



# Kua Whakamanahia – Ngā Whakaaturanga o te Aromātai Ngā Kitenga Arotake

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## Te Kura Kaupapa Māori o Te Puaha o Waikato

PN 1151

Kei Te Pūaha o Waikato

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## 1 He Kupu Arataki

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

## 2 Te Horopaki

E tū ana Te Kura Kaupapa Māori o Te Puaha o Waikato ki te tāone o Te Pūaha o Waikato. Kei ngā whenua o te marae o Ooraeroa te kura e tū ana, tae atu hoki ki tētahi kōhanga reo me te urupā. E whakarato ana te whānau i te mātauranga mō ngā ākonga o ngā tau 1 ki te 8. E whakahaere ana rātou mā ngā mātāpono o Te Aho Matua, ā, he tino hononga ō rātou ki te Kīngitanga, heoi, ka whai pānga matua aua tūāhuatanga ki te mātauranga e whakaratohia ana.

## 3 Te Aronga o te Aromātai

*He pēhea rawa te whakaatu a ngā ākonga i ngā tūmanako o te kōrero e mea ana, “Ka rere te awa, ka rere te reo, puta atu ki te ao”?*

Ka kitea ki ngā ākonga ō rātou hononga me tō rātou māramatanga ki te kōrero “Ka rere te awa, ka rere tere, puta atu ki te ao”, mā te papai o ō rātou waiaro me ā rātou mahi.

## 4 Ngā Whakaaturanga

### Te Ira Tangata

E poipoia ana ngā ākonga hei taonga, ā, ka whakapuaki rātou i te manaaki me te whakaute ki ētahi atu. Ka kitea te whanaungatanga, te manaaki, me te aroha ki ngā wāhanga katoa o te kura. Ka whakarato te whānau i tētahi taiao e poipoia ana i te tuakiri o te ākonga, me tō rātou tupu, tō rātou whakawhanaketanga hoki hei uri o Tainui. Ka āta toro atu ki te taiao me ngā mātanga o te takiwā nei, hei whakatairanga i ngā hononga o ngā ākonga ki ō rātou whakapapa. He ngākau titikaha ō ngā ākonga ki te tū hei kaikōrero, hei kaikaranga hoki i tō rātou kura. He tino māramatanga ō rātou ki i ngā kawa, ā, ka whai wāhi atu ki ngā karakia, ka whakahōhōnue ake i tō rātou māramatanga ki Te Aho Matua. He tauutuutu ngā hononga papai, ngā taunekeneke papai hoki ki waenga i ngā tuākana me ngā tēina. He ngākau titikaha ō ngā ākonga ki tō rātou tuakiri me tō rātou aronga toi whenuatanga hei uri o te Kīngitanga e hono ana ki tō rātou awa.

### Te Reo

Ka whai wāhi atu ngā ākonga ki te hōhonutanga o te taiao reo, ā, ka rangona, ka kōrerohia, ka whakaatuhia hoki te reo Māori. Ki tā te kura titiro, ko rātou te anamata o te whakarauoratanga o te reo Māori mō ō rātou whānau, ō rātou hapū, me ō rātou iwi. Ahakoa kāhore te nuinga o ngā ākonga e ahu mai ana i ngā kāinga kōrero Māori, e whakapiki ana i ia tau te tauranga o ngā whānau e ako ana i te reo Māori. Ka whakatinana ngā kaiārahi i ngā rautaki whai hua e hāpai ana i ngā ākonga ki te whakawhiti ki te taiao rumaki reo Māori. Ka whakapūmau ngā kaiako i ngā tūmanako tiketike mō te whakamahinga me te kounga o te reo Māori, ā, ka whakatauiria i aua tūāhuatanga i ia rā. Nā tēnā, kua āta kitea te tino whakapikitanga ake o te tūmāia me te mātau o ngā whānau i roto i te reo Māori. Kua kitea te whakatairanga tonutanga o ngā ākonga i roto i te kōrero, te pānui, me te tuhituhi i te reo Māori, i roto i te ōkawa me te ōpaki o ngā

