



Te Reo Māori

(Year 1 to 10)

Overview:

Te Reo Māori, the indigenous language of Aotearoa New Zealand, is a taonga and is guaranteed protection under the Treaty of Waitangi. It was declared an official language in 1987.

As a consequence, te reo Māori has a special place in the New Zealand curriculum. Eight curriculum principles underpin curriculum decision making in New Zealand, and one of these principles is headed “Treaty of Waitangi”:

“The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Māori me ona tikanga.” (The New Zealand Curriculum page 9)

Te Reo Māori is included in learning languages, which is one of the eight learning areas in the New Zealand curriculum (Ministry of Education, 2007). This learning area “provides the framework for the teaching and learning of languages that are additional to the language of instruction” (The New Zealand Curriculum page 24). It emphasises the inseparable links between language, culture and identity. As students learn Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

Research shows that the opportunity to learn an additional language has many cultural, social, cognitive, linguistic, economic and personal benefits for students. While these benefits apply to all language learning there are some specific advantages for New Zealand students learning Te Reo Māori.

DEVELOPING THE KEY COMPETENCIES:

The New Zealand Curriculum identifies five key competencies that people need in order to participate successfully in the community. They are:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

Students who are learning Te Reo Māori develop these competencies as they participate in meaningful social interaction. The competencies develop in a holistic way throughout the learning process. For example, as students negotiate the meaning of language, symbols and texts in Te Reo Māori, they use metacognitive processes to think about what they are learning and to manage the learning process. They interact with their teacher and fellow students, learning to use language to relate effectively to other people in a context of care and respect. As they learn they are encouraged to actively take part in school ceremonies create many layers of their community of learners, and they enhance their ability to contribute to the wider community. Their self-management skills develop as they actively seek opportunities to practise their language beyond the classroom and as they become more aware of the assumptions that are part of their own cultural identities.

References

Te Aho Arataki Marau mo te ako Te Reo Maori- Kura Auraki- Curriculum Guidelines for Teaching and Learning Te Reo Maori in English –medium Schools Years 1-13 The New Zealand Curriculum
Collingwood Area School – School Charter, Strategic and Annual plans 2015-2017

Year 1

Year Level	Year 1	
Possible Achievement Objectives	By the end of Year 1 students should be able to: <ul style="list-style-type: none"> ● Greet, farewell, and acknowledge people and respond to greetings and acknowledgements ● Introduce themselves and others and respond to introductions ● Communicate about number, using days of the week, months and dates ● Communicate about personal information, such as name, parents and grandparents names, iwi, hapu, mountain, river, hometown and place of family origin ● Communicate about location ● Understand and use simple polite conventions (for example, ways of acknowledging people, expressing regret, and complimenting people) ● Use and respond to simple classroom language (including asking for the word to express something in te reo Maori). 	
Korero - Speaking	By the end of Year 1 students should be able to: <ul style="list-style-type: none"> ● Imitate the pronunciation, intonation, stress and rhythm of Maori words, phrases and sentences ● Respond appropriately to simple familiar instructions and simple questions ● Ask simple questions ● Use simple greetings, questions and statements 	
Possible Topics	<ul style="list-style-type: none"> ● Whanau ● My home ● My classroom 	<ul style="list-style-type: none"> ● My school ● Origin, identity, location
Possible Socio-cultural Themes	<ul style="list-style-type: none"> ● Te Whanau (the family, belonging) ● Kainga noho (home) ● Tupuna (grandparents, ancestors, hapu, iwi) ● Whanaungatanga (kinship, relationships, connections) 	<ul style="list-style-type: none"> ● Nga mihi (formal and informal introductions) ● Ako (learning together) ● Te wa (time, seasons, lunar calendar)
Assessments	Teacher observations	
Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● teacher modelling ● small group work 	<ul style="list-style-type: none"> ● whole class lessons ● listening to stories ● watching videos
Community Support Ideas	Involving whanau Marae visits Matariki. Whaea Anne Harvey, (Onetahua Marae)	

visit. Te Ataarangi)

