

# Whakamanahia

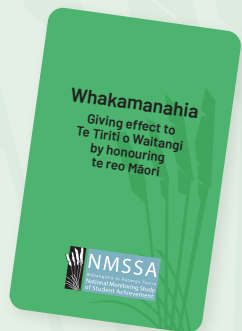
## Giving effect to Te Tiriti o Waitangi by honouring te reo Māori

An *Aronuitia te reo* expansion set

The *Whakamanahia* card set supplements *Aronuitia te reo*, an existing resource that is designed to assist teachers and/or schools who are early in their reo Māori teaching and learning journeys with strengthening their reo Māori programmes.

The *Whakamanahia* set was developed to provide teachers, school leaders, and board of trustees members with the opportunity to think about how offering instruction in te reo Māori gives effect to Te Tiriti o Waitangi. *Aronuitia te reo* (inclusive of the *Whakamanahia* set) can be used within a school or across schools—for example, within a Kāhui Ako.

*Whakamanahia* is only available as an online resource and will need to be downloaded and/or printed out before using. Printing onto light card will help to preserve the cards.



## He aha a *Aronuitia te reo*? What is *Aronuitia te reo*?

*Aronuitia te reo* is a card deck built around findings from the 2016 and 2021 National Monitoring Study of Student Achievement (NMSSA) Learning Languages studies related to te reo Māori. Each study involved a randomly selected sample of English-medium state and state-integrated schools.

The original *Aronuitia te reo* card deck draws on data from the 2016 NMSSA study and contains three sets of activity cards. Each set has a different focus: *Whakamahia* uses QR codes to provide easy access to reo Māori resources; *Whakaarohia* is designed to stimulate discussion about the importance of providing students with opportunities to learn te reo Māori; and *Whakarauorahia* foregrounds the government's Māori language revitalisation goals and enables schools to explore what they are doing to fulfil these.

The *Whakamanahia* set draws primarily on data from the 2021 NMSSA study but makes some comparisons with data from the 2016 study. *Whakamanahia* provides schools with the opportunity to think about how offering instruction in te reo Māori gives effect to Te Tiriti o Waitangi. *Whakamanahia* is intended to be used in conjunction with the original *Aronuitia te reo* resource deck and schools are encouraged to begin by exploring the three sets in this resource. At a minimum, schools should explore *Whakarauorahia* (the set which introduces Tau Mai te Reo, the Ministry of Education's refreshed Māori Language in Education Strategy) before using *Whakamanahia*.



## **Whakamanahia | Giving effect to Te Tiriti o Waitangi by honouring te reo Māori**

Te reo Māori is protected as a taonga by Article 2 of Te Tiriti o Waitangi. Its status as “a taonga of iwi and Māori” is enshrined in Te Ture mō Te Reo Māori 2016 / The Māori Language Act 2016 (Section 4). The *Whakamanahia* set of cards is designed to stimulate discussion about how offering instruction in te reo Māori gives effect to Te Tiriti o Waitangi. The set foregrounds section 127(1)(d) of the Education and Training Act 2020, which describes the

ways in which schools are expected to uphold and honour Te Tiriti o Waitangi. This section states:

### **127. Objectives of boards in governing schools**

- (1) *A board's primary objectives in governing a school are to ensure that—*
- (d) *the school gives effect to Te Tiriti o Waitangi, including by—*
  - (i) *working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and*
  - (ii) *taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and*
  - (iii) *achieving equitable outcomes for Māori students.*

The *Whakamanahia* set provides schools with the opportunity to think about how their reo Māori plans, policies, and programmes align with the expectations specified in section 127(1)(d) of the Education and Training Act 2020.

## **He huatau mō te whakamahi i**

### **Whakamanahia**

#### **Suggestions for using Whakamanahia**

1. Before beginning this activity, separate the cards in this set into three piles:
  - i. The *Whakamanahia* definition card
  - ii. The Education and Training Act 2020 cards, and
  - iii. The NMSSA findings cards.
2. Use the *Whakamanahia* definition card to have a discussion about the word “whakamanahia” and what it means in relation to Te Tiriti o Waitangi.
3. Read through the three Education and Training Act 2020 cards. Once everyone is familiar with these, spread them out on the table face up.
4. Shuffle the NMSSA findings cards and place these in a pile.

5. Take turns to pick up a card from the top of this pile. Share the information presented on the coloured side of the card with the group. Then, use the questions on the other side to start a conversation.
6. Consider the information on this card in relation to the Education and Training Act 2020 cards.
7. Place the NMSSA findings card alongside the Education and Training Act 2020 card that it is most closely linked with.

