



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Faculty of Education

Te Kura Toi Tangata

Waikato Journal of Education

Te Hautaka Mātauranga o Waikato



Volume 20, Issue 2: 2015

Waikato Journal of Education Te Hautaka Mātauranga o Waikato

Special Section Editor: Carl Mika & Vanessa Paki
Current General Editors: Clive Pope and Noeline Wright
Editorial Board: Bronwen Cowie, Deborah Fraser, Richard Hill, Clive Pope, Margie Hōhepa, Sally Peters, Noeline Wright.
International Board Members: Tony Brown (England), Alec Couros (Canada), Agnes Hulme (England), Cathy Reischl (USA), Iram Siraj (England), Christine Sleeter (USA), John Smyth (Australia), Janet Soler (England).

The *Waikato Journal of Education* is a peer refereed journal, published twice a year. This journal takes an eclectic approach to the broad field of education. It embraces creative, qualitative and quantitative methods and topics. The editorial board is currently exploring options for online publication formats to further increase authorial options.

The Wilf Malcolm Institute of Educational Research (WMIER), which is part of the Faculty of Education, The University of Waikato, publishes the journal.

There are two major submission deadline dates: December 1 (for publication the following year in May); June 1 (for publication in the same year in November). Please submit your article or abstract on the website <http://wje.org.nz/index.php/WJE>.

Submissions for special sections of the journal are usually by invitation. Offers for topics for these special sections, along with offers to edit special sections are also welcome.

Contact details: The Administrator Wilf Malcolm Institute of Educational Research, Faculty of Education, The University of Waikato, Private Bag 3105, Hamilton, 3240, New Zealand. Email: wmier@waikato.ac.nz

Copyright:



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Publisher: Faculty of Education, The University of Waikato
Cover design: Donn Ratana
ISSN: 2382-0373

Waikato Journal of Education

Te Hautaka Mātauranga o Waikato

Volume 20, Issue 2, 2015

Special Section: Te Kōhao o Te Rangahau—The indigenous lens on research

Special section editorial: Te kōhao o te rangahau—The Indigenous Lens on Research <i>Carl Mika & Vanessa Paki</i>	3
Indigenous collaboration towards hybrid musical production builds a better community: Taioreo—Māui, Izanagi and Izanami <i>Te Manaarooha Pirihira Rollo</i>	5
Ngā kaiako mō āpōpō: Waiho mā te iwi e kōrero <i>Nā Karaitiana Tamatea, Margie Hōhepa, Ngārewa Hāwera, me Sharyn Heaton</i>	17
Ngā tapuwae o mua mō muri: Footprints of the past to motivate today's diverse learners <i>Angus Hikairo Macfarlane</i>	27
Whatu: A Māori approach to research <i>Lesley Rameka</i>	39
Exploring whakapapa (genealogy) as a cultural concept to mapping transition journeys, understanding what is happening and discovering new insights <i>Vanessa Paki & Sally Peters</i>	49
The thing's revelation: Some thoughts on Māori philosophical research <i>Carl Te Hira Mika</i>	61

General Section

Relational and culturally responsive supervision of doctoral students working in Māori contexts: Inspirations from the Kingitanga <i>Ted Glynn & Mere Berryman</i>	69
The effects of task type and task involvement load on vocabulary learning <i>Mandana Hazrat</i>	79
School leaders growing leadership from within: A framework for the development of school leaders <i>Anthony Fisher & Tracey Carlyon</i>	93



Ngā kaiako mō āpōpō: Waiho mā te iwi e kōrero

Ngā tūmanako o ngā iwi ki ngā hōtaka arareo Māori i roto i ngā kura whakangungu kaiwhakaako.

Nā Karaitiana Tamatea, Margie Hōhepa, Ngārewa Hāwera, me Sharyn Heaton

Faculty of Education
The University of Waikato

Te kōrero whakarāpopoto

He huarahi whakapiringa te rangahau o Te Puni Rumaki, e pā ana ki te kaupapa arareo Māori ki roto i ngā hōtaka mātauranga kaiwhakaako tuatahi. He rangahau whakahono i ngā kaupapa whakarauora reo taketake me ōna tikanga ki te taha mātauranga o Aotearoa. Ko te tirohanga o te iwi te aronga nui o tēnei rangahau. Ka aro ki ngā nekehanga o te Tāhuhu me ngā hōtaka mātauranga kaiwhakaako tuatahi mehemea ka tautoko te oranga o tō tātou reo Māori me ōna tikanga, ka aha rānei. Ahakoa i tīmata tēnei rangahau i te tau 2013 i tīmata kē ēnei tūmomo kura i roto i ngā tau 1800.

No reira ka tohua tēnei tuhinga ki te hītori o ēnei tūmomo kura, ki ngā kōrero o ngā hōtaka mātauranga kaiwhakaako tuatahi, kātahi ka aro ki ngā paearu o ngā hōtaka arareo Māori kua eke panuku. Mai i ēnei kōrero ka kite atu mehemea i tutuki, kāore i tutuki rānei ngā tūmanako o ngā iwi.

He Kupu whakataki

He kohinga mārama te rangahau ‘Te Puni Rumaki’ (Hōhepa, Hāwera, Tamatea, & Heaton, 2014) e pā ana ki ngā huarahi papai e whakangungu ana, e whakapakari ana e pupuru ana i ngā manu tāiko o ngā hōtaka arareo Māori. He rangahau e rapu rautaki ana hei whakapai ake i ngā hōtaka mātauranga kaiwhakaako tuatahi me te aronga ki ngā tūmanako o ngā iwi i roto i ngā rohe e whā.

