Te Mana o te Reo Māori
A History of te reo Māori

te tai | TREATY SETTLEMENT STORIES

Tōku Haerenga Reo Māori

My Māori Language Journey

Ko tōku reo tōku ohooho,
ko tōku reo tōku māpihi maurea

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Introduction

Te reo Māori (Māori language) is a unique and important part of the identity, culture, and history of Aotearoa New Zealand. It is:

- the Indigenous language of Aotearoa New Zealand
- one of three official languages recognised in Aotearoa New Zealand
- a taonga (treasure) under Article Two of te Tiriti o Waitangi
- an endangered language.

Connecting to Māori Language

If you are Māori, then te reo Māori is a part of your identity and culture, regardless of whether or not you can speak it or understand it. If you are not Māori, you may be a '**tangata Tiriti**' – someone who lives in Aotearoa New Zealand because te Tiriti o Waitangi has made it possible for you, your ancestors and/or your family to live here and make it your home.

All learners in your class have a connection to te reo Māori, whether you are Māori or a tangata Tiriti. Your link to Māori language may be deeply rooted in the fact that it is woven into your whakapapa (genealogy). Or your ancestors or family may have come to Aotearoa New Zealand from another country either recently or a long time ago. You can connect to te reo Māori because it is the Indigenous language of the country in which you were born, or now live and call home.

About this Workbook

This workbook will help you explore the past, present and future of your own Māori language journey. It will encourage you to explore and reflect on your own connection to te reo Māori.

The activities and templates will help you explore where te reo Māori features in your life – where you see it, hear it, and speak it: in your home, school, community, local environment, region, country, and the world. This workbook will help you to reflect on your own aspirations for te reo Māori by considering:

- your own dreams for Māori language
- the historical and present-day factors that have impacted your personal Māori language journey
- the future of Māori language and how it will feature in your life and the world in years to come
- the role you can play in the revitalisation of te reo Māori.

Key Themes

This workbook helps you to explore your Māori language journey with a focus on five themes:[1]

- **WHAKAPAPA**: Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua
- **TŪRANGAWAEWAE**: Belonging – Identity – Culture – Community – Place – Continuity
- **MANA MOTUHAKE**: Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga
- **KAITIAKITANGA**: Time – Context – Perspective – Knowledge – Tikanga – Guardianship
- **WHANAUNGATANGA**: Whānau – Hapū – Iwi – Whakapapa – Tūpuna – Connections – Community – Manaakitanga – Kotahitanga – Unity

Each of these themes provides a way for you to connect with the history of te reo Māori as you explore your own past, present and future connections to te reo Māori. Keep an eye out for these icons to see how activities and content in this workbook link to each of these themes.

[1] These themes come from Ministry of Education. (2015). *Te Takanga o te Wā: Māori History – Guidelines for Years 1–8*. Wellington: CORE Education.

Tōku Onamata | My Past

ACTIVITY 1: TŌKU WHAKAPAPA MY GENEALOGY

1 person 7 days

Whakapapa (or genealogy) shows the connection between the past, present and future. In this activity, you will explore your connection to te reo Māori through whakapapa.

Tasks

1. Research your own whakapapa, or the whakapapa of an important person in your life.

   You could try:

- talking with members of your whānau
- visiting geneology websites or
- visiting the **Family History Guide** at the National Library website.

2. Using the information you have gathered, create a family tree. How many generations can you go back? You can use the draft template on the next page as a starting point.

   Your family tree could include:

- the birth name of each family member
- the birth year of each family member
- the year of death for those family members who have passed away
- what languages each family member grew up speaking or understanding.

   Try and include images of as many family members as you can too, or draw them yourself.

3. Take note of how many languages are woven into your family tree and include this information in your presentation. Be sure to indicate in which generations these languages were or are living.

   You could present your family tree as:

- an art project (e.g. drawing, painting, collage, a sculpture, carving, etc.)
- a Google Slides presentation
- an oral presentation
- a visual poster
- a written report.

