



6 May 2020

Dear [REDACTED]

Thank you for your email of 27 February 2020 to the Ministry of Education requesting the following information:

*NZEI Te Riu Roa would like some information about the Te Ahu o te Reo Māori initiative.*

*Please advise:*

- 1. How each provider was selected. (please provide the documented process).*
- 2. The number of enrolments for each provider for each year (2019 and 2020).*
- 3. The number of people who completed each course (2019).*
- 4. Any number/information about people who have participated and indicated an interest in continuing their participation.*
- 5. Any evaluation that has been conducted and provide copies of any evaluation.*
- 6. What “measures” were used to evaluate the initiative?*
- 7. Any decisions to expand the initiative.*
- 8. The current status of the initiative.*

Your request has been considered under the Official Information Act 1982 (the Act).

My response to your request is provided in the number order of your request:

**1. How each provider was selected. (please provide the documented process).**

During 2018, a group of Mātanga Māori provided advice directly to the Associate Minister Māori Education on the role of Te Ahu o te Reo Māori in contributing to systemic change within the education sector. This group's recommendations are outlined in the report *He Puna Whakaaro Mō Te Ahu o te Reo Māori me Te Kawa Matakura* completed in October 2018, attached as **Appendix A**.

The objective of Te Ahu o te Reo Māori in 2019 was for a group of Mātanga, in co-design with the Ministry, to test these recommendations in the four priority regions of Waikato, Taranaki/Whanganui, Kapiti-Horowhenua-Porirua (including Wellington and the Hutt Valley) and Te Waipounamu. Testing has continued in the first half of 2020 using the same four providers with a view to expanding delivery to other regions from July.

Suppliers were selectively procured because they are:

- a. recognised leaders in supporting the growth of te reo Māori;
- b. recognised leaders in teaching te reo Māori and hold the expertise to enable timely planning and design activities;
- c. have ready access to the regional networks required in order to develop this testing process for Te Ahu o te Reo Māori within a short timeframe; and
- d. members of the Mātanga group who submitted the report to the Minister.

The Government Rules of Sourcing (the Rules) applicable at the time of this procurement allowed for Government Agencies to direct source suppliers under certain circumstances. You can find the Rules in place at the time here:

<https://www.procurement.govt.nz/assets/procurement-property/documents/government-rules-of-sourcing-procurement.pdf>

There were several options applicable to Te Ahu o te Reo Māori available under Government Rules of Sourcing. These are outlined below:

- Opt-out procurements, 3. (k) Public Services, Educational Services
- Valid exemption, Rule 15, paragraph 9:
  - (c) Only one supplier (i) technical reasons and (ii) intellectual property rights
  - paragraph 9 (e) Prototype

An exemption from open tendering in order to direct source under the provisions listed above was sought for Te Ahu o te Reo Māori and approved by Senior Management in the Ministry of Education.

- a. Te Ahu o te Reo Māori meets the definition of an Education Services
- b. The Suppliers selected to develop and deliver Te Ahu o te Reo Māori have a combination of technical knowledge and some intellectual property rights used for the development of the programme

## **2. The number of enrolments for each provider for each year (2019 and 2020).**

Please note, as detailed in point 8, delivery this year has halted and will resume online in mid-May. We anticipate that this change in circumstance may result in a significant number of withdrawals.

	Enrolments 2019	Enrolments 2020
Taranaki/Whanganui	97	140
Kapiti – Horowhenua - Porirua	144	166
Te Waipounamu	251	140
Waikato	193	145
<b>Total</b>	<b>685</b>	<b>591</b>

## **3. The number of people who completed each course (2019).**

	Course completions 2019
Taranaki/Whanganui	92
Kapiti – Horowhenua - Porirua	108
Te Waipounamu	217
Waikato	159
<b>Total</b>	<b>576</b>

**4. Any number/information about people who have participated and indicated an interest in continuing their participation.**

Evaluation results found that 87% of those surveyed would participate in Te Ahu o Te Reo Māori again and 81% were actively seeking further opportunities to continue their learning of Te Reo Māori.

**5. Any evaluation that has been conducted and provide copies of any evaluation.**

An evaluation of the initial programme pilot was completed early this year. This report will be made publically available on the Ministry's website in mid-2020 and is therefore refused under section 18(d) of the Act as the requested information will soon be publicly available. However, I can advise that high level key findings from the initial evaluation include:

- a. each pilot operated a delivery model (timing, duration, location, venue, mode) that optimised the learning for participants;
- b. participants felt the content was relevant and responsive to their needs as teachers;
- c. facilitators were highly valued as key contributors to the success of the programme;
- d. participants became more confident and motivated to use te reo Māori;
- e. the majority of evaluation respondents felt their pronunciation of Māori words had improved and they use te reo Māori more now on a daily basis; and
- f. participants are still becoming accustomed to integrating tikanga and local stories into their practice though did self-assess positive improvements in these areas.

**6. What "measures" were used to evaluate the initiative?**

The evaluation was completed by an external evaluator as a co-design process involving regional providers and the Ministry. The following data collection tools were utilised:

- a. a quantitative survey directed at participants and educational leaders who supported participants from their schools;
- b. qualitative interviews with participants across all four pilots and providers involved in the programme; and
- c. a review of reports, documents and internal evaluation processes used by providers.

Providers were committed to ongoing improvement throughout delivery, encouraged feedback from participants, and where possible made changes accordingly.

**7. Any decisions to expand the initiative.**

The Ministry is currently assessing options to expand Te Ahu o te Reo Māori to further regions from July this year.

**8. The current status of the initiative.**

Delivery for 2020 commenced in all regions between late February and early March. This has been halted during the COVID-19 shutdown period. Providers are currently finalising plans to re-start delivery using online platforms from mid-May through until late June and potentially early July.

	Start date	Completion date
Taranaki/Whanganui	26 February	TBC
Kapiti – Horowhenua - Porirua	2 March	July 3rd
Te Waipounamu	22 February	TBC
Waikato	6 March	TBC

Further information around this initiative is available at:

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/> and,

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/te-ahu-o-te-reo-maori-more-information/>

Please note, the Ministry now proactively publishes OIA responses on our website. As such, we may publish this response on our website after five working days. Your name and contact details will be removed.

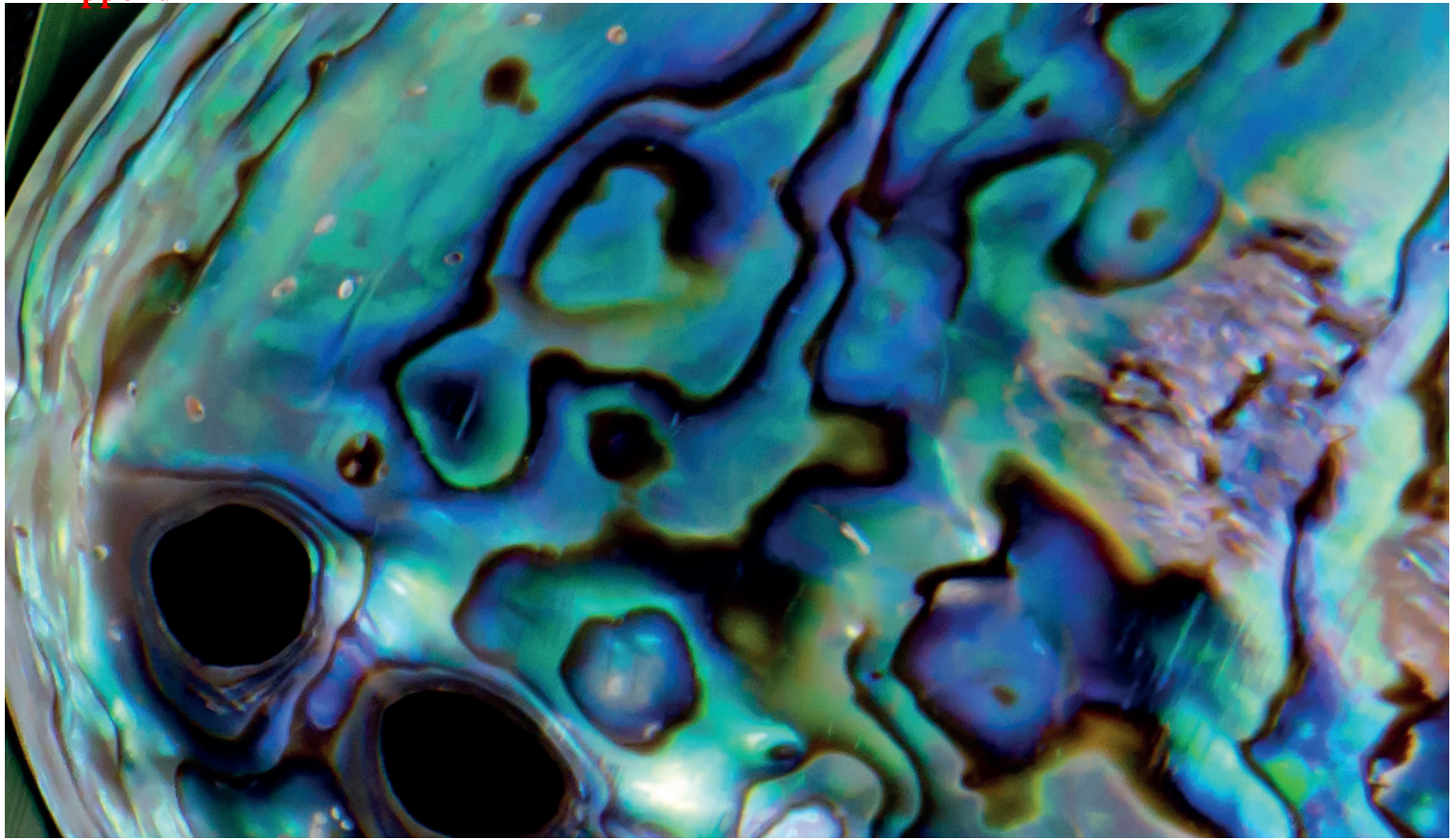
Thank you again for your email. You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Ellen MacGregor-Reid  
**Deputy Secretary**  
**Early Learning and Student Achievement**





