

Ki te hoe: Indigenising Spaces

Tōku Whānau

Introductions My Family

Mihimihi

Introduction

Possessives ā and ō categories

Te reo Māori is the indigenous language of Aotearoa, New Zealand. As a taonga tuku iho (treasure handed down), te reo Māori is mapped onto the land and waterscapes of this country and is presented within this series of resource books for educational settings.

This series of 17 te reo Māori resource books “**Ki te hoe – Indigenising Spaces**” “**Preparing teaching spaces in using and teaching te reo Māori**” have been developed to assist New Zealand’s Teaching Profession towards meeting up to Level 3 of Te Aho Arataki Mārau – the teaching and learning te reo Māori in English medium settings (Years 1–13).

This book provides a range of te reo Māori kupu (words) and rerenga kōrero (phrases) associated with introductions. This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

Achievement Objective:

1.2 Can introduce yourself and others and respond to introductions.

1.4 Can communicate personal information, such as name, parents’ and grandparents’ names, all members of the extended family, place of family origin. A pepeha that acknowledge where one belongs to or acknowledges the local iwi and their geographical features such as: maunga, awa, whenua, roto, takutai moana, puke, ana, and puna.

2.2 Can communicate about possessions

Hei Whakamārama – Explanations

- Examples throughout draw upon the possessions categories known as: ‘ā’ and ‘ō’. These are determined by the relationship between the possessor and the thing being possessed. For family members all members on the same generation line as you and above belong to the ō category. Younger generation lines will sit in the ā category.
- The last two content pages are templates that can be used as a guide to create your own mihimihi of introduction.

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Huinga Reo – Vocabulary List

tāku	My belonging to me singular
āku	My belonging to me plural
tōku	My belonging to me singular
ōku	My belonging to me plural
Tōku Whānau	My Family
tūpuna/tīpuna	Grandparents
koro, koroua, pōua	Grandfather
kuia, karani, tāua	Grandmother
mātua	parents
matua, pāpā, hākoru	father
whaea, māmā, hākui, kōkā	mother
hoa tāne, hoa rangatira	husband
hoa wahine, hoa rangatira	wife
tuakana (singular)	Older sister to a sister Older brother to a brother
tuākana (plural)	Older sisters to a sister Older brothers to a brother
teina (singular)	Younger sister to a sister Younger brother to a brother
tēina (plural)	Younger sisters to a sister Younger brothers to a brother
tamāhine, kōtiro	daughter

Huinga Reo – Vocabulary List

tama, tamatāne	son
irāmutu	niece or nephew
mokopuna	grandchild
whāngai	adopted child
taokete	brother-in-law of a male sister-in-law of a female
autāne	brother-in-law of a female
mātāmua	eldest child of the family
mātāmuri/pōtiki/pēpi	family's youngest child/baby
matua kēkē – whaea kēkē/ whanaunga	uncle – aunty/cousin
hungawai matua or hungawai whaea	father or mother-in-law
hungawai mātua	parents (In-laws)
hunaonga	son or daughter-in-law
mātua whakaangi	stepfather
whaea whakaangi	stepmother
tamaiti whakaangi	stepchild

Introducing Paternal Grandparents



I te taha o tōku matua.

On my father's side.

Ko Matthew tōku koro.

Matthew is my grandfather.

Ko Maisey tōku kuia.

Maisey is my grandmother.

Ko Matthew rāua ko Maisey ōku tūpuna.

Matthew and Maisey are my grandparents.

Introducing Maternal Grandparents



I te taha o tōku whaea.

On my mother's side.

Ko Rapata tōku koroua.

Rapata is my grandfather.

Ko Atamira tōku kuia.

Atamira is my grandmother.

Ko Rapata rāua ko Atamira ōku tūpuna.

Rapata and Atamira are my grandparents.

Introducing Parents

Ko Raymond tōku matua.

Raymond is my father.

Ko Mabel tōku whaea.

Mabel is my mother.

Ko Raymond rāua ko Mabel ōku mātua

Raymond and Mabel are my parents.



Introducing Parent-in-laws

Ko Tāne tōku hungawai matua.

Tāne is my father-in-law.

Ko Edith tōku hungawai whaea.

Edith is my mother-in-law.

Ko Tāne rāua ko Edith
ōku hungawai mātua.

Tāne and Edith are my parent-in-laws.

Introducing my whānau

Ngā mihi manahau ki a koutou.

A very cheerful greeting to all of you.



Ko Anaru tōku ingoa.

My name is Anaru.

Ko au te mātāmua o tōku whānau.

I am the eldest child of my family.

Ko Merania tōku hoa rangatira.

Merania is my wife.

Ko Manaaki rāua ko Atawhai
a māua tamariki.

Manaaki and Atawhai are our children.

Introducing my brothers



**Ko Gabriel te tamaiti tuarua
o tōku whānau.**

Gabriel is the second child of my family.

Ko Gavin te tamaiti tuawhā o tōku whānau.

Gavin is the fourth child of my family.

**Ko Graham te tamaiti
tuarima o tōku whānau.**

Graham is the fifth child of my family.

**Ko Gabriel rātou ko John
ko Graham ōku tēina.**

Gabriel, Gavin, and Graham are my younger brothers.

Introducing my sisters

Anei ōku tuāhine:

Here are my sisters:



Ko Tania te kōtiro tuatahi o tōku
whānau ko ia te tamaiti tuatoru hoki.

Tania is the first female and the third child of my family.

Ko Tina te kōtiro tuarua o tōku
whānau ko ia te tamaiti tuaono hoki.

