

# Te oranga tonutanga o te reo Māori o ngā whānau ki TKKM o Ngā Mokopuna

He Pātaka whakairo, he  
tohu rangatira

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# Table of Contents

Mihimihi.....	3
Te Horopaki.....	4
Te Kaupapa.....	6
Ngā hua.....	7
He aha ki tua.....	9
Te Tāpiritanga.....	10





## Mihimihi

Ko te reo Māori te huarahi e taea ai te tū rangatira nei ki runga i tō tātau whenua...

Nō reira, tū rangatira nei, tū matike mai nei i roto i te āwhā e paki nei i ā tātau i tēnei wā.

Tīhei uriuri, tīhei nakonako ka tau  
Ka tau whakatauhā te rangi e tū nei  
Ka tau whakatauhā te papa e takoto nei  
Ka tau whakatauhā te mātuku mai Rarotonga  
Koia i rukuhia manawa pouroto  
Koia i rukuhia manawa pouwaho  
Whakatīna, kia tīna te more i Hawaiki  
E pūpū ana, e wāwau ana  
Tārewa tū ki te rangi aua kia eke  
Eke pānuku, eke Tangaroa  
Haumi e, hui e, tāiki e!

I piki a tane nui a rangi i te aka matua ki ngā rangi tūhāhā ki te tiki i ngā kete o te wānanga hei tāhūhū mō Te Aho Matua. Ka heke rāno ki ngā mātua ō tēna tēna, ko te whānautanga mai o te pēpī ki roto i tēnei ao.

He mihi ki ngā kāhui whānau whānui o Ngā Kura kaupapa Māori katoa huri noa i te motu e whakatinana ai i ngā mātāpono o Te Aho Matua.

Kei ngā manawa tītī, kei ngā manawa piharau, kei ngā manawa kairoke e kapakapa nei kia rere ai te toto o te reo Māori me ngā tikanga Māori tēnā koutou. Ahakoa te taumata o te tangata he uri anō tātou nō te iho o Tāne, he reo nō namata, he ārero tūpuna. E, ko te kura kaupapa Māori Aho Matua naia te Kaupapa Māori e whakapakari ai te hunga e mōhio nei ki te kōrero Māori. Tā tēnei he whakamārō i te mātau o te whānau i tōna whai i te reo a kui mā, a koro mā.

Mānuka takoto, kawea ake!





# Te Horopaki

## SfTI Spearhead Project + TKKM o Ngā Mokopuna

Ko Te Aho Matua o ngā Kura Kaupapa Māori o Aotearoa he tānga kaupapa e whakapuaki i ngā āhuetanga ahurea Māori, pēnā ki te taha wairua, ki ngā tikanga me ngā kawa, te reo, anō nei ngā poupou katoa kua whakawhenuatia hei tāhūhū mō ngā Kura Kaupapa huri noa i te motu. Otirā, he aha kē tēnei mea te aho? Nā Te Whareparaoa Nepe rāua ko Dr Linda Tuhiwai Smith i te tau 1996 e whakamārama atu “He mea here, he mea tākai koe, he mea hononga, he mea whakapapa atu koe ki tō iwi, ki ō kaumatua, ō tupuna”.

Koia rā tēnā, ko Te Aho Matua he whata, he ara kia tāea, kia āhei e tēnā, e tēnā, e tēnā kura, e tēnā rohe, hapū, iwi rānei te whakarite i te āhuetanga o tō rātou ake kura. Ko ōna reo, ōna tikanga, tōna ake kawa, ā, ko ērā tūāhuetanga katoa. I mea mai a pāpā Rawiri “Ko te āhuetanga o te mātauranga ka whāngai atu ki ngā tamariki kia Māori, kia tangata whenua, kia taketake, kia mātua mōhio rātou ki tēnei mea te tūranga waewae, kua hoki hei kupu, ēngari hei āhuetanga e whakatangata whenua ana ngā tamariki, Otirā ngā pakeke ki a Papatuānuku”.

Nā reira, e ono ngā wāhanga o Te Aho Matua kia tū ai hei tūāpapa mātāpono mō ngā Kura Kaupapa katoa, hei ārahi i te puna mātauranga kia hono te whānau, te kura aho tāngaengae ki ngā tamariki ākona, nā konā ka tipu Māori mai.

### **Tuatahi ake, ‘Te Ira Tāngata’**

Koia nei te taha ngākau, te taha wairua o te tangata.