horopaki. He mātau te toro atu ki ngā waiata me ngā karakia ake o Tainui, hei hāpai ake i te whakawhanaketanga reo. Ka aro nui ngā tamariki ki te ako, ā, ka whai wāhi ki ngā taumahi e whakawhanake ana i ō rātou pūkenga kōrero me ō rātou māramatanga. E whanake ana ngā ākonga i ngā pūkenga ki te whakawhitiwhiti whakaaro māhorahora mā te ngākau titikaha, ā, mā roto mai anō hoki i te reo ā-iwi o Tainui.

### Ngā Iwi

E whakamana ana te whānau i te noho mōhio o ngā ākonga ki tō rātou tuakiri me ō rātou hononga. Ahakoa kāhore te nuinga o ngā ākonga e noho ana ki te hāpori o Te Pūaha o Waikato, he tino hononga ā-whakapapa ō rātou katoa ki te marae me ngā hītori o te wāhi nei. Ko te whai wāhi atu ki ngā kaupapa a te hapū me te iwi e whakatairanga ana i te whai hononga me te aronga toi whenuatanga o ngā ākonga ki tō rātou ūkaipō me te Kīngitanga. Ka āta whakamahere ngā kaiako i ngā kaupapa me ngā taumahi e whakapūmau ana i taua tūāhuatanga. He ngākau titikaha, he manawa whakahī hoki ō ngā ākonga ki te whakapuaki i ō rātou hononga ki ngā tāngata me ngā whenua o ō rātou tātai whakapapa. He pakari anō hoki tō rātou māramatanga me tā rātou kawē atu i ā rātou haepapa i roto i te Kīngitanga. He ngākau titikaha ō ngā ākonga ki te whakahua ake i ō rātou hononga ki Te Pūaha o Waikato me te Kīngitanga.

### Te Ao

Kei te tākare te whai wāhi atu a ngā ākonga ki ngā wheako e whakanuitia ai, ā, e whakatairanga ai i tō rātou mōhiotanga ki te ao. Ka whakarato te whānau i te tini o ngā whai wāhitanga mō ngā ākonga ki te uru atu ki ngā kaupapa o te hāpori me te rohe, tae atu anō hoki ki ngā tangihanga, ngā poukai, me ngā Koroneihana. Ka whakapūmau aua wheako i te māramatanga o ngā ākonga ki tō rātou tūnga ki te ao mā te Kīngitanga. Nā te kaha o tō rātou tuakiritanga, he ngākau titikaha ō ngā ākonga ki te tū me te whai wāhi atu ki ngā kaupapa kei waho atu i te rohe o Tainui me te Kīngitanga. Ka whai wāhi mātātoa rātou ki ngā wheako ako e whakapakari ana i tō rātou ngākau titikaha ki ngā horopaki hou me ngā horopaki tauhou. Ka tino tūmāia ngā ākonga, ā, ka tū tika hoki rātou i roto i te tangongitanga o ngā horopaki.

### Āhuatanga Ako

Ka whai wāhi atu ngā ākonga ki tētahi taiao e poipoi ana i a rātou, ā, e ahu mai ana i te Kīngitanga me Te Aho Matua. He tūturu, he hihiri hoki ngā hōtaka akoranga mō ngā ākonga. Ka whakamahere ngā kaimahi i ngā hōtaka e tūhono ana ki Te Winika (arā, te tirohanga rautaki o te kura), ki Te Aho Matua, me Te Marautanga o Aotearoa. Kua pai ake te taetae atu me te whai wāhi atu nā te taiao ako i whakatairangatia ai, nā te pikitanga ake o te reo Māori, me te kaha o ngā ākonga ki te kawē i a rātou anō. Ko ngā mahinga i āta whakaritea ai me te whai aronga o ngā whakaakoranga ki ngā ākonga, kua hāpai i ngā ākonga ki te whakapakari ake i te tūmāia me te kōkiri i a rātou anō i roto i ō rātou whāinga ako. E mōhio ana ngā kaiako ko ēhea ngā ākonga hei āta hāpai ake, ā, ka whakatakoto i ngā rautaki me ngā rauemi e whakatairanga ana i tā rātou ahu whakamua me ngā paetae. Kei te piki haere te papai o ngā waiaro o ngā ākonga ki ngā akoranga, ā, e whanake ana tā rātou whai wāhi atu, tō rātou ngākau titikaha, me tō rātou pākiki ki te ako me te whakaaro.

