

Whakamahia

Using te reo Māori



NMSSA

Wānangatia te Putanga Taurira
National Monitoring Study
of Student Achievement

This set of cards uses QR codes to provide easy access to reo Māori resources.

The coloured side of each card has information from the 2016 NMSSA study. The other side has a QR code that links to a relevant resource.

Suggestions for using this set of cards

1. Lay all the cards out on a table, coloured side up.
2. Select a card that interests you.
3. Scan the QR code on the back of the card and explore the resource it takes you to.
4. Share what you found with your group.
5. Use the questions on the “Discussion prompts” card to have a conversation about the information on your coloured card.

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

**Games engage learners
and support learning.***

**19% of all Year 4
students reported
that they play games
in class using te reo
Māori “often” or
“very often”.**

Learning Languages 2016—Key Findings report, p. 60

**2019 NZCER Report: Games, Gamification, and Game Design
for Learning*

Downloadable books
from Te Papa have
games, pronunciation
activities,
word searches,
crosswords, and
stories.



Games engage learners and support learning.*

At both Year 4 and Year 8 around 25% of Māori students reported that they play games in class using te reo Māori “often” or “very often”.

Learning Languages 2016—Key Findings report, p. 61

**2019 NZCER Report: Games, Gamification, and Game Design for Learning*

The eight unit plans on *He Reo Tupu, He Reo Ora* contain ideas for games and activities. These include bingo, playing cards, and flashcards.



He Reo Tupu, He Reo Ora

**Games engage learners
and support learning.***

**17% of all Year 8
students reported
that they play games
in class using te reo
Māori “often” or
“very often”.**

Learning Languages 2016—Key Findings report, p. 60

**2019 NZCER Report: Games, Gamification, and Game Design
for Learning*

Popular games such as Bingo, Jenga, and Pictionary can be played in te reo Māori using the information provided on the *Akomanga* website.



Karakia are used for a variety of reasons. In schools they can provide guidance and protection, bring about a sense of calm and purpose, and enhance wellbeing.

31% of all Year 4 students reported that they say karakia at school “often” or “very often”.

This opening karakia can be used in classrooms or meetings.

He Karakia Timatanga

**Whakataka te hau ki te uru
Whakataka te hau ki te tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hauhū
Tihei mauri ora!**

A translation and audio for this karakia
can be found here:



Māori ki te Whare Wānanga o Ōtākou | Māori at the University
of Otago: Karakia—Prayers

Talk to students, whānau, and local iwi
about other karakia that could be used.

Karakia are used for a variety of reasons. In schools they can provide guidance and protection, bring about a sense of calm and purpose, and enhance wellbeing.

35% of all Year 8 students reported that they say karakia at school “often” or “very often”.

This karakia can be used for opening or closing meetings or in classrooms.

He Karakia Timatanga me te Whakakapi Kaupapa

Kia tau ngā manaakitanga a te
mea ngaro
ki runga ki tēnā, ki tēnā o tātou
Kia mahea te hua mākihihihi
kia toi te kupu, toi te mana, toi
te aroha, toi te reo Māori
kia tūturu, ka whakamaua kia
tīna! Tīna!
Hui e, Tāiki e!

A translation for this karakia can be
found here:



He Karakia—Te Puni Kōkiri

Talk to students, whānau, and local iwi
about karakia that could be used.

Karakia are used for a variety of reasons. In schools they can provide guidance and protection, bring about a sense of calm and purpose, and enhance wellbeing.

59% of Māori Year 8 students reported that they say karakia at school “often” or “very often”.

This karakia can be used before eating.

He Karakia Kai

Nau mai e ngā hua
o te wao, o te ngakina
o te wai tai, o te wai māori
Nā Tāne. Nā Rongo
Nā Tangaroa. Nā Maru
Ko Ranginui e tū iho nei
Ko Papatūānuku e takoto nei
Tūturu whakamaua
Kia tina! TINA! Hui e! TĀIKI E!

A translation and audio for this karakia
can be found here:



Māori ki te Whare Wānanga o Ōtākou | Māori at the
University of Otago: Karakia—Prayers

Talk to students, whānau, and local iwi
about other karakia that could be used.

To learn te reo Māori, students need opportunities to use all the ara reo (language models). Pānui/reading is one of these models.*

14% of all Year 4 students reported that they read books or websites that are written in te reo Māori “often” or “very often”.

