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

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 whānau tirohanga)*	Kāore i te aro i a au/mātou ngā tikanga e haumaru ai ngā tamariki i ngā mahi ki te ipurangi ka tahi, ka rua he aha tēnei mea te tangata ipurangi.	Kei te whakamahukitia ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.	Kua matapaki kōrero mātou ko te kura mō ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.	Kua whai wāhi mātou ki te mahi tahi ki te kura, ā, e mōhio ana mātou ko ēhea ngā tikanga pai mō te haumaru ā-ipurangi me te uru ipurangi.	**TE PĀNGA O NGĀ HANGARAU:** I tō mātou kura e mātau pai ana mātou ki ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.
Engage with whānau/iwi and community about the impact of technologies on learning, cybersafety and digital citizenship.	**Whānau view** *(Kura)*	I/We do not know about how to keep our children safe on the internet and what it means to be a digital citizen.	I/We are being informed by the School about technologies, cyber safety and digital citizenship.	I/We have had the chance to talk with the School about technologies, cyber safety and digital citizenship.	I/We have engaged regularly with the School and know about cyber safety and digital citizenship practices.	**IMPACT OF TECHNOLOGIES:** I/We are fully aware of the impact of technologies on cyber safety and digital citizenship.
	I te akomanga o taku tamaiti/ā mātou tamariki... *(Tā te whānau tirohanga ake)*	Kāore i te aro i rātou ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.	Kei te whakamahukitia ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.	Kua whai wāhi mātou ki te matapaki kōrero mō ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.	Kua nui, kua hātepe te mahi tahi ki te kura, ā, e mōhio ana mātou ko ēhea ngā tikanga pai mō te haumaru ā-ipurangi me te uru ipurangi.	**TE PĀNGA O NGĀ HANGARAU:** E mātau pai ana mātou ki ngā pānga o ngā rawa hangarau ki te haumaru ā-ipurangi me te uru ipurangi.
	Whānau view *(Personal)*	In our child's class we do not know about the technologies, cyber safety and digital citizenship.	In our child's class we are being informed about the technologies, cyber safety and digital citizenship.	In our child's class we have the chance to talk about the impact of technologies regarding cyber safety and digital citizenship.	In our child's class we have engaged regularly and are aware of cyber safety and digital citizenship practices.	**IMPACT OF TECHNOLOGIES:** In our child's class we are fully aware of the impact of technologies on cyber safety and digital citizenship.
Te akoranga Reo Matatini ā-Ipurangi **Te kimi huarahi hei whakawātea i ngā rawa hangarau me**	**I tō mātou kura...** *(Tā te whānau tirohanga)*	Kāore i te aro i a mātou e wātea ana ngā rawa hangarau o te kura ki te hapori.	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau o te kura ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau o te kura ki te hapori.	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te kura ki te hapori.	**TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA:** Kei te wātea ngā rawa hangarau o te kura ki te hapori

te akoranga reo matatini ā-ipurangi hei taunaki i ngā tikanga o te whanaungatanga i waenga i te kura me te kāinga						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**	**Whānau view** *(Kura)*	In our school we are not aware of technologies being available for our school community.	In our school we are identifying opportunities to make technologies available for our school community.	In our school ways are being trialled to make technologies available for our school community.	In our school ways are being established to make technologies available for our school community.	**SUPPORTING HOME-SCHOOL PARTNERSHIPS:** In our school technologies are being made available for our school community, focussing on the effectiveness and impact on learning.
	I te akomanga o taku tamaiti/ā mātou tamariki... *(Tā te whānau tirohanga ake)*	Kāore i te aro i a mātou e wātea ana ngā rawa hangarau o te kura ki a mātou.	Kei te tautuhitia ētahi wā e pai ana kia whakawāteatia ngā rawa hangarau o te kura ki te hapori.	Kei te whakamātauhia ētahi huarahi e pai ai tā mātou whakawātea i ngā rawa hangarau o te kura ki te hapori.	Kua whakaritea he huarahi e wātea pai ai ngā rawa hangarau o te kura ki te hapori.	**TE TAUNAKI I NGĀ TIKANGA O TE WHANAUNGATANGA I WAENGA I TE KURA ME TE KĀINGA:** Kei te wātea ngā rawa hangarau o te kura ki te hapori kia whai take, kia whai hua rātou i ā rātou mahi ako.
	Whānau view *(Personal)*	In our child's class we are not aware of technologies being made available for us to access or use.	In our child's class they are identifying opportunities to make technologies available for our school community.	In our child's class ways are being trialled to make technologies available for our school community.	In our child's class ways are being established to make technologies available for our school community.	**SUPPORTING HOME-SCHOOL PARTNERSHIPS:** In our child's class technologies are being made available for our school community, focussing on the effectiveness and impact on learning.
Whakamahi hangarau ai tō mātou kura /hei tūhono ki/hei ako i ngā horopaki maha o tō mātou whaitua,	**I tō mātou kura...** *(Tā te whānau tirohanga)*	Kāore ngā akomanga e tūhonohono ana mā ngā rawa hangarau ki tangata kē mō te ako te take.	He torutoru noa iho ngā wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	I ētahi wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	Kei te hātepe te whakamahi i hātepetia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	**TĀ TE HAPORI:** Ko ngā ākonga, ko ngā akomanga anō hoki kei te hātepe te whakamahi i ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take, mēnā ka

