



**Teaching
Council of
Aotearoa
New Zealand**

Kukari Newsletter for ITE students



Unteach Racism



Scan the QR codes with your phone camera to get started

I must not speak Maori

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WHAKAMANA

MANAAKITANGA

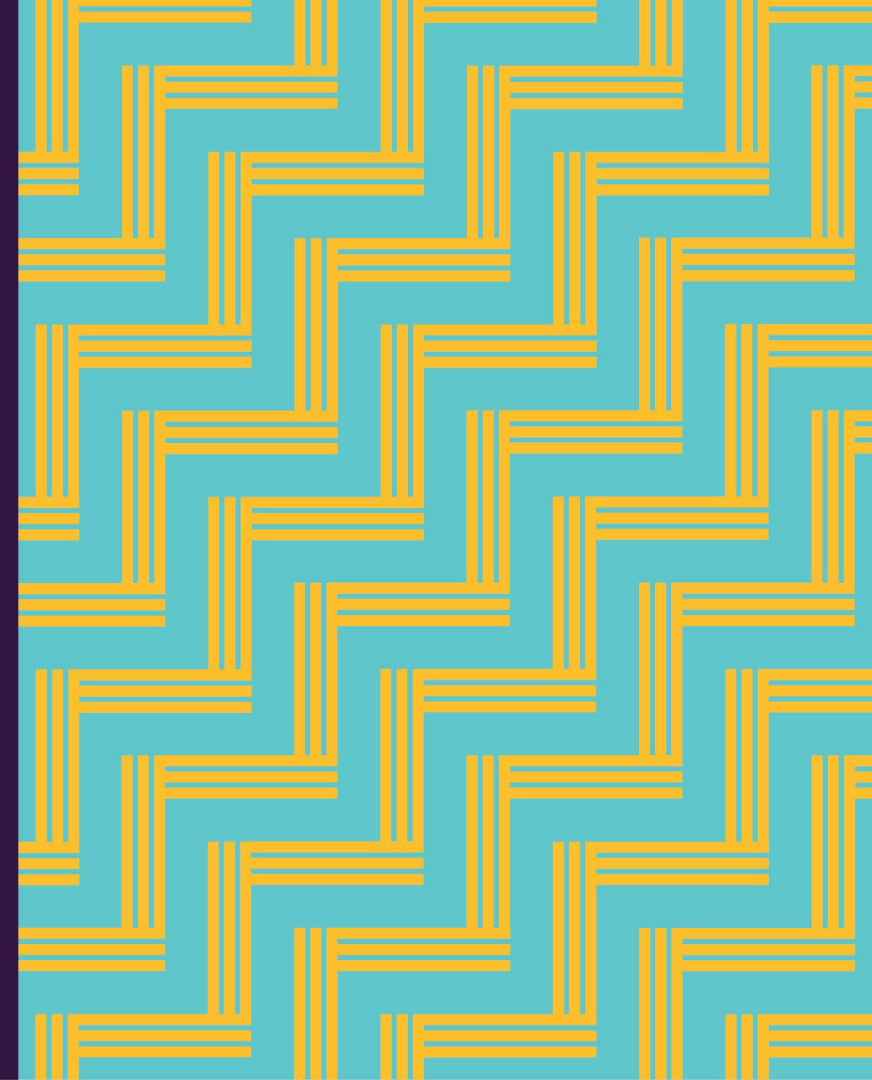


PONO

WHANAUNGATANGA

Te Mana o Te Reo Te Reo Māori Competency in ITE

Tuesday, 16th August



In preparation please:

- Turn on your cameras
- Ensure your microphone is muted to maintain audio quality
- Introduce yourself using the chat – Let us know your name, where you come from and what your role is there!

