



# Education Review Office

## Te Tari Arotake Mātauranga

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16 July 2019

Brookfield School  
20 Miller Road  
Brookfield  
Tauranga 3146

Brookfield School (1699)

Tēnā kōrua

*Nei anō te mihi maioha ki a koe, otirā ki a koutou o Brookfield School e whai wāhi mai ana ki tēnei kaupapa whakahirahira o tātou, arā, ko Te Aka o te Reo.*

Thank you for participating in the Education Review Office Te Tari Arotake Mātauranga (ERO) exploratory evaluation, Te Aka o te reo Māori<sup>1</sup>.

The participation of your school in this evaluation has helped build our knowledge about the provision of te reo Māori in New Zealand English-medium schools.

Later this year ERO will draw together the information from all schools who participated in Te Aka o te reo Māori into an overview report. ERO will send you a copy of this report.

I would like to wish you all the best for your continued journey providing te reo Māori learning opportunities for your students.

Kāti ake rā i runga i ngā tini āhuetanga o te wā.

Ngā mihi

Lynda Pura-Watson  
**Deputy Chief Executive, Evaluation and Review Māori**

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<sup>1</sup> Authorised by the Chief Review Officer as a special review to gather information of national significance to identify the te reo Māori outcomes for learners in the school, and the conditions that contribute to these outcomes.

Te Aka o te reo Māori

Brookfield School 1699

## Background

Brookfield school charter identifies that:

*Children will have a strong sense of identity and worth that will provide the foundation for working together to learn and achieve. This will be achieved through the provision of parallel learning pathways; Te Marautanga o Aotearoa and the New Zealand Curriculum.*

Consequently, learners can enrol in different te reo Māori learning programmes. These include:

Rumaki - A full immersion te reo Māori programme, provided in rūmaki classes, based on the te reo Māori curriculum, *Te Marautanga o Aotearoa*.

Auraki - A partial te reo Māori programme, provided in auraki classes based on the language learning guidelines *Te Aho Arotaki Marau mō te Ako i Te Reo Māori – Kura Auraki*

An addition extension te reo Māori class for auraki learners.

Your school shared with ERO these te reo Māori learner outcomes

All learners will

- have the opportunity to learn te reo Māori me ngā tikanga within their learning environment
- feel comfortable to explore their personal potential in te reo Maori
- have a positive attitude towards te reo Māori.

Learners in rūmaki will

- have receptive knowledge of te reo Māori
- be confident of their ability to use te reo Māori in formal and informal situations
- continually enhance their use, fluency and proficiency in te reo Māori

Learners in auraki will

- explore te reo Māori with increased confidence and accuracy
- be inquisitive and asking questions about te reo Māori.

Conditions that contribute to your school's te reo Māori learner outcomes<sup>2</sup>

### **Relationships**

*The school and its community commit to their te reo Māori vision. The te reo Māori vision influences provision throughout the school. Mana whenua have been actively involved in developing the school's direction and in the design of learning programmes for the teaching of te reo Māori me ngā tikanga alongside staff. Parents, whānau and families enrol their children in this school aware of the te reo Māori options available to them where learning pathways reflect either Te Marautanga o Aotearoa or the New Zealand Curriculum. They provide ongoing support, are keen to learn te reo Māori and actively participate in the schools' learning programmes.*

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<sup>2</sup> ERO focused on three areas: Relationships, Leadership, and Teaching and Learning. These conditions have the greatest influence on positive outcomes for learners. This section provides some examples identified in your school. Please note each paragraph begins with a link to indicators shared during our time together.

*The school and its community are engaged in learning centred relationships for the provision of te reo Māori.* School leaders and staff value their relationships and connections, and engage regularly with local hapū, iwi and marae. Whānau, parents, families, iwi and the local community are welcomed as valued partners in the provision of te reo Māori and participate in various teaching and learning activities. Kaumatua and kuia visit regularly and volunteer in the rūmaki learning programme. Learners have opportunities to become confident, connected and actively involved in te reo Māori.

