

Māori Implementation Document

Ponsonby Primary



Developed 2011

Reference Documents

Te Aho Arataki Marau mō te Ako i TE REO MĀORI – Kura Auraki (Curriculum Guidelines)

Ka Hikitia- Success for Maori

Table of Contents

Section A Policy Direction

The Ponsonby Primary Context/ Rationale	Page 3
Our Ponsonby Primary Beliefs	Page 4
School Statement of Intent	Page 5
School Curriculum Competencies	Page 6
School Curriculum Values	Page 7
Processes and Procedures of Whānau Consultation	Page 8

Section B Delivering our Curriculum

The inquiry cycle informs the process of teaching and learning	Page 10
Level 1 Te Reo	Page 11
Broad delivery plan odd years/ even years across the 3 learning teams	Page 12
Assessment	Page 13

Section C Resources	Page 14
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Section A Policy Direction

Context/Rationale

1. Ponsonby Primary is in a predominantly European community with limited access and experience of tikanga and te reo Māori. It is therefore seen as important that the school sets clear expected direction for learning.
2. Ponsonby Primary, although it has no clearly defined Pasifika guiding document recognises that opportunities for Māori to achieve success as Māori are often inclusive and enhance learning for Pasifika students.
3. Reported research is explicit in describing Māori and Pasifika students (who, within the context of Ponsonby Primary, generally work at cohort expectation) experience greater success, self-image and sense of identity in a community that values their language and culture.
“By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings.” (NZ Curriculum, p14).
4. Te Reo Māori is an official language of Aotearoa. Ponsonby Primary has a responsibility to the students to ensure they have minimum Curriculum level 1 Te Reo.

Beliefs

1. Children at Ponsonby Primary need te reo and tikanga knowledge for the future advantages in being able to move confidently between worlds. (See Te Aho Arataki Marau mō te Ako i Te Reo Māori, pp 13 – 15).
2. Staff and students at Ponsonby Primary are encouraged and educated to demonstrate respect for the heritages and cultures of both partners to the Treaty of Waitangi through practice, development and the relevant use of te reo Māori me ngā tikanga-ā-iwi in context as identified in the Ministry of Education National Administration Guideline 2.



Statement of Intent

1. Ponsonby Primary (The School) will cover Level One (Pg.42) of Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki (The Curriculum) over 6 years of learning.
2. The Curriculum will be delivered through a bi- annual themed and graduated learning programme.
3. By Year 6 each student will be able to deliver in Māori their own mihi.
4. Tri- annually the school will consult formally and widely with the whānau of the school. On-going in formal consultation will occur annually as determined by need to support strengthening whānau relationships with the school.
5. The school kapa haka group will provide enrichment for all children with priority for all Māori students.
6. The school assessment data will consider explicitly the achievement of Māori students in line with the Ministry of Education's National Administration Guideline 2.



Here is an example of a mihi mihi for Māori students

Ko (name of your waka) te waka My canoe is (name of your waka)

Ko (name of your tribe) te iwi My tribe is (name of your tribe)

Ko (name of your sub tribe) te hapū My sub tribe is (name of your sub tribe)

Ko (name of your chief) te rangatira (Name of your chief) is the chief

Ko (name of your marae) te marae My marae is (name of your marae)

Ko (your name) ahau am (your name)

The school resource flip chart in Teacher Media Drive/ Te Reo/ Te Marae provides examples of mihimihi for non Māori students.



Curriculum Competencies

Listed are the guiding competencies and values from the Ponsonby Primary school curriculum, which is informed by the New Zealand Curriculum and Te Aho Marau mō te Ako i Te Reo Māori - Curriculum Guidelines for teaching learning Te Reo.

They underpin the school's vision for learning

Curriculum Competencies

Tātaritanga- Thinking

The different ways of **thinking**, the different levels of **thinking**. Making meaning, **thinking skills**.

Te Reo –Communicating

Making meaning of language, texts and visual images

Mana motuhake - Self-management

Knowing oneself, one's identity

Mahi ngātahi. - Participating and Contributing

Relating to others, **working** collectively together, **co-operatively** together, in unison together.

Rangatiratanga - Leadership

Humility, leadership by example, generosity, altruism, diplomacy and knowledge of benefit to the people.



Curriculum Values

Tika - Trustworthiness

As a school, the importance of doing what you say you believe in, following through on commitments made, integrity and honesty is demonstrated.

Manaakitanga - Relating and caring for others/ Empathy

The expression of aroha, hospitality, generosity and mutual respect and building relationships.

Tu maia & Hiranqa- Personal achievement and self efficacy

Whakawhanaungatanga – Community

Valuing all who contribute to our community

Whaiwāhitanga or Ako- Open to learning/ to learn

Receptivity to learning-being open to learning. Character of the whole learning environment.

