



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

**Te Kura Kaupapa Māori o Rotoiti  
Kei Rotorua**

**Kua Whakamanahia**

**Ngā Whakaaturanga o te Aromātai**

# Ngā Whakaaturanga o te Aromātai

Kura Te Aho Matua	Te Kura Kaupapa Māori o Rotoiti
Te tau a Te Tāhuhu o te Mātauranga	1929
Te tūwāhi	Kei Rotorua

## 1 He Kupu Arataki

Kua mahi ngātahi Te Tari Arotake Mātauranga, ngā whānau, ngā kaiārahi, me ngā hāpori ki te whakatakoto i ngā tirohanga aromātai e whai wāhi nui ai ki te hāpai i ngā whakapaitanga, ki te tautuhi i te ahu whakamua, ā, ki te whakapakari ake hoki i te āheinga ki te aromātai.

## 2 Te Horopaki

E tū ana Te Kura Kaupapa Māori o Rotoiti ki te taha rāwhiti o te roto o Rotoiti. He tātai whakapapa tō ngā ākongā katoa ki a Ngāti Pikiao. Kua pou herea te marautanga o te kura ki te reo, ngā tikanga, me te hītori o Ngāti Pikiao. He tokomaha ngā whānau kua hoki mai ki te kāinga, kia āhei ai ā tātou tamariki ki te whai wāhi atu ki ēnei whakaakoranga.

## 3 Te Aronga o te Aromātai

*He pēhea rawa te whakatauirā mai o ngā ākongā i ngā wawata me ngā tūmanako o Ngāti Pikiao?*

E whanake ana ngā ākongā kia whai wāhi nui, kia whakakanohi hoki rātou i a Ngāti Pikiao.

## 4 Ngā Whakaaturanga

Ko tō te whānau wawata kia tū ā rātou tamariki hei kaiārahi mō Ngāti Pikiao ā tōna wā. He pakari ngā ākongā ki te whakapuaki i ō rātou whakapapa, ā, ka whai wāhi nui rātou ki ō rātou whānau, ō rātou hapū, tō rātou iwi, me te hāpori whānui. Ka whai wāhi atu rātou ki ngā taumahi e hāngai nui ana ki ngā tikanga me ngā uara o Ngāti Pikiao, pērā i ngā karakia me ngā mōteatea. Ka ako rātou i tō rātou takiwā, ā, i ō rātou tātai hono ki ngā marae katoa o Ngāti Pikiao. Tautoko ai rātou i ngā marae i ngā wā o ngā tangihanga me ētahi atu huihuinga. Ka āta whai wāhi nui te whānau me te hāpori ki aua akoranga. He ngākau titikaha ō ngā ākongā i roto i tō rātou mōhiotanga ki tō rātou tuakiri hei uri o Ngāti Pikiao.

E rumakina ana ngā ākongā ki te reo me ngā tikanga o Ngāti Pikiao. Ka rongorongo rātou i te reo e whakatauirahia ana ki te whānuitanga o ngā horopaki ōkawa me ngā horopaki ōpaki. Ka hāpai te whānau i ngā ākongā ki te ako i te reo mā te whakatauirā i te reo, mā te ako rānei ki te taha o ngā ākongā. Ka whakamahi ngā kaiako i te tangongitanga o ngā rautaki ako reo hei whakapakari ake i te ngākau titikaha, i te āheinga hoki o ngā ākongā ki te whakamahi i te reo. E whanake ana ngā ākongā ki te kōrero i te reo o Ngāti Pikiao.

Ka whakaratohia ki ngā reanga katoa o ngā ākongā, ngā whai wāhitanga ki te ārahi. Ka ārahi rātou i ngā karakia o te ata, i ētahi atu kaupapa, ētahi atu huihuinga hoki o te kura, ā, he mātātoa hoki te whai wāhi atu a te whānau ki aua mahi. He kaunihera ā-ākongā tō te kura, ā, e whakakanohihia ana tēnei ki ngā ākongā o ia reanga. Ka āta whakarite ngā kaiako kia kitea te kura puta noa i te hāpori whānui tonu o Ngāti Pikiao. Ka kitea te tino aronga toi whenuatanga, te manawa whakahī anō hoki o ngā ākongā hei uri o Ngāti Pikiao.

