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Te Rau o te Kura i wawatatia:
Knowing what its like to be different, learners valuing diversity

A thesis presented in partial fulfilment of the requirements
for the degree of
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Nā

Emma Edda Collier

2001

Nau Mai

*Nau mai haere mai e
koutou te manuhiri
Ki Te Kupenga o
Te Mātauranga
E mihi atu nei e*

*Tangihia rātou kua
riro atu ki te pō
Kua rangiwhetutia
Kua okioki e
E arohatia nei*

*He tini ngā whakawai e
E tūkinō nei
i tēnei rēanga
Kua kotiti kē*

*Kimihia he aha ai
rātou i kotiti kē
ki te ngira kino
me te kauruki
e whakawairangi nei*

*Ki a koutou ngā mana mui
o te Paremata e
Whiriwhiria, kokiritia
he kaupapa oranga*

*Hei tapae i ngā kino
e tukino nei
i tēnei rēanga
kua kotiti kē*

*Whakahokia mai rā
ki te uma e
Arahina ki te ara
o te tika e*

Te ara o te tika e

Ko te rau o te whakaaro a tēnei waiata, he whakaohoho te ngākau tangata kia matara, ā, anei anō he huarahi takahi ki te ara o te tika. I tangohia mai tēnei waiata nō te pātaka iringa kōrero a Te Kupenga o Te Mātauranga. Nā Kahu Stirling i tito ka takoha ki te tini e whakaeke ana i Te Kupenga marae. I heke mai a ia nō ngā kawai o Te Whānau-ā-Apanui me Ngāti Porou

Nau Mai

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Kia rātau te tini kua ngaro nei i te tirohanga a whatu i ngā marae maha o te motu, ā kua urua nei ki te ahurutanga o te ao mōteatea. Me kī ake rā, koutou ki a koutou, ā, okioki mai rā i te pūtahitanga o Rehia. Kia hoki mai rā ki te ao kikokiko, tēnā koutou, ā, tātou katoa

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Ko te kōrero rā, ma te huruhuru ka rere te manu. He tukunga whakanui tēnei ki te kōmiti putea a te Whare Wānanga, na rātau nei i whakaoreore te Tari Kāwanatanga, a Pūkenga Aotearoa. Ki Te Kupenga o Te Mātauranga e tautoko nei aku wawata, kia ora koutou katoa.

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He aha rā he korero māku, ko te mihi atu o te ngākau tuku ki taku whānau ake me ngā mokopuna e whakamomori nei. Me taku whānau whānui a iwi e manawanui nei kia tutuki mārika ngā mahi nei, parekareka ana koutou. E hika mā kua ea rā te moemoea, ko te patu pounamu i te ringa, he māpihi maurea. Tēnā koutou katoa.

Nāku noa

Nā

Ema Collier

TAKU KOKONGA ITI O TE AO

He paku kōrero ēnei mō tōku papa whakatipu i te wā e tamariki ana ahau, ā, pakeke noa, tae atu ki te huarahi putanga o ngā tuhinga nei. Kāti, kia hoki atu ki te Tai Rāwhiti, kia takia mai te papatipu o āku tīpuna. Kei Kawakawa-mai-Tawhiti, Te Araroa, te whanau o Hinerupe me Tūwhakairiora. Ko Awatere, ko Karakatūwhero, ngā wai kaukau e rere tika atu ana ki te moana-nui-ā-Kiwa. Ka titiro ake ki Whetumatarau, ki Pukeāmaru, ki Maungaroa, ngā maunga tapu, ngā whakaruruhau o te iwi, kua mahue mai nei. Ko Waiapu te riu o Horouta waka, ko Ngāti Porou te iwi e tatara maru ana, ko Hikurangi te maunga pupu. Ki ngā whānau, ngā hapū o Te Araroa ko Hinerupe te whare tipuna, ko Rongomaitapui tōna piringa. Anei te tūrangawaewae o te iwi o tēnei wāhi.

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Nō Te Aitanga ā Hauiti, Uawa taku kōkā. Tekau mā tahi katoa ngā tamariki o to mātau whānau, e rima ngā tāne, e ono ngā wāhine ko ahau te pōtiki tuatoru. He maha rawa atu ngā tamariki o ngā whānau i ērā wā. Heoi, to mātau whare he papa rua, he tino rahi, e ono nā rūma moe, e rua ngā rūma noho me te kīhini tino rāhi. Taku tipuna karanga tahi he Minita Māori tuatahi o te Hāhi Mihinare i Te Araroa.

Kāti tonu he wahine pukumahi to mātau kōkā. I akohia mātau ki ngā mahi ahuwhehenua, pēra i te whakatipu mara kumara, kānga, mereni, parareka, paukena. Me te tiaki i ngā huarākau, āporo, paramu, pītiti, kerepi. Kia makuru ngā huawhenua ka hokona ki te māketete i Tūranganui. Ko ngā huarākau ka taotia he tiamu, pikara, ā, he aha atu, hei oranga tonutanga mō te whānau. Wētahi anō ka tohaina ki ngā mahi mārae, ki ngā kuia, koroua hoki. Ki ngā hokinga mahara, he wahine toitū taku kōkā i ngā mahi takatū marae

Te whakamiharo i poipoia ahau e taku tipuna koroua, he tangata ngākau hūmarie. He kaimahi ia i te paparakaute o Te Araroa. Kare i nui rawa āna kōrero, engari he wā anō ka moe tahi māua ko toku koroua, na te mohio tonu he rare kei tana pukoro māku. Ka puta te waiata rerekē i a ia, me tōku matakū hoki. I maharatia e te mokopuna te ngunguru a te tipuna. I mau ai ngā moteatea, ngā karakia ki te hinengaro tangata.

Rokohanga ngā mahi i ngākaunuitia e matau, ōku tungane me ōku tuahine, he kaukau, he eke hoiho, i te haere kōneke. I akohia ahau ki te tiaki i ngā mahi kāinga ki rō whare, ki waho o te whare. Nō reira i tipu mai ahau i roto i ngā whāruarua mahi a taku kōkā. Ko te whakapai whare, te rāanga, te ngaki mara, te whakakī i te kapata kai, ki te kohikohi mātaimai. Kore rawa mātau i mohio ki te pōharatanga.

Ki tā Rohi Pere (1984) e kii rā, ma ngā mahi i kitea e koe i tōu whakatipuranga, ka tauiratia, ka whakaputaina, na ka pakeke te tangata. I tipu mai ahau me ōku kaihana, whāea kēkē, matua kēkē tāne, hoa, aku maunga, awa, marae. Ko wēnei ngā tauiratangā i waihangatia i tōku ao whakatipuranga.

I kuraina ahau i Te Araroa, i ngākaunuitia ngā mahi ā kura, ahakoa kare he merekara, e pai ana. Ka huri ngā tau ka wehe atu ki taku mahi Kāwanatanga i Pōneke, i reira ka tūtaki ki taku hoa tane, nō Ngāti Porou. E rima a māua tamariki, ko Papa-i-ōea te papa whakatipuranga o tō māua whānau. I kuraina ngā tamariki i ngā whāinga mātauranga teitei, ka kuhuna atu ki ngā mahi Kāwanatanga. E waru ngā mokopuna, kōtahi te mokopuna karanga rua. Na te pakeketanga o taku pōtiki, ka manakohia e ahau te kimi tohu mātauranga i te whare wānanga o Massey, ki Te Kunenga ki Pūrehuroa. Akuanei tonu ka puta te wawata whāinga kaiako Māori, ko te tohu tērā a Te Atakura mō ngā kura tuarua me te tohu a te Taura Whiri i Te Reo. Āmuri mai he kaiako i Te Aute Karetī, mai i reira ka waimarie ki te whānau a Te Kupenga o Te Mātauranga, ā, hangai tonu ki Raukura mō te waru tau.

Nā kōnei i wawatatia e te whatumanawa wēnei tuhinga mō taku paerua, hei tukunga ki te mātāpuna mātauranga a Te Kupenga o Te Mātauranga me Raukura. Ko ngā putanga kētanga he ahureinga mātanga kaiako, me ngā pūhere mātauranga.

Kāti ake mō tēnei wā.

Tēnā koutou, tēnā rawa atu koutou katoa.

TE KŌRERO WHAKATAKI

Ko tēnei tuinga roa e tiro ana ki te take i whakakaupapatia te kura whakangungu o Raukura. He aha te tūāpapa arotake te huarahi kia taea e te tangata, ahakoa ko wai ia, e hiahia ana ki te hokinga tuarua ki te kimi mātauranga tika māna. Heoi anō ko te whakatūwhera i ngā kuaha hei urunga mā te maha noa atu o te Māori, kāore i waimarie i mua ki te mātauranga i tōna wā i kuraina ai. He maha noa atu ngā take e pehi nei, ā, ehara i te mea he ngāwari ki te whakatikatika. Ināianei tonu, ara noa atu ngā mahi kei te mahia, pēnei i te kura whakangungu o Raukura, hei whakarahi ake i ngā painga kia whakatutukihia e te Māori āna whāinga. Mā te whakawhitiwhiti whakaaro ka taea ētahi ariā pakari, araiā whai kiko kia whakamahia ngā kaupapa here me ngā rauemi o nāianei. Kia tōtika ake te whakamahi i ēnei akoranga mō ngā akonga Māori.

I whakamanahia a Raukura hei tautoko, hei hiki ake i te reo me te Mātauranga Māori i Te Kupenga o Te Mātauranga me Rangitāne whānui tonu, me te whakaoho ake te ngākau tauira. Nō reira mai i te timatanga kua oti kē te whakarite, ko te reo Māori te tūāpapa hei kawē i ngā akoranga e akohia ana i ngā whāinga paetae ia rā. Ko te tikanga mā wēnei tauira e whakaako te reo me ngā tikanga i ngā wharekura, nā kua puta atu i tēnei whare takiura. Me te mohio mārika hoki ka taea te kawē tika te kaupapa, mō rātou ake, me te iwi Māori. Ko ngā putanga āhua e tauratia nei ināianei, ka kitea i ngā Kōhanga Reo me ngā Kura Kaupapa Māori.

Kua takoto noa atu te kaupapa Māori i roto i te anga marautanga o Aotearoa hei whakamatautau i ngā kaiako o te mātauranga. Me te kaha ake o te ngākau tauira ki ngā tukunga mahi kaiako, ki ngā mahi a iwi, kia whanake whakamua tonu te iti me te rahi ki ngā tirohanga o te Ao Māori mō te Ao Whānui. Ahakoa he aha ngā Rautaki Mātauranga Māori kua tohua ki te tauira kaiako, ka taea e te Hāpori-a-iwi i te rarau atu hei whakaako i waenganui i te minenga. Te kaupapa tino whakahirahira, kia tōtika ngā wāhanga whakaako, ā, mā te kaiako Māori e ako i te tauira Māori i tōna reo me ngā tikanga, kia mau pai mō ake tonu atu, hei whakamahana i tau ngākau.

Te tuaruatanga o Raukura hei whakakīkī i ngā whāruarua akonga, ki te whakanui ake i te kaute tauira Māori i Te Kupenga o Te Mātauranga. Tekau tau ināiane e tūwhera ana tēnei kura whakangungu, ara noa atu ngā akonga kua whakawhiwhia i wā rātou tūtohinga me ngā taumata i ekea, ā, e matara tonu nei i tēnei rā. Ma tēnei kaupapa hoki ka whai wāhi te iwi, ahakoa he tauira, kaumātua rānei ki te noho tahi, ā, ki te mahi tahi hoki. E pakari ana hoki te kaupapa nei a Raukura ki te whakaū i te iwi, ki te whakapakari anō i te iwi, ki te tautoko i a rātou ki te aro mai ki te huarahi e taea ai te kawē i te reo me ngā tikanga, hei kaupapa mō tēnei whenua.

Ko te pūtake o te rangahau nei he tirohanga ki ngā whāinga paetae, he aha ngā putanga hua o Raukura, he aha ngā pōraruraru, ā, kia hangaia he anga marau mātauranga Māori e honoa ana ki te kawa o te marae a Te Kupenga o Te Mātauranga me Te Haonui. Me te whakahoki atu ngā whakataunga whakaaro ki ngā akonga i whakapuaki mai o rātou ngākau tuku mō te kaupapa o Raukura.

Otira ko te maha noa o wēnei tāngata he hokinga tuarua ki te kura mātauranga, ahakoa he tūpakeke, he rangatahi rānei. Kua roa kē e noho ana he rawakore, a i te penihana Kāwanatanga. Heoi anō ko te whakaaronui, ka taea tonu i te hunga tauira nei i te ako i ngā pūkenga me te hanga i ngā rauemi hei whakatutuki i ngā mātauranga e kimihia nei. Na Raukura i whāriki he tūāpapa mō te whakatipuranga, kia taea te whakapai ake ngā mātauranga mō te Māori. Me kī rā, na te pūmau o te ngākau Māori e mau tonu nei, ā, kua mākona ngā kākano ināiane. Kei te whakamiharo ki te hinengaro kaumātua me te rōpu whakamahere i whakahonore nei i te kaupapa, e kii ana te whatumanawa kua ea te moemoeā me ngā tūmanako. Me atawhai wēnei kaupapa kia hunuku whakamua tonu i ngā wā katoa.

Ko te whiwhinga tahitanga i te tūtohinga mātauranga te tino taumata whakahirahira mō wēnei tauira i roto i te Ao Māori. Mā te mana āhuatanga o te tangata, ko te pakaritanga o te tinana, te hinengaro, te wairua, te whatumanawa. Me te whakatipu i te ngākau mana motuhake ki te Ao Māori whānui, hei waihotanga mā ngā uri mō apōpō. E ū ai te waka o te mātauranga i ēnei tauira o Raukura, āpōpō ka ū pai atu.

RĀRANGI KAUPAPARE

Nau Mai.....	I
Kia Whakanuia.....	II
Taku Kokonga iti o te Ao.....	IV
Te Kōrero Whakataki.....	VII
Rārangi Kaupapare.....	IX
Ngā tohu:	
tohu 1.....	33
tohu 2.....	37
tohu 3.....	39
tohu 4.....	83
Upoko Tuatahi:	
Te Ao Māori	
Na hononga.....	1
Ngā tikanga-a-iwi.....	2
Ngā rerekētanga.....	3
Whakaarotahi.....	
Whāinga mātauranga.....	
Te Reorua.....	4
Te tūāpapa ako.....	
Ngā Tautohetohe - Te Tiriti.....	5
Te whakahānumia.....	
Te Ao whakatūroa.....	
Ngā Ao ngātahi.....	6
Te Reo mangai.....	
Ngā whāinga oritenga.....	7
Ngā tirohanga whānui.....	
Mana ahua.....	8
Mana tangata.....	
Mana Reo.....	9
Te Hononga tahi.....	
Te Kura Māori 1871 – Ngā Pēhitanga.....	
Te Reo Māori i ngā wharekura.....	10

Ngā huanga.....	
Ngā Mema Māori o Paremata.....	11
Rōpu Māori.....	
1989 Ture Mātauranga.....	12
Mana Motuhake.....	13
Whakaohonga mātau.....	14
Te Piringa mau.....	
Hinengaro matāra.....	15
Kaupapa Māori.....	
Kitenga Hou Āpōpō.....	17

Upoko Tuarua:

Te Mana Mātauranga

Te Marau Mātauranga Māori.....	19
Huarahi Ako.....	20
Te Kupenga o Te Mātauranga Marae.....	21
Te Haonui.....	22
Kaumātua.....	23
Rangitāne Whenua.....	24
Te Haonui.....	26
Ākonga Paewhiri.....	28
Tatauranga i Te Reo.....	29
Te Wahanga Akoranga.....	30
Te Āhua Akoranga Māori.....	31
Whānau Tahi.....	35

Upoko Tuatoru:

Te Reo Tauira

Āhuatanga o ngā Tauira.....	37
Ngā whāinga pātai tuatahi.....	40
Ngā whāinga pātai tuarua.....	41

Te Rau o te Whakaaro

Rautahi.....	41
Raurua.....	44
Rautoru.....	47

	Rauwhā.....	49
	Raurima.....	51
	Rauono.....	53
	Rauwhitu.....	56
	Rauwaru.....	59
	He hemga kōrero.....	61
Upoko Tuawhā:	Te Manawarua	
	Aukatia ngā Āputanga.....	64
	Tūāpapa Mahiti Mātauranga.....	67
	Ngā putanga Hua me ngā Takanga.....	69
	Ngā Whakararu.....	70
	Te Pūkoro.....	72
	Te Ahureinga.....	73
	Te Tukuna Ako.....	74
	Ngā Tūnga Kaiako.....	76
	Umanga Tikanga Here.....	77
	Te Pūrongo.....	79
	Raukura Tauira Mātauranga Kōtaha	83
	Ngā Tātaītanga.....	84
Hei Whakaotinga:	Kōrero Whakarāpoto	85
	Kia Hiwa Rā.....	88
Tāpiritanga:	Wāhanga Tuatahi	89
Tāpiritanga:	Wāhanga Tuarua	115
Tāpiritanga:	Wāhanga Tuatoru	157
Tāpiritanga:	Wāhanga Tuawhā	198
Bibliography		209

UPOKO TUATAHI TE AO MĀORI

*E toru ngā putanga āhua o te ao Māori,
ngā Māori o nanahi, ngā Māori o naiane, ngā Māori o apōpō.
Te Wawata kia whānui te titiro, kātahi ka whānui te reo o a tātau tipuna.
Ngā teitei a Tane Mahuta. Au pukapuka tohu Rangatira.
E kii ana ko te āhua tirohanga ki te Ao hurihuri,
ko ngā kaupapa Māori katoa
te taura here i te tangata ki tōna ao Māori¹.*

Nā Hononga

E ai ki ngā kōrero a Tuhiwai-Smith,² mā te whakapapa a te Māori e whakamohio atu ko wai rā ia, ā, no whea rā ia. Ka tapirihia ēnei hononga ki ngā taonga tuku iho o ngā mātua, tipuna. Ahakoa he whānau kotahi, he whānau whānui, mā ngā whāinga paetae me ngā putanga hua, o ngā mārautanga, ngā kawenga me ngā aro matawai. Ma te wairua me te whakaaro Māori hei whakatinana, hei kawē wēnei mātauranga mō apōpō. Kua mārikarika ki te hinengaro a whānau, hapū, iwi hoki, ngā tirohanga ki te ao, aua rautaki mātauranga, me ngā mātanga e kiia nei na taiapa arai ngā ōhu nōnoke, tohetohe Māori.

Mena ka whakahokia ngā whakaaro whanaungatanga ki ngā wā o nanahi, he whanaunga katoa ngā tangata o te whānau, notemea, kotahi tonu te whakapapa me te tipuna, ā, ko ngā wāhine, tane rānei, tae atu ki ngā tamariki, ka uru mai ki roto i ngā mahi a te whānau. Kia ātatirohia, ara noa atu te hohonutanga o ngā whakamarama whanaunga, engari ko te mahi tino whakahirahira ko te whakahaerea ai ngā kaupapa i runga ano i te aroha, i te tauawhi, i te mahi tahi, i te noho tahi a ngā kaumatua, ngā tamariki me ngā mokopuna hoki.

¹ He kohikohinga Kōrero:(1980's).Nā Te Karauna Whakamoe, te kaumatua i poipoi te whānau tini i Te Kupenga o Te Mātauranga mārae,Whare Takiura o Papaioea. I whakaputaina ia ēnei kōrero tohu rangatira ki ngā tauira katoa kia tū tangata ai rātou, ahakoa he aha ngā mātauranga e kimihia ana.

²Smith,L.(1991).Te Rapunga i te ao marama:(The search for the world of light): Māori perspectives on research in education.p39 In J.Morss & T.Linzey (eds),Growing up:Politics of human learning,Auckland: Longman Paul Ltd.

Ko tā Wetere,³ e kii ana, ko te kaupapa motuhake kia whānau hou te iwi Māori, ā, kia tū ngātahi i te Pākehā, engari kia mau tonu ki āna ake tikanga, hei painga mō ngā iwi katoa o Niu Tirenī. I kaingākauria e te iwi Māori te whakapono, te tuhituhi me te kōrero pukapuka. Ki te tuku ngā kōrero i runga pepa ki ngā whanaunga e noho ana i takiwā. Kua timata ki te tuhituhi i ngā kōrero o neherā ki roto pukapuka. E kii ana wētahi kaituhi, i te wā o te hainatanga i te Tiriti o Waitangi, maha kē atu ngā tāngata Māori e mohio ana ki te tuhituhi me te kōrero pukapuka i ngā Pākehā. Inā rā te kaika o te ao Māori ki tēnei tikanga hou.

Nō reira, ahakoa pea i whānau mai anō he kino i roto i taua whakapono, ko tētahi painga iti nei i puta mai, ko te tānga i te reo Māori ki runga pepa. E mau nei ētahi o ngā maramara kōrero a ngā koroua hei tirohanga, hei miharotanga mā ngā whakatipuranga me ngā uri whakaheke. Ahakoa kua ngaro haere te reo o te ao tawhito ki ngā marae, ko taua wairua kei te puritia i roto ia rātou kōrero i taea ki ngā pukapuka.

Ngā Tikanga-a-Iwi

Kia Metge⁴ ko te whakamāori o ngā tikanga a tētahi iwi ko tēnei:

*“Ko tēnei mea ko te tikanga a tētahi iwi, ko a rātau tohu.
Me a rātau kaupapa hoki e pa ana ki a rātau, me tō
rātau nei ao, ā, me ngā kaupapa hoki, e taea ai e rātau,
te whakawhiti whakaaro ki a rātau anō, ā, e taea ai e
rātau ngā kaupapa mo tā rātau noho ki te ao nei.”*

Nui rawa atu ngā take kei tēnei whakamāori hoki.

Arā, ko ngā āhuatanga katoa o te ora a te tangata i te ao nei, tae atu ki ngā whakaaro, ā, ki ngā mea hoki e kitea ana. Ki ētahi, kāore e kitea ana no te mea kei te hinengaro kē e mau ana. He āhuatanga rōpu tēnei, ehara na te tangata kotahi anake, kei ngā kaupapa kua whakaritea mai i tēnā whakatipuranga, i tēnā whakatipuranga.

Ko ngā āhuatanga o ngā tikanga a iwi, kei a rātau taonga, kei ngā mea e kitea ana, tae atu hoki ki ngā mea, kare e kitea ana.

Ngā Rerekētanga

³ Wetere, T. (1988). Te Urupare Rangapu: Partnership Responses. Department of Māori Affairs. Wellington

⁴ Metge, J. (1976). The Māoris of New Zealand. Routledge and Kegan Paul, London.

He orite tonu ngā wahanga kei ngā tikanga o tētahi iwi, ki ētahi atu iwi. Ko ngā rerekētanga kei ngā whenua nohonoho ai ngā iwi o te ao. Na te noho wehewehe hoki ka rerekē te whakamarama o ngā tikanga a tēnā, a tēnā.

Ko tā Metge⁵ hoki i tuhia

*“... ko te rerekētanga o tētahi tikanga ki tētahi atu tikanga,
kare kē i ngā wehewehenga o ngā wahanga o ia tikanga,
engari kei te whanaungatanga o aua wahanga tētahi ki
tētahi, ko te whakawhaititanga o aua wahanga i roto i
ngā kaupapa whakahaere i ngā āhuatanga e pa ana ki
tēnā iwi, ki tēnā iwi.”*

Whakaarotahi

Nō te tau 1977 i tautokona e Te Minita o Te Tari Māori te kaupapa o TūTangata, na, ko te kaupapa nei, kia whakamanatia ngā tikanga Māori mo ngā iwi katoa o Niu Tirenī. Ka marama na kaupapa mō ngā tikanga nei, ka tau anō te whakaaro me whai mana anō te iwi ki ngā whakahaerenga o Niu Tirenī. Ko te whakaaronui kia tū ngātahi ngā tikanga Māori, nā tikanga Pākehā hoki, ā, kia kaua e raupatutia e ētahi atu kaupapa. Engari mā ēra atu kaupapa e whakapakari ngā wawata.

Whāinga Mātauranga

Mai rāno he mōtuhake ngā akoranga mātauranga kua whakaturia mai. Ki te whakapūmau mana āhuatanga a iwi i Aotearoa. Rokohanga kua tautohetohetia, kua whakataetaehia ahakoa ngā rerenga kētanga. Nā ngā whāinga mātauranga ka whakaputaina aua taumata whakahirahira. Otira ko te hītori o te kaupapa mātauranga Māori i Aotearoa, kei te nonokehia tonu. Ki wētahi rōpu i manawanuitia ngā whāinga tika, ahakoa kei te rerekē tonu ngā tukuna āhua o te mātauranga.

Ko te kaupapa ako, ka haere tonu, ā, mate noa te tangata. Me tautokohia ngā whāinga mātauranga i runga ano i te mohio ko tēnei he kaupapa mo ake tonu atu. Kare hoki te Māori e whakaponono ana, kua kaumatua rawa te tangata ki te ako, ā, ki te whai hoki i te mātauranga. I te ao Māori hoki, ko ngā kaumatua, ara, ko ngā koroua me ngā kuia ngā kai pupuri i ngā mohiotanga katoa o te ao Māori.

⁵ ibid

Te Reorua

Ko te ngākau nui o te Māoritanga, ko tōna reo. Mā te mau o te reo, kei te tika o ngā kaupapa ka whakaritea, tae atu hoki ki te tika o ngā kaupapa whakahaere. Me kii rā, i pai tonu te whakahaere i te reo Māori ki te whakamāori i ngā tikanga a Tauīwi, kātahi ka whakaputaina e Kāwana Kerei he ture i te tau 1847. Mena e piranga ana ngā kura he putea moni awhina mai i te kawanatanga, me ako anō i te reo Ingarihi.

Koinei te timatatanga o te pēhitanga i te reo Māori ki tēnei whenua. Nō amuri mai, i te tau 1871 kātahi rā ka panaia rawa atu te reo Māori ki waho i te kēti o ngā wharekura. Ko ngā ture i whakaritea, ko ngā tikanga katoa e akona i te kura, me whakamahia ki roto i te reo Ingarihi. Mai i taua wā ka whawhai tonu ki te reo Māori kia whai wāhi ki ngā wharekura, ki ngā whare wananga. Nō te kaha tonu o te pakari o te reo Māori i ora ai.

Te Tūāpapa Ako

Ki te hinengaro Māori ka whakaputaina te whakaaro me ako anō hoki ia i ngā tikanga o te Ao Pākehā, tere tonu te whakamahi i te iwi Māori kia anga ki te kōrero pukapuka me te tuhituhi hoki. Nā roto i tēnei kaupapa ka whānau mai tēnei āhua hou ki te reo Māori. Ka kaingākau te iwi ki ēnei āhuatanga hou, i te whakapono, i te tuhituhi me te kōrero pukapuka. Mā ngā akoranga mātauranga a te Pākehā ka whai mana tangata, ā, mana motuhake te Māori ki tōna oranga tonu tanga. Ka manawanui te Māori kia tukua māna e pānuī whānuitia, ā, e whakamāherehere me te whakatakoto i tāna marautanga ki ngā whāinga o te mātauranga Māori.

E ai ki a Metge:⁶

“Kei roto i ngā mātauranga Māori he putanga hua ma ngā tangata katoa i Aotearoa nei.”

Ki a Penetito:⁷

“Me mārekereke motuhake te mātauranga Māori ara, i ngā tikanga, i ngā wāriu. Kia pūmau ai ki roto i ngā akoranga i Aotearoa.”

⁶ Metge, J. (1983). *Learning and Teaching: He Tikanga Māori*: p15. Māori and Pacific Island Division, Department of Education. Wellington.

⁷ Penetito, W. (1984). *Taha Māori and the Core Curriculum*, Delta 34, p8. Department of Education, Massey University.

Ngā Tautohetohe – Te Tiriti

Mai i te hainatanga a te Māori i Te Tiriti o Waitangi, kotahi tonu te whakaaro, ara, kia orite ngā tikanga Māori me ngā tikanga Pākehā hoki, ā, mai rano hoki i awangawanga ai te iwi Māori mo ngā kaupapa Pākehā e whakauaua nei i ngā āhuatanga mahi me ngā kaupapa a iwi. I te tau 1970 i whakahē Te Kawana ki te whakamāori a te iwi Māori i Te Tiriti, no te mea, ki a rātou, he wehewehe kē tā te Māori i a rātou anō.

Ko te kōrero tika rā, i whakamanahia Te Tiriti kia tiakina ‘a rātou taonga katoa,’ ko te reo me ōna mātauranga. Ko ngā akoranga mātauranga e whakahua nei, he motuhake mārika mō ngā tamariki Māori. Kia eke ai ki ngā whakaritenga a Te Tiriti, ko te marau mātauranga tēra, ko te whakaakoako, ko ngā wāriu. Ko te tikanga tōnu, kia whakaatuhia te āhua o te tauākī marautanga o te iwi Māori. Kia tū totika ai te tangata ki tōna mana āhua anō.

Te Whakahanumia

Rokohanga, mena i whakanuia te Tino Rangatiratanga a te Māori, tēra tonu kare i whakaputaina ngā pōraruru i whakahanumia te tangata. Ki ngā tirohanga whānui, mau tonu te kaupapa whakahanumi i roto i ngā tikanga a te Kawana tae noa ki ngā tau 1960's, koinei te wā i whaia te whakakotahi. Ko te hua o te kaupapa, kia whakaae ki ngā tikanga Māori me ōna rerekētanga, ā, me ngā tikanga Pākehā hoki. Ko te raruru kē kāore i tautokona whānuitia, na reira ka whaiti noaiho ki ngā wā kainga, ki ngā huihuinga.

Nā konei ka noho tonu te whakaaro pōhehe nei, kare kē atu he tikanga i tua atu i tō te Pākehā. Nā te aha hoki? kare e tautokona ngā tikanga Māori, ka hinga te tokomaha noa atu o te iwi Māori ki te raruru, ā, ka tino taumaha ngā awhina, me ngā whakahaere mō ēnei momo raruru.

Te Ao Whakatūroa

Engari kāore i te tureiti, mehemea ka whakatūroatia Te Tiriti kia whai wāhi ai te iwi ki tō rātou Tino Rangatiratanga, kia whakamahia i roto i ngā mātauranga Māori hei huanga pai mō ngā tangata o Aotearoa. Ki ngā whakataunga huarahi mātauranga mā te Māori, kāore noa iho i te maha rawa o ngā tīni kua heipu, ahakoa kua puta na Wananga whakatauirā pēra i te kōhanga reo, te kura kaupapa, wānanga Māori, me ngā kura whakangūngū mō ngā akoranga Māori. Ko te mātauranga me ngā akoranga i te wharekura i whakarauhitia mō ngā tamariki o te nuinga kē, ā, ko te Māori ka waihotia

ki muri rawa atu e rangirua ana. Ahakoa ngā tūmanako me ngā moemoea o ngā whāinga mātauranga, kei te ara tonu mai te āhua whakawehewehe te mauri o te reo me ngā tikanga Māori.

Ngā Ao Ngātahi

Ki ngā pokapū mātauranga me ngā akoranga Māori, kei te pehia tonu i ngā ture o te nuinga. Ko te whakaaronui kia whakakotahi tētahi iwi ki tētahi anō.

Ki te kōrero a Harker me McConnochie⁸ te whakanekeneke i te tamariki Māori kaua e whakaakohia ki ngā pūkenga me ngā wāriu, e hanga rite ana ki tā te Pākehā. whakatipuranga. Me manakohia ngā hua putanga mātauranga nō te taha Tauīwi me te mātauranga Māori, me tukua mā te Māori anō e whakaako wēnei pūkenga whakahirahira. Ko tēnei anake te huarahi tōtika ki Aotearoa.

Te Reo Mangai

E ai ki a Marshall (1991: 18),⁹ ko te tikanga kia taurite te whakatinana he mangai Māori ki roto i Paremata, i ngā kōti whakawā. Me whanake whakamua te anga hanga āhua i tēnei whenua, e hangai ana ki ngā mātāpono tūtika a iwi. Ki ngā tauwhāinga mātauranga, me whakahau kia manawanui i te whakangūngū te reo Māori i ngā taumata katoa. Ko te hiahia kia mana ngā hua whakamatau ki tā te Māori whakamaramatanga.

Ko te whakaaronui a Smith me tapiri atu wēnei take pū o te Ao Māori.¹⁰

- (i) Tino Rangatairatanga
- (ii) Taonga Tuku iho
- (iii) Ako Māori
- (iv) Kia piki ake i ngā raruraru o te kainga
- (v) Whānau
- (vi) Kaupapa

Ko te reo Māori, te mātauranga, ngā wāriu me ngā tikanga kei te rautamia tonu, ā, he taonga tuku iho kua whakauruhia ki ngā iwi katoa. Kāore i tautokona whānuitia i te Māori te whakakotahitanga, na ngā whakaaro pohehe a te Pākehā kei a rātou anake ngā tikanga tika. Ara noa atu ngā putanga whakaaro i te ripoata a Hunn (1960).

⁸ Harker, Richard K. (1985). Education as cultural artifact: studies in Māori and Aboriginal education. R.K. Harker & K.R. McConnochie. p107. Palmerston North, N.Z. Dunmore Press.

⁹ Marshall, James D. (1991). The Treaty of Waitangi, educational reforms and the education of Māori: p18. Research Unit for Māori Education, University of Auckland

Ngā whāinga ōritenga

Heoi anō ko ngā kaikōrero o te mātauranga e kii ana, he orite te Māori me te Pākehā i roto i ngā whāinga mātauranga e toru; # *tuatahi*, ko ngā kaupapa o te mātauranga hei mahinga; # *tuarua*, ko ngā wāhi mo ngā kura whakaako; # *tuatoru*, ko te mana whakahaere i ngā kaupapa mātauranga. Ko ngā take hei akonga ko ngā mea i meinga kia akona, ā, me ngā mohiotanga hei akonga tae atu hoki ki te momo whakaako. Ko te wāhi tika mo ēnei kura whakaako, kei ngā wāhi e tipu ake ai te mohio, ā, ki ngā wāhi hoki kei reira te iwi hei awhina, hei tautoko hoki. Ko te mana whakahaere, e pā ana ki ngā kaupapa o te mātauranga, ara te mana whakarite, te mana whakahaere i ngā momo kaupapa katoa e pā ana ki te mātauranga. (Banks, 1981; Banks and Lynch, 1986; Modgil et al, 1986)¹¹. Nō reira e kii ana te Māori tukua mā rātou anō e akoako i a rātou ake akoranga, ki a wai ake e hiahia ana i aua paihera mātauranga. Ko te whakaaro tino rangatiratanga ki te taha mātauranga e kii ana ko te mana motuhake o ngā kaupapa Māori.

Ngā tirohanga whānui

Inaianei ka tirohia he aha ētahi atu whakataunga motuhake i kōkiritia i roto i ngā rau tau mō te mana rangatiratanga o te ao Māori. Kua whakaputaina ngā whakaaro mō te wāhi nohonga o te mātauranga me ōna mana āhuatanga.

Ko te pūtake o wēnei tuhinga hei tākai i ēnei whakapae mātauranga. Ka atatirohia te whānuitanga o ngā take Māori me ngā kaupapa kōrero o mua. He aha rā ngā pakiake i huaina mai nō te Tiriti o Waitangi, ngā rōpu Māori, nā ture Kawana. Ki te mātauranga Māori me ngā hononga ki te whanake whakamua motuhake ki te iwi. He aha hoki ngā wahanga kaha me ngā ngoikoretanga. I te mutunga mai ma te hikoi tahi o ngā iwi katoa, ahakoa ko wai rānei rātou.

Nō te hainatanga a te Māori i te Tiriti o Waitangi, kotahi tonu te whakaaro, ara, kia orite ngā tikanga Māori me ngā tikanga Pākehā. Otira, kia kiia he iwi kotahi te Māori me te Pākehā. Rokohanga ki te hinengaro Māori koinei tōna Tino Rangatiratanga.

¹⁰ Smith, L. (1991). Te Rapunga i te ao marama: The search for the world of light: Māori perspective on research in education. In J. Morss & T. Linzey (eds), *Growing up: Politics of human learning*. Auckland

¹¹ E kii ana a Banks (1981); Banks and Lynch (1986); Modgil et al, (1996), he orite te Pākehā me te Māori ki ngā whāinga mātauranga e toru. (1) Ngā kaupapa mātauranga hei mahinga; (2) Ko ngā wāhi tika hei whakaako; (3) Ko te mana whakahaere i aua kaupapa mātauranga. Te mana whakarite, mana whakahaere i ngā momo kaupapa mātauranga katoa

Māna e tiaki āna papa whenua, ngaherehere, taunga ika me āna taonga. Ki ngā rangatira Māori he tohu whakapūmau tēnei i tōna tino rangatiratanga. Te whakaputanga o te mana motuhake a te tangata.

Mana āhua

Mā te mohio ki ngā whawhai a te Māori mō ia ake me āna tikanga, ki ngā taonga tapu hoki, ka kitea te hohonutanga o aua kaupapa Māori i ēnei rā. E kitea ana mā te Tiriti o Waitangi ka taea te mahi tahi, ara te haere tahi a ngā tikanga Māori me ngā tikanga Pākehā hoki. Otira, mai rano, kāore kē ngā kaupapa a tēnā Kawana, a tēnā Kawana, e whai ana ki te mahi tahi. Ko tā te Kawana, he whakahanumi i te tangata whenua, kia taka atu ki raro i ngā whakahaere Pākehā. Mena e maumahara ana ki tā Metge kōrero, waihotia mā tēnā iwi, mā tēnā iwi anō e whakarite a rātou ake kaupapa. No te hainatanga ngā rangatira Māori te Tiriti o Waitangi, ahakoa i taurangatia ngā whenua me ngā taonga katoa, kareha i whakamanahia te take rangatiratanga, ara, te mana motuhake a te Māori, ki te Tino Rangatiratanga.

Otira i taurangatia kia tiakina, kia atawhaitia ngā taonga, ko te reo tēra me ngā akoranga mātauranga e hanga rite ana mō ngā tamariki Māori. Mena i tautokona i te Kawana te kaupapa o te Tino Rangatiratanga tēra tonu kare i heipu ngā raruraru o te whakahanumi me ngā ture whakakotahi. Ma te whakatūroa i te Tiriti, e kiia ka pūmau te tino rangatiratanga o te Māori. Ki te Iwitanga, te Kingitanga, me te Kotahitanga.

Mana tangata

Tētahi putanga hou, i tukua iho mai ko te whakamana i te Māori hei tangata whenua nō Aotearoa nei. Kia orite ngā putanga hua o ngā whāinga angitu, kia kōtahi te aonui mō ngā iwi katoa. Mai rāno ko te āwangawanga a te iwi, i te tau 1970 i whakahē Te Kawana i te whakamaori o te Tiriti. Ki ta rātou, he kaupapa whakawehewehe kē i a rātou anō.

Ko te whakamiharo rā, i waimaria te iwi Māori ki te Tiriti o Waitangi, nā, i tipu ai ki te hinengaro ngā taumata whakahirahira nei. Mā te Mana Ātua ka whakatōhia te wairuatanga, te ātuatanga me te mana āhua ake, ara ki te tū motuhake hei whakatipu oranganui. Ko te Mana Tangata he ngakau tuku, hei whakamana kiritau kia tipu ai te mana whakahaere. Mā te Mana Reo ka kōrerotia te reo, ka whakawhitia te whakaaro me te whakatipu mohio mō te tapu o te reo. Ko te Mana Whenua te turangawaewae,

te toiwhenua, e whakatipu nei i te ngākau mana motuhake ki te whenua ake. Nā te Mana Aoturoa te kimihanga me te rangahau kia tipu ai te mohiotanga mō te āhua tangata, te ahua taiao.¹²

Mana reo

Nō ngā tau 1960's, ki ngā 1970's, ka tino kaha rawa atu te hiahia o te iwi Māori kia noho ki a rātou te mana kōrero mō te iwi, ā, kia homai ngā rawa me te awhina, kia taea ai ngā tumanako. I ngā tau 1960's, ka tautokona e ngā hapū Māori me ngā whare wananga hoki, ngā hui a te rangatahi. Nā ēnei tūmomo hui i tū pakari ai te rangatahi ki te whakawhitiwhiti kōrero mō ngā take hou a te iwi, mai i te 1970's, koinei ngā rangatahi kua tae ki ngā taumata o te mātauranga, a, e noho ana i te taone. Pēra i te rōpu Tamatoa, na rātou i timata ki te akiaki me kōrero i roto i te reo rangatira.

Te Hononga Tahi

He maha ngā uauatanga i te whakakotahi i ngā iwi erua, no te rerekētanga o ngā tikanga Pākehā ki ngā tikanga Māori. Mā te noho penei kare e tamia te oranganui o te tangata. Mehemea ka hokinga mahara ki ngā wā o te pakanga tuatahi, tuarua, ka kitea he ope taua kōtahi te hunga Pākehā me te Māori ki te whawhai i te hoa riri. I orite te whakaaro ki taua kaupapa, ko te nuinga o aua hoia he whakatipuranga tamariki noa iho kei te haere ki te kite he whenua hou. Wētahi i haere kuare noa ki te mura o te whenua. I wehewehea ngā tama toa i a rātou whānau, ki a rātou tikanga anō. Heoi mena e orite ana ngā tikanga o te Māori me te Pākehā, akuanei pea ka huri wairangi te tangata na te maroke o tōna whakatipuranga, kareha he hoha.

Te Ture Kura Māori 1871 – Ngā Pēhitanga

I te āheitanga a te mātauranga Māori mō ngā whakatipuranga, ka tamia tō rātou reo i ngā ture Pākehā, kia kore ai e kōrero Māori i te wharekura. Ka whakatuwheratia ngā kura nohanga Māori hei whakawehe i ngā tamariki mai i a rātou kainga. Tēra tonu kia ngoikore ai ngā akoranga o te ao Māori. Engari tētahi putanga āhua i ara mai, i whakahaua me akona te reo Ingarihi kia taea te whakauru ki ngā mahi o aua wā, ā, i

¹² Reedy Tamati and Tilly. (1993). In Te Korowai: (1995). Tūtokinga: Charter : Whānau Kaupapa mō ngā Kōhanga Reo: Hei ohaki mō ngā mokopuna. Te Kōhanga Reo National Trust Board: Ministry of Education. Wellington.

manakohia te reorua e ngā tamariki. Na te aha hoki? I puta te pūrongo a te Kāwana e kii ana, mena kare e akona te reo Ingarihi, karekau he putea moni ma te kura.

I muri tata mai ka huaina mai te Ture Kura Māori 1871, hei whakakapi i ngā kura mīhana, I kōnei ka whakamanahia te Tari Kaupapa Māori. Ko te hanga āhua o tēnei tari hei tautoko i ngā huarahi mātauranga Māori, kia whai wāhi ai ki ngā mahi e hiahiaatia ana. E kore e warewaretia te mahi whakahanumi a te Kawana, otira, ko te whakaaronui me whanake whakamua te iwi. Ko te kaupapa whakahirahira ko te huarahi mātauranga mā ngā tamariki katoa, me te whakaako i te reo me ngā tikanga. Me motuhake te reo me ngā tikanga Māori i roto i Te Mārautanga o Aotearoa, kia mohio mārikatia kua whai wāhi ēnei taonga whakahirahira hei tuku whānui ki te nuinga e pirangi ana ki te ako.

Ko te kupu te mana o te tipuna

ko te reo te mana motuhake

*o te iwi Māori.*¹³

Te Reo Māori i Ngā Wharekura

Ko te whakapono me ngākaunui te tangata ki tōna reo, kia rangatira a ia, nā, mena kare te reo kare hoki he tangata. Mā te reo ka puta te maramatanga ki ngā tikanga me te ariā Māoritanga ki te whenua, ehara i te mea pokanoa. Mā te reo ka whakaputaina te whakapapa o te tangata, ngā pakiwaitara, purākau, whakatauaki, ngā oritenga me ngā rerekētanga. Otira me whakanui ngā tikanga o tēnā, o tēnā, heoi anō he pai tonu mehemea he rerekē ōu nei whakaaro. Ka waimarie ngā tamariki Māori ki ngā akoranga e kii ana ko wai rātou, ā, nō whea hoki rātou. Me whakaakoako te reo kia pakari ai te tipu o te wairua me te hinengaro ki aua akoranga. Mā te whakakai i te reo ka puta te ihi, te wehi, te wana. Koinei ngā taonga i waihotia mai e ngā tipuna, ērangi me matara te whānau ki te ako i ōna kaupapa Māori. Kia whakapono ki te tino rangatiratanga o tōna ake reo.

Ngā Huanga

He maha ngā painga inaianei kua whakatinanatia ma te reo me ōna tikanga. Te mea tino nui, kua whai wāhi motuhake te reo Māori me ōna tikanga i roto i ngā hanga marautanga o te mātauranga. Kua horapa te tirohanga ma te reo torangapū o te

mātauranga Māori e hikina ake te kaupapa nei ki te ao whānau. Kia kore ai e mimiti, ā, ka ngaro atu. Engari, na te kaha o te reo Māori i ora ai Ko te Kōhanga Reo tēra e whakarewa ana i te mana o te reo, a muri mai ka haere tōtika atu te tamaiti ki te Kura Kaupapa Maori ki ngā ara whāinga rūmaki i te reo. Ko te rarurau nui inaianei he iti rawa ngā rauemi mo te whakaako, ā, kua heke hoki te kaute o ngā kaiako Māori. Ara atu tētahi whāinga anō ko te kaupapa reorua mō ngā tamariki e mātau ana ki ngā reo erua.¹⁴

Ngā Mema Māori o Paremata

I ngā tau 1900's kore rawa atu e taea i te Māori te whakahuri ngā kaupapa whakatakotoranga o ngā Tari Kawanatanga. I aua timatanga ko ngā tāngata i whakamanahia hei rōpu mangai mo ngā iwi Māori ko ngā mema Māori i Paremata. Ko Ngāta, Kara, Pomare, Te Rangihira, nō muri mai ka whakatūhia a Ratana. I aua wā kare te Kawana i tautoko i te mahi tahi ki te taha o ngā rōpu Māori, ara, ki te taha whānau, hapū, iwi. nō reira ka noho he kaupapa tauwhāinga ma te iwi.

Ko te whakapono o ngā kaiarahi rongonui o te ao Māori, ka taea e ngā iwi me ngā hapū te whakahaere a rātou kaupapa. Koia nei te kaupapa i whaia e Tā Timi Kara mō ngā whenua Māori, nā, i tautokona ngā mahi ahūwhenua i 1940. Ko ngā Kaunihera Māori nā Kara rāua ko Ngata i whakatū i te tau 1901 i raro i ngā whakapapa a iwi, pēra i ngā Ope Taua Māori i haere ki te Pakanga Tuarua me ngā ope Māori Awhina i ngā mahi o taua Pakanga. Ko te whakapae na ēnei tū momo āhua whawhai tahi i warewaretia ngā tikanga o te ao Māori. Ko te waimarie kāore i whakakorehia ngā tikanga pēra i ngā iwi Taketake o Ahitereiria, kare hoki te Kawana o tēra moutere e whakaae he tangata whenua ēnei iwi i reira. Ko te miharotanga mā te Māori, ko te Tiriti o Waitangi he whakamarumarua i a rātou i ngā whakararu i Aotearoa nei.

Rōpu Māori

I enei rā, ko te Kaunihera Māori o Niu Tireni, te Rōpu Wahine Toko-i-te-ora, Ngā Poari Māori, Te Puna o Te Mātauranga, Ngā Tamatoa, Te Rōpu o Te Reo Māori, Te Rōpu Atārangi, me Te Kotahitanga i raro i te Tiriti o Waitangi, ngā rōpu e whawhai

¹³ Taiapa, J. (1994). Iwi and Māori Community Development. Paper 50.313 Lecturer notes. Māori School of Studies, Te Pūtahi-a-Toi. Massey University.

¹⁴ Te Tāhūhū o Te Mātauranga: Ministry of Education (1993). Te Reo Māori i roto i Te Marautanga o Aotearoa: The Māori Language in the New Zealand Curriculum Framework. Te Pou Taki Kōrero. Whanganui ā Tara.

tonu ana kia mau te mana rangatiratanga o te Māori, pēra hoki ki ngā whawhai a ngā kaiarahi rongonui o mua.

Inaianei kua maha kē atu ngā Māori rongonui i Paremata e kōkiri ana e hapai ana ngā take Māori pēra i te Minita Māori motuhake mō ngā kaupapa Māori. Ko ngā kaupapa whānui e taupatupatu nei e te iwi, ko ngā kainga noho, hauora, mātauranga, te toka-o-ora, te ture, me ngā whenua. Nō muri mai ka whakamanahia Te Runanga-a-iwi hei whakawhiti whakaaro mo ngā rawa Māori, ara ko ngā ngaherehere, ngā ohu kaimoana me era atu kaupapa.

No te tau 1977 ka tautokohia e Te Tari Māori a Tū Tangata hei whakamana i ngā tikanga Māori mō ngā iwi katoa i Niu Tirenī nei. Ka tino kaha a Tu Tangata ki te whakapaki i te iwi tae atu ki ngā mōmō mahi, hei oranga mō rātou anō. Ko ngā rōpu i whakawhiwhia ki ngā putea moni whakahaere i a rātou kaupapa a tikanga, ko te Rōpu Wananga Rangatahi, Rōpu Wananga Wahine, ngā Kōkiri, te Mātua Whangai, me ngā Kōhanga Reo. Nā wēnei kaupapa i whakahuria te whakaaro Pākehā ki ngā tikanga Māori.¹⁵

Ka taka rawa ki te tau 1984 ka ara mai a Donna Awatere. Tōna kaupapa whakahirahira he tautoko motuhake te mātauranga ki roto i ngā wharekura tuatahi, ko te pānui pukapuka me te whakamātau mahi whika. Ko te tino tangi o tana ngākau me te akiaki i te Kawana, kia aro mai ki te roha haere ngā rauemi hei whakatinana i te kaupapa nei. E mohio mārikatia ana ma te pānui pukapuka, titiro niu pepa, me wēra atu tū mahi, ka hikina te mātauranga o te tamaiti. Mā te mahi whānau a te iwi ka taea te taumata mohio a te tamaiti nā ka pakeke ia. Me manawanui te ākonga ki te whakatō tēnei āhutanga ki roto i a ia anō. Ko tā Donna e whakaatu mai ana, kāore i te hangarite te mātau o ia tangata, ki ngā akoranga mātauranga. Me tukua ma te Māori tonu e hanga he marautanga whakaako i a ia, kia pūmau ai te Tino Rangatiratanga Māori.¹⁶

1989 Ture Mātauranga

Nō te tau 1989 ka whakamanahia te Ture Mātauranga, koianei te timatanga arotake te tāhūhū o te mātauranga. Ko te Kawana o te wā ko Reipa, te tūmanako kia whakatūhia

¹⁵ Durie, M. (1994). 50.301 Te Mana Te Kawanatanga: Māori Policy and the State. Books of Readings One & Two, School Māori Studies. Massey University Press, Palmerston North.

ngā komiti hei rangahau te hanga āhua o ngā kura nohinohi, kura tuatahi, kura tuarua me ngā whare takiura, kātahi ka whakahokia ngā ripoata ki te Kawana. Ka ara mai te rōpu e kiia nei a Picot, ara ko te whakataunga a te rangahau, i herea ngā Poari mātauranga whakahaere i ngā kaupapa o ngā kura. I whakahuria ma ngā Poari Kaitiaki o ia kura e tiaki, otira koinei te putanga mai o te kaupapa Tūtohunga. Ka whanau mai ngā kanataraki i waenganui i te Hāpori a Iwi me ngā Poari, kātahi anō ka whakahokia ki te Tāhūhū me Te Tari Arotake Mātauranga ngā kawenga ripoata mutunga. E ai ki ngā tukuna kōrero a te Picot ripoata i roto i ngā Kura o Apōpō.

*“Ka whakawateahia he wāhi angatū ki ngā mātua mena e whai ana a rātou tamariki i ngā akoranga reo Māori. Ka whai wāhi anō te whānau ki aua mātauranga, ērangī me whakaūru tētahi whānau mema ki te Poari Kaitiaki. Me tautokotia te Hāpori a Iwi, ngā Whare Takiura, i te wā i whakaritea te Tūtohunga, ā, kia pāmutia te ripoata, me ngā tirohanga hou. Ka taea ngā mātua Māori (pēra ētahi atu) i te whakaako ngā tamariki i te kainga, ā, ka taea te whakatuwhera i tētahi Wananga. Ka rēhitatia te whakaaronui o ngā mātauranga Māori ki ngā umanga pokapū”.*¹⁷

Nā te Kura Apōpō i taurangi te whakaaro whānui nei, otira i timatahia wētahi o aua wahanga i te mata tioka i ngā wharekura.