Learning Languages 2016—Key Findings report, p. 60

**Te Aho Arataki Marau mō te Ako i te Reo Māori: Kura Auraki, p. 24*

A large collection
of Māori language
e-books is
available on the
Kauwhata Reo
website.



To learn te reo Māori, students need opportunities to use all the ara reo (language models). Pānui/reading is one of these models.*

8% of all Year 8 students reported that they read books or websites that are written in te reo Māori “often” or “very often”.

Learning Languages 2016—Key Findings report, p. 60

**Te Aho Arataki Marau mō te Ako i te Reo Māori: Kura Auraki, p. 24*

***Tōku Kōhanga* board books can support the teaching and learning of te reo Māori. Each set comes with teacher notes.**

Free copies of these books can be ordered from the *Down the Back of the Chair* website.



Tōku Kōhanga Board Books



Down the Back of the Chair

To learn te reo Māori, students need opportunities to use all the ara reo (language models). Pānui/reading is one of these models.*

At both Year 4 and Year 8, a small proportion of students reported that they were “good at reading in te reo Māori”.

Learning Languages 2016—Key Findings report, p. 66

**Te Aho Arataki Marau mō te Ako i te Reo Māori: Kura Auraki, p. 24*

The reo Māori
graphic novels that
are available on
the *Āhuru Mōwai–
Sanctuary™* website
can be used with
students who want
more of a reading
challenge.



Āhuru Mōwai–Sanctuary™
Te Reo Māori Graphic Novels

Learning vocabulary is an essential part of learning a new language.*

40% of Year 4 and Year 8 students reported that they learn to say new words or phrases in te reo Māori “often” or “very often”.

Learning Languages 2016—Key Findings report, p. 60

**Te Aho Arataki Marau mō te Ako i te Reo Māori: Kura Auraki, p. 25*

Quizlet is an
effective
vocabulary
learning tool.



Quizlet Te Reo Māori Resources

To understand and communicate in te reo Māori, children need to learn how the letters of the written language and the sounds of the spoken language are related.

Students were asked to write the Māori word for “four”—whā.

**Common errors were:
fa, fā, far.**

This song is a fun way to learn the letters and sounds in the Māori alphabet.



Waiata Mai Alphabet Song (YouTube)

To understand and communicate in te reo Māori, children need to learn how the letters of the written language and the sounds of the spoken language are related.

Students were asked to write the Māori word for “seven”—whitu.

Common errors were: fetu, feto, wheto.

Songs like “A ha
ka ma” can help
with correctly
pronouncing vowel
sounds in te reo
Māori.




Māori Alphabet/Arapū (YouTube)

To understand and communicate in te reo Māori, children need to learn how the letters of the written language and the sounds of the spoken language are related.

Students were asked to write the Māori word for “ten”—tekau.

Common errors were: takau, tikau.

Te Aka, the online *Māori Dictionary*, has an audio function  that allows users to hear the correct pronunciation of many Māori words.



To understand and communicate in te reo Māori, children need to learn how the letters of the written language and the sounds of the spoken language are related.

Students were asked to write the Māori word for “ten”—tekau.

**Common errors were:
tekou, teko, teku,
tekua, tekao.**

This video on blended vowels explains how to pronounce all 20 diphthongs in te reo Māori.



Learning vocabulary is an essential part of learning a new language.*

Students were asked to write what “Titiro” means in English (Look/Watch).

A common incorrect response was “Listen”.

Include vocabulary, such as whakarongo, titiro, and e noho, in an action-based Māori language version of Simon Says. A suggested approach is described in the last paragraph of the *Te Whāriki Online* webpage.



Te Whāriki Online—descriptive language strategies (scroll to the last paragraph)

Learning vocabulary is an essential part of learning a new language.*

Students were asked to write what “Whakarongo mai” means in English (Listen to me/Listen).

Common incorrect responses were “Come here” or “Come closer”.

He Reo Tupu He Reo Ora has a list of useful vocabulary for the classroom.



He Reo Tupu, He Reo Ora: Useful language for the classroom

Whakaarohia

Thinking about the importance of te reo Māori



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National Monitoring Study
of Student Achievement

This set of cards is designed to stimulate discussion about the relationship between te reo Māori and language, culture, and identity. The cards prompt discussion about the importance of providing students with opportunities to learn te reo Māori.

One side of each card has information from the 2016 NMSSA study. The other side has a set of reflective prompts and questions.

