

Putting the draft learning progression framework – *Māori in the New Zealand Curriculum* – to work: An illustration

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Abstract

How language curricula are implemented in the classroom is of critical importance. Here, we take one achievement objective from the draft Learning Progression Framework for Māori in mainstream classes and demonstrate one way in which it can be realised as a core integrated skills lesson, that is, as a lesson that introduces new language (core lesson) through all four skills - reading, writing, listening and speaking (an integrated skills lesson). The lesson is preceded by a discussion of the type of planning that accompanies the implementation of language curricula.

Acknowledgments

I would like to thank Hine Kahukura Te Kanawa and Hēmi Whaanga (for their assistance with the linguistic aspects of this article), Ian Bruce and Winifred Crombie (who worked with me on the unit planning, lesson planning and lesson staging sections of this article which were first produced for the forthcoming Ministry of Education documents, *French in the New Zealand Curriculum: Support material* and *German in the New Zealand Curriculum: Support material*), and Deborah Mutu (for providing the motivation for undertaking this work). I would also like to thank Joan Oddy of *Something different* for producing the artwork used here in a matter of a few hours.

Introduction

The draft Learning Progression Framework for Māori in the New Zealand Curriculum is designed in such a way as to put the primary focus on learning outcomes (expressed as *achievement objectives*) rather than on, for example, lists of topics, lists of vocabulary, and/or lists of language points. This allows for a considerable degree of flexibility in implementing the curriculum and, consequently, allows teachers to focus on the needs and interests of their own students. However, the Learning Progression Framework is also designed in such a way as to help teachers to plan in effective ways. It includes a range of suggestions in relation to receptive skills (listening and reading), productive skills (speaking and writing), socio-cultural aspects, topics and text-types, as well as providing examples of the type of language that could be associated with each of the objectives and the kind of learning and assessment activities that could prove useful in planning units of work and lessons.

My aim here is to demonstrate how the Language Progression Framework can be put to use in planning and delivering units of work and lessons.

Careful, co-operative planning: The key to successful teaching and learning

Unit planning

Developing a language programme based on a Learning Progression Framework involves translating the achievement objectives into programmes made up of units of work. These units of work can then provide a framework for the planning of individual lessons. There are different ways in which unit planning can be conducted. However, it always involves a number of stages. The following stages indicate one possible approach.

The first stage could involve reviewing the Learning Progression Framework at the appropriate level (e.g., level 2) to determine which of the *Achievement Objectives* will be included in the unit plan. If more than one Achievement Objective is to be included, consideration needs to be given to how different Achievement Objectives might work together. For example, a primary focus on Achievement Objective 4.5 (*Communicate about the quality, quantity and cost of things*) might combine well with revision of aspects of Achievement Objective 2.3 (*Communicate about likes and dislikes, giving reasons where appropriate*) and Achievement Objective 1.6 (*Understand and use a range of politeness conventions*). These Achievement Objectives would, for example, work well together in the context of an overall theme relating to shopping expeditions.

The second stage could centre on thinking about the proposed *outcomes* of the unit of work (in terms of skills, attitudes and values) and about *how the students can be involved* in discussing these outcomes and the ways in which they can be achieved.

The third stage might be reviewing the selected Achievement Objective or Achievement Objectives in the light of the suggested *socio-cultural aspects* and *topics* included in the Learning Progression Framework and selecting or adapting some (or selecting others, possibly from elsewhere in Learning Progression Framework). It is important at this stage to bear in mind that the topics initially selected could change in consultation with the students.

The fourth stage could be to review, in relation to the selected Achievement Objective or Achievement Objectives, the *suggestions* included in the Learning Progression Framework that relate to *language focus (with examples)*, *vocabulary*, *receptive skills (listening and reading)*, *productive skills (speaking and writing)*, and *learning and assessment activities* (including activities relating to information technology). This provides an overview of possibilities.

The fifth stage could involve deciding how many weeks of work and how many class contact hours will be involved (e.g., 4 weeks @ 4 hours of class contact per week).

