# 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.
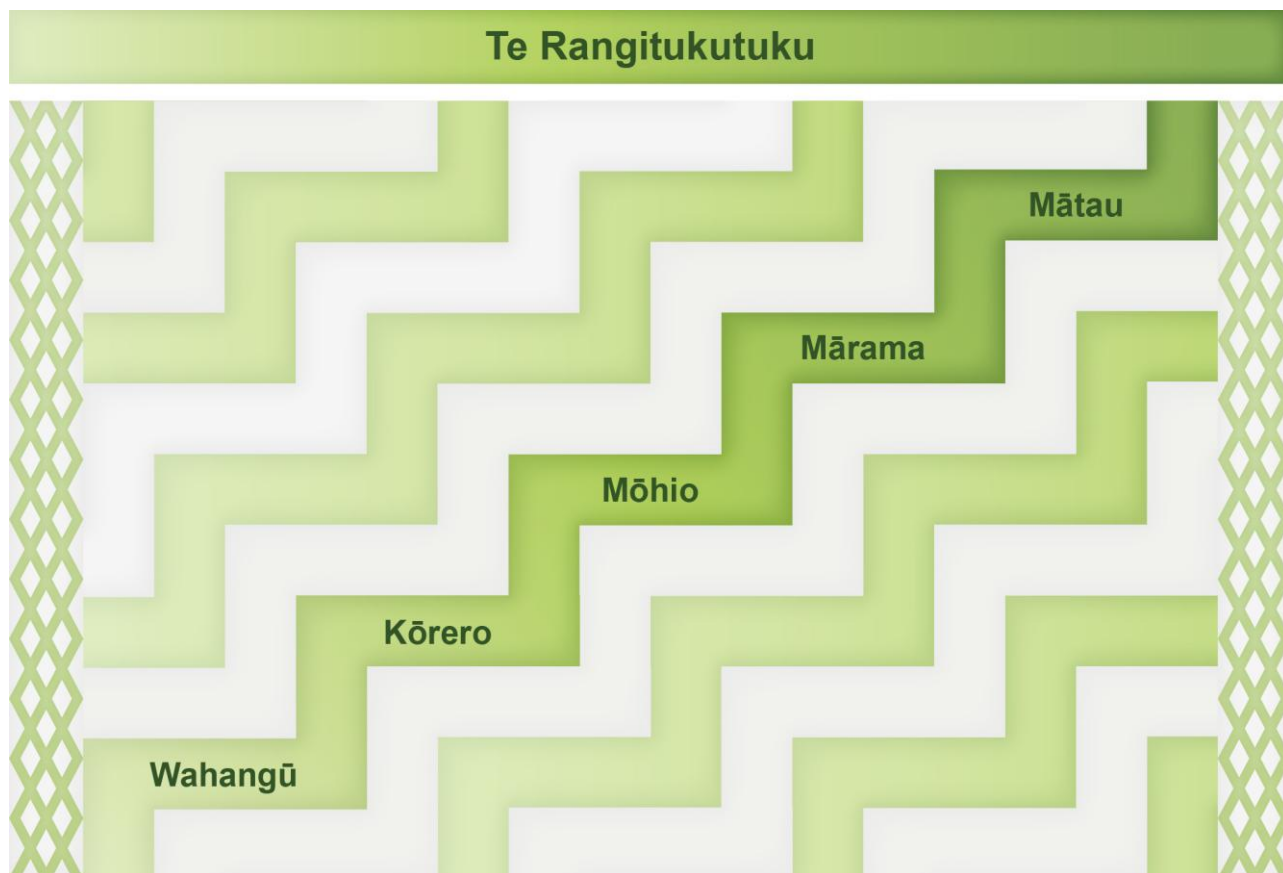
Ngā Nekenekehanga

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	Kōrero	Mōhio	Mārama	Mātau
E ngū ana a waha, kāore te kaupapa e kōrerohia ana.	E kōrerohia ana te kaupapa. Kua tīmata ngā wānanga, ngā whakawhitinga korero.	Kei te mōhio te kaupapa. Kei te mahia ētahi mahi. Kei te rangahau tonu ētahi āhuatanga kia tino mārama ai.	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.	Kātahi te hunga mātā tau ko tēnei. Anō nei, kua eke te kounga o te kaupapa, mahi rānei.
KURA WHĀNUI: Me āta whakarite he mahinga e whakamaheretia ai, e pāhekoheko ai te ako-e ki roto ki te kura whānui. **KAIAKO:** Me whakawhānui te mōhiotia 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 mōhiotanga, 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 hapori, 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 hapori, 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, hapori 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, hapori. 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 ākonga.	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 ākonga kit e ako i te ao, i te pō.
Whanake Ngaiotanga	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 ngaiotanga he whakawhānui, he whakahōhonu hoki i te mōhiotanga mō ngā hangarau mōhiohio me te reo matatini ā-ipurangi.	E kaha haere ana te aronga o te whanake ngaiotanga kit e reo matatini ā-ipurangi me te whakamahinga hangarau mōhiohio mō te ako te take.	Ko tā te whanake ngaiotanga he tūhura i ngā mahi whakahauhau i ngā akoranga e takea ana i ngā raraunga pēnei i te reo matatini ā-ipurangi me te whakamahi i ngā hangarau mōhiohio e tōtika ana.	E hanumi ana, e ukauka ana, e rauroha ana te whanake ngaiotanga i te akoranga e arotahi ana ki te ākonga 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 tūhurahia 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.