He paku whakamārama tēnei kia kite ai te whānuitanga o ngā kāhui kaiurupare. I te tuatahi i tuku pātai mā te ipurangi ki ngā hōtaka mātauranga kaiwhakaako tuatahi e iwa o te motu ki ō rātou ākongā me ō rātou pūkenga. Mai i tēnei kohinga whānui i aro whāiti ki ngā rohe e whā hei rangahau whaihoropaki, hei kohinga kōrero mai i ngā ākongā, ngā pūkenga, ngā ākongā o mua, ngā kura tautoko me ngā iwi o aua rohe. Kāti, he aha ngā tuhinga, ngā rangahau rānei e pā ana ki te kaupapa arareo Māori mai i ngā rā o mua, i ēnei rā ki ngā rā e tū ake ana? Kei whea ngā tūmanako o ngā iwi?

Tātari mātātuhi

Ka huri ki te taha ariā me ngā kōrero o ngā kairangahau e pā ana ki te hītori o te kaupapa arareo Māori, ki ngā hōtaka arareo Māori me ngā tohu o ēnei tūmomo hōtaka kua eke panuku. Kātahi ka aro tēnei tuhinga ki ngā tūmanako o ngā iwi.



Ko te hītori o te kaupapa arareo Māori

I te tau 1816 i whakatū ngā kura arareo Māori i raro i te maru o ngā mihinare (Jenkins, 1991; Simon, 1998). I whakaako ngā kaiwhakaako mā te reo Māori i te tuatahi, (Walker, 1990, p. 85) ā he rautaki tēnei hei whakaruruhau i ngā panonitanga o te ao Pākehā ki te ao Māori, no te mea nā ngā mihinare te mana whakahaere o te mātauranga (Simon & Smith, 2001, p. 159). Ka tae ki ngā tau 1820 i te whai ngā Māori i ngā huarahi ako a te Pākehā. I hurihia ngā rongopai o te hāhi ki te reo Māori (p. 158) kātahi ka tau te hōtaka tuatahi kia whakaako ai ngā mihinare mā te reo. No reira kua kumea ā kua tau te iwi Māori i roto i ēnei tūmomo kura.

I te tau 1840 i huri a Aotearoa ki raro i te maru o te Kuini o Ingarangi kātahi ka hurihia mā te reo Pākehā ēnei hōtaka Māori e kawe. I tūwhera te kūaha ki te whare o te ture ā i whakatū ngā ture whakawhiu ki te ao Māori arā te Native Trust Ordinance (1844), te Education Ordinance (1847); me te Native Schools Act (1858) (Simon & Smith, 2001). Nā ēnei i whakatau ā motu te rāhuitanga o te reo Māori i roto i ngā kura katoa ā i pākia ngā tamariki i kōrerohia i te reo ā he wā i āta whakapēhia te mana motuhake o te Māori. I fīmata te whakaparahako o te iwi Māori ā kua tau tonu ngā tūkinotanga o tēnei mahi tae noa ki tēnei wā. No reira kei raro te iwi Māori e putu ana.

Mai i ngā tau 1900 ki 1960 i whakatū ngā ture hei whakapākehā i te iwi Māori pērā i te whakakorenga o te reo Māori i roto i ngā kura, (Simon & Smith, 2001) ā i pōhēhē te Kāwanatanga “abandonment of the native tongue inflicts no loss upon the Māori” (New Zealand Office for the Auditor General, 2012, p. 16). I tēnei wā i heke ngā tāngata matatau i te reo Māori mai i te 95% ki te 25%. I te neke hoki te iwi mai i ngā haukāinga o tuawhenua ki ngā taone. Nā te pūrongo o Hunn (1960) i huri te huarahi o te whakapākehātanga ki te huarahi o te komitimititanga o te Māori ki te ao Pākehā. (New Zealand Office for the Auditor General, 2012, p. 16). Nā te tata ngarotanga haere o te reo me ōna tikanga, i tata pērā hoki te tuakiri me te ahurei o te iwi.

I ngā tau 1970 i fīmatahia ngā huarahi whakarauora reo. I whakatū ngā reo irirangi Māori, i tū te kura reo rua tuatahi i te tau 1978, te kōhanga reo tuatahi i te tau 1982, te kura kaupapa Māori tuatahi i te tau 1985 (Grin & Vaillancourt, 1998). Nā ēnei āhuatanga i whakarewa ngā hōtaka mātauranga kaiwhakaako tuatahi. I hoki mai te mana me te mana whakahaere o te iwi, mō te iwi, mā te iwi.

Nā te iwi Māori i taki te wero ki te ao Pākehā kia Māori anō te akoranga o ā tātou tamariki ā i “revolutionised Māori thinking by demonstrating that Māori people could free their minds from the coloniser and exercise agency in a purposeful, tactical and constructive way” (Smith, 2006, pp. 249–50).

I whakaturehia te reo Māori hei reo tūturu o Aotearoa ā i whakamanahia ngā rangahau he taonga te reo (review of the Māori Language Sector and the Māori Language Strategy, *Te Reo Mauriora*, 2011). Nā te huinga o ngā iwi taketake o te ao i whakamanahia te tikanga kia akohia te iwi taketake i roto i tōna reo, i roto i te “Declaration of Human Rights (1948)” me te “United Nations Declaration of Rights of Indigenous Peoples (2007)”.

Nā te nukuhanga pēnei o te reo i whai tautoko i roto i te Tiriti o Waitangi (Te Paepae Motuhake, 2011, p. 11), te whāinga 3 o te Rautaki o te reo Māori (Te Puni Kōkiri & Te Taura Whiri i te Reo Māori, 2003). No reira i te areare mai te kāwana ki te reo Māori hei painga ki ngā ākonga Māori mai, Pākehā mai, Tauīwi mai hoki. Nā te whakarewatanga o *Ka Hikitia* (Ministry of Education, 2008) i tū ai ngā hōtaka whakapakari i te reo i roto i ngā kura katoa.