A possible *sixth stage* – but one that could take place much earlier – could involve thinking about possibilities for *community involvement* in the unit (e.g. a visit from a local travel agent; a cooking demonstration from a parent; a visit to a local marae).

With stages such as these completed, teachers could begin to fill out planning templates, beginning with an overall unit planning template which is then broken

down (into, for example, two-week blocks). Here is an example of an overall unit plan:

Class:	Subject: Māori	Curriculum level: 2
No. of weeks: 8	No. of hours: 32	
Achievement objectives: 2.2 Communicate about ownership 2.3 Communicate about likes and dislikes, giving reasons where appropriate 2.4 Communicate about time, weather and seasons		
Outcomes: At the end of the unit, the students will: be able to use the structures and vocabulary to which they have been introduced to communicate about time, weather and seasons and about some of the things they and others like and dislike, and some of the things they and others own; know that different months are associated with different seasons in the northern and southern hemispheres; know what sorts of things Māori-speaking students of their own age might eat, learn at school and do in their leisure time in summer and winter.		
Possible community involvement: Demonstration of a Māori dish (parent; caregiver); Local resident brings photographs of a holiday in another area of New Zealand		

A unit plan such as this can then be broken down into smaller units such as the following:

WEEKS 1 & 2		WEEKS 3 & 4	
Class contact hrs: 8	Approx. homework hrs: 1	Class contact hrs: 8	Approx. homework hrs: 2
Achievement objective/s: <i>2.3 Communicate about likes and dislikes, giving reasons where appropriate</i>		Achievement objective/s: <i>2.2 Communicate about ownership</i>	
Possible sociocultural aspects: Life with whānau in a Far North community (see Level 2 suggested sociocultural aspects) - emphasis on food preferences.	Possible topics: Foods; school subjects (see <i>Level 2</i> suggested topics)	Possible sociocultural aspect/s: Life with whānau in a South Island community (see <i>Level 2</i> suggested sociocultural aspects) - emphasis on some of the contents of a Māori home.	Possible topics: Belongings (such as pets or the contents of a school bag) (see <i>Level 2</i> suggested topics)
Comments: For specifics, see lesson plans		Comments: For specifics, see lesson plans	

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WEEKS 5 & 6		WEEKS 7 & 8	
Class contact hrs: 8	Approx. homework hrs: 1.5	Class contact hrs: 8	Approx. homework hrs: 1.5
Achievement objective/s: 2.4 <i>Communicate about time, weather, and seasons</i>		Achievement objective/s: 2.2 <i>Communicate about ownership</i> 2.3 <i>Communicate about likes and dislikes, giving reasons where appropriate</i> 2.4 <i>Communicate about time, weather and seasons</i>	
Possible sociocultural aspects: Life with whānau in a Far North community (see <i>Level 2</i> suggested sociocultural aspects)	Possible topics: Time, weather, seasons; sport and leisure (see <i>Level 2</i> suggested topics)	Possible sociocultural aspect/s: Life with whānau in a Far North community (see <i>Level 2</i> suggested sociocultural aspects): emphasis on enjoying different foods and different sports in summer and winter.	Possible topics: Foods; sport and leisure; time, weather, seasons (see <i>Level 2</i> suggested topics)
Comments: For specifics, see lesson plans		Comments: For specifics, see lesson plans	

Lesson planning

Translating unit plans into lesson plans is the next stage. Depending on the class time available, there may, for example, be two lesson plans for each week of the unit plan. At this stage, teachers need to decide which of these suggestions can be used and/or adapted and whether others should/could be introduced in relation to class work, homework and assessment. A lesson plan template such as the one that follows is likely to be particularly useful here.

