



Focus Areas	Learning Outcomes Level 1	Success Indicators	Learning Outcomes Level 2	Success Indicators	Learning Outcomes Level 3	Success Indicators	Learning Outcomes Level 4	Success Indicators
Local Dialect	1.1 Pronounces Māori language appropriately	Is able to accurately read aloud: <ul style="list-style-type: none"> student names place names simple words 	2.1 Pronounces Māori language confidently	Is able to read aloud and say with confidence: <ul style="list-style-type: none"> complex student names complex place names complex words tribal/ancestral names 	3.1 Demonstrates ability to use common features of local language	Within the education setting, is beginning: <ul style="list-style-type: none"> identify pronunciation associated with the local community to use common words associated with the local community to use simple sentences associated with the local community 	4.1 Demonstrates ability to use accurately and confidently common features of local language	Within the education setting is confidently able: <ul style="list-style-type: none"> to use pronunciation associated with the local community to use complex words associated with the local community to use significant sentences associated with the local community
Use	1.2 Gives appropriate simple greetings and acknowledgements	Is able to make statements: <ul style="list-style-type: none"> of greeting to another person of acknowledgement of another person of welcome to another person 	2.2 Gives simple greetings and acknowledgements to children/learners	Is readily able to make statements: <ul style="list-style-type: none"> of greeting at the beginning of the day in the classroom of acknowledgement at the end of the day in the classroom of welcome to a child/learner 	3.2 Readily participates in te reo activities in the classroom	Is confident within the classroom setting: <ul style="list-style-type: none"> to use simple instructional language to conduct games in te reo Māori to pose and respond to questions in te reo Māori 	4.2 Readily participates and is relaxed in general immersion settings	Is confident within the immersion setting: <ul style="list-style-type: none"> to have conversations using simple sentences of encounter to follow the course of simple instructions in immersion to respond to questions within simple contexts in immersion
Grammar	1.3 Is able to use simple orthographic features	Is able to: <ul style="list-style-type: none"> identify appropriate words for the classroom setting use phrases appropriate for the classroom write words orally transmitted 	2.3 Demonstrates knowledge of simple orthographic features	Is able to write: <ul style="list-style-type: none"> simple sentences differentiating individual words using macrons appropriately with commonly used words placing vowels and consonants properly in words 	3.3 Demonstrates knowledge of simple sentence grammar	Within the classroom setting is able: <ul style="list-style-type: none"> to explain simple sentences appropriate to the classroom to identify and correct commonly occurring errors in simple sentences to correctly write simple sentences in various contexts 	4.3 Demonstrates knowledge of commonly used sentence grammar	Within the classroom setting, is able: <ul style="list-style-type: none"> to explain simple sentence constructions in lessons to identify and correct commonly occurring errors in sentences to correctly write common sentences used in the classroom
Curriculum	1.4 Demonstrates knowledge of Māori language resources	Is able to explain: <ul style="list-style-type: none"> where to locate some introductory Māori language resources how to use some introductory Māori language resources the purpose of some introductory Māori language resources 	2.4 Has begun to use Māori language resources	Is able to utilise: <ul style="list-style-type: none"> Māori language resources in the classroom Māori language resources to facilitate the learning of te reo Māori resources to teach Māori words 	3.4 Has begun to use Māori language in curriculum delivery	Within the classroom setting is able: <ul style="list-style-type: none"> to lead simple prayer, song and local formulaic expressions to use words that align with some curriculum areas to introduce a curriculum area using commonly used instructions 	4.4 Uses Māori language in curriculum delivery	Within the classroom setting is able: <ul style="list-style-type: none"> to deliver prayer, song and local formulaic expressions to plan a curriculum area with instructions to teach a curriculum area and use commonly used instructions
Revitalisation	1.5 Delivers an understanding of Māori language revitalisation issues	Is able to deliver: <ul style="list-style-type: none"> an overview of the history of the Māori language an overview of the Māori Language Act 1987 a description of an iwi language revitalisation plan 	2.5 Demonstrates an understanding of Māori language status	Is able to explain: <ul style="list-style-type: none"> five main reasons for the decline of the Māori language Māori language policies in an education setting three strategies that increase the status of the Māori language 	3.5 Has begun to choose key strategies that promote Māori language	Is beginning to apply promotional strategies: <ul style="list-style-type: none"> within contexts relevant to children and the classroom for important events including Matariki and Māori Language Week that demonstrate to the community the status of the Māori language in the educational setting 	4.5 Uses strategies that promote Māori Language	Is able to: <ul style="list-style-type: none"> create a language revitalisation strategy for their classroom celebrate Māori Language week with their class utilise te reo Māori within the school community