### Te Ārahitanga me te Whakahaeretanga

He nui ngā tūmanako mō ngā ākonga, ngā kaimahi, me te whānau. Kua whai pānga matua te tumuaki ki te whakapiki ake i te taumata o te reo Māori e kōrerohia ana ki te kura. He tūāhuatanga tēnei kua tino whakaaweawe anō hoki i te whānau me te hāpori whānui. Kua whakahoungia te aronga atu ki Te Aho Matua, puta noa i ngā whakahaeretanga katoa i te kura. He ngaio ngā kaimahi, ā, he tūāhuatanga e whai painga ana ki ngā ākonga me ngā whānau. E ākina ana te hokihoki mai a ngā raukura, me te whai wāhi atu ki ngā kaupapa i te kura hei tino tauira, hei kaiārahi hoki o te kaupapa ā tōna wā. E whai hua ana te nuinga o ngā pūnaha whakahaere. Whiwhi ai te poari me te whānau i ngā pūrongo matawhānui auau e hāpai ai i tā rātou whakatau i ngā whakaritenga. Ko ngā hononga o ngā kaimahi ki ngā mana whenua e tautoko ana i

ngā wawata o kīanga e meatia ana “*Ka rere te awa, ka rere te reo, puta atu ki te ao*”. He aronga nahanaha, he rautaki hoki mō te whakariterite i ngā wheako o ngā ākongā ki tua atu i tō rātou wā ki te kura. E whanake ana ngā ākongā i te tino ngākau titikaha i roto i te tangongitanga o ngā horopaki e whakarite ai i a rātou mō ngā huarahi ki anamata.

### Te taha kāwana, te whānau whakahaere

Ka hāngai pū te titiro a te whānau ki te whakariterite i ngā ākongā kia angitu rātou ki anamata. Kua whakaraupapa te poari hou me te tumuaki i te aronga matua ki te ahurea o te kura, ki te taiao, me ngā hononga ā-whānau, ā-hapū, ā-iwi hoki. Kua āta whakamāramahia ngā wāhanga whakawhanaketanga katoa, ā, e whai pūtake ana hoki. E whakanui ana te whānau i ngā whakapaitanga kua whakatutukihia. He pai kē atu tō rātou tū i nāianei, ki te arotahi ki te whakatere i te ahu whakamua me ngā paetae a ngā ākongā, ā, kua tautuhia hei kaupapa matua. Ka tū kaha te tumuaki hei kaiārahi, ā, ka ārahi ia mā te whakatauirā. Ko ngā tūmanako o te ngaiotanga, ko te whakatairanga tonutanga, e whakatauirahia ana ki ngā kaimahi, ngā ākongā, me te whānau.

He pai te whakamahi i te aromātai o roto hei whakamōhio i ngā whakataunga me ngā mahere rautaki. Ka whai wāhi ki tēnā, ko te haere tonutanga o ngā whakawhitinga kōrero me ngā tohutohu mō te whakawhanaketanga o tō rātou wharekura ā tōna wā. Kua tautuhia e te kura, ko tētahi take, ko ngā tatauranga e pā ana ki te taetae mai a ngā ākongā ki te kura. Ko tētahi rautaki ki te whakatika i taua tūāhuatanga, ko te whai wāhi mai a ngā whānau, ā, kua kitea te tino whakapaitanga ake. E oke ana ngā ākongā ki te whakatinana i te wawata o te kīanga e meatia ana, “*Ka rere te awa, ka rere te reo, puta atu ki te ao*”.

