

FRAMEWORK FOR REVIEW AND EVALUATION IN
Kura Kaupapa Māori Te Aho Matua



Education Review Office
Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa



Ko te Tamaiti te Pūtake o te Kaupapa

The Child – the Heart of the Matter

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Contents

KARAKIA	2
MIHI	2
FOREWORD	3
ERO INDIGENOUS EVALUATION	4
Whakapapa – Background	4
Principles guiding the evaluation process	4
Core components for success	5
TE AHO MATUA KURA KAUPAPA MĀORI	6
Philosophy and Purpose	6
Legal and Regulatory Framework	6
Implications for Evaluation	7
REVIEWS IN TE AHO MATUA KURA KAUPAPA MĀORI	8
Three Types of Review	8
Self Review	8
ERO's Evaluation	9
Three main review elements	9
A Whānau self review informing external evaluation	10
B Self review in Te Aho Matua Kura Kaupapa Māori	17
C The Whānau Assurance Statement	18
Guide to implementation	18
Significant compliance requirements	18
Types of ERO review and timing	19
Kaitiaki	19
TE RĀKEITANGA – EXPANSION EVALUATION	20
Criteria for Scheduling a Te Rākeitanga – Expansion Evaluation	20
What a Te Rākeitanga Review will look like	22
TE PUPUKETANGA – DEVELOPMENT EVALUATION	23
Criteria for Scheduling a Te Pupuketanga – Development Evaluation	23
What a Te Pupuketanga Review will look like	27
TE MANAKOTANGA – ENRICHMENT EVALUATION	28
Criteria for Scheduling a Te Manakotanga – Enrichment Evaluation	28
What a Te Manakotanga Review will look like	31
APPENDIX 1: KURA WHĀNAU EVALUATION PLAN	32



Karakia

E hua, e hua!
Nā te kukune te Pupuke
Nā te Pupuke te Hihiri
Nā te Hihiri te Mahara
Nā te Mahara te Hinengaro
Nā te Hinengaro te Manako
Nā te Manako te Wānanga
Nā te Wānanga te Mātauranga
E hua tō tina
E hua tō aro
Ka puta ki te whei ao,
Ki te ao mārama
Mauri ora!

Mihi

“Ko te kai a te rangatira ko te kōrero”

E aku rangatira, tēnā koutou katoa. Tēnā koutou i roto i ngā āhuatanga o te wā. E tika ana kia mihi atu ki a rātou kua hoki ki tua o te ārai. Haere hoki atu rā ki te kāinga tūturu ki reira koutou okioki ai, ki reira koutou tohutohu mai ai ki a mātou ngā waihotanga iho. Otirā, ko koutou te hunga wairua ki a koutou, ko tātou te hunga ora ki a tātou. He mihi nui tēnei ki ngā pou ārahi katoa e para ana i te huarahi kia tutuki pai tēnei kaupapa, tēnei tukanga hou mā ngā kura kaupapa Māori Te Aho Matua, puta noa i Aotearoa.

He tukanga tuku mana ki te whānau.

He tukanga whai mana mā te whānau.

Ko te aronui o te tukanga nei kia tupu ora tonu ō tātou kura puta noa, kia tutuki ngā tino uaratanga o Te Aho Matua mā ō tātou uri whakatipu. Nō reira, mā tātou tēnei e hāpai, e tautoko, e whakatinana. Mauri ora!



Foreword

Since 2001, the Education Review Office (ERO) has worked closely with Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui) to develop and monitor a specialist review methodology for Te Aho Matua kura kaupapa Māori.

Te Rūnanga Nui and ERO are committed to ensuring that the methodology reflects the principles of Te Aho Matua and is consistent with ERO's wider evaluative practice. At the heart of this methodology are five principles:

- External review is based on internal review of kura
- The review process is based on dialogue
- Evaluative criteria are based on the principles of Te Aho Matua
- There is an understanding of the nature of Māori language (within the kura) within the context of Māori efforts to revitalise and regenerate the Māori language
- There is an understanding that the curriculum development process is occurring within the context of kura kaupapa Māori efforts to re-establish mātauranga Māori (Māori knowledge) and tikanga Māori (Māori practices).

While these five principles continue to underpin the methodology, there have been changes to the content to reflect different evaluation approaches and to ensure that the methodology adequately reflects the needs of Te Aho Matua kura kaupapa Māori.

Over the past 12 years, Te Rūnanga Nui and ERO have met regularly to discuss and refine the methodology. In 2006, the methodology underwent a significant review and was amended in the interests of improvement and accountability. This review was a collaborative process that enabled the methodology to evolve alongside ERO's review methodology for mainstream schools.

This 2014 version is the result of further collaboration between Te Rūnanga Nui and ERO. The result is a robust methodology that accommodates the interests of all parties concerned. The methodology is steeped in the philosophy of Te Aho Matua and provides a review framework that also reflects ERO's differentiated review cycle.

We are delighted to publish the latest methodology and trust that Te Aho Matua Kura Kaupapa Māori will find it a useful evaluation process.



ERO's Indigenous Evaluation

Whakapapa – Background

The Education (Te Aho Matua) Amendment Act 1999 acknowledges the role of Te Aho Matua in Kura Kaupapa Māori.

Following the passing of Te Aho Matua legislation, the Education Review Office (ERO), Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (Te Rūnanga Nui) and the Ministry of Education established a working relationship. This led to the development of a method of education evaluation specifically for use with Ngā Kura Kaupapa Māori that operate in accordance with the principles of Te Aho Matua.

Te Aho Matua Kura Kaupapa Māori¹ provide a culturally unique education based on indigenous philosophical beliefs. The numbers of Te Aho Matua Kura Kaupapa Māori have grown steadily throughout Aotearoa since the first kura was opened in 1985. The secondary school option (wharekura)² is now widely available.

In 2008, ERO and Te Rūnanga Nui formally documented and began the full implementation of an improved three-yearly review and evaluation methodology for use in Te Aho Matua kura.

In 2009 the Education Review Office implemented a differentiated review cycle that would enable some high performing schools to be reviewed less often and other schools, where need was greatest, more often.

In 2011, ERO and Te Rūnanga Nui developed the methodology for differentiated reviews in Te Aho Matua kura. It was agreed that the methodology be holistic in nature and reflect uniquely indigenous concepts. The work is underpinned by the principles identified in ERO's 2008 three-year Te Aho Matua review and evaluation methodology.

Principles guiding the evaluation process

Te Aho Matua reviews:

- are based on the best evaluation practice
- uphold Te Aho Matua kura philosophy
- protect the mana of each participant – ERO, tamariki, whānau and Te Rūnanga Nui
- are useful and are used by kura to improve what they do
- are based on dialogue, involving trusted information sharing between kura whānau, Te Rūnanga Nui and ERO
- actively link kura self review with ERO external review
- focus on student outcomes and whānau efforts to improve outcomes
- provide an opportunity to demonstrate the learning that is occurring in each Te Aho Matua kura
- acknowledge the developmental nature of kura and of the national curriculum and assessment in kura
- reflect Māori efforts to revitalise te reo Māori
- support evaluation capacity building in kura.

1 The terms Te Aho Matua Kura Kaupapa Māori and Te Aho Matua kura in this publication refer to Kura Kaupapa Māori that operate in accordance with the principles of Te Aho Matua.

2 The term Kura Kaupapa Māori in this framework includes both primary and secondary schooling.



Core components for success

It was also agreed that core components for success are integral to the design and implementation of the review methodology. The core components include:

- fostering identity
- value and empowerment
- enhanced communication
- professional and collegial relationships
- self determination
- strategic planning and self review.

This evaluation whakapapa acknowledges the work since 2000.

The evaluation methodology for reviews in Te Aho Matua kura kaupapa Māori has been designed **by Māori, with Māori** and focuses on successful outcomes **for Māori**.

This *Framework for the Review and Evaluation in Te Aho Matua Kura Kaupapa Māori* starts with an outline of the general principles of an ERO evaluation and the focus on self review. The Framework then sets out in more detail the conduct of each of the three types of review: Te Rākeitanga (Expansion), Te Pupuketanga (Development) and Te Manakotanga (Enrichment).



Te Aho Matua Kura Kaupapa Māori

Philosophy and Purpose

Students attending Te Aho Matua kura kaupapa Māori experience a unique education reflecting the distinctive values and beliefs of Te Aho Matua.

In Te Aho Matua Kura Kaupapa Māori:

- te reo Māori is the principal language of instruction
- the charter requires that the kura operates in accordance with Te Aho Matua
- the special characteristics described in the charter prescribe the particular character of each kura.

Te Aho Matua sets out the founding principles and philosophy for Te Aho Matua kura. Te Aho Matua is published in the New Zealand Gazette under the authority of the Minister of Education and provides the means by which kura identify themselves, as well as a philosophical base for teaching and learning.

The introduction of the English translation of Te Aho Matua³ states that:

Presented in the Māori language, Te Aho Matua has been written by the pioneers of Kura Kaupapa Māori as a foundation document for their kura.

The document lays down the principles by which Kura Kaupapa Māori identify themselves as a unified group committed to a unique schooling system which they regard as being vital to the education of their children.

Te Aho Matua provides a philosophical base for the teaching and learning of children and provides policy guidelines for parents, teachers and boards of trustees in their respective roles and responsibilities.

Te Aho Matua is intended for inclusion in the charters of kura kaupapa Māori as the means by which their special nature can be clearly identified from mainstream kura.

Te Aho Matua also provides a basis from which curriculum planning and design can evolve, allowing for diversity while maintaining an integral unity.

Te Aho Matua has been written in a typically elliptical Māori style, which implies meaning and requires interpretation rather than translation.

Te Aho Matua is presented in six parts, each part having a special focus on what, from a Māori point of view, is crucial in the education of children for the future.

Legal and Regulatory Framework

Section 155 of the Education Act 1989 provides for the designation of a state school as a kura kaupapa Māori through notification by the Minister of Education in the *New Zealand Gazette*.

Section 155a specifies that:

- Te Aho Matua is a statement in te reo Māori that is prepared by the Kaitiaki of Te Aho Matua and published in the Gazette by the Minister.
- The Kaitiaki is the body commonly known as Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.

