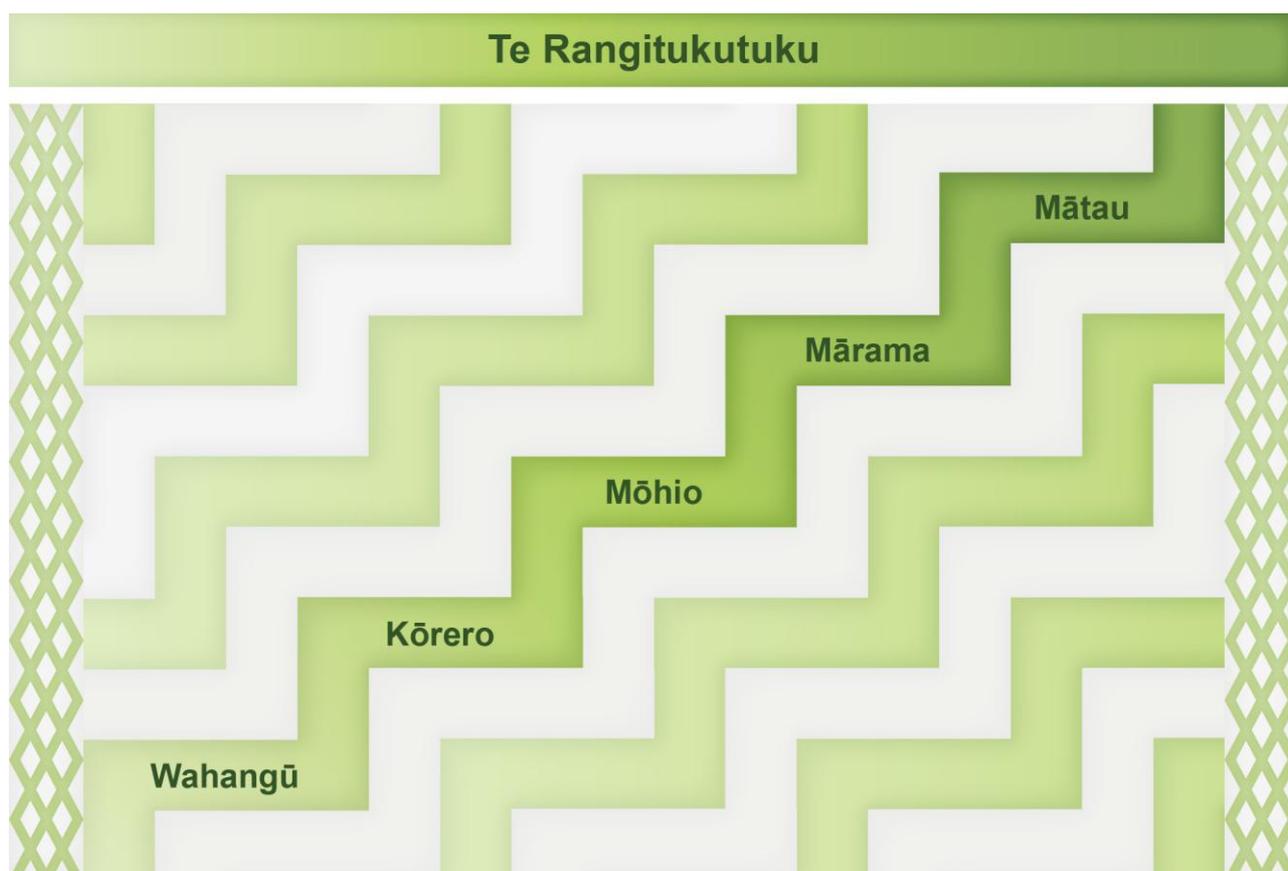


Te Rangitukutuku/Māori Medium e-Learning Planning Framework

He anga te Rangitukutuku/Māori medium e-Learning Planning Framework e tautoko ai i ngā kura me ngā kaiako kia tirohia ō rātou mārama, ō rātou mātau ki ngā mahi ako-e. Ka tautoko hoki i ngā mahi arotake me ngā mahi whakapiki pūkenga, ngā mahi whakapiki mōhio ki ngā mahi ako-e.

Mā te Rangitukutuku/Māori e-Learning Planning Framework e whakatakoto i:

- tētahi mahere e mōhio ai te kura, te kaiako, kei hea rātou, he aha ngā mahi e whakapiki ai ā rātou mahi whakaako me te tūhono ki ngā kōrero me ngā tauawhi. Ka whakatakoto hoki te anga nei i ētahi tukanga, ētahi mahi whakaako e hiki ai te mārama o te kura ki ngā mahi ako-e.
- ētahi tauira me ētahi rauemi e whakamārama ai me pēhea te whakamahi i rō akomanga <http://elearning.tki.org.nz/>
- tētahi aratohu e whakamārama ai me pēhea te whakamahi mō te mahi arotake <http://elearning.tki.org.nz/Professional-learning/Māori-medium-e-Learning-Planning-Framework>.



Ngā Nekenekehanga

Mā te kōrero ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau. Ka noho ēnei kupu kōrero hei tūāpapa mō ngā āhuatanga o ngā nekenekehanga i roto i Te Rangitukutuku.



Wahangū E ngū ana a waha, kāore te kaupapa e kōrerohia ana.	Kōrero E kōrerohia ana te kaupapa. Kua tīmata ngā wānanga, ngā whakawhitinga korero.	Mōhio Kei te mōhio te kaupapa. Kei te mahia ētahi mahi. Kei te rangahau tonu ētahi āhuatanga kia tino mārama ai.	Mārama Kei te mārama pai te kaupapa. Kei te pai te rere o te korero me ngā mahi. Kei te wherawhera tonu ētahi wāhanga kia mātau ai te tangata.	Mātau Kātahi te hunga māta tau ko tēnei. Anō nei, kua eke te kounga o te kaupapa, mahi rānei.
KURA WHĀNUI: Me āta whakarite te mahinga e whakamaheretia ai, e pāhekoheko ai te ako-e ki roto ki te kura whānui. KAIAKO: Me whakawhānui te mōhio o te āheinga o ngā hangarau matihiko ki te whakaū i ngā akoranga whai take, o ngā mahi e taea ana rānei.	KURA WHĀNUI: Me tūhura, me whakawhānui te mōhio, me whakamahere hoki te tupuranga o tō āheinga ki te whakamahi rawa hangarau mō te ako. KAIAKO: Me rangahau ngā hangarau matihiko, ā, mā ēnei akoranga e taunaki ai ngā āhuatanga o te whakaako.	KURA WHĀNUI: Ka whakatūria e koe, ka whakahonoa e koe ngā mahere puta i te kura; ka whakamātau koe i ngā kaupapa. KAIAKO: Ka whakamātau koe, ka timata koe ki te whakamahi tōtika hoki i ngā hangarau matihiko hei tautoko i ngā akoranga o runga noa (hohonu), me ngā akoranga mahinga tahi.	KURA WHĀNUI: He whaitake tāu mahi whakahāngai kaupapa puta i ngā whatunga ā kura, ā hāpori, ā hea rā hoki. KAIAKO: Ka timata koe ki te mahi tahi me ngā ākonga ki te whakamahi tōtika i ngā hangarau matihiko hei tautoko i ngā akoranga whai take o runga noa, e hangaia tahitia ai.	KURA WHĀNUI: Mahi tahi ai tō kura, tō hāpori, me ō whatunga ki te wherawhera, ki te whakamahere hoki. KAIAKO: Ka mahi tahi koutou ko ngā ākonga ki te waihanga i ngā akoranga tūturu o runga noa, e hāngai pū ana ki te ākonga tonu.

Ngā Whenu e Rima

	Wahangū	Kōrero	Mōhio	Mārama	Mātau
Te Taiao Ako	Kāore anō te kura kia āta whakaaro, korero hoki mō te āhua o te mahi tahi me te whānau, hapū, haporī mā te huarahi ako-e, mā ngā rawa hangarau rānei.	Kua korerohia te kaupapa. Kua whiria ētahi ara ako-e kia mahi tahi kit e whānau, hapū, haporī. Ka aro hoki ki ngā pānga o ēnei mahi.	E mōhio ana ngā painga o te ako-e hei huarahi mahi tahi kit e whānau. E whakamātauria ana, e arohia ana te whai pānga o ētahi ara hangarau.	Kei te mahi pū te kura me te whānau mā ngā rawa hangarau e tiaka ana mō rātou. E aro nui ana te whānau ki ngā pānga o te ako-e.	Mā te kōtuinga i ngā huarahi ako-e me te korero kanohi ki te kanohi e pakari ai te noho tahi me te mahi ngātahi o te kura me te whānau.
Te Kanohi Mataara	Kāore anō kia wānangahia e ngā kaihautū te tirohanga roa, mahere rautaki rānei mō te kaupapa ako-e, te kaupapa o te reo matatini ā-ipurangi hoki.	Kei te tuhuratia ngā āheinga e ngā kaihautū i ngā rawa hangarau, ngā reo matatini ā-ipurangi hoki.	Kei te whakamātauria ngā take o te ako-e me te reo matatini ā-ipurangi kia hāngai ki te mahere marau ā-kura.	Kei te noho ngātahi ngā kaupapa o te ako-e, te reo matatini ā-ipurangi me te marau ā-kura.	Kei te kaha te noho o te reo matatini ā-ipurangi me ngā rawa hangarau ki te taha ako.
Te Ako	Kāore anō kia whakamahi ngā rawa hangarau mō te taha ako.	Ko ngā rawa hangarau he mea tautoko i te mahi whakaako.	Kei te kitea ngā painga o ngā rawa hangarau kia ruku hōhonu i te puna whakaaro, kia kaha ake te reo matatini ā-ipurangi, kia kaha hoki te mahi ngātahi o ngā ākongā.	Ko tā te ako-e, he kōtuitui i ngā rawa hangarau kia hāngai ki ngā mahi whakaako me te reo matatini ā-ipurangi e tika ana.	Mā ngā rawa hangarau e tū rangatira ai ngā ākongā kit e ako i te ao, i te pō.
Whanake Ngaioatanga	He iti, he kore noa iho rānei te huarahi whakangungu a tekura e aro ana ki ngā āhuatanga o te whakapakari i te ako-e, i te reo matatini ā-ipurangi ¹ hoki.	Ko tā te whanake ngaioatanga he whakawhānui, he whakahōhonu hoki i te mōhiotanga mō ngā hangarau mōhiohio me te reo matatini ā-ipurangi.	E kaha haere ana te aronga o te whanake ngaioatanga kit e reo matatini ā-ipurangi me te whakamahinga hangarau mōhiohio mō te ako te take.	Ko tā te whanake ngaioatanga he tūhura i ngā mahi whakahauhau i ngā akoranga e takea ana i ngā raraunga pēnei i te reo matatini ā-ipurangi me te whakamahi i ngā hangarau mōhiohio e tōtika ana.	E hanumi ana, e ukauka ana, e rauroha ana te whanake ngaioatanga i te akoranga e arotahi ana ki te ākongā mā roto i te whakamahinga hangarau i te ao, i te pō.
Te Hangarau, Te Tūāpapa	Me whakatakoto mahere rautaki mō te whakahaere rawa hangarau.	Kei te tūhuria ngā rawa hangarau me ngā hiahia tūāpapa kia tautoko i te taiao ako.	Kei te whakamātauhia ngā rawa hangarau me te tūāpapa ki te taiao ako.	Kei te tautoko ngā rawa hangarau me te tūāpapa i ngā hiahia o te katoa, ki te ao matihiko.	Kei te wātea ki te katoa ngā rawa hangarau me te tūāpapa e tutuki ai ngā hiahia o te katoa ki te ao matihiko.

¹ Nā te OECD(2011) tēnei whakamāramatanga mō te reo matatini ā-ipurangi; “Digital Information Literacy (DIL) is the ability to recognise the need for, to access, and to evaluate electronic information. The digitally literate can confidently use, manage, create, quote and share sources of digital information in an effective way. The way in which information is used, created and distributed demonstrates an understanding and acknowledgement of the cultural, ethical, economic, legal and social aspects of information. The digitally literate demonstrate openness, the ability to problem solve, to critically reflect, technical capability and a willingness to collaborate and keep up to date prompted by the changing contexts in which they use information” – [OECD \(2011\), PISA 2009 Results: Students online: Digital technologies and performance \(Volume VI\)](https://doi.org/10.1787/9789264112995-en). <http://dx.doi.org/10.1787/9789264112995-en>

Te Taiao Ako (Beyond the Classroom) 'He tangata ākona ki te marae tau ana'

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Te whakamahi i ngā rawa hangarau hei ara whakararata i te whānau whānui o te kura	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou e whakamahi rawa hangarau ana ki te whakawhiti kōrero ki te whānau, ngā hapū, ngā iwi me ngā hapori o te kura.	E rangahautia ana ngā akoranga ako-e e wātea ana ki ngā whānau me ngā āhuetanga ka taea i te kāinga.	E whakamātauria ana ngā momo rawa hangarau hei ara matapaki, hei ara mahi tahi, akoako hoki ki te whānau.	Kua whakatauhia ko ēhea ngā momo rawa hangarau e tau ana kia pai ai te whakawhiti kōrero, te mahi tahi me te whānau ki te mahi.	TE WHAKAMAHI HANGARAU: I tō mātou kura e kaha whakamahia ana ngā momo rawa hangarau kia pai ai te akoako, te mahi tahi me te whakawhiti kōrero ki te whānau whānui o te kura.
Use of technologies to engage with whānau/iwi and hapori	Staff view <i>(Kura)</i>	In our school we do not use technologies to engage with whānau, hapū, iwi and hapori.	In our school we are investigating opportunities with whānau about eLearning and possibilities within the home.	In our school we have selected and are trialing technologies as a medium of engaging, sharing and consulting with whānau.	Our school have decided on a number of technologies that 'work' for us and our whānau as effective tools of communication, sharing and engagement.	USE OF TECHNOLOGIES: In our school we regularly use a variety of technologies to engage, share and consult with whānau, hapū, iwi, and hapori.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au i te whakamahi hangarau hei ara whakawhiti kōrero me te whānau.	Kua whakawhiti kōrero mātou ko ngā whānau ki te tautuhi i ngā rawa hangarau e wātea ana ki a rātou me ērā kei te pīrangitia hei ara whakawhitiwhiti kōrero i waenganui i te kāinga me te kura.	Kua tautoko ahau i te whānau ki te whakaū māramatanga, ki te ako hoki me pēhea e whakamahia ai ngā rawa hangarau hei rawa whakawhitiwhiti kōrero i waenganui i te kura me te kāinga.	Ka whakamahi ahau i ngā rawa hangarau e wātea ana ki te whānau ki te whakaū i tō rātou aro mai, i tō rātou whakatakoto whakaaro.	TE WHAKAMAHI HANGARAU: Whakamahia ai e ahau ngā rawa hangarau hei ara whakawhitiwhiti whakaaro, hei pae tuku, pae whakamahuki, hei pae whakatakoto whakaaro hoki.
	Staff view <i>(Personal)</i>	I do not use technology to engage with whānau.	I have engaged with whānau to identify a number of technologies they have access to and want to use as a means of communication between home and school.	I have supported whānau to understand & learn how to use technologies as a communication tool between school and home.	I use technologies that whānau can access to engage & communicate with them.	USE OF TECHNOLOGIES: I use technologies regularly to engage with whānau to share, inform and invite discussion.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore mātou e toro atu ana, e whakawhiti kōrero ana rānei me te kura mā ngā hangarau matihiko.	Ka tukuna mai ngā pārongo mā ngā hangarau matihiko engari kāore anō kia kōrerohia te whanaketanga o tēnei ara.	Kua matapakihia ngā tukanga whakamahi rawa hangarau ki te whakawhiti kōrero i waenganui i te kura me te whānau. Kua tīmata ki te aro ki ēnei whakaritenga.	Ka whakamahia ngā rawa hangarau i te nuinga o te wā ki te whakawhiti kōrero me te whānau mō ngā mahi ako i te akomanga.	TE WHAKAMAHI HANGARAU: Whakamahia ai ngā rawa hangarau matihiko ki te whakawhiti kōrero, ki te whakaū māramatanga, ki te whakamahuki hoki i ngā mahi ako i te akomanga.
	Whānau view <i>(Kura)</i>	In our school-we do not communicate with school using technologies.	In our school-information is shared with us through technologies but the school has not talked to us about this.	In our school-we have discussed the ways to use technologies to communicate with the school and we are starting to use these.	In our school-technologies are used to communicate with us about the learning that is happening in the classrooms.	USE OF TECHNOLOGIES: In our school technologies are always used to communicate and inform us about the learning happening in classrooms.
	I tō mātou kura... <i>(Tā te whānau tirohanga ake)</i>	Kāore mātou e whakamahi rawa hangarau ana ki te whakawhiti kōrero ki te pouako mō ngā akoranga o taku tamaiti, o aku tamariki.	Kua whakawhiti kōrero mātou ko te pouako mō te wāhi ki ngā rawa hangarau hei ara whakawhiti kōrero i waenganui i a mātou ko te pouako o tā mātou tamaiti.	Kua whai tautoko mātou hei hāpai i tā mātou whakamahi, i tō mātou māramatanga ki ngā rawa hangarau hei ara whakawhiti kōrero i waenganui i a mātou ko te pouako o tā mātou tamaiti.	E whakamahi ana mātou ngā rawa hangarau, me te tautoko o te whānau, hei ara whakawhiti kōrero, whakaū māramatanga ki te pouako o tā mātou tamaiti.	TE WHAKAMAHI HANGARAU: Ko te hangarau ka whakamahia i ngā wā katoa hei ara whakawhiti kōrero ki te pouako o tā mātou tamaiti.
	Whānau view <i>(Personal)</i>	We do not use technologies to communicate with our child's teacher about their learning.	We have had the chance to discuss technologies as a way of communication between me and our child's teacher.	We have been supported to use and understand technologies as a way of communicating with our child's teacher.	With support from the school we are using technologies as a way of communicating with our child's teacher.	USE OF TECHNOLOGIES: We always use technology as a method of communicating with our child's teacher.
	I tōku kura... <i>(Tā te ākongā tirohanga)</i>	Kāore taku kura e whakamahi hangarau ana hei whakawhiti kōrero me tōku whānau mōku ake me	Ka whakamahia ētahi hangarau hei whakawhiti kōrero me tōku whānau mōku ake me aku akoranga hoki.	Ka whakamahia ētahi momo hangarau i ētahi wā ki te whakawhiti kōrero me tōku whānau mōku ake me	Ka hātepe tonu te whakamahi i ngā momo hangarau ki te whakawhiti kōrero me tōku whānau mōku	TE WHAKAMAHI HANGARAU: Ka whakamahia ngā momo hangarau huhua ki te whakawhiti kōrero me mātou ko tōku whānau, hei tautoko hoki i a au i aku akoranga.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		aku akoranga hoki.		aku akoranga hoki.	ake me aku akoranga hoki.	
	Ākonga view <i>(Kura)</i>	My school does not use technology to talk with my whānau about me or my learning.	My school uses some technology to talk with my whānau about me or my learning.	My school sometimes uses different technologies to talk with my whānau about me or my learning.	My school regularly uses technology to talk with my whānau about me or my learning.	USE OF TECHNOLOGIES: My school uses different technologies to talk with me, and my whānau, to support me and my learning.
	I tōku kura... <i>(Tā te ākonga tirohanga ake)</i>	Kāore tōku pouako i te whakamahia i ngā hangarau ki te whakawhiti kōrero me tōku whānau mōku ake me aku akoranga hoki.	Ka whakamahia e tōku pouako ētahi hangarau ki te whakawhiti kōrero me tōku whānau mōku ake me aku akoranga hoki.	Ka whakamahia e tōku pouako ētahi hangarau rere kē ki te whakawhiti kōrero me tōku whānau mōku ake me aku akoranga hoki.	Ka whakamahia hātepetia e tōku pouako ngā momo hangarau ki te whakawhiti kōrero me tōku whānau mōku ake me aku akoranga hoki.	TE WHAKAMAHI HANGARAU: Ka whakamahia e tōku pouako ngā momo hangarau huhua ki te whakawhiti kōrero me mātou ko tōku whānau, hei tautoko hoki i a au i aku akoranga.
	Ākonga view <i>(Personal)</i>	My teacher does not use technology to talk with my whānau about me or my learning.	My teacher uses some technology to talk with my whānau about me or my learning.	My teacher sometimes uses different technologies to talk with my whānau about me or my learning.	My teacher regularly uses technology to talk with my whānau about me or my learning.	USE OF TECHNOLOGIES: My teacher uses different technologies to talk with me, and my whānau, to support me and my learning.
Te whakawhiti whakaaro me te whānau/hapori / iwi mo te pānga o ngā hangarau ki te ako, te haumarū ā-ipurangi me te uru ipurangi.	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore anō mātou kia whakawhiti kōrero me te whānau, te hapū, te iwi me te hapori o te kura mō te pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumarū ā-ipurangi me te uru ipurangi.	Kei te rapu ara e whakawhiti kōrero ai mātou ko te whānau, te hapū, te iwi me te hapori o te kura mō ngā pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumarū ā-ipurangi me te uru ipurangi.	Kei te whakawhiti kōrero pū mātou ko te whānau mō ngā pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumarū ā-ipurangi me te uru ipurangi.	Kua whakaritea tētahi tukanga whakawhiti kōrero, tukanga mahi hoki ki te whānau mō te pānga o te haumarū ā-ipurangi me te uru ipurangi.	TE PĀNGA O NGĀ HANGARAU: I tō mātou kura kua whakahouhia ngā tukanga akoako me te whānau mō te pānga o te haumarū ā-ipurangi me te uru ipurangi.
Engage with whānau/iwi and	Staff view	In our school we have not engaged with whānau,	In our school we are investigating	In our school we are deliberately engaging	In our school we have established process of	IMPACT OF TECHNOLOGIES: In our school we have refined our

