

# He Kōrero Whānui

## He Whakamārama

Ko te whāinga o te tukutuku ako he tautohu i ngā akoranga tāpua i roto i te wāhanga ako, ā, ka tuituia ēnā akoranga tāpua ki raro i ngā whakaaro whānui mō taua wāhanga ako. He rauemi hou te tukutuku ako hei whakamahinga mā te kaiako ki te waihanga i tētahi hōtaka ako e whai wāhi mai ai ngā akoranga matua katoa o taua wāhanga ako.

Ehara i te mea e herea ana te tukutuku ako ki tētahi whakaraupapatanga ako kotahi. Ka tīmata pea te raupapatanga ako i tētahi horopaki ako e hāngai ana ki te taiao o te kura, i tētahi āhuatanga rānei e ngākaunui ana ngā tauira. Ka hāngai pū pea tēnei kaupapa ako ki tētahi whakaaro whānui, heoi kei reira hoki ōna kōtuituinga ki ētahi atu whakaaro whānui. Kua waihangatia mai ngā tukutuku kia wātea ai te kaiwhakaako ki te whakarite hōtaka ako tāwariwari, mārama anō hoki.

Ka oti ngā puka ārahi i te whakaako me te aromatawai te waihanga, ka whakatauiratia ki ētahi horopaki e kitea ai te hāngai ki ngā whakaaro whānui. Heoi anō, ehara i te mea e herea ana, e toka ana rānei ēnā tauira. Ko ngā horopaki ka whakatauiratia, ka taea hoki pea i ētahi atu whakaaro whānui.

Mā te tukutuku aromatawai hei tautohu ngā akoranga e tōtika ana mō te whiwhi tohu, ā, ka whakatau iho hoki i ngā paerewa hei whakatutuki i tēnā tohu, te momo aromatawai me te taumaha o ngā whiwhinga. Kia mahara anō hoki, ehara i te mea he whakamātautau ā-pepa anake te aromatawai ā-waho; arā anō ngā kōwhiringa hei whakatutuki i te aromatawai ā-waho. Ā, pērā anō i te tukutuku ako, ehara i te mea e herea ana, e toka ana rānei ngā whakaraupapatanga aromatawai, engari kua whakaritea kia ngāwari te whakahāngai ki ngā marautanga ā-kura.

## Te Waihanga Tukutuku

I waihangatia mai ngā tukutuku e ētahi ohu mātanga e mātau ana ki tēnā wāhanga ako, ki tēnā wāhanga ako. Nā rātou nei ngā whakaaro whānui mō ia wāhanga ako i waihanga. Ko ngā akoranga tāpua ngā akoranga kāore nei e tika ana kia mahue, kia whakarerea noatia. He rerekē i ia wāhanga ako, nā te rerekē o ngā tikanga me ngā ritenga i ahu mai ai ēnā mātauranga. Heoi anō, he āhuatanga ako kei tēnā, kei tēnā i pūtakea mai i ēnei momo mōhiotanga e toru e whai ake nei:

- te maumahara me te tātai meka;
- te mātau ki ngā whakaaro me te whakahāngai ki ngā horopaki huhua;
- ngā tukanga waihanga, whakamātautau hoki i ētahi mātauranga hou i roto i te kaupapa ako, tae atu ki ngā pūkenga me ngā mōhiotanga tukanga.

**I hangā mai ngā tukutuku kia māmā ai tā te kaiwhakaako whakarite hōtaka ako e whai wāhi mai ai ngā tauira huhua rerekē me ō rātou tāera ako.**

## Te Reo Māori

### He aha ngā kōrero whānui mō Te Reo Māori? - What is Te Reo Māori about?

**“Ko te reo te taikura o te whakaaio mārama”**

*Language is the key to understanding*  
Te Wharehuia Milroy

Ko te reo Māori te huarahi e mārama ai te tangata ki te ao Māori. Ka takoto i Te Reo Māori te tūāpapa o ngā pūkenga whakawhiti reo me te mātauranga ahurea e reorua ai, e kākanorua ai ngā ākonga me te whakaaro nui anō ki te tirohanga a te Māori ki te ao.

