

Maori Language Appraisal Tool

Competency: Kia rere te reo

Description: fluent, spontaneous and effective use of te reo Māori to support sound pedagogy.

1. I can contribute spontaneously and sustain a discussion on an education topic

- I have the capacity to explore educational topics from a range of points of views.
- I listen to a discussion, analyse different points of views and produce my own thoughts on topics.
- I draw on past experiences and current knowledge to develop a strong point of view.
- When discussing educational topics, I can clearly and confidently articulate my thoughts to my peers.
- I provide logical and reasonable debates.

2. I adjust my language and how it is expressed to suit different levels of ākonga and situations.

- I have a range of language and expressions to support different levels of understanding.
- I gauge the level of understanding in my ākonga by asking them appropriate questions at appropriate times.
- I'm confident that all of my ākonga feel that they can understand my language and expressions.
- I confidently express concepts and topics in a range of ways that all my ākonga can understand.
- I change my delivery plan to suit my ākonga.
- I have the knowledge, skills and language to deliver topics in a variety of ways.

3. I can explain complex topics, clearly and accurately

- I simplify my language when explaining complex topics.
- I break complex topics into smaller, more understandable ideas.
- I develop and use delivery plans when delivering complex topics.
- I draw from previous ākonga learning experiences to enforce more complex topics.

4. I can facilitate higher level thinking in ākonga e.g. problem solving, synthesising, evaluating.

- I introduce higher level thinking e.g. problem solving, synthesising, evaluating into my teaching and learning activities.
- Where appropriate I influence students to use higher level thinking.
- I present examples of higher level thinking to my students.
- I have the language to discuss higher level thinking with ākonga.
- I ask my ākonga specific questions at appropriate times to support higher level thinking.

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5. I communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.

- I confidently communicate with ākongā, whānau and teaching staff regularly.
- I empathise with students, whānau and teaching staff.
- I problem solve with the input of others.
- I provide mutually agreed plans of action.
- I persuade ākongā and whānau to buy in to teaching and learning.
- I analyse student information and draw evidence-based conclusions about student learning and communicate findings confidently to ākongā, whānau and other relevant teaching staff.

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Competency: Kia tika te reo

Description: use sound knowledge of grammatical rules, vocabulary, oral and written forms of te reo Māori to facilitate its accurate use in learning contexts. Teachers know how to use the systems of Māori language exploration and learning through meaningful contexts.

6. I use a range of discourse strategies and language structures competently in te reo Māori.

- I use a range of discourse strategies which evidence shows are successful in teaching and learning.
- I use a range of language structures which evidence shows are useful in teaching and learning.

7. I use a range of general and specific vocabulary items competently and correctly in Māori.

- My diverse vocabulary allows me to kōrero Māori in a vast range of situations with a vast range of people.
- I can use both general and specific vocabulary to describe a topic or situation more accurately to create appropriate sentiment.

8. I speak te reo Māori competently with correct pronunciation, stress and intonation.

- I use correct pronunciation when I kōrero Māori.
- I use relevant stress and intonation when I kōrero Māori.
- I can create and reinforce relevant sentiment using stress and intonation.

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Competency: Kia Māori te reo

Description: appropriate use of te reo Māori to facilitate learning of, and through te ao Māori celebrating its essence, values, culture and identity. Teachers use their Māori language skills and knowledge appropriately to facilitate learning of and through te ao Māori.

9. I have a range of appropriate language to encourage, motivate and praise ākonga.

- I can acknowledge student success in a way that is meaningful to my students.
- It is evident that my students take praise on board and are encouraged to further succeed.
- My command of te reo Māori allows me to praise my ākonga to my desired level

10. I use a range of figurative, colloquial and metaphoric features of Māori language competently and appropriately in teaching and learning contexts.

- I have a vast knowledge of colloquial phrases that ākonga understand.
- My use of metaphoric and figurative phrases support ākonga understanding of ideas and topics.
- I support learning in my classroom with a range of relevant figurative, colloquial and metaphoric features of Māori language.

11. I can describe and explain Māori specific experiences relevant to a range of learning contexts.

- I know, use and describe Māori experiences to a depth and relevance required from different learning contexts.
- I choose relevant vocabulary and tone to reach the learning goals of my ākonga.

Competency: Kia ora te reo

Description: practical knowledge of strategies to promote and sustain all language forms including: dialect, communicative language of learning. Teachers use specific strategies which contribute to the sustainability of te reo Māori.

12. I utilise second language teaching pedagogy and how to support effective teaching and learning through te reo Māori.

- I have sound knowledge of second language teaching pedagogy and how to effectively implement these as part of my teaching practice.
- I use second language teaching pedagogy to support effective teaching and learning in te reo Māori.

13. I have specific strategies to contribute to the sustainability of reo ā-iwi.

- I have developed evidence-based reo ā-iwi sustainability strategies.
- My reo ā-iwi strategies are implemented in my teaching and learning programmes.

14. I am personally committed to the ongoing development of my own language in order to facilitate ākongā achievement.

- I regularly undertake cycles of professional learning and development relevant to my personal and professional language goals.
- I regularly challenge my language capability.