

## MINUTES OF THE TĀMAKI MAKĀURAU EDUCATION FORUM

Monday 23<sup>rd</sup> March, 9.30am – 3.45pm

The Gallery, Manukau Civic Building, Auckland Council – Manukau

<b>Forum opened at 9.30am</b>	
<b>Welcome</b>	
Mihi Whakataau	<b>Hau Rawiri</b> COMET Auckland
Himene / Whakamoemiti	
✓ Introduction	<b>Hau Rawiri</b> COMET Auckland
✓ <b>Te Whakarauora Reo – Māori Language Revitalisation</b>	<b>Ruakere Hond</b> Taranaki Leader
<ul style="list-style-type: none"> <li>✓ Generations know Te Reo but they stop speaking it, therefore communities stop speaking Te Reo because of 'new city' ways or elders with the knowledge pass away</li> <li>✓ Te Reo revitalisation needs a huge effort in order to survive and be sustained</li> <li>✓ The problem with language is that socio-linguists can't agree on terminology however this is necessary to move forward</li> <li>✓ Parents using a language to raise their children create a generation of native speakers</li> <li>✓ A study showed students at Gisborne Boys High School achieved higher in English if they were bi-lingual in Māori/English</li> <li>✓ Studies show there was a drastic decline in Te Reo Māori in the 1950s – a reflection of people moving away from urban environments</li> <li>✓ Were the statistics of Māori education decline due to events during particular dates/circumstances in history?</li> <li>✓ Some Māori pushed for Te Reo to be maintained in mainstream education – predominantly ex-boarding school students <ul style="list-style-type: none"> <li>○ During 1950-60s parents would take their children to smaller rural areas so that they were exposed to Te Reo</li> <li>○ Back then there was no need for Kohanga Reo because Te Reo was spoken at home</li> </ul> </li> <li>✓ <b>Empowering communities</b> – communities need to come up with their own resolutions <ul style="list-style-type: none"> <li>○ Fail fast and try again to achieve goals – learn from failures</li> </ul> </li> <li>✓ <b>Speaking Te Reo Māori</b> – encouraging Māori to be comfortable in participating and speaking Te Reo in immersion environments <ul style="list-style-type: none"> <li>○ How do we bring immersion hubs/communities together – critical mass/numbers are needed</li> <li>○ This builds a community of speakers</li> <li>○ Second language learners teach the next generation who will be native language speakers</li> <li>○ Te Reo hubs/communities is a 'community model' that works not a 'society model'</li> <li>○ Communities need to be resourced so they can maintain/revitalise their language – The government doesn't like funding communities for these things – funding existing institutions is easier with less risks</li> <li>○ Good community activities that actually work have good leadership. Their leaders are catalysts movers, change makers but more importantly they are 'on the ground' and know their people</li> </ul> </li> <li>✓ <b>Best Learning</b> – demonstration of what actually works for individual iwi</li> <li>✓ The government should be 'on tap' rather than 'on top' of communities</li> <li>✓ Some Kohanga Reo get their past students back to teach – this is good practice to pass knowledge down</li> <li>✓ Te Reo immersion communities automatically default back to using English <ul style="list-style-type: none"> <li>○ Manage Te Reo in a way so it is empowering and