³ Copyright: Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa.



- The Te Aho Matua document will be amended by the Minister only if the Kaitiaki ask the Minister to do so.
- The Minister is also required to publish a statement of explanation in English of Te Aho Matua but the Kaitiaki must approve the explanation as being an accurate interpretation.

The effect of section 155 is to specify and empower the special character of Te Aho Matua Kura Kaupapa Māori.

Section 155 also stipulates that the Education Act 1989 applies to Te Aho Matua kura as it does to other schools. In ERO's experience, high performing kura that operate in accordance with Te Aho Matua meet the expectations for high quality education as set out in legislation, specifically in the National Education Goals and National Administration Guidelines. Where Te Aho Matua is the primary driver for the operation of the kura, the legislative and educational requirements are met through the successful implementation of the Te Aho Matua philosophy.

Implications for Evaluation

Kura need an evaluation process that is straightforward, that promotes positive learning outcomes and that assists them to improve what they do. ERO needs a specialised methodology for reviewing these unique schools if it is to do justice to the intentions of the Act and the philosophy outlined in Te Aho Matua.

Following on from the work of the 2001 Ministerial Working Party⁴, there is now an agreed approach for both kura and ERO to use. ERO and kura use the methodology and tools during the external review process. In turn, kura and the Rūnanga use the tools in their ongoing internal review and improvement activities.

Any group with sufficient evaluation and cultural and linguistic competency could implement this methodology. ERO and the Rūnanga agree to review kura performance in the spirit intended, with an emphasis on evaluation capacity building. ERO's focus is on building evaluation capacity and for the Rūnanga to focus directly on evaluating the performance of the kura.

⁴ *Report to the Minister of Education of the Ministerial Working Party to Develop a Review Methodology for Kura Kaupapa Māori that operate in accordance with Te Aho Matua.* February, 2001



Reviews in Te Aho Matua Kura Kaupapa Māori

Three Types of Review

ERO has a differentiated review process. This means that a kura will have the type of external evaluation of most use for its future direction. There are three types of review for kura:

Te Rākeitanga, Expansion Evaluation, carried out every three years or so; Te Pupuketanga, Development Evaluation for kura needing specific help over the following one or two years; or Te Manakotanga, Enrichment Evaluation, where the emphasis will be on how to build on current success.

ERO's first review in any kura is a Te Rākeitanga. Self review is a focus in all reviews. The way a kura conducts self review and how it explains its processes, conclusions and actions to ERO is a crucial element in every external evaluation.

Self Review

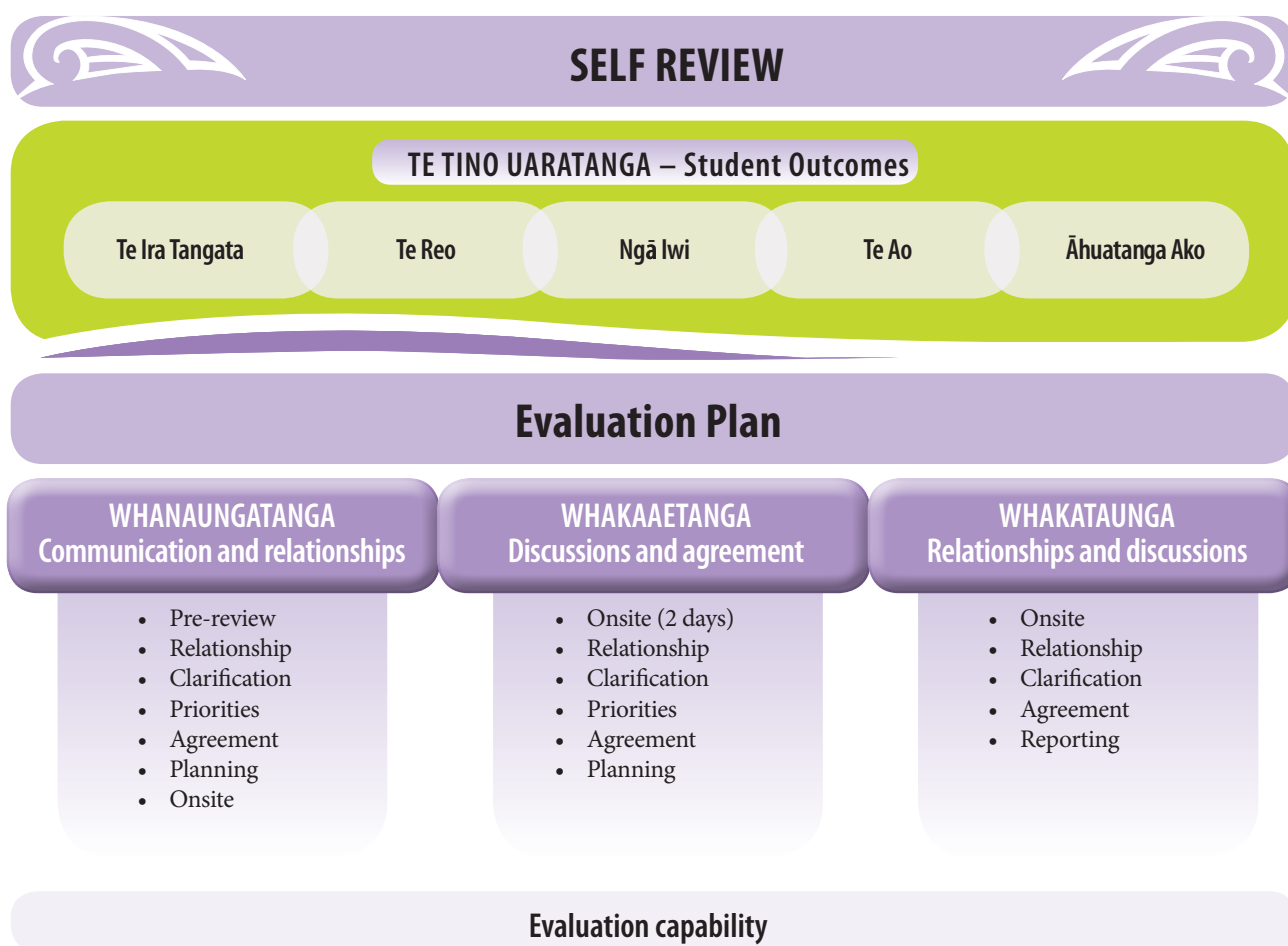


Figure 1: Self review in kura kaupapa Māori

Figure 1 highlights ERO's focus areas in evaluating a kura self review and the evaluation plan for ERO's review.



ERO's Evaluation

Figure 2 outlines the process of ERO's evaluation. ERO's review officers are guided by a formal set of standard procedures.

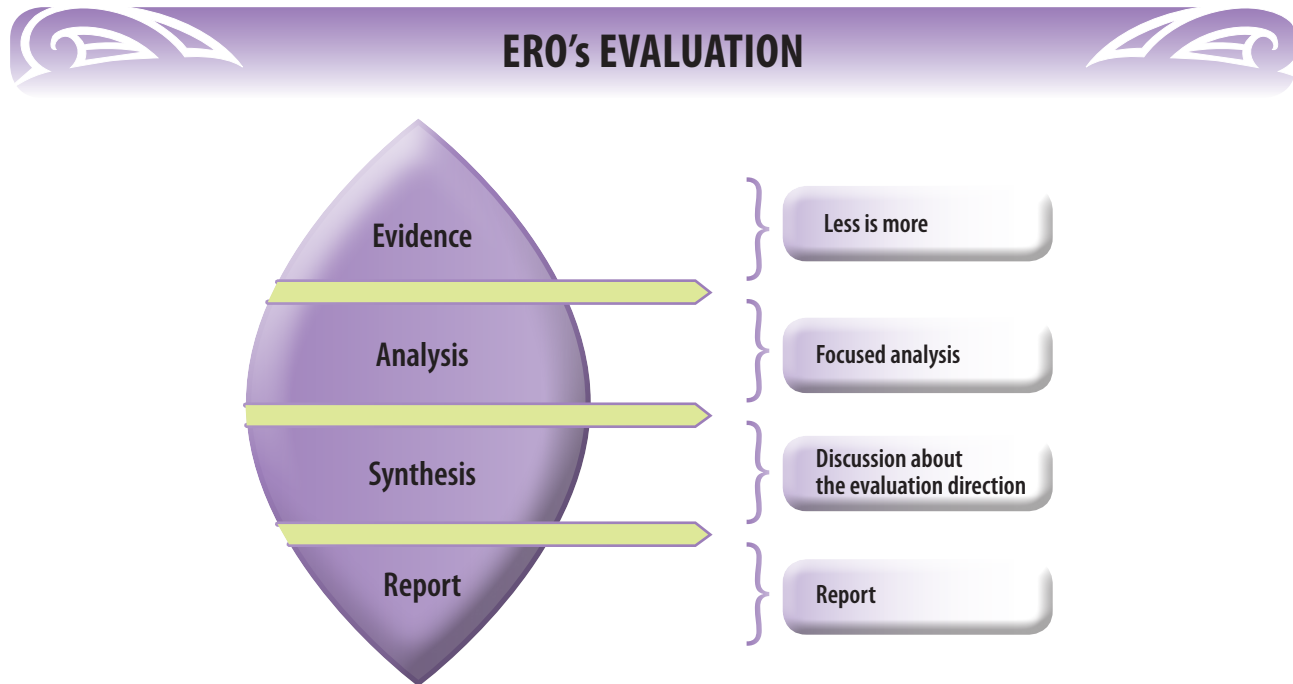


Figure 2: Process of ERO's evaluation

Three main review elements

The evaluation is made up of three main elements. Each, used individually or together, will foster continuous improvement in individual Te Aho Matua kura and in their wider kura community.

A. Whānau self review informing external evaluation

The use of self-review information provides direction for ERO's external evaluation.

ERO discusses this with whānau and how it intends to use the whānau evaluation plan, self-review information, the whānau hui and other relevant information to design the review and the investigative pathway.

B. Self review in Te Aho Matua Kura Kaupapa

What does self review look like in Te Aho Matua kura?

