


Ki te hoe: Indigenising Spaces

Reo o te Akomanga

Language of the classroom



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 the classroom. 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 (including asking for the word to express something in te reo)

2.1 communicate about possessions

3.3 communicate about events and where they take place.

3.5 communicate about immediate past activities

Authors: Williams, N.M, Dayman, T., Jones, K. & Cowie, R. (2024).

Funded by: Well-being Research Institute, University of Canterbury.

Publisher: Ako Aotearoa, New Zealand. Available Online
<https://ako.ac.nz.knowledge-centre>

Huinga Reo – Vocabulary List

akomanga	classroom
kura	school
kūaha	door
matapihi	window
taputapu	equipment
pukapuka	book
pukapuka tuhi	writing book
pene	pen
pene rākau	pencil
pene papamā	whiteboard pen
ūkui	rubber, eraser
muku(a)	wipe
papamā	whiteboard
whāriki	mat
pōro	ball
rorhiko	computer
iPapa	iPad
pīkau	backpack
hōro	hall
wharepaku	toilet
papa tākaro	playground

whīra	field
paramanawa	refreshment/snack
wā kai	time for food
hui ā-kura	school meeting
tēpu	table
tūru	chair
tohutohu	instruction
roto	inside
waho	outside
rārangi mai	line up
horoī(a)	wash
tīkina	fetch
taihoa	wait
hoki mai	return
Huinga Reo	Vocabulary List
haere ki te	go to
whakahoki(a)	put back
whakapaipai (hia)	clean up
kaiako	teacher
ākonga	student
tumuaki	principal

Huinga Reo – Vocabulary List

Kaiāwhina	assistant, teacher aid
nēhi, nāhi	nurse
kei hea	where
he aha	what
kupu Māori	Māori word
tēnei	this (near speaker)
ēnei	these (near speaker)
mō	for
tū	stand

noho	sit
kai	eat
inu	drink
moe	sleep
pōtae	hat
kākahu	clothes
mōwhiti	glasses
koti	jacket
whakaaro	think/ thoughts



Akomanga – Classroom Whakapaipaihia – Clean

Hoki mai tamariki mā.

Children come back.

Hoki mai ki te akomanga.

Come back to the classroom.

Whakapaipaihia te akomanga.

Tidy up the classroom.

Haere ki te hōro.

Go to the hall.

Tohutohu – instructions

E tū

Stand up

Kaua e tū

Don't stand

E noho

sit

Kaua e noho

Don't sit

E kai

eat

Kaua e kai

Don't eat

E oho

wake up

Kaua e inu

Don't drink

E moe

sleep

Kaua e moe

Don't sleep

Rule: If the Kupumahi (verb) is less than 3 syllables then it is preceded with 'E or e'. So for oma (run) the command is e oma. Oma only has 2 syllables hence the 'e' is inserted at the beginning of the command.

Rarangi mai – line up Waho – outside Roto – inside

Rārangi mai ki waho i te akomanga.
Line up outside the akomanga.

Haere ki roto i te akomanga.
Go inside the classroom.

Putā ki waho.
Go outside.





Tohutohu – instructions tīkina – collect

Tīkina ngā pene rākau.

Collect the pencils.

Tīkina he pukapuka tuhituhi.

Collect a writing book.

Tīkina te pene papamā.

Fetch the whiteboard pen.

Whakahokia te ūkui.

Return the eraser.

Whakahokia ngā pukapuka pānui.

Return the reading books.

Horoia ngā tēpu.

Wash the tables.

