Introduction to Resources

He Aratohu mā te Pouako
Teacher Support Materials

Contents

Images

Image 1: March on Parliament in support of the Māori Language. Dominion Post (Newspaper): Photographic negatives and prints of the Evening Post and Dominion newspapers. Ref: EP/1980/2470/20A-F. Alexander Turnbull Library, Wellington, New Zealand. /records/22342091

Image 2: Morgan, Jack, active 1961-1966. Morgan, Jack: Oihi Bay, Christmas Day 1814; Samuel Marsden preaching the first sermon to the Maoris. [Auckland, Weekly News, 1964]. Ref: B-077-002. Alexander Turnbull Library, Wellington, New Zealand. /records/23113825

Image 3: Dame Iritana Tāwhiwhirangi, Government House – Image released under Creative Commons Attribution 4.0 Interlantional licence

Image 4: Piripi Walker (standing) and Vincent Olsen-Reeder (seated) © Manatū Taonga | Ministry for Culture and Heritage 2021

Overview

Te reo Māori (Māori language) is the native language of Māori, the Indigenous people of Aotearoa New Zealand. It is one of two official languages recognised in Aotearoa New Zealand, and a taonga (treasure) under Article Two of te Tiriti o Waitangi. Te reo Māori is therefore a unique and important part of the identity, culture, and history of Aotearoa New Zealand.

Te Mana o te Reo Māori is a web resource about the history of te reo Māori, with a special focus on the WAI11 claim to the Waitangi Tribunal. The web resource contains a digital story about the decline and revitalisation of te reo Māori; a timeline of events; biographies of te reo Māori champions and supporters; a public talk with scholars and advocates of te reo; and education resource.

The education resource is a suite of teaching and learning tools designed to help students and teachers explore their own personal connections to te reo Māori. Through this resource, learners will explore their place in the history of Waitangi Tribunal claims about te reo Māori and the wider Māori language revitalisation movement.

Students will develop their understanding of themes like Whakapapa, Tūrangawaewae, Whanaungatanga, Mana Motuhake, and Kaitiakitanga through studying the history of te reo Māori.

What's in this resource?

Te Mana o te Reo Māori education resources include the following teaching and learning tools:
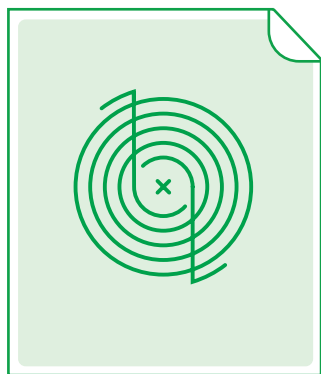
Tōku Ara Reo Māori: My Māori Language Journey workbook

https://bit.ly/2VKv2mp
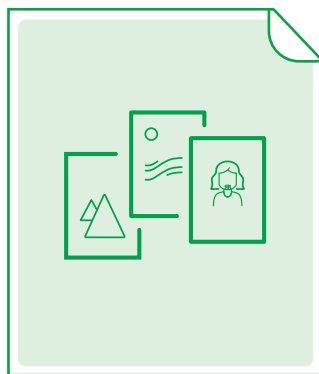
He Pūkei Whakaahua o Te Mana o te Reo Māori: Poster pack
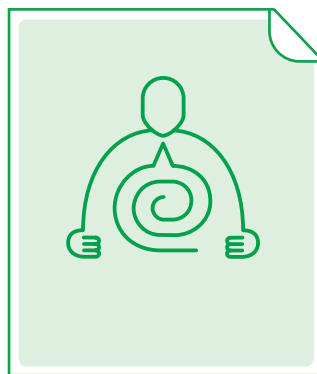
https://bit.ly/3luYZ2B

Te Mana o te Reo Māori: He Aratohu mā te Pouako: Teacher Support Materials (TSMs)

https://bit.ly/3tRiczp

On the web resource you can also use:

Te Mana o te Reo Māori digital story

https://bit.ly/3hTIyw9
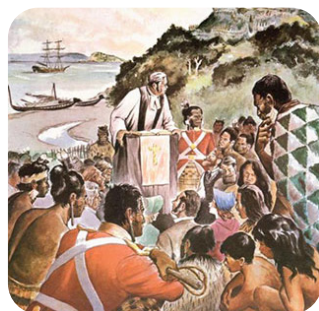
Te Mana o te Reo Māori timeline

https://bit.ly/3hVGIeh

Te Mana o te Reo Māori biographies

https://bit.ly/3hTBv6H

Public history talk: Te Mana o te Reo Māori

https://bit.ly/3zlvdmd

Purpose

Te Mana o te Reo Māori resources will support students to:

▶ reflect on their own personal connections to te reo Māori

▶ explore the past and present of Waitangi Tribunal claims about te reo Māori

▶ research and record their own personal Māori language journeys and those of their whānau, hapū, iwi and/or communities

▶ see themselves as agents of change in the context of Māori language revitalisation.

Students will be encouraged to reflect on their own aspirations for te reo Māori by considering:

▶ the historical and present-day factors that have impacted their personal Māori language journeys

▶ the future of Māori language and how it will feature in their lives and world

▶ the role they can play in the revitalisation of te reo Māori.

Introducing the topic

Te Mana o te Reo Māori is a topic that all students in your class can engage with and explore. Here are a few things to keep in mind as you introduce your students to this topic.

MĀORI STUDENTS

Your class may include Māori students who are fluent and confident speakers of te reo Māori. Others may know very little about their language, culture or identity as Māori. Some may not identify as Māori, even though they descend from Māori ancestors.

For Māori students in your class, it is important to be mindful that their Māori language journeys and those of their whānau may include experiences of personal and generational trauma and loss. Their journeys may also include experiences of reclaiming Māori language as their birthright, and as the keystone of their culture and identity as Māori.

For the Māori students in your class, te reo Māori is an integral part of who they are – regardless of whether they know how to speak the language or not.

TĀNGATA TIRITI STUDENTS

Your students may also include tāngata Tiriti – non-Indigenous New Zealanders who are in Aotearoa New Zealand by virtue of te Tiriti o Waitangi. This includes students who identify as Pākehā. It also includes students who may belong to migrant families and communities who have settled in Aotearoa New Zealand over time. Students who are tāngata Tiriti may be proficient in other languages – languages that are integrally connected to their respective cultures and identities.

STUDENT CONNECTIONS TO TE REO MĀORI

All learners in your class have a connection to te reo Māori, whether they are Māori or tāngata Tiriti. For some, that relationship may be deeply rooted in the fact that the language is ingrained in their whakapapa (genealogy). For others, that link may be because te reo Māori is the Indigenous language of the country in which they were born, or now live and call home. This resource will support your students to explore and reflect on their own connections to te reo Māori. It will also empower them to plan for what that bond might look like in the future, for themselves, their whānau, their hapū, iwi, or communities.

Curriculum links

Through the social sciences, students explore 'how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens' (*The New Zealand Curriculum*, page 17). Curriculum links feature in each of the eight TSMs that align to the chapters of the digital story about Te Mana o te Reo Māori.

AOTEAROA NEW ZEALAND'S HISTORIES IN THE NEW ZEALAND CURRICULUM: DRAFT

There are three elements to the draft Aotearoa New Zealand's histories curriculum content:

UNDERSTAND, **KNOW**, and **DO**. These elements make up learning that cannot be left to chance. The learning experiences you design for your students should weave these elements together so that their learning is deep and meaningful. The TSMs that align with each of the chapters of the digital story provide ideas and suggestions about how you might do this.

Te Mana o te Reo Māori resources provide students with opportunities to strengthen all five of *The New Zealand Curriculum* key competencies.

▶ **Thinking**: Students will use creative and critical thinking processes to make sense of data, information, experiences, ideas, values and perspectives.