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[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). http://dx.doi.org/10.1787/9789264112995-en*

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

		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)*	Kāore mātou e whakamahi rawa hangarau ana ki te whakawhiti kōrero ki te whānau, ngā hapū, ngā iwi me ngā hapori o te kura.	E rangahautia ana ngā akoranga ako-e e wātea ana ki ngā whānau me ngā āhuatanga ka taea i te kāinga.	E whakamātauria ana ngā momo rawa hangarau hei ara matapaki, hei ara mahi tahi, akoako hoki ki te whānau.	Kua whakatauhia ko ēhea ngā momo rawa hangarau e tau ana kia pai ai te whakawhiti kōrero, te mahi tahi me te whānau ki te mahi.	**TE WHAKAMAHI HANGARAU:** I tō mātou kura e kaha whakamahia ana ngā momo rawa hangarau kia pai ai te akoako, te mahi tahi me te whakawhiti kōrero ki te whānau whānui o te kura.
Use of technologies to engage with whānau/iwi and hapori	**Staff view** *(Kura)*	In our school we do not use technologies to engage with whānau, hapū, iwi and hapori.	In our school we are investigating opportunities with whānau about eLearning and possibilities within the home.	In our school we have selected and are trialing technologies as a medium of engaging, sharing and consulting with whānau.	Our school have decided on a number of technologies that 'work' for us and our whānau as effective tools of communication, sharing and engagement.	**USE OF TECHNOLOGIES:** In our school we regularly use a variety of technologies to engage, share and consult with whānau, hapū, iwi, and hapori.
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)*	Kāore anō mātou kia whakawhiti kōrero me te whānau, te hapū, te iwi me te hapori o te kura mō te pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumaru ā-ipurangi me te uru ipurangi.	Kei te rapu ara e whakawhiti kōrero ai mātou ko te whānau, te hapū, te iwi me te hapori o te kura mō ngā pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumaru ā-ipurangi me te uru ipurangi.	Kei te whakawhiti kōrero pū mātou ko te whānau mō ngā pānga o ngā rawa hangarau pēnei i ngā take whai wāhi nui, arā, te haumaru ā-ipurangi me te uru ipurangi.	Kua whakaritea tētahi tukanga whakawhiti kōrero, tukanga mahi hoki ki te whānau mō te pānga o te haumaru ā-ipurangi me te uru ipurangi.	**TE PĀNGA O NGĀ HANGARAU:** I tō mātou kura kua whakahouhia ngā tukanga akoako me te whānau mō te pānga o te haumaru ā-ipurangi me te uru ipurangi.
Engage with whānau/iwi and	**Staff view**	In our school we have not engaged with whānau,	In our school we are investigating	In our school we are deliberately engaging	In our school we have established process of	**IMPACT OF TECHNOLOGIES:** In our school we have refined our

		Te Wahangū *Unaware*	**Kōrero** *Exploring*	**Mōhio** *Trialing*	**Mārama** *Implementing*	**Mātau** *Engage/reviewing*
community about the impact of technologies on learning, cybersafety and digital citizenship.	*(Kura)*	hapū, iwi and hapori about the impact of technologies, particularly digital citizenship and cybersafety.	opportunities to engage whānau in dialogue about the impact of technologies on learning, cyber safety and digital citizenship.	with whānau about the impact of technologies on learning, cyber safety and digital citizenship.	communication and working with whānau about the impact of technologies on learning, cybersafety and digital citizenship.	engagement processes and regularly engage with whānau about the impact of technologies on learning, particularly digital citizenship and cybersafety.
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)*	Kāore mātou e whakawātea ana i ngā rawa hangarau me te akoranga reo matatini ki te hapori.	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau me te akoranga reo matatini ā-ipurangi ki te hapori.	**TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA:** I tō mātou kura, kei te arotakengia te wātea o ngā rawa hangarau o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
Digital Literacy **Find ways to make technologies & DIGITAL LITERACY LEARNING available to support home-school partnerships**	**Staff view** *(Kura)*	In our school we do not make technologies and digital literacy learning available for our school community.	In our school we are identifying opportunities to make technologies and digital literacy learning available for our school community.	In our school we are trialling ways to make technologies and digital literacy learning available for our school community.	In our school we have established ways to make technologies and digital literacy learning available for our school community.	**SUPPORTING HOME-SCHOOL PARTNERSHIPS:** In our school we review the way technologies and digital literacy learning is made available for our school community, focussing on their effectiveness and impact on learning.
Whakamahi hangarau ai tō mātou kura /hei tūhono ki/hei ako i ngā horopaki maha	**I tō mātou kura…** *(Tā te pouako*	Kāore mātou i te whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te	Kei te tautuhitia ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te	I roto i ngā hōtaka ako kei te whakamātauhia ngā huarahi whakamahi i ngā rawa hangarau ki	I roto i ngā hōtaka ako kei te hātepe te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki	**TĀ TE HAPORI:** I tō mātou kura, i roto i ngā hōtaka ako kei te hātepe tonu te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
o tō mātou whaitua, o te ao whānui anō hoki	*tirohanga)*	ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa.	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.	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.	ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. Arotakengia ai tōna whai take i ngā wā katoa.
Our school community uses technologies to connect to/for learning, locally and globally	**Staff view** *(Kura)*	In our school we do not use technologies to make connections (locally, nationally, internationally) for learning purposes.	In our school we are identifying ways to use technologies to make connections (locally, nationally, internationally) for learning purposes.	In our school we are trialling ways to use technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes.	In our school we routinely use technologies to make connections (locally, nationally, internationally) as a planned part of our learning programmes.	**OUR SCHOOL COMMUNITY:** In our school we routinely use technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes. This is regularly reviewed for its effectiveness.

