

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Mana reo/ Communication
Do you hear me?



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**Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!**

**From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!**

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Kaupapa - to strengthen curriculum implementation

- Setting the scene
- Deepening kaiako understanding of Mana reo
- Deepening kaiako understanding of communication
- Growing your professional knowledge

Challenge to the sector

- **A rich curriculum for every child**
- **A focus on learning that matters here**
- **Affirmation of identity, language and culture**
- **Parents and whānau engaged in their child's learning**
- **Personalised pathways to school and kura**



***Ko te whakatipuranga tēnei o te reo. Mā Roto i tēnei ka tipu
te mana tangata me te oranga nui.***
**The languages and symbols of children's own and other
cultures are promoted and protected.**

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Mana reo links to Kaupapa Whakahaere

Empowerment | Whakamana

Early childhood curriculum empowers the child to learn and grow.



Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.

Relationships | Ngā hononga

Children learn through responsive and reciprocal relationships with people, places and things.



Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.

Early Childhood services need to move beyond “it’s all about relationships”. Kaiako must ensure **learning** is being supported through these relationships.

From *Te Whāriki* 2017

- Language is more than words, sentences and stories, also the **languages of sign, mathematics, visual imagery, and performance arts**
- Languages develop in **meaningful contexts** where children have a need to know and a reason to communicate
- **Important that te reo Māori is valued and used in all ECE settings.** This includes correct pronunciation, retelling stories and using Māori symbols, arts and crafts. - *Te Whāriki* p.41



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Changes or new emphases from 1996 to 2017

STRAND	GOALS	LEARNING OUTCOMES
Communication Mana reo	<p>Children experience an environment where:</p> <ul style="list-style-type: none"> » They develop non-verbal communication skills for a range of purposes » They develop verbal communication skills for a range of purposes » They experience the stories and symbols of their own and other cultures 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » Using gesture and movement to express themselves he kōrero ā-tinana » Understanding oral language³ and using it for a range of purposes he kōrero ā-waha » Enjoying hearing⁴ stories and retelling and creating them he kōrero paki » Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhituhi » Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau » Expressing their feelings and ideas using a range of materials and modes he kōrero auaha

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Highlighting new aspects Mana reo/ Communication

- Explicit guidance in kaiako knowing about the development and extension of children's language skills and vocabulary
- Shared obligation on us all to protect and promote tikanga and te reo Māori.
- Model the benefits of bilingualism by a call to action to pronounce Māori words correctly
- Inclusion of multimedia and digital technologies including the development of cyber citizenship
- Use of and recognition of New Zealand Sign Language in curriculum design (Webinar 4)
- More explicit focus of the concepts of literacy including sounds in words and recognition of letters and mark making in a authentic and meaningful way

How might kaiako understand Mana reo/ Communication?

Mana reo - Through te reo Māori children's identity, belonging and wellbeing are enhanced.

Communication - Children are strong and effective communicators

Te Whāriki p. 41

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	<ul style="list-style-type: none"> » They discover different ways to be creative and expressive 	<ul style="list-style-type: none"> » Expressing their feelings and ideas using a range of materials and modes he kōrero auaha

“Able to integrate domain knowledgeinto the curriculum”

Te Whāriki p. 59

<http://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/mathematics/>

Communication is “Much more than words”

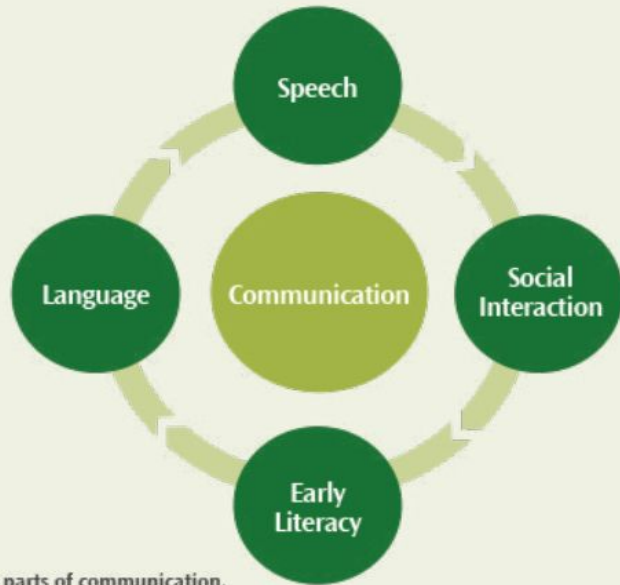


Figure 1 The parts of communication.