o te ao whānui anō hoki						whakawhanake i tō rātou akoranga.
Our school community uses technologies to connect to/for learning, locally and globally	**Whānau view** (Kura)	In our school classes do not use technologies to connect with others for their learning.	In our school classes rarely use technologies to connect with others for their learning.	In our school classes sometimes use technologies to connect with others for their learning.	In our school classes regularly use technologies to connect with others for learning purposes	**OUR SCHOOL COMMUNITY:** In our school classes and individual students routinely use technologies to connect with others to enhance their learning.
	I te akomanga o taku tamaiti/ā mātou tamariki... (Tā te whānau tirohanga ake)	Kāore ngā ākonga e tūhonohono ana mā ngā rawa hangarau ki tangata kē mō te ako te take.	Me uaua ka whakamahia ngā rawa hangarau e ngā ākonga ki te tūhonohono atu ki tangata kē mō te ako te take.	I ētahi wā ka whakamahia ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	Kei te hātepe te whakamahi i ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take.	**TĀ TE HAPORI:** Kei te hātepe te whakamahi a ngā ākonga ngā rawa hangarau ki te tūhonohono ki tangata kē mō te ako te take, mēnā ka whakawhanake i tō rātou akoranga.
	Whānau view (Personal)	In our child's classroom students do not use technologies to connect with others as part of their learning.	In our child's classroom students rarely use technologies to connect with others as part of their learning.	In our child's classroom students sometimes use technologies to connect with others as part of their learning.	In our child's classroom students regularly use technologies to connect with others as part of their learning.	**OUR SCHOOL COMMUNITY:** In our child's classroom students routinely use technologies to connect with others when this will enhance their learning.

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 whānau tirohanga*)	Kāore ō mātou mōhiotanga mō *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	E mārama ana kei te whanakehia mō *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	Ko mātou katoa kei te whai wāhi ki ngā mahi whakawhanake me ngā mahi whakamātau hoki i ngā āhuatanga o *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	Kei te whakatinanahia ngā āhuatanga o te tuhinga mō *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	**TE AKOAKO:** Kei te kaha tō mātou rapu ara hei whakaniko i ngā āhuatanga o te tuhinga ako-e me *Te āhua o ā tātou* ākonga i roto i te kura.
Consultation (Regarding *Te Āhua o ā tātou ākonga* and the vision of elearning in the school)	*Whānau view* (Kura)	In our school we do not know about Te āhua o ā tātou ākonga and the vision of e-learning in the school.	In our school we are aware of the development of Te āhua o ā tātou ākonga and the vision of e-learning in the school.	In our school we are engaged in the development and trialing of Te āhua o ā tātou ākonga and the vision of e-learning in the school.	In our school we are implementing Te āhua o ā tātou ākonga and the vision of e-learning in the school.	**CONSULTATION:** In our school we are actively involved in finding ways to enhance the vision of e-learning and Te āhua o ā tātou ākonga in the school.
	I roto te akomanga o taku tamaiti/ā mātou tamariki... (*Tā te whānau tirohanga ake*)	Kāore ō mātou mōhiotanga ki te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	Kei te torohia e mātou te whanaketanga o te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	Kei te whai wāhi mātou i ngā mahi whakawhanake, mahi whakamātau hoki i ngā āhuatanga o te tuhinga o te tirohanga whānui o te ako-e i roto i te kura, me te *Te āhua o ā tātou ākonga.*	I ngā mahi o ia rā e mārama pai ana te kite me te whakatinanatanga o ngā āhuatanga o *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.	**TE AKOAKO:** Kei te kaha tō mātou whai i te whanaketanga moroki o te tuhinga *Te āhua o ā tātou ākonga* me te tirohanga whānui o te ako-e i roto i te kura.
	Whānau view (Personal)	In our child's classroom I don't know about *Te āhua o te ākonga* nor the vision of e-learning in the school.	In our child's classroom we are exploring the development of *Te āhua o te ākonga* and the vision of e-learning in the school.	In our child's classroom I am engaged in developing and trialling *Te āhua o te ākonga* and the vision of e-learning in the school.	In our child's classroom, *Te āhua o te ākonga* and the vision of e-learning in the school is obvious and part of the daily programme.	**CONSULTATION**: In our child's classroom, we are fully engaged in the ongoing development of *Te āhua o te ākonga* and the vision of e-learning in the school.

