



<p><b>He aha?</b></p>	<p>He hōtaka whakapakari i ngā pukenga whakaako i te reo-ā-waha.</p>
<p><b>Mā wai?</b></p>	<p>Mā ngā kaiako/kaiāwhina o Ngā Kura ā iwi o Aotearoa</p>
<p><b>Te Hōtaka</b></p>	<p><b>Term 2: - Kete 1</b>            Week 2: Monday 6 May 3:30-4:30 (Kete 1 Intro Hui)            Week 4: Tuesday 21 May 3:30-4:30            Week 7: Tuesday 11 June 3:30-4:30            Week 10: Monday 1 July 3:30-4:30</p> <p><b>Term 3: - Kete 2</b>            Week 2: Monday 29 July 3:30-4:30 (Kete 2 Intro Hui)            Week 4: Monday 12 August 3:30-4:30            Week 7: Monday 2 September 3:30-4:30            Week 10: Monday 23 September 3:30-4:30</p>
<p><b>Kaiako will have access to:</b></p>	<ul style="list-style-type: none"> <li>• Reo ā-waha specific online designed modules and tools to support effective kaiako classroom practice using inquiry and knowledge building.</li> <li>• A range of tools to critically reflect on your own teaching practices in Reo ā-waha;</li> <li>• Practical tools, ideas and strategies for teaching and assessing Reo ā-waha in the classroom.</li> <li>• Fortnightly collaborative online hui with facilitators and participating kaiako (as a professional community of practice and learning) to:             <ol style="list-style-type: none"> <li>1. share, discuss, debate and critique individual and shared values and beliefs.</li> <li>2. share, observe, and discuss practices and approaches in Reo ā-waha;</li> <li>3. collaborate with participating kaiako on the development of effective learning materials that improve teaching and learning for ākongā.</li> </ol> </li> </ul>
<p><b>Expected outcomes from participation in Te Kīwai o te Kete:</b></p>	<ul style="list-style-type: none"> <li>• Improved efficiency at locating specific information from resources to guide and rationalise instructional choices.</li> <li>• Make more judicious choices of which approaches to use for which learners.</li> <li>• Reo ā-waha practices and approaches becoming increasingly embedded and normalised;</li> <li>• Opportunities to engage in professional discussions about teaching of reo ā-waha using the meta-language of reo ā-waha with colleagues and facilitators.</li> <li>• Teaching is more tailored to specific learners in response to aromatawai information.</li> <li>• Using a range of reo a waha tools and approaches to assess uri progress and achievement in reo a waha with increased confidence.</li> </ul>