

**3** That the medium of magazine publishing be used for educating ākongā about the power of the media, for example:

- that by being aware of advertising ākongā can make informed decisions about whether to engage as consumers
- that young people can facilitate change by being involved in the media.

**4** That, in order to maximise learning for ākongā, whānau and kaiako, a comprehensive plan be developed and implemented to actively involve ākongā as writers, illustrators, photographers and editors in the publishing process.

The plan includes calling together a small team to visit Māori medium schools<sup>1</sup> in order to work with ākongā, kaiako and whānau. The team will:

- provide publishing and/or biliteracy professional development across a range of genres, in order to raise awareness of the relationships of print/image literacies to identity culture, teaching and learning
- work through the publishing process in order to facilitate ākongā knowledge creation, and skill development, with the aim of contributing to, and generating, the publications
- provide ongoing information about the publications.

<sup>1</sup> Advance notice to schools will enable them to be prepared well in advance in order to incorporate publishing events into their literacy programmes.

**5** That publishers keep up-to-date with second language acquisition theory as it relates to critical literacy/biliteracy and literature in Aotearoa. For example:

- focused introduction of a few new words in any given article
- repeating those new words throughout the current and successive publications
- using illustration to support children's reading, including supporting their understanding of new words.

### He mihi

*Ngā mihi nunui ki a koutou e pōkai kaha nei i te kaupapa whakaora reo Māori. We would like to thank all tamariki, rangatahi, whānau and kaiako who gave their support and shared their perspectives during the course of this project and whose critiques shaped our work.*

Mere Skerrett and  
Maraea Hunia



### Read the full report online

[http://www.educationcounts.govt.nz/publications/maori\\_education/81666/10](http://www.educationcounts.govt.nz/publications/maori_education/81666/10)

Toitū te Reo: Evaluation of *Tāiki E!*, *Haumi E!*, *Toi te Kupu* and *Eke Panuku*

# Toitū te Reo: Evaluation of *Tāiki E!*, *Haumi E!*, *Toi te Kupu* and *Eke Panuku*



A summary for whānau,  
kaiako and publishers

Toitū te Reo was commissioned by the Ministry of Education to evaluate the four magazines, *Tāiki E!*, *Haumi E!*, *Toi te Kupu* and *Eke Panuku*, delivered to Māori medium classes. Educational resources that validate Māori identity, tikanga and te reo Māori, and that accurately and positively reflect the readers' lives and values through text and images are an important part of the educational experience for ākonga. As a Māori-centred study the aim was to produce findings that would be relevant and meaningful to ākonga and their whānau and which would help to improve reo Māori outcomes.

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## Findings and Recommendations

Our findings and recommendations are based on the information provided by students, whānau, teachers and publishers.

The key findings suggest that:

- the voices of our tamariki/rangatahi, and the issues relevant to their lives, need to be heard and reflected in the content and design of the resources
- as magazines are short-lived, the turnover between research and publication needs to be rapid in order that they remain relevant and have impact
- the publishing process itself can be an effective tool for educating youth about the power of the media
- the magazines reflect ākonga to themselves in a positive light, and this should continue.

There are five recommendations. (See following)

**1** That in all magazines the facilitation of reading should be prioritised in design and formatting:

- Fonts/typefaces should be chosen for high readability
- Complex and/or multilayered typefaces are to be avoided, other than as headings or labels
- Text should be predominantly dark (black) type on a plain white or light background
- Text should not be laid over dark colours or graphics
- Images provided as visual cues to facilitate reading should be clearly linked to relevant text
- Covers should signal content through the use of images and texts to entice the reader in
- Comic strips/graphic stories and jokes should be retained or reinstated in all magazines
- Expert assistance should be commissioned to explore the features of successful graphic stories and comic strips.

**2** That publishers research the following areas of content for incorporation into magazines:

- Popular (what youth want)
- Essential (what youth need)
- Current issues (including socio-political issues)
- Promoting te reo Māori, including as a viable career option
- Linking the publication to other media (Māori Television, internet, printed material, Māori radio and so on).