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
community about the impact of technologies on learning, cybersafety and digital citizenship.	<i>(Kura)</i>	hapū, iwi and hapori about the impact of technologies, particularly digital citizenship and cybersafety.	opportunities to engage whānau in dialogue about the impact of technologies on learning, cyber safety and digital citizenship.	with whānau about the impact of technologies on learning, cyber safety and digital citizenship.	communication and working with whānau about the impact of technologies on learning, cybersafety and digital citizenship.	engagement processes and regularly engage with whānau about the impact of technologies on learning, particularly digital citizenship and cybersafety.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au e whakawhiti kōrero ana me te whānau, te hapū, te iwi me te hapori o te kura mō te pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumarū ā-ipurangi me te uru ipurangi.	Kei te whakatewhatewha au i ngā ara e tahuri mai ai te whānau, te hapū, te iwi me te hapori o te kura ki te kōrero mō ngā pānga o ngā rawa hangarau.	Kei te whakawhiti kōrero pū mātou ko te whānau mō ngā pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumarū ā-ipurangi me te uru ipurangi.	Kua whakaritea e au tētahi tukanga whakawhiti kōrero, matapaki whakaaro hoki me te whānau, te hapū, te iwi me te hapori mō te pānga o te haumarū ā-ipurangi me te uru ipurangi.	TE PĀNGA O NGĀ HANGARAU: Kua hātepe tonu taku toro, kua ū hoki aku mahi me te āhua o te whakararata atu ki te whānau me te pēnā mai hoki o te whānau ki a au mō te pānga o te haumarū ā-ipurangi me te uru ipurangi.
	Staff view <i>(Personal)</i>	I do not engage with whānau, iwi, hapū and hapori about the impact of technologies on cyber safety and digital citizenship.	I am investigating ways in which to engage with whānau, iwi, hapū and hapori about the impact of technologies.	I am deliberately engaging with whānau, iwi, hapū and hapori about the about the impact of technologies on cyber safety and digital citizenship.	I have established processes for communication and regularly engage with whānau, iwi, hapū and hapori about the impact of technologies on cyber safety and digital citizenship.	IMPACT OF TECHNOLOGIES: I have engaged regularly and have established routine and a rapport with whānau, iwi, hapū, and hapori about the impact of technologies on cyber safety and digital citizenship.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore i te aro i a au/mātou ngā tikanga e haumarū ai ngā tamariki i ngā mahi ki te ipurangi ka tahi, ka rua he aha tēnei mea te tangata ipurangi.	Kei te whakamahukitia ngā pānga o ngā rawa hangarau ki te haumarū ā-ipurangi me te uru ipurangi.	Kua matapaki kōrero mātou ko te kura mō ngā pānga o ngā rawa hangarau ki te haumarū ā-ipurangi me te uru ipurangi.	Kua whai wāhi mātou ki te mahi tahi ki te kura, ā, e mōhio ana mātou ko ēhea ngā tikanga pai mō te haumarū ā-ipurangi me te uru ipurangi.	TE PĀNGA O NGĀ HANGARAU: I tō mātou kura e mātau pai ana mātou ki ngā pānga o ngā rawa hangarau ki te haumarū ā-ipurangi me te uru ipurangi.
	Whānau view	I/We do not know about	I/We are being informed	I/We have had the chance	I/We have engaged	IMPACT OF TECHNOLOGIES: I/We are

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>(Kura)</i>	how to keep our children safe on the internet and what it means to be a digital citizen.	by the School about technologies, cyber safety and digital citizenship.	to talk with the School about technologies, cyber safety and digital citizenship.	regularly with the School and know about cyber safety and digital citizenship practices.	fully aware of the impact of technologies on cyber safety and digital citizenship.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore i te aro i rātou ngā pānga o ngā rawa hangarau ki te haumaruru ā-ipurangi me te uru ipurangi.	Kei te whakamahukitia ngā pānga o ngā rawa hangarau ki te haumaruru ā-ipurangi me te uru ipurangi.	Kua whai wāhi mātou ki te matapaki kōrero mō ngā pānga o ngā rawa hangarau ki te haumaruru ā-ipurangi me te uru ipurangi.	Kua nui, kua hātepe te mahi tahi ki te kura, ā, e mōhio ana mātou ko ēhea ngā tikanga pai mō te haumaruru ā-ipurangi me te uru ipurangi.	TE PĀNGA O NGĀ HANGARAU: E mātau pai ana mātou ki ngā pānga o ngā rawa hangarau ki te haumaruru ā-ipurangi me te uru ipurangi.
	Whānau view <i>(Personal)</i>	In our child's class we do not know about the technologies, cyber safety and digital citizenship.	In our child's class we are being informed about the technologies, cyber safety and digital citizenship.	In our child's class we have the chance to talk about the impact of technologies regarding cyber safety and digital citizenship.	In our child's class we have engaged regularly and are aware of cyber safety and digital citizenship practices.	IMPACT OF TECHNOLOGIES: In our child's class we are fully aware of the impact of technologies on cyber safety and digital citizenship.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore anō mātou kia ako me pēhea e haumaruru ai tō mātou noho ki te ipurangi, he aha rānei ngā pānga o tēnei āhuatanga ki a mātou.	Kua tīmata tō mātou ako i ngā āhuatanga o te haumaruru ā-ipurangi me ngā ara e haumaruru ai mātou i ā mātou mahi ipurangi.	Kua whānui ake tō mātou mōhio ki ngā tikanga haumaruru ā-ipurangi, ā, e whai ana mātou kia noho mātou hei tangata ipurangi.	Ka whāia hātepetia ngā tikanga e hāngai ana ki te haumaruru ā-ipurangi, kei te māia hoki tō mātou noho hei tangata ipurangi.	TE PĀNGA O NGĀ HANGARAU: He māraikerake te kite, te mōhio hoki ki ngā pānga o ngā rawa hangarau me ngā tikanga. E whai ana mātou i ngā tikanga o te haumaruru ipurangi me te uru ipurangi i ngā wā katoa.
	Ākongā View <i>(Kura)</i>	In our school we have not learnt about what it means to be safe online and how this affects us.	In our school we are learning about cybersafety and how we can keep ourselves safe on the internet.	In our school we have learnt a number of cyber safety rules and are working towards digital citizenship.	In our school we regularly practice cyber safety and we are confident digital citizens.	IMPACT OF TECHNOLOGIES: In our school we know all about the impact of technologies. We practice and follow the rules of cyber safety /digital citizenship at all times.
	I tōku akomanga...	Kāore i te aro i a au ngā pānga o ngā rawa	E ako ana au i ngā pānga o ngā rawa	Kua whānui ake taku mōhio ki ngā tikanga	Ka whāia hātepetia ngā tikanga e hāngai ana ki	TE PĀNGA O NGĀ HANGARAU: E mātau pai ana au ki ngā pānga o

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>(Tā te ākongā tirohanga ake)</i>	hangarau ki te haumarū ā-ipurangi me te uru ipurangi.	hangarau ki te haumarū ā-ipurangi me te uru ipurangi.	haumarū ā-ipurangi, ā, e whai ana au kia noho au hei tangata ipurangi.	te haumarū ā-ipurangi, kei te māia hoki tōku noho hei tangata ipurangi.	ngā rawa hangarau me ngā tikanga. E whai ana au i ngā tikanga o te haumarū ipurangi me te uru ipurangi i ngā wā katoa.
	Ākongā View <i>(Personal)</i>	I do not know about the impact of technologies on cyber safety / digital citizenship.	I am learning about the impacts of technology and cyber safety/digital citizenship.	I have learned a number of cyber safety rules and I am working towards digital citizenship.	I regularly practice cyber safety and I am a confident digital citizen.	IMPACT OF TECHNOLOGIES: I am fully aware about the impact of technologies. I practice and follow the rules of cyber safety / digital citizenship at all times.
Te akoranga Reo Matatini ā-ipurangi Te kimi huarahi hei whakawātea i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi hei taunaki i ngā tikanga o te whanaungatanga i waenga i te kura me te kāinga	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou e whakawātea ana i ngā rawa hangarau me te akoranga reo matatini ki te hapori.	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: I tō mātou kura, kei te arotakengia te wātea o ngā rawa hangarau o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
Digital Literacy Find ways to make technologies & DIGITAL LITERACY LEARNING available to	Staff view <i>(Kura)</i>	In our school we do not make technologies and digital literacy learning available for our school community.	In our school we are identifying opportunities to make technologies and digital literacy learning available for our school community.	In our school we are trialling ways to make technologies and digital literacy learning available for our school community.	In our school we have established ways to make technologies and digital literacy learning available for our school community.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: In our school we review the way technologies and digital literacy learning is made available for our school community, focussing on their effectiveness and impact on learning.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
support home-school partnerships						
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au e whakawātea ana i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kei te whakaritea e au he hōtaka e whakawātea ana i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai taku whakawātea i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kei te akiaki, kei te taunaki hoki au i te hapori kia torohia ngā rawa hangarau me te akoranga reo matatini ā-ipurangi o te kura e rātou.	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: Kei te arotakengia e au te wātea o ngā rawa hangarau me te akoranga reo matatini ā-ipurangi o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
	Staff view <i>(Personal)</i>	I do not make technologies and digital literacy learning available to the school community.	I am planning to make technologies and digital literacy learning available for our school community.	I am trialling making technologies and digital literacy learning available for our school community.	I encourage and support our school community to access the school's technologies and digital literacy learning.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: I review the way technologies and digital literacy learning are made available for our school community, focussing on their effectiveness and impact on learning.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore i te aro i a mātou e wātea ana ngā rawa hangarau o te kura ki te hapori.	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau o te kura ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau o te kura ki te hapori.	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te kura ki te hapori.	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: Kei te wātea ngā rawa hangarau o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
	Whānau view <i>(Kura)</i>	In our school we are not aware of technologies being available for our school community.	In our school we are identifying opportunities to make technologies available for our school community.	In our school ways are being trialled to make technologies available for our school community.	In our school ways are being established to make technologies available for our school community.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: In our school technologies are being made available for our school community, focussing on the effectiveness and impact on learning.
	I te akomanga o taku tamaiti/ā	Kāore i te aro i a mātou e wātea ana ngā rawa	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: Kei te

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	hangarau o te kura ki a mātou.	rawa hangarau o te kura ki te hapori.	ngā rawa hangarau o te kura ki te hapori.	kura ki te hapori.	wātea ngā rawa hangarau o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
	Whānau view <i>(Personal)</i>	In our child's class we are not aware of technologies being made available for us to access or use.	In our child's class they are identifying opportunities to make technologies available for our school community.	In our child's class ways are being trialed to make technologies available for our school community.	In our child's class ways are being established to make technologies available for our school community.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: In our child's class technologies are being made available for our school community, focussing on the effectiveness and impact on learning.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore i te aro i a mātou ko ēhea ngā rawa hangarau e wātea ana ki a mātou.	E wātea ana ki ētahi tamariki, ki ētahi whānau ngā rawa hangarau.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau o te kura ki te hapori.	Kei te whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te kura ki te hapori.	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: Kei te arotakengia te wāhi ki ngā rawa hangarau me te wātea o ēnei rawa ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
	Ākongā View <i>(Kura)</i>	In our school we are not aware of the technologies that we can use.	In our school some children and whanau have access to technologies.	In our school we are trialing ways to make technologies available for our school community.	In our school ways are being set up to make technologies available for us.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: In our school we are looking at how available the technologies are for our school community. We are focussing on how useful the technologies are on our learning.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Kāore i te aro i a au ko ēhea ngā rawa hangarau e wātea ana ki a au.	Kei te tautuhitia e au ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau o te kura ki te hapori.	Kei te whakamātauhia e au ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau o te kura ki te hapori.	Kei te whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te kura ki te hapori.	TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA: Kei te arotakengia te wāhi ki ngā rawa hangarau me te wātea o ēnei rawa ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Ākonga View <i>(Personal)</i>	In my class I am not aware of the technologies that we can use.	In my class I am looking at ways to make technologies available for our school community.	In my class I am trialing ways to make technologies available for our school community.	In my class ways are being set up to make technologies available for our school community.	SUPPORTING HOME-SCHOOL PARTNERSHIPS: In my class we are looking at how available the technologies are for our school community. We are focussing on how useful the technologies are on our learning
Whakamahi hangarau ai tō mātou kura /hei tūhono ki/hei ako i ngā horopaki maha o tō mātou whaitua, o te ao whānui anō hoki	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou i te whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	Kei te tautuhitia ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	I roto i ngā hōtaka ako kei te whakamātauhia ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	I roto i ngā hōtaka ako kei te hātepe te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	TĀ TE HAPORI: I tō mātou kura, i roto i ngā hōtaka ako kei te hātepe tonu te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. Arotakengia ai tōna whai take i ngā wā katoa.
Our school community uses technologies to connect to/for learning, locally and globally	Staff view <i>(Kura)</i>	In our school we do not use technologies to make connections (locally, nationally, internationally) for learning purposes.	In our school we are identifying ways to use technologies to make connections (locally, nationally, internationally) for learning purposes.	In our school we are trialling ways to use technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes.	In our school we routinely use technologies to make connections (locally, nationally, internationally) as a planned part of our learning programmes.	OUR SCHOOL COMMUNITY: In our school we routinely use technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes. This is regularly reviewed for its effectiveness.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au i te whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao	Kei te torohia e au ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao	Kei te whakamahia e au i ētahi wā ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao	Kei te whakamahia ā-whakarite, ā-pokerehū anō hoki ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō	TĀ TE HAPORI: I ngā hōtaka ako kei te hātepe tonu taku whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. Ka arotakengia tōna whai take i ngā

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		whānui puta noa.	whānui puta noa.	whānui puta noa.	mātou whenua, i te ao whānui puta noa.	wā katoa.
	Staff view <i>(Personal)</i>	I do not use technologies to make connections (locally, nationally, internationally) for learning purposes.	I am exploring ways to use technologies to make connections (locally, nationally, internationally) for learning purposes.	I use technologies to make connections (locally, nationally, internationally) infrequently for learning purposes.	I routinely, regularly and spontaneously use technologies to make connections (locally, nationally, internationally) for learning purposes.	OUR SCHOOL COMMUNITY: I routinely use technologies to make connections (locally, nationally, internationally) for learning purposes. I regularly review these for their effectiveness.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore ngā akomanga e tūhonohono ana mā ngā rawa hangarau ki tangata kē mō te ako te take.	He torutoru noa iho ngā wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	I ētahi wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	Kei te hātepe te whakamahi i hātepetia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	TĀ TE HAPORI: Ko ngā ākonga, ko ngā akomanga anō hoki kei te hātepe te whakamahi i ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take, mēnā ka whakawhanake i tō rātou akoranga.
	Whānau view <i>(Kura)</i>	In our school classes do not use technologies to connect with others for their learning.	In our school classes rarely use technologies to connect with others for their learning.	In our school classes sometimes use technologies to connect with others for their learning.	In our school classes regularly use technologies to connect with others for learning purposes	OUR SCHOOL COMMUNITY: In our school classes and individual students routinely use technologies to connect with others to enhance their learning.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore ngā ākonga e tūhonohono ana mā ngā rawa hangarau ki tangata kē mō te ako te take.	Me uaua ka whakamahia ngā rawa hangarau e ngā ākonga ki te tūhonohono atu ki tangata kē mō te ako te take.	I ētahi wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	Kei te hātepe te whakamahi i ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	TĀ TE HAPORI: Kei te hātepe te whakamahi a ngā ākonga ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take, mēnā ka whakawhanake i tō rātou akoranga.
	Whānau view <i>(Personal)</i>	In our child's classroom students do not use technologies to connect	In our child's classroom students rarely use technologies to connect	In our child's classroom students sometimes use technologies to connect	In our child's classroom students regularly use technologies to connect	OUR SCHOOL COMMUNITY: In our child's classroom students routinely use technologies to connect with others

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		with others as part of their learning.	with others as part of their learning.	with others as part of their learning.	with others as part of their learning.	when this will enhance their learning.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore mātou i te whakamahi rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako.	Me uaua ka whakamahia e mātou ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako.	I ētahi wā ka whakamahia e mātou ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako.	Ka whakamahia hātepetia e mātou ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako.	TĀ TE HAPORI: Ka whakamahia e mātou ngā rawa hangarau hei tūhonohono atu ki tangata kē mēnā ka tautoko i tō mātou akoranga.
	Ākongā View <i>(Kura)</i>	In our school we do not use technologies to make connections with others as part of our learning.	In our school we rarely use technologies to make connections with others as part of our learning.	In our school we sometimes use technologies to make connections with others as part of our learning.	In our school we regularly use technologies to make connections with others as part of our learning.	OUR SCHOOL COMMUNITY: In our school we use technologies to connect with others when this will support our learning
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Kāore au e whakamahi rawa hangarau ana hei tūhonohono atu ki tangata kē hei aronga ako mōku ake.	Me uaua ka whakamahia e au ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako mōku ake.	I ētahi wā ka whakamahia e au ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako mōku ake.	Ka hātepe taku whakamahi i ngā rawa hangarau hei tūhonohono atu ki tangata kē hei aronga ako mōku ake.	TĀ TE HAPORI: Ka whakamahia e au ngā rawa hangarau hei tūhonohono atu ki tangata kē mēnā ka tautoko i taku akoranga.
	Ākongā View <i>(Personal)</i>	In my classroom I do not use technologies to connect with others as part of my learning.	In my classroom I rarely use technologies to connect with others as part of my learning.	In my classroom I sometimes use technologies to connect with others as part of my learning.	In my classroom I regularly use technologies to connect with others as part of my learning.	OUR SCHOOL COMMUNITY: In my classroom I use technologies to connect with others when this will support my learning.

