Level 1 NCEA Te Reo Māori

*This roadmap resource is designed to assist and support teachers of te reo Māori in English medium settings with designing a **Level 1 NCEA te reo Māori programme.***

Contents

Te Taumata

*Level 1 NCEA te reo Māori programmes should be aligned to **Taumata 6** (Curriculum Level 6) of* Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki.

These curriculum guidelines therefore should be used to support your Level 1 NCEA te reo Māori programme design.

You can access and use an online html version of the curriculum guidelines from:

http://tereomaori.tki.org.nz/Curriculum-guidelines

You can download a PDF copy of the curriculum guidelines from:

http://tereomaori.tki.org.nz/content/download/762/4184/file/Curriculum%20guidelines.PDF

The aim of this resource, is to support teachers to plan for the teaching and learning of te reo Māori at Curriculum Level 6 (NCEA Level 1), with a focus on **language progression**.

With the removal of the topics from the external assessment specifications for te reo Māori, this presents an exciting opportunity for kaiako to plan programmes around their own teaching strengths and interests coupled with language learning needs and interests of their students.

The process this resource is suggesting to support language progression, is to start broad, then refine and specify further as your progress through each aspect.

- Te Tohu Tauākī (Proficiency Target Statement)
- Whāinga Paetae (Achievement Objectives)
- Ara Reo (Language Modes)
- Horopaki (Socio Cultural Themes and Topics)
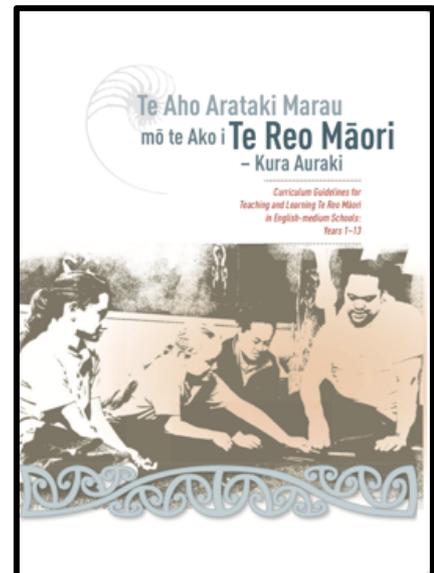
Te Tohu Tauākī (the Proficiency Target Statement) for Taumata 5 and 6 is called **Te Puāwaitanga** (Achieving social competence in te reo Māori) of the curriculum sets out in very broad terms what students should be able to know, understand and do across the six language modes:

- Whakarongo – listening
- Pānui – reading
- Mātakitaki – viewing
- Kōrero – speaking
- Tuhituhi – writing
- Whakaatu – presenting

The Tohu Tauākī also incorporates the development of language learning strategies in students. This means that we not only planning for language progression, but also how to support students to be well equipped learners of te reo Māori.

When planning or designing your te reo Māori programme, it's important to think about the proficiency target statements across all levels (1-8) of the curriculum, to support knowing where students are coming from, where they might be, and where ideally they are heading in terms of their proficiency development.

The proficiency target statements are presented on the following page, in a way, that will support kaiako to look **across** all levels, and **within** each pair of levels.

Keywords have been bolded to support kaiako to think about what students should be able to do and know, and therefore think critically about the implications for their programme design.

