Te Reo Māori Resources in English-medium

An exploratory paper

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2018
Kei ngā rangatira, kei ngā kaikawe mātauranga o tēnā kura, o tēnā puna mātauranga. Nā koutou ngā tini whānau o te motu, ngā tumu whakahaere o te hunga ako anō hoki. Ko koutou ērā i manaaki i te reo rangatira i ngā motu tau atu, tau atu.
Tēnā koutou katoa.
Te Horopaki
Background

CORE Education provides professional learning and development for schools and kura throughout Aotearoa. Working alongside these settings, observations and anecdotal information suggest that there is an increasing selection of reo Māori resources available. Our education strategies reinforce that all teachers in school classrooms are expected to support children’s learning of te reo Māori (Ka Hikitia 2013; Kia Tau Mai Te Reo, 2013). We know that Māori succeed when teaching and learning reflects their diverse values identity, language and culture (May, Hill, & Tiakiwai, 2006; Bright, Barnes & Hutchings, 2013; Stewart, 2014). However, we are also aware of variability in the awareness of, and access to, relevant reo Māori resources that suit the diversity of learning needs in English-medium schools. In 2017, we undertook a similar project in Māori medium settings regarding resources. An English version of this report can be found here, and a reo Māori version here.

As a result, the Arareo Māori team at CORE Education decided to inquire into this situation. We surveyed 35 teachers from English-medium schools throughout Aotearoa. Our inquiry is the first step of a long-term evaluative process. We are committed to building evaluative knowledge about school, whānau and ākonga perspectives on reo Māori resources. We want to strengthen reo Māori in English-medium schools now and into the future. CORE is committed to reo Māori being used, valued and vibrant in our society.

Te pūtakē
The purpose

This summary is intended for those interested in identifying the types of reo Māori resources that will strengthen reo Māori in English-medium schools. It aims to support the implementation of Te Aho Arataki Marau mō te ako i te reo Māori: Kura Auraki, Curriculum Guidelines for Te Reo Māori.

This project:
• Gathers ideas from a diversity of teachers in English-medium schools across Aotearoa, about the types of reo Māori resources that will strengthen reo Māori teaching and learning
• Informs future reo Māori resource development for these environments.

Based on the information collected and analysed, we put forward some guidelines for reo Māori resource development in English-
medium settings. Application of kaupapa and tikanga Māori theory and practice have been used to support the development of these. We suggest that guidance on the best form and fit of reo Māori resources for learning will change and evolve as our English-medium education system becomes more inclusive of reo and tikanga Māori. We have a strong desire to engage further with all stakeholders interested in the growth and innovation of reo and tikanga Māori resources in Māori and non-Māori settings.

Ngā kitenga matua
What we found

There is a variety of reo Māori resources used in English-medium schools. Amongst the those surveyed, resources developed by teachers themselves were most common. Respondents reported that they need to significantly adapt or create new resources to suit their context and the needs of diverse students. This was a similar finding to kaiako in kura Te Ara Reo Māori (Māori-medium settings). Resources created by the Ministry of Education were also commonly used, the primary resources being:

- He Reo Tupu, He Reo Ora
- Resources aligned to te reo Māori curriculum guidelines found on Te Kete Ipurangi (TKI).

We found that the majority of teachers use these resources because of their online accessibility, ease of use, and multi-modal learning experiences.

Geographic and culturally located resources
Resources are needed that reflect the school’s cultural and geographical location. Teachers report requiring reo Māori resources that align to hapū and iwi distinctiveness. They believed that this is essential because it acknowledges mana whenua by localising learning of reo Māori. Geographically relevant reo Māori resources reinforce the potential for schools to build their understanding of hapū and iwi reo and tikanga Māori aspirations, and how they can actively support these.

Online resources
The growth in uptake of digital technologies is evident in teacher responses. More online reo Māori resources are needed to meet this demand for teachers, students and families. To be used successfully, teachers found students engage most via interactive activities, individual and group learning and the use of different forms of media. These activities reinforce current online pedagogical practices, and are useful guidelines for future resource development.
Game-based resources
Teachers reported that students enjoyed learning through games, these can be digital or physical. Games provide students with a range of engaging learning experiences, for groups and individuals.

Teacher professional learning resources, enhance whānau and family engagement
Findings highlight the need for further teacher professional learning and development in order to support their own reo Māori learning. The most common and overlapping needs included:

• Effective reo Māori language teaching strategies
• Implementation of reo Māori and tikanga Māori classroom practices
• Pronunciation support.

Linked to increasing teacher reo and tikanga Māori knowledge and skills, was the ability to use new reo Māori resources as a vehicle to better engage with families and whānau. This would promote reo Māori use in schools and at home.