## **Te whakamahi i te pūkei rauemi Aronuitia te reo o nāiane i te taha o ngā kāri mō te Education and Training Act 2020**

### **Using the existing Aronuitia te reo resource deck with the Education and Training Act 2020 cards**

The NMSSA findings cards from the *Whakaarohia* (blue) and *Whakarauorahia* (red) sets can also be used with the Education and Training Act 2020 cards. Using the approach suggested above, select cards from either or both of these sets and consider how the information contained on each card relates to the Education and Training Act 2020 cards. Place the NMSSA findings card alongside the Education and Training Act 2020 card that it is most closely linked with.

## **I takea mai ngā raraunga i hea?**

### **Where does the data come from?**

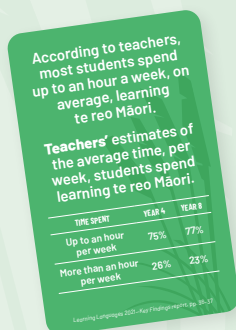
Information on the *Whakamanahia* cards comes mainly from data collected during the 2021 National Monitoring Study of Student Achievement (NMSSA) but a few cards draw comparisons with data from the 2016 study. Those cards that also present 2016 NMSSA data are clearly marked. NMSSA is designed to assess student achievement at Year 4 and Year 8 in New Zealand English-

medium state and state-integrated schools. Because the 2021 NMSSA assessment programme was interrupted by a nationwide lockdown associated with COVID-19, the national sample for 2021 was made up of fewer students from a smaller number of schools than was originally intended. In total, about 1,100 students were involved in the study at each year level in 2021 (compared with 2,300 at each year level in 2016). In both years, these samples did not include students in Kura Kaupapa Māori or those working at Māori Language Immersion Level 1.

The *Whakamanahia* cards draw on:

- Principal data and viewpoints from individual questionnaires.
- Teacher data and viewpoints from individual questionnaires.

- Student achievement data from the *Te Reo Māori assessment*, an online task administered to all Year 4 and Year 8 students in the study. Students answered selected-response and short answer questions covering learning objectives from level 1 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori: Kura Auraki | Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*.



Note that due to rounding, the percentages on some cards will not add to 100. Note too, that missing data, which made up a very small percentage of responses, has been excluded in the calculation of percentages on the cards. Therefore, these percentages may differ slightly from those presented in the Key Findings reports.

# Me haere au ki hea ki te kimi i ētahi atu kōrero?

## Where can I find out more?

Further information can be found in:

- *Learning Languages 2021—Key Findings*
- *Learning Languages 2016—Key Findings*
- *Te Aho Arataki Marau mō te Ako i Te Reo Māori: Kura Auraki* / *The Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13.*



NMSSA Publications  
– Learning Languages  
2021 Key Findings



NMSSA Publications  
– Learning Languages  
2016 Key Findings



Te Aho Arataki Marau  
mō te Ako i te Reo  
Māori: Kura Auraki

## Ētahi atu rauemi

### Additional resources

The following resources may be useful for schools who are seeking to strengthen the ways in which they give effect to Te Tiriti o Waitangi by honouring te reo Māori.

### Research and evaluation reports



He reo ka tipu i ngā  
kura: Growing te reo  
Māori in English-  
medium schools-  
Findings report



Nihinihi whenua—  
Valuing te reo Māori:  
Student and whānau  
aspirations



Te tāmata huaroa: Te  
reo Māori in English-  
medium schooling



He reo ka tipu i ngā  
kura: Growing te reo  
Māori in schools-  
Literature review



Tautokona te reo:  
The wellbeing of te  
reo Māori in kura and  
schools



Whakanuia te reo kia  
ora: Evaluation of te  
reo Māori in English-  
medium compulsory  
education

## Tools and resources



Building relationships  
with whānau, hapū,  
and iwi



Poutama reo:  
The improvement  
journey-Te reo Māori  
in English-medium  
schools



Te ahu o te reo Māori



Our code our  
standards: Code  
of professional  
responsibility and  
standards for the  
teaching profession



Taku Reo: A survey  
about student  
perceptions about the  
use of te reo Māori



Te reo Māori: An  
online language  
assessment,  
Years 4-9

## Te reo Māori legislation and strategy documents



Te Ture mō Te  
Reo Māori / Māori  
Language Act 2016



Maihi Karauna: The  
Crown's strategy  
for Māori language  
revitalisation  
2019-2023



Tau mai te reo



## Te Tiriti o Waitangi resources



Report of the Waitangi Tribunal on the te reo Māori claim (Wai 11)



Te Tiriti o Waitangi in Schools



The Waitangi Tribunal and the Treaty of Waitangi / Te Tiriti o Waitangi

## Education and Training Act 2020 resources



The Education and Training Act 2020



The Education and Training Act 2020: Section 127



The Education and Training Act 2020: Te Tiriti o Waitangi

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