Tina is the second female and the sixth child of my family.

Ko Tia te mātāmuri o tōku whānau.

Tia is the youngest of my family.

Introducing my aunty and her whānau



Ko Tia tōku whaea kēkē.

Tia is my aunty.

Ko Arapeta tōku matua kēkē.

Arapeta is my uncle.

Ko Tiria tōku whanaunga.

Tiria is my cousin.

A mihi mihi template for Secondary School Teachers

Tēnā tātou.

He mihi matakui ki ngā
mana whenua o tēnei rohe,
(enter name of the local Iwi)
tēnā koutou.

Ko (your full name) tōku ingoa.

Nō (country if not NZ or city/
town in NZ you are from) ahau.

He kaiako ahau o te Kura Tuarua
(name of the school).

Nō reira tēnā tātou katoa.

Greetings to all.

Special greetings to the local iwi (name)
of this area greetings to you.

My name is (your name).

I am from (Country if from overseas or city or town in NZ).

I am a teacher at (Name of Secondary School).

Therefore, greetings to each and everyone.

A mihi mihi template for Primary School Teachers

Tēnā tātou.

He mihi matakui ki ngā
mana whenua o tēnei rohe,
(enter name of the local Iwi)
tēnā koutou.

Ko (your full name) tōku ingoa.

Nō (country if not NZ or city/
town in NZ you are from) ahau.

He kaiako ahau o te Kura Tuatahi
(name of the school).

Nō reira tēnā tātou katoa.

Greetings to all.

Special greetings to the local iwi (name)
of this area greetings to you.

My name is (your name).

I am from (Country if from overseas or city or town in NZ).

I am a teacher at (Name of Primary School).

Therefore, greetings to each and everyone.

A mihi mihi template for Early Childhood Teachers

Tēnā tātou

He mihi matakui ki ngā
mana whenua o tēnei rohe,
(enter name of the local Iwi)
tēnā koutou.

Ko (your full name) tōku ingoa.

Nō (country if not NZ or city/
town in NZ you are from) ahau.

He kaiako ahau o te Whare
Kōhungahunga (name of service).

Nō reira tēnā tātou katoa.

Greetings to all.

Special greetings to the local iwi (name)
of this area greetings to you.

My name is (your name).

I am from (Country if from overseas or city or town in NZ).

I am a teacher at (name of service).

Therefore, greetings to each and everyone.

The Ā & Ō categories

Possessives: Yours

When talking to one person the word(s) to use depending on the category are:

Tāu or **Tōu** (Singular)

Yours

When talking about more than one thing then it becomes:

āu or **ōu** (Plural)

Yours

Tāu kai

Your food

Āu pihikete

Your biscuits

Food belongs in the ā category.

Tōu pahi

Your bus

Ōu motokā

Your cars

Transport belongs in the ō category.

The Ā & Ō categories

Possessives: His/Hers

The words for his or hers depending on the category are:

His/hers:

Tāna or **Tōna**
(Singular)

When talking about more than one thing then it becomes

Āna or **Ōna** (Plural)
depending on
the category

Tāna rorohiko

Her computer

Āna pukapuka

Her books.

**Property you can pick up
belongs to the ā category.**

Tōna ihu

Her nose

Ōna ringaringa

Her hands

**Parts of the body belong to
the ō category.**

Other ā category possessives:

People you have responsibility of and things you have control over:

- **Tamariki** – children
- **Tāne/wahine**: Wife/husband if using
- **Hangarau**: Technology and machinery not used for transport eg: rorohiko, cranes...
- **Ngā mōkai**: Pets.
- Man made things exception is clothing: money, pens, paper, crockery, cutlery.
- **Mahi**: Actions: writing, singing, dancing, painting
- Food and Drink exception is drinking water.

Other ō category possessives:

- **Ngā tāngata:** People on the same generation line and above you
- **Ngā hoa:** Friends
- **Hoā rangatira:** Wife/Husband if you use Hoā to identify your spouse then they belong in the ō category.
- **Ngā wāhanga o te tinana** – Parts of the body.
- **Ngā pūeru:** Clothing.
- **Ngā kare-ā-roto:** Feelings, thoughts, qualities.
- **He waka:** Transport: cars, trucks, bikes.
- **Ngā Whare:** Shelter: home.
- Large immovable man-made things: Buildings, bridges.
- **Wai Māori** (Drinking water) and rongoā – medicines.



Notes

Te reo Māori Language Learning Plan

Ngā Whāinga – Goal Setting

1.

2.

3.

Ngā Whāinga Paetae – Achievement Objectives

1.

2.

He Pūtake – Rationale

1.

2.

Ngā Rauemi – Resources

- Kaiako support
- Props
- Prepared teaching environment

Huinga Reo – Vocabulary

- 1.
- 2.
- 3.
- 4.
- 5.

Ngā Rerenga Kōrero – Sentences

- 1.
- 2.
- 3.
- 4.
- 5.

He Arotake – Evaluation

- What worked well?
- What were the challenges?
- Who benefits with this new knowledge?
- How does this impact on your teaching?
- What outcomes are there for children?



Notes

Ngā Kaitito – Authors

This group of wāhine have accumulated more than a century of knowledge of initial and teacher education, designing bicultural and mātauranga Māori curriculum. Their research has te ao Māori at the forefront as they live and breathe this in their daily lives with their whānau, tamariki and mokopuna. The wero (challenge) these wāhine toa put out to all teachers is to start indigenising your teaching and learning spaces by taking your te reo Māori to the next level – your professional responsibility.



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