

Supporting Te Reo Māori in English-medium Schools

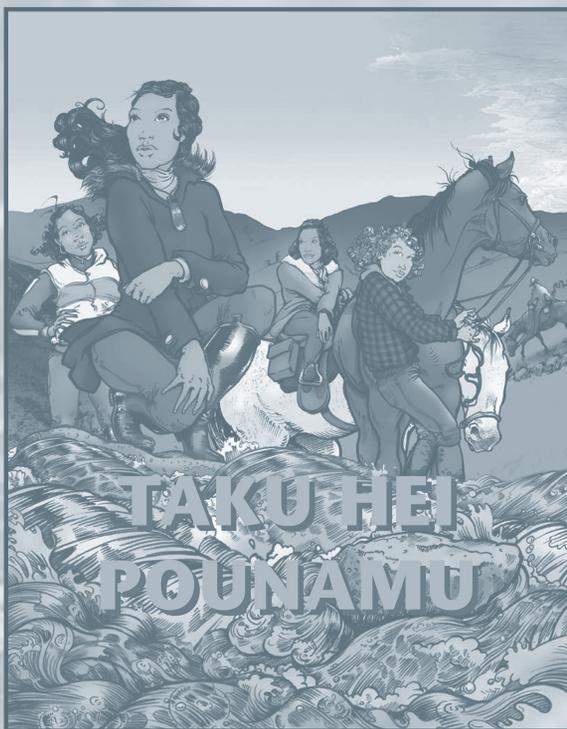
Teacher Notes – *Taku Hei Pounamu*



These teacher notes are designed for levels 5 and 6 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki* Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13. The proficiency target for language development at year 11, levels 5 and 6 is Te Puāwaitanga (Achieving social competence in te reo Māori).

This book was originally written for Māori-medium settings. The teacher notes are designed to support its use in English-medium schools. They provide ideas about how this book might be used in a classroom context, but there will also be other ways you can use it in your reo Māori programme.

This graphic novel is about four girls who attend Waikohu boarding school for girls. It follows their adventures and also how they bond together to overcome a near-fatal disaster. Secrets are revealed that bring the girls closer together.



Links to the Curriculum Guidelines

Ngā Whāinga Paetae Achievement Objectives

- 5.1 Communicate about past activities and events
- 5.3 Communicate about past habits and routines
- 6.2 Communicate about problems and solutions
- 6.3 Communicate about immediate plans, hopes, wishes, and intentions

Possible socio-cultural themes

- » Whakapapa (lines of descent, connections, history)
- » Tikanga me kawa (protocols and procedures)

Possible topics

- » Recounting sport, leisure, and cultural activities
- » Recounting activities with family, friends, and community

Possible text types

- » Conversational exchanges
- » Waiata Māori (Māori songs)

Ngā Ara Reo	Language Modes	
Whakarongo (Listening, L5 and L6)	<ul style="list-style-type: none"> » Understand specific details in contexts that may contain some unfamiliar language » Make use of context and familiar language to understand instructions and information in formal and informal contexts 	
Pānui (Reading, L6)	<ul style="list-style-type: none"> » Understand specific details in contexts that may contain some unfamiliar language 	
Mātakitaki (Viewing, L6)	<ul style="list-style-type: none"> » Understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences 	
Kōrero (Speaking, L5 and L6)	<ul style="list-style-type: none"> » Give short talks on familiar topics in a range of contexts, past and present » Use appropriate pronunciation, stress, rhythm, and intonation 	
Tuhituhi (Writing, L5 and L6)	<ul style="list-style-type: none"> » Write information on familiar topics in a range of contexts, past and present » Use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy 	
Whakaatu (Presenting, L5)	<ul style="list-style-type: none"> » Communicate information, ideas, or narrative through texts in which visual and verbal features interact to produce particular meanings and effects 	

Links to NCEA and Achievement Standards

The activities in these teacher notes link to level 1 NCEA achievement standards for te reo Māori. These achievement standards derive from achievement objectives at levels 5 and 6 of the *Curriculum Guidelines*. Teachers could use the suggested learning and assessment activities together with ngā ara reo to formatively assess students' performance, skill, and knowledge in relation to the achievement objectives identified in these teacher notes. Monitoring students' progress over time will help build a picture of students' performance and inform teachers' judgment when assessing students for qualification purposes.

Introducing the book

Prior to reading the book, the teacher can explain that the resource is a graphic novel and that it presents a story through illustrations. The teacher could introduce the story by providing students with a brief explanation of the storyline. This is a story that could be given to students to read by themselves with some broad questions for them to answer.

Suggested learning activities

Understanding the main ideas

The following is a simple activity intended to check students' understanding of the main ideas within a story. Students are provided with a list of statements and must decide whether each one is true (tika) or false (hē).

For example:

1. He kōrero tēnei mō ngā wāhine tokowhā.
2. I haere rātou ki te Kura Kōhine o Waiora.
3. Nā tōna matua kēkē a Parekōwhai i whakatipu.
4. He tino toa a Parekōwhai ki ngā mahi kapa haka.
5. He pai ki a Aniwa rāua ko Waimarie te kai paipa.
6. Kei te tahamoana te kāinga o Aniwa rāua ko Tui.

Answering questions in Māori

Students could be asked to read a section of the book and answer some written questions in Māori. Questions could be in English or Māori. The following are examples of possible question types.

For example: Read pages 8–16 of the story. For each of the following questions, write your answers in Māori.

1. Ka tū ngā whakataetae kapa haka ki hea?
2. Kei tēhea rārangi o te kapa haka a Parekōwhai?
3. He aha tētahi take i harawene ai a Aniwa rāua ko Tui ki a Parekōwhai?
4. He aha i kī ai a Tui he rorirori ōna hoa?