### **Tuarua, ‘Te Reo’**

Ko te whakapapa o tō tātou reo, ā, kia matatau tonutia ki tōna iwi taketake, ki tōna reo ake.

### **Tuatoru, ‘Ngā iwi’**

Āna hononga ki tōna ake whānau, ā, ōna ake iwi.

### **Tuawhā, ‘Te Ao’**

Tana toronga he mea whakariterite i te tamaiti kia puta atu ki te ao. “He ao kei te kāinga, he ao kei te kura, he ao i tua atu” (Whareparaoa Nepe).

### **Tuarima, ‘Āhuetanga Ako’**

Ko te āhuetanga o ngā mahi me te take e pēnei, e pēna, e pērā ana. Kei reira rā ngā whakamāramatanga, heoi ēhara hoki i te mea kei reira rā ngā kōrero katoa. Hei ko tā Te



Whareparaoa Nepe “Kia mau ki te aka matua hei tohu ki te ara tika, e hao nei tēnei reanga te tohuarewa tipuna”.

## Tuaono, ‘Te Tino Uaratanga’

Ngā tino whaiaro kia whakaahu ai te mokopuna. Otirā, he mea whakanui ia rātou, kia kore rātou e mahue ki muri, ahakoa ngā tāmitanga o te ao.

### SFTI Spearhead Project + Te Kura Kaupapa Māori o Ngā Mokopuna

“He pātaka whakairo, he tohu Rangatira”

I ahu mai tēnei nā te whakatauki, ko te tohu o te rangatira he pātaka whakairo e tū ana i roto i te pā tūwatawata.

Mai i te timatanga mai o te huitahi o Nicholson Consulting ki te taha o Rawiri Wright, te Tumuaki o Te Kura Kaupapa Māori o Ngā Mokopuna, i toko ake te pātai, he aha tētahi kaupapa hou, e hāngai pū ana ki ngā rangatahi? Nā konā, i hahū mai tēnei whakaaro ki te waihanga i tētahi pātaka whakairo mō te whānau o TKKM o Ngā Mokopuna, hei tautoko, hei āwhina, hei akiaki i ā rātou wawata whakarauora reo Māori i ngā kāinga o te kura kia puare ai ēnei māramatanga ki te hapori. Mā whea? Mā te whakakotahi i ā rātou raraunga, pēnā nei i te pata pātai.

Me ngākau aroha te tangata ki te reo o te kāinga, hei ko tā te Panekiretanga “ko te reo kia tika, ko te reo kia rere, ko te reo kia Māori, e kīa atu rā, whiua ki te ao, whiua ki te rangi, whiua ki ngā iwi katoa, ka mutu! Pēhea nei te whānautanga mai o te pēpē, me tōna whakatipu ake i roto i tēnei ao, mā Te Aho Matua ia e kawē, e awhi, e ārahi.

E tino tūmanako ana tēnei whānau kura kaupapa Māori Aho Matua o Ngā Mokopuna, ka kaha kitea, ka kaha rangona te reo Māori me ngā tikanga Māori, i ngā wāhanga katoa o te taiao e karapotia i ngā tamariki. Ko te moemoeā o tēnei whānau, kia rere ngā mahi me ngā akoranga i roto i te harikoa, te wairua hīkaka me te ngākau māhaki, ā, e tūwhera ana te manawanui o tēnā, o tēnā ki tōna tuakiri, tōna pitomata, tōna rangatiratanga me te mahi ngātahi. Mā ēnei āhuatanga e eke ai te whānau katoa ki te keokeonga o Mātairangi, arā, ki te tahi o te mātauranga.



## Te Kaupapa

Unuhia i ngā taonga tuku iho, me Māori ai ō tātou whakaaro, kātahi rā me tākohatia ki te ao.

E kīa rā, ki te tika ā whānau, ā hāpori, ā kura Kaupapa Aho Matua nei te whakatū, whakatinana, whakatauiria i ngā mātāpono e rima tuatahi o Te Aho Matua ko te momo tangata ka puta mai ko tērā e kī ko “Te Tino Uaratanga”. Te mea, te tāonga e manako nui ai te Māori.

Me pēhea nei tātou e whakawhanake ai tēnei rautaki kete aronui o Te Aho Matua kia ora, kia puawai tō tātou reo me ōna tikanga, ā, kia ekea tonutia ngā whānau ki ōna puhitaioreore I tēnei ao hurihuri? Ka noho whētōtō rānei tātou kei mahue ko Te Ao.

