VAGAHAU NIUE

in the New Zealand Curriculum

Ministry of Education
Te Tāhuhu o te Mātauranga
VAGAHAU NIUE

in the New Zealand Curriculum
## Tau Fakamatapatu Tala

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Vagahau Niue in the New Zealand Curriculum: School Levels

Vagahau Niue in the New Zealand Curriculum: School Levels

Ko e Fakaholoaga he Vagahau Niue it loto he tau Fakaakoaga i Niu Silani
The Framework of Vagahau Niue in the New Zealand Curriculum

Veveheaga 1
Level 1

Veveheaga 2
Level 2

Veveheaga 3
Level 3

Veveheaga 4
Level 4
Vagahau Niue in the New Zealand Curriculum has been designed and developed to support the teaching and learning of vagahau Niue as an additional language in New Zealand Schools. It provides recognition of the Niue language and reflects the goals and targets of the Ministry of Education’s Pasifika Education Plan 2006-2010 by increasing opportunities to build strong Pasifika language foundations and contributing to raising achievement for all Pasifika students.

Our personal, group, and national identities are strengthened by learning an additional language from the earliest age and Vagahau Niue in the New Zealand Curriculum adds to the rich linguistic and cultural diversity of New Zealand. Vagahau Niue is an endangered language and, with the majority of the people of Niue living in New Zealand, this unique language and culture must be maintained and nurtured.

The arrival of Vagahau Niue in the New Zealand Curriculum is a very welcome addition to the suite of language curriculum guidelines. It will provide support and assistance in planning and delivering high quality vagahau Niue language programmes. There are eight levels of achievement that align with the New Zealand school curriculum, and they provide a framework that sets out a clear progression of achievement in language skills and cultural knowledge. The early childhood section is aligned with Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum and includes suggestions for teaching and learning vagahau Niue in early childhood settings.

Vagahau Niue in the New Zealand Curriculum has been developed for the Ministry of Education by a dedicated group of Niue writers, in consultation with the Niue community in New Zealand. The writers represented early childhood, primary, secondary, and tertiary education in New Zealand.

To everyone involved in the design and writing phases of these guidelines, our thanks and appreciation. Without your guidance, support, commitment, time, expertise, knowledge and skills, the completion of these guidelines would not have possible. We value and celebrate your contributions.

Fakaaua lahi
Kia monuina

Karen Sewell
Secretary for Education
Vagahau Niue in the New Zealand Curriculum supports *Te Whāriki* and *The New Zealand Curriculum Framework*. It affirms the same principles, attitudes, values, and essential skills, including those relevant to learning and teaching vagahau Niue. It is also founded on the cultural and philosophical principles and values of aga fakamotu, which are briefly described below, on page 29.

Vagahau Niue in the New Zealand Curriculum is not a teaching programme, but instead provides guidelines for planning vagahau Niue programmes in New Zealand early childhood education settings as well as in primary and secondary schools. It forms a basis from which early childhood education services and schools can set clear expectations for learning. When developing programmes, teachers should consult with the local Niue community, addressing their needs and concerns. However, it is important to remember that not all Niue language speakers are necessarily experts (*pulotu*) in vagahau Niue.

*Te Whāriki* provides the holistic framework and sets the expectations for learning in early childhood settings. Vagahau Niue in the New Zealand Curriculum suggest ways of incorporating the Niue language and culture into early childhood programmes to develop children’s learning.

For schools, eight levels of achievement are defined for schools to indicate the progression and continuity of Niue language learning. Vagahau Niue in the New Zealand Curriculum identifies specific skills and knowledge that learners will develop in vagahau Niue, including the receptive skills of listening, reading, and viewing and the productive skills of speaking, writing, and presenting or performing, as well as knowledge of the contexts in which the skills are used. These skills are reflected in the achievement objectives on pages 36–42 below.

As they progress through the levels, learners will extend their ability to communicate using speech, writing, and performance for a wider range of purposes. For example, the early childhood level introduces verbal and non-verbal communication skills in oral, written, and visual language. At this level, learners are encouraged to interact and communicate with others using simple, everyday language and a range of speech functions. At higher levels, learners use more complex language for a wider range of purposes.

In any early childhood education setting or school class, learners may be working at different levels. Individual learners may be working at one level in one aspect of the programme or learning strand and at a different level in another aspect or strand. Teachers need to design programmes that will accommodate this diversity and range of abilities.

A note on terminology: The term “vagahau Niue” is used for the Niue language in these curriculum guidelines, except in headings where an English translation is provided and in a few other cases where “the Niue language” is used for a particular reason. The term “Niuean” is not used except to refer to the publication *Guidelines for Niuean Language Programmes*. Because “vagahau” is used so frequently in these guidelines, it is not italicised, nor is “aga fakamotu”, for the same reason. All other vagahau Niue words are in italics.
Hagaaoga he tau Fakaakoaga ma e Vagahau Niue
Aims for Learning the Niue Language

Monu Tagaloa
Ke hake ke ti mata ailele
Kolomata e tama ti ua loluga
Monu hi Inu e e e ...

Tau Hagaaoga Fakalaualahi
General Aims

The general aims for language teaching and learning reflect those stated in Te Whāriki and The New Zealand Curriculum Framework.

These aims are:

- to promote and encourage the learning of Vagahau Niue and culture from the earliest possible age;
- to enable learners to develop and use vagahau Niue as part of their education;
- to promote the use of vagahau Niue in a range of contexts;
- to provide accessible vagahau Niue learning opportunities for all learners;
- to collaborate with the Niue community in order to develop vagahau Niue programmes that are responsive to their needs and that fit in with related initiatives.

Tau Hagaaoga Fafati
Specific Aims

Learners of vagahau Niue will:

- develop an understanding of vagahau Niue and aga fakamotu (aga faka-Niue\(^1\)) in New Zealand and the wider Pacific;
- develop verbal and non-verbal communication skills for a range of purposes;
- experience the spoken stories, written texts, and visual symbols of the Niue culture;
- discover ways to be creative and expressive in vagahau Niue.

As they progress to more advanced levels, learners of vagahau Niue will:

- become increasingly proficient in vagahau Niue;
- increase their understanding and experience of aga fakamotu;
- develop an understanding of the functions, structures, and conventions of vagahau Niue;
- demonstrate increasing awareness of how vagahau Niue varies according to audience and purpose;

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\(^1\) Both of these terms are used to describe the culture of Niue. These curriculum guidelines will use the term aga fakamotu throughout for consistency and because the guidelines are intended for use in New Zealand.
• respond personally to, and think critically about, a range of texts;
• use language skills to process and communicate information;
• extend their understanding of New Zealand as a country with diverse linguistic and cultural perspectives;
• acquire skills that may be transferred to other curriculum areas, including the learning of other languages;
• develop a greater sense of identity within their culture and/or increase their appreciation of the Niue heritage.

Learners will be able to use vagahau Niue for a range of post-school options, including employment, training, and tertiary education. They will also be able to use the language in a range of situations, including those within families and within the community.
New Zealand’s position in the South Pacific means it has a multicultural and multi-ethnic society that increasingly reflects diverse languages and cultures.

The migration of groups from the South Pacific has led to the establishment of a number of distinct Pasifika language communities in New Zealand. The Niue community is the fourth largest of these. However, vagahau Niue is one of the most endangered Pasifika languages in New Zealand. Learners with a Niue heritage will be able to take part more effectively in activities within their family, church, and community if they can speak vagahau Niue and, as they become parents, they will have an important role in passing on vagahau Niue to their children and their children’s children.

Learning vagahau Niue brings many benefits. For learners with a Niue heritage, learning the language builds their awareness of their own identity and of the cultural values of their people. If they are learning vagahau Niue as a second language, it is also a way to acquire their heritage language. For others, learning vagahau Niue offers a way to link with first-language vagahau Niue speakers and to gain understanding of the Niue culture. Knowing the language enables them to participate in Niue society and engage directly with the Niue community.

There are cognitive benefits in learning new languages. Learning vagahau Niue will enable students to reach higher levels of proficiency in the languages they already use and those they may learn in the future. For learners whose home language is vagahau Niue, opportunities to maintain their language will enhance their learning of English.

Learning vagahau Niue will also enable learners to function more effectively in New Zealand’s multicultural society. Bilingual skills are increasingly valued in a number of situations, including at work and in the community. Learning vagahau Niue will help all learners, including those with a Niue heritage, to function more effectively in contexts where vagahau Niue is used.

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Learners of vagahau Niue bring a range of previous experiences to their learning. In any learning setting, there may be learners who have:

- knowledge of other languages;
- little or no prior experience of vagahau Niue;
- some prior experience of the Niue language, although they do not come from homes where vagahau Niue is spoken;
- family or caregivers who use the language to communicate with them;
- a strong background in Niue language and culture. For these learners, vagahau Niue will be their usual means of communication with their family and with other members of the Niue community.

When planning teaching and learning programmes, teachers need to take account of these diverse needs. Within each group of learners, even when they have similar backgrounds, there is diversity. At all levels, learners of vagahau Niue are likely to show the full range of individual differences found in groups of learners. There will be learners who have special talents or gifts with language as well as those with special educational needs.

_Vagahau Niue in the New Zealand Curriculum:_ reflects the principle of inclusion. Vagahau Niue programmes should be developed to offer learning opportunities equitably to all learners. As stated on page 7 of _The New Zealand Curriculum Framework_, “All programmes will be gender-inclusive, non-racist, and non-discriminatory, to help ensure that learning opportunities are not restricted.”

In planning inclusive programmes, teachers need to be sensitive to traditional gender roles within the Niue culture and to be aware of how these are changing over time. It is important to recognise the relationship between certain traditional roles and the underlying value system that has defined them. The concepts of aga fakamotu have implications for teaching and learning programmes. Teachers need to be aware that some learners of vagahau Niue will come from backgrounds where traditional structures, roles, and beliefs form an important part of the accepted value system. Teachers can seek guidance on these issues through local Niue community networks.

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3 For example, learners with a Niue heritage may have differing experiences of churches or denominations; village customs; pulotu preferences and specific areas of knowledge; different family backgrounds, socio-economic situations, and varying processes for achieving collective aspirations.
Vagahau Niue is a distinct Polynesian language. It developed within a western Polynesian language stream that also includes the Tongan, Sāmoan, and Pukapukan languages. Vagahau Niue shares many of the features of these three languages, but is more closely related to Tongan than to Sāmoan or Pukapukan.\(^4\)

**Tau Vahega Vagahau**

**Dialects**

The Niue language developed as two dialects: the Motu dialect in the north of the island and the Tafiti dialect in the south. (Motu means the people of the land, and Tafiti means the strangers or people from a distance.) According to tradition, Tongan immigrants had a greater influence in the Tafiti district. There are few differences in the structures of the two dialects; most of the differences are in vocabulary. For example, note the different Motu and Tafiti forms of the following words. Both forms are correct.

<table>
<thead>
<tr>
<th>Motu (eastern Polynesian form)</th>
<th>Tafiti (western Polynesian form)</th>
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<tr>
<td>haloka</td>
<td>Aloka</td>
</tr>
<tr>
<td>likiliki</td>
<td>iikiiki</td>
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<tr>
<td>afule</td>
<td>hafule</td>
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<tr>
<td>kalemutu</td>
<td>kelemutu</td>
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<tr>
<td>kanomea</td>
<td>kanumea</td>
</tr>
<tr>
<td>kolomiti</td>
<td>kolomete</td>
</tr>
<tr>
<td>kuvei</td>
<td>kavei</td>
</tr>
<tr>
<td>maona</td>
<td>malona</td>
</tr>
<tr>
<td>maine</td>
<td>maini</td>
</tr>
<tr>
<td>nei</td>
<td>nai</td>
</tr>
</tbody>
</table>

The *Guidelines for Niuean Language Programmes*\(^5\) discuss these two dialects, on pages 6–7.

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\(^4\) Refer to pages 7–8 of *Developing Programmes for Teaching Pacific Islands Languages* (Ministry of Education, 2000) for an overview of the Pacific languages.

The Niue alphabet has five vowels: a, e, i, o, u.
It has eleven consonants: f, g, h, k, l, m, n, p, s, t, v.
The Niue alphabet, then, has sixteen letters altogether: a, e, f, g, h, i, k, l, m, n, o, p, s, t, u, v.

The letter “g” is sounded “ng”, as in “vagahau”. The letters “r” and “s” were introduced by the London Missionary Society for names transliterated from the Bible. The “s” sound and the “r” sound were not traditionally part of the Niue language. However, the “s” has made its way into printed books and classroom programmes.

In the written language, some Niue words may have one or more macrons (for example, maka, meaning pale in colour or light in weight) and some others may be written with a double vowel (for example, maama, meaning light or knowledge). Macrons and double vowels indicate different kinds of sounds with different meanings. For example, the first syllable of maka (pale in colour) does not sound the same as the first syllable of maama.

Printed texts in vagahau Niue do not always use macrons or double vowels. Proficient readers of the language can recognise the intended word by its context. An experienced reader can easily tell whether mama is intended to mean mama (chewed food) or maka (pale in colour). In the past, macrons and double vowels have sometimes been used or omitted inconsistently, depending on the writers’ backgrounds and preferences. The Guidelines for Niuean Language Programmes (see page 6) suggest a consistent approach.

There are some vagahau Niue words that look the same as another Niue-language word in print (that is, they have the same spelling) even though the two words sound different and have different meanings. Again, experienced readers of the language can usually tell the intended word by its context, for example, kupu meaning “word” is different from kupu meaning “grab”.

Vagahau Niue in the New Zealand Curriculum uses macrons and double vowels because these can assist learners of vagahau Niue. As they move to higher levels, learners need to learn how to read and write vagahau Niue texts that do not use diacritical marks. Literacy in vagahau Niue involves being able to read and write both kinds of text because they will commonly encounter both.

Formal vagahau Niue is spoken at fono (official meetings), ceremonial gatherings, and cultural gatherings, such as funerals, performing arts festivals, and church sermons. Informal vagahau Niue is used casually, for example, in families and between friends. Learners need to gradually master both formal and informal forms of vagahau Niue. They need to learn to recognise when to use formal vagahau Niue and when to converse using the informal form.

Some language that may be formal when spoken is not appropriate in formal written language. For example, the contractions ha lalu (ha lautolu) and ha tatu (ha tautolu)
are appropriate in formal speech but not in formal writing. Some expressions that are
correct in a face-to-face conversation (for example, “Fefe ho loto?”) are not suitable
for written language. (In written language, *ha* rather then *ho* is used in this context.)

**Hiki Vagahau**
Code-switching

Niue-language speakers commonly switch back and forth between vagahau Niue and
the English language (vagahau pālagi or papaalagi). The appropriateness of code-
switching depends on the type of vagahau Niue being spoken. It is not appropriate to
switch to English when speaking formally in vagahau Niue. Speakers should learn to
distinguish when code-switching is useful, which will nearly always depend on the
social context. For example, a speaker using vagahau Niue may choose to switch to
English in order to use technical language such as the word “texting” and to switch
back to vagahau Niue in order to complete what they are saying. *Vagahau Niue in the
New Zealand Curriculum* encourages more consistent use of vagahau Niue in all
contexts.

**Tau Kupu Tamai mo e tau Kupu Foou**
Transliterated Words and New Words

Speakers and writers of vagahau Niue are adopting an increasing number of words
transliterated from other languages, especially English. This contemporary
vocabulary is generally accepted. However, many vagahau Niue speakers continue to
prefer vagahau Niue forms to transliterated forms, for example, they say *huki fakagata*
instead of *iminase* (immunise). In general, learners are recommended to use
vagahau Niue forms unless there is a good reason to use a transliteration.
**Tau Puhala ma e Akoaga mo e Fakaakoaga he Vagahau Niue**

Approaches to Learning and Teaching the Niue Language

*Vagahau Niue in the New Zealand Curriculum* weaves the achievement objectives into three main strands for students at school levels. These strands are:

- Vagahau Language;
- Fakaaoagaoga he Vagahau Communication;
- Aga Fakamotu Culture.

**Fakatokatokaaga Aoga he Fakaakoaga he Vagahau Niue**

An Effective Niue Language Programme

The teacher, in partnership with the learners and their families, creates the conditions for effective language learning. The teacher makes connections to learners’ prior knowledge, gives them opportunities to practise what they learn, shares learning goals and constructive feedback with learners, and fosters positive relationships within an inclusive learning community. The teacher develops a teaching programme, based on the learners’ identified learning needs, and engages the learners in a varied range of appropriate communicative learning activities in order to address those needs. The teacher needs to understand how languages are learned and to use instructional approaches that motivate and engage the learners and enable them to meet their learning goals.

Effective vagahau Niue programmes include the following features.

- Teachers and learners communicate mainly in vagahau Niue and value interaction in vagahau Niue.
- Teachers and learners use appropriate vagahau Niue for authentic purposes.
- Language learning builds on previous learning, for example, in early childhood education.
- Communication has some personal importance or meaning for the learners.
- Communication is allowed to be spontaneous and unpredictable.
- Teachers and families recognise that learners need to develop listening skills as an essential first step to language learning.
- Learners learn appropriate grammar when they need it to comprehend or convey messages in vagahau Niue.
- Teachers organise their classrooms to be flexible and encourage the learners to work in groups or pairs and to move around.
- In assessment, teachers and learners place emphasis on communication skills.
- Teachers emphasise the Niue culture as an integral part of language learning.
- Aspects of the Niue culture are compared with equivalent aspects of other cultures, including the learners’ cultures.
- A smooth transition from early childhood to primary and from primary to secondary programmes is assured.
Tau Puhala Ako
Learning Activities

_Vagahau Niue in the New Zealand Curriculum_ takes an interactive, communicative, and experience-based approach that aims to develop the learner’s communicative competence. Learners should have opportunities to take part in a wide range of learning activities appropriate to their developmental stages. They should have opportunities to interact in community situations in which vagahau Niue is spoken. The focus should be on contextualised, appropriate, and meaningful communication in vagahau Niue. Although repetition is inevitable when learners are engaged in learning the language, rote learning based only on surface features is not encouraged. The sections that accompany the achievement objectives at each level suggest activities that teachers may select to use in their programmes as appropriate.

Teachers need to choose resources and activities that reflect their learners’ interests and needs and provide sufficient challenge.

Learners need to:

- draw on the language skills that they already have;
- develop linguistic competence (with growing levels of precision and accuracy) as the foundation for fluency;
- develop knowledge of both formal and informal vagahau Niue through using the language in various contexts;
- experience aga fakamotu in a range of settings;
- use vagahau Niue for a broad range of different purposes;
- experience vagahau Niue in a wide range of printed, audio, and visual media;
- learn by working in a range of contexts, including whole-class activities, group work, working in pairs, role plays, and individual work;
- experience positive expectations from the teacher and others and develop high expectations for their own success;
- receive constructive feedback about their progress;
- be given increasing opportunities to manage their own learning.
Grammatical competence is an essential element of effective communication. Formal instruction in grammar, focusing on isolated grammatical forms, has been found to add little to the development of language proficiency. Studies suggest that the most effective examples of language instruction are those in which the subject (the focus of communication) determines what specific structures and patterns are to be taught. In any activity, teachers may focus on certain structures and forms in order to increase learners’ proficiency. Guiding principles for the development of grammatical competence that contributes to effective communication are given, under the following four headings,

- **Learning in Context**
  Language learners learn grammatical structures best when these structures are taught in a meaningful context. They generally learn simpler structures first and more complex ones later, but the order in which they learn structures is affected by their communicative needs. When they speak or read vagahau Niue for communicative purposes, learners come to understand that they need to learn the words and language structures that are used. They are more likely to work out the relationship between form and meaning in the context of authentic language use than by studying grammar in isolation.

- **Practice**
  Grammar activities in the language-learning classroom can be used either for controlled practice (where the precise required response is predictable) or for less controlled practice (where some students may produce specific target language but others may communicate their message in different ways). In less controlled practice, more advanced students have opportunities to use their more extensive repertoire. For both kinds of practice, teachers need to develop activities that are sufficiently demanding in terms of learners’ cognitive, linguistic, and cultural development. Learners need plenty of opportunities to practise new language so that they can become familiar with the language patterns and try out what they have learned in a range of different contexts. These activities should always take place in a context that includes a genuine reason for exchanging information.

- **Errors or Approximations**
  Learners master a language progressively and make many mistakes as they learn. Teachers and learners need to accept this as a natural part of the learning process and to pay more attention to how effectively the learner communicates than to addressing minor errors. As learners progress through the levels, their communication will become more accurate. Learners are likely to produce approximations of new grammatical structures (that is, forms that are almost, but not quite correct). These can be stepping stones to learning the correct structure. Analysis of learners’ errors can provide useful information for teachers’ ongoing programme planning.
Feedback
As learners become more fluent in vagahau Niue, they will become increasingly aware that accuracy of expression, as well as fluency, is needed for effective communication. Learners need regular and constructive feedback on their success in communicating, their fluency, their grammar, and their next learning steps. A feedback cycle will enable learners to take increasing responsibility for their own learning and achievement.
By using a range of information and communication technologies, all learners can access a wider range of language opportunities. Information and communication technologies (ICTs) allow teachers to use a greater mix of approaches, for example, ICTs can be used by learners working in small groups or conducting peer assessment. Word-processing programs can be useful tools to help learners of vagahau Niue. Learners and teachers can access interactive language-learning programs and information through the Internet, and they can develop useful networks with other language learners through computer links.

Teachers can encourage learners to communicate in vagahau Niue using the technologies that are part of their everyday lives. Sometimes, the learners may be able to introduce new ways of using ICTs to send and receive messages.
Assessment is the process of obtaining meaningful information about the outcomes of teaching and learning and then conveying this information to individual learners and groups of learners. Conveying this information in a clear and appropriate way is vital to the parents, families, and communities of vagahau Niue learners.

Assessment of children’s learning and development should always focus on individual children over a period of time and avoid making comparisons between children.

*Te Whāriki*, page 29

Assessment of individual students’ progress is essentially diagnostic. Such assessment is integral to the learning and teaching programme. Its purpose is to improve teaching and learning by diagnosing learning strengths and weaknesses, measuring students’ progress against the defined achievement objectives, and reviewing the effectiveness of teaching programmes.

*The New Zealand Curriculum Framework*, page 24

Evaluation involves making judgments about a programme or a learner’s achievements.

It is important that, in assessing learner’s progress and evaluating programmes in vagahau Niue:

- assessment results provide useful information that will help improve the ways in which a programme responds to children’s and students’ learning;
- families and caregivers have opportunities to contribute;
- assessment and evaluation procedures are ongoing;
- learners are involved in assessing their own progress.

Teachers should gather relevant information, using a range of appropriate assessment procedures, to enable them to identify the learning needs and goals of their learners. *Te Whāriki* provides suggestions for appropriate assessment of younger learners. Teachers in junior classes can use a range of strategies, for example, they can take running records to assess the learner’s reading development in vagahau Niue. In addition, *Vagahau Niue in the New Zealand Curriculum* suggests, at each school level, assessment activities that include self-assessment, peer assessment, and teacher assessment.
Vagahau Niue in the New Zealand Curriculum

Fakamauaga he tau Fakamailoga (NQF), Tau Fuafuaaga Fafati mo e Fakamailoga NCEA
The National Qualifications Framework, Assessment against Standards, and the National Certificate of Educational Achievement

Vagahau Niue in the New Zealand Curriculum is the guiding document for developing vagahau Niue teaching and learning programmes. It also provides the basis for developing achievement standards and unit standards, which are the “building blocks” of the National Qualifications Framework (NQF). These standards are not units of work in themselves; their function is to specify levels of attainment for qualification assessment purposes and they should be integrated with appropriate teaching and learning programmes.

Standards for schools encompass levels 1 to 3 of the NQF. These qualification levels equate to levels 6, 7, and 8 of the curriculum documents within The New Zealand Curriculum Framework.

Teachers will manage the assessment of their learners’ achievements towards the National Certificate of Educational Achievement (NCEA) within the school. The New Zealand Qualifications Authority provides advice on managing appropriate assessment systems and procedures for the NCEA.

The National Certificate of Educational Achievement is the main qualification for students in secondary schools.
Learners develop and practise the essential skills through the processes of language learning. The following table provides examples of relationships between the essential skills and the three vagahau Niue strands. These examples, some taken directly from *The New Zealand Curriculum Framework* and some created to show language-related aspects of a set of skills, are illustrative only. Many of the essential skills relate to more than one strand or language learning process.

<table>
<thead>
<tr>
<th>Language</th>
<th>Communication</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will:</td>
<td>Learners will:</td>
<td>Learners will:</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate.</td>
<td>communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate.</td>
</tr>
<tr>
<td><strong>Numeracy Skills</strong></td>
<td>manipulate and respond to numerical information, such as time in different contexts, dates, and measurement.</td>
<td>understand and give information that is presented in mathematical ways.</td>
</tr>
<tr>
<td><strong>Information Skills</strong></td>
<td>identify, locate, gather, store, retrieve, and process information from a range of sources.</td>
<td>identify, describe, and interpret different points of view, and distinguish fact from opinion; develop and strengthen receptive and productive skills.</td>
</tr>
<tr>
<td><strong>Problem-solving Skills</strong></td>
<td>enquire and research and explore, generate, and develop ideas through language.</td>
<td>use language to analyse problems from a variety of different perspectives and make connections.</td>
</tr>
<tr>
<td><strong>Self-management and Competitive Skills</strong></td>
<td>develop skills through working consistently and progressively to practise and revise prior learning through language learning.</td>
<td>develop the skills of appraisal and advocacy in relation to themselves and others.</td>
</tr>
<tr>
<td><strong>Social and Co-operative Skills</strong></td>
<td>develop good relationships with others, and work in co-operative ways to achieve common goals.</td>
<td>learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours.</td>
</tr>
<tr>
<td><strong>Physical Skills</strong></td>
<td>learn to use tools and materials efficiently and safely.</td>
<td>use language to organise, give instructions for, and appraise particular activities.</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Work and Study Skills</strong></td>
<td>work effectively, both independently and in groups.</td>
<td>take increasing responsibility for their learning and work.</td>
</tr>
</tbody>
</table>
Vagahau Niue in the New Zealand Curriculum: 25

Vagahau Niue mo e tau Aga Faka-Tagata mo e Taoga Tokiofa
The Niue Language and Niue Attitudes and Values

The attitudes and values of The New Zealand Curriculum Framework and Te Whāriki will be reflected in classrooms and early childhood services with vagahau Niue programmes. Learners of vagahau Niue, in schools or in early childhood settings, will develop and clarify their own values and beliefs and learn to be sensitive to the rights of people who may hold values and attitudes that are different from their own.

Learners will explore personal and collective attitudes that will help them, as individuals, to develop positive attitudes towards learning as a life-long process. As they compare New Zealand and New Zealanders with Niue and its people, learners will examine the contexts and implications of their own attitudes, of New Zealand’s social system, and of the values on which different social structures are based.

Vagahau Niue is a Pasifika language with rich oral, written, and visual resources. The spoken and written forms of the language are complemented by non-verbal forms that also convey meaning. Non-verbal language forms include, for example, gestures and silences that vagahau Niue speakers use to convey particular meanings in their daily interactions. These forms contribute to the expression of aga fakamotu attitudes and values. Learners come to use and respond to these forms of expression as they develop their vagahau Niue communication skills in relevant and authentic contexts.

Aga fakamotu values are passed down from one generation to the next and are modified over time. The values of Niue are of great importance to its communities and continue to be practised and fostered. The values that Niue people hold in the highest esteem include:

- loto fakaalofa – the compassionate heart;
- loto fakamokoi – a generous nature;
- loto totonu – empathy.

The attitudes that are part of aga fakamotu include:

- tau mahani mitaki – good attitudes, which are encouraged, such as omaoma ke he tau mamatua (obedience to parents and elders), fakanogonogo fakamitaki (listening carefully), and mahani fakatokolalo (being humble);
- mahani kelea – bad attitudes, which are discouraged, such as using inappropriate language;
- po ke tau hagahaga mahani – attitudes that are accepted although they are less absolute. Such attitudes have been developed over time by Niue people in their interactions with other people and the environment.
When planning vagahau Niue programmes, teachers need to provide for a smooth transition from one setting to another. Both *Te Whāriki* and *The New Zealand Curriculum Framework* emphasise the importance of developing communication skills and language in the early years and describe language in terms of its verbal and non-verbal elements.

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music. Adults should understand and encourage both verbal and non-verbal communication styles.

*Te Whāriki, page 72*

Throughout their schooling, students will be provided with frequent opportunities to observe, learn, and practise oral, written, and visual forms of language, to learn about the structures and use of language, and to access and use information.

