

Whakaarohia

Thinking about the
importance of
te reo Māori



NMSSA

Wānangatia te Putanga Taurira
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?