4. Once you have completed your family tree, consider the following:

- Does anyone in your family tree speak Māori?
- Does anyone in your generation on your family tree speak Māori?
- Does anyone in your family tree speak any other languages?
- Does anyone in your generation on your family tree speak any other languages?

Tōku Whakapapa Template

My connection to Māori language

If you have Māori ancestors, you might be able to see where te reo Māori is in your whakapapa – perhaps it may have been lost or reclaimed.

If you are a tangata Tiriti, your family tree might help you see when your family arrived in Aotearoa New Zealand. You could say your connection to te reo Māori was created the moment your family moved to Aotearoa New Zealand and settled here. Do you know the year that this happened? It may have happened before you were born, or it may have happened multiple times.

Regardless of how much you know about your whakapapa, exploring your connection to Māori language through whakapapa is a great way to look at where you have been in your Māori language journey, where you are right now on that journey, and where you want to go in the future.

Tōku Inamata | My Present

On a scale of 1 to 5 (with 1 being no connection at all and 5 being extremely strong), draw on the scales where would you put yourself based on your answers to the following questions:

How strongly connected do you feel to te reo Māori now?

How strongly connected would you like to feel to te reo Māori in the future?

ACTIVITY 2: NGĀ REO O TŌKU HAPORI THE LANGUAGES IN MY COMMUNITY

1+ person 7 days

In this activity, you will explore what languages live in your community. This could be your school community or your wider community. You could do this by setting up a survey to gather information about the languages spoken in your community. Online software programmes like Survey Monkey or Google Forms can be used for this. Otherwise, you can gather this information yourself by interviewing people and recording their responses.

Tasks

1. Consider the questions that you would like to include in your survey. For example:

- How many languages do you speak?
- What languages are these?
- How many languages were spoken in your house when you were growing up?
- What age bracket do you fall within?
- Do you speak Māori?
- If you could speak another language, what would that be?

2. Once you have prepared your survey questions, decide on the sample size – that is, the number of people you are going to ask to complete the survey. Then conduct your survey.

3. Once you have completed all the surveys and gathered all the information, analyse the data to see if you can see any patterns in the data. For example, are there some languages that are particularly strong in your community?

4. Decide how you are going to present your research findings. You could share your data by creating:

- a report with graphs or infographics
- a visual presentation
- a Google Slides presentation
- an oral report.

5. To conclude your presentation, share some general findings about your research. For example, how strong or weak is te reo Māori in your community?

   Gathering information about the strength of different languages in your community will help you get a sense of the status of te reo Māori in your region.

ACTIVITY 3: TŌKU RĀTAKA REO MĀORI
MY MĀORI LANGUAGE DIARY

1 person 7 days

In this activity, you will explore where te reo Māori exists in your world by taking note of:

- who the people are around you who speak te reo Māori
- the places and spaces in your community where te reo Māori is seen, heard and spoken
- how often you speak te reo Māori.

Task

1. Use the diary template on the next page to track where you see, hear and speak te reo Māori in your daily life.
2. Decide on how many days you will record information in your Māori language diary. You could do it for a day, a week, or a month.
3. Use the following key to help you write in your diary.

KEY
Today I ...

- heard te reo Māori
- saw te reo Māori
- spoke te reo Māori

Day/Date				**EXPLAIN:** (**What, where, when** and **who** was there).
12/6		✓	✓	I saw a poster at my school that was in Māori. I said, 'Kia kaha,' to my friend when she was getting tired during our netball game.
13/6	✓		✓	I said, 'Mōrena!' to my teacher. We sang the song 'Tūtira Mai' at assembly. Jamie did a karakia for our morning tea.
14/6	✓			I was on the bus with my mum on the way to school and I overheard a dad and his two kids having a conversation in Māori. I was at home watching the news with my mum and the news presenter said, 'Ngā mihi, e hoa,' to a reporter.

My Māori Language Diary

KEY
Today I ...
- heard te reo Māori
- saw te reo Māori
- spoke te reo Māori

Day/Date				**EXPLAIN:** (**What, where, when** and **who** was there).