# HE PUNA WHAKAARO

Mō Te Ahu o te Reo Māori me Te Kawa Matakura

He mea puta i te rā 2 o Oketopa i te tau 2018

# Nā Te Kāhui Mātanga



Te hui i Te Whanganui-a-Tara: Caroline Moe Milne, Darlia Walker, Dr Hana O'Regan, Kīngi Kiriona, Pakake Winiata, Paraone Gloyne, Dr Poia Rewi, Quinton Hita, Rahui Papa, Dr Ruakere Hond, Tā Tīmoti Karetu, Dr Will Edwards.

Te hui i Kāretu Marae: Caroline Moe Milne, Darlia Walker, Pakake Winiata, Dr Poia Rewi, Quinton Hita, Dr Ruakere Hond, Dr Will Edwards, Hoturua Barclay-Kerr, Tā Hector Busby, Dr Ihirangi Heke, Hirini Henare.





## He kupu whakataki

*He kākano ahau  
i ruia mai i Rangiātea  
Ahakoa iti taku iti  
ka tūria e ahau ngā iwi o te ao*

He karanga nā te Hōnore Kelvin Davis, nā te Minita Mātauranga Tuarua, i kao ai te kāhui mātanga nei (Te Kāhui)<sup>1</sup> ki Te Whanganui-a-Tara i te 23 o Hūrae, ā, ki te marae o Kāretu i te 30-31 o Akuhata, ki reira wānanga ai. Ka whakatakotohia e te Minita ētehi kaupapa e rua, hei wānanga mā Te Kāhui, e kīia ana ko Te Ahu o te Reo Māori me Te Kawa Matakura. Ka whārikihia te tūāpapa o ngā kaupapa, ki tā te Minita i kite ai, me te tūmanako, mā ngā kaupapa nei ka eke te reo o ngā kaiako me te mōhio o ngā rangatahi Māori ki ngā mātauranga ki tōna taumata; hei roto i ngā tau kitea ai ngā hua.

He whakahoki tēnei pūrongo i te karanga nā te Minita, e tāpae ana i ngā whakakapinga whakaaro hei tūtuhunga, e whai kiko ai Te Ahu o te Reo Māori me Te Kawa Matakura.

### TE WHĀINGA A TE KĀWANATANGA

Ko te whāinga a te Kāwanatanga nei, ko te horapa o te reo Māori ki ngā kura katoa i Aotearoa i mua i te tau 2025. Nā konā ngā kaupapa e rua nei i mahuki ake ai i te tahua pūtea o 2018/2019, hei whakamātau i ētehi ara ako rerekē, e tutuki ai te whāinga.

1 Ahakoa i utaina rātou ki te Ingoa 'Think-Tank', i tēnei pūrongo ka kīia rātou ko 'Te Kāhui'.



## NGĀ KAWENGA MAHI

E toru ngā rāngai i te wānanga:

*Te Kāhui:* ko Te Kāhui te hirikapo me te manawa o te wānanga nei, ko tāna, ko te wawata mō ngā kaupapa, ko te tuku i te whakaaro kia auaha, ko te whakaaroaro ki te tika o te whakatinanatanga o ngā kaupapa. Mā roto i te wānanga ka puta ētehi tūtohunga hei whakaarotanga mā Minita Davis, hei whakaarotanga hoki mā Te Tāhuhu o Te Mātauranga (Te Tāhuhu), e mōhio ai rātou: me pēhea te tautoko i ngā kaiako e whai ana i Te Ahu o te Reo Māori; he aha ngā momo mātauranga ka whāia e ngā tauira o Te Kawa Matakura.

*Te Amokura Consultants:* ko Te Amokura Consultants ngā taringa me ngā ringa o te wānanga, ko tāna, ko te kapo ake i ngā whakaaro o Te Kāhui, ko te tuhi i te pūrongo nei e kitea ai aua whakaaro me ngā tūtohunga. He whakakaonga mai o te ketekete, o te kūkū, o te koekoe nō te wao mātauranga Māori.

*Te Tāhuhu:* ko Te Tāhuhu ngā waewae o te wānanga, ko tāna, ko te whakatakoto i te ara ka whāia, ko te hīkoi i taua ara kia whakatinana ai i tā Te Kāhui i tūtohu ai.

## TE AHU O TE REO MĀORI ME TE KAWA MATAKURA

*Ko te reo Māori te pou e here ana i ngā waka e rua nei. Heoi anō, he motuhake ngā waehanga<sup>2</sup> o te pūnaha mātauranga<sup>3</sup> e arohia atu ana e tēnā, e tēnā:* ko tā Te Ahu o te Reo Māori, ko te whakakaha i te kōrerotia o te reo e ngā kaiako katoa; ko tā Te Kawa Matakura, ko te āta poipoi i ngā rangatahi Māori e pakeke mai ai hei rangatira mō ngā iwi, hei raukura mō te motu.

*Te Ahu o te Reo Māori:* he whakawhanake i ngā pūkenga o te kaiako e horo ai tāna whai i te reo, e kaha ai hoki tōna pīrangi ki te ako i te reo. He kohinga kaupapa ka tautoko i tā te kaiako whakaako mā te reo Māori i roto i ngā kura.

*Te Kawa Matakura:* he whakatū hōtaka torohanga hei whai mā ngā rangatahi Māori, ko tōna tūāpapa ko te mātauranga Māori. Ka aro atu ki ngā rangatahi tau 15-25 te pakeke, e mārake ana te kitea o te hiahia nui kia eke panuku ki roto i ngā mātauranga katoa o te ao Māori. He whakapiki i ō rātou mōhiotanga ki ngā mātauranga ā-iwi me ngā mātauranga Māori, e tū ai rātou hei tauira o te kōunga, ki tā te Māori titiro (ā-reo, ā-whanonga, ā-whakaaro).

<sup>2</sup> Component.

<sup>3</sup> Education system.

# Ngā tūtohunga

Hei kupu ārahi mā te Minita, ko ngā tūtohunga e whai ake nei i puta i ngā wānanga a Te Kāhui hei whakaarotanga ake mō ngā whakaritenga mō ēnei kaupapa e rua.

## TE AHU O TE REO MĀORI

### Tūtohunga 1

Me tono pūrongo e kitea ai ngā āputa, ngā wāhi hei whakawhanaketanga, e eke ai te kaupapa nei ki tōna taumata.

### Tūtohunga 2

Me ngaki te māra, me rui te one haumako (me mātua aro atu ki ngā raru ā-pūnaha - mō te reo Māori - ki ngā kura).

