Me whakarongo ki te kōrero: Let the conversations be heard

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Abstract

Seventy metres of virtually unhandled Māori language readers in the Māori Junior Non-Fiction collection! From wherever we looked – lending, liaison or learning – this was an unsatisfactory state of affairs. Nearly all the titles were designed to promote literacy development. Comparable English medium readers in the Sylvia Ashton-Warner Library are very well used. Why wasn't this rich resource being borrowed, or even browsed? Perhaps channels of communication were blocked? Our investigations revealed that intellectual and hence physical access was in disarray. In collaboration with literacy specialists from Te Puna Wānanga, the Library decided to reclassify and enrich two decades of junior Māori language records. Our collective purpose was to improve not only access, but equity, literacy development and liaison. In the process the Library discovered the excellent Ngā Kete Kōrero Framework (NKKF) for levelling Māori language readers, which we have successfully used as the primary means of organisation and now enthusiastically promote. Te Puna Wānanga, the School of Māori Education within the Faculty of Education, has identified a number of benefits resulting from the replication on Library shelves of the levelling system used by schools. The most obvious is the greater usage of the Māori readers by students enrolled in the Māori medium teacher training pathway, Huarahi Māori. Systematic reading of graded te reo Māori material is an effective language acquisition strategy for speakers and learners of te reo Māori. In addition, student engagement in the levelling process has enabled students to develop their knowledge of the NKKF criteria and their application. From a cataloguing perspective the main objective was to empower older bibliographic records. We enhanced the records using Ngā Ūpoko Tukutuku, the Māori Subject Headings, and by applying NKKF's abbreviation schema. Our discussion will canvas highlights and difficulties encountered using these tools, and how we proceeded. Others will be able to benefit from enhanced records in the National Union Catalogue (Te Puna). The collaborative work between Te Puna Wānanga and the Library has been an extremely positive way to give voice to the Treaty of Waitangi, by actualising the intent of te Tiriti

around principles of partnership, biculturalism, equitable outcomes and protection of taonga – namely te reo Māori. Other library supporters have come from Te Rōpū Whakahau, National Library and elsewhere. We are pleased to know that the reconstituted collection will be an ongoing support for te reo Māori. Specific benefits are already evident: on rummaged shelves, in successful Catalogue searches, in strengthened relationships, and for teaching and learning. Describing and connecting these works more thoughtfully has given them place and voice and power.

Introduction

We begin with a silence.

Metres and metres of junior Māori language material with which no one seemed to engage. Staff at the Sylvia Ashton-Warner Library were very concerned at the lack of activity and began to ask whether we should be embarking on an extensive weeding exercise.   However such actions are not undertaken lightly, and the newly appointed librarian responsible for this collection started to investigate. Thus began a series of conversations which led to the complete reclassification of all this material, enhancing description and dramatically improving access.

This is a story which involves investigation, discovery, collaboration and innovation. It tells of partnerships between Library departments, the Library and Te Puna Wānanga's Māori education specialists, and between Māori and Pakeha. We recount our discovery and use of tools created specifically for the uplifting of Māori language. A new way of organising Māori language readers within a library context was created. Giving the material voice has meant that it is now being used for the purpose for which it was intended, and students are constructively engaging with resources that were previously functionally inaccessible. To bring about this result the Library and Te Puna Wānanga at the Faculty of Education have worked in close collaboration and with unity of purpose, kotahitanga.

Me whakarongo ki te kōrero: let the voices be heard.

Context

He Kohikohinga Pukapuka e pa ana ki te Iwi Māori | the Māori collections at the Sylvia Ashton-Warner Library, based at the University of Auckland's Education Faculty, were established to improve access to Māori material and as a statement of biculturalism. The Faculty of Education offers a number of teacher education programmes at both undergraduate and postgraduate level. One of the pathways, Huarahi Māori, features Māori-medium delivery underpinned by tikanga, mātauranga and te reo Māori. (The University of Auckland Faculty of Education, 2011). Other English-medium programmes offered by the Faculty incorporate courses designed to meet the requirements of the Graduating Teacher Standards around these same aspects of te ao Māori (New Zealand Teachers Council | Te Pou Herenga Pouako o Aotearoa, 2011). He Kohikohinga Māori includes thousands of curriculum resources - which students need for the purposes of resource familiarisation, lesson planning, practicum visits, and their own learning about effective cultural work. Hence, Library locations named Māori Picture Books, Māori Young Adult Fiction, Māori Junior Non-fiction etc. Material located here, and within the parallel Pacific Island collection, mirror the extensive junior English-medium curriculum resources at the Sylvia Ashton-Warner Library.