not belittling</li> </ul> </li> <li>✓ The difference between Māori and other cultures e.g. Samoa, Thailand... is that they can go home to immerse themselves in their language/culture</li> <li>✓ Māori should be at Māori discretion first and foremost. Non-Māori should be embraced – there will be a wider spread of support</li> <li>✓ <b>Te Ataarangi</b> – failed resourcing <ul style="list-style-type: none"> <li>○ Māori become proficient in Te Reo at tertiary level however they lose the language once they leave immersion environments because there is no one to speak the language with once they graduate</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>✓ <b>Horopaki</b> – Language Context <ul style="list-style-type: none"> <li>○ Communities that come together for common activities and create immersion environments within these groups are more successful at maintaining Te Reo</li> </ul> </li> <li>✓ Idea – To confront and integrate the promotion of Te Reo in public sphere e.g. ATM machines, malls...</li> <li>✓ Put it everywhere we go/see so it is more accessible in society/public sector e.g. Māori Language week</li> </ul>	
<ul style="list-style-type: none"> <li>✓ <b>Workshop – Group discussion</b> (See APPENDIX 1 on page 3)</li> </ul>	<b>Ruakere Hond</b> Taranaki Leader
<ul style="list-style-type: none"> <li>✓ <b>Next Steps &amp; Actions Moving Forward</b></li> </ul>	<b>Ruakere Hond</b> Taranaki Leader
<ul style="list-style-type: none"> <li>✓ <b>Planning is Key</b> <ul style="list-style-type: none"> <li>○ Encourage Māori at kura level and at home to use Te Reo</li> <li>○ Need to show and demonstrate success model to use</li> <li>○ It is important to normalise Te Reo in a family context and be able to recognise successes big or small</li> </ul> </li> <li>✓ To sustain Te Reo in communities needs real leadership!</li> <li>✓ How do you break out of formalities in English? Use Te Reo in not only formal settings but also in informal settings – normalise it in everyday context</li> <li>✓ <b>Te Reo language means regular contact in immersion environments</b> <ul style="list-style-type: none"> <li>○ Flash mob approach – converge at the same time and fully engage in Te Reo</li> <li>○ Using Te Reo in everyday activities with friends, whanau and pairs</li> <li>○ Lessons teaching Te Reo using ‘rakau’</li> </ul> </li> <li>✓ <b>Telling the Crown to lift suppression for tikanga/people/whānau</b> <ul style="list-style-type: none"> <li>○ Release from captivity and servantry</li> </ul> </li> <li>✓ <b>Māori resilience approach</b> <ul style="list-style-type: none"> <li>○ Revitalisation of Te Reo Māori is community development</li> <li>○ Changing values</li> <li>○ Empowering people and communities so they don’t fall into negative stereotypes</li> <li>○ Auckland has a major challenge ahead</li> </ul> </li> <li>✓ <b>Don’t wait for the system to change</b> <ul style="list-style-type: none"> <li>○ Don’t rely on the government</li> <li>○ Do it ourselves!</li> <li>○ Māori have the ability and power to do this</li> </ul> </li> <li>✓ Conflicts are community destroying – put conflicts aside and create positive initiatives that will bring people together</li> </ul>	
<b>Closing</b>	
Mihi Mutunga	<b>Anahera Sadler</b>
Hīmene/Whakamoemiti	
Waiata	<b>Everyone</b>
<b>Forum closed at 3.45pm</b>	