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Focus Areas	Learning Outcomes Level 5	Success Indicators	Learning Outcomes Level 6	Success Indicators	Learning Outcomes Level 7	Success Indicators
Local Dialect	5.1 Has begun to use a range of local oral devices	Within the education setting, is using local language including: <ul style="list-style-type: none"> significant sentences that convey regional identity local colloquialisms, expressions and regionally specific words local oral traditions and history including prayers and songs 	6.1 Uses local reo and its cultural expressions	Maintains some of the key elements of local oral language in an education setting: <ul style="list-style-type: none"> to use formal and informal language variation of the local community to support local iwi forms of language within lessons to use local prayer, song, oral traditions associated with local community 	7.1 Competently applies local language and oral references, karakia etc	Within the education setting, uses local dialect and cultural practices: <ul style="list-style-type: none"> in high value sentences for conveying local identity in statements and specific words that help carry local identity in some of the formal language structures associated with local identity
Use	5.2 Runs some of the key activities in the classroom within Māori language	Within areas of the classroom context, is able: <ul style="list-style-type: none"> to manage short immersion lessons to interact in simple language with children / students to demonstrate basic sentences within the classroom 	6.2 Manages regular learning activities in immersion	Manages some familiar learning environment activities in immersion: <ul style="list-style-type: none"> through detailed instructions to the class through explaining learning content to the class through exchange and enquiry with the class 	7.2 Is able to teach all curriculum and run class activities in immersion	Immersion is normalised within the practices of the learning environment: <ul style="list-style-type: none"> in managing the learning, including reading, writing, listening and speaking activities within and outside the classroom amongst students, the community and the wider communities of learning
Grammar	5.3 Demonstrates some of the commonly used sentence structures	Correctly utilises some of the commonly used sentences: <ul style="list-style-type: none"> to be well understood to make few errors when writing basic paragraphs to self-correct regularly occurring language errors 	6.3 Enhances learner knowledge of key sentence structures	Teaches some of the important grammatical features of the Māori language: <ul style="list-style-type: none"> to increase understanding of grammatical rules and emphasis in sentences to gain proficiency in identifying errors and determining appropriate corrections to become familiar with some of the key Māori language grammar resources 	7.3 Guides correct language grammar usage in an education setting	Strengthen the awareness of language conventions in education: <ul style="list-style-type: none"> to point out and correct reoccurring errors to expand corpus development of vocabulary and sentence constructions for te reo Māori to grow to investigate, explore and to find new language domains for language use
Curriculum	5.4 Has begun to teach some areas of the curriculum in Māori language	Is able to conduct simple lessons: <ul style="list-style-type: none"> in a curriculum area that is familiar to learners in a curriculum area with a high level of instructions in a curriculum area that aligns to the school or centre's community 	6.4 Teaches core curriculum areas in immersion	Delivers some main curriculum areas in the learning environment: <ul style="list-style-type: none"> through students writing and reading in the Māori language through sustained immersion in interaction with students through a broader focus of main curriculum areas 	7.4 Is able to teach multiple advanced curriculum areas in immersion	Capable of delivering all learning activities within immersion: <ul style="list-style-type: none"> within advanced curriculum areas including science, maths and technology in managing and preparing of curriculum areas in developing resources that encompass traditional and modern knowledge
Revitalisation	5.5 Develops learning contexts that promote Māori language use	Conducts sessions that build awareness of reo use in the school/centre setting: <ul style="list-style-type: none"> in some contexts that increase the status of Māori language in some strategies that strengthen the use of Māori language in giving more information about the direction of Māori language revitalisation 	6.5 Delivers key strategies of a language promotion plan	Manages strategies and revitalisation domains that: <ul style="list-style-type: none"> promotes the language in all educational settings increases understanding of revitalisation within the community encourages educational settings to comply with the strategies within plan 	7.5 Manages a strategic plan for language revitalisation in the broader learning environment	Facilitates the strategic approaches used to advance Māori language: <ul style="list-style-type: none"> to design and prepare the plan for for the learning environment to advance beneficial strategies of the plan to community to evaluate and analyse the benefits of the plan