Providing text and captions for a series of pictures

The teacher could select two pages from the graphic novel to photocopy. All text on the pages should be erased. Students could work in pairs to rewrite the story in a different way by providing new language for the different characters' speech bubbles. They should be encouraged to use dictionaries, glossaries, and any other word lists that would be helpful. When finished, students pair up with another group to review and check the text before presenting their dialogue to the class.

Role play and dialogue

Students could work in groups to role play a section of the story. The teacher can allocate sections to each group. It would be best to select sections that have sufficient amounts of dialogue. Each group should write the dialogue as a script and then have it checked by the teacher. Once the script has been checked and approved, students can then practise their dialogue before presenting it to the class.

Writing a letter to thank someone

Students could work in pairs to draft a letter to Tui's father. The purpose of the letter is to thank him for allowing them to stay at his home for the holidays.

The prompts for students could include the following:

- the date, name, and address of Tui's father
- an appropriate greeting
- an explanation of the purpose of the letter
- a description of how much you enjoyed your time at his home
- an explanation that this was your first time on a farm
- a description of how much you enjoyed the horse riding
- thanks for finding your pounamu pendant
- an appropriate ending.

Students should be encouraged to use dictionaries, glossaries, and any word list that would be helpful for this activity. Once finished, students can meet with another pair to check and discuss their letters.

Extension activity

Creating a graphic story and presenting it to an audience

Students could work in pairs to make up a two-page graphic story on an activity they are currently involved in, for example, being part of a sports team, an extracurricular activity, or working after school. The text for the speech bubbles should be kept short and simple. Students can present their work to the class.

Alternative sentences and phrases to aid comprehension

The table below provides some alternative phrases that can be used in place of those that appear in the story.

PAGE	FRAME	SENTENCE	ALTERNATIVE
7	1	Ahakoā tērā he toa au ki te mahi <i>kapa haka</i> .	Ahakoā tērā he toa au ki te mahi <i>haka</i> .
10	2	E kī, e kī, kei te rārangi <i>tuatahi</i> .	E kī, e kī, kei te rārangi <i>o mua</i> .
17	8	Tēnā, haere <i>kei mahue te pahi</i> .	Tēnā, haere <i>kei mahue koutou</i> .
20	5	I mua i tōna matenga i kī mai, <i>mā tēnei e ārahi ahau ki tōku pāpā</i> .	I mua i tōna matenga i kī mai, <i>mā tēnei ahau e ārahi ki tōku pāpā</i> .
37	5	E oho moeroa mā, kei mahue koutou <i>i te rangi ātaahua</i> .	E oho moeroa mā, <i>he rangi ātaahua tēnei</i> .

Teacher assessment

Teachers can use a variety of procedures for observing and recording each student's progress. Teachers can monitor students' progress by:

- » checking students' ability to use language, with emphasis on communicative competence rather than native speaker expertise, by observing the students as they carry out spoken, written, and visual language tasks in authentic contexts related to the various themes, topics, and text types introduced (Levels 1–8). For example:
 - Can students read a story in te reo Māori and understand the main ideas?
 - Can students plan and write a thank you letter in Māori?
 - Can students plan and write an engaging story for a specific purpose and audience?
- » observing how students work together to provide and present information for others (Levels 3–4)
- » checking students' spoken and written narratives about real or imagined past activities and events (Levels 3–8).

Student assessment

Students can monitor their own progress by:

- » keeping a portfolio of their work (Levels 1–8)
- » discussing the contents of their portfolios with the teacher or their peers (Levels 1–8)
- » using a checklist of success criteria that reflects the achievement objectives, themes, and topics at Levels 1–8. For example:
 - I can discuss a familiar topic with my friend.* (Level 5)
 - I can provide text for a story told in a series of pictures.* (Level 5)
 - I can tell a story from a series of pictures.* (Level 5)
- » keeping vocabulary note books and checking their ability to remember and use the words included in them (Levels 1–8)
- » selecting appropriate language for specific contexts (Levels 3–8).

This resource and the accompanying book can be copied for use in New Zealand schools.

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39 Pipitea Street, PO Box 17-335
Wellington, Aotearoa New Zealand
Fax 04 4739265
customer.services@huia.co.nz
www.huia.co.nz

Support resources**Online resources**

The ministry's website, Te Kete Ipurangi, provides a variety of resources relevant to teaching and learning te reo Māori in primary and secondary classrooms (see www.tki.org.nz/e/community/language/maori).

On that website you will find:

- » a teacher resource collection (Te Whakaipurangi Rauemi), which includes high-frequency vocabulary lists, a grammar progression outline, learner and teacher assessment checklists, examples of learner goal setting, sample tasks, examples of learner strategies, and references to materials about language teaching (see http://www.tki.org.nz/r/maori_mainstream/teacher_resources)
- » te reo Māori lesson plans that align with the Māori language curriculum guidelines, *Te Aho Arataki Marau mō te Ako i Te Reo Māori* (see http://www.tki.org.nz/r/maori_mainstream/lesson_plans).

Another useful resource is the Māori Language Commission's site (see <http://www.maori-language.net/resources/index.cfm>).

Print resources

Barlow, Cleve. *Tikanga Whakaaro: Key Concepts in Māori Culture*. South Melbourne, Victoria: Oxford University Press, 2001.

Mataira, K. (ed.) *A Modern Māori Picture Dictionary. He Papakupu Whakaahua mō te Reo Māori o Nāianeī*. Melbourne: Oxford University Press, 1997.

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