## APPENDIX 1

<p>✓ <b>Workshop – Group discussion</b></p> <ul style="list-style-type: none"> <li>○ Intergenerational – Are there multiple generations interacting?</li> <li>○ Identifying 3 types of communities</li> <li>○ Is it a long-term community?</li> <li>○ Is language the focus of your community?</li> <li>○ Is language enough to sustain a community?</li> <li>○ Is it a resource ‘ground up’ or tertiary run?</li> </ul>	<p><b>Ruakere Hond</b> Taranaki Leader</p>		
<p><b>GROUP A</b></p>			
<ul style="list-style-type: none"> <li>• <b>Horopaki – whanau</b></li> <li>• (toru tupuranga)</li> <li>• Nga rautaki</li> <li>• Whiriwhiri ko wai?</li> <li>• Whakapa atu kit e hunga aroha kit e reo Māori</li> <li>• Hui ia te wa</li> <li>• Wananga x2</li> <li>• Skype</li> <li>• Facebook (record)</li> <li>• Apps - technology</li> <li>• Colour coded arm bands to distinguish level of Te Reo (kohanga, wananga)</li> <li>• Nga ahutanga kia whakaarohia</li> <li>• Intergenerational whakatipuranga</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term community nohoranga roa – have clear goals and aspirations so that the interest is never extinguished</li> <li>• <b>Momo</b></li> <li>- Wahi (location) te reo Māori anake</li> <li>- Language context</li> <li>- Horopaki – what sort of horopaki is your community?</li> <li>• Whanaungatanga is all important</li> <li>• Is language enough to sustain a community?</li> <li>• What is it really that people want to stay there for?</li> </ul>	<ul style="list-style-type: none"> <li>• Nga rawa – he rawa mai runga, mai raro ranei</li> <li>• All 3 generations must be engaged in the activities</li> <li>• How do we make ‘normal’ everyday whanau activities reo Māori contexts?</li> <li>• Rawa – resources</li> <li>• <b>Tutaki</b> – how often?</li> <li>- 10 hours/month to sustain</li> <li>- Regular contact for r.g. kainga korero; flash mob approach; during shopping</li> <li>- 3 hours to enter into “tea o Māori”</li> </ul>	<ul style="list-style-type: none"> <li>• Create a brand around Te Reo Māori</li> <li>• Something successful, what you can feel proud about</li> <li>• Start something that is successful if you don’t have one</li> <li>• How to live with integrity? How is language a part of this idea?</li> <li>• “Language is a pathway to empower Māori”</li> <li>• Demonstrate success</li> <li>• Kura whakarauora reo</li> </ul>
<p><b>GROUP B</b></p>			
<ul style="list-style-type: none"> <li>• <b>Kaupapa Māori</b></li> <li>- waka ama</li> <li>- waka haurua</li> <li>- kapa haka</li> <li>- kohanga reo</li> <li>- puna reo</li> <li>- kaiako</li> <li>- rauemi</li> <li>- ma nga</li> <li>- matua</li> <li>- hei mahi</li> <li>• Kura po</li> <li>• Kiorahi</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whanau tautoko</b></li> <li>- whanau hui</li> <li>- wananga</li> <li>- ako nga karakia</li> <li>- wa reo Māori</li> <li>- anake – I te wa kai</li> <li>• Manu korero</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hakinakina</b></li> <li>- ne ti poroa</li> <li>- hutu poroa</li> <li>- riiki</li> <li>- hipihopi</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mahi</b></li> <li>- Māori specific responsibilities</li> <li>- expectation to manaaki all Te Ao Māori elements (by default) – unplanned, unanticipated, not forecasted</li> <li>- he tohu matatau</li> <li>Ko te korero Māori</li> <li>- kakano</li> <li>- pihinga</li> <li>- tohunga</li> </ul>
<p><b>GROUP C</b></p>			
<ul style="list-style-type: none"> <li>• <b>Te ataarangi</b></li> <li>Time 2hrs x 40 = 80hrs</li> <li>x 50 = 4000hrs</li> <li>• <b>Whaanau</b></li> <li>Time 2 x 25 = 50hrs</li> <li>x 30 = 1500hrs</li> <li>• <b>Kapa Haka</b></li> <li>Te taha 2</li> <li>2 x 40 = 80hrs</li> <li>48 x 6 = 288hrs</li> <li>368hrs x 30 = 11040hrs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kohanga 30</b></li> <li>• <b>Kura 60</b></li> <li>• <b>Marae</b></li> <li>6 x 5 x 48 = 1440</li> <li>60 x 30 x 4 = 72000</li> <li>Total = 8640</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kaihoe waka taua</b></li> <li>35x 900hrs</li> <li>• <b>Kura</b></li> <li>120 x 6 x 40 = 2680hrs</li> <li>• <b>Whaanau</b></li> <li>40 x 48 x 4 = 7680</li> </ul>	<ol style="list-style-type: none"> <li>1. Ae</li> <li>2. Ae</li> <li>3. Reo Rua</li> <li>4. Whanau, Hapuu, Iwi</li> <li>5. Resource</li> </ol>
<p><b>GROUP D</b></p>			
<p><b>(Immersion I Te Reo)</b></p>			
<ul style="list-style-type: none"> <li>• <b>Geographical</b></li> <li>- whanau support roopu</li> <li>- Nga Puhi</li> <li>- Te Arawa</li> <li>- Nagi Tahu etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timeframe</b></li> <li>- Ataarangi</li> <li>- whanau</li> <li>whaka whanau nga ranga</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language Context</b></li> <li>- Hahi</li> <li>- KKM</li> <li>- Immersion/bilingual</li> <li>- Polyfest</li> <li>- wananga</li> </ul>	<ul style="list-style-type: none"> <li>- waiata sessions</li> <li>- Te Puna Reo (mahi –space)</li> </ul>