whakatauriterite?
- Ka kitea ētahi tauira mahi hei tautoko i ā tātou whakatauritenga ki hea?
- Kei te tika te wātaka whakatauriterite ā-rōpū, ā-kura hoki kia whakatutukihia ngā matea o ngā ākongā me ngā tikanga pūrongo?
- Ka whai wāhi atu ngā ākongā ki ngā āhuratanga whakatauriterite?
- Me pēhea tā tātou tautoko i a rātou kia whakatauriterite i a rātou ake mahi?
- Kua pēhea te matatau o ā tātou kaiako ki te whakatau i ngā kaupeka pāngarau e tika ana mā ngā ākongā? Me pēhea tātou e whakakaha ake ai kia ōrite ai ngā whakaaro?
- Ka pēhea te kaha o ā tātou kaiako ki te wānanga i ngā kōrero ahunga whakamua i te kōrero, te pānui me te tuhituhi hei matapae me te whakaū i ngā whanaketanga i te kōrero, pānui me te tuhituhi?

Section 4: Moderation

KEY MESSAGE 6:

Moderation is required to ensure that OTJs are reliable (consistent and accurate).

DISCUSSION 6.1

Moderation is the process of confirming OTJs. It involves kaiako cross checking their OTJs with others (including ākongā) and considering whether that OTJ stacks up given what is known about that ākongā and after considering their performance in specific learning areas and across the curriculum. The stronger the moderation process, the more reliable (and accurate) the OTJ is likely to be.

ACTIVITY 6.1

For kura/kaiako **yet to establish moderation processes**, reflect on the following questions:

- How have we been managing OTJs so far?
- What has been successful? How do we know?
- How is our kura/school going to get an effective moderation process established and where could we go for support?

For kura/kaiako **with established moderation processes**, reflect on the following questions:

- What moderation processes does our school currently use?
- How effective are they?
- How do we know?
- Who should be involved in the moderation process?
- Where might exemplars of achievement to support us with moderation be sourced?
- Are we scheduling syndicate and school wide moderation sessions in a timely manner to meet ākongā needs and reporting requirements?
- How involved are ākongā in the moderation process?
- How can we support them to moderate their own work?
- How well do teachers at our kura/ school currently place ākongā across the numeracy stages of the number framework and are these decisions consistent and what does our school need to do to improve this consistency?
- How well do our kaiako use achievement in kōrero, pānui and tuhituhi to predict and confirm achievement in kōrero, pānui and tuhituhi?

WHAKAMĀRAMATANGA 6.2

Te whakatauriterite tahi i ngā whakatau aronga

He mahi nui te whakatauriterite ā-rōpū i ngā whakatau aronga kia hāngai ki NWRM kia tika, kia ōrite hoki ngā whakatau aronga. Me pono (ōrite) ngā whakatau aronga i te kura whānui, otirā, i ngā kura kē atu hoki.

He wāhi matua tō ngā paetohu me ngā tauira mahi kei ngā pukatohu o Ngā Whanaketanga Rumaki Māori hei whakatau aronga.

NGOHE 6.2

Whakaarohia ngā tūāhua/horopaki nei, kātahi ka whakarite i ētahi whakataunga

- He kura iti tēnei, nō reira he Whānui ngā tau o ngā ākonga i ia akomanga. Akomanga 1, ākonga tau 1-2; Akomanga 2, tau 3-5; Akomanga 3, tau 6-8. E hiahia ana te kaiako o ngā ākonga tau 1-2 ki te whakatauriterite i ana whakatau aronga ki tētahi anō kaiako tau 1-2. He aha ētahi rautaki hei āwhina i tēnei kaiako?
- Kei waenganui i te takiwā o te 18-25 te tokomaha o ngā ākonga i ēnei akomanga. Kaha hui ai ngā kaiako ki te whakatauriterite i ngā whakatau aronga. Heoi anō, ko te mate kē, he nui te wā ka pau i a rātou ki te āta tiro ki ngā taunakitanga o ia tamaiti, o ia akomanga, kātahi ka whakatauriterite ki ētahi atu. He aha tētahi anō huarahi hei āwhina i a rātou engari ka pono tonu ngā whakatau aronga.
- Ahakoa te nui o ngā hui whakatauriterite, arā tonu ngā kitenga o tētahi kaiako o te kura kāore i rite ki ērā atu. Ki ngā whakaaro o te nuinga kei te hē ōna paetae NWRM, ā, kei raro kē e putu ana. Me pēhea tō aro atu ki tēnei tūāhuetanga?