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 Uru Ipurangi me te Haumaru ā-Ipurangi	**I tō mātou kura…** *(Tā te whānau tirohanga)*	Karekau i te mārama ki ā mātou me he tikanga ā mātou mō ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki.	Kei te torohia ētahi tikanga mō ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumaru ai.	Kei te whakamātauria ētahi tikanga mō ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumaru ai.	Kei te whakaakona hātepetia ngā āhuatanga mō ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki hei hāpai i te taiao ako kia haumaru ai.	**TE URU:** Kei te whakaakona, kei te whai hoki mātou i ngā matarahi o ngā take uru ipurangi, ki ngā take haumaru ā-ipurangi anō hoki i roto tonu i tō mātou kura.
Digital Citizenship and Cybersafety	**Whānau view** *(Kura)*	In our school we don't know about of Digital Citizenship & Cybersafety practices.	In our school we are exploring some Digital Citizenship & Cybersafety practices to support a safe learning environment.	In our school we are trialing some Digital Citizenship & Cybersafety practices to support a safe learning environment.	In our school we are regularly teaching Digital Citizenship & Cybersafety to ensure a safe learning environment.	**DIGITAL:** In our school we are teaching and following all aspects of Digital Citizenship & Cybersafety within my school.
	I te akomanga o taku tamaiti/ā mātou tamariki… *(Tā te whānau tirohanga ake)*	I te akomanga o taku tamaiti/ā mātou tamariki, karekau i te mārama ki a rātou mēnā e arohia ana ngā take uru ipurangi me ngā take haumaru ā-ipurangi.	I te akomanga o taku tamaiti/ā mātou tamariki, he pāpaku tā rātou whai i ētahi tikanga mō ngā take uru ipurangi me ngā take haumaru ā-ipurangi.	Kei te whai taku tamaiti/ā mātou tamariki i ētahi tikanga mō ngā take uru ipurangi me ngā take haumaru ā-ipurangi.	I te akomanga o taku tamaiti/ā mātou tamariki, kei te hātepe te ako i ngā āhuatanga o ngā take uru ipurangi me ngā take haumaru ā-ipurangi.	**TE URU:** I te akomanga o taku tamaiti/ā mātou tamariki, kei te ako, kei te whai hoki rātou i ngā tikanga matarahi o ngā take uru ipurangi me ngā take haumaru ā-ipurangi.
	Whānau view *(Personal)*	In our child's classroom they don't know about Digital Citizenship & Cybersafety being used.	In our child's classroom they are using few Digital Citizenship & Cybersafety practices.	In our child's classroom they are using some Digital Citizenship & Cybersafety practices.	In our child's classroom they are regularly learning about Digital Citizenship & Cybersafety.	**DIGITAL:** In our child's classroom they are learning and following all aspects of Digital Citizenship & Cybersafety.
Aromatawai	**I tō mātou kura…**	Ko te rahinga o ngā aromatawai he mahi ā-pepa.	Ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mā	Ka whakamahia ētahi hangarau i ngā aromatawai, ā, kei te	He whakatepe tonu te aromatawai takitahi, takitini anō hoki, mā te	**AROMATAWAI:** Ka whakamahia ngā tū rauemi matihiko maha mō ngā tū aromatawai katoa e

	(Tā te whānau tirohanga)		ētahi pūnaha hangarau.	whakamahia hoki e ētahi ākonga ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō rātou whanaketanga ako.	whakamahi i ngā hangarau matihiko, i ngā hangarau māori noa hoki.	ngā pouako. He maha, he kounga hoki ngā kōrero arotake kei te kitea i ngā puna arotake maha.
Assessment	**Whānau view** *(Kura)*	In our school the assessments are mainly paper based.	In our school the assessments are a mix of paper and technology based systems.	In our school the assessments include technologies and some students use technology to store and share progress of their learning.	In our school the assessments are ongoing, self and peer based using digital and non-digital technologies.	**ASSESSMENT:** In our school the teachers use a variety of digital resources for formative and summative, individual and peer assessment purposes. There are high levels of feedback from a variety of sources.
	I tō mātou kura… *(Tā te whānau tirohanga ake)*	E mārama ana mātou ko te rahinga o ngā tikanga aromatawai ka whāia he whakamātautau otinga, ā he mahi ā-pepa.	E mārama ana mātou ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mā ētahi pūnaha hangarau.	E mārama ana mātou ko ētahi aromatawai ka tukuna mā ngā tū hangarau, ā, kei te whakamahia hoki e ētahi ākonga ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō rātou whanaketanga ako.	E mārama ana mātou he whakatepe tonu te aromatawai takitahi, takitini anō hoki, mā te whakamahi i ngā hangarau matihiko, i ngā hangarau māori noa hoki.	**AROMATAWAI:** E mārama ana mātou ko ētahi tikanga whakamātautau ka whakatinanahia me ētahi rawa hangarau ā-ipurangi, ā-pepa anō hoki mō ngā take aromatawai takitahi, takitini anō hoki. He maha, he kounga hoki ngā kōrero arotake ka tukuna ki ngā ākonga i ngā puna arotake maha.
	Whānau view *(Personal)*	In our whānau we are aware that assesments are largely 'tests' and are on paper	In our whānau we are aware that assessments in the school are a mix of paper and technology based systems.	In our whānau we are aware that in our child's classroom assessments include technologies and some students use technology to store and share progress of their learning.	In our whānau we are aware that in our child's classroom we have assessments that are ongoing, self and peer based using digital and non digital technologies.	**ASSESSMENT:** In our whānau we are aware that school assessment practices are a mixture of online and offline digital resources for individual and peer assessment purposes. Students get high levels of feedback from a variety of sources.
Te Ekenga Taumata Mātauranga a te Ākonga	**I tō mātou kura…** *(Tā te whānau tirohanga)*	Karekau i te mārama ki ā mātou mēnā e arohia ana ngā āheinga o te ako-e hei hāpai i ngā ākonga ki	E mārama ana mātou ko te ako-e tētahi ara e whakamahia ana i ētahi wā kia eke ai ngā ākonga ki taumata	E mārama ana mātou kei te whakamātauria ngā āheinga o te ako-e hei ara e eke ai ngā ākonga ki taumata	E mārama ana mātou kei te arohia ngā āheinga o te ako-e hei ara e eke ai ngā ākonga ki taumata anō	**TE EKENGA:** E mārama ana mātou kei te arohia ngā āheinga o te ako-e hei ara e eke ai ngā ākonga ki taumata anō e tahuri

