TE REO MĀORI

in the New Zealand CURRICULUM

DRAFT

A copy of the CD *Kiwi Kidsongs Waiata 15: He Waiata mō ngā Kaupapa Ake* has been included in this book as a koha. It was originally distributed to all schools in 2006 along with a booklet containing notes about each waiata and suggestions for using them in the classroom. It also gave the lyrics of each waiata and the music scores or manuscript music.

About the tohu on the front cover of these curriculum guidelines

The black triangle at the base represents the Ministry of Education's strategy for te reo Māori in schools (English-medium), comprising curriculum, professional development, and materials. The heavy black lines represent the eight levels of the curriculum. Koru represent significant stages in learning, from early childhood to primary to secondary school to the world.

The colours in the tohu represent the following:

* purple – whānau
* blue – early childhood
* green – schooling
* red – the world.

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DRAFT

Ministry of Education

Contents

Foreword

E ngā iwi huri noa o te motu, tēnā koutou katoa. He mihi whānui tēnei ki a koutou e hāpai nei i te reo Māori. Ki a rātou ngā tini mate kua wehe atu ki te pō, haere, haere, haere atu rā. Haere atu mā runga i ō koutou waka mokemoke, tae rawa atu ki ō tātou tūpuna – haere atu, whakarehurehu atu, whakangaro atu koutou rā.

Te reo Māori is the foundation language of New Zealand and an official language under the Māori Language Act 1987. The Act also recognises te reo Māori as a taonga under the Treaty of Waitangi and so guarantees its protection. Revitalisation efforts have increased the visibility of te reo Māori and the opportunities for learning it. By learning te reo Māori, young New Zealanders can increase their awareness of the central role that the indigenous language and culture play in shaping our nation's identity.

Studying another language has academic, cognitive, and cultural benefits. Studies show that students who speak more than one language perform at higher levels than their monolingual counterparts on tests of academic achievement, cognitive flexibility, and creativity. Such students also develop skills, attitudes, and understandings that help them to learn other languages.

Te Reo Māori in the New Zealand Curriculum will support and encourage more students to study, learn, and become proficient in te reo Māori. The provision of these curriculum guidelines enables the Ministry of Education to provide scaffolded opportunities to learn te reo Māori and support teachers to build their professional capabilities.

These curriculum guidelines will also strengthen and support the use of te reo Māori in communities and raise student outcomes more generally. Being able to communicate in an additional language extends learners' creative and critical literacies.

Te Reo Māori in the New Zealand Curriculum is designed to assist teachers in the planning and delivery of Māori language programmes in English-medium schools. The curriculum spans eight levels of achievement and includes suggested learning contexts in the form of sociocultural themes, topics, and text types.

The key to this outcomes-based curriculum is flexibility, which is integral to learner-centred education. This flexibility is essential because the needs and interests of individual learners differ, as do the contexts in which te reo Māori is taught.

Te Reo Māori in the New Zealand Curriculum is released as a draft for consultation. All feedback will be taken into account in developing the final curriculum to be published in 2008. Sincere appreciation goes to the many people who have contributed to the development of this draft curriculum; in particular, the writers, the trialling teachers, the curriculum advisory group, and those who provided their feedback along the way.

We acknowledge and pay special tribute to the late Te Arikinui Dame Te Atairangikaahu and Toby Rikihana, both of whom were stalwarts in promoting te reo Māori. Kei te mihi atu, kei te tangi atu.

Nō reira, kia kaha koutou ki te ako i te reo Māori kei roto i ngā kura auraki.

Karen Sewell
Secretary for Education

He mihi

Tēnā koutou e ngā iwi, e ngā hapū, e ngā whānau kei roto i ngā kura auraki. Ki a koutou hoki kei runga i ngā poari, ki ngā tumuaki, me ngā kaiako, nā koutou nei te mahi taumaha, tēnā koutou. He mihi nui, he mihi aroha tēnei ki a koutou katoa e tiaki nei i ā tātou tamariki, koutou katoa e hāpai nei i tēnei taonga whakahirahira, arā, te reo Māori me ngā tikanga Māori.

Toi te kupu
Toi te mana
Toi te whenua[1]
Ko te reo rangatira e kōiri atu nei.

A greeting

Greetings to you all (iwi, hapū, and whānau) who are involved in mainstream schools. Greetings to the board members, principals, and teachers who carry a great responsibility. Very warm wishes go out to you all as you protect our children and uplift our precious possession, te reo Māori and tikanga Māori.

Language is permanent
Prestige is permanent
Land is permanent
The resonating sound of the prestigious
Māori language.

Kia hora te marino
Kia whakapapa pounamu te moana
Kia tere te kārohirohi
I mua i tō huarahi.[2]

May peace be widespread
May the sea glisten like greenstone
May the shimmer of light
Guide you on your way.

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1   "Toi te kupu, toi te mana, toi te whenua." Proverb cited in Mead and Grove (2001), page 405.
2   Mead and Grove (2001), page 210. This saying is attributed to Tāwhiao in *Te Korimako*, 14 Āperira, 1884:
     "Ka hamumu ake a Tāwhiao. Ko te pēpeha tēnei, 'Ka whakapapapounamu te moana, ka tere te kārohirohi.'"

Introduction

The New Zealand Curriculum: Draft for Consultation 2006 sets out eight learning areas that describe, in broad terms, the knowledge and understanding all students in English-medium schools need to acquire. The following extract from the learning area Learning Languages emphasises the importance that is attached to te reo Māori:

> Te reo Māori is unique to New Zealand and is a source of our nation's self-knowledge and identity.
> *The New Zealand Curriculum: Draft for Consultation 2006,* page 18

As well as being the language of instruction in Māori-medium settings, te reo Māori is included within the learning area Learning Languages. Learning te reo Māori can make a valuable contribution to the education of young New Zealanders. The publication of *Te Reo Māori in the New Zealand Curriculum: Draft* signals to New Zealanders that this country is seriously interested in maintaining and strengthening its social, economic, and political commitment to preserving and maintaining te reo Māori.

These **curriculum guidelines**[3] are intended to provide teachers with a basis for planning **programmes of work** for students learning te reo Māori and *tikanga*[4] Māori in English-medium New Zealand schools *(kura auraki),* commonly referred to as mainstream schools. The publication of these curriculum guidelines makes te reo Māori more accessible to learners and raises awareness of the importance of te reo Māori in New Zealand, where it is an official language. These curriculum guidelines are intended to support teachers of te reo Māori and tikanga Māori in both primary and secondary schools, to stimulate the development of teaching resources, and to encourage dynamic and innovative teaching approaches that are responsive to the individual needs of learners.

Some learners, such as those who have had earlier Māori-medium education or who come from homes where te reo Māori is spoken, will have more advanced proficiency in Māori language; they may even be more fluent than the teacher. It is important that the needs of these learners are identified and catered for in the Māori language programmes that teachers and schools provide.

Te Reo Māori in the New Zealand Curriculum: Draft provides a framework for teaching and learning te reo Māori in New Zealand schools. For every two of the eight **curriculum levels**, the curriculum includes a general **proficiency target statement**. The primary focus of the curriculum is on **achievement objectives**. At each curriculum level, there is a small number of achievement objectives (between four and seven). These achievement objectives are accompanied by suggested **sociocultural themes**, suggested **topics**, and suggested **text types** and by descriptions of receptive skills (listening, reading, and **viewing**) and productive skills (speaking, writing, and **presenting**). The intention is that teachers will weave the achievement objectives together with these other elements into the unit plans and lesson plans that make up their language teaching programme.

These curriculum guidelines are intended to provide teachers with a basis for planning programmes for students learning te reo Māori and tikanga Māori in English-medium schools in New Zealand.

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3   Words that appear in the text in **bold** are defined in the Glossary of English terms on pages 67–71.
    Māori words in *italics* appear in the Glossary of Māori words on pages 72–73.

4   In the context of this document, tikanga refers to aspects of the society and culture of Māori communities, as in levels 1–8 under the heading Suggested Sociocultural Themes. Because of the variety and complexity of Māori-speaking communities, and because it is deemed inappropriate for some aspects of tikanga Māori to be freely known and discussed, teachers are not expected to attempt comprehensive coverage of all tikanga Māori.

The labels on the woven diagram: Achievement Objectives, Achievement Objectives, Achievement Objectives, Listening, Speaking, Reading, Writing, Viewing, Presenting, Topics, Text Types, Sociocultural Themes
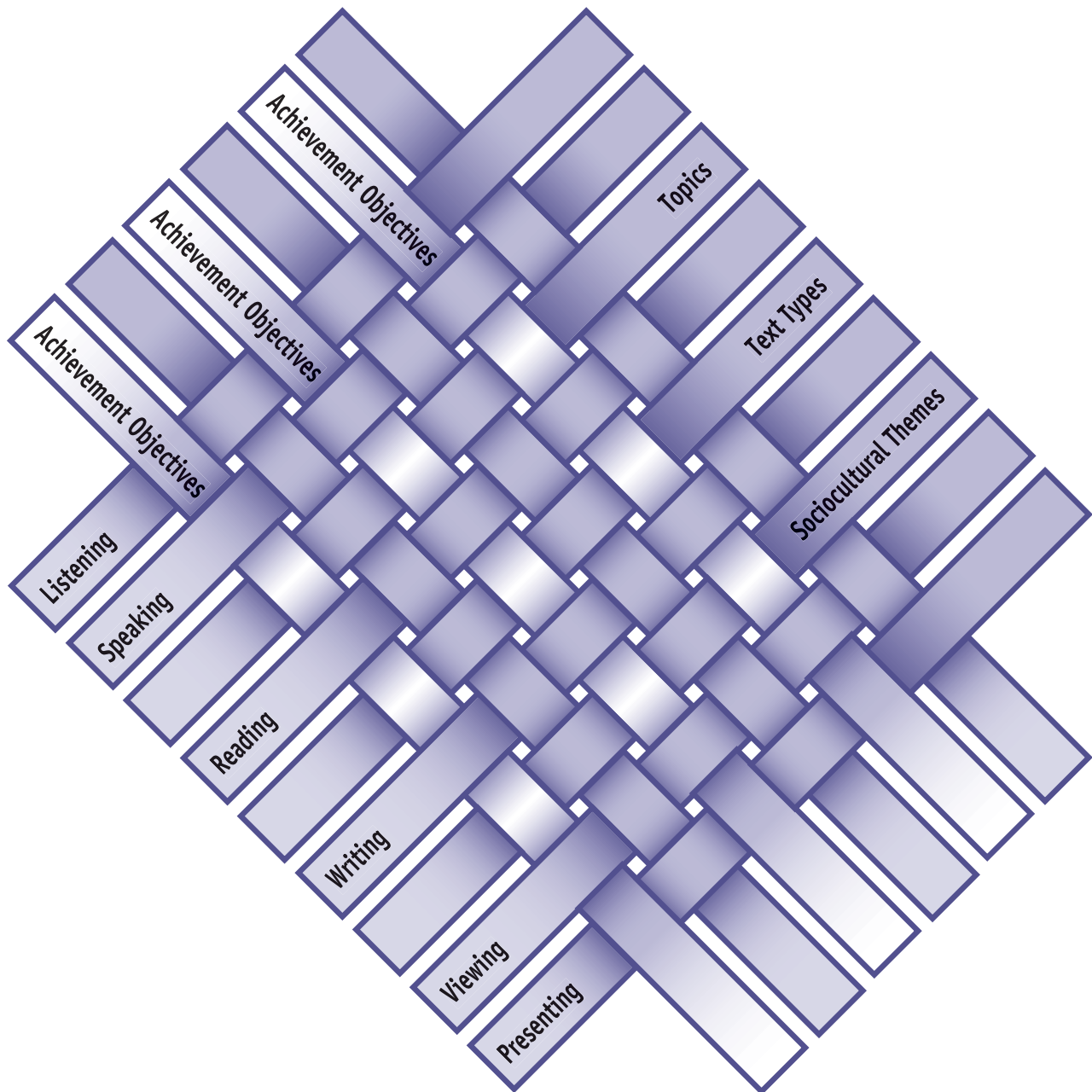
The achievement objectives, together with the other elements[5] of the curriculum guidelines, provide a flexible basis that allows teachers to use a wide range of different approaches to programme planning. Although some teachers may wish to introduce achievement objectives in the order in which they are listed within a level, others may prefer to reorder and/or combine them in ways they consider more suitable for particular groups of learners. For example, achievement objectives can be linked to others from lower levels to allow revision to be combined with extension. They can also be supplemented by achievement objectives from higher levels. Refer to page 31 for further information about using the curriculum guidelines for programme planning and to pages 17 and 24 for more suggestions about when the achievement objectives may be introduced.

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5   Language modes, suggested contexts, language focus, vocabulary, learning and assessment activities.

The flexibility reflected in these curriculum guidelines is key to learner-centred education. This flexibility is essential because of the different needs and interests of individual learners, the different contexts in which Māori is taught, and the different language and teaching backgrounds of those who deliver the programmes. In particular, teachers need to recognise the prior Māori language learning that certain learners bring to the classroom, especially when they have come from Māori-medium contexts. This flexibility also caters for the variety of English-medium contexts where te reo Māori is taught (including primary, intermediate, middle, and secondary schools) and the different ways of teaching (for example, face to face in classrooms or through distance education programmes).

In preparing these curriculum guidelines, the writers referred to a considerable body of national and international research on the teaching and learning of modern languages, including the *Common European Framework of Reference* (CEFR) for languages.[6] That framework, designed initially to accommodate the languages of Europe, including indigenous languages, provides a comprehensive, transparent, and coherent account of language competencies. The framework, while recognising that all languages and cultures are unique, provides a starting point that enables teachers, curriculum designers, and governments to approach language planning in ways that allow for meaningful comparisons across languages in terms of the formulation and achievement of objectives at different levels.

Te reo Māori and tikanga Māori define Māori identity and are critical aspects of this country's heritage. Learning te reo Māori in a New Zealand context has, therefore, a very special significance for New Zealanders:

> *Ko taku nui, taku wehi, taku whakatiketike, ko tōku reo.*
>
> My self-respect, my dignity, my stature come from my language.[7]

The key to these outcomes-based curriculum guidelines is flexibility, which is integral to learner-centred education.

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6   The Council of Europe (2001).
7   Kāretu (1990), pages 15–19.

Why learn te reo Māori?

Citizens of New Zealand, both Māori and non-Māori, need to be aware of the importance of te reo Māori and tikanga Māori in relation to this country's social and cultural advancement and cohesion.

Until around the middle of the twentieth century, te reo Māori was the first language of the vast majority of Māori communities in New Zealand, and most Māori communities lived in rural areas. Since then, there has been a very significant shift in Māori communities, from using te reo Māori to using English. This shift was related, in part, to educational policies that prioritised English as the language of instruction. The shift was also related to demographic changes, because many Māori people moved from the countryside to towns and cities in search of employment. A survey carried out between 1973 and 1978 revealed that, at that time, there were around 70 000 native speakers of te reo Māori and around 115 000 people altogether who could understand the language without difficulty. The vast majority of these people were in the older age groups.[8] By 1995, when the Māori Language Commission conducted another Māori language survey, there were only around 10 000 people in New Zealand whose fluency in te reo Māori was "high" or "very high".[9]

Even before the 1973–1978 Māori language survey, strategies were being developed to reverse the trend of Māori language loss. These strategies led to the foundation of *kōhanga reo* (Māori language early childhood education services) and *kura kaupapa Māori* and *wharekura* (schools in which te reo Māori is the medium of instruction and tikanga Māori is central). A wide range of language and culture programmes on marae and in colleges and universities throughout the country was also developed at around this time. "He reo e kōrerotia ana, he reo ka ora" (A spoken language is a living language).[10]

These efforts have been officially supported by the establishment of te reo Māori as an official language of New Zealand (Māori Language Act 1987), by the increasing use of te reo Māori in legal statutes and court hearings, and by employers' increasing recognition that employees should have, and very often must have, knowledge and understanding of te reo Māori and tikanga Māori. This is particularly the case in local and national government and in the areas of education, health, social welfare, and law, where an understanding of the full significance of the Treaty of Waitangi is often a prerequisite for employment.