I huri te huarahi o *Ka Hikitia* (2008–2012) ki ngā huarahi whakatika, whakapai ake kia eke panuku ngā ākonga Māori. I hurihia ngā whakaaro mai i ngā kōrero whakahē ki ngā huarahi whakatika (Ministry of Education, 2009, p. 10). E rua ōna whāinga kia piki ake te maha me te kounga o ngā kaiwhakaako, ā, kia pakari ake te ako me te whakaako mā te reo.

Ka aro te rautaki *Ka Hikitia: Accelerating Success 2013–2017* kia rahi ake ngā Māori e whai ana i te huarahi hei kaiwhakaako. Mai i ngā tau 1970 kua whakarauorahia tō tātou reo me ōna tikanga ā kua whaimana anō te iwi Māori i roto i te ao hou, i roto i te ao o te mātauranga. No reira me pēwhea rā te whakangungu o ngā ākonga Māori e whai ana i te huarahi hei kaiwhakaako i roto i ngā hōtaka arareo Māori?

Ko ngā hōtaka arareo Māori

Nā te kounga o ngā pūkenga o ngā kaiwhakaako ka rere hoki te kounga o te akoranga o ngā tamariki i roto i ngā kaupapa arareo Māori. Kua kitea ko te huarahi pai kia eke panuku ai ngā ākonga ko te whanaungatanga i waenganui i te tamaiti, ngā mātua/kaitiaki me te kaiwhakaako. (Ministry of Education, 2013a, 2013c).

Ahakoia te whanaungatanga i waenganui i ngā tāngata o ia hōtaka arareo Māori he rerekē te kounga o ngā kaupapa arareo Māori i roto i ia kura whakangungu kaiwhakaako. He hōtaka hou tēnei huarahi whakaako i roto i te ao o te whakangungu kaiwhakaako, no reira he nui tonu ngā rangahau kāore anō kia tutuki (Skerrett, 2011). Ko te matatau o te reo o ngā tāngata tētehi take ka whai pāngia ki te kounga o ngā hōtaka arareo Māori.

Heoi anō kāore anō te tikanga o te kupu “matatau” ki te reo Māori, kia tau. (Skerrett, 2011) ā ka pērā te taumata reo o ngā kaitono ki ēnei hōtaka. Ka whānui kē ngā paearu whakauru ara “demonstrate a level of proficiency sufficient for the language demands of the programme” ki “needing to be fluent” ki “needing Māori language competency for some papers” rānei (Skerrett, 2011).

Kua tau kia aromatawaihia te reo o ngā kaitono (me ngā kaiwhakaako hoki). Ko te whakamātautau a Te Taura Whiri tētehi aromatawai pai engari e kore e taea te tutuki nā te nui o te utu (Murphy, McKinley, & Bright, 2008).

E ai ki ngā rangahau o Hermes (2007) me Skerrett (2011) me matatau te reo o ngā kaiwhakaako mehemea e whakaako ana mā tētehi reo e tata ngaro ana. Me pērā hoki te taumata o te reo o ngā kaiwhakaako mehemea e mahi ana rātou i roto i tētehi hōtaka arareo Māori (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007).

Heoi anō me whakawhiti tērā matatau o te reo ki roto i ngā marautanga Māori o Aotearoa, ki roto i ngā whenu o te reo matatini hoki. Engari ko tētehi atu wero, ahakoia e matatau ana te kaiwhakaako i te reo, tērā pea he ngoikore ia ki te taha o ngā marautanga. Ka perā anō ki te kaiwhakaako, he toki ki ngā marautanga engari he ngoikore tōna reo.

Ko tētehi atu wero ki ngā hōtaka mātauranga kaiwhakaako tuatahi ko te tokoiti o ngā kaitono hāunga atu ki ngā kaitono e matatau ana ki te reo. Mehemea he tokoiti ngā kaitono, ka whakaaetia e te kura whakangungu ki ngā kaitono e ngoikore ana te reo. (Murphy et al., 2008). Nō reira me āta hono ngā manakotanga o ngā kura whakangungu, ki te matatautanga reo o ngā pūkenga, o ngā ākonga kaiwhakaako me ngā whāinga o te reo o ngā hōtaka mātauranga kaiwhakaako tuatahi (Murphy et al., 2008). Kāti rā me pēwhea rā te whiringa me te pupurutanga o ngā ākonga kaiwhakaako ahakoia te tokoiti?

Kua mimitihia te puna kaiwhakaako mō ngā kaupapa arareo Māori (Mitchell & Mitchell, 1993; Skerrett, 2011, p. xv), ā he wero nui te whiringa me te pupurutanga o ēnei tūmomo kaiwhakaako.

Nā te tokoiti o ngā kaiwhakaako kaupapa arareo Māori te take i tīmata ngā hōtaka mātauranga kaiwhakaako tuatahi i ngā hōtaka reo Māori ki te hōtaka tohu paetahi (Kane et al., 2005). I te tau 2005 i tīmata te Tāhuhu ki te tuku karahipi kaiwhakaako reo Māori ki ngā hōtaka rumaki, kia piki ai te nama o ēnei tūmomo ākonga kaiwhakaako. Ka mauherehia ngā kaiwhiwhi ki te mahi i roto i ngā kura kaupapa, ngā wharekura me ngā kura auraki hei kaiwhakaako i te reo mā te reo hoki (Ministry of Education, 2013b, 2013c).

He wero anō te pupurutanga o ngā kaiwhakaako kaupapa arareo Māori (Mitchell & Mitchell, 1993; New Zealand Education Institute, 2006, i Cameron, Dingle, & Brooking, 2007). Ko te whakapae me hono ngā whāinga o ngā manu tāiko o ngā hōtaka mātauranga kaiwhakaako tuatahi ki ngā whāinga o ngā kaupapa arareo Māori (Skerrtt, 2011, p. xv). Hāunga atu i te ao mātauranga, ka whaimahi anō ngā kaiwhakaako kaupapa arareo Māori i roto i ērā atu manatū o te kāwana. No reira ka whiwhi mahi kē atu (Aitken et al., 2008, p. 131; Cameron et al., 2007, p. 8; Skerrett, 2011, p. 60).

