

Introducing the draft Learning Progression Framework for Māori in the New Zealand Curriculum

Winifred Crombie and Hēmi Whaanga

Te Whare Wānanga o Waikato

University of Waikato

Private Bag 3105, Hamilton, New Zealand

[crombie@waikato.ac.nz; hemi@waikato.ac.nz]

Abstract

This paper introduces the draft Learning Progression Framework for Māori in mainstream schools which we prepared in the first half of 2003 for the New Zealand Ministry of Education. Readers are invited to contact the authors if they wish to make any suggestions in relation to the final content of the document.

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Introduction

Early in 2003 we were asked by the New Zealand Ministry of Education to develop a draft Learning Progression Framework for Māori in the New Zealand Curriculum. That document, when produced in final form following consultation and revision, is intended to provide a framework in relation to which the teaching and learning of Māori in mainstream schools can be conducted. The Ministry considered it particularly important that this document should be developed as soon as possible for a number of reasons, the most important of these being that (a) the vast majority of Māori students continue to be educated in mainstream schooling, (b) New Zealanders - Māori and non-Māori – have the right to a document that will play a role in underpinning the Ministry's commitment to the maintenance and revitalisation of the language; and (c) the Ministry intended to split language and languages in the New Zealand Curriculum into two areas: languages of instruction and other languages (resulting in 8 curriculum areas) and to require, within a five year implementation timeframe, that schools offer a language in addition to the language of instruction in Years 7 – 10.

In a previous issue of this journal, Bruce and Whaanga (2002) introduced the *Common European Framework of Reference for Languages: Learning, teaching assessment* (2002) and described how the draft of that document was used in the construction of *French in the New Zealand Curriculum* and *German in the New Zealand Curriculum* (Ministry of Education, 2002a & b). They went on to outline how both the Framework and the curriculum guidelines documents for French and German had influenced a curriculum development project relating to Māori language and culture at the University of Waikato and suggested ways in which this could inform curriculum development projects involving indigenous and community languages more generally. Much of the background material relevant to the

development of the draft Learning Progression Framework for Māori in the New Zealand Curriculum is reported there. Here, the emphasis is on the document itself.

The intention is that the draft Learning Progression Framework should be subject to trials in a number of demographically different areas in the North Island and South Island in the first half of 2004. Readers who are interested in the development of the document but may not have an opportunity to be involved in the trials are invited to contact us with any comments and suggestions that they would like us to forward to the Ministry.

Background

The New Zealand Curriculum (Te Marautanga o Aotearoa) is the official policy for teaching, learning, and assessment in New Zealand schools. It outlines the elements considered to be fundamental to teaching and learning in New Zealand schools and specifies seven essential learning areas that describe in broad terms the knowledge and understanding all students need to acquire. These currently include *Language and Languages (Te Kōrero me Ngā Reo)*, an area which is to be split into two separate areas: languages of instruction; other languages. The following extract from the *New Zealand Curriculum Framework* clearly indicates the importance that is attached to the learning of Māori:

Māori is the language of the tangata whenua of New Zealand. It is a taonga under the terms of the Treaty of Waitangi and is an official language of New Zealand. Students will have the opportunity to become proficient in Māori.

The draft Learning Progression Framework (Māori in the New Zealand Curriculum): Preamble

In common with other Ministry of Education curriculum documents, the draft Learning Progression Framework begins with a number of sections that are intended to provide a clear indication of its rationale and content. It begins with a section – *Why Learn Māori?* - intended to provide some information about the history and current position of the language in New Zealand, and to outline some of the benefits that are to be gained from learning Māori at school. It includes the following¹:

By learning Māori, young New Zealanders can:

- develop or increase their awareness and appreciation of the central role that language, culture, place and heritage play in shaping identity and giving direction and meaning to life;
- broaden their employment options and operate effectively in social, legal, educational, business and general professional contexts in which knowledge of Māori language and culture is a distinct advantage;
- participate with understanding and confidence in functions in which Māori language and culture predominate;
- learn to appreciate, understand, enjoy and value Māori arts and performing arts;
- develop skills, attitudes, and understandings that will help them to learn other languages;

- learn to appreciate the important role that indigenous languages and cultures play throughout the world in the context of the increasing homogenisation of peoples;
- participate more fully as citizens of a country in which Māori is an official language;
- develop, through greater understanding, greater respect for a range of views and cultural practices.

It is sometimes argued that there is little point in learning New Zealand Māori because it is, except in a few pockets, spoken exclusively in this country. In response, we observe that “many languages, such as, for example, Finnish and Dutch, are spoken largely in a single country and this has rarely been used seriously as an argument against retaining them even though most speakers of these languages also have a high level of competence in at least one of the languages that are widely used internationally. Besides, although many young New Zealanders will travel extensively overseas, and some will leave New Zealand permanently, most are likely to spend most of their adult lives in this country, and so their ability to function as effective New Zealand citizens must be an important consideration in determining what educational opportunities should be provided for them”.

The section entitled *Some Issues for Learning and teaching Māori* discusses some popular misconceptions about language learning, such as, for example, the belief that learners can acquire a language naturally in a classroom setting without tuition even though they may be exposed to that language for no more than a few hours each week. The emphasis in this section is on adopting a realistic approach to what can be achieved and ensuring that learners are given a genuine opportunity to develop their language competence in a setting that encourages the growth of confidence:

It is important not to introduce too much too quickly, or to attempt to cover every aspect of the language in school programmes. There is a major difference between *introducing* students to new language, and ensuring that they have a real opportunity to *learn* that language. The danger with language programmes that are too ambitious, programmes that introduce too much too quickly, is that they do not provide students with a genuine opportunity to *learn* what is introduced. They may even undermine student confidence and motivation. . . . There is little to be gained from being able to say that every aspect of Māori has been covered in a language programme if the students have not come to terms with what has been introduced. Teachers should bear in mind that satisfactory completion of *level 8* signals that students have a good grasp of many of the important aspects of Māori language and culture, a good basis from which to pursue further learning. It does *not* mean that they can be expected to have a level of proficiency that matches that of an educated native speaker of the language.