Te Kanoahi Mataara (Leadership)

‘Māku e whatu, mā koutou e tāniko’

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Te akoako (Mō te tuhinga Te āhua o ā tātou ākongā me te tirohanga whānui o te ako-e i roto i te kura)	I tō mātou kura... <i>(Tā te kura</i> <i>tirohanga)</i>	Kāore mātou i whai wāhi ki ngā mahi waihanga i te tuhinga o <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kua tīmata mātou ki te waihanga i te <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kei te whakamātauria ngā āhuatanga o tā mātou i tuhi ai mo <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kei te kaha te arohia o ngā uara o te <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e hei taunaki i ngā mahi ako.	TE AKOAKO: I tō mātou kura, kei te pakari te noho o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e, hei tūāpapa mō te arotake i ā mātou hōtaka ako, i ā mātou rautaki ako hoki.
Consultation (Regarding Te Āhua o ā tātou ākongā and the vision of elearning in the school)	Staff view <i>(Kura)</i>	In our school we have not been part of the development of <i>Te āhua o ā tātou ākongā</i> nor a vision for elearning.	In our school we are beginning to develop <i>Te āhua o ā tātou ākongā</i> and a vision for elearning.	In our school we are trialing <i>Te āhua o ā tātou ākongā</i> and the vision for elearning.	In our school we have <i>Te āhua o ā tātou ākongā</i> and a vision for elearning that clearly informs teaching and learning programmes.	CONSULTATION: In our school we have a well-established <i>Te āhua o ā tātou ākongā</i> and elearning vision that is used to effectively review our programmes and practice.
	I tōku akomanga... <i>(Tā te pouako</i> <i>tirohanga)</i>	Kāore aku mōhiotanga ki te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kei te torohia ngā āhuatanga o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kei te whakamātauria ngā āhuatanga o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e.	Kei te whakatinanahia ngā āhuatanga o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e hei hāpai i aku mahi whakaako.	TE AKOAKO: Kei te uekaha taku whai i ngā āhuatanga o <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e, ā, koia hoki hei taunaki i aku rautaki whakaako, me aku hōtaka ako.
	Staff view <i>(Personal)</i>	I am unaware of <i>Te āhua o ā tātou ākongā</i> and the elearning vision for our school.	In my classroom I am exploring <i>Te āhua o ā tātou ākongā</i> and the vision for elearning.	In my classroom I am trialing <i>Te āhua o ā tātou ākongā</i> and the vision for elearning.	In my classroom I am implementing <i>Te āhua o ā tātou ākongā</i> and the elearning vision to inform my programmes.	CONSULTATION: In my classroom I am fully engaged in <i>Te āhua o ā tātou ākongā</i> and the elearning vision and effectively review my practice and programmes against it.
	I tō mātou	Kāore ō mātou	E mārama ana kei te	Ko mātou katoa kei te	Kei te whakatinanahia	TE AKOAKO: Kei te kaha tō mātou

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	kura... <i>(Tā te whānau tirohanga)</i>	mōhiotanga mō <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	whanakehia mō <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	whai wāhi ki ngā mahi whakawhanake me ngā mahi whakamātau hoki i ngā āhuatanga o <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	ngā āhuatanga o te tuhinga mō <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	rapu ara hei whakaniko i ngā āhuatanga o te tuhinga ako-e me <i>Te āhua o ā tātou ākongā</i> i roto i te kura.
	Whānau view <i>(Kura)</i>	In our school we do not know about <i>Te āhua o ā tātou ākongā</i> and the vision of e-learning in the school.	In our school we are aware of the development of <i>Te āhua o ā tātou ākongā</i> and the vision of e-learning in the school.	In our school we are engaged in the development and trialing of <i>Te āhua o ā tātou ākongā</i> and the vision of e-learning in the school.	In our school we are implementing <i>Te āhua o ā tātou ākongā</i> and the vision of e-learning in the school.	CONSULTATION: In our school we are actively involved in finding ways to enhance the vision of e-learning and <i>Te āhua o ā tātou ākongā</i> in the school.
	I roto te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore ō mātou mōhiotanga ki te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	Kei te torohia e mātou te whanaketanga o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	Kei te whai wāhi mātou i ngā mahi whakawhanake, mahi whakamātau hoki i ngā āhuatanga o te tuhinga o te tirohanga whānui o te ako-e i roto i te kura, me te <i>Te āhua o ā tātou ākongā</i> .	I ngā mahi o ia rā e mārama pai ana te kite me te whakatinanatanga o ngā āhuatanga o <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.	TE AKOAKO: Kei te kaha tō mātou whai i te whanaketanga moroki o te tuhinga <i>Te āhua o ā tātou ākongā</i> me te tirohanga whānui o te ako-e i roto i te kura.
	Whānau view <i>(Personal)</i>	In our child's classroom I don't know about <i>Te āhua o te ākongā</i> nor the vision of e-learning in the school.	In our child's classroom we are exploring the development of <i>Te āhua o te ākongā</i> and the vision of e-learning in the school.	In our child's classroom I am engaged in developing and trialing <i>Te āhua o te ākongā</i> and the vision of e-learning in the school.	In our child's classroom, <i>Te āhua o te ākongā</i> and the vision of e-learning in the school is obvious and part of the daily programme.	CONSULTATION: In our child's classroom, we are fully engaged in the ongoing development of <i>Te āhua o te ākongā</i> and the vision of e-learning in the school.
	I tō mātou kura... <i>(Tā te ākongā)</i>	Kāore mātou i te mōhio ki ngā āhuatanga o <i>Te āhua o ā tātou ākongā</i> .	E mārama ana mātou ki ngā āhuatanga o <i>Te āhua o ā tātou ākongā</i> .	E mārama, e kōrero hoki ana mātou mō <i>Te āhua o ā tātou ākongā</i> .	Kua tonoa ētahi o ō mātou whakaaro mō <i>Te āhua o ā tātou ākongā</i> e ngā pouako.	TE AKOAKO: Kua whai wāhi o mātou whakaaro ki roto i <i>Te āhua o ā tātou ākongā</i> .

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>tirohanga</i>)					
	Ākongā view <i>(Kura)</i>	In our school we do not know about <i>Te āhua o ā tātou ākongā</i> .	In our school know what <i>Te āhua o ā tātou ākongā</i> is.	In our school we are are talking about <i>Te āhua o ā tātou ākongā</i> .	In our school, teachers ask us for our ideas about <i>Te āhua o ā tātou ākongā</i> .	CONSULTATION: Our thoughts are included in our schools' <i>Te āhua o ā tātou ākongā</i> .
	I tō mātou kura... <i>(Tā te ākongā tirohanga ake)</i>	Kāore i te aro i a mātou ngā āhuatanga e tika ana kia aronuitia i te tirohanga whānui o te kura ki te ako-e.	E mārama ana mātou ki ngā āhuatanga e tika ana kia aronuitia i te tirohanga whānui o te kura ki te ako-e.	E uru kaha ana mātou ki ngā kaupapa hiranga nui, ērā e hāngai ana ki tō mātou mōhiotanga, tō mātou tūranga, tō mātou whakapono hoki.	E mārama ana mātou ko tō mātou reo kei te rangona, ko tō mātou whakaaro kei te arohia hoki i runga anō i tō te kura mōhio he hiranga nui. Kua tonoa ētahi o tō mātou whakaaro.	TE AKOAKO: E mārama ana mātou me eke panuku mātou, me mātua mōhio, me mātua whakatinana, me mātou whakapono hoki mātou ki ngā tini āhuatanga o te ako i te wā e rite ai mātou ki te wehe i te kura. Kua tonoa tō mātou whakaaro ki tēnei.
	Ākongā view <i>(Personal)</i>	In our school we do not know what is expected of us in the school vision for e-learning.	In our school we are aware what is expected of us in the school vision for e-learning.	In our school we are actively involved in what we think is important for us to know, be and believe.	In our school we understand what the School think is important for us to know, be and believe. They have asked some of us for our ideas.	CONSULTATION: In our school we have a shared understanding of what the School expects us to know, be and believe when we leave. We have been asked for our ideas about it.
Te wāhi i ngā mahi whakahaere	I tō mātou kura... <i>(Tā ngā pouako puta noa)</i>	Kāore te ako-e i te hiahiatia, i te arohia rānei e ngā pouako. Kei te pīkoretia hoki ngā whanaketanga taha whakahaere o te ako-e.	Ko ētahi tūranga whakahaere ako-e matua kua whai tangata whakahaere. Kei te whakatutukihia hoki ētahi āhuatanga o aua tūranga.	Kua whanake haere ngā āhuatanga ki ngā tūranga whakahaere ako-e i te tūranga takitahi ki ngā tūranga ā-rōpū, ki ngā wāhanga whakahaere o te kura, ki ngā ohu mahi anō hoki.	Kei te mahi nui ngā kaihautū kia whai wāhi te tōnuitanga o ngā kaimahi ki ngā mahi whakarite rautaki, whakamahere mahi ako-e hoki.	TE WHAI WĀHI: I tō mātou kura kei te mahi nui ngā kaiwhakahaere kia whanake tōna pakaritanga ka tahi, kia whai wāhi hoki ngā pouako ki ngā mahi whakarite rautaki, ki te whakamahere mahi ako-e hoki.
Involvement in e-learning leadership	Staff view <i>(Kura)</i>	In our school our staffs are not involved or are disengaged from e-learning. The building of e-	In our school some specific individual leadership roles are assigned and undertaken for e-learning.	In our school there are leadership roles for e-learning which extend beyond individuals to	In our school, leadership ensures that a wide range of staff are actively involved in e-learning	INVOLVEMENT: In our school, leadership deliberately builds capacity and ensures that the whole staff actively contributes to the

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		learning leadership capacity is ignored.		groups/ departments/ committees.	strategic and action planning processes.	revision of strategic and action planning for e-learning.
	I roto i tōku kura... <i>(Tā te pouako tirohanga)</i>	Ka whakamanatia ōku pūkenga me āku āheinga ki ngā whakahaere o te ako-e.	I ētahi wā ka noho ahau hei kaiwhakahaere i ētahi haepapa ako-e kua tukuna māku hei whakahaere.	Ka whai tūranga whakahaere ako-e. Arā noa atu hoki ngā tūranga e whai wāhi ana ahau i ngā rōpū, i ngā wāhanga whakahaere o te kura, i ngā ohu mahi anō hoki.	Kei te kaha taku ārahi i ngā mahi whakariterite me te whakamahere hoki ngā rautaki, me ngā mahere whakaako i te ako-e.	TE WHAI WĀHI: Kei te kaha te whakawhanake a te kura i ōku pūkenga me aku āheinga whakahaere. Ka tū ahau hei kaihautū mō tēnei mahi.
	Staff view <i>(Personal)</i>	The School acknowledges my e-learning leadership abilities and capacity.	I occasionally take some leadership roles for e-learning, which are assigned, to me.	I am included in leadership roles for e-learning. These extend beyond individuals to groups/ departments/ committees.	I am actively involved in leading e-learning strategic and action planning processes and practice.	INVOLVEMENT: My e-learning leadership abilities and capacity are consciously utilised and developed by the school. I take a prominent leadership role in this area.
Te aronga o te whakahaere	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Karekau ngā kaiwhakahaere ako-e mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e me ngā reo matatini ā-ipurangi.	Kei te arotakengia e ngā kaiwhakahaere ngā painga o te ako-e me te aro nui anō ki ngā hangarau me ngā reo matatini ā-ipurangi.	Kei te whakahaerehia te ako-e me ngā reo matatini ā-ipurangi i ētahi wā e ngā kaiwhakahaere hei whakarāwai i ngā mahi ako. Nā konei kua puta ētahi hua.	Kei te kaha te tautoko i ngā ākongā me ngā pouako i ngā mahi ako-e me ngā reo matatini ā-ipurangi e ngā kaiwhakahaere. Kei te tino kitea ngā hua pai o tēnei mahi.	TE ARONGA: I tō mātou kura kei te tino kaha te tautoko o ngā pouako e ngā kaiwhakahaere. He mutunga kore te āhua o te arotake i ngā rautaki whakaako me ngā kaupapa here ako-e, reo matatini ā-ipurangi anō hoki.
Focus of Leadership	Staff view <i>(Kura)</i>	In our school leadership does not actively lead, mentor or support staff in e-learning and digital literacies.	In our school the leadership is exploring the potential of e-learning, with a focus on technologies and digital literacies.	In our school the leadership is sometimes leading e-learning and digital literacies to enhance learning. There is some change as a result.	In our school the leadership is always mentoring and supporting staff/students in e-learning and digital literacies. There is significant change as a result.	FOCUS: In our school the leadership is always leading, mentoring and supporting staff. Our school is always engaged in effective ongoing review of e-learning and digital literacies practices & policies.
	I tō mātou	Karekau i te mārama ki	He torutoru noa iho ngā	I ētahi wā ka uru ahau	Kei te whakatinanahia e	TE ARONGA: Ko au ka noho i ngā

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	kura... <i>(Tā te pouako tirohanga)</i>	ahau me he kaiwhakahaere ako-e, me he whāinga mutunga kore rānei kia pai ake ngā whakamahinga ako-e me ngā reo matatini ā-ipurangi.	wā kua whai wāhi ahau i ngā mahi tūhura i ngā hua ka taea mā te ako-e, mā ngā reo matatini ā-ipurangi anō hoki.	ki ngā mahi whakahaere ako-e, koia kei te whakapakari i ngā mōhiohanga o ngā pouako ki ngā hua ka taea mā te ako-e me ngā reo matatini ā-ipurangi i waenga i ngā kaimahi.	au ngā mahi whakahaere i te ako-e. Kei te kaha taku ārahi me taku tautoko i ngā pouako, i ngā ākongā i roto i ngā mahi whakawhanake, i ngā mahi whakatinana hoki i te ako-e me ngā reo matatini ā-ipurangi.	wā katoa hei pouwhirinaki, hei kaitaunaki mā ngā pouako hei āwhina i a rātou ki te whakawhanake, ki te whakapai ake i ā rātou mahi whakaako ako-e me ngā reo matatini ā-ipurangi, ko te tamaiti te aronga.
	Staff view <i>(Personal)</i>	I am unaware of any formal e-learning leadership or the ongoing refining of e-learning and digital literacy in our school.	I am rarely involved in investigating the potential of e-learning and digital literacy.	I am sometimes part of the school leadership, which is raising the awareness of the potential of e-learning and digital literacy among staff.	I am implementing e-learning leadership in our school. I always mentor and actively support staff/students in e-learning and digital literacy development and implementation.	FOCUS: I actively and frequently mentor and support other staff to refine and improve their e-learning practices with a focus on student learning and digital literacy practices
Ngā mahere rautaki me ngā pūnaha ako-e (Te kōtuituinga o te ako-e ki ngā mahere rautaki me ngā kaupapa here)	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore o mātou kaupapa here kōtuitui i te ako-e ki ā mātou mahere ako.	Kei te whanakehia ngā kaupapa here ako-e kia hāngai ki tā mātou i whakarautaki ai.	Kei te whakamātauria ngā huarahi ako e kōtuituingia ai te ako-e mā roto mai i te whakatinanatanga o ngā kaupapa here i ā mātou mahi whakaako.	Kei te whakatinanahia tētahi huarahi kōtuitui i te ako-e e hāngai ana ki ngā kaupapa here ka tahi, ka rua ki tā mātou hoki i whakarautaki ai.	NGĀ MAHERE AKO-e: I tō mātou kura, he Māori noa te kōtuinga o te ako-e ki ā mātou mahi, me te hāngai hoki ki tā mātou i whakarautaki ai mō te ahu whakamua me ā mātou kaupapa here hoki.
Digital Literacy plans & systems (e-Learning integrated into strategic direction and	Staff view <i>(Kura)</i>	In our school we do not have any policies for the integration of e-learning in our learning programmes.	In our school we are developing policies for e-learning that align with our strategic direction.	In our school we are trialing an integrated learning approach to e-learning through the implementation of policies in classroom practice.	In our school we are implementing an integrated learning approach to e-learning that aligns with the policies and strategic direction of our school.	e-LEARNING PLANS: In our school we have a fully integrated approach to e-learning being implemented so that it aligns with our strategic direction and policies.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
policy)						
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Ki taku mōhio, kāore ā mātou kaupapa here, tuhinga, tukanga rānei mō te ako-e i tō mātou kura.	Ki taku mōhio he kaupapa here ako-e kei te waihangatia hei whakamahi mā mātou i ngā mahi whakaako i te akomanga.	Kei te whakatinanahia e au tētahi mahere ako-e i tōku akomanga e hāngai ana ki ngā kaupapa here me tā mātou i whakarautaki ai.	Kei te whakatīnanahia tētahi huarahi kōtuitui i te ako-e i tōku akomanga, kei te whakatinanahia hoki ngā huarahi ako e hāngai ana ki ngā kaupapa here me tā mātou i whakarautaki ai.	NGĀ MAHERE AKO-e: Ka whakamahi ahau i ngā huarahi kōtuitui mō te ako-e ka tahi, ka rua kei te whai wāhi au ki ngā mahi arotake i ngā kaupapa here o te kura.
	Staff view <i>(Personal)</i>	It is my understanding that we do not have any policies, documents or processes for e-learning in our school.	I am aware that we have policies around e-learning being developed for implementation in the classroom.	I am implementing an e-learning programme in my classroom consistent with policies and strategic direction.	I am using an integrated approach to e-learning in my classroom and also applying teaching approaches consistent with policy and strategic plans.	e-LEARNING PLANS: I use an integrated approach to teaching e-learning and am also engaged in the process for review and revision of the school's policies.
Te whakahaere ako-e	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Karekau ngā kaiwhakahaere ako-e mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e.	Kei te torohia e ngā kaiwhakahaere ngā hua ka taea mā te ako-e.	Kei te kaha te ārahi a ngā kaiwhakahaere i ngā mahi ako-e e hāngai ana ki ngā marautanga, ā, he hua pai te otinga atu.	Kei te kaha te ārahi a ngā kaiwhakahaere me te tautoko i ngā pouako me ngā ākongā i ngā mahi ako-e, ā, he hua pai te otinga atu.	TE WHAKAHAERE AKO-e: I tō mātou kura, kei te kaha te whakahaere, a ngā kaiwhakahaere ako-e ki te ārahi me te tautoko i ngā pouako. Kei te arotake hoki i ngā whakamahinga ako-e.
Digital Literacies & e-learning Leadership	Staff view <i>(Kura)</i>	In our school leadership does not actively lead, mentor or support staff in e-learning.	In our school leadership is investigating the potential of e-learning.	In our school leadership is actively leading curriculum focused e-learning, resulting in improvements.	In our school leadership is actively mentoring and supporting staff/students in e-learning resulting in significant change.	e-LEARNING LEADERSHIP: In our school leadership is actively leading, mentoring and supporting staff, including ongoing review of e-learning practices.
	I tō mātou	Karekau i te mārama ki ahau me he	He iti noa iho te wāhi ki a au i ngā mahi tūhura i	Ko au tētahi o ngā kaiwhakahaere ako-e e	Ko au kei te whakatinana i te	TE WHAKAHAERE AKO-e: Ko au kei te whakatinana i te

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	kura... <i>(Tā te pouako tirohanga ake)</i>	kaiwhakahaere ako-e, me he whāinga mutunga kore rānei kia pai ake ngā whakamahinga ako-e.	ngā hua ka taea mā te ako-e.	whakatairanga ana i ngā hua ka taea mā te ako-e.	whakahaere ako-e. Ka noho au hei pouwhirinaki, hei poutautoko hoki mā ngā pouako me ngā ākonga i te whanaketanga me te whakatinanatanga o te ako-e.	whakahaere ako-e hei pouwhirinaki, hei poutautoko hoki mā ngā pouako hei hāpai i ngā mahi whakawhanake, i ngā whakamahinga hoki o te ako-e e rātou.
	Staff view <i>(Personal)</i>	I am not aware of any e-learning leadership or ongoing refining of e-learning practices in our school.	I am minimally involved in investigating the potential of e-learning in our school.	I am part of the school leadership, which is raising awareness of the potential of e-learning among staff in our school.	I am providing e-learning leadership in our school. I mentor and actively support staff/students in e-learning development and implementation.	e-LEARNING LEADERSHIP: I provide e-learning leadership in our school by actively and frequently mentoring and supporting staff to refine and improve their e-learning practices.

Te Ako (Learning and Teaching) **‘Ko te mokopuna/ākonga te pūtake o te mātauranga’**

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Te ako-e i te marau ā-kura	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Me uaua ka whakamaheretia, ka whakamahia rānei te hangarau i ngā akomanga.	Kei te whakamahia ngā hangarau i ētahi wā. Kei te kitea i ngā mahi whakamahere a te pouako heoi anō ngā mahi whakaako.	Kei te whakamahia ngā hangarau, ā, kei te mārama te kitea i ngā mahi, ngā tūhonotanga o ngā mahi whakamahere ki ngā mahi whakaako.	He mea whakamahere, he mea whakamahi hoki ngā hangarau i ngā wā katoa.	TE AKO-e: I tō mātou kura, he mea whakamahi ngā hangarau i ngā mahi whakaako, i ngā mahi ako hoki kia whai take. E whakaatu ana ēnei whakamahinga i te autai o ngā mahi whakamahere o te kura whānui, o ngā manga o te kura, o ngā pouako anō hoki.
e-Learning within the whole school curriculum	Staff view <i>(Kura)</i>	In our school technology is rarely planned for or used in classrooms.	In our school technology is sometimes used. It is evident in individual teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is always embedded in planning and practice.	e-LEARNING: In our school technology is embedded in effective teaching and learning and in ways that reflect whole school, syndicate/departmental and teacher planning.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Me uaua ka whakamahia e au ngā hangarau i tōku tūranga.	Kei te whakamaheretia, kei te whakamahia hoki ngā hangarau i ētahi wā i tōku tūranga.	Kei te whakamahia ngā hangarau i tōku tūranga, ā, kei te mārama te kitea o ngā hononga i aku mahi whakamahere ki te hōtaka ako o ia rā.	He mea kōtuitui pū ngā hangarau ki aku mahi whakaako, hei urupare hoki i ngā matea ako o ngā ākongā.	TE AKO-e: He mea whakamahi ngā hangarau e au i ngā wā katoa i roto i aku mahi katoa hei hāpai i aku mahi whakaako, hei whakarāwai hoki i ngā mahi ako.
	Staff view <i>(Personal)</i>	I rarely use technology in my classroom/role	I sometimes plan for and use technology in my classroom/role.	I usually use technology in my classroom/role and there are clear links from my planning to the daily learning programme.	I integrate technology into my practice proactively and in response to students' needs.	e-LEARNING I always embed technology effectively in my practice to support and enhance learning.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore i te whakamahia ngā hangarau i tētahi o ngā akomanga puta noa.	Kei te whakamahia ētahi hangarau i ētahi o ngā akomanga.	I ētahi wā, ka whakamahia e mātou ngā hangarau me te ako-e i te hōtaka ako o ia rā.	He mea māori noa te whakamahi i ngā hangarau me te ako-e i te hōtaka ako o ia rā.	TE AKO-e: He hiranga nui tō te whakamahi i ngā hangarau me te ako-e i ā mātou mahere ako katoa.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Ākonga view <i>(Kura)</i>	In our school technologies are not used in any of the classrooms.	In our school some technologies are being used in some of the classrooms.	In our school we sometimes use technologies and e-learning in our daily programme.	In our school the use of technologies and e-learning is a regular part of the daily programme.	e-LEARNING: In our school the use of technologies and e-learning is a necessary part of our learning programme.
	I tō mātou akomanga... <i>(Tā te akonga tirohanga ake)</i>	Kāore ā mātou rawa matihiko, hangarau anō hoki mō te ako-e	Kei te whakamahia ētahi rawa matihiko me ētahi hangarau hoki mō te ako-e.	Kei te whakamahia ētahi rawa matihiko me ētahi hangarau hoki pēnei i te rorohiko, te ī-papa hoki mō te ako-e.	Kei te hātepe te whakamahi i ngā rawa matihiko me ngā hangarau hoki e wātea ana ki a mātou mō te ako-e.	TE AKO-e: Kei te whakamahia māori noa te ako-e i ia rā, i ā mātou mahi katoa.
	Ākonga view <i>(Personal)</i>	In our classroom we do not have any digital tools or technologies such as computers, and ipads/tablets to use for e-learning.	In our classroom we are using some digital tools and technologies such as computers, and ipads/tablets for e-learning.	In our classroom we sometimes use digital tools and technologies such as computers, and ipads/tablets for e-learning.	In our classroom we use e-learning regularly, using the digital tools and technologies available in our classrooms.	e-LEARNING: In our classroom we use e-learning in our daily programme in all that we do.
Te Uru Ipurangi me te Haumarua ā-Ipurangi	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore ngā take uru ipurangi, ngā take haumarua ā-ipurangi hoki i te arohia.	Ka arohia, ka whakatauhia hoki ngā take uru ipurangi me ngā take haumarua ā-ipurangi ina puta mai.	Kei te whakamaheretia kia whai take, kei te whakaakona hoki ngā hōtaka motuhake e hāngai ana ki ngā take uru ipurangi me ngā take haumarua ā-ipurangi.	He māori noa, he tūturu anō hoki ngā hōtaka ako e hāngai ana ki ngā take uru ipurangi me ngā take haumarua ā-ipurangi puta noa i ngā hōtaka o te kura whānui, i ngā akomanga anō hoki.	TE URU: I tō mātou kura, he mea whakaako ngā hōtaka e hāngai ana ki ngā take uru ipurangi me ngā take haumarua ā-ipurangi i ngā horopaki tūturu e whakatauiratia ana ngā whanonga e tika ana kia whakaatuhia e te katoa.
Digital Citizenship and Cybersafety	Staff view <i>(Kura)</i>	In our school Digital Citizenship & Cybersafety issues are not addressed.	In our school Digital Citizenship & Cybersafety issues are addressed if they arise.	In our school Digital Citizenship & Cybersafety programmes are actively taught and planned effectively as a separate programme.	In our school Digital Citizenship & Cybersafety programmes are a natural and authentic part of school-wide programmes and classroom practice.	DIGITAL: In our school Digital Citizenship & Cybersafety programmes are embedded in real-life situations where appropriate behaviours are consistently modelled by all.
	I tōku akomanga...	Kāore au e aro ki ngā take uru ipurangi, ki	Ka arohia, ka whakatauhia hoki ngā	Kei te whakaakona ngā āhuatanga uru ipurangi, me	Kei te kaha te arohia, te whakatauhia hoki ngā	TE URU: I tōku akomanga, he mea whakaako hātepe, whai