Ahakoia ko te whakanui i ngā hōtaka rumaki i roto i ngā kura tētehi o ngā whāinga, e kore e taea mehemea he ruarua noa iho ngā tāngata e matatau ana i te reo Māori. Ki ērā e matatau ana, he wero anō ki te pupuru nā te nui o ētehi atu mahi mō rātou. Nō reira he aha ētehi hōtaka kua eke panuku i roto i ngā mahi whakangungu kaiwhakaako rumaki?

Ko ngā hōtaka kua eke panuku

Ki te anga whakamua me hoki whakamuri ki te orokohanga o te kaupapa arareo Māori. Nā Nepe (1991) te kī he huarahi whakapai tēnei hōtaka ki te whakatutuki i ngā raru o te mātauranga Māori i roto i ngā kura ā he ara whakarauora i te reo Māori. Ko te Kaupapa Māori te tāhuhu o tēnei whare mātauranga, te pūtake o tēnei hōtaka mātauranga kaiwhakaako tuatahi ki te kaupapa arareo Māori; hei taonga tuku iho ki ngā whakatupuranga e heke mai ana. Nā te hāpori te mana ā mā rātou te hōtaka e “lease it out” (p. 126) ki ngā hōtaka mātauranga kaiwhakaako tuatahi. Koinei te ngako o te whakarewatanga o tēnei tūmomo hōtaka.

Heoi anō he aha ngā paearu o ngā manu tāiko arareo Māori? Nā tēnei ka taea te kite i te ahu ngā manu tāiko mai i whea ā i te ahu rātou ki whea. Hāunga atu i ngā paearu hei kaiwhakaako arareo Māori, me whai hoki i ngā paearu o te Pouherenga Kaiako o Aotearoa (New Zealand Teachers Council) arā ngā Paerewa Pouako Paetahi (New Zealand Teachers Council, 2007).

Nā Kane et al., (2005, p. 202) ngā paearu o te manu tāiko hei kaiwhakaako rumaki mai i ngā kura whakangungu tekau o te motu:

- Māori-centred or Māori-medium qualifications expect their graduates to be bilingual and to teach in a range of language contexts from English medium through to bilingual and total immersion Māori.
- Two providers [out of a total 10] expect their graduates to demonstrate language acquisition methodologies and techniques.
- Some providers articulate an expectation that their graduates will become a resource in the wider community for te reo and tikanga, and contribute to the development of whānau, hapū, iwi.
- Working in partnership with families and whānau to support their children’s learning is an important feature of [four of the ten providers] graduate profiles.

I whakatau hoki te rangahau a Cram, Kennedy, Kelly-Hepi Te Huia and Paipa (2012), ki ēnei paearu o ngā kura whakangungu mō ngā manu tāiko:

- articulate expectations of, and exemplify, what Māori medium ITE graduates need to know and to be able to do upon their entry into the profession;
- be responsive to the unique characteristics and requirements of Māori medium education settings; and
- contribute to improving the design of Māori medium ITE programmes by developing a specification of the competencies needed by graduating teacher trainees. (p. 27)

I te mutunga ka whai te manu tāiko arareo Māori i ngā mātāpono o te Kaupapa Māori arā he “holistic profile that interweaves cultural expertise and teaching expertise to create a picture of a quality, professional Māori medium ITE graduate” (Cram et al., 2012, p. 57). Ka noho te kaupapa arareo Māori i raro i ngā ariā o te Kaupapa Māori (Nepe, 1991; L.T. Smith, 1999) nō reira me whakatika i ngā huarahi whakaako, te mana me te mana whakahaere o te mātauranga Pākehā. He rautaki whakarauora reo me ōna tikanga te huarahi Kaupapa Māori. Kia tūpakari ai he kaiwhakaako matatau i te reo Māori, me mārāma pai ia ki te ao Māori i ngā wā o mua, i ēnei rā hoki (Cram et al., 2012, p. 55). E ai ki a Broughton, Pilcher and Ruawai-Hamilton (2010) me whai hoki ngā kura whakangungu i ngā mātauranga o te ao Māori, i ngā marautanga nō te ao Māori ā ka whakaako mā te reo Māori.

He rautaki whakatika i te ao tōrangapū, te huarahi Kaupapa Māori, no te mea nā ngā ture a te Pākehā, te Māori i whakararu. Kei konei tonu ērā momo ture e whakapēhi ana i te iwi Māori (G. Smith, 1997).

E ono ngā mātāpono o te Kaupapa Māori, Tino Rangatiratanga (the principle of self-determination); Taonga Tuku Iho (the principle of cultural aspiration); Ako Māori (the principle of culturally preferred pedagogy); Kia Piki i Ngā Raruraru o te Kāinga (the principle of socio-economic mediation); Whānau (the principle of extended family structure); and Kaupapa (the principle of collective philosophy)—anei ngā huruhuru kia rere ai te manu tāiko o te hōtaka rumaki heoi anō kei konei ētehi atu kaupapa e wero ana i te rerenga o tēnei manu (Cram et al., 2012).

Kua tau mā te huarahi Kaupapa Māori ēnei hōtaka arareo Māori e whai. I te mutunga ka ora ai tō tātou reo me ōna tikanga, ā me whakatū hōtaka, nā te Māori, mā te Māori, o te Māori ōna tikanga.

Mai i ngā rā o mua me te tata ngarotanga atu o tō tātou reo me ōna tikanga, he aha ngā tūmanako o ngā iwi ki ngā rā e tū mai ana e pā ana ki ngā mahi o ngā hōtaka mātauranga kaiwhakaako tuatahi ki te whakarauorahia tō tātou reo me ōna tikanga?

