

Mandatory Review of Reo Māori Qualifications

Stakeholder Hui Minutes

18 October 2013

Waiwhetu Marae, Waiwhetu, Te Whanganui-a-Tara

Te hunga i tae atu: Katareina Kaiwai, Arapera Royal Tangaere, Bruce Aranga, Helen Slater, Ana Montgomery-Neutze, Kura Moeahu, Erana Hemmingsen, Anthony Tipene, Te Rongomai Tipene-Matua, Noeline Matthews, Justin Puna, Laura Kamau, Rutene Gabel, Patsy Puketapu, Selwyn Parata, Wikitoria Ratu, Peggy Luke, Konga Reriti.
Te Rōpū Tātaki NZQA Leon Blake and Rawinia Higgins.
Keri-Anne Stephens, Dinah Paenga, Tui Marsh.

1 **Pōwhiri** Te Whānau o Waiwhetu
Kapu Tī

2 **Background Kōrero**

Leon Blake and Rawinia Higgins gave a general overview of the kaupapa and the proceedings for the day.

Keri-Anne Stephens and Tui Marsh 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).

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 is the difference between the current qualifications we have?
- What are the specific outcomes we want for te reo Māori qualifications at Levels 1-6?
- What is the difference between Te Reo Māori and Māori Studies?
- How do we consider other sectors in our developments, for example Broadcasting – how do we fit them in?
- How do we make sure we are aligned with the secondary schools and the Universities?

3 RŌPŪ 1 DISCUSSION POINTS:

i. Concerns raised included:

- The *level* of te reo
- Dialectual differences and how these can be/are assessed – e pēhea ana te aromatawai i te mita o te reo o ngā ākongā nō iwi kē?
- Te Reo Māori and Te Reo Rangatira in the secondary school sector.

Outcomes of the qualifications need to be flexible to allow for dialectual differences (mita, kupu, kīanga, rerenga kōrero, te mea, te mea...)

The level (standard) needs to be set, and met.

ii. Is te Reo Māori on its own a good qualification?

- There are more opportunities these days, nationally and internationally, if you have a Reo Māori qualification.
- *Te Reo sets you apart and gives you the advantage!*
- Potential Employment includes:
 - Consultancy
 - Translation
 - Language Revitalisation Plan Developers for hapū, iwi.
 - Promotion
 - Government Departments
 - Teaching – General and Te Reo
 - Broadcasting
 - Politics – Hospital Boards, Regional Boards, Local Council, Parliament.
 - Museums
 - Embassys
 - Technology – App developments
 - Management at the Corporate level post Treaty Settlements – having te reo will be a requirement for Māori and non-Māori in this space.
 - Governance and Leadership
 - Tourism

iii. Can we have Te Reo qualifications without Tikanga?

- *That's like bread without butter!*
- Qualifications can be developed for specific audiences:
 - Te Ataarangi – tikanga is embedded in the teaching and learning;
 - Reo specific qualifications – may be useful for those using te reo in “other” contexts, for example commerce, medicine, etc.
- 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.

iv. Qualification Levels

- Reo Rua vs Rumaki – produce graduates with different levels of te reo.
- Te Reo Māori vs. Te Reo Rangatira – these are two different pathways for our rangatahi, both at Levels 1-3 in the secondary school sector. How will the reo Māori qualifications cater for students from both pathways? We need to ensure **CONTINUITY**.
- We need to ensure there is consistency and clear pathways between the secondary and tertiary systems re: Levels.
- Also need to recognise the differences between the two types of learners and the levels of their reo.
- Currently some Wharekura ākonga are enrolled in Tertiary reo papers.
- Should qualifications be used to set the level/standard of te reo?
- How do we recognise and acknowledge the capability of our Kura Kaupapa and Wharekura ākonga? Do we offer them a *different* qualification? A *higher level* of qualification?

LEVEL 1 – Pepehā, pronunciation

LEVEL 2 – Expanding kupu, Basic structures

LEVEL 3 – Tohu awarded at this level.

LEVEL 4 – Increased language acquisition, Tikanga Marae

LEVEL 5 & 6 – Language revitalisation strategies

Translation

Deeper understanding of Tikanga

Expanding knowledge and use of te Reo

Pathways:

- Translation and consultancy
- No matter what you study, te reo will always be an asset
- Carry out roles on the Marae
- Te Reo is a “lifestyle”
- Be a good “ambassador” of te reo
- Broadcasting

v. What outcomes do we want for Reo Māori Graduates?

- The longevity and survival of te reo as a “living language” rather than a “ceremonial” language.
- Employment where Te Reo, bilingualism, and biculturalism is valued.
- Te Reo has a presence and is correctly pronounced in mainstream TV and Radio
- See, hear, and feel te reo everywhere in our daily lives
- Te reo is available to everyone

- Provide pathways into other areas e.g Pūtaiao, Hangarau, Medicine, commerce etc
- Embody the “whole” of how we live as Māori.

4 RŌPŪ 2 DISCUSSION POINTS:

Notes from Brainstorms:

Learner:

- Adaptable – mita, strengths, dialectal differences
- Ko te reo te tikanga; ko te tikanga te reo
- Confident and bi-lingual
- RPL and RCC need to be considered
- Deconstruct/reconstruct
- Kōrero i te reo
- Fun and happy
- Levels – whakaaro, skills, competencies
- L2 and L2 – aural, oralcy
- Acknowledge tribal differences
- Age not to be a barrier or used to determine levels
- Normalising te reo
- Portability at any age
- Ngā matua, Whānau and kaumātua support
- Te Reo 24/7
- Communicate freely
- Give something back to the hāpori
- Qualifications of preference

Graduates:

- Competent
- Can “deliver”
- Ability to karanga or whaikōrero
- Research whakapapa
- Reciprocity – to NZ Inc and whanau
- Communication
- Reciprocity – graduates should be able to give back to their iwi, marae, hapu and/or community
- Tikanga and te reo are intertwined
- Portability of te reo, it is not “age” restricted or determined
- Graduates

NZ Society:

- Te reo Māori will become the “normal” language of this country. Aim to raise its use, status, critical awareness/
- Te Reo Māori is not compromised
- Normalise the speaking of te reo Māori in our communities
- Remedial Māori – acknowledging that there is a standard for te reo Māori, and help for those who are not “at the level”.

Shape of the qualifications:

- Programmes are delivered in a contrived space. How can the knowledge and skills transfer to the home? To everyday use? Use of te reo Māori should not be restricted to home, or to the pa.
- A Te Reo Māori qualification should be a “preferred” qualification.
- Te Reo Māori should be in all qualifications because it should be “normal”.
- Include in the qualifications ngā āhuatanga katoa o te reo – Te Taha Hinengaro, Te Taha Wairua, me te reo o te Tinana.
- Me haere tahi te reo me ngā tikanga.
- Waihanga te whakaaro kia tae atu te mātotoru o te tangata ki roto i ēnei momo tohu. Whakatōngia te wairua o te kōrero, o te kupu, me ōna tikanga.

Level 1 – Oral

Level 2 – listen

Level 3 – whakawhiti korero

Level 4 - written

5 **Moving Forward:**

- Tui Marsh discussed the links with te Tikanga review and shared important dates (see Power Point Presentation).
- Working Group membership – There will be a call for nominations soon.
- Those interested encouraged to put their names forward.

6 **Karakia Whakamutunga** Kura Moeahu (at 2.05pm)