

YEAR 9 TE REO MĀORI - UNIT PLAN

Overview



Kaiako: Ruiha Epiha

Unit introduction and rationale:	<p>Meeting people is an important part of being Māori, which is why it is the first Achievement Objective in each taumata (level) of the Te Aho Arataki Marau mō te Ako i te Reo Māori - Kura Auraki (2009). This unit explores the reason why meeting people is important for Māori. Each lesson aims to equip students with the basic receptive and productive skills required to meet, greet, acknowledge, farewell and hold a simple conversation in te reo Māori with a reo speaker.</p> <p>This unit has been designed for a Year 9 classroom context that has a student body that is roughly 20% Māori, 20% Māori-Pasifika, 40% Pasifika, and 20% other. It has been designed at a very basic level as almost all of these students have little to no te reo and tikanga Māori comprehension. There are opportunities for accelerated learners to further their learning as I go over some more complex grammar and question forms.</p> <p>This unit demonstrates a progression from very simple to more complex sentences and vocabulary. Each lesson is a scaffold to help build the students confidence and understanding of conversing in te reo Māori when meeting people. These learnings are relevant in a country where more and more speakers are using te reo Māori to communicate and build relationships with others (Ministry of Education, 2009, p.13).</p>		
Main topic area: Te Tūtaki Tangata - Meeting People	Sub topic areas: greetings, acknowledgements, farewells, polite conventions, pronouns, describing words, kīwaha	Curriculum Level / Year Level Level 1 / Year 9	Duration of Unit: (in weeks) 6 Weeks (2 x 50 minute-long lessons per week. Total of 12-13 lessons)
Te Tohu Tauāki Proficiency Statement:	<i>"By the end of level 2, students can understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural</i>		

conventions that operate in interpersonal communication. Students are developing an awareness of the processes involved in learning te reo Māori" (Ministry of Education, 2009, p.41)

Ngā Whāinga Paetae | [Integrated] Achievement Objectives of respective curriculum areas:

Students will learn to -

- 1.1** greet, farewell, and acknowledge people and respond to greetings, farewells and acknowledgements;
- 1.2** introduce themselves and others and respond to introductions;
- 1.4** communicate about personal information;
- 1.6** understand and use simple polite conventions when interacting with peers.

Ngā Ara Reo me ngā Pūkenga | Language Modes and Skills:

By the end of level 1 students can -

- Whakarongo** | listening identify the sounds, combinations, intonation and stress patterns of letters of the Māori alphabet (arapū)
- Pānui** | reading recognise and understand simple, familiar written words, phrases, and sentences about meeting someone
- Tuhituhi** | writing write short dialogues about meeting someone using simple, familiar words, phrases, and sentences with writing conventions - i.e. macrons, question marks
- Kōrero** | speaking ask simple questions to gain information, and give a response when meeting someone
- Mātakitaki** | viewing recognise the communicative significance of Māori forms of greetings
- Whakaatu** | presenting write and present a short prepared dialogue on meeting someone

<p>Key Competencies (drawn from the New Zealand Curriculum):</p> <p><i>Students are given opportunities -</i></p> <ul style="list-style-type: none"> ➤ to use metacognitive processes to think about why, what, for whom, and how they are learning how to meet and greet people. ➤ to use basic te reo Māori to relate and communicate effectively with their teacher and fellow students. ➤ to manage themselves and their learning through a variety of (individual, pair, group and classroom) activities listed below, and by allowing them to self- and peer-assess each other in their assessment task. ➤ to participate in a variety of activities which will enhance their ability to contribute to their school and wider-communities. <p>(Ministry of Education 2007, p.13; Ministry of Education, 2009, p.16)</p>	<p>Links to Tātaiako & Tapasā:</p> <p><i>This unit implements Tātaiako key competency -</i></p> <ul style="list-style-type: none"> ➤ Wānanga - by brainstorming, discussing and sharing student (and teacher) experiences, world views and ideas about the different ways of tūtaki tangata (<i>meeting people</i>) as a class. ➤ Whanaungatanga - by fostering kinship through shared experiences, world view- and idea-sharing and strengthening students' sense of belonging within the classroom space. ➤ Manaakitanga - by reciprocating respect, integrity, power and knowledge and doing this with a ngākau aroha (<i>love</i>) and ngākau pono (<i>sincerity</i>), as taught to me by my karanimā (<i>grandma</i>) and karanipā (<i>grandpa</i>). ➤ Tangata whenuatanga - by affirming Māori student identities and cultural practices of tūtaki tangata (<i>meeting people</i>) as being a unique part of New Zealand culture, whilst also still learning multiple ways of tūtaki tangata (<i>meeting people</i>). <p>(Ministry of Education, 2011)</p> <p><i>This unit implements Tapasā competency -</i></p> <ul style="list-style-type: none"> ➤ Turu 1 - by affirming Pacific student identities and cultural practices of tūtaki tangata (<i>meeting people</i>) as also being an important part of New Zealand culture.
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	<p>➤ Turu 2 - by encouraging Pacific students to share their experiences, world views and ideas as they relate to tūtaki tangata (<i>meeting people</i>) within their own cultural spaces and using these to foster kinship within the classroom.</p> <p>(Ministry of Education, 2018)</p>
<p>Unit timeline:</p> <ul style="list-style-type: none"> • Week 1: Foundational skills and knowledge. • Week 2-3: Using and responding to greetings, farewells, thanks, and polite sentences. • Week 3-4: Using and responding to introductory sentences. • Week 4-5: Using and responding to questions about wellbeing and kare ā roto - introducing kīwaha and the aromatawai (<i>assessment task</i>). • Week 5-6: Students complete assessment and reflect upon the unit. 	<p>Language focus and vocabulary:</p> <p>Particles e (+ Maori names)</p> <p>Possessive pronouns neutral: 1st, 2nd, 3rd person taku, tō, tana (singular)</p> <p>Pronouns – subject singular: 1st person au, ahau singular: 2nd, 3rd person koe, ia dual: 2nd person kōrua plural: 2nd person kōutou</p> <p>Question forms Ko wai...? Nō hea...? Kei hea...? Kei te pēhea...?</p> <p>*see Appendix 2 for full glossary</p>

Differentiation overview:***All students will:***

- Pronounce some Māori consonants and vowel sounds correctly
- Understand the tikanga (*or customary practice*) around tūtaki tangata (*meeting people*).
- Recognise and use a Māori form of greeting (i.e. covid/hongi).
- Be able to use and respond to ONE morning greeting (i.e. mōrena).
- Be able to use and respond to ONE farewell (i.e. ka kite anō).
- Be able to greet ONE person in a formal context (i.e. Kia ora ki a koe).
- Be able to understand and use ONE farewell to farewell one person (i.e. ka kite i a koe).
- Be able to understand and use ONE acknowledgement (i.e. kia ora).
- Be able to ask simple questions (Ko wai koe? Ko wai ia? Nō hea koe? Kei te pēhea koe?) to gain information, and give a response (Ko ____ au, Nō ____ au, Kei te ____ ahau).
- Be able to understand and use 1-3 describing words to describe how they are feeling.
- Be able to understand and use ONE kīwaha.

