



GĀLULUE
FAKATAHI

Gagana
Tokelau

TEACHER SUPPORT MATERIAL

UNPACKING THE BOOKS



Supporting Pasifika learners
through dual language texts

New Zealand Government

Many of these dual language books are available online as PDFs and audio files (MP3s) at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

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Fakafetai

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Unpacking the dual language books

More information about aganuku Tokelau (the Tokelau culture) and gagana Tokelau (the Tokelau language), can be found in later sections of this resource.

The following books can be used for reading to students who are reading at the **magenta** Ready to Read level:



Going Home / Fano ki te Kāiga

Vaitoa Baker

Ko te aganuku Tokelau

Vaitoa Baker wrote *Going Home / Fano ki te Kāiga* for his children. For Tokelau children in New Zealand, “home” typically has two meanings: where they live in New Zealand and the atoll where their family comes from in Tokelau.

The pages of this wonderful shared reader combine a number of journeys:

- ▶ In one journey, a boy walks home from school.
- ▶ In his imagination, he transforms walking home from school into a journey home to Tokelau.

As you explore this idea with your students, encourage them to ask:

- ▶ Where is the turtle going?
- ▶ And what about the hermit crab? Where is it going? Is it going home, too?

Layers of meaning are typical of kakai (traditional Tokelau stories). The expectations we bring to how a story “works” vary from culture to culture. Tokelau students who are familiar with kakai won’t find *Going Home / Fano ki te Kāiga* as challenging as you might anticipate because they will expect there to be all these layers of meaning.

Ko te gagana Tokelau

Notice that the text of *Going Home / Fano ki te Kāiga* consists of only one sentence, which begins on page 3 and ends on page 16.



I Can Write / E Kō Mafaia oi Tuhituhi

Fiona Lovatt Davis

Ko te aganuku Tokelau

It is common for Tokelau families in New Zealand to involve even young children in writing letters and emails, as families keep in touch with their relatives overseas.

Ko te gagana Tokelau

“E kō mafaia oi ... (“I can ...?”) is a useful sentence starter. For example, you could use it in the sentence:

- ▶ E kō mafaia oi faitau ... – I can read ...



Let's Go / Tā Olo

Feana Tu'akoi

Ko te aganuku Tokelau

In this story about a boy getting ready to go to school, both Mum and Dad are involved. This is typical of Tokelau families in New Zealand.

Ko te gagana Tokelau

Notice the repeated sentence pattern, “Here is my” In gagana Tokelau, the pattern is “Tēnei toku”

“Taku” and “toku” are different ways of saying “my”. Polynesian languages have “a” and “o” categories. In gagana Tokelau, clothes and parents are in the “o” category, whereas school bags and lunch boxes are in the “a” category.



My Cat / Ko Taku Puihi

Sarona Aiono-Iosefa

Ko te aganuku Tokelau

The mother in this story is Pālagi. You can't assume that both parents of a Tokelau child will be tino Tokelau – or that the non-Tokelau parent won't understand some gagana Tokelau.

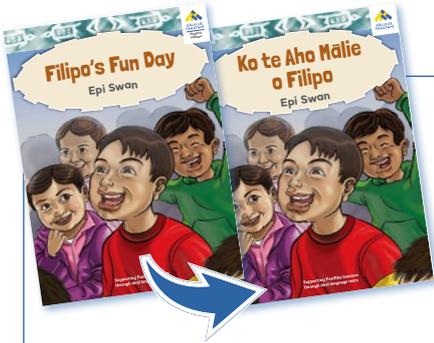
Ko te gagana Tokelau

Gagana Tokelau is more predictable in its sentence patterns, spelling, and pronunciation than English. Tokelau students will bring this expectation to the English text they encounter in your classroom. You will need to manage this.

The story is told using the sentence pattern, “Ko taku puihi e” (“My cat is”). Notice the similarity to the equivalent Māori expression “ko taku puihi”.



The following books can be used for reading to students who are reading at the **red** Ready to Read level:



Filipo's Fun Day / Ko te Aho Mālie o Filipo

Epi Swan

Ko te aganuku Tokelau

This story is set in an ākoga kāmata: a Tokelau language nest. Ākoga kāmata have been set up in New Zealand by the Nukunonu and Fakaofu communities.

Ko te gagana Tokelau

Filipo's Fun Day / Ko te Aho Mālie o Filipo contains language that expresses enthusiasm, including:

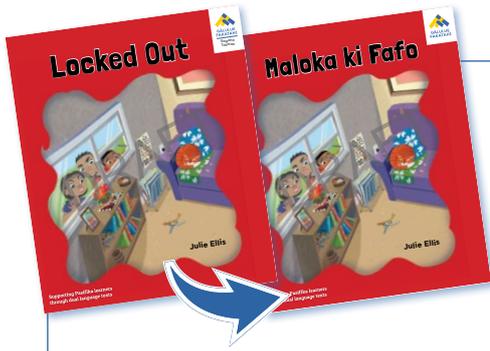
- ▶ Ko Filipo e fiafia oi ... – Filipo loves ...
- ▶ mea fakafiafia – exciting things

Different meanings of “fiafia” include having a liking for something, being interested in something, being happy, being glad, and enjoying something.

On page 6, notice how to say:

- ▶ E mafai e he tino oi taku mai pe heā tā tātou kā fai nei? – Can anyone tell me what we are going to do now?

You could use this question in your classroom, if you wish.



Locked Out / Maloka ki Fafa

Julie Ellis

Ko te aganuku Tokelau

Notice the way the youngest person shows fakaaloalo (respect) by waiting for the older people to try to solve the problem first.