Achievement objective/s	What achievement objective/s will be the focus of attention in this lesson?
Outcome/s	What knowledge and skills will the students have gained at the end of the lesson and how do these relate to previous and subsequent lessons?
Subsidiary aims	In addition to the specific knowledge and skills listed in the outcomes section of this plan, are there any more general skills that will be focused on during the lesson?
Assumptions	What assumptions are you making that are directly relevant to this lesson (e.g., that the majority of students will already have some familiarity with the vocabulary used in the lesson)?
Language focus	What is the primary language focus of the lesson (e.g., a specific structure associated with a particular meaning)?
Vocabulary	What vocabulary items will be introduced or revised?
Pronunciation focus	Which, if any, pronunciation points (e.g. the <i>ng</i> sound in initial position) will be focused on in the lesson?
Socio-cultural aspect/s	What socio-cultural knowledge will the students be introduced to (e.g. the concept of <i>tapu</i>)
Topic/s	What topic or topics will be introduced (e.g. <i>marae</i> maintenance)?
Text-type/s	What types of text (e.g. maps, weather forecasts) will be introduced?
Learning activities	What learning activities will be included?
Assessment activities (outcomes checking)	What assessment activity or assessment activities will be introduced? ¹
Resources	What resources (e.g., posters, games, flash cards) will be needed?

Lesson staging

There are a number of different ways to organise a lesson into stages. In the lesson included here, the stages are:

Stage 1: Context set

Set the context for the lesson by, for example, showing the students objects or pictures that are relevant to the overall theme of the lesson.

Stage 2: Vocabulary

Teach or practice a few vocabulary items that will be used in the lesson.

Stage 3: Textual focus

Focus on a simple text (e.g., a poster including pictures and sentences).

Stage 4: Language focus

Focus on the language that is at the core of the lesson, such as, for example, one way of expressing approval

Stage 5: Controlled practice

Focus on tasks that involve students in using the language that is at the core of the lesson.

Stage 6: Freer practice

Focus on tasks that allow students to use the language that is at the core of the lesson if they choose to do so.

From planning to delivery: A demonstration lesson plan and lesson

The lesson plan and lesson introduced here relates to level 2 of the draft Learning Progression Framework and, in particular, to Achievement Objective 2.3: *Communicate about likes and dislikes, giving reasons where appropriate*. The emphasis here is on the first part of the achievement objective. Later lessons can be designed in such a way as to accommodate the second part (i.e. 'giving reasons where appropriate'). This lesson can also be related to *Tihe Mauri Ora!* as it combines two of the themes that run through Levels 1, 2 and 3 (pp. 36 – 41) – food and things one likes. The topics and settings listed in *Tihe Mauri Ora!* are not specifically exploited in this lesson but could be picked up in later developments of these two themes.

