

## Mandatory Review of Reo Māori Qualifications Stakeholder Hui Minutes

18 October 2013

Tangatarua Marae Waiariki Institute Technology Rotorua

**Te hunga i tae atu:** Ken Kennedy, Marleina Nelson, Te Hauauru Tahī-Rangihau, Sandre Kruger, Sandy Hata, Harata Day, Tūtū Kautai, Anne Campbell, Anahia Hiini, Wiremu Barrett, Eru Biddle, Tawini Rangihau, Angela Tibble, Kare Rogers, Shahana Reedy, Marie Wynyard.

**NZQA:** Josie Pulman, Emmett Isaac, David More.

**Te Rōpū Tātaki** Wiremu Doherty, Pania Papa and Te Kowhai Ohia.

1 Pōwhiri Te Whānau o Tangatarua Marae  
Kapu Tī

2 Background Kōrero

Wiremu Doherty gave a general overview of the kaupapa and the proceedings for the day.

Emmett Isaac and David More provided background information about the Targeted Review of Qualifications and the MMeQA, and how they relate to the review of the Reo Māori qualifications. *(Power Point attached)*

Further discussion with the GG raised points for discussion later:

- In the Tertiary sector students arrive with a plethora of qualifications and at different levels. TRoQ allows all sectors of our society to know what the different qualifications actually mean.
- Where do the students start?
- Should they start again at the beginning level when they start tertiary study?
- A national review such as this will provide that understanding for us all.
- People were encouraged to stay involved and to suggest people, or volunteer, for the Working Group(s).

Tikanga Review:

Kerian Hewittson - Te Whare Wananga o Aotearoa gave the background the discussed the links between the Te Reo review and the Tikanga review

**Te Reo me ngā Tikanga** e tautoko ana me haere ngātahi te reo me te tikanga a me te tautoko ano i te whakaaro o era atu o nga hui

- To understand tikanga, you need te reo; to learn te reo you don't necessarily need tikanga.

- To include tikanga into te reo qualifications/programmes gives context, meaning, and relevance for the *need* to learn te reo.

Key questions for group discussions.

With specific reference to the Reo Māori qualifications and looking forward to the development of a new suite of qualifications, the following questions were raised for consideration:

- What future should **Reo Māori Quals** offer the learner, the provider, and NZ Society? Global engagement
- How should the suite of **Reo Māori Quals** be shaped?
  - o (Added value of Māori Studies and Customs/ Tikanga Māori and other qualifications pathways??)
- What is your rationale?

### **WHAT ELSE?**

Split into 3 discussion groups to consider the key questions.

Each group feedback.

Pania facilitated feedback discussion

Ngā whiriwhiringa a te roopu 1.

- **Future:**
- A platform for future pathways to jobs, careers, personal development, contribution to whānau, hapū and iwi.
- Qualifications should offer standard excellence.
- Te reo should be taught in schools, spoken - reo a-waha, tikanga a-waha.
- All politicians **SHOULD SPEAK TE REO MĀORI** including all government employees – local and national.
- Global engagement / recognition
- Kia mōhio ai te katoa ko wai tātou
- No tātou ake te reo
- International Māori have access to te reo Māori
- He reo a-iwi kē – me pūmau tonu tātou ki o tātou ake reo
- Quality assurance – me whakamātau a-iwi tonu.
- **Shape of qualifications**
- *Option 1 and 2*
  - Te Reo Māori L1-2 – L3-4 Beginners – Intermediate
  - Te Reo Māori L5-6 Advanced

When teaching language only: you have to have content ensuring tikanga is used to teach as context or content to level of reo needed for people to communicate with clients e.g social services/ govt agencies.

- *Option*

Te Reo Māori Level 5

Fluent – industry based with te reo Māori e.g performing arts, journalism, kohanga reo, hauora, theatre, literature, rangahau etc.