There is increasing interest in te reo Māori and tikanga Māori throughout the country. Language revitalisation efforts are beginning to bear fruit in a range of communities. However, many young people, including young Māori, still have little exposure to te reo Māori and tikanga Māori. Quite apart from other considerations, this lack of exposure is likely to disadvantage them in relation to employment opportunities in a wide range of areas. It could also lead to their feeling awkward and embarrassed in situations where a knowledge of te reo Māori and tikanga Māori is important. Furthermore, New Zealand English has borrowed extensively from te reo Māori, and all New Zealanders should understand the origins and significance of these borrowings.

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8   Benton (1981), page 15.
9   Te Puni Kōkiri (1998), page 34.
10   Te Puni Kōkiri (2003), page 6.

Studying another language has academic, cognitive, and cultural benefits. Studies show that students who speak more than one language perform at higher levels than their monolingual counterparts on tests of academic achievement, cognitive flexibility, and creativity. Such students also develop skills, attitudes, and understandings that help them to learn other languages.

Young people who combine their study of te reo Māori and tikanga Māori with the study of business, law, trade, science, tourism, or politics may find that this opens the way to excellent career opportunities, especially as many agencies, including national and local government agencies and courts of law, are increasingly requiring their employees to be competent in te reo Māori and tikanga Māori.

> *Ko te manu e kai ana i te miro, nōna te ngahere*
> *Ko te manu e kai ana i te mātauranga, nōna te ao.*
>
> The bird that partakes of the miro berry reigns in the forest
> The bird that partakes of education reigns in the world.[11]

By learning te reo Māori, young New Zealanders can:

- participate more fully as citizens of a country in which te reo Māori is an official language;

- participate with understanding and confidence in functions where te reo Māori and tikanga Māori predominate;

- broaden their employment options and operate effectively in social, legal, educational, business, and general professional contexts where knowledge of te reo Māori and tikanga Māori is required;

- develop or increase their awareness and appreciation of the central role that language, culture, place, and heritage play in shaping identity and giving direction and meaning to life;

- learn to appreciate, understand, enjoy, and value Māori arts, including the performing arts;

- develop skills, attitudes, and understandings that will help them to learn other languages;

- learn to appreciate the important role that indigenous languages and cultures play throughout the world in the context of the increasing homogenisation of peoples;

- develop, through greater understanding, greater respect for a range of views and cultural practices.

Learning te reo Māori is recommended for all New Zealand students.

11   This proverb is cited in a wide range of different sources, for example, Te Tāhuhu o te Mātauranga (1999).

Who are the learners of te reo Māori?

There is a diverse range of students learning te reo Māori. They may have:

- a strong background in Māori, where the language is the normal means of communication with whānau and other members of the Māori community;

- *whānau* members or caregivers who use te reo Māori to communicate;

- some prior experience with te reo Māori although they do not come from homes where Māori language is spoken;

- little experience of te reo Māori.

Even within each of these groups of learners, there is diversity. At all levels, Māori language learners 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 teachers are planning their Māori language programmes, they need to focus on the learners and take account of their diverse requirements.

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

Schools need to consult with Māori people and communities to ensure that they are teaching appropriate and relevant Māori language.

For the vast majority of learners of te reo Māori and tikanga Māori in English-medium schools, te reo Māori will be a second or additional language. Learning te reo Māori can improve their understanding of, and performance in, their first language and any other language they learn. Learning te reo Māori is therefore recommended not only for students who have particular strengths in language learning but also for those who find learning languages challenging. Learning te reo Māori and tikanga Māori can be fun – and this is likely to provide one of the strongest motivations for learning in the early years. However, such learning is also very important for developing an awareness of language. In many places in the world, people grow up with competence in at least two languages from an early age, and this gives them an excellent basis for learning other languages.

It is sometimes argued that there is little point in learning New Zealand Māori because it is, with few exceptions, spoken exclusively in this country. In fact, many other languages, such as Finnish and Italian, are also spoken largely in a single country. This status has rarely been used seriously as an argument against retaining and learning them. As with speakers of te reo Māori, most speakers of languages spoken largely in a single country are also highly competent in at least one other language that is widely used internationally.

Students' ability to function as effective and responsible New Zealand and global citizens must be an important consideration in determining their educational opportunities. Te reo Māori enhances their ability to do this. It is everyone's responsibility to ensure that te reo Māori endures: "mō ā muri, mō ā nehe;" (for the days to come, for the future).[12]

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12   Mead and Grove (2001), page 309.

The teaching and learning of te reo Māori

Communicative language teaching

Communicative language teaching enables learners to engage in meaningful communication in the target language. Such communication has a function over and above that of language learning itself. Any approach that enables learners to communicate real information for authentic reasons is a communicative approach.

Classroom-based language learning will inevitably be artificial in some respects. However, communicative language teaching requires keeping such artificiality to a minimum and avoiding language exercises that are out of context and essentially meaning-free. A task-based approach to the curriculum promotes the idea that language should be treated "primarily as a tool for communicating rather than as an object for study or manipulation."[13]

Language learning involves much more than control of language forms. It also involves, for example:

- **fluency** as well as **accuracy**;

- listening and speaking as well as reading, writing, viewing, and presenting;

- sensitivity to what is culturally and linguistically appropriate in different contexts;

- awareness of how conversations progress and how different types of text (such as personal letters and instruction manuals) are constructed.

It is unrealistic to expect error-free production at all times.

Students reach higher levels of competence in te reo Māori when they are actively engaged in the language, that is, when they are taking part in tasks related to subjects that they find genuinely interesting and relevant. As students learn to use te reo Māori with increasing accuracy and appropriateness in relevant, meaningful contexts, their confidence and proficiency will grow.

These curriculum guidelines facilitate a communicative approach to the teaching and learning of Māori language. Meaningful communication in te reo Māori is the key outcome. This means that the activities in which learners engage, including assessment activities, should involve communicating real information for authentic reasons. Communication is fundamental to language learning. Learners need to communicate meaningfully if they are to progress. There is little point in communicating what is already known. This simple observation underpins the recommended approach.

Communicative language teaching enables learners to engage in meaningful communication in the target language.

Meaningful communication in te reo Māori is the key outcome.

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13   Ellis (2003), page ix.

Encouraging students to use te reo Māori for meaningful communication

To encourage students to use te reo Māori for meaningful communication,	
teachers should make sure that:	students should be given opportunities to:
• te reo Māori is used as much as possible in the learning environment;	• speak as well as listen, and initiate communication as well as respond, focusing sometimes on fluency and sometimes on both fluency and accuracy;
• interactive, learner-centred tasks are central to the programme;	• work together in pairs and groups to share information and solve real-life (or simulated) problems;
• language structures are introduced and practised in meaningful contexts;	• engage with topics that are of genuine interest to them;
• they include non-verbal aspects of communication;	• communicate using body language, tone of voice, and intonation and discuss the parallel features in written communication;
• they help students develop strategies to engage with unfamiliar language;	• use different strategies to work out the meanings of new words, e.g., looking at context; using word derivation;
• they introduce a range of different language learning strategies;	• try out different language learning strategies, identifying those that are most useful for them;
• language is presented in a way that encourages students to look for patterns and rules.	• search for patterns and rules in the language they encounter.

Communicative language teaching aims to provide meaningful, authentic contexts in which learners can encounter and practise the various aspects of successful communication. Successful communication involves more than the knowledge and use of grammar and vocabulary. It also includes, for example:

- **sociolinguistic competence** – the ability to produce appropriate language in various contexts, interacting with various participants, with reference to social and cultural norms;

- **strategic competence** – the ability to sustain conversation and repair breakdowns in communication;

- **discourse competence** – the ability to coherently produce and shape a range of spoken, written, and visual texts that are characteristic of a particular language.

Communicative tasks need to reflect real-life communication as closely as possible and establish a genuine need for communication, for example, by asking learners to seek or provide the information required to complete the task successfully. If an activity involves a student asking to be told something that they already know, the activity is not a communicative one – and the students are not likely to find it rewarding.

It is also important to provide form-focused instruction in language programmes in ways that suit learners' stages of cognitive development and language proficiency. An effective way to do this is to provide exposure to specific language forms implicitly through well-constructed communicative tasks that naturally lead to the use of those forms. Teaching grammatical rules explicitly and expecting learners to memorise them is less effective. An important part of a language teacher's repertoire is knowing how to teach language forms in meaningful and effective ways.

Level 1 of this curriculum focuses on the presentation of formulaic language; that is, language that can be used meaningfully in a specific context without reference to how it might be adapted for use in other contexts.

The teaching, learning, storage, retrieval, and use of vocabulary all play a central role in language learning. Where vocabulary is introduced and practised in communicative contexts (rather than in lists), learners are more likely to see the relevance and to be sufficiently interested and motivated to remember words. If teachers use Māori words and expressions regularly – in, for example, classroom instructions – in ways that make their meaning clear, **receptive acquisition** (where learners can recognise the words and their meanings when they hear them) is likely to take place before **productive use** (where learners can not only recognise words but also use them themselves).

It is important not to introduce too much too quickly or to attempt to cover every aspect of te reo Māori in school programmes. Te reo Māori programmes that introduce too much too quickly do not give students a genuine opportunity to learn the new material. They may even undermine student confidence and motivation. Teachers, particularly those who are highly proficient in te reo Māori, should always remember to use language that is appropriate for the age and existing competencies of the students and consistent with the specified aims and objectives of each curriculum level. Teachers should bear in mind that satisfactory completion of level 8 signals that students have a good grasp of many of the important aspects of te reo Māori and tikanga Māori, which provides a solid basis from which to pursue further learning. It does not mean that their proficiency should match that of a native speaker of te reo Māori.

While using a communicative approach, the teacher also needs to help students pay attention to particular features of the language.

Learning vocabulary in communicative contexts is more beneficial than learning long lists of words devoid of context.

This curriculum provides a progression that helps sequence the teaching and learning of te reo Māori.

From the very outset of a language-learning programme, the learning should be not only enjoyable but also purposeful, systematic, and effective – with regular feedback provided that assists students' progression through the levels. Students should be exposed to a balanced programme of age- and level-appropriate listening, speaking, reading, writing, viewing, and presenting. The programme should also be balanced in terms of four main components: **meaning-focused input**, **meaning-focused output**, fluency development, and **form-focused instruction**.

The relationship between te reo Māori and tikanga Māori

There is an inherent strong connection between language and culture. The culture and practices of the people who share a language change and develop as the world changes. Te reo Māori and tikanga Māori are inseparable.

There are both linguistic and cultural differences between groups (*iwi* and *hapū*) in different regions of New Zealand. There are also, however, some very important similarities. Learners of te reo Māori and tikanga Māori should appreciate both the similarities and differences.

Students should learn that speaking a different language involves much more than simply conveying the same message in different words. Communicating in another language means being sensitive not only to what is said but also to how something is said – and to what is left unsaid. Every language involves visual features as well as words, and indirect messages as well as direct ones. As students come to appreciate this, they begin to understand the interaction between language and culture. Teachers should take cultural considerations into account throughout their programmes so that their students are always aware of the important relationship between te reo Māori and tikanga Māori: "Ko te reo te waka e kawe ana i ngā tikanga Māori" (Language is the vehicle of Māori culture).

Because language embeds and expresses culture, suggested sociocultural themes are included at each of the eight curriculum levels. For example, learners need to be made aware of critical aspects of tikanga Māori (such as the existence and significance of appropriate protocols for particular situations). They also need to develop the confidence to operate in Māori contexts. Some teachers may, in the early stages of learning, include lessons in English about the attitudes and values associated with what is sometimes called a "Māori world view". Others may prefer not to use English even in the early stages of learning.

Whatever decision individual teachers reach about using English in their teaching, they should bear in mind that teaching language is an important vehicle for teaching culture. This means that they should take opportunities to introduce and revise language in the context of topics associated with concepts, attitudes, and values (sociocultural aspects) of significance to Māori.

As learners become more proficient in te reo Māori, they will be able to use the language to discuss aspects of Māori culture as an independent culture and also in relation to the cultural views embedded in other languages, including English. As they do so, they will become increasingly aware that living cultures change over time and that speakers of the same language do not necessarily share an identical set of cultural beliefs. They will also become aware that those who speak more than one language fluently are likely to develop a more complete understanding of cultural diversity – and its importance – than those who are monolingual.

Which version of te reo Māori and tikanga Māori should we teach?

There are some differences in the pronunciation, vocabulary, and grammar of te reo Māori from region to region, as is the case for almost all languages. However, the similarities between all the regional variations of te reo Māori are far greater than the differences, important though these differences are. Teachers who focus largely on the variety of te reo Māori with which they are themselves familiar, or on a particular variety that is important to the local community, can be confident that most of what is taught will be of direct use wherever their students travel within New Zealand. At a later stage, those students with a solid foundation in te reo Māori will be in an excellent position to learn more about regional variations in language and tikanga, especially if some of the more obvious differences are drawn to their attention, when appropriate, in class.

While there are regional variations in te reo Māori and tikanga Māori, speakers of different varieties can communicate without difficulty.

Using te reo Māori as the language of classroom instruction

Many teachers of te reo Māori in mainstream schools, particularly teachers of young learners, are unsure whether to use te reo Māori or English as the language of classroom instruction. In general, the most common reasons teachers give for opting to teach in English are that they consider their own level of te reo Māori inadequate for the task or they are afraid that the students will not understand, which would result in unsuccessful lessons if they attempted to use te reo Māori much of the time.

In fact, classroom language, if kept to an appropriate minimum vocabulary, consists of a relatively restricted repertoire. A teacher who uses this repertoire sensitively can show their students that they can understand and respond to te reo Māori without necessarily having a high level of proficiency in this language. A teacher can achieve much by using simple expressions like Āe (Yes); Kāo (No); Kia pēnei (Like this); Kaua e pēnā (Not like that); Kei te pai (Good); Tino pai (Very good); Ka pai tō mahi (Good work); Kua mutu? (Finished?); Kia kaha (Try hard). Teachers should also use lots of gestures, facial expressions, and voice modulation to convey meaning.

Some teachers will use only te reo Māori when teaching Māori; others will use a combination of English and Māori.

When teachers use te reo Māori in a range of settings, it demonstrates its application for normal communication.

Teachers who do decide to use te reo Māori as the medium of classroom instruction, particularly those who are highly competent in the language themselves, should modify the complexity of their classroom language to ensure that it does not exceed what learners can cope with. This means that teachers need to develop a practical repertoire of techniques for introducing and explaining new language and for checking that their students have understood.

The flexible curriculum and its use

The nature of the flexible curriculum

Schools are expected to consult their communities about the languages they offer and to accommodate local needs. Teachers need to plan language learning programmes for students with diverse needs (such as those with varying degrees of sight or hearing impairment). Teachers need to cater for students with very different experiences, aptitudes, and abilities.

Languages are taught at primary and intermediate school level as well as in secondary schools and tertiary institutions; they may also be learnt in the context of distance education. With te reo Māori, there is added complexity. In addition to Māori language programmes in English-medium schools, there is an established Māori-medium sector. Some students transfer from Māori-medium contexts to English-medium schools and bring with them more advanced proficiency in te reo Māori than that of their peers. These curriculum guidelines, therefore, need to be flexible and adaptable if they are to be useful to such a range of teachers and students.

In the context of the seamless curriculum, *Te Reo Māori in the New Zealand Curriculum: Draft* provides teachers with an indication of what they can expect students to have achieved at each curriculum level. This information will help teachers to assess students in order to plan for their needs.

In responding to the needs and interests of their own students, teachers may need to introduce particular achievement objectives much earlier or later than indicated in the curriculum. For example, some teachers may think that their students, or some of them, would benefit from being introduced to simple ways of referring to past and future events, even in the very early stages of learning. So long as the students progress in their learning, there is no reason why such decisions should not be taken.

The curriculum needs to be flexible and adaptable to meet the needs of all learners.

Teachers adapt the curriculum to meet the needs and interests of their students.