## Kōrero mō te Kaupapa

He mahi rangahau kei te haere kia ine i te oranga o te reo Māori ki ngā kāinga o te kura. Ko ngā hua e tūmanako ana mātou ka puta i ēnei mahi rangahau, he mōhio ki:

1. Te oranga o te reo Māori ki te whānau o te kura
2. Ngā hiahia o te whānau e hāngai ana ki te ako i te reo Māori, ki te whakapakari hoki i ō rātou reo
3. Ngā rautaki ako reo ka pai ake ki ia o ngā whānau
4. Ngā wero, ngā mea ka ārai i a rātou e ako ana i te reo
5. Te nui, te iti rānei o te reo Māori ka kōrerotia i te kāinga

Kia mōhio pai ia ki tōna ake reo-ā-iwi

Tērā te wā, ehara hoki i a tātou te Māori te āhei ki te aro atu ki ngā mita o tēnā iwi, o tēnā iwi, o tēnā iwi. Nā te mōreareatanga, te matemate haere o te reo, ko te whakaaro tuatahi āna kōrerohia te reo kei a koe ahakoa nō hea. Nā wai rā, ka whai whakaaro ake mō te tiputanga mai o te mita o tēnā iwi, o tēnā iwi.

Koira te whanaketanga, ko te whakarauoratanga o te reo Māori. E tūwhera ana ngā Kura Kaupapa Māori ki ngā kura katoa, ki ngā mita katoa. Ko te reo ka kōrerotia ki tēnā kura, ki tēnā kura ka hāngai ki ngā tāngata, ngā kaiako kei reira. Nō hea hoki aua tāngata, mehemea kei Tāmaki-makau-rau te kura ki te rohe o Ngāti Whatua, kei Te Kawerau a Maki rānei, o Tainui hoki. Heoi anō, mehemea ko te tokomaha o ngā kaiako ka ahu mai i Mataatua waka, ekene pea ka puta katoa te tangi o tō rātou mita ki ngā tamariki i te mea ko tērā te tauira e rāngona ana, koia tērā tērā.





Hei tauira anō, tikina atu te Kura Kaupapa Māori o Hoani Waititi Marae. He maha ngā tāngata nō ngā iwi rerekē otirā he matatau aua kaiako katoa ki tō rātou ake mita, nā reira i reira rongō ai te “noki”, tērā mita o Te Taitokerau, o Ngāti Whātua o Tainui Waka, o Mataatua, o Te Wairarapa, anā kei reira ngā mita katoa. Ko te mea nui me mōhio, me akiaki i te tamaiti ki te whai i te mita o tōna ake iwi. Kei te rongō i ngā mita katoa e rērere ana, ko te akiaki ki te tamaiti, kia rite ia ki te hoki atu ki tōna ūkaipo, ākona i tōna ake reo.

Ko te reo Māori, āe. Kei te kōrero Māori te katoa, nā whai anō ka kore pea tērā e tutuki i a ia i te kura, ēngari i tōna wehenga. Mehemea ko te reo ka kōrerohia te tamaiti i tana wehenga i te kura mo te hanumitanga pea o ngā mita e hia nei kia pakeke haere ia ko te manako ia, mehemea kua tika ā mātou mahi kua whakatōkia tērā whakaaro ki roto i ngā tamariki ka pakeke rātou ka hoki atu ki tā rātou wā kāinga ki te whakapakari i tō rātou ake reo-ā-iwi, whakapapa, mōhio, hereherenga ki ōna ake whenua tipu ahakoa kāore ia i tipu i reira, ko te whenua tipu o ōna mātua tupuna.

## Ngā hua

### Ko te reo me ōna tikanga ngā heke whakamau

For the sake of maintaining response integrity and ensuring accessibility, this section of the summary is presented in both English and te reo Māori. This approach acknowledges the diverse linguistic backgrounds and preferences of our whānau, while also honouring the cultural significance of te reo Māori in our reporting. By providing bilingual content, we aim to accurately convey the essence of the findings while respecting the importance of language preservation and inclusivity within our research context.

## Te whakarapopototanga o ngā hua

**Summary: Understanding the state of wellbeing of te reo Māori of Whānau at TKKM o Ngā Mokopuna in their homes.**

This section presents findings from interviews conducted with 33 out of the 89 whānau at Ngā Mokopuna, focusing on the state of te reo Māori within their homes. The interviews were conducted in both te reo Māori and English to preserve the integrity of responses. The interviews were conducted throughout the first month of the 2024 school term to ensure accuracy and relevance to the language planning efforts led by the Tumuaki and whānau of the kura.