The issue of dialect is dealt with in a section headed *Which Form of Māori Should be Used?* It is noted there that “Māori was, and is, spoken in different areas throughout New Zealand” and that although “[in] each area, there are differences in relation to pronunciation and usage (as is the case in almost all languages), the similarities are far greater than the differences, important though these differences are”. Therefore:

Teachers who focus largely on that variety of Māori with which they are themselves familiar, or who decide to make a particular local variety the primary focus of attention, can be confident in the knowledge that most of what is taught will be of direct use wherever their students travel within New Zealand. Those students who have a solid foundation in Māori will be in an excellent position to learn in detail about regional variations in language and culture at a later stage, especially if some of the more obvious differences are drawn to their attention as appropriate in class.

As important as the issue of what language should be used is the issue of the interaction between language and culture. It is therefore noted that:

In the case of Māori, there are both linguistic and cultural differences among groups (iwi and hapū) in different parts of New Zealand. There are also, however, some very important similarities. Learners of Māori should appreciate this fact and understand that the characteristics of different groups of Māori speakers may vary considerably.

Students should learn that speaking a different language involves much more than simply conveying the same message in different words. Communicating in another language means being sensitive not only to what is said (and what is left unsaid) but also to how something is said. Every language involves gestures as well as words, and indirect messages as well as direct ones. As students come to appreciate this, they begin to understand the interaction between language and culture. Teachers of Māori should take cultural considerations into account throughout their programmes so that their students are always aware of the important relationship between Māori language and Māori culture.

Learning involves partnership – a partnership that includes learners, teachers, parents, caregivers and communities. That partnership will be at its most productive where there is a focus on positive achievements, acknowledgment that learners learn at different rates and have different learning styles, and where learners, teachers and communities all have an opportunity to have input into the learning process. All of these aspects of the learning partnership are stressed in the initial section of the draft Learning Progression Framework.

Because those who learned languages in school settings in the past may be unfamiliar with current approaches to teaching and learning languages in New Zealand schools, there is a section (headed *Communicative Language Teaching*) in which contemporary approaches to teaching languages in New Zealand schools are introduced. Readers are also reminded that the fact that learning Māori can be fun is likely to be one of the strongest motivations for learning in the early years. Because being monolingual is not the exception in New Zealand, and because there are, no doubt, those who continue to believe - in spite of all of the evidence to the contrary - that learning a language is to be discouraged because it takes up time that could be used more productively, the following reminder is included under the heading *Why Learn Māori?*:

In many countries in the world, perhaps the majority, young people are expected to speak at least two languages competently from an early age and this gives them an excellent basis for the learning of other languages.

Another issue that is addressed in the introductory sections of the draft Learning Progression Framework is that of the language of instruction. Many teachers of Māori in mainstream classes, particularly teachers of young learners, anguish over whether to use Māori or English as the language of classroom instruction. In general, the reasons most teachers give for opting to teach in English are that they do not consider their own level of language adequate, or that they fear that the students will not understand and that lessons will be unsuccessful if they attempt to use Māori for most of the time. In fact, classroom language, if kept to an appropriate minimum, consists of a relatively restricted repertoire and using that repertoire sensitively can be a way of helping students to accept that it is possible to understand without themselves necessarily having a high level of language proficiency. We therefore note that “[a] lot can be achieved by a teacher simply using *Āe; Kāo; Kia pēnei; Kaua e pēnā; Me pēnei*, and add that “[it] is also important . . . that teachers use lots of gestures, facial expressions and voice modulation to convey meaning”. There is, however, a cautionary note:

Above all, teachers who do decide to use Māori as the medium of classroom instruction, particularly those who have a very high level of competence in the language themselves, should be careful to modify their classroom language to ensure that it does not exceed, in terms of linguistic complexity, what learners can cope with.

We also advise that teachers respect the flexibility that is built into the outcomes-based Framework and “should not feel inhibited about responding to the needs and interests of their own students even where this means introducing particular achievement objectives much earlier than is indicated. . . . Thus, for example, some teachers may feel that their own students, or some of them, would benefit from being introduced to simple ways of referring to past and future events even in the very early stages of learning. They may, in fact, feel that this allows for more interesting and varied communication. So long as the students can cope, there is no reason why such decisions should not be taken”.

The draft Learning Progression Framework: The levels

In common with other New Zealand curriculum documents, the draft Learning Progression Framework has eight levels of attainment – from beginner level (level 1) to level 8. The range and complexity of the achievement objectives increases from level to level so that as students progress through the eight curriculum levels, they become familiar with a broadening range of vocabulary, increasingly complex language structures, and increasingly challenging contexts for language use. The eight levels are intended to cover all years of schooling although no particular level is intended necessarily to be associated with any particular year or years of schooling. Some students might, for example, complete level 1 in their second year at school; others may not begin level 1 until they are older, and may take more than a year to complete it.

For every two curriculum levels, there is a general statement describing the overall types of competence that students are expected to achieve on completion of these two levels. For example, the following statement is made in relation to levels 1 and 2:

Learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand some of the typical cultural conventions that operate in interpersonal communication. They are developing an awareness of the language learning process.

These general statements describe the following progression of language development:

- emergent communication (at levels 1 and 2);
- survival skills (at levels 3 and 4);
- social competence (at levels 5 and 6);
- personal independence (at levels 7 and 8).