Using the flexible curriculum for programme planning

These curriculum guidelines are intended to provide a sound basis for teachers to use in planning their Māori language programmes. At each curriculum level, there are achievement objectives for teachers and students to work towards. As discussed above, teachers need not introduce these in the order in which they are presented within each level in the document. For example, they may decide to introduce the achievement objective listed fourth at level 2 before the one listed first at that level. They may also decide to combine aspects of more than one achievement objective within a single lesson. After an achievement objective has been introduced at a particular level, it can be recycled at higher levels, where it is associated with more complex language.

In those schools where te reo Māori is introduced for a very short period as a "taster", it may not be possible for students to meet all of the level 1 achievement objectives in the time available. Those students beginning to learn te reo Māori in primary and middle schools may spend considerably longer working within level 1 than those beginning in secondary schools. On the other hand, teachers may sometimes wish to combine two levels (for example, levels 1 and 2) within a single, integrated programme.

Although teachers at the initial planning stage will use specific information when deciding on their te reo Māori programme (for example, information about their students' needs, the community's wishes and aspirations, and the school's language policy), they may later make changes when they learn more about particular student needs or interests. Sometimes teachers may simply change the order in which they introduce new aspects of learning. At other times, it may be worth making more significant changes to the planned programme.

For example, a much more advanced programme of te reo Māori learning may need to be provided for individual students who come from Māori-medium contexts either at home or at school.

Using technologies for teaching and learning te reo Māori

Technologies for communicating information make a range of language-learning opportunities accessible to students (including many of those students who do not have ready access to school-based programmes). Such opportunities add to the mix of approaches that teachers can use.

Computers can be very useful for a te reo Māori programme. For example, a student can engage in repetitive practice activities using a computer with appropriate software. The range of computer software and applications now available enables students to take part in many kinds of learning and reinforcement activities, from word-processing to interactive vocabulary building.

The Internet provides access to information about Māori language,[14] Māori communities, and Māori arts and crafts. The Internet can also link both learners and teachers of te reo Māori in different schools in New Zealand. For example, teachers who might otherwise feel isolated professionally can contact one another by email or through discussion boards and share ideas, lesson plans, and resources.

Technologies for communicating information make a range of language-learning opportunities accessible to students.

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14   See, for example, the websites of Te Taura Whiri i te Reo Māori (www.tetaurawhiri.govt.nz) and Te Puni Kokiri (www.tpk.govt.nz).

Attitudes and values

In learning te reo Māori, students will experience and better understand a Māori world view, enabling them to clarify their own values in relation to the new learning. These curriculum guidelines for teaching te reo Māori in English-medium schools support the attitudes and values set out in *Te Marautanga o Aotearoa*, the Māori-medium curriculum draft for consultation (to be published in 2007). These attitudes and values are:

- whānau and school working together to reflect the community's values – *whakawhanaungatanga;*

- caring for and respecting each other – *manaakitanga;*

- whānau and school working together to nurture the students – *atawhai;*

- knowing oneself, one's identity – *tū pono;*

- co-operating with each other – *mahi ngātahi.*

In addition, *Te Reo Māori in the New Zealand Curriculum: Draft* aligns with the intent of *The New Zealand Curriculum: Draft for Consultation 2006* and the key competencies, principles, and values it expresses.

The school curriculum will:	Teachers of te reo Māori will encourage students to:
encourage positive attitudes towards all areas of learning;	work on tasks designed to develop positive attitudes towards learning te reo Māori and tikanga Māori;
provide challenging learning activities that are relevant to students' experiences and appropriate to their levels of achievement;	work conscientiously through relevant and appropriate activities that increase in complexity as the learners progress through the eight curriculum levels;
reinforce the values of individual and collective responsibility;	take responsibility for their own learning and that of those with whom they are learning and interacting;
encourage the development of respect for diversity.	work individually, in pairs, and in groups (with and without the direct involvement of teachers and/or whānau) in ways that demonstrate respect for te reo Māori, for the cultural practices associated with it, and for all those involved in the teaching and learning process.

Learning te reo Māori contributes to the development of a range of attitudes and values that are important within the New Zealand context.

Schools will:	Teachers of te reo Māori will:
ensure that students are helped to develop and clarify their own values and beliefs and to respect and be sensitive to the rights of individuals, families, and groups to hold values and attitudes that are different from their own;	encourage students to explore values and cultural practices held by Māori and associated with Māori communities and compare and contrast them with other values and cultural practices with which they are familiar;
ensure that students are given ongoing, constructive feedback about their learning and progress.	give students constructive feedback at all stages of the learning and assessment process and help them to use it to improve their performance.

The learning-how-to-learn partnership

A learner's competence increases as responsibility for learning is transferred progressively from the teacher to the learner. To facilitate the development of skills and competencies in te reo Māori and tikanga Māori, teachers need to:

- involve community and whānau in the teaching and learning of te reo Māori;

- create an effective, co-operative learning environment;

- in consultation with students, set clear, achievable goals and be prepared to adapt plans and goals in line with the students' learning;

- explain the purposes of different types of activity;

- be prepared to revisit material in different ways to ensure that students have a firm grasp of it;

- continuously monitor students' progress and respond positively to their individual and group needs;

- recognise that not everything can be taught and also that students may learn aspects of te reo Māori that have not been explicitly introduced;

- recognise that both accuracy and fluency are important, create opportunities for uninterrupted fluency practice, and find non-threatening ways to help students correct errors when appropriate;

- use a wide range of different materials to accommodate the needs and interests of students;

- accept that language acquisition is a continuous and uneven process and that it is natural for students to seem to lose ground at times as they assimilate new knowledge in preparation for another period of growth and development;

Learners' competence increases as they take more responsibility for their learning.

- consistently build up students' self-esteem in the context of learning te reo Māori and tikanga Māori;

- focus positively on achievements, acknowledging that students will inevitably progress at different rates and that recognising their successes is likely to lead to further successes and to greater efforts in the future;

- use te reo Māori for classroom management wherever possible;

- encourage students to use te reo Māori to initiate communication, to ask and respond to questions, to seek clarification, and to offer information and suggestions;

- progressively nurture independent, self-motivated learning and encourage students to become autonomous learners by teaching them strategies for successful language learning;

- provide many opportunities for students to communicate with one another;

- encourage students to interact positively with one another and to actively demonstrate that they value one another's contributions;

- plan activities where students work together in pairs and groups as well as individual and whole-class activities.

To succeed, students need to:
- be clear about what they want to achieve;

- be positive, active, and willing learners of te reo Māori;

- feel confident in experimenting and taking risks with te reo Māori as part of the language learning process;

- become aware of, and progressively build on, the language learning skills they already have;

- discover and develop learning skills and strategies that are useful beyond the classroom;

- develop a range of skills to help them negotiate meaning;

- learn to use appropriate reference materials;

- continuously monitor their own progress towards their learning goals.

The process of teaching and learning

The cultural sensitivity of teachers and learners is critical to all aspects of teaching and learning te reo Māori. Teachers should demonstrate their awareness of, and respect for, tikanga Māori as well as their willingness to consult, and take the advice of, local Māori communities. Teachers and learners of te reo Māori are especially fortunate: the language is currently spoken in Māori communities throughout the country and members of these communities are often willing to contribute advice, guidance, and input into the teaching and learning process.

Effective teachers demonstrate their respect for tikanga Māori and their willingness to consult local Māori communities.

It is important, however, not to trivialise the lives and commitments of Māori parents and elders by calling on them constantly, by using them as unpaid teachers, by not establishing a proper school-level relationship with the community, or by taking from that community without contributing to it. Willingness can quickly evaporate when it is not treated respectfully.

Students require as many opportunities as possible to practise and experiment with new and learnt language in meaningful contexts. For example, they should be involved in small-group activities and use materials that challenge them and facilitate their language development. In addition, the teaching and learning programme should support their personal abilities and extend their existing learning strategies.

Students come with different attitudes, aptitudes, abilities, experiences, and prior knowledge. Differences among students can often be accommodated by encouraging them to work in pairs and groups, providing them, where possible, with resources that are appropriate to their particular needs and interests. Given that some learners may be much more proficient in te reo Māori than others, the element of challenge may need to be varied for the different participants in a task, perhaps through more challenging input materials or through setting a more challenging role within tasks for those with greater proficiency.

A variety of resource materials, activities, and tasks needs to be provided for the students.[15] Usually, there is more than one way to achieve a desired outcome. Wherever possible, therefore, students should be given a choice of pathways to learning particular skills or knowledge, as part of their development towards self-motivated learning. The establishment of a **self-access centre**, however small, can support this process.

Students should have frequent opportunities to use challenging resources that help them, in different ways, to develop the ability to communicate in te reo Māori. The more varied the materials, the more stimulating and motivating they are likely to be. In the early stages, however, learners can be introduced to new language in useful chunks or formulas. For example, greeting and leave-taking routines tend to be formulaic, and it is appropriate to introduce them as such. Careful, staged introduction of various greeting routines, both formal and informal, will lead the learners to understand when to use kia ora and when to use tēnā koe. They will understand that they use tēnā koe when greeting one person, tēnā kōrua when greeting two people, and tēnā koutou when greeting more than two people. Learners will gradually come to understand that Māori has singular, dual, and plural pronoun forms.

Many textbooks contain interesting and developmentally appropriate materials, which may be supplemented by audio and video or DVD items. Teachers may need to adapt these materials to suit the particular needs and interests of their students. Sometimes classes will use materials designed primarily for first-language Māori speakers (for example, magazines, films, and marae menus). Teachers may, for a specific purpose, introduce materials that include language likely to be unfamiliar (for example, to encourage learners to work out the overall gist of a message). It is often useful to adapt or simplify existing materials. Materials that teachers create with their own students in mind can also be effective.

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15   A wide range of resources is available online: print-based resources (books, magazines, pamphlets); visual-language resources (posters, television, videos, DVDs); audio resources (iwi radio, CDs, audiotapes, listening posts). See www.tki.org.nz/e/community/language/maori for links to helpful websites.

The structure of *Te Reo Māori in the New Zealand Curriculum: Draft*

Levels

As students progress through the eight curriculum levels, they become familiar with a broadening range of vocabulary, increasingly complex language structures, and more challenging contexts for the use of te reo Māori. The range and complexity of the achievement objectives increases from level to level.

    The levels described in these curriculum guidelines do not coincide with traditional year levels or with students' years of schooling. The age at which students begin learning te reo Māori will be one factor in determining what level or levels a class might work within during the course of one year. For example, many students in a year 7 class might work towards level 1 objectives only, but many students beginning to learn te reo Māori in year 9 might be able to meet the achievement objectives for levels 1 and 2 within one year. Students with prior experience in Māori-medium classrooms will be more proficient in Māori and can be expected to be working at a higher level than their classmates.

Overall proficiency

For every two curriculum levels, there is a general statement describing the overall level of proficiency that students are expected to achieve on completion of those two levels. For example, the following proficiency target statement is made for levels 1 and 2, on page 34:

> By the end of level 2, learners can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the processes involved in learning te reo Māori and tikanga Māori.

The proficiency target statements are based on the following progression of language development:

- *Te Whakatōtanga* (Beginning to use te reo Māori)
  – levels 1 and 2;

- *Te Tupuranga* (Developing communication skills in te reo Māori)
  – levels 3 and 4;

- *Te Puāwaitanga* (Achieving social competence in te reo Māori)
  – levels 5 and 6;

- *Te Pakaritanga* (Achieving personal independence in te reo Māori)
  – levels 7 and 8.

Achievement objectives

At each curriculum level, a series of achievement objectives is introduced. The achievement objectives are not intended to be associated only with the curriculum level at which they are first introduced. Each achievement objective should be revisited from time to time as learners progress through the curriculum levels. In this way, learners can be introduced gradually to a range of ways of achieving the same objective, and with more complex language as their proficiency increases. The approach to achievement objectives is intended to be cumulative, the revisiting of objectives allowing for an upward spiral of achievement as learners progress through the teaching programme.

The achievement objectives introduced at each level represent core expectations for that level. They need not be introduced in the order in which they are listed, nor need they be introduced separately. There may, for example, be advantages in combining aspects of more than one achievement objective at a particular level in a single lesson.

In planning their programmes, teachers may draw on the achievement objectives in different ways. For example, at level 3, some teachers may wish to combine objectives 3.1 and 3.4, incorporating how people travel (3.4) into discussion of habits and routines (3.1).

Language modes and suggested contexts for language learning

At each curriculum level, there are suggestions for what students should be achieving in each of six **language modes**: *whakarongo* – listening, *pānui* – reading, *mātakitaki* – viewing, *kōrero* – speaking, *tuhituhi* – writing, and *whakaari* – presenting. There are also suggested contexts for the introduction and revision of language in meaningful situations: sociocultural themes, for example, *manaakitanga* (hospitality); topics, for example, routines and procedures on the marae; and text types, for example, *waiata* Māori.

Language associated with the achievement objectives can be introduced in the context of relevant sociocultural themes, topics, and text types. So, for example, language associated with achievement objective 3.1 ("communicate, including comparing and contrasting, about habits and routines") could be introduced in the context of a short dialogue in which two speakers associated with different marae each talk about a way of extending hospitality to guests at their marae. The short dialogue would include familiar language along with at least one clear example of how habits or routines can be expressed in Māori. That example (or a series of examples) could then provide the basis for teaching this particular aspect of te reo Māori. In this way, the teaching of the language would take place in a relevant cultural context.

The **sociocultural themes** included in the curriculum guidelines provide tikanga Māori content. Although the themes suggested at each level have been selected with that level's achievement objectives in mind, they can also be introduced effectively at other levels. The suggested sociocultural themes, such as *whanaungatanga* (relationships) and *manaakitanga* (hospitality), are intended to be neither exhaustive nor exclusive. The sociocultural content at each level should be both relevant and varied. Learning about tikanga Māori enables students to compare Māori culture with other cultures within New Zealand and overseas and to understand the wide variety of cultural characteristics of Māori people. To address tikanga Māori, teachers need to establish and maintain contact with local Māori communities wherever possible. In this way, they can become involved, wherever it is appropriate to do so, in Māori activities and keep up to date with local and national discussion of issues affecting Māori.

The **topics** suggested at each curriculum level, such as, for example, *tangihanga* (funerals), have also been selected with the achievement objectives for that level in mind. Teachers may integrate some of these topics with others of their own choice or decide to reassign topics to a different level.

At each curriculum level, different **text types** are also suggested. They too have been selected on the basis of their relevance to the achievement objectives and include tikanga Māori content; for example, *mōteatea* (traditional Māori songs and chants) and *karakia* (prayers). Examples of more general written texts are email messages and shopping lists. Spoken texts include announcements and conversations. As with the suggested sociocultural themes and topics, the curriculum guidelines only present selected examples of text types, because it is expected that teachers will supplement the suggested ones with others that are relevant for their students.

Teachers should select sociocultural themes, topics, and text types according to the needs and interests of their students and the objectives to be achieved.

*There should be
a relationship
between the
achievement
objective, the
theme, the topic,
and the text type.*

The following table lists some of the achievement objectives for particular curriculum levels alongside some of the **language learning contexts** (sociocultural themes, topics, and text types) suggested for that level, in order to highlight possible connections. It is useful to begin with an achievement objective and then decide what themes and topics might best achieve that objective through the use of appropriate text types.

Examples of relationships between achievement objectives and language learning contexts

Achievement objective	Suggested sociocultural themes	Suggested topics	Suggested text types
2.3 communicate about likes and dislikes, giving reasons where appropriate	*Te whānau* (the extended family); *te wharekai* (the dining hall)	Food preferences	Simple, short dialogues; questionnaires
3.4 communicate, including comparing and contrasting, about how people travel	*Te haere ki te marae* (attending events at the marae)	Modes of transport	Informal and semi-formal conversational exchanges; maps and plans
4.3 communicate about obligations and responsibilities	*Whanaungatanga* (relationships); *te marae* (the marae)	Roles and duties at home, in the community, and at school	Informal and semi-formal conversational exchanges; rules and regulations; *whakataukī* (proverbs); *pepeha* (iwi-specific sayings)

As students progress through the curriculum levels, their competence in language modes, both **receptive skills** (listening, reading, and viewing) and **productive skills** (speaking, writing, and presenting), will increase. Thus, for example, at level 1, students are encouraged to "write simple, familiar words, phrases, and sentences using the conventions of written language", whereas at level 3 they are expected to "use resources (for example, dictionaries and glossaries) to experiment with some new language in writing".