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>(Tā te pouako tirohanga ake)</i>	ngā take haumarū ā-ipurangi anō hoki.	take uru ipurangi me ngā take haumarū ā-ipurangi ina puta mai.	ngā take haumarū ā-ipurangi anō hoki i tētahi hōtaka whakaako motuhake, whai take hoki.	take uru ipurangi, ngā take haumarū ā-ipurangi anō hoki i taku hōtaka whakaako.	take hoki ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki i ngā horopaki tūturu e whakatauiratia ana ngā whanonga e tika ana kia whakaatuhia e te katoa.
	Staff view <i>(Personal)</i>	I do not address Digital Citizenship & Cybersafety issues in my class.	I address Digital Citizenship & Cybersafety issues if and when they arise.	I teach Digital Citizenship & Cybersafety issues in planned and effective ways as a separate programme.	I address Digital Citizenship & Cybersafety issues proactively and as a natural, authentic part of my classroom programme.	DIGITAL: I regularly and effectively embed Digital Citizenship & Cybersafety issues in real-life situations where appropriate behaviours are consistently modelled by all.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Karekau i te mārama ki ā mātou me he tikanga ā mātou mō ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki.	Kei te torohia ētahi tikanga mō ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumarū ai.	Kei te whakamātauria ētahi tikanga mō ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumarū ai.	Kei te whakaakona hātepetia ngā āhuatanga mō ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumarū ai.	TE URU: Kei te whakaakona, kei te whai hoki mātou i ngā matarahi o ngā take uru ipurangi, ki ngā take haumarū ā-ipurangi anō hoki i roto tonu i tō mātou kura.
	Whānau view <i>(Kura)</i>	In our school we don't know about of Digital Citizenship & Cybersafety practices.	In our school we are exploring some Digital Citizenship & Cybersafety practices to support a safe learning environment.	In our school we are trialing some Digital Citizenship & Cybersafety practices to support a safe learning environment.	In our school we are regularly teaching Digital Citizenship & Cybersafety to ensure a safe learning environment.	DIGITAL: In our school we are teaching and following all aspects of Digital Citizenship & Cybersafety within my school.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	I te akomanga o taku tamaiti/ā mātou tamariki, karekau i te mārama ki a rātou mēnā e arohia ana ngā take uru ipurangi me ngā take haumarū ā-ipurangi.	I te akomanga o taku tamaiti/ā mātou tamariki, he pāpaku tā rātou whai i ētahi tikanga mō ngā take uru ipurangi me ngā take haumarū ā-ipurangi.	Kei te whai taku tamaiti/ā mātou tamariki i ētahi tikanga mō ngā take uru ipurangi me ngā take haumarū ā-ipurangi.	I te akomanga o taku tamaiti/ā mātou tamariki kei te hātepe te ako i ngā āhuatanga o ngā take uru ipurangi me ngā take haumarū ā-ipurangi.	TE URU: I te akomanga o taku tamaiti/ā mātou tamariki kei te ako, kei te whai hoki rātou i ngā tikanga matarahi o ngā take uru ipurangi me ngā take haumarū ā-ipurangi.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Whānau view <i>(Personal)</i>	In our child’s classroom they don’t know about Digital Citizenship & Cybersafety being used.	In our child’s classroom they are using few Digital Citizenship & Cybersafety practices.	In our child’s classroom they are using some Digital Citizenship & Cybersafety practices.	In our child’s classroom they are regularly learning about Digital Citizenship & Cybersafety.	DIGITAL: In our child’s classroom they are learning and following all aspects of Digital Citizenship & Cybersafety.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore anō mātou kia ako tikanga e haumarau ai mātou i ngā mahi ki te ipurangi.	E mārama ana mātou kei te matapakihia ngā whakamahinga haumarau o ngā tū hangarau i ētahi akomanga.	E ako ana mātou he aha tēnei mea te uru ipurangi ka tahi, ka rua me pēhea e haumarau ai mātou i ā mātou mahi ki te ipurangi, ki ētahi atu hangarau hoki pēnei i te waea kawekawe.	E ako ana mātou i ia rā i ngā āhuatanga o te uru ipurangi me te haumarau ā-ipurangi i te hōtaka ako-e.	TE URU: Kei te kaha te uru ki ngā mahi ako e hāngai ana ki te uru ipurangi me te haumarau ā-ipurangi. E mōhio ana mātou me pēhea e haumarau ai mātou i ngā mahi ipurangi, i te whakamahinga hoki o ā mātou waea kawekawe me ētahi atu tū hangarau hoki.
	Ākongā view <i>(Kura)</i>	In our school we do not learn about how to keep ourselves safe on the internet.	In our school we are aware that there are discussions being lead in some classrooms about using technologies in a safe way.	In our school we are learning about what digital citizenship means and how we might keep ourselves safe on the internet, using other technologies such as cell phones.	In our school we are engaged daily in learning about digital citizenship and cybersafety as a part of our e-learning programme.	DIGITAL: In our school we are actively involved in learning about digital citizenship and cybersafety. We know how to keep ourselves safe on the internet when using cellphones and other devices.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Kāore ahau i te mōhio me pēhea e haumarau ai ahau i aku mahi ki te ipurangi.	Kei te kōrerohia ngā take, i ētahi akomanga, e pā ana ki ngā whakamahinga haumarau o ngā tū hangarau.	E ako ana ahau he aha tēnei mea te uru ipurangi ka tahi, ka rua me pēhea hoki e haumarau ai ahau i aku mahi ki te ipurangi, ki ētahi atu hangarau hoki pēnei i te waea kawekawe.	E ako ana ahau i ia rā i ngā āhuatanga o te uru ipurangi me te haumarau ā-ipurangi i te hōtaka ako-e.	TE URU: Kei te kaha taku uru atu ki ngā mahi ako e hāngai ana ki te uru ipurangi me te haumarau ā-ipurangi. E mōhio ana ahau me pēhea e haumarau ai taku noho i ngā mahi ipurangi, i te whakamahinga hoki o ā mātou waea kawekawe me ētahi atu tū hangarau hoki.
	Ākongā view <i>(Personal)</i>	In my classroom I am not aware of how to keep myself safe on the internet.	In my classroom we are talking about using technologies in a safe way.	In my classroom I am learning about what digital citizenship means and how I might keep myself safe on the internet and	In my classroom I am engaged daily in learning about digital citizenship and cybersafety as a part of my	DIGITAL: In my classroom I am actively involved learning about digital citizenship and cybersafety. I know how to keep myself safe on

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
				using other technologies such as cell phones.	e-learning programme.	the internet when using cellphones and other devices.
Aromatawai	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Ko te rahinga o ngā tikanga aromatawai kei te whakamahia he whakamātautau otinga, he mahi ā-pepa.	Ko ētahi aromatawai he mahi ā-pepa, ko ētahi he mahi ā-tū hangarau.	Ka whai take te hangarau i ngā tikanga aromatawai mō te kohikohi, te whakaemi, me te tātari hoki i ngā rapanga. Ko tā ētahi ākongā he whakamahi i ngā tū hangarau hei tiaki, hei whakaatu hoki i ōna ekenga i roto i ngā mahi ako. Hei tauira: ngā Kōnae Tuakiri-e.	Ko ngā ākongā ka uru ki ngā mahi aromatawai mā te arotake takitahi, takirua hoki mā roto mai i ngā hangarau matihiko, i ngā hangarau māori noa hoki. He kōrero arotake kei te kitea i tētahi punua puna arotake.	AROMATAWAI: I tō mātou kura, ka kōtuituihia ngā rauemi matihiko ipurangi me ngā rauemi matihiko māori noa mō ngā tū aromatawai katoa. He maha, he kōonga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
Assessment	Staff view <i>(Kura)</i>	In our school assessment practices are largely summative and paper based.	In our school assessments are a combination of paper and technology based.	In our school assessment practices include the use of technologies to collect, collate and analyse data, some students use technologies to archive and share progress of their learning, e.g e-Portfolios.	In our school assessment practices involve students engaging in ongoing self and peer based reflection using digital and non-digital technologies. There is some feedback from a limited range of sources.	ASSESSMENT: In our school assessment practices integrate a variety of online and offline digital resources for formative and summative, individual and peer assessment purposes. There are high levels of feedback from a variety of sources
	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	Ko ngā tikanga aromatawai kei te whakamahia he whakamātautau otinga, he mahi ā-pepa.	Kei te whakamahia ngā pūnaha aromatawai ā-hangarau, ā-pepa anō hoki ki te kohikohi me te whakamahi i ngā rapanga ka kitea.	Ka whai take te hangarau i ngā tikanga aromatawai mō te kohikohi, te whakaemi, me te tātari hoki i ngā rapanga. Ko tā ētahi ākongā he whakamahi i ngā tū hangarau hei tiaki, hei whakaatu hoki i ōna ekenga i roto i ngā mahi ako.	Ka whai take ngā ākongā i ngā tikanga aromatawai ka whāia e au mā te arotake takitahi, takirua hoki mā roto mai i ngā hangarau matihiko, i ngā hangarau māori noa. He kōrero arotake kei te kitea i tētahi punua puna arotake.	AROMATAWAI: I tōku akomanga, ka kōtuituihia aku tikanga aromatawai ngā rauemi matihiko mō ngā tū aromatawai katoa. He maha, he kōonga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
	Staff view <i>(Personal)</i>	I have assessment practices which are largely summative and	I have assessment practices for gathering and managing data	I have assessment practices that include the use of technologies to collect, collate	I have assessment practices of students engaging in ongoing self and peer based	ASSESSMENT: My assessment practices which integrate a variety of digital resources for formative

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		paper based.	which use a combination of paper and technology based systems.	and analyse data. Some students use technology to archive and share progress of their learning.	reflection using digital and non digital technologies. Learners receive some feedback from a limited range of sources.	and summative, individual and peer assessment purposes. There are high levels of feedback from a variety of sources.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Ko te rahinga o ngā aromatawai he mahi ā-pepa.	Ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mā ētahi pūnaha hangarau.	Ka whakamahia ētahi hangarau i ngā aromatawai, ā, kei te whakamahia hoki e ētahi ākongā ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō rātou whanaketanga ako.	He whakatepe tonu te aromatawai takitahi, takitini anō hoki, mā te whakamahi i ngā hangarau matihiko, i ngā hangarau māori noa hoki.	AROMATAWAI: Ka whakamahia ngā tū rauemi matihiko maha mō ngā tū aromatawai katoa e ngā pouako. He maha, he kounga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
	Whānau view <i>(Kura)</i>	In our school the assessments are mainly paper based.	In our school the assessments are a mix of paper and technology based systems.	In our school the assessments include technologies and some students use technology to store and share progress of their learning.	In our school the assessments are ongoing, self and peer based using digital and non-digital technologies.	ASSESSMENT: In our school the teachers use a variety of digital resources for formative and summative, individual and peer assessment purposes. There are high levels of feedback from a variety of sources.
	I tō mātou kura... <i>(Tā te whānau tirohanga ake)</i>	E mārama ana mātou ko te rahinga o ngā tikanga aromatawai ka whāia he whakamātautau otinga, ā he mahi ā-pepa.	E mārama ana mātou ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mā ētahi pūnaha hangarau.	E mārama ana mātou ko ētahi aromatawai ka tukuna mā ngā tū hangarau, ā, kei te whakamahia hoki e ētahi ākongā ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō rātou whanaketanga ako.	E mārama ana mātou he whakatepe tonu te aromatawai takitahi, takitini anō hoki, mā te whakamahi i ngā hangarau matihiko, i ngā hangarau māori noa hoki.	AROMATAWAI: E mārama ana mātou ko ētahi tikanga whakamātautau ka whakatinanahia me ētahi rawa hangarau ā-ipurangi, ā-pepa anō hoki mō ngā take aromatawai takitahi, takitini anō hoki. He maha, he kounga hoki ngā kōrero arotake ka tukuna ki ngā ākongā i ngā puna arotake maha.
	Whānau view <i>(Personal)</i>	In our whānau we are aware that assessments are largely 'tests' and	In our whānau we are aware that assessments in the school are a mix	In our whānau we are aware that in our child's classroom assessments include	In our whānau we are aware that in our child's classroom we have assessments that	ASSESSMENT: In our whānau we are aware that school assessment practices are a mixture of online

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		are on paper	of paper and technology based systems.	technologies and some students use technology to store and share progress of their learning.	are ongoing, self and peer based using digital and non digital technologies.	and offline digital resources for individual and peer assessment purposes. Students get high levels of feedback from a variety of sources.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	He maha ngā whakamātautau otinga ā-pepa.	Ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mai mā ētahi pūnaha hangarau.	Ko ētahi aromatawai ka tukuna mā ngā tū hangarau, ā, kei te whakamahia e ētahi o mātou ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō mātou whanaketanga ako.	Ko ētahi aromatawai ka tukuna mā ngā hangarau matihiko, mā ngā hangarau māori noa hoki. He kōrero arotake ka tukuna mai hoki i tētahi punua punua arotake.	AROMATAWAI: Ka whakamahia ngā rauemi matihiko maha mō ngā aromatawai takitahi, takitini hoki. He maha, he kōunga hoki ngā kōrero arotake ka tukuna mai i ngā puna arotake maha.
	Ākongā view <i>(Kura)</i>	In our school we do lots of tests/assessments on paper	In our school our tests/assessments are a combination of paper and technology based systems.	In our school tests/assessments include technologies and some of us use technology to store/save and share our learning.	In our school we have tests/assessments that use digital and non digital technologies. We receive some feedback on these.	ASSESSMENT: In our school we use a variety of digital resources for individual and peer assessment. There is feedback from a variety of sources.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Ko te nuinga o ā mātou mahi aromatawai ka tukuna ā-pepatia mai.	Ko ētahi aromatawai ka tukuna ā-pepatia, ko ētahi ka tukuna mā ngā tū hangarau.	Ko ētahi aromatawai ka tukuna mā ngā tū hangarau, ā, ko ētahi o mātou kei te whakamahi i ētahi hangarau ki te tiaki, ki te whakaatu hoki i ō mātou whanaketanga ako.	Ko ētahi aromatawai ka tukuna mā ngā tū hangarau matihiko, mā ngā tū hangarau māori noa hoki. He kōrero arotake ka tukuna mai i tētahi punua punua arotake.	AROMATAWAI: Ka whakamahia ngā rauemi matihiko maha mō ngā aromatawai takitahi, takitini hoki. He maha, he kōunga hoki ngā kōrero arotake ka tukuna mai i ngā puna arotake maha.
	Ākongā view <i>(Personal)</i>	In my classroom we do mostly tests/assessments on paper.	In my classroom our tests/assessments are a combination of paper and technology based systems.	In my classroom tests/assessments include technologies and some of us use technology to store/save and share our learning.	In my classroom we have assessments that use digital and non digital technologies. We receive some feedback on these.	ASSESSMENT: In my classroom we use a variety of digital resources for individual and peer assessment. I get feedback from a variety of sources.
Te Ekenga Taumata	I tō mātou kura...	Kāore i te arohia te ekenga taumata anō	Kei te torohia ngā ara e eke ai ngā ākongā ki	Kei te whakamātauria ngā ara e eke ai ngā ākongā ki	Kua āta whakaritea, kua whakamāramatia hoki	TE EKENGA: I tō mātou kura, kei te nui te aro whāiti ki te ekenga

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Mātauranga a te Ākonga	<i>(Tā te kura tirohanga)</i>	a te ākonga me te nui hoki o tana tahuri mai ki te ako, i ngā kaupapa here me ngā tikanga ako-e.	taumata anō mā roto mai i te ako-e.	taumata anō mā roto mai i te ako-e me te aha, ka pai ake ngā hōtaka ako.	ngā tikanga e tika ana kia whāia kia mātua whai hua ngā rautaki whakaako ako-e i te ekenga taumata anō a te ākonga, i te nui hoki o tana tahuri mai ki te ako.	taumata anō a te ākonga me te nui hoki o tana tahuri mai ki te ako i ngā kaupapa here me ngā tikanga ako-e. Kei te hātepe te arotake i ēnei tikanga i runga anō i ēnei whakaaro.
Student Achievement	Staff view <i>(Kura)</i>	In our school, raising student achievement and engagement is not a focus for e-learning policies and practices.	In our school we are investigating the ways e-learning can positively impact on student achievement.	In our school we are trialling ways e-learning can positively impact student achievement and we are refining programmes as a result.	In our school there are clearly defined and understood practices to ensure e-learning pedagogy has a positive impact on student achievement and engagement.	STUDENT: In our school raising student achievement and engagement is a specific focus of e-learning policies and practices. They are regularly reviewed and refined with this specifically in mind.
	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	Kāore au i te aro ki te ako-e hei ara hāpai i te ekenga taumata a te ākonga me tana tahuri mai ki te ako.	Kei te torohia e au ngā ara e eke ai ngā ākonga ki taumata anō mā roto mai i te ako-e.	Kei te whakamātauria e au ngā ara e eke ai ngā ākonga ki taumata anō mā roto mai i te ako-e, me te aha, ka pai ake ngā hōtaka ako.	Ka whai ahau i ngā tikanga o te kura e tika ana kia whāia, ērā kua āta whakamāramatia hei whai māku hei whakaū i te whai hua o aku mahi whakaako ako-e e eke anō ai ngā ākonga ki taumata anō mā roto mai i te ako-e.	TE EKENGA: I tōku akomanga, kei te aronuitia ngā rautaki ako-e, ā, ka arotakengia, ka whakapaingia ake hoki i runga i te whakaaro ko te eke a te ākonga ki taumata anō me te nui o tana tahuri mai ki te ako te whāinga matua.
	Staff view <i>(Personal)</i>	I do not focus on e-learning as a focus for improving student achievement and engagement.	I am investigating the ways e-learning can positively impact student achievement and engagement.	I am trialling ways e-learning can positively impact student achievement and engagement. I am making changes to my programme as a result.	I follow clearly defined and documented school practices to ensure my e-learning pedagogy has a positive impact on student achievement and engagement.	STUDENT: I have a specific focus on e-learning pedagogy which I actively review and refine with improving student achievement and engagement as the primary goal.
	I tō mātou kura...	Karekau i te mārama ki ā mātou mēnā e	E mārama ana mātou ko te ako-e tētahi ara	E mārama ana mātou kei te whakamātauria ngā āheinga	E mārama ana mātou kei te arohia ngā āheinga o	TE EKENGA: E mārama ana mātou kei te arohia ngā āheinga