Ngā Tohu Tauākī Proficiency Target Statements

Te Whakatōtanga	Te Tupuranga	Te Puāwaitanga	Te Pakaritanga
*Levels 1 and 2: **Beginning** to use te reo Māori*	*Levels 3 and 4: **Developing communication skills** in te reo Māori*	*Levels 5 and 6: **Achieving social competence** in te reo Māori*	*Levels 7 and 8: **Achieving personal independence** in te reo Māori*
By the end of Level 2,	*By the end of Level 4,*	*By the end of Level 6,*	*By the end of Level 8,*
*students can understand te reo Māori that contains **well-rehearsed sentence patterns** and **familiar** vocabulary and can interact in **predictable exchanges**.*	*students can cope with a **variety** of **routine** situations when talking to speakers of te reo Māori.*	*students can converse with te reo Māori speakers in **familiar social** situations and cope with some less familiar ones.*	*students can take part in **general conversation with speakers** of te reo Māori, understand most of what is said, and contribute relevant comments.*
*They can read and write **straightforward** versions of what they have learned to say.*	*They can use **familiar** language with some **flexibility** and pick up some new language from its **context**.*	*They can use basic Māori language patterns **spontaneously**. They show a willingness to **experiment** with new language and to read **independently**.*	*They can **explain** and **discuss** many of their own **ideas** and **opinions** and may use te reo Māori **creatively**.*
*They are **aware** of and understand some of the **typical** cultural conventions that operate in interpersonal communication.*	*They can read and write **simple** notes and short letters and fill out simple forms. They can also **use and respond** to language, including directions and requests, that is likely to occur in familiar Māori settings.*	*They can write short passages, personal letters, and simple formal letters in te reo Māori.*	*They can read a variety of authentic te reo Māori materials and write **expressively** for a range of purposes.*
*Students are developing an **awareness** of the processes involved in learning te reo Māori.*	*They are becoming more **confident** in using a **range** of **language learning strategies**.*	*Students are **increasingly confident** in using a **range** of **strategies for learning** te reo Māori and for **communicating with others** in predominantly Māori social contexts.*	*Students use a **range** of strategies to help them learn te reo Māori **effectively**, and they demonstrate a high level of **fluency** for a learner of te reo Māori as a **second language.***

(Page 49, Te Aho Arataki Marau mō te Ako i Te Reo Māori: Kura Auraki)

By the end of level 6, students can converse with te reo Māori speakers in familiar social situations and cope with some less familiar ones. They can use basic Māori language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write short passages, personal letters, and simple formal letters in te reo Māori. Students are increasingly confident in using a range of strategies for learning te reo Māori and for communicating with others in predominantly Māori social contexts.

This proficiency target statement highlights some key aspects to consider in the design and delivery of a Level 1 NCEA programme. Use these reflective questions to support you to think in broad terms about a programme that supports progress against this proficiency target statement:

- *How will I support students to develop and achieve social competence in te reo Māori?*
- *How will I encourage and support students to converse with te reo Māori speakers?*
- *What are familiar social situations for my students?*
- *What are less familiar social situations for my students?*
- *What are some of the basic language patterns I would expect students to spontaneously use?*
- *What are some examples of new language students might experience with?*
- *How will I support, encourage and develop a love for independent reading?*
- *How will I expose students to a range of short passages in te reo Māori?*
- *How will I develop the necessary writing skills for students to be able to write short passages?*
- *What are some familiar and less familiar genre for my students?*
- *What language learning strategies do my students already know and use to support their own te reo Māori learning?*
- *What new language learning strategies could I introduce to my students to build their repertoire of language learning strategies?*

Ngā Whāinga Paetae

The **Whāinga Paetae** (Achievement Objectives) represent key learning outcomes for a particular curriculum level. They are based on authentic texts and contexts that students are likely to encounter both in their everyday lives and also on special or formal occasions when te reo Māori is used for specific purposes.

There are four Whāinga Paetae at Taumata 6:

- 6.1 give and follow instructions;
- 6.2 communicate about problems and solutions;
- 6.3 communicate about immediate plans, hopes, wishes, and intentions;
- 6.4 communicate in formal situations.

The Whāinga Paetae offer a further refining opportunity, to move from the broad context of the Tohu Tauākī and in to a more refined and specific context of the Whāinga Paetae. This means you need to consider the language demand that the Whāinga Paetae creates. For example, given 6.1 is about giving and following instructions, *what language grammar, structures and vocabulary will my students need to know to be able to give and follow instructions?*

If you need help to identify language expectations at each curriculum level, access and use the Language Grammar Clarifications on the NZQA Te Reo Māori Subject Page:

https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Te-Reo-Maori/TRM-Language-Clar-for-grammar-progression.pdf

Ngā Ara Reo

There are six **Ara Reo** (Language Modes) in total. The three **receptive** modes are:

- Whakarongo – listening
- Pānui – reading
- Mātakitaki – viewing

The three **productive** modes are:

- Kōrero – speaking
- Tuhituhi – writing
- Whakaatu – presenting

The Ara Reo have suggestions for what students should be achieving in each of the language modes, and should be used to identify the finer skills to be developed across your Level 1 NCEA programme (Curriculum Level 6). Keep in mind, that to learn te reo Māori, students need to use **all** the ara reo.