- Foundation for learning and development, most important skill a child will ever develop
- Develops over time - stages of communication some child go quickly others take longer
- Varies across languages and cultures
- Many children live in homes where more than one language is spoken
- Multilingualism is to be encouraged
- Kaiako use the language child is most comfortable with

<http://seonline.tki.org.nz/Educator-tools/Much-More-than-Words>

Education review Office Te Tari Arotake Mātauranga [Extending their language - expanding their world: Children's oral language \(birth-8 years\)](http://www.ero.govt.nz/publications/extending-their-language-expanding-their-world/) p. 18. ISBN 978-0-478-43854-3

Deepening our understandings of Mana reo

Mana reo: Through te reo Māori children's identity, belonging and wellbeing are enhanced.

- Te reo Māori as a relevant and living language
- Kaiako pronounce te reo correctly

Te reo Māori as a relevant and living language

*“Te Tiriti has implications for our education system, particularly in terms of achieving equitable outcomes for Māori and ensuring that **te reo Māori not only survives but thrives**”*

Te Whāriki p.3

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“My position on te reo Māori is that it’s a responsibility that every New Zealander should carry and share. It’s our responsibility to save our language, it’s unique to this country.... in order for you to speak Māori everywhere, everyone needs to be able to speak Māori. So it makes sense to actually promote the language to everybody”

Te Puna Kōkiri [Meet the new CEO of Te Taura Whiri i te Reo Māori](#)



Ngahiwi Apanui [Te Puni Kōkiri](#) CC [BY 4.0](#)

Kaiako pronounce te reo Māori correctly

“Kaiako pronounce Māori words correctly and promote te reo Māori using a range of strategies based on relevant language learning theories”

Te Whāriki p.43

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<http://tewhariki.tki.org.nz/en/weaving-te-whariki/identity-language-and-culture/>

Kaiako work together to make Te Reo Māori a living and relevant language

“The kaiako also worked really hard when speaking te reo to not translate it into english but use non-verbal communication and repeating te reo if the children did not understand”





“A leai se gagana, ua leai se aganu’u ona po lea ole nu’u”

**When you lose your language,
you lose your culture, darkness
descends on the village**

Fanaafi

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“That’s me- that’s my song”

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Deepening our understandings of Communication

Communication: Children are strong and effective communicators

- Development and strategies to promote oral language
- Awareness of sounds in words, rhythm and rhyme
- Responding to linguistically diverse learners

<http://www.talkingmatters.org.nz/>

EXTENDING THEIR LANGUAGE – EXPANDING THEIR WORLD

Children's oral language (birth-8 years)



February 2017

- Leaders and teachers in early learning services need to
- **know how** children's oral language develops.
 - **recognise** the fundamental ways the curriculum can promote rich oral language learning.
 - **use** deliberate teaching strategies.

Improvements were needed in many early learning services to support oral language learning and development

p. 3

Education Review Office Te Tari Arotake Mātauranga. [Extending their language - expanding their world: Children's oral language \(birth-8 years\)](http://www.ero.govt.nz/publications/extending-their-language-expanding-their-world/)
<http://www.ero.govt.nz/publications/extending-their-language-expanding-their-world/> p. 3. ISBN 978-0-478-43854-3

Infants and toddlers as capable and confident communicators

Communication practices in highly responsive services:

- They were familiar with infants and toddlers' verbal and nonverbal communication and responded positively to their efforts.
- **Kaiako gave children time to respond.**
- Kaiako supported children to express their ideas and feelings. They encouraged child-initiated conversations.
- Toddlers had opportunities to successfully interact with other children and adults



Infants and toddlers:
competent and confident
communicators and explorers



JUNE 2015

“Communication is vital for children to be able to share their strengths and interests, find out what they want to know, and take increasing responsibility for their learning” (p.5)

Education Review Office Te Tari Arotake Mātauranga. [Infants and toddlers: competent and confident communicators and explorers](#). ISBN 978-0-478-43821-5

A child's word bank and the word gap

The oral language children have when they start school directly impacts on their ability to think and to learn.

