



HE PŪRONGO WHAKAHOKINGA KŌRERO
A TE AKOMANGA RŪMAKI O TE TOHU
PAETAHI

Nā Sophie Nock



Ariā: Ko te whāinga matua o tēnei rangahau he whakakaokao, he wetewete āno hoki i ngā whakahokinga kōrero a te hunga uiui i kake atu ai ki runga i te waka o Te Tohu Paetahi i te tau 2008, engari, i raro i te kōawa o Rehutai, otirā, i raro i te maru o Te Whare Wānanga o Waikato. Ka aro atu ki ngā urupare a te hunga tekau mā ono mō te kaupapa nei Te Tohu Paetahi, ka mutu, ka whārikihia ngā kōrero me ngā whakaaro o taua hunga kia āta kitea ai, āe rānei e tika ana te whakahere, te mahi whakaako i te reo, te tautoko mai anō hoki a ngā kaiwhakaako me te kura. I te mutunga iho tautoko katoa te hunga uiui ki aua mea katoa.

Kupu whakataki

He Ko Te Tohu Paetahi

Hei whakatūwhera i te rangahau nei ka hoki anō ki te tīmatanga o Te Tohu Paetahi. I te takiwā o te 1990 i hui ai tētahi rōpū whakamana i ngā kaupapa reo i Te Whare Wānanga o Waikato, arā, ko Te Wharehūia Milroy, rātou ko Hirini Melbourne, ko John Moorfield, me ētahi atu, ko te kaupapa matua i mua i ō rātou aroaro ko te tīro ki te oranga o te reo Māori, me te āhua o te whakaako i te reo Māori ki Te Whare Wānanga. I taua wā hoki kotahi noa te huarahi ako i te reo Māori hei whiriwhiritanga mā te ākongā, nā, ko te huarahi matua tēnā, heoi ko te mate kē o taua huarahi ka whiwhi ana ngā ākongā i ā rātou tohu i raro i maru o te reo Māori, ki ō rātou whakaaro (o te akonga me te kaiako) kīhai i tino eke ki te taumata e hiahia ana e te katoa. Nā, ko tētahi take i pērā ai ō rātou whakaaro, he ruarua noa ngā hāora whakaako i te wiki, i te marama, i te tau anō hoki. Nā, ka whakaarohia he aha te huarahi whakatau i aua āwangawanga, ko Te Tohu Paetahi te huarahi.

Nā reira, i te tau 1991 i tīmata ai Te Tohu Paetahi i Te Whare Wānanga o Waikato, ā, ko ia hoki te tuatahi o taua momo akoranga puta noa i te motu whānui. Ko ētahi o ōna tino tikanga, he whakamana, he whakatairanga hoki i te reo Māori, he whakakī i ngā whāruarua, he whakatutuki i ngā wawata hoki o te iwi, āra, kia tokomaha ake te hunga kōrero i te reo Māori kia ora ai tō tātou reo rangatira. Me pēhea e whakatutuki ai i aua tikanga? Mā te whakanui ake i ngā hāora whakaako kia 25 hāora i ia wiki, mā te noho-ā-whānau, mā te huarahi rūmaki anō e tutuki ai.

Ki te hiahia te tangata ki te kake ki runga i te waka o Te Tohu Paetahi me matua uiui i te tangata kia āta kitea ai te kaingākau, te aroha, te pūmau o te tangata ki te reo Māori, ki te kaupapa hoki ka tahi. Ka rua, ka whakaarohia hoki te wairua o te tangata, ko te take ka noho-ā-whānau mō te katoa o te tau me hūmarie te tangata kia kore ai e tere kiriweti ki ōna hoa mahi. Inā kitea ai ēnei āhuatanga, ā, ka āhua tau te mauri, te wairua o te karaehe mō te ākongā, mō te kaiako anōhoki kia pai ai te mahi ako i te reo Māori.

I te tau tuatahi (1991) o Te Tohu Paetahi i aronui ki te reo Māori anake, arā, e waru ngā pepa reo i ngā taumata rerekē hoki, ā, he rūmaki hoki te āhua o te whakaako kia tere waia te hunga ako ki te whakarongo, ki te kōrero i te reo Māori, nā, i roto i ngā mahi rangahau a Johnson rāua ko Swain (1997) mōte rūmaki i kaha tautoko mai rāua i aua whakaaro, kia rahi kē atu te mahi, te whakamahinga, te kounga anō o te mahi (p. xiii).

Mai i te tau 1992 i huri kē te kaupapa kia ono noa ngā pepa reo, ā, i tāpirihia tētahi pepa tikanga ki te taha. Tīmata ai ngā karaehe i te iwa karaka i te ata tae noa ki te toru karaka i te ahiahi i ia rā, i ia rā Rāhina ki te Rāmere, ka mutu, ka whakahaerehia mō te whā wiki o ia pepa, ā, he wiki whakatā kei waenganui.

Nā te kaha hiahia o te iwi i te tau 1997 i whakatūria ai tētahi atu kōawa, arā, ko tētahi kōawa mō te hunga āhua matata ki te reo Māori i whakaingoatia taua kōawa ko Rehutai, ko te tuarua o ngā kōawa ko Hukatai mō te hunga kātahi anō ka tīmata ki te ako i te reo Māori. I mua i te whakawehewehetanga o ngā ākongā ki aua kōawa e rua i noho tahi ngā tuākana me ngā tēina i te kōawa kotahi. Ko te rerekētanga o ngā kōawa e rua, i tīmata ai a Hukatai mai i te tīmatanga o ngā pepa reo, arā, i Te Kākano, engari, tīmata ai a Rehutai i Te Pihinga kē. I kōatu i tēnā ka taea hoki e te hunga Rehutai te whakaoti atu ā rātou kaupapa matua (major) i roto i ngā tau e rua, engari, a Hukatai, e toru tau kē. Heoi anō, i te tau 2009 kua whakatūria he kura raumati mō Hukatai, nā reira, ka tere oti hoki ā rātou kaupapa matua hoki inā hiahitia ai.