C. The Whānau Assurance Statement

Legislative expectations for all Te Aho Matua kura, to be attested by the whānau.



A Whānau self review informing external evaluation

An example

Te Tino Uaratanga provides a centre of focus for the education for students in Te Aho Matua kura.

This is also the main focus for an ERO review.

In the example below, the kura whānau has chosen aspects of Te Tino Uaratanga as its focus for self review: celebrating success, student success and professional development for staff.

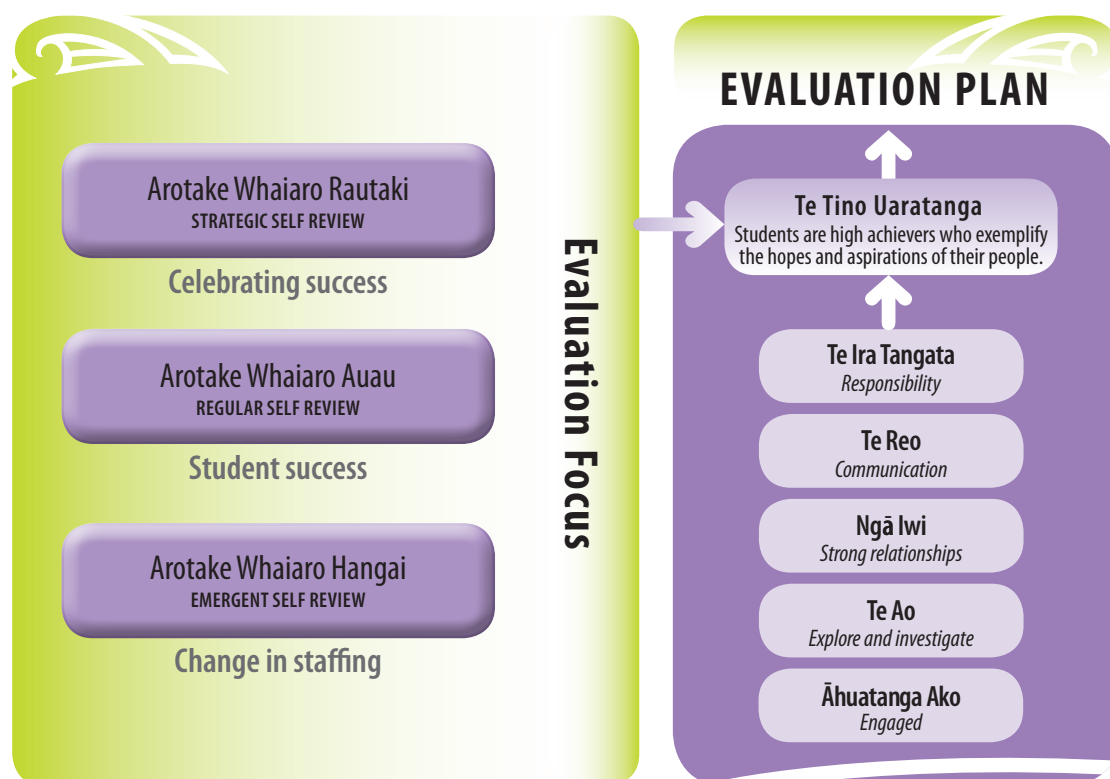


Figure 3: Self review and external evaluation focusing on Te Tino Uaratanga – an example

The kura whānau will then develop an evaluation plan. This will be based on an evaluative question to guide the external evaluation process. The evaluative question is informed by self review. When constructing an evaluative question whānau could begin with the following:

To what extent..... (could be used when the whānau wishes to analyse progress with an improvement focus)

How well do students..... (could be used when things are going well and the whānau wishes to find out how well)

How effectively do students (could be used when things are effective and the whānau wishes to discover how effective)

The kura documents its own investigative pathway with its whānau so that they are well informed and can all identify what happens, when, by who, how and the impact on students. Some whānau may select one or more of the wāhanga while others may choose all wāhanga with only certain parts for focus.



Timing of next review

Depending on its findings, ERO makes a decision at the end of each review on the type and timing of the next ERO review. This could be a development evaluation carried out over the next one-to-two years (**Te Pupuketanga**). It could be an expansion evaluation after three years (**Te Rākeitanga**). Or, in the case of an exceptionally high performing kura, ERO could decide to return in four-to-five years for an enrichment evaluation (**Te Manakotanga**).

Kura that are performing well will continue to be reviewed under the Te Rākeitanga methodology.

Factors in the timing decisions are the amount of support needed, the improvements that can be made and the capability of each kura for self review and future action.

When making a decision on the next review, ERO considers the whānau evaluation focus, the information provided in the Whānau Assurance Statement (WHAS), and ERO's Te Aho Matua criteria for review timing.

ERO's formal decision on the timing of the next review is set out in the confirmed review report, which is printed and published on ERO's website, www.ero.govt.nz.



The nature of development from ERO's Te Pupuketanga (over the course of one-to-two years) review, to Te Rākeitanga (three year) review, through to Te Manakotanga (four-to-five year) review is designed to be progressive and aspirational.

The criteria for the timing of reviews are outlined in this *Framework* under each type of review.



Kura whānau evaluation plan

The kura whānau gives its evaluation plan to ERO as a part of the first self review presentation hui at the onsite stage of the review. In some instances whānau can provide a draft for ERO to consider before ERO comes to the kura. This plan provides relevant detail for ERO so that review officers can develop their onsite evaluation design, to guide investigations at the kura.

 **TE TINO UARATANGA – Evaluation question** 
How well do students achieve and exemplify the hopes and aspirations of their people?

What are the Aspirations of Whānau?					
	Wāhanga Te Ira Tangata	Wāhanga Te Reo	Wāhanga Ngā Iwi	Wāhanga Te Ao	Wāhanga Āhuatanga Ako
Focus	Students accept responsibility	Students have skills for communication	Students have positive relationships	Students explore and investigate	Students are eagerly engaged
Mahi What we do?	Whānau expectations Vision Aspirations Programme of learning				
How we know? Evidence	Vision Programme plans Programme observations				
Student Outcomes What they do?	Students are independent				
How we know? Evidence	Independence Task completion Leadership models				
What next?	TAM curriculum and assessment				

Figure 4: Evaluation plan *see Appendix 1 for a bigger version to print off and use.



ERO's evaluation design

As the external evaluator, ERO will develop the evaluation design.

The evaluation design will include key areas of focus, investigative pathways and questions to prompt the review process and cover the information provided by whānau. In conjunction with whānau, review officers will also create a timetable that includes additional hui, classroom observations and time for team analysis and synthesis. This also allows for ongoing consideration to the review design, ensuring flexibility where necessary.



 TE TINO UARATANGA – Evaluative question 					
How well do students achieve and exemplify the hopes and aspirations of their people?					
What are the Aspirations of Whānau?					
	Wāhanga Te Ira Tangata	Wāhanga Te Reo	Wāhanga Ngā Iwi	Wāhanga Te Ao	Wāhanga Āhauatanga Ako
Focus	How do students demonstrate that they accept responsibility?	What skills do students use to communicate?	What positive relationships do students have?	What and how do students explore and investigate?	How are students engaged in learning?
Mahi What whānau do?	Whānau expectations Vision Aspirations Programme of learning				
How whānau know? Evidence	Vision Programme plans Programme observations				
What are the student outcomes?	Students are independent				
How whānau know? Evidence	Independence Task completion Leadership models				

Figure 5: ERO's evaluation design

Reviewers discuss the design with whānau to ensure that the process of evaluation is transparent and reflects the intentions of whānau self review. Where possible ERO will provide additional guidance with the evaluative question to ensure the review is purposeful.

The kura whānau makes evidence available to ERO during the review and there will be additional opportunities for hui and discussions as required.

ERO uses the evaluation design to focus its investigations. This allows time to be specifically allocated to the 'thinking' role of an evaluator. The evaluation framework focuses on high quality analysis to inform clear and concise evaluative judgments.

Throughout Te Rākeitanga there are three distinct review process phases – **Whanaungatanga, Whakaetanga and Whakataunga** (see Figure 1). These are the formal stages of the process and involve interactions, communication, investigation, collection and collation, analysis, synthesis, decision-making, recommendations and reporting.



Evaluation indicators

A balanced approach to evaluation takes into account evidence of both *outcomes* for students and the *processes and philosophies* implemented in the kura to achieve these outcomes. ERO looks for this balance of evidence across both outcomes and processes.

Outcome indicators describe the knowledge, skills, attitudes and higher-level competence *directly* associated with what Te Aho Matua kura kaupapa Māori are trying to achieve for their students. They include evidence of the academic, physical, emotional and spiritual outcomes that are the direct indicators of success.

Process indicators describe the practices, processes and policies of the kura that, when implemented, are intended to achieve the desired results. The presence of process indicators does not, however, necessarily guarantee positive outcomes for students.

Evidence of both types of indicators needs to be considered if the reviewers are to reach genuinely well-informed conclusions. Considering outcomes alone can distort the evaluation by emphasising results without considering whether the results are what could reasonably be expected. A sole focus on process and philosophy can give an impression of success without actual evidence that students are progressing and achieving as expected and desired.

The evaluation focus and student outcomes

Consider how the potential evaluation focus contributes to student outcomes. What is the magnitude of the effect in terms of:

- the numbers of students affected (low, medium or high)
- the likely size of the impact (low, medium or high).

In general, priority areas for review will be those where there is likely to be a high impact on the achievement of some students, or where high numbers of students are affected.