Te reo Māori is the key to understanding the Māori world. Te Reo Māori lays the foundation of communicative skills and cultural knowledge to enable students to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

Hei whai i tō te kāwanatanga ū kia whai huarahi ngā tāngata katoa o Aotearoa ki te ako, ki te kōrero hoki i te reo Māori e whakapuakina nei i te Maihi Karauna, e kī nei, “*Whāinga Rongomaio 2: I mua i te tau 2040, ka kotahi miriona ngā tāngata o Aotearoa (ka neke atu rānei i tērā) e kaha ana, e māia ana hoki ki te kōrero mō ngā kaupapa taketake i te reo Māori*”, ka nui te arohia o te hopukanga me te whakapainga ake o te reo kōrero i te wāhanga ako o Te Reo Māori.

In line with the government’s commitment to ensure that all New Zealanders have an opportunity to learn and speak te reo Māori as expressed in the Maihi Karauna, “*Audacious Goal 2: By 2040, one million New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori*”<sup>1</sup>, there is a strong emphasis on the acquisition and improvement of oral language competence in Te Reo Māori as a subject area.

Whakaakona ai Te Reo Māori ki tētahi hunga ākonga e kanorau rawa atu ana, i ngā tini horopaki rerekē, tae atu ki ngā ākonga Māori e whai ana kia hoki mai te reo me te ahurea tuku iho hei taonga mā rātou, me ngā ākonga tauwi e tomo ana ki roto ki te ao Māori, mā reira e pakari ai te tūāpapa o te kākanoruatanga me te reoruatanga o Aotearoa.

Te Reo Māori is taught to a highly diverse group of students, in many different contexts, including Māori students who are taking the opportunity to reclaim their heritage language and culture and non-Māori beginning their journey into the Māori world that will strengthen the bicultural and bilingual fabric of Aotearoa New Zealand.

<sup>1</sup> Te Puni Kōkiri - Maihi Karauna The Crown’s Strategy for Māori Language Revitalisation 2019–2023, pg. 12

### Ngā Ariā Matua me ngā Akoranga Tāpua - Big Ideas and the Significant Learning

E whai ake nei ko ngā ariā matua e whā hei tūāpapa mō te ako me te aromatawai i Te Reo Māori. Kua tīkina ēnei ariā i te peha i auahatia ai e Tā Tīmoti Kāretu mā hei tāhuhu mō Te Kōhanga Reo, mō Te Māngai Pāho me Te Panekiretanga o te Reo i runga i te whakaaro ko te huinga o ēnei tētahi huarahi e eke ai te reo o te tangata ki tētahi taumata kairangi.

The following four big ideas serve as a foundation for learning and assessment of NCEA Te Reo Māori. These elements were crafted by Sir Tīmoti Kāretu and others as a motto for Te Kōhanga Reo, and later adopted by Te Māngai Pāho and Te Panekiretanga o Te Reo (The Institute of Excellence in the Māori Language) in the belief that the combination of these elements provides an avenue for a learner to reach a level of excellence.

Kōtuiti ana ēnei pūkenga reo e rima e mātuatua ana e whai take ai te whakawhiti kōrero: te whakarongo, te kōrero, te pānui, te tuhituhi me te māramatanga ahurea. Ka whakaaturia tērā kōtuitui i te hōtaka ako mō Te Reo Māori.

The five main language skills necessary for effective communication, namely listening, speaking, reading, writing and cultural awareness, are interrelated, and this will be reflected in the teaching and learning programme for Te Reo Māori.

He mea nui tā te ākongā whakaatu i tōna māramatanga, i runga i te **tika** o te reo, i te **Māori** hoki o te **rere** me te **whakaaro**.

It is vital that students demonstrate contextual understanding of Te Reo Māori with **accuracy**, **fluency** and **cultural integrity**.

He mea nui tā te ākongā whai wāhi atu ki te whakarauorātanga o te reo hei painga mō te takitini.

It is also important that students contribute to the revitalisation of the language for the good of the collective.

#### *Te Tika o te Reo - Language Accuracy*

Ko ngā akoranga tāpua kei roto i tēnei ariā, ko ngā āhuatanga o te reo e aro ana ki te whakatakotoranga me te whakamahinga tika o te kupu, ki ngā tohu kārawarawa, otiā, ki te wetereo e kounga ai te whakawhitinga kōrero. He kaupapa tēnei hei tūāpapa mō te ako i te reo Māori e tika ana kia whakawhanakehia tonuhia.