Tīmatahia ai ngā karaehe i ia ata ki te karakia kia whakawātea ai te huarahi i mua i te aroaro. Tuarua, ka waiata mō te toru tekau meneti hei whakaohoho i te wairua, hei whakamahana anō hoki i te korokoro, i kōatu i ērā he kapu tī i te ata, ā, he tīna hoki mō te kotahi hāora. Kua kōreretia kētia te tīmatanga o te hunga Rehutai ki Te Pihinga, arā, MAOR101 (*Te reo Māori -Intermediate 1*), MAOR110 (*Te reo Māori-Intermediate 2*), MAOR213 (*Te reo Māori Post Intermediate 1*), me

MAOR214 (*Te reo Māori Post Intermediate 2*), MAOR313 (*Te reo Māori- Advanced 1*), MAOR314 (*Te reo Māori-Advanced 2*).

Mutu ana te tau tuatahi ka taea e Rehutai, e Hukatai rānei te whai i ngā pepa o Te Pua Wānanga ki te Ao (School of Māori and Pacific Development) hei whakaoti i ā rātou tohu. Nō te tau i tūmata ai Te Tohu Paetahi i kaha tautoko mai te whare wānanga whānui i taua kaupapa, ā, i whakahaerehia ētahi o ā rātou pepa-ā-kura i roto i te reo Māori, perā i te mātauranga, te ahu whenua, te raupapa, te aha atu, engari, nā runga i ngā nekeneketanga o te wā kua mutu tērā āhuetanga. Ko te mate kē o te ngarotanga o ngā pepa i waho kē atu i tō tātou kura kua kore e taea e Rehutai, e Hukatai te whakawhānui ake i ā rātou tohu.

I roto i ngā tau kua hipa atu i āta whakaritea e Te Whare Wānanga o Waikato tētahi karahipi mō te hunga i raro i te maru o Te Tohu Paetahi, ki te whakaae mai kia kake mai te tangata ki runga i te waka, ā, ka whakaaetia hoki taua karahipi mō te tau tuatahi. Ko ōna here me whakapau kaha te ākongā kia ekea ai āna mahi ki te taumata e tika ana, kia puta hoki ai ōrātou ihu i roto i ngā pepa katoa, ka mutu, me taetae mai ki ngā karaehe katoa.

Heoi anō, hei whakakapi ake i ngā kōrero mō Te Tohu Paetahi i tēnei wā, i te tau 2010 i whakamoea a Rehutai e Te Pua Wānanga ki Te Ao, ehara i te mea kua moe mate noa nei, engari tērā e ara ake anōai ā te wā. Ahakoa kua whakamoea a Rehutai me puta mai ā rātou whakahokinga kōrero, me ō rātou whakaaro ki te kaupapa o Te Tohu Paetahi hei tohutohu, hei whakaaro mā tātou i roto i ngā tau e heke mai nei.

Ka tirohia ētahi kōrero ā ētahi mō te rūmaki, mō te manawarūtanga hoki o te ākongā

He nui ngā huarahi whakawā i te akoranga rūmaki, hei tauira, he tōtika te akoranga rūmaki inā e tautoko ana te whare wānanga i te kaupapa, e tau ana hoki te noho a ngā tauira, ka mutu, ka whai wāhi, ka haere ngātahi rānei te reo me te tikanga. Ki te tauoko mai hoki te hāpori kātahi ka tino tau rawa atu. Ko Te Kōhanga Reo tērā, ko te Kura Kaupapa Māori tērā, ko te Whare Kura anōhoki tērā, nā, tirohia a Walker (1991), a Sharples (1994), me te Education Review Office (1995) mō te roanga ake o ngā kōrero mōaua kaupapa rā.

Ehara ko te Māori anake e whai haere nei i te huarahi rūmaki, ko ōtātou whanaunga o Hawai'i i te pērā hoki. Ki tā Slaughter (1997, p.124) i roto i ana rangahau mō te Kula Kaiapuni Hawai'i (he huarahi whakaora i te reo o Hawai'i) ko tāna "[t]he story of Hawaiian Language Immersion shows that an ethnolinguistic minority group can reclaim its language and culture, at least partially, through the development of an immersion program". Ko te reo Catalan me Basque ngā reo kua pēhi rawa hoki, e mea ana a Artigal (1997, p.131) mō te rūmaki ehara i te take ako i ngā reo e rua noa, kāo, he kaupapa, he huarahi kia whakahokia te reo tūturu o Catalan ki te taumata e tika ana mōna. Hei tautoko hoki i aua whakaaro ki ā Arzamendi rāua ko Genesee (1997, p.15) ko te rūmaki tētahi huarahi whakatairanga ake, whakamana ake i te reo tūturu ahakoa ko tēhea te reo. Tautoko katoa te rangahau a Jones (1991) mō te reo o Wērā, e ai ki a ia, ko te take i whiriwhiria ai te Ulpan (the direct method intensive Welsh language courses) e te ākongā, nā te rūmaki kē.

