



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

What we learned

Doing it their Way

Some of the most innovative features of Māori language programmes are seen in paths that schools have travelled.

Each school that participated in the 2018 evaluation of the teaching and learning of Māori language¹ had paved its own way along its Māori language journey. Here we share some of the unique and innovative programme models.

Model 1: Specialist teacher

School type: Primary, Years 1–8

Decile: 9

Location: Rural

Māori roll: 17 %

This primary school is in a rural area near a major urban centre. One of the core full-time staffing positions in this school is a specialist te reo Māori teacher role. They are responsible for upskilling teachers and working with students in the delivery of the school's Māori language programme. This model has enabled Māori language to become a core component of the school's curriculum at every level.

The specialist teacher works with each class for one hour per week and provides resources, professional development and ongoing support to help all classroom teachers integrate te reo Māori into their daily teaching. This includes using te reo Māori to start class each day, call the roll, give everyday instructions, greet and introduce people (pepeha).

The Māori language programme is focused on levels 1 and 2 of the Māori language curriculum guidelines, and the specialist teacher creates progressions that teachers use to assess and report on student progress. This avoids repetition of the same language content each year. Instead, increasingly complex language structures are introduced across the year levels.

The teacher has been able to grow relationships with the local hapū, so that the school now holds its annual prizegiving at the local marae.

While there is whole school and community support for Māori language in the school, the success of the programme is largely attributable to having a staffing role dedicated to the development and support of the Māori language programme. The teacher works across the school with the principal creating the conditions necessary for the language to be valued.

Poipoia ngā mokopuna, ngā rangatira mō āpōpō – kia hikitia.

¹ Haemata 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 Unpublished report prepared for Te Taura Whiri i te Reo Māori.

Model 2: External support

School type: Primary, Years 1–8

Decile: 10

Location: Urban

Māori roll: 14 %

This school began its Māori language journey with the support of an external professional development facilitator, paid for by the school, over a three year period. Following this, the school appointed a teacher with responsibility for leading the Māori language programme.

The facilitator focussed support on upskilling teachers in using the Ministry of Education’s multimedia resource He Reo Tupu, He Reo Ora, and the task-based approach embedded in that resource. Initially, teachers were tentative and lacked confidence. However, over time, and with considerable scaffolding, there were significant changes in their openness to learning about how to facilitate language learning in a fun and interactive way.

The principal set down an expectation that the new learning gained through working with the facilitator would be transferred to the classrooms. The additional support for this to happen was provided through the lead teacher (Māori) role.

Place-based education has also become a priority for the school. Growing its relationships with the Māori community and establishing a whānau group have been critical. There is a genuine commitment to finding out about the stories of their area, as told by the local iwi with whom they have established an ongoing relationship. A whole school inquiry about their rohe culminated in the students re-telling the stories in a major school production.

The key to this school’s success in promoting Māori language and culture is a combination of factors all working together, over a sustained period, to increase the status of te reo Māori in the school and to enhance the mana of Māori students.

Mā whero, mā pango, ka oti ai te mahi.

Model 3: Two streams

School type: Primary, Years 1–8

Decile: 1

Location: Urban

Māori roll: 27 %

This school has a teaching position with lead teacher Māori responsibilities, supported by management units and charged with the development and monitoring of a school-wide te reo Māori plan. There is a clear mandate to ensure that all students have the right to learn te reo Māori.

To support this, they offer two streams of learning – one of which is an accelerant programme for senior students. All teachers include te reo Māori in their classroom programmes and some have set times for teaching the language as well.

The teaching programme is based on the Māori language curriculum guidelines, Te Aho Arataki Marau mō te Ako i te Reo Māori. A focus on providing authentic learning contexts, such as the language of the marae before the students’ noho marae, is included in the plan.

To grow the school’s capability to implement the school wide programme, a positive action strategy has been implemented to recruit teachers who speak Māori. Teachers who are not confident to deliver the programme are expected to enrol in adult Māori language courses with local providers.

