

NGĀ TAUMATA REO MŌ NGĀ POUAKO PAETAHI O NGĀ HŌTAKA
MĀTAURANGA POUAKO HOU - RUMAKI REO MĀORI
LANGUAGE COMPETENCIES FOR GRADUANDS OF MĀORI MEDIUM
INITIAL TEACHER EDUCATION PROGRAMMES



TĀTAIREO



Haemata

EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa







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KUPU WHAKATAKI / MIHI

“Ehara taku toa i te toa takitahi,
engari taku toa he toa takitini”
“Toitū te whenua, toitū te reo,
toitū te mana”

E ngā karangatanga maha, e ngā mana, e ngā kaipupuri i te reo o ō tātou tīpuna Māori, tēnā rā koutou katoa. Ki ngā tini mate o te motu kua wehe atu ki te Pō, kua ngaro atu ō koutou reo, haere, haere, haere atu rā. Haere atu i runga i tō koutou waka mokemoke, i te ara e kore e hokia, haere atu, whakarehurehu atu, whakangaro atu rā i a koutou. Nō reira, kia hono atu te hunga mate, rātou ki a rātou, kia noho mai tātou te hunga ora ki a tātou. Ko te tūmanako anō hoki, kia tutuki rawa tā tātou kaupapa. Tēnā koutou, tēnā koutou, tēnā tātou katoa.

I tīmata ake tēnei mihi i ētahi whakataukī e rua e mōhio whānuitia ana, me kore noa e mau tokitoki i a rāua ētahi āhuatanga matua o te kaupapa nei, me ngā mahi nui i kawea kia takoto ai tēnei anga whakahirahira e kīia nei ko TātaiReo.

He mea tīpako te whakataukī tuatahi, “Ehara taku toa i te toa takitahi, engari taku toa he toa takitini” hei whakanui i te whakawhiti whakaaro tahi, i te mahi tahi, i te whai wāhi mai anō hoki a te rahi, a te iti, koia rā ētahi mātāpono i poua ki te whenua i te wā i whakaarhia ake ai te kaupapa nei. I te tau 2006, ka takoto i tētahi rōpū hou, ko te Māori Medium Advisory Group te ingoa, tā rātou taunakitanga ki Te Pouherenga Kaiako o Aotearoa kia kawea ake tētahi mahi rangahau. Tapaina ana te mahi nei ko *Whakamanahia te Reo Māori*, ā, e toru ōna tūāhaere. Ko te tuatahi, i huaina ko “He Tirohanga Hōtaka”, he ‘matawai taiao’ tēnei hei āta rapu i ngā āhuatanga e pāpā mai ana, e kawea ana i te tupu haere o te matatau reo Māori o te hunga e puta pai ana i ngā Whakaakoranga Kaiako Hou (ITE) mō roto i ngā Akomanga Rumaki Reo Māori. Ko tā te tūāhaere tuarua, a “He Tirohanga Rangahau”, he kimi haere, he arotake i ngā kōrero huhua kua tuhia e hāngai ana ki te kaupapa nei. Ko te tūāhaere tuatoru, ko te hoahoa me te whakamātau i tētahi anga, ā, nāna ko te tuhinga nei, ko TātaiReo.

I ngā tūāhaere katoa, i kaha te hui tahi, te mahi tahi ki ōna anō rōpū, i uru mai ai te “takitini”. Nō konā, ko te putanga o te anga kaha nei, marohi nei – he tohu rā o ‘te toa takitini’.

E kōrero ana te whakataukī tuarua mō te mana, mō te pūmau o te whenua, o te reo, o te oranga o te tangata, o ngā tikanga. Kei reira anō pea te whakaaro, he wā anō me paku urutau, kua mō te whakarerekē noa te take, engari e ora tonu ai, e toitū tonu ai te tangata i tēnei ao hurihuri e noho nei tātou.

Ko tā TātaiReo, he whakatakoto i tētahi anga e ea ai ērā āhuatanga katoa kua huaina i runga ake nei. Ko te tūmanako, ka noho tēnei hei taputapu āwhina i te mahi whakaako me te ako i te reo Māori – arā, kia mātua pēnei i roto i ngā kaupapa Whakaakoranga Kaiako Hou. E tika ana kia mihiā e Te Pouherenga Kaiako te takitini i whai wāhi, i tautoko i te hanganga o TātaiReo. Me āta mihi ki a Hineihaea Murphy, o Haemata, kua noho nei hei hinengaro ārahi, hei ringaringa, hei aha atu anō mō te kaupapa mai i tōna orokohanga ake. E Hine, tēnei te mihi mahana rawa ki a koe.

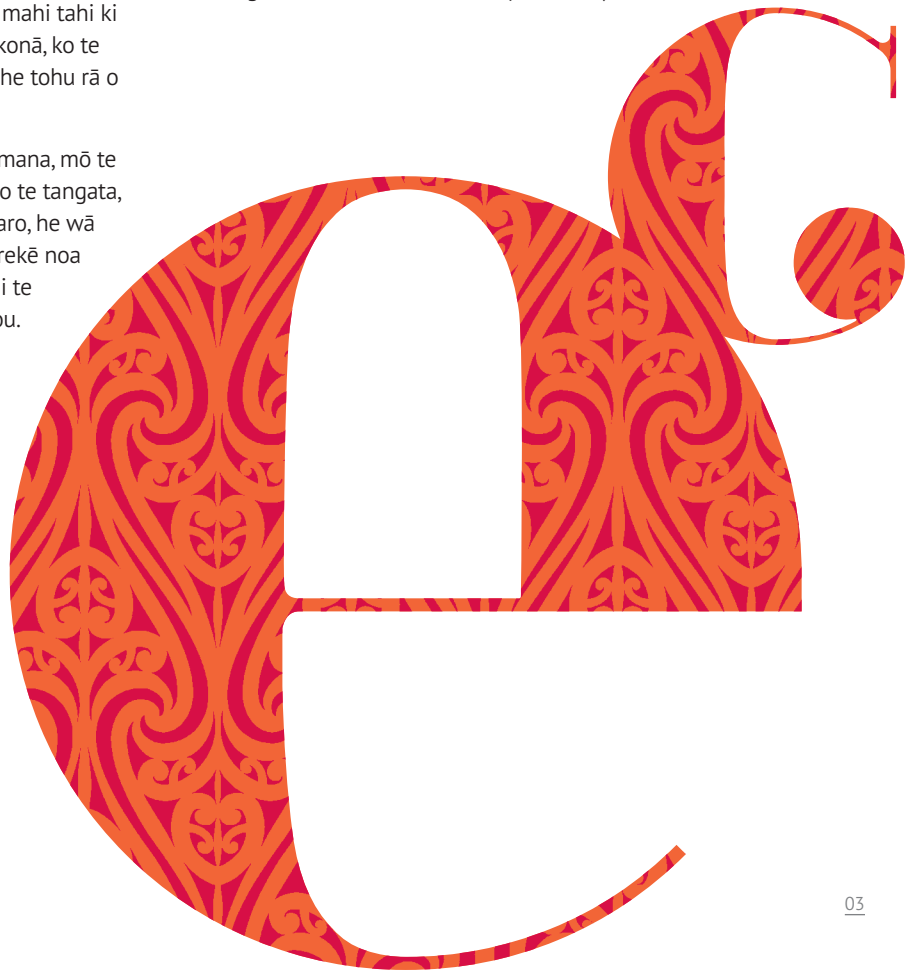
Hei whakatepe, kei wareware te arotahinga tūturu o ā tātou whakapaunga kaha katoa, e mau mai rā ki te whakataukī a Te Pouherenga Kaiako, arā, “Ū ki te ako, tū tāngata ai āpōpō”. E akiaki ana ngā kupu nei kia eke ngā mahi ako me ngā mahi whakaako ki te taumata, e kake ai ā tātou tamariki, mokopuna i ngā taumata o tō rātou nā ao.