Te Kanohi Mataara (Leadership)　　　'Māku e whatu, mā koutou e tāniko'

		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 tō mātou kura...** *(Tā te kura tirohanga)*	Kāore mātou i whai wāhi ki ngā mahi waihanga i te tuhinga o *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e.	Kua tīmata mātou ki te waihanga i te *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e.	Kei te whakamātauria ngā āhuatanga o tā mātou i tuhi ai mo *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e.	Kei te kaha te arohia o ngā uara o te *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e hei taunaki i ngā mahi ako.	**TE AKOAKO:** I tō mātou kura, kei te pakari te noho o te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e, hei tūāpapa mō te arotake i ā mātou hōtaka ako, i ā mātou rautaki ako hoki.
Consultation **(Regarding *Te Āhua o ā tātou ākonga* and the vision of elearning in the school)**	**Staff view** *(Kura)*	In our school we have not been part of the development of *Te āhua o ā tātou ākonga* nor a vision for elearning.	In our school we are beginning to develop *Te āhua o ā tātou ākonga* and a vision for elearning.	In our school we are trialing *Te āhua o ā tātou ākonga* and the vision for elearning.	In our school we have *Te āhua o ā tātou ākonga* and a vision for elearning that clearly informs teaching and learning programmes.	**CONSULTATION:** In our school we have a well-established *Te āhua o ā tātou ākonga* and elearning vision that is used to effectively review our programmes and practice.
Te wāhi i ngā mahi whakahaere	**I tō mātou kura...** *(Tā ngā pouako puta noa)*	Kāore te ako-e i te hiahiatia, i te arohia rānei e ngā pouako. Kei te pīkoretia hoki ngā whanaketanga taha whakahaere o te ako-e.	Ko ētahi tūranga whakahaere ako-e matua kua whai tangata whakahaere. Kei te whakatutukihia hoki ētahi āhuatanga o aua tūranga.	Kua whanake haere ngā āhuatanga ki ngā tūranga whakahaere ako-e i te tūranga takitahi ki ngā tūranga ā-rōpū, ki ngā wāhanga whakahaere o te kura, ki ngā ohu mahi anō hoki.	Kei te mahi nui ngā kaihautū kia whai wāhi te tōnuitanga o ngā kaimahi ki ngā mahi whakarite rautaki, whakamahere mahi ako-e hoki.	**TE WHAI WĀHI:** I tō mātou kura kei te mahi nui ngā kaiwhakahaere kia whanake tōna pakaritanga ka tahi, kia whai wāhi hoki ngā pouako ki ngā mahi whakarite rautaki, ki te whakamahere mahi ako-e hoki.
Involvement in e-learning leadership	**Staff view** *(Kura)*	In our school our staffs are not involved or are disengaged from e-learning. The building of e-learning leadership capacity is ignored.	In our school some specific individual leadership roles are assigned and undertaken for e-learning.	In our school there are leadership roles for e-learning which extend beyond individuals to groups/ departments/ committees.	In our school, leadership ensures that a wide range of staff are actively involved in e-learning strategic and action planning processes.	**INVOLVEMENT:** In our school, leadership deliberately builds capacity and ensures that the whole staff actively contributes to the revision of strategic and action planning for e-learning.
Te aronga o te	**I tō mātou**	Karekau ngā	Kei te arotakengia e	Kei te whakahaerehia te	Kei te kaha te tautoko i	**TE ARONGA:** I tō mātou kura kei

Tā te kura

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
whakahaere	**kura…** *(Tā te pouako tirohanga)*	kaiwhakahaere ako-e mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e me ngā reo matatini ā-ipurangi.	ngā kaiwhakahaere ngā painga o te ako-e me te aro nui anō ki ngā hangarau me ngā reo matatini ā-ipurangi.	ako-e me ngā reo matatini ā-ipurangi i ētahi wā e ngā kaiwhakahaere hei whakarāwai i ngā mahi ako. Nā konei kua puta ētahi hua.	ngā ākonga me ngā pouako i ngā mahi ako-e me ngā reo matatini ā-ipurangi e ngā kaiwhakahaere. Kei te tino kitea ngā hua pai o tēnei mahi.	te tino kaha te tautoko o ngā pouako e ngā kaiwhakahaere. He mutunga kore te āhua o te arotake i ngā rautaki whakaako me ngā kaupapa here ako-e, reo matatini ā-ipurangi anō hoki.
Focus of Leadership	**Staff view** *(Kura)*	In our school leadership does not actively lead, mentor or support staff in e-learning and digital literacies.	In our school the leadership is exploring the potential of e-learning, with a focus on technologies and digital literacies.	In our school the leadership is sometimes leading e-learning and digital literacies to enhance learning. There is some change as a result.	In our school the leadership is always mentoring and supporting staff/students in e-learning and digital literacies. There is significant change as a result.	**FOCUS:** In our school the leadership is always leading, mentoring and supporting staff. Our school is always engaged in effective ongoing review of e-learning and digital literacies practices & policies.
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)*	Kāore o mātou kaupapa here kōtuitui i te ako-e ki ā mātou mahere ako.	Kei te whanakehia ngā kaupapa here ako-e kia hāngai ki tā mātou i whakarautaki ai.	Kei te whakamātauria ngā huarahi ako e kōtuituingia ai te ako-e mā roto mai i te whakatinanatanga o ngā kaupapa here i ā mātou mahi whakaako.	Kei te whakatinanahia tētahi huarahi kōtuitui i te ako-e e hāngai ana ki ngā kaupapa here ka tahi, ka rua ki tā mātou hoki i whakarautaki ai.	**NGĀ MAHERE AKO-e:** I tō mātou kura, he Māori noa te kōtuinga o te ako-e ki ā mātou mahi, me te hāngai hoki ki tā mātou i whakarautaki ai mō te ahu whakamua me ā mātou kaupapa here hoki.
Digital Literacy plans & systems **(e-Learning integrated into strategic direction and policy)**	**Staff view** *(Kura)*	In our school we do not have any policies for the integration of e-learning in our learning programmes.	In our school we are developing policies for e-learning that align with our strategic direction.	In our school we are trialing an integrated learning approach to e-learning through the implementation of policies in classroom practice.	In our school we are implementing an integrated learning approach to e-learning that aligns with the policies and strategic direction of our school.	**e-LEARNING PLANS:** In our school we have a fully integrated approach to e-learning being implemented so that it aligns with our strategic direction and policies.
Te whakahaere	**I tō mātou**	Karekau ngā kaiwhakahaere ako-e	Kei te torohia e ngā kaiwhakahaere ngā hua	Kei te kaha te ārahi a ngā kaiwhakahaere i ngā	Kei te kaha te ārahi a ngā kaiwhakahaere me te	**TE WHAKAHAERE AKO-e:** I tō mātou kura, kei te kaha te

