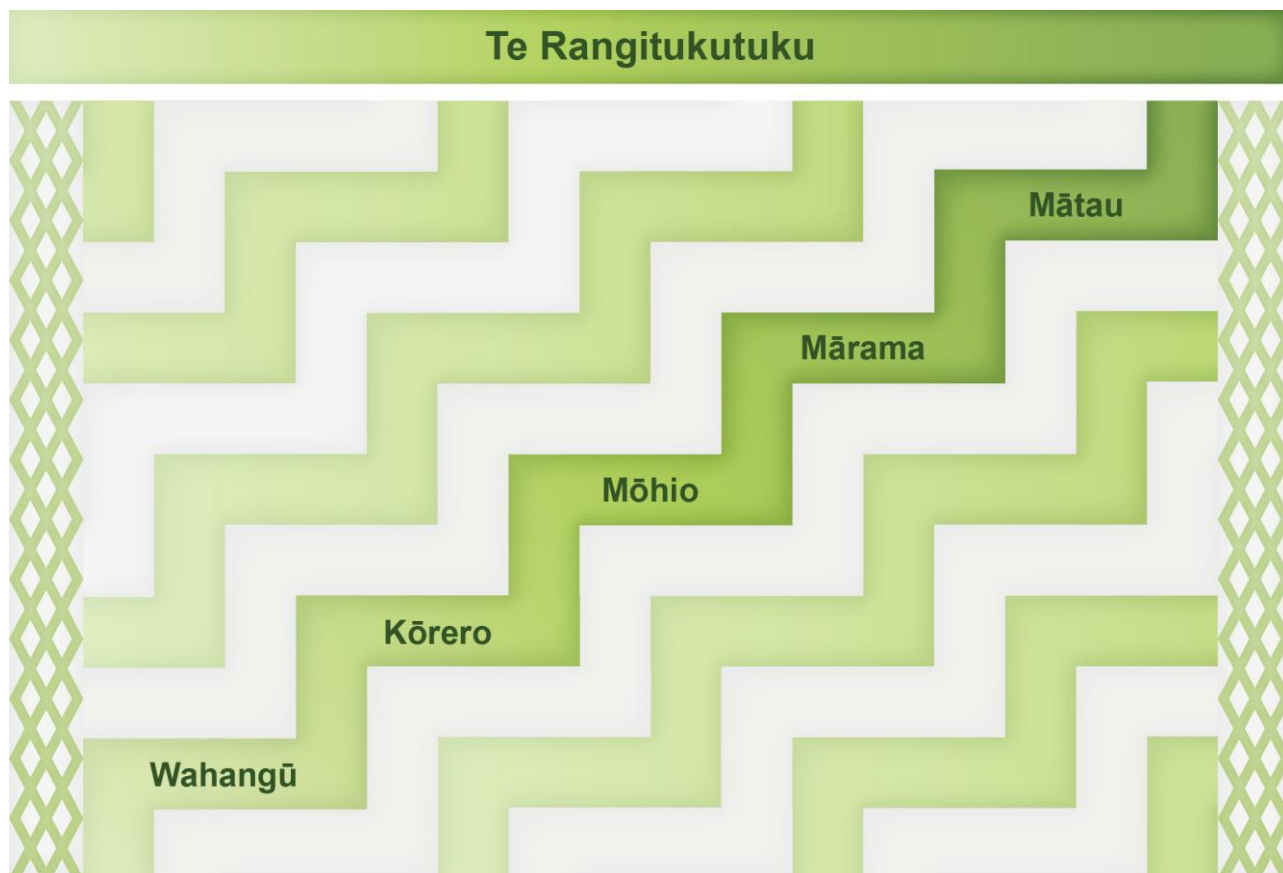


Te Rangitukutuku/Māori Medium e-Learning Planning Framework

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 o te mahinga, 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 mōhiotanga 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 mōhiotanga 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 mōhiotanga 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](https://doi.org/10.1787/9789264112995-en)

Te Rangitukutuku/Māori Medium eLearning Planning Framework

Tā te kaiako tirohanga ake

Te Taiao Ako (Beyond the Classroom)

‘He tangata ākongā 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 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.
Use of technologies to engage with whānau/iwi and hapori	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 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 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.