Ko te gagana Tokelau

While “let me have a go” is an idiomatic colloquial expression in English, there is no equivalent colloquial expression in gagana Tokelau that is equally widely used. “Mai kē fano au” translates the English.



Swimming / Kakau

Vaitoa Baker

Ko te aganuku Tokelau

Fantasy forms part of the Tokelau story-telling tradition. In kakai (traditional stories), animals can talk and do marvellous things. You may need to make explicit links between the illustrations and the text because of this. Vaitoa Baker brings his Tokelau sense of what happens in a story to *Swimming / Kakau*. Your students will enjoy knowing that Vaitoa Baker has drawn himself as the teacher and that he is of both Tokelauan and Sāmoan heritage.

Ko te gagana Tokelau

In Polynesian languages, including te reo Māori, pronouns distinguish between one, two, and three or more people. Notice what happens to “we” in the gagana Tokelau version of this story.



The Race / Ko te Tūkuga

Liz Tui Morris

Ko te aganuku Tokelau

Tauvāga (competitions) are a popular feature of Tokelau culture.

Ko te gagana Tokelau

In this book, there are two examples of formulaic expressions you could use with your class:

- ▶ Mua! – First!
- ▶ Hāuni, tahi, lua, tolu, ē! – On your marks, one, two, three, go!

In gagana Tokelau, we say “Hāuni, tahi, lua, tolu, ē!” instead of “On your marks, get set, go!”



The following books can be used for reading to students who are reading at the **yellow** Ready to Read level:



Finding Mum / Hakiliga o Mami

Don Long

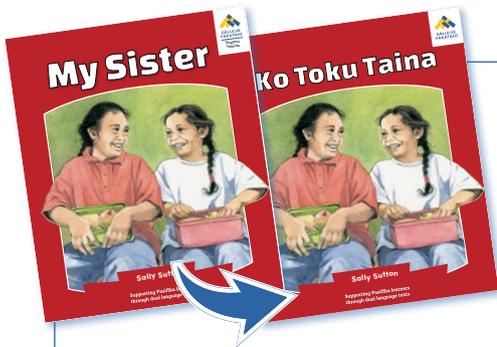
Ko te aganuku Tokelau

Notice that the boy's mum is Pālagi. Then notice the food choices on her shopping list, which reflect two cultures.

Ko te gagana Tokelau

There are some useful terms in *Finding Mum / Hakiliga o Mami* for food items that your students may bring to school, including:

- ▶ fuāfai – banana
- ▶ haimini – noodles
- ▶ ika ota – marinated raw fish (ceviche)
- ▶ iōketi –yoghurt
- ▶ talo – taro.



My Sister / Ko Toku Taina

Sally Sutton

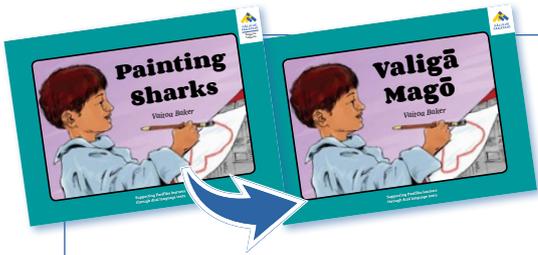
Ko te aganuku Tokelau

The bond between older sisters, brothers, and cousins and younger ones is crucial to the story – and is a core value of aganuku Tokelau. Similarly, brothers respect their sisters and sisters their brothers, as expressed in the statement, “I te tū faka-Tokelau, e fakaaloalo lele te tama ki ona tuafafine; e vēnā foki te teine ki ona tuagāne” (In Tokelau tradition, a man treats his sisters with respect; as does a woman her brothers).

Ko te gagana Tokelau

Just as te reo Māori does, gagana Tokelau uses different words for “brother” and “sister”, depending on the gender relationship:

- ▶ tuafafine – sister of a male
- ▶ uho *or* taina – sister of a female *or* brother of a man
- ▶ tuagāne – brother of a female.



Painting Sharks / Valigā Magō

Vaitoa Baker

Ko te aganuku Tokelau

Like *Filipo's Fun Day / Ko te Aho Mālie o Filipo*, this story is set in an ākoga kāmata: a Tokelau language nest. Ākoga kāmata have been set up in New Zealand by the Nukunonu and Fakaofu communities.

Like *Going Home / Fano ki te Kāiga*, this story also features a shark. From a young age, people in Tokelau are much more familiar with – and more comfortable around – sharks than people in New Zealand are. For example, when children in Tokelau swim with sharks, they know to watch for signs – such as more rapid eye movements and sudden rushes, rather than smooth swimming – that tell you that it is time to get out of the water. Sharks are not necessarily simply “scary” in Tokelau stories – they are respected.

Some potentially fascinating, and revealing, questions you could ask your Tokelau students might include:

- ▶ E ola i fea nā magō? – Tell me, where do sharks live?
- ▶ Ni ika vēfea nā magō? – What are sharks like?
- ▶ Ni ika lalata nā magō pe hēai? – Are sharks friendly fish or not?

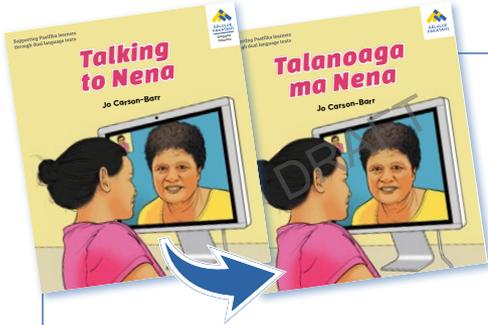
You could even ask a family member to tell your class some stories from Tokelau about sharks.