At each curriculum level, a range of new achievement objectives is introduced for the first time. The intention is not, however, that the achievement objectives should be associated only with the curriculum level at which they are first introduced. Rather, each achievement objective should be revisited from time to time as learners progress through the curriculum levels. In this way, learners can be introduced gradually to a range of ways of achieving the same objective. Thus, for example, at level 4, the following achievement objective is introduced for the first time: *Give and seek permission*. At this level, this objective is associated with the following example:

Kei te pai kia haere au?

Āe, kei te pai kia haere koe, engari me hoki mai koe ā mua i te waru karaka.

However, when it is revisited at a higher level, this achievement objective might be associated, for example, with a conjunction expressing result (*kei*).

Kei te pai kia haere au ki te kāinga o Pare ā te pō nei?

Āe, kei te pai, engari me hoki mai koe ā mua i te iwa kei ngenge koe āpōpō.

Thus, the approach to achievement objectives is intended to be cumulative, the revisiting of objectives allowing for an upward spiral of achievement as learners progress through their programmes.

The achievement objectives are intended to cover the range of communicative competencies outlined in the *Common European Framework of Reference for Languages* (2001). At the early stages, there is an emphasis on stereotypically realised functions such as, for example, greetings (e.g. *Kia ora*) and farewells (e.g. *Ka kite anō*) and 'lexicalized chunks', that is, unanalysed chunks of language that are used to fulfil a particular purpose (e.g. *Ko Rangī taku ingoa*). Students can generally use utterances such as these perfectly satisfactorily to fulfil certain communicative purposes without understanding that the components of the utterances can be altered and combined with other components to fulfil a wide range of different purposes. In

this sense, such utterances operate as ‘pre-assembled patterns’ or ‘formulaic frameworks’. In other words, the emphasis in the early stages is on exemplars. As Skehan (1996) notes, there is increasing evidence that structured learning and exemplar-based learning operating synergistically.

Although the focus in the early stages of the draft Framework is on exemplar-based objectives, the emphasis moves in the later stages towards more structured learning, with an increasing focus, for example, notions such as time (see, for example, *Communicate about plans for the immediate future*: level 4) and macro-functions, that is, functions that can operate over large stretches of text (such as, for example, **Recount** a series of events to inform, persuade or entertain: level 8). For a discussion of types of achievement objective, see Crombie, Johnson and Te Kanawa (2001); Bruce and Whaanga (2002).

The achievement objectives need not be introduced in the order in which they are listed. Nor need they be introduced separately. There may, for example, be advantages in combining aspects of more than one achievement objective from a particular level in a single lesson. Thus, in planning their programmes, teachers may draw on the achievement objectives in different ways. For example, some teachers may wish to combine objectives 3.1 and 3.4, incorporating how people travel (3.4) into discussion of habits and routines (3.1).

At each curriculum level, the following strands are included: *socio-cultural aspects*, *topics*, *text types*, *receptive skills* (listening and reading) and *productive skills* (speaking and writing).

The *socio-cultural aspects* listed at each level have been selected with the achievement objectives for that level in mind. Teachers are encouraged, however, to feel free to supplement them and/or to introduce some of them earlier than is suggested.

The cultural content of Māori programmes should be both relevant and varied. Learning about social and cultural aspects of Māori communities will enable students to compare these aspects with those of other cultures within New Zealand and overseas and to understand the wide variety of cultural characteristics of Māori-speaking people. In order to ensure that the cultural interests of all of their students can be addressed, teachers are reminded that they need to keep their own cultural knowledge up to date, remembering that there are cultural differences among Māori communities.

The *topics* listed at each curriculum level have also been selected with the achievement objectives for that level in mind. Teachers may choose to integrate some of these topics with others of their own choice or reassign topics to a different level.

At each curriculum level, different types of *text* (text-types) are included. Like the socio-cultural aspects and topics, the text-types have also been selected on the basis of their relevance to the achievement objectives. Examples of written texts are email messages and shopping lists. Spoken texts include announcements and conversations.

As students progress through the curriculum levels, their competence in both *receptive skills* (listening and reading) and *productive skills* (speaking and writing) will increase. Thus, for example, at level 1, students are encouraged to “write simple, familiar words, phrases and sentences using . . . punctuation conventions”, whereas at level 3 they are beginning to “use resources (e.g. dictionaries and glossaries) to experiment with some new language in their writing”.

The draft Learning Progression Framework: Some examples

A list of the achievement objectives at each level is included as *Appendix 1*. In order to demonstrate how the Framework is constructed, we include here examples of different aspects of the Framework taken from different levels. We begin with the achievement objectives for level 1 along with the examples provided. The examples in the draft Framework are included simply to indicate how the achievement objectives could be expressed and are not intended to dictate what teachers include. It should be noted that at this level (level 1), the expectation is that the language will be introduced in a largely formulaic way, with the emphasis on analysed chunks.

In the Framework, there are footnotes accompanying the examples. These are intended to provide teachers with assistance and to alert them to the types of thing that can cause difficulty for students. Thus, for example, a footnote relating to the examples *Tēnā koe*; *Tēnā kōrua* and *Tēnā koutou* draws attention to the inclusion of singular, dual and plural; a footnote relating to examples of greetings notes that ‘e’ is used with names and terms of address except where (a) the name is not a Māori name, or (b) the name has three or more morae, a mora being a bit like a syllable but consisting of either a single short vowel or a consonant followed by a short vowel. Examples relating to achievement objective 1.3 (*Communicate using days of the week, months, and dates*) are accompanied by a note indicating that terms for days and months in Māori vary according to the system used and that there are three possible ways of referring to months: using a set of terms borrowed from English; using a set of traditional terms; and using a set of terms based on numbers. The examples relating to birthdays are accompanied by a note indicating that some learners may find dates too difficult at this level. Therefore, teachers should feel free to deal with dates (including birthdays) at a higher level if they believe this to be appropriate for a particular group of students. In relation to the examples relating to tribal affiliation, it is noted that the question form included is restricted to asking about only one *iwi* so as to avoid complex dual forms and co-ordination. It is also noted, in connection with examples relating to parents that questions involving the Māori equivalent of ‘sibling’ are not asked at this stage in order to avoid linguistic complexity. A note relating to examples listed under the heading of *Birthplace* indicates that the question form used does not *strictly* refer to birthplace. Instead, it relates to where one belongs or, for instance, where one’s *pito* is. In including footnotes such as these, we hope to provide information for those teachers who may be seeking assistance with, for example, linguistic forms and pedagogic issues.