▶ **Using language, symbols and texts**: Activities in these resources will encourage students to recognise, interpret and utilise symbols, numbers, images and technology to represent and communicate information, experiences and ideas.

▶ **Managing self**: The content in these resources has been developed to provide students with opportunities to self-direct their own learning. Students will see themselves as capable learners, manage their own work, and determine how they explore this topic and present their findings.

▶ **Relating to others**: Students will work together in groups for some of the learning experiences included in these resources. They will be encouraged to interview and engage with members of their whānau and community to explore this topic. They will also learn to listen with respect to differing values and perspectives, and to make a positive contribution to discussions and research.

▶ **Participating and contributing**: Students will be working in their own communities and will be faced with real-life issues that have consequences now and in the future. Through exploring the issues around te reo Māori, and hearing perspectives from a range of people, they will begin to understand their roles and responsibilities in contributing to the revitalisation of te reo Māori.

KEY THEMES

This resource tells the history of the decline and revitalisation of te reo Māori with a focus on five themes:[1]

WHAKAPAPA: Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua

TŪRANGAWAEWAE: Belonging – Identity – Culture – Community – Place – Continuity

MANA MOTUHAKE: Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga

KAITIAKITANGA: Time – Context – Perspective – Knowledge – Tikanga – Guardianship

WHANAUNGATANGA: Whanau – Hapū – Iwi – Whakapapa – Tūpuna – Connections – Community – Manaakitanga – Kotahitanga – Unity

Each of these themes provides a way for learners to connect with the history of te reo Māori. Keep an eye out for these icons to see how activities and content in these resources link to each of these themes.

About the student workbook:

TŌKU ARA REO MĀORI: MY MĀORI LANGUAGE JOURNEY
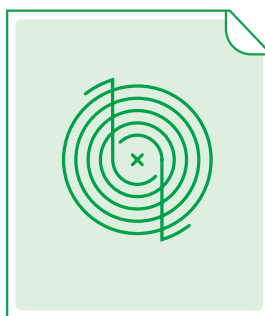
This resource is a student-facing workbook to support self-directed and project-based learning

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1   Ministry of Education. (2015). *Te Takanga o te Wā: Māori History – Guidelines for Years 1–8*. Wellington: CORE Education.

using Te Mana o te Reo Māori as the learning context. It encourages students to explore the past, present and future of their own Māori language journeys. The resource provides students with activities and templates to help them explore where te reo Māori features in their lives – where they see it, hear it, and speak it in their home, school, community, local environment, region, country, and the world.

Students are encouraged to reflect on their own aspirations for te reo Māori by considering:

▸ their own relationship with te reo Māori

▸ the historical and present-day factors that have impacted that journey

▸ the future of Māori language and how it will feature in their lives and the world

▸ the role they can play in the revitalisation of te reo Māori.

About the poster pack:

HE PŪKEI WHAKAAHUA
O TE MANA O TE REO MĀORI

This resource is a set of 10 posters that align with the digital story featured on Te Mana o te Reo Māori. These can be used in multiple ways by students and teachers to support learning around this topic. The posters are double-sided and provide key focus questions to help students identify what they already know about the topic. They also provide information to support teachers to facilitate group discussions and activities around key concepts and themes that feature in the digital story.

About the teacher support materials TSMs:

TE MANA O TE REO MĀORI:
HE ARATOHU MĀ TE POUAKO

There are nine TSMs that link to this resource. The first TSM is an introduction to the teaching and learning tools provided. It supports teachers to utilise all of the resource components that make up Te Mana o te Reo Māori. The other eight TSMs each align to a chapter of the digital story content on Te Tai Whakaea. Each of these includes:

▸ relevant links to Aotearoa New Zealand's histories in the New Zealand Curriculum: Draft

▸ suggested key points of discussion and concepts for teachers to focus on in that chapter

▸ suggested activities that link to the themes of Te Takanga o te Wā and the Aotearoa New Zealand histories learning area

▸ language support for teachers and students.