Ngā tūmanako o ngā iwi

Tekau ngā hōtaka mātauranga kaiwhakaako tuatahi e whakahaere ana i te kaupapa arareo Māori i Aotearoa. I tuku atu ā ipurangi he rārangi pātai ki ngā ākonga me ngā pūkenga o ēnei kura. Heoi anō i uiuihia ā kanohi ngā kura whakangungu e whā, ki ōna pūkenga, ōna ākonga, ōna kura tautoko, ōna ākonga o mua, ōna iwi. I tū ēnei kura whakangungu i roto i ngā rohe rerekē e whā, no reira i hangaia kia whā ngā Whare Kōrero (Hōhepa et al., 2014).

He wāhanga tātaritanga tēnei ki ngā whakaaro o ngā pū kōrero o ngā rōpū ā iwi mai i ngā rohe e whā o tēnei rangahau. E tū ana ngā kura whakangungu kaiwhakaako e whā i roto ia rohe. I kapo mai ngā whakaaro o ia iwi mō ā rātou hōtaka kaupapa arareo Māori e pā ana ki te whakapakaritanga o ngā ākonga hei kaiwhakaako. Ko te tirohanga hoki kia kite ai e pēwhea ana te noho ngātahi o te iwi ki te taha o ēnei kura whakangungu.

Anei ngā pātai matua ki ngā kaiurupare “He aha ōu koutou tūmanako ki ngā hōtaka mātauranga kaiwhakaako tuatahi mō ngā hōtaka arareo Māori? Me pēwhea rā ā koutou tautoko ki te hōtaka, ki ngā ākonga rānei?”

No reira anei ngā tūmanako matua o ngā iwi arā, ko ngā mahere rautaki mātauranga ā iwi, ko te whanaungatanga, ko te tautoko o te reo me ngā tikanga a te iwi, ko te tautoko ki ngā ākonga.

Ko ngā mahere rautaki mātauranga ā iwi

He kaupapa matua ngā hōtaka arareo Māori i roto i ngā mahere rautaki o ngā iwi e whā.

I tutuki te whāinga o tētehi iwi arā nō rātou te reo, nō rātou ngā tikanga, nō rātou te marautanga i roto i tō rātou hōtaka arareo Māori. Kua tutuki tēnei kaupapa i roto i ngā kura iti o tēnei rohe.

I tutuki te iwi tuarua i tōna whāinga kia tū ai tētehi hōtaka arareo Māori i roto i tō rātou kura whakangungu kaiwhakaako. Nā te kaha tautoko o te iwi me tōna hapori i eke panuku ai tēnei hōtaka.

I tautoko te hōtaka arareo Māori i roto i te kura whakangungu o te iwi tuatoru. I tuku pūtea kia utu ai te kawenga atu o ngā tamariki ki ngā kura arareo Māori o te rohe.

Ki te iwi tuawhā, he horahanga whānui kē tō rātou iwi i roto i ngā hōtaka arareo Māori me te hōtaka Pākehā hoki. Engari he whāinga nui tēnei hōtaka arareo Māori i roto i te rohe.

No reira kua aro ki ngā tūmanako o te iwi i roto i ā rātou mahere rautaki kia tū ai he kura whakangungu kaiwhakaako arareo Māori. Heoi anō e pēwhea ana ētehi atu o ngā tautoko ki te hōtaka arareo Māori? Ko tētehi o ngā huarahi hei tautoko ko te whanaungatanga i waenganui i ngā iwi me te kura whakangungu kaiwhakaako.

Ko te whanaungatanga

E ai ki te mahere, (Hōhepa et al., 2014). i raro nei ngā tūmomo whanaungatanga i waenganui i ngā iwi me ngā kura whakangungu kaiwhakaako mō ngā hōtaka arareo Māori. E whā ngā kaupapa hei arataki i ngā whakaaro o ngā iwi e whā.

Table 2. Contexts for relationships between Iwi organisation-Māori medium ITE programmes

Iwi organisation's Education Plan focus	Provider origins	Iwi representative view of Māori medium ITE programme	Māori medium ITE students
Māori medium education centered on Iwi reo, mātauranga and tikanga.	Iwi initiated and developed, Iwi located, focused on Iwi development and advancement.	Iwi initiated, Iwi driven, Instantiates Iwi aspirations and Iwi strategic plan for education.	Locally situated, Recruited within Iwi, by Iwi for Iwi, mainly from Iwi but students from other Iwi welcomed.
Māori medium education centered on Iwi reo, mātauranga and tikanga.	Iwi initiated and developed, Iwi located, focused on Māori development and advancement nationally.	Iwi initiated, Kaupapa Māori focused. Generalised to meet broad Māori goals and external requirements.	Nationally situated, Recruited from region and across Aotearoa. Strong representation of local Iwi, and other iwi.
English medium education in which majority of tribal members are involved. Māori medium education centered on Iwi reo, mātauranga and tikanga.	Developed for general population of a major city and identified regions.	Kaupapa Māori focused, Supportive of Iwi aspirations.	Locally situated, Students based citywide or in identified regions. Multi-iwi.
Access to Māori medium education pathways.	Developed for general population of a major city and identified regions.	Kaupapa Māori focused, Supportive of Iwi aspirations.	Locally situated, Students based citywide or in identified regions. Multi-iwi.

(Hōhepa et al., 2014, p. 75)

Mai i ngā whāinga rerekē e toru ka taea te whakatau e toru ngā tūmomo hōtaka arareo Māori. E toru ngā iwi e noho piri ana, e hono tata ana ki ā rātou kura whakangungu kaiwhakaako. E rua o ēnei he hononga whakapapa kē. I reira ēnei iwi mai i te tīmatanga tae noa ki te whanaketanga o ngā hōtaka arareo Māori. No reira nā te iwi, mā te iwi, ō te iwi ēnei hōtaka. Kei ngā taumata o ngā poari, o ngā kura whakangungu, me ngā hapori ēnei iwi.

He piringa ōkawa i waenganui i te iwi tuatoru me tōna kura whakangungu kaiwhakaako. He wā roa tēnei kura i roto i te rohe. He nohonga roa ā he manu tāiko hoki ngā pūkenga o tēnei hōtaka rumaki.

