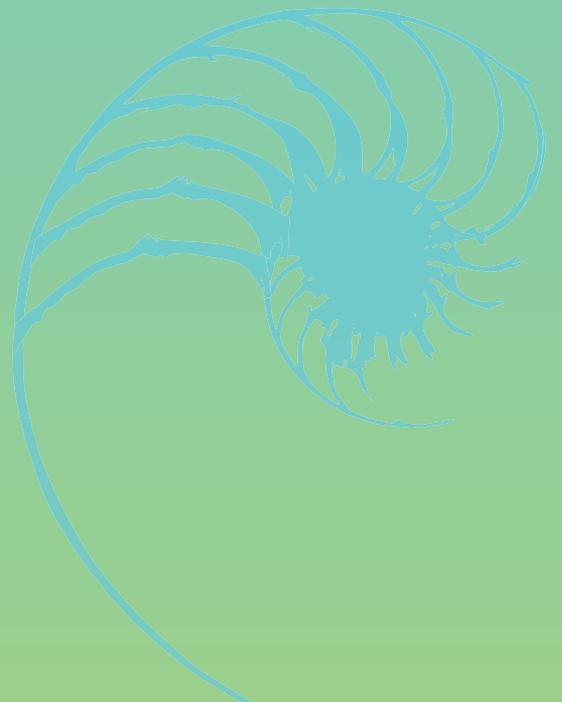




Te Kaveinga o Te Reo Māori Kūki 'Āirani

*The Cook Islands Māori
Language Guidelines*





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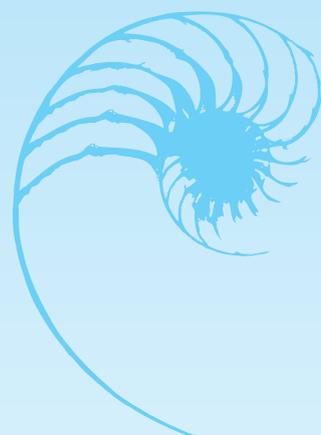
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Language Guidelines*

*Ministry of Education
Te Tāhuhu o te Mātauranga*

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Tuatua Mua

Foreword

Kia Orāna e te katoatoa. Kia Orāna e to tātou 'iti tangata Māori Kūki 'Āirani e no'o nei ki roto i a Aotearoa e perā katoa kōtou e no'o mai nei i te Kūki 'Āirani, 'Ōtīreria e tae roa atu ki ngā pore e 'ā o te ao nei. Kia Orāna kōtou e to te au pā 'enua i va'o mai tei 'inangaro i te tāmou i te reo Māori Kūki 'Āirani. Kia Orāna kōtou e te au pū'āpi'i ko kōtou 'oki tō mātou 'irinaki'anga. Te Atua te aro'a.

Greetings everyone. Greetings to all Cook Islands people in New Zealand, the Cook Islands, Australia, and in the four corners of the world. Greetings to all peoples of all nationalities who are eager to learn te reo Māori Kūki 'Āirani. Greetings to the teachers that we all depend on. Blessings and love.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines is a welcome update to the suite of language curriculum guidelines supporting the Learning Languages area of The New Zealand Curriculum.

The development of guidelines for the teaching and learning of Cook Islands Māori began in 2000. Underpinning this work has been the close working relationship between the Ministry of Education in New Zealand, the Ministry of Pacific Island Affairs, the Cook Islands Māori community in New Zealand, and representatives of the Cook Islands Ministry of Education. The close collaboration with Cook Islands Māori people both in New Zealand and in the Cook Islands strengthened and supported the work. In 2004, the Ministry published *Cook Islands Māori in the New Zealand Curriculum*.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines is designed to support the teaching and learning of the Cook Islands Māori language as an additional language in New Zealand early childhood and school settings. It sets out the competencies that learners need in order to communicate effectively in te reo Māori Kūki 'Āirani. Suggestions for the teaching and learning of the Cook Islands Māori language in early childhood and school settings are included.

Language, culture, and identity are inherently linked and are central to the goals of the Pasifika Education Plan. Learning a new language encourages students to participate more actively in New Zealand's diverse multicultural communities as well as in the wider global community. The Cook Islands Māori language adds to the rich linguistic and cultural diversity of New Zealand. Our individual and national identities are strengthened by having speakers of more than one language as part of our society.

To the many individuals and groups who assisted with this development, we offer our sincere appreciation of your support. Without it, the development of these language guidelines would not have been possible. We value and celebrate your contribution.

Kia manuia

Lesley Longstone
Secretary for Education



'Akatomo'anga

Introduction

**Taku manu nui taku manu ra'i
Taku manu ka rere ta'iti'iti ki tonga ki tokerau
'Ē rere e taku manu tupuna
Kāvea te rongō o te Kūki 'Āirani ki tō te ao katoa
'To o o ko ko ko e e**

Pasifika languages are spoken throughout New Zealand as well as in their countries of origin. The Cook Islands Māori language is included in Learning Languages, which is one of the essential learning areas of *The New Zealand Curriculum* (2007). *Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines* supports *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa* (1996) and *The New Zealand Curriculum*.

As they learn a language, students develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities.

The New Zealand Curriculum, page 24

There are close ties between the Cook Islands and New Zealand. The Cook Islands is a self-governing parliamentary democracy in free association with New Zealand. People from the Cook Islands are citizens of both New Zealand and the Cook Islands.

There is a large population of Cook Islands people living in New Zealand, mostly in the North Island. In the 2006 census, 58 011 people self-identified as being of Cook Islands Māori descent.

Worldwide the number of speakers of te reo Māori Kūki 'Āirani is not large. In the face of globalisation and the widespread use of English, Cook Islands Māori people are finding it difficult to maintain their language. Including te reo Māori Kūki 'Āirani as a language to be learned in New Zealand early childhood and school settings will improve access to learning the language and culture, which in turn will increase the numbers of speakers of Cook Islands Māori. Teachers and learners of te reo Māori Kūki 'Āirani have an important role to play in strengthening and maintaining the vitality of the language and in contributing to the protection of linguistic diversity in New Zealand and the rest of the world.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines incorporates the essential elements of *Te Whāriki* and *The New Zealand Curriculum*. It expands on these key foundation elements to provide teachers with content that is specific to the Cook Islands Māori language and culture and to help them plan their Cook Islands Māori language programmes in early childhood education settings and schools. It also integrates the cultural and philosophical principles and values of Cook Islands Māori culture (described briefly on pages 16-17).

A note on terminology and spelling

In these guidelines, the terms "Cook Islands Māori language" and "te reo Māori Kūki 'Āirani" are both used because they share the same meaning. In the same way, "Cook Islands culture" and "te peu Māori Kūki 'Āirani" are used interchangeably as they also share the same meaning.

Because "te reo Māori Kūki 'Āirani" and "te peu Māori Kūki 'Āirani" are used so frequently, these expressions are not italicised. All other Cook Islands Māori words are italicised.

The word 'Āirani may also be spelled 'Airani. The spelling 'Āirani is used consistently in these guidelines.

The strands and goals of *Te Whāriki* have been woven together in these guidelines to provide an integrated foundation for young children's language learning development. The te reo Māori Kūki 'Āirani learning outcomes for early childhood describe what might reasonably be expected for children's language development towards the end of their early childhood education. These guidelines include suggestions for teaching and learning te reo Māori Kūki 'Āirani in these settings.

In line with *The New Zealand Curriculum*, these guidelines then define eight further levels of achievement.

Used together with *Te Whāriki* and *The New Zealand Curriculum*, these guidelines will benefit all learners of Cook Islands Māori language and culture, irrespective of their age or learning environment.

The linguistic and cultural aspects suggested will help teachers to design a variety of learning experiences that connect with the everyday lives of learners. By considering traditional and modern practices of language use in cultural contexts, young people can gain a sense of how culture continually evolves and that language and culture are interrelated.

Access to te reo Māori Kūki 'Āirani teaching and learning programmes will increase learners' awareness of the significance of te reo Māori Kūki 'Āirani in New Zealand and also enhance their connections with the people of the Cook Islands and with other languages and cultures. In this way, the teaching and learning of Cook Islands Māori language and culture in New Zealand early childhood settings and schools will support the aim of *The New Zealand Curriculum*, that learners "experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity" (page 9).

‘Ē patu i te kōrero ki runga i te papa tei ‘akamou‘ia ‘e te ‘ui-tūpuna.

The foundation has been laid by our ancestors.

The place we come from is unique.

Past	Present	Future
		
Kāpua'anga Te Papa 'Ui-Tūpuna	I Tēia nei Uki 'Ōu Tēia Tuātau	'Āpōpō Te Uki ā Muri Atu

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines acknowledges the past, informs the present, and prepares for the future.

The meanings of the sayings and proverbs that appear in the text are given in the appendix on pages 98–99. Further information about Cook Islands Māori sayings and proverbs can be found in texts about Cook Islands Māori language and culture or through discussion with the local Cook Islands Māori community.

Kua tupu, kua aka, kua toro te papa i 'Avaiki



Te Au 'Akakoro'anga

Aims



Te Au 'Akakoro'anga Mama'ata

General Aims

The general aims for teaching and learning the Cook Islands Māori language and culture reflect those stated in *Te Whāriki* and *The New Zealand Curriculum*.

These are to:

- promote and encourage the learning of the Cook Islands Māori language and culture from the earliest practicable age;
- support the learning of the different languages and dialects of the Cook Islands;
- promote and use te reo Māori Kūki 'Āirani in a range of contexts, traditional and modern;
- provide accessible te reo Māori Kūki 'Āirani learning opportunities for all learners;
- consult and collaborate with communities of te reo Māori Kūki 'Āirani speakers in order to develop teaching and learning programmes that are inclusive and provide authentic contexts for learning;
- affirm kinship ties with the tāngata whenua of New Zealand;
- enable learners to develop and use te reo Māori Kūki 'Āirani as part of their education.



Te Au 'Akakoro'anga Tātakitā'i

Specific Aims

Learners of te reo Māori Kūki 'Āirani will:

- develop an understanding of te reo Māori Kūki 'Āirani ma te peu Māori Kūki 'Āirani;
- develop te reo Māori Kūki 'Āirani verbal and non-verbal communication skills for a range of purposes;
- experience the stories, texts, and visual symbols of te peu Māori Kūki 'Āirani;
- discover ways to be creative and expressive in te reo Māori Kūki 'Āirani.

As they progress to more advanced levels, learners will:

- increasingly understand the functions, structures, and conventions of te reo Māori Kūki 'Āirani and learn how the language varies according to audience and purpose;
- respond to and think critically about a range of te reo Māori Kūki 'Āirani texts;
- use te reo Māori Kūki 'Āirani to process information and communicate;
- extend their understanding of New Zealand as a country with diverse linguistic and cultural perspectives;
- acquire skills that may be extended in other curriculum areas;
- develop a sense of identity within, or in relation to, the Cook Islands heritage.

Mou i te kō, mou i te 'ere, kia pūkuru ō vaevae, 'ē kia mokorā ō kakī!



‘Ea‘a te Tumu ka Tāmou‘ia ai te Reo Māori Kūki ‘Āirani?

Why Learn Cook Islands Māori?

New Zealand is an increasingly diverse and multicultural society, situated in the South Pacific and underpinned by its bicultural partnership based on the Treaty of Waitangi. Learning te reo Māori Kūki ‘Āirani and te peu Kūki ‘Āirani helps learners to actively participate in and contribute to New Zealand’s diverse society and the wider Pacific region.

New Zealand’s diplomatic relations with the people of the Cook Islands affirm the close ties between the two nations. Many people from the Cook Islands have settled in New Zealand. More and more children of Cook Islands heritage are being born in New Zealand, including children with dual or multiple heritages. The opportunity to learn and use te reo Māori Kūki ‘Āirani in everyday contexts will enable these children to make connections to the wider communities of Cook Islands Māori language speakers, strengthening their sense of identity as they advance their knowledge of their language and culture.

Learners without kinship ties can also access the language and culture of the people of the Cook Islands. Participating in these programmes will help them to expand their knowledge and experience of a language spoken in communities in New Zealand, and this in turn will help them to build relationships with people in these communities.

For all learners, there are benefits in learning languages. There is evidence that people who become competent in two or more languages develop their cognitive abilities and gain a greater understanding of the power of language. Learning te reo Māori Kūki ‘Āirani will enable students to become more proficient in the languages they know and any others they learn.

Learners of te reo Māori Kūki ‘Āirani also develop their cross-cultural communication skills through encountering and exploring new ways of interacting with others, which challenges them to think about the world and their place in it. *The New Zealand Curriculum* describes these processes in the following way:

Learning a new language extends students’ linguistic and cultural understanding and their ability to interact appropriately with other speakers. Interaction in a new language ... introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. As they move between, and respond to, different languages and different cultural practices, they are challenged to consider their own identities and assumptions.

The New Zealand Curriculum, page 24

Like all languages, te reo Māori Kūki ‘Āirani is a treasure, not only for its people but also for others who wish to learn it. It is a gift to be shared by all people.

Kai i te ‘uāvare o te ‘ui-tūpuna!



Ko'ai Mā te Au Taurira nō te Reo Māori Kūki 'Āirani?

Who Are the Learners of Cook Islands Māori?

Learners of te reo Māori Kūki 'Āirani bring a range of prior experiences to their learning. In any setting, there may be learners who have:

- knowledge of other languages;
- knowledge of one language (usually English);
- little or no prior knowledge of te reo Māori Kūki 'Āirani;
- some previous experience of te reo Māori Kūki 'Āirani, although the language may not be spoken in the home;
- family or caregivers who use the language to communicate;
- a strong language and cultural background, speaking te reo Māori Kūki 'Āirani in their homes with other fluent speakers.

Pū'āpi'i (teachers) need to take these diverse needs into account when planning teaching and learning programmes.

A note on terminology

In these guidelines, the term "teacher" refers to professionals working in the early childhood sector as well as those in schools. Though the spelling in the *Cook Islands Māori Dictionary* (Buse and Taringa, 1995) for teachers is *pū'āpi'i*, some teachers prefer the spelling *pu'āpi'i*.

See also page 67 in the *Cook Islands Māori Dictionary*.

There is also diversity of ability within each group of learners. Learners of te reo Māori Kūki 'Āirani, at all levels, are likely to show the full range of individual differences found in any group of learners, from those who have special abilities to those with special educational needs.

Some learners of te reo Māori Kūki 'Āirani will come from backgrounds in which traditional structures, roles, and beliefs form an important part of the accepted value system. Teachers need to consider these differences and use a pedagogy that meets the needs of diverse learners.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines reflects the principles of inclusion contained in *Te Whāriki* and *The New Zealand Curriculum*. Language programmes developed following these guidelines should offer the opportunity to learn te reo Māori Kūki 'Āirani to a diverse range of learners – those with Cook Islands Māori heritage, those from other language and cultural backgrounds, and those with special needs.

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

The New Zealand Curriculum, page 9

As language and culture are inextricably linked, the concepts of te peu Māori Kūki 'Āirani also have implications for teaching and learning programmes. When Cook Islands Māori values (see pages 16–17) are fully integrated into teaching and learning programmes, they will help to provide authentic contexts for developing the required understandings.

When planning inclusive Cook Islands Māori language and culture programmes, teachers need to be sensitive to traditional cultural roles and relationships yet also be aware of how these are changing. They should recognise the relationship between certain traditional roles and the underlying value system that has defined them.

Teachers need to be aware that some of their students will come from backgrounds in which traditional structures, roles, and beliefs are important. Teachers can seek guidance on these matters through local Cook Islands Māori networks.

When students work with people from the Cook Islands Māori community in and beyond the classroom, they extend and deepen their understanding and use of te reo ma te peu Māori Kūki 'Āirani in authentic contexts. However, it is important to remember that not all members of Cook Islands Māori communities are necessarily experts in te reo ma te peu Māori Kūki 'Āirani.

Ututu'ia kia mou te reo tūpuna o te Kūki 'Āirani



Te 'Āpi'i'anga o te Tūranga o te Reo Māori Kūki 'Āirani

Teaching the Features of Cook Islands Māori

This section describes some important features of te reo Māori Kūki 'Āirani for teachers to consider when planning programmes for teaching and learning the language.



Te Au Reo *Languages*

Three distinct Polynesian languages are spoken in the Cook Islands:

- Cook Islands Māori is an Eastern Polynesian language, belonging to the same language family as New Zealand Māori and the languages of Hawai'i and Tahiti. It has a number of distinct dialects.
- The language of Pukapuka is a Western Polynesian language, belonging to the same language family as the languages of Sāmoa, Tuvalu, and Tokelau. Pukapuka Island's inclusion as part of the Cook Islands has resulted in some Cook Islands Māori terms and expressions being adopted into the Pukapuka language.
- Palmerston Island has its own unique and distinctive mixture of Cook Islands Māori and English.



Te Au Reo 'Eua Tātakitā'i *Dialects*

Cook Islands Māori has a number of dialects. Speakers of one dialect can understand the others. The dialects are:

- Aitutaki;
- Ātiu, Ma'uke, and Miti'āro (Ngāpūtoru);
- Mangaia;
- Manihiki and Rakahanga;
- Rarotonga;
- Tongareva (Penrhyn).

The dialect of Rarotonga is the most widely used and standardised dialect, both in the Cook Islands and within Cook Islands communities in New Zealand. Learners of Cook Islands ancestry whose heritage language is that of Pukapuka or whose heritage dialect is other than that of Rarotonga benefit from learning the Rarotongan dialect as a lingua franca because they are part of the Cook Islands community. Learners of Cook Islands Māori who are not of Cook Islands ancestry normally begin by learning the dialect spoken in Rarotonga.

Tauī'anga Reo *Language Change*

The languages and dialects of the Cook Islands are traditionally oral. However, with the coming of Europeans and in particular the introduction of Christianity, the written word became another way to communicate. Writing had a huge impact on the spoken form of the dialects and languages of Cook Islands people. The Rarotongan translation of the Bible, *Te Bibilia Tapu Ra: Koia te Kōreromotu Ta'ito e te Kōreromotu 'Ōu*,¹ motivated the people on Manihiki to learn to read and write in this dialect, although they continued to speak in the Manihiki dialect (Kauraka, 1989).

Advances in technology bring with them new words that challenge the vocabulary of the Cook Islands languages and dialects. Words like "computer" challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options. One is to transliterate the new terms (for example, "computer" becomes *kamupīuta*). Another way is to create new words using the existing Cook Islands Māori vocabulary (for example, the word *roro-uira* was coined to mean "computer"). A third option is to add a new meaning to an existing Cook Islands Māori word.

Arā-reta 'ē Tōna 'Akapapa'anga *The Alphabet and Alphabetical Order*

The alphabet of the Rarotongan dialect, used widely throughout the Cook Islands, has five vowels and nine consonants.

The five vowels are:

a, e, i, o, u.

Vowels may be either long or short.

The nine consonant sounds are:

ng, k, m, n, p, r, t, v, and the glottal stop [ʔ].

This dialect uses two diacritical marks: the macron and the glottal stop. The glottal stop is a consonant and is represented by [ʔ] in written texts – for example, the word *'akavera*.

In written text, a macron (a straight, horizontal line) placed over a vowel (for example, ā, ē, ī, ō, ū) indicates that the vowel sound is long. Whether a vowel is long or short can change a word's meaning – for example, *marama* means "moon" and *mārama* means "daylight".

The alphabetical order used in the *Cook Islands Māori Dictionary* (Buse and Taringa, 1995) is:

a, 'a, ā, 'ā, e, 'e, ē, 'ē, ng, i, 'i, ī, 'ī, k, m, n, o, 'o, ō, 'ō, p, r, t, u, 'u, ū, 'ū, v,
and the glottal stop (ʔ).

Learners need to know this alphabetical order so that they can use Cook Islands Māori dictionaries.

¹ The Rarotongan Bible was first published in 1888 and was reprinted by the United Bible Societies in 1972.

Te arā-reta i roto i te au reo

The alphabet in other dialects

As well as the five vowels and nine consonants of Rarotonga, the Tongarevan alphabet has two additional letters: s and h.

The dialect spoken in Manihiki and Rakahanga also has two additional letters in its alphabet: f and h.

The Pukapuka language has three additional letters in its alphabet: l, w, and y.

Other letters are used as they appear in the Bible (*Te Bibilia Tapu Ra: Koia te Kōreromotu Ta'ito e te Kōreromotu 'Ōu*).

Te au mākarōna e te au 'āmata

Macrons and glottal stops

Cook Islands Māori is sometimes printed with macrons and glottal stops and sometimes without them, as they are considered appropriate for some readers and not for others. Learners who speak Cook Islands Māori as their first language do not usually need them when they are learning to read. These learners read for context and already know how to say the words.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines uses macrons and glottal stops. The intended readership includes teachers who do not speak Cook Islands Māori fluently. Macrons and glottal stops can also help learners who do not have Cook Islands Māori as their first language. Learners who are developing literacy in Cook Islands Māori need to be able to cope with both types of written Cook Islands Māori text because they will generally encounter both. As learners move to higher levels, they need to learn how to make meaning from texts both with and without macrons and glottal stops.



Te Au Tikanga Māori Kūki 'Āirani

Cook Islands Māori Values

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

The New Zealand Curriculum, page 10

Cook Islands Māori programmes in early childhood centres and schools will reflect the attitudes and values of *Te Whāriki* and *The New Zealand Curriculum*. Through their learning experiences, students will develop and clarify their own values and come to respect and be sensitive to the rights of people who may have values and attitudes that are different from their own.