*The New Zealand Curriculum Framework, page 10*

*Vagahau Niue in the New Zealand Curriculum* emphasises competence in communication. Both the framework for early childhood education and the framework for schools reflect the communication needs of language learners in terms of oral, written, and visual language skills and in terms of cultural learning.
Ko e tau La La ma e tau Aoga Fanau Ikiiki
The Strands for Early Childhood

The strands for early childhood are those set out in Te Whāriki. They are:

**Tau La La 1 – Moui Olaola**
Strand 1 – Well-being

- **Kua puipui mo e fakamakai e malolo tino mo e moui olaola he tama.**
The health and well-being of the child are protected and nurtured.

**Tau La La 2 – Moui Mafanatia**
Strand 2 – Belonging

- **Logona hifo he tau fanau mo e tau tama e agaaga feiloaaki.**
Children and their families feel a sense of belonging.

**Tau La La 3 – Moui Fakamokoi**
Strand 3 – Contribution

- **Fetataiaki e tau manako ke fakaako ti aoga lahi foki e lagomataiaga he tama.**
Opportunities for learning are equitable, and each child’s contribution is valued.

**Tau La La 4 – Moui Feiloaaki**
Strand 4 – Communication

- **Kua puipui mo e fakamatalahi e tau vagahau mo e tau koloa he ha lautolu aga fakamotu.**
The languages and symbols of their own and other cultures are promoted and protected.

**Tau La La 5 – Moui Kumikuki**
Strand 5 – Exploration

- **Kua fakaako e tama ke he mahani kumikumi he haana loto kaina mo e takatakai kaina.**
The child learns through active exploration of the environment.

Examples of goals, learning outcomes, and learning experiences in each of these strands are provided.
Ko e tau La La ma e tau Aoga Fakatufono
The Strands for Schools

Vagahau Niue in the New Zealand Curriculum presents the achievement objectives for students at school levels in three main strands. It emphasises the link between vagahau Niue and aga fakamotu. It also highlights the importance of links with the Niue community (especially in home, church and social settings) for extending the teaching and learning of vagahau Niue.

The learning strands for schools build on the five strands for early childhood education:

**The three main strands are:**

- Vagahau Language
- Fakaaoaoga he Vagahau Communication
- Aga Fakamotu Culture.

The achievement objectives in the Language strand focus on oral, written, and visual language, and in the Culture strand on cultural learning.

The numbered achievement objectives in the Communication strand (for example, on pages 51–52) are expressed in terms of language functions to illustrate the language that learners should be able to use at each level in the contexts specified. They are based on texts and contexts that learners are likely to meet in their everyday lives and also on special occasions when formal vagahau Niue is used.

Although oral, written, and visual language are presented as separate elements in Vagahau Niue in the New Zealand Curriculum each supports the others and all are used to express the culture. Teachers need to balance these areas of language and culture when designing language learning programmes to meet their learners’ needs. The balance needs to take into account where the individual learners are within each strand.

**Vagahau he Leo: Fakanogonogo mo e Tutala**
Oral Language: Listening and Speaking

Learners start to listen to and speak a language before they learn to read and write it. Listening to and speaking vagahau Niue are essential to developing the language, learning vagahau Niue literacy skills, relating to others by using vagahau Niue, and participating in the life of the Niue community and wider communities. Learners need to have opportunities for sustained conversations with first-language speakers of vagahau Niue. Learners should become increasingly skilled in communicating their own ideas, feelings, and thoughts in vagahau Niue and in responding to others appropriately in a range of formal and informal situations.

When developing programmes, teachers should plan activities in which learners will engage in a variety of oral language activities. At the early childhood level and
during the first years of school, learners are still very much developing their oral language skills. Young children are at a key developmental stage for listening to and reproducing the sounds and patterns of a language. Learners whose first language is vagahau Niue can be expected to have a more developed sense of the sounds and patterns of that language than learners of vagahau Niue as a second or additional language.

Vagahau Tohi: Totou mo e Tohitohi Tala
Written Language: Reading and Writing

Reading and writing provide a foundation for learning. With younger learners, reading programmes should build on the learner’s interest in listening to legends and other stories, rhymes and poems. These younger learners should start to retell vagahau Niue stories and to play at reading books published in vagahau Niue (for example, by turning over the pages and saying aloud some words or sentences that they think might be written there).

Younger learners begin to understand that print holds meaning, that thoughts, stories, and speech can be written down, and that writing can be read over and over again. As emergent writers, learners develop concepts about print, such as page orientation and directionality, and they come to realise that macrons can be used as guides to pronunciation and meaning.

It is important that learners be encouraged to read widely in vagahau Niue. Reading is one of the keys to Niue language development. Learners’ vocabulary will grow as their experience with vagahau Niue written texts increases.

Writing provides a means of clarifying and exploring ideas and feelings while developing knowledge of and facility with vagahau Niue. It is also a way of communicating with others. Learners should learn to write confidently, clearly, and appropriately in a range of styles, both formal and informal. They should develop an explicit knowledge of the steps in the writing process and an understanding of the conventions of written vagahau Niue, including conventions for conveying specific aspects of the spoken language.

Vagahau Fakakitekite
Visual Language

Learners experience the world of visual language in a number of ways, for example, through traditional performances, crafts, signs and symbols, television and other media, and play. Play is important for children’s language learning and for their general development. A growing understanding of shape and visual movement appears in children’s play as they themselves grow and develop. They develop a repertoire of gesture and expressive body movement as they extend their communication skills.

The people of Niue have a culture that is rich in visual language (including symbolism, imagery, and body language). In traditional Niue performances and events, body language, gestures, and costumes contribute significantly to the meaning of the words and the occasion. Learners will need guidance in order to understand the ways in which traditional visual and verbal elements interact to produce particular meanings and effects (for example, in live performances and in visual art forms, which include weaving, carving, and art that blends contemporary ideas with aga fakamotu). Learners should also be given opportunities to explore less traditional
forms of visual language, in which words and images combine in printed texts, dramatic performances, and other contemporary media.

Akoaga Aga Fakamotu
Cultural Learning

Aga fakamotu (which includes the cultural life and customs of the Niue community in both Niue and New Zealand) is expressed through vagahau Niue. Learning about aga fakamotu is an essential part of learning vagahau Niue. For learners who are not from a Niue background, learning vagahau Niue and aga fakamotu in New Zealand will provide a deeper understanding of what it means to be part of a multicultural society. It will also enhance their ability to learn other languages and to relate to other people.

To ensure that it receives due emphasis, Culture (Aga Fakamotu) features as a separate strand in Vagahau Niue in the New Zealand Curriculum. However, when planning programmes to develop communicative competence, teachers need to ensure that they integrate aga fakamotu into all aspects of the programme.⁶

⁶ In Developing Programmes for Teaching Pacific Islands Languages and the Guidelines for Niuean Language Programmes that accompany it, cultural learning was included at the early childhood level in the strand “Acquiring knowledge of a Pacific culture and its spoken, written, and visual language” and at school levels in the strand “Acting appropriately with respect to a Pacific culture”. In Vagahau Niue in the New Zealand Curriculum the new focus is broader and, at school levels, integrates with the other two strands.
Tau Fakaholoaga ki mua mai he tau Aoga he tau Fanau Ikiiki ke he tau Vahega Tokoluga

Possible Progressions

*Vagahau Niue in the New Zealand Curriculum* offers guidelines for incorporating Niue language and culture into early childhood programmes based on the strands and goals of *Te Whāriki* (see pages 35–46 below). It sets out a progression of communicative language functions with eight levels of achievement for schools. Schools and teachers need to know what each learner has achieved so that they can work out what the next phase in their learning should be.

Individual learners will not necessarily be achieving at the same level for all the strands or achievement objectives. They may operate at different levels and progress at different rates, depending on their previous experience of vagahau Niue and other languages.

The following diagrams indicate possible progressions for learners starting their vagahau Niue programmes at different points.

Learners who start at an aoga Niue (a vagahau Niue early childhood service) and continue learning vagahau Niue in mainstream programmes or bilingual units from primary through to secondary school may follow this progression.

Learners beginning a vagahau Niue programme at year 7 may follow the above pattern.
For both scenarios (or any other), variations in levels will occur depending on the learners’ individual pathways of learning and on the availability, continuity, and sequencing of programmes within schools.
This section provides guidelines on how vagahau Niue can be integrated into early childhood education. *Te Whāriki* is the basis for consistent curriculum programmes. For further guidance about curriculum planning, refer to *Te Whāriki*.

*Te Whāriki* is founded on the following aspirations for children:

> to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

*Te Whāriki*, page 9

Each community to which a child belongs provides opportunities for new learning – opportunities for children to experience and reflect on alternative ways of doing things, make connections across time and place, establish different kinds of relationships, and encounter different points of view. Communicating through vagahau Niue is part of that experience and learning.

Children develop their language through their learning experiences, in their families and communities as well as in early childhood centres. The weaving together of Niue language and culture in these experiences contributes to relevant and contextualised language-rich environments for children in the early childhood years, whether they are first-language users or are learning vagahau Niue as an additional language.

Children learn through responsive and reciprocal relationships with people, places, and things. This learning is best managed through collaborative relationships in contexts that are safe and inclusive while also encouraging risk-taking, creativity, and exploration. Through active participation within these environments, children can develop their knowledge of vagahau Niue and their ability to use it in a range of situations. At the same time, they will develop confidence in what they know and can do.

*Te Whāriki* sets out the principles, strands, and goals that are appropriate for the early childhood years.
There are four broad principles at the centre of the early childhood curriculum.

- **Moui Lotomatala** – Empowerment:
  
  *Fakamafana he fakaakoaga fanau ikiiki e tama ke fakaako mo e moui olaola* – The early childhood curriculum empowers the child to learn and grow.

- **Moui Olaola** – Holistic Development:
  
  *Fakakite he fakaakoaga fanau ikiiki e katoatoa he tau puhala fakaako mo e moui olaola he tau fanau* – The early childhood curriculum reflects the holistic way children learn and grow.

- **Moui Magafaoa mo e Motu** – Family and Community:
  
  *Ko e lalolagi lahi he magafaoa mo e kautu ko e vala uho mo e ofania haia he gahua fakaakoaga fanau ikiiki* – The wider world of family and community is an integral part of the early childhood curriculum.

- **Moui Fakafetui** – Relationships:
  
  *Lotomatala e tau fanau ka tumau mo e fehagai e tau fakafetuiaga mo e tau tagata, tau kaina mo e tau mena* – Children learn through responsive and reciprocal relationships with people, places, and things.

*Te Whāriki*, page 14
TAU LA LA, TAU HAGAAOAGA MO E TAU HOKOTIAAGA
STRANDS, GOALS, AND LEARNING OUTCOMES

The principles and strands together form the framework of the early childhood curriculum. The curriculum is envisaged as a whāriki, or mat, woven from the four principles and from the five strands set out on page 28 above, which are essential areas of learning and development.

Each strand has several goals. In Te Whāriki, learning outcomes have been developed for each goal in each of the strands so that the whāriki becomes an integrated foundation for every child’s development. These outcomes are indicative only. Teachers are expected to develop outcomes in response to children’s learning and developmental needs.

Vagahau Niue in the New Zealand Curriculum selects particular goals within each strand and identifies examples of learning outcomes that relate to these goals and that contribute to the learner’s understanding of and ability to use vagahau Niue. It offers examples of experiences through which this learning may occur. These are illustrative only, because teachers will plan for the specific needs of their learners to help them progress.

It is recommended that those wishing to incorporate the teaching and learning of vagahau Niue in early childhood settings use Te Whāriki as the foundation curriculum, together with Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars and the Early Childhood Settings section of Vagahau Niue in the New Zealand Curriculum. This will provide a strong foundation for planning a holistic and integrated approach to children’s learning and growth that includes developing their knowledge and use of Niue language and culture.
**Kua puipui mo e fakamakai e malolo tino mo e moui olaola he tama.**  
The health and well-being of the child are protected and nurtured.

Young children experience transitions from home to service, from service to service, and from service to school. They need as much consistency and continuity of experience as possible in order to develop confidence and trust to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences.

*Te Whāriki*, page 46

<table>
<thead>
<tr>
<th>Tau Hagaoaga GOALS</th>
<th>Tau Fakatataiga he tau Hokotiaaga he tau Fakaakoaga EXAMPLES OF LEARNING OUTCOMES</th>
<th>Tau Fakatataiga Hagaao ke he Tau Aga Hakahakahau EXAMPLES OF LEARNING EXPERIENCES</th>
</tr>
</thead>
</table>
| **Goal 2 – Children experience an environment where their emotional well-being is nurtured.** | Children develop:  
- an ability to identify their own emotional responses and those of others;  
- confidence and ability to express emotional needs;  
- an increasing ability to determine their own actions and make their own choices. | Children have opportunities to use vagahau Niue when they:  
- see, hear, and imitate adults asking about emotions, for example, “Fiafia nakai?”;  
- express their emotional needs, for example, “Kofe a Fine?”;  
- express their decisions and choices, for example, “Fia pele mo e oneone”. |
| **Goal 3 – Children experience an environment where they are kept safe from harm.** | Children develop:  
- ability and confidence to express their fears openly;  
- respect for rules about harming others and the environment and an understanding of the reasons for such rules. | Children have opportunities to use vagahau Niue when they:  
- express their fears, for example, “Matakutaku he Kulf”;  
- discuss and negotiate the rules, relating them to the cultural concepts of Niue, for example, “Holoholo nakai e tau lima?” |
Logona hifo he tau fanau mo e magafaoa e agaaga feiloaaki. 
Children and their families feel a sense of belonging.

The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity. Children need to know that they are accepted for who they are. They should also know that what they can do can make a difference and that they can explore and try out new activities.

*Te Whāriki*, page 54

<table>
<thead>
<tr>
<th>Tau Hagaoaga Goals</th>
<th>Tau Hokotiaaga he tau Fakaakoaga</th>
<th>Tau Kupu Fakataitai Hagaao ke he Tau Aga Hakahakau</th>
</tr>
</thead>
</table>
| **Goal 1 – Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.** | Children develop:  
- awareness of connections between events and experiences within and beyond the early childhood education setting;  
- connecting links between the early childhood education setting and other settings, such as home, church, school, or parents’ workplaces. | Children have opportunities to use vagahau Niue when they:  
- talk about what they do in home or other settings and compare this with what they do in the early childhood education setting;  
- invite vagahau Niue speakers from their family or community into the early childhood education setting. |

| **Goal 3 – Children and their families experience an environment where they feel comfortable with the routines, customs, and regular events.** | Children develop:  
- ways of talking about the routines, customs and regular events of the early childhood education setting;  
- constructive strategies for coping with change | Children have opportunities to use vagahau Niue when they:  
- talk about regular routines, customs, or events that they experience;  
- prepare for a change in the routine, such as an outing, by discussing it beforehand. |
Opportunities for learning are equitable and each child’s contribution is valued.

Children’s development occurs through active participation in activities. The early development of social confidence has long-term effects, and adults in early childhood education settings play a significant role in helping children to initiate and maintain relationships with peers.

Te Whāriki, page 64

<table>
<thead>
<tr>
<th>Tau Hagaoaga Goals</th>
<th>Tau Hokotiaaga he tau Fakaakoaga EXAMPLES OF LEARNING OUTCOMES</th>
<th>Tau Kupu Fakataitai Hagaao ke he Tau Aga Hakahakau EXAMPLES OF LEARNING EXPERIENCES</th>
</tr>
</thead>
</table>
| **Goal 3** – children experience an environment where they are encouraged to learn with and alongside others. | Children develop:  
- strategies and skills for initiating, maintaining, and enjoying a relationship with other children;  
- an increasing ability to respect another’s point of view and to empathise with others. | Children have opportunities to use vagahau Niue when they:  
- take part in group games and cultural events to develop positive attitudes and a sense of fairness when participating with others;  
- take part in group cultural experiences such as storytelling;  
- make requests, thank people, share, take turns, apologise, and so on. |
Kua puipui mo e fakamatalahi e tau vagahau mo e tau koloa he ha lautolu aga fakamotu.

*The languages and symbols of their own and other cultures are promoted and protected.*

During these early years, children are learning to communicate their experience in many ways, and they are also learning to interpret the ways in which others communicate and represent experience. *Te Whāriki*, page 72

<table>
<thead>
<tr>
<th>Tau Hagaaoaga Goals</th>
<th>Tau Hokotiaaga he tau Fakaakoaga Examples of Learning Outcomes</th>
<th>Tau Kupu Fakataitai Hagaao ke he Tau Aga Hakahakau Examples of Learning Experiences</th>
</tr>
</thead>
</table>
| **Goal 1 – Children experience an environment where they develop non-verbal communication skills for a range of purposes.** | • Children develop:  
- an increasingly elaborate repertoire of gesture and expressive body movement for communication, including ways to make requests non-verbally and appropriately;  
- an increasing understanding of non-verbal messages;  
- an ability to express their feelings and emotions in a range of appropriate non-verbal ways. | • Children have opportunities to use vagahau Niue when they:  
- take part in imaginative, make-believe play using non-verbal communication, including acting out everyday events;  
- learn and use the facial expressions, gestures, and body language in different contexts, for example, *fakatulou*;  
- use these facial expressions, gestures, and body language to express their feelings and emotions, for example, the open-palm gesture that conveys “come to me”. |
| **Goal 2 – Children experience an environment where they develop verbal communication skills for a range of purposes.** | • Children develop:  
- language skills in real, play, and problem-solving contexts as well as in more structured language contexts, for example, through visual media;  
- language skills for increasingly complex purposes, such as asking about intentions and feelings, negotiating, predicting, planning, guessing, and storytelling;  
- an increasing knowledge of and skill in using vagahau Niue, in terms of both syntax and meaning;  
- confidence that their first language is valued;  
- the expectation that they will be able to communicate with others in vagahau Niue  
- the inclination and ability to listen attentively and respond appropriately to speakers of vagahau Niue. | • Children have opportunities to use vagahau Niue when they:  
- take part in activities that enable them to communicate their ideas for different purposes and integrate talk, print, and visual language;  
- engage in imaginative play activities;  
- extend their use from simple to more complex sentences, for example, from *ina* to *fia ina*;  
- tell others a story;  
- pay attention to the context of cultural events, for example, by responding to the instruction *Patipati*!. |
**Goal 3 – Children experience an environment where they experience the stories and symbols of their own and other cultures.**

<table>
<thead>
<tr>
<th>Children develop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ an understanding that symbols can be “read” and that ideas can be represented through words, pictures, print, sounds, shapes, and photographs;</td>
</tr>
<tr>
<td>▪ familiarity with an appropriate selection of stories and literature valued by the Niue community;</td>
</tr>
<tr>
<td>▪ experience with creating stories in vagahau Niue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children have opportunities to use vagahau Niue when they:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ take part in reading, singing, and storytelling sessions;</td>
</tr>
<tr>
<td>▪ access stories and songs;</td>
</tr>
<tr>
<td>▪ engage in exploratory, imaginative, and social play based on their experiences of vagahau Niue and aga fakamotu;</td>
</tr>
<tr>
<td>▪ use stories and cultural experience in vagahau Niue as the basis for conversations or for tasks such as making greeting cards and sharing letters from relatives;</td>
</tr>
<tr>
<td>▪ share their own stories or songs;</td>
</tr>
<tr>
<td>▪ share pictures or photos relating to relevant cultural experiences and have help with recording them.</td>
</tr>
</tbody>
</table>

**Goal 4 – Children experience an environment where they discover and develop different ways to be creative and expressive.**

<table>
<thead>
<tr>
<th>Children develop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ an increasing familiarity with a selection of the art, craft, songs, and music that are valued in the Niue culture;</td>
</tr>
<tr>
<td>▪ an ability to be creative and expressive through a variety of activities that reflect the Niue language and culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children have opportunities to use vagahau Niue when they:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ regularly take part in activities that involve learning and enjoying the art, craft, songs, and music that are valued in aga fakamotu;</td>
</tr>
<tr>
<td>▪ engage in some creative cultural activities that continue over a programme of several days;</td>
</tr>
<tr>
<td>▪ hear, see, enjoy, and create jokes and other appropriate expressions of Niue humour.</td>
</tr>
</tbody>
</table>
The child learns through active exploration of the environment.

Children learn through play – by doing, by asking questions, by interacting with others, by setting up theories or ideas about how things work and trying them out, and by the purposeful use of resources.

**Te Whāriki, page 82**

<table>
<thead>
<tr>
<th>Tau Hagaoga Goals</th>
<th>Tau Hokotiaaga he tau Fakaakoaga Examples of Learning Outcomes</th>
<th>Tau Kupu Fakataitai Hagaao ke he Tau Aga Hakahakau Examples of Learning Experiences</th>
</tr>
</thead>
</table>
| **Goal 3 – Children experience an environment where they learn strategies for active exploration, thinking, and reasoning.** | Children develop:  
- confidence in using a variety of strategies for exploring and making sense of the world;  
- the ability to represent their discoveries, using creative and expressive media and the technology associated with them. | Children have opportunities to use vagahau Niue when they:  
- informally discuss the living and non-living environment with other children and adults;  
- take part in exploratory play with a wide range of materials alongside another person who uses vagahau Niue;  
- discuss their ideas and experiences with an adult who uses vagahau Niue. |
| **Goal 4 – Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.** | Children develop:  
- respect and a developing sense of responsibility for the well-being of the environment;  
- familiarity with stories about the world, including myths and legends;  
- the ability to enquire, research, explore, generate and modify their own working theories about the natural, social, physical, and material worlds.  
- theories about social relationships and social concepts, such as friendship, authority, and social rules and understandings. | Children have opportunities to use vagahau Niue when they:  
- engage in exploratory play using objects that have cultural value, for example, shells and seeds or dance costumes;  
- listen to myths and legends and discuss the significance of land features, animals, and objects that have cultural value to Niue people, for example, Ko e uga, tau vaka;  
- go on outings to explore the local environment and make links to cultural practices for respecting and sustaining the environment;  
- learn and use Niue concepts for social relationships, rules, and understandings, for example, hifi ulu, huki teliga. |
Language and culture are inseparable. Young children acquire knowledge about aga fakamotu through participating in Niue community events and in learning experiences that embody aga fakamotu norms and expectations. The following suggestions for vocabulary, structures, and kinds of talk take into account the interrelationship of language and culture, and the need for teachers to plan learning experiences that reflect and foster that interrelationship.

**Tau Kupu**

Vocabulary

Teachers may expect children at this level to be using the following kinds of vagahau Niue words and expressions. As children experiment more, they have a greater need for appropriate vocabulary.

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fakaaoaga he Vagahau</td>
<td>Tau Fakataitai</td>
</tr>
<tr>
<td>Vagahau kupu taha Use single words together.</td>
<td>E fakamolemole Fakaapea ma Matua</td>
</tr>
<tr>
<td>Vagahau ua ke he tolu e kupu Use two or three words together</td>
<td>Malolo fakaapea Ko hai au? Hoge au.</td>
</tr>
<tr>
<td>Fakaalaulahi e vagahau. Request additional information.</td>
<td>Ti ha? Taute fefe? Fano mo hai?</td>
</tr>
</tbody>
</table>

Children in a vagahau Niue programme in an early childhood education setting are also likely to learn words like those given in the groupings below.

**Tau lanu kehekehe** – Colours

*Tea, uli, lanu moana, lanu fua moli, lanu lau futi, lanu fua hoi, ago, efuefu, kula, laumamē*

**Tau numela** – Numbers

*Taha, ua, tolu, fa, lima, ono, fitu, valu, hiva, hogofulu*

**Magafaoa mo e kaina** – Home and family

*Tama mukemuke, matua, tapuna, fifine, taane, fanau, kaina*

**Tino** – The body

*Mata, ihu, ulu, lima, matahu, mata tuli, tukeua, teliga, manava, muimui, gutu*

**Vagahau fakahakehake** – Praise

*Fiafia, mitaki, nava, homo*
**Puhala o fano** – Transport  
*Motoka, heke, pasikala, pasi, vene, tuleketa, vakalele, tuleni*

**Vagahau taute fekau** – Simple instructions  
*Fano, hau, nofo ki lalo, hifo, hake, tu, fanogonogo, onoono, toka, taute, takoto*

**Vagahau fakalilifu** – the language of respect  
*Fakamolemole, fakaauae, fakaalofa, tulou*

**Tau koloa tui** – Clothing  
*Tapulu, fihui, tevae, totini, fihui loto, kaputi*

**Tau Fakapapahiaga**  
Structures

Young children develop their grammatical knowledge and skills by using vagahau Niue for different purposes. The following examples illustrate some language structures that young children may be using at the early childhood level.

<table>
<thead>
<tr>
<th>Tau fakaaoagaaga he vagahau Functions</th>
<th>Tau Fakapapahiaga Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tala ku</strong> Statement</td>
<td><em>Fitu e aho he faahi tapu.</em></td>
</tr>
<tr>
<td></td>
<td><em>Mamahi e hui haaku.</em></td>
</tr>
<tr>
<td></td>
<td><em>Lanu moana e lagi.</em></td>
</tr>
<tr>
<td><strong>Huhu mo e tali</strong> Questions and answers</td>
<td><em>Malolo nakai a koe?</em></td>
</tr>
<tr>
<td></td>
<td><em>Ko fe a Pepe?</em></td>
</tr>
<tr>
<td></td>
<td><em>Haia i kaina.</em></td>
</tr>
<tr>
<td></td>
<td><em>Kua mohe tuai e matua fifine.</em></td>
</tr>
<tr>
<td><strong>Talia mo e nakai talia.</strong> Words to agree or disagree.</td>
<td><em>Nakai fakaauae.</em></td>
</tr>
<tr>
<td></td>
<td><em>E mitaki e tapulu haau.</em></td>
</tr>
<tr>
<td></td>
<td><em>Ai manako au.</em></td>
</tr>
<tr>
<td><strong>Tau fekau</strong> Commands</td>
<td><em>Hau ke nofo.</em></td>
</tr>
<tr>
<td></td>
<td><em>Pa e gutuhala.</em></td>
</tr>
<tr>
<td></td>
<td><em>Na ua tagi.</em></td>
</tr>
<tr>
<td><strong>Vagahau lilifu</strong> Language of respect</td>
<td><em>Fakaalofa atu.</em></td>
</tr>
<tr>
<td></td>
<td><em>E ma matua.</em></td>
</tr>
<tr>
<td></td>
<td><em>Fakamolemole, fia kai au.</em></td>
</tr>
</tbody>
</table>
## Tau Puhala Vagahau Kehekehe

### Kinds of Talk

<table>
<thead>
<tr>
<th>Tau puhala vagahau</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vagahau fakamotu</strong></td>
<td><strong>Expressions</strong>&lt;br&gt;Cultural talk</td>
</tr>
<tr>
<td><strong>Vagahau fakafifitaki</strong></td>
<td>Role modelling in talk</td>
</tr>
<tr>
<td><strong>Talahau tala</strong></td>
<td>Storytelling</td>
</tr>
<tr>
<td><strong>Fetutalaaki</strong></td>
<td>Conversations</td>
</tr>
<tr>
<td><strong>Tau tala ka taute gahua</strong></td>
<td>Use of phrases during an activity</td>
</tr>
<tr>
<td><strong>Tau kupu fakahakehake</strong></td>
<td>Praise</td>
</tr>
</tbody>
</table>
Children’s learning and development are the starting points for planning the curriculum. *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* recommends that teachers use the “notice, recognise, and respond” framework as a basis for supporting children’s ongoing learning and development. In this way, the planned programme will be based on educators’ understanding of children and the diversity of their learning pathways. *Kei Tua o te Pae* is founded on *Te Whāriki*. Both resources uphold current early childhood theory and practice, and both emphasise the importance of understanding each child and engaging with their knowledge, skills, attitudes, and interests.
Schools and teachers should work through a logical series of steps to create effective programmes for teaching and learning vagahau Niue. It is suggested that teachers:

- incorporate into their programmes the philosophy and aims for learning the Niue language as set out in *Vagahau Niue in the New Zealand Curriculum*;
- identify the needs, interests, and prior language experiences of the learners and any special requirements or school policies that relate to language learning;
- look at their long-term programme and consider the school-wide language programme (for example, the sequencing of levels, the timetabling options, or possible national awards);
- look at the short-term programme (for example, the term plan and the weekly plan) and consider possible links with programmes in other learning institutions;
- identify the achievement objectives from the relevant strand or strands;
- establish short-term outcomes for each unit of work;
- decide on suitable themes;
- develop appropriate topics within the main themes to provide a balanced learning programme;
- select and gather suitable resources;
- select or develop suitable learning and assessment activities that will enable the learners to combine and apply the strands for meaningful communication and to acquire specific content, such as structures, vocabulary, and cultural and general knowledge;
- prepare communicative exercises to reinforce the grammatical structures and vocabulary;
- develop a homework plan to encourage language study outside the classroom;
- evaluate the learning programme against its objectives;
- consider the sequence or progression of the main themes and topics;
- consider the cyclical development of functions, activities, structures, and vocabulary and provide opportunities for reinforcing, consolidating, and extending the learners’ language skills and usage.
Puhala Fakatokatoka he tau Fakaakoaga

An Approach to School-based Planning

1. Identify the students' needs, interests, and prior learning experiences.
2. Evaluate the learning and teaching and adapt the programme accordingly.
3. Monitor the students' achievements against the achievement objectives and provide the students with high-quality feedback.
4. Implement the teaching and learning programme.
5. Plan communicative activities, using a variety of approaches. Select learning resources. Decide on assessment procedures. Plan for application and extension, allowing for individual learning needs.
6. Identify achievement objectives from the curriculum guidelines and set clear, achievable goals with the students.
7. Refer to the school or department scheme or policy.
8. Decide on the topic and specific learning outcomes for study. Consider how the assessor will know that the outcomes have been achieved.
**A note on the numbered achievement objectives**
*(for example, on pages 51–52)*

For the eight learning levels for schools presented in the following sections, only the achievement objectives for the Communication strand are numbered.