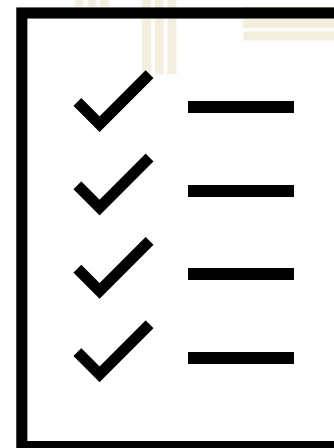


**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

Agenda | Paekōrero

- Speaker 1 Lindsay Fish, Bethlehem Tertiary Institute
- Speaker 2 Pakake Winiata – Te Ahu o Te Reo
 - Senior Manager – Te Uepū Reo Māori, Te Tahuhu o te Mātauranga
- Breakout
- Wrap up



Lindsay Fish





Graduate Diploma in Teaching (Secondary)

Whai Purapura

Culturally sustaining practice that is contextualised – te māra

Culturally sustaining practice that is aspirational – whai purapura



Being Aspirational means Accelerating Progress

1. Have a plan
2. Be strategic in choosing well-researched approaches
3. Know what progress looks like
4. Build relationships



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52 WEEKS KA WHAKAMANATIA TE REO IA WIKI IA WIKI

Nau mai, haere mai, whakatau mai ki tēnei wahanga - 52 WIKI!

Ki ō mātou whakaaro, he taonga nui 'Te Wiki o te Reo Māori', engari, ko tēnei tō mātou whāinga - ka whakamanatia ai te reo kei roto i ō tātou kura, kei roto i ō tātou karaehe, i ngā wā katoa.

Ka pātai ai koe, *āwhea te wiki o te reo Māori? Ka whakahoki mātou, ia wiki, ia wiki!*

This page contains the resources that support our pre-service teachers' knowledge, understanding and use of te reo me ōna tikanga.

Resources will continue to be added throughout the course.

TĒNEI WIKI...

1 - PŌWHIRI	2 - MIHI & PEPEHA	3 - PRONUNCIATION
4 - GREETINGS	5 - REVIEW / DATE	
6 - ENCOURAGEMENT	7 - INSTRUCTIONS	8 - SUBJECT REO
9 - SUBJECT REO	10 - REVIEW	
11 - TAUPARAPARA	12 - PEPEHA	13 - MANAAKI
14 - WHĀNAU	15 - TATAU / TE WĀ	
16 - KEI TE PEHEA?	17 - DESCRIBE	18 - MĀ WAI E...?
19 - KEI TE ...	20 - REVIEW / HAUORA	

Once you start looking, you will see that there are kete overflowing with amazing resources to support language learning. The Garden Shed is focused on providing resources that support pre-service and beginning teachers, and their associates. That means that the language Resource Sheets here at 52 Weeks focus on language for school. We encourage you however to use all the resources available to you to continue your reo journey.

We recommend you look at:

- Te Whanake <https://tewhanake.maori.nz/>
- He Reo Tupu. He Reo Ora <https://hereoora.tki.org.nz/>
- Māori Language Net <https://www.maorilanguage.net/>

1. Have a plan
 2. Be strategic in choosing well-researched approaches
- Contextualised and communicative
 - Differentiated
 - Flipped approach with a weekly class

Te tōia, te haumatia.



52 WEEKS – WHAKAMANATIA TE REO

KAUPAPA – CLASSROOM INSTRUCTIONS

There are two flipped clip videos for this resource on youtube:
[Classroom Instructions 1](#)
[Classroom Instructions 2](#)

WAIATA & KARAKIA

Wairua tapu tau mai rā
Wairua tapu mai runga
Uhia mai ngā taonga pa
homai tō aroha.

Wāhīa, kia tika
Akona mai rā kia ū ki te pai

Horoia,
Kia mau tonu rā
Mōhou te tino kororia.

Spend time learning this waiata which is inviting the holy spirit to be with us.
[You can listen to it here.](#) Use your growing knowledge of te reo and the sign language actions in the youtube clip to understand the meaning of the waiata.

Like some of the other waiata we have learnt, this waiata can also be used as a karakia.

WHAKATAUKĪ

This week we will learn another whakataukī that is foundational in our programme:

*Hāpaihia te ara tika pūmau ai te rangatiratanga mō ngā uri whakatipu.
Foster the pathway of knowledge to strength, independence and growth for future generations.*

Kōrero:

As you learn this whakataukī, discuss the sorts of routines and rules you want to establish in your classroom and in each lesson. How do you give instructions? How do these ways of being as a teacher “Foster the pathway of knowledge to strength”?