Suggestions for using this set of cards

1. Shuffle the cards and distribute them (each person should get at least two cards).
2. Allow time for everyone to read the information on their cards.
3. Each person in the group:
 - (a) selects the card that interests them the most
 - (b) uses the prompts on the back of their card to reflect on the information presented
 - (c) starts a conversation about the information on their card.

Year 4 students who reported that learning te reo Māori was “very important” said things like:

“I am Māori and I want to learn the language.”

“I think it’s very important because I’m Māori.”

“My grandma is ... Māori and I want to make her proud.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could your school use the information to reflect on its practices?

Year 8 students who reported that learning te reo Māori was “very important” said things like:

“It’s a part of my culture. I’m very proud of it, so the more I learn, I can teach it to people when I get older.”

“I’m Māori but can’t speak it very well ... yet!”

“It’s New Zealand’s culture and my dad is Māori which makes it more important to me than other people.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

**Year 4 and Year 8 students
who reported that learning
te reo Māori was “very
important” said
things like:**

***“When you go to the marae, ... if
you don’t know Māori you
do not know what they
are saying.”
(Year 4 student)***

***“Learning new languages
stretches your brain, and if you
come across someone who
only speaks te reo Māori then
you can have a conversation
with them.”
(Year 8 student)***

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

Year 4 students who reported that learning te reo Māori was “very important” said things like:

“I think everybody should be able to walk into a shop and ask for something in Māori and get what they want. Māori is the reo (language) of Aotearoa.”

“It is our country’s culture and we have to keep it alive.”

“Not much people can speak in Māori.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

Year 8 students who reported that learning te reo Māori was “very important” said things like:

“It’s ... our country’s native language and we want [the] Māori language to be around for years and years.”

“So that we can keep this rich language alive.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

Year 4 students who reported that learning te reo Māori was “very important” said things like:

“The first humans that came here were Māori and it is one of our main languages.”

“It is the original language of New Zealand.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

Year 8 students who reported that learning te reo Māori was “very important” said things like:

“It is one of our three main languages and many people speak Māori in our country and it is important to respect them.”

“It is one of our languages in New Zealand and I think you should at least learn the basics even if you’re not Māori.”

“It is one of our official languages, as well as our country, culture and way of life.”

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At both Year 4 and Year 8, Māori students scored higher, on average, than non-Māori on the *Te Reo Māori* assessment.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At both Year 4 and Year 8, students from low and mid decile schools scored higher, on average, than those from high decile schools on the *Te Reo Māori* assessment.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At Year 4, Māori students from mid decile schools scored higher, on average, than Māori students from high decile schools on the *Te Reo Māori* assessment.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At Year 8, Māori students from low and mid decile schools scored higher, on average, than Māori students in high decile schools on the *Te Reo Māori* assessment.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At both Year 4 and Year 8, greater proportions of Māori students, compared with non-Māori, thought it was “very important” to learn te reo Māori.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At both Year 4 and Year 8, Pacific students were ... more likely than Asian or New Zealand European students, to rate learning te reo Māori as “very important”.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At both Year 4 and Year 8, Māori students, overall, reported a higher level of confidence in te reo Māori than non-Māori students.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

At Year 4, students in low decile schools reported a higher level of confidence in te reo Māori than students in mid or high decile schools.

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

**At Year 8, students
in low decile schools
reported a higher level
of confidence in te reo
Māori than students in
high decile schools.**

Discussion prompts

- Why did you pick this card?
- What conclusions might be drawn from the information?
- What might the information mean for your school?
- How could the information prompt your school to reflect on its practices?

Whakarauorahia

Revitalising te reo Māori



NMSSA

Wānangatia te Putanga Taurira
National Monitoring Study
of Student Achievement

Supporting the revitalisation of te reo Māori

1. This set of cards provides schools with the opportunity to think about how they can contribute to the revitalisation of te reo Māori.
2. While doing this activity, you will have the opportunity to learn about:
 - a. The Maihi Karauna, the Crown’s strategy for Māori language revitalisation 2019-2023; and
 - b. Tau Mai te Reo, the Ministry of Education’s refreshed Māori Language in Education Strategy.
3. The Maihi Karauna contains three goals intended to support the revitalisation of te reo Māori.
4. The Ministry of Education has integrated these Maihi Karauna goals into Tau Mai te Reo by linking each goal to a “Tau Mai Approach”. This can be seen on the three Tau Mai cards.



Maihi Karauna—
Crown Strategy for
Māori Language
Revitalisation



Tau Mai Te Reo—Māori Language in
Education Strategy site and poster



Note that due to rounding, the percentages on some cards do not add to 100%.