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Ngā aronga	Ngā hua akoranga o te Taumata 1	Ngā āhuatanga e tau ai te angitū	Ngā hua akoranga o te Taumata 2	Ngā āhuatanga e tau ai te angitū	Ngā hua akoranga o te Taumata 3	Ngā āhuatanga e tau ai te angitū	Ngā hua akoranga o te Taumata 4	Ngā āhuatanga e tau ai te angitū
Mita / Reo ā-Iwi	1.1 E whakahua tika ana i te reo Māori	E tika ana te pānui ā-waha: <ul style="list-style-type: none"> i ngā ingoa tamariki i ngā ingoa wāhi i ngā kupu māmā 	2.1 E taunga ana ki te whakahua tika i te reo Māori	E tau ana te arero ki te pānui ā-waha: <ul style="list-style-type: none"> i ngā ingoa tamariki i ngā ingoa wāhi i ngā kupu roa i ngā ingoa iwi, tūpuna 	3.1 E āhei ana ki ētahi tohu hua noa o te mita o taua rohe	E tīmata ana i roto i ngā wāhi ako: <ul style="list-style-type: none"> ki te whiriwhiri i ngā whakahua ā-mita o te iwi kāinga ki te whakamahi i ētahi kupu hua noa o te iwi kāinga ki te whakamahi i ētahi rerenga o te iwi kāinga 	4.1 E āhei ana, e taunga ana ki ētahi tohu hua noa o te mita o taua rohe	E āhei ana i roto i ngā wāhi ako: <ul style="list-style-type: none"> ki te whakahua i te mita o te iwi kāinga ki te whakamahi i ētahi kupu matua o te iwi kāinga ki te whakamahi i ētahi rerenga matua o te iwi kāinga
Whakamahi	1.2 E tuku mihi māmā ana	E taunga ana ki te tuku: <ul style="list-style-type: none"> mihi ki tētahi atu mihi whakanui i tētahi atu mihi whakatau i tētahi atu 	2.2 E tuku mihi māmā ana ki ngā tamariki/ ngā ākonga	E taunga ana ki te whakapuaki noa: <ul style="list-style-type: none"> i ētahi mihi tīmatanga o te rā ki te akomanga i ētahi mihi whakakapi o te rā ki te akomanga i ētahi mihi whakatau i te tamaiti 	3.2 E taunga ana te ngākau, e mauri tau ana ki te kōrero Māori ki te akomanga	E ngākaunui ana i te akomanga: <ul style="list-style-type: none"> ki te whakamahi i ngā rerenga tohutohu ki te whakahaere kēmu reo Māori ki te tuku me te whakautu pātai i te reo Māori 	4.2 E taunga ana te ngākau, e mauri tau ana ki te noho ki rō rumaki	E ngākaunui ana i roto i te noho rumaki: <ul style="list-style-type: none"> ki te whakawhitiwhiti i ngā rerenga māmā o te reo tūtakitaki ki te whai i te ia o ngā tohutohu whakahaere māmā ki te rumaki ki te whakautu atu i ngā pātai i ētahi horopaki māmā ki te rumaki
Tikanga o te Reo	1.3 E mōhio ana ki ētahi kawē māmā o te tuhi	E āhei ana i te horopaki o te akomanga: <ul style="list-style-type: none"> ki te tohu atu i ngā kupu e hāngai ana ki te whakamahi i ngā rerenga e hāngai ana ki te tuhi i ngā kupu e rangona ana 	2.3 E taunga ana ki ētahi kawē māmā o te tuhi	E taunga ana ki te tuhiuhi: <ul style="list-style-type: none"> kia wehewehe ia kupu ki ētahi rerenga māmā kia whai tohutohu ki ngā wāhi tika ki ētahi kupu hua noa i te nohoanga o ngā oropuare me ngā orokati ki te kupu 	3.3 E mōhio ana ki ētahi o ngā ture rerenga hua