Hei whaiwhai ake i ngā kōrero mō te rūmaki, me te whakatūpatotanga a Greymorning (1997, p.3) kia kaua e riro mā te rūmaki anake te reo e whakaora, kāo, me mārama, me whakamahi, me tōtika te whakamahi i te huarahi whakaako hoki, mā reira pea e eke ai te reo o te tamaiti.

Heoi anō, ki te titiro tātou ki ētahi rangahau mōngā pōreareatanga, me ngā manawarūtanga e hāngai pū ana ki ngā ākongā Māori, e rua noa o aua momo rangahau. Tuatahi, ko te rangahau a Levy (2002) ahakoa he rangahau mō te ākongā e whai haere ana i te kaupapa whakamātau hinengaro, i whakaara ake ētahi take mō te katoa o ngā ākongā ahakoa he aha ā rātou kaupapa ako. Ko tāna ko te tautoko mai a te whānau, a ngā hoa, me ngā kaiwhakaako (p.5) me te āheitanga o te ākongā ki te tiki atu i aua momo tautoko, he mea whakahirahira rawa atu tērā. I kōatu i tēnā i roto i te rangahau a Nikora (1998) mō te taha whakamātau hinengaro hoki i kī mai ko te kaiwhakaako Māori tētahi āhuetanga whakaharahara ki te ākongā Māori, kia āhei ai ki te ū pumau kia whakatutuki i ōna tumanakotanga.

Ko te tuarua o ngā rangahau ko ā Greenwood rāua ko Te Aika (2008), tino hāngai pū tētahi wāhanga o taua rangahau ki ngā manawarū o te ākongā Māori i roto i ngā whare wānanga. Nā, ko te rangahau he uiui ētahi tāngata, ko ngā kaiwhakahaere, ngā kaiwhakaako, ngā ākongā, te hāpori, te iwi, me te whānau, i te mutunga iho i whakatakotokia ngā take i eke ai te ākongā. Anei ētahi o aua take e whai ake nei:



Me tautoko mārika te iwi, te whare wānanga, me kōrero tahi ki te iwi, me whakaaro ake ki ngā momo mahi ka whakawhiwhia. Me wairua Māori te wāhi ako, me āwhina atu i te ākongā i roto i tana oranga-ā-tinana, -ā-wairua hoki, i tana noho, i te tana mahi ako. Me tōtika te mahi a te kaiwhakaako, me matau te kaiwhakaako ki ana kaupapa ako, ā, me whai wāhi e te ākongā te whakarite huarahi ako mōna ake. Ka mutu, me whai wāhi e te whānau i te wā o te whakapōtaetanga, me whakakore ngā whakapōreareatanga e pēhi nei i te ākongā.

Me ēnei kaupapa e rima hoki e whai ake nei:

1. Ki ō te Māori whakaaro i roto i te ako ka whai hua te katoa kua ko te tangata kotahi anake.
2. Ko te kaitiakitanga e hara kau ana mō te rawa anake, kāo, mō te whenua, mō te reo, mō te hītori, mō te tangata anō hoki.
3. Ko te ākongā i ahu mai i (t)ētahi whānau, hapū, iwi, me ōna pūkenga hei kaiwhakaako ā tōna wā.
4. Me wairua Māori katoa te wāhi ako.
5. Me kōrero tahi te whare wānanga me te iwi.

Tirohia a Nock (2011) mō tahi kōrero mō te manawa reka o te ākongā, arā, 'What is motivation, how and why are students influenced or motivated to learn', ina ka ako i te ākongā.

He whakamārama mō te ui pātai/rangahau (questionnaire based survey)

Ko te whāinga matua

Ko te whāinga matua o tēnei o ngā rangahau, he kohikohi, he wetewete anō i ngā whakahokinga me ngā whakaaro tūturu o ngā ākongā, o ngā tauira rānei i whai nei i te kaupapa whakahirahira o Rehutai, i raro tonu i te maru o Te Tohu Paetahi i te tau 2008. Ki konei whakaraupapa mai ai i ngā urupare a ngā tauira tekau mā ono i whai wāhi i roto i tēnei rangahau.

Ko te ui pātai/rangahau

E rima ngā tino kaupapa/wāhanga o te ui pātai/rangahau nei:

- Ngā kōrero kia mōhiotia/Background Information (Pātai 1 - 4);
- Ko ngā wawata, ngā tūmanako, ngā wero, ngā aukatinga, me ngā hua (Pātai 5 - 10);
- Ko ngā wheako me ngā whakaaro ki ētahi kaupapa o Te Tohu Paetahi me te whare wānanga anō hoki (Pātai 11 - 14 me te Pātai 18);
- Ko tō rātou arotake i a rātou anō mō te pakari o ō rātou reo. (Pātai 15 - 17).
- Ko te pātai whakamutunga (Pātai 19) ka tonoa rātou kia homai he whakaaro atu anō mō Te Tohu Paetahi menā ka hiahia.

Nā Te Kāhui Manutāiko (School of Māori and Pacific Development Human Research Ethics Committee) tēnei rangahau i whakaae. Ko ētahi o ngā ui pātai; (tirohia te āpītitanga) he patapatai whiriwhiri (multiple choice), he patapatai aukati, he patapatai tūwhera, i kōatu i tēnā e toru ngā pātai me whiriwhiri e te ākongā tētahi taumata nama. I hoatu tēnei ui pātai ki te hunga nei i tā rātou haerenga whakamutunga o te tau, arā, tō rātou noho marae.

He whakamōhio noa hoki nāku anō ngā kōrero Pākehā a te hunga uiui i whakamāori, ā, kua whakataiapahia hoki, ka mutu, kua whakatātaha te kōrero Pākehā hoki.