### Tūtohunga 3

Me whakahaere kaupapa whakapakari reo mā ngā kaiako.

### Tūtohunga 4

Me whakatau paerewa<sup>4</sup> reo Māori hei whai mā ngā kaiako katoa.

### Tūtohunga 5

Me whakareka, me whakapoapoa i te whai i te tūranga kaiako.

### Tūtohunga 6

Me whakakao tira kaiako ka huri i ngā kura ki te whakangungu i ngā kaiako ki te whakaako mā te reo Māori.

### Tūtohunga 7

Me taituarā te karanga kia tauhere ā-takiwā ngā kaiako e pīrangī ana ki te reo.

## TE KAWA MATAKURA

### Tūtohunga 8

Me noho mai ko te reo Māori te pūtake o Te Kawa Matakura (ko te reo te mauri o te mana Māori).

### Tūtohunga 9

Me noho hei kaupapa mā te rohe, hei kaupapa mā ngā iwi anō hoki (ehara taku reo i te reo takitahi, engari he reo takitini).

### Tūtohunga 10

Ko ngā rangatahi mō Te Kawa Matakura he mea āta kōwhiri e ngā hāpori tonu, e ngā iwi tonu (ko ngā paearu mō te uru atu ki Te Kawa Matakura).

### Tūtohunga 11

Me noho mai ko te wheako hei kaiako matua (mā te mahi e ako).

### Tūtohunga 12

Me whakamātau tētehi whakahaere hei tūāpapa mō te whakatū motuhake i Te Kawa Matakura.

### Tūtohunga 13

Me whakamana te mōhio o ngā rangatahi ka puta i Te Kawa Matakura ki tētehi tohu.

### Tūtohunga 14

Me mātua whai wāhi mai te rangatahi ki te whakatika i Te Kawa Matakura (mā ngā uri, mō ngā uri, me ngā uri).



# Hei whakawhānui ake i ngā tūtohunga

## TE AHU O TE REO MĀORI

Arā te kōrero i kōrerotia i te wānanga mō te kaupapa nei, e kore te reo e ora mā te rautaki tahi, engari mā te rautaki tini kē.

### Tūtohunga 1

***Me tonu pūrongo e kitea ai ngā āputa, ngā wāhi hei whakawhanaketanga, e eke ai te kaupapa nei ki tōna taumata.***

Me rangahau, me tonu pūrongo e kitea ai ngā rauemi reo, ngā kaupapa here, ngā paerewa reo anō hoki, kua oti kē te whakarite mai. Me kite hoki, he aha ērā e tamō ana. I taua pūrongo, me tātari mēnā kua whai hua, kei te whai hua tonu rānei ngā rauemi, ngā kaupapa here, me ngā paerewa o tēnei wā; ki reira kitea ai ngā panonitanga tika e whanake ai te reo o ngā kaiako o ināianei, o āpōpō anō hoki.



## Tūtohunga 2

***Me ngaki te māra, me rui te one haumako (me mātua aro atu ki ngā raru ā-pūnaha - mō te reo Māori - ki ngā kura).***

Kāore te reo Māori i te noho mātāmua i ngā whakaaro o ngā tumuaki me ō rātou kura auraki o te motu. He kōrero tēnā nā ngā kaiako i whai wā ki te kōrero ki Te Kāhui i te hui tuarua. Tau atu, tau mai, e whakamātāmua ana ā-waha nei i te reo, engari anō tōna whakatinanatanga.<sup>5</sup>

Nā reira te kōrero, ahakoa tonoa ai Te Kāhui ki te whakatō i ngā kākano e pakari ake ai te reo o ngā kaiako ki ngā kura, ki te kore e tika tā Te Tāhuhu ngaki i te māra, tā te Tāhuhu whakahaumako i te one, e kore ngā kākano nei e tipu. Arā noa atu ngā raru ā-pūnaha<sup>6</sup> i te rāngai mātauranga, i ngā kura, hei tirohanga tuatahitanga mā Te Tāhuhu, e whai hua ai ēnei kaupapa whakapakari reo.

He nui ngā taunakitanga kua oti kē te tūhura mai i roto i ngā rangahau, e whakatairanga ana i ngā tini hua o te ako i te reo Māori me ngā tikanga. Nā reira, me:

- » tuhi kaupapa here mā ngā kura katoa e whakaū ana i ngā taunakitanga i puta i ngā rangahau. Ko tā te kaupapa here, ko te whakamātāmua i te reo Māori i ngā whakaaro o ngā kura auraki;
- » tautoko i te waihanga rautaki whakarauora reo ki ngā kura, he mea hāpai e ngā kaiako, e ngā tauira, e ngā whānau o te kura, e te hāpori o ngā whānau o te kura. Mā reira e tū ai ngā kura hei pā tūwatawata mō te reo Māori i roto i ngā hāpori o te motu;
- » tautoko ā-pūtea nei i ngā kairiwhi ki ngā kura kia wātea ai ērā atu kaiako ki te whai i ngā kaupapa whakapakari reo.

5 Hei ko tā tētehi o ngā kaiako, ahakoa ia ka tonu atu kia tukuna ki tētehi kaupapa whakapakari reo, ka whakahēngia e te tumuaki, ka tukuna kētia ki tētehi kaupapa whakapakari pūkenga whānui mō te mahi kalako.

6 Systemic Issues.



### Tūtohunga 3

#### **Me whakahaere kaupapa whakapakari reo mā ngā kaiako.**

Me whakatū tētehi wāhi motuhake ki te whakangungu kaiako ki te reo. Me whai te hanga o te Kura Reo,<sup>7</sup> heoi:

- » me hāngai ki te reo me ngā mahi a te kaiako;
- » me kotahi, me rua anake rānei ngā horopaki e tirohia ana, e ākona ana e ngā kaiako (ina nui rawa ngā kaupapa me ngā horopaki, ka pāpaku noa iho ngā akoranga hei kawenga atu mā ngā kaiako).
- » me toru ngā taumata i roto i te kura reo (e ai ki tā te Minita wawāhinga i āna kupu whakataki i te hui tuatahi).<sup>8</sup> Mō te hunga kore reo, me whakaako i:
  - te whakahua tika;
  - ngā kupu māmā, mō te motu, mō te rohe hoki;
  - te ngākau whakaiti (tā te kaiako ako, tā te tauira whakaako) hei whakamaru i a rātou, kei whakahīhi te hunga (ehara i te Māori) i te mōhio ki te reo Māori;
  - ngā pūkenga tohe me te whakautu wero (kei werohia mō te whakaako mā te reo te take);
  - ngā tohutohu whakahaere akomanga, me ngā mahi whakahohe i te akonga ki te reo.

Me whakaaro hoki - i ā te kura reo whakaritenga - ki te rerekē o te momo tautoko i ngā kaiako auraki, tēnā i te momo tautoko i ngā kaiako i ngā kura kaupapa. E 90% ngā tamariki Māori kei ngā kura auraki; nā reira me whaiwhakaaro tonu ki te rahi o ā tātou tamariki i ngā kura auraki, ki ngā rautaki hoki e tika ai te reo o ngā kaiako ki aua kura.

Me whakatakoto rautaki e rite tonu ai tā te kaiako whai wāhi ki te whakamahi me te whakaharatau i tōna reo (ka hāngai tēnei ki te kōrero i raro iho nei mō te whakaopeope i ngā kaiako ki ngā takiwā o te motu).

Me hanga mai, me whakahou, me tūtohu rānei i ngā rauemi matihiko/ā-ipurangi e ako takitahi ai te kaiako i te reo Māori.

Me nui ake ngā karahipi e taea ai e te kaiako te reo Māori te whai (ā-rumaki reo nei). 16 anake i tēnei wā, ka mutu, e tuwhera ana ki te katoa; me nui ake, me whakawhāiti hoki i te aronga ki ngā kaiako Māori.

Me whaiwhakaaro ki tētehi kaupapa tuakana/ teina e whai wāhi ai te kaiako ehara i te kōrero Māori (engari kei reira te hiahia) ki te taha o te kaiako kōrero Māori, ki roto tonu i te kura.

### Tūtohunga 4

#### **Me whakatau paerewa reo Māori hei whai mā ngā kaiako katoa.**

Me whakaū i te mōhio ki te reo mā te whakamātau i te kaiako. Nā reira i puta ai te whakaaro ki te whakatau i ētehi paerewa mō te mōhio ki te reo Māori. Haere ngātahi ai ngā kaupapa whakapakari reo me ngā paerewa.