Most students will:

- Pronounce most consonant and vowel sounds correctly.
- Recognise and use TWO Māori forms of greeting.
- Be able to use and respond to TWO morning greetings (i.e. mōrena / ata mārie).
- Be able to use and respond to TWO farewells (i.e. ka kite anō / e noho rā).
- Be able to greet TWO people in a formal context (i.e. Kia ora ki a kōrua).
- Be able to understand and use TWO farewells to farewell two person (i.e. ka kite i a kōrua / e noho rā kōrua).

- Be able to understand and use TWO acknowledgements (i.e. kia ora / tēnā koe).
- Be able to understand and use 4-5 describing words to describe how they are feeling.
- Be able to understand and use 2-3 kīwaha.
- an recognise and use neutral possessive pronouns in the first, second and third person (tō, taku and tana).
- Be able to ask questions (Ko wai tō ingoa? Kei hea tō kāinga noho?) to gain information, and give a response (Ko _____ taku ingoa, Kei _____ taku kāinga noho).

Some students will:

- Pronounce Māori words correctly (i.e. macrons - dragging vowel sounds).
- Recognise and use ALL Maori forms of greeting.
- Be able to use and respond to THREE greetings (i.e. mōrena / ata mārie / ahiahi mārie).
- Be able to use and respond to THREE farewells (i.e. ka kite anō / e noho rā / haere rā).
- Be able to greet THREE OR MORE people (i.e. Kia ora ki a koutou / tēnā koutou).
- Be able to farewell THREE OR MORE people (i.e. ka kite i a koutou).
- Be able to greet people in a formal and informal context.
- Be able to understand and use THREE acknowledgements (i.e. kia ora / tēnā koe / ngā mihi).
- Be able to understand and use 6-7 describing words to describe how they are feeling.
- Be able to understand and use 4-5 kīwaha.
- Be able to understand the use of 'e' with names and terms of address (Kia ora 'e' Hana).
- Can recognise and use neutral possessive pronouns in the first, second and third person (tō, taku and tana).
- Be able to ask more complex questions (Ko wai tō / tana iwi? Kei hea tō / tana kāinga noho?) to gain information, and give a response (Ko _____ taku / tana iwi, Kei _____ taku / tana kāinga noho).

WEEKLY OVERVIEW

Pre-teaching preparation: See Appendix 1 for planning map.				
Integrated Language Intentions:	Learning Experiences / Activities:			Feedback / Feedforward:
	New Teachings / Recap of Previous Lessons (Phase 1)	Pānui / Whakarongo / Mātakitaki (Phase 2 - Receptive)	Kōrero / Tuhituhi / Whakaatu (Phase 3 - Productive)	Next Steps / Comments (Phase 4)
Week 1 - Why is meeting people so important to Māori? Why is it important to pronounce Māori words correctly? ❖ Understand the tikanga around tūtaki tangata. ❖ Pronounce Māori words correctly.	<i>Write up 3 questions:</i> 1. Why is it important to introduce yourself to someone you first met? 2. What is it you want to know about the person you are meeting? 3. How have you seen people greet each other? Consonants (oro kati) Vowels (oro puare) Digraphs	Unpack the tikanga around meeting people for the first time. Build on students prior knowledge and experiences. Quickly explain the reason pronunciation is important in learning a language. Pronounce consonants, vowels with / without macrons, and digraphs of the	Write answers on post-its and pin next to the question on the whiteboard; Students repeat back the vowel, consonant, and letter combination sounds of the Māori alphabet; Student pairs or groups create dance moves to each of the lines of the Māori alphabet song;	❖ Link pronunciation better with whanaungatanga and tikanga. ❖ Learn about more ways of greeting people in Māori. ❖ Incorporate dialectical differences. ❖ Learn about pronouns ❖ Dance comp with others using pronunciation.

	<p>A, E, I, O ,U Ā, ē, ī, ō, ū H, K,M, N, P, R, T, W, NG, WH A, HA, KA... E, HE, KE... I, HI, KI... O, HO, KO... U, HU, KU...</p>	<p>arapū māori (<i>Māori alphabet</i>).</p>		
<p>Week 2 -</p> <ul style="list-style-type: none"> ❖ Can recognise and pronounce words with macrons on them, <p>Who is / are being addressed?</p> <ul style="list-style-type: none"> ❖ Understand and use pronouns. ❖ Understand the use of 'e' with names. 	<p>Recap of previous lesson on tikanga and ways of greeting people in Māori and how pronunciation is the foundation of te reo Māori me ngā tikanga.</p> <p>taku, tō, tana ahau, koe, ia, kōrua, koutou 'e' particle (+ Māori names) Teach mathematical equation of dual and plural pronoun (i.e. koe + koe = kōrua, koe + koe + koe = koutou)</p>	<p>Quizlet - vocabulary Pronouns and Possessive Pronouns: Spelling words / dictation; Finding words in Māori dictionaries; Questions/answers.</p>	<p>Baseball game (cross-curricular) where 'ahau' is the batter, 'koe' is the pitcher, and 'ia' are all the basemen and the shortstop players or; Quizlet live.</p>	<ul style="list-style-type: none"> ❖ More time closing off lessons. ❖ Check students know what tohutō (macrons) are and how we say words with tohutō. ❖ Check if Learning Objectives and Success Criteria are met.

