

TAURANGA MOANA KAHUI AKO

ACHIEVEMENT CHALLENGES 2020-2022



Te Kohanga Reo o Maketu
Ngā Mokopuna o Te Matai Kōhanga Reo



Te Kura Kaupapa Māori o Te Matai



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Whakatauaaki

**"Ka kite koe i Waihihi, ka kite koe i Waihaha"
Rukuhia manawaroahia te nui o te Mātauranga Māori, kia
eke ngā Kura Māori.**

Hei whakamārama:
Kua fīkina atu i ngā kōrero matekite a Tāwaha. Ko Waihihi
ko Waihaha he tohu i te mana nui o Tauranga Moana.
Ki konei kī atu ai, he mana nui tō te Kāhui Kura nei, ara ko te
mātauranga māori, ko ngā tamariki hoki.

Ko wai mātou

Tauranga Moana Kāhui Ako is a Māori Medium Kāhui Ako made up of two Kohanga Reo, four Kura, one Wharekura and two Iwi Rūnanga. There are a significant number of Kōhanga Reo that also feed into our Kura, and the opportunity was provided for them to join this Kāhui Ako. However, due to other priorities within the Kōhanga Kaupapa they decided not to join at this time.

All Kura are full immersion Level 1 Māori Medium Kura. Prior to the establishment of our Kāhui Ako, the Tūmuaki in these Kura had already been meeting on a regular basis to provide leadership support to one another and share resourcing across their respective Kura. These relationships made it somewhat easy to work together to form the Tauranga Moana Kāhui Ako.

Our roopū includes the following Kōhanga Reo, Kura and Wharekura: Te Kohanga Reo o Maketu, Ngā Mokopuna o Te Matai Kōhanga Reo, Te Kura o Matapihi, Te Kura o Te Moutere o Matakana, Te Kura Kaupapa Māori o Otepou, Te Kura o Te Matai and Te Wharekura o Mauao. All four Kura in our Kāhui are Full Primary Schools (Year 1-8).

We also have two Iwi Rūnanga working with our Kāhui, they are Te Runanga o Ngāi Te Rangī and Te Runanga o Ngāti Ranginui.

In March 2018 we received official confirmation that the Minister had approved the establishment of the Tauranga Moana Kāhui Ako. Once we received confirmation a number of hui were held to engage with Iwi, Kohanga and Māori Medium Kura to develop our vision, our commitment to how we would work together, and investigate our achievement challenges. In September 2018 we engaged our Expert Partner, Jacqui Patuawa, Associate Director, University of Auckland Centre for Educational Leadership to work with our Kāhui to form our challenges. Our Kāhui is fortunate to have strong connections with our Ministry of Education Lead Adviser Tina Leach and Senior Adviser Arona Jacob.

Three Kura in our Kāhui are affiliated to Ngā Kura a Iwi, and one Kura is affiliated to Te Rūnanganui o Ngā Kura Kaupapa Māori o Aotearoa.

There is a strong commitment from all Kāhui Ako partners to work closely together on similar challenges, to improve opportunities for our tamariki in this rohe.

Prior to the establishment of our Tauranga Moana Māori Medium Kāhui Ako, Te Wharekura o Mauao was a foundation member of the Otumoetai Kāhui Ako. The Wharekura continues to be part of the Otumoetai Kāhui Ako as well as the Tauranga Moana MM Kāhui Ako.

Ngā mema o te Kāhui Ako

Community of Learning Members

Schools

School ID	School Name	School Type	School Authority
1815	Te Kura o Matapihi	Full Primary	State: Not integrated
1811	Te Kura o Te Moutere O Matakana	Full Primary	State: Not integrated
6962	Te Wharekura o Mauao	Secondary (Year 7-15)	State: Not integrated
1873	TKKM o Otepou	Full Primary	State: Not integrated
2011	TKKM o Te Matai	Full Primary	State: Not integrated

ECE

ECE ID	ECE Name	ECE Type	20 Hours ECE
40190	Te Kohanga Reo o Maketu Kokiri	Te Kohanga Reo	Yes
46008	Te Kohanga Reo o Nga Mokopuna o Te Matai	Te Kohanga Reo	Yes

Te Mahi Tahī

Our Kāhui Ako continue to actively work together to share ideas on how to bring about an improved result in each of the identified challenges. At our regular hui we have in attendance Kohanga, Kura, and Iwi Reps. Our Reps at these hui have been responsible for providing updates to their governance and kaiako on where we are currently at with our mahi. Most of the work to date has been at the management level. We anticipate that there will be more input and participation from Kaiako as we launch the challenges with a Tauranga Moana Kāhui Ako Summit in the New Year 2021 to bring together all stakeholders. Once we have launched both whānau, kaiako BOT, and tamariki will have regular input into supporting and participating in these challenges.

Raraunga Kura

- There are 544 students in the schools in our Kāhui Ako. 99% of those students are Māori and 1% are Pākehā descent. These numbers are from data gathered from our 1 July 2019 roll totals.

