

# Ko te kai a te rangatira he kōrero: Braiding Western Literacy Practices with Māori Cultural Imperatives

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A BETTER  
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# Rationale

- Very little is known about literacy acquisition in bilingual Te Reo Māori and English speaking children
- Increasing number of public initiatives to promote Te Reo Māori
- A need to understand teaching practices that support emerging literacy in bilingual children, where various studies report on inequalities in school entry literacy skills between Māori and non-Māori learners (McNaughton, Phillips, & MacDonald, 2003; Tunmer, Chapman, & Prochnow, 2002; Westerveld & Gillon, 1999-2000)
- This is a novel pilot study exploring the feasibility of a culturally responsive literacy intervention that braids cognitive skills critical for early literacy success with Māori history, ontology, and pedagogy



# A BRAIDED RIVERS APPROACH



Western Science  
Stream



Western Science  
Research



Western Literacy  
Indicators



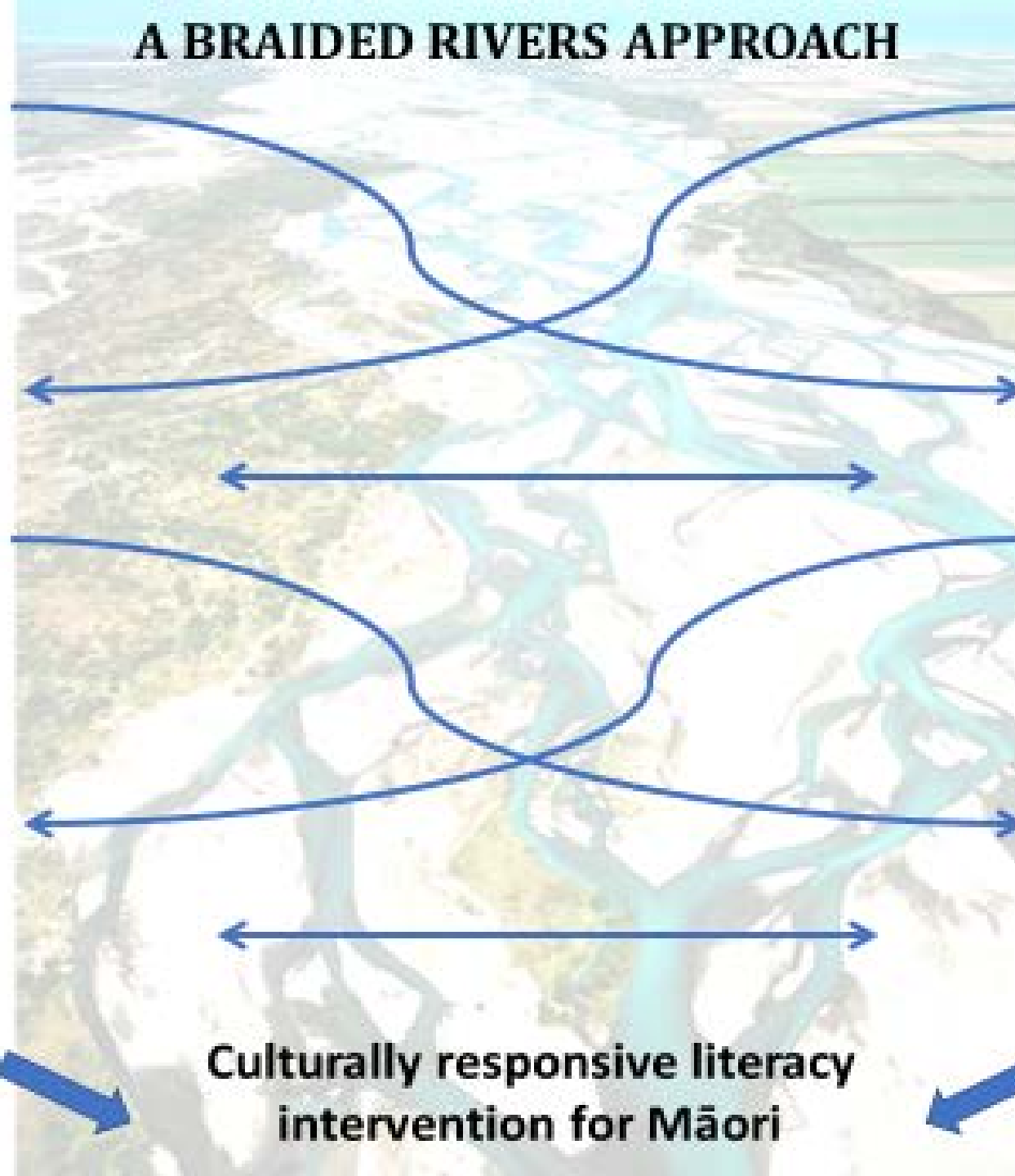
Te Ao Māori  
Stream



Mātauranga Māori  
and Māori  
Histories



Māori Pedagogy  
and Practices



**Culturally responsive literacy  
intervention for Māori**