E tutuki ai tā te paerewa e whai nei, arā ko te whakapiki i te mōhio o ngā kaiako katoa ki te reo, me whakahau i te mahi ngātahi a te rāngai tari mātauranga (Matatū Aotearoa, Te Tari Arotake Mātauranga, a wai rānei, a wai rānei). Mā konā e tū tika ai ngā taha e rua, arā, te taha whakapakari i te reo me te taha whakamātau i te pakari o te reo.

Me tāpiri hoki taua paerewa ki te taha o te rēhitatanga mō ngā kaiako o naianei, mō ngā kaiako hou anō hoki. Me eke ki tērā taumata (mō te whakaako, te whakahua, te aha rānei) e mana ai te rēhitatanga. Hei tā tētehi o ngā kaiako i te hui tuarua, me oti tā te kaiako ako i te reo i mua i tana taenga atu ki te akomanga; mō muri ake, me uaua ka whai wā ki te ako. He ara tēnei e ū ai tērā whakaaro ōna.

Tuia ki tēnā, kei noho te paerewa ka whakamārari, engari me ara poutama tōna rite. Me whakarite angawā, ka taka te wā, ka piki anō te paerewa hei whai mā ngā kaiako. Mēnā ka tutuki i te kaiako tā te paerewa i whakatau ai, me whakareka, me whakapoapoa te tutukinga.

Mā tētehi pae tukutuku/taupānga rānei e whakamātau tō te kaiako mōhio ki te reo Māori.

7 Hei tauira: <https://www.raukawa.org.nz/rct/te-kura-reo-o-raukawa/>

8 Te hunga kore reo/Iti reo; te hunga āhua mōhio ki te reo; te hunga mōhio ki te reo (engari e hapa tonu ana, me whakawhānui rānei).

## Tūtohunga 5

***Me whakareka, me whakapoapoa te whai i te tūranga kaiako.***

Kia hāngai te kōrero, kāore te rangatahi kōrero Māori i te whai i te ara kaiako, he iti nō te moni, he nui nō te mahi. Ka nui kē atu te manaakitia o ōna pūkenga ki wāhi mahi kē.

Nā reira, e kī ana me whai i te ara e reka ake ai tērā tūranga ki tā te rangatahi kōrero Māori titiro. Hei tīmatanga, me whakapiki i te MITA.<sup>9</sup> Heoi anō, e rangona ai te reo ki ngā kura auraki, me tautoko te tūranga ki te pūtea tika.

Hei rautaki anō e whakapoapoa ai i te tūranga kaiako, whakarekahia te utu mō tētehi kaiako kua puta i te ara paerua mō te whai i te reo Māori. Ka mutu, me mōhio mēnā kua whai ia i te reo Māori hei reo tuarua, he pūkenga anō tēnā ka whai hua i roto i tāna whakaako mā te reo.

Heoi anō, kia kaua e aro noa atu ki te whakareka i te tūranga mō te kaiako hou, engari, me tika hoki te aro (me te tautoko ā-pūtea nei) i ngā kaiako kei ngā kura ināiane, ā, kei reira te hiahia ki te whai i te reo.

## Tūtohunga 6

***Me whakakao tira kaiako ka huri i ngā kura ki te whakangungu i ngā kaiako ki te whakaako mā te reo Māori.***

Ko tā te tira nei, ko te huri ki te tautoko i tā te kaiako whakaako mā te reo i tōna akomanga, kia rere, kia tika, kia Māori tonu te reo.

Me tohu rānei i ngā rauemi ā-ipurangi e ako takitahi ai i te reo Māori (me whai wā hoki te kaiako ki te ako ā-rōpū nei). Me mōhio tēnei tira haere ki te whakaako i ngā kaiako kia whakamahi i ngā rauemi reo kua oti kē te whakarite mai.

Me tohu i ētehi mātanga reo ki te āwhina i te tira haere nei. Ka mutu, me utu i te tū hei pou (kaiako mai, mātanga mai) ki tēnei tira.



## Tūtohunga 7

***Me taituarā te karanga kia tauhere ā-takiwā ngā kaiako e pīrangī ana ki te reo.***

He hui whakaawe i ngā kaiako ka whai i Te Ahu o te Reo Māori (pēnei i Te Reo ki Tua,<sup>10</sup> engari, ka hāngai kē ki te kaiako).

Ki konei:

- » whakaraupapahia ai, whārikihia ai, ngā mahi whakapakari reo ka taea e ngā kaiako o Te Ahu o te Reo Māori te whai (te kura reo, ngā rauemi, te tira kaiako, te aha rānei, te aha rānei);
- » whakaopetia ai ngā kaiako i roto i ngā takiwā. E mate ana i te noho marara o ngā kaiako matatau, me whakakotahi i a rātou, e ako ai i te mita, e ora ai i te noho ā-hapori. Ka puta atu rātou hei tauā mō te whakaako mā te reo ki ō rātou kura, ki ō rātou hapori;
- whakangungua ai te hunga ki te waihanga rautaki whakarauora reo. Ka hoki atu rātou ki ō rātou kura, ki korā whakarite ai i ngā rautaki mō te kura ki te taha o ngā kaiako, te tumuaki me te hapori o te kura, mā te katoa e hāpai. Ka mutu he whakarite rautaki ki te taha o ngā tamariki o te kura, o ngā kaiako o te kura, o ngā whānau o te kura.

9 Māori Immersion Teachers Allowance

10 <https://www.kahungunu.iwi.nz/te-reo-symposium>

## TE KAWA MATAKURA

*Kia tū tangata i te ao, kia tū  
mai ngā pātaka iringa kōrero,  
kia toka tū moana*

Ko te whāinga mō Te Kawa Matakura ka tautokona e Te Kāhui, hei whakarite i tētehi ara e poipoia ai ngā rangatahi ngākaunui ki te mātauranga ā-iwi me te mātauranga Māori hei oranga mō ngā iwi me te Māori hei raurangi rā. Me te aha, me hāngai me tika hoki te ako i ngā rangatahi e puta ai rātou i te ataarangi o ngā whakamarumaru o ō rātou nā iwi o te motu, hei ō rātou nā wā.

### Tūtohunga 8

**Me noho mai ko te reo Māori te iho o Te Kawa Matakura.**

*ko te reo te mauri o te mana Māori –  
nā Tā Himi Henare*

Ka tautokona kia noho ko te reo Māori hei iho mō Te Kawa Matakura, mēnā ko te mātauranga Māori me ngā mātauranga ā-iwi ngā kaupapa ako me haere ngātahi ko te reo Māori hei kaikawe i Te Kawa Matakura, hei kaiwhakaū i ngā akoranga o Te Kawa Matakura.

### Tūtohunga 9

**Me noho hei kaupapa mā te motu, mā ngā iwi anō hoki.**

Ko Te Kawa Matakura tētehi kaupapa e ora ai ngā mātauranga ā-iwi, me ngā mātauranga Māori anō hoki. Ko te puna o tō te rangatahi waka nei kei tōna ake hāpori kia pai ai te whāngaitia ōna ki ngā mātauranga ake, ā, ka puhia hoki tōna waka ki ngā iwi o ngā hau e whā ki reira ako ai, ā, ka rere hoki ki ngā kaupapa mātauranga Māori hoki hei utanga mātauranga mōna, mō tōna hokinga ki te hāpori.

Mō te mātauranga Māori, i kōrero Te Kāhui mō te whānui o te mātauranga Māori me te whai wāhi atu a ngā rangatahi ki ngā mātanga ā-motu mō ētehi mātauranga Māori.

Inā te nui o te mātauranga Māori, i puta te whakatūpatotanga kei riro mā tētehi uri te whānuitanga o te mātauranga e pīkau. Engari kē ia, me āta whakawhāiti pea i ngā akoranga o tēnā, o tēnā i runga anō i ngā pūmanawa me ngā pīrangi o te tauira. Mā te whatumanawa e kōwhiri he aha ngā mātauranga Māori hei āta ako māna nōna e whai ana i Te Kawa Matakura (arā te paepae, te taki karakia, te tito waiata).

Mō te mātauranga ā-iwi, e tika ana mā te iwi, te hapū, te hāpori rānei ngā mātanga, te mātauranga ā-iwi, ngā tikanga ako, ngā maramataka mātauranga e tohu, e whakaū ko wai.

