

Departmental Management Plan (DMP)

Tihei mauri ki a tātau e puta nei ki te whai ao, ki te ao mārama!

Kei te tū mai te tau rua mano, nā reira, e tika ana kia uru tātau, ngā pouako i te reo Māori me āna tikanga, ki roto i te ao hangarau. Hei aha? Kia whakamāmā ai i ngā tini taumahanga kei te pokohiwi o tēnā o tēnā o tātau. Nā reira, ko te reo pāhiri tēnei, haere mai, nau mai ki tēnei wāhi ipurangi, kua whakatūria hei āwhina hei ārahi hoki.

Welcome to Te Hīringa i te Mahara's virtual Departmental Management Plan. This unique and free on-line resource, mirrors the major sections of what was formerly called a Departmental Scheme, but now commonly called a Departmental Management Plan (DMP).

Te Hīringa i te Mahara's virtual DMP has been split into three separate sections, MANAGEMENT, CURRICULUM, and QUALITY ASSURANCE, to provide ease of access. Each section is further split into easily identifiable subsections.

Use the Virtual headings below and follow the links to the information you need to create your own Department Management Plan.

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Management

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Te Tiaki Pai I te Putea: He Kupu Tohutohu
Basic Budget Advice

1. Attach a short one page action plan of the objectives (no more than 3) for the Maori Department.
2. This one page action plan is essentially a summary of your three major objectives for the year.
3. The objective should be costed out if possible, with the expected outcomes and how evaluation will take place.
4. When detailing the Māori Department budget split major areas of expenditure. For example:
 - Consumables (materials)
 - Photocopying
 - Sundries and Resources
 - Minor Equipment (under \$500)
 - Textbooks (order by priority)
 - Repairs and Maintenance
 - Capital Equipment (over \$500)
 - Renewals and Replacements (any items you wish replaced)
 - Professional Development
 - Support Staff (always ask for a resource person)
 - Class Trips
 - Fees
 - Future furniture and equipment replacement plan (be proactive)
5. Know what your school charter is.
6. Know who draws up the budget and when.
7. Be prepared to back up your budget requests
8. Use successful outcomes already achieved to support claims.
9. Know the Maori Language Resource (MLR) formula and what it can be spent on.
10. Know that you are still entitled to ordinary i.e. general school resourcing as a matter of right as well as MLR.

TE PUTEA MONI - HE MAHERE MO TE TAU
BUDGET - ACTION PLAN FOR YEAR

An action plan for your Maori Department is included with two set objectives and one optional objective.

Objective 1: Improvement of student learning and achievement.

Budget Cost: (If any) _____

Expected Outcome: _____

How results will be evaluated: _____

Objective 2: Improvement of achievement levels for Maori students.

Budget Cost: (If any) _____

Expected Outcome: _____

How results will be evaluated: _____

Objective 3: _____

Budget Cost: (If any) _____

Expected Outcome: _____

How results will be evaluated: _____



MAORI DEPARTMENT BUDGET SUMMARY: YEAR

RESOURCE REQUIREMENTS

A.	EXPENDITURE	ACTUAL (Last Financial year)	REQUESTED (Coming Year)
----	-------------	---------------------------------	----------------------------

1.	Consumables		
2.	Photocopying		
3.	Minor Equipment		
4.	Sundries and Resources		

TOTAL A

B.	EXPENDITURE CENTRALLY CONTROLLED	ACTUAL (Last Financial year)	REQUESTED (Coming Year)
----	-------------------------------------	---------------------------------	----------------------------

1.	Text Books		
2.	Repairs & Maintenance		
3.	Capital Equipment		
4.	Renewals & Replacements		
5.	Professional Development		
6.	Support staff hours		
7.	Class trip Relief Cost		

C.	FEES:	THIS YEAR'S	EXPECTED INCREASE
----	-------	-------------	-------------------

F3 _____

F4 _____

F5 _____

F6 _____

F7 _____

F8 _____



MAORI DEPARTMENT DETAILED BUDGET

CONSUMABLES (Use broad headings only)

All materials that the students and staff will use up during the course.

ITEM

COST

REASON

TOTAL

PHOTOCOPYING

ITEM

COST

REASON

Student Hand-out Material	
Class sets and references	
Tests and Examinations	

TOTAL



SUNDRIES AND RESOURCES

Resources that you need to purchase to assist in teaching Maori eg. one-off text, posters, videos, tapes, professional association fees, etc.

[illegible]

MINOR EQUIPMENT Covers items of value less than \$500
Priority 1 = Essential 2 = Useful 3 = Bonus Extra

PRIORITY	ITEM	REASON	COST
		TOTAL	

TEXTBOOKS

This covers the purchase of any textbooks or teaching resources in any quantity.

PRIORITY

1. New National Curriculum replacing existing one.
- 2.. New National Course added to the school curriculum.
3. Partially revised National Courses.
4. Replacement of existing resources, lost or damaged.
5. Replacement of outdated resources.
6. Expansion of resources.
7. Other.

[illegible]

REPAIRS, MAINTENANCE

Base your estimate on last year's expenses and the state of the equipment.

ITEM	REPAIRS & MAINTENANCE	COST
	TOTAL	



CAPITAL EQUIPMENT

Items costing over \$500 that are placed in the school's asset register.

Priority 1=Essential

2= Useful

3= Bonus Extra

PRIORITY

ITEM

REASON

COST

TOTAL

RENEWALS AND REPLACEMENTS

List any items you wish to have replaced. These items will be significant enough to be listed individually in the Asset Register. Full justification of the request is required.

Priority 1=Essential

2= Useful

3= Bonus Extra

PRIORITY

ITEM

REASON

COST

TOTAL



PROFESSIONAL DEVELOPMENT

Most P.D. is recognized through the Performance Appraisal Process. Use this if you are aware of any courses that are for new curriculum areas or conferences.

Staff Code	Specific Request	No. of Days @ \$200/day	Additional Cost	Subtotal
			TOTAL	

SUPPORT STAFF REQUEST - (Resource Person)

Current hours received per week: _____

Additional or new hours requested:

Reasons:



CLASS TRIPS FOR CURRICULUM PURPOSES

This is for trips which require relieving staff to come in and take classes.

Trip required	Approx. date	No. of relief staff @ \$200/day	Cost

FEES

Fill in only if a fee is to be charged. Please indicate the size of the fee you wish at each level. These fees are for materials, photocopying, etc.

LEVEL	FEE	REASON FOR FEE
3		
4		
5		
6		
7		
8		

OPTIONAL

Future furniture and equipment replacement plan suggestion.

[illegible]

Principles of Classroom management, Homework, & Assessment.

Reference: Canter, Lee and Marlene, 1990, *Assertive Discipline - A Take Charge Approach For Today's Educator*, Lee Canter & Associates.

It is our belief that becoming an accurate, appropriate fluent and expert speaker of Māori is a lifelong process. Therefore, our strategy is to foster and promote independent learning habits. We believe that more than twice as much progress can be made by individual learners if we empower them to learn i.e. they learn how to learn. The teacher thus has a dual task: firstly, to ensure that effective learning takes place in school; and secondly, that learners are encouraged to learn outside of school time. Our thoughts on classroom management, homework and assessment are thus inter linked.

Classroom Management

Our department fully supports the school *Assertive Discipline Plan*, though we have our own reward system.

What are the specific needs, we as teachers have, regarding student behaviour in the classroom?

It is vital for each teacher to determine the behaviours that are needed from your students in order to maximise learning in the class. Start by choosing five:

follow directions	line up
keep hands, feet and object to self	come to class on time
raise hand before speaking	no eating in class
no swearing	use all equipment appropriately
clean up	listen to who is speaking
low noise level	speak one at a time
walk in classroom	no screaming
no back talk	stay in classroom
no stealing	keep backsides off tables
no destroying property	share equipment

Analyse your strengths and weaknesses:

1. How effectively do you communicate your wants and needs to your students?
2. How effectively do you verbally assert yourself?
3. How effectively do you assertively follow through on your verbal responses?
4. How effectively do you plan how you will deal with the behaviour of your students?



Limit Setting

Use a 'hint', a 'question' or an 'I message' whenever they are effective (the less you have to use demands, the more effective they will be!); Don't make demands you can't follow through on.

Eye contact, gestures, use of name and touch, are all useful in increasing the effectiveness of your verbal communication. Setting verbal limits requires you to be able to 'say what you mean, and mean what you say.' It requires you to persist in your verbal demands as well. The well-known *Broken Record* technique is an effective way to persist verbally in your wants with your students. In utilising a broken Record, you first need to determine what you want from the interaction with the student (e.g. 'I want Sue to raise her hand'). This becomes your *statement of want* and the gist of your interactions. To ignore the student's distractions, preface your statement of want with:

'That's not the point, I want you to raise your hand'
'I understand but I want you to raise your hand'

In most instances, when using a Broken Record you will need to repeat your statement of want to the student a maximum of three times.

Limit-Setting Following Through

In order to assert your influence effectively, it often is necessary to demonstrate your sincerity by reinforcing your verbal requests or demands with appropriate consequences. Assertive teachers 'promise' rather than 'threaten' to follow-through on their verbal requests.

An integral part of limit-setting follow-through is *choice*. Limit-setting consequences need to be spelled out to the students so that they can make the choice as to whether the consequences will occur.

Basic procedure:

1. Utilise consequences that fit the crime and you are comfortable using.
2. Something the child does not like, but is not physically or psychologically harmful.
3. Provided to the child as a choice.
4. Provided as soon as possible after the child chooses to disregard your request.
5. Provided in a matter-of-fact manner, without hostile screaming or yelling.
6. Provided every time the child disregards your limit.

The follow-through consequences you utilise are not as significant as how you use them. No consequence will influence a student's behaviour unless you *persist* in using the consequences every time as indicated by the student's behaviour.



Specific Consequences

The following are the most common consequences that teachers utilise:

: or isolation in a corner, or in severe cases in another classroom.

Removal of a privilege or positive activity: take away free time, morning break.

Detention: Stay in at lunch or after school.

Head of Department: student is sent to sit in the HOD's room and discussion follows.

Tape recording Behaviour: and playing it for HOD, Principal or parents.

Home Consequence: Call or send a note home to the parents.

Kept in mind the following:

1. Do not assume the behaviour of others;
2. Leave nothing to doubt;
3. Do not meet with the pupil until you are completely prepared.

Te Whakahaere Tika I Te Karahe
Classroom Routines, Management & Discipline Guidelines

Effective classroom management does not begin the first day of school: it starts with the planning prior to the start of school. It should include these components:

1. Behaviours you want the first day/week of school.
2. Limit-setting consequences you will employ the first day/week.
3. Positive consequences you will employ the first day/week.

DELEGATING - BASIC ADVICE

(Ref. Dr. Carol Cardno, UNITECH)

The ability to delegate is one of the most important skills a Head of Department can have.

Key issues in delegating a task are:

- Accountability
- Power
- Responsibility

Accountability can not be delegated and ultimately, remains in the hands of the person doing the delegating; it is up to them to check that the delegated power is being used effectively.

Responsibility is what is accepted in a delegated task.

Power and the desire to keep it is what frequently stops genuine delegation. Real delegation must involve the transference of power.

Real delegation requires you to:

- * let go
- * trust someone
- * and still be responsible.

It's not an easy thing to do.

How should you delegate?

- * Make sure the roles and responsibilities are clear.
- * Define any time scales that might be involved.
- * Provide any necessary materials, information, support.
- * Explain how the delegated role fits into the overall plans for the department.
- * Arrange for mutually agreed progress reports if appropriate.
- * Decide on an agreed method of evaluation.
- * Praise and encourage whenever possible.

Delegating to Maori Department Personnel

What needs to be done?

Delegated To Who?

Curriculum

Reviewing last year's achievements
Current Schemes of work for each level
5 Year Future Planning

Co-curriculum

Kapa Haka
Nga Manu Korero
Hoe Waka
Local competitions
Pohiri

Other

Department Social outings
Resource Room
Departmental Minute Secretary
Examination entries (double check)
P.R. for prospective students
Liaison with Whanau Support Group and Iwi
Inter-school hosting or visits
Induction of new staff

Successful delegation

When delegating tasks to others, you need to take into account two ingredients that will determine performance; a person's *competence* and *commitment*.

Competence is a function of knowledge and skills, which in turn are gained or can be gained from education, training and/or experience.

Commitment is a combination of confidence (a feeling of being able to do a task well without supervision) and motivation (a person's interest in and enthusiasm for doing the task well).

According to Kenneth Blanchard, there are four leadership styles appropriate for the various levels of development. This has important implications for delegating.

Development Level

What You Need To Do

High Competence and High Commitment
High Competence and Variable Commitment
Some Competence and Low Commitment

Low Competence and High Commitment

Turn over responsibility
Praise, listen and facilitate
Direct and support (act as coach)
Direct and supervise closely



The following forms are designed to clarify and support delegation in practice:

Delegation Practice

(The very next time you have the opportunity to delegate a task formally, spend about 15 minutes filling in this form with the team member who is taking responsibility for the task)

PART A: DELEGATION OUTLINE

1. TASK DESCRIPTION:

2. DELEGATED TO:

3. TASK COMPLETION DATE:

4. RESPONSIBILITY FOR:
(specify: expected outcomes)

5. AUTHORITY FOR:
(consider: decision-making, budget, staff, etc)

6. ACCOUNTABILITY:

To: (Yourself)

Checks

a) By _____ please report on:

b) By _____ please report on:

REPORT TASK COMPLETION BY:



DELEGATION PRACTICE

PART B: DELEGATION SUCCESS CHECKLIST

Photocopy this form and ask the colleague to whom a task has been delegated to complete it and discuss it with you when reporting task completions.

0CONDITIONS

POOR ADEQUATE

EXCELLENT

1. Task explanation
2. Responsibility clarification
3. Authority sufficiency
4. Accountability maintenance
- 5 Task completion
6. Delegation trust

KO TE MAHI A TE KAINGARAHU

Duties of the Head of Department

Functions of the HOD:

- 1) to organise and co-ordinate the work of the department;
- 2) to prepare schemes of work, which are reviewed annually;
- 3) to unlock the potential in all teachers in the department by sharing vision and values, valuing them, giving feedback and recognition and managing their aspirations.
- 4) to monitor the progress of all students in the department.

The HOD is accountable for:

- 1) the implementation and obligations of the School's Charter;
- 2) the appropriate delivery of the curriculum;
- 3) the development of new courses as appropriate;
- 4) personnel leadership;
- 5) the preparation and update of a Department Management Plan;
- 6) maintenance of academic programmes and standards;
- 7) department resource management (including finances);
- 8) communication via departmental and whanau support meetings; and
- 9) the fostering and maintenance of collegiality.

Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in today's ever changing environment. Management is about coping with complexity. Leadership on the other hand is about coping with change.