Suggested language focus and vocabulary

Initial suggestions for language and vocabulary appropriate to the achievement objectives and suggested themes and topics can be found in the teaching and learning materials online at www.tki.org.nz/e/community/language/maori

Teachers should adapt and supplement these suggestions in ways that relate to the interests and capabilities of their students and to the specific requirements of their own programmes.

Suggested learning and assessment activities

Appendix 1 lists suggested learning and assessment activities and ways in which teachers and learners can monitor progress. Teachers should select from learning and assessment activities that relate to the achievement objectives and to the skills described for each of the language modes (listening, speaking, viewing, reading, writing, presenting) at each level. The activities are also intended to relate to the suggested language learning contexts for introducing and revising new language at each curriculum level. When assessing students' achievement, teachers and students need to consider the students' fluency and accuracy as they progress towards learning goals based on the achievement objectives and the suggestions for each language mode. Because individual students (and groups of students) vary in their starting points, rates of progress, and interests, teachers usually need to adapt the learning activities to suit individual learners.

Many of the suggested learning and assessment activities are cross-curricular in nature, relating to other areas of the school curriculum. For example, learning and assessment activities relating to achievement objective 6.1 ("give and follow instructions") might include guidance on making things such as kites, thus relating to the technology curriculum. The learning and assessment activities associated with achievement objective 1.3 ("communicate about number, using days of the week, months, and dates") might include learning ordinal numbers to describe the days of the week, thus relating to the mathematics curriculum. The table on the next page indicates ways in which teaching and learning te reo Māori can be related to other aspects of the school curriculum.

Assessment activities should relate back to the achievement objectives, the language modes, and the suggested contexts.

Integration of te reo Māori across the school curriculum is encouraged.

Examples of the relationship between the learning of te reo Māori and other areas of the school curriculum

Achievement objective	Suggested activities	Related areas
1.4 communicate about personal information, such as name, age, nationality, and home	• conducting surveys, for example, asking one another about their age and other personal details and then filling these details in on computer-generated forms, or asking and answering questions using completed forms (one student role-playing the person named on the form)	mathematics
2.3 communicate about likes and dislikes, giving reasons where appropriate	• role-playing an interview in which a Māori television personality or pop star talks about their likes and dislikes	arts
8.2 develop an argument or point of view, with reasons	• preparing a computer-assisted presentation on the implications of a particular scenario (for example, the possible consequences if *Aotearoa* were to become a republic and the Treaty of Waitangi were to be excluded from the constitution) • putting forward a proposition (for example, that it is healthier to be a vegetarian than a meat eater) and providing supporting details • reading (or writing) a letter to a newspaper in which the victim of a robbery expresses their opinions about how criminals should be treated, and taking part in a class discussion about those opinions	social sciences health and physical education English

Assessment

Assessment should be ongoing, and teachers should give students immediate, frequent, and regular feedback to enable them to develop their learning skills. Assessment should include teachers' ongoing monitoring of student learning (**formative assessment**) as well as end-of-unit tasks designed to measure and record their language acquisition and language skills (**summative assessment**).

Assessment by students should be treated as an important aspect of learning.[16] Teachers should encourage students to engage in ongoing monitoring of their own progress (self-assessment). Students could, for example, check that they are following task instructions as they work through a writing task as well as checking the material they have produced at the end of the task. They could record their progress on checklists that reflect the achievement objectives at their level. They could compile portfolios of their work and use these to reflect on their progress and to set clear and appropriate goals for future learning. They could also be encouraged to provide constructive feedback to one another (peer assessment).

Assessment should be based on activities that measure performance in communicative contexts. It should target **procedural knowledge** (knowledge of how to use the language), not just **declarative knowledge** (knowing something about the language). All forms of teacher assessment[17] should have a diagnostic function, providing students with an understanding of their current stage of language learning and helping teachers to evaluate the effectiveness of their Māori language programmes. Teachers should discuss the assessment procedures with their students and explain them clearly in ways that the students can understand.

Assessment is a continuing process that measures the development of students' knowledge and skills against the stated achievement objectives. It should relate to the purposes for which te reo Māori and tikanga Māori are used and should measure all aspects of communicative capacity, including Māori language appropriateness, complexity, fluency, and accuracy. Wherever possible, assessment strategies should allow for a range of responses rather than anticipating strictly predetermined content in terms of te reo Māori and tikanga Māori.

In assessing students' progress and achievement in te reo Māori, the emphasis on listening, speaking, reading, writing, viewing, and presenting should reflect the balance of class activities. For example, programmes designed for younger learners may focus more on listening and speaking in the early stages, and assessment at these stages should reflect this focus.

Assessment should:

- motivate students;

- enable teachers to evaluate the effectiveness of both learning and teaching;

- diagnose and monitor students' strengths and needs, providing information for future programme development;

- provide relevant information for students, parents, school administrators, and the wider community.

Assessment should be ongoing and accompanied by regular, constructive feedback.

It is important to assess appropriateness, fluency, and accuracy.

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16 See pages 65–66 in Appendix 1 for suggested ways in which students can monitor their own progress.
17 See pages 63–65 in Appendix 1 for suggested ways in which teachers can monitor students' progress.

Teachers are advised to:

- communicate regularly and informally with students about their progress and their needs, including the kinds of help they require and what their next learning steps might be;

- help students develop peer-assessment and self-assessment strategies;

- observe and record the progress of individual students (for example, by preparing individual learning profiles and/or by compiling portfolios of student work).

Students should be encouraged to:

- measure and record their own progress, using checklists that show achievement in terms of what they can do with the Māori language;

- reflect on what and how they learn, so that they can understand the learning process better and work more effectively towards their language learning objectives;

- maintain portfolios of their work, including samples of written Māori, audio recordings of their progress in oral Māori, and any te reo- and tikanga-related projects. (They can also be encouraged to keep learner diaries.)

The National Qualifications Framework: Assessment against standards

Te Reo Māori in the New Zealand Curriculum: Draft is the guiding document for developing programmes for teaching and learning te reo Māori in English-medium schools. It provides reference points for achievement standards, unit standards, and Scholarship. These standards are derived from the key outcomes and are the "building blocks" of the qualifications on the National Qualifications Framework (NQF). They are not units of work in themselves: their function is to specify standards for assessment.

Assessment for national certificates should be integrated with learning and will generally be managed within the school and by the teacher. The New Zealand Qualifications Authority (NZQA) will provide advice on managing appropriate assessment systems and procedures to be used for this purpose.

Standards for schools span levels 1–3 of the National Qualifications Framework and Scholarship, which approximate to levels 6–8 of the curriculum.

The **National Certificate of Educational Achievement (NCEA)** is the main qualification for senior secondary students. Currently, there are NCEA standards for Te Reo Māori used in English-medium schools, and for Te Reo Rangatira in Māori-medium schools. These draft curriculum guidelines provide achievement objectives and a description of skills in six language modes, at eight levels, to guide assessment for learning. The existing NCEA standards for Te Reo Māori will be mapped against the achievement objectives in these draft curriculum guidelines. Recrafting will occur after national trialling.

Effective students monitor their own progress and maintain portfolios of their work.

These curriculum guidelines provide reference points for achievement standards, unit standards, and Scholarship.

An approach to programme planning

At the core of the curriculum are the achievement objectives, or key outcomes for students to achieve (such as, for example, 2.1 "communicate about relationships between people"). These achievement objectives have important implications for the core language content at each curriculum level. In planning language programmes, teachers will need to think carefully about language progression in relation to the achievement objectives; that is, about which particular aspects of language (vocabulary, structures, pronunciation, and so on) students will be encouraged to focus on at different stages of their learning. They may start with a fairly clear idea about what can be achieved. Even so, they will need to make adjustments as they learn more about the needs, interests, and prior learning of their students.

The core of the language curriculum (the achievement objectives) is by no means the only aspect of the curriculum that matters. Spiralling round the core are other aspects of the language curriculum, including the suggested sociocultural themes, topics, and text types which, if teachers select from the lists carefully, can make a very important contribution to teaching and learning.

When teachers, learners, and communities understand the nature of an outcomes-based curriculum, they can enter into an effective, focused learning partnership. For example, a member of a student's whānau might contribute to a lesson based on achievement objective 3.1 ("communicate, including comparing and contrasting, about habits and routines") by showing students how to carry out a routine task at the marae, such as setting up the *wharenui* (meeting house) for *manuhiri* (visitors) or ordering the food for a *hui*. Likewise, teachers of Māori and teachers of history may decide to work together to plan a series of lessons around a common theme, such as habits and routines in New Zealand schools and communities in the 1940s (see achievement objective 5.3 "communicate about past habits and routines").
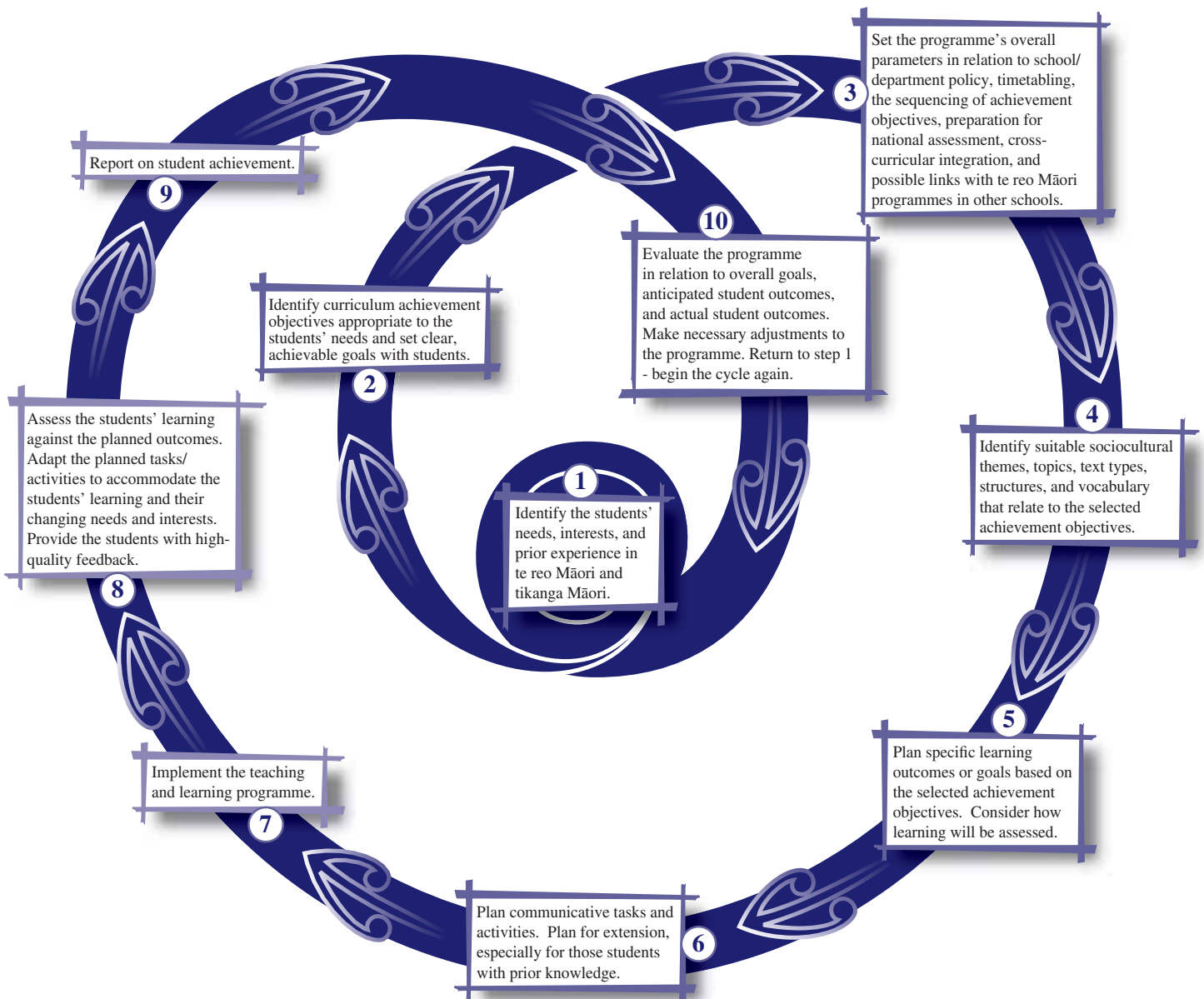
At the core of the curriculum are the achievement objectives, supported by suggested sociocultural themes, topics, and text types.

When teachers, learners, and communities understand the nature of an outcomes-based curriculum, they can enter into an effective, focused learning partnership.

A suggested programme planning cycle

To create successful Māori language programmes, teachers should use a planning cycle made up of a series of logical steps.

3 Set the programme's overall parameters in relation to school/department policy, timetabling, the sequencing of achievement objectives, preparation for national assessment, cross-curricular integration, and possible links with te reo Māori programmes in other schools.

9 Report on student achievement.

10 Evaluate the programme in relation to overall goals, anticipated student outcomes, and actual student outcomes. Make necessary adjustments to the programme. Return to step 1 - begin the cycle again.

2 Identify curriculum achievement objectives appropriate to the students' needs and set clear, achievable goals with students.

8 Assess the students' learning against the planned outcomes. Adapt the planned tasks/activities to accommodate the students' learning and their changing needs and interests. Provide the students with high-quality feedback.

1 Identify the students' needs, interests, and prior experience in te reo Māori and tikanga Māori.

4 Identify suitable sociocultural themes, topics, text types, structures, and vocabulary that relate to the selected achievement objectives.

5 Plan specific learning outcomes or goals based on the selected achievement objectives. Consider how learning will be assessed.

