



Kua Whakamanahia – Ngā Whakaaturanga o te Aromātai Mana Whakahaere

Otaki School

PN 2939

Kei Ōtaki

1 He Kupu Arataki

Kua mahi ngātahi Te Tari Arotake Mātauranga, ngā whānau, ngā kaiārahi, ngā kaimahi me ngā hāpori ki te whakawhanake i ngā tirohanga aromātai e whai wāhi nui ai ki te hāpai i te kawenga takohanga me te whakapaitanga, ki te tautuhi i te ahu whakamua, ā, ki te whakapakari ake hoki i te āheinga ki te aromātai. E hāngai ana tēnei pūrongo ki ā rātou pūnaha, ki ā rātou whakaritenga, me ā rātou mahi whakahaere. Ka whakarato ngā pūrongo a Te Tari Arotake Mātauranga i ngā mōhiotia mātuatua mā ngā hapū me ngā iwi.

2 Te Horopaki

E tū ana Te Kura o Ōtaki ki waenga i ngā pae maunga o Tararua me te moana o Ōtaki. Ka tiakina, ka whāngaihia te whānau o te kura e ngā awa o Ōtaki me Mangapōuri. E arahina ana, e hāpaitia ana hoki te whānau e ngā tikanga o Ngāti Raukawa ki te Tonga. E whakarato ana te kura i te mātauranga reo rua me te mātauranga rumaki reo Māori mā ngā tamariki o ngā tau 1 ki te 8. Whai muri i te arotakenga a Te Tari Arotake Mātauranga i te kura i te Whiringa-ā-rangi o te tau 2018, kua whakatūngia tētahi rōpū ārahi hou, tae atu hoki ki tētahi tumuaki me ētahi kaimahi.

I te tau 2022, i toro atu ngā kaiārahi o te kura ki Te Uepū ā-Motu - arā, ki te ratonga Māori o ngā mahi arotake, mahi whakatairanga i Te Tari Arotake Mātauranga – kia aromātaihia tō rātou kura, nā te motuhake o tā rātou marau me tō rātou horopaki.

3 Te Aronga o te Aromātai

I whakatau Te Tari Arotake Mātauranga me te kura ki te aromātai i te whai huatanga o ngā whakaritenga Mana Whakahaere ki te waihanga ake i ngā tūāhuatanga e whakatairanga ana i te tauākī ‘kia Ōtaki te tū’ mā ngā tamariki, heoi, i whakawhanake i te pātai aromātai e whai ake nei:

‘He pēhea rawa te whakaatu mai a ngā tamariki i te tauākī e meatia ana ‘kia Ōtaki te tū’?’

He whai wāhitanga mō ngā tamariki ki te whakaatu mai i te tauākī e meatia ana ‘kia Ōtaki te tū’, hei āhuatanga matua o tō rātou wheako kura.

4 Ngā Whakaaturanga – Mana Whakahaere

E whakatinanahia ana ngā wawata o ngā whānau kia ako ā rātou tamariki ki tētahi taiao e mau ana i te hōhonutanga o te reo Māori me ngā tikanga Māori, ā, kia rumakina rātou ki te Raukawatanga. I te wā o Matariki, i te tau 2022, i whakarāmeme mai te whānau o te kura me te hāpori whānui ki te whakapūmau anō i ngā wawata kia ākona ā rātou tamariki mā te mātauranga reo rua me te mātauranga rumaki reo Māori. Ka whakamaheretia, ka whakatinanahia hoki ngā huarahi ako motuhake e rua, hei hāpai i taua aronga. Ka whakawhanake, ka ako hoki ngā tamariki mā roto mai i tētahi hāpori kōrero Māori.

Ka kitea te whanaungatanga me te manaakitanga i te āhua tonu o te whakatau whānau me te whakatau manuhiri ki te kura. Ko ngā karakia me ngā pānui o ia rā he whai wāhitanga mō ngā tamariki ki te ārahi, me te whakawhanaunga hei tuakana, hei teina. Ka whakapakari ake ngā waiata i ngā hononga o ngā tamariki ki tō rātou kura me tō rātou rohe. E whakapuakihia ana, e whakamanatia ana hoki ngā uara o te kura mā ngā waiata me ngā kōrero tuku iho. Ka tū ngā pakeke hei tino tauira o te reo me ngā tikanga Māori, ā, he

whakaute, he tauutuutu hoki te āhua o ngā taunekeneke. E whakatinana ana ngā tamariki i te whakaaro, 'kia rangatira ai te tū.'