HEAD OF DEPARTMENT: SELF REVIEW OF DEPARTMENT

Maori Department

HOD:

1. Schemes of work

Yes No

All schemes of work are consistent with National Curriculum statements

X

Dates of current schemes of work

Date

Year 9 (Form 3)

Year 10 (Form 4)

Year 11 (Form 5)

Year 12 (Form 6)

Year 13 (Form 7)

Schemes document the following:

Subject

Level

Aims

Objectives

Resources

Organization/Structure

Topics

Time Allocation

Schemes reflect the essential skills

communication

numeracy

information

problem solving

self management and competitive

social and co-operative

physical

work and study

2. Teaching

All staff have copies of appropriate schemes

All staff teach to the scheme

Method of assurance-

documented classroom visits

checking samples of work taught

other - specify

A range of techniques are used to teach the curriculum

Method of assurance-

plan book of teacher

classroom observation

other - specify

Checklist

Yes No

Programmes meet the learning needs of individual students

Method of assurance-

checking samples of work taught

checking assessments used



3. Assessment

Checklist

Yes No

The Maori Department has an assessment policy

It is consistent with the school policy

Responsibilities are clearly documented

A range of modes are used for assessment: Number used

Year 9 (Form 3)

Year 10 (Form 4)

Year 11 (Form 5)

Year 12 (Form 6)

Year 13 (Form 7)

The total number of assessments for each year are: Number

Year 9 (Form 3)

Year 10 (Form 4)

Year 11 (Form 5)

Year 12 (Form 6)

Year 13 (Form 7)

A central record keeping location of results is available in the Department

Information available for year to year

Can demonstrate that assessments form the basis for future planning

Summarized information on national examination achievements is provided to the Principal and BUT in February

4. Barriers to learning

The Maori Department actively works to identify barriers to learning.

Specify methods:

The Maori Department develops strategies to minimize barriers to learning.

Specify strategies:

Textbooks used are appropriate to learning.

Practices of Department identify and support more able students.

Specify:

Practices of Department identify and support less able students.

Specify:



5. Budget and Finance

Checklist

Yes No

Annual budget prepared in format expected by BUT

Action plan developed in support of budget

Priority needs of Department established and documented

Able to work within budget provided

Evidence of sound practices in monitoring budget
Specify

Long term plan of Department needs for next 3 to 5 years documented

6. General

Minutes of Department meetings are on file

Number of meeting held:

For the period from: to:

Date:

Signed:

HOD Maori

Signed:

Independent Evaluator

Date of next review:



KO TE AHUA O TE TURANGA MAHI **JOB DESCRIPTION BASICS**

A job description is an organized, factual statement of the title, function and objectives of the job. It also states expectations of performance and may also state the amount of authority carried by the person holding the job.

According to the Ministry of Education, a job description outlines an individual's professional duties, responsibilities and status within the school. Job Descriptions should:

- be written in simple but clear terms;
- not be over-prescriptive;
- reflect priorities within the strategic and annual plans;
- evolve from consultation and allow scope for personal development;
- be reviewed regularly.

Features of effective Job Descriptions:

- Descriptive not prescriptive;
- Dynamic (flexible, renewable and changeable);
- Comprehensive (one document covering all roles);
- Individual (unique in terms of annual targets);
- Developmental (forming the basis for appraisal);
- Achievable (realistic, meaningful results expressed in specific outcome oriented terms directly related to duties).

A SAMPLE TEMPLATE:

1. Job Details

Job Holder:

Job Title:

School:

2. Job Purpose

Short clear statements of why the job exists. It is not a list of duties or a review of how to operate the job.

3. Dimensions

Staffing responsibilities where applicable.

4. Key Result Area (Long and Short term objectives)

What is expected to be achieved within the areas of the job. It is not a list of duties.

A performance objective should:: relate to the school's goals, be clear and concise, be achievable.



A SAMPLE JOB DESCRIPTION

The Mission Statement of is :

This provides the focus for all jobs at this school. This position is therefore about accomplishing the above for each student.

1. Job Details

Job Holder:

Job Title: Head of Maori Language Department (2 Management Units)

School:

2. Job Purpose

Short clear statements of why the job exists. It is not a list of duties or a review of how to operate the job.

The primary tasks of the Head of Maori Language Department are:

- the leadership, and resource and curriculum management of his/her particular faculty
- collaborative management of the curriculum with staff
- to have a priority focus on the students and their educational needs

3. Dimensions

Staffing responsibilities where applicable.

- Curriculum knowledge
- Curriculum delivery
- Development of new courses as appropriate
- Personnel leadership
- Department Management Plan
- Academic programmes and standards
- Department resource management
- Communication via departmental and whanau support meetings

4. Key Result Areas (Long and Short term objectives)

Key Result Area

Expected Results

Curriculum Knowledge

* curriculum knowledge is current



	<ul style="list-style-type: none">* appropriate professional development is undertaken* current curriculum trends, theory and practice are researched/monitored and communicated to staff
Curriculum Delivery	<ul style="list-style-type: none">* curriculum is delivered at a consistently high level* learning objectives set are appropriate* independent learning is encouraged* end of programme evaluations are conducted* curriculum policies of the school are followed* an appropriate feedback process is in place that allows students to evaluate teachers* teachers reflect on their teaching performance
Personnel Management	<ul style="list-style-type: none">* staff are effectively recruited* staff appraised annually* professional development needs are catered for* staff are appropriately deployed* delegations are clearly allocated
Management of Resources	<ul style="list-style-type: none">* finances are budgeted and monitored* resources are efficiently administered* reflect the policies of the school* asset inventory accurate and up to date* spending related to objectives and recorded
Leadership of Department	<ul style="list-style-type: none">* school policy is implemented* DMP are up-to-date* regular, recorded department meetings* planning is evident

KO NGA MENETI ME TE PURONGO**Meetings and Reporting to the Principal/Board of Trustees**

The following points are valid when a Departmental or Whānau Support hui is to be held. Well-organised Meetings have the following features:

- * **A chairperson to lead and chair the meeting**
- * **A minute secretary to keep call regular meetings and keep 'Action Minutes'**

<u>Topic</u>	<u>Action</u>	<u>By Whom?</u>	<u>When?</u>
---------------------	----------------------	------------------------	---------------------

Hints

- * **Start on time and finish on time**
- * **Circulate the agenda so the purpose is clear to all**
(Item, Who wants it tabled, place easy items at the beginning, hard items in the middle and information-only items towards the end)
- * **To ensure the meeting is successful, the chairperson must:**
 - seek regular comments on what people think of the meetings
 - encourage all people to participate
 - clarify whether items are for decision, exploration, action, or information
 - ensure minutes are kept and circulated to all, including the Principal and the BOT
 - use 'Action Minutes' and issue them promptly
 - strive for commitment, frankness, tolerance, participation and relevance from all attendees.

Copies of all meetings should be forwarded to both the Principal/Board of Trustees.



Template for Meeting Minutes

MEETING OF MAORI DEPARTMENT

DATE:

TIME:

AGENDA

- 1. Karakia**
- 2. Apologies**
- 3. Previous Minutes and Matters Arising**
- 4. General Business:**

Topic

Tabled by

Purpose

SCHOOL AND MĀORI DEPARTMENT MISSION STATEMENTS

Mission Statement = What school's should do/achieve (ie, their functional purpose)

The mission statement is a succinct statement of functional purpose. It states what your school is trying to achieve. The mission statement provides purpose to staff efforts beyond just teaching the curriculum. The mission statement should help shape what your school does and how teachers do their jobs. It is important for the future philosophy and management of your department. You can develop one along the lines of our school mission statement but taking into account your perspectives.

A mission statement is not a vision, although it carries the vision within it. A mission statement will guide management and staff in their work, *in the present*. A mission is the vessel which carries the vision, purpose, values and strategy of the business, it is the guiding principle for decision and actions. It can help people understand the reason for doing the things that they do and the way they do them.

Communicating a mission is not about putting a statement in the front of the school prospectus. The mission statement must be taken on board by Māori Language Departments as an all-embracing concept that they can work with. A school's mission statement has to be integrated into your department. By taking the time to set down a *vision* the school mission statement can be implemented at a departmental level.

Examples of Māori Language Department Mission Statements

e.g. #1: Mā te whai i te reo, mā te pupuri kia ū e eke ai ki ngā taumata.

e.g. #2: Hoea te waka o te mātauranga, ā, mā te whītikia kia mau ka ora ai koe

e.g. # 3: X Māori Department , building on the past to ensure a bright future

Developing The School's Mission Statement Further

To help develop your school's mission statement you need to ask five questions:

- | | | |
|----|---|-------------|
| 1. | Why does the department exist? | Purpose |
| 2. | What does the department believe in? | Core values |
| 3. | What is distinctive about the department? | Strengths |
| 4. | What could the department become? | Vision |



- | | | |
|----|---|--|
| 5. | What are the behaviour standards that the department subscribes to? | Behaviour guidelines which underpin the value system |
|----|---|--|

A vision is a guiding tool that directs how you set goals for fulfilling it; the goals then give meaning to the practical actions of your department. The vision itself consists of a set of broad principles from which everything else flows, a picture of possible futures with which you shape your present department. The vision emerges from the answers to these questions:

- What can be?
- What should it look like?

A department's vision is what it aspires to in the future. A vision:

- * remains constant ;
- * incorporates a meaningful goal; and
- * centres on people.

Departmental visions stated in inspiring or uplifting ways may be memorable, yet this will not guarantee that they stand the test of time. They still require detailed goals and targets. By themselves they are merely words. It is the supporting goals and the behaviour of the department that bring vision to life.

Since goals are usually the broad aims of the department, there should normally only be a few, perhaps five or six.

How can your department pick goals that are really useful? Try using the S.M.A.R.T. method:

Stretching **M**easurable **A**ccepted **R**ecorded **T**ime limited

You nearly always find an imaginative goal underpinning a successful department.

MĀORI DEPARTMENT VISION - SAMPLE

The following steps are helpful in moving from vision to action.

Vision = is the grand picture/What your Māori Language Department should look like

Example: To be the Language Department every student considers going to first.

Goals = what your Māori Language Department has to achieve to fulfill the vision

Example: Goal 1 To have more students than any other language option
Goal 2 Give all students what they want plus a bit more

Targets = are the more detailed results for reaching a goal

Example:

<i>Target 1</i>	<i>Identify all Māori students in Forms 2, 3 & 4 for recruiting</i>
<i>Target 2</i>	<i>Ensure retention level of Māori language students is 50%+</i>
<i>Target 3</i>	<i>Hire another teacher of Māori within two years to cope with expanded roll.</i>

Activities = what you have to do and by when (milestones)

Example: Activity 1 Publish a newsletter for Māori language students each term
Activity 2 Ensure at least one major 'fun' activity is undertaken each term e.g. Hānqi, trip, potluck kai.

WRITING POLICY

Although there are many variations in format, a policy must have all of the following:

RATIONALE

The rationale of your policy should explain **why** it is going to be part of your department management plan. You can brainstorm your ideas for this and/or refer to the your school policies in the same area. Another source of ideas is the curriculum document, TE REO MĀORI i roto i TE MARAUTANGA o Aotearoa.

PURPOSE

The purpose statement of the policy should explain in general terms what types of student learning/behaviour will take place in the area of Māori language education.

GUIDELINES

The guideline statements of the policy should explain clearly the structure within which the chosen topic will function within your school.

POLICY: BILINGUAL/PARTIAL-IMMERSION UNIT

RATIONALE : The Bilingual Unit is set up to cater for those pupils who have come from Kohanga Reo, Bilingual Units, or those students who lack either background but who want to be proficient in two cultures by the end of their fifth year at secondary school.

PURPOSES :

1. To provide a learning environment where pupils are taught via immersion i.e., the medium of Maori is used to teach some subjects (such as Maori, Social Studies, Maths, P.E.), while the medium of English is used to teach others (such as English and science).
2. Bilingual Unit will provide whanau support where students can be nurtured in a culturally congruent environment designed to engender pride in ancestral traditions, treasures and beliefs.
3. The goal of Bilingual Unit, is that every student will become proficient in Maori.
4. Students will participate in programmes designed to facilitate the acquisition of personal, social, and vocational skills that will enhance employment prospects.
5. Bilingual Unit will enable students to achieve levels of excellence in all aspects of Maori culture, which will help students gain empathy with the education system, and thus encourage them to continue on to higher levels of education.

GUIDELINES :

1. A policy of encouraging the employment of staff fluent in Maori, needs to be adopted as the number of classes (and thus students numbers), will grow year by year.
2. As both students and staff of Bilingual Unit will be immersed in Maori, at all times, names and terms of address, will be in Maori.
3. Communication and involvement with whanau, hapu and iwi is essential to our success.

POLICY: TE REO MĀORI

RATIONALE : Te Reo Maori is of such importance to the community and iwi, that as many programmes as possible with Maori as the only medium of instruction, must be encouraged for all pupils of the school. The enhancement of a cultural identity is also of paramount importance. As language is the vehicle used by all cultures to transmit their value and belief systems, Te Reo Maori as a medium of instruction must be available at all levels and in as many subjects as is feasible.

PURPOSES :

1. That Te Reo Maori be integrated throughout the curriculum for all Bilingual pupils.
2. Every opportunity is to be made available for Maori pupils to extend and advance their knowledge and understanding of Te Reo, so that they become fluent speakers.

GUIDELINES :

1. The School Charter relating to equity and the Treaty of Waitangi will be adhered to.
2. Development of Te Reo Maori is a desirable goal for all students to aspire to as this will lead to a better understanding of our cultural heritage among both staff and pupils.
3. The positioning of Te Reo Maori within the school curriculum must reflect the importance of the Mana and Wairua that is prevalent.
4. Teachers of Maori, or who teach via Maori, must be fluent speakers, able to converse with all pupils regardless of dialect.

GOALS :

- A. To improve the continuity of Te Reo Maori from 1st year students through to complete fluency.
- B. To maintain a close relationship with all East-side schools and their Maori units.
- C. To raise through Te Reo Maori the level of educational expectation within both the school and the community.

POLICY: WHĀNAU SUPPORT GROUP

RATIONALE :

The formation of a whanau support group will assist in reflecting the commitment and involvement of our community in matters Maori. It is also envisaged that the school, as a focal point of the community, can do many things to support families, just as the community supports the school.

PURPOSES :

1. To ensure the Kawa of the local iwi, is followed as our school develops Te Reo me Nga Tikanga Maori programmes. In addition, it behoves us to respect the kawa of all other iwi.
2. To provide assistance and support for our bilingual units and general classroom programmes.
3. To assist our school implement Charter requirements, Treaty obligations, and assist in formulating and implementing Maori policies.
4. To assist the B.O.T. in making informed decisions as to the wishes of our community in all things pertaining to Maori education.
5. To help in the communication, organisation and running of various school functions, and in particular, those which support or promote Nga Tikanga Maori.
6. To act as a means of support for families in difficulty.
7. To promote a network of communication through which circumstances which require help can be recognised.

GUIDELINES :

1. Kaumatua Council will be used for advice and support.
2. Aspects of support are confidential.
3. The group shall report regularly to the staff and B.O.T.
4. A whanau member will represent the group to liaise with the B.O.T.
5. Minutes will be sent to Kaumatua, Whanau, B.O.T. and any interested person(s).