<p>Week 3 - What are some simple greetings, farewells, thanks, apologising and excusing phrases?</p> <p>❖ Use simple greetings, farewells, thanks, apologising and excusing phrases.</p>	<p>Recap of previous lesson on pronouns.</p> <p><i>Greetings</i> Kia ora ki a koe / kōrua / koutou Tēnā koe / kōrua / koutou Tēnā koe e...</p> <p><i>Farewells</i> Ka kite anō Ka kite i a koe / kōrua / koutou*</p> <p><i>Thanks</i> Kia ora Tēnā koe / kōrua / koutou Ngā mihi Ka nui ngā mihi ki a koe / kōrua / koutou*</p> <p><i>Apologising</i> Aroha mai</p> <p><i>Excusing yourself</i> Tēna koa</p> <p><i>Excusing yourself</i> (not to learn)</p>	<p>Observing greetings, introductions, and leave-taking (on the projector) in different contexts;</p> <p>Classroom routine - write up excusing sentences to go to the toilet to the office and to drink water in Māori for students to read off when needed - this is their exit pass;</p> <p>Read some greetings, farewells and acknowledgements out loud;</p> <p>Students write these new vocabulary into their books.</p> <p>Explain tohutō and dragging vowel sounds</p>	<p>Simple role-playing;</p> <p>Cloze exercise - filling in gaps of a written dialogue to complete the kōrero;</p> <p>Filling in labels on pictures to indicate appropriate greetings (e.g. tēnā kōrua);</p> <p>Vowel sounds that have macrons - introduce pākoha pronunciation game.</p>	<p>❖ Have options for whakamā students who do not want to role-play or speak in front of the class.</p> <p>❖ Do role plays in small groups and just check on them.</p> <p>❖ Classroom routine - reinforces the language of the units kaupapa, also students are acknowledged and 'seen' by the teacher.</p>
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	Tēnā koa, tukuna ahau kia haere ki te whare iti / tari / inu wai.		
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<p>Week 3 continued - When do I use these greetings, farewells, thanks, apologising and excusing phrases?</p> <ul style="list-style-type: none"> ❖ Address a person, a couple, and a group using simple greetings and farewells. ❖ Use simple greetings and farewells for morning, afternoon, and night. ❖ Use greetings / farewells appropriate for formal / informal occasions. ❖ Farewells are correctly used when leaving and staying. ❖ Use apologising and excusing phrases when the occasion arises. 	<p>Recap on new phrases in previous lessons and then build on these by introducing contextual phrasing.</p> <p><i>Greetings</i> Mōrena / Ata Mārie (morning) Ahiahi Mārie (afternoon)</p> <p><i>Formal</i> Tēnā koe / kōrua / koutou</p> <p><i>Informal</i> Kia ora ki a koe / kōrua / koutou</p> <p><i>Farewells</i> Pōmārie (night time) E noho rā (when leaving) Haere rā (if staying)</p> <p><i>Apologising</i> Aroha mai</p> <p><i>Excusing yourself</i> Tēna koa</p> <p><i>Excusing yourself</i> (not to learn)</p>	<p>Question & response during line-up outside - teacher says a greeting/farewell and students are to respond appropriately in order to enter/exit class;</p> <p>Classroom routine - write up excusing sentences to go to the toilet to the office and to drink water in Māori for students to read off when needed - this is their exit pass;</p> <p>Observing more greetings, introductions, and leave-taking (on the projector) in these contexts;</p> <p>Quizlet flashcards - <u>Farewells, Greetings and Acknowledgements</u>;</p> <p>Students write new vocabulary into their textbooks.</p>	<p>Quizlet flashcards - Write new kupu in their textbooks;</p> <p>Simple role-playing in small groups;</p> <p>Create storyboards on meeting someone/people (www.storyboardthat.com)*</p> <p>*a friendlier option for the shy students;</p> <p>Cutting up a dialogue into individual lines or phrases, jumbling them up, and reconstructing the dialogue from the pieces;</p> <p>Translating - Whakamāori / Whakapākeha;</p> <p>Quizlet live.</p>	<ul style="list-style-type: none"> ❖ Learn more about the polite conventions of aroha mai and tēnā koa. ❖ Class ended abruptly - ensure to settle students first. ❖ Observers appreciated the planning - students would appreciate this.
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	Tēnā koa, tukuna ahau kia haere ki te whare iti / tari / inu wai			
Week 4 - What are some introductory questions and responses?	<p>Recap on previous lessons on greetings, farewell, acknowledgement and polite phrases before going over the following phrases.</p> <p><i>Introducing yourself</i> A greeting. Ko _____ au.</p> <p><i>Introducing others</i> Ko _____ ia.</p> <p><i>Tribal Affiliations</i> Ko wai tō iwi? Ko _____ taku iwi.</p> <p><i>Ancestral home</i> Nō hea koe? Nō _____ au.</p> <p><i>Current home</i> Kei hea tō kāinga noho?</p>	<p>Question & response during line-up outside - teacher says a greeting/farewell and students are to respond appropriately in order to enter/exit class;</p> <p>Classroom routine - write up excusing sentences to go to the toilet to the office and to drink water in Māori for students to read off when needed - this is their exit pass;</p> <p>Spelling words - Dictations;</p> <p>Students write phrases into their textbooks.</p>	<p>Interviewing a partner and then introducing them to a group;</p> <p>Role-playing the person who was interviewed;</p> <p>3 Base Game</p> <ul style="list-style-type: none"> - a base for 'ahau', 'koe', and 'ia' - exchange between 'ahau' and 'koe' only using introductory sentences; <p>Creating an ID card and pinning to a world/NZ map using string (display);</p> <p>Flipgrid activity - recording themselves using sentences learnt to introduce themselves to the class on an online platform (great for shy students);</p>	<ul style="list-style-type: none"> ❖ Ask if students want to perform to a crowd versus with a small group. ❖ Perhaps add more bases and have two groups going at once for the 3 Base Game. ❖ Good use of resources, online ones as well. ❖ Bilingual board set-up needed.

	<p>Kei _____ taku kāinga noho.</p> <p>Kei hea koe e noho ana?*</p> <p>Kei _____ ahau e noho ana.</p> <p><i>Excusing yourself</i> (not to learn)</p> <p>Tēnā koa, tukuna ahau kia haere ki te whare iti / tari / inu wai</p>		<p>Guess Who - guess who the celebrity is by looking at the image and where they are from - students to write the answers in te reo Māori (Ko <u>Stan Walker</u> ia, Nō <u>Australia</u> ia)*</p> <p>*have accelerated learners write the two sentences in te reo Māori</p> <p>*give other students Ko____ia, Nō____ia and then get them to translate them.</p>	
<p>Week 5 - What are some simple questions and responses to wellbeing or feelings?</p> <ul style="list-style-type: none"> ❖ Students can imitate the pronunciation, intonation, stress and rhythm of kīwaha ❖ I can ask people how they are feeling ❖ I can respond appropriately to how someone is feeling using 1-3 different kīwaha and kare ā-roto 	<p>Recap on previous lessons - greetings, farewells, acknowledgements, polite, and introductory phrases and sentences;</p> <p>Aromatawai next week!!!</p> <p>Rock, Paper, Scissors Ice Breaker (kīwaha):</p> <ul style="list-style-type: none"> - Pai kare! (for losing team) - au kē! (for winning team) <p>Kare ā-roto = feelings</p>	<p>Question & response during line-up outside - teacher says asks an introductory/farewell question and students are to respond appropriately in order to enter/exit class;</p> <p>Classroom routine - write up excusing sentences to go to the toilet to the office and to drink water in Māori for students to read off when needed - this is their exit pass;</p>	<p>Share kīwaha on a post-it and place on the whiteboard;</p> <p>3 Base Game -</p> <ul style="list-style-type: none"> ❖ groups of three - ❖ model use of greetings, wellbeing questions/responses and kupu kare ā-roto ❖ in small breakout groups (use expressions); 	<ul style="list-style-type: none"> ❖ The pronunciation, intonation, stress...success criteria was not met - could have added it in the pronunciation game lesson. ❖ Ask akonga if they understand the instructions for the lesson and assessment task coming up - ask ākonga to repeat if necessary.