Achievement objectives	Examples
<p>1.3 communicate using days of the week, months, and dates;</p>	<p>Days <i>A: He aha tēnei rā?</i> <i>B₁: He Mane tēnei rā.</i> <i>B₂: He Rāhina tēnei rā.</i> <i>B₃: He Rātahi tēnei rā.</i></p> <p>Months <i>A: Ko tēhea marama tēnei?</i> <i>B₁: Ko Hānuere tēnei marama.</i> <i>B₂: Ko Kohi-tātea tēnei marama.</i> <i>B₃: Ko Maramatahi tēnei marama.</i></p> <p>Dates <i>A: Ko tēhea rā o te tau tēnei?</i> <i>B: Ko te Rātapu tēnei rā, te tuawhitu o Kohi-tātea.</i></p> <p>Birthdays <i>A: Āhea tō rā whānau?</i> <i>B: Ā te tekau mā tahi o Hūrae.</i></p>
<p>1.4 communicate about personal information, such as name, age, nationality, and home;</p>	<p>Well-being <i>A: Kei te pēhea koe?</i> <i>B₁: Kei te pai.</i> <i>B₂: Kei te ora.</i> <i>B₃: Ka nui te pai.</i> <i>B₄: Heoi anō.</i> <i>B₅: Kāore i te pai.</i> <i>B₆: Kei te wherū.</i></p> <p>Tribal Affiliation <i>A: Ko wai tō iwi?</i> <i>B: Ko Waikato taku iwi.</i></p> <p>Parents <i>A: Ko wai tō pāpā/māmā?</i> <i>B₁: Ko Rangi taku pāpā.</i> <i>B₂: Ko Kiri taku māmā.</i></p> <p>Birthplace <i>A: Nō hea koe?</i> <i>B: Nō Kirikiriroa au.</i></p> <p>Current home <i>A₁: Kei hea tō kāinga?</i> <i>A₂: Kei hea koe e noho ana?</i> <i>B: Kei Rotorua taku kāinga.</i></p> <p>Age <i>A: E hia ō tau?</i> <i>B: E iwa aku tau.</i></p>

Achievement objectives	Examples
<p>1.5 communicate about location;</p> <p>1.6 understand and use a range of politeness conventions (for example, ways of thanking people, apologising, excusing themselves, and complimenting people);</p> <p>1.7 use and respond to simple classroom language (including asking for the word to express something in Māori).</p>	<p>Present location <i>A: Kei hea te pene?</i> <i>B₁: Kei runga i te tēpu.</i> <i>B₂ Kei muri i te tēpu.</i> <i>B₃ Kei mua i te tēpu.</i> <i>B₄ Kei raro i te tēpu.</i> <i>B₅ Kei roto i te kāpata.</i></p> <p><i>A: Kei runga te pene i te tēpu?</i> <i>B: Āe/ Kāo.</i></p> <p>Thanking <i>Kia ora.</i></p> <p>Apologising <i>Aroha mai.</i></p> <p>Excusing themselves <i>Tēnā koa.</i></p> <p>Complimenting people <i>Ka pai.</i> <i>Ka rawe.</i> <i>Ka mau te wehi.</i> <i>He tino pai tō mahi.</i></p> <p>Acknowledging special occasions <i>Rā whānau ki a koe.</i> <i>Mere Kirihimete.</i></p> <p>Classroom language <i>Haere mai.</i> <i>Haere atu.</i></p> <p><i>E tū.</i> <i>E noho.</i></p> <p><i>E tuhi.</i> <i>Pānui mai.</i> <i>Whakarongo.</i></p> <p><i>Titiro mai.</i> <i>Titiro atu.</i></p> <p><i>Hoihoi.</i> <i>Turituri.</i></p> <p>Asking about something <i>A: He aha tēnei?</i> <i>B₁: He pene.</i> <i>B₂: He rūri.</i></p> <p>Asking about things <i>A: He aha ēnei?</i> <i>B₁: He pene.</i> <i>B₂: He rūri.</i></p> <p>Asking the word for something in Māori <i>He aha te kupu Māori mō X?</i></p>

Following examples such as these at each level, there are some suggestions in relation to language and vocabulary considered appropriate to the strands and achievement objectives. Teachers are encouraged to adapt and supplement these suggestions in ways that relate to the interests and capabilities of their own students, and to the specific requirements of their own programmes.

Suggested language focus	Some suggested vocabulary
Affirmative	<i>Āe</i>
Articles definite indefinite demonstrative (close to speaker) interrogative determiner	<i>te</i> (singular); <i>ngā</i> (plural) <i>he</i> <i>tēnei</i> (singular); <i>ēnei</i> (plural) <i>tēhea</i> (singular)
Declarative form with rising intonation for question	<i>Kei . . . ?</i>
Locative Nouns	<i>runga, muri, mua, raro, roto</i>
Negation	<i>kāore/ kāo</i>
Nouns classroom objects days of the week months tribes parts of the marae personal names names of people special occasions	<i>tēpu, turu, pene, pene rākau, rūri . . .</i> <i>Mane, Tūrei, Wenerei . . .</i> <i>Hānuere, Pēpuere, Māehe . . .</i> <i>Ngāti Porou, Ngāi Tuhoe, Ngāpuhi . . .</i> <i>wharenui, wharekai, marae ātea, marae . . .</i> <i>Tio, Aroha, Te Ika, Lee, Sylvia . . .</i> <i>koro, kui, tama, hine . . .</i> <i>rā whānau, Kirihimete . . .</i>
Particles	<i>e</i> (+ names – see note 8)
Possessive Pronouns neutral: first, second, third person	<i>taku, tō, tana</i> (singular); <i>aku, ō, ana</i> (plural)
Prepositions location	<i>kei . . .</i> <i>i . . .</i>
Pronouns - subject singular: (first person) singular (first person, third person) dual (second person) plural (second person)	<i>au, ahau</i> <i>koe, ia</i> <i>kōrua</i> <i>koutou</i>