		te eke taumata anō me te tahuri mai ki te ako.	anō, e tahuri mai ai hoki ki te ako.	anō, e tahuri mai ai hoki ki te ako.	e tahuri mai ai hoki ki te ako.	mai ai hoki ki te ako. E kitea ana ngā hua pai o tēnei mahi.
Student Achievement	**Whānau view** *(Kura)*	We are not aware of the use of e-learning as a focus for helping to improve student achievement and engagement.	We are aware that the use of e-learning is sometimes used to help improve student achievement and engagement.	We are aware that the use of e-learning as a focus for helping to improve student achievement and engagement is being trialed.	We are aware that the use of e-learning is a focus for helping to improve student achievement and engagement.	**STUDENT:** We are aware that the use of e-learning as a focus for helping to improve student achievement and engagement. We can see the positive impact it has had.
	I te akomanga o taku tamaiti/ā mātou tamariki... *(Tā te whānau tirohanga ake)*	Karekau i te mārama ki ā mātou mēnā e arohia ana ngā āheinga o te ako-e hei hāpai i ngā ākonga ki te eke taumata anō me te tahuri mai ki te ako.	E mārama ana mātou ko te ako-e tētahi ara e whakamahia ana i ētahi wā kia eke ai ngā ākonga ki taumata anō, e tahuri mai ai hoki ki te ako.	Kei te whakamātauria ngā āheinga o te ako-e hei ara e eke ai ngā ākonga ki taumata anō, e tahuri mai ai hoki ki te ako.	Kei te arohia ngā āheinga o te ako-e hei ara e eke ai ngā ākonga ki taumata anō e tahuri mai ai hoki ki te ako.	**TE EKENGA:** Kei roto ngā āheinga o te ako-e i ngā mahi ako katoa, ā, koinei hei ara e eke ai ngā ākonga ki taumata anō e tahuri mai ai hoki ki te ako. E kitea ana ngā hua pai o tēnei mahi i ngā mahi o ā mātou tamariki.
	Whānau view *(Personal)*	In our child's class, we are not aware of the use of e-learning for helping to improve student achievement and engagement.	In our child's class, we are aware of that the use of e-learning is sometimes used to help improve student achievement.	In our child's class, e-learning is being trialed to improve student achievement and engagement.	In our child's class, e-learning is a focus for helping to improve student achievement and engagement.	**STUDENT:** In our child's class, e-learning is embedded in all practices to improve student achievement and engagement. We can see the positive impact it has had on student outcomes.
Te whakahaere ako-e	**I tō mātou kura...** *(Tā te whānau tirohanga)*	Karekau i te mārama ki ā mātou me he ngohe ako-e kei te whakahaerehia.	Ka whakahaerehia te ako-e e te pouako.	Mā ngā ākonga e whakahaere i te ako-e i roto i ngā mahi kua whakaritea, i raro hoki i ngā kōwhiringa kua rārangihia e te pouako.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuatanga whakamahi i te ako-e kia tutuki pai ō rātou matea ako.	**TE WHAKAHAERE:** E hāngai ana ngā whakatau mō te wāhi ki te ako-e ki ngā ākonga, ā, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia.
Control and choice (who manages what)	**Whānau view** *(Kura)*	In our school we are not aware of any e-learning activities.	In our school e-learning is managed by the teachers.	In our school students manage e-learning as part of assigned tasks and with clear choices given by the teachers.	In our school teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	**CONTROL:** In our school e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.