KAUPAPA – CLASSROOM INSTRUCTIONS

This week we are continuing with our focus on language for the classroom. In this lesson we will learn to give instructions.

1. Have a plan
2. Be strategic in choosing well-researched approaches
 - Contextualised and communicative
 - Differentiated
 - Flipped approach with a weekly class

Te tōia, te haumatia.

Wāhanga 2: Reo Ako - Classroom Language

For each of the following situations or statements write an appropriate response in te reo Māori.

You are meeting a new class for the first time:

Tēnā koutou katoa
Kei to pēhea koutou
Kia ora

Students have arrived in class and you want to settle and get started:

E noho
Kia tau
Whakarongo mai
Hoihoi
Kuhu mai ki roto

You are wanting to encourage a student to persist and keep working on something that is difficult:

Kia kaha!
Pakipaki
Ka pai
Ka pai to mahi Ka pai o mahi
Tumeke koutou
Ka mau te wehi!

It is time for students to tidy up and go home:

whakapai
Ka kite anō
Whakatikahia te ruma
Kia pai tō rā
Mā te wā
Hei konā mai

3. Know what progress looks like

- Strengths – based assessment
- Spans the year to demonstrate progress

Te tōia, te haumatia.

Choose another classroom/school situation to write about that demonstrates your knowledge of te reo. If you can, choose a situation that demonstrates curriculum specific language. (For example, biological terms or instructions to a game in PE):

First 5 minutes of a classroom - students arriving and settling down:
Kia ora

Kuhu mai ki roto - come inside
Kei te pēhea koe? How are you? (one person)
Kei to pēhea kōrua? How are you? (two people)
Kei to pēhea koutou? How are you? (three or more people)
Tikina ngā taputapu me ō pukapuka - fetch your equipment and books
E noho - sit down
Kia toro - hurry up
Hoihoi - be quiet
Whakarongo mai - listen here
Huri mai - turn this way
Kia tau - settle down
Tenā koutou - greeting three or more
Me timata tatou - shall we start?






3. Know what progress looks like

- Strengths – based assessment
- Spans the year to demonstrate progress

Te tōia, te haumatia.

On the rubric below, self-assess your achievement and confidence in each of these wāhanga:

Beginning of Semester 1:

Wāhanga:	Beginning	Developing	Confident	Fluent
Oral Assessment - confidence and fluency				
Wāhanga 1: Mihimihi – Greetings				
Wāhanga 2: Reo Ako - Classroom Language				
Wāhanga 3: Ngā Wāhi – Location				
Wāhanga 4: Pepeha - Introducing Yourself				
Wāhanga 5: Pōwhiri – Welcome				
Wāhanga 6: Whakataukī				

In what situations do you feel most confident with te reo me ōna tikanga?

Where can your skills and knowledge be extended?

In what situations do you feel less confident with te reo me ōna tikanga?

Where can your skills and knowledge be supported?

3. Know what progress looks like

- Strengths – based assessment
- Spans the year to demonstrate progress

Te tōia, te haumatia.

Beginning of Semester 2:

Wāhanga:	Beginning	Developing	Confident	Fluent
Oral Assessment - confidence and fluency			👍😊	
Wāhanga 1: Mihimihi – Greetings				👍😊
Wāhanga 2: Reo Ako - Classroom Language			👍😊	
Wāhanga 3: Ngā Wāhi – Location			👍😊	
Wāhanga 4: Pepeha - Introducing Yourself				👍😊
Wāhanga 5: Pōwhiri – Welcome		👍😊		
Wāhanga 6: Whakataukī		👍😊		

In what situations do you feel most confident with te reo me ōna tikanga?

Where can your skills and knowledge be extended?

I feel most confident with greetings, classroom instructions and pepeha.
My skills and knowledge can be extended in subject specific te reo, I know some but need to remember these.

In what situations do you feel less confident with te reo me ōna tikanga?

Where can your skills and knowledge be supported?

I want to remember more whakataukī

End of Semester 2:

Wāhanga:	Beginning	Developing	Confident	Fluent
Oral Assessment - confidence and fluency				

3. Know what progress looks like

- Strengths – based assessment
- Spans the year to demonstrate progress

Te tōia, te haumatia.