Suggested language focus	Some suggested vocabulary
<p>Question forms</p> <p>Verbs – imperative forms</p> <p>Other</p> <p>Cardinal numbers</p> <p>1 . . . 9</p> <p>10</p> <p>11 . . . 19</p> <p>20, 30</p> <p>21 . . . 31 (not including 30)</p> <p>Ordinal numbers</p> <p>1 . . . 9</p> <p>10 . . . 31</p>	<p><i>Ko te aha . . . ?</i></p> <p><i>Ko wai . . . ?</i></p> <p><i>He aha . . . ?</i></p> <p><i>Nō hea . . . ?</i></p> <p><i>Kei hea . . . ?</i></p> <p><i>E hia . . . ?</i></p> <p><i>Kei te pēhea . . . ?</i></p> <p><i>E tū. E noho.</i></p> <p><i>Haere mai. Haere atu.</i></p> <p><i>Whakarongo. Pānui mai. Titiro mai. Titiro atu.</i></p> <p><i>Hoihoi. Turituri.</i></p> <p><i>tahi, rua, toru, whā, rima, ono, whitu, iwa</i></p> <p><i>tekau</i></p> <p><i>tekau mā tahi . . . tekau mā iwa</i></p> <p><i>e rua tekau, e toru tekau</i></p> <p><i>e rua tekau mā tahi . . . e rua tekau mā iwa . . .</i></p> <p><i>e toru tekau mā tahi</i></p> <p><i>tuatahi, tuarua . . tuaiwa,</i></p> <p><i>tekau, tekau mā tahi . . .</i></p>

Once again, a series of footnotes is intended to alert teachers to issues of significance. Thus, for example, the following notes accompany the suggested level 1 language focus points and vocabulary listed above.

In response to a question involving the singular/plural demonstrative for location near the speaker (e.g. *tēnei/ēnei*), teachers should accept a noun group such as ‘*he pene*’ (meaning ‘a pen’, ‘pens’) as an appropriate reply at this level.

The ‘neutral’ form of the possessive pronouns is selected because it can be used for both *a*-category and *o*-category possession.

In English, a gender distinction is made between ‘he’ and ‘she’. In Māori, however, this distinction is not made in the personal pronoun form ‘*ia*’ (he/she) where gender is normally elicited from the context.

Cardinal numbers 1 – 9 are referred to here as ‘basic numbers’.

For numbers 11 – 19, the formula is ‘*tekau mā X*’, where X is one of the basic numbers. *Mā* can never be omitted here.

The formula for 20, 30 etc. is ‘*e X tekau*’, where X is one of the basic numbers ranging from *rua* (2) to *iwa* (9).

For 21 – 31 (not including 30), the formula is ‘*e X tekau mā Y*’, where X ranges from *rua* (2) to *iwa* (9), and Y from *tahi* (1) to *iwa* (9). *Mā* can never omitted but ‘*e*’ is frequently left out.

For ordinal numbers 1 – 9, the prefix *tua-* is used with the basic number.

For ordinal numbers: 10-31 no prefix. The formula here is exactly the same as that used for cardinal numbers from 10 onwards.

Following an initial list of achievement objectives at each level, there is a list of strands: suggested socio-cultural aspects, topics, texts, receptive skills (listening and reading) and productive skills (speaking and writing). The achievement objectives relating to level 2 are listed below followed by the level 2 strands.

Achievement objectives: level 2

- 2.1 communicate about relationships between people;
- 2.2 communicate about ownership;
- 2.3 communicate about likes and dislikes, giving reasons where appropriate;
- 2.4 communicate about time, weather and seasons;
- 2.5 communicate about physical characteristics, personality and feelings.

Suggested Socio-cultural Aspects	Suggested Topics	Suggested Texts
Family and community life.	Relationships: the family and extended family; Belongings (such as pets or the contents of a school bag); Familiar people: their appearances and personalities; Time, weather, seasons; School subjects; Foods; Sport and leisure.	Simple, short dialogues; Simple songs; Family trees; Simple email messages; Informal personal notes; Photograph albums with captions; Forms; Posters; Weather reports.

Listening	Reading	Speaking	Writing
<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • identify sounds of letters of the alphabet, letter combinations, intonation, and stress patterns; • recognise and understand familiar words even in some unfamiliar contexts; • understand a range of short texts consisting of familiar phrases and sentences; • get the gist of slightly more complex or less familiar phrases and sentences. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • identify letters of the alphabet, letter combinations, and simple punctuation; • recognise and understand simple, familiar words, phrases and sentences; • understand a range of short texts consisting of familiar words, phrases and sentences; • get the gist of slightly more complex or less familiar phrases and sentences. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • begin to use pronunciation, intonation, stress, and rhythm for emphasis and to distinguish meaning; how will this be done? • respond appropriately to simple, familiar instructions and simple questions; • ask simple questions and give simple information. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • reproduce letter combinations and punctuation for words, phrases, and sentences in familiar contexts; • write simple, familiar words, phrases and sentences using spelling and punctuation conventions.

