

Whakarauorahia

Revitalising te reo Māori



NMSSA

Wānangatia te Putanga Tauria
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.