Ka whai pānga ki te whakawhanaungatanga, ko te āta tautāwhi i te whai wāhi mai a ngā whānau ki te ao o te kura, mā te noho tuwhera mai o te kura ki a rātou. Kua whakatakotohia te mahere rautaki a te kura ki te whārangi ipurangi mōhiohia a te kura, hei tirohanga mā ngā whānau. Kei te whārangi Pukamata pāhekoheko ngā mōhiohia matawhānui e pā ana ki te ahurea, te horopaki, me ngā nekehanga hoki o te kura, tae atu hoki ki ngā mōhiohia e whakamārama ana i ngā huarahi e taea ai e ngā whānau te whai atu i roto i te ako a ā rātou tamariki, ā, i te ao hoki o te kura.

Ko te tauākī 'Kia Ōtaki te tū' kei te pūtake o ngā whakataunga. Kei ngā kaitiaki o te poari hou te tangongitanga o ngā pūkenga me ngā mōhiohia. Ka mahi ngātahi rātou ki te whakatinana i te tirohanga a te kura e meatia ana, 'Ko ā tātou tamariki ngā rangatira o āpōpō.' E hāngai ana te titiro o te mahere rautaki ki anamata, ā, kua pou herea ngā whāinga rautaki ki *Te Whare Tapa Whā* i whakatakotohia ai e Mason Durie. He auau ngā pūrongo ki ngā kaitiaki, ā, ka whakapuaki i ngā wheako o ngā tamariki me ngā taumahi e whakatairanga ana i tō rātou whakawhanaketanga torowhānui, e hono ana hoki i a rātou ki ngā putanga ako e whakamanatia ana.

Whiwhi ai hoki ngā kaitiaki i ia te wā, i ngā pūrongo e pā ana ki ngā ia me ngā tauira o te taetae atu a te tamariki ki te kura, me ngā rautaki i whakatakotohia ai ki te whakapiki ake i te whai wāhi mai. Ka pūrongoatia hoki ngā whakaaturanga e pā ana ki te *Positive Behaviours for Learning (PB4L)*. Ka whakapuakihia hoki ngā hōtuku paetae ki ngā kaitiaki, ā, i ngā wā e tika ana ka tono rātou i ētahi atu mōhiohia kia whai māramatanga, kia whai mōhiohia anō hoki rātou ki te ahu whakamua a ngā tamariki me ngā paetae ā-kura. E poipoia ana te waiora, te aronga toi whenuatanga, me te tuakiri o ngā tamariki.

E whanake haere ana te marau ā-kura, ā, he aronga ki te reo Māori me te tauākī 'Kia Ōtaki te tū.' Ka mahi ngātahi ngā kaiārahi o te kura ki te whakatutuki i ngā whāinga me ngā tūmanako o te kura. He hakune te kimi me te whakatū i ngā kaiako me ngā kaimahi e mōhio ana ki te reo Māori me te Raukawatanga, ā, he āhuatanga tēnei e hāpai ana i te kura ki te whakapūmau me te whakatupu tonu i tō rātou āheinga.

E hāngai ana te ako ngaio me te whakawhanaketanga ngaio o ngā kaiārahi, ngā kaiako, me ngā kaimahi, ki ngā hiahia whakawhanaketanga me ngā mahere whakawhanaketanga i tautuhia ai mō te kura. Ka whai pānga matua ngā noho marae ki te whakapakaritanga ake o ngā kaiako i tō rātou mōhiohia me tō rātou māramatanga ki te Raukawatanga, tae atu hoki ki tō rātou āheinga ki te whāngai i te tauākī 'Kia Ōtaki te tū', ki ngā tamariki.

Ngā Whakaritenga Matua ka whai ake

Kua tīmata noa te whakatinanatanga o te huringa taiāwhio tupu ngaio mō ngā kaimahi. E tautokona ana te kura e ngā kaitohutohu o waho. Ahakoa kua roa nei ngā kaiārahi me ngā kaiako e whakapakari ana i ā rātou hōtuku e pā ana ki te reo matatini, me te arotahi anō hoki ki te whakapai ake i te whakamahinga o ngā mōhiohia aromatawai hei ārahi i te whakaako me te ako, koia nei tonu tētahi āhuatanga hei whakapai ake. Me whai whakaaro ngā kaitiaki me ngā kaiārahi ki te whakapai ake i ngā taumata e tūmanakohia ana, kia whai kiko ake ai ngā whakamāramatanga e pā ana ki ngā whāinga mātauranga. He ngoikore aua tūāhuatanga i tēnei wā, kāhore e tautuhi ana, kāhore rānei e āta arotahi ake ana ki te whakatairanga i ngā putanga ki ngā ākongā e rongō ana i ngā tōrite, ā, kāhore hoki e whakatakoto ana i ngā tūmanako teitei e whakaterere ai i te ahu whakamua o ngā tamariki e tika ana.