Mana Motuhake

Kei ngā tuhinga a Arohia Durie, tuatahi e orite ana te wairua o te ‘mana motuhake’ me te tino rangatiratanga, otiia kare noa iho i kōrero whānuihia i roto i ngā tuhinga o te Tiriti. Ko te patai o ngā kaituhi Māori he aha rā i penei ai? Anei anoa tētahi o ngā pehi whakahanumi, kia noho ai ki raro i te whakahaere Pākehā

Ko te tino rangatiratanga a te iwi Māori he whakakotahi i a rātou i raro i te mana o te Tiriti o Waitangi. Me te manaakitanga o ia tangata kia whakaatatia ngā kaupapa i whakaritea i te Māori mā te Māori. Rokohanga he mana tukunga tēnei kia waihotia he

¹⁶ Awatere, Donna (1984). Māori Sovereignty. Me mahi whānau te kia taea te taumata mohiotanga a te tamaiti nā ka pakeke ia. Kia kaha ki te pānui pukapuka me te ako ki te mahi whika.

¹⁷ Ministry of Education (1998). Administering for Excellence: Effective Administration in Education. 1989. Before Five: Tomorrow's Schools Highlights in Education. 1818-1988. A Summary of the Report to Review Educational Administration. (1992). Devolution in the New Zealand Education System.

Māori ki ngā whakataunga kaupapa. Kia mohiotia ko te tino rangatiratanga o tēnā, o tēnā, he taurite ma ngā tāngata katoa, ahakoa he kōtahi, ā, he rūpu rānei. Ko te tūmanako kia whakaputaina he hua mā te Māori ki ngā whakaritenga a Te Tiriti o Waitangi.¹⁸

Whakaohonga mātau

Ko te tikanga o ngā mema Māori i Paremata he kaiarahi mō te iwi Māori. Me kii rā ko rātou ngā mangai, hei kokiri, me te whakahuri i ngā kaupapa whakataunga. Engari etahi wā kare e tatu ana ki te hiahia i manakohia, ko te mea nui he tangata Māori kei ngā taumata teitei e akiaki ana te Kawana kia aro mai ki te whakatikatika i aua raruraru e pēhi ana. Inaianei kei te whakatutu puehu na minita Māori i te whare Paremata, kei te kōrerotia e rātou te reo rangatira i reira.¹⁹ E tautoko ana wēnei rangatira i ngā mātāpono o te tika e kōrerotia nei e Marshall, kia kaha ki te whakaputa i te reo ki ngā taumata o te Ao whānui. Na te pakari tonu o te Māori ki te whakamomori ki ngā taupatupatu a te Pākehā kua ara mai ngā huarahi o te oranganui.

Te Piringa mau

Kei te whakarongo te Kawana inaianei ki te tangi a te Māori, kua timata ki te whakatika aua mahi tukino o mua. E ngākaunui ana na whānau inaianei ki te hoki ki wā rātou whenua papatipu. Nā noa, nō muri i te Pakanga Tuarua ka timata te marara nui o te Māori ki ngā tāone noho ai. Nā tēnā āhua me te tūhono haeretanga o ngā kāinga Māori ki ngā tikanga hou o te Ao Pākehā, i noho manene ai aua rēanga.

Kua kitea inaianei te whai mana o te iwi Māori ki ngā taketake whānui o Aotearoa, ā, kua hikina ake te kaute o ngā mema Māori i Paremata. Na wēnei turu i te whare miere ka motuhake te whakataunga kaupapa ma te Māori, i te Māori.

Nā te Tiriti o Waitangi, ka tāmia te pēhi nui ki te iwi Māori, ara te whakahanumi i te tangata. Ki ngā hokinga mahara ki te tangata whenua o Ahitereiria. Ko te mahi a te Kawana i reira, he whiu atu i ngā Aborigine ki te ngahere whakangaro atu, no te mea karekau he reo mō rātou i Paremata. Kāore i mohiotia, tēra pea i pēnei tonu i Aotearoa nei, engari kāore i hua mai i tēnei rau tau, otira ko te iwi Māori i waimarie ki te Tiriti o Waitangi.

¹⁸ Durie, A. (1995). *The Treaty of Waitangi in the life of a Nation*. 87.332. Māori Issues in Education. Book of Readings One, Department of Policy Studies in Education, Massey University.

He huhua noa atu ngā whakaaro arai Māori ki te taha tika me ngā pōhehetanga i heipū i te whakatūanga ngā mema Māori o Paremata. Kare i taea e rātou te whakatinana te kaupapa mō te nuinga. I peneitia, kare e piki ake te kaute kia tokowhā, ahakoa e rua rau ngā mema mō te nuinga. I mau tonu te āhuatanga pēhi tangata ki ngā poti Māori, nō te kaha tonu ki te whawhai me te hoe tahi, ka pari te ihu. Kei te kitea mahatia ēnei tangata rongonui inaianei, e haerere tahi ana i waenganui i te iwi. Tētahi noa, na te hoha ki ngā ripoata o ngā Tari Kawanatanga kare i te eke ki ngā ngawe o te motu whānui. Ko te tikanga rā, mā te whakarongo ki ngā tautohenga a tēnā tangata, a tēnā rōpu kātahi ka taea te whiriwhiri tōtika me pēhea rā te whakaara ake te mana o te iwi.

Hinengaro matāra

Koi rawa atu te mōhiotanga o Donna ki ngā whakararu e pakia ana ki tona iwi Māori, ahakoa ko ngā tukunga mātauranga wēra, ko ngā whakaputanga rerekē i whakairia mai ki te nuinga o ngā take Māori. Ko ngā ture here i ngā kōti whakawā tangata, me ngā whenua i raupatutia. Engari he akoranga nunui tēnei ki te whakawhitiwhiti ngā pānga whenua mō te Māori, kia whakahokia e te Kawana ki te tangata whenua.

Kaupapa Māori

Kāti rā, me tahuri anō ki te tino rangatiratanga o te iwi Māori me wōna kaupapa whakahirahira i whānau motuhake mai i te hinengaro Māori. Mai i te Hui Taumata i 1984, i tautohea kia whakawhitia te mana tuturu o ngā kaupapa Māori ki ngā rūnanga a iwi. Mā ēnei rōpu e kawe ngā kaupapa a te Kawana i ia rohe a iwi. Ka tonoa kia tukua mai he putea moni kia taea ai ngā wawata. Ko ngā kaupapa i whakatakotoria i te Hui Taumata, kia orite te iwi Māori me te iwi Pākehā ki wēnei āhuatanga e whai ake nei: Ngā whare noho; Te mātauranga; Ngā whiwhi mahi; Ngā mahi takitahi; Ngā kaupapa ora mō te tinana.

Hei whakapakari i ngā kaupapa mō te Māori mai i te reo Māori me ngā tikanga Māori; Ngā mārae; Te taha wairua me te hinengaro Māori; Te mōhio hoki ki te whakapaparangi a iwi. Nā tēnei hui ka tautokotia te mana o te reo Māori, i te tau 1986 i whakamanahia te reo a motu. Ki te whakaaro kaumatua i taua wā kia waihangatia he kaupapa Māori, ma reira e awhi, ā, e pupuri hoki i te reo mō ake tonu atu. I te tūhono haeretanga o ngā

¹⁹ Marshall, James D. (1991). *The Treaty of Waitangi, educational reforms and the education of Māori*: Research Unit for Māori Education. University of Auckland

kāinga Māori ki ngā tikanga hou a te Ao Pākehā, ka whakaputaina te reo i te waea, te pānui pepa, te whakapaoho reo irirangi me te matakitaki pouaka whakaata.

Nō te tau 1982 kā tū te kōhanga reo tuatahi, a Pukeatua.²⁰ Kare i roa a muri mai ko te kōhanga o Waiwhetu, me Maraeroa ki roto o Poneke. Inaianei, he whitu rau te maha noa atu o ngā kōhanga reo i te motu, ā, tekau mā waru tau ngā kōhanga reo e rere ana. Ko te tino kaupapa o te kōhanga reo he akoako i ngā tamariki nohinohi me a rātou mātau ki te kōrero Māori. Ko te tūmanako kia tokomaha ngā tamariki e haere ana ki ngā kōhanga kia ora ai te reo, mā te kōrero Māori a te nuinga i ngā wā katoa. Ka huaina mai te Kura Kaupapa mō ngā tamariki kua reri ki te whai ake i na akoranga kura tuatahi, i roto i te reo rūmaki me te reorua. Nā mātauranga Māori mō ngā pākeke ko te Ataarangi, ngā Wananga Māori me ngā kura whakangūngū anō. Ko wēnei nā kaupapa i waitohua i raro i te mana Māori.

Ko ngā kaupapa i whakamanahia i te Kawana i raro i ngā Rūnanga ko te kaupapa o Tūtangata. Kia whakamanatia ngā tikanga Māori mō ngā iwi katoa o Niu Tirenī. Kia whaia kahatia ngā take hei whakapakari ai te iwi, taea atu ki ngā mōmō mahi hei orange tangata. Ko ngā rōpu i whakawhiwhia ki ngā moni he whakahaere i te kaupapa nei, ko ngā Rōpu Wananga Rangatahi, ngā Rōpu Wananga Wahine, ngā kōkiri, ngā Mātua Whangai me ngā Kōhanga Reo. Nā Tūtangata hoki, ka whakaarohia mai e te Māori me te Pākehā ngā kaupapa e pā ana ki ngā tikanga Māori.

Ko ngā kaupapa e horapa ana ki te katoa. Ko Access me Maccess ngā kaupapa mō ngā mōmō mahi katoa ma te tangata; i a Mātua Whangai, ko ngā kaupapa hei whakahoki anō ngā tamariki, kua taka ki te hē ki o rātou whānau; kei a Kōkiri, ko ngā whakahaere, me ngā mahi e mahia ana ki runga ki ngā mārae. Ko te kaupapa hoki o Rapu mahi, ko te kimi mahi, ā, ko ngā kaupapa e whiwhi mahi ai te tangata; kei Te Kōhanga Reo whānau, ko ngā kaupapa o te mātauranga, ara, ko te tiaki, me te whakaako i ngā tamariki i runga anō i ngā āhuatanga Māori. Ko te whakaaronui mā ēnei āhuatanga katoa ka taea ngā kaupapa Māori, ā, ka taea hoki e te iwi ngā mana whakahaere i a rātou anō. He wahanga tino nui rawa kei te Kōhanga Reo, hei

²⁰ Te Whakamatau a Te Kawana i Te Kōhanga Reo: Te Ripoata o Te Whakamatau o Ngā Mahi a Te Kōhanga Reo. September, (1988). In Te Whanautanga Iho o Te Kōhanga Reo. p19.

whakaora ake i ngā kaupapa Māori, ki ngā wahanga a whānau, hapu, a iwi; he wahanga paku ano he awhina i ngā kaupapa mahi moni kia ora ai te tinana tangata.

Ki ngā kōrero kua tāhia e ngā tohunga tirohanga whānui, titirohanga hohonu, i ekea katoa aua taumata me ngā takotoranga o te Ao Māori. Ki ngā putanga whakaaro, mehemea kare i whakatūhia te Kōhanga Reo, te Kura Kaupapa Maori, te Ataarangi, ngā Wananga Māori, ngā kur whakangūngū ka tautokona e te Kawana a Tūtangata, a Māaccess me Access. Tēra tonu ka whakawehea ngā kaupapa tuturu a te Māori.

Otira, ko te mea nui i manakohia ngā kaupapa motuhake mō ngā tangata katoa, ahakoa he Māori, he Pākehā rānei. Karekore ka arai tonu mai ngā uauatanga, ngā porerea o tēnā take, o tēnā take. Nō te mea he kaupapa Māori hoki, ina ka tautohetia kia noho tonu te mana whakahaere ki te Māori, pēra i ngā mana whakahaere ināianei. Nā te Rūnanga a iwi i tāhūhū te kaupapa Māori nei, nā. ko ngā tauiranga kia whakapikihia ake ngā mātauranga Māori mā te reo me āna tikanga.

Kua ara mai na Tari Māori i ngā Whare takiura, Whare Wananga me ngā Kura Tini, kua whai wāhi te reo me ngā tikanga Māori i roto i ngā anga mārautanga. Na Donna mā me ēra atu tangata rongonui i whakaoreore i te Kawana kia whakatōpuhia ngā kaha katoa o te iwi, hei oranganui. Me ngākaunui te Kawana ki te homai ngā rauemi e hiahiatia ana. Mā wēnei taonga tuku iho ka tutuki ngā hua tūtokinga. Tētahi take anō me tautoko ngā Tari Māori i te reorua, kaua e tukua kia ngoikore. Koia nei te huarahi whakahirahira mō te kimi i ngā mahi o te Ao whānui. Wētahi wā kei te pakari rawa atu te whakahaere i te reorua, engari tērā anō te wā ka raruraru, ā kua taka ki te wharuarua o te kore noa iho. Kāti, mena i te tirohanga o ngā 1960's, kāore i kotahi te taumata akoranga mō ngā tangata katoa, pēra i te mārautanga mātauranga. He rewa kē tō ia tangata, ia tangata, e orite ana ki te pāhiwihikiwī papa takaro.

Kitenga hou āpopo

Ko te wawata inaianei me kōrero Māori ngā kaiako katoa, ā, me akona e ngā tauira katoa te reo Māori. E ai kia Pere,²¹ ko te reo te oranga tōnuitanga o te tangata. Koia nei te mauri ora o te ngākau, te hinengaro, te wairuatanga me te ātuatanga. Ma te reo ka honoa te iwi, tētahi ki tētahi ki tona ao anō. Ko te reo Māori te mana tangata. Kua rata

²¹ Pere, R. (1991). Te Wheke: A celebration of infinite wisdom: Ao Ako: p9. Global Learning. New Zealand.

mai ngā rōpu whakahaere i ngā kaupapa kaiako o te motu, ki te Ao Māori. Mena koinei ngā kaupapa i ngā rā o mua, tērā pea kare noa iho he maharahara ki te whakatikatika i aua whakahē inaianei. Ko te whakapono kia whanake whakamua tonu te iwi mai i te tau ruamano haere ake ana. Kia ora tonu te reo, kia tauwhāinga te anga mārautanga, ko ngā akoranga e tika ana me ngā mōmō tikanga ako e hangai ana ki te Ao Māori.

Ko te tūmanako mā ngā kitenga hou i te tau rua mano, ka pūmau ai te whakanekeneke whakamua a te iwi. Ko wai ka hua, tēra tonu pea i te rua tekau tau, rima tekau rānei, otira mā ngā tangata matekite, e whakapono ana ki te kaupapa e whakatinana te Māori i ana wawata.

UPOKO TUARUA TE MANA MĀTAURANGA

Ka haere tāua ki Te Kupenga

Ki te rapu mātauranga e

Hei rākau mō taku iwi

Kia rite taku moemoeā²²

Te Marau Mātauranga Māori

I ngā rua tekau tau ki muri he tino kaha rawa atu ngā kaimahi kawē i te mātauranga Māori, arā, ko ngā mātua me te hāpori ā iwi, ki te tautohetohe kia whakatikatia te huarahi whai hua tōtika mō te iwi Māori. Ko ngā putanga āhua i heipu mai, ara kē te maha noa atu e pirangi ana ki ngā kaiako Māori kua waitohua. Kia whai kiko ai mō te whakamahi i ngā kaupapa here me ngā rauemi, nā, kia tika ai ngā ākonga Māori, ngā kura me ngā iwi a rohe. I tua atu kia whiwhi mahi pūkenga, he pai te utu.

Mai rāno he maha ngā pēhitanga ki te taha whai mātauranga. Te wahanga tuatahi, ko te tino hiahia kia aukatia ngā tukunga whakaheke i ngā whāinga mātauranga mō ngā tamariki Māori. Tuarua, ko te whakaaronui kia hikina ake te reo Māori me ngā tikanga, kia kore ai e mimiti. I ngā tau kua pahore atu nei, e manawanui ana te hunga mātauranga Māori kia tipu ake ēnei whāinga akoranga. E hika e, kaingākau ana ngā whakatipuranga ki te rauhi mai rātou ki tēnei huarahi whai mātauranga, me te whakapono anō ki te kaupapa nei. Otira kia matara, ahakoa kua whanake whakamua ēnei kaupapa erua, kia kaua e manukanuka te whanaketanga Māori.

I roto i tēnei wāhanga ka tirohia te hanga marautanga o te mātauranga Māori kaiako me ngā kaupeka o te huarahi whāinga. Maha atu ngā marautanga kua whakamātauria, kia kitea ko tēwhea te anga marautanga tika.²³ (Durie, 1993; Durie, 1994; Durie et al, 1995; Pere, 1984, 1991; Te Whāriki, 1996; Thomas, 1988a; Winiata, 1988). He maha ngā kairangahau Māori e āhukahuka nei ki ngā taonga ariā. Te wawata o te nuinga o ngā kairangahau Māori nei e pirangi ana ki te whakarauhi ngā āhuatanga Māori. Pera i ngā whakapapa, ngā tikanga, te

²² *Nā Hone Tapiata*, te kaiārahi o Te Kupenga o Te Mātauranga, i tito tēnei waiata mō ngā tauira o te Tari Māori. Ko te wairua i whakaputaina i ngā kupu nei hei hiki ake te ngakau tauira kia manawanui ki na akoranga e whaia nei e rātou katoa, me ngā rēanga tuku iho.

²³ E ai ki wēnei kairangahau Māori a Durie, (1993); Durie, (1994); Durie et al, (1995); Pere, (1984, 1991); Te Whāriki, (1996); Thomas, (1988a); Winiata, (1988), ko te marautanga e tika ana ko ngā whakapapa, tikanga, oranga wairua me ngā mātauranga.

oranga wairua me ngā mātauranga. Mā te anga marautanga ka taea e te kairangahau te whakatakotoria na whakataunga rangahau, e hāngaia ana ki ngā tikanga. Me te āhukahukatanga o ngā hononga tahitanga o te Ao Māori. Otiia, ma te whanaketanga ngā anga marau, me te rangahau i te Māori, me tapiri atu aua tatai hononga i takia mai, hei pupuri i te mauri tangata.

Ko ēnei ngā āronga Māoritanga, ko te oranga tinana e kiia ana ko te pakaritanga o tōna āhuatanga, ki tōna whakaata kaha. Ma te oranga wairua ka puta te wairua tuku-taonga, te ngākau manaaki tangata me te whanaungatanga. E kii ana ma te oranga iwi ka kitea te harikoa, te katakata, wetekina te ngākau raruraru, ka tautokona te āhua tangata-rite.²⁴

Huarahi Ako

Ko te āhua hanga o te wharenuī, he taura here i te Māori ki āna mātauranga Māori. Ko te tāhūhū te tuāra, te pouhere o te wharenuī. E kii ana, ko ngā kōrero whakahirahira katoa i kōrerotia ka whakairia ki reira mō ake tonu. I noho ai ko te tāhūhū te puna taonga o te mātauranga. Ko ngā kaumātua i tipu mai i te whakaaro ki wēnei momo kaupapa whakaako i whakaritea rātau ki te hanga o te wharenuī, ko ngā kōrero e pupu ake ana mai i te tāhūhū tae noa ki ngā heke, ā, heke iho ki ngā poupou. Ko te tāhūhū te reo, kei ngā heke ko ngā tikanga Māori.²⁵ Ma te wairua Māori e paihere ēnei taonga tuku iho a ngā mātua tipuna. Ko te whāinga whakaaro o tēnei anga marau ko te wharenuī. Ki na tuhinga kōrero a Goulton²⁶ (1997), ki te hanga he whare me kapi katoa ngā wahanga, ā, kia mau tika ki te whenua. Mehemea he ngoikore tētahi wahanga o te whare tēra tonu ka tapore. Ko te whakaaro tonu e orite ana ki te ngoikoretanga o wētahi tangata.

I tētahi akoranga anga marau Māori, na Durie (1985a) i hanga Te Whare Tapa Whā, e tau rite ana ki ngā pakitara e whā o te whare, me te whakaahua mai ngā hononga hauora Māori. Orite anō ki tā Pere (1984), nāna i whakarite te āhuatanga o te wheke e motuhake ana ki te taha hauora o ngā whānau Māori. E whakaatu mai ana ēnei

²⁴ Tamati rāua ko Tilly Reedy, (1993): Te Whāriki te Anga Mārautanga o ngā Kōhanga Reo i Aotearoa.

²⁵ Te Tari Mātauranga Māori, (1985). Te Tāhūhū Iringa Kōrero: Illustration of the wharenuī

²⁶ Ki tā Goulton, (1997) kia tōtika te hanga whare, kia mau tika ki te whenua, me i ngoikore ka hinga ki raro.

akoranga na honohononga o te ako. Ki te ao Māori ko te wharenuī e tohu ana te tinana o tētahi tipuna a iwi. E whā ngā poupou, mai i te tāhūhū ki ngā heke, ki ngā poupou, ā, ki te papa (Walker, 1975). Koia nei ngā akoranga matua Māori ka akohia i te kaiako mātauranga.

- Te Reo (te reo Māori)
- Tikanga (te kawa, me ngā wāriu)
- Kaupapa Māori (mātauranga Māori)
- Ako (akoranga, kaiako)

Mā ngā taonga tuku iho e rauhi na hononga o te ao kikokiko nei ki na tohutanga o te ao Māori.

*Ko Te Kupenga o Te Mātauranga te Whare
Ko Te Haomui tōna Piringa
Ko te Tini a Te Kupenga o Te Mātauranga te Whānau.*²⁷

Te Kupenga o Te Mātauranga Mārae

I te tau 1974 ka tipu ki te hinengaro o te tumuaki Pākehā, a Witiwira tētahi whakaaro nui. Kua roa kē ia i kōnei e mahi ana, he aha ai kāore kitea ngā tauira Māori i tēnei papa whare takiura. Ka tonoa e Witiwira he pūrongo ki a Te Karauna (Mac) Whakamoe, te kaumātua e noho ana i Rangitane i taua wā, kia whakahuihui ngā rangatira, hei kōkiri me pehea rā te kume mai ngā tauira Māori.

Na, ka tukuna te karere, ka puta ko Tiare Maitai, Hone Rangihau, Timi Kerei, Tame Witika, Pare Takena, Whetu Karaitiana no te Tari Mātauranga i Pōneke, me Te Karauna rāua ko Huia Whakamoe. Ko Te Karauna me Huia ngā kaumātua o te whare nei. He ngākau nuitia rāua ki te tini o Te Kupenga o Te Mātauranga marae, ka whakanuia te karangatanga mo rāua, ko koro Mac, ko Aunty Huia.

I te wā o taua hui ka tū atu a Tiare Maitai, ki te mihi whakautu i ngā kōrero kua puta, e anga ana tana tirohanga ki te matapihi, a hangaia atu ki waho. Ko tana kōrero e rere ana “ka kite ahau i te kanuka, i te kōwhai, engari kare ahau i te kite he Māori.” I kōnei ka rarau ki tana pūkoro me te whakatakoto i tekau taara. Anei rā te wero kia

²⁷ He kohinga kōrero rangatira nei kei te tari pupuri taonga a Te Kupenga o Te Mātauranga. Koinei ngā rauemi akoranga mā ngā tauira e whai ana i te tohu mātauranga kura mahita.

hangaia he wharenuī mō te iwi Māori, me te putanga mohio kua takoto te kaupapa i tēnei rangatira, a Tiare Maitai.

Ko Witiwira tērā e tū pono ana ki te kimi he huarahi, me te tautoko a ngā tauira i taua wā. Na wā rātou pūkoro i whakatutuki ai ngā wawata nei. I waimaria te rōpu whakamahere ki a Cliff Whiting, i Whanganui ia i taua wā, ā, he tino tohunga ki te hanga i wēnei mōmō whare me ngā mahi whakairo. I ngākaunuitia e Cliff kia hangarite te āhua o te marae, a Te Kupenga ki a Ātene. Nō te iwi o Te Atihaunui-a-Paparangi, te tipuna whare nei a Rangitukuiho. Nā ngā whakahau a ngā kaumatua nei i rite ai ngā tūmanako, ā, tū ana Te Kupenga o Te Mātauranga me wōna kōrero.

Kia hiwa rā, kia hiwa rā

E ngā iwi o te motu e

Ka tutū iho rā te puehu

*Ki runga i te whemua*²⁸

Nō te tau 1979 i whakatūwheratia te wharenuī, Te Kupenga o Te Mātauranga, nā koro Māc Whakamoe i whakaingoa tēnei mārae. Kare ia i whakaae kia tapaina he ingoa tipuna, na te mea he whare mātauranga hoki tēnei. E miharo ana ki tana tirohanga whakamua, kia taea e ngā tauira katoa te honohono atu ki te whare tipuna. Kare koa, mehemea he ingoa tipuna, tērā tonu ka āwangawanga te tauira nōna kē te mana tangata. Ērangi, kei te tū whakahirahira mai Te Kupenga o Te Mātauranga i te whare takiura ināianei. Ko Te Kupenga o Te Mātauranga te whare tipuna mataamua i whakaturia ki tētahi whare takiura i Aotearoa nei. Nā, he tauira hoki mā ngā whare takiura me ngā whare wānanga o te motu.²⁹

Te Haomui

Na te whakatinanatanga i te wharenuī, ka ruia te kākano anoa, me hangaia he piringa whare hei manaaki i te manuhiri. I ngā rā o mua kare he kihini tao kai i kōnei. Te mahi a ngā kaimahi he tao kai i waho, i runga wētahi rino porowhita korohū, i raro i ngā rākau kanuka, pā tata ki te wharenuī. Wētahi wā mena kare i te pai mai a

²⁸ Kia hiwa rā. Nā Hone Tapiata i tito tēnei waiata me ōnā kupu ohaki, mō ngā tauira Māori e whakaeke ana i Te Kupenga mārae. Ko te wawata ki kitea ngā whakatipuranga ia tau, e kimi ana i te mātauranga.

²⁹ Fitzgerald-Goulton & Christensen, (1996). Ko Te Kupenga o Te Mātauranga te wharetipuna mataamua o ngā whare takiura i Aotearoa.

Tāwhirimatea, ka mauria ngā kōhua ki ngā kainga. Kātahi ka mau atu ki tētahi o ngā akomanga, hei whakanui i te manuhiri, ā, ki te whakakotahi te whanaungatanga.

Ka tukua anō i na kaihautu te wero kia whakatūhia he wharekai mā te tini o Te Kupenga, me te whakateretere kia whakaaetia mai. E hika mā ka harikoa i te putanga kōrero kia hangaia te wharekai i manakohia nei. I te tau 1990 ka whakatūwheratia a Te Haonui. Nā, ko tēnei ingoa e kii ana, ia tau, ia tau e haotia ana ngā tauira ki te whare Takiura, ā, ko Te Kupenga e korowai ana i te whānau a te tini i te mātauranga.

Kei whea rā te huarahi³⁰

me ngā rere o te wā

Kei whea rā te otinga

mō te rangatahi e

Kaumātua

Ko te whakahirahira a te whatumanawa, he pounamu nā kōrero ōnāmata a te kaumātua. Ko rātou ngā kaipupuri i te mauri, i te mana o te mārae me te whānau, hapū me te iwi. Ko rātou anō ngā wairua o ngā tipuna kua mene atu ki te pō. Nō reira ko rātou i mahue mai ki te tiaki i ngā mārae, ngā whānau me ngā uri kua mahue iho nei. Koinei te take he tino pounamu te kuia me te koroua o Te Kupenga mārae.

Kei te mihi atu ki a Rangi kuia me koro Bob.³¹ He tika rā te kōrero a Metge mō te āhua o te nohonga whānau a ngā ākonga, kare i rerekē ki te whānau whakapapa. Ko rāua ngā kaitautoko, kaimanaaki me te whangai i te maha noa o ngā tauira katoa, ngā manuhiri. Ko rāua te whakaruruhau mō te iwi Māori ahakoa no whea te tangata. Te whakamiharotanga, i tino waimarie wēnei tauira he kaumatua i tēnei mārae i ngā wā katoa. Ka rangona te reo e kōrerotia ana ia rā, ia wā, me te whakatikatika anō mena kare i tika te whakahua o te kupu. Kia whakaeke te manuhiri ki Te Kupenga mārae, ko te reo o te kuia ka rangona tuatahi, koia nei anō te reo whakamutunga. Ka rawe hoki i te ako tahi a te kuia me te tamaiti, i ngā taonga tuku iho a ngā mātua tipuna. Ko Te Kupenga he mārae ako i ngā tauira i te reo me ngā tikanga Māori, ahakoa nō whea rātou. Kia mohio mārika ki te manaaki i te tangata, i te horoi taputapu me te whakapiata i ngā kohua, ara, ki te whanaungatanga.

³⁰ Nā te pātaka iringa kōrero o Te Kupenga o Te Māāauranga, me te rangatira a Hone Tapiata.

³¹ Metge, J. (1995). *New growth from old: The whānau in the modern world*. Wellington, Victoria University Press.

Ko Te Kupenga marae te pou tokomanawa mō ngā tauira katoa. Te wāhi whakakotahi i te tangata, me te whakaputa i te whanaungatanga. Ko te noho tahi, kai tahi, moe tahi me te mahi tahi o te whānau tīni a Te Kupenga o Te Mātauranga. Ka puta te kōrero nei ki ngā tauira. Kia rātou e takahi ana te huarahi ki tēnei whare wānanga, mā tana wairua e arahi pai te tauira kia tutuki aua moemoeā. Haramai, naumai, kake mai rā e te whānau ki Te Kupenga ki te ako i ngā taonga i waihotia mai a kui mā, a koro mā.³² E kii ana a Penetito nā te hau takiwa o Te Kupenga mārae, ka manawareka na akoranga tauira ki ngā kōrero tipuna.

He wāhi whakaoranga ngākau te mārae mā te tini kei te hikoi i te mārae-atea a Te Kupenga. Koiane te whakaruruhau mō ngā tauira e whakangūngū ana i ngā huarahi kaiako, ā, he wāhi hei whakawhitiwhiti whakaaro, hei tuku i te wero, hei whakangāwari i ngā mahi uaua. Ko te mirimiri me te poipoi a te kuia me te koroua, he tino māpihi maurea mā te katoa, nā, ka rangona te mahana o te whare ka tū whakahīhi te tauira ki wōna kaupapa akoranga. He wahanga anō ma te whānau hei tautoko tāna ake, kia kore ai e pōrearea te hinengaro tangata mai i te kainga, tae noa ki te kura wānanga. Kia watea te hinengaro, ara, kua mahorahora ki te whanake whakamua.

*Ko Te Ahu-a-Turanga te Taumata*³³
Ko Tararua ngā Pae-maunga
Ko Manawatu te Awa
Ko Te Hokowhitu-a-Tūmataurangi te Hāpua
Ko Ruahine te Mārae-Ātea
Ko Rangitāne te Iwi

Rangitāne Whenua

Ka tahuri ake wēnei kōrero ki te wā I hangaia te Whare Takiura Mātauranga o Papa-i-ōea i te papa whenua o Rangitāne. Nā, i heke mai te iwi o Rangitāne i wēnei kawai rangatiratanga. Ko Whātonga te kāpene o te waka Kurahaupo, ko Turi te kapene o te waka Aotea. Ka puta mai a Tane-nui-ā-Rangi, te mokopuna a Whātonga, ā, e mohiotia nei ko te iwi a Tane-nui-a-Rangi. Mai i a Turanga-i-mua, te tama a Turi, ka tapaina ngā whenua i te rohe o Papa-i-ōea ko Te Ahu-a-Turanga. I taunga tēnei ingoa i te wā i nehua a Turanga-i-mua, i runga i tētahi taumata o Ruahine maunga. Pātata ki te āpiti o Manawatū, ki te taha rāwhiti. E ai ki ngā kōrero tipuna, 250,000 ngā eka i hokona ki te Pākehā i te tau 1864, te

³² Penetito, W. (1996). He kōingo mō te pūmahara: Memory and Scholarship for a liberating pedagogy. In He paepae kōrero: Research perspectives in Māori education. (Compiled by Bev Webber) Wellington. NZCER.

Raukura Hītori

I te tau 1989, e hui ana te Tari Māori i Te Kupenga o Te Mātauranga hei whakamāhere kaupapa mā te rōpu Reorua. Ka puta te maharahara ana na kaimahi o te Tari Māori, me pēhea te whangai i te rōpu reorua i ngā tauira kaiako, arā, i te whakakī i ngā whāruarua kōrero Moriā. Kei te Papa-i-ōea tēnei whare takiura, ā, me te mohio tonu koia nei te huarahi hei whakatipu te reo.

Ērangi i te timatatanga a te rōpu reorua kare e ārikarika te kuhunga mai o te tauira, arā kē te tini i te akomanga. Nō te rōanga atu kua iti haere ngā kaitono, ā, kua kitea ākuanei ka mimiti haere ngā kaitono, kāore he tauira. Ko te whakaaro kia hōrapa te titiro ki mua, me pehea te whakatū tētahi rōpu anō.

I mua atu i puta te tōrangapū a te kāwanatanga i te tau 1988, e kiia nei Te Urupare Rangapū, te Minita Māori a Koro Wetere. Te tikanga o tēnei kaupapa he tohatoha putea hei whakaara mai te iwi Māori, kia whai hua ai rātau ki ngā huarahi oranga tonutanga mo te tangata. Ko te whāinga mātauranga tēra i whakaputaina kia whiwhi ai te tangata i te mahi e hiahiatia ana. Ka huaina mai ko ACCESS,³⁷ te putea kiri mana Pākehā nana nei i whakatinana te kaupapa o Raukura. Heoi, no muri mai ka riro ki te Tari Pūtahi Whakangūngū Mātauranga te mana tohatoha putea ma te Kāwana.

Na te hurihanga o te kāwana ka ara mai ko Pūkenga Aotearoa te kaupupuri i te putea whakangūngū kaupapa ināianei.

Ērangi, na te pōkaikaha o te rōpu whakamāhere me te tumuaki i taua wā, i rite ai ngā tūmanako, ā, i whakatinanahia a Raukura i te whare takiura i te tau 1990. Ko te kaupapa o Raukura he kura whakangūngū ākonga Māori, hei arotake huarahi tika mō te whānau, hapū me te iwi Māori. Kua roa kē e noho here ana te kawatanga ki te kimi huarahi kia orite ai ngā tukunga Māori mō te mātauranga ki ētahi o ngā iwi o Aotearoa.

Ko te tino hiahia kia whiwhi ai i te mātauranga tōtika mā te haere ki ngā whare takiura, ngā whare wānanga. I tua atu kia whiwhi ai ngā mahi pūkenga, he pai te utu. Ka whakaritea ko te kaupapa akoranga mātauranga a Raukura, me ako i roto i te reo

³⁷ Noel Scott & Bill Brislen, (1998). Report to The Māori Commission on Training and Employment: Preparation for Employment. An Examination of Education and Training Issues which Influence the Employability of Māori (with special emphasis on 16 – 18 year olds).

Māori. E tautoko ana ēnei kaituhi Māori, ma te reo Māori ka mohio te tangata ko wai ia.³⁸

E rua ngā rōpu i whakatūhia mō te ono marama noa iho. Ko te akomanga tuatahi, he whare homai na te Kura Tini o Manawatū, nō te mea he piringa kōtahi tēnei wānanga ki te whare takiura i ēra wā. Arā i muri rawa i ngā whare teitei e huna mai ana. Heoi, ka manawareka te whānau ki tēnei piringa i raro i te tuanui kotahi.

Ko te whakataunga kōrero a Pere (1982), “ko te tipuna me te mokopuna he hononga kotahi nō nanahi, nō inaianei, nō āpōpō. Ahakoa ngā uauatanga o te wā, mā te tamaiti i tāna whakatipuranga, e tauira tōna ao Māori mā te reo.”

Engari ka raruraru te rōpu tuarua. Ia rā kare i mohiotia kei whea he akomanga mō te wiki, hāunga mō te rā. Tino kaha te Tari Māori ki te hapai tēnei whānau kia pupuritia, ā, kia pumau tonu a Raukura, hei whakaora i te reo rangatira i tēnei whare takiura puta noa.

Ka timata te rēanga tuatoru, arā kē te nuinga o ngā kaitono i pae-whiritia, ka parekareka rawa atu. Nā te kitenga atu, ka tino mohio te whānau o Te Kupenga kua rangona whānuitia e te iwi, ā, kei te tautokona tēnei huarahi mō ngā whakatipuranga, te rangatahi me te pakeke e pirangi ana ki ēnei whakaakoranga. Nā, I waimarie tēnei rōpu me ngā rōpu o muri mai, i whakawhiwhia ki tētahi rūma tūturu nō te Tari Māori. Kua tutuki te hao o te ngākau, kare e mimiti ngā whāruarua tauira Māori i ngā tau i mua i ngā aroaro.

Ākonga Paewhiri

Ka tae ki te wā he paewhiri ngā kaitono mō te kaupapa whakangūngū o Raukura, ka whakamatauhia ki ngā whāinga kāwanatanga. Mā tēnei taumatua e whakaatu mai he aha te reo o ia kaitono, mena ka taea te whakaputa he wahanga o te reo, a tēra pea kare noa iho. Nā, he aha te tumanako a te tauira mehemea i waimarie ki Raukura. Ka tirohia mena ka tūpono ki ngā mahi mātauranga, na ka tae atu ki te taumata kaiako, ā, he aha ngā pūkenga a te kaitono, he aha ana mahi i roto i te ao Māori.

³⁸ Durie, (1992); Hirini, (1997); Keegan, (1996); Metge, (1995); Pere, (1984); Te Puni Kōkiri, (1998). Ko te kōrero o wēnei kaituhi, mē Te Reo Māori ka mohio te tangata ko wai ia.

Ko ngā kaitono e whakaaea kia uru mai ko ngā tangata i mutu ohorere i te kura, ā, i aukatia o rātau rangatiratanga. Wētahi nā te kore mahi me te rere o te ao hurihuri. Te tikanga me kore rawa atu te mātauranga o wēnei tauira, ngā whiwhinga i te kura me kaua e hipa atu i te 1B me te 2B, i te kura tiwhikete; ngā tangata kore mahi, engari me noho rēhita i te NZES (New Zealand Employment Services) mō te kotahi tau piki ake; me ngā tangata penihana.

I ngā tirohanga ki te āhua o te reo i wēnei ākonga ka kitea ko ngā tangata pakeke, whā tekau piki ake ki te rima tekau, he paku reo tō rātau, ā, āhua pai ngā tuhituhi. Te rima tekau ki te ono tekau piki ake, he matatau wēnei i te reo, ērangi kōtiti kē ngā wahanga tuhituhi. Ko ngā taitamariki rangatahi, ono tekau piki ake, ko te reo kura tiwhikete kei a rātau. Ko te reo o te karakia, te mihi me te waiata kua whakatōngia i te hinengaro, kātahi ka puta mai i te mangai, ērangi kua timata i te kōrero ahakoa kei te whakamā. Te nuinga e pai ana ki te tuhituhi. Wētahi atu kore rawa te reo, ērangi ko rātau mā e tū pono ana ki te kaupapa. Ko ngā mātua wēnei e kimi ana i te huarahi kaiako Māori. Ki a Fishman³⁹ (1991), ‘te huarahi whakaora i te reo ko te kainga, i waenganui i te whānau, i ngā kura, i ngā wāhi mahi me ngā whare karakia . . .’

Tatauranga i Te Reo

Anei e whai ake nei ngā tatauranga o te reo i Aotearoa. Ko te Taura Whiri i te Reo Māori, Te Reo Māori Tirohanga-a-Iwi (1995), me Te Puni Kōkiri. Ngā mahi o wēnei Tari Kāwanatanga hei arotake he kaupapa whakawhānui te reo matatau me te reo kōrero. Na kāinga Māori i uiuitia he 1,904, o ēnei tāngata, tekau mā ono te pakeke ka piki atu i uiuitia. Ngā torohanga patai e kimi ana ngā taumata kōrero, nonahe i tipu mai te reo; te reo e manakohia ana; pehea te kaha o te reo; he aha te kaingākauatanga ki te ao Māori; te reo Māori me te reorua. Nō tēnei rangahau ka kitea ngā taumata reo e whakamahia ana, ā, he aha ngā pōraruraru me ngā uauatanga.

Ko ngā tangata matatau ki te reo, ko ngā rōpu pakeke – 44% o ngā kaikōrero kei ngā taumata i runga rawa, arā, ko ngā tau ono tekau piki atu. Ahakoa te nuinga o ngā kaikōrero i te reo kei raro iho i te ono tekau tau, 2.9% anake e tekau mā ono ki te rua tekau mā whā, engari 27.3% o te katoa o ngā kaikōrero i te reo Māori e ono tekau piki

³⁹ Fishman, Joshua. (1991). Te huarahi whakaora i Te Reo ko te kāinga, waenganui i te whānau, i ngā kura, i ngā wāhi mahi me ngā whare karakia.

ake he tino matatau. 59.6% he Māori, tekau mā ono tau piki ake āhua kōrero ai i te reo, ērangī 26.2% anake e rata ana ki te kōrero i te reo ia wā. Nō reira, e kii ana wēnei tirohanga he kaha kē atu te maramatanga a te tangata ki te reo, engari iti te reo kōrero.

Nā, ko ngā kaitono ki te Raukura nō ngā hau e whā. Nō te takiwā o te Tairāwhiti, Kahungunu, Horowhenua, Te Atihaunui-a-Paparangi, Taupo-nui-ā-tia, Tūhoe, Te Arawa me Papaiōea. Rokohanga i ngā timatatanga o te Raukura kotahi te rōpu, tekau ngā tauira, ā, e ono marama noa iho te roa. Te tau i muri ake, tekau ma rua ngā tauira, e ono marama noa tēnei rēanga, ka whai ake e rua ngā rōpu mō te tau kotahi. I kōkiritia e ngā kaiako, kare e taea te ako te reo i te ono marama, ahakoa ko wai te tangata, nā kōnei ka whakahaeretia a Raukura mō te kotahi tau anake. Kia ata poipoi, ata mirimirihia te tauira, hei oranga wairua, oranga ngākau me te manawanui, kia whakaputaina te reo e tika ana.

Inaianei ka tirohia he aha ngā hua i manakohia ēnei tauira. Otira ki tā Tamati Reedy⁴⁰ (1992), me whakakoi tonu te hinengaro o te tamaiti i te wā e tipu haere ana i te reo ako, ki ngā painga taha-a-iwi, te hihiri o te reo mauri ora. Ko te piripono ki te kaupapa nā puta atu i ngā kuaha whakaakoranga. Kōrerotia te reo i te kainga, kōrero Māori i ngā wā katoa.

Te Wahanga Akoranga

Ko te mahi tuatahi kia timata ngā tauira i Te Kupenga, ka pōwhiritia rātou, kātahi ko te whangaungatanga o ngā tauira Māori katoa. Ma te kaitahi, me te noho whānau i roto i te whare tipuna, kia mihia te whānau tini a Te Kupenga o Te Mātauranga. Kātahi ka haere kia whakatauhia te whānau o Raukura ki roto i tō rātou akomanga mō te whā tekau marama. Ko tēnei rūma e pātata ana ki te whare tipuna me Te Haonui.

Nō reira heipu noa he manuhiri ki Te Kupenga ka tautoko a Raukura i te pōwhiri me te tao kai he whangai i te manuhiri whakaeke. Koinei ngā akoranga tū mārae ka whakamahia e te tauira, kia mohio ki ngā mahi a muri, ā, ki mua. Tētahi tikanga anō, ia tau ka puta he rōpu hou mō Raukura, nō reira ko rātou ngā taina, ngā kai takawaenga mā ngā tuakana. Otira me kii, ma te whakamahi pēnei i te tauira Māori e kore e warewaretia, ka pūmau ki te whatumanawa.

⁴⁰ Reedy, T.M.(1992). Kura Kaupapa Māori, Research and Development project: final report / prepared by Tamati Reedy. Wellington, New Zealand. Ministry of Education.

Tētahi miharotanga i waimarie ngā tauira ki te kuia me te koroua e oreore haere ana i te marae nei ia ra. Ki te whakapai i te whare, ki te kōrero Māori ki ngā ākonga, ki te kohetehete noa, ki te noho tahi te tamaiti me te kaumātua. Kia ngaro te kuia i te mārae ka tino mokemoke te whānau o Te Kupenga. Ko te tino akoranga nui mā ngā tauira, me manaaki ngā pākeke, me tiaki me whakanui. Kei a rātou ngā mātauranga tukuiho a ngā mātua tipuna, ā, ko rātou ngā matapuna o te mātauranga. Ērangi me hoki tonu ngā mihi ki ngā kaiako Māori e kaha nei ki te poipoi, ki te mirimiri i ngā tauira katoa kia oti pai ai wā rātou akoranga mātauranga.

Te Āhua Akoranga Māori

Ko te nohonga whānau, te whai i ngā tikanga me te whakatō i te taha wairua, ka manawanui te ākonga kia tutuki āna whāinga mātauranga. Ko te tikanga hoki ma te noho whaiti, me ngā mahi a rōpu, ka hikina ake te wairua o te tauira Māori. (Chapple, S. Jefferies, R. & Walker, R. 1997. Weil, S. 1986).⁴¹ Me kaingākau te kaiako ki te tautoko i ngā tauira iti noa te mohiotanga. Kia ata whakawhiti whakaaro ki aua mahi uaua, me te whakarōpu kia torutoru noa iho rātou, kia marama ai te ākonga ki wā rātou mahi.

Ko tētahi take anō, ka ako tika te tauira Māori mena he Māori te kaiako. E mohio ana te akona ka tōtika te rere o ngā wāhanga akoranga e kimi ana a ia. Nā ka ngāwari anō i te whakaako ngā whāinga mahi. Ki te tirohanga a te tauira, ka manawareka a ia ki tōna kaiako Māori, otira ko te wairua whanaungatanga tētahi ki tētahi, ka parekareka rawa atu.

Ka huri atu ki ngā whāinga akoranga o Raukura, i ngā timatanga o te rōpu i te tau 1990. Ko te tūāpapa i whakatakotoria, kia taea ngā akona te kōrero Māori; ki te whakapiki ake te rewa o te reo; kia mohio ki ngā tikanga Māori; ki te whakarei i te mana tangata; ki te whakatō ngā pukenga akoranga. Pēra i te ako ngā momo waiata, i te tuhi tika, kia marama i te mahi whika, ngā mahi rangahau i te whare pukapuka, i te hākinakina hauora, i te romiromi rorohiko. Me te whai i ngā āhua Mana Māori ia wā e heipu ana, kia kitea te huarahi tipuranga mō āpōpō.⁴²

⁴¹ Chapple, S. Jefferies, R. & Walker, R. (1997). Māori participation and performance in education; Wellington: New Zealand Institute of Economic Research (Inc.).

⁴² Te Pātaka Iringa Kōrero o Raukura (1990). Unpublished information Te Kupenga o Te Mātauranga: Māori and Multicultural Education, Massey University.

Tuatahi ko te ara⁴³
o te Matua i te rangi e
Tuarua, ko te taura
hei here i te tangata.

I te timatanga o ngā mahi i te akomanga, ia ata ka whakahuatia he whakamoemiti, ka waiatatia he himene, kātahi ko te mihimihi. Kia tū pakari, kia kore e ngoikore te tauira ki mua i tētahi rōpu, i ōna hoa, amuri atu kia mohio mā te waiata e kinaki aua wāhanga. Me whakarongo ki ngā tohutohu, kia mau ai ki te hinengaro. Kia kaha ki te whakawhitiwhiti kōrero, te whakautu ā waha, me te tuhituhi hoki. Ko te mutunga mai kia manawanui te akonga ki tōna reo Māori. I ngā whāinga ako ka puta ngā kupu hou; me te tuhi tika i te reo. Ki wēnei mahi ka tapiritia ngā tikanga Māori pēra i ngā mahi marae, tao kai, raranga harakeke, te ruku kaimoana, te rama tuna. Ko ngā aro matawai ka whakatūhia, te kōrero a waha whakamatautau; te tuhi whakamatautau. Ngā aro takenga ko ngā tauira; ngā kaiako; ngā kaumātua.

I ngā mahi a te karaihe, kua kitea mā te romiromi, me te raweke a te ringaringa tauira, e whakapono ana ka ngakaunui te akonga Māori ki ngā whāinga mātauranga. Tētahi take anō, inā ka haere ki aua mahi, me kaha tonu te kaiako ki te akiaki kia oti pai. Me whakakore te whakaaro he rā anō apōpō.

Nō te tau 1996 ka whakawhiti te whare takiura ki te whare wānanga o Massey ka whakahuria ngā whāinga ako o Raukura ki ngā pepa wānanga. I āwangawanga te Te Kupenga o Te Mātauranga me te tangi a te ngākau o ngā kauhau o Raukura, a Pūkenga Aotearoa, te tari homai te putea kāwana. Ko te maharahara nui, tērā tonu ka whakakorehia te kaupapa i whakamanahia a Raukura. Mō te rawakore hoki, ara hei poipoi he ata mirimiri i te akonga kia taea ngā mātauranga e hiahia ana. Heoi, i eke tonu ki ngā whakaaro o Te Tari Māori.⁴⁴

Kei raro iho nei ngā pepa mātauranga, i whakatauhia hei mahinga mā ngā ākonga mō te whā tekau wiki i te tau 1999. I te otinga o ēnei pepa, kātahi ka waitohua i te tiwhikete whakamutunga o Raukura. Kare i whakaarotia mā te tohu a te Whare Wānanga o Massey e whakamana te tiwhikete, kore kore rawa atu. Ko te heke a te werawera ki te rae o te ākonga, koia rā anake. He āwangawanga nui tēnei i waenganui i ngā tauira o te rēanga nei. Ko te whakarere kētanga i a rātou ki te whānau o te Whare

⁴³ ibid

⁴⁴ Waite, J. (1992); Weil, S. (1988, 1992); Weis, L. (1985). E maharahara ana wēnei kaituhi, tērā pea kare e tautokona ngā akonga whakangungu e ngā kura wānanga. Tā rātou e kii ana, huakina ngā kuaha o te mātauranga kia rātou e hiahia ana ki te ako. Kia nui tonu te mirimiri me te poipoi, ā, kia hīkina ake te ngākau tangata. Ka piri pono ki ngā akoranga e manawanuitia ana.

Takiura o Papa-i-ōea. Mēnā e kii ana tātou ehara tēnei i te mahi wehewehe tangata, he aha rānei kē. Ko te whakaaro e mārekereke ana te kii, ko rātou ērā, ko mātou ēnēi, he kaupapa whakahanumi tangata.⁴⁵ Ko tā Metge, kaua e takatakahī te mana tangata, mā te whakataurekareka ētahi tikanga, hei atawhai i ngā tikanga Pākehā.

Tohu 1.

<i>Pepa Nama</i>	<i>Ngā Pepa Mahi</i>	<i>Te Wātaka</i>	<i>Maaka</i>
82 . 010	<i>Te Reo Māori</i>	<i>S 1/2</i>	30
82 . 011	<i>Ngā mahi tuturu a Kui, a Koro mā Marae tikanga i mua, k i muri</i>	<i>S 1</i>	10
82 .012	<i>Korikori tinana/performance – Waiata/haka/poi/tirākau/tititorea</i>	<i>S 1</i>	10
82 .013	<i>Ngā mahi rorohiko</i>	<i>S 1</i>	10
82 .014	<i>Putaiiao</i>	<i>S 2</i>	10
82 .015	<i>Pangarau</i>	<i>S 2</i>	10
82 .016	<i>Tātai / Tuhituhi</i>	<i>S 2</i>	10
82.017	<i>Rawa / Rauemi / Ngohe</i>	<i>S 2</i>	10
❖ <i>Wahanga haerere (noho marae-a-iwi) 2 x 1 wiki haerenga S 2</i> <i>Pāmamao ki te ako i te kawa me ngā tikanga a tētahi atu iwi.</i>			
❖ <i>Noho marae – Tētahi pō i Te Kupenga marae, 1 x 3</i> <i>He kaupapa mahi a kainga rūmaki reo; waiata/haka/whakataruna S 1/2</i>			

Ki ngā whakaritenga o te hōtaka mō te whā tekau wiki, ka tikina atu na tohunga whakairo, raranga, te kuia me te koroua, kia hīkaka ai te ngākau akonga. Tētahi āhuatanga e pai ana ma Raukura, ko te ātawhai i ngā manuhiri e whakaeke ana i Te Kupenga mārae. He maha tonu ngā tāngata e puta ana, ko ngā pakeke, ngā wharekura, me ngā kōhanga reo. I te nuinga o te wā ko ngā tauira na kaiwhakahaere o te marae-ātea, kia mohio māriki rātou ki ngā tikanga, ki ngā wāriu Māori.