Integrating Cook Islands Māori values into programmes for teaching and learning te reo Kūki 'Āirani will enable students to learn about and experience the values cherished by the people of the Cook Islands. This may involve learners experiencing the culture of Cook Islands Māori in a range of authentic settings or contexts in which they can observe, appreciate, and respond to particular practices, protocols, and expectations.

The core values of te peu Kūki 'Āirani are:

- *piri'anga*
- *aro'a*
- *tā'aka'aka*
- *'anga'anga tā'okota'i*.

Piri'anga refers to the centrality of relationships and connections in te peu Kūki 'Āirani and how these are acknowledged in all language and cultural practices:

'E piri'anga tōna ki tēia 'enua. (He or she has a connection to this land.)

Aro'a encompasses loving attention, kindness, welcoming, caring, sacrifice, forgiveness, and devotion:

'E mea aro'a 'ua mai nāna. (She gave it as a donation.)

Tā'aka'aka is the value of respect and involves honouring others, especially elders and those of senior status. It implies humility and not placing oneself before others. It also encompasses respect for God because Christianity is important in the lives of many Cook Islands Māori people:

'E tamaiti tā'aka'aka 'aia ki mua i tōna metua. (The child shows humility before their mother or father.)

'Anga'anga tā'okota'i is the value placed on co-operation and working together as a community, participating and contributing to serve others and the common good. This concept lies behind many of the ways in which Cook Islands Māori people relate to each other. For example, women working on their *tīvaivai* (quilts) or people participating in a *tere* party (travelling group) work together and relate to each other within the group:

Mē 'anga'anga tā'okota'i kōtou, ka manuia. (You'll succeed if you work together.)

The core values are integral to the culture of Cook Islands Māori people, as expressed in and in relation to:

- *kōpū tangata* (the immediate and extended family connected through bloodline);
- *'enua* (the connection of the child to the land through their *akapapa'anga* or genealogy);
- *matakeinanga* (the village or community to which an individual belongs);
- *'irinaki'anga 'Ēvangelia* (the Christian values and principles that are embodied in the church community and the Cook Islands Māori way of life);
- *te 'Ui Ariki* (the Paramount Chief structure and their chiefs);
- *'akapapa'anga* (identity and heritage);
- *kōrero* (oral tradition).

Learners will grow in confidence as they experience and learn to recognise different elements of the belief system of Cook Islands Māori people in a range of sociocultural contexts. As learners compare and contrast different beliefs and cultural practices (including their own), they will understand more about themselves and become more understanding of those whose language they are learning.

As well as collective values, learners will explore personal aspirations that will help them to develop positive attitudes towards learning as a lifelong process. By comparing different languages and cultures within New Zealand, learners will examine the context and implications of their own attitudes, of New Zealand's social system, and of the values on which different social structures are based.

'Ākara āinei tōku mata ki te au tuā'ivi, 'e rauka āinei te tauturu i āku i reira





Te Kite Karape o te Reo

Language Knowledge

Language and culture are interdependent. Language elements, such as vocabulary and grammatical structures, are the building blocks for developing communicative proficiency in te reo Māori Kūki 'Āirani.



Kia Mātūtū te Tāmoumou'anga

Learning Is Progressive

Learning a language is a cumulative process of focusing on form (the structure of the language) and on meaning (the communicative purpose appropriate to the context). For learners of te reo Māori Kūki 'Āirani, the process will usually involve starting with simple structures and everyday formulaic expressions and then progressing to more complex ones. For example, learners usually learn the construction *Ē te pū'āpi'i kāre au e mārāma ana 'i tēia au tuatua* before they learn *Kāre tākiri au e mārāma ana i tēia au tuatua*.

As they become familiar with the structure of the language and use it to communicate meaning in a range of contexts, learners also grow in knowledge. For this reason, they need to develop a rich repertoire of formulaic expressions (which may be grammatically complex) to use in particular situations – for example, they may learn an expression such as *Ko tōku 'inangaro ma'ata, kia meitaki tāku 'āpi'i*. As they develop their competence, they will come to understand the grammatical structure of these expressions.



Kia Tano te Tūrangā 'Āpi'i

Learning in Context

It is best to learn and use vocabulary and grammatical structures in meaningful and realistic contexts. For example, teachers could introduce the structure *Kā ua āpōpō* when teaching learners how to express planning for the future or introduce *Tunu kēke* when talking about cooking – *tāori'ia te 'uāmoa, tukua atu te tuka, and kā'iro'ia*. Learners' communicative needs also influence the vocabulary and structures chosen.



Kia Pu'apinga te Tāmoumou'anga

Practice Is Important

Learners become competent in knowing and using a language by interacting frequently in meaningful ways. They need plenty of opportunities to practise what they are learning so that eventually they can use te reo Māori Kūki 'Āirani to communicate spontaneously. Teachers need to revisit language structures to reinforce prior learning.

By continuously consolidating their knowledge of vocabulary and grammatical structures as they use te reo Māori Kūki 'Āirani in a range of contexts, learners can acquire new structures when they are ready.



Tauturu'anga i te Au Tauira kia 'Au Tū

Helping Learners to Achieve

Learners acquire their knowledge of a language and its culture progressively. In the initial stages, learners may produce approximations (that is, forms that are almost but not quite correct) of a given grammatical structure or cultural expression. These approximations are often stepping stones to acquiring the correct forms. Learners can use these approximate forms to communicate effectively to some degree even when their knowledge of the correct language structure or appropriate cultural protocol is very limited. Although it is natural for learners to make mistakes while they are learning, they should receive regular feedback on how close their approximations are to the target.

Teachers can use learners' mistakes to diagnose their language-learning strengths and needs and provide constructive ways of addressing the needs and building on the strengths. In this way, they can find a balance between encouraging learners to communicate spontaneously and correcting their errors. When learners are conversing or participating spontaneously, teachers may choose to allow some mistakes. This will help learners to gain confidence, use the language willingly, and act in appropriate ways. As they progress through the levels, they will learn to communicate more accurately, just as small children do when learning their first language. They will become increasingly aware that accuracy of expression, as well as fluency, is needed for really effective communication in oral, written, and visual contexts.

E patu i te 'are vānanga ki runga i te tūranga ngāueue kore



Te Kite Karape ō te Peu

Cultural Knowledge

Language and culture are profoundly linked, and so cultural practices are building blocks for developing competence and proficiency in te reo Māori Kūki 'Āirani. Also, cultural practices are constantly being reshaped and so are always a mixture of the traditional and the modern.

Te reo Māori Kūki 'Āirani teaching and learning programmes explore the relationship between language and culture. Through the programmes, learners become increasingly aware of how language and cultural practices are organised and of the meanings they convey. As they develop their knowledge and use of te reo Māori Kūki 'Āirani in different contexts and situations, learners will compare different beliefs and different cultural practices – including their own – and come to understand more about themselves and about others. See "Cook Islands Māori Values" (pages 16–17).

The learning environment is important. Teachers are encouraged to acknowledge the affinity that many children have with their natural surroundings and their community and to use these as a context for and an aid to learning.

The community may provide resource people who will add cultural authenticity to Cook Islands Māori language and cultural programmes. Fostering relationships with the community, and with speakers of te reo Māori Kūki 'Āirani, will make it easier to give learners contexts for genuine intercultural communication. Through these opportunities, they will deepen their understanding of how language and cultural practices are intertwined.

Pāpā'ia 'ē pūrēkua te meika, ka 'a'ae koe i tēta'i tā, kā vai mai e ta'i tā



Te 'Āpi'i'anga Pu'apinga

Effective Pedagogy

Te Whāriki and *The New Zealand Curriculum* contain information that is relevant to teachers as they plan their programmes. This information is based on a significant amount of research that explores the most effective types of pedagogy.



Te Au Pūnanga Reo

Early Childhood Settings

Te Whāriki sets out the framework for providing for children's early learning and development within a sociocultural context. It emphasises the learning partnership between teachers, parents, families, and communities. Teachers weave a holistic curriculum based on their knowledge of the child's learning and development in the early childhood setting and the wider context of the child's world. The video series *Te Whāriki: Policy to Practice: Early Childhood Curriculum Materials for Aotearoa New Zealand* (2006) enables teachers and educators to further their understanding of how to use *Te Whāriki*.



Te Au 'Āpi'i

Schools

The New Zealand Curriculum is the curriculum policy statement for schools. It provides a framework that guides schools to meet the particular needs, interests, and circumstances of their students and community. Teachers design and use a flexible curriculum that has been developed in response to their students' identified learning needs and includes the wider sociocultural context of the individual school community.

Although there is no formula that can guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship.

Teacher actions that promote teacher learning are described further on pages 34–35 of *The New Zealand Curriculum*.



Te 'Āpi'i'anga nā roto i te Roro-uira 'ē te 'Āpi'i'anga Pu'apinga

E-learning and Pedagogy

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches outlined in [this] section.

The New Zealand Curriculum, page 36

Students and teachers can access language learning programmes and information through the Internet and make regional, national, and global links with communities of learners. Such pathways to language learning will engage learners of te reo Māori Kūki 'Āirani and extend their interaction with other users of the language.

Refer to page 36 of *The New Zealand Curriculum* for further information.

Later sections of these guidelines suggest a range of developmentally appropriate learning activities for early childhood programmes and for school programmes at eight progressive levels.

'E 'ati'anga tō te au mea rava rāi





Te Tārērē‘anga

Purposeful Assessment

The primary purpose of assessment is to improve learners' learning and teachers' teaching.

Assessment of children should encompass all dimensions of children's learning and development and should see the child as a whole.

Te Whāriki, page 30

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress.

The New Zealand Curriculum, page 39

With this in mind, early childhood centres and schools need to consider how they will gather, analyse, and use assessment information to achieve this purpose. *Te Whāriki* and *The New Zealand Curriculum*, as well as the materials that support them, provide guidelines for using assessment processes and assessment information. These guidelines should be consulted.



Te Tere'anga o te Tāmoumou 'Āpi'i

A Continuum of Learning

Te Whāriki and *The New Zealand Curriculum* present the overarching curriculum policy for early childhood education and schools. These documents outline a continuum of teaching and learning that includes the outcomes to be achieved. When planning te reo Māori Kūki 'Āirani programmes, it is important to provide for a smooth transition from one setting to the next and from level to level.

Both *Te Whāriki* and *The New Zealand Curriculum* emphasise the importance of developing communication skills and language in the early years. Both describe language in terms of its verbal and non-verbal elements and its interconnection with culture.

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music ... Adults should understand and encourage both verbal and non-verbal communication styles.

Te Whāriki, page 72

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

The New Zealand Curriculum, page 17

Te Kāveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines emphasises competence in communication. Teachers in early childhood settings and schools can use these guidelines to put together programmes that will help learners to develop their skills, knowledge, and competencies and to achieve the specified outcomes.

The achievement objectives for schools, from levels 1 to 8, are based on authentic texts and contexts that students are likely to encounter in their everyday lives and on more specialised uses of te reo Māori Kūki 'Āirani.



Te Au Pūnanga Reo

Early Childhood Settings

This section provides guidelines for integrating the Cook Islands Māori language and culture into early childhood education programmes and settings. *Te Whāriki* sets out the principles, strands, and goals that are appropriate for the early childhood years and is the basis for consistent early childhood curriculum and programmes. For further guidance about curriculum planning, refer to *Te Whāriki*.

Te Whāriki is founded on the aspiration that children will:

grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Te Whāriki, page 9

Each community a child belongs to will provide opportunities for new learning – opportunities to experience and think about alternative ways of doing things, to make connections across time and place, to establish different kinds of relationships, and to encounter different points of view. Communicating in te reo Māori Kūki 'Āirani in different contexts is part of that experience and learning.

Children develop their language through learning experiences in their families and communities as well as in early childhood centres. The weaving together of te reo Māori Kūki 'Āirani and te peu Kūki 'Āirani in these experiences provides relevant and contextualised, language-rich environments for learners in their early childhood years, whether they are learning te reo Māori Kūki 'Āirani as their first language or as an additional language.

Children learn through responsive and reciprocal relationships with people, places, and things. This learning is best managed in contexts that are safe and inclusive while also encouraging risk taking, creativity, and exploration. Through active participation within these environments, children develop their knowledge of te reo Māori Kūki 'Āirani and their ability to use it in a range of situations. At the same time, they develop confidence in what they know and can do.



Te Au Tumu Manako 'Āpi'i nō roto i te Au Pūnanga Reo

The Principles of Early Childhood Education

There are four broad principles at the centre of the early childhood curriculum:

1. **'Akamana'anga (Empowerment):** The early childhood curriculum empowers the child to learn and grow.
2. **Tupu'anga ō te Tamariki (Holistic Development):** The early childhood curriculum reflects the holistic way children learn and grow.
3. **Te Kōpū Tangata 'ē te 'Iti Tangata (Family and Community):** The wider world of family and community is an integral part of the early childhood curriculum.
4. **Piri'anga (Relationships):** Children learn through responsive and reciprocal relationships with people, places, and things.

These four broad principles form the framework for all teaching and learning in the early childhood curriculum. The Cook Islands Māori values (described on pages 16–17) interweave the concepts and values that reflect te peu Kūki 'Āirani in action. The tables on pages 26–32 give examples of learning outcomes and learning experiences that are consistent with these values.

Teachers will also find ways to develop activities and experiences for children that best meet their needs and engage them in learning te reo Māori Kūki 'Āirani within appropriate cultural settings.



Te Au Mākave, te Au 'Akakoro'anga 'ē te Au Tāmou'anga ka Rauka mai

Strands, Goals, and Learning Outcomes

The strands are:

1. **Ora'anga Kōpapa (Well-being):** The health and well-being of the child are protected and nurtured.
2. **Rōta'i'anga (Belonging):** Children and their families feel a sense of belonging.
3. **'Ōronga'anga (Contribution):** Opportunities for learning are equitable, and each child's contribution is valued.
4. **'O'ora'anga Manako (Communication):** The languages and symbols of their own and other cultures are promoted and protected.
5. **Kimikimi'anga (Exploration):** The child learns through active exploration of the environment.

Each strand has several goals. In *Te Whāriki*, learning outcomes have been developed for each goal in each of the strands so that the whāriki becomes an integrated foundation for every child. These outcomes are described as knowledge, skills, and attitudes that combine to become working theories and learning dispositions across a range of areas. The outcomes in *Te Whāriki* are indicative only; they are not absolute. Teachers are expected to develop their own more specific outcomes in response to children's learning and development.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines selects particular goals within each strand and gives examples of learning outcomes that are significant to the development of the child's understanding and use of te reo Māori Kūki 'Āirani. The guidelines also give examples of experiences through which this learning can occur.

Teachers who wish to incorporate teaching and learning te reo Māori Kūki 'Āirani into early childhood programmes are recommended to use *Te Whāriki* (as the foundation curriculum) together with *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* and, in these Cook Islands Māori guidelines, the sections on early childhood settings (pages 24–38) and Cook Islands Māori values (pages 16–17). These resources will help teachers to plan a strong foundation for a holistic and integrated approach to children's learning and growth that includes developing their knowledge and use of te reo Kūki 'Āirani in a range of contexts.

Mākave 1: Ora'anga Kōpapa

Strand 1: Well-being

The health and well-being of the child are protected and nurtured.

Young children experience transitions from home to service, from service to service, and from service to school. They need as much consistency and continuity of experience as possible in order to develop confidence and trust to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences.

Te Whāriki, page 46

Goals <i>Note that no examples are given for Goal 3 in this strand</i>	Examples of learning outcomes	Examples of learning experiences
Goal 1 Children experience an environment where their health is promoted.	Children develop: <ul style="list-style-type: none"> • increasing understanding of their bodies and how they function • self-help and self-care skills for eating, drinking, food preparation, toileting, resting, sleeping, washing, and dressing. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • communicate their needs and display appropriate behaviours when feeling cold, hunger, pain, or fatigue – for example, a child may say: <ul style="list-style-type: none"> – 'E anu au • request something – for example, a child may say: <ul style="list-style-type: none"> – 'Aere mai koe ki tōku rā 'ānau'anga, 'inē? • request attention – for example, a child may say: <ul style="list-style-type: none"> – 'Akarongo mai, 'inē?
Goal 2 Children experience an environment where their emotional well-being is nurtured.	Children develop: <ul style="list-style-type: none"> • an ability to identify their own emotional responses and those of others • confidence and ability to express emotional needs • an increasing ability to determine their own actions and make their own choices. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • express their emotional needs – for example, a child may say: <ul style="list-style-type: none"> – Kāre au e meitaki ana • see, hear, and imitate adults asking about emotions – for example, a child may say: <ul style="list-style-type: none"> – 'Ākara'anga maromaroā a Tere • express their decisions and choices – for example, a child may say: <ul style="list-style-type: none"> – Kāre au e 'inangaro i tēta'i vai.

Mākave 2: Rōta‘i‘anga

Strand 2: Belonging

Children and their families feel a sense of belonging.

The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity. Children need to know that they are accepted for who they are. They should know that what they can do can make a difference and that they can explore and try out new activities.

Te Whāriki, page 54

Goals <i>Note that no examples are given for Goal 2 and Goal 4 in this strand</i>	Examples of learning outcomes	Examples of learning experiences
Goal 1 Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.	Children develop: <ul style="list-style-type: none"> • awareness of connections between events and experiences within and beyond the early childhood education setting • connecting links between the early childhood education setting and other settings that relate to the child, such as home, school, or parents' workplaces • knowledge about the role of the wider world of work, such as the hospital, the supermarket, or the fire service. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • talk about what they do at home or in other settings with interested adults and share news – for example, a child may say: <ul style="list-style-type: none"> – 'Ākara koe, 'e tāmaka 'ōu tōku • meet visitors who are speakers of te reo Māori Kūki 'Āirani in the early childhood setting in the context of morning teas, trips, shared lunches, barbecues, and cultural events – for example, a child may say: <ul style="list-style-type: none"> – 'Uapou, tatau, 'trava, teretere.
Goal 3 Children and their families experience an environment where they feel comfortable with the routines, customs, and regular events.	Children develop: <ul style="list-style-type: none"> • an understanding of the routines, customs, and regular events of the early childhood education setting. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • talk about routines, rituals, and regular events – for example, a child may say: <ul style="list-style-type: none"> – 'E ora kanga • compare their home routines with the routines in the early childhood service – for example, a child may say: <ul style="list-style-type: none"> – Kāre mātou e 'imene ana i te kāinga.

Mākave 3: 'Ōronga'anga

Strand 3: Contribution

Opportunities for learning are equitable, and each child's contribution is valued.

Children's development occurs through active participation in activities ... The early development of social confidence has long-term effects, and adults in early childhood education settings play a significant role in helping children to initiate and maintain relationships with peers.

Te Whāriki, page 64

Goals <i>Note that no examples are given for Goal 1 in this strand</i>	Examples of learning outcomes	Examples of learning experiences
Goal 2 Children experience an environment where they are affirmed as individuals.	Children develop: <ul style="list-style-type: none"> • a sense of "who they are", their place in the wider world of relationships, and the ways in which these are valued. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • participate in group activities and show caring for others – for example, a child may say: <ul style="list-style-type: none"> – <i>Ka 'akapēnei koe mē ma'ani</i> • help to prepare for an activity – for example, a child may say: <ul style="list-style-type: none"> – <i>'E tiki puka tāku tauturu.</i>
Goal 3 Children experience an environment where they are encouraged to learn with and alongside others.	Children develop: <ul style="list-style-type: none"> • strategies and skills for initiating, maintaining, and enjoying a relationship with other children ... • an increasing ability to respect another's point of view and to empathise with others. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> • take part in group cultural experiences, such as storytelling – for example, a child may say: <ul style="list-style-type: none"> – <i>Pīpirimā</i> • make requests – for example, a child may say: <ul style="list-style-type: none"> – <i>'Ōmai i te varāoa 'e te pata, 'inē?</i> • apologise – for example, a child may say: <ul style="list-style-type: none"> – <i>'Āriki mai i tāku tatarā 'ara</i> • take part in group games and cultural events to develop positive attitudes and a sense of fairness when participating with others – for example, a child may say: <ul style="list-style-type: none"> – <i>Meitaki tā'au kapo pōro.</i>

Mākave 4: 'O'ora'anga Manako

Strand 4: Communication

The languages and symbols of their own and other cultures are promoted and protected.

During these early years, children are learning to communicate their experience in many ways, and they are also learning to interpret the ways in which others communicate and represent experience.

Te Whāriki, page 72

Goals	Examples of learning outcomes	Examples of learning experiences
<p>Goal 1 Children experience an environment where they develop non-verbal communication skills for a range of purposes.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> responsive and reciprocal skills, such as turn-taking and offering an increasingly elaborate repertoire of gesture and expressive body movement for communication, including ways to make requests non-verbally and appropriately an ability to express their feelings and emotions in a range of appropriate non-verbal ways. 	<p>Children have opportunities to use te reo Māori Kūki Āirani when they:</p> <ul style="list-style-type: none"> use appropriate non-verbal communication forms to express their feelings and emotions – for example, a shrug of the shoulders (I do not want to do it; I don't care) learn and use facial expressions, gestures, and body language in different contexts – for example, tilting the head to acknowledge someone and responding to a beckoning forefinger participate in games – for example, <i>pinipini tā'ae</i> (hide and seek).
<p>Goal 2 Children experience an environment where they develop verbal communication skills for a range of purposes.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> language skills in real, play, and problem-solving contexts as well as in more structured language contexts language skills for increasingly complex purposes confidence that their first language is valued. 	<p>Children have opportunities to use te reo Māori Kūki Āirani when they:</p> <ul style="list-style-type: none"> ask questions – for example, a child may say: <ul style="list-style-type: none"> <i>'Ea'a i toretore ai te pākiri o te taika?</i> take the initiative in conversations – for example, a child may say: <ul style="list-style-type: none"> <i>Tei te a'a koe?</i> take part in activities that involve playing and having fun with words – for example, a child may say: <ul style="list-style-type: none"> <i>'Ākara mai</i> <i>'ākara atu</i> <i>'ākara ki runga</i> <i>'ākara ki raro</i> tell others a story – for example, a child may say: <ul style="list-style-type: none"> <i>I nana'i kua 'aere māua ko tōku pāpā i te tākiri ika. Kua rauka tā māua pātuki</i> pay attention to the context of cultural events – for example, when the dance leader says <i>Rima ki te 'ope</i>, the children put their hands on their hips ready to dance.