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>(Tā te whānau tirohanga)</i>	arohia ana ngā āheinga o te ako-e hei hāpai i ngā ākongā ki te eke taumata anō me te tahuri mai ki te ako.	e whakamahia ana i ētahi wā kia eke ai ngā ākongā ki taumata anō, e tahuri mai ai hoki ki te ako.	o te ako-e hei ara e eke ai ngā ākongā ki taumata anō, e tahuri mai ai hoki ki te ako.	te ako-e hei ara e eke ai ngā ākongā ki taumata anō e tahuri mai ai hoki ki te ako.	o te ako-e hei ara e eke ai ngā ākongā ki taumata anō e tahuri mai ai hoki ki te ako. E kitea ana ngā hua pai o tēnei mahi.
	Whānau view <i>(Kura)</i>	We are not aware of the use of e-learning as a focus for helping to improve student achievement and engagement.	We are aware that the use of e-learning is sometimes used to help improve student achievement and engagement.	We are aware that the use of e-learning as a focus for helping to improve student achievement and engagement is being trialed.	We are aware that the use of e-learning is a focus for helping to improve student achievement and engagement.	STUDENT: We are aware that the use of e-learning as a focus for helping to improve student achievement and engagement. We can see the positive impact it has had.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	Karekau i te mārama ki ā mātou mēnā e arohia ana ngā āheinga o te ako-e hei hāpai i ngā ākongā ki te eke taumata anō me te tahuri mai ki te ako.	E mārama ana mātou ko te ako-e tētahi ara e whakamahia ana i ētahi wā kia eke ai ngā ākongā ki taumata anō, e tahuri mai ai hoki ki te ako.	Kei te whakamātauria ngā āheinga o te ako-e hei ara e eke ai ngā ākongā ki taumata anō, e tahuri mai ai hoki ki te ako.	Kei te arohia ngā āheinga o te ako-e hei ara e eke ai ngā ākongā ki taumata anō e tahuri mai ai hoki ki te ako.	TE EKENGA: Kei roto ngā āheinga o te ako-e i ngā mahi ako katoa, ā, koinei hei ara e eke ai ngā ākongā ki taumata anō e tahuri mai ai hoki ki te ako. E kitea ana ngā hua pai o tēnei mahi i ngā mahi o ā mātou tamariki.
	Whānau view <i>(Personal)</i>	In our child's class, we are not aware of the use of e-learning for helping to improve student achievement and engagement.	In our child's class, we are aware of that the use of e-learning is sometimes used to help improve student achievement.	In our child's class, e-learning is being trialed to improve student achievement and engagement.	In our child's class, e-learning is a focus for helping to improve student achievement and engagement.	STUDENT: In our child's class, e-learning is embedded in all practices to improve student achievement and engagement. We can see the positive impact it has had on student outcomes.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore i te aro i a au mēnā e whakamahia ana te ako-e e tētahi hei hāpai i ngā mahi ako.	Kei te whakamahia te ako-e i ētahi akomanga i ngā mahi ako. Ka whakaaturia mai e rātou o rātou akoranga.	Kei te whakamahia te ako-e i te nuinga o ngā akomanga hei hāpai i ngā mahi ako. Ka whakaaturia tā mātou i ako ai ki tēnā ākongā, o tēnā akomanga o te kura.	Kei te whakamahia te ako-e i ngā hōtaka ako o ia rā, ā, e rongo ana ahau i ngā hua i aku akoranga.	TE EKENGA: Kei te whakamahia te ako-e i taku hōtaka ako o ia rā. Kua whanake aku taumata ako i ngā pāhekotanga ki ngā āhuatanga o te ako-e.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Ākonga view <i>(Kura)</i>	In our school, I don't know of anyone using e-learning to help with their learning.	In our school, some of the classes use e-learning as a part of their learning and show us what they have learned.	In our school, most of the classes including ours use e-learning to help with learning and we all share what we have learned.	In our school, e-learning is a part of our daily learning programme and I can see the improvements in my learning through e-learning.	STUDENT: In our school, e-learning is a part of my daily learning programme and my achievement levels have increased as a result of positive interaction with e-learning.
	I tōku akomanga... <i>(Tā te ākonga tirohanga ake)</i>	Kāore ngā āheinga o te ako-e e arohia ana hei hāpai i taku eke taumata anō, hei akiaki hoki i taku tahuri ki te ako.	Kei te whakatakina te ako-e hei hāpai i taku eke taumata anō, hei akiaki hoki i taku tahuri ki te ako.	Kei te whakamātauria ngā āhuetanga o te ako-e hei hāpai i taku eke taumata anō, hei akiaki hoki i taku tahuri ki te ako.	Kei te whakamahia te ako-e i aku hōtaka ako o ia rā, ā, e rongō ana ahau i ngā hua i aku akoranga.	TE EKENGA: Kei te whakamahia te ako-e i ngā hōtaka ako o ia rā. Kua whanake aku taumata ako i ngā pāhekotanga pai ki ngā āhuetanga o te ako-e.
	Ākonga view <i>(Personal)</i>	In my classroom e-learning is not a focus for helping to improve my achievement and engagement in learning.	In my classroom e-learning is being introduced as a focus for helping to improve my achievement and engagement in learning.	In my classroom e-learning is being trialed as a focus for helping to improve my achievement and engagement in learning.	In my classroom e-learning is a part of my daily learning programme and I can see the improvements in my achievement.	STUDENT: In my classroom e-learning is a normal part of my daily learning programme. My achievement levels have increased as a result of positive interaction with e-learning.
Te whakahaere ako-e	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Ina whakamahia te ako-e, ko te pouako te kaiwhakahaere.	Ko te pouako te kaiwhakahaere o te ako-e, he paku noa iho te whai wāhitanga o ngā ākonga i ngā whakataunga.	Ko ngā ākonga ngā kaiwhakahaere o te ako-e hei wāhanga o ā rātou mahi. Kua āta rārangiā ngā kōwhiringa e ngā pouako.	Ka matapaki kōrero ngā pouako me ngā ākonga ki ngā āhuetanga ako-e e tika ana hei hāpai i ngā ākonga ki te whakatutuki i ō rātou matea ako.	TE WHAKAHAERE: I tō mātou kura, e hāngai ana ngā whakatau mō te wāhi ki te ako-e ki ngā ākonga, ā, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako ka whakatauhia tahitia.
Control and choice (who manages what)	Staff view <i>(Kura)</i>	In our school e-learning when it is used, is managed by the teacher.	In our school e-learning is managed by the teacher with limited student voice.	In our school students manage e-learning as part of assigned tasks and with clear choices given by the teacher.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	CONTROL: In our school e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	Ko au ka whakarite i te katoa o ngā ngohe ako-e.	Ko au ka whakahaere i te ako-e, ā, he torutoru noa iho ngā kōwhiringa ka wātea ki ngā ākonga.	Ko mātou tahi ko ngā ākonga ka whakahaere i te ako-e heoi anō, ka au tonu ka whakarite i ngā mahi, ko au hoki ka whakatakoto kōwhiringa.	Ka mahi tahi au ki ngā ākonga ki te whakarite i ngā āhuatanga whakamahi i te ako-e kia tutuki pai ō rātou matea ako.	TE WHAKAHAERE: I tōku akomanga ka matapaki tahi mātou ko ngā ākonga ki te whakawātea i a rātou ki te āta whiriwhiri me te whakamahi i ngā hangarau hei whakaniko i ā rātou mahi ako.
	Staff view <i>(Personal)</i>	I organise all the e-learning activities in my classroom.	I manage e-learning in my classroom, giving limited student choice.	I manage e-learning jointly with the students, but within assigned tasks and with clear choices given by me.	I work with my students to negotiate the way e-learning is used to meet their learning needs appropriately.	CONTROL: I collaborate with my students to enable them to take a lead in the appropriate selection and use of technologies to enhance their learning.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Karekau i te mārama ki ā mātou me he ngohe ako-e kei te whakahaerehia.	Ka whakahaerehia te ako-e e te pouako.	Mā ngā ākonga e whakahaere i te ako-e i roto i ngā mahi kua whakaritea, i raro hoki i ngā kōwhiringa kua rārangihia e te pouako.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuatanga whakamahi i te ako-e kia tutuki pai ō rātou matea ako.	TE WHAKAHAERE: E hāngai ana ngā whakatau mō te wāhi ki te ako-e ki ngā ākonga, ā, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia.
	Whānau view <i>(Kura)</i>	In our school we are not aware of any e-learning activities.	In our school e-learning is managed by the teachers.	In our school students manage e-learning as part of assigned tasks and with clear choices given by the teachers.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	CONTROL: In our school e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.
	I tō mātou kura... <i>(Tā te whānau tirohanga ake)</i>	Kāore mātou i te mōhio i ngā ngohe ako-e i te akomanga o tā mātou tamaiti.	Ka whakahaerehia te ako-e e te pouako i te akomanga o tā mātou tamaiti.	Ka whakahaerehia te ako-e e ngā ākonga i roto i ngā mahi kua whakaritea, i raro hoki i ngā kōwhiringa kua rārangihia e te pouako, i te akomanga o tā mātou tamaiti.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuatanga whakamahi i te ako-e e tutuki pai ai ō rātou matea ako i te akomanga o tā mātou tamaiti.	TE WHAKAHAERE: E hāngai ana te wāhi ki te ako-e ki ngā ākonga, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia, i te akomanga o tā mātou tamaiti.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Whānau view <i>(Personal)</i>	In our child's class we are not aware of any e-learning activities.	In our child's class e-learning is managed by the teacher.	In our child's class, students manage e-learning as part of assigned tasks and with clear choices given by the teacher.	In our child's class, teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	CONTROL: In our child's class e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.
	I tō mātou kura... <i>(Tā te ākonga tirohanga)</i>	Kāore mātou e whai wāhi ki ngā ngohe ako-e.	Ka whakahaerehia te ako-e i ētahi akomanga e te pouako.	Ka whakahaerehia te ako-e e ngā ākonga i ngā mahi ako me ētahi kōwhiringa kua rārangiāhia e te pouako.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuratanga whakamahi i te ako-e e tutuki pai ai ō rātou matea ako.	TE WHAKAHAERE: E hāngai ana te wāhi ki te ako-e ki ngā ākonga, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia te ākonga me te pouako.
	Ākonga view <i>(Kura)</i>	In our school we do not take part in any e-learning activities.	In our school e-learning is managed in some classrooms by the teachers.	In our school students manage e-learning as part of their work and with clear teacher direction.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	CONTROL: In our school e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made by students and teachers together.
	I tōku akomanga... <i>(Tā te ākonga tirohanga ake)</i>	Kāore ā mātou ngohe ako-e.	Ka whakahaerehia ngā mahi ako-e e te pouako.	Ka whakahaerehia te ako-e e mātou i ngā mahi ako me ētahi kōwhiringa kua rārangiāhia e te pouako.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuratanga whakamahi i te ako-e e tutuki pai ai ō rātou matea ako.	TE WHAKAHAERE: E hāngai ana te wāhi ki te ako-e ki ngā ākonga, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia te ākonga me te pouako.
	Ākonga view <i>(Personal)</i>	In my class we do not have any e-learning activities.	In my class e-learning is managed by the teacher.	In my class we manage e-learning as part of our work and with clear choices given by the teacher.	In my class teachers and students negotiate the way e-learning is used to meet students' learning needs.	CONTROL: In my class e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made together.
Te whakatutuki i	I tō mātou kura...	Karekau mātou e aro ki te ako-e hei ara	Kei te torohia ngā ara o te ako-e e tutuki ai	Kei te whakamātauria ngā ara o te ako-e e tutuki ai	Kua whakatūmaungia he tikanga e tutuki ai ngā	TE WHAKATUTUKI: I tō mātou kura ka auau te arohia o ngā

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
ngā matea ako o ngā ākonga	<i>(Tā ngā pouako tirohanga)</i>	whakatutuki i ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	matea ako o ngā ākonga mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka arotakengia ngā hōtaka i runga i tōna whai take.
Addressing the specific needs of learners	Staff view <i>(Kura)</i>	In our school we do not address the specific needs of groups or individuals through e-learning.	In our school we are exploring how to address the specific needs of groups or individual learners through e-learning.	In our school we are trialling ways to address the specific needs of groups or individual learners through e-learning.	In our school we have embedded practices to address the specific needs of groups or individual learners through e-learning.	ADDRESSING: In our school the individual needs of learners are routinely addressed through inclusive e-learning opportunities, and programmes are reviewed to ensure their effectiveness.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore i te aro i a au ngā āheinga o te ako-e hei whakatutuki i ngā matea ako o tētahi rōpū, o tētahi ākonga takitahi anō hoki.	Kei te torohia e au ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te whakamātauria e au ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kua whakaūngia he tikanga e au e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	TE WHAKATUTUKI: Ka whakamahia e au ngā matea ako o ngā ākonga mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka arotakengia ngā hōtaka i runga i tōna whai take.
	Staff view <i>(Personal)</i>	I do not address the specific needs of groups or individuals through e-learning.	I am exploring how to address the specific needs of groups or individual learners through e-learning.	I am trialling ways to address the specific needs of groups or individual learners through e-learning.	I have embedded practices which address the specific needs of groups or individual learners through e-learning.	ADDRESSING: I routinely address the individual needs of learners through inclusive e-learning opportunities, and I review my programmes to ensure their effectiveness.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore mātou i te tino mōhio mēnā rā e arohia ana ngā matea o tētahi rōpū, o tētahi takitahi rānei mā roto mai i te ako-e.	Kei te torohia ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te whakamātauria ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kua whakaūngia he tikanga e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	TE WHAKATUTUKI: Ka arohia ngā matea ako o ngā ākonga mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka whai wāhi mātou ki te arotake i ngā hōtaka i runga i tōna whai take.
	Whānau view	In our school we are not	In our school they are	In our school they are trialling	In our school they have	ADDRESSING: In our school the

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>(Kura)</i>	aware if the specific needs of groups or individuals being addressed through e-learning.	exploring how to address the specific needs of groups or individual learners through e-learning.	ways to address the specific needs of groups or individual learners through e-learning.	embedded practices to address the specific needs of groups or individual learners through e-learning.	individual needs of learners are routinely addressed through inclusive e-learning opportunities, and we help review programmes.
	I te akomanga o taku tamaiti, o aku tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore mātou i te tino mōhio mēnā rā e arohia ana ngā matea a tētahi rōpū, a tētahi takitahi rānei mā roto mai i te ako-e.	Kei te torohia ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākongā takitahi anō hoki.	Kei te whakamātauria ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākongā takitahi anō hoki.	Kua whakaūngia he tikanga e tutuki ai ngā matea ako o tētahi rōpū, o te ākongā takitahi anō hoki mā roto mai i te ako-e.	TE WHAKATUTUKI: Ka arohia ngā matea ako o ngā ākongā mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka whai wāhi mātou ki te arotake i ngā hōtaka i runga i tōna whai take.
	Whānau view <i>(Personal)</i>	In our child's class we are not aware if the specific needs of groups or individuals are addressed through e-learning.	In our child's class they are exploring how to address the specific needs of groups or individual learners through e-learning.	In our child's class they are trialing ways to address the specific needs of groups or individual learners through e-learning.	In our child's class they have embedded practices to address the specific needs of groups or individual learners through e-learning.	ADDRESSING: In our child's class the individual needs of learners are routinely addressed through inclusive e-learning opportunities, and we help review programmes.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore ngā pouako e tautoko ana i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	Ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e i ētahi wā.	I ētahi wā ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	I ngā wā katoa ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	TE WHAKATUTUKI: Ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e i te wā.
	Ākongā view <i>(Kura)</i>	In our school teachers do not support the needs of groups or individuals through e-learning.	In our school teachers sometimes support the needs of groups or individuals through e-learning.	In our school teachers regularly support the needs of groups or individuals through e-learning.	In our school teachers often support the needs of groups or individuals through e-learning.	ADDRESSING: In our school teachers always support the needs of groups or individuals through e-learning.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Kāore ngā pouako e tautoko ana i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	Ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e i ētahi wā.	I ētahi wā ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	I ngā wā katoa ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e.	TE WHAKATUTUKI: Ka tautoko ngā pouako i ngā rōpū, i ngā ākongā takitahi rānei mā roto mai i te ako-e i te katoa o te wā.
	Ākongā view <i>(Personal)</i>	In my classroom teachers support the needs of groups or individuals through e-learning.	In my classroom teachers sometimes support the needs of groups or individuals through e-learning.	In my classroom teachers regularly support the needs of groups or individuals through e-learning.	In my classroom teachers often support the needs of groups or individuals through e-learning.	ADDRESSING: In my classroom teachers always support the needs of groups or individuals through e-learning.
Te ako-e i te marau ā-kura. Te whakatūmau	I tō mātou kura... <i>(Tā ngā pouako tirohanga)</i>	Me uaua ka āta whakamaheretia ngā akoranga hangarau mō tōku akomanga, whakaako rānei.	I ētahi wā ka kitea te hangarau i roto i ngā mahi whakarite heoi kāore i kaha whakamahia.	Ka whakamahia te hangarau, ā, he mārō te here i waenga i ngā mahere me te whakaako.	E kōtuitui ana te hangarau i roto i ngā mahi whakarite me te whakaako.	TE WHAKATŪMAU I TE AKO-e: I tō mātou kura ko te hangarau te tūāpapa mō te ako.
e-learning within the whole school curriculum Embeddedness	Staff view <i>(Kura)</i>	In our school technology is rarely planned for or used in classroom teaching and learning practices.	In our school technology is sometimes used. It is evident in individual teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is always embedded in planning and practice.	EMBEDDING e-LEARNING: Our school embeds technology in effective learning and teaching.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Me uaua ka whakamahi i ngā momo rawa hangarau i roto i tōku mahi.	I ētahi wā ka whakarite au i ngā mahi me te whakauru i ngā momo rawa hangarau.	Ka whakamahia e au ngā momo rawa hangarau me te hononga ki ngā mahi whakarite me ngā akoranga.	Ka kōtuituia e au ngā momo rawa hangarau ki roto i ngā mahi kia pai ai te hono ki ngā mātea ako o ngā tamariki.	TE WHAKATŪMAU I TE AKO-e: I ngā wā katoa ka kōtuituia e au ngā momo akoranga hangarau ki roto i tāku mahi ako.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Staff view <i>(Personal)</i>	I rarely use technology in my classroom/role.	I sometimes plan for and use technology in my classroom/role.	I usually use technology in my classroom/role and there are clear links from my planning to the programme in action.	I integrate technology into my practice in response to students' needs.	EMBEDDING e-LEARNING: I always embed technology effectively in my practice.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	Kāore mātou i te mōhio me pēhea te tautoko a ngā taputapu hangarau i te ako.	Ka whakamahia e ētahi ākonga ngā momo rawa hangarau, i ētahi wā hoki.	Ka whakamahia e ngā ākonga ngā momo rawa hangarau hei tautoko i te ako.	Ka kaha whakamahia e ngā ākonga ngā rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: E kōtuitui ana ngā momo rawa hangarau i ngā hōtaka katoa kia whai hua ai ngā akoranga katoa.
	Whānau view <i>(Kura)</i>	In our school, we are not yet aware of how the use of technologies supports learning.	In our school, students sometimes use technologies.	In our school, students usually use technologies in ways that support learning.	In our school, students regularly use technologies in ways that support learning.	EMBEDDING e-LEARNING: In our school, technologies are embedded through the learning programmes in ways that we think are meaningful.
	I te akomanga o taku tamaiti, o aku tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore mātou i te mōhio me pēhea te tautoko a ngā taputapu hangarau i te ako.	Ka whakamahia e ētahi ākonga ngā momo rawa hangarau, i ētahi wā hoki.	Ka whakamahia e ngā ākonga ngā momo rawa hangarau hei tautoko i te ako.	Ka kaha whakamahia e ngā ākonga ngā rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: E kōtuitui ana ngā momo rawa hangarau i ngā hōtaka katoa kia whai hua ai ngā akoranga katoa.
	Whānau view <i>(Personal)</i>	In our child's class, we are not yet aware of how the use of technologies supports learning.	In our child's class, students sometimes use technologies.	In our child's class, students usually use technologies in ways that support learning.	In our child's class, students regularly use technologies in ways that support learning.	EMBEDDING e-LEARNING: In our child's class, technologies are embedded through the learning programmes in ways that we think are meaningful.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	Kāore anō mātou kia whakamahi i ngā rawa hangarau mō te ako.	Ka whakamahia i ētahi wā ngā momo rawa hangarau.	Ka whakamahia e mātou ngā momo rawa hangarau hei tautoko i te ako.	Ka kaha whakamahia e mātou ngā momo rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: E kōtuitui ana ngā momo rawa hangarau i ngā mea ako katoa, i ngā wā katoa.
	Ākongā view <i>(Kura)</i>	In our school, we are not yet using digital technologies for learning.	In our school, we sometimes use digital technologies.	In our school, we usually use digital technologies in ways that support our learning.	In our school, we always use digital technologies in ways that support our learning.	EMBEDDING e-LEARNING: In our school, digital technologies are woven through our learning.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	Kāore anō ahau kia whakamahi i ngā rawa hangarau mō te ako.	Ka whakamahi au i ētahi wā ngā momo rawa hangarau.	Ka whakamahia e au ngā momo rawa hangarau hei tautoko i te ako.	I tōku akomanga, ka kaha whakamahia e au ngā momo rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: I tōku akomanga, e kōtuitui ana ngā momo rawa hangarau i ngā mea ako katoa, i ngā wā katoa.
	Ākongā view <i>(Personal)</i>	In my classroom, I am not yet using digital technologies for learning.	In our classroom, I sometimes use digital technologies.	In my classroom, I often use digital technologies in ways that support my learning.	In my classroom, I always use digital technologies in ways that support my learning.	EMBEDDING e-LEARNING: In my classroom, digital technologies are woven through my learning.