*The achievement objectives for the Language strand are broad, general objectives for skills that the students will learn and practise as they work towards the achievement objectives for the Communication strand.*

*The achievement objectives for the Culture strand provide topics and contexts for the Communication strand achievement objectives.*

*In this way, the numbered achievement objectives for the Communication strand include the achievement objectives of all three strands.*
Ko e Fakaholoaga he Vagahau Niue ke he Tohiaga he tau Fakaakoaga ha Niu Silani

The Framework of Vagahau Niue in the New Zealand Curriculum

At school level, the framework of Vagahau Niue in the New Zealand Curriculum becomes:

<table>
<thead>
<tr>
<th>Tau La La Fakaako</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strands</td>
</tr>
<tr>
<td>Vagahau Language</td>
</tr>
<tr>
<td>Fakaaogaoga he Vagahau Communication</td>
</tr>
<tr>
<td>Aga Fakamotu Culture</td>
</tr>
</tbody>
</table>

These describe the learning themes that are common at all levels.

<table>
<thead>
<tr>
<th>Hokotiaaga he tau Fakaakoaga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Objectives</td>
</tr>
</tbody>
</table>

These reflect communicative uses of vagahau Niue in traditional, everyday, and specialised contexts based on listening and speaking, reading and writing, visual language, and sociocultural learning.

<table>
<thead>
<tr>
<th>Tau Kupu Fakaitaitai, tau Fakapapahiaga, mo e tau Manatu Fakakite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Vocabulary, Structures, and Expressions</td>
</tr>
</tbody>
</table>

These indicate the linguistic content and the degree of difficulty expected at each level.

<table>
<thead>
<tr>
<th>Tau Mahani Fakaitaitai he Aga Fakamotu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Aspects of Cultural Learning</td>
</tr>
</tbody>
</table>

These identify sociolinguistic, cultural content and contexts.

<table>
<thead>
<tr>
<th>Tau Fakaitaitai Fakaakoaga mo e Fuafuaaga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Learning and Assessment Activities</td>
</tr>
</tbody>
</table>

These are ways of using and reinforcing vagahau Niue in realistic communicative language-learning and cultural contexts.

They can be used by teachers, peers, and the students themselves to measure the students’ progress, in realistic, communicative situations and contexts.
### Veveheaga 1

**Level 1**

**Tau La La mo e tau Hokotiaaga he tau Fakaakoaga**

**Strands and Achievement Objectives**

#### Tau La La: Vagahau

**Strand: Language**

**Kua lata e tau fanau aoga ke:**

Students should be able to:

- **mailoga mo e fakaaoga e tau tala mukamuka ke he tau magaaho fanogonogo mo e tutala:**
  recognise, respond to, and use simple sentences while listening and speaking;

- **mailoga e tohiaga he tau kupu ke he tau magaaho ka totou mo e tohitohi, mo e iloa ke tohi e tau kupu mukamuka:**
  recognise spelling and conventions in reading and writing and write simple words;

- **maama mo e iloa ke fakafetonuaki e tau tala mukamuka ka talahau, nakai fakaleo, fakakitekite aki e tau fakamailoga, mo e lutulutu fano.**
  respond to simple verbal and non-verbal signs, symbols, and movements.

#### Tau La La: Fakaaogaaga he Vagahau

**Strand: Communication**

**Kua lata i a lautolu ke iloa e fakaaogaaga he vagahau kua lata tonu, mo e tau magaaho ka fehagai ai ke:**

Students should, in specified contexts and situations, be able to:

1. **talalahau e fakatonuaga ke lata mo e haana a moui, tuga e, haana higoa, tau tau he moui, tuaga he kaina, mo e fakakite e tau tagata he magafaoa;**
   give personal information, such as their name, age, and address, and describe their family;

2. **ka feleveia, fakamavehe, fakaaue tagata mo e tali fakahako;**
   use everyday expressions to greet, farewell, and thank people and to respond appropriately;

3. **ka feiloaaki e tau fakatonuaga mukamuka ke lata mo e tau gahua he poko aoga ti maama ke taute pihia;**
   recognise and respond to classroom expressions and instructions;

4. **ka fakaaoga e tau kupu mukamuka ma e tau numela, tau magaaho mo e tau matakavi;**
   use words and expressions for numbers, time, and place;

5. **ka fakaaoga e tau talahauaga mukamuka hagao ke he fakatino pakapaka, tau fuafua laulahi, tau fuafua mamafa, mo e tau lanu;**
   use expressions for shapes, sizes, weights, and colours;
1.6 talahau ka eke kua talia poke nakai talia; ole ke liu fati aki, fakamaama po ke lagomatai; express agreement and disagreement and ask for repetition, clarification, or help;

1.7 talahau e tau manako he loto, tau manako mooli, mo e talahau e manatuaga ka eke kua fiafia po ke nakai fiafia; simply express wants and needs and briefly state their likes and dislikes;

1.8 fakaaoega e tau talahau kua lilifu ke fakamolemole mo e fakaau. begin to use the language of respect.

**Tau La La: Aga Fakamotu**
Strand: Culture

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- talahau mo e fakatautonu atu ke he tau tala, tau poeme, mo e tau lologo; recount and respond to vagahau Niue stories, poems, and songs;

- iloa e tau mahani mo e tau puhala tutala mo e tau tagata; position themselves appropriately when speaking to others;

- hakahakau ke he aga fakamotu fakafiafia; take part in an appropriate cultural performance;

- fakatautonu mo e fakakite e fakalilifu. acknowledge and express respect in a variety of contexts.

**Ko e tau lautohi i mua ne fakatokotoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 1.**
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 1.
### Fakaaoagaaga he Vagahau

#### Communication

#### Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite

<table>
<thead>
<tr>
<th>Suggested Vocabulary, Structures, and Expressions</th>
</tr>
</thead>
</table>

#### Fakakite tau fakailoaaga tuga e higoa, tau he moui, kaina mo e magafaoa

*give personal information, such as their name, age, and address, and describe their family*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
</table>

#### Ka feleveia, fakamavehe, fakaauae tagata mo e tali fakahako

*use everyday expressions to greet, farewell, and thank people and respond appropriately*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
</table>

#### Mailoga ti tali ke he tau manatu fakakite mo e tau fakailoaaga he pokoa aoga

*recognise and respond to classroom expressions and instructions*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>O mai he kapaa. Tala e tala. Takahau mai.</td>
<td>Fanogonogo kia Siu.</td>
</tr>
</tbody>
</table>

#### Fakaaoaga e tau kupu kua lata mo e tau numela, tau magaaho mo e tau matakavi

*use words and expressions for numbers, time, and place*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fano au he tapu i Massey. Lima e tau haaku.</td>
<td>Ke aoga he mogo pogipogi. Hili e aoga he matala he tolu.</td>
</tr>
</tbody>
</table>

#### Ka fakaaoaga e tau tala mukamuka ke talahau aki e fakatino he tau ata, tau faga tatalahi, mamaha, mo e tau lanu kehekehe;

*use expressions for shapes, sizes, weights, and colours*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Velivelie e hui he motoka. Loa e tapu i he tama fijine.</td>
<td>Mamafo e povi.</td>
</tr>
</tbody>
</table>

#### Talahau ka talia poke nakai talia; ole ke liu fatiaki, fakaamauma pe ke lagomatai

*express agreement and disagreement and ask for repetition, clarification, or help*

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
</table>
| 1.7  | **fakakite e manako mo e tau mena fiafia mo e nakai fiafia ki ai**  
|      | simply express wants and needs and briefly state their likes and dislikes  
|      | fai, fale, kua, lata, kuli, makona, manu, loto, hoge, vale  
| 1.8  | **kamata ke fakaaoaga e vagahau lilifu**  
|      | begin to use the language of respect  
|      | Fakamolemole, fakaatokolalo, fakaanaue, tulou, magafaoa, maua, maoutolu, lautolu, laua, taua, taoutolu, tau mamatua tupuna  
|      | Tulou ma matua. Fakaee lahi ke tau fiti lakau. Fakamolemole kua to mui tuai au. |
Families provide their children with a set of beliefs, behaviours, and cultural understandings. Students bring to their learning a diversity of cultural values based on their family backgrounds. In the classroom, links can be made between the cultural experiences of the students and sociocultural aspects of vagahau Niue. The past experiences of some students will include aspects of traditional Niue practices, such as weddings or cooking food, as well as aspects of contemporary influences.

<table>
<thead>
<tr>
<th>Aga Fakamotu</th>
<th>Tau Mahani Fakataitai he Aga Fakamotu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td><strong>Suggested Aspects of Cultural Learning</strong></td>
</tr>
<tr>
<td><strong>Kua lata e tau fanau aoga ke:</strong> Students should be able to:</td>
<td><strong>Kua lata ke fai fakaakoaga ke maeke ke:</strong> Students should take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td>talahau mo e fakatautonu aki ke he tau tala, tau poeme, mo e tau lologo recount and respond to vagahau Niue stories, poems, and songs;</td>
<td>iloa e tau toloaga mo e tau magaaho kua fakaaoga e vagahau Niue identify places where vagahau Niue is spoken;</td>
</tr>
<tr>
<td>iloa e tau mahani mo e tau puhala tutala mo e tau tagata position themselves appropriately when speaking to others</td>
<td>fakaaoga e fakafeleveia lilifu mo e fakahanoa mo e tau hagahaga tino use formal and informal greetings accompanied by appropriate body language and use the language of respect;</td>
</tr>
<tr>
<td>hakahakau ke he tafuga fakafiafia take part in an appropriate cultural performance</td>
<td>fakamahani ke he falu aga fakamotu, tau fakafiafia tuga e hifi ulu, huki teliga mo e uta vagahau experience and learn about some Niue cultural practices, celebrations and traditions, such as hifi ulu, huki teliga, uta vagahau;</td>
</tr>
<tr>
<td>mailoga mo e fakakite e fakalilifu acknowledge and express respect in a variety of contexts</td>
<td>fakafeleveia ke he tau tagata ahiahi greet and offer hospitality to visitors;</td>
</tr>
<tr>
<td></td>
<td>Kai auloa share a meal.</td>
</tr>
</tbody>
</table>
Veveheaga 1: Tau Mahani Fakataitai he Fakaakoaga mo e Fuafuaaga
Level 1: Suggested Learning and Assessment Activities

Mailoga ni he faiaoga e fakaaoagaaga he tau puhala nei ke lata mo e tau fanau.
Not all of the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata e fanau aoga ke maeye ke:
Students could take part in activities that give them opportunities to:

- **logona e Vagahau Niue mai he falu vagahau:**
  distinguish between vagahau Niue and other languages;

- **fanogonogo ke he falu tala mukamuka ke logona e fakaleo he falu kupu falu fakaleo mo e tau tala:**
  listen to short texts and then identify certain sounds, words, or phases;

- **tali po ke talia e tau gahua ka tala age ki ai:**
  respond to classroom instructions;

- **fakakite e tau fakailoaaga tuga e higoa:**
  respond to requests for personal details (for example, their names, ages, addresses, and telephone numbers);

- **tali ke he huhu mo e iloa e falu tagata mo e tau mena:**
  respond to requests and identify familiar people and things;

- **fanogonogo ke he talahauaga he falu mena mahani tuga i loto he poko aoga:**
  listen to descriptions of common objects (for example, those found in a classroom and around a school);

- **fanogonogo ti fakakite e tau matatohi Niue ka fakaleo mo e talaage e tau numela ke hoko ke he teau:**
  listen to and identify letters of the alphabet and the numbers up to a hundred;

- **fanogonogo ti fakakite e matahola ka talaage, (tuga e matahola kamata mo e hili e aoga):**
  listen to and identify the time (for example, an announcement of the time on a Niue radio programme);

- **fanogonogo e tau tala, tau poeme/tala kūkū mo e tau lologo ti talahau ko e faahi fe kua fiafia lahi ki ai:**
  listen to Niue stories, poems, and songs and say which they enjoy the most and want to hear again.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata e fanau aoga ke:
Students could take part in activities that give them opportunities to:
• talahau e tau higoa he tau mena mahani;
  name common objects;

• talahau mo e tali e tau tala ki a lautolu (tuga e tau higoa, tau tau moui, tuaga he kaina, mo e numela telefoni);
  give and respond to personal details (such as their names, ages, and telephone numbers);

• talahau e tau tala mukamuka he tau magaaho fakaako, mo e tau magaaho ka tutala auloa;
  take part in short, contextualised conversations;
  give and respond to simple descriptions of family, themselves, other people, and simple objects;

• talahau e tau tala kua lata ka ole mo e foaki age ke he falu tagata;
  request that objects be given or handed to them;

• taute fakataitai e tau magaaho fakafeleveia tagata mo e hūhū ki ai ke talahau he tagata haana higoa mo e tuaga he kaina, mo e numela telefoni.
  role-play introductions and enquiries for a name, address, and telephone number.

**Vagahau Tohi: Totou**
*Written Language: Reading*

**Kua lata e fanau aoga ke:**
Students could take part in activities that give them opportunities to:

• totou e tau tala kua mukamuka mo e tau tala kamata aki e ako totou;
  read a range of texts in vagahau Niue written at emergent or early reading levels;

• totou e tau kupu Niue mahani mo e maama ki ai;
  sight-read familiar words that are encountered in a meaningful context;

• totou e tau higoa Niue he tau tagata mahani, mo e falu fanau;
  read Niue names (for example, some of their peers’ names);
Vagahau Niue in the New Zealand Curriculum:

- **totou e tau numela ke kamata mai he taha, po ke ha numela ni ka kamata ai, ke hoko ke he teau;**
  read the names of the numbers from one to a hundred, or from any starting point to a hundred;

- **talaga mo e totou e tau kupu Niue ka tohi fakakūkū hifo (tuga ka tohi hifo e tau koloa ka fakatau);**
  create and read short lists (for example, shopping lists);

- **mailoga mo e fakaaoga mo e fakaleo he totou moe tohitohi e tau matatohi e fetataiaki he tau kupu ka logona he totou mo e kitia he tohi;**
  recognise and use common letter–sound relationships in reading and writing;

- **totou e tau tala mukamuka ne tohi aki e tau tala ha lautolu.**
  read examples of authentic language, such as transcriptions of students’ oral stories.

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**Vagahau Tohi: Tohitohi**

**Written Language: Writing**

**Kua lata e fanau aoga ke:**

Students could take part in activities that give them opportunities to:

- **tohi fakamataikiiki mo e fakamatalalahi e tau matatohi he vagahau Niue;**
  write the letters of the vagahau Niue alphabet (upper and lower case);

- **tohi e tau numela mai he taha ke hoko ke he teau;**
  write the numbers from one to a hundred or to a hundred from any starting point;

- **tohi e tau higoa Niue ha lautolu mo e tau higoa he falu tagata foki;**
  write their names and any Niue names of peers;

- **tohi e tau kupu kua fakaako ki ai a lautolu, mai he vahega kupu kua fuafua ke lata mo lautolu;**
  write words from an elementary vocabulary list;

- **tohi e tau fekau kuku;**
  write short messages and lists (for example, shopping lists);

- **tohi hagaao ke he tau tagata mo e tau mena;**
  complete short descriptions of familiar people and objects;

- **tohi tala hagaao kia ia ni mo e tau feua mohe miti mahani;**
  complete brief recounts of personal experiences and imaginary events;

- **fakahigoa e tau mena he poko aoga;**
  label things in the classroom;

- **fakapuke taha laupepa aki e tau fakailoaaga kia koe;**
  fill in a simple form, giving personal information;
- talaga taha fakatino, fakakite e tau matakavi ne fakaaoga e vagahau Niue;
  label a poster about their own community and about a community where vagahau Niue is spoken, either in New Zealand, in Niue, or elsewhere’
- tohi tau higoa Niue he mepe Pasifika ke fakakite e tau matakavi ne vagahau Niue;
  write place names in vagahau Niue on a wall map of the Pacific to show where other communities that speak vagahau Niue can be found.

Vagahau Fakakitekite
Visual Language

Kua lata he fanau aoga ke:
Students could take part in activities that give them opportunities to:
- maama mo e tali aki vagahau fakakitekite hagaa o ke he takatakai kaina;
  understand and respond to verbal and non-verbal signs and symbols in their environment, either in role plays or in actual situations;
- Hakahakau ke he tau tufuga fakafiafia fakamotu tuga e koli.
  take part in a cultural performance (for example, a drama or dance).

Loga e tau puhala nei ke fakaaoga mo fuafua. Mailoga ni ke he faiaoga e tau fakaaogaaga.
Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements or their own. (The skills to be assessed are in brackets).

Fuafuaaga he Faiaoga
Teacher Assessment

Maeke e faiaoga ke fuafua e fakaholoaga ako he fanau ka:
Teachers could assess their students’ progress against the achievement objectives when the students:
- taute fakataitai he tau fanau e mahani fakafeleveia, po ke fetutalaaki tuga he tau magaaho kai mo e tau fakafeleveiaaga;
  role-play social exchanges (for example, meeting someone or taking part in a mealtime conversation) and demonstrate that they recognise, respond, and act appropriately during this social exchange (listening, speaking, and cultural learning);
• talahau po ke tohi fakakūkū e tau tala ki a lautolu ni ke lata mo e tau magaaho fakafeleveia (tutala mo e tohitohi);
give a brief introduction and describe themselves (speaking or writing);

• fehūhū aki e tau tala (tuga ke hūhū e higoa he tagata, tuaga he kaina, toko fiha he magafaoa, tau aga ne fiafia mo e nakai fiafia ki ai, ne fa mahani mau ke taute), po ke fehūhū aki ke he tau fanau ke moua e tau tala tonu ke he tau fakatino, ko e faga tino fefe, lalahi fefe, tau lanu fefe (fuafuaaga he fanogonogo mo e tutala);
take part in a guided interview with a peer (for example, an interview about where they live, the number of people in their family, and their ages, likes, dislikes, and routines) or ask other students for simple factual information about pictures that show shapes, colours, and sizes (listening and speaking);

• fono mo e faiāoga fakakite mo e kumi e tau tala mooli (fuafuaaga he fanogonogo mo e tutala);
hold conferences with their teacher, giving and seeking simple factual information (listening and speaking);

• talaga e palana, mailoga e tau matakapu mooli he tutala mo e tohi (fuafuaaga he fanogonogo, totou mo e tohitohi);
complete an information table, recognising the main ideas in a spoken or written text (listening or reading and writing);

• tohi hifo e tau vala tala kua hepe po ke mooli (fuafuaaga he fanogonogo mo e tohitohi);
complete a “true or false?” exercise, recalling simple information from a spoken text (listening and writing);

• fakatukuogo po ke tohitohi e tala mukamuka, mo e fe iloaaki e tau hakahakauaga (fuafuaaga he fanogonogo mo e tohitohi);
tell or write a simple narrative sharing their experiences or information (speaking or writing);

• fakatatāi e tau fakatino ke he tau kupu;
match pictures with words (visual language and reading);

• fanogonogo ti muitua ke he tau fakatonuaga tuga e ta fakatino, uhu lologo po ke koli (fuafuaafa he fanogonogo talahuaga mo e totauaga);
listen to and follow instructions, for example, to draw a picture or diagram, weave an article, or perform a song or dance (listening and cultural learning);

• talaga taha kifaga katuni ke fakakite aki e tau matakapu mooli ne tala;
put together an animated strip story (for example, a slide show) to convey the key ideas in a narrative (listening, speaking, and reading);
• totou ka e fakamau he faiaoga e fuafuaaga ai (fuafuaaga he totou mo e tutala);
  read while the teacher takes a running record (reading);

• fanogonogo ke he tala ti fakatatai ke tau fakatino (fuafuaaga he fanogonogo mo e vagahau fakakitekite).
  listen to a text and then match the text with its corresponding picture (listening and visual language).

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**Fuafuaaga he tau Fanau Tatai e tau Tau-moui**

**Peer Assessment**

**Maeke ke fe fuafua he fanau:**

Students could monitor each other’s progress when they:

• fakaaoaga ua e vagahau ke tuku fakahoahoa aki e tau fakatino mo e tau kupu (fuafuaaga he totou mo e vagahau fakakitekite);
  participate in bilingual vocabulary exercises that require them to match pictures with words (visual language and reading)

• fe iloaaki kumikumi mahino, ole ke fatiaki, talia e fe kehekehe he fakatutala huhu;
  exchange information, seek clarification, ask for repetition, agree or disagree in an interview (listening and speaking);

• fakatutala ke he tau fakamataalaaga mo e fe togitogi aki (fuafuaaga he fanogonogo, tutala, mo e vagahau fakakitekite);
  review other students’ prepared talks and exchange points of view (listening, visual language, and speaking);

• moe fakavahega e tau mena taute mo e fe tutala aki ke feiloaaki e tau manatu (fuafuaaga he fanogonogo mo e tutala).
  participate in ranking activities that require them to exchange points of view and express their attitudes (listening and speaking).

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**Fuafuaaga he Haana ni**

**Self-assessment**

**Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:**

Students could monitor their own progress by:

• ke tohi fakalava i luga he laupepa e tau mataulu tala tuga ke pehe, “Tau Fakaakoaga Haaku”, “Kua Maeke Lahi” he Taute, “Maeke ka e Nakai la Hokotia”, “Nakai la Maeke ia”, ti tohi hifo he faahi hema e tau fakaakoaga ka hokotia ki ai tuga e, “Fakafeleveia”, “Fakamavehe”, “Talahau aki Au”, “Talahauaki e Taha Tagata”;
  keeping checklists with headings such as “I can do these things well”, “I can do these things to some extent”, and “I can’t do this yet” across the top, while down the side they might list achievement objectives under headings like “greet someone”, “farewell someone”, “introduce myself”, and “introduce someone else”;

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_Vagahau Niue in the New Zealand Curriculum:_ 60
• tohi fakataitai mo e fakahakohako ke kitia e maama;
  predicting and self-correcting to show they understand the meaning of a text;

• fakamau e tau talahauaga mo e tau manatu hokulo i tua he tau pepa ke fakakite aki toloomaki ki mua;
  keeping a page in the back of their draft writing book where they record reflections about their progress;

• ke fai pepa tohi kupu;
  keeping a spelling notebook and monitoring their accuracy level;

• ke fanogonogo po ke kitekite ke he tau fakamatalaaga tapaki ke he fakatokaaga pauaki ti mailoga e tau mena ke fakamitaki.
  listening to or viewing a recording of a presentation they have given against set criteria and identifying areas for improvement.
Veveheaga 2
Level 2

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

**Tau La La: Vagahau**
Strand: Language

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- fanogonogo ke he tau fakatutalaaga mo e tau tala kūkū, totou e taha tala ku mo e talahau e tau vala mahuiga he tau tala ia;
  listen to short conversations and texts and read short texts, identifying key details;

- fetutala aki auloa ke he tau tala mukamuka;
  interact in simple conversations;

- tohi e tau tala mukamuka ke hako e tau kupu mo e tau fakamailoga tala fa mahani ke fakaaoaga, (koma, kaluku, piliota), mo e hako foki e tala ka tohi fakafitaki ki ai;
  write simple sentences using spelling and punctuation conventions and copy accurately;

- faakaaoga e vagahau fakakitekite ke kitia aki e maama ha lautolu ke he tau tala, tau gahua lima, tau lologa mo e tau koli;
  understand and express meaning in stories, crafts, and performances through visual images.

**Tau La La: Fakaaoagaaga he Vagahau**
Strand: Communication

**Kua lata e tau fanau aoga ke:**
Students should be able to:

2.1 fakakite mo e tutala ke he tau tagata, tau tokaaga koloa mo e tau koloa kehekehe;
  identify and describe people, places, and things;

2.2 maama mo e talahau e tau aho, mahina, tau, mo e tau aho he tau mena tutupu;
  understand and use time expressions, such as day, month, year, and dates;

2.3 iloa mahani foaki, talia, fakatikai po ke lamakai;
  offer, accept, refuse, and deny things;

2.4 ole atu ke he falu ke taute e fekau;
  ask others to do something;

2.5 folafola e manako mo e fiafia;
  express interest and enjoyment;

2.6 fakakite e tau kai, tau vai inu, mo e tau magaaho kai;
  describe food, drinks, and meals;
2.7 folafola e tau logonaaga mo e tau manako kehekehe; express feelings, emotions, and needs;

2.8 Folafola e tau mata kupu hokulo hagao ke he tanakiaga mo e mitakiaga; express concepts of amount and quality;

2.9 folafola e tau matakupu hokula hagao ia ke he pule mo e fehagaiaga; express concepts of ownership and relationship;

2.10 folafola e matakupu hokula hagao ke he tau tutuaga kehekehe. express concepts of state and order.

<table>
<thead>
<tr>
<th>Tau La La: Aga Fakamotu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Culture</td>
</tr>
</tbody>
</table>

Kua lata e tau fanau aoga ke:
Students should be able to:

- maama e tau talahauaga ke he tau tutuaga mo e tau gahua he tau tagata he magafaoa, ha lautolu a tau fakafehagaiaga he kaina, ke hoko atu ke he laulahi he magafaoa; understand and differentiate social roles and interrelationships, for example, those in the household family and in the tribal family;

- mailoga e tau magaaho mo e tau potopotoaga ka o atu ki ai ti iloa e tau puhala vagahau kua lata ke fakaaoa; use appropriate forms of language for themselves and others in particular situations and contexts;

- mailoga e tau puhala tutala ka fehagai po ke felau aki mo lautoloi maeke ke fakamaama e tau tutalaaga ia. recognise and express *fehagai* and *felau* in a variety of contexts.

Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 2 he fakaakoaga he vagahau.
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 2.
# Veveheaga 2: Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite

**Level 2: Suggested Vocabulary, Structures, and Expressions**

<table>
<thead>
<tr>
<th>Fakaaoagaaga he Vagahau Communication</th>
<th>Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> fakakite mo e tutala ke he tau tagata, tau matakavi mo e tau mena</td>
<td>Suggested Vocabulary, Structures, and Expressions</td>
</tr>
<tr>
<td>identify and describe people, places, and things</td>
<td>Okalana, Mangere, Niue, tagata gahua, heigoa, fakakite, tokaaga</td>
</tr>
<tr>
<td>Ko hai e tagata ko? Hau e matua fisine haaku I Niue. Ko e heigoa a e?</td>
<td></td>
</tr>
<tr>
<td><strong>2.2</strong> maama mo e talahau e tau aho, mahina, tau, mo e tau aho he tau mena tutupu</td>
<td>vahā he tau, tau, tau tupu, tau mateafu, vaha makalili, vaha mafana</td>
</tr>
<tr>
<td>understand and use time expressions, such as day, month, year, and dates</td>
<td>Hogofulu ma ua e mahina he tau. To fakahoko e fiafia he mahina Novema.</td>
</tr>
<tr>
<td><strong>2.3</strong> foaki, talia, fakatikai po ke lamakai</td>
<td>fakatikai, lamakai, talia, foaki, mahani</td>
</tr>
<tr>
<td>offer, accept, refuse, and deny things</td>
<td>Manako nakai ia koe ke …</td>
</tr>
<tr>
<td>Maka tala mai …</td>
<td></td>
</tr>
<tr>
<td><strong>2.4</strong> ole atu ke he falu ke taute e fekau</td>
<td>Ole, falu, taute, fakamolemole, fakaauae</td>
</tr>
<tr>
<td>ask others to do something</td>
<td>Fakamolemole maekte nakai ia koe.</td>
</tr>
<tr>
<td>Taute la e fekau e fakamolemole.</td>
<td></td>
</tr>
<tr>
<td><strong>2.5</strong> folafola e manako mo e fiafia</td>
<td>Manako, fiafia, heigoa, fefe</td>
</tr>
<tr>
<td>express interest and enjoyment</td>
<td>Mitaki lahi e tala ia. Liu la ke talahau foki.</td>
</tr>
<tr>
<td><strong>2.6</strong> fakakite e tau kai, tau vai inu, mo e tau magaaho kai</td>
<td>Mena kai, kai laa, fale kai, kai afiafi</td>
</tr>
<tr>
<td>describe food, drinks, and meals</td>
<td>Ko e poleti e kai pogipogi.</td>
</tr>
<tr>
<td>Humelie e inu moli.</td>
<td></td>
</tr>
<tr>
<td><strong>2.7</strong> folafola e tau logonaaga mo e tau manako kehekehe</td>
<td>Lololelo, fiafia, fia, momoko, loto, manako</td>
</tr>
<tr>
<td>express feelings, emotions, and needs</td>
<td>Lololelo au ma matua.</td>
</tr>
<tr>
<td>Fiafia lahi au ke iloa.</td>
<td></td>
</tr>
<tr>
<td>Kua fia mohe tuai au.</td>
<td></td>
</tr>
<tr>
<td><strong>2.8</strong> folafola e tau mata kupu hokulo hagaoa ke he tanakiaga mo e mitakiaga</td>
<td>ai loga, loga lahi, fua, mamafa, fiha</td>
</tr>
<tr>
<td>express concepts of amount and quality</td>
<td>Toko fiha?</td>
</tr>
<tr>
<td>Mitaki fefe e pulou he matua?</td>
<td></td>
</tr>
<tr>
<td>Fiha e tototi?</td>
<td></td>
</tr>
<tr>
<td><strong>2.9</strong> folafola e tau matakupu hokulo hagaoa ia ke he pule mo e fehagaiaga</td>
<td>haaku, haana, ko ia, ha lautolu, pule</td>
</tr>
<tr>
<td>express concepts of ownership and relationship;</td>
<td>Ha ē e kato haana/haaku.</td>
</tr>
<tr>
<td>Ko e pule fonua ha lauu/aaua ko …</td>
<td></td>
</tr>
<tr>
<td>Ko e tau koloa ha lautolu/mautolu.</td>
<td></td>
</tr>
<tr>
<td><strong>2.10</strong> folafola e matakupu hokula hagaoa ke he tau tutuaga kehekehe</td>
<td>moho, momo, pala, mau, fakamua, mua</td>
</tr>
<tr>
<td>express concepts of state and order.</td>
<td>Kua teitei moho tuai e kaitunu fati.</td>
</tr>
<tr>
<td>Kua momo e tau koloa he pula.</td>
<td></td>
</tr>
<tr>
<td>Tu vaha loto e tama he laini.</td>
<td></td>
</tr>
</tbody>
</table>
At this level, students might observe and attempt to imitate culturally specific aspects of language behaviour in familiar situations. They can begin to practise using language in culturally appropriate ways, even though they may not be aware of the full cultural significance of the language and the associated behaviour that they are imitating. The students’ knowledge of how to behave in accordance with Niue culture and tradition at this level builds on the understandings they acquired at level 1. As they interact with speakers of vagahau Niue, students can observe and then demonstrate appropriate behaviour, for example, some of the gestures used by Niue speakers.

<table>
<thead>
<tr>
<th>Aga Fakamotu Culture</th>
<th>Tokaaga mo e Aga Fakamotu Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kua lata e tau fanau aoga ke: Students should be able to:</td>
<td>Kua lata i a lautolu ke fai fakaakoaga ke maeke ke: Students could take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td>maama e tau talaha uaga ke he tau tutuaga mo e tau gahua he tau tagata he magafaoa, ha lautolu a tau fakafehagaiaga he kaina, ke hoko atu ke he laulahi he magafaoa; understand and differentiate social roles and interrelationships, for example, those in the household family and in the tribal family;</td>
<td>fakaakoaga e tau higoa Niue fa mahani mo fakahigoa; use the Niue conventions for naming;</td>
</tr>
<tr>
<td>fakaaoga e tau puhala vagahau kua lata ke he tau fakapotopotoaga kehekehe; use appropriate forms of language for themselves and others in particular situations and contexts;</td>
<td>ke maama e fehagaiaga ha lautolu he magafaoa mo e tau gahua kehekehe tuga e matua tupuna mo e pulapulaola; understand the relationships and roles of family members, for example, matua tupuna mo e pulapulaola;</td>
</tr>
<tr>
<td>mailoga mo e folafola e ka fehagai po ke felau, recognise and express fehagai and felau in a variety of contexts.</td>
<td>kitakeite mo e fakatutala ke he tau hagahaga tino kehekehe he tau fakamatalaaga; observe, discuss, and use gestures and body language often observed in familiar contexts in the conversations of Niue speakers who speak vagahau Niue as their first language, for example, fakalilifuaga;</td>
</tr>
<tr>
<td></td>
<td>taute e tau mahani kua lata he tau magaaho kai; act appropriately at mealtimes;</td>
</tr>
<tr>
<td></td>
<td>fakakite e maamaaaga he tau fakatino he tau ie pili po ke falu koloa tui; explain the meanings behind traditional patterns found on iepili or clothing.</td>
</tr>
</tbody>
</table>
Nakai lata tonu e tau fakaitai oti nei ma e tau fanau aoga katoa. Kua lata he tau faiæoga ke fakaæoga ni he tau fakaitai ne kua lata ma e tau fanau aoga. Hana e tau fakaitai ma e tau aga fakamotu ke he vahega kupu, Tokaaga mo e Aoga Fakamotu.

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

## Vagahau he Leo: Fanogonogo
Oral Language: Listening

**Kua lata e fanau aoga ke:**
Students could take part in activities that give them opportunities to:

- **fakakite e tau kupu pauaki ka logona e tau leo tapaki:**
  identify essential vocabulary items when they hear recordings;

- **fakanogonogo ti taute ua po ke tolu e fakailoaaga:**
  listen to and then carry out a set of two or three instructions;

- **fakanogonogo ke he tau tala fakatutalaaga, ti fakakitekite e tautagata ne kua tokutoku mai:**
  listen to conversations and then identify the people mentioned in them;

- **fakanogonogo ke he tau folafolaaga kehekehe ti fakakite ke he tau hagahaga tino:**
  listen to simple descriptions and then identify the objects or people described, using gesture, for example, by pointing to a picture;

- **fakanogonogo ke he fakamatalaaga mai he aho he “Pule Fakamotu” ti mailoga e aho, faahi tapu, mo e mahina:**
  listen to a constitutional speech and note the day, the week, and the month.

## Vagahau he Leo: Tutala
Oral Language: Speaking

**Kua lata e fanau aoga ke:**
Students could take part in activities that give them opportunities to:

- **fakatutala hagao ki a lautolu he magafaoa mo e tau fehagaiaga:**
  describe their families;

- **lologo e tau lologo kehekehe Niue:**
  sing and recite Niue songs and rhymes;

- **talahau e tau manako mo e tau fakaviahia he tau kapitiga ha lautolu:**
  make statements about their friends’ likes and dislikes;

- **tali fakamukamuka e tau hahu:**
  answer questions, giving simple descriptions;

- **fakatutala ke he tau matagahua fa mahani ki ai:**
  talk about regularly occurring activities;
- totou e tau tagata mo e tau mena kehekehe;
count people and things;

- talahau e magaaho ke he tau matakahi, tau hafa matakahi mo etau
minute ka katoa e matakahi, hafa, kuata, mo e tau minute ne toe ke ta po
ke mole e matakahi;
tell the time in hours and half-hours;

- fakakite mo e fakatutala ki mua he vahega;
show something to the class and briefly say something about it;

- tutala ke he tau tutalaaga ne fai tala pauaki.
take part in conversations with a specified focus.

Vagahau Tohi: Totou
Written Language: Reading

Kua lata e fanau aoga ke:
Students could take part in activities that give them opportunities to:

- totou falu he tau kupu kua fakataitai ke lata mo e veveheaga nei he tau
fakaakoaga kaeke kua felau aki e tau kupu ia mo e tau gahua ka taute;
sight-read some words, from the suggested vocabulary for this level, that
occur in meaningful and interesting contexts;

- totou e tau vala tala kuku he tau matakahi tala kua mahani a lautolu ki ai;
read short passages on familiar topics;

- totou e tau tala ke he tau fakatino fakataitai ti tali e tau huhu hagaa ko
he tau tala ia;
read non-fiction material at an appropriate reading level, responding to
specific questions;

- totou mo e fiafia e tau tala ne tohi he tau tagata Niue ke he vagahau Niue;
read texts for pleasure, including children’s books in the Niue language by
Niue authors;

- totou e tau lautohi huhu tala ke he tau magafaoa, ti tohi e tau tali ke
fakapuke aki e tau lautohi ia.
read and fill out a brief questionnaire about themselves and their families.

Vagahau Tohi: Tohitohi
Written Language: Writing

Kua lata e fanau aoga ke:
Students could take part in activities that give them opportunities to:

- tohi tau numela ka molea e teau;
write the numbers beyond one hundred;

- tohi e tau huhu kua lata ke moua aki e tau matutakiaga ke he magafaoa
he taha tama;
develop short questionnaires to ask for information about someone’s family;

- tohi e tau vala tala ke lata mo e tau fakatino po ke tau ata pokí he tau
tagata;
with guidance, write short passages in vagahau Niue to describe pictures or
photos of people;
- **tohi fakaku taha tohi mo e muitua ke he puhala fa mahani ke tohi aki e tau tohi pihia;**
  write brief letters following a simple letter format;

- **tohi e tau tala kūkū;**
  write short stories;

- **tohi fakakū e poeme/tala ku mui tua ke he puhala kua fakakite;**
  write brief poems following suitable models;

- **tohi e tau fakamailoga ke fakakitekite hagaaqo ke he fakatino;**
  write labels on diagrams;

- **tauteute e tau tohi uiina mukamuka ke age ke he tau kapitiga.**
  compose invitation cards for friends.

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**Vagahau Fakakitekite**

**Visual Language**

**Kua lata e fanau aoga ke:**

Students could take part in activities that give them opportunities to:

- **kitekite ti taute e tau fakaakoaga ne maeke ke lutulutu fano e tau tino**
  (tuga e koli) mo e tui e tau koloa kua lata ke fakaaoga;
  view and participate in performances that involve movements and costumes;

- **kitekite e taha koli Niue ti fakatutala auloa e koli ne kitia mo e tutala foki mo ia ne taute e koli;**
  view a performance by a Niue dancer and take part in a discussion with the dancer afterwards;

- **kitekite e tau fakamataalaaga Faka-Niue ne tapaki mo e fakanogonogo po**
  ke kitekite ke he vitio ti fakatutala e tau vala fakatino mahuiga ne logona mo e kitia;
  view, on film, DVD, or video, a Niue orator making a speech;

- **kitekite ti fakatutala e falu vala gahua hagaaqo ke he moui he magafaoa**
  Niue ne nonofo i Niu Silani po ko Niue;
  view and discuss aspects of family life in a Niue community in New Zealand;

- **kitekite e tau tala kua taute aki e tau fakatino po ke taute fakakifaga, ti**
  fakatutala auloa mo e taute fakataitai e tau tala ia ne kitia.
  view, discuss, and use visually dramatic text in presentations.
Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements or their own. (The skills to be assessed are in brackets.)

### Fuafuaaga he Faiaoga

**Teacher Assessment**

Teachers could assess their students’ progress against the achievement objectives when the students:

- **fanogonogo ke he tau tala ne talahau aki e tau tagata, tau fekau, mo e tau tokaaga fekau, ti tuku fakahakohako e tau vala tala ke tatai mo e tala katoa ne fanogonogo ki ai (fuafuaaga he fanogonogo mo e vagahau fakakitekite);**
  - listen to descriptions of events involving people, objects, or places and then put the information in the right order (listening and visual language);

- **tohi e tau fakamailoga ti tukutuku fano he fakatino ke kitia kua iloa e lautolu e tau tagata, tau gahua, mo e tau tokaaga fekau ne kitia ke he fakatino (fuafuaaga he fanogonogo, tohitohi, mo e vagahau fakakitekite);**
  - label a picture to show that they recognise people, objects, or places (listening, writing, and visual language);

- **tohi e fakamatalaaga kukū hagao ke he tau tagata, tau mahani, mo e tau matakavi (fuafuaaga he tohitohi mo e tutala);**
  - give a short spoken or written description of people, objects, or places and convey a range of information, using appropriate vocabulary and a range of structures according to different conventions (writing or speaking);

- **fanogonogo ke he tau fakatonuaga ke lata mo e gahua ka taute, tuga e fua niu pakupaku, ti fakaoga e tau kupu Niue mo e tau puhala tututaki tala ke tohi aki e gahua ne taute (fuafuaaga he fanogonogo, tohitohi mo e tau aga fakamotu);**
  - listen to instructions on how to make or do something (such as preparing food) follow the instructions, and then write instructions about how to do it, using the appropriate writing conventions (listening, cultural learning, and writing);

- **fanogonogo e tau fakatutalaaga ke he tau magafaoa ti tali e tau huku tuga a nei, “Ko hai?” “Ko e heigoa?” “Ko fe?” mo e talahau e fiafia mo e tau manatu ke kitia kua maama e fakatutalaaga ne fanogonogo ki ai (fuafuaaga he fanogonogo mo e tutala);**
  - listen to a conversation about families and then answer “who?” “what?” and “where?” questions to show that they understand the gist of the conversation and can express their interest, feelings, and attitudes (listening and speaking);

- **fakataitai e tauteaga he tau magaaho fekitia aki tuga ka fakafeleveia mo e fakamavehe he tau tagata ahiahi (fuafuaaga he fanogonogo, tutala, mo e vagahau fakakitekite);**
role-play the main events in a simple social exchange, such as greeting visitors (listening, speaking, and visual language);

- **taute e tau fono fakataitai he faiaga mo e tau fanau he vahega ke talahau e tau manatu mo e tau iloaaga kua maama ke he tau tala ne totou, tau tala ne tohi, mo e tau gahua ne tauhe (fuafuaaga he tutala mo e fanogonogo).**

participate in teacher–student conferences about books and written work, expressing their interest, enjoyment, and points of view and saying how much they understand (speaking and listening).

**Ko e tau fuafuaaga ka tauhe he faiaga kua lata ke fai fakamauaga ke tohi aki e tau fakatonuaga kua hokotia ki ai e tau fanau takitokotaha. Fakatai he fakamauaga mukamuka tuga kua, “Iloa oti” “Iloa Falu” “Nakai la iloa ia”, po ke fakamauaga ke tohi fakamatafeiga hifo e tau hokotiaaga he tau fakaakoaga, (fuafuaaga he fanogonogo, tutala, totou, tohitohi, mo e tau aga fakamotu).**

For each assessment activity, teachers can keep a record of the relevant language objectives with criteria. The criteria can be fairly simple (for example, “can do”, “can do to some extent”, or “cannot do”) or more complex. For example, for their students’ spoken vocabulary, teachers can assess the extent of their vocabulary and the way the vocabulary is used in different contexts (listening, speaking, reading, writing, and cultural learning).

**Fuafuaaga he tau Fanau Tatai e tau Tau-moui**

Peer Assessment

**Maeke he tau fanau ke fuafua ha lautolu a tau fakaakoaga ka:**

Students could monitor each other’s progress when they:

- **taute e tau fakatutalaaga ti talahau e tau huhu mo e tau tali ke he matapatu tala ne fakatutala ki ai (fuafuaaga he fanogonogo mo e tutala);**
  hold interviews during which they ask and answer questions about a topic (listening and speaking);

- **fakaaoga e tau hohu mo e tau tali kua fita he fakamau hifo he tau lautohi mo e kua fita foki he tauhe fakamahani e lautolu mo e faiaga (fuafuaaga he fanogonogo mo e tutala);**
  use question-and-answer forms that they have practised filling in with the teacher beforehand (listening and speaking);

- **liu ke fekitekite aki mo e talahau tala ke he ha lautolu a tau gahua mo e tau tala ne tohi (fuafuaaga he tutala mo e vagahau fakakitekite, totou, tohitohi, mo e tau aga fakamotu);**
  review each other’s performances and written work (visual language, speaking, reading, writing, and cultural learning);

- **fakatomutonu e tauteaga fakata he taha tala ku (fuafuaaga he vagahau fakakitekite, tutala, totou, mo e tau aga fakamotu).**
  direct short, one-scene plays (visual language, speaking, cultural learning, and reading).
Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:
Students could monitor their own progress by:

- **ke tohi fakamau hifo e tau puhala kua iloa ke taute, mo e tau fakamailoga ke mui tua mo e fakaholo atu ki ai;**
  keeping a checklist of what they can do and what they want to learn next;

- **ke tohi fakamau hifo he tau aho oti e tau fekau kua iloa ke taute;**
  keeping a daily journal of things they have learned;

- **ke tohi fakamau hifo ni he tama e tau kakano uho he tau fakaakoaga kua iloa ke taute;**
  evaluating recordings of their own language work;

- **ke tohi fakmau hifo e tau higoa he tau tala Niue kua oti he totou mo e tau manatu haana ke he tau tala ia.**
  keeping a reading log in which they record the names of books in vagahau Niue that they have read and briefly comment on each one.
Veveheaga 3
Level 3

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

**Tau La La: Vagahau**
Strand: Language

*Kua lata e tau fanau aoga ke:*
Students should be able to:

- taaki mai e tau kakano uho he tau tala ne fakatukuogo, po ke tau tala ne tohi, talahau e tau vala tala kua fehagai tonu mo e tau kakano ia, ti fakatonutonu atu ki ai e tau mena ka taute aki e tau tala ia;
  extract meaning from short spoken or written texts, identify key details, and respond appropriately;

- fakafelau e tau tutalaaga mahani tumau ti fakaagaoga e tau kupu mo e tau tala kua tonuhia;
  interact in everyday conversations, using variations of learned words and phrases;

- fakaagaoga e tau lotomatala he tau kupu vagahau mo e tau fakatokatokaaga mae tau kupu ke lata mo e tau fakaakoaga;
  apply their knowledge of vocabulary and structures to produce and manipulate learned phrases and sentences;

- fakatutala ko e fefe e matutakiaga he tau mena kitia mo e tau tala tuogo ke he tau taoga tokiofa fakamotu.
  make connections between visual features of Niue settings and cultural values.

**Tau La La: Fakaagaoga he Vagahau**
Strand: Communication

*Kua lata e tau fanau aoga ke:*
Students should be able to:

3.1 folafola e tau manatu hagaa atu ke he tutuaga, tokaaga, mitakiaga;
  express ideas of place, state, and quality;

3.2 fakakite mo e tali tau ke he tau fakatonutonuaga mo e tau poakiaga;
  give and respond to instructions and directions;

3.3 taute e tau fakailoaaga;
  give notices and report events;

3.4 folafola e tau manatu kehehe ke logona ke he loto (magaaho ofo, fiafia, nakai talia mo e hogohogo manava);
  express a range of emotions;

3.5 folafola fakamatafeiga e tau manatu kehehe (fiafia, nakai fiafia, mo e manako ki ai, vihiatia);
  express likes, dislikes, and preferences;

3.6 fakaagaoga e tau puhala vagahau kua lata mo e tau manatu lilifu;
  use a range of respectful forms;
3.7  
fakaaoga e tau puhala fakataitai kua tonu ke fakatātā (e koli, lologo, fakamataalaaga, lologo mai he vahā tuai, po ke lologo kū).
use appropriate non-verbal features in performances (a speech, chant, dance, song, or verse).

Tau La La: Aga Fakamotu
Strand: Culture

Kua lata e tau fanau aoga ke:
Students should be able to:

- fakaaoga e tau vahega vagahau mo e tau mena mahani ke taute aki e tau matagahua, (tuga e tau fiafia aho fanau);
  use appropriate forms of language and behaviour at special events (for example, birthdays);

- fakaaoga e tau puhala vagahau ke lata mo e fakafeleviaaga lilifu;
  use terms of respect (for example, those used in greetings);

- lagomatai e tau mena taute ke lata mo e tau gahua mo e tau aga fakamotu tuga e lalaga titi koli;
  contribute to making costumes and other items for performances and events;

- maama e tau talahauaga ke he tau tutuaga kotofa he tau tagata he magafaoa, mo e tau fakafehagaiaga ha lautolu he kaina mo e pihia;
  understand and differentiate social roles and relationships in a Niue village;

- fakaaoga e tau puhala fakataitai kua tonu ke fakatātā (e koli, lologo, fakamataalaaga, lologo mai he vahā tuai, po ke lologo kū).
  deliver a speech or verse or perform a chant or dance.

Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 3 he fakaakoaga he vagahau.
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communicating at level 3.
<table>
<thead>
<tr>
<th>Faka'aogaaga he Vagahau Communication</th>
<th>Tau Kupu Fakaitaitai, tau Fakapapahiaga, mo e tau Manatu Fakakite Suggested Vocabulary, Structures, and Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> folafola e tau manatu hagaaotu atue hē tutuaga, tokaaga, mitakiaga; express ideas of place, state, and quality;</td>
<td>folafola; tuaga; mitakiaga; tokaaga</td>
</tr>
<tr>
<td>Ko fe e tokaaga he lupo inu vai?</td>
<td>Mitaki fefe e tuaga he vagahau Niue?</td>
</tr>
<tr>
<td>Mitaki fefe e tau koli takalo he fanau tane?</td>
<td></td>
</tr>
<tr>
<td><strong>3.2</strong> fakakite mo e tali tau ke he tau fakatonutonauga mo e tau poakiaga; give and respond to instructions and directions;</td>
<td>fakakite; poakiaga; fakatonutonauga; fakatonu</td>
</tr>
<tr>
<td>Hiki hake e lima ka nakai maama e tala. Tohi e higoa i luga he laupepa a to ta e fakatino. Nofo ti fakanono.</td>
<td></td>
</tr>
<tr>
<td><strong>3.3</strong> taute e tau fakailoaaga; give notices and report events;</td>
<td>fakamatala, hifi, mahani, fakalilifu, tupe, gahu, mole, moua, foaki</td>
</tr>
<tr>
<td>Mua e kau ha maautolu he ta kilikiki i ne afi. Kua moua e fitu e teau talā he matakau ne tali tupe he Aho Faiuma kua mole. Kua foaki fakaalofa e tupe ia ke he fale gaga.</td>
<td></td>
</tr>
<tr>
<td><strong>3.4</strong> folafola e tau manatu kehekehe kua logona ke he loto (magaaho ofo, fiafia, nakai talia mo e hogohogo manava); express a range of emotions;</td>
<td>magaaho ofo, fiafia, nakai talia mo e hogohogo manava</td>
</tr>
<tr>
<td>Nakai talia ke he tala ia. Ofogia au he tala he manatu he matua tupuna taane e aho fanau haaku. Fiafia lahi au he o hi ika mo e matua tane.</td>
<td></td>
</tr>
<tr>
<td><strong>3.5</strong> folafola fakamatafeiga e tau manatu kehekehe (fiafia, nakai fiafia, mo e manako ki ai, vihiatia); express likes, dislikes, and preferences;</td>
<td>fiafia, nakai fiafia, mo e manako ki ai, vihiatia</td>
</tr>
<tr>
<td><strong>3.6</strong> faka'aoga e tau puhala vagahau kua laata mo e tau manatu lilifu; use a range of respectful forms;</td>
<td>omaoma, matahola, fakotokolalo, tulou, motua, fakalilifu, totonu</td>
</tr>
<tr>
<td>Ko e tama mitaki e tama omaoma. Fakotokolalo i mua he tau matua. Tulou. “Ko e tama omaoma a au.” “E, mafola ma matua.”</td>
<td></td>
</tr>
<tr>
<td><strong>3.7</strong> faka'aoga e tau puhala fakaitaitai kua tonu ke fakatātā (e koli, lologo, fakamatalaaga, lologo mai he vahā tui, po ke lologo kū), use appropriate non-verbal features in performances (a speech, chant, dance, song, or verse)</td>
<td>takatakatu, peka, tatai, vilo e tau lima, oi, aue, fakatalulu, tukulua, mamali ma</td>
</tr>
<tr>
<td>Lologo fiafia. Mamali mai ka koli. Fakatakatu tomumu e tau hui.</td>
<td></td>
</tr>
</tbody>
</table>

**Tau Mahani Fakaitaitai he Aga Fakamotu**
Ka hoko e tau fakaakoaga ke he veveheaga 3 nei, kua fai maamaaga tuai e tau fanau aoga ke he falu aga fakamotu mo e tau fakaakoagaaga he vagahau Niue. Kua maeke foki a lautolu ke fakaakoaga e tau puhala vagahau faka-Niue ia ke he ha lautolu a tau magaaaho tutala. To fekekekehe aki e tauteaga he falu aga fakamotu ke he tau taoga po ke tau koloa ka fakaakoaga he tau fanau kua nonofo mau i Niue mo lautolu kua nonofo ke he falu a motu kehe, ka ko e maamaaga ke he tau tauteaga e tau aga i a kua lata ke tatai. By the time they have reached this level, students may begin to understand that the way Niue people use language is closely related to their culture. They may be able to incorporate culturally appropriate verbal and non-verbal forms of expression into their own language use. Students who were born in Niue may do this intuitively. Students who are not born in Niue may not feel comfortable attempting some of the body language outside the classroom unless they are clearly in Niue contexts where their attempts are accepted.

### Aga Fakamotu

| Tau Mahani Fakataitai he Aga Fakamotu
| Suggested Aspects of Cultural Learning

| Kua lata e tau fanau aoga ke:                      | Kua lata i a lautolu ke fai fakaakoaga ke maeke ke: |
| Students should be able to:                      | Students should take part in activities that give them opportunities to: |

| fakaakoaga e tau puhala vagahau kehekehe kua tonu mo e tau fakatataaga ke he tau fakafiaiaga (tuga e tau fiafia aho fanau) |
| use appropriate forms of language and actions at special events (for example, birthdays) |

| fakaakoaga e tau puhala vagahau fakalilifu |
| use terms of respect (for example, those used in greetings) |

|lagomatai ke he tau tauteuteaga tino ke lata ma e tau fakatata aga fakamotu |
| contribute to making costumes and other items for performances and events |

| maama mo e mailoga e keheke he tau tutuaga mo e tau fakafahaiaga he tau tagata he maaga |
| understand and differentiate social roles and relationships in a Niue village |

| fakaakoaga e tau puhala fakatatai kua tonu ke fakatātā (e koli, lologo, fakamataaaga, lologo mai he vahā tuai, po ke lologo kū) |
| deliver a speech or verse or perform a chant or dance. |

### Vaveheaga 3: Tau Fakataitai Fakaakoaga mo e Fuafuaaga

#### Level 3: Suggested Learning and Assessment Activities
Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga katoa. Kua lata he tau fai'aoga ke faka'aoga ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau aga fakamotu ke he vahega kupu, Tau Mahani Fakataitai he Aga Fakamotu.
Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaakoaga ke maake ke:
Students could take part in activities that give them opportunities to:

- mailoga mo e fakakite e tau kupu Niue ne fakamau ke fakanogonogo ki ai;
  identify suggested vocabulary items in a variety of listening situations;

- fakanogonogo ti taute ke he tau poakiaga;
  listen to and then carry out instructions;

- fakanogonogo he he tala, ti tali pehe, “mooli” po ke “nakai”;
  listen to a passage and answer “true or false” questions that relate to the passage;

- fakanogonogo ke he tau tala tapaki;
  listen to recordings of conversations;

- tohi e tala kua fakanogonogo ki ai ke mau tonu e tau puhala tohitohi ha lautolu;
  take dictation to reinforce their grasp of a range of writing conventions;

- fakanogonogo ke he tau tala fakapuloa he tau leo taogo;
  listen to radio programmes broadcast in vagahau Niue;

- fakanogonogo ke he taha fakamataalaaga ku, ti liu fakakite e fakailoaaga ke he taha puhala kehe (tuga e fakatino);
  listen to a short talk on a subject and present the information in a different form (for example, in a diagram).