Whakarongo – Listening

By the end of level 6, students can:

- make use of context and familiar language to understand instructions and information in formal and informal contexts;
- understand specific details in contexts that may contain some unfamiliar language;
- distinguish between past and present actions and states.

Pānui – Reading

By the end of level 6, students can:

- make use of context and familiar language to understand written instructions and information in formal and informal contexts;
- understand specific details in contexts that may contain some unfamiliar language;
- distinguish between past and present actions and states.

Mātakitaki – Viewing

By the end of level 6, students can:

- understand and respond to various meanings, ideas, and effects in visual texts for different purposes and audiences;
- use appropriate terminology to describe ways that visual and verbal language interact for specific effects and purposes.

Kōrero – Speaking

By the end of level 6, students can:

- initiate and sustain more extended conversations in both formal and informal contexts;
- discuss tasks in pairs or groups, for example, when sharing peer feedback on writing;
- give short talks in familiar contexts on familiar topics that relate to the past and present;
- use appropriate pronunciation, stress, rhythm, and intonation.

Tuhituhi – Writing

By the end of level 6, students can:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write information on familiar topics, referring to past, present, and future time;
- write a range of text types and more extended texts (for example, formal letters, personal letters, blogs, longer essays, descriptions, and narratives);
- use a range of written planning tools, such as graphic organisers and mind maps;
- use appropriate writing conventions.

Whakaatu – Presenting

By the end of level 6, students can:

- use visual language alone to communicate with different audiences for different purposes;
- use combinations of visual and verbal language to communicate with different audiences for different purposes.

The Ara Reo offer a further refining opportunity, to move from the broad context of the Whainga Patae and in to a more refined and specific context of the Ara Reo. This means you need to think critically about which Ara Reo to focus on to support the development of relevant skills.

For example, given 6.1 is about giving and following instructions, and students are learning how to give instructions in a cautionary or 'kia tūpato' context through kōrero, then a focus on supporting students to *use appropriate pronunciation, stress, rhythm, and intonation* is meaningful, purposeful and of high relevance in this context. If it was about writing instructions, then the use of *appropriate writing conventions* becomes necessary too.

Horopaki

At each level of the curriculum, there are possible contexts for introducing, practising and revising language in meaningful situations. These include:

- sociocultural themes
- topics
- text types

Sociocultural themes

The socio-cultural themes suggested in the curriculum provide possible tikanga Māori content. The themes suggested at each level reflect the whāinga paetae at that particular level, however they can also be incorporated effectively at other levels. The themes suggested at Level 6 are:

- Tapu me noa (respect, observance, contrasting states – sacred and non-sacred)
- Tohu (directions, signs, symbols)
- Whare wānanga (houses of higher learning)
- Tangata whenua (indigenous people, people with a bond to the land)
- Tikanga me kawa (protocols and procedures)
- Karanga (the art of karanga)
- Whaikōrero (the art of oratory)
- Poroporaki (taking one's leave)
- Ngā toi (the creative arts)

The socio-cultural content at each level should be relevant to students' lives and yet varied enough to retain their interest, this is a key consideration for kaiako reo Māori as they design and plan their te reo Māori programmes.

Topics

The topics suggested at each curriculum level, reflect the whāinga paetae for that particular level, however they can also be incorporated effectively at other levels. Kaiako could integrate some of these topics with others of their own choice or decide to reassign topics to a different level.

The topics suggested at Level 6 are:

- Tangihanga (funerals)
- Famous Māori people
- Māori creative arts
- Entertainment (for example, television, music, movies, and community events)
- Health and well-being

There are different text types also suggested at each curriculum level, they have relevance to the achievement objectives at that particular level (and others) and include Māori-specific text types, for example, mōteatea and karakia.

The curriculum includes a small set of examples of text types, it is expected that Kaiako will supplement these with others that are relevant for their students.

The text types suggested at Level 6 are:

- Karakia (prayers)
- Karanga (welcome call)
- Kīwaha (idioms)
- Pepeha (iwi-specific sayings)
- Waiata Māori (Māori songs)
- Whaikōrero (oration/speeches)
- Whakataukī (proverbs)
- Conversational exchanges
- Maps
- Letters, telephone calls, email
- Advertising posters
- Questionnaires
- Radio and television programmes
- Reports
- Extended stories and essays
- Simple interviews
- Simple speeches
- Graphs and tables
- Web pages

When designing your te reo Māori programme, think critically about these horopaki to be the contexts where the time, space and place is created for te reo Māori to be introduced, practised and improved.