A social inquiry approach

WHAT IS SOCIAL INQUIRY?

Social inquiry is an integrated process for examining social issues, ideas and themes.[2] Social inquiry learning involves exploring topics and concepts within contexts that are meaningful to students. It requires students to ask questions and demonstrate their understanding of new learning. Using a social inquiry approach helps students to develop skills such as observation, reasoning and critical thinking, and helps develop a foundation from which they can evaluate their existing knowledge.

In a social inquiry approach, students develop skills to identify, examine, clarify and explore their own and others' value positions in relation to an issue. By analysing these values and exploring the reasons behind the values held, students will develop a deeper understanding as to why people make certain decisions.

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[2]   Ministry of Education. (2008). *Approaches to Social Inquiry: Building Conceptual Understandings in the Social Sciences*. Wellington: Learning Media.

WHAT DOES A SOCIAL INQUIRY APPROACH LOOK LIKE?

Using a social inquiry approach, students:

- are **introduced** to the topic

- **identify** their prior knowledge around the topic

- **formulate** key questions for inquiry

- **select** relevant sources of information

- **gather** information and background ideas

- **explore** and analyse people's values and perspectives around the topic

- **investigate** people's responses, decisions and actions in relation to the topic

- **organise** information, findings and understandings

- **communicate** information, findings and understandings to show their learning

- **reflect** on their processes and sources

- **evaluate** their understandings

- **consider** further inquiry into the current topic and for future learning.

HOW DO YOU PLAN OUT A SOCIAL INQUIRY?

The following template[3] can be used to plan out a social inquiry for this or any other learning unit.

Focus of learning/topic

Concepts

Conceptual understandings

Developed through

Finding out information

Considering responses and decisions

Reflecting and evaluating

Exploring values and perspectives

Further inquiry within future learning

Further inquiry within the current focus of learning

Leading to

So what?

So what do we know about this?

So what does this mean for us/others?

Now what?

Now what further learning do we need?

Now what might be done about it?