Situation

During 2009 Library staff began to focus attention on the Māori Junior Non-fiction shelves, which were close to capacity. Ministry of Education publications continue to accumulate, but three-quarters of the collection was seriously under-browsed and under-borrowed – multiple copies of most titles remaining in pristine condition. About 45 metres of stock was at a single Dewey number - being written in te reo Māori and catalogued as language learning material, as indeed most of it was. However the works had been classified variously over time by title, author, series or combinations of same. Some titles looked as though they should be with Picture Books; others with natural history. Some appeared to be periodicals; others were monograph series. One or two older series bore titles identical with similar English language literacy resources: Sunshine Books, School Journal Story Library, for example. The latter was represented by material in both English (on Māori topics) and Māori language. A telling example of the Babel-like state of affairs occurred when a literacy class from the Huarahi programme needed to access material at a certain level of difficulty. Neither thoughtful browsing nor proficient catalogue searching would have returned useful results so their subject librarian, Liz Wilkinson, spent two hours at the shelves - checking contents and pulling titles off one by one. Whatever the

reasons for this chaos - and lack of speakers of te reo Māori within the Library was certainly one factor - the situation was problematical and called out for resolution.

Investigation

So, what was all this material, who was it intended for and how was it to be used? Liz, effectively monolingual, could deduce very little on her own so she called on Te Puna Wānanga (home of Māori-medium education programmes), where expert educators in Māori language learning and literacies are on staff. One of the Co-Heads of School, Hēmi Dale, met with her to begin teasing out the situation. Thus began a very productive collaboration between the Library and the School.

With Hēmi's input it quickly became apparent that much of the material was indeed designed to support language and literacy development. Key monograph series such as *He Purapura* and *Ngā Kete Kōrero* were identified. Conversations began with the Māori collections' primary cataloguer, Penny Bardenheier, about how this material might be managed more effectively - the initial thinking being to group it by series and then title. However, a teacher resource came to light from elsewhere in the Māori collections which changed all that! *Ngā Kete Kōrero FrameworkTeacher Handbook* (Ministry of Education, 1999) appeared to library staff at first sight to be associated with the eponymous reader series, but proved to describe an overarching framework for assigning difficulty levels to Māori language readers, analogous to the English-medium Colour Wheel (Ministry of Education, 2010., Abernich, 2011).

The Sylvia Ashton-Warner Library has been classifying English language readers by the Colour Wheel system for some years. The reason is to familiarise students with the arrangement they will find in school resource rooms, where reading resources are nearly always ordered by level of difficulty. The discovery of a Māori language equivalent immediately raised the possibility of taking a parallel approach.

Solution: Ngā Kete Kōrero Framework

The *Ngā Kete Kōrero Framework* is the outcome of a project begun in 1993, by which time there was a body of resources to support Māori literacy development in bilingual and immersion classrooms. A project team commissioned by Te Puni Kokiri designed the Framework from the ground up, drawing on tikanga Māori and research undertaken in 15

schools. The result is a distinctively indigenous framework for scaffolding literacy development, having some parallels to English language levelled reader schema, and some notable differences in structure and application. Variations were built in due to considerations derived from Māori epistemology and pedagogies, and because of environmental factors such as insufficient oral Māori language experience in the home (Berryman, Rau, & Glynn, 2001).

The project had been named *Ngā Kete Kōrero* (The Language Baskets), and the *Ngā Kete* team drew on these signifiers to represent the stages of reading achievement. Three kete (woven baskets) are identified by plants traditionally used in their construction: Kete Harakeke, Kete Kiekie and Kete Pingao. These are further subdivided, with vowels indicating progressive sublevels, A, E, I, O. Miro, the thread binding the three kete, represents fluency. Liz and Penny realised that this well conceptualized scheme could indeed provide a basis for reclassification of the Māori language readers by difficulty level.