Kura ID	KURA	2019 1 July Total Roll	Māori Roll	Pākehā Roll	Pacific Roll	% Maori	% Pākehā	% Pacific	Female	Male
1873	Te Kura Kaupapa Māori o Otepou	68	68	0	0	100	0	0	32	36
1815	Te Kura o Matapihi	155	155	0	0	100	0	0	81	74
2011	Te Kura o Te Matai	50	50	0		100	0	0	28	22
1811	Te Kura o te Moutere o Matakana	29	29	0	0	100	0	0	9	20
6962	Te Wharekura o Mauao	242	241	1	0	100	0	0	140	102
	TOTALS	544	543	1	0	99%	1%	0%	274	273

Raraunga Kōhanga Reo

- There are 38 mokopuna in the Kōhanga in our Kāhui Ako. Ko te katoa he whakapapa Māori nō rātou, ā, he whakapapa Pākeha hoki. Ko ētahi o ngā mātua he Pākeha tētahi, he Māori tētahi. Ko te nuinga o ngā mātua kua tupu Reo Māori kore rātou, heoi ko tētahi o ngā whānaunga nō ia whānau he reo Māori tōna.

Kohanga ID	KOHANGA	2018 Total Roll	Māori Roll	Pacific Roll	% Māori	% Pacific	Female	Male
40190	Te Kohanga Reo o Maketu Kokiri	19	19	0	100%	0	7	12
46008	Te Kohanga Reo o Ngā Mokopuna o Te Matai	19	19	0	100%	0	6	13
	TOTALS	38	38	0	100%	0	13	25

Te Kohanga Reo o Maketu Kokiri Pathway ...

- Ko ngā kura kua kōwhiria e ngā mātua hei kura haere mō ā rātou tamariki he kura e kuraina ana ngā tuakana o ā mātou tamariki, a ko tera hoki te kura tata tonu ki ta ratou wahi whakatipurangi. Ko tetehi i haere ana ki te kura tawhiti ke i te mea kei reira te tumuaki, nana i whakaako i tona mama.
- Kua haere tetehi kōtiro ki Paengaroa School kei te taha reo Pākeha raua. Te take rangatira kei reira tonu i kuraina ta raua tukana ahakoa kei tawhiti ke. Kua haere e rua nga tama kei te Kura o Maketu, te kura matua o te hapori. Ko tetehi tama i haere ki te Kuara a Iwi o Tapuika – Te Matai i te mea pirangi tonu tana whanau ki te mau ia ki tona Maoritanga.
- Ko te nuinga o te wā ko ēnei kura e toru ngā kura ka kurainahia e ā mātou tamariki, ā, arā ētahi kua peka atu ki Te Kura o Fairhaven, Te Kura o Te Puke hoki i ngā tau o mua, engari kua noho ko ēnei kura ngā kura matua mō mātou o Maketu Kokiri Te Matai Kōhanga Reo.

Kohanga to Kura Pathways	Total of 5 year old Boys	Total of 5 year old Girls
Paengaroa School	0	2
Te Kura o Maketu	2	0
Te Kura o Te Matai	1	0

Ngā Mokopuna o Te Matai Kohanga Reo Pathway ...

- Ko ngā kura kua kōwhiria e ngā mātua hei kura haere mō ā rātou tamariki he kura e kuraina ana ngā tuakana o ā mātou tamariki.
- Ko te tokorua i haere ki te Kura Kōkiri he kiritahi rāua.
- Ko te kōtiro kei Fairhaven kei te taha reo Pākeha ia, ā, engari ka mahi tonu, ka whai tonu i ngā kaupapa nō te taha rūmaki, hei te tau e heke mai nei e nuku ana ia ki te taha rūmaki.
- Ko te nuinga o te wā ko ēnei kura e toru ngā kura ka kurainahia e ā mātou tamariki, ā, arā ētahi kua peka atu ki Te Kura o Rangiuuru(Reo Pākeha), Te Kura o Matapihi hoki i ngā tau o mua, engari kua noho ko ēnei kura ngā kura matua mō mātou o Ngā Mokopuna o Te Matai Kōhanga Reo.

Kohanga to Kura Pathways	Total of 5 year old Boys	Total of 5 year old Girls
Te Kura Kokiri	1	1
Fairhaven – Toitō Manawa	1	0
Fairhaven – Auraki	0	1

Te Pūrongo a Tari Arotake Mātauranga

Overview

One kura has a four-to-five-year return time for their next ERO review, four kura will be reviewed again in three years and both kōhanga reo have a three year ERO return time. Both kōhanga reo have experienced roll growth in recent years. One of the kura has grown. One is relatively new. Two have rolls that have remained the same and one has experienced a roll decline.