6. Ensure parents have on-going input.
7. Meetings will be held regularly and independent of the school hierarchy.
8. Close liaisons shall be maintained with local marae.
9. Updated phone lists will be obtained from school office, so that contact with all families can be maintained.
10. Parents are encouraged to give positive assistance to their child i.e. understanding the Learning Style programme and what style best suits their child.
11. A committee will be formed consisting of parents, community, and staff.
12. The whanau support have as part of the Strategic Plan an obligation to have input into policy formation at B.O.T. level.

MARAE USE POLICY DOCUMENT

1.0 INFORMATION FOR VISITING GROUPS

1.1 MARAE KAWA (PROTOCOL AND ETIQUETTE ON THE MARAE)

- 1.2 Our School are the hosts and therefore guardians of the marae and the Wharenuī. It is therefore responsible for ensuring that the protocol and etiquette of the local marae are observed and adhered to. For this reason, our staff or local kaumatua will always be present to welcome visitors onto the marae and the 'mana' of the marae and Wharenuī, will always remain with us, no matter who uses the facility.
- 1.3 We will provide a cup of tea to complete the formal part of the welcoming ceremony. All meals will need to be catered for by the visiting group unless they are special guests of our school.
- 1.4 No mattresses, pillows or linen are to be removed from the wharenuī, during the duration of the visit.
 - 1.4.1 The sleeping house must be kept in a clean and tidy state at all times.
 - 1.4.2 The sleeping house must be left clean upon completion of use (cleaning equipment and material are provided).
 - 1.4.3 Sheets and pillow slips should be bundled up separately upon completion of use and left inside the sleeping house by the main doors.
 - 1.4.4 Consumption of alcohol on the marae premises is **prohibited**.
 - 1.4.5 Smoking is **not allowed** on the marae premises or in the school grounds.
 - 1.4.6 Eating in the sleeping house (carpeted area) is **not permitted**. Please keep all food on the vinyl areas.
 - 1.4.7 On departure, please ensure all lights are extinguished, windows are closed and doors are locked. All keys are to be left inside the Wharenuī, preferably on the fridge.
- 1.5 Accepted bookings **must be confirmed** at least **two weeks** prior to date of arrival.



2.0 CONDITIONS FOR THE USE OF THE KITCHEN/DINING ROOM EQUIPMENT AND FACILITIES.

2.1 The Marae Committee request that the following conditions be observed:

2.1.1 A **\$100** refundable bond is required before the marae can be used. Cheques should be made out to our school and either be posted or delivered in person to the main school office. Cash will need to be paid in at the main office.

2.1.2 **No** equipment is to be removed from the Wharenui .

2.1.3 After your stay, the equipment will be counted and checked. You will be notified of any damages, the cost of which will be deducted from your bond. You will receive a itemised account, should you incur any costs for damages.

2.1.4 An inventory of all equipment will be made available on your arrival.

2.1.5 Tables must be wiped clean before being stacked away.

2.1.6 Floors must be left clean after use (all cleaning equipment and materials are provided)

2.1.7 Try to conserve power by switching lights off, when not needed, in the toilets.

2.1.8 Put all crockery and cutlery and other utensils away properly in the storage cupboards

2.1.9 Leave benches, stoves and other equipment in the kitchen clean after use.

2.1.10 Ensure that all electrical appliances are not left switched on unnecessarily.

2.1.11 All rubbish bins must be lined with bin liners.

2.1.12 Used tea towels need to be bundled up and left on the bench closest to the sliding door.

2.1.13 The ablution blocks must be left clean after use (all cleaning equipment and materials are provided)



3.0 USING THE MARAE AS A TEACHING SPACE

3.1 At all times the Wharenuī must be treated with respect. This means that:

3.1.1 Shoes must be removed before entering the sleeping house.

3.1.2 The carvings and murals can be touched and 'caressed' but they must not be defaced in any manner or form.

3.1.3 Tables are not to be sat on.

3.1.4 Tables and chairs must be stacked tidily at the completion of the session.

4.0 CONTACT PEOPLE IN CASE OF AN EMERGENCY

(School Caretaker) - ph.

(Maori Staff) - ph.

(Principal) - ph.

(Maori B.O.T. rep) - ph.

ASSESSMENT POLICY

Rationale

Assessment is an integral part of the curriculum. Assessment is the measurement of students' progress against the learning outcomes of the NZ Curriculum.

Purpose

1. To provide broad guidelines to ensure student progress is assessed.
2. To ensure students are provided information as to how their learning will be measured.
3. To ensure consistency of process in the Māori Department.
4. To provide information to report to students and parents.
5. To provide feedback to staff.
6. To improve students' learning.
7. To meet the requirements of the National Qualifications Framework and Te Reo Māori i roto i TE MARAUTANGA o Aotearoa.

Guidelines

1. Assessments must be consistent with the requirements of the National Qualifications Framework (ie, National Prescription Statements and/or Unit Standards) for Forms 5, 6 and 7.
2. Assessments for Forms 3 and 4 ought to be consistent with Te Reo Māori i roto i TE MARAUTANGA o Aotearoa (ie, as far as is practicable).
3. The Māori Department is to document, in their Departmental Management Plan, how assessment is to be carried out for each year level. This will include:
 - a) The elements and performance criteria to be assessed.
 - b) The assessment tasks - both formal and informal, formative and summative.
 - c) Guidelines of when assessments are to take place during the year.
 - d) Who is responsible for designing the assessment tasks.
 - e) How validity of the assessment task is maintained.
4. Assessment documents are to be reviewed annually by Departments to ensure the quality and validity of assessments used.
5. Students at all levels need to be given a schedule of the assessment programme by the end of February.
6. A range of assessment methods should be used, including diagnostic, formative and summative.



7. Records of students' assessment results will be held by the classroom teacher and centrally by the Head of Department.
8. All programme assessments will be triangulated with objectives and learning activities.
9. In order to facilitate feedback, assessed work ought be marked by teachers as soon as practicable, ideally, within one week of receiving the work.
10. There ought to be between 7 and 10 major assessment tasks for each level in a year long course.
11. Minimum requirements for course completion should be stated for senior levels.
12. Penalty procedures to be followed are as follows: No provision is made for missing a Test or Examination. Students must bring a Doctor's certificate, in order to gain credit. Late penalty is as follows: 10% is deducted for every day an assignment is overdue.
13. Each student will have an *Assessment Statement* stating the:
 - Course Aims;
 - Objectives;
 - Pre-specified timings;
 - and weightings of assessment tasks.
14. Students will also have the opportunity to assess the course content and teacher.
15. Minimum requirements for attendance are set yearly in conjunction with level deans. If any student is in danger of failing to meet the minimum standards, either in terms of attendance and/or sitting assessments, then teachers must notify:
 - HOD
 - appropriate Dean
 - signpost to student and caregiver via letter



ASSESSMENT CHECK LIST FOR HEAD OF MĀORI DEPARTMENT

This check list relates to senior Māori courses and aims to ensure that the following assessment procedures have been undertaken.

1. Assessment Statement exists?
2. Students/parents/caregivers have seen Assessment Statement?
3. Have pre-specified timings and weightings of assessment tasks have been notified to students? (These need only be approximate).
4. Are major assessment events shown on central year planner?
5. Have external moderation criteria been met?
6. Are appropriate records maintained and HOD and other relevant staff (eg. NZQA liaison) have received copies of assessments?
7. Students, where appropriate have had opportunity to assess the course?
8. Have Appeals and Re-assessment requirements been met?
9. Has the Assessment Statement been reviewed annually?
10. Have copies of any changes to the Assessment Statements been provided:
 - for the Māori Department Scheme/Management Plan?
 - NZQA liaison officer?
 - the school Assessment committee?
11. In regards to meeting minimum attendance requirements:
 - have all senior students met the minimum attendance requirements?
 - have students and their parent/caregiver that have not met minimum attendance requirements been sign posted?
 - have you notified relevant staff eg. Deans, NZQA liaison officer.
12. Has work been marked within a reasonable time? (ie, as quickly as possible)
13. Have students been able to give formal feedback on course content and teacher presentation of the course?
 - Ask your students these questions once a term (this can be done as a written questionnaire):
 - a) Which aspects of the course have you found most (or least) enjoyable and valuable?
 - b) How well prepared did you feel to take assessments (eg. tests) in Māori?
 - c) Are there aspects of the course in Māori which are causing you stress, anxiety or concern?
 - d) What would you most want to gain from next term's course?



RESOURCES TO SUPPORT ASSESSMENT POLICY

1. For senior classes copies of the external national examinations can be purchased in sets of 10 from NZQA. It is customary practice to use the previous years national examination as your end-of-year school examination.
2. The Mid-year examination is a cut down version of another external examination.
3. Unit tests should be a period in length and once again



REPORTING POLICY

RATIONALE

Regular three way communication between parents/caregivers, student and teacher is an essential component of the learning process. Students' progress and development are enhanced by communication from school to parents/caregivers.

PURPOSES

1. To ensure that reporting systems are consistent with the requirements of the New Zealand Curriculum Framework and the National Education Guidelines.
2. To ensure the Māori Department fulfils our legal reporting objectives under the 1989 Education Act.
3. To provide information which will assist the school and B.O.T. to make informed decisions. Reporting relevant achievement information will assist in evaluating the effectiveness of the school's assessment policy.
4. To assist the Board of Trustees in its obligation to report to the community on the achievement of students within the school.
5. To inform parents/caregivers of student's progress and achievement.
6. To assist staff to identify students of concern.
7. To provide a means of motivation and acknowledge effort and success.

GUIDELINES

1. Information about students' achievement and progress can be conveyed by a range of methods, eg:
 - written reports
 - student diaries
 - interviews
 - home visits
 - reading support/tutoring
2. Attendance information is also noted on school written reports mid-year and end of year.
3. All reporting will be recorded.
4. Reporting practices should:
 - describe student achievements, eg. in relation to the achievement objectives in the national curriculum statements;
 - make recommendations for future work based on a student's achievements;
 - use constructive language, and be fair and frank, without being unnecessarily critical;
 - advise students and parents on ways to improve the student's learning;
 - ensure confidentiality of all communication between teacher, student, and parent;
 - generally cover the full range of educational experience.



WHAT ARE THE NEGs AND THE NAGs?

The National Education Guidelines comprise:

- (a) National Education Goals (**NEGs**);
- (b) National Curriculum Statement (Te Reo Maori i roto i Te Marautanga o Aotearoa);
- (c) National Administration Guidelines (**NAGs**).

National Education Guidelines

See the Education Gazette
30 April and 15 June, 1993.

(a) National Education Goals	(b) National Maori Curriculum Statement	(c) National Administration Guidelines
The ten NEGs set out the Government's goals for the New Zealand education system.	This is a statement of :	There are six NAGs that are the legal responsibility of the BOT.
The goals cover:		The guidelines cover:
<ul style="list-style-type: none"> * Student achievement and success; * course provision and assessment requirements; * equal educational opportunity and access; * the encouragement of career and post-school education; * the advancement of Maori education initiatives; * respect for the diverse ethnic and cultural heritage of New Zealand people. 	<ul style="list-style-type: none"> * the areas of knowledge and understanding to be covered by students; * the skills to be developed by students; * desirable levels of knowledge, understanding and skill to be achieved by students (Education Act 1989). 	<ul style="list-style-type: none"> * fostering student achievement; * employment and personnel matters; * financial and property matters; * implementation of the NEGs and self-review; * safety - both physical and emotional; * compliance in attendance, length day/year.



NATIONAL ADMINISTRATIVE GUIDELINES

1. Boards of Trustees foster student achievement by providing a balanced curriculum in accordance with the national curriculum.
 - i. Implement learning programmes based upon the underlying principles, stated essential learning areas and skills, and the national achievement objectives; and
 - ii. Monitor student progress against the national achievement objectives; and
 - iii. Analyse barriers to learning and achievement; and
 - iv. Develop and implement strategies which address identified learning needs in order to overcome barriers to students learning; and
 - v. Assess student achievement, maintain individual records and report on student progress.
2. According to legislation on employment and personnel matters, each Board of Trustees is required in particular to:
 - i. Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, and recognise the needs of students;
 - ii. Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
3. According to legislation on financial and property matters, each Board of Trustees is also required in particular to:
 - i. Allocate funds to reflect the school's priorities as stated in the charter;
 - ii. Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - iii. Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the schools' buildings and facilities provide a safe, healthy learning environment for students.
4. Each Board of Trustees is also required to:
 - i. Document how the national educational guidelines are being implemented;
 - ii. Maintain an ongoing programme of self-review.
5. Each Board of Trustees is also required to:
 - i. Provide a safe physical and emotional environment for students;
 - ii. Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
6. Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year



SUBJECT INFORMATION NEWSLETTER GUIDELINES

- BASIC ADVICE -

When sending out newsletters or pamphlets to prospective students, you should answer the basic questions clearly, concisely and (hopefully) interestingly:

- | | |
|--------|---|
| What? | What course are you offering?
A summary of aims and objectives, and expected outcomes. |
| Who? | Who are the staff in your department?
- tribal backgrounds and interests? |
| Why? | What benefits, vocational options, and
higher education opportunities will the course lead to? |
| How? | How will the course be taught? |
| Where? | Where can they get further information? |
- Case studies of previously successful students can also be included.

SUBJECT INFORMATION NEWSLETTER GUIDELINES - SAMPLE -

**Tīhei mauri ora!
Ki te whei ao,
Ki te ao mārama!**

**E ngā tauira,
E ngā hau e whā,
Tēnei ka mihi ake ki a koutou katoa.
Tēnei te reo pāhiri, 'Nau mai, haere mai.'**

Teaching Staff of the Māori Language Department:

-
-

Course Information: Te Kākano - Introduction to Māori Language

This course is intended for students with little or no prior knowledge of the Māori language. The emphasis will be on developing oral and aural skills in Māori language with reading and writing skills as reinforcement.

Expected Outcomes:

Upon successful completion of this course, students will be able to:

- * introduce themselves and their family relationships
- * speak about themselves, individual interests
- * use Māori in a daily conversational way
- * express wants, desires and opinions
- * identify objects

Benefits:

Being fluent in the Māori language opens up a whole range of career options, such as teaching, Kohanga Reo, or journalism.

Course Teaching:

Te Kākano is taught by using all the senses, sight, sound, dialogues and games.



RESOURCE INVENTORY, LOCATION, ISSUING METHODS, MAINTENANCE AND SECURITY.

An inventory is needed for all your resources, such as:

- Units of work
- Text books
- Dictionaries
- Videos
- Audio tapes
- Hardware such as T.V., video, computers, laminators, printers, scanners, cassette recorders, etc.
- Software
- Photographs
- Teacher references
- Other resources

Hints

#1 - All word processing programmes have a Database option which allows you to enter all your resources under different fields. You can then arrange and re-arrange according to alphabetical order, by year, by type, by level. The key is deciding what fields you want in the first place.