Ka whakamahere ngā kaiako i ngā akoranga e whai pānga nui ana ki ngā matea ako o ngā ākonga, ki tō rātou nā takiwā, ā, ki te ao whānui hoki. He mātātoa te whai wāhi atu a te kura ki ngā kaupapa taiao me ngā mahi whakarauora i tō rātou hapori tonu. Ka whakamahi ngā ākonga i ngā hangarau hei tūhura, hei whakatewhatewha i ngā take kei tua atu i tō rātou noho ki roto i a Ngāti Pikiao. Ka āta hāngai nui te titiro ki te ako me te atawhai o ia ākonga. Ka tātuhia tēnei mā te whānuitanga o ngā tūmomo aronga aromatawai, ērā e noho ōkawa ana, ērā hoki e noho ōpaki ana. Mō ngā ākonga hei āta tautoko ake, he mahere wawaotanga ā rātou hei kōkiri i ā rātou whakatutukitanga.

Ko te ngākau nuitanga o te whānau ki te tirohanga me ngā uara o te kura e ārahi ana i tā rātou whakahaere i ngā whakaritenga katoa ki te kura. Kua piki ake te kitenga, te māramatanga hoki i Te Aho Matua puta noa i te kura, ngā kaimahi, me te whānau. Ka mahi ngātahi te whānau hei painga mō ngā ākonga me te whānau whānui. E noho ngākau nui ana rātou ki te whakarato i tētahi taiao ako ā-whānau e whakakotahi ana i ngā hononga tāngata. He pai te tū o te kura i roto i tō rātou hapori o Ngāti Pikiao.

E arotahi ana te whānau ki te whakapai ake i ngā putanga ki ā rātou ākonga, me te whakariterite i ngā ākonga ki te tū hei kaiārahi o tō rātou iwi ā meāke nei. Kua whakawhanakehia e rātou tētahi tukanga arotake me tētahi rārangi wā e noho mārama ana, e whai hua nui ana hoki, hei hāpai i taua whāinga. E hāngai ana ngā mahere rautaki ki ngā wawata o Ngāti Pikiao. E hāpai ana ngā mahere ā-tau i te whakatutukitanga o ngā tūmanako me ngā kawenga i roto i te wā e tika ana. Nā te kaha o ngā hononga tāngata, he pakari te whānau ki te whakawhiwhiti kōrero, ki te tautohetohe, ā, ki te whakarerekē haere hoki i ngā whakahaeretanga, hei whakatairanga ake i ngā āhuetanga i ngā wā e tika ana. Ka whai hua ngā ākonga nā tō rātou noho ki te pūtake tonu o ngā whakataunga a te whānau.

## **Ngā Whakaritenga Matua ka whai ake**

Me āta tāutu ake te pūkete raukura o te kura i ngā pūmanawa e wawatatia ana mō ngā ākonga i tā rātou wehenga i te kura. Ko tētahi āhuetanga hei whakapakari ake, ko te aroturuki me te pūrongo i te ahu whakamua o ngā ākonga ki te whakatutuki i ngā wawata o te whānau.

Me whakapakari ake i ngā whakaritenga aromātai o roto a te poari. Me matawhānui ake i te tuhi me te pupuri i ngā whakawhitinga kōrero me ngā whakataunga e pā ana ki te whakapaitanga ake o ngā putanga ki ngā ākonga.

## **5 Te Whakatau ki ngā Wāhanga Tautukunga**

I mua atu i te whakahaerenga o te arotake i whakatutukihia e te whānau me te tumuaki he Tauāki Kupu Tūturu a te Whānau 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 poari;
- te marautanga;
- ngā whakahaere mō te hauora, te haumarua, 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 aromātai, i whakamātauhia e Te Tari Arotake Mātauranga ngā āhuetanga 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 kaiako;
- ngā tukanga ki te whakatū kaimahi;
- te whakaunu, te aukati, te pana me te whakarereanga; me
- te tae ā-tinana atu a ngā ākonga ki te kura.

## 6 Ngā Taunakitanga

I whakawhanakehia e Te Tari Arotake Mātauranga me te poari kaitiaki o te kura ngā taunakitanga e whai ake nei, arā, kia:

- whakapakarihia ngā tuhinga kia kaha ake ai te hāngaitanga o ēnei ki ngā whakawhitinga kōrero, ngā whakataunga, me ngā whakaritenga
- whakamahine i te pūkete e pā ana ki ngā raukura.