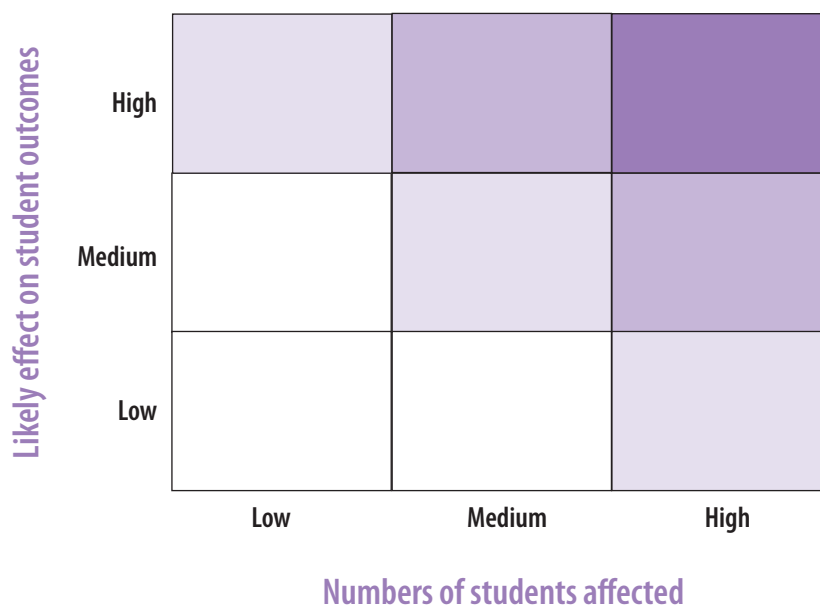


Figure 6: Matrix to determine evaluation focus



Analytical Framework

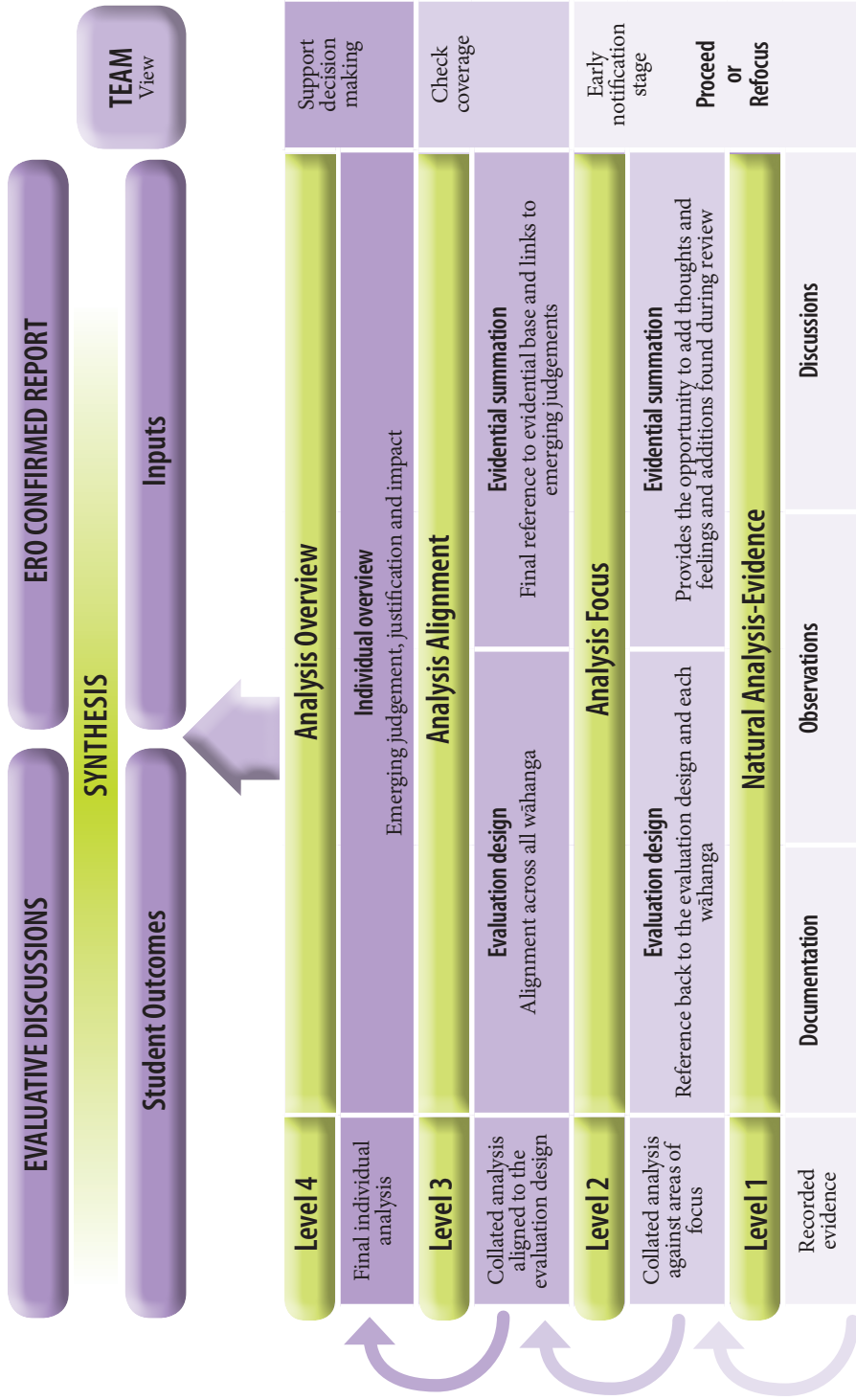


Figure 7: Analytical framework for the evaluation

The analytical framework used by ERO is included to help whānau expand their self-review practice.

The evaluation design contributes to the content of ERO's investigations and the content section of its report.



Guide to reaching informed conclusions

At each stage, ERO considers the answers to the evaluative questions. What is the evidence of effective process? What is the evidence of positive outcomes?

Considering each of the evaluative questions being addressed, how do they rate?

Is this practice excellent/very good, good, adequate, fair, or poor?

Are these outcomes excellent/very good, good, adequate, or poor?

The following key⁵ provides a guide to these terms.

DESCRIPTOR	MEANING IN PROCESS EVALUATION	MEANING IN OUTCOME EVALUATION
Excellent/ very good	Clear example of <i>exemplary or superior</i> programme design or delivery; no or very minor weaknesses evident.	<i>Outstanding or very valuable outcome(s)</i> that represent having completely or very substantially met the needs of students in the kura; any gaps or areas for improvement in the outcome(s) are minor.
Good	<i>Moderately high quality</i> programme design or delivery; some weaknesses or areas for improvement are clearly evident, though none are very serious.	<i>Reasonably valuable outcome(s)</i> that represent having mostly met the needs of students in the kura; some gaps or areas for improvement are clearly evident, though none very serious.
Adequate	<i>Just acceptable quality</i> programme design or delivery; meets minimum requirements but has several important weaknesses or areas for improvement.	<i>Somewhat valuable outcome(s)</i> that represent having met at least some of the key (not just minor) needs of students in the kura; important gaps or areas for improvement are clearly evident.
Fair	<i>Less than acceptable</i> quality programme design or delivery; several very important weaknesses that should be urgently addressed.	<i>Minimally valuable outcome(s)</i> that represent having met only minor needs of students in the kura; several very important gaps need to be addressed.
Poor	Unacceptable quality programme design or delivery; several serious weaknesses that need to be urgently addressed.	Near-zero or negative outcome(s) that represent a failure to meet the needs of students in the kura, possibly with detrimental effects.

Figure 8: Terms of evaluation judgements

The key decision for teams to reach is a judgement about whether or not the quality of the programme, and the outcomes for students, are acceptable as a minimum.

5 Adapted from Davidson, 2006



B Self review in Te Aho Matua Kura Kaupapa Māori

Building self-review capability in indigenous education such as Te Aho Matua kura is paramount and has been a focus for ERO. In 2000, ERO provided key questions to prompt evaluative discussions. In 2008, ERO acknowledged the development of self review in kura kaupapa Māori, the Ministry of Education requirements for planning and reporting, and the need for an ERO evaluation plan. ERO then developed a single style evaluation plan to respond to all requirements.

Since that time it has been clear that self review manifests itself in many different ways. At the core are key principles that underpin what self review looks like for Te Aho Matua kura and whānau. This element of the review gives ERO the opportunity to gather and report self-review information for the wider benefit of kura kaupapa Māori.

ERO is interested in the different ways kura whānau use self review to inform decisions they make as they focus on high quality outcomes for students. It is important to note the differences in the key principles and how the whānau reach their decisions because of self-review. It is also important to note cultural differences.

ERO and Te Rūnanga Nui have access to a range of valuable information about Te Aho Matua kura self-review process and practice, which shows the breadth and depth of self-review process and practice nationally. It may also identify key practices and points of difference by Māori, as information for Māori.



C The Whānau Assurance Statement

An important component of the review process is compliance with legal and regulatory requirements (including the National Education Guidelines and National Administration Guidelines), and with the undertakings and obligations set out in the kura charter. Collectively these constitute the main compliance requirements for Te Aho Matua kura kaupapa Māori.

ERO has developed a Whānau Assurance Statement (WHAS) for use in kura reviews. This document sets out and explains the legal requirements applying to Te Aho Matua kura.

The WHAS is designed to help kura manage their compliance obligations. The document describes the individual requirements in the legislative and regulatory framework and asks the whānau chairperson and principal to attest to the kura compliance. The whānau attest that they comply with the legislation, do not comply, or are not sure whether they do or not.

As part of its process, ERO checks several significant compliance requirements directly (sometimes referred to as the big five⁶) to make sure the WHAS has been completed accurately.

In the event that the WHAS, or ERO's check or the review process generally, identifies major compliance issues the review may be re-focused to audit compliance requirements more directly.

Although the WHAS is intended to be completed in advance of an ERO review, its design as a legislative checklist means that whānau can use the document at any stage to strengthen their internal review of compliance (not just in preparation for ERO).

Guide to implementation

IMPLICATIONS FOR ERO	IMPLICATIONS FOR KAITIAKI	IMPLICATIONS FOR KURA
ERO checks attestation.	Kaitiaki assist whānau to complete WHAS as necessary.	Whānau complete WHAS and attest to compliance before review.
ERO follows up on 'no' and 'unsure' answers in the attestation.	Kaitiaki help explain compliance results.	Whānau discuss and explain compliance results with ERO.
ERO investigates in depth five aspects of student safety.	Kaitiaki assist with investigation of the five student safety aspects.	Whānau provide information about the five aspects of student safety.
ERO decides that the attestation is reliable (or focuses more directly on legal requirements if not).	Kaitiaki assist whānau to understand how to address any identified non-compliance.	Whānau act on their knowledge to address any areas of non-compliance.
WHAS supports kura in ongoing compliance management.	Kaitiaki help with understanding of compliance obligations.	Whānau use WHAS to assist ongoing compliance management.