noa	E āhei ana i te horopaki o te akomanga: <ul style="list-style-type: none"> ki te whakamārama i ētahi hanganga rerenga māmā ki te akomanga ki te tohu atu, ki te whakatika i ngā hapa hua noa ki ētahi rerenga māmā ki te tuhi tika i ngā rerenga hua noa e whakamahia ana i ētahi horopaki 	4.3 E mōhio ana ki ngā ture rerenga hua noa	E āhei ana i te horopaki o te akomanga: <ul style="list-style-type: none"> ki te whakamārama i ētahi hanganga rerenga ki te akomanga ki te tohu atu, ki te whakatika i ngā hapa hua noa ki ētahi rerenga ki te tuhi tika i ngā rerenga hua noa e whakamahia ana ki te akomanga
Marautanga	1.4 E mōhio ana ki ētahi rauemi reo ki te kawē akoranga	E āhei ana ki te tuku whakamārama: <ul style="list-style-type: none"> mō te wāhi e tīkina atu ai ētahi rauemi reo māmā mō te whakamahi i ētahi rauemi reo māmā mō ngā whāinga o ētahi rauemi reo māmā 	2.4 Kua tīmata te whakamahi i ngā rauemi reo Māori	E āhei ana ki te whakamahi i: <ul style="list-style-type: none"> ngā rauemi reo Māori i te akomanga ngā rauemi reo Māori ki te ako i te reo Māori ngā rauemi ki te whakaako i te kupu Māori 	3.4 Kua tīmata te whakamahi i te reo Māori ki ngā kawē o te marautanga	E āhei ana i te horopaki o te akomanga: <ul style="list-style-type: none"> ki te taki i ētahi karakia/ waiata māmā, pepeha hoki o taua rohe ki te whakamahi kupu e hāngai ana ki ētahi marau ki te whakaako i tētahi marau me ngā tohutohu hua noa 	4.4 E whakamahi ana i te reo Māori ki ngā kawē o te marautanga	E āhei ana i te horopaki o te akomanga: <ul style="list-style-type: none"> ki te taki i ētahi karakia/ waiata pepeha hoki o taua rohe ki te whakamahere i tētahi marau me ngā tohutohu ki te whakaako i tētahi marau me ngā tohutohu hua noa
Whakarauora	1.5 E mārama ana ki ngā take whakarauora i te reo Māori	E āhei ana ki te: <ul style="list-style-type: none"> kōrero mō te takenga mai o te reo Māori kōrero mō te Ture Reo Māori 1987 whakamārama i tētahi mahere whakarauora reo ā-iwi 	2.5 E mārama ana ki te mana o te reo Māori	E āhei ana ki te tuku whakamārama: <ul style="list-style-type: none"> mō ētahi take matua e rima i tūpuhi ai te reo Māori mō ngā kaupapa here o te wāhi ako mō te reo Māori mō ētahi rautaki e toru hei whakamana i te reo Māori 	3.5 Kua tīmata ki te whiriwhiri i ētahi rautaki whakatairanga i te reo Māori	E tīmata ana te kawē rautaki whakatairanga: <ul style="list-style-type: none"> ki te horopaki whaitake ki ngā tamariki me te akomanga ki ētahi kaupapa whaimana, pēnei i Matariki me Te Wiki o te Reo Māori ki te whakaatu ki te hapori i te mana o te reo Māori ki te wāhi ako 	4.5 E whakamahi ana i ētahi rautaki whakatairanga i te reo Māori	E āhei ana ki te: <ul style="list-style-type: none"> waihanga i tētahi rautaki whakarauora reo mā te akomanga whakanui i Te Wiki o te Reo Māori me te akomanga whakamahi i te reo Māori i te hapori o te kura

