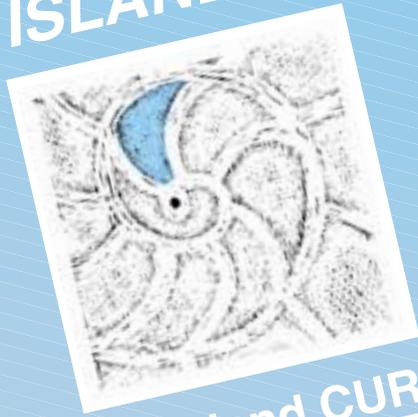




COOK ISLANDS MĀORI



in the New Zealand CURRICULUM

Ministry of Education

**Learning Media
Wellington**

Te Au ‘Akapapa‘anga Manako

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Tuatua Mua

Foreword

Cook Islands Māori in the New Zealand Curriculum is designed to assist and support teachers in the planning and delivery of effective Cook Islands Māori language programmes in early childhood settings and schools. In line with *Te Whāriki: He Whāriki Mātauranga mo ngā Mokopuna o Aotearoa/Early Childhood Curriculum*, these guidelines include an early childhood level for teaching and learning Cook Islands Māori. In line with *The New Zealand Curriculum Framework*, these guidelines also include eight levels of achievement for teaching and learning Cook Islands Māori in schools.

Cook Islands Māori in the New Zealand Curriculum is a welcome addition to the suite of language curriculum statements and enables the Ministry to increase opportunities for learners to engage in language learning from the earliest practicable age. The Ministry also acknowledges that, for Pasifika peoples who may have English as their first language, knowing their heritage language will strengthen their personal identity and self-esteem and help to make their education a more positive experience. Providing a framework for teaching and learning Cook Islands Māori links with the Government's Pasifika Education Plan and its aim to raise the achievement of all Pasifika learners.

The development of *Cook Islands Māori in the New Zealand Curriculum* began in 2000 in response to a request raised by the Cook Islands community in Aotearoa New Zealand as well as by officials from the Ministry of Pacific Island Affairs. The Government of the Cook Islands supported the initial plan and was fully involved throughout the development.

Underpinning this work has been the close working relationship between the Ministry of Education in New Zealand, the Ministry of Pacific Island Affairs, the Cook Islands community in New Zealand, and representatives of the Cook Islands Ministry of Education. The close collaboration with Cook Islands people both in New Zealand and in the Cook Islands has strengthened and supported the work.

To the many individuals and groups who assisted with this development, our sincere appreciation goes to you. Without your support, the development of these curriculum guidelines would not have been possible. We value and acknowledge your co-operation and effort.

Kia manuia

Howard Fancy



Secretary for Education

'Akatomo'anga

Introduction

*'Ai i i 'Avaiki te vari'anga o te 'emua
Tupurānga, tupurānga te 'emua
Tupurānga, tupurānga te 'emua
Tupurānga, tupurānga te toro
Kua tupu, kua aka, kua toro te papa i 'Avaiki.*

*Te papa i 'Avaiki
Te ngā'i i pao'ia mai ei au
Kāpua'ia mai ei
Ko Tumu-te-Varovaro.*

<p><i>'Ē patu i te kōrero ki runga i te papa tei 'akamou'ia 'e te 'ui-tūpuna.</i></p> <p>The foundation has been laid by our ancestors. The place we come from is unique.</p>		
<p>Past</p> 	<p>Present</p> 	<p>Future</p> 
<p><i>Kāpua'anga Te Papa 'Ui-Tūpuna</i></p>	<p><i>I Tēia nei Uki 'Ōu Tēia Tuātau</i></p>	<p><i>'Āpōpō Te Uki ā Muri Atu</i></p>

Cook Islands Māori is included in Language and Languages, which is one of the essential learning areas in *Te Anga Marautanga o Aotearoa/The New Zealand Curriculum Framework*.

These guidelines strengthen the following statement:

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus.

The New Zealand Curriculum Framework, page 10

Kua tupu, kua aka, kua toro te papa i 'Avaiki.

Te Anga Marautanga o Aotearoa/The New Zealand Curriculum Framework and *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum* are integrated in these curriculum guidelines to build on the principles, attitudes, values, and essential skills relevant to the learning and teaching of Cook Islands Māori.

The strands and goals for *Te Whāriki* have been woven together to provide an integrated foundation for every child's language-learning development from birth onwards. The achievement objectives for early childhood cover what might reasonably be expected for children's language development towards the end of their early childhood education.

Eight further levels of achievement are then defined for schools to indicate the progression and continuity of learning. The frameworks for the early childhood level and levels 1-8 are found on pages 35 and 44 respectively.

Learners of Cook Islands Māori, no matter what their age or learning environment, will benefit from curriculum guidelines that place the learner within a range of linguistic and cultural contexts that represent the everyday lives and traditions of the people. Culture changes and adapts over time in the same way as does language.

In any early childhood setting, school, or other learning environment, learners may be working at different levels. An individual might be working at one level in one aspect (learning strand) of the programme and be working at a different level in another. Teachers need to design their programmes in such a way that they can accommodate these differences.

Acknowledging that there will be a range of entry points for learners, *Cook Islands Māori in the New Zealand Curriculum* is designed to provide continuity and a clear progression of learning. It sets out specific goals that help learners of the language to become aware of what they have already achieved and what they can aim for in the future. Each starting point aims to meet the individual learner's needs.

Cook Islands Māori in the New Zealand Curriculum also identifies the skills that learners will develop through learning Cook Islands Māori. In addition, it contributes to expanding the knowledge and competencies that learners gain in other essential learning areas.

Cook Islands Māori in the New Zealand Curriculum acknowledges the past, informs the present, and prepares for the future.

Au ‘Akakoro‘anga

Aims

Au ‘Akakoro‘anga Mama‘ata

General Aims

The general aims for language teaching and learning reflect those stated in *Te Whāriki* and *The New Zealand Curriculum Framework*.

These aims are to:

- promote and encourage the learning of the Cook Islands Māori language and culture from the earliest practicable age;
- support the learning of the different languages and dialects of the Cook Islands;
- promote and use Cook Islands Māori in a range of contexts, traditional and modern;
- make learning opportunities in Cook Islands Māori accessible to all learners;
- collaborate with community members in programmes that are responsive to Cook Islands community needs and initiatives;
- affirm kinship ties with the tāngata whenua of New Zealand;
- enable learners whose first language is Cook Islands Māori to develop and use their language as an integral part of their education.

Au ‘Akakoro‘anga Tātakita‘i

Specific Aims

Learners of Cook Islands Māori will:

- develop an understanding of the Cook Islands Māori language and culture in New Zealand and the wider Pacific;
- develop verbal and non-verbal communication skills for a range of purposes;
- experience the stories, texts, and visual symbols of the Cook Islands culture;
- discover ways to be creative and expressive in Cook Islands Māori.

As they progress towards more advanced levels, learners will:

- develop an understanding of the functions, structures, and conventions of Cook Islands Māori and learn how the language varies according to audience and purpose;
- respond personally to, and think critically about, a range of texts written in Cook Islands Māori;
- use language skills to process and communicate information;
- extend their understanding of New Zealand as a country with diverse linguistic and cultural perspectives;
- extend their understanding of Cook Islands culture;
- acquire skills that may be extended in other curriculum areas;
- develop a sense of identity within the Cook Islands heritage.

Learners will then be able to use Cook Islands Māori for a range of post-school options, including employment, training, and higher education, and in a range of situations, including those within the family and the community.

Mou i te kō, mou i te ‘ere, kia pūkuru ō vaevae, ‘ē kia mokorā ō kakī!

‘Ea‘a te Tumu ka ‘Āpi‘i‘ia ai te Reo Māori Kūki ‘Āirani?¹

Why Learn Cook Islands Māori?

Learning Cook Islands Māori enables people of Cook Islands Māori ancestry to affirm, through language, their sense of identity and belonging. By learning the Cook Islands Māori language, those without kinship ties can access the language, culture, and peoples of the Cook Islands. In addition, people who learn Cook Islands Māori enhance their potential to learn other languages.

There are many links between the Cook Islands and New Zealand. Over the centuries, many movements of people between the Cook Islands and New Zealand have occurred. Many people from the Cook Islands have settled in this land. The two nations are linked by the strength of shared ancestry. There are also close political ties. The Cook Islands form an internally self-governing state in a free association with New Zealand, which is strengthened through a dual agreement. Citizens of the Cook Islands hold New Zealand citizenship.

New Zealand is a multicultural society founded on the bicultural partnership of the Treaty of Waitangi/Te Tiriti o Waitangi. Through learning Cook Islands Māori, our learners can actively participate in our increasingly multicultural society.

Cook Islands Māori is one of the Pasifika languages and is closely related to New Zealand Māori. People living in the Pacific are encouraged to learn each others' languages as well as the languages of people living outside the Pacific.

8

Cook Islands Māori is a heritage language and, in world terms, is spoken by comparatively few people. Therefore, teaching and learning Cook Islands Māori plays an important role in strengthening and maintaining the vitality of Cook Islands Māori and contributing to the protection of linguistic diversity worldwide.

Moreover, knowledge is a gift; the language of the Cook Islands is a gift to all peoples.

Kai i te ‘uāvare o te ‘ui-tūpuna!

¹ This term is also spelled Kūki ‘Airani.

Ko‘ai Mā te Au Tauira nō te Reo Māori Kūki ‘Āirani? *Who Are the Learners of Cook Islands Māori?*

Learners of Cook Islands Māori can be of any age and therefore bring with them diverse experiences and needs.

Learners may have:

- a strong background in Cook Islands Māori in which the language is their normal means of communicating with their family and other members of the Cook Islands community;
- family or caregivers who use the language to communicate;
- some prior experience with Cook Islands Māori although they do not come from homes where Cook Islands Māori is spoken;
- little experience of Cook Islands Māori.

However, even within each of these groups of learners, there is diversity. At all levels, learners in Cook Islands Māori language programmes are likely to show the full range of individual differences found in any group of learners. Some will have special talents with language, and some will have special educational needs. When *pū‘āpi‘i* (teachers)² are planning their programmes, they need to focus on the learners and take account of their diverse requirements.

These curriculum guidelines reflect the need to be inclusive. Language programmes should offer the opportunity to learn the Cook Islands Māori language to both Cook Islands Māori and non-Cook Islands Māori learners and to learners with special needs.

All programmes will be gender-inclusive, non-racist, and non-discriminatory, to help ensure that learning opportunities are not restricted.

The New Zealand Curriculum Framework, page 7

When planning inclusive programmes, schools and teachers are encouraged to liaise with their community. Teachers need to be sensitive to gender roles and family relationships, for example, *tungāne* and *tua‘ine*, the relationship between boy and girl as siblings. Activities must be carefully monitored to ensure that the traditional gender boundaries between *tungāne* and *tua‘ine* are respected. Guidance on such issues can be obtained through local Cook Islands community networks.

Schools also need to consult Cook Islands Māori people and communities to ensure that they are teaching language that is appropriate and relevant to the requirements of Cook Islands people, both those in the Cook Islands and those in New Zealand.

Adults who wish to learn Cook Islands Māori will find the suggestions in *Cook Islands Māori in the New Zealand Curriculum* useful for getting started but will need to work with competent speakers to improve the way they use the language.

² In these guidelines, the term “teacher” refers to professionals working in the early childhood sector as well as those in schools. Though the spelling in the *Cook Islands Māori Dictionary* (Buse et al., 1995) for teachers is *pū‘āpi‘i*, some teachers prefer *pu‘āpi‘i*. See also page 67 in the *Cook Islands Māori Dictionary*.

Te ‘Āpi‘i‘anga o te Reo Māori Kūki ‘Āirani

Teaching Cook Islands Māori

This section introduces certain features of Cook Islands Māori that are important to consider when teaching and learning the language.

Te Au Reo *Languages*

Distinct Polynesian languages are spoken in the Cook Islands.

- Cook Islands Māori is an eastern Polynesian language, which belongs to the same language family as the languages of the New Zealand Māori, and of Hawai‘i, and Tahiti. It has a number of distinct dialects.
- The language of Pukapuka is a western Polynesian language, which belongs to the same language family as the languages of Sāmoa, Tuvalu, and Tokelau. Pukapuka’s national status within the Cook Islands means that some Cook Islands Māori terms and expressions are included in their vernacular.
- Palmerston Island has its own unique and distinctive mix of Cook Islands Māori and English.

Te Au Reo ‘Enea Tātakitā‘i *Dialects*

Cook Islands Māori has a number of dialects. Speakers of one dialect can understand the others. They are the dialects of:

- Aitutaki;
- Ātiu, Ma‘uke, and Miti‘āro (Ngāpūtoru);
- Mangaia;
- Manihiki and Rakahanga;
- Rarotonga;
- Tongareva (Penrhyn).

The dialect of Rarotonga is the most widely used and standardised dialect, both in the Cook Islands and within Cook Islands communities in New Zealand. Learners of Cook Islands ancestry whose heritage language is that of Pukapuka or whose heritage dialect is other than that of Rarotonga benefit from learning the Rarotonga dialect as a lingua franca because they are part of the Cook Islands community. Learners of Cook Islands Māori who are not of Cook Islands ancestry normally begin by learning the dialect spoken in Rarotonga.

Tauī‘anga Reo *Language Change*

The languages and dialects of the Cook Islands are traditionally oral. However, with the introduction of Christianity and publications, the written word became another way to communicate. The written form of communication had a huge impact on the spoken form of the dialects and languages of Cook Islands Māori people. The Bible was printed in the dialect of Rarotonga,³ and this motivated the people on Manihiki to learn to read and write in this dialect, although they continued to speak in the Manihiki dialect (Kauraka, 1989).

³ The Bible in Cook Islands Māori, *Te Bibilia Tapu Ra: Koia te Kōreromotu Taito e te Kōreromotu Ou*, was published in 1888.

Currently, advancing technology demands the introduction of new words that challenge the vocabulary of the Cook Islands languages and dialects. Words like “computer” challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options: one is to transliterate the new terms (for example, “computer” becomes *kamupīuta*). Another way is to create new words from the existing Cook Islands Māori vocabulary (for example, the word *roro-uira* was coined to mean “computer”). A third option is to add a new meaning to an existing Cook Islands Māori word.

Arā-reta ‘ē Tōna ‘Akapapa‘anga *Alphabets and Alphabetical Order*

The alphabet of the Rarotonga dialect, used widely throughout the Cook Islands, is: a, e, ng, i, k, m, n, o, p, r, t, u, v, and the glottal stop (‘).

This dialect uses two diacritical marks: the macron and the glottal stop.

Vowels may be either long or short. In written text, a macron placed over a vowel (ā, ē, ī, ō, ū) indicates that the vowel sound is long. Variation of vowel length in the pronunciation of a word can change the word’s meaning, for example, *marama* (moon) and *mārama* (daylight).

The nine consonant sounds of the Rarotonga dialect are:

ng, k, m, n, p, r, t, v, and the glottal stop (‘).

The glottal stop is written (‘) as in the word *‘akavera*.

The alphabetical order used in the *Cook Islands Māori Dictionary* (Buse et al., 1995) is:

a, ‘a, ā, ‘ā, e, ‘e, ē, ‘ē, ng, i, ‘i, ī, ‘ī, k, m, n, o, ‘o, ō, ‘ō, p, r, t, u, ‘u, ū, ‘ū, v, and the glottal stop (‘).

Learners need to know this alphabetical order so that they can use Cook Islands Māori dictionaries (see Notes, page 100).

The Tongareva alphabet has two additional letters: s and h.

The dialect spoken in Manihiki and Rakahanga also has two additional letters in its alphabet: f and h.

The Pukapuka language has three additional letters in its alphabet: l, w, and y.

Other letters are used as they appear in the Bible (*Te Bibilia Tapu Ra: Koia te Kōreromotu Ta’ito e te Kōreromotu ‘Ōu*).

The Use of Macrons and Glottal Stops

Cook Islands Māori is sometimes printed with macrons and glottal stops and sometimes largely without them. They are considered appropriate for some readers and not for others. At earlier levels, learners who speak Cook Islands Māori as their first and home language do not need them when they are learning to read. These learners read for context and already know how to say the words.

Cook Islands Māori in the New Zealand Curriculum uses macrons and glottal stops. The intended readership includes teachers who do not speak Cook Islands Māori fluently. Macrons and glottal stops can also help learners who do not have Cook Islands Māori as their first language. As learners move to higher levels, they need to learn how to cope both with and without macrons and glottal stops in printed text. Learners who are developing literacy in Cook Islands Māori need to be able to cope with both types of printed Cook Islands Māori since they will commonly encounter both.

Te Au Mea Tau nō te 'Āpi'i'anga 'ē te Tāmou'anga i te Porokarāmu o te Reo Māori Kūki 'Āirani *Factors That Impact on an Effective Teaching and Learning Programme for Cook Islands Māori*

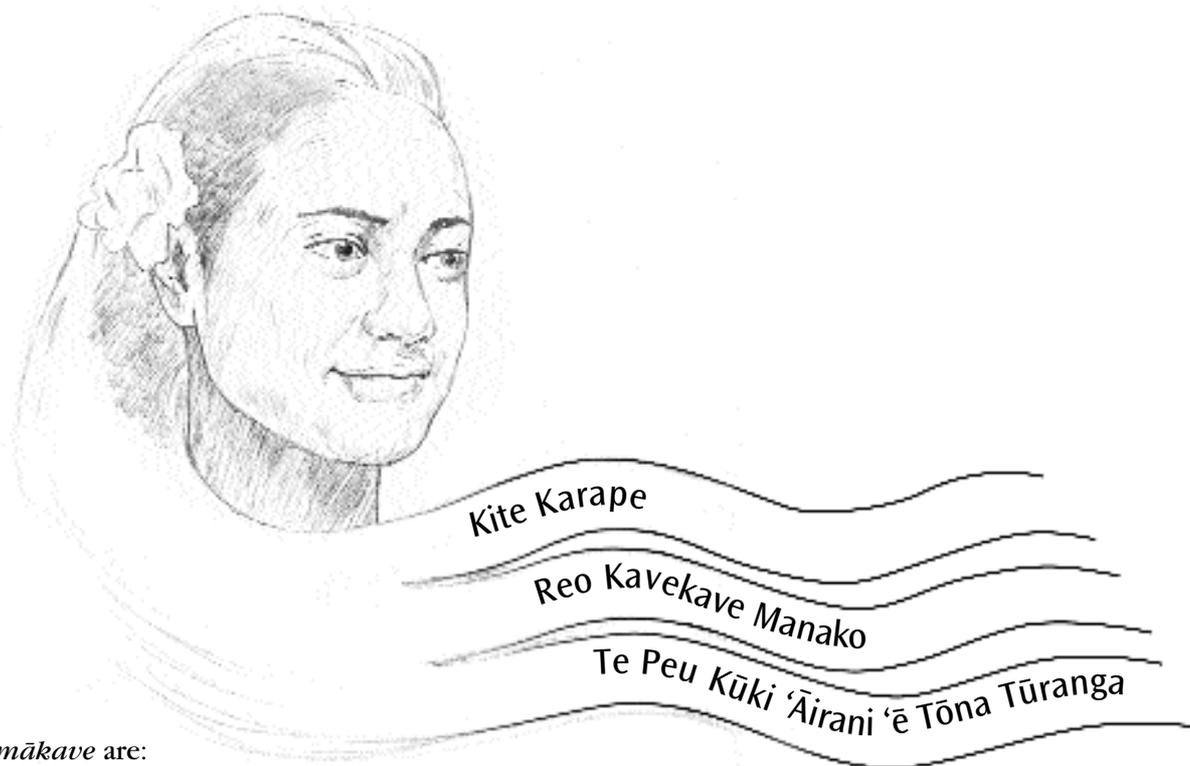
Teachers need to be aware of the following factors that impact on an effective teaching and learning programme for Cook Islands Māori:

- Christian and spiritual values are an integral part of the lives of the Cook Islands people.
- The Cook Islands Māori language is inextricably linked to culture. Language and culture are interdependent. The essence, heart, and soul of the language and culture interweave to provide depth in meaning and intention.
- The spoken language is the basis for forms of written and visual language. For example, spoken language is an essential element of many visual and dramatic presentations.
- People learn in different ways. Teachers are encouraged to recognise, acknowledge, and value diverse learning approaches and to make use of the experience and skills of the learners.
- The learning environment is important. Teachers are encouraged to acknowledge the affinity that children have with the natural environment and to use the environment as both a context for, and an aid to, learning. (For example, a visit to a park or to the beach can provide a rich environment for vocabulary building.)
- The community may provide resource people who will add meaning and depth to Cook Islands Māori language programmes.

Te Au Tū Rāvenga nō te ‘Āpi‘i‘anga i te Reo Māori Kūki ‘Āirani

Approaches for Teaching Cook Islands Māori

Cook Islands Māori in the New Zealand Curriculum weaves the achievement objectives (*kata te au kite umuumu‘ia*) into three main strands or *mākave* for students at school levels.⁴



These *mākave* are:

- *Kite Karape* - Language Skills;
- *Reo Kavekave Manako* - Communication Functions;
- *Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga* - Culture and Context.

Te Au Rāvenga Pu‘apinga nō te Tāmou‘anga Reo *Effective Language Learning*

Communication is the pivotal point of a language programme. Teaching and learning programmes should be based on effective, stimulating, and varied communicative activities. Through such activities, learners become more experienced and confident in other areas (for example, cultural awareness) while involved in meaningful communication.