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaakoaga ke maake ke:
Students could take part in activities that give them opportunities to:

- logaloga po ke loaloa e tau tali ke he tau huhu;
  answer questions in some detail;

- talahau taha tala ku ke he ha matakupu fa mahani;
  give a brief presentation on a familiar topic;

- gahua takitokoua po ke matakau tote ke fakatutala e tau puhala ke fakatonu aki e fekau vihi;
  work in pairs, sharing information to solve a problem;

- talahau e tau magaaho;
  tell the time;

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• talahau e tala fakapapahi ke he tau feua kehekehe;
  describe a sequence of events;

• fakaoti e tali kua fita he kamata ti fakakatoaota;
  form complete statements from sentence starters, given appropriate contextual support;

• talahau e tau tala fakatatai e tau mena kehekehe;
  compare physical objects;

• fakatutala fakaku he telefoni;
  participate in a short telephone conversation;

• liu talahau e taha tala;
  retell a story;

• talaage e tau fakatonutonuaga ke muitua ki ai;
  give directions.

Vagahau Tohi: Totou
Written Language: Reading

Students could take part in activities that give them opportunities to:

• totou e tau vala tala kuku ti tali ke he tau huhu;
  read short passages and find answers to questions;

• totou e tau talahauaga i loto he siata;
  read information presented as a chart;

• totou ti muitua ke he tau fakatonutonuaga he tau gahua ka taute;
  read and follow instructions;

• totou fakamafiti e taha vala he tala ne (tuga e Tohi Tapu Niue, Tohi Tala Niue), to fakaleo fakamui ka liu ke totou foki.
  skim-read a passage that is at an appropriate reading level.

Vagahau Tohi: Tohitohi
Written Language: Writing

Students could take part in activities that give them opportunities to:

• tohi fakakuku e tau talahauaga ke he tau tagata ne mahani mo lautolu;
  briefly describe people they know;

• tohi e tau tala kuku kua fakanogonogo ki ai ke fakagahua ha lautolu a faga puhala tohitohi;
  write short, dictated sentences to practise their use of writing conventions;

• tohitohi ke he tau kapitiga;
  write letters to friends;

• tohi e tau tala fulfululuola mo e hakahakau he loto manamanatu;
  write creatively;

• tohi e tau fakatonutonuaga ke muitua ki ai e tau gahua ka taute;
  write instructions on how to do something;
• tohi e hokotakiaga ke he gahua kua taute; write a report;
• tohi taha fakatotouaga ke he tala kua toto. write a short book review.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• tanaki mo e fakakite e tau fakatino ke he tau tagata Niue (tau fakatino ne ta po ke vali, tau ata ne pokí, tau koloa ne tia, lalaga, talatalai, fili po ke falo); gather and present examples of visual texts (illustrations, drawings, photographs) related to Niue people;
• talaga taha fakatata ke he tohi talahau hagao ke he taha tufuga Faka-Niue; draw an advertisement for displaying a Niue product;
• tauta taha koloa tui ke lata mo e feua aga fakamotu tino; make performance costumes;
• kitekite e tau fale keheheke in Niue mo e ha lautolu a tau fakaaoagaaga. view different types of Niue buildings and discuss what they are used for.

Maeke e loga he tau fakaakoaga he tau pokó aoga ke taute aki e fuafuaga he tau fakaakoaga. To tutaki atu fakahaga e tau fakafitakiaga nei ke lata mo e tau fuafuaga ka tauta he tau fiaaoga, po ke fe-fuafua e lautolu ki a lautolu, po ke fuafua ni he tama haana gahua (ha i nei e tau fuafuaaga ia).
Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements or their own. (The skills to be assessed are in brackets.)

Fuafuaga he Faiagaga
Teacher Assessment

Maeke e fiaaoga ke fuafua e tau fakaakoaga he tau fanau aoga ka:
Teachers could assess their students’ progress against the achievement objectives when the students:

• fono fakamataka ikiiki ke fakatutala e tau gahua ne taute, tuga e taha gahua kumikumi ha lautolu, ke talahau mo e fakakite e tau manatu ne fiapia ki ai, mo e fakakite ko e fefe e maamaaga ke he talahauaga ne tohi hagao ke he gahua ia (fuafuaaga he fanogonogo, tutala, totou, mo e tohitohi); hold small-group conferences, for example, about a research task, in which they express their interest, enjoyment, and points of view and state the degree to which they understand written texts (listening, speaking, reading, and writing);
• totou e tala ka e tohi e faiaoga, ti fefakatatai aki e tala ne totou mo e tala ne tohi (fuafuaaga he totou);
  read various written materials while the teacher takes a running record (reading);

• tutaki atu e tohi he tau tala katoa mai he tau vala tala kua moua ke mataulu aki (fuafuaaga he totou, mo e tohitohi);
  complete cloze exercises (reading and writing);

• totou po ke fanogonogo ke he taha tala loa, ti tohi hifo e tau vala kua kakano lahi he tala ia (fuafuaaga he totou, mo e tohitohi);
  read or listen to an extended text and then complete a table of details in order to show their comprehension of key ideas (listening and reading);

• tohi e tau gahua ke kitekite ki ai e faiaoga, tuga e tohi he tau fakatonutonuaga ke taute aki e gahua, tau fakailoaga, tau talahauaga ke he tau gahua, po ke tau tala kehekehe (fuafuaaga he tohitohi);
  write instructions, directions, notices, reports, and longer stories that include the use of appropriate conventions for these types of text and complex language (writing);

• taute tala fakataitai mo e fakaaoga e vahega Vagahau Niue mo e tau aga kua lata mo lautolou, tuga e fakataitai he lauga, fakafeleveia he kapitiga, matua magafaoa, Faipeau, Ulu Faipeau (fuafuaaga he tutala, vagahau fakakitekite, mo e tau aga fakamotu);
  engage in role playing, for example, when welcoming visitors and greeting people of different status with appropriate language forms and actions (speaking, visual language, and cultural learning);

• tuku fakahoahoa ke hako e tau kupu po ke tau tala kūkū ke he tau fakatino, tau fakamailoga, ata (poki), mepe, po ke tau koloa kehekehe he poko aoga (fuafuaaga he fanogonogo, totou, mo e vagahau fakakitekite).
  match verbal and visual signs (listening, writing, and visual language).

### Peer Assessment

**Fuafuaaga he tau Fanau Tatai e tau Tau-moui**

**Maeke ke felagomatai aki e tau fanau ke fuafua ha lautolou a tau fakaakoaga ka:**
Students could monitor each other’s progress when they:

• liu kikite mo e fili manatu ke he tau kupu ne tohi hifo ke moua, po ke tutala fakafetoko, mo e talahau ha lautolou a tau kitekiteaga (fuafuaaga he totou, tohitohi, mo e tutala);
  use criteria to rank items in a list, to debate, or to justify their point of view (reading, writing, and speaking);

• fifili taha matapatu tala ti fehuhu aki mo e talahau e tau tali hagaao ke he tala ia (fuafuaaga he totou, mo e tohitohi);
  ask and answer questions on a topic (speaking and listening);

• nonofo fakamatakau ikiiki ti fetutala aki ke he tau matakupu hagaao ke he fiafaaga mo e nakai fiafia ki ai; (fuafuaaga he tutala, mo e fanogonogo);
  converse in small groups (listening and speaking);

• fakaaoga e tau puhala kehekehe ke fakakitekite aki e tau tala fakataitai, po ke nonofo fakahoahoa ke fakakitekite manatu ke he tau gahua kua
review each other’s performances in interviews and role plays (speaking and visual language);

- review each other’s written texts (writing and/or speaking and reading).

**Fuafuaaga he Haana ni**

**Self-assessment**

**Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:**
Students could monitor their own progress by:

- **ke igatia mo e tohi hifo e fuafuaaga he haana lotomatala ke fakaakoaga e vagahau Niue;**
  keeping a checklist of their own progress in language skills;

- **ke fai tala loaloa ka totou ti fifili ni e ia e taha puhala ke fakakite aki haana maamaaga ke he tau kakano he tala ia (fuafuaaga he totou, mo e tohitohi).**
  making story maps to check their own comprehension of a written text (reading and writing).

**Maeke e tau fuafuaaga ne fakafifitaki ki ai he veveheaga 1 mo e 2 ke fakaakoaga he tama ke fuafua aki haana tau fakaakoaga he veveheaga 3 nei.**
Many of the self-assessment activities listed at earlier levels can also be used at this level.
Veveheaga 4
Level 4

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

<table>
<thead>
<tr>
<th>Tau La La: Vagahau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Language</td>
</tr>
</tbody>
</table>

Kua lata e tau fanau aoga ke:
Students should be able to:

- mailoga e tau kupu kua iloa ti maeke ke fakamatafeiga e fakaaoagaaga haana he vagahau Niue;
  recognise and respond to details in spoken vagahau Niue;
- tamata taha tala ti fetutala aki ke fai fakaotiaga e tala ia;
  initiate and maintain short conversations;
- fakaaoaga e tau kupu kua iloa po ke kua lata he vagahau Niue ke tohi aku e tau tala;
  create written texts using appropriate language conventions;
- taute mo e fakatutala e tau kakano, tau fakamailoga, tau fakatino mo e tau puhala vagahau fa fakaaoaga aki e tau aga fiafia fakamotu;
  respond to and discuss the meanings and purposes of the visual images in both verse and prose text and in the non-verbal elements of a ceremony;
- fakaaoaga e tau puhala fakaipoa tala ke talahau po ke fakatata aki e tau fakailoaga, tau tala, po ke tau manatu.
  present ideas using visual and verbal features in a range of media.

<table>
<thead>
<tr>
<th>Tau La La: Fakaaoagaaga he Vagahau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Communication</td>
</tr>
</tbody>
</table>

Kua lata e tau fanau aoga ke:
Students should be able to:

4.1 maama mitaki e tau talahauaga ke he tau manatu, tuga ko e lagakina fefe, heigoa e kakano, tau manatu kua lauia ai, mo e taufakakaupaaga;
  express logical relationships (cause, effect, reasons, and conditions);
4.2 fakamatafeiga e tau fakatonutonuaga ka muitua ki ai mo fakaaoaga e tau puhala vagahau ke talahau aki e tau magaaho he aho, tau tokaaga he tau koloa, mo e laga loga fefe e tauteaga he tau gahua;
  give extended directions and use more complex expressions of time, place, and frequency;
4.3 feiloa aki e tau tala ke he fuafuaaga he tau matakavi mo e tau vahaloto he mamo;
  communicate about measurements and distance;
4.4 fakatatai ke kitia e kehekehe he tau tauteaga;
  make comparisons;
4.5 taute e tau tala loloa, fakaaoaga aki e tau utaaga tala;
produce texts in a range of media;

4.6 fakakite e fiafia, matakutaku mo e loto momoko;
express satisfaction, fear, and sorrow;

4.7 fakakite e tau manatu mo e tau amaamanakiaga mo e fakamatala haau manamanatuaga;
express wishes and intentions and justify a personal opinion;

4.8 fakakite e tau fakatokatokaaga ma anoiha;
express ideas about future plans;

4.9 taute taha fakakiteaga.
give presentations.

**Tau La La: Aga Fakamotu**

Strand: Culture

**Kua lata e tau fanau aoga ke:**

Students should be able to:

- fakakite e tauteaga he fakatino he vaha fakamua, taha aga ta koloa gahua lima, lologo, po ke koli;
  prepare a traditional art, craft, dance, or song;

- maama e tau hagaaoga he tau kupu ne fati aki e tau lologo;
  understand the imagery in songs that use familiar language;

- taute ke kitia kua maama e tau kakano he tau aga fakamotu ne taute aki e tau kai mo e tau vai inu.
  demonstrate an understanding of the preparation and use of certain foods.

**Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 4 he fakaakoaga he vagahau.**
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 4.
<table>
<thead>
<tr>
<th>Fakaaoagaaga he Vagahau Communication</th>
<th>Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suggested Vocabulary, Structures, and Expressions</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>maama mitaki e tau talahauaga ke he tau manatu, tuga ko e lagakina fehe, heigoa e kakano, tau manatu kua lauia ai, mo e taufakakapaaga; express logical relationships (cause, effect, reasons, and conditions);</td>
</tr>
<tr>
<td></td>
<td>kakano, laga, loga, tokolima, tomui, taufetoko, tokolima, fakamaioaga</td>
</tr>
<tr>
<td></td>
<td>Kua fiaisia a lautolu ne moua e tau fakamaioaga. Nakai akai fiaisia a laua ne tomui.</td>
</tr>
</tbody>
</table>

| 4.2 | fakamatafeiga e tau fakatonomunouaga ka muitua ki ai mo fakaaoaga e tau puhala vagahau ke talahau aki e tau magahaoh aho, tau tokangahe tau koloa, mo e laga loga fehe e tauteaga he tau gahua; give extended directions and use more complex expressions of time, place, and frequency; |
|   | loto, tua, mua, hifo, hake, lao, luga fakaloa, liliu, matakau, netepolu, Ueligitoni, matafagi, Uluvehi  |
|   | Hau ki loto he pokoa aoga. Fano loa ki tua, ti tamai e tohi Faka-Niue ki mua. Ko e Aho Gofua he faahi tapa ku hau, ko o hifo e matakau netepolu ki Ueligitoni. To hoko hifo ki ai he matakohala valu he mogo pogipogi.  |

| 4.3 | feiloa aki e tau tala ke he fuafuaaga he tau matakavi mo e tau vahaloto he mamao; communicate about measurements and distance; |
|   | lipine fua, toho, fakaloa, po ke, mamafa, puke, fua, pakipaki, hafagifagi, kamuta, toto, mama ikiiki  |
|   | Fakaaoaga he tagata kamuta e lipine fua mo fuafua aki e loa he akou. Tala age e matua he toto e Sifa e kato ne mama ha ko e tau mana tu ikiiki ne tuku ai.  |

| 4.4 | fakatatai ke kitia e kehehehe he tau tauteaga; make comparisons; |
|   | kehehehe, aleale, matolu  |
|   | Tatai e lalahi he tau tapulu he fanau taane ka e kehehehe e tau lamu. Ko e makalili a Hetu he aleale e tapulu ne tu e mai, ka e mafana a Hafe he matolu haana pelehe he tu.  |

| 4.5 | taute e tau tala loloa, fakaaoa aki e tau utaaga tala; produce texts in a range of media; |
|   | tala Tohi Tapu, tala he vaha fakamua, feua tino, takafagi, ti tohi hololoo e tala, tala tu fakaholo Fati taha lologo hagao ke he tala vaha fakamua. Tu e tau fakatino ke fakaako aki e tala hagao ke he aho Sipote/Feua.  |

| 4.6 | fakakite e fiaisia, matakitaka mo e loto momoko; express satisfaction, fear, and sorrow; |
|   | matakitaka, fiaisia, momoko  |
|   | Kua matakitaka ke nofo tokotaha. Kua fiaisia e loto he feleveia mo e taokete.  |

| 4.7 | fakakite e tau manatu mo e tau amaamanakiaga mo e fakamatala haau manamanatouaga; express wishes and intentions and justify a personal opinion; |
|   | amanakiaga, monuina, mafola, fenoga, evaeva agaiia, tala atu, mitaki, foki, ha kua  |
|   | Kua amaamanaki a lautolu ke ako e lologo foou. Tohi au ke he kapitiga haaku i Niue ke monuina e fenoga. Manatu au, nakai lata a Kafika ke pele he mamahi agaiia e hua haana. O agaiia ni a po ke ama uga ka to e mahina.  |

| 4.8 | fakakite e tau fakatokatokaaga ma anoia; express ideas about future plans; |
|   | kamata, fakaako, kauto, anoia  |
|   | Amanaki au ke kauto e tau kamatamata haau ma mea.  |
### 4.9 taute taha fakakiteaga.
give presentations.

<table>
<thead>
<tr>
<th>taute; fakakiteaga; fakamatala; talahau; fakatino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tukuogo e tala ke he Kuma mo e Kufani.</td>
</tr>
<tr>
<td>Fakamatala mai e tala ki a Kapeni Kuki.</td>
</tr>
</tbody>
</table>
At this level, the students can gain deeper insight and understanding by comparing aspects of Niue language and culture with aspects of other cultures and languages that they are familiar with. Older students can more easily explore aspects of language and culture that are outside their direct experience. For example, they can compare aspects of life in New Zealand and Niue.

When possible, the local community should be involved in the learning process, to enable the students to hear the language being spoken by first-language speakers.

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### Aga Fakamotu Suggested Aspects of Cultural Learning

**Kua lata e tau fanau aoga ke:**

- Students should be able to:
  - Prepare a traditional art, craft, dance, or song;
  - Understand the imagery in songs that use familiar language;
  - Demonstrate an understanding of the preparation and use of certain foods.

**Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:**

- Students should take part in activities that give them opportunities to:
  - Learn processes and techniques involved in arts and crafts, for example, *ta afi*
  - Recognise and express *fakaotiga* (*finishing in a respectful way*) in a variety of contexts, for example *kilikiki*, opening of a house.

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### Veveheaga 4: Tau Fakataitai Fakaakoaga mo e Fuafuaaga

**Level 4: Suggested Learning and Assessment Activities**
Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga. Kua lata he tau faiaoga ke fakaaoa ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau aga fakamotu ke he vahega kupu, Tokaaga mo e Aoga Fakamotu.
Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students should take part in activities that give them opportunities to:

- **fanogonogo ke he taha vala he tala ti talahau ko e hagaaao ke he tau kakano fe e vala tala ia;**
  listen to a passage and make inferences from it;
- **fanogonogo ke maama mo e talahau e tau tali kua lata mo e tau huhu hagaaao ke he taha matapatu mena ka fakatutala ki ai;**
  understand and respond appropriately to requests for information (about facts or about people’s attitudes) related to a topic;
- **fanogonogo ko e fefe e fakaleo he tau kupu mo e leo vagahau he tagata tutala po ko ia ne fakamatala;**
  identify the emotional state of a speaker from their tone;
- **fanogonogo ti mailoga e fetatai aki mo e fekehekehe aki he tau tagata tutala po ko lautolu ne fakamatala;**
  distinguish similarities and differences between speakers;
- **fanogonogo e tau fakamatalaaga he tau matagahua lalahi tuga e kai galue, tu tau aho fanau.**
  listen to traditional speeches during ceremonies and identify and discuss features.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students should take part in activities that give them opportunities to:

- **tali e tau huhu ke he taha matagahua kua oti he taute;**
  answer questions after an event;
- **talahau e tala mo e fakakitekite e tau mena he fakatino hagaaao ke he tala ia;**
  describe a picture illustrating a specific topic;
- **muitua ke he tututakiaga he tau fakatino, (tuga e tau fakatino katuni), ti tututaki e tau tala ka talahau aki e tau fakatino ia;**
  narrate the order of events in a picture sequence, such as a cartoon strip;
- **taute e tau matakau ke fakatutala e tau manatu kua vihi, mo e talahau e tau lagaaga mo e tau taueteaga ke fakahakohako aki;**
work in groups to solve problems that require making inferences and establishing causality;

- talahau e tau manatu fakatagata hagaa ke he tau tala tutupu po ke tau matapatu tala;
  give and justify opinions about issues and topics;

- fakaaoga e tau puhala kua lata mo e tau magaaho tutala auloa, tuga ke pehe, ko e fai talahauaga foki nakai ke lafi mai ki luga, fefe ke tutala ke he falu manatu foki;
  use conversational strategies (for example, changing the subject, providing additional information, and inviting another person to speak);

- fakailoa e tau fakatonutonuaga ke muitua ki ai e gahua ka taute;
  give a set of directions;

- talahau e tau koloa manako mo e tau koloa foaki;
  make requests and offers;

- talahau e tau amaamanakiaga ma e tau aho i mua;
  talk about future events;

- talahau e tau manatu he tau magaaho fetutala aki;
  contribute to conversations;

- talahau e maamaaga ke he tau kakano he tala fakatukuogo he taha tagata;
  provide interpretations of what someone means;

- fakamaama e tau puhala ke taute aki e gahua;
  explain a process;

- talahau e tau mantu kua fetatai po ke fekehekehe aki.
  make comparisons.

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**Vagahau Tohi: Totou**

**Written Language: Reading**

**Kua lata i a lautolou ke fai fakaakoaga ke maeke ke:**

Students should take part in activities that give them opportunities to:

- totou taha tala ke oti, ti liu ke totou e tau vala kua matapatu ki ai e tala, mo e fakamailoga e tau vala kua kakano lahi ke he tala ia;
  read a story about a familiar topic and then select the story’s main idea from a list of alternatives;

- totou e tau paratafa ti tututaki ke katoa mo e hako e tala;
  arrange paragraphs in a logical order;

- totou e tau kupu ti tukutuku fakaalafapete Niue;
  develop dictionary skills (using Niue alphabetical order) and use indexes;

- totou taha vala he tala ti fua manatu e tau kupu ka tutupu he tau vala tala ne toe;
  predict what will happen next and then read to find out;

- totou fakamafiti aki e mata e tala ti fakamailoga e tau kupu po ke tau vala tala kua kakano lahi ke he tala ia;
  scan a text for key words;
• totou e tau higoa he tau maaga mo e tau matakavi ti tukutuku fakahakohako he mepe Niue;
find locations on a map of Niue;

• fakatumau ke totou e tau tohi Niue ke he tau tala kehekehe.
continue to read in vagahau Niue for pleasure and extend the range of text types that they read.

Vagahau Tohi: Tohitohi
Written Language: Writing

Kua lata i a lautolu ke fai fakaakoaga ke maeko ke:
Students should take part in activities that give them opportunities to:

• tohi ke he kapitiga e tau tala ke he tau tala tutupu, po ke tohi he taha laupepa talaga pauaki ke fakafeleveia ki ai ha kua tatalu, po ke tu tau aho fanau;
write personal notes about familiar topics to their friends (for example, on a postcard or as an email message);

• tohi e talahauaga ke he taha tala kua ffiili pauaki ki ai, tuga e tau puhala ke taute aki e gahua, ke fakalaulahi aki e maama he tau manatu fakakite, po ke tau manatu kua fetatai aki mo e fekehekehe aki;
write for specific purposes (for example, to make a comparison, describe a process, or defend an opinion);

• fakanogonogo e tala ne totou ti tohi hifo e tau vala he tala kua kakano lahi.
take notes.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeko ke:
Students should take part in activities that give them opportunities to:

• fakakitekite he tau fakatino, po ke fakaaga fafu puhala foki ke taute aki e tau aga fakatokatoka galue he vaha ia po ke vaha nei, tuga e galue hifi ulu/huki teliga, tu tau aho fanau, fakaulu ufi, galue kilikiki, galue lafilafi;
compare non-verbal messages in ceremonies (for example, seating arrangements at weddings and title bestowals), songs, and prose;

• fakaaga e tau fakatino ia, po ke fakaaga e tau ata ne pokia, po kua tapaki he vitio, ke fakamaama aki e tau mena ne tatai mo e kehekehe he tau fakatokatokaaga he tau faga galue ia he vaha ia mo e vaha nei;
compare and contrast different styles of presentation at cultural events;

• kitekite e tau ata ne pokia po ke tapaki vitio ke kitia e tau fakamailoga ne fakaaga he tau tagata fakamata, tau tauteuaga tino he tau tagata he potopotoaga, mo e tau koloa tui koli tame;
watch a film, video, or DVD and then discuss features such as the costumes, sets, acting (especially the body language), dialogue, and theme;

• taute fakataitai kifaga po ke katuni e tau tala ke fakitekite takitaha aki e tau manatu ne taute aki e tau gahua, tuga e fakaafu mo e tao he umu,
volu mo e tatau niu, tuitui tapulu;
discuss the sequence of events in a ceremony or during a festive occasion;

- taute fakatino, tapaki vitio, po ke talaga e tau ata kifaga ke fakakitekite aki e tau tala kua fiafia lahi ki a i.
present their work using a variety of media.

Maeke e loga he tau fakaakoaga he tau pokoko aoga ke taute aiki e fuafuaga he tau fakaakoaga. To tutaki atu fakahaga e tau fakaffitakiaga nei ke lata mo e tau fuafuaga ka taute he tau fiaaoga, mo e fuafua ni he tama (po ke fuafua ni he tau fanau kua tatai e tau malolo ha lautolu po ke nakai).

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements or their own. (The skills to be assessed are in brackets.)

### Fuafuaga he Fiaaoga

#### Teacher Assessment

Maeke e fiaaoga ke fakaaoaga e tau fafatiaga ka hokotia ki a i e tau fakaakoaga he tau fanau aoga ka:

Teachers could assess their students’ progress against objectives when the students are:

- totou mo e tohi fakaoti e fakailoaaga, uiina, talahauaga he fiafiaaga, po ke tau fakatonuaga ke muitua ki a i e gahua (fuafuaga he totou, mo e tohitohi);
  completing an information table, flow chart, or concept map, identifying key facts and indicating the relationships between them (reading and writing);

- tohi mo e talahau e puhala ke taute aiki e gahua, hagaaaoaga mo e fakamaamaaga he gahua, tatai mo e kehekehe he tau feua sipoti, po ke taha mataghua lahi ki a tau tuku aoga, (fuafuaga he fanogonogo, tutala, tohitohi, mo e tau aga fakamotu);
  producing oral and written work that shows a process, making comparisons, giving explanations, extending directions, or reporting (speaking and writing);

- fanogonogo e tau lologo Niue ti fakamaama po ke tohi e hagaaaoa mo e kakano he tau kupu mahuiga ne fakaaoaga (fuafuaga he fanogonogo, tutala, tohitohi, mo e tau aga fakamotu);
  listening to songs and describing the meaning of simple figurative language (listening, speaking or writing, and cultural learning);

- fanogonogo e tau lologo Niue kehekehe, ti talahau po ke tohi e tau fakamaamaaga ke he tau magaaho mo e tau vahega tagata kua lata ke uhu e tau lologo ia (fuafuaga he fanogonogo, tutala, tohitohi, mo e tau aga fakamotu);
  comparing different types of song, stating their purposes, identifying the target audiences, giving a simple outline, and recognising discourse features (listening, reading, speaking or writing, and cultural learning);

- kitekite taha aga fiafia fakamotu, fanogonogo e tau fakatutalaaga he tau tagata, ti tohi tohi (fakaakoaga aga fakamotu, vagahau fakakitekite, fakanogonogo, mo e tohia);
viewing a ceremony or a festive occasion and completing an information table or diagram of the roles of the people involved and the seating arrangements (cultural learning, visual language, listening, and writing);

- mo e taute e tau fakatino ke fakakitekite aki e tau gahua kehekehe ne taute, lautolu ne matapatu mo e takitaki e fiafia, fakatokaaga he galue po ke tau laulau kai, mo e tau tagata fakamatala (fuafuaaga he fanogonogo, tohitohi, tutala, vagahau fakakitekite, mo e tau aga fakamotu);
  experimenting with art and craft forms, such as weaving (visual language and cultural learning);

- fetutala aki mo e tohi po ke taute e tau fakatino po ke taute tala fakataitai ke he taha gahua tuga e ama uga, kini maala, to maala, fakaafu umu, tui kahoa, huo pupu (fuafuaaga he tutala, fanogonogo, tohitohi, vagahau fakakitekite, mo e tau aga fakamotu);
  presenting one of the following: hunting uga, clearing a plantation, planting a plantation, starting an umu, lei making, weeding, or lawn mowing (the presentation can include role play and visual language such as static and moving images);

- fetutala aki ti igatia mo e taute taha puhala ke maopoopo mo e maaliali mitaki e potaga he tau fakaakoaga ha lautolu (fuafuaaga he tutala, fanogonogo, vagahau fakakitekite, tohitohi, mo e tau aga fakamotu);
  reviewing portfolios of their work (speaking, writing, visual language, and cultural learning).

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**Fuafuaaga he tau Fanau Tatai e tau Tau-moui**

**Peer Assessment**

**Maeke ke felagomatai aki e tau fanau ke fuafua ha lautolu a tau fakaakoaga ka:**

Students could monitor each other’s progress when they:

- totou mo e liu kikite fakamakutu e tau talahauaga ha lautolu ke he tau fakakoaga kemikumi po ke taute fakataitai (fuafuaaga he totou, mo e tohitohi);
  review each other’s reports and research work, showing awareness of a reader’s needs and of writing conventions (reading and writing);

- fifili taha matapatu tala ti nonofa fakahoahoa po ke fakamatakau ke taute taha fakatutalaaga mo e tali e tau huhu kua lata ke fakalahi aki e tala ia (fuafuaaga he fanogonogo, mo e tutala);
  take part in guided interviews in which the participants seek and give information about topics (listening and speaking);

- gahua fakamatakau ke pulega mo e taute taha mena vihi, ti tohi mo e totou e fakamaamaaga ke he puhala ne taute aki (fuafuaaga he totou, tohitohi, mo e tutala);
  take part in group activities in which they solve a problem and provide feedback and clarification (listening and speaking or writing);

- moua e hoa ti taute tokoua taha gahua tuga e tohi taha lologo mo e koli, talaga taha koloa tuga e tuiti paao, tia pulupulu mafana, falo tafi kaniu, ti fakatukuogolpo ke tohi e puhala ne taute aki (fuafuaaga he tohitohi, tutala, totou, vagahau fakakitekite, mo e tau aga fakamotu);
  work with a partner on research projects (reading and writing or speaking);
• gahua fakamatakau ke pulega mo e taute fakataitai taha tala he vaha ia po ke vaha nei, po ke taga gahua mahani, tuga e gahua ekekafo, tunu po ke tao kai (fuafuaaga he fanogonogo, tutala, tohitohi, vagahau fakakitekite, mo e tau aga fakamotu).

participate in co-operative activities in which each student in a pair has half the information to teach the other (the students test each other at the end, and their scores are counted as “pair” scores) (listening and speaking).