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[3]   This template comes from the Ministry of Education's 2008 publication *Approaches to Social Inquiry: Building Conceptual Understandings in the Social Sciences* (Wellington: Learning Media).
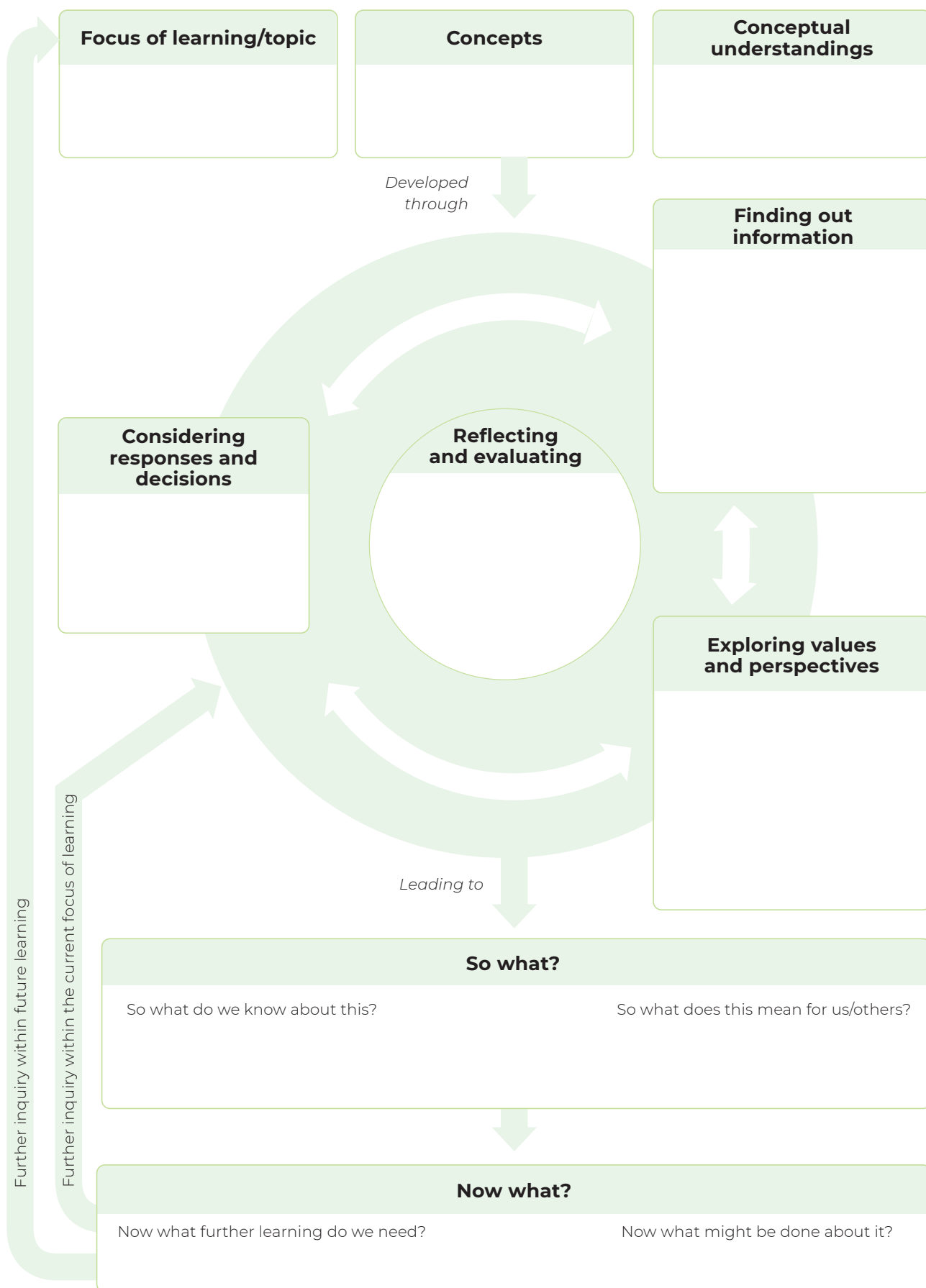
WHAT COULD A SOCIAL INQUIRY APPROACH LOOK LIKE FOR THIS CONTEXT?

The following plan is an example of what a social inquiry approach to explore the history of te reo Māori could look like using the template provided on page 8.

Focus of learning/topic

Te reo Māori is the Indigenous language of Aotearoa New Zealand. As a result of colonisation, it has gone from being the primary language in this country to one that is endangered. What contributed to its decline?

Concepts

Kaitiakitanga – Time/Context/Perspective/Knowledge/Tikanga/Guardianship

Developed through

Conceptual understandings

The status of te reo Māori as the Indigenous language of Aotearoa New Zealand is significant for all who live or visit here.

We can all help shape the future of te reo Māori.

Finding out information

What factors have contributed to the decline of Māori language?

Where can I find information about the history of Māori language?

What sources of information are available?

Are there people in my whānau or community who speak Māori? Why? Or why not?

Considering responses and decisions

How are different groups responding to efforts to revitalise te reo Māori?

What are the outcomes of their actions?

Reflecting and evaluating

Where can I find out more information?

Do I understand what the issues are?

Is there anything more I need to know?

Could I have improved my approach to exploring this topic?

Exploring values and perspectives

Which groups and individuals have supported the revitalisation of Māori language over the years? Why and how have they supported te reo Māori?

Leading to

So what?

What do I know now about the history of Māori language in Aotearoa New Zealand?

What does this mean for me, my whānau, my community, and Aotearoa New Zealand?

Now what?

What does the future of te reo Māori look like?

How can we influence people in our whānau, kura, and community to have positive attitudes towards te reo Māori?

Further inquiry within future learning

Further inquiry within the current focus of learning