Te Rangitukutuku/Māori Medium eLearning Planning Framework

Tā te kaiako tirohanga ake

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Engage with whānau/iwi and community about the impact of technologies on learning, cybersafety and digital citizenship.	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.
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 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.
Digital Literacy Find ways to make technologies & DIGITAL LITERACY LEARNING available to support home-school partnerships	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.
Whakamahi hangarau ai tō mātou	I tō mātou	Kāore au i te whakamahi i ngā	Kei te torohia e au ngā huarahi whakamahi i ngā	Kei te whakamahia e au i ētahi wā ngā rawa	Kei te whakamahia ā-whakarite, ā-pokerehū	TĀ TE HAPORI: I ngā hōtaka ako kei te hātepe tonu taku

Te Rangitukutuku/Māori Medium eLearning Planning Framework

Tā te kaiako tirohanga ake

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
kura /hei tūhono ki/hei ako i ngā horopaki maha o tō mātou whaitua, o te ao whānui anō hoki	kura... <i>(Tā te pouako tirohanga ake)</i>	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.	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.	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.	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 mātou whenua, i te ao whānui puta noa.	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 wā katoa.
Our school community uses technologies to connect to/for learning, locally and globally	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.

Te Rangitukutuku/Māori Medium eLearning Planning Framework

Tā te kaiako tirohanga ake

Te Kanohi Mataara (Leadership)

'Māku e whatu, mā koutou e tātiko'

		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 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.
Consultation (Regarding Te Āhua o ā tātou ākongā and the vision of elearning in the school)	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.
Te wāhi i ngā mahi whakahaere	I roto i tōku kura... <i>(Tā te pouako</i> <i>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 āku āheinga whakahaere. Ka tū ahau hei kaihautū mō tēnei mahi.
Involvement in e-learning	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	I am included in leadership roles for e-learning. These extend beyond individuals	I am actively involved in leading e-learning strategic and action	INVOLVEMENT: My e-learning leadership abilities and capacity are consciously utilised and developed by

Te Rangitukutuku/Māori Medium eLearning Planning Framework

Tā te kaiako tirohanga ake

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
leadership			assigned, to me.	to groups/ departments/ committees.	planning processes and practice.	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 i te mārama ki 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.	He torotoru noa iho ngā 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.	I ētahi wā ka uru ahau ki ngā mahi whakahaere ako-e, koia kei te whakapakari i ngā mōhiotanga o ngā pouako ki ngā hua ka taea mā te ako-e me ngā reo matatini ā-ipurangi i waenga i ngā kaimahi.	Kei te whakatinanahia e 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.	TE ARONGA: Ko au ka noho i ngā 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.
Focus of Leadership	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 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 whakatinanahia 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.

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Tā te kaiako tirohanga ake

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
Digital Literacy plans & systems (e-Learning integrated into strategic direction and policy)	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 ake)</i>	Karekau i te mārama ki ahau me he kaiwhakahaere ako-e, me he whāinga mutunga kore rānei kia pai ake ngā whakamahinga ako-e.	He iti noa iho te wāhi ki a au i ngā mahi tūhura i ngā hua ka taea mā te ako-e.	Ko au tētahi o ngā kaiwhakahaere ako-e e whakatairanga ana i ngā hua ka taea mā te ako-e.	Ko au kei te whakatinana i te 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.	TE WHAKAHAERE AKO-e: Ko au kei te whakatinana i te 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.
Digital Literacies & e-learning Leadership	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.

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Tā te kaiako tirohanga ake

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 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 ākonga.	TE AKO-e: He mea whakamahia 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.
e-Learning within the whole school curriculum	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.
Te Uru Ipurangi me te Haumarua ā-Ipurangi	I tōku akomanga... <i>(Tā te pouako tirohanga ake)</i>	Kāore au e aro ki ngā take uru ipurangi, ki ngā take haumarua ā-ipurangi anō hoki.	Ka arohia, ka whakatauhia hoki ngā take uru ipurangi me ngā take haumarua ā-ipurangi ina puta mai.	Kei te whakaakona ngā āhuatanga uru ipurangi, me ngā take haumarua ā-ipurangi anō hoki i tētahi hōtaka whakaako motuhake, whai take hoki.	Kei te kaha te arohia, te whakatauhia hoki ngā take uru ipurangi, ngā take haumarua ā-ipurangi anō hoki i taku hōtaka whakaako.	TE URU: I tōku akomanga, he mea whakaako hātepe, whai take hoki ngā take uru ipurangi, ki ngā take haumarua ā-ipurangi anō hoki i ngā horopaki tūturu e whakatauiratia ana ngā whanonga e tika ana kia whakaatuhia e te katoa.
Digital Citizenship and Cybersafety	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.
Aromatawai	I tōku akomanga...	Ko ngā tikanga aromatawai kei te	Kei te whakamahia ngā pūnaha aromatawai ā-	Ka whai take te hangarau i ngā tikanga	Ka whai take ngā ākonga i ngā tikanga	AROMATAWAI: I tōku akomanga, ka kōtuituihia aku tikanga