Ngā kōrero: Ngā kōrero mō te hunga whakautu pātai/te hunga e rangahaua ana

E whakaatu mai ana te tēpu tuatahi i ngā whakahokinga kōrero mō ngā pātai 1 - 3

Tēpu 1: Ngā momo kōrero mō te hunga whakautu pātai

Ngā Wāhanga	Ngā whiriwhiringa	Te tokomaha (16)	%
Tāne/wāhine rānei	Tāne	9	56%
Te pakeketanga	Wāhine	7	44%
	Whakatōpū	16	100%
	18-21	13	81%
	21-25	2	13%
	26-30		
	31-35		
	36-40		
	41-45	1	6%
	46-50	0	
	50+		
	Katoa	16	100%
I pēhea te hunga uiui i mōhio ai ki Te Tohu Paetahi	Te Whāna	7	
	Ngā hoa	11	
	Nuipepa		
	Pānui mōheni		
	Reo irirangi		
	Pouaka whakaata		
	Mā te kura tonu	1	
	Ētahi atu whare wānanga	1	

Ko te tēpu tuarua e whakatakoto ana i ngā take nui i uru mai ai te hunga uiui ki Te Tohu Paetahi (Pātai 4). Ka taea hoki e rātou te whiriwhiri kia rua, kia toru, kia hia rānei ngā whakautu. I te mutunga iho e 26 ngā whiriwhiringa mai i te hunga uiui 16.

Tēpu 2: Ko ngā take whakahirahira i uru mai ai te hunga uiui ki runga i te waka o Te Tohu Paetahi

Whiriwhiringa	Te tokomaha o ngā whakahokinga kōrero.	Ko te ōrautanga o ia wāhanga.
Ko te reo Māori	14	54%
Ko te whai mahi	1	4%
Ko te whakawhiwhinga tohu	10	38%
Me ētahi atu take	1	4%
Whakatōpū	26	100%

E hāngai pū ana te pātai tuarima ki ngā wawata me ngā tūmanako o te hunga uiui mō te kaupapa nei a Te Tohu Paetahi i te tīmatanga o ngā mahi. Kei roto i te tēpu e whai ake nei ā rātou whakahokinga kōrero. E 27 ngā whiriwhiringa mai i te hunga uiui 16.



Tēpu 3: Ngā tūmanako o te hunga uiui i te tīmatanga o Te Tohu Paetahi

Whiriwhiringa.	Te tokomaha o ngā whakahokinga kōrero.	Ko te ōrautanga o ia wāhanga.
Ko te reo Māori	14	54%
Ko te whai mahi	1	4%
Ko te whakawhiwhinga tohu	10	38%
Me ētahi atu take	1	4%
Whakatōpū	26	100%

Kei tēpu 4 ngā whakahokinga kōrero ki te pātai 6 e pā ana ki te whakatutukitanga o ō rātou manako.

Tēpu 4: Te whakatutukitanga o ngā manako

Āe- kāore i te mōhiotia te nui o te āe.	Āe mārika.	Āe - āhua āe	Horekau he whakautu
16 (100%)	13 (81%)	2 (13%)	1 (6%)

Mō te nui o te whakatutukitanga o ō rātou tūmanako, kua hua mai tēnei o ngā kōrero

Ko ngētehi o ngā mea i ākona e mātou i āhua wareware i a au.

I whakautua katoatia te pātai tuawaru e te hunga uiui, ā, i pātaihia he aha ngā tino take, ngā tino hua rānei i uru mai ai rātou ki te kaupapa nei. Nā, ka taea hoki e rātou te whiriwhiri kia rua, kia hia rānei ngā whakahokinga kōrero mō tēnei pātai. I te mutunga iho e 59 ngā whakahokinga kōrero, ā, tirohia te tēpu 5 mō ngā whakamārama.

Tēpu 5: Ngā tino hua o te hōtaka nei

Whiriwhiringa.	Te tokomaha o ngā whakahokinga kōrero.	Te ōrautanga o ia wāhanga.
Te noho-ā-whānau/te akomanga/te āhua o te ako	12	20%
Ngā momo o te ako	11	19%
Ko ngā ākongā tonu	13	22%
Ko tō ake whanaketanga	13	22%
Kapa haka	8	14%
Me ētahi atu take	2	3%
Katoa	59	100%

Hei whakamārama ake kihai te tokorua i whiriwhiria 'me ētahi atu take', i homai he aha aua take rerekē.

Ko te pātai e whai ake nei he pātai tūwhera (Pātai 9) i pātaihia kia kite ai he aha ngā aukatinga, ngā kaupapa kāore i te pai ki te hunga uiui i a rātou e hīkoi ana i tēnei ara o Te Tohu Paetahi. Tokoono noa ngā ākongā i whakahoki kōrero mai, tokorua i kī mai horekau he kino, tokorua i mea mai ko te whakamutunga o ngā karaehe te mea kino, ko te toenga kei raro iho nei.

Ko ētahi take e hāngai pū ana ki ētahi atu ākongā.

Students not showing up for classes, not giving it all they had. (Ko te kore taetae mai o ētahi taurua ki te karaehe,

kīhai i whakapau ōrātou kaha ki te kaupapa.)

He whakaaro whānui

Nothing at all, it was absolutely fantastic and choice. (Horekau he raru, ka mau kē te wehi o te kaupapa nei.)

Kāore he kino o Te Tohu Paetahi.

The progamme has so much benefit and all round goodness that the only low point is THE END. (Kei runga noa atu ngā hua o te kaupapa nei, ko te mea pōuri ko te whakamutunga o ngā karaehe.)