The significant learning within this big idea is language features that focus on structures and correct application of vocabulary, as well as on punctuation, which are all encompassed by grammar that ensures quality communication. This is an area at the foundation level in learning te reo Māori that needs further development.

## Review of Achievement Standards

### *Te Rere o te Reo - Language Fluency*

Ko ngā akoranga tāpua kei roto i tēnei ariā, ko ngā āhuatanga o te whakahua, o te haureo, o te tangi me te manawataki o te reo e newanewa ai tōna rere. Kei tēnei ariā hoki ko te whānuitanga o ngā momo kīanga me ngā rautaki whakaraupapa kōrero.

The significant learning contained within this big idea includes aspects of pronunciation, stress, intonation and the rhythm of the language, with an aim to be fluid and fluent in these respects. This big idea also involves a wide range of phrases and strategies for organising ideas for communication.

### *Te Māori o te Reo - Cultural integrity of the Language*

Ko ngā akoranga tāpua kei roto i tēnei ariā, ko ngā āhuatanga o te whakaaro Māori ka ahu mai i tā te Māori titiro ki tōna ao me ōna taiao, pēnei i te kawenga o ngā tikanga me ngā uara, i te whakapuakanga kōrero hoki e puta ai te wairua Māori i te reo.

The significant learning within this big idea relates to aspects of Māori worldview that reflect the way Māori perceive their environment, such as practising customs and upholding values and expressing ideas to maintain cultural integrity of the language.

### *Te Ora o te Reo - Language Vitality*

Ko ngā akoranga tāpua kei roto i tēnei ariā, ko te ahunga whakamua o ngā whakaaro ki te ora tautini o te reo, haere ake nei, mā roto mai i te wānanga i te huri o te reo me te whai i ngā rautaki whakarauora reo e kaha tonu ai te ora o te reo hei ngā whakatipuranga e tū mai nei.

The significant learning within this big idea involves progressive thinking about the sustainability of the language into the future through engaging in critical analysis of language change and the implementation of language revitalisation strategies to ensure the language continues to thrive throughout the upcoming generations.

# Review of Achievement Standards

## He Aronga kē – Different Focus

### He aha ngā paerewa hou e pēnei nei?

E whakapono ana mātou, e whanake ai tētahi motu reorua, me mātua whai kia whai wāhi ngā tāngata katoa o Aotearoa ki ngā akoranga reo Māori e kounga ana. Ko te whāinga matua, kia tokomaha ake ngā ākonga e māia ana ki te kōrero i te reo Māori me te tau o tērā āhuatanga ki roto i a rātou i ngā horopaki ka puta māori ake i ia rā. E tutuki ai tēnei, e arotahi ana ngā paerewa hou ki te reo Māori hei reo kōrero.

### Why are the new standards the way they are?

We believe in order to develop a bilingual nation we must ensure all New Zealanders have access to good quality teaching in te reo Māori. The overarching goal is to ensure that more students have the confidence to speak te reo Māori and feel comfortable doing so in everyday natural situations. To this end, the revised standards emphasise te reo Māori as a spoken language.