- Some children are starting school with 6,000 words in their expressive vocabulary.
- Some children may start only able to use about 3,000 words
- NZ study - 14% of families were only reading to their toddlers once a week or less at age 2
- 57% of mothers were telling stories weekly or less.
- Vocab gap evident by age 2
- Families want the best but are not always sure what to do

<http://www.talkingmatters.org.nz/>

Oral language development

Learning through Talk

Talking with children

We need to talk **with** children, not just to them.

Children learn more language skills when:

- ★ they take the lead in conversations
- ★ they ask questions
- ★ we encourage them to expand on their ideas.

Ako mā te Kōrero

Learning through books and waiata

Reading, talking about books, and singing songs and rhymes are some of the most effective ways to help children develop their language skills.



Kōrero (conversation) is the best way to help children learn.



Home languages

Children with a home language their teachers don't speak take a little longer to master the language used in their early learning service. Try and include greetings, words, and stories from your learners' home languages and cultures. In early childhood, children are learning to express themselves and to understand others.

By the age of 1, children can:

- ★ use some single words
- ★ point and wave to communicate.

20+ WORDS

You can help by:

- ★ **describing** what you're doing – "And now we're going to put your shirt on."

For further information, see:



By the age of 2, children can:

- ★ ask simple questions – "What's that?"
- ★ take turns in conversations.

50+ WORDS

You can help by:

- ★ **commenting** on what they are doing – "You're digging a big hole."
- ★ **replying** with full sentences – "Milk!" "Would you like some more milk?"

By the age of 3, children can:

- ★ use verbs and adjectives – "Koro is driving a big truck"
- ★ play imaginatively – using a block as a phone.

200 to 500+ WORDS

You can help by:

- ★ **introducing new words** – "Mm, does that taste nice? It's delicious!"
- ★ **playing word games** – rhymes and patterns – "big, bigger, biggest!"

By the age of 4, children can:

- ★ ask lots of what, where, and why questions
- ★ understand more complex language structures – "Because ..."

1000+ WORDS

You can help by:

- ★ **letting children choose** books and activities and then talking about them
- ★ **using complex sentences** that have multiple clauses – "Put all the white paper back in the box under the table."

By the age of 5, children can:

- ★ generally use complete, well-formed sentences
- ★ take turns in longer conversations.

You can help by:

- ★ **asking** open-ended questions – what, why, where, when, how?
- ★ **making** books, cards, and shopping lists together.

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<http://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/language-and-literacies-in/>

The quality of talk....

“Kaiako who offer effective literacy programmes pay particular attention to the **quality** of talk...”

[Te Whāriki online](#)



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Difference between talk and a conversation

How might kaiako enable **all** children to have regular opportunities for sustained conversations with kaiako?

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Kaiako modelling oral language

“Understanding oral language and using it for a range of purposes
He Kōrero ā-tinana”

Te Whāriki p.42

Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#) p.42.
ISBN 978-0-478-16926-3

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Using comments instead of questions

“Give priority to modelling new language and complex conversations before using questioning techniques”

ERO 2017 p.25

Education Review Office Te Tari Arotake Mātauranga

[Extending Their Language - Expanding Their World : Children's oral language \(birth-8 years\)](#) ISBN 978-0-478-43854-3



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Using accurate language

Kaiako break complex concepts down into scientifically accurate language all can understand

Kaiako recognise the science learning that is happening and share the relevant concepts and language with children.