	I tō mātou kura... *(Tā te whānau tirohanga ake)*	Kāore mātou i te mōhio i ngā ngohe ako-e i te akomanga o tā mātou tamaiti.	Ka whakahaerehia te ako-e e te pouako i te akomanga o tā mātou tamaiti.	Ka whakahaerehia te ako-e e ngā ākonga i roto i ngā mahi kua whakaritea, i raro hoki i ngā kōwhiringa kua rārangihia e te pouako, i te akomanga o tā mātou tamaiti.	Ka mahi tahi ngā pouako ki ngā ākonga ki te whakarite i ngā āhuatanga whakamahi i te ako-e e tutuki pai ai ō rātou matea ako i te akomanga o tā mātou tamaiti.	**TE WHAKAHAERE:** E hāngai ana te wāhi ki te ako-e ki ngā ākonga, ko ngā whakatau mō ngā whakamahinga o ngā tū hangarau hei whakawhanake i te ako, ka whakatauhia tahitia, i te akomanga o tā mātou tamaiti.
	Whānau view *(Personal)*	In our child's class we are not aware of any e-learning activities.	In our child's class e-learning is managed by the teacher.	In our child's class, students manage e-learning as part of assigned tasks and with clear choices given by the teacher.	In our child's class, teachers and students negotiate the way e-learning is used to meet students' learning needs appropriately.	**CONTROL:** In our child's class e-learning is student-centred and decisions about appropriate use of technologies to enhance learning are made collaboratively.
Te whakatutuki i ngā matea ako o ngā ākonga	**I tō mātou kura...** *(Tā te whānau tirohanga)*	Kāore mātou i te tino mōhio mēnā rā e arohia ana ngā matea o tētahi rōpū, o tētahi takitahi rānei mā roto mai i te ako-e.	Kei te torohia ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te whakamātauria ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kua whakaūngia he tikanga e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	**TE WHAKATUTUKI:** Ka arohia ngā matea ako o ngā ākonga mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka whai wāhi mātou ki te arotake i ngā hōtaka i runga i tōna whai take.
Addressing the specific needs of learners	**Whānau view** *(Kura)*	In our school we are not aware if the specific needs of groups or individuals being addressed through e-learning.	In our school they are exploring how to address the specific needs of groups or individual learners through e-learning.	In our school they are trialling ways to address the specific needs of groups or individual learners through e-learning.	In our school they 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 we help review programmes.
	I te akomanga o taku tamaiti, o aku tamariki... *(Tā te whānau tirohanga ake)*	Kāore mātou i te tino mōhio mēnā rā e arohia ana ngā matea a tētahi rōpū, a tētahi takitahi rānei mā roto mai i te ako-e.	Kei te torohia ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kei te whakamātauria ngā ara o te ako-e e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki.	Kua whakaūngia he tikanga e tutuki ai ngā matea ako o tētahi rōpū, o te ākonga takitahi anō hoki mā roto mai i te ako-e.	**TE WHAKATUTUKI:** Ka arohia ngā matea ako o ngā ākonga mā roto mai i ngā mahi ako-e e wātea ana ki a rātou. Ka whai wāhi mātou ki te arotake i ngā hōtaka i runga i tōna whai take.
	Whānau view *(Personal)*	In our child's class we are not aware if the specific needs of groups	In our child's class they are exploring how to address the specific	In our child's class they are trialing ways to address the specific	In our child's class they have embedded practices to address the	**ADDRESSING:** In our child's class the individual needs of learners are routinely addressed through

		or individuals are addressed through e-learning.	needs of groups or individual learners through e-learning.	needs of groups or individual learners through e-learning.	specific needs of groups or individual learners through e-learning.	inclusive e-learning opportunities, and we help review programmes.
Te ako-e i te marau ā-kura. Te whakatūmau	I tō mātou kura... (Tā te whānau tirohanga)	Kāore mātou i te mōhio me pēhea te tautoko a ngā taputapu hangarau i te ako.	Ka whakamahia e ētahi ākonga ngā momo rawa hangarau, i ētahi wā hoki.	Ka whakamahia e ngā ākonga ngā momo rawa hangarau hei tautoko i te ako.	Ka kaha whakamahia e ngā ākonga ngā rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: E kōtuitui ana ngā momo rawa hangarau i ngā hōtaka katoa kia whai hua ai ngā akoranga katoa.
e-Learning within the whole school curriculum Embeddedness	Whānau view (Kura)	In our school, we are not yet aware of how the use of technologies supports learning.	In our school, students sometimes use technologies.	In our school, students usually use technologies in ways that support learning.	In our school, students regularly use technologies in ways that support learning.	EMBEDDING E-LEARNING: In our school, technologies are embedded through the learning programmes in ways that we think are meaningful.
	I te akomanga o taku tamaiti, o aku tamariki... (Tā te whānau tirohanga ake)	Kāore mātou i te mōhio me pēhea te tautoko a ngā taputapu hangarau i te ako.	Ka whakamahia e ētahi ākonga ngā momo rawa hangarau, i ētahi wā hoki.	Ka whakamahia e ngā ākonga ngā momo rawa hangarau hei tautoko i te ako.	Ka kaha whakamahia e ngā ākonga ngā rawa hangarau hei tautoko i te ako.	TE WHAKATŪMAU I TE AKO-e: E kōtuitui ana ngā momo rawa hangarau i ngā hōtaka katoa kia whai hua ai ngā akoranga katoa.
	Whānau view (Personal)	In our child's class, we are not yet aware of how the use of technologies supports learning.	In our child's class, students sometimes use technologies.	In our child's class, students usually use technologies in ways that support learning.	In our child's class, students regularly use technologies in ways that support learning.	EMBEDDING E-LEARNING: In our child's class, technologies are embedded through the learning programmes in ways that we think are meaningful.