He wā anō hoki tōna me renarena i te taura here tangata ki waenganui i ngā iwi, me huri haere ki te tūtaki me te honohono i ngā kōrero tuku iho, ngā whakapapa, ngā tāhuhu kōrero i roto i ngā whakaritenga o Te Kawa Matakura.

I whai whakaaro Te Kāhui ki ngā kaupapa me matua noho mai i Te Kawa Matakura, ā, e pēnei ana: pūrākau, kōrero tawhito, pāngarau, mōteatea/pōkeka, waiata, whaikōrero, karanga, karakia, tikanga whānui, tikanga ā-iwi, whakapapa, hononga tangata me ngā atua, puta ai ā-waha-me-tinana ki te marae, mōhio ki te matihiko, ngā pānga tangata whenua, pūtaiao, hangarau, whakaterere waka, kōkōrangī, mau rākau, te āitanga a pēpeke, ngā manu me ngā ika, te āhua o te rangi, tātai arorangi, me ngā mātāpono o te Māori; kia whai wāhi anō te hunga rangatahi ki te whakaputa whakaaro mō ngā kaupapa.<sup>11</sup>

I paku whati atu Te Kāhui ki te ruku ki ngā tukanga whakahaere, he whakamātau i ngā wai e whakatutuki ai i te whakawhitinga i te taha mātauranga ā-iwi, ki te taha mātauranga Māori anō hoki.

- » E taea ai te ako putuputu i ngā kaupapa o te wānanga ā-iwi, i ngā kaupapa mātauranga Māori anō hoki, me whakarite ngātahi i tētehi maramataka kia wātea ngā iwi ki te mahi i ā rātou ake wāhanga, me te mōhio hoki āhea hui ai ngā rangatahi ki ngā kaupapa mātauranga Māori, te huri haere rānei ki te noho tahi ki iwi kē atu.
- » Arā hoki te kōrero i puta, tērā pea he noho ki tētehi kaupapa ako, ā, ka huri haere ia ono wiki.

11 Manaaki, tiaki, whakaaro Māori, tiaki mātauranga, tū māia, whakapono, whakaiti, pupuri i te mana o te iwi.



I kōrerotia kia pēhea te roa o tētehi terenga o Te Kawa Matakura, ā, rerekē ngā whakahoki me te horopaki i takea mai ai ngā whakahoki. Tā ētehi ko tōna toru ki te rima tau pea te roa. Tērā te kōrero he roa rawa te pupuru i tētehi ki te roa ake i te toru tau. Arā hoki te kōrero kia mutu rā anō te toru tau ka noho te tauira ki tōna iwi whakaū ai i ngā akoranga mō te rua tau. Ko ētehi e mea ana ehara mā te wā e tohu he mōhio te rangatahi, kei te āhua o te tauira me tōna ako, kei te āhua hoki o tōna whakatinana i tā te iwi, tā te mātanga mātauranga Māori whakatau hoki he mōhio ia.

Kia puta rā āno te rangatahi i ngā kawenga o Te Kawa Matakura ki tōna ake ao, ki tōna iwi hoki, e whakapae ana Te Kāhui kia pēnei rawa tōna āhua:

- » he whakaiti, he hūmarie ki te tangata, he whakahīhī ki tōna ao Māori;
- » he kanohi kitea ki te hāpori, te kāinga, te marae anō hoki;
- » kia whaihua ki tōna hāpori, takiwā, iwi;
- » ka rite ki te kōkiri, te ārahi kaupapa rānei;
- » ka tū pakari, ka tū Māori, ka tū rangatira;
- » ka kawē i ngā mahi a te hāpori;
- » he kaiwhakarauora reo;
- » he wairua Māori, he reo Māori, he whakaaro Māori
- » ka whai wheako i te ao Māori, he whakamana i te ao Māori, he matatau ki te ao Māori, me te ao Pākehā

Kia puta he tangata Māori te whāinga...ā-reo, ā-whanonga, ā-whakaaro - Nā Tā Timoti Kāretu

## Tūtuhunga 10

***Ko ngā rangatahi mō Te Kawa Matakura he mea āta kōwhiri e ngā hāpori tonu, e ngā iwi tonu (ko ngā paearu mō te uru atu ki Te Kawa Matakura).***

I matapakitia kia waiho mā ngā hāpori me ngā iwi ngā rangatahi tika e kōwhiri, heoi anō me matua whai whakaaro tonu ki ētehi tohu hei momo paearu mō te tika o te rangatahi, arā:

- » he kōrero Māori ia;
- » ko te pakeke o te whakaaro me ngā whanonga;
- » kua whakaatu atu i tōna hiakai ki te te mātauranga Māori, kua timata kē pea i tana whai i tētehi o ngā kaupapa ako (ko te hunga i tū ki ngā whakataetae ā-rohe, ā-motu mō Ngā Manu Kōrero tētehi tauira);
- » me tautoko ia e tōna whānau;
- » he pitomata ki te ārahi tāngata;
- » kia ū, kia mau, kia manawaroa;
- » he kanohi kitea.

## Tūtuhunga 11

***Me noho mai ko te wheako hei kaiako matua (mā te mahi e ako).***

Me matua puta ki te taiao, mā te rongo - te taringa, mā te whakapā, mā te ihu, mā te waha, te tangata e ako. E hoki ki ngā pūtake o ngā mātauranga ako ai, arā, kia kaua e noho i ngā here o ngā whakahaere Pākehā i ngā akomanga, e puta ki ngā taiao e tika ana ki reira whai wheako ai.

Ko tētehi tauira, ko te haerenga o te Te Kāhui ki Ruapekapeka i te hui tuarua, ki reira tangi ai, ki reira whakarongo atu ai ki ngā mōteatea, ngā kōrero whenua, ngā karakia, ngā pakanga whenua, ngā rautaki pakanga a ngā tūpuna, ngā momo pātū me ngā rākau, ngā torangapū, me ngā whakapapa. Ko te hinengaro, te tinana, me te wairua e whai wāhi ana ki ngā mātauranga.

Me whakakōrero i te whenua, te wai, te ngahere, ngā whetu, te maramataka Māori.

Me whai wāhi mai ngā kaumātua.

## Tūtohunga 12

***Me whakamātau tētehi whakahaere hei tūāpapa mō te whakatū motuhake i Te Kawa Matakura.***

E pakari ai te whakatū i Te Kawa Matakura motuhake hei ngā tau e rua e heke mai nei, me whakamātau i tētehi whakahaere i te tuatahi, ā, ko te whakaaetanga o te rōpū ka tū ai ki roto tonu o Te Tai Tokerau.

Ko tēnei whakahaere he whakamātau, he whakatauirā hoki i te whakatinanatanga o ngā āhuatanga me matua noho mai ki Te Kawa Matakura ki tā te Te Kāhui i tūtohu ai. Ko te whakamātau i te whakahaere he whakarite anga me ōna momo whakakikokikonga ā-iwi, ā-mātauranga Māori anō hoki. He āwhina hoki ki te whakarite i ngā tukanga e paiheretia ai ngā whakahaere kia kawea e Te Tāhuhu.

Ko te Te Kāhui tonu me Te Tai Tokerau e whakarite ana i tēnei whakamātau tauira. He whakatū i tētehi anga e hāngai ana ki tā Te Kāhui i wawata ai ahakoa ki hea whakahaere ai te whakakikokikotanga o te kaupapa. Arā ngā kōrero mō te whakarite anga, te whai wāhi mai o ngā iwi, me ngā mātanga mātauranga Māori anō hoki.

## Tūtohunga 13

***Me whakamana te mōhio o ngā rangatahi ka puta i Te Kawa Matakura ki tētehi tohu.***

Ko Te Kawa Matakura tētehi kaupapa motuhake mō ētehi momo rangatahi, kia kawea ia ki taumata kē atu o tōna whakatinanatanga o tōna ao Māori. He hunga motuhake ka whai wāhi atu, ā, he taumata kairangi te paenga, ko te momo ka puta me whakamana, me whakarākei ki tētehi tohu mātauranga.

## Tūtohunga 14

***Me mātua whai wāhi mai te rangatahi ki te whakatika i Te Kawa Matakura (mā ngā uri, mō ngā uri, me ngā uri).***

Me whai wāhi mai ngā rangatahi ki te whakarite i te kaupapa e mōhio pai ai Te Kāhui ki te tika o te hāngai ki tō te rangatahi Māori ao, tō te ao hurihuri hangarau e kaha kawea nei i ngā whakaritenga o te wā.