### Ngā Rerekētanga Matua

#### Key Differences

Ngā Paerewa o Mua (2014) Previous Standards (2014)	Ngā Paerewa kua Whakahoutia (2020) Revised Standards (2020)
He nui ake te aro ki te whakawhitiwhiti kōrero <b>ā-tuhi</b> (mā te tuhituhi, mā te pānui, mā te urupare ā-tuhi ki ngā ngohe whakarongo). <i>More focus on <b>written</b> communication (tuhituhi, pānui, whakarongo responses)</i>	He nui ake te aro ki te whakawhitiwhiti kōrero <b>ā-waha</b> (mā te kōrero, mā te whakarongo, mā te mātakitaki, mā te whakaatu hoki). <i>More focus on <b>oral</b> communication (kōrero, whakarongo, mātakitaki, whakaatu)</i>
Motuhake ana te whakaakona me te aromatawaitia o ngā pūkenga reo <b>takitahi</b> . <i>Single modes taught and assessed in isolation (Term 1 - whakarongo)</i>	Ngātahi ana te whakaakona me te aromatawaitia o ngā pūkenga reo <b>takitini</b> i te roanga o te tau kura (Te Wāhanga 1 - te kōrero, te tuhituhi me te mātakitaki). <i>Multiple modes taught and assessed simultaneously throughout the school year (Term 1 - kōrero + tuhituhi + mātakitaki)</i>
	E āhei ana te whakaotihia o te paerewa mō <b>Te Ora o te Reo</b> ki te reo Māori rānei, ki te reo Pākehā hoki/rānei. <i>The standard <b>Te Ora o te Reo</b> can be completed in te reo Māori and/or English.</i>
E <b>rima</b> ngā paerewa (Whakarongo, Kōrero, Pānui, Tuhituhi, Waihanga Tuhinga), 18 ngā whiwhinga he aromatawai ā-roto, 12 ngā whiwhinga he aromatawai ā-waho. <i>There were <b>five</b> standards (Whakarongo, Kōrero, Pānui, Tuhituhi, Waihanga Tuhinga), 18 credits internally assessed and 12 credits externally assessed.</i>	E <b>whā</b> ngā paerewa (Te Tika o te Reo, Te Rere o te Reo, Te Māori o te Reo, Te Ora o te Reo), 10 ngā whiwhinga he aromatawai ā-roto, 10 ngā whiwhinga he aromatawai ā-waho. <i>There are <b>four</b> standards (Te Tika o te Reo, Te Rere o te Reo, Te Māori o te Reo, Te Ora o te Reo), 10 credits internally assessed and 10 credits externally assessed.</i>

## Review of Achievement Standards

<p>Ko ngā <b>horopaki</b> te pūtake o te kokenga i tētahi paerewa ki tētahi (te ao &gt; te ao torotoro &gt; te ao whānui) e whakawhānuitia ai ngā horopaki o ngā pūkenga reo.</p> <p><i>Contextual progression between levels (te ao &gt; te ao torotoro &gt; te ao whānui) - focusing on breadth</i></p>	<p>Ko te <b>whanaketanga o ngā pūkenga reo</b> te pūtake o te kokenga i tētahi paerewa ki tētahi (hei tauira, whakaatu &gt; mātai &gt; whakatauirā) e hōhonu ake ai te ruku ki aua pūkenga.</p> <p><i>Progressions are based on <b>language skill development</b> (eg whakaatu &gt; mātai &gt; whakatauirā) - focusing on depth</i></p>
<p>Tū ai ngā aromatawai ā-waho i te <b>pito whakamutunga o te tau</b>, ka mutu, he tuhituhi te momo aromatawai.</p> <p><i>Externals took place at the <b>end of the year</b> through a written assessment.</i></p>	<p>Tū ai ngā aromatawai i te <b>roanga o te tau</b>, ā, ka rerekē pea te āhua o ērā i ō ēnei wā nei (hei tauira, he kōwhiringa matihiko).</p> <p><i>Externals will happen <b>throughout the year</b> and could look different to the previous form (for example, a digital option).</i></p>

### Ngā Pūkenga Matua - Key Competencies

- Ka **whakahāngai** ngā ākonga o Te Reo Māori i **ētahi pūkenga whakawhiti kōrero** ki te huhua o ngā horopaki e tika ai, e rere ai, e Māori ai te whakapuakanga o ō rātou whakaaro ki te reo Māori, me te whai māramatanga hoki ki te whakarauoranga o te reo.

Students will **apply a range of communicative skills** in a variety of contexts that will enable them to express their thoughts in te reo Māori with accuracy, fluency, cultural integrity and gain an understanding of language revitalisation.

- Ka **whakawhanake** ngā ākonga o Te Reo Māori i **ētahi pūkenga me ētahi rautaki whakahaere i a rātou anō** e mōhio ai rātou ki te wā e tika ana kia ārahi, kia whai rānei, ki te wā me te āhua o te mahi takitahi, o te mahi takitini rānei hei painga mō te ao Māori.

Students of Te Reo Māori will **develop self-managing skills and strategies** that will enable them to know when to lead or follow, and when and how to act independently or collectively for the benefit of te ao Māori.