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 whānau tirohanga)*	He iti, he kore noa iho rānei ngā whakangungu ako-e ka whakahaerehia mō ngā pouako.	Ka whakahaerehia ētahi whakangungu ako-e torutoru noa iho nei mō ngā pouako.	Ka whakahaerehia ētahi whakangungu ako-e noa iho nei mō ngā pouako.	He nui ngā wā ka wātea ki ngā pouako ngā whakangungu ako-e.	**TE WHANAKE:** He maha kē atu ngā wā kua wātea ki ngā pouako ngā whakangungu ako-e.
Opportunity for e-learning Professional Learning	**Whānau view** *(Kura)*	In our school little or no professional learning opportunities about e-learning happens for teachers.	In our school a few professional learning opportunities about e-learning occurs for teachers.	In our school some professional learning opportunities about e-learning occurs for teachers.	In our school regular professional learning opportunities about e-learning occurs for teachers.	**OPPORTUNITY:** In our school many opportunities for professional learning about e-learning occurs for teachers.
	I te akomanga o taku tamaiti/ā mātou tamariki… *(Tā te whānau tirohanga ake)*	Kāore i te aro i a mātou ngā aronga whakangungu ako-e o ngā pouako.	E mōhio ana mātou he whakangungu ako-e torutoru noa iho nei kei te whakahaerehia mō ngā pouako.	Ka whakangungua ngā pouako kia whanake tō rātou mōhio ki ngā āhuatanga o te ako-e.	He nui ngā wā ka whakangungua ngā pouako kia whanake tō rātou mōhio ki ngā āhuatanga o te ako-e.	**TE WHANAKE:** He maha kē ngā wā kua wātea ki ngā pouako ngā whakangungu ako-e. Ka arohia ngā matea ako o ngā pouako me ngā ākonga hoki.
	Whānau view *(Personal)*	In our child's classroom we know nothing about professional learning opportunities for staff focusing on e-learning.	In our child's classroom we are aware of some professional learning and development for staff focusing on e-learning.	In our child's classroom teachers are involved in some professional learning and development focusing on e-learning.	In our child's classroom teachers are part of regular professional learning and development focusing on e-learning.	**OPPORTUNITY:** In our child's classroom teachers have many opportunities for professional learning and development focusing on e-learning. This focuses on the needs of the teacher and the student.

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

						can bring or access their own tools/accounts if they want to.
Te hanga, te auau hoki o te toro i ngā momo hangarau	**I tō mātou kura...** *(Tā te whānau tirohanga)*	I tō mātou kura he iti rawa te toro atu, kāore noa iho he toro rānei a ngā tamariki ki ngā momo hangarau.	I tō mātou kura, i ētahi wā ka toro atu a mātou ākonga ki ngā momo hangarau.	I tō mātou kura, i te nuinga o te rā ka taea e ngā ākonga ngā momo hangarau te toro atu.	I tō mātou kura, i ngā wā katoa ka taea e ngā ākonga ngā momo hangarau te toro atu.	**TE HANGA:** I tō mātou kura, he pūmau te toro atu a ngā ākonga ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea e rātou te toro atu ki ngā rauemi ipurangi.
Type and frequency of access	**Whānau view** *(Kura)*	In our school our children have non-existent or minimal access to technologies.	In our school our children have occasional access to technologies.	In our school our children usually have access to technologies when they need them.	In our school our children have access to technologies any time they need them for their learning.	**TYPE:** In our school our children have constant access to technologies and can use an appropriate tool whenever and wherever they need to. Access is available to online tools "24-7".
	I te akomanga o taku tamaiti/ā mātou tamariki… *(Tā te whānau tirohanga ake)*	I te akomanga o taku tamaiti/ā mātou tamariki, he iti rawa te toro atu, kāore noa iho he toro rānei a ngā tamariki ki ngā momo hangarau.	I te akomanga o taku tamaiti/ā mātou tamariki, i ētahi wā ka toro atu ā mātou ākonga ki ngā momo hangarau.	I te akomanga o taku tamaiti/ā mātou tamariki, i te nuinga o te rā ka taea e ngā ākonga ngā momo hangarau te toro atu.	I te akomanga o taku tamaiti/ā mātou tamariki, i ngā wā katoa ka taea e ngā ākonga ngā momo hangarau te toro atu.	**TE HANGA:** I te akomanga o taku tamaiti/ā mātou tamariki, he pūmau te toro atu a ngā ākonga ki ngā momo hangarau, ahakoa te wā me te wāhi ka taea e rātou te toro atu.
	Whānau view *(Personal)*	In my child's classroom they have non-existent or minimal access to technologies.	In my child's classroom they have occasional access to technologies.	In my child's classroom they usually have access to technologies when they need them.	In my child's classroom they have access to technologies any time they need them for their learning.	**TYPE:** In my child's classroom they have constant access to technologies and can use an appropriate tool whenever and wherever they need to. Access is available to online tools '24-7'.
Te taiao	**I tō mātou kura...** *(Tā te whānau tirohanga)*	I tō mātou kura kāore anō mātou kia kite atu i ngā kaiako e whakamahi ana i ngā momo hangarau ki te taha o ā rātou ākonga.	I tō mātou kura kua kite atu mātou i ētahi kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākonga.	I tō mātou kura kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākonga.	I tō mātou kura kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i	**TE TAIAO:** I tō mātou kura kua kite atu mātou i ngā kaiako katoa e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākonga.