Goals	Examples of learning outcomes	Examples of learning experiences
<p>Goal 3 Children experience an environment where they experience the stories and symbols of their own and other cultures.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • an understanding that symbols can be “read” by others and that thoughts, experiences, and ideas can be represented through words, pictures, print, numbers, sounds, shapes, models, and photographs • familiarity with print and its uses by exploring and observing the use of print in activities that have meaning and purpose for children. 	<p>Children have opportunities to use te reo Māori Kūki 'Āirani when they:</p> <ul style="list-style-type: none"> • take part in reading, singing, and storytelling sessions – for example, when the teacher tells the story of Little Red Riding Hood, the children chant the following at different parts of the story: <ul style="list-style-type: none"> – <i>Te ma'atama'ata i tō'ou taringa</i> – <i>Te ma'atama'ata i tō'ou putāngi'u</i> and so on • develop early mathematical concepts – for example, a child may say: <ul style="list-style-type: none"> – <i>'Ākara mai, e ono āku pa'i vari. 'E 'ia ā'au?</i> • access stories and literature valued by the people of the Cook Islands and become increasingly familiar with them – for example, Katikatiā • participate in a cultural event – for example, Cook Islands Constitution celebrations around New Zealand.
<p>Goal 4 Children experience an environment where they discover and develop different ways to be creative and expressive.</p>	<p>Children develop:</p> <ul style="list-style-type: none"> • familiarity with the properties and character of the materials and technology used in the creative and expressive arts of the people of the Cook Islands • skill and confidence with the processes of art and craft, such as cutting, drawing, collage, painting, print making, weaving, stitching, carving, and constructing • an ability to be creative and expressive through a variety of activities, such as imaginative play, carpentry, storytelling, drama, music making, and cultural performances. 	<p>Children have opportunities to use te reo Māori Kūki 'Āirani when they:</p> <ul style="list-style-type: none"> • experience the materials and technology used in traditional art forms, such as weaving table mats in a variety of materials (paper, plastics, computer images, flax, fabric, and so on) • participate in group art and music activities and in cultural events – for example, making an 'ei • hear, see, enjoy, and create jokes, rhymes, and other appropriate expressions of humour – for example, the children's rhyme <i>Tupa Kere</i> (Black Crab).



Mākave 5: Kimikimi'anga

Strand 5: Exploration

The child learns through active exploration of the environment.

Children learn through play – by doing, by asking questions, by interacting with others, by setting up theories or ideas about how things work and trying them out, and by the purposeful use of resources.

Te Whāriki, page 82

Goals <i>Note that no examples are given for Goal 1 and Goal 2 in this strand</i>	Examples of learning outcomes	Examples of learning experiences
Goal 3 Children experience an environment where they learn strategies for active exploration, thinking, and reasoning.	Children develop: <ul style="list-style-type: none"> confidence in using a variety of strategies for exploring and making sense of the world ... the ability to identify and use information from a range of sources, including using books for reference the confidence to choose and experiment with materials, to play around with ideas, and to explore actively with all the senses. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> solve problems in a satisfactory way – for example, a child playing in the sandpit may say: <ul style="list-style-type: none"> <i>Kua tāmā'ū'ū au i te one ki te vai e kua ma'ani au i tēta'i 'are-one</i> predict and estimate quantities – for example, the teacher may ask: <ul style="list-style-type: none"> <i>'Ē'ia meika 'i runga 'i te mereki?</i> and the child may reply: <ul style="list-style-type: none"> <i>'Ē ta'i nga'uru mā ta'i</i> construct an item and talk about it – for example, a child may say: <ul style="list-style-type: none"> <i>Kua ma'ani au i tēta'i vaka rākau</i> play alongside others and share talk – for example, a child may say: <ul style="list-style-type: none"> <i>Te tāori nei au 'i te varāoa mata, te pata ē te tuka.</i>

Goals <i>Note that no examples are given for Goal 1 and Goal 2 in this strand</i>	Examples of learning outcomes	Examples of learning experiences
Goal 4 Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.	Children develop: <ul style="list-style-type: none"> familiarity with stories from the Cook Islands about the living world, including myths and legends and oral, non-fictional, and fictional forms. 	Children have opportunities to use te reo Māori Kūki 'Āirani when they: <ul style="list-style-type: none"> develop knowledge about animals and plants that are important in te peu Kūki 'Āirani – for example, <i>nū</i>; and different kinds of fish – for example, <i>mangō</i> engage in exploratory play using objects that have cultural value – for example, playing <i>rutu pa'u</i> learn and use te reo Māori Kūki 'Āirani and te peu Kūki 'Āirani concepts for social relationships, rules, and understandings – for example, referring to older people as <i>māmā</i> or <i>pāpā</i> to show respect go on outings to explore the local environment and make links to cultural practices for respecting and sustaining the environment – for example, making sure everything is gathered up and properly distributed and used so as to protect the environment.




Tāmanako'anga Tuatua 'ē te 'Akano'ono'anga Reo 'ē te Au Tū Komakoma'anga

Suggested Vocabulary, Structures, and Kinds of Talk

Language and culture are inseparable. Children acquire knowledge about culture through participating actively in Cook Islands Māori community events and in learning experiences that embody cultural norms and expectations. The information on Cook Islands Māori values (on pages 16–17) provides a useful framework for planning a holistic, integrated approach to children's learning.

Au kupu Vocabulary

Teachers may expect children in early childhood education programmes to use the kinds of Cook Islands Māori words, phrases, and formulaic expressions that are listed below. Although the examples are in groups of nouns, verbs, and so on, children will acquire and use combinations of words as they hear them used and as they experiment with them in their everyday activities across a range of settings. The more experiences children have, the more linguistic and cultural features and patterns they learn.

The kind of vocabulary that children may use at the early childhood level includes:

- nouns such as *tamaiti, tamariki, tamā'ine, māmā, pāpā*;
- verbs such as *'aere, 'oro, tū, tātā, tuatua*;
- attributes such as *meitaki, 'akangāteitei*;
- adverbs such as *mārie, viviki, teitei, 'aka'aka*;
- prepositions such as *ki roto, ki runga, ki va'o, ki te pae, ki mua, ki muri*;
- pronouns such as *ko māua, ko rāua, ko mātou, ko ia, ko au, ko koe*;
- adjectives such as *mānea, poto, meangitikā*;
- numbers such as *ta'i, rua, toru, 'ā, rima, ono, 'itu, varu, iva, ta'i nga'uru*;
- formulaic expressions such as *kāre au i kite, 'Āriki mai i tāku tatarā 'ara, meitaki ma'ata*.

'Akano'ono'o'anga Structures

Young children develop their grammatical skills by using Cook Islands Māori for different purposes and functions in a range of contexts. Their first attempts may not be grammatically correct or complete. The following table shows some language structures that young children may be using at this level.

Te au tū 'o'ora'anga manako <i>Communication functions</i>	'Akano'ono'o'anga <i>Structures</i>
Statements	<i>'E tamaiti tēia nā Mere. Kō Mere tēia (e no'o nei). Nāku tēia puka.</i>
Questions and answers	<i>Kā kai koe i te meika? 'Āe.</i>
Words to agree or disagree	<i>Ka 'inangaro au. Kāre au e 'inangaro.</i>
Commands	<i>'Aere mai ka 'aere tātou ki te kāinga. Ē No'o, 'aere mai ka 'aere tātou ki va'o.</i>
Polite requests	<i>'Aere mai, 'inē? 'Akarongo mai, 'inē?</i>

Te au tū tuatua tūkētūkē

Kinds of talk

Children may be hearing and responding to the following kinds of talk at this level.

This talk will also include responding to, and using, formulaic expressions.

Te au tū tuatua tūkētūkē <i>Kinds of talk</i>	'Ākara'anga <i>Examples</i>
Experimental talk	<i>Te 'are o te 'ānau ā Tau Simiona. Tuatua 'aka'ōu.</i>
Imaginative talk	<i>Kua 'aruru te parūnu. Kua rere te manu.</i>
Use of phrases during an activity	<i>Tē ma'ani nei au.</i>
Conversations	<i>'Ea'a tā'au e ma'anī ra? 'E poti.</i>
Storytelling	<i>I tēta'i tuātau. Arumaki'ia 'a Pīpiri mā 'e tō rāua ngā metua.</i>
Talk relating to aspects of te peu Kūki 'Āirani	<i>Nā'ai e pure i tā tātou kai? 'Auraka koe 'e no'o ki runga i te pūtē ūrunga!</i>

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Children will demonstrate the following skills as they develop their linguistic and cultural knowledge through experiences that enable them to communicate in te reo Māori Kūki 'Āirani.

Kite karape ite reo <i>Language skills</i>	'Ākara'anga <i>Examples</i>
Communicate non-verbally	Wave goodbye.
Use single words to communicate meaning	Attract attention.
Say two or three words together	Point to a glass for a drink of water.
Provide additional information	Point to a cup and say: <i>Vai</i> .
Say several things	Point and begin to ask for something – for example, a child may say: <i>Vai, karāti, kapu</i>

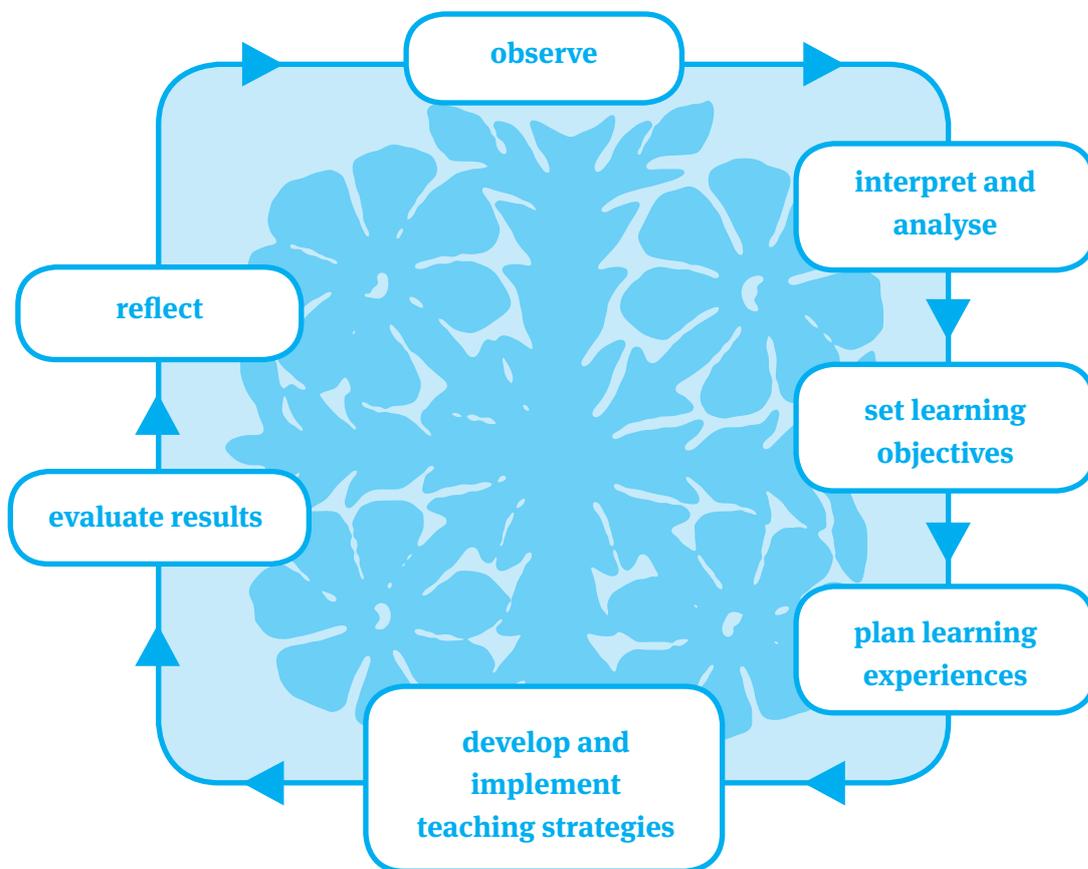


Te Au Rāvenga 'Akapapa'anga 'Āpi'i nō te Au Pūnanga Reo

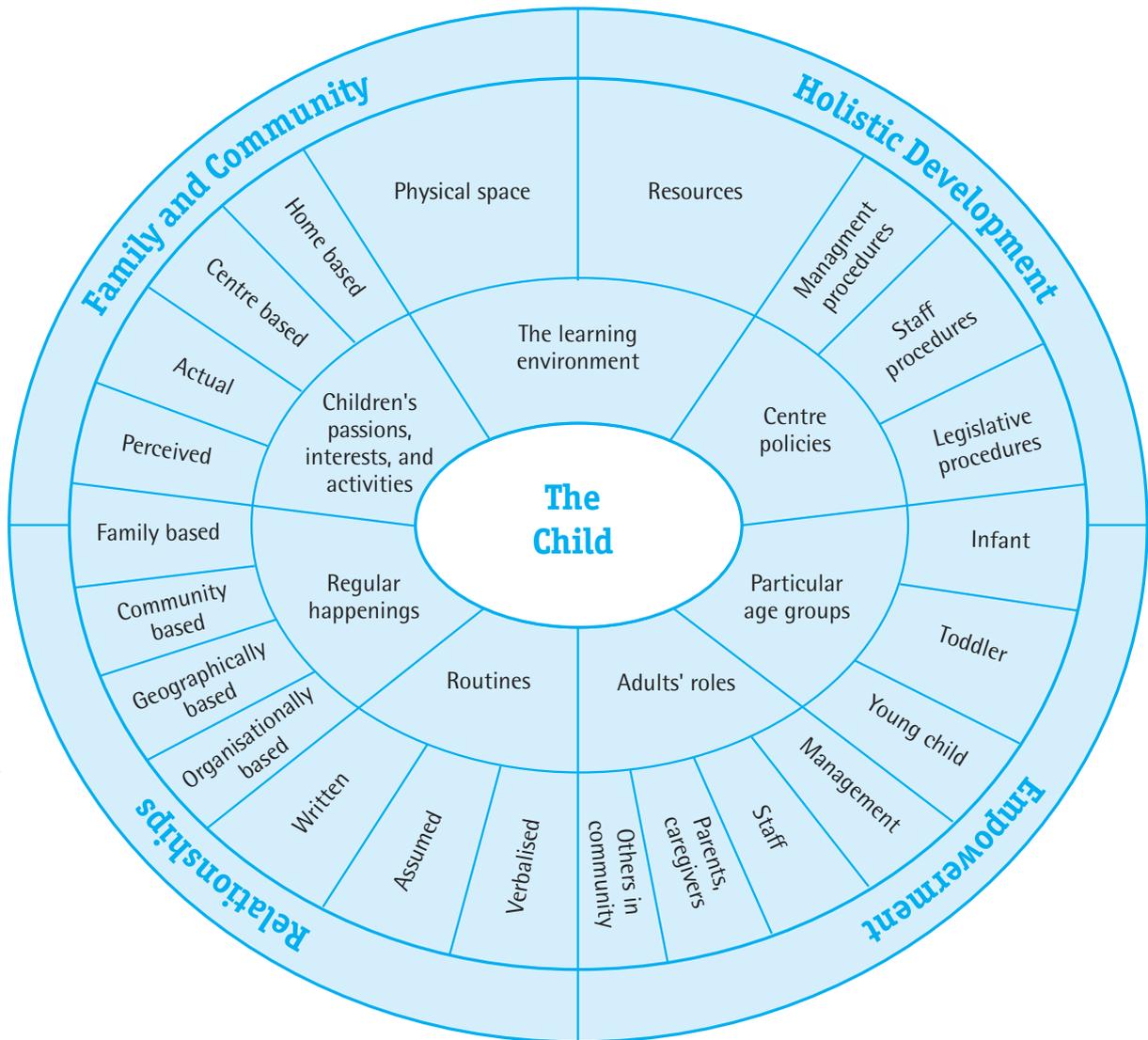
Programme Planning for Early Childhood Settings

Children's learning and development are the starting points for planning the curriculum. *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* recommends that teachers use the "notice, recognise, and respond" framework. Programme planning that is developed in this way will be built on educators' understanding of children and the diversity of their learning pathways.

Kei Tua o te Pae is grounded in *Te Whāriki*. Both documents uphold current early childhood theory and practice, and both emphasise the importance of understanding each child and engaging with their knowledge, skills, attitudes, and interests.



The diagram below suggests the connections between Cook Islands Māori values (see pages 16–17) and the ecology of child development.



Early Childhood Centre Philosophy

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Te 'Anga 'Anga i Tēta'i Porokarāmu Reo Māori Kūki 'Āirani

Setting up a Cook Islands Māori Language Programme

It is useful to begin planning a language programme by identifying each child's current level of te reo Māori Kūki 'Āirani and whether they are first language speakers. Teachers can observe children for this purpose as part of their daily practice. The language parents use in the home should also be taken into account when considering each child's needs.

This information will help teachers to select goals and plan programmes that connect to the language the children have already learned and the language they need to learn. When children already show some proficiency in the language, teachers need to consider ways to enrich their language and cultural development by providing new experiences and discussing them in te reo Māori Kūki 'Āirani.

Setting up a Cook Islands Māori language programme will involve collaboration with the local community. Teachers need to think about the kinds of support that the local Cook Islands community can offer and to talk about this with families when discussing their children's needs and achievements.

Material resources are also important. *Developing Programmes for Teaching Pacific Islands Languages* and the accompanying *Guidelines for Cook Islands Māori Language Programmes* include ideas about programme planning and descriptions of other available resources. Teachers can also consult the Pasifika kete on www.tki.org.nz for information and resources specific to Pasifika languages, including te reo Māori Kūki 'Āirani.



Tāmanako'anga nō te Au Rave'anga i te Vāito'anga

Suggested Assessment Approaches

For specific guidance on appropriate assessment approaches at the early childhood level, refer to *Te Whāriki* and *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars*. The early childhood exemplars suggest a wide range of techniques for assessing children's progress and identifying their next learning steps. Many of these suggestions can be adapted to the learning and assessment of te reo Māori Kūki 'Āirani.

The different purposes for carrying out assessment in early childhood settings, together with some suggested techniques, are set out below.

<p>'Akakoro'anga nō te vāito'anga <i>Purposes for assessment</i></p>	<p>Tāmanako'anga nō te au rave'anga i te vāito'anga <i>Suggested assessment approaches</i></p>
<p>To observe, record, and then reflect on the way in which children are acquiring and using Cook Islands Māori during activities in a familiar environment</p>	<ul style="list-style-type: none"> • Observe and record events of a child's play. • Analyse the observations, identify the child's area of interest, and observe the language used. • Share and discuss your observations with teaching colleagues. They may be able to contribute further to your observations. • Share and discuss how you and your teaching team could extend the child's learning skills and development. • Determine how this could best be done and develop an action plan. • Keep samples of the child's work (for example, pictures, paintings, and paper cuttings and also photographs of the child during significant moments in their learning) and records of the child's language use.
<p>To identify children's prior learning experiences</p>	<ul style="list-style-type: none"> • Discuss a child's prior learning with their caregivers and family in their home or in a community setting (for example, the <i>pūnanga reo</i> centre).
<p>To identify children who have special needs in language development</p>	<ul style="list-style-type: none"> • Systematically observe a child's language behaviour and compare it with the behaviour expected for their age and stage, using appropriate language development criteria. • To make appropriate decisions, discuss the child's language development with colleagues and with outside professionals.
<p>To record and reflect on the level of support that the home and community can give to the Cook Islands Māori programme</p>	<ul style="list-style-type: none"> • Consult with parents and community leaders. • Conduct exploratory projects at the community level. • Work in partnership with parents and community members.
<p>To discover the quality of the Cook Islands Māori programme and make improvements where necessary</p>	<ul style="list-style-type: none"> • Set up a system for reviewing and evaluating the programme. The system should include selecting samples of children's work, working in partnership with parents and families, and reviewing the children's progress.





Te ‘Akano‘o‘anga ō te *Te Kaveinga o Te Reo Māori Kūki ‘Āirani: Taka‘inga 1–8*

The Framework of Te Kaveinga o Te Reo Māori Kūki ‘Āirani: The Cook Islands Māori Language Guidelines: Levels 1–8

This section provides the framework for teaching and learning te reo Māori Kūki ‘Āirani in schools. It is consistent with the overarching aims of the Learning Languages learning area in *The New Zealand Curriculum*. The framework proposes a teaching and learning progression for te reo Māori Kūki ‘Āirani, identifying specific communication objectives at eight levels of achievement. It also identifies the kinds of knowledge, skills, and activities that have the potential to assist that learning.