### Ngā Whakaritenga Matua ka whai ake

Me whakapakari ake i te whakahaeretanga o ngā pūmanawa tāngata. Kāhore anō kia oti tētahi aromatawai ā-tau o te āhua mahi a te tumuaki, me ngā huringa taiāwhio tupu ngāio a ngā kaiako. Kua oti i ngā kaimahi ngā arohaehae whaiaro, engari kāhore anō aua tuhinga kia aromātaihia e tētahi atu. Ko te whakaoti i taua tukanga ka whai wāhi atu ki te tautuhi i ngā matea whakawhanaketanga ngāio o ngā kaimahi. E mahi ana ngā kaiārahi ki te taha o Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa ki te whakaoti i aua tūāhuatanga me te whakahāngai anō hoki i tā rātou pūnaha ki Te Aho Matua.

Me whakapakari ake i te māramatanga o te whānau ki Te Aho Matua. Ahakoa he pakari ngā mōhiotanga o te tumuaki, ka whai hua anō hoki te whānau whānui mā te uru atu ki ngā wānanga a Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa mō Te Aho Matua, hei whakapakari ake i ō rātou māramatanga. Tērā ētahi tūāhuatanga o ngā putanga ki ngā ākongā kia mārāma tonuhia, kia whakatairanga tonuhia.

Me whakapai ake i te ahu whakamua me ngā paetae a ngā ākongā i roto i te reo matatini me te pāngarau. Kei raro te nuinga o ngā ākongā i ngā taumata e tika ana, ā, me whakatere i tā rātou ahu whakamua, hei hāpai i tā rātou eke angitu i roto i aua wāhanga. I te mea kua whakapai ake i nāianei i te ahurea o te kura, i te reo Māori, me ngā pūnaha whakahaere, he pai te tūnga o te kura ki te arotahi ki te whakapai ake i te whakaako me te ako i roto i aua wāhanga.

## 5 Te Whakataua a te Whānau ki ngā Wāhanga Tautukunga

I mua i te arotake, i whakatutukihia e te poari me te tumuaki he Tauāki Kupu Tūturu a te Whānau me tētahi Rārangī Arowhai Tātari Whaiaro. I roto i aua tuhinga i oati rātou i whāia e rātou ngā huarahi whai take hei whakatutuki i ā rātou herenga ā-ture e pā ana ki:

- ngā whakahaere a te poari
- te marautanga
- ngā whakahaere mō te hauora, te haumarū, me te oranga tinana
- ngā whakahaere o ngā kaimahi
- ngā whakahaere o te pūtea
- ngā whakahaere o ngā rawa.

I te wā o te arotake, i whakamātauhia e Te Tari Arotake Mātauranga ngā āhuatanga i raro iho nei, i te mea he nui te pānga o ēnei ki ngā paetae ākongā:

- te haumarū aronganui o ngā ākongā (tāpiri atu ki te ārai i ngā mahi whakawetiweti me ngā mahi whakaaito)
- te haumarū ā-tinana o ngā ākongā
- ngā rēhita kaiako
- te tukanga whakatū kaimahi
- te whakaunu, te aukati, te pana me te whakarereanga
- te tae ā-tinana atu a ngā ākongā ki te kura.

## 6 Te Taunakitanga

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

- mahi te whānau ki te taha o Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa ki te whakatutuki i ngā whakaritenga i tautuhia ai ki tēnei pūrongo kia whāia.