#2 - Approach your school librarian for help and then apply for school discretionary staff to organize your resources.



RESOURCE INVENTORY - A SAMPLE

Example of a Records Table

_Resource	Reference	Where Stored	Student	Teacher
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Issuing Method

- i. If resources are being issued for the term/Year: note your Plan book beside students' name.
- ii. If the resources are being issued on a casual basis: have a 1B5 issue book which must be filled in and keep it handy. Headings can be:

Date	Resource Title	Number	Student	Date Ret'd	Tchr
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STAFF APPRAISALS

The State Sector Act 1988 and The Education Act 1989 provide the framework for performance management in schools.

The purpose of performance appraisal is:

- To provide an opportunity for individual performance improvement.
- To translate school and departmental plans into objectives for individual staff members.
- To measure the performance of the individual staff member against specific performance objectives and to provide feedback to the staff member on this assessment.
- To provide an ongoing record of the staff member's work experience and competencies, personal qualities, characteristics and attributes, and relevant qualifications.

STAFF APPRAISALS - SAMPLES

PERFORMANCE APPRAISAL PROCESS

- | | | |
|--------|---|---|
| Term 1 | - | Initial contact between appraiser and appraisee to set up meeting. |
| | - | First meeting to establish objectives and support needed in terms of inservice training/professional development. |
| | - | Performance Management Sheet filled in. |
| | - | First round of classroom observation undertaken. |
| Term 2 | - | Further classroom observation. |
| | - | Self appraisal forms filled in. |
| Term 3 | - | Appraisal interviews. |
| Term 4 | - | Documentation completed. |

See the next three pages for sample interview, report and self-appraisal forms.



SUGGESTED APPRAISAL INTERVIEW

Staff member: _____ Appraiser: _____
Date of Appraisal interview: _____

1. Achievement of objectives previously set.
2. Achievement of tasks and outcomes from Performance Expectations.
3. Agreed training needs - met, not met. Why? Why not?
4. Agreed goals and timeframes to achieve:
5. Appraisers' actions and timeframes:
6. Agreed general comments:
7. Any areas not agreed:

Signed: _____ staff member Date: _____

Signed: _____ Appraiser's Supervisor Date: _____



APPRAISAL REPORT

Name: _____

Date: _____

Commendations

Recommendations

Agreed targets for development

Signed:

Appraisee

Appraiser

Date



SELF APPRAISAL

One of the most important features of appraisal is the opportunity to reflect on one's own teaching. These questions are guidelines to help you prepare for a confidential discussion between yourself and your appraiser.

1. How satisfied am I with my teaching performance over the last six months?

What things did you learn? Enjoy?

How can you apply these to your teaching?

How can you share this information with other staff?

2. Did I achieve the targets that I set myself?

If so, what helped me?

If not, what blocked me?

What do I need to do or get to help remove these blocks?

From whom do I need it?

3. Goals:

Long term: What are my long term goals in teaching?

What am I doing to achieve these goals?

Short term: My specific goals related to Key Performance Areas for this year are

What support would I like to receive to help me achieve these goals?

Other:

4. Classroom teaching:

Strengths: What are my strengths as a classroom teacher?

What things do I do well?

What feedback do I get about how well I'm doing?

Development: What aspects of my classroom teaching would I like to develop further?

Classroom
visiting:

When would it be convenient?

What particular aspect would I want data collected on?



Curriculum

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NGA TURE MO NGA WHAKAMATAUTAU

EXAMINATION PRESCRIPTION REQUIREMENTS

National examinations are administered by the New Zealand Qualification Authority. Presently there are two external examinations (School Certificate and Universities Bursaries and Scholarships) and the internally assessed Sixth Form Certificate.

Teachers need to study carefully, the following three things:

1. The National Examination Prescriptions, which are published annually in the NZQA Examinations Prescriptions Handbook. Every school has an NZQA Liaison officer who will know where this book is kept. You need to peruse it annually in case the paper format changes.
2. The Chief Examiners Reports.
3. Previous examinations (check back 3 to 5 years to get a 'feel' for the paper).



UNIVERSITY ENTRANCE, BURSARIES AND SCHOLARSHIPS TE REO RANGATIRA 275

The up-dated version of this prescription is published annually in the NZQA Handbook.

PREAMBLE

This prescription intends to encourage candidates of Māori descent to have pride in their heritage and encourage all candidates to share in this heritage.

The candidate will be expected to use language two years in advance of the level prescribed for School Certificate Te Reo Māori.

Aims

To encourage students to derive enjoyment and satisfaction from:

- * the development of competence in oral and written Māori;
- * the cultivation of Wairua Māori;
- * the understanding of, a sensitivity towards, and a respect for Te Ao Māori and Tikanga Māori (with emphasis on local tikanga).

Objectives

Candidates will demonstrate their ability to:

- * speak Māori accurately and appropriately;
- * comprehend spoken Māori;
- * comprehend written Māori;
- * research, analyze, speak and write their thoughts on Te Ao Māori and Tikanga Māori;
- * write Māori accurately and appropriately;
- * develop opinions on and to be able to analyze the six prescription topics studied.



TOPICS FOR STUDY

Listed below are the topics for study by the candidates. They have been split into alternate years for examination purposes. Each topic needs to be studied in depth.

TAU KEHE (eg 1999, 2001, etc)

Te Ao Hurihuri

(two of the following)

- * health;
- * employment;
- * land.

Ngā Mahi-ā-ringa

(two of the following)

- * carving;
- * weaving;
- * tāniko;
- * other forms of craft.

Mōteatea

(two of the following)

- * traditional chanted forms such as pātere, oriori, ngeri, pākeka and karakia.

Ngā Kōrero O Neherā

- * the deeds of our ancestors in Hawaiki, eg Māui, Tāwhaki.

Te Tiriti O Waitangi

- * It's significance from 1840 to 1975.

Ngā Whakapono

- * religious beliefs after the arrival of the European.

TAU RUA (eg 2000, 2002)

Te Ao Hurihuri

(two of the following)

- * the language and its customs;
- * education;
- * the marae.

Ngā Mahi-ā-ringa

(two of the following)

- * waiata-ā-ringa - traditional and current themes;
- * haka - traditional and current themes.

Mōteatea

(two of the following)

- * traditional sung forms such as waiata tangi, waiata aroha and pao.

Ngā Kōrero O Neherā

- * the deeds of our ancestors in Aotearoa (pre-European).

Te Tiriti O Waitangi

- * It's significance from 1975 to the present day.

Ngā Whakapono

- * religious beliefs before the arrival of the European.

FOCUSING QUESTIONS (TAU KEHE - 1999, 2001, etc)

The following focusing questions for each topic indicate the content boundaries within which the examiner(s) will work.

Te Ao Hurihuri

1. E pēhea ana te āhua o te hauora, o te mahi, o te whenua mō te āhua ki te ao Māori?
2. He aha i pēnei ai? Nā te aha i puta ai tēnei āhua?
3. Me aha rawa e pai ake ai tēnei āhua?
4. He aha ngā whakapātaritari mai i te ao Māori I ēnei rā me ngā rā kei te tū mai?



Ngā Mahi ā-ringa	<ol style="list-style-type: none">1. Nō hea ēnei toi?2. He aha i whai tikanga ai ki te Māori?3. Kua pēhea nei te whakarerekētia haeretia i roto i te wā?4. Ko wai tētahi o ngā tohunga ki ēnei mahi? Nā te aha i tohunga ai?
Mōteatea	<ol style="list-style-type: none">1. He aha ngā tino āhuatea o ia momo?2. Nā te aha i titoa ai, ā he aha te mea ka taea e tātou te ako mai i ngā mōteatea nei?3. Āhea, ā, me pēhea te kawea o ēnei mōteatea?4. Ko wai tētahi kaitito rongonui, ā, nā te aha i rongonui ai?
Ngā Kōrero O Neherā	<ol style="list-style-type: none">1. He aha te tino mahi a ēnei kōrero?2. He aha i pupuritia ai?3. He aha tā tātou ka taea te whakapae mai i ngā kōrero nei?4. He aha ngā kaupapa e rite tonu ana te puta ake?
Te Tiriti O Waitangi	<ol style="list-style-type: none">1. Nā te aha i whakaarotia ake ai kia takoto mai he tiriti pēnei?2. He aha tā ngā Māori me ngā Pākehā i whakapono ai i a rātou i haina ai?3. Ko wai i tino whiwhi i ngā hua o tēnei hainatanga?4. Nā te aha i puta ai ngā whakahē?
Ngā Whakapono	<ol style="list-style-type: none">1. Nā te aha i horapa ai te Rongo Pai/te Karaitianatanga i Aotearoa nei, ā, i pēhea nei te Tere o te horapa?2. Nō nahea, ā, nā te aha te Māori i tahuri ai ki ēnei whakapono rāwaho?4. He aha te pānga mai o ēnei whakapono ki te tikanga Māori?5. Nō nahea, ā, nā te aha i puta ake ai ngā hāhi pēnei i Te Hauhau, i Te Ringatū me ētahi atu?

FOCUSING QUESTIONS (TAU RUA - 2000, 2001 etc)

The following focusing questions for each topic indicate the content boundaries within which the examiner(s) will work.

Te Ao Hurihuri	<ol style="list-style-type: none">1. E pēhea ana te āhua o te reo Māori, te mātauranga me te marae i ēnei rā mā te āhua ki te ao Māori?2. Nā te aha i pēnei ai?3. Me aha rawa e pai ake ai tēnei āhua?3. He aha ngā whakapātaritari mai i te ao Māori i ēnei rā me ngā rā kei te tū mai?
Ngā Mahi ā-ringa	<ol style="list-style-type: none">1. I ahu mai te waiata ā-ringa me te haka i hea?2. He aha i tino whai tikanga ai ēnei mahi ki te Māori?



	3.	Kua pēhea nei te whakarere haere ngā kaupapa i roto i te wā?
	4.	Ko wai ngā tohunga o ia mahi, ā, Nā te aha i tohunga ai?
Mōteatea	1.	He aha ngā rerenga kētanga o ia momo waiata?
	2.	Nā te aha i titoa ai, ā he aha te mātauranga e puta mai ana ki a tātou mai i aua waiata?
	3.	Āhea, waiatatia ai, ā, me pēhea hoki te kawea?
	4.	Ko wai tētahi kaitito rongonui, ā, nā te aha i rongonui ai?
Ngā Kōrero O Neherā	1.	He aha te tino mahi a ēnei kōrero?
	2.	He aha i mau tonu ai?
	3.	Inā tirohia e tātou ēnei kōrero he aha tā tātou ka māhio mā te āhua ki te ao Māori?
	3.	He aha ngā kaupapa e rite tonu ana te whakamahia?
Te Tiriti O Waitangi	1.	Nā te aha Te Tiriti o Waitangi i kaha ake ai te whai tikanga mai i te tau 1975?
	2.	He aha te mahi matua a te Rāpū Whakamana i te Tiriti o Waitangi?
	3.	Pēhea nei te tutuki pai o ngā tono kua whakatakotohia ki te aroaro Te Rāpū Whakamana i Te Tiriti o Waitangi (tēnā koa āta tirohia kia kotahi o ngā tono nei).
	4.	He aha ngā whakapātaritari i te ao Māori mā te āhua ki ngā whakatau a Te Rāpū Whakamana i Te Tiriti o Waitangi?
Ngā Whakapono	1.	He aha ngā whakapono o te Māori mā te āhua ki Te ārokohanganga o te ao, o ngā Atua, o te tangata?
	2.	Ko wai ngā tama a Rangi rūa ko Pap, ā, ko ēhea o ēnei i tino whai tikanga i roto i ngā mahi a te tangata?
	3.	He aha ētahi o ngā karakia, pēhea ai te kawea, ā nā wai i kawea?
	4.	He aha ngā tohetohē e rere nei mā te āhua ki a Io-matua-kore me te whakapono o te tangata ki a ia?

ASSESSMENT

The examination will consist of an oral component lasting up to 30 minutes, a written component lasting two hours and an aural component lasting 30 minutes.

Marks will be allocated as follows:

ORAL/AURAL COMPONENT

1.	Oral	40	
2.	Listening Comprehension	15	55%

WRITTEN COMPONENT

1.	Essay	30	
2.	Written Comprehension	15	45%



1 ORAL

The oral examination will be conducted by an external assessor on a date in early November. All six themes listed for the particular year need to be studied in order to ensure candidates are in a position to answer the oral questions.

- (a) Oral delivery of an individual researched topic based specifically on one of the prescribed topics for that year. Candidates will be penalized for:
 - reading or seeking prompts from written notes, cue cards or visually encoded material (as distinct from visual resources which are allowable);
 - speaking on a research topic that is not specifically prescribed for that year
- (b) The candidate will be required by the assessor to speak on one or two of the six topics studied in class (but not on the topic that had been researched). The assessor alone will choose the topic(s) to be spoken on. The assessor may then ask questions on that topic and/or select a second topic to be spoken on. If the candidate is unable to speak on the chosen topic(s), they will incur significant penalties.
- (c) The candidate will be required to give an impromptu talk on a topic chosen by the assessor from the four (possibly three) themes remaining. The impromptu topic will test the candidate's ability to 'think on their feet', to structure arguments, and to speak Māori.

2. ESSAY

Candidates will be required to write in Māori two essays of at least 250 but not more than 350 words in length. There will be a choice of topics.

Marks will be awarded for the ability to communicate; accuracy and range of grammar, vocabulary, spelling and punctuation; relevance of argument(s); fullness of consideration given to issue(s), and organizational structure.

3. WRITTEN COMPREHENSION

There will be two or three written passages for the candidate to respond to.

Possible question types are:

- * filling in the missing words (Cloze)
- * filling in the missing sentences
- * reading a passage and answering questions based on it.

4. LISTENING COMPREHENSION

A passage or passages will be provided on tape for the candidates to listen to.

Possible question types are:

- * candidates follow the instructions of the examiner and draw a picture, diagram or map
- * filling in a grid or crossword with ticks or words
- * completing sentences or filling in missing words in a sentence
- * two lists are provided for the candidate to look at. Correct items from both lists are joined together.



HEI TAUIRA

Kaupapa: TE AO HURIHURI

KO NGĀ PĀTAI MATUA (Tau kehe 1999):

1. E pēhea ana te āhua o te hauora, o te mahi, o te whenua mā te āhua ki te ao Māori?
2. He aha i pēnei ai? Nā te aha i puta ai tēnei āhua?
3. Me aha rawa e pai ake ai tēnei āhua?
4. He aha ngā whakapātaritari mai i te ao Māori i ēnei rā me ngā rā kei te tū mai?