Nā

Rob McIntosh

Kaihautū o te Wā

(Nō roto mai te kupu whakataki o tua ake i te tānga tuatahinga o te tuhinga nei i whakaputaina e Te Pou Herenga Kaiako i te marama o Pipiri, 2015.)



KUPU WHAKAMŌHIO

E tipu e rea mō ngā rā o tōu ao
Ko tō ringa ki ngā rākau ā te Pākehā
Hei oranga mō tō tinana
Ko tō ngākau ki ngā taonga a ō tīpuna
Hei tikitiki mō tō māhunga
Ā, ko tō wairua ki te Atua
Nāna nei ngā mea katoa

Tā Apirana Ngata



Kei te pū o Tātai Reo ko te ākonga, tōna whānau, tōna hapū, tōna iwi. I whakaturia mai a Tātai Reo i ngā hiahia reo Māori o ngā ākonga, me kore rātou e eke ki ngā taumata angitu o te mātauranga, hei Māori.

E pēnei ai te āhua, me mātua huri mai ngā ākonga kia:

- mau tika te reo nei i a rātou
- whanake mai te reo Māori tūturu i roto i a rātou, tae atu ki ōna pūnaha wetereo, ōna huīnga kupu, ōna oro, ōna reo tūtohu, me ōna tikanga tuhituhi
- taea e rātou te whakaputa i ō rātou whakaaro, ō rātou uara, ō rātou tirohanga ā-ao, tuakiri hoki, kia hāngai tonu rā roto i te reo Māori
- tautoko i te toitūtanga o te reo Māori hei oranga mō ō rātou whānau, ō rātou hapū, me ō rātou iwi hoki

- ākonga e te pouako ka whakaahua i ēnei pūkenga, i tēnei tū mātauranga me ēnei huanga.

Tērā ētahi pūkenga whāiti me mātua whiwhi te pouako e tino taea ai e ia te whakangāwarī te ako a āna ākonga. Ka whāi haere te tamariki i te huarahi o te mātauranga, ka rerekē haere anō hoki te reo e tika ana kia mōhio ia, hei whāwhā i ngā akoranga hou. He rerekē te momo reo e hiahia ana hei kake ki ngā taumata o te mātauranga, i te reo e whakamahia nei i ngā kōrero o ia rā, o ia rā. Ko te mea e tino hiahia ana ngā ākonga, kia āhei ō rātou pouako te noho hei taurira reo, kia āhei hoki te whakaputa ki mua i ana ākonga he momo reo tōtika mō te ara akoranga kei mua i a rātou.

NGĀ MĀTĀPONO

Toitū te kupu, toitū te mana, toitū te whenua

Kua roa hoki ō tātou tīpuna e pupuri ana, e ū ana ki ngā tikanga, ki te reo, ki te āhua Māori anō o te tangata hei kaupapa taketake mō te whāinga i te mātauranga a te tangata i te tamarikitanga, i te pakeketanga, me te tū tangata i te ao. Ko te tūmanako ia o ngā whānau o ngā ākonga reo-Māori o ēnei rā, kia whakaahurutia ngā tikanga, te reo, me te āhua Māori anō o ā rātou tamariki kia eke ai rātou ki ngā tino taumata o te mātauranga. Ko te ngākau tapatahi kia tutuki ēnei tūmanako tētahi wāhi kei te pū tonu o te mātauranga reo-Māori.

Koia rā i hangaia ai a TātaiReo i runga i ngā mātāpono e whai ake nei:

- Mana Ākonga: me tautoko i te ako o ngā ākonga.
- Mana Reo: me ngākaunui ki te reo Māori; me hāngai ki te āhua o te reo Māori o te ākonga, ahakoa reo tuatahi, reo tuarua rānei.
- Mana Whānau: me whakamana i te reo ake o te whānau, o te hapū, o te iwi.
- Mana Mātauranga: me whakanui i te mana ake o tēnā me tēnā whare takiura.

- Mana Ako: me hāngai ki ngā mahi akoako.
- Mana Pouako: me whakapakari ake i te reo o te pouako.

He āhuetanga hira tonu te matahuhuatanga o ngā kaupapa ITE nō te rāngai ITE. Ko te pūtake o te whakaaro kia tāreia a TātaiReo, he atawhai, he whakatupu i taua matahuhuatanga, mā te tautoko i ngā mahi whakaniko aromatawai a ngā kaihora ITE, e whakaatatia ai te tūnga ahurei o tēnā, o tēnā o rātou i roto i te rāngai.





TE TUAKIRI, TE REO ME TE AHUREA

Ko te Reo Māori te mauri o te mana Māori

Ko te reo te huarahi e whakaputaina ai te ahurea me nga tikanga, e whakaahuatia ai hoki te wairua Māori. E tūhono ana te wairua Māori me te ahurea tētahi ki tētahi, waihoki te reo, e tūhono atu ana ki te ahurea me te tuakiri tangata. Ka whakaatu a TātaiReo i te tohungatanga o te reo me te mōhio ka noho tahi te reo Māori me te ahurea, ā, koia ēnei ngā pou matua o te tuakiri Māori. He wāhi taketake tonu ngā uara, te ahurea me te tuakiri o te noho hei tangata Māori nō ngā taumata matatau e hiahiaia ana mō ngā pouako paetahi ka puta i ngā hōtaka ITE mō ngā horopaki reo-Māori.

Ko tā ngā kaihora ITE e mahi ana i roto i ngā anga motuhake ā-iwi he tuitui i ngā tikanga me te tuakiri o ngā iwi o tō rātou rohe ki roto i ā rātou hōtaka. Ka rangona te reo me te wairua o ngā iwi me ngā hapū mā roto i ēnei hōtaka, ā, mā te mahitahi a te kaihora me te iwi e tutuki ai nga putanga ā-reo, ā-ahurea o ēnei hōtaka. E tautoko ana a TātaiReo i te whakaaro, he wāhi nui tō te kaihora ITE me ā rātou ākongā ki te hāpai i ngā reo ā-iwi kia ora tonu ai, kia toitū tonu ai te reo me ngā tikanga i te taha. Ka haere tonu tēnei haepapa ki tua rā anō i te hōtaka ITE.

Me mārāma te rāngai mātauranga reo Māori, he taputapu ā-ahurea, ā-hinengaro hoki te reo e kake ai te ākongā i ngā taumata mātauranga, e ū anō ai tōna ahurea me tōna tuakiri. Ko tētahi o ngā tino kōrero hei tautoko i te mātauranga reo Māori ko te mōhio mā konei ka hāngai tika te horopaki ako ki te ākongā. Ina te pīkauranga tino nui mō te rāngai katoa, he mahi nui kia eke te kōonga o te reo ki ngā taumata tika e piki ai te āheinga ā-hinengaro, te whakawhanaketanga reo matatini, me te tauwhiro ahurea.

A TĀTAIREO

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa

He mea āta hoahoa mārire a TātaiReo hei pūtake torowhānui mō ngā kaihora hōtaka ITE i ngā mahi aromatawai i ngā pūmanawa reo Māori o ā rātou pouako paetahi, ā, ka taea hoki te whakamahi hei arataki i te whakahoutanga o ngā hōtaka ITE mō ngā horopaki reo Māori.