Tiwana Hibbs  
Toka ā Nuku  
Te Uepū ā-Motu – Māori Services

4 Poutūterangi 2025

## 7 Ngā kōrero e pā ana ki te Kura

Te tūwāhi	Kei Te Pūaha o Waikato
Te tau a te Tāhuhu o te Mātauranga	1151
Te tūmomo kura	He kura tuatahi (Tau 1-8)
Te tokomaha o ngā ākonga o te kura	41
Ngā hononga ā-iwi	Māori 41
Ngā āhuatanga motuhake	Te Aho Matua
Te wā i te kura te rōpū arotake	Mahuru 2024
Te wā o tēnei pūrongo	4 Poutūterangi 2025
Ngā pūrongo o mua a Te Tari Arotake Mātauranga E wātea ana ki: <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Arotake Mātauranga, Haratua 2018; Arotake Mātauranga, Pipiri 2015; Arotake Mātauranga, Haratua 2013

## 1 Introduction

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

## 2 Context

Te Kura Kaupapa Māori o Te Puaha o Waikato is situated at Port Waikato. The kura, kōhanga reo and urupa are all part of the Ooamarae reservation. The whānau provide education for students in Years 1–8. They operate in accordance with the principles of Te Aho Matua and have close connections to the Kīngitanga which are both integral parts of the education provision.

## 3 Evaluation Focus

*How well do students demonstrate the expectations of “Ka rere te awa, ka rere te reo, puta atu ki te ao”?*

Students show their connection to and understanding of “Ka rere te awa, ka rere te reo, puta atu ki te ao” through their positive attitudes and actions.

## 4 Findings

### Te Ira Tangata

Students are nurtured as taonga, and they show care and respect for others. Whanaungatanga, manaaki and aroha are evident in all areas of the kura. Whānau provide an environment which fosters student identity, and their growth and development as Tainui. Good use is made of the local environment and expertise to enhance student connections to their whakapapa. Students confidently participate as kaikōrero and kaikārangā in their kura. They have a clear understanding of kawa and contribute to karakia, developing a deeper understanding of Te Aho Matua. Tuākana and teina relationships and interactions are reciprocal and positive. Students are confident in their identity and belonging as descendants of the Kīngitanga with a connection to their awa.

### Te Reo

Students are exposed to a language rich environment where te reo Māori is heard, spoken and displayed. They are recognised as the future to the revitalisation of te reo Māori for their whānau, hapū and iwi. And while most students do not come from Māori speaking homes, the number of whānau learning te reo Māori increases annually. Leaders implement successful strategies that support students transition into the total immersion environment. Kaiako uphold the high expectations for the use and quality of te reo Māori and model this daily. These factors have resulted in a noticeable improvement in the level of confidence and competence in te reo Māori of the whānau. Students have shown ongoing improvement in the speaking, reading and writing of te reo Māori in both formal and informal contexts. Waiata and Tainui specific karakia are skilfully integrated to support language development. Students are attentive learners who participate in activities that develop their speaking skills and understanding. Students develop skills to communicate confidently and comfortably in the dialect of Tainui.

## Ngā Iwi

Whānau value students knowing their identity and connections. While most students do not reside within the Port Waikato community, they all have strong whakapapa links to the local marae and histories of the area. Involvement in hapū and iwi events enhance student's sense of connection and belonging to their ūkaipo and to the Kīngitanga. Kaiako deliberately plan kaupapa and activities to reinforce this. Students confidently and proudly articulate their connections to people and the land that they whakapapa to. They also have a sound understanding and acceptance of their Kīngitanga responsibilities. Students confidently articulate their connections to Te Puaha o Waikato and to the Kīngitanga.

## Te Ao

Students participate enthusiastically in well-regarded experiences that enhance their knowledge of the world. Whānau provide ample opportunities for students to participate in both local and regional events including tangihanga, poukai and the koroneihana. These experiences reinforce students understanding of their place in the world through the Kīngitanga. A strong sense of identity gives students the confidence to stand and participate in situations beyond those within Tainui and the Kīngitanga. They also actively engage in learning experiences that builds their confidence in new and unfamiliar contexts. Students are highly confident and conduct themselves appropriately in a wide range of contexts.