Common strengths across the COL include:

- iwi, hapū and whānau connected and influential contributors to the learning communities
- strong learning emphasis on for students
- supportive local and national communities that connect through a range of events and activities
- positive relationships and interactions between kaiako and students
- use of student achievement information by trustees, leaders and kaiako to inform strategic
- decision making and respond to learner strengths and needs
- use of internal evaluation with a focus on outcomes for learners

Common areas for development include:

- strengthening internal evaluation of governance priorities, management systems, teaching practice, programme evaluation and outcomes for students

Information for this report is drawn from the most recent ERO report for each kura and the evidential files, together with publicly available achievement information.

The full ERO report can be accessed [here](#).

Ngā Wero

- ▶ Te Wero 1 **Te Reo Rangatira**
- ▶ Te Wero 2 **Retention of Students in MM Pathway through effective transitions**
- ▶ Te Wero 3 **Whaioranga**

Te Wero 1- Te Reo Rangatira

Current situation

Students within our MM pathway on entry are not proficient users of Te Reo. 90% (approx) of our students come from homes where there are no Māori speaking adults/caregivers in the home. Students are also coming in to MM at different stages and therefore it compromises the high quality consistent and coherent approach to instruction as teachers are required to use both Māori and English in order to access the curriculum.

Students ability to fully engage and become competent users of te reo is compromised.

Target: Currently 90% of children are enrolling in TRR L2 with 70% gaining TRR L2. Target is to achieve 90-100 enrolling and gaining TRR L2 (14 credits or more) by 2022.

The end of 2017 saw the abolition of Ngā Whanaketanga (National Standards) as a measurement of student achievement. With this change, the ability to gather data using the same assessment tool across all Kura within Year 1-8 Kura was somewhat problematic. We had some Kura continuing to use Ngā Whanaketanga to Measure Reo achievement, others using learning progressions and others adjusting back to using Curriculum Levels. Within the Kura many of the kaiako had never used any other student achievement assessment tool other than Ngā Whanaketanga. Kura were also awaiting to access PLD from the MOE on how achievement data would be measured.

Raraunga mō Te Reo Rangatira Taumata 2

Te Wharekura o Mauao Te Reo Rangatira L2	No. Tauira	No. Tauira Enrolled in TRR L2	No. Tauira gained TRR L2 (14 credits or more)	Notes
2018	29	16 = 55%	11 = 38%	The remaining 13 were enrolled in either Te Reo Māori L1/2/3 or Te Reo Rangatira L1/L3. Four of these tauira were new to the school in this year, none had done any Te Reo Rangatira standards at other kura
2019	20	18 = 90%	14 = 70%	The remaining 4 were enrolled in either Te Reo Māori L1/2/3 or Te Reo Rangatira L1/L3.

NCEA does not give pass or fail marks for subjects, however in L3 to get to University you need 14 credits in your course. Hence the mention of 14 or more credits, however this is arbitrary in levels 1 and 2 unless tauira want endorsement which is more about the quality of the credit than actually gaining the credit

Raraunga Kōrero Tau 1-8

Te Reo Matatini KŌRERO Tauira Achieving At or Above NWRM/TMOA	2018	2019	Notes
Te Wharekura o Mauao	60%	65%	<p>When NWRM was no longer compulsory as a measurement tool, each Kura began to identify what assessment tool they would use to measure student achievement in Te Reo.</p> <p>For many of our teachers NWRM was the only assessment tool they knew of. Therefore some Kura required PLD to provide kaiako with the knowledge and understanding how to measure against TMOA Curriculum Levels.</p> <p>The Kāhui will work together in 2020 to identify an agreed assessment tool that can be used across the Kāhui to measure student achievement in Te Reo.</p>
Te Kura o Matapihi	75%	70%	
Te Kura o Te Moutere o Matakana	65%	75%	
Te Kura o Te Matai	81%	83%	
Te Kura Kaupapa Māori o Otepou		53%	

In order to lift achievement in Te Reo for all tauira, we will:

- bring about change in teacher practice and pedagogy
- implement a language rich play based learning programme within Junior Kura
- Hold collective events that celebrate Te Reo
- Establish Teacher networks for moderation, assessment tools and professional growth.
- Identify and use innovative ways to increase the use of Te Reo in the kāinga
- Continue to work alongside Iwi Rūnanga

Te Wero 2 – Retention of Students in MM Pathway through effective transition across Te Kāhui Ako o Tauranga Moana

Current situation

- Not all tamariki at Kohanga Reo are enrolling into Kura.
- Not all students transitioning from Kura into secondary education are retained within the pathway. Currently 80% of Kura students are transitioning to Te Wharekura o Mauao.
- There is limited visibility of the success of graduates and promotion and celebration of Māori medium.
- There is a perceived lack of knowledge of the benefits of staying in the pathway. Variable levels of engagement from whānau.
- A lack of subject teachers with proficiency in te reo Māori in specialist areas such as Science.
- We have limited numbers of children which constrain ability to attract and offer a broad range of subjects.
- Parents fear of the implications of leaving their tamariki in MM pathway and whether they'll cope beyond the MM gate.
- Kura do not have a formalised transition programme between Kohanga/Kura/Wharekura or within Kura

TARGET: To increase from 80% to 95% of our students transitioning each year to Te Wharekura o Mauao.

