

## Mandatory Review of Reo Māori Qualifications

### Stakeholder Hui

#### Hui Notes

<b>Venue:</b>	Te Wānanga O Aotearoa Manukau Campus Auckland	<b>Date:</b>	30 September 2013
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#### WHAT FUTURES SHOULD TE REO MĀORI QUALIFICATIONS OFFER THE LEARNER, PROVIDER, NZ SOCIETY (whānau, hapū, iwi, hāpori) AND GLOBAL ENGAGEMENT?

- consistency of outcomes/ consistency of graduate achievement
- not restrictive or prescriptive – allow creativity and innovation
- holistic approach, must consider te reo at all levels –  
**Kohanga Reo** → ...aha atu... → **Levels 1-6** → ...aha atu... → **Panekiretanga**  
 need to ensure we can place learners on a pathway to the higher levels  
 (graduates at Level 6 must be on par to move to Level 7)
- culture, identity and language
- career pathways
- diverse possibilities
- extensions of what you already have
- unique point of difference, the 'edge', competitive advantage
- options for people on benefits etc
- the role of hangarau (now and in the future) – e-learning/ media

#### HOW SHOULD THE SUITE OF QUALIFICATIONS BE SHAPED?

- graduate profile for someone who does a te reo qual? what do these look like at each level?
- what will they have?
- badging/ learning outcomes
- te reo Māori qualifications
- career pathways = what are the possibilities for someone with a reo Māori qual?
- blended quals
- rumaki/ reo rua (immersion/ acquisition) – consider Te Reo Māori and Te Reo Rangatira subfields
- is the difference in the delivery and/or content?
- lower level double-up pea? eg. two quals at the same level?
- L1-L3 – less written, more oral
- L4-L6 – all four language skills (listening, reading, writing, speaking)
- remember the visual language skills (presenting, viewing)

### TE REO MĀORI IN OTHER QUALS?

- component within other subject areas ie Performing Arts/ Whakairo etc (blended quals)
- business practitioner fluent in te reo Māori

### OTHER?

- consistency framework – how do we ensure consistency?
- tikanga and te reo Māori
- rumaki (immersion) vs reo rua (acquisition) – relevant to **Te Reo Rangatira** and **Te Reo Māori** subfields on the Directory of Assessment Standards (DAS) argument
- meet with other Māori subject areas (Hauora, Governance etc) and Youth Guarantee – how should te reo be included?
- NCEA – connection? alignment?
- hangarau – what's available now (and soon) and how will that change learning, teaching and assessment?
- have we considered the needs of **te hunga hauā**?

### TE REO MĀORI and NGĀ TIKANGA MĀORI

- should they be together in a qualification – developed together? how do we separate them?
- or is it at the programme level that they are separate?
- there are qualifications in English (language), in French, in Spanish, in Japanese etc – why would we not have a qualification/qualifications specifically for te reo Māori?
  - it's an official language of NZ
  - it's an integral part of what makes us unique
  - with all the struggles for the recognition of te reo Māori, why stop now?
- difficult to teach/learn one without the other –
  - how do you teach reo, without teaching tikanga?
  - how do you teach tikanga, without teaching reo?

### IS ONE TOHU REO MĀORI AT EACH LEVEL ENOUGH?

- no – **[why not?]** – based on need and fitness for purpose
- might be better to have more than one (per level) at the lower levels, but not at the higher levels
- at higher levels (Levels 5 and 6) you wouldn't expect reo Māori quals to be in **reo rua**, but **rumaki**
- different delivery dictates different strengths in the graduate
  - a graduate in rumaki would likely have better reo whakaputa than one from a reo rua

**ARE THERE PARTICULAR REO SKILLS YOU WOULD LIKE TO SEE TAUGHT AT EACH LEVEL?**

- more oral less written at lower levels (Levels 1-3)
- all four language skills (reading, writing, listening, speaking at Levels 4-6)
- remember too the visual language skills (presenting and viewing)

**HOW WILL THE MEMBERS OF THE WORKING GROUP BE CHOSEN?**

- something the Governance Group will discuss and make a decision on, but the feeling from the GG members at the hui is that there will be a process for those “e kaingākaunui ana ki tēnei mahi” to put themselves forward
- also, there is potential for more than one working group to be assembled depending on the landscape for the new quals to be developed