An overview of the framework is set out on page 40.

MĀKAVE STRANDS

‘O‘ora‘anga Manako Communication

Te Kite Karape ō Te Reo Language Knowledge

Te Kite Karape ō Te Peu Cultural Knowledge

Communication is the core strand. The achievement objectives in the Communication strand reflect communicative uses of te reo Māori Kūki ‘Āirani based on listening and speaking, reading and writing, and viewing and presenting or performing in a range of traditional, everyday, and specialised contexts. These achievement objectives provide the basis for assessment.

The two supporting strands, Language Knowledge and Cultural Knowledge, are directed specifically at developing the linguistic and cultural awareness needed for communicative competence. These two supporting strands are assessed only indirectly, through their contribution to the Communication strand.

Te au kite umuumu‘ia *Achievement objectives*

The achievement objectives reflect communicative uses of te reo Māori Kūki ‘Āirani based on listening and speaking, reading and writing, and viewing and presenting or performing in traditional, everyday, and specialised contexts.

Au tāmānako‘anga nō te reo Māori Kūki ‘Āirani *Suggested aspects of the Cook Islands Māori language*

The suggested aspects of te reo Māori Kūki ‘Āirani indicate possible linguistic content and the degree of complexity expected at each level. These are suggestions only, and other linguistic content may be included where appropriate.

Au tāmānako‘anga nō te peu Māori Kūki ‘Āirani *Suggested aspects of Cook Islands Māori culture*

The suggested aspects of Cook Islands Māori culture indicate possible sociocultural content, texts, and contexts for communicative purposes. These are suggestions only, and other content, text, and contexts may be included where appropriate.

Au tāmānako‘anga nō tēta‘i au tū tāmou‘anga ‘āpi‘i ‘ē tēta‘i au tū tārērē‘anga *Suggested learning and assessment activities*

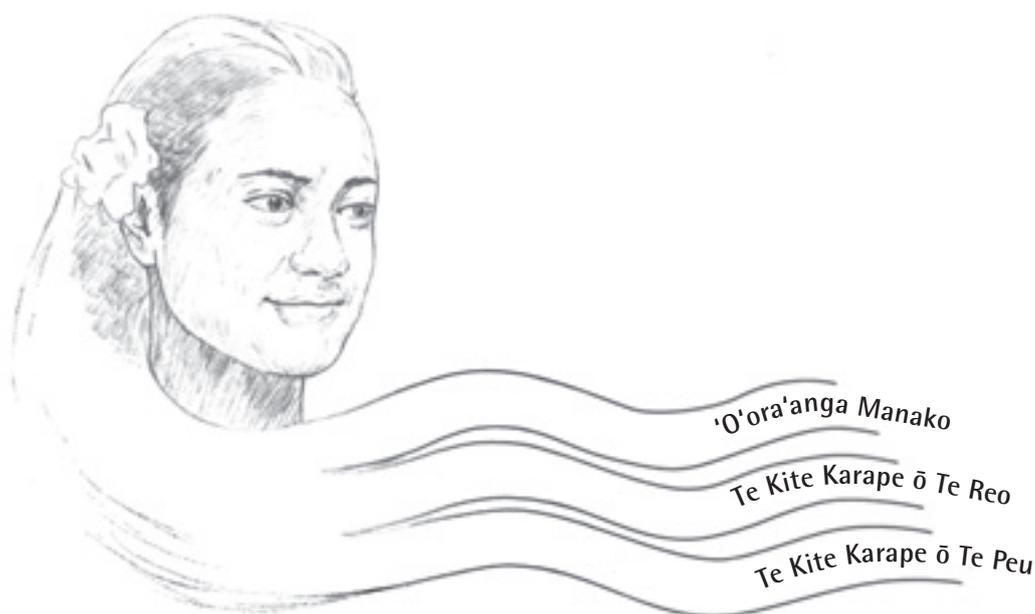
The suggested learning and assessment activities are examples of ways of developing communicative competence in te reo Māori Kūki ‘Āirani in appropriate language learning and sociocultural contexts. Teachers and students can also use the activities to measure progress and identify areas for improvement.

Te Au Mākave nō te Au 'Āpi'i *The Strands for Schools*

The strands for schools are:

- 'O'ora'anga Manako – Communication
- Te Kite Karape ō Te Reo – Language Knowledge
- Te Kite Karape ō Te Peu – Cultural Knowledge

These three strands work together. As students use te reo Māori Kūki 'Āirani to communicate (for example, when talking with their friends), they draw on their language knowledge and skills. The way they express and position themselves, and the forms of language they choose for particular social contexts, also demonstrate their knowledge of te peu Māori Kūki 'Āirani.



Te Mākave 'O'ora'anga Manako *The Communication strand*

In the core Communication strand, students learn to use the language to make meaning. As their linguistic and cultural knowledge increases, they become more effective communicators, developing the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing.

The achievement objectives in the Communication strand provide the basis for assessment. The two supporting strands are assessed only indirectly, in that they contribute to the Communication strand. See *The New Zealand Curriculum* (pages 24–25) for further information.

Te Mākave Kite Karape ō Te Reo

The Language Knowledge strand

This strand encompasses the knowledge, about the language and about the way it is structured and used, that is needed for communication at the levels specified. The Language Knowledge strand is a supporting strand, and it encompasses the following skills:

- listening and speaking (oral language);
- reading and writing (written language);
- viewing and presenting or performing (visual language).

These skill groupings are described in more detail below.

Reo tuatua: Te ‘akarongo‘anga ‘ē te tuatua‘anga

Oral language: Listening and speaking

Learners listen to and speak a language before they learn to read and write it. Opportunities for students to listen to and speak te reo Māori Kūki 'Āirani are essential to enable them to develop their oral language competence and may also build a foundation for the development of their literacy skills. Learners need plenty of opportunities to have sustained conversations with other speakers of te reo Māori Kūki 'Āirani and participate in cultural events, activities, and meetings that allow them to absorb and practise protocols appropriate to their age, status, and experience. Learners should progressively develop the ability to communicate their own ideas, feelings, and thoughts in te reo Māori Kūki 'Āirani and learn to respond to others appropriately in a range of formal and informal situations.

Teachers should plan activities that allow learners to use oral language in a variety of situations and contexts. At earlier school levels, children are still developing oral language skills. Young children are attuned to listening to and reproducing the sounds and patterns of a language. Learners whose first or home language is te reo Māori Kūki 'Āirani can be expected to have a more developed sense of the sounds and patterns of the language than do second language learners.

Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Reading and writing provide a foundation for learning in the modern world. The most effective way for students to learn te reo Māori Kūki 'Āirani is in a stimulating environment that encourages reading and writing in the language. Reading programmes should build on the learners' interest in listening to legends and other stories, rhymes, and chants. They should start to retell Cook Islands Māori stories and be active viewers and listeners when books are read to them in te reo Māori Kūki 'Āirani.

These younger students need a print-rich environment to help them realise that print holds meaning; that their thoughts, stories, and speech can be written down; and that writing can be read over and over again. As emergent writers, young students develop their concepts about print (such as page orientation and directionality) and start to realise that macrons can be guides to pronunciation and meaning.

It is critical that teachers encourage their students to read widely and engage them in reading and writing in te reo Māori Kūki 'Āirani. Reading is a strong foundation for language development. Learners' vocabulary will increase as they have more and more experiences of comprehending written words used in specific contexts.

Writing helps students to clarify and explore ideas and feelings, to develop knowledge of the language, and to use language more fluently. It is also a means of communicating with others. Students should learn to write confidently, clearly, and appropriately in a range of styles, both formal and informal. They should develop an explicit knowledge of the steps in the writing process. They should also come to understand the conventions of written te reo Māori Kūki 'Āirani – for example, the use of macrons and glottal stops (see page 15).

Reo 'akaata: Te 'ākara'anga ma te akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Learners experience the world of visual language in many ways – for example, through traditional performances, the arts, signs and symbols, other media, and play. Play is important in children's language learning, enabling them to develop their understanding of shape and visual movement. Their communication skills grow as they build their repertoire of gesture and expressive body movements.

Visual language (including symbolism, imagery, and body language) is an important aspect of language. In traditional Cook Islands Māori performances and events, for example, body language, gestures, and costumes contribute significantly to the meaning of the words and to the occasion. Students will need guidance in how to view and understand the ways in which these verbal and visual elements interact to produce particular meanings and effects in traditional performances as well as in the art forms of dance (for example, *'ura pa'u*) or chant (for example, *tūrou*) and in contemporary blends of Cook Islands Māori culture and New Zealand culture. At the same time, students should be given opportunities to explore other Cook Islands Māori forms of visual language in which words and images combine – for example, in print, drama, and other media – and to present visual language text forms using images – for example, *tīvaivai*.

Te Mākave Kite Karape ō Te Peu

The Cultural Knowledge strand

Cook Islands Māori culture (which includes the cultural life and customs of the Cook Islands Māori community in New Zealand as well as in the Cook Islands) is expressed through the language in how people think, talk, and act. Exploring and reflecting on Cook Islands Māori culture is the context in which students learn te peu Māori Kūki 'Āirani.

For Cook Islands Māori students, learning te reo Māori Kūki 'Āirani is part of their sense of belonging and of their identity as Cook Islands Māori people. For non-Cook Islands Māori students, learning te reo Māori Kūki 'Āirani and learning about te peu Māori Kūki 'Āirani in New Zealand open another window of learning and lead to a deeper understanding of what it means to be part of a multicultural society.

In *Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines*, cultural learning is specified as a separate strand to ensure that it receives its due emphasis. However, it is a supporting strand, helping students to develop the knowledge, skills, and understandings they need for intercultural competence rather than native-speaker competence. Teachers need to ensure that they integrate culture into all aspects of teaching and learning and plan te reo Māori Kūki 'Āirani programmes that will engage learners in genuine social interaction and foster explicit comparisons and connections between languages and cultures.

Titi tōkere tō tangi pātē tō tangi kitā tē reka nei taku ngākau e!



Te Au 'Āpi'i'anga kia Tāmou'ia

The Key Competencies

The key competencies are the capabilities for living and lifelong learning. They provide direction and guidance on what is considered important for all students to acquire as part of their schooling in New Zealand. As such, the key competencies need to be integrated into te reo Māori Kūki 'Āirani teaching and learning programmes.

The five key competencies are identified on pages 12–13 of *The New Zealand Curriculum*:

- Manako'anga – Thinking
- Te tā'anga'anga i te reo 'ē tēta'i atu tū 'ākara'anga 'ē te tātā'anga – Using language, symbols, and texts
- Te 'aka'aere'anga ia koe 'uā'orāi – Managing self
- Te 'anga'anga 'ē te piri'anga tā'okota'i – Relating to others
- Te 'anga'anga kāpiti – Participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The New Zealand Curriculum, page 12

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them. The competencies have implications for both teachers and students.

Teachers need to plan their programmes with the key competencies in mind. To do this, they need to consult the descriptions of the key competencies in *The New Zealand Curriculum* (on pages 12–13) and the description of Learning Languages (on pages 24–25). The Learning Languages description further explains the importance of the key competencies and how these are integrated into the aims and objectives of language teaching and learning.

Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines provides more detail about how the key competencies can be integrated into programmes for teaching and learning te reo Māori Kūki 'Āirani effectively. In addition, these guidelines offer a model for integrating te reo Māori Kūki 'Āirani into everyday teaching. This model includes Cook Islands Māori cultural values and concepts (see pages 16–17) that align with the five key competencies. Teacher planning and pedagogy need to take the key competencies and Cook Islands Māori cultural values into account.

Students need to be challenged and supported to develop the key competencies in contexts that are increasingly wide-ranging and complex. As they move between and respond to different languages and cultural practices, learners of te reo Māori Kūki 'Āirani are challenged to consider their own identity and assumptions, how they interact with others, and how they make and interpret meaning. To communicate effectively, students need to learn how to manage themselves in situations that involve new ways of expressing themselves. Experiencing the integration of key competencies in all teaching and learning contexts and situations will assist them in that learning.



Te Au Kite Umuumu'ia 'ē te Kake'anga atu ki te Au Tūranga ō Runga atu

Achievement Objectives and Progression through the Levels

The achievement objectives for levels 1–8 (on pages 47–95) are progressive descriptions of the knowledge, understanding, and skills that students need to acquire and use in order to communicate effectively in te reo Māori Kūki 'Āirani as they move through the levels. These objectives provide the basis for planning programmes and for determining a learner's current level of competence in te reo Māori Kūki 'Āirani. When teachers know what each learner has achieved, they can work out what the next steps in their learning should be.

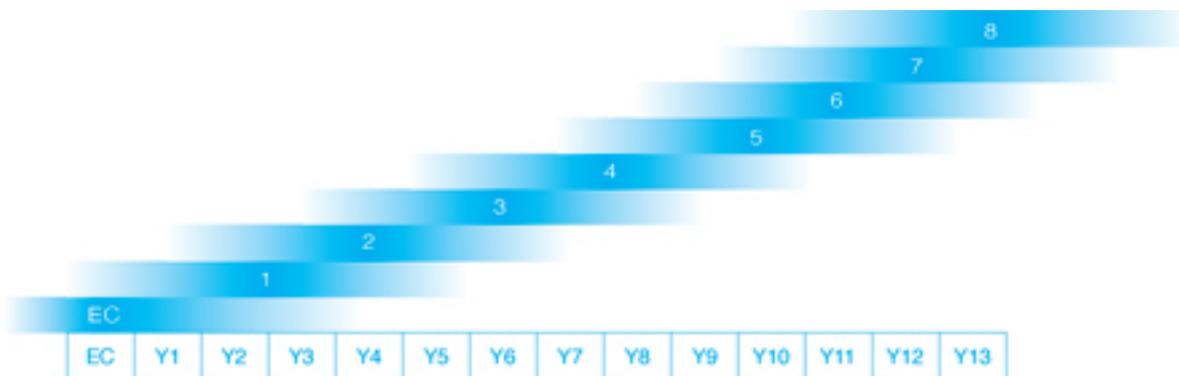
The key competencies must also be addressed in all aspects of te reo Māori Kūki 'Āirani teaching and learning programmes.

The numbered achievement objectives in the Communication strand are expressed in terms of communication functions and indicate the kinds of language that learners should be able to use at each level.

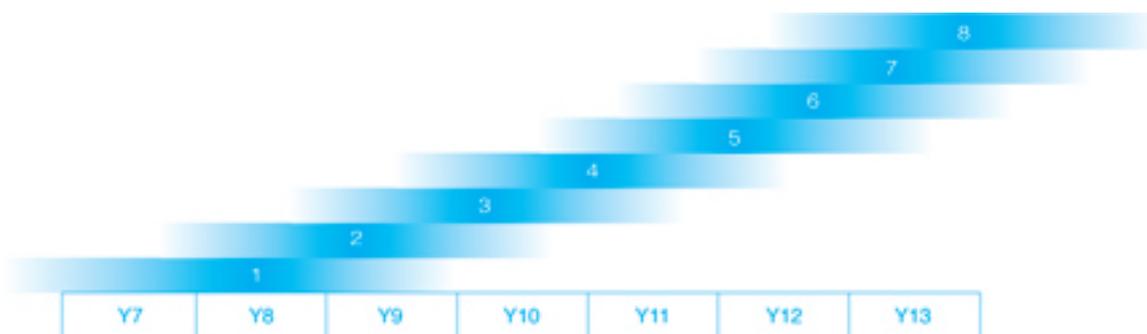
Although oral, written, and visual language are presented as separate elements, in practice they are intertwined and are all used to express the culture. When teachers design language programmes, they need to balance these areas of language and the contexts in which they are used.

The following diagrams show the possible progressions for learners who start te reo Māori Kūki 'Āirani programmes at different points.

Learners who attend *pūnanga reo* settings and continue with te reo Māori Kūki 'Āirani from primary through to intermediate and secondary school level (as well as community learning) may follow the progression shown below.



Learners who begin the te reo Māori Kūki 'Āirani programme at year 7 may follow another pattern, shown below.



For both progressions, the levels may vary according to the continuity, availability, and sequencing of programmes within schools. As with all programme planning, there are many different ways of introducing te reo Māori Kūki 'Āirani programmes into schools.





Taka'inga 1

Level 1



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 1.1 give and respond to greetings, farewells, and introductions;
- 1.2 give and respond to personal information;
- 1.3 recognise and use classroom expressions and instructions;
- 1.4 recognise and express number, time, and location;
- 1.5 recognise and express shape, size, weight, and colour;
- 1.6 respond to and express agreement and disagreement and ask for repetition, clarification, or help;
- 1.7 express and respond to desires, needs, and preferences;
- 1.8 use language, positioning, and movement to show respect.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- recognise, respond to, and use simple vocabulary, simple structures, and formulaic expressions in a range of simple sentence types;
- recognise and use linguistic conventions to make and interpret meaning;
- view and respond to verbal and non-verbal signs and to symbols and movements in specified contexts;
- make connections with their own languages.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- produce and respond to simple Cook Islands songs, chants, genealogy, and stories;
- act appropriately when communicating in particular situations and contexts;
- participate in a selected cultural performance or presentation;
- recognise and express *tā'aka'aka* in a variety of contexts;
- make connections with known cultures.



Taka'inga 1: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 1: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 1.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
1.1 Give and respond to greetings, farewells, and introductions	<p><i>orāna, pē'ea, meitaki, mā, 'aere rā, 'ē no'o rā, tōku, ingoa, tamā'ine, mata'iti, no'o, pāpā, māmā, tamāroa, taeake, pupu</i></p> <p><i>Kia orāna koe. Pē'ea koe? Meitaki.</i></p> <p><i>Ko Tini tōku ingoa. 'Ē rima ōku mata'iti.</i></p> <p><i>Ko Tangi tōku pāpā. Ko Mere tōku māmā.</i></p> <p><i>E no'o ana mātou ki 'Ōtara.</i></p> <p><i>'Aere rā ē Tini. E no'o rā ē Mere.</i></p> <p><i>'Aere mai, 'inē? 'Akarongo mai, 'inē?</i></p> <p><i>Ko Moana tēia. Ko Tā tōna pāpā. Ko Mere tōna māmā.</i></p> <p><i>E no'o ana rātou ki Tokoroa.</i></p>
1.2 Give and respond to personal information	<p><i>tangata, māmā rū'au, pēpe</i></p> <p><i>'Ē 'itu tangata i tōku ngutu'are.</i></p> <p><i>Ko māmā, ko pāpā, ko māmā rū'au, ko Tiōni, ko Tangi, ko Viriamu, ko au.</i></p>
1.3 Recognise and use classroom expressions and instructions	<p><i>tātā, 'apai, runga, raro, torō, tūtū, mua, tāne, kōrero, rāini</i></p> <p><i>Ē Tina, 'aere mai.</i></p> <p><i>E no'o ki raro.</i></p> <p><i>'Apai mai i te puka.</i></p>
1.4 Recognise and express number, time, and location	<p><i>ta'i, rua, toru, 'ā, rima, ono, 'itu, varu, iva, ta'i nga'uru, ta'i nga'uru mā ta'i, ta'i nga'uru mā rua, rima nga'uru, Mōnitē, rā, ora pure, 'āpi'i, kanga, kaikai, 'oki, pōpongi, tuaero, meneti, 'āpa, āpōpō, Noema, iva, 'oki, marama</i></p> <p><i>'Ē rima 'ōku mata'iti.</i></p> <p><i>Kimi mai 'ē ta'i nga'uru pēni.</i></p> <p><i>'Ē ono 'āpara i roto i te kete.</i></p> <p><i>'E Mōnitē tēia rā.</i></p> <p><i>Ko Tiūnu tēia marama. 'E ora 'āpi'i tēia.</i></p> <p><i>Tei roto 'a Māmā i te 'are.</i></p>

'O'ora'anga Manako <i>Communication</i>	Au tāmānako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
1.5 Recognise and express shape, size, weight, and colour	<p><i>punupunu, muramura, teatea, ma'atama'ata, meangiti, teima'a, paunu, punupunu, roāngarere, poto</i></p> <p><i>'E pōro punupunu tēia.</i></p> <p><i>'E tamaiti meangiti tērā.</i></p> <p><i>'E kete teima'a tēia.</i></p> <p><i>'Auē! Te teima'a ē.</i></p> <p><i>'E auika tāku kara 'inangaro rava atu.</i></p>
1.6 Respond to and express agreement and disagreement and ask for repetition, clarification, or help	<p><i>kāre, au, pati, 'aka'ōu, tuatua, 'akamārama, tauturu, tatau, 'āite'anga</i></p> <p><i>'Āe, ka 'akatika au.</i></p> <p><i>Tatau 'aka'ōu mai?</i></p> <p><i>Ka 'inangaro tauturu koe?</i></p>
1.7 Express and respond to desires, needs, and preferences	<p><i>'inangaro</i></p> <p><i>Ka 'inangaro au i tēta'i pēnitara.</i></p> <p><i>E kakī vai au.</i></p> <p><i>'E pongi au.</i></p> <p><i>Kāre au e reka ana i te 'ōniāni.</i></p>
1.8 Use language, positioning, and movement to show respect	<p><i>'Ōmai, 'inē?</i></p> <p><i>'Ōmai ki āku te pata, 'inē? 'Ōmai i te pata, 'inē? Meitaki ma'ata.</i></p> <p><i>Māmā, kāre e pata.</i></p> <p><i>Te 'akāro'a kua pou te varāoa.</i></p> <p>Dropping head to say sorry.</p> <p>Not interrupting adult conversation.</p>



Taka'inga 1: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 1: Suggested Aspects of the Cook Islands Māori Culture

Families provide their children with a set of beliefs, behaviours, and cultural understandings. To their learning, students bring diverse cultural values derived from their family backgrounds and life experiences. In school settings, connections need to be made between the diverse cultural experiences of students and the cultural values and practices of te peu Māori Kūki 'Āirani. The experiences of some students will include aspects of traditional Cook Islands Māori practices, such as weddings or cooking food, as well as aspects of contemporary influences.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 1.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • produce and respond to simple Cook Islands songs, chants, genealogy, and stories • act appropriately when communicating in particular situations and contexts • participate in a selected cultural performance or presentation • recognise and express <i>tā'aka'aka</i> in a variety of contexts • make connections with known cultures. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • use formal and informal greetings accompanied by appropriate body language • use the language and positioning of respect – for example, <i>tā'aka'aka</i>, <i>kauraro</i>, <i>no'o mārie</i>, <i>'akarongo</i> • experience and learn about some Cook Islands Māori celebrations and traditions – for example, <i>Tatau 'Īrava</i> (memory verse), <i>'īpanapana rākau</i> (tip cat stick game) • express <i>akapapa'anga</i>, <i>kōpu tangata</i> (genealogies) appropriately – for example, when introducing others • perform or present a legend, chant, or song – for example, <i>'E ono mokorā ...</i>





Taka'inga 1: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 1: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 1: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- responding to classroom expressions and instructions in te reo Māori Kūki 'Āirani as part of their daily classroom routine;
- responding to requests for personal details – for example, name, age, address, or telephone number;
- differentiating language patterns to interpret meaning – for example, ticking the correct word in a set of word pairs according to the context;
- retelling a simple story or legend, accurately and confidently, to a specified audience;
- identifying or placing objects according to the teacher's instructions;
- taking part in short conversations in which they ask about and express preferences;
- contacting Cook Islands Māori speakers, communicating information (including personal details) to them, and asking questions;
- giving simple descriptions of themselves, their family members, friends, other people, and objects;
- ticking dates in a calendar as they listen to the names of those dates or stating the dates shown on specified calendar entries;
- ticking vocabulary items on a list or holding up word cards to show that they recognise the te reo Māori Kūki 'Āirani vocabulary spoken by the teacher;
- reading aloud a te reo Māori Kūki 'Āirani text to practise pronunciation and intonation;
- carrying out surveying activities. (For example, students could ask each other about their age and other personal details and enter these details onto a prepared form. They could then use the completed forms to ask and answer questions in pairs, with one student role-playing the person named on the form.)



Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- creating a form (for example, an identity card) with spaces for personal details;
- filling in gaps in a familiar written dialogue to complete the message;
- reading a Cook Islands Māori text, then reassembling the text from its individual sentences;
- solving number puzzles involving adding, subtracting, and/or number patterning;
- preparing short, single-sentence descriptions of familiar objects and then asking other students to guess what the objects are;
- creating a simple school timetable;
- sight-reading words from a core vocabulary list appropriate to their level;
- listening to a short dialogue in which people are introduced to one another. Students then compete in groups to reassemble the dialogue from a transcript that has been cut into individual sentences (each student could have just one sentence).

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- observing greetings, introductions, and leave-taking in different contexts (for example, on digital media) and taking turns to role-play;
- creating an appropriate greetings card or item for a birthday or festival;
- viewing aspects of te peu Kūki 'Āirani on digital media and discussing what they see in relation to their own cultures;
- performing a cultural item – for example, *tūrou* (a welcome);
- matching pictures, movie scenes, or dance scenes with words or a short description;
- producing their own version of a song, dance, or poem, using another medium;
- role-playing a situation that they have observed (on digital media or at a cultural event) and commenting on each other's performances;
- identifying patterns of behaviour in what they observe and demonstrating understanding of the significance of these patterns in particular contexts – for example, *tūrou*.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 2

Level 2



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 2.1 communicate about people, places, and things;
- 2.2 understand and use expressions of time and condition;
- 2.3 offer, accept, and refuse things;
- 2.4 communicate about feelings, emotions, and needs;
- 2.5 recognise and express ownership and relationships;
- 2.6 understand and express concepts of amount, quality, and state;
- 2.7 make requests, give instructions, and respond to requests and instructions.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- interpret short texts, identifying key details;
- interact in short conversations;
- interpret and create simple texts, using oral and written conventions;
- understand and express meaning in a range of oral, written, and visual texts;
- make connections with their own languages.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- differentiate between and express social roles and relationships;
- use appropriate forms of language for themselves and others in particular situations and contexts;
- recognise and express *piri'anga* in a range of contexts;
- make connections with known cultures.



Taka'inga 2: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 2: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 2.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
2.1 Communicate about people, places, and things	<p><i>Pū'āpi'i ma'ata, taote, 'akavā, 'orometua, 'Ākarana, Tokoroa, 'Ōtara, moa, māoa, kava</i></p> <p><i>Tei'ea te pū'āpi'i?</i></p> <p><i>Tei roto/runga/va'o i te 'are 'āpi'i.</i></p> <p><i>Tei'ea 'a Tau?</i></p> <p><i>Tei kō i te toa.</i></p> <p><i>Ko te pū'āpi'i ma'ata/taote tēia/tērā/tēnā.</i></p> <p><i>Nō Pāpā 'Orometua tēia/tērā mōtokā.</i></p> <p><i>'E reka tikāi tā tātou kai.</i></p> <p><i>Kua tano te kava ō te moa.</i></p>
2.2 Understand and use expressions of time and condition	<p><i>Mōnitē ki te Tāpati, Tiānuare ki Tītema, mata'iti, tēia, rā, mua, rotopū, 'openga</i></p> <p><i>'E Mōnitē/Ru'irua tēia rā.</i></p> <p><i>'E rā toru tēia nō Mē.</i></p> <p><i>'E mataiti 'ōu tēia.</i></p> <p><i>Ko te tamaiti mua tēia.</i></p> <p><i>Ko te tamā'ine 'openga tēia.</i></p> <p><i>Tēi rotopū a Poko i ā Tere rāua ko Rangi.</i></p>
2.3 Offer, accept, and refuse things	<p><i>'ōronga, pāto'i, 'u'una, tauturu, 'āriki, kāre au e 'āriki, kāre au i kite</i></p> <p><i>Nāku e tauturu i ā koe?</i></p> <p><i>'Āe, ka 'āriki au.</i></p> <p><i>Ka 'ingangaro vai koe?</i></p> <p><i>Kāre au e kakī vai ana. Meitaki ma'ata.</i></p> <p><i>Ka 'akatika'ia koe i te āru iāku ki te teata?</i></p> <p><i>Kā patī nā mua au ki tōku māmā.</i></p>

'O'ora'anga Manako <i>Communication</i>	Au tãmanako'anga nō te reo Māori Kūki 'Airani <i>Suggested aspects of the Cook Islands Māori language</i>
2.4 Communicate about feelings, emotions, and needs	<p><i>tē 'akāro'a, maromaroā, tangi, riri, 'inangaro'ia, anoano, ro'iro'i, reka, mānea tā'au/kōtou/kōrua, mataora/rekareka</i> <i>Tē tangi nei au i tāku puakāoa, kua ngaro.</i> <i>Kāre au e meitaki ana.</i> <i>Mataora au/māua/mātou i te 'āpi'i nūmero i tēia pōpongi.</i> <i>E ro'iro'i au.</i> <i>Maromaroā te tu'eporo inana'i.</i> <i>'E reka tā'au/kōrua/kōtou raore?</i> <i>'E reka tikāi.</i> <i>Mataora au/māua/rāua i te rere kākā.</i> <i>Kua rekareka te katoatoa.</i></p>
2.5 Recognise and express ownership and relationships	<p><i>nō'ou, nōna, tēia, nōku</i> <i>Nōku tēia tāmaka.</i> <i>Nō'ou tēia tōtini?</i> <i>Nōna tēia pare.</i></p>
2.6 Understand and express concepts of amount, quality, and state	<p><i>pou, ma'ata, vāito, marū, mānea, kite, 'ākono, kāre, moa, māoa, kava, moe, ara</i> <i>Te ma'ata i te vāito o te vai.</i> <i>Kua pou tāku 'ānani.</i> <i>'E tamā'ine meitaki 'a 'Ina 'ē te 'ākono i tōna māmā.</i> <i>E kite a Moana i te tuatua.</i> <i>E manako mānea tō'ou.</i> <i>E tamaiti marū 'a Tere.</i> <i>E manako kanga tōna.</i> <i>Kua ara a Māmā.</i> <i>E taime moe tēia.</i></p>
2.7 Make requests, give instructions, and respond to requests and instructions	<p><i>'ōrei, nā'au e, nā kōtou/kōrua e, purūmu, ūkī</i> <i>Nā'au e 'akapapa i te mereki mua, 'inē?</i> <i>Nā kōrua e 'ōrei/tāmā i te kapu, 'inē?</i> <i>Nā'au/Nā kōtou/Nā kōrua e 'akapapa i te rākau, 'inē?</i></p>



Taka'inga 2: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 2: Suggested Aspects of Cook Islands Māori Culture

At this level, students may observe and try to imitate culturally specific aspects of language behaviour in familiar situations. They can begin to practise using language in culturally appropriate ways, even though they may not know the full cultural significance of the language and associated behaviours they are imitating. At this level, students' knowledge of how to behave in accordance with te peu Māori Kūki 'Āirani builds on the understandings they have acquired at level 1. As they interact with other speakers of te reo Māori Kūki 'Āirani, students can observe and then demonstrate appropriate behaviour – for example, some of the body positioning and gestures used by speakers of te reo Māori Kūki 'Āirani in particular contexts.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 2.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> differentiate between and express social roles and relationships use appropriate forms of language for themselves and others in particular situations and contexts recognise and express <i>piri'anga</i> in a range of contexts make connections with known cultures. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> use Cook Islands naming conventions to indicate relationship – for example, <i>tōku māmā</i> understand the relationship and roles of family members and how to express relationships – for example, <i>teina, tuakana, tua'ine, tungāne</i> demonstrate an understanding of the membership of <i>ngutu'are tangata</i> observe, discuss, and appreciate gestures and body language that Cook Islands Māori first-language speakers use in familiar contexts – for example, lowering oneself when walking in front of others, eating with one hand participate at a meal – for example, <i>pure kai</i> explain the meanings behind traditional patterns such as those used in <i>tivaivai, tātatau</i> participate in everyday cultural practices by using common forms of greeting, request, invitation, thanks, and acknowledgment – for example, <i>'oi</i> learn and demonstrate the rhythms and movements of simple dances – for example, <i>'ura pa'u</i> listen and respond to tales, legends, or stories – for example, Tangi'ia and Karika; Katikatiā.



Taka'inga 2: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 2: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 2: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- talking to each other about their family relationships and making comparisons;
- ticking pictures or words, or drawing weather symbols on a map, to match the conditions described in a spoken or recorded weather report;
- drawing the hands on clock faces according to a time the teacher gives or stating the times shown on completed clock faces;
- identifying or matching vocabulary items from a recorded or spoken text;
- listening to the likes and dislikes of various people, then completing a checklist to show which of them have likes or dislikes in common;
- surveying the class to find out which foods (or sports, or items in another category) are popular or unpopular;
- interviewing friends about their preferences, recording the responses on a form, and then giving the friends the forms to check;
- role-playing an interview in which a television personality, prominent community member, or celebrity talks about their likes and dislikes;
- creating "wanted" posters on the basis of a description;
- listening to a conversation about people and families and then answering questions to demonstrate their level of understanding;
- placing items in the correct sequence according to what they hear;
- using reinforcement strategies. For example, the students could stand in a circle holding pictures of clock faces, each showing a different time. The first student asks a second, *Ea'a te ora?* (What's the time?). The second student responds, giving the time shown on their clock. The second student then asks the third student the same question, the third student answers, and so on round the circle.



Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- sorting written weather conditions into groups according to different seasons;
- completing a simple survey about themselves and their families;
- sending an email to another student (in New Zealand or in the Cook Islands) giving personal details, including their preferences;
- labelling pictures of people and things with the words for different feelings, qualities, and characteristics;
- designing an invitation to a birthday celebration or a cultural event;
- matching written descriptions with what they see in pictures;
- labelling (family) photographs, then presenting this information to the class;
- reading a short text in which a family is introduced, then choosing one member of the family and presenting the information about the family from that person's perspective.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- taking part in a cultural performance – for example, *kapa-rima* (an action song);
- viewing and discussing Cook Islands Māori performances (cultural, formal, and so on);
- viewing aspects of the family life and experiences of Cook Islands Māori families in the Cook Islands and making comparisons with their own;
- singing or reciting Cook Islands Māori songs, chants, poetry, and legends;
- role-playing particular events from a cultural celebration to demonstrate language and cultural understanding.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 3

Level 3



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 3.1 express ideas of state, place, and quality;
- 3.2 give and respond to instructions and directions;
- 3.3 give notices and report events;
- 3.4 express preferences and a range of emotions;
- 3.5 express respect;
- 3.6 address and respond to visitors appropriately;
- 3.7 recognise and use appropriate non-verbal features in interactions, presentations, and performances.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- extract meaning from spoken or written dialogues and texts;
- interact in everyday dialogues, using variations of learned words and phrases;
- apply their knowledge of vocabulary and language structures in their interactions with others in everyday conversations;
- make connections between the visual features of te peu Māori Kūki 'Āirani and cultural values;
- make comparisons between languages and cultures.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- use appropriate forms of language, gesture, and movement relevant to special events and situations;
- help prepare for particular cultural events;
- describe the layout of an 'are 'uipā'anga and the significance of this layout;
- recognise and express *tā'aka'aka* and *aro'a* in a range of situations and contexts;
- make connections and comparisons between cultures.



Taka'inga 3: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 3: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 3.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
3.1 Express ideas of state, place, and quality	<i>kāinga, 'are pure, matie, ngaro</i> <i>Tei te pae tō mātou kāinga i te 'are pure. Nō mātou 'ua te 'are matie, kāre koe e ngaro.</i>
3.2 Give and respond to instructions and directions	<i>tatau, ngā'i, ngere, mārama, 'apai, tiaki, mē, kāre, 'oki mai</i> <i>Tatau meitaki i tēia au tuatua.</i> <i>'Iki i te kupu tano. Tuku ki te ngā'i tei ngere.</i> <i>Kāre au i mārama.</i> <i>'Apai koe i tēia pēpa ki te pū'āpi'i ma'ata. E tiaki koe i tāna ka tuatua mai. Mē kāre āna tuatua, 'oki mai.</i>
3.3 Give notices and report events	<i>pati, te, nā, i te, 'apinga, kua rave'ia, 'akamata, oti, pure</i> <i>Tē pati atu nei ...</i> <i>'E pati'anga tēia ...</i> <i>Ka 'akamata te 'āpi'i i te ...</i> <i>Tēia te au 'apinga tē ka 'inangaro'ia.</i> <i>Kua rave'ia te rā ō te au metua.</i> <i>Kua 'akamata te 'anga'anga nā roto i te pure.</i> <i>Kia oti tērā, kua 'ākarakara te au metua i te 'āpi'i ā te tamariki.</i> <i>Kua oti nā roto i te pure, 'ē te kaikai.</i>
3.4 Express preferences and a range of emotions	<i>pō'itirere, mako/meitaki, tano ei, tangi, reka, reka kore, 'inangarokore, ake</i> <i>Kua tae mai koe?</i> <i>Te reka i tā'au 'imene.</i> <i>'E a'a koe i pē'i ei i ā Ngere ki te toka?</i> <i>Kāre au i pāti i tāku tārērē.</i> <i>E reka ana au i te 'āpuka.</i> <i>Kāre e reka ana te 'ōniani.</i> <i>E reka ake te moa i te puaka.</i>

'O'ora'anga Manako <i>Communication</i>	Au tāmānako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
3.5 Express respect	<p><i>kauraro, ngāteitei, 'akarongo, tā'aka'aka</i> <i>'Akaātea ake ana i te mataara, 'inē?</i> <i>Pāpā, tēia te no'o'anga nō'ou.</i> <i>Māmā, tēia te no'o'anga nō'ou.</i> <i>Mē kā tika i tō'ou ngāteitei kia 'aere mai ki tā mātou 'āriki'anga.</i> <i>'Āe, ka tae atu au.</i> <i>Kia orāna 'e tō mātou au metua, teina, tuakana.</i></p>
3.6 Address and respond to visitors appropriately	<p><i>pē'ea koe, pōpongi mānea, tūrou, 'oro mai, manu'iri, ki runga, ta'ua</i> <i>Kia orāna ē Karika Ariki.</i> <i>Kia orāna ē te pū'āpi'i.</i> <i>Pē'ea koe i tēia pōpongi mānea?</i> <i>Tūrou, 'oro mai 'e te au manu'iri.</i> <i>'Aere mai ki runga i te ta'ua ō Manukau!</i> <i>'Aere mai! 'Aere mai! 'Oro mai.</i></p>
3.7 Recognise and use appropriate non-verbal features in interactions, presentations, and performances	<p>Boys slap each other on the back as a form of greeting. A person tilts their head or raises their eyebrows to greet somebody. A young person shows respect when sitting alongside an elder to talk to them. Performers understand the lyrics of action songs in order to express the meaning of the performance through the actions.</p>



Taka'inga 3: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 3: Suggested Aspects of Cook Islands Māori Culture

By the time they have reached this level, students may begin to understand that the way Cook Islands people use language relates to their culture. They may be able to incorporate culturally appropriate verbal and non-verbal forms of expression into their own language use. Students who were born in the Cook Islands may do this intuitively. Students who were not born in the Cook Islands may not feel comfortable attempting some of the body language outside the classroom unless they are clearly in Cook Islands contexts where their attempts are accepted.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 3.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • use appropriate forms of language, gesture, and movement relevant to special events and situations • help prepare for particular cultural events • describe the layout of an 'are 'uipā'anga and the significance of this layout • recognise and express <i>tā'aka'aka</i> and <i>aro'a</i> in a range of situations and contexts • make connections and comparisons between cultures. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • hear speeches and prepare an appropriate short welcoming speech – for example, welcoming a visiting class, welcoming a new student to class, welcoming parents • prepare a simple dish such as <i>poke</i> or <i>tai 'akari</i> with Cook Islands Māori community members • research and discuss the physical layout of an 'are 'uipā'anga and the significance of this layout • investigate and discuss the arrangement and shape of houses in the Cook Islands • learn about particular events and festivities (for example, church events, house openings, Christian festivals, feasts, and celebrations) and participate when feasible.



Taka'inga 3: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 3: Suggested Learning and Assessment Activities

Not all of the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 3: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- arranging an outing with a friend by telephone;
- describing to a friend or group of friends what took place at a recent event by showing them photographs taken on a cellphone or digital camera;
- telling a visitor where and when festival events listed in an events calendar are taking place;
- tracking a route on a street map by following directions given verbally;
- using a telephone to give directions to someone who is lost;
- listening to and carrying out simple instructions – for example, for preparing a dish;
- listening to a short story, then acting out the sequence of events;
- reproducing heard instructions in a different form (for example, as a diagram or by entering information on a form);
- welcoming a visitor or group of visitors to the school for a particular event.

Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- writing letters or emails that include accounts of what various family members or friends are doing in different locations;
- reading a short text, then plotting the information on a chart or map;
- following written instructions in order to prepare a particular dish;
- writing a speech of welcome, then presenting it to class members for their feedback and comment;
- labelling a sketch map of a village or the school site;
- interviewing classmates about their preferences, habits, and routines and writing down the main differences and similarities;
- asking friends about their school timetables and entering the information on prepared timetable sheets;
- filling in gaps in a text with appropriate items – for example, verbs and adverbs.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- gathering examples of maps, illustrations, and photographs of Cook Islands Māori communities;
- making and modelling examples of Cook Islands Māori costumes for a specific dance or performance;
- viewing and collecting illustrations of Cook Islands Māori houses, canoes, and other important structures;
- demonstrating how Cook Islands Māori costumes have changed over time;
- illustrating well-known legends or stories from Cook Islands Māori folklore or reproducing them in different media;
- preparing a poster that is designed to persuade people of something – for example, to live in a healthy way.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 4

Level 4



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 4.1 communicate about experiences and events;
- 4.2 recognise and express concepts of time, place, and frequency;
- 4.3 communicate about measurements, directions, distance, and costs;
- 4.4 give explanations and opinions and make comparisons;
- 4.5 respond to and express satisfaction, fear, and concern;
- 4.6 communicate about plans, wishes, and intentions for the future.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- recognise and respond to information and ideas in oral, written, and visual texts;
- initiate and maintain short conversations;
- interpret and create texts using appropriate language conventions;
- respond to and present ideas, using visual and verbal features in a range of media and a variety of text types;
- make comparisons between languages.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- present a traditional art, craft, song, legend, dance, or chant;
- demonstrate an understanding of how to prepare and use certain foods and drinks;
- recognise and express 'anga'anga tā'okota'i in a variety of contexts;
- make comparisons and connections between cultures.



