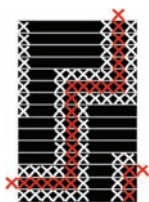


# LITERACY, TE REO MĀORI AND NUMERACY



**Kia Eke Panuku**  
building on success

Kia Eke Panuku can support schools to:

- explore broader links with contributing schools to develop seamless links around literacy, te reo Māori and numeracy
- identify Māori students at year 9 and 10 who are performing below expected standards and suggest effective support systems
- develop more detailed profiles of Māori students' literacy and numeracy levels across subjects and year levels
- provide specific support for students arriving from Māori immersion settings to ensure more effective transitions to bilingual settings
- identify patterns in Māori students' achievement and progress in the senior secondary school through a more fine-grained analysis of NCEA data
- develop leadership knowledge and systems to sustain ongoing improvements in students' subject literacy, te reo Māori and numeracy.



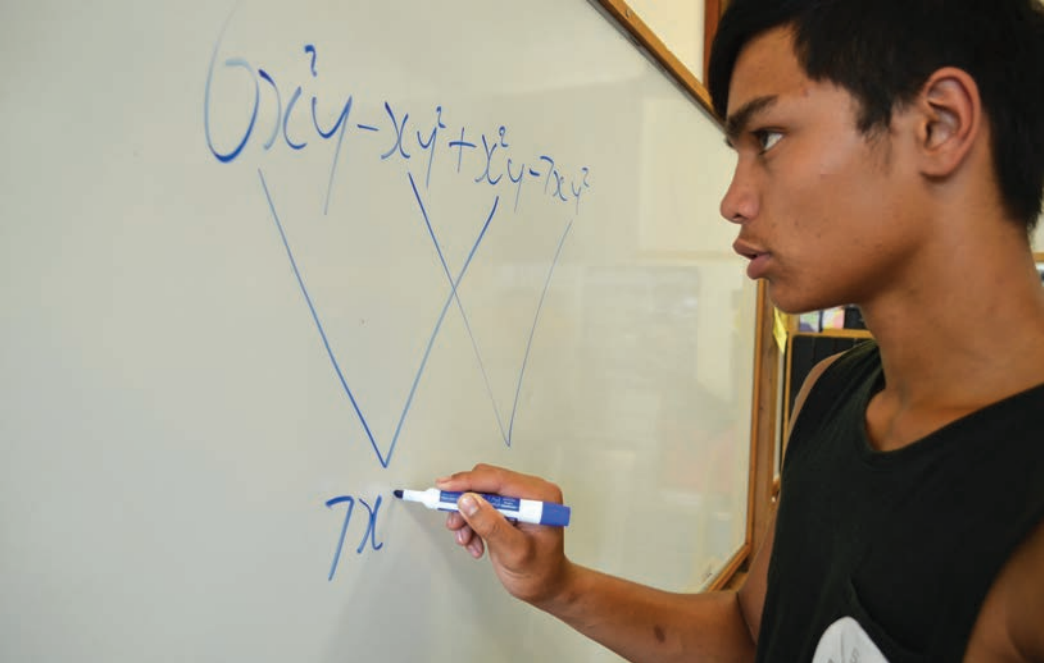
Kia Eke Panuku action plans reflect the following five dimensions that are the levers for accelerated school reform:

- Leadership
- Evidence-based inquiry
- Culturally responsive and relational pedagogy
- Educationally powerful connections with Māori
- *Literacy, te reo Māori and numeracy.*

Literacy, te reo Māori and numeracy are foundational skills that students need to unlock the curriculum. Proficiencies in these skills enable Māori students to express their language, culture and identity in order to access a full range of vocational pathways and achieve education success as Māori. Access to te reo Māori for non-Māori students provides a pathway towards a bilingual, bicultural society.

Kia Eke Panuku provides interdependent practices for giving life to Ka Hikitia and supporting Māori students to pursue their potential.

The personal commitment of all, to the dynamic interplay of these dimensions, will effect transformative change for Māori students and their communities. In this document Kia Eke Panuku participants give voice to their emerging understandings of these processes.



## NUMERACY

Numeracy knowledge and skills provide an important foundation to mathematical concepts that are key to shaping how we deal with various spheres of private, social and civil life. Research continues to show that many students face obstacles when engaging with mathematics. How teachers enhance their students' access to mathematical ideas – irrespective of socio-economic background, home language, and out-of-school affiliations – is fundamental.

New Zealand's Ministry of Education provides clear imperatives regarding the important place of literacy, te reo Māori and numeracy across the curriculum. Alongside this they have provided a wealth of guidelines and resources.

Kia Eke Panuku will support schools to prioritise these curriculum areas and take responsibility for contributing to their development coherently across the curriculum.

When students are supported to develop appropriate literacy, te reo Māori and numeracy skills, they will achieve across the curriculum areas and be better placed to enjoy and achieve education success as Māori.

## LITERACY

Literacy was once thought of as belonging specifically to the subject of English. However, all subjects have curriculum specific reading, writing, vocabulary, listening, oral language and visual literacies. It is essential therefore, that subject teachers recognise these as legitimate learning and assessment opportunities and fully understand the contribution they can make in ensuring students have access to these foundational skills.