Ko te gagana Tokelau

Some examples of the language of praise that feature in this story are:

- ▶ Oka, te kaulelei o te ata. – Wow, that's a neat painting.
- ▶ Te mānaia lahi o tau ata. – Your painting is cool.

For “ata” (painting), you could substitute the words “faitau” (reading) and “tuhituhi” (writing).



Talking to Nena / Talanoaga ma Nena

Jo Carson-Barr

Ko te aganuku Tokelau

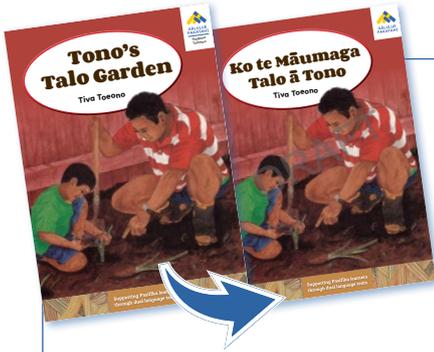
Many Tokelau families in New Zealand keep in touch with relatives who live overseas. As well as in Sāmoa and Olohega, there are Tokelau communities in New Zealand, Australia, and the United States, particularly Hawai'i. Recently, email and the Internet have become particularly important ways to stay in touch with family in Tokelau, where there isn't an airport. Mail has to come by ship from Apia, so many families use technology to keep in touch, like the family in this story who use Skype. But we know that this Nena is not in Tokelau, because she has a dog. There are no dogs in Tokelau.

Ko te gagana Tokelau

Talking to Nena / Talanoaga ma Nena contains some useful formulaic expressions that you could use in your classroom, if you wish:

- ▶ E hēai. – No. (which can also mean “No, it isn't.”)
- ▶ Mālō nī. – Hello.
- ▶ Tōfā. – Goodbye.

“Mami” and “Nena” are colloquial – and quite contemporary – ways to say “Mum” and “Grandma”.



Tono's Talo Garden / Ko te Māumaga Talo ā Tono

Tiva Toeono

Ko te aganuku Tokelau

In New Zealand, Tokelau families grow talo plants (*Colocasia esculenta*) for their leaves, which they use in such dishes as lu'au (talo leaves cooked with coconut cream). It is usually too cold in New Zealand to successfully grow the corm though – and talo plants are not usually grown in Tokelau either, because they do not grow well there. Though some pulaka (swamp talo) is grown in Tokelau, people in Tokelau import most of their talo from Sāmoa.

Ko te gagana Tokelau

“Talo” and “taro” are different ways to spell and say the same word in Polynesian languages. In gagana Tokelau, you say “talo”.

On page 8, Dad uses a colloquial way of saying “grandpa” in gagana Tokelau: papa. Other colloquial terms include:

- ▶ mami – mum
- ▶ nena – grandma
- ▶ teti – dad.

More formal terms include:

- ▶ makopuna *or* mokopuna – grandchild
- ▶ mātua – mother
- ▶ tamana – father.



The following books can be used for reading to students who are reading at the **blue** Ready to Read level:



Nēna Mānea / Nēna Mānea

Maureen Goodwin

Ko te aganuku Tokelau

Nēna Mānea explores some of the many ways in which Tokelau family members – in this case, grandmothers – contribute to early childhood centre and primary school classroom programmes. With the children, the grandmothers in this story make quilts and fau (floral head dresses and necklaces), plant gardens, tell stories, sing and dance, teach children how to play the ukulele, and offer opportunities to talk in gagana Tokelau. Though they provide extra pairs of hands, more importantly, they share hugs and smiles and love.

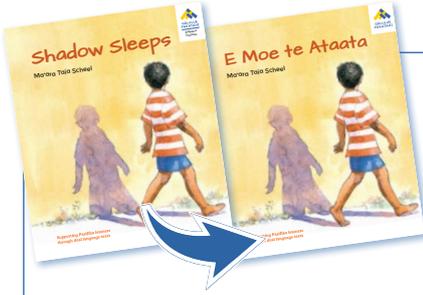
It is impossible to over-emphasise the respect in which the Tokelau community holds elders. *Nēna Mānea* begins to explain why. For the children in the early childhood centre that feature in this story, the visiting grandmothers offer direct experiences of important aspects of the culture, such as traditional stories and songs. They ensure that the children have contact with fluent speakers of the language, too.

Ko te gagana Tokelau

One way to bring moments of gagana Tokelau into your classroom would be to occasionally say “Ready to go?” and “goodbye” in gagana Tokelau the way these expressions are modelled in this story:

- ▶ Kua hauni koe? – Ready to go? (said to one person)
- ▶ Tōfā. – Goodbye.

You and your students can listen to how to say these things in the audio recording of the book. To say “Ready to go?” to the whole class, say “Kua hauni koutou?”



Shadow Sleeps / E Moe te Ataata

Ma'ara Taia Scheel

Ko te aganuku Tokelau

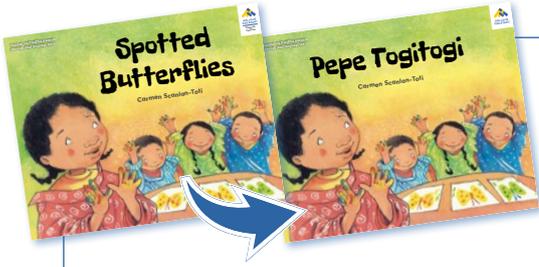
This book is filled with glimpses into the life of a child living in the tropical Pacific: gathering seafood with family members, buying bread at the local shop, playing marbles, feeding animals before going to school, and sleeping under a mosquito net with only a sheet (because it is often too warm in the tropics for anything else). Here is an opportunity for your students to compare their lives with the life of someone living in the tropical Pacific.