Finally, at each level there is a list of suggested learning and assessment activities. These relate to the achievement objectives and the strands listed at that level. Because students (and groups of students) will vary in their starting points, rates of progress, and interests, teachers are encouraged to adapt the learning activities they use. They are also encouraged to remember that assessment will typically be ongoing, that it is most effective when it is accompanied by immediate, frequent, and regular feedback to enable students to develop their learning skills, and that it will include teachers' informal observation of classroom learning as well as end-of-unit tasks designed to measure and record the acquisition of language and language skills. It is noted that student assessment can be extremely valuable, and that, therefore, students should be encouraged to take a positive approach to monitoring their own progress and that of one another, using a range of peer-assessment or self-assessment strategies. It is emphasised that assessment should be based on activities that measure performance in communicative contexts.

Since all forms of teacher assessment should have a diagnostic function, providing students with constructive feedback, and helping teachers to evaluate the effectiveness of their programmes, teachers are encouraged to discuss the assessment procedures with their students and explain them clearly in ways that the students can understand.

Thus, assessment is presented as a continuing process that measures the development of students' knowledge and skills against the stated objectives, a process that should aim to:

- motivate students;
- enable teachers to evaluate the effectiveness of both learning and teaching;
- diagnose and monitor students' strengths and needs, providing information for future programme development;
- provide relevant information for students, parents, school administrators, and the wider community.

A list of the suggested learning and assessment activities for the achievement objectives at level 3 is provided below. Note that the following symbols are used:

C = class activity; G = group activity; P = pair work; I = individuals work independently.

3.1 Communicate about, including comparing and contrasting, habits and routines

Students could be learning through:

- asking and answering questions about the habits or routines of well-known Māori people, in the context of simulated interviews (P);
- asking and answering questions about the school timetables of their friends (e.g., *Ka aha koe?*) and then filling in computer-generated timetable sheets on the basis of the responses (G);
- interviewing two classmates about their habits or routines and then writing down the main similarities and differences between the two (G);
- listening to descriptions of, or reading about, the habits and routines of pupils in different types of school in New Zealand (or those of well-known people or of friends) and filling in checklists appropriately (C, G).

3.2 Communicate about events, and where they take place

Students could be learning through:

- arranging an outing with a friend (telephone; written message) (P);
- writing letters, emails including recounting what various family members/ friends are going in different locations at the time of writing (I);
- telling a friend/ group of friends what can be seen through binoculars in different locations (G).

3.3 Give and follow directions

Students could be learning through:

- tracking a course from A to B on a street map, on the basis of directions given verbally or in writing (C, G, P, I);
- finding a rural marae on a map on the basis of verbal directions (G, P);
- treasure hunting and orienteering (G, P).

3.4 Communicate, including comparing and contrasting, how people travel

Students could be learning through:

- surveying how members of the class travel to school and comparing/contrasting/ categorizing the results; (G)
- preparing a poster that is designed to persuade people not to travel by car at busy times of the day (C, G, P, I)

Teachers can monitor students' progress when they are:

- writing short passages from dictation;
- filling in gaps in dialogues or narratives with appropriate verbs and adverbs;
- giving and following directions in different contexts;
- working as part of a group using the Internet to gather information about Māori-speaking communities.

Students can monitor their own progress by:

- keeping an up-to-date portfolio (including audiotapes) of their work;
- completing different types of vocabulary-checking games and exercises;
- completing exercises in which they decide on the grammar in relation to meanings in context and checking their versions against an answer key giving several alternative good answers;
- finding their way around on the basis of directions given by a partner;
- using Māori-language software;
- using a checklist with items like this one: *I can give and follow directions.*

Finally, to demonstrate how a complete level is constructed, all of the material at one level - level 5 - is included as *Appendix 2*.

A final note

The Learning Progression Framework for Māori in the New Zealand Curriculum is currently in the form of a first draft. Readers who would like to have some input into the production of a final draft are invited to contact the authors who will be happy to pass comments and observations on to the Ministry of Education.

Endnote

1. Page numbers are not provided in relation to the Learning Progression Framework because the document is still in draft form.

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Appendix 1: List of achievement objectives at each level

- 1.1 greet, farewell, and thank people and respond to greetings and thanks;
 - 1.2 introduce themselves and others and respond to introductions;
 - 1.3 communicate using days of the week, months, and dates;
 - 1.4 communicate about personal information, such as name, age, nationality, and home;
 - 1.5 communicate about location;
 - 1.6 understand and use a range of politeness conventions (for example, ways of thanking people, apologising, excusing themselves, and complimenting people);
 - 1.7 use and respond to simple classroom language (including asking for the word to express something in Māori).
-
- 2.1 communicate about relationships between people;
 - 2.2 communicate about ownership;
 - 2.3 communicate about likes and dislikes, giving reasons where appropriate;
 - 2.4 communicate about time, weather and seasons;
 - 2.5 communicate about physical characteristics, personality and feelings.
-
- 3.1 communicate, including comparing and contrasting, about habits and routines;
 - 3.2 communicate about events, and where they take place;
 - 3.3 give and follow directions;
 - 3.4 communicate, including comparing and contrasting, about how people travel.
-
- 4.1 offer, accept, and decline things, invitations, and suggestions;
 - 4.2 communicate about plans for the immediate future;
 - 4.3 communicate about obligations and responsibilities;
 - 4.4 give and seek permission;
 - 4.5 communicate about the quality, quantity and cost of things.
-
- 5.1 communicate about past activities and events;
 - 5.2 communicate about present and past states, feelings and opinions;
 - 5.3 communicate about past habits and routines;
 - 5.4 describe, compare and contrast, people, places, and things.
-
- 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.
-
- 7.1 communicate about future plans;
 - 7.2 give and respond to advice, warnings and suggestions;
 - 7.3 express and respond to approval and disapproval, agreement and disagreement;
 - 7.4 give and respond to information and opinions, giving reasons;
 - 7.5 read about and recount actual or imagined events in the past.
-
- 8.1 communicate about certainty and uncertainty, possibility and probability;
 - 8.2 present an argument or point of view, with reasons;
 - 8.3 recount a series of events to inform, persuade or entertain;
 - 8.4 respond to selected and adapted Māori texts (for example, from literature, film, newspapers, magazines, television, video, radio . . .) that relate to issues concerning Māori language and culture.