The overall goal of the interview phase was to assess the wellbeing of te reo Māori within whānau homes, understand how te reo Māori is valued and prioritised in the home, to explore learning experiences and barriers and develop language planning strategies to support fluency.

**The responses from whānau revealed a strong desire among whānau to prioritise te reo Māori use in the home. Most whānau expressed the need for support and tools to promote te reo Māori learning and use within their households.**

During the interviews, several specific findings emerged:

- 39.4% of whānau reported speaking te reo Māori to their tamariki regularly at home, indicating an existing level of language use within households.
- The most helpful strategies for promoting te reo Māori use identified by the majority of whānau were Rūmaki reo classes (level based), language planning workshops and social activities that enhance all genres of reo.
- Suggesting effective approaches for language integration.
- Barriers to te reo Māori fluency were identified, including lack of time, financial constraints and fear of failure, highlighting challenges that whānau face in language learning.
- ALL whānau expressed a desire to learn more, underscoring a need for increased support from the kura to facilitate continued language acquisition.

Analysing these statistics reveals a clear pattern:

- Insights gathered reveal a deep appreciation for te reo Māori, the value of wairuatanga and whānau, the uaratanga of Te Aho Matua and the socio-political movement towards tino rangatiratanga. Even stating that there wouldn't be any other kura that they would want their tamariki to attend.
- Whānau are actively engaging with te reo Māori at home, indicating a strong commitment to language use. However, there is a need for deeper knowledge to expand their usage across various genres of te reo Māori.
- The identified strategies for promoting te reo Māori use indicate areas where kura support can be targeted to enhance language learning.
- Barriers such as time constraints, discipline, fear of failure and financial limitations pose challenges that require specific interventions and support mechanisms from the kura.
- The desire of whānau to learn more signifies a readiness to engage further with te reo Māori, signalling an opportunity for the kura to provide tailored programmes and resources.







Overall, the state of wellbeing among TKKM o Ngā Mokopuna whānau is characterised by a strong desire to prioritise te reo Māori use within their homes. The whānau are eager to learn and strengthen their te reo Māori fluency, signalling an opportunity for the kura to enhance its language support initiatives and foster a more robust te reo Māori speaking community. This sentiment is echoed by the majority of whānau who emphasised the need for adequate support and tools to facilitate te reo Māori learning and integration into their daily lives.

## He aha ki tua

Mā te Kotahitanga e whai kaha ai *tātou*.

Kua tukuna te pata pātai ki te paetukutuku o te kura, ā, mā konā ka whakakī e ngā whānau 50+ kē atu te pata pātai nei.

Hei whakakapinga i tēnei pūrongo;

Mā wai te uto e nanati kei riro te Māori i te hoariri kai horo nei!? Māu, māku, mā tātou anō hoki, mā rau ringa e nanati. He uira he kanapu te tohu o te toa! He reo, he tikanga te tohu i te toa!

“Kia waipuketia e tātau tēnei whenua ki te reo Māori, me parawhenuamea ki te reo Māori!”  
– Tā Tīmoti Kāretu

Whakahihitia tō Māoritanga! Tākiritia te Kotahitanga, te mana Māori Motuhake, ko te kaha kei a au, ko te kaha kei a koe, he tuatinitini, he tuamanomano e kore e riro i te hinapōuri. Kua tawhiti kē te haere, kua nui kē te mahi, tukuna tō reo kia whitingia e te rā!





# Te Tāpiritanga

## Ngā taipitopito o ngā hua

Further details to the results from the interviews with whānau of Ngā Mokopuna

### Analysis of responses

The kura has 89 whānau, there were 33 interviews conducted

Of these 33, 39.4% were tāne and 60.6% were wāhine

The majority of whānau were between the ages of 28 and 32 (21.2%).

Three iwi represented during these interviews

- 6 (%) identified as of Ngāpuhi descent,
- 8 (%) identified as of Ngāti Tūwharetoa ki Taupō,
- 10 (%) identified as of Ngāti Porou.