4. Build Relationships

Ko wai ahau?

Students are strengthened by learning to teach from who they are and we best support them when we know them also.

Waiho i te toipoto, kaua i te toiroa.

Pakake Winiata



Te Ahu o
te Reo Māori



Te Ahu o te Reo Māori is a Ministry-led initiative that was co-designed with te reo and mātauranga Māori experts, upon common principles and aspirations for the revitalisation and growth of te reo Māori in education. Te Ahu o te reo Māori represents the Government's intentions to:

- Strengthen its commitment to Te Tiriti o Waitangi, supporting te reo Māori revitalisation efforts and productive partnerships; and
- Secure and grow an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa New Zealand by 2025.

The five strategic objectives of Te Ahu o te Reo Māori include:

- To grow and strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga and students in Aotearoa New Zealand, by 2025.
- Developing teacher competency, accelerate language acquisition and inspire a passion to teach using te reo Māori and thus normalise the correct use of te reo Māori every day.
- Lifting the capability of our education workforce (from early learning through to secondary school) to use te reo Māori correctly.
- Every child in early learning, and all levels of schooling has te reo Māori integrated into their learning.
- To achieve systemic change across the education system so it directly supports the growth of te reo Māori and mātauranga Māori and is itself increasingly bilingual and bicultural.

Whakapapa - TAOTRM

- Minister Davis 2018 – correct pronunciation of Māori names.
- Mātanga think tanks, Wellington and Karetu Marae Te Tai Tokerau.
- Learning contextualised to classroom and local iwi.
- Ngā Taumata o te Ahu o te Reo Māori
- Programme development and delivery of pilot programmes in four key areas.



TAOTRM – 2019-20 pilot

- Four key areas: Waikato Tainui; Taranaki - Whanganui; Kapiti – Wellington; Te Waipounamu.
- Bespoke delivery programmes, up to 120 hours.



TAOTRM – 2019-20 results of pilot

- 1054 graduates, 616 in 2019 and 438 in 2020.
- Te Paetawhiti, [evaluation report](#) of 2019 delivery.
- Experiences at [graduation](#)



TAOTRM – 2021-22 results

- ▶ 6,190 participants have enrolled in Te Ahu o te Reo Māori.
- ▶ 2439 participants enrolled in the first terenga (intake) in 2021, and 3,751 participants are enrolled in the second terenga, which began in March 2022.



► Project implementation:

- National delivery of Te Ahu o te Reo Māori in all Ministry regions commence in July 2021.
- Ngā Taumata o Te Ahu o te Reo Māori was used to underpin course development and delivery.
- 13 providers were contracted to develop their own unique, contextualised delivery method/approach towards achievement of the outcomes in Ngā Taumata. Learning will be contextualised to the learning centre / classroom, iwi / rohe where delivery is taking place.
- All participants will receive 120 hours of directed (100 hours) and self-directed (20 hours) learning and following this, a further 50 hours or more of learning consolidation and enhancement for each level/taumata will be offered to support participants use in class, a total of 16 weeks or more per terenga.

▶ Project implementation (cont.):

- ▶ Given that Covid-19 restrictions was a huge barrier to deliver face—to-face classes, providers must have an online component to support successful delivery and participant accessibility to learning.
- ▶ Our providers work collaboratively with iwi they are delivering in.
- ▶ A minimum of 1,000 participants per financial year, from each of the ten Ministry regions, will be catered for through the provision of Te Ahu o te Reo Māori
- ▶ Since beginning in mid 2021 a total of 6,190 participants have enrolled in Te Ahu o te Reo Māori.
- ▶ 2439 participants enrolled in the first terenga (intake) in 2021, and 3,751 participants are enrolled in the second terenga, which began in March 2022. The projected numbers are 10,000 per year with a total of 7,000 in the first year. Our goal is to have 40,000 of our education workforce participate in Te Ahu o te Reo Māori by 2025.