### Fuafuaaga he Haana ni
Self-assessment

<table>
<thead>
<tr>
<th>Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students could monitor their own progress by:</td>
</tr>
</tbody>
</table>

• tohi fakamau hifo ha lautolu a tau manatu hagao ke he gahua kumikumi mo e tau gahua fakaakoaga;
  keeping a checklist of their research and study skills;

• fakaaoga e tau fuafuaaga he tau fakaakoaga kua mole ke fakatatai atu ki ai e tau fuafuaaga nei kua hoko ki ai;
  keeping a journal, for a term, in which they compare what they could do at earlier levels with what they can do now;

• tohi fakamau hifo e tau tohi kua totou mo e fakamaau e tau manatu hagao ke he kakano ne manako ke he falu faga tohia, tuga e tohi fakakuku po ke tohi he tau tagata/mana mooli;
  keeping a reading log that records which types of text they have read and comments on why they prefer certain kinds of writing, for example, why they prefer poetry to non-fiction;

• talaga taha mepe po ke pa fakatino ke tohi hifo ai e tau vala tala ke matapatu aki e tala ka tohi, fakatukuogo, po ke tala ne fanogonogo a ia ki ai, po kua oti he totou e ia.
  making a story map to check their own comprehension of a plot.
Veveheaga 5
Level 5

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

**Tau La La: Vagahau**
Strand: Language

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- faka'aoga e puhala fakamatala mo e fakatutala ke kumikumi, fakakite, mo e tali atu ke he tau fakailoaaga hagaa ko he ha tautaega mo e ha magaaho he aho;
  - seek, give, and respond to information through speech and conversation in everyday situations and occasions;

- totou mo e tohi e tau matakupu kua tonu ke matutaki mitaki e tau tala mo e tau manatu fakatagata;
  - read and write texts in which sentences are linked and ideas are logically ordered;

- fakakite e tau puhala he vagahau fakakitekite ne kua lauia ai ke he aga fakamatala mo e falu foki he tau puhala fakakite vagahau tuga e tau faga lologo kehekehe.
  - respond to, and discuss the impact of, visual language in speech making and in other forms of presentation, such as songs or chants.

**Tau La La: Faka'aogaaga he Vagahau**
Strand: Communication

**Kua lata e tau fanau aoga ke:**
Students should be able to:

5.1 mailoga mo e talahau e tau matutakiaga he tau magaaho kehekehe;
  - recognise and express time and space relationships;

5.2 mailoga, huhu, ti fakailoa fakatatau atu e tau manatu, tau aga fakatagata, mo e tau amaamanakiaga ke he tau mena tutupu;
  - recognise, ask about, and express feelings and attitudes in relation to events and other people;

5.3 huhu atu, fakakite e tali ke he tau manatu fakatagata kehekehe;
  - ask for, express, and respond to opinions and points of view;

5.4 ole e fakaataaga, fakakite e falu puhala lagomatai;
  - seek, offer, and respond to help, seek permission, and offer suggestions;

5.5 fakakite mo e muitua ke he tau fakatokatoka pauaki;
  - give and follow procedural instructions;

5.6 fakakite e falu puhala kehekehe ke taute aki e fekau ti tali atu ke he tau tali kehekehe mo e kakano ma e matagahua ka muitua atu ki ai;
  - present and respond to alternatives and reasons for a course of action;
5.7 mailoga, huhu, mo e talahau e tau fakatokatokaaga kua amaamanaki ki ai;
recognise, ask about, and express possibility and intentions;

5.8 fakaaoga e tau tauteaga tonuhia ke he tau fakapotopotoaga.
use appropriate social conventions.

### Tau La La: Aga Fakamotu
Strand: Culture

Kua lata e tau fanau aoga ke:
Students should be able to:

- **fakamaama mai e fakaholoaga he hifi ulu;**
  describe a hair-cutting ceremony;

- **fakakite falu iloaga hagaa ko he fakamaopoopoaga he motu ko Niue;**
  display some knowledge of the structure of the Niue society;

- **fakakite, fakamaama, mo e talahau falu iloaga hagaa ko he tau lologo po ke tau koli mo e tau lologo tuai;**
  describe, explain, and illustrate some features of different types of song or chant;

- **fakamaopoopo e tau tohi totou ma e tau toloaga kehekehe;**
  structure texts to meet the needs of specific audiences;

- **fakalataha atu ke he tau feua fakatata Faka-Motu;**
  participate appropriately in cultural events;

- **mailoga mo e fakamaama e aga-fakalilifu ke he tau toloaga kehekehe;**
  recognise and express respect in a variety of contexts.

Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 5 he fakaakoaga he vagahau.
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 5.
<table>
<thead>
<tr>
<th>Faka’aogaaga he Vagahau Communication</th>
<th>Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite Suggested Vocabulary, Structures, and Expressions</th>
</tr>
</thead>
</table>
| **5.1** mailoga mo e talahau e tau matutakiaga he tau magaaho kehekehe | mailoga, talahau, matutakiaga, magaaho  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| recognise and express time and space relationships |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.2** mailoga, huhu, ti fakailoa fakatatau atu e tau manatu, tau aga fakatagata, mo e tau amaamanakiaiaga ke he tau mena tutupu | mailoga, fakatatau, aga fakatagata, amaamanakiaiaga  
Ko e heigoa e kakano he Aho Fiafia Pule Fakamotu?  
Fakatatau e fa’iiumu.  
Tohia taha talu fakafeki he ke ta kilikiki. |
| recognise, ask about, and express feelings and attitudes in relation to events and other people |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.3** huhu atu, fakakite e tali ke he tau manatu fakatagata kehekehe | fakakite, huhu, kehekehe, tali  
Fakakite haau a tau manatu ke he tau koli fakamotu.  
Tapaki e tau manatu he tau tagata hagaa ia ke he ha ma’atagahua he kautu. |
| ask for, express, and respond to opinions and points of view |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.4** ole e fakaataaga, fakakite e falu puhala lagomatai | fakakite, fakahautoka, lagomatai  
Fakamolemole mai, fakahautoka.  
Ha fe haau a lagomatai ma e motu mooli ? |
| seek, offer, and respond to help, seek permission, and offer suggestions |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.5** fakakite mo e muitua ke he tau fakatokotoka pauaki | muitua, fakahauoaga, paaaki  
Ka hoko mai a koe, ti fano fakamua ke fakaholoa’o e tau tupuna.  
Fakakite e tau puhala fakaoaga ke fa’i lekua. |
| give and follow procedural instructions |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.6** fakakite e falu puhala kehekehe ke taute aki e fekau ti tali atu ke he tau tali kehekehe mo e kakano ma e matagahua ka muitua atu ki ai | fakakite, kakano, puhala, tuaeaga kehekehe  
Tohi ke he tohi tala mo e fakakite haau a tau manatu.  
Fakakite haau tau manatu kehe ke tau leu fakatagi kehekehe. |
| present and respond to alternatives and reasons for a course of action |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
| **5.7** mailoga, huhu, mo e talahau e tau fakatokotokaaga kua amaamanaki ki ai | amaamanaki, huhu, mailoga, fakahautokaaga  
Huhu atu ke he aga mo e mahani “o takai” mo e fakaholo fefe he tau nei?  
Tohia lima e tau fakaholoa’o haau ke lata mo e aho Kilisimasi. |
| recognise, ask about, and express possibility and intentions |  
Fakakite e tau puhala fakalilifu ka ole fakaataaga.  
Faka’aoga e tau puhala vagahau lilifu he tau fonoaga. |
5.8  **fakaaoga e tau tauteaga**  
**tonuhia ke he tau**  
**fakapotopotoaga**  
use appropriate social conventions.

<table>
<thead>
<tr>
<th>fakavelave, fakahakehake, fakamolemole, fakapotopotoaga</th>
</tr>
</thead>
</table>
| **Fakakite e aga nava.**  
**Talahau ti fakakite e fakamolemole.**  
**Tohia e tohi fakaaue.**  |
To malakiti atu e maamaaga he vagahau Niue he tau fanau aoga he veveheaga 5 nei. Kehekehe e tau toloaga ne kua maekte i a lautolu ke fakaaoaga ai e vagahau Niue. Maeke foki i a lautolu ke kitia e maaliaga he ha lautolu a tau moui mo e tau momoui ne moua mai he tau tala ne tohia he tau tagata tohi tala. Maeke he tau aoga fanau ke faka-malikiti ki mua e tau iloaga he ha lautolu vagahau Niue, mo e tau puhala ne fakalatatahe ai e vagahau Niue, a Niue Fekai mo e aga fakamotu.  

At this level, students develop their understanding of vagahau Niue as they use the language appropriately in a variety of communicative contexts. They can also compare differences between their own experiences and those found in texts written by vagahau Niue writers. Students can continue to develop their knowledge of vagahau Niue and the ways in which language, society, and culture are interrelated.

<table>
<thead>
<tr>
<th>Aga Fakamotu Culture</th>
<th>Tokaaga mo e Aga Fakamotu Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kua lata e tau fanau aoga ke: Students should be able to:</td>
<td>Kua lata i a lautolu ke fai fakaakoaga ke maekte ke: Students could take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td>fakamaama mai e fakaholoaga he hifili ulu describe a hair-cutting ceremony;</td>
<td>talahau e tau tuuaga kehekehe he falu fakatokotokaaga mo e tau mahani lilifu identify social roles in particular situations and contexts and demonstrate appropriate forms of behaviour, for example, fakatulou;</td>
</tr>
<tr>
<td>fakakite falu iloaga hagaa ko he fakamaopoopoaga he motu ko Niue Fekai display some knowledge of the structure of Niue society;</td>
<td>fifili e fakaholoaga ne mua atu he aoga ha ko e tau fakakiteaga</td>
</tr>
<tr>
<td>fakakite, fakamaama, mo e talahau falu iloaga hagaa ko he tau lolo mo e tau koli mo e tau lolo tuai describe, explain, and illustrate some features of different types of song or chant;</td>
<td>fakakite ha lautolu a maama ke he tau talahauaga, mo e tau fakakiteaga ke he fakapotopotoaga demonstrate their understanding of how verbal, visual, and dramatic features communicate information and ideas to an audience, for example, in Koli mo e lolo lata tuai;</td>
</tr>
<tr>
<td>fakamaopoopo e tau tohi totou ma e tau toloaga kehekehe structure texts to meet the needs of specific audiences;</td>
<td>mau manatu e tau aga faka-lilifu ma ha lautolu ne fai tuaga act appropriately towards people who have particular social positions and responsibilities, for example, fakakite e tau mahani lilifu;</td>
</tr>
<tr>
<td>fakalatata atu ke he tau feua fakatata faka-Motu participate appropriately in cultural events;</td>
<td>maiologa mo e fakamaama e aga-fakalifitu ke he tau toloaga kehekehe recognise and express respect in a variety of contexts.</td>
</tr>
</tbody>
</table>

Vaveheaga 5: Tau Fakataitai Fakaakoaga mo e Fuafuaaga  
Level 5: Suggested Learning and Assessment Activities
Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga. Kua lata he tau faiaoga ke fakaaoa ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau aga fakamotu ke he vahega kupu, tokaaga mo e aoga fakamotu.
Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaaoa ke maeki ke:
Students could take part in activities that give them opportunities to:

- fakanogonogo mo e muitua atu ke he tau fakatokatoka pauaki;
  listen to and follow a sequence of instructions;

- fakanogonogo atu ke he fakaholoaga he leo taogo (polokalame letio) mo e talaga falu puhala kehekehe ma e tau talahauaga ia;
  listen to a radio programme and then develop an alternative way of presenting the same information;

- fakanogonogo atu ke he tau fakakiteaga kehehehe ma e matakupu uho;
  listen to several different opinions about an issue;

- fakanogonogo ke he tau fakatutalaaga taufetoko;
  listen to debates;

- fakalataha atu ke he fakatutalaaga huhu;
  participate in an interview;

- fakanogonogo ki a ia ne totou e matohiaga ti ta e akau magafaoa.
  listen to someone reading a genealogy and draw the family tree.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaaoa ke maeki ke:
Students could take part in activities that give them opportunities to:

- talahau e tala ku he tau matakupu fakatutala he fakatutalaaga taufetoko po ke talahauaga;
  give a short summary of the main points of a debate or a speech;

- talahau hau manatu hagaa o ke he tau matakupu uho po ke tau mataulu manatu;
  give opinions about specified issues and topics;

- tali atu ki a ia ne vagahau po ko ia ko e tagata taute tala;
  respond to another speaker or actor;

- fakaholo e tau fakatutalaaga lata ma laua tokoua po ko lautolu tokologa;
  conduct pair or group interviews;

- fakamatala fakahakehake mo fakatautonu aki taha ka ahiahi mai;
  give a brief speech of thanks or congratulation, for example, when a visitor has made a presentation;
• fakatokatoka e flau huhu ke lata mo e tau tagata ahiahi ke he poko aoga; prepare oral questions to interview a visitor to the classroom;
• fakakite taha tala fakatino hagao ke he poko he fale gagao; role-play a scene at the doctor’s surgery;
• totou taha tohi fakamau mai he telefoni ke he faiaoga. read a telephone message to a teacher.

Vagahau Tohi: Totou
Written Language: Reading

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• talahau po ke fuafua e tohi tala he taha tagata tohi tala; comment on and assess a writer’s point of view;
• totou taha tala ku mo e talahau hou manatu hagao ki ai; read a short story and give an opinion about it;
• kumikumi taha fakailoaaga hagao ke he matakupu kua fifili ki ai; research a self-chosen topic for specific information;
• ako e vagahau ne fakaaga ke he tau tohi lomi; study the language used in published sources of information;
• ako e vagahau ne fakaaga ke he tau fakatutalaaga; study the language used in speeches;
• totou e tau tala tohia ke he vagahau Niue ti tali e tau huhu; read passages written in vagahau Niue and answer comprehension questions;
• fakaako e tau tala tohi mo e fakakite e fakaaoaga ke he fakaholoaga he tala.
study simple narratives and recounts and show understanding of language use.

Vagahau Tohi: Tohitohi
Written Language: Writing

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• tohi taha tala ku kua lata tonu ma e fakatokaaga pauaki; write a short skit to suit the setting;
• tohi fakamau hifo e tau manatu talia ki ai mai he ha fono; record group decisions from a meeting;
• tohi e tala ku hagao ke he taha tohi nakai mahani; take a short dictation from an unfamiliar text;
• tohi hifo;
take notes;
• tohi e tala fakamatalaaga;
write a speech;
• tohi e tala kumikumi hagaa ke he tagata he tala ne kua totou, ti fakafano atu ke he tohi tala he aoga po ke taha nusipepa; review a character from a story and submit the review to a school magazine;

• tohi taha tala totou ma e leo taogo; write a script for a radio presentation;

• tohi ke he magafaaoa i Niue mo e ole atu ke he tau fakailoaaga; write to someone in Niue to ask for information;

• fakamau mo e fakamaopoopo e tau tala fakatai; collect proverbs and write them in a notebook;

• tohi hifo e tau manatu kehekehe. brainstorm ideas and make notes.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• fakalataha ke he taha toloaga fakafiafia ne matutaki e aoga ki ai; participate in a community event that involves a school;

• koli he matakau fakatata ke he aoga; perform as a member of a cultural group at a school;

• tapaki e koli, lafi ki ai e tau leo, mo e fakakite ke he matakau aoga; record a performance, add an audio commentary, and present it to a class;

• taute taha kumikumi hagaa ke he ha lologo, fakatutalaaga, po ke taha feua fakatata; engage in research about a particular type of song, speech, or performance;

• tauteute mo e fakamatala ke he matakupu kua fakatoka pauaki ki ai; prepare and give a speech for a particular purpose;

• ta e matohiaga mo fakakite aki e tau matutakiaga. draw a diagram of their genealogy and illustrate the relationships between its members.

Maeke e tau fakakaitaiaga fakaako fakaako ma e tau fuafuaaga. Kua fakakite atu ke he tau faiaoga e tau lagomatai ma e tau vala fakatalaitai he lau pepa x, e magaaho tonu ne kua lata ke fuafua e tau iloaaga he tau fanau aoga, po ke magaaho ne kau lata ke fe-fuafuaaki e lautolu ki a lautolu ni. (Hana e tau mata-gahua ke fuafua).
Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements on their own. (The skills to be assessed are in brackets).

Fuafuaaga he Faiaoga
Teacher Assessment

Maeke e faiaoga ke fuafua e tau fakaakoaga he tau fanau aoga ka:
Teachers could assess their student’s progress against the achievement objectives when the students are:

- **fakaaoga e tau tala katuni ti fakaigatia oti a lautolu he matakau mo e taha vala pauaki ke fakakite, mo e kau fakalataha fakatokatoka fakapapahi e tau tala katuni ki fakailoa mo e fe fakatonutonu aki e tau manatu fakatagata (fakanogonogo, tutala mo e vagahau fakakite);**
  working together to write one part of a story and then combining their contributions as a group (listening, speaking, and visual language);

- **fakatutala fetoko, fakakite manatu po ke fakatonu e tuaga, (fakanogonogo mo e tutala);**
  holding a debate in which they express a point of view or justify their position (listening and speaking);

- **fakatutala auloa ke he taha matakupu pauaki, ti moua e fakaotiaga mafola (fakanogonogo mo e tutala);**
  discussing an issue in a small group and agreeing on a solution after negotiation (listening and speaking);

- **ke he taha matakupu, fakakite e laulahi he iloaaga mo e fakaaoagaaga lata tonu ki ai (tutala mo e fakaakoaga afa fakamotu);**
  giving a prepared speech on a topic, demonstrating appropriate range and complexity of language, knowledge of content, and presentation skills (speaking and cultural learning);

- **hakahaka e taha tagata he tohi totou ke fuafua aki tau manatu haana ne tohia e tala, ke fakalaulahi aki ha lautolu a fakaakoaga ke he tau puhala hakahaka tohi totou (totou mo e tohitohi);**
  reviewing a character to assess the writer’s views and develop their own, justifying their comments by reference to the text (reading and writing);

- **fakatatai e tau fakatai mo e taha tautega pauaki, po ke fakatatai e vagahau lilifu, vagahau fakahanoa;**
  matching proverbs to appropriate situations or matching everyday forms of language to the corresponding polite forms (listening, speaking or writing, and cultural learning);
• tohi e matohiaga, fakakite e maama he tau fakatokatokaaga tau fakafetuiaaga kehekehe (tohitohi, vagahau fakakite, mo e tau akoaga he aga fakamotu);
drawing their family tree, demonstrating their understanding of family structure and the relationships within it (writing, visual language, and cultural learning);

• kitekite ke he tala taute tala (fakaakoaga aga fakamotu mo e fakanogonogo);
viewing a play (visual language and listening);

• kumikumi mo e tohi ke he taha fekau pauaki fakailoaaga (fakanogonogo, totou mo e tohitohi).
researching and writing for a specific purpose (listening, reading and writing).

Peer Assessment

Fuafuaga he tau Fanau Tatai e tau Tau-moui

Maek e tau fanau ke fuafua ha lautolu a tau fakaakoaga ka:
Students could monitor each other’s progress when they:

• kau fakalatataha ke he tau kumikumi huhu mo e lagomatai ke tohi e tau huhu hagaaq ke he taha matakupu (fakanogonogo, tutala, mo e tohitohi);
take part in an interview where they prepare and ask questions about a topic (listening, speaking, and writing);

• Lagomatai e matakau tote ke he taha matagahua tuga e haitia manatu falu matakau foki (fakanogonogo mo e tutala);
contribute to a small-group task, such as solving problems (listening and speaking);

• fe-fuafuaaki e tau feua kehekehe mo e fakakite e kakano he tau manatu (vagahau kitekite, fakanogonogo, mo e tutala po ke tohitohi);
review each other’s performances and give reasons for their judgments (visual language, listening, and speaking or writing);

• fe-hakahakaaki e tau tohitohi tala ti fuafua e mahino mitaki tau talahauaaga i ai (totou mo e tutula po ke tohitohi);
review each other’s written texts and assess their effectiveness (reading and speaking or writing);

• talaga falu koloa po ke ta fakatino mo fakakite e maama.
make resources or posters to check their comprehension of a script or a text.
Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:

Students could monitor their own progress by:

- **tohi fakamau tau mena iloa mo e falu ke ako foki;**
  maintaining a checklist of what they can do and what they need to learn next;

- **ta e fakatolomakiaga he ako vagahau Niue ti fakamau e tau amaamanakiaga;**
  drawing a timeline of their progress in learning vagahau Niue up to the present and setting goals, both short term and long term;

- **fakamau ke he taha tohi e tau lologo vaha fakamua, vaha nei mo e tau fakatai;**
  collecting proverbs, sayings, traditional songs, and other songs in a notebook;

- **kitekite mo e hakahaka e tapaki feua taute tala, tutala fetoko, po ke tau fakakitekite gahua.**
  viewing and evaluating a recording of their own participation in a skit, play, debate, or presentation.
Veveheaga 6
Level 6

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

### Tau La La: Vagahau
Strand: Language

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- **moua e iloaaga mai he tau tala totou kehekehe ka fakanogonogo mo e totou, ti fakakite e kakano he tau kupu mo e tau tala kuku foou;**
  extract information from a range of texts, when listening and reading, and infer the meaning of some new vocabulary and phrases from the context they are used in;

- **fakaaoga fakalaualahi e tau puhala tohitohi mo e vagahau;**
  use written and spoken language flexibly in a variety of contexts and a range of media;

- **fakatutala e mahani fakataitai he vagahau mo e tau hagahaga fakalataha ki ai.**
  discuss aspects of imagery, language, and behaviour associated with specific events.

### Tau La La: Fakaaoagaaga he Vagahau
Strand: Communication

**Kua lata e tau fanau aoga ke:**
Students should be able to:

6.1  **fakatautonu e tau fekau ne kua fakatoka;**
  give and respond to advice, directions, and instructions;

6.2  **talahau mo e tali ke he fakailoaaga mo e tau palana fakataitai;**
  give and respond to information and suggestions about plans;

6.3  **talahau e talia mo e fifiliaga, nakai talia ti fakakite e kakano;**
  express acceptance, preference, and refusal and give reasons;

6.4  **fakakite e falu puhala tali atu kehekehe ti talahau e kakano kua taute ai pihia;**
  present and react to alternatives and reasons for a course of action;

6.5  **talahau e tala tu fakaholo he tagata kua mole atu mo e tau fakamafana ke he tau loto momoko;**
  give eulogies and express sympathy;
6.6  fakaliliu mo e tali ke he tau kakano he tau hagahaga tino;
interpret and respond to the meanings of non-verbal signs and actions;

6.7  fakatutala e tonuhia mo e nakai tonuhia;
discuss the evidence for and against a point of view;

6.8  talahau e tau tala ke he haau a tau hakahakau;
recount experiences;

6.9  fakalataha atu ke he tau feua kehekehe ti fakaaoga e mahani kua tonu.
participate in sociocultural events using appropriate protocols.

### Tau La La: Aga Fakamotu

**Strand: Culture**

**Kua lata e tau fanau aoga ke:**

Students should be able to:

- **malolo fakahaga ke he tau fakafetuiaga kehekehe;**
  participate with increasing confidence in social and cultural events;

- **maama mo e mahino mitaki tonu e tau mahani ke he tau fakafetuiaga kehekehe, tuga e tau toloaga ke he tau mauku;**
  understand and react appropriately to events, for example, those that follow a death;

- **maama mitaki e tau tauteaga he fakamaau hoana;**
  understand practices that are appropriate at a wedding;

- **mailoga mo e fakamaama e aga fakalilifu.**
  recognise and express *fakalilifu* in a variety of contexts.

**Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 6 he fakaakoaga he vagahau.**
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 6.
### Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite

#### Level 6: Suggested Vocabulary, Structures, and Expressions

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<tr>
<th>Fakaagaaga he Vagahau Communication</th>
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<td><strong>6.1</strong> fakatautonu e tau fekau ne kua fakatutala</td>
<td>fakatautonu; fekau; fakatutala</td>
</tr>
<tr>
<td>give and respond to advice, directions, and instructions</td>
<td>tali atu ke he tau lagomatai</td>
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<tr>
<td></td>
<td>fakakite e matuaaga ke he puhala “fakapage uga”</td>
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<tr>
<td></td>
<td>fakaako e fanau ke tui tikaka</td>
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<tr>
<td></td>
<td>talahau; fakahokulo; talaage: puhala</td>
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<td></td>
<td>tohi e fakaholoaga mo tao e falaoa niu</td>
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<tr>
<td></td>
<td>fakaako e puhala taute o eta</td>
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<tr>
<td></td>
<td>fakakite e puhala ke heke aki e “feua fokiti lele”</td>
</tr>
<tr>
<td><strong>6.2</strong> talahau mo e tali he manatu kua tumau mo e lata ma e tau fakaholoaga</td>
<td>fakatokatokaaga; fakataitai</td>
</tr>
<tr>
<td>give and respond to information and suggestions about plans</td>
<td>tohi ke he aoga hagaaia ke he tau feua</td>
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<tr>
<td></td>
<td>fakatutala hagaaia ke he tau fakaholoaga ke he male feua</td>
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<td></td>
<td>fakaholoaga tetoko ke he apiapiaga he puhala tu ha ko e tau motoka</td>
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<td><strong>6.3</strong> talahau e tali mo e fifiliaga ne toka ai ti fakakite e kakano</td>
<td>fakakite; talia; fifiliaga;</td>
</tr>
<tr>
<td>express acceptance, preference, and refusal and give reasons</td>
<td>fakamatala e talia mo e fakaaua</td>
</tr>
<tr>
<td></td>
<td>fakakite e taha puhala vagahau ke lata ma e fakafiliaga</td>
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<tr>
<td></td>
<td>tohi e fekau kua nakai talia</td>
</tr>
<tr>
<td><strong>6.4</strong> fakakite e falu puhala tali atu kehekehe ti talahau e kakano kua taute ai pihia</td>
<td>fakakite; fifili; fakamaama; manako</td>
</tr>
<tr>
<td>present and react to alternatives and reasons for a course of action</td>
<td>fakakite ko e ha ne fifili taha feua mai he falu</td>
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<tr>
<td></td>
<td>fakamaama e fifili ke he vakalele “Qantas” mai he vakalele “Air New Zealand”</td>
</tr>
<tr>
<td></td>
<td>fakamaama ke fakaholoaga puhala po ke nakai manako he taha le kofe “hip hop”</td>
</tr>
<tr>
<td><strong>6.5</strong> talahau e tala tu fakaholo he tagata kua mole atu mo e tau fakamafana ke he tau loto momoko</td>
<td>loto momoko; fakamaafana</td>
</tr>
<tr>
<td>give eulogies and express sympathies</td>
<td>kumikumi ti tohia e moui tu fakaholo he matua kua oikioki</td>
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<td></td>
<td>fakakite e fakaholo ke he kapitiga haau ha kua oikioki</td>
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<td>taha mai he magafaoa haana</td>
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<td></td>
<td>lagomatai ke tohia e fakailoaaga mate ma e tohi tala</td>
</tr>
<tr>
<td><strong>6.6</strong> fakahiliu mo e tali ke he tau kakano he hagahaga tino</td>
<td>fakahiliu; fakatata; toloaga; hagahaga fofoga</td>
</tr>
<tr>
<td>interpret and respond to the meanings of non-verbal signs and actions</td>
<td>tohia e taha tala he taha feua ne fano a koe ki ai</td>
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<tr>
<td></td>
<td>tapaki mo e fakamaama e tala fakakitekeke</td>
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<tr>
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<td>fakaholoaga e kakano he meke</td>
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<tr>
<td>Section</td>
<td>Niue Language</td>
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<td>6.7</td>
<td>fakatutala e tau manatu tonuhia mo e nakai tonuhia</td>
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<tr>
<td></td>
<td>fakatutala; tonuhia; tau manatu; manatu tagata</td>
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<td></td>
<td>fakatutala ke he tau matakupu fakamatapatu aki e tau fakatutalaaga fetoko</td>
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<td></td>
<td>taute e tala fakataitai ke he matakupu hagaao ke he tau aoga mitaki mo e nakai mitaki</td>
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<td></td>
<td>fakailoa tau faahi ne ua he tau fakatutalaaga fetoko ke he tau kelekele magafaoa</td>
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<tr>
<td>6.8</td>
<td>talahau e tau tala ke he haau a tau fakafetuiaga</td>
</tr>
<tr>
<td></td>
<td>talahau; fakafetuiaga; moui; fakafekau</td>
</tr>
<tr>
<td></td>
<td>fakamatala ke he okioki ki Niue</td>
</tr>
<tr>
<td></td>
<td>talaga taha fakakiteaga ke he mauhoahe magafaoa ti fakamatala</td>
</tr>
<tr>
<td></td>
<td>talaga e lolo ualesi ke lata mo e taha fiafia mahuiga.</td>
</tr>
<tr>
<td>6.9</td>
<td>fakamahani ke he tau aga fakamotu mo e fakaaoga e tau mahani kua hako mo e tonu</td>
</tr>
<tr>
<td></td>
<td>fakamahani; agaaga; aga fakamotu; fakatokolalo; fakafeleveia</td>
</tr>
<tr>
<td></td>
<td>fakamaama e tauteaga he fakamonuina</td>
</tr>
<tr>
<td></td>
<td>fakakite e puhala fakafeleveia he ke he loto kaina he tagata Niue</td>
</tr>
<tr>
<td></td>
<td>tapaki ti tohia e fakaholoaga he hafagiaga he tau matagahua kehekehe</td>
</tr>
</tbody>
</table>
## He vevheaga nei, kua fita e tau fanau fakaako he matutaki atu ke he tau mahani aga fakamotu

At this level, students will already have had considerable exposure to many aspects of the Niue culture. They will be using vagahau Niue in a range of familiar situations already encountered through the learning activities at levels 1–5. They are generally able to communicate in vagahau Niue outside the classroom in social situations that they are familiar with and can cope with some less familiar ones.