E toru hoki ōna āhuetanga he pērā te hua:

1. Ka whakamārama i te whānui me te hōhonu o te reo Māori e hiahiatia ana e ngā pouako kua tohua kia hou tika rātou ki tētahi tukanga ako, whakaako i roto i te horopaki reo Māori.
2. Mā te hoatu i ngā tohu arotake mō te matatau o te reo o te pouako paetahi .
3. Mā te tāpae i ngā pātai whai pānga, hei whakakorikori i te huritao me te matapaki ngaio.

Ka whakamārama a TātaiReo i ngā ahunga e whā o te reo pouako:

- Kia Rere Te Reo: te whakamahi i te reo kia rere matatau, kia māhorahora te kupu, kia whai take hoki, e tautokona ai ngā ariā whakaako tino tōtika.

- Kia Tika Te Reo: te tino matatau ki ngā ture wetereo, ki te huinga kupu, ki ngā āhuetanga ā-waha, ā-tuhi hoki o te reo Māori hei whakapiki i tōna whakamahinga tika i ngā horopaki ako.
- Kia Māori Te Reo: te whakamahi tika i te reo Māori hei whakapiki i te akoranga i ngā āhuetanga o te ao Māori, mā roto i te ao Māori, tōna wairua, ōna uara, tōna ahurea, me tōna tuakiri.
- Kia Ora Te Reo: te mātauranga taha mahi o ngā rautaki hei whakatairanga, hei whakaū i ngā momo reo katoa tae atu ki: te reo ā-rohe, te reo whakawhiti whakaaro me te reo o te ako.



NGĀ TAUMATA REO Ō NGĀ POUAKO PAETAHI MŌ NGĀ
ĀKONGA RUMAKI REO MĀORI



KIA RERE TE REO

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa

Te reo kia rere ā-tuna, kia māhorahora te kupu, kia whai take hoki, e tautokona ai ngā ariā whakaako tino tōtika.

TE TAUMATA	Ka whakamahi ngā pouako paetahi i ō rātou pūkenga reo Māori hei whakangāwari i ngā tukanga whakaako, ako anō hoki.	
	Ngā Pouako Paetahi:	He Pātai Huritao:
PŪKENGĀ REO	i. ka mōhio ki te kōrero māhorahora kia kaha tonu i tētahi matapaki mō tētahi kaupapa mātauranga.	<ul style="list-style-type: none"> • He wā anō ka pāpourī au nā te mea kāore au e kaha ki te whakaatu i aku whakaaro ki te tangata, nā te ngoikore o ōku pūmanawa reo? He aha ai? • Me pēhea au e whakapiki ai i ōku pūmanawa reo?
	ii. ka taea te āta whakahāngai i te reo, me ōna whakapuakitanga, kia huatau, kia tōtika mō ngā taumata ākongā rerekē me ngā āhuatanga maha.	<ul style="list-style-type: none"> • He pēhea te pai ōku ki te tārei i tōku reo, kia hāngai ki ngā hiahia o ngā ākongā?
	iii. ka taea te whakamahuki i ngā kaupapa matatini, kia mārama, kia tika.	<ul style="list-style-type: none"> • He pēhea taku takatū tikanga mō ngā horopaki whakaako, ako hoki, he tika kia mārama kehokeho ngā whakamahuki, ngā whakaahua, me ngā tohutohu?
	iv. ka taea te kawē tikanga hei whakangāwari i te whakaaro tiketike kē atu i roto i ngā ākongā, ina koa; te maumahara kōrero, te whakamārama, te hoatu tikanga, te hīraurau hopanga, te haumi kaupapa, me te aromātai.	<ul style="list-style-type: none"> • He pēhea ōku pūmanawa reo e whakapiki ai i te whanaketanga ā-hinengaro o aku ākongā?
	v. ka whakawhiti kōrero i runga i te māia, kia whai take tonu, mō te huhua o ngā āhuatanga e pā ana ki te pouako, tae atu ki te matapaki me te whakapūrongo kōrero mō te akoranga me ngā paetae o te ākongā.	<ul style="list-style-type: none"> • He pēhea ōku mōhioanga me taku whakamahi i te reo Māori e whakawātea ai i ahau kia pai, kia whai take āku mahi i te horopaki reo Māori?
NGĀ PUTANGA	He Taurira: te reo o te ākongā <ul style="list-style-type: none"> • Ka mārama pū au ki ngā kōrero a taku kaiako—he māmā nō ana whakamārama. • Ki te kore au e mārama, ka kaha tonu taku kaiako ki te whakatauirā i ngā ariā hou. • Kua āta whakaakona mātou kia arotake i tētahi kaupapa. • Ki te kōrero taku kaiako ki ōku mātua mō te āhua o aku mahi, ka mārama a Māmā rāua ko Pāpā. 	

KIA TIKA TE REO

He haka kē tā te rangatira, he haka kē tā te ware

He mōhio tūturu ki ngā ture wetereo, ki ngā huinga kupu, ki ngā momo reo Māori ā-waha, ā-tuhi, hei whakangāwari i tōna akoranga i ngā horopaki ako.

TE TAUMATA	Ka mōhio ngā pouako paetahi me pēhea te whakamahi i ngā pūnaha o te reo Māori hei whakangāwari i te tūhura me te ako, mā ngā horopaki whai tikanga.	
	Ngā Pouako Paetahi:	He Pātai Huritao:
PŪKENGĀ REO	i. ka whakamahi i te matahuhuatanga o ngā rautaki whakawhiti kōrero me ngā āheinga reo kia tino pai, ki te reo Māori.	<ul style="list-style-type: none"> • He pēhea rawa te pai o tāku arotake i tōku reo, kia whakatauirā au i te tōnuitanga o ngā rerenga reo Māori mā ngā ākongā?
	ii. ka whakamahi i te matahuhuatanga o ngā kupu ahuhānui, o ngā kupu whāiti hoki kia huatau, kia tika hoki, ki te reo Māori.	<ul style="list-style-type: none"> • He pēhea rawa te pai ōku ki te arotake i tōku reo, hei turuki i taku whakawhānui i tāku mōhio ki te huinga kupu, i tāku whakamahinga kupu hoki, hei tautoko i te horanga i ngā kai o te marautanga?
	iii. ka kōrero i te reo Māori me te matatau ki te reo, kia tika te whakahua, te haureo, me te mita.	<ul style="list-style-type: none"> • He pēhea rawa te pai o tāku arotake i tōku reo, kia tika tāku whakahua, te haureo, me te mita?
NGĀ PUTANGA	He Tauira: te reo o te ākongā <ul style="list-style-type: none"> • He kaha taku kaiako ki te whakamahi i ngā kupu Pāngarau. • Ka tautoko taku kaiako i a mātou ki te kōrero i te reo Pūtaiao. • Kei te tipu tonu taku puna kupu. • I te nuinga o te wā, ka taea e au te whakatika tōku reo. • Ka taea e au te whakapuaki te tino nuinga o ōku whakaaro ki te reo Māori. 	

KIA MĀORI TE REO

Ko te reo Māori te mauri o te mana Māori

He hāngai tonu te whakamahi i te reo Māori hei whakangāwari i te akoranga i ngā āhuatanga o te ao Māori, mā roto i te ao Māori, tōna wairua, ōna uara, tōna ahurea, me tōna tuakiri.