## Ahuatanga Ako

Students experience learning in a nurturing environment based on the Kīngitanga and Te Aho Matua. Learning programmes are authentic and interesting for students. Kaimahi plan programmes that connect to Te Winika the strategic vision of the kura, Te Aho Matua and *Te Marautanga o Aotearoa*. Attendance and engagement have improved because of the enhanced learning environment, the increased use of te reo Māori and self-efficacy in students. Well established routines and responsive teaching has supported students to become more confident and independent in knowing their learning goals. Kaiako know which students require additional support and strategies and resources are put in place to promote their progress and achievement. Increasingly, students display positive attitudes to learning and they are developing as engaged, confident and inquisitive learners and thinkers.

## Leadership and Management

High expectations are in place for students, kaimahi and whānau. The tumuaki has been pivotal in increasing the level of te reo Māori spoken within the kura. This is having a positive influence on whānau and the wider community. There is also a renewed emphasis on Te Aho Matua across all kura operations. Staff are professional and this has a positive effect on students and whānau. Raukura are encouraged to return and participate in kura activities as role models and as future leaders within the kaupapa. Most management systems are efficient. The board and whānau receive regular and comprehensive reports that assist them with decision making. Staff connections to mana whenua align to the aspirations of the kiianga '*ka rere te awa, ka rere te reo, ka puta ki te ao*'. There is a deliberate and strategic approach to preparing students for experiences beyond their time at the kura. Students develop a high level of confidence in a range of contexts in preparation for their future pathways.

## Governance/Whānau Whakahaere

Whānau are focussed on preparing students for future success. The new board and tumuaki have prioritised improving the kura culture, environment and relationships with whānau, hapū and iwi. All areas of development are explicit and purposeful. Whānau are celebrating the improvements that have occurred. They are now better positioned to focus on accelerating student progress and achievement, and this has been identified as a priority. The tumuaki is a strong leader who leads by example. Expectations of professionalism and continual improvement are modelled to staff, students and whānau.

Good use is made of internal evaluation to inform decision making and strategic planning. This includes ongoing discussions and consultation to develop their Wharekura in the future. The kura had identified student attendance as an issue. A strategy to address this involves whānau input and significant improvement is noted. Students strive to demonstrate the aspiration of the kiianga '*ka rere te awa, ka rere te reo, puta atu ki te ao*'.



### Key Next Steps

Human resource management requires strengthening. An annual assessment of the performance of the tumuaki and professional growth cycles for kaiako are incomplete. Staff have completed self-appraisals but are yet to be assessed by another person. Completing the process will assist in identifying staff professional development needs. Leaders are working with Te Rūnanganui o ngā Kura Kaupapa Māori o Aotearoa (TRN) to complete this and align their system to Te Aho Matua.

Whānau understanding of Te Aho Matua requires strengthening. While the tumuaki has a sound knowledge, the wider whānau would benefit from wānanga Aho Matua with Te Runanga Nui to build their understandings. Student outcomes could be better understood and further enhanced.

Student progress and achievement in te reo matatini and pāngarau require improvement. Most students are underachieving, and their progress requires acceleration to support their success in these areas. Now that the kura culture, te reo Māori and management systems have been improved the kura is well positioned to focus on improving teaching and learning in these areas.

## 5 Whānau Assurance on Legal Requirement

Before the review, the board of trustees and principal completed the ERO Whānau Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

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

## 6 Recommendation

ERO and the kura developed the following recommendation:

- whānau work with Te Rūnanga Nui o Ngā Kura Kaupapa Māori to address the next steps identified in this report.



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

4 March 2025

## 7 Information about the Kura

Location	Port Waikato
Ministry of Education profile number	1151
Kura type	Full Primary (Years 1-8)
Kura roll	41
Ethnic composition	Māori 41
Special features	Te Aho Matua
Review team on site	September 2024
Date of this report	4 March 2025
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, May 2018; Education Review, June 2015; Te Aho Matua Review May, 2013