### Tau Mahani Fakataitai he Aga Fakamotu

<table>
<thead>
<tr>
<th>Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
</table>

#### Tau Mahani Fakataitai he Aga Fakamotu

<table>
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<th>Aga Fakamotu Culture</th>
<th>Tau Mahani Fakataitai he Aga Fakamotu Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kua lata e tau fanau aoga ke:</strong> Students should be able to:</td>
<td><strong>Kua lata i a lautolu ke fai fakaakoaga ke maeki ke:</strong> Students could take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td><strong>malolo fakahaga ke he tau fakafetuiaaga kehehe</strong> participate with increasing confidence in social and cultural events</td>
<td><strong>hakahakau ke he tau feua aga fakamotu;</strong> participate in cultural events, for example, <em>mau hoana mo e mau tane;</em>**</td>
</tr>
<tr>
<td><strong>maama mo e mahino mitaki tonu e tau mahani ke he tau fakafetuiaaga kehehe, tuga e tau toloaga ke he tau mauku</strong> understand and respond appropriately to events, for example, those that follow a death</td>
<td><strong>fakakite e maama ke he tau fakaholoaga aga fakamotu;</strong> demonstrate knowledge and understanding of cultural conventions, for example, <em>ta sika tupe;</em>**</td>
</tr>
<tr>
<td><strong>maama mitaki e tau tauteaga he fakamau hoana</strong> understand practices that are appropriate at a wedding</td>
<td><strong>fakapuloa tala ke he taha feua aga fakamotu;</strong> tell a story about a cultural performance;</td>
</tr>
<tr>
<td><strong>mailoga mo e fakamaama e aga fakalilifu</strong> recognise and express <em>fakalilifu</em> in a variety of contexts</td>
<td><strong>fakakite e maama he aga Tu Po ne kua kitia e koe;</strong> demonstrate an aspect of practice that they observed in a <em>Tu Po;</em>**</td>
</tr>
<tr>
<td><strong>mailoga mo e fakamaama e aga fakalilifu</strong> recognise and express <em>fakalilifu</em> in a variety of contexts</td>
<td><strong>fakatutala hagao ke he tau aga faka-Tapu;</strong> explain situations that may be <em>fakatapu;</em>**</td>
</tr>
<tr>
<td><strong>tapaki mo e fakamaama e Tapu Fanau;</strong> record and explain <em>Tapu Fanau;</em>**</td>
<td><strong>fakailoa mo e fakamaama e tau kai Faka-Niue he mauhoana;</strong> name and describe the Niue food at a wedding feast;</td>
</tr>
<tr>
<td><strong>fakakite e tau mahani fakalilifu;</strong> demonstrate respectful behaviour, for example, <em>fakalilifu e tau mamatua tapuna;</em>**</td>
<td><strong>fakamaama e tau puhala he aga fakalilifu:</strong> explain the practice of respect.</td>
</tr>
</tbody>
</table>
Veveheaga 6: Tau Fakataitai Fakaakoaga mo e Fuafuaaga
Level 6: Suggested Learning and Assessment Activities

Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga. Kua lata he tau faiaga ke fakaaga ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau Aga Fakamotu ke he vahega kupu, Tokaaga mo e Aoga Fakamotu.
Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaakoaga ke maake ke:
Students could take part in activities that give them opportunities to:

• fakanogonogo mo e muitua atu ke he tau fakotokatokaga kehekehe;
  listen and respond to instructions or directions in a variety of situations;

• fakanogonogo ke he fakamatalaaga ti talahau taha fakaotiaga kehe;
  listen to a spoken text and suggest an alternative conclusion;

• fakanogonogo atu ke he fakamatalaaga mai he vaha fakamua mo e tali;
  listen to traditional speeches given by first-language speakers of vagahau Niue and respond appropriately;

• fakalataha atu ke he tau feua vagahau Niue fetoko;
  be part of a vagahau Niue speech competition and report on speeches;

• fakanogonogo ke he fakaholoaga kua lipine tapaki;
  listen to a recorded sequence of events and respond.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaakoaga ke maake ke:
Students could take part in activities that give them opportunities to:

• fefakamaamaaki ke he tauteaga he ha fekau;
  explain to each other how something is done;

• fakatokatoka mo e talahau e tala ke he ha matakupu mahani;
  prepare and deliver an oral presentation on a familiar topic;

• fakakite fakakuku e tau fakailoaaga mai he tau utaaga tala kehekehe
  (tuga e tau tapolo, tau kurafa, siata);
  briefly present information, using data originally provided to them in visual forms (such as a table, graph, or chart);

• kau fakalataha ke fakatonutonu ke moua e puhala ke vetevete e tau fekau vihu;
  work in a group to solve problems;

• talahau e fakapapahi he tau mena tutupu;
  describe a sequence of events;
• fakatutala he telefoni;
  hold casual conversations on the telephone;

• fakamaama e tau manatu fakatagata he tau fakatutalaaga;
  explain their opinions in discussions;

• tali atu ke he falu he tau fonoaga;
  respond to other speakers at meetings;

• talahau e manatu ti fakakite e kakano;
  express a decision and give reasons for it;

• talaage ke he kapitiga kua hiki e fakatokatokaaga;
  inform a friend that there has been a change of plan.

Vagahau Tohi: Totou
Written Language: Reading

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• kumikumi fakahokulo ke he taha matakupu fakamau;
  research a particular topic in some depth;

• fakamaama e kehekehe he tau tala mooli mai he tau manatu fakatagata;
  explain the difference between fact and opinion in a written text;

• talahau e fakailoaaga mai he tau utaaga tala keheke (tuga e tohi
talahau/nusipepa, leo taogo/letio, lakau uhila/itanete/lakau uho niu hila).
  relate information gained from books to information gathered from news
  media (such as community newspapers, radio, television, or the Internet, on
  Niue issues and services).

Vagahau Tohi: Tohitohi
Written Language: Writing

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• tohi e tala ku ma e taha fakatokaaga;
  write a short skit to suit a specific setting;

• fakakite e tohi tau-fetoko;
  present an argument in written form;

• tohi fakaku ku e talahauaga mai he tala;
  write a summary of a text;

• tohi e fakaotiaga ke he tala;
  write a conclusion to a passage;
• tohi e hokotakiaga ke he taha mata-fekau kua kumikumi ki ai; write a formal report on a topic that they have researched;

• fakakite taha tala hagaao ke he mahani fakalilifu. present some information about fakalilifu.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• fakakite mo e fakatata e tauteaga he “hifi ulu” po ke “huki teliga”; role-play a hair-cutting or ear-piercing ceremony;

• fakaaoga e tau ata ke fakakite aki e tau matakupu;
use photographs to present ideas about a topic;

• taute e vitio he toloaga tagata fiafia (tuga e fakatataaga feua, po ke fiafiaaga, po ke hifi ulu, po ke mauhoana);
make a video of a community ceremony (for example, a school cultural festival or concert, a hair-cutting ceremony, or a wedding);

• fakamaopoopo e tau lologo mo e tau koli mai he taha toloaga tagata fakafafia;
compile songs or koli associated with a ceremony or a community event;

• fifili ti foaki e mena fakaalofa ke he tagata ahiahi;
select appropriate gifts and present them to a visitor;

• fakamaopoopo mo e tali atu ke he tau fakatata he tau utaaga tala kehekehe;
collect and respond to advertising from a range of media;

• kumikumi atu e tonuhia he tau fakamaniaia aga fakamotu.
investigate the significance of some traditional patterns.

Maeke e tau fakataitaiaga fakaako ke fakaaoaga ma e tau fuafuaaga. Kua fakakite atu ke he tau faiagoa e tau lagomatai ma e tau vala fakataitai he lau pepa x, e magaaho tonu ne kua lata ke fuafua e tau iloaaga he tau fanau aoga, po ke magaaho ne kau lata ke fe-fuafuaaki e lautolu ki a lautolu ni. (Hana e tau mata-gahua ke fuafua).

Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements on their own. (The skills to be assessed are in brackets).
Maeke e faiaoga ke fuafua e tau fakaakoaga he tau fanau aoga ka:

Teachers could assess their student’s progress against the achievement objectives when the students are:

- **fakakite fakamahino e tau fakailoaaga kua lata tonu (fakanogonogo, totouaga, vagahau tutala po ke tohitohi);**
  producing a structured argument, drawing on relevant information (listening, reading, and speaking or writing);

- **Fakanogonogo mo e fakatutala mo vetevete e tau kupu vihu, mailoga mo e fuafua e tau matakupu ti fakatoka e fakamafola;**
  solving a problem through listening to a discussion, identifying and assessing the points of view put forward, and developing a line of reasoning (listening and speaking or writing);

- **kumikumi fakailoaaga pauaki, talaga e fakatino fakatu manatu to tohia e tala (fakanogonogo, totou mo e tohitohi);**
  seeking information on a specific topic and then making a table of information or writing an outline before writing on that topic (listening or reading, and writing);

- **ta e taikureme ke fakakite aki e fakatokatokaaga fakamotu fakakite e tau tutuaga mo e tau fakafetuiaga haha i ai (vagahau kitekite mo e fakatāta aga fakamotu);**
  drawing a diagram to show the social structure, illustrating the social roles and relationships within it (visual language and cultural learning);

- **fe fakatutala ke he feua tufuga kua fuafua pauaki (fakanogonogo mo e fakamatalaaga);**
  participating in a discussion in which their performance is assessed against defined criteria (listening and speaking);

- **fakataitai e vagahau, tau koloa tui mo e tau tau mahani he mauku, hifi ulu mo e mau hoana (tutala po ke tohitoi, vagahau fakakite mo e fakatāta fakamotu);**
  comparing and contrasting the language, clothes, and behaviour associated with events such as funerals, hair-cutting ceremonies, and weddings (speaking or writing, visual language, and cultural learning);

- **fakaaoga e tau puhala tohitoi mo fakapapahi aki e tohi he tala fakamua, uuaki, tolauki (tohitoi);**
  independently using writing processes and producing first, second, and third drafts of written work (writing);
• fakatatai fakapapahi e tau tala fakafiofio ke he fakatino (totouaga); matching jumbled sentences to a picture sequence (reading);

• fakatatai e tau fakailoaaga he laupepa gahua (fakanogonogo po ke totouaga mo e tohitohi); listing important features of a ceremony or an event and filling in the gaps (listening or reading, and writing);

• tohi fakakuku e matapatu manatu he fakamatala poke tohi tohi (fakanogonogo po ke totou mo e tohitohi); writing a summary of the key ideas in a speech or written text (listening or reading, and writing);

• taute tala taha vala he fakatutala he telefoni (fakanogonogo mo e tutala). role-playing part of a telephone conversation (listening and speaking).

---

Fuafuaaga he tau Fanau Tatai e tau Tau-moui
Peer Assessment

Maeke he tau fanau ke fuafua ha lautolu a tau fakaakoaga ka:
Students could monitor each other’s progress when they:

• fakaaoa ga ha laka u tatala mo tapaki mo e fakatonutonu e fakatutala huhu (fakanogonogo, tutala, vagahau fakakite); use digital media to record and edit interviews in which they ask and answer questions on a topic (listening, speaking, and visual language);

• gahua taki tokoua ke fakatokatoka fakapapahi e tau koloa fakaako tuga ke tukutuku fakapapahi e tau fakatino (totou mo e vagahau fakakite); work in pairs to put material in order, for example, putting pictures into a sequence (reading and visual language);

• hakahaka e tau fakatutala huhu he fanau aoga, po ke tau taute tala; review other students’ oral performances in interviews or role plays (listening and speaking or writing);

• fe hakahakaki e tau tala tohi.
review each other’s written texts (reading and writing or speaking).

---

Fuafuaaga he Haana ni
Self-assessment

Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:
Students could monitor their own progress by:

• tohi e tala ke lata mo e fakatutala huhu fakailoaaga ti fakaaoa e pokiata ke taofi aki;
preparing a script for an interview and then using it on camera;
• kitekite mo e fakanognogo ke he tau tapaki mo e tau kifaga he tau fakatutala huhu, tau fakakitekite mo e tau feua aga fakamotu; viewing and listening to recordings of their interviews, presentations, and participation in cultural events;

• fakamatala ke he taha matakupu pauaki ke he tau fanau aoga ti moua e falu fakailoaaga hagaa ki ai mai ia lautolu. giving a prepared talk on a specific topic to younger students and receiving feedback.
Veveheaga 7
Level 7

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

**Tau La La: Vagahau**
Strand: Language

*Kua lata e tau fanau aoga ke:*
Students should be able to:

- maama hokulo mo e fakakū e kakano mai he tau matakupu talahau mo e tohi;
  comprehend detail and summarise meaning in spoken and written language;

- tamata mo e fakatumau e fakatutalaga, ne ke fai talahauaga ne kua nakai maaliali noa;
  initiate and maintain a conversation that may have some unpredictable content;

- tohi taha tala loa, fakakite mo e fakapapahi fakamahino e tau fakailoaaga;
  write extended passages, presenting ideas and information logically;

- mailoga mo e fakakite e tau fakatutalaga fakamotu kehekehe he vagahau Niue;
  identify and demonstrate combinations of visual and verbal forms during speech making, media productions, and other cultural events.

**Tau La La: Fakaaoagaaga he Vagahau**
Strand: Communication

*Kua lata e tau fanau aoga ke:*
Students should be able to:

7.1 fakakite fakalaulahi e maamaaga he fakailoaaga;
  communicate information in some detail;

7.2 fakakite fakapapahi e tau fakatokatokaaga;
  describe activities and events in a sequence;

7.3 fakaaoaga e fakatai mo fakakakano aki e fakamatala ke he taha toloaga lilifu;
  speak in formal situations, using a proverb as a theme;

7.4 kumikumi, hokotaki mo e fakamaopoopo e tau fakailoaaga kehekehe;
  research, report, and evaluate information obtained from the media;

7.5 fakakite mo e fakamooli e tau manatu fakatagata, ke he ha manatu kehekehe kua fetoko ki ai;
  express and justify opinions and reasons for and against points of view;

7.6 fakatutala fetoko e fakatokaaga he taha matagahua;
  argue for a particular course of action;
7.7 folafola e tau fakakaupaaga mo e tau fakahikuaga;
express conditions and possible consequences;

7.8 fakalaaulahi aki e tau fakataitaiaga;
make extended comparisons.

### Tau La La: Aga Fakamotu
Strand: Culture

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- **fakakite e maamaaga he tau mahani fakatautonu, fakalilifu, mo e falu a aga lilifu fakamotu;**
  demonstrate understanding of obligations, respect and particular social practices;

- **fakaliliu mo e tali atu ke he tau fakatutaalaaga mo e tau fakakiteaga he tau mata-gahua tuga e fanau tama, fakahigoa tama, po ke falu aga fakataputapu;**
  interpret and respond to verbal and visual features in situations and events such as birth, naming, or religious occasions in historical and modern contexts;

- **fati mo e fakatata e tau tala kuku mo e tau lologo;**
  compose and perform short stories and songs;

- **mailoga mo e fakakite e tau manatu fakalofa kehekehe;**
  recognise and express *fakalofa* (love, compassion) in a variety of contexts.

**Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke lata mo e veveheaga 7 he fakaakoaga he vagahau.**
The lists on the following pages suggest vagahau Niue vocabulary, structures, and expressions for communication at level 7.
### Veveheaga 7: Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite

#### Level 7: Suggested Vocabulary, Structures, and Expressions

<table>
<thead>
<tr>
<th>Fakaaogaaga he Vagahau Communication</th>
<th>Tau Kupu Fakataitai, tau Fakapapahiaga, mo e tau Manatu Fakakite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 fakakite fakatonu e maamaaga he matafekau mo e talahau oti e tau manatu</strong></td>
<td>Suggested Vocabulary, Structures, and Expressions</td>
</tr>
<tr>
<td>communicate information in some detail</td>
<td>fakatonu; matafekau; mahino; fakakiteaga; iloaga</td>
</tr>
<tr>
<td></td>
<td>fakakeaaga he mahani foaki mo e talia</td>
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<tr>
<td></td>
<td>fakaaoga e tau vagahau fakalilifu ke he tau fonoaga</td>
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<tr>
<td></td>
<td>taute e tau puhala ole fakalilifu</td>
</tr>
<tr>
<td><strong>7.2 fakakite fakapapahi e tau fakatokatokaaga he tala</strong></td>
<td></td>
</tr>
<tr>
<td>describe activities and events in a sequence</td>
<td>fakapapahi; fakatokatokaaga; fakakite; fakamaama</td>
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<tr>
<td></td>
<td>fakakite taha vala he feua ta kilikiki</td>
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<tr>
<td></td>
<td>fakamaama e puhala kumi gahuva he vaha mafana</td>
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<td></td>
<td>fakamaama e tauteaga he ta o “polo pupu”</td>
</tr>
<tr>
<td><strong>7.3 fakaoga e fakatai mo fakakakano aki e fakamatala ke he taha toloaga lilifu</strong></td>
<td></td>
</tr>
<tr>
<td>speak in formal situations, using a proverb as a theme</td>
<td>fakaoga; fakaue; fakatai; fakakakano; toloaga</td>
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<tr>
<td></td>
<td>fakaaue ha ko e ha lautolu gahuva Faka-Motu</td>
</tr>
<tr>
<td></td>
<td>fakakite e tau manatu fakaue ke he tau matua mo e magafaova</td>
</tr>
<tr>
<td></td>
<td>he haki teliga po ke “heheleaga tau atu”</td>
</tr>
<tr>
<td></td>
<td>fakailoa e fakamatala he hafagiaga he tau fakatataaga aga fakamotu</td>
</tr>
<tr>
<td><strong>7.4 kumikumi, hokotaki mo e fakamaopopo e tau fakailoaaga kehekekehe</strong></td>
<td></td>
</tr>
<tr>
<td>research, report, and evaluate information obtained from the media</td>
<td>kumikumi; hokotaki; fakamaopopo; fakailoaaga</td>
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<tr>
<td></td>
<td>kumikumi ke he taha faahi feua mahuiga ki a koe</td>
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<tr>
<td></td>
<td>fakailoa e tau hokotaki ne moua mai he kumikumi</td>
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<tr>
<td></td>
<td>fakamaopopo e tau holotaki mai he kumikumi</td>
</tr>
<tr>
<td><strong>7.5 fakakite mo e fakamooli e tau manatu fakatagata, ke he ha manatu kehekehe kua fetoko</strong></td>
<td></td>
</tr>
<tr>
<td>express and justify opinions and reasons for and against points of view</td>
<td>hakakahau; fakamooli; fetoko; talahauaga</td>
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<tr>
<td></td>
<td>hakakahau ke he fakatulata fetoko</td>
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<td></td>
<td>tohi e talahauaga talia ma e matakupu fakatulata-fetoko</td>
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<tr>
<td></td>
<td>tohi e talahauaga kua nakai talia ma e matakupu he fakatulata-fetoko</td>
</tr>
<tr>
<td><strong>7.6 fakatutala e fakatokaaga ke he taha matagahua</strong></td>
<td></td>
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<tr>
<td>argue for a particular course of action</td>
<td>fakatutala; fakatokaaga; fetoko; talahau</td>
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<tr>
<td></td>
<td>fetoko ke lata ma e momou e tau manu kehekehe</td>
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<tr>
<td></td>
<td>fakakite e tau puhala leveki aki e tau manu kua gahoa</td>
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<td></td>
<td>talahau koe he kua lata tonu he tau fanau ke fakaaoga e tau pipi nofoa motoka</td>
</tr>
<tr>
<td><strong>7.7 folafola e tau fakakaupaaga mo e tau fakahikuaga</strong></td>
<td></td>
</tr>
<tr>
<td>express conditions and possible consequences</td>
<td>folafola; fakakaupa; fakahiku; fakahikuaga</td>
</tr>
<tr>
<td></td>
<td>talahau ko e ha ne nakai pa ke mau e tau gutuhala he tau puhu</td>
</tr>
<tr>
<td></td>
<td>hokotaki e fakailoaaga mai he tau kumikumi ke he tau fanau</td>
</tr>
<tr>
<td></td>
<td>fuata talahau ko e ha kua lata tonu ke pa pupuni e pa kakau</td>
</tr>
<tr>
<td><strong>7.8 fakalaualahi atu e tau fakataitaiaga</strong></td>
<td></td>
</tr>
<tr>
<td>make extended comparisons</td>
<td>fakailoa; fakataitai; fakataitaiaga</td>
</tr>
<tr>
<td></td>
<td>fakailoa ko e ha kua mitaki lahi a Niue ke fenoga evaeva atu ki a</td>
</tr>
<tr>
<td></td>
<td>tohi e fekehekeheaki he tau ‘telefoni-teliga’</td>
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<tr>
<td></td>
<td>fakailoa e fekehekeheaki he tauteaga umu mo e falu puhala</td>
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<tr>
<td></td>
<td>fakamohoh kai</td>
</tr>
</tbody>
</table>

**Tau Mahani Fakataitai he Aga Fakamotu**

Suggested Aspects of Cultural Learning
Ke he veveheaga nei, lata tonu ke fakaako ke he tau vagahau fakahanoa mo e tau vagahau lilifu. Ko e fakapapahiaga mo e maamaaga he vagahau Niue, kua falanaki atu ke he iloaaga he tagata ako haana a moui, hakakahakau, mo e tau fakaakoaga ne kua muitua ki ai.

At this level, learning more about Niue culture involves focusing on and developing appropriate use of formal and informal language in a wide range of contexts. The degree of sophistication in understanding vagahau Niue depends partly on the student’s previous language experience and partly on the learning experiences they take part in.

<table>
<thead>
<tr>
<th>Aga Fakamotu Culture</th>
<th>Tokaaga mo e Aga Fakamotu Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kua lata e tau fanau aoga ke:</strong> Students should be able to:</td>
<td><strong>Kua lata i a lautolu ke fai fakaakoaga ke maeko ke:</strong> Students could take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td>fakakite e maamaaga he tau mahani fakatautonu, fakalilifu, mo e falu a aga lilifu fakamotu kehekehe demonstrate understanding of obligations, respect, and particular social practices</td>
<td>mailoga e tau tuaga gahua kehekehe mo e tau mahani lilifu; identify social roles in particular situations and contexts and demonstrate appropriate forms of behaviour, for example, nofo fakaeneene he tau fono; fifili mo e fakaaoga e fakaholoaga kua lata tonu ma e matagahua;</td>
</tr>
<tr>
<td>fakaliliu mo e tali atu ke he tau fakatutalaaga mo e tau fakakiteaga he tau matagahua tuga e fanau tama, fakahigoa tama, po ke falu Aga Faka-taputapu interpret and respond to verbal and visual features in situations and events such as birth, naming, or religious occasions in historical and modern contexts</td>
<td>decide on and use the most effective form for their presentation; fakakite ha lautolu a maama he tau talahauaga, tau fakakiteaga mo e tau fakakite tala ke maama e fakaaoaga he tau puhala vagahau kehekehe; demonstrate their understanding of how verbal, visual, and dramatic features communicate information and ideas to an audience;</td>
</tr>
<tr>
<td>fati mo e fakatata e tau tala kuku mo e tau lologo compose and perform short stories and songs</td>
<td>taute e faka-lilifuaga kia lautolu ne fai tuaga; act appropriately towards people who have particular social positions and responsibilities, for example, fakatuku tumau;</td>
</tr>
<tr>
<td>mailoga mo e fakakite e tau manatu fakalofa kehekehe recognise and express alofa (love, compassion) in a variety of contexts</td>
<td>mailoga mo e talahau e tau fekeheheaki he: takalo, lologo vaha fakamua mo e vaha nei, tau koli, lologo tapu, meke, tame, tala taui mo e fakakite tala; identify and use features of different chants, songs, dance, drama, talulu ke he tau takalo;</td>
</tr>
<tr>
<td></td>
<td>hakakahakau ke he tau fakamatala fetoko. participate in speech competitions.</td>
</tr>
</tbody>
</table>
Vagahau Niue in the New Zealand Curriculum:

Veveheaga 7: Tau Fakataitai Fakaakoaga mo e Fuafuaaga
Level 7: Suggested Learning and Assessment Activities

Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga. Kua lata he tau faiaga ke fakaaoga ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau aga fakamotu ke he vahega kupu, tokaaga mo e aoga fakamotu.

Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

- fakanogonogo mo e tali e tau manatu fakakitekite mo e tau kakano he tau manatu nei;
  listen and respond to opinions and the reasons given for holding these opinions;

- fakamafola e lekua po ke fakamafana atu ki ai;
  solve a problem or give advice about one;

- fakanogonogo ke he talahauaga mo e fakakite taha fakaotiaga foki;
  listen to a spoken text and suggest an alternative conclusion;

- fakanogonogo ti taui fakatautonu ke he aga fakamatala he pulotu vagahau Niue;
  listen to traditional speeches given by first-language speakers using different styles and then respond appropriately;

- fakalataha atu ke he tau toloaga fakamatalaaga fetoko mo e fakamaopoopo ki ai;
  be part of the audience for a speech competition and take part in evaluating the speeches;

- fakanogonogo ke he tau tauteuteaga fakapapahi ti fakakite e tala fakaku.
  listen to a sequence of events and then present a summary.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

- fakaaga e aga mo e mahani fakamatala, tuga e tau fakaholoaga he hifiulu;
  give an unprepared oral presentation on a familiar topic, such as the usual protocols observed at a hair-cutting ceremony;

- fakaaaga e tau fakamatalaaga kehekehe (lilifu mo e fakahanoa) ke he poko aoga mo e tau toloaga foci;
  use a range of conversational styles (formal and informal) in class and in social and ceremonial contexts;
• fakatutala e tau manatu finagalo, tuga e “loto fakaalofa”;
in groups, talk about abstract concepts, such as fakaalofa;

• taute e tau kumikumi mo e tau fono fakailoaaga;
conduct interviews and seminars;

• talahau mo e fakaliliu e tala Faka-Papaalagi;
express straightforward English text in vagahau Niue;

• fakamatala fakalilifu mo e fakamatala fakahanoa;
give formal and informal speeches;

• hakahakau ke he fono lilifu, mo e talahau e tau manatu hagaaon tonu.
contribute to a formal meeting, giving their points of view on an issue.