A Cook Islands Māori language programme with communication as its main goal includes certain features. These features must be carefully planned for, integrated, and maintained.

In effective Cook Islands Māori language programmes:

- Cook Islands Māori is the main language used in the classroom;
- teachers and learners value interaction in Cook Islands Māori;
- learners and teachers communicate using appropriate language for real purposes;

⁴ The strands for children in early childhood centres are expressed differently (in line with *Te Whāriki*) but are based on the same philosophy.

- learners learn appropriate grammar when they need it to comprehend or convey messages in Cook Islands Māori;
- communication will have some personal importance or meaning for the learners;
- communication can be spontaneous and may be unpredictable;
- teachers and families recognise that learners need to develop listening skills as an essential first step to language learning;
- teachers organise their classrooms to be flexible and encourage the learners to work in groups or pairs and to move around;
- in assessment, teachers and learners place emphasis on communication skills;
- teachers emphasise Cook Islands Māori culture (especially the current expression of the language, beliefs, customs, social structure, and values) as an integral part of language learning;
- aspects of Cook Islands Māori culture are compared with equivalent aspects in other cultures, including the learners' cultures;
- a smooth transition from early childhood to primary and from primary to secondary programmes is assured.

Rave'anga Instructional Strategies

Teachers may use many non-verbal instructional strategies to reinforce communication in Cook Islands Māori, particularly in the early stages. Such strategies include using visual clues, mime, and gestures. In addition, teachers or learners may repeat or rephrase what they have said or give an example to clarify a point. Learners need to be offered examples and models of good usage. Teachers should use all these strategies in realistic contexts that are relevant to the learners' interests, experiences, and stage of Cook Islands Māori language development.

Teachers and learners should use authentic Cook Islands Māori materials and contexts wherever possible. Learners should be exposed to all the language modes: listening, speaking, reading, writing, viewing, and presenting. Generally, teachers will introduce simple structures first, but they may introduce more complex structures early if the learners are likely to meet them often or if the structures allow students to communicate about topics that they are very interested in.

'Anga'anga Tā'okota'i Working Together

'Anga'anga tā'okota'i, or working together, is a strong concept that lies behind many of the ways in which Cook Islands people relate to each other. For example, women working together on their *tivaevae* or people participating in a *tere* party work together and relate to each other within the group.

When learners work together in pairs or small groups, they can be encouraged to interact with one another and build up their confidence. Teachers can encourage learners to explore the range of language and its possibilities in a variety of appropriate contexts. As learners gain experience in communicating in Cook Islands Māori, they acquire the ability to use more complex language structures and become independent, spontaneous communicators.

Learners learn in many different ways. A variety of activities will enhance their learning environment and increase their interest, motivation, and enjoyment.

Ko tōku reo, ko tōku ia mana.

‘E Piri‘anga Tāmou ‘Āpi‘i A Learning Partnership

In the learning partnership of learner and teacher, the teacher’s role changes as the learners develop confidence in using Cook Islands Māori and take increasing responsibility for their own learning. The teacher helps the learners to gain confidence in using Cook Islands Māori by modelling good communication skills and by setting up a range of interactive activities that allow the learners to feel comfortable about taking risks and making mistakes.

As the learners’ language competence increases, the responsibility of learning is progressively transferred from teacher to learner. Both teachers and learners contribute to the process of learning how to learn that occurs during language study.

Ka ‘inangaro‘ia te pū‘āpi‘i kia:

Teachers need to:

- set clear, achievable goals with the learners for learning the language;
- build the learners’ self-confidence by consistently focusing on their successes as they produce the language;
- understand how languages are learned;
- create an effective learning environment;
- recognise and allow for individual differences and learning requirements;
- use Cook Islands Māori in class routines;
- encourage the learners to interact and communicate both among themselves and with the teacher;
- learn more about the learners’ perspectives, preferences, and needs by continuously monitoring their progress;
- consistently challenge the learners to improve the quality of their performance, for example, by providing them with helpful feedback;
- recognise that learners acquire language in a continuous but uneven process that involves the interaction of listening, speaking, reading, writing, and visual language;
- recognise that learners progress at different rates;
- progressively nurture independent, self-motivated language learning.

Ka ‘inangaro‘ia te tauira kia:

Learners need to:

- interact and communicate;
- be positive, active, and willing learners of the language and culture;
- develop an understanding of how languages are learned;
- become aware of and progressively build on the language-learning skills they already have;
- understand what they are trying to achieve in language learning;
- discover and develop language-learning skills that are useful beyond the classroom;
- be committed to cumulative and consistent language learning;
- focus on the language they are learning;
- develop the habit of searching for meaning and asking for clarification;
- be willing to experiment and take risks with the language as part of their language development;

- be able to learn from mistakes, understanding that this is a natural part of the language-learning process;
- learn to use appropriate reference materials;
- monitor their own progress towards their language-learning targets;
- develop questioning skills.

Te Au Tāmoumou ‘Āpi‘i

Learning Activities

Cook Islands Māori in the New Zealand Curriculum suggests an interactive, communicative, and experience-based approach that aims to help learners to become competent communicators. Learners should have opportunities to participate in a wide range of learning activities that are appropriate for their developmental stage. They should also have opportunities to participate in community situations where Cook Islands Māori is spoken. Learning activities should enable learners to communicate in Cook Islands Māori in real and natural contexts and in appropriate and meaningful ways. Repetition plays an important role in language learning. The sections on achievement objectives suggest developmentally appropriate learning activities that teachers may use in their programmes.

Teachers need to use resources and activities that reflect the interests and needs of learners, using a range of approaches that enable the learners to:

- draw on the language skills they already have;
- develop linguistic competence (with growing levels of precision and accuracy) as the foundation for fluency;
- develop their understanding of the language by using it;
- experience aspects of Cook Islands Māori culture in different settings;
- use language for a broad range of different purposes;
- experience Cook Islands Māori in a wide range of printed, audio, and visual materials;
- learn by working as a whole class, in groups, and in pairs, by role-playing, and by working on individual projects;
- experience positive expectations from their teachers and others and develop high expectations for their own success;
- receive appropriate feedback about their progress;
- be given opportunities to manage their own learning.

Te Tūranga Karāma o te Reo

Grammatical Structures in the Language Programme

Kia Mātūtū te Tūranga Karāma

Acquiring Grammatical Competence

Kia Mātūtū te Pātū‘anga

“Building Blocks”

Grammatical structures are like the building blocks of effective communication. Learners need to know and understand the grammatical structures of Cook Islands Māori in order to develop and maintain their proficiency in the language.

Kia Mātūtū te Tāmoumou‘anga

Learning Is Progressive

Learning grammatical structures is a cumulative process as are all aspects of language learning. Some structures are simple, and others are more complex. Learners generally learn simpler structures first and more complex ones later. For example, learners usually learn the construction *Ē te pū‘āpi‘i kāre au e mārāma ana ‘i tēia au tuatua* before *Kāre tākiri au e mārāma ana i tēia au tuatua*.

However, the communicative needs of the learners also influence their learning. For example, there may be times when it is appropriate for teachers to introduce a level 5 structure (such as *Ko tōku ‘inangaro ma‘ata, kia meitaki tāku ‘āpi‘i*) even when the learners are normally working with level 2 structures (such as *Ko te tamaiti mua tēia*).

Kia Tano te Tūranga ‘Āpi‘i

Learning in Context

Learners will learn grammatical structures best when these structures are taught in a realistic and meaningful context. For example, teachers could introduce the structure *Kā ua āpōpō* when teaching learners how to express their future plans, or they could introduce *Tunu kēke* when talking about cooking – for example, *tāori‘ia te ‘uāmoa, tukua atu te tuka, and kā‘iro‘ia*.

Kia Pu‘apinga te Tāmoumou‘anga

Practice Is Important

Learners become competent in grammar by frequently interacting in meaningful ways. Learners need plenty of opportunities to practise what they are learning so that eventually they can use their Cook Islands Māori to communicate spontaneously. They need to revisit language structures over time to ensure that they have many opportunities to reinforce their prior learning. By revisiting and consolidating their knowledge of grammatical structures, learners can learn new structures when they are ready.

In summary:

- grammatical structures are the building blocks of effective communication;
- it is usually best to teach and learn simple structures before more complex ones;
- it is best for learners to learn grammatical structures in realistic and meaningful contexts;
- learners need plenty of opportunities to practise grammatical structures.

Tauturu'anga i te Au Taurira

Helping Learners to Achieve

When they are helping learners to achieve competence in Cook Islands Māori, it is important for teachers to remember that learners acquire the system of a language progressively. In the initial stages, learners may produce approximations (that is, forms that are almost but not quite correct) of a given grammatical structure. These approximations are often stepping stones to acquiring the correct forms. Even when learners know the structure of a language only partially, they can communicate effectively to some degree.

Although it is natural for learners to make errors while they are learning the language, they should receive feedback on how close their approximations are to the target.

Teachers need to find a productive balance between encouraging learners to communicate spontaneously and correcting their errors. When learners are conversing spontaneously, teachers may choose to allow some mistakes where appropriate. This will allow the conversation to flow and will help learners to gain confidence and use the language willingly. As learners progress through the levels, they will learn to communicate more accurately, just as small children do when learning their first language. They will become increasingly aware that accuracy of expression, as well as fluency, is needed for really effective communication, both spoken and written.

E patu i te 'are vānanga ki runga i te tūranga ngāueuekore.

Te Au Kite Tūkēkē i roto i te ‘Āpi‘i‘anga Reo

Using Information and Communication Technology in Language Learning

By using information and communication technology, all learners, including those who are not in school-based language programmes, can access a wider range of learning opportunities. Information and communication technology allows teachers to use a greater mix of approaches, for example, by enabling learners to work in small groups and conduct peer assessment. Word-processing programs can be excellent tools to help learners to learn languages. Learners and teachers can access interactive language-learning programs and information through the Internet, and they can develop useful networks with other language learners through computer links.

Te Vāito‘anga Kite ‘ē te Tūranga ‘Āpi‘i *Assessment and Evaluation.*

Te Au Tū Rāvenga Vāito‘anga Kite e te Tūranga ‘Āpi‘i *Approaches to Assessment and Evaluation*

Assessment is the process of obtaining meaningful information about the outcomes of teaching and learning and then conveying this information to individuals and groups.

Assessment of children’s learning and development should always focus on individual children over a period of time and avoid making comparisons between children.

Te Whāriki, page 29

Assessment of individual students’ progress is essentially diagnostic. Such assessment is integral to the learning and teaching programme. Its purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses, measuring students’ progress against the defined achievement objectives, and reviewing the effectiveness of teaching programmes.

The New Zealand Curriculum Framework, page 24

Evaluation involves making judgments about a programme or a learner’s achievements.

It is important that:

- the assessment procedures provide information that can be used to improve the ways in which the language programme meets the learning needs of the learners;
- families and caregivers are part of the evaluation process;
- assessment and evaluation procedures are ongoing;
- learners are involved in assessing their own progress.

Teachers are more likely to gain useful information when they use a range of appropriate assessment procedures that are relevant to the learning needs of the learners. *Te Whāriki* provides suggestions for the appropriate assessment of younger children. Teachers in junior classes can keep running records to assess the learners’ progress in reading Cook Islands Māori texts.

Teachers need to include formal and informal methods of assessment in different contexts among their assessment procedures.

At each curriculum level, *Cook Islands Māori in the New Zealand Curriculum* suggests assessment activities that include self-assessment, peer assessment, and teacher assessment.

Te Tūrangā Vāito‘anga Kite o Aotearoa ‘ē te Tūrangā o te ‘Āpi‘i

The National Qualifications Framework, Assessment against Standards, and the National Certificate of Educational Achievement

Cook Islands Māori in the New Zealand Curriculum is the guiding document for schools and teachers developing a teaching and learning programme for learners of the language. Teachers can use the curriculum as a reference for unit standards and achievement standards, which are the “building blocks” for National Certificates in the National Qualifications Framework (NQF). These standards are not units of work in themselves; their function is to specify standards for qualification assessment purposes. As such, they should be integrated into appropriate teaching and learning programmes.

Teachers will generally manage the assessment of their students’ achievements towards the National Certificate of Educational Achievement (NCEA) within the school. The New Zealand Qualifications Authority (NZQA) provides advice on managing appropriate assessment systems and procedures for the National Certificate of Educational Achievement.

Standards for schools encompass levels 1–3 of the National Qualifications Framework. These qualification levels equate to levels 6, 7, and 8 of the curriculum documents within the New Zealand Curriculum Framework.

The National Certificate of Educational Achievement is the main qualification for secondary learners.

Te Au Kite Pu‘apinga

The Essential Skills

Learners develop and practise the essential skills through the processes of language learning. The following table provides examples of relationships between the essential skills and the three Cook Islands Māori strands. These examples, some taken directly from *The New Zealand Curriculum Framework* and some extended or created to show language-related aspects of a set of skills, are illustrative only. Many of the essential skills relate to more than one strand or language-learning process.

Examples of Relationships between the Essential Skills and the Cook Islands Māori Strands

	Kite Karape <i>Language Skills</i>	Reo Kavekave Manako <i>Communication Functions</i>	Te Peu Kūki ‘Āirani <i>‘ē Tōna Tūranga</i> <i>Culture and Context</i>
	Learners will:	Learners will:	Learners will:
Te Au Kite Kavekave Manako <i>Communication Skills</i>	<ul style="list-style-type: none"> communicate competently and confidently by listening, speaking, reading, and writing and by using other forms of communication where appropriate. 	<ul style="list-style-type: none"> communicate competently and confidently by listening, speaking, reading, and writing and by using other forms of communication where appropriate; develop skills of discrimination and critical analysis in relation to the media and to aural and visual messages from other sources. 	<ul style="list-style-type: none"> act appropriately within different cultural contexts and situations; select and use appropriate language for relevant occasions.
Kite Nūmero <i>Numeracy Skills</i>	<ul style="list-style-type: none"> manipulate and respond to numerical information, such as time in different contexts, dates, and measurement. 	<ul style="list-style-type: none"> understand and give information that is presented in mathematical ways. 	<ul style="list-style-type: none"> organise information to support logic and reasoning.
Kite Tūkēkē <i>Information Skills</i>	<ul style="list-style-type: none"> identify, locate, gather, store, retrieve, and process information from a range of sources. 	<ul style="list-style-type: none"> identify, describe, and interpret different points of view and distinguish fact from opinion; develop and strengthen receptive and productive skills. 	<ul style="list-style-type: none"> present information clearly, logically, concisely, and accurately.

	Kite Karape <i>Language Skills</i>	Reo Kavekave Manako <i>Communication Functions</i>	Te Peu Kūki 'Āirani <i>'ē Tōna Tūranga</i> <i>Culture and Context</i>
	Learners will:	Learners will:	Learners will:
Kite Tatara'anga Manako <i>Problem-solving Skills</i>	<ul style="list-style-type: none"> • inquire and research and explore, generate, and develop ideas through language. 	<ul style="list-style-type: none"> • use language to analyse problems from a variety of different perspectives and make connections. 	<ul style="list-style-type: none"> • identify, describe, and redefine a problem.
Kite 'Akateretere'anga <i>Self-management and Competitive Skills</i>	<ul style="list-style-type: none"> • develop skills through working consistently and progressively to practise and revise prior learning through language learning. 	<ul style="list-style-type: none"> • develop the skills of appraisal and advocacy in relation to themselves and others. 	<ul style="list-style-type: none"> • develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure.
Kite Tā'okota'i'anga <i>Social and Co-operative Skills</i>	<ul style="list-style-type: none"> • develop good relationships with others and work in co-operative ways to achieve common goals. 	<ul style="list-style-type: none"> • learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours. 	<ul style="list-style-type: none"> • take responsibility as a member of a group for agreed protocols and show respect for others and themselves.
Kite Tā'anga'anga <i>Physical Skills</i>	<ul style="list-style-type: none"> • learn to use tools and materials efficiently and safely. 	<ul style="list-style-type: none"> • use language to organise, give instructions for, and appraise particular activities. 	<ul style="list-style-type: none"> • develop specialised skills related to cultural activities.
Kite Tautā'anga <i>Work and Study Skills</i>	<ul style="list-style-type: none"> • work effectively, both independently and in groups. 	<ul style="list-style-type: none"> • take increasing responsibility for their own learning and work. 	<ul style="list-style-type: none"> • make career choices on the basis of realistic information and self-appraisal.

Te Au ‘Ākara‘anga ‘ē te ‘Irinaki‘anga *Attitudes and Values*

The attitudes and values of *The New Zealand Curriculum Framework* will be reflected in classrooms and early childhood centres with Cook Islands Māori language programmes. Learners of Cook Islands Māori as part of the school or early childhood curriculum will develop and clarify their own values and beliefs, and they will respect and be sensitive to the rights of people who may hold values and have attitudes that are different from their own. Learners will explore personal as well as collective attitudes, which will help them, as individuals, to develop positive attitudes towards learning as a life-long process. As they compare New Zealand and New Zealanders with the Cook Islands and the people of the Cook Islands, learners will examine the contexts and implications of their own attitudes, of New Zealand’s social system, and of the values on which different social structures are based.

*‘Ākara āinei tōku mata ki te au tuā‘ivi,
‘e rauka āinei te tauturu i āku i reira.*

Te Au Mākave ma te Au Kata

The Strands

and Achievement Objectives

Te Anga Marautanga o Aotearoa/The New Zealand Curriculum Framework and *Te Whāriki* outline a continuum of learning and teaching. When Cook Islands Māori language programmes are being planned, it is important to provide for a smooth transition from one setting to the other.

Both *Te Whāriki* and *The New Zealand Curriculum Framework* emphasise the importance of developing communication skills and language in the early years. Both documents describe language in terms of its verbal and non-verbal elements.

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music. ... Adults should understand and encourage both verbal and non-verbal communication styles.

Te Whāriki, page 72

Throughout their schooling, students will be provided with frequent opportunities to observe, learn, and practise oral, written, and visual forms of language, to learn about the structures and use of language, and to access and use information.

The New Zealand Curriculum Framework, page 10

Cook Islands Māori in the New Zealand Curriculum emphasises competence in communication; the framework provided in this book for early childhood and the framework for schools both include strands that reflect the communication needs of language learners.

The achievement objectives in *Cook Islands Māori in the New Zealand Curriculum* are based on authentic texts and contexts that learners are likely to meet in their everyday lives and also on special or formal occasions when Cook Islands Māori is used.

Te Au Mākave nō te Au Tamariki Rikiriki

The Strands for Early Childhood

At this level, the strands are:

- experimenting with and exploring Cook Islands Māori (and English) for personal development;
- participating appropriately in communicative situations within family, church, community, and early childhood education settings;
- initiating interaction in Cook Islands Māori during play, early literacy, and cultural experiences;
- acquiring knowledge of spoken, written, and visual language and of cultural learning.

Te Au Mākave nō te Au ‘Āpi‘i *The Strands for Schools*

The learning strands for schools are:

- *Kite Karape*: Language Skills;
- *Reo Kavekave Manako*: Communication Functions;
- *Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga*: Culture and Context.

Learning in these strands will consolidate the following experiences⁵ that children bring with them from early childhood programmes:

- accomplishing everyday tasks using Cook Islands Māori;
- exchanging experiences, information, and points of view;
- communicating feelings and attitudes;
- expressing personal identity;
- behaving appropriately with respect to Cook Islands customs;
- experiencing and responding to visual language.

Te Au Kata: Mei te ‘Āpi‘i Tamariki Rikiriki mai ki te ‘Āpi‘i Tuata‘i – Tuarua *Achievement Objectives: Progression from Early Childhood to School Levels*

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The achievement objectives in *Cook Islands Māori in the New Zealand Curriculum* cover a progression of communicative language functions, starting at the early childhood level and progressing through eight levels of achievement for schools. Schools and teachers can use these objectives as the basis for planning their programmes and for determining a learner’s current level of competence in Cook Islands Māori. When teachers know what each learner has achieved, they can work out what should be the next steps in their learning.

The achievement objectives focus on oral, written, and visual language and cultural learning. The numbered objectives are expressed in terms of language functions and indicate the kind of language that learners should be able to use at each level.

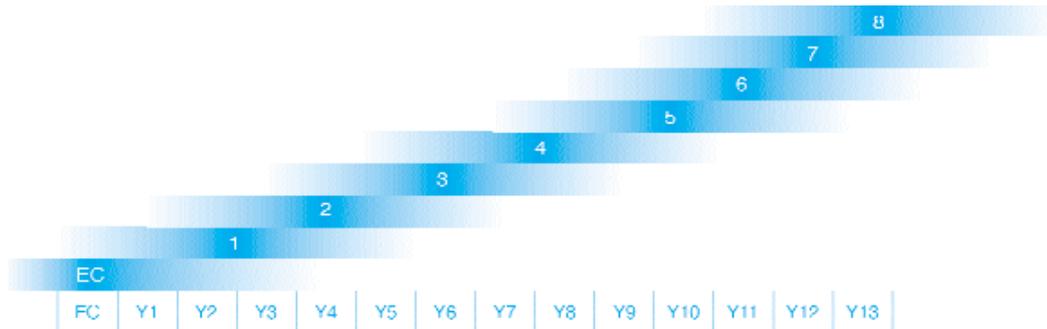
Although oral, written, and visual language are presented here as separate elements, in practice they are like the plaited strands or *mākave*. Each one supports the others; all are used to express the culture. Teachers need to balance these areas of language when designing language programmes. The balance needs to take into account where the individual learners are within each strand.