(Note: Some children are staying in MM however have moved out of the area to attend other Wharekura). One of our actions is to further investigate the transitioning of students to Wharekura in other regions. We also wish to prioritise and capture the number of students who transition from ECE/Kohanga as this data hasn't been readily available.

Te Wero 2

- **We will:**
- Collect and collate data of transitions from Kohanga to Kura and Kura to Wharekura. We will also begin to collate data from Kohanga that are not in our pathway but have children transitioning into our Kura.
- Develop a consistent approach at the critical transition points across all learning pathways
- Ensure tairā experience positive, seamless transitions within their Kura and across all levels of the Kāhui Ako to maximise their learning opportunities
- Work closely to build a deeper understanding around shared pedagogy and curriculum design/delivery
- School classroom curriculum needs to reflect the overlap of key concepts, aptitudes, and skills that our contributing Kōhanga/ECE centres promote
- Commit to promoting Kāhui Ako Māori Medium pathway within our Kura
- Develop collaborative relationships amongst all Kāhui Ako partners to enhance communication and trust
- Work with parents// whānau/caregivers to build their confidence that Kōhanga, Kura and Wharekura and Rūnanga work together to facilitate a smooth social, emotional and educational transition for each tairā
- Use research and in-depth evaluation of Kōhanga to tertiary transitions to understand the current status within our Kāhui and identify needs/opportunities for strengthened practice

Benefits/Outcomes of retaining students in the Māori Medium pathway:

Positive self-esteem

Better student achievement outcomes, sets them up for better life outcomes

Improved outcome for Māori

Sustainability Iwi/Hapū

Success as Māori

Commitment to Oranga o Te Reo

Strengthens Culture

Te Wero 2 – Raraunga o Ngā whakawhitinga

TRANSITIONS ACROSS KĀHUI 2018 to Te Wharekura o Mauao	TWOM Y7	TWOM Y8	TWOM Y9	Totals	Totals %
Te Kura o Te Moutere o Matakana	0	0	0	0/2	0
Te Kura o Te Matai	1	0	0	1/2	50%
Te Kura Kaupapa Māori o Otepou	0	1	2	3/10	30%
Te Kura o Matapihi	10	3	4	17/19	89%
Totals	11	4	6	21/33	64%

TRANSITIONS ACROSS KĀHUI 2019 to Te Wharekura o Mauao	TWOM Y7	TWOM Y8	TWOM Y9	Total	Total %
Te Kura o Te Moutere o Matakana	0	0	0	0/2	0
Te Kura o Te Matai	0	0	0	0/1	0
Te Kura Kaupapa Māori o Otepou	1	3	4	8/12	67%
Te Kura o Matapihi	3	0	0	3/23	3%
Totals	4	3	4	11/38	30%

Te Wero 3 – Whai Oranga

Current situation

Social issues are impacting on student behaviour. Some of the things that our staff are noticing are:

- students fear of risk-taking which is linked to fear of failure.
- Student motivation and engagement
- Self identity and belief
- Staff ability to support students with more severe behaviour
- Concerns in attendance data
- Students are well supported within Kura and this support can sometimes be a barrier for destination beyond Kura

Target: To improve student wellbeing, engagement and attendance using a Māori framework.

