


Ki te hoe: Indigenising Spaces

He reo o te Akomanga

Everyday reo Māori – ECE Setting



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 renga kōrero (phrases) associated with Te reo Māori i te whare kōhungahunga | Māori language for the ECE setting. This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

Achievement Objective:

- 1.7 Use and respond to simple classroom language
- 2.2 Communicate about possessions
- 3.2 Communicate about events and where they take place
- 3.3 Give and follow instructions

Hei Whakamārama – Explanations

- The past tense structure, using ‘I’ is used in each of the examples.
- The use of singular, dual and plural pronouns is used in some examples.
- **Ki** – infers in the direction to/ towards or at.
- The final content page uses the **Kei te** – the present tense marker.

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Huinga Reo – Vocabulary List

haere mai	come here
haere	go
pānui	read
āwhina	help
waiata	sing
whāriki	mat
mā wai e ...?	who will?
māku ... e (?)	I will / for me (?)
tākaro	play
moe	sleep
horoi(a)	wash
tamariki mā	children
tēpu	table
whakahoki	return
taputapu	things
kaiako	teacher
pukapuka	book
tātou	Us (all of us)
rua kirikiri	sand pit

roto	inside
waho	outside
noho	sit
tū	stand
kai	food
pēpi	baby
tangohia	remove
Me (karakia)	Let us (bless)
Ko te wā ...	It is time ...
whakapai	tidy up
kei hea ...?	where is?
homai (te, ngā)	pass the
hoatu (te, ngā) ki a ...	give the ... to ...
paoro	ball
pouaka kai	lunch box
mauria mai	bring (here)
kimihia	search for, look for
tīkina	fetch
manu	bird

Haere mai – come here (ki te/ to, and, for)

Haere mai ki te whāriki.

Come to the mat.

Haere mai ki te kai.

Come and eat.

Haere mai ki roto.

Come inside.



Haere – go

Haere ki waho.

Go outside.

Haere ki te rua kirikiri.

Go to the sand pit.

Haere ki te tēpu.

Go to the table.



Ko te wā – it is time

Ko te wā kai.

It is time to eat.

Ko te wā whāriki.

It is mat time.

Ko te wā karakia.

It is time for blessing.

Ko te wā moe.

It is time to sleep.



Pānui – read, Tākaro – play Whakapai – tidy

Ko te wā ki te pānui pukapuka.

It is time to read.

Ko te wā ki te tākaro.

It is time to play.

Ko te wā ki te whakapai.

It is tidy-up time.



mā wai e ...? māku ... e.

Mā wai ngā taputapu e whakahoki?

Who will **return** (put away) the equipment?

Māku ngā taputapu e whakahoki.

I will **return** (put away) the equipment.

Mā wai te kaiako e āwhina?

Who will **help** the teacher?

Māku te kaiako e āwhina.

I will **help** the teacher.



māku e ...? māku e ...

Māku e āwhina?

Can I help?

Māku e āwhina.

I can help.

Māku e pānui?

Can I read?

Māku e pānui.

I will read.

Māku e waiata?

Can I sing?

Māku e waiata.

I can sing.



noho – sit
tū – stand
horoi (a) – wash
whakahokia – return

E noho tamariki mā.

Sit down children.

E tū tamariki mā.

Stand up children.

Horoia ō ringaringa.

Wash your hands.

Whakahokia ngā pukapuka.

Return the books.



Me karakia, waiata, tākaro

Me whakapai ngā kai.

Let us **ble**ss the food.

Me waiata tahi tātou.

Let's **si**ng together.

Me tākaro tahi tātou.

Let's all **pl**ay together.

Kei hea ...?

Kei hea a Milly rāua ko Scott?

Where are Milly and Scott?

Kei te rua kirikiri rāua.

They are at the sandpit.

Kei hea ngā taputapu?

Where are the tools?

Kei roto i te rua kirikiri.

They are **in** the sand pit.

Homai te/ngā

Homai te pukapuka.

Pass me the book please.

Homai ngā pukapuka.

Pass me the books.

Homai te paoro.

Pass me the ball please.

Homai ngā paoro.

Pass me the balls.

Hoatu te/ngā ki a ...

Hoatu te pukapuka **ki a** Mere.

Please give the book **to** Mere.

Hoatu ngā pukapuka **ki a** Mere.

Please give the books **to** Mere.

Hoatu te pouaka kai **ki a** Matiu.

Please give the lunch box **to** Matiu.

Hoatu ngā pouaka kai **ki a** Matiu.

Please give Matiu **the** lunch boxes.



Mauria mai - bring (here)
kimihia – look for
tīkina - fetch

Mauri mai te pukapuka.

Bring the book please.

Kimihia te pouaka kai.

Please look for the lunch box.

Tīkina te paoro.

Please get the ball.

Mauria mai ngā paoro.

Please bring the balls here.

Kimihia ngā manu.

Find the birds.

Tīkina ngā pukapuka.

Please get the books.

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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