Me whakatū hoki i te huihuinga rangatahi ki te/ngā rohe e whakaarohia ana, ki te patapatai i ngā hiahia, i ngā whāinga o te rangatahi ki taua rohe. Tērā anō he huihuinga ā-iwi ki te whiriwhiri i ētehi hiahia/whāinga o te takiwā hei whakatairanga i roto i te tauira.



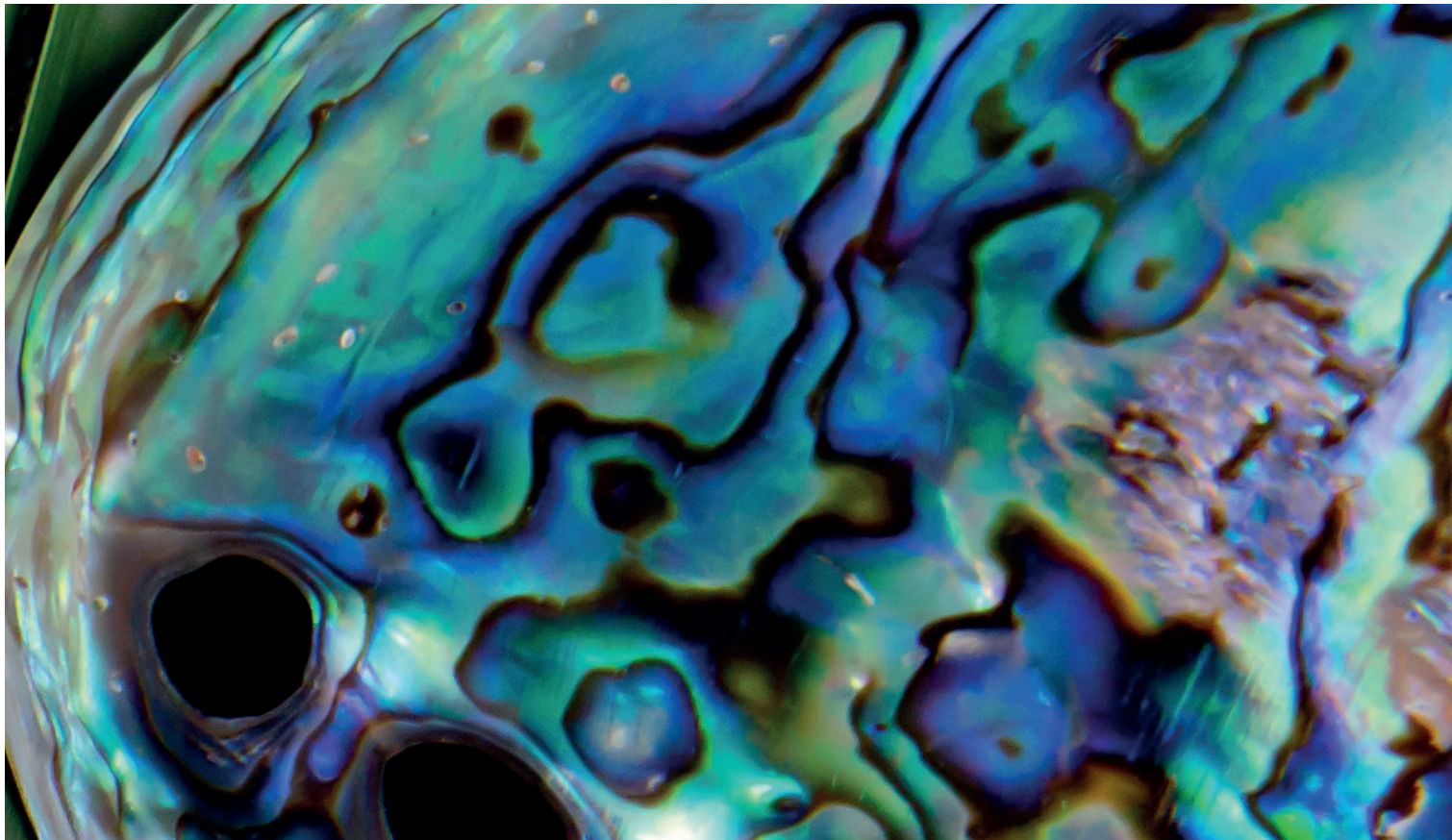




## HE PUNA WHAKAARO

Mō Te Ahu o te Reo Māori me Te Kawa Matakura  
He mea puta i te rā 2 o Oketopa i te tau 2018





# HE PUNA WHAKAARO

Mō Te Ahu o te Reo Māori me Te Kawa Matakura

2 October 2018

*This is an interpretation, that captures in English, the essence of what is written in te reo Māori. It is not a direct translation. Therefore, the Māori language version stands as the main report.*

# The Group of Mātanga



At the Wellington hui: Caroline Moe Milne, Darlia Walker, Dr Hana O'Regan, Kīngi Kiriona, Pakake Winiata, Paraone Gloyne, Dr Poia Rewi, Quinton Hita, Rahui Papa, Dr Ruakere Hond, Tā Tīmoti Karetu, Dr Will Edwards.

At the Kāretu Marae hui: Caroline Moe Milne, Darlia Walker, Pakake Winiata, Dr Poia Rewi, Quinton Hita, Dr Ruakere Hond, Dr Will Edwards, Hoturua Barclay-Kerr, Sir Hector Busby, Dr Ihirangi Heke, Hirini Henare.





## Background

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*He kākano ahau  
i ruia mai i Rangitātea  
Ahakoa iti taku iti  
ka tūria e ahau ngā iwi o te ao*

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You convened a gathering of mātauranga Māori experts (referred to as the 'Think-Tank') to meet in Wellington on 23 July, and again, at Kāretu from 30-31 September, for the purpose of a wānanga on two initiatives - Te Ahu o te Reo Māori and Te Kawa Matakura. You provided us with the background information and shared your vision for the two initiatives: that one be instrumental in accelerating the increase of teachers' language proficiency, and that the other focus on the uptake of traditional mātauranga Māori by rangatahi Māori; with a hope that their outcomes be seen in the near future.

This report is written in response to your request that we provide a summary of considerations as recommendations, in the development of Te Ahu o te Reo Māori me Te Kawa Matakura.

### THE GOVERNMENT'S GOAL

The Government's goal is that by 2025 all children in school in New Zealand will have te reo Māori integrated into their learning. In response to the Government's commitments on the Māori language in education, two initiatives - Te Ahu o te Reo Māori and Te Kawa Matakura - were approved in Budget 2018.



## OUR ROLES IN THE WĀNANGA

There were three parties involved in the wānanga:

*Think-Tank:* Our role at wānanga was to provide the cultural intellect. The role required blue-sky and creative thinking, and deliberation on how to successfully implement the initiatives. We were asked to provide recommendations to you and Te Tāhuhu o Te Mātauranga (Te Tāhuhu) on how to support teachers involved in Te Ahu o te Reo Māori and what students pursuing Te Kawa Matakura will learn.

*Te Amokura Consultants:* Te Amokura Consultants were to capture the Think-Tank's considerations and to incorporate those in to a report, which includes recommendations. That involved collating the various voices and perspectives of the mātauranga Māori specialists.

*Te Tāhuhu:* Te Tāhuhu are to explore the implementation of the vision and recommendations provided by us.

## TE AHU O TE REO MĀORI AND TE KAWA MATAKURA

*Te reo Māori is the mooring post that binds these two initiatives together. The components of the education system that effect each initiative however are unique to each:* Te Ahu o te Reo Māori will increase the Māori language used by all teachers; Te Kawa Matakura will groom rangatahi Māori into iwi and national leaders.

*Te Ahu o te Reo Māori:* will develop teacher competency and accelerate their language acquisition, and inspire a passion to educate using te reo Māori. Teachers will be supported to teach with te reo Māori in schools through a suite of initiatives.

*Te Kawa Matakura:* will establish a rangatahi Māori extension programme centred on mātauranga Māori. Rangatahi Māori aged 15-25 years old are the target audience, more specifically those that exhibit an identifiable enthusiasm in all fields of mātauranga Māori. The programme will expand the understanding of iwi bodies of knowledge and wider mātauranga Māori, for them to become exemplary role models in accordance with the Māori worldview.