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Tā te kaiako tirohanga ake

		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>	whakamahia he whakamātautau otinga, he mahi ā-pepa.	hangarau, ā-pepa anō hoki ki te kohikohi me te whakamahi i ngā rapanga ka kitea.	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.	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 punua arotake.	aromatawai ngā rauemi matihiko mō ngā tū aromatawai katoa. He maha, he kounga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
Assessment	Staff view <i>(Personal)</i>	I have assessment practices which are largely summative and paper based.	I have assessment practices for gathering and managing data which use a combination of paper and technology based systems.	I have assessment practices that include the use of technologies to collect, collate and analyse data. Some students use technology to archive and share progress of their learning.	I have assessment practices of students engaging in ongoing self and peer based reflection using digital and non digital technologies. Learners receive some feedback from a limited range of sources.	ASSESSMENT: My assessment practices which integrate 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.
Te Ekenga Taumata Mātauranga a te Ākongā	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 ākongā me tana tahuri mai ki te ako.	Kei te torohia e au ngā ara e eke ai ngā ākongā ki taumata anō mā roto mai i te ako-e.	Kei te whakamātauria e au ngā ara e eke ai ngā ākongā 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 ākongā 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 ākongā ki taumata anō me te nui o tana tahuri mai ki te ako te whāinga matua.
Student Achievement	Staff view <i>(Personal)</i>	I do not focus on e-learning as a focus for improving student	I am investigating the ways e-learning can positively impact student	I am trialling ways e-learning can positively impact student	I follow clearly defined and documented school practices to ensure my e-	STUDENT: I have a specific focus on e-learning pedagogy which I actively review and refine with improving

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Tā te kaiako tirohanga ake

		Te Wahangū <i>Unaware</i>	Kōrero <i>Exploring</i>	Mōhio <i>Trialing</i>	Mārama <i>Implementing</i>	Mātau <i>Engage/reviewing</i>
		achievement and engagement.	achievement and engagement.	achievement and engagement. I am making changes to my programme as a result.	learning pedagogy has a positive impact on student achievement and engagement.	student achievement and engagement as the primary goal.
Te whakahaere ako-e	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.
Control and choice (who manages what)	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.
Te whakatutuki i ngā matea ako o ngā ākonga	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.
Addressing the specific needs of learners	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.

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Tā te kaiako tirohanga ake

		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. Te whakatūmau	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.
e-Learning within the whole school curriculum Embeddedness	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.

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Tā te kaiako tirohanga ake

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 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.
Opportunity for e-learning Professional Learning	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.
Te whakatau tahi, te mahi tahi	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.
Collaboration/sharing	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	Kāore au e whakamahi rawa hangarau i aku	Ka whakamahi noa iho au i ngā rawa hangarau	Ka whakamahi au i ngā rawa āheinga ako-e,	Ka hātepe tonu te whakamahi i ngā	HEI TAUIRA: I aku mahi whakangungu katoa ka

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Tā te kaiako tirohanga ake

		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>	mahi whakangungu.	hōu i aku mahi whakangungu mēnā e hāngai ana ngā whakangungu ki aua hangarau.	ngā rawa hangarau ā-ipurangi rānei hei tautoko i aku mahi whakangungu.	āheinga ako-e, rawa hangarau rānei hei tautoko i aku mahi whakangungu. Kua uru atu au ki ētahi hapori whakangungu.	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 maha o ngā hapori akoranga whanake ngaio tanga.
Professional learning model	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 ngaio tanga	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 ākongā.	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 ākongā.	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 ākongā.	Kei te pai tōku māramatanga me ōku pūkenga reo matatini ā-ipurangi, ā, e āhei ana au ki te whakamahi rawa hangarau kia tutuki pai ai te nuinga o ngā matea ako o ngā ākongā.	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 ākongā.
Focus of e-learning professional learning	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.