*Communication supports and strengthens learning centred relationships through the provision of te reo Māori.* School leaders use te reo Māori when communicating with parents, whānau and families and fosters te reo Māori language learning relationships. Together the whole school community demonstrate and encourage value for and use of te reo Māori. The school provides a range of resources including school newsletters to introduce new learning including whakataukī and vocabulary. They also share pronunciation guidelines and model correct use of te reo Māori alongside information that reflects local content. Te reo Maori is used in classrooms and throughout the school. Language learning at home is promoted, and rūmaki teachers actively support the community with learning te reo Māori.

### **Leadership**

*Leaders as decision makers are accountable te reo Māori advocates.* School leadership, including kuia, kaumatua, the principal, board members and teachers provide te reo Māori language speaking models. Mana whenua leadership is recognised, valued and this group supports the school to uphold expectations for te reo Māori me ngā tikanga. The decisions that demonstrate advocacy for te reo Māori include the provision of a range of te reo Māori learning experiences for all learners, the employment of staff who are speakers of te reo Māori, and the allocation of resources and resourcing.

*Leaders foster a supportive te reo Māori learning and teaching environment.* There is schoolwide commitment to the teaching and wellbeing of te reo Maori through the provision of multiple learning experiences and programmes. In addition, learners are part of learning programmes where tikanga and core Māori values influence care and wellbeing. Leaders, teachers and learners understand and show manaakitanga and whanaungatanga.

*Leaders ensure they build capability to support the provision of te reo Māori.* There is a schoolwide approach to building te reo Māori capability amongst staff. Leaders share what they know with others and actively focus on supporting others to learn the language. Leaders support staff to learn about second language acquisition strategies and te reo Māori. The board provides ongoing support to leaders and teachers to participate in external te reo Māori courses.

### **Teaching and learning**

*Teachers use communicative language teaching to provide meaningful and authentic opportunities to learn te reo Māori.* All learning programmes include local context, content, culture and te reo Māori.

In auraki, teachers use *Te Aho Arataki Marau mō te Ako i te Reo Māori – Kura Arataki*. In this setting te reo Māori is used to develop basic communication skills. There is a deliberate focus on the ‘normalisation’ of te reo Māori through the use of language to greet each other, establish class routines, and the systematic introduction of new words to build learner vocabulary. Teachers introduce te reo Māori consistent with learning themes and support learners to practice known language structures.

In rūmaki, teachers use *Te Marautanga o Aotearoa* as the teaching and learning curriculum. A wide range of teaching strategies provide differentiated te reo Māori learning programmes focused on learner progression and success. Strengths-based teaching approaches provide an environment where risk-taking is encouraged and learners benefit from self correction. A wide range of teaching resources promote language development and build vocabulary and grammar. Targeted planning, assessment, and strategies to track learner progress are in place. Teachers have high expectations for learners to use te reo Māori and develop and expand their language competence. Learners support each other to use te reo Māori.

*Teachers are upskilling their own te reo Māori.* Teachers actively participate in a range of professional development opportunities that include learning te reo Māori and second language learning acquisition strategies. As teachers learn te reo Māori they also guide their colleagues to use the language in their classrooms. Teachers are increasing their confidence as speakers and teachers of te reo Māori. As they work in their classrooms they make use of Māori medium resources.

### Learners told ERO

*Our school has lots of te reo Māori. You can see it, hear it, and sometimes you can be part of it.*

*My goal is to talk more Māori. I want to read more books in Māori. Our teachers are really good at talking Māori, I think they should teach us more.*

### Parents and Whānau told ERO

*I want my child to have a strong sense of being Māori. Sometimes its important to throw them in the deep end. And so, I have signed up for wananga reo.*

*I love the normalisation of te reo Māori. There are lots of opportunities here for children to learn te reo Māori.*

School roll 260

| Provision   | Learners |
|---|----------|
| 81-100 % te reo Māori immersion (20 -25) hours per week | 60       |
| At least three hours per week Maori language education  | 104      |
| Unfunded  | 96       |

## Where you are at, and where to next?

This illustration includes your te reo Māori learner outcomes. It depicts the New Zealand curriculum, funding levels for students, and the Crown's audacious goals for Māori language revitalisation.