## TE REO MĀORI

Te reo Māori is the indigenous language of Aotearoa New Zealand and is recognised as an official language. Under the Treaty of Waitangi, it is recognised as a taonga, a primary source of our nation's self-knowledge and identity.

By understanding and using te reo Māori across the curriculum, all New Zealanders can become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference internationally.

By learning te reo Māori and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori students journey towards shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic, and rich language. As students learn, they come to appreciate that diversity can be a key to unity.







## A SCHOOL'S RESPONSE

The 'Choice' strategies are aimed at developing inference, text re-organisation and evaluation skills, that lead to reduced reading errors and increased text decoding skills.

*This is persuading students that learning doesn't happen to you, it happens with you.*

Julian, deputy principal

*'Choice' is for students with moderate learning needs who often present as behaviour problems, that are really a manifestation of their frustration. It gets to a point when they don't participate for fear of failure. It's about getting them to realise that we are here for them and they can use their teachers as resources.*

Maria, programme coordinator

*I don't fill gaps in learning, I teach them how to learn, strategies to approach teachers for example, asking the teacher to explain using different words. It's getting them to unpack their own abilities and re-ignite themselves.*

Maria, programme coordinator

*Often it's just the two minute professional conversation that gets us both in sync with what a kid needs, it's about dropping the barriers to learning and persuading them learning doesn't happen to you, it happens with you.*

Maria, programme coordinator

*Like a lot of things, Keri Reading is an old idea done well and it's a really positive thing. The idea of having a year 13 support a year 7 by training them in the feedback/feed forward processes of Pause, Prompt, Praise is all about ensuring that the relationship works for both groups. The year 13 students want to do it, they want to be part of that programme and the younger students respond well to the teina/tuakana model.*

*They use levelled readers but some of our ex-Keri Readers went through virtually every book in the library and decided which ones they really enjoyed. Extracts are selected to create readings that are 'hooks to get books'. We want to encourage them to seek out the whole book in the library and take it home.*

Julian, deputy principal





## REO RUA – ACCESSING THE CURRICULUM THROUGH TWO LANGUAGES

*We now have our Reo Rua classes and the idea came from whānau. We had a meeting with parents and they decided we needed something that would support the students from the kura who come with a lot of fluency in te reo. Students were doing so well in primary and then in the secondary system they were getting lost.*

Edith, middle leader

*We think that mainstream education has a responsibility to ensure Māori children achieve as Māori children, that Māori children can retain their culture and their hapūtanga that they brought with them from their whānau and also from contributing schools.*

Ruth, middle leader

*There was the whānau class that existed prior to 2010 but it seemed to be a class for students at risk. These Reo Rua classes would follow the dream of Sir James Henare which is for children to have proficiency in both English and Māori, surrounded by Māori speaking teachers of any race who could provide quality education and it sort of grew from there.*

Edith, middle leader



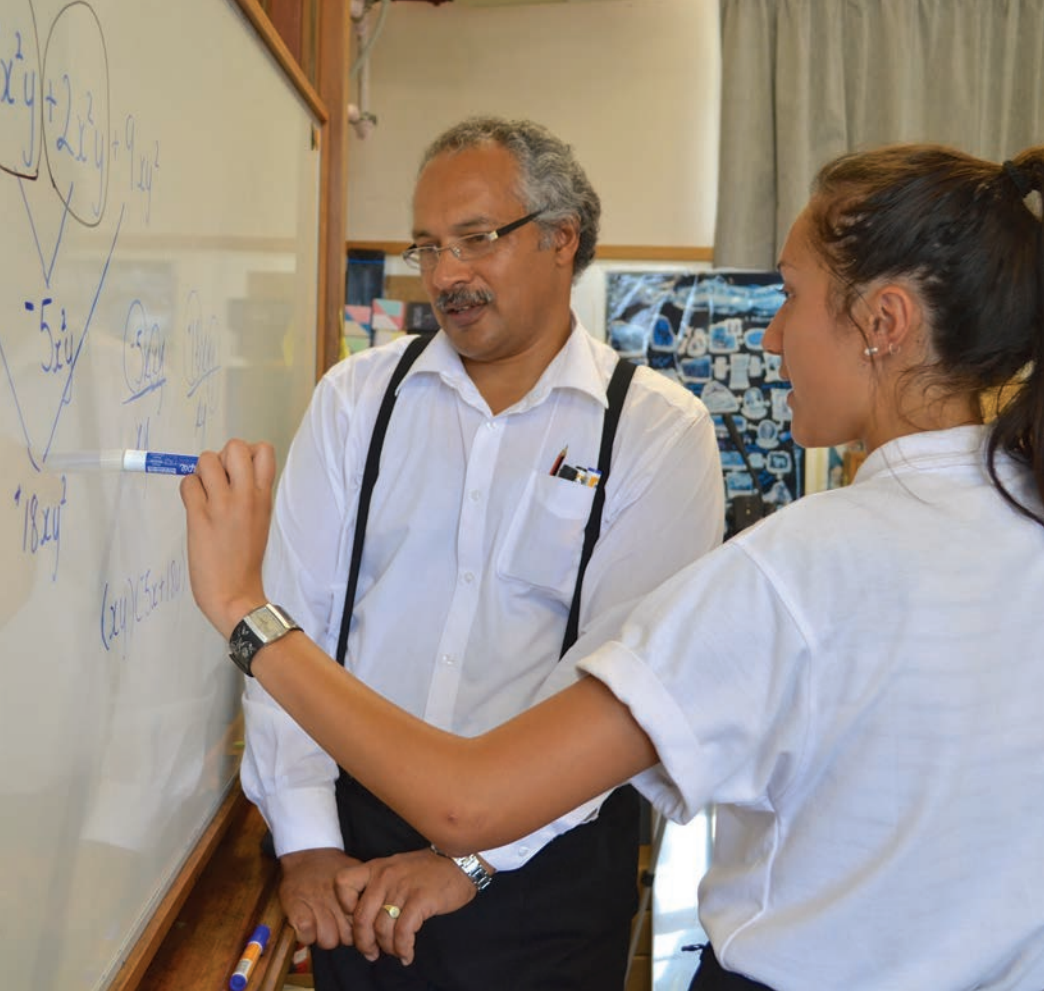
*This is obviously about language and culture but that's not more important than the academic success. It's about keeping that culturally responsive and relational pedagogy in our minds all the time.*