Ki waenganui o te tau kua reri na akonga ki te whakawhānui a rātou tirohanga, ki ngā mahi rangahau i Poneke. I te Te Papa Tongarewa, Te Mātāpuna Mātauranga o Aotearoa,

⁴⁵Metge, J. (1976). The Māoris of New Zealand. Routledge and Keegan Paul, London.

Te Mātāpuna Pūranga o Aotearoa. Otira ko te parekareka ka puta, ko te whanaungatanga me te noho pō i te taha o ētahi atu rūpu tauira anō i Pōneke. I ahu mai ēnei whakatipuranga nō ngā rōhe kore mahi, ko tā te Kawana hei whakangūngū i a rātou ki ngā mahi taone. Ko ngā mahi wheketere, wāpu, kāmura, ā, he tauira i te whare wānanga pea. He wāhanga pārekareka ma te ākonga ki te whakawhiti whakaaro ki wētahi atu mahi i te taone nui o Whanganui a Tara.

Otira, a muri i te whā tekau wiki mena i tutuki ngā whakaritenga a te tauira ka tohua ia i te tiwhikete o Raukura. Mai i kōnei kua ahei te tauira ki te tono mō tētahi o ngā wāhi kaiako i ngā tau e toru i te whare takiura. Te tatauranga mō ngā tauira nei, 70% ka whaia te mātauranga i Te Kupenga o Te Mātauranga.

- Ko te kaiako Kōhungahunga
- Ko te kaiako Kura Tuatahi
- Ko te kaiako Reo Rua
- Ko te Aho Tatairangi Kura Kaupapa Māori

20% ka whiwhi mahi tōtika pēra i te kaiawhina i te Kōhanga Reo, wētahi wā ka hoki atu tētahi o ngā tauira ki tōna iwi. Kia mutu pai te toru tau, ka tohua te tauira i te tohu pokairua, a muri mai wētahi ka uru ki te Whare Wananga o Massey, ki te whakaoti i te paetahi, a muri mai ka whaia ngā mahi ā kura. Ko te nuinga ka haere hangai ki ngā mahi kaiako i ngā wharekura.

Ko te kaupapa o Raukura he whakatūwhera anō i ngā kuaha ki te kimi huarahi mātauranga. Kia orite ai ngā whakatutukitanga Māori ki ēra atu o ngā iwi i Aotearoa nei. Ahakoa kei te kōrero tonu te kāwanatanga me pehea e taea e ngā iwi, ngā kura, ngā mātua i te whakapai ake i te mātauranga o te Māori. E maumahara ana kāre wēnei ākonga i whiwhi tohu i te wā i kuraina. Ma ngā kura whakangūngū pēra i a Raukura e whakatenatena, kia piki ake te tokomaha akonga kia whiwhi he tohu mātauranga, ā, kia whiwhi tautōhito hou hei whai i ngā whakarerekētanga o te ao mahi.

Ko te tino hiahia nui kia tokomaha na kaiako Māori e mohio ana ki ngā reo rua, a, ki ngā tikanga rua hoki. Ko ngā akoranga o Raukura kia honoa atu ki te kaupapa o Te Kupenga marae, kātahi ka taea te whakaako i ngā rā kei mua i te aroaro o te kaiako hou.

Whānau Tāhi

Kua kitea mā te piritahi, me te whanaungatanga, manaakitanga, te tautoko tētahi ki tētahi. Ka pakari ake te tauira ki tōna ake taumata mohiotanga, otira kare ia i mohio i a ia tonu he pūkenga hoki. Ka manawareka te wairua ākonga ki te whakapono ki a ia ano, ā, he mana ahurei ia. Te kaupapa whakahirahira ko te nohotahi a te whānau, arā, ko te tauira, te kuia, te koroua. Ma ngā tauiratanga kaiako Māori e hiki ake te whatumanawa o te akoranga.⁴⁶ E tika ana te whakaaro a Durie, mā te piringa tahi a ngā whānau ki wā rātou kawenga kaupapa, ko te pakaritanga ake tēnā.

⁴⁶ Durie, M.H. (1994a). *Whaiora*. Auckland: Oxford University Press

UPOKO TUATORU TE REO TAUIRA

Mā wai e kawē taku kauwae ki tawhiti
Māku e kī atu, e whae
Mā mātou, mo ake tonu atu.⁴⁷

Tirotiro kau noa kei whea rā! E kui mā, e koro mā, homai te waiora ki ngā whakareretanga iho o koutou mā. Kia puta ai ngā hua hei oranga mō ngā uri, ko ngā mokopuna e tū iho nei. E maharahara ana, kei pātai te tamaiti, i ahatia e koe taku mauri. Mā mātou e kii ake, kua mānu te waka mātauranga, kapohia pupuritia. Ko koe anō te whetū, te ahureinga o te tau rua mano, mō te iwi Māori.

Ko tēnei wāhanga e whakaputa ana i ngā kōrero o te ngākau tauira, mai i ngā patapatai i tukua kia rātou, me ngā tirohanga ki ngā mahi i mahia ā tauira, nā mahi takatū i waenganui i te iwi. Te whakaruruhau o Te Kupenga o Te Mātauranga marae me Te Haonui, he whakaaro ki wā rātou whānau ake me te whānau whānui o Te Kupenga o Te Mātauranga, me te hiko atu ki te taumata teitei i te Whare Wānanga o Massey. Ka tirohia ngā timatanga, ki ngā putanga āhua o ngā tauira, āra, koe wai rātou? nō whea rātou? e haere ana ki whea rātou? me te ahu whakamua o ngā tauira.

Ki te kōrero a Whaimutu Dewes,⁴⁸ mehemea he Māori koe, ko te roanga atu tērā ki te kimihiā tōna tuakiri. Mā te māramatanga a te tangata ki tōna maunga, awa, mārae me tōna whakapapa, me te whakaaronui ki ngā tirohanga whakamua. Kia āhei te tū tōtika a te tangata i runga i tōna mana āhua. Kia tapiritia atu ngā kupu tuku a tēra rangatira ā John Rangahau.⁴⁹ Ko tana Māoritanga e motuhake ana ki ōna kōrero tuku iho tōna, Tuhoetanga, i mua ake i tana Māoritanga. Ko te tuturutanga o te Māori, kia mau tonu ki wōna ake rerekē tahitanga. He rerekē te Māori ki te nuinga, he rerekē tētahi ki tētahi.

⁴⁷ Taiapa, J. (1998). *Mana Wahine*, Study Guide paper 50.203. School of Māori Studies, Massey University. He wero tēnei ki ngā uri whakatipuranga e whai ake ana. Kia kaha ki te pūpuri i ngā taonga tuku iho a kui mā a koro mā, hei tiketike mō tō iwi Māori.

⁴⁸ Dewes, W. (1994). *Priorities For Māori Development: Principles For Resource Distribution*. In Kia Pūmau Tonu, p.142. Proceedings of the Hui Whakapūmau Māori Development Conference. Department Māori Studies, Massey University.

⁴⁹ Rangahau, J. (1975). "Being Māori", In *Te Aohurihuri: Aspects of Māoritanga*. Michael King (ed).

I te tau 1992 i puta te whakaaro o te whānau a Raukura, kia hangaia he tohu motuhake mō tēnei ropu tauira. Ko te whakaaronui tonu, hei hiki ake i te mana āhua o te akonga i ngā whāruarua o te whare takiura, i Te Kupenga o Te Mātauranga. He tohu whakaaturanga tēnei i te kura whakangungu o Raukura, ahakoa he pepa pānui ā kura, ā hāpori rānei. Ēngari ka haere tētahi o te whānau ki te tono ki tōna whanaunga, a Delwyn Hakaraia, he uri ia nō Ngāti Raukawa. I taua wā he tauira a Delwyn i ngā mahi toi i Te Pūtahi a Toi. Nō te tau 1993, ka huaina mai tēnei tohu rangatira e whai ake nei.

Tohu 2. Te tohu motuhake o Raukura

Ko tēnei tohu⁵⁰ i tāhia i te arohanui ngā taonga ā kui mā, ā koro mā.



ana, ko ngā mātua wēnei e awhi ana

me te humarie o te ngākau ki

Ko ngā kōrero o tēnei tohu e kii

i ngā ururua tipuranga, kia pakari

ake te tipu o ngā pakiaka, ā kia ora ai te more te weu. E hanga rite ana tēnei ki te āhua o te akonga e kimi nei he huarahi mātauranga māna. Kare i ngāwari, ara tonu ngā pōraruraru me ngā pēhi uaua, engari mā te mahi ā whānau ka pari te ihu, ka taea ngā mātauranga e manakohia ana e te akonga.

Āhuatanga o ngā Tauira

Mai rāno i ngā waru tau kua hipa atu, tekau mā waru ngā tauira i whakaaetia kia uru mai ki roto i Raukura. Wētahi nō ngā iwi whānui tonu e noho marara ana i Papa-i-ōea nei, anō, wētahi ka tono mai i a rātou rohe ake, i Ngāi Tūhoe, Whānau-ā-Apanui, Ngāti Porou, Taupo-nui-ā-tia, Whanganui, Kahungunu, huri noa. Koia nei ngā taina me ngā tuakana, a rātou pakeketanga ka timata i te 16 tau ki te 48 tau, engari te kohinga pakeke e rua tekau mā ono piki ake. Ia wā ka kaha te kaihautu kia orite te ira tangata, ara, kia iwa ngā tāne, kia iwa ngā wāhine hei painga mō te akiaki rōpu. Etahi wā ka taea, ā, kare noa iho pea, engari mena ka heipu he tino pai rawa.

Ngā kaiako e mahi ana i Raukura nō te Tari Māori i Te Kupenga o Te Mātauranga. Tetahi kaupapa whakahirahira i hua mai ko te hononga o ngā wānanga mātauranga e rua o Massey i te tau 1996. Ko Te Kupenga o Te Mātauranga ki Te Pūtahi-a-Toi, kare i roa a muri mai i whakatūwheratia he whare motuhake mō te Tari Māori i tēnei whare

⁵⁰ Raukura Archives: Delwyn Hakaraia (1993). te tohu a Raukura me wōna kōrero. He wahine ngakaunui ia ki ngā whāinga o ngā tipuna. Tona tino rangatairatanga i heke mai i ngā kawai o Ngāti Raukawa whānui tonu. Unpublished information.

takiura, Te Uru Māraurau. Ki ngā tirohanga whakamua, kua pūmau te mātauranga Māori me ōna āhuatanga katoa i tēnei wāhi akoranga.

Ko te tūāpapa o Te Kupenga marae he wāhanga akoranga mā ngā tauira, ahakoa ko wai rātou. Ka taea ngā akonga i te noho tahi, ako tahi, kai tahi, moe tahi i roto i te ahurutanga o tō rātou ao Māori. Me te kaha anō ki te rūmaki i te reo me te kawenga i ngā tikanga. He whare whakapiringa, huihui i ngā akonga e whai ana i te mātauranga, ahakoa ko wai ra. Ko te kōrero a Arohia Durie ki te āhua o te kaiako Māori e ako ana i ngā tauira Māori. Kia matara me te whakapau kaha ki te whāngai atu i ngā mōmō mātauranga katoa, ki ia akonga, ia akonga, he whakamana āhua anō i a rātou me ō rātou whānau, hapū, iwi hoki.⁵¹ Kia tirohia anō te papa kōrero a Pere e tauiratia nei i Te Wheke, ko te akoranga he kotahi, ara ko te noho whānau i ngā mōmō rewa katoa. He orite tēnei ki te aupiki o te ara poutama i ngā whare tipuna, ā, ko te tipuranga o te whāinga mātauranga. Ka hoki rā wenei putanga korero ki te hanga āhua i whakatōngia te kākano mātauranga ki ngā akonga o Raukura, ā, e kākahutia nei ki tēnā, ki tēnā, i ōna ake pakaritanga. Ko te whakamōmori ngātahi te wairua whānau ka ekea te taumata akoranga.⁵²

Otira, i kōnei me tāhuri ake ki te whakamarama te take anō i whakaputaina te ingoa a Te Kupenga. I te tuatahi, ka taea e ngā akonga katoa i te whakapapa ki tēnei whare. Tuarua, mā Te Kupenga e kume mai ngā akonga ia tau, ia tau, ki te whai mātauranga kaiako. Nā, kia ū ngā whāinga mātauranga nei ka wehe atu rātou, engari i tona wā kia puta te pūranga a Te Kupenga marae ka hoki mai te tini a Te Kupenga o Te Mātauranga ki tōna poito anō. Kare e taea te aha, koinei te taura here i te tangata. Ko te kaupapa o te mātauranga e kore rawa e mimiti tōna puna whakatōtō.

Mena ka āta tirohia i runga i tēnei whare tipuna a Te Kupenga, kare he tekoteko, he kōruru kē. Ko te hanga āhua o Te Kupenga e tohu ana i te puawaitanga o te tangata, te mana āhua, te mana whenua. Kei te wairua o ngā whakairo me ngā kōwhaiwhai e whakaāhua ana te tini a Te Kupenga o Te Mātauranga. Kei kōnei te putanga whakaaro

⁵¹ Durie, A. (1995). *Kia Hiwa Rā: Challenges for Māori Academics in Changing Times*. He Pūkenga Kōrero. Kōanga, Vol. 1, Number 1. Koia nei te kauhau i tukua ki tētahi Huinga Matawhānui. Ko te pūtake o te kōrero, mena kei te āhu whakamua te Māori me ū tonu ki ngā mātauranga Māori me ngā mātauranga Pākehā hoki.

⁵² Pere, R. (1991). *Te Wheke: A celebration of infinite wisdom*. Ao Ako Global Learning. New Zealand

a te tauira i āna pūkenga whakapaipai i ngā pakitara o te whare tipuna mai i waho, ā, ki roto i te whare, huri noa.

Ko ngā hītori e tohu ana i te taenga mai o ngā waka e whitu me te waka o Kāpene Kuki, i tua atu o tēnei e toru ngā tohu whakairo ia taha o te kuaha, anei ngā kaitiaki o te whare. Kei pātata ko ngā momo āhua o te tipuna nei a Maui, ara ko te taha wairua, te taha nanakia o te tangata, me te mātauranga. Ko ēnei ngā mātauranga motuhake ki Te Kupenga o Te Mātauranga. E whā na tohu kei ia taha o ngā matapihi e rua, e tohu ana i ngā pūkenga a te tangata. Pēra i te puoro whakatangitangi, mahi hākinakina, ngā mahi mātauranga, ngā mahi harikoa a te whare takiura.

I te rā i whakatūwheratia a Te Haonui, e toru ngā pūharakeke i tākohatia e te iwi o Te Atihaunui-a-Paparangi ki Te Kupenga marae. He tohu ki te uru matua, te rangi, te tawhito. Ki te rongomau, te aroha, te pai, ngā karakia katoa o te tangata. Anei te herenga mai i te awa o Whanganui ki te awa o Manawatū, anō te taura here i te tangata. Kia tū ai te te tini o Te Kupenga, ki waho, ā, ki roto hoki i ngā wā katoa.

Ko ngā tukutuku e iri mai ana, he iringa kōrero a ngā tauira. Kia maumahara he whare ako tēnei i ngā tauira katoa, nā ia toru tau kia puta atu ngā tauira i Te Kupenga o Te mātauranga me waiho mai e rātou he whakapaipai mo ngā pakitara o te whare tipuna nei. Kāti, i muri mai i te tūwheratanga, ka timata ngā akonga ki te rāranga i ngā tukutuku mō ngā heke. Ka maharahara te kaumātua ki wēnei whakarite, me pehea rā ki te whakaotinga. Heoi anō, ko te kōrero whakautu atu e kui mā e koro mā, mā te wā ka oti katoa i ngā tauira. I oti te tāhūhū o te whare i nga kōwhaiwhai, kātahi ki ⁵³ ngā heke o te whare.

Tohu 3. Te tohu o te taura here tangata ki
Te Kupenga o Te Mātauranga marae.



te taura here i te tangata. E rua tekau tau ināiane, kei te eke tonu mai ngā tauira ki Te Kupenga marae. Koia nei te haka pōwhiri ka tukua ia wā ka whakaeke mai he akonga hou ki te mārae-atea, i mua i te karanga o te kuia.

A toia mai, te waka
Ki te urunga, te waka
Ki te moenga, te waka
Ki te takotoranga
*i takoto ai, te waka*⁵⁴

⁵³ Goulton-Fitzgerald, F.M. & Christensen, I. (1996). He Taura Tangata Te Kupenga o Te Mātauranga. Published by: Kānuka Grove Massey University College of Education, Palmerston North.

⁵⁴ Te Kupenga o Te Mātauranga (1990). Te tari pupuri taonga. He kōhinga kōrero a kui mā, a koro mā e akohia ana e ngā tauira i roto i ngā waiata haka pōwhiri a Te Kupenga marae.

Nō te tau 1996 ka hono atu tēnei whare takiura ki te whare wānanga o Massey. I tekau mā ono marama i muri mai ka whakakorehia te tūnga o te kuia i Te Kupenga marae.

E hika e, kātahi tēnei mamae nui, te hinepouri, ara kē te aue nui ā ngā tauira me ngā kaiako o Te Kupenga o Te Mātauranga. He tika tēnei mahi? ko wai rā te roriori e kii ana e kui kāti rā i kōnei? ko ngā mahi kaumātua e kore rawa e mutu, he mahi mō ake tonu atu. Ko te aroha nui, kei te raru te Māori ki ngā whāinga teitei a te Pākehā. E ai ki ngā kōrero a Darrell Waiti,⁵⁵ kare ma te whakamana i te tangata i a ia, kia taea te taumata Pākehā, ara ma te kakara o te moni. Me awhina, me tautoko ngā kaiwhangai i te mātauranga kia taea e te Māori te nuku whakamua.

Ināianei ka tukua mā te whatumanawa o tēnā tauira, o tēnā tauira, e whakapuaki tōna ngākau, ōnā whakaaro, ōnā tūmanako ki te huarahi haere whakamua i wawatatia e ia mōna, me ngā momo patapātai i whakaputaina.

Ngā whāinga pātai tuatahi:

- 1) *He aha ōu maumaharatanga ki tō whakatipuranga, i tō haerenga ki te kura ?*
- 2) *I te wā i kuraina koe, pēhea te awhina, te tautoko i tō whānau i a koe ? He aha a rātou moemoea mōu ?*
- 3) *He aha ngā mahi i mahia i te kura ? Ngā momo whakahaere, te āhua o te tangata ?*
- 4) *I tō ao whakatipuranga, i tū maia koe i tētahi mahi mōu ake ? Pehea i ngā mahi whānau, hapū, a-iwi, ngā mahi mārae ?*
- 5) *Na te aha koe i whai ai te kaupapa o Raukura ?*
- 6) *He aha koe i pirangi i te mahi kaiako ?*
- 7) *He aha ngā whāinga i manakohia e koe ?*
- 8) *He aha ki a koe me tō whānau te huarahi o te Whare Wānanga ?*

Ko te nuinga o wēnei akonga kare i warea ki ngā mahi a kura i tōna ake wā, ka karaukore te aro ki ngā mahi hei mahinga. Ināianei kei te miharo ki ngā tukunga ako o Raukura e whakatō nei te ngākau hīkaka mō ngā whāinga akoranga. Ahakoa he pakeke, he taitamariki rāni, ko te nohotahi ki te akotahi te rongoa pupuri i te akonga Māori. Nā te whakaputa i te reo me ngā tikanga e mohiotia nei ko wai ratou, nō whea rātou, ā, e āhua pēhea ana rātou

⁵⁵ Waiti, Darrell. (1997). Towards the Future: In He Tirohanga ki mua: Vision for Māori Education: p27. Ko te whakaaronui a kaua e whakapae i ngā hē ki muri, waihotia atu, kimihia ngā whetu, pēra i ngā tipuna, kaua e tukua mā te kāroti a te Pākehā, e whakawairangi te tangata.

Ngā whāinga pātai tuarua: Te tū a te tangata

- 1) *He aha ngā mahi Māori kei te mahia e koe ?*
- 2) *Kei te tautoko tō whānau ina kua whai koe i te huarahi mātauranga ?*
- 3) *Te Reo Rangatira, kua akona e koe tō reo Māori ? tēnā he aha rā ?*
- 4) *I pehea te tukunga a te karere o Raukura ki a koe ?*
- 5) *He aha ngā whāinga mātauranga e hiahia ana koe ?*

Ki te maha noa atu o wēnei akonga, ko te mahi tuatahi he akona i te reo, kātahi ka whai ake ngā mahi marae me te ngākaunui ki ngā wāriu Māori; Ki wētahi I kitea te karere pāmui o Raukura i roto i te nūpepa, e ruarua nei nā te kōrero ā waha, na te kōrero ā waea; I wawatahia ngā whāinga mātauranga o he kaiako Māori i te kura tuatahi, kura kaupapa, te kōhanga reo, a muri mai ka taea te huanuku ki te whare wānanga

Te wahanga kōrero mā ngā tuakana, nā kua puta ki ngā taumata i manakohia.

- 1) *He aha ngā mahi inaianei ?*

60% = he kaiako Māori i ngā kura tuatahi. 20% = kei te whare wānanga. 20% kei ngā mahi-a-iwi.

- 2) *Pehea tōu wā i ngā mahi akoranga ?*

50% = tino pai, a, i tutuki mārīki ngā mahi. 30% = āhua pai, engari me kaha ake. 20% = i pāhi

- 3) *Kua tutuki ōu moemoea ?*

60% = Ae mārīka, ko tūtangata rā ināianei; 20% = Ae, ki te ahurutanga o te whare wānanga; 20% = Ae, mahi-a-iwi, ara kua hoki ki te marae me ngā mahi i te kainga.

- 4) *He aha ōu whakaaro ki te kaupapa o Raukura ?*

Ko te tangi o te ngākau kia kua e whakakorehia a Raukura, kia tataki mauria, tautokona kia noho pumau tonu ai. Nā Raukura i whakapakari me te whakamanawa i a mātou nā akonga kia tū whakahirahira mō tō mātou ao ināianei.

- 5) *Na kua puta koe he kaiako Māori, he mahi ngawari?*

Ki te maha o ngā akonga e kii ana ehara tēnei i te mahi ngāwari, engari me tūpono ki te kauapa mō te iwi Māori, ara mō ngā uri whakaheke apōpō.

Te Rau o te whakaaro

Rautahi:

Kia ora, i whanau ahau i Tauranga moana, 41 toku pakeke. Kare ahau i maumahara ki toku wā i te kura tuatahi, he tino ngaro āku whakaaro ki aua taima. Engari, i te kura tuarua i rawe ki ahau te mahi toi, hangarau me te pangarau. I te mutunga o taku haere ki te kura i waimarie ahau he mahi hanga pūkenga mīhini, i te Manatu Huarahi, ā, i

whakamahia e 27 ngā tau i tēnei mahi. Ki tōku mahi toitū ka marena māua ko tāku hoa wahine, e toru a māua tamariki.

Nō te tau 1994 ka hūnuku mātau ko tōku whānau ki Papa-i-ōea, ki te noho whakatā i reira, a, he wā hararei hoki. Engari ka hoha ahau i te noho kore mahi noa. Ka haere ahau ki te Tari Toka i Te Ora, ki te pataitai he aha wētahi mahi i Papa-i-ōea. I reira ka kitea ahau te panui mō Raukura me te kii, he kaupapa whakaako i te reo. Na ka puta te whakaaro me hoki ahau ki te whai i te huarahi mātauranga, ahakoa he mahi rerekē tēnei māku. I tino harikoa ahau no te mea i waimarie taku pepa tono ki te Raukura.

I te rā timata o te rōpu tauira ki Te Kupenga o Te Mātauranga marae, i pōwhiritia mātau katoa, 18 ngā tauira me a mātau whānau tautoko. He mahi tauhou tēnei ki ahau, ahakoa taku mahi he hiko atu i te taha i ōku hoa hou e whakaeke ana. Kei te umere te reo o tētahi wahine, nō muri mai ka mohio ahau he reo karanga tērā na te kuia.⁵⁶ E tika ana te kōrero a Penetito, ma te whakakaupapa i ngā tikanga Māori ki ngā whare wānanga, ka rangona e te tauira tōna mana ahua ake. Ko ngā kaumatua hoki nā hononga whakahirahira o te ao Māori.

He ao anō tēnei i te whare takiura nei, ā, i Te Kupenga o Te Mātauranga mōku. Akuanei tonu ka whakahoahoa te tauira ki te tauira, ka mutu ngā hariru ka kapu tī mātou. A muri mai kātahi mātou ka tūtaki ki te kaiako, ā, tētahi ki tētahi, me te whakamārama he aha ngā mahi mō te 40 wiki. Kei te rekareka mātou kua uru atu ki tēnei huarahi mātauranga, engari kei te wiriwiri āku waewae i te matakū.

I 29 ngā tau inaianei i wehe mai ahau i te wharekura. Heoi noa ka tūtaki au ki ngā tauira pakeke he hoa māku. Ka āta tau āku whakaaro kua whiwhi he hoa mahi tahi ki ahau. Wētahi anō o ngā tauira he rangatahi noa iho, ko te āhua nei he tino hoha. No reira i pōkaikaha wētahi o mātou ki te akiaki i a rātau kia aro mai ki ngā akoranga mātauranga. Rokohanga kotahi noa iho tēnei wā ki te ako mō mātou katoa.

He rōpu, he whānau mātau katoa, i noho tahi ki roto i te akomanga kotahi mō te tau. Kare i pēra i wētahi atu rōpu tauira, ia haora ka nekeneke ki tētahi atu rūma ako. Ki

⁵⁶ Penetito, W. (1996). He Kōingo mō te pūmahara: Memory and scholarship for a liberating pedagogy. In He paepae kōrero: Research perspectives in Māori education. (Compiled by Bev Webber). Wellington: NZCER.

tēnei whakaaro, kua e wehewhea te akoranga mātauranga Māori me kōkiritia kia noho whānau. Mā kōnei e mau ai ngā akoranga ki te hinengaro o te tangata, me āta poipoi, me āta pana whakamua.

Ko te tino take i pirangi ahau ki te kaupapa o Raukura, ko te reo me ngā tikanga no te mea kāre ahau i mohio ki tōku reo Māori me ngā taunga mahi i te marae.⁵⁷ E ai kia Reedy, na te puku kaha o te Māori ki te kōrero i te reo me te noho ki ō rātou whenua tipuranga, ka pakari te reo. Na, kua tau aku whakaaro ināianei kia tūtuki ahau te tūnga kaiako Māori, hei whakahoki ngā mātauranga ki te iwi. I te mutunga mai o Raukura i tono ahau ki te kaupapa motuhake a te mahi akoranga kura mahita, ā, i waimarie anō ahau ki tēnei whāinga ako mō te toru tau ki te rōpu o te nuinga. Ināianei kei te whakaoti ahau i wētahi tuhinga roa kātahi ka tutuki tōku Tohu Pōkairua, i ngā kura tuatahi.

Nā, ka rongo tōku whānau aku mahi kimi mātauranga, ka tino rekareka rātau, ka manawa reka anō ahau i wēnei akoranga whakahirahira. Kare te mahi kaiako he ngāwari mō ngā tangata pēnei i ahau, kare hoki i āta tau i te kura. Ki ngā toru tau, he tino uaua ngā mahi ki te taha Pākehā i te nuinga o te wā. Ko te tirohanga pai kē atu ki te noho whanau mātau ngā tauira Māori ahakoa i te rōanga i te pō, kia oti tika ai ngā mahi kāinga. Ki ngā mahi pēnei ka puta te mokemoke ki a Raukura, otira kare e taea te hoki whakamuri me titiro whakamua i ngā wā katoa.

Mutu ana te karaihe ka teretere mātau ngā tauira Māori ki Te Kupenga Mārae, ki te whakatā i te hinengaro, ki te whakawhanaunga me ngā kaiako Māori me te kuia o te Marae. Mena kare te mārae me te rūma o Raukura, ka tino raruraru mātau, tērā tonu kāore e tūtuki a mātau wawata mātauranga i tēnei whare takiura. Ki te whānau a te tini o Te Kupenga ko te mārae te tūāpapa e paihere nei i te tauira kia tū maia ki runga i te papa whenua i tēnei wānanga akoranga.

Kare ahau i te whakamā ināianei ki te kōrero i tōku reo Māori, kua mohio ahau ki te whakapiata ngā kōhua i Te Kupenga Mārae me te tiaki pai ngā tikanga Mārae.

⁵⁷ Reedy, T. (1975). He kārero whakatūwhera i tētahi hui mō ngā kura māhita, no roto i te pukapuka a Moorfield, John (1993). Te Whanake 3: Te Mahuri, Longman Paul, Tamaki-makaurau. (167-169).

Kei te mohio inaianei ko wai ahau? no whea ahau? ā, he kaiako Māori ahau? He mihi nui tēnei ki te kaupapa o Raukura, na tēnei kura whakangungu i puta ai ahau he kaiako Māori.

Raurua:

Kia ora, taku whakatipuranga i Wainui-o-mata, i Whanganui-a-tara, ko ōku mātua nō te Tairāwhiti. Ka timata wēnei kōrero i ngā mahi i mahia e ahau. I te timatatanga he kaitiāhore kiri reme taku mahi, koia nei anake ngā mahi i watea ana mā te rangatahi, engari he tino paruparu, ka ngenge ahau i wēnei mahi. Nō muri mai ka ako ahau ki te kuti hipi, parekareka tēnei mahi me te moni utu. Tetahi anō he rawe ki ahau te noho pāmu. Kua tae ki te wā me kimi he huarahi mahi anō, ka tono ahau ki tetahi kura whakairo, na ka waimarie ki tēnei kura whakangungu. Nō te huri o te wā i ngākaunui tōku whānau ki ēnei mahi whakahirahira o ngā mātua tipuna me ngā akoranga whai tikanga i puta ki a mātau ngā tauira. Ko mātau te rēanga whakatipuranga o ngā taone nui nō reira he ao anō tēnei.

Ahakoia he tino pai ngā mahi whakairo, kua timata ahau ki te whakaaro mō āpōpō, me rapua he huarahi whakaputa mātauranga, no te mea koia nei te huri o te wā. Ka ngākaunui mai tōku whānau, ka koakoa ahau ki tō ratou tautoko mai. Kua puta hoki te pānui a Raukura, ko taku mahi he tono atu ki Te Kupenga o Te Mātauranga i te tau 1992. Ka miharo ahau i whakaae mai te whare takiura ki tōku tono ahakoia kei te tino wehi au na te kore mohio he aha kei mua i ahau, i 14 aku tau ki muri i te mutunga i te wharekura. Engari ināianei kei te hiko mātau te rōpu whakaeke me toku whānau tautoko i runga i te reo karanga o Te Kupenga o Te Mātauranga marae. E aue kua pai rawa taku ngākau, kei te kitea atu he whanaunga e noho mai ana i te paepae, kua pai ahau ināianei. Ki taku whakaaro he wero rā tēnei mōku, kia matāra ki ngā mahi mātauranga e manakohia nei ahau.

E ono marama te kaupapa akoranga i Raukura, engari he iti rawa tēnei taima. Me pehea rā e taea te ako i te reo me ngā tikanga, mahi rangahau, kōrero pukapuka i roto i tēnei wā poto, otira me kaha tonu. Na ngā tauira pakeke i āta tau ai mātau ki wēnei mahi. I hīkaka te manawa ki ngā mahi mātauranga i whaia e mātau i roto i a Raukura. Me te noho tahi o te whānau ki Te Kupenga marae, i tino waimarie te rōpu ki te kuia e manaaki ana i a mātau ia rā, engari inaianei kua ngaro tēra āhua, ā, kei te mokemoke te whare tipuna me ngā tauira katoa ki tētahi kuia anō mō te marae. Mai i a Raukura ka

whakawhītu atu ahau ki ngā whāinga kaiako i te whare takiura mō te 3 tau.16 ngā tauira i a Raukura, ā, 11 mātau i whai i ngā mahi kaiako.

I te wāhanga akoranga i a Raukura i noho whānau mātau, i tautoko mātau i ngā mahi hei whāinga. He mea nui te whakawhānau tangata, te nuinga o mātau karekau i mohio tētahi ki tētahi, engari na te noho whānau pēnei i tēnei kura whakangungu ka hikina ake te mauri tangata, ka tutuki pai ngā mahi mātauranga. He tino uaua wēnei mahi, na te noho whānau a te rōpu ka taea te whakaoti i a mātau mahi.⁵⁸ E tautoko ana wēnei kaituhi me awhina, tiaki, manaaki, tētahi i tētahi, kia kaua e warewaretia te whanaungatanga ki te whānau whānui anō.

Ko te mutunga mai i whakapotaetia ahau ki tōku Tohu Pōkairua i te tau 1995. Mai i kōnei ka haere atu ahau me wētahi ōku hoa ki te whare wānanga o Massey ki te whai i te huarahi tohu paetahi mātauranga. I te wā e tauira kaiako ana mātau mena i oti pai ngā tau e toru, te tikanga tonu ko ngā pepa i mahia ka tapiritia ki te whakaoti i te tohu paetahi. No reira e kii ana tōku whatu manawa kua oti kē ngā pepa taumaha ana e torutoru noa iho kei te toe mai, ara me mahi. I te tau 1997 i whakapotaetia ahau i toku paetahi mātauranga, ka nui rawa te harikoa o tōku ngākau me ōku whānau. Ko te whakaaronui, he mana tō te mātauranga.

He rerekē ngā tūnga tauira i te whare wānanga, he mokemoke, kare i pēra i Te Kupenga mō te noho whānau, ko koe anake ki wāhau mahi, ahakoa he rūma whānau i reira. Kua waia kē mātau ki te mahana o te noho marae. Na, kua tutuki taku wawata ki ōku tohu mātauranga ka haere ahau ki te rapu he mahi-a-kura kaiako. Otiia, he tino uaua i te whai he tūnga kaiako mena kahore noa i whakamahia te wahanga wheako. Ko ngā mahi e watea ana ko te kairiwhi noa iho. He maha na Māori e whiwhi hua ana i ngā whare takiura me ngā whare wānanga, otira ko te maharahara kē kāore e whakawhiwhia i ngā tūnga mahi i manakohia e mātau no te kore wheako.

⁵⁸ Henare, (1988); Ihimaera, (1982), cited in Patterson, (1992); Jackson, (1988); Metge, (1995); Murchie, (1984); Ngata, (1994); Te Pūmanawa Hauora, (1996). He Whakaaro Mō Te Ariā Whanaungatanga: He Āta Rapu: Towards and Understanding of Whanaungatanga: In He Pukenga Kōrero: Ngāhuru (Autumn). Vol.2.No.2. 1997. Te Pūtahi-a-Toi. School of Māori Studies, Massey University.

⁵⁹E ai ki a Weil, ko te hokinga tuarua ki aua tirohanga mātauranga, tērā tonu kua pāpourī, kua rangirua, engari ko te mutunga mai, ara, he kitenga hou. Ko ngā putanga whakaaro o tētahi tauira e whai ake nei.

*“Ko tētahi wāhanga ōku e kii ana, na te aha ahau
i tae mai i kōnei, engari na te ngākau pono i taea.
Kaua e hoki whakamuri, notemea kua puta te
mohio E kore e hokia ngā toru tau ki muri.”*

Kua rerekē ngā mahi a Raukura ināianei ki te wā i tauira ahau i kōnei. Kua kitea ahau ko uru kē te kaupapa ki ngā pepa whare wānanga. Ko taku whakaaro, kua kore te wairua Māori i roto i te noho whānau no te mea ka pau te hinengaro ki te whakatutuki te whakaputanga wānanga. Kei whea te kaupapa Māori pēra i mua, kei te tino makariri Te Kupenga marae, kua ngaro te whanaungatanga. Kei te pakari ahau ki te whakapuaki i tōku reo Māori ki waenganui i ngā taitamariki, ahakoa kāre rātau e pirangi ki te kōrero mai, wētahi kare noa e pirangi ki te mohio ki tōna ao Māori. He mahi nui tēnei, kia aro mai ngā kaiako Māori i ngā wharekura ki te whakatō he kaupapa rūmaki i te reo Māori. Me hangai atu ki ngā tikanga hoki.

I te wā i kuraina ahau kore rawa i kōrerotia te reo, kāre i rangona te reo. Ināianei e kōinga ana taku ngakau kia kōrerotia te reo. Na te aha hoki? i hoki mātau ko taku whānau ki te Tairāwhiti ki te tangihanga o taku whanaunga, ka puta te whakamā no te mea kāore ahau i mohio ki te kōrero Māori. Mai i taua wā ka whakapono ahau me pōkaikaha mātau ko tōku whānau ki te ako i te reo me ōna tikanga. Ae rā, anei anō te ngāwari ki te tū atu ki te kōrero, ka taea i te tū i runga i te ngākau māhaki.

Kaua e tukua kia aukatia ngā putea whakangungu kura, he tino pai tēnei kaupapa mō matau kāre i whiwhi tohu i te wehenga mai i te wharekura. Kua maha ngā akonga kua puta i a Raukura, i te whare takiura me te whare wānanga o Massey.

Ko taku kōrero whakamutunga, me whakahoki mai te kuia me te koro ki Te Kupenga o Te Mātauranga. Kia pupuritia te mana o te whānau, te tini me te iwi Māori e whakaeke ana i Te Kupenga o Te Mātauranga marae. Ki ngā tauira o Te Kupenga o Te Mātauranga marae,

⁵⁹ Weil, S. (1986). Non-traditional learners within higher education institutions: discovery and disappointments. *Studies in Higher Education*. p224.

koinei te whakaruruhau motuhake mō rātou. Ko te kuia, te koroua e whakamahana ana i te whare i ngā wā katoa, a, me te tautoko i ngā akoranga tikanga o te marae. E ai ki tā Penetito⁶⁰ ma te whakauru te wairua tika ki ngā akoranga a te tauira, ka hikina te ngākau mahi a te tauira kaiako. Tērā tonu ko te whakaaro, akuanei anō ka tūturu tētahi kuia ki Te Kupenga marae. Mā ngā kupu ruarua nei e whakaputa te ngākau tangata, *E kore e hekeheke he kākano rangatira*.⁶¹ E kore ngā tipuna e ngaro, ma ngā uri whakaheke e kawē a rātou wairua mō ake tonu atu.

Rautoru:

Kia ora kei te pirangi ahau ki kōrero i tōku wahanga haere ki te kura engari kāore ahau i te maumahara ki taku timatanga ki te kura. He tino pakeke ahau, ko tōku kāinga whakatipu ko Te Awamutu, te wharekura ko Kihikihi. Ko ngā mahi i akona ahau i roto katoa i te reo Pākehā, ko ngā kaiako hoki he Pākehā anake. Ki taku maumaharatanga, he tino koi tōku hinengaro ki te pūnga kupu. E waru taku pakeke ka noho ahau i te kāinga ki te tiaki ōku taina. Ākuanei kua ngenge ahau, taku mahi he kōtiti haere, akuanei ahau ka uru ki te raruraru. Ka mauria ahau he taurima na te Kāwanatanga, ki tētahi kāinga toko i te ora. Otira tekau mā whā ōku tau ka waimarie ki te mahi i te hohipera. Ka puta te āwangawanga ki ahau, no te kore mohio ki te tuhituhi me te pānui pukapuka, kare hoki i tutuki māriki āku tau i te kura.

Ka marena māua ko taku tāne Pākehā e whā a māua tamariki. Te mahi a tōku hoa rangatira he tangata ūniana, he tiaki ngā tikanga mahi a te tangata, ahakoa i te whare patu miti, i te mahi wāpu me wēra atu momo mahi. Ka huri ngā tau ka whakaaro taku hoa ki te whakangā i tana mahi ūniana ka neke whare māua ki Hānana. Mai i Hānana ka puta te rongo mō Raukura, ka hīkaka tōku ngākau kia hoki ki te rapu mātauranga, ka rekareka ahau i te whiwhinga wāhanga i tēnei kura. Engari kare ahau i mohio ki te whakarongo ki te reo Māori, ā, kāore i āhei ki te kōrero i te reo.

Te rā tuatahi i te timatanga o te rōpu, kei te wehi kē ahau, kei te kōrero mai te kaiako ki a mātau katoa, engari he aha ana kōrero? Ko taku whakaaro he aha tāku mahi i kōnei, e aue! Kati, ia rā, ia rā ka tūpono ahau ki te kaupapa, no te mea koiane te tangi

⁶⁰ Penetito, W. (1996). He kōinga mō te pūmahara: Ko te wairua e tika ana ma ngā akonga, ka manawareka te tauira ki tōna akoranga

⁶¹ Taiapa, J. (1998). Mana Wahine 50.203 Study Guide 1. School Māori Studies, Massey University. E kore ngā tipuna e ngaro, ko a rātou wairua tuku iho ka noho mō ake tonu atu ki ngā uri whakaheke.

o taku ngākau kia mohio mārika ki tōku ao Māori. Akuanei tonu ka tipu te māramatanga me te mohiotanga kia whānui atu ki te hinengaro, ā, kia horapa te titiro.

Ka tino rekareka mātau ki ngā akoranga e akona nei i te whānau o Raukura. He ao hou tēnei ki ahau i te hoki mai ki te kura. E rua rā i mua i te timata o Raukura i heipu ka aitua ahau, ka whara tōku tuara me tētahi o ōku waewae. Na te Tari Aitua i homai ngā rākau hikoī, otiia ka whakamomori tonu ahau ki te kaupapa nei, kare ma te Kāwanatanga e aukati āku moemoea. He maha te manaakitanga, te tautoko, te awhina, te aroha i roto i a Raukura. Mena kāre ngā wāriu i roto i ēnei akoranga kua wehe noa atu ahau. Kei te humarie taku ngākau ki ngā haora i noho ai te kaiako a muri i te karaihe ki te awhina mai i a mātau, ka mihi atu ki wetahi o aku hoa tauira i whakawatea o rātau whare kia noho tahi mātau ki te whakaoti ngā mahi kainga.

I waimarie tēnei rōpu, he 40 wiki te rōanga o te rēanga nei. Ko ngā mārautanga i hangaia e 8 ngā pepa wānanga, ā, koiane te tau tuatahi mō ēnei pepa. Ko te reo, pangarau, pūtaiao, rorohiko, ngā mahi tuturu a kuia mā, a koro mā, ngā rauemi, ngā pūkenga akoranga, kori tinana. Nui atu āku roimata, me te wairua pukunoke, kōhetehete, amuamu, no te tino taumaha o wā mātau mahi. Tētahi anō, e whā ngā rangatahi taitamariki i roto i te rōpu, nui atu te awhi i a rātau. Na te tamariki tonu, kare noa a rātau ngākau kia tau ki wēnei akoranga. E whā ngā pepa i te wāhanga tuatahi, engari i tino harikoa i te otinga o ngā whakamatautau, na ka puta ngā maaka mai i te whare wānanga. E aue! ka tangi te ngākau, kātahi anō ahau ka whakatohua ki tētahi pepa mātauranga. Ka pōkaikaha ahau ki ngā whakaotinga mahi. Nui atu ngā miharo, kua tutuki te kura o Raukura, kua oti mārika ngā pepa katoa, i te marama o Haratua ka tukua mai tōku tiwhikete tūāpapa nō Raukura.

I tono atu ahau ki te whare takiura ki te kaupapa kōhungahunga, ae rā ko te harikoa, ka hoki mai tēnei mokai i te tau rua mano. Ko te kōrero rā, e kore te mātauranga e mutu, ka haere tonu mō ake ake. He whānau aroha taku whānau me tōku hoa rangatira, he manawanui rātau ki te tautoko mai i ahau. He 32 maero te mamao ki tōku kāinga noho, otira ka kaikini te ngākau kia tae ki te kura ia rā, ia rā. Taku wkakaaro whakamutunga ki ngā tauira katoa, kia kaha tātau ki te tiaki Te Kupenga marae, ā, he whare whakahirahira tēnei mō tātau te iwi Māori. He mihi nui ki wā mātau whānau me ngā kaiako i tautoko nei i a mātau i ngā wā katoa, i ngā wāhi katoa.

Rauwhā:

He mihi tēnei mai i tōku ngakau, na kua tukuna he wāhanga kia whakaputaina ōku whakaaro ki te kaupapa o Raukura. Ko tōku kuia nō Rangitane, ā, he Pākehā tōku pāpā. Ko tōku kāinga whakatipuranga i Parewahawaha (Bulls). Ka hoki ngā maumahara ki ōku rā haerenga ki te kura tuatahi i Roslyn i Papa-i-ōea. I timata ahau i te 5 tau, kāre he kura kōhungahunga i aua wā. He mauui kapo tōku raruraru, kare hoki ōku mātua i mohio ki tērā. I waimarie kāore i mamao tōku hiko atu ki te wharekura. I pupuri ahau ki te taiapa he arahi atu ia rā ki te wharekura. Hoianō i tētahi rā i roto i te karaihe, ka patai te mahita ki ahau mō ngā tuinga mahi i runga i te papa tuhituhi, kāre i taea ahau te whakautu, na kōnei ka kitea tōku mate kapo. E ono tau taku tatari ka whakawhiwhia ahau i āku whatu karāhe, ka noho ahau ki mua i te rūma ako. Ētahi mōmō tuinga kōrero i roto i ngā pukapuka, kāore e taea ahau i te whakahua, he uaua hoki māku ki te kite.

He tama rata ahau i āku tau i te kura, kare he raruraru i heipu. I tino pai āku mahi-ā-kura, i pāhi e toru ngā pepa kura tiwhikete, a, i whakaotia te karaihe tuaono, i te pepa ahupūngao, me te hangarau. E toru mātau o tōku whānau, ko tōku tuahine, tōku tungane me ahau. Kore rawa mātou i matekai, na te kaha o māmā ki te ngaki mara kai, ki te pokepoke pāraoa, ki te mahi pīkara me te tiamu. He waimarie tōku whānau i te wā e taitamariki ana mātau.

I roto i ngā tau i noho mātau i Parewahawaha, i tautoko tōku whānau i ngā mahi marae, pēra i ngā mārena, huritau me ngā mahi iriiri tamariki i te marae. Nō, ināianei ki tōku tirohanga whakamuri, ko tō mātau whānau e noho rangirua i waenganui i ngā ao e rua. Nō te mea he Pākehā hoki a pāpā. Ākuanei tonu ka mārama ahau ki te āhua o te whanaungatanga me te whānau manaakitanga i te marae me te wairua tino ratarata i reira.

Ka tāhuri wēnei kōrero ki ōku rā mahi. Te mahi tuatahi i te Rerewē he tangata pūkenga mīhini ahau, nō te āhua kapo ō āku whatu ka kii mai te pāhi he mōrearea mōku. Kati, ka kimihia he mahi anō ki te Manatū Ahuwhenua, he kai tarawhē mapi he whakapai whenua. A muri mai ka hunuku ahau ki Kirikiriroa ki te noho i te taha o tōku tuahine i reira. I kōnei ka raruraru ahau, ka huri ki te taru kino, ki te unu waipiro. He maha ngā tau i pōrararau, i rangirua aku mahara. I tētahi rā ka taka te kapa, me hoki ahau ki te wā kāinga i Rangitāne. Ko te mahi tuatahi me haere atu ahau

ki Hanmer. Kei te Waipounamu tēnei whare whakaoranga hinengaro. Na tōku oranga mai ka hoki ahau ki te kāinga. Mai i taua wā ki onāianeī, 15 tau kua hipa atu kotahi tōku whakaaro kia hoea te waka o te mātauranga.

Ka whai wāhanga ahau i te kura whakangungu kaupapa Māori i Tū tangata, ara ki te ako i ngā mahi toi, ngā mahi tao kai. I te mutunga i kōnei kā haere hangai atu ahau ki te kura whakangungu o Paneke. Ko te kaupapa he Pūkenga Kaiārahi me te Kaiwhakahaere rōpu. Ko ngā tauira putea i tukua ki ia tangata kore mahi i aua wā, he rahi tonu. Ko te tikanga me whaia tētahi kura whakangungu, ka tino koakoa mātau ngā tauira ki te manaakitanga a te Kāwana.

He maha ōku whakaaro e whakapōrearea tonu ana i ahau, otira ao ake kei te parakuihi te whanau, ara i runga i te pākete wītipiki ko tētahi pikitia mārae. E hika mā, ka puta ki tōku hinengaro koianeī te take kei te ngaro tōku wairua. Me kimi ahau i tōku tūrangawaewae, kia mohia māriki ko wai au? Ka tahuri ahau ki te ako i tōku reo me ngā tikanga, na kōnei ka tipu ake te oranga o tōku ngakau, tōku wairua me te oranga tangata. Nō wēnei akoranga mōku, ka huri tōku ngākau ki te āwhina atu i te tangata e kotiti ana i te huarahi kare he hua.

Ka puta te pūrongo mo Raukura, ka manawarū rā, he wero tēnei kia haere ki Te Kupenga o Te Mātauranga ki te rapu mātauranga māku. Ko te tūmanako, ma te huarahi o Raukura ka haere hangai atu ki te whare wānanga o Massey. Ma te tūāpapa nei e whangai mai te reo me ngā tikanga Māori, nā, mā Te Kupenga marae e arahi pai i a mātau ngā tauira ki ngā kaupeka mātauranga Māori e hiahiatia ana e mātau. Mēnā kāore a Raukura, kore rawa atu ahau i whakaaro ki te kaupapa mātauranga. Nō reira me tuku mihi tonu ahau mō tēnei huarahi whakahirahira mō te tini a Te Kupenga o Te Mātauranga, i manawanui nei i ngā tau ki muri.

I kōnei me whakahua rā te kuia me te koroua o te marae. He whakahirahira te kaumātua i te marae ahakoa kei whea. Ko rāua te tāhūhū o te mārae mo ngā tauira i Te Kupenga o Te Mātauranga, te kōrero Māori mai, te whakatikatika i a mātau, te whakamahana i te wharenui me te tiaki pai i te marae-atea. Te tangi o taku ngakau inaianeī, kei whea a koro rāua ko kuia i Te Kupenga marae? ma wai ra e taurima te marae i waho rā . . . Kei te pakari haere tēnei tamaiti ki te whaikōrero, kua tōtika ki te mihi ki te tangata.

Ko āku timatanga akoranga i a Tū Tangata, Paneke, Raukura, Te Tohu Pokairua Kura Kaupapa Māori, me te whare wānanga o Massey. Ahakoa kare ahau i mātanga i te mahi kaiako, kare i puta te āwangawanga i te kore ako. I maumahara ahau ki te tohutohu a te koro o te marae. Nā, kaua e hoki tōmuri, tikina tō tohu pōkairua, kātahi tō Paetahi. I taua wā koia nei anō taku wawata. Ināianei kei te whakaoti ahau i taku Paerua, me te manawanui tonu kia tūtuki ai tēnei wāhanga. Ko te kaupapa o taku tuhinga roa, he Whakahauraka Hauora. Te tino tumanako me whai wāhi te reo Māori i ngā mahi tiaki turoro Māori i ngā hōhipera. Kia tū maia ai te kaitiaki ki te hiki i te wairua tangata ki te wā o te māuiui. Ko taku whakaaro me akohia e ahau ngā mātauranga ki ngā tangata katoa, mena he taitamariki, he pakeke rānei. I roto i ōku mahara, me whaia tonu te ara whakanekeneke whakamua i ahau anō. Ko te whakamutunga māku he whakaoti i te taumata takuta ki ngā tuhinga Whakahauraka Hauora, i Te Rau Puawai ki Massey.⁶²

He tino taonga te tautoko a te whānau ia rā, ia wā. Ka whakamiharo taku māmā ki ngā putangā mātauranga tohu kua ū i ahau. Akuanei tonu ka whakahokia ēnei kohinga mātauranga ki ngā mahi-ā-whānau, a hapū, a iwi. E tūpono ana te whānau ki tōku ara whāinga ināianei, ki ngā mahi pai kei mua i ahau. Kia oti mārīka āku rangahau mātauranga, kātahi ahau ka whakapiri atu ki te rōpu Toka i Te Ora, i te Hapori Whānau. Ko wēnei mahi hei tiaki, hei manaaki i ngā whakatipuranga taitamariki kia kore ai e raruraru i te Ture Kāwana

E whakapono ana mātau ki te kaupapa o Raukura. Nā tēnei kura whakangungu i homai ngā rauemi kia tū maia ai mātau ngā akonga ki ngā mātauranga Māori i akohia. Nā te reo me ōna tikanga i whakaputaina tōku ao Māori, ka marama hoki ki ngā taonga tuku iho o ngā mātua tipuna. Ināianei me whanake whakamua, ma te kōrero i te reo ka kiia koe he tangata.