Table 1. *Ngā Kete Kōrero Framework and University of Auckland Library Call Numbers.*

Reading Stage	Kete, Sublevels	Official Abbreviation	Library Call Numbers
Ata pō Emergent	Harakeke A Harakeke E Harakeke I	KHa KHe KHi	499.3 K-Ha 499.3 K-He 499.3 K-Hi
Ata puao Early	Kiekie A Kiekie E Kiekie I	KKa KKe KKi	499.3 K-Ka 499.3 K-Ke 499.3 K-Ki
Ata tū Early Fluency	Pingao A Pingao E Pingao I Pingao O	KPa KPe KPi KPo	499.3 K-Pa 499.3 K-Pe 499.3 K-Pi 499.3 K-Po
Awatea Fluency	Miro	M	499.3 K-RMiro
He pukapuka kaiako Teacher handbooks			499.3 K-T

But would we be able to associate levels with titles? Fortunately, a large proportion of the reader titles had been levelled and could be identified either by published lists or printed symbol on the texts (Ministry of Education, 1999, 2003; Penetito, 2006; Raven & Ministry of Education, 1997; Tapiata & Ministry of Education, 2007; Toi Te Kupu, 2003). However the Library needed further assistance to identify the exact purpose, audience and continuing relevance of multiple reader series. The existence of the *Ngā Kete Kōrero Framework* was not, of course, news to Te Puna Wānanga, but they hadn't realised the Library could use the Framework for classification purposes. At this point Tauwehe Tamati joined Hēmi and Liz for more in-depth discussion around the educational and publishing frameworks for junior Māori language resources.

Project Plan

Our preliminary work in understanding the nature of the educational resources at 499.3, and the realisation that a reading level schema existed, made resolution of the problem technically possible. However, with material at the Tai Tokerau branch of the Sylvia Ashton-Warner Library included, the total number of items at this single Dewey number was approaching thirteen thousand. A project to improve access to this material would require a significant commitment of Library resources, and solid justification.

Discussions amongst the four key players at the Library and Te Puna Wānanga had helped to crystallize thinking, and good reasons for proceeding were put forward:

- Te reo Māori and English language have equal status in Aotearoa | New Zealand. For this reason, reinforced by the volume of material placed at a single Dewey number, it was no longer tenable to regard everything published in te reo Māori as being intended for undifferentiated language-learning

- The dysfunctional organisation of the collection had negative consequences for Māori-medium students' own literacies and learning, including for information literacy, and a matter of equity as well. Potential collaboration between Te Puna Wānanga and the Library was also inhibited for this reason

- English-medium Education students were facing access hurdles as well as language and cultural barriers. These students are a numerically and strategically important group, as they learn to integrate Māori topics across the curriculum and understand education within bicultural and multicultural contexts. Browsing the physical collection is a frequent means of access but even this mode was impeded

- A reclassification project would provide a further opportunity to improve intellectual access by the application of *Ngā Ūpoko Tukutuku | Māori Subject Headings*

- The situation would worsen if not addressed. The Ministry publishes continuously and the output from other organisations eg iwi, is noticeably increasing

- A better understanding of the purpose and potential use of the resources would provide a basis for de-selection of excess copies and transfer of archival material

- Māori-medium educational publishing is a nationally significant corpus of juvenile literature. A project which rationalised classification, enhanced descriptions with *Ngā Ūpoko Tukutuku* and incorporated the *Ngā Kete Kōrero Framework*, would be of interest and potential benefit to other stakeholders

- Aotearoa | New Zealand is a leader in educational publishing for indigenous peoples and this body of work is also of international significance

- Some rare early Māori language readers should be properly archived

- The relationship with Te Puna Wānanga meant the Library was in an ideal position to begin a project enjoying practical support and providing mutual benefits.

In summary, the proposal cited overall benefits of: improving intellectual and physical access, increasing usage, facilitating learning and the development of literacies, and addressing inequity. The University of Auckland Library has been supportive of a thorough reclassification of the material, so work commenced at the end of 2010.

Action on Ngā Kete Kōrero Framework

The first step was to establish a call number sequence that would reflect the different levels of Māori language readers and be meaningful and useful to library patrons. At the Sylvia Ashton-Warner Library the readers use the Dewey Decimal Classification 499.3, to which a variety of cutters had been added. The cutters consisted of three letter groups identifying series, reading level, and title. However the cutters had not been applied consistently, and frequently the reading level had either not been included or was not prominent in the call number sequence. Our overall aim was to establish sequences that would achieve consistency in our Māori language reader collection.

The *Ngā Kete Kōrero Framework* included an abbreviation schema providing a graded flow in reading levels (Ministry of Education, 1999, p.9)

> e.g.   Kete Harakeke A = KHa
>
>   Kete Harakeke E = KHe
>
>   Kete Harakeke I = KHi.