KO NGĀ MŌHIOTANGA:

1. *Hauora* - kei te pāngia te iwi Māori e ngā momo mate katoa, heoi anā, ko te mate manawa, mate ohore, mate puku, mate huka, aha atu, aha atu.
Mahi - Ināianei, ko te nuinga o te hunga kore mahi he Māori. Kei a Judith Simon he kārero mā tēnei āhuatanga, arā, i takea mai i te ao mātauranga.
Whenua - Kua riro atu te nuinga, nā te raupatu, nā te Kooti Whenua hoki.
2. He rite te iwi Māori ki ngā Māori o wāhi kē atu ināhoki kua tāmia e te āhuatanga o te Colonisation.
3. Mā te whakamana i ngā tini kerēme, ka tahi. Ka rua, mā tēnei mea te tino rangatiratanga. Ka toru, mā te whakatakoto kaupapa Māori, pērā me te Kohanga Reo, te Kura Kaupapa Māori.
4. Ko te Kotahitanga, ko te whakangungu i te tokomaha kia whai oranga ai, ko te whakahoki i te tangata ki te huarahi tika.

KO NGĀ RAUEMI:

- Statistics New Zealand, 1998, New Zealand Now - Māori.
- Statistics New Zealand, 1995, Te Kanohi Hou o Aotearoa, Māori
- King, Michael, 1977, Te Ao Hurihuri.



KO TE HŌTAKA TAKUHE TĒNEI MŌ TE REO RANGATIRA

Bursary Te Reo Rangatira Teaching Programme for

There are six topics, five of which are taught, while one is set as the research topic.

Term 1

Week

1. Te Tiriti O Waitangi
- 2.
- 3.
- 4.
- 5.
- 6.
7. Te Ao Hurihuri
- 8.
- 9.
- 10.

Term 2

Week

1. Ngā Mahi-ā-ringa
- 2.
- 3.
- 4.
- 5.
6. Mōteatea
- 7.
- 8.
- 9.
- 10.

Term 3

Week

1. Ngā Kōrero O Neherā
- 2.
- 3.
- 4.
- 5.
6. Rangahau skills* (Whakapono)
- 7.
8. Rangahau/Written due
9. Orals - dummy run
10. Orals - dummy runb

Term 4

Week

1. The entire term is revision only
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

***Rangahau Skills**

- Class analysis: Competence & Commitment (High/Low)
- Case Study approach - Focussing questions
- Library study one hour worksheet
- Internet study
- Town library - search and find exercise
- Interview & data collection?



SCHOOL CERTIFICATE TE REO MĀORI 074

PREAMBLE

This School Certificate prescription for Te Reo Māori is in two components to ensure the four basic skills of language - reading, writing, listening and speaking - are assessed in the most appropriate fashion. It is expected that the subject will be taught in a manner which integrates all the skills.

READING

The aim is to ensure candidates complete a course of reading in Māori.

Objectives:

Throughout their School Certificate year candidates will:

1. Read Māori at a level of difficulty equivalent to **Te Rangatahi II** (revised edition)
2. read the equivalent of at least 100 words in Māori per week.

Materials

It is recommended all candidates read **Te Rangatahi II** (revised edition) and other materials at a similar level, such as a selection of **Te Wharekura**.

WRITING

The aim is to assess the candidates' competence in the skill of writing Māori.

Objectives:

The candidates will demonstrate their ability to:

1. Write with clarity in the Māori language.
2. Convey accurately the message they intend on a range of topics.
3. Demonstrate competency in handling the various sentence structures which are found in **Te Rangatahi I** and **II** (revised edition).

ASSESSMENT

The examination paper will be designed to encourage candidates to write freely on a range of topics. It will not be a speed test. Candidates will have up to three hours to demonstrate their competence in writing and reading comprehension. Various forms of writing will be required. Candidates will be assessed on their overall performance in the examination.



A choice of five topics will be offered. Candidates will be required to write about three of these topics. The topics to choose from will change from year to year, drawn from the eight modes of language (directions, instructions, dialogues, introductions, narratives, reviews/reports, descriptions, notices/invitations).

Questions may be set on any topic, but a selection from the following will be prominent: home, school, family, the body, humour, sports, leisure activities and entertainment, towns and cities, food, Tūrangawaewae, etc.

The Reading Comprehension section will offer three choices of which two will be selected by the candidates. Following are sample comprehension models. Please note that these are examples only and will change from year to year.

COMPREHENSION MODELS

Tohutohu Directions	-	given ingredients (with an accompanying picture) the candidate completes the instructions for a recipe.
Kōrerorero Dialogue	-	a dialogue, giving only the conversation of one of the speakers; the candidate provides the other speaker's conversation.
He Mihi Introduction	-	response to a given letter or postcard.
Whakarāpopoto Review/Report	-	report of an event advertised on a given poster.
Whakaaturanga Descriptive	-	to draw a picture from a given description.
Kōrero Pūrākau Narrative	-	complete a piece of fiction from a given beginning.
Pānui Notices/Invitations	-	to draw up a poster from a given report.
Kōrero Pūrākau Narrative	-	given the beginning and end of a narrative, the candidate provides the body of story.



WĀHANGA KŌRERO ORAL EXAMINATION

MODERATION PROCEDURE

1. To confirm a Level One and a Level Two

Whakaahua:	Student selects one to talk about (urban, rural, Māori) Open-ended questions.
Whakawhiti whakaaro:	Kanohi ki te kanohi (dialogue) Students may role play or use an actual friend/person
Kōrero Ohore:	Impromptu talk Student selects one of the themes as set out in the prescription Moderator provides two or three topic options Student selects one topic and talks about it

2. To confirm a Level Three

Kaupapa Kōrero:	Prepare talk from one of the themes Open-ended questions
Whakaahua:	Student selects one to talk about Open-ended questions

- 3, To confirm a Level Four

Kaupapa Kōrero:	Student selects own prepared topic from one of the themes
Whakaahua:	Student selects one to talk about Open-ended questions

4. To confirm a Level Five

Kaupapa kōrero:	Prepared topic One or two open-ended questions
Whakaahua:	One to two open-ended questions only.

KO TE MARAUTANGA A-KURA - HE KUPU TOHUTOHU
LOCAL CURRICULUM - BASIC ADVICE

Locally developed courses can be implemented at all levels on the basis of content, dialect, skills and resources used.

There are two commonly used approaches:

1. Shape Form 3 & 4 courses so that they emphasise local dialect, kawa, tribal markers and history. The entire course can be designed to extend from the known i.e. the local environment, outward. In essence teachers have a free hand as long as it is clearly understood that Forms 3 & 4 are followed quickly by School Certificate, and thus a solid groundwork must be laid.
2. National examination courses however, can be adapted to highlight local iwi reo and tikanga. The difference is simply of degree, as the confines of the prescription must be met in the first instance.

LOCAL CURRICULUM - SAMPLE PROGRAMME

FORM 6 REO MĀORI INTERNALLY ASSESSED PROGRAMME

TERM 1

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Whakapapa	Ngā Tātai Hono Family Tree	Have confidence to explain a family tree, relationships and kinship ties.	Produce a visual chart and oral presentation of own genealogy.
Tūranga-waewae	Tō Mātou Rohe	Investigate local history, stories, people, important events/activities, traditional ceremonies.	Produce an historical and geographical study of the area or own tribal history.

TERM 2

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Te Ao Hurihuri	The Treaty of Waitangi 1840-present day.	Investigate historical context, developments, protest, leaders, report raupatu, grievances, compensation, associated mātetea, waiata.	Produce a research on an aspect of the Treaty. Te Ao Māori Project.
Ngā Mahi-ā-Ringa	Harakeke Whakairo	Learn how to make a craft object. Organise an exhibition of class objects with a kaumātua/kuia from the community.	Produce a piece of craft and give an oral presentation. Take part in a hui.

TERM 3

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Ngā Mahi-ā-Rehia	Te Whare Tāpere	Investigate a theme or idea in Māori media (film, T.V., magazines, radio) literature and waiata.	Produce a video, radio programme for the local area on a chosen aspect
Ngā Kōrero-o Neherā	Ngā Tamariki A Rangi rāua ko Papa	Read and discuss stories, storytelling, script a play, perform with confidence.	Produce a script and dramatise a chosen story for performance.

TERM 4

Tangata Rongonui	Own selection	Describe and recount physical characteristics, personality, deeds of local ancestors.	Produce a study on a well known person of own choice.
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TE WHAKAAKO I TE REO: HE KUPU TOHUTOHU

SUGGESTIONS FOR TEACHING APPROACHES, METHODS AND STRATEGIES.

Reference: *Paul Nation, Associate-Professor in the English Language Institute at Victoria University of Wellington.*

There are two types of classroom activities that can lead to language learning:

- those that focus on **form** of language by explicitly drawing attention to sounds, word parts, words, grammar, or discourse, and
- those that focus on the **meaning** or message conveyed by the language being used

Second language acquisition research indicates that there are four main strands that can make up a language course:

1. A language course should provide large quantities of meaning-focused, comprehensible input over a range of discourse types, including interactional discourse types.

Rationale: it provides conditions that are most suited to the acquisition of implicit knowledge of the language which is essential for fluent language use. Input must be from a varied range of discourse types.

2. A language course should provide some form-focused instruction.

It makes the learners aware of forms that might not have been noticed but controlled practice alone does not provide the conditions for successful language learning. The research indicates that formal instruction and informal exposure together work better than either on its own.

3. A language course should involve the learners in producing meaning focused output.

Much of this speaking can be on familiar topics and in supportive situation, but learners may need to be encouraged or 'pushed' to produce language. A justification for 'pushed' output is that it makes learners aware of gaps in their command of the language by making them use language in ways that they may otherwise avoid.

4. A language course should provide substantial opportunity for fluent language use

This can be done by providing repeated opportunities to listen to or produce the same material, by allowing learners to work with content and language items that are already very familiar to them, or by allowing them time for preparation and practice before performing.



Second Language Acquisition Theory

VITAL PARTS OF ANY SECOND LANGUAGE PROGRAMME

Paul Nation, Associate-Professor in the English Language Institute at Victoria University of Wellington.

Second language acquisition research indicates that there are four main strands that can make up a language course. They represent ways of reaching the language, skill and discourse goals of a course.

The four main parts of a language course

(1) ***A language course should provide large quantities of meaning focussed, comprehensible input.***

This should involve meaning-focused activity where the learners' main interest is in **understanding** and **acting on** the **messages** that they receive. This type of activity supplies input for the learners to process and activates procedures for developing implicit knowledge. Controlled practice does not seem to have this effect.

Meaning-focused input provides conditions that are most suited to the acquisition of *implicit* knowledge, essential for fluent use. It is important that this input should not be restricted to a limited range of *discourse types* - not just face-to-face talk, not just reading stories, and so on. Experiencing a range of discourse types ensures that learners have the opportunity to meet a good sampling of the full range of language forms with a variety of communicative purposes.

As well as meeting new language items, learners should also have to listen to input that stretches their skill in comprehension. This can be when talking to someone, but interaction is not essential. What is essential is that the learners:

- (1) understand the input,
- (2) notice new features in it, and
- (3) compare what they notice with their output. If learners
- (4) modify their own output as a result, the learning will be more integrated into their language system.

(2) ***A language course should provide some form-focused instruction.***

This involves focussing on a particular feature or property of the second language, and making the learner consciously aware of the correct form and its use.

Focusing on form helps learners gain *explicit* knowledge which can speed up and encourage further progress in the acquisition of implicit knowledge. It does this by making the learners aware of forms that might not have been noticed. Controlled formal practice alone does not provide the conditions for successful language learning.



In general form focused instruction should have clear and simple goals. It does not always sink in. In spite of the limitations, the research indicates that formal instruction and informal exposure together work better than either of these on its own.

(3) *A learning course should involve learners in producing meaning-focused output.*

Much of this can be speaking on familiar topics and in supportive situations. But learners need to be encouraged or 'pushed' to produce language.

'Pushed' output makes learners aware of gaps in their command of the language by making them use language in ways that they might otherwise avoid. Pushed output forces learners to focus on features of the language that they do not need to focus on when dealing with input. Learners' output can be pushed by getting them to produce what they have previously only used receptively. It can be pushed by having them deal with unfamiliar topics, unfamiliar genres, and unfamiliar tasks; it can be pushed by requiring them to be precise and appropriate; learners can be pushed to perform both with and without the opportunity to plan what they will say.

In some parts of the course, learners should have to speak on topics and in situations that push them to the limit of their language resources and skill, however, these demanding activities should make up only a small proportion of a learner's language use. They should, wherever possible result in successful activity and should not discourage language use.

(4) *A language course should provide substantial opportunity for fluent language use.*

This involves for learners to listen and speak at levels that would normally be outside their present level of proficiency. This can be done by providing repeated opportunities to listen to or produce the same material, by allowing learners to work with content that is very familiar to them, or by allowing them time for preparation and practice before performing. Learners need to become fluent in order to perform well under real conditions. Great care need to be taken to assign the right amount of time to each strand. Also look at opportunities for learning outside class and consider the time these add to strands.



Reaching learning goals through language teaching techniques

All good books on teaching language contain a large number of teaching techniques. Some lead to learning, some do not! Here is an example of a good technique.

What is it ? This technique is a useful way of teaching new vocabulary. The teacher gradually communicates the meaning of a word by using it in context. When the listeners think they know what the word means, they raise their hands. The teacher's description might go like this, (the word being taught is *precisely*):

Sometimes it is important to make a precise measurement. Sometimes it is not important to be precise. Doctors need a lot of information to find the precise nature of a disease. If you tell me your precise age, you will tell me how old you are in years, months, and days!

When using this technique, don't give too much information about the word in the beginning, so that the learners have to listen attentively to the word in a range of contexts. You work from difficult to easy, like a game-show quizmaster giving clues. Second, repeat the sentences wherever possible, by saying each sentence at least twice when it is first used, and by going back over the previously said sentences. Do not ask the first learners who raise their hands for the meaning (a translation, a synonym, or a definition), but keep on describing until most of the class have raised their hands.

The design features of this technique are the repetition of the word and its context, the presence of a variety of rich contexts, and the need to give careful attention to the word and its contexts in order to be able to complete the activity. These design features set up conditions that research tells us are important for language acquisition. These include (1) having a positive attitude to the activity (helped by its puzzle like nature), (2) noticing the item, and (3) thoughtfully processing its meaning. Be aware of the important features of techniques so that you can use the techniques yourself and know what to look for when they are being used.

There are thus four important questions that can be asked about a teaching technique.

1. What is the learning goal of the activity or sequence ?
2. What conditions does the activity use to help reach the learning goal ?
Research suggests that there are conditions that encourage learning. These include (a) noticing - through formal instruction, negotiation, the need to comprehend or produce, awareness of inefficiencies, (b) pushed output, and (c) thoughtful processing.
3. What should a teacher look for to see if the goal is likely to be reached ?
There is usually an observable sign. Negotiation, repetition, formal instruction, and pushed output are among the most observable.
4. What should a teacher do to make sure that the conditions occur ?
Some design features encourage learning; for example split information, shared information, types of outcomes like ranking, completion or distinguishing, the presence of unfamiliar items in written input, a changing audience, time pressure. Share information tasks encourage the negotiation of meaning. A changing audience encourages unchanged repetition of previous messages.