Raurima:

He tauira tino pakeke ahau, ā, i tupu mai ahau i Ngāti Apa, i Waikato. 14 ōku tau ka mutu i te wharekura. Te take i mutu moata ahau i te kura, he tamaiti whakatau ahau. Kore rawa ahau i whakarongo ki ōku mātua, ka riro ahau i Te Toka i Te Ora ki te kura tama tane o Hato Paora, i Kawakawa. Ko te whakaaro kia oti tika ōku mahi kura, engari nui rawa taku haututu, ka mutu moata tōku haere ki te kura.

⁶² Te Rau Puawai Workforce 100. He kaupapa whakatuwhera te kuaha ki te whakapai Hauora Hinengaro Māori, me te tuku kirimana tautoko ki ngā akonga e whai ana tēnei tiwhikete. Te Mana Putea Hauora o Aotearoa, Te Pūtahi-a-Toi, School of Māori Studies, Massey University.

Nō ngā tau tekau mā rima a muri mai, ka hunuku ahau ki Papa-i-ōea ki te kimi mahi māku. Ko ngā mahi hoki he kutikuti hipi, he tope ngahere, kātahi ka uru atu ki te whare patu miti i Longburn. I te 1965 ka heke atu ahua ki te Waipounamu ki Otāko, Wanaka, ki te kutikuti hipi anō, he tino nui te moni utu i te tangata i wēra wā, he oranga nui tēnei mō ngā whānau.

Ī te tau 1986 i katia te whare patu miti o Longburn, he ohorere pāmamae tēnei mō ngā kaimahi me ngā whānau. E hia rau kua aukatia ngā oranga e puta mai ana ia wiki. Ka kimi oranga tonu ahau, ko āku mahi he kohikohi riwai me te mahi i te wheketere ika i Rangitane. E toru aku tamariki me tōku wahine hei tiaki, kare hoki i ahau ngā pūkenga ki wētahi atu mahi. Kua hipa ngā tau ki ēnei mahi taumaha, nā, kei te puta ngā mauriui ki te tinana.

Ka puta te whakaaro tērā pea me rapua te huarahi mātauranga. Ka rongo ahau mō te Kura Whakangungu a Paneke, te kaupapa ko te reo Māori. Ka whakamiharo ahau, anei te kaupapa ako māku inaianei. Me kimi tēnei huarahi mātauranga Māori ma te kōrero i te reo. Mai i konei ka puta te kōrero mō Raukura i Te Kupenga o Te Mātauranga. Me te kotahi o te whakaaro, me kaha ahau ki te hoe i tēnei waka kia whanake whakamua. I waimarie ahau ki te tautoko o tōku tamahine i taua wā, he akonga ia i Massey, ko ia tērā e akiaki ana i ahau. He 40 wiki te kaupapa o Raukura, nō te mutunga ka hoki anō ahau ki ngā mahi āhuwhenua no te mea kei reira tonu ngā pire hei utu māku.

I tētahi rangi ka tūtaki ahau ki tētahi rangatira rongonui e pā ana ki ngā akoranga mātauranga. Nana i whakahau i ahau kia tahuri ki ngā mātauranga whare wānanga o Massey. I whakaae ahau ki te mahi i waho i te wānanga, engari he uaua rawa, kātahi ka whakahuria ki roto i te wānanga aku mahi. Ana noa te tautoko, te manaakitanga o ngā kaiako me ngā rōpu tauira kia mātau katoa e hiahia ana ki tētahi paku awhi.

E whitu tau ahau e tauira ana ka whakapotaetia ki taku tohu paetahi. A muri mai ka whakamahia e ahau te whakahauraka tohu pōkairua. Te wawata o tōku iwi i Taranaki kia hoki atu ahau ki te kāinga ki te mahi hauora hinengaro i reira. Ki wēnei rā, kei te tāmia ngā whakatipuranga Māori i ēnei māuiui, me te pēhi tino kino ki ngā whānau anō. Kia tae ki te wā, me hoki ahau ki tōku kainga tipu, ki te awhina i tōku iwi.

*Ki Te Kupenga marae, tū tonu mai rā te whakaruruhau mō mātau
te tini kua manaakitia nei e koe i ngā tau maha ināiane, me ngā
aitua kua huri kaweka nei. Mena kare koe e te whare tipuna, kare
e kitea ngā iwi Māori e whakaeke tonu nei. Me tuku mihi atu anō
ki Te Haomui e whakakao, e whakapiripiri tonu nei ngā tauira ia
rā ia rā. Kaua e tukua mā ngā ture Pākehā e paihere tō tātau
marae, kei ngaro te kaupapa Māori. Taku tūmanako mō te tau rua
mano, kia nui kē ake ngā kaiako Māori hei ako i tō tatauranga mā
wēnei mātauranga e whakakaha te aro hā o te reo me te ohā ki.*⁶³

Ko taku mahi e manawareka ana ināiane, ko te whāinga hauora mo te iwi Māori kua uru ki roto tēnei takanga pōrearea.

Rauono:

I taku whakatipuranga he tamaiti uaua, haututu ahau. Kāore au i pirangi ki te whakarongo ki te kaiako. I ngā mahi a kura, kare ahau i mohio ki te tuhituhi taku ingoa, kare i taea ngā mahi whika mō tētahi wahanga roa. I pirangi noa iho ahau ki te porohianga i te kura. Mena i kii mai tētahi tangata ki ahau, e piki ki runga i te wharekura, ki taku mohio ka mahia e au.

Tōku kainga tipu i Ati Haunui a Paparangi, 16 ngā tamariki o tōku whānau. He Māori a māmā, he Pākehā a pāpā, engari kare mātau i mohio he Māori mātau. Ko tā mātau ao ko te taha Pākehā kē, i waenganui i ngā hoa o pāpā. Te mahi a māmā he whakawhānau pepi ia tau, he tiaki tamariki, akuanei kua kite ahau kei te tino ngenge a māmā. Ka tūpono ahau kia kore rawa e pēra te maha o āku tamariki, nā ka marena ahau.

Ka timata ahau i te karaihe tuawhā, kua piki ake āku mātauranga, ka pai ki ahau te pangarau, te pūtaiao. He tino koi tōku hinengaro ki ngā mahi a kura. I whakawhiwhia ahau ki te kura tiwhikete, e rima ngā pepa pāhi. Engari i maumahara ahau he Pākehā katoa ngā kaiako i te wharekura. Ahakoa ka tū tō ringaringa kia awhina ki tētahi mahi uaua, kare te kaiako i aro mai. Nā tōku pakeketanga ka puta te maramatanga o te

⁶³ He tangi aroha, he tangi mokemoke tēnei ki te kuia me te koroua o Te Kupenga o Te Mātauranga marae, e kore nei i te kitea i wēnei rā e takawaenga ana i Te Haonui. E tika ana te aue nui a te tini o Te Kupenga marae. Ka tukua ma te ture o te Pākehā e whakaheke te wairua Māori. Aue taukuri e !

wehewehenga o mātau te Māori ki te Pākehā.⁶⁴ Ki ngā kōrero a Barrington rāua ko Beaglehole, ko te whakaaro a te Pākehā kei a rātou te mana whakahaere i Niu Tirenī nei, na te tokomaha atu atu o rātou.

Tētahi whakakitenga mōku i te matenga o pāpā. He 21 ōku tau, i te mahi ahau i te Waipounamu, ka hoki ki Whanganui mō te tangihanga. Kāore ahau i te mohio he aha ka heipu, kua hemo tōku pāpā. Ka tae atu ki tō mātau whare, nui atu ngā tangata i reira. I taku kuhuna ki rōwhare ka puta te matakū me te wehi ki ngā reo tangi. Koia nei te wāhi tuatahi kua kitea ahau he kaupapa Māori tuturu.

I ngā tau o to mātau whakatipuranga kare ōku mātua i whaaki mai ko wai mātau. Kore rawa mātau i whakaaea kia whakatata atu ki tētahi marae, ka whepua tōku whero mena ka rangona ahau e waiata Māori ana. Ki ōku hokinga mahara, tētahi taima i haere huna ahau ki te matakitaki tētahi kapa haka parakatihi i te wharekura, na ka rongo tōku pāpā ka patua ahau me te kōrero, kia kaua e hoki ki reira. Otira mai i taua taima i whakapono taku whatumanawa, kia whiwhi tamariki ahau me ako tahi mātau te reo me ngā tikanga Māori. Ae rā, kei te pēnei tonu ahau me ōku tamariki e toru ināianei. Kei te kaihakere ahau ki tōku ao Māori. Kore rawa e mutu te akoranga a kui mā a koro mā. Tino parekareka tōku ao Māori ināianei.

I taku wehenga atu i te kura, i kii atu ahau ki te wahine kaiako nei, tarea mai a te wā he kaiako anō ahau, pēra i a koe. Ko tana whakautu, kāore koe e waimarie ki tēnei mahi. Hoi noa ka huri ngā tau, ka whakatūhia he huihuinga wharekura mō ngā tauira katoa. Ka tūtaki ahau ki te kaiako nei, ko tana pātai he aha taku mahi, ko te whakautu he kaiako Māori ahau ināianei i Rangitāne. E aue! I ahau te kata whakamutunga ki a ia. Ka manawareka ahau ki te āhua o te wahine nei, ko tana kē he kōtiro koretake ahau!

Taku mahi tuatahi i roto i tētahi wheketere tuitui kākahu, engari kotahi wiki ahau i reira ka panaia ahau te pāhi. Tāna kōrero mai he nui rawa aku mohiotanga mō wēnei mahi, haere atu ki te rapua te ara o te mahi tohunga. Ka tangi atu ahau ki te tangata nei kia noho mai ahau i kōnei, kia kitea he aha tētahi atu mahi maku, ā, ka whakaae ia. Ko te hiahia o pāpā me whai ahau ngā mahi mātauranga, kaua e noho kare he mahi pēra i a

⁶⁴ Barrington and Beaglehole, (1974). Ko te kaupapa whakahanumi i Niu Tirenī, he raupatu i ngā tikanga a te Māori, ki te Pākehā no rātou te mana, ina hoki he tokomaha kē atu rātou i etahi atu iwi.

ia. Ko taku ngākau e kii ana me ako ahau i tōku reo me ngā tikanga i mua kē i ētahi atu mahi.

Nā konei i manakohia ahau te ahurutanga o te marae mō te 20 tau. Ahakoa he aha te kaupapa ka piri pono ahau ki ōku kuia me ōku koroua, na rātau i poipoi ahau kia mau pai ai ngā whai tikanga. Ko taku mahi he whakarongo me te kōrero Māori i ngā wa katoa i ngā wāhi katoa. Ka tōtika hoki taku hapai i ngā mahi marae ki muri, i te manaaki manuhiri me wēra atu mahi. Ma ēnei kupu e takai toku wairua, *‘He Purapura i ruia mai i Rangiātea.’*⁶⁵ Kare ahau e ngaro, ahakoa kāore noa i oti tika ngā mātauranga i pirangi ahau, ma te wā anō ka puawai mai

Mai i tēnei putanga hou, ka wehe māua ko taku hoa tane, kare hoki i te pai tōku mārena. Otirā kare aku maharahara, kua rite kē te huarahi mōku. I te tau 1989, ka haere ahau ki te kura o Kuini Irihapeti, he tauira pakeke mō te tau kotahi, ki te ako i te reo. I kōnei 1990, ka tono ahau ki te whare takiura o Papa-i-ōea, engari kare ahau i waimarie. Ka whakatōnga ahau, he aha rā ināianei māku. Heoi ka puta te pūrongo kei te timata a Raukura, koia nei hoki te wā tuatahi o tēnei kura whakangungu i Te Kupenga o Te Mātauranga. Ka rekareka ahau ki taku uru atu, ka ngāwari ake i te kore here a te Pākehā.

Ko Raukura te tūāpapa mō mātau ngā tauira Māori e hiahia ana ki te kimihia he tohu mātauranga. He kaupapa whakahirahira i te ako i te reo me ngā tikanga i runga i te marae. He tino miharo tēnei mā mātau ngā akoranga, ko taku rōpu e ono marama te roa e rere ana. Mena i oti pai ngā mahi i a Raukura ka watea ki te tono hei akoranga kura mahita. Ko te tikanga tonu kia mau ki te reo mā te uru atu ki te rōpu reorua. Te nuinga o mātau i waimarie ki te kaupapa reorua, ka tino rekareka mātau katoa. Ahakoa kare i riro mai tōku Tohu Pōkairua Kaiako, I whakaako kairiwhi ahau mō tētahi wahanga i te kura tuatahi, kātahi ka huri ki te ako i tētahi kōhanga. I tēnei wā kei te ako tonu ahau i te reo rangatira ki ngā mokopuna nohinohi.

Ko ngā kaupapa pēnei i a Raukura me pupuri mārika mō ngā whakatipuranga e pirangi ki te whakangungu mātauranga. Ki ngā hokinga mahara i āhua matakū ahau ki ngā mahi-ā-kura anō, ā, kua roa kē e wehe ana i te kura. Mehemea kare a Raukura, kore

⁶⁵ Taiapa J. (1998). *Mana Wahine* 50.203 Study Guide 1. School Māori Studies, Massey University.

rawa ahau i whai ngā mahi kaiako. E kore e mutu te mihi ki ngā mahi i a Raukura me Te Kupenga o Te Mātauranga marae.

I ahau i te whare wānanga i te tau 1989, ka kimihia he hoa Māori, engari korekau i kitea e ahau he kiri parauri i tōku karaihe. Ka puta te wairua whakawehewehe ki ahau me te āwangawanga, he aha tōku mahi i kōnei. He tino uaua ki ahau te whakawhanaungatanga i ēnei wāhi. Ahakoa kua whanake whakamua ahau ināianei, kei te maha tonu wēnei raruraru i waenganui i ngā whāruarua mātauranga. Ma ngā kaupapa pēnei i a Raukura, Te Tohu Pōkairua, Te Aho Tatairangi, Te Kura Tini me ngā Wānanga Māori e hoe te waka o ngā mātauranga Māori.

He tino uaua mō ngā mātua ki te whaiora i te penihana kore mahi. Ahakoa ka whiwhi moni hei tiaki i ngā tamariki, kare tonu e nawhē. Mena kare ngā mātua e kimi he mahi a muri i te kura, ka rangona e te whānau i te pōharatanga. Rokohanga i waimarie wētahi o a mātou hoa, na wā rātau whānau i whakaaro he huarahi manaaki, na ka manawanui rā kia tohua tā rātau tamaiti mō ngā mahi mātauranga. He aha aku kōrero whakaotinga. Whakaponono ki a koe tonu, ma tō whakaponono ka taea e koe o wawata.

Rauwhitu:

Tēnā koutou he uri ahau nō Ngāti Raukawa, Ngāti Kahungunu. He tauira tino pakeke ahau. I kuraina ahau i Awahou (Foxton), he kura Pākehā tēnei. Ko ngā kaupapa i akohia i roto katoa i te reo Pākehā. I Manawatu Kareti tōku kura tuarua, ā, he Pākehā anō ngā kaiako, he Pākehā hoki te anga marautanga. Engari, i te kainga ka kōrero Māori to mātou whānau. Ka whakaritea i waenganui i a rātau kia haramai ki te wharekura. Tā rātau mahi he ako i ngā tikanga Māori ki ngā tauira i te haikura, e hiahia ana ki te waiata, haka, poi, me te mahi tititorea. Taku pakeke i taua wā i 12 tau, he wahanga tino rekareka ki a mātau ēnei momo akoranga. Ahakoa kare i te whakamahia te reo i te kura, i kaingakau tonu te tumuaki o te wā, kia haere marae mātau me te manaaki i ngā manuhiri ki tō mātau wharekura. Koia nei ngā taima i tino parekareka ki ngā tauira Māori o taku rēanga, i waimarie tō mātou wharekura ki te tumuaki, he tangata humarie tōna ngakau.

I taku wehenga atu i te kura ka neke ahau ki Whanganui-a-Tara ki te kimi mahi. Ko te mahi i whāwhātia atu ko te kāmura hanga whare. E rua tau ahau i tēnei mahi, katahi ka tahuri he kaitaraiwa taraka mā te Tari Hiko. E whā tau ahau i reira, ka puta te

mokemoke kia hoki ki te kainga i Foxton, me te mohio ka nui te mahi i te whare patu miti i Longburn, Rangitane. I tēnei wahanga kua mārena māua ko taku hoa rangatira, ā, kua timata tā māua pāharakeke, i te mutunga e toru ngā tamariki. Tekau tau ahau i te whare patu miti, i te tau 1986 ka katia tēnei whare mahi. Te nuinga o ngā kaimaha he Māori. He tino aroha i taua taima, ka ohore ngā tangata i te kimi he huarahi anō, hei oranga tonu mō wā rātau whānau rahi. Ko rātau tēnā e takahi ana i te motu ki te Waipounamu, ki ngā mahi ko whakawaia kē rātau.

I pirangi ahau ki te whai atu i wētahi ōku hoa, otirā kare i taea me noho i te taha o tōku whānau. Hoia noa ka puta te whakaaro me haere ki te patapatai i te hunga Harawehiana. Ko rātau i te whakahaere he kura whakangungu i Papa-i-ōea nei, ka ako ahau i taku raihana pakari mō ngā taraka rahi. A muri tēnei ka kitea ahau he pānui mahi i te Kaunihera. E kimi ana he kaitaraiwa taraka mō ngā mahi tirohanga whenua, Papa-Atawhai.

Ka whiwhi ahau ki te kātataraki mō te rua tau. Ka taka te wā, kua puta te maharahara, kei te ngoikore haere ahau ki te kōrero Māori ki tōku whānau, kua huri whakamā hoki. Ka kōrero māua ko taku hoa wahine, ae, me kimi he kaupapa Māori. Me te mohio noa ko tētahi huarahi pēnei i a Paneke. He kura whakangungu-a-iwi a Paneke i Papa-i-ōea. Ko ngā akoranga Te Reo Rangatira, he rōpu tauira kaiako mō ngā Tamariki Nohinohi, te Papa Atawhai me te whakapai motoka.

He tino rahi tonu ngā kaupapa whakahaere a Paneke. Ko tāku e pirangi tonu he taraiwa taraka, mena kare i taea e hiahia ahau ki te hama me te nēra, ara ngā mahi kamura. Ka kohete taku kuia ki ahau. He aha rā ahau i pirangi ai ki wēnei akoranga kei te mohio tonu ki nā mahi nei, rapua he huarahi kē. Ara, haere atu ki te ako i te rorohiko, no te mea koia nā te ao mō apōpō, tōku whakautu kore rawa e kitea ahau e noho ana i ēra mihini. Ēngari i tēnei rā kei te humarie ahau inaianei. Kei te taraia atu i te patopato i ngā patene mā te matimati kotahi, kia ataahua ai ngā mahi whakarite ma te wharekura. Ko taku puku kata, kia tae mai taku tamahine pai noa iho ki a ia i te wepua mai ta māua rorohiko, e aue! Ka mau te wehi, ana noa te ngāwari mō a māua mahi.

Kia hoki ake ki te kaupapa o Paneke, i harikoa mātau ngā tauira ki ngā akoranga Māori i tukua mai ki te rōpu. I honohia mātau ki ngā haerenga marae a iwi ki ngā waiata

moteatea, ngā pakiwaitara, ngā pūrākau me te mahi kapa haka. I te mutunga i a Paneke ka ahu atu e ono mātau ki Raukura.

Te pai hoki o ngā mahi i akona i Te Kupenga o Te Mātauranga Marae. I te timatanga tino matakū ahau ki tēnei āhuatanga tauhou, heoi, na te pai o ngā kaiako Māori ki te whakaratarata i te rōpu tauira, ka pai anō a mātou ngākau. I te kuhunga atu i a Raukura, kātahi anō mātau katoa o tēnei rēanga ka rangona i te reo e kōrerotia ana i ngā wā katoa i ngā wāhi katoa, ka miharo ngā akonga pakeke ki te tātangi o te reo ki te whakarongo hoki, ki te reka o te mita. Ka tae atu ki te kīhini kei reira anō te kuia o te marae e kōrero mai ana ki a mātau. Ka whakapono mātau ngā tauira pakeke kia tū maia ki wēnei akoranga, he tūāpapa mō ngā whāinga mātauranga kei mua i a mātau aroaro. Kua mārama mātau ki ngā whāinga kaiako, ahakoa ki te taha Māori, Pākehā rānei.

Tuatahi me whakapau kaha ki te kōrero i te reo, ma te whakarongo ki ngā tohutohu, ki te whakatā ngā rauemi hei whakaputa i te reo, ki te rangahau he kaupapa i whakaritea, kia mohio māriki ki te whakamahi i te rorohiko, hei whakapaipai i ngā whakataunga mahi. I roto i wēnei mahi ka kuhuna atu ki tētahi kōhanga reo, kura tuatahi rānei mō te wahanga parakatihi kaiako, e toru wā o te tau tēnei momo mahi.

He pai ki a mātau i te puta ki waho i te whare takiura mō ngā haerere mātauranga. Ko ngā haerenga ki ngā noho mārae i te Tairāwhiti, i te Whanau-ā-Apanui. Tino parekareka ki te ako i te kawa o tēnā marae, o tēnā marae, nō te mea ia wāhi he rerekē. Ko ngā akoranga a Tangaroa, te Waonui a Tane.

Kore rawa e warewaretia te kaupapa whakamiharo o Raukura mō mātau ngā tauira ahakoa he Māori, he Pākehā, he Hāmoa, nō whea ake, he whānau kotahi mātau i whakahokia mai ki te rapu mātauranga.

Wāku whakaaro mo Te Kupenga o Te Mātauranga mārae. He whare mahana te wairua ki te manaaki i ngā tauira. Ko te whare tipuna he honohono i te tangata ahakoa ko wai rā. He tino pai ki te hiki i te ngakau Māori ma te whakahoki mai i te mauri ora, ā, ki te whakakotahi tētahi ki tētahi.

Kei te miharo rawa atu ahau ki te Tohu Pōkairua Kura Kaupapa. Koia nei te whāinga i kuhuna ahau hei kaiako Māori. E toru tau ngā whakaritenga o tēnei kaupapa rūmaki i te reo. Na Raukura i para te huarahi mō mātau, inaiane kua tino waia ki ngā mahi taunga i akohia.

Kare mātau e kii he ngāwari, kao. Ko ngā mahi he tino uaua ki ahau, engari he pai tonu i na nohonga whānau, kia taea te whakaoti tika ngā mahi. Ahakoa i te noho marae, i te kainga o ngā hoa, kei whea atu, i tino awhi mātau i a mātau tonu, ka nui te tautoko mai a te rōpu, a te kaiako.⁶⁶ E kii ana a Weis, 1985; Mills and Molloy, 1989; Pye, 1991; Rosen, 1993. Ma te whakaponu a te kaiako ki te wāriu tangata, koinei te tohu whakahirahira hei tūhono i te whakaaro whakakotahi i te tangata, kia taea a ia āna mahi. I taku haerenga ki ngā mahi-a-kura, i matakū ahau ki te kōrero ki ngā tamariki. Tēra pea ka hē te puta mai o tōku reo ki a rātau, otira kare he maharahara i tōna wā anō ka tika te kōrero. Ko ngā rauemi ngā taonga e hiahia ana hei whakaako i ngā mātauranga Māori. Ma kōnei ka hikina ngā taimaha mā ngā kaiako Māori.

Aku moemoea mō te tau rua mano. Kia hapaitia e te Kāwanatanga te Mātauranga Māori, kia orite te putea ki tā te Pākehā. Kia nui ake ngā putea mā te iwi Māori, hei whakahaere a rātau kaupapa Māori, te tino rangatiratanga o te tangata whenua.

Rauwaru

E rua tekau mā whitu taku pakeke, ko ahau te matamua o tōku whānau ā, he wahine katoa mātou. Taku kāinga tipu kei te Tairāwhiti. Ki taku whakatipuranga na māmā anake i tiaki i a mātau, ā, 16 tōku tau kātahi ka wehe mai ahau i te kainga. Kare mātou ko oku tuahine i tipu mai ki tētahi paku Māori nei. Kore rawa a māmā i whakaae kia whakatata atu mātou ki te marae, ahakoa he tata tonu ta mātou kainga. Engari ka taka tētahi rā ka mate tō mātau kuia, kātahi anō ahau ka whakaeke i te marae-ātea. Nā, kua pakeke nei ahau, ka hokinga mahara ki ngā mahi rerekē a māmā i te aukati i ahau ki ngā haerenga marae. Koia anake kei te mohio he aha rā a ia i mahi pēnei, kei te pōhehe tonu ahau i tēnei rā.

⁶⁶ Taylor, Imogen. (1997). *Developing Learning in Professional Education: Partnerships for Practice*. Weis, (1985); Mills and Molloy, (1989); Pye, (1991); Rosen, (1993). *Non-Traditional Learners: Valuing Diversity*.

Taku maumahara ki ōku rā i te wharekura, no te mea, he whakatoi, he whakatenetene ngā tamariki i reira. Kia rātau he weriweri ōku kākahu, he makimaki tōku āhua. Nā kōnei ka karaukore ahau i te haere ki te kura. Ki taku whakaaro, tērā pea na te kore i kitea tōku whānau i ngā mahi-a-iwi ka mahi pēnei wēnei tamariki haututu.

Kare a māmā i kōrero Māori ki a mātau, ahakoa i mohio tonu ia ki te reo. Hoi ano i ngākaunui ahau ki tētahi ōku whāea kēkē, ko ia anake i rongō i ahau e kōrero Māori ana, kia peka mai ia ki te kainga. Ko te waimarie inaiane kua tae mai ahau ki Papa-i-ōea, ki te whai mātauranga i Te Kupenga o Te Mātauranga.

I taku timatanga i Raukura i rangirua ōku whakaaro, mehemea koiane te mahi tika māku hei kaiako Māori, kare hoki ahau mohio ki te kōrero Māori. Tētahi anō, ka uru mai te mokemoke ki te kāinga, na te kore mohio ki ngā tangata. Nā te putanga mai o te kaiako ki te akomanga, nō te Tairāwhiti ia, ka pai tōku whakaaro. Ko ahau tēnei inaiane kei te whai i ngā akoranga a Raukura.

Kei te mohio a māmā ki ōku mahi mātauranga i Te Kupenga o Te Mātauranga, otirā kāore tonu ia i aro mai ki te kōrero Māori. Te rarurau kē ka whakamā noa iho ahau ki te tarai te whakaputa i te reo. Ki ahau nei kei te tamia tōku wairua, kia ngaro te kaupapa mōku. Te tino wawata o tōku ngākau na kua mau i ahau te tūāpapa o te reo, me hoki ahau ki te whangai atu ki ngā rangatahi i tōku kainga tipu. Nō te mea kei te mimiti te reo i te hau kainga, na te whakaheke o ngā morehu kaumātua, kare e rangona te rere o te reo, pēra i ngā rā o mua.

He tamāhine taku ināiane, i haere ia ki te Kura Kaupapa Māori i te Tairāwhiti. Ka mau te wehi ki te kōrero Māori. Nā tā māua neke mai ki Papaioea kare he tūnga watea i te Kura Kaupapa Māori i kōnei. Ka tukuna atu ia ki te kura reorua, i reira ka tāmia tōna reo, ka huri kē ki te reo Pākehā. Ko te mahi nui inaiane maku he whakarūmaki i a ia i te kāinga kia tū maia tonu i roto i tēnei ao hurihuri. Kia kore rawa a ia e whakamā ki tōnu Māoritanga. Mena ka waimarie ki tōku paetahi i Te Aho Tatairangi, ka manawanui ahau ki te ako i tētahi reo rūmaki kaupapa, engari ki te Tairāwhiti. Ko te tino hiahia o tōku ngākau, mā taku whānau ake e whakamahana i ahau hei kaiako Māori.

Ko āku whakaaro kia Raukura. He tino rawe tēnei kaupapa me ōna kaupeka marautanga. I wetewetehia ngā tau arai i raro i ahau i te rōpu nei. Ko te manaakitanga, te awhina, me te arohanui o tētahi ki tētahi, nā kōnei ka pirangi tonu mātau ki te akomanga o Raukura. Tino rekareka ahau i nuku mai māua ko taku tamahine ki Papa-i-ōea. Kare e warewaretia te whānau

o Raukura, mena kāore tēnei kaupapa kore rawa ahau i uru mai ki te rapu mātauranga. I taku putanga ki tētahi atu wāhanga akoranga kāore he awhi mai, ko koe anake kei te tarai ki te whiriwhiri he aha ngā whāinga mahi e kauhautia mai e te kaiako Māori rā. Ka haere ahau ki te noho i roto i Te Kupenga marae hei whakatō i te kākano ki te hinengaro me te hiki i te wairua tangata. Mā te whānau tautoko ka taea e ahau te whakaoti ngā mahi e hiahiaitia nei.

Ae, ka rawe ngā mahi rangahau, ngā haerenga marae, te tirohanga i te Puna Mātauranga o Aotearoa, tae atu ki Te Papa Tongarewa. I te kohikohi i ngā hitori i Whānau-a-Apanui ki te Tairāwhiti. He hononga wēnei rangahau ki tōku kawai rangatiratanga, kua mohio ināianei ko wai ahau. He tino harikoa āku tuahine i te kitenga i te tohu whakanui i ōku putanga mahi i te whare wānanga o Massey, he parekareka tēnei whiwhinga tuatahi mōku. Kua mohio ahau ināianei ka taea ēnei mahi mātauranga mena e whakapono ana koe. Kia kaha i ngā wā katoa. Kei te whakamiharo ki te pepa i waitohua.

He aha taku moemoea? Kia tipu ake ngā Wānanga Māori hei whakaako i te mātauranga me wōna āhuatanga mā ngā Māori. Kia hua mai nā takuta, nā roia, nā minita paremata me wēra mātauranga. Kia whai huruhuru mātau ngā tauira whakangūngū ki te hikoi tahi ki te whakarite a mātou moemoea.⁶⁷

Na te marae i pupuri i ahau ki ōku mahi mātauranga, ahakoa ngā rerekētanga o ia tauira, o ia tauira ko te marae tērā e whakawhanaunga ana i a mātau, i te whakatikatika i a mātau anō. Ia rā kei te hikoi haere ahau i tēra papawhenua me te whakaaro ki ngā mahi uaua. Ki te tirohanga atu ki te marae ko tāku i kitea he rama raiti e pōwhiri mai ana i ahau. Tū tonu mai rā e te whakaruruhau o te tini a Te Kupenga o Te Mātauranga.

He Herenga kōrero

Kei te mihi atu te ngākau ki ngā akonga o Raukura e whakaputa nei i te mana āhua o te tangata, me te mana ahurei o ia anō. Nā ia akonga i whakatakoto motuhake āna tūmanako i roto tonu i te āhua o tōna wairua, hinengaro, tinana, whatumanawa. Nō te mea he taonga whakahirahira rātou, ā, kei runga i a rātou te mana a o rātou whānau, hapū me te iwi. Ka rawe i te hikoi tahi a te taina me te tuakana kia kore ai e mahue tētahi o te whānau whānui ki waho. Mā kōnei ka rangona e rātou te aro hā o te whanaungatanga me te whakatipu o te ngākau aio.

⁶⁷ Te Kupenga o Te Mātauranga (1996): He pūkenga kōrero i tikina atu i ngā mahi i rārangahia i ngā akonga, i te taura here tangata ki Te Kupenga o Te Mātauranga. Kei waenganui ia pūharakeke te 'rito' kei ia taha o te rito ko ngā 'mātua' kei ia taha o ngā mātua ko ngā 'tūpuna' me ngā 'whānau'. Ka mahue mai mā te whānau piri atu e whangai te rito, kia ora ai te pūharakeke mō ake tonu atu.

Me hoki atu ki ngā tukunga kōrero mātauranga e toru nei:

Tuatahi, ko ngā kaupapa o te mātauranga hei mahinga. Ka kitea ngā kōrero o ngā kairangahau, ma te mahi tahi, te tautoko a te whānau whānui i roto i te akomanga, me a rātou whānau ake i te kainga, ka taea ngā mahi taumaha e pēhi ana i a rātou. Me te tika anō o ngā momo whakaako ki te akonga.

Tuarua, ko ngā wāhi mō ngā kura whakaako, kei ngā wāhi e tipu ake ai te mohio, nō reira he miharo nui ki te rōpu tauira i Te Kupenga o Te Mātauranga marae, me tōna piringa a Te Haonui. Tū tonu mai te whakaruruhau kua whakaekea nei i te tini me te mano Nāhau rā i arahi pai ngā akonga, ki te whakatipu te ngākau mana-motuhake ki te whenua.

Tuatoru, ko te mana whakahaere i ngā kaupapa mātauranga, me ngā mohiotanga hei akonga, tae atu ki te momo whakaako. E kii ana ngā akonga, waihotia ma te kaiako Māori e akoako i a rātou ki ngā paihera mātauranga. Ko te whakaaro tino rangatiratanga o te mātauranga, ko te mana motuhake o ngā kaupapa Māori.⁶⁸

*'Kei a tātou anō te ara tika'*⁶⁹

E kiia ana nā ākongā he maha ngā ara o tara. Engari ko te noho whānau te painga o te akoranga mō rātou, notemea kare hoki i tōtika na wā o mua i te wherekura. Nā te whakaako tahi ka nui rawa te tautoko, awhina, manaakitanga a te rōpu, a tētahi ki tētahi. Ka hikina ake te ngākau hīkaka kia manawanui ki aua akoranga. Ko te piritahi ki nā ākongā e orite nei te whakatipuranga, te mātanga, ā, tua atu anō he kaupapa Māori hoki. Me te tūmanako kia akona te reo me ngā tikanga. Nā Raukura i para te huarahi nei kia mohio ia ākongā ko wai rā ia, i roto i ahurutanga ō te ao mātauranga Māori. Tuatahi ko te marae te tūāpapa o tēnei wānanga, te whakaruruhau e karapoti nei ngā akoranga mō ngā ākongā. Nā Te Kupenga o Te Mātauranga marae ka taea te poipoi, te whakamahana, i te whakanoho-a-whānau, te whakawhanaungatanga me te tūtangata motuhake o ia ākongā ki tōnā ake tūrangawaewae. Ahakoa ki te whakangahau, ki ngā tikanga, ki ngā mātauranga, kia ekea te taumata o te ara tika.

⁶⁸Banks, (1981); A.L.T.A.R.F. (1984); Banks and Lynch; (1986); Modgiel et al, (1986). E whakaae ana wēnei kairangahau waihotia mā te Māori e whakahaere a rātou kaupapa.

⁶⁹ Reedy, Tamati rāua ko Tilly (1193). Te Whāriki: Te Anga Marautanga o te Kōhanga Reo. In Te Korowai, te Tūtokinga: Charter mō te Whānau Kaupapa. Te Kōhanga National Trust. Ministry of Education Wellington.

UPOKO TUAWHĀ TE MANAWARUA

Huakina mai te tatau o tō whare

Kia kite ai ahau i ngā taonga

*Whakahirahira a ngā tipuna*⁷⁰.

E te tamaiti, e te mokopuna, kia kaha rā ki te kuhu i a koe ki roto i te ao hou, ao hurihuri whakawehe, whakapau, whakawhiu tangata. Kia maumahara ki te mana me kore e whiwhi he whetu hei whakapūmau, te waiora e. Koia nei rā ngā tikanga o te whatumanawa ki te matau o te tamaiti, te mokopuna. Ki ngā kōrero tipuna a Rangimarie (Rose) Pere,⁷¹ kotahi te hā o te tipuna me te tamaiti. E ai ki ngā tukunga kōrero nei, ahakoa ngā taupatu o ngā tini takawaenga, kaua e tautokona. Kōkiritia ngā tūmanako, kia kore ai e taka ki ngā mahi hē. Ma te whakapono ka tau te rangimarie. Huakina te tatau, mahia ngā mahi kia tutuki ngā wawata mō āpōpō.

Mai rano i āwangawanga te tangata ki ngā whakaputanga hua mātauranga, ahakoa i te wharekura i te whare wānanga rānei Mehemea he tino koi te hinengaro o te tangata kare he maharahara, kei uta a ia. E hoa mā mena i te pōturi rawa atu te tangata na te kore mohio, kare e wini te rēhi. I te timatanga o te tau mōrikarika ana te ngākau tauira, ā, parahutihuti te haere o ngā mahi whāi mātauranga. Ko ngā whakamatautau me ēra atu hei whakaoti i ngā mahi. Engari pēhea te tangata ka rangirua ngā mahara, ka titakataka ngā whakaaro. Ka aha rā ?

Kāti, kia whakahokia ki ngā tirohanga kōrero tuku iho. He maha rā ngā kōrero kua tuhia hei tirohanga mā tātou o ēnei rā, ki ērā āhua. Kua roa kē te Māori e makere ana ki ngā whārua o te ngoikore, e pā ana ki ngā mātauranga whānui i Aotearoa nei, e kiia nei he āhua takatarepa. Ko te pātai ake, he aha rā i noho pēnei tonu, kia tangohia te wairua tangata ka riro te mauri tangata? E ai kia Tamati Reedy,⁷² ki te tangohia te mana o te tangata tērā tonu, ka ngāwari i te kii atu 'E peke' ka peke ia. Koinei te patu weriweri o te ao hou nei. He teretere te Pākehā ki te whakarite

⁷⁰ Te Tāhūhū o Mātauranga (1996). He kohinga kōrero tēnei i kume mai no ngā tuhinga o Te Reo Māori i roto i te Marautanga o Aotearoa. Te Pou Taki Kōrero, Whanganui-a-Tara.

⁷¹ Pere, R. (1995). in Te Korowai: Te Kōhanga Reo National Trust Board. Ko ngā Tikanga te Whatumanawa ki te Matau o te Mokopuna. Wellington

⁷² Reedy, Tamati (1975). He kōrero whakatuwhera hui kura māhita. I roto i Moorfield, John. (1993). Te Whanake 3: Te Mahuru, Longman Paul, Tamaki-makarau. (167-169).

āna kaupapa, ā, ka waihotia te Māori kia tautohe ki a ia anō, ki ngā whāinga mātauranga Māori. Ko te whakapae a Darrell Waiti kua rangona te kākara o te moni, te ātua o te kikokiko. Ko ngā takenga whakahaere tikanga, kua whakahiatotia he tātaitanga, kia tirohia ngā takanga hē a te iwi Māori.⁷³ E kii ana a Tawhiwhirangi, ma te mohio a te tangata ki tana huarahi i mua i a ia, me mohia anō i whea ia i mua atu.⁷⁴

Kua tae ki te wā kia whanake whakamua te Māori

Whakakorehia ngā amuamu pōrearea ki muri

Me ahu whakamua inaianei kia taea ngā whetu

oritenga ki nā tīpuna...

Ma ngā mātauranga Māori e whakaārahi, kare

mō inaianei tōmuitanga apōpō

Aukatia Ngā Āputanga

E hia nei ngā tau ināianei e whakamanawanui nei ngā kaiako Māori i te ako te mātauranga Māori, ahakoa ngā parahako rerekē a te nuinga ki te Māori anō. Kāti ake rā, kua puta te pūrongo a te Kāwanatanga kia katia ngā 'āputanga.' Ko te miharotanga, ma wēnei whakatipuranga inaianei, i te tau ruamano e kōkiri he huarahi kia manawareka te ngākau. E ai ki te kōrero o ngā tohunga titiro whānui, titiro hōhonu. Ko te tikanga tonu me whātoro atu ki te minenga rawakore, te hunga kore mahi, na kainga noho. Me pēwhea te whakangāwari ngā akoranga mātauranga ki te tangata.

Ko te whakapono o ngā kaituku mātauranga, te mahi tuatahi kimihia he whāinga mātauranga e hiahia ana te tangata, engari kua e whakahemanawa te ara kuhuna atu. Me whakangawari te uru atu ki roto i te wāhanga mātauranga a muri kura, ki ngā whare wānanga, kuratini, wāhi whakangūngū motuhake, wāhi whakangūngū ahumahi, me ngā kura takiura.

Heoi ara me tirohia te rōpu whakangūngū a Raukura. Nā, kia wehe atu wēnei ākongā ki te taha wānanga kaiako mō te toru tau, ka orite ngā whakahaere akoranga ki te nuinga, ā, kei te taha Pākehā te mana tuku. Ko te miharo nui kua manawanui te ākongā whakahira ki te whai i te taumata mātauranga māna. Me kaha kē atu te whare wānanga

⁷³ Waiti, Darrell; Higgins, Te Ripowai. (1997). in he Tirohanga ki mua: Visions for Māori Education. p27. Waihotia ngā hē ki muri, tirohia he aha ngā mahi he whanake whakamua i te Māori.

nei ki te whakaaro nui me whakangāwari ake i te kawenata me a rātou tikanga here. Notemea he maha na pūkenga o ia ākongā ahakoa ko wai rātou, tautokona kia tutuki te taumata mātauranga. Ma te whare wānanga e whakakaupapa tētahi rautaki mātauranga mahi tahi e hangai ana ki wēnei momo tauira. Kia whakanuia te hiahiatanga a te ākongā Māori ma te whakaroa ake te wahanga whakaoti mahi, hikina ake te whakaritenga hotaka kia taea te whakatutuki ngā rewā mātauranga. He timatanga tēnei ki te aukati i ara āputanga e kōrerotia nei.

He tokomaha ngā pakeke ināiane kei te ako kia whiwhi tautōhito rātou, ā, kia whiwhi tohu mātauranga teitei hoki, me te nuinga atu o ngā rōpu kei te whakahaere kaupapa akoranga. Te mahi mā ngā whānau, hapū me te iwi, hei kipakipa i te Kāwana kia tukua mai he manawarū. Utuhia te akonga Māori ki te rapu mātauranga, kia whai mana ai te tangata, ki te hikoi tahi.

Ka taea i te nuinga o te tangata ngā taumata o te mātauranga mehemea e hiahitia ana. Kare he rerekē mā te Māori, me kaha ake me manawanui. Whakaākona te reo Māori kia hikina ake te rewā whakamana kiritau, mā te ako māriki i ōu taonga ka whakaohohotia te kākano mātauranga. Pēra i ngā mātua e kimi nei i ngā hua o a rātou tamariki i te kohanga reo. Ara noa atu ngā huarahi mātauranga hei whāinga, engari mō te iwi Māori ma te reo ka rangatira a ia. ā, ka taea e ia ngā taumata whakahirahira.

Me hoki atu ki ngā kōrero a Meihana Durie,⁷⁴ ka tapiria ki ngā mahi rangahau a Te Hoe Nuku Roa. He rōpu tēnei i Te Pūtahi-a-Toi o Massey e tiro whānui, e tiro hōhonu ana he aha ngā tūmanako, ngā tūtohitō, ngā āwangawanga me ngā ara whāinga i te ao Māori. Ki ngā putanga whakaaturanga ma te tuakiri o te whakapapa tangata ki āna rawa ka kiia ko wai ia, ki te nuinga o ngā whānau kua whakakorehia. Ko te whakaaronui a Te Hoe Nuku Roa, me motuhake te tino rangatiratanga a te Māori ki tana tūrangawaewae, āna tikanga marae, te reo me te whānau. Maranga mai e te iwi, kia taea ake tō ao Māori hei whakamanawareka i te ngākau tangata.

⁷⁴ Iritana Tawhiwhirangi, Te Poari Mātua Hui: October 2000 in Wellington. He kohinga kōrero mō ngā Kōhanga Reo nō te rohe o Ikaroa

⁷⁵ Durie M. (1997). Durie et als, (1995). Taku Titiro: Viewpoint Māori Advancement into Te Aonui: In He Pukenga Kōrero: Raumati (Summer), Volume 3. Number 1, 1997. Te Pūtahi-a-Toi. Māori Studies, Massey University.

Ko te ripoata a Rawiri Brell mo te Tāhūhū o Te Mātauranga,⁷⁶ ko te uauatanga o te āhua āputanga a te kawanatanga, ki ngā tirohanga rangatahi kei te kura tonu. E kii ana rātou, ko ngā Māori me ngā tāngata o ngā moutere he iwi ngoikore, kare i pirangi ki te ako, ā, he tangata waiaro. Ko te mutunga kore ka 'tarepa' otira ka kiia he nui rawa te Māori me ngā iwi o te motu kare e taea ki ngā taumata nō te momo iwi hoki! Tētahi whakaaro a te Tāhūhū o Te Mātauranga, tēra pea kaua e whakapae na te mātauranga i tarepa ngā mea angatū. Me āta tirohia na te aha i heipu ai te rarurau angatū, i huaina mai nā te tika, nā te hē pea o ngā akoranga i tukua ki te mātauranga a te tauira, he aha rānei.

Te whakarikarika uauatanga ko te wairua angatū. Ki te whatu manawa o tangata, ka tino maharahara ki te āhua āputanga, ā, he tino take me kōkiri Mehemea kare i puta ngā whāinga hua i whakaarotia, ka moumou ngā tohaina putea a te kāwanatanga, me ngā rauemi, ahakoa he tangata, he aha rānei.

Tukuna te wero ki te Tāhūhū o Te Mātauranga, kia kaua e matakū ki te whakaiti i ngā rerekētanga i Aotearoa nei. Rokohanga kia tere te whakawhaiti he oranga hei wewete i ngā taumahatanga o te āhua tarepa. Kia kaha ake ngā kaupapa whakangūngū ki te akiaki na hinengaro Māori kia manawanui ki ngā timatanga mātauranga. Notemea, ma konei anake ka whakamanawahia te wairua tangata i te tūāpapa. Ki tona māramatanga, kātahi anō ka aupikihia te ara poutama o te mātauranga. E ai ki ngā whakaaro o tēnei tipuna a Ngata,⁷⁷

'Ko te pou tūtika, ko te tamaiti tane te uri.'

Otira ko te poutama e tohu ana he tangata kaitautoko i tāna whānau, hapū me te iwi. He tangata rangatira e kimi ana i te mātauranga. I te tirohia te raranga whakapaipai o te poutama tukutuku, ara te aupiki o ngā arawhata. Ka kiia, ko te tangata e whai ana i te huarahi nei he kaiarahi i tōna iwi āpōpō. Ko te tohu a te rangatira he kaitiaki, he kaiarahi hei whakamana i te iwi. Ahakoa tonu me whakarauhi ngā rōpu iwi, te iwi moutere me ngā Māori hoki.

⁷⁶ Brell, Rawiri. 2000. Te Āputanga Tarepa Wairua: Closing the Gaps for Māori: Te Tāhūhū o Te Mātauranga. He pepa pānui 1 June 2000. Wellington.

⁷⁷ Taiapa, P. (1953). Ngata in The Ancestress Hinerupe and Hinerupe Marae: Tūwhakairiora Rangatahi Group Lectures. Te Araroa.

Ko te tino moemoea, i ngā tau tuatoru, tuawhā rāneikia piki ake ngā kaimahi a te Tāhūhū o te Mātauranga i waenganui i ngā hapori-a-iwi kia rangahautia aua mahi e tōtika ai mā te hunga rawakore. Ma te whakatuwhera i ngā kuaha o te whakatikatika haere i ngā tautohetohe ki te rori o te kore, kia hurihia ki ngā hua he parekareka mā te nuinga. Kua tukuna te wero ināiane ki ngā kaimahi a te Tāhūhū o Te Mātauranga, hei rapunga whakaaro hei arotake i ngā akoranga Māori.

Me kaha rawa atu te Tāhūhū o te Mātauranga ki te kipakipa i a rātou noa. Ki ngā tāngata kei te kawē ngā kirimana, ki ngā kahui kaumatua, me ngā rōpu whānau. awhina mai tautoko, kia taea ngā ekenga mātauranga o tēnā, o tēnā. Kia hāngai anō ngā akoranga ki ngā hiahia me ngā wawata o ngā iwi katoa. Otira, kare e tutuki wawe wēnei tonono e manakohia nei. Aua atu, hei timatanga whakaaro tēnei kōhinga kōrero, kia tōtika ai i te hoe i te waka o te mātauranga Māori.

Tūāpapa Mahiti Mātauranga Teitei

Ko ngā takotoranga kōrero i kōnei he wetewete i ngā pōraruraru, nā wāhanga rangirua, te wairua whakawehe, na te aha i rerekē tētahi rōpu akonga ki tētahi, te wairua whakaiti me te whakaputa a te tauira ia rā āna riri ki ngā apiha, kei a rātou nei te kirimana whakahaere te wānanga whakangūngū tauira kaiako.

Ki ngā tauira o Raukura i huakina te kuaha angitu o te ao hou, ki te ao marama, te ngākau whakapuke me te whakamanawa ki ngā akoranga mātauranga i Te Kupenga o Te Mātauranga. Ki te whātoro atu ki te taumata o te whare wānanga o Massey. Ko te tohu ngākau o tēnei rōpu, me 'awhi mai, awhi atu' Ki te taka atu tētahi o ngā ākongā, ka noho whakamomori te whānau ki te hiki ake i tōna tuakana, taina ranei, kātahi ka hikoi ngātahi anō. E ai ki te kōrero nei, me tiaki tētahi i a tētahi ka ora te ngākau tangata.

*Mā te tuakana ka tōtika te taina,*⁷⁸

Mā te taina kā tōtika te tuakana.

Otira ki roto i te wā poto, kua āta tau te whakamārama me te mana kiritau, kua tipu te ariā o te hinengaro whakawhiti whakaaro, kua makere te ngākau pōhehe. Ara kē te whakamanawa o te ākongā ki tēnei angatu māna, mō tāna whānau me te iwi, ko te

⁷⁸ Brougham, A.E. and A.W. Reed (1987). *Māori Proverbs*: Revised by T.S. Kāretu. Reed Methuen. p93.

whakahī o te ngākau humarie. Ko te hanga marau e akonahia, ko te reo, ko ngā tikanga, ngā pakiwaitara, pūrākau, whakatauakī, ngā taonga tuku iho a ngā mātua tipuna. Ka pai te tere o te waka i te moana marino, e kīkī ana i te hinu ngākau manawareka, e taurite tonu te nuku whakamua o te whānau i te tini a Te Kupenga o Te Mātauranga, kei te mātangi te tauira me te whakamanawa.

Ko te tūāpapa akoranga o Raukura e whakatinana ana ngā kaupapa whānau. Ka ako ngātahi ngā ākonga katoa o te whānau, mai i ngā pakeke, ki ngā rangatahi o te rōpu. Ko ngā kaupapa ako, ka akohia i roto i te ahurutanga o, tā te Māori nohonga tūturu a whānau, ia rā, ia rā. Ko ēnei kaupapa noho whānau ka kitea i ngā wāhi mahi, ki ngā huihuinga, he pakaritanga anō mō ngā pakeke o te whānau. Mā reira nei e tautoko te mahi tahi a te katoa mo te whānau. E kiia nei hoki ko te whanaungatanga o te rōpu, ahakoa nō whea te tangata mā te piritahi pēnei kua honoa mārika te whānau whanaungatanga.

I ohore ētahi o te hunga rangatahi ki ngā tauira āhua pakeke nei, i waenganui i te rōpu, inaiane kare he maharahara, kua waea te whānau ki te mahi tahi. E miharo ana te rōpu ki ngā tuakana pakeke, he tino pai ki te ako i tō rātou taha. Kia pūmau ai ki te ngākau ngā tikanga, ma te whakanui i ngā pakeke, te whakawhiti whakaaro hei tautoko, awhina i ngā mahi e mohiotia ana e ia ākonga. He tino pai te maha o ngā paihera mātauranga ka whakatopuhia tētahi ki tētahi. Etahi wā ka hōha te taitamariki, nā te haututu ka ngaro te hinengaro whakaaro o te tauira pukumahi. Kua tae pea ki te wā me whakaratarata te taitamaiti ki ngā mahi akoranga nei.