TE TAUMATA	Ka whakamahi ngā pouako paetahi i ō rātou pūkenga reo Māori, me tō rātou mātauranga hei whakangāwari i te akoranga o te ao Māori, mā roto i te ao Māori.	
	Ngā Pouako Paetahi:	He Pātai Huritao:
PŪKENGĀ REO	i. ka whai reo hāngai tonu hei whakatenatena, hei whakahihiko, hei whakamihī i te ākongā.	<ul style="list-style-type: none"> Me pēhea taku whakawhānui i tōku reo kia pai ai aku whakautu ki ngā tamariki/ ākongā?
	ii. ka taea te whakamahi te matahuhuatanga o ngā āhuatanga reo whakarite, reo ā-whānau, kupu whakarite hoki o te reo Māori me te matatau, me te hāngai anō, i ngā horopaki whakaako, ako anō hoki.	<ul style="list-style-type: none"> Me pēhea taku whakawhānui me taku whakamahi i ngā huahuatau i te reo Māori, e hāngai ana kia whakamahia i te akomanga?
	iii. ka mōhio ki te whakamārama, ki te whakaatu hoki i ētahi wheako Māori motuhake e hāngai ana ki te whānuitanga o ngā horopaki ako.	<ul style="list-style-type: none"> He pēhea te pai o te kite a te tangata i te ao Māori, mā roto i te āhua o tōku reo whakaako?
NGĀ PUTANGA	He Tauira: te reo o te ākongā <ul style="list-style-type: none"> He kaha taku kaiako ki te whakamihī i a au. E mārama ana tōku koroua ki tōku reo Māori. Ki te whakatikahia mātou e Matua, ka rongu tonu mātou i te aroha i roto i tōna reo. Kua mōhio au ki ētahi kōrero Māori ake nei. Ka taea e taku kaiako te tiki atu ngā kōrero o nehe hei whakamārama i tētahi kaupapa o ēnei rā. 	

KIA ORA TE REO

Toitū te kupu, toitū te mana, toitū te whenua

Te mōhioanga taha mahi o ngā rautaki hei whakatairanga, hei whakahauora i ngā momo reo katoa, tae atu ki: te reo ā-rohe, te reo whakawhiti whakaaro me te reo o te ako.

TE TAUMATA	E mārama ana ngā pouako paetahi ki ngā rautaki whāiti hei āwhina i te toitūtanga o te reo Māori.	
	Ngā Pouako Paetahi:	He Pātai Huritao:
PŪKENGĀ REO	i. ka whakamahi i ngā mātauranga whakaako reo tuarua hei tautoko i te whakaako, me te ako whai take, mā te reo Māori.	<ul style="list-style-type: none"> • He pēhea rawa te whai take o tāku whakaako, mō te tautoko i te reo matatini me te ako, huri noa i te marautanga? • He pēhea rawa te pānga o te reo matatini me te reo o aku ākongā ki ā rātou paetae?
	ii. he rautaki whāiti āna hei āwhina i te toitūtanga o ngā reo ā-iwi.	<ul style="list-style-type: none"> • He pēhea taku āwhina i te toitūtanga o te reo ā-rohe?
	iii. e ngākau nui ana, mōna anō kia whakapakari haere tonu ia i tōna ake reo, hei āwhina i ngā paetae o ngā ākongā.	<ul style="list-style-type: none"> • Me pēhea au e arotake ai, e huritao ai i te pānga o taku whakamahi i te reo ki ngā ākongā, i ngā rāngai me ngā horopaki katoa?
NGĀ PUTANGA	He Tauira: te reo o te ākongā <ul style="list-style-type: none"> • He tino pai taku kaiako ki te whakaako i te reo—te āhua nei he pai ki a ia. • He māmā te ako i te reo, he whakahihiko i te āhua o ngā mahi. • Ka ākina au e taku kaiako kia kōrero i tōku ake reo ā-iwi. • Ko te reo Māori taku tino kaupapa ako. • Kāore i tua atu i ngā koroua me ngā kuia hei rauemi reo. • I ētahi wā, ka tae mai ngā kaumātua ki te kura, ki te kōrero ki a mātou. 	

TE WHAKAMAHI I A TĀTAIREO

He haka kē tā te rangatira, he haka kē tā te ware

Ka āhei ngā kaihora hōtaka ITE ki te whakamahi i a TātaiReo hei waihanga, hei arotake i ā rātou hōtaka, hei whakarite kōtaha pouako paetahi, hei hoahoa hoki i ngā huarahi aromatawai i te reo Māori hei whakamahi i te urunga, i te putanga atu hoki i te hōtaka. Ka taea hoki a TātaiReo te whakamahi hei tautohu i ngā hiahia ako o ngā ākonga, hei whakawhanake hoki i ngā hōtaka tautoko i runga i aua hiahia.

Ka taea e ngā kaihautū ngaio i ngā horopaki kura, i ngā horopaki tauawhi kōhungahunga a TātaiReo te whakamahi hei tikanga kiri arotake. Ka taea hoki te whakamahi e rātou hei arataki i ā rātou matapaki ngaio ki ō rātou hoa mahi, mō te matatau ki te reo. Ka taea a TātaiReo te whakamahi hei taputapu arohaehae:

- hei arataki i te pouako i ngā huarahi mahi me te whanaketanga ngaio
- hei tautuhi i nga tūmanako/whāinga ngaio
- hei tautoko i te whanaketanga reo i waenga i ngā kaimahi.

Ka āhei ngā kaihora i te akoranga me te whanaketanga ngaio a TātaiReo te whakamahi hei tātari i ngā hiahia ako o ngā pouako, hei hoahoa hoki i te tautoko hāngai e tutuki ai ngā hiahia kua oti te tautohu.

I te taumata o te rāngai, ka taea a TātaiReo te whakamahi hei taputapu kimi pouako, mō te mahinga me te whakapūmautanga, hei tautohu i ngā take kāhui kaimahi, hei whirinakitanga hoki mō ngā mahi huahua kaupapa here.



A TĀTAIREO I ROTO I NGĀ MAHI

Anei pea ētahi huarahi e tino mōhiohia ai kua tutuki i ngā pouako paetahi ngā tūmanako o TātaiReo:

1. Whakamahia ngā pūkenga i tautohutia i roto i a TātaiReo, me ōna ahunga e whā (arā, Kia Tika Te Reo, Kia Rere Te Reo, Kia Māori Te Reo, Kia Ora Te Reo) hei putanga ako i roto i te kaupapa ako reo Māori i roto i te hōtaka akoranga pouako tuatahi (ITE).
2. Hangaia he putanga ako i runga anō i ngā kaupapa o TātaiReo mō ētahi atu kaupapa ako i roto i te hōtaka ITE.
3. Whakaatatia ngā pūkenga me ngā māramatanga kua oti te whakatakoto i TātaiReo i roto i ngā aratohu whakawā mahi mō ngā pepa reo Māori me ētahi atu kaupapa ako. Āta whakarite tikanga e mōhio ai koe kua kapi katoa ngā wāhanga māramatanga e whā, ā, whakatauria hoki te 'inenga' o tēnā wāhanga, o tēnā wāhanga i roto i tō hōtaka.
4. Whakaurua hoki he wāhanga reo/pūkenga pānui ki roto i tō hōtaka e hāngai ana ki ngā mahi whakaako, tautoko, whakapakari reo hoki mā roto i te aronga whāiti o tēnā kaupapa, o tēnā kaupapa (inā koa, he aha te tino tikanga o Te Reo Matatini o te Pāngarau, o Te Reo Matatini o te Pūtaiao rānei, inā tiro ki tua atu i ngā kupu takitahi?).
5. Me whakauru tōna matahuhuatanga o ngā ariā whakaako reo, tikanga whakaako hoki ki roto i te hōtaka.
6. Me whakauru te akoako i ngā mahi whakaora reo, me ngā rautaki whakaako reo (Kia Ora Te Reo) ki roto i te hōtaka.
7. Āta whakaritea he tikanga kia taea e ngā ākonga te hura i ngā Whāinga Paetae mai i Te Marautanga o Aotearoa, i Te Whāriki rānei, kia kite ai rātou i te whānuitanga o te reo mō ngā ākonga. Me noho hoki he akoranga i roto i ēnā mahi mā rātou mō te whānuitanga o te reo e tika ana kia mōhio rātou.
8. Titiro ki te whakahāngaitanga o TātaiReo me Ngā Pūkenga Reo e Tika ana mō ngā Pouako Paetahi, kia mārama ai rātou ki ngā pūmanawa katoa e tūmanakohia ana mō te kaiako e whakaako ana ki te reo Māori.
9. Tuhia ō pātai huritao mō tēnā wāhanga, mō tēnā wāhanga māramatanga.
10. Whakaurua he here kia āta noho ngā ākonga ki te hanga i ā rātou mahere reo ake, ko ngā whāinga kia hāngai ki ngā ahunga o TātaiReo.
11. Whakaurua he kōpaki reo (Te Reo o te Kaiako) hei here mō te kaupapa ako—ka whakamahia te kōpaki e ngā ākonga hei paihere taunakitanga mō tō rātou pikinga ake i roto i ngā pūkenga reo o ngā ahunga e whā.
12. Me tino mōhio ngā ākonga ki te matapaki i te huhua o ngā kaupapa matatini ki te reo Māori, puta noa i te marautanga.
13. Ākina ngā ākonga kia whakamātautau, kia whakaaro huritao hoki i te matahuhuatanga o ngā rautaki ako reo, rautaki whakaako hoki.
14. Whakamahia a TātaiReo hei taputapu huritao, kiri-arotake i te taha o ngā ākonga me ngā hoamahi (ngā kaitohutohu i te hōtaka).

NGĀ TAUMATA POUAKO RUMAKI REO MĀORI



HE KUPU ĀWHINA

Kei konei e rārangi mai ana ētahi kupu whāiti i puta ake i roto i ngā kōrero me te whakapākehātanga, te wāhanga hoki o TātaiReo e kitea ai taua kupu. Heoi, mō te tikanga o te kupu, kua tuhia noatia te tikanga e hāngai ana ki te kaupapa nei, a TātaiReo. Arā pea ētahi atu tikanga kua mahue atu.

Kupu Māori	Kupu Pākehā	Whakapānga	Ko Tōna Tikanga
rere ā-tuna	fluent	Kia Rere te Reo (Whakamārama)	ka ngāwari noa, ka rere ā-tuna te whakaputa whakaaro
māhorahora	spontaneous	Kia Rere te Reo (Whakamārama)	ka whakaputaina noatia ngā whakaaro, kāre he raru o te whakariterite
whai take	effective	Kia Rere te Reo (Whakamārama)	ko te whakaatu i ōu ake whakaaro i runga o te whai take me te hāngai kia mārama, kia whai pānga ai ki te kaiwhakarongo
ariā whakaako tino tōtika	sound pedagogy	Kia Rere te Reo (Whakamārama)	e hāngai ana ngā huarahi whakaako ki ngā rautaki, ki ngā tikanga tōtika, ki ngā āria hāngai e pā ana ki te whakaako me te akoranga
kaupapa matatini	complex topics	Kia Rere te Reo (Pūkenga reo iii)	he hiapo, he uaua te whai māramatanga ki tetahi kaupapa
whakaaro tiketike	higher level thinking	Kia Rere te Reo (Pūkenga reo iv)	he pūkenga me whai take me whai rautaki rerekē tae atu ki te whakaaro arohaehae, ki te tirohanga tōtika, ki te huritao, ki te mōhiotanga whānui me te auahatanga, e taea ai te tautoko i te angitu tiketike o te ākongā
āhuatanga e pā ana ki te kaiako	teacher-related purposes	Kia Rere te Reo (Pūkenga reo v)	ko ngā mahi whakaako pērā i te: whakamahere, whakaako me te ako, te aromatawai, te pakirehua ā-kaiako, te arotake me te aromātai, te matapaki i te akoranga ākongā, i ngā mahi ā te ākongā, i ngā raraunga paetae, ā, me ngā tuhinga ngāio
pūnaha o te reo Māori	systems of the Māori language	Kia Tika te Reo (Te Taumata)	te pūoro (whakahua, tuhinga kupu) te hanga (te noho o te kupu, te hanga o te rerenga, me te wetereo) tikanga (papa kupu me te tikanga o te kupu) te whakamahinga (kia hāngai, kia tika)
horopaki whai tikanga	meaningful contexts	Kia Tika te Reo (Te Taumata)	ko ngā kaupapa, ngā pūkenga me ngā mōhiotanga kia mau ai te aro o ngā ākongā, ā, kia whai wāhi ai rātou ki te tukanga akoranga

Kupu Māori	Kupu Pākehā	Whakapānga	Ko Tōna Tikanga
rautaki whakawhitiwhiti kōrero	discourse strategies	Kia Tika te Reo (Pūkenga reo i)	ko ngā rautaki me ngā tikanga e pā ana ki te whai wāhi me te noho tonu ki ngā whakawhitiwhitinga kōrero
matatau	competently	Kia Tika te Reo (Pūkenga reo i, ii, iii)	matatau, mōhio pai ki te pūtake e hāngai ana
reo hāngai	appropriately	Kia Māori te Reo (Pūkenga reo i)	e hāngai ana, e tika ana ki te pūtake me te kaupapa
reo whakarite	figurative language	Kia Māori te Reo (Pūkenga reo ii)	he momo reo e taurite ana i ngā āhuatanga e rua, ā, ko tōna tikanga ehara kē i te tikanga tūturu o te kupu
reo kīwaha	colloquial language	Kia Māori te Reo (Pūkenga reo ii)	he reo ōpaki e whakamahia noatia ana i roto i ngā kōrero o ia rā
kupu whakarite	metaphoric features	Kia Māori te Reo (Pūkenga reo ii)	ko te whakatauritenga ki te tangata me ētahi atu rautaki hei whakaahua i te rite o ētahi āhuatanga e rua
wheako Māori motuhake	Māori specific experiences	Kia Māori te Reo (Pūkenga reo iii)	ko ngā tikanga, ngā kawa me ētahi atu āhuatanga tūturu, āhuatanga o nāianeī nō te ao Māori
te hanga me te whakamahi i te reo	forms and uses of language	Kia Ora te Reo (Whakamārama)	ko ngā momo reo, hanganga reo, tae atu ki ngā reo ā-iwi, ki te mita, ki ngā kōrero ā-rohe.