<ul style="list-style-type: none"> ❖ Understand and demonstrate expressions to match the kare ā roto. 	<p>Kīwaha = slang or idiom</p> <p><i>Kupu kare ā-roto</i></p> <p>Pai</p> <p>Harikoa</p> <p>Pōuri</p> <p>Pukuriri</p> <p>Hiamoe</p> <p>Whakamā</p> <p>Ruha</p> <p>Hīkaka</p> <p>Kei te pēhea koe?</p> <p>Kei te _____ au.</p> <p>Nā te ma_____.</p> <p><i>Excusing yourself</i> (not to learn)</p> <p>Tēnā koa, tukuna ahau kia haere ki te whare iti / tari / inu wai</p>	<p>Brainstorm and discuss - what is a kīwaha? What is a kīrehu? what are common ones students already know;</p> <p>Students research one kīwaha and its meaning;</p> <p>Quizlet - some simple kīwaha, incl. pai kare and tau kē;</p> <p>Dictation - drawing emojis.</p>	<p>Students choose favourite kīwaha from brainstorm, write a small dialogue using this kīwaha and then find a partner to exchange with;</p> <p>Role-playing in small groups using sentences, emojis and kīwaha:</p> <p>Tēnā koe / Mōrena / Ahiahi Mārie ____.</p> <p>Kei te pēhea koe / ia?</p> <p>Kei te _____ ahau / ia?</p> <p>Whakawhiti Kōrero activity (with music)</p> <ul style="list-style-type: none"> - Students find a partner to exchange the above sentences (music) - Play music, stop and kimi hoa whakawhiti kōrero, swap emojis and repeat - Round 1 - Any greeting - Round 2 - add kīwaha - Round 3 - add 'nā te mea' - Round 4 - change context (morning); 	<ul style="list-style-type: none"> ❖ Ask if students want to have their mahi displayed. ❖ Organise activities to ensure 'every' question can be answered. ❖ Make sure lesson activities are in a logical order. ❖ Don't show answers until the end to really gauge where ākonga are at. ❖ Nā te mea... might be too hard for this level. ❖ Me koe? could be possibly included to elicit response. ❖ 3 base game is great for a small class. ❖ could have used the 3 base game to demonstrate and had students stand up and practice themselves where they are. ❖ teach the kīwaha and kare ā-roto and then do the activities / exercise. ❖ check for understanding
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			<p>Emoji sheet activity - drawing;</p> <p><u>Tūtaki Tangata Kahoot Quiz.</u></p>	<ul style="list-style-type: none"> ❖ Rock, paper, scissors icebreaker worked well - kīwhaha were used in an authentic way. ❖ Between the Whakawhiti Kōrero combined with the brainstorming activity, all language modes were activated - got to say it, see it, hear it, show it, view it, and write about it. ❖ Pitch to the correct level - kīwhaha needs explaining before doing the activities. ❖ Great intro of kīrehuto push students. ❖ Like that kīwhaha is being taught early - ready for NCEA.
<p>Week 6 - How do we assess the student's learning?</p> <p>❖ To complete the assessment task.</p>	<p>Pākoha Ice breaker - pronunciation;</p> <p>Aromatawai day!</p> <p>Preparation (rubric).</p>	<p>Instructions;</p> <p>Preparation - going over rubric.</p>	<p>Tuhituhi, Kōrero and Whakaatu Assessment Task.</p>	<ul style="list-style-type: none"> ❖ Pākoha icebreaker is challenging and can be used across all year levels. ❖ Does the aromatawai link to the Learning Intentions in the previous lesson?

				<ul style="list-style-type: none"> ❖ May need to tweak the rubric - does not capture the Whakaatu skill of the assessment, and it is not okay if the student does not complete the task. ❖ provide alternative options for students who do not wish to present/speak in front of the class. ❖ Timeframe not made explicit on the rubric. ❖ Awesome that failing is not an option in the rubric.
Week 6 continued - Where to from here? <ul style="list-style-type: none"> ❖ Reflect on the unit with students to see what worked and what did not work well. 	Reflections Feedback and feedforward	Brainstorm activity; Student feedback about unit; Teacher feedback about assessments.	Reflection task at the end of the unit, going over all the lessons with students to establish the next steps in their learning.	<ul style="list-style-type: none"> ❖ Unit has a high communicative focus, which is good. ❖ Assessment task was well scaffolded - built on greetings. ❖ Didn't quite get to use the farewells much. ❖ Rubric is thoughtful. ❖ Bilingual board set-up needed.

SUMMATIVE ASSESSMENT REQUIREMENTS

Whakawhiti Kōrero Assessment		Curriculum Level / Year Level	Year 9 / Level 1
Topic:	Tūtaki Tangata - Meeting People		
Achievement Objectives:	1.1 greet, farewell, and acknowledge people and respond to greetings, farewells and acknowledgements; 1.2 introduce themselves and others and respond to introductions; 1.4 communicate about personal information; 1.6 understand and use simple polite conventions when interacting with peers.		
Assessment requirements: *shy students may submit a recording of their assessment			
Curriculum Strands and Skills:	Tuhituhi	Kōrero	Whakaatu
Instructions:	Plan and write a short dialogue with your partner using the sentences below	Present your dialogue with your partner	Get into your allocated character
Duration:	15 mins	1 min	
Self / Pair / Teacher Assessed:	Peer and teacher assessed		
Sentences and phrases:	See Appendix 2 for the Glossary of Phrases and Sentences Covered in this Unit		

SUMMATIVE ASSESSMENT RUBRIC

Whakawhiti Kōrero Rubric

NAME:		DATE:		
	TINO PAI RAWA ATU		TINO PAI	PAI
Whakawhiti Kōrero (content)	My kōrero includes all elements, shared in the correct sequence.		My kōrero includes most elements, shared in the correct sequence.	I can greet and farewell in Te Reo Māori I can introduce myself in Te Reo Māori
Whakawhiti Kōrero (delivery)	I have memorised my kōrero and can share it with confidence and fluency.		I have memorised my kōrero and can share it with growing confidence.	I can share my kōrero using my notes to help me.
Whakawhiti Kōrero (character)	My character is very believable.		My character is mostly believable.	My character is not that believable.
Audio	My character's voice is clear, well paced and spoken with suitable expressions.		My character's voice is clearly spoken and my pronunciation is mostly correct.	My character's voice is difficult to hear.
Whakawhiti Kōrero (preparation)	My kōrero is relevant and well thought out. I have added additional elements to enhance my kōrero e.g. kīwhāha		I have given thought to my whakawhiti kōrero.	I have given little thought to my whakawhiti kōrero.
Key Competency: Managing Self	I completed my kōrero in the set timeframe of 1 minute.		I made a good attempt at my kōrero in the set timeframe of 1 minute.	I attempted the learning task in the set timeframe of 1 minute.
Additional Comments:				

REFLECTION

Evaluation and department review plan:

1. Pre-check with the Head of Department: This unit plan will need to be checked and approved by the Head of Department, to ensure the plan is meeting the expectations of the school-wide course and curriculum aspirations.
2. Evaluate unit: After the teacher has reflected upon the unit, which will include reflection on the student evaluation feedback, meet with the Head of Department about what worked well and what needs to change for next time.