Significant compliance requirements

ERO has chosen five significant compliance requirements (the 'big five') to check in every kura review because of their potentially high impact on students' achievement. These are:

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

⁶ Students' emotional and physical safety; teacher registration; stand-downs, suspensions, exclusions and expulsions; attendance. See under Significant compliance requirements.



Types of ERO review and timing

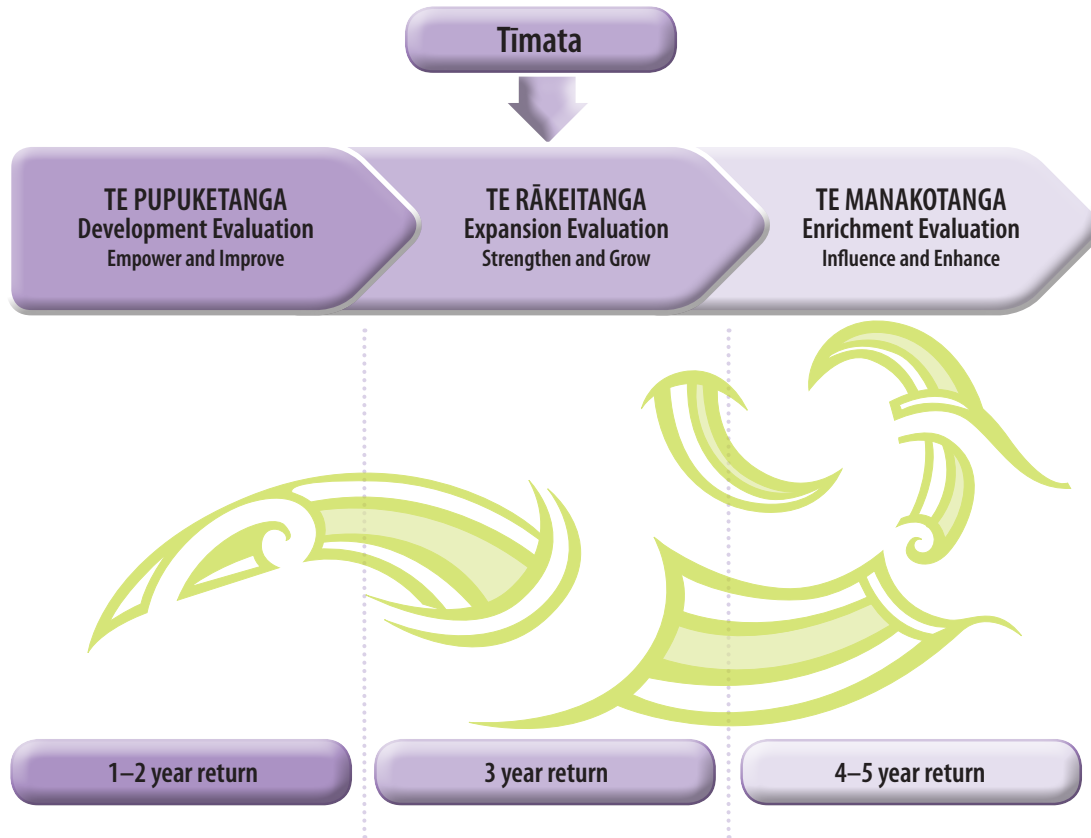


Figure 9: Differentiated review timing

Kaitiaki

Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa has specific legislative direction as kaitiaki of Te Aho Matua. Nominated kaitiaki are involved throughout the course of any scheduled ERO review.



Te Rākeitanga – Expansion Evaluation

Te Rākeitanga – Expansion Evaluation is the basis for all ERO’s evaluations. The methodology is adapted for Te Pupuketanga and Te Manakotanga according to what is needed and most constructive for individual kura.

There is a strong focus on self review, and on information from the kura and its whānau, to enable ERO to evaluate and report in a way that will be of ongoing use to the kura.

Criteria for Scheduling a Te Rākeitanga – Expansion Evaluation

The majority of kura will be in this category. Te Rākeitanga reviews are scheduled for three years after the previous review.

Good performance, with aspects of high quality performance, will be evident and ERO will have no material concerns about the education and safety of students.

TE RĀKEITANGA – EXPANSION EVALUATION <i>Strengthen and grow</i> Three year review timing criteria		
TE TINO UARATANGA <i>High expectations for students staff and whānau</i> Students are alert to every area of knowledge that they choose to pursue in their lives.		
WĀHANGA	STUDENT OUTCOMES	PROCESS INPUTS
TE IRA TANGATA	The student develops physical, spiritual, cultural and emotional wellbeing	<i>Safe, nurturing, inclusive environment</i>
TE REO MĀORI	The student is a competent thinker, speaker, reader and writer of te reo Māori	<i>Immersion environment with good quality models</i>
NGĀ IWI	The student acknowledges iwi, hāpu, whānau and demonstrates capability across a range of roles and responsibilities	<i>Cultural values, tikanga and collective responsibility</i>
TE AO	The student actively explores the complex natural and physical worlds	<i>Value and acceptance of the Māori world view</i>
ĀHUATANGA AKO	The student is a confident learner actively engaged with learning	<i>Effective responsive teaching and learning programmes</i>
LEADERSHIP AND MANAGEMENT <i>Focus on students and high quality outcomes</i>		
SELF REVIEW <i>Direction setting, decision-making, a culture of reflection and forward thinking</i>		

Figure 10: Criteria for scheduling Te Rākeitanga – Expansion Evaluation



Te Rākeitanga – Expansion Evaluation is carried out three years after the previous review. It is intended to strengthen existing practice in the kura and encourage Te Aho Matua kura whānau to expand their current practice with a specific focus on continuous improvement.

The review process is streamlined to be more focused, to enhance self review, and to enable kura to make more direct and effective use of ERO's external evaluation process through good evaluative practices and models.

Te Rākeitanga:

- aims to maintain the integrity of the indigenous framing Te Aho Matua
- complements kura self review with external evaluation
- aims to extend evaluation capability in kura communities
- introduces increased focus on Te Aho Matua
- includes formal acknowledgement that ERO may use the evidence provided by whānau, and sample other areas like classroom observations across a range of classrooms
- gathers additional information to assist the development of Te Aho Matua kura kaupapa Māori nationally.

Te Rākeitanga focuses on specific aspects identified by kura whānau. The evaluation process and investigative pathway enables ERO to achieve depth through focus.

In the final phase of the review ERO will lead evaluative discussions with the kura whānau. During these discussions, ERO's onsite analysis and synthesis combine to give whānau relevant detail about their students' outcomes and their own process contributions.

The discussions will lead to a confirmed written report that will give the bigger picture across three main elements – evaluation focus, self review and the Whānau Assurance Statement.

The review process

The review team is made up of review officers and the kaitiaki, and will follow the review process phases.



What a Te Rākeitanga Review will look like

TE RĀKEITANGA REVIEW PROCESS	ERO	TE RŪNANGA NUI (TRN)	KURA WHĀNAU
WHANAUNGATANGA PRE-REVIEW Selection process	Senior leadership team uses the criteria for the timing of reviews, review file and report to make judgements about the timing of the next review.	TRN aware of review timing.	Kura whānau receive unconfirmed ERO report. Initiate discussions with other parties.
Formal Notification	ERO sends confirmed report and schedules team and visits as appropriate.	TRN aware of review timing.	Kura whānau acknowledge confirmed report.
Communication	ERO coordinator communicates with the kura. Coordinator makes contact with the kaitiaki chosen by the kura whānau.	TRN attend as kaitiaki of the review.	Kura whānau communicate with coordinator about the pending review. Identify the kaitiaki for the review.
ONSITE Relationships	Pōwhiri, whakatau. Review team arrives as manuhiri.	TRN as kaitiaki.	Pōwhiri, whakatau. Whānau as tangata whenua.
SELF REVIEW Communication Clarification Priorities	ERO attends whānau hui as listener. Opportunity provided for whānau korero and evaluation plan handover. This provides clarification for the review and identifies priorities.	TRN kaitiaki an active member of the review team. Participates in evaluation role.	Whānau self review hui where whānau provide information and detail pertaining to the review including the evaluation plan, timetable and arrangements for the review.
WHAKAAETANGA Evaluation design Relationships Clarification Planning Agreement	ERO team develops an evaluation design based on the self review whānau hui, the evaluation plan, the timetable and any other relevant information. This includes the evaluative questions and the investigative question. The plan is given to the whānau and the process remains open and transparent.	The kaitiaki is integral to the development of the evaluation design. The kaitiaki works alongside and with the review team.	The whānau acknowledge the evaluation design and provide information to support the review to proceed.
Evidence Analysis Synthesis	The review team follows the direction of the evaluation design and makes modifications as appropriate. It gathers evidence and completes individual and team analysis. This is an ongoing process. Then the team completes the synthesis.	Kaitiaki works with the ERO team. Providing support for whānau and ERO.	The whānau actively participate as a part of the review process.
WHAKATAUNGA Relationships Priorities Agreement	The review team talks about the process, the detail of the synthesis and makes an opportunity for whānau to make comment. This allows all parties to reach agreement about the findings of the review.	Kaitiaki involvement as team member representing TRN and whānau.	The whānau attend hui to hear review findings. They are encouraged to make comment. The hui allows all parties the opportunity to reach agreement about the review findings.
OFFSITE Reporting	Coordinator drafts report. ERO quality assurance process. Decision on timing of next review. Confirmed report sent to all parties.	TRN receive copy of confirmed report.	The whānau receive the unconfirmed report and can make comment about error of fact. They then receive the confirmed report.

Figure 11: Review process for Te Rākeitanga – Expansion Evaluation



Te Pupuketanga – Development Evaluation

Criteria for Scheduling a Te Pupuketanga – Development Evaluation

ERO will decide to carry out another review over the course of one-to-two years where there is evidence that gives ERO cause for concern about the education and safety of students.