Tā te kura

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
ako-e	**kura…** *(Tā te pouako tirohanga)*	mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e.	ka taea mā te ako-e.	mahi ako-e e hāngai ana ki ngā marautanga, ā, he hua pai te otinga atu.	tautoko i ngā pouako me ngā ākonga i ngā mahi ako-e, ā, he hua pai te otinga atu.	whakahaere, a ngā kaiwhakahaere ako-e ki te ārahi me te tautoko i ngā pouako. Kei te arotake hoki i ngā whakamahinga ako-e.
Digital Literacies & e-learning Leadership	**Staff view** *(Kura)*	In our school leadership does not actively lead, mentor or support staff in e-learning.	In our school leadership is investigating the potential of e-learning.	In our school leadership is actively leading curriculum focused e-learning, resulting in improvements.	In our school leadership is actively mentoring and supporting staff/students in e-learning resulting in significant change.	**e-LEARNING LEADERSHIP:** In our school leadership is actively leading, mentoring and supporting staff, including ongoing review of e-learning practices.

Tā te kura

Te Ako (Learning and Teaching) 'Ko te mokopuna/ākonga te pūtake o te mātauranga'

		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)*	Me uaua ka whakamaheretia, ka whakamahia rānei te hangarau i ngā akomanga.	Kei te whakamahia ngā hangarau i ētahi wā. Kei te kitea i ngā mahi whakamahere a te pouako heoi anō ngā mahi whakaako.	Kei te whakamahia ngā hangarau, ā, kei te mārama te kitea i ngā mahi, ngā tūhonotanga o ngā mahi whakamahere ki ngā mahi whakaako.	He mea whakamahere, he mea whakamahi hoki ngā hangarau i ngā wā katoa.	**TE AKO-e:** I tō mātou kura, he mea whakamahi ngā hangarau i ngā mahi whakaako, i ngā mahi ako hoki kia whai take. E whakaatu ana ēnei whakamahinga i te autaia o ngā mahi whakamahere o te kura whānui, o ngā manga o te kura, o ngā pouako anō hoki.
e-Learning within the whole school curriculum	**Staff view** *(Kura)*	In our school technology is rarely planned for or used in classrooms.	In our school technology is sometimes used. It is evident in individual teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is always embedded in planning and practice.	**e-LEARNING:** In our school technology is embedded in effective teaching and learning and in ways that reflect whole school, syndicate/departmental and teacher planning.
Te Uru Ipurangi me te Haumaru ā-Ipurangi	**I tō mātou kura…** *(Tā te pouako tirohanga)*	Kāore ngā take uru ipurangi, ngā take haumaru ā-ipurangi hoki i te arohia.	Ka arohia, ka whakatauhia hoki ngā take uru ipurangi me ngā take haumaru ā-ipurangi ina puta mai.	Kei te whakamaheretia kia whai take, kei te whakaakona hoki ngā hōtaka motuhake e hāngai ana ki ngā take uru ipurangi me ngā take haumaru ā-ipurangi.	He māori noa, he tūturu anō hoki ngā hōtaka ako e hāngai ana ki ngā take uru ipurangi me ngā take haumaru ā-ipurangi puta noa i ngā hōtaka o te kura whānui, i ngā akomanga anō hoki.	**TE URU:** I tō mātou kura, he mea whakaako ngā hōtaka e hāngai ana ki ngā take uru ipurangi me ngā take haumaru ā-ipurangi i ngā horopaki tūturu e whakatauiratia ana ngā whanonga e tika ana kia whakaatuhia e te katoa.
Digital Citizenship and Cybersafety	**Staff view** *(Kura)*	In our school Digital Citizenship & Cybersafety issues are not addressed.	In our school Digital Citizenship & Cybersafety issues are addressed if they arise.	In our school Digital Citizenship & Cybersafety programmes are actively taught and planned effectively as a separate programme.	In our school Digital Citizenship & Cybersafety programmes are a natural and authentic part of school-wide programmes and classroom practice.	**DIGITAL:** In our school Digital Citizenship & Cybersafety programmes are embedded in real-life situations where appropriate behaviours are consistently modelled by all.