Kāore kau he hononga ōkawa i waenganui i te hōtaka mātauranga kaiwhakaako tuawhā me te iwi. I te mōhio he pai ngā manu tāiko o tēnei hōtaka rumaki engari ruarua noa iho i haere hei kaiwhakaako ki roto i ngā kura.

He mana motuhake ngā hōtaka arareo Māori o ngā kura whakangungu tuatahi, tuarua. Kei reira ngā tūmanako o ngā iwi hei tūāpapa mō rāua. He piringa motuhake ā whakapapa, ā whanaungatanga hoki.

He tirohanga anō ki ērā atu kura whakangungu e rua, e aro whānui ana ki ngā kura katoa o te rohe. He rautaki pea kia hono ōkawa ēnei kura whakangungu ki ngā iwi o ā rāua rohe. Heoi anō he mea nui ki tēnei whanaungatanga mehemea ka tautoko ngā kura whakangungu ki te reo me ngā tikanga o ō rāua iwi.

Ko te tautoko o te reo me ngā tikanga a te iwi

E toru ngā kura whakangungu ka tautoko i tēnei kaupapa, engari kei ngā pūkenga te kounga o te reo me ngā tikanga a te iwi. Ka pērā anō hoki te kōrero ki ngā ākongā.

He tūāpapa te reo ā iwi, ngā tikanga ā iwi, te marautanga ā iwi ki roto i tētehi o ngā kura whakangungu. Kua ara mai tētehi huarahi aromatawai o te reo ā iwi:

Ko ētahi o ngā mea kei te puta mai ko ngā “assessment tools” e pā ana ki te reo [Iwi]. Ko tētehi ko te “oracy” e pā ana ki te kōrero ā hei te tau kei te haere mai i te whakaaro tonu ki te tuhi me te pānui me te pāngarau. (Hōhepa et al., 2014, p. 74)

Ahakoia he ākongā nō iwi kē kei roto i tēnei hōtaka i kite hoki nō te iwi tonu te nuinga o ngā ākongā o te kura whakangungu no reira ka whai painga te hau kāinga.

Heoi anō me pēwhea rā te tautoko ki ngā ākongā?

Ko te tautoko ki ngā ākongā

Ka tautoko ngā kura whakangungu e rua i ā rātou ākongā i te wā whakangungu, i te wā whaimahi hoki:

Ngā wāhanga kei te tirohia tuatahi registration, tuarua ko te āhua o ngā mahi whakaako a ngā mahi o ngā kura ... quality of teaching. (Hōhepa et al., 2014, p. 74)

He tohu ārahi tēnei ki ērā atu o ngā hōtaka arareo Māori e rua, kia whakarahi ake ā rāua tautoko mai i te kuhunga o ngā ākongā ki tōna wehenga i te hōtaka arareo Māori.

Ka taea te kite i ngā rerekētanga me ngā āhuatanga hei whakamiri o tētehi hōtaka ki tētehi atu. No reira he kaupapa nui te noho ngātahi o te iwi ki te tautoko.

Te noho ngātahi o te iwi ki te tautoko

Ko tētehi rautaki o te kura whakangungu ko te tonu atu ki te iwi ki te noho mai i runga i ngā poari.

Nā te iwi, mā te iwi, o te iwi ērā atu o ngā kura whakangungu e rua. No reira kei roto te iwi i ngā nekehanga katoa o ā rāua kura whakangungu. Ahakoia i te hiahia kia pēnei ai ngā kura whakangungu katoa, ka taea te kite i ngā kukume o te taha Pākehā ki ērā atu o ngā hōtaka arareo Māori e rua. Ahakoia ngā tūmanako ā Māori, ā iwi hoki me tutuki ngā herenga, ngā kaupapa Pākehā, kia whiwhi ai ngā manu tāiko ā rātou rehitatanga me ā rātou utu tika. He hononga ki te Pouherenga Kaiako o Aotearoa me ngā uniana o ngā kaiwhakaako i roto i ngā kura tuatahi (NZEI) me ngā kura tuarua (NZPPTA). He hononga ōkawa anō ki te Tāhuhu o te Mātauranga. Ko tētehi o ōna haepapa ko te marautanga Māori.

Ko te marautanga Māori

I te hiahia tētehi o ngā māngai o te iwi ki te whakawhanakehia ngā hōtaka arareo Māori ki ngā marautanga o te hangarau, te pūtaiao me te pāngarau:

... kei te whakaaro mō ngā specialist subjects pērā i te pāngarau, kei te piki haere ngā taumata, kei ngā kura ka tae ki te NCEA mō te pāngarau, mō te pūtaiao mō te ITC ... ngā momo kaupapa pēnā kia puta mai ngā kaiako hou kei ā rātou ngā pūkenga ka taea te kawē i ngā kaupapa kia hia rā taumata. (Hōhepa et al., 2014, p. 75)

I kōrerohia hoki kia āta aro atu ngā hōtaka whakangungu kaiwhakaako ki ngā hiahia me ngā āheinga o ngā kura me ngā kaiwhakaako;

He rerekē te āwhina ki ia kura ki ia kaiako, nō te mea he rerekē ngā taumata mō ia kaiako. Nō reira kei konei te āwhina o ia kaiako mō tēnā kura.... (Hōhepa et al., 2014, p. 75)

I kōrerohia hoki tētehi atu māngai, kāore i te eke te hōtaka mātauranga kaiwhakaako tuatahi o ngā hōtaka arareo Māori ki ngā kura o tōna rohe. No reira i te noho rawakore tēnei hōtaka i roto i tōna rohe. Ahakoa te nuinga o ngā piki me te ruarua o ngā hiki, he aha ngā kupu o ngā iwi hei whakakapi i tēnei tuhinga?