None. The very end of the year. Horekau. (Ko te whakamutunga o te tau.)

He kōrero mōku ake

Being pōhara (Ko te noho pōhara.)

I roto i tēnei wāhanga ko te ui pātai (Pātai 10) i pātaihia mehemea i raru ai tō rātou ako i te reo i runga anō i ēnei kaupapa e toru, arā, ko te pūtea, ko te whānau me te āhua o te ako, he aha ngā mea i whakapōrearea i a rātou. Ko te hiahia hoki kia tirohia whānuitia ki roto, ki waho hoki o te whare wānanga. He aha aua whakapōreareatanga? Tekau noa ngā ākongā i whakahoki kōrero mai, kei roto i te tēpu 6 ngā nama me ngā ōrautanga o ngā whiriwhiritanga hoki. I tāpirihia hoki ētahi o ā rātou paku kōrero.

Tēpu 6: Ngā tino hua o te hōtaka nei

Whiriwhiringa.	Te tokomaha o ngā whakahokinga kōrero.	Te ōrautanga o ia wāhanga.
Te taha pūtea	4	40%
Ōku ake āhuatanga	6	60%
Ngā raru o te ako		%
Ētahi atu take		%
Whakatōpū	10	100%
Horekau he whakahokingā kōrero.	6	

Ōku ake āhuatanga

Te kaha māuiui o tōku koroua.

None. (Horekau)

None. (Horekau)

Ngā wheako me ngā whakaaro ki ngā mahi, ki te kura anō hoki

Hei kukume mai i ngā whakahoki kōrero i pātaihia te pātai (Pātai 11) i pēhea ōrātou whakaaro ki ngā mahi o roto tonu i te karaehe, i eke, he rahi kē, kāore rānei. Tekau mā toru i whakahoki kōrero mai, i whakaae mārīka anō hoki, o ērā kōrero i kī mai ētahi (“All the way”), ko ētahi i hāngai pū ki ētahi āhuatanga noa, ko ētahi i paku kōrero mō ētahi āwangawanga. I raro tonu i te tēpu 7 aua kōrero.



Tēpu 7: Ka nui ngā momo mahi-ā-karaehe

(Was there sufficient variety in the activities?)

Āe + te kupu whakanui/ whakamihi.	Āe.	Āe + te āwangawanga	Horekau he kōrero.
4 (25%)	6 (37%)	3 (19%)	3 (19%)

Ngā kupu whakamihi

*Yes, I found that there was a wide range of variety in activities. (Āe, he rahi kē ngā momo mahi-ā-karaehe.)**Āe, he maha ngā mahi, ā, he rerekē tōia pouako me te āhua o ngōrātou mahi whakaako.**All the way. (Āe mārika.)**Yes. Every teacher put in a different style. (Āe, he rerekē tōtēnā kaiwhakaako mahi.)*

Ngā āwangawanga

*In some areas of the class, but it all came together at the end. (I ētahi wāhi o te karehe, engari, i te mutunga i tutuki pai.)**I personally would've appreciated a greater focus on class discussions in order to more fully gauge the skills, views and ideas of students. (Mōku ake/Ki a au nei he pai ake mehemea ka whakatūwhera i te kūaha kia ahei ai ngā tauira ki te whakaputa whakaaro kia wānanga ai tātou katoa, ā, kia kitea hoki ai he aha ngā whakaaro o tēnā, o tēnā.)**Ki tōku nei whakaaro, ko tētahi mea kia whakapiki ake i tēnei hōtaka, ki te whakauru ētahi mahi whakaari i roto.*

Hei whaiwhai ake i ngā pātai o mua ko tēnei o ngā pātai (Pātai 12) i tirohia te rere o te āhua o te ako, he nui rawa, kāore rānei. Tekau mā rima ngā whakahokinga kōrero, kei tēpu 8 ngā whakaaturanga. I muri mai i taua pātai ko te pātai (Pātai 13) mō te nui, mō te iti rānei o ngā mahi i whakaritea kei tēpu 9 ngā kōrero.

Tēpu 8: He tika te rere o te āhua o te ako

E tika ana.	He toimaha rawa	Horekau he whakautu
15		1

Tēpu 9: E tika ana te mahi i whakaritea a

He ngāwari rawa.	E tika ana	He toimaha rawa	Horekau he whakautu
	15		1

Ka mutu, i pātaihia mehemea he kaupapa atu anō e hiahiatia nei e rātou hei tāpiri atu anō ki Te Tohu Paetahi. Ka riro mā rātou e whiriwhiri (t)ētahi o ngā kaupapa e rima. Tekau mā whā ngā whakahokinga kōrero, engari, e 24 ngā whiriwhiringa katoa. Tokorua kīhai i whakahoki kōrero mai. Kei te tēpu 10 ngā whiriwhiringa me ngā ōrautanga.

Tēpu 10: Ētahi atu kaupapa ako

Ngā mōteatea.	Te wetewete kōrero.	Ngā pūkōrero.	Me ētahi atu kaupapa.
8 (33%)	5 (21%)	10 (42%)	1 (4%)

Anei e whai ake nei ētahi whakaaro o tētahi i tohua 'Me ētahi atu kaupapa'

Ngā kaupapa o te wā, o te rohe, o te motu, o te Ao anō hoki.

E aronui ana pātai 18 ki ngā mahi tautoko a Te Pua Wānanga ki Te Ao i ngā ākonga i a rātou e whai haere ana i ā rātou tohu. Tekau mā toru o te katoa i whakautu i taua pātai, ā, i whakaaetia i kaha tautoko mai te kura. Kei raro iho ngā whakautu kua noho wehewehe i raro i ētahi kaupapa.