Mā te noho tahi a te matua me te tamaiti, a te kaumatua me te mokopuna ki te ako tahi i roto i te akomanga kotahi. Terā pea ka uru tika te wairua hangarite kia ū māriki ngā whāinga mātauranga o te whatumanawa. Kua kitea te matua, te tamaiti e hikoi tahi ana i te taumata tūtohinga, engari i pehea te ngākau o te tamaiti i roto i te akomanga. Taku nei mohio kia ako tahi te matua me te tamaiti, ka ekea te tihi o te maunga teitei. Kia tau ai ki tērā kōrero, "*He kokonga whare e kitea, he kokonga ngākau e kore e kitea,*"⁷⁹ e kore te rau aroha e mimiti, he tino rongoa tēnei mō te whakatau tētahi ki tētahi i roto i ngā nohanga whānau, ahakoa kei whea ranei

⁷⁹ Ibid p47

Ki ngā kaituhi, pēra ia Metge, ko te whānau, ko te whanaungatanga te hononga a te Māori ki tōna iwi whānui tonu. Ka tapiri atu ngā whakaaro tuhinga o wēnei kai- rangahau. Henare,1988; Ihimaera,1982; (Patterson,1992); Jackson,1988; Metge,1995; Murchie,1984;Ngata,1994;Te Pūmanawa Hauora,1996. Ko tā rātou e kii ana, ko te wāriu o te whanaungatanga he whakamahara ngā mema o te whānau kia tautokohia ngā whanaunga me ngā mema o te whānau whānui. E tautoko ana a Durie i ēnei whakaaro rōrahi, he pūmau ēnei wāriu ki te whānaungatanga Māori.⁸⁰

(1) *Te rōrahi manaakitanga*

(2) *Te rōrahi Awhinatanga*

(3) *Te rōrahi kaitiakitanga*

(4) *Te rōrahi whakamahi*

(5) *Te rōrahi whakamahere-*

He arohaina tētahi ki tētahi i te rūma ako,i te hapori,i te kainga. He maha te tautoko a ngā kaiako i nā akonga a muri i ngā mahi o te akomanga me te akiaki atu. Ko te pakaritanga o te ākongā kei roto i tōna ngākau tuku, ara, ko te pakaritanga o tana tinana, hinengaro, wairua me tana whatumanawa. Kia tōtika ai i te ako ngā whāinga mātauranga e akohia ana a ia.

Ngā Putanga Hua me Ngā Takanga

Ko te ngako o tēnei wāhanga ko te mutunga kore a te akonga. I kore hoki i taea ngā tauira katoa te taumata whakaotinga mahi. Ko te take e arohaina nei te whakamatauria a te ākongā, ina ka wehe atu i a Raukura ki ngā whāinga Pākehā. He rerekē te taha whakahaere mō te nuinga. Ka tīni ngā ture whakahaere akonga, mena kāore te tangata i te pakari ki a ia anō, ka tino rarua te akonga. Wētahi i nōnoke ki ngā mahi, ā, na te mangere ka ngoikore noa, he mātangi pōharatanga i te kainga, kei te raruraru te hunga rangatahi o te whānau, me ēra momo tū āhua.

Kua waia kē te tauira Māori ki ngā akoranga noho whānau, ki te raweke, ki te mirimiri ngā mahi e akonga a ia, otira ka awhinatia i te kaiakopono, hei tautoko, akiaki i te huarahi tika hei mahinga. Ka whakatōhia te hiringa māhara ki te rangahau āna mahi. Kotahi anō

⁸⁰ Hirini,P.(1997). He Whakaaro Mō Te Āriā Whanaungatanga: He Āta Rapu: Towards and Understanding of Whanaungatanga. Durie,(1994a);Henare,M.(1988);Jackson,M.(1988);Metge,J.(1995);Murchie,E.(1984); Patterson,J.(1992);Te Pūmanawa Hauora,TPH, 96/4(1996) In He Pukenga Kōrero Ngāhuru (Autumn), Vol.2. No.2. 1997.

te matapuna o te hinengaro,ko te pūmanwa i te kitenga i te ao whānui, ara ka puta te ngākau aio i te māramatanga.

Maha ngā wā i maumaharatia. I huakina te tatau ki onanahi, kia whakahoki mai ki onāiane te mana ahu ake o te whakatipuranga oranganui, na te aha hoki! Kia pai ai te awhina i te tangata, i te whānau, me ngā whakaritenga mahi a te ākonga, kia taea ngā taumata whakahirahira. Kaua e tukua kia whakanohoa ki te wairua whare wānanga. Kei te mohio te kaiako Māori me te tauira ko te whakapapatanga o te kōrero ma te hangarau, hei ariā na te hinengaro mo te whakawhiti whakaaro. Ma te akonga, ahakoa he taina he tuakana e kōwhiria te huarahi māna, ko tāna i whakaarotia, ehara ma tētahi atu e kii 'e peke ka peke'⁸¹E kii ra a Reedy, mena i te tangohia te mauri tangata ka rangirua te wairua.

He wāhi whakaoranga ngākau te marae mō te tini, kei te hikoi i te marae-ātea i Te Kupenga o Te Mātauranga. Koinei te whakaruruhau mō rātou e whakangūngū ana i ngā huarahi kaiako, ahakoa i te Kura Kaupapa, i te Reorua, i te rōpu o te nuinga, i te kura whakangūngū o Raukura,i te kaupapa kōhungahunga. He wāhi hei whakawhitiwhiti whakaaro, he wāhi hei whakangāwari i ngā mahi uaua. Kaua e whakamutua noa iho ngā akoranga, kia maumahara he mana āhua tō ia tangata, me tū pakari i runga anō i te whakapono ki a ia tonu. Ēngari ko te take tino whakahirahira ko te hiki ake i te mana kiritau o te wairua tangata.

Ngā Whakararu

I kōnei ka tirohia he aha rā e makere tonu nei ngā tauira Māori,i roto i te wā poto i ngā timatanga hou mō rātou. I te wā rēhita te akonga, he pōnana rawa atu ngā kai tohutohu, ki te whakatau i te akonga ki te huarahi tika. Ko te mahi tuatahi kē, he whiriwhiri tauira hei whakakīki i ngā whāruarua akonga, kia eke ai te kaute e hiahiatia ki te taha o te rahi. Kia kore e ngaro te tūnga mahi o wēra kaimahi, ka warewaretia te tangata i tonu tū he kaiako. Wētahi i heke iho i te waka mātauranga mō te kotahi tau, he ruarua nei ka wehe atu ki te whakatika ōna hemanawa ka heipu mai i te kāinga. Kārekau he tāne, he wahine rānei, ahakoa ko wai rā i whakaaratia, ki te whakatau i te ngākau i roto, i waho o te tangata, kia whangaia ngā whakaaro pai kia puta te pai. Ko te wehi kē, e kore wēnei torutoru e tono

⁸¹ Reedy, Tamati. (1975). He kōrero whakatūwhera i tētahi hui mō ngā kura mahita, nō roto i te pukapuka a Moorfield, John (1993). Te Whanake3: Te Mahuri, Longman Paul, Tamaki-makaurau. p167-169.

mai anō ki te whakaoti a rātou tūnga kaiako Māori i te whare takiura i Papa-i-ōea. Tērā tonu e kore e tutuku a rātou wawata.

Mē manawanui te tuhura o te whatumanawa ki te whakatipu te ngākau aio, tangatarite. Na ngā ākonga whakangūngū mātauranga Māori kā horapa te titiro ki te ao whānui. Hoia noa ko te mea nui i aromai, i whakaponu ngā ākonga pakeke me te kaingakau ki ngā akoranga kei te whangaia kia rātou.

Kei te whakamomori te tauira whakangūngū i roto i tōna pōharatanga, ki te whakatutuki i āna tūmanako. Ko tētahi take nui e tamia nei i ngā tauira Māori, ko ngā utu e herea nei e te kāwanatanga ki ngā huarahi mātauranga. Me whakakore wēnei hemanawa, arā te pūrongo a te kawana kia whakatikatikahia e te Tāhūhū o Te Mātauranga, ma te aukati i ngā āputanga.⁸²

Akiakia te Minita Māori, kia whakahaua te kāwana hei utu i te pire mātauranga Māori. Ko ngā pepa mātauranga, me te wāhi kaitiaki tamariki nohinohi, me utu anō te akonga i tētahi putea tauira i te wā e whakangūngū ana ia. Whakahokia mai wēnei whai tikanga, arā kia utua te tangata e hoki tuarua ana ki te whakangūngū mātauranga. Tā te whānau mahi hei tautoko, hei awhinatia, kia kore ai e mimiti te ngākau tangata ki ngā mātauranga e kimihia nei.

Inaiane mena e pono ana te kāwanatanga ki te āhua āputanga nei, kimihia te ora kia orite ai ngā whakatutukitanga Māori mō te mātauranga ki ērā atu o ngā iwi o Aotearoa. Ki ngā tuhinga kōrero a Te Tāhūhū o Te Mātauranga me Te Puni Kōkiri,⁸³ he tikanga ano ta rātou e kiia, Rautaki Mātauranga Māori. Ko te pūtake nei he kimi i ngā tohu hei āwhina i ngā ākonga ki te whakarahi ake i te tokomaha o rātou e whakauru ana ki te mātauranga, me te whakarite i ā rātou whāinga. Inaiane tonu me whakatau ngā huarahi hei āta whakatika i te āhuatanga kore tutuki whāinga, e pehi nei i te Māori.

⁸² Brell, Rawiri. 2000. Te Āputanga Tarepa Wairua: Closing the Gaps for Māori: Te Tāhuhu o Te Mātauranga. He pepa pānui 1 June 2000. Whanaganui-a-Tara.

⁸³ Te Tāhūhū o Te Mātauranga: Fancy, Howard. Te Puni Kōkiri: Ngatata Love. (1997). Te Whakamahi i te Mātauranga mō te iwi Māori: Making Education Work for Māori: Talking points for Parents and Whānau.

Te Pūkoro

Ki ngā tirohanga mō ngā tangata e hoki tuarua nei kia kuraina, me whakatōhia te manawarū ki ngā kaupapa whakaako. Whakahekea mai rātou i te penihana kāwanatanga, kia pai ake rātou i roto i tēnei ao hou. Kua whakairia mai te māharahara, te āwangawanga ki ngā putea utu i ngā whāinga mātauranga nei. Ko te ture Pākehā kei te kōrero-a-waha mai, me utua te putea akoranga tuatahi kātahi ka waitohua ko wai i waimarie, ko wai i totohu i āna mahi whakangūngū. Kei te mahia wēnei mahi ki te tauira Māori i tēnei wā tonu. Hoia noa rā, kei konei tonu te Māori e tahitahi ana ngā kongakonga. Mēnā kare he putea kirimana, ka tino uaua rawa atu mā te ākonga Māori ki te whakarite he whare wānanga whakangūngū māna.

Tērā pea ko te kaitiakitanga o te tangata he whakapōraruru i te tangata. Kia ketuketuhia ngā mahi whakahē a te kāwanatanga, ka kitea ara kē te whānui o aua rerekētanga, engari mehemea he kaupapa putea hei tohaina, ka tino tere te whakakotahi a te tangata i a ia anō. Otira, koia nei te āhua tangata kare e taea te karo, ahakoa ko wai rā.

Kia hoki ake ki ngā whāinga kōrero mō te kirimana putea o ngā kaupapa whakangūngū. Nō te whakawhitinga a te whare takiura o Papa-i-ōea ki te whare wānanga o Massey, ka riro te mana whakahaere o Raukura ki ngā here o te whare wānanga. Maha rā nga ture hei kōkiritanga, hei āhua pana atu ki te taha wētahi o ngā ture, kia māhorahora te whakatau i ngā akonga whakangūngū nei. Tētahi take i uaua rawa atu mō te Raukura, i ngā iwa tau ki muri, i raro tēnei kura whakangūngū i te mana whakahaere o te whare takiura o Papa-i-ōea.

Tino pai atu te kaupapa nei mō ngā tauira e uru mai ana, engari ko te tangi a te ngākau, kare te nuinga o ngā rahi i rata mai, korekau i warea kia mohio ki te kaupapa o Raukura. E ai kia Wright rāua ko Weil⁸⁴ ki ēnei momo rōpu, e kore e mutu ngā arai whakaharahara. Ahakoa kua kuhunga atu te taumata teitei, ko te hītori o ngā whare wānanga mai rāno, mō ngā tangata kua whai mana mātauranga. Ki te tangata whakangūngū he mutunga kore noa iho. Kare i rerekē te ritenga whakaaro ki te papawhira pāhiwihiwi nei.

*“Ki te ākina kia akona, ā, he akoranga
ina. mārau whai mana o te wāriu aomui.*

*Ko te tuakiri akonga
te māna āhua akoranga aomui
tēraka ka rarua.”*

*“Nui kē ake te pōrearea
ina kore urua,
Ka whakahanumia”⁸⁵*

E kii ana ēnei kairangahau, kua puta te whakaaro mena kei te tika te whakakotahi i ngā whai mātauranga ki ngā akonga whakangūngū me te nuinga. Ko tā rātou e kii nei, hangaia na momo marautanga ki te āhuatanga taumata o ēnei tauira, ki a rātou hiahia. Kua ngā tino mohio e whakaaro e orite te koina timata o ia tangata, me whakamutu tēnei mahi.

He toko maha tonu ngā mahi e whiriwhiria ana hei whāinga mā te mātauranga Māori. Ko te kaupapa ako, ka haere tonu, ā, mate noa te tangata. Ko te kaupapa o te mātauranga e tautokotia ana e te iwi, i runga anō i te mohio ko tēnei kaupapa ka haere tonu, ā, mate noa atu te tangata, ahakoa ko te kaupapa tēnei o te wharekura, te whare takiura, te whare wānanga, no whea atu rānei, ko ēnā āna tohu o te mātauranga. E kore rawa te Māori e whakaae, kua kaumatua rawa ia ki te ako, ā, ki te whai hoki i te mātauranga. I te ao Māori, ko ngā kaumatua, ngā pakeke, te kuia me te koroua ngā kai pupuri i ngā mohiotanga katoa o te ao Māori. Timata mai te mātauranga o te tangata, mai i tana whānautanga, ā, pakeke noa.

Te Ahureinga Tangata

I tēnei wā me tuku mihi rā, ki te whakanui ngā kaimahi nā rātou nei i whakatinana te kaupapa o Raukura, mai i te whakatō i te kākano, ā, tae noa ki te puawaitanga o ngā tauira kua puta atu i runga i te waka mātauranga ināiane. Ki ngā mahara moteatea o ngā kaumatua kua uru atu ki te āhurutanga o te ao kohatu okioki mai. Kia hoki ake ki te tāhūhū o te kōrero, tēnā koutou e rau rangatira mā, na te hinengaro Māori i whakakaupapa te kura whakangūngū o Raukura. Nā koutou i whakatakoto te tūāpapa o te

⁸⁴ Weil, S. (1986:232). P. Wright. (1991). Non-traditional learners: Valuing Diversity in Developing Learning in Professional Education: Partnerships for Practice: Imogene Taylor (1997). The Society for Research into Higher Education & Open University Press.

⁸⁵ Ibid p130.

akoranga, ma te kawenga o te reo rangatira. Ko te whakatipu mohio mō te tapu o te reo i roto i ngā karakia, pakiwaitara, pūrākau, whakatauaki, a mōteatea hoki. Ma te reo rangatira ka tū-maia, ka tau te hauora, ka ora te ngākau.

Kia tahuri ake ināianei ki ngā kaiako o te Tari Māori, ki te kuia me te koroua o Te Kupenga o te Mātauranga marae hoki, mai i te timatanga, ā, tae noa ki onāianei te tau rua mano. Kare e mutu ngā mihi aroha o te whatumanawa e ngā hoa, e ngā tuakana, na wā koutou ngākau tuku i whakatipu te mohio, te ngākau aio, te humarie me te pūmanawa kitenga o ngā akoranga mātauranga, ki tēnei tamaiti. Ko te hiringa o te mahara e kore e warewaretia.⁸⁶ Ko te 'hi' me te 'ha,' ko te ihi, te wehi me te wana, ka pakaru mai te pakaritanga o te tauira ki tōna tūrangawaewae i roto i ngā waiata, ngā mahi toi, te pepeha, te haka, ngā oriori, ngā toi whakaari, ngā kōrero o neherā. Kia patai mai te whakatipuranga, i ahatia e koe e te whae taku mauri? Ko te whakautu rā, toia mai ngā taonga i tukua iho, kapohia tāu i manakohia, pupurita tōnuitanga.

Ko te kaupapa motuhake a Raukura kia whānau hou anō te akonga Māori, a, kia tū ngātahi i te taha o te nuinga, engari kia mau tonu ki āna ake tikanga. Me te maramatanga, ko te reo te mauri o te mana Māori, mēnā kare he reo kare hoki he tangata. Ko te whakapono o ngā kaiarahi mātauranga, akuanei me kōrero Māori katoa ngā kaiako, tērā ētahi anō kia paku mārama ki te tūāpapa o te reo, i mua te putanga ki ngā wharekura. Me ako ngā tamariki ki te reo me ngā tikanga Māori, me te taha wairua hoki, i roto anake i te reo Māori.

Te Tukuna Ako

I te whakatinanatanga i a Raukura ko te anga marau i hangaia, ko te ako ki te kōrero Māori mā te kōrerorero, whakarongo kōrero, whakahuahua kōrero. Ki te ako i te tuhituhi tika i roto i te reo Māori me te reo Pākehā. Kia mohio ki te kaute, ngā mahi pangarau. Ki te ako wētahi waiata onāianei, waiata moteatea, waiata a ringa, haka hoki. Ki te ako ngā tikanga a kui, a koro mā, ki te rāranga, mahi toi, ngā mahi takatu marae, ki te romiromi rorohiko. Nga mahi torotoro ki waenganui i te iwi, na mahi-ā-kura, i ngā kōhanga reo, ki tētahi atu kura whakangūngū me ngā haerenga i takiwa ki tētahi atu rohe-a-iwi. I whakahiratia ngā ākonga me rātou whānau ki te whāi i ngā akoranga nei,

⁸⁶ Raukura Archives: Na te pātaka matapuna kōrero o Te Kupenga o te Mātauranga (1990 – 2000): He kohinga kōrero wēnei no te whatumanawa o te ngākau tangata.

me ngā kaupapa whakahaere hoki e pa ana ki te rūpu. Te mea nui i manawareka ngā whānau tautoko, he whakaaturanga tuku tēnei āhuatanga i mua i a rātou aroaro mō āpōpō.

Te nuinga o wēnei whakatipuranga i waimarie ki ngā mahi marae, no reira i te taenga mai ki Raukura he ngāwari mō rātou ki te whakapiri ki te tini o Te Kupenga marae, me te whakawhanaungatanga. Ko te marae hoki te wāhi whakamana i te Māori ki āna honongatanga, me āna kawai karangatanga. Ruarua noa iho ka akonahia ki te rangahau tōna ake rangatiratanga. Ko te piringa tahi o te akomanga ki te whare tipuna, ka hikina ake te mana āhua tangata, ka kaha ake te tauira ki te rapu mohio. E marama ana, āpōpō ko rātou ngā kaiarahi a iwi, ahakoa he kaiako, he roia, he takuta me wēra atu mahi.

He tino whakahirahira te wairua o Te Kupenga o Te Mātauranga, ki ngā ākonga katoa. Ta rātou e kii ai, kia kitea ngā kaiako Māori e ako ana i ngā ākonga, ka tino harikoa, no te mea koia nei ngā tauiratanga whakahirahira kia ratou ā, ko te kaiakopono anō. E mohio ana rātou ka tukua ngā tikanga tika hei whāinga, arā, ko ngā karakia me ngā waiata. Ko te hāngai o ngā akoranga ki te hunga tauira, ka mahana mai te wairua akonga ki te kaupapa e akohia ana. Mē te parekareka o te noho a te taina, te taukana, te kaiako, te kuia me te koro o Te Kupenga o Te Mātauranga.

Arā noa ētahi rūpu tauira kei roto i te kokonga rūmaki reo, e mokemoke ana ki te piringa tahi ki te tini o Te Kupenga marae, kei te noho kongakonga te whanaungatanga o ēnei ākonga. I ngā timatanga o Tari Māori koia nei ngā mahi tino ataahua, ki te whakahuihui mai ngā tauira Māori katoa, ki te ako waiata, mahi hākinakina, ki te kai tahi, ki te harikoa. Ko ēnei tauira e kii ana kei te tamia a rātou hinengaro i ngā whāinga marau.⁸⁷ Heoi ka kaha tonu te whānau whānui ki te ako i te reo me ngā tikanga. Rokohanga, ko te mea nui mō ngā tauira i Te Tari Māori ko te marae, te poutokomanawa mō rātou, me te manaaki o ngā kaiako i ngā wā katoa. Ia rātou nā Te Kupenga marae i taea te whakaneke whakamua ngā mahi a whānau, i aronui ki ngā koakoa, tikanga, tauiratanga, ki te whakatau i te ngākau aronui.

⁸⁷ Ko te pātaka iringa kōrero o Te Tohu Pokairua Kura Kaupapa Māori (1998). E kī ana te tauira, na te maha o ngā mahi mātauranga, kāore e whai wā ki te whakawhanaungatanga ki te whānau whānui i Te Kupenga marae. Ko te tino kaupapa mō ngā tauira me kōrero Māori i ngā wā katoa.

Kua tūwheratia e Raukura ngā kuaha ki te huarahi mātauranga, kia hikoī ngātahi ai te Māori ki ērā atu o ngā iwi o Aotearoa. Na kua whakaaea he wāhi ma te akonga, he tauira kaiako, kua rekareka ki te rangona i tōna waimarie. Kei te marama anō te akonga ko tana kaha kei roto i ngā werawera ka whakahekea ia, mena ki te pāhi, ki te makere rānei. Ma te whakapau kaha ki te rōanga o ngā mahi hei mahia, kia tutuki ai, kaua e whakaarotia ma te angitu ka waimarie. Ki ngā hokinga kōrero rā me akiaki tētahi ki tētahi kia oti pai ngā mahi.

Ngā Tūnga Kaiako

Ko te kaingākau ināianeī kei te akohia ngā tikanga o te Ao Māori me te Ao Pākehā

Kei te kaha anō te akoranga Māori ki te kōrero pukapuka me te tuhituhi tika. Ma kōnei ka whānui kē atu te maramatanga me ngā pukenga hei awhina i ngā kaitono ki ngā tūnga kaiako i te whare takiura.

- ☐ Te Aho Tatairangi
- ☐ Te Kura Tuatahi
- ☐ Te Reo Rua
- ☐ Ngā mahi i te Hāpori
- ☐ Ngā mahi-a-Iwi

I te wā ka tonoa mai e te tauira he tūnga i Raukura, koia nei te wā ka whakamatauria ia. Ka paewhiritia i runga anō i te āhuatangā Māori, ko te koroua, te kuia me ngā kaitautoko ka whakaae ki te tautoko te kaitono. Na kaiwhakahaere o te rōpu he Māori katoa, no te Tari Māori, i raro i te mana o te Whare Wānanga o Massey ināianeī.

Te wāhanga ka āta wāriutia ko ngā kowae ako me ngā hua whakaputa, ahakoa ka taea ma te mahi takitahi, takatini rānei, ā, mā te tauira e pupuri āna rēkoti hei whakawhiti ki tā te kaiako. Ka āta tirohia he aha te hītori o te tauira i te wā i kuraina, pehea ngā mahi o te Ao Māori kua mahia. E rua wā o te tau ka whakamatautau ngā ākonga, kia hangai ki te hotaka o te whare wānanga, te wāhanga tuatahi, tuarua. Ka tonoa ngā māka whakamutunga o ia tauira ki te whare wānanga, ā, i reira ka tohua te ara whakaputa.

Ki ngā mahi-a-kura, ka whiriwhiria ko tehea te kura hei whakangūngū i te tauira, engari ki te nuinga o ngā ākonga o Raukura, he pai kē atu ki te haere ki ngā kōhanga reo. He pai mō rātou ki te noho rūmaki, kare e matakū mena kei te hē te puta o te reo. Ka taea i te tamaiti me te ākonga ki te whakatika i a rāua anō hoki. Kia mutu mārika wēnei mahi i te kura ma te tauira e whakahoki mai he rīpoata ki te kaiako i Te Kupenga o Te Mātauranga.

Ma wenei whakaritenga mahi mō ia ākonga he waitohu te tirohanga rīpoata ki a Pukenga Aotearoa, te Tari Kāwana tuku i te kirimana kia Raukura.

Ngā tūnga tauira i te tau 1999 i 18, e whai ake nei ngā wāhi whitinga whakamua o ngā tauira i te mutunga o te 40 tekau wiki.

□ Te Whare Wānanga o Massey	1
□ Te Kaiako Kura Tuatahi	4
□ Te Aho Tatairangi	6
□ Raukura	1
□ Raukawa Wānanga	1
□ Ahumahi a tangata	2
□ Ngā mahi a Iwi	3

- Te matū o te kaupapa ko te reo te tūāpapa tautahi
- Ko te whakapakari ake i ngā āhuatanga ki ngā ture o te reo Pākehā
- Ko te whakapakari ake i ngā āhuatanga ki te mahi tātai
- Ko te mohio ki te romiromi mihini rorohiko
- Ko ngā mahi hākinakina te oranga-tinana, oranga wairua
- Ko te titiro ki ētahi atu huarahi hei whakapakari i ngā mahi rangahau i te whare pukapuka, me te hanga rauemi.

Ngā hua ka puta ko te whakahoahoa, ko te whakarongo ki ngā mita o te reo huri noa i te motu, ko te whakapakari i te reo me ōna āhuatanga katoa. A muri i te 40 wiki, i te mutunga o Raukura, ka taea e te akonga ki te tono kia kuhu atu ki tētahi o ngā rōpu whakangūngū kaiako mō te toru tau.

Umanga Tikanga Here

Ko te umanganui o Raukura ko te Tumuaki o te Whare Takiura o Pamutana, heoi, na te hononga ki Massey wānanga i te tau 1996, koira te whakawhitinga o ngā kaupapa katoa o te whare takiura nei. Engari te kaitiaki, ko te upoko o te Tari Māori i Te Kupenga o Te Mātauranga. Ko te Tari Kāwanatanga e kawea nei i te kirimana mō ngā kura whakangūngū ko Pūkenga Aotearoa.

Ki ngā hokinga kōrero hītori o Raukura, te kirimana tuatahi i puta mai i a Access. Nō te tau 1987 i timata a Access, te mana whakahaere ko te Tari Rēipa, ā, he kirimana Pākehā. Ko Maccess i te Minita o te Tari Māori mō ngā kaupapa whakangūngū Māori.

Tae atu ki te tau 1992 ka hangai houtia te Kāwanatanga, ka whanau mai te Tari Pūtahi Whakangungu Mātauranga (ETSA) He kaupapa hokinga ā muri kura. Ko te tino kaupapa o te Tari Pūtahi Whakangungu Mātauranga, he whakahoki ngā tangata whakangungu ki ngā ahumahi. Koia nei te take whakaritenga i te kirimana, kia tutuki te 40 wiki me whiwhi mahi te nuinga o ngā tangata whakangungu. Ka tae ki te tau 1996, he tikanga Kāwanatanga anō i ara mai, ko Pūkenga Aotearoa ki onāiane, 2001. Ko ngā whakatau a tēnei Tari Kāwana kia whiwhi tohu mātauranga, kia whiwhi tautōhito hou, hei whai i ngā whakarerekētanga o tenei ao hou. Kia taea ngā mahi hei whakapai ake i te āhua tangata.

Ko te kaupapa o Raukura he orite tonu ki te whakaaronui o Maccess rāua ko Access, arā, ki te ako te tangata kia whiwhi mahi hei oranga mō tana whānau. Ināiane hoki he maha ngā mahi kei te mahia, e whakaarohia nei he whakarahi ake ngā painga mō te Māori. Otira ko te tikanga mō ngā ākonga o Raukura he kimi tohu hei whakauru atu ki ngā taumata mātauranga e taea e te ākonga. Mā konei e whakapuaki te whakahirahiratanga o te māia o wēnei ākonga hei kaiako Māori, ahakoa i te kōhanga reo, kura kaupapa, kura tuatahi, tuarua, ā, me ētahi mahi.

Ko te mahi a Te Puni Kōkiri ko ngā tirohanga, kia tōtika ngā whakahaere Kāwanatanga me ngā Tari Umanga ki te whakatutuki na hiahia, na tūmanako a te iwi Māori. Ki a Noel Scott me Bill Brislen, e kii ana ngā kairangahau o Te Puni Kōkiri, kare noa kia tutuki ngā wawata i manakohia.⁸⁸

Ko ngā tikanga hangaritenga a te Kāwanatanga hei whāinga mā te Whare Takiura. Ko te āhua o te tauaki marautanga, kia hangai ki te hōtaka a te tari mangai. Kia paewhiritia ngā akonga e tika ana ki ngā ture kuhu atu ki tēnei kura whakangungu. Me whakaarohanga ngā hiahia o ngā akoranga mēnā he haua te tangata. Whakaritea he akomanga kare he whakararu ngākau tangata, kia orite tonu ai te āhua whanaungatanga. Mehemea ka heipu he raruraru ki waenganui i ngā ākonga, me whakatikatika. Ko te tino kaupapa whakahira mā ngā ākonga kia mohiotia ngā rerekētanga o tēnā iwi, o tēnā iwi, me marama kia whakamaioha ki ngā rerenga kētanga.⁸⁹

⁸⁸ Scott, Noel & Bill Brislen, (1998). Report to The Māori Commission on Training and Employment: Preparation for Employment: An Examination of Education and Training Issues which Influence the Employability of Māori. (with special emphasis on 16-18 year olds).

⁸⁹ Palmerston North College of Education. (1993). The Education and Training Support Agency: Te Pūkenga Aotearoa: a body corporate established by Section 270 of the Education Amendment Act 1990. Ko tēnei Umanga te kaiwhakahaere Kura Whakangungu mo te Minita o Te Mātauranga.

Kua kumea mai anō te tāhūhū o ngā kōrero, ara, ko te whāinga pūrongo ka tukua ki ngā rahi na rātou nei te kaupapa o Raukura.

*E rau rangatira mā ngā mihi nui kia koutou,
Mai i te whānau o Raukura. Kei te harikoa
te whānau kua tae ki te whakamutunga o te tau.
Tēnā koutou ngā kaiako, ngā kaitautoko, ngā
kaiawhina me ngā kaitakawaenga, e hapai
nei tēnei rōpu. Ko koutou mā e kaingākau nei,
kia ū mārika a tatau rangatahi i roto i te
reo rangatira me ngā tikanga Māori
a ngā tīpuna mātua. Tēnā rawa atu koutou.⁹⁰*

Te Pūrongo

I te tau 1995 ka mutu te mahi a te rangatira kaitiaki i ngā whakahaere o Raukura, ā, i te putanga o te pānui, kare noa he tangata kia whakaingoatia ki te tūnga nei. He wā tino whakamatautau tēnei mō ngā kaimahi o Raukura, ki te whakatinana tonu i te kaupapa nei, engari ko te waimarie i oti te whakatau te kirimana. Ko te mahi hoki ināianei me kimi tauira, ā, e rua wiki noa iho, ka timata ngā mahi i Te Kupenga o Te Mātauranga. Ko ngā kaiako o Raukura kua pōnana ki te rapu ākonga, kia orite ai te timatanga o ngā rōpu katoa.

A tēnā, ka huihui te Tari Māori, ko te whakaaronui me pānui he pūrongo ki te iwi whānui, ngā rohe a iwi, ngā tari Māori o ngā wharekura, ngā kaiako Māori ahakoa kei whea rā, kia tautoko mai te karanga nei, me te whakapaoho i te reo irirangi ia rā, ia ra. E hika e, ka mau te wehi, nō te 6 o Hui tātanguru ka timata a Raukura. I arohatia, i tautokona tēnei kaupapa e te iwi. I tukua te wero kia kitea mēnā ka hikina ake i te iwi te kaupapa whakahirahira nei, hei painga mō te whānau, mō te hapū. Kia noho kaupapa tonu a Raukura mō ngā uri whakaheke. Ko te whakamiharotanga anō, koia nei te rōpu e whitu me te tau i tukua mai te mana whakahaere o Raukura motuhake ki te Tari Māori o Te Kupenga o Te Mātauranga.

Kia hoki ake ki ngā kōrero a Wetere,

*ka whakahaeretia ngā kaupapa a iwi, whānau, hapū
i runga anō i te aroha, i te tauawhi, i te mahi tahi,
i te whakataunga take. Ko te noho tahi a te
kōhungahunga, kaumātua, tae atu ki te mokopuna,
rangatahi, mātua, ngā kuia me ngā koroua, ākonga
kaiako, kaiwhakahere, kaiawhina.
Ko te mea whakahiritia he kaupapa Māori.⁹¹*

⁹⁰ Nō te pātaka iringa kōrero o Raukura i Te Kupenga o Te Mātauranga. Unpublished Information.

He āhua rerekē te momo ākonga o tēnei rūpu ki ētahi atu. Ko ngā tau o te tangata, ngā tane me ngā wahine, te āhua papori. Rokohanga, na te kimi ohore he tauira, ka puta ko te hunga rangatahi kātahi noa ka mutu atu i te wharekura. Inā hoki te wero mō ngā kaiako, kia āta haere te akiaki i ngā ākonga kia kotaha rā te hoe o te waka mātauranga. Nā te manawanui o ngā kaiako o te Tari Māori ki te rarau atu i te hōtake hei whakaratarata, hei whakakikokiko i ngā mahi. Kia hāngai ai ki ngā pūkenga akoranga. Ko te mea tino whakaharahara i tutuki ngā kawenga o ngā whāinga paetae.

Ki ngā tauira o Raukura i whakapau kaha nei ki ngā taumata mātauranga, koia nei anō te tau 1995, i whakaputaina te mana ahurei o te ākonga. Ko te harikoa o te ngākau hoki, kua timata te puta ngā hua mātauranga. E ono ngā tauira tawhito o Raukura i whakapotaetia i te Tohu Pokairua kaiako mō te nuinga, engari mai o te taumata teitei, e rua ngā tauira i whakapotaitia i te whare wānanga o Massey i te paetahi mātauranga, ā, i whakawhiti atu he kaiako i ngā kura tuarua. He tau tino miharo, whakahira tēnei ki te Whare Takiura, ki Te Kupenga o Te Mātauranga, ki te kura whakangūngū o Raukura, me te iwi, whānau, hapū o ngā ākonga nei. Kotahi anō te mātāpuna o te aronui.

Tekau mā waru ngā tauira o tēnei rēanga, e whitu ngā tane, tekau ma tahi ngā wāhine, ngā tau 16–37, ā, he Māori katoa. Ko tētahi maharahara ko te ngaro noa a ngā tauira i te akomanga. Nā kōnei ka tōmuri ngā mahi akoranga, a tona wā ka makere atu te ākonga. Ka whakamomori ngā kaiako ki te whakatikatika, ahakoa i rerekē te rūpu o te rēanga rangatahi. Ki ngā tauira i whakapono ki āna mahi mātauranga i taea te whanake whakamua ki ngā wāhanga kaiako whakangūngū i whai ake nei.

□ Kura Tuatahi	2
□ Tamariki Nohinohi	4
□ Reo Rua	2
□ Kura Kaupapa Māori	5
□ Mahi-a-Iwi	2
□ Noho Kainga	3

⁹¹ Wetere, K. (1987). Te Whakamataua a Te Kāwana i Te Kōhanga Reo: In Ko Te Reo Te Māuri o Te Mana Māori: p21. Na te Roopu Whakamataua a Te Kāwana. September 1988.

Anei ngā akonga i whakawhiwhia ki wā rātou tohu mātauranga, a, i whakapotaetia i te tau 1995.

□ Te Tohu Pokairua Kura Kaupapa Māori	6
□ Te Tohu Paetahi Mātauranga	2
□ Te Tohu Paetahi Tari Māori	1
□ Kaiako Māori Te Kura Tuarua	2
□ Kaiako Te Kura Tuatahi	6

Ko te *Tūtuhutanga Pūrongo* mō ngā mahi i heke mai i te tau 1996:

- Kia moata te pānui kimi he kaiako/kaiawhina, kia mau tika ai te kaupapa ako
- Kia moata tonu te kimihia ngā tauira hou, kia moata ai te whakapapa i te hōtaka.
- Kia matāra ki te whakawhitiwhiti kōrero, kia kore ai e pōturi ngā mahi tari.

E marama ana ko te tohu whai hua ko te mātauranga. Ko te angitu a te ākongā i ahu mai i te mātautanga o tana pukumahi. Ērangi, ko te āpuru tūmanako ki te angitu, me whakatau he kaupapa tohenga kia taea te whakatutuki. Ma te tirohanga whakamua ki ngā mātauranga, me te whakapono anō ki a ia koe ka taea, ā, me te whakapakari i te ngākau tuku kiritau. Me kimihia he mahi hararei, hei whakamanawa i ngā moemoeā, hei tauratanga ki te nuinga. He tangata kaiharau koe, kāore he tangata ngaro noa. Me noho i roto i te kaha, kei ia tangata tōna ake whakaritenga.

Ko te maia o te tangata, āna pūkenga me tana ngākau hiringa, ka tomokia te ao o te oranganui. Ko te inoi remurere, kaua e whakaarotia he iwi karangarua te Māori, ā, kaua e hangaia te Māori he wā whenu hoki. Ko te āta mahi kia eke te Māori ki ngā taumata mātauranga i hiahiaitia hei oranga tōnuitanga hei whakapai mōna.

Otira ka heipu tonu te ngākau maharahara, te hinengaro pōhēhē, te matekiri, ka whakangoikoretia te āhua tangata, ka ara mai te takanga hē, ki ētahi o ngā tauira. Na te kore kitea i ngā karaihe akoranga, kua ngaro te wairua o ngā mahi. Ko te mahi ma te tauira he tono atu, kia homaitia he wā anō kia hopukina ake aua mahi tōmuri.

He whanaunga katoa ngā tangata o te whānau, ahakoa ko wai rā. Maha noa atu te hohonutanga o ngā whakamarama, engari ka nui noa atu ēnēi mō ināianei. Ko ngā whakahaere kaupapa whānau a te Māori, ka mahia i runga anō i te aroha, i te tauawhi, i te mahi tahi, i te whakataunga take. Ina ka taka he raruraru me awhi tētahi i tētahi, kare mō te kore kiko noa iho, engari tauawhitia mai i te ngākau manaaki tangata.

Ko tētahi āwangawanga kua heipu ki te akonga whakangūngū, ko te ariā o te kore ūruanga atu, otira koia kei te marama ki ēnēi āhuatanga whakarerekē, he momo patu weriwari i te ngākau. Ko te pakaritanga ake o te tangata kei a ia te mana whakarite āna tūmanako, kare ma tētahi atu e kii. Ko te whakapono rā, hapaitia, tautokona ngā tūmanako kia tutuku pai. Kia ekea te taumata whakahirahira mātauranga Māori mō āpōpō.

Kua hikoia te huarahi whakangūngū mātauranga, ko te mana ahurei o te tangata i whānau mai ki tēnei ao hou, he pūkenga kaiarahi mō te iwi Māori. I marama tonu te ākongā ki tōna tūrangawaewae, na ngā pēhi kino o te ao hurihuri nei, ka whakamau hara ki te ture. Akuanei kua riro te mauri tangata, ka rangirua te mahara. Ināianei kua honoa te taura here a te tangata, ma te reo me ngā tikanga. Ka mārekereke te kitea atu i rōwhare i ngā taonga tuku a kui, a koro Mā.

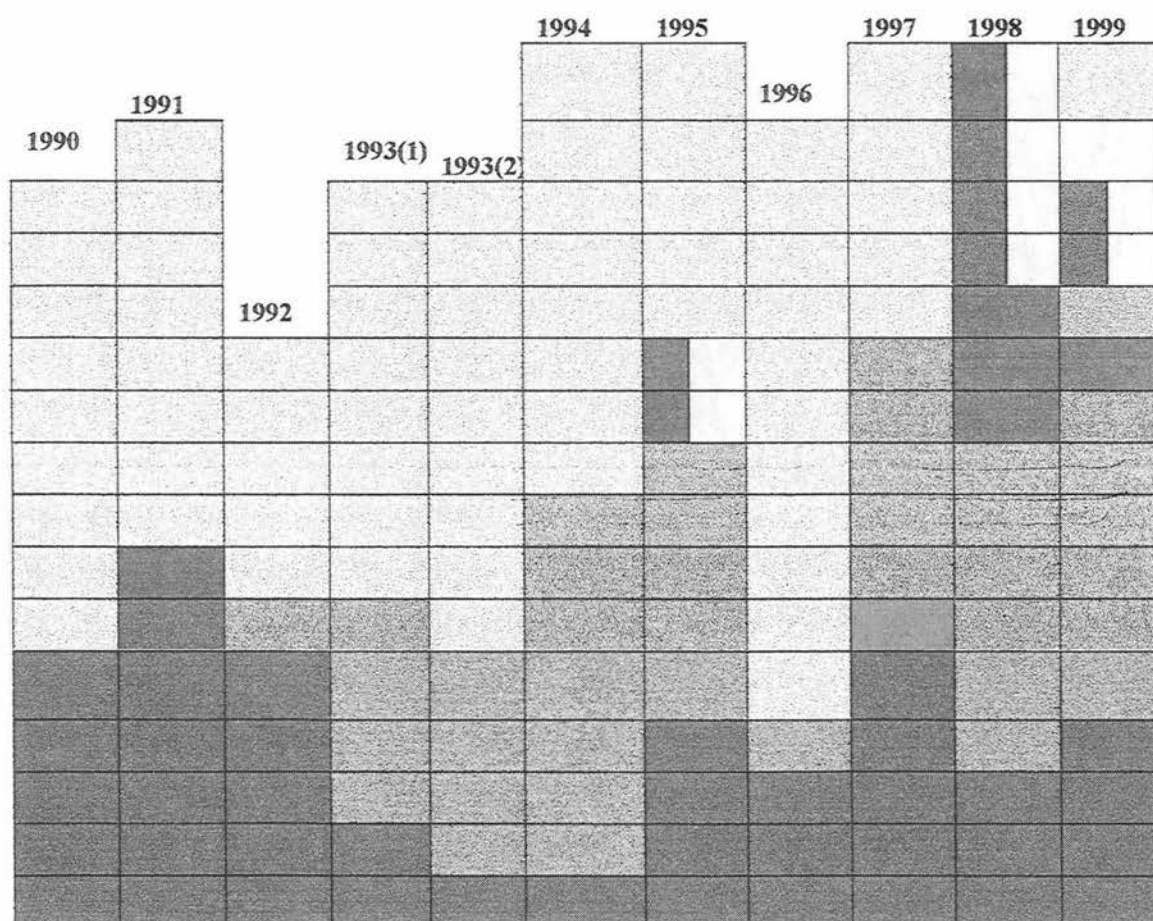
*E kore e hekeheke
he kākano rangatira⁹²
E kore ngā tīpuna e ngaro
Ko a rātou wairua
Ka mau mō ake tonu atu.*

⁹² Taiapa, J. (1998). *Mana Wahine: Māori Woman*. Paper 50.203 – Study Guide 1, p.36. Pūtahi-a-Toi, School of Māori Studies. Massey University

RAUKURA TAUIRA MĀTAURANGA KŌTAHA

BATCHELOR DEGREE	9
SECONDARY DIPLOMA TEACHING	1
PRIMARY DIPLOMA TEACHING	12
TE TOHU POKAIRUA KURA KAUPAPA MĀORI	7
TE AHO TATAIRANGI	
RAUKAWA WANANGA	
RAUKURA ROLL-OVER	
AWATEA	
HAUORA	2

Tohu 4.



Koianeī te mātiti whakaatu i āhei pehea ngā tauira ki ngā taumata tōtika māna, me ngā tūtohunga mātauranga i tutuki pai. E iwa ngā tauira kua tohua i te paetahi, o wēnei e waru mō te mātauranga, kotahi mō te taha Māori. Kotahi te tauira i haere hangai ki Te Atakura, he rōpu kaiako e matatau ana i te reo, mō ngā kura tuarua. Nō muri mai, e whā ngā tauira i kuhu atu ki ngā kura tuarua. E whitu i whakapotaetia i Te Tohu Pokairua

Kura Kaupapa Māori. Ki o nāianeī rua tekau mā iwa ngā tauira he kaiako, i puta atu i a Raukura. Tētahi take anō i timata Te Tohu Pokairua Kura Kaupapa Māori i te tau 1993, kia tutuki ngā toru tau ka tukua te tohu Pokairua. Otira i whakamutua tēnei kaupapa i te 1998. Ka timata ko Te Aho Tatairangi i 1999, ahakoa kei te rūmaki tonu i te reo, engari i te mutunga o te toru tau ka whakapotaetia ēnei tauira i te Tohu Paetahi Mātauranga Māori. He rōpu timatanga hou a Awatea i 1999, he tauira rangatahi i haere hangai mai nō ngā wharekura, ā, kua tohua i te kura tiwhikete. I tēnei wā kei te rangirua tonu te kaupapa nei, heoi, ko te tūmanako ma te wā ka tōtika mai te whakahaere.

Ki te tirohanga o te mātiti ka kitea tētahi o ngā tauira i tohua i te tohu pokairua, kura tuatahi, engari kua whakawhiti atu he kaiako Māori i te kura tuarua. Ngā tauira kua whiwhi paetahi, kei ngā tūnga upoko o ngā Tari Māori i o rātou kura mahi.

Ngā Tātaītanga

Kāore kore, he tino kaupapa whakahirahira te kura whakangūngū o Raukura, i ngā tekau tau kua hipa atu nei. Kei te whakamiharo ki ngā putanga kētanga o ngā ariā momoho ākongā e tātaītanga nei.

Nā kaute o ngā rōpu tauira, tekau mā rua, me ngā taumata mātauranga i tutukitanga.

□ Tohu Paetahi	9
□ Te Tohu Pokairua Kura Tuarua	5
□ Te Tohu Pokairua Kura Tuatahi	25
□ Kaiako Whakangūngū	<u>33</u>
	<u>72</u>
Te kaute o ngā tauira mō tekau tau	=172

Ki wēnei whakaaturanga tātaītanga, me hapaitia ngā kura whakangūngū pēnei i a Raukura, ki te rōanga atu o ēnei whāinga mātauranga angitū. Hei oranga tōnuitanga mō te reo mō te iwi, me te whakamanawa te ariā momoho.

HEI WHAKAOTINGA KŌRERO WHAKARĀPOTO

E ai ki ngā kōrero o te Ao Māori, ko te tāhūhū iringa kōrero e pupu ake i te ngākau tangata, ko te hokinga mahara ki te ao kohatu. Ā, ma te mata o te arero e kukume mai ki te taumata tapu, te pou herenga kōrero hei papa whāriki whakaaro. E kiia, i te mutunga ka whakahokia ngā kōrero ki te pātaka onamata, mā te wā ka toia mai anō ki o nāianeī. Kua whakatipu mohio te tauira ki tōna Māoritanga, kei a ia anō te ahurei whakahirahira. E mātauria ana kia mārama, ko wai rā ia, he aha ngā akoranga nō te ao Māori i whakaputaina, ngā hītori, whakapapa me ngā waiata. Kia mau ai te rongo ki te whenua, ināianeī me ahu whakamua i runga anō i ngā whakaaro pai mō āpōpō.

Ko te ariā timatanga o te kōrero kei a Kahu Stirling, nana i tito te waiata nei, Nau Mai i te tau 1989, i te wā koia te upoko o te tari Māori. E kiia nei kuhuna mai te ara a Te Kupenga o Te Mātauranga, ahakoa ko wai rā, ā, nō whea rā. Kia koutou na ākonga, takahia mai te huarahi ki tēnei whare wānanga, ā, māna e arahi pai kia tutuki ai āu moemoeā. Nau mai haramai.

Nā te rōpu Raukura i whakatūwhera ngā kuaha, ā, i para te huarahi mō ngā whakangūngū mātauranga i Te Kupenga o Te Mātauranga. Mā ngā tangata e hiahia ana kia whakamātauria ngā tūnga kaiako, ki te whakatō ngā pūkenga ahumahi a te tangata, me ngā mahi a iwi. Otira ko te tohu e whai hua ai te tangata ko te mātauranga. Inaianeī tonu he maha ngā akoranga whakangūngū kua waihangatia hei whakarahi ake ngā painga kia tutuki ai i te Māori āna whāinga. He wā angitu tuaruatanga tēnei mō te hunga tangata e hiahia ana ki te whakapakari ake i tōna mana ahua, kia āhei ki ngā taumata whakahirahira hei oranga tōnuitanga mō te whānau, hapū me te iwi. Ko te hiringa ngākau kia manawanui ki ngā whakangūngū mātauranga.

He tino kupu te whanaungatanga ki roto i te ao whakaritenga kaupapa Māori. Ko te pakaritanga o tēnā, o tēnā, nā te piringa tahi o te whānau whānui. Maha noa atu ngā kaituhi kua whakatakoto a rātou whakaaro ki tēnei momo tūāhua, ā, e tika tonu ana, ē rangi ki te tauira whakangūngū kia maha rawa atu te aronui mō rātou. He tino parekareka te pakeke me te rangatahi ki te akotahi, me te awhi atu, te awhi mai. E kiia rā ko te wairua tuku taonga, ko te arohanui a te ngākau manaaki tangata, i huaina mai te

whakawhanaungatanga. Ki wēnei tauira ko te kaupapa ākongā rua he whakahirahira. Mā te kume mai ngā mātanga, ngā whakaaro o tētahi atu hei arahī i ōna ake putanga mohio. He wā anō ka tutu te puehu, ā, ko te merekara i te mutunga mai kua marino anō te moana. Kia tikina atu ēnēi whakataunga kupu i a Reedy,⁹³ 'Kia tika te hoe i te waka, kei pariparia e te tai, ka monehunehu te kura.' Ko te kuru pounamu a te tauira Māori ko te whakatu-a-ngākau tōna mana āhua, tōna ihi, tōna wehi. Ko te tū-maia ki te tautoko te tangata-rite.

Ko Te Kupenga mārae te whakaruruhau a te tini, a te mano, a te rahi me te iti. Ki ngā kōrero tipuna, Ko Te Ahu-a-Tūranga te Taumata; ko Tararua ngā Pae-maunga; Ko Manawatū te awa; Ko Te Hokowhitu-a-Tūmātauenga te hāpua; Ko Ruahine te Mārae-Ātea a Tūmātauenga; Ko Te Kupenga o Te Mātauranga te whare; Ko Te Haonui tōna piringa; Ko te tini a Te Kupenga o Te Mātauranga te whānau.

E whakaponono ana ngā tauira ki ngā wāhi tōtika mō ngā akoranga whakangūngū, kei ngā wāhi whakatipu mohio mō te tapu o te reo me ōna tikanga. Ko te parekarekatanga a te kuia, te koroua, te kaiako me te tauira, he parirau kahu i te pūmanawa, kua komiria te weu ka rarangahia ki ngā mahara, hei tauiratanga ki te ao akonga. Anei rā te whakamīharo nunui a te reo tauira ki Te Kupenga o Te Mātauranga marae me Te Haonui. Tū tonu mai rā te whakaruruhau kua whakaekea nei e te iwi o te motu. Nāu te ara e hikoia ki ngā mātāpuna o te mātauranga, te taura here tangata. Ki te tini o te whānau, mehemea kāore he whare tipuna i tēnei whare takiura, tērā tonu ka rangirua te mahara, ka pōraruraru ngā whakaotinga mātauranga.

Tētahi take anō, kua e tukua mā ngā ture Pākehā e paihere ngā tikanga mārae. He tangi aroha, he tangi mokemoke tēnei a te tauira ki te kuia me te koroua o Te Kupenga o Te Mātauranga mārae, e kore nei i te kitea i wēnei rā e takawaenga ana i Te Haonui. E tika ana te aue nui a te tini o Te Kupenga Marae. Me manawanui kia whakakorea ngā ture Pākehā e aukati nei ngā tukunga iho a kui, a koro mā i Te Kupenga o Te Mātauranga. Whakahokia mai ngā tikanga hei whakaoranganui te pūkhatanga o te mana ahua, kia whakaatuhia te ngākau o roto, o waho i te tangata. Kia whangaia ngā whakaaro pai, ka puta te pai.