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
Aromatawai	**I tō mātou kura…** *(Tā te pouako tirohanga)*	Ko te rahinga o ngā tikanga aromatawai kei te whakamahia he whakamātautau otinga, he mahi ā-pepa.	Ko ētahi aromatawai he mahi ā-pepa, ko ētahi he mahi ā-tū hangarau.	Ka whai take te hangarau i ngā tikanga aromatawai mō te kohikohi, te whakaemi, me te tātari hoki i ngā rapanga. Ko tā ētahi ākonga he whakamahi i ngā tū hangarau hei tiaki, hei whakaatu hoki i ōna ekenga i roto i ngā mahi ako. Hei tauira: ngā Kōnae Tuakiri-e.	Ko ngā ākonga ka uru ki ngā mahi aromatawai mā te arotake takitahi, takirua hoki mā roto mai i ngā hangarau matihiko, i ngā hangarau māori noa hoki. He kōrero arotake kei te kitea i tētahi punua puna arotake.	**AROMATAWAI:** I tō mātou kura, ka kōtuituihia ngā rauemi matihiko ipurangi me ngā rauemi matihiko māori noa mō ngā tū aromatawai katoa. He maha, he kounga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
Assessment	**Staff view** *(Kura)*	In our school assessment practices are largely summative and paper based.	In our school assessments are a combination of paper and technology based.	In our school assessment practices include the use of technologies to collect, collate and analyse data, some students use technologies to archive and share progress of their learning, e.g e-Portfolios.	In our school assessment practices involve students engaging in ongoing self and peer based reflection using digital and non-digital technologies. There is some feedback from a limited range of sources.	**ASSESSMENT:** In our school assessment practices integrate a variety of online and offline digital resources for formative and summative, individual and peer assessment purposes. There are high levels of feedback from a variety of sources
Te Ekenga Taumata Mātauranga a te Ākonga	**I tō mātou kura…** *(Tā te kura tirohanga)*	Kāore i te arohia te ekenga taumata anō a te ākonga me te nui hoki o tana tahuri mai ki te ako, i ngā kaupapa here me ngā tikanga ako-e.	Kei te torohia ngā ara e eke ai ngā ākonga ki taumata anō mā roto mai i te ako-e.	Kei te whakamātauria 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.	Kua āta whakaritea, kua whakamāramatia hoki ngā tikanga e tika ana kia whāia kia mātua whai hua ngā rautaki whakaako ako-e i te ekenga taumata anō a te ākonga, i te nui hoki o tana tahuri mai ki te ako.	**TE EKENGA:** I tō mātou kura, kei te nui te aro whāiti ki te ekenga taumata anō a te ākonga me te nui hoki o tana tahuri mai ki te ako i ngā kaupapa here me ngā tikanga ako-e. Kei te hātepe te arotake i ēnei tikanga i runga anō i ēnei whakaaro.
Student Achievement	**Staff view** *(Kura)*	In our school, raising student achievement and engagement is not	In our school we are investigating the ways e-learning can	In our school we are trialling ways e-learning can positively impact student	In our school there are clearly defined and understood practices to ensure e-learning	**STUDENT:** In our school raising student achievement and engagement is a specific focus of e-learning policies and

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
		a focus for e-learning policies and practices.	positively impact on student achievement.	achievement and we are refining programmes as a result.	pedagogy has a positive impact on student achievement and engagement.	practices. They are regularly reviewed and refined with this specifically in mind.
Te whakahaere ako-e	**I tō mātou kura...** *(Tā te pouako tirohanga)*	Ina whakamahia te ako-e, ko te pouako te kaiwhakahaere.	Ko te pouako te kaiwhakahaere o te ako-e, he paku noa iho te whai wāhitanga o ngā ākonga i ngā whakataunga.	Ko ngā ākonga ngā kaiwhakahaere o te ako-e hei wāhanga o ā rātou mahi. Kua āta rārangihia ngā kōwhiringa e ngā pouako.	Ka matapaki kōrero ngā pouako me ngā ākonga ki ngā āhuatanga ako-e e tika ana hei hāpai i ngā ākonga ki te whakatutuki i ō rātou matea ako.	**TE WHAKAHAERE:** I tō mātou kura, e hāngai ana ngā whakatau mō te wāhi ki te ako-e ki ngā ākonga, ā, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako ka whakatauhia tahitia.
Control and choice (who manages what)	**Staff view** *(Kura)*	In our school e-learning when it is used, is managed by the teacher.	In our school e-learning is managed by the teacher with limited student voice.	In our school students manage e-learning as part of assigned tasks and with clear choices given by the teacher.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	**CONTROL:** In our school e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.
Te whakatutuki i ngā matea ako o ngā ākonga	**I tō mātou kura...** *(Tā ngā pouako tirohanga)*	Karekau mātou e aro ki te ako-e hei ara whakatutuki i ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te torohia ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te whakamātauria ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kua whakatūmaungia he tikanga e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	**TE WHAKATUTUKI:** I tō mātou kura ka auau te arohia o 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** *(Kura)*	In our school we do not address the specific needs of groups or individuals through e-learning.	In our school we are exploring how to address the specific needs of groups or individual learners through e-learning.	In our school we are trialling ways to address the specific needs of groups or individual learners through e-learning.	In our school we have embedded practices to address the specific needs of groups or individual learners through e-learning.	**ADDRESSING:** In our school the individual needs of learners are routinely addressed through inclusive e-learning opportunities, and programmes are reviewed to ensure their effectiveness.

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
Te ako-e i te marau ā-kura. **Te whakatūmau**	**I tō mātou kura…** *(Tā ngā pouako tirohanga)*	Me uaua ka āta whakamaheretia ngā akoranga hangarau mō tōku akomanga, whakaako rānei.	I ētahi wā ka kitea te hangarau i roto i ngā mahi whakarite heoi kāore i kaha whakamahia.	Ka whakamahia te hangarau, ā, he mārō te here i waenga i ngā mahere me te whakaako.	E kōtuitui ana te hangarau i roto i ngā mahi whakarite me te whakaako.	**TE WHAKATŪMAU I TE AKO-e:** I tō mātou kura ko te hangarau te tūāpapa mō te ako.
e-learning within **the whole school curriculum** **Embeddedness**	**Staff view** *(Kura)*	In our school technology is rarely planned for or used in classroom teaching and learning practices.	In our school technology is sometimes used. It is evident in individual teachers' planning, but not always in practice.	In our school technology is usually used and there are clear links between teachers' planning and practice.	In our school technology is always embedded in planning and practice.	**EMBEDDING e-LEARNING:** Our school embeds technology in effective learning and teaching.