Year 2

Year Level	Year 2
Possible Achievement Objectives	<p>By the end of Year 2 students should be able to:</p> <ul style="list-style-type: none"> • Greet, farewell, and acknowledge people and respond to greetings and acknowledgements • Introduce themselves and others and respond to introductions • Communicate about number, using days of the week, months and dates • Communicate about personal information, such as name, parents and grandparents names, iwi, hapu, mountain, river, hometown and place of family origin • Communicate about location • Understand and use simple polite conventions (for example, ways of acknowledging people, expressing regret, and complimenting people) • Use and respond to simple classroom language (including asking for the word to express something in te reo Maori.
Korero - Speaking	<p>By the end of Year 2 students should be able to:</p> <ul style="list-style-type: none"> • Imitate the pronunciation, intonation, stress and rhythm of Maori words, phrases and sentences • Respond appropriately to simple familiar instructions and simple questions • Ask simple questions • Use simple greetings, questions and statements
Possible Topics	<ul style="list-style-type: none"> • Whanau • My home • My classroom • My school • Origin, identity, location
Possible Socio-cultural Themes	<ul style="list-style-type: none"> • Te Whanau (the family, belonging) • Kainga noho (home) • Tupuna (grandparents, ancestors, hapu, iwi) • Whanaungatanga (kinship, relationships, connections) • Nga mihi (formal and informal introductions) • Ako (learning together) • Te wa (time, seasons, lunar calendar)
Assessments	Teacher observations
Teaching Strategies	<ul style="list-style-type: none"> • Karakia at beginning of day and before eating • Waiata daily • teacher modelling • small group work • whole class lessons • listening to stories • watching videos

Community Support Ideas	Involving whanau Marae visits
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Year 2 & 3

Year Level	Years 3
Possible Achievement Objectives	By the end of Year 3 students should be able to: <ul style="list-style-type: none"> • Communicate about relationships between people • Communicate about Matariki. • Name classroom objects. • Communicate about time, weather and seasons, flora and fauna. • Communicate about physical characteristics, personality and feelings.
Korero - Speaking	By the end of Year 3 students should be able to: <ul style="list-style-type: none"> • Begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning • Respond appropriately to simple familiar instructions and simple questions • Ask simple questions and give simple information • Initiate simple conversations in te reo Maori
Possible Topics	<ul style="list-style-type: none"> • The marae: its people and places • Whanau relationships (my family) • My school • Weather and seasons • Food
Possible Sociocultural Themes	<ul style="list-style-type: none"> • Te Whanau (the family, belonging) • Whanaungatanga (kinship, relationships, connections) • Te Marae (the marae) • Turangawaewae (my place to stand) • Ako (learning together) • Te wa (time, seasons, lunar calendar)
Assessments	Teacher observations

Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work 	<ul style="list-style-type: none"> ● Whole class lessons ● Listening to stories ● Watching videos ● Marae visit
Community Support Ideas	Involving whanau, local marae. Whaea Anne harvey (Onetahua / Te Ataarangi. Matariki.	

Year 4

Year Level	Year 4
Possible Achievement Objectives	<p>By the end of Year 4 students should be able to:</p> <ul style="list-style-type: none"> ● Communicate about relationships between people ● Communicate about possessions ● Communicate about likes and dislikes, giving reasons where appropriate ● Communicate about time, weather and seasons ● Communicate about physical characteristics, personality and feelings
Korero - Speaking	<p>By the end of Year 4 students should be able to:</p> <ul style="list-style-type: none"> ● Begin to use pronunciation, intonation, stress, and rhythm for emphasis and to clarify meaning ● Respond appropriately to simple familiar instructions and simple questions ● Ask simple questions and give simple information ● Initiate simple conversations in te reo Maori
Possible Topics	<ul style="list-style-type: none"> ● The marae: its people and places ● Whanau relationships (my family) ● My school ● Weather and seasons ● Food preferences
Possible Sociocultural Themes	<ul style="list-style-type: none"> ● Te Whanau (the family, belonging) ● Tuakana-teina (roles and responsibilities, reciprocity) ● Whanaungatanga (kinship, relationships, connections) ● Te Marae (the marae) ● Turangawaewae (my place to stand) ● Ako (learning together) ● Te wa (time, seasons, lunar calendar)