Planning and checking a listening and speaking programme

Teaching should depend on teaching principles derived from research and supported by experimentation and empirical investigation.

What should be contained in a well-designed listening and speaking course ?

Learning a language is not a simple task and it is foolish to ignore its complexity. It is useful to be aware of the range of possible options, and then, by considering the options, make choices that suit particular needs. The option given most attention in this article is **strands**. Looking at these four strands together, rough proportions of time given to each of the four strands are shown below (where there is little contact with the language outside the school.

	Beginners (Forms 3, 4, 5)	Intermediate (Forms 6, 7)	Advanced (University Years 2, 3,)
<i>Meaning focused listening</i>	40 %	20 %	20 %
<i>Form focused instruction</i>	25 %	20 %	10 %
<i>Meaning focused speaking</i>	20 %	30 %	40 %
<i>Fluency</i>	15 %	30 %	30 %

Second language teachers should look closely at the strands that make up their language programme. First they should check it for balance, to make sure for example that there is not too much form-focussed instruction or that there is enough of it. Then they should look at the techniques and activities in each strand to see if they are likely to reach their learning goals. This planning and monitoring provides the important connection between research on second language learning and its application in second language classrooms.



TE REO MĀORI i roto i TE MARAUTANGA o Aotearoa National Māori Curriculum - Basics

Ko te oranga o tō tātou reo, kei roto i ngā whakaakoranga rumaki ki te reo.

Koinei *Te Tauāki Marautanga Reo Māori* tuatahi. I tuhia hei ārahi, hei tautoko hoki i ngā mahi whakaako o ngā kura.

Ko te Tauāki Marautanga te kaupapa a te Kāwanatanga mō ngā mahi ako me ngā mahi aro matawai e pā ana ki te whakaako i te reo Māori i roto i ngā kura. I tuhia te tauāki hei tautoko i ngā mahi o ngā whakaakorangi\ā rumaki ki te reo. Heoi anā, he painga anō mō ngā ākonga katoa e ako ana i te reo Māori.

E waru ngā kōeke hei tohu i te haere whakamua o te ako. Kua whakatakotohia ngā kōeke, kia kitea noatia atu te neke whakamua o te ako, ahakoa paku, ahakoa rahi.

E ono ngā whenu e kōkiri nei i ngā mahi o tēnei tauāki marautanga, arā, ko te Whakarongo, ko te Kōrero, ko te Pānui, ko te Tuhituhi, ko te Mātakitaki, ko te Whakaatu.

Mō ia whenu, e waru nei ōna ake *whāinga paetae*. Ko ēnei whāinga paetae, kua whakapapatia ki ngā kōeke, ki ngā whenu hoki.

Mā ia whāinga paetai, e hia nei ōna ake *pūkenga*. Mā te whanake i ngā pūkenga e tutuki ai ngā whakaritenga mō ngā whāinga paetae.

Kua whakatakotohia he wāhanga e kiia nei, ko te Kawenga. Koinei ētahi mahi hei āwhina i te ako a te ākonga, kia eke ai ki ngā whāinga paetae, kia whanake ai ngā pūkenga.

Kua whakatakotohia hoki he wāhanga Aro Matawai hei tirohanga arotahi.

NATIONAL MĀORI CURRICULUM - SAMPLE

TE REO MĀORI i roto i TE MARAUTANGA o Aotearoa

This example of the curriculum is taken from page 58 of *TE REO MĀORI i roto i TE MARAUTANGA o Aotearoa*.

WHENU: Whakarongo (Kōrero) Kōeke - Tuatahi**Whāinga Paetae:**

Ka mārama ki te ākonga ngā whakapuakitanga e pā ana ki ōna hiahia i roto i tōna ao.

Ngā Pūkenga

- * ko te whakarongo, me te rapu anō i ngā āhuatanga e mārama ai te reo
- * ko te mārama ki ngā tohutohu māmā, ki ngā pātai māmā me ngā whakautu māmā
- * ko te *tāutu* i ētahi kupu taurite *identify*
- * ko te tāutu i ngā *oro* me ngā kupu i roto i te rerenga kōrero *sounds*
- * ko te mārama ki te kaupapa o ngā kōrerorero māmā
- * ko te whakarongo mā tētahi wā poto

Te Kawenga

Hei āwhina i te ākonga ki te ako:

- * ko ngā 'kōhimuhimu' - kia poto noa ngā rerenga kōrero;
- * ka *parapara* te ākonga i ngā rerenga kōrero kia ārite te *'repeat after me'*
whakaputa ki tāna i rongo ai. Ka roa haere ia rerenga kōrero.
- * Ka noho te ākonga ki te whakarongo ki tētahi pakiwaitara e pānuitia ana
e te kaiwhakaako. Engari kua whakaurua atu t/ētahi kupu
nenekara hei whakakotiti i te whakarongo a te ākonga. *nonsensical*
Māna t/aua kupu e kimi;
- * kei te kaiwhakaako tētahi whakaahua. Kei ia ākonga tētahi whakaahua āhua
rite. Mā te whakamārama a te kaiwhakaako i tana whakaahua e māhio ai te
ākonga kei te ōrite ngā whakaahua, kei te rerekē rānei.

Aro Matawai

Ka whakaaturia tana tohungatanga ki te:

- * whai i ngā tohutohu



- * paparua i ngā rerenga poto
- * *pāhekoheko* ki te kaikōrero *interact*
- * whakautu i ngā tohutohu, i ngā mihi me ngā pātai.



What are the NEGs?

The National Education Guidelines comprise:

- (a) National Education Goals (NEGs);
- (b) National Curriculum Statement (Te Reo Maori i roto i Te Marautanga o Aotearoa);
- (c) National Administration Guidelines (NAGs).

National Education Guidelines

See the Education Gazette
30 April and 15 June, 1993.

- | | | | | | |
|-----|--------------------------------|-----|---|-----|--|
| (a) | National
Education
Goals | (b) | National Maori
Curriculum
Statement | (c) | National
Administration
Guidelines |
|-----|--------------------------------|-----|---|-----|--|

See Sample
pages for implications
of NEG's.

National Education Goals & Implications For Te Tari Maori

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government set the following goals for the education system of New Zealand.

National Education Goals

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.

Implications For Te Kura Maori

Te Tari Maori must ensure students achieve academic success in National Examinations in all subjects, to the best of each student's ability, whilst gaining proficiency in Maori, via partial immersion teaching.

Barriers to achievement such as poor self-esteem, poor sense of identity, and insufficient parental support will be greatly improved as proficiency in the student's Maori language and culture develops, and on-going whanau support is enlisted.

Programmes need to build on students' previous learning experiences and must foster the development of the knowledge, understanding and skills that will prepare them for future learning.

Similarly, we need to provide our Forms 3 & 4 students with sound programmes to ensure their academic options are just as wide as mainstream students. Close liaison must be maintained with our whanau.

We require dedicated, knowledgeable, and enthusiastic teachers who can teach these areas via the medium of Maori. This must be a staffing priority.



National Education Goals

6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Implications For Te Tari Maori

We need to establish clear learning objectives for all classes, taking into account learner variations of aptitude, and learning style.

Teachers need to liaise with the learning centre regarding special needs. Students with special needs to be identified in the first two weeks of Term.

Students in Te Tari Maori, to be encouraged to sit School Certificate in Maori and any other subject, in Form 4. This process builds confidence in their ability to succeed in external exams.

Te Tari Maori must continue through to Form 7 in order to maintain faith with both our students and parents.

Concepts that must be developed include Whanaungatanga, Aroha, Manaakitanga, and Tu Tangata.

DETAIL OF EACH YEARS PROGRAMME

Teaching programmes for all levels may be set out in two ways:

1. Firstly, in diagrammatic/flow diagram form. This is good for quick reference.
2. Secondly, in written summary form. Headings could be:

Course Title:

Prerequisites (what you need to have completed previously):

What the course leads to:

Objectives:

Skills:

A content summary:

Assessments that students will undertake during the year:



KO NGĀ HŌTAKA MĀORI MĀORI LANGUAGE COURSE OUTLINES

The course summaries are as follows:

Course Title: **Form 3 Option**

Prerequisites: Nil

This course leads to: Te Reo Māori – Form 4 Option

Time Allowed: 20 weeks

Content: This course is based on Te Kākano (Ch. 1 – 5), a textbook written by John Moorfield, and a teachers workbook, Te Whanake 1, and videos developed by the University of Waikato and Television NZ. Also Te Rangatahi 1.

Assessment: 1. Pretest
2. 3 x one hour tests (listening, reading and writing)
3. Student Assessment of course

Course Title: **Form 3 Bilingual Māori**

Prerequisites: See Entry Criteria for Bilingual Unit

This course leads to: School Certificate Te Reo Māori

Content: This course is based on two texts written by Ian and Shirley Cormack: Te Mātāpuna and Te Pūkāki, and Te Rangatahi 1. The course includes extension exercises and homework books.

Assessment: 1. Pretest
2. 6 x one hour tests (listening, reading and writing)
3. 2 x research projects
4. Mid- and End-year Examinations
5. Student Assessment of course



Course Title:

Form 4 Option

Prerequisites:

Form 3 Option Course or pass in Pretest

This course leads to:

Te Reo Māori – Form 5 School Certificate

Content:

This course is based on Te Kākano (Ch. 5 – 10), a textbook written by John Moorfield, and a teachers workbook, Te Whanake 1 developed by the University of Waikato. At the completion of Te Kākano, students work through thematic units which aim at bridging the gap between Form 4 and Form 5 Māori. Ref. Te Rangatahi 1.

Assessment:

1. Pretest
2. 7 x one hour tests (listening, reading and writing)
3. 2 x Oral exams
4. 2 x Group Research/Seminars
5. 2 x Student Assessment of course

Course Title:

Form 5 Te Reo Māori – School Certificate

Prerequisites:

Form 4 Māori Option or Form 3 Bilingual Māori

This course leads to:

Form 6 Māori

Content:

This course is based on the Te Reo Māori Prescription with emphasis on Oral and Written expression. Units include: Te Hākinakina, Te Whakataetae Kapa Haka, Te Kāinga. Reference: Te Rangatahi 2, Learning Media stories.

Assessment:

1. Pretest
2. Unit tests (5)
3. Mid- and End-year Examinations
4. Oral examination
5. 2 x Group Research/Seminars
6. School certificate Examinations (Oral & Written)



Course Title: **Te Reo Māori – Form 6**

Prerequisites: School Certificate Māori combined grades (Oral and Written) of 6 or less.

This course leads to: Form 7 Te Reo Rangatira – Bursary Māori

Content: This course is based on the objectives for Unit Standards Te Reo Māori Level 2. There are eight units including: Whakapapa, Tūrangawaewae, Te Ao Hurihuri, Ngā Mahi-ā-ringa, Ngā Mahi-ā-Rehia, Ngā Kōrero o Neherā, and Tangata Rongonui.

Assessment: 1. 5 x Unit tests
2. 1 x Oral exam
3. 2 x research assignment
4. Mid- and End-year exams

Course Title: **Te Reo Rangatira – Form 7 Bursary & Scholarship**

Prerequisites: SFC Grade 6 or less

This course leads to: Study at a Tertiary Institution

Content: This course is based on the Te Reo Rangatira University Entrance, Bursary and Scholarship Prescription. The emphasis is on developing oral, written and research skills. Units of work include: Te Ao Hurihuri, Ngā Mahi-ā-ringa, Mōteatea, Ngā Kōrero o Neherā, Te Tiriti o Waitangi, Ngā Whakapono.

Assessment: 1. 4 x Unit tests
2. 2 research assignments
3. Mid- and End-year exams
4. 1 x oral exam
5. Bursary exams (Oral & Written/Aural)



Course Title: **eTV Te Pihinga I & II – Waikato University**

Prerequisites: Pass mark of 50% or more in Bursary Māori

This course leads to: Automatic entry to University, Level 2 Māori at University

Content: This course is based on a text, Te Pihinga written by John Moorfield. It is a University Year One Course and is accompanied by aural and video tapes. Successful completion of these courses counts as an entry credit into Waikato University.

Assessment: For both papers:

- | | |
|---|-----|
| 1. Examination (listening, reading, writing) | 25% |
| 2. Oral/phone examination | 20% |
| 3. Fortnightly exercises (listening, writing) | 40% |
| 4. Video response activities (questions, essay) | 15% |

ASSESSMENT OVERVIEW

ASPECTS	F3	F3Bil	F4	F5	F6	F7	ETV
UNIT TEST	3	6	7	5	5	4	12
ORAL TEST	-	-	2	2	1	2	2
RESEARCH	-	2	2	2	2	2	-
MID-YEAR EXAM	-	1	1	1	1	1	1
END-YEAR EXAM	-	1	1	1	1	1	1
EXTERNAL EXAM	-	-	-	2	-	2	-



KO TE HŌTAKA TAKUHE TĒNEI MŌ TE REO RANGATIRA

Bursary Te Reo Rangatira Teaching Programme for

E ai ki te whakaritenga kaupapa, e ono ngā kaupapa hei āta titiro mā ngā ākonga. E tika ana kia tino whāia ia kaupapa ki tāna taumata. Kia māmā ai te mahi a te pouako me pēnei pea; whakamahia kia rima ngā kaupapa i te kura, whiriwhirihia tētehi hei rangahautanga mā te ākonga. E rārangi nei ngā mahi mō tētehi tau:

Term 1

Week

1. Te Tiriti O Waitangi
- 2.
- 3.
- 4.
- 5.
- 6.
7. Te Ao Hurihuri
- 8.
- 9.
- 10.

Term 2

Week

1. Ngā Mahi-ā-ringa
- 2.
- 3.
- 4.
- 5.
6. Mōteatea
- 7.
- 8.
- 9.
- 10.

Term 3

Week

1. Ngā Kōrero O Neherā
- 2.
- 3.
- 4.
- 5.
6. Rangahau skills* (Whakapono)
- 7.
8. Rangahau/Written due
9. Orals - dummy run
10. Orals - dummy run

Term 4

Week

1. The entire term is revision only
2. For school exams
3. For Oral Exam
4. For Written/aural exam
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

***Rangahau Skills**

- First analysis your class: Competence & Commitment (see section on delegation)
- Case Study approach - Focussing questions as basis for research



- Library study one hour worksheet
- Internet study
- Town library - search and find exercise

HEI TAUIRA (Tau rua, 2000)

KAUPAPA: Ngā Kōrero o Neherā
(i Aotearoa nei, i mua hoki i te taenga mai o te Pākehā)

KO NGĀ PĀTAI AROTAHI:

1. He aha te tino mahi a ēnei kōrero?
2. Nā te aha i mau tonu ai?
3. Inā tirohia e tātou ēnei kōrero he aha tā tātou ka mōhio mā te āhua ki te ao Māori?
4. He aha ngā kaupapa e rite tonu ana te whakamahia?