# The Research Environment

- Four year old bilingual (Te Reo Māori and English) children
- Nōku Te Ao Early Childhood Centre, Ōtautahi
- Whānau-centred literacy activities
- Development of a Te Reo Māori Adapted Phonological Awareness assessment
- Single case design (8 whānau) employing two types of intervention:
  1. Stimulating Sound Sensitivity (SSS) focusing on phonological awareness
  2. Rich Reading and Reminiscing (RRR) focusing on interactive book reading, storytelling and conversations about the past



# About the Study

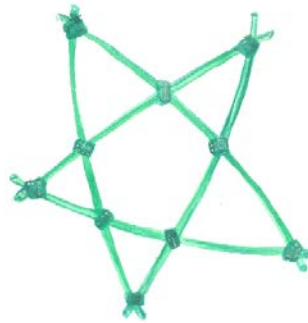
- 2 interventions (SSS and RRR) of 6 weeks duration each
- Crossover design between the interventions: random assignment to intervention sequence
- 12 books in Te Reo Māori and 12 books in English across both interventions
- Interactive book reading, songs, storytelling, reminiscing about the past, phonological awareness game activities
- Holistic view of each child: interviews, questionnaires, whānau reading samples, game-based assessments of phonological awareness, vocabulary knowledge, story retells, language/s of engagement with interventions





# Initial Phoneme Identification Tasks

Here is a kete, a whetū and a pēpi. Which one starts like this? (/p/)