Assessments	Teacher observations
Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons ● Listening to stories ● Watching videos ● Marae visit
Community Support Ideas	Involving whanau, local marae

Year 4 & 5

Year Level	Year 5
Possible Achievement Objectives	<p>By the end of Year 5 students should be able to:</p> <ul style="list-style-type: none"> ● Communicate, including comparing and contrasting about habits, routines, and customs ● Communicate about events and where they take place ● Give and follow directions ● Communicate, including comparing and contrasting, about how people travel ● Communicate about immediate and past activities

Korero - Speaking	By the end of Year 6 students should be able to: <ul style="list-style-type: none"> ● 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 	
Possible Topics	<ul style="list-style-type: none"> ● The marae: routines and procedures ● Modes of transport 	<ul style="list-style-type: none"> ● Sport and leisure gatherings ● Planning leisure time events
Possible Socio-cultural Themes	<ul style="list-style-type: none"> ● Te Whanau (the family, belonging) ● Te whare tupuna/te wharenuī (ancestral house/meeting hall) ● Te wharekai (the dining hall) ● Manaakitanga (extending hospitality, honouring others, empathy) ● Powhiri (routines and procedures associated with a formal welcome) ● Tohu (directions, symbols, signs) 	
Assessments	Teacher observations	
Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons ● Listening to stories ● Watching videos ● Marae visit 	
Community Support Ideas	Involving whanau, local marae	

Year Level	Year 6	
Possible Achievement Objectives	By the end of Year 6 students should be able to: <ul style="list-style-type: none"> ● Communicate, including comparing and contrasting about habits, routines, and customs ● Communicate about events and where they take place ● Give and follow directions ● Communicate, including comparing and contrasting, about how people travel ● Communicate about immediate and past activities 	
Korero - Speaking	By the end of Year 6 students should be able to: <ul style="list-style-type: none"> ● 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 	
Possible Topics	<ul style="list-style-type: none"> ● The marae: routines and procedures ● Modes of transport 	<ul style="list-style-type: none"> ● Sport and leisure gatherings ● Planning leisure time events
Possible Socio-cultural Themes	<ul style="list-style-type: none"> ● Te Whanau (the family, belonging) ● Te whare tupuna/te wharenuī (ancestral house/meeting hall) ● Te wharekai (the dining hall) ● Manaakitanga (extending hospitality, honouring others, empathy) ● Powhiri (routines and procedures associated with a formal welcome) ● Tohu (directions, symbols, signs) 	
Assessments	Teacher observations	
Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons ● Listening to stories ● Watching videos ● Marae visit 	
Community Support Ideas	Involving whanau, local marae	

Year 7

Year Level	Year 7
Possible Achievement Objectives	<p>By the end of Year 8 students should be able to:</p> <ul style="list-style-type: none"> ● Request, offer, accept, and decline things, invitations, and suggestions ● Communicate about plans for the immediate future ● Communicate about obligations and responsibilities ● Give and seek permission or agreement ● Communicate about quality, quantity and cost of things
Korero - Speaking	<p>By the end of Year 8 students should be able to:</p> <ul style="list-style-type: none"> ● Engage in short personal conversations ● Make plans with friends ● Initiate and sustain short conversations that include polite social interactions (such as declining invitations) ● Give short prepared talks on familiar topics ● Use generally appropriate pronunciation, stress, rhythm and intonation ● Express simple original ideas
Possible Topics	<ul style="list-style-type: none"> ● 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
Possible Sociocultural Themes	<ul style="list-style-type: none"> ● Whanaungatanga (kinship, relationships, connections) ● Manaakitanga (extending hospitality, honouring others, empathy) ● Tuakana-teina (roles and responsibilities, reciprocity) ● Te wa (time, seasons, lunar calendar) ● Tau utuutu (payment, maintaining balance) ● Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)
Assessments	<p>Teacher observations Written and oral assessments</p>
Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons ● Listening to stories ● Watching videos ● Participating in a powhiri ● Kapa haka