Whanake Ngaiotanga (Professional Learning) **‘He toi whakairo, he mana tangata’**

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Te whanake ngaiotanga ako-e	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	He iti, he kore noa iho rānei tō mātou whai wāhi ki ngā whakangungu ako-e.	Kua whai wāhi atu mātou ki ngā whakangungu ako-e torotoru noa iho nei.	Kua whai wāhi atu mātou ki ētahi whakangungu ako-e kua whakaritea te nuinga e ngā kaiwhakahaere kura.	He nui ngā wā ka wātea ki a mātou ngā whakangungu ako-e kua whakaritea e ngā kaiwhakahaere kura, e ngā pouako anō hoki.	TE WHANAKE: I tō mātou kura he maha kē atu ngā wā ka wātea ki a mātou ngā whakangungu ako-e; ērā kua whakaritea, ērā ka puta noa mai hoki. Ka arohia ngā matea ako o ngā ākongā me ērā hoki o te kura.
Opportunity for e-learning Professional Learning	Staff view <i>(Kura)</i>	In our school we have undertaken little or no professional learning focused on e-learning.	In our school we have undertaken a few professional learning activities focused on e-learning.	In our school we have been part of some professional learning activities focused on e-learning mostly initiated by management.	In our school there are regular opportunities for professional learning on e-learning and these are initiated by both management and by staff.	OPPORTUNITY: In our school there are many opportunities for professional learning focused on e-learning, both planned and informal. They focus on individual needs and those of the School.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	He iti, he kore noa iho rānei taku whai wāhi ki ngā whakangungu ako-e.	Kua whai wāhi atu au ki ētahi whakangungu ako-e torotoru noa iho nei.	Kua whai wāhi atu au ki ētahi whakangungu ako-e kua whakaritea e ngā kaiwhakahaere kura.	He nui ngā wā kua wātea ki a au ngā whakangungu ako-e.	TE WHANAKE: He maha kē atu ngā wā kua wātea ki a au ngā whakangungu ako-e, ka kaha hoki taku ū atu. Ka arohia ōku matea ako me ērā hoki o te kura.
	Staff view <i>(Personal)</i>	I have undertaken little or no professional learning focused on e-learning.	I have undertaken a few professional learning activities focused on e-learning.	I have been part of some professional learning activities focused on e-learning.	I have been part of regular professional learning activities focused on e-learning.	OPPORTUNITY: I have many opportunities for professional learning activities focused on e-learning and I am an active participant in them. They focus on both my needs and those of the school.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	He iti, he kore noa iho rānei ngā whakangungu ako-e ka whakahaerehia mō ngā pouako.	Ka whakahaerehia ētahi whakangungu ako-e torotoru noa iho nei mō ngā pouako.	Ka whakahaerehia ētahi whakangungu ako-e noa iho nei mō ngā pouako.	He nui ngā wā ka wātea ki ngā pouako ngā whakangungu ako-e.	TE WHANAKE: He maha kē atu ngā wā kua wātea ki ngā pouako ngā whakangungu ako-e.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Whānau view <i>(Kura)</i>	In our school little or no professional learning opportunities about e-learning happens for teachers.	In our school a few professional learning opportunities about e-learning occurs for teachers.	In our school some professional learning opportunities about e-learning occurs for teachers.	In our school regular professional learning opportunities about e-learning occurs for teachers.	OPPORTUNITY: In our school many opportunities for professional learning about e-learning occurs for teachers.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	Kāore i te aro i a mātou ngā aronga whakangungu ako-e o ngā pouako.	E mōhio ana mātou he whakangungu ako-e torotoru noa iho nei kei te whakahaerehia mō ngā pouako.	Ka whakangungua ngā pouako kia whanake tō rātou mōhio ki ngā āhuatanga o te ako-e.	He nui ngā wā ka whakangungua ngā pouako kia whanake tō rātou mōhio ki ngā āhuatanga o te ako-e.	TE WHANAKE: He maha kē ngā wā kua wātea ki ngā pouako ngā whakangungu ako-e. Ka arohia ngā matea ako o ngā pouako me ngā ākonga hoki.
	Whānau view <i>(Personal)</i>	In our child's classroom we know nothing about professional learning opportunities for staff focusing on e-learning.	In our child's classroom we are aware of some professional learning and development for staff focusing on e-learning.	In our child's classroom teachers are involved in some professional learning and development focusing on e-learning.	In our child's classroom teachers are part of regular professional learning and development focusing on e-learning.	OPPORTUNITY: In our child's classroom teachers have many opportunities for professional learning and development focusing on e-learning. This focuses on the needs of the teacher and the student.
Te whakatau tahi, te mahi tahi	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou e hui tahi ana, e whai tahi ana rānei i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hui tahi tētahi huinga pouako tokoiti ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hātepe te hui tahi a ētahi pouako ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hātepe te hui tahi a ngā pouako ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	TE WHAKATAU: I tō mātou kura ka hātepe te hui tahi a ngā pouako katoa ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e. Kua whai tūranga hoki i ngā hapori ako o waho atu o te kura.
Collaboration/ sharing	Staff view <i>(Kura)</i>	In our school, we do not collaborate or meet for professional learning activities that explore e-learning.	In our school, a few staff meet occasionally to for professional learning activities that explore e-learning.	In our school, staff meet regularly to collaborate in professional learning activities that explore e-learning.	In our school, most staff meet regularly to collaborate in professional learning activities that explore e-learning.	COLLABORATION: In our school the whole staff meets regularly in groups to collaborate in professional learning activities that explore e-learning and are also involved in learning communities that extend outside the school.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au i te whai i ngā akoranga whanake ngaiotanga e aro ana ki te ako-e, kāore hoki au e tiri ana i aku tikanga ako-e ki aku hoamahi.	I ētahi wā ka mahi tahi a au ki ōku hoamahi whakaako me te tiri i aku tikanga ako-e me te akoranga whanake ngaiotanga ki a rātou.	Ka hātepe tonu te whakatau tahi, me te mahi tahi ki ōku hoamahi mō ngā akoranga whanake ngaiotanga e hāngai ana ki te ako-e.	Ka hātepe tonu te hui tahi ki ētahi atu pouako ki te akoako tahi i ngā akoranga whanake ngaiotanga ka torotoro i te ako-e.	TE WHAKATAU: Ka hātepe tonu te hui tahi ki te akoako tahi i ngā akoranga whanake ngaiotanga ka torotoro haere i te ako-e ki ōku hoamahi whakaako, ki hapori anō o waho atu o te kura tonu.
	Staff view <i>(Personal)</i>	I do not take part in professional learning focused on e-learning or share my e-learning practice with colleagues.	I occasionally collaborate and share e-learning practices and professional learning with colleagues.	I regularly collaborate or share with other individual staff/colleagues in professional learning activities focused on e-learning.	I meet regularly with other staff to collaborate in professional learning activities that explore e-learning.	COLLABORATION: I meet regularly to collaborate in professional learning activities that explore e-learning within my own staff and in other professional learning communities outside the school.
Hei tauira akoranga ngaio	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou e whakamahi rawa hangarau ā-ipurangi i ā mātou akoranga whanake ngaiotanga.	Ka whakamahia noatia iho ngā rawa hangarau hōu i ngā akoranga whanake ngaiotanga e hāngai ana ki aua rawa hangarau.	Ka whakamahia ngā rawa hangarau hōu/ā-ipurangi i ētahi wā hei tautoko i ā mātou akoranga whanake ngaiotanga i ngā wāhanga ako maha.	Ka hātepe tonu te whakamahi i ngā rawa hangarau hōu/ā-ipurangi hei tautoko i ā mātou akoranga whanake ngaiotanga i ngā kaupapa huhua.	HEI TAUIRA: I tō mātou kura, i te katoa o ā mātou akoranga whanake ngaiotanga ka kitea te kōtuituinga whai take o ngā mahi ako-e ki ngā mahi kanohi-ki-te-kanohi.
Professional learning model	Staff view <i>(Kura)</i>	In our school we do not use online technologies in our professional learning.	In our school we only use new technologies when our professional learning is about those technologies.	In our school we sometimes use new/online technologies to support our professional learning in a variety of areas.	In our school we regularly use a range of new/online technologies to support our professional learning in various areas.	PROFESSIONAL: In our school all of our professional learning activities model an effective blend of e-learning/online and face to face methods.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore au e whakamahi rawa hangarau i aku mahi whakangungu.	Ka whakamahi noa iho au i ngā rawa hangarau hōu i aku mahi whakangungu mēnā e hāngai ana ngā whakangungu ki aua	Ka whakamahi au i ngā rawa āheinga ako-e, ngā rawa hangarau ā-ipurangi rānei hei tautoko i aku mahi whakangungu.	Ka hātepe tonu te whakamahi i ngā āheinga ako-e, rawa hangarau rānei hei tautoko i aku mahi whakangungu. Kua uru	HEI TAUIRA: I aku mahi whakangungu katoa ka kōtuituihia kia whai take ngā āheinga ako-e, ako ā-ipurangi me ngā mahi kanohi-ki-te-kanohi. Kua uru atu au ki ngā tūranga i te

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
			hangarau.		atu au ki ētahi hapori whakangungu.	maha o ngā hapori akoranga whanake ngaiotanga.
	Staff view <i>(Personal)</i>	I do not use new technologies for any part of my professional learning.	I only use new technologies in my professional learning when it is about those technologies.	I sometimes use a few e-learning/online technologies to support my professional learning.	I regularly use a range of e-learning/online technologies to support my professional learning. I am a member of one or two professional learning communities.	PROFESSIONAL: All my professional learning activities involve an effective blend of e-learning/online and face to face methods. I am an active member of several professional learning communities.
Te aro o te ako-e ki te akoranga whanake ngaiotanga	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	Kāore mātou e uru ki ngā mahi akoranga whanake ngaiotanga mō te ako-e, ki ngā akoranga reo matatini ā-ipurangi rānei.	E hāngai ana ngā akoranga whanake ngaiotanga ki te ako-e, ā, ka hāngai ngā reo matatini ā-ipurangi ki te whakapikinga o ngā pūkenga hangarau o ngā kaimahi.	Kua nui ake te wāhi ki ngā whakangungu ako-e e aro ana ki te hangarau mōhiohio me te reo matatini ā-ipurangi.	E hāngai ana ngā whakangungu ako-e ki ngā huarahi wahi take hei tautoko pū i ngā whāinga paetae me te reo matatini ā-ipurangi.	TE ARO: E hāngai ana ngā whakangungu ako-e ki ngā huarahi e tutuki ai ngā matea ako, me ngā reo matatini ā-ipurangi o ngā ākonga.
Focus of e-learning professional learning	Staff view <i>(Kura)</i>	In our school we do not engage in professional learning activities about e-learning or digital literacies.	In our school professional learning activities focus on e-learning and digital literacies focus on increasing staff's technical skills.	In our school professional learning activities about e-learning are focused on using technologies to support learning, including digital literacies, in the classroom	In our school professional learning activities on e-learning are focused on effective ways to support specific curriculum objectives including digital literacies.	FOCUS: In our school professional learning activities on e-learning focus on how to use technologies to foster digital literacies being responsive to student learning needs.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore ōku pūkenga reo matatini ā-ipurangi kia taea ai e au te whakamahi i ngā rawa hangarau ki te taha o ngā ākonga.	Kei te torohia e au ngā akoranga o te reo matatini ā-ipurangi, kia pai ai taku whakamahi i ngā rawa hangarau ki te taha o ngā ākonga.	Kei te whanake haere tōku māramatanga me ōku pūkenga reo matatini ā-ipurangi kia pai ai taku whakahāngai i ngā rawa hangarau ki ngā matea ako o ngā ākonga.	Kei te pai tōku māramatanga me ōku pūkenga reo matatini ā-ipurangi, ā, e āhei ana au ki te whakamahi i ngā rawa hangarau kia tutuki pai ai te nuinga o ngā matea ako o ngā ākonga.	TE WHANAKE: E tino pai ana tōku māramatanga me ōku pūkenga reo matatini ā-ipurangi, ā, nanakia tonu taku whakamahi i ngā rawa hangarau kia tutuki pai ai ngā matea ako o ngā ākonga.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Staff view <i>(Personal)</i>	I do not yet have the digital literacy skills to use digital technologies with students.	I am exploring the digital literacy skills I need to use digital technologies with my students.	I am developing the digital literacy skills and understanding so I can align my use of digital technologies with students' needs.	I have enough digital literacy skills and understanding to use technologies to meet most of my students' needs.	FOCUS: I am confident in my understanding of digital literacy and I use digital technologies appropriately to meet my students' needs.

Te Hangarau, Te Tūāpapa (Technology and Infrastructure)

‘Ko tō ringa ki ngā rākau a te Pākehā’

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Te Penapena, te whakahaere o ngā taputapu, me ngā pūmanawa rorohiko	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	I tō mātou kura kāore i te mārama mā wai ngā hangarau e whakahaere.	I tō mātou kura mā ngā kaiako takitahi e whakamaha hangarau i runga anō i ngā haepapa o tēnā tūranga, o tēnā tūranga.	I tō mātou kura mā ngā kaiako me ngā ākonga, i ētahi wā, e whakahaere te whakamaha hangarau.	I tō mātou kura mā ngā kaiako me ngā ākonga e whakahaere ngātahi i te whakamaha hangarau, e ai ki tā te horopaki ako e tohu ai.	TE PENAPENA: I tō mātou kura mā te hāpori kura whānui e whakahaere te whakamaha hangarau. Mā te horopaki ako e tohu te mana whakahaere.
Management and Control of hardware and software	Staff view <i>(Kura)</i>	In our school it is unclear who manages the use of technologies.	In our school the use of technologies is managed by individual staff according to their role.	In our school the use of technologies is managed by staff and occasionally students.	In our school the use of technologies is managed by both staff and students, depending on the learning context.	MANAGEMENT: In our school the use of technologies is managed by the whole school community. Control is devolved and shared according to learning contexts.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	I tō mātou kura kāore au i te mārama mā wai ngā hangarau ā-akomanga, ā-tari rānei e whakahaere.	I tō mātou kura māku e whakamaha ngā hangarau ā-akomanga, ā-tari. I ētahi wā he mahitahi au ki tētahi atu kaiako.	I tō mātou kura mā mātou ko ngā ākonga i ētahi wā e whakamaha ngā hangarau ā-akomanga, ā-tari.	I tō mātou kura mā mātou ko ngā ākonga ngā hangarau ā-akomanga, ā-tari e whakahaere, e ai ki tā te horopaki ako e tohu ai.	TE PENAPENA: I tō mātou kura, he orite tā mātou whakahaere ko ngā ākonga ko ētahi atu i ngā momo hangarau ā-akomanga, ā-tari. Mā te horopaki ako e tohu.
	Staff view <i>(Personal)</i>	I am unclear who does or should manage the use of the technologies in my classroom/office.	I manage the use of the technologies in my classroom/office. Sometimes this will be shared with another staff member.	I manage the use of the technologies in my classroom/office with occasional involvement from the students or others.	I share the management of the technologies in my classroom/office with the students (or others) depending on the learning context.	MANAGEMENT: I share equal roles with students and others managing the use of the technologies in my classroom/office. This change according to the learning context.
	I tō mātou kura... <i>(Tā te whānau)</i>	I tō mātou kura, mā te tohu a te kaiako, a te wātaka rānei e āhei ai ngā ākonga ki te	I tō mātou kura, he iti noa iho te toro atu a ngā ākonga ki ngā momo hangarau. He	I tō mātou kura, ka toro atu ngā ākonga ki ngā momo hangarau e hiahia ana, e pai ai	I tō mātou kura, ka toro atu ngā ākonga ki ngā momo hangarau katoa kia pai ai te ako a ngā	TE PENAPENA: I tō mātou kura, ka toro atu ngā ākonga ki ngā momo hangarau katoa kia pai ai te ako a ngā tamariki. Ka

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>tirohanga</i>)	whakamahi i ngā momo hangarau.	kōwhiringa ki tā te kaiako e tohu ai.	rānei mō te akoranga.	tamariki. Mā rātou anō e kōwhiri ki tā te ngohe e tohu ai.	whakaaetia hoki mā ngā tamariki tā rātou ake rauemi hangarau e whakamahi.
	Whānau view <i>(Kura)</i>	In our school students are only allowed to use the technology as directed by the teacher and/or timetable.	In our school students have limited access to technology. They can make some choices from options the teacher sets.	In our school students have access to the different technologies they may need, and can make some choices about the best tool for the learning task.	In our school students are given access to a range of tools and technologies to support their learning, which they can choose from according to the task.	MANAGEMENT: In our school students are given access to a range of tools and technologies to support their learning, which they can choose from according to the task. They can bring or access their own tools/accounts if they want to.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	I te akomanga o taku tamaiti/ā mātou tamariki, mā te tohu a te kaiako anake, a te wātaka rānei e āhei ai ngā ākonga ki te whakamahi i ngā momo hangarau.	I te akomanga o taku tamaiti/ā mātou tamariki, he iti noa iho te toro atu a ngā ākonga ki ngā momo hangarau. He kōwhiringa ki tā te kaiako e tohu ai.	I te akomanga o taku tamaiti/ā mātou tamariki, ka toro atu ngā ākonga ki ngā momo hangarau e hiahia ana, e pai ai rānei mō te akoranga.	I te akomanga o taku tamaiti/ā mātou tamariki, ka toro atu ngā ākonga ki ngā momo hangarau katoa kia pai ai te ako a ngā tamariki. Mā rātou anō e kōwhiri ki tā te ngohe e tohu ai.	TE PENAPENA: I te akomanga o taku tamaiti/ā mātou tamariki, ka toro atu ngā ākonga ki ngā momo hangarau katoa kia pai ai te ako a ngā tamariki. Ka whakaaetia hoki mā ngā tamariki tā rātou ake rauemi hangarau e whakamahi.
	Whānau view <i>(Personal)</i>	In our child's classroom students are only allowed to use the technology as directed by the teacher and/or timetable.	In our child's classroom students have limited access to technology. They can make some choices from options the teacher sets.	In our child's classroom students have access to the different technologies they may need, and can make some choices about the best tool for the learning task.	In our child's classroom students are given access to a range of tools and technologies to support their learning, which they can choose from according to the task.	MANAGEMENT: In our child's classroom students are given access to a range of tools and technologies to support their learning, which they can choose from according to the task. They can bring or access their own tools/accounts if they want to.
	I tō mātou kura... <i>(Tā te ākonga tirohanga)</i>	I tō mātou kura, mā te tohu a te kaiako anake, e āhei ai ngā ākonga ngā momo hangarau te whakamahi.	I tō mātou kura, he iti noa iho te toro atu a ngā ākonga ki ngā momo hangarau. He kōwhiringa ki tā te kaiako e tohu ai.	I tō mātou kura, ka toro atu ngā ākonga ki ētahi o ngā momo hangarau rerekē.	I tō mātou kura, ka toro atu ngā ākonga ki ngā momo hangarau katoa.	TE PENAPENA: I tō mātou kura, ka toro atu ngā ākonga ki ngā momo hangarau katoa, ā, ka whakaaetia hoki mā mātou anō ā mātou ake rawa hangarau te kōwhiri.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Ākongā View <i>(Kura)</i>	In our school we are only allowed to use the technologies when the teacher says.	In our school we have limited access to technology. We can choose from the options the teachers give us.	In our school we have access to some different technologies.	In our school we are given access to a range of technologies.	MANAGEMENT: In our school we are given access to a range of technologies, and we can choose the tools and technologies that will support our learning.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	I tōku akomanga mā te tohu a te kaiako anake, e āhei ai au ngā momo hangarau te whakamahi.	I tōku akomanga, he iti noa iho taku toro atu ki ngā momo hangarau. He kōwhiringa ki tā te kaiako e tohu ai.	I tōku akomanga, ka toro atu au ki ngā momo hangarau e hiahia ana, ā, e āhei ana au ki te kōwhiri i te hangarau e tika ana mō te akoranga.	I tōku akomanga ka toro atu au ki ngā momo hangarau katoa kia pai ai tōku ako, ā, e wātea ana au ki te kōwhiri i te hangarau e tika ana mō te akoranga.	TE PENAPENA: I tōku akomanga ka toro atu au ki ngā momo hangarau katoa kia pai ai tōku ako. Ka whakaetia hoki māku anō ōku ake rauemi hangarau e hari mai ki te kura, e whakamahi hoki.
	Ākongā View <i>(Personal)</i>	In my class I am only allowed to use the technologies when the teacher says.	In my class I have limited access to technology. I can make some choices between options the teacher sets.	In my class I have access to different technologies I may need, and can make some choices about the best tool for the learning task.	In my class I am given access to a range of tools and technologies to support my learning, and I can choose the tool that best suits the task.	MANAGEMENT: In my class I am given access to a range of tools and technologies to support my learning, which I can choose from according to the task. I can bring or access my own tools/accounts if we want to.
Te hanga, te auau hoki o te toro i ngā momo hangarau	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei ki ngā momo hangarau.	I tō mātou kura he iti noa iho te wā kia toro atu ngā kaiako me ngā ākongā ki ngā momo hangarau.	I tō mātou kura he auau te toro atu a ngā kaiako, ā ngā ākongā hoki ki ngā momo hangarau i te roanga o te rā.	I tō mātou kura he auau (ki tāu e hiahia ana) te toro atu ki ngā momo hangarau mō te hunga kaiako, te hunga ākongā hoki.	TE HANGA: I tō mātou kura ahakoa ko wai, ahakoa ki hea ka tāea e mātou katoa ngā momo hangarau katoa te toro atu.
Type and frequency of access	Staff view <i>(Kura)</i>	In our school we have non-existent or minimal access to technologies.	In our school we have occasional and/or timetabled access to technologies for staff and students.	In our school we have frequent access to technologies for staff and students across the whole school day.	In our school we have frequent "as required" access to technologies throughout the school day for staff and students.	TYPE: In our school everyone has open and ubiquitous, "24-7" access to technologies from home and school – anywhere, anytime.
	I tō mātou	I tō mātou kura he iti	I tō mātou kura he iti	I tō mātou kura he auau	I tō mātou kura he auau	TE HANGA: I tō mātou kura

