

Te Reo Matatini Learning Matrix

Ko te reo Māori te kākahu o te whakaaro, te huarahi ki te ao tūroa.
Tā Hēmi Henare, 1984

Māori language is the expression of thought, and the pathway to engaging with the world.

This quote is as true today as in the 1980s and shows the important place of te reo Māori in culture, identity, and learning. Language is the link between previous and future worlds.

“Te reo matatini reflects a broad understanding of ... language skills and competencies. These are culturally located, they are interdependent and they underpin learning across the curriculum. Importantly, these skills also support Māori aspirations for the revitalisation/resurgence of te reo Māori.”

Technical Advisory Group. (November, 2019).

Te reo matatini — the many ‘faces’ of te reo Māori — recognises that language is diverse and enables learners to engage in a full range of personal, social, cultural and academic contexts. Te reo matatini weaves relationships with and between people, their thinking, knowledge, and kaupapa. It is purposeful and helps learners to engage actively in, and make meaning from their relationships with others, their environment, and their learning.

For learners to be successful in life and learning, they need a strong foundation in te reo matatini. Not only does foundational literacy enable learners to engage in day to day communication, but supports their thinking, expression, and ability to contribute to and make sense of the world around them.

This learning matrix sets out the features of te reo matatini that will provide for these outcomes, supporting learners to engage successfully with senior secondary learning as well as in personal, social, cultural, and work contexts.

This matrix supports the learning outlined in the Tīrewa Ako (Pānui, Tuhituhi and Reo ā-waha) and Taumata 4-5 of Te Marautanga o Aotearoa (Te Reo Māori).

NGĀ WHAKAARO WHĀNUI

- ***Ko te reo Māori te kākahu o te whakaaro***
Language and thought are linked. Language supports learning and thinking.
- ***Ko te reo Māori te huarahi ki te ao tūroa***
Language gives us access to the world around us.
- ***He reo ora te reo Māori***
Te reo Māori is a living, evolving language.
- ***Me pakari ngā pūkenga reo***
Language knowledge supports effective and purposeful interaction.

NGĀ AKORANGA TĀPUA

Use language purposefully.
Discern and critique information.
Select and use strategies for effective communication.
Use a range of language forms.

TMoA: TE REO MĀORI
Taumata 4-5

NGĀ WHENU

- **Āheinga Reo:** te whakatutuki i te take o te kōrero
- **Puna Reo:** te tipu o te puna kupu me ōna āhuetanga katoa
- **Rautaki Reo:** te whakamahi me te whakamārama i ngā rautaki reo

NGĀ WHĀINGA

These whāinga are derived from TMoA and Tīrewa Ako.

Ākonga:

- *are discerning* recipients of information and knowledge
- *use language purposefully*
- have *a range* of language to enable choices according to who they are communicating with and what they are communicating about
- *select* reading, writing, speaking and listening strategies that enable them to process, understand and respond to what they have read (pānui), write appropriately to purpose and audience (tuhituhi) and engage effectively in oral interactions (reo ā-waha).

| BIG IDEA | SIGNIFICANT LEARNING | ASSESSMENT OUTCOME | PERFORMANCE CRITERIA |
|--|---|--|--|
| <p><i>Kia pakari te ako:</i> <i>Language supports learning and thinking.</i></p> | <p>Ākonga <i>are discerning</i> recipients of information and knowledge. Ka <i>āta wetewete</i> te ākonga i ngā kōrero me ngā mōhiotanga ka tae atu ki a ia. This involves engaging with a wide range of information types in order to:</p> <ul style="list-style-type: none"> • identify a writer, illustrator, or speaker’s intent and purpose • respond to unexpected questions • ask open-ended questions • describe and explain what they are learning about, thinking and why • argue or promote different points of view. | <p>Understand and identify key ideas in texts</p> | <p>1.2 Key information in the text is identified. (Āheinga reo) 1.3 Irrelevant information or misinformation is identified. (Rautaki reo)</p> |
| <p><i>Kia rere te reo:</i> <i>Te reo Māori is a living, evolving language.</i></p> | <p>Ākonga <i>select</i> reading, writing, speaking and listening strategies that enable them to process, understand and respond to what they have read (pānui), write appropriately to purpose and audience (tuhituhi) and engage effectively in oral interactions (reo ā-waha).</p> <p>This involves engaging with a wide range of listening, speaking, reading, writing, viewing, and presenting strategies in order to: select the most appropriate strategy for the purpose (e.g., visual cues, gesture, pitch, tone, intonation, and body language; rephrasing; listening or reading for the gist; proof-reading, editing and self-correcting; clarifying what they mean, elaborating; summarising, paraphrasing; online and other resources)</p> <ul style="list-style-type: none"> • help with learning and communicating • understand what a writer, illustrator or speaker has done to achieve their intent. | <p>Use language for a purpose</p> | <p>1.1 Strategies for understanding the text are selected and applied. (Rautaki reo)</p> <p>2.1 Key strategies are selected to meet a communicative purpose. (Rautaki reo)</p> |
| <p><i>Kia Māori te reo:</i></p> | <p>Ākonga use language purposefully. This involves engaging with a wide range of text types in order to:</p> | | <p>2.2 Key ideas are communicated clearly. (Āheinga reo)</p> |

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| <p><i>Language gives us access to the world around us.</i></p> | <ul style="list-style-type: none"> • understand the purpose of different text types • identify and describe the features of different text types • write and speak for a number of purposes and audiences. | | |
| <p><i>Kia tika te reo:</i> <i>Language knowledge supports effective and purposeful interaction</i></p> | <p>Ākonga have a <i>range</i> of language to enable choices according to who they are communicating with and what they are communicating about</p> <p>This involves engaging with a wide range of language forms and vocabulary including synonyms and antonyms) in order to:</p> <ul style="list-style-type: none"> • develop a good command of language (grammar, vocabulary, language features, formal and informal, figurative and literal) that allows them to engage with a range of people and topics in a range of contexts • actively increase their vocabulary bank and language repertoire • read a broad range of texts. • select language, gestures, expressions according to who they are communicating with and what they are communicating about. | | <p>2.3 Language used is appropriate to the context, audience, and purpose. (Puna reo)</p> <p>2.4 Language is used with technical accuracy. (Puna reo)</p> |