⁹³ Reedy, Tamati. (1975). Ana kōrero i waihotia ki tētahi hui kura mahita, kei roto i te pukapuka a Moorefield, John. (1993). Te Whanake 3: Te Māhuri, Longman Paul, Tamaki-makaurau. (167-169).

Ko te tūmanako mō te tau rua mano, ā, haere tonu ake, kia maha noa atu ngā kaiako Māori hei whakaako i te reo, me te mohio anō ki ngā tikanga Māori. Me kōrero Māori ngā kaiako katoa, ahakoa kei te kura o te nuinga, a kei whea rā. Ki ngā kaiako o ngā akonga whakangūngū kaiako, kia kaha ki te whangai i te reo ki a rātou, koia nei te pūkaha o te whakakōrero i te kaiako, kia manawanuitia te rūmaki o te reo i ngā wā katoa.

Me akiaki tonu ngā Minita Māori i te whare miere, kia homaitia ngā rauemi hei whakakikokiko ngā akoranga Māori kia manawareka ai te tū-maia a te hunga mātauranga Māori. Ka nui te whakamiharo ki te putea kāwanatanga kua tukua mai i ngā tau tekau mā tahi ki muri. E manawanui nei ki te pupuri ngā kaupapa pēnei i a Raukura, he tino whakahirahira hoki mō te iwi Māori, na kua kitea ngā kākano kua puawaitia. Nō reira e te iwi tautokona, hapaitia tēnei kura whakangūngū, hei tūturutanga mō ngā mokopuna apōpō. Ki ngā tirohanga whakamua, ki te mana mātauranga Māori, kua hikina ake ki ngā teitei. Whakahokia ngā hua ki tō papa whakatipuranga, tō tūrangawaewae kia whakamahia hei oranganui mō te whānau, hapū, iwi.

Tēnei te whakaaronui ināiane me te wawata kia aukatia te huarahi āputanga, mā te whakapakari ake i ngā taumata whakahirahira a te whānau, kia tipu, kia puawai. Me akohia ngā mātauranga e tika ana, kia tipu tonu te reo me ngā tikanga a-iwi, tikanga a-Māori. Kia maumahara, he maha ngā rerekētanga kei roto i tēnā rēanga, i tēnā rēanga. He maha anō hoki ngā rerekētanga kei waenganui i tēnā ākonga, i tēnā ākonga. Kei ia tauira tōna ake mana ahurei. Ma te raranga mai a te whānau, a te hapū, a te iwi, me te nuinga, ki ngā wāhi nohonga, ki ngā wāhi akoranga, ki ngā wāhi mahi hei awhina, hei tautoko i te whakatipuranga tuakana, taina, mokopuna, ki te kitenga hou apōpō.

*Kei waenganui o ia pūharakeke ko te rito, kei ia taha o te rito, ko ngā mātua
Kei ia taha o ngā mātua, ko ngā tipuna. Me ngā whānau whāmui,
me te whanaungatanga. Kia rarangahia he whāriki, ka tapahia ngā rau o
te whānau whāmui, ka mahue mai mā te whānau piri atu e whāngai te rito,
kia ora ai te pūharakeke mō ake ake tomu.⁹⁴*

⁹⁴ He pūkenga kōrero nā te whatumanawa o te kaituhi

Ko te whakamutunga o tēnei tuhinga roa, ko te waiata ōhaki a Hone Tapiata Kia Hiwa Rā. Nana i tito i te tau 1980, i te wā koia te Upoko o te Tari Māori i Te Kupenga o Te Mātauranga. Ko te āhua tonu i titoa tēnei waiata, hei whakaohoho i te ngākau tangata kia matara ki ngā rerekētanga o te wā. Ko te wairua e kii ana maranga mai rapua he huarahi oranganui.

Kia Hiwa Rā

*Kia hiwa rā, kia hiwa rā
e nga iwi o te motu e
Ka tutu iho rā te puehu
ki runga i te whenua*

*Kei whea rā te huarahi
me ngā rere o te wā
Kei whea rā te otinga
mō te rangatahi e*

*Ka haere taua ki Te Kupenga
ki te rapu mātauranga e
Hei rākau mō taku iwi
kia rite taku moemoeā*

*Tuatahi ko te ara
o te matua i te rangi e
Tuarua, ko te taura
hei here i te tangata.*

TĀPIRITANGA Wāhanga Tuatahi



Wāhanga Tuatahi:

Kei te tāpiritanga tuatahi ko ngā pātai i tukua i te wā rangahau. I orite tonu te hoatu i ngā pātai ki ngā kaitautoko katoa, ā, wētahi anō i tangohia he pātai nō tētahi wāhi kē o ngā pepa pātai.

I tuhia wēnei pātai hei whakatinana whakaaro, hei whakaohoho i te hinengaro tauira. Mā te kōrero-a-ngākau ngā tūmanako e wawatatia, mō te huarahi mātauranga e whaia nei. Kia taea te taumata o te whatumanawa.

Kei roto i tēnei tāpiritanga ko ngā kaupapa whakamana i a Raukura, ngā whakaritenga i te kirimana me ngā pūrongo whakamātautau i ngā kaupapa whāinga.

Wāhanga Tuarua:

Ka kitea i tēnei tāpiritanga tuarua na taumata whāinga o te kirimana hou. Ngā putanga āhua i whakaritea hei whāinga, me ngā pūrongo tuku hei whanake whakamua tēnei kaupapa whakangūngū o Raukura.

Wāhanga Tuatoru:

Na whāinga o te tāpiritanga tuatoru nei ko ngā taumata hiki ake te kirimana me na hononga o ngā pepa mātauranga ki te Whare Wānanga o Massey, me ngā kōrero tuku iho e hangai ana ki a Raukura.

Wāhanga Tuawhā:

Kei tēnei tāpiritanga tuawhā ngā whakaaturanga tūtohunga me ngā whakaāhua o ia rēanga, ā, i taea te taumata whakahirahira i manakohia e te tauira Māori.

NGĀ PĀTAI TAUIRA

Tēnā koe e whakamanawanui nei i te kaupapa, hei whakaara mai i ngā akoranga Māori puta noa i te motu whānui. Ko na kaupapa patapātai he muna, kaua e tuhia tō ingoa ki te pepa.

Ngā momo pātai ka tukua:

1. Te tū a te tangata:
 - He wahine
 - He tāne
 - Ko wai ?
 - Nō whea ?
 - Tō Whānau/Hapū/Iwi ?
2. He aha ngā mahi Māori kei te mahia e koe ?
 - Kei te kitea koe i tō hapū/iwi/ rānei ?
 - He aha ngā mahi tautoko ā-iwi ?
 - He aha wā rātau ake māhau ?
3. Kei te tautoko tō whānau ina kua whai koe i te huarahi mātauranga ?
 - He aha ōu tūmanako ?
 - E ngākaunui ana tō whānau ki tēnei huarahi ?
4. *Te Reo Rangatira:*
 - Kua akona e koe tō Reo Māori ? A tēnā whakaputaina ōu whakaaro ?
 - Ki tōu nei whakaaro ka whakamahia e koe tō reo ina he kaiako koe ?
 - Pēhea tō whakanui i te reo Māori inā he kaiako koe ?
 - Ki tōu whakaaro e pai ana ki a koe ngā mahi takawaenga / takatū Māori ?
 - He tino whakahirahira ki a koe ōu tikanga Māori ?
 - Ki tōu whakaaro he tino kaupapa ngā tikanga Māori inā he kaiako koe ?
5. He aha ōu akoranga i mua atu i te kura ?
 - He aha ngā mahi pai ?
 - He aha ngā mahi kare i pai ? Na te aha hoki ?
 - He aha ngā āhuatanga i waimarie koe ?

6. *Te tuku a Raukura ki te Kupenga o Te Mātauranga:*
 - I pēhea te pūrongo ki a koe mō te kaupapa o Raukura ?
 - Nā te aha koe i tau mai ki te kaupapa nei ?
 - He aha na kaupapa Māori kua tautoko koe ?
 - Kōrero Māori ai koe ?
 - He aha ōu pūkenga ?
 - He aha ōu moemoeā mōu ake /whānau/hapū/iwi rānei ?
7. *Ngā whāinga mātauranga:*
 - He aha ō whakaaro mena ka waimarie koe he akonga kaiako ?
 - Ka pēhea ōu whakahaere i tō kainga, ō tamariki me wērā atu whakaritenga ?
 - Ka taea e koe te kawe ngā mahi i whakaritea he akona ?
 - Mehemea ka tutuki tō kaupapa akoranga kaiako, ka hipa atu koe ki tētahi whare wānanga, ā, he aha rānei ?
 - I whai pūkenga koe i ngā akoranga i Raukura ?
 - Ki tō whakaaro, he pai tōu wā i Raukura, kare noa iho ?
 - Pēhea tō maramatanga ki te reo Māori ināianei ?
 - Pēhea tō maramatanga me te mohio ki ngā tikanga Māori ?
8. *He wāhanga tēnei mā ngā tuakana:*
 - He aha tahau mahi ināianei ?
 - Pēhea tō wā i ngā mahi akoranga ?
 - Kua tutuki ō moemoeā ?
 - He aha ōu whakaaro mena ka aukatia te putea kāwangatanga mō ngā kura whakangūngū ?
 - Ki tōu whakaaro me tū tonu a Raukura ?
 - Nā kua puta koe he kaiako, he mahi ngāwari ki a koe ?
 - Kōrerotia ngā piki, ā, me ngā heke kua mātanga e koe ?

❖ Mauri ora ki a koe e pōkaikaha nei ki wā tātau taonga tukuiho.

Mā te kōrero te reo e ora ai
Mā te ora o te reo ka rangatira.

TE ARA WHĀINGA PĀTAI

TE AO MĀORI:

- . Ki tō whakaaro ka tutuki pai koe i roto i Te Ao Māori ?
- . Ki tōu nei āhuatanga ka tutuki pai koe i roto i Te Ao whānui ?
- . He aha ōu wawata me ōu tūmanako mō apōpō ?
- . Ki tōu whakaaro e orite ana ngā wāriu Māori ki ngā wāriu o tētahi iwi kē ?

TE WĀ I KURAINA:

1. Kōrero mai ōu maumaharatanga i tō timatanga i te kura ?
I tō whakatipuranga ? He taone iti, he taone rahi rānei ?
2. I te wā i kuraina koe, pehea te awhina tautoko mai a tō whānau ?
He aha a rātau moemoeā mōu ?
3. He aha ngā mahi i mahia i te kura ? ngā mōmō whakahaere, te āhua o te tangata i taua wā ? he aha ngā oritenga me ngā rerekētanga ?
4. Whakamarama mai pehea tō ao whakatipuranga ? I tū maia koe i tētahi mahi mōu ake ? whānau whanaungatanga, ngā mahi whānau / hapū / a-iwi, ngā mahi mārae.
5. Na te aha koe i whai ai te kaupapa o Raukura ? He aha koe i pirangi i te mahi kaiako ? He aha ngā whāinga i manakohia e koe ? ngā wawata ? ngā tūmanako ? ngā mahi pōrearea / hēmanawa ? He aha ki a koe me tō whānau te āhua o te whare wānanga ?

NGĀ TUKUNGA KŌRERO O RAUKURA

- He aha ōu whakaaro ake ki tēnei huarahi akoranga ? I pukumahi koe, i uaua pea ?
I ngakaunui koe ki ōu mahi ? I kimi awhina tautoko koe, he aha rānei ? Ki tōu mohio i tutuki pai aua mahi i tēnei kaupapa ?
- He aha ōu whakaaro ki te mahi-a-whānau, ki te noho tahi i roto i te akomanga kōtahi ?
He aha ngā piki me ngā heke ? Pehea te piritahi ki Te Kupenga Mārae, he pai/kare noa iho ?

Pehea ngā mahi takawaenga ki ētahi atu akonga ?
Kā whakarite anō koe he taurite tō āhua ki te katoa o ngā ākongā ?
I tōu whakaaro i kitea e koe he āhuatanga hei whakarewa ake ōu mahi akoranga ?
- Pehea tōu tirohanga ki ngā mahi mātauranga, ka taea e koe ? Ka pōnana koe, he taumaha rānei ?
He ākongā maia, he ākongā manawanui koe i nga mahi mātauranga ?
He mahi ngāwari, he mahi tino rawe rānei ?

TE REO MĀORI:

- He aha ōu maumaharatanga ki te reo i tō whakatipuranga ? He tangata motuhake i kaingākaupatia kia akona i te reo ki a koe ? I rāngona e koe te reo i tō whakatipuranga ?
I kōrerotia te reo i wētahi atu ? He aha nā ?
- Na te aha koe i pirangi ai ki te ako i te reo ? Ka taea e koe te ako i te reo ? He aha ngā piki me ngā heke ki a koe ki te rūmaki i te reo ?
- He aha ai i whakahirahira te reo ki a koe ? ki tō akoranga ? He aha ōu wawata na kua akona e koe te reo Māori i Te Kupenga o Te Mātauranga ?

TIKANGA MĀORI:

- He aha te whakamārama o te tikanga ki a koe ?
- He aha ōu maumaharatanga ki te mātakitaki, ki te tautoko i ngā tikanga Māori ?
- I kitea e koe ngā mātua, tīpuna, he aha atu ? Whakaputaina mai ōu ake whakaaro Ki tēnei āhuatanga ?
- Mō ngā mahi takatū mārae, he uaua, he rawe rānei ki a koe ?
- Ka pai ki a koe te waiata moteatea, ki te karanga / whaikōrero rānei ?
- Ki tōu whakaaro he pai ngā whakahaere mahi marae mai i mua ki muri ?
- Mena kare koe e matatau ki wēnei mahi, he aha ētahi atu mahi ka mahia e koe ?

TE KAUPAPA WHAKAATURANGA

(a) *Tautika:*

I te tau 1988 ka puta te tōrangapū a te Kāwanatanga mō Te Urupare Rangapū (Partnership Response) i te Minita Māori ā Koro Wetere. Te tikanga o te kaupapa nei, he tohatoha putea hei whakaara mai i te rangatiratanga a te iwi Māori. Ma te whakatū i ngā kura whakangūngū pēnei i a Raukura, me te whakaora i te reo me ngā tikanga Māori. Ka huaina mai a Māori (Access) i raro i te Kurahaupo Waka Porianga mō te rohe o Papaioea. Ērangi nā te tohatoha Pākehā (access) kē, i tuku putea i taua wā hei whakatinana i te kaupapa Kura Whakangūngū o Raukura. Nō muri mai noa iho te Tari Pūtahi Whakangūngū Mātauranga he kaitohatoha putea (Education Training Support Agency) ki tēnei wā.

Na te tau 1990 ka whakamanahia te kaupapa o Raukura hei reo kākano i Rangitāne, i runga tonu i te mohio o ngā kaiwhakamāhere he tino iti rawa atu te puna reo i tēnei iwi. Tētahi tino kaupapa anoa hei whakakī atu ngā whāruarua o te Rōpu Reorua i timatahia i te tau 1989. Mā te wā ka hoki atu ki te Hāpori me ngā mahi-a-iwi. E kii ana ngā kaumatua me ngā rangatira kia whaia te ara poutama hei tiketike mo te Ao Māori, inanahi, inaianei me āpōpō.⁹⁵ (p 37-39)

□ *Ngā kaupapa here patapātai*

Kare ngā whakaputanga mohio e honoa ki te kaikōrero. Ka whakaritea he kaupapa here i te kaikōrero me te kaipatapātai. Mena ka hiahia, me tohua he ingoa karangatanga i te kaikōrero, tona wāhi mahi me te taone noho.

□ *He aha ngā whāinga puta ki te kai-rangahau ?*

Ko ngā pūrongo kōrero i rangahautia ka tukuna hei taonga mā te Ao Māori, nā mahi Mātauranga Māori, me te Tari Pūtahi Whakangūngū Mātauranga a te Kāwanatanga. Hei ara kōkiri i ngā ture mātauranga i tēnei ao hurihuri me ngā moemoeā a ngā tipuna.

□ *Ngā whāinga patapātai.*

I te timatanga kotahi haora ngā patai whakautu. A te wā anō ka kimi patai ki wētahi atu.

□ *Mena e apiti mai ana ki te akoranga:*

ka taea te whakakore te whakautu patapātai, me te kaupapa akoranga ahakoa he aha

⁹⁵ Kia Pūmau Tonu: Proceedings of the Hui Whakapūmau Māori Development Conference, August 1994, Department of Māori Studies, Massey University.

- ka taea te tuku patai ki te kaupapa akoranga mena e hiahia ana
- ka taea te whakaputa whakaaro motuhake ki ngā kai-rangahau anake.
Me te huna i te wairua o te kaituku kōrero mai i ngā ripoata akoranga.
- I te mutunga ka tukua ngā ripoata whakarapoto o ngā kitenga akoranga.

MANA TAKE

a) *Mana-Pupuri*

Ka tukua te tono ma te kai-rangahau e pupuri te kāpe motuhake.

b) *Te rangatiratanga o ngā rawa i kohikohia.*

Ko ngā rawa nei ka whakahokia ki ngā kaitautoko. Ki te mutunga o te mahi rangahau ka tonoa kia whakaritea he tōrangapū whakaaturanga. Ngā hopunga rawa kare i etitatia ka whakahokia ki te kaitono, mena e hiahia ana, mena kare mā te kairangahau e whakakore.

c) *Ngā tuku pānui*

I wētahi wā ka whakaaea te kaupapa a kanohi, mai i kōnei ka whakamaramahia te kaupapa rangahau ki te kaitautoko. Ngā momo patapātai ka tukua. Ērangi ka tuku pānui tono o ngā tūmanako. He whai wahanga tēnei mā te kaitautoko hei whakaae, hei whakakore rānei.

d) *Ngā herenga*

Ka tukuna he pānui ki ngā kaitautoko ki wa rātau mana tikanga, mana matapono, me te tuhinga whakaaea a te kaitiaki i ngā wā katoa. Mena i te whakaputa i te kaupapa me noho muna whakangū.

e) *Ngā whakararu ka heipu ki ngā kaitautoko*

Kia tika, kia hangai te tuku rongo ki te kaitautoko me te manaaki ngā taonga tukuiho a te iwi Māori ahakoa na wai. Me whakawhitiwhiti whakaaro takirua ki te kaupapa ia wā.

f) *Ka taea i te kaitautoko te whakakore*

Kia matatau te kaitautoko, ka taea e ia te whakakore i āna tukunga rangahau.

g) *Ngā whakaritenga tuku kōrero ki te kaitautoko*

Ka tukuna ngā pānui tuhituhi, me te waea atu, me te kite a kanohi. Kia tutuki ngā tuhinga katoa ka hoatu ngā rangahau rāpopoto.

h) *Ngā rongo*

I te timatatanga ka tonoa kia whakaaetia te pānui i aua mahi rangahau, ērangi mena e hiahia ana mā ngā kaituku kōrero e whakamana i te tika o te tuhinga.



Te ara poutama: Te Kura Whakangūngū Mātauranga Māori o Raukura
A historical, Māori Education and Te Reo development for
second chance learners.

Te Pepa Tuku

Kua atatirohia tēnei pepa akoranga nā e mārama ana ki te kaupapa whakatakoto. Ko ngā patapatai i whakaputaina me ngā whakautu, e pai ana. E mohio ana mena he patapatai anō me patai tonu.

Ki ngā whakamaramatanga, ka taea te kume mai ki waho i te akoranga ahakoa te aha. Ka taea te whakakore i te whakautu patai. Ka whakaaetia te hopu mīhini ki te whakamau ngā kōrero, ērangi ka taea anō te kati.

E whakaae ana ki te whakaputa kōrero ki te kairangahau ērangi me wahangū ki te whakaaturanga o te kaitautoko.

E whakaae ana ki te akoranga nei mai i ngā ture kua whakaritea i ngā pepa pānui.

Waitohu: _____

Ingoa: _____

Te Rā _____



Te Rau o te Kura i wawatatia:
Knowing what its like to be different, learners valuing diversity.

TE PŪRONGO

1. I te wā he kaiako te kairangahau i Te Kupenga o Te Mātauranga, Massey University College of Education, ka timata tēnei tuhinga roa. Ko te rangahau nei hei whakatutuki i ngā whakaritenga Paerua Rapunga Whakaaro. Ngā kaitautoko mai, ko Taiarahia Black he kaiako a ia i Te Pūtahi-a-Toi, Massey University, ā, ko Annette Nixon nō Open Learning Centre, he Pokapū a Hāpori.

2. Koianeī ngā pūrongo whakapā ki te kairangahau me ngā kaitautoko:

Emma Edda Collier
6 Bendigo Street
Cloverlea
Palmerston North

(06) 356 4596

3. Taiarahia Black
Te Pūtahi-a-Toi
Massey University

(06) 356 9099

Annette Nixon
Opening Learning Centre
Palmerston North

(06) 357 7882



Kurahaupo Waka

P.O. BOX 1341, PALMERSTON NORTH, NEW ZEALAND. TELEPHONE 063/89-105.

29 September 1989

Dean
Palmerston North College Of Education

Tena koe

Re: Pre Selection Intensive Maori Language

Thank you for submitting your proposal for the above course. Your proposal will be considered at the Maori Access Komiti's next meeting on 10th October 1989.

You will be advised of the outcome soon after that date.

Attached is a copy of my report which has been sent to all members with your proposal.

Heoi ano na

Maori Access Training Liaison Officer

25.9.89

re Te Kupenga o Te Matauranga Te Reo Module

Kia ora koutou

I have received the attached proposal from Palmerston North College of Education.

There are several aspects which will need to be addressed but these are minor at this stage if approval in principle was to be given.

Comments

5.1 Target trainees

I would recommend that the course is only open to Maori- "Second language learners of Maori"- leaves it open for Pakeha as well. I certainly would not promote this aspect, regardless of the persons ability or inability to fulfil entry criteria.

- 5.2 A maximum of 15 students is a realistic number of students for a College of Education lecturer- I don't see a problem with numbers.

Learning Objectives

The method advocated in their proposal of writing the objectives is in fact the ideal- i.e. they are negotiated with the students. The staff have the ability to do this. I have complete faith that they are capable. I would hope that all our providers would have these abilities over time.

Outcomes

Outcomes have not been stated at this stage. As you can see in the proposal they are negotiating to have trainees move from the module if successful into the College.

Budget

The budget will need to be negotiated with The College of Education.

I am meeting with Mr Ian Christensen at 9.30am Friday 31 September. It would be appropriate and useful if some of the Komiti were here to talk with him as well - considering I am leaving.

Recommendation

I would recommend very strongly that this proposal is given the Komiti's full support. It is vital that they know early so they are able to make the necessary preparations for inclusion into their overall planning for 1990.

That the "missing parts" are sorted out once approval in principle has been given.

It is one of the rare opportunities in which the outcomes for our trainees and Maori are directed to the ends stated. Maori have few options to get into a College of Education and beyond the barriers of a bureaucracy.

Heoi ano na

A handwritten signature in black ink, appearing to be 'Dianne Le C ve', with a stylized flourish extending to the right.

Dianne Le C ve
MATLO



MAORI ACCESS TRAINEE ENROLMENT

101

THIS FORM MUST BE COMPLETED BY EACH TRAINEE IN EVERY MODULE OF THE MAORI ACCESS SCHEME:

N.B. Trainee payments are calculated from the information supplied on this form. If ANY circumstances change during training the trainee must notify the Training Provider as soon as they occur.

1. TRIBAL OR REGIONAL AUTHORITY: _____

2. NAME OF TRAINING PROGRAMME: _____

3. TYPE OF TRAINING MODULE: _____

4. MODULE START DATE: [] / [] / [] FINISH DATE: [] / [] / []

5. TRAINING PROVIDER'S NAME: _____
ADDRESS: _____
PHONE: () _____

6. TRAINEE NAME:(surname first) _____
ADDRESS: _____
TRAINEE START DATE: _____ FINISH DATE: _____ PHONE: () _____

7. DATE OF BIRTH: [] / [] / [] AGE IN YEARS: () 8. MALE/FEMALE: ()

9. MARITAL STATUS: Please tick the appropriate box.
NEVER MARRIED: ☐ MARRIED/DEFACTO: ☐ SEPARATED/DIVORCED: ☐ WIDOWED: ☐
If you have dependents please detail below:

10. DEPENDENT'S NAME (SURNAME/OTHER NAMES)	AGE	RELATIONSHIP	TYPE OF BENEFIT (IF ANY)	TARGET POINTS

11. IF YOU ARE IN RECEIPT OF A BENEFIT OTHER THAN THE UNEMPLOYMENT BENEFIT PLEASE SPECIFY: _____

12. ARE YOU RECEIVING A.C.C. PAYMENTS? (Y/N) ()

13. BASE ALLOWANCE: \$.00

14. TRAVEL AND ACCOMMODATION:
HOW WILL YOU BE TRAVELLING TO TRAINING? _____ \$/WEEK: .00 \$.00
WILL YOU HAVE TO LIVE AWAY FROM HOME? Y/N. () \$/WEEK: .00 \$.00
TOTAL TRAINING ALLOWANCE: \$.00

15. ETHNIC ORIGIN: MAORI DESCENT (). TRIBAL AFFILIATION: _____
PACIFIC ISLAND DESCENT () OTHER ()

17. EDUCATION: HOW MANY YEARS AT SECONDARY SCHOOL? () DATE OF LEAVING: (/ /)
PLEASE DETAIL EDUCATIONAL QUALIFICATIONS. (WITH GRADES) _____

18. EMPLOYMENT: HAVE YOU EVER BEEN REGISTERED UNEMPLOYED? Y/N. ()
WITH WHICH OFFICE: _____
DATE REGISTERED: [] / [] / [] NUMBER OF WEEKS ()
DATE REGISTERED: [] / [] / [] NUMBER OF WEEKS ()
HAVE YOU EVER BEEN UNEMPLOYED, SEEKING WORK, BUT NOT REGISTERED? Y/N. ()
PLEASE DETAIL YOUR EMPLOYMENT HISTORY _____

19. HAVE YOU BEEN ON ANY OTHER TRAINING PROGRAMME IN THE PAST TWO YEARS?
PLEASE DETAIL _____

20. PLEASE SUPPLY YOUR I.R.D. NO. (IF KNOWN) _____
I DECLARE THE ABOVE INFORMATION TO BE TRUE AND CORRECT. TRAINEE SIGNATURE: _____

PAY OFFICE COPY

THIS COPY TO BE FORWARDED TO THE PAY
OFFICE WITH AUTHORITY TO DEDUCT ONLY
MAORI ACCESS

T O 2 6/92

ETSA Use Only:

This Page and Page 4 form Schedule 2 of the contract.

Course name:

Pre-selection Intensive Māori Language - Raukura.

27) Aim of the course:

Develop a level of fluency in Te Reo me ōna tikanga
 Develop other skills beyond the minimum required for selection into the
 bilingual or other Diploma of Teaching programmes.

28) Proposed course target group:

Māori, women, second language learners of Māori. Those with a secondary
 education at present considered unsatisfactory for entry in to a College of Education. Those who have a literacy or
 numeracy problem.

29) Are there are any pre entry knowledge / skill requirements or other pre entry restrictions?

Some tikanga Maori some basic reo, potential for study skills, and an understanding of own lifeskills, interests, values and
 abilities.

30) Is this course Positive Action for: (circle) **Women** **Maori** Pacific Islanders Disabled

31) Course objectives and measurements (Please use the separate sheet supplied, if necessary)

Training/Learning Objectives (must be meaningful, specific, measurable)	Assessment Methods (How the objective will be measured)
Objective: Maori greetings. Stand and greet a group, a friend, partner. Relay relevant information according to set task. Conclude with appropriate waiata or chant.	Assessment: Trainees recites personal information to tutor or group relating to tribe, mountain, river, subtribe, canoe, for ten minutes. Within a small group introduce friend or friends, relay information on friend(s) - 10 minutes. Obtain specific information and relate to tutor or group.
Objective: Use of AV Equipment. Record pieces of information: 1. Transcribe speeches, set work. 2. Listen to recorded message or piece 3. Transcribe recorded message to paper 4. Report set piece orally to group	Assessment: Record taped piece of work and present to tutor/group within one hour. Listen to someone elses taped work and transcribe within one hour.
Objective: Oral Functional Māori eg offering help and advice. 1. Learn vocabulary and use in models or phrases 2. Use vocabulary learned in paired situations 3. Role play set tasks Statement is correct for the activity required. Pronunciation is without error. Dialectal differences are recognised.	Assessment: Make verbal/written statement in Māori to group/tutor.
Objective: Oral written functional Māori. With each of eight situations, write simple sentences in Māori. Sentences grammatically correct for situations described. Dialectal differences are recognised. Punctuation must be correct.	Assessment: Eight situations listed, write sentences in Māori. Describe the exterior of a house using specific vocabulary.

T O 2 6/92

ETSA Use Only:

This Page, Page 3 and Page 4 form Schedule 2 of the contract.

Course name: _____

31) Course objectives and measurements (Please use the separate sheet supplied, if necessary)

Training/Learning Objectives (must be meaningful, specific, measurable)	Assessment Methods (How the objective will be measured)
Objective: <i>Waiata, moteatea, chants.</i> Given two ancient waiata - aroha and taunu, describe verbally in Māori the type of situation where the waiata would be used. Description pertinent, pronunciation correct, tribal difference recognised.	Assessment: Four categories of waiata listed. Describe in Māori, which is waiata aroha and why. Say the vocabulary that indicates aroha. Which is waiata taunu and why. Say the vocabulary that indicates taunu. State where each waiata would be used.
Objective: <i>Computer skills.</i> Given on Apple IIe or Macintosh computer, progress towards computer literacy in basic steps	Assessment: Turn computer on, access programme(s) type simple texts in Māori, print completed text.
Objective: <i>Resource Production.</i> Given a story in Māori "Hohepa Te Puru" and a set of felt pens make supplementary resource in Māori for a story. Resources to be visually attractive, text grammatically correct. Standardised Māori text only.	Assessment: Given the story "Hohepa Te Puru" and writing materials, trainees make a picture set with appropriate text, match activity picture with text, match word with text, label activity word cards to picture.
Objective: <i>Arts.</i> Given one piece of flax make a tipare to fit a child's head. Use the raranga technique of weaving over and under. Tikanga pertaining to harakeke conservation to be adhered to. Ensure that tipare is complete satisfactorily.	Assessment: Collect, prepare and strip flax, commence to raranga a tipare.

T O 2 6/92

ETSA Use Only:

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This Page and Page 3 (3A, 3B) form Schedule 2 of the contract.

Course name:

Intensive Maori Language Course

32] Please give a summary of course content. This should include: topics covered; activities undertaken; any field trips proposed, with approximate dates if known; any work experience proposed, with approximate dates if known. (Please use a separate sheet if necessary)

Intensive Māori Language Course.

An advanced language course using the communicative approach to enhance and extend te reo and tikanga. The course also covers a life skills component.

Part 1: Te Reo

Oral Component: Using Second Language teaching Techniques.

1. Listening activities to enhance functional oral usage
 - class situation
 - group situation
 - paired situations
 - individual situations.
2. Oral activities to enhance functional Māori
 - class situation
 - group situation
 - paired situations
 - individual situations.
3. Functional Māori for everyday usage
 - Marae, home, town shopping, school, leisure, hospital, friends, family, institutes.
4. Written functional Māori for everyday usage.

Part 2: Waiata Moteatea, Pāterā

A study of two to three waiata from the tangata whenua. Raukawa or Rangitane or Ahi-Haurui-a-Paparangi or Taranaki tribes.

Individual composition is a compulsory part of this module.

Part 3: Life Skills

- a. Marae protocol: whakaeke, poroporoaki, manaaki-tanga.
- b. Catering for hui, courses, utilising local resources
- c. Counselling
- d. Interviewing processes, marae format, non-Māori format
- d. Relaxation therapy
- e. Use of library
- g. Curriculum Vitae preparation
- h. Budgeting
- i. Time management

Field Trips

- Classroom visits (bilingual units)
- One marae visit approximately five days, total immersion
- One art visit/Te Matapuna. Celebration of Māori artists, writers, playwrights, composers - dates not confirmed.

The above may be for a marae and an arts cultural visit.

5

FO 2 6/92

ETSA Use Only:

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33) Does this course have local or national course accreditation from the NZQA? YES ☒ NO
 (Please attach documentary evidence.) NOT AT PRESENT - TO BE ADDRESSED

34) Proposed course hours:

	From	To
Monday	9.00	4.00
Tuesday	9.00	4.00
Wednesday	9.00	4.00
Thursday	9.00	4.00
Friday	9.00	4.00

I / we declare that, should this application to train be approved by the Education and Training Support Agency, then any funding received will be applied only to that training. I / we further declare that I / we have no other debts or liabilities that might affect the successful operation of that training.

I / we declare that the information provided in this application is true and accurate.

Signed: _____ Date: _____
 Title: _____
 Signed: _____ Date: _____
 Title: _____
 Signed: _____ Date: _____
 Title: _____

ETSA use only: Received: / / 92 Signed: _____

Assessed: _____ Date: / / 92 Checked: _____ Date: / / 92

Input by: _____ Date: / / 92 Checked: _____ Date: / / 92

Amended by: _____ Date: / / 92 Checked: _____ Date: / / 92

Comments/Action: _____ Date: / / 92

Palmerston North College of Education
Te Kupenga o Te Matauranga

JOB DESCRIPTION

Position: Lecturer, Intensive Maori Language Access Course.

Responsible to: H O D Maori Studies

Responsible for:

- Development and co-ordination of Pre-selection intensive Maori Language Course.
- Major teaching component of the course.
- Liaise and work with REAC, PNCE administration, Maori Studies Department, and other necessary personnel to ensure effective learning outcomes.
- Establishing and maintaining necessary links with New Zealand Employment Service and Department of Social Welfare.
- Efficient use of allocated funds.

Function:

In addition to the special responsibilities listed above, the lecturer will take a full share of the commitments and responsibilities of the Maori Studies Department and Te Kupenga o Te Matauranga marae. They will take part in the wider life of the College and any other duties decided upon in negotiation with the Principal.

Primary Objective:

To provide an effective programme which will -

1. enable the students to reach a level of competency in Te Reo Maori;
2. provide help in other areas of identified weakness in order that they will reach a standard necessary for entry into bilingual teacher training.

-2-

Key Tasks:

1. To teach a range of courses which will include:

advanced oral/written Maori
communicative Maori
tikanga Maori
life skills as outlined in the application to run an Access course
vocational component as outlined in the application
Te Tiriti o Waitangi.
2. To be responsible for the budget this course attracts.
3. Identify areas of weakness in individual trainees that would hinder their selection to a college of education teacher training course and provide programmes to rectify this.
- 4) To monitor student progress.



TRAINING PROVIDER NOTES FOR TOP ENROLMENT FORM

Trainee Eligibility

The following are the eligibility codes to be entered in section 6 line 4

LQ 16/17	-16-17 year olds with low/no qualifications
SL	-18-19 year olds who left school within last 6 months
NZES 18+	-Over 18 years and registered with NZES 26 weeks out of 39 weeks
WFO	-Any age referred by Work focus
WBR	-Any age referred by Workbridge
DP/WB	-Receiving DPB/WIDOWS benefits for the past 4 years
SPECIAL	-Any age special entry
ASSESSED	-Has been on TOP within the past 6 months

1) Attachments to the enrolment form when forwarding to ETSA.

- a. NZES enrolment card (if applicable)
- b. Bank deposit form or bank verification of the Trainees bank account (if applicable)

2) Confirmation of eligibility.

It is the Providers responsibility to verify trainee eligibility.

All documentation confirming eligibility except for the attachments listed above must be retained by the provider and made available on request.

Agency staff will confirm trainee eligibility by sampling during appraisal and development visits to the provider.

3) Privacy Act.

Information for providers to pass onto trainees is contained in the handout 'The Privacy Act 1993 - Information for Trainees'.

TRAINEES PRIOR COURSE VERIFICATION

(TO BE COMPLETED BY NEW PROVIDER)

THIS IS TO BE SUBMITTED WITH ENROLMENT FORM

TRAINEE NAME: _____

TRAINEE D.O.B: _____

TRAINEE NUMBER: _____

PREVIOUS PROVIDER: _____

PREVIOUS COURSE TITLE: _____

PREVIOUS COURSE NUMBER: _____

TRAINEE ATTENDANCE: COMMENCE: _____ FINISH: _____

NB: WORKBRIDGE OR NZES REFERRAL: IF YES - NEW LETTER REQUIRED

BANK ACCOUNT VERIFICATION

SIGNATURE OF TRAINING PROVIDER

TRAINING PROVIDER PLEASE NOTE:

N.Z.E. REGISTRATION:

Trainees will need to establish their eligibility in terms of registration with the NZES at the beginning of their first course. Once a trainee has been enrolled in Training Opportunities, they retain their eligibility in terms of registration for six months from the day they left their last course. If it is more than six months since leaving their last course, they must have been registered with the NZES for six months before being able to enrol on another Training Opportunities course. The exemption is designed to let people take on casual or seasonal work while still being able to work towards a qualification.

If a person in the target group wishes to apply to enter training, they should ask at their local NZES office for evidence of their continuous enrolment duration. This will have on it; Their name; Their NZES number; The date they were enrolled; and the date the card was printed. It will remain valid for eight weeks. After eight weeks, if the person has not entered training and would like to apply for a place, they should visit their local NZES office again for up to date proof of duration.



Education and Training Support Agency

COURSE/PROJECT EARLY WITHDRAWAL FORM

PROVIDER NAME: _____

COURSE/PROJECT NAME: _____

COURSE/PROJECT NUMBER: _____

TRAINEE NAME: _____

TRAINEE NUMBER: _____ NZQA ID: _____

WITHDRAWAL DATE: _____

TRAINEE DESTINATION:

A) EMPLOYMENT: (number of hours per week): _____

Employer Name: _____

Contact Person: _____ Phone: _____

or:

B) FURTHER TRAINING:

Provider Name: _____

Contact Person: _____ Phone: _____

PROVIDER DECLARATION:

I declare to the best of my knowledge, all the information on this form is true and correct:

Signed: _____

Designation: _____ Date: ____/____/____

ETSA USE ONLY

Inputted into system by: _____ Date: ____/____/____

Input checked by: _____ Date: ____/____/____

ETSA/TOP/16

TRAINING OPPORTUNITIES
 TRAINEE LABOUR MARKET RESULTS
 (FOR EARLY WITHDRAWALS ONLY)

ONE MONTH

TWO MONTH
 (PLEASE SPECIFY)

Training Provider Name: _____

Course Name: _____

Course Number: _____

Course Start Date: ____/____/____ Trainee End Date: ____/____/____ Course End Date: ____/____/____

Trainee	Labour					If Employed
Number:	Trainee Name:	Market Result:	Organisation Name:	Contact Name:	Phone No:	No of Hours per week
_____	_____	_____	_____	_____	_____	_____

PROVIDER DECLARATION:

I declare to the best of my knowledge, all the information on this form is true and correct.

Signed: _____

Date: ____/____/____

Designation: _____

LABOUR MARKET RESULTS CODES:

TRAINING:

EMPLOYMENT:

OTHER:

UNI: University	EM1: Employed 0-9 hours per week	SBE: Subsidised Employment
APP: Apprenticeship	EM2: Employed 10-19 hours per week	UNM: Unemployed
WBT: Workbased Training	EM3: Employed 20-29 hours per week	OLF: Out of Labour Force
OFT: Other Full Time Training	EM4: Employed 30-39 hours per week	NOK: Not Known
YTS: Youth Traineeship	EM5: Employed 40 or more hours per week	
CDT: Cadetship		
PFT: Polytechnic Full Time Training		
TOP: Training Opportunities		

Verified By: _____

Date: ____/____/____

Inputted Into System By: _____

Date: ____/____/____

ONE MONTH POST TRAINING STATUS RETURN

APPENDIX M

TRAINING PROVIDER: _____

COURSE TITLE _____

COURSE NUMBER:

COURSE TYPE * Vocational/Life Skills

JOB ID: *

START DATE: _____

WITHDRAWAL DATE:

UB = Unemployed

UEM = Employment/Self Employment

SEM = Wage Subsidized Employment (not training)

FAT = Further ACCESS Training

FED = Further Education or Training

OLF = Not working and not registered as unemployed

NOK = Not known

[illegible]

SIGNATURE: _____

DATE / /

TRAINING PROVIDER: _____

TRAINEES PRIOR COURSE VERIFICATION (TO BE COMPLETED BY THE NEW PROVIDER)
--

THIS FORM SHOULD BE USED FOR 'ASSESSED' TRAINEES ONLY

IT IS TO BE SUBMITTED WITH THE TRAINEES ENROLMENT FORM

TRAINEE NAME: _____

TRAINEE DATE OF BIRTH: _____

TRAINEE NUMBER: _____

NZQA ID NUMBER: - -

PREVIOUS PROVIDER: _____

PREVIOUS COURSE TITLE: _____

PREVIOUS COURSE NUMBER: _____

PREVIOUS COURSE ATTENDANCE: START DATE: _____

FINISH DATE: _____

NB:

Was this trainee previously a Workbridge or Work Focus referral? YES/NO
If YES - a new referral letter is required.

SIGNATURE OF NEW TRAINING PROVIDER

TĀPIRITANGA **Wāhanga Tuarua**



Kei roto i tēnei tāpiritanga tuarua na taumata whāinga o te kirimana hou. Ngā putanga āhua i whakaritea hei whāinga, me ngā pūrongo tuku hei whakanake whakamua tēnei kaupapa whakangūngū o Raukura.

Te pānui kimi tauira

**KIA HIWA RĀ
KIA HIWA RĀ**



Tēnā koutou katoa e te whānau whānui e kimi nei i tētahi huarahi
kia pakari ake ai tō reo. Koinei te kauapapa māu.

**RAUKURA
Intensive Māori Language
Training Opportunities Course**

For those who wish to further develop their oral, written and
Artistic skills Māori

Nau mai – Haramai

This Pre-selection Māori Language Training
Opportunities Course is held at
Massey University College of Education
Te Kupenga o Te Mātauranga

This programme is for you

For further information please contact the Receptionist

This is a 40 week programme which will commence
January 26th - November 27th 1999

Massey University College of Education
Private Bag
Palmerston North



NEW ZEALAND QUALIFICATIONS AUTHORITY
Puna Tohu Mātauranga o Aotearoa



Training Opportunities
Education & Learning Support Agency

Palmerston North College of Education
Te Kupenga o Te Matauranga

APPLICATION FOR TE ROOPU RAUKURA 1993

PRE-SELECTION INTENSIVE MĀORI LANGUAGE TRAINING OPPORTUNITIES COURSE

1. Personal Details

1.1 Surname/Family name

1.2 Previous name (if applicable)

1.4 Date of birth 1.5 Place of birth

First name(s)

1.3 Gender

Male

☐

Female

☐

1.6 Age as at 1 Feb 1993

1.7 Usual address:

Phone (Day)

Phone (Night)

1.8 Any other contact address:

Phone:

From:

To:

1.9 Are you a New Zealand citizen

yes ☐

no ☐

If you are **not** a New Zealand citizen, are you entitled to reside in New Zealand?

yes ☐

no ☐

(Evidence of citizenship or residence required)

1.10 Ethnic group/s to which you feel you belong:

0 ☐ European/Pakeha or NZ European

1 ☐ NZ Māori

2 ☐ Samoan

3 ☐ Cook Island

4 ☐ Niuean

5 ☐ Tongan

6 ☐ Tokelauan

7 ☐ Chinese

8 ☐ Indian

9 ☐ Other, please specify _____

1.11 Is your first language: English ☐ Māori ☐

Other ☐ Please specify: _____

If you speak other language(s) please specify:

	Advanced	Level of fluency Intermediate	Introductory
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

2. Secondary Schooling

2.1 State name of secondary school last attended

Final year

19

Total years at Secondary School

2.2 Examinations sat

School Cert	Grade	Year	Sixth Form Cert	Grade	Year	Other	Grade	Year

2.3 State examination subjects or certificates for which you are currently studying:

Sixth Form Certificate	Bursary	Other

3. University Qualifications

3.1 Papers/Credits being taken this year

Paper/Credit Number	University	Paper/Credit Name

4. Other Qualifications

Qualifications	Subjects	Year	Grade

(Attach copies of evidence of qualification)

9. Further information in support of this application

(continue on a separate sheet if necessary)

10. Referees

Please give the names, addresses and telephone numbers of two people who have agreed to be your referees for this application.

Name: _____

Name: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

11. I have enclosed certified copies of the following documents which apply to me (please tick)

- ☐ School Qualifications
- ☐ Birth Certificate (please ensure this is a verified copy)
- ☐ Passport-size photograph (named on reverse)
- ☐ Evidence of Permanent Residence (if required)
- ☐ Other Qualifications
- ☐ NZ Employment Service Enrolment Card (verified copy)
- ☐ Statutory Declaration Form (grades in SC Examination).

12. Declaration

I,solemnly and sincerely declare that to
(full name of applicant)

the best of my knowledge and belief, the information given in this application is true and correct.

Signature of Applicant _____ Date: _____

13. Notice for Applicants

Trainees who successfully complete this Training Opportunities Programme Course will be eligible for serious consideration for entry to a course of primary teacher training in 1994. Please check the completed application and documents and forward by 18 June 1993 to:

"RAUKURA"
Katie Tua
Palmerston North College of Education
Private Bag 11035
PALMERSTON NORTH

5. Indicate recent involvement in any of the following

- 5.1 Community activities, take Māori or with iwi, hapu and whanau groups _____
- 5.2 School activities _____
- 5.3 Experience with children/young adults _____
- 5.4 Sport _____
- 5.5 Music _____
- 5.6 Drama _____
- 5.7 Art _____
- 5.8 Experience with other cultures _____
- 5.9 Travel _____
- 5.10 Teaching/coaching _____
- 5.11 Outdoor education _____
- 5.12 Other involvement/interests _____

6. Employment Record (Include casual, vacation and short term employment and continue on a separate A4 sheet if necessary)

Employer	Type of work	Position held	Dates employed	Reason for Leaving

7. Medical History

- 7.1 State any mental condition/s, physical illness or disability which might affect your training or fitness to be a teacher.

- 7.2 Are on any permanent medication? Yes ☐ No ☐

If yes give details: _____

8. Have you ever been convicted of any offence against the law, apart from summary offenses?

Yes ☐ No ☐ Date of offence: _____

If yes, please supply details in a separate sealed envelope.

STATUTORY DECLARATION

I, of

.....
 hereby declare that my educational qualifications are NO more than two (2) grades
 of B2 or higher in the New Zealand School Certificate Examinations.

Dated this day of 199

Signature.....

Signature of authorised witness.....

Full Name.....

Address.....

.....

Occupation.....

To find out if you are eligible to apply for Training Opportunities courses, answer the following questions:

From 1st April 1993

Are you aged under 18 with *low qualifications?

Yes ☐ → You are eligible
 No ☐
 ↓

Are you aged under 20 with *low qualifications and have left school within the last six months?

Yes ☐ → You are eligible
 No ☐
 ↓

Have you been registered with the New Zealand Employment Service as an unemployed **job-seeker for at least 26 out of the last 39 weeks and either have *low qualifications or have been referred after an in-depth interview with NZES?

Yes ☐ → You are eligible
 No ☐
 ↓

Are you registered with Workbridge as an active **job-seeker and have been referred by Workbridge to a course?

Yes ☐ → You are eligible
 No ☐
 ↓

Do you have a "Maccess to Training Opportunities" card and have low qualifications?

Yes ☐ → You are eligible
 No ☐
 ↓
 You are not eligible

** Low qualifications is defined as no more than two passes in School Certificate*

*** Job-seeker - to be registered as a job-seeker, you must be available to work 20 hours or more per week*

In addition, some training providers may offer a limited number of places on certain courses, to unemployed job-seekers registered with the NZES for at least 26 out of the last 39 weeks who have some qualifications

Te Kupenga o Te Mātauranga
Pre-selection Intensive Māori Language ACCESS Course

ASSESSMENT INTERVIEW FORM

NAME: _____

ADDRESS: _____

AGE AT
1 FEB 92 _____ tau _____ mararama WAEA: _____

1a. Communication Skills in Māori

- Powers of expression (oral or written)
- Command of language
- Clarity.
- Fluency
- Quality of speech

1b. Communication skill in English

- Powers of expression (oral or written)
- Command of language
- Clarity.
- Fluency
- Quality of speech

2. Potential for Tertiary/Professional Study

- Capacity for reflective thought
- Educational achievement
- Commitment
- Industry.

3. Personal Qualities

- Integrity
- Vitality
- Open mindedness
- Sensitivity
- Tolerance
- Initiative
- Maturity
- Concern for people
- Sense of humour
- Confidence

4. Involvement and Experience

- Community involvement/leadership roles.
Range, depth and degree of commitment
in respect of school/employment/tribal
- Social and welfare activities etc.
- Voluntary work
- Sporting, Music, Art,
Drama

5. SELECTION PROFILE

1. Communication Skills
2. Tertiary/Professional Study Potential
3. Personal Qualities
4. Involvement and Experience

Low				RATING					High				
1	2	3	4	5	6	7	8	9					

Specific Comments Related to Ranking

Chair: _____
Date: _____



Education & Training Support Agency

THE PRIVACY ACT 199

Information for Trainees

- ♦ A new law was passed on 1 July 1993 called the Privacy Act. It makes rules about how personal information about you is collected and used. The Education and Training Support Agency needs to know some information about you so it can do its job and you can do your training. This is collected on the enrolment form that you have completed.
- ♦ By signing the enrolment form, you allow us to share this information with training providers, the NZ Employment Service, the Department of Social Welfare and the NZ Qualifications Authority. You also allow us to collect information about you from them. We may need to do this to:
 - Check if you meet the entry rules for a training programme.
 - Keep a record of your progress on a training programme.
 - Check if you are eligible for a benefit payment.
 - Check what credits you may have earned on the National Qualifications Framework.
- ♦ Any personal information you give is held by the Agency's regional offices. You have a right to see this information, and ask for it to be changed.
- ♦ When information about you can be easily retrieved, you have a right to
 - Find out from the Agency what information it has about you.
 - See that information.
- ♦ When any information is made available to you, you have a right to:
 - Ask that the information be changed.
 - If the information is not changed, you can ask that a letter be attached to your information saying that you wanted your information to be changed.
- ♦ More details about your right to see and change information about you are in Principles 6 and 7 and Parts IV and V of the Privacy Act.
- ♦ If you think that these or any other rules in the Privacy Act have been broken, then you should contact the Education and Training Support Agency, explain what has happened, and ask that the matter be put right.



PALMERSTON NORTH
COLLEGE OF EDUCATION
Te Kupenga o Te Matauranga

Application for Teacher Education for 199 Intake

PLEASE READ THIS BEFORE YOU START COMPLETING YOUR APPLICATION

Thank you for choosing to apply for entry to Palmerston North College of Education. This College of Education has a reputation for quality teacher education and we welcome your application.

Please find the following in your application pack:

- an Application Form with return addressed envelope;
- As some programmes have a restricted intake, you may wish to apply for an alternative programme. If so, you need to complete an application form for that programme.
- preferred interview venue.
- two Referees' Forms with returned addressed envelopes (for use if you are no longer at school);
- an Observation Form for your visit to an early childhood centre or school.
- final Check List;

Here are some steps to help you.

- Step 1:** Read all the material before you start to fill in any forms.
- Step 2:** Make a list of the supporting documents you will have to photocopy and have verified. (this requires showing the original and photocopy to a JP, Solicitor, Minister of Religion or Principal who will sign the photocopied documents as being a true copy of originals.)
- These will include:
- Birth certificate;
 - Residence Permit from your passport or a letter from the Immigration Department. (If you are not a New Zealand citizen.)
 - any qualifications or appropriate certificates.
- Step 3:** Attach to your application a passport-size photo which is signed on the back.
- Step 4:**
- (a) Referee Reports. If you have left school, fill in your name and the programme you are applying for on each of the Referee Reports. Give the Referee Report to your referees to complete and return in the envelope provided.
 - (b) Principal's Report. If you are still at school you will need to inform your Careers Advisor/Principal that you have made an application for teacher education so that they can ensure a Confidential Principal's Report is completed and forwarded to us.
- Step 5:** If you have applied for Early Childhood, Primary and Intermediate, organise a visit to an early childhood centre or a primary/intermediate school. Your supervisor in the early childhood centre or school will sign your Observation Form. Attach your Observation Form to your application.
- Step 6:** Complete your Application Form.
- Step 7:** Go through the final checklist. Assemble your verified documents, Application Form, and Observation Form. Post them to us in the enclosed envelope. Application received after 1 August may be considered if places are available.

