

Ko tōku reo  
ko tōku ohooho

Challenges in Māori-  
medium instruction

# A broad overview

◆ Issues in the provision of quality immersion education in an endangered language

■ Some context:

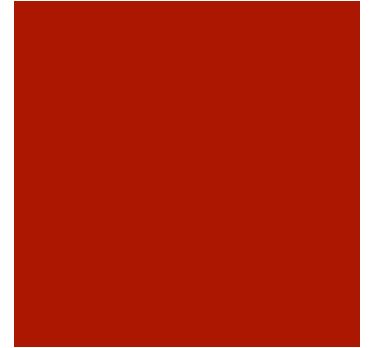
schools

children

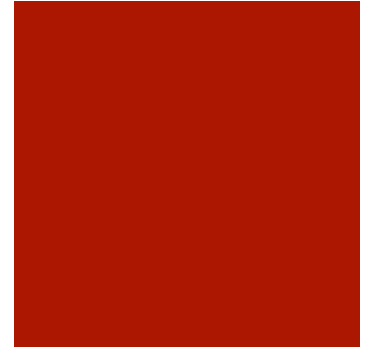
teachers

resources

■ Teachers: teacher education, teacher language proficiency

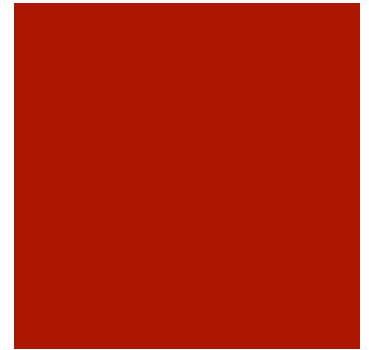


Where is Aotearoa / New Zealand?



**Aotearoa / New Zealand**

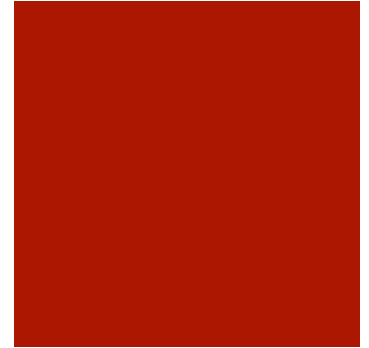
South is up





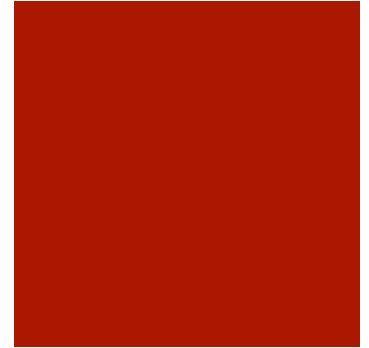
## Lynne Harata Te Aika

- Reo Kura: developing teachers' Māori language proficiency and Ngāi Tahu tribal dialect proficiency in an in-school professional development programme
- Friday at 9.00 in KOI

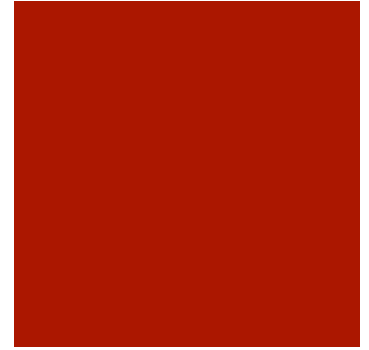


# Teachers

- language background
- language proficiency
- skill as teachers
- training
- time as a teacher