Āhua whakaae ana

Ko te wāhi nei, e hāpai ana, e poipoi ana te kura nei i ngā tauira kia eke panuku, kia eke tangaroa i roto i ngā mahi me te kura hoki.

Āe, i te mea he wairua tino aroha, tino māhaki hoki i roto i tēnei kura o Te Pua Wānanga ki te Ao.

The very fact the S.M.P.D (School of Māori and Pacific Development) has such a program which simply does not compare to other programs around the country is a true expression of the commitment of S.M.P.D to T.T.P. (Te Tohu Paetahi). (He tohu tautoko tēnei a Te Pua Wānanga ki te Ao i Te Tohu Paetahi, kāore he kaupapa i tua atu i tēnei puta noa i te motu whānui.)

Ahako he whare wānanga Pākehā, kei roto tonu i a SMPD (School of Māori and Pacific) ngā āhuatanga me te wairua Māori e ora ana. Kua mārama hoki rātou ki ngā raru me ngā tikanga a te Māori.

Yes, a step closer to getting my degree. (Āe, kua tata oti taku tohu.)

Yes, they provided us with everything we needed. (Āe, tautoko katoa te kura i a mātou.)

Te taiao karaehe/te āhua o te whakaako/ te ahua o te ako/ ngā momo mahi-ā-karaehe

Not really, compared to Victoria, should have a look at their marae and how they use it. (Kāore pea, tēnā whakaarohia a Wikitōria me tā rātou whakamahi i tō rātou marae.)

Yes. But a lack of effort withheld me from achieving my goal. (Āe, engari, nā taku ngoikore kāore i tino puta taku ihu.)

Ngā kaiwhakaako

Āe, he kaha te tautoko a ngā kaiako o roto o tēnei kura.

Yes, it is through sheer skill and passion towards our language which enabled me to want to learn through our teachers. I believe that the tutors provided are the top of tops! (Āe, nā ngā pūkenga, ngā pūmanawa me te aroha anō hoki o ngā kaiwhakaako i eke Tangaroa ai ahau. Ki a au nei kei runga noa atu ngā kaiwhakaako o Te Tohu Paetahi.)

All grats to my teachers of T.T.P (Te Tohu Paetahi). (Kāore i ārikarika ngā mihi ki ngā kaiwhakaako o Te Tohu Paetahi.)

Te pakari o te reo

Yes! When arriving at uni I thought I was good at Māori, but this increased my skills and bettered my language. (Āe, i taku taenga atu ki Te Whare Wānanga i pōhēhē kei runga noa atu tōku reo Māori, engari nā Te Tohu Paetahi i whakangungu, i whakapakari anō hoki i tōku reo.)



Āe, ko tōku tino hiahia kia whakawhānui ake, kia whakapakari ake i tōku nei reo Māori. Ahakoa kei te ako tonu, ā, kei te whakatakoto hapa tonu ki a au nei kua whakatutuki pai ērā wāwata.

Te arotake o te ākonga i a ia anōe paneke ana i roto i te kaupapa nei

Kei tēnei o ngā pātai (Pātai 15) ka huri te whakaaro ki ngā ākonga tonu, mā rātou anō e whakaaro ake i pēhea ā rātou whakanaketanga i roto i ngā mahi a Te Tohu Paetahi. I pēhea te whakapakari hoki o ō rātou reo, nā, me whiriwhiri e rātou te taumata e tika ana ki ō rātou whakaaro, hei tauira, ko te nama 1 mō te tangata kātahi anō ka tīmata ki te ako i te reo Māori. Ko te nama 9 mō te tangata kei runga noa atu ō rātou matatau ki te kōrero Māori. Ko tā rātou mahi he tohua kei hea rātou i te tīmatanga me te whakamutunga o te kaupapa nei. Kei te tēpu 11 ngā whakaaturanga.

Tēpu 11: Te arotake o te ākonga i a ia anō

Ākonga	Te tīmatanga	Te mutunga	+/-
R1	7	8	+1
R2	3	8	+5
R3	6	8/9	+2.5
R4	6	8	+2
R5	7	8	+1
R6	5	9	+4
R7	6	8	+2
R8	6	8	+2
R9			
R10			
R11	6	7	+1
R12	5	9.5	+4.5
R13	8	9	+1
R14			
R15	3	7	+4
R16	5	7	+2

Me āta whakamōhio mai ko ngā whiriwhiringa a ngā ākonga kei roto i te tēpu o runga rā, koirā noa he whiriwhiringa, ehara i te mea i whakatauria rātou kia āta kitea ai kei hea te taumata o ō rātou reo mai i te tīmatanga tae noa ki te mutunga, kāo, koinā ō rātou whakaaro ki ō rātou ake reo. I te mutunga iho e rua me te hāwhe te nekeneketanga (average).

I roto i ngā pātai e rua e whai ake nei (Pātai 16 me te 17) ka riro anō mā te ākonga e whakatau i pēhea ō rātou ako me te whanake o ō rātou ake reo, me whiriwhiri mai i te 1 (ngoikore) ki te 10 (tau kē). Kei ngā tēpu 12 me te 13 ngā whakaaturanga. Tekau mā rima ngā whakahokinga kōrero, kotahi te tangata kīhai i whakautu.

