



**Te Kura Māori o Ngā Tapuwae
Mangere, Auckland**

Kua Whakamanahia

Te Pūrongo Arotake Mātauranga

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Kura ā Iwi	Te Kura Māori o Ngā Tapuwae
Te tau a Te Tāhuhu o te Mātauranga	630
Te tūwāhi	Kei Māngere, ki Tāmaki-makau-rau

Te Pūtake

Ko te pūtake o ngā pūrongo a Te Tari Arotake Mātauranga, ko te whakamōhio i te whānau me te hāpori whānui o te kura i te kōunga o te mātauranga e whakaratohia ana e ngā kura, ā, e whakawhiwhia ana e ngā tamariki. E takunetia ana ngā pūrongo a Te Tari Arotake Mātauranga, kia mārama, kia hāngai pū, kia mārohirohi, kia aromātai. E whakautu ana tētahi pūrongo a Te Tari Arotake Mātauranga i tētahi pātai aromātai. Ka pūrongo hoki Te Tari Arotake Mātauranga i ngā tukanga me ngā whakaritenga e pā ana ki te arotake whaiaro.

Ngā Whakaaturanga

1 Te Horopaki

E tū ana Te Kura Māori o Ngā Tapuwae ki Māngere, ki Tāmaki-makau-rau, ā, kua hono atu ki Ngā Kura ā Iwi o Aotearoa. He tino hononga tauutuutu tā te whānau o te kura ki te mana whenua me te Kīngitanga. Ka whakapūmau rātou i te poi-poi i ngā tikanga me ngā kawenga a ngā iwi o tēnei takiwā.

Ko Puketapapa me Te Ara Pueru ngā Maunga

Ko te Manukanuka a Hoturoa te Moana

Ko Puukaki, ko Makaurau, ko Te Paea ngā marae

Ko Te Waiohū, ko Te Akitai, ko Te Ahiwaru, ko Te Kawerau a Maki ngā hapū,

Ko Waikato te Iwi.

Kua waihangatia e te whānau o Ngā Tapuwae ō rātou whare hou, ā, ka tīmata te hanga i aua whare hei te tau 2016. Ko te tūnga o Te Whare Wānanga Pupuri Kōrero o Ngā Tapuwae kei te pūtahi o ngā whare hou kāhore anō kia whakatūngia. Ka noho matua ki te katoa ngā hononga ki te wā o mua, ki tēnei wā, ki ngā wā hoki kei te heke tonu mai. He tini ngā whakatupuranga o ngā whānau, ngā pouako, me ngā kaiārahi e hāpai ana i te kura, i tōna tupu, me tōna aronga mō meāke nei.

He pēhea rawa ngā ākonga e whakaatu mai i tō rātou mana motuhake, tō rātou tūmāia, tō rātou whakaaweawe, me tō rātou ihumanea e whakatau whakaritenga ana, ā, e whai wāhi nui ana ki te hāpori whānui?

He mana motuhake, he māia, he whakaaweawe, he ihumanea tō ngā ākonga, ā, ka whakatau rātou i ā rātou ake whakaritenga.

2 Ngā Putanga ki ngā Ākonga

He pakari ngā ākonga i roto i te reo, te ahurea, me te tuakiri ā, he pakari rātou i roto i te ahureatanga. Ko ngā uaratanga o te kura, arā, ko te whakaute, te kawenga, me te atawhai ngā tino pou tohu e whakahāngai ana i ngā taunekeneke, te āhua, me te whanonga o ngā ākonga me te whānau. Ka ako ngā ākonga i a rātou anō, i ō rātou iwi me ngā iwi hoki o te takiwā nei, i a Tainui me te Kīngitanga hoki. Ka taunekeneke ngā ākonga ki ngā kaumātua o ngā marae o tēnei hāpori. Ka whai wāhi rātou i ia te wā ki te whakatōmene me te whai māramatanga ki ngā whakahirahiritanga o te tiaki i ō rātou kaumātua. Ka whai wāhi nui, ka tautoko mārika hoki ngā kaumātua me tō rātou mātau

i te whakawhanaketanga me te whakahaumanu ake hoki o te reo Māori, ngā tikanga, me ngā reo ā-iwi ki te tāone nui. He nui ngā tūmanako o ngā pouārahi matua kia ū pūmau ai te tuituitanga o tā rātou marau, te kounga o ngā whakaakoranga, te whai wāhi mai o ngā kaumātua, me te hononga ki te hāpori i te mana me te whakahirahiratanga o te ahurea, te reo, me te tuakiri. Ka whakarite ngā pouako i ngā whai wāhitanga mō ngā ākongā ki te tūhura i te ao Māori. Ka ākina ngā ākongā kia ako, kia whai whakaaro hoki rātou ki te wā o mua me tēnei wā hoki, i a rātou e whakariterite ana mō te wā kei te heke mai. Ko 'Te Huarahi Hou', arā, he huihuinga rōpū iwi, ka arotahi ki te whakarato i ngā rauemi me ngā wheako o te kounga kairangi i roto i ngā whakaakoranga me ngā akoranga a ā rātou tamariki. He mātua kei roto i rōpū, ā, i kuraina ētahi o rātou i tēnei kura. Kei te noho ngākau nui rātou ki tēnei kura me āna tikanga.