# Syllable Tasks

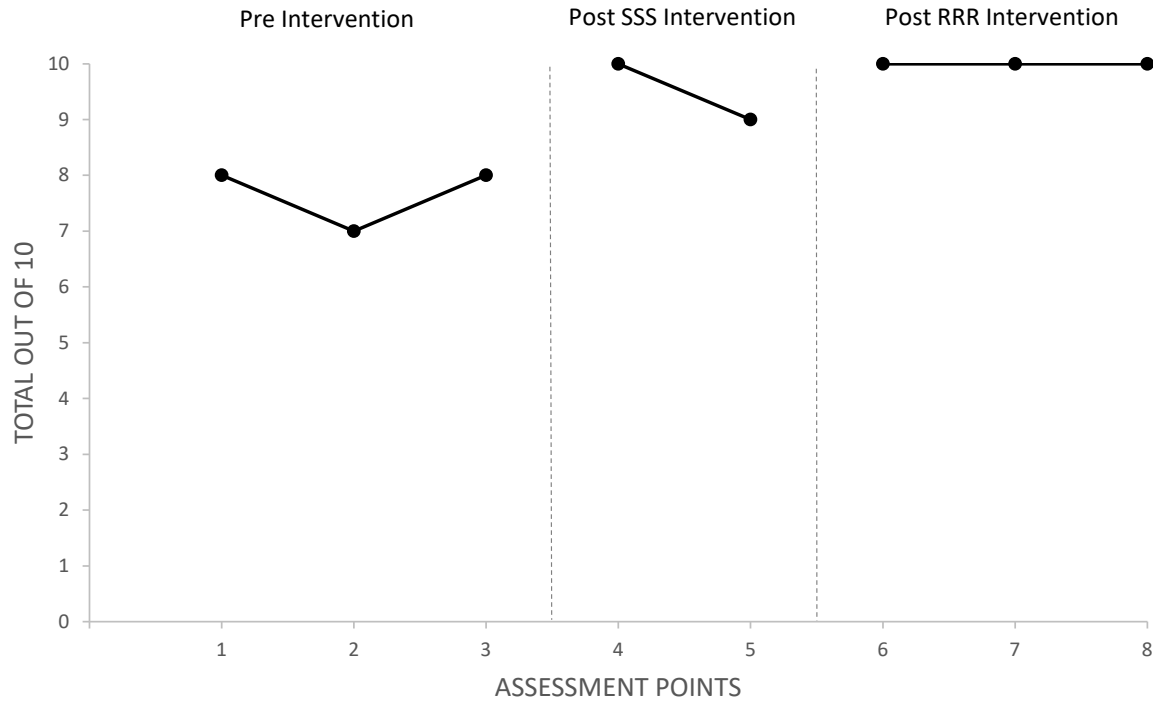


Here is a pounamu. Can you say pounamu?  
Now can you say it with your hands?