As outlined in *The New Zealand Curriculum Framework*, individual learners will not necessarily be achieving at the same level for all the strands. They may operate at different levels and progress at different rates, depending on their previous experience of Cook Islands Māori and other languages.

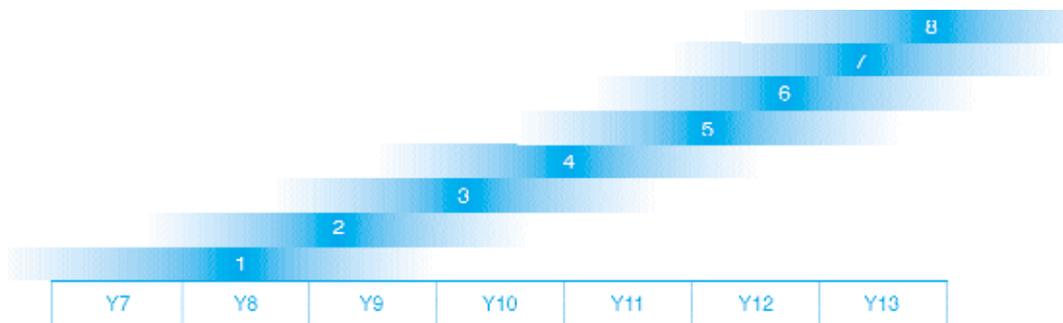
⁵ Note that this list of experiences is almost identical to the strands suggested at school levels 1–8 in *Developing Programmes for Teaching Pacific Islands Languages* and the *Guidelines for Cook Islands Māori Language Programmes* that accompany it.

The following diagrams indicate the possible progression for learners starting in Cook Islands Māori programmes at different points.

Children who start in *pūnanga reo* settings and continue with Cook Islands Māori programmes in bilingual units or total immersion programmes, from primary school through to intermediate and secondary school level (as well as community learning), may follow this progression:



Learners beginning a Cook Islands Māori programme at year 7 may follow this pattern:



For both scenarios, variations in levels may occur depending on the continuity, availability, and sequencing of programmes within schools.

Reo Tuatua: 'Akarongo'anga 'ē te Tuatua'anga *Oral Language: Listening and Speaking*

Children listen to and speak a language before they learn to read and write it. Listening and speaking are essential to developing language, learning Cook Islands Māori literacy skills, relating to others, and participating in the life of Cook Islands people and the wider community.

Learners need to have opportunities for sustained conversations with other Cook Islands Māori speakers. Learners should be increasingly able to communicate their own ideas, feelings, and thoughts in Cook Islands Māori and to respond to others appropriately in a range of formal and informal situations.

When developing programmes, teachers should plan activities that will engage the learners in a variety of oral language activities. At the early childhood level and at earlier school levels, children are still very much developing their oral language skills. Young children are attuned to listening to and reproducing the sounds and patterns of language. Learners whose first or home language is Cook Islands Māori can be expected to have a more developed sense of the sounds and patterns of the language than learners for whom Cook Islands Māori is a second language.

Reo Tātā: Tatau'anga 'ē te Tātā'anga *Written Language: Reading and Writing*

Reading and writing provide a foundation for learning. With young children, reading programmes should build on the children's interest in listening to legends and other stories, myths, rhymes, and chants. They should start to retell stories in Cook Islands Māori.

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Younger children begin to understand that print holds meaning, that thoughts, stories, and speech can be written down, and that writing can be read over and over again. As emergent writers, children develop concepts about print, such as page orientation and directionality, and come to realise that macrons and glottal stops can be guides to pronunciation and meaning.

It is important that teachers encourage learners to read widely in Cook Islands Māori. Reading is one of the keys to developing competence in the language. As learners gain experience with Cook Islands Māori, their vocabulary will grow.

Through writing, learners can clarify and explore ideas and feelings; they develop their knowledge of the language and learn to use it more easily. Through writing, they can also communicate with others. Learners should learn to write confidently, clearly, and appropriately in a range of styles, both formal and informal. They should develop an explicit knowledge of the steps in the writing process and come to understand the conventions of written Cook Islands Māori, including the conventions for conveying specific aspects of the spoken language.

Reo ‘Akaata Visual Language

Learners experience the world of visual language in a number of ways, for example, through traditional performances, crafts, signs and symbols, television and other media, and play. Play is important in children’s language learning and general development. A growing understanding of shape and visual movement appears in children’s play (for example, children develop a repertoire of gestures and expressive body movements as they increase their communication skills).

In Cook Islands performances and events, body language, gestures, and costumes contribute significantly to the meaning of the words and the occasion. Adults need to guide children to help them view and understand the ways in which visual and verbal elements interact to produce particular meanings and effects in traditional performances as well as in art forms, such as tattooing, carving, weaving, and dancing, and blends of traditional and contemporary forms.

At the same time, learners need opportunities to explore other forms of visual language in which words and images combine, for example, in printed books, non-traditional drama, and other media.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Cultural Learning

The cultural lifestyle, traditions, and customs of Cook Islands communities in the Cook Islands and in New Zealand are often expressed through their language. Learning about the traditions and customs is an essential part of learning Cook Islands Māori. For Cook Islands children, learning te reo Māori is integral to their sense of belonging and their identity as Cook Islands people. For non-Cook Islands children, learning Cook Islands Māori and culture in New Zealand will provide a deeper understanding of what it means to be part of a multicultural society. It can help them to learn other languages and enhance their ability to relate well to people.

In *Cook Islands Māori in the New Zealand Curriculum*, cultural learning is specified as a separate strand to ensure that it receives its due emphasis. However, when planning their language programmes, teachers need to ensure that they integrate culture into all aspects of the programme.⁶

Tītī tōkere tō tangi pātē tō tangi kita tē reka nei taku ngākau e!

⁶ In *Developing Programmes for Teaching Pacific Islands Languages* and the *Guidelines for Cook Islands Māori Language Programmes* that accompany it, cultural learning was included at the early childhood level in the strand “Acquiring knowledge of a Pacific culture and its spoken, written, and visual language” and at school levels in the strand “Acting appropriately with respect to a Pacific culture”. In this curriculum statement, the new focus is broader and integrates with the other two strands.

‘Akapapa‘anga ‘Āpi‘i

Planning Programmes

Teachers should work through a logical series of steps to create effective programmes for teaching and learning Cook Islands Māori.

It is suggested that teachers:

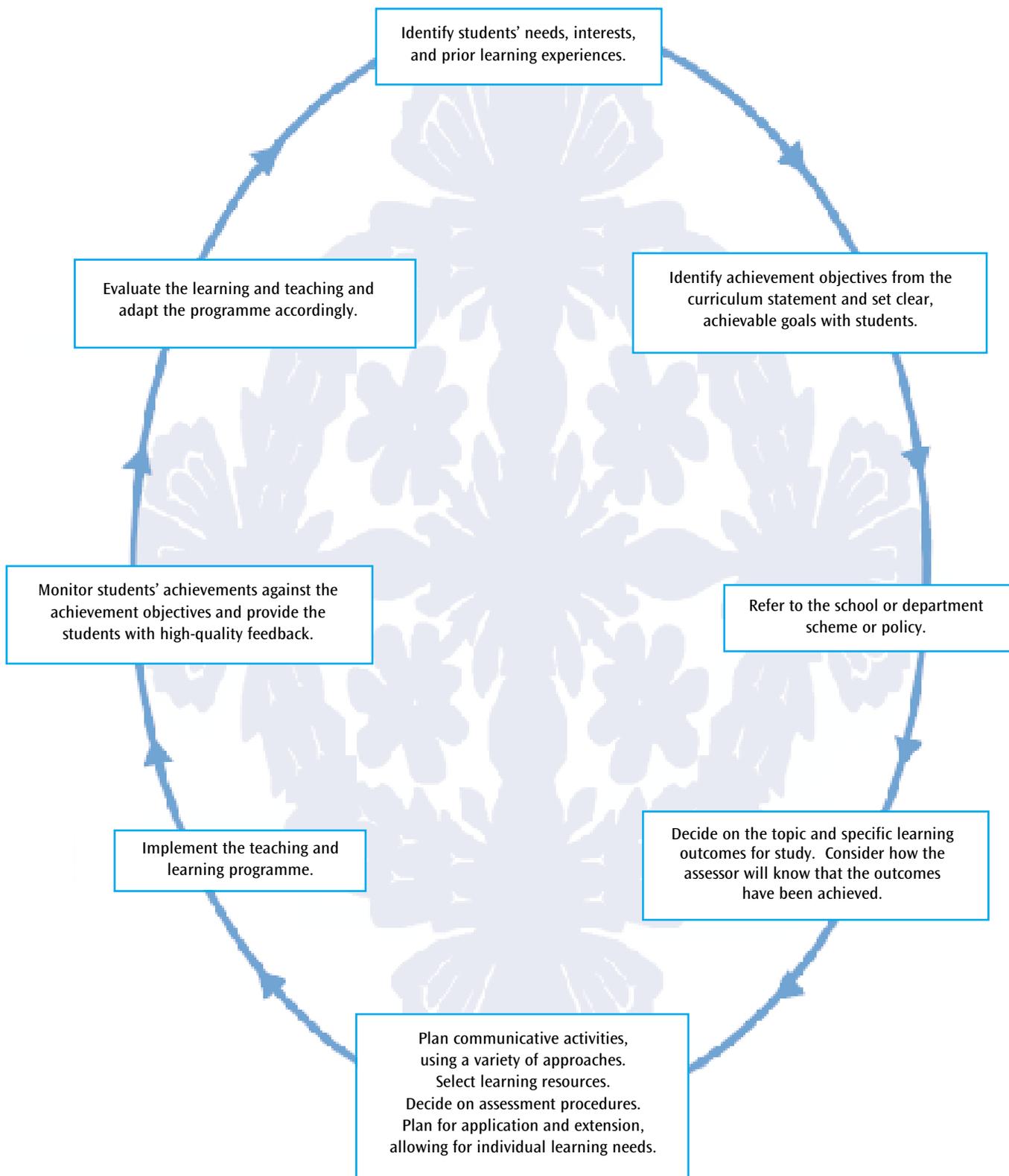
- incorporate into their programmes the philosophy and aims for learning Cook Islands Māori as set out in *Cook Islands Māori in the New Zealand Curriculum*;
- identify the needs, interests, and prior language experiences of the learners and any special requirements or school policies that relate to language learning;
- look at their long-term programme and consider the school-wide language programme (for example, the sequencing of levels, the timetabling options, or possible national awards);
- look at the short-term programme (for example, the term plan and the weekly plan) and consider the possible links with programmes in other learning institutions;
- identify the achievement objectives from the relevant strand or strands;
- establish short-term outcomes for each unit of work;
- decide on suitable themes;
- develop appropriate topics within the main themes to provide a balanced learning programme;
- select and gather suitable resources;
- select or develop suitable learning activities that will enable the learners to combine and apply the strands for meaningful communication and to acquire specific content, such as structures, vocabulary, and cultural and general knowledge;⁷
- prepare communicative exercises to reinforce the grammatical structures and vocabulary;
- select or create appropriate assessment activities;
- develop a homework plan to encourage language study outside the classroom;
- evaluate the learning programme against its objectives;
- consider the sequence or progression of the main themes and topics;
- look for ways of connecting language learning with other curriculum areas or specific subjects to enhance integrated learning (for example, with history, geography, music, or food preparation);
- consider the cyclical development of functions, activities, structures, and vocabulary, and provide opportunities for reinforcing, consolidating, and extending the learners' language skills and usage.

*Te tamaiti kite ra, ‘e rekareka‘angaia nā tōna metua-tāne.
Kāreka te tamaiti nēneva ra, ‘e auē‘angaia nā tōna metua va‘ine.*

⁷ Note that the learning activities suggested in *Developing Programmes for Teaching Pacific Islands Languages* and the accompanying *Guidelines for Cook Islands Māori Language Programmes* can readily be adapted for programmes based on this curriculum statement.

Te Au Rāvenga nō te 'Akapapa'anga 'Āpi'i

An Approach to Planning



Te Au Pūnanga Reo

Early Childhood Settings

The Principles, Strands, and Goals of *Te Whāriki*

The text on pages 32–33 is quoted directly from pages 15–16 of *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum* except that the names of the principles are provided here in Cook Islands Māori.

There are four broad principles at the centre of the early childhood curriculum.

- ***Akamana'anga*** (Empowerment): The early childhood curriculum empowers the child to learn and grow.
- ***Tupu'anga o te Tamaiti*** (Holistic Development): The early childhood curriculum reflects the holistic way in which children learn and grow.
- ***Te 'Ōire 'ē te 'Iti Tangata*** (Family and Community): The wider world of family and community is an integral part of the early childhood curriculum.
- ***Piri'anga*** (Relationships): Children learn through responsive and reciprocal relationships with people, places, and things ...

The strands and goals arise from the four principles. The whāriki is woven from these four principles and from the following five strands or essential areas of learning and development ... Each strand has several goals. Learning outcomes have been developed for each goal in each of the strands so that the whāriki becomes an integrated foundation for every child's development.

Strand One: Well-being

Goals:

Children experience an environment where:

- their health is promoted;
- their emotional well-being is nurtured;
- they are kept safe from harm.

The health and well-being of the child are protected and nurtured.

Strand Two: Belonging

Goals:

Children and their families experience an environment where:

- connecting links with the family and the wider world are affirmed and extended;
- they know that they have a place;
- they feel comfortable with the routines, customs, and regular events;
- they know the limits and boundaries of acceptable behaviour.

Children and their families feel a sense of belonging.

Strand Three: Contribution

Goals

Children experience an environment where:

- there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background;
- they are affirmed as individuals;
- they are encouraged to learn with and alongside others.

Opportunities for learning are equitable, and each child's contribution is valued.

Strand Four: Communication

Goals

Children experience an environment where:

- they develop non-verbal communication skills for a range of purposes;
- they develop verbal communication skills for a range of purposes;
- they experience the stories and symbols of their own and other cultures;
- they discover and develop different ways to be creative and expressive.

The languages and symbols of their own and other cultures are promoted and protected.

Strand Five: Exploration

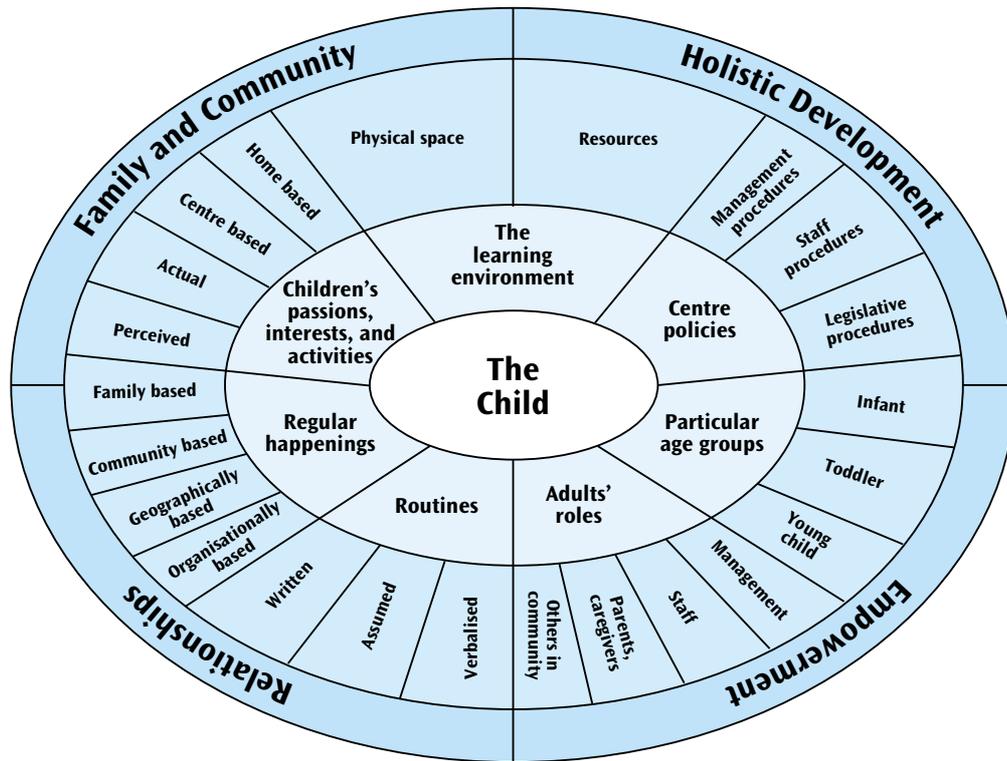
Goals

Children experience an environment where:

- their play is valued as meaningful learning and the importance of spontaneous play is recognised;
- they gain confidence in and control of their bodies;
- they learn strategies for active exploration, thinking, and reasoning;
- they develop working theories for making sense of the natural, social, physical, and material worlds.

The child learns through active exploration of the environment.

Early Childhood Centre Philosophy



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Kāpiti'anga mai i te Au Tamariki Makimaki Including Children with Special Needs

Cook Islands Māori in the New Zealand Curriculum is designed to include and be appropriate for all children. The programmes of each early childhood centre will incorporate strategies to fully include children with special needs.

The principles, strands, and goals set out in *Te Whāriki* for all children in early childhood settings provide for the care and education of children who have special needs. Teachers will choose activities that are appropriate for the children's age and stage of development so that children with special needs can be actively engaged in learning. An Individual Development Plan (IDP) or an Individual Education Plan (IEP) will be developed for children who need resources other than those usually provided within early childhood education settings. The objectives of the IDP or IEP will be realistic, useful, and of value to the child and their family. The programme will meet the specified objectives of the plan and will provide the equipment necessary to promote the child's independence.

Te ‘Akano‘o‘anga o Te Reo Māori Kūki ‘Āirani i roto i te Puka Arataki Reo o Aotearoa nō te Au Pūnanga Reo **The Framework of Cook Islands Māori in the New Zealand Curriculum in Early Childhood Settings**

The framework of *Cook Islands Māori in the New Zealand Curriculum* at the early childhood level is shown below.

Mākave *Strands*

These describe the learning themes that are common to oral, written, and visual language and cultural learning.

Kata (Te Au Kite Umumu‘ia) *Achievement Objectives*

These reflect the communicative uses of Cook Islands Māori in everyday and cultural contexts.

Tāmanako‘anga ‘Anga‘anga Turuturu Reo *Suggested Learning Activities*

These are developmentally appropriate ways in which young children can use Cook Islands Māori in realistic, communicative language-learning and cultural contexts.

Tāmanako‘anga Tuatua ‘ē te ‘Akano‘ono‘o‘anga Reo *Suggested Vocabulary and Structures*

These indicate the words and grammatical structures that young children may be using at this level.

Tāmanako‘anga nō te Au Tū Vāito‘anga *Suggested Assessment Activities*

These can be used by teachers to assess the children’s progress in realistic communicative situations and contexts.

Taka'inga nō te Tamariki Rikiriki: Te Au Mākave ma te Au Kata, 'ē te Tāmanako'anga nō te Au Tū Tamoumou'anga 'Āpi'i *The Early Childhood Level: Strands, Achievement Objectives, and Suggested Activities*

Reo Tuatua: 'Akarongo'anga 'ē te Tuatua'anga *Oral Language: Listening and Speaking*

Te Au Mākave Strands	Te Au Kata Achievement Objectives
<p><i>Children should have opportunities to:</i> experiment with listening and talking; participate in communicative situations;</p> <p>initiate interaction;</p> <p>acquire knowledge of the language.</p>	<p><i>Children might:</i></p> <ul style="list-style-type: none"> • engage in imaginative conversations during play; • listen and respond to others in appropriate ways; • use a wide range of speech functions within supportive exchanges; • start conversations; • retell happenings; • use developmentally appropriate structures to expand basic sentences.

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Suggestions for Developmentally Appropriate Activities for Oral Language

Children experience both oral language and body language consistent with Cook Islands customs and tradition.

Children could take part in:

- exploratory play with a wide range of objects, materials, and toys;
- imaginative, make-believe play, including acting out everyday events;
- social play with other children and adults;
- experiences that require them to negotiate, co-operate, and solve problems;
- outings to explore the local environment;
- specially designed activities that enable them to perceive, communicate their ideas, use language for different purposes, and integrate talk, print, and visual language;
- informal talk with other children and adults about a variety of topics;
- activities that use stories and cultural experiences as the basis for conversations (for example, using natural resources, drama activities, and presentations that involve audiovisual media);
- real-life activities that involve their family, their church, and their community.

Reo Tātā: Tatau'anga 'ē te Tātā'anga

Written Language: Reading and Writing

Te Au Mākave Strands	Te Au Kata Achievement Objectives
<p><i>Children should have opportunities to:</i> experiment with reading and writing; participate in literacy; initiate interaction during literacy experiences; acquire knowledge of reading and writing processes.</p>	<p><i>Children might:</i></p> <ul style="list-style-type: none">• use literacy materials in make-believe and role-play situations;• attend to print and develop stories from pictures;• produce written messages in pretend writing;• make choices about stories and books;• make choices about writing materials and the layout of their pretend writing;• ask about a character's behaviour;• ask for things to be written down;• ask for the meaning to be clarified;• initiate talk that extends the story;• use a story or a writing experience as a topic of conversation;• express opinions about what has been read or written;• recognise and respond to print in the environment;• differentiate pictures from print, letters from numerals, and letters from words;• start developing a sight vocabulary;• show a developing ability to write words (for example, their own names) and to trace and copy words.