Suggestions for using this set of cards

1. Before beginning this activity, separate the cards into two piles—the Tau Mai cards and the NMSSA findings cards.
2. Read through the three Tau Mai cards. Once everyone is familiar with these, spread them out on the table face up.
3. Shuffle the NMSSA findings cards and place these in a pile.
4. 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.

MIHI MAI TE REO

Tau Mai Approach

Our education services will support learners to value and acquire and use Māori language words, phrases and other forms (for example, waiata and haka) that are used on a regular basis in New Zealand society.

Maihi Karauna Goal 1

By 2040, 85% (or more) of New Zealanders will value the Māori language as a key part of national identity.

KŌRERO MAI TE REO

Tau Mai Approach

Our education services will provide Māori language to support learners to develop the ability and confidence to talk about a range of things in the Māori language.

Maihi Karauna Goal 2

By 2040, one million (or more) New Zealanders will have the ability and confidence to talk about at least basic things in the Māori language.

TAU MAI TE REO

Tau Mai Approach

Our education services will ensure learners can access Māori Medium education services in order to develop high levels of Māori language proficiency and use.

Maihi Karauna Goal 3

By 2040, 150,000 Māori aged 15 years and over will use the Māori language at least as much as English.

“I think te reo Māori is an important language.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	40%	34%
Agree a lot	21%	30%
Agree a little	27%	28%
Do not agree at all	12%	8%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I like learning te reo Māori at school.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	27%	17%
Agree a lot	19%	24%
Agree a little	39%	43%
Do not agree at all	15%	16%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I would like to learn more te reo Māori at school.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	26%	16%
Agree a lot	18%	20%
Agree a little	35%	38%
Do not agree at all	22%	25%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I can hold a simple conversation in te reo Māori.”

Teachers reported the extent to which this statement was “true” for them.

	YEAR 4	YEAR 8
Very true	12%	28%
Moderately true	22%	21%
Slightly true	35%	20%
Not at all true	31%	31%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“When appointing a classroom teacher, their ability to teach te reo Māori is an important consideration.”

Principals reported the extent to which this was “like” their school.

	YEAR 4	YEAR 8
Very like	13%	18%
Moderately like	33%	27%
A little like	31%	40%
Not at all like	23%	16%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I feel confident about teaching te reo Māori.”

Teachers reported the extent to which this statement was “true” for them.

	YEAR 4	YEAR 8
Very true	22%	30%
Moderately true	40%	29%
Slightly true	29%	24%
Not at all true	9%	16%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I am good at speaking in te reo Māori.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	10%	5%
Agree a lot	15%	15%
Agree a little	42%	45%
Do not agree at all	33%	35%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I am good at understanding what I hear in te reo Māori.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	11%	5%
Agree a lot	15%	16%
Agree a little	46%	56%
Do not agree at all	28%	23%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“I would like to keep learning te reo Māori as I grow up.”

Students reported their level of agreement with this statement.

	YEAR 4	YEAR 8
Totally agree	24%	17%
Agree a lot	15%	19%
Agree a little	32%	35%
Do not agree at all	29%	30%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

**According to teachers,
most students spend
less than an hour a week,
on average, learning
te reo Māori.**

**Teachers' estimates of the
average time, per week, students
spend learning te reo Māori.**

TIME SPENT	YEAR 4	YEAR 8
Up to an hour per week	82%	88%
More than an hour per week	19%	13%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

At both Year 4 and Year 8, Māori students scored higher, on average, than non-Māori students on the *Te Reo Māori* assessment.

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

At Year 8, Māori students from low and mid decile schools scored higher, on average, than Māori students in high decile schools on the *Te Reo Māori* assessment.

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

At both Year 4 and Year 8, greater proportions of Māori students, compared with non-Māori, thought it was “very important” to learn te reo Māori.

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.

“We have a co-ordinated plan for teaching te reo Māori across the year levels at our school.”

Principals reported the extent to which this was “like” their school.

	YEAR 4	YEAR 8
Very like	37%	38%
Moderately like	36%	37%
A little like	21%	20%
Not at all like	6%	5%

Discussion prompts

- What interests or surprises you about this information?
- How well does this information reflect your school's situation?
- Does this information prompt you to change your classroom OR school practice? If so, how?

Consider the information on this card in relation to the Tau Mai cards.

- Which approach(es) or goal(s) is this information most closely linked with, and why?

Place the NMSSA findings card alongside the Tau Mai card that it is most closely linked with.