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Ngā aronga

Ngā hua akoranga o te Taumata 1

Ngā āhuatanga e tau ai te angitū

Ngā hua akoranga o te Taumata 2

Ngā āhuatanga e tau ai te angitū

Ngā hua akoranga o te Taumata 3

Ngā āhuatanga e tau ai te angitū

Ngā hua akoranga o te Taumata 4

Ngā āhuatanga e tau ai te angitū

Ngā hua akoranga o te Taumata 5

Ngā āhuatanga e tau ai te angitū

Mita / Reo ā-lwi	<p>1.1</p> <p>E whakahua tika ana i te reo Māori</p> <p>E tau ana te arero ki te pānui ā-waha:</p> <ul style="list-style-type: none"> i ngā ingoa tamariki i ngā ingoa wāhi i ngā kupu māmā 	<p>2.1</p> <p>E āhei ana ki ētahi tohu hua noa o te mita o taua rohe</p> <p>E timata ana i roto i ngā wāhi ako:</p> <ul style="list-style-type: none"> ki te whakamahi i ētahi rerenga o te iwi kāinga ki te whiriwhiri i ngā whakahua ā-mita o te iwi kāinga ki te whakamahi i ētahi kupu hua noa o te iwi kāinga 	<p>3.1</p> <p>Kua timata te whakamahi i ngā whakapuaki o taua rohe</p> <p>E whakamahi ana i te reo ā-iwi ki te wāhi ako, pēnei:</p> <ul style="list-style-type: none"> i ētahi rerenga matua e whakaari ana i te tuakiri o te rohe i ētahi kiwaha, ētahi kiāinga, ētahi kupu motuhake a te rohe i ētahi kōrero tuku iho, otirā, ētahi karakia, ētahi waiata o te rohe 	<p>4.1</p> <p>E whakapuaki ana i te reo ā-iwi me ōna taonga</p> <p>E hāpai ana i ētahi o ngā tohu nui o te reo ā-iwi ki te wāhi ako:</p> <ul style="list-style-type: none"> ki te whakamahi i ētahi kawē ōkawa, kawē ōpaki a te iwi kāinga ki te tautoko i te mita o te iwi kāinga ki roto i ngā akoranga ki te whakamahi karakia, waiata, kōrero, hāngai ana ki te iwi kāinga 	<p>5.1</p> <p>E taunga ana ki ngā whakapuaki i ngā hāpai o te reo ki taua rohe</p> <p>E whakamahi ana i te reo ā-iwi me ōna tikanga ki te wāhi ako:</p> <ul style="list-style-type: none"> i ngā rerenga e whaitake ana ki te tuakiri o te iwi kāinga i ngā kōrero, ngā kupu motuhake e mōhiotia ana e te iwi kāinga i ētahi o ngā kawē o te reo ōkawa a te iwi kāinga
Whakamahi	<p>1.2</p> <p>E tuku mihi māmā ana ki ngā tamariki</p> <p>E taunga ana ki te whakapuaki noa:</p> <ul style="list-style-type: none"> i ētahi mihi tīmatanga o te rā ki te akomanga i ētahi mihi whakakapi o te rā ki te akomanga i ētahi mihi whakatau i te tamaiti 	<p>2.2</p> <p>E taunga ana te ngākau, e mauri tau ana ki te noho ki rō rumaki</p> <p>E ngakaunui ana i roto i te noho rumaki:</p> <ul style="list-style-type: none"> ki te whakawhiwhiti i ngā rerenga māmā o te reo tūtakitaki ki te whai i te ia o ngā tohutohu whakahaere māmā ki te rumaki ki te whakautu atu i ngā pātai i ētahi horopaki māmā ki te rumaki 	<p>3.2</p> <p>E kawē ana i ētahi wāhanga matua o te akomanga ki te reo Māori</p> <p>E āhei ana i ētahi wāhanga horopaki o te akomanga:</p> <ul style="list-style-type: none"> ki te whakahaere i ētahi akoranga poto ki te rumaki ki te whakawhiwhiti kōrero māmā ki ngā tamariki / akonga ki te whakatauirā i ngā rerenga māmā ki roto akomanga 	<p>4.2</p> <p>E kawē ana i ngā akoranga noa ki te rumaki reo</p> <p>E arataki ana i ngā whakahaere o te ako taunga noa ki te rumaki:</p> <ul style="list-style-type: none"> ki ngā tohutohu aronui ki te minenga ako ki ngā whakamārama i te kaupapa ako ki te minenga ako ki ngā whakawhiwhiti, ki ngā patapatai a te minenga ako 	<p>5.2</p> <p>E āhei ana ki te whakaako i te akomanga reo rumaki</p> <p>E taunga ana ki te rumaki i ngā kawē o te wāhi ako:</p> <ul style="list-style-type: none"> i ngā whakahaere o te ako, i te pānui / tuhituhi, i te whakarongo, kōrero i ngā mahi o roto i te akomanga, otirā, o waho hoki i waenga i te akonga, i te hapori, i te kāhui kaiako o te kāhui ako
Tikanga o te Reo	<p>1.3</p> <p>E mōhio ana ki ētahi kawē māmā o te tuhi</p> <p>E taunga ana ki te tuhituhi:</p> <ul style="list-style-type: none"> kia wehewehe ia kupu ki ētahi rerenga māmā kia whai tohutohu ki ngā wāhi tika ki ētahi kupu hua noa i te nohoanga o ngā oropuare me ngā orokati ki te kupu 	<p>2.3</p> <p>E mōhio ana ki ētahi o ngā ture rerenga hua noa</p> <p>E āhei ana i te horopaki o te akomanga</p> <ul style="list-style-type: none"> ki te whakamārama i ētahi hanganga rerenga māmā ki te akoranga ki te tohu atu, ki te whakatika i ngā hapa hua noa ki ētahi rerenga māmā ki te tuhi tika i ngā rerenga hua noa e whakamahia ana ki te akomanga 	<p>3.3</p> <p>E whakatauirā ana i ētahi o ngā hanganga reo hua noa</p> <p>E