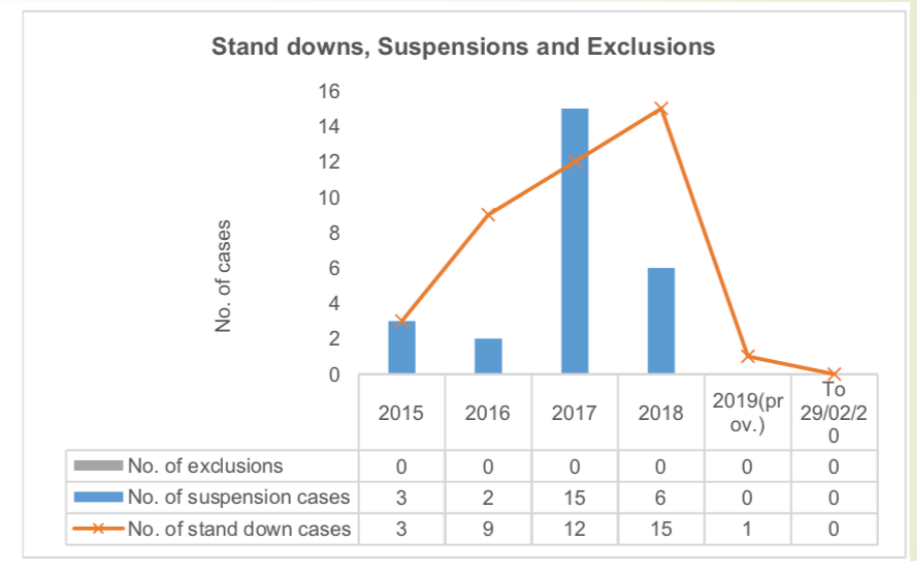
Learning Support Data

- ▶ Learning support data is collected as part of student records. Students that are requiring extra support are recorded by the schools SENCO or Tumuaki. Whānau and outside agencies provide support to work with the tamariki depending on the need.
- ▶ In our Kāhui Ako we have the same Social Worker in Schools (SWIS) working across all our Kura. With information from our SWIS and Tūmuaki we were able to identify the following as identified issues:
- ▶ **FAMILY DYNAMICS**– (we have a number of tamariki being raised by grandparents/great grandparents, separation with parents having turns caring for their tamariki or Mum an dad coming and going, living with one parent leading to disconnection, overcrowding in houses with extended whānau coming and going leading to disconnection and vulnerability, increasing levels of students requiring “Oranga Tamariki” services, an increased number of students affected by methamphetamine and foetal alcohol syndrome, poverty, increased financial stress which has seen the the number of families requiring support to access basic services grow (housing, financial, food, advocacy, transport, medical services), increased rate of addictions.
- ▶ **GRIEF AND LOSS** – Losing family members from deaths, separation, divorce, transient having to move around for housing and work means losing connections and friends.
- ▶ **IMPACT OF TECHNOLOGY INCLUDING SOCIAL MEDIA** – for example cyber bullying, social isolation, a lack of social conscience relating to jealousy/feelings of inadequacy/peer pressure to act and respond, sleep patterns.

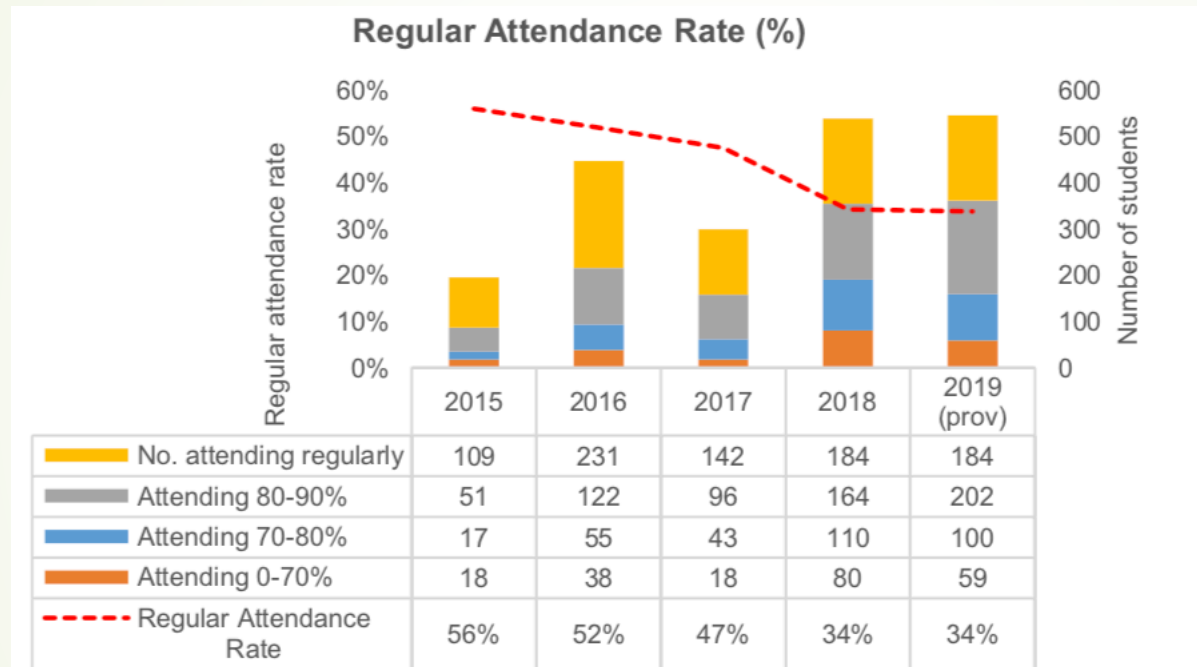
Target: All tamariki on Learning Support Registers will have a learning plan and transition plan in place and teachers will be supported to achieve this.

