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**He Whakatūranga mo te Hauora Tamariki**

**A Picture of Child Health**

**John Allan Waldon**

**Ngāi Tūhoe, Ngāti Kahungunu, Ngāti Porou**

**June 2008**



**He Whakatūranga mo te Hauora Tamariki**

**A Picture of Child Health**

**A thesis presented in partial fulfilment of the requirements for the**

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**John Allan Waldon**

**Ngāi Tūhoe, Ngāti Kahungunu, Ngāti Porou**

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## *He Poroporoāki*

Te pāpā e Te Rangahau takoto mai i tō moenga, haere atu rā.

Takoto tōu tinana kei roto i te rohe a Te Arawa (Kauae Runga), e rere tōu wairua ki roto i ngā riu o Te Ūrewera, ki Waikaremoana, ki te Waimana, ki te Rūātoki, ki te Ruatāhuna, tau atu ki Maungapōhatu.



## *He Mihi*

Ka tangi te titi, ka tangi te kākā,  
Tihei mauri ora!  
Kā nui te mihi ki a koutou, nō reira,  
tēnā koutou, tēnā koutou, tēnā koutou katoa.  
E kui mā, e koro mā, rau rangatira mā,  
tēnā koutou, tēnā koutou, tēnā koutou katoa.  
Ko tēnei tōku whakapapa, i te taha o tōku whaea.

Ko Mataatua te waka.  
Ko Toroa te rangatira.  
Ko Maungapōhatu te maunga.  
Ko Ohinemataroa te awa.  
Ko Ngāi Tūhoe te iwi.  
Ko Ngāti Koura te hapū.  
Ko Papakāinga te marae.  
Ko Koura Kino te whareniui.  
Ko Ngā Tama Toa te whare kai.

Ko Te Ūatuku Te Ata o Ngāti Kahungunu, tōku matua tane tipuna.  
Ko Te Wairemana Koheke Moko o Ngāti Koura, tōku matua wāhine tipuna.  
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## *Abstract*

This research investigated the use of a self administered health assessment questionnaire by children, and the significance of the translation from the source instrument (in English) into te reo Māori. The translation of a child health questionnaire was undertaken to produce a health survey tool that could be completed by a child over the age of 8 years in English or in te reo Māori. The questionnaire was pre-tested then used in a survey to determine both reliability and validity. The parents and caregivers of the children surveyed were also interviewed. The parent's responses were compared with those of their children.

The research undertaken has provided a new opportunity for children to take a central role in research into their own health. Children contributed as key experts, focus group participants and translators of the child questionnaire, alongside adults in some cases. Children provided a new perspective of their health and well-being by translating the questionnaire. This child-centred process added depth to the research of questionnaire validation and testing. The questionnaire was shown to perform adequately as a survey tool.

New research is required in order to theorise beyond the questionnaire's original two-factor conceptual model and to develop clinical and public health applications using a child-centred research process. The translation provided by the children demonstrated they are informed participants, who have an interest in their own health, are reliable and understand their health in a different manner to adults.

This thesis argues that the direct and full involvement of participants in research that is designed to investigate their health is critical if new knowledge is to emerge. It also concludes the self administered questionnaire can be useful tools to understand the health of Māori speaking children.

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**Figure 1** *Whakapiri Atu Te Whenua*, Collection of Museum of New Zealand Te Papa Tongarewa. 1993-0020-1 (see facing page for explanation)

*Whakapiri Atu Te Whenua* by Shane

Cotton represents his reconnection to the ideas and media introduced by the painters of Te Whānau a Kai in 1887. The painted interior of the whare tipuna (ancestral meeting house) *Rongopai*, at Repongaere (near Patutahi), Gisborne was unique at the time. Cotton used the representation of vigorous growth of the plant in the central pot to illustrate post-colonial cultural regeneration, dwarfing the surrounding pots - the symbols of Pākehā occupation and sovereignty. The flag poles in the smaller pots were viewed at the time of the painting of *Rongopai* to be the equivalent of the Māori geographic markers, pou rāhui, used to distinguish domains of authority (H. Smith, 2007).

This image is used with the generous permission of Mr Shane Cotton and the Museum of New Zealand Te Papa Tongarewa (Appendix 7, p. 379).

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