If we have not confirmed receipt of your application within 14 days please contact us.

Please Note: Please do not send original copies of documents or CV's. If you are selected for an interview, you may choose to bring these to your interview if you wish.



PALMERSTON NORTH
COLLEGE OF EDUCATION
Te Kupenga o Te Matauranga

Referee's Report on an Applicant for Pre-service Teacher Education

CONFIDENTIAL TO MEMBERS OF SELECTION COMMITTEE

NOTE TO APPLICANTS:

You need to ask two people to complete a confidential referee's statement for you. Choose people who will give an objective view of you. Family members or partners are inappropriate for this report.

If the report is not received by the due date, it may not be possible to process the application.

Please indicate which Preservice Teacher Education Programme you are applying for:

- ☐ Early Childhood Teaching
- ☐ Primary and Intermediate Teaching
- ☐ Secondary Teaching
- ☐ Primary Bilingual Teaching

Name of Applicant

Referee's Name

Referee's Address

Phone (Day)

--	--

NOTE TO REFEREES:

Please return the completed form to:
Recruitment Office
Palmerston North College of Education
Private Bag 11035
PALMERSTON NORTH
by 1 August 1994, using the envelope supplied

This applicant has applied for the pre-service teacher education programme at Palmerston North College of Education. If selected, s/he will undertake a programme of study which requires academic, cultural and social commitment. Most student teachers will be involved in University study. All student teachers are expected to work effectively and sympathetically with other students and with children, adolescents and adults from diverse cultural and socio-economic backgrounds.

Your accurate response to the following points will greatly assist in assessing the applicant's suitability for teacher education.

- During what period have you known the applicant?

From to

In what capacity? (eg personal or family friend, teacher, employer, colleague, minister, etc.)

2. Do you consider the applicant has the determination and strength needed to cope with the demands of today's early childhood centres/schools and pupils?

3. What are the positive qualities of the applicant? Give examples.

4. Which other aspects of the applicant's personal qualities do you think the interview panel should be aware of?

5. Comment on the applicant in relation to some of the activities in which s/he may have been involved. (These may include family, cultural, sporting, social, community or iwi activities.)

6. Have you observed the applicant's relationship with young people?
If so, what were your impressions?

7. How would you describe the applicant's appreciation of equity issues such as sexism, racism, disabilities etc?

8. Overall Recommendation on the applicant's suitability

- ☐ I recommend the applicant without reservation as an excellent prospect for teaching.
- ☐ I have some reservations but would recommend the applicant as a good prospect for teaching (indicate reservations below).
- ☐ I doubt the applicant's suitability.
- ☐ I think the applicant is unsuitable for teaching.

Please add any further comments you would like to make in this section.

Referee's signature

Date



**PALMERSTON NORTH
COLLEGE OF EDUCATION
Te Kupenga o Te Matauranga**

Observation Form

PRIMARY OR INTERMEDIATE SCHOOL/EARLY CHILDHOOD CENTRE

- This section is to be filled in by the Supervisor (Early Childhood Centre, Kōhanga Reo) or by the Principal, Head Teacher or Kaitiaki (School) visited.

Name of Applicant

This is to verify that

--

Visited

--

Early Childhood Centre, Kokanga Eco. School.

Signed

Head Teacher, Kaniaki, Principal, Supervisor.

Date _____

- This section to be filled in by the applicant.

Report on these two tasks. Continue over the page.

1. Describe the class or classes you visited and what took place.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet.

2. Comment on the Teaching and Learning you saw in relation to:
- (a) what the teacher/s did that highlighted the role of teachers;
 - (b) what the children did that illustrated how children learn.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Training Opportunities Programme - Trainee Eligibility (from 1st May 1998)

Eligibility Criteria	Eligibility Description	Special Conditions	Verification required for
ASSESSED	Students who have left a TOP course within the past 6 months.		
LQ16/17	People who are aged 15, and have low* qualifications		• Low qualifications ☑ School Exemption from the Ministry of Education
LQ18/17	People who have left school, are under the age of 18, and have low* qualifications		• Age • Low Qualifications
SL18/19	People who are aged 18 or 19, have low* qualifications and have left school within the last 6 months.		• Age • Date left school • Low qualifications
NZES18+	People who are registered with NZES as an unemployed jobseeker for at least a minimum continuous duration of 26 weeks and have low* qualifications.		• Low qualifications ☑ Client Commitment Form with NZES client number to verify registration and showing a minimum 26 weeks continuous duration
WFO	People who are registered with NZES as an unemployed jobseeker for at least a minimum continuous duration of 26 weeks, have higher qualifications but who are prevented by a disability from applying these in the labour market, and have been referred to a course by NZES after an in-depth interview.		☑ NZES Referral Letter ☑ Client Commitment Form with NZES client number to verify registration and showing a minimum 26 weeks continuous duration
WBR	People who are registered with Workbridge as an active jobseeker and have been referred to a course after an in-depth interview.		☑ Workbridge Referral Letter
DP&WB	People who have received the Domestic Purposes Benefit or Widows' Benefit for at least the previous 12 months, and have low* qualifications.	Regional targets within a national limit of 10%	☑ NZ Income Support Services Referral Letter • Low qualifications
REFUGEE	People who are refugees, are within 12 months of entering the country and are registered with NZES.	For government quota refugees.	• Refugee Status • Proof of entry date ☑ Client Commitment Form with NZES client number to verify registration.
JUSTICE	People who have served a prison sentence of 6 months or more, have been released within the last 6 months, have low* qualifications and are registered with NZES.		• Corrections status • Low qualifications ☑ Client Commitment Form with NZES client number to verify registration.
YA	People who have been identified by NZES as being a Youth Action Client and have been assessed as in need of the kind of training offered by TOP. (Age 16 - 20; Minimum 13 week continuous duration).	Regional limit of 15% of all trainees with higher qualifications.	• Qualifications ☑ Client Commitment Form to verify NZES registration, age group and minimum 13 week continuous duration. ☑ NZES Referral Letter
JA	People who have been identified by NZES as being eligible for Job Action Workshops and have been assessed as in need of the kind of training offered by TOP.	Regional limit of 10% of all trainees with higher qualifications	• Qualifications ☑ Client Commitment Form verifying minimum continuous duration of 52 weeks plus NZES Referral Letter confirming "at risk" status or a continuous duration of 104 weeks (with no referral letter)

No trainee will be able to accumulate more than 240 credits on the programme

KEY

- * Low qualifications means fewer than 3 School Certificate passes and no qualification higher than sixth form certificate.
- Must be available to work 20 hours per week or more.
- Higher qualifications means having higher than 2 school certificate passes and no tertiary institutional qualifications, defined as being at level 5 or above on the NZQF - (no diploma or degree)
- ☑ The interview must identify a physical, psychiatric, intellectual or learning disability which prevents the trainee from applying their qualifications in the labour market.
- ☑ Send to ETSA with Enrolment form to verify eligibility.
- Retain all verification documentation on your file.

Costs	Approved	Actual	% App/ Actual	Weekly Fee	Total Travel Paid	Avg TR Travel per Trainee Week	Average Weekly Travel Amount
	\$	\$	124%	\$	\$	\$	\$
					17 and under	1	1
					18 to 19		2
					20 to 24	5	1
					25 to 29	1	3
					30 to 39	4	3
					40 to 49		1
					50 plus		
					Total	11	11

Ethnic Class	Male	Female	Total
ASN			
EPK			
NSP			
NZM	11	10	21
OTH			
PI		1	1
Total	11	11	22

Eligibility Class Codes	Placement Eligibility Reason	Male	Female	Total
ASSESSED	ASSFS/S			
ASSESSED	ASSESSD	2	4	6
DP&WB	DP&WB	2	4	6
LT/UE	NZES18+	1	1	2
LT/UE	NZESOLD			
OTHER	ACS			
OTHER	EXCPTN			
OTHER	MACS1			

Main Tribal Affiliation	Total
No Tribal Affiliation	6
Ngapuhi	6
Ngati Porou	2
Ngati Raukawa (Horowhenua/Manawatu)	1
Ngati Raukawa (Waikato/King Country)	1
Rangitane	1
Rangitane (Manawatu)	1
Taranaki	1
Te Aupouri	1
Tuwharetoa	1

Eligibility Class Codes	Placement Eligibility Reason	Male	Female	Total
OTHER	MACS2			
OTHER	NOPLACE			
OTHER	SPECIAL			
OTHER	UNKNOWN			
OTHERNZES	ESOTHER			
OTHERNZES	JA			
OTHERNZES	JUSTICE			
OTHERNZES	REFUGEE			
OTHERNZES	WFO			
OTHERNZES	YA			
SL	LQ16/17	1	2	3
SL	SL18/19	2		2
WBR	WBR	3		3
WBR	WBOLD			
	Total	11	11	22

Main Tribal Affiliation	Total
Ngali Kahungunu ki Wairoa	1
Total	22

Palmerston North College of Education
Te Kupenga o Te Mātauranga

RAUKURA 199..

Programme Evaluation

A course delivered by Palmerston North College of Education under Contract to the Education and Training Support Agency.

NB: For programme detail see the document:

“ Application to the New Zealand Qualification Authority for accreditation for local approval. This document accompanies this evaluation.”

OBJECTIVE

The prime objective of the Raukura course is to equip trainees in Te Reo Māori me ōna Tikanga, English Language Skills and Mathematics to a level which gives them the knowledge and skills, and therefore the opportunity to join a College of Education under one of the following tertiary programmes:

- ☐ Early Childhood Teacher Education
- ☐ Primary Teacher Education
- ☐ Bilingual Teacher Education
- ☐ Te Tohu Pōkairua Kura Kaupapa Māori

CAPABILITY SKILLS

Needs Assessment

Upon entry we assess the needs of the trainees initially through interview and subsequently in consultation with them. The prime focus is at an individual oral and aural level.

Cultural Awareness

This is a fully integrated culturally driven programme. All tutors are either of Māori or Pacific Island descent.

Integration

- ☐ Individuals skills and levels of ability are monitored

NEEDS ASSESSMENT

CAPABILITY SKILLS

Performance Indicators

Capability Skills are assessed against tasks designed from module outcomes. Students are asked to comment on the skills of the module and assessed on their ability to do what is in the module. Then to look at the deficits and concentrate upon those skills.

Students and tutors develop tuition structures which suit the modules and the needs of the student within that module.

Data Collection

Data collected from initial applications and interview, assessment stage at entry point to module, students maintain their own performance profiles. Tutors keep records of performance on given tasks within module, records of planning, units of learning within modules. Students feed back data at the completion of each module and tutors record this data.

Examples

INDUSTRY SKILLS

Performance Indicator

- Identification of previous history in schools and work at initial interview.
- Identify previous history of Te Reo Māori and Tikanga Māori. Skills assessed against expected outcomes of the practical modules in working with children in schools and centres.
- Tutor teachers assess and supply feedback to student and tutor of student work skills through work experience.

Data Collection

- Initial Interview Record. Application form and pack. These feed in data volunteered by the student and his/her supporters.
- Tutor teacher and tutor assessment records.

Examples

SUPPORT AND GUIDANCE

Performance Indicator

- Personal, social and educational and vocational needs are assessed and recorded at interview.
- The above needs are monitored throughout the programme.
- Tutors, support staff and fellow students all are participants in the support and guidance programme.
- This College of Education also provides a professional counselling service to its students.

Data Collection Method

- Record of initial interview.
- Student self-evaluations.
- Tutor collation of careers, tertiary study indicators.
- Monitoring student applications into further tertiary study.

Examples

CULTURAL AWARENESS

CAPABILITY SKILLS

Performance Indicator

Students are immersed in culture in this programme. The cultural components of modules are delivered according to the needs of the community and of the student. Many options are taken into account during module planning. Students perform the module skills on marae, kura and kohanga locations.

Data Collection Method

Subjective data collected throughout modules as students interact in cultural settings. Student self-evaluations through oral written and pictorial statements about the cultural programme.

Examples

INDUSTRY SKILLS

Performance Indicator

Students working within Māori cultural settings on programmes set by tutors and tutor teachers. Student do and cope with what is asked of them in these settings.

Data Collection

Student feedback accounts and photos of experiences in settings. Tutor teacher comment on extent of student meeting expected outcomes of placement. Tutor assessment data from observation of placement.

Examples

SUPPORT AND GUIDANCE

Performance Indicator

All modules run by appropriate tutors either from the College of Education or contracted in to run the module. It is demanded that tutors support students individually within the modules For example; guidance in marae protocol, physical well-being and health, language and literature, Maths. Student knowledge of and practice of culture is enhanced by the modules.

Data Collection Method

- Student self-evaluation.
- Student feedback of tutor performance.
- Subjective studies of student progress in cultural awareness.
- Timetable indication of what has been covered and the geographic location of the module.
- Student feedback on the effect of the cultural awareness programme upon them.
- Host feedback on how they find the students awareness of their particular community setting.

Examples

INTEGRATION

CAPABILITY SKILLS

Performance Indicators

All module plans incorporate activities which use skills which are relevant to the overall programme. The key skill being Te Reo Māori. Te Reo Māori and Tikanga Māori are integral to the modules.

Data Collection Method

Modules constantly monitored to see how capability skills are incorporated. Students are asked to self-monitor their own capabilities across the modules of the course.

Examples

INDUSTRY SKILLS

Performance Indicator

- Experience in Kohanga Reo and Kura Kaupapa Māori are a part of the programme.
- The advice of these centres is sought in planning the teaching practice part of the course.
- The centres particularly monitor student progress in integrating their knowledge into that of working in the centre.

Data Collection Method

Anecdotal records collected from the centres in which the students work.

Timetable }
Lesson Plans } To demonstrate incorporation

Examples

SUPPORT AND GUIDANCE

Performance Indicator

Continuing Education module based upon the objective of the course: to prepare there student to go on to future academic training - preferably teaching. The students vocational needs are an integral part of the programme.

Data Collection Method

- Timetable indicates that module is held.
- Assessments indicate how well the student is progressing towards academic capability.
- Student feedback on above.
- Student graduates with certificate.
- Student accepted into a tertiary institution - preferably a College of Education.

LEARNER CENTRED DELIVERY

CAPABILITY SKILLS

Performance Indicator

A wide range of student presentation is encouraged and accepted. Presentation and assignment work are features of the course, for example; oral presentation in English and Te Reo Māori, written presentation, graphic presentation, traditional Māori arts. Students are encouraged to work co-operatively in pairs and groups.

Data Collection Method

- Students keep own records.
- Portfolios of work output.
- Records of own achievements.
- Students are encouraged to feedback information on modules to tutors.

Examples

INDUSTRY SKILLS

Performance Indicator

- Centre placements are carried out in consultation between tutor, centre staff and student to find "best fit" solution.
- Student satisfaction and comfort in the centre setting is monitored.
- Students are encouraged and expected to mix with the other Māori Studies and Kura Kaupapa students.

Data Collection Method

- Centres asked to feedback data on student placements.
- Work experience records.
- Students written and oral accounts of centre placement.

Examples

SUPPORT AND GUIDANCE

Performance Indicator

- Students offered choices of support agencies for student self-referral.
- Support of students whilst working within the course so that individual needs are met.

Data Collection Method

- List of support people within the College supplied to students
- List of centres supplied to students.
- ETSA information supplied to students.
- Ongoing help with learner centred study within modules.

Examples

ASSESSMENT

CAPABILITY SKILLS

Performance Indicator

Checkpoints for each module. Checkpoints are those of tutors and students. Much assessment is anecdotal as tutors and others observe the students attainment of modular objectives. Clear description of expected skill development is provided for students. Students are consulted on these outcomes.

Data Collection Method

- Student portfolios, module display, traditional and contemporary art displayed.
- A register is kept of all test results, written assignment results and oral presentation results.
- All files are held in the course key tutors office.

INDUSTRY SKILLS

Performance Indicator

Modules provide clear descriptions of outcomes for students. These descriptions discussed with the students prior to the beginning of the module. Centre staff provide feedback to students on work experience placements.

Data Collection Method

Tutor assessment records.

Centre tutors in discussion with tutor and student.

Centre tutor report forms discussed with student and returned to College.

SUPPORT AND GUIDANCE

Performance Indicator

- Checkpoints ongoing comparing persona, social, academic and vocational needs co-operatively identified.
- Feedback to tutor on support and guidance received by students.

Data Collection Method

- Timetabling of Support and Guidance checkpoints.
- Support and Guidance is an ongoing everyday process.
- Confidentiality is accounted for.
- Trainer development plans followed.
- Consultation and feedback with trainees to demonstrate that needs are being met.

Examples

HOW DO WE COME BY THIS PROGRAMME EVALUATION?

This programme evaluation has come about through consultation with and amongst

- the staff of the course
- the students of the course
- of the Education Training Support Agency
- support staff of the course.

All have contributed to this evaluation in meaningful ways and as a consequence all have had some influence on the design of the 199 programme.

I would take this opportunity to thank all those involved in Te Roopu Raukura in 199

- the trainees
- the staff
- from ETSA

for without such support this programme would not give the trainees such an outstanding opportunity to work in this exciting field of education.

Nō reira, noho ora mai rā

Nā
Te Roopu Raukura
Course Controller

Raukura 1992
COURSE TUTORS REPORT
9 November 1992

Tēnā koutou

Nā mihi nui o te wā ki a koutou, heoi anō kua tae ki te whakamutunga o tēnei kaupapa mō tēnei tau. E pouri ana engari e koa hoki, i te mea kua whiwhi tūranga te nuinga ongā tauira i roto i te mahi kura mahita.

Once again it has been a pleasure to be involved with tutoring on this course. All the trainees gave freely of themselves to all the activities that I had planned for them and came with the attitude to do the best they could in all subjects. I congratulate them all and thank them for making my job easy, for their relaxed yet committed approach to learning. Ngā mihi ki ngā tuakana me ngā taina o tēnei whānau, ki aku rangatira kia maia i roto i ngā mahi kei mua i a koutou, tēnā koutou katoa.

RAUKURA

The course began in July. Day One, and twelve faces appeared with their families, all very shy and nervous, wondering what the course would bring. Eventually the next 20 weeks would bring this whanau closer together, learning from each other, sharing and caring for each other. The age range was excellent to work with having the knowledge and settledness of the older students and the vibrant energy of the youth kept our course on track

The trainees course time for Māori language, tikanga, waiata and so forth was spent as follows:

Language, Reo	120
Waiata, haka, moteatea	60
History / kawa o te marae	60
Korikori Tinana	60
Puna Waihanga (Art and Drama)	<u>30</u>
	330 Class Contact Hours

BREAKDOWN OF MĀORI LANGUAGE COMPONENTS

Language/Reo

Grammar
Tenses

Sentence Structures
Vocabulary

Methods Used

Total Immersion
Listening

Repetition
Games

Mihimihi

Introduction of oneself
Introduction of others

Hapū, iwi, waka

Kaupapa Kōrero

Speak on a specific topic
Give historical background – research

Taukumekume

Debating an issue in Māori
Select topic, research ideas
Speak for three minutes on topic to support or negate
Find historical evidence to support

A total of 330 class contact hours was offered over three days per week x 20 weeks. By the end of the course all trainees could fulfill the objectives as set out in the course outline.

Mihimihi	Māori greetings—all trainees can recite personal information relating to their waka, iwi, hapū, whānau and able to introduce friends.
Kaupapa Kōrero	All trainees are able to speak on a particular topic for no less than two minutes
Waiata Moteatea	All trainees are able to sing by memory two waiata tawhito, to tell the history of the waiata and the appropriate time and place to sing them.
History Te Kawa o te Marae	All trainees are able to describe the protocol used on mārae as manuhiri and tangatawhenua. Each are able to speak for 2-3 minutes on the history of the tribe.
Puna Waihanganga Art and drama	Trainees are able to make a flax tipare, collect, prepare and weave correctly. Trainees are also able to tell the story of a specific legend in drama form, learn the story and perform it.

END OF COURSE TUTORS REPORT

RAUKURA

Tihei Mauri Ora	Ka rongo te pō, ka rongo te ao
Tuia te rangi e tū iho nei	I te kōrero i te wānanga
Tuia te papa e takoto iho nei	Puataka puawhio
Tuia tātou ngā hau e whā	Ahunuku ahurangi te marama
E pupuhi mai nei	Ka takoto te hau o Tū

Tihei Māuri Ora

E ngā rangatira tēnei te mihi atu na te whānau o Raukura. Kua tae ki te whakamutunga o te tau nei, ka mihi ki ngā wāhanga katoa i awhina nei i te kaupapa, ara ngā whakahaeretanga o Raukura.

Kei te mihi ki a rātou i te pō, te hunga wairua kua wheturangitia, haere rā moe oti atu. Kāti tātou te whānau, tēnā tātou me o tātou mahi hapai i ngā kaupapa Māori o te wā. Koinei ngā whakarapopotanga o ngā mahi a Raukura.

Course Content

Identified clearly in our proposal to ETSA was an outline for the course content. All these key tasks were taught and extended upon. This year there were three lecturers for Raukura. Subject areas were identified and divided amongst the lecturers, and accordingly time tabled and taught. Over and above this, each lecturer included in the programme subject matter in which they had an interest and particular strength in, eg. Dbating, Māori language components, mārae organisation.

The allocation of hours for staff were determined by the availability of the lecturers. In an evaluation session by the lecturers it was identified that priority should be maintained for the immersion programme. In order to fulfill this, the classroom environment needed to be consistent and have access to wānanga opportunities and resource personnel are essential.

A variety of noho mārae experiences and excursions could only enhance these learning and real-life experiences to adequately prepare students.

Follow Up

Each lecturer maintained their own assessment records. We met fortnightly to organise and plan in advance, and we also utilised this opportunity to evaluate our programme and assessment of each individual students.

An ETSA representative made a visit to Raukura in October which monitored our assessment procedures. Lecturers prepared overall assessments of students, this was made available and discussed and filed.

Outcomes

Tutor Group

- Good working dynamics
- Respect for each other
- Compatible and complementary, supportive.

Student Group

- Bonded well and became a whānau group
- Learnt to respect each other, and be considerate of others needs
- Showed respect to tutors and others
- Responded well to duties at Te Kupenga o Te Mātauranga mārae
- At the end of the course students were proud that they achieved a place to study full time for three years.

Finance

- Fortnightly and monthly financial reports are important in providing clear statements of:
 - up to date expenditure
 - balance of each category of spending

NOTE: Tutors are unable to plan confidently for course when financial information is not available.

- What is the system of operation? This needs to be made clear to lecturer(s) at the commencement of course ie. Requisition → Director → Accounts → Purchase → Delivery. This process is a week long.
- Koha A policy regarding koha needs to be discussed and put into place for next 1993.

Recommendations:

1. That there be an ongoing petty cash system of \$1000.00 to eliminate unnecessary delay in acquiring cash.
2. That there be one requisition book and each tutor may sign for their requisition, not just one tutor.

Permanent Room For Raukura

- Initially it was difficult for the students and tutors to move about, as a result of this, resouces have been lost or taken by other classes using the same room.
- Students and Tutors feel that the Raukura whānau must be based permanently in their own room. Students became disgruntled when they did not know fom day to day where they were to be located. These tensions had then to be dealt with by the tutors, which in some cases spoilt the day for students.

Literacy and Numeracy Tuition

- The hours for this tuition need to be as non-disruptive as possible to the ordinary programme. Tutors have found that they have only had half the number of students and had to repeat the kaupapa continuously.

Māori Studies Support

- All members of the course have appreciated the support and expertise of the Māori staff and in particular the HOD who acted in the Director's absence.
- Being physically close to the mārae enhanced the programme **DRAMATICALLY**.

The College of Education Support

We would like to acknowledge the support and advice of the Director and the Accounts Staff in assisting Raukura to operate effectively.

Next Year

Recommendations

- That the advertising for course tutors begin as soon as possible this year
- That advertising for students begin as soon as possible this year, in order to have selection done, so tutors are able to plan in advance
- Allow course tutors to commence three weeks before the coure starts so they may thoroughly plan and prepare materials, responsibilities and interviewing for the course.
- We would like to recommend that the administration personnel remain our office support for 1993. She has been helpful and diligent, her skills have been used consistently. This position is also shared with the Bilingual programme and it is an important role which should be deemed full-time. Next year there will be two Raukura courses running back to back, it is therefore necessary to maintain the administration area effectively, and other Māori kaupapa.

Ki ngā kaitautoko, ki ngā tauira me ngā whānau, tēnā koutou katoa

RAUKURA REPORT

January – June 1993

July – November 1993

Tēnā koutou ngā kaitautoko i tēnei rōpu. Ka nui te mihi, ka nui te aroha. Me haere whakamua tātou ki te whai i te reo rangatira me ngā tikanga a Koro mā, Kui mā

Introduction

This year, Raukura started with not only new students but also a new staff member who was employed full-time and assumed administration responsibilities. The other two staff members continued to work part-time, teaching 2 days of the week respectively. This is the fourth Raukura course and has now been operating for three years. This is the first year Raukura graduates will be represented as third year teacher trainee graduates. This is indeed a significant year for all those who have fostered and been associated with Raukura.

Students

There were eighteen students accepted on the course, that is six more than the last intake. Of this number seven were male and eleven were female. The age range was from 17-42 years. Seventeen of the students were Māori descent and one other non-Māori. An area of concern for the staff was the change in criteria the Government had in place, one month prior to the course commencing. Consequently, many people who applied and who traditionally would have been accepted as ideal candidates, did not qualify for entry.

Evidence was an attendance problem of those who gained entry. This issue was discussed at many support and management meetings, with strategies applied to deal with this. Although the group dynamics were considerably different to previous courses, this group did manage to overcome differences and become a close unit who worked co-operatively together.

Venue

The class room was based in Te Haonui which once again allowed for close interaction with other groups, role models, staff and manuhiri. This venue is ideal because of the accessibility Raukura has to the Mārae and the wider community, and the students do appear to settle more readily than if they were in another learning environment. It is important to acknowledge Māori Studies Staff and students for their contribution to the successful running of Raukura.

Programme

The programme was similar to previous years, and all teaching staff met regularly to determine the various subjects each would teach, so as to ensure that duplicating tasks did not happen. Another important consideration was to ensure that planning objectives, relevant to the proposal were being met. Guest speakers presented another

perspective to the class and spoke on a wide range of issues that dealt with Education and Māori Issues in Contemporary New Zealand Society.

The group spent one week on a mārae at Waimarama, Hawkes Bay. This occurred midway through the course and proved to be extremely successful. As with any excursion, a great deal of planning is required prior to the event and students were encouraged to participate in this also. Many of the students had not experienced staying on a mārae for longer than a day or so, and commented on the positive experiences that they encountered because of this opportunity.

Other excursions were planned to enrich the programme leading to further learning, it is also important to mention a visit to the National Library and Alexander Turnbull Library were a highlight also. The absence of a male teacher was noted by staff and we tried to address this by creating opportunities whereby the students could be exposed to Mana Tāne issues and tikanga.

Acknowledgements

There are many people who play a significant role in the success of Raukura, yet are not easily identifiable because they work quietly and diligently in the background. It is important to acknowledge them and to thank them sincerely for their contribution and support.

- Director of Special Projects
- Education Training Support Agency Liaison Personnel
- Secretary and Administration Personnel
- HOD and Staff of Māori Studies
- Kaumātua, Kuia and Koro
- Numeracy and Literacy Support Tutor

To all other College staff, invited guests not mentioned but certainly involved, Tēnā koutou, tēnā koutou katoa.

Conclusion

The underlying philosophy of Raukura provides a sound basis from which we develop. Many students gain valuable experiences which go a long way to address some of the important educational and cultural issues affecting Society.

The initiative of Raukura is now bearing the 'fruits' that those who conceived the notion of such a programme and its vision. It is important that with each successive year we nurture and improve this.

Nō reira, kia kaha ki te whai te huarahi tika mā tātou. He kaupapa whakahirahira tēnei, he pounamu hoki.

Te Kupenga o Te Mātauranga
Palmerston North College of Education

RAUKURA
END OF COURSE REPORT
31 Kohitātea – 2 Whiringa-a-rangi
1994

Kōrero te kōrero
Ka puta te kōrero
Kia tika haere te kōrero e
Ma te whakarongo
Ma te titiro
E kii ana ka ako e

The spoken word
Brings forth the language
Ensuring its correctness
Also by listening
Also by observing
It is said, you will learn

E ngā rau rangatira mā, he mihi atu tēnei nā te whānau o Raukura. Kua tae atu nei ki te whakamutunga o te tau. Tēnā koutou ngā Kaitautoko, ngā Kaiawhina, e hapai nei tēnei rōpu. E ngākaunuitia nei kia pakari ake i roto i te reo rangatira me ngā tikanga. Tēnā rawa atu koutou katoa.

INTRODUCTION

The Raukura course commenced 31 January and for the first time, a one year intake programme. This timely event was well received.

A varied and comprehensive programme was developed to meet the learners needs. All lesson content reflected the objectives stated in the ETSA proposal, the emphasis being Kaupapa Māori.

The course started with 18 new students but also another new staff member, as we said our farewells to an existing lecturer who transferred to a Māori Studies programme. This new lecturer was an expert mathematician with a difference, who equated conceptional logic and analytical thinking [puzzle activities]. The immediate impact developed a re-newed interest to a somewhat daunting subject, coupled with flair and imagination that appealed to youth. This lecturer assumed this role on Wednesdays.

Kaumātua input was valued immensely on Fridays, tutoring marae protocol, historical events, past and present, also community based activities.

The full-time lecturer retained the reo programme which was consistent overall to the course content.

1. Māori language and tikanga, communicative activities
2. Traditional Māori activities and art forms
3. The Environment (Pūtaiao) – Care and Conservation
 - Te Waonui a Tāne (The Bush)
 - Te Ao o Tangaroa (The sea)
 - Ngā Tohu a Tawhirimātea (The Weather)
4. Ngā Waiata
 - Traditional
 - Contemporary
5. Marae Nohonga
 - Marae overnight stays at Te Kupenga o Te Mātauranga
 - Week long marae stays to increase te reo usage

The Raukura programme has now been operating for four years and this is the sixth course. This is the second year that Raukura graduates will be represented as third year teacher trainee graduates. This is significant for all those students who have worked hard to successfully achieve this end, to those also who have fostered the notion and been associated with Raukura. Kia ora koutou.

- Ex Raukura students who have graduated through Te Kupenga o Te Mātauranga.

1991	-	1 from Raukura/Te Atakura
	-	2 from Raukura/College of Education programme
1994	-	5 from Raukura/College of Education programmes

STUDENTS

There were eighteen students on the course. They numbered ten male and eight female, who's ages ranged from 17-37. Two of these were rolled over from the previous year because they had entered at a later date. Of course they were valued role models, who in particular had acquired good sound leadership skills. They were able to foster and promote strong basic group dynamics often necessary in a whānau situation like Raukura.

These students were selected because of their potential and desire to learn. They became a close-knit whānau, who individually possessed many good qualities

desirable of 'teachers' and they were there to achieve excellence and their educational aspirations. This group managed to overcome differences and become a close unit who worked steadily together.

Marae Base

The classroom became a permanent base in Te Haonui, allowing for closer interaction with other groups, role models, staff and manuhiri. The marae setting is considered to be appropriate in enhancing cultural learning and providing hands-on participation for all students and indeed for Raukura and the wider community life. Again we pay tribute to the Māori Studies staff for their commitment and support and their contributions to the success of the Raukura course.

PROGRAMME

In keeping with the ETSA proposal the programme was similarly prescribed according to previous years. Changes implemented are as noted:

1. (a) Participation in a Massey University Paper 50.110 Te Kākano o Te Reo.
 - (b) Total Immersion in:
 - Communicative activities
 - Tikanga pangarau (Maths vocabulary), hands-on activities using various maths games and puzzles
 - Tikanga Putaiao (Science vocabulary)
 - Kōwhaiwhai, Geometry o Aotearoa
2. Traditional Māori Activities
 - Taiaha School of Learning – Mokoia Island
3. Computers
 - Learning Hypercard
4. Resource Making
 - (a) Te Reo Books appropriate for Kōhanga Reo and Kura Kaupapa Māori
 - (b) Group Whakaahua (Photographs)
5. Physical Education / Health
 - Health awareness to facilitate language learning
6. Guest speakers are invited, as required to talk or instruct students in various activities.

All teaching staff met regularly to ensure the various subjects and tasks were on track. It was always important to make sure that the planning objectives were, as outlined in the ETSA proposal. Guest speakers presented another interesting part to the programme, no matter what the topic might be.

In addition the students were fortunate to experience two/one week marae stays. The first in May at Kiekie Marae, Waipiro Bay, Te Tairāwhiti. The second in August was at

the marae Rongomāraeroa, Porangahau. These were very successful. The students were given the task to plan for these events of which they thoroughly enjoyed doing. Marae stay for many of these students is a new event and they were overwhelmed by the local generosity and manaakitanga.

Other opportunities were planned to enrich the programme and to enhance further learning, research skills saw the group visit the Wellington Museum, the National Library and the Alexander Turnbull Library.

COMMUNITY NETWORK AWARENESS

Again community guest speakers were invaluable to the programme as well as other TOPS Programmes. This interaction enabled these students to become more proactive about issues facing Māori and to provide a better historical background. Having the kuia and koro at Te Kupenga o Te Mātauranga Marae re-enforced the life essence for all things Māori.

ACKNOWLEDGEMENTS

He mihi nui ki te Kaitakawaenga nana nei i pikau tēnei kaupapa mai i te timatatanga, e te rangatira John Peart wehe atu i runga i te rangimarie me ngā manaakitanga.

We are saddened to officially farewell the Director of Special Projects who retires after 35 years service to the College and to Raukura since its inception. Go well e hoa.

Nā te whānau o Raukura and Māori Studies.

We also thank those people that have made it possible for Raukura to flourish and succeed. To all those staff and guests and many more who have worked conscientiously and quietly in the background, Tēna rawa atu koutou katoa.

CONCLUSION

We have now completed this years course and acknowledge that the students have done well in completing the course contents and objectives as prescribed. They have gained valuable experiences which will assist in endorsing their future development, but more importantly help address educational and cultural issues in society.

We now see more students succeeding in their quest to enter the teaching profession.

Koia nei te tūmanako
Kia kite, kia matau
Ki taku Ao Māori
Mā te reo

This is the desire
That a deeper understanding
Of my Māori world
Will come through the language

STATISTICS

The following number of students have gained placings in the 1995 teacher training education programmes.

9	-	Te Tohu Pōkairua Kura Kaupapa Māori
2	-	Students returning to secondary school to complete school qualifications.
		Palmerston North College of Education
		Te Kupenga o Te Mātauranga

RAUKURA
END OF COURSE REPORT
6 o Pepuere – 8 o Tihema 1995

E rau rangatira mā ngā mihi ki a koutou, mai i te whānau o Raukura. Kei te harikoa te whānau kua tae ki te whakamutunga o te tau. Tēnā koutou ngā kaiako, ngā kaitautoko, ngā kaiawhina me ngā kaitakawaenga, e hapai nei tēnei rōpu. Ko koutou mā e kaingākau nei, kia ū mārika a tātou rangatahi i roto i te reo rangatira me ngā tikanga Māori i waihotia mai e ngā tipuna mātua. Kia ora koutou katoa.

Greetings from Raukura and the Māori Studies Department. We are indeed delighted and grateful to welcome the completed fourty weeks of this programme. We acknowledge the students who have completed the course, and the lecturers for their valued input, and those that have consistently supported the Raukura students and this programme, especially our Koro and Kuia. Nā mihi nui, nā mihi aroha kia koutou.

As preparations for the programme commenced for 1995, we were aware that the Director had retired the previous academic year. Recruitment for Raukura students usually happened in November. This had not been entered into, because a successor had not been appointed to replace the Director of this project. It proved a testing time for all concerned to ensure the course was on track and operating again. Those working diligently in the administration process, had a fortnight to recruit students, and the only option available was to seek community network assistance. This communication contact was to prove effective, resulting in Raukura commencing a week later, on the 6th February. Our gratitude and aroha go out to all those who supported our recruitment of students, but more importantly the iwi wanted to see their whānau and hapū take up the challenge, and the opportunities this course had to offer, to also ensure its survival. No reira rā tēnā koutou katoa.

This is the seventh Raukura group at Te Kupenga o Te Mātauranga, and also for the first time, under the directorship of the HOD of Māori Studies. E āku tūakana ka nui te mihi, e kore te aroha e mimiti.

This group of students comprised of a cross section of ages, gender and social backgrounds but due to the nature of recruitment there were a number of school leavers. This in itself was somewhat challenging to ensure the group dynamics were kept intact.

The course was enriched by the lecturers of Māori Studies, who gave their valued input into the programme. The modules consisted of:

- | | |
|--------------------------|----------------------------|
| • Te Reo/Pangarau/Waiata | Computers |
| • Mahi Toi (Art) | Literacy |
| • Harakeke Weaving | Te Reo/Tū Marae/Hākinakina |

All modules of learning were taught with communicative activities. Consideration at all times was to ensure the planning objectives [as outlined in proposal] was being met. Fieldtrips were important in keeping the whānau concept intact, as well as guest speakers presenting another perspective to the class. We also welcomed on board a PNCE Administration Officer.

This year there were six past Raukura students who graduated from the third year teaching programme, but more significantly for the first time, two Bachelor of Education graduates, who are also secondary teachers. This is a special year for the College of Education and the Māori Studies. Congratulations to all the students who have achieved their aspirations in their chosen profession, and so aptly stated in the following proverb. Tēnā koutou katoa.

‘Ko ia e kai ana i te miro, nōna te ngahere
Ko ia e kai ana i te mātauranga, nōna te ao’

He who partakes of the miro, the forest is his
He who partakes of knowledge, the world is
his oyster

STUDENTS

There were eighteen students on the course, and of this number seven were male, eleven were female. The age ranged from 17-37 years, all of whom were of Māori descent. Again with younger students attendance was always a problem and a concern for the staff. Ways and means were devised to try and deal with this problem. The group dynamics were what different to previous courses but consistent support and whanaungatanga seemed to allay indifferences and sustain a more co-operative unit.

VENUE

Having the classroom sited in close proximity to Te Kupenga Marae allows for meaningful interaction on the marae-ātea. The students do settle down better and are more responsive in learning. We thank the Department of Māori Studies for the generous support to Raukura in its endeavours to maintain this programme. Kia ora koutou.

PROGRAMME

As indicated earlier, the teaching staff and their individual teaching skills, highlighted the professionalism and the quality time afforded the students. The group spent three days in Wellington at a festival of arts display and simultaneously increasing research methods at the Turnbull Library, Museum and Akopai Teachers Training College. One week marae visit to Tinatoka Marae, Ngāti Porou and another week spent at Pararaki Marae, Whānau-a-Apanui.

Many students have never experienced a marae stay before, and therefore find this a most opportuned time to enjoy these experiences. This allows more exposure to further interact with other iwi and to learn of Traditional and Contemporary New Zealand Society.

ACKNOWLEDGEMENTS

There are many people who play a significant role in the success of Raukura, they so often work unobserved behind the scenes. We say kia ora and thank you very much for your sincere contribution and support.

To all College staff, invited guests, students and Te Kupenga O Te Mātauranga Lecturers, the kuia and koro. E kore e mutu te mihi ki a koutou. Tēnā koutou katoa.

Nō reira, kia kaha ki te whai i te huarahi tika mā tātou katoa. He kaupapa whakahirahira tēnei, he tino pounamau hoki, kia ū māriki ki te kaupapa nei.

TĀPIRITANGA
Wāhanga Tuatoru



Na whāinga o tēnei tāpiritanga tuatoru ko ngā taumata hiki ake te kirimana me na hononga o ngā pepa mātauranga ki te Whare Wānanga o Massey, me ngā kōrero tuku iho e hangai ana ki a Raukura.

Education &
Training
Support
Agency

Skill
New Zealand



Training Opportunities for people aged 18 years and over

Offer of Training

Programme Name:

RAUKURA

Provider Name:

MASSEY UNIVERSITY COLLEGE OF EDUCATION

Training Site
Address:

Centennial Drive
Palmerston North

Phone Number:

06

Contact person for programme:

Programme Class:

Māori Lang-Raukura

Programme Details:

Workplace Component (average % of total training time to be spent in the workplace):

10%

No. of Trainee Weeks:

225 X 480

Total Cost:

225X15X40

Duration:

40

Weekly Fee :

225

Training hours per week

30

Expected throughput:

18

Max. no. of trainees:

15

Payment Cycle :

B

Average no. of trainees:

15

Programme Runs:

RUN 1: Semester One

Start Date

End Date

1/2/2000

7/4/2000

RUN 2:

Start Date

End Date

26/4/2000

30/6/2000

RUN 3: Semester Two

Start Date

End Date

17/7/2000

29/9/2000

RUN 4:

Start Date

End Date

9/10/2000

30/11/2000

Programme Unit Standards Details

Please complete this sheet to identify the unit standards to be offered. Please asterisk those unit standards that you expect the majority of trainees to be assessed for.

Provider Name: **Massey University College of Education**

Programme Name: **Raukura**

Paper Code	Paper Title	Level
	The Raukura programme consist of the following papers	
82 .010	Te Reo Māori	Semester 1/2
82 .011	Ngā mahi Tuturu/Mārae tikanga mai i mua/ki muri	Semester 1
82 .012	Korikori Tinana/Performance - waiata/haka/poi/ tīrākau/tititorea	Semester 1
82 . 013	Computers/Rorohiko	Semester1
82 .014	Introductory Science/Putaiiao	Semester 2
82 .015	Introductory Maths/Pangarau	Semester 2
82 .016	Study Skills/Numeracy-Literacy	Semester 2
82 .017	Ngā Rawa/Resource Production	Semester 2
	* Wāhanga Haerere (noho Mārae-a-iwi) Two/one week distant fieldtrips to experience the Kawa and Tikanga of other iwi.	S2
	* Noho Mārae - Overnight live-in at Te Kupenga Mārae x 3	S1/2
	These consist of workshops in TeReo/waiata/haka/whakataruna.	

Learning objectives for content not covered by unit standards:

The main objective of the Raukura course is to gain confidence in speaking the Māori Language, to develop a level of fluency in Te Reo Māori, increase knowledge of Tikanga Māori, provide enhancement of all things Māori, develop sound study skills.

Expected Programme Outcomes

Education Results:

What percentage of trainees do you anticipate will achieve 70% of the credits for which they are assessed?

Presuming trainees remain on the full length of the programme, please estimate the average number of credits at each level on the NQF that you would expect trainees to achieve:

Number of Credits in Generic Unit Standards:

Level 1

Level 2

Level 3

Number of Credits in Industry Unit Standards:

Level 1

Level 2

Level 3

National Certificates available:

RAUKURA CERTIFICATE OF COMPLETION

Employment Outcomes:

What percentage of trainees do you anticipate will be in full time employment at 2 months after leaving the programme ?

What percentage of trainees do you anticipate will be in part time employment at 2 months after leaving the programme?

Further Training Outcomes:

What percentage of trainees do you anticipate will be in further training at 2 months after leaving the programme?

Purpose :

Please explain the purpose of the programme, including who the training is designed for; what trainees can expect to gain from the training; and the outcomes that will be achieved.

This course is designed to meet the needs of: students who wish to prepare for study at University level. The programme of study will enable students to gain the necessary skills and knowledge to enter the pre service teacher education programme of their choice, or any other University programme they may choose

Recruitment:

If you are targeting a specific trainee group(s) based on gender or ethnicity, please describe how the training will assist this trainee group(s) to achieve an equal place with others in the community.

(Where recruitment is targeted on the basis of gender or ethnicity, an answer to this question is required under the Human Rights Act, 1993 - please refer to the guidelines which accompany this form for further explanation.)

The specific purpose of this programme is for all learners and its prime function is Te Reo Māori (Māori Language) and Tikanga Māori (Māori Culture). Certainly, other cultures are given consideration if their desire is to learn the language and culture. We also welcome their own cultural input in the learning strategies available.

How do you intend to market the training and recruit trainees (other than those referred to you by the Department of Work and Income)?

This is promoted by the co-ordinator and other student groups through interaction with other TOP courses, advertising flyers, community networking of schools, community centres, local radio station, news papers, social services and the College of Education Recruitment Officer.

The Specification

For each feature listed in the specification on pages 14 - 16, you are asked to write a brief description (i.e. three to four paragraphs; or a list of bullet points) about how you will meet the requirement and produce the identified output. *Your description will reflect the type and level of training you want to offer and the **particular group(s) of trainees your training is designed for.***

Information in the appendices will assist you to complete this section.

1. Describe what you will do to meet the **needs assessment** requirement to produce the identified output.

When the clients apply in the first instance it is noted, nearly always, that their literacy skills need attention, consequently further communication is entered into to meet this need and to provide ongoing support as well as provide referral services should it be required. At the interview process the reo ability is assessed and an analysis by which staff can identify and provide the target language and a practical level to meet the learners need once the academic year commences. School history is noted and a range of resource people provide input into the programme to support student learning needs

2. Describe what you will do to meet the **pathway planning** requirement to produce the identified output.

Time management is emphasised at the beginning of the course and re-enforced consistently throughout the programme. At times attendance can be a concern. Any re-occurring negative habits are monitored. Support for students from whānau, hapū, iwi is encouraged. A course booklet is provided at the commencement of the programme clearly outlining the timetable and duration of contents for the 40 weeks planner. Every schedule is consistent with the planner.

3. Describe what you will do to meet the **trainee support** requirement to produce the identified outputs.

Throughout the course guidance and support will be provided and referrals are considered if other options are required. A network of college personnel is available to share information and to provide a platform and encouragement for further tertiary education. Provision of ongoing support for consistently monitoring for a favourable outcome.

4. Describe what you will do to meet the ***responsiveness to Maori*** requirement to produce the identified outputs.

The learning environment ie. classroom is within close proximity to Te Kupenga Marae and therefore conducive to the learner thus exposing interaction to the wider community, the traditional skills and the transmission of Te Reo. The classroom environment is also a significant area of interaction, creativity in the spiritual and physical sense, aligned with visual adornment to encompass and enduce positive encouragement and confidence. Other TOP's groups as well as the many teacher training students at College of Education interact with this client group. Kōhanga Reo visits are made for teacher training observation purposes, fieldtrips, traditional arts and crafts and resource production encouraged ie. Te Reo books. Learn the kawa of other iwi. the sea and forest.

5. Describe what you will do to meet the ***meeting the needs of Pacific Islands trainees*** requirement to produce the identified outputs.

This is a Te Reo Māori course and as such all cultures are accepted to learn what the course has to offer. In these circumstances a numeracy and literacy component will be delivered to meet the needs. Consideration is given to teacher training in the first instance, but other options are encouraged and referrals made if required. Students take introductory papers in Science and Mathematics skills which have a generic use value. The emphasis on Te Reo Maori and the associated cultural values offer all students an opportunity to study a related Polynesian language.

6. Describe what you will do to meet the ***essential workplace skills*** requirement to produce the identified output.

The environment is conducive to the learner, individual levels of learning are identified and the components adjusted to meet these various needs. Self paced learner methodology is of prime importance and enhances the range of learning styles. Assessments of intent and progression are maintained at the completion of each module taught.

Industry: Teacher Training Programmes ie. Kōhanga Reo, Kura Kaupapa Māori, Primary, Mārae based training.

7. Describe what you will do to meet the ***industry skills*** requirement to produce the identified output.

Identification of previous history in schools and the workplace at initial interview. Similarly, identify history of Te Reo Māori and Tikanga. Skills assessed against expected outcomes of the practical modules in working with children in the schools and Kōhanga Reo centres. Teacher/Tutors/Kaumatuas assess and supply feedback to student and tutor of student work skills through work experience. Identify numeracy and literacy levels of each successful applicant. Plan programme details to meet needs.

Nau Mai - Haere Mai

This Pre-selection Intensive Māori Language Training Opportunities Course is held at the Massey University College of Education marae - Te Kupenga o Te Mātauranga.



This programme is for you!!

For further information please telephone our receptionist on 06-357 9104 or 06-351 3741 and ask for Jasen or Katie.

We look forward to your application.

Application forms are available from:

The Recruitment Office
Massey University College of Education
Private Bag 11035
PALMERSTON NORTH

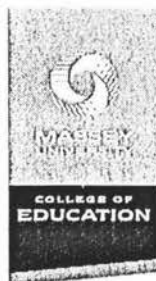
Applications close:

Friday 20 January 1998.



Training Opportunities

Education & Training Support Agency



PALMERSTON NORTH
KNOWLEDGE CITY

Te Roopu Raukura

Intensive Māori Language Training Opportunities Course

For those who wish to further
develop their oral, written and
artistic skills in Māori

Ma te:

Tangata, Wahine ranei
e ako ana i te reo hei reo tuarua
mona



January - November 1998

KIA HIWA RA! KIA HIWA RA!

Tēnā koutou e te whānau whanui e kimi nei i tētahi huarahi kia pakari ake ai tō reo. Koinei te kaupapa māu:

This full-time Maori course runs for forty weeks from January 1998. Some of these weeks are vacation time - April, June/July and in September - coinciding with Primary School Holidays.

Applicants who successfully complete this training Opportunities Course will be eligible for serious consideration for entry to a programme of primary teacher education.

The main objectives of this course are to:

- speak and revive the Māori language
- develop a level of fluency in Te Reo Māori
- increase your knowledge of Tikanga Māori
- provide enhancement of all things Māori
- develop your study skills
- develop other skills beyond the minimum required for selection into Massey University College of Education programmes - Bilingual, Kura Kaupapa Māori, Primary and Early Childhood.

Subjects covered will be:

- Te Reo Māori me ōna Tikanga
- Literacy
 - ie grammar, sentence structures, etc
- Computer Studies
 - introductory level, basic computer skills
- Numeracy
 - improvement of computation skills, ie addition, subtraction, etc
- Art
 - the study and practice of traditional Māori art forms
- Physical Education / Health
 - heightening health awareness and facilitating:
 - language learning
 - identifying areas for concern as regards to Māori health.



This course is accredited with the New Zealand Qualifications Authority (1996).

He Kaupapa Māori

- Hai whakaputa i te reo.
- Hai whakaoho i te wairua.
- Hai whakaū i ngā tikanga a tēnā, a tēnā, a tēnā iwi.

A muri, ka āhei koe ki te tono mo tētahi o ngā tūranga taurira Te Kupenga o Te Mātauranga mo te tau 1997.

Haere mai ki te whānau o Te Kupenga o Te Mātauranga.

Te Tū o Te Kaupapa

- Ko te reo te mea tuatahi.
- Ko te whakapakari ake i ngā āhuatanga e pā ana ki ngā ture o te reo Pakehā (literacy).
- Ko te whakapakari ake i ngā āhuatanga e pā ana ki te mahi tātai (numeracy).
- Ko ētahi āhuatanga mo te romiromi mihini ātea (computers).
- Ko te orange-tinana, orange wairua.
- Ko te titiro ki ētahi atu huarahi hai whakapapakari i āu nei mahi pērā i te whare pukapuka (resource development).

Ngā Hua Ka Puta

- Ko te whakahoahoa.
- Ko te whakarongo ki ngā mita o te reo huri noa i te motu.
- Ko te whakapakari i te reo me ōna āhuatanga katoa.

Palmerston North College of Education
Te Kupenga o Te Matauranga

JOB DESCRIPTION 1996

(Note: On 1 January 1996 the Palmerston North College of Education will become part of Massey University.)

Position: Lecturer in Bilingual Education (0.5) and Raukura
Preselection Intensive Maori Language Training
Opportunities Course (0.5)
(Two Year Contract)

Responsible to: Head of Department, Maori Studies

Responsible for:

1. The preparation, teaching and assessment of courses for Bilingual Studies students.
2. Assisting with the student advisory and support programme for Bilingual Studies students.
3. Taking an active part in the organisation of and participation in the functions held on Te Kupenga o te Matauranga marae.
4. Assisting with the preparation, teaching and assessment of the Raukura Course.

Function:

In addition to the special responsibilities listed above in (1), (2), (3) and (4), the Lecturer will:

- (a) take a full and appropriate share in the teaching and other commitments of the Maori Studies Department
- (b) take part in the wider life of the College; and
- (c) undertake additional duties as negotiated with the Principal.