tika ana te whakaputa i ētahi o ngā rerenga hua noa:</p> <ul style="list-style-type: none"> kia mārama te whakatakoto kia ruarua noa ngā hapa ki te tuhituhi kōwae kōrero kia riro māna anō ngā hapa hua noa e whakatika 	<p>4.3</p> <p>E whakapiki mōhiotanga ana ki ngā akonga ki ngā hanganga reo matua</p> <p>E whakaako ana i ētahi o ngā tikanga matua o te hanganga reo:</p> <ul style="list-style-type: none"> kia mārama ake te wewete i ngā ture me ngā aronga o te rerenga kia whaikaha atu te tohu atu i ngā hapa me te whiriwhiri i ngā whakatikatika kia taunga ki ētahi o ngā rauemi matua mō ngā ture o te reo 	<p>5.3</p> <p>E arataki ana i ngā hāpai o ngā ture o te reo i roto i te wāhi ako</p> <p>E whakapakari ana ki te rumaki i ngā kawē o te wāhi ako:</p> <ul style="list-style-type: none"> ki te tūtohu atu me te whakatikatika i ngā hapa o te reo e rēre haere ana ki te whakawhānui i ngā kupu, i ngā hanganga kia whanake ai te reo ki te tūhura, ki te whakatewhatewha i te reo kia whai horopaki hou
Marautanga	<p>1.4</p> <p>E mōhio ana ki ētahi rauemi reo ki te kawē akoranga</p> <p>E āhei ana ki te tuku whakamārama:</p> <ul style="list-style-type: none"> mō te wāhi e tīkina ai ētahi rauemi reo māmā mō te whakamahi i ētahi rauemi reo māmā mō ngā whāinga o ētahi rauemi reo māmā 	<p>2.4</p> <p>Kua timata te whakamahi i te reo Māori ki ngā kawē o te marautanga</p> <p>E āhei ana i te horopaki o te akomanga:</p> <ul style="list-style-type: none"> ki te taki i ētahi karakia / waiata māmā, pepeha hoki o taua rohe ki te whakamahi kupu e hāngai ana ki ētahi marau ki te whakaako i tētahi marau me ngā tohutohu hua noa 	<p>3.4</p> <p>Kua timata ki te whakaako i ētahi marau ki te reo Māori</p> <p>E āhei ana ki te kawē akoranga māmā:</p> <ul style="list-style-type: none"> ki tētahi marau e taunga ana ki ngā akonga ki tētahi marau e nui ana te reo whakahaere ki tētahi marau e hāngai ana ki te hapori o te wāhi ako 	<p>4.4</p> <p>E whakaako ana i ētahi marau ki te rumaki reo</p> <p>E kawē ana i ētahi marau matua o te wāhi ako:</p> <ul style="list-style-type: none"> ki ngā tuhituhi, ki ngā pānui a te minenga ako i te reo Māori ki ngā whakawhiwhiti pūmau tonu a te minenga ako ki te rumaki kia whānui atu ai te aronga ki ngā marau matua 	<p>5.4</p> <p>E āhei ana ki te whakaako i ngā marau matatini ki te rumaki</p> <p>E pakari ana te kawē ā-rumaki i ngā mahi o te akoranga:</p> <ul style="list-style-type: none"> ki ngā marau matatini i te pūtaiao, i te pāngarau, i te hangarau ki ngā whakahaere, ki ngā whakariterite i ngā marau ki te waihanga rauemi, tōtoro atu ki te mātauranga o nehe, o anamata
Whakarauora	<p>1.5</p> <p>E mārama ana ki te mana o te reo Māori</p> <p>E āhei ana ki te tuku whakamārama:</p> <ul style="list-style-type: none"> mō ētahi take matua e rima i tūpuhi ai te reo Māori mō ngā kaupapa here o te wāhi ako mō te reo Māori mō ētahi rautaki e toru hei whakamana i te reo Māori 	<p>2.5</p> <p>Kua timata ki te whiriwhiri i ētahi rautaki whakatairanga i te reo Māori</p> <p>E timata ana te kawē rautaki whakatairanga:</p> <ul style="list-style-type: none"> ki te horopaki whaitake ki ngā tamariki me te akomanga ki ētahi kaupapa whaimana, pēnei i Matariki me Te Wiki o te Reo Māori ki te whakaatu ki te hapori i te mana o te reo Māori ki te wāhi ako 	<p>3.5</p> <p>E whakarite ana i ētahi horopaki whakatairanga i te whakamahi i te reo Māori</p> <p>E kawē ana i ētahi kōkiri kia mārama ake ai te wāhi ako:</p> <ul style="list-style-type: none"> ki ētahi horopaki e whai mana ai te reo Māori ki ētahi rautaki e kaha atu ai te whakamahia o te reo Māori ki ētahi kōrero mō te ahunga mai o te whakarauora reo Māori 	<p>4.5</p> <p>E kawē ana i ētahi wāhanga o tētahi mahere whakatairanga reo</p> <p>E whakahaere rautaki me ētahi takiwā rumaki:</p> <ul style="list-style-type: none"> ki te whakatairanga i te reo ki te katoa o te wāhi ako ki te whakapiki i te māramatanga mō te whakarauora i te reo ki waenga hapori ki te akiaki i te wāhi ako kia ū tonu ki ngā rautaki o te mahere 	<p>5.5</p> <p>E whakahaere ana i te mahere whakarauora reo Māori ki te wāhi ako</p> <p>E pūkua ana i ngā hāpai o te mahere whakatairanga i te reo Māori:</p> <ul style="list-style-type: none"> ki te hoahoa, ki te whakariterite i te mahere mō te wāhi ako ki te kawē i ngā rautaki e whaihua ai te mahere ki te hapori ki te arotake, ki te arohaehae i ngā hua o te mahere