Ko te gagana Tokelau

This story introduces some gagana Tokelau words for the different times of the day. Terms of this type include:

- ▶ aho – day
- ▶ pō – night
- ▶ tāeao – morning.

Notice that the word for “shadow”, “ataata”, is similar to a New Zealand Māori word for a shadow, “ata”. In gagana Tokelau “ata” means “painting”.



Spotted Butterflies / Pepe Togitogi

Carmen Scanlan-Toti

Ko te aganuku Tokelau

Spotted Butterflies / Pepe Togitogi was originally published in the Participation series with an early childhood setting in mind. But the discoveries in the story could equally well be made by students in a new entrant class, and the illustrations could be set in either setting, with family members occasionally visiting and lending a hand. Use this book as an opportunity to ensure that members of the families of your Tokelau students feel that they are welcome in your classroom as you partner with them to build on the early reading skills and experiences that Tokelau students bring to school in two languages.

Ko te gagana Tokelau

Spotted Butterflies / Pepe Togitogi offers an opportunity to share and talk about some gagana Tokelau words for colours, for example:

ENGLISH	GAGANA TOKELAU
purple	violē
orange	lanumoli
yellow	hehega
brown	lanu kekena
red	kukula
green	lanumeamata
blue	lanumoana
white	lanu paepae
black	uliuli

Notice how gagana Tokelau sometimes includes the word for “colour” (“lanu”) in colour names. It also varies the position of “lanu”, attaching “lanu or separating it from the colour name.

In gagana Tokelau, as well as being the word for “butterfly”, “pepe” also means “baby” and “to hover”, as when seabirds hover over a school of fish.



The Song / Ko te Pehe

Tusiata Avia

Ko te aganuku Tokelau

Though *The Song* was originally published in the Participation series with an early childhood setting in mind, everything in the story is also typical of a new entrant class, and the scenes in the illustrations could be in either setting. The story shows some ways you could involve a Tokelau grandparent in your classroom programme. Notice that Tokelau people often say or sing a grace before food.

Ko te gagana Tokelau

Also notice the casual way in which the characters in the story say goodbye (“tōfā”) to one another, as in “Tōfā, Papa”. An equally casual way to say hello is “mālō”.

You can also use the expression “mālō” to offer encouragement and congratulations, when the meaning becomes something more like “well done”. When you want to congratulate your class on their efforts, why not occasionally do so in gagana Tokelau by saying “Mālō te galue!”



Walking Home in the Rain / Havali Fakaua ki te Fale

Feua'i Aмосa Burgess and Mere Tapaeru Tereora

Ko te aganuku Tokelau

You probably have students in your class whose parents both work – and so a grandparent looks after them after school, as in this story. In the Tokelau community, older sisters, brothers, and cousins sometimes take on this responsibility too.

Ko te gagana Tokelau

There are some words in this story that you might find useful on a wet day:

- ▶ hēvae fakaua – gumboots
- ▶ kofu fakaua – jacket (in this case, a raincoat)
- ▶ matagi – wind
- ▶ ua – rain.

Notice how “ua” (“rain”) occurs in the word “fakaua”. Some useful “ua” expressions are:

- ▶ E momoka te ua! – The rain’s heavy! (It’s pouring!)
- ▶ E ua taeao. – It will rain tomorrow.
- ▶ he aho ua – a rainy day



The following books can be used for reading to students who are reading at the **green** Ready to Read level:



A Present for Aunty Lihe / He Meaalofa mō Aunty Lihe Vaitoa Baker

Ko te aganuku Tokelau

Shell necklaces are a welcomed gift in Tokelau. There is a poem from Atafu that features a shell necklace in the *School Journal* Part 1 Number 3 (2006): “After Every Storm”. Giving and receiving meaalofa (gifts) is an important aspect of aganuku Tokelau.

While for most Pasifika communities in New Zealand the largest community is in Auckland, the largest Tokelau community is in the Wellington area, particularly the Hutt Valley and Porirua. This is why part of this story is set in Tītahi Bay and *Swimming / Kakau* is set in Porirua.

Ko te gagana Tokelau

All languages change over time. In gagana Tokelau for example, the expressions for the days of the week are gradually coalescing into single words.

There is an informal way of saying “thank you” in *A Present for Aunty Lihe / He Meaalofa mō Aunty Lihe*:

- ▶ Fakafetai, Lā. – Thank you, Lā.



A Quiet Night / He Pō Fīlēmū

Johnny Frisbie

Ko te aganuku Tokelau

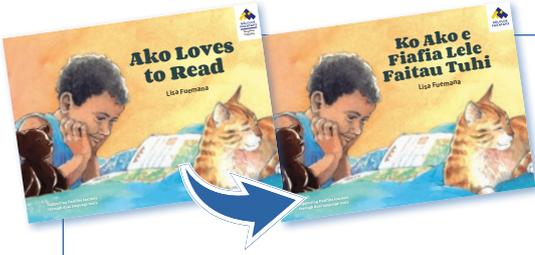
While Johnny Frisbie was still a teenager, she wrote her first book – writing it in three languages – leo Pukapuka, gagana Sāmoa, and English. *A Quiet Night / He Pō Fīlēmū*, is a moment from her second book, *The Frisbies of the South Seas*, which was published by Doubleday in New York in 1959. Like *Shadow Sleeps / E Moe te Ataata*, this book offers students a glimpse of life in the tropical Pacific. They may not have a tropical lagoon close to where they sleep, but what if they were to look out the window late at night? What would they see?