*At the beginning of this year our classes are already full. There's eight on our waiting list now.*

*These students really had expectations raised and raised, and raised again and you know what? They came through (91 % pass rate in NCEA level 1). We remain adamantly committed to believing in them and believing in ourselves.*

Ruth, middle leader





*You see all the  $x$ s? They are the same whānau, deal with them first!  
All of us are clever. What sets us apart is how much effort we make, how hard we work, so I reassure them that they are clever and that they can do it. It's for them to decide if mathematics is going to be for them, but they can only make that decision after they had a fair go and a lot of encouragement.*

Karl, teacher

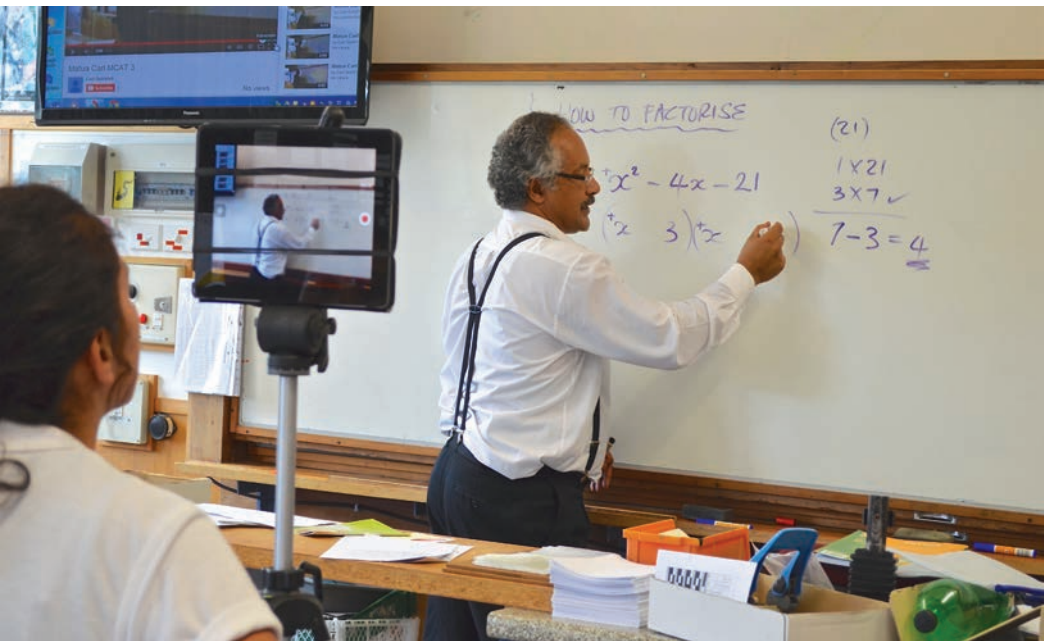
It's five minutes before the bell to end class. One of the students clamps their iPad to a tripod and Karl summarises today's learning in a quick two-minute video clip.

*Students have access to these videos that we've made, anytime, anywhere, and then it's also backed up by notes telling them that if you have a problem with, maybe factorisation, go to video number so-and-so.*

Karl accepts the reality of gaps in students' knowledge because of absence or inattention becoming barriers to their further learning if left unchecked. He is always available to any student who asks.

*Sometimes you have to practise it many times before you master the understanding. There's a counter, it counts how many times a student visits that video. The average student will visit one video about 12 times per year. And that is the evidence, the link between visiting the videos and the higher marks we got last year.*

Karl, teacher



In Kia Eke Panuku, secondary schools give life to Ka Hikitia  
and address the aspirations of Māori  
communities by supporting Māori students to  
pursue their potential.



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