Stand downs, suspensions and exclusions

Stand downs / suspensions / Exclusions	2018 Stand down	2018 Susp/Exc	2019 Stand down	2019 Susp/Exc
Te Wharekura o Mauao	10	5	1	0
Te Kura o Matapihi	3	0	1	0
Te Kura o Te Moutere o Matakana	0	0	0	0
Te Kura o Te Matai	0	0		
Te Kura Kaupapa Māori o Otepou	2	0	0	



Attendance Data



Learning Support Needs

Learning Support 2019	Total on Kura Register	RTM	SWIS	Special Ed ORS	RTLB	ICS	RTLit	ACC RT Deaf OT SLT	Major Behaviour IWS IRF	PHN/HHN/Mental Emotional Social Support g	Internal School support and IEPS	Other
Te Kura o Te Moutere o Matakana	3	✓	✓		✓						✓	
Te Kura o Te Matai												
Te Kura Kaupapa Māori o Otepou												
Te Kura o Matapihi	11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Totals												

- This is an indication of the number of tamariki on Kura Learning Support Registers and the support services engaged in the Kura.
- **We will:**
- Develop a learning support register that is a good fit for our Kura.
- Begin to use Te Rito Student Information Sharing Platform
- Ensure Across School Teacher leads and coordinates the allocation, collation and monitoring of seamless support and transitions.
- Ensure children have Individual Learning Plans (ILPs) and Individual Behaviour Plans (IBP)
- Release of our SENCOs to meet and network regularly - share expertise, provide support for one another, ensure smooth transition and every available support is in place for all learners.
- Provide support for whānau to link with the appropriate support agencies.

Te Rūnanga o Ngai Te Rangi & Te Rūnanga o Ngāti Ranginui Iwi Partnership Project

- In May 2020 Te Rūnanga o Ngai Te Rangi and Te Rūnanga o Ngāti Ranginui were provided with an opportunity from the Ministry of Education to undertake a project to engage in partnership with our Kāhui Ako to promote and produce Māori Medium resources that the Kāhui will be able to use to strengthen culturally responsive teaching practice and localised curriculum.
- The resources will link in with the challenges of the Kāhui and assist in working toward meeting the current challenges.
- It is possible that these resources will be shared with all our stakeholders at the launch of our Kāhui Ako Summit.

Prioritising our Challenges

► **Priority 1 Whaioranga**

It is highly likely that we will look at Whaioranga as our first priority. This is due to the need to support our tamariki, kaiako, whānau whānui through Covid19. Supporting our Kura through Māori Mindfulness practices, rongoa Māori, learning support for tamariki and kaiako and linking with the support agencies will be beneficial in these unprecedented times. Timeframe: Term 3 2020 – Start investigating programmes and options available. This challenge will be a main focus throughout 2021.

► **Priority 2 Te Reo Rangatira**

As we connect our kaiako and establish teacher networks we will begin to identify teachers who will be able to work together to establish working relationships which will assist in working through the action plan, which includes developing a Te Reo Poutama, holding collective events and shared PLD. Timeframe: Term 1 2021 – Launch of the Tga Moana Kāhui Ako Summit and beginning to establish teacher networks throughout 2021 continuing through to 2022.

► **Priority 3 Retention of Students in MM Pathway through effective transitions**

We are currently working together in our Kāhui to support our tamariki and whānau as they transition through the pathway of Kōhanga, Kura and Wharekura. We are already working closely with one another in this area to commit to reinforce the Māori Medium pathway as a preferred option. Timeframe: Mid 2021 to coincide with transitions for 2022.

ACTION PLAN - Tauranga Moana Māori Medium Kāhui Ako

Strengthening the Māori Medium Pathway

Upon the appointment of the across school teacher and also within school teachers these action plans will then be prioritised according to needs identified. We do know that we wish to prioritise the whaioranga action plan due to the Covid 19 outbreak and need to focus in on wellbeing and oranga for tamariki, kaiako and whānau whānui.

TE WERO 1: Te Reo Rangatira

Target: Improve number of children engaged in Te Reo Rangatira in NCEA Level 2

Current situation

Students within our MM pathway on entry are not proficient users of Te Reo. 90% (approx.) of our students come from homes where there are no Māori speaking adults/caregivers in the home. Students are also coming in to MM at different stages and therefore it compromises the high quality consistent and coherent approach to instruction as teachers are required to use both Māori and English in order to access the curriculum.

Students ability to fully engage and become competent users of te reo is compromised.

Note:

1. This has been specifically chosen as it requires a concerted effort from Kohanga to Wharekura. And our Action plan reflects commitment from all pathway partners.
2. Evidence we can use: NCEA data, 6year nets, TWA, Hopukina

Te Reo Rangatira
Improve percentage of children achieving in Te Reo Rangatira in NCEA Level 2

WERO 1	Actions	Success Indicators/What improvement will we see?
Collective Mahi	Develop a Te Reo Poutama/Matrix for consistency through the pathway from Kohanga to Wharekura.	<p>Kahui Ako Reo Graduate Profile. Kahui are using reo matrix from Kohanga to Wharekura Consistent messages and understanding across the pathway of reo levels at each year level.</p> <p>Parents are able to understand the matrix.</p>
Collective Mahi	<p>Hold collective events within our Kāhui to celebrate reo:</p> <p>Manu Korero Ra Whakangahau Te Reo and Technology Te Reo and Hākinakina Kāhui Ako Camp Kura Reo and wānanga for Kaiako to improve Reo</p> <p>Celebrations Actively seeking champions in Reo to present at: Prizegivings Iwi hosting Rangatahi Awards Celebrating Graduates</p>	<p>Strengthened Tuakana/Teina – whakawhanaungatanga relationships across Kura.</p> <p>More opportunities for whānau to engage with and celebrate Te Reo.</p> <p>More opportunities to share and use Maori Language in daily life</p> <p>Increased Student Led and agency</p>
	<p>Creating / Establishing Teacher Networks</p> <p>Create opportunities for staff to meet for use of moderating, assessment tools, professional growth.</p>	<p>Well connected teacher networks. Opportunities for professional discussion. Forums set up for teachers Identified teacher strengths Support capability development Stronger teacher collective efficacy, improved student achievement. Shared pedagogical knowledge across kāhui Strengthened leadership capability. Strengthen Moderation across the Kāhui Consistent practice and protocols for assessment.</p>