Ko te gagana Tokelau

In this story, there are night-time expressions you could explore together, such as:

- ▶ e iei tē tahi pō – one night
- ▶ ko nā vaveao – at dawn
- ▶ ko na taimi moe – at bedtime
- ▶ nae hē mafai ai au kē moe – I couldn't get to sleep

All of these can be used as story-starters.



Ako Loves to Read / Ko Ako e Fiafia Lele Faitau Tuhi

Lisa Fuemana

Ko te aganuku Tokelau

While fruit bats are fairly widespread in the Pacific, they are not found in Tokelau. They are found in nearby Sāmoa though, with which Tokelau has many links. Ako has a stuffed toy fruit bat, Kuku. Other children in the story have toy lions and teddy bears.

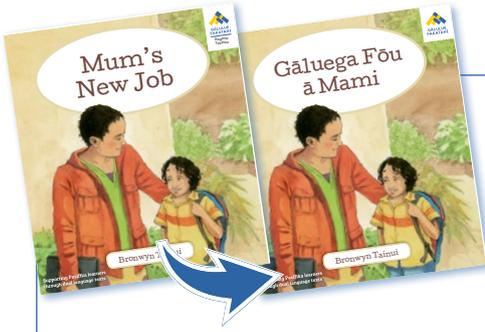
Ko Ako e Fiafia Lele Faitau Tuhi / Ako Loves to Read models some Tokelau home literacy practices:

- ▶ reading picture books in bed
- ▶ reading to a pet or stuffed toy
- ▶ parents reading books with children
- ▶ listening to a story read at school in English that a parent has read to the child at home in gagana Tokelau
- ▶ reading with older brothers, sisters, and cousins
- ▶ children having a bedtime story read to them.

Notice the way the students sit quietly at school when their teacher shares a book with them. You may notice that Tokelau students are often quite good at this and may have more patience than some of your other students. They have probably been exposed to situations at church and fono (meetings) where young people are expected to sit quietly and listen respectfully. One of the values of aganuku Tokelau is to accord older people respect in this way.

Ko te gagana Tokelau

Page 7 introduces a way to say “English” in gagana Tokelau: “Igilihi”. An alternative is “gagana Peletānia”.



Mum's New Job / Gāluaega Fōu ā Mami

Bronwyn Tainui

Ko te aganuku Tokelau

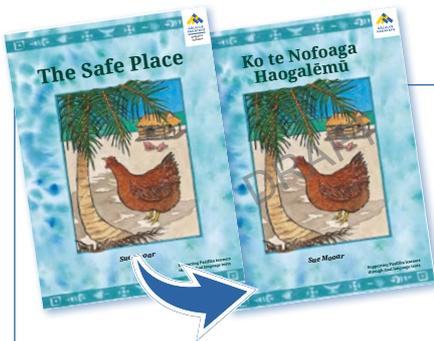
Consider how the child in the story is learning how to show fakaaloalo (respect) and consideration. Notice, too, that the aunt is Pālagi.

Ko te gagana Tokelau

There is a very useful formulaic expression in *Mum's New Job / Gāluaega Fōu ā Mami*:

- ▶ Fakafetai nī, Semi. – Thank you, Semi.

Adding “nī” is a touch more formal than merely saying “Fakafetai, Semi.”



The Safe Place / Ko te Nofoga Haogalēmū

Sue Moor

Ko te aganuku Tokelau

Tokelau atolls consist of a ring of motu (small islands) around a central lagoon. Fenuāfala is the name of one of the motu that forms Fakaofu atoll. It is also sometimes spelled as Fenuā Fala.

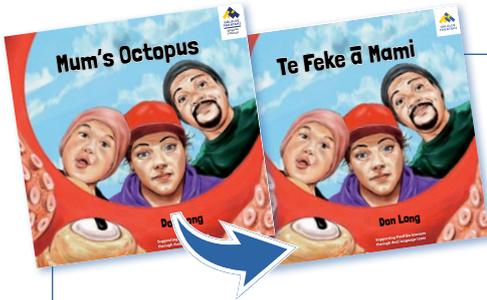
The main settlement on Fakaofu is on nearby Falē, but since 1960 there has been a second, smaller settlement on Fenuāfala, which includes Fakaofu's school. Consequently, most of the children on Fakaofu catch a boat to school.

Ko te gagana Tokelau

There are some useful expressions in *The Safe Place / Ko te Nofoga Haogalēmū*, including:

- ▶ E hēai. – No, it isn't.
- ▶ Io. – Yes, it is.

The following books can be used for reading to students who are reading at the **orange** Ready to Read level:



Mum's Octopus / Te Feke ā Mami

Don Long

Ko te aganuku Tokelau

Mum's Octopus / Te Feke ā Mami is a story about what happens when a boy's dad – who is possibly from Tokelau – wants to do one thing with an octopus and his mum – who probably isn't from Tokelau – wants to do something else. That they are gathering mussels together tells you that the story is set in New Zealand. In Tokelau, it is more common for women to hunt for seafood with their female friends and their children and for men to go fishing with other men and their sons and nephews.

Ko te gagana Tokelau

On page 11, “E lelei” is an idiomatic way of saying “It's OK” that suits the situation in this story.