The school has a commitment to growing the cultural identity of its students, as New Zealanders, and considers te reo Māori to be central to this philosophy. To this end, they have worked on making te reo Māori part of their school culture. They have also collaborated with local iwi to ensure the school has access to local Māori knowledge and history.

The school's commitment to te reo Māori is reflected in their students, who are passionate about the language and able to articulate their responsibility to pass their learning on to future generations.

Whītingia ia ki tōna tūrangawaewae.

Model 4: Whānau led

School type: Composite, Years 1–15

Decile: 6

Location: Urban

Māori roll: 15 %

The impetus for the Māori language programme in this school came from the whānau. They engaged with the school about the education of their children and their desire for the school to have a Māori language strategy. This led to the whānau consulting with the community around their aspirations for the language and their children's education.

After extensive community consultation, the Māori language strategy emerged. It envisaged te ao Māori (a Māori worldview) as an integral, living, dynamic and rich element of the education at the school.

The Māori language strategy is guided by a set principles and long-term strategic goals. The implementation of the strategy includes a schoolwide teaching and learning programme led by a lead teacher of Te Reo Māori who teaches te reo Māori across all Year 1-10 classes. The language taught in these lessons is then consolidated by classroom teachers, with some teachers also explicitly teaching te reo Māori and kaupapa Māori as part of their normal teaching programmes.

The schoolwide programme sets out to support both the lead teacher of te reo Māori and classroom teachers to explore the potential for integrating te reo and kaupapa Māori into their teaching and learning programmes.

Key features of this school's programme include:

- a statement of intent
- suggested teaching approaches and methods
- main foci at each year level
- whakataukī
- possible content for teaching programmes
- progressions at each year level; objectives and outcomes at each year level
- cross-curricular alignment at each year level
- kaupapa Māori integration
- Tātaiako² cultural competencies
- classroom teacher resources including suggested vocabulary.

The keys to the programme's success have been the active involvement of whānau, identifying a lead teacher of te reo Māori, appointing key staff with te reo Māori knowledge and skills, and, of course, a very supportive principal who enables things to happen.

***Kia hora te marino, kia whakapapa pounamu te moana,
kia tere te kārohirohi i mua i tō huarahi.***

² Education Council New Zealand/Matatū Aotearoa. (2011). *Tātaiako: Cultural competencies for teachers of Māori learners*. Wellington: Ministry of Education..

Model 5: Integrated and parallel assessment

School type: Secondary School (Years 9-15)

Decile: 3

Location: Urban

Māori roll: 34%

In this secondary school, Māori language is available to all students who want to learn te reo Māori. There are no pre-requisites for students wanting to study towards attaining Te Reo Māori, Level 1 NCEA.

The English and te reo Māori teachers maximise learning by planning collaboratively to identify transferrable skills that can be developed mutually through the English and te reo Māori programmes in the school. This includes aligning assessments whereby integrated and parallel assessments are administered. For example, at this school it makes sense to integrate the teaching and learning, and assessments for NCEA Level 1 Te Reo Māori 'Waihanga tuhinga i te reo o tōna ao' (AS91089) and the Level 1 English achievement standard "Produce creative writing" (AS90052). Students are explicitly taught the skills necessary to produce a creative writing piece in English, and these skills are consolidated through crafted writing in te reo Māori. The school also plans for parallel assessments for oral language with speeches or public speaking assessments being administered across the languages at similar times.

This integrated and parallel approach to planning and assessment is achieved through collaboration across departments. Not only has it strengthened collegial relationships and extended each teacher's professional knowledge but has resulted in a reduction of workload for both staff and students.

Ma pango, ma whero, ka oti te mahi.

Reflect

What works well in your school?

What would help to embed Māori language in your school?

'Kia ita!'

Te Taura Whiri i te Reo Māori
MĀORI LANGUAGE COMMISSION



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