Whanake Ngaiotanga (Professional Learning)   'He toi whakairo, he mana tangata'

		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)*	He iti, he kore noa iho rānei tō mātou whai wāhi ki ngā whakangungu ako-e.	Kua whai wāhi atu mātou ki ngā whakangungu ako-e torutoru noa iho nei.	Kua whai wāhi atu mātou ki ētahi whakangungu ako-e kua whakaritea te nuinga e ngā kaiwhakahaere kura.	He nui ngā wā ka wātea ki a mātou ngā whakangungu ako-e kua whakaritea e ngā kaiwhakahaere kura, e ngā pouako anō hoki.	**TE WHANAKE:** I tō mātou kura he maha kē atu ngā wā ka wātea ki a mātou ngā whakangungu ako-e; ērā kua whakaritea, ērā ka puta noa mai hoki. Ka arohia ngā matea ako o ngā ākonga me ērā hoki o te kura.
Opportunity for e-learning Professional Learning	**Staff view** *(Kura)*	In our school we have undertaken little or no professional learning focused on e-learning.	In our school we have undertaken a few professional learning activities focused on e-learning.	In our school we have been part of some professional learning activities focused on e-learning mostly initiated by management.	In our school there are regular opportunities for professional learning on e-learning and these are initiated by both management and by staff.	**OPPORTUNITY:** In our school there are many opportunities for professional learning focused on e-learning, both planned and informal. They focus on individual needs and those of the School.
Te whakatau tahi, te mahi tahi	**I tō mātou kura...** *(Tā te pouako tirohanga)*	Kāore mātou e hui tahi ana, e whai tahi ana rānei i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hui tahi tētahi huinga pouako tokoiti ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hātepe te hui tahi a ētahi pouako ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	Ka hātepe te hui tahi a ngā pouako ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e.	**TE WHAKATAU:** I tō mātou kura ka hātepe te hui tahi a ngā pouako katoa ki te whai tahi i ngā akoranga whanake ngaiotanga e torohia ai te ako-e. Kua whai tūranga hoki i ngā hapori ako o waho atu o te kura.
Collaboration/sharing	**Staff view** *(Kura)*	In our school, we do not collaborate or meet for professional learning activities that explore e-learning.	In our school, a few staff meet occasionally to for professional learning activities that explore e-learning.	In our school, staff meet regularly to collaborate in professional learning activities that explore e-learning.	In our school, most staff meet regularly to collaborate in professional learning activities that explore e-learning.	**COLLABORATION:** In our school the whole staff meets regularly in groups to collaborate in professional learning activities that explore e-learning and are also involved in learning communities that extend outside the school.
Hei tauira akoranga ngaio	**I tō mātou kura...** *(Tā te*	Kāore mātou e whakamahi rawa hangarau ā-ipurangi i ā	Ka whakamahia noatia iho ngā rawa hangarau hōu i ngā akoranga	Ka whakamahia ngā rawa hangarau hōu/ā-ipurangi i ētahi wā hei	Ka hātepe tonu te whakamahi i ngā rawa hangarau hōu/ā-	**HEI TAUIRA:** I tō mātou kura, i te katoa o ā mātou akoranga whanake ngaiotanga ka kitea te kōtuituinga

		Te Wahangū *Unaware*	Kōrero *Exploring*	Mōhio *Trialing*	Mārama *Implementing*	Mātau *Engage/reviewing*
	pouako tirohanga)	mātou akoranga whanake ngaiotanga.	whanake ngaiotanga e hāngai ana ki aua rawa hangarau.	tautoko i ā mātou akoranga whanake ngaiotanga i ngā wāhanga ako maha.	ipurangi hei tautoko i ā mātou akoranga whanake ngaiotanga i ngā kaupapa huhua.	whai take o ngā mahi ako-e ki ngā mahi kanohi-ki-te-kanohi.
Professional learning model	**Staff view** *(Kura)*	In our school we do not use online technologies in our professional learning.	In our school we only use new technologies when our professional learning is about those technologies.	In our school we sometimes use new/online technologies to support our professional learning in a variety of areas.	In our school we regularly use a range of new/online technologies to support our professional learning in various areas.	**PROFESSIONAL:** In our school all of our professional learning activities model an effective blend of e-learning/online and face to face methods.
Te aro o te ako-e ki te akoranga whanake ngaiotanga	**I tō mātou kura...** *(Tā te pouako tirohanga)*	Kāore mātou e uru ki ngā mahi akoranga whanake ngaiotanga mō te ako-e, ki ngā akoranga reo matatini ā-ipurangi rānei.	E hāngai ana ngā akoranga whanake ngaiotanga ki te ako-e, ā, ka hāngai ngā reo matatini ā-ipurangi ki te whakapikinga o ngā pūkenga hangarau o ngā kaimahi.	Kua nui ake te wāhi ki ngā whakangungu ako-e e aro ana ki te hangarau mōhiohio me te reo matatini ā-ipurangi.	E hāngai ana ngā whakangungu ako-e ki ngā huarahi wahi take hei tautoko pū i ngā whāinga paetae me te reo matatini ā-ipurangi.	**TE ARO:** E hāngai ana ngā whakangungu ako-e ki ngā huarahi e tutuki ai ngā matea ako, me ngā reo matatini ā-ipurangi o ngā ākonga.
Focus of e-learning professional learning	**Staff view** *(Kura)*	In our school we do not engage in professional learning activities about e-learning or digital literacies.	In our school professional learning activities focus on e-learning and digital literacies focus on increasing staff's technical skills.	In our school professional learning activities about e-learning are focused on using technologies to support learning, including digital literacies, in the classroom	In our school professional learning activities on e-learning are focused on effective ways to support specific curriculum objectives including digital literacies.	**FOCUS:** In our school professional learning activities on e-learning focus on how to use technologies to foster digital literacies being responsive to student learning needs.