Achievement Standards

The Te Reo Māori Subject Matrix outlines the entire suite of achievement standards for te reo Māori across NCEA Levels 1, 2 and 3. This entire subject matrix is included on the following page.

Level 1 NCEA

The Level 1 achievement standards are aligned to Curriculum Level 6, there are five in total at Level 1 NCEA. Note: you are not required to use all of the Level 1 achievement standards in your programme.

Level 1 NCEA Tōna Ao

The achievement standards at NCEA Level 1 (Curriculum Level 6) are contextualised in 'tōna ao' for the student/s. This means that Level 1 NCEA programmes for te reo Māori need to be designed to ensure that all contexts through which learning is happening within are familiar or known to student/s, and:

- The perspective is personal for student/s and the contexts are familiar
- Personal information and simple facts are given by student/s

The Level 1 achievement standards are:

- 1.1 Whakarongo kia mōhio ki te reo o tōna ao
- 1.2 Kōrero kia whakamahi i te reo o tōna ao
- 1.3 Pānui kia mōhio ki te reo o tōna ao
- 1.4 Tuhi i te reo o tōna ao
- 1.5 Waihanga tuhinga i te reo o tōna ao

The internally assessed achievement standards at Level 1 are:

- 1.1 Whakarongo kia mōhio ki te reo o tōna ao
- 1.2 Kōrero kia whakamahi i te reo o tōna ao
- 1.5 Waihanga tuhinga i te reo o tōna ao

The externally assessed achievement standards at Level 1 are:

- 1.3 Pānui kia mōhio ki te reo o tōna ao
- 1.4 Tuhi i te reo o tōna ao

The credit value for each achievement standard at Level 1 is 6 credits. This means there is a notional teaching and learning time for each achievement standard of 60 hours. This notional learning time needs to include time outside of class. Given this, you might want to factor in study, practise, wānanga, research or task completion into your programme design.

Te Reo Māori Subject Matrix

	Level 1	Level 2	Level 3
Whakarongo	*AS91085* **1.1**	*AS91284* **2.1**	*AS91650* **3.1**
	Whakarongo kia mōhio ki te reo o tōna ao	*Whakarongo kia mōhio ki te reo o te ao torotoro*	*Whakarongo kia mōhio ki te reo Māori o te ao whānui*
	Whiwhinga: 6 Ā-roto	*Whiwhinga: 4 Ā-roto*	*Whiwhinga: 4 Ā-roto*
Kōrero	*AS91086* **1.2**	*AS91285* **2.2**	*AS91651* **3.2**
	Kōrero kia whakamahi i te reo o tōna ao	*Kōrero kia whakamahi i te reo o te ao torotoro*	*Kōrero kia whakamahi i te reo Māori o te ao whānui*
	Whiwhinga: 6 Ā-roto	*Whiwhinga: 6 Ā-roto*	*Whiwhinga: 6 Ā-roto*
Pānui	*AS91087* **1.3**	*AS91286* **2.3**	*AS91652* **3.3**
	Pānui kia mōhio ki te reo o tōna ao	*Pānui kia mōhio ki te reo o te ao torotoro*	*Pānui kia mōhio ki te reo Māori o te ao whānui*
	Whiwhinga: 6 Ā-waho	*Whiwhinga: 6 Ā-waho*	*Whiwhinga: 6 Ā-waho*
Tuhituhi	*AS91088* **1.4**	*AS91287* **2.4**	*AS91653* **3.4**
	Tuhi i te reo o tōna ao	*Tuhi i te reo o te ao torotoro*	*Tuhi i te reo Māori o te ao whānui*
	Whiwhinga: 6 Ā-waho	*Whiwhinga: 6 Ā-waho*	*Whiwhinga: 6 Ā-waho*
Waihanga Tuhinga	*AS91089* **1.5**	*AS91288* **2.5**	*AS91654* **3.5**
	Waihanga tuhinga i te reo o tōna ao	*Waihanga tuhinga auaha, i te reo o te ao torotoro*	*Waihanga tuhinga auaha, i te reo o te ao torotoro*
	Whiwhinga: 6 Ā-roto	*Whiwhinga: 6 Ā-roto*	*Whiwhinga: 6 Ā-roto*

All secondary kaiako reo Māori teaching at NCEA levels should be familiar with the pages on NZQA and TKI.