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

12 Haratua, 2021

## 7 Ngā Kōrero e pā ana ki te kura

Te tūwāhi	Kei Rotorua	
Te tau a te Tāhuhu o te Mātauranga	1929	
Te tūmomo kura	He kura tuatahi (Tau 1-8)	
Te tokomaha o ngā ākonga o te kura	62	
Te ira tangata	Kōtiro 32 Tama 30	
Ngā hononga ā-iwi	Māori	100%
Ngā āhuatanga motuhake	Te Aho Matua	
Te wā i te kura te rōpū arotake	Poutū-te-rangi 2021	
Te wā o tēnei pūrongo	12 Haratua, 2021	
Ngā pūrongo o mua a Te Tari Arotake Mātauranga	Arotake Mātauranga Arotake Mātauranga Arotake Mātauranga	Pipiri 2016 Kohi-tātea 2013 Whiringa-ā-nuku 2009

# Evaluation Findings Report

## 1 Introduction

The Education Review Office, whānau, leaders and communities have collaborated to provide evaluation insights that foster improvement, identify progress and build evaluation capability.

## 2 Context

Te Kura Kaupapa Māori o Rotoiti is on the eastern side of Lake Rotoiti. All students whakapapa to Ngāti Pikiao. The kura curriculum is underpinned by Ngāti Pikiao reo, tikanga and history. A number of whānau have returned home to enable their children to be immersed in the curriculum.

## 3 Evaluation Focus

*How well do students model the hopes and aspirations of Ngāti Pikiao?*

Students are developing as contributors to, and representatives of, Ngāti Pikiao.

## 4 Findings

Whānau aspire for their children to be future leaders for Ngāti Pikiao. Students confidently share their whakapapa and positively contribute to their whānau, hapū, iwi and wider community. They participate in activities that reflect Ngāti Pikiao tikanga and values, such as karakia and mōteatea. They learn about their local area and their connection to all Ngāti Pikiao marae. They regularly support marae with tangihanga and other occasions. Whānau and community are intentionally involved in this learning. Students are confident in their Ngāti Pikiao identity.

Students are immersed in te reo and tikanga of Ngāti Pikiao. They hear te reo being modelled in a range of formal and informal contexts. Whānau support students to learn te reo through modelling or by learning alongside the students. Kaiako use a range of language learning strategies to build students' confidence and ability to use te reo. Students are developing as speakers of te reo o Ngāti Pikiao.

Students of all ages are provided with opportunities to show leadership. They lead morning karakia and other kura events and activities, alongside whānau who are also actively involved. A student council, representative of all year levels, has a strong voice in decision making. The kaiako ensure the kura is highly visible within the local and wider Ngāti Pikiao community. Students display a strong sense of belonging and personal pride as Ngāti Pikiao.

Kaiako plan for learning that is relevant to students' learning needs and the local and wider world. The kura is actively involved in environmental projects and restoration in the immediate area. Students use technology to explore and investigate issues beyond their Ngāti Pikiao world. Specific attention is given to the students' individual learning and pastoral needs. This is identified through a range of formal and informal assessment approaches. Students requiring additional support have intervention plans in place to accelerate their achievement.

The whānau commitment to the kura vision and values guides the management of all kura operations. There is increased visibility and understanding of Te Aho Matua within the kura, staff and whānau. Whānau work collaboratively in the interests of the students and the wider whānau. They are committed to providing an inclusive whānau learning environment. The kura has a positive presence in their Ngāti Pikiao community.

The whānau are focused on improving outcomes for their students and preparing students as future leaders of the iwi. They have developed a clear and useful review process and timeframe to support this. Strategic planning is aligned to Ngāti Pikiao aspirations. A detailed annual plan promotes timely completion of expectations and responsibilities. Relationships are respectful and whānau confidently discuss, debate and adjust operations for improvement as and when needed. Students benefit from being at the centre of whānau decision making.

### **Key Next Steps**

The student graduate profile needs to more clearly define the characteristics desired for students when they leave the kura. Monitoring and reporting on students' progress toward meeting the whānau aspirations needs strengthening.

The board's internal evaluation practice needs strengthening. Discussions and decisions made for improving outcomes for students need to be more fully documented and recorded.

## **5 Assurance on Legal Requirement**

Before the evaluation, the whānau and Tumuaki completed the ERO Whānau 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 evaluation, 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.

## **6 Recommendations**

ERO and the kura board developed the following recommendations:

- strengthen documentation to better reflect discussion, decisions and practice
- refine the student graduate profile.



Darcy Te Hau  
Toka-ā-Nuku – Director  
Te Uepū ā-Motu – Māori Review Services  
12 May 2021

## 7 Information about the Kura

Location	Rotorua	
Ministry of Education profile number	1929	
Kura type	Full Primary (Years 1-8)	
Kura roll	62	
Gender composition	Girls 32 Boys 30	
Ethnic composition	Māori	100%
Special features	Te Aho Matua	
Review team on site	March 2021	
Date of this report	12 May 2021	
Most recent ERO report(s)	Education Review	June 2016
	Education Review	January 2013
	Education Review	October 2009