KO TE M...HIOTANGA:

1. He nui ngā mahi ā ngā kōrero o neherā, arā, hei whakangahau i te tangata, ka tahi. Ka rua, hei whakaatu i ngā tikanga tuku iho. Ka toru, ko te whakatauiratanga o ngā mahi e tika ana kia pupuritia. Ka whā, kia waia ai te tamaiti ki tōna ao Māori. Ka rima, hei whakatauirā i te huarahi tika rānei, hē rānei, arā, he akoranga.
2. Ahakoa ko wai te iwi, kei a ia ana kōrero o neherā. He hītori, he whakangahau, he moemoeā, he whakatauiratanga. He pārekareka ēnei mea ki te tangata.
3. Kei ngā kōrero o neherā e pupuri ana ngā āhua o te ao Māori. He tauira ake, ka kitea he mea nui te karakia ki ā tātou tūpuna. He tini he mano ngā karakia. Ka karakia ki ngā atua Māori kia mahea ai. Ka kitea hoki i ngā tikanga kāre e kawea ana e tātou i ēnei rangi, pērā i te moe punarua, i te whakataurekareka i te tangata, aha atu, aha atu.
4. Ko te aroha

HEI ĀWHINA

Biggs, Bruce,

King, Michael, 1978, Tihei Mauri Ora

Learning Media - Ngā Kōrero O Neherā

Mead, Hirini Moko, 1996, Tāwhaki Nui A Hema, Auckland: Reed.

Patterson, John, 1992, Exploring Māori Values,



HEI ARO MATAWAI

1. Kia mutu katoa ngā mahi e pā ana ki tā Hirini Moko Mead pukapuka, 'Tāwhaki Nui A Hema', ka whakatakotohia he tuhinga roa (kia kotahi mano neke atu ngā kupu te roa): "Tuhia he kōrero paki mō tētehi toa rānei, tuawahine rānei. Māu anō e whiriwhiri tōna ingoa, ōna whakapapa hoki. Ko te mahi a tō kōrero paki he whakaatu atu i ētehi tikanga tawhito rānei, akoranga rānei."

KO TE HŌTAKA MŌ TE PAE TUAONO FORM 6 PROGRAMME

This is an internally assessed programme, uniits standards programme based on NZQA's Te Reo Māori He Puka Whakamārama 2, Appendix 3).

TERM 1

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Whakapapa	Ngā Tātai Hono Family Tree	Have confidence to explain family tree, relationships & and kinship ties.	Produce a visual chart & oral presentation of own genealogy.
Tūranga-waewae	Tō Mātou Rohe	Investigate local history, stories, people, important events & activities, traditional ceremonies	Produce an historical & geographical study of the area or own tribal history.

TERM 2

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Te Ao Hurihuri	The Treaty of Waitangi 1840-present day.	Investigate historical context, developments, protest, leaders, raupatu, grievances, settlement future development.	Produce a research report on an aspect of the Treaty.
Ngā Mahi ā-ringa	Harakeke Whakairo wheua	Learn how to make a craft object.	Produce a piece of craft.



TERM 3

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Ngā Mahi ā-Rehia	Te Whare Tāpere	Investigate a theme or idea in Māori media (video, radio)	Produce a video radio programme on a chosen aspect.
Ngā Kōrero o Neherā	Ranginui rāua ko Papatuanuku	Read, discuss and inference	Produce a script & dramatise a chosen story for performance.

TERM 4

UNIT OF LEARNING	TOPIC	OBJECTIVES	OUTCOMES
Tangata Rongonui	Own selection	Describe & recount physical characteristics, personality, deeds, of local ancestors.	Produce a study on a well known person of own choice.



HE TAUIRA MAHI TE REO MĀORI (KURA TIWHIKETE)

E rua ngā huarahi whakaako hei whiriwhiringa mā te pouako:

- 1. Ko te whakaako i ngā momo tuhinga pērā i te pakiwaitara, te pūrongo, te kāroreroro, te aha, te aha. Hei tauira, me whakarite kia ono wiki hei āta whakaako, me pēhea te tuhi pakiwaitara;**
- 2. Ko te whakauru i aua momo tuhinga i raro i te kaupapa kotahi, arā, he tauira i raro iho nei.**

KO TE WHAKATAETAE HĀKINAKINA *Na Uenuku Fairhall ēnei.*

- Wiki 1 *
- Ka mōhio ngā ākonga ki ngā āhuatanga tika o te pānui-ā-nūpepa, pānui-ā-reo irirangi hoki.
 - * Ka hoahoa rātou i te pānui mā te whakataetae hākinakina o te kura, ka whakairihia ki roto i te karaehe.
- Wiki 2 *
- Ka ako ngā ākonga i te āhua o te pūrongo nūpepa.
 - * Ka hoatu tētehi pūrongo nūpepa ki ngā ākonga hai tauira. Me mātua kimi rātou i ngā kupu e hāngai ana ki te whakataetae hākinakina. Kātahi ka tango i ngā hanga kōrero me ētehi kupu mai i taua tauira, ka whakauru ai i aua hanga kōrero, i aua kupu hoki ki roto i te kaupapa hāu.
 - * Ka whakawā ngā ākonga i te pūrongo nūpepa ki ngā taumata ka whakaaetia.
- Wiki 3 *
- Ka whakarongo ngā ākonga ki ētehi kāroreroro e hāngai ana ki te me 4 whakataetae hākinakina, i ētehi wā ka tuku pātai atu ki a rātou. Mā rātou e whakatau mehemea e tika ana rānei, e hē ana rānei.
 - * Ka pānuihia e rātou ētehi kōrero e hāngai ana ki te whakataetae hākinakina o te kura.
 - * Ka pānuihia katoatia e rātou tētehi kōrerorero e hāngai ana ki te whakataetae hākinakina. He kōrero i waenganui i tētehi tokorua, engari ko te wāhanga ki tētehi o te tokorua e hapa ana. Mā te ākonga e whakakī.
 - * Ka pānuihia e rātou he kōrero pūrākau ka huri ai hei kōrerorero.
 - * Ka mahi takirua kia tuhia he kōrerorero e hāngai ana ki te kaupapa o te whakataetae hākinakina o te kura. Kātahi ka whakaatuhia ki te karaehe.
- Wiki 5 *
- Ka pānuihia e rātou tētehi kōrero pūrākau e hāngai ana ki te whakataetae hākinakina. Ka whakautu rātou i te mahinga e kiia nei 3-level guide.
 - * Ka whiwhi i ia ākonga, i ia ākonga tētehi wāhanga o tētehi kōrero pūrākau.



Ka akohia paitia, ā, ka kōrerohia. Ko te mahi he whakarārangi i te kōrero pūrākau mā te kōrero, mā te whakarongo hoki.

- * Me mahi-ā-rōpū rātou. Mā te rōpū hai tuhi tētehi wāhanga o te kōrero pūrākau, kātahi ka tukuna atu kia huri rauna i te katoa.
- * Ka hoahoa-ā-rōpū i tētehi whakaari. Ka whakaatuhia e rātou he whakaari.

LESSON ACTIVITIES

WIKI 1: Style: Pānui

Period 1

1. Listen & draw activity. Pupils listen to teacher after drawing a frame 10 x 10.
2. Information transfer. Pupils draw a grid with five columns, the headings are He aha? Kei hea? Āhea? Ko wai? E hia te utu?
3. Pupils read a poster and answer questions similar to the above.
4. Read and search for synonyms. Pupils have a pānui with a list of phrases and words, and a Williams Dictionary.

Period 2

1. Pupils listen to a pānui and every now and then the teacher stops and asks a true or false question.
2. Categorizing pānui according to whether they are sports, cultural, business or other.
3. Backtracking exercise - a report is read on a sports competition. Pupils have to read it and then backtrack by writing the original pānui that advertised the event.
4. Grammar exercises: questions and answers

Period 3

1. Vocab. exercise in pairs of threes. Tactile matching of equivalents (20-30 paris).
2. Cloze exercise
3. Reflection: What makes a good pānui?
4. Grammar exercises: inviting, long explanations e.g. Ka tū te hui ki ...



Period 4

1. Read and retell exercise: prediction, reading, retelling in their own words.
2. Memory card game: vocab. reinforcement.
3. Unrelated pānui is given out and sentences and words are written down by students, then write a full pānui advertising an school sports day.

NGA PAEREWA - TE REO MAORI

UNIT STANDARDS - BASICS

Ka ārahi ngā paerewa i ngā aromatawai kia tutuki ai ngā Tohu Mātauranga ā-motu. Ka whakaahua mai ngā paerewa i ngā hua o te mahi ka tutuki i ngā hua o te Taura Here Tohu Mātauranga (National Qualifications Framework, arā NQF). Ka whakaahua anā hoki ngā paerewa i te taumata mahi e tika ana o te whakaatu mai a te ākonga i tāna māhio e tutuki ai ngā hua.

Ehara i te mea ka noho ngā paerewa hei kōwae ako. Kāore hoki i te whakahau mai me pēhea te whakaako. Mā te kaiako e whakatau i ngā huarahi o te ako ka tahi. Ka rua, ka whiriwhiri i ngā paerewa e whakaahua mai ana i ngā hua o te mahi e tika ana ki taua hōtaka ako. Ka aromatawai i ngā ākonga ki aua paerewa e tutuki ai ngā whiwhinga o te NQF.

Unit standards are used for *assessment* for national qualifications. They describe:

- * the **outcomes** (in titles and elements) which learners must perform in order to achieve credit on the National Qualifications Framework (NQF); and
- * the **standard** (in the performance criteria) of performance required to meet the outcome. (Te Aratohu Aromatawai: Te Reo Māori, p.1-4)

Teachers/Providers decide what programmes to teach and how they wish to teach it and then select unit standards which describe learning outcomes appropriate to that programme. Unit standards are not modules and do not set down how a subject must be taught (ibid p.1-5). A Unit standard is the standard against which learners are assessed (ibid p.1-11).

Teachers/Providers:

- teach students **not** unit standards!
- deliver programmes **not** unit standards!
- **assess** against unit standards for credit towards national qualifications.

Teachers decide what programme to teach and how they wish to teach it and *then* select unit standards which describe learning outcomes appropriate to that programme.

Structure

Crucial information about unit standards is contained in the (ibid p.1-6):

Title - describes the major outcome to be assessed.

Special Notes - are vital for interpreting the unit standard. They contain: references to source documents; definitions; and assessment contexts and requirements that apply across the entire unit standard.

Elements - are outcomes which contribute to the overall outcome (the title) and are the focus for assessment.

Performance criteria - the evidence and qualities of performance which must be demonstrated to achieve the element.

Range statements - the contexts and boundaries which apply to the element and/or performance criteria.

Assessment System

Unit standards is based on *standards based assessment*. There are four important steps involved in standards based assessment (p.2-4):

1. Planning the assessment opportunity and evidence to be gathered.
2. Designing the assessment activity and assessment schedule.
3. Collecting the evidence.
4. Judging the evidence and deciding if the evidence meets the standard set out in the performance criteria and the assessment schedule.

How they equate with the present system

There are four levels of unit standards Te Reo Māori that relate to secondary schools:

Level 1 - from beginner to School Certificate

Level 2 - is pitched at Form 6

Level 3 - is bursary

Level 4 - is for high achievers in bursary i.e. scholarship level.

The table below shows the titles of the unit standards at level 1 in the domains of whakarongo, kōrero, pānui and tuhituhi.

KAUPAE 1 (Level 1)

te tau o te paerewa (the number)	kokonga akoranga (Domain)	te ingoa o te paerewa (Title)	ngā whiwhinga (Credits)
7621	Whakarongo	Tohu i ngā whakautu	3
7269	Kōrero	Whakarite mihi ki te tangata	3
7265	Pānui	Pānui tuhinga hei whakautu i ngā hanga	3
7257	Tuhituhi	Whakamahi i ngā tikanga tuhituhi	3

The domains are further broken down into elements or **tīpako** which describe specific learning outcomes. These elements then have one of more **performance criteria** against which assessment judgments are made.

The unit standards are available in both print version or CD-ROM. Copies of Te Reo Māori Unit Standards and can be obtained from:

- NZQA Products, PO Box 160, Wellington.

The previous extracts are from *Te Aratohu Aromatawai: Te Reo Māori*, which is also available from NZQA products at a cost.



UNIT STANDARDS - SAMPLE PROGRAMME

(Ref: NZQA Te Reo Māori He Puka Whakamārama 2, Appendix 3)

FORM 5 TE REO MĀORI PROGRAMME - NAENAE COLLEGE (Level 1)

FORMS OF WRITING:	He Mihi (2-3 weeks)
SKILLS REQUIRED:	To write clear, precise sentences describing yourself, your whānau, your home.
LEARNING ACTIVITIES:	Kōrero ki tō hoa; write a profile for a wall display; write about situations from photographs; word games - Te Whānau; games 'He Tika, he hē rānei'; whakapapa - fill in the gaps of a paragraph; jumbled sentences based on a picture; mixed up dialogue; matching sentences.
RESOURCES:	Hei Mahi - Ian & Shirley Cormack; Pictures - Learning Media; Photographs, magazines, newspapers.
OUTCOME:	That a student has the ability to write a clear and accurate description of themselves.
ASSESSMENT - UNIT STANDARD :	7257 Tuhituhi Tipako 1

FORMS OF WRITING:	Te Whānau me te Kāinga (2-3 weeks)
SKILLS REQUIRED:	To describe what is happening.
LEARNING ACTIVITIES:	Kupu hou; oral dialogue; descriptions of a wide variety of experiences or objects, colours; comparisons big/small, hot/cold, etc.; locatives - mua, muri, roto, waho, taha.
RESOURCES:	Photographs; magazines, pictures - Learning Media.
OUTCOME:	That a student has the ability to describe situations and objects clearly and accurately and speak with confidence.
ASSESSMENT - UNIT STANDARD:	7269 Kōrero Tipako 2

FORMS OF WRITING:	Rohe (2-3 weeks)
SKILLS REQUIRED:	Speak about and describe a marae, and tribal and canoe affiliations; speak about and describe hui such as weddings, birthdays; speak about a Māori group.
LEARNING ACTIVITIES:	Kupu Hou; parts of a marae; kawa; hui.
RESOURCES:	Hui - by Anne Salmond; personal experiences, videos.
OUTCOME:	That a student has the ability to describe and understand situations clearly and accurately and speak with confidence.
ASSESSMENT UNIT STANDARD:	7269 Kōrero Tipako 2



Quality Assurance

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HE RAPUNGA WHAKAARO **DEPARTMENT PHILOSOPHY**

A philosophy is a set of guiding principles:

- What do you believe should be the guiding principles of a great department?

Ko Ngā Mātāpono: Principles

The following principles (as per Ngā Haeata Mātauranga, MOE, 1998) are considered fundamental to Māori language teaching/learning:

- * quality education is fundamental to the future.
- * the Māori language is integral to the development of Māori education.
- * Māori responsibility in education is crucial.
- * Parental involvement can contribute in a significant way to success in education.