Tā te kura

Te Hangarau, Te Tūāpapa (Technology and Infrastructure)   *'Ko tō ringa ki ngā rākau a te Pākehā'*

		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)*	I tō mātou kura kāore i te mārama mā wai ngā hangarau e whakahaere.	I tō mātou kura mā ngā kaiako takitahi e whakahaere te whakamahi hangarau i runga anō i ngā haepapa o tēnā tūranga, o tēnā tūranga.	I tō mātou kura mā ngā kaiako me ngā ākonga, i ētahi wā, e whakahaere te whakamahi hangarau.	I tō mātou kura mā ngā kaiako me ngā ākonga e whakahaere ngātahi i te whakamahi hangarau, e ai ki tā te horopaki ako e tohu ai.	**TE PENAPENA:** I tō mātou kura mā te hapori kura whānui e whakahaere te whakamahi hangarau. Mā te horopaki ako e tohu te mana whakahaere.
Management and Control of hardware and software	**Staff view** *(Kura)*	In our school it is unclear who manages the use of technologies.	In our school the use of technologies is managed by individual staff according to their role.	In our school the use of technologies is managed by staff and occasionally students.	In our school the use of technologies is managed by both staff and students, depending on the learning context.	**MANAGEMENT:** In our school the use of technologies is managed by the whole school community. Control is devolved and shared according to learning contexts.
Te hanga, te auau hoki o te toro i ngā momo hangarau	**I tō mātou kura...** *(Tā te pouako tirohanga)*	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei ki ngā momo hangarau.	I tō mātou kura he noa iho te wā kia toro atu ngā kaiako me ngā ākonga ki ngā momo hangarau.	I tō mātou kura he auau te toro atu a ngā kaiako, ā ngā ākonga hoki ki ngā momo hangarau i te roanga o te rā.	I tō mātou kura he auau (ki tāu e hiahia ana) te toro atu ki ngā momo hangarau mō te hunga kaiako, te hunga ākonga hoki.	**TE HANGA:** I tō mātou kura ahakoa ko wai, ahakoa ki hea ka tāea e mātou katoa ngā momo hangarau katoa te toro atu.
Type and frequency of access	**Staff view** *(Kura)*	In our school we have non-existent or minimal access to technologies.	In our school we have occasional and/or timetabled access to technologies for staff and students.	In our school we have frequent access to technologies for staff and students across the whole school day.	In our school we have frequent "as required" access to technologies throughout the school day for staff and students.	**TYPE:** In our school everyone has open and ubiquitous, "24-7" access to technologies from home and school – anywhere, anytime.
Te taiao	**I tō mātou kura...** *(Tā te*	I tō mātou kura he tino onge te akoako ki ngā rawa hangarau hōu.	I tō mātou kura, kua āta tohua ngā wā me ngā wāhi akoako ki te rawa hangarau (hei	I tō mātou kura he torutoru ngā wā e panoni ai te akoako ki ngā rawa hangarau e	I tō mātou kura he pīngore te akoako ki ngā rawa hangarau, ka whakahuihuia ngā taiao hikohiko me ngā taiao kikokiko hei tautoko	**TE TAIAO:** I tō mātou kura he tino pīngore rawa atu te akoako i ngā rawa hangarau; ka tautokona tēnei hononga ki tētahi whatunga

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	pouako tirohanga)		tauira i te taiwhanga pūtaiao rānei, i te wā i āta whakaritea)	tutuki ai ngā matea ako tāhurihuri. E whakaurua haeretia ana ngā rauemi me ngā taiao huhua ki ēnei whēako.	atu i ngā matea ako.	rangiwhāwhā.
Environment	**Staff view** *(Kura)*	Learning with new technologies occurs rarely in our school.	In our school learning with technologies occurs only in specific environments and at specific times (e.g. in a lab and/or as timetabled).	In our school learning with technologies is occasionally adapted to meet changing learning needs. Learning experiences are beginning to include a range of tools and environments.	In our school learning with technologies is flexible, and combines online and physical environments to support learning needs.	**ENVIRONMENT:** In our school learning with technologies is highly flexible and adaptable; a ubiquitous network supports all learning.
Te Rawaka	**I tō mātou kura...** *(Tā te pouako tirohanga)*	I tō mātou kura, kāore i tino eke te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ngā matea ako.	I tō mātou kura, he āhua pai te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ētahi o ngā matea ako.	I tō mātou kura, he whakaehu, he nanea te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ētahi o ngā matea ako.	I tō mātou kura, he whakaehu, he nanea te kounga me te rahinga o ngā momo rauemi hangarau kia tutuki pai ai ngā matea ako o ngā ākonga i roto i te taiao hikohiko me te taiao kikokiko i te roanga o te rā, ahakoa te horopaki ako.	**TE RAWAKA:** I tō mātou kura, he pai te kounga me te rahinga o ngā rauemi hangarau mō te whakatutuki i ngā matea ako i te ao, i te pō, ā, e whaitake ana te arotake i tēnei hanga, e tutuki ai te whanaketanga haeretanga o ngā matea ako.
Sufficiency	**Staff view** *(Kura)*	In our school the quality and quantity of technologies is insufficient to meet learning needs.	In our school the quality and quantity of technologies is sufficient to meet some learning needs.	In our school the quality and quantity of technologies is sufficient and varied enough to meet most learning needs.	In our school the quality and quantity of technologies is sufficient and varied enough to meet learning needs in online and offline environments, throughout the school day, and across learning contexts.	**SUFFICIENCY:** In our school quality and quantity of technologies meets learning needs "24-7" and is effectively reviewed to meet the ongoing development of learning needs.
Horopū	**I tō mātou**	I tō mātou kura, he	I tō mātou kura, he	I tō mātou kura, he	I tō mātou kura, he horopū te	**HOROPŪ:** I tō mātou kura, he