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Focus Areas

Learning Outcomes Level 1

Success Indicators

Learning Outcomes Level 2

Success Indicators

Learning Outcomes Level 3

Success Indicators

Learning Outcomes Level 4

Success Indicators

Learning Outcomes Level 5

Success Indicators

Local Dialect

1.1
Pronounces Māori language appropriately

Is able to read aloud with confidence:

- student names
- place names
- simple words

2.1
Demonstrates ability to use common features of local language

Within the education setting, is beginning:

- to use sentences associated with local community
- to identify pronunciation associated with local community
- to use common words associated with local community

3.1
Has begun to use a range of local oral devices

Within the education setting, is using local language including:

- significant sentences that convey regional identity
- local colloquialisms, expressions and regionally specific words
- local oral traditions and history including prayers and songs

4.1
Uses local reo and its cultural expressions

Maintains some of the key elements of local oral language in an education setting:

- to use formal and informal language variation of the local community
- to support local iwi forms of language within lessons
- to use local prayer, song, oral traditions associated with local community

5.1
Competently applies local language and oral references, karakia etc

Within the education setting, uses local dialect and cultural practices:

- in high value sentences for conveying local identity
- in statements and specific words that help carry local identity
- in some of the formal language structures associated with local identity

Use

1.2
Gives simple greetings and acknowledgements to children

Is readily able to make statements:

- of greeting at the beginning of the day in the classroom
- of acknowledgement at the end of the day in the classroom
- of welcome to a child