- **Rationale**

- Ki te kore te reo Māori i ka ngaro he pera i ki te moa.
- Kei te mimiti haere te reo inaianei
- Kura mo ngā matua o nga mokopuna kei roto i ngā kohanga reo, kura Māori, kaupapa hoki
- Iwi language strategy –Iwi marae recognised as valid learning institutions Me kii me hoki ki te marae.

Ngā whiriwhiringa te Roopu 2:

- **Future:**

- A platform for Māori to be ambassadors for Aotearoa – He mangai mō Aotearoa
- Te tuākiri – self identity through your reo ā-iwi
- Te ōranga tonutanga o te reo
- Kia Māori tonu te reo
- Takawaenga ki nga tari, ki ngā kaupapa pakeha.

“**AOTEAROA – ME AKO TE KATOA I TE REO**”

- **Shape of qualifications**

- Kia noho Māori tonu te tāhuhu mo ngā tohu Māori

- **Rationale**

- Ma tēnā, ma tēnā e whakatakoto o rātou whakaaro kia Māori ai te kaupapa
- Kei te mimiti hāere te reo inaianei
- Kura mō ngā matua o ngā mokopuna kei roto i ngā kohanga reo, kura Māori, kaupapa hoki
- Iwi language strategy –Iwi marae recognised as valid learning institutions Me kii me hoki ki te marae.

### Ngā whiriwhiringa te Roopu 3:

#### - Future :

Iti te Kōpara kai takiri i runga ra i te Kahikatea”

- Te reo me ona tikanga me ona taiao
  - Kaainga, pa – kauta - Tumatauenga / Rongomatane
  - Moana / Tahuna - Tangaroa / Hinemoana
  - Ro Ngahere - Tanemahuta
  - Nga Whetu - Ranginui

### Shape of qualifications

#### L1 – L2 - L3 – 4

Te Tūapapa o te tangata (iwi specific)

Waiata, mōteatea, kīwaha, whakatauki ko te reo tonu me ōna tikaka (Hitori – ngā nonoka whakapapa)

Kia kotahi tau te roanga o ia taumata

#### L5 – 6

Identified a gap with the level 5 – 6 qualifications.

Exit points for higher qualifications.

Me ako te ākongā i ngā pukenga i ngā kaupapa ako e hangai ana ki tāna e whai ai

(rangahau, academic writing, critical theory) te huarahi kaiwhakaako reo Māori tonu me ngā tikanga

- Te Aho - ngā āhuatanga o te ākongā.
- There are degrees of reo, and degrees of learning, me whakaaro ki te momo o te ahuatanga o te akonga/tauirā.

#### Ahuatanga 1:

- Whai mahi
- Kua oti te hīkura
- Kua taha i te taumata tiwhikete

#### Ahuatanga 2

- Whai mōhiotanga kāore i eke ki te mutunga o te hīkura
- Ko te tino hiahia ko te reo mō te ōrorerero ao noa, po noa
- Te tino hiahia inaianei 2013
  - Ataarangi
  - Certificate Māori Studies
  - BA Māori
  - Honours in Māori

- **Rationale**
- Legacy – Te Reo te take
  - Ko wai koe?
  - No hea koe?
  - E ahu atu ana koe ki hea?
  - He aha ai

The pathways in the discussions were all similar to the other stakeholders hui held.

- Language Revitalisation Plan Developers for hapū, iwi.
- Promotion
- Government Departments
- Teaching – General and Te Reo
- Broadcasting
- Politics – Hospital Boards, Regional Boards, Local Council, Parliament.
- Tourism
- Policy analysts
- Teachers / lecturers

Te Kowhai and Josie outlined the next steps.

- Deliverables and timelines for development of qualifications, consultation, approval to develop.
- The needs analysis is being developed by Wayne Ngata.
- The importance of stake-holder feedback.
- Nominations for Working Groups and Governance Group were called.
- Received one name for Governance Group – Keneti Kennedy accepted by Wiremu
- Three names were received for working groups – Kare Rogers, Angela Tibble and Tūtū Kautai

Karakia whakamutunga – Wiremu