7 Implement the teaching and learning programme.

6 Plan communicative tasks and activities. Plan for extension, especially for those students with prior knowledge.

E kore au e ngaro; te kākano i ruia mai i Rangiātea
I shall never be lost; the seed which was sown from Rangiātea[18]

18   Mead and Grove (2001), pages 30–31.

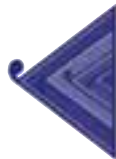# *Te Reo Māori in the New Zealand Curriculum:*
Levels 1–8
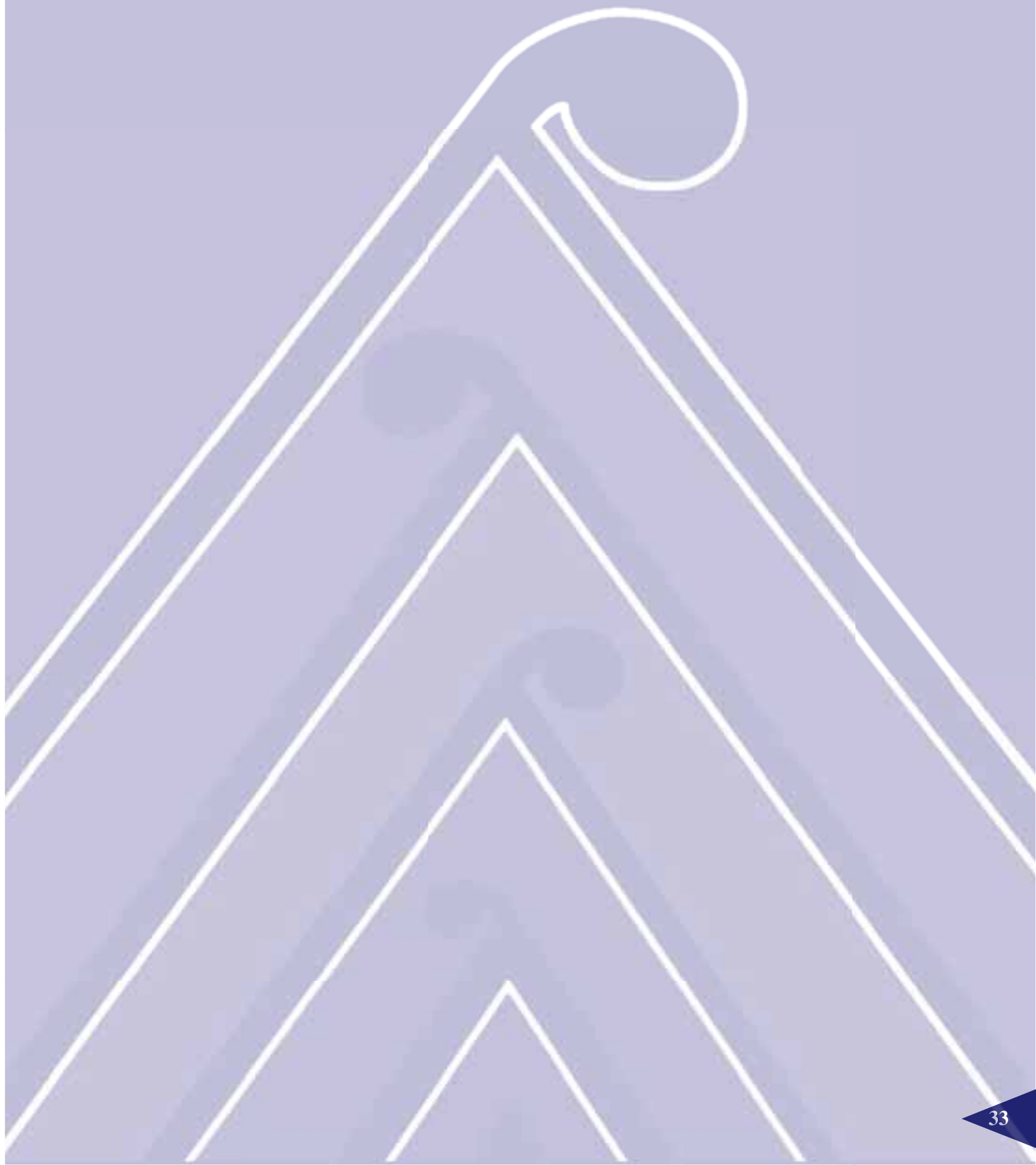
Levels 1 and 2: Te Whakatōtanga
(Beginning to use te reo Māori)

Proficiency target
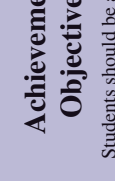
By the end of level 2, learners can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. Learners are developing an awareness of the processes involved in learning te reo Māori and tikanga Māori.

Level 1: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Suggested Language Learning Contexts

Suggested sociocultural themes	Suggested topics	Suggested text types
Ngā mihi (greetings) *Te akomanga* (the classroom) *Te kura* (the school) *Te whānau* (extended family) *Te kāinga* (home)	*Whānau, hapū, iwi* My home My classroom My school Origin, identity, location	*Kīwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whakataukī* (proverbs) Captions for pictures and photographs Simple, short dialogues Greeting and leave-taking routines Class timetables

Level 1

Achievement Objectives
Students should be able to:

1.1 greet, farewell, and thank people and respond to greetings and thanks;

1.2 introduce themselves and others and respond to introductions;

1.3 communicate about number, using days of the week, months, and dates;

1.4 communicate about personal information, such as name, age, nationality, and home;

1.5 communicate about location;

1.6 understand and use simple politeness conventions (for example, ways of thanking people, apologising, excusing themselves, and complimenting people);

1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

Language Modes

Whakarongo – Listening
By the end of level 1, learners can:
- identify the sounds of letters of the Māori alphabet (*arapū*), letter combinations, intonation, and stress patterns;
- recognise and understand simple, familiar spoken words, phrases, and sentences.

Pānui – Reading
By the end of level 1, learners can:
- identify letters of the Māori alphabet (*arapū*), letter combinations, basic written language conventions, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences.

Mātakitaki – Viewing
By the end of level 1, learners can:
- recognise the communicative significance of particular facial expressions and other body language;
- interpret meanings that are conveyed in combinations of words and images or symbols.

Kōrero – Speaking
By the end of level 1, learners can:
- imitate the pronunciation, intonation, stress, and rhythm of te reo Māori words, phrases, and sentences;
- respond appropriately to simple, familiar instructions and simple questions;
- ask simple questions;
- initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

Tuhituhi – Writing
By the end of level 1, learners can:
- write letters and numbers;
- write vowels with macrons;
- reproduce letter combinations and punctuation for te reo Māori words, phrases, and sentences in familiar contexts;
- write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.

Whakaari – Presenting
By the end of level 1, learners can:
- use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);
- use selected features of visual language to add meaning to simple written or oral text.

Level 2: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Level 2

Suggested Language Learning Contexts

Suggested sociocultural themes	Suggested topics	Suggested text types
Marae me hui marae (marae and marae gatherings) *Te kura* (the school) *Te whānau* (the extended family) *Te wharekai* (the dining hall) *Whakapapa* (genealogy) *Whanaungatanga* (relationships)	The marae: its people and places *Whānau* relationships (my family) My school Weather and seasons Food preferences	*Kiwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whakapapa* (simple family tree charts) *Whakataukī* (proverbs) Simple written forms Informal personal notes Photograph albums with captions Posters Questionnaires Simple email messages Simple, short dialogues Simple weather reports

Achievement Objectives

Students should be able to:

2.1 communicate about relationships between people;

2.2 communicate about possession;

2.3 communicate about likes and dislikes, giving reasons where appropriate;

2.4 communicate about time, weather, and seasons;

2.5 communicate about physical characteristics, personality, and feelings.

Language Modes

Whakarongo – Listening

By the end of level 2, learners can:
- identify sounds of letters of the Māori alphabet, letter combinations, intonation, and stress patterns;
- recognise and understand familiar spoken words even in some unfamiliar contexts;
- understand a range of short oral texts containing familiar phrases and sentences;
- get the gist of slightly more complex or less familiar te reo Māori phrases and sentences.

Pānui – Reading

By the end of level 2, learners can:
- identify letters of the Māori alphabet, letter combinations, and simple punctuation;
- recognise and understand simple, familiar written words, phrases, and sentences;
- understand short written texts consisting of familiar te reo Māori words, phrases, and sentences;
- get the gist of slightly more complex or less familiar te reo Māori phrases and sentences.

Mātakitaki – Viewing

By the end of level 2, learners can:
- respond appropriately to meanings conveyed through selected visual texts;
- understand and respond to combinations of visual and verbal language in selected texts.

Kōrero – Speaking

By the end of level 2, learners can:
- begin to use pronunciation, intonation, stress, and rhythm for emphasis and to distinguish meaning;
- respond appropriately to simple, familiar instructions and simple questions;
- ask simple questions and give simple information;
- initiate simple conversations in te reo Māori.

Tuhituhi – Writing

By the end of level 2, learners can:
- write simple, familiar words, phrases, and sentences using spelling and punctuation conventions;
- convey simple te reo Māori messages in written form;
- write a series of sentences in te reo Māori describing the appearance or characteristics of something.

Whakaari – Presenting

By the end of level 2, learners can:
- produce visual texts to present information and/or ideas;
- combine visual and verbal language to present information and/or ideas.

Levels 3 and 4: Te Tupuranga
(Developing communication skills in te reo Māori)

Proficiency target
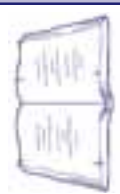
By the end of level 4, learners can cope with a variety of routine situations when talking to speakers of te reo Māori. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters and fill out simple forms. They can act appropriately in familiar social situations, according to the norms and conventions of Māori. They are becoming more confident in using a range of language learning strategies.

Level 3: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Level 3

Suggested Language Learning Contexts			Level 3	Language Modes					
Suggested sociocultural themes	Suggested topics	Suggested text types	Achievement Objectives (Students should be able to:)	*Whakarongo* – Listening	*Pānui* – Reading	*Mātakitaki* – Viewing	*Kōrero* – Speaking	*Tuhituhi* – Writing	*Whakaari* – Presenting
Kaumātua (elders) *Manaakitanga* (hospitality) *Te tiaki i te taiao* (care of the environment) *Tūrangawaewae* (my place to stand) *Te haere ki te marae* (attending events at the marae)	Modes of transport The marae: routines and procedures Sport and leisure gatherings Planning leisure-time events	*Karakia* (prayers) *Kīwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whakataukī* (proverbs) Informal and semi-formal conversational exchanges Maps and plans Myths and legends Posters, pamphlets, flyers Simple email and text messages Simple personal letters Class timetables Personal diaries	**3.1 communicate, including comparing and contrasting, about habits and routines;** **3.2 communicate about events and where they take place;** **3.3 give and follow directions;** **3.4 communicate, including comparing and contrasting, about how people travel;** **3.5 communicate about immediate past activities.**	By the end of level 3, learners can: • understand specific detail and overall meaning in familiar contexts and in some unfamiliar contexts; • understand a range of short oral texts consisting mainly of familiar language; • get the gist of short oral texts that contain some unfamiliar language.	By the end of level 3, learners can: • understand specific detail and overall meaning in a range of short written texts consisting mainly of familiar language; • get the gist of short written texts that contain some unfamiliar language.	By the end of level 3, learners can: • identify and respond to some visual and verbal features of texts, and the ways these features interact for particular purposes; • understand and respond to a range of features in selected visual texts.	By the end of level 3, learners can: • initiate and sustain short conversations; • give short prepared talks on familiar topics; • use generally appropriate pronunciation, stress, rhythm, and intonation; • express simple, original ideas; • describe familiar events, people, and things.	By the end of level 3, learners can: • use resources (for example, dictionaries and glossaries) to experiment with some new language in writing and to check spelling; • prepare and write short texts on familiar topics; • write simple personal letters and emails; • use appropriate writing conventions.	By the end of level 3, learners can: • present texts in which visual and verbal features interact to produce particular meanings and effects; • present or perform a legend, *whakataukī*, *pepeha*, or *waiata* making effective use of visual language features.

Level 4: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Suggested Language Learning Contexts			Level 4	Language Modes					
Suggested sociocultural themes	**Suggested topics**	**Suggested text types**	**Achievement Objectives** — Students should be able to:	*Whakarongo* – Listening	*Pānui* – Reading	*Mātakitaki* – Viewing	*Kōrero* – Speaking	*Tuhituhi* – Writing	*Whakaari* – Presenting
Manaakitanga (hospitality) *Te marae* *Te rapu whakaaetanga* (seeking permission) *Tiakitanga* (taking care of others) *Te wā* (the time) *Whanaungatanga* (relationships)	Planning and shopping for a *hui* Roles and duties at home, in the community, and at school Planning a visit away from home Telling the time	*Karakia* (prayers) *Kīwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whakataukī* (proverbs) Information brochures and pamphlets Announcements Informal and semi-formal conversational exchanges Informal notes and letters to family Menus Notes, cards, and letters of invitation, acceptance, and refusal Posters Rules and regulations Shopping lists Simple advertisements Simple web pages Email and text messages	**4.1 request, offer, accept, and decline things, invitations, and suggestions;** **4.2 communicate about plans for the immediate future;** **4.3 communicate about obligations and responsibilities;** **4.4 give and seek permission;** **4.5 communicate about the quality, quantity, and cost of things.**	By the end of level 4, learners can: • make use of context and familiar language to work out meaning and relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language.	By the end of level 4, learners can: • understand a range of short written texts that consist mainly of familiar language; • understand overall meaning and specific detail in contexts that may contain some unfamiliar language; • guess the meanings of unfamiliar words and phrases used in familiar contexts.	By the end of level 4, learners can: • identify particular features of visual language and understand their significance in communicating information and ideas to specific audiences; • understand and respond to combinations of visual and verbal language and understand their significance in communicating information and ideas to specific audiences.	By the end of level 4, learners can: • engage in short personal conversations; • make plans with friends, face to face and by telephone; • initiate and sustain short conversations that involve polite social interactions (such as declining invitations); • give short prepared talks on familiar topics; • use generally appropriate pronunciation, stress, rhythm, and intonation.	By the end of level 4, learners can: • use resources (for example, dictionaries and glossaries) to experiment with new language and to review writing for accuracy; • write short texts on familiar topics; • plan longer written texts and write parts of these; • use appropriate writing conventions; • send text and email messages.	By the end of level 4, learners can: • communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meaning and effects; • present or perform traditional or modern aspects of the culture in selected settings.

Levels 5 and 6: Te Puāwaitanga
(Achieving social competence in te reo Māori)
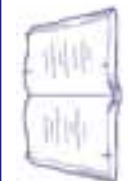
Proficiency target

By the end of level 6, learners can interact with te reo Māori speakers in familiar social situations and cope with some less familiar ones. They can use basic Māori language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters in te reo Māori. Learners are increasingly confident in using a range of language learning strategies associated with the learning of te reo Māori.
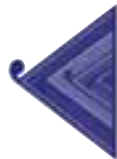
Level 5: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Level 5

Suggested Language Learning Contexts			Language Modes						
Suggested sociocultural themes	Suggested topics	Suggested text types	Achievement Objectives — Students should be able to:	Whakarongo – Listening	Pānui – Reading	Mātakitaki – Viewing	Kōrero – Speaking	Tuhituhi – Writing	Whakaari – Presenting
Aroha (love, sympathy, empathy)	Fishing and food gathering	*Karakia* (prayers)	**5.1 communicate about past activities and events;**	By the end of level 5, learners can:	By the end of level 5, learners can:	By the end of level 5, learners can:	By the end of level 5, learners can:	By the end of level 5, learners can:	By the end of level 5, learners can:
Ngā iwi (people, tribes)	Preparing and presenting food	*Kīwaha* (idioms)	**5.2 communicate about present and past states, feelings, and opinions;**	• make use of context and familiar language to work out meaning and relationships between things, events, and ideas;	• make use of context and familiar language to work out the relationships between things, events, and ideas;	• understand and respond to information and ideas encountered in a variety of visual texts;	• initiate and sustain short conversations;	• use resources to experiment with new language and review writing for accuracy;	• communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meanings and effects;
Taha wairua (spirituality)	Recounting sport, leisure, and cultural activities	*Pepeha* (iwi-specific sayings)	**5.3 communicate about past habits and routines;**	• understand specific details in contexts that may contain some unfamiliar language;	• understand specific details in contexts that may contain some unfamiliar language;	• identify particular features of visual language and understand their significance in communicating information to a specific audience for a specific purpose, on their own and in combinations with verbal language.	• give short talks on familiar topics in a range of contexts, past and present;	• write information on familiar topics in a range of contexts, past and present;	• present or perform a variety of visual texts for a range of purposes and audiences.
Whanaungatanga (relationships)	Recounting activities with family, friends, and community	*Waiata Māori* (Māori songs)	**5.4 describe, compare, and contrast people, places, and things.**	• distinguish between past and present actions and states.	• distinguish between past and present actions and states.		• discuss topics of mutual interest;	• use appropriate writing conventions;	
		Whakataukī (proverbs)					• use appropriate pronunciation, stress, rhythm, and intonation.	• write a range of text types, for example, expository, recount, and narrative texts.	
		Brochures							
		Plans for models and structures							
		Conversational exchanges							
		Letters							
		Maps (including weather maps)							
		Questionnaires							
		Reports							
		School timetables							
		Simple interviews							
		Simple speeches							
		Web pages							

Level 6: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Level 6

Suggested Language Learning Contexts			Achievement Objectives (Students should be able to:)	Language Modes					
Suggested sociocultural themes	Suggested topics	Suggested text types		Whakarongo – Listening	Pānui – Reading	Mātakitaki – Viewing	Kōrero – Speaking	Tuhituhi – Writing	Whakaari – Presenting
Hui ōkawa (formal gatherings) *Te tapu me te noa* (sacred and non-sacred) *Hauora Māori* (Māori health) *Ngā wānanga Māori* (special-purpose gatherings)	*Tangihanga* (funerals) Famous Māori people Māori creative arts Entertainment (for example, television, music, movies, and community events) Health and well-being	*Karakia* (prayers) *Karanga* (welcome call) *Kiwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whaikōrero* (oration/speeches) *Whakataukī* (proverbs) Conversational exchanges Maps Letters, telephone calls, email Advertising posters Questionnaires Radio and television programmes Reports Extended stories and essays Simple interviews Simple speeches Graphs and tables Web pages	**6.1 give and follow instructions;** **6.2 communicate about problems and solutions;** **6.3 communicate about immediate plans, hopes, wishes, and intentions;** **6.4 communicate in formal situations.**	By the end of level 6, learners can: • make use of context and familiar language to understand instructions and information in formal and informal contexts; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states.	By the end of level 6, learners can: • make use of context and familiar language to understand written instructions and information in formal and informal contexts; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states.	By the end of level 6, learners can: • understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences; • use appropriate terminology to describe ways that visual and verbal language interact for specific effects and purposes.	By the end of level 6, learners can: • initiate and sustain more extended conversations in both formal and informal contexts; • discuss projects and tasks in pairs or groups, for example, when sharing peer feedback on writing; • give short talks on familiar topics in familiar contexts, past and present; • use appropriate pronunciation, stress, rhythm, and intonation.	By the end of level 6, learners can: • use resources to experiment with new language and to review writing for accuracy; • write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives); • use a range of written planning tools, such as skeleton plans and mind maps; • use appropriate writing conventions.	By the end of level 6, learners can: • use visual language to communicate with different audiences for different purposes; • use combinations of visual and verbal language to communicate with different audiences for different purposes.