Community Support Ideas	Involving whanau, local marae
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Year 8

Year Level	Year 8
Possible Achievement Objectives	<p>By the end of Year 8 students should be able to:</p> <ul style="list-style-type: none"> ● Request, offer, accept, and decline things, invitations, and suggestions ● Communicate about plans for the immediate future ● Communicate about obligations and responsibilities ● Give and seek permission or agreement ● Communicate about quality, quantity and cost of things
Korero - Speaking	<p>By the end of Year 8 students should be able to:</p> <ul style="list-style-type: none"> ● Engage in short personal conversations ● Make plans with friends ● Initiate and sustain short conversations that include polite social interactions (such as declining invitations) ● Give short prepared talks on familiar topics ● Use generally appropriate pronunciation, stress, rhythm and intonation ● Express simple original ideas
Possible Topics	<ul style="list-style-type: none"> ● 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
Possible Sociocultural Themes	<ul style="list-style-type: none"> ● Whanaungatanga (kinship, relationships, connections) ● Manaakitanga (extending hospitality, honouring others, empathy) ● Tuakana-teina (roles and responsibilities, reciprocity) ● Te wa (time, seasons, lunar calendar) ● Tau utuutu (payment, maintaining balance) ● Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)
Assessments	<p>Teacher observations Written and oral assessments</p>

Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons 	<ul style="list-style-type: none"> ● Listening to stories ● Watching videos ● Participating in a powhiri ● Kapa haka
Community Support Ideas	Involving whanau, local marae	

Year 9 & 10

Year Level	Years 9-10
Possible Achievement Objectives	<p>By the end of Year 10 students should be able to:</p> <ul style="list-style-type: none"> ● Communicate about past activities and events ● Communicate about present and past states, feelings and opinions ● Communicate about past habits and routines ● Describe, compare and contrast people, places, and things
Korero - Speaking	<p>By the end of Year 10 students should be able to:</p> <ul style="list-style-type: none"> ● Initiate and sustain short conversations ● Give short talks on familiar topics in a range of contexts, past and present ● Discuss topics of mutual interest ● Use appropriate pronunciation, stress, rhythm and intonation
Possible Topics	<ul style="list-style-type: none"> ● Fishing and food gathering ● Preparing and presenting food ● Recounting sport, leisure and cultural activities ● Recounting activities with family, friends, and community
Possible Socio-cultural Themes	<ul style="list-style-type: none"> ● Taiao (the natural world) ● Whakapapa (lines of descent, connections, history) ● Hapu (extended family) ● Ahi ka (home fires, preserving one's connections to the land, conservation) ● Tikanga me kawa (protocols and procedures) ● Tangata whenua (indigenous people, people with a bond to the land) ● Te tika me te ngakau pono (integrity, honour) ● Taha tinana, taha hinengaro, taha wairua (qualities of a person, well-being, balance)
Assessments	<p>Teacher observations Written and oral assessments</p>

Teaching Strategies	<ul style="list-style-type: none"> ● Karakia at beginning of day and before eating ● Waiata daily ● Teacher modelling ● Small group work ● Whole class lessons <ul style="list-style-type: none"> ● Listening to stories ● Watching videos ● Participating in a powhiri ● Kapa haka
Community Support Ideas	Involving whanau, local marae

Year 11-13 students who wish to continue learning Te Reo Māori will enrol with the Correspondence School.