Ngā kupu whakakapi

Nō ngā mātua tūpuna te kōrero “waiho mā te iwi e kōrero”. No reira koinei te ngako o tēnei tuhingarua, kia rongo ai ngā whakapae o ngā iwi i roto i ngā rohe e whā o ngā whare kōrero.

He tirohanga, he whakaaro hei ārahi, hei manaaki i tēnei kaupapa arareo Māori kei roto i ngā hōtaka mātauranga kaiwhakaako tuatahi, no te mea kua tau pai te whakaaro, nā te Māori, mā te Māori tōna reo me ōna tikanga e whakarauora. Mā wai atu?

Heoi anō me pēwhea rā te huarahi? Mā ngā hōtaka arareo Māori, kei raro i ngā ariā me ngā tikanga o te Kaupapa Māori (Nepe, 1991) te ara pai, te ara tika.

Mai i ngā wā o mua i a tauwiwi te mana me te mana whakahaere o ngā kura hāhi. Nā ngā ture hou o aua wā i whakapēhi anō i te iwi Māori ki te wā i tata ngaro te reo me ōna tikanga (Simon & Smith, 2001). Mai i ngā tau 1970 i tautoko te Tāhuhu o te Mātauranga i ngā tūmanako o te iwi Māori (Ministry of Education, 2008, 2009, 2013a, 2013c; Smith, 2006; Te Paepae Motuhake 2011; Te Puni Kōkiri & Te Taura Whiri i te Reo Māori, 2003).

Nā tēnei huringa i whakatū hōtaka mātauranga kaiwhakaako tuatahi mō te kaupapa arareo Māori, kia Māori ngā kaiwhakaako, kia Māori te reo me ōna tikanga, kia eke panuku ngā rangatahi hei Māori. Kua tohua ngā paearu hei ārahi i ngā manu tāiko o ngā hōtaka arareo Māori (Cram et al., 2012; Kane, et al., 2005; L.T. Smith, 1999; Nepe 1991). Ahakoa tōna anga whakamua i konei tonu te iwi Māori e whakaaro ana mehemea ka taea te tutuki pai ā rātou tūmanako i roto i ēnei tūmomo hōtaka.

E ai ki ngā iwi, āe ka taea te whakatutuki o rātou tūmanako mehemea he ōrite te kitenga rautaki o te iwi ki te kura whakangungu kaiwhakaako. Āe ka taea te whakatutuki o rātou tūmanako mehemea he hononga whakapapa i waenganui i te iwi me tōna kura whakangungu kaiwhakaako. Mehemea e kore e taea kia pēnei te whanaungatanga me hono ōkawa kia whaimana ai te tūnga o te iwi ki te taha o tōna kura whakangungu kaiwhakaako.

Āe ka tutuki ngā tūmanako o ngā iwi mehemea ka tautoko te hōtaka mātauranga kaiwhakaako tuatahi i te reo me ngā tikanga o taua iwi. Āe ka tutuki ngā tūmanako o te iwi mehemea ka āta manaakihia ngā kura whakangungu kaiwhakaako ngā ākonga i te wā e ako ana ngā ākonga, i te wā i whaimahi ngā manu tāiko.

Ko ētehi o ngā āhuatanga hei whakamiri kia tutuki i ngā tūmanako o ngā iwi ko ngā tūmomo hononga o te iwi ki ngā kura whakangungu mehemea kāore he hononga ōkawa. He piringa nohopuku, he piringa e kore whitake mō te iwi. Nō reira kia kaha ki te whai i tēnei huarahi.

Ko tētehi atu kaupapa e wero ana ki ngā tūmanako o ngā iwi ko te whanaketanga o ngā ākonga kaiwhakaako ki ngā marautanga hangarau, pūtaiao me te pāngarau. Ahakoa matatau ana te kaiwhakaako ki te reo Māori tērā pea i te ngoikore tōna taha o te marautanga. Ka pērā anō te kaiwhakaako; he toki ki ngā marautanga engari he ngoikore tōna reo pea.

Ka hoki ki ngā kupu o Nepe (1991) arā nā te hapori te mana ā mā rātou te hōtaka e “lease it out” ki ngā kura whakangungu kaiwhakaako (p. 126). Koinei te take he tūnga nui, he tūnga kaitiaki te tūnga o ngā iwi.

Kua kōrerohia e ngā iwi, no reira waiho mā ngā hōtaka mātauranga kaiwhakaako tuatahi e whakatutuki. Mā te wā ka kite ko wai o ngā hōtaka mātauranga kaiwhakaako tuatahi i rongo, engari ko wai o ngā hōtaka mātauranga kaiwhakaako tuatahi i mahi.

Ka tuku atu te kupu whakamutunga ki tō tātou ruruhi rongonui hei aronga anō mō ngā hōtaka mātauranga kaiwhakaako tuatahi me ngā hōtaka arareo Māori; “Mahia te mahi hei painga mō te iwi” nā Te Puea Herangi (1883–1952).

He kupu taka

Hōtaka arareo Māori	Māori medium programmes
Hōtaka mātauranga kaiwhakaako tuatahi	Initial Teacher Education
Kaiurupare	Participant
Kitenga rautaki	Strategic vision
Manu tāiko	Graduate
Rangahau whaihoropaki	Case study

He mihi maioha

He kupu whakanui ki te Tāhuhu o te Mātauranga i tuku tēnei kaupapa hei wānanga, hei rangahau.

Ki ngā kaiurupare i kawea te manuka o ā mātou tonono mō tēnei kaupapa, kua ea tērā o ngā kupu tuku iho, “waiho mā te iwi e kōrero”. Ko te whāinga ka whaikiko o koutou kupu i roto i ngā rā e tū mai ana.