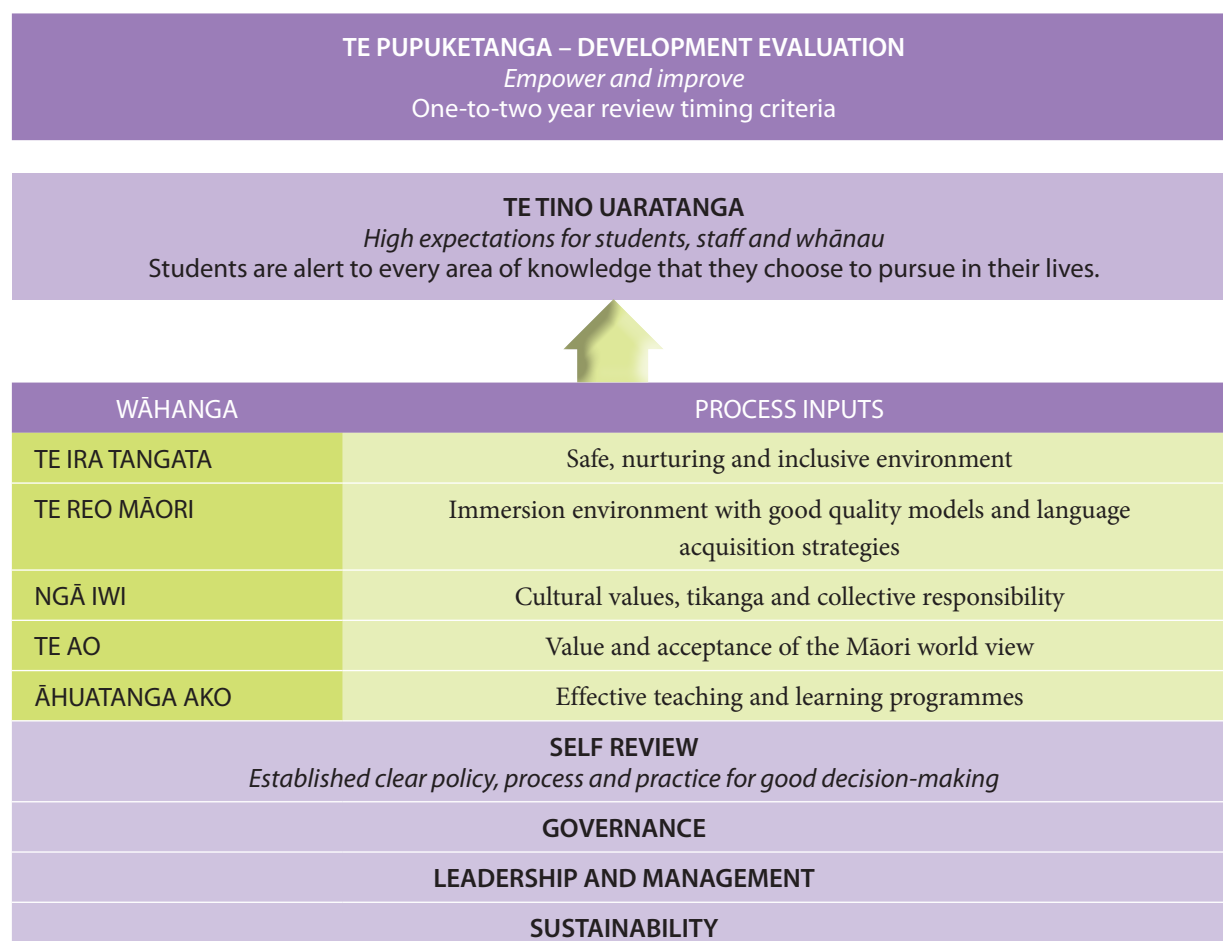


Figure 12: Criteria for scheduling Te Pupuketanga – Development Evaluation

In addition, ERO will return over the course of one-to-two years where, in ERO's view, external intervention is needed, either at a statutory or lower level to bring about the desired improvement.

If a Limited Statutory Manager (LSM) or commissioner or other Ministry of Education intervention has been in place at the time of the review or is being recommended following the review, the timing of the review is decided in consultation with an ERO National Manager Review Services.

Te Pupuketanga – Development Evaluation is designed to empower Te Aho Matua kura whānau (including staff, board, and leadership) and focus improvement across identified priorities.

The focus is on enhancing ownership, and building capability for strategic thinking, planning and action, and self review.

Te Rūnanga Nui and the Ministry of Education are also involved with ERO and the kura whānau throughout the course of the Te Pupuketanga – Development Evaluation.



The design of the one-to-two year evaluation includes an *indigenous development frame*, defined specifically to highlight the different stages of progress. These acknowledge Te Aho Matua kura and align with the current approach used by Te Rūnanga Nui as it supports kura whānau in their tasks.

There are three strands in this frame:

- **Strand 1 Mārama** – focuses on building collective understanding, leading to acceptance, prioritising and planning
- **Strand 2 Pono** – acknowledges development, direction has been defined and the whānau have focus, and are moving toward clear goals
- **Strand 3 Ūpoko Pakaru** – acknowledges that once progress is evident and participants have acquired skills they are better positioned to take responsibility for managing their own kura and long term sustainability is likely.

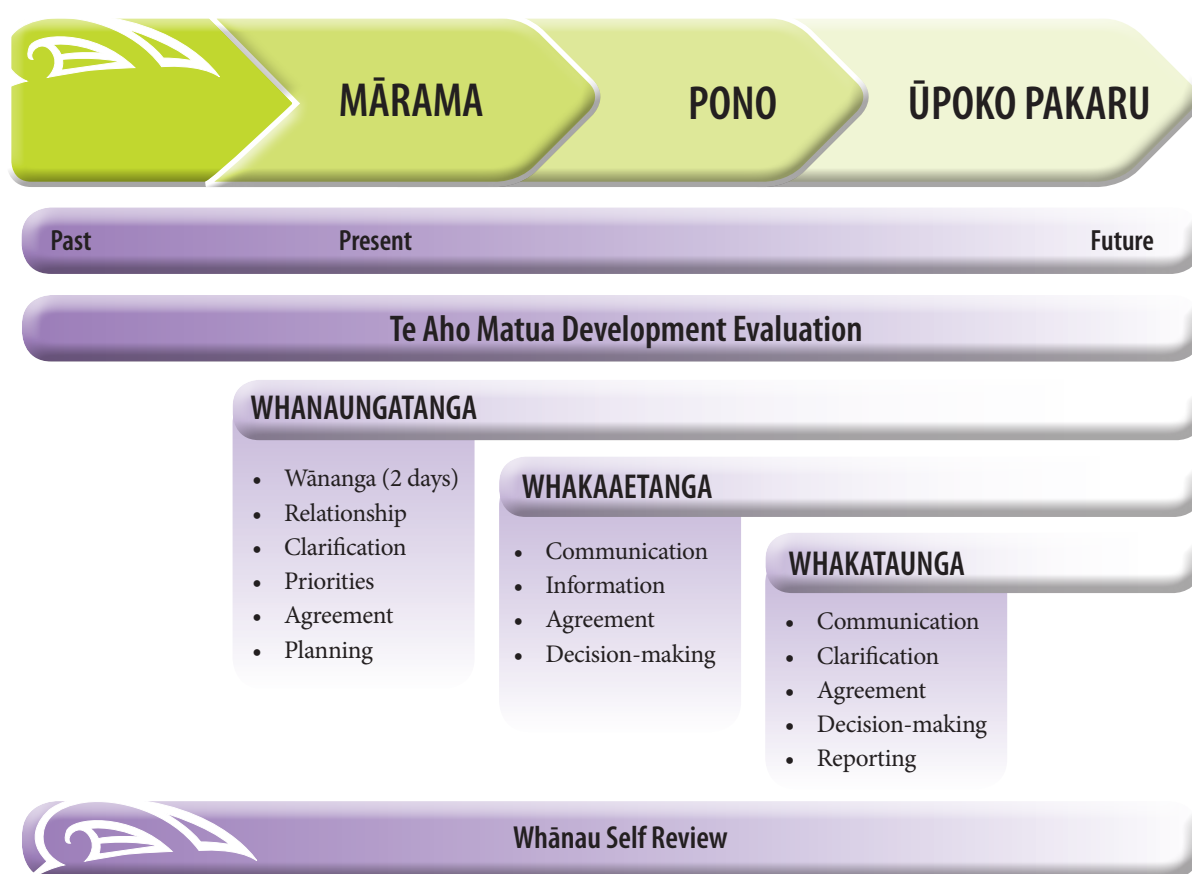


Figure 13: Te Puketanga indigenous development frame

The focus of these strands is on strengthening kura whānau and enabling them to sustain improvements in the long term. They also provide a gauge to measure progress when making decisions about movement through the one-to-two year development process. For each strand there are markers that define milestones. These markers ensure ERO, Te Rūnanga Nui and whānau can contribute to decisions about progress.



Te Pupuketanga Strands and Process Markers

MĀRAMA	PONO	ŪPOKO PAKARU
actively participate in ERO wānanga	discuss process developments	discuss process developments
agree to focus development	define student achievements	define student achievements
focus on outcomes for tamariki	review plan at designated timeframes	share the completion of the plan and can identify next steps
define their vision and aspirations	articulate development	
consider their strategic direction	document progress	complete self review and formulate long term strategic direction
accept and affirm the ERO findings	provide copies to ERO	
combine all information and prioritise immediate, long-term direction	participate in appropriate training and development	high level of understanding about the importance of self review
formally plan with achievable milestones, relevant evidence	can discuss professional developments from training	receive positive feedback from external agencies
consider support required and by who to achieve their goals	receive positive feedback from external agencies	engage with ERO, TRN, MoE on a regular basis
ERO, TRN, MoE, whānau negotiate appropriate timeframes	ERO, TRN, MoE, whānau negotiate appropriate timeframes	ERO, TRN, MoE agree that the cycle of evaluation is complete
identify and move forward with appropriate training and development	self initiate formal communication with agencies	articulate their self-review programme and practices
engage with ERO, TRN, MoE on a regular basis	engage with ERO TRN MoE on a regular basis	demonstrate confidence and articulate their capability to self manage
begin to progress aspects of the plan	identify key components of self review	demonstrate long term sustainability
begin to collect evidence and report progress to ERO		
discuss self-review processes		
demonstrate increasing confidence		
self initiate formal communication with agencies		

Figure 14: Te Pupuketanga process markers



Throughout Te Pupuketanga there are three distinct review process phases – **Whanaungatanga**, **Whakaaetanga** and **Whakataunga**. These are the formal stages of the process (see Figure 13).