Kōrero

Whakarongo ki te hopunga reo o tētahi ākonga e kōrero ana i tētahi pū kōrero. Whakaritea he whakatau aronga e hāngai ana ki TMOA. Whakatauritea hoki ki ngā paetohu kei NWRM. Whakatauriteritehia ngātahitia ai tēnei whakatau aronga kia tau te taumata.

Tuhituhi

Whakaarohia ngā tauira tuhituhi (ki raro iho) kua tīpakohia e ngā kaiako. (Ko te whakaaro kua tīpakohia e te kaiako tēnei tauira tuhituhi mai i ētahi taunakitanga tuhituhi huhua i te mea he pēnei te āhua o ana tuhinga katoa i tēnei wā).

Tirohia te rauemi nei Taumata Tuhituhi hei whakatau i tētahi taumata. Whakatauriteritehia ngātahitia ai tēnei whakatau aronga kia tau ai te taumata. Ko tēhea te taumata e tika ana i tēnei mahi whakatau aronga? http://tewaharoaarau.vln.school.nz/a-kura/public/files/TaumataTuhituhi_TMOA_Whanaketanga.pdf

Pāngarau

Mātakitakihia te kōpae nei e whakaatu ana i tētahi tamaiti e mahi tau ana. Whakawhiti kōrero kōrua ko tētahi atu hoa mahi kia whakatauhia te kaupae tika me te taumata pāngarau e tika ana (1a, 1e).

DISCUSSION 6.2

Moderating OTJs with others

Moderating OTJs with others for reporting ākongā achievement in relation to Ngā Whanaketanga Rumaki Māori is necessary for the accuracy or consistency of OTJs. OTJs need to be reliable (consistent) within kura and across kura.

Indicators and the exemplars in Ngā Whanaketanga Rumaki Māori manuals are important references for making OTJs.

ACTIVITY 6. 2

Consider the following scenarios and identify possible responses or solutions

- The kura is small with composite classes. Class 1 has year 1-2 ākongā, Class 2 has year 3-5 ākongā and Class 3 has year 6-8 ākongā. The kaiako of the year 1-2 class would like to check his OTJs with another kaiako with year 1-2 ākongā. What are some strategies to enable this to happen?
- Classes in the kura on average number 18 to 25 ākongā. Kaiako in the kura meet regularly to moderate ākongā work. However the process is extremely time-consuming because kaiako bring their OTJs and evidence for every ākongā in their class and then have to moderate these with others. Is there a better way to do this that will still maintain the need for reliable (consistent) OTJs?
- Despite regular moderation sessions, there is still one kaiako in the kura whose OTJs are not consistent with the rest of the kaiako. This means her NWRM achievement levels are much lower than what everyone else feels they should be. How are you going to address this situation?

Kōrero

Listen to the audio clip of an ākongā retelling a story. Make an OTJ about the level from TMoA that it best represents. Refer to the indicators (paetohu) in NWRM as well. Moderate this OTJ with others and come to an agreement about that level.

Tuhituhi

Consider the writing samples (see below) selected by a kaiako. (Please therefore assume that the kaiako has chosen this from a range of evidence of writing she has for this ākongā because it is representative or typical of what the ākongā has been producing lately).

Use the resource Taumata Tuhituhi to identify a level. Moderate this OTJ with others and come to an agreement about that level. What achievement level would be assigned from this OTJ?

http://tewaharoaararau.vln.school.nz/a-kura/public/files/TaumataTuhituhi_TMoA_Whanaketanga.pdf

Pāngarau

Watch the DVD clip of a child working in tau. Talk with a colleague and rate this ākongā by giving a stage and referencing a curriculum level (ie 1a, 1e).