Te Rārangi Tuhituhi

- Aitken, H., Bruce Ferguson, P., McGrath, F., Piggot-Irvine, E., & Ritchie, J. (2008). *Learning to teach: Success case studies of teacher induction in Aotearoa New Zealand*. Wellington, New Zealand: New Zealand Teachers Council.
- Broughton, R., Pilcher, E., & Ruawai-Hamilton, B. (2010). *He whakaaro nō ngā tumuaki: Report on a telephone survey of Kura Kaupapa Māori*. Wellington, New Zealand: New Zealand Teachers Council.
- Cameron, M., Dingle, R., & Brooking, K. (2007). *Learning to teach: A survey of provisionally registered teachers in Aotearoa New Zealand*. Wellington, New Zealand: New Zealand Teachers Council.
- Cram, F., Kennedy, V., Kelly-Hepi Te Huia, M., & Paipa, K. (2012). Background papers: Māori medium initial teacher education outcomes; Graduate profile & effective practicum and induction experiences. Auckland, New Zealand: Katoa.
- Grin, F., & Vaillancourt, F. (1998). *Language revitalisation policy: An analytical survey. Theoretical framework, policy experience and application to te reo Māori* (Treasury working paper 98/6). Wellington, New Zealand: New Zealand Treasury.
- Hermes, M. (2007). Moving toward the language: Reflections on teaching in an Indigenous-immersion school. *Journal of American Indian Education*, 46(3), 54–71.
- Hōhepa, M., Hāwera, N., Tamatea, K., & Heaton, S. (2014). *Te Puni Rumaki: Strengthening the preparation capability and retention of Māori medium teacher trainees*. Wellington, New Zealand: Ministry of Education.
- Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington, DC: Center for Applied Linguistics.
- Jenkins, K. E. H. (1991). Te ihi, te mana, te wehi o te ao tuhi: Māori print literacy from 1814–1855; Literacy, power and colonization (Unpublished Master’s thesis). University of Auckland, Auckland, New Zealand.
- Kane, R. G., Burke, P., Cullen, J., Davey, R., Jordan, B., McMurchy-Pilkington, C. ... Godin-McKerras, L. (2005). *Initial teacher education policy and practice: Final Report*. Wellington, New Zealand: Ministry of Education.
- Ministry of Education. (2008). *Ka Hikitia: Managing for success/Māori education strategy 2008–2012*. Wellington, New Zealand: Author.
- Ministry of Education. (2009). *Ka Hikitia: Key evidence and how we must use it to improve system performance for Māori*. Wellington, New Zealand: Author.
- Ministry of Education. (2013a). *Ka Hikitia: Accelerating Success 2013–2017*. Wellington, New Zealand: Author.

- Ministry of Education. (2013b). *TeachNZ: Teacher recruitment scholarships*. Wellington, New Zealand: Author. Retrieved from <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter4/TeachNZ/TeachNZTeacherRecruitmentScholarships.aspx>
- Ministry of Education. (2013c). *TeachNZ career changer scholarships guide*. Wellington, New Zealand: Author. Retrieved from <http://www.teachnz.govt.nz/scholarships/teachnz-career-changer-scholarships/>
- Mitchell, H., & Mitchell, M. (1993). *Māori teachers who leave the classroom*. Wellington, New Zealand: New Zealand Council for Educational Research.
- Murphy, H., McKinley, S., & Bright, N. (2008). *Whakamanahia te reo Māori: He tirohanga hōtaka—An exploration of issues and influences that effect Te Reo Māori Competence of Graduates from Māori medium ITE programmes*. Wellington, New Zealand: New Zealand Teachers Council.
- Nepe, T. M. (1991). *E hao nei i tenei reanga te toi huarewa tipuna: Kaupapa Māori; An educational intervention system* (Unpublished Masters thesis). University of Auckland, Auckland, New Zealand.
- New Zealand Office of the Auditor General. (2012). *Education for Māori: Context for our proposed audit work until 2017*. Wellington, New Zealand: Author
- New Zealand Teachers Council. (2007). *Graduating teacher standards: Aotearoa New Zealand*. Wellington, New Zealand: Author.
- Simon, J. (Ed.). (1998). *Ngā kura Māori: The Native Schools system 1867–1969*. Auckland, New Zealand: Auckland University Press.
- Simon, J., & Smith, L. T. (Eds.) (with Cram, F., Hōhepa, M., McNaughton, S., & Stephenson, M.). (2001). *A civilising mission? Perceptions and representations of the New Zealand Native Schools system*. Auckland, New Zealand: Auckland University Press.
- Skerrett, M. (2011). *Whakamanahia te reo Māori: He torohanga rangahau—A review of literature on the instructional and contextual factors likely to influence te reo Māori proficiency of graduates from Māori medium ITE programmes*. Wellington, New Zealand: New Zealand Teachers Council.
- Smith, G. (1997). *The development of Kaupapa Māori: Theory and praxis* (Unpublished doctoral thesis). University of Auckland, Auckland, New Zealand.
- Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Dunedin, New Zealand: University of Otago Press.
- Smith, L. T. (2006). Fourteen lessons of resistance to exclusion: Learning from the Māori experiences in New Zealand over the last two decades of neo-liberal reform. In M. Mulholland & Contributors (Eds.), *State of the Māori nation: Twenty-first century issues in Aotearoa* (pp. 247–260). Auckland, New Zealand: Reed.
- Te Paepae Motuhake. (2011). *Te reo Mauriora: Te arotakenga o te rāngai reo Māori me te rautaki reo Māori—Review of the Māori language sector and the Māori language strategy*. Wellington, New Zealand: Te Puni Kōkiri.
- Te Puni Kōkiri, & Te Taura Whiri i Te Reo Māori. (2003). *He Rautaki Reo Māori—The Māori Language Strategy*. Wellington, New Zealand: Author.
- Te Tāhuhu o te Mātauranga Aotearoa. (2013). *Ka Hikitia: Accelerating success, 2013–2017*. Wellington, New Zealand: Author.
- Walker, R. (1990). *Ka whawhai tonu matou: Struggle without end*. Auckland, New Zealand: Penguin.