

Tikanga Māori Mātāpono Tikanga Māori Principles

Mauri within the context of he wā whāriki or mat sessions; this mātāpono (principle) is being employed as the 'spirit' of te reo Māori, being intentionally used by all Kāiako. He wā whāriki offers a myriad of opportunities for Kaiako to plan the session. Consistency is the key and in no time he wā whāriki would be predominantly te reo Māori driven; this is how Kaiako can enact te mauri o te reo.

- Singing waiata all in te reo Māori
- Reading pukapuka in te reo Māori
- Gaining deeper understanding of specific kaupapa through using board stories
- Giving te reo Māori directions in Kori tinana - exercise/movement
- Whakaari – retelling (stories) pūrākau through drama activities
- Learning new words, phrases for the different areas of the curriculum, or different curriculum activities, whilst still using the core repertoire of phrases: directions, questioning, clarifying, tikanga expectations.

“Kia kaha te reo Māori - let's make the Māori language strong”.



Waiata

Tūtira mai ngā iwi,
tātou tātou e
Tūtira mai ngā iwi,
tātou tātou e
Whaia te maramatanga,
me te aroha - e ngā iwi!
Kia tapa tahi,
Kia kotahi rā
Tātou tātou e
(Whakahokia - again)
Tātou tātou e!!
Hi aue hei !!

Line up together people
All of us, all of us
Stand in rows people
All of us, all of us
Seek after knowledge
and love of others - everyone
Think as one
Act as one
All of us, all of us
All of us, all of us



<https://ako.ac.nz/ki-te-hoe-indigenising-practice>

Ki te hoe Indigenising Practice

Te reo me ngā tikanga Māori
Rauemi mā ngā kaiako

Wā Whāriki Mat Time



Created by Ngaroma M. Williams
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Ngā Taputapu: Equipment

(include 'ngā' to commence with to plural)

- Rakuraku: guitar
- Pukapuka: book
- Kōhtau: rock
- Pounamu: greenstone rock
- Papa Whitau: felt board
- Papa Mā: white board
- Pene: pen
- Karetao: puppet
- Pānui Whakaahua: poster
- Ngā taonga puoro: musical instruments



Ngā Kōrero Tohutohu: Directions

1. E noho ki runga i te whāriki tamariki mā.
Sit on the mat children.
2. Whakarongo ki a Whaea Tia kei a ia te rakuraku.
Listen to Whaea Tia she has the guitar.
3. Me waiata tahi tātou Pūngawerewere toru whā...
Let's all sing the waiata Pūngawerewere (counts into waiata) ...
4. E tū koutou tamariki mā ka waiata tahi tātou te waiata 'Me Peke' toru whā.
Stand up children so we can sing the waiata 'Me Peke'.
5. He rawe tamariki mā ki te waiata mai.
Excellent singing children.

Ngā Kōrero Tohutohu: Directions

1. Haere mai ki te whāriki tamariki mā
Come to the mat children.
2. Ko te wā whāriki tamariki mā
It's mat time children.
3. Maku e tikina atu te rakuraku.
I will go and get the guitar.
4. Titiro mai, whakarongo mai, ka pānutia e au te Pukapuka ināianei.
Look, listen children I will read the book now.
5. Neke atu Rakiwhiua, ka noho a Mere ki tō taha.
Move over Rakiwhiua, Mere can sit beside you.



Refreshing a waiata:



Ngā wāhanga o te tinana me te kanohi Body and Face Parts

According to Williams et al (2017) the waiata Māhunga, pakahiwi, puku, hope, waeuae is the national anthem in the ECE sector . Kaiako mā we need to extend our teaching of te reo Māori. So how many Kaiako have used other parts of the body as an extension to this waiata: and to extend children's te reo Māori daily vocabulary – give it a go, here is another set of parts to the same tune:

Makawe rae paparinga
Makawe rae paparinga
Makawe rae paparinga
Kakī, korokoro, kauae e!