RAUEMI TAUTOKO/ SUPPORTING RESOURCES: KŌRERO

KŌRERO: Whanaketanga 1	KŌRERO: Whanaketanga 2	KŌRERO: Whanaketanga 3	KŌRERO: Whanaketanga 4	KŌRERO Whanaketanga 5
<p>Āheinga Reo Ka mārama atu, ka tautohu anō te ākongā i ngā kōrero māmā ā4 waha, ā, ka tutuki i a ia āna ake pūtāke kōrero me ngā pīkaunga kōrero i te taumata tuatahi o te marautanga</p>	<p>Āheinga Reo Ka tautohu, ka whakamārama anō te ākongā i ngā kōrero māmā ā4waha, ā, ka tutuki i a ia āna ake pūtāke kōrero me ngā pīkaunga kōrero i te taumata tuarua o te marautanga</p>	<p>Āheinga Reo Ka tātari te ākongā i ngā pūtāke me ngā horopaki o te kōrero ā4 waha ā, ka tūtuki i a ia āna ake pūtāke kōrero, ētahi pūtāke ake a te Māori, me ngā pīkaunga kōrero i te taumata tuatoru o te marautanga</p>	<p>Āheinga Reo Ka whakataurite te ākongā i ngā pūtāke me ngā horopaki maha o ngā kōrero ā4waha, ā, ka tutuki i a ia ngā pūtāke o te kōrero, ētahi pūtāke ake a te Māori, me ngā pīkaunga kōrero i te taumata tuawhā o te marautanga</p>	<p>Āheinga Reo Ka mārama atu, ka arotake anō te ākongā i ngā pūtāke me ngā horopaki maha o ngā kōrero ā4 waha, ā, ka tutuki i a ia ngā pūtāke o te kōrero, ētahi pūtāke ake a te Māori, me ngā pīkaunga kōrero i te taumata tuarima o te marautanga</p>
<p>Ina whakarongo ia:</p> <ul style="list-style-type: none"> • Ka tautohua e ia ngā whakaaro matua e whai ana te kaikōrero ki te whakapuaki • Ka kitea e ia ētahi pārongo whāiti o roto i te kōrero 	<p>Ina whakarongo ia:</p> <ul style="list-style-type: none"> • Ka pai noa tana whai i te ia o te kōrero i ngā horopaki e taunga ana ia • Ka tautohua ngā whakaaro matua me ngā whakaaro tautoko o roto i te kōrero 	<p>Ina whakarongo ia:</p> <ul style="list-style-type: none"> • Ka mārama ia ki ngā whakaaro o te kaikōrero i ngā horopaki e taunga ana ia • Ka tautohu, ka tātari ia i ngā kupu, ngā kīanga me ngā pārongo matua o roto i te kōrero • Ka tautohua, ka matapakitia ngā āhuateanga o te kōrero e whakaata ana i te whāinga a te kaikōrero 	<p>Ina whakarongo ia:</p> <ul style="list-style-type: none"> • Ka mārama te ākongā ki te taukune o te kaikōrero • Ka tautohua, ka whakaarotia e ia ngā āhuateanga o te kōrero e tohua ana i te whāinga a te kaikōrero • Ka tautohua e te pānga o tētahi kaupapa ki tētahi o roto i tana rongoi ai 	<p>Ina whakarongo ia:</p> <ul style="list-style-type: none"> • Ka tautohua e ia te tāhuhu o te kōrero • Ka arohaeaeitia, ka arotakea mehemea i ea i te kaikōrero tāna i whai ai kia tutuki i roto i tana kōrero • Ka whai mārama i te nuinga o te kōrero i ngā horopaki kāore pea e taunga ana ia
<p>Ina kōrero ia:</p> <ul style="list-style-type: none"> • Ka whakawhiti whakaaro ia i runga i te mārama, i te tōtika • E whakaatu ana ia i ngā whakaaro nui • Ka tātaku ia i ētahi momo kōrero Māori taketake ake pērā i te pepeha, i te karakia, i te waiata 	<p>Ina kōrero ia:</p> <ul style="list-style-type: none"> • Ka whakawhiti whakaaro ia i runga i te mārama me te tōtika • Ka whakapuaki kaupapa e whāia ana e ētahi atu • Ka tuku mihi māmā e hāngai ana ki te kaupapa me te horopaki 	<p>Ina kōrero ia:</p> <ul style="list-style-type: none"> • ka whakawhiti whakaaro ia i runga i te tōtika i ngā horo4 paki ōkawa me ngā horopaki ōpaki e āhua taunga ana ia • ka uru mai ngā kupu me ngā kōrero e hāngai ana ki te horopaki, te kaupapa, me te hunga whakarongo • ka whakapuaki ia i ngā momo kōrero Māori taketake ake i ngā horopaki e taunga ana ia 	<p>Ina kōrero ia:</p> <ul style="list-style-type: none"> • Ka māia tana whakawhiti whakaaro i runga i te mārama ki te kaupapa me te hunga whakarongo • Ka āta whakamārama ia i ōna wheako me ōna whakaaro ki ngā kaupapa i ngā horopaki ako me ngā horopaki ngahau • Ka māia tana whakapuaki i ngā momo kōrero Māori taketake ake e mōhio ana ia, pērā i te mihi, i te pepeha, i te karakia, i te waiata 	<p>Ina kōrero ia:</p> <ul style="list-style-type: none"> • Ka whakaputa whakaaro ia i runga i te mārama me te whakapono • Ka aro nui anō ki te kaupapa, ki te horopaki, me te hunga whakarongo [ahakoa he kōrero tene, he kōrero rānei kua āta whakaritea) • Ka pai te hono tahi o ngā whakaaro i te mārama ōna ki ētahi āhuateanga e nahanaha ai te kōrero ā4waha