Suggestions for Developmentally Appropriate Activities for Written Language

Children could take part in:

- exploratory, imaginative, and social play with literacy materials;
- real-life literacy tasks, such as making grocery lists, adding their names to the ends of letters, making birthday cards, cutting pictures from newspapers, cutting out supermarket coupons, and sharing letters from friends and relatives;
- specially designed activities, using books and other literacy materials, that lead to behaviour that resembles reading and writing;
- listening to stories being read to them;
- conversations about books, stories, and print experiences;
- activities that use stories from books, such as puppet plays, drama activities, and audiovisual presentations;
- important literacy events associated with their family, their church, and their community.

Reo 'Akaata

Visual Language

<i>Te Au Mākave</i> Strands	<i>Te Au Kata</i> Achievement Objectives
<p><i>Children should have opportunities to:</i></p> <p>experiment with visual language during play activities;</p> <p>participate in activities using visual media;</p> <p>initiate the use of visual language with other people;</p> <p>acquire knowledge about visual language.</p>	<p><i>Children might:</i></p> <ul style="list-style-type: none">• use visual language during imaginative play with visual materials;• attend to the features of visual language;• make conscious choices about the features of visual language;• comment on the features of visual language;• ask the meaning of something expressed in visual language;• express opinions about visual language experiences;• recognise and respond in an age-appropriate way to visual language in their environment;• use visual language during a cultural event.

Suggestions for Developmentally Appropriate Activities for Visual Language

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Children could take part in:

- exploratory, imaginative, and social play using a wide range of visual materials;
- real-life tasks that require the use of visual language, for example, wrapping presents, making decorations, arranging photographs, presenting a dance item, and helping to weave;
- activities that enable them to perceive and appreciate visual language, for example, reading pictures and signs for meaning, presenting and responding to mime, and telling stories through art, music, and dance;
- experiences in which visual presentations require them to negotiate, co-operate, and solve problems;
- conversations about the use of visual language, for example, during festivals that involve cultural displays of visual language.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga Cultural Learning

Te Au Mākave Strands	Te Au Kata Achievement Objectives
<p><i>Children should have opportunities to:</i> explore cultural situations during social and imaginative play; participate in cultural events;</p> <p>initiate cultural practices with other children and adults;</p> <p>acquire knowledge of the Cook Islands culture.</p>	<p><i>Children might:</i></p> <ul style="list-style-type: none"> • use objects and settings, during play, that teach them about the culture; • pay attention to actions and words during cultural events; • display both verbal and non-verbal behaviours that are culturally valued in children as part of Cook Islands culture and customs; • ask for a cultural practice to be observed appropriately; • initiate talk about a cultural practice; • use appropriate actions and language during cultural events.

Suggestions for Developmentally Appropriate Activities for Cultural Learning

Young children acquire knowledge about Cook Islands culture and customs as they take part in family, church, community, and pūnanga reo activities.

Children in *pūnanga reo* could take part in:

- exploratory play with objects that have cultural value, for example, shells, seeds, flax weaving, pandanus mats, baskets, *pāreu*, dancing costumes, decorations, and ornaments;
- situations that enable them to exchange cultural knowledge as they play imaginatively with others;
- cultural events that help them to better understand the purpose of the event and the roles of the people taking part, for example, listening to traditional stories, learning traditional songs, and taking part in church events, *tatau* (memorised reading), and prayers in Cook Islands Māori;
- informal conversations with other children and adults about cultural events;
- activities and games that use cultural experiences as a basis for storytelling, puppet plays, drama episodes, and media presentations;
- music, dance, and art activities that use culturally valued forms and are expressions of Cook Islands culture and customs.

Taka'inga nō te Tamariki Rikiriki: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo *The Early Childhood Level: Suggested Vocabulary and Structures*

Au Kupu Vocabulary

Teachers may expect children at this level to be using the following kinds of Cook Islands Māori words. Although the examples given are grouped under grammatical headings, children will be acquiring new words by using them in their everyday activities. As children experience more, they have a greater need for appropriate vocabulary. The examples below include high frequency words.

Words that children may use at the early childhood level include:

nouns	<i>tamaiti, tamariki, tamā'ine, māmā, pāpā;</i>
verbs	<i>'aere, 'oro, tū, tātā, tuatua;</i>
attributes	<i>meitaki, 'akangāteitei;</i>
adverbs	<i>mārie, viviki, teitei, 'aka'aka;</i>
prepositions	<i>ki roto, ki runga, ki va'o, ki te pae, i te 'ānani, i te kapu;</i>
pronouns	<i>ko māua, ko rāua, ko mātou, ko ia, ko au, ko koe;</i>
adjectives	<i>mānea, poto, meangitikā;</i>
numbers	<i>ta'i, rua, toru, 'ā, rima, ono, 'itu, varu, iva, ta'i nga'uru.</i>

'Akano'ono'o'anga Structures

Young children develop their grammatical skills by using Cook Islands Māori for different purposes (functions). The following examples indicate some language structures that young children may be using at this level.

Te Au Tū Reo Kavekave Manako Functions	'Akano'ono'o'anga Structures
Statements	<i>'E tamaiti tēia nā Mere. Kō Mere tēia (e no'o nei). Nāku tēia puka.</i>
Questions and answers	<i>Kā kai koe i te meika? 'Āe.</i>
Words to agree or disagree	<i>Ka 'inangaro au. Kāre au e 'inangaro.</i>
Commands	<i>'Aere mai ka 'aere tātou ki te kāinga. Ē No'o, 'aere mai ka 'aere tātou ki va'o.</i>
Polite requests	<i>'Aere mai, 'inē? 'Akarongo mai, 'inē?</i>

Te Au Tū Tuatua Tūkētūkē

Kinds of Talk

Children may be hearing and responding to the following kinds of talk at this level.

Te Au Tū Tuatua Tūkētūkē Kinds of Talk	‘Ākara’anga Examples
Experimental talk	<i>Te ‘are o te ‘ānau ā Tau Simiona. Tuatua ‘aka’ou.</i>
Imaginative talk	<i>Kua ‘aruru te parūnu. Kua rere te manu.</i>
Use of phrases during an activity	<i>Tē ma’ani nei au</i>
Conversations	<i>‘Ea’a tā’au e ma’anī ra? ‘E poti.</i>
Storytelling	<i>I tēta’i tuātau Arumaki’ia ‘a Pīpiri mā ‘e tō rāua ngā metua.</i>
Cultural talk	<i>Nā’ai e pure i tā tātou kai? ‘Auraka koe ‘e no’o ki runga i te pūtē ūrunga!</i>

Children may be using the following language skills.

Kite Karape Language Skills	‘Ākara’anga Examples
Communicate non-verbally.	Wave goodbye.
Use single words to communicate meaning.	Attract attention.
Utter two or three words together.	Point to a glass for a drink of water.
Provide additional information.	Point to a cup and say “vai”.
Say several things.	Point and begin to ask for something, for example, saying “Vai, karāti, kapu.”

Taka'inga nō te Tamariki Rikiriki: Tāmanako'anga nō te Au Rave'anga i te Vāito'anga

The Early Childhood Level: Suggested Assessment Approaches

The different purposes for which supervisors carry out their assessment in early childhood settings, together with some suggested techniques, are set out below.

'Akakoro'anga nō te Vāito'anga Purposes for Assessment	Tāmanako'anga nō te Au Rave'anga i te Vāito'anga Suggested Assessment Approaches <i>Early childhood staff can:</i>
To observe, record, and then reflect on the way in which children are acquiring and using Cook Islands Māori during activities in a familiar environment	<ul style="list-style-type: none"> • observe and make narrative records of what they observe; • make notes in a journal after the event; • rate language behaviour using scales; • keep portfolios that contain samples of the children's work (for example, samples of their oral and written language, storytelling, and emergent reading, and media presentations and photographs of them participating in cultural events).
To identify children's prior learning experiences	<ul style="list-style-type: none"> • during enrolment, discuss children's prior learning with the children's caregivers in the home, in a community setting, or at the <i>pūnanga reo</i> centre.
To identify children with special language development needs	<ul style="list-style-type: none"> • systematically observe the children's language behaviour and compare it with the behaviour expected for their age, using accepted language development criteria; • discuss issues with professional colleagues in order to make appropriate decisions.
To record and reflect on the level of support that the home and community can give to the Cook Islands Māori programme	<ul style="list-style-type: none"> • interview parents and community leaders; • conduct exploratory projects at the community level; • work in partnership with parents and community members.
To discover the quality of the Cook Islands Māori programmes and improve them where required	<ul style="list-style-type: none"> • set up a system for assessing the programme that includes selecting samples of children's work and reviewing their progress reports.

For further guidance, refer to *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa/Early Childhood Curriculum*.

Te Au Taka'inga o Te Reo Māori Kūki 'Āirani i roto i te Au 'Āpi'i o Aotearoa

Cook Islands Māori in the New Zealand Curriculum: School Levels

A note on the numbered achievement objectives (for example, on page 45)

For the eight learning levels for schools presented in the following sections, only the achievement objectives for the Communication Functions strand are numbered. This is because the achievement objectives for the Language Skills strand are broad, general objectives for skills that the students will learn and practise as they work towards the achievement objectives for the Communication Functions. The achievement objectives for the Culture and Context strand provide topics and contexts for the Communication Functions achievement objectives. In this way, the numbered achievement objectives for the Communication Functions strand cover the achievement objectives for all three strands.

Te 'Akano'ō'anga o Te Reo Māori Kūki 'Āirani i roto i te Puka Arataki Reo o Aotearoa i roto i te Au 'Āpi'i

The Framework of Cook Islands Māori in the New Zealand Curriculum in Schools

At school level, the framework of *Cook Islands Māori in the New Zealand Curriculum* becomes:

Mākave Strands

Kite Karape
Language Skills

Reo Kavekave Manako
Communication Functions

Te Peu Kūki 'Āirani 'ē Tōna Tūranga
Culture and Context

These describe the learning themes that are common at all levels.

Kata (Te Au Kite Umuumu'ia) Achievement Objectives

These reflect communicative uses of Cook Islands Māori in traditional, everyday, and specialised contexts based on listening and speaking, reading and writing, visual language, and sociocultural learning.

Tāmanako'anga Tuatua 'ē te 'Akano'ono'ō'anga Reo Suggested Vocabulary, Structures, and Expressions

These indicate the linguistic content and the degree of difficulty expected at each level.

Tāmanako'anga nō te Peu Kūki 'Āirani 'ē Tōna Tūranga Suggested Aspects of Cook Islands Culture

These identify sociolinguistic and cultural content and contexts.

Tāmanako'anga nō te Au Tū Vāito'anga Suggested Learning and Assessment Activities

These are ways of using and reinforcing Cook Islands Māori in realistic, communicative, language-learning and cultural contexts. They can be used by teachers, peers, and the students themselves to measure the students' progress in realistic communicative situations and contexts.

Taka'inga Ta'i

Level 1

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- recognise, respond to, and use simple sentences appropriately while listening and speaking;
- recognise spelling conventions in reading and writing and copy simple words;
- view and discuss simple verbal and non-verbal signs, symbols, and movements in simple contexts.

Reo Kavekave Manako

Communication Functions

Students should, in specified contexts and situations, be able to:

- 1.1 use everyday expressions to greet, farewell, and thank people;
- 1.2 recognise and respond to greetings, farewells, and introductions;
- 1.3 introduce themselves and others;
- 1.4 recognise and respond to classroom expressions and simple instructions;
- 1.5 use basic words and expressions for numbers;
- 1.6 use basic expressions to indicate time and place;
- 1.7 use basic expressions for shapes, sizes, weights, and colours;
- 1.8 express agreement and disagreement;
- 1.9 ask for repetition, clarification, or help;
- 1.10 simply express their wants and needs and briefly state their likes and dislikes;
- 1.11 use language and positioning to show respect, for example, by saying please, thank you, excuse me, I'm sorry;
- 1.12 give simple personal information, such as their name, age, and address, and describe their family.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- retell and respond to Cook Islands songs, poems, and stories;
- act appropriately when speaking to others in particular situations and contexts;
- participate in a simple cultural performance;
- recognise and express respect in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 1 communication functions. Aspects of culture and context are listed on page 48, and learning and assessment activities that are appropriate for level 1 are listed on pages 49–52.

Taka'inga Ta'i: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo

Level 1: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo <i>Suggested Vocabulary, Structures, and Expressions</i>
1.1 Use everyday expressions to greet, farewell, and thank people	<p><i>Kia orāna, pē'ea, meitaki, mā, 'aere rā, 'ē no'o rā</i>⁸</p> <p><i>Kia orāna koe.</i> <i>Kia orāna.</i> <i>Pē'ea koe?</i> <i>Meitaki.</i></p>
1.2 Recognise and respond to greetings, farewells, and introductions	<p><i>Tōku ingoa, tamā'ine, mata'iti, no'o, pāpā, māmā, tamāroa</i></p> <p><i>Ko Tini tōku ingoa.</i> <i>'Ē rima ōku mata'iti.</i> <i>Ko Tangi tōku pāpā.</i> <i>Ko Mere tōku māmā.</i> <i>E no'o ana mātou ki 'Ōtara.</i> <i>'Aere rā e Tini.</i> <i>E no'o rā ē Mere.</i> <i>'Aere mai, 'inē?</i> <i>'Akarongo mai, 'inē?</i></p>
1.3 Introduce themselves and others	<p><i>Taeake, pupu</i></p> <p><i>Kia orāna. Ko Moana tēia. Ko Tā tōna pāpā. Ko Mere tōna māmā.</i> <i>E no'o ana rātou ki Tokoroa.</i></p>
1.4 Recognise and respond to classroom expressions and simple instructions	<p><i>Tātā, 'apai, runga, raro, torō, tūtū, mua, tāne, kōrero, rāini</i></p> <p><i>Ē Tina, 'aere mai.</i> <i>E no'o ki raro.</i> <i>'Apai mai i te puka.</i></p>
1.5 Use basic words and expressions for numbers	<p><i>Ta'i, rua, toru, 'ā, rima, ono, 'itu, varu, iva, ta'i nga'uru, ta'i nga'uru mā ta'i, ta'i nga'uru mā rua, rima nga'uru</i></p> <p><i>'Ē rima ōku mata'iti.</i> <i>Kimi mai 'ē ta'i nga'uru pēni.</i> <i>'Ē ono 'āpara i roto i te kete.</i></p>

⁸ Suggested vocabulary is listed in blue where it is not part of a sentence.

<p>1.6 Use basic expressions to indicate time and place</p>	<p><i>Mōnitē, rā, ora pure, 'āpi'i, kanga, kaikai, 'oki, pōpongi, tuaero, meneti, 'āpa, āpōpō, Noema, iva, 'oki, marama</i> 'E Mōnitē tēia rā. Ko Tiūnu tēia marama. 'E ora 'āpi'i tēia. Tei roto 'a Māmā i te 'are.</p>
<p>1.7 Use basic expressions for shapes, sizes, weights, and colours</p>	<p><i>Punupunu, muramura, teatea, ma'atama'ata, meangiti, teima'a, paunu</i> 'E pōro punupunu tēia. 'E tamaiti meangiti tērā. 'E kete teima'a tēia.</p>
<p>1.8 Express agreement and disagreement</p>	<p><i>Kāre, au</i> 'Āe, ka 'akatika au.</p>
<p>1.9 Ask for repetition, clarification, or help</p>	<p><i>Pati, 'aka'ou, tuatua, 'akamārama, tauturu, tatau, 'āite'anga</i> Tatau 'aka'ou mai? Ka 'inangaro tauturu koe?</p>
<p>1.10 Simply express their wants and needs and briefly state their likes and dislikes</p>	<p><i>'Inangaro</i> Ka 'inangaro au i tēta'i pēnitara. 'E kakī vai au. 'E pongi au. Kāre au e reka ana i te 'ōniāni.</p>
<p>1.11 Use language and positioning to show respect, for example, by saying please, thank you, excuse me, I'm sorry</p>	<p><i>'Ōmai, 'inē?</i> 'Ōmai ki āku te pata, 'inē? 'Ōmai i te pata, 'inē? Meitaki ma'ata. Māmā, kāre e pata. Te 'akāro'a kua pou te varāoa.</p>
<p>1.12 Give simple personal information, such as their name, age, and address, and describe their family</p>	<p><i>Tangata, māmā rū'au, pēpe</i> 'E 'itu tangata i tōku ngutu'are. Ko māmā, ko pāpā, ko māmā rū'au, ko Tiōni, ko Tangi, ko Viriamu, ko au.</p>



Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga

Suggested Aspects of Culture and Context

Families provide children with a set of beliefs, behaviours, and cultural understandings. Children bring to their learning a diversity of cultural values based on their family backgrounds.

In the classroom, links can be made between the cultural experiences of the students and sociocultural aspects of Cook Islands Māori. The past experiences of some students will include aspects of the culture. For others, they may not.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Culture and Context</i> <i>Students should be able to:</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Suggested Aspects of Culture and Context</i> <i>Students could take part in activities that give them opportunities to:</i>
retell and respond to Cook Islands songs, poems, and stories;	<ul style="list-style-type: none"> • use formal and informal greetings accompanied by appropriate body language; • use the language of respect (for example, <i>tā‘aka‘aka</i>, <i>kauraro</i>, <i>no‘o mārie</i>, <i>‘akarongo</i>); • experience and learn about some Cook Islands celebrations and traditions; • greet and offer hospitality to visitors; • share a meal.
act appropriately when speaking to others in particular situations and contexts;	
participate in a simple cultural performance;	
recognise and express respect in a variety of contexts.	

Taka'inga Ta'i: Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga *Level 1: Suggested Learning and Assessment Activities*

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 48.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- distinguish between Cook Islands Māori and other languages;
- listen to short texts and then indicate when they hear one core vocabulary item;
- respond to basic classroom instructions;
- respond to requests for personal details (for example, their names, ages, addresses, and telephone numbers);
- respond to requests to identify familiar people and things;
- listen to simple descriptions of common objects (for example, those found in a classroom and around a school) and point to the objects;
- listen to and identify the letters of the alphabet and the numbers up to fifty;
- listen to Cook Islands songs, poems, and stories and say which they enjoy most and want to hear again.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- name common objects;
- give personal details (such as their names, addresses, and telephone numbers);
- take part in short, contextualised conversations;
- give simple descriptions of their family, themselves, other people, and simple objects;
- request that objects be given or handed to them;
- role-play introductions and enquiries for a name, address, and telephone number.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- read a range of texts in Cook Islands Māori written at emergent or early reading levels;
- sight-read words, from a core vocabulary list, that are encountered in a meaningful context;
- read Cook Islands names (for example, some of their classmates' names);
- read the names of the numbers from one to fifty;

- read short, contextualised lists (for example, shopping lists);
- understand and use common letter–sound relationships in reading and writing;
- read short, single-sentence descriptions of familiar objects;
- read examples of natural language, such as transcripts of students’ oral stories.

Tuatua Tātā‘ia: Tātā‘anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write the letters of the Cook Islands alphabet (upper and lower case);
- write the numbers from one to fifty.
- write their own names;
- write words from a core vocabulary list;
- copy short messages and lists (for example, shopping lists);
- complete short descriptions of familiar people and objects;
- complete brief recounts of personal experiences and imaginary events;
- label things in the classroom.

Tuatua ‘Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- view and discuss simple verbal and non-verbal signs and symbols in their environment, either in role plays or in actual situations;
- view, discuss, and perform culturally appropriate activities (for example, action songs and games).

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements or their own. (The skills to be assessed are in brackets.)

Vāito‘anga a te Au Pū‘āpī‘i

Teacher Assessment

Teachers could assess their students’ progress against the achievement objectives when:

- the students role-play simple social exchanges (for example, meeting someone or taking part in a mealtime conversation) and demonstrate that they understand by responding appropriately during this social exchange (listening, speaking, and cultural learning);
- the students briefly introduce and describe themselves, expressing their personal identity (speaking or writing);
- the students take part in a guided interview with another student (for example, an interview about their address, the number of people in their family, and their ages, likes, dislikes, and routines);
- the students ask each other to give basic factual information about pictures that show shapes, colours, and sizes (listening and speaking);
- the teachers hold conferences with their students and ask them to give and seek basic factual information (listening and speaking);

- the students complete a “true or false?” exercise, recalling basic information from a spoken text (listening and writing);
- the students tell or write a simple narrative sharing their experiences or information (speaking or writing);
- the students match pictures with words (visual language and reading);
- the students listen and follow instructions, for example, to draw a picture or diagram, to weave an article, or to perform a dance or song (listening and cultural learning);
- the students put together a cartoon strip story to convey the key ideas in a narrative (listening, writing, and reading);
- the teacher takes running records while listening to the students read (reading);
- the students listen to a text and order a set of pictures to show that they understand the sequence (listening and visual language).

Vāito‘anga a Tēta‘i Kē

Peer Assessment

Students could monitor each other’s progress while they:

- engage in bilingual vocabulary exercises that require them to match words with pictures (reading and visual language);
- exchange information, seek clarification, ask for repetition, and agree or disagree in an interview (listening and speaking);
- make cartoon strip stories together that require them to order the events in a narrative, recount, follow instructions, agree or disagree, seek clarification, and ask for repetition (listening, visual language, and speaking);
- engage in ranking activities that require them to exchange points of view and express their attitudes (listening and speaking).

Tā'au 'Uā'orāi Vāito'anga

Self-assessment

Students could monitor their own progress by:

- keeping checklists with headings, such as “I can do these things well”, “I can do these things to some extent”, and “I can't do this yet” across the top, while down the side they might list achievement objectives under headings like “greet someone”, “farewell someone”, “introduce myself”, and “introduce someone else”;
- predicting and self-correcting to show that they understand the meaning in a text;
- keeping a page in the back of their draft writing book where they record their feelings and attitudes;
- keeping a spelling notebook;
- listening to or viewing a recording of a presentation they have given.