Teacher reflection:

See comments in the Feedback / Feedforward column of my Weekly Overview for my teacher and student reflections.

Changes for next time:

Do not try and squeeze too much content into an hour.

Factor in means of measuring how the success criteria have been met in your course design:

- I could make it explicit to learners what they have learnt by saying something like: "Today we learnt about..."
- I could start with success criteria and plan lessons from there.
- Can do two exercises and ask one student a question on that exercise and if that student does not get it, then try another student and if that student has not got it then most likely everyone hasn't got it.
- See the board set-up strategy below for more ideas.

Board set-up

- Do the board in bilingual (i.e. reflection / huritao) and that way you won't have to translate the words as it is already on the board: "use every opportunity as a learning opportunity" (Moana Aroha said in her feedforward to us).

Treat *raupapa / rārangi mahi* as a checklist and tick off the *mahi* as you go. That way, students who left and had just come back need to see where everyone is at and it is also a good way to check-in on all the students' learning. Do not end classes abruptly - leave ample time to wrap-up, pack-up and do a *karakia whakawātea*.

Use a variety of settling activities for the wrap-up and pack-up part of the lesson.

Do not spoil the children with amazing lessons all the time, as it is not maintainable. Brian put it eloquently when he said that “some lessons will be gourmet burgers while others will be cheese toasties...it’s still a feed”. This goes against my upbringing and Aunty Sandra’s teaching of always giving your best kai when serving your manuhiri.

Provide opportunities for students of all personality types to be able to engage. Have options ready for shy students where tasks / activities involve presenting in front of the class.

Do not cut off co-teachers / students -

Be overprepared but also be a bit more flexible in your course design.

Do not have answers for every question - let some of the questions sit / simmer for a bit and come back to it after.

Set-up and then teach / scaffold:

- Meaning teach the language or new concepts/words and then ask the pātai.
- Teach the kupu and then do the exercise.

Pitch to the appropriate level when designing your course while also still pushing the students. Read the room, especially when discussing new concepts like kīwaha and kīrehu.

Ensure that the success criterias of each lesson link well to the rubric of the assessment task.

If it is your learning intention, intend to teach that to the class so that they know they learnt that.

Choose a smart success criteria that you know that a Year 9 student would achieve.

Always pair the skill of ‘using’ (productive) with ‘understanding’ (receptive) when designing your lessons.

In the assessment tasks, create opportunities for peer-assessment and a teacher-assessment.

Being prepared and planning well sets up your students for success.

REFERENCES

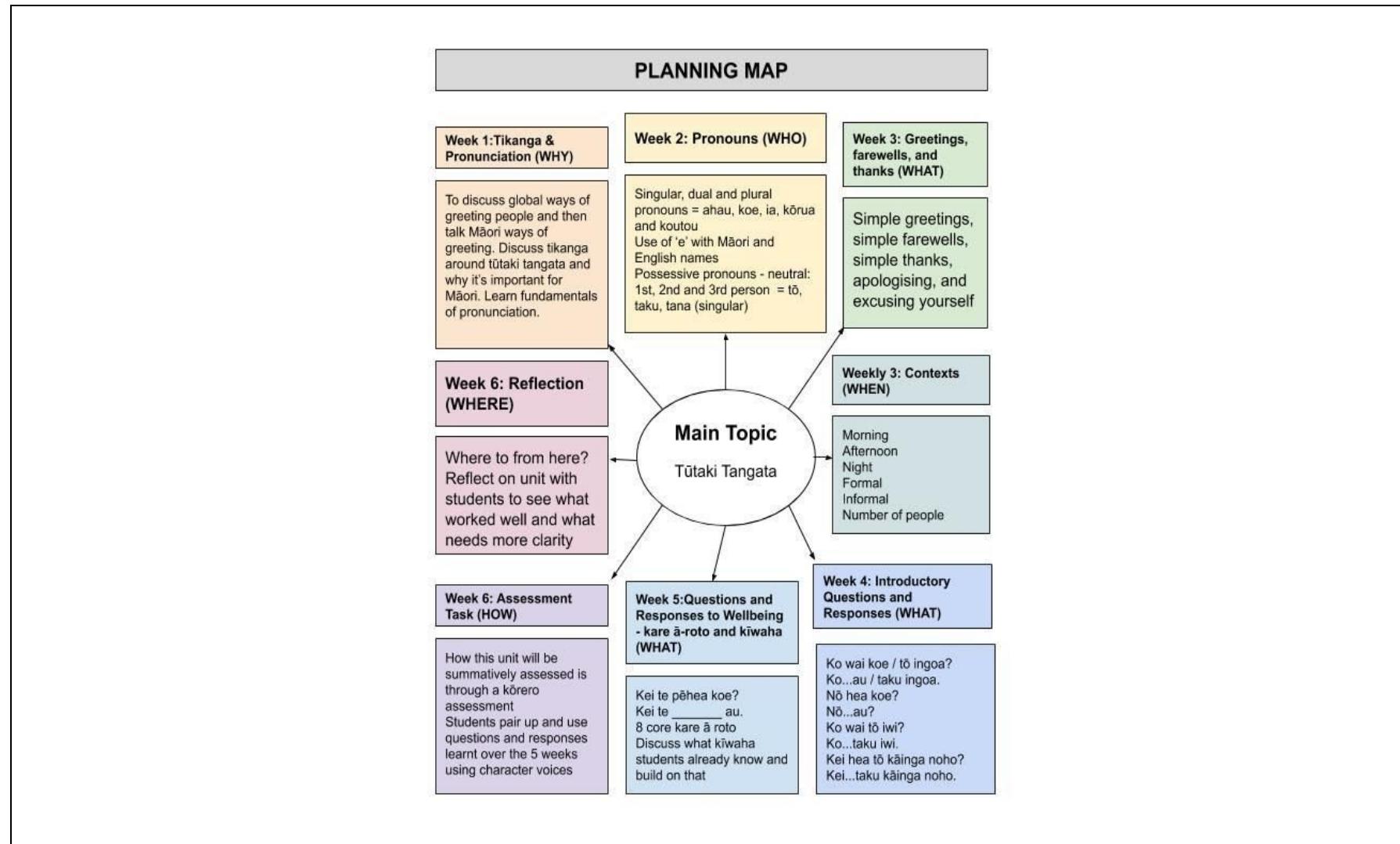
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Ministry of Education. (2009). Te Aho Arataki Marau mō te Ako i te Reo Māori - Kura Auraki: Curriculum Guidelines for Teaching and Learning Reo Māori in English-Medium Schools: Year 1-13. Wellington, N.Z.: Learning Media Limited.