Papa's Tokotoko / Ko te Tokotoko o Toku Tupuna

Emeli Sione and Nila Lemisio-Poasa

Ko te aganuku Tokelau

Fakaaloalo (respect) and alofa (compassion) are two of the core values of aganuku Tokelau, hence the Tokelau injunction to “Fakaali tō fakaaloalo ki nā tino mātutua” (Show your respect for elderly people). In *Papa's Tokotoko / Ko te Tokotoko o Toku Tupuna*, Alo doesn't do so at first.

Ko te gagana Tokelau

As in te reo Māori, the gagana Tokelau word for a walking stick is “tokotoko”. Notice too, on page 13, that the formal gagana Tokelau term for a grandparent, “tupuna”, is also spelled the same way as in te reo Māori. To the extent that you know some Māori, you will find this extremely useful when you are saying things and working with text in gagana Tokelau. There are many similarities.

“Ōmai”, on page 11, is the short way of saying “ōmamai” (the plural of “hau” – “to come”). Both occur in spoken gagana Tokelau. In the situation in this story, the short form conveys urgency. Similarly “kimā”, on page 13, is the short form for “Kimāua” (“we two”).



Some aspects of Tokelau culture (aganuku Tokelau)

Within the Tokelau community, there is variation in the extent to which people practise aganuku Tokelau.



Ask the families of the Tokelau students in your class about the values of aganuku Tokelau. How do the following, for example, feature in the lives of your students?

- ▶ kāiga (family)
- ▶ alofa (love and compassion)
- ▶ fakaaloalo (showing respect)
- ▶ vā feāloaki (relating to others)
- ▶ māopōpō (inclusion)
- ▶ kakai (traditional stories)
- ▶ fakahoa lelei (equality)
- ▶ gagana Tokelau (the Tokelau language)
- ▶ inati (sharing resources within the community).

Here is some cultural knowledge that will help you in your partnership with Tokelau families and the Tokelau community:

- ▶ Respect Sunday – on Sunday, families are often involved in church activities.
- ▶ Consider starting and ending a fono (meeting) with the Tokelau community with a lotu (prayer). It shows respect to take hats and caps off during a prayer. A suitable prayer to begin a fono with the Tokelau community is:

Te Tamana alofa,
fakamanuia mai e Koe nā fuafuaga o te aho.
Ke vīkia Tō igoa.
Āmene.

An appropriate prayer to end a fono is:

Te Tamana alofa,
fakafetai ki Tau fakamanuiaga,
kua iku manuia ai nā gāluega o te aho.
Ke vīkia Tō igoa.
Āmene.



These translate as:

Loving Father,
bless our plans for today.
May Your name be praised.
Amen.

Loving Father,
thank You for Your blessing
as we complete our work.
May Your name be praised.
Amen.

- ▶ When you invite members of the Tokelau community to your school, show further cultural understanding by offering some refreshments.
- ▶ Show respect to elders, such as grandparents and church ministers and their spouses. These are community leaders who will help you if they can. Some of the ways you can show respect are:
 - if an elder is speaking at a fono and you are forced to move about as they speak, crouch a little as you do so and walk behind the elder, rather than in front. If crossing in front of them is unavoidable, quietly say “Tulou” (Excuse me) as you do so.
 - Ensure that all those present are seated, as it is disrespectful to be standing while an elder is seated (or while they are speaking).



Ask families – parents, grandparents, aunts, uncles, and older brothers, sisters, and cousins – to tell you more. When you visit a Tokelau home, observe whether they take off their shoes before entering and follow their lead.



The Tokelau language (gagana Tokelau)

No one expects you to learn gagana Tokelau or teach it, but knowing a little bit about the language is useful when you are teaching bilingual Tokelau students.

Like te reo Māori, gagana Tokelau is a Polynesian language. Polynesian languages share a common grammar and the two languages that are most distantly related still share half of their vocabulary. So if you know some Māori, you already know more gagana Tokelau than you might think.

Polynesian languages that gagana Tokelau is closely related to include gagana Sāmoa and gagana Tuvalu.

The Tokelau alphabet (ko nā mataituhi i te gagana Tokelau)

The Tokelau alphabet has fifteen letters (mataituhi). In gagana Tokelau alphabetical order, the letters are:

A E I O U F G K L M N P H T and V

You can listen to an audio track (MP3) of the Tokelau alphabet at <http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

ON ATAFU AND FAKAOFO WE SAY:	ON NUKUNONU WE SAY:
Ā Ē Ī Ō Ū Fā Gā Kā Lā Mō Nū Pī Hā Tī Vī	Ā Ē Ī Ō Ū Fā Gā Kā Lā Mā Nā Pā Hā Tā Vā

Like te reo Māori, gagana Tokelau uses a macron to indicate long vowels.

ENGLISH	GAGANA TOKELAU
a	a
	ā
b	
c	
d	
e	e
	ē
f	f
g	g
h	
i	i
	ī
j	
k	k
l	l
m	m

ENGLISH	GAGANA TOKELAU
n	n
o	o
	ō
p	p
q	
r	
s	h
t	t
u	u
	ū
v	v
w	
x	
y	
z	



The vowels (vauei)

In gagana Tokelau, vowels can be either short or long: a, ā, e, ē, i, ī, o, ō, u, and ū. As in te reo Māori, this signals a change in pronunciation and meaning. The macron shows that a vowel is long (a vauei mamafa).

Either a vowel or a consonant can start a word in gagana Tokelau, but only a vowel can end one.