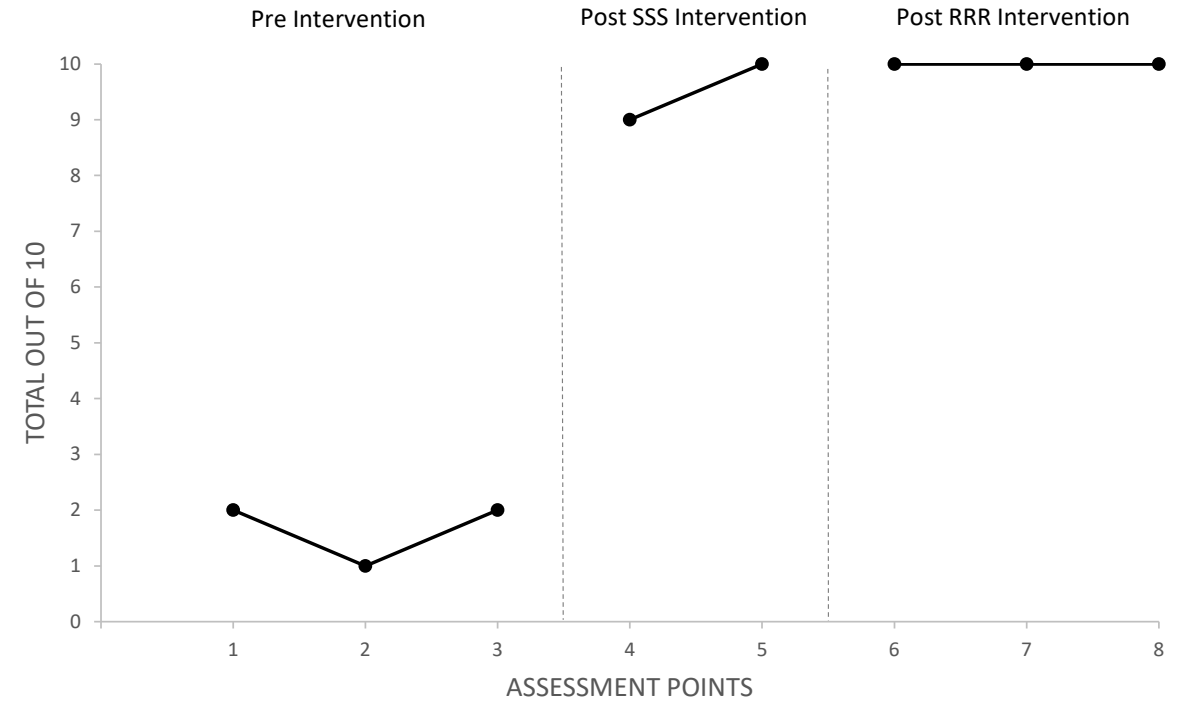


# Example of good PA knowledge in English and rapid positive response to intervention in Māori

## Initial Phoneme Identification English - Atawhai



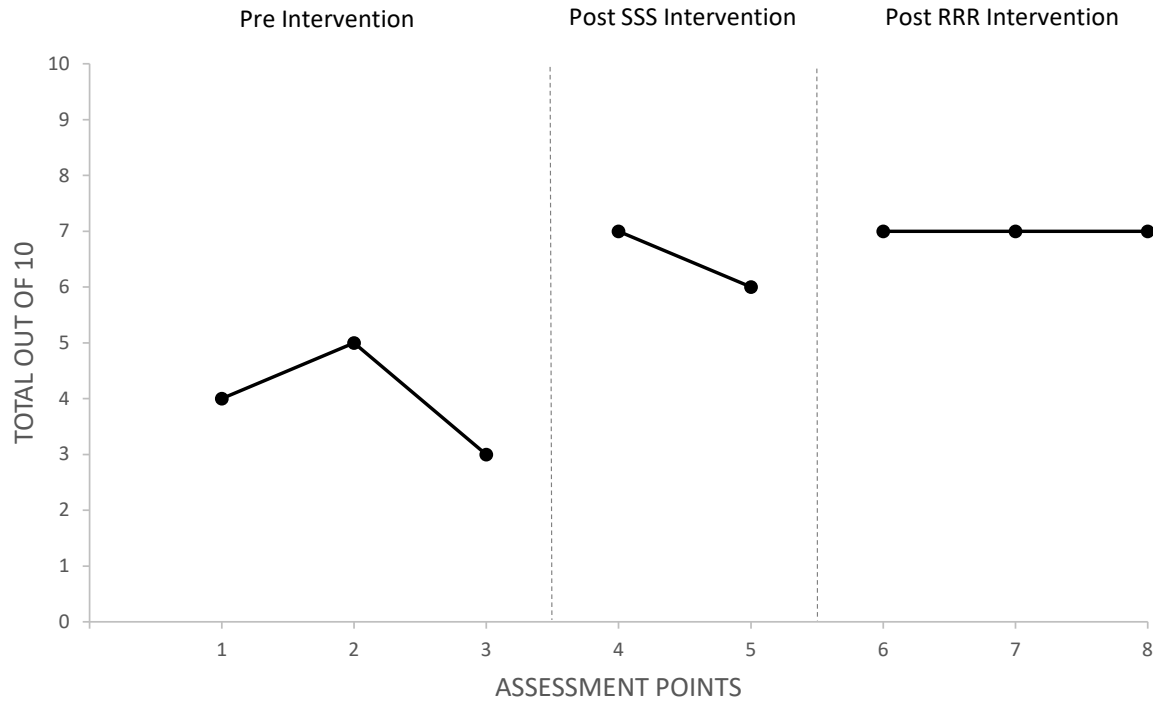
## Initial Phoneme Identification Māori - Atawhai



