

LEARNING LANGUAGES @BARRYTOWN



SCHOOL VISION & VALUES

HAPPY AND PREPARED FOR THE WORLD
KIA MAURI, TAU, KAI RITE HOKI MŌ TE AO

TĀIKO

TIAKINA TE TĀIAO ĀKINA TĀTOU E TĀTOU ITAITA ANA NGĀ AKORANGA KUMANUTIA TE HAPORI ORANGA MŌ TE KATOA
We look after the environment We encourage and care for one another We hold tight to experiences We care for/cherish the community Wellbeing for everyone

WHAT DO WE WANT FOR OUR ĀKONGA?

When our ākonga leave Barrytown School they will be motivated to be confident and competent in understanding and appreciating the cultural diversity of Aotearoa New Zealand. This encompasses their confidence to use Te Reo Māori, the indigenous language of Aotearoa, in an authentic way. This also includes New Zealand Sign Language, the 2nd official language of Aotearoa New Zealand.

GOALS

WRITE A GRADUATE
GOAL FOR EACH
STRAND. HAND ON
HEART, WHAT DO YOU
WANT THEM TO LEAVE
HERE WITH?

Communication

Ākonga will be able to observe, listen and respond to simple conversational language, including directions and requests in familiar settings. Ākonga will use a range of language learning strategies such as prediction, practice and play.

Language Knowledge

Ākonga will recognise and use rules and principles of grammar and structure of another language to use in simple conversations.

Cultural Knowledge

Ākonga will recognise and respond to the different ways in which people communicate, showing respect to the importance of the rich history, beliefs, values and behaviours of indigenous Aotearoa.

Understand... the big idea

Know ... Rich contexts for exploring the big ideas	AUTHENTIC CONTEXTS	Our natural environment from the classroom to the school grounds, the whenua and beyond. Conversational language in the classroom – natural and normal Physical activities – using kupu and phrases, indigenous games Woven through curriculum areas, 3 year concept curriculum, rather than a stand alone subject.
	LOCAL CONTEXTS	Place: names and the meaning that sits behind these, stories of the area from a range of perspectives, history of the area People – Mana Whenua, kaumatua, whānau, Interests – waiata, kanikani, readings
	MĀTAURANGA MĀORI	Māturanga Māori sits alongside learning languages especially Te Reo Māori. Whanaungatanga – hui, whānau time, working together Tūrangawaewae – valuing my place in the world Tuakana teina – our tamariki work together on collaborative tasks, in the playground Whakapapa – connecting our tamariki to knowledge through stories
Do ... Practices that bring rigour to learning	STRUCTURE & PEDAGOGY	Current... Te Reo is currently taught very sporadically and not as effectively as it could be due to staff not feeling confident. Some staff are engaging in Professional Learning and upskilling with the desire to have increased vocab knowledge to use in everyday language. Research... Unpack current research – what do you agree with? Disagree with? Makes you wonder? Resources... local environment, ImpactedED Te Reo Māori resources, Te Aho Arataki Marau, Digital resources for iPads,
	ASSESSMENT	Noticings, observations, self assessment, peer assessment
	RELATIONSHIPS & LEARNING	Invitations to Mana whenua, kaumatua, whānau Whānau evenings, sharing learning Acknowledging those that help us
	INCLUSIVE	Learning is adapted for the needs of individual ākonga, teacher as a learner, learner as a teacher.
		Communication • Correct pronunciation of Te Reo Māori, recognising the vowels and vowel blends • Vocabulary building

LEARNING THAT MATTERS...

AFTER ALL OF THE ABOVE MAHI, CREATE A LIST OF CONTENT THAT CANNOT BE LEFT TO CHANCE FOR YOUR ĀKONGA

- Sentences to use on a daily basis – doing the roll in the morning, greetings, common sayings, praise
- Knowing the NZSL alphabet and simple vocab

Language Knowledge

- Structure of Te Reo Māori is different to English (eg; Tense, Action, Person – Kei te haere au) (Person, tense, Action – I am running)
- Structure of NZSL

Cultural Knowledge

- History of Aotearoa
- Language development
- Revitalisation of Te Reo Māori
- Significance of Mātauranga Māori
- Ngā Uara Māori (values)
- Development and importance of NZSL

MODES OF LANGUAGE LEARNING - TE REO MĀORI

Whakarongo (listening)

- Be able to understand spoken Te Reo, and respond appropriately
- Be able to understand significant language linked to tikanga practices such as 'mihi whakatau', 'pōwhiri', 'hāngi', and beyond.

Kōrero (talking)

- Know their pepeha
- Be able to engage in conversation in te reo Māori, using questions and appropriate responses and correct pronunciation

Tuhituhi (writing)

- Know how to use resources (dictionaries, glossaries, media) to experiment with new languages.
- Be able to write simple sentences, using appropriate spelling and use of tōhuto (macrons).

Pānui (reading)

- Understand and identify letter sounds and letter combinations,
- Be able to understand a range of texts in te reo Māori – culturally appropriate.

Whakaatu (presenting)

- Be able to present their pepeha to an audience

Mātakitaki (watching)

- Understand the use of facial expression to emphasise meaning.
- Understand and know how to respond to combinations of visual and verbal language in a range of texts.