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Lesson Plan																																																								
Achievement objective: 2.3: Communicate about likes and dislikes (giving reasons where appropriate).																																																								
Outcome/s	By the end of this lesson, students will be able to write about their likes and dislikes in relation to food, using appropriate reactive expressions (<i>He pai (rawa atu) te X ki a au/ia/Hēmi</i>); <i>Kāore (rawa atu) te X i te pai ki a au/ia/Hēmi</i>) in both first and third person singular (<i>au</i> ; <i>ia</i> ; <i>Hēmi</i>). Students will also be able to use, and respond to, a simple question about food likes and dislikes (<i>He pai te . . . ki a koe/ia/Hēmi?</i>).																																																							
Subsidiary aims	Students will have reading, speaking and listening practice.																																																							
Assumptions	Students may already have had some exposure to 1 st and 3 rd person singular pronouns and to affirmative (<i>Āe</i>) and negative (<i>Kāo</i>) words.																																																							
Language focus	<table border="1"> <tr> <td>He pai</td> <td>te</td> <td>X</td> <td>ki a</td> <td>koe?</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>ia?</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Hēmi?</td> </tr> <tr> <td colspan="5" style="background-color: #cccccc;"></td> </tr> <tr> <td>Āe.</td> <td>He pai</td> <td>rawa atu</td> <td></td> <td>au</td> </tr> <tr> <td>Āe.</td> <td>He pai</td> <td></td> <td>te</td> <td>X</td> </tr> <tr> <td>Kāo.</td> <td>Kāore</td> <td></td> <td></td> <td>ki a</td> </tr> <tr> <td>Kāo.</td> <td>Kāore</td> <td>rawa atu</td> <td></td> <td>ia</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Hēmi</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>i te pai</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>i te pai</td> </tr> </table>	He pai	te	X	ki a	koe?					ia?					Hēmi?						Āe.	He pai	rawa atu		au	Āe.	He pai		te	X	Kāo.	Kāore			ki a	Kāo.	Kāore	rawa atu		ia					Hēmi					i te pai					i te pai
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Marker sentences	<p>He pai te āporo ki a koe?</p> <p>He pai rawa atu te āporo ki au.</p> <p>He pai te āporo ki a au.</p> <p>Kāore te āporo i te pai ki a au.</p> <p>Kāore rawa atu te āporo i te pai ki a au.</p>																																																							
Vocabulary	rōpere; rare; hānipēka; āporo; kōura; kānga; rīwai; ika																																																							
Pronunciation focus	Short vowels and long vowels Elision of vowels (e.g., ‘rawa atu’) Rising intonation for question; falling intonation for answer																																																							
Socio-cultural aspects	Discussion of traditional Māori food preferences																																																							
Topic/s	Expressing food likes and dislikes																																																							
Text-type/s	Posters (see Level 2 text types: <i>Māori in the New Zealand Curriculum Draft</i>); Simple email messages (see Level 2 text types: <i>Māori in the New Zealand Curriculum: Draft</i>); Questionnaire																																																							
Learning activities	Consolidating existing vocabulary items and learning new vocabulary items (listening, speaking, reading, writing); Decoding messages (reading & listening); Practicing structure (listening and speaking); Playing language-based board game (speaking, listening); Surveying class (speaking, listening); Making posters (writing).																																																							
Assessment activity	Listening or reading and ticking answer sheet																																																							
Resources	Posters; flashcards; cue cards; game boards; game cards; task sheets																																																							

Stage One: Set the context for the lesson









Show the students objects or pictures that represent various foods. This is a good opportunity to promote some cultural awareness through discussion of some traditional Māori food preferences.

Stage Two: Vocabulary section

In this section of the lesson, teach some vocabulary about food. A list of between six and eight food items is enough. Here, the definite article 'te' is used throughout to refer to foods in general (e.g., 'āporo'; 'ika').




Do some age-appropriate tasks with the students to help them practice saying the names of the foods and, if appropriate, also writing the names. The students should be given as much opportunity as possible to practise using the vocabulary and should work in pairs or groups for some of the time. They could be given a sheet to put in their books or to take home with the words and pictures they have been using.²

The following vocabulary items are those used in this lesson.³

 rōpere	 rare	 hāmipēka	 āporo
 kōura	 kānga	 rīwai	 ika


Stage Three: Textual focus (posters)


Introduce the students to three pictures of children who will be part of this lesson. To stimulate interest, teachers could invent some details about the children in the pictures to make them seem more real. For example, they might live in a particular part of the country; be in the same class at school; be friends etc.⁴


 Kimiora	 Hēmi	 Mereana
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Tell the students that the children have been making posters about the food they like and the food one of their friends likes. Ask them first to look at Kimiora's poster about herself.^{5, 6, 7}


**Kia ora.
Ko Kimiora au.**



He pai rawa atu  ki a au.


He pai  ki a au.


Kāore  i te pai ki a au.


Kāore rawa atu  i te pai ki a au.


Give the students a sheet with the words for the vocabulary they were taught in *Stage Two* of the lesson and ask them to put the letter **K** (Kimiora) beside the words for the food that Kimiora talks about in her poster. Check their entries and provide feedback (on an OHT, for example).⁸ Then ask them to look at Kimiora's poster about her friend, Hēmi.


Ko tōku hoa tēnei. Ko Hēmi.



He pai rawa atu  ki a ia.

