# Te Taiao Ako (Beyond the Classroom) ‘He tangata ākonga ki te marae tau ana’

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|  |  | **Te Wahangū**  *Unaware* | **Kōrero**  *Exploring* | **Mōhio**  *Trialing* | **Mārama**  *Implementing* | **Mātau**  *Engage/reviewing* |
| **Te whakamahi i ngā rawa hangarau hei ara whakararata i te whānau whānui o te kura** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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 haumaru ā-ipurangi me te uru ipurangi.** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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 haumaru 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 haumaru 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 haumaru 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 haumaru ā-ipurangi me te uru ipurangi. |
| **Engage with whānau/iwi and community about the impact of technologies on learning, cybersafety and digital citizenship.** | **Staff view**  *(Personal)* | 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...**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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 kura /hei tūhono ki/hei ako i ngā horopaki maha o tō mātou whaitua, o te ao whānui anō hoki** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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 whānui puta noa. | 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 whānui puta noa. | 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 whānui puta noa. | 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 mātou whenua, i te ao whānui puta noa. | **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 wā katoa. |
| **Our school community uses technologies to connect to/for learning, locally and globally** | **Staff view**  *(Personal)* | 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 regulary review these for their effectiveness. |

# Te Kanohi Mataara (Leadership) ‘Māku e whatu, mā koutou e tāniko’

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|  |  | **Te Wahangū**  *Unaware* | **Kōrero**  *Exploring* | **Mōhio**  *Trialing* | **Mārama**  *Implementing* | **Mātau**  *Engage/reviewing* |
| **Te akoako**  **(Mō te tuhinga** ***Te āhua o ā tātou ākonga*****me te****tirohanga whānui o te ako-e i roto i te kura)** | **I tōku akomanga...**  *(Tā te pouako tirohanga)* | Kāore aku mōhiotanga ki te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e. | Kei te torohia ngā āhuatanga o te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e. | Kei te whakamātauria ngā āhuatanga o te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e. | Kei te whakatinanahia ngā āhuatanga o te tuhinga *Te āhua o ā tātou ākonga* 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 *Te āhua o ā tātou ākonga* 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 ākonga* and the vision of elearning in the school)** | ***Staff view***  *(Personal*) | I am unaware of *Te āhua o ā tātou ākonga* and the elearning vision for our school. | In my classroom I am exploring *Te āhua o ā tātou ākonga* and the vision for elearning. | In my classroom I am trialing *Te āhua o ā tātou ākonga* and the vision for elearning. | In my classroom I am implementing *Te āhua o ā tātou ākonga* and the elearning vision to inform my programmes. | **CONSULTATION:** In my classroom I am fully engaged in *Te āhua o ā tātou ākonga* and the elearning vsion and effectively review my practice and programmes against it. |
| **Te wāhi i ngā mahi whakahaere** | **I roto i tōku kura…**  *(Tā te pouako tirohanga)* | 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. |
| **Involvement in**  **e-learning leadership** | **Staff view**  *(Personal)* | 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…**  *(Tā te pouako triohanga)* | 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 torutoru 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 ākonga 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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. |
| **Digital Literacy plans & systems**  **(e-Learning integrated into strategic direction and policy)** | **Staff view**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 anai 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**  *(Personal)* | 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-LEARING 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’