Taka'inga 4: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 4: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 4.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
4.1 Communicate about experiences and events	<p>tārērē, māmā 'ua rāi, katoa, 'ea'a, karere, mako, 'āite'anga, rātio, tua kua tātā'ia, tīvī, tua 'akatūtū, tātā tua, torō tūtū 'ē te au manako ki raro, 'ōrotē</p> <p>Māmā 'ua rāi tā mātou tārērē i tēia rā.</p> <p>'Ē 'aere koe 'ē rētita i tō'ou ingoa nō te 'ura.</p> <p>'Apinga tikāi te ma'ata i te tangata i te tu'epōro inana'i.</p> <p>Kua 'aere tō mātou ngutu'are tangata ki Rarotonga nō te 'ōrotē. Ua 'ua rai i te au rā katoatoa.</p> <p>Pē'ea te teata?</p>
4.2 Recognise and express concepts of time, place, and frequency	<p>A'ia'i, pōiri, tuātau, taime no'ono'o, va'o, putuputu</p> <p>Ka 'aere tāua ki va'o no'ono'o ei.</p> <p>Kua 'oro'oro te tamariki ki te kāinga.</p> <p>'E pōpongi pōiri tēia 'ē te anu.</p> <p>Kā moe roa ana au.</p>
4.3 Communicate about measurements, directions, distance, and costs	<p>'ea'a te roa, moana, mamao, tautai, kaveinga, 'akapapa'anga kai, māpu, teretere, tārā, tene, ākā-moni, māmā, 'oko-pātē</p> <p>Te tuātau i 'aere ei au ki Manihiki, 'i nā runga au i te pa'i.</p> <p>Kua pou i a mātou 'ē rima rā ki te moana.</p> <p>'Ē 'ā ora i te mamao mei 'Ākarāna ki Tokoroa mē nā runga i te mōtokā.</p> <p>Ka 'aere koe ki 'ea?</p> <p>Mē 'aere koe ki tēta'i ngā'i 'ōu, ka 'apai koe i tēta'i māpu.</p> <p>Mē 'aere koe tautai, mē kāre, mē ka teretere koe nā runga i te moana, ka āru koe i te kaveinga.</p> <p>'Ēia moni?</p> <p>'E ākā moni roa.</p> <p>Kāre 'e rava tāku moni.</p> <p>Tēia 'e rima tārā.</p> <p>'E rua nga'uru tārā te tūtaki.</p>

<p>'O'ora'anga Manako <i>Communication</i></p>	<p>Au tãmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i></p>
<p>4.4 Give explanations and opinions and make comparisons</p>	<p>'āpi'i, oe, anu, kaikai, maki, ora, pia, meika, 'āiteite, kāre e 'āiteite, poke, meangiti roa, ma'ata atu 'E a'a te tumu, nōku rāi tōku manako, 'akamārama, 'inārā I te tuātau anu e 'akatangi vave 'ia ana te oe i te 'āpi'i, kia kaikai te tamariki. 'Eia'a e kaikai vave, kia tangi roa te oe. 'E maki 'a Tara. Tē 'aere mai nei rāi 'aia ki te 'āpi'i. E 'akaoti ana te 'āpi'i, i te ora toru. 'E vene ake te 'ānani i te rēmene. Mē ma'ani koe i tēta'i poke meika 'e vāito 'okota'i kapu pia 'ē rua kapu meika. 'E māmā ake te 'oko i te 'āpuka i te pata. 'Āiteite 'ua te kara i tō rāua pona. Ē Ngā, kāre au e 'āriki ana i tō'ou manako. Tē 'akamārama 'ua atū ra au, 'inārā, kua viviki kōtou i te riri. Tōku manako ka manuia tō tātou pupu pā pōro ā tēia Ma'anākai, nō te mea, kā pā 'a Mākirīta. E ngari ake pa'a tāua i te 'oki ki te kāinga, kia oti tā tāua 'anga'anga nō āpōpō. Pēnei ake, kāre i tano ki tō'ou manako. 'E mako tikāi tā'au 'akamārama'anga.</p>
<p>4.5 Respond to and express satisfaction, fear, and concern</p>	<p>Mūtēki, 'āriki, marū, riri, manamanatā, pāto'i 'E mataku au i te 'oki'anga ko au anake 'ua. Kua manamanatā tikāi te Pū'āpi'i ma'ata i te au pū'āpi'i. Kua no'o mūtēki 'ua rātou. Kāre rava 'a ia i pāto'i mai ana i tōku manako.</p>
<p>4.6 Communicate about plans, wishes, and intentions for the future</p>	<p>Manako, 'akakoro'anga, pu'apinga, moni, tãmanako'anga, 'āriki'ia Ka 'inangaro'ia tēta'i au manako kia 'apaina mai ki tā tātou 'uipā'anga. Ko te 'akakoro'anga ma'ata nō te teretere atu ki Rotorua. 'E mea tau kia kite tātou, 'ē ko'ai mā tē kā 'aere. Nā 'ai ē rave? Nā te au metua 'ē te au pū'āpi'i. Kua 'inangaro au kia 'āriki'ia te tãmanako'anga ā te kōpū tangata. Kia rave'ia tēta'i putuputu'anga ā te Mōnitē. 'E mea tau tikāi, kia kite tā mātou au tamariki i tō rātou papa'anga.</p>





Taka'inga 4: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 4: Suggested Aspects of Cook Islands Māori Culture

At this level, students can gain deeper insight and understanding by comparing aspects of the Cook Islands Māori language and culture with aspects of other cultures and languages that they know. Older students can more easily explore aspects of language and culture that are outside their direct experience – for example, they can compare aspects of life in New Zealand and in the Cook Islands.

When possible, local community members could be involved in the learning experiences so that the students have contact with first-language speakers and hear the language spoken in authentic settings.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 4.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • present a traditional art, craft, song, legend, dance, or chant • demonstrate an understanding of how to prepare and use certain foods and drinks • recognise and express <i>'anga'anga tā'okota'i</i> in a variety of contexts • make comparisons and connections between cultures. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • use language and body language (for example, gesture, body positioning such as bowing the head for prayer) to acknowledge and express Cook Islands values when communicating in different situations and for different purposes • demonstrate their knowledge and understanding of the features of songs, legends, dances, or chants – for example, by creating actions for a song they have just learnt • recognise and use some features of speeches • demonstrate their knowledge of the processes, techniques, and features involved in traditional arts and crafts (for example, <i>raranga</i>), especially those practised within Cook Islands Māori communities in New Zealand • share stories of food from different cultural groups – for example, making comparisons between the legend of Maui of Manihiki and Rakahanga and Maui of Aotearoa, and raw fish from the Cook Islands (<i>ika mata</i>) and raw fish from Tonga (<i>'ota</i>) • express aspects of helpfulness, humility, and encouragement in different situations and contexts (for example, <i>'i tauturu, marū, and 'akamāro'iro'i</i>).



Taka'inga 4: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 4: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 4: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- asking or answering questions about what they would do if they were given a day off school;
- listening to a family or group of people talking about what each plans to do later in the day, or in the weekend, and preparing a checklist for each person;
- listening to two people discussing their immediate plans and recording, on a checklist, what each will or won't do;
- asking friends what they have to do at home, listing these duties, and preparing for a short radio broadcast in which they interview their friends about these expectations of them;
- role-playing situations in which people ask for and give or withhold permission (for example, requests to stay out late at a party) and include their reasons;
- asking and answering questions about the quality and cost of things while selling and buying items from a classroom-based "market stall";
- listening to dialogues or short texts and filling in checklists on whether specified content is present or absent;
- listening to a short dialogue about people's immediate plans, then reconstructing the dialogue from jumbled sentences provided on separate strips of paper.

Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- making a list of what they are expected to do by their parents, teachers, siblings, or friends;
- creating a poster listing simple classroom or school rules;
- comparing the quality and price of items from a shopping catalogue and making a shopping list based on this comparison;
- preparing an advertising brochure that states why (in terms of cost and quality) customers should buy each item;
- modifying the language in a written transcript of a dialogue to suit a different context;
- filling in blank spaces in written texts with words, phrases, or sentences that complete the meaning;
- reading information and answering multiple-choice or true/false questions;
- reading information (for example, about the location of items) and plotting answers on a chart or map;
- solving a puzzle by interpreting information given in a written text.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- observing and taking part in mealtime dialogues involving requesting, offering, accepting, and declining things;
- producing a poster to advertise a forthcoming cultural event;
- viewing an event such as a wedding or an unveiling;
- performing a traditional dance – for example, 'ura pa'u.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 5

Level 5



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 5.1 seek, offer, and respond to assistance, permission, or suggestions;
- 5.2 communicate about possibility, capability, wishes, and intentions;
- 5.3 communicate about feelings, events, opinions, and aspirations;
- 5.4 ask for, respond to, and express opinions and points of view;
- 5.5 give and respond to procedural instructions;
- 5.6 present and respond to alternatives to and reasons for a course of action;
- 5.7 communicate with specific audiences for particular purposes.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- seek, give, and respond to information in different contexts;
- read, write, and interpret texts in which sentences are linked and ideas are logically ordered;
- respond to and discuss the importance of visual language in various forms of presentation;
- understand how languages are organised for different purposes.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- display some knowledge of structures within Cook Islands Māori society – for example, *te ngutu'are tangata*;
- describe, explain, and present some features and meanings of different types of performance (such as songs and chants);
- structure texts to meet the needs of specific audiences;
- participate appropriately in cultural events;
- recognise and express *tuātau* in a variety of contexts;
- understand how cultures are organised for different purposes.



Taka'inga 5: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 5: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 5.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
5.1 Seek, offer, and respond to assistance, permission, or suggestions	<p><i>ora'anga, kimi moni, rātio, kimi rāvenga, patī'anga, 'ōronga</i> <i>'E mea tau kia kimi'ia tēta'i rāvenga nō te 'akameitaki atu i te ora'anga o te ngutu'are tangata o Turi, 'ē kia rave'ia tēta'i tauturu'anga, nā roto i te kimikimi'anga moni mē kāre nā runga i te rātio.</i> <i>'E patī'anga tā te 'iti tangata o Nukuroa, kia 'ōronga atu te Kavamani i tēta'i tu'angā moni 'ei tauturu i a rātou.</i> <i>Ka rave'ia tā rātou kimi rāvenga nō te au tangata tei roko'ia 'e te tūmatetenga i te tuātau 'uri'ia.</i> <i>Ko tētai au tāmanako'anga tēia tei 'akakite'ia mai nā runga i te terevītini.</i></p>
5.2 Communicate about possibility, capability, wishes, and intentions	<p><i>tūranga, epaepa'anga, tautā, pakari, patī, aruaru, 'āpi'i teitei, tuatoru, rauka, kite teitei, pēpa, tau tikāi</i> <i>Ko tōku 'inangaro ma'ata, kia meitaki tāku 'āpi'i.</i> <i>Ka tautā pakari au i tāku tārērē.</i> <i>Ka aruaru au kia tae ki te 'Āpi'i Teitei.</i> <i>Ko tōku kite'anga tikāi tēia ē kua rauka mai i ā Tere te 'ākono'anga tau tikāi, ko ia tei 'apai atu i te au tamariki kia tūroto i a Nū Tīreni.</i></p>
5.3 Communicate about feelings, events, opinions, and aspirations	<p><i>'akaipoipo'anga marekakore, matemate, 'oto'oto te riri, oraora, aro'a, mako, māārō, 'akamāro'iro'i, turuturu, 'irinaki'anga</i> <i>Te matemate i te 'āpi'i ā Kura!</i> <i>'E pū'āpi'i oraora tikāi 'a Tāmuera tāne i tāna 'āpi'i.</i> <i>'Akamāro'iro'i ē taku 'ānau.</i> <i>Kua turuturu'ia tēia porokarāmu 'e te ma'ata'anga ō te tā'okota'anga ō te va'ine tīni.</i> <i>I tōku 'irinaki'anga ē, kā rē mātou i te ketepōro.</i></p>
5.4 Ask for, respond to, and express opinions and points of view	<p><i>туру, 'o'ora'anga manako, nō 'ea, 'a ia, 'e a'a, roa ai, tārekareka, 'ākarakara mamao, waitata, oti'anga, mataora, maromaroā, rūti, 'autū, tūrēti, āru, puka, tāpa'e, no'ono'o poto, manakokore, koka, 'auraka, 'aka'ōu, tārevakē, tā'au</i> <i>'E a'a koe i roa ai?</i> <i>I te oti'anga, kua āru au i tōku taeake.</i> <i>'E a'a tā'au ka 'inangaro ē tāiti/mā'ine/tama?</i> <i>Kāre e rava ana tōku taime i te 'āpi'i.</i></p>

<p>'O'ora'anga Manako <i>Communication</i></p>	<p>Au tãmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i></p>
<p>5.5 Give and respond to procedural instructions</p>	<p><i>umukai, tãmā, tiōpu, raiti, kōputa, tunu pāni, areare, 'akavera, tã'ōniāni, tīpūpū rikiriki, vaivai, tãori</i> <i>Tãmā i te raiti kia mā.</i> <i>Vāito i te raiti 'ē te vai.</i> <i>'Akakā i te umu.</i> <i>Tuku i te pāni raiti ki runga i te umu.</i> <i>Tunu mei te rua nga'uru miniti.</i></p>
<p>5.6 Present and respond to alternatives to and reasons for a course of action</p>	<p><i>tārērē 'ura, taumārō, kūmiti, 'akaari'anga, 'akamārama'anga, akatika</i> <i>Kua taumārō te au kūmiti nō runga i te tārērē'anga 'ura 'ē te 'īmene.</i> <i>Kua tāuru'ia mai te reo papa'ā 'ē te 'ura Vai'ī ki roto. 'E mea tau kia rave rāi tātou i tã tātou peu 'enua.</i> <i>Kua riri te au pupu tei rūti.</i> <i>Kua riro te 'akaari'anga rākei o te pupu 'ura 'ei mataora'anga nō te au metua.</i></p>
<p>5.7 Communicate with specific audiences for particular purposes</p>	<p><i>marumarū, tatarā'ara, piritia, tano tã'au, toketoke, 'utu pānu, 'e a'ī pakapaka, 'akameitaki, 'e tano ei, 'akapērā</i> <i>'Uipā'anga, ketepōro, māmāiāta, tūruā'ipō, parepare'angā rā, arāpō</i> <i>Kia orāna te kãtoatoa rava tei putuputu mai ki raro i te marumarū o tēia ngutu'are nei, ngā tua 'ē toru, te 'enua, te kavamani 'ē te 'Ēvangēlia, tē 'akameitaki atu nei au i a kōtou kōtoatoa nō tei 'āriki mai i tã mātou pati'anga. Tē 'ōronga atu nei au i te tatarā'ara a tō tātou pāpā 'orometua nō te mea kua roko'ia 'a ia 'e tēta'ī manamanatā.</i> <i>E ngari ake 'okī au, 'e toketoke 'enua.</i> <i>'E a'a koe i tuatuāi i tēnā tuatua? Kāre koe i kite ē, 'e a'ī pakapaka 'aia.</i> <i>Kā 'uti 'a ia mē 'akarongo mai i ā koe 'ē tuatua 'akapērā rā.</i> <i>Mē parepare te rā, ka 'uipā'anga tātou.</i> <i>I te māmāiāta roa 'ē tō mai ei te pa'īrere.</i> <i>Kua roko'ia tātou 'e te tūmatetenga i te tūruā'ipō.</i> <i>I te parepare'anga o te rā kua putuputu mai te kōpū tangata nō tēta'ī 'uipā'anga ma'ata.</i> <i>Adapting level of language to suit the context:</i> <i>Ka 'aere au kã pati ki tōku māmā (informal).</i> <i>'Āria ana ka 'aere au kã pati ki tōku metua-va'ine (formal).</i> <i>Pē'ea koe māmā Teremoana?</i></p>





Taka'inga 5: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 5: Suggested Aspects of Cook Islands Māori Culture

At this level, students further develop their understanding of te peu Māori Kūki 'Āirani as they use the language appropriately in a variety of communicative contexts. They can also compare differences between their own experiences and those found in texts written by Cook Islands Māori writers. Learners can continue to develop their knowledge of te peu Māori Kūki 'Āirani and the ways in which language, society, and culture are interrelated.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 5.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> display some knowledge of structures within Cook Islands Māori society – for example, <i>te ngutu'are tangata</i> describe, explain, and present some features and meanings of different types of performance (such as songs and chants) structure texts to meet the needs of specific audiences participate appropriately in cultural events recognise and express <i>tuātau</i> in a variety of contexts understand how cultures are organised for different purposes. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> identify social roles in particular situations and contexts and demonstrate appropriate forms of behaviour when communicating demonstrate their understanding of how the verbal, visual, and dramatic features of a performance communicate information, ideas, and concepts of time to an audience act appropriately in a range of contexts towards people who have particular social positions and responsibilities identify and describe features of different chants, songs, dances, and drama – for example, <i>'akatūtū, nuku, tatau tuatua, tārekareka 'ura, tāmataora, and 'imene</i> participate in speech making – for example, in speech competitions – and identify features of speech making – for example, <i>te 'akamata'anga</i> (introduction) and <i>te 'akaoti'anga</i> (conclusion).



Taka'inga 5: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 5: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 5: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga *Oral language: Listening and speaking*

Students could be learning through:

- listening to an interview with a prominent person about that person's recent activities and taking notes for a short magazine article;
- interviewing friends about their primary school memories – of their teachers, classmates, activities, clothes, and so on;
- interviewing friends before and after a significant event and charting their reactions in terms of differences and similarities;
- listening to several different opinions on an issue, then presenting their own, with reasons;
- greeting, thanking, and congratulating people during visits;
- holding debates and expressing and justifying points of view.

Reo tātā'ia: Te tatau'anga 'ē te tātā'anga *Written language: Reading and writing*

Students could be learning through:

- making brief diary entries noting the previous week's activities;
- filling in speech bubbles in pictures with words that describe the physical states and feelings represented;
- making a chart comparing their daily routines, hobbies, likes, and dislikes at five years of age, ten years of age, and now;
- working in pairs to write descriptions of well-known people and then reading the descriptions written by other pairs to guess who are the people described;
- writing a short entry for a guidebook about a favourite cultural event or visitor attraction;
- listening to a spoken text, then presenting the same information in writing;
- interviewing a visitor to the classroom on a specified topic, then writing up the information as an article to be published in a school or local newspaper;
- preparing a story or legend as a large book for a nearby early childhood centre where te reo Māori Kūki 'Āirani is spoken;
- writing a short summary of the main points in a spoken or written text.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- telling a story by using a series of pictures or other prompts;
- performing a particular type of song or chant or giving a speech for a particular occasion;
- role-playing a legend or historical event that is culturally significant;
- listening to songs and proverbial expressions and describing the imagery and implied meaning in them;
- matching proverbial expressions to appropriate situations;
- comparing everyday forms of language with the polite forms and relating them to particular situations and contexts;
- giving prepared speeches on a topic, demonstrating appropriate language and presentation skills;
- peer reviewing each other's performances;
- watching a recording of their own participation in a play, debate, or presentation and reviewing their performance critically against the established criteria.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 6

Level 6



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 6.1 respond to and give advice, directions, and instructions;
- 6.2 express compassion, certainty, and uncertainty;
- 6.3 respond to and provide information and suggestions about plans;
- 6.4 communicate acceptance, preferences, and refusal, with reasons;
- 6.5 communicate in formal situations, using appropriate protocols;
- 6.6 communicate about experiences, problems, and solutions;
- 6.7 provide evidence for and against a point of view.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- extract information from a range of spoken and written texts and understand the meaning of new vocabulary and phrases from the context they are used in;
- use written and spoken language flexibly in a variety of contexts, using different media;
- discuss aspects of imagery, language, and non-verbal behaviour associated with cultural events;
- understand how languages are organised for different purposes.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- interact appropriately in specified situations within their experience;
- discuss a range of sociocultural events and their features;
- understand and explain behaviour that is appropriate in specific cultural contexts;
- recognise and express *piri'anga* in a variety of contexts;
- understand how cultures are organised for different purposes.