Taka'inga Rua

Level 2

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- listen to short conversations and texts and read short texts, identifying key details;
- interact in simple conversations;
- write simple sentences using spelling and punctuation conventions and copy accurately;
- understand and express meaning in stories, crafts, and performance through visual images.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 2.1 identify people, places, and things;
- 2.2 understand and use time expressions, such as day, month, year, and dates;
- 2.3 offer, accept, refuse, and deny things;
- 2.4 ask others to do something;
- 2.5 express interest and enjoyment;
- 2.6 describe food, drinks, and meals;
- 2.7 express their feelings, emotions, and needs;
- 2.8 express concepts of amount;
- 2.9 express concepts of ownership and relationship;
- 2.10 express concepts of quality;
- 2.11 express concepts of state;
- 2.12 express and understand expressions of order, such as first, second, and other ordinal numbers.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- understand and differentiate social roles and interrelationships, for example, those in their family;
- use appropriate forms of language for themselves and others in particular situations and contexts;
- recognise and express relationship in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 2 communication functions. Aspects of culture and context are listed on page 56, and learning and assessment activities that are appropriate for level 2 are listed on pages 57-59.

Taka'inga Rua: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo

Level 2: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako Communication Functions	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo Suggested Vocabulary, Structures, and Expressions
2.1 Identify people, places, and things	<p><i>Pū'āpi'i ma'ata, taote, 'akavā, 'orometua, 'Ākarana, Tokoroa, 'Ōtara</i></p> <p><i>Tei'ea te pū'āpi'i?</i></p> <p><i>Tei roto/runga/va'o i te 'are 'āpi'i.</i></p> <p><i>Tei'ea 'a Tau?</i></p> <p><i>Tei kō i te toa.</i></p> <p><i>Ko te pū'āpi'i ma'ata/taote tēia/tērā/tēnā.</i></p> <p><i>Nō Pāpā 'Orometua tēia/tērā mōtokā.</i></p>
2.2 Understand and use time expressions, such as day, month, year, and dates	<p><i>Mōnitē ki te Tāpati, Tiānuare ki Titema, mata'iti, tēia, rā</i></p> <p><i>'E Mōnitē/Ru'irua tēia rā.</i></p> <p><i>'E rā toru tēia nō Mē.</i></p> <p><i>'E mataiti 'ou tēia.</i></p>
2.3 Offer, accept, refuse, and deny things	<p><i>'Ōronga, pāto'i, 'u'una, tauturu, 'āriki, kāre au e 'āriki, kāre 'e nāku i 'apai/rave, kāre au i kite</i></p> <p><i>Nāku e tauturu i ā koe?</i></p> <p><i>'Āe, ka 'āriki au.</i></p> <p><i>Kāre au e 'apai.</i></p> <p><i>Kāre 'e nāku i rave i tō'ou pātikara.</i></p>
2.4 Ask others to do something	<p><i>'Ōrei, nā'au e, nā kōtou/kōrua e, purūmu, 'ūkī</i></p> <p><i>Nā'au e 'akapapa i te mereki mua, 'inē?</i></p> <p><i>Nā kōrua e 'ōrei/tāmā i te kapu, 'inē?</i></p> <p><i>Nā'au/Nā kōtou/Nā kōrua e 'akapapa i te rākau, 'inē?</i></p>
2.5 Express interest and enjoyment	<p><i>Reka, mānea tā'au/kōtou/kōrua, mataora/rekareka</i></p> <p><i>'E reka tā'au/kōtou/kōrua raore?</i></p> <p><i>Nō'ea mai? 'E reka tikāi.</i></p> <p><i>Mataora au/māua/rāua i te rere kākā.</i></p> <p><i>Kua rekareka te katoatoa.</i></p>

2.6	Describe food, drinks, and meals	<i>Kāre, moa, māoa, kava</i> <i>E reka tikāi tā tātou kai.</i> <i>Kua tano te kava o te moa.</i>
2.7	Express their feelings, emotions, and needs	<i>Tē ‘akaaro‘a, maromaroā, tangi, riri, ‘inangaro‘ia, anoano, ro‘iro‘i</i> <i>Tē tangi nei au i tāku puakaaoo, kua ngaro.</i> <i>Kāre au e meitaki ana.</i> <i>Mataora au/māua/mātou i te ‘āpi‘i nūmero i tēia pōpongi.</i> <i>‘E a‘a koe i riri ei? E ro‘iro‘i au.</i> <i>Maromaroā te tu‘eporo inana‘i.</i>
2.8	Express concepts of amount	<i>Pou, ma‘ata, vāito</i> <i>Te ma‘ata i te vāito o te vai.</i> <i>Kua pou tāku ‘ānani.</i>
2.9	Express concepts of ownership and relationship	<i>Nō‘ou, nōna, tēia, nōku</i> <i>Nōku tēia tāmaka.</i> <i>Nō‘ou tēia tōtini?</i> <i>Nōna tēia pare.</i>
2.10	Express concepts of quality	<i>Marū, mānea, kite, ‘ākono</i> <i>‘E tamā‘ine meitaki ‘a ‘Ina ‘ē te ‘ākono i tōna māmā.</i> <i>E kite a Moana i te tuatua.</i> <i>E manako mānea tō‘ou.</i> <i>E tamaiti marū ‘a Tere.</i>
2.11	Express concepts of state	<i>Moe, ara</i> <i>E manako kanga tōna.</i> <i>Kua ara a Māmā.</i> <i>E taime moe tēia.</i>
2.12	Express and understand expressions of order, such as first, second, and other ordinal numbers	<i>Mua, rotopū, ‘openga</i> <i>Ko te tamaiti mua tēia.</i> <i>Ko te tamā‘ine ‘openga tēia.</i> <i>Tēi rotopū a Poko i ā Tere rāua ko Rangi.</i>

Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga

Suggested Aspects of Culture and Context

At this level, students might observe and attempt to imitate culturally specific aspects of language behaviour in familiar situations. They can begin to practise using language in culturally appropriate ways, even though they may not be aware of the full cultural significance of the language and the associated behaviour that they are imitating. The students’ knowledge of how to behave in accordance with Cook Islands culture and tradition at this level builds on the understandings they acquired at level 1. As they interact with speakers of Cook Islands Māori, students can observe and then demonstrate appropriate behaviour, for example, some of the gestures used by Cook Islands speakers.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Culture and Context</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Suggested Aspects of Culture and Context</i>
<i>Students should be able to:</i>	<i>Students could take part in activities that give them opportunities to:</i>
understand and differentiate social roles and interrelationships, for example, those in their household family;	<ul style="list-style-type: none"> • use the Cook Islands conventions for naming; • demonstrate an understanding of the membership of <i>ngutu‘are tangata</i>; • observe, discuss, and use body language in familiar contexts;
use appropriate forms of language for themselves and others in particular situations and contexts;	<ul style="list-style-type: none"> • act appropriately at mealtimes; • explain the meanings behind traditional patterns found on <i>tīvaevae</i> and clothing;
recognise and express relationship in a variety of contexts.	<ul style="list-style-type: none"> • participate in everyday cultural practices, such as frequently used greetings, requests, and invitations, the saying of grace and evening prayers, acknowledgments, and thanks.

Taka'inga Rua: Tāmanako'anga nō te Au Tū

Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 2: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 56.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- identify core vocabulary items when they hear them played on audio or video cassettes;
- listen to and then carry out a set of two or three instructions;
- listen to conversations and then identify the people mentioned in them;
- listen to simple descriptions of actions and scenes and then identify these non-verbally (for example, by numbering pictures in the order in which they were described);
- hear and respond to ordinal numbers used in meaningful contexts;
- listen to the day of the week, the month, and the date being mentioned (for example, at the start of the school day).

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- describe their families and friends (referring to their ages and the relationships involved);
- sing and recite Cook Islands songs and rhymes;
- make statements about their likes and dislikes and ask about those of their friends;
- answer questions, giving simple descriptions;
- ask for details about other people's families and friends, using conventional expressions;
- talk about regularly occurring activities;
- count people and things in Cook Islands Māori;
- tell the time in hours and half-hours;
- show something to the class and briefly talk about it;
- role-play a conversation in which physical states (such as hunger or feeling too hot) are mentioned;
- take part in short plays in which the dialogue consists of familiar language that they understand well.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- sight-read some words from the suggested vocabulary for this level as they occur in meaningful and interesting contexts;
- read short passages on familiar topics;
- read non-fiction material at an appropriate reading level, responding to specific questions;
- for pleasure, read children's books by Cook Islands authors;
- read and fill out a brief questionnaire about themselves and their families.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write the numbers beyond ten;
- develop short questionnaires to ask for information about someone's family;
- with guidance, write short passages in Cook Islands Māori, describing pictures or photos of people;
- write brief letters following a simple letter format;
- write short stories;
- write brief poems following suitable models;
- write labels on diagrams;
- compose invitation cards for friends.

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- view and participate in performances that involve movements and costumes;
- view and discuss a performance by a Cook Islands dancer;
- view Cook Islands speech-making on film or video cassette;
- view and discuss aspects of family life in a Cook Islands community in New Zealand;
- view, discuss, and use visually dramatic texts in presentations.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpi'i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students:

- listen to descriptions of people, objects, or places and then put the information in the right order (listening and visual language);
- label a picture to show that they recognise people, objects, or places (listening, writing, and visual language);
- give a short spoken or written description of people, objects, or places and convey a range of information, using appropriate vocabulary and a range of structures in standard and non-standard forms (writing or speaking);
- listen to a conversation about families and then answer "who?", "what?", and "where?" questions to show that they understand the gist of the conversation and can express their interest, feelings, and attitudes (listening and speaking);

- role-play the main events in a simple social exchange, such as greeting visitors (listening, speaking, and visual language);
- participate in teacher-student conferences about books and written work, expressing their interest, enjoyment, and points of view and saying how much they can understand (speaking and listening);
- read a range of written texts while the teacher takes running records (reading).

For each assessment activity, teachers can keep a checklist of the relevant language objectives with criteria. The criteria can be fairly simple (for example, “can do”, “can do to some extent”, or “cannot do”) or more complex. For example, for their students’ spoken vocabulary, teachers can assess the extent of their vocabulary, record the standard and non-standard forms the students know, and ascertain whether they use words appropriately and how well they can use this language (listening, speaking, reading, writing, and cultural learning) in specific contexts.

Vāito‘anga a Tēta‘i Kē

Peer Assessment

Students could monitor each other’s progress while they:

- hold interviews during which they ask and answer questions about a topic (listening and speaking);
- use question-and-answer forms that they have practised with the teacher beforehand (listening and speaking);
- review each other’s performances and written work (visual language, speaking, reading, writing, and cultural learning);
- direct short, one-scene plays (visual language, speaking, cultural learning, and reading).

Tā‘au ‘Uā‘orāi Vāito‘anga

Self-assessment

Students could monitor their own progress by:

- keeping a checklist of what they can do and what they want to learn next;
- keeping a daily journal of things they have learned;
- evaluating recordings of their own language work;
- keeping a reading log in which they record the names of the books in Cook Islands Māori that they have read and briefly comment on each one.

Taka'inga Toru

Level 3

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- extract meaning from short spoken or written dialogues and texts, identify key details, and respond appropriately;
- interact in everyday conversations, using variations of learnt words and phrases;
- apply their knowledge of vocabulary and structures to produce and manipulate learnt phrases and sentences;
- make connections between the visual features of a Cook Islands setting and cultural values.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 3.1 express ideas of state, place, and quality in some detail;
- 3.2 give and respond to instructions;
- 3.3 give and respond to directions;
- 3.4 give notices;
- 3.5 report events;
- 3.6 produce stories of some length in a range of media;
- 3.7 express surprise, pleasure, disapproval, and disappointment;
- 3.8 express their likes, dislikes, and preferences in some detail;
- 3.9 express respect and obedience;
- 3.10 use an extended range of respectful forms of greeting;
- 3.11 address visitors appropriately;
- 3.12 perform, with appropriate non-verbal features, a speech, chant, dance, song, or verse.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- prepare a traditional dish;
- describe the physical layout of an 'are 'uiḗ'anga and the significance of this layout;
- take part in particular events and festivities, for example, church events, house openings, Christian festivals, feasts, and celebrations;
- discuss the arrangement and shape of houses.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 3 communication functions. Aspects of culture and context are listed on page 63, and learning and assessment activities that are appropriate for level 3 are listed on pages 64–66.

Taka'inga Toru: Tāmanako'anga Tuatua

'ē te 'Akano'ono'o'anga Reo

Level 3: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo <i>Suggested Vocabulary, Structures, and Expressions</i>
3.1 Express ideas of state, place, and quality in some detail	<p><i>Kāinga, 'are pure, matie, ngaro</i></p> <p><i>Tei te pae tō mātou kāinga i te 'are pure. Nō mātou 'ua te 'are matie, kāre koe e ngaro.</i></p>
3.2 Give and respond to instructions	<p><i>Tatau, ngā'i, ngere, mārāma</i></p> <p><i>Tatau meitaki i tēia au tuatua.</i></p> <p><i>'Iki i te kupu tano. Tuku ki te ngā'i tei ngere.</i></p> <p><i>Kāre au i mārāma.</i></p>
3.3 Give and respond to directions	<p><i>'Apai, tiaki, mē kāre, 'oki mai</i></p> <p><i>'Apai koe i tēia pēpa ki te pū'āpi'i ma'ata. E tiaki koe i tāna ka tuatua mai. Mē kāre āna tuatua, 'oki mai.</i></p>
3.4 Give notices	<p><i>Pati, te, nā, i te, 'apinga</i></p> <p><i>Tē pati atu nei ...</i></p> <p><i>'E pati'anga tēia ...</i></p> <p><i>Ka 'akamata te 'āpi'i i te ...</i></p> <p><i>Tēia te au 'apinga tē ka 'inangaro'ia.</i></p>
3.5 Report events	<p><i>Kua rave'ia, 'akamata, oti, pure</i></p> <p><i>Kua rave'ia te rā o te au metua.</i></p> <p><i>Kua 'akamata te 'anga'anga nā roto i te pure.</i></p> <p><i>Kia oti tērā, kua 'ākarakara te au metua i te 'āpi'i a te tamariki.</i></p> <p><i>Kua oti nā roto i te pure, 'ē te kaikai.</i></p>
3.6 Produce stories of some length in a range of media	<p><i>Tua, tūtū, tā'au i kite, 'anga, manako</i></p> <p><i>E tātā mai i tētai tua nō'ou, nō tō'ou ngutu'are tangata, tua kua kite koe, tua nō runga i tēta'i tūtū.</i></p> <p><i>'Anga'ia mai tēta'i tua tā'au i kite.</i></p> <p><i>'Anga'ia mai tēta'i tua tā'au i manako.</i></p> <p><i>'Anga'ia mai tēta'i tua nō'ou.</i></p> <p><i>'Anga'ia mai tēta'i tua nō tēia tūtū.</i></p>
3.7 Express surprise, pleasure, disapproval, and disappointment	<p><i>Pō'itirere, mako/meitaki, tano ei, tangi</i></p> <p><i>Kua tae mai koe?</i></p> <p><i>Te reka i tā'au 'imene.</i></p> <p><i>'E a'a koe i pē'i ei i ā Ngere ki te toka?</i></p> <p><i>Kāre au i pāti i tāku tārērē.</i></p>

Reo Kavekave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo <i>Suggested Vocabulary, Structures, and Expressions</i>
3.8 Express their likes, dislikes, and preferences in some detail	<p><i>Reka, reka kore, 'inangarokore, ake</i> <i>E reka ana au i te 'āpuka.</i> <i>Kāre e reka ana te 'ōniani.</i> <i>E reka ake te moa i te puaka.</i></p>
3.9 Express respect and obedience	<p><i>Kauraro, ngāteitei, 'akarongo, tā'aka'aka</i> <i>'Akaatea ake ana i te mataara, 'inē?</i> <i>Pāpā, tēia te no'o'anga nō'ou.</i> <i>Māmā, tēia te no'o'anga nō'ou.</i> <i>Mē kā tika i tō'ou ngāteitei kia 'aere mai ki tā mātou 'āriki'anga.</i> <i>'Āe, ka tae atu au.</i></p>
3.10 Use an extended range of respectful forms of greeting	<p><i>Pē'ea koe, pōpongi mānea</i> <i>Kia orāna ē Karika Ariki.</i> <i>Kia orāna ē te pū'āpi'i.</i> <i>Pē'ea koe i tēia pōpongi mānea?</i></p>
3.11 Address visitors appropriately	<p><i>Tūrou, 'oro mai, manu'iri, ki runga, ta'ua</i> <i>Tūrou, 'oro mai 'e te au manu'iri.</i> <i>Kia orāna 'e tō mātou au metua, teina, tuakana.</i> <i>'Aere mai ki runga i te ta'ua o Manukau!</i> <i>'Aere mai! 'Aere mai!</i> <i>'Oro mai.</i></p>
3.12 Perform, with appropriate non-verbal features, a speech, chant, dance, song, or verse	<p><i>'Onu, 'onu 'ō'onu</i> <i>Torotoro te 'onu.</i> <i>Nō te moana mai te 'onu.</i> <i>'E 'onu torotoro.</i></p>

Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga

Suggested Aspects of Culture and Context

By the time they have reached this level, students may begin to understand how the way Cook Islands people use language relates to their culture. They may be able to incorporate culturally appropriate verbal and non-verbal forms of expression into their own language use. Students who were born in the Cook Islands may do this intuitively. Students who were not born in the Cook Islands may not feel comfortable attempting some of the body language outside the classroom unless they are clearly in Cook Islands contexts where their attempts are accepted.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Culture and Context</i> <i>Students should be able to:</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga <i>Suggested Aspects of Culture and Context</i> <i>Students could take part in activities that give them opportunities to:</i>
use appropriate forms of language and actions at special events (for example, birthdays);	<ul style="list-style-type: none"> • prepare a traditional dish; • describe the physical layout of a <i>marae</i> and its significance; • take part in particular events and festivities, for example, church events, house openings, Christian festivals, feasts, and celebrations; • discuss the arrangement and shape of houses.
use terms of respect (for example, those used in greetings);	
contribute to making costumes and other items for performances and events;	
understand and differentiate the social roles and relationships in a Cook Islands village;	
perform a speech, chant, dance, song, or verse.	

Taka'inga Toru: Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga *Level 3: Suggested Learning and Assessment Activities*

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 63.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- identify suggested vocabulary items in a variety of listening situations;
- listen to and then carry out a set of four or five instructions;
- listen to a passage and answer “true or false” questions that relate to the passage;
- listen to recordings of conversations in which they have taken part;
- take dictation;
- listen to radio programmes broadcast in Cook Islands Māori;
- listen to a short talk on a subject and present the information in a different form (for example, in a diagram).

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- answer questions in some detail;
- give a brief presentation on a familiar topic;
- follow an example to make a series of linked statements about a picture, map, chart, or diagram;
- work in pairs or small groups, sharing information to solve a problem;
- tell the time;
- describe a sequence of past events;
- form complete statements from sentence starters, given appropriate contextual support;
- compare physical objects;
- participate in a short telephone conversation;
- retell a story;
- give directions.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- read short passages to find answers to questions;
- read information presented as a chart;
- read instructions;
- skim-read a passage that is at an appropriate reading level.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- briefly describe people they know;
- write short, dictated sentences;
- write letters to friends;
- write creatively;
- write instructions on how to do something;
- write a report;
- write a short book review.

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- gather examples of illustrations, drawings, photographs, and other visual material related to the Cook Islands and Cook Islands communities in New Zealand;
- classify and display the material collected in the above activity;
- discuss how advertisements in Cook Islands newspapers might use this material;
- make performance costumes;
- view and identify different types of Cook Islands buildings, their functions, and the significance of their shapes and various parts.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpī'i

Teacher Assessment

Many of the assessment activities listed at earlier levels can also be used at this level. In addition, teachers could assess their students' progress against the achievement objectives when:

- the students hold small-group conferences, for example, about a research task, in which they express their interest, enjoyment, and points of view and state the degree to which they understand written texts (listening, speaking, reading, and writing);
- the teacher takes running records of their students while they read various written materials (reading);
- the students complete cloze exercises (reading and writing);
- the students read or listen to an extended text and then complete a table of details in order to show their comprehension of key ideas (listening and reading);
- the teachers take samples of their students' work, especially of written instructions, directions, notices, reports, and longer stories that include the use of appropriate conventions for these types of text and complex language (writing);

- the teachers record their students' role playing, for example, when welcoming visitors and greeting people of different status with appropriate language forms and actions (speaking, visual language, and cultural learning);
- the students match verbal and visual signs (listening, writing, and visual language).

Vāito'anga a Tēta'i Kē

Peer Assessment

Students could monitor each other's progress when they:

- use criteria to rank items in a list, to debate, or to justify their point of view (reading, writing, and speaking);
- ask and answer questions on a topic (listening and speaking);
- converse in small groups (listening and speaking);
- review each other's performances in interviews and role plays (speaking and visual language);
- review each other's written texts (writing and/or speaking and reading).

Tā'au 'Uā'orāi Vāito'anga

Self-assessment

Students could monitor their own progress by:

- keeping a checklist of their own progress in developing language skills;
- making story maps to check their own comprehension of a written text (reading and writing).