It is this abbreviation schema that forms the first and most significant part of the new Māori readers' cutter sequence. We varied the abbreviation schema slightly by including a hyphen between the 'K' and following letters. This was done to improve recognition for shelving and to make the Framework, kete, and sublevel more readily identifiable to users. We followed the level by the first three letters of the series and then title.

> e.g.   M,JNF 499.3 K-Ha KET KOT corresponds to:

Māori, Junior Non-Fiction – Dewey – Framework-/Kete/Sublevel – Series – First 3 letters of title.

The *Ngā Kete Kōrero Framework* abbrevation schema achieves the desired flow in classification, reflecting reading levels, with the exception of Miro, fluency. The official abbreviation for Miro, M, would place these titles in the midst of Māori junior journals following the readers. We considered applying K-M to this level but it would be out of sequence within the Framework progression, placing it before the early fluency level, K-P. So, we assigned the letter 'R' to correct the placement thereby allowing Miro (K-RMiro) to sit after K-P (the previous level) and before K-T which we have used for teacher guides/material related to Ngā Kete Kōrero Framework. Refer Table 1. (p.5)

Our recognition of the importance of the Framework and the application of the abbreviation schema led us to review our treatment of Māori reader series other than *Nga Kete Korero* (series) and *He Purapura*. *Ara pānui* and *Ara pūreta* (*Pīpī*) are mostly levelled and we were able to adjust the call number sequence to reflect: Framework/Part/Level – Series – First letters of title. The series *Tōku Kōhanga* consists of books published by Huia specifically for early childhood education. We assigned the letter 'H' to the cutters of these books thereby allowing them to sit before the levelled readers, having cutters beginning with 'K'.[1] The series *Ōku Wawata* was interspersed with readers, yet the main focus is health (Ministry of Education, 2011). In consultation with Te Puna Wānanga the Library decided to classify these by topic, placing them outside the levelled readers section.

We found a number of titles that had not been levelled or lacked a sublevel. *He Purapura* titles between about 2000 and 2003 do not appear to have been officially levelled. Series within *Te Huinga Raukura* have Kete assigned but two (*Kahukura* and *Whatukura*) do not have sublevels (Tapiata & Ministry of Education, 2007). Fortunately, Alice Heather of Te Puna Mātauranga o Aotearoa | National Library arranged for us to have a copy of Newton

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[1] 'H' represents 'hihi' (ray), from 'te hihi o te rā'; alluding to the first shaft of light as day dawns. This metaphor for early childhood literacy encounters was given by Nanny Moana and Karen Liley of Te Puna Kōhungahunga.

Central School's excellent Access database of readers. We discovered that experienced literacy teachers had levelled nearly all the outstanding titles. With Alice's and Tauwehe's endorsements this database was used as an authority (Newton Central School | Te Kura a Rito o Newton, & Lemon, 2007). We have been able to enhance both our bibliographic records and those in the National Bibliographic Database cataloguing client.

The junior journal series *Kawenga Kōrero, He Kohikohinga, Ngā Kōrero, Te Tautoko, Te Whakawhiti,* and *Te Wharekura* are broadly organized by level of difficulty. Fortuitously, alphabetical ordering by series title achieves gradations of Miro, sitting beyond the works levelled by the Framework. The call number sequence for these series will **only** display the series and first three letters of title e.g. *Kawenga Kōrero* will have the cutter KAW for the series and be followed by the first three letters of the title.

Therefore there is a progression in reading levels - from early childhood material to the fluency reading stage (Miro) and continuing at fluency through the journals.

Table 2. *Series in Māori Junior Non-Fiction at the Sylvia Ashton-Warner Library.*

Important Junior Series in Te Reo Māori				
Publication Type	Early childhood books	Key levelled reader series, associated audio material	Junior Journals, associated audio material	Other
Audience	Preschool children	Developing Readers (Harakeke, Kiekie, Pingao)	Fluent Readers (Miro)	Various
Call No. cutter prefix	499.3 H	499.3 K-	499.3	By topic
Call No. example	499.3 H TOK POU	499.3 K-Ke PUR EHI	499.3 KAW	Various
Series Names	*Tōku Kōhanga*	*Ngā Kete Kōrero* *Pīpī* - *Ara Pānui* - *Ara Pūreta* *He Purapura* *Te Huinga Raukura* - *Amokura* - *Atakura* - *Kahukura* - *Whatukura*	*Kawenga Kōrero* *He Kohikohinga* *Ngā Kōrero* *Te Tautoko* *Whakawhiti* *Te Wharekura*	*Ōku Wawata* *Pīpī Pangarau* *Tūhono*