He pakari te reo matatini me te pāngarau o ngā ākongā. Ka arotahi te poumarumarū ki te eke angitu o ngā ākongā, ā, ka whakapau kaha rātou ki te whakawhanake i ngā tino kaiārahi, me ngā tino pouako. Ka arahina ngā pouārahi matua e te tumuaki, ā, ka whakatakoto i ngā taumata teitei mō te katoa, ka waihanga hoki i ngā whai wāhitanga me ngā wero kia hōhonu ai te pakirehua ngaio me te whakapai tonutanga. Ka mahi ngātahi ngā pouako mā ngā huarahi auaha e aro nui ana ki te kaupapa, hei whakarato i ngā akoranga e whakahāngaitia ai ki tēnā me tēnā. Ka whakamahia taua aronga whakahāngai ako, kia hāngai ai ngā akoranga ki ia ākongā, mai i te tau 1 ki te 13. Ko ngā huarahi ako, ngā ngākau nuitanga, ngā matea me ngā pūmanawa o ngā ākongā e whai pānga ana ki te kiko o ngā akoranga me ngā rautaki whakaako. Ahakoa kua whakaritea ā-tau, ā-reanga hoki te kura, he rerenga tonu tā ngā akoranga e hāpai ana i te rere pai o te mātauranga mō ngā ākongā katoa. Puta noa i te kura, ka wheako ngā ākongā i ngā whai wāhitanga ki te whakatau i ngā whiringa ako, ki te tautuhi i ā rātou whāinga ako, te tūhura, te whakamātau, te patapatai, me te whakawhanake hoki i te ngākau nui ki te ako. Ka ākina ngā ākongā ki te whakaaro huritao ki tēnā i mahi ai rātou, me te whai whakaaro ki te āhua o ā rātou mahi. Ka eke angitu ngā ākongā, ā-hinengaro, ā-mātauranga hoki.

Ka whakatau ngā ākongā i ngā whakaritenga, ā, he whai wāhitanga hoki mā rātou ki te ārahi. Ka whakatau te poumarumarū, ngā pouārahi matua, me ngā pouako i ngā āhuatanga ka whai pānga ki ngā ākongā, ka whakamārama hoki he aha ai, ā, ka tautuhi i te whai pānga o ā rātou mahi. Ka whakatauirahia aua mahi mā ngā ākongā, ā, ka ākina rātou ki te noho mārama ki ā rātou whakataunga e pā ana ki a rātou anō, ki ā rātou ake akoranga hoki. Ka whakamahi ngā ākongā i ngā tūmomo rautaki pērā i te pakirehua me te hīraurau hopanga, kia tau ai rātou ki ngā whakataunga e tika ana. Ka whakamōhio tēnei i ā rātou whakataunga mō ō rātou hiahia ako, ō rātou matea ako, me ā rātou whiringa ako. Nā te noho mārama o ngā ākongā mō rātou anō, he pakari anō hoki rātou ki te āwhina i te ako a ētahi atu, me te whakapuaki i ō rātou mātanga. I ētahi o ngā wā, i ngā tūmomo taiao akoranga, he kawenga tā te ākongā, ā, ka hāpai tēnei i tōna tū hei kaiārahi. He pakari ngā ākongā hei kaiārahi e manaaki ana i te ao, ā, he hiahia nui ki te whai wāhi atu. Ka kaha whakatinana ngā ākongā i te pepehā o te kura, arā, 'Inā te mahi, he Rangatira.'

3 Te ārahitanga me te aromātai o roto

Kei te mōhio whānuitia te ārahitanga ngaio o te tumuaki, te hihiri hoki me tōna whakaaro nui ki te hāpori i tana whakapakari ake i te ārahitanga. Kua whakaritea e ia te kaha o te ngaiotanga me te whakakotahitanga, ā, he nui ngā tūmanako, ka whakamanahia hoki ia mema mō tō rātou mātanga, ō rātou pūkenga hoki puta noa i ngā wāhanga katoa o te whakahaere i te kura. Ka whakarite ia i ngā whai wāhitanga mō ētahi atu ki te eke hei kaiārahi, ki te whakapuaki hoki i ō rātou āheinga, me te hāpai anō hoki i te eke angitu i roto i te mātauranga. Ka kapohia atu te angitu o ngā tini whakatupuranga mai i te kaha o te whanaungatanga i waenganui i te mana whenua, ngā kaumātua, ngā pouako me ngā ākongā.