Together the review process phases – **Whanaungatanga**, **Whakaaetanga** and **Whakataunga** – and the progress strands – **Mārama**, **Pono** and **Ūpoko Pakaru** – provide a basis for understanding the next steps to be taken by the kura whānau. This combination of process phases and progress strands, **He Whāriki Paihere**, strengthens the overall process for kura whānau and for ERO.

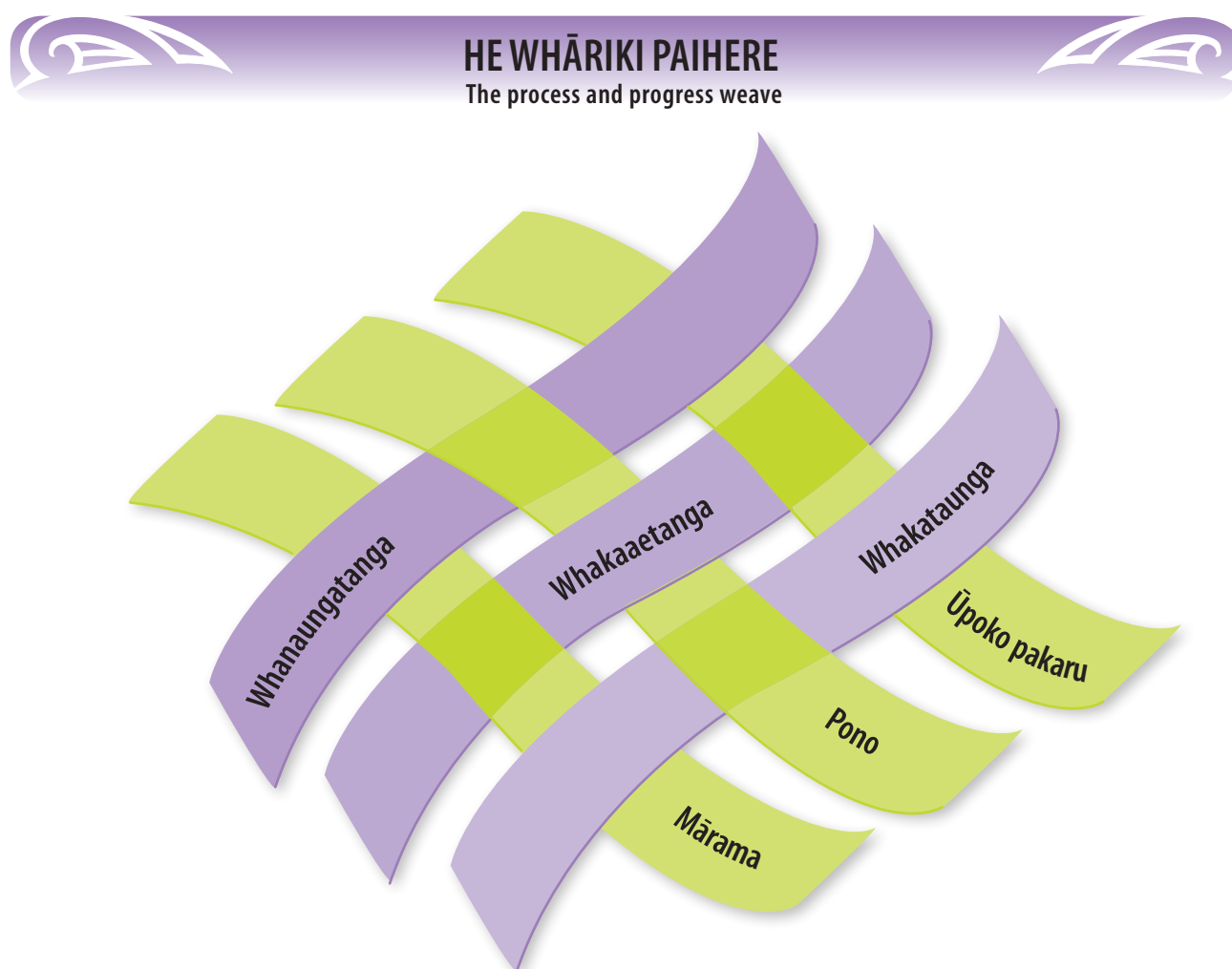


Figure 15: He Whāriki Paihere – process and progress



What a Te Pupuketanga Review will look like

TE PUPUKETANGA REVIEW PROCESS	ERO	TE RŪNANGA NUI (TRN)	MINISTRY OF EDUCATION (MoE)	KURA WHĀNAU
WHANAUNGATANGA PRE-REVIEW Selection process	Senior leadership team uses the criteria for the timing of reviews, review file and report to make judgements about the timing of the next review.	TRN initiates support.	MoE initiates support as appropriate.	Kura whānau receive unconfirmed ERO report. Initiate discussions with other parties.
Formal Notification	ERO sends confirmed report and schedule team and visits as appropriate.	TRN initiates support.	MoE initiates support as appropriate.	Kura whānau acknowledge confirmed report.
Communication	ERO coordinator arranges first wānanga to consider findings of review and next steps.	TRN attendance at wānanga.	MoE attendance at wānanga.	Kura whānau attendance at wānanga.
ONSITE	Coordinator will develop wānanga that covers <ul style="list-style-type: none"> • Introduction • Self-review activities • Priorities • Planning and support 	TRN contributes at hui and provide supports at the wānanga. Consider most beneficial support options. Next steps.	MoE attends wānanga and support the organised wānanga. Consider most beneficial support options. Next steps.	Kura whānau attend wānanga and support the organised wānanga. Develop plan to respond to areas for development Next steps.
Communication Record of meeting	The coordinator will communicate regularly after the wānanga. Email and telephone. ERO will complete a record of meeting and send this to all parties.	TRN timetable involvement. TRN will receive a record of meeting report which will outline work to date and possible next steps.	MoE timetable involvement. MoE will receive a record of meeting report which will outline work to date and possible next steps.	Kura whānau maintain regular contact with ERO TRN MoE contact people. Email and telephone. The whānau will receive a record of meeting report which will outline work to date and possible next steps.
WHAKAAETANGA Monitoring	The coordinator will communicate regularly, collect and collate relevant information provided by the kura whānau. The coordinator will make informed decisions and focus on agreement forward.	TRN will share information. And will be an active member of collective decision making.	MoE will share information and will be an active member of collective decision-making.	The kura whānau will share information and will be an active member of collective decision-making.
Communication Record of meeting	Maintains regular contact after meetings. ERO will complete a record of meeting and send this to all parties.	TRN regular contact. TRN receives meeting report outlining work to date and possible next steps.	MoE regular contact. MoE receives meeting report outlining work to date and possible next steps.	Kura whānau regular contact with ERO The whānau will receive a record of meeting report which will outline work to date and possible next steps.
WHAKATAUNGA ON-SITE	The coordinator will organise the final on-site phase of the review with all parties. The review will follow an evaluation design and will include evidence gathering, analysis, synthesis, and agreement.	TRN will be available for the review as kaitiaki.	MoE will be available for the review as required.	Kura whānau will begin review with an overview or self review hui outlining progress made since beginning of review. The kura whānau will provide an opportunity to talk about developments, share student success and support ERO to look at the quality of education provided to students.
OFFSITE Reporting	Coordinator drafts report. ERO quality assurance process. Decision on timing of next review. Confirmed report sent to all parties.	TRN receives copy of confirmed report.	MoE receives copy of confirmed report.	The whānau receive the unconfirmed report and can make comment about error of fact. It then receives the confirmed report.

Figure 16: Review process for Te Pupuketanga Development Evaluation



Te Manakotanga – Enrichment Evaluation

Criteria for Scheduling a Te Manakotanga – Enrichment Evaluation

ERO will next review a kura in four-to-five years where exceptional performance is evident and ERO has no material concerns about the education and safety of students.

TE MANAKOTANGA – ENRICHMENT EVALUATION <i>Influence and enhance</i> Four-to-five year review timing criteria		
TE TINO UARATANGA <i>High expectations for students staff and whānau</i> Students are alert to every area of knowledge that they choose to pursue in their lives.		
WĀHANGA	PROCESS INPUTS	PROCESS INPUTS
TE IRA TANGATA	The student is physically, spiritually, culturally and emotionally well.	<i>Safe, nurturing and inclusive environment influenced by high expectations for and of whānau, staff and students.</i>
TE REO MĀORI	The student is a competent thinker, speaker, reader and writer of Te Reo Māori and English.	<i>Extended immersion environments</i>
NGĀ IWI	The student is secure in the knowledge of ancestral links, and the hopes and aspirations of whānau, hāpu and iwi.	<i>Cultural values, tikanga and collective responsibility where whānau demonstrate active commitment.</i>
TE AO	The student knows the contemporary and traditional views of te Ao Māori, the wider world and the physical and natural world.	<i>Value, acceptance and demonstrated expansion of and with the Māori world view.</i>
ĀHUATANGA AKO	The student is intellectually stimulated in their learning, progressing, achieving and accelerating.	<i>Consistently effective, high quality practices promoting outcomes for students.</i>
LEADERSHIP AND MANAGEMENT <i>Effective, strategic, aspirational, inspirational, innovative, proactive</i>		
SELF REVIEW <i>A culture of rigorous critical reflection and self review contributes effectively to positive performance and continuous improvement</i>		

Figure 17: Criteria for scheduling Te Manakotanga Enrichment Evaluation



Te Manakotanga – Enrichment Evaluation is carried out four-to-five years after the previous ERO review.

Te Manakotanga – Enrichment Evaluation will be carried out where the whānau has highly effective self review, the kura is high performing and students attain high levels of achievement. ERO will provide an external evaluation that complements the internal self review of the kura. Leadership will also be considered as a contributor to the effectiveness of these kura.