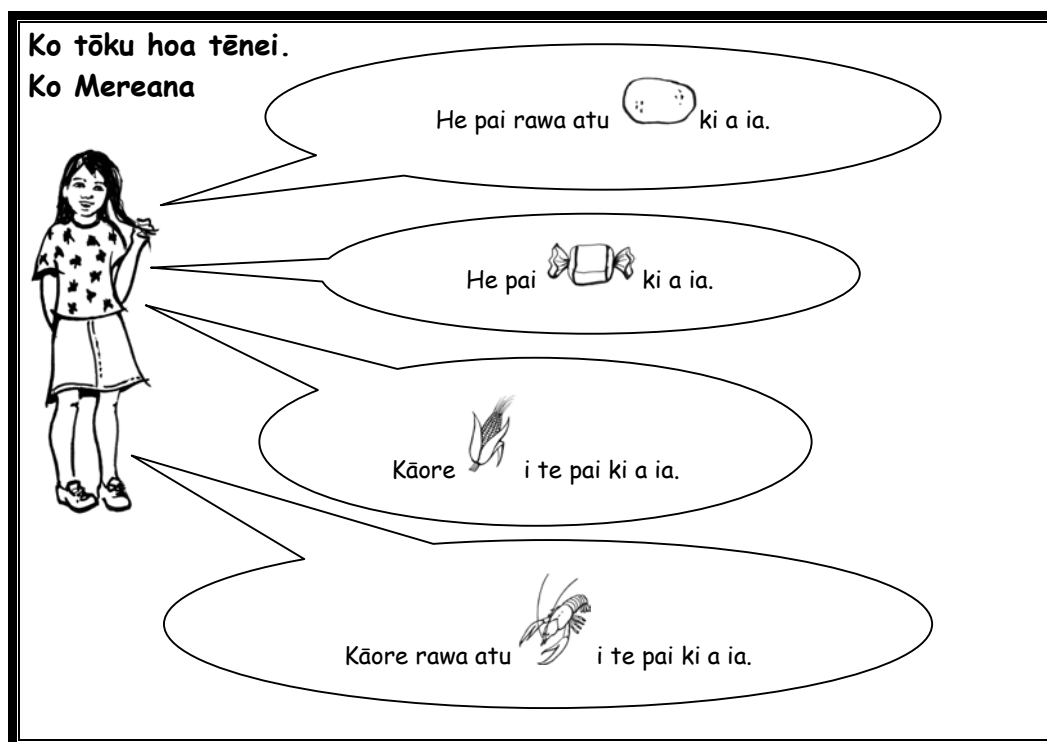
He pai  ki a ia.

Kāore  i te pai ki a ia.

Kāore rawa atu  i te pai ki a ia.

On the same list of vocabulary they used when they talked about Kimiora's poster, they should now put a letter **H** (Hēmi) beside the foods that are used in the poster about Hēmi. Check their entries.

Now ask the students to look at Kimiora's poster about her friend, Mereana.



On the same list of vocabulary they used when they talked about Kimiora's poster, they should now put a letter **M** (Mereana) beside the foods that are used in the poster about Mereana. Check their entries.⁹

Stage Four: Language focus

Ask the students to look at Kimiora's poster about herself again. Draw their attention to ways of talking about *likes* and *dislikes* in the poster. Now ask them to draw a line between some faces and the ways of expressing *likes* and *dislikes*. The following worksheet provides an example.

	He pai.
	Kāore rawa atu i te pai.
	He pai rawa atu.
	Kāore i te pai.

Check their responses and provide feedback.¹⁰

Now draw students' attention to the same words in the poster about Hēmi and Mereana and ask them to tell you any differences they notice. They are likely to notice that 'ia' is used for both 'he' and 'she'. This answer should be confirmed. Next, ask if they can remember where they have seen that before. They should also

notice that there is a difference between 'ia' and 'au'.