Ko te kaha o te aromātai o roto e kōkiri ana i te auahatanga me te whakarerekē haere i ngā wā katoa. He kōkiritanga nahanaha ki te whakaaro kaikini, te pakirehua kaikini hoki e ahu mai ana i ngā

whakaaturanga. Ko te matawhānui o ngā pakirehua tētahi tino tirohanga ki te āhua o ngā mahi e whakatutukihia ana. Nā tēnei, ka hōhonu ake te tiroiro, ā, ka haere ngātahi tēnei me te aroturuki mārika, te aru mārika. Ko te wā whakaaro nei hei tino whai wāhitanga anō hoki mō te whakatau ngātahi i ngā whakaaro. Ka whakamahia ngā kōrero urupare kia whai wāhi mai ai te tini o ngā whakaaro, ngā whakataunga, me te whakaraupapatanga o ngā kaupapa matua. Ko aua rautaki aromātai o roto, me aua aronga aromātai o roto hoki e hāpai ana i te māramatanga o te whānau, ngā hapū, ngā iwi, ngā pouako me ngā ākonga ki te arotahi ki te whakatutuki i ngā wawata o te kōunga kairangi.

Ngā wāhanga i tāutuhia ai e te kura hei whakawhanake ake

Kua tāutuhia e te whānau o te kura:

- kia whakamahi tonu rātou i ngā tino pūnaha o te aromātai mō te haere tonutanga o te auhatanga me te whakarerekē haere.

4 Te Whakatau a Te Poumarumarū ki ngā Wāhanga Tautukunga

I mua atu i te whakahaerenga o te arotake i whakatutukihia e te poari me te tumuaki he Tauāki Kupu Tūturu a Te Poumarumarū mā Te Tari Arotake Mātauranga, me tētahi Rārangi Arowhai Tātari Whaiaro. I roto i ēnei tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a Te Poumarumarū
- te marautanga
- ngā whakahaere mō te hauora, te haumarū, me te oranga tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa me ngā taonga.

I te wā o te arotake, i whakamātauhia e Te Tari Arotake Mātauranga ngā āhuatanga i raro iho nei, i te mea he nui te pānga o ēnei ki ngā paetae o ngā ākonga:

- te haumarū aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaaito)
- te haumarū ā-tinana o ngā ākonga
- te rēhitatanga o ngā pouako
- ngā tukanga ki te whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarerenga
- te tae ā-tinana atu a ngā ākonga ki te kura.

Te Whakarāpopototanga

Ka whakatinanahia ngā ākonga i te tohu o te kura, arā, 'Ina te mahi, he Rangatira'. He mana motuhake, he māia, he whakaaweawe, he ihumanea tō ngā ākonga, ā, ka whakatau rātou i ā rātou ake whakaritenga. Ka kōkiri rātou i ā rātou anō, ā-hinengaro, ā-mātauranga hoki. E tū ana Te Kura Māori o Ngā Tapuwae ki Māngere, ki Tāmaki-makau-rau, ā, kua hono atu ki Ngā Kura ā Iwi o Aotearoa.

Hei ā hea Te Tari Arotake Mātauranga arotake anō ai i te kura?

Tērā ka whakahaeretia e Te Tari Arotake Mātauranga te arotake whai muri i roto i te whā ki te rima o ngā tau.

A handwritten signature in black ink that reads "Lynda Pura-Watson". The signature is written in a cursive style with a large initial 'L'.

Lynda Pura-Watson
Kaiurungi Whakaturuki Arotake Māori

11 Hakihea, 2015

Education Review Report

Purpose

The purpose of ERO's reviews is to give whānau and the wider school community information about the quality of education that the school provides and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO report answers an evaluative question that is developed with the school and whānau. Under the overarching question ERO reports on the quality of education and learning outcomes for children. ERO also reports on self review processes and practices.

Findings

1 Context

Te Kura Māori o Ngā Tapuwae is in Mangere, Auckland and is a member of Ngā Kura ā Iwi o Aotearoa. The whānau has a significant and reciprocal relationship with mana whenua and the Kīngitanga. They are committed to maintaining the rights and responsibilities of local iwi.