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“Awareness of sounds in words, rhythm and rhyme”

Phonological awareness - the ability to hear and consciously break words into syllables, rhyme, onset and rime, and individual sounds or phonemes.

The sound of a letter is more important to know than the name of it

Table 1: Literacy knowledge, abilities, and activities

Literacy knowledge and abilities	Literacy activities
<ul style="list-style-type: none">• Alphabet knowledge• Letter-sound knowledge• Concepts about print• Concepts about books• Phonological awareness• Vocabulary knowledge <p>- Unusual words</p> <p>- Narrative competence</p> <p>- Using decontextualised language</p> <ul style="list-style-type: none">• Discourse skills• Phonemic awareness• Emergent writing	<p>• Rich oral language experiences such as:</p> <p>Rhyming</p> <p>- Language play</p> <p>- Informal phonemic awareness activities</p> <p>- Storybook reading</p> <p>- Sings songs/waiata and nursery rhymes</p> <ul style="list-style-type: none">• Extended conversations including taking turns talking• Scribble making, letters, numbers, letter-like forms to represents things

Sources: (Teale, 2003; Espinosa, 2008; McLachlan, 2007)

Education Review Office | Te Tari Arotake Mātauranga [Literacy in Early Childhood Services: Teaching and Learning](#). Written permission granted for this image to be used in this webinar (and associated resources) only.

<https://ir.canterbury.ac.nz/handle/10092/12664>

Authentic and meaningful phonological awareness and letter sound knowledge

- Catch rhyme - encourage children to come up with other words that rhyme
- Sing waiata that break words into syllables - Higgledy, piggledy bumblebee
- Eye spy with the sound of the letter
- Encourage children to listen for sounds in the environment
- Play sounds game - instruments hidden, objects in a bag
- At the end of a story encourage children to find all the pictures on a page that start with a “j” sound
- Talk with children about their names and the sound it starts with.
- Use rākau to drum and beat - following a rhythm by clapping or beating

Responding to linguistically diverse learners

What methods or technologies are used for tracking progress in language acquisition, particularly for children learning English as an additional language?

Te Whāriki p45

- Kaiako need to have a sound knowledge and appreciation that, for English Language Learners, understanding comes before articulation.
- Children more readily become bi or multilingual or bi or multi-literate when language learning in the education setting builds on their home languages.
- Kaiako need to be intentional in the way they introduced rich vocabulary with children in the context of the curriculum.
- Cognitive benefits for children who know more than one language - cognitive flexibility and selective attention.

ERO 2017

<https://www.radionz.co.nz/national/programmes/ninetonoon/audio/201852585/bi-lingualism-in-pre-schoolers>

Te Whāriki Online

Te Whāriki a te Kōhanga Reo ā-Ipurangi and Te Whāriki Early Childhood Curriculum Online



Home

Principles, strands, goals,
and learning outcomes

Weaving Te
Whāriki -

Teaching strategies and
resources -

Assessment for
learning

Professional learning and
development -

Leadership

Language and literacies in early childhood services

The importance of oral language as the foundation of literacy learning

It has been said that 'reading and writing float on a sea of talk'. Children who develop strong oral (or signed) language abilities before going to school are more likely to experience success well into their school years, especially when it comes to learning to read. This is because it is only through the words children know and use that they are able to think, have ideas, and make sense of their world and their lives.

Therefore, kaiako who offer effective literacy programmes also pay particular attention to the quality of talk and interactions. They are interested in what infants and young children express through gesture or words and they take time to listen and respond. When kaiako take this time, children learn that their ideas and thoughts are of interest to others. This encourages children to communicate more, strengthening their oral language abilities.



<http://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/language-and-literacies-in/>

Growing your professional knowledge - What do you need to know more about?

- Te reo Māori promotion and pronunciation
- Language of Mathematics and Science
- Oral language acquisition and development
- Phonological Awareness
- Working with linguistically diverse learners

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**From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!**

Ngā mihi nui ki a koutou

Ma te wā