Taka'inga 6: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 6: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 6.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
6.1 Respond to and give advice, directions, and instructions	<p>'akatanotano, 'akatupu, 'akakoro'anga, 'akamārama'anga, mā'ara'ara'anga 'E mea tau tikāi kia tauturu atu tātou ma te 'akamāro'iro'i atu, 'ē, ma te 'akatanotano i te au manako, nō te 'akatupu i tēta'i 'akakoro'anga meitaki. 'E 'anga'anga mataora te tatau tua mei te mea ē, tē māmā ra koe i te tua tā'au e tatau ra. Kā riro te 'āite'anga o te tua 'ei mā'ara'ara'anga nā'au mē oti koe i te tatau.</p>
6.2 Express compassion, certainty, and uncertainty	<p>akama'ara'ia, ora'anga, 'akapa'apa'a, tēianeī ao, takakē, pāpū tikāi, kite, mata, 'akavā Kua tano rāi kia 'akama'ara'ia. E 'anga'anga meitaki tā tēia tangata i rave i roto i tōna ora'anga. Kua mamae tikāi te ngākau o te au tamariki nō tei takakē tō rātou ngā metua. Te tangi nei, te 'akāroa. Kua pāpū tikāi i āku ē, nā Tara i 'apai i te mōtokā o te 'akavā. Kua kite mata tikāi au i ā ia i te 'apai'anga.</p>
6.3 Respond to and provide information and suggestions about plans	<p>āru, 'uri'uri manako, 'akamanako 'Ea'a tā'au 'anga'anga a tēia a'ia'i? Ka 'inangaro au i te 'akarakara tīvi, māri ra kua karanga mai tōku pāpā e kia na mua au i tāku api'i. Te ua nei. Ka 'akapē'ea tātou? Ka kanga kemu tātou i runga i te roro-uira. 'Ea'a tō'ou manako? E tamaka 'ōu tōku nō te 'ura ā te āpi'i i te 'openga mata'iti. Ea'a ta'au ka 'a'ao?</p>
6.4 Communicate acceptance, preferences, and refusal, with reasons	<p>nūtipēpa, tātā, porotaka pōro, tārekareka I kite au i te pati'anga 'a te mata'iaipo o te Ariki, 'ē kia 'āriki rātou i te pati'anga, kia rave'ia te tārekareka porotaka pōro ki Aotearoa nei. 'Inārā, kua pātoi'ia, 'ē te au kūmiti. 'E ma'ata rava te moni kā pou.</p>

<p>'O'ora'anga Manako <i>Communication</i></p>	<p>Au tãmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i></p>
<p>6.5 Communicate in formal situations, using appropriate protocols</p>	<p><i>'akaa'u'anga va'ine, tuaru, 'akaa'u, puaka, tiki, 'iki'anga, tere, tāki, tākirikiri te katu, tūngou, 'akatūtū'anga, tua o Tangi'ia, piri'anga, aronga mātakitaki</i> <i>Ka 'aere ngā metua o Teariki i te 'akaa'u i te tamā'ine purotu ā Kārepa.</i> <i>Kua pāto'i'ia mai ē te kōpū tangata ō te va'ine.</i> <i>Kua 'akaari mai te katoatoa nā roto i te tāki'anga i tō rātou rima katau ki runga. Kua 'āriki rātou i te 'iki'anga'ia 'a Tina 'ei 'apai i tō rātou tere kimi moni ki Marike.</i> <i>Ka 'aere tātou ka 'ākarakara i te 'akatūtū'anga ā te au tamariki pupu rima.</i> <i>'Ākara ma te 'akarongo i te 'aerenga o te reo.</i> <i>'Ea'a te manako o te aronga mātakitaki?</i></p>
<p>6.6 Communicate about experiences, problems, and solutions</p>	<p><i>akamura'ia, ipukarea, teima'a, tāmou'anga</i> <i>Kua ngaro tāku terepaoni 'apaipai. Kua ngaropōina iāku ē tei'ea? E 'apinga tikāi te moni nō te 'oko'anga.</i> <i>Kua rīngi ana koe? Kāre ē kino, ka rīngi au.</i> <i>Kāre au e reka ana i te āpi'i nūmero. 'E ākā 'anga'anga tikāi. Kāre ē kino, ka tauturu au iā koe. 'E mea pu'apinga tikāi te āpi'i nūmero. 'E tano ei. Meitaki ma'ata nō tā'au tauturu.</i></p>
<p>6.7 Provide evidence for and against a point of view</p>	<p><i>tāpati, kāre e 'akatika'ia, 'akangāro'i, kī</i> <i>Kua kī tikāi tōku ngākau i te riri i roto i tā mātou 'uipā'anga. Kāre mātou e tika'ia kia tārekareka i te Tāpati. 'E rā 'akangāro'i tēia.</i></p>





Taka'inga 6: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 6: Suggested Aspects of Cook Islands Māori Culture

At this level, students will already have had considerable exposure to many aspects of te peu Māori Kūki 'Āirani. They will be using their knowledge of the culture to varying degrees in a range of situations and contexts they have already encountered through the learning activities offered at levels 1–5. They are generally able to communicate appropriately in te reo Māori Kūki 'Āirani outside the classroom in social situations that they are familiar with and to cope with some less familiar ones as they build their knowledge and experience.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 6.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • interact appropriately in specified situations within their experience • discuss a range of sociocultural events and their features • understand and explain behaviour that is appropriate in specific cultural contexts • recognise and express <i>piri'anga</i> in a variety of contexts • understand how cultures are organised for different purposes. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • participate in cultural events such as the opening of a hall, a local sports competition, or a festival event • demonstrate their knowledge and understanding of language and cultural conventions in a range of texts and contexts – for example, <i>'Ui Ariki, 'ōire/iti tangata, tūmatetenga, 'akaipoipo, tīvaivai, pākoti rauru, and 'uipā'anga</i> • critically review their own performances – for example, by evaluating audio and video recordings of their own and others' behaviours for appropriateness • recognise examples of <i>te 'ōire 'ē te ariki</i> in a range of texts.



Taka'inga 6: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 6: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 6: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- listening to a spoken text that has a storyline and suggesting an alternative conclusion;
- listening to speeches and then making up their own for a particular purpose;
- following spoken instructions for performing a simple task;
- leaving a voicemail message to tell a friend where and when to meet them after school, what to wear, what to bring, and what they will be wearing and bringing;
- giving directions to others with the aid of a diagram or map so that they can reach their destination successfully;
- role-playing a travel agent who explains an itinerary to a client, making it clear when and where the client will catch or change planes or other forms of transport;
- playing the roles of a post office employee and a person wanting to send a parcel to New Zealand from the Cook Islands;
- listening to an advertisement and completing an information grid;
- peer reviewing another student's oral performance – for example, when giving a speech or performing a role play.

Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- comparing and contrasting information on the Cook Islands from books, the Internet, and other sources;
- doing in-depth research on an aspect of the Cook Islands and presenting the information to the class or writing it up as an article to be published in the school or community newsletter;
- comparing and contrasting what is written in te reo Māori Kūki 'Āirani and in English about the history of the Cook Islands and presenting this information to an agreed audience;
- writing a book, film, or music review about something they have enjoyed in order to persuade others to enjoy it as well;
- writing instructions for a babysitter;

- filling in a lost luggage form, detailing the contents of the suitcase;
- reporting a cultural event that has taken place in the community or school for publication in the school or community newsletter;
- identifying a problem at school (such as the quality of the food in the school canteen) and listing some possible solutions;
- reading a text about a disastrous event (such as a volcanic eruption or a tsunami) and writing an account that advises readers about possible precautions;
- matching captions that describe what people are about to do with appropriate pictures – for example, a person carrying a cricket bat, a fishing rod, or an empty shopping bag;
- finding and analysing information on an issue and presenting a convincing argument either for or against a particular course of action;
- producing first drafts to show evidence of pre-writing processes, such as analysing task requirements, generating ideas, and gathering information;
- reading one another's written texts and reviewing them against specified criteria.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- explaining aspects of a cultural event that uses different media;
- researching a significant Cook Islands Māori art icon and presenting their findings;
- preparing brochures, posters, and photographs to promote Cook Islands Māori cultural events (for example, White Sunday or sporting events);
- using traditional materials and patterns to convey meaningful representations of culturally significant items or occasions;
- using diagrams, charts, and other visual tools to support a presentation on a Cook Islands Māori cultural practice;
- interviewing expert informants and recording, editing, and critiquing the interviews;
- comparing events in different cultures (for example, weddings or funerals) and analysing their visual and verbal features;
- preparing and giving a talk to younger children, using appropriate protocols and seeking feedback from the audience about their effectiveness as a speaker;
- role-playing the use of polite language in a specified situation.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 7

Level 7



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 7.1 convey and respond to information in some detail;
- 7.2 describe activities and events in a sequence;
- 7.3 communicate in formal situations;
- 7.4 express and justify ideas, opinions, and reasons;
- 7.5 argue for a particular course of action;
- 7.6 express conditions and possible consequences;
- 7.7 make extended comparisons.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- comprehend detail and summarise meaning in spoken and written language;
- initiate and maintain conversations that may have unpredictable content;
- structure information, opinions, and ideas according to purpose, text type, and audience;
- use combinations of visual and verbal forms of language in a variety of cultural situations and contexts;
- explore how linguistic meaning is conveyed across languages.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- demonstrate understanding of the meanings of particular social practices;
- interpret and respond to aspects of sociocultural events in historical and modern contexts;
- participate in composing and presenting speeches, poetry, and songs for particular events;
- recognise and express 'anga'anga tā'okota'i and aro'a in a range of contexts;
- explore how the use of te reo Māori Kūki 'Āirani conveys cultural meanings.



Taka'inga 7: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 7: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 7.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
7.1 Convey and respond to information in some detail	<p><i>'akaari mai, tā'anga'anga mai, kimi meitaki te manako, uiui ... manako, 'akakoro'anga, takataka, pu'apinga, 'ākarakara'anga</i></p> <p><i>E tatau meitaki mai kōtou i tēia tua 'ē oti 'akaari mai i roto i tō'ou 'ua'orāi manako ē, 'e a'a te karere i roto i tēia tua. 'Akaari mai i tē reira nā roto i te 'akatūtū'anga.</i></p> <p><i>Kua uiui atu 'a Tere i te manako o te va'inētini nō runga i tō rātou tūranga. Kua tātā 'aia i tēta'i rīpōti nō runga i te au manako te kā riro 'ei pu'apinga nō te va'ine tini.</i></p>
7.2 Describe activities and events in a sequence	<p><i>'iki'anga ariki, 'uipā'anga kōpū tangata, 'ui-rangatira, 'ui-mata'iaipo, 'akateretere'anga, papa'anga, va'a-tuatua, 'uānga</i></p> <p><i>Tē patī'ia atu nei ki te 'uānga Makea katoatoa ē, ka rave'ia tēta'i 'uipā'anga kōpū tangata nā tātou ki runga i tō tātou marae nō te 'iki'anga i tō tātou ariki. Ko tēia tuatua 'akakite nā tō tātou 'ui-rangatira 'ē te 'ui-mata'iaipo.</i></p>
7.3 Communicate in formal situations	<p><i>mātuāpuru, 'akameitaki, 'itiki</i></p> <p><i>Kia orāna kōtou katoatoa ko tei mātuāpuru mai ki raro i te marumarū o tēia ngutu'are. Kia 'akameitaki'ia te Atua nō tēia tika'anga mānea tei riro 'ei 'itiki i a tātou 'ei 'okota'i.</i></p> <p><i>'E Pe'e Tū'oro.</i></p> <p><i>Nō Makea.</i></p> <p><i>Tumu ē, kapu ... kapu runga, kapu raro.</i></p> <p><i>Ko Ātea ... ko Papa.</i></p> <p><i>'Aka'utu 'enua, ko Tumu-te-Varovaro.</i></p> <p><i>'E maunga tei uta, ko Ngā-Vā-o-te-Manga.</i></p> <p><i>'E marae tei tai.</i></p> <p><i>Ko Ārai-te-Tonga.</i></p> <p><i>Ko Pure-Ora.</i></p> <p><i>Ko Muri-Vai.</i></p> <p><i>Ko Marae-Koroa.</i></p> <p><i>'Ē 'oro koe ki te maunga, 'e ariki koe nō te manu.</i></p> <p><i>'Ē 'oro koe ki te moana, 'e ariki koe nō te ika.</i></p> <p><i>'Ē 'oro koe ki 'Avaiki.</i></p> <p><i>'E Ariki Tū-Marō-Kumi ... Tū-Marō-'Anga.</i></p> <p><i>'E totoro i ora varu.</i></p> <p><i>Tūrou ... tūrou ... tūrou 'ē taku ariki.</i></p>

<p>'O'ora'anga Manako <i>Communication</i></p>	<p>Au tãmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i></p>
<p>7.4 Express and justify ideas, opinions, and reasons</p>	<p><i>'akapāpū, turu'ia, taumārō, mārōki'aki'a, 'akaruke'ia, 'akamatakite, tū'ia, rikarika</i> <i>Kua 'akapāpū mai te au pū'āpi'i i tō rātou au manako nō runga i te kino o te kai 'ava'ava. Kua pāto'i atu tēta'i au tamariki mārōki'aki'a nā roto i tē taumārō atu'anga ki te au pū'āpi'i.</i> <i>'Akaruke'ia te kai 'ava'ava!</i> <i>'E tuatua 'akamatakite i te au tangata e kai ana i te 'ava'ava.</i> <i>Te tumu, kā tū'ia 'e tēta'i maki rikarika 'ē kāre ōna vairākau.</i> <i>Kāre tākiri 'e pu'apinga 'okota'i e rauka mai nō te au tangata kai 'ava'ava.</i></p>
<p>7.5 Argue for a particular course of action</p>	<p><i>akatano, marekakore, makokore, mamae, kāre 'e 'āite'anga, pūpūva'a, 'akateitei, ngākau-parau, 'akamanako meitaki</i> <i>Kua riri tikāi te 'aka'aere o te 'uipā'anga nō te makokore i te 'akapapa'anga i te au 'anga'anga. Kua pūpū-va'a 'ua rātou ma te kore e 'akamanako meitaki ē, 'e a'a tē kā tupu. Kā tupu te ngākauparau 'ē te 'akateitei.</i></p>
<p>7.6 Express conditions and possible consequences</p>	<p><i>tu'a'anga, 'āiteite, 'aka'aere, tīpūpū, metua pakari</i> <i>I mua ake ka tu'a'ia ai te kai, kua pure atu tēta'i metua pakari. Kua tīpūpū te aronga 'anga'anga i te puaka. Kua tu'a'ia atu nā te 'ui-ariki, nā te au 'orometua, te au aronga mama'ata o te 'ōire, te manu'iri, 'ē te iti tangata.</i></p>
<p>7.7 Make extended comparisons</p>	<p><i>apinga ma'ata, puta'ua, karapi'i, aro'a, matapiko 'oa'oa, 'akaruru, noinoi, kōpae</i> <i>Ko te 'anga'anga ā te ariki, ko te 'akaruru i tōna 'iti tangata ki te ngā'i 'okota'i; te puta'ua, te aronga moni, te kōpae, te tū noinoi 'ē te matapiko i te tangata.</i></p>





Taka'inga 7: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 7: Suggested Aspects of Cook Islands Māori Culture

At this level, learning more about Cook Islands Māori culture involves focusing on and developing appropriate use of formal and informal language in a wide range of contexts. The degree of sophistication in understanding te peu Māori Kūki 'Āirani depends partly on the students' previous language experience and partly on the learning experiences they take part in.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 7.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the meanings of particular social practices • interpret and respond to aspects of sociocultural events in historical and modern contexts • participate in composing and presenting speeches, poetry, and songs for particular events • recognise and express <i>'anga'anga tā'okota'i</i> and <i>aro'a</i> in a range of contexts • explore how the use of te reo Māori Kūki 'Āirani conveys cultural meanings. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • deepen their cultural knowledge by investigating aspects of te peu Māori Kūki 'Āirani in a range of texts and contexts – for example: <ul style="list-style-type: none"> – <i>umukai 'āngai i te manu'iri</i> – <i>tū'oro manu'iri ngāteitei</i> – <i>'o'ora 'akaipoipo</i> – <i>'akamarokura'anga ariki</i> – <i>'āriki'anga i te manu'iri</i> – <i>'atu 'imene</i> – <i>te kavamani/ture 'enua, 'ōire</i> – <i>'ēvangeria</i> – <i>tū ngākau/nātura</i> – <i>pu'apinga o te peu 'ē te 'ākono'anga 'enua</i> • explore and describe proverbs – for example: <ul style="list-style-type: none"> – <i>Mou i te kō mou i te 'ere</i> – <i>Kia pūkuru ō vaevae</i> – <i>Kia mokorā ō kakī</i> • explore the composition, presentation, and performance of speeches, <i>pe'e</i> (for example, the chants of Turepu Turepu), poetry (for example, the poems of Akapoe Kobati Tangaroa), and songs (such as lullabies).





Taka'inga 7: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 7: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 7: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- extracting detailed information from a spoken text to complete a form;
- extracting the main points from an article they have read and explaining them;
- listening to a spoken text on a particular issue and identifying facts and opinions by entering data into a "fact" column and an "opinion" column on a prepared sheet and then sharing their findings with each other;
- describing personal feelings about and reactions to a spoken text and exploring the views of others;
- giving a speech in a formal situation in a specified setting and receiving feedback from the audience about what to do to improve, both verbally and non-verbally;
- role-playing a situation in which they tell a careers adviser what they plan to do when they leave school and why;
- listening to a speech and identifying key ideas and the speaker's intention;
- contributing to a formal meeting by giving their point of view on an issue;
- following an extended set of instructions – for example, getting to a place on the other side of a town by tracing the route on a map;
- using recordings of their own prepared speech to seek feedback and improve their presentation before its final delivery;
- role-playing a situation in pairs in which one student expresses their feelings and asks for an explanation about the other's failure to meet as arranged for an outing to the movies.



Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- interpreting the points of view expressed in a written text, inferring what is not explicitly stated, and sharing their findings with each other;
- comparing the features of a range of texts in different text forms and evaluating the effectiveness of each text for its purpose;
- writing to a friend describing their fitness programme in preparation for a forthcoming competition;
- creating a questionnaire to gather information about their friends' views on a particular social issue, such as smoking, and using the information to prepare an article for a newspaper or magazine about young people's opinions on such issues;
- writing an imaginative narrative using a proverb as inspiration;
- researching a historical event and adapting the material for a drama script;
- following a recipe or set of instructions to make a particular item;
- updating portfolios of their written work and identifying where specific personal improvement is needed.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- viewing and comparing cultural performances and/or events in the Cook Islands and in New Zealand;
- viewing a recording of their participation in a cultural performance or event and receiving and offering critical feedback;
- viewing carvings from the Cook Islands and commenting on the materials used;
- role-playing how to use polite forms on formal occasions instead of the corresponding everyday terms.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



Taka'inga 8

Level 8



Te Au Mākave 'ē te Au Kite Umuumu'ia

Strands and Achievement Objectives

Mākave: 'O'ora'anga Manako

Strand: Communication

In selected linguistic and sociocultural contexts, students will:

- 8.1 communicate about certainty, uncertainty, possibility, and probability;
- 8.2 develop and justify a course of action, an argument, or a point of view;
- 8.3 express approval, regret, and forgiveness;
- 8.4 create and respond to texts that inform, persuade, or entertain;
- 8.5 understand and use appropriate language and cultural features in a range of contexts;
- 8.6 explore the views of others, developing and sharing personal perspectives.

Mākave: Te Kite Karape ō Te Reo

Strand: Language Knowledge

Students will:

- interact flexibly and sustain the interaction in familiar and formal settings;
- recognise detail in spoken, written, and visual texts and draw inferences and conclusions;
- use basic language structures and vocabulary flexibly, with development towards a personal style;
- use a range of visual and verbal features in presentations to different audiences and for different purposes;
- explore how linguistic meaning is conveyed across languages.

Mākave: Te Kite Karape ō Te Peu

Strand: Cultural Knowledge

Students will:

- explain the significance of particular Cook Islands Māori cultural practices;
- discuss and use combinations of verbal and visual language features in presentations and performances;
- recognise and express *tā'aka'aka* and *piri'anga* in a range of contexts;
- research and interpret social, environmental, and economic issues in the contexts of New Zealand and the Cook Islands;
- explore how the language expresses cultural meanings and make comparisons with other languages.



Taka'inga 8: Au Tāmanako'anga nō te Reo Māori Kūki 'Āirani

Level 8: Suggested Aspects of the Cook Islands Māori Language

The table below suggests possible aspects of te reo Māori Kūki 'Āirani for the Communication strand at level 8.

