



Rongohia te Hau provides a snapshot of the current teaching and learning experiences across the school or centre. Inter-related processes and tools are used to gather the perspectives of students, their whānau and their teachers. These perspectives are considered alongside current evidence of student achievement, retention, engagement, attendance and cultural outcomes. Together the evidence is then used to compare and co-construct strategic learning pathways.

A team, supported by Poutama Pounamu facilitators, is identified to undertake the four Rongohia te Hau processes. This team could include a mix of school or centre leaders, teachers, whānau or iwi.

1. The cultural relationships for responsive pedagogy continuum

The team begins by discussing and creating a continuum. This continuum reflects current understandings about cultural relationships for responsive pedagogy experienced by students. Beginning at **No Evidence** of cultural relationships leading to explicit acts of responsive pedagogy, the continuum extends over five points to evidence of cultural relationships and responsive pedagogy being **Fully Integrated**.

A classroom culture where a kid is feeling culturally comfortable...their identity is being shown and also interwoven into the classroom curriculum.

Within-school teacher

2. Walk through Observations

Following a set procedure, evidence of observable teaching and learning acts are then recorded by members of this team. Each observer completes a behavioural running record to capture as much as possible of what the teacher and learners were doing and saying in that slice of time. Then, through a process of peer moderation, evidence from observations is discussed and compared to the collated continuum to show where on the continuum these observed behaviours would be placed.

We think that the tool's great but what's even better is the conversation that's happening around it. So, the kōrero, the kōrero, the kōrero – that's what's more powerful.

Across-school teacher

3. Online Surveys

At about the same time as the walkthrough observations are being gathered, anonymous online surveys for teachers, whānau and learners are also gathered. The surveys provide evidence of what learners (disaggregated by Māori and non-Māori), their families and their teachers are saying about the current teaching and learning. Rongohia te Hau surveys have been shown to be reliable for learners older than Year 4.

The surveys are administered and analysed by Poutama Pounamu staff and the data is returned to the school or centre as a set of comments, graphs and tables. This evidence is then used in the last process.

We know that even with best intentions sometimes what is intended is not what the experience is.

Across-school teacher

4. Using evidence to plan strategically for learning

The survey often provides answers to some critical questions about relationships and learning. When survey and observation evidence are brought together, assumptions can be put aside and new understandings can inspire more innovative and responsive plans for learning. Other relevant evidence introduced at this time can also assist in this planning.

The use of evidence-based meetings is helping us all to understand and take explicit ownership of both the evidence and the solutions.

Community member

This process can be particularly powerful if the whole staff, families, and learners are also able to make sense of this evidence and they have the opportunity to co-develop the learning pathway forward.

Within our Kāhui Ako we have our Early Childhood education as well as our High School working on this kaupapa as well as the Primary School. So, if we're all on this journey together we need to be able to gather that evidence to see how we're going towards our shared vision.

Across-school Teacher

Links to Te Hurihanganui Pou and Principles

By listening to the voices of teachers - and through *Whanaungatanga* their learners and their whānau - we are able to understand whether current practices are actually supporting Māori learners to enjoy and achieve success as Māori (*Tino Rangatiratanga*).

These experiences are triangulated with evidence of classroom experiences and learning outcomes as the foundation for planning more strategically. This enables an informed and focused response to be communicated and implemented across the school or centre so that *Te Hāngaitanga* can be activated.

In this way, the Te Hurihanganui pou *Kaupapa Māori* and *Critical Consciousness* are foundational and *Te Ira Tangata* is more likely to be realised.