Tēpu 12: Te arotake o te ākongā i a ia anō mō te āhua o te ako

Te Taumata	1 - 4	5	6	7	8	9	10
Te tokomaha o ngā whakahokinga kōrero.				1	2	6	6
Te ōrautanga o te katoa (15)				7%	13%	40%	40%

Tēpu 13: Te arotake o te ākongā i a ia anō mō te āhua o te whanaketanga o ōrātou reo

Te Taumata	1 - 4	5	6	7	8	9	10
Te tokomaha o ngā whakahokinga kōrero.					2	1	12
Te ōrautanga o te katoa (15)					13%	7%	80%

Ētahi atu whakaaro

Hei whakaoti atu i te ui pātai i tonoa kia whārikihia ētahi atu whakaaro mena ka hiahia. Tokoono i pērā, ā, he nanakia ā rātou kōrero hoki.

Ngā kōrero papai

Kāore he kaupapa e tū atu i Te Tohu Paetahi.

Selling cheap kai for everyone would be a good way to assist us. (Me hokohoko ngā kai paku noa te utu, koirā tētahi huarahi tautoko mai i a mātou.)

Te tuku mihi

He nui āku mihi kia Te Tohu Paetahi, me ngā kaiako mō ngā mahi me a rātou awhi kia whakapakari i a mātou reo rangatira.

Kia rimurere, kia kutarere, kia maro mahue ki tōtātou reo, engari, kia mauri tau, kia manawa tina. Kia pai te kirihimete me te tau hou.

Kua rangataira ahau i a koutou katoa, tūrou hawaiiiki.

He mihi kau ana tēnei ki ōku pouako katoa.

He wetewete kōrero, he whakakitenga anō hoki

O te katoa o te hunga uiui e 9 (56%) o rātou he tāne, he tohu āhua pai tēnā i runga i te whakaaro e angiangi haere ana ngā rārangi whaikōrero o ō tātou paepae i runga i ōtātou marae. Me kaha tonu te tono kia haere mai ngā tāne ki Te Whare Wānanga ako ai i tō tātou reo. Te āhua nei i roto i tēnei rangahau he pai ake te kōrero i waenganui whānau, hoa rānei i te whakapāho-ā-nuipepa, ā-reo irirangi rānei, kia kumea mai ai ngā ākongā kia whai haere i tēnei kaupapa, ka mutu, e waru tekau ōrau o te katoa he taiohi tonu, tēnā pea, i puta mai rātou i te kura aoraki, i te wharekura rānei. Nā reira, mō te taha whakapāho, māketē rānei me hāngai te titiro ki ngā whānau, ngā hoa o ngā ākongā o mua me ngā momo kura tuarua hei kukume mai i te ākongā.

Hei tāpiri atu ki aua kōrero e ai ki te rangahau nei ko te ako i te reo Māori kei runga ake o ngā whiriwhiringa he aha rātou i haere mai ai ki Te Whare Wānanga. Ko te tuarua o ngā whiriwhiringa kia whakawhiwhia he tohu, kei raro rā



anō ko te tuatoru ko te whakawhiwhia he mahi. He tohu rangatira tēnei mō tō tātou reo rangatira.

I te tīmatanga o te hōtaka nei i whakapono mārika te hunga uiui ka whakapakari, ka piki ake ōrātou mōhiotanga, māramatanga rānei ki te reo e 37%, ā, e 37% hoki i whakapono ka pai ake te rere, E 81% i whakaaetia i pērā rawa te whakapakari, te piki hoki, 13% i kī mai i āhua tutuki, kotahi noa te tangata kīhai i whakautu.

Ko te nuinga o rātou i kī mai ko ētahi o ngā mea whakamīharo o te hōtaka nei ki a rātou ko te noho-ā-whānau, ko te āhua o te ako, ko ngā hoa me te āhua o ōrātou whanaketanga hoki, e 14% noa i tohua ko te kapa haka tētahi mea whakamīharo.

Hei whaiwhai ake i ngā mea whakamīharo ki ētahi ko te whakamutunga o te hōtaka nei te mea pōuri, ki tētahi anō ko te kore taetae mai o ētahi ākongā ki te karaehe, ki tētahi atu anō hoki ko te noho pōhara tētahi mea pōuri ki a ia. Ahakoa ko te nuinga kāore ō rātou āwangawanga kāore e taea te karo i ngā whakaaro o te hunga tokoiti kei tūpono e kore hoki rātou e whai hua i roto i ā rātou hikoitanga ki te ako i te reo Māori. Nā reira, he kaupapa hei whakaarotanga mai i ngā tau kei te heke mai.

Ki te titiro ki ngā whakahokinga kōrero mō ngā aukatinga, ngā whakapōreareatanga-ā-pūtea, ā-whānau, ā-ako hoki, 10 o rātou i kī mai āe he pōreareatanga, e 40% mō te taha pūtea, engari, ko te nuinga e 60% i mea mai ko ngā pōreareatanga-ā-whānau te take nui i raru ai ā rātou mahi ako.

He nui ngā momo pātai e pā ana ki ngā whakahaere o te kaupapa nei, ko te nuinga o rātou e 81% i whakaaetia he tōtika te āhua o ngā rauemi, 15 o te katoa i kī ai e tika ana te rere o ngā mahi, ā, 15 anō hoki i whakaaro ake ki te toimaha o ngā mahi i whakaritea i pai te āhua. I te wā i pātaihia mena ka whai hua te whakauru atu ētahi kaupapa hou, e 42% i mea mai he pai ake te tiki mai i ētahi manu kōrero hei whakakīnaki i ngā mahi, e 33% i pai ai ki ngā mōteatea hei whakakākahu i ngā mahi, e 21% i whakaaro mō te āhua o te wetewete kōrero. Ko tētahi whakaaro o rātou, e kī ana, kia tirohia “ngā kaupapa o te wā, o te rohe, o te motu, o te Ao anō hoki”. Ki te anga whakamua he hua tonu ēnei momo kōrero hei whakapakari anōi te hōtaka nei.