Taka'inga 'Ā

Level 4

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- recognise and respond to details in spoken Cook Islands Māori;
- initiate and maintain short conversations;
- create written texts using appropriate language conventions;
- respond to and discuss the meanings and purposes of the visual images in both verse and prose texts and in the non-verbal elements of a ceremony;
- present ideas using visual and verbal features in a range of media.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 4.1 express logical relationships (cause, effect, reason, and conditions);
- 4.2 use more complex expressions of time, place, and frequency;
- 4.3 communicate about measurements and distance;
- 4.4 make comparisons;
- 4.5 give explanations;
- 4.6 give extended directions;
- 4.7 produce more extended stories in a range of media;
- 4.8 express satisfaction, fear, and worry;
- 4.9 express their wishes and intentions;
- 4.10 express a personal opinion, giving reasons;
- 4.11 express their future plans;
- 4.12 give presentations.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- present a traditional art, craft, song, or dance;
- understand the imagery in songs that use familiar language;
- demonstrate an understanding of the preparation and use of certain foods and drinks;
- recognise and express *tauturu*, *marū*, and *'akamāro'iro'i* in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 4 communication functions. Aspects of culture and context are listed on page 70, and learning and assessment activities that are appropriate for level 4 are listed on pages 71–73.

Taka'inga 'Ā: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo

Level 4: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako Communication Functions	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo Suggested Vocabulary, Structures, and Expressions
4.1 Express logical relationships (cause, effect, reason, and conditions)	<p><i>Tārērē, roro uira, kamupīuta, porokarāmu, māmā 'ua rāi, katoa, 'ea'a</i></p> <p><i>Mē tāmou meitaki koe i tā'au 'āpi'i, ka pāti koe.</i></p> <p><i>Māmā 'ua rāi tā mātou tārērē i tēia rā.</i></p> <p><i>'Ē 'aere koe 'ē rētita i tō'ou ingoa nō te 'ura.</i></p> <p><i>'Ea'a koe ka āru mai ei i āku? Te 'openga, kā riri mai 'a māmā i āku.</i></p> <p><i>Tātā i te ingoa ki runga i tō'ou kāka'u, kia kore e ngaro.</i></p>
4.2 Use more complex expressions of time, place, and frequency	<p><i>A'ia'i, pōiri, tuātau, taime no'ono'o, va'o, putuputu</i></p> <p><i>Ka 'aere tāua ki va'o no'ono'o ei.</i></p> <p><i>Kua 'oro'oro te tamariki ki te kāinga.</i></p> <p><i>'E pōpongi pōiri tēia 'ē te anu.</i></p> <p><i>Kā moe roa ana au.</i></p>
4.3 Communicate about measurements and distance	<p><i>'Ea'a te roa, moana, mamao</i></p> <p><i>Te tuātau i 'aere ei au ki Manihiki, 'i nā runga au i te pa'i.</i></p> <p><i>Kua pou i a mātou 'ē rima rā ki te moana.</i></p> <p><i>'Ē 'ā ora i te mamao mei 'Ākarana ki Tokoroa mē nā runga i te mōtokā.</i></p> <p><i>Ka 'aere koe ki 'ea?</i></p>
4.4 Make comparisons	<p><i>Pia, meika, 'āiteite, kāre e 'āiteite, poke, meangiti roa, ma'ata atu</i></p> <p><i>'E vene ake te 'ānani i te rēmene.</i></p> <p><i>Mē ma'ani koe i tēta'i poke meika 'ē vāito 'okota'i kapu pia 'ē rua kapu meika.</i></p> <p><i>'E māmā ake te 'oko i te 'āpuka i te pata.</i></p> <p><i>'Āiteite 'ua te kara i tō rāua pona.</i></p>
4.5 Give explanations	<p><i>'Āpi'i, oe, anu, kaikai, maki, ora</i></p> <p><i>I te tuātau anu e 'akatangi vave 'ia ana te oe i te 'āpi'i, kia kaikai te tamariki.</i></p> <p><i>'Eia'a e kaikai vave, kia tangi roa te oe.</i></p> <p><i>'E maki 'a Tara.</i></p> <p><i>Tē 'aere mai nei rāi 'a ia ki te 'āpi'i.</i></p> <p><i>E 'akaoti ana te 'āpi'i, i te ora toru.</i></p>

4.6 Give extended directions	<p><i>Tautai, kaveinga, 'akapapa'anga kai, māpu, teretere</i> <i>Mē 'aere koe ki tēta'i ngā'i 'ōu, ka 'apai koe i tēta'i māpu.</i> <i>Mē 'aere koe ki te tautai, mē kāre, me ka teretere koe nā</i> <i>runga i te moana, ka āru koe i te kavēinga.</i></p>
4.7 Produce more extended stories in a range of media	<p><i>Karere, mako, 'āite'anga, rātio, tua kua tātā'ia, tīvī, tua 'akatūtū</i></p>
4.8 Express satisfaction, fear, and worry	<p><i>Mūtēkī, 'āriki, marū, riri, manamanatā, pāto'i</i> <i>'E matakū au i te 'oki'anga ko au anake 'ua.</i> <i>Kua manamanatā tikāi te Pū'āpi'i ma'ata i te au pū'āpi'i.</i> <i>Kua no'o mūtēkī 'ua rātou.</i> <i>Kāre rava 'a ia i pāto'i mai ana i tōku manako.</i></p>
4.9 Express their wishes and intentions	<p><i>Tāmanako'anga, 'āriki'ia</i> <i>Kua 'inangaro au kia 'āriki'ia te tāmanako'anga a te kōpū-</i> <i>tangata. Kia rave'ia tēta'i putuputu'anga ā te Mōnitē.</i> <i>'E mea tau tikāi, kia kite tā mātou au tamariki i tō rātou</i> <i>papa'anga.</i></p>
4.10 Express a personal opinion, giving reasons	<p><i>'E a'a te tumu, nōku rāi tōku manako, 'akamārama, 'inārā</i> <i>Ē Ngā, kāre au e 'āriki ana i tō'ou manako.</i> <i>Tē 'akamārama 'ua atū ra au, 'inārā, kua viviki kōtou i te</i> <i>riri.</i> <i>Tōku manako ka manuia tō tātou pupu pāpōro a tēia</i> <i>Ma'anākai, nō te mea, kā pā ā Mākirīta.</i> <i>E ngari ake pa'a tāua i te 'oki ki te kāinga, kia oti tā tāua</i> <i>'anga'anga nō āpōpō.</i> <i>Pēnei ake, kāre i tano ki tō'ou manako.</i> <i>'E mako tikāi tā'au 'akamārama'anga.</i></p>
4.11 Express their future plans	<p><i>Manako, 'akakoro'anga, pu'apinga, moni</i> <i>Ka 'inangaro'ia tēta'i au manako kia 'apaina mai ki tā</i> <i>tātou 'uipā'anga.</i> <i>Ko te 'akakoro'anga ma'ata nō te teretere atu ki Rotorua.</i> <i>'E mea tau kia kite tātou, 'ē ko'ai mā tē ka 'aere.</i> <i>Nā 'ai e rave?</i> <i>Nā te au metua 'ē te au pū'āpi'i.</i></p>
4.12 Give presentations	<p><i>Tātā tua, torō tūtū 'ē te au manako ki raro, 'anga'anga ki</i> <i>roto i te au pupu, taumārō'anga, rīpōti</i></p>

Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga?

Suggested Aspects of Culture and Context

At this level, the students can gain deeper insight and understanding by comparing aspects of the Cook Islands Māori language and culture with aspects of other cultures and languages that they are familiar with. Older students can more easily explore aspects of language and culture that are outside their direct experience. For example, they can compare aspects of life in New Zealand and the Cook Islands.

When possible, the local community should be involved in the learning process to enable the students to hear the language being spoken by first-language speakers.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Culture and Context <i>Students should be able to:</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Suggested Aspects of Culture and Context <i>Students could take part in activities that give them opportunities to:</i>
present a traditional art, craft, song, or dance;	<ul style="list-style-type: none"> • understand customs associated with special events and occasions, for example, weddings, funerals, and title bestowals; • demonstrate their knowledge and understanding of the features of songs; • gain an understanding of some features of formal speeches; • learn processes and techniques involved in arts and crafts, especially those practised within Cook Islands communities in New Zealand.
understand the imagery in songs that use familiar language;	
demonstrate an understanding of the preparation and use of certain foods and drinks;	
recognise and express <i>tauturu</i> , <i>marū</i> , and <i>‘akamāro‘iro‘i</i> in a variety of contexts.	

Taka'inga 'Ā: Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Vāito'anga

Level 4: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 70.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- listen to a passage and make inferences from it;
- understand and respond appropriately to requests for information (about facts or about people's attitudes) related to a topic;
- identify the emotional state of a speaker from his or her tone and intonation;
- distinguish similarities and differences between speakers;
- listen to traditional speeches during ceremonies.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- answer questions after an event;
- describe a picture illustrating a specific topic;
- narrate the order of events in a picture sequence such as a cartoon strip;
- work in groups to solve problems that require making inferences and establishing causes;
- give opinions about issues and topics;
- use conversational strategies (for example, changing the subject, providing additional information, and inviting another person to speak);
- give a set of directions;
- make requests and offers;
- talk about future events;
- contribute to conversations;
- provide interpretations of what someone means;
- explain a process;
- make comparisons.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- read a story about a familiar topic and then select the story's main idea from a list of alternatives;
- arrange paragraphs in a logical order;
- develop dictionary skills (using the alphabetical order of Cook Islands Māori);

- predict what will happen next and then read to find out;
- scan a text for key words;
- find locations on a map of the Cook Islands;
- continue to read books in Cook Islands Māori for pleasure, extending the range to include different genres (for example, stories, poems, non-fiction works, plays, and works that have been translated from other languages).

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write personal notes to their friends about familiar topics (for example, on a postcard);
- write for specific purposes (for example, to make a comparison, describe a process, or defend an opinion).

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- compare non-verbal messages in ceremonies (for example, seating arrangements at weddings and title bestowals) and song performances;
- contrast different styles of presentation at cultural events;
- watch a film or a video and then discuss features, such as the costumes, sets, acting (especially the body language), dialogue, and theme;
- discuss the sequence of events in a ceremony or during a festive occasion;
- present their work using a variety of media.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpi'i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students are:

- producing an outline, using the written conventions of outlines and indicating relationships (reading and writing);
- completing an information table, flow chart, or concept map, identifying key facts and indicating the relationships between them (reading and writing);
- listening to songs and describing the literal meaning of simple figurative language (listening, speaking or writing, and cultural learning);
- comparing different types of song, stating their purposes, identifying the target audiences, giving a simple outline, and recognising discourse features (listening, reading, speaking or writing, and cultural learning);

- viewing a ceremony or a festive occasion and completing an information table or diagram of the roles of the people involved and the seating arrangements (cultural learning, visual language, listening, and writing);
- listing the non-verbal signs used during a ceremony or a festive occasion and explaining what they mean (speaking, writing, visual language, and cultural learning);
- debating to express an opinion, giving reasons, and to rebut each other's arguments (listening and speaking);
- experimenting with art and craft forms, such as weaving (visual language and cultural learning);
- solving problems through small-group discussions and using conversational strategies, such as taking turns, advancing the discussion, and changing the topic (listening and speaking);
- preparing portfolios of their work (speaking, writing, visual language, and cultural learning).

Vāito'anga a Tēta'i Kē

Peer Assessment

Students could monitor each other's progress while they:

- review each other's reports and research projects, showing awareness of a reader's needs and of writing conventions (reading and writing);
- take part in guided interviews in which the participants seek and give information about topics (listening and speaking);
- take part in group activities where the students solve a problem and provide feedback and clarification (listening and speaking or writing);
- work with a partner on research projects (reading and writing or speaking).

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Tā'au 'Uā'orāi Vāito'anga

Self-assessment

Students could monitor their own progress by:

- keeping a checklist of their research and study skills;
- keeping a journal, for a term, in which they compare what they could do at earlier levels with what they can do now;
- keeping a reading log that records which types of text they have read and comments on why they prefer one text type to another, for example, why they prefer poetry to non-fiction;
- making a story map to check their own comprehension of a plot.

Taka'inga Rima

Level 5

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- seek, give, and respond to information through speech and conversation in everyday situations and occasions;
- read and write texts in which sentences are linked and ideas are logically ordered;
- reflect on and respond to, and discuss the impact of, visual language in speech making and in other forms of presentation, such as songs or chants.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 5.1 recognise and express time and space relationships;
- 5.2 recognise, ask about, and express feelings, attitudes, and aspirations in relation to events, actions, and other people;
- 5.3 ask for, express, and respond to opinions and points of view;
- 5.4 seek, offer, and respond to assistance, permission, or suggestions;
- 5.5 give and follow procedural instructions;
- 5.6 present and react to alternatives and reasons for a course of action;
- 5.7 recognise, ask about, and express possibility, capability, wishes, and intentions;
- 5.8 use appropriate social conventions, such as interruptions, thanks, apologies, congratulations, and forms of welcome, incorporating proverbial expressions.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- describe *te ngutu'are tangata*;
- display some knowledge of the structure of Cook Islands society;
- describe, explain, and illustrate features of different types of songs or chants;
- structure texts to meet the needs of specific audiences;
- participate appropriately in cultural events;
- recognise and express *tuātau* in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 5 communication functions. Aspects of culture and context are listed on page 77, and learning and assessment activities that are appropriate for level 5 are listed on pages 78–80.

Taka'inga Rima: Tāmanako'anga Tuatua

'ē te 'Akano'ono'o'anga Reo

Level 5: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo <i>Suggested Vocabulary, Structures, and Expressions</i>
5.1 Recognise and express time and space relationships	<p><i>'Uipā'anga, ketepōro, māmāiāta, tūruā'ipō, parepare'angā rā, arāpō</i></p> <p><i>Mē parepare te rā, ka 'uipā'anga tātou.</i> <i>I te māmāiāta roa 'ē tō mai ei te pa'irere.</i> <i>Kua roko'ia tātou 'e te tūmatetenga i te tūruā'ipō.</i> <i>I te parepare'anga o te rā kua putuputu mai te kōpū tangata nō tēta'i 'uipā'anga ma'ata.</i></p>
5.2 Recognise, ask about, and express feelings, attitudes, and aspirations in relation to events, actions, and other people	<p><i>'Akaipoipo'anga marekakore, matemate, 'oto'oto te riri, oraora, aro'a, mako, mārō, 'akamāro'iro'i, turuturu, 'irinaki'anga</i></p> <p><i>Te matemate i te 'āpi'i ā Kura!</i> <i>'E pū'āpi'i oraora tikāi 'a Tāmuerā tāne i tāna 'āpi'i.</i> <i>'Akamāro'iro'i ē taku 'ānau.</i> <i>Kua turuturu'ia tēia porokarāmu 'e te ma'ata'anga o te tā'okotai'anga o te va'ine tini.</i> <i>I tōku 'irinaki'anga ē, kā rē mātou i te ketepōro.</i></p>
5.3 Ask for, express, and respond to opinions and points of view	<p><i>Turu, 'o'ora'anga manako, nō 'ea, 'a ia, 'e a'a, roa ai, tārekareka, 'ākarakara mamao, vaitata, oti'anga, mataora, maromaroā, rūti, 'autū, tūrēti, āru, puka, tāpa'e, no'ono'o poto, manakokore, koka, 'auraka, 'aka'ou, tārevakē, tā'au</i></p> <p><i>'E a'a koe i roa ai?</i> <i>I te oti'anga, kua āru au i tōku taeake.</i> <i>'E a'a tā'au ka 'inangaro ē tāiti/mā'ine/tama?</i> <i>Kāre e rava ana tōku taime i te 'āpi'i.</i></p>
5.4 Seek, offer, and respond to assistance, permission, or suggestions	<p><i>Ora'anga, kimi moni, rātio, kimi rāvenga, pati'anga, 'ōronga</i></p> <p><i>'E mea tau kia kimi'ia tēta'i rāvenga nō te 'akameitaki atu i te ora'anga o te ngutu'are tangata o Turi, 'ē kia rave'ia tēta'i tauturu'anga, nā roto i te kimikimi'anga moni mē kāre nā runga i te rātio.</i> <i>'E pati'anga tā te 'iti tangata o Nukuroa, kia 'ōronga atu te Kavamani i tēta'i tu'angā moni 'ei tauturu i a rātou.</i> <i>Ka rave'ia tā rātou kimi rāvenga nō te au tangata tei roko'ia 'e te tūmatetenga nā roto i te 'uri'ia.</i> <i>Ko tētai au tāmanako'anga tēia tei 'akakite'ia mai nā runga i te tīvī.</i></p>

Reo Kavakave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo Suggested Vocabulary, Structures, and Expressions
5.5 Give and follow procedural instructions	<p><i>Umukai, tāmā, tiōpu, raiti, kōputa, tunu pāni, areare, 'akavera, tā'ōniāni, tīpūpū rikiriki, vaivai, tāori</i></p> <p><i>Tāmā i te raiti kia mā.</i> <i>Vāito i te raiti 'ē te vai.</i> <i>'Akakā i te umu.</i> <i>Tuku i te pāni raiti ki runga i te umu.</i> <i>Tunu mei te rua nga'uru miniti.</i></p>
5.6 Present and react to alternatives and reasons for a course of action	<p><i>Tārērē 'ura, taumārō, kūmiti, 'akaari'anga, 'akamārama'anga, akatika</i></p> <p><i>Kua taumārō te au kūmiti nō runga i te tārērē'anga 'ura 'ē te 'imene. Kua tāuru'ia mai te reo papa'ā 'ē te 'ura Vai'i ki roto. 'E mea tau kia rave rāi tātou i tā tātou peu 'enua.</i> <i>Kua riri te au pupu tei rūti.</i> <i>Kua riro te 'akaari'anga rākei o te pupu 'ura 'ei mataora'anga nō te au metua.</i></p>
5.7 Recognise, ask about, and express possibility, capability, wishes, and intentions	<p><i>Tūranga, epaepa'anga, tautā, pakari, pati, aruaru, 'āpi'i teitei, tuatoru, rauka, kite teitei, pēpa, tau tikāi</i></p> <p><i>Ko tōku 'inangaro ma'ata, kia meitaki tāku 'āpi'i.</i> <i>Ka tautā pakari au i tāku tārērē.</i> <i>Ka aruaru au kia tae ki te 'Āpi'i Teitei.</i> <i>Ko tōku kite'anga tikāi tēia ē kua rauka mai i ā Tere te 'ākono'anga tau tikāi, ko ia tei 'apai atu i te au tamariki kia tūroto i a Nū Tīreni.</i></p>
5.8 Use appropriate social conventions, such as interruptions, thanks, apologies, congratulations, and forms of welcome, incorporating proverbial expressions	<p><i>Marumaru, tatarā'ara, piritia, tano tā'au, toketoke, 'utu pānu, 'e a'i pakapaka, 'akameitaki, 'e tano ei, 'akapērā</i></p> <p><i>Kia orāna te kātotoa rava tei putuputu mai ki raro i te marumaru o tēia ngutu'are nei, ngā tua 'ē toru, te 'enua, te kavamani 'ē te 'Ēvangelia, tē 'akameitaki atu nei au i a kōtou katoatoa nō tei 'āriki mai i tā mātou pati'anga. Tē 'ōronga atu nei au i te tatarā'ara a tō tātou pāpā 'orometua nō te mea kua roko'ia 'a ia 'e tēta'i manamanatā.</i> <i>E ngari ake 'oki au, 'e toketoke 'enua.</i> <i>'E a'a koe i tuatuāi i tēnā tuatua? Kāre koe i kite ē, 'e a'i pakapaka 'aia.</i> <i>Kā 'uti 'a ia mē 'akarongo mai i ā koe 'ē tuatua 'akapērā rā.</i></p>

Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga

Suggested Aspects of Culture and Context

At this level, students develop their understanding of Cook Islands Māori as they use the language appropriately in a variety of communicative contexts. They can also compare differences between their own experiences and those found in texts written by Cook Islands writers. Students can continue to develop their knowledge of Cook Islands languages and the ways in which language, society, and culture are interrelated, including such aspects as:

- *‘akatūtū, nuku;*
- *tatau tuatua;*
- *tārekareka ‘ura;*
- *tāmataora, ‘imene.*

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Culture and Context <i>Students should be able to:</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Suggested Aspects of Culture and Context <i>Students could take part in activities that give them opportunities to:</i>
describe <i>te ngutu‘are tangata</i> ;	<ul style="list-style-type: none"> • identify social roles in particular situations and contexts and demonstrate appropriate forms of behaviour; • decide on and use the most effective form for their presentation; • demonstrate their understanding of how verbal, visual, and dramatic features communicate information and ideas to an audience; • act appropriately towards people who have particular social positions and responsibilities; • identify and describe features of different chants, songs, dance, and drama: <i>‘akatūtū, nuku, tatau tuatua, tārekareka ‘ura, tāmataora, and ‘imene;</i> • participate in speech competitions.
display some knowledge of Cook Islands social structure;	
describe, explain, and illustrate features of different types of songs or chants;	
structure texts to meet the needs of specific audiences;	
participate appropriately in cultural events;	
recognise and express <i>tuātau</i> in a variety of contexts.	