Please feel free to make use of this framework to support you to make sense of the work you are doing in the provision of te reo Māori.

| <b>Learner Outcomes</b>  |  |   |   |   |  |           |           |
|--|--|---|---|---|--|-----------|-----------|
| All learners will  |  |   |   |   |  |           |           |
| <ul style="list-style-type: none"> <li>have the opportunity to learn te reo Māori me ōna tikanga within their learning environment</li> <li>feel comfortable to explore their personal potential in te reo Maori</li> <li>have a positive attitude towards te reo Māori.</li> </ul>                          |  |   |   |   |  |           |           |
| In rūmaki classes  |  |   |   |   |  |           |           |
| <ul style="list-style-type: none"> <li>learners will have receptive knowledge of te reo Māori</li> <li>learners will be confident of their ability to use te reo Māori in formal and informal situations</li> <li>learners' use, fluency and proficiency in te reo Māori is continually enhanced.</li> </ul> |  |   |   |   |  |           |           |
| In auraki classes  |  |   |   |   |  |           |           |
| <ul style="list-style-type: none"> <li>learners will explore te reo Māori with increased confidence and accuracy</li> <li>learners will be inquisitive and asking questions about te reo Māori.</li> </ul>   |  |   |   |   |  |           |           |
| <b>Learning te reo Māori</b>   |  |   |   |   |  |           |           |
| <i>Learning through te reo Māori</i>   |  |   |   |   |  |           |           |
| <b>Te Aho Arataki Marau</b>  |  |   |   |   |  |           |           |
| <i>Language learning guidelines</i>  |  |   |   |   |  |           |           |
| <b>Level 1-2</b><br><b>Te Whakatōtanga</b><br>Beginning to use te reo Māori  | <b>Level 3-4</b><br><b>Te Tupuranga</b><br>Developing communication skills in te reo Māori | <b>Levels 5-6</b><br><b>Te Puawaitanga</b><br>Achieving social competence in te reo Māori   | <b>Levels 7-8</b><br><b>Te Pakaritanga</b><br>Achieving independence in te reo Māori  |   |  |           |           |
| <b>Māori Language Resourcing</b>   |  |   |   |   |  |           |           |
| <i>Targeted funding (per student) by proportion of te reo Māori instruction</i>  |  |   |   |   |  |           |           |
| <b>Level 6</b><br>Greetings and songs  | <b>Level 5</b><br>Less than 3 hours  | <b>Level 4a and b</b><br>More than 3 and up to 7.5 hours of te reo Māori learning (12-30 %) | <b>Level 3</b><br>7.5 up to 12.5 hours of instruction across the curriculum (31-50 %) | <b>Level 2</b><br>Language of instruction (51-80 %) | <b>Level 1</b><br>Language of instruction (81-100 %) |           |           |
| <b>Te Marautanga o Aotearoa</b>  |  |   |   |   |  |           |           |
| <i>New Zealand Māori curriculum</i>  |  |   |   |   |  |           |           |
| Taumata 1  | Taumata 2  | Taumata 3   | Taumata 4   | Taumata 5   | Taumata 6  | Taumata 7 | Taumata 8 |
| <b>Maihi Karauna Strategy 2018 - 2023</b>  |  |   |   |   |  |           |           |
| <i>The Crown's audacious goals for Māori language revitalisation</i>   |  |   |   |   |  |           |           |
| <b>Aotearoatanga</b><br>Value te reo Māori   |  | <b>Mātauranga</b><br>Ability to talk about at least basic things in te reo Māori            |   |   | <b>Hononga</b><br>Te reo Māori use as much as Māori  |           |           |