4. When you have finished collecting your data for a week (or longer if you want), analyse your data. Consider the following questions:

- What does the data tell you about your current connection to te reo Māori? Is it a strong connection or weak?
- What trends and patterns can you see?
- How big a part does te reo Māori have in your life?
- How visible is it in your community?
- Is it more or less than you expected?
- Are you happy with this connection, or would you prefer to feel more or less connected?

5. Report your findings in a way that you can share them with your classmates, teacher, and whānau. You could present your research as a:

- visual display
- poem
- work of art
- newspaper article
- digital story to feature on the televised news
- poster with graphs.

Once you know what your current connection to te reo Māori looks like, you can start planning for the future and the kind of connection you would like to have with te reo Māori in the days, months, and years ahead.

Tōku Anamata | My Future

ACTIVITY 4: TAKU MAHERE REO MĀORI | MY MĀORI LANGUAGE PLAN

1+ person 7 days

Māori language planning is about creating a plan with some goals and activities to help you and your whānau or group increase the use of te reo Māori so it can be a living language.

Creating a Māori language plan is about coming up with ideas that are achievable and realistic for the people who will be part of your plan.

Tasks

1. Decide who you are going to create your Māori language plan for. Your plan could be developed for:

- your whānau
- your friends
- your class or school
- your community.

2. Consider what the purpose of your plan is – what do you want to achieve? What change do you want to bring about? You may want to help people grow their confidence in speaking te reo Māori.

3. Set yourself some SMART goals for your plan:

   SPECIFIC

   MEASURABLE

   ATTAINABLE

   RELEVANT

   TIMEBOUND

   (See '**He Puna Rauemi | Resources**' below for more information about writing SMART goals.)

4. Think about the resources you are going to need to put your plan into action. Resources could include people with certain skills or knowledge, materials, tools, time, or space.

5. Identify what actions you will need to take to bring your plan to life.

6. Decide who is going to be responsible for making sure the actions on your plan happen. Plans need people to help bring them to life, so who will help you meet your goals?

Māori Language Plan Template

1. Who is this Māori language plan for?

2. What is the purpose of your plan?

3. What are your Māori language goals?

4. What resources do you need to help you achieve these goals?

5. What actions are you going to take to achieve your goals?

6. Who will be responsible for what?

Example Māori Language Plan

1. Who is this Māori language plan for?

St James Primary School

2. What is the purpose of your plan?

To increase the places and spaces that we see and hear te reo Māori in our school community by the end of the year.

3. What are your Māori language goals?

a. For all students and teachers to be able to introduce themselves in te reo Māori by the end of the year

b. For there to be more Māori language signage in our school

c. For students and teachers to increase their general Māori language vocabulary and use it on a daily basis.

4. What resources do you need to help you achieve these goals?

a. Support from the school board and whānau to roll out this plan

b. Materials to make new signs (paints, etc.)

c. Access to Māori language dictionaries

d. Some people/teachers to help us grow our Māori language knowledge and skills

e. Some rewards for speaking Māori at school (e.g. first pick at the sports equipment at lunchtime)

5. What actions are you going to take to achieve your goals?

a. Introduce a new word every day at school for the whole school to learn together

b. Create some posters to help people learn their pepeha, greetings, etc.

c. Create a working group to create new Māori language signs to put up around our school

6. Who will be responsible for what?

a. Tāmati will lead the working group to create the signs

b. Josie and Tavita will be responsible for sharing the new word of the day every day with the school.

c. Renee will set up a team to create the pepeha and greeting poster

d. Miriam and Mateo will lead a team that will take turns at patrolling the school at lunchtimes to reward people for speaking Māori.

He Puna Rauemi | Resources

- How to Write a SMART Goal
  https://archive.youthline.co.nz/info-zone/beyond-school/whats-next/goal-setting/

- Māori language planning
  https://www.haemata.co.nz/whanau-language-planning/

- Five language planning elements
  https://www.tetaurawhiri.govt.nz/en/mahere-reo/language-planning-cycle/