Contribution to business strategy

Te Ahu o te Reo Māori contributes to the Crown's obligations and commitment to te reo Māori by:

- it's clear alignment with all three audacious goals of the Maihi Karauna,
- both normalising and growing proficiency in the Māori language within the education workforce and learning environments,
- fulfilling provisions within the Education and Training Act 2020, the NELP, Ka Hikitia - Ka Hapainga and Tau mai Te Reo,
- helping to bring about systemic change across the education system so it directly supports the growth of te reo Māori and mātauranga Māori and is itself increasingly bilingual and bicultural

Contribution to business strategy

Te Ahu o te Reo Māori contributes to the Crown's obligations and commitment to te reo Māori by (cont.):

- creating the environment for the successful implementation of a refreshed Te Marautanga o Aotearoa and increasing the uptake of Māori Medium education,
- providing opportunities for ākonga, whānau, iwi and communities to work together to grow and strengthen te reo and mātauranga Māori in education,
- ensuring iwi are able to exercise rangatiratanga and agency over their mātauranga ā-iwi.

Benefits

Te reo Māori is an inherent part of our national identity, valued and used by wider Aotearoa New Zealand. Te Ahu o te Reo Māori provides opportunities for the language to be normalised within the education system, where te reo Māori is used by everyone, every day, every way and everywhere – *kia māhorahora te reo*.

The benefits of the project are:

- deliberately supporting teachers to grow capabilities in the use and, understanding of, te reo Māori in their teaching practices,
- Tamariki Māori secure in their identity and knowledge of te reo Māori,
- providing opportunities for ākonga, whānau and communities to work together to grow and strengthen te reo and mātauranga Māori in education,
- an education system that is increasingly bilingual and bicultural.

Benefits

The benefits of the project are (cont.):

- deliberately supporting teachers to grow capabilities in the use and, understanding of, te reo Māori in their teaching practices,
- Tamariki Māori secure in their identity and knowledge of te reo Māori,
- providing opportunities for ākonga, whānau and communities to work together to grow and strengthen te reo and mātauranga Māori in education,
- an education system that is increasingly bilingual and bicultural.

