

MINUTES OF THE TĀMAKI MAKĀURAU EDUCATION FORUM

Wednesday 5th November 2014, 9am – 3pm

The Gallery, Manukau Civic Building, Auckland Council – Manukau

Forum opened at 9am	
Welcome	
Mihi Whakataua	Hau Rawiri – Facilitator COMET Auckland
Himene / Whakamoemiti	Aperahama Kerepeti-Edwards
Agenda ✓ Vision and Mission ✓ Report back from last hui	Hau Rawiri COMET Auckland
1. Specific data focus on Te Reo Māori in Tamaki Makaurau	
Provide General National Educational Data for Māori	
Statistics NZ ✓ National and Tamaki Makaurau Statistics ✓ Te Reo Māori & General Māori Educational Data ✓ Te Kupenga	Scott Ussher Statistics NZ
<ul style="list-style-type: none"> • He Arotahi Tatauranga is a tool for Māori to determine measures and locate information for and about Māori. • Statistics 2020 Te Kapehu Whetū – Their goal is to ensure NZ gets the statistical information it needs to grow and prosper. Lead across government, obtain more value, transform the way we do business, be sustainable and customer focused. • The last census on Te reo Māori speakers captured 125,000 Māori from 1996-2013. There has been a decline in Te reo since 1996. The next census will be available in 2018. Census data has the advantage of pulling data detail from different categories e.g. iwi, time • The Iwi Profiles for Ngati Whātua 2013 show that younger age groups are more proficient in Te Reo. • Te Kupenga collects a wide range of data related to wellbeing such as cultural wellbeing and individual engagement with Māori culture. Te Kupenga used the 2013 census to identify Māori then surveyed them in more detail. • <i>Enrolment in Māori-medium education impacts on proficiency</i> statistics show that 92% could speak some form of Te Reo – a large portion could speak Te Reo but not very well. • Visit www.stats.govt.nz/Māori for further information on statistics. • Issues raised: <ul style="list-style-type: none"> ➢ Statistics NZ need to track children from Māori immersed ECE/kohanga onwards and still need to capture smaller iwi that aren't in statistics. ➢ <i>How is Te Reo measured?</i> ➢ <i>What sort of investment can Statistics NZ offer?</i> ➢ <i>How can they facilitate this with iwi? Need iwi statistics</i> ➢ <i>Pre-settlement/Post-settlement – show Māori how to gather and collate data</i> 	
2. Language Revitalisation	
Te Whakaora Reo – Māori Language Revitalisation ✓ Te Reo Māori Revitalisation ✓ Community based language initiatives	Ruakere Hond Taranaki Leader
<ul style="list-style-type: none"> • There is so much focus on Te Reo, sometimes the people and places of Te Reo are left out of the equation. There is a lot of miscommunication because Māori have left it to socio-linguists to solve. The Western view is that Te Reo can be extracted from Māori people. • Self-priming – native generation primes younger generation. Dialects are maintained through 'speaker communities' that pass onto the next generation. Older proficient speakers will pass language onto younger generations. Research shows more confident Māori speakers use Te Reo at home and school • 1970s census on the assessment of Te Reo speakers shows 99% learned Te Reo from everyday use and 	

actively spoke Te Reo at home. It is unlikely they learnt it from school.

- The major impact in the decline in Te Reo was due to urbanisation. The emphasis is on society not community which makes it difficult to maintain Te Reo. Māori need to focus on ‘speaker communities’ that run alongside schools to avoid relying on government budgets.
- Robustness relies on communities – Fully immersed or revitalised proficient speakers lose confidence in Te Reo because they are isolated and have no one/nowhere to practice. Pull speakers together by targeting proficient speakers and creating immersion environments. Māori will want to be in these environments of shared interests.
- Reversing language shift needs language management planning strategies at both micro and macro level. Undertaking language planning requires the following five elements:
 - Status
 - Acquisition
 - Corpus
 - Critical Awareness
 - Use
- Strength and empowerment can get lost at the macro level. The key is to do it ourselves and use the language planning strategy. Te Reo is endangered, it takes one generation to lose the language and three generations to revitalise and bring it back. By the third generation, the language is engrained.
- **Issues raised:**
 - Where are the urban environments/spaces that urban Māori can go to engage with T Reo?

3. Iwi Leaders Forum & Māori Language Commission

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| ✓ Te Taurāwhiri te Reo | Awanuiarangi Black |
| ✓ Iwi Leaders Forum – National, Regional, Local Connection | |

- Māori were the fastest urbanised culture in the world. Government and the crown won’t save Te Reo. We can’t accrue responsibility to a third party such as bureaucrats and technology.
- In many cases, wellbeing and putting food on the table is prioritised over Te Reo.
- Any language strategy needs to be assessed against the five language planning elements
- Te Matawai want to create another entity – urban representation and crown representation. Where does Tamaki fit within this? They will have a lot of power in influencing funding. A clear criterion is needed to ensure there is a Māori voice.
 - How do we front foot the submission process on Te Matawai? Need to be clearer on skill needed e.g. know how to revitalise a language and have representation that recognises movement of iwi outside their rohe.
 - Tamaki has a huge impact on language revitalisation - What does Tamaki consider as important from an early stand point?
 - How do we use these strategies in such a diverse Māori society?