LANGUAGE COMPETENCIES FOR GRADUANDS OF MĀORI MEDIUM
INITIAL TEACHER EDUCATION PROGRAMMES
NGĀ TAUMATA REO MŌ NGĀ POUAKO PAETAHI O NGĀ HŌTAKA
MĀTAURANGA POUAKO HOU - RUMAKI REO MĀORI



TĀTAIREO



Haemata

EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa





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FOREWORD / MIHI

“Ehara taku toa i te toa takitahi,
engari he toa takitini”
“Toitū te whenua, toitū te reo,
toitū te mana”

E ngā karangatanga maha, e ngā mana, e ngā kaupapuri i te reo o ō tātou tīpuna Māori, tēnā rā koutou katoa. Ki ngā tini mate o te motu kua wehe atu ki te Pō, kua ngaro atu ō koutou reo, haere, haere, haere atu rā. Haere atu i runga i tō koutou waka mokemoke, i te ara e kore e hokia, haere atu, whakarehurehu atu, whakangaro atu rā i a koutou. Nō reira, kia hono atu te hunga mate, rātou ki a rātou, kia noho mai tātou te hunga ora ki a tātou. Ko te tūmanako anō hoki, kia tutuki rawa tā tātou kaupapa. Tēnā koutou, tēnā koutou, tēnā tātou katoa.

I have started this greeting and acknowledgement with two well-known whakataukī. This is an attempt to capture / encapsulate some key aspects of the project and the body of work that has resulted in the development of this very important framework which has been named TātaiReo.

The first whakataukī, “Ehara taku toa i te toa takitahi, engari he toa takitini” was chosen to acknowledge the consultative, co-operative and inclusive approach that was adopted from the beginning of this project. In 2006, the newly formed Māori Medium Advisory Group put a recommendation to the NZ Teachers Council that a research project be carried out. The project was given the name *Whakamanahia Te Reo Māori*, and adopted a three phased approach. The first phase “He Tirohanga Hōtaka” was an “environmental scan” to identify the issues and influences that effect and influence the development of Māori language proficiency of graduates from Māori medium Initial Teacher Education programmes. Phase two was a literature review which produced a report “He Tirohanga Rangahau”. Phase three involved the design and piloting of a framework and has resulted in this document TātaiReo.

Throughout the phases a high level of consultation and inclusiveness has been sought, “he takitini”, and has resulted in a framework of undoubted strength “he toa takitini”.

The second whakataukī speaks of prestige and permanency, of the land and the language, the economic and the cultural dimensions of existence. One can also draw from the whakataukī, a cautionary tale about the need to adapt and adjust, not for changes sake, but to remain relevant in te ao hurihuri, an ever changing world.

TātaiReo offers a framework which seeks to achieve all of that. Its intent is to be an enhancement tool for the teaching and learning of te reo Māori, first and foremost for integration into Initial Teacher Education (ITE) provider programmes. The Teachers Council acknowledges and thanks ngā takitini of this realm and beyond who have contributed to this TātaiReo. I will make special mention of Hineihaea Murphy of Haemata who has been with this kaupapa from the outset in many different roles. E Hine, tēnei te mihi mahana rawa ki a koe.

Finally let us not forget about the real focus of all our efforts that is contained in the Council’s whakataukī, “Ū ki te ako, tū tāngata ai āpōpō”, let us excel in our learning and teaching in order for our tamariki, mokopuna to excel in their world.

Rob McIntosh

Acting Director (New Zealand Teachers Council)



INTRODUCTION

Grow up oh tender plant for the days of your world
Your hand to the tools of the Pākehā
For your wellbeing
Your heart to the treasures of your ancestors
A crown for your head
And your spirit to God
The Creator of all things

Sir Apirana Ngata



At the heart of TātaiReo is the ākonga, their whānau, hapū and iwi. TātaiReo is derived from te reo Māori needs of ākonga in order that they are able to achieve education success as Māori.

For this to happen, ākonga need to:

- master the language needed to learn effectively
- develop a sound knowledge of te reo Māori including its systems of grammar, vocabulary, and sounds, non-verbal language, and written form
- be able to express their thinking, values, worldview and identity appropriately through te reo Māori
- contribute to the sustainability of te reo Māori for the benefit of their whānau, hapū and iwi
- be taught by teachers who role model these skills, knowledge and attributes.

Teachers require specific language skills in order to successfully facilitate ākonga learning in Māori medium settings. As children travel along the education pathway, the language they require to support their learning changes. The type of language needed to do well in an education context differs from the language used for everyday communication. Ākonga need teachers who can role-model and provide access to the type of language they require to support their learning.

PRINCIPLES

Toitū te kupu, toitū te mana, toitū te whenua

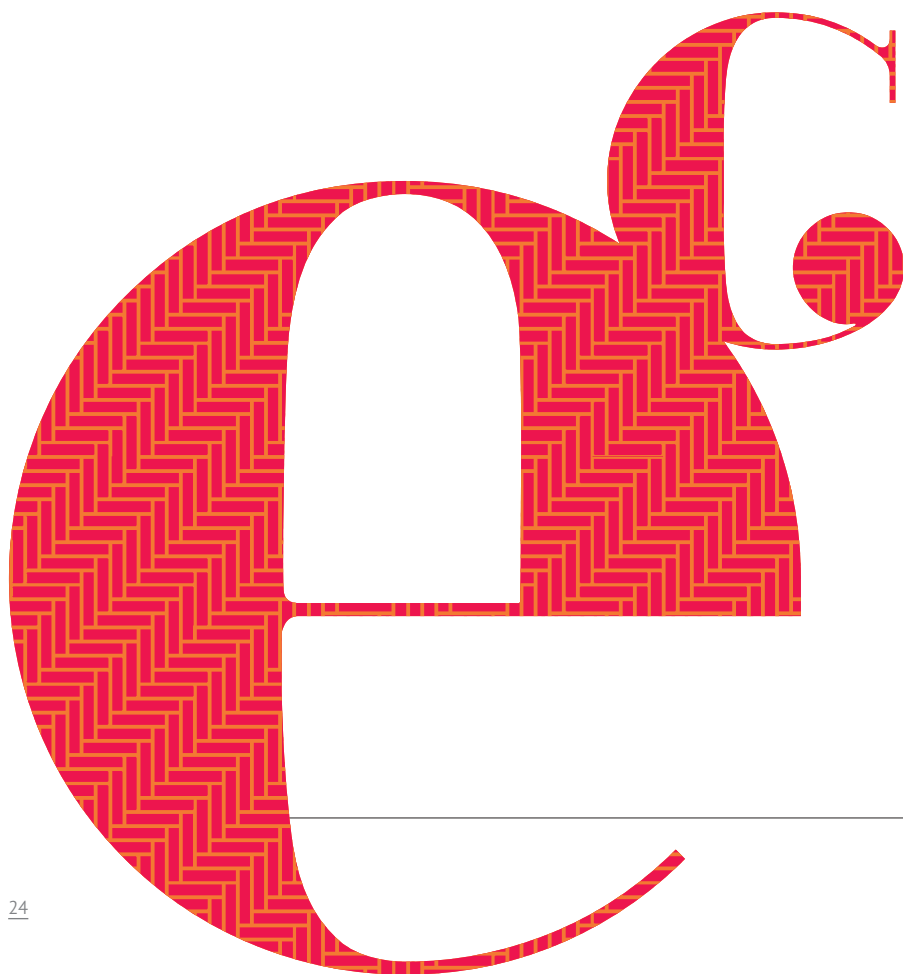
Hold fast to the language, to authority, to the land

Our tīpuna have long understood that culture, language and identity are the foundation for life-long learning and success. Whānau of Māori medium ākonga today hold the expectation that the language, culture and identity of their children will be nurtured to a level that they can achieve education success. A commitment to meet this expectation is at the heart of Māori medium education.