Vagahau Tohi: Totou
Written Language: Reading

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• kumikumi e tau matakupu aga fakamotu, mai he tau tohi fakamau;
research aspects of the culture, using published resources;

• talahau e tau kupu mo e tau vala tala ne fai matutakiaga kehe mai he vala tala ia;
infer meaning from words and phrases in the texts they read;

• tohou e tau tala kuku, tau lologo fahati, mo e falu tohi tala fakamau kehekehe;
read poems, songs, and other texts;

• fakamaopoopo po taha tohi tala kuku mo e tau lologo fakamotu;
develop a class anthology of poems and songs they have read on a cultural theme;

• tohou falu tala mai he Tohi Tapu mo e falu tohi lotu kehekehe.
read passages in the Bible or other texts.

Vagahau Tohi: Tohitohi
Written Language: Writing

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• tohi fakahako e tau tala kuku;
write a short text, using appropriate structure and features;

• tohi e tau tohi;
write letters;

• tohi e tala hokulo ke he taha matakupu fafatia pauaki;
write an essay on a defined topic;

• tohi e tau hokotaki mai he tau kumikumi mo e tua puhala ne fakaaga;
write the findings from a research project and describe the process used;

• tohi e tala ku po ke fati e lologo;
write a poem or a song;
• tohi fakamaopopo e tau kupu fakaaga ne moua mai he tau talahauaga fakatai.
make a glossary of words found in proverbial expressions.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• talahau fakataitai falu vala he fakamatalaaga lilifu;
deliver presentations on aspects of formal speech making;

• fakakite e tau fakailoaaga ne moua mai he kumikumi;
present research findings, using both visual and verbal features;

• fakakite fakataitai e tau mahani foaki mena kai ke he tau tagata ahiahi;
role-play presenting food to visitors;

• fakatonutonu e tau fakakiteaga mo e fakatutala he fakamatalaaga;
analyse the combination of visual and verbal forms during speech making;

• taute e fakamata;
make a speech;

• fakakite e tau hagahaga mahani kua lata tonu.
use appropriate body language in specific situations.

Maeke e tau fakataitaiaga fakaako ma e tau fuafuaaga. Kua fakakite atu ke he tau faiaga e tau lagomatai ma e tau vala fakataitai he lau pepa x e magaha ho tonu ne kua lata ke fuafua e tau iloaga he tau fanau aoga, po ke magaha ho ne kau lata ke fe-fuafuaaki e lautolu ki a lautolu ni. (Hana ki ai e tau matagahua ke fuafua).
Many of the learning activities can be used for assessment. The sections below suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements on their own. (The skills to be assessed are in brackets).
Teachers could assess their student’s progress against the achievement objectives when the students are:

- **fakanogonogo ke he fakamatala ti mailoga e tau kupu fakamatapatu mo e fakakiteaga fakatino ne faka'aga he pulotu fakamatala (fakanogonogo mo e tutala);**
  
  listening to a speech to identify the speaker’s main intention and key ideas and interpreting the imagery the speaker uses (listening and speaking);

- **totou e tala mai he tohi talahau Niue, fakamatala poke tohi e hagaoaga mo e fakatautonu ke he tau mata kupu kua nakai mahino (totou mo e tutala po ke tohitohi);**
  
  reading an item in a Niue-language newspaper and giving an oral or written interpretation of the points of view expressed, making inferences about what is not explicitly stated (reading and speaking or writing);

- **fakamatala ke he taha matakupu kua kumikumi ki ai, tuga e tau fenoga o fano (totou mo e tutala);**
  
  giving a prepared speech on a topic they have researched, for example, migration experiences (reading and speaking);

- **taute e tala fakataitai ke he mahani uina ke he tau tagata ke kai (fakatātā aga fakamotu, fakanogonogo mo e tutala);**
  
  engaging in role-playing activities, such as calling people to eat or serving food to guests, where they demonstrate appropriate behaviour and language (cultural learning, listening, and speaking);

- **hakahaka e tau tapakiaga he tau feua aga fakamotu i Niue mo Niu Silani (fakanogonogo, tutala po ke tohitohi, vagahau fakakite mo e fakatātā aga fakamotu);**
  
  reviewing recordings of cultural performances by members of the Niue communities in New Zealand and in Niue (listening, speaking or writing, visual language, and cultural learning);

- **taute e matagahua kumikumi ke he ha aga fakamotu (totou, tohitohi mo e fakatātā aga fakamotu);**
  
  conducting a research project on Niue culture (reading, writing, and cultural learning);

- **fakamatala e tau manatu kehekehe he tau tohi kehekehe, tuga e tau tala fakakū, tua lologo, fakamatalaaga po ke tau hokotakiaga (fakanogonogo, totou, fakatutula mo e tohitohi);**
  
  distinguishing the features of texts in particular forms, for example, poems, songs, speeches, or reports (listening, reading, speaking, and writing).
<table>
<thead>
<tr>
<th>Peer Assessment</th>
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<tbody>
<tr>
<td><strong>Maeke ke felagomatai aki e tau fanau ke fuafua ha lautolu a tau fakaakoaga ka:</strong></td>
</tr>
<tr>
<td>Students could monitor each other’s progress when they:</td>
</tr>
<tr>
<td>• fe-hakahakaaki e tau tala fakataitai ti fakamatala hagao ko ai; review each other’s performances (speaking and cultural learning);</td>
</tr>
<tr>
<td>• fe-hakahaka e tau fakailoaaga kumikumi. review each other’s research reports.</td>
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<tr>
<th>Self-assessment</th>
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<tbody>
<tr>
<td><strong>Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:</strong></td>
</tr>
<tr>
<td>Students could monitor their own progress by:</td>
</tr>
<tr>
<td>• muitua ke he tau holoaga he fakaakoaga; monitoring their own achievements and progress against a checklist of learning outcomes;</td>
</tr>
<tr>
<td>• kitekite ke he tapaki ke he ha lautolu a tau feua fakatata; viewing a recording of their own performance;</td>
</tr>
<tr>
<td>• tohi taha tohi fakamau aki e tau kupu fakatai; reviewing a glossary of terms found in proverbs.</td>
</tr>
</tbody>
</table>
Veveheaga 8
Level 8

Tau La La mo e tau Hokotiaaga he tau Fakaakoaga
Strands and Achievement Objectives

### Tau La La: Vagahau
Strand: Language

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- **hakahakau fakalaulahi ke he tau toloaga mahani mo e lilifu;**
  interact flexibly and appropriately in familiar and less familiar formal situations;

- **mailoga fakamitaki e tau fakaaoagaaga kehekehe he vagahau ti maekae fakatautonu;**
  recognise detail in spoken, written, and visual texts and draw inferences and conclusions;

- **fakaaoaga e vagahau Niue kua hako mo lagomatai aki e tau manatu fakakite kehekehe;**
  use simple language patterns spontaneously and develop and support their points of view and hypotheses;

- **fakaaoaga e tau tohiaga pauaki mai he tau puhala vagahau kehekehe.**
  use a range of combinations of visual and verbal features in presentations to different audiences and for different purposes.

### Tau La La: Fakaaoagaaga he Vagahau
Strand: Communication

**Kua lata e tau fanau aoga ke:**
Students should be able to:

8.1 **fakatutala ke he tau manatu kua mooli mo e nakai mooli;**
  communicate about certainty and uncertainty;

8.2 **fakatutala fetoko ke he matakupu fakagahua po ke manatu fakataqata;**
  debate a proposition or point of view;

8.3 **fakatu ti fakamaama fakalaulahi e puhala ke taute aki;**
  propose and justify a course of action in some detail;

8.4 **folafola e fakaataaga, tokihala mo e fakamagaloaga;**
  express approval, regret, and forgiveness;

8.5 **fakaaoaga e tau puhala talahau tala ke lata ma e tau toloaga kehekehe;**
  present events, stories, and legends to different audiences;

8.6 **tutala taui atu ke he tau fakailoaaga tohi kehekehe;**
  respond to selected and adapted texts;

8.7 **fakaliliu mo e fakakite e tau fakailoaaga kehekehe;**
  interpret and present information for different purposes and audiences;
8.8 talaga mo e fuafua e falu faga tohitala kehekehe.
create and evaluate different forms of writing.

**Tau La La: Aga Fakamotu**
Strand: Culture

**Kua lata e tau fanau aoga ke:**
Students should be able to:

- **fakatatai e tau aga fakamotu mo e tau atu motu kehekehe;**
  compare particular cultural practices with those of another culture;

- **fakatutala e fakaogaaga he vagahau fakakitekite mo e fakakiteaga
  fakatutala tuga e tau tala tuai, mo e tau tala;**
  discuss and use combinations of verbal and visual features in oratory, myths,
  legends, and stories;

- **fakamailoga mo e folafola e tau manatu “fakalilifu” ke he tau tuaga
  kehekehe;**
  recognise and express *fakalilifu* in a variety of contexts;

- **kumikumi mo e fakailoa e tau mahani fakafetui ha i Niu Silani mo Niue.**
  research and interpret social, environmental, and economic issues in the
  contexts of New Zealand and Niue.

**Ko e tau lautohi i mua ne fakatokatoka ai e tau fakaakoaga he vagahau Niue ke
lata mo e veveheaga 8 he fakaakoaga he vagahau.**
The lists on the following pages suggest vagahau Niue vocabulary, structures, and
expressions for communication at level 8.
<table>
<thead>
<tr>
<th>Faka’aogaaga he Vagahau Communication</th>
<th>Tau Kupu Fakataitai, Tau Fakapapahiaga, mo e Tau Manatu Fakahite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1 fakatutala ke he tau manatu kua mooli mo e nakai mooli; communicate about certainty and uncertainty</strong></td>
<td>fakatutala; folafoa; fakamooli; fakatotumoni; fuafuaaga fakatutala mo e fakatomotumoni ke he fuafuaaga matagi; folafoa e tau manatu fakataleaga ke he mooli po he nakai mooli he fuafuaaga mo e hagaaoga matagi; fakaaoga e vagahau tonuhiia ke lata ia mo e fuafuaaga matagi, tuga ia e ligaliga mo e teitei.</td>
</tr>
<tr>
<td><strong>8.2 fakatutala fetoko ke he matakupu fakagahua po ke manatu fakatagata; debate a proposition or point of view</strong></td>
<td>totoko; fetoko; manatu fakatagata; fakagahua; fakatu fakatu e manatu mo e matakupu mo tutala fetoko ki ai; hakakahau katoa toa ke he tutala fetoko; tautu he fakamatala totoko ke he matakupu.</td>
</tr>
<tr>
<td><strong>8.3 fakatu ti fakamaama fakalaaulahi e puhula ke taute aki; propose and justify a course of action in some detail</strong></td>
<td>fakatu; fakalaaulahi; folafoa; tautu; fakamaafola takitaki e fakatutalaaga hagaa go ia ke he fakamaafola he lekua; fakatu taha puhula ti folafoa e kakano ke fakakite aki e tau manatu; Tautu e kumumiti ti fakotokotaka e taha puhula fakamaafola ti fakaaoga ke he mataku.</td>
</tr>
<tr>
<td><strong>8.4 folafola e fakaataaga, tokihala mo e fakamagaloaga; express approval, regret, and forgiveness</strong></td>
<td>fakamaagaloaga; fakata; fakaataaga; fakamafola Fakakite e maamaaga he loto fakatatukehe ti tohi ke he fulu a maga aho pihia; Moua mai he tau tohi ti fakatataga e taha puhula tali atu tutonuhia; Totou mai he tau tohi e manatu mo e maamaaga ke he fakamaafola.</td>
</tr>
<tr>
<td><strong>8.5 fakakite e tau puhala talahau tala ke lata ma e tau toloaga kehekehe; present events, stories, and legends to different audiences</strong></td>
<td>faka’oga; fakamatalaaga; fakatino; toloaga; talahau tala Kuminkumi ke he tau tala tuai ti fakamatala ke he hehe; Tohi e taha fakamatalaaga ke he tohi talahau hagaa go ia ke he taha aga fakamotu; Ta e tau fakakite tohi e tala fakapapahi ke fakakite aki e hagaaoga.</td>
</tr>
<tr>
<td><strong>8.6 tutala tai atu ke he tau fakailoaaga tohi kehekehe; respond to selected and adapted texts</strong></td>
<td>fakatutala; fakailoaaga; fakamaama Fakatutala mo e fakamaama mo e fekau ke he fa e tala ku; Hiki e fa kotaiva e he tala ahumate ke fakaotia fisia; Fakakite mo e fakatatai e hihi ulu i Niue mo Niu Silani nei.</td>
</tr>
<tr>
<td><strong>8.7 fakalililiu mo e fakakite e fakailoaaga kehekehe; interpret and present information for different purposes and audiences</strong></td>
<td>fakalililiu; fakalililiu; hagaaoga; fakave; maahugi Ka e kua ka fakamaama atu pehe? Fakamaama fakamahinho e fekau he taha fakatino hagaa go ia ke he maahugi he vili motu; Kumikumi ti fakalililiu e matakupu fakave ke he vagahau Niue mai i loto he tohi Taoga Niue.</td>
</tr>
<tr>
<td><strong>8.8 talaga mo e fuafua e falu faga tohitala kehekehe. create and evaluate different forms of writing</strong></td>
<td>fakamaapoopo; fakakite; fakataitai; Tohi e tala komiki. Tohi ti fakatutala ke he taha vala mai he tala kifaga maahugi. Tohi e tala ku ke fakapuloa he leo taogo Niue.</td>
</tr>
</tbody>
</table>

**Tau Mahani Fakataitai he Aga Fakamotu**
Suggested Aspects of Cultural Learning
To malakiti atu e maamaaga he vagahau Niue he tau fanau aoga he veveheaga 8 nei. Kehekehe e tau toloaga ne kua maekte i a lautolu ke fakaaoaga ai e vagahau Niue. Maeke foki i a lautolu ke kitia e maaliaga he ha lautolu a tau momou mo e tau momou ne moua mai he tau tala ne tohia he tau tagata tohi tala. Maeke he tau aoga fanau he faka-malikiti ki mua e tau iloaga he ha lautolu vagahau Niue, mo e tau puhala ne fakalataha ai e vagahau Niue, a Niue mo e aga fakamotu.

At this level, students develop their understanding of vagahau Niue as they use the language appropriately in a variety of communicative contexts. They can also compare differences between their own experiences and those found in texts written by vagahau Niue writers. Students can continue to develop their knowledge of vagahau Niue and the ways in which language, society, and culture are interrelated.

<table>
<thead>
<tr>
<th>Aga Fakamotu Culture</th>
<th>Tokaamo e Aga Fakamotu Suggested Aspects of Cultural Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kua lata e tau fanau aoga ke:  Students should be able to:</td>
<td>Kua lata i a lautolu ke fai fakaakoaga ke maekte ke:  Students could take part in activities that give them opportunities to:</td>
</tr>
<tr>
<td>fakatatai e tau aga fakamotu mo e tau atu motu kehekehe; compare particular cultural practices with those of another culture;</td>
<td>fakamatala hagao ke he Fale Fono, mau hoana, mo e hifiulu; describe the Fale Fono, a wedding, or a hair-cutting ceremony;</td>
</tr>
<tr>
<td>fakatutala mo e faakaoaga fiofio e tau tala talahau mo e tau fakakiteaga ke he tau tala tuai, tau lauga, mo e tau tala vaha fou; discuss and use combinations of verbal and visual features in oratory, myths, legends, and stories;</td>
<td>kumikumi atu e tau momou he tau mataakau Niue kehekehe he tau maaga laulahi he tau Niue; study social groups in the Niue community;</td>
</tr>
<tr>
<td>mailoga mo e folafola e fakalilifu he tau tokaaga kehekehe; recognise and express fakalilifu in a variety of contexts;</td>
<td>fakakite e fiafia ke he tau Tufuga lima kehekehe, tuga e tā fakatino ma i tuai, po ke talai fakatino; demonstrate appreciation of art forms, such as traditional Niue art, painting, or carving;</td>
</tr>
<tr>
<td>kumikumi mo e fakaliliu e tau takitakiaga he tau moui, takatakai motu mo e tau moui koloa tupe ke he motu ko Niu Silani mo Niue. research and interpret social, environmental, and economic issues in the contexts of New Zealand and Niue.</td>
<td>fakaako atu ke he taha faahi he takatakai kaina he tau Tagata Niue i Niue, tuga e to akau, hi ika po ke ama uga; study an aspect of the environment that involves Niue people in Niue, for example, planting, fishing, or ama uga;</td>
</tr>
<tr>
<td>fakatutala ke he tau fakaakoaga Faka-Lotu/tapuakiaga; discuss religion and its importance within Aga Faka-Niue;</td>
<td>fakatutala e maamaaga he tau aga mo e tau mahani Faka-Motu. demonstrate their understanding of Niue beliefs and values.</td>
</tr>
</tbody>
</table>
Vagahau Niue in the New Zealand Curriculum:

Veveheaga 8: Tau Fakataitai Fakaakoaga mo e Fuafuaaga
Level 8: Suggested Learning and Assessment Activities

Nakai lata tonu e tau fakataitai oti nei ma e tau fanau aoga. Kua lata he tau faiaoga ke fakaaoaga ni he tau fakataitai ne kua lata ma e tau fanau aoga. Hana e tau fakataitai ma e tau aga fakamotu ke he vahega kupu, tokaaga mo e aoga fakamotu.
Not all the following activities are suitable for every age group. Teachers should use only those that are appropriate. Some activities for cultural learning are listed under the heading Suggested Aspects of Cultural Learning above.

Vagahau he Leo: Fanogonogo
Oral Language: Listening

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• mailoga e tau fakaleo kehekehе mo e tau kakano kehekehe;
  recognise differences in intonation and what these differences imply;

• fakakite e logonaaga ke he tau tala kuku;
  identify the emotional tone of utterances;

• maama e tau matapatu kupu he tau fakatutalaaga nakai mahani ki ai;
  comprehend the main ideas in conversations on unfamiliar topics;

• fakakite e tau matapatu kupu mai he tala leo taogo ha ne fakaako ki ai;
  identify the main points made in a radio broadcast on a studied topic;

• maama ti fakakite e fehagaiaaga ha lautolu i loto he matakau fono.
  comprehend and identify relationships between participants in group discussions.

Vagahau he Leo: Tutala
Oral Language: Speaking

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• hakahakau ke he tau fakatutalaaga, mailoga mo e fakatauto ke he tau fakaleo kehekehе he tau kakano he ha fakatutala vagahau ti mahino mitaki;
  take part in conversations, recognising and responding to differences in intonation that make a significant difference to the speaker’s meaning;

• tali ke he tau huhu hagaaо ia ke he tau manatu nakai mahino;
  respond to questions about abstract ideas;

• fakaaoga e tau puhala vagahau kehekehe;
  use a range of conversational strategies;

• kumikumi fakatutala taha tagata;
  interview someone as part of research for a specific purpose;

• fakaaoga e vagahau Niue ke he ha toloaga fiafia kehekehe, tuga e mauhoa mo e mautaane, fono, po ke ha feua kehekehe;
use vagahau Niue in a variety of social situations, for example, at a wedding, a formal meeting, or a sports gathering:

- **fakamalikiti e loto malolo mo e lotomatala ke hakahakau ke he fono vahega;**
  develop growing confidence and the skills to take an active part in a class meeting;

- **fakaaoga e taha puhala vagahau Niue mo talahau aki e fakamatala;**
  give a speech in an appropriate style using vagahau Niue;

- **fakailoa e taha tagata fakamatala;**
  introduce another speaker;

- **fakamalikiti e maama mo e fakaaogaaga he tau kupu he fakamatala lilifu;**
  give a formal speech, using the language of oratory effectively and confidently.

---

### Vagahau Tohi: Totou
Written Language: Reading

**Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:**
Students could take part in activities that give them opportunities to:

- **fakakite e vala tala ne mua atu e mahuiga he tau tala tohia;**
  identify emphasis in written texts;

- **fakakite e kakano mooli he tau tala tohia;**
  identify the underlying purposes of a text;

- **mailoga e kehekehe he tau fakailoaaga tonuhia mo e nakai tonuhia ka ko e manatu he tagata;**
  differentiate between factual information and opinion;

- **totou e tau tala tohi kehekehe mo e fakamau e loga he tau tala ne totou;**
  read extensively in different text types, keeping a log of what they have read;

- **tohi fakakū e falu vala tala mai he tau tohiaga kehekehe;**
  summarise information from a variety of sources;

- **fakatatai e tau puhala tohi tala he tau tagata tohia tala ne kua totou.**
  compare the styles of different writers whose works they have read.

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### Vagahau Tohi: Tohitohi
Written Language: Writing

**Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:**
Students could take part in activities that give them opportunities to:

- **tohi e tala fakaku ke he taha tala ke fakakite aki e kakano pauaki;**
  write a summary to show their understanding of the basic purpose of a text;

- **fakaaoga e falu puhala tohi tala kehekehe mo tohi fakaialiali fakamitaki aki e taha tala, tuga e tau tala kuku, lologo mo e falu foki a tau tala kehekehe;**
  write creatively in a range of “imaginative” text types, such as poems, songs, short stories, and plays;
• tohi e tau tala mooi, tuga e tau tohi hokotaki, fakailoaga fekau, tau kumikumi, tohi talahau mo e falu foki;
write factual texts, for example, reports, essays, articles, and research reports;

• fakaaoga e puhala hakahaka mo e fakatonutonu ke lata mo e lolomiaga he tala;
use revision strategies to edit for publication;

• fakamalikiti e haana tufuga tohi tala.
develop a personal writing style or “voice”.

Vagahau Fakakitekite
Visual Language

Kua lata i a lautolu ke fai fakaakoaga ke maeke ke:
Students could take part in activities that give them opportunities to:

• tohi e tala kumikumi hagao ia ke he taha tala taute tala po ke taha kifaga;
review a play or a film;

• fakataitai taha tagata mai i loto he taha tala taute tala;
take the part of a character in a play;

• taute taha fiafia fakakitekite tufuga fakamotu ke he ha toloaga;
perform in public at a cultural event or ceremony;

• hakahakau ke he fakatutalaaga he fono ti maeke foki ke fai kupu lilifu ki luga he fonoaga;
contribute by speaking using appropriate gestures at a formal discussion;

• tanaki e tau tohi fakafeleveia kehekehe ti fakakite e tau fakaaogaaga kehekehe;
collect greetings cards and create a storyboard showing their social contexts;

• talaga taha tohi fakamafanatia mo e fakaaoga e tau vagahau fakakitekite kehekehe;
produce a sympathy card, using appropriate verbal and visual features;

• fakatatai e tau fakaaogaaga he tau fakakitekiteaga kehekehe, tuga e fakatataaga moui, fakatatagaaga fakakifaga, po ke fakatataaga poki ata.
compare the use of visuals in various presentations, such as live, recorded, and static presentations.
Many of the learning activities can be used for assessment. The following sections suggest when teachers might assess their students’ progress and when the students might assess their peers’ achievements on their own. (The skills to be assessed are in brackets.)

### Fuafuaaga he Faiaoga
Teacher Assessment

**Maeke e faiaoga fuafua e tau fakaakoaga he tau fanau aoga ka:**
Teachers could assess their student’s progress against the achievement objectives when the students are:

- **takitaki e fono mo e fakakite e lotomatata he tau fakaholoaga hako (fakanogonogo mo e tutala);**
  chairing a meeting and demonstrating their knowledge of the correct procedures (listening and speaking);

- **fakamau e tau matakupu kua fakatutala ki ai ti tohi e tau fakatutalaaga mai he fono (fakanogonogo mo e tohi);**
  taking notes and then writing up the minutes of a meeting (listening and writing);

- **fakakite fakakuku e tau manatu nakai fai tauteuteaga pauaki hagaafo ke eh taha matakupu (tutala);**
  giving a short, impromptu talk on a current issue and expressing a viewpoint without much preparation (speaking);

- **fakatoka taha fakamaamaga ti fakataitai taha puhala ke fakakite aki e hako po ke nakai (tutala po ke tohi);**
  formulating a hypothesis and suggesting a course of action that might prove or disprove it (speaking and/or writing);

- **fakaaoga e tau koloa tohia kehekehe mo lagomatai aki e tohi he tau tala fakalaualahi (totou mo e tohi tala);**
  writing extended texts for various purposes, using a range of resource materials and including relevant references (reading and writing);

- **fakaaoga e tau vala kehekehe kua lata tonu he vagahau mo tohi fakaaliali mitaki aki taha tala (tohi tala);**
  writing creatively, using a range of language structures appropriate to different text types (writing);

- **tauteute ti fikamatala e fakamatalaaga lilifu (tutala, ako aga fakamotu, vagahau fakakitekite);**
  planning and delivering a formal speech (speaking, cultural learning, and visual language);

- **kitekite ke he tagata fakamatala ti talahau e mahuiga he tau hagahaga tino kehekehe ne kua fakaaga ai (fakanogonogo, ako aga fakamotu, mo e vagahau fakakitekite);**
viewing a vagahau Niue speaker giving a speech and then describing the significance of its non-verbal elements (listening, cultural learning, and visual language);

- fakatatai atu e aga fakamotu ha Niue ke he taha aga fakamotu he taha motu atu Pasifika ti fakatutala tau mena kua teitei tatai (ako aga fakamotu, tutala mo e tohi tala);
  comparing Niue culture with another Pasifika culture and discussing some feature that is common to both cultures (cultural learning and speaking or writing);

- fakanogonogo ke he taha fakamatalaaga lilifu ti hakahaka fakahokulo (fakanogonogo, tutala, tohi tala mo e ako aga fakamotu);
  listening to a traditional formal speech and analysing its structure (listening, speaking, or writing, and cultural learning);

- taute taha kumikumiaga ke he taha vala he vagahau mo e ako aga fakamotu, ne fakaagoa ai e tau puhala tanaki fakalaloaga, hakahaka, ti liu tohi foki (ako aga fakamotu, totou mo e tohi tala);
  conducting research on an aspect of Niue language or culture by gathering and organising information, drafting, revising, and rewriting (cultural learning, reading, and writing);

- tohi e tau tala kuku ke he tau fakatino i loto he tau tohi talahau (tohi tala);
  writing captions for pictures in a magazine (writing);

- talaga mo e tohi e taha fakatata ke lata mo e leo taogo;
  writing and producing a radio advertisement (reading, speaking, and writing);

- fakatokatoka fakapapahi e tau mena mitaki mo e tau mena ne nakai mitaki he taha tohi ole ti fakakite e tohi nei he taha fakapotopotoaga (totou, tutala, tohi tala).
  arranging a jumbled sequence of the advantages and disadvantages of a proposal into a logical order and presenting the proposal in different text types (reading, speaking, or writing).

### Fuafuaaga he tau Fanau Tatai e tau Tau-moui

**Peer Assessment**

**Maeke ke felagomatai aki e tau fanau ke faufua ha lautolu a tau fakaakoaga ka:**
Students could monitor each other’s progress when they:

- fe hakahaka e tau fakamatala nakai palana (ako aga fakamotu, tohi tala mo e tutala);
  review each other’s impromptu speeches (cultural learning, and writing or speaking);

- fe-fakatutala e mahino mitaki he tau tala tohi fakaaliali (totou mo e tutala);
  discuss the effectiveness of a piece of creative writing (reading and speaking);

- mailoga e tau hagahaga he fakapotopotoaga ke he taha feua fakakite (fakanogonogo, vagahau fakakite, tutala mo e tohi tala).
  note audience response to a performance (listening, visual language, and speaking or writing).
Maeke e tama ke fuafua ni e ia haana tau fakaakoaga:
Students could monitor their own progress by:

- **fakaaoga e taha tohi ma fakamau aki e tau hokotiaaga;**
  using a checklist of learning outcomes;

- **kitekite ke he taha tapaki he ha lautolu ni a feua fakatata;**
  reviewing a recording of their own performance;

- **hakahaka e tapaki ia lautolu ha ne fakamahani e fakamatala;**
  reviewing recordings of themselves as they practise making a speech that they
  will deliver to an audience;

- **fakaaoga e tau puhala fuafua pauaki mo fuafua aki e mahino mitaki he vagahau, tohi tala mo e vagahau fakakitekite;**
  generating and using their own criteria for evaluating the effectiveness of their
  oral, written, and visual language.
This glossary lists the vagahau Niue terms that the writers have selected, adapted, or created to express the many concepts that form the framework of these curriculum guidelines.

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<thead>
<tr>
<th>ENGLISH</th>
<th>VAGAHAU NIUE</th>
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<td>manatu finagalo</td>
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<tr>
<td>achievement objectives</td>
<td>hokotiaaga he tau fakaakoaga</td>
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<td>actor</td>
<td>tagata taute tala</td>
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<tr>
<td>advice</td>
<td>fakatonutonu</td>
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<td>compare</td>
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Tau Tohi Lagomatai

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