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|  |  | **Te Wahangū**  *Unaware* | **Kōrero**  *Exploring* | **Mōhio**  *Trialing* | **Mārama**  *Implementing* | **Mātau**  *Engage/reviewing* |
| **Te ako-e i te marau ā-kura** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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 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. |
| **e-Learning within the whole school curriculum** | **Staff view**  *(Personal)* | 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 Haumaru ā-Ipurangi** | **I tōku akomanga…**  *(Tā te pouako tirohanga ake)* | Kāore au e aro ki ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki. | Ka arohia, ka whakatauhia hoki ngā take uru ipurangi me ngā take haumaru ā-ipurangi ina puta mai. | Kei te whakaakona ngā āhuatanga uru ipurangi, me ngā take haumaru 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 haumaru 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 haumaru ā-ipurangi anō hokii ngā horopaki tūturu e whakatauiratia ana ngā whanonga e tika ana kia whakaatuhia e te katoa. |
| **Digital Citizenship and Cybersafety** | **Staff view**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 ākonga he whakamahi i ngā tū hangarau hei tiaki, hei whakaatu hoki i ōna ekenga i roto i ngā mahi ako. | Ka whai take ngā ākonga 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 kounga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha. |
| **Assessment** | **Staff view**  *(Personal)* | 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 Ākonga** | **I tōku akomanga…**  *(Tā te pouako tirohanga ake)* | 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. |
| **Student Achievement** | **Staff view**  *(Personal)* | 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. |
| **Te whakahaere ako-e** | **I tōku akomanga...**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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...**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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. |
| **Te ako-e i te marau ā-kura.**  **Te whakatūmau** | **I tō mātou kura...**  *(Tā te pouako tirohanga ake)* | 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 kōtuia e au ngā momo akoranga hangarau ki roto i tāku mahi ako. |
| **e-Learning** within **the whole school curriculum**  **Embeddedness** | **Staff view**  *(Personal)* | 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. |

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

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|  |  | **Te Wahangū**  *Unaware* | **Kōrero**  *Exploring* | **Mōhio**  *Trialing* | **Mārama**  *Implementing* | **Mātau**  *Engage/reviewing* |
| **Te whanake ngaiotanga ako-e** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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 torutoru 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 hangarau. | 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 atu au ki ētahi hapori whakangungu. | **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 maha o ngā hapori akoranga whanake ngaiotanga. |
| **Professional** **learning model** | **Staff view**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 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. |
| **Focus of e-learning professional learning** | **Staff view**  *(Personal)* | 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’*

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|  |  | **Te Wahangū**  *Unaware* | **Kōrero**  *Exploring* | **Mōhio**  *Trialing* | **Mārama**  *Implementing* | **Mātau**  Engage/reviewing |
| **Te Penapena, te whakahaere o ngā taputapu, me ngā pūmanawa rorohiko** | **I tō mātou kura…**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 ākonga. 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 whakahuihuia ngā rauemi katoa hei tautoko atu i ngā matea ako o te ākonga. | **TE TAIAO:** Ka whakamahia e au ngā rawa hangarau kia tino pīngore rawa atu te akoako hei āwhina atu i ngā matea o te ākonga. |
| **Environment** | **Staff view**  *(Personal)* | 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...**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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. |
| **Horopū** | **I roto i taku akomanga/tūranga…**  *(Tā te pouako tirohanga ake)* | 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**  *(Personal)* | 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…**  *(Tā te pouako tirohanga ake)* | 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 hapori 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**  *(Personal)* | 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 haumaru me te whakahaere mōreareatanga** | **I tōku akomanga...**  *(Tā te pouako tirohanga ake)* | I tōku akomanga me taku tūranga, karekau au i te mōhio ki ngā momo hōtaka, ki ngā pūnaha me ngā pūmanawa e haumaru 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 haumaru 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 haumaru 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 haumaru 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 haumaru mō aku ākonga. |
| **Safety and risk management** | **Staff view**  *(Personal)* | 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...**  *(Tā te pouako tirohanga ake)* | 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 whakatau kōrero e pā ana ki te hoko me te tiaki i ngā rawa hangarau mo tōku akomanga/tōku tūranga, ā, ko ngā matea ako te tūāpapa mō te mahi nei. |
| **Procurement and maintenance** | **Staff view**  *(Personal)* | 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 hangarau** | **I tō mātou kura...**  *(Tā te pouako tirohanga ake)* | 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 mōhiotanga 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. |
| **Technical support** | **Staff view**  *(Personal)* | 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. |