# 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* |
| **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 schoolwe do not communicate with school using technologies. | In our schoolinformation is shared with us through technologies but the school has not talked to us about this. | In our schoolwe have discussed the ways to use technologies to communicate with the school and we are starting to use these. | In our schooltechnologies 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 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 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 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, o te ao whānui anō hoki** | **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 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’

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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 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* andthe vision of e-learning in the school. |

# 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 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 hokihei 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 hokihei 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 exploringsome Digital Citizenship & Cybersafety practices to support a safe learning environment. | In our school we are trialingsome Digital Citizenship & Cybersafety practices to support a safe learning environment. | In our school we are regularly teachingDigital 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 someDigital 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…**  *(Tā te whānau tirohanga)* | Ko te rahinga o ngā aromatawai he mahi ā-pepa. | Ko ētahi aromatawai he mahi ā-pepa, ko ētahi ka tukuna mā ētahi pūnaha hangarau. | Ka whakamahia ētahi hangarau i ngā aromatawai, ā, kei te whakamahia hoki e ētahi ākonga ngā tū hangarau ki te tiaki, ki te whakaatu hoki i ō rātou whanaketanga ako. | He whakatepe tonu te aromatawai takitahi, takitini anō hoki, mā te whakamahi i ngā hangarau matihiko, i ngā hangarau māori noa hoki. | **AROMATAWAI:** Ka whakamahia ngā tū rauemi matihiko maha mō ngā tū aromatawai katoa e 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 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. | E mārama ana mātou 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. | 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 mai ai hoki ki te ako. | **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 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 exploringhow 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 or individuals are addressed through e-learning. | In our child’s class they are exploring how to address the specific needs of groups or individual learners through e-learning. | In our child’s class they are trialing ways to address the specific needs of groups or individual learners through e-learning. | In our child’s class they have embedded practices to address the specific needs of groups or individual learners through e-learning. | **ADDRESSING:** In our child’s class the individual needs of learners are routinely addressed through 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’

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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 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’*

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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 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 ngā matea ako o ngā ākonga. | **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. |
| **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 taku tamaiti/ā mātou tamariki…**  *(Tā te whānau tirohanga ake)* | I roto i te akomanga o taku tamaiti/ā mātou tamariki, kāore i te rawaka te rahinga o ngā momo rauemi whiai kounga kia tutuki ai ngā matea ako o ngā ākonga. | I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o ētahi o ngā ākonga. | I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te nuinga o ngā tamariki. | I roto i te akomanga o taku tamaiti/ā mātou tamariki, he rawaka ngā momo rauemi hangarau whai kounga kia tutuki ai ngā matea ako o te katoa o ngā tamariki. | **TE RAWAKA:** I roto i te akomanga o taku tamaiti/ā 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 te taiao ako-e mā ngā ākonga. | I tō mātou kura, e mōhio ana au e tūhura ana te kura i ngā tukanga haumaru ā-ipurangi haumaru ai te taiao ako-e mō ā tātou ākonga. | I tō mātou kura, e mōhio ana au e aromatawai ana te kura i ngā tukanga haumaru ā-ipurangi kia haumaru ai te taiao ako-e mō ā tātou ākonga. | I tō mātou kura, mōhio ana au e rite pai ana ngā tukanga kia haumaru ai te taiao ako-e mō ā tātou ākonga. | **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. |
| **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/o 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. |