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	kura... <i>(Tā te pouako tirohanga ake)</i>	rawa te toro atu, kāore noa iho he toro rānei ki ngā momo hangarau i roto i tōku akomanga.	noa iho te wā kia toro atu mātou ko ngā ākonga ki ngā momo hangarau i roto i tōku akomanga.	tā mātou toro atu ko ngā ākonga ki ngā momo hangarau i te roanga o te rā.	(ki tāku e hiahia ana) te toro atu ki ngā momo hangarau mōku, mō te hunga ākonga hoki.	ahakoa ko wai, ahakoa ki hea ka taea e mātou ko ngā ākonga ngā momo hangarau katoa te toro atu.
	Staff view <i>(Personal)</i>	I have non-existent or minimal access to technologies in my classroom.	I have occasional and/or timetabled access to technologies for myself and students in my classroom.	I have frequent access to technologies for myself and students across the whole school day.	I have frequent “as required” access to technologies throughout the school day for myself and students.	TYPE: I have open and ubiquitous, “24-7” access to technologies for myself and students – anywhere; anytime.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei a ngā tamariki ki ngā momo hangarau.	I tō mātou kura, i ētahi wā ka toro atu a mātou ākonga ki ngā momo hangarau.	I tō mātou kura, i te nuinga o te rā ka taea e ngā ākonga ngā momo hangarau te toro atu.	I tō mātou kura, i ngā wā katoa ka taea e ngā ākonga ngā momo hangarau te toro atu.	TE HANGA: I tō mātou kura, he pūmau te toro atu a ngā ākonga ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea e rātou te toro atu ki ngā rauemi ipurangi.
	Whānau view <i>(Kura)</i>	In our school our children have non-existent or minimal access to technologies.	In our school our children have occasional access to technologies.	In our school our children usually have access to technologies when they need them.	In our school our children have access to technologies any time they need them for their learning.	TYPE: In our school our children have constant access to technologies and can use an appropriate tool whenever and wherever they need to. Access is available to online tools “24-7”.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	I te akomanga o taku tamaiti/ā mātou tamariki, he iti rawa te toro atu, kāore noa iho he toro rānei a ngā tamariki ki ngā momo hangarau.	I te akomanga o taku tamaiti/ā mātou tamariki, i ētahi wā ka toro atu ā mātou ākonga ki ngā momo hangarau.	I te akomanga o taku tamaiti/ā mātou tamariki, i te nuinga o te rā ka taea e ngā ākonga ngā momo hangarau te toro atu.	I te akomanga o taku tamaiti/ā mātou tamariki, i ngā wā katoa ka taea e ngā ākonga ngā momo hangarau te toro atu.	TE HANGA: I te akomanga o taku tamaiti/ā mātou tamariki, he pūmau te toro atu a ngā ākonga ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea e rātou te toro atu.
	Whānau view <i>(Personal)</i>	In my child’s classroom they have non-existent or minimal access to	In my child’s classroom they have occasional access to technologies.	In my child’s classroom they usually have access to technologies when they	In my child’s classroom they have access to technologies any time	TYPE: In my child’s classroom they have constant access to technologies and can use an appropriate tool

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		technologies.		need them.	they need them for their learning.	whenever and wherever they need to. Access is available to online tools '24-7'.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei a ngā tamariki ki ngā momo hangarau.	I tō mātou kura, i ētahi wā ka toro atu a mātou ākongā ki ngā momo hangarau.	I tō mātou kura, i te nuinga o te rā ka taea e ngā ākongā ngā momo hangarau te toro atu.	I tō mātou kura, i ngā wā katoa ka taea e ngā ākongā ngā momo hangarau te toro atu.	TE HANGA: I tō mātou kura, he pūmau te toro atu a ngā ākongā ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea e rātou te toro atu.
	Ākongā view <i>(Kura)</i>	In our school we have non-existent or minimal access to technologies.	In our school we have occasional access to technologies.	In our school we usually have access to technologies when I need them.	In our school we have access to technologies any time we need them for our learning.	TYPE: In our school we have constant access to technologies and can use an appropriate tool whenever and wherever we need to. Access is available to online tools '24-7'.
	I tō mātou akomanga... <i>(Tā te ākongā tirohanga ake)</i>	I tō mātou akomanga he iti rawa te toro atu, kāore noa iho he toro rānei ki ngā momo hangarau i roto i tōku akomanga.	I tō mātou akomanga he iti noa iho te wā kia toro atu mātou ko ngā ākongā ki ngā momo hangarau.	I tō mātou akomanga he auau taku toro atu ki ngā momo hangarau mēnā e hiahiatia ana.	I tō mātou akomanga, e wātea ana ahau ki te toro atu ki ngā momo hangarau i ngā wā katoa e pai ai taku ako.	TE HANGA: I tō mātou akomanga, he pūmau taku toro atu ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea te toro atu.
	Ākongā view <i>(Personal)</i>	In my classroom I have non-existent or minimal access to technologies.	In my classroom I have occasional access to technologies.	In my classroom I usually have access to technologies when I need them.	In my classroom I have access to technologies any time I need them for my learning.	TYPE: In my classroom I have constant access to technologies and can use an appropriate tool whenever and wherever I need to. Access is available to online tools '24-7'.
Te taiao	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	I tō mātou kura he tino onge te akoako ki ngā rawa hangarau hōu.	I tō mātou kura, kua āta tohua ngā wā me ngā wāhi akoako ki te rawa hangarau (hei tauira i te taiwhanga pūtaiao rānei, i te wā i āta whakaritea)	I tō mātou kura he torutoru ngā wā e panoni ai te akoako ki ngā rawa hangarau e tutuki ai ngā matea ako tāhūhū. E whakaurua haeretia ana ngā	I tō mātou kura he pīngore te akoako ki ngā rawa hangarau, ka whakahuihua ngā taiao hikohiko me ngā taiao kikokiko hei tautoko atu i ngā matea ako.	TE TAIAO: I tō mātou kura he tino pīngore rawa atu te akoako i ngā rawa hangarau; ka tautokona tēnei hononga ki tētahi whatunga rangiwhāwhā.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
				rauemi me ngā taiao huhua ki ēnei whēako.		
Environment	Staff view <i>(Kura)</i>	Learning with new technologies occurs rarely in our school.	In our school learning with technologies occurs only in specific environments and at specific times (e.g. in a lab and/or as timetabled).	In our school learning with technologies is occasionally adapted to meet changing learning needs. Learning experiences are beginning to include a range of tools and environments.	In our school learning with technologies is flexible, and combines online and physical environments to support learning needs.	ENVIRONMENT: In our school learning with technologies is highly flexible and adaptable; a ubiquitous network supports all learning.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	He onge taku whakamahi i ngā rawa hangarau i taku akomanga.	Whakamahi ai au i ngā rawa hangarau i ngā wā me ngā wāhi akoako kua āta tohua.	Whakamahi ai au i ngā rawa hangarau i taku akomanga/tūranga, ā, he wā tōna e panoni ai te karawhiu hei āwhina i ngā matea o te ākongā. Kua tīmata au ki te whakamahi i ngā momo rauemi me ngā taiao ako rere kē.	He pīngore taku whakamahi i ngā rawa hangarau, ā, ka whakahuihua ngā rauemi katoa hei tautoko atu i ngā matea ako o te ākongā.	TE TAIAO: Ka whakamahia e au ngā rawa hangarau kia tino pīngore rawa atu te akoako hei āwhina atu i ngā matea o te ākongā.
	Staff view <i>(Personal)</i>	I rarely use technologies in my classroom/role.	I use technologies only in specific environments and at specific times (e.g. in a lab and/or as timetabled).	I use technologies in my classroom/role and sometimes adapt them to the learning needs of students/others. I am beginning to use a range of tools and different environments.	I use technologies in flexible ways, and combine online and physical environments to support students and others learning needs.	ENVIRONMENT: I use technologies in highly flexible and adaptable ways as a natural part of my practice, and to support individual student and others learning needs.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	I tō mātou kura kāore anō mātou kia kite atu i ngā kaiako e whakamahi ana i ngā momo hangarau ki	I tō mātou kura kua kite atu mātou i ētahi kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha	I tō mātou kura kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau	I tō mātou kura kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau	TE TAIAO: I tō mātou kura kua kite atu mātou i ngā kaiako katoa e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākongā.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		te taha o ā rātou ākongā.	o ā rātou ākongā.	hōu ki te taha o ā rātou ākongā.	hōu kia pai ai te hāpai i ngā matea ako o ngā ākongā.	
	Whānau view <i>(Kura)</i>	In our school we have not seen any indication of teachers using new technologies with their students.	In our school we have seen some teachers using a few new technologies with their students.	In our school we have seen many teachers using new technologies with their students.	In our school we have seen most teachers using new technologies to meet the individual needs of their students.	ENVIRONMENT: In our school we have seen all teachers using new technologies across the school day with their students to meet their individual needs.
	I te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	I te akomanga o taku tamaiti/ā mātou tamariki, kāore anō mātou kia kite atu i ngā kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākongā.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i ētahi kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākongā.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākongā.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākongā.	TE TAIAO: I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i ngā kaiako katoa e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākongā.
	Whānau view <i>(Personal)</i>	In my child's classroom we have not seen any indication of the teachers using new technologies with them.	In my child's classroom we have seen the teacher using some new technologies some of the time.	In my child's classroom the teacher uses new technologies a lot of the time.	In my child's classroom the teacher uses new technologies all of the time.	ENVIRONMENT: In my child's classroom the teacher uses new technologies across the curriculum and throughout the day to support my child's learning.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	I tō mātou kura kāore anō au kia kite i ngā kaiako e whakamahi ana i ngā rauemi hangarau hōu.	I tō mātou kura kua kite atu au i ētahi kaiako e whakamahi ana i ngā rauemi hangarau hōu.	I tō mātou kura kua kite atu au i te nuinga o ngā kaiako e whakamahi ana i ngā rauemi hangarau hōu.	I tō mātou kura kua kite atu au i ētahi kaiako e whakamahi ana i ngā rauemi hangarau hōu.	TE TAIAO: I tō mātou kura kua kite atu au i ngā kaiako katoa e whakamahi ana i ngā rauemi hangarau e pai ai te tautoko, te ako hoki a ngā ākongā.
	Ākongā view <i>(Kura)</i>	I have not seen any of our teachers using new technologies.	I have seen some of our teachers using new technologies.	I have seen most of our teachers using new technologies.	I have seen all of our teachers using new technologies.	ENVIRONMENT: I have seen all of our teachers using new technologies to support my learning and the learning of other students.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	I tō mātou akomanga... <i>(Tā te ākonga tirohanga ake)</i>	I tō mātou akomanga, kāore i te whakamahia e tōku kaiako ngā momo hangarau.	I tō mātou akomanga, i ētahi wā ka whakamahia e tōku kaiako ētahi momo hangarau.	I tō mātou akomanga, i ētahi wā ka whakamahia e tōku kaiako ngā momo hangarau maha.	I tō mātou akomanga, ka hātepe tonu te whakamahi ngā momo hangarau e tōku kaiako.	TE TAIAO: I tō mātou akomanga, ka kaha whakamahia e tōku kaiako ngā momo hangarau hei āwhina, hei tautoko i taku ako.
	Ākonga view <i>(Personal)</i>	My teacher does not use any technology in our classroom.	My teacher sometimes uses some technology in the classroom.	My teacher sometimes uses a range of technologies in the classroom.	My teacher is regularly using new technologies in the classroom.	ENVIRONMENT: My teacher always uses technology in the classroom to support my learning.
Te Rawaka	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	I tō mātou kura, kāore i tino eke te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ngā matea ako.	I tō mātou kura, he āhua pai te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ētahi o ngā matea ako.	I tō mātou kura, he whakaehu, he nanea te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ētahi o ngā matea ako.	I tō mātou kura, he whakaehu, he nanea te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ngā matea ako o ngā ākonga i roto i te taiao hikohiko me te roanga o te rā, ahakoa te horopaki ako.	TE RAWAKA: I tō mātou kura, he pai te kounga me te rahinga o ngā rauemi hangarau mō te whakatutuki i ngā matea ako i te ao, i te pō, ā, e whaitake ana te arotake i tēnei hanga, e tutuki ai te whanaketanga haeretanga o ngā matea ako.
Sufficiency	Staff view <i>(Kura)</i>	In our school the quality and quantity of technologies is insufficient to meet learning needs.	In our school the quality and quantity of technologies is sufficient to meet some learning needs.	In our school the quality and quantity of technologies is sufficient and varied enough to meet most learning needs.	In our school the quality and quantity of technologies is sufficient and varied enough to meet learning needs in online and offline environments, throughout the school day, and across learning contexts.	SUFFICIENCY: In our school quality and quantity of technologies meets learning needs "24-7" and is effectively reviewed to meet the ongoing development of learning needs.
	I tō mātou kura... <i>(Tā te pouako)</i>	I tō mātou kura, he korekiko te kounga, te rahinga hoki o ngā momo rauemi	I tō mātou kura, he āhua pai te kounga, te rahinga o ngā momo rauemi hangarau o tōku	I tō mātou kura, he pai te kounga, te rahinga o ngā momo rauemi hangarau o tōku	I tō mātou kura, he autāia te kounga me te rahinga o ngā momo rauemi hangarau mō	TE RAWAKA: He rauemi āku, me te aha anō, he rawe te kounga me te rahinga o ngā momo rauemi hangarau mō ngā matea ako i te

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>tirohanga ake)</i>	hangarau o tōku akomanga mō te tautoko i ngā matea ako o ngā ākongā.	akomanga mō te tautoko i ngā matea ako o ngā tamariki.	akomanga kia tutuki ai te nuinga o ngā matea ako o ngā ākongā i te nuinga o te wā.	ngā matea ako o ngā ākongā i roto i te taiao hikohiko me te taiao kikokiko i te roanga o te rā, ahakoa te horopaki ako.	ao, i te pō. He kaha mātou ki te arotake i ēnei momo rauemi hangarau.
	Staff view <i>(Personal)</i>	I have technologies of insufficient quality and quantity to meet the learning needs in my classroom/role.	I have technologies of sufficient quality and quantity of to meet some of the learning needs in my classroom/role.	I have technologies of sufficient quality and quantity to meet most learning needs, most of the time in my classroom/role.	I have technologies of sufficient quality and quantity of to meet learning needs, in online and offline environments throughout the school day, and across learning contexts.	SUFFICIENCY: I have technologies of sufficient quality and quantity to meet learning needs "24-7". These needs and the technologies provided are effectively reviewed.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	I tō mātou kura, kāore i te rawaka te rahinga o ngā momo rauemi whai kounga kia tutuki ai ngā matea ako o ngā ākongā.	I tō mātou kura, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o ētahi o ngā ākongā.	I tō mātou kura, he rakawa ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te nuinga o ngā tamariki.	I tō mātou kura, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki pai ai ngā matea ako o te katoa o ngā tamariki.	TE RAWAKA: I tō mātou kura, he autāia te rawaka o ngā momo rauemi hangarau whai kounga kia tutuki pai ai ngā matea ako o te katoa o ngā tamariki.
	Whānau view <i>(Kura)</i>	In our school there is not enough quality technology to meet the learning needs of our children.	In our school there is enough quality technology to meet some of the learning needs of our children.	In our school there is enough quality technology to meet most of the learning needs of our children.	In our school there is enough quality technology to meet all of the learning needs of our children.	SUFFICIENCY: In our school there is enough quality technology to meet all of the learning needs of our children across all learning areas.
	I roto i te akomanga o taku tamaiti/ā mātou tamariki... <i>(Tā te whānau tirohanga ake)</i>	I roto i te akomanga o taku tamaiti/ā mātou tamariki, kāore i te rawaka te rahinga o ngā momo rauemi whai kounga kia tutuki ai ngā matea ako o ngā ākongā.	I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o ētahi o ngā ākongā.	I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te nuinga o ngā tamariki.	I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te katoa o ngā tamariki.	TE RAWAKA: I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te katoa o ngā tamariki.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	Whānau view <i>(Personal)</i>	In my child's classroom there is not enough quality technology to meet the learning needs of our children.	In my child's classroom there is enough quality technology to meet some of the learning needs of our children.	In my child's classroom there is enough quality technology to meet most of the learning needs of our children.	In my child's classroom there is enough quality technology to meet all of the learning needs of our children.	SUFFICIENCY: In my child's classroom there is enough quality technology to meet all of the learning needs of our children across all learning areas.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	I tō mātou kura kāore i te rawaka te rahinga o ngā momo rauemi whai take kia tutuki ai ō mātou matea ako.	I tō mātou kura he rawaka te rahinga o ngā momo rauemi hangarau whai take kia tutuki ai ō mātou matea ako.	I tō mātou kura he rawaka te rahinga o ngā momo rauemi hangarau whai take kia tutuki ai ō mātou matea ako i ētahi wāhanga ako.	I tō mātou kura he rawaka ngā momo rauemi hangarau whai take kia tutuki ai ō mātou matea ako i te nuinga o ngā wāhanga ako.	TE RAWAKA: I tō mātou kura he rawaka ngā momo rauemi hangarau whai take kia tutuki ai ō mātou matea ako i te katoa o ngā wāhanga ako.
	Ākongā view <i>(Kura)</i>	In our school there is not enough useful technology to meet our learning needs.	In our school there is enough useful technology to meet some of our learning needs.	In our school there is enough useful technology to meet most of the learning needs and in some learning areas.	In our school there is enough useful technology to meet all of the learning needs and across most learning areas.	SUFFICIENCY: In our school there is enough useful technology to meet all of the learning needs and across all learning areas.
	I tō mātou akomanga... <i>(Tā te ākongā tirohanga ake)</i>	I tō mātou akomanga kāore i te rawaka ngā momo rauemi whai take kia tutuki ai ō mātou matea ako.	I tō mātou akomanga he rawaka ngā momo rauemi hangarau whai take kia tutuki ai ētahi o ō mātou matea ako.	I tō mātou akomanga he pai ngā momo rauemi hangarau kia tutuki ai ō mātou matea ako i ētahi wāhanga ako.	I tō mātou akomanga he pai ngā momo rauemi hangarau kia tutuki ai ō mātou matea ako i te nuinga o ngā wāhanga ako.	TE RAWAKA: I tō mātou akomanga he autāia ngā momo rauemi hangarau kia tutuki ai ō mātou matea ako i te katoa o ngā wāhanga ako.
	Ākongā view <i>(Personal)</i>	In my classroom there is not enough useful technology to meet our learning needs.	In my classroom there is enough useful technology to meet some of our learning needs.	In my classroom there is enough useful technology to meet most of the learning needs and in some learning areas.	In my classroom there is enough useful technology to meet all of the learning needs and across most learning areas.	SUFFICIENCY: In my classroom there is enough useful technology to meet all of the learning needs and across all learning areas.
Horopū	I tō mātou kura... <i>(Tā te pouako)</i>	I tō mātou kura, he hārakiraki te hangarau.	I tō mātou kura, he āhua horopū te hangarau.	I tō mātou kura, he horopū te hangarau i te nuinga o te wā.	I tō mātou kura, he horopū te hangarau i ngā wā katoa.	HOROPŪ: I tō mātou kura, he torokaha, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
	<i>tirohanga</i>)					
Reliability	Staff view <i>(Kura)</i>	In our school technology is unreliable.	In our school technology is sometimes reliable.	In our school technology is usually reliable.	In our school technology is always reliable.	RELIABILITY: In our school technology is robust, reliable and adaptable to the learning needs of all.
	I roto i taku akomanga/tūranga... <i>(Tā te pouako tirohanga ake)</i>	I roto i taku akomanga/tūranga, he hārakiraki te hangarau.	I roto i taku akomanga/tūranga, he āhua horopū te hangarau.	I roto i taku akomanga/tūranga, he horopū te hangarau i te nuinga o te wā.	I roto i taku akomanga/tūranga, he horopū te hangarau i ngā wā katoa.	HOROPŪ: I roto i taku akomanga/tūranga, he torokaha, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea.
	Staff view <i>(Personal)</i>	In my classroom/role technology is unreliable.	In my classroom/role technology is sometimes reliable.	In my classroom/role technology is usually reliable.	In my classroom/role technology is always reliable.	RELIABILITY: In my classroom/role technology is robust, reliable and adaptable to the learning needs of all.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	I tō mātou kura, he hārakiraki te hangarau e wātea ana mō te ako.	I tō mātou kura, he horopū te hangarau e wātea ana mō te ako i ētahi wā.	I tō mātou kura, he horopū te hangarau e wātea ana mō te ako i te nuinga o te wā.	I tō mātou kura, he horopū ake nei te hangarau e wātea ana mō te ako i ngā wā katoa.	HOROPŪ: I tō mātou kura, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea.
	Whānau view <i>(Kura)</i>	In our school the technology available for learning is unreliable.	In our school the technology available for learning is sometimes reliable.	In our school the technology available for learning is usually reliable.	In our school the technology available for learning is always reliable.	RELIABILITY: In our school the technology available for learning is always reliable and adaptable to the learning needs of all.
	I tō mātou kura... <i>(Tā te whānau tirohanga ake)</i>	He hārakiraki te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū i ētahi wā te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū i te nuinga o te wā te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū te hangarau e wātea ana ki ā mātou tamariki mō te ako i ngā wā katoa.	HOROPŪ: He horopū, he pīngore hoki ki ngā matea ako o te marea te hangarau e wātea ana ki ā mātou tamariki mō te ako.
	Whānau view <i>(Personal)</i>	The technology available to our child/children for their learning is unreliable.	The technology available to our child/children and their learning is	The technology available to our child/children and their learning is usually	The technology available to our child/children and their learning is always	RELIABILITY: The technology available to our child/children and their learning is reliable and