KŌRERO: Whanaketanga 1	KŌRERO: Whanaketanga 2	KŌRERO: Whanaketanga 3	KŌRERO: Whanaketanga 4	KŌRERO: Whanaketanga 5
<p>Puna Reo</p> <p>Ka tautohua, ka whakamahi anō te ākongā i ngā āhuatanga reo me ngā whakatakoto māmā tutuki ai ngā pīkaunga kōrero i te taumata tuatahi o te marautanga</p>	<p>Puna Reo</p> <p>Ka whakamārama, ka whakamahi anō te ākongā i ngā āhuatanga reo me ngā whakatakoto māmā e tutuki ai ngā pīkaunga kōrero i te taumata tuarua o te marautanga</p>	<p>Puna Reo</p> <p>Ka tātari, ka whakamahi anō te ākongā i ngā āhuatanga reo me ngā whakatakoto e tutuki ai ngā pīkaunga kōrero i te taumata tuatoru o te marautanga</p>	<p>Puna Reo</p> <p>Ka whakamahi, whakataurite anō te ākongā i ngā āhuatanga reo e tutuki ai ngā pīkaunga kōrero i te taumata tuawhā o te marautanga</p>	<p>Puna Reo</p> <p>Ka whakamahi, ka arotake anō te ākongā i ngā āhuatanga reo e tutuki ai ngā pīkaunga kōrero i te taumata tuarima o te marautanga</p>
<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> • Te mita i te reo Māori • Ngā kupu auau te puta me ētahi kupu whakaatu i te kare ā4roto, i te whakaaro whaiaro • Ngā whakatakoto māmā 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> • Te whakahua tika i ngā kupu me ngā kīanga e mōhio ana ia • Ētahi kupu me ētahi kīanga kua mau i a ia, hei whakawhiti whakaaro [pērā i ngā kupu āhua e whakaatu ana i te tangata, i te wāhi, i te taputapu, i te mahi] • Ngā āhuatanga reo e tika ana hei tūhono whakaaro 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> • Te rere, te tangi, me te mita o te reo Māori • Ētahi kīwaha me ētahi reo peha • Te maha tonu o ngā kupu taurite me ngā kupu āhua • Ētahi āhuatanga reo hei whakanikoniko i te whakaaro [hei tauira, ko te tāruarua, ko te huarite] 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> • Ētahi kīanga whakaahua, kīanga whakarite • Ngā kupu honohono e hono ai ngā whakaaro i roto i te kōrero • Ngā kupu me ngā whakatakotoranga e hāngai ana ki te momo kōrero [ahakoa ōpaki, ōkawa rānei] 	<p>Ka whakaatu ia tana mōhio ki:</p> <ul style="list-style-type: none"> • Ētahi āhuatanga motuhāe o te kōrero ā4waha, hei tauira, te tāruaruatanga, te uiui, te whakaatu ki āna ake kupu, te haukotu kōrero, te whakamihī, te kōrero paki, ngā hononga o te reo o te tinana ki te tikanga o te kōrero • Te reo, te hā, me te momo reo [hei tauira, te reo ōpaki, te reo ōkawa rānei] e tika ana • Ētahi kupu e mārāma pū ai te tikanga ahakoa te iti o te kōrero