Levels 7 and 8: Te Pakaritanga
(Achieving personal independence in te reo Māori)

Proficiency target

By the end of level 8, learners can take part in general conversation with speakers of te reo Māori, understand much of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use te reo Māori creatively. They can read a variety of authentic te reo Māori materials and write expressively for a range of purposes. Learners use a range of strategies relating to the effective learning of te reo Māori, and their behaviour is culturally appropriate in most social situations involving native speakers.

Level 7: Achievement Objectives, Suggested Language Learning Contexts, and Language Modes

Level 7

Suggested Language Learning Contexts			Achievement Objectives (Students should be able to:)	Language Modes					
Suggested sociocultural themes	Suggested topics	Suggested text types		Whakarongo – Listening	Pānui – Reading	Mātakitaki – Viewing	Kōrero – Speaking	Tuhituhi – Writing	Whakaari – Presenting
Ko te tangata (the centrality of people) *Ko te reo* (the centrality of language) *Te ao Māori – te ao hurihuri* (the Māori world – the changing world) *Te whakaiti – ngā kaumātua* (humility – the elders)	The land wars The status of te reo Māori *Te Taura Whiri i te Reo Māori* (The Māori Language Commission) Urbanisation, assimilation, and resistance Global travel and exploration Social work, community service, and teaching The tourism industry Working and finding work	*Karakia* (prayers) *Kīwaha* (idioms) *Pepeha* (iwi-specific sayings) *Waiata Māori* (Māori songs) *Whakataukī* (proverbs) Brochures and guidebooks Classified advertisements Comics and cartoons Computer-assisted presentations Conversational exchanges Curriculum vitae Electronic communications Websites Formal and informal letters Graphs and tables Instruction sheets News items Poems Programmes for shows and exhibitions Recipes Short stories Talks Telephone calls and answerphone messages Television and radio programmes Text messages Video presentations	**7.1 communicate about future plans;** **7.2 offer and respond to advice, warnings, and suggestions;** **7.3 express and respond to approval and disapproval, agreement and disagreement;** **7.4 offer and respond to information and opinions, giving reasons;** **7.5 read about and recount actual or imagined events in the past.**	By the end of level 7, learners can: • understand much of what other speakers of te reo Māori say about a range of topics across a range of spoken text types, formal and informal; • distinguish between facts and opinions and recognise intentions to persuade and influence.	By the end of level 7, learners can: • understand much of what is written in te reo Māori about a range of topics, across a range of written text types including narrative, expository, and persuasive texts; • distinguish between facts and opinions and recognise intentions to persuade and influence.	By the end of level 7, learners can: • understand and respond to visual texts that have been created for a range of purposes, audiences, and effects; • describe how visual and verbal features are combined for different purposes, audiences, and effects.	By the end of level 7, learners can: • use te reo Māori to entertain and persuade as well as to inform; • initiate and sustain conversations in te reo Māori; • give talks on a range of topics in a range of contexts; • use appropriate pronunciation, intonation, rhythm, and stress.	By the end of level 7, learners can: • use resources to experiment with new language and to review writing for accuracy; • write in te reo Māori about a range of topics, using words and expressions that are appropriate for the purpose and intended audience; • begin to use language to entertain and persuade as well as to inform.	By the end of level 7, learners can: • use visual language in a range of texts for different audiences, purposes, and effects; • combine features of visual and verbal language in a range of texts for different audiences, purposes, and effects; • create new visual texts to express their own information and ideas.

Level 8

Suggested Language Learning Contexts

Suggested sociocultural themes

Aroha (love, sympathy, empathy)
Kāwanatanga (governance)
Mana (prestige, authority, power)
Mauri (the life force)
Ranginui rāua ko Papa-tū-ā-nuku (Rangi and Papa)
Te Tiriti o Waitangi (the Treaty of Waitangi)
Te whenua (the land)
Tino rangatiratanga (self-determination)

Suggested topics

Bastion Point
Land marches
Māori media
The representation of Māori in the media
The foreshore and seabed
The Waitangi Tribunal and Treaty settlements
Environmental issues
Natural resources
Significant events, past and present
Significant people, past and present
Social cohesion and social justice in Aotearoa

Suggested text types

Karakia (prayers)
Kīwaha (idioms)
Mōteatea (traditional Māori songs and chants)
Pepeha (iwi-specific sayings)
Whakatauki (proverbs)
Classified advertisements
Comics, graphic novels, cartoons
Computer-assisted presentations
Debates
Dramatic texts
Films
Formal and informal letters
Formal and informal conversational exchanges
Graphs and tables
Magazines and newspapers
Novels
Poems
Promotional and advertising material (for example, videos, CDs, book covers, posters)
Questionnaires
Reports
Short stories
Songs
Talks
Television, film, theatre, book, and exhibition reviews
Television and radio programmes
Video presentations

Achievement Objectives
Students should be able to:

8.1 communicate about certainty and uncertainty, possibility and probability;

8.2 develop an argument or point of view, with reasons;

8.3 recount a series of events to inform, persuade, or entertain;

8.4 communicate the same information in different ways in different contexts;

8.5 respond to selected and adapted Māori language texts about te reo Māori and tikanga Māori (for example, from literature, film, newspapers, magazines, television, video/DVD, and radio).

Language Modes

Whakarongo – Listening

By the end of level 8, learners can:

- understand much of what other speakers of te reo Māori say about a range of topics;
- distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Pānui – Reading

By the end of level 8, learners can:

- understand much of what is written by other users of te reo Māori about a range of topics;
- distinguish between facts, opinions, and hypotheses and recognise intentions to persuade and influence in different contexts.

Mātakitaki – Viewing

By the end of level 8, learners can:

- understand the ways in which artists, speakers, and writers combine visual and verbal features to present ideas and information to achieve particular effects in a range of text types and settings;
- understand and respond to visual features used to present information and ideas for particular effects in a range of text types and settings.

Kōrero – Speaking

By the end of level 8, learners can:

- initiate and sustain conversations;
- give talks on a range of topics in a wide range of contexts;
- produce a wide range of spoken text types, formal and informal;
- adapt spoken texts to suit different audiences and purposes;
- use te reo Māori to entertain and to persuade as well as to inform.

Tuhituhi – Writing

By the end of level 8, learners can:

- use resources to experiment with new language and to review writing for accuracy;
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience;
- adapt written texts to suit different audiences and purposes;
- use te reo Māori to entertain and to persuade as well as to inform.

Whakaari – Presenting

By the end of level 8, learners can:

- combine visual and verbal features to present ideas and information to achieve particular effects in a range of text types and settings;
- use visual language in a range of text types for different audiences, purposes, and effects;
- create new visual texts to express their own information and ideas.

Appendix 1: Suggested learning and assessment activities

The following learning and assessment activities are listed under relevant achievement objectives.

The end of this appendix lists suggestions for:

- how teachers can monitor learners' progress (on pages 63–65);
- how learners can monitor their own progress (on pages 65–66).

Level 1

1.1 Greet, farewell, and thank people and respond to greetings and thanks
and
1.2 Introduce themselves and others and respond to introductions

Students could be learning through:

- observing greetings, introductions, and leave-taking (for example, on video) in different contexts and taking turns to role-play;
- filling in gaps in a familiar oral or written dialogue to complete the message;
- cutting up a dialogue into two segments (one for the first speaker and one for the second speaker) and, in pairs, each saying their part of the dialogue so that it is reconstructed;
- cutting up a dialogue into individual utterances, jumbling them up, and reconstructing the dialogue from the pieces;
- singing waiata about greetings and responses to greetings;
- filling in labels on pictures to indicate appropriate greetings, for example, *tēnā kōrua;*
- playing a pronunciation-based board game involving picking up cards on which sentences are written and then saying these sentences as naturally as possible;
- reciting *pepeha* and identifying the *iwi* and/or *hapū* they are associated with.

1.3 Communicate about number, using days of the week, months, and dates

Students could be learning through:

- playing number games involving adding, subtracting, and/or number patterning;
- singing simple number songs and songs about days and months;
- playing lotto or bingo;
- making calendars.

1.4 Communicate about personal information, such as name, age, nationality, and home

Students could be learning through:

- simple role playing;

- conducting surveys, for example, asking one another about their age and other personal details and then filling these details in on computer-generated forms, or asking and answering questions using completed forms (one student role-playing the person named on the form);

- creating a form (for example, an ID card) with spaces for personal information details.

1.5 Communicate about location

Students could be learning through:

- locating things according to the teacher's directions;

- playing location games, such as identifying the location of assorted classroom objects located in various places around the room;

- ticking vocabulary items on a list or holding up word cards to show that they recognise Māori vocabulary spoken by the teacher;

- filling in the words on picture-based crossword puzzles;

- designing a code.

1.6 Understand and use simple politeness conventions (for example, ways of thanking people, apologising, excusing themselves, and complimenting people)

Students could be learning through:

- listening to informal dialogues and identifying when participants are thanking someone, apologising, excusing themselves, or complimenting someone;

- filling in gaps in a familiar dialogue by providing appropriate expressions;

- wishing someone a safe journey, a happy Matariki, and so on, and making greetings cards for special occasions;

- learning and using appropriate *kīwaha* to praise others.

1.7 Use and respond to simple classroom language (including asking for the word to express something in te reo Māori)

Students could be learning through:

- responding physically to classroom instructions (for example, "Haere mai").

Level 2

2.1   Communicate about relationships between people

Students could be learning through:

- discussing and/or labelling photographs of whānau;
- talking about *whakapapa;*
- doing crosswords based on relationships indicated in family trees;
- completing information-gap activities.

2.2   Communicate about possession

Students could be learning through:

- listening to short dialogues in which possessions are identified and then drawing lines on a page to join the names of owners and pictures of their possessions;
- asking and answering questions about ownership of things in the classroom;
- preparing (or helping to prepare) posters where words are associated with pictures of things belonging to a marae community;
- guessing the contents of someone's bag (made up specially for the purpose), using only questions that can be answered with *āe* or *kāo*.

2.3   Communicate about likes and dislikes, giving reasons where appropriate

Students could be learning through:

- guessing the likes and dislikes of friends or well-known Māori people;
- sending an email to a new email friend, telling that friend about what they like and don't like;
- surveying the class to find out which foods or sports are popular or unpopular with the group (class surveys provide useful ways for students to reinforce learning and practise speaking, listening, co-operative skills, and numeracy skills);
- obseving an artist's work or listening to a piece of music and expressing their likes and dislikes, describing their responses to particular aspects of the work;
- interviewing friends about their likes and dislikes, recording the responses on a form, and then giving the friends the forms to check;
- role-playing an interview in which a Māori television personality or pop star talks about their likes and dislikes;

- listening to, or reading about, the likes and dislikes of various people and then completing a checklist to show who has likes or dislikes in common;

- playing adaptations of commercially-produced games (using words on one set of cards and pictures on another), where the goal is to collect as many sets as possible.

2.4 Communicate about time, weather, and seasons

Students could be learning through:

- role-playing people asking and answering questions in appropriate contexts (for example, a parent teaching a child how to tell the time);

- creating a simple school timetable;

- drawing the hands on clock faces according to what time the teacher says it is, or saying, in te reo Māori, the times shown on completed clock faces;

- ticking dates on a calendar as the teacher names those days or saying, in te reo Māori, the dates shown on specified calendar locations;

- sorting weather conditions into groups relating to different seasons;

- labelling pictures of seasons with the appropriate word, for example, raumati (summer);

- ticking pictures or words as appropriate in relation to the weather conditions described in a weather report;

- following weather descriptions read out by the teacher or a student.

2.5 Communicate about physical characteristics, personality, and feelings

Students could be learning through:

- labelling pictures of people and things with the words for different feelings, personal qualities, and characteristics;

- matching descriptions with what they see in pictures;

- playing mime games, such as listening to a dialogue involving feelings and then working with partners to act out the dialogue, dramatising the feelings;

- creating a "wanted" ad on the basis of a description;

- working in pairs, using a computer, to write descriptions of well-known people and then moving to the computers used by other pairs to guess who has been described;

- filling in speech bubbles or crosswords from the clues provided;

- selecting pictures of people, describing how they look and/or feel, and comparing descriptions.

Level 3

3.1 Communicate, including comparing and contrasting, about habits and routines

Students could be learning through:

- asking and answering questions about the habits or routines of well-known Māori people, in the context of simulated interviews;

- asking and answering questions about the school timetables of their friends (for example, "Ka aha koe ā te rua karaka?") and then filling in computer-generated timetable sheets on the basis of the responses;

- interviewing two classmates about their habits or routines in relation, for example, to things they do to take care of *Papa-tū-ā-nuku* and then writing down the main similarities and differences between the two;

- listening to descriptions of, or reading about, the habits and routines of pupils in different types of school in *Aotearoa* (or those of well-known people or of friends) and filling in checklists appropriately;

- exchanging emails with learners in another school telling them about themselves – when they get up in the morning, what sports they play, and so on.

3.2 Communicate about events and where they take place

Students could be learning through:

- arranging an outing with a friend, using the telephone or a written message;

- writing letters and emails that include recounts of what various family members or friends are doing in different locations at the time of writing;

- telling a friend or a group of friends what can be seen through binoculars in different locations;

- arranging a visit from another school;

- arranging a cultural performance for local *kaumātua*.

3.3 Give and follow directions

Students could be learning through:

- tracking a course from A to B on a street map, on the basis of directions given verbally or in writing;

- finding a rural marae on a map on the basis of verbal directions;

- treasure hunting and orienteering;

- relaying directions to someone, using a street map.

3.4 Communicate, including comparing and contrasting, about how people travel

Students could be learning through:

- surveying how members of the class travel to school and comparing, contrasting, and categorising the results;

- preparing a poster designed to persuade people not to travel by car at busy times of the day;

- giving timetable information (for example, about buses or trains) while others fill in timetable blanks and ask questions to clarify and confirm what they hear;

- writing a short report of a class trip.

Level 4:

4.1 Request, offer, accept, and decline things, invitations, and suggestions

Students could be learning through:

- observing and taking part in simulated meal-table dialogues involving requesting, offering, accepting, and declining things;

- requesting, offering, accepting, and declining things and giving reasons, while role-playing situations such as preparing the tables for a *hui*;

- identifying invitations and responses in dialogues and then supplying similar invitations and responses where they are omitted in similar dialogues;

- producing a poster to advertise a forthcoming event;

- reading invitations, acceptances, and refusals relating to a social event and then writing their own for a different occasion;

- role-playing people offering a selection of items for a proposed jumble sale and people responding by accepting or declining.