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
			sometimes reliable.	reliable.	reliable.	adaptable to the learning needs of all.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	I tō matou kura, he hārakiraki te hangarau.	I tō matou kura, he horopū te hangarau i ētahi wā.	I tō matou kura, he horopū te hangarau i te nuinga o te wā.	I tō matou kura, he horopū te hangarau i ngā wā katoa.	HOROPŪ: I tō matou kura, he horopū te hangarau, ā, he tautoko i ngā matea ako mānahanaha.
	Ākongā view <i>(Kura)</i>	In our school the technology is unreliable.	In our school the technology is sometimes reliable.	In our school the technology is usually reliable.	In our school the technology is always reliable.	RELIABILITY: In our school the technology is reliable and supports a range of learning needs.
	I tō mātou akomanga... <i>(Tā te ākongā tirohanga ake)</i>	I tō matou akomanga, he hārakiraki te hangarau.	I tō matou akomanga, he horopū te hangarau i ētahi wā.	I tō matou akomanga, he horopū te hangarau i te nuinga o te wā.	I tō matou akomanga, he horopū te hangarau i ngā wā katoa.	HOROPŪ: I tō matou akomanga, he horopū te hangarau, ā, he tautoko i ngā matea ako mānahanaha.
	Ākongā view <i>(Personal)</i>	In our classroom the technology is unreliable.	In our classroom the technology is sometimes reliable.	In our classroom the technology is usually reliable.	In our classroom the technology is always reliable.	RELIABILITY: In our classroom the technology is reliable and supports a range of learning needs.
Te taha whakahaere	I tō mātou kura... <i>(Tā te pouako tirohanga)</i>	I tō mātou kura, ko te pepa te tūāpapa o ngā hangarau mō ngā mahi whakahaere.	I tō mātou kura, whakamahia ai ngā hangarau mō ētahi mahi whakahaere.	I tō mātou kura, ko tā te whakamahinga hangarau he whakapakari, he whakahohoro i ngā mahi whakahaere.	I tō mātou kura, ko te whakamahinga hangarau mō ngā mahi whakahaere he whai kupenga, he pai te whakahaere, ā, e taea ana te whakapā atu i wāhi kē. Waihoki e toro ana ōna kawekawe ki roto ki te ako, ki te pūrongo, me te whakawhiti kōrero ki ngā whānau hoki.	TE TAHA WHAKAHAERE: I tō mātou kura, e toua ana te whakamahinga hangarau mō ngā mahi whakahaere ki roto ki te whānuitanga o te kura, ki tua hoki o te kura. Ka mutu he kaha tautoko tāna i te marautanga. Ka arotakea ā-pūnahatia, ā, ka panoni e ai ki ngā matea e kukuwha atu nei.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Administration	Staff view <i>(Kura)</i>	In our school the use of technologies for administration is largely paper-based.	In our school technologies are used for some administrative tasks.	In our school the use of technologies for administration is making it more effective and efficient.	In our school the use of technologies for administration is networked, available off-site, well managed and has some integration into learning, communication with families and reporting.	ADMINISTRATION: In our school the use of technologies for administration is embedded across and beyond the school and fully supports the curriculum. It is systematically reviewed and adapts to evolving needs.
	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	He whāiti tonu taku whakamahinga hangarau mō ngā mahi whakahaere me ngā take whakawhiti kōrero. Ko te pepa te tūāpapa o ngā mahi whakahaere.	Whakamahi ai au i ētahi hangarau mō ētahi mahi whakahaere, whakawhiti kōrero hoki.	Whakamahi ai au i ētahi hangarau mō ētahi mahi whakahaere, whakawhiti kōrero huhua.	He rite tonu taku whakamahi hangarau huhua mō ngā mahi whakahaere, whakawhiti kōrero hoki. Ko taku pānga atu he whai kupenga, he pai te whakahaeretia pai, ā, e taea ana te whakapā atu i wāhi kē.	TE TAHA WHAKAHAERE: Whakamahi ai au i ngā hangarau katoa mō te whānuitanga o ngā mahi whakahaere, mō te whakawhiti kōrero ki ngā hoamahi, ki te hāpori whānui hoki. Kua ū tēnei hanga hei wāhi tūmau o aku mahi. Arotake ai au, tīni ai au i te whakamahinga i runga anō i te panonitanga o aku matea.
	Staff view <i>(Personal)</i>	I use technologies for administrative and communication purposes in limited ways. Administration is largely paper-based.	I use some technologies for some administration and communication tasks.	I routinely use different technologies for many administration and communication tasks.	I routinely use a range of technologies for administration and communication purposes. My access is networked, available off-site, and is well managed.	ADMINISTRATION: I use all technologies for a wide range of administrative purposes and for communicating with colleagues and community as an embedded part of my practice. I review and adapt their use as my needs change.
Te haumarū me te whakahaere mōreareatanga	I tō mātou kura... <i>(Tā ngā pouako tirohanga)</i>	I tō mātou kura kāore i āta whakaarohia te taiao haumarū ako-e.	I tō mātou kura, e tūhuraina ana ngā momo hōtaka ako-e, ngā momo pūnaha me ngā pūmanawa e haumarū ai te taiao ako.	I tō mātou kura, e aromatawaitia ana ngā momo hōtaka ako-e, ngā momo punaha me ngā pūmanawa e haumarū ai te taiao ako.	I tō mātou kura, e kōtuituia ana ngā momo hōtaka ako-e ngā momo punaha, me ngā pūmanawa e haumarū ai te taiao ako.	TE HAUMARU: I tō mātou kura, e pai rawa atu ana ngā momo hōtaka ako-e me ngā haumarutanga kia pai ai te toro a ngā ākongā i te taiao ako.

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Safety and risk management	Staff view <i>(Kura)</i>	In our school little or no consideration is given to creating a safe e-learning environment.	In our school we are investigating e-learning programmes, systems and software to maintain a safe learning environment.	In our school we are trialling e-learning programmes, systems and software to maintain a safe learning environment.	In our school e-learning programmes, systems and software are in place to maintain a safe learning environment.	SAFETY: Our e-learning systems are suitably robust to ensure our students can enjoy a safe learning environment.
	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	I tōku akomanga me taku tūranga, karekau au i te mōhio ki ngā momo hōtaka, ki ngā pūnaha me ngā pūmanawa e haumarau ai te taiao ako-e.	I tōku akomanga me taku tūranga, e mōhio ana ahau ki ētahi hōtaka, ki ētahi pūnaha me ētahi pūmanawa e haumarau ai te taiao ako-e.	I tōku akomanga me taku tūranga, e aromatawai ana au i ētahi hōtaka, i ētahi pūnaha me ētahi pūmanawa kia haumarau ai te taiao ako-e.	I tōku akomanga me taku tūranga, e mārama ana, e whakamahi ana hoki au i ētahi hōtaka, i ētahi pūnaha me ētahi pūmanawa kia haumarau ai te taiao ako-e.	TE HAUMARU (Taku tūranga): Ko ngā hōtaka, ngā pūnaha me ngā pūmanawa e whakamahi nei au i taku akomanga hei whakaū i te taiao ako-e haumarau mō aku ākongā.
	Staff view <i>(Personal)</i>	I know nothing about programmes, systems or software to maintain a safe e-learning environment in my classroom/role.	I am aware of some programmes, systems and software to maintain a safe e-learning environment in my classroom/role, but do not have them in place.	I am trialing programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	I understand and use programmes, systems and software to maintain a safe e-learning environment in my classroom/role.	SAFETY (My role): The programmes, systems and software I use in my classroom ensure a safe e-learning environment for my students.
	I tō mātou kura... <i>(Tā te whānau tirohanga)</i>	I tō mātou kura, kāore au i te mōhio ki ngā tukanga haumarau ā-ipurangi e haumarau ai te taiao ako-e mā ngā ākongā.	I tō mātou kura, e mōhio ana au e tūhura ana te kura i ngā tukanga haumarau ā-ipurangi haumarau ai te taiao ako-e mō ā tātou ākongā.	I tō mātou kura, e mōhio ana au e aromatawai ana te kura i ngā tukanga haumarau ā-ipurangi kia haumarau ai te taiao ako-e mō ā tātou ākongā.	I tō mātou kura, mōhio ana au e rite pai ana ngā tukanga kia haumarau ai te taiao ako-e mō ā tātou ākongā.	TE HAUMARU: I tō mātou kura, e mahitahi ana te kura me mātou kia haumarau ai te taiao ako, ina mahi ngā ākongā ki te hangarau.
	Whānau view <i>(Kura)</i>	In our school I am not aware of any safety measures across the school that ensures a safe e-learning environment for	In our school I am aware that the school is investigating safety measures across the school that ensures a safe e-	In our school I am aware that the school is trialling safety measures across the school that ensures a safe e-learning	In our school I know that the school has systems in place safety measures across the school that ensures a safe e-learning	SAFETY: The school works with us to make sure it maintains safe learning environments when ākongā are working with technologies.

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		the students.	learning environment for the students.	environment for the students.	environment for the students.	
	I te akomanga o taku tamaiti/aku tamariki... <i>(Tā te whānau tirohanga ake)</i>	I te akomanga o taku tamaiti/aku tamariki kāore au i te mōhio mēnā he taiao ako-e haumaruru te akomanga.	I te akomanga o taku tamaiti/aku tamariki, e mōhio ana au e tūhura ana rātou i ngā taiao ako haumaruru.	I te akomanga o taku tamaiti/aku tamariki, e mōhio ana au e aromatawai ana rātou i ngā taiao ako haumaruru.	I te akomanga o taku tamaiti/o aku tamariki, e mōhio ana au he pūnaha o rātou kia noho haumaruru te taiao ako.	TE HAUMARU: I te akomanga o taku tamaiti/aku tamariki, e mahitahi ana te kaiako me mātou kia haumaruru ai te akomanga hei taiao ako haumaruru, ina mahi/tuihono ā mātou tamariki me ngā hangarau.
	Whānau view <i>(Personal)</i>	In our child's classroom, I am not aware if the classroom is a safe learning environment	In our child's classroom, I am aware that they are investigating safe learning environments.	In our child's classroom, I am aware that they are trialing safe learning environments.	In our child's classroom, I am aware that they have systems in place to ensure safe learning environments.	SAFETY: The teacher works with us to make sure the classroom is a safe learning environment when my child is working with technologies/ on the internet.
	I tō mātou kura... <i>(Tā te ākongā tirohanga)</i>	I tō mātou kura, kāore au i te mōhio mēnā kua whakaritea ā mātou rorohiko kia haumaruru mātou i ngā wā katoa.	I tō mātou kura, e tūhura ana rātou me pēhea te whakarite i ngā rorohiko kia haumaruru mātou i ngā wā katoa.	I tō mātou kura, e aromatawai ana rātou me pēhea te whakarite i ngā rorohiko kia haumaruru mātou i ngā wā katoa.	I tō mātou kura, kua whakaritea e rātou ngā rorohiko kia haumaruru mātou i ngā wā katoa.	TE HAUMARU: I tō mātou kura, ka mahitahi mātou me rātou kia whakaritea ngā rorohiko kia haumaruru mātou i ngā wā katoa.
	Ākongā view <i>(Kura)</i>	In our school, I don't know if our computers have been set up to keep us safe.	In our school, they are finding out how to set up the computers in ways that keep us safe.	In our school, they are trying out ways to set up the computers in ways that keep us safe.	In our school, they set up the computers in ways that keep us safe.	SAFETY: In our school, they involve us in making sure the computers are set up in ways that keep us safe.
	I tōku akomanga... <i>(Tā te ākongā tirohanga ake)</i>	I tōku akomanga, kāore au i te mōhio mēnā kua whakaritea ngā rorohiko kia haumaruru mātou i ngā wā katoa.	I tōku akomanga, e rapu ana rātou i ngā rautaki e whakaritea ai ngā rorohiko kia haumaruru mātou i ngā wā katoa.	I tōku akomanga, e aromatawai ana rātou kia whakaritea ngā rorohiko kia haumaruru mātou i ngā wā katoa.	I tōku akomanga, kua whakaritea ngā rorohiko kia haumaruru mātou i ngā wā katoa.	TE HAUMARU: I tōku akomanga, ka mahitahi tātou me rātou kia whakaritea ngā rorohiko kia haumaruru mātou i ngā wā katoa.

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	Ākonga view <i>(Personal)</i>	In my classroom, I don't know if our computers have been set up to keep us safe.	In my classroom, they are finding out how to set up the computers in ways that keep us safe.	In my classroom, they are trying out ways to set up the computers in ways that keep us safe.	In my classroom, they set up the computers in ways that keep us safe.	SAFETY: In my classroom, they involve us in making sure the computers are set up in ways that keep us safe.
Te hoko me te tiaki	I tō mātou kura... <i>(Tā ngā pouako tirohanga)</i>	Kāore anō kia whakaritea he mahere hei arahi i te tiaki me te hoko i ngā momo rawa hangarau.	E whanake haere ana ngā mahere ārahi i te tiaki me te hoko i ngā momo rawa hangarau.	E aromatawai ana i ngā momo mahere tiaki me te hoko i ngā momo rawa hangarau.	Ko te marautanga, ko ngā matea ako te tūāpapa mō te tiaki me te hoko i ngā momo rawa hangarau, ā, he mahitahi i waenganui i ngā kaiako/kaimahi katoa.	TE HOKO ME TE TIAKI: e kaha ana te arotake a te kura i te tiaki me te hoko i ngā rawa hangarau kia noho ko ngā matea ako te tūāpapa mō te hoko.
Procurement and maintenance	Staff view <i>(Kura)</i>	In our school there is not yet a cohesive plan for effective maintenance and purchasing of technologies.	In our school plans to manage the maintenance and purchasing of technologies are under development.	In our school plans to manage the maintenance and purchasing of technologies are being trialed or are in place.	In our school plans to manage the maintenance and purchasing of technologies are based on curriculum and learning needs, and all appropriate staff are consulted.	PROCUREMENT AND MAINTENANCE: Our school regularly reviews the plan for maintenance and purchase of technologies so that it is driven by learning needs.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	Kāore i te aro i a au ngā momo tukanga mō te tiaki me te hoko i ngā momo rawa hangarau mō tōku akomanga/mō taku tūranga, kāore ōku mana mō tēnei o ngā mahi rānei.	He paku tōku mōhiohanga mō te tiaki me te hoko i ngā momo rawa hangarau. Kāore anō au kia pātaihia mō te tiaki, mō te hoko rānei i ngā rawa hangarau i roto i tōku akomanga.	He mōhiohanga ōku ki ētahi o ngā mahere tiaki, māhere hoko rawa hangarau i roto i tōku akomanga. Heoi, kāore anō tētahi kia whakawhiti kōrero mai ki au.	E whai wāhi ana ahau ki ngā mahere tiaki, hoko i ngā rawa hangarau, ā, ko te marautanga me ngā mātea ako te tūāpapa o ngā mahere nei.	TE HOKO ME TE TIAKI: e whai wāhi ana ahau ki ngā whakatauranga kōrero e pā ana ki te hoko me te tiaki i ngā rawa hangarau mō tōku akomanga/tōku tūranga, ā, ko ngā matea ako te tūāpapa mō te mahi nei.
	Staff view <i>(Personal)</i>	I know nothing about the maintenance and purchase of the e-learning technology for my classroom/role, or do not	I know little about our maintenance and purchasing plans. I have not been asked about the maintenance and	I know there are maintenance and purchasing plans in place for technology in my classroom/role but I am	I know of, and am consulted about, maintenance and purchasing plans for my classroom technology and	PROCUREMENT AND MAINTENANCE (My role): I am involved in decision-making related to maintaining and purchasing technology for my classroom/role so it is driven by

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		yet have a say in it.	purchasing of the e-learning technology for my classroom/role.	not consulted about them.	these are based on curriculum and learning needs.	learning needs.
Te tautoko hangarau	I tō mātou kura... <i>(Tā ngā pouako tirohanga)</i>	Kāore i āta tohua te haepapa mō te tiaki me te tautoko mō ngā rawa hangarau.	Mā te mātanga hangarau te tiaki me te tautoko i ngā rawa hangarau e whakarato.	Mā te mātanga hangarau te tiaki me te tautoko i ngā rawa hangarau e whakarato, he urupare i ngā tono tāna mahi.	Mā tētahi rōpū te tiaki me te tautoko i ngā rawa hangarau e whakarato e pāwawe ai, e whaitake ai, e noho ai hei wāhi o te mahere rautaki ako-e.	TE TAUTOKO HANGARAU: I tō mātou kura he mahitahi te tukanga mō te tiaki me te tautoko i ngā momo rawa hangarau kia pai ai te aro ki ngā matea o ngā tāngata katoa.
Technical support	Staff view <i>(Kura)</i>	In our school the responsibility for the maintenance and support of technologies is not yet clearly defined or assigned.	In our school the responsibility for the maintenance and support of technologies is devolved completely to technical personnel.	In our school the responsibility for the maintenance and support of technologies is mostly devolved to technical personnel who respond to short-term needs.	A collaborative group manages the technical support of technologies to ensure maintenance is timely, effective and prioritised as part of whole school strategic development.	TECH SUPPORT: Our school takes a collaborative approach to technical support of technologies so it is proactive and meets the needs of everyone in the school.
	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	I tō mātou kura, kāore au i te mōhio ko wai te tangata nāna te mahi tiaki rawa hangarau.	I tō mātou kura, me whai āwhina ahau ki ngā momo take hiko, ā, mā te mātanga hangarau ōku raru e whakatau.	I tō mātou kura, māku ētahi o ngā take e whakatau, ā, mā te mātanga hangarau ētahi ki te pōkaikaha au.	I tō mātou kura, māku te nuinga o ngā take e whakatau, ā, ka kimi āwhina ki tētahi kaimahi atu ina hiahiatia. Heoi he mōhioanga ōku hei āwhina i ētahi atu.	TE TAUTOKO HANGARAU: I tō mātou kura, ka taea e au te nuinga o ngā take te whakaoti, heoi, he mātanga hangarau e wātea ana hei tautoko i ahau, ina hiahiatia.
	Staff view <i>(Personal)</i>	I am unsure who is responsible for maintaining and supporting e-learning technologies.	I need help with many technical issues and usually call a technician.	I need help with some issues and call a technician if I can't solve it myself.	I can problem-solve most basic issues and get help from a colleague or technician if I need it. Sometimes I know enough to help others.	TECH SUPPORT (My role): I can problem-solve most technical issues, and technical support is available if I need it.