*Ko Puketapapa me Te Ara Pueru ngā maunga
Ko te Manukanuka a Hoturoa te moana
Ko Puukaki, ko Makaurau, ko Te Puea ngā marae
Ko Te Waiohū, ko Te Akitai, ko Te Ahiwaru, Te Kawerau a Maki ngā hapū,
Ko Waikato te iwi.*

The whānau of Ngā Tapuwae has designed its new buildings and construction begins in 2016. The location of Te Whare Wānanga Pupuri Kōrero o Ngā Tapuwae is the centre point for the new buildings. The connection to the past, present and future is important to all. Multiple generations of whānau, teachers and leaders support the school, its ongoing growth and future focus.

How effectively do learners show they are autonomous, confident, influential, intelligent, decision makers who contribute to society?

Learners are autonomous, confident, influential, intelligent, decision makers.

2 Learner Outcomes

Learners are strong in their language, culture and identity, they are cultured. The school values, respect, responsibility and kindness are touch stones that focus the interactions, manner and behaviour of learners and whānau. Learners learn about themselves, their respective iwi and local iwi, Tainui and Kīngitanga. Learners interact with kaumātua from the local marae. Regular opportunities for learners to engage with and understand the importance of caring for their elders are made. Significant kaumātua with expertise in te reo Māori influence and support language and tikanga development and restoration of iwi dialects in an urban setting. The senior management team have high expectations that their integrated curriculum, quality teaching, kaumātua involvement and community connectedness will uphold the value and importance of culture language and identity. Teachers include opportunities for learners to explore te ao Māori. Learners are encouraged to learn about and consider the past and present as they plan for their future. The incorporated society 'Te Huarahi Hou' focus their contribution on the provision of high quality teaching and learning resources and experiences for their children. This group is made up of parents some of whom are ex-students, all are committed to this school and what it stands for.

Learners are literate and numerate. The board of trustees focus on learners' success and invest in developing great leaders and great teachers. The senior management team, led by the principal, set high standards for all and create the opportunities and challenge for deep professional inquiry and ongoing improvement. Teachers collaborate in responsive and innovative ways to provide differentiated learning. The differentiated learning approach is used to personalise learning for all ages from year 1 -13. Learning preferences, passions, needs and strengths of learners influence content and teaching strategies. Although the school is divided by years and levels there is a continuum of learning that supports a seamless education for all learners. Throughout the school learners experience opportunities to make choices, define their learning goals, explore, experiment, question and develop a love for learning. Learners are prompted to reflect on what they do and consider how well they have done. Learners are intellectually and academically successful. Learners make decisions, and have opportunities to lead. The board of trustees, senior managers and teachers make decisions about what will happen for learners, explain why and define the intended impact of their actions. These techniques are modelled to and for learners who are encouraged to be clear about the decisions they make for themselves and their own learning. Learners use different strategies like inquiry and problem solving, to reach specific conclusions. This in turn informs decisions they make about their learning preferences, needs and choices. As learners have clarity for themselves, they are well equipped to help others to learn and share their expertise. At different times and in the differentiated learning environment, learners take on responsibilities that build their individual competence as leaders. Learners are confident leaders who care about the world and are determined to contribute. Learners embody the school motto, 'Inā te mahi, he Rangatira'.

3 Leadership and Internal review

The principal is renowned for her professional leadership, acumen and community minded approach to building leadership. She has established a strong professional and inclusive culture where expectations are high and each member is valued for their knowledge expertise and skill throughout all parts of the school operations. She creates opportunities for others to excel as leaders, share their abilities and contribute to educational success. Intergenerational success is captured through the strong relationships between mana whenua, elders, teachers and learners.

High level internal evaluation provides a continuing impetus for innovation and change. There is a systematic drive for critical thinking and inquiry that is evidence based. Comprehensive inquiry provides considerable insight into what is happening. This leads to additional investigation alongside focused monitoring and tracking. The thinking space provides real opportunity for collaborative sense making. Feedback loops are used to include multiple voices, decision making and prioritising. These internal evaluation strategies and approaches support whānau, hapū, iwi, teachers and learners to understand how to focus on achieving high quality aspirations.

School-identified areas of development

Te Kura Maori o Ngā Tapuwāe has identified that:

- They will continue to utilise effective evaluation systems for ongoing innovation and change.

4 Board assurance on legal requirements

Before the review, the board of trustees and principal completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Learners embody the school motto, 'Inā te mahi, he Rangatira'. Learners are autonomous, confident, influential, intelligent, decision makers. They are intellectually and academically independent. Te Kura Māori o Ngā Tapuwae is in Mangere, Auckland and is a member of Ngā Kura ā Iwi o Aotearoa Incorporated.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in four-to-five years.



Lynda Pura-Watson
Deputy Chief Review Officer Māori

11 December 2015