KŌRERO: Whanaketanga 1	KŌRERO: Whanaketanga 2	KŌRERO: Whanaketanga 3	KŌRERO: Whanaketanga 4	KŌRERO: Whanaketanga 5
<p>Rautaki Reo</p> <p>Ka tautohu, ka whakamahi anō te ākongā i ngā rautaki e mārama ai ia ki tāna e rongō ana, e mārama anō ai ētahi atu ki ōna whakaaro</p>	<p>Rautaki reo</p> <p>Ka whakamahi, ka whakamārama anō te ākongā i ngā rautaki e mārama ai ia ki tāna e rongō ana, e mārama anō ai ētahi atu ki ōna whakaaro</p>	<p>Rautaki Reo</p> <p>Ka tātari, ka whakamahi anō te ākongā i ngā rautaki e mārama ai ia ki tāna e rongō ana, e mārama anō ai ētahi atu ki ōna whakaaro</p>	<p>Rautaki reo</p> <p>Ka whakamahi, ka whakataurite anō te ākongā i ngā rautaki e mārama ai ia ki tāna e rongō ana, e mārama anō ai ētahi atu ki ōna whakaaro</p>	<p>Rautaki Reo</p> <p>Ka whakamahi, ka arotake anō te ākongā i ngā rautaki āhua huhua nei e mārama ai ia ki tāna e rongō ana, e mārama anō ai ētahi atu ki ōna whakaaro.</p>
<p>I a ia e whakarongo ana, e kōrero ana:</p> <ul style="list-style-type: none"> • Ka tuku pātai kia mārama ai ia ki te tikanga o te kōrero • Ka kite i ngā hononga ki ngā mea e mōhio ana ia • Ka kapo atu, ka tārua i ngā kupu me ngā kīanga matua kia mau ai ki ōna pūmahara 	<p>I a ia e whakarongo ana, e kōrero ana:</p> <ul style="list-style-type: none"> • Ka tuku pātai, ka tuku whakautu hoki hei whakawhānui ake i ōna mōhiotanga, ōna whakaaro rānei • Ka tāruarua anō ia i tana kōrero kia mārama ai ki te kaiwhakarongo • Ka whai i ngā tikanga me te kawa o te whakawhiti kōrero, ārā he tāutuutu 	<p>I a ia e whakarongo ana, e kōrero ana:</p> <ul style="list-style-type: none"> • Ka kimi māramatanga ina kore ia e mārama ki te tikanga o te kōrero • Ka tiki kōrero kē atu hei whakaatu i ana whakaaro, ka whakatika rānei i ana kōrero, e mārama ai ōna whakaaro ki te kaiwhakarongo • Ka kuhu atu ki tētahi kōrerorero i runga i te tika me te mārama ki ngā tikanga o te kōrerorero 	<p>I a ia e whakarongo ana, e kōrero ana:</p> <ul style="list-style-type: none"> • Ka patapatai ia kia kitea mai ai tāna i pirangi ai • Ka whakamahia tōna mōhiotanga ā4reo, ā4 ahurea hoki kia whai māramatanga ai ia i ngā kōrero āhua roa tonu • Ka āta whakamahia ngā āhuratanga reo ā4waha e mōhio ana ia kia mau tonu ai te aro mai a te hunga whakarongo 	<p>I a ia e whakarongo ana, e kōrero ana:</p> <ul style="list-style-type: none"> • Ka patapatai ia kia kitea mai ai tāna i pirangi ai • Ka titiro ki te āhua o te aro mai a te hunga whakarongo me te whakarerekē i te tere, i te āhua tonu o te kōrero, ka kimi ara anō hei whakapuaki i te whakaaro, ka tārua rānei i te kōrero, e pai ake ai te whai mai a te hunga whakarongo • Ka whai kia tau te puehu i te taupatupatu, ki te whakaoti rapanga rānei

3.06.14



• I haele a Hatupatu ki te

• ngaherehere i hae mai te

• wahinemanu ki te ngaherehere.