Wairua auaha wairua uiui – Innovation, inquiry creativity



Consultation Processes and Procedures

From Good Practice Consultation <http://www.goodpracticeparticipate.govt.nz/working-with-specific-groups/maori/index.html>

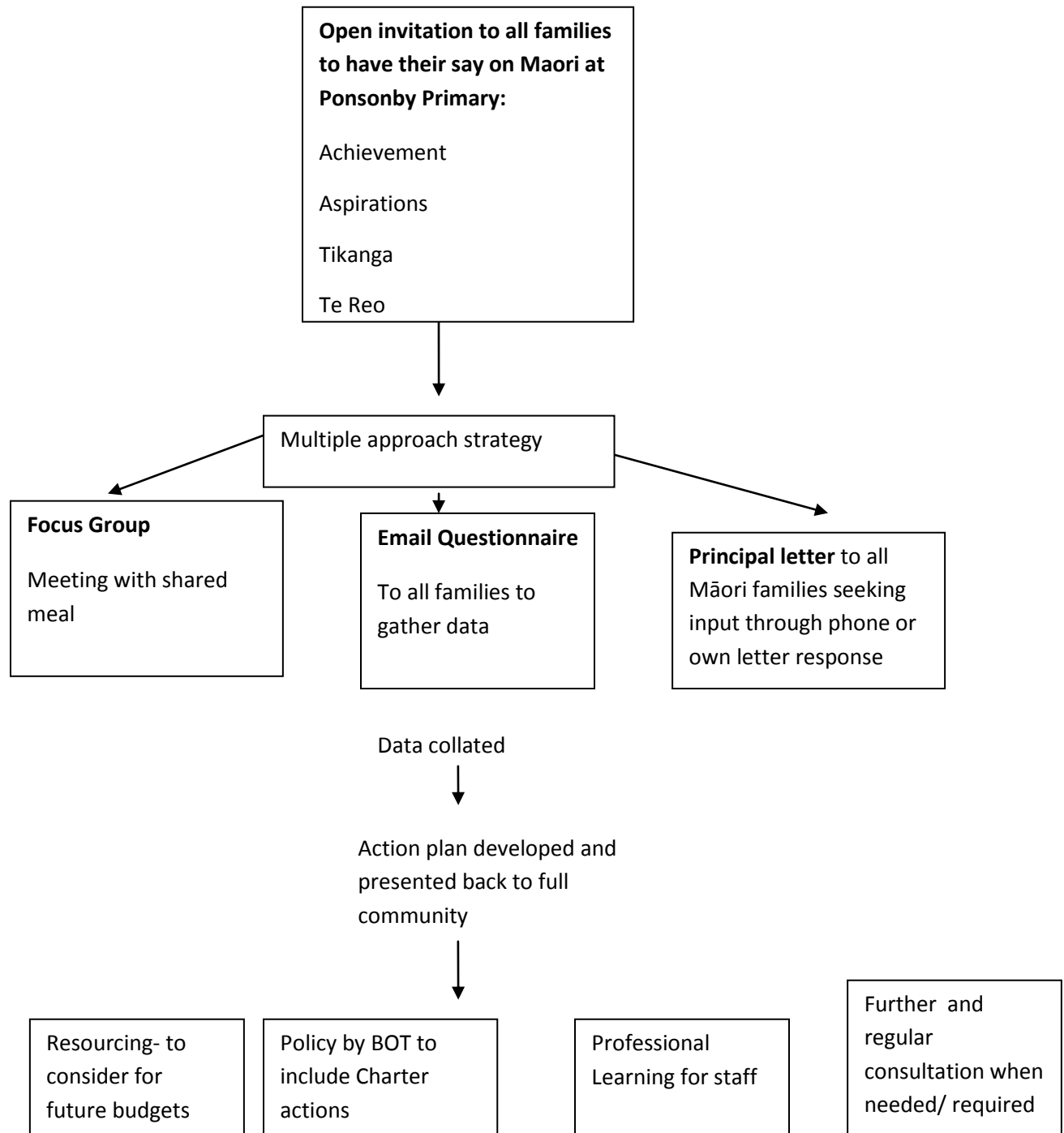
“People should have the opportunity to participate in decisions that affect them. Early engagement can help identify pitfalls or gaps in our thinking and raise otherwise unforeseen issues or opportunities. The Treaty of Waitangi places an additional responsibility on organisations to facilitate Māori participation in policy development and service delivery.

In line with the Ministry of Education consultation practices, Ponsonby Primary consults with whānau tri annually in line with the Charter Consultations to determine how Māori in our community:

- would like to be informed of their child’s progress and achievement
- can be supported to assist their child’s learning.

Whānau are invited to meetings and give their feedback and ideas. Feedback can also be provided on feedback forms sent out by email or in hard copy.

PROCESS FLOW CHART



Delivery of the Curriculum Section B

At Ponsonby Primary we will be concentrating on Taumata (Level 1) and the language modes of Kōrero - Speaking and Whakarongo – Listening through an inquiry process.

In each area of learning there are extension activities identified by this symbol



These suggestions support students who are capable of achieving at curriculum levels 2 and above.