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APPENDIX 1: Pre-teaching Preparation/ Planning Map



APPENDIX 2: A Glossary of Phrases and Sentences Covered in this Unit

<i>Greetings</i>	Ngā mihi	Ko _____ ia.
Mōrena / Ata Mārie	Ka nui ngā mihi ki a koe / kōrua / koutou*	<i>Tribal Affiliations</i>
Ahiahi Mārie		Ko wai tō iwi?
Kia ora ki a koe / kōrua / koutou		Ko _____ taku iwi.
Tēnā koe / kōrua / koutou	<i>Apologising</i>	
Tēnā koe e koro*	Aroha mai	<i>Ancestral home</i>
Tēnā koe e Tio*		Nō hea koe?
Tēnā koe Aroha*	<i>Excusing yourself</i>	Nō _____ au.
Tēnā koe Sylvia*	Tēna koa	
		<i>Current home</i>
<i>Farewells</i>	<i>Compliments (kīwaha)</i>	Kei hea tō kāinga noho?
Ka kite anō	Tau kē!	Kei _____ taku kāinga noho.
Ka kite i a koe / kōrua / koutou*	Ka pai!	Kei hea koe e noho ana?*
Haere rā	Kia pai mai hoki!	Kei _____ ahau e noho ana.
E Noho rā		
Pōmārie	<i>Introducing yourself</i>	<i>Wellbeing</i>
	Kia ora. Ko _____ au.	Kei te pēhea koe?
<i>Thanks</i>	Kia ora. Ko _____ taku ingoa*	Kei te _____ au.
Kia ora		
Tēnā koe / kōrua / koutou	<i>Introducing others</i>	*opportunities for differentiated learning

APPENDIX 3: Observation Feedback / Feedforward by Kaihāpai Māori

CHARLES

AKO MĀTĀTUPU OBSERVATION TOOL					
Observer: Charles	Date & Period: P2 06/01				
Subject(s): TRM	Year group:				
Participant: Brian Rūtia Thene					
Agreed focus of observation:					
Learning Intention(s): WALT communicate about kāre-tā-roto					
Success Criteria: To initiate simple convo (about...?) To ask + respond to simple questions (about...?)					
List of tasks. Space for sketching room & board layout: whakarongo ki wha - entry cards. Hei mahi Tūmehi 1 Tūmehi: Music - repeat of activity before but with music?					
<p>FEEDBACK SUMMARY</p> <table border="1"> <tr> <td>Positive feedback:</td> <td>Next steps - critical feedback:</td> </tr> <tr> <td> <ul style="list-style-type: none"> - good checking in with intention - good whakarongo activity - 3 base was creative = what about more bases for the other rōpū? - Resources are very cool and tangible! you can hold and feel it. </td> <td> <ul style="list-style-type: none"> * don't have to explain your hei mahi + how didn't it fit to kōrero, and normal too * make sure the whole class hears and understands the instructions - ask ākonga if they know and if necessary repeat * check if students want to have their work displayed (hang it at the back maybe?) ↳ same as performing to a crowd vs with a small group. </td> </tr> </table> <p>? what if students are whakarōa?</p>		Positive feedback:	Next steps - critical feedback:	<ul style="list-style-type: none"> - good checking in with intention - good whakarongo activity - 3 base was creative = what about more bases for the other rōpū? - Resources are very cool and tangible! you can hold and feel it. 	<ul style="list-style-type: none"> * don't have to explain your hei mahi + how didn't it fit to kōrero, and normal too * make sure the whole class hears and understands the instructions - ask ākonga if they know and if necessary repeat * check if students want to have their work displayed (hang it at the back maybe?) ↳ same as performing to a crowd vs with a small group.
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 P1

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 P2

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Tutaki Tangata

Ako Mātātupu
Teach First NZ

AKO MĀTĀTUPU OBSERVATION TOOL

Observer: NM Date & Period: P3, Tues 8 Jan

Subject(s): Te Reo Māori Year group: 9 LI-L2

Participant: whaea Tiana, Matua B, Whāia Rūhia

Agreed focus of observation:

Learning Intention(s): To learn the fundamentals of Pronunciation & significance of whakawhanauage

Success Criteria: Pronounce Māori words with confidence & fluency & understand the tikanga re: whakawhanauage

List of tasks. Space for sketching room & board layout:

AOS 1.01 AOS 1.02

FEEDBACK SUMMARY

Positive feedback: I like ' Great activities to ensure the fundamentals of pronunciation were attained. Fun + engaging lesson that kept us on our toes. Multiple activities. I really like how well you getted as a group in the classroom (synergy) I like how well you brought a reo Māori focus. Clear links to Te Reo + Tikanga. Relevant to Kaupapa. X

Next steps - critical feedback: I wonder if the LOST SCs were met if so, how? Do you know if the students up more T-Pronunciation Arapu up + swap chairs Waiaha Telehangā. A-E-I-O-U * Patapatas - Buffer. Exit cards before Karatia or after? X

the whanauanga was well established.

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P1

Digital - my new learning (1) *whāinga* *whāinga*

Ako Mātātupu
Teach First NZ

The Party wanted everyone to be all in

Positive learning environment (Māori Tangata & Te reo Māori)

Includes: Relationships, routines and rules Evidence of encouraging the enjoyment and making students feel safe, engaged in the space. *Positive* *Positive*

- Introduction - whakawhanauage *whāinga* *whāinga*
- Pātai - Tutaki Tangata *what* *why* *how* *global*
- Post *It's on* - Manaaki Tangata *to local Maori* *to* *global*
- board *utilise the whole time. 5 mins early*

Planning (Practising Excellence)

Includes: Clear learning intentions and success criteria, lesson structure and balance, clarity of instructions, and being an adaptive expert

- LI + SC clear with Tikanga communication focus
- SB: why is it import to tutaki tangata? Adapted well to pātai students up more
- T-Pronunciation Arapu up + swap chairs Waiaha Telehangā. A-E-I-O-U *
- Patapatas - Buffer.
- Well planned, transitions executed well.