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Tā te kaiako tirohanga ake

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 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 whakamahi 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 whakamahi 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.
Management and Control of hardware and software	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.
Te hanga, te auau hoki o te toro i ngā momo hangarau	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei ki ngā momo hangarau i roto i tōku akomanga.	I tō mātou kura he iti noa iho te wā kia toro atu mātou ko ngā ākonga ki ngā momo hangarau i roto i tōku akomanga.	I tō mātou kura he auau tā mātou toro atu ko ngā ākonga ki ngā momo hangarau i te roanga o te rā.	I tō mātou kura he auau (ki tāku e hiahia ana) te toro atu ki ngā momo hangarau mōku, mō te hunga ākonga hoki.	TE HANGA: I tō mātou kura ahakoa ko wai, ahakoa ki hea ka taea e mātou ko ngā ākonga ngā momo hangarau katoa te toro atu.
Type and frequency of access	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.
Te taiao	I tō mātou kura... <i>(Tā te pouako)</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	He pīngore taku whakamahi i ngā rawa hangarau, ā, ka whakahuihuia ngā	TE TAIAO: Ka whakamahia e au ngā rawa hangarau kia tino pīngore rawa atu te akoako hei āwhina atu i ngā matea o te

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	<i>tirohanga ake)</i>			karawhiu hei āwhina i ngā matea o te ākonga. Kua tīmata au ki te whakamahi i ngā momo rauemi me ngā taiao ako rere kē.	rauemi katoa hei tautoko atu i ngā matea ako o te ākonga.	ākonga.
Environment	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.
Te Rawaka	I tō mātou kura... <i>(Tā te pouako tirohanga ake)</i>	I tō mātou kura, he korekiko te kounga, te rahinga hoki o ngā momo rauemi hangarau o tōku akomanga mō te tautoko i ngā matea ako o ngā ākonga.	I tō mātou kura, he āhua pai te kounga, te rahinga o ngā momo rauemi hangarau o tōku akomanga mō te tautoko i ngā matea ako o ngā tamariki.	I tō mātou kura, he pai te kounga, te rahinga o ngā momo rauemi hangarau o tōku akomanga kia tutuki ai te nuinga o ngā matea ako o ngā ākonga i te nuinga o te wā.	I tō mātou kura, he autāia te kounga me te rahinga o ngā momo rauemi hangarau mō ngā matea ako o ngā ākonga i roto i te taiao hikohiko me te taiao kikokiko i te roanga o te rā, ahakoa te horopaki ako.	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 ao, i te pō. He kaha mātou ki te arotake i ēnei momo rauemi hangarau.
Sufficiency	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.

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Horopū	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.
Reliability	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.
Te taha whakahaere	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.
Administration	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 administrative 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 tōku akomanga...	I tōku akomanga me taku tūranga, karekau au i te mōhio ki ngā	I tōku akomanga me taku tūranga, e mōhio ana ahau ki ētahi	I tōku akomanga me taku tūranga, e aromatawai ana au i ētahi hōtaka, i	I tōku akomanga me taku tūranga, e mārama ana, e	TE HAUMARU (Taku tūranga): Ko ngā hōtaka, ngā pūnaha me ngā pūmanawa e whakamahi nei au i

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	<i>(Tā te pouako tirohanga ake)</i>	momo hōtaka, ki ngā pūnaha me ngā pūmanawa e haumaruru ai te taiao ako-e.	hōtaka, ki ētahi pūnaha me ētahi pūmanawa e haumaruru ai te taiao ako-e.	ētahi pūnaha me ētahi pūmanawa kia haumaruru ai te taiao ako-e.	whakamahi ana hoki au i ētahi hōtaka, i ētahi pūnaha me ētahi pūmanawa kia haumaruru ai te taiao ako-e.	taku akomanga hei whakaū i te taiao ako-e haumaruru mō aku ākongā.
Safety and risk management	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.
Te hoko me te tiaki	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 mōhiotanga 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 mōhiotanga ōku ki ētahi o ngā māhere 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 whakataua 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.
Procurement and maintenance	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 yet have a say in it.	I know little about our maintenance and purchasing plans. I have not been asked about the maintenance and purchasing of the e-learning technology for my classroom/role.	I know there are maintenance and purchasing plans in place for technology in my classroom/role but I am not consulted about them.	I know of, and am consulted about, maintenance and purchasing plans for my classroom technology and these are based on curriculum and learning needs.	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 learning needs.
Te tautoko	I tō mātou	I tō mātou kura,	I tō mātou kura, me	I tō mātou kura, māku	I tō mātou kura,	TE TAUTOKO HANGARAU: I tō

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hangarau	kura... <i>(Tā te pouako tirohanga ake)</i>	kāore au i te mōhio ko wai te tangata nāna te mahi tiaki rawa hangarau.	whāi āwhina ahau ki ngā momo take hiko, ā, mā te mātanga hangarau ōku raru e whakatau.	ētahi o ngā take e whakatau, ā, mā te mātanga hangarau ētahi ki te pōkaikaha au.	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.	mātau 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.
Technical support	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.