Appendix 2: Māori in the New Zealand Curriculum

Level 5: Social Competence

Achievement objectives:

- 5.1 communicate about past activities and events;
- 5.2 communicate about present and past states, feelings and opinions;
- 5.3 communicate about past habits and routines;
- 5.4 describe, compare and contrast, people, places, and things.

Strands

Suggested Socio-cultural Aspects	Suggested Topics	Suggested Texts
<p>Customs and traditions in Māori communities, past and present;</p> <p>Home, school, and community, past and present;</p> <p>Buildings in rural and urban settings;</p> <p>Music, arts and crafts.</p>	<p>Home, school and community routines;</p> <p>Enjoying time with family and friends;</p> <p>My home town/ region/ country;</p> <p>Holidays;</p> <p>Geography and weather;</p> <p>People and things: their appearance and qualities.</p> <p>Māori music;</p> <p>Māori weaving and carving;</p> <p>Māori dance.</p>	<p>Conversational exchanges;</p> <p>School timetables;</p> <p>Simple interviews;</p> <p>Simple speeches;</p> <p>Letters;</p> <p>Web pages;</p> <p>Building plans;</p> <p>Brochures and tourist guides;</p> <p>Maps (including weather maps);</p> <p>Questionnaires;</p> <p>Reports.</p>

Listening	Reading	Speaking	Writing
<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to work out meaning and relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • make use of context and familiar language to work out the relationships between things, events, and ideas; • understand specific details in contexts that may contain some unfamiliar language; • distinguish between past and present actions and states. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • initiate and sustain short conversations; • give short talks on familiar topics in a range of contexts, past and present; • use appropriate pronunciation, stress, rhythm, and intonation. 	<p><i>Students will be encouraged to:</i></p> <ul style="list-style-type: none"> • use resources (eg dictionaries, glossaries) to experiment with new language and review their writing for accuracy; • write information on familiar topics in a range of contexts, past and present; • use appropriate writing conventions.

Achievement Objectives - Examples, Suggested Language Focus, Some Suggested Vocabulary

Achievement objectives	Examples
5.1 communicate about past activities and events;	<p>Past event (without object) A: <i>I aha rātou?</i> B: <i>I kata rātou.</i>¹</p> <p>Past event (active) A: <i>I aha te kaiako?</i> B: <i>I tohutohu te kaiako i ngā ākongā.</i></p> <p>Past event (without object)² A: <i>Ka aha ia i tērā wiki?</i> B: <i>Ka kaukau ia (i tērā wiki).</i></p> <p>Past event (active) A: <i>Ka aha ia i tērā Rātāpu?</i> B: <i>Ka whakatika ia i te whare (i tērā Rātāpu).</i></p>
5.2 communicate about present and past states, feelings and opinions;	<p>Present states and feelings A: <i>Kua pēhea koe?</i> B₁: <i>Kua makariri au.</i>³ B₂: <i>Kua pukuriri au.</i></p> <p>Past states and feelings A: <i>I pēhea a Whetu?</i> B₁: <i>I makariri ia.</i>⁴ B₂: <i>I pukuriri ia.</i></p> <p>Opinion (re present and past) A: <i>Ki a koe, he pēhea te mahi whakatoī?</i> B₁: <i>Ki a au, he āhua pai.</i> B₂: <i>Ki tāku titiro, he tino pai.</i> B₃: <i>Ki tōku whakaaro, he koretake.</i></p>
5.3 communicate about past habits and routines;	<p>Past habits and routines <i>I ngā rā o mua, haere ai rātou ki te kura mā runga hōiho.</i> <i>I ngā rā o mua, haere ai ia ki te kura ia rā, ia rā.</i> <i>I mua, kanikani ai a Tama i ngā Rāhoroi.</i></p>

¹ Particle 'i' before verb signals past time.

² Note 'ka' with a past adverbial indicates past time in Māori (e.g. *Ka hoki au i tērā wiki*).

³ Particle 'kua' before a state verb signals a state of being.

⁴ Particle 'i' before the verb signals that the state/feeling is in the past.

Achievement objectives	Examples
<p>5.4 describe, compare and contrast, people places and things.</p>	<p>Describing people. <i>Pēhea te tangata? (character)</i>⁵ <i>He māhaki.</i> <i>He mākoakoa.</i></p> <p>Describing places, and things <i>Pēhea te āhua? (appearance)</i> <i>He awaawa.</i> <i>He angiangi.</i></p> <p><i>Pēhea te nui? (size)</i> <i>He rahi.</i> <i>He nui.</i></p> <p>Comparing people, places, and things <i>He tūpuhi ake a Rangi i a Pita.</i>⁶ <i>He paki ake ngā rangi i Wīwī i ngā rangi i Airangi.</i> <i>He nui ake te utu o te waireka i tō te aihikirīmi.</i>⁷</p> <p>Contrasting people, places, and things <i>He pukumahi a Ata, engari, he ngoikore rawa atu a Whiti.</i> <i>He makariri te whenua o Rūhia, engari, he mahana rawa atu te whenua o Ahitereiria.</i> <i>He ātaahua te ngeru, engari, he weriweri rawa atu te kurī.</i></p>

Recycling	
<p>4.2 communicate about plans for the immediate future;</p>	<p>Future Event (passive)⁸ A: <i>Ka aha koe āpōpō?</i> B: <i>Ka whakatikaia ngā whare e au (āpōpō).</i></p> <p>Actor Emphatic⁹ A: <i>Mā wai koe e whāngai?</i> B₁: <i>Mā Hoturoa (au e whāngai).</i> B₂: <i>Māna (au e whāngai).</i></p>

⁵ See 2.5 for physical characteristics.