						ngā matea ako o ngā ākonga.
Environment	**Whānau view** *(Kura)*	In our school we have not seen any indication of teachers using new technologies with their students.	In our school we have seen some teachers using a few new technologies with their students.	In our school we have seen many teachers using new technologies with their students.	In our school we have seen most teachers using new technologies to meet the individual needs of their students.	**ENVIRONMENT:** In our school we have seen all teachers using new technologies across the school day with their students to meet their individual needs.
	I te akomanga o taku tamaiti/ā mātou tamariki… *(Tā te whānau tirohanga ake)*	I te akomanga o taku tamaiti/ā mātou tamariki, kāore anō mātou kia kite atu i ngā kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākonga.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i ētahi kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākonga.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu ki te taha o ā rātou ākonga.	I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i te nuinga o ngā kaiako e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākonga.	**TE TAIAO:** I te akomanga o taku tamaiti/ā mātou tamariki, kua kite atu mātou i ngā kaiako katoa e whakamahi ana i ngā momo hangarau hōu kia pai ai te hāpai i ngā matea ako o ngā ākonga.
	Whānau view *(Personal)*	In my child's classroom we have not seen any indication of the teachers using new technologies with them.	In my child's classroom we have seen the teacher using some new technologies some of the time.	In my child's classroom the teacher uses new technologies a lot of the time.	In my child's classroom the teacher uses new technologies all of the time.	**ENVIRONMENT:** In my child's classroom the teacher uses new technologies across the curriculum and throughout the day to support my child's learning.
Te Rawaka	**I tō mātou kura…** *(Tā te whānau tirohanga)*	I tō mātou kura, kāore i te rawaka te rahinga o ngā momo rauemi whai kounga kia tutuki ai ngā matea ako o ngā ākonga.	I tō mātou kura, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o ētahi o ngā ākonga.	I tō mātou kura, he rakawa ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te nuinga o ngā tamariki.	I tō mātou kura, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki pai ai ngā matea ako o te katoa o ngā tamariki.	**TE RAWAKA:** I tō mātou kura, he autāia te rawaka o ngā momo rauemi hangarau whai kounga kia tutuki pai ai ngā matea ako o te katoa o ngā tamariki.
Sufficiency	**Whānau view** *(Kura)*	In our school there is not enough quality technology to meet the learning needs of our children.	In our school there is enough quality technology to meet some of the learning needs of our children.	In our school there is enough quality technology to meet most of the learning needs of our children.	In our school there is enough quality technology to meet all of the learning needs of our children.	**SUFFICIENCY:** In our school there is enough quality technology to meet all of the learning needs of our children across all learning areas.
	I roto i te akomanga o	I roto i te akomanga o taku tamaiti/ā mātou	I roto i te akomanga o taku tamaiti/ā mātou	I roto i te akomanga o taku tamaiti/ā mātou	I roto i te akomanga o taku tamaiti/ā mātou	**TE RAWAKA:** I roto i te akomanga o taku tamaiti/ā