Te Kete Ipurangi

The TKI page for te reo Māori is:

https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Te-Reo-Maori

The TKI page for Level 1 Te Reo Māori is:

https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Te-Reo-Maori/Level-1-Te-Reo-Maori

From here, you can access Level 1 NCEA materials for te reo Māori including:

- Assessment resources
- Conditions of assessment
- Te Reo Māori subject matrix

The assessment resources available on TKI support internal assessment at Level 1. The assessment resources are NZQA quality assured. Remember, that you **MUST** modify the internal assessment resources available here for whakarongo, this is because the assessment schedule (including answers) are publicly available – they must be modified to ensure student work is authentic.

New Zealand Qualifications Authority

The NZQA subject page for te reo Māori is:

https://www.nzqa.govt.nz/ncea/subjects/te-reo-maori/levels/

From here, you can access Level 1 NCEA materials for te reo Māori including:

- Achievement standards
- Moderator newsletters
- Clarifications
- Exemplars of student work
- Assessment specifications
- Examination papers and exemplars
- Assessment reports
- Scholarship documents
- Clarification of grammar levels

It is encouraged that kaiako do not administer high stakes one-off assessment activities with students.

The achievement standards require a range of contexts and necessitate that speaking and writing are skills are developed over time, in an ongoing way.

Kaiako could assess using either a portfolio or a set task approach.

Portfolio

A portfolio is a way of collecting evidence of speaking and writing throughout the year. Collecting evidence over time reflects good assessment practice. It allows both teachers and students to see development in knowledge and of skill across a range of learning contexts. Evidence may come from a formal or informal setting. For example, two students could be discussing their weekend (in te reo) informally. This could be filmed and recorded as evidence. Over the year they can record conversations and select the best for their portfolio.

Once all of the evidence from the portfolio has been compiled, the teacher will make a judgment as to what level the student is at, based on the Judgment Statement[1] in the assessment task. The Judgment Statement is derived from the standard. The tasks must demonstrate the student's ability in a range of speaking, writing or listening modes/genres.

As a teacher, you can give feedback and feed forward comments to students throughout the year. Students can refine their work as many times as they want prior to the submission date for the portfolio.

The selection of work for the portfolio is done with the teacher and then those best pieces (a minimum of two) are marked to give the overall grade. This usually happens at the end of Term 3, to allow time for grading, and resubmission if necessary before external examinations commence.

Specified Assessments or Set Tasks

The achievement standard could be assessed in set tasks spread throughout the year.

A bank of assessment resources is available from TKI.

If using set tasks, a different genre must be used for each task, for example you might require students to write a review and a creative writing piece to constitute two pieces of waihanga tuhinga evidence.

The tasks, must enable the students to demonstrate their ability up to Excellence level. Kaiako are encouraged to refer to the achievement standard and the judgment statement in the assessment task.

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[1] *The judgment statement in the assessment task is developed by the teacher. It expands on the broader statements of the standards and provides the detail of what is being assessed.*

Both pānui and tuhituhi and pānui are externally assessed.

The 2019 assessment specifications for Level 1 outline the format of the pānui and tuhituhi exams, the link to these specifications is:

https://www.nzqa.govt.nz/ncea/subjects/assessment-specifications/te-reo-maori-l1/

Internal Moderation

The internal moderation process has some requirements including:

- all assessment tasks must be **critiqued** by someone who has the necessary skills, this could be a teacher of any subject, not necessarily a subject specialist e.g. it's ok for your English teaching colleague to critique your assessment tasks before you use then with your students
- once you have administered the assessment task, and graded all student work, all grades must be **verified** by a subject specialist

External Moderation

Every year schools are asked to provide samples of your student work to be submitted to, and moderated by NZQA, this is called external moderation.

You will need to have the following materials ready to submit on for your school:

- a copy of the task and any supporting resources
- a copy of the assessment schedule
- up to eight randomly selected samples of student work consisting of the key materials that the assessor has used to make an assessment judgement for achievement standards

To support this process, schools can adopt or adapt the **Internal Moderation Cover Sheet** available from:

https://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/internal-moderation-cover-sheet.docx