

Comment

This extract from the introduction from a kura kaupapa Māori charter illustrates inclusion and recognition of:

- *Te Aho Matua*
- the importance of whānau, hapu and iwi
- the historical and geographical context
- requirements to address the NAGs, and especially to set and monitor targets for improving teaching and learning in literacy and numeracy.

The section on targets reflects the kura's focus on professional development and purposeful collection of data on student achievement in literacy and numeracy.

Comments with reference to the general criteria for targets have been included and serve to illustrate that many of the requirements for planning and reporting apply equally to Kura Kaupapa Maori and mainstream schools.

**Te
Kura Kaupapa Māori

o
Maunga
Teitei**

Te Kura Kaupapa Māori o Maunga Teitei

Te Tauāki

'Kia Ngohengohe'

Underpinned by *Te Aho Matua*, Te Kura Kaupapa Māori o Maunga Teitei will provide a safe, caring learning environment which promotes and sustains lifelong learning in a rapidly changing and highly technological society.

Te Kura Kaupapa Māori o Maunga Teitei will give substance to this mission and its vision through:

- the maintenance and revitalisation of te reo Māori to enable learners to be active contributors to marae, whanau, hapu and iwi
- the provision of planned and challenging learning opportunities and experiences in te reo Māori, and other languages valued by our whānau

Vision

Te Kura Kaupapa Māori o Maunga Teitei will prepare learners to reach their full potential at all stages of their schooling to become full and active multilingual participants in Aotearoa New Zealand and the world society.

- the identification and analysis of student achievement and prepare a strategic plan to address learning needs
- the development of a Te Aho Matua mārautanga
- the continued maintenance of the valued links between the Te Kura Kaupapa Māori o Maunga Teitei and its whānau, hapu and iwi.

Te Kura Kaupapa Māori o Maunga Teitei local curriculum goals will include:

- the significance of the historical and environmental features unique to our whānau, hapu and iwi
- the historical and local significance of the Treaty of Waitangi to whānau, hapu and iwi.

Te Kura Kaupapa Māori o Maunga Teitei communication with its whānau, hapu and Iwi will include:

- establishing planning hui for aho matua curriculum development.

Te Kura Kaupapa Māori o Maunga Teitei will monitor and raise literacy and numeracy levels through:

- targeting literacy and numeracy school-wide
- participating in literacy and numeracy research projects (TTT, asTTle, AToL, Poutama Tau), and other research projects which impact on the teaching and learning of numeracy and literacy in te reo Māori (Ngā Taumatua; Literacy practices and comprehension in te reo Māori)
- setting clear targets and goals annually for numeracy and literacy.

Statement of Kaupapa

Te Kura Kaupapa Māori o Maunga Teitei and Te Wharekura o Maunga Teitei:

- 1 Is founded on Te Aho Matua as legislated.
- 2 Will promote Ngāpuhitanga and tikanga as the basis for all learning opportunities.
- 3 Will ensure that all students will know their genealogical links.
- 4 Will implement an annual enrolment registration process for all returning students and new enrolments whereby acceptance for enrolment will be subject to a signed declaration accepting the Statement of Commitment.
- 5 Will ensure that all students receive high quality education delivery and programme.
6. Will ensure that all staff are provided with the appropriate resources to deliver a high quality education.

Kura Kaupapa Māori Literacy and Mathematics Targets

2004 Literacy Target

Background

2002 asTTle evidence (panui) revealed that Year 6 and Year 7 boys formed the group of lowest achievers. In 2003 classroom observations in reading comprehension and writing of this same group revealed lack of independence in reading and writing behaviours. (50% still require extensive teacher intervention and guidance.)

Target

The Year 7 and Year 8 boys will form the primary literacy target group for 2004–2006. Increased levels of independence for these identified groups are seen as an important priority along side continued levels progress. This will be measured by regular classroom observations focusing on the amount of teacher guidance and intervention required and an end of year asTTle assessment.

Comment

This is a sound target based on observational as well as evidence from a recognised assessment tool which identifies a specific group of students and a specific need. Actual reading levels for this group could have been included in the analysis and reflected in a specific target, for example: "Year 7 & 8 boys will over two years progress 1 curriculum level in reading and writing measured by asTTle testing."

Annual planning would need to address the ways in which such a target would be achieved. See examples of annual planning for targets in other examples, such as West Road School.

Kura Kaupapa Māori Numeracy Targets

Background

In 2003 asTTle results an average of 54% of children were achieving at or above the national average. The range across year levels was 30% at Year 7 to 86% at Year 4.

The Poutama Tau numeracy project 2004 data revealed students who scored within or above the strategy stage appropriate for their year group (consistent with the diagnosis and analysis knowledge and strategy hotspots identified in the *Te Poutama Tau Handbook*). The implementation of the numeracy project will continue in 2005 with ongoing staff development and further assessment information will be collected in 2005.

Targets 2005 – 2006

All children should be achieving at or above the national average in asTTle pangarau. Those children not achieving at the national average will be identified and receive extra support.

Teacher professional development in all aspects of the Poutama Tau project covering planning and teaching, monitoring and assessment, diagnostic testing and analysis of data will be essential and provision made to achieve this.

Specific targets for achievement in Poutama Tau will be set in 2005.

Comment

The first target covers both a specific achievement level, based on the recognised asTTle tool, and a target to provide support for those students not achieving the target.

The second target relates to developing the kura's capacity to improve achievement in maths through ongoing implementation and development of staff expertise in the numeracy project.