I te pātaiatanga mō te āhua o te whakahaere, te tautoko mai o tēnei hōtaka, -a- kura nei, -a- kaiwhakaako nei hoki, ko te katoa i kī mai āe, he wairua Māori tō te wāhi nei, tautoko mārika mai ngā kaimahi katoa. Ki ā ētahi; tau kē ngā kaiwhakaako, ka mutu, i eke tonu ō rātou wawata. Kotahi noa te tangata i whakaaro ake ki tō tātou marae me ā tātou kore whakamahi, whakapuare rānei mō ngā tauira o te whare wānanga nei.

Ki te aro atu tātou ki ngā whakaaro o ngā ākongā me ā rātou arotake i a rātou anō mō ō rātou paneke i roto i te kaupapa nei, ahakoa he pakeke ki te whakatau ko tēhea te taumata tōtika, ko te nuinga o rātou i whiriwhiria te taumata tuaono i te tīmatanga, ā, i te mutunga ki ō rātou whakaaro i whiriwhiria e te nuinga te taumata tuawaru. Nā, ko te whanaketanga e rua ngā tepe. Heoi anō, hei whakakapi ake i tēnei wānanga ki tā tētahi ākongā; “Kia rimurere, kia kutarere, kia maro mahue ki tō tātou reo, engari, kia mauri tau, kia manawa tina.”

Te whakakapinga

Kāti ake rā, hei whakakapi katoa i ngā kōrero mō tēnei rangahau, i kaha tautoko mai ngā whakahoki kōrero a ngā ākongā, otirā, te hunga uiui mō te āhua o te ako, arā, te rūmaki, ki ngā kōrero a te hunga rangahau i tēnei kaupapa. Ko te noho-ā-whānau, ko te akoranga rūmaki ngā āhuatanga whakamīharo ki ngā ākongā, anā, koirā hoki ngā whakakitenga rangahau a Slaughter (1997), a Artigal (1997), a Arzamendi rāua ko Genesse (1997), a Jones (1991), a Greymorning (1997) mō te rūmaki, ki a rātou koirā tētahi huarahi whakahirahira whakaako reo ai kia tere mau, ā, kia tere whakahoki atu anō ai te reo ki tōna taumata tiketike.

Kaha tautoko mai ngā urupare a ngā ākongā ki ngā kōrero a Levy (2002), a Greenwood rāua ko Te Aika (2008) hoki, nā, me kaha tautoko mai te whare wānanga, me Māori ngā kaiwhakaako, me wairua Māori te wāhi ako, me ngāwari noa te tere tiki atu i aua tautoko, i aua āwhina e te ākongā. Ki reira whakatutuki ai i ngā wawata, i ngā hiahia hoki o te ākongā.

Whakapuakanga

- Artigal, J. M. (1997). The Catalan immersion programme. In R. K. Johnson & M. Swain (Eds.). *Immersion education: international perspectives* (pp. 133-150). New York: Cambridge University Press.
- Arzamendi, J. & Genesse, F. (1997). Reflections on immersion education in the Basque Country. In R. K. Johnson & M. Swain (Eds.) *Immersion education: international perspectives* (pp. 151-166). New York: Cambridge University Press.
- Education Review Office/Te Tari Arotake Mātauranga. (1995, Winter). *Kura kaupapa Māori*, (10). Wellington: National Education Evaluation Reports.
- Greenwood, J. & Te Aika, L.H. (2008). *Hei tauira: teaching and learning for success for Māori in tertiary settings*. Wellington, New Zealand: Ministry of Education.
- Greymorning, S. (1997). Going beyond words. The Arapaho Immersion Program. In Jon Reyhner (Ed.). *Teaching indigenous languages* (pp. 22-30). Flagstaff, Arizona: North Arizona University.
- Johnson, R. K. & Swain, M. (1997). Immersion education: a category within bilingual education. In Johnson, R. K. & Swain, M. (Eds.), *Immersion Education International Perspectives* (pp. 1-16). New York: Cambridge University Press.
- Jones, C. (1991). The ulpan in Wales. *Journal of Multilingual & Multicultural Development*, 12 (3), 183-193.
- Levy, M. (2002). *Barriers and incentives to Māori participation in the profession of psychology*. Hamilton, New Zealand: Maori and Psychology Research Unit, The University of Waikato.
- Nikora, L. W. (1998). *Māori psychologists network hui report*. Wellington, New Zealand: Victoria University.
- Nock, S. J. (2010). Participant responses to a tertiary-level Māori language immersion programme: Reporting on a questionnaire-based survey. *Journal of Māori and Pacific Development*, 11 (2), 53-76.
- Sharples, P. (1994). Kura Kaupapa Māori. In Harvey McQueen (Ed.), *Education is change: twenty viewpoints* (pp. 11-21). Wellington, New Zealand: Bridget Williams Books Ltd.
- Slaughter, H. B. (1997). Indigenous language immersion in Hawai'i: A case study of Kula Kaiapuni Hawai'i, an effort to save the indigenous language of Hawai'i. In R. K. Johnson & M. Swain (Eds.). *Immersion education: international perspectives* (pp. 105-129). New York: Cambridge University Press.
- Walker, R. (1991). *Liberating Maori from educational subjection*. Auckland, New Zealand: Research Unit for Māori Education, University of Auckland.