Based on the information collected, the following guidelines emerged as important when developing new reo Māori resources for use in English-medium schools:

Guidelines for development of reo Māori resources for use in English-medium Schools
Ngā aratohu tāra i ngā kura auraki

Geographic / culturally located resources
Create resources that reflect the school’s geographic and cultural location - iwi, hapū, whānau and wider Māori community

Game-based resources
Create games that provide students with a range of engaging learning experiences in groups and as an individual.

Online resources
Think about how to engage students through interactive activities, individual and group learning and the use of multimedia.

Students

Family / Whānau

Teacher

School

Hapū

Iwi

Teacher professional learning resources
Establish resources to support teacher reo Māori development, effective language teaching strategies and implementation of reo Māori and tikanga Māori classroom practices, and as a way to enhance engagement with families and whānau.
He tirohanga pouako
Teacher perspectives

This section summarises the key messages from teachers regarding what can best support their reo and tikanga Māori use in English-medium.

Top three opportunities for teacher professional development include:
- Te Reo Māori pronunciation
- Tikanga Māori implementation
- Effective second language acquisition pedagogy.

Teachers would like support to implement quality reo Māori teaching practices. For example, 68.6% of respondents identified that they need support to develop their proficiency in relation to correct pronunciation. A focus on reo Māori pronunciation resources would build teacher confidence to use existing and future reo Māori resources:

“Pronunciation is a real problem for most staff…”
“[Pronunciation] is ...a school focus.”

Teachers recognise that reo Māori proficiency must go hand-in-hand with tikanga Māori. Development of language teaching strategies would support them to provide successful reo and tikanga Māori learning experiences:

“We share our knowledge of understanding of place, where we come from, our whānau and the importance of knowing what we bring. Resources to support this would be wonderful. Knowledge of how to say mihi, for example, also is integral to this.”

“I am a social studies teacher, and I use all [resources] in English. I would love to be able to have quick and easy access te reo Māori resources so that my students learn in a truly bi-cultural way. It is important to me that New Zealand’s Māori heritage and history is acknowledged...”
When asked what types of resources they would like to see teachers suggested “[the] types of resources that could be utilised in a range of pedagogies”. 47.3% of respondents would like to see more group-based learning resources available. For example, some preferred strategies where “If I’m taking individuals or small groups, there are other activities for the rest of the class to do”. There is a general need for new resources to be “good [for a] range of different learning styles” and “to have a student-centred teaching approach”:

“Students learn in different ways, and it would be great to have a variety of sources. I think including whānau is important, as well as making te reo relevant and incorporated in the already existing school framework such as assessments.”

For other teachers, they wanted more guidance on the types of resources that can best include the aspirations of students, teachers, wider whānau, hapū and iwi:

“I would only select a resource if I could implement it and it was appropriate for my ākonga, their whānau and the wider whānau of our kura.”

Top three resource features include

- Interactive activities
- Individual and group work
- Multimedia and platform agnostic.

71.4% of respondents affirmed that students most enjoy, and are highly engaged by, reo Māori resources that are social and involve interactive activities such as games. Games are a resource design that would enable reo Māori resources to meet diverse individual and group learning needs, while also being a resource that can support whānau reo Māori development:

“We need all the help we can get!!! Teachers are struggling to teach te reo and need a variety of resources to help them learn the language themselves, as well as teach to a variety of learning styles within the classroom.”

“Students learn in different ways and it would be great to have a variety of sources. I think including whānau is important, as well as making te reo relevant and incorporated in the already existing school framework such as assessments”

Teachers want resource mediums that are adaptable and that can be used in different learning contexts. This includes a range of digital technologies based on diverse platforms. Such resources could use multimedia to engage various senses, and support learning.
Hei tā te pouako mō te hanga rauemi

Resource development ideas from teachers

When developing resources teachers believe designers need to be mindful of the following:

- Have professional development resources attached that support teachers to use the materials in and outside of the classroom
- Include examples of teaching practice. This could include outlining a clear process for teaching reo Māori content, while also providing suggestions for adaptation, flexibility and inclusion
- Provide practical examples of the resource in action in appropriate contexts
- Be relevant, meaningful and accessible to teachers, students and their whānau.

Teachers considered He Reo Tupu, He Reo Ora a model resource. This is because it offers practical steps with recorded examples of reo Māori. Teachers can adapt this resource to suit their own reo Māori skill level and the learning needs of their learners.
Te pūnaha tiri rauemi
Receiving, accessing and sharing resources

In general, word of mouth and searching for resources online are the most common ways that teachers discover reo Māori resources. Social media is beginning to play a greater role here too, as more teachers are involved in online learning communities.

