



TEACHING AND LEARNING TE REO MĀORI IN ENGLISH-MEDIUM SCHOOLS IN NEW ZEALAND:

What we learned

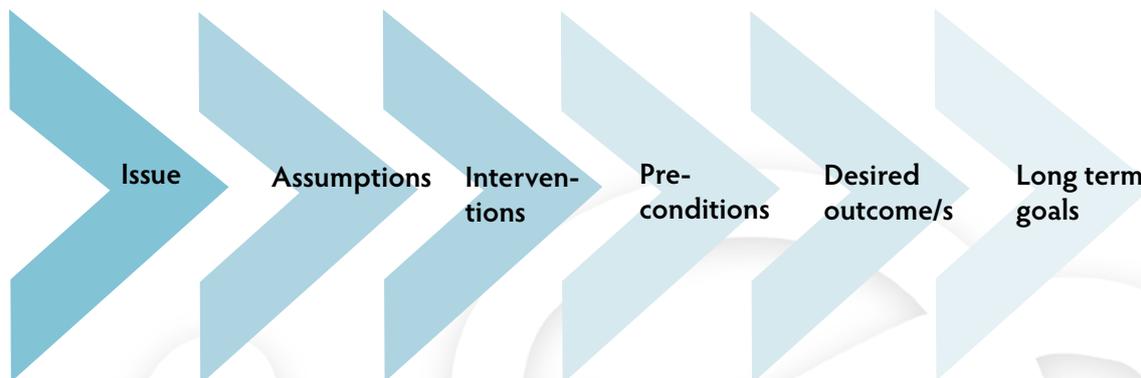
Stepping it Up

Māori language programmes in English-medium schools have the potential to drive positive shifts in relation to the status we afford our country's indigenous language.

Creating positive shifts in status This is one of the very important contributions that English-medium schools are currently making to the revitalisation of te reo Māori. Schools that have yet to introduce a Māori language programme into their local curriculum, or who want to embed their programme into their school curriculum, can learn from other schools who have already trodden the pathway.

The 2018 research into the teaching and learning of Māori language in English-medium schools¹ found that programmes are more likely to be successfully embedded into the school curriculum if te reo Māori becomes part of the school culture. This, however, may require schools to make some significant changes to their current ways of doing things. Understanding the conditions that need to be created in order to enable shifts to school culture that will support the teaching and learning of te reo Māori, is an important step forward.

A simple change process, as depicted in the diagram below, can help to clarify where effort is best expended in order to create the best chances of success. It can also provide the basis for a robust strategy to drive any changes that may be needed.



The process involves backward-mapping. The starting point is to identify a long-term goal, such as a sustainable Māori language programme, or a strong relationship with whānau who support better Māori language outcomes for students. Working backwards, think about the steps needed to achieve the goal.

¹Haemata Ltd (2019). WHAKANUIA TE REO KIA ORA: Evaluation of te reo Māori in English-medium compulsory education. Unpublished report prepared for Te Taura Whiri i te Reo Māori.

These steps include:

- stating the desired Māori language outcome(s) and necessary pre-conditions for achieving those outcomes and goal
- developing activities/interventions to bring about the desired outcome(s)
- identifying assumptions about the process that may facilitate or hinder change
- defining the presenting issue that needs to be resolved.

Working through this process collaboratively with staff and/or whānau enables you to agree on the goal as well as the building blocks required along the way. It also provides a focus for self-review and the evaluation of the impact that is being made on the school, and, most importantly, on student outcomes.

The following example has a long-term goal of a language progression across the school that guides the teaching and learning of te reo Māori and prepares students to achieving well in te reo Māori at NCEA levels. The presenting issue is students' exposure to the same basic Māori language content each year, regardless of their class level. Assumptions are made that school leaders will be the drivers of change – and that teachers will receive PLD around reo proficiency, second language teaching pedagogy, and the use of resources. The desired outcome is that students will progress through different curriculum levels. Certain pre-conditions are necessary to achieve this outcome, such as the assessment of student progress; support from leaders/whānau; and a commitment from teachers to help students to progress beyond the basics. The intervention takes the form of school-wide planning for Māori language, to ensure progression.

Presenting problem/issue	Repetition of same basic content each year is resulting in students who do not enjoy Māori language learning.
Assumptions	We have the ability and desire to change this situation. School leaders will drive the change and provide necessary leadership to staff. PLD will be available > teachers will be willing to undertake the necessary PLD in language teaching methodology > the PLD will be effective. Teachers and leaders will be prepared to attend Māori language classes at the local tertiary institution.
Interventions to achieve desired outcomes	Māori language planning will be included in school-wide curriculum planning and will focus on ensuring that there is progression across year levels. Students' Māori language progress will be included in regular student achievement data analysis.
Pre-conditions	There is strong support from school leadership and whānau. Teachers are committed to teaching Māori language and to helping students to progress beyond the basics.
Desired outcome	Students will progress from Levels 1 to 8 in a sequential manner throughout their schooling.
Long term goal	There is a Māori language progression across the school such that graduates of Year 8 have met the requirements of Level 4 of the curriculum. 70% of our students continue learning te reo Māori at secondary level and achieve well at NCEA Levels 2 and 3.

'Kia ita!'

Te Taura Whiri i te Reo Māori
MAORI LANGUAGE COMMISSION



Haemata Ltd

Reflect

Building an effective quality Māori language programme does not happen by chance – certain things need to be put in place. What is your school's theory of change for Māori language?