Furthermore, there are words that are only one vowel long, as in the sentence “E ā mai koe?”

(How are you?)

The consonants (konehane)

The consonants are pronounced much the same as in English, except that:

- ▶ “f” is pronounced like “hw” – you make the “h” sound at the back of your throat and then constrict the sound so that it becomes a “w” (so, for example, fakalogo [to listen] sounds like “h-wa-ka-longo”)
- ▶ “g” is pronounced like in the “ng” in the Māori word “ngā” or the English word “sing” (so tagi [to cry] sounds like “tah-ng-i”)
- ▶ “h” is pronounced like “hy” in words in which it is followed by “a”, “o”, or “u” (so hau [to come] sounds like “hy-au”).

The letter “s” is sometimes used in written text. When Tokelau people write “s”, they pronounce it as “h”.

For example, you sometimes see *Niu Hila* (New Zealand) written as *Niu Sila*.

Before 1974, the sound represented by “f” was also written as “wh”.

Accent and dialect

People from each of the atolls in Tokelau have slightly different accents (intonations) and there is a degree of dialect variation. Some words are used more on one atoll than on the others. Here are three examples:

ATAFU	NUKUNONU	FAKAOFO	ENGLISH TRANSLATION
ipukai	pā	peleti	plate
hioki	hiā	hioki	jug
paelo	pili	paelo	barrel



Using what you already know about te reo Māori

It helps to know that:

- ▶ where te reo Māori uses a “wh”, gagana Tokelau uses an “f”
- ▶ where te reo Māori uses an “r”, gagana Tokelau often uses an “l”
- ▶ where te reo Māori uses a “w”, gagana Tokelau uses a “v”
- ▶ where te reo Māori uses an “ng”, gagana Tokelau uses a “g”.

Here are some examples:

TE REO MĀORI	GAGANA TOKELAU
whare	fale
raro	lalo
waka	vaka
whakarongo	fakalogo

If you already know some Māori, see how many gagana Tokelau words you already know!

Avoiding confusion

Of course, there are differences between English and gagana Tokelau, so here are some potential sources of confusion when Tokelau students are learning to read in English:

- ▶ When students who speak gagana Tokelau are first learning English, they sometimes confuse the sounds of:
 - p/b
 - k/g
 - l/r
 - f/th
 - j/ch
 - t/d
 - c/g.
- ▶ In a multi-syllabic word in gagana Tokelau, you emphasise the second-to-last syllable when you say the word.
- ▶ In English, you put adjectives before nouns (the “red book”). In gagana Tokelau, it’s the other way around (“tuhi kukula”).

Saying Tokelau names

If you haven’t had Tokelau students in your class before, some Tokelau names can seem challenging at first, but make the effort to say them properly. Don’t anglicise or shorten them. To pronounce someone’s name correctly is to respect his or her identity. It’s how we would all like to be treated.



If you are not sure how to say a name such as “Hosea” or “Faraimo”, ask a member of the Tokelau community to show you.

Family letter

Mālō nī

Our school supports bilingual students who speak gagana Tokelau and English. These students bring early language and literacy skills and experiences in two languages to school – which we can build on when your child is reading at school in English. So some of the books your child will bring home may be in both gagana Tokelau and English. Read them to your child in your strongest language.

We will be using these books to build connections between what your child knows about gagana Tokelau to help them to read in English. Many of the skills of reading in gagana Tokelau can be transferred to reading in English. Dual language books give us a chance to build on all the language and reading experiences and skills that your child brings to school.

The following information would help me, but it is up to you whether you wish to share it.

Tōfā nī



Student's name: _____

Please return to: _____



Which languages are spoken in your home?

- Gagana Tokelau
- English
- Other languages: _____



What languages do other family members usually speak at home?

- Gagana Tokelau
- English
- Other languages: _____



What language does Dad usually speak at home?

- Gagana Tokelau
- English
- Other languages: _____



Has your child attended an ākoga kāmata in New Zealand or a pre-school in Tokelau?

- Yes
- No



What language does Mum usually speak at home?

- Gagana Tokelau
- English
- Other languages: _____



Does your child attend a Sunday school where gagana Tokelau is spoken?

- Yes
- No

Fakafetai lahi lele

Tuhi mō te kāinga

Mālō nī

E lagolago e te mātou ākoga nā tamaiti e kavelua ni gagana e vē ko te Igilihi ma te gagana Tokelau. E ōmai ki te ākoga nā tamaiti vēnei kua i ei he poto ma he iloa o he gagana ma mālamalama i ni gagana e lua – ma e mafai ke fakalelei ātili ai te faitau a te tamaiti i te Igilihi i te ākoga. Ko nā tuhi ka kavatu e tau tama ki te kāiga e ono maua i te gagana Tokelau ma te Igilihi. Faitau nā tuhi ki tau tama i te gagana e iloa lelei e koe.

E fakaaogā e kimātou na tuhi iēnei ke fehokotaga ai te gagana Tokelau e iloa e tau tama ke fehoahoani ai ke iā iloa oi faitau i te Igilihi. E mafai ke fakaaogā te lahiga o nā hikili e faitau ai i te gagana Tokelau ke iloa ai e tau tama oi faitau i te Igilihi. Ko nā tuhi e maua i nā gagana e lua ma e maua ai te avanoa ke fakaopōpo ātili ai ki nā hikili uma nā maua i te gagana e kaumai e tau tama ki te ākoga.

E fehoahoani mai nā fakamatalaga e mulimuli mai, kae e filifili e koe pe fia fetufāki mai ai koe.