• I oma a Hatupatu ki te

• ngaiwha i taka a te wahine

• manu i roto i te ngaiwha.

I te whitu karaka i taimai
 ahau ki te kura me oku rawa
 mo te haerenga ki Rotorua.

~~I~~ He tino hari, koa ahau marunga
 ano i to mātou haerenga.

I noho ahau ki te taha
 o Te Atarangi marunga pahi.

I to mātou ~~ko~~ taenga atu
 ki Rotorua i haere mātou
 ki te marae o Pikirangi. He tino
 atāhua. A ka powhiri mātou.
 Ka tahi ka kai mātou ki rō te
 whare kai mo te wā tina.

rūma
 kai.

I kai ahau i te ngā pihi, kete,
 he inu reka, he hanawiti, me ngā
 tipu. Whai muri i tēra i haere
 mātou ki ~~fish~~ and game.

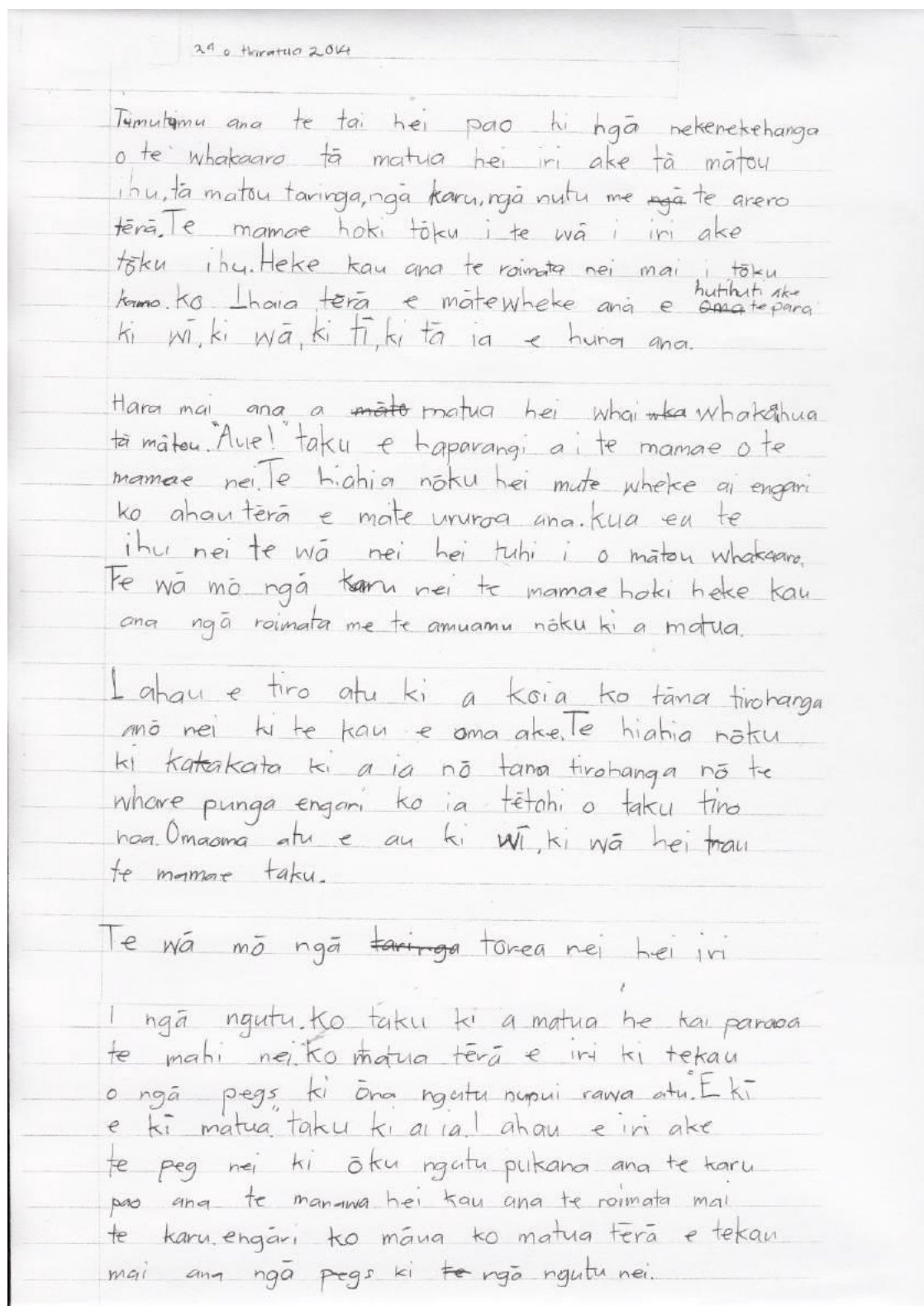
✓ he kite i ngā tumomo taraute.
 Ko ētahi taraute he poto, henui,
 he memona, he moroiti, hoki.