Primary Objectives:

1. To assist the HOD Maori Studies, provide a range of high quality programmes designed to meet the needs of students preparing to teach in Maori/English bilingual schools/units/classes within the education system.
2. To assist the HOD Maori Studies provide the Raukura Course.

Vac 96/37

Key Tasks:

To:

1. Teach a range of bilingual courses for the B.Ed (100-200 level), and carry out teaching responsibilities in the Raukura Course as discussed and agreed with the HOD Maori Studies.
2. Provide leadership in Bilingual and Maori Education for primary teacher trainees and for Raukura students.
3. Participate on committees, working parties, professional agencies and the like, as discussed and agreed with the HOD Maori Studies.
4. Continue to develop personal knowledge and expertise in the areas of professional concern.
5. Continue close contact with professional organisations, groups and individuals involved in Bilingual Education, Kohanga Reo, Kura Kaupapa Maori and other Maori educational initiatives.
6. Visit schools and perform other duties related to supervising student teachers during their teaching practice.
7. Lead and/or participate in field trips/hui associated with courses.
8. Liaise with the Bilingual Studies lecturer in the Ruawharo programme (Kahungunu) regarding consistency in the teaching and assessment of courses.

PERSONAL SPECIFICATIONS

Qualifications:

The appointee should:

- be a fluent speaker and writer of Te Reo Rangatira and be a competent performer in the performing arts with a sound knowledge of Maori traditions and culture;
- be qualified as a teacher;
- have had training in bilingual education;
- have knowledge of teaching and learning principles of second language learners.

Skills:

The appointee should have:

- the ability to motivate students, use a variety of teaching methods, make decisions and keep to deadlines while allowing flexibility when required. Sensitivity to and recognition of iwi/dialectal differences is important;
- excellent written and oral language skills;

Experience:

The appointee should have:

- Relevant and successful experience of teaching in Maori and of teaching in Bilingual programmes is required.

Personal Qualities:

The appointee should be:

- able to work effectively as a team member;
- committed to the promotion of Maori Education and equity issues.

Vac 96/37

25/10/95

Section 1

Trainee to complete

Personal Details

Name:
(First name) (Middle initial) (Family name)

Address:
.....

Date of Birth:/...../..... Are you: ☐ MALE ☐ FEMALE (please tick ONE)

Contact telephone number:

Do you have a New Zealand Qualifications Authority (NZQA) Record of Learning (ROL)? ☐ YES ☐ NO (please tick ONE)

If YES, please write your ROL number here: - -

Have you attended a Training Opportunities programme before?

If YES, please answer the question below, and fill in any information that's CHANGED, then sign SECTION 5
☐ YES ☐ NO (please tick ONE)

If NO, please complete ALL of this page, then sign SECTION 5

Has your NAME CHANGED since your last programme? If so, what was your name then?:

Section 2

Trainee to complete

Statistical Information

What Ethnic Group do you belong to? (you may tick MORE than ONE)

European/Pakeha (EPK) ☐	Niuean (NIU) ☐	Other Pacific Island (OPI) ☐	Other Asian (OA) ☐
Cook Island Maori (CIM) ☐	Samoan (SAM) ☐	Chinese (CHI) ☐	Other European (OE) ☐
New Zealand Maori (NZM) ☐	Tokelauan (TOK) ☐	South-East Asian ... (SEA) ☐	Other (OTH) ☐
Fijian (FIJ) ☐	Tongan (TON) ☐	Indian (IND) ☐	

If you are a NZ MAORI, please state: 1. Main tribal affiliation:

2. Other tribal affiliations:

Section 3

Trainee to complete

Qualifications

What are your Highest Qualifications / Exams passed? (tick ONE only)

None (UNQ) ☐	1-2 School Certificate passes (SCA) ☐
3 or more School Certificate passes (SCB) ☐	6th Form Cert. with 2 or less SC passes (SFA) ☐
6th Form Cert. with 3 or more SC passes (SFB) ☐	University Entrance (UE) ☐
Scholarship / HSC / Bursary (HSC) ☐	Trade certificate (TRC) ☐
Degree (DEG) ☐	☐ Other (please specify):

Section 4

Trainee to complete

Employment History

How long have you worked in paid employment? (Full time employment is 20 hours per week or more)

Full time one year or more (WGY) ☐	Full time less than one year (WLY) ☐
Part time only (PTO) ☐	Never (NVR) ☐

If you are aged 18 or more, but less than 20 years, what date did you leave school?: / /

Are you currently registered with New Zealand Employment Service? ☐ YES ☐ NO (please tick ONE)

If YES, please attach your NZES Enrolment Card

PLEASE TURN OVER

Section 5**Trainee to complete****Trainee Declaration**

I declare that all the information on this form is true and correct.

I authorise the Training Provider and the Education & Training Support Agency to collect from and disclose to other Training Providers, NZ Employment Service, Department of Social Welfare, NZ Qualifications Authority and Workbridge information about me that is required to:

- 1 Verify my eligibility for and record my progress on this and future training.
- 2 Verify my eligibility for a training benefit.
- 3 Confirm credits that I have or may achieve on the National Qualifications Framework.

Signed

I acknowledge receipt of information relating to the collection, use and disclosure of personal information under the Privacy Act 1993.

Date/...../.....

Sections 1 - 5 must be completed to enable you to be enrolled in the Training Opportunities Programme.

Section 6**Provider to complete****NA Pātunga**

Provider name:

Provider number:

Course name:

Course number:

Course start date:

Trainee start date:

Why is this trainee eligible to participate on this course?

(Please enter Eligibility Code from Training Provider notes)

Does this trainee have special needs for additional literacy or numeracy skills? (please tick ONE)

YES	NO
-----	----

Has this trainee previously attended a Training Opportunities programme, or a Skill Pathways or Skill Enhancement project?

(please tick ONE)

YES	NO
-----	----

Has this trainee achieved any Unit Standards from school or any other training, outside of Training Opportunities, Skill Pathways or Skill Enhancement?

(please tick ONE)

YES	NO
-----	----

If YES, please attach evidence of the Unit Standards achieved

Section 7**Provider to complete****Travel Costs**

Is this trainee applying for assistance with Travel Costs where these costs exceed \$1.00 per day?

(please tick ONE)

YES	NO
-----	----

If YES, please supply the following information:

1. Attach to this enrolment form a bank deposit form OR bank verification of the Trainee's bank account number
2. Total cost of daily return trip = \$.....
3. If no public transport is available and the trainee is using personal transport,

enter distance travelled per day = kilometres

Section 8**Provider to complete****Provider Declaration**

(please complete checklist)

1. I certify that, to the best of my knowledge and belief, the information relating to this trainee is true and correct.
2. I certify this trainee meets the eligibility criteria for a fully funded training place.
3. I have verified that this trainee is a New Zealand citizen or has Permanent Residence.
4. I understand that I am responsible for the information regarding Travel Allowance details (if applicable).
5. I have verified the trainee's bank account details and proof of number is attached (if applicable).
6. I have attached NZES Enrolment Card (if applicable).
7. I have attached relevant evidence of Unit Standards achieved (if applicable).

YES
YES
YES
YES
YES
YES
YES

Co-ordinator - Lecturer
RAUKIPIA PROGRAMME

Signed Date/...../.....

Designation

		2	3	4	5	6	7	8	9	10
KOHITATEA January		HUI-TANGURU February				POUTU-TE-RANGI March				
17 19 21 24 26 28 31		02 04 07 09 11 14 16 18 21 23 25 28				01 03 06 08 10 13 15 17 20 22 24 27 29 31				
		Full Day ETSA Farewell NZ Income Support			Te Rangimarie Maori Visit					

11			12	13	14	15	16	17	18/EX
PAENGA-WHAWHA April				HARATUA May					PIPIRI June
03 05 07 10 12 14 17 19 21 24 26 28 31			01 03 05 08 10 12 15 17 19 22 24 26 29 31	02 04 06 09 11 14 16 19 21 24 26 29 31					03 05 07 09
Raukura Break		Raukura Break	Good Friday Easter Monday Raukura 10th Anniversary Start Date	Research Methodology - Whakapapa - Wellington (Positive entry)				Tubinga Whakamatautau 18/02 - Kaitiaki 2 Whakamatautau (Pos/Negative) and #1000 18/013 - Rongitike Whakamatautau	Queen's Birthday

19/EX	20		21	22	23	24	25	26
		HONGOINGOI July				HERE-TURI-KOKA August		
12 14 16 19 21 23 26 28 30 03 05 07 10 12 14 17 19 21 24 26 28 31		01 03 05 07 10 12 14 17 19 21 24 26 28 31	02 04 06 09 11 14 16 19 21 24 26 29 31			03 05 07 10 12 14 17 19 21 24 26 28 31	01 03 05 07 10 12 14 17 19 21 24 26 28 31	02 04 06 09 11 14 16 18
Computer Skills C.V preparation and Research process	Final Date	Raukura Break	Raukura Break	Start Date	Whakamatautau	Maori-Ti-Sakeu - Raukura Overnight	Student Placements	Student Placements

27	28	29	30		31	32	33	34	35
		MAHURU September				WHIRINGA-A-NUKU October			
21 23 25 28 30 01 04 06 08 11 13 15 18 20 22 25 27 29 02 04 06 09 11 13 16 18 20 23 25 27		01 04 06 08 11 13 15 18 20 22 25 27 29 02 04 06 09 11 13 16 18 20 23 25 27							
Block of Placements	Block of Placements Winterfest		Student Applications to C.O.E	Final Date	Raukura Break	Start Date	Assessment Evaluation	Nga Rawa Whakamatautau Utaui/Written	Labour Day

36	37	38	39	40			
WHIRINGA-A-RANGI November				HAKIHEA December			
30 01 03 06 08 10 13 15 17 20 22 24 27 29 01 04 06 08 11 13 15 18 20 22							
182 010 - Te Kōwhiri Whakamārama Orahā Written	182 016 - Stōdy Skills Whakamārama Orahā Written	182 015 - Pongitō Whakamārama Orahā Written	Hārengā ki Whānau-A-Apōpō	Raukūmā Graduation Preparation Raukūmā Graduation	Pepepeke		

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

Raukura Questionnaire

Date:

1. How did you find out about this course ?
2. Why have you come to this course ?
3. What things Māori have you been involved in ?

Kia ora your participation is appreciated.

**MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA**

Raukura Questionnaire

Date:

1. How did you find out about this course ?

Through the cancellation of another course i intended to attend. The feeling I get from this whānau is a lot of warmth and it feels good.

2. Why have you come to this course ?

To learn and understand the Māori Language and Culture. To some day help the younger generation in the best way i can. To satisfy myself in my heart of my culture

3. What things Māori have you been involved in ?

Working on and around a marae, helping with hāngi, helping in the cooking and butcher work, attending tangihanga. Sitting with the kaumātua and listening to their good advice whenever i have stayed overnight at a marae.

Kia ora

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

Raukura Course Assessment Evaluation

Tēnā koe

The following questionnaire is designed to give you the student an opportunity to provide feedback on the Raukura Course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved ?

2. Has the Raukura course met your expectations ?

3. Comment on your future plans, your goals and aspirations ?

4. Do you have any suggestions that may improved the course ?

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.

I ~~have~~ feel that I have achieved more than a lot on this course. I never knew Māori before I came to Raukura. I now can say a lot of sentences in Māori. Also self confidence. Whaea Ema has opened us all and I now do not feel so shy as I did in the beginning of this year. All the teachers have taught me a lot through this Raukura programme.

2. Has the Raukura course met your expectation?

Raukura has met my expectations by teaching me a lot. I feel a lot more confident now! I liked meeting new friends, learning the Māori language, knowing a lot more about my background. Also making kete's and trips going on trips. I'm glad I have learnt what I never knew before.

3. Comment on your future plans, your goals and aspirations?

My future plans are to become a good teacher. My goals are to teach my children well, and to teach other children out there whom need to be ~~teach~~ taught. I know that I could become an excellent teacher.

Do you have any suggestions that may improve the course in 199-? if I'm excepted.

I don't feel that any improvements need to be changed. It would be good however if the students co-operated more with the teachers.

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.

Writing and reading skills. speaking in Te Reo Maori, and writing in Te reo. Basic teaching requirements in a kōhanga situation learning in a whānau environment coping with deadlines and working to a schedule. Learning about Te ao Maori and achieving various skills in creating taonga Maori, i.e. Māori raranga. Finally learning more about myself and my identity.

2. Has the Raukura course met your expectation?

Yes. I felt that Raukura helped me in many ways. There was the fact that it settled me into a pattern and helped prepare me for a tertiary education.

I liked the whānau atmosphere of Raukura and the independence given to you by the kaiako (teachers) to complete your tasks. I thoroughly enjoyed the mixture of lecturers who came into Raukura.

3. Comment on your future plans, your goals and aspirations.

I would like to go into University and study. My goals ~~are~~^{is} to have a good education and become a great sportsman.

Do you have any suggestions that may improve the course in 19??

To all students, put in what you want to get out of Raukura.

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.
 - * Whāikoreo Format
 - * Good learning as a whanau unit
 - * Learnt many songs
 - * Weaving flax
 - * Work experience at Kohanga Reo

2. Has the Raukura course met your expectation?

Raukura has met all of my expectations.
The best thing I've liked was speaking the Maori language which I knew I always had.

3. Comment on your future plans, your goals and aspirations.

To do Kura Kaupapa for the next three years
so that I can further enhance my Maori language.
Hopefully become a good Maori primary teacher.

Do you have any suggestions that may improve the course in 1998?

- * Trips need to be spaced out more
- * People with carving, weaving expertise to be used more regularly.

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.

1. *First and foremost the confidence and ability to stand and speak in Maori in a total Maori environment, i.e. Maure.*
2. *The Structure of Maori Whaikorero, acknowledgement of God, respect to Ancestral houses, respect to Maure atea, remembrance of our Whakau, friends etc... Who have died and respect to those who are living.*
3. *The ability to speak and understand my Maori language!*

2. Has the Raukura course met your expectation?

intensive
I Wanted a total Maori course in Maori and got it!
The basic foundation is what you put into the course?
(you put in peanuts, you get monkeys!)
The things that I liked were the Whaikorero, Whakamoemaki, nga korero, nga hitori, nga kareanga, mahi i roto i te kiko.

3. Comment on your future plans, your goals and aspirations.

Publishing childrens books in Maori, travel, Paying the mortgage on my home, establishing a business in publishing screen printing, tee shirts, design etc...
living a peaceful, healthy and productive life.

Do you have any suggestions that may improve the course in 1990?

No! This course is very good!

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.

*I have learnt to speak Maori more fluently but I have still a lot more to learn.
He aha, Mohio te Kere Maori, maianer engari, te timatanga, tenei tau Kare Mohio*

2. Has the Raukura course met your expectation? What are the things you liked best.

*Yes this course has been exactly as I hoped.
I like the way things are run more outdoor activity not so much paper work. When it comes to much paper work I just switch off. So yeah, it's good having mahi that I can complement with*

3. Comment on your future plans, your goals and aspirations.

E Maori i tenei tau ka haere ki te Kura Kowiri Maori. Ka mutu tenei mahi, ka hoki atu te Kura roko o taku whānau mo te Karako Te Reo Maori

Do you have any suggestions that may improve the course in 1998?

Kere Maori, nga na Katoa

Kia ora we appreciate your participation.

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA STUDENT ASSESSMENT

Tēnā koe

The following questions are designed to give you an opportunity to provide feedback on the Raukura course, the fieldtrips and to assess your final progress.

1. Identify the skills you have achieved.

- Karakia (prayer) - Waiata (Songs) - Pepeha o Rangitane (History)
- Tikanga Maori e pa ana a Tamaiti (All aspects of Maoritanga).
- E tu ana ki te korero te Reo (Confidence to get up and speak the language in front of a group) - Kawa (rules & procedures on a marae) - Manaaki te manuhiri (How to look after your visitors).

2. Has the Raukura course met your expectation? What are the things you liked best.

For me it has. I liked all the things in question 1 but our trip to Te Whanau-a-Apanui was the best.

3. Comment on your future plans, your goals and aspirations.

I hope to move on to Kura Kaupapa Maori to keep our Reo (language) strong for all our tamariki (kids) in Aotearoa. (N.Z)

Do you have any suggestions that may improve the course in 1998?

Yes. A whole lot more on Maori grammar, & those small connective words which is very important in our Reo (language).

Kia ora we appreciate your participation.

Department Māori and Multicultural Education
Te Urū Mātaurau, Te Kūpenga o Te Mātauranga
RAUKURA Programme

16 Hongoingoi 1999

Te Whānau Mana Kākano
5 Crewe Crescent
PALMERSTON NORTH

Tēnā koe Aperira me te whānau

Tuatahi kia mīhia ngā tini aitua kua mene ki te pō, moe mai okioki. Ki te hunga ora tēnā tātou katoa.

It is that time of the year where i have to process the Raukura students into various Kōhanga Reo for observation and teaching practical purposes, as they will soon have the opportunity to apply to the College of Education for a Teacher Training Programme.

I am again asking for your support in allowing the students to come and experience the handson participation in the Kōhanga environment and to feel the warmth you offer at all times. Kei te mihi atu te ngakau mahaki ki wā koutou tautoko ia wā.

If this arrangement meets with your approval the placement times will be as follows in:
half day slots as follows in August only.

The students are:

- Horowhenua
- Ati Haunui-a-Paparangi
- Ati Haumui-a-Paparangi

The scheduled days are:

Tuesday 3/8/99	9.00am - 12.00pm	Wednesday 4/8/99	9.00am - 12.00pm
Tuesday 10/8/99	9.00am - 12.00pm	Wednesday 11/8/99	9.00am - 12.00pm
Tuesday 17/8/99	9.00am - 12.00pm	Wednesday 18/8/99	9.00am - 12.00pm

He whakaaro noa iho wēnei, mena kare e pai ana whakapaa mai ki awau. Kua mutu i kōnei wēnei pitopito kōrero, te wawata kei te piki tonu te ora kia koutou e te whānau. Noho ora mai i raro i ngā manaakitanga o te runga rawa. Waea mai ki a Tina Blake.

Nāku noa

Raukura Programme Co-ordinator / Lecturer
Ph:
Fax:
Email:

Ko Tararua ngā pae maunga
 Ko Manawatu te awa
 Ko te Hōkōwhiri-a-Tūmatanenga te hāpua
 Ko Ruahine te Mārae-atea a Tūmataucunga
 Ko Te Kūpunga o Te Mātauranga te whare
 Ko Te Hōmū tōna piringa
 Ko Rangitane te iwi
 Ko Te Tini a Te Kūpunga o Te Mātauranga te whānau

Te Manu 2 o Here Turi Koka

Kia ora
 You are at:
 Te Uru Karaka Kohanga Reo
 Ko Kuis te kaiako
 Te Pūtahi a Toi
 PALMERSTON NORTH

Your placement times are half days only as follows, you must return to TKM
 1.00pm – 3.00pm after each schedule.

Tuesday 3/8/99	9.00am - 12.00pm	Wednesday 9.00am - 12.00pm
Tuesday 10/8/99	9.00am - 12.00pm	Wednesday 9.00am - 12.00pm
Tuesday 17/8/99	9.00am - 12.00pm	Wednesday 9.00am - 12.00pm

These visits are compulsory and be there at the times indicated, don't be late.

These **Observation Points** are a guideline to assist you in preparing a report.

- How does the classroom reflect a Māori environment ?
 - What are the teaching methods used !!
 - Is there any form of discipline used ? reasons why ?
 - How do the tamariki respond to the kaiawhina / kaiako ?
 - How resourceful is the Kōhanga ?
 - Does the Kōhanga have a theme / plan etc.
 - Historically, how significant is a Kōhanga Reo ?
- Finally, after a debrief with the Lecturer / Tutor your notes will prepare a written report which the Kōhanga Reo kaiako will cite and sign. It is in your best interest to ensure accurate information.

Nā

15 June '98

Dear Whaea

Thank you for welcoming us to the Marae at the College of Education, recently.

Also thank Te Roopu Raukura. We all enjoyed everybody's singing and learned many things about Maori culture.

The Jasmine Song, which we all sang, was especially for you. I appreciated the jasmine's purity and charm, just like Maori people.

All the best to you!

Yours Sincerely,

Wei-Jung.

黃俊

Sachata 莎塔

Ain Jianhua

Lihua Li

李麗華 Xiaochun 小春

Anna Kony

楊志榮

李麗華

劉華

MASSEY
UNIVERSITYCOLLEGE OF
EDUCATIONHokitika Campus
Centennial Drive
Private Bag 11 035
Palmerston North
New Zealand
Telephone 0-6-357 9104

MEMORANDUM

Date: 21 July 1998

To:

From: Community Relations

Recently I had the privilege of escorting a group, led by New Zealand Employment Service, to visit the Te Roopu Raukura students.

The group (including myself) was warmly welcomed by who outlined the course. The students sang songs of welcome and made the visitors feel at home. They talked about what their programme has been so far this year and what they will be achieving for the rest of the year. They were enthusiastic and focused.

I thought they made an excellent impression.

ORAL PRESENTATION: MARKING SHEET

Names: _____

Presentation date: 8 October 1998

Title of presentation: Te Roopu Raukura

Please
everyone has completed their
Presentation
You will receive your grade

	SECTION	COMMENT
1	Introduction • outline • importance/relevance • background	The mana of the course/topic was established early with the presence of Whaea and Raukura students - they sanctioned and supported your presentation. This in itself validated your information source along with the fact that you are both former Raukura students.
2	Body of your presentation • purposes • curriculum delivery • curriculum content and structure • major differences	A fitting beginning - mihi and acknowledgement to your kaitiaki audience and supporters. Tikanga was invoked early and maintained throughout until your last waiata. Beginning with a course description and explanation of the Raukura logo, symbolizing the 'huarahi o te mātauranga', set your focus early. The entire presentation was loaded with information which your audience soaked in with interest. Variety 'added spice' and maintained their attention via waiata, photographs, video, korero, OHP usage, artwork, resource people and whakatauki. Although the information 'download' was comprehensive it was readily received because your explanations, definitions and examples were coherent - and your manner was informal and friendly. It was a presentation that was more
3	Conclusions • advantages/disadvantages • overall opinion	than informative, it was thought provoking and your audience were challenged to question many issues - issues which have been recently discussed regarding Equity in Education.
4	Questions/discussion	

YOUR PRESENTATION WILL BE GRADED ACCORDING TO YOUR ABILITY TO:	COMMENT evidence, i.e. examples using former 'success' role models eg: Gavin Reedy & Mimi Williams. Tikanga was once again given a firm footing in that the emphasis of unity/whānaungatanga was important as a value behind how the programme/students operate - and the example of explaining Pā harakeke. Pressing onto the future prospect of the Raukura programme left your audience with something to think about/perhaps even a course of action regarding supporting the recruitment drive. Lastly the affirmations (personal included), and the video of the graduation ceremony substantiated the success of the course. You touched on many aspects of the programme that your audience as 'young' teachers would hope to include in their own classroom one day.
demonstrate your understanding of the topic and its implications for teachers and education	
present your information and ideas clearly following the suggested format	
maintain your audience's interest and attention	Ka pai te whakatauki - well chosen

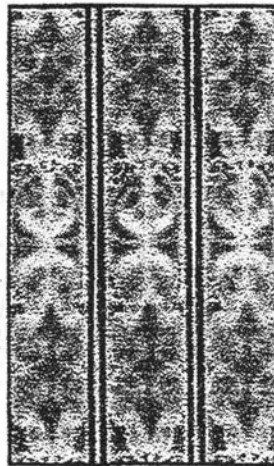
Overall grade/mark: _____

Lecturer's signature: _____

MASSEY UNIVERSITY COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

RAUKURA WHAKAMATAUTAU Ā TUHI

TE REO MĀORI – 82.010



INGOA: _____

ID NAMA: _____

TE RĀ: _____

**NGĀ RAWA/RAUEMI
PEPA 182.017**

TE ARA WHĀINGA:

- Te Whakatā Pukapuka; Te Whakairo Tī Rākau; Te Rangahau Kōrero

NGĀ WHĀINGA:

- Ko te kaupapa o tēnei pepa hei arotake te māramatanga, me te mohiotanga ki wētahi taonga tuku iho mā te mahi toi, mā te mahi rāranga, mā te mahi tahi. Hei whakapakari i Te Reo Rangatira mā te whakawhitiwhiti kōrero, mā te mau ki ngā tohutohu ka ngākaunui ai te tauira ki ngā mahi a ngā tīpuna, me te tuhituhi hoki.

NGĀ WHĀINGA PAETAE:

- A te mutunga o te kaupapa nei kua taea e te akonga:
 - te whakarauhi whakaaro hei tīmatanga te whakatā pikitia toi
 - te kimi, te rangahau te putanga whakaaro hei whakamanawa te kaupapa
 - te putanga māramatanga me te moihio ki te mahi toi
 - te akoranga whai tikanga mō te kawa o te kaupapa me ngā wāriu Māori
 - te whakawaihanga wētahi āhuatanga hei whakaputa whakapapa tīpuna/hitori
 - te tuhi tika i ngā rārangi kōrero mō te pukapuka kōhungahunga
 - te whakaoti tōtika ngā rawa/rauemi i tūmanakohia e te akonga
 - te kitea te oranga wairua, oranga hinengaro, oranga Māoritanga.

NGĀ WHĀINGA AKO:

- he karakia
- he waiata mōteatea
- te rangahau te āhuatanga toi
- te kawa/te tikanga ā mahi

NGĀ ARO MATAWAI

- | | |
|------------------------------------|--------------|
| - ngā whakataunga mahi rawa/rauemi | 30 ngā māka |
| - te whakamatautau ā Reo | 30 ngā māka |
| - te whakamatautau ā tuhi | 40 ngā māka |
| - te kitea ā tinana ia rā | % o ngā māka |

NGĀ PUKAPUKA ĀWHINA

Barrow Terence (1978). Māori Art of New Zealand. A.H. & A.W. Reed Ltd. Wellington

Hetet-Puketapu Erenora (1989). Māori Weaving with Erenora Puketapu-Hetet. Pitman Publishing.

Kahukiwa Robyn (1993). Paikea. Retold from the traditional story. First Published by Penguin Books (NZ) Ltd Auckland.

Prendergrast Mick (1987). Fun with Flax. Published by Reed Books

Prendergrast Mick (1975). Te Māhi Kete Māori Basketry for Beginners. Published by Reed Books

Royal Charles Te Ahukaramū. (1992). Te Haurapa: An Introduction to Researching Tribal Histories and Traditions. Bridget Williams Books Ltd. Wellington.

Shearer A.R. (1969). Kete Making: The Arts of the Māori Instructional Booklet. Art and Craft Branch Department of Education Wellington, New Zealand.

Simmons David. (1985). Whakairo: Māori Tribal Art. Published by Oxford University Press, Auckland.

Robertson, Ailsa. (1989). Patterns of Polynesia New Zealand. Published by Heinemann Education, a Division of Octopus Publishing Group (NZ) Ltd. Auckland.

MAHI PĀNGARAU – PEPA 182.015

NGĀ WHĀINGA:

Ko te tikanga o tēnei pepa hei hiki ake me te whakapakari i Te Reo o te akonga mā ngā kupu pāngarau O Te Anga Marautanga o Aotearoa. Mā te āta whakarongo, mā te mau ki te hinengaro, mā te whakawhitiwhiti whakaaro, mā te whakautu-ā-waha, mā te mahi tahi, me te ngāhau i oti pai ai ngā mahi.

NGĀ WHAINGA PAETAETAE:

A te mutunga ka taea e te akonga ngā mahi tauhanga:

- te tatau i te nama - te taurua, te tauheke, te tau toitū
- te mati i roto i te tau
- te uara - te uara pū, te uara mati, te uara tū
- te tatau (tia), whakaraupapa (tia)
- te tāttai (tia), otinga
- te ine (a), tauira ine
- te hautau, hau

NGĀ WHĀINGA AKO

- he tāpiritanga
- he tangohanga
- he whakareatanga
- he wehewehe

NGĀ ARO MATAWAI:

- | | |
|---|--------------|
| • te Whakamatautau i ngā whakataunga mahi ia wā | 50 ngā māka |
| • te mahi ā tuhi whakamatautau | 50 ngā māka |
| • te kitea ā tinana ia rā e te kaiako | % o ngā māka |

STUDY SKILLS - PAPER 182.016

♦ NGĀ WHĀINGA: Aims

Mā te pepa nei e whakapakari me te whakatō i te whakangungu mātauranga a te akonga, mā te tuhituhi Ingarihi kia tōtika ngā tuhinga, mā te pānui pukapuka, mā te whakarongo, me te whakawhitiwhiti kōrero, te tuku pātai, te mahi ngātahi ki tētahi kia puta te māramatanga.

This paper is designed to develop good English study skills for the learner, by effective planning, written, reading, participation, listening, expressing ideas.

♦ NGĀ WHĀINGA PAETAE: Objectives

- planning study time
- study methods
- listening skills and notemaking
- essay writing / CV preparation
- comprehension
- exam preparation

♦ NGĀ WHĀINGA AKO: Outcome

- able to demonstrate a planned timetable
- able to demonstrate sound written skills
- able to demonstrate sound aural, oral skills

♦ NGĀ ARO MATAWAI: Assessment procedures

- | | |
|---|--|
| <ul style="list-style-type: none"> • Completion of assessments as indicated by tutor • Written Exam • Attendance | <p>50 ngā māka</p> <p>40 ngā māka</p> <p>10 ngā māka</p> |
|---|--|



Dates:

**Dates of confirmed bookings @ Te Ara Lab – Wednesdays
1.00 pm – 3.00 pm.**

April – 21, 28

May – 5, 12, 19, 26

June – 2, 9, 16, 23

July – 14, 21, 28

Ngā Whāinga – Learning Objectives:

Ma ngā mahi o te pepa nei e whakapiki te maramatanga kia mohio mārika te akonga ki te mirimiri, romiromi i te Rorohiko. Mā te ātawhakarongo, ātatitiro, kātahi ka mahi takitahi, mahi a rōpu. A te mutunga kua tōtika te āhua o ngā tuhinga whānui.

The objective of this module is for students to gain a working knowledge of the Macintosh and IBM computers used on the network at Massey University College of Education. This course will give hands on experience with hardware and software on both IBM and Mac systems.

Ngā Whāinga Paetae – Learning Outcomes:

Students will be able to identify the hardware components in a modern PC. They will be able to identify and use the peripherals such as printers and scanners. Familiarity will be gained in using the Macintosh operating system and the Windows NT operating system.

Typing skills will be enhanced with the use of a typing tutor. You will be able to produce professional documents like CVs, and reports.

By learning to use a computer competently you will have gained the experience to complete all future assignments quickly and professionally.

**RAUKURA HAERENGA
KI WHĀNAU-Ā-APANUI**

Monday November 15th to Sunday November 21st 1999

PROPOSAL

VENUE:

WAIRURU Marae – Raukokore

DURATION:

Six day marae visit

PURPOSE:

This fieldtrip for the Raukura students is to compare their own marae which they researched with the marae of another iwi. A comparison of kawa histories, whakapapa, pakiwaitara and the contemporary traditions associated with the urban and rural marae which was part of their marae research. In addition, a marine study of plants and marine life of the reef and rockpools, their habitat, food and the Māori names which are pertinent to this study.

Visits to historical places in Whānau-ā-Apanui (Raukokore, Cape Runaway), Wharekahika and Te Araroa, in Ngāti Porou will be undertaken as the history of Te Whānau-ā-Apanui and Ngāti Porou are entwined.

Meeting the local community and the development of their own social skills in having to live and work together for 5 days will also be beneficial to the student.

LEARNING OBJECTIVES:

- to be able to speak in te reo with confidence
- to be able to experience and interact in local iwi protocol
- to gain practical experiences of the marae and its tikanga
- to learn about local iwi history
- to learn and understand traditional concepts of the moana/sea
- to be able to identify shellfish/seafood and other crustaceans
- to participate in rod/reel and line fishing

ASSESSMENT:

- Participation
- Performance
- Satisfactory completion of set tasks

RAUKURA HAERENGA KI PONEKE
 Sunday May 3rd – Wednesday 6th, 1998

PROPOSAL

PURPOSE:

To further develop the students concepts in the following:

TE PAPA TONGAREWA – Museum

- To extend greater awareness and understanding of Māori Taonga from a national perspective.

TE MĀTĀPUNA MĀTAURANGA O AOTEAROA: *National Library*

TE MĀTĀPUNA PŪRANGA O AOTEAROA: National Archives

- To extend greater awareness and understanding of research methodology and to experience the investigative use of available resources.

NEHUA: *New Zealand Qualifications Authority*

- To further enhance and extend a greater awareness of a holistic approach to the NZQA framework and the mechanisms thereof pertinent to Māori education.

AKOPAI COLLEGE OF EDUCATION: *Karori*

- To interact in whānau whanaungatanga.

HOSTEL ACCOMODATION:

- To interact with other TOPS students, allowing creativity and expression of ideas and feelings in future aspirations.

RAUKURA HAERENGA KI PONEKE
Sunday May 3rd - Wednesday 6th, 1998

ACCOMMODATION: Pendennis Māori Hostel
15 Burnell Avenue
Wadestown, Wellington

LIST OF ITEMS:

you are required to take

- Sleeping Bag or Blankets (s)
- Warm comfortable casual clothing
- A set of gear for best wear; Ngā tane / He tarau pai
Ngā wāhine / He panekoti
- A warm jacket.

- Toiletry gear / towels etc.

LUGGAGE: If possible bring your personal gear in a sportsbag or something similar for packing purposes. Don't bring a suitcase if you can help it.

- Don't forget your own spending money.

- **NB. Departure time:** We will leave **Te Haonui at 10.00am Sunday**. **Kaua e tureiti / Don't be late**, your commitment to this compulsory mini fieldtrip is important to you. Do remember to organise home transport from **Te Haonui on our return if you need to. 3.00pm arrival.**

THE PURPOSE OF THIS MINI FIELDTRIP:

Monday @ 9.00am to 12.00pm - Afternoon to be discussed later.

TE PAPA TONGAREWA – Museum

To extend greater awareness and understanding of Māori taonga from a national perspective.

Tuesday @ 9.30am to 12.00pm

TE MATAPUNA MĀTAURANGA O AOTEAROA – National Library

To extend greater awareness and understanding of research methodology skills and to express the investigative use of available resources.

Tuesday (con't) 1.00pm to 4.00pm

TE WHARE PAREMATA – Parliament guided tour

To experience a greater insight to the operational procedures of the Parliamentary Chambers, in particular the sitting of the house for the Taranaki By-Election and the concluding results.

Time to be discussed immediately after Parliament visit.

AKOPAI COLLEGE OF EDUCATION – Wellington Teachers Training College.

To interact in whānau whanaungatanga

HOSTEL ACCOMODATION:

To interact with other TOPS students, allowing creativity and expression of ideas and feelings in future aspirations.

STUDENT ASSESSMENT EVALUATION

You are expected to submit a written assignment of no less than **300 words**, a **due date** will be discussed. **Do take the following:** A note book or diary and a pen, as each day you will be given an extract entry to start your introductory statements.

Expected arrival at Pendennis Hostel is **2.00pm** there will be a pōwhiri, however there is no need to change, because its not at a mārae.

Kaua e wareware a koutou kaupapa rangahau – Don't forget to bring the information you need to research. Nō reira kia kaha, kia koi o koutou hinengaro i tēnei haerenga whakahirahira.

College of Education

Certificate of Completion: Raukura

The personal course of study of every candidate shall require the approval of the Academic Board. Approval will normally be granted for courses which are in accordance with the Course regulations.

Course Regulations

1. Admission to the Raukura programme will be based upon academic and general admission as may be determined by the Academic Board.
2. Selection for admission will be through a committee appointed for the purpose by the Pro Vice Chancellor of the Massey University College of Education
3. Every candidate for the Certificate of Completion shall complete to the satisfaction of the Academic Board eight papers as listed in the schedule for the Raukura programme.
4. The programme is taught internally over two semesters.
5. Candidates who successfully complete the 40 week programme will be eligible for the award of the Certificate of Completion of the Raukura programme.

Every course of study for the Certificate of Completion shall include:

Paper Title	Paper Code	Semester	location	Mode	Exam Date	Points
Te Reo Māori	182.010	0012	4	1	NIL	30
Ngā Mahi Tūturu	182.011	0001	4	1	NIL	10
Korikori Tinana	182.012	0001	4	1	NIL	10
Mahi Rorohiko, Computer Skills	182.013	0001	4	1	NIL	10
Introductory Science Skills	182.014	0002	4	1	NIL	10
Introductory Mathematic Skills	182.015	0002	4	1	NIL	10
Study Skills	182.016	0001	4	1	NIL	10
Ngā Rawa-Resources	182.017	0002	4	1	NIL	10

Key

Semesters	0001 =	Semester One paper offering	Location	4 = Palmerston North
	0002 =	Semester Two paper offering	Mode	1 = Internal
	0012 =	Double Semester paper offering		

Main Programme of Study

Code

Certificate of Completion

2 1 0 1

Students to use the Registration Form located in the Registration Workbook to register for their papers and programme, using details provided above. Please return the form in the envelope supplied by 15 December 1999. The programme begins on Monday 3 February and finishes on Friday 24 November 2000.

For further information please contact:

TĀPIRITANGA
Wāhanga Tuawhā



Kei tēnei tāpiritanga tuawhā ngā whakaaturanga tūtohunga me ngā whakaahua o ia rēanga
I taea te taumata whakahirahira.

Evening Standard Monday November 12 1996

New skills boost job expectations

By Shani Naylor

Four years ago . . . and . . . were unemployed with few qualifications. Next month, they will graduate as teachers from Palmerston North College of Education. And next year, they plan to attend Massey University to complete education degrees. They entered the teacher training programme after completing the college's Raukura Tops course when they were in their 30s. The 40 week course (which was six months long when the pair took it) focuses on te reo and basic skills. Students also learn about Māori Tikanga (customs) and traditions, and stay on a marae to learn protocol. They improve their literacy and numeracy, learn how to write essays, and get a gentle introduction to tertiary education.

The College principal recently said the Raukura course was regarded as one of the most successful Tops courses in the country . . . "It provides opportunities for education they (the students would never have otherwise)."

Mr . . . decided to do the course after being made redundant from labouring jobs and ending up on the dole. "I always wanted to learn more about Māoritanga. I had been to a few night classes, but it wasn't enough." A cousin pointed him toward the Raukura course. "From there, I got more involved with what's happening, and new horizons opened up. That led me to applying and coming into the college."

Mrs . . . used to work in office management, but found it difficult to re-enter the workforce after staying at home to look after her young son. She heard about Raukura on the radio and thought it would be useful, although she initially had no intention of becoming a teacher. Both had little knowledge of te reo when they started. They both said their parents were fluent speakers, but followed the common view then that their children were better off speaking English. Within seven weeks of starting the Raukura course, the students were thrust into total immersion Māori language three days a week. They said it was frightening to start with, but that everyone was supportive. It also helped them to build up their confidence and self-esteem.

For Mr . . . the big test was standing on a marae and speaking Māori. "But we had the confidence and knowledge behind us. We felt positive, that we could do it." During the year the course members mixed with teacher trainees and saw how hard they worked. "At the end of the course, everybody else was applying to go into teaching," Mrs . . . said, "I thought: I could handle that."

Both were accepted for the three year bilingual primary training programme, from which they will graduate on December 2. Going into teaching practice ("section"), Mrs . . . saw how much the children needed good role models, especially Māori women in education. She plans to go into bilingual or immersion (kura kaupapa) teaching when she completes her degree. She says mature students have a lot to offer. "I think we can make a difference with the life skills and training we have."

Mr . . . said going to college was a hard slog, but that he found it easier when he formed a study habit. "For me, it was the last chance to succeed." Learning te reo also made it easier at college. Now he's thinking about teaching at high school level when he completes his degree, either in a total immersion class or in te reo enrichment. "There are many kids out there who don't know their Māori," he said. The pair said Māori language teaching was a difficult area to work in. "Even though it's been going a few years, it is still at the pioneer stage," Mr . . . said. Resources were still scarce. Eighteen places are now offered in the Raukura course, which aims to make students fluent Māori speakers. Applications for the course close in January.

He pānui whakanui i ngā akonga

He Pohiri

Enga maunga

Enga awa

Enga waka

Enga karangananga maha

He pohiri tenoi

Kia tala mai ki te marae

o Te Kupenga o Te Matauranga

Ki Te whakanui ngā akonga

o Te Roopu Raukura

Ke mōna

Nau mai, Haere mai!!!



Ke Te Ahu-a-Turanga Te Taumata

Ke Manawatu Te Awa

Ke Rangitikei Te Iwi

Te Ra:

Weneri 26 o Hema

Te Wa:

Pohiri Whakamāe 6.00 p.m.

Ke Whaea:

Te Kupenga o Te Matauranga

Te Whakanga o Nga Tuhikete

Te Kōwhiri:

6.00 p.m. ki Te Hōmei

Te Whakanga Kōwhiri

Whakamāe:

6.00 p.m. ki Te Kupenga o Te Matauranga

Te Tiwhikete tuatahi i tukua ki ngā akonga 1991

TE KUPENGA O TE MATAURANGA

Palmerston North College of Education

KUA WHIWHI

I A



TE TOHU RAUKURA
20 WEEK
TEACHERS COLLEGE
BRIDGING COURSE
1991

Principal

Kalako: _____

Te Ra: _____

Tiwhikete 1995

Te Roopu Raukura



*Whaia te iti kahurangi
ki te tuohu koe
me he maunga teitei*

Kia a: _____

*Mou kua whakanuia nei
Toitu! Toitu!
Nau mau!
Tibe Mauri Ora!*

I tenei rā: _____

Tumuaki: _____

Pouako: _____

 PALMERSTON NORTH
COLLEGE OF EDUCATION
Te Kōwhiri o te Mātauranga

 Training Opportunities
Education & Training Support Agency

Tiwhikete 1996

RAUKURA



*"E kore ahau e ngaro
He kaharoa i ruia mai i Rangiatea"*

Ki a: _____

*Mou kua whakanuia nei
Toitu! Toitu!
Nau mau!*

I tenei rā: _____

Tumuaki:  _____

Pouako: _____

 NEW ZEALAND QUALIFICATIONS AUTHORITY
Mātauranga o te Mātauranga o Aotearoa

 Training Opportunities
Education & Training Support Agency



Tiwhikete 1997

RAUKURA



"E kore ahau e ngaro
He kakano i ruia mai i Rangiatea"

Ki a:

Mou kua whakanuia nei
Toitta! Toitta!
Nau mai!

I tenei ra:

Tumuaki:

Pouako:

Te Kupuanga o Te Mātaranga
Massey University College of Education



NEW ZEALAND PUBLICATIONS AUTHORITY
Māori Texts: Mātaranga o Te Kupuanga



Training Opportunities
Education & Training Support Agency

Tiwhikete 1998

RAUKURA



"E kore ahau e ngaro
He kakano i ruia mai i Rangiatea"

Ki a:

Mou kua whakanuia nei
Toitta! Toitta!
Nau mai!

I tenei ra:

25 o Whiringa-a-Rangi 1998

Tumuaki:

Pouako:

Te Kupuanga o Te Mātaranga
Massey University College of Education



NEW ZEALAND PUBLICATIONS AUTHORITY
Māori Texts: Mātaranga o Te Kupuanga



Training Opportunities
Education & Training Support Agency

Kahua

To Kaitiaki Mātāwhiri

Re

Certificate of Completion:
Raukura

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Ngā āwhiri:

Massey University

Te tohu o Te Putahi-a-toi mō ngā taurira Māori kua eke i
te taumata mātauranga i te Whare Wānanga o Massey



MASSEY UNIVERSITY

CERTIFICATE OF COMPLETION : RAUKURA

THIS IS TO CERTIFY THAT HAS BEEN
AWARDED THIS CERTIFICATE, HAVING PURSUED THE PRESCRIBED COURSE OF STUDY
AND HAVING IN THE YEAR 1999 SATISFIED THE COURSE REQUIREMENTS.



Signed under our hand this 19th day of May 2000

Ernest L. Innes (Assistant Vice-Chancellor
(Academic))

Lorna Croxall Chancellor
MASSEY UNIVERSITY, NEW ZEALAND

Raukura 1991



Back Row — CAROL WILLIAMS, DAN PATIWAU, BOB TAMEHANA (Kiamana), KARRYN HEAPS

Middle Row — KAREN KIRIUNA, LES PRIEST, DEAN WILSON, PIKI KIRIAMA (Kaiako), CLAIRE STIRLING (Administration), REGINA TE WHIATU, TIBENE MAURI

Front Row — TIWHA BLAKE, PIKI BLAKE, LOUISE WALKER, DDT MARSHALL-LOBB (General), PAREKUKA, HERRY BROWN, MANU KAWANA, ANA-MARIE, RANGI TAMEHANA (Kui)

COLO

Raukura 1992



Back Row — JODIE TE MOANANUI, SONNY SANDS, KAHU STIRLING (H.O.D. Maori Studies)

Middle Row — HENARE MORICE, WAIMARIE STIRLING, JOHN PEART (Director), PATRICIA LAMBERT (Pouako), MIHI WILLIAMS, PIKI KIRIAMA (Pouako), DANNY KARATEA-GUDDARD (Pouako)

Front Row — HIRIA TUA, HEMARA, DAWN MARUERA, IRIRANGI HAITANA, GAVIN REEDY, KATIE TUA (Heleteri), DEBI MARSHALL-LOBB (Pouako), HAMUERA, RANGI TAMEHANA (Kui), MOKO

Shout — MARIA STOCKMAN, ROBERT KUTI

COLO

Raukura 1992 Rōpu (1)



Back Row — Errol Tūnoa, Peter Sola, Raymond Tereha, Pat Lanchart (Kaitake), Chente Williams, Wiremu Motehaere.
 Middle Row — Manu McClatchie, Angie Lawton, Elsie Pepp, Rose Pinetia, Denise Marshall, Michelle Tereha, Nellie Pepp, Karen Brown.
 Front Row — Shane Boyd, Marina Richardson, Wayne Waiwir, Emma Collier (Kaitake), Ellie Sanders, Delia Marshall-Lobb (Kaitake),
 Waipora-Tia-Tia Marshall-Lobb, Katie Tui (Hikereitū), Cathy Whiting.

COLO
STUDIO

Raukura 1993 Rōpu (2)



Back Row — Errol Tūnoa, Peter Sola, Raymond Tereha, Pat Lanchart (Kaitake), Chente Williams, Wiremu Motehaere.
 Middle Row — Manu McClatchie, Angie Lawton, Elsie Pepp, Rose Pinetia, Denise Marshall, Michelle Tereha, Nellie Pepp, Karen Brown.
 Front Row — Shane Boyd, Marina Richardson, Wayne Waiwir, Emma Collier (Kaitake), Ellie Sanders, Delia Marshall-Lobb (Kaitake),
 Waipora-Tia-Tia Marshall-Lobb, Katie Tui (Hikereitū), Cathy Whiting.



Raukura 1996

Roopu Raukura 1996



Absent:

Keith Apuapa, Tūmāngiora Karanga

Back Row:

Cherie Te Amo, Kahu Stirling (ROD), Darrin Edwards, Zaine Mitchell,
Tūmā Maranga

Middle Row:

Ema Collier (Raukura Lecturer), Kertnapa Hepi, Stuart Rubay, Damien Turner,
Wairimu Te Awetawa Larkins, Reuben Thompson, Mana Cracknell (Lecturer),
Lewis Lind

Front Row:

Kina Kangi Tamehina (Marine Manager), Correne Butler, Awhina Ratahi (Office),
Theresa Nepo-Aporo, Linda Maunahi, Angie Pataku, Marie Cudby,
Berandette Rold, Koro Bee Tamehina (Kaumatua)

Raukura 1997



Raukura 1997

Back: Kahu Stirling (Lecturer), Gary Mackay, Hecumenia Kahukura,

Correne Butler, Wai Hui, Tahi Napi, Mana Maranga

Middle: Hecumenia Maranga, Natalie Rubay, Jean Apiti, Hecumenia Napi,

Koro Napi, Darren Peki, Stacey Robinson, Ema Collier (Lecturer),

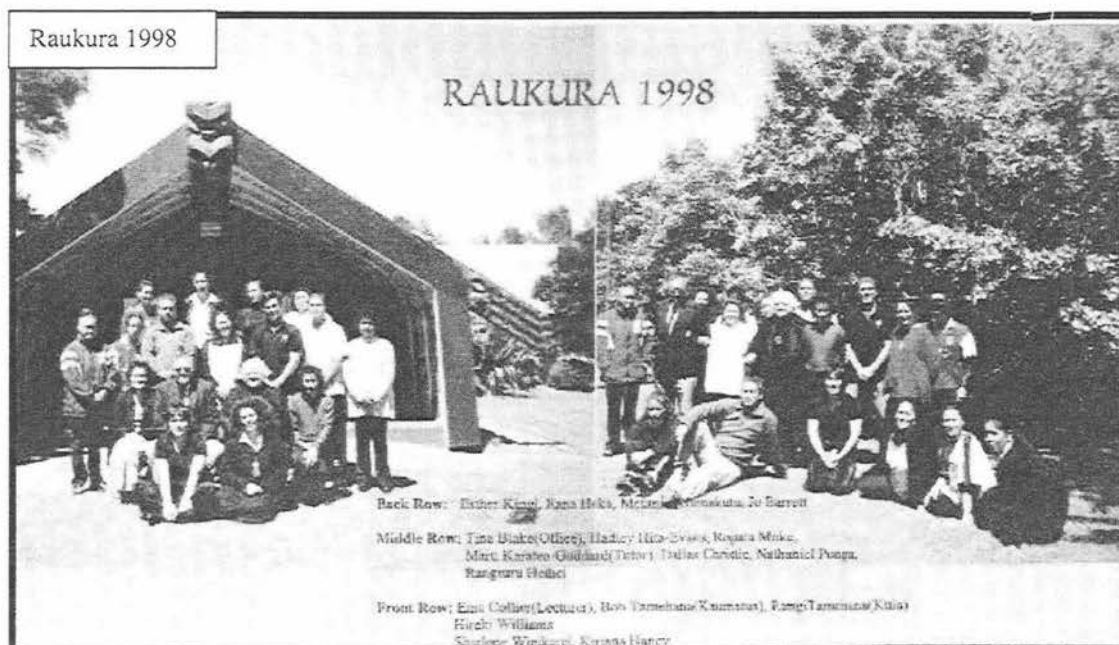
Ema Collier (Office Lecturer)

Front: Ema Collier (Lecturer), Hecumenia Maranga, Koro Napi (Marine)

Hecumenia Williams, Puni Newick (Lecturer), Hecumenia Napi (Lecturer)

Absent: Hecumenia Napi-Mackay, Hecumenia Napi, Adrian Marsh-Martin

Raukura 1998



Raukura 1999



ONE OF A KIND

Nā Walter Kinder

YOU

you are unique
a wonderful addition to life
for there is no one else like you

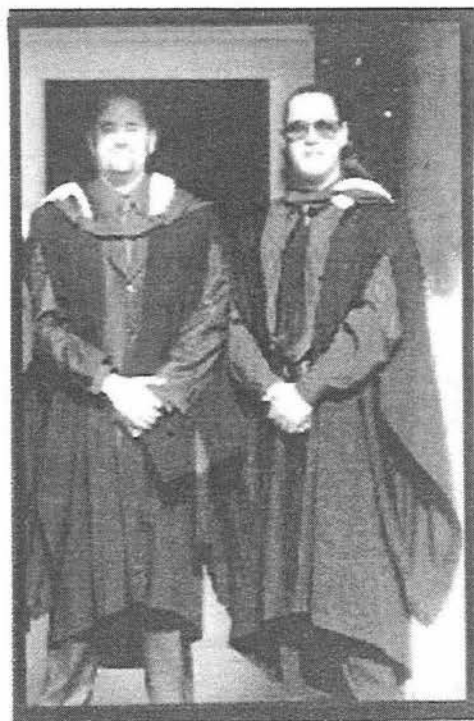
you are important
believe it . . . know it
allow your realisation
to radiate among
your people
for there is no one
else like you

reflect your feelings
your hopes . . . your dreams
you have much to contribute
take your time
don't hurry
tomorrow will wait for you
for there is no one else
like you



grow with your difference
be proud . . . be happy
like yourself
become a new experience
for other people
they can learn from you
for there is no one
else like you

the world needs you
when you hold back
the world is that much less
for there is no one else like . . .
YOU !



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