ERO offers the kura whānau options for how their evaluation will be designed. Decisions are supported by a range of alternative exemplars.

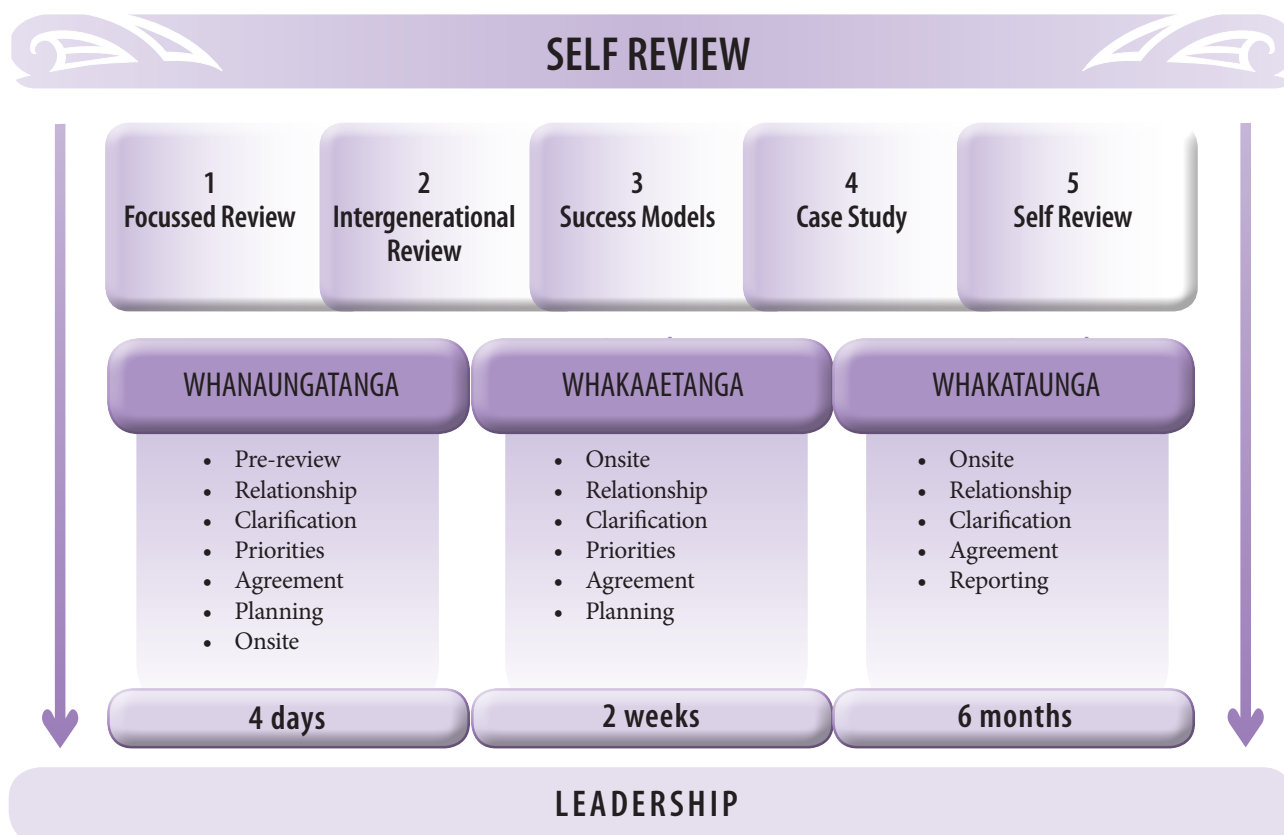


Figure 18: Te Manakotanga – Enrichment Evaluation – options for reviews

Based on the option chosen, whānau can then negotiate the timeframe with ERO (which will be subject to availability of ERO resources).

This type of evaluation focuses on providing information for influence and enhancement in the operation of the kura. Te Manakotanga follows a process similar to the other ERO evaluations and is informed and guided by ERO standard procedures.

ERO is aware that there is limited national information available about indigenous education. Where ERO reviews identify strong models of success in kura, it may also be possible to provide a national evaluation report that captures these successes for others, in order to share this information nationally and internationally.



Te Manakotanga – Review options

Below are some of the review options available to kura whānau.

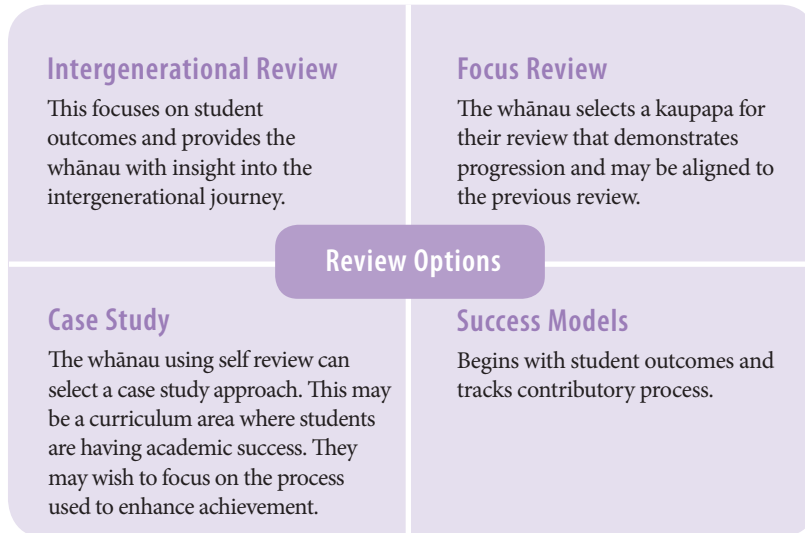


Figure 19: Review options for Te Manakotanga evaluations

The review option selected may also influence the time taken and the timeframe. As they negotiate with the review coordinator, the whānau should be clear about what they want, for what purpose and the most likely impact it may have on the students and whānau.

Negotiating the time will also allow flexibility for the review coordinator to guide this process to best outcomes.

Throughout Te Manakotanga evaluation there are three distinct review process phases – **Whanaungatanga, Whakaaetanga and Whakataunga**. These are the formal stages of the process and involve interactions, communication, investigation, collection and collation, analysis, synthesis, decisionmaking, recommendations and reporting.





What a Te Manakotanga Review will look like

TE MANAKOTANGA REVIEW PROCESS	ERO	TE RŪNANGA NUI (TRN)	KURA WHĀNAU
WHANAUNGATANGA PRE-REVIEW Selection process	Senior leadership team uses the criteria for the timing of reviews, review file and report to make judgements about the timing of the next review.	(TRN) aware of review timing.	Kura whānau receive unconfirmed ERO report. Initiate discussions with other parties.
Formal Notification	ERO sends confirmed report and schedules team and visits as appropriate.	TRN aware of review timing.	Kura whānau acknowledge confirmed report.
Communication	ERO coordinator communicates with the kura.	TRN attends as kaitiaki.	Kura whānau communicate with coordinator about the review.
ONSITE Relationships	Pōwhiri, whakatau. Review team arrives as manuhiri.	TRN as kaitiaki.	Pōwhiri, whakatau. Whānau as tangata whenua.
SELF REVIEW Communication Clarification Priorities	ERO attends whānau hui as listener. Opportunity provided for whānau korero and evaluation plan handover. This provides clarification for the review and identifies priorities.	TRN kaitiaki an active member of the review team.	Whānau self review hui where whānau provide information and detail pertaining to the review including the evaluation plan, timetable and arrangements for the review. The whānau can select from the options available and negotiate timeframes and work with coordinator to decide time onsite.
OFFSITE Communication	ERO communicates with whānau collecting information, emailing and supporting the review to work through.	TRN as kaitiaki. Ongoing inclusion in discussions.	Whānau maintain contact in line with evaluation priority and timeframes. Keeping communication that supports the evaluation.
WHAKAAETANGA Evaluation design Relationships Clarification Planning Agreement	ERO team develops an evaluation design based on the self review whānau hui, the evaluation plan, the timetable and any other relevant information. This includes the evaluative questions and the investigative question. The plan is given to the whānau and the process remains open and transparent.	The kaitiaki is integral to the development design. The kaitiaki works alongside and with the review team.	The whānau acknowledge the evaluation design and provides information to support the review to proceed.
Investigation Evidence Analysis Synthesis	The coordinator determines the onsite visit. The review team follows the direction of the evaluation design and makes modifications as appropriate. It gathers evidence, and completes individual and team analysis. This is an ongoing process. Then the team completes synthesis.	Kaitiaki works with the ERO team. Providing support for whānau and ERO.	The whānau negotiate the onsite final visit and actively participates as a part of the review process.
WHAKATAUNGA Relationships Priorities Agreement	The review team talks about the process, the detail of the synthesis and makes an opportunity for whānau to comment. This allows all parties to reach agreement about the findings of the review.	Kaitiaki involvement as team member representing TRN and whānau.	Whānau members attend hui to hear review findings. They are encouraged to make comment. The hui allows all parties the opportunity to reach agreement about the review findings.
OFFSITE Reporting	Coordinator drafts report. ERO quality assurance process. Decision on timing of next review Confirmed report sent to all parties.	TRN receives copy of confirmed report.	The whānau receive the unconfirmed report and can make comment about error of fact. It then receives the confirmed report.

Figure 20: Review process for Te Manakotanga Enrichment Evaluation



Appendix 1: Kura whānau evaluation plan

 TE TINO UARATANGA – Evaluation question 					
How well do students achieve and exemplify the hopes and aspirations of their people?					
What are the Aspirations of Whānau?					
	Wāhanga Te Ira Tangata	Wāhanga Te Reo	Wāhanga Ngā Iwi	Wāhanga Te Ao	Wāhanga Āhuatanga Ako
Focus	Students accept responsibility	Students have skills for communication	Students have positive relationships	Students explore and investigate	Students are eagerly engaged
Mahi What we do?	Whānau expectations Vision Aspirations Programme of learning				
How we know? Evidence	Vision Programme plans Programme observations				
Student Outcomes What they do?	Students are independent				
How we know? Evidence	Independence Task completion Leadership models				
What next?	TAM curriculum and assessment				