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	kura... *(Tā te pouako tirohanga)*	hārakiraki te hangarau.	āhua horopū te hangarau.	horopū te hangarau i te nuinga o te wā.	hangarau i ngā wā katoa.	torokaha, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea.
Reliability	**Staff view** *(Kura)*	In our school technology is unreliable.	In our school technology is sometimes reliable.	In our school technology is usually reliable.	In our school technology is always reliable.	**RELIABILITY:** In our school technology is robust, reliable and adaptable to the learning needs of all.
Te taha whakahaere	**I tō mātou kura...** *(Tā te pouako tirohanga)*	I tō mātou kura, ko te pepa te tūāpapa o ngā hangarau mō ngā mahi whakahaere.	I tō mātou kura, whakamahia ai ngā hangarau mō ētahi mahi whakahaere.	I tō mātou kura, ko tā te whakamahinga hangarau he whakapakari, he whakahohoro i ngā mahi whakahaere.	I tō mātou kura, ko te whakamahinga hangarau mō ngā mahi whakahaere he whai kupenga, he pai te whakahaere, ā, e taea ana te whakapā atu i wāhi kē. Waihoki e toro ana ōna kawekawe ki roto ki te ako, ki te pūrongo, me te whakawhiti kōrero ki ngā whānau hoki.	**TE TAHA WHAKAHAERE:** I tō mātou kura, e toua ana te whakamahinga hangarau mō ngā mahi whakahaere ki roto ki te whānuitanga o te kura, ki tua hoki o te kura. Ka mutu he kaha tautoko tāna i te marautanga. Ka arotakea ā-pūnahatia, ā, ka panoni e ai ki ngā matea e kukuwha atu nei.
Administration	**Staff view** *(Kura)*	In our school the use of technologies for administration is largely paper-based.	In our school technologies are used for some administrative tasks.	In our school the use of technologies for administration is making it more effective and efficient.	In our school the use of technologies for administration is networked, available off-site, well managed and has some integration into learning, communication with families and reporting.	**ADMINISTRATION:** In our school the use of technologies for administration is embedded across and beyond the school and fully supports the curriculum. It is systematically reviewed and adapts to evolving needs.
Te haumaru me te whakahaere mōreareatanga	**I tō mātou kura...** *(Tā ngā*	I tō mātou kura kāore i āta whakaarohia te	I tō mātou kura, e tūhuraina ana ngā momo hōtaka	I tō mātou kura, e aromatawaitia ana ngā momo hōtaka	I tō mātou kura, e kōtuituia ana ngā momo hōtaka ako-e ngā momo punaha, me ngā	**TE HAUMARU:** I tō mātou kura, e pai rawa atu ana ngā momo hōtaka ako-e me ngā

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	pouako tirohanga)	taiao haumaru ako-e.	ako-e, ngā momo pūnaha me ngā pūmanawa e haumaru ai te taiao ako.	ako-e, ngā momo punaha me ngā pūmanawa e haumaru ai te taiao ako.	pūmanawa e haumaru ai te taiao ako.	haumarutanga kia pai ai te toro a ngā ākonga i te taiao ako.
Safety and risk management	**Staff view** *(Kura)*	In our school little or no consideration is given to creating a safe e-learning environment.	In our school we are investigating e-learning programmes, systems and software to maintain a safe learning environment.	In our school we are trialling e-learning programmes, systems and software to maintain a safe learning environment.	In our school e-learning programmes, systems and software are in place to maintain a safe learning environment.	**SAFETY:** Our e-learning systems are suitably robust to ensure our students can enjoy a safe learning environment.
Te hoko me te tiaki	**I tō mātou kura…** *(Tā ngā pouako tirohanga)*	Kāore anō kia whakaritea he mahere hei arahi i te tiaki me te hoko i ngā momo rawa hangarau.	E whanake haere ana ngā mahere ārahi i te tiaki me te hoko i ngā momo rawa hangarau.	E aromatawai ana i ngā momo mahere tiaki me te hoko i ngā momo rawa hangarau.	Ko te marautanga, ko ngā matea ako te tūāpapa mō te tiaki me te hoko i ngā momo rawa hangarau, ā, he mahitahi i waenganui i ngā kaiako/kaimahi katoa.	**TE HOKO ME TE TIAKI:** e kaha ana te arotake a te kura i te tiaki me te hoko i ngā rawa hangarau kia noho ko ngā matea ako te tūāpapa mō te hoko.
Procurement and maintenance	**Staff view** *(Kura)*	In our school there is not yet a cohesive plan for effective maintenance and purchasing of technologies.	In our school plans to manage the maintenance and purchasing of technologies are under development.	In our school plans to manage the maintenance and purchasing of technologies are being trialled or are in place.	In our school plans to manage the maintenance and purchasing of technologies are based on curriculum and learning needs, and all appropriate staff are consulted.	**PROCUREMENT AND MAINTENANCE:** Our school regularly reviews the plan for maintenance and purchase of technologies so that it is driven by learning needs.
Te tautoko hangarau	**I tō mātou kura…** *(Tā ngā pouako tirohanga)*	Kāore i āta tohua te haepapa mō te tiaki me te tautoko mō ngā rawa hangarau.	Mā te mātanga hangarau te tiaki me te tautoko i ngā rawa hangarau e whakarato.	Mā te mātanga hangarau te tiaki me te tautoko i ngā rawa hangarau e whakarato, he urupare i ngā tono tāna mahi.	Mā tētahi rōpū te tiaki me te tautoko i ngā rawa hangarau e whakarato e pāwawe ai, e whaitake ai, e noho ai hei wāhi o te mahere rautaki ako-e.	**TE TAUTOKO HANGARAU:** I tō mātou kura he mahitahi te tukanga mō te tiaki me te tautoko i ngā momo rawa hangarau kia pai ai te aro ki ngā matea o ngā tāngata katoa.

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Technical support	**Staff view** *(Kura)*	In our school the responsibility for the maintenance and support of technologies is not yet clearly defined or assigned.	In our school the responsibility for the maintenance and support of technologies is devolved completely to technical personnel.	In our school the responsibility for the maintenance and support of technologies is mostly devolved to technical personnel who respond to short-term needs.	A collaborative group manages the technical support of technologies to ensure maintenance is timely, effective and prioritised as part of whole school strategic development.	**TECH SUPPORT:** Our school takes a collaborative approach to technical support of technologies so it is pro-active and meets the needs of everyone in the school.