Ko ētahi o ngā taraute he
 mā, he parauri, rānei. Tai roa
 ki te otinga ki kōra i hoki
 mātou marunga pahi he hoki

Ki to mātou marae mo te
 kai o te pō. ~~Whai mua~~ I
 mua i tēra i tataro mātou
 ki waho. I karangā mai a
 Whaka Luseole kua reni te
 kai. He tino reka te kai.

Tauira 3 Kōtiro

I hua mai tēnei tauira tuhituhi nā runga anō i te hiahia o te kaiako kia rongo pū te ākonga i ngā wheako (atu i te ako e pā ana ki te wheako). Ka whakamaua e te tamaiti ētahi mātiti ki ētahi wāhanga o tōna tinana nā kōnā i tuhia ai he whakaahuatanga o taua wheako.



WHAKAMĀRAMATANGA 6.3

Whakataurauriterite i ngā whakatau aronga i ngā wāhanga kōrero, pānui me te tuhituhi

Mā te kounga o te kōrero e whakaatu ai, e tohu ai i ngā āheitanga (o te ākongā) ki te pānui me te tuhituhi. He mea nui kia pakari te reo āAwaha o te ākongā kia whai hua ai te taha tā kia taea ai e te ākongā te whakapuaki whakaaro mo te tuinga, kia mārama i tāna i pānui ai, ka mutu, kia kōrerohia tōna māramatanga o te tuinga. E kore e taea e ngā ākongā te tuhi takitahi ki te kore e whai whakaaro, ki te kore hoki e whai reo āAwaha. Mā te raranga haere i ngā ngohe reo me ngā wheako ako, te reo matatini o ngā ākongā e pakari ake ai.

Me āta wānanga ngā kitenga whanaketanga kua whakataungia mā roto i ngā aronga whakatau mehemea e tino rerekē ana ngā taumata.

DISCUSSION 6.3

Moderating OTJs across performance areas for kōrero, pānui and tuhituhi

Kōrero is an important predictor of achievement in pānui and tuhituhi. A strong base in kōrero is required for ākongā to be able to engage successfully with print based texts A to be able to talk about the text, understand what they are reading and articulate that understanding. In tuhituhi, ākongā cannot independently write what they cannot think and therefore say. Engagement in these language based activities and learning experiences in turn contributes to the developing literacy competencies of ākongā including kōrero.

There are combinations of whanaketanga achievement levels identified via moderated OTJs that should give rise to further consideration. These include the following:

Kōrero Manawa Taki	Pānui, Tuhiuhi	Manawa Ora or Manawa Toa
Kōrero Manawa Āki	Pānui, Tuhiuhi	Manawa Toa

RAUEMI TAUTOKO

<http://assessment.tki.org.nz/>

<http://tewaharoaararau.vln.school.nz/a:kura/>

http://tewaharoaararau.vln.school.nz/a:kura/public/files/TaumataTuhituhi_TMoA_Whanaketanga.pdf

<http://tewaharoaararau.vln.school.nz/a:kura/>

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Tīhei Pāngarau

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Ministry of Education. *Te Tau me te Taurangi: Taumata 4*

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HEI ĀWHINA

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Alternatively, please email: cath@kiaatamai.org (this is a gmail account).