'O'ora'anga Manako <i>Communication</i>	Au tāmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i>
8.1 Communicate about certainty, uncertainty, possibility, and probability	<p><i>pāpū, kāre i pāpū, pa'a, mē, te tika'anga, ka rauka</i> <i>Kua pāpū iāku ē kā tae mai 'aia i te tuātau tei 'akatīnāmou 'ia.</i> <i>Kāre i pāpū iāku mē kā 'aere mai 'aia.</i> <i>Kāre pa'a te kavamani e tiēni.</i> <i>Te tika'anga kā peke te rē i tēia pupu. 'E meitaki tikāi rātou kātoatoa.</i> <i>Kā tika pa'a tā'au.</i> <i>Nāringa au i kai i tērā au pipi kua maki 'ia au.</i> <i>Ka rauka iā koe mē tautā koe.</i></p>
8.2 Develop and justify a course of action, an argument, or a point of view	<p><i>'uri'uri manako, 'akaāri'anga manako, 'akameitaki, 'akamoe'au, 'akapapa'anga, 'ākarakara 'aka'ōu, mā'ine/tama, papakōrero, pi'a 'akataka pātoa, 'āriki, manamanatā, 'ākono'anga, peu, tao'anga, tūrama, matakite, taumārō, 'iki'anga'ia</i> <i>Kua 'apai mai te ariki i tēta'i tāmanako'anga ki roto i te 'uipā'anga, kia 'uri'uri'ia. Kua 'akameitaki atu te va'a-tuatua ō te kōpū tangata i ā ia nō tōna tū marū 'ē te 'akamoe'au.</i> <i>Kua 'ākarakara 'aka'ōu 'a Mā'ine i te 'akapapa'anga o tōna au kūmiti. Kua rave mai 'aia i tēta'i manako tau 'ei 'uri'uri'anga nā tātou.</i> <i>Kua manamanatā tikāi te ariki i te 'iki'anga'ia te tā'onga mata'iaipo o tōna kōpū. Kāre tē reira i āru i te 'ākono'anga ā te Māori. Kua pāto'i 'aia i tēia 'iki'anga. Me ka taumārō kōtou, tēia te kā tupu ...</i></p>
8.3 Express approval, regret, and forgiveness	<p><i>'akakoromaki, taitaiā, kāre i te mea 'akakoro, 'ōire tangata, mema kōnitara</i> <i>Kua taitaiā tikāi te mema kōnitara i te 'ākara'anga i te au mea e tupu nei i roto i tōna 'ōire. Kua 'akakoromaki 'a ia i tei tupu. Kua 'aere mai tōna 'ōire tangata kua tatara'ara ki te mema kōnitara. Nō te ngākau mārōki'aki'a o tēta'i au tangata, kua tupu tēia. E mea tau kia no'o tātou ma te 'au.</i></p>

<p>'O'ora'anga Manako <i>Communication</i></p>	<p>Au tãmanako'anga nō te reo Māori Kūki 'Āirani <i>Suggested aspects of the Cook Islands Māori language</i></p>
<p>8.4 Create and respond to texts that inform, persuade, or entertain</p>	<p><i>ʻĪrava, 'aka'āite'anga, 'ākara ki te tū o te tangata, 'akamanako, māramarama, 'akamata, tā'openga, māruarua, tūkētūkē, 'akakitekite, 'ui tupuna, tāvirī, aronga 'akatūtū, tū o te tuatua, tuatua tā'ito, marae, pi'a, 'akaata, au manako tika, 'akate'ate'amamao, pa'u'anga, tū tangata, tua ma'ani, rīpōti'anga, tātā pēpa, tuatua'akakite</i></p> <p><i>Kua 'akamata te 'orometua i tāna tuatua nā roto i tēta'i ʻĪrava nō roto mai i te Puka Tapu. Kua māruarua tē reira 'ē te māramarama.</i></p> <p><i>Kua tā'openga atu 'a ia nā roto i te pe'e.</i></p> <p><i>Tūkētūkē te au tū tua. Te mea ma'ani 'ua, mei ā Unga rāua ko Karaʻi, 'ē Tinitarā'era. Te mea tika mei te tua i ā Marouna i te tuātāu o te 'ui tupuna.</i></p> <p><i>Ko te tua reka rava atu ko tā te tangata ka 'akakitekite mai nō tōna au 'aere'anga. Kā riro tēia au tū tua 'ei tāmataora i te tangata nā roto i te puka, te tatau, 'ē te tāvirī 'ei teata.</i></p> <p><i>Kua mataora tikāi te aronga mātakitaki i te 'ākarakara'anga atu i te vītiō/teata. Mako tikāi te aronga i 'akatūtū'ia ai tēia tua.</i></p> <p><i>Kua 'ōronga mai te kōnitara 'enua i te 'akamārama'anga ki te 'iti tangata, nō runga i te 'āngai'anga i te tere o te 'Ui Ariki tē kā tae mai. 'Ē 'āriki tātou i te patī'anga tei tae mai ma te 'akate'ate'amamao nō tēia 'akakoro'anga ma'ata. 'Ē turuturu tātou i tēia 'akakoro'anga ma te ngākau 'okota'i, kia mataora tātou kātoatoa.</i></p>
<p>8.5 Understand and use appropriate language and cultural features in a range of contexts</p>	<p><i>'aka'āite'anga tuatua, 'akatūtū'anga tuatua, reo tangi kā'iro'iro, tuatua 'akaata, mako, 'iri'ia, pērā katoa, pouroa, tuatua 'akakite</i></p> <p><i>Reo tuatua, reo 'akaata, va'a tuatua, ririnui.</i></p> <p><i>Mei te riri o te ō, 'ā te rango mate 'ua, mei te kiona rāi te tū.</i></p> <p><i>E toa koe, 'utu pānu, va'a 'uka.</i></p> <p><i>Te 'aruru o te ngaru/māngūngū, pakakina i te reo, te tangi tā'ito'ito o te kā'ara.</i></p> <p><i>Kamo, tāreva, tungou.</i></p> <p><i>Kia mako te tū o te tātā'anga.</i></p> <p><i>Kia 'iri'ia mai te au manako pu'apinga tei rave'ia.</i></p> <p><i>Kia tano te 'akano'o'anga pērā katoa ki te reo, kia tau ki te 'akakoro'anga.</i></p> <p><i>Kia mārama 'ē kia ō pouroa te au tuatua 'akakite.</i></p>
<p>8.6 Explore the views of others, developing and sharing personal perspectives</p>	<p><i>'Ea'a tō'ou manako? Tōku manako ...</i></p> <p><i>Kua 'irinaki koe? Kua 'akatika koe?</i></p> <p><i>E kanga 'ua nā'au ...</i></p> <p><i>Te tuatua tika ... I tēta'i tua.</i></p> <p><i>Ka 'akatika au māri ra ...</i></p> <p><i>Ka pō'itirere au i tēra.</i></p> <p><i>'Ea'a koe i pērā ai?</i></p> <p><i>Meitaki ake te no'o i va'o ake i te 'ōire. Te mea mua, 'e mā ake te reva i tō te 'ōire ma'ata e te rua kāre e turituri ana. 'E tēta'i atu ka mātūtū te kōpapa nō te 'aere ua nā raro.</i></p>





Taka'inga 8: Au Tāmanako'anga nō te Peu Māori Kūki 'Āirani

Level 8: Suggested Aspects of Cook Islands Māori Culture

At this level, students are expected to have the maturity to make comparisons, and interact, between and across languages and cultures, comparing and contrasting different attitudes, values, and beliefs (including their own). They should also have acquired many of the language patterns and much of the vocabulary needed to help them. Thinking critically about an issue is not, of course, the same as criticising a cultural practice. Teachers need to encourage their students to express their views in culturally sensitive ways that show an understanding and appreciation of diversity.

The table below suggests possible aspects of te peu Māori Kūki 'Āirani for the Cultural Knowledge strand at level 8.

Te Kite Karape ō te Peu <i>Cultural Knowledge</i>	Au tāmanako'anga nō te peu Māori Kūki 'Āirani <i>Suggested aspects of Cook Islands Māori culture</i>
<p>Students will:</p> <ul style="list-style-type: none"> • explain the significance of particular Cook Islands Māori cultural practices • discuss and use combinations of verbal and visual language features in presentations and performances • recognise and express <i>tā'aka'aka</i> and <i>piri'anga</i> in a range of contexts • research and interpret social, environmental, and economic issues in the contexts of New Zealand and the Cook Islands • explore how the language expresses cultural meanings and make comparisons with other languages. 	<p>Students could be learning through experiences that allow them to:</p> <ul style="list-style-type: none"> • study texts relating to <i>ariki</i>, a wedding, or a hair-cutting ceremony • study social groups in the Cook Islands community, such as <i>tā'okota'i'anga va'ine tini</i>, <i>te putuputu'anga ā te au metua pakari</i>, <i>te au ta'unga nō te vairākau Māori</i>, and <i>aronga māoro</i> • investigate art forms, such as Cook Islands painting and carving, <i>ma'ani pa'u 'ē te pātē</i> (<i>au 'apinga 'akatangi</i>), <i>ma'ani rākei 'ura</i>, and <i>'apinga 'anga'anga rima</i> (<i>rangaranga</i>), and their significance • study an aspect of the environment that involves Cook Islands people – for example, planting, fishing, or <i>kaveinga</i> • learn about the importance of religion in the Cook Islands – for example, <i>te au 'ākono'anga tūkētūkē i roto i te 'Ēvangeria</i> • extend their understanding of the Cook Islands Māori values associated with <i>tā'aka'aka</i> and <i>piri'anga</i> by comparing: <ul style="list-style-type: none"> – welcoming speeches of te peu Kūki 'Āirani and another culture, such as Māori – expressions used on particular occasions, such as farewells, and the associated body language (formal and informal) • recognise and use appropriate language features in particular contexts – for example: <ul style="list-style-type: none"> – <i>'aka'āite'anga tuatua</i> (simile) – <i>'akatūtū'anga tuatua</i> (metaphor) – <i>reo tangi kā'iro'iro</i> (onomatopoeia) – <i>tuatua 'akaata</i> (visual language).



Taka'inga 8: Au Tāmanako'anga nō te Au Tū Tāmoumou'anga 'ē te Au Tū Vāito'anga

Level 8: Suggested Learning and Assessment Activities

Not all the following activities are suitable for every age group. Teachers will select those that are appropriate, adjust a particular activity to suit the needs of their students, or make up their own activity to enable their students to meet the objectives.

Some activities specific to cultural learning are listed above under the heading Level 8: Suggested Aspects of Cook Islands Māori Culture. It is also important to make explicit the cultural context present in all genuinely communicative activities. In this way, students are supported as they acquire the linguistic and cultural knowledge and skills they need to communicate confidently and effectively with other speakers of te reo Māori Kūki 'Āirani.

Reo tuatua: Te 'akarongo'anga 'ē te tuatua'anga

Oral language: Listening and speaking

Students could be learning through:

- emailing a person from the Cook Islands who is planning to visit New Zealand for the first time, suggesting activities, places to visit, and so on;
- preparing a radio broadcast about the celebration of a particular event and discussing (in the broadcast) the significance of the event to the participants;
- role-playing an interview on television in which the interviewees express their feelings and hopes for the people in the Cook Islands after a disaster such as a cyclone or earthquake;
- putting forward a proposition (for example, that it is healthier to be vegetarian than to eat meat) and providing supporting details;
- creating a dialogue between people in a picture and then acting out the dialogue;
- using a picture as a starting point for a spoken description or narrative to entertain others;
- preparing and acting out a drama script based on a photograph, painting, or event;
- listening to a short narrative, which is then divided into sections for pairs or groups to dramatise;
- orally reviewing a book they have read or a movie they have seen, encouraging others to read or see it;
- reading a newspaper account of a recent social, economic, or environmental event relating to the Cook Islands and giving a talk about the central issues;
- interviewing classmates about what they would do to improve society if they were in positions of power and why they would choose these actions rather than others.



Reo tātā'ia: Te tatau'anga 'ē te tātā'anga

Written language: Reading and writing

Students could be learning through:

- retelling the story from a poem, song, chant, or legend in the idiom of today and presenting it as if it had been written for a different context, such as a newspaper article;
- discussing the food in the school canteen with classmates and writing a letter of complaint or praise to the health authorities, summarising the views presented in the discussion;
- reassembling a narrative that has been cut into sections, then writing a summary of the key events in the story;
- writing to a local business to apply for a weekend job, explaining why they are suitable, and including promises – for example, of punctuality;
- writing a newspaper editorial about a social or environmental issue in which they argue a particular point of view;
- researching an important social topic (such as genetic engineering), identifying the central issue, and listing the arguments on either side;
- researching and writing a profile of a prominent community member for publication in a local newspaper;
- rewriting a story or legend to make it suitable for a magazine for young teenagers;
- taking notes and writing a report of a class meeting.

Reo 'akaata: Te 'ākara'anga ma te 'akaāri'anga mē kore ra 'akatūtū'anga

Visual language: Viewing and presenting or performing

Students could be learning through:

- reviewing recordings of their own performance or presentation, receiving feedback from the audience, then using the feedback to improve specific aspects of their knowledge, skills, and performance;
- viewing a speech and then discussing the significance and effectiveness of its non-verbal cultural elements;
- comparing aspects of te peu Māori Kūki 'Āirani with related aspects of other cultures in a structured and supportive setting;
- contributing to a cultural event and discussing how they felt about their involvement;
- preparing and delivering a speech, using language, gesture, movement, and aids (as required) to communicate the intended message(s) effectively;
- comparing aspects of te peu Māori Kūki 'Āirani with those of another Pasifika culture and discussing some feature that is common to both cultures;
- extending hospitality to visitors to their school (or classroom) in culturally appropriate ways;
- showing understanding of Cook Islands Māori values through specific behaviour in particular situations.

For classroom activities to be effective in promoting language learning, teachers need to consistently monitor their students' progress, provide quality feedback, and offer guidance as students make progress in achieving the objectives. Effective teachers encourage students to monitor their own progress.

All activities are designed with the goal of communication in mind because the Communication strand specifies the core objectives that students are to achieve at each level. See earlier sections (pages 20–22) and see also *The New Zealand Curriculum* for further information on Effective Pedagogy (pages 34–36) and Assessment (pages 39–41).



'Akapapa'anga 'Āpi'i

Planning Programmes

**Te tamaiti kite ra, 'e rekareka'angaia nā tōna metua-tāne.
Kā reka te tamaiti nēneva ra, 'e auē'angaia nā tōna metua va'ine**

This section summarises the guidance offered in *Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines* as a logical series of steps for teachers to take in order to create effective programmes for teaching and learning te reo Māori Kūki 'Āirani in schools.

It is suggested that teachers:

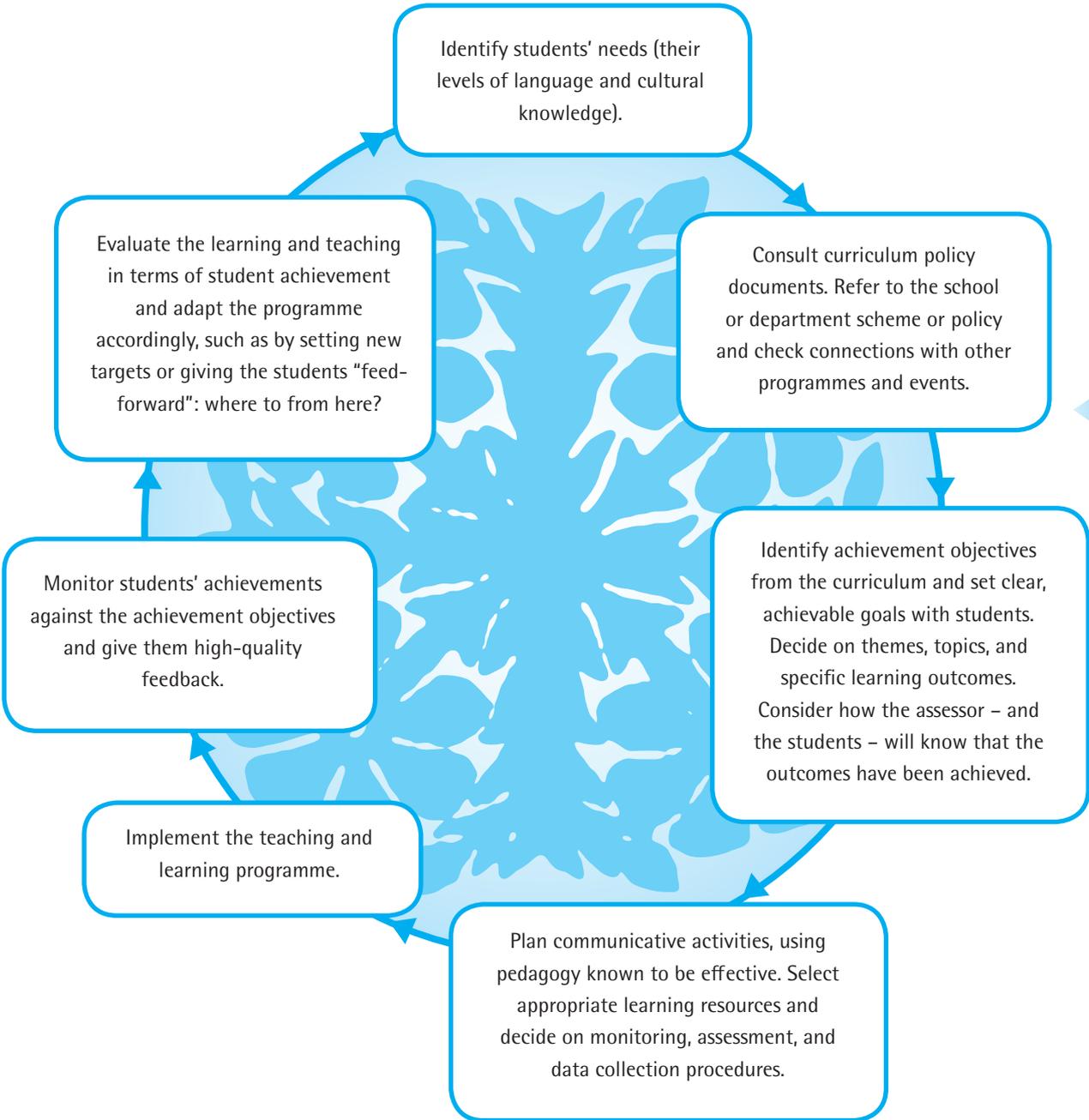
- incorporate into their planning frameworks the philosophy, aims, key competencies, and values of *The New Zealand Curriculum*, including the directions set by the Learning Languages learning area statement and the table of achievement objectives;
- find ways to integrate the philosophy, aims, and values of *Te Kaveinga o Te Reo Māori Kūki 'Āirani: The Cook Islands Māori Language Guidelines* into their planning and programme development;
- identify the needs, interests, and prior language experiences of their students and any special requirements or school policies that relate to language learning;
- consider the school-wide languages policy (for example, the sequencing of levels, the timetabling options, or possible national awards) and how this policy relates to their short-term planning (for example, the term plan and the weekly plan);
- look for opportunities to make links with programmes in other learning areas (for example, art, music, and food technology) and with other institutions and events (for example, community programmes and cultural festivals);
- identify the target achievement objectives from the relevant level or levels and clarify the intended learning outcomes and possible dates for their achievement;
- decide on suitable themes that would be relevant and interesting, selecting appropriate topics within the themes to provide a balanced and well-sequenced learning programme and to enable the intended outcomes to be achieved;
- consider what method is most effective for introducing, reinforcing, consolidating, and extending the students' communication skills within and beyond the classroom (for example, homework planning, vocabulary notebooks, and ways of becoming involved in the community);
- select (or develop) suitable resources and learning activities that will enable the students to acquire specific content such as language structures, vocabulary, and cultural knowledge;
- plan to collect and analyse data on student achievement in order to give students useful feedback on their progress and learning needs;
- prepare summative assessments that are aligned to the outcomes to be achieved and that can support students' continuing progress;
- develop ways to evaluate their teaching and learning programmes against their target achievement objectives to ensure that they continue to meet their students' learning needs as they progress through the levels.

Teachers also need to consider how well their te reo Māori Kūki 'Āirani teaching and learning programmes support a broad, general education for their students.

While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies.

The New Zealand Curriculum, page 16

The following diagram may be a useful planning guide or checklist for teachers.





Te Au Tātā'anga 'Akarava

Appendix



Te Au Tātā'anga 'Akamārama

Glossary

'akakoro'anga	aim
'āmata	glottal stop
'anga'anga tā'okota'i	co-operation, working together as a community, participating and contributing to serve others and the common good
'āpi'i	school
aro'a	love, compassion, affection, kindness
au kite umuumu'ia	achievement objective
'irinaki'anga	value, belief
karape	knowledge
kī'anga	saying
mākarōna	macron
mākave	strand
piri'anga	relationships, connections
pūnanga reo	a term used for an early childhood centre with immersion learning in Cook Islands Māori (the term <i>pūnanga</i> refers to a fortress – a <i>pūnanga reo</i> is a place where the language is protected)
tā'aka'aka	respect, honouring others, especially elders and those of senior status
taka'inga	level; carries the meaning of stepping, or stepping place
tauirā	learner
te peu Māori Kūki 'Āirani	Cook Islands Māori culture
te reo Māori Kūki 'Āirani	Cook Islands Māori language

In the translations provided here, the English version usually interprets the meaning of the proverb and is not a literal translation.

1. *Taku manu nui taku manu ra'i*

*Taku manu ka rere ta'iti'iti ki tonga ki tokerau
'Ē rere e taku manu tupuna
Kāvea te rongō o te Kūki 'Āirani ki tō te ao katoa
'lo o o ko ko ko e e e*

My big bird my mighty bird
My bird that soars to the south and to the north
Fly away my ancient bird
Deliver the good news about the Cook Islands to the whole world
'lo o o ko ko ko e e e (page 6).

This chant captures the essence of the traditional art form of *tukutuku manu* or kite flying. While today this is a recreational pastime, in the past it was used to deliver messages between villages and even between islands. At certain times of the year, when the winds are just right, a kite is flown to great heights and released. It travels to its destination carrying a message. Today the kite is a symbol for the Internet as a means of promoting and spreading te reo Māori Kūki 'Āirani.

2. *Kua tupu, kua aka, kua toro te papa i 'Avaiki.*

It has sprouted, taken root, and spread (page 8).

3. *Mou i te kō, mou i te 'ere, kia pūkuru ō vaevae, 'ē kia mokorā ō kakī!*

You have the tools and skills to prepare you for the future (page 9).

4. *Kai i te 'uāvare o te 'ui-tūpuna!*

Heed the advice of your ancestors (page 10).

5. *Utuutu'ia kia mou te reo tūpuna o te Kūki 'Āirani.*

Nurture the ancestral language of the Cook Islands (page 12).

6. *'Ākara āinei tōku mata ki te au tuā'ivi, 'e rauka āinei te tauturu i āku i reira.*

This is a quote from Psalm 121 in the Bible: "I look to the hills! Where will I find help?" (page 17).

7. *E patu i te 'are vānanga ki runga i te tūranga ngāueue kore.*

Build your future on solid foundations (page 19).

8. *Pāpā'ia 'ē pūrēkua te meika, ka 'a'ae koe i tēta'i tā, kā vai mai e ta'i tā.*

United we stand, divided we fall (page 19).

9. *Ko tōku reo, ko tōku ia mana.*

My language is my identity (page 20).

10. *'E 'ati'anga tō te au mea rava rāi.*

There is a season for everything (page 21).

11. *Tītī tōkere tō tangi pātē tō tangi kītā tē reka nei taku ngākau e!*

Music is good for the soul (page 44).

12. *Te tamaiti kite ra, 'e rekareka'angaia nā tōna metua-tāne. Kā reka te tamaiti nēneva ra, 'e auē'angaia nā tōna metua va'ine.*

Children with good sense make their parents happy, but foolish children make them sad (page 96).



Te Au Tātā'anga Tauturu

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