# 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)* | 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 community about the impact of technologies on learning, cybersafety and digital citizenship.** | **Staff view***(Kura)* | In our school we have not engaged with whānau, hapū, iwi and hapori about the impact of technologies, particularly digital citizenship and cybersafety. | In our school we are investigating opportunities to engage whānau in dialogue about the impact of technologies on learning, cyber safety and digital citizenship. | In our school we are deliberately engaging with whānau about the impact of technologies on learning, cyber safety and digital citizenship. | In our school we have established process of communication and working with whānau about the impact of technologies on learning, cybersafety and digital citizenship. | **IMPACT OF TECHNOLOGIES:** In our school we have refined our 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 o tō mātou whaitua, o te ao whānui anō hoki** | **I tō mātou kura...***(Tā te pouako tirohanga)* | Kāore mātou i te whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. | Kei te tautuhitia ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. | I roto i ngā hōtaka ako kei te whakamātauhia ngā huarahi whakamahi i ngā rawa hangarau ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. | I roto i ngā hōtaka ako kei te hātepe te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. | **TĀ TE HAPORI:** I tō mātou kura, i roto i ngā hōtaka ako kei te hātepe tonu te whakamahi i ngā huarahi whakamahi i ngā rawa hangarau, ki te tūhonohono ki ngā hapori o te ako mō te ako tonu te take i tō mātou whaitua, i tō mātou whenua, i te ao whānui puta noa. Arotakengia ai tōna whai take i ngā wā katoa. |
| **Our school community uses technologies to connect to/for learning, locally and globally** | **Staff view***(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’

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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 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 avision 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 thatclearly 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 whakahaere** | **I tō mātou kura…** *(Tā te pouako tirohanga)* | Karekau ngā kaiwhakahaere ako-e mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e me ngā reo matatini ā-ipurangi. | Kei te arotakengia e ngā kaiwhakahaere ngā painga o te ako-e me te aro nui anō ki ngā hangarau me ngā reo matatini ā-ipurangi. | Kei te whakahaerehia te ako-e me ngā reo matatini ā-ipurangi i ētahi wā e ngā kaiwhakahaere hei whakarāwai i ngā mahi ako. Nā konei kua puta ētahi hua. | Kei te kaha te tautoko i ngā 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 ARONGA:** I tō mātou kura kei te tino kaha te tautoko o ngā pouako e ngā kaiwhakahaere. He mutunga kore te āhua o te arotake i ngā rautaki whakaako me ngā kaupapa here ako-e*,* reo matatini ā-ipurangi anō hoki. |
| **Focus of Leadership** | **Staff view***(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 ako-e** | **I tō mātou kura…***(Tā te pouako tirohanga)* | Karekau ngā kaiwhakahaere ako-e mō te ārahi, te hāpai, te tautoko rānei i ngā pouako i ngā mahi ako-e. | Kei te torohia e ngā kaiwhakahaere ngā hua ka taea mā te ako-e. | Kei te kaha te ārahi a ngā kaiwhakahaere i ngā mahi ako-e e hāngai ana ki ngā marautanga, ā, he hua pai te otinga atu. | Kei te kaha te ārahi a ngā kaiwhakahaere me te tautoko i ngā pouako me ngā ākonga i ngā mahi ako-e, ā, he hua pai te otinga atu. | **TE WHAKAHAERE AKO-e:** I tō mātou kura, kei te kaha te whakahaere, a ngā kaiwhakahaere ako-e ki te ārahi me te tautoko i ngā pouako. Kei te arotake hoki i ngā whakamahinga ako-e*.* |
| **Digital Literacies & e-learning Leadership** | **Staff view***(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-LEARING LEADERSHIP:** In our school leadership is actively leading, mentoring and supporting staff, including ongoing review of 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)* | 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. |
| **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 a focus for e-learning policies and practices. | In our school we are investigating the ways e-learning can positively impact on student achievement. | In our school we are trialling ways e-learning can positively impact student achievement and we are refining programmes as a result. | In our school there are clearly defined and understood practices to ensure e-learning pedagogy has a positive impact on student achievement and engagement. | **STUDENT:** In our school raising student achievement and engagement is a specific focus of e-learning policies and practices. They are regularly reviewed and refined with this specifically in mind. |
| **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 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’

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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)* | 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 pouako tirohanga)* | Kāore mātou e whakamahi rawa hangarau ā-ipurangi i ā mātou akoranga whanake ngaiotanga. | Ka whakamahia noatia iho ngā rawa hangarau hōu i ngā akoranga whanake ngaiotanga e hāngai ana ki aua rawa hangarau. | Ka whakamahia ngā rawa hangarau hōu/ā-ipurangi i ētahi wā hei tautoko i ā mātou akoranga whanake ngaiotanga i ngā wāhanga ako maha. | Ka hātepe tonu te whakamahi i ngā rawa hangarau hōu/ā-ipurangi hei tautoko i ā mātou akoranga whanake ngaiotanga i ngā kaupapa huhua. | **HEI TAUIRA:** I tō mātou kura, i te katoa o ā mātou akoranga whanake ngaiotanga ka kitea te kōtuituinga whai take o ngā mahi ako-e ki ngā mahi kanohi-ki-te-kanohi. |
| **Professional** **learning model** | **Staff view***(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. |

# 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)* | 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 iti 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 pouako tirohanga)* | I tō mātou kura he tino onge te akoako ki ngā rawa hangarau hōu. | I tō mātou kura, kua āta tohua ngā wā me ngā wāhi akoako ki te rawa hangarau (hei tauira i te taiwhanga pūtaiao rānei, i te wā i āta whakaritea) | I tō mātou kura he torutoru ngā wā e panoni ai te akoako ki ngā rawa hangarau e tutuki ai ngā matea ako tāhurihuri. E whakaurua haeretia ana ngā rauemi me ngā taiao huhua ki ēnei whēako. | I tō mātou kura he pīngore te akoako ki ngā rawa hangarau, ka whakahuihuia ngā taiao hikohiko me ngā taiao kikokiko hei tautoko atu i ngā matea ako. | **TE TAIAO:** I tō mātou kura he tino pīngore rawa atu te akoako i ngā rawa hangarau; ka tautokona tēnei hononga ki tētahi whatunga rangiwhāwhā. |
| **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 kura...***(Tā te pouako tirohanga)* | I tō mātou kura, he hārakiraki te hangarau. | I tō mātou kura, he āhua horopū te hangarau.  | I tō mātou kura, he horopū te hangarau i te nuinga o te wā.  | I tō mātou kura, he horopū te hangarau i ngā wā katoa. | **HOROPŪ:** I tō mātou kura, he torokaha, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea. |
| **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 pouako tirohanga)* | I tō mātou kura kāore i āta whakaarohia te taiao haumaru ako-e. | I tō mātou kura, e tūhuraina ana ngā momo hōtaka ako-e, ngā momo pūnaha me ngā pūmanawa e haumaru ai te taiao ako. | I tō mātou kura, e aromatawaitia ana ngā momo hōtaka ako-e, ngā momo punaha me ngā pūmanawa e haumaru ai te taiao ako. | I tō mātou kura, e kōtuituia ana ngā momo hōtaka ako-e ngā momo punaha, me ngā pūmanawa e haumaru ai te taiao ako. | **TE HAUMARU:** I tō mātou kura, e pai rawa atu ana ngā momo hōtaka ako-e me ngā haumarutanga kia pai ai te toro a ngā 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. |
| **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. |