Regional Provision

Recommended Providers	Indicative maximum annual participants	Delivery locations	Iwi engagement and collaboration
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Te Tai Tokerau			
Takapaukura Limited	250	Taupō Bay (East), inland to Manganuka, continue west to cover the northern side of Hokianga	Te Hiku Iwi Development Trust, Te Rōnanga o Te Rarawa, Te Rōnanga Nui o Te Aupōuri, Ngāti Kuri Trust Board, Te Rōnanga ā-Iwi o Ngāpuhi
TupuOra Education	700	Matauri Bay – Opononi through to Kaipara	Te Rōnanga o Te Rarawa, Ngāti Wai Trustboard, Te Reo o Te Tai Tokerau Trust
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Waikato			
TupuOra Education	1000	As mandated by Iwi endorsement of proposal	Waikato – Tainui, Ngāti Hauā Iwi Trust, Ngāti Paoa, Ngāti Wairere, Ngāti Hīnerangi Iwi Trust, Te Whāwhe Tāhuhu Kōwhiri o Hauraki
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Taranaki, Whanganui, Manawātū			
TupuOra Education	480	As mandated by Iwi endorsement of proposal	Nga Wairiki Ngāti Apa, Ngāti Kahungunu ki Tāmaki nui-ā-Rua, Te Rōnanga o Ngāti Ruani, Te Māori o Rangitāne o Manawātū and Taranuiarangi Manawātū Inc, Rangitāne o Manawātū Settlement Trust
Te Ataarangi ki Te Kāhui Meunga	660	Ngāmotu, Hōwera, Whanganui, Papahoa	Rangitāne o Manawātū, Taranaki, Whanganui Iwi
Kāuru Limited	100	Horowhenua, Manawātū and Rangitikei District	Ngāti Raukawa
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Nelson, Marlborough, West Coast			
Nelson Marlborough Institute of Technology	840	Golden Bay, Motueka, Nelson, Picton and Blenheim	Ngāti Kūia, Ngāti Tama ki Te Waipounamu Trust
Te Rūnanga o Ngāi Tahu	150	Hokitika and Kawatiri	Iwi provider acknowledged as mana motuhake with absolute links to the land and its people
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Otago and Southland			
Te Rūnanga o Ngāi Tahu	250	Dunedin and Invercargill	Iwi provider acknowledged as mana motuhake with absolute links to the land and its people
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Recommended Providers	Indicative maximum annual participants	Delivery locations	Iwi Engagement and Collaboration
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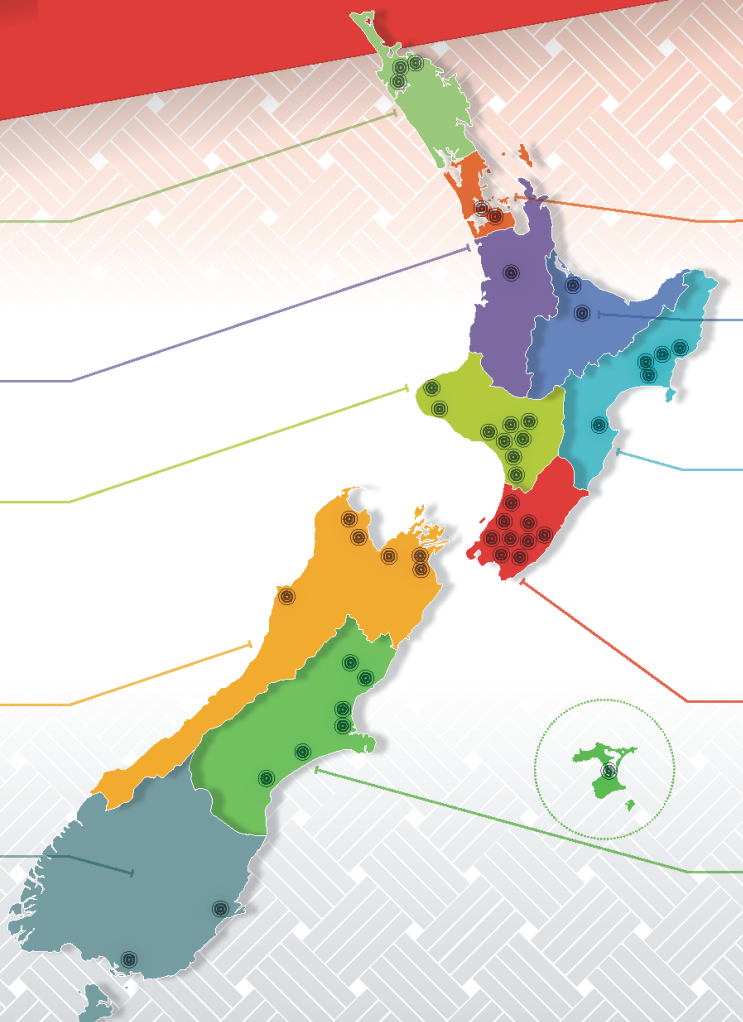
Auckland			
Taketi Associates Limited	740	As mandated by Iwi endorsement of proposal	Ngāti Whātua, Marutūngū, Ngāti Paoa, Tainui, Te Ahu Waru, Te Akitia Waikūia
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Bay of Plenty, Wairariki			
TupuOra Education	970	Tauranga	Ngāti Rangiri Iwi, Te Puna I Rangiri Trust
Te Taumeta o Ngāti Whākeue iho Ake Trust	470	Rotorua	Iwi provider acknowledged as mana motuhake with absolute links to the land and its people. Endorsed also from Te Tātau o Te Arawa
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Hawkes Bay, Te Taiāwhiti			
Te Rito Maloha Early Childhood New Zealand	200	Waioa, Gisborne, Hastings, Tokomaru	Established provider with strong foundations in the communities they serve
Ngāti Kahungunu Iwi Incorporated	500	Hawkes Bay including Southern Takapau to Northern Waioa (Ōhaka)	Iwi provider acknowledged as mana motuhake with absolute links to the land and its people
Eastern Institute of Technology Ltd	130	Hicks Bay in the northeast down to the Whareata Ranges. Delivery to occur in Gisborne	Well-grounded relationship with Ngāti Porou, Ngāti Taranui, Rongowhakaata and Te Aitanga ā-Mhaki
Learning Leaders Ltd	110	Gisborne to Potaka (Te Taiāwhiti)	Te Aitanga ā-Mhaki, Rongowhakaata, Ngāti Taranui
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Wellington			
Kāuru Limited	750	Kapiti Coast District, Porirua City, Upper Hutt City, Lower Hutt City, Wellington City	Te Ati Awa Rōnanga, Ngāti Toa Rōnanga, Ngāti Raukawa
Taketi Associates Limited	500	Porirua, Central, Te Awakairangi, Wairarapa	Ngāti Toa, Te Ati Awa/Taranaki, Rangitāne/Wairarapa, Ngāti Raukawa ki Te Tonga, Ngāti Kahungunu ki Te Wairarapa
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			