- Ka **whakapuaki** ngā ākonga o Te Reo Māori i **te whakaaro e auaha ana, e arohaehae ana hoki, ā, ka whāia** e rātou **ngā tukanga o te whiringa hirikapo** kia mārama ai ki a rātou ngā pārongo, ngā wheako me ngā ariā e hihiri ai rātou ki te ako i te reo Māori ā haere ake nei.

Students of Te Reo Māori will **apply creative and critical thinking, as well as metacognitive processes** to make sense of information, experiences and ideas which will inspire them to be life-long learners of te reo Māori.

- I te taha o te ako i ngā tikanga Māori, ka **whakapakari** ngā ākonga o Te Reo Māori i **ō rātou mōhio ki ō rātou anō tuakiritanga**, nō reira ka takoto tētahi tūāpapa mārōrō e pai ai tā rātou **tuitui hononga**, tā rātou **poipoi hononga** hoki ki ētahi atu me te taiao.

Students of Te Reo Māori, in tandem with learning tikanga Māori, will **strengthen their own identity**, therefore, providing a strong foundation for them to **create and nurture relationships** with others and the environment.

- Mā ngā ariā, mā ngā uara me ngā waiaro ka whakawhanakehia mai i te tirohanga a te Māori ki te ao, e whakapuakina ana ki te reo Māori, e māia ai, e tika ai hoki i roto i te ahurea Māori te **whai wāhi atu me te takoha** a ngā ākonga o Te Reo Māori **ki te whakarauoranga o te reo me ngā tikanga Māori** i waenga i ō rātou hapori.

The ideas, values and attitudes developed from a Māori worldview expressed through te reo Māori will enable students of Te Reo Māori to be culturally confident and competent to **participate in and contribute to Māori language and culture revitalisation** within their communities.

## Review of Achievement Standards

### Ngā Ara Ako - Learning Pathways

Ka takoto i a Te Reo Māori tētahi tūāpapa e whai pūkenga whakawhiti kōrero ai, e whai mōhiotanga ahurea ai hoki ngā ākonga kia māia ai rātou mā roto i te pakari o te tuakiri whaiaro e kounga ai tā rātou whai hononga ki ētahi atu i runga i te reoruatanga me te kākanoruatanga.

Te Reo Māori provides students with a foundation of communicative skills and cultural knowledge to develop confidence through strong self-identity that will enable them to engage in quality bilingual/bicultural relationships with others.

Tautoko ai a Te Reo Māori i te rerenga tonutanga o te ako, ā, whakatairangatia ai hoki e ia te noho māori noa o te reo Māori ki ngā wāhi o: te pāpāho me te kawae pūrongo; te mātauranga; ngā mahi toi; te whakangahau; te pakihi; te tāpoi me te manaakitanga; te kāwanatanga ā-rohe, ā-motu hoki; te hauora; ngā reo me te mātai reo; te whakahaere hākinakina; te whakatairanga; te whakahaere; te ture me te tika; te whakatika taihara; te kōrero tūmatanui; te whakawhanake iwi; te tūao; ngā ratonga ā-hapori; te mahi pāmu me te ahuwahenua; ngā ahumahi mātāmua; ngā whakataunga kokoraho mō te Tiriti; te whakawhiti reo ā-tuhi, ā-waha hoki.

Te Reo Māori supports further learning and promotes the normalisation of te reo Māori in the areas of: broadcasting, journalism, education, arts, entertainment, business, tourism, hospitality, local and central government, health, languages, sports administration, marketing, management, law, corrections, public speaking, iwi development, volunteering, community services, farming & agriculture, primary industries, Treaty settlements, translating and interpreting services.



## Te Wetewete i ngā Paerewa - Unpacking the Standards

### Taumata 1

I te Taumata 1 NCEA (Taumata 6 NZC), ka ako ngā ākonga ki te tautohu, ki te whakaahua, ki te whakaatu hoki i ngā mōhiotanga me ngā ariā o te tūāpapa ki te reo Māori, mō te reo Māori hoki. Kua nui ake te uara o ngā whiwhinga i Te Tika o te Reo me Te Ora o te Reo hei whakanui, hei miramira hoki i te hiranga o te tika hei pūkenga tūāpapa, hei whakapiki ake hoki i te māramatanga ki ngā take me mātua whakarauora te reo.