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Focus Areas

Ngā hua akoranga o
te Taumata 5

Ngā āhuatanga e
tau ai te angitū

Ngā hua akoranga o
te Taumata 6

Ngā āhuatanga e
tau ai te angitū

Ngā hua akoranga o
te Taumata 7

Ngā āhuatanga e
tau ai te angitū

Mita / Reo ā-Iwi	5.1 Kua tīmata te whakamahi i ngā whakapuaki o taua rohe	E whakamahi ana i te reo ā-iwi ki te wāhi ako, pēnei: <ul style="list-style-type: none"> i ētahi rerenga matua e whakaari ana i te tuakiri o te rohe i ētahi kiwaha, ētahi kiānga, ētahi kupu motuhake o te rohe i ētahi kōrero tuku iho, otirā, ētahi karakia, ētahi waiata o te rohe 	6.1 E whakapuaki ana i te reo ā-iwi me ōna taonga	E hāpai ana i ētahi o ngā tohu nui o te reo ā-iwi ki te wāhi ako: <ul style="list-style-type: none"> ki te whakamahi i ētahi kawae ōkawa, kawae ōpaki a te iwi kāinga ki te tautoko i te mita o te iwi kāinga ki roto i ngā akoranga ki te whakamahi karakia, waiata, kōrero e hāngai ana ki te iwi kāinga 	7.1 E taunga ana ki ngā whakapuaki i ngā hāpai o te reo ki taua rohe	E whakamahi ana i te reo ā-iwi me ngā tikanga ki te wāhi ako: <ul style="list-style-type: none"> i ngā rerenga e whaitake ana ki te tuakiri o te iwi kāinga i ngā kōrero, ngā kupu motuhake e mōhiotia ana e te iwi kāinga i ētahi o ngā kawae o te reo ōkawa a te iwi kāinga
Whakamahi	5.2 E kawae ana i ētahi wāhanga matua o te akomanga ki te reo Māori	E āhei ana i ētahi wāhanga horopaki o te akomanga: <ul style="list-style-type: none"> ki te whakahaere i ētahi akoranga poto ki te rumaki ki te whakawhitiwhiti kōrero māmā ki ngā tamariki / ākongā ki te whakatauirā i ngā rerenga māmā ki roto akomanga 	6.2 E kawae ana i ngā akoranga noa ki te rumaki reo	E arataki ana i ngā whakahaere o te ako taunga noa ki te rumaki: <ul style="list-style-type: none"> ki ngā tohutohu aronui ki te minenga ako ki ngā whakamārama i te kaupapa ako ki te minenga ako ki ngā whakawhitiwhiti, ki ngā patapatai a te minenga ako 	7.2 E āhei ana ki te whakaako i te akomanga reo rumaki	E taunga ana ki te rumaki i ngā kawae o te wāhi ako: <ul style="list-style-type: none"> i ngā whakahaere o te ako, i te pānui/ tuhituhi, i te whakarongo, kōrero i ngā mahi o roto i te akomanga, otirā, o waho hoki i waenga i te akonga, i te hapori, i te kāhui kaiaako o te kāhui ako