Action on Ngā Ūpoko Tukutuku

Many of the older Māori language readers' bibliographic records lacked Māori Subject Headings (MSH). We were able to enhance these records using *Ngā Ūpoko Tukutuku* (MSH). The MSHs were established "to provide a structured path to subjects that Māori customers can relate to and use to find material in libraries" (LIANZA: Library & Information Association of New Zealand Aotearoa | Te Rau Herenga o Aotearoa et al., 2011 [Introduction]). The online resource *Ngā Ūpoko Tukutuku / Māori Subject headings* was established in 2006 and is an invaluable tool for cataloguers as it provides a thesaurus of terms. A selected term or kaupapa is defined in both te reo Māori and English with broader, narrower, and related terms provided. For a non- Māori or limited Māori speaker working in a Māori context it is the English definitions or scope notes that are of greatest importance, as without these guidelines it would be difficult to identify correct terms or subject headings. Most of these subject headings are to be found on the National Bibliographic Database and are available to cataloguers via the cataloguing client as authorized headings. However, on occasion there is inconsistency with headings, for example the term Hōiho or horse is confused with the term Hoiho or yellow-eyed penguins. The authorized heading is for Hoiho (yellow-eyed penguins), but under this heading are found a mixture of works on both the small penguin and horses.

As with English texts, the nature of Māori language readers is that these are published as instructional reading material, providing fictional and non-fictional texts that reflect the cultural identities, interests and experiences of children growing up in New Zealand (Abernich, 2011). The books are about topics familiar to children such as animals, family, and nature topics - sea, sun etc. *Ngā Ūpoko Tukutuku* is regularly updated and over time terms relevant to children such as Ngeru (cat), Whānau (family), Moana (sea) and Rā (sun) have been included. However although *Ngā Ūpoko Tukutuku* continues to expand there still remains a lack of terms for the material that constitutes Māori language readers. This extensive material supports te reo Māori and it would be hoped that the inclusion of children's terms could be made a priority [2]. Some libraries have created their own lists of Māori terms specifically for children. However the University Library aims to have authorized subject headings. Authorized headings provide a controlled vocabulary which allows for greater accuracy when conducting a subject search and provides a wider uniformity across New Zealand libraries.

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[2] Ngā Ūpoko Tukutuku website welcomes feedback on the list and suggestions for future terms for inclusion, together with supporting context. Contact **reo@dia.govt.nz**

Besides the MSH for topic we added the MSH Pānui pukapuka which has the scope note "Works containing material for instruction and practice in reading te reo Māori" and is under the heading English Used For 'Readers'. These additions have enhanced the bibliographic record and aided retrieval for library patrons using the OPAC.

Ngā Ūpoko Tukutuku database is easy to navigate and selecting the correct term normally straight forward. However at times we were left wondering whether another term would be more appropriate. This feeling of indecision can be particularly felt by cataloguers for whom te reo Māori is not their first language. In recognition of the possible need for training the National Library's "Te Whakakaokao (the Māori Subject Headings Group) are asking for feedback on some training being developed to help librarians use the headings. Feedback can be added as comments to the Describe NZ website, or emailed to: reo@dia.govt.nz" (National Library of New Zealand | Te Puna Mātauranga, 2011).

Resolution

This project has resulted in a user-centred classification scheme that is already proving its worth. Browsing and borrowing have both been positively affected. Students and staff are able to use the University of Auckland's Library Search Catalogue to identify reader titles according to level of difficulty, by undertaking a call number search (The University of Auckland Library | Te Tumu Herenga, 2011.; See also Table 1 p.5). Topic searching across Māori junior resources has been vastly improved by the application of *Ngā Ūpoko Tukutuku* and the reader content integrated, by subject headings, into the range of subject matter accessible in the Māori Junior Non-Fiction collection. Enhanced records are becoming nationally available through Te Puna; and this is very timely now that the Ministry of Education has opened up the distribution of junior Māori language resources. Library personnel have become much better informed in a number of areas pertinent to their professional roles and activities. The Library's mission to support the teaching and learning of the University has been furthered even during the course of the project, when third year students came in to do preliminary levelling work on some titles. Education students throughout the Faculty are able to scaffold their own language learning and plan effective literacy development strategies for the classroom using appropriate resources. We have been able to apply both kaupapa Māori (terms) and kaupapa Māori (indigenous foundational schema) - in the form of *Ngā Ūpoko Tukutuku* and *Ngā Kete Kōrero Framework* - in appropriate contexts.