Taka'inga Rima: Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga *Level 5: Suggested Learning and Assessment Activities*

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 77.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- listen to and follow a sequence of instructions;
- listen to a radio programme and then develop an alternative way of presenting the same information;
- listen to several different opinions about an issue;
- listen to debates;
- participate in an interview;
- listen to someone explaining a family tree and draw a diagram of it.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- give a short summary of the main points of a debate or a speech;
- give opinions about specified issues and topics;
- respond to another speaker or actor;
- conduct pair or group interviews;
- give a brief speech of thanks or congratulations, for example, when a visitor has made a presentation;
- review the “a” and “o” categories appropriate to this level;
- prepare oral questions to interview a friend or a visitor to the classroom, for example, a writer, an artist, a sportsperson, or a researcher;
- role-play a scene at the doctor's surgery;
- contribute to somebody's wish list and say what they will give that person;
- read a telephone message to the teacher.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- read a part in a script that the class or group is studying;
- comment on and assess a writer's point of view;
- read a short story and give an opinion about it;
- research a self-chosen topic for specific information;
- identify the language used in speeches, both traditional and non-traditional, using published sources;

- identify words and phrases that have inferential meaning in the text they are reading;
- read passages written in Cook Islands Māori and answer comprehension questions;
- study narrative, dialogue, or pictures and then answer multiple-choice questions or mark statements “true” or “false”.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write a short skit to suit the setting, for example, to perform in class or in front of an audience;
- record decisions at a meeting;
- take a short dictation from an unfamiliar text;
- take more detailed notes;
- write a speech;
- review a character from a story they have read and submit their review to their school magazine or community newspaper;
- write a script for a radio presentation;
- write to a family member or a friend in the Cook Islands to ask for information;
- collect proverbs and chants in a notebook;
- fill in the spaces in a written text or passage using information they have gained from pictures;
- brainstorm ideas;
- complete a story.

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Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- participate in a community event that may involve their school;
- perform as a member of a cultural group at their school;
- record a performance on video, add an audio commentary, and present it to their class;
- research a particular type of song, speech, or performance;
- compare the use of visuals in various presentations, such as live, video, and static presentations;
- prepare and give a speech for a particular purpose;
- make a diagram of the structure of a family, describing the relationships.

Many of the learning activities can be used for assessment. The sections on page 80 suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito‘anga a te Au Pū‘āpi‘i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students are:

- working on one part of a story to combine their contributions as a group (listening, speaking, and visual language);
- holding a debate in which they express a point of view or justify their position (listening and speaking);
- discussing an issue in a small group and agreeing on a solution after negotiation (listening and speaking);
- giving a prepared speech on a topic, demonstrating an appropriate range and complexity of language, knowledge of content, and presentation skills (speaking and cultural learning);
- listening to songs, *pe'e*, and proverbs and describing both the imagery and its implied meaning (listening, speaking or writing, and cultural learning);
- matching proverbs to appropriate situations or matching everyday forms of language to the corresponding polite forms (listening, speaking or writing, and cultural learning);
- drawing their family tree, demonstrating their understanding of family structure and the relationships within it (speaking, visual language, and cultural learning);
- viewing a play (visual language and listening);
- researching and writing for a specific purpose (listening, reading, and writing).

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Vāito‘anga a Tēta‘i Kē

Peer Assessment

Students could monitor each other's progress when they:

- take part in an interview for which they prepare and then ask questions about a topic (listening, speaking, and writing);
- contribute to a small-group task, such as solving problems (listening and speaking);
- review each other's performances and give reasons for their opinions (visual language, listening, and speaking or writing);
- review each other's written texts and assess their effectiveness (reading and speaking or writing).

Tā‘au ‘Uā‘orāi Vāito‘anga

Self-assessment

Students could monitor their own progress by:

- maintaining a checklist of what they can do and what they need to learn next;
- completing a questionnaire about their goals and aspirations;
- drawing a timeline of their progress in learning Cook Islands Māori up to the present and setting goals, both short term and long term;
- collecting *pe'e*, proverbs, sayings, and songs in a notebook;
- viewing and evaluating a recording of their own participation in a skit, play, debate, or presentation;
- making resources or posters to check their own comprehension of a script or text.

Taka'inga Ono

Level 6

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- extract information from a range of texts and understand the meaning of some new vocabulary and phrases from the context these are used in when they are listening and reading;
- use written and spoken language flexibly in a variety of contexts, using a range of media;
- discuss aspects of imagery, language, and behaviour associated with specific events.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 6.1 give and respond to advice and direction;
- 6.2 give instructions in some detail;
- 6.3 respond to information and suggestions about plans;
- 6.4 express certainty;
- 6.5 express acceptance, preference, and refusal and give reasons;
- 6.6 give eulogies and express sympathy;
- 6.7 interpret and respond to the meanings of non-verbal signs and actions that are performed by participants at events;
- 6.8 explain particular verbal and visual features and how they relate to purpose, audience, and values;
- 6.9 discuss the evidence for and against a point of view;
- 6.10 recount experiences;
- 6.11 observe and discuss situations where appropriate protocols are practised.

Te Peu Kūki 'Āirani 'e Tōna Tūranga

Culture and Context

Students should be able to:

- manage social situations with increasing confidence;
- understand and react appropriately to events, for example, those that follow a death;
- understand behaviour that is appropriate at a wedding;
- recognise and express *te 'ōire 'ē te ariki* structure in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 6 communication functions. Aspects of culture and context are listed on page 83, and learning and assessment activities that are appropriate for level 6 are listed on pages 84–86.

Taka'inga Ono: Tāmanako'anga Tuatua

'ē te 'Akano'ono'o'anga Reo

Level 6: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako <i>Communication Functions</i>	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo <i>Suggested Vocabulary, Structures, and Expressions</i>
6.1 Give and respond to advice and direction	<i>'Akatanotano, 'akatupu, 'akakoro'anga</i> <i>'E mea tau tikāi kia tauturu atu tātou ma te 'akamāro'iro'i atu, 'ē, ma te 'akatanotano i te au manako, nō te 'akatupu i tēta'i 'akakoro'anga meitaki.</i>
6.2 Give instructions in some detail	<i>'Akamārama'anga, mā'ara'ara'anga</i> <i>'E 'anga'anga mataora te tatau tua mei te mea ē, tē māmāmā ra koe i te tua tā'au e tatau ra.</i> <i>Kā riro te 'āite'anga o te tua 'ei mā'ara'ara'anga nā'au mē oti koe i te tatau.</i>
6.3 Respond to information and suggestions about plans	<i>Āru, 'uri'uri manako, ngō'ie 'ua, 'akamanako</i> <i>Mē mako meitaki te parāni i te ma'ani'anga, ka ngō'ie 'ua te au manako i te āru, nō te 'akatupu'anga i tē reira.</i>
6.4 Express certainty	<i>Pāpū tikāi, kite, mata, 'akavā</i> <i>Kua pāpū tikāi i āku ē, nā Tara i 'apai i te mōtokā o te 'akavā. Kua kite mata tikāi au i ā ia i te 'apai'anga.</i>
6.5 Express acceptance, preference, and refusal and give reasons	<i>Nūtipēpa, tātā, porotaka pōro, tārekareka</i> <i>I kite au i te pati'anga 'a te mata'iapo o te Ariki, 'ē kia 'āriki rātou i te pati'anga, kia rave'ia te tārekareka porotaka pōro ki Aotearoa nei. 'Inārā, kua pātoi'ia, 'ē te au kūmiti. 'E ma'ata rava te moni kā pou.</i>
6.6 Give eulogies and express sympathy	<i>Akama'ara'ia, ora'anga, 'akapa'apa'a, tēiane'i ao, takakē</i> <i>Kua tano rāi kia 'akama'ara'ia. E 'anga'anga meitaki tā tēia tangata i rave i roto i tōna ora'anga.</i> <i>Kua mamae tikāi te ngākau o te au tamariki nō tei takakē tō rātou ngā metua. Te tangi nei, te 'akaaroa.</i>
6.7 Interpret and respond to the meanings of non-verbal signs and actions that are performed by participants at events	<i>'Iki'anga, tere, tāki, tākirikiri te katu, tūngou</i> <i>Kua 'akaari mai te kātotoa nā roto i te tāki'anga i tō rātou rima katau ki runga. Kua 'āriki rātou i te 'iki'anga'ia 'a Tina 'ei 'apai i tō rātou tere kimi moni ki Marike.</i>
6.8 Explain particular verbal and visual features and how they relate to purpose, audience, and values	<i>'Akatūtū'anga, tua o Tangi'ia, piri'anga, aronga mātakitaki</i> <i>Ka 'aere tātou ka 'ākarakara i te 'akatūtū'anga a te au tamariki pupu rima. 'Ākara ma te 'akarongo i te 'aerenga o te reo.</i> <i>'Ea'a te manako o te aronga mātakitaki?</i>

6.9 Discuss the evidence for and against a point of view	<i>Tāpati, kāre e 'akatika'ia, 'akangāro'i, kī</i> Kua kī tikāi tōku ngākau i te riri i roto i tā mātou 'uipā'anga. Kāre mātou e tika'ia kia tārekareka i te Tāpati. 'E rā 'akangāro'i tēia.
6.10 Recount experiences	<i>'Akamura'ia, ipukarea, teima'a, tāmou'anga</i> Kāre i te 'anga'anga māmā i te 'āpi'i i te reo. Ka 'aere ki te 'āpi'i ka 'akarongo i te 'āpi'i'anga, tomo ki roto i te 'anga'anga ā te iti tangata.
6.11 Observe and discuss situations where appropriate protocols are practised	<i>'Akaa'u'anga va'ine, tuaru, 'akaau, puaka, tiki</i> Ka 'aere ngā metua o Teariki i te 'akau i te tamā'ine purotu a Kārepa. Kua pāto'ia mai e te kōpū tangata o te va'ine.

Tāmanako'anga nō te Peu Kūki 'Āirani 'ē Tōna Tūranga

Suggested Aspects of Culture and Context

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At this level, students will already have had considerable exposure to many aspects of Cook Islands Māori culture. They will be using Cook Islands Māori in a range of familiar situations already encountered through the learning activities at levels 1-5. They are generally able to communicate in Cook Islands Māori outside the classroom in social situations that they are familiar with and can cope with some less familiar ones.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga <i>Culture and Context</i>	Tāmanako'anga nō te Peu Kūki 'Āirani 'ē Tōna Tūranga <i>Suggested Aspects of Culture and Context</i>
<i>Students should be able to:</i>	<i>Students could take part in activities that give them opportunities to:</i>
manage social situations with increasing confidence;	<ul style="list-style-type: none"> • participate in cultural events; • demonstrate their knowledge and understanding of cultural conventions, for example, 'Ui Ariki, 'ōire/'iti tangata, tūmatetenga, 'akaipoipo, tivaevae, pākoti rauru, and 'uipā'anga; • critically review their own performance, for example, through evaluating their achievements as seen or heard in a recording of the event.
understand and react appropriately to events, for example, those that follow a death;	
understand behaviour that is appropriate at a wedding;	
recognise and express <i>te 'ōire 'ē te ariki</i> structure in a variety of contexts.	

Taka'inga Ono: Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga *Level 6: Suggested Learning and Assessment Activities*

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 83.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- listen and respond to instructions or directions in a variety of situations;
- solve a problem or give advice about one;
- listen to a spoken text and suggest an alternative conclusion;
- listen to traditional speeches given by first-language speakers of Cook Islands Māori using different styles and then respond appropriately;
- be part of the audience for a Cook Islands Māori speech competition and take part in evaluating the speeches;
- listen to a sequence of events and then present a summary.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- explain to each other how something is done;
- give a summary of a speech and a presentation;
- prepare and deliver an oral presentation on a familiar topic;
- briefly present information, using data originally provided to them in visual forms, such as a table, graph, or chart;
- describe a complex process with the aid of a diagram;
- work in a group to solve problems;
- describe a sequence of events;
- hold casual conversations on the telephone;
- qualify their opinions in discussions;
- respond to other speakers at meetings;
- express a decision and give reasons for it;
- inform a friend that there has been a change of plan.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- research a particular topic in some depth;
- distinguish between fact and opinion in a written text;
- relate information gained from books to information gathered from news media, such as community newspapers, radio, television, or the Internet, on Cook Islands issues and services.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- present an argument in a written form;
- write a summary of a text;
- produce written text using data provided in a visual form, such as a table, graph, or chart;
- write a conclusion to a passage that presents an argument;
- write a report on a topic that they have researched;
- present some information about *te 'ōire tangata 'ē te ariki* structure.

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- provide commentary on a hair-cutting ceremony;
- use photographs to present ideas about a topic;
- make a video of a community ceremony, for example, a school cultural festival or concert, a hair-cutting ceremony, or a wedding;
- recite songs or chants associated with a ceremony or a community event;
- select appropriate gifts and present them to a visitor;
- collect and respond to advertising in Cook Islands Māori from a range of media, for example, magazines, radio programmes, and community newspapers;
- investigate and report on the significance of some traditional patterns.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpi'i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students are:

- producing a structured argument, drawing on relevant information (listening, reading, and speaking or writing);
- analysing a problem by listening to a discussion, identifying and assessing the points of view put forward, and developing a line of reasoning (listening and speaking or writing);
- seeking information on a specific topic and then making a table of information or writing an outline before writing on that topic (listening or reading, and writing);
- listening to a text or reading a written or visual text and completing a grid in which they identify the main features of the text (listening or reading, and writing);
- drawing a diagram to show the social structure of an *'ōire* or *'ui ariki*, illustrating the social roles and relationships within it (visual language and cultural learning);
- comparing and contrasting the language, clothes, and behaviour associated with events such as funerals, hair-cutting ceremonies, and weddings (speaking or writing, visual language, and cultural learning);

- participating effectively in a discussion where their performance is assessed against defined criteria (listening and speaking);
- writing a summary of the key ideas in a speech or written text (listening or reading and writing);
- independently using writing processes and producing first, second, and third drafts of written work (writing);
- giving a prepared speech, using visual aids (speaking and visual language);
- role-playing the correct use of polite forms for everyday terms on formal occasions (cultural learning and speaking);
- listing important features of a ceremony or an event and filling in the details of these features (writing and cultural learning);
- matching jumbled sentences to a picture sequence (reading);
- matching information on a worksheet (listening or reading);
- role-playing part of a telephone conversation (listening and speaking).

Vāito'anga a Tēta'i Kē

Peer Assessment

Students could monitor each other's progress when they:

- use videotape to record and edit interviews in which they ask and answer questions on a topic (listening, speaking, and visual language);
- solve problems in small groups (listening and speaking);
- work in pairs to put material in order, for example, putting pictures into a sequence (reading and visual language);
- review other students' oral performances in interviews or role plays (listening and speaking or writing);
- review each other's written texts (reading and writing or speaking).

Tā'au 'Uā'orāi Vāito'anga

Self-assessment

Students could monitor their own progress by:

- completing a questionnaire on their own goals and aspirations;
- preparing a script for an interview and then using it on camera;
- viewing and listening to recordings of their interviews, presentations, and participation in cultural events;
- giving a prepared talk on a specific topic to younger students and receiving feedback.

Taka'inga 'Itu

Level 7

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- comprehend detail and summarise meaning in spoken and written Cook Islands Māori;
- initiate and maintain a conversation that may have some unpredictable content;
- write extended passages, presenting ideas and information logically;
- identify and demonstrate combinations of visual and verbal forms during speech making, media productions, and other cultural events.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 7.1 give, and demonstrate an understanding of, information in some detail;
- 7.2 describe activities and events in a sequence;
- 7.3 speak in formal situations, using a proverb as a theme;
- 7.4 research, report, and evaluate information obtained from the media;
- 7.5 express and justify opinions and reasons for and against points of view;
- 7.6 argue for a particular course of action;
- 7.7 express conditions and possible consequences;
- 7.8 make extended comparisons.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- demonstrate understanding of obligations and respect and of particular social practices;
- interpret and respond to verbal and visual features in situations and events such as birth, naming, or religious occasions in historical and modern contexts;
- compose and illustrate poems and songs;
- recognise and express *aro'a* in a variety of contexts.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 7 communication functions. Aspects of culture and context are listed on page 90, and learning and assessment activities that are appropriate for level 7 are listed on pages 90–92.

Taka'inga 'Itu: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo

Level 7: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako Communication Functions	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo Suggested Vocabulary, Structures, and Expressions
7.1 Give, and demonstrate an understanding of, information in some detail	<p><i>'Akaari mai, tā'anga'anga mai, kimi meitaki te manako</i> <i>E tatau meitaki mai kōtou i tēia tua 'ē oti 'akaari mai i roto i tō'ou 'ua'orāi manako ē, 'e a'a te karere i roto i tēia tua. 'Akaari mai i tē reira nā roto i te 'akatūtū'anga.</i></p>
7.2 Describe activities and events in a sequence	<p><i>'Iki'anga ariki, 'uipā'anga kōpū tangata, 'ui-rangatira, 'ui-mata'iapo, 'akateretere'anga, papa'anga, va'a-tuatua, 'uānga</i> <i>Tē patī'ia atu nei ki te 'uānga Makea kātoatoa ē, ka rave'ia tēta'i 'uipā'anga kōpū tangata nā tātou ki runga i tō tātou marae nō te 'iki'anga i tō tātou ariki. Ko tēia tuatua 'akakite nā tō tātou 'ui-rangatira 'ē te 'ui-mata'iapo.</i></p>
7.3 Speak in formal situations, using a proverb as a theme	<p><i>Mātuāpuru, 'akameitaki, 'ītiki</i> <i>Kia orāna koutou kātoatoa ko tei mātuāpuru mai ki raro i te marumarū o tēia ngutu'are. Kia 'akameitaki'ia te Atua nō tēia tika'anga mānea tei riro 'ei 'ītiki i a tātou 'ei 'okota'i.</i></p> <p style="text-align: center;"><i>'E Pe'e Tūoro</i> nā Makea <i>Tumu ē, kapu ... kapu runga, kapu raro</i> <i>Ko Ātea ... ko Papa</i> <i>'Aka'utu 'enua, ko Tumū-te-Varovaro</i> <i>'E maunga tei uta, ko Ngā-Vā-o-te-Manga</i> <i>'E marae tei tai</i> <i>Ko Ārai-te-Tonga</i> <i>Ko Pure-Ora</i> <i>Ko Muri-Vai</i> <i>Ko Marae-Koroa</i> <i>'E 'oro koe ki te maunga, 'e ariki koe nō te manu</i> <i>'E 'oro koe ki te moana, 'e ariki koe nō te ika</i> <i>'E 'oro koe ki 'Avaiki</i> <i>'E Ariki Tū-Marō-Kumi ... Tū-Marō-'Anga</i> <i>'E totoro i ora varu</i> <i>Tūrou ... tūrou ... tūrou 'ē taku ariki.</i></p>

<p>7.4 Research, report, and evaluate information obtained from the media</p>	<p><i>Uiui ... manako, 'akakoro'anga, takataka, pu'apinga, 'ākarakara'anga</i></p> <p><i>Kua uiui atu 'a Tere i te manako o te va'inetini nō runga i tō rātou tūranga. Kua tātā 'aia i tēta'i rīpōti nō runga i te au manako te ka riro 'ei pu'apinga nō te va'ine tini.</i></p>
<p>7.5 Express and justify opinions and reasons for and against points of view</p>	<p><i>'Akapāpū, turu'ia, taumārō, mārōki'aki'a, 'akaruke'ia, 'akamatakite, tū'ia, rikarika</i></p> <p><i>Kua 'akapāpū mai te au pū'āpi'i i tō rātou au manako nō runga i te kino o te kai 'ava'ava. Kua pāto'i atu tēta'i au tamariki mārōki'aki'a nā roto i tē taumārō atu'anga ki te au pū'āpi'i.</i></p> <p><i>'Akaruke'ia te kai 'ava'ava!</i></p> <p><i>'E tuatua akamatakite i te au tangata e kai ana i te 'ava'ava.</i></p> <p><i>Te tumu, ka tū'ia 'e tēta'i maki rikarika 'ē kāre ōna vairākau.</i></p> <p><i>Kāre tākiri 'e pu'apinga 'okota'i e rauka mai nō te au tangata kai 'ava'ava.</i></p>
<p>7.6 Argue for a particular course of action</p>	<p><i>'Akatano, marekakore, makokore, mamae, kāre 'e 'āite'anga, pūpū va'a, 'akateitei, ngākau-parau, 'akamanako meitaki</i></p> <p><i>Kua riri tikāi te 'aka'aere o te 'uipā'anga nō te makokore i te 'akapapa'anga i te au 'anga'anga. Kua pūpū-va'a 'ua rātou ma te kore e 'akamanako meitaki ē, 'e a'a tē kā tupu. Kā tupu te ngākauparau 'ē te 'akateitei.</i></p>
<p>7.7 Express conditions and possible consequences</p>	<p><i>Tu'a'anga, 'āiteite, 'aka'aere, tīpūpū, metua pakari</i></p> <p><i>I mua ake ka tu'a'ia ai te kai, kua pure atu tēta'i metua pakari. Kua tīpūpū te aronga 'anga'anga i te puaka. Kua tu'a'ia atu nā te 'ui-ariki, nā te au 'orometua, te au aronga mama'ata o te 'ōire, te manu'iri, 'ē te iti tangata.</i></p>
<p>7.8 Make extended comparisons</p>	<p><i>'Apinga ma'ata, puta'ua, karapi'i, aro'a, matapiko 'oa'oa, 'akaruru, noinoi, kōpae</i></p> <p><i>Ko te 'anga'anga a te ariki, ko te 'akaruru i tōna 'iti tangata ki te ngā'i 'okota'i; te puta'ua, te aronga moni, te kōpae, te tū noinoi 'ē te matapiko i te tangata.</i></p>



Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga *Suggested Aspects of Culture and Context*

At this level, learning more about Cook Islands culture involves focusing on and developing appropriate use of formal and informal language in a wide range of contexts. The degree of sophistication in understanding Cook Islands Māori depends partly on the students’ previous language experience and partly on the learning experiences they take part in.