4.2   Communicate about plans for the immediate future

Students could be learning through:

- asking or answering questions about what they will do because they have an afternoon off school;

- listening to a family talking about what each member plans to do later in the day or during the weekend and preparing a checklist for each person;

- listening to two people discussing their immediate plans and recording, on a checklist, what each will or won't do;

- giving information about the itinerary for a school trip and filling in itinerary sheets while asking questions to clarify and confirm what they hear.

4.3   Communicate about obligations and responsibilities

Students could be learning through:

- making a list of what they are expected to do by their elders, parents, teachers, siblings, communities, and friends;

- asking friends what they are expected to do at home or at their marae, listing these obligations, and then preparing to role-play a short radio broadcast in which they interview their friends about these expectations;

- conducting a classroom survey on household tasks and summarising the results as a class;

- asking a teacher or parent what is expected of them (students) on a planned visit to a local marae.

4.4   Give and seek permission

Students could be learning through:

- role-playing a situation in which people ask for, and give or withhold, permission, for example, where teenagers request permission from their parents to go to a late-night party;

- creating a poster listing simple classroom rules or the rules of conduct on a local marae;

- listening to dialogues involving giving, receiving, and declining permission and recording against a checklist whether permission is granted, whether there are conditions if it is granted, and what reasons are offered for granting or not granting permission;

- role-playing seeking permission to visit a local marae.

4.5   Communicate about the quality, quantity, and cost of things

Students could be learning through:

- selling and buying items from a classroom-based "market stall", asking and answering questions about the quality and cost of things;

- comparing items from a shopping catalogue in terms of quality and price and making a shopping list based on their comparisons;

- making a shopping list, which includes the reasons for their selections, on the basis of information about quality, quantity, and cost (delivered in a simulated morning "shopping basket" broadcast);

- preparing an advertising brochure that states why (in terms of cost and quality) customers should buy each item;

- using a simulation of a market stall to practise requests about quantities and to discuss the quality of goods.

Level 5:

5.1   Communicate about past activities and events

Students could be learning through:

- making brief diary entries noting the previous week's activities;

- listening to or reading an interview with somebody like a carver, weaver, or singer about that person's recent activities (where, when, and how often) and taking notes for a short magazine article;

- telling a story from a series of pictures or other prompts;

- suggesting captions for a series of pictures, relating, for example, to tracing the last movements of a missing person – where several people in the class had sightings (with simulated clues previously distributed).

5.2   Communicate about present and past states, feelings, and opinions

Students could be learning through:

- interviewing friends before and after a significant event (such as a kapa haka competition) and charting their reactions in terms of similarities and differences;

- filling in speech bubbles or crosswords with words that describe the feelings and physical states represented in specific pictures;

- learning to use *kīwaha* to express feelings and opinions in different contexts.

5.3 Communicate about past habits and routines

Students could be learning through:

- making a chart comparing their daily routines, hobbies, likes, and dislikes at different ages;

- learning *karakia* appropriate to food gathering and the consumption of food;

- comparing how people's habits and routines have changed in response to changed circumstances (for example, the habits of a well-known person before they achieved celebrity status).

5.4 Describe, compare, and contrast people, places, and things

Students could be learning through:

- drawing "crazy" pictures of people and things described by the teacher or another student;

- in pairs, writing descriptions of well-known people and then reading descriptions written by other pairs to guess who has been described;

- drawing taniwha (identified by numbers) and writing descriptions of them (identified by letters) on separate pieces of paper, which are then displayed so that everyone can try to match the pictures to the descriptions;

- writing a short entry, for a guidebook, about a favourite Māori visitor attraction;

- searching the Internet for information about two different places in *Aotearoa* and preparing a holiday brochure about each of them, comparing the two;

- taking part in information-gap activities, such as finding out about a particular place by questioning a class member who has been given the information and then completing a checklist based on the information received;

- creating a bulletin board with pictures and information about two different marae;

- comparing and contrasting *whakataukī* on different topics from different *iwi*.

Level 6:

6.1 Give and follow instructions

Students could be learning through:

- following taped or written instructions for performing a simple task;

- following instructions for finding out specific things about Māori culture, using the Internet;

- writing instructions for a teenager who is going to do some housework and care for a child after school;

- leaving an answerphone message to tell a friend where to meet them after school;

- playing the role of a travel agent who explains an itinerary to a client, making it clear where and when the client will catch or change trains, planes, or other forms of transport;

- writing a set of negotiated rules for the classroom;

- looking at a series of pictures that show how something is done and recounting the information in the correct order by telephone;

- taking part in communicative games (for example, "Spot the Difference") or looking at a picture or map and giving directions to a partner or group for reproducing the picture or map.

6.2 Communicate about problems and solutions

Students could be learning through:

- matching cards (that describe symptoms of illness or other problems) with a second set (that suggest remedies or appropriate courses of action);

- filling in a "lost luggage" form;

- leaving an answerphone message that they are unable to meet a friend;

- composing railway station announcements about changes of platform or delayed or cancelled trains;

- using a television guide to play the roles of several family members squabbling over their choice of viewing for the evening;

- identifying a problem at school, such as a lack of storage lockers, and listing some possible solutions;

- reading a short report of a disastrous event, such as an earthquake, and writing an account that advises readers about possible precautions;

- identifying *kīwaha* relevant to specific problems and solutions;

- selecting appropriate *waiata* to accompany *whaikōrero* in different contexts/situations;

- identifying *whakataukī* and *pepeha* associated with different *iwi* that are relevant to particular problems and solutions.

6.3 Communicate about immediate plans, hopes, wishes, and intentions

Students could be learning through:

- listening to a phone message about arrangements for meeting someone later in the day, and taking notes as they listen;

- matching captions (which describe what people are about to do) with appropriate pictures, such as a person carrying a tennis racket, a fishing rod, or an empty shopping bag;

- interviewing a partner to find out some of their hopes, wishes, and intentions for the immediate future and introducing that person and their plans to two other people.

6.4 Communicate in formal situations

Students could be learning through:

- playing the roles of a railway or airline employee and a person buying a train or plane ticket;

- writing an email asking to reserve a room in a hotel or a youth hostel;

- writing a transcript of a conversation between a chemist and a customer;

- playing the roles of a post office employee and a person wanting to send a parcel;

- listening to conversations between tourists and information office employees and taking notes;

- observing and listening for specific features of a *whaikōrero* recorded on video;

- writing letters asking for information from an information office;

- role-playing a person ringing to make an appointment with a doctor;

- identifying the formal components of *karanga* and their relationship to particular occasions.

Level 7:

7.1 Communicate about future plans

Students could be learning through:

- writing letters to Māori correspondents about plans for the future;

- listing their plans for the next holiday period and giving a short talk on the basis of the list;

- writing a letter to a friend, describing their fitness programme in preparation for an approaching sports competition;

- telling a careers adviser about what they plan to do when they leave school;

- preparing a curriculum vitae;

- writing a letter applying for a position;

- finding and consulting Māori-language websites relating to potential employment.

7.2   Offer and respond to advice, warnings, and suggestions

Students could be learning through:

- creating captions for cartoons warning about danger or advising about a problem;

- writing letters to magazine problem pages and reading and commenting on the letters written by others;

- role-playing a discussion in which a parent or caregiver complains about a teenager's behaviour, attitude, and performance at school and asks for improvement;

- choosing furniture from a catalogue for their new bedroom, with the advice of a friend and within a budget;

- role-playing discussing a problem with a friend;

- following a recipe, sharing the food, and discussing how it could be improved;

- interviewing a teacher, health worker, or similar professional about that person's chosen profession.

7.3   Express and respond to approval and disapproval, agreement and disagreement

Students could be learning through:

- role-playing a situation in which one student expresses their disapproval, and asks for an explanation, after another's failure to meet as arranged for an outing;

- reading short articles and responding to them orally or in writing, expressing approval or disapproval, agreement or disagreement;

- role-playing being with friends who try to persuade them to do a range of things, some of which they want to do and some of which they don't, and expressing and discussing their reactions;

- listening to a talk about what someone (for example, a sportsperson in training) does to try to achieve their goal and discussing their reactions to the talk;

- debating issues relating to urbanisation, assimilation, and resistance;

- checking whether a generalisation (for example, that young people have poor work ethics) applies to all members of a given group of students and using any exceptions as the basis for a short talk about why the generalisation is debatable.

7.4 Offer and respond to information and opinions, giving reasons

Students could be learning through:

- reading a letter or email from a friend and passing on the content in a telephone conversation with another friend;

- preparing a questionnaire to survey their friends' views on a range of social issues (for example, marriage, drug use, teenage pregnancy) and using the results as the basis for a short newspaper article about young people's opinions on these issues;

- viewing an exhibition, show, or performance and, with attention to visual as well as verbal presentation, writing reports for a free community newspaper and a national Māori magazine;

- listening to a debate on a health issue (for example, healthy eating and cigarette smoking) and identifying facts and opinions;

- listing some of the things they do now and commenting on how they think they might feel about their own children doing these things and why;

- planning a new school website and responding to suggestions about what it could include;

- designing a questionnaire to find out what a group of people their own age think about a range of topics relating to health and well-being and analysing their findings to create a table of responses;

- viewing *Aotearoa* New Zealand tourist videos and commenting on the ways in which Māori are presented in them.

7.5   Read about and recount actual or imagined events in the past

Students could be learning through:

- doing a cloze activity using the text of a myth or legend;

- writing an imaginative narrative;

- listening to a historical story and retelling it to a friend;

- researching a historical event and adapting the material for a radio play;

- researching and discussing the experiences of people who have moved from rural to city life and using the information as the basis for a short song or poem.

Level 8:

8.1   Communicate about certainty and uncertainty, possibility and probability

Students could be learning through:

- role-playing an interview on Māori television about a political and/or environmental issue (for example, to what extent *tino rangatiratanga* is a viable possibility for the twenty-first century);

- ranking significant life events (for example, marriage, overseas travel) in terms of probability in their own lives and writing text relating to each event, using the language of probability and possibility;

- writing three statements describing what events they believe will take place this century (two of these statements genuinely reflecting their own beliefs, the other not) and assessing which statements in other people's lists are genuine beliefs, giving reasons;

- reading a short fiction story that predicts future events, listing those events, and explaining how likely they are to happen;

- writing about how society might change if a given scenario took place (for example, if te reo Māori were made compulsory in schools; if a Māori parliament were established; if global warming were to continue at its present level; or if there were to be a pandemic);

- debating the probable/possible effects of a given scenario on people's way of life (for example, the effects of global warming on the availability of resources such as native flora and fauna);

- describing to a first-time visitor to *Aotearoa* what they could do during their visit.

8.2 Develop an argument or point of view, with reasons

Students could be learning through:

- putting forward a proposition (for example, that it is healthier to be a vegetarian than a meat eater) and providing supporting details;

- preparing a package holiday within a particular region of *Aotearoa* and presenting the package to the class, attempting to persuade the audience of its merits;

- writing to a local firm to apply for a weekend job, explaining why they are suitable and including promises (for example, punctuality);

- telephoning a friend, asking to borrow money, explaining why they need it, promising to repay it within a specified time, and offering to do something for the friend in return;

- interviewing friends about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others;

- reading, listening to, or viewing a recent news item about an environmental issue and writing a newspaper editorial on the basis of it;

- reading (or writing) a letter to a newspaper in which the victim of a robbery expresses their opinions about how criminals should be treated, and taking part in a class discussion about those opinions;

- preparing a computer-assisted presentation on the implications of a particular scenario (for example, the possible consequences if *Aotearoa* were to become a republic and the Treaty of Waitangi were to be excluded from the constitution);

- reading or viewing advertisements for products that the manufacturer claims will solve specific problems and creating their own advertisements for similar products;

- examining how a character in a story responds to a problem and talking or writing about different possible responses;

- researching an important social topic (for example, genetic engineering), identifying the central issues, and listing the arguments on either side;

- role-playing a television discussion of a problem that has contemporary relevance;

- looking through job advertisements, identifying jobs they would like or dislike, and discussing their reasons in te reo Māori;

- conducting an Internet search to identify Māori technological inventions, researching one of them in more detail, and writing an article that states the problem the inventor identified and how they set about finding solutions.

8.3 Recount a series of events to inform, persuade, or entertain

Students could be learning through:

- producing a story in groups, using a plot, setting, and characters supplied by prompts in the form of picture cards and guide questions, with each student adding a section, and then repeating the process with their own plot, setting, and characters;

- competing in groups to reassemble a short narrative that has been cut into sections, with a different section being given to each student in the group;

- preparing a radio broadcast for the anniversary of a significant event and discussing in the broadcast the consequences of the event (for example, the events surrounding Bastion Point);

- downloading from the Internet some Māori songs (for example, *mōteatea*) that describe a sequence of events, performing them in groups, and writing a summary of the events recounted in each song;

- analysing and discussing some of the imagery and symbolism in selected *mōteatea*;

- preparing a multimedia presentation on an issue of significance to Māori (for example, attitudes towards the foreshore and seabed situation).

8.4 Communicate the same information in different ways in different contexts

Students could be learning through:

- researching Māori public figures and using the information to create a profile of one of them for inclusion in a national newspaper, write up an imaginary interview with that person, and prepare a fictional diary entry for an important day in his or her life;

- reading several newspaper reports about things that have happened in a small community and writing an eyewitness account of the events;

- reading an article from an online Māori publication (or parts of an article) and rewriting the article to make it suitable for a magazine for young teenagers;

- selecting newspaper headlines and preparing alternative headlines in Māori that would be appropriate for different types of publications;

- describing events in which they participated to (a) the principal of their school, (b) their grandmother, and (c) their best friend while a partner lists the differences in the accounts;

- discussing the food in the school canteen with friends and writing a letter of complaint or praise, summarising the views presented in the discussion.

8.5 Respond to selected and adapted Māori language texts about te reo Māori and tikanga Māori (for example, from literature, film, newspapers, magazines, television, video/DVD, and radio)

Students could be learning through:

• designing a cover for a book, CD, or video;

• writing a book or film review;

• retelling the story from a poem or song in the idiom of today and presenting it as if it had been written for a different context (for example, a newspaper report);

• using a picture of people as the basis for creating a dialogue between them;

• using a picture as a starting point for a description;

• telling a friend about a book they have read and reviewing it for a magazine;

• researching a major political event in Māori history and writing a story based on the event and the leading figures involved;

• preparing and acting out a short radio play based on a photograph, painting, or historical event;

• exploring Māori websites and writing a report on two of them for a magazine that advises Internet users about interesting websites;

• visiting Māori websites that provide information about entertainment opportunities, such as films, television, or radio plays, and discussing which websites appeal to them and why;

• reading a newspaper account of a recent political or social event and preparing a talk about the central issues;

• listening to a short narrative, which is then divided into sections for pairs or groups to dramatise;

• preparing a news segment for Māori television.

Monitoring achievement

Teachers can monitor students' progress by:

- checking students' procedural knowledge (that is, their ability to use language and participate in *tikanga* appropriately) by observing them, and perhaps using checklists, as they carry out spoken and written tasks in authentic contexts, related to the various themes, topics, and text types introduced (levels 1–8). For example:

  At a *pōwhiri*, do individual students know how and when to *hongi*, and are they able to perform the *hongi* comfortably?

  How well do individual students know their roles and responsibilities as *manuhiri* and as *tangata whenua*?

  Do individual students know how to greet an elder or friend appropriately in specific contexts, such as in the *hongi* line, in the classroom, and in the playground?

  Can individual students give clear directions to a familiar place?

  Can individual students give clear instructions on how to complete a familiar task that is appropriate to the level and topic?

  Can individual students read a story in Māori aloud to others, with appropriate pronunciation and intonation and with clarity of meaning?

  Can individual students plan and write a well-formed narrative, exposition, or argument text?

  Can individual students select appropriate *whakataukī* and *waiata* to embellish formal public speeches?