Of the 33, 26 were mātua, and five were mātua and kaiako/kaiawhina

### Te wāriu/uara o te reo Māori

**Ka pēhea te wāriu, te uara rānei o te reo Māori ki a koe? How 'valuable' OR how much value does the Māori language hold for YOU?**

5 (15.2%) rated it a 4/5

28 (84.8%) rated it 5/5

**Ki ōu whakaaro, e pēhea ana te uara, te wāriu rānei o te reo Māori mō āu tamariki? How 'valuable' OR how much value do you think the Māori language holds for YOUR CHILDREN?"**

5 (16.1%) rated it 3/5

6 (19.4%) rated it a 4/5

20 (64.5%) rated it 5/5

**Ki ōu whakaaro, e pēhea ana te uara, te wāriu rānei o te reo Māori ki te nuinga o te iwi Māori? How 'valuable' OR how much value do you think the Māori language holds for MĀORI PEOPLE IN GENERAL?"**

2 (6.1%) rated it 2/5

9 (27.3%) rated it 3/5

12 (36.4%) rated it a 4/5

10 (30.3%) rated it 5/5



**He aha te take i tae ai koe ki te whānau o Ngā Mokopuna (mō ērā kāore i te mana tuku)?  
why do you engage with Ngā Mokopuna? "**

Education imperative (quality / type) = 28 (84.8%)

Te reo Māori | Māori language = 31 (93.9%)

Tino Rangatiratanga | Self-determination = 22 (66.7%)

Wairua | Spiritual imperative = 22 (66.7%)

Whānau | Family imperative = 27 (81.8%)

In addition = 12 whānau members gave additional feedback as to why they engage with Ngā Mokopuna (NM)

- Insights gathered reveal a deep appreciation for te reo Māori, the value of wairuatanga and whānau, the uaratanga of Te Aho Matua and the socio-political desire for tino rangatiratanga and mana Māori Motuhake, there wouldn't be any other kura they would want their tamariki to attend.

**He aha te take e whai ana koe i tēnei kaupapa o te kura Aho Matua? He aha te take i kōwhiri koe i tēnei ara mātauranga mō āu tamariki? Why did you choose Aho Matua and why did you send your tamaiti/tamariki to Ngā Mokopuna?**

Education imperative (quality / type) = 26 (78.8%)

Te reo Māori | Māori language = 28 (84.8%)

Tino Rangatiratanga | Self-determination = 22 (66.7%)

Wairua | Spiritual imperative = 24 (72.7%)

Whānau | Family imperative = 27 (72.7%)

In addition = Nine whānau members gave additional feedback as to why they chose Aho Matua

One saw it as the next logical step due to her māmā being whakamā in her upbringing and did not want her tamariki to go to kura Kaupapa, so having missed out on that, this māmā knew that she did not want that for her tamariki.





He Raukura<sup>1</sup> - Kāre he kōwhiringa i tua atu i tēnei kura mō aku tamariki, he raukura ahau nō tēnei kura, ā, kōinei taku whakahokinga ki te kura otirā ki te Kaupapa nāna au i whakatipu.

One whānau member said they showed up to kura events for their tamariki, but that was often a struggle as they were still on their own reo journey.

Respondent said their tamariki did not appreciate the value of their reo, but they hoped the appreciation would grow as they did.

With whānau moving from afar to be at this kura.

Trauma based teaching it evident at this kura, whānau that grew up in mainstream want more for their Tamariki, a space for them to belong, to stand tall.

## Te mananuitanga o te reo Māori

**Ka pēhea te mananuitanga o te reo ki a koe? (He take, kāore rānei?) How important is the Māori language to YOU?**

Kāre kau = 0

He iti noa = 0

Ētahi/Āe, he take = 2

He take nui = 6

He take nui rawa atu = 25

**[Ki ōu whakaaro, e pēhea ana te mananuitanga, te mana rānei o te reo Māori ki ōu tamariki? How important do you think the Māori language is for YOUR CHILDREN?]**

Kāre kau = 0

He iti noa = 2

Ētahi/Āe, he take = 5

He take nui = 11

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<sup>1</sup> Raukura – graduate of a KKM aho matua





He take nui rawa atu = 14

**[Ka pēhea te nui o te take ki a koe mehemea ka kōrero Māori ōu tamariki kāore rānei?  
How important is it to you that your children speak Māori?]**

Kāre kau = 0

He iti noa = 0

Ētahi/Āe, he take = 0

He take nui = 4

He take nui rawa atu = 29

**[Ki ōu whakaaro ka pēhea te mananuitanga o te reo ki te nuinga o te iwi Māori? How  
important do you think the Māori language is to or for Māori people in GENERAL?]**

Kāre kau = 0

He iti noa = 2

Ētahi/Āe, he take = 5

He take nui = 14

He take nui rawa atu = 12

**He aha te reo tuatahi o tō tamaiti / o ō tamariki