	taku tamaiti/ā mātou tamariki… *(Tā te whānau tirohanga ake)*	tamariki, kāore i te rawaka te rahinga o ngā momo rauemi whiai kounga kia tutuki ai ngā matea ako o ngā ākonga.	tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o ētahi o ngā ākonga.	tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te nuinga o ngā tamariki.	tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te katoa o ngā tamariki.	mātou tamarik, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te katoa o ngā tamariki.
	Whānau view *(Personal)*	In my child's classroom there is not enough quality technology to meet the learning needs of our children.	In my child's classroom there is enough quality technology to meet some of the learning needs of our children.	In my child's classroom there is enough quality technology to meet most of the learning needs of our children.	In my child's classroom there is enough quality technology to meet all of the learning needs of our children.	**SUFFICIENCY:** In my child's classroom there is enough quality technology to meet all of the learning needs of our children across all learning areas.
Horopū	**I tō mātou kura...** *(Tā te whānau tirohanga)*	I tō mātou kura, he hārakiraki te hangarau e wātea ana mō te ako.	I tō mātou kura, he horopū te hangarau e wātea ana mō te ako i ētahi wā.	I tō mātou kura, he horopū te hangarau e wātea ana mō te ako i te nuinga o te wā.	I tō mātou kura, he horopū ake nei te hangarau e wātea ana mō te ako i ngā wā katoa.	**HOROPŪ**: I tō mātou kura, he horopū, he pīngore hoki te hangarau ki ngā matea ako o te marea.
Reliability	**Whānau view** *(Kura)*	In our school the technology available for learning is unreliable.	In our school the technology available for learning is sometimes reliable.	In our school the technology available for learning is usually reliable.	In our school the technology available for learning is always reliable.	**RELIABILITY:** In our school the technology available for learning is always reliable and adaptable to the learning needs of all.
	I tō mātou kura... *(Tā te whānau tirohanga ake)*	He hārakiraki te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū i ētahi wā te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū i te nuinga o te wā te hangarau e wātea ana ki ā mātou tamariki mō te ako.	He horopū te hangarau e wātea ana ki ā mātou tamariki mō te ako i ngā wā katoa.	**HOROPŪ**: He horopū, he pīngore hoki ki ngā matea ako o te marea te hangarau e wātea ana ki ā mātou tamariki mō te ako.
	Whānau view *(Personal)*	The technology available to our child/children for their learning is unreliable.	The technology available to our child/children and their learning is sometimes reliable.	The technology available to our child/children and their learning is usually reliable.	The technology available to our child/children and their learning is always reliable.	**RELIABILITY:** The technology available to our child/children and their learning is reliable and adaptable to the learning needs of all.
Te haumaru me te whakahaere mōreareatanga	**I tō mātou kura...** *(Tā te whānau tirohanga)*	I tō mātou kura, kāore au i te mōhio ki ngā tukanga haumaru ā-ipurangi e haumaru ai	I tō mātou kura, e mōhio ana au e tūhura ana te kura i ngā tukanga haumaru ā-ipurangi haumaru ai te taiao	I tō mātou kura, e mōhio ana au e aromatawai ana te kura i ngā tukanga haumaru ā-ipurangi kia	I tō mātou kura, mōhio ana au e rite pai ana ngā tukanga kia haumaru ai te taiao	**TE HAUMARU:** I tō mātou kura, e mahitahi ana te kura me mātou kia haumaru ai te taiao ako, ina mahi ngā ākonga ki te hangarau.

		te taiao ako-e mā ngā ākonga.	ako-e mō ā tātou ākonga.	haumaru ai te taiao ako-e mō ā tātou ākonga.	ako-e mō ā tātou ākonga.	
Safety and risk management	**Whānau view** (Kura)	In our school I am not aware of any safety measures across the school that ensures a safe e-learning environment for the students.	In our school I am aware that the school is investigating safety measures across the school that ensures a safe e-learning environment for the students.	In our school I am aware that the school is trialling safety measures across the school that ensures a safe e-learning environment for the students.	In our school I know that the school has systems in place safety measures across the school that ensures a safe e-learning environment for the students.	**SAFETY:** The school works with us to make sure it maintains safe learning environments when ākonga are working with technologies.
	I te akomanga o taku tamaiti/ aku tamariki... (Tā te whānau tirohanga ake)	I te akomanga o taku tamaiti/aku tamariki kāore au i te mōhio mēnā he taiao ako-e haumaru te akomanga.	I te akomanga o taku tamaiti/aku tamariki, e mōhio ana au e tūhura ana rātou i ngā taiao ako haumaru.	I te akomanga o taku tamaiti/aku tamariki, e mōhio ana au e aromatawai ana rātou i ngā taiao ako haumaru.	I te akomanga o taku tamaiti/aku tamariki, e mōhio ana au he pūnaha ō rātou kia noho haumaru te taiao ako.	**TE HAUMARU:** I te akomanga o taku tamaiti/aku tamariki, e mahitahi ana te kaiako me mātou kia haumaru ai te akomanga hei taiao ako haumaru, ina mahi/tuihono ā mātou tamariki me ngā hangarau.
	Whānau view (Personal)	In our child's classroom, I am not aware if the classroom is a safe learning environment	In our child's classroom, I am aware that they are investigating safe learning environments.	In our child's classroom, I am aware that they are trialing safe learning environemnts.	In our child's classroom, I am aware that they have systems in place to ensure safe learning environments.	**SAFETY:** The teacher works with us to make sure the classroom is a safe learning environment when my child is working with technologies/ on the internet.