Tōfā nī



 Igoa o te tamaiti: _____

Fakamolemole toe fakafoki mai ki ā: _____

 Ni gagana ā te fakaaogā i te kāiga?

- Gagana Tokelau
- Igilihi
- Iētahi gagana: _____

 He gagana ā te māhani talanoa ai ia Teti i te kāiga?

- Gagana Tokelau
- Igilihi
- Iētahi gagana: _____

 He gagana ā te māhani talanoa ai ia Mami i te kāiga?

- Gagana Tokelau
- Igilihi
- Iētahi gagana: _____

 He gagana ā te māhani oi talanoa ai iētahi tino i te kāiga?

- Gagana Tokelau
- Igilihi
- Iētahi gagana: _____

 Na āoga tau tama i he ākoga kāmata i Niu Hila pe he vahega pepe i Tokelau?

- Io
- Hēai

 E fano tau tama ki he ākoga Aho Hā e fakaaogā ai te gagana Tokelau?

- Io
- Hēai

Fakafetai lahi lele



More resources

Some useful expressions in gagana Tokelau

- ▶ Mālō nī. (or) Tālofa nī. – Hello.
- ▶ Tōfā nī. – Goodbye.
- ▶ Io. – Yes.
- ▶ Hēai. – No.
- ▶ Kikila mai. – Look this way.
- ▶ Fakalogo mai. – Listen to me.
- ▶ Toe lea mai, fakamolemole. – Repeat it, please.
- ▶ Kāmata (nei). – Start (now).
- ▶ Taumafai ātili. – Try hard. (Do your best.)
- ▶ Fakamolemole. – Please.
- ▶ Fai mālie, fakamolemole. – Quiet, please.
- ▶ Lima ki luga. – Hands up.
- ▶ Fakafetai. – Thank you.
- ▶ Lelei lahi. – Very good.
- ▶ E mālamalama koe? – Do you understand?
- ▶ Mānaia! – Awesome!
- ▶ Uma. – Finish.
- ▶ Fakafetai lahi lele, te vahega. – Thank you very much, class.
- ▶ Lelei lahi te faiga. – Very well done.
- ▶ Tulou. – Excuse (me).

Classroom vocabulary

- ▶ faiākoga – teacher
- ▶ komipiuta – computer
- ▶ laulau – table
- ▶ laupapa – board, whiteboard
- ▶ nofoa – chair
- ▶ penitala – pencil
- ▶ pepa – paper
- ▶ tamaiti ākoga – students
- ▶ tuhi – book
- ▶ vahega – class

Reading prompts

Here are some prompts for when you are looking at a book with a student who speaks gagana Tokelau. Use these if you wish. It is up to you how much gagana Tokelau you use.

- ▶ Tē fea tau tuhi? – Where's your book?
- ▶ [E mafai e koe] faitau te tuhi nei. – [You can] read the book now.
- ▶ Taumafai ātili, Fuimanu. – Keep trying, Fuimanu.
- ▶ Fakahino mai te mea e kāmata ai te faitau. – Show me where to start reading.
- ▶ Fai mai hau tala ki te ata. – Tell me about this picture.
- ▶ Kikila ki nā kupu. He kupu ā te fetai? – Look at the words. What would make sense?
- ▶ Heā te kupu faka-Tokelau mō te? – What's the Tokelau word for ...?



Here are some further resources that you may find useful. In the information that follows, item numbers are provided where a resource was published for the Ministry of Education.

Resources about aganuku Tokelau

- ▶ Judith Huntsman and Antony Hooper (1996). *Tokelau: A Historical Ethnography*. Honolulu: University of Hawai'i Press.
- ▶ Gordon Macgregor (1937). *Ethnology of Tokelau islands*. Honolulu: Bernice Pauahi Bishop Museum.
- ▶ Office for Tokelau Affairs (1991). *Matagi Tokelau*. Apia: Office for Tokelau Affairs.

A gagana Tokelau alphabet resource

- ▶ Bettina Ikenasio-Thorpe (2005). *Pī Faitau: Tokelau Alphabet with English Translation*. Auckland: EthnicWord.

A gagana Tokelau dictionary

- ▶ Ropati Simona, Judith Huntsman, and Antony Hooper (1986). *Tokelau Dictionary*. Apia: Office of Tokelau Affairs.

Tokelau songs

- ▶ Ministry of Education (2005). *Fātuga Faka-Tokelau: Tokelauan Songs*. Wellington: Learning Media. (item 31047)

Resources about gagana Tokelau

- ▶ Ioane Iosua and Clive Beaumont (1977). *An Introduction to the Tokelauan Language*. Auckland: Ioane Iosua and Clive Beaumont.
- ▶ *Learn Tokelauan* at <http://tokelau.org.nz/Learn+Tokelauan.html>
- ▶ Ministry of Education (2001). *Muakiga! An Introduction to Gagana Tokelau*. Wellington: CWA New Media. (item 710075)
- ▶ Ministry of Education (2009). *Gagana Tokelau: The Tokelau Language Guidelines*. Wellington: Learning Media. (item 33395)
- ▶ *Pacific Languages* at <http://www.mpia.govt.nz/pacific-languages/>
- ▶ *Tau Gagana Tokelau* at <http://www.learntokelau.co.nz/learntokelauan>
- ▶ Even Hovdhaugen, Ingjerd Hoëm, Consulata Iosefo, and Arnfinn Vonen (1989). *A Handbook of the Gagana Tokelau*. Oslo: Norwegian University Press.