Hei hāpai i ngā tamariki katoa ki te eke ki ngā taumata mātauranga e tika ana mō rātou i roto i te reo matatini me te pāngarau, me whakaarotau ngā kaiārahi me ngā kaiako ki:

- te arotake me te whakapai ake i ngā whakaritenga aromatawai, puta noa i te kura
- te whakatairanga i te whakatakotoranga o ngā taumata e tūmanakohia ana
- ngā pātuitanga ako ki te taha o ngā whānau o rātou ngā tamariki hei whakatere ake i roto i tā rātou ako
- te aroturuki me te pūrongo i te ahu whakamua me ngā paetae o ngā tamariki e whakamōreareatia ana, mā te reo e māramahia ana e ō rātou whānau me ngā kaitiaki o te poari.

5 Te Whakatau ki ngā Wāhanga Tautukunga

I te wā o te aromātai, i tirohia e Te Tari Arotake Mātauranga ngā pūnaha mō te whakahaeretanga o ngā wāhanga e whai ake nei:

- te haumaruru aronganui o ngā ākonga (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumaruru ā-tinana o ngā ākonga
- te rēhitatanga o ngā kaiako
- ngā tukanga ki te whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarereanga
- te tae ā-tinana atu a ngā ākonga ki te kura
- ngā kaupapa here o te kura, me te whakatutukitanga o ērā i ngā tikanga e pā ana ki te *Children's Act 2014*.

I whakatau ngā kaitiaki kua whakatutukihia e rātou ngā whakaritenga katoa ki te whakatutuki i ngā herenga ā-ture. Ka manatokitia taua tūāhuatanga e Te Tari Arotake Mātauranga i te wā o te aromātai Mana Tamariki ki te kura.

6 Te Taunakitanga

E taunaki ana Te Tari Arotake Mātauranga kia whakawhanake, kia whakatinana hoki ngā kaitiaki me te rōpū ārahitanga matua o te kura i tētahi mahere e whakatutuki ai i ngā whakaritenga matua kua tautuhia ki tēnei pūrongo kia whāia.



Darcy Te Hau
Toka ā Nuku
Te Uepū-a-Motu – Māori Services

07 Mahuru, 2023

7 Ngā kōrero e pā ana ki te Kura

Te tūwāhi	Kei Ōtaki
Te tau a te Tāhuhu o te Mātauranga	2939
Te tūmomo kura	He kura tuatahi (Tau 1-8)
Te tokomaha o ngā ākonga o te kura	159
Ngā hononga ā-iwi	Māori 91%, Pasifika 5%, Iwi kē 4%
Te wā i te kura te rōpū arotake	Haratua 2023
Te wā o tēnei pūrongo	7 Mahuru 203
Ngā pūrongo o mua a Te Tari Arotake Mātauranga E wātea ana ki www.ero.govt.nz	Arotake Mātauranga, Whiringa-ā-rangi 2018; Arotake Mātauranga, Hakihea 2015; Arotake Mātauranga, Whiringa-ā-rangi 2012

1 Introduction

The Education Review Office (ERO) in collaboration with whānau, leaders, kaimahi and their communities develop evaluation insights that foster accountability and improvement, identify progress and build evaluation capability. This report reflects their systems, operations and management practices. ERO reports provide important information for hapū and iwi.

2 Context

Otaki School is located between Tararua and Ōtaki beach. The Ōtaki River and Mangapouri Stream are viewed as providing protection and giving the school whānau life. The whānau are guided and uplifted by the tikanga of Ngāti Raukawa ki te Tonga. The school offers bilingual and immersion Māori education to tamariki in Years 1-8. A new leadership team, including the principal and new staff, have been appointed since ERO's November 2018 review.

School leaders approached Te Uepū ā-Motu, ERO's Review and Improvement Services Māori, in 2022 to request an evaluation of their school due to their unique curriculum and context.

3 Evaluation Focus

ERO and the school agreed to evaluate the effectiveness of Mana Whakahaere practices in creating conditions that promote 'kia Ōtaki te tū' in tamariki, and developed the following evaluative question:

How well do tamariki demonstrate kia Ōtaki te tū?