2.2
Readily participates and is relaxed in general immersion settings

Is confident within the immersion setting:

- to have conversations using simple sentences of encounter
- to follow the course of simple instructions in immersion
- to respond to questions within simple contexts in immersion

3.2
Runs some of the key activities in classroom within Māori language

Within areas of the classroom context, is able:

- to manage short immersion lessons
- to interact in simple language with children/students
- to demonstrate basic sentences within the classroom

4.2
Manages regular learning activities in immersion

Manages some familiar learning environment activities in immersion:

- through detailed instructions to the class
- through explaining learning content to the class
- through exchange and enquiry with the class

5.2
Is able to teach all curriculum and run class activities in immersion

Immersion is normalised within the practices of the learning environment:

- in managing the learning, including reading, writing, listening and speaking
- activities within and outside the classroom
- amongst students, the community and the wider communities of learning

Grammar

1.3
Demonstrates knowledge of simple orthographic features

Is able to write:

- simple sentences differentiating individual words
- using macrons appropriately with commonly used words
- placing vowels and consonants properly in words

2.3
Demonstrates knowledge of commonly used sentence grammar

Within the classroom setting, is able:

- to explain simple sentence constructions in lessons
- to identify and correct commonly occurring errors in simple sentences
- to correctly write common sentences used in the classroom

3.3
Demonstrates some of the commonly used sentence structures

Correctly utilises some of the commonly used sentences:

- to be well understood
- to make few errors when writing basic paragraphs
- to self correct regularly occurring language errors

4.3
Enhances learner knowledge of key sentence structures

Teaches some of the important grammatical features of Māori language:

- to increase understanding of grammatical rules and emphasis in sentences
- to gain proficiency in identifying errors and determining appropriate corrections
- to become familiar with some of the key Māori language grammar resources

5.3
Guides correct language grammar usage in an education setting

Strengthen the awareness of language conventions in education:

- to point out and correct reoccurring errors
- to expand corpus development of vocabulary and sentence constructions for reo to grow
- to investigate, explore and to find new language domains for language use

Curriculum

1.4
Demonstrates knowledge of reo resources for class settings

Is able to explain:

- where to locate some introductory Māori language resources
- how to use some introductory Māori language resources
- the purpose of some introductory Māori language resources

2.4
Has begun to use Māori language in curriculum delivery

Within the classroom setting, is able:

- to lead simple prayer, song and local formulaic expressions
- to use words that align with some curriculum areas
- to teach a curriculum area and use commonly used instructions

3.4
Has begun to teach some areas of curriculum in Māori language

Is able to conduct simple lessons:

- in a curriculum area that is familiar to learners
- in a curriculum area with a high level of instructions
- in a curriculum area that aligns to school or centre's community

4.4
Teaches core curriculum areas in immersion

Delivers some main curriculum areas in the learning environment:

- through students writing and reading in the Māori language
- through sustained immersion in interaction with students
- through a broader focus of main curriculum areas

5.4
Is able to teach multiple advanced curriculum areas in immersion

Capable of delivering all learning activities within immersion:

- within advanced curriculum areas including science, maths and technology
- in managing and preparing of curriculum areas
- in developing resources that encompass traditional and modern knowledge

Revitalisation

1.5
Demonstrates an understanding of Māori language status

Is able to explain:

- five main reasons for the decline of Māori language
- Māori language policies in an education setting
- three strategies that increase the status of the Māori language

2.5
Has begun to choose key strategies that promote Māori language

Is beginning to apply promotional strategies:

- within contexts relevant to children and the classroom
- for important events including Matariki and Māori Language Week
- that demonstrate to the community the status of Māori language in the educational setting

3.5
Develops learning contexts that promote Māori language use

Conducts sessions that build awareness of reo use in the school/centre setting:

- in some contexts that increase the status of Māori language
- in some strategies that strengthen the use of Māori language
- in giving more information about the direction of Māori language revitalisation

4.5
Delivers key strategies of a language promotion plan

Manages strategies and revitalisation domains that:

- promotes the language in all educational settings
- increases understanding of revitalisation within the community
- encourages educational settings to comply with the strategies within plan

5.5
Manages a strategic plan for language revitalisation in the broader learning environment

Facilitates the strategic approaches used to advance Māori language:

- to design and prepare the plan for the learning environment
- to advance beneficial strategies of the plan to community
- to evaluate and analyse the benefits of the plan