



# Te Reo Māori at PPS

## WHOLE SCHOOL OVERVIEW 2024

### TERM 1

### TERM 2

### TERM 3

### TERM 4

#### Whole School Events

**Kapa Haka** - Morgan Jurisich leading

#### Powhiri

(Morgan Jurisich and Te Ao leader leading)

#### Hui/Fono - Consultation

(SLT, Te Reo/Te Ao Māori, Cultural Toa Leader leading)

#### Te Wiki o te reo Māori

(Cultural Toa and Teacher, Te Ao Māori leader leading)

#### Powhiri

(Morgan Jurisich and Te Ao leader leading)

#### Matariki

(Cultural Toa, Leadership Teacher, Te Ao Māori leader leading)

#### K ā k ā riki Syndicate Level 1

identify the sounds of letters of the Māori alphabet (arapū), letter combinations,

Read: identify the sounds of letters of the Māori alphabet (arapū),

Speak: imitate the pronunciation, intonation, stress, and rhythm of Māori words

1.1 greetings  
1.2 introducing themselves

1.3 use numbers, days of the week, months  
1.4 share family tree (whakapapa) and pepeha

1.5 speak about our local area;  
1.6 use simple social conventions

1.7 use simple classroom language

#### Puriri Syndicate Level 1

Listen: identify the sounds of letters of the Māori alphabet (arapū),

Read: identify the sounds of letters of the Māori alphabet (arapū),

Speak: imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences;

1.1 greetings  
1.2 introducing themselves

1.3 use numbers, days of the week, months  
1.4 share family tree (whakapapa) and pepeha

1.5 speak about our local area;  
1.6 use simple social conventions

1.7 use simple classroom language

**K ō whai  
Syndicate  
Level 1**

identify the sounds of letters of the Māori alphabet (arapū), letter combinations,

identify the sounds of letters of the Māori alphabet (arapū), letter combinations

Speak: imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and sentences; • respond appropriately to simple, familiar instructions and simple questions; • ask simple questions; • initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.

1.1 greetings  
1.2 introducing themselves

1.3 use numbers, days of the week, months  
1.4 share family tree (whakapapa) and pepeha

1.5 speak about our local area;  
1.6 use simple social conventions

1.7 use simple classroom language

**Values and  
Achievement  
objectives**

**From Ka Hikitia refresh**

**Outcome domains to support excellent outcomes for Māori learners and whānau**

**Te Whānau**

- Education provision responds to learners within the context of their whānau.
- We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of our education services.
- We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

	<b>Te Tangata</b>	<ul style="list-style-type: none"><li>● Māori are free from racism, discrimination and stigma in education.</li><li>● Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to services, and in ways that promote fairness and are respectful and culturally appropriate so that Māori learners and their whānau have a strong sense of belonging.</li></ul>
	<b>Te Kanorautanga</b>	<ul style="list-style-type: none"><li>● Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</li><li>● Our education services will recognise and provide for Māori diversity. Our education workforce will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.</li></ul>
	<b>Te Tuakiritanga</b>	<ul style="list-style-type: none"><li>● Identity, language and culture matter for Māori learners.</li><li>● Our education services will support the growth and development of the Māori language.</li><li>● We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.</li></ul>

### **Te Rangatiratanga**

- Māori exercise their authority and agency in education.
- Our education services will support whānau, hapū, iwi and Māori to exercise agency and authority over the education of Māori learners at all levels of the education system.
- We will support Māori to make decisions about the education of Māori learners. We will account to whānau, hapū, iwi and Māori for the education services we provide.

## **Implementing the Ka Hikitia approach**

### **Te Whānau: Education provision responds to learners within the context of their whānau**

- We will provide Māori learners and their whānau, with the right information, at the right time, through the right channels that enable them to make informed decisions about education.
- We will provide facilitation and brokerage support for Māori learners and their whānau, in ways that work for them, to ensure their voices are heard and responded to appropriately.
- We will support education services to develop their capability to engage with Māori learners and whānau in productive partnerships.

**Te Tangata: Māori are free from racism, discrimination and stigma in education**

- We will set clear expectations for education services and the education workforce to eliminate racism in our education system.
- We will provide leadership and professional development to support education services to work to eliminate racism.
- We will support everyone participating in the education sector, including Māori learners and their whānau to “call out” racism, as we create professional and environmental norms that understand and prevent racism.

**Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences**

- We will set and maintain professional standards for the education workforce that identify our expectations for how teachers will work with Māori learners and their whānau.
- We will provide initial teacher education and ongoing professional development to support the education workforce to achieve these standards.
- We will provide early and intensive support for Māori learners when this is needed.

**Te Tuakiritanga: Identity, language and culture matter for Māori learners**

- We will provide high-quality Māori language education.
- We will incorporate Māori identity, language and culture into the teaching and curriculum for Māori learners.
- We will support the incorporation of Māori identity, language and culture into the day-to-day practices of our

	education services so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.
<b>Te Rangatiratanga: Māori exercise their authority and agency in education</b>	<ul style="list-style-type: none"> <li>• We will support whānau, hapū, iwi and Māori to develop and lead Kaupapa Māori pathways within our education services.</li> <li>• We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of education services.</li> <li>• We will grow the ability of education agencies and education services to give practical effect to the Kāwanatanga roles in Te Tiriti o Waitangi.</li> <li>• We will monitor our performance and report to Māori learners and whānau so they can hold us to account.</li> </ul>

Our approach to supporting high-quality Māori language education is further described in Tau Mai Te Reo (the Māori Language in Education Strategy) which is a companion document to Ka Hikitia.

It will be necessary to take a deliberate, long-term and coherent approach to implement the actions we have committed to in order to achieve the outcomes we are seeking.

We will need to prioritise some of these actions and our priorities will need to reflect the right balance of national policy settings and local contexts and circumstances.

We need to do the right things at the right time and in the right places. The Ministry of Education and education agencies will develop national, regional and local implementation plans with education services, iwi, and Māori communities at the regional and local levels, that will be monitored, reported and updated on a regular basis.