- checking specific responses to the various tasks set, for example, vocabulary exercises, dictation passages, crossword puzzles, labels for pictures, solutions to number games, words inserted in greetings cards, question and answer tests, gap filling, and substitution activities (levels 1–8);

- asking students to tick off checklists (or make and use their own checklists) based on whether specified content is present or absent in a spoken or written text, and checking their responses (levels 1–8);

- observing student responses to classroom instructions and questions and noting the words and sentences students produce while playing language-based board games (levels 1–2);

- observing student responses to instructions and directions and their successful completion of tasks based on these (levels 3–4);

- checking students' answers to multichoice questions about spoken or written text (levels 1–4);

- checking drawings based on spoken or written descriptions of people, places, and things (levels 3–4);

- checking spoken or written descriptions based on various texts such as brochures, drawings, maps, and plans (levels 3–4);

- recording and checking dialogues produced by pairs of students in response to visual cues (levels 3–8);

- checking the information that students find on the Internet about, for example, the meanings of Māori words (level 3) or the location of towns and shopping centres (level 4);

- checking how well students integrate information from Māori-medium Internet sites into their spoken and written production (levels 4–8);

- asking students to modify a written passage, or the written transcript of a dialogue, in a variety of specified ways – for example, for a different audience, for a different purpose, to adjust the time reference, to change the focus – and checking their responses (levels 4–8);

- checking students' ability to adjust their own spoken and written production to changes in audience, purpose, or the level of formality of the context (levels 5–8);

- checking students' spoken and written narratives about real or imagined past activities and events (levels 3–8);

- checking students' spoken and written reports about habits and routines (levels 3–8);

- checking students' spoken and written recounts of actual events (levels 2–8);

- checking that students can give and follow instructions (levels 5–7);

- checking students' spoken and written accounts comparing and contrasting people, places, and things – for example, comparing two different cultural activities (levels 7–8);

- checking students' spoken and written accounts of future plans, such as their conversations, emails, or text messages as they plan for a forthcoming cultural event (levels 7–8);

- checking that students can describe problems and present solutions in spoken and written form (levels 6–8);

- observing as students give short speeches or make telephone calls based on information gathered from sources such as radio or television programmes or travel diaries (levels 6–8);

- checking students' writing of simple film reviews and critical commentaries based on their own judgments (levels 6–8);

- checking curriculum vitae and letters of application for employment (levels 7–8);

- checking students' ability to adjust expressions of approval, disapproval, agreement, and disagreement to suit different contexts (levels 6–8);

- checking students' participation in debates in which they are expected to provide logical arguments and appropriate reasons (levels 6–8);

- checking students' writing of newspaper reports, editorials, or letters to the editor based on information from other sources, such as radio and television programmes or an Internet search (levels 7–8);

- checking students' simulated or actual broadcast commentaries based on information supplied, or retrieved, from various sources (levels 6–8).

Students can monitor their own progress by:

- keeping a portfolio of their work in te reo Māori, both spoken and written, and comparing later entries with earlier ones – a range of spoken and written tasks should be included so that they can monitor various aspects of their language learning (levels 1–8);

- discussing the contents of their portfolio with the teacher or with peers (levels 1–8);

- using checklists that reflect the achievement objectives, themes, and topics at levels 1–8; for example, the checklists might include items like these:

> I can greet people. (level 1)
>
> I can tell people my name. (level 1)
>
> I can write vowels with macrons. (level 1)
>
> I can correctly say the Māori names for people and places
>   I know well. (level 1)
>
> I can write the date at the beginning of my work. (level 1)
>
> I can describe a member of my whānau. (level 2)
>
> I can tell people who my brothers and sisters are. (level 2)
>
> I can say what I like and dislike. (level 2)
>
> I can give and follow directions. (level 3)
>
> I can prepare and give a short talk about my family. (level 3)
>
> I can tell someone what I did yesterday or at the weekend. (level 3)
>
> I can accept and decline invitations. (level 4)
>
> I can write a letter to my grandmother telling her my plans. (level 4)
>
> I can say grace. (level 4)
>
> I can talk about how I felt last week. (level 5)

I can discuss a familiar topic with my friend. (level 5)

I can talk about what I plan to do. (level 6)

I can write about a problem and propose solutions for it. (level 6)

I can give my opinion on a topic of current interest. (level 7)

I can deliver a short, computer-assisted presentation on a topic I have studied. (level 7)

I can put forward an argument, giving reasons for what I believe. (level 8)

I can watch and understand a television documentary in te reo Māori. (level 8)

- setting goals and then later checking progress towards these goals (levels 1–8);

- doing vocabulary games and exercises, including crossword puzzles, and checking them against answer keys (levels 1–8);

- keeping vocabulary notebooks and checking their ability to remember and use the words included in them (levels 1–8);

- matching words with pictures illustrating the various themes and topics covered, using an answer key, for example, (level 1) classroom objects like *he pene, he tēpu;* (level 2) pictures of people, places, and things;

- creating definitions of words in te reo Māori and comparing them with actual dictionary definitions;[19]

- writing sentences including new words to show their understanding of how the words can be used (levels 6–8);

- doing computer-based language extension exercises (levels 1–8);

- checking that they are following instructions carefully and accurately as they carry out a range of increasingly complex tasks and activities related to the current themes and topics (levels 1–8);

- finding their way around on the basis of directions given by a partner (levels 3–7);

- doing exercises in which they select appropriate language for specific contexts and checking their selections against an answer key that gives several alternative good answers (levels 3–8);

- working in pairs or groups to search for information, using it to prepare presentations, and seeking feedback from peers and the teacher (levels 7–8).

19 These tasks could make use of *Tirohia Kimihia*, a junior learner dictionary of Māori, the first to be written entirely in Māori. Also useful is *Te Kete Kupu*, an illustrated high-frequency word list that provides examples of the major meanings of each word in sentences (but no definitions as such).

Appendix 2: Glossary of English terms

This glossary describes how terms that appear in bold (on their first occurrence) are used within this document.

Accuracy
Accuracy is the ability to produce error-free spoken and written language appropriate to the context.

Achievement objectives
Achievement objectives are broad statements of anticipated learning outcomes. At each curriculum level, new achievement objectives are introduced. As a group, these achievement objectives represent the expected outcomes for that level.

Curriculum guidelines
Curriculum guidelines inform teachers' programme planning by setting achievement objectives for students to work towards and by suggesting a range of possible tasks and activities through which students can meet these objectives. Although these guidelines for te reo Māori include high-frequency vocabulary that could be integrated in a holistic way at each level, this is not a prescribed list. Nor do the guidelines specify the content of te reo Māori programmes for each group of Māori language learners in any particular context.
(See also "Programme of work".)

Curriculum level
In New Zealand Ministry of Education curriculum documents, there are eight levels that define a progression of difficulty through increasingly complex achievement objectives. The curriculum levels do not necessarily coincide with year levels. (Refer to page 23 for more on curriculum levels.)

Declarative knowledge
Declarative knowledge is knowledge about the language. It relates to "knowing that …", for example, knowing that the word *whare* is usually a noun; knowing that *whaikōrero* has certain structural elements.
(See also "Procedural knowledge".)

Discourse competence
Discourse competence is the ability to understand and produce the range of spoken, written, and visual texts that are characteristic of a language so that they are well-formed and clear. It includes the ability to convey information coherently to those who listen to, read, or view those texts.

Fluency
Fluency is the ability to listen to, speak, read, or write a language, so that it "flows" readily, by recognising and producing spoken words and rapidly decoding and making meaning from written text.

Form-focused instruction (also referred to as language-focused instruction)
This means the conscious attempt to teach language items (such as vocabulary or structures) where the focus is not on the learner communicating a message but on their learning a particular feature of the language.

Formative assessment
Formative assessment is the monitoring that occurs throughout the process of learning, providing students with feedback on how they are doing and what their next learning steps are.

Language mode
Reference is made to six language modes: reading, writing, viewing, listening, speaking, and presenting. Speaking, writing, and presenting involve producing language (that is, output), and listening, reading, and viewing involve processing language produced by others (that is, input).

Language learning context
Language learning cannot take place without contexts that provide meaning and purpose. These include relevant sociocultural themes (for example, *manaakitanga*/hospitality), topics (for example, sport and leisure gatherings), and text types (for example, posters, flyers, and email messages).
(See "Curriculum guidelines" for the reason for doing this.)

Meaning-focused input
This is spoken or written input that learners receive by listening, reading, or viewing and where only a small proportion of the content is unknown. (Ideally, 98 percent of the vocabulary used in meaning-focused input will be familiar to the learners.) Extensive reading of texts at the right level of difficulty is a very good way for language learners to benefit from meaning-focused input.

Meaning-focused output
This is language that is produced by speaking, writing, or presenting in such a way that those listening, reading, or viewing can understand its meaning.

National Certificate of Educational Achievement (NCEA)
The National Certificate of Educational Achievement for secondary school students is based on achievement standards and unit standards that describe broad outcomes and recognise three levels of performance.

Presenting
Presenting is one of six language modes (reading, writing, viewing, listening, speaking, and presenting). It involves producing texts that have visual features, either stand alone or in combination with verbal features, such as the combination of words and images in advertising brochures, or gestures and body-positioning in performance. (See "Viewing".)

Procedural knowledge
Procedural knowledge is "knowing how"; for example, in using te reo Māori, knowing how to pronounce a word or greet *manuhiri*. (See "Declarative knowledge".)

Productive skills
Productive skills are those that involve using knowledge and understanding of a language to speak, write, and present information for different purposes and audiences. (See "Receptive skills".)

Productive use
Productive use occurs where learners not only recognise words and expressions but also use them accurately and appropriately. (See "Receptive acquisition".)

Proficiency target statement
A proficiency target statement describes the kind of language students should be able to understand and produce by the end of each pair of curriculum levels. There are four proficiency target statements for the eight curriculum levels.

Programme of work
A programme of work is a plan for teaching and learning in a specific subject area. It may cover a single term's work, a year's work, or more. Programmes of work in te reo Māori will be based on the achievement objectives in these curriculum guidelines and will specify how students will learn and how they will demonstrate that they have met the achievement objectives. Planning a programme of work involves specifying the intended content of the course, the intended approaches to teaching and learning, the intended materials, and the intended learning, assessment, and evaluation tasks. It will include, or describe, specific lessons or unit plans. A programme of work will always be open to revision in view of the students' developing needs and interests.

Receptive acquisition
This process occurs where learners can recognise and understand words and expressions but cannot yet use them accurately and appropriately themselves. (See also "Productive use".)

Receptive skills
Receptive skills are those of receiving and interpreting information,
that is, listening, reading, and viewing. (See "Productive skills".)

Self-access centre
This facility is a resource centre where students can access Māori language
materials (or those in other languages that they are learning). It supports
self-directed learning and the development of learner autonomy.

Sociocultural themes
Sociocultural themes are ideas or concepts that are socially or culturally
significant. The suggested sociocultural themes at each curriculum level
relate directly (for example, *whakapapa*/genealogy) or indirectly (for example,
te *akomanga*/the classroom) to tikanga Māori. Well-chosen sociocultural themes
can provide an overall context that gives unity to the teaching and learning at that
level.

Sociolinguistic competence
This means understanding social and cultural effects on language use and
producing language that is appropriate to various contexts and interactions.

Strategic competence
Strategic competence is the ability to repair breakdowns in communication,
using a range of strategies such as repetition, paraphrasing, miming, avoiding
problematic concepts, and asking for help.

Summative assessment
Summative assessment takes place at the end of a unit (or units) of work.

Text types
Examples of written text types are personal and business letters, forms, manuals, and reviews. Spoken text types include weather forecasts, lectures, sports commentaries, and news bulletins. Visual text types may include performance, static images, web pages, signs and symbols, television, and other media. Some text types are specific to certain communities and have cultural significance. Thus, for example, Māori communities include *whaikōrero* among spoken text types. In the tables at each level, culturally significant text types (for example, *waiata* Māori) precede more general text types (for example, video presentations).

Topics
Topics are subjects for reading, writing, debate, and discussion. They are suggestions only; there are no prescribed topics. In the tables at each level, topics relevant to *tikanga* Māori precede more general topics.

Viewing
Viewing is one of the six language modes (reading, writing, viewing, listening, speaking, and presenting). It involves processing texts that have visual features, either stand alone or in combination with oral and/or written language, such as advertisements made up of combinations of words and images; films that involve spoken language; moving images and visual language; or performances that incorporate gesture and body positioning. (See also "Presenting".)

Appendix 3: Glossary of Māori words

This is a glossary of the various Māori terms used in *Te reo Māori in the New Zealand Curriculum.* Translations of longer passages, such as greetings and proverbs, are given where these occur; they are not repeated in this glossary.

āe	yes
akomanga	classroom
amokura	native bird
ao	world
Aotearoa	New Zealand
Āperira	April
ārahi	guide
arapū	alphabet
aroha	love, sympathy, empathy
atawhai	show kindness, foster
au	I, me
auē	alas
auraki	mainstream, as in kura auraki/mainstream schools
haere	go, move
hamumu	utter, speak
hapū	subtribe
hauora	health
hongi	press noses in greeting
hui	meeting; to meet
hurihuri	turbulent; turn over
iwi	tribe
kaha	strong
kai	food, to eat
kaiako	teacher
kāinga	home
kāo	no
karakia	prayer
karanga	to call; ritual call
kāri	card
kaua	don't (do …)
kaumātua	elder(s)
kaupapa	theme, topic
kāwai	strand
kāwanatanga	government
kawe	to carry

kete	kit, bag
kimi, kimihia	to look for, seek
kīwaha	idiom
koe	you (one person)
kōhanga	nest
kōhanga reo	Māori-medium preschool
kōrero, kōrerotia	to speak, talk
korimako	bellbird; *Te Korimako*: a Māori newspaper
kōrua	you (two people)
koutou	you (three or more people)
kupu	word
kura	school
kura kaupapa Māori	Māori-medium primary school
mahi	work, to make, to do, to work
mana	prestige, authority, power
manaakitanga	hospitality
manuhiri	visitor(s)
marautanga	curriculum
mātakitaki	viewing
mātauranga	knowledge
mauri	life force
mihi	greeting, to greet
moe	to sleep
moko	tattoo
mōteatea	traditional song poem
ngātahi	together
noa	non-sacred
nui	big, important
ōkawa	formal
ora	well, healthy
oti	completed
pai	good
pakaritanga	maturing, strengthening
pānui	notice; to read, to announce

Papa	Earth Mother, a short form of Papa-tū-ā-nuku
Papa-tū-ā-nuku	Earth Mother
pēnā	like that
pene	pen
pēnei	like this
pepeha	tribal saying
pōwhiri	welcome ceremony; to welcome
puāwaitanga	blossoming
rangatira	chief
rangatiratanga	ownership, independence
Rangi	Sky Father, a short form of Ranginui
rangimārie	tolerance, peace
Ranginui	Sky Father
rapu	to seek, look for
raranga	weave, plait
rāua	they, them (two)
reo	language, voice
roto	in
runga	on
taha	side
taiao	nature, environment
taku	my (singular)
tamariki	children
tangata	person
tangi	to cry; a sound
tangihanga	funeral
taonga	treasure, possession
tapu	sacred
tata	near, close
tātou	us (all of us)
Te Puni Kōkiri	Ministry of Māori Development
Te Tāhuhu o te Mātauranga	Ministry of Education
Te Taura Whiri i te Reo Māori	Māori Language Commission
tēnā	that, near the listener
tēnei	this, near the speaker

tēpu	table
tiaki	look after, care for
tikanga	customs, practices, ways of doing things properly
tino	very
tīpuna	grandparents, ancestors
tiriti	treaty; street
titiro, tirohia	to look at, look
tuhituhi	writing; to write
tūpuna	grandparents, ancestors
tupuranga	growth
uara	values
wā	time
waiaro	attitudes
waiata	song
wairua	spirit
waka	canoe, vehicle
wānanga	forum; to evaluate
whaikōrero	oratory
whakaaetanga	agreement
whakaari	presenting
whakaaro	thought; to think
whakaiti	humility
whakapapa	genealogy
whakarongo	listening; to listen
whakataukī	proverb, saying
whakatōtanga	planting
whakawhanau-ngatanga	relating well to others
whānau	family; to be born
whanaungatanga	relationships, being related
whare	house, building
wharekai	dining hall, restaurant
wharekura	Māori-medium secondary school
wharenui	meeting house
whenua	land, country

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