At Level 1 NCEA (Level 6 NZC), students in Te Reo Māori learn to identify, describe and demonstrate foundational knowledge and ideas in and about the Māori language. Higher credit values have been assigned to Te Tika o te Reo (Language Accuracy) and Te Ora o te Reo (Language Vitality) standards to acknowledge and emphasise the importance of accuracy as a foundational skill as well as raising awareness of the need for language revitalisation.

#### 1.1 Te whakaatu i te tika o te reo

This standard focuses on the students' understanding and application of language accuracy.

#### 1.2 Te whakamahi i ngā momo āhuatanga e rere ai te reo

This standard focuses on the students' use of communicative strategies that promote fluency and fluidity.

#### 1.3 Te tautohu i ētahi mātāpono Māori i te reo

This standard focuses on students identifying Māori principles within the language.

#### 1.4 Te whakaahua i ētahi pānga o mua ki te mauri ora o te reo

This standard focuses on students describing the impact of past events on the vitality of the language.

## Taumata 2

I te Taumata 2 NCEA (Taumata 7 NZC), ka kaha ngā ākonga ki te whakahāngai tonu, ki te whakamārama tonu, ki te mātai tonu hoki i tā rātou whakamahinga o te reo Māori i ngā horopaki e whānui ake ana, e matahuhua ake ana hoki. Kua nui ake te uara o ngā whiwhinga i Te Tika o te Reo me Te Rere o te Reo hei whakapai ake i te kounga o te reo, hei whakaata hoki i te hiranga o te māramatanga ki te wairua Māori me tōna whakapuakanga.

At Level 2 NCEA (Level 7 NZC), students are able to further relate, explain and examine their usage of te reo Māori in broader and more varied contexts. Higher credit values have been assigned to Te Tika o te Reo (Language Accuracy) and Te Rere o te Reo (Language Fluency) at Level 2 to improve the quality of language and to reflect the importance of understanding and expressing a Māori ethos.

### 2.1 Te mātai i ētahi āhuatanga o te reo tika

This standard focuses on the students' examination of features of language accuracy.

### 2.2 Te whakahāngai i ngā momo āhuatanga e rere ai te reo

This standard focuses on the students' application of a variety of strategies promoting language fluency and fluidity.

### 2.3 Te tūhono i te reo ki ētahi tikanga Māori

This standard focuses on students relating the Māori language to Māori customary practices.

### 2.4 Te whakamārama i ngā pānga o nāianei ki te mauri ora o te reo

This standard focuses on students explaining the impact of present-day events and circumstances on the vitality of the language.

### Taumata 3

I te Taumata 3 NCEA (Taumata 8 NZC), ka whakapaingia ake tā ngā ākonga tātari i te reo Māori me ō rātou pūkenga whakamahi i taua reo rā. Ka whaitake tā rātou parahau i ō rātou whakaaro, ka mutu, ka whakamahi/whakatinana rātou i ō rātou mōhiotanga ki te reo. Kua nui ake te uara o ngā whiwhinga i Te Tika o te Reo me Te Māori o te Reo hei whakaū anō i te hiranga o te tika mā te whakapai ake i te kounga o te reo, mā te whakapiki hoki i te Māori o te reo ki tōna taumata tiketike rawa atu.

At Level 3 NCEA (Level 8 NZC), students refine their analysis of te reo Māori and their skills in its usage. They effectively justify their opinions and apply/embody their knowledge of the language. Higher credit values have been assigned to Te Tika o te Reo (Language Accuracy) and Te Māori o te Reo (Cultural Integrity of the Language) to further entrench the importance of accuracy by refining the quality of the language and ensuring the cultural integrity of the language is paramount.

#### 3.1 Te whakatauiria i te tika o te reo

This standard focuses on students exemplifying language accuracy.

#### 3.2 Te whakatauiria i te rere o te reo

This standard focuses on students exemplifying language fluency and fluidity.

#### 3.3 Te tātari i te hononga o te reo ki ētahi mātāpono me ētahi tikanga Māori

This standard focuses on students analysing the relationship between the Māori language and Māori principles and customary practices.

#### 3.4 Te parahau i te whai hua o tētahi rautaki whakarauora reo

This standard focuses on students justifying why a language revitalisation strategy is effective.