Tamariki have opportunities to demonstrate kia Ōtaki te tū as an integral part of their schooling experience.

4 Findings - Mana Whakahaere

Whānau aspirations for their tamariki to learn in an environment rich in te reo Māori, tikanga Māori, and for them to be steeped in Raukawatanga are being realised. The school whānau and wider community came together during Mātariki 2022 to reaffirm the aspirations held for tamariki to learn through bilingual and immersion Māori education. Two distinct learning pathways are planned and implemented to support this focus. Tamariki develop and learn in a community where te reo Māori is spoken.

Whanaungatanga and manaakitanga are evident in the way whānau and manuhiri are welcomed to the school. Daily karakia and panui allow opportunities for tamariki to lead, and for tuakana teina relationships. Waiata strengthens tamariki connections to their kura and the rohe. Kura values are expressed and affirmed through waiata and kōreo tuku iho. Adults are strong role models of te reo and tikanga Māori and interactions are respectful and reciprocal. Tamariki express kia rangatira ai te tū.

Whanaungatanga practices include whānau being embraced in the life of the school through an open-door policy. Whānau can find the school's strategic plan on the informative school website. The engaging Facebook page contains comprehensive information about the school's culture, context, happenings and information about how whānau can be involved in their child's learning and the life of the school.

Kia Ōtaki te tū is at the forefront of decision-making. The new board of trustees bring a range of skills and knowledge to their role. They work collaboratively to enact the school's vision that espouses 'Ko ā tātou tamariki ngā rangatira o āpōpō' - 'learners today, leaders tomorrow'. The strategic plan is future focused and strategic goals are underpinned by Mason Durie's *Te Whare Tapa Wha*. Regular reports to trustees share tamariki experiences and activities that promote their holistic development and connect them to valued learning outcomes.

Trustees also receive regular reports about tamariki attendance trends and patterns, and the strategies in place to increase participation. Positive Behaviours for Learning (PB4L) findings are also reported. Achievement data is also shared with trustees who, if necessary, request further information to build their understanding and knowledge of tamariki progress and achievement schoolwide. Tamariki wellbeing, sense of belonging and identity is nurtured.

The school's localised curriculum continues to evolve with a focus on te reo Māori and kia Ōtaki te tū. School leaders work collaboratively to achieve the school's goals and aims. Deliberate appointments and recruiting kaiako and kaimahi with te reo Māori, and who are knowledgeable in Raukawatanga support the school to sustain and continually grow their capacity.

Professional learning and development for leaders, kaiako and kaimahi align to the school's identified development needs and plans. Noho marae are instrumental in supporting kaiako to build their knowledge and understanding of Raukawatanga, and their ability to nurture 'Kia Ōtaki te tū' in tamariki.

Key Next Steps

A professional growth cycle for staff, is in the very early stages of implementation. The school is being supported by external advisors. Although leaders and kaiako have also been building their data literacy and focusing on improving the use of assessment information to guide teaching and learning for some time, this practice continues to require improvement. Trustees and leaders should consider improving targets to include more explicit academic goal setting. Currently these lack rigour, they do not identify or focus enough on improving outcomes for learners where disparities occur or set high expectations for accelerating the progress of those tamariki who require this. To assist all tamariki to attain their educational potential in literacy and mathematics, leaders and kaiako should prioritise:

- reviewing and improving assessment practices schoolwide
- improving target setting
- partnerships for learning with whānau of tamariki whose learning needs acceleration
- monitoring and reporting the progress and achievement of tamariki at risk in clear and understandable language to their whānau and trustees.

5 Assurance on Legal Requirement

During the evaluation, ERO checked at the following areas:

- 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
- school policies in relation to meeting the requirements of the Children's Act 2014.

Trustees attested to taking all reasonable steps to meet their legislative requirements. ERO will verify this during the Mana Tamariki school evaluation.

6 Recommendation

ERO recommends that the trustees and the school's senior leadership team develop and implement a plan to address the key next steps identified in this report.



Darcy Te Hau
Toka ā Nuku – Director
Te Uepū ā-Motu – Māori Review Services

7 September 2023

7 Information about the Kura

Location	Ōtaki
Ministry of Education profile number	2939
Kura type	Full Primary (Years 1 to 8)
Kura roll	159
Ethnic composition	Māori 91%, Pākehā 5%, Other 4%
Review team on site	May 2023
Date of this report	23 August 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, November 2018; Education Review, December 2015; Education Review, November 2012