For this reason, TātaiReo is based on the following principles:

- The Learner: to support the learning of learners.
 - The Language: to be committed to the Māori language; to be aware of the nature of the learner's language as a first or a second language.
 - Whānau: to acknowledge the language of the whānau, hapū and iwi.
 - Education: to respect the role of each education provider.
- Learning: to ensure that learning is relevant.
 - Teachers: to develop the language of teachers.

The diversity evident amongst ITE programmes and providers is an important feature of the ITE sector. TātaiReo values that diversity by supporting ITE providers to design assessments which reflect their unique positioning within the sector.





IDENTITY, LANGUAGE AND CULTURE

Ko te reo Māori te mauri o te mana Māori

The Māori language is the life essence of Māori authority

Language is the vehicle through which culture and values are transmitted and identity is expressed. Just as identity and culture are intrinsically linked, so too, is language intrinsically linked to culture and identity. TātaiReo describes language proficiency with the understanding that the Māori language and culture co-exist, and that they are central to Māori identity. The values, culture and identity connected with being Māori are implicit in the level of proficiency required of graduates of Māori medium ITE programmes.

Initial teacher education providers who operate within identified iwi frameworks will embed the tikanga and identity of local iwi into their programmes. The voice of iwi and hapū is echoed through these programmes in various ways with iwi and hapū contributing to both the language and cultural outcomes of these programmes. TātaiReo acknowledges that ITE providers and their students also have a responsibility and contribution to make to the maintenance and sustainability of iwi dialects and cultural practices. This responsibility continues beyond the duration of the ITE programme.

In Māori medium education settings, ākonga achievement requires the sector to recognise language as both a cultural and cognitive tool which can be utilised to promote educational achievement, and to affirm the culture and identity of ākonga. One of the arguments in favour of Māori medium education is that the learning environment is likely to be culturally relevant and affirming for the ākonga. The major challenge for the sector is to ensure that the language used is sufficiently high quality to enhance cognitive functioning, literacy development and cultural maintenance.



TĀTAIREO

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa

The Māori language is the cloak of thought, the pathway to the natural world

TātaiReo has been designed as a common point of reference for ITE providers in the assessment of the Māori language ability of their graduating teachers and can also be used to guide the ongoing development of Māori medium ITE programmes. It does this in three ways, by:

1. describing the breadth and depth of Māori language required by graduates in order to successfully engage in the teaching and learning process in a Māori medium setting
2. providing indicators of language proficiency of a graduating teacher
3. suggesting related questions to stimulate professional reflection and discussion.

TātaiReo describes four dimensions of teacher language:

- Kia Rere Te Reo: fluent, spontaneous, and effective use of te reo Māori to support sound pedagogy.
- Kia Tika Te Reo: sound knowledge of grammatical rules, vocabulary, oral and written forms of te reo Māori to facilitate its accurate use in learning contexts.
- Kia Māori Te Reo: appropriate use of te reo Māori to facilitate learning of, and through, te ao Māori, celebrating its essence, values, culture and identity.
- Kia Ora Te Reo: practical knowledge of strategies to promote and sustain all forms and uses of language including: dialect, communicative language and language of learning.

LANGUAGE COMPETENCIES OF GRADUATING TEACHERS
FOR MĀORI MEDIUM LEARNERS



KIA RERE TE REO

Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa

The Māori language is the cloak of thought, the pathway to the natural world

Fluent, spontaneous and effective use of te reo Māori to support sound pedagogy.

COMPETENCY	Graduating teachers use their Māori language skills and knowledge effectively to facilitate the teaching and learning process.	
	Graduating teachers:	Reflective questions:
LANGUAGE SKILLS	i. can contribute spontaneously and sustain a discussion on an education topic.	<ul style="list-style-type: none"> When do I feel that my language competency is limiting my ability to communicate effectively, and why? How can I continue to improve my language ability?
	ii. can adjust language and how it is expressed to suit different levels of ākonga and situations	<ul style="list-style-type: none"> How well do I modify my language to meet the needs of ākonga?
	iii. can explain complex topics, clearly and accurately.	<ul style="list-style-type: none"> How do I prepare for teaching and learning contexts where explanations, descriptions and instructions need to be very clear?
	iv. can facilitate higher level thinking in ākonga e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.	<ul style="list-style-type: none"> How does my language ability enhance the cognitive development of my ākonga?
	v. communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.	<ul style="list-style-type: none"> How does my knowledge and use of te reo Māori enable me to work effectively in a Māori medium setting?
OUTCOMES	Examples of learner voice: <ul style="list-style-type: none"> I understand my teacher's language – his/her explanations are simple. If I do not understand, my teacher will model new concepts for me. We have been taught to review a topic. When my teacher speaks to my parents about my work, they understand. 	

KIA TIKA TE REO

He haka kē tā te rangatira, he haka kē tā te ware
The chief has his own dance; the ignorant has his own

Sound knowledge of grammatical rules, vocabulary, oral and written forms of te reo Māori to facilitate its accurate use in learning contexts.

COMPETENCY	Graduating teachers know how to use the systems of the Māori language to facilitate exploration and learning through meaningful contexts.	
Graduating teachers:		Reflective questions:
LANGUAGE SKILLS	i. use a range of discourse strategies and language structures competently in te reo Māori.	<ul style="list-style-type: none"> How well do I monitor my language to ensure that I am modelling a good range of Māori language for ākonga?
	i. use a range of general and specific vocabulary items competently and correctly in Māori.	<ul style="list-style-type: none"> How well do I monitor my language to ensure I expand my vocabulary knowledge and use in order to support the delivery of curriculum content?
	ii. speak te reo Māori competently with correct pronunciation, stress and intonation.	<ul style="list-style-type: none"> How well do I monitor my language to ensure that I speak with the correct stress, intonation and pronunciation?
OUTCOMES	Examples of learner voice: <ul style="list-style-type: none"> My teacher often uses mathematical terms. My teacher supports us to learn the language of science. My word list is growing. Most of the time I am able to correct my language. I can express most of my ideas in the Māori language. 	

KIA MĀORI TE REO

Ko te reo Māori te mauri o te mana Māori

The Māori language is the life essence of Māori authority

Appropriate use of te reo Māori to facilitate learning of and through te ao Māori celebrating its essence, values, culture and identity.

COMPETENCY	Graduating teachers use their Māori language skills and knowledge appropriately to facilitate learning of and through te ao Māori.	
Graduating teachers:		Reflective questions:
LANGUAGE SKILLS	i. have a range of appropriate language to encourage, motivate and praise ākongā.	<ul style="list-style-type: none"> How do I continue to expand the language I use to respond positively to children/ākongā?
	ii. use a range of figurative, colloquial and metaphoric features of Māori language competently and appropriately in teaching and learning contexts.	<ul style="list-style-type: none"> How do I increase my knowledge and use of figures of speech in Māori, appropriate for use in the classroom?
	iii. can describe and explain Māori specific experiences relevant to a range of learning contexts.	<ul style="list-style-type: none"> How does the language I use for teaching reflect te ao Māori?
OUTCOMES	Examples of learner voice: <ul style="list-style-type: none"> My teacher praises me often. My grandfather understands my language. When Matua corrects us, we hear the aroha in his voice. I know a more Māori way of saying things. My teacher can use historical information to help explain a contemporary topic. 	

KIA ORA TE REO

Toitū te kupu, toitū te mana, toitū te whenua
Hold fast to the language, to authority, to the land

Practical knowledge of strategies to promote and sustain all forms and uses of language including: dialect, communicative language and language of learning.

