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| C:\Users\TSUser\AppData\Local\Microsoft\Windows\INetCache\Content.Word\AP logo banner and niho (HIGH RES).tif  ***Te Reo Māori Planning*** | |
| ***Curriculum***  The proficiency target statements set out in very broad terms what students should be able to do at each pair of curriculum levels:   * Levels 1-2 **Te Whakatōtanga** (Beginning to use te reo Māori) * Levels 3-4 **Te Tupuranga** (Developing communication skills in te reo Māori) * Levels 5-6 **Te Puāwaitanga** (Achieving social competence in te reo Māori) * Levels 7-8 **Te Pakaritanga** (Achieving personal independence in te reo Māori)   Achievement Objectives further specify the focus for the development of **language skills** and **cultural knowledge**.  Teaching and learning programmes for te reo Māori should ensure coverage over time of the achievement objectives, but more importantly should allow for them to be revisited. This is important to allow learners as they progress through the curriculum to be able to apply their increasingly sophisticated language skills. | ***NCEA***  Level 1 NCEA Achievement Standards are aligned to **Curriculum Level 6**, therefore the Level 6 Achievement Objectives need to be reflected in the teaching and learning programmes and also in the assessment tasks  Level 2 NCEA Achievement Standards are aligned to **Curriculum Level 7**  Level 3 NCEA Achievement Standards are aligned to **Curriculum Level 7**  The curriculum document that achievement standards for te reo Māori are derived from is Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki  [Internal assessment resources for te reo Māori](https://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Te-Reo-Maori) are available on TKI, the **whakarongo** assessment tasks and schedules MUST be modified to ensure authenticity.  Teachers administering te reo Māori programmes at NCEA levels should be familiar with the resources on the [NZQA te reo Māori subject page](https://www.nzqa.govt.nz/ncea/subjects/te-reo-maori/levels/) |
| ***Planning***  When planning progressive programmes for te reo Māori, teachers need to consider:   * The broad goals within the proficiency target statements * Coverage and revisiting of Achievement Objectives across curriculum levels * Skills development across all language modes (ara reo) * Diversity across contexts, topics and text types * Appropriate and relevant strategies and techniques to support language learning and acquisition | ***Resources***   * [Ako Panuku resources for te reo Māori](https://www.akopanuku.tki.org.nz/rauemi/curriculum/#filter=.te-reo-maori) * [High frequency vocabulary lists – 1000 keywords](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/High-frequency-word-lists) * [Examples of learner and teacher assessment checklists](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Learner-and-teacher-assessment-checklists) * [Examples of learner goal setting](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Examples-of-learner-goal-setting) * [Examples of learner strategies](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Examples-of-learner-strategies) * [Bibliography of articles and books on language teaching](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Bibliography-for-teachers) * [Grammar progression outline with references](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table) * [Language learning task types and sample tasks in Māori](http://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Examples-of-second-language-learning-tasks) |