Canterbury and Chatham Islands			
Te Rūnanga o Ngāi Tahu	600	Ōtautahi, Rangiora, Hakatere, Te Tiki o Maru, Ōkoko/Wharekauri, Kaikōura and Hurunui	Iwi provider acknowledged as mana motuhake with absolute links to the land and its people
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*			



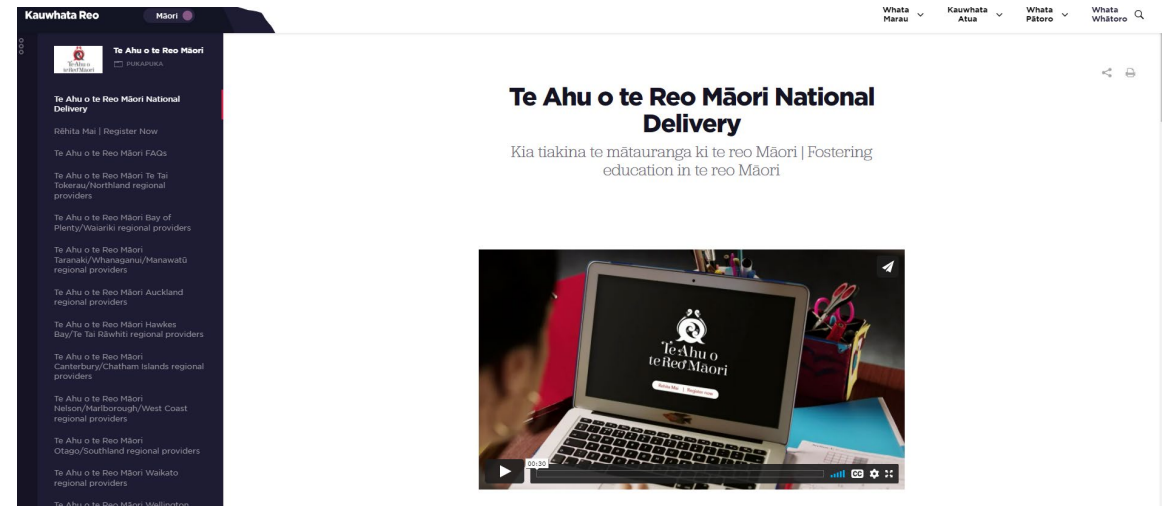
Te Rūnanga Nui o Ngā Kura Kaupapa Māori*
 * Established provider championing te reo Māori and strong foundations in communities they serve. Servicing 400 participants as part of the national network of kura kaupapa Māori and associated kōhanga reo.

Kauwhata Reo

Kauwhata Reo houses all information regarding the national delivery o TAOTRM

<https://kauwhatareo.govt.nz/mi/resource/te-ahu-o-te-reo-maori-2/te-ahu-o-te-reo-maori-3/>

- ▶ Landing page – a brief introduction to the Programme
- ▶ Rehita mai – Register Now
- ▶ FAQs - including how to register
- ▶ Provider profiles



Break out room conversation (20 minutes)

Discussion:

- In order to meet the Tau Mai Te Reo Strategy Goal: By 2040, one million (or more) New Zealanders will have the ability and confidence to talk about at least basic things in the Māori language.
- A child born today will be 18 years old in 2040 will the education they receive provide adequately to enable them to be one in a million?

Provocation

- What more could we do as part of the wider education system to ensure this goal is met, or exceeded?



WHAKAMANA

MANAAKITANGA



PONO

WHANAUNGATANGA

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