⁶ *Ake* or *Atu* can be used here.

⁷ *Tō* or *tā* and their plural forms *ō* and *ā* are included where there is ellipsis (i.e. avoidance of repetition of the *te . . . o*, *te . . . a*, *ngā . . . o*, *ngā . . . a* combinations) (e.g. *He nui ake te utu o te waireka i te utu o te aihikirīmi*).

⁸ In Māori, passive constructions are almost as common as active ones. In fact, they are more common in narrative where the emphasis is often on what happened rather than who was responsible for what happened.

⁹ This structure is used when the emphasis is on the actor.

Suggested language focus	Some suggested vocabulary
<p>Adjectives</p> <ul style="list-style-type: none"> people places things states feelings opinions 	<p><i>tūpuhi, ātaahua, māhaki, kaha . . .</i> <i>nui, makariri, mahana . . .</i> <i>teitei, whānui, tawhito, poto . . .</i> <i>makariri, wera, pōhara . . .</i> <i>riri, pōuri, hari . . .</i> <i>pai, rawe, pārekareka, koretake, hōhā . . .</i></p>
<p>Conjunctions</p> <ul style="list-style-type: none"> contrast 	<p><i>engari</i></p>
<p>Ellipsis</p>	<p><i>Tō, tā</i> (singular); <i>ō, ā</i> (plural)</p>
<p>Modifiers</p> <ul style="list-style-type: none"> intensifier intensifier proximal comparative 	<p><i>tino</i> <i>rawa atu</i> <i>āhua</i> <i>ake</i></p>
<p>Nouns</p> <ul style="list-style-type: none"> dance music countries cities 	<p><i>kapahaka, haka, waiata-ā-ringa, poi . . .</i> <i>kōauau, pūtātara, pūrerehua . . .</i> <i>Ahitereiria, Amerika, Hāmoa . . .</i> <i>Parī, Ngā Ānaha, Piripane, Hongipua . . .</i></p>
<p>Particles</p> <ul style="list-style-type: none"> agent particle (passive) verbal particle (past) verbal particle (state) particle (adjective) actor emphatic (future) actor emphatic (future) 	<p><i>e</i> <i>i</i> <i>kua</i> <i>he</i> <i>mā</i> <i>e</i></p>
<p>Prepositions</p> <ul style="list-style-type: none"> comparison object opinions 	<p><i>i</i> <i>i . . .</i> <i>kī . . .</i></p>
<p>Questions</p>	<p><i>I aha . . . ?</i> <i>Ka aha . . . (+ adverbial)?</i> <i>Kua pēhea . . . ?</i> <i>I pēhea . . . ?</i> <i>Pēhea te . . . ?</i> <i>Mā wai . . . e . . . ?</i></p>
<p>Verb</p> <ul style="list-style-type: none"> actor emphatic (future) future event (passive) past event (intransitive) past event (transitive/marked) present states/feelings past states/feelings 	<p><i>mā</i> + agent + patient (subject) + <i>e</i> + verb <i>ka</i> + verb + future adverbial <i>i</i> + verb <i>i</i> + verb (object marked by ‘i’) <i>kua</i> + verb <i>i</i> + verb</p>

Level 5: Suggested Learning and Assessment Activities

Most of the learning activities are listed under relevant achievement objectives.

(C = class activity; G = group activity; P = pair work; I = individuals work independently)

5.1 Communicate about past activities and events

Students could be learning through:

- Making brief diary entries noting the previous week's activities (I);
- Listening to or reading an interview with a carver/ weaver/ singer etc. about that person's recent activities (where, when, and how often) and taking notes for a short magazine article (C, I);
- Telling a story from a series of pictures or other prompts (C, G);

5.2 Communicate about present and past states, feelings and opinions

Students could be learning through:

- Interviewing friends before and after a significant event (a kapahaka competition) and charting their reactions in terms of similarities and differences (G, P);
- Playing charades, choosing words that signify particular physical states and feelings (C, G);
- Filling in speech bubbles or crosswords with words that describe the physical states and feelings represented in specific pictures (C, G, P, I);

5.3 Communicate about past habits and routines

Students could be learning through:

- Making a chart comparing their daily routines, hobbies, likes, and dislikes at different ages (I);
- Carrying out more complex activities. For example, the students could listen to, read about, or invent different people's past habits and routines (e.g. the habits of a well-known person before they achieved celebrity status). An extension could be comparing how people's habits and routines have changed in response to changed circumstances (C, I).

5.4 Describe, compare and contrast, people, places, and things

Students could be learning through:

- Drawing "crazy" pictures of people and things described by the teacher or another student (C, G, P);
- In pairs, writing the descriptions of well-known people and then reading the descriptions written by other pairs to guess who has been described (P);
- Drawing monsters (marked by numbers) and writing descriptions of them (marked by letters) on separate pieces of paper, which are then displayed so that everyone can try to match the pictures to the descriptions C;
- Writing a short entry for a guidebook about a favourite visitor attraction (C, I);

Teachers can monitor students' progress when they are:

- Doing question-and-answer tests and substitution activities together;
- Working on vocabulary groups and lists;
- Listening to dialogues and marking checklists on the basis of the presence or absence of specified content;
- Listening to or reading information and answering multiple-choice questions;
- Filling in blank spaces in written texts with words, phrases, and sentences;
- Working in pairs or groups to search for information and conveying it in personal letters.

Students can monitor one another's progress by:

- Challenging each other in Māori language computer activities;
- Working together on projects of mutual interest.

Students can monitor their own progress by:

- Keeping portfolios of their work up to date;
- Keeping lists of vocabulary items and adding to them regularly;
- Doing computer-based language extension exercises;
- Using a checklist with items such as: "I can talk about how I felt last week."