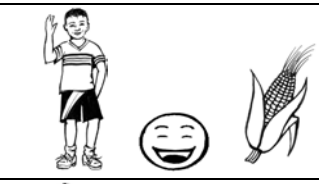
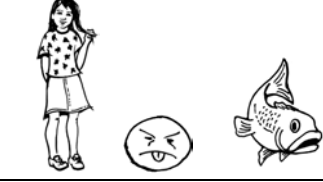


Now return to the posters and work on the pronunciation of the sentences. Close attention should be paid to the distinction between short and long vowels and to the elision of the final vowel in *rawa* and the initial vowel in *atu*. The distinction in pronunciation between rising intonation for questions and falling intonation for answers should also be indicated.

Stage Five: Doing some practice

So that the students have some practice in using the language, a series of tasks should be devised. The following tasks are suggestions only.

Practice Task 1: Decoding the message

Give the students some sentences about food written in 'secret code' as well as the same sentences decoded. Mix the sentences and the code up. Ask them to work out which code goes with which sentence. They could draw a line between the sentence and the code or, alternatively, the teacher could cut up the codes and the sentences and have the children match them.^{11, 12} This could be done as a whole class task, in groups or in pairs. Some sample codes and sentences are included in the task below.^{13, 14}

	<p>He pai rawa atu te kānga ki a ia.</p>
	<p>He pai te āporo ki a ia.</p>
	<p>Kāore rawa atu te kōura i te pai ki a ia.</p>
	<p>He pai te rare ki a ia.</p>
	<p>Kāore rawa atu te ika i te pai ki a ia.</p>
	<p>Kāore te rīwai i te pai ki a ia.</p>

Practice Task 2: Board game

What is needed: (For a class of 30 students)









Six sets of dice and counters;

Six board games;

Six sets of customised game cards, each set being made up of 3 different types of card: see examples below.







Card type 1:

8 separate cards with different foods on them.¹⁵ For example:

 rōpere	 rare	 hānipēka	 āporo
 kōura	 kānga	 rīwai	 ika








Card type 2:

6 separate cards with faces on them. For example:

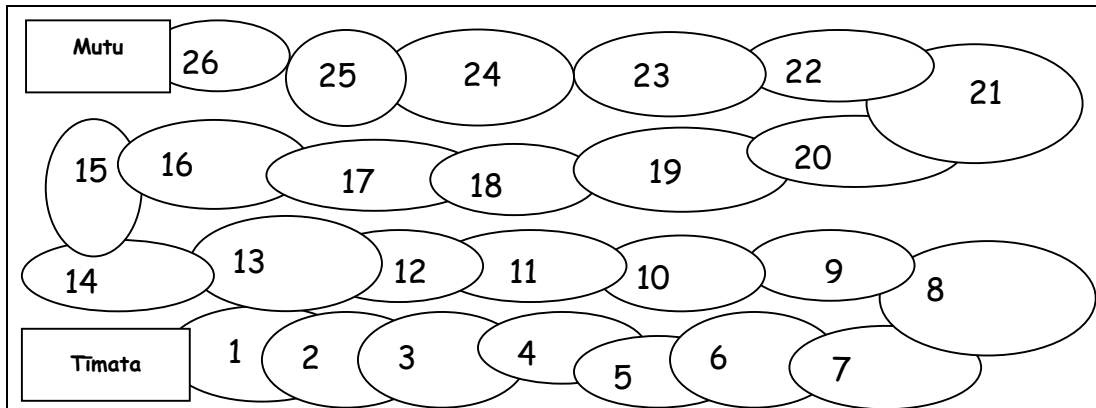
					
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Card type 3:

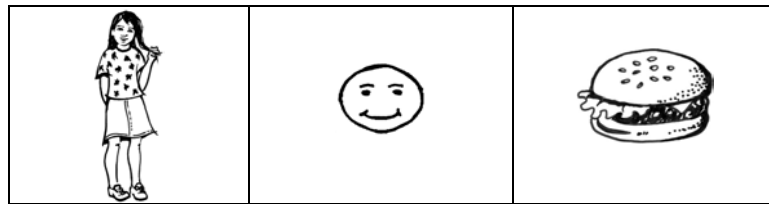
6 cards with the children on them and one blank card.