Ko Ngā Whainga me ngā Uaratanga: Aims and objectives

Aims and objectives spring from your **vision** that you have for your department.
The 'grand picture' of what will be in the future.

While aims are more general and value oriented, objectives are specific and measurable.



KO NGĀ WHAINGA MATUA O TE TARI MĀORI **AIMS OF THE MĀORI LANGUAGE DEPARTMENT**

1. **Kia whakapakari, kia whakapai ake hoki i te reo Māori o tēnā o tēnā o ngā ākonga;**
To strengthen and improve the language skills of each student;
2. **Kia whakatāngia te Wairua Māori kia puawai ai ngā ākonga;**
To cultivate Wairua Māori so students flourish;
3. **Kia whakangungu i ngā pou-ako i te reo Māori, kia taea ai e rātau te whakamana i ngā ākonga;**
To professionally develop teachers of the Māori language, to enable them to empower their students;
4. **Kia whakahau i ngā ākonga kia, 'Mahia ngā mahi kei tamariki ana';**
To encourage students, 'To take all the opportunities available to them at school';
5. **Kia whakatenatena i ngā mātua kia whai wāhi mai ki ngā āhuatanga Māori o tēnei kura.**
To encourage the school community to share in the Māori aspects and activities of this school.

KO NGĀ WHAINGA MŌ TE REO: MĀORI LANGUAGE GOALS

1. **Kia whakawhanake te reo o ia ākonga kia kōrero Māori i runga i te tika, i te hāngai;**
To develop student's ability and confidence to communicate orally in Māori;
2. **Kia whakapakari i te mātau o ia ākonga ki te pānui, ki te tuhituhi i te reo Māori;**
To develop student's competence in reading and writing Māori.
3. **Kia whakawhānuihia te pūtea kupu te pūtea rerenga kōrero kai tēnā, kai tēnā;**
To develop in each student a pūtea of vocabulary and sentence structures.
4. **Kia mārama, kia whai whakaaro me te kauanuanu i te ao Māori me ngā tikanga Māori (ko te tino whai ko ngā tikanga ā-rohe);**
To develop students' understanding of, sensitivity towards and respect for Tikanga Māori (with emphasis on local Tikanga) and Te Ao Māori.
5. **He whakahau kia tū whakahīhi ki tō rātau taha Māori.**
To encourage students to have pride in their heritage.

KO NGĀ MĀTĀPONO: PRINCIPLES

The following principles (as per Ngā Haeata Mātauranga, MOE, 1998) are fundamental to the above goals:

- * quality education is fundamental to the future.
- * the Māori language is integral to the development of Māori education.
- * Māori responsibility in education is crucial.
- * Parental involvement can contribute in a significant way to success in education.

KO NGĀ TINO WĀHANGA AKO : Essential Learning Areas

The New Zealand Curriculum Framework specifies seven 'Essential Learning Areas':

Te Kōrero me Ngā Reo	Language and Languages
Pāngarau	Mathematics
Pūtaiao	Science
Hangarau	Technology
Tikanga-ā-iwi	Social Sciences
Ngā Toi	The Arts
Hauora	Health and Physical Well-being

As stated, "Language development is essential to intellectual growth. It enables us to make sense of the world around us. Language is a vital medium for transmitting values and culture. Māori is the language of the tangata whenua of New Zealand. It is a taonga under the terms of the Treaty of Waitangi and is an official language of New Zealand. Students will have the opportunity to become proficient in Māori.

Ko Ngā Uaratanga: OBJECTIVES

NGĀ POU-AKO: STAFFING

1. To ensure we have adequate staff coverage of all curriculum areas, we want taught in Māori e.g. Mathematics, Science, Social Studies, P.E., Māori.
2. To employ a teacher competent in the teaching of Mathematics and Science in the medium of Māori by the beginning of _____.
3. To ensure all staff are professionally developed with regard to immersion teaching, and curriculum developments.
4. To ensure all staff are computer literate by the end of _____.
5. To ensure all staff are well versed in Tikanga Māori and Māori dialects.

MARAUTANGA: CURRICULUM OBJECTIVES

1. Ensure clear linguistic boundaries are maintained.
2. Core subjects such as Māori, Mathematics, Social Studies, Science, and Physical Education to be taught in Māori.
4. To create a third Partial Immersion class within the school in _____at the Form 3 level.
5. To ensure pupils achieve to the best of their ability.
6. To raise through Te Reo Māori the level of educational expectation within both the school and the community.
7. To provide partial immersion classes for the fifth and sixth formers by _____.
8. Priority must be given to Cultural aspects such as Kapa Haka and time allowances must be made in the timetable.
9. Tighten up the entry criteria into Te Tari Māori as regards parental support, attendance at whānau hui, commitment.



KO NGĀ RAUEMI: RESOURCES

1. Ensure we are appropriately accommodated by the building of a Whare-nui by the beginning of _____.
2. Ensure Māori classes and Kapa Haka are appropriately resourced, e.g. textbooks, dictionaries, piupiu, pare, patu, koikoi.
3. Ensure pupils are computer literate commencing in _____.
4. Enhance the pupils environment, commencing with the upgrade of classrooms.

TE HONO KI TE IWI: COMMUNITY RELATIONS

1. Ensure parents/care givers have on-going input via Whānau Hui (held twice each term).
2. Ensure we have our input into policy formulation at the B.O.T. level, via our Whānau representative on the B.O.T.
3. Keep our Kaumatua Council informed by sending out the minutes.
4. Form a Whānau Committee.
5. Affirm the status of our school kaumātua.

Te Aro Matawai: He Timatanga **Evaluation Basics**

There should always be at least four areas of evaluation undertaken annually.

1. Students: Are they learning and achieving? How do you know?
What evidence is there?
2. Programmes: Are they effective, up to date?
3. Staff: Are they effective? What are their developmental needs?
4. Communications: How effective are they perceived as being?
(staff, students, parents, school, community)



Te Aro Matawai : He Tauira **Evaluation: Sample Templates**

1. Students: Are they learning and achieving? How do you know? What evidence is there?

Internal Assessment

All new students need to be assessed and results recorded. This gives you a baseline upon which to measure progress. A competence and skill taxonomy is available in TE REO MAORI i roto i TE MARAUTANGA o Aotearoa, pages 33-56.

External Assessment

School Certificate Te Reo Maori is a standards based assessment. Bursary gives an idea of where your students stand in relation to others, on a national level.

2. Programmes: Are they effective, up to date? Below is an example of a programme evaluation:

Student evaluation of course: For each of the aspects below circle the number that best expresses your view:

		High				Low
i.	Is the course well organised?	1	2	3	4	5
ii.	Are the lessons well planned?	1	2	3	4	5
iii.	Is the course content relevant?	1	2	3	4	5
iv.	Is the course adequately resourced?	1	2	3	4	5
v.	Does the course stimulate and interest you?	1	2	3	4	5
vi.	Would you recommend the course to others?	1	2	3	4	5
vii.	How do you rate the course overall?	1	2	3	4	5



3. Staff: Are they effective? What are their developmental needs? Below is an example of an evaluation of your teaching.

Student evaluation of teaching. For each the aspects below circle the number that best expresses your view:

		High				Low
i.	Does your teacher adequately and competently organise the course?	1	2	3	4	5
ii.	Is the teacher's subject knowledge adequate?	1	2	3	4	5
iii.	Does the teacher provide useful, relevant resources?	1	2	3	4	5
iv.	Is your teacher sensitive and responsive to your needs?	1	2	3	4	5
v.	How do you rate your teacher's overall performance?	1	2	3	4	5

4. Communications: How effective are they perceived as being? (staff, students, parents, school, community)

Evaluation of Maori Department Communications. For each of the aspects below circle the number that best expresses your view:

		High				Low
i.	How well do we keep you informed of what we are doing for your child?	1	2	3	4	5
ii.	How often do you receive pānui?	1	2	3	4	5
iii.	How do you rate the quality of the pānui?	1	2	3	4	5
iv.	Your comments:					

Te Whakangungu I Te Pou-ako: He Kupu Tohutohu
Professional Development - BASIC ADVICE

1. Inservice opportunities are often linked with the Performance Appraisal Process.
2. You should ensure that the performance objectives you choose for the year are supported by inservice courses.
3. Professional development of staff by way of inservice courses must be encouraged and courses also need to be evaluated and reported back upon.

Te Whakangungu I Te Pou-ako: He Tauira **Professional Development Opportunities - SAMPLES**

National

1. To apply for 40-weeks study leave, as part of our NZPPTA employment contract, contact, Āpiha Māori, NZPPTA, Head Office, Wellington.
2. Te Taura Whiri i te Reo Māori hold three week-long immersion hui which are invaluable for teachers of Māori. The school's Professional Development budget may pay for travel and the fee of \$250 per person. The hui are held in January, July and September of each year. Contact, Te Taura Whiri i te Reo Māori/Māori Language Commission, Wellington.
3. Te Huarahi, NZPPTA, hold an annual conference in Wellington, mid-year. This hui has an excellent array of keynote speakers, and a variety of workshops.
4. The Education Gazette advertises annually 20 week courses in teaching methodology. You receive full salary and your school is funded relief for your absence.

Local & Regional

1. The best source for inservice is often ourselves. Networking with local or regional teachers of Māori can be synergetic if regular monthly hui are held with the purpose of sharing both information and skills.

Other

1. Many tertiary institutions now run extramural courses relevant to teachers of Māori e.g. Massey University Diploma Second Language Teaching.
2. The Internet has thousands of educational sites that can be found by using any of the search engines. Just type in subject: 'Teaching+Languages', etc.
3. Fellow staff are often a mine of ideas, particularly French, German, Japanese teachers.



KO TE WHAKATAKOTO TIKANGA: HE KUPU TOHUTOHU **STRATEGIC PLANNING - BASICS**

(Ref. SPANZ)

DEVELOPMENTAL OBJECTIVES, PRIORITIES, TIME FRAMES AND BUDGET IMPLICATIONS FOR THE NEXT FIVE YEARS.

Strategic planning is the process by which all of the above are 'made to happen'.

A strategic plan has:

- goals i.e., the larger vision of what will be;
- objectives which are the measurable steps by which you implement your goals;
- performance indicators which are the signposts which keep you on track;
- actions i.e., the steps that must be taken;
- responsibilities (the people who are in charge);
- due dates for completion; and
- a budget.

The Process:

"MAORI DEPARTMENT VISION OF FUTURE"

Assess the Maori Department

Assess the environment

Identify strengths and weaknesses

Develop and evaluate strategies

Are all questions asked?

What do we have/do well?
(needs consciously nurturing)

What do we need?
(What is feasible, what is acceptable?)

Draw up a 5 year plan: By Whom? With what? By when?

REVIEW

TE WHAKATAKOTO TIKANGA **STRATEGIC PLANNING #1**

REFLECTING THE SCHOOLS' GOALS IN DEPARTMENTAL PLANNING

- What are your schools' goals?
- What are the implications of the school goals for your Māori Department's strategic plan?
- How can these implications be reflected in your department's strategic plan?

EXAMPLES OF GOALS OF THE SCHOOL

1. To provide a welcoming environment.

Implication: The school ought to be equally welcoming to Māori. Therefore, a wharenuī and marae area must be as important as the assembly hall. Parents need to feel welcome in the school and that they have 'ownership'.

2. To provide a safe and secure environment.

Implication: One aspect that is often overlooked is that of cultural safety. Tangata Whenua must feel that their children and their culture are safe and secure. This has implications for staffing, time tabling, resources and buildings.

3. To promote self discipline and high standards of behaviour.

Implication: (self explanatory).

4. To enhance the cultural identities of the school.

Implication: Given that the building code does not include Maori places of gathering such as Wharenuī, Wharekai and Marae, strenuous efforts must be made to ensure that these become part of the school communities top priority.

5. To acknowledge the success of students.

Implication: self explanatory)

6. To implement and deliver stimulating programmes that encourage students to develop techniques to enhance learning.

Implication: Without a doubt, top scholars in any field are independent learners. Therefore, teaching students 'how to learn' is crucial. The 'How' is important.

- 7. To provide learning programmes that emphasize the development of healthy, safe, balanced and sustainable lifestyles.**

Implication: Although this points to the Health Education curriculum, we must be proactive in helping our students understand the options they have and the consequences of their decision-making.

- 8. To include in our curriculum development the special environmental and cultural resources that the local area offers.**

Implication: Most programmes should emanate from the local to the regional and then to the national and beyond.

and so on.....

HOW CAN THESE GOALS BE REFLECTED IN YOUR STRATEGIC PLAN?

Example School Goal # 1 To provide a welcoming environment.

GOAL: To ensure that the school is welcoming to it's Māori population. Therefore, a wharenuī and marae area must be as important as the assembly hall. Parents need to feel welcome in the school and that they have 'ownership'.

OBJECTIVES:

- 1.1 To ensure the school entrance and frontage
- 1.2 To ensure the school office area reflects a Māori dimension
- 1.3 To build/refurbish a wharenuī, wharekai and appropriate ablution facilities.
- 1.4 To ensure that the Maori community are full and equal participants at the design, building and operational stages.

PERFORMANCE CRITERIA:

- 1.1 All school signage is bilingual
- 1.2 Tukutuku, whakairo, photographs, Maori historical information are integrated into the waiting area
- 1.3 The building/refurbishment of fully furnished and equipped Wharenuī, wharekai and ablutions.

ACTIONS:

- 1.1 B.O.T's building committee lobbied.
- 1.2 Principal lobbied for support (of concept and financial support) and Maori community mobilized.
- 1.3 A fund raising committee formed. Local marae committee, trusts approached, fund raising projects split into groups (competitive element).



RESPONSIBILITY:

- 1.1 HOD Maori
- 1.2 BOT member (Maori rep)
- 1.3 Whanau Support

DATE :

- 1.1
- 1.2
- 1.3 School share of funding: 3 years time
Lottery Board grant: 4 years time
MOE Financial assistance (get written assurances from BOT and Principal) that this building project will be the school's No.1 priority in 3 years.

BUDGET:

- 1.1 Under \$500 which should come from the BOT.
- 1.2 Under \$500 which should also come from the BOT.
- 1.3

Total:	\$230,000
School's share:	\$ 51,000
Lottery Board: will pay 1/3rd	\$ 77,000
MOE's Financial Assistance Scheme:	\$102,000
(\$2 for every \$1 we raise)	

STRATEGIC PLANNING TEMPLATE

Remember: Link your school's mission statement and goals to your goals and specific objectives.

HEADINGS FOR COLUMNS:

GOALS OBJECTIVES PERFORMANCE ACTIONS RESPONSIBILITY DATE BUDGET

Summary

The key question is: How do you/your students/your whānau support, want Māori to ŌlookÓ in your school, in the future? This is not just how you are going to deliver the curriculum but also takes into account all the other aspects of the place of Māori within your school. Some headings could be:

MĀORI

School Goals
Focus on the student
Programmes or Prescriptions
School organization
Expected Learning Outcomes
Assessment/Monitoring and evaluation
Resources
Resources Provision
Budget