	Actions	Success Indicators/What improvement will we see?
	Apply for PLD Te Reo – Second Language Learning Acquisition	Shared learning of PLD and learning experiences across the Kāhui Consistent practice across the Kāhui
Junior Kura 1-3	Apply as Kāhui Ako for PLD hours for: Play based Learning Strategically plan to implement change toward a language rich play based learning programme in the junior schools. Visit schools who are running play based programmes Deliberately plan and teach for play based programmes for second language learners	Effective play based learning programme is operating across Junior Kura within Kāhui. Strengthened use of te reo through play. Increased student engagement. Improved teacher understanding of philosophy of effective play based learning programme from theory to practice. Whānau buy in and support of play based approach. (Provider: Longworth) RTM and other itinerants to lead PLD on assessment tools.
	Identification and agreement on use of assessment tool for Tau 1-3 PLD on assessment tools for 6yr nets etc	Teachers confident in using assessment tools. RTM providing PLD support for reo assessment Shared PLD Across Kāhui Effectively using information from assessment to inform teaching and learning.
Kura Tau 4-8	Identification and agreement on use of assessment tool for Tau 4-8 PLD on reo assessment tools	Teachers confident in using assessment tools. Effectively using information from assessment to inform teaching and learning.
Wharekura	NCEA Te Reo Māori Level 1 and 2 Conduct Inquiry into transitioning from NCEA Level 2 to using Level 6/7 of TMOA as a measure for Te Reo?	Increased number of students achieving Te Reo Rangatira in NCEA Level 2 Pathway to ensure students are finding success in their pathways in preparation for Uni/Polytech or work.
Iwi	Iwi agree and lead curriculum content of localised curriculum Share Te Rāngai Kāhui Ako a Iwi findings – Ngai Te Rangi/Ngāti Ranginui (Strengthening Māori Medium Pathway for Uri)	Resources will be produced to be used in Kura – either books or online learning Iwi are active participants and partners within the Kāhui. Revitalisation of iwi kaupapa/mātauranga within our Kura.
	Development of Localised Iwitanga Curriculum which will identify local sites of significance, waiata, haka, pūrakau etc.	Iwi/mana whenua input into design of local curriculum Collective understanding and reinforcement of identity, culture and language

TE WERO 2: Retention of students in MM pathway through effective transition across Te Kāhui Ako o Tga Moana

Target: Retain students in Tauranga Moana Māori Medium Pathway

Current situation

- Not all tamariki at Kohanga Reo are enrolling into Kura.
- Not all students transitioning from Kura into secondary education are retained within the pathway.
- There is limited visibility of the success of graduates and promotion and celebration of Māori medium.
- There is a perceived lack of knowledge of the benefits of staying in the pathway. Variable levels of engagement from whānau.
- A lack of subject teachers with proficiency in te reo Māori in specialist areas such as Science.
- We have limited numbers of children which constrain ability to attract and offer a broad range of subjects.
- Parents fear of the implications of leaving their tamariki in MM pathway and whether they'll cope beyond the MM gate.
- Kura do not have a formalised transition programme between Kohanga/Kura/Wharekura or within Kura

Baseline data:

- Number of tamariki that have entered this year into kura from kohanga (incl kohanga not in this Kāhui Ako)
- Number of Tamariki that have moved from Kura to Wharekura
- Number of wharekura tamariki students to destinations.

Retention of students in MM pathway through effective transition across Te Kāhui Ako o Tga Moana
Target: Retain students in Tauranga Moana Māori Medium Pathway