# Māori Language Education

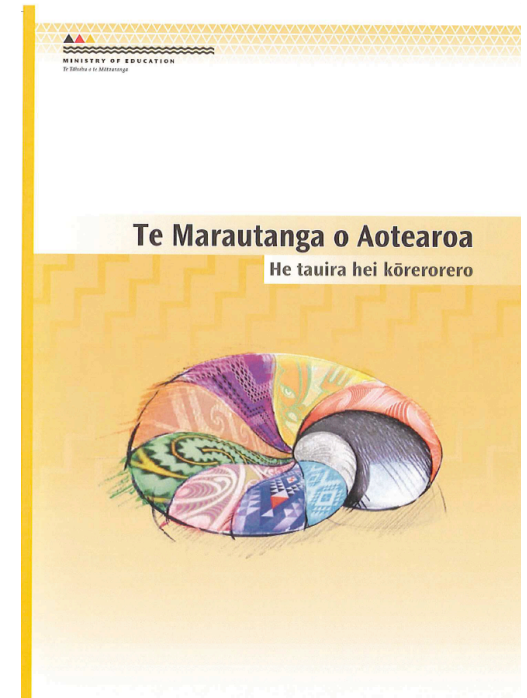


Kōhanga Reo: 487  
(10,000 children 0 – 6 years)



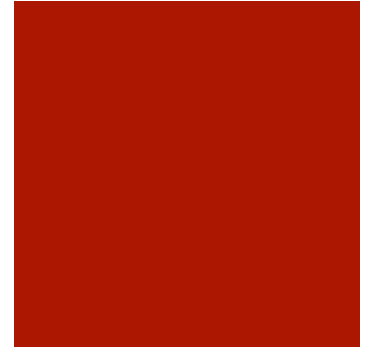
# Māori Language Education

- Kura Kaupapa Māori: 72  
(5 – 12 yrs)
- Wharekura: 34  
(13 – 18 yrs)
- Levels of immersion?  
level 1 ~ 80% or more in Māori  
level 2 ~ 50%  
levels 3 & 4



## Ngā tamariki ~ the children

- Background: language - home - culture
- time in Māori-medium instruction
- proficiency in Māori
- which language is stronger?
- first or second language speakers of Māori?



# Quality resources

- Texts that delight the reader
- Texts suitable for literacy development
- Texts for **instructional reading** that provide a progression in difficulty: levelling, **vocabulary**, structures
- Range of resources
  - instructional and recreational reading
  - curriculum materials
  - reference books - *Tirohia Kimihia*
  - multi-media resources
  - posters, cards, picture packs, DVDs, audio ...

# What do we need to know?

## Children's use of Māori when speaking

- How many words do five year olds / ten year olds typically know and use?
- What range of structures do five year olds / ten year olds typically produce?
- Do children choose to use Māori when adults are not present?
- How does their use of Māori differ in different contexts? Home? School?

# What do we need to know?

## Children's use of Māori when speaking

- Pilot research on children speaking Māori at school and at home
- Children recorded:
  - with teacher
  - with other learners
  - with researcher
  - in playground
  - at home

Mā te Māori  
mō te Māori  
i te reo Māori

Driven from within the  
community

Recognised internationally



# Māori over time

based on information from the Māori Language Commission website:

[www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz)

Pre-1840	Māori predominant language of New Zealand
1840	Treaty of Waitangi signed
1850s	Non-Māori population surpasses Māori population
1867	Native Schools Act - English only for Māori children
1896	Māori population at lowest point (42,113)
1913	90% of Māori children are native speakers
1920s	Māori MP Apirana Ngata highlights need to maintain Māori language in homes and communities
1951	Māori population 134,097

# Māori over time

1970s	Language activism: Ngā Tamatoa, Te Reo Māori Society, Māori language petition
1978	70,000 of Māori population are speakers of Māori (most elderly)
Late 1970s	Community language initiative, Te Ātaarangi, based on 'the direct method'
1981	Te Wānanga o Raukawa – Māori tertiary institution established “Whakatipuranga Ruamano / Generation 2000” from the mid 1970s
1982	Kōhanga Reo / Māori language nests established
1985	Kura kaupapa Māori / first Māori-medium primary/elementary school established
1985	50,000 of Māori population are speakers of Māori

## Māori over time ...

1987	Māori Language Act: Māori an official language; Te Taura Whiri i te Reo Māori / Māori Language Commission established
1993	Te Māngai Pāho / Māori Broadcasting Funding Agency to promote Māori language and culture
1995	10,000 of Māori population are speakers of Māori
2003	Government Māori Language Strategy
2004	Māori Television Service begins; 2008 the second channel <i>Te Reo</i> - broadcasts in Māori only
2008	Ka Hikitia / Māori Education Strategy 2008-2012