- Pitched at appropriate level in fun + engaging ways. *Tene*
- Linked well from Global to te reo Māori view - relevance
- Exit cards to guide next steps

Pitch (Serving Community)

Includes: Learning at an appropriate level, content connects to students' lived experience, allows for connection to prior learning, scaffolding and differentiation, all informed by student voice.

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P2

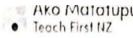
NYRA

YEAR 9 TE REO MĀORI - UNIT PLAN OVERVIEW

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YEAR 9 TE REO MĀORI - UNIT PLAN OVERVIEW

NYRA

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Culture is encouraging an environment of learning students' culture of intelligence as the purpose, particularly Aroha, Mana and Anō Papatū.</p> <p>Routines + relationships strongly formed based on whānaungatanga + manaakitanga (which link to Unit 1 Kaupapa) Theme</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Planning (Practising Excellence) Includes: Clear learning intentions and success criteria, lesson structure and balance, clarity of instructions, and being an adaptive expert</p> <ul style="list-style-type: none"> - Well planned and well delivered as a team - Activities would work well regardless of group size or any year level - Instructions clear from all Kātāio - Kahoot - Your students loved the use of innovation. And good to have rules around homework. - Lesson linked well to past lessons + moving to prepare us for our assessment! I would feel confident of the achieving success </td> <td style="width: 50%; vertical-align: top;"> <p>Presence (Practising Excellence) Includes: Sense of space, engaging manner encouraging student interaction with the teacher and with peers</p> <ul style="list-style-type: none"> • Strong + encouraging teacher presence • Highly engaging from the beginning to end • Your activities encouraged us to interact well with students + Kātāio which links to your overall Kaupapa + Theme </td> </tr> <tr> <td colspan="2"> <p>Really like the push to get us delving into Kiwahā and Kirehu of our own iwi/hapū, hei whaka niko i a māori Kōrero (great use for 12-13 NCEA)</p> <p>The lesson had amazing flow from start to end.</p> <p>Pitch (Serving Community) Includes: Learning at an appropriate level of students' lived experience, of scaffolding and differentiation</p> <p>Push (Brave Thinking) Includes: High expectations between teacher and teacher expectations put in action, inter-legal challenging ideas, pushing subject content beyond the required course</p> <p>Strong language focus. Tau kē! great use of innovation today</p> </td> </tr> </table>	<p>Planning (Practising Excellence) Includes: Clear learning intentions and success criteria, lesson structure and balance, clarity of instructions, and being an adaptive expert</p> <ul style="list-style-type: none"> - Well planned and well delivered as a team - Activities would work well regardless of group size or any year level - Instructions clear from all Kātāio - Kahoot - Your students loved the use of innovation. And good to have rules around homework. - Lesson linked well to past lessons + moving to prepare us for our assessment! 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Tau kē! great use of innovation today</p>	
Observer NM	Date & Period	8:45pm Thurs 3/4																																				
Subject(s)	TRM	Year group: 9																																				
Participant: Ruiha, Tiina, Briar																																						
Agreed focus of observation: <i>Whākatau</i> / Kōrero / Rūhi																																						
Learning intention(s): WALT: Imitate pronunciation, intonation, stress + rhythm of Kiwahā																																						
Success Criteria: To Pronounce Kūpū correctly To use Kiwahā appropriately																																						
List of tasks: Space for sketching room & board layout!																																						
1. Whākatau - entry card / 2. Outline lesson 3. Nōhē T-P-KD ↗ Pai Kāre / Tau Kē (given not explained) meaning 4. Brainstorm - Kiwahā - linked to previous lesson Kāre aroha 5. Waikākā 6. Whākakāpī																																						
FEEDBACK SUMMARY																																						
Positive feedback: * Loved the game to get the blood pumping, communication task in real life situations! Tau kē! * Kiwahā - brainstorm was great to elicit responses from students. * Reinforce of language from previous lessons, leading towards ensuring we are ready for assessment * Maximized your learning time well! * Thankyou for introducing Kiwahā to give more fluency to our Kōrero!		Next steps - critical feedback: * LI + SC? wonder * Did the students meet the SC?? * Checks for understanding * To use _____ of Kōrero * To understand _____ whakatau * → Ka haere tākitahi * Overall wonderful to see the progression in learning (and teaching)																																				
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NYRA

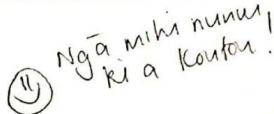
P5

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P6

AKO MĀTĀTUPU OBSERVATION TOOL	
Observer NJM	Date & Period 12.15-1.15pm Thurs 4/4
Subject(s): TRM	Year group 9
Participant Rūnā, Tiāna, Rūnā	
Agreed focus of observation:	
Learning Intention(s): AROMATAWA 1	
Success Criteria I can complete my aromatawa!	
List of tasks. Space for sketching room & board layout:	
1 Line up. Mihī - Pat 2 Karakia 3 Ice breaker - A ha 4 Rubric 5 Tohutoma 6. Discuss	
FEEDBACK SUMMARY	
Positive feedback:	• Loved the Kōrero rubric. + how you gave time for students to analyse it and prepare for the assessment. • Tau kē - that the assessment was completed in time and there was space to provide feedback in real time to your students. • Bookend game was really challenging + got us thinking 'Ka poi - great push'.
Next steps - critical feedback:	• Wonder if the task is not complete is that poi? • What if students don't want to speak in front of class, alternatives? → Feedforward? → Peer feedback or assessment task? → what about farewells? (1.2) M2
Reflection - I like - about unit	→ To help conclude the conversation (Te tutakitangata)
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P7

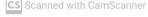
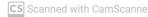
NOTES	
Positive learning environment (Mana Tangata & Tei te Vai) Includes: Relationships, routines and rules, evidence of engaging, incorporating diverse students, cultural intelligence in the lesson, positivity, Mana and Aroha.	
• Routines well enforced from start to end - Time and lesson paced well - consistency • Relationships well established between teacher + learners. Whanaungatanga + manaakitanga	
Planning (Practising Excellence)	Presence (Practising Excellence) Includes: Voice, awareness of space, engaging manner, encouraging student interaction with the teacher and with peers.
• well planned and prepared • great use of resources • instructions written & verbal clear delivery by all Kaiako → Kaiang	
• Assessment was engaging and it was great to see the īkōrōga really supporting each other with their mana. • Safe space created so the students felt able to attempt the assessment	
Pitch (Serving Community) Includes: Learning at an appropriate level, content connects to students lived experience, allows for connection to prior learning, scaffolding and differentiation, all informed by student voice.	
• Pitched well to the year level, content linked well to the world of the rangatohu & kāpapa • flash cards/whiteboard had scaffolding to enable all learners to succeed	
Push (Brave Thinking) Includes: Shared high expectations between learner and teacher, those high expectations put in action, introducing challenging ideas and thinking, putting subject content beyond the realms of the course.	
• Love the push you gave to guide students toward T.P.R. Atu. • You up the ante to include new characters to get students to think about meeting new people + assuming different characters.	
	