COMPETENCY	Graduating teachers use specific strategies which contribute to the sustainability of te reo Māori.	
	Graduating teachers:	Reflective questions:
LANGUAGE SKILLS	i. utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori	<ul style="list-style-type: none"> • How effective is my pedagogy for supporting literacy and learning across the curriculum? • How is the literacy and language of my ākonga affecting their achievement?
	ii. have specific strategies to contribute to the sustainability of reo ā-iwi.	<ul style="list-style-type: none"> • How am I contributing to the sustainability of the local dialect?
	iii. are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.	<ul style="list-style-type: none"> • How do I monitor and reflect on the impact of my language use on ākonga across all sectors and settings?
OUTCOMES	Examples of learner voice: <ul style="list-style-type: none"> • My teacher is very good at teaching the language – I think he/she enjoys it. • Learning the language is easy, it makes our work interesting. • My teacher encourages me to speak my own dialect. • The Māori language is my favourite subject. • Our elders are an important resource. • Sometimes our elders come to school to talk to us. 	

USING TĀTAIREO

He haka kē tā te rangatira, he haka kē tā te ware

The chief has his own dance; the ignorant has his own

ITE providers can use TātaiReo to design and review their programmes, to develop graduate profiles, and to design te reo Māori assessment tools for use at entry and exit from the programme. TātaiReo can also be used to identify student learning needs and to develop support programmes based on those needs.

Professional leaders in settings which embed into their practice the principles and approaches of Te Marautanga o Aotearoa or Te Whāriki can use TātaiReo for self-review purposes, and to guide professional discussions with colleagues about Māori language proficiency. As a performance appraisal tool, TātaiReo can be used:

- to guide career pathways and professional development
- to set expectations/professional goals
- to support te reo Māori development amongst staff.

Providers of professional learning and development can use TātaiReo to analyse the language needs of teachers, and to design appropriate support that meets the identified needs.

At a sector level, TātaiReo can be used for teacher recruitment, performance and recognition, to identify workforce issues and to inform policy development.



TĀTAIREO IN PRACTICE

When considering how to ensure graduates have met the expectations outlined in TātaiReo, the following suggestions may be useful starting points:

1. Use the four elements of TātaiReo (Kia Tika Te Reo, Kia Rere Te Reo, Kia Māori Te Reo, Kia Ora Te Reo) and the skills identified as learning outcomes in the Te Reo Māori course within the initial teacher education (ITE) programme.
2. Develop learning outcomes based on TātaiReo across a range of courses in the ITE programme.
3. Reflect the skills and competencies outlined in TātaiReo in marking schedules for Te Reo Māori papers and other courses. Ensure all four areas of competence are covered and determine the 'weighting' each will have in your programme.
4. Include a language/literacy component in all courses within the programme which focuses on how to teach, support and develop language through the specific lens of the particular course (for example, what does Te Reo Matatini o te Pāngarau, or Te Reo Matatini o te Pūtaiao mean beyond individual word items?).
5. Cover a range of language teaching theories and pedagogies in the programme.
6. Include the study of language revitalisation, and language teaching strategies (Kia Ora Te Reo) in the programme.
7. Ensure students learn how to unpack Whāinga Paetae from Te Marautanga o Aotearoa or Te Whāriki so that they can see the fullness of language expected of learners. There will be learning in that for themselves too about the range of language they need to be familiar with.
8. Look at how TātaiReo aligns with Tātaiako and the Graduating Teacher Standards to appreciate the full range of competencies expected of a Māori medium teacher.
9. Develop your own reflective questions based on each area of competence.
10. Set a requirement for students to develop their own language plans, basing their goals on the elements of TātaiReo.
11. Include a language portfolio (Te Reo o te Kaiako) as a course requirement—students use the portfolio to gather evidence of their progress toward developing the language skills across each of the four elements.
12. Expect students to discuss complex topics in Māori across the curriculum.
13. Encourage students to trial and reflect on a range of language learning strategies and teaching strategies.
14. Use TātaiReo as a reflection and self assessment tool with students and colleagues (tutors on the programme).

MĀORI MEDIUM TEACHER COMPETENCIES



GLOSSARY

This glossary explains some of the technical language used in TātaiReo. The English term is presented with the related Māori term, a reference to where the term appears in TātaiReo and its intended definition. Please note however, that the definition provided relates specifically to its use in TātaiReo and there may be other meanings for the term that may not be included here.

English terminology	Māori terminology	Reference	Intended definition
fluent	rere ā-tuna	Kia Rere te Reo (Whakamārama)	to express ideas effortlessly and naturally
spontaneous	māhorahora	Kia Rere te Reo (Whakamārama)	to express ideas without preparation, in an impromptu manner
effective	tōtika	Kia Rere te Reo (Whakamārama)	to express oneself in a concrete and specific way that is clear and appropriate to the listener
sound pedagogy	ariā whakaako tino tōtika	Kia Rere te Reo (Whakamārama)	teaching approaches, methods and strategies that align with best practise, and based on current and relevant theories of teaching and learning
complex topics	kaupapa uaua	Kia Rere te Reo (Pūkenga reo iii)	topics which may be technical and/or difficult to understand
higher level thinking	whakaaro tiketike	Kia Rere te Reo (Pūkenga reo iv)	skills that require specific and often different teaching techniques, and include critical, logical, reflective, metacognitive, and creative thinking that supports high learner achievement
teacher-related purposes	āhuatanga e pā ana ki te kaiako	Kia Rere te Reo (Pūkenga reo v)	teaching related activities such as: planning, teaching and learning, assessment, teacher inquiry, review and evaluation, discussing student learning, student work, achievement data, and professional literature.
systems of the Māori language	pūnaha o te reo Māori	Kia Tika te Reo (Te Taumata)	sound (e.g., pronunciation, spelling) structure (e.g., word order, sentence structure, and grammar) meaning (vocabulary and how words work) practical use (using language appropriately and effectively)
meaningful contexts	horopaki whai tikanga	Kia Tika te Reo (Te Taumata)	topics, skills, activities and knowledge that capture students' attention and engage them in the learning process

English terminology	Māori terminology	Reference	Intended definition
discourse strategies	rautaki whakawhitiwhiti kōrero	Kia Tika te Reo (Pūkenga reo i)	the techniques and etiquette involved in engaging in and maintaining conversations
competently	tino pai, huatau, matatau	Kia Tika te Reo (Pūkenga reo i, ii, iii)	skilfully and capably for the purpose intended
appropriately	reo hāngai tonu	Kia Māori te Reo (Pūkenga reo i)	suitable and right for the purpose and situation
figurative language	reo whakarite	Kia Māori te Reo (Pūkenga reo ii)	figures of speech that compare two things, or that mean something other than the literal meaning of the words
colloquial language	reo ā-whānau reo kīwaha	Kia Māori te Reo (Pūkenga reo ii)	informal language typically used in everyday conversation
metaphoric features	kupu whakarite	Kia Māori te Reo (Pūkenga reo ii)	personification and other strategies to describe similarity between two things
Māori specific experiences	wheako Māori motuhake	Kia Māori te Reo (Pūkenga reo iii)	tikanga, kawa, and other traditional or contemporary practices and experiences from Te Ao Māori
forms and uses of language	te āhua me te whakamahi i te reo	Kia Ora te Reo (Whakamārama)	various genre, structures and language types including tribal languages, dialect, community languages etc.







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