He mihi – Thanking and acknowledging people

Kia ora

Thanks

Ka pai

Good

Tino pai

very good

Ka rawe

Excellent

Ko koe tonu a runga

You're the best

Koia kei a koe

Good on you

Ka mau te wehi

Fantastic

Ka nui te mihi

ki a koe

Many thanks to you





Tohutohu – instructions

Me – should

Me kōrero koe

You should talk/speak

Me whakarongo kōrua

You (2) should listen

Me kai tātou

We (everyone 3+) should eat

Me oma koutou

You all (3+) should run

Me haere rāua

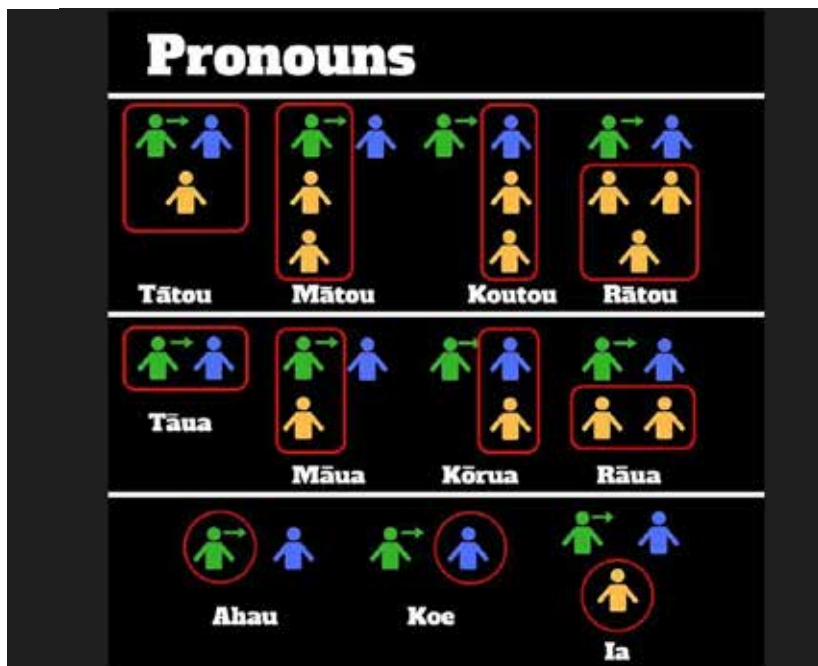
They (2) should go

Me hoki rātou ki te akomanga

They (3+) should return to the classroom

Ngā Tūkapi – Pronouns

Singulars	Duals	Plurals
Ahau or au I/me	Tāua – you and I <i>(the speaker and listener)</i>	Tātou – everyone 3+
	Māua , us two <i>(the speaker and other, not the listener(s))</i>	Mātou – all of us <i>(not the listener)</i>
Koe – you	Kōrua – you two (not the speaker)	Koutou – all of you (<i>not the speaker</i>)
Ia – he/she him/her	Rāua – those 2 <i>(neither the speaker or the listener)</i>	Rātou – all of them <i>(not the speaker or the listener(s))</i>



Nā /Nō wai? – Whose is it?

Nāku/Nōku
mine

Nāna/Nōna
theirs

Nā wai	tēnei	pukapuka tuhi?
Whose is	this	writing book

Nō wai	ēnei	pōtae?
Whose are	these	hats?

How to answer:

Nōku/Nāku

Mine (dependent on ā and ō category)

Nōna/Nāna

Theirs (dependent on ā and ō category)

Nā Mere tēnā pukapuka tuhituhi

That book belongs to Mere.

Nō mātou ēnā pōtae

Those hats belong to us.

Nāku / Nōku – mine

Nāu / nōu – yours

Nāku tēnei pukapuka	This is my book
Nāku ēnei pene rākau	These are my pencils
Nōku tēnei pōtae	This is my hat
Nōku ēnei kākahu	These are my clothes
Nāku tēnei paramanawa	This is my snack

Nāu tēnei rorohiko	This is your computer
Nāu ēnei iPapa	These are your iPads
Nōu tēnei koti	This is your jacket
Nōu ēnei mōwhiti	This is your glasses

Nāna tēnā tēpu	That's their table
Nāna ēna taputapu	That's their equipment
Nōna tēnā pōtae	That's his/her hat
Nōna ēnā whakaaro	That's his/her thoughts

Kei hea? – Where ākonga – student

Kaiako

Teacher

Tumuaki

Principal

Kei hea ngā ākonga

Where are the students?

Kei roto i te whare hākinakina ngā ākonga.

The children are inside the gymnasium.

Kei hea te tumuaki?