Te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Culture and Context <i>Students should be able to:</i>	Tāmanako‘anga nō te Peu Kūki ‘Āirani ‘ē Tōna Tūranga Suggested Aspects of Culture and Context <i>Students could take part in activities that give them opportunities to learn about and experience aspects of:</i>
demonstrate understanding of obligations and respect and particular social practices;	<ul style="list-style-type: none"> • <i>umukai ‘āngai i te manu‘iri;</i> • <i>tūoro/manu‘iri ngāteitei;</i> • <i>‘o‘ora ‘akaipoipo;</i> • <i>‘akamarokura‘anga ariki;</i> • <i>‘āriki‘anga i te manu‘iri;</i> • <i>‘atu ‘īmene;</i> • <i>te kavamani/ture ‘enua, ‘ōire;</i> • <i>‘ēvangeria;</i> • <i>tū ngākau/nātura;</i> • <i>pu‘apinga o te peu ‘ē te ‘ākono‘anga ‘enua.</i>
interpret and respond to verbal and visual features in situations and events, such as birth, naming, or religious occasions in historical and modern contexts;	
compose and illustrate poems and songs;	
recognise and express <i>aro‘a</i> in a variety of contexts.	

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Taka‘inga ‘Itu: Tāmanako‘anga nō te Au Tū Tāmoumou‘anga ‘ē te Au Tū Vāito‘anga *Level 7: Suggested Learning and Assessment Activities*

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context above.

Reo Tuatua: ‘Akarongo‘anga *Oral Language: Listening*

Students could take part in activities that give them opportunities to:

- identify the genre of a text read aloud;
- extract detailed information from a spoken text and work out the main ideas;
- grasp the gist of an article;
- follow an extended set of spoken instructions;
- differentiate between fact and opinion;
- listen with growing understanding to recordings of interviews, discussions, and meetings conducted in Cook Islands Māori.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- give an unprepared oral presentation on a familiar topic, such as the usual protocols observed at a hair-cutting ceremony;
- use a range of conversational styles (formal and informal) in class and in social and ceremonial contexts;
- in groups, talk about abstract concepts, such as *aro'a*;
- conduct interviews and seminars;
- express straightforward English text in Cook Islands Māori;
- give formal and informal speeches;
- contribute to a formal meeting, giving their points of view on an issue.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- research aspects of the Cook Islands culture, using resources published in Cook Islands Māori;
- read poems, songs, and other texts composed in Cook Islands Māori;
- develop a class anthology of poems and songs they have read on a cultural theme;
- read passages from *Te Bibilia Tapu Ra*.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write a short text, using appropriate structures, for example, by:
 - writing a letter of sympathy;
 - writing an autobiographical essay examining aspects of their own life;
 - writing up their findings from a research project and describing the process they used;
 - writing a poem or a song;
- make a glossary of familiar and less familiar words found in proverbial expressions.

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- deliver presentations on aspects of formal speech making, such as *tūoro*;
- present findings resulting from their research, using both visual and verbal features;
- role-play presenting food to *manu'iri*;
- analyse the combination of visual and verbal forms used during speech making;
- make a speech;
- use appropriate body language in specific situations;
- present research that includes an aspect of Cook Islands Māori visual language, such as *tīvaevae* patterns.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpi'i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students are:

- listening to a speech to identify the speaker's main intention and key ideas and interpreting the imagery the speaker uses (listening and speaking);
- reading an item in a Cook Islands newspaper and giving an oral or written interpretation of the points of view expressed, making inferences about what is not explicitly stated (reading and speaking or writing);
- analysing the features of Cook Islands Māori texts that are written in different forms, such as songs, poems, short stories, essays, or newspaper articles (reading and writing);
- giving a prepared speech in Cook Islands Māori on a topic they have researched, for example, migration experiences (reading and speaking);
- role-playing activities, such as calling people to eat or serving food to guests, where they demonstrate appropriate behaviour and language (cultural learning, listening, and speaking);
- reviewing video recordings of cultural performances in Cook Islands Māori given by members of the Cook Islands communities in New Zealand and in the Cook Islands (listening, speaking or writing, visual language, and cultural learning);
- conducting a research project on an aspect of Cook Islands culture (reading, writing, and cultural learning).

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Vāito'anga a Tēta'i Kē

Peer Assessment

Students could monitor each other's progress when they:

- review each other's performance as they role-play, perform, and give a prepared speech (speaking and cultural learning);
- review each other's research reports, for example, on an aspect of Cook Islands culture.

Tā'au 'Uā'orāi Vāito'anga

Self-assessment

Students could monitor their own progress by:

- monitoring their own achievements and progress against a checklist of learning outcomes;
- reviewing a video recording of their own performance;
- reviewing audio recordings of their speeches as they practise them before they deliver the speech to an audience;
- making a glossary of Cook Islands Māori terms found in proverbial expressions that they know.

Taka'inga Varu

Level 8

Te Au Mākave ma te Au Kata

Strands and Achievement Objectives

Kite Karape

Language Skills

Students should be able to:

- interact flexibly and appropriately in familiar and formal social situations;
- recognise detail in spoken and written texts and draw inferences and conclusions;
- use basic language patterns spontaneously and develop and support their points of view and hypotheses;
- use a range of combinations of visual and verbal features in presentations to different audiences and for different purposes.

Reo Kavekave Manako

Communication Functions

Students should be able to:

- 8.1 discuss advantages and disadvantages;
- 8.2 debate a proposition or point of view;
- 8.3 propose and justify a course of action in some detail;
- 8.4 express approval, regret, and forgiveness;
- 8.5 use a personal style (for example, in their story writing or speech making);
- 8.6 present stories and legends to different audiences;
- 8.7 use appropriate language features in particular contexts;
- 8.8 review a film or a play;
- 8.9 interpret and present information for different purposes and audiences;
- 8.10 evaluate different forms of writing.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga

Culture and Context

Students should be able to:

- compare particular Cook Islands cultural practices with those of another culture;
- discuss and use combinations of verbal and visual features in oratory, legends, and stories;
- recognise and express *kite taeake* in a variety of contexts;
- research and interpret social, environmental, and economic issues in the contexts of New Zealand and the Cook Islands.

The lists on the following pages suggest Cook Islands Māori vocabulary, structures, and expressions for level 8 communication functions. Aspects of culture and context are listed on page 96, and learning and assessment activities that are appropriate for level 8 are listed on pages 97–99.

Taka'inga Varu: Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo

Level 8: Suggested Vocabulary, Structures, and Expressions

Reo Kavekave Manako Communication Functions	Tāmanako'anga Tuatua 'ē te 'Akano'ono'o'anga Reo Suggested Vocabulary, Structures, and Expressions
8.1 Discuss advantages and disadvantages	<p><i>'Akapapa'anga, 'ākarakara 'aka'ou, mā'ine/tama, papa-kōrero, pi'a 'akataka pātoa</i></p> <p><i>Kua 'ākarakara 'aka'ou 'a Mā'ine i te 'akapapa'anga o tōna au kūmiti. Kua rave mai 'aia i tēta'i manako tau ei 'uri'uri'anga nā tātou.</i></p>
8.2 Debate a proposition or point of view	<p><i>'Āriki, manamanatā, 'ākono'anga, peu, tao'anga, tūrama, matakite, taumārō, 'iki'anga'ia</i></p> <p><i>Kua manamanatā tikāi te ariki i te 'iki'anga'ia te tao'onga mata'ipao o tōna kōpū. Kāre tē reira i āru i te 'ākono'anga ā te Māori. Kua pāto'i 'aia i tēia 'iki'anga. Me ka taumārō kōtou, tēia te ka tupu ...</i></p>
8.3 Propose and justify a course of action in some detail	<p><i>Uri'uri manako, 'akaā'ri'anga manako, 'akameitaki, 'akamoe'au</i></p> <p><i>Kua 'apai mai te ariki i tēta'i tāmanako'anga ki roto i te 'uipā'anga, kia 'uri'uri'ia. Kua 'akameitaki atu te va'a-tuatua o te kōpū tangata i ā ia nō tōna tū maru e te 'akamoe'au.</i></p>
8.4 Express approval, regret, and forgiveness	<p><i>'Akakoromaki, taitaiā, kāre i te mea 'akakoro, 'ōire tangata, mema kōnitara</i></p> <p><i>Kua taitaiā tikāi te mema kōnitara i te 'ākara'anga i te au mea e tupu nei i roto i tōna 'ōire. Kua 'akakoromaki 'a ia i tei tupu. Kua 'aere mai tōna 'ōire tangata kua tatara'ara ki te mema kōnitara. Nō te ngākau mārōki'aki'a o tēta'i au tangata, kua tupu tēia. E mea tau kia no'o tātou ma te 'au.</i></p>
8.5 Use a personal style (for example, in their story writing or speech making)	<p><i>'Īrava, 'aka'āite'anga, 'ākara ki te tū o te tangata, 'akamanako, māramarama, 'akamata, tā'openga, māruarua</i></p> <p><i>Kua 'akamata te 'orometua i tāna tuatua nā roto i tēta'i 'īrava nō roto mai i te Puka Tapu. Kua māruarua tē reira 'ē te māramarama.</i></p> <p><i>Kua tā'openga atu 'a ia nā roto i te pe'e.</i></p>

<p>8.6 Present stories and legends to different audiences</p>	<p><i>Tūkētūkē, 'akakitekite, 'ui tupuna, tāviri</i> <i>Tūkētūkē te au tū tua. Te mea mā'ani 'ua, mei ā Unga rāua ko Karai'i, 'ē Tinitarā'era. Te mea tika mei te tua i ā Maraoua i te tuātau o te 'ui tupuna. Ko te tua reka rava atu ko tā te tangata ka 'akakitekite mai nō tōna au 'aere'anga. Kā riro tēia au tū tua 'ei tāmataora i te tangata nā roto i te puka, te tatau, 'ē te tāviri 'ei teata.</i></p>
<p>8.7 Use appropriate language features in particular contexts</p> <p><i>'aka'āite'anga tuatua [simile]</i> <i>'akatutū'anga tuatua [metaphor]</i> <i>reo tangi kā'iro'iro [onomatopoeia]</i></p> <p><i>tuatua 'aka'ata [visual language]</i></p>	<p><i>Reo tuatua, reo 'akaata, va'a tuatua, ririnui</i> <i>Mei te riri o te ō, 'ā te rango mate 'ua, mei te kiona rāi te tū</i> <i>E toa koe, 'utu pānu, va'a 'uka</i> <i>Te 'aruru o te ngaru/māngūngū, pakakina i te reo, te tangi tā'ito'ito o te kā'ara</i> <i>Kamo, tāreva, tūngou</i></p>
<p>8.8 Review a film or a play</p>	<p><i>Aronga 'akatūtū, tū o te tuatua, tuatua ta'ito, marae, pi'a, 'akaata</i> <i>Kua mataora tikāi te aronga mātakaitaki i te 'ākarakara'anga atu i te vītiō/teata. Mako tikāi te aronga i 'akatūtū'ia ai tēia tua.</i></p>
<p>8.9 Interpret and present information for different purposes and audiences</p>	<p><i>Au manako tika, 'akate'ate'amamao, pa'u'anga, tū tangata</i> <i>Kua 'ōronga mai te kōnitara 'enua i te 'akamārama'anga ki te 'iti tangata, nō runga i te 'āngai'anga i te tere o te 'Ui Ariki tē kā tae mai. 'Ē 'āriki tātou i te pati'anga tei tae mai ma te 'akate'ate'amamao nō tēia 'akakoro'anga mā'ata.</i> <i>'Ē turuturu tātou i tēia 'akakoro'anga ma te ngākau 'okota'i, kia mataora tātou katoatoa.</i></p>
<p>8.10 Evaluate different forms of writing</p> <p><i>tua mā'ani [story]</i> <i>rīpōti'anga [reporting]</i> <i>tātā pēpa [letter writing]</i></p> <p><i>tuatua'akakite [notices]</i></p>	<p><i>Mako, 'iri'ia, pērā katoa, pouroa, tuatua 'akakite</i> <i>Kia mako te tu o te tātā'anga.</i> <i>Kia 'iri'ia mai te au manako pu'apinga tei rave'ia.</i> <i>Kia tano te 'akano'o'anga pērā katoa ki te reo, kia tau ki te 'akakoro'anga.</i> <i>Kia mārama e kia o pouroa te au tuatua 'akakite.</i></p>

Tāmanako'anga nō te Peu Kūki 'Āirani 'ē Tōna Tūranga *Suggested Aspects of Culture and Context*

At this level, students might be expected to have the maturity to make comparisons between different attitudes and beliefs. They should also have acquired many of the language patterns and much of the vocabulary needed to do this. Thinking critically about an issue is not, of course, the same as criticising a cultural practice. Teachers need to encourage their students to express their views in culturally sensitive ways.

Te Peu Kūki 'Āirani 'ē Tōna Tūranga Culture and Context <i>Students should be able to:</i>	Tāmanako'anga nō te Peu Kūki 'Āirani 'ē Tōna Tūranga Suggested Aspects of Culture and Context <i>Students could take part in activities that give them opportunities to:</i>
compare particular Cook Islands cultural practices with those of another culture;	<ul style="list-style-type: none"> • study <i>ariki</i>, a wedding, or a hair-cutting ceremony; • study social groups in the Cook Islands community, such as <i>tā'okota'i'anga va'ine tini</i>, <i>te putuputu'anga a te au metua pakari</i>, <i>te au ta'unga nō te vairākau Māori</i>, and <i>aronga māoro</i>; • appreciate art forms, such as Cook Islands painting and carving, <i>ma'ani pa'u 'ē te pātē (au 'apinga 'akatangi)</i>, <i>ma'ani rākei 'ura</i>, and <i>'apinga 'anga'anga rima (rangaranga)</i>; • study an aspect of the environment that involves Cook Islands people, for example, planting, fishing, or <i>kaveinga</i>; • learn about religion, for example, <i>te au 'ākono'anga tūkētūkē i roto i te 'Ēvangeria</i>; • extend their understanding of Cook Islands beliefs and values.
discuss and use combinations of verbal and visual features in oratory, legends, and stories;	
recognise and express <i>kite taeake</i> in a variety of contexts (for example, <i>'Āravei e te 'ākono i te taeake</i> and <i>E 'ākara i te aronga i roto i te au pupu tere me tae mai</i>);	
research and interpret social, environmental, and economic issues in the contexts of New Zealand and the Cook Islands.	

Taka'inga Varu: Tāmanako'anga nō te Au Tū

Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 8: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Suggested activities for cultural learning are listed under the heading Suggested Aspects of Culture and Context on page 96.

Reo Tuatua: 'Akarongo'anga

Oral Language: Listening

Students could take part in activities that give them opportunities to:

- recognise differences in intonation and what these differences imply;
- identify relationships between participants in social interactions;
- identify the emotional tone of utterances;
- comprehend the main details in conversations on unfamiliar topics;
- identify the main points made in a radio broadcast on a topic they are studying;
- comprehend and identify relationships between participants in group discussions, based on how they address each other;
- take part in conversations, recognising and responding to differences in intonation that make a significant difference to the speaker's meaning.

Reo Tuatua: Tuatua'anga

Oral Language: Speaking

Students could take part in activities that give them opportunities to:

- respond to questions about abstract ideas;
- use a range of conversational and discourse strategies;
- use formal and informal spoken language in different social situations;
- interview someone as part of their research for a specific purpose;
- use Cook Islands Māori in a variety of social situations, for example, at a wedding, a formal meeting, or a sports gathering;
- develop growing confidence and the skills to take an active part in a class meeting;
- introduce another speaker;
- give a formal speech, using the language of oratory effectively and confidently.

Tuatua Tātā'ia: Tatau'anga

Written Language: Reading

Students could take part in activities that give them opportunities to:

- identify instances of bias in a written text;
- understand the underlying purposes of a text and write a commentary;
- differentiate between relevant and irrelevant information;
- read extensively, keeping a log of what they have read;
- practise their research skills and demonstrate improvement;
- compare the styles of different writers whose works they have read.

Tuatua Tātā'ia: Tātā'anga

Written Language: Writing

Students could take part in activities that give them opportunities to:

- write a commentary on a text, showing that they understand its basic purpose;
- write creatively in a range of text types, such as essays, poems, songs, short stories, and plays;
- use revision strategies to polish their initial drafts;
- write factual texts, for example, reports, essays, articles, and research reports;
- revise their draft writing, reworking as necessary;
- develop their own personal writing style or “voice” in one or more of the text types that appeal to them.

Tuatua 'Akaata

Visual Language

Students could take part in activities that give them opportunities to:

- review a play, film, or legend, or a *peu tupuna*;
- act the part of a character in a play;
- give a cultural performance publicly at a cultural event or ceremony;
- give a speech in the language and style of the Cook Islands;
- contribute by speaking at a *'uipā'anga* or *putuputu'anga* or in a formal discussion;
- collect greetings cards and discuss their social context, purpose, and target audience;
- produce a greetings card, incorporating appropriate verbal and visual features.

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students' progress and when the students might assess their peers' achievements or their own. (The skills to be assessed are in brackets.)

Vāito'anga a te Au Pū'āpi'i

Teacher Assessment

Teachers could assess their students' progress against the achievement objectives when the students are:

- chairing a meeting and demonstrating their knowledge of the correct procedures (listening and speaking);
- taking notes and then writing up the minutes of a meeting (listening and writing);
- giving a short, impromptu talk on a current issue and expressing a viewpoint (speaking);
- formulating a hypothesis and suggesting a course of action that might prove or disprove it (speaking and/or writing);
- writing extended texts for various purposes, using a range of resource materials and including relevant references (reading and writing);
- writing creatively, using a range of language structures appropriate to different text types (writing);
- planning and delivering a formal speech (speaking, cultural learning, and visual language);
- viewing a Cook Islands speaker giving a speech and then describing the significance of its non-verbal elements (listening, cultural learning, and visual language);

- comparing Cook Islands culture with another Pasifika culture and discussing some feature that is common to both cultures (cultural learning and speaking or writing);
- translating a text into Cook Islands Māori (reading and speaking or writing);
- listening to a traditional formal speech and analysing its structure (listening, speaking or writing, and cultural learning);
- conducting research on an aspect of Cook Islands culture that involves gathering and organising information, drafting, revising, and rewriting (cultural learning, reading, and writing);
- writing captions for pictures in a magazine (writing);
- writing and producing a radio advertisement (reading, speaking, and writing);
- arranging a jumbled sequence of the advantages and disadvantages of a proposal into a logical order and presenting the proposal (reading, speaking or writing).

Vāito‘anga a Tēta‘i Kē

Peer Assessment

Students could monitor each other’s progress when they:

- review each other’s impromptu speeches (cultural learning, listening, and writing or speaking);
- discuss the effectiveness of a piece of creative writing (reading and speaking);
- note audience response to a performance (listening, visual language, and speaking or writing).

Tā‘au ‘Uā‘orāi Vāito‘anga

Self-assessment

Students could monitor their own progress by:

- monitoring their own achievements and progress against a checklist of learning outcomes;
- reviewing a video recording of their own performance;
- reviewing audio recordings of themselves as they practise making a speech that they will deliver to an audience;
- generating and using their own criteria for evaluating the effectiveness of their oral, written, and visual language.

Notes

The most recent Cook Islands Māori dictionary is Jasper Buse, Raututi Taringa, Bruce Biggs, and Rangi Moeka'a's *Cook Island Māori Dictionary*, published in 1995 by the Cook Islands Ministry of Education, Avarua. An earlier dictionary is Stephen Savage's *A Dictionary of the Māori Language of Rarotonga*, published in 1962 by the Department of Island Territories, Wellington.

The book about the Manihiki dialect referred to on page 10 is Kauraka Kauraka's *Oral Tradition in Manihiki*, published in 1989 by the Institute of Pacific Studies, Suva, and the Cook Islands Extension Centre of the University of the South Pacific, Avarua.

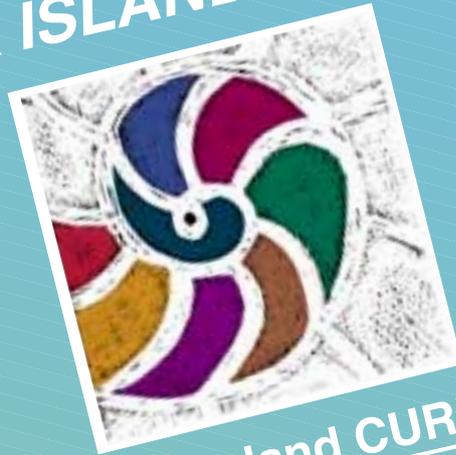
The Bible in Cook Islands Māori is *Te Bibilia Tapu Ra: Koia te Kōreromotu Taito e te Kōreromotu Ou*, published in 1888 and reprinted by the United Bible Societies in Fiji in 1972.

For other books that may be useful to teachers of Cook Islands Māori, see pages 66–78 of *Guidelines for Cook Islands Māori Language Programmes: Planning Guidelines to Accompany Developing Programmes for Teaching Pacific Islands Languages*, published by Learning Media for the Ministry of Education, Wellington, in 2000.

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COOK ISLANDS MĀORI



in the New Zealand CURRICULUM

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