Most of all, we have started some ongoing conversations.

Conclusion: Tying up the conversational threads

When Liz meets a class of Māori-medium students for the first time in He Kohikohinga Māori, she recalls hearing once that a wharenui is like a library; that it holds the stories of the ancestors and the conversations of the inhabitants. The reverse also applies, she says, in that the Library is a place for kōrero: for histories and dialogue; for teachers and learners; for consultation, enlightenment and sometimes fractious discourse. The students are challenged to begin their own conversations with the works around them - by handling, reading and engaging with the content. In the case of Māori junior language material, such conversations were barely possible before this project began, as the voices of the works and the purposeful publishing framework that anchored them were lost in white noise. But now it is different.

We are all very pleased to have given *Ngā Kete **Kōrero** Framework* a chance to speak. The Framework has been very well designed from a library perspective (**H**arakeke precedes **K**iekie etc), as well as for literacy education. In the hands of our language learners and educators, be they academic or student, we know Ngā Kete will be holding conversations between books and readers - each dialogue brimming with potential. We can make exactly the same points for *Ngā Ūpoko Tukutuku*, and the outgoing ripples of conversation will go on upholding te reo Māori, the indigenous language of our country.

We acknowledge here the inspiration and dedication of the creators of both *Ngā Kete Kōrero Framework* and *Ngā Ūpoko Tukutuku*, who with these tools have given such wonderful support to those working with te reo Māori. We have been consulting them continuously. We thank other supporters too – advice, encouragement and information has come from people in National Library School Services (Māori), Te Rōpū Whakahau, the Ministry of Education and Huia Publishers.

Within the Library we have enjoyed the support and interest of managers and colleagues. There have been numerous cross-departmental conversations, discussions, questions and explanations – especially between Information Services, Cataloguing and Lending. We have learned much and gained more from these focused interactions.

There has undoubtedly been a strengthening in Faculty-Library relationships, individually and collectively. Te Puna Wānanga lecturers can now confidently send students to the Library on literacy resource-finding missions; Sylvia Ashton-Warner Library staff have

acquired a greater understanding of both the material and literacy learning in Māori contexts with which we can help support student learning.

Devising a workable structure for Māori junior literacy resources has only been possible by working together. What we see, looking backwards and forwards, is a sustained unity of purpose; kotahitanga. We have leaned on and learned from each others' understandings and experience, and filled our own kete mātauranga (knowledge baskets). Key participants are also conscious that they have been involved in a productive collaboration in a bicultural space with very positive outcomes; an example of how partnership under Te Tiriti can be realised.

Glossary

Ata pō [emergent reading] taking form out of the darkness of night; shadow or semblence

Ata puao [early reading] first light, dawn

Ata tū [early fluency] standing erect

Awatea [fluency] broad daylight

He Kohikohinga Pukapuka e pa ana ki te Iwi Māori, He Kohikohinga Māori the Māori collections at the Sylvia Ashton-Warner Library, part of The University of Auckland Library

Hōiho horse

Hoiho yellow-eyed penguin

Huarahi Māori Māori- medium teacher training pathway

Kaiako teacher

Kākano seed, berry, small fruit

Kaupapa term; foundations, ground rules, plan, schema

Kete basket

Kōrero speak, talk; conversation, story, narrative, discussion

Kotahitanga unity, solidarity

Mātauranga knowledge gained through education

Moana sea

Ngā Kete Kōrero Framework a framework for levelled Māori language readers. Readers are levelled texts designed to scaffold children into literacy

Ngā Ūpoko Tukutuku [Māori Subject Headings] Ūpoko meaning head, upper part, headings; tukutuku is the complex patterning of lattice work or woven panels

Ngeru cat

Pukapuka book

Rā sun

Tai Tokerau Northland

Taonga property, treasure, anything highly prized

Te ao Māori the Māori world

Te Puna New Zealand National Union Catalogue

Te Puna Wānanga School of Māori Education within the Faculty of Education

Te Puni Kokiri   Ministry of Māori Development

Te reo Māori, te reo language of the indigenous people of New Zealand

Te Tiriti The Treaty [of Waitangi]

Tikanga correct and true way; culture; customs and traditions that have been handed down

Whānau family

Wharenui meeting house

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