4. Tamaki Makaurau Regional Te Reo Māori Revitalisation Initiatives

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| ✓ Te Reo Tuatahi – Te Raki Pae Whenua
Te Reo Māori Project North Shore | Raewyn Harrison
Te Reo Tuatahi |
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- Te Reo Tuatahi is a revolutionary Te Reo system
- 92% Māori attend mainstream schools, however Māori aren’t filling Te Reo classes at high school. The inclusion of this programme in schools has been receptive and positive. There are currently three schools wanting 30mins of quality Te Reo taught every day and included in the school curriculum which is funded out of their operational budget. The programme is delivered by Kaiawhina Reo – range of Te Reo speaking teachers.
- Māori students are benefitting and engaging with Māori culture at school, however there is a lack resources and proficient speaking teachers in schools.
- MOE need to support Te Reo programmes so rangatahi has access to high quality Te Reo.
- **Issues raised:**
 - Government is funding and promoting Asian languages when Māori need it the most
 - Why isn’t Māori tagged in operational funding?
 - After 10 years why are Māori still on NCEA Level 1? Te Reo teachers need to have Level 2 qualifications to be able to teach the language
 - Kaiawhina Reo are not paid because there is no resource for this
 - 77% of Māori are leaving high school with little or no Māori at all

- Consultation with MOE needs to happen in regards to funding
- Call local communities together and demand quality Te Reo is taught in schools
- School boards control their own budgets and different boards have different priorities. Māori need to be on school boards to influence programmes funded

5. Actions moving forward

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| <ul style="list-style-type: none"> ✓ Workshop Discussion Opportunities to take Te Reo Revitalisation Forward | <p>Ruakere Hond & Hau Rawiri
COMET Auckland</p> |
| <ul style="list-style-type: none"> • ‘Regional Voice for Māori in Tamaki Makaurau’ – Helping us identify educational aspirations and lift educational outcomes through collaborative action • Have the bold conversations around language maintenance/acquisition and how we can make a difference for Māori in Tamaki Makaurau and around the country. (See notes below) | |
| <ul style="list-style-type: none"> ✓ Opportunities in Tamaki ✓ Languages Strategy / Learning Auckland | <p>Susan Warren
COMET Auckland</p> |
| <ul style="list-style-type: none"> • Two possible opportunities for the TMEF to select representatives for the following projects: <ol style="list-style-type: none"> 1) Learning Auckland <ul style="list-style-type: none"> ➤ Need two representatives on Learning Auckland Leadership Table ➤ Learning Auckland Student Magazine ➤ Parent Engagement Forum 2) Auckland Languages Strategy <ul style="list-style-type: none"> ➤ Need participants in planning group ➤ Input on first draft of strategy Nov/Dec • Issues raised: <ul style="list-style-type: none"> ➤ The future of Te Reo is bound in the vision of what it is to be a “New Zealander” ➤ Te Reo is seen as an obligation | |

6. Workshop			
✓	Workshop	Ruakere Hond Taranaki Leader	
<p>A. Develop a filter – What is language revitalisation?</p> <ul style="list-style-type: none"> ➤ Intergenerational Language Transmission ➤ Speaker Domains ➤ Identity <p>B. Mana (Status), Tinana (Corpus), Ako (Acquisition), Mārama Pū (Critical Awareness), Whakamahi (Use)</p> <ul style="list-style-type: none"> ➤ What motivates that community? Shared practice keeps people engaged and interacting ➤ Where is the Te Reo resource around that community? <p>• Strategic Language Planning filters:</p> <ol style="list-style-type: none"> 1) What is language revitalisation? Intergenerational language revitalisation 2) Immersion – speaker domains/cultural domains 3) Identity – How does it build identity? Tikanga kawa – driven by values and principles 			
GROUP A			
➤ Te Hao Rangatahi			
Reo Resource:	Ihi	Speaker Domains	Proximity
Kaumātua	Kapa Haka	Practice	Urban
Tohunga	Touch	Karakia	Marae
Wānanga – Raukawa	Reo	Kawa	Iwi
Kura Kaupapa	History	Pōwhiri	
Kohanga Reo	Whakawhanaungatanga	Karanga	
Marae	Travel		
Irirangi	Whaanau		
Whakataetae	Kaiarahi		
Tutors			
Composers			
Waiata			
GROUP B			
➤ Target community? Māori first then branch out and include others e.g. Kura, Kāinga, Hapori			
Te Katoa	Energised by:	Reo Resource	
Rangatahi	Kapa Haka	Kaumātua	
Pakeke	Hākinakina	Kuia	
Kaumātua	Mahi Toi	Marae	
Tamariki	Kai – Kai a te rangatahi katoa	Whānau, hapū, iwi	
	Iwitanga	Whare wānanga	
		KKM ex-students	
		Raukura	
GROUP C			
Ko Wai	Speaker Domains	Resource	
Tūhonohonotanga	Māori	Tuakiritanga	
Kai mahi	Iwi	Kaiakau	
Staff	Marae	Kaiarahi Māori	
Students	Kura	Kaumātua	
	K.I.W.I		
	Churches		
	Sports		
	Pasifika		

GROUP D

Resource Whānau Hapū	Tamariki energised by: Sports Kapa haka Festivals Music Dance Drama Social Media Fishing, diving, hunting	Speaker Domains Kaumātua Wānanga Māori language providers Forums Combined school sites Marae Libraries Shopping malls Kura Kohanga Tertiary education providers TV and radio Social Media
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GROUP E

Hapori Te iwi Hapū Whānau Ngāti Wai Ngā Tikitiki	Energised by: Ngātiwaitanga – hitori, waiata, whakapapa Employment / money Mokopuna / Ngā uri – kaupapa hapai Settlements Music Success	Resource Ngā pū kōrero Archives Ngā kohikohinga kōrero Te hunga kōrero Māori Hangarau
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Closing	
Mihi Mutunga	Hau Rawiri – Facilitator COMET Auckland
Hīmene/Whakamoemiti	Kukupu Tirikatene
Whakaaria Mai	Everyone
Forum closed at 3.00pm	