# Recommendations

The following recommendations, in relation to Te Ahu o te Reo Māori and Te Kawa Matakura, are provided for your consideration.

## TE AHU O TE REO MĀORI

### Recommendation 1

Commission a report in order to see the relevant gaps and areas that need to be strengthened in order for Te Ahu o te Reo Māori to succeed.

### Recommendation 2

Review and address the systemic issues that exist within the education system.

### Recommendation 3

Implement initiatives specifically aimed at improving the language proficiency of teachers.

### Recommendation 4

Establish language proficiency competency standards for all teachers.

### Recommendation 5

Make a career in teaching more appealing.

### Recommendation 6

Form a group of teachers that visit schools to improve teaching with te reo.

### Recommendation 7

Establish regional clusters for teachers interested in improving language proficiency.

## TE KAWA MATAKURA

### Recommendation 8

That te reo Māori is central to Te Kawa Matakura.

### Recommendation 9

That the programme be made up of both iwi and ao Māori elements.

### Recommendation 10

That Te Kawa Matakura rangatahi are carefully selected by their communities and iwi (based on their own criteria to enrol for Te Kawa Matakura).

### Recommendation 11

That experience learning will be provided for as the principal method of learning and instructing (learning is best done through practise).

### Recommendation 12

Deliver a pilot for Te Kawa Matakura to inform the launch of the programme.

### Recommendation 13

That Te Kawa Matakura graduates' specialist knowledge should be recognised through a formal qualification.

### Recommendation 14

That rangatahi are involved in the development of Te Kawa Matakura (in development for, with and including uri).



# Rationale for the recommendations

## TE AHU O TE REO MĀORI

We stated, when discussing Te Ahu o te Reo Māori at the wānanga: “e kore te reo e ora mā te rautaki tahi, engari mā te rautaki tini kē.”

### Recommendation 1

***Commission a report in order to see the relevant gaps and the areas that need to be improved for Te Ahu o te Reo to succeed.***

We recommend that Te Tāhuhu commission research and a specific report on improving language proficiency for teachers, in order to see what current resources, policies, and competency standards (if any) have already been established, and where the gaps are.

The research and report should also assess which of those current resources, policies and standards are still fit for purpose. That will play a key role in identifying the necessary changes in order to improve the language proficiency of current and future teachers.



### Recommendation 2

***Review and address the systemic issues that exist within the education system.***

The point was made by one of the teachers presenting at the second wānanga, that te reo Māori is not a priority for principals in mainstream schools; that principals in English-medium can often pay lip-service to the value of te reo in their schools, and not follow through with meaningful actions or initiatives to support te reo.<sup>1</sup>

It is our view that while we have been asked to assist with Te Ahu o te Reo Māori by informing the design and approach of initiatives to improve the language proficiency of teachers in schools; that unless Te Tāhuhu address systemic issues around the value of te reo in schools, the initiatives will not achieve their purpose.

There is a wealth of existing research which has outlined the benefits of learning te reo Māori and tikanga. We suggest that Te Tāhuhu:

- » develop policy for schools exhibiting that research, obliging schools to prioritise te reo Māori;
- » support the development of language plans in schools. The language plans should receive input from teachers, students, whānau, and the community around the school. This is an avenue by which schools will become bastions of language revitalisation in their communities;
- » financially support schools to use relievers so that teachers have the time to engage in activities aimed at supporting their language development.

<sup>1</sup> A teacher at the wānanga noted that after requesting professional development for te reo Māori, the principal instead enrolled the teacher in a general teaching improvement course.



### Recommendation 3

#### ***Implement initiatives specifically aimed at improving the language proficiency of teachers.***

We suggest the establishment of a distinct programme aiming to improve the language proficiency of teachers, similar in design to a Kura Reo,<sup>2</sup> and that:

- » it focus on language and activities relevant to teachers;
- » there only be 1-2 key focus areas in each kura reo (if there are more, the teaching will be too far spread and there won't be significant learnings for teachers);
- » there be three levels that teachers are placed into in the kura reo (in line with the Minister's division of the teachers into three groups at the first wānanga). For teachers in the little-to-no language proficiency group, the kura reo should focus on:
  - correct pronunciation;
  - simple words and phrases for te reo in general and also for their regional dialect;
  - ensuring that teachers and students practice humility when teaching and learning te reo;
  - advocacy tools to respond if there are objections to their teaching with te reo in schools;
  - classroom management phrases and activities to make students excited about learning te reo.

In the development of the kura reo, Te Tāhuhu should consider the different tools needed for teachers in Māori-medium and English-medium. In particular, the strategies that teachers in English-medium will need (given that 90% of tamariki Māori are in English-medium schools).

Te Tāhuhu should also consider how to ensure that teachers in Te Ahu o te Reo Māori have regular speaking opportunities to improve their proficiency (this may be relevant to the proposal that teachers in Te Ahu o te Reo Māori are grouped within their regions).

Te Tāhuhu should develop or modernise existing electronic/online resources that will allow teachers to continue with individual learning.

We note that there needs to be an increase in scholarships that allow teachers to pursue te reo Māori in immersion settings<sup>3</sup>. The scholarships are currently available to all teachers, and it is suggested that they prioritise improving the proficiency of Māori teachers.

Consideration should be given to a tuakana/teina model, that sees teachers with little-to-no language proficiency (but a desire to improve that) paired with teachers that are more comfortable with the reo in the same school for learning.

### Recommendation 4

#### ***Establish language proficiency competency standards for all teachers.***

The improvement of language proficiency in the profession should be ensured through competency standards and assessment of teachers. The initiatives (outlined above) and the competency standards will go hand-in-hand in the improvement of language proficiency.

In order for the competency standards to achieve their purpose, Te Tāhuhu should instruct sector-wide collaboration with the other education agencies (such as the Education Council, ERO, etc).

The competency standard should form part of the registration process for existing and new teachers. This point is in response to the comment made by one of the teachers presenting at the second wānanga – the teacher should already be familiar with te reo before they enter the classroom, because from that point on, there is limited time available for further learning.

Further, a timeframe should be developed which sees the competency standard incrementally increased, so that the language proficiency of teachers is also continually increasing. Success within the proficiency standard should be incentivised.

A website or application (app) should be used to assess teachers' language proficiency.

2 As an example: <https://www.raukawa.org.nz/rct/te-kura-reo-o-raukawa/>

3 It was raised that approximately only 16 scholarships annually.

## Recommendation 5

### ***Make a career in teaching more appealing.***

It is our view that there is not a great number of rangatahi Māori pursuing careers in teaching, given the role carries a large workload with a low financial incentive. The skills of rangatahi Māori, and in particular their proficiency in te reo Māori, are valued more highly in other professions and roles.

Therefore, we suggest that consideration be given to increasing the appeal of the teacher's role for fluent rangatahi Māori. Initially, Te Tāhuhu may look at increasing the MITA.<sup>4</sup> However, in order for the initiatives to succeed, there needs to be a strategy to increase the appeal for teachers across both mediums.

Another approach might be to increase the teacher's salary for those who are proficient and have completed post-graduate study in te reo Māori. It is important to note that the acquisition of te reo Māori as a second language is a skill-set that will be useful when teaching with te reo.

However, Te Tāhuhu should not focus solely on incentivising the role for new teachers, but rather take a broad approach, and consider incentives for all teachers wanting to improve their language proficiency to better include te reo Māori in their teaching.

## Recommendation 6

### ***Form a group of teachers that visit schools to improve teaching with te reo Māori.***

The group will be responsible for visiting schools to assist teachers to teach with te reo, ensuring that the language is being correctly used.

The group should identify resources (both digital and physical) that teachers can use to improve their language proficiency (for individual and group learning).

We would expect the group will include both education and language experts and that the group will be adequately financially compensated for their time.



## Recommendation 7

### ***Establish regional clusters for teachers interested in improving language proficiency.***

We propose a language summit aimed at inspiring those teachers who want to improve language proficiency (similar to Te Reo ki Tua,<sup>5</sup> but specifically targeting teachers).

We propose that at the summit:

- » the suite of Te Ahu o te Reo Māori initiatives be announced (the Kura Reo, resources, etc);
- » teachers are arranged into clusters within their regions. This will provide a community of like-minded teachers to support one another to improve language proficiency, and will also allow teachers to learn the language specific to their region;
- » the teachers will be trained in language planning, so that teachers and language champions in communities can develop language plans alongside the principals, teachers, students and whānau, for the benefit of the schools and their wider communities.