Where is the principal?

Kei waho i te tari te tumuaki.

The principal is outside of the office.

Kei hea te Kaiako?

Where is the teacher?

Kei te papatākaro te kaiako.

The teacher is at the playground.

Wai, aha, hea... – Interrogatives

wai – who	
Ko wai koe?	Who are you?
Ko wai te ingoa o tērā wāhine?	What's the name of that woman.
I hoatu koe i te pōro ki a wai?	To whom did you give the ball to?
aha – what	
He aha tēnei?	What is this?
Kei te aha ia?	What is he doing?
Hei aha tēnei?	For what purpose is this?
E kimi ana ia ki te aha?	What is he looking for?
hea – where	
Kei hea tōku waka?	Where is my car?
Ka haere ia ki hea?	Where is she going?
Kua hoki mai koe i hea?	Where have you come from?
Nō hea – where from	
Nō hea koe?	Where are you from?
Nō hea tōu hoa?	Where is your friend from?
Nō hea tēnā reo?	Where is that language from?

Nō hea, āhea/nōnahea, e hia toko hia, pēhea, tēhea, ēhea

āhea – nōnahea – when	
Āhea te kēmu?	When's the game?
Āhea te wā e hoki mai koe?	When are you coming back?
Nōnahea koe i hoki mai ai?	When did you return?
E hia – how many things Tokohia – how many people	
E hia ngā pukapuka?	How many books are there?
E hia ngā pene kei runga i te tēpu?	How many pens are there on the table?
Tokohia ngā kōhine kei runga i te pahī?	How many girls are on the bus?
Tokohia ngā rangatahi e haere mai ki Manu Kōrero?	How many youth are coming to Manu Kōrero?
Pēhea – like what	
Kei te pēhea koe?	How are you?
Kei te pēhea kōrua i tēnei ata?	How are you two this morning?
Kei te pēhea koutou i tēnei rangi?	How are all of you today?
I pēhea tāu kai?	What was your food like?
Tēhea, ēhea – which	
Ko tēhea te kapu pai ki a koe?	Which cup do you like?
Ko ēhea ngā pukapuka kua pānuitia e koe?	Which books have you read?

Reo hāpai

<p>Kei te Kei te hīkoi ia Kei te hīkoi rātou</p>	<p>Is.....ing or are.....ing s/he is walking they are walking</p>
<p>e.....ana e kai ana ia e kai ana mātou</p>	<p>Is.....ing or are.....ing s/he is eating we are eating</p>
<p>I I waiata ahau I kite rāua</p>	<p>-ed I sang They saw</p>
<p>I te I te moe ia I te tākaro mātou</p>	<p>Was ing or were ing s/he was sleeping we were playing</p>
<p>Kua Kua kōrero a ia Kua noho koutou</p>	<p>Has have She has spoken You have sat/stayed/lived (there)</p>
<p>Ki te Ki te haere koe Ki te noho tātou</p>	<p>If If you go If they sit/stay</p>
<p>Ka Ka tuhituhi au Ka horoi tāua</p>	<p>Will I will write You and I will wash</p>
<p>Me Me pānui e koutou Me haere tātou</p>	<p>Better/should You (3+) should read it We (all of us 3+) better go</p>
<p>Ina Ina hoki mai ia</p>	<p>If and when If and when s/he returns</p>

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





Notes





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.



Dr Ngaroma Williams
Pūkenga Matua

Programmes:

- ECE ITE
- Primary ITE
- Post Graduate



Dr Tracy Dayman
Pūkenga

Programmes:

- ECE ITE
- Primary ITE
- Mātauranga Māori ITE
- Post Graduate



Dr Kay-Lee Jones
Pūkenga Matua

Programmes:

- Primary ITE
- Mātauranga
- Māori ITE



Rāhera Cowie
Pūkenga

Programmes:

- Primary ITE
- Mātauranga
- Māori ITE



For more information, contact: Ngaroma.Williams@canterbury.ac.nz
Te Whare Wānanga o Waitaha | University of Canterbury
Private Bag 4800, Christchurch 8140, New Zealand