						
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Prepare A3 (or larger if preferred) boards with numbers on them. ¹⁶



Organise the students into groups of four or five, making sure each student has a counter and that each group of students has two dice. Place the sets of cards in two piles, face down, on the table. Players throw the dice in turn and whoever gets the lowest number starts the game. The first player throws the dice and puts their counter on the appropriate number. They then pick up one card from each pile. For example:



The student has a moment for reflection and then produces a sentence:

He pai te hāmipēka ki a ia.

When they get the blank card from *Card type 3*, they use ‘au’ instead of ‘ia’ when they create a sentence.










If the sentence is correct, the student holds the place he or she has reached on the board. If the sentence is incorrect, the student has to return to the square he or she was last on. It is the members of the group who decide if the sentences are correct or not (the teacher is the umpire if there is disagreement). After each turn, the cards are put at the bottom of the appropriate pile. The first student to reach **MUTU** wins the game.

Practice task 3: A class survey










Before doing this class survey, teachers will need to teach the students a simple formulaic question with variations (He pai te X ki a koe/ia/name)?: For example: *He pai te ika ki a koe?* Notice that even though the question is neutral, there are a number of possible answers: *Āe. He pa ki a au;* *Āe. He pai rawa atu ki a au;* *Kāo. Kāore i te pai ki a au;* *Kāo. Kāore rawa atu i te pai ki a au.*

The students should then be given a survey sheet. An example is included below.

The task is for each student to ask as many people as possible in the class about their food likes and dislikes. When someone gives an answer, (e.g., *He pai te rare ki a au*) a tick (✓) is placed in the appropriate box.^{17, 18}

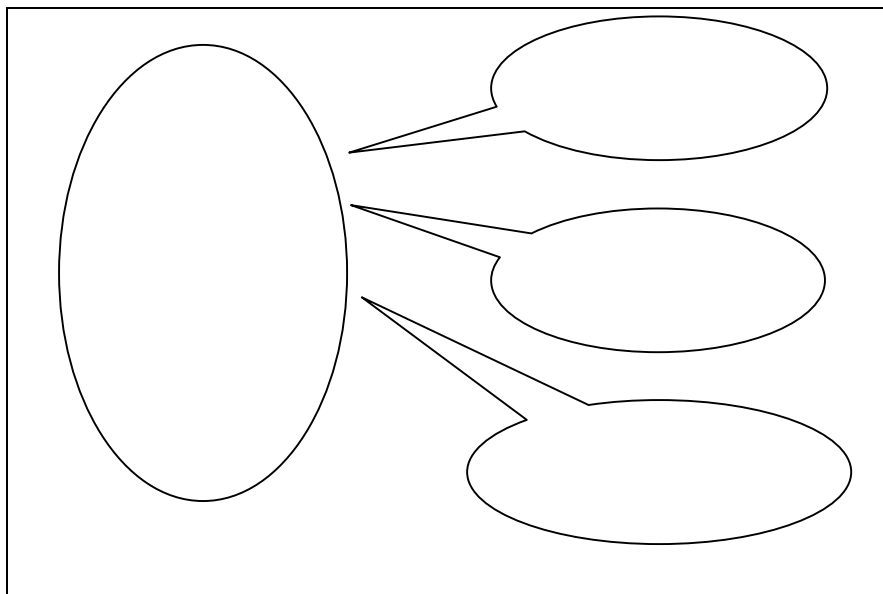
					
					
					
					
					

By the end of the task, students will be able to see which foods are the most and least liked by people in the class. For example:

					
	✓	✓ ✓ ✓ ✓	✓		✓ ✓
	✓ ✓ ✓	✓ ✓	✓	✓ ✓	✓ ✓ ✓ ✓
	✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓
	✓ ✓ ✓ ✓	✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓

Practice task 4: Making posters

In this task, students make two posters (just like those made by Kimiora) where they indicate, using the vocabulary that has been taught during the lesson, their own likes and dislikes, and the likes and dislikes of a friend. They make a poster about themselves first and then choose a friend in the class to write about in the other poster. They get the details for their second poster by reading and remembering the content of their friend's poster. Teachers could prepare a poster template (such as the one below) and perhaps some pictures of food that the students could use to stick on their posters.