WERO 2	Actions	Success Indicators
Collective	<p>Each Kura to commit to promoting Kāhui Ako Māori medium pathway (this means not letting other Kura come in and present options to our whānau)</p> <p>Establish a tracking system to communicate destination of students between Kura.</p> <p>Set up a transition programme in all settings.</p> <p>Host open days Host celebration days of MM Share good news stories of MM graduates and current students Have graduates return to share their journey / provide positive role models</p> <p>Investigate what data we wish to share.</p> <p>Inquire into: Why children are opting out of the pathway in order to allow us to identify solutions to strengthen commitment to MM pathway This would lead to inquiry cycle: Current situation, Why is this happening</p> <p>Gather whānau voice to help us identify what transitions look like from a parent point of view. Gather whānau voice on retention within pathway and their transition experience.</p> <p>Provide extra support for transitioning whānau and also children with special needs.</p>	<p>Reinforcement of MM pathway as preferred option. Increase in enrolments between settings.</p> <p>Student numbers in MM are increasing.</p> <p>Kohanga/Kura have register of number of tamariki enrolments between settings</p> <p>Information from whānau surveys and inquiry are used to improve and strengthen whānau and tamariki experiences in transitioning across settings and within settings.</p> <p>Student data and relevant information is shared with next transition point.</p> <p>Teachers are well prepared for students and are aware of their needs when they transition across schools and within classes.</p> <p>Shared understanding of data from one setting to the next.</p> <p>Students with special needs have a successful transition.</p>

<p>Kōhanga</p> <p>Kura Tau 1-3</p>	<p>Formalised, scheduled and organised preschool visits.</p> <p>Opening nights between Kohanga and Kura</p> <p>Develop info packs for whānau on transitioning What will this look like Information Evenings</p> <p>Improve understanding of Te Whariki and Te Marautanga.</p> <p>Implement Two way visits: e.g. NE teacher visit the Kohanga and read a story etc, and take a small group with them.</p>	<p>Majority of tamariki in Kohanga are enrolling in Kura.</p> <p>Strengthened partnerships.</p> <p>School packs and profiles are either in book form or online for parents to access.</p> <p>Teachers are linking Te Whāriki with Te Marautanga.</p>
<p>Kura Tau 4-8</p>	<p>Create transition hui for tamariki from Kura</p> <p>Develop info packs for whānau on transitioning What will this look like Information Evenings</p> <p>Wharekura to visit schools and provide Roadshows Open Days Open Mornings Ex-students returning to their home schools to promote the pathway Each school to develop info packs</p>	<p>Transition schedules set up at the beginning of each year. Parents are aware of transition timetables.</p> <p>Survey set up for parents to provide feedback on transitioning for their tamaiti from one setting to the other.</p> <p>Strategic and systematic processes are in place to strengthen transitions.</p>
<p>Wharekura</p>	<p>Identification of pathways beyond Wharekura Collation of destination data.</p> <p>Hold transition days for tamariki from Kura.</p> <p>Create an alumni and track destination of students beyond wharekura.</p>	<p>Majority of tamariki are enrolling at Wharekura</p> <p>Majority of tamariki leaving Kura have employment, or have enrolled at Whare Wānanga or Course.</p>

Te Wero 3: Whaioranga

Target: To improve student wellbeing, engagement and attendance using a Māori framework

Current situation

Social issues are impacting on student behaviour. Some of the things that our staff are noticing are:

- students fear of risk-taking which is linked to fear of failure.
- Student motivation and engagement
- Lack of Self identity and belief in self
- Staff ability to support students with more severe behaviour
- Concerns in attendance data
- Students are well supported within Kura and this support can sometimes be a barrier for destination beyond Kura

WHAIORANGA

To improve student wellbeing, engagement and attendance using a Māori framework

WERO 3	Actions	Success Indicators
Collective	Engage local Māori Artists, Experts in Rongoa, Māori Mindfulness practitioners to engage with our Kura to assist in whaioranga for students and staff.	Māori Mindfulness practices are utilized within our Kura to settle the wairua. Students have the opportunity to engage in Māori Art as a vehicle/outlet for our students. Rongoa Māori programmes are used within our Kura to uplift and engage tamariki and whānau.
Kura	SWIS run Programmes across Kāhui Create a learning support register and then investigate how to use Te Rito Student Information Sharing Platform.	School SWIS is active in all schools and students are engaging with SWIS when necessary. Fit for purpose learning support register established.
	Create IEP/IBP for tamariki.	Students who require Education and Behaviour Plans have plans that are specific and monitored. Parents are involved in the plans.
	Organise for SENCOs in each school to have time to meet together and network regularly. Invite Iwi social services to be part of the support network and utilize their services within our Kura.	Shared resources across the Kāhui. Schools have access to the required services to assist tamariki. Whānau are linked with appropriate services and are not over loaded with a number of agencies. Iwi Services are involved in School Programmes Whānau are provided support to link with the appropriate support services.
Kura	Track and monitor regularly. Celebrate attendance and share with tamariki (hui) PB4L Tier 1 and Tier 2 Programmes implemented in Kura with PLD provided across the Kura	Increased attendance at school. Attendance is celebrated and recognized. Adapted teaching styles/strategies to meet needs of all learners "at risk" from disengagement at Kura. Tamariki are aware of their own attendance record. PB4L Team leading Tier 1 & 2 in house training and coaching and actively tracking and presenting at hui Behaviour incidences tracked/reported and appropriate support put in place. Teachers share high expectations with students and parents and whānau. Consistent behaviour management practices are set across the kura. Restorative conversations and circles are being held in classes and with whānau..