4 Māori Immersion Teachers Allowance.

5 <https://www.kahungunu.iwi.nz/te-reo-symposium>

## TE KAWA MATAKURA

*Kia tū tangata i te ao, kia tū  
mai ngā pātaka iringa kōrero,  
kia toka tū moana*

We support the objective of Te Kawa Matakura, to provide an opportunity for rangatahi Māori that demonstrate a passion for tribal and Māori bodies of knowledge to be groomed as part of succession planning for iwi and te ao Māori. Therefore it is critical that the curriculum is relevant and instructed accordingly for rangatahi to graduate and eventually take up the leadership mantle.

### Recommendation 8

***Te reo Māori is central to Te Kawa Matakura.***

*Ko te reo te mauri o te mana Māori –  
nā Tā Himi Henare*

We expect te reo Māori to be the lifeblood of Te Kawa Matakura; if iwi and Māori knowledge and practises are the core curriculum, it is fundamental that te reo Māori is the language of instruction and informs all Te Kawa Matakura learnings.

### Recommendation 9

***The programme be made up of both iwi and ao Māori elements.***

Te Kawa Matakura is an approach for the succession of iwi and Māori knowledge and practises. The rangatahi will be strongly connected to (or based in) their own tribal community to effectively learn their own mātauranga ā-iwi; they will also travel to other iwi and mātauranga Māori specialists, then take that learning back to their own community.

*The mātauranga Māori focus, mātauranga Māori in its entirety is extensive, and therefore, for specific fields of mātauranga Māori the students should be taught by the experts of those fields.*

It was also raised that given mātauranga Māori is so vast, caution should be taken to avoid expecting one student to master all fields. Instead, a student's learning should align to their passion and interests, and allow for self-selection of specialist field(s). Their own intuition can govern their preferred field(s) of mātauranga Māori within Te Kawa Matakura (for example the paepae, reciting karakia, composing waiata).

*The mātauranga ā-iwi focus, it is appropriate that those from the iwi, hapū, or community play a role in the design and in deciding who the specialist iwi educators are, the iwi curriculum, the methods of instruction, and programme scheduling.*

Te Kawa Matakura design will provide for maintaining inter-iwi relationships, and do so via travelling to meet and learn shared traditions, whakapapa, and history.

We consider that key curriculum topics for Te Kawa Matakura are: pūrākau, kōrero tawhito, pāngarau, mōteatea/pōkeka, waiata, whaikōrero, karanga, karakia, tikanga whānui, tikanga ā-iwi, whakapapa, hononga tangata me ngā atua, puta ai ā-waha-me-tinana ki te marae, mōhio ki te matihiko, ngā pānga tangata whenua, pūtaiao, hangarau, whakaterere waka, kōkōrangī, mau rākau, te aitanga a pēpeke, ngā manu me ngā ika, te āhua o te rangi, tātai arorangi, me ngā mātāpono o te Māori.

We momentarily discussed operational matters to check how both the mātauranga ā-iwi and mātauranga Māori elements could practically be accommodated.

- » Co-design is key in coordinating both the wānanga ā-iwi and mātauranga Māori curricula delivery, so that respective iwi can plan to deliver their own portion while cognisant of the mātauranga Māori portions of the programme, and trips to other iwi.
- » It was also noted that scheduling could concentrate on specific kaupapa at a time, and rotate between kaupapa every six weeks.

We also discussed the duration of a Te Kawa Matakura programme, with differing responses for different reasons. A three to five year duration sat well with some, while others felt that retaining students for any longer than three years was too long. We made the point that upon completing three years the tauira may reside with the iwi to consolidate their learning practice for another two years.



There was also the view that time should not dictate if the student is qualified, but it will be the manner in which they reflect their learning to a standard deemed appropriate by their iwi and mātauranga Māori experts.

We envisage a Te Kawa Matakura graduate, when returning to their iwi and community, should embody the following:

- » he whakaiti, he hūmarie ki te tangata, he whakahīhī ki tōna ao Māori;
- » he kanohi kitea ki te hāpori, te kāinga, te marae anō hoki;
- » kia whaihua ki tōna hāpori, takiwā, iwi;
- » ka rite ki te kōkiri, te ārahi kaupapa rānei;
- » ka tū pakari, ka tū Māori, ka tū rangatira;
- » ka kawē i ngā mahi a te hāpori;
- » he kaiwhakarauroa reo;
- » he wairua Māori, he reo Māori, he whakaaro Māori;
- » ka whai wheako i te ao Māori, he whakamana i te ao Māori, he matatau ki te ao Māori, me te ao Pākehā.

*Kia puta he tangata Māori te whāinga...ā-reo, ā-whanonga, ā-whakaaro - Nā Tā Timoti Kāretu*

## Recommendation 10

***Te Kawa Matakura rangatahi are carefully selected by their communities and iwi (based on their own criteria to enrol for Te Kawa Matakura).***

We consider it appropriate for communities and iwi to ultimately select suitable rangatahi (and criteria), and that we will still provide guidance on key eligibility criteria, which include:

- » he kōrero Māori ia;
- » ko te pakeke o te whakaaro me ngā whanonga;
- » kua whakaatu atu i tōna hiakai ki te mātauranga Māori, kua timata kē pea i tana whai i tētehi o ngā kaupapa ako (ko te hunga i tū ki ngā whakataetae ā-rohe, ā-motu mō Ngā Manu Kōrero tētehi tauira);
- » me tautoko ia e tōna whānau;
- » he pitomata ki te ārahi tāngata;
- » kia ū, kia mau, kia manawaroa;
- » he kanohi kitea.

## Recommendation 11

***Experience learning will be provided for as the principal method of learning and instructing (learning is best done through practise)***

Exposure to the natural world is imperative for a student's multisensory learning experience - sound, touch, smell, taste. Learning requires reconnecting students with traditional sources of mātauranga, to gain experiences in the right learning environment, rather than being restrained by Western learning models and practises in the classroom.

The prime example was the Think-Tank's excursion to the Ruapekapeka site during the second wānanga, to lament and experience mōteatea, to hear about the land's narrative, the karakia, land wars, ancestral warfare strategy, fortification and weaponry, the politics, and the heritage. All of which resonated with the physical and metaphysical consciousness.

The lands, waters, forests, stars, and Māori lunar calendar should be given life within the learnings.

Elders and senior leaders will be part of the programme.

## Recommendation 12

***Deliver a pilot for Te Kawa Matakura to inform the launch of the programme.***

To inform the successful establishment of Te Kawa Matakura within the next two years, an initial pilot programme should be delivered, and the Think-Tank proposed the pilot be hosted within Te Tai Tokerau.

This pilot is to trial and model the implementation of compulsory components that make up Te Kawa Matakura, as recommended by the Think-Tank. The pilot will enable the testing of a framework and the coordination of iwi and mātauranga Māori components. It will inform the development of processes to enable its delivery by Te Tāhuhu.

Together with Te Tai Tokerau, we will be involved in the preparation of the pilot. It will involve the development of a framework that aligns to the Think-Tank's expectations, which can be implemented regardless of the location of delivery. Discussions on the development of a framework again echoed that iwi and mātauranga Māori experts need to be included.

### Recommendation 13

***Te Kawa Matakura graduates' specialist knowledge should be recognised through a formal qualification.***

Te Kawa Matakura is a distinct programme for certain rangatahi to further advance their contribution in and to te ao Māori. The eligible students are a distinct cohort pursuing excellence as the objective; for those that graduate, there should be recognition with a formal qualification.

### Recommendation 14

***Rangatahi are involved in the development of Te Kawa Matakura (in development for, with and including uri).***

Rangatahi involvement in the design and development of Te Kawa Matakura is imperative to ensure it is aligned to how rangatahi perceive themselves in te ao Māori, and that it encompasses the driving force of technology in this day and age.

We also suggest the hosting of hui for rangatahi to discuss their aspirations for Te Kawa Matakura in their regions. The hui could also include iwi and hapū to discuss their expectations of rangatahi participating in Te Kawa Matakura.







## **HE PUNA WHAKAARO**

Mō Te Ahu o te Reo Māori me Te Kawa Matakura  
2 October 2018