The majority of teachers reported that regular email mailouts are their preferred method of accessing existing and new resources. Social media access via online communities was their second most preferred option. There was no evidence of a planned resource sharing approach across schools or amongst teachers.

When asked how teachers knew when new resources arrived at school, their responses highlighted the need for better distribution of new materials using the preferred methods above. Unless teachers were “identified” as teachers of reo Māori, or had explicitly asked to receive resources from their school administrators or via individual email subscriptions (such as Te Kete Ipurangi), they were unaware of any new resource developments or learning opportunities.

“I am the one who orders them!!! And will then present at the staff meeting. Slow uptake, however.”

“If the resources are about a Māori context they come to me (as Māori leader). Any other resource goes to management and may not to get to us.”

“We don’t know. [The resources] might be placed on a common table by the pigeonholes.”

Teachers report that the most successful ways of sharing resources with whānau and the local community include:

- Online platforms including social media
- Community events where schools can showcase their learning and resources
- Home connections ensuring that materials also go home providing parents with an opportunity to share in the reo Māori learning experiences
- Sharing and profiling new resources at staff meetings or via staff email, school websites, newsletters or social networking sites (i.e. Facebook)
- Family and whānau engagement meetings and hui: discuss new resources and approaches to learning reo Māori with families and whānau during 1-1 or group meetings, hui.

Some teachers reported that they rarely get responses from families and whānau about the quality or content of resources. Others reported that schools often had “the same whānau coming through all the time” to provide positive or negative feedback on resources.

New digital and physical reo Māori resources and learning approaches have the potential to engage with a wider variety of families and whānau. These resources could potentially connect and engage families and whānau in new ways, particularly those who have had negative schooling experiences and/or are
“disengaged” from schools. New resource development should account for the need for schools to be able to share reo and tikanga Māori through a variety of approaches: digitally, physically, inside and outside the school.

Ki hea ā muri atu?
So, what now?

Overall, we found teacher respondents affirmed our professional assumptions and experience: teachers that receive, access and share reo Māori resources in a timely, efficient and equitable way needs to be strengthened.

While there are some schools who aspire to harness digital tools to grow reo and tikanga Māori competencies amongst students and the profession, most are not engaging with new resource development in any meaningful and coherent way. There is much untapped potential for reo and tikanga Māori resources to be accessed and used in a purposeful and relevant way in English-medium schools.

Future ideas and actions include:
• Creating appropriate explanations of resources, their purpose and practical use in teaching
• Developing coherent resource dissemination systems between teachers, administrators, school leadership, families, whānau and students and Communities of Learning
• Producers and designers could include feedback/feed-forward loops for teachers, families, whānau and students regarding the quality of their reo and tikanga Māori resources.

Specific design elements could include:
• Resources that are geographically and culturally located
• Apply a range of mediums including digital
• Explore a variety of pedagogical approaches, including game-based learning
• Provide teacher professional learning regarding the implementation of resources i.e user guidelines to address the differentiation in teacher language proficiency and language teaching ability.

CORE Education is committed to building evaluative knowledge about school, family, whānau and student perspectives regarding reo and tikanga Māori resources now and into the future. As part of this commitment, we strive to work with a diverse range of stakeholders to explore what reo and tikanga resources make the most significant teaching and learning difference for young people and their families.
Ngā tikanga kohikohi pārongo
How we collected this information

Based on our existing working and whakapapa relationships we invited teachers to participate. If they agreed to be involved, they could take a short online survey and participate.

Because the sample size for this paper is small (35 teachers from around the country), we suggest that generalising our findings be avoided. We are mindful that this paper does not include vital perspectives of whānau, students, national educational organisations, government, iwi, hapū, resource developers, designers, content specialists, researchers or funders. We recognise that these views would add critical layers to the way that resources for reo Māori in English-medium schools are successfully coordinated, designed and delivered.

Mō Mātou
Who We Are

CORE Education provides various kura with a wide range of kaupapa Māori and culturally sustaining services that support diverse learners and learning outcomes. The development of relevant, high-quality teaching and learning resources with a multimedia dimension, is crucial to preparing students for tomorrow. This work guides us as we plan and develop conceptual thinking for future materials. Contact us now to discuss your kaupapa Māori or culturally affirming educational needs.
Ngā Tohutoro

References


Websites

- He Reo Tupu, He Reo Ora
- Resources aligned to te reo Māori curriculum guidelines found on Te Kete Ipurangi (TKI).
- Te Takanga o te Wā: Māori History Guidelines Years 1-8.

Blog posts
