

Ki te hoe: Indigenising Spaces

Ngā Kupumahi

Actions

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 Ngā Kupumahi (Actions). This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

Achievement Objective:

3.2 Communicate about events and where they take place.

3.4 Communicate about how people travel.

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	go
oma	run
pānui	read
āwhina	help
tūtaki	meet
taraiwa	drive
mātakitaki	watch
moe	sleep
tākaro	play
pātai	question
urupare	respond
tamariki	children
rāua	They (2)
rātou	They (3+)
mātou	They (3+)
kaiako	teacher

pukapuka	book
whānau	family
motokā	car
wākena	van
ākonga	student
hou	new
kura	school
kapahaka	Māori performing arts
pēpi	baby
nohinohi	toddlers
wai	who
maha	many
Kei te aha a Simon?	What is Simon doing?

haere – go/went

(Past Tense 'I' is being applied)



I **haere** rāua ki te whare pikitia.

They (2) **went** to the movies.

I **haere** mātou ki te papa tākaro.

We (3+) **went** to the playground.

I **haere** te whānau ki te toa.

The family **went** to the store.

oma – run/ran

I **oma** rāua.

They (2) **ran**.

I **oma** rātou.

They (3+) **ran**.

I **oma** mātou ki te papa tākaro.

We (3+) **ran** to the playground.

I **oma** ngā tamariki ki te toa.

The children **ran** to the store.



pānui - read



I **pānui** rāua.

They (2) **read**.

I **pānui** rātou.

They (3+) **read**.

I **pānui** mātou i ngā pūrākau.

We (3+) **read** stories.

I **pānui** ngā tamariki i ngā pukapuka.

The children **read** books.

āwhina – help/helped

I **āwhina** rāua.

They (2) **helped**.

I **āwhina** rātou.

They (3+) **helped**.

I **āwhina** mātou i a rātou.

We (3+) **helped** them (3+).

I **āwhina** rātou i a mātou.

They (3+) **helped** us (3+).

I **āwhina** te kaiako i ngā tamariki.

The kaiako **helped** the children.



tūtaki – meet/met

I **tūtaki** rāua i te pēpi.

They (2) **met** the baby.

I **tūtaki** rātou i te pēpi hou.

They (3+) **met** the new baby.

I **tūtaki** mātou i a ia.

We (3+) **met** him.

I **tūtaki** ia i a mātou.

He **met** us (3+).

I **tūtaki** ngā tamariki i ngā ākongā hou.

The children **met** the new students.



taraiwa – drive/drove



I **taraiwa** ia i te motokā.

She **drove** the car.

I **taraiwa** au i te motokā whero.

I **drove** the red car.

I **taraiwa** rātou ki te kura.

They (3+) **drove** to school.

I **taraiwa** mātou ki te kura.

We (3+) **drove** to school.

I **taraiwa** tōna māmā i tōna
wākena ki te kura.

Her mum **drove** her van to school.

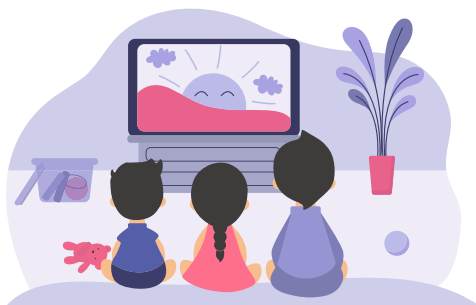
mātakitaki – watch/watched

I mātakitaki rāua.

They (2) **watched**.

I mātakitaki rātou.

They (3+) **watched**.



I mātakitaki mātou i te kēmu.

We (3+) **watched** the game.

I mātakitaki ngā tamariki i te kapahaka.

The children **watched** the kapahaka (Māori performing arts).

moe – sleep/slept

I **moe** au.

I **slept**.

I **moe** ia.

He **slept**.

I **moe** ngā pēpi.

The babies **slept**.

I **moe** āna pēpi.

Her babies **slept**.

I **moe** ngā nohinohi katoa.

All the toddlers **slept**.



tākaro – to play/played

I tākaro rāua.

They (2) played.

I tākaro rātou.

They (3+) played.



I tākaro mātou i te kēmu kī ō rahi.

We (3+) played the game kī ō rahi.

I tākaro ngā tamariki.

The children played.

pātai – to ask/question

I **pātai** rāua ki a wai?

Who did they (2) **ask**?

I **pātai** rātou ki a wai?

Who did they (3+) **ask**?

I **pātai** au ki te kaiako.

I **asked** the teacher.

I **pātai** ngā tamariki i ngā pātai maha.

The children **asked** many questions.



Urupare – reply/respond

I **urupare** rāua ki a wai?

Who did they (2) **respond** to?

I **urupare** rātou ki a wai?

Who did they (3+) **respond** to?



I **urupare** au ki te kaiako.

I **responded** the teacher.

I **urupare** ngā tamariki ki ngā pātai maha.

The children **responded** to many questions.

Kei te aha a Haimona? What is Haimona doing?



Kei te **kai** a Haimona.

Haimona is **eating**.



Kei te **moe** a Haimona.

Haimona is **sleeping**.



Kei te **tuhituhi** a Haimona.

Haimona is **writing**.



Kei te **tatari** a Haimona.

Haimona is **waiting**.

Kei te **paraihe** a Haimona i ōna niho.

Haimona is brushing his teeth.



Kei te **haere** a Haimona ki te kura.

Haimona is **going** to school.



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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