While students are busy making posters, teachers could use the time to make individual recordings of each student talking about his or her likes and dislikes and the likes and dislikes of their friend. These recordings could be used in number of ways. They could, for example, be used for assessment purposes or as a means of identifying students who are having trouble with the target language.

Suggested Assessment Activity: Listening or Reading and ticking answer sheet

Students listen to a tape or read a text where children are talking about their food likes and dislikes and tick an answer sheet.¹⁹

A final note

A Learning Progression Framework is a very useful starting point for the design of learning programmes. However, it is a starting point only and good teaching and effective learning depend upon the way in which the Framework is exploited in the design and implementation of unit and lesson plans.

Endnotes

1. A range of assessment activities of various kinds is built into the lesson outlined here. In each case, the students receive feedback. The final assessment activity should be designed in such a way as to indicate whether the anticipated outcomes have been achieved. It should provide teachers and students with important feedback.

2. Students can be given lots of opportunity to practice using the vocabulary and can work in pairs or groups for some of the time. Students could be given a sheet with the words and pictures to put in their books or to take home. This could provide the basis for a homework activity based around a vocabulary notebook. Ask your students to enter foods in any categories they choose. They could use a bilingual dictionary to find some more examples. As an extension activity, teachers could use an adaptation of a commercially available card game such as *Happy Families* or *Go Fish*: Students collect as many sets of four matching cards (e.g. vegetables; fruit) as possible. To make new sets of cards, pictures could be photocopied and stuck on different coloured card. Another possibility is *Snap* (using words on one set of cards and pictures on another).
3. There are lots of good clipart and photograph collections on the Internet.
4. Remember that these pictures need to be big enough for everyone in the class to see.
5. It is worth saving resources. The same posters could be used for different lessons in different classes.
6. This exercise involves reading comprehension.
7. Students often enjoy preparing (or helping to prepare) pictures and posters for use in future lessons. This can be a good way of encouraging students who enjoy creative activities.
8. This is a good opportunity to build assessment and feedback into the lesson.
9. This time, students could check one another's entries. This is a good opportunity to make sure that peer-assessment is positive rather than negative (and to encourage the development of co-operative skills).
10. Assessment and feedback are once again built in as a natural part of the lesson. Checking and feedback could involve peer assessment (encouraging co-operative skills development).
11. Integrates reading skills and checking understanding.
12. An alternative activity might be to give students the sentences and a pile of pictures and ask them to use the pictures to devise a secret code for themselves.
13. Another possibility (saving on photocopying) is to number the sentences and codes and put the task onto an OHT.
14. Simple reading activities can be made more interesting when they involve a code such as this one. This also provides a useful and unobtrusive way of checking on understanding.
15. If possible, laminate these cards. They can be used in a number of different contexts.
16. A basic game board could be prepared and laminated and then decorated (with different pictures or stickers) in different ways for different lessons. Commercially available game boards could be used if necessary.
17. Students just need to add the ticks to find the most popular and least popular foods.
18. Class surveys provide useful ways of reinforcing learning while practising speaking and listening skills. They also encourage co-operative skills (and numeracy skills).
19. Possibilities for informal assessment and feedback have been built in at various stages throughout this lesson. However, a final assessment activity such as the one suggested here could be included.

References

- Ministry of Education (1990) *Tihē Mauri Ora*. Wellington, New Zealand: Learning Media.
- Ministry of Education (forthcoming). *French in the New Zealand Curriculum: Support material*. Wellington, New Zealand: Learning Media.
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