Tikanga o te Reo	5.3 E whakatauirā ana i ētahi o ngā hanganga reo hua noa	E tika ana te whakaputa i ētahi o ngā rerenga hua noa: <ul style="list-style-type: none"> kia mārama te whakatakoto kia ruarua noa ngā hapa ki te tuhituhi kōwae kōrero kia riro māna anō ngā hapa hua noa e whakatika 	6.3 E whakapiki mōhiotanga ana ki ngā akonga ki ngā hanganga reo matua	E whakaako ana i ētahi o ngā tikanga matua o te hanganga reo: <ul style="list-style-type: none"> kia mārama ake te wewete i ngā ture me ngā aronga o te rerenga kia whaikaha atu te tohu atu i ngā hapa me te whiriwhiri i ngā whakatikatika kia taunga ki ētahi o ngā rauemi matua mō ngā ture o te reo 	7.3 E arataki ana i ngā hāpai o ngā ture o te reo i roto i te wāhi ako	E whakapakari ana ki te rumaki i ngā kawae o te wāhi ako: <ul style="list-style-type: none"> ki te tūtohu atu me te whakatikatika i ngā hapa o te reo e rēre haere ana ki te whakawhānui i ngā kupu, i ngā hanganga kia whanake ai te reo ki te tūhura, ki te whakatewhatewha i te reo kia whai horopaki hou
Marautanga	5.4 Kua tīmata ki te whakaako i ētahi marau ki te reo Māori	E āhei ana ki te kawae akoranga māmā: <ul style="list-style-type: none"> ki tētahi marau e taunga ana ki ngā ākongā ki tētahi marau e nui ana te reo whakahaere ki tētahi marau e hāngai ana ki te hapori o te wāhi ako 	6.4 E whakaako ana i ētahi marau ki te rumaki reo	E kawae ana i ētahi marau matua o te wāhi ako: <ul style="list-style-type: none"> ki ngā tuhituhi, ki ngā pānui a te minenga ako i te reo Māori ki ngā whakawhitiwhiti pūmau tonu a te minenga ako ki te rumaki kia whānui atu ai te aronga ki ngā marau matua 	7.4 E āhei ana ki te whakaako i ngā marau matatini ki te rumaki	E pakari ana te kawae ā-rumaki i ngā mahi o te akoranga: <ul style="list-style-type: none"> ki ngā marau matatini i te pūtaiao, i te pāngarau, i te hangarau ki ngā whakahaere, ki ngā whakariterite i ngā marau ki te waihanga rauemi, totoro atu ki te mātauranga o nehe, o anamata
Whakarauora	5.5 E whakarite ana i ētahi horopaki whakatauirā i te whakamahia o te reo Māori	E kawae ana i ētahi kōkiri kia mārama ake ai te wāhi ako: <ul style="list-style-type: none"> ki ētahi horopaki e whai mana ai te reo Māori ki ētahi rautaki e kaha atu ai te whakamahia o te reo Māori ki ētahi kōrero mō te ahunga mai o te whakarauora reo Māori 	6.5 E kawae ana i ētahi wāhanga o tētahi mahere whakatauirā reo	E whakahaere rautaki me ētahi takiwā rumaki: <ul style="list-style-type: none"> ki te whakatauirā i te reo ki te katoa o te wāhi ako ki te whakapiki i te māramatanga mō te whakarauora i te reo ki waenga hapori ki te akiaki i te wāhi ako kia ū tonu ki ngā rautaki o te mahere 	7.5 E whakahaere ana i te mahere whakarauora reo Māori ki te wāhi ako	E pīkau ana i ngā hāpai o te mahere whakatauirā i te reo Māori: <ul style="list-style-type: none"> ki te hoahoa, ki te whakariterite i te mahere mō te wāhi ako ki te kawae i ngā rautaki e whaihua ai te mahere ki te hapori ki te arotake, ki te arohaehae i ngā hua o te mahere