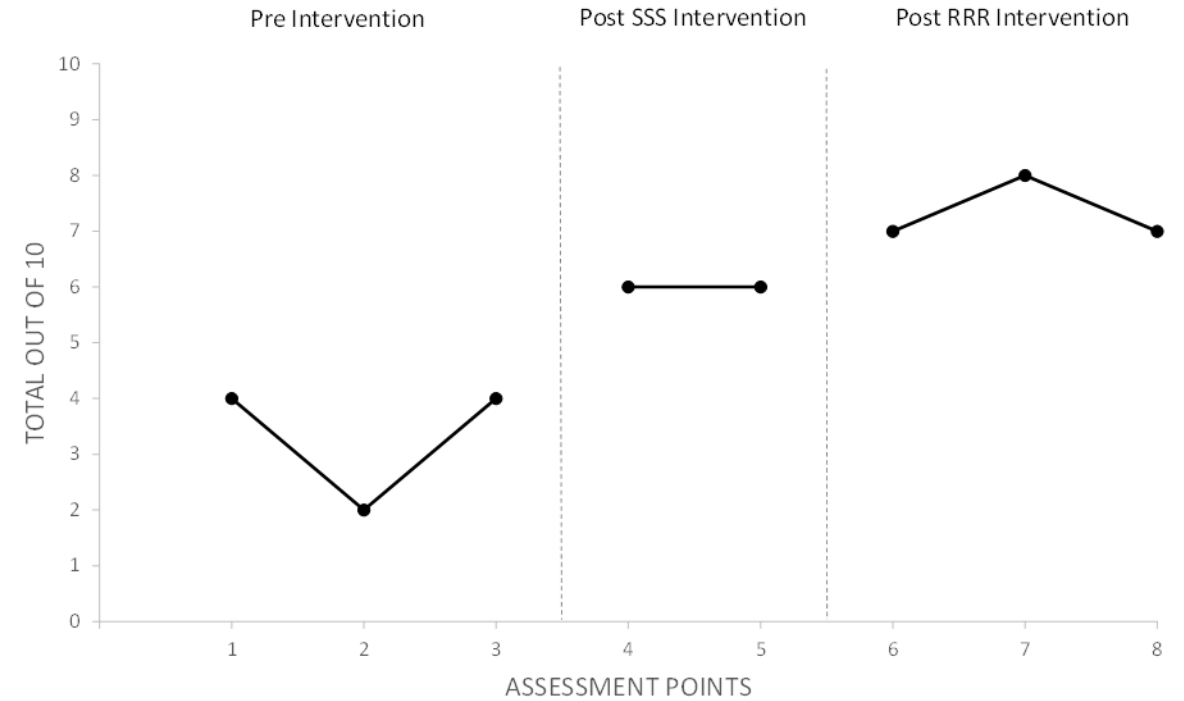


# Example of similar performance in syllable awareness in English and Māori

## Syllable Task English - Aroha

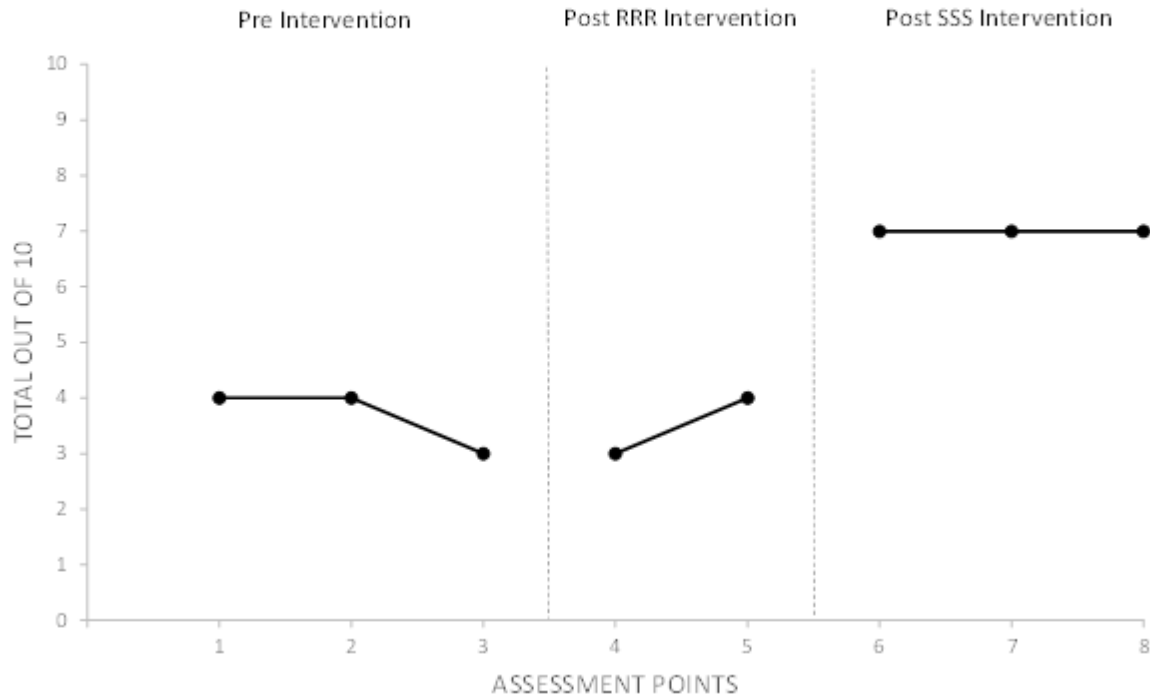


## Syllable Task Māori - Aroha

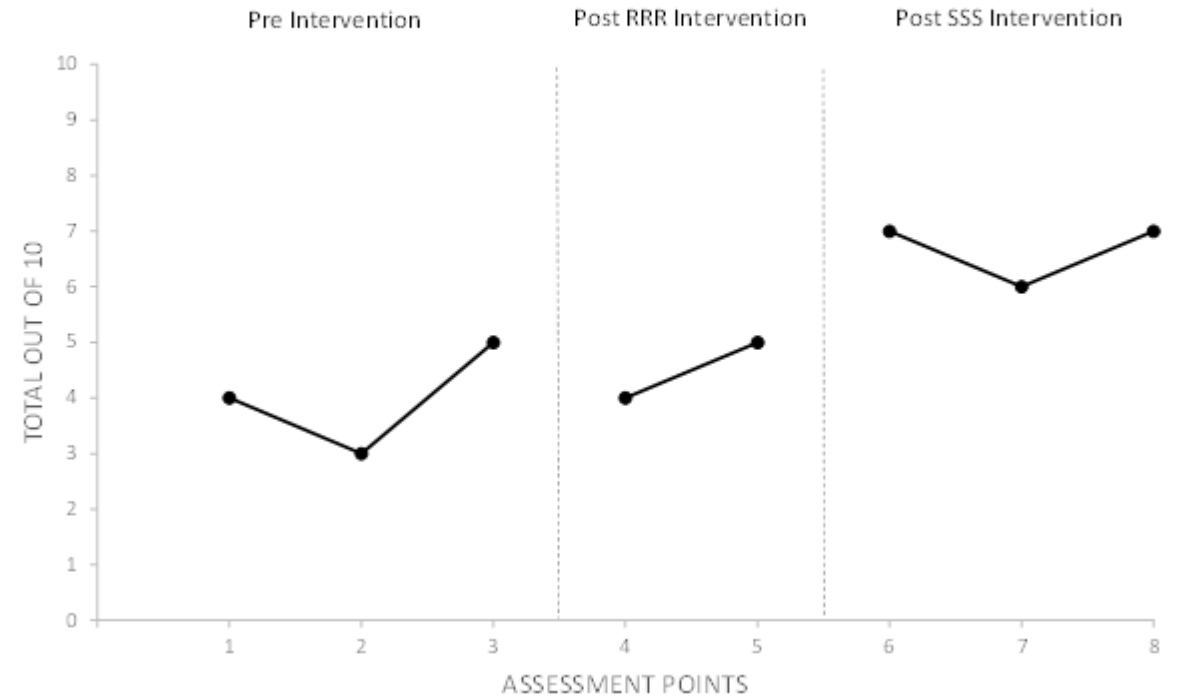


# Example of RRR intervention pre-SSS intervention

## Initial Phoneme Identification English - Tia



## Initial Phoneme Identification Māori - Tia



# Work in Progress

- Six month post-intervention follow up (April 2018) to determine if skills have been maintained or improved
- Analysis of sets of data for each child including oral language story telling data and story comprehension analyses
- Ongoing development of an online phonological awareness assessment tool using Te Reo Māori vocabulary as the target words



# Ngā mihi nui

- Participants and their whānau
- Supervision Team
- Advisors: Dr Amy Scott (phonological awareness test), Professor Elaine Reese and Dr Libby Schaughency (whānau workshops)
- A Better Start Researchers
- Ministry of Business, Innovation and Employment: Grant number 15-02688D
- University of Canterbury Brownlie Scholarship

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