The inquiry cycle informs the process of teaching and learning

The emphasis is on meeting the diverse learning needs of all students of Te Reo through a process of inquiry. The diagram below identifies teaching as an inquiry cycle



Click this link to **TKI**

The diagram can be summed up like this:

What should I teach next, how should I teach it, and what do I base those decisions on?

- How can I teach my next te reo Māori lesson most effectively?
- What language learning tasks and approaches are most likely to help my students progress?
- What is important and worth spending time on, given where my students are at?
- Is there something I need to change about how I teach this?

Level 1 Te reo students should be able to:

- 1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments;
- 1.2 introduce themselves and others and respond to introductions;
- 1.3 communicate about number, using days of the week, months, and dates;
- 1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin;
- 1.5 communicate about location;
- 1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);
- 1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori).

The kits in syndicate offices provide many resources such as word links, missing words, card games.

The reomations <http://hereoora.tki.org.nz/Reomations> provide vivid short videos with the language to support the children's learning

EG. Unit 1 Ko au (I, me, myself); Unit 2 Taku akomanga (My classroom)

See section C resources.

Broad School Overview

Te Reo Overview

	Years	Terms 1 & 2	Term 3 & 4
Kākāriki	odd	Ko Au (I,me,myself) Taku Akomanga (My classroom)	Ngā Tau (Numbers) Te Reo Kori
	even	Ko au (I, me,myself) Taku Akomanga (My classroom)	Ngā Hākari (Celebrations) – Birthdays
Pūriri	odd	Ko Au (I, me,myself) Taku Akomanga- (My classroom)	Ngā Tau (Numbers)
	even	Ko Au (I,me,myself) Ngā Hākari - (Celebrations) - Matariki (Integrated with science)	Taku Akomanga (My classroom) Te Reo Kori
Kōwhai	odd	Taku Akomanga (My classroom) Te Huarere (Weather) (could be integrated with science for Year 6)	Yr 5 Te Marae (The marae) (Integrated with Social Studies) Yr 6 Ko Au (I,me,myself) - Mihi
	even	Taku Akomanga (My classroom) Ngā tau (Numbers)	Yr 5 Te Marae (The marae) (Integrated with Social Studies) Yr 6 – Ko Au (I,me,myself) – Mihi

Assessment (See Page 56 in the curriculum guidelines as set out in the school Te Reo flipcharts.

Possible learning and assessment activities

Student /Peer / Teacher assessment

Students can monitor their own progress. They can:

- record and reflect on their work, including a range of spoken, written, and visual language work (some of which could be recorded on audio- or videotape) through the Knowledgenet or matrix assessment tools.
- discuss their individual and peer reviews with the teacher or with their family specifically at the November three way conferences.
- use checklists of success criteria that reflect the achievement objectives. These are already part of the flip chart files (as shown over the page).

Learn the words of a waiata to use to welcome visitors and be welcomed as visitors. For example: <i>For a waiata for this see the publication Hei Waiata, Hei Whakakoakoa.</i>									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
I can learn the words of at least one waiata to welcome visitors									
I can learn the words of at least one waiata to sing when I am welcomed on to a marae									

Introduce myself. For example: <i>Ko Wiremu au. (I am Wiremu.) Ko Celia ahau. (I am Celia.) Ko Steven taku ingoa. (My name is Steven.)</i>									
Success criteria:	Self-assessment			Peer assessment			Teacher assessment		
	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️
I understand and can use both “au” and “ahau” to mean “me”.									
I can tell people my name.									

The November written report requires teachers to assess each student's involvement in Te Reo and Tikanga.

Section C Resources

Resource overview -

School developed flip charts

These provide a comprehensive programme of graduated learning and links to learning objects. The flip charts can be found in Teacher Media share/ Te Reo Flipcharts. The Activ-board developed charts provide achievement objectives and Learning Intentions in the context of the following themes:

- Ko Au (Ourselves)
- Taku Akomanga (Our classroom)
- Ngā Tau (Numbers, dates, time)
- Te Marae (The place of Maori- greetings, farewells, culture)
- Ngā Hākari (Celebrations)

Resource kits with games and activities are also kept in syndicate offices and provide for increased skill and knowledge requirements

- Kākāriki kit
- Pūriri kit
- Kōwhai kit.

School-wide resources in school resource room are numerous.

Charts, Maori journals, photocopiable resources

Core websites to use:-

www.hereora.tki.org.nz

www.koreromaori.co.nz

Each syndicate also has a song book but these can be accessed through the school network.

Each syndicate has a copy of the Curriculum Guidelines for English- medium Schools.

Each syndicate has a copy of Ka Hikitia

Each syndicate has a copy of He Reo Tupu, He Reo Ora

Ko te reo te mauri o te mana Māori.

Language is the life force of Māori.

Ko te manu e kai ana i te miro, nōna te ngāhere.

Ko te manu e kai ana i te mātauranga,
nōna te ao.

The bird that partakes of the miro berry reigns in the forest.

The bird that partakes of the power of knowledge has access to the world.

By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic, and rich language. As they learn, they come to appreciate that diversity is a key to unity.