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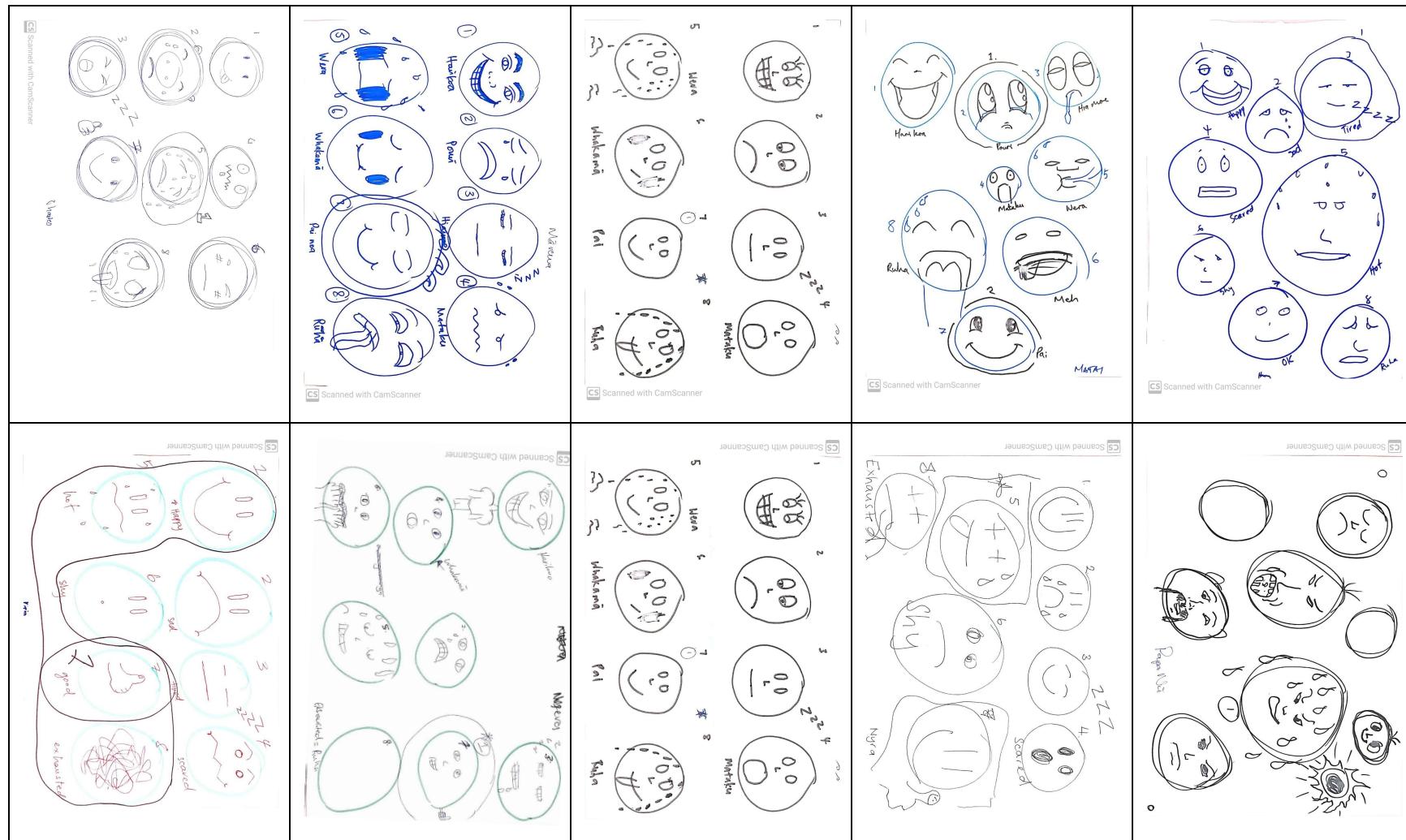
P8

APPENDIX 4: Student Feedback / Exit Cards

LESSON 1 - TUESDAY 5TH JAN, 2021

<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>A kēnē with aha ka mā...</u> <u>Mātua Brian knows what a kānū is.</u></p> <p>I would like to learn more about: <u>How the pronunciation helps us with whānau tangy + thānau.</u></p> <p></p>	<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>How to form actions to the vowel song</u> <u>The importance of meeting people</u> <u>Stop/pause to Te Reo Māori.</u></p> <p>I would like to learn more about: <u>I would like to learn more about:</u></p> <p></p>	<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>How to form actions to the vowel song</u> <u>The importance of meeting people</u> <u>Stop/pause to Te Reo Māori.</u></p> <p>I would like to learn more about: <u>I would like to learn more about:</u></p> <p></p>	<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>Diagraphs</u> <u>Consonants</u></p> <p>I would like to learn more about: <u>Pronouns</u></p> <p></p>
<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>A kēnē with aha ka mā...</u> <u>Mātua Brian knows what a kānū is.</u></p> <p>I would like to learn more about: <u>How the pronunciation helps us with whānau tangy + thānau.</u></p> <p></p>	<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>What a diagraph is.</u> <u>What consonants are.</u></p> <p>I would like to learn more about: <u>Personal pronouns</u> <u>Different ways to introduce myself in māori.</u></p> <p></p>	<p>AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>What a diagraph is.</u> <u>What consonants are.</u></p> <p>I would like to learn more about: <u>Personal pronouns</u> <u>Different ways to introduce myself in māori.</u></p> <p></p>	<p>FUN! AKO PANUKU Hearing/Listening</p> <p>Two things I learnt during this lesson are: <u>I learnt Ng + Wh are diagraphs</u> <u>I like how you included relevant whānau in the wāhā.</u></p> <p>I would like to learn more about: <u>Anything you want to teach us!</u> <u>How to link pronouns to greetings.</u></p> <p></p>

LESSON 2 (CHECK-IN FEEDBACK) - WEDNESDAY 6TH JAN, 2021



LESSON 3 - THURSDAY 7TH JAN, 2021



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① Love Kahoot (when winning)
② He kūpohorū te kīrehu
③

I liked the kōrero about kīrehu and the kahoot!
I wonder if we should join a dance camp with a ha kī. Wed 1pm.

I liked kāra
I wonder what it feels like to lose?

I like the wānanga + the practice of kīwāhera.

→ Love the structure. The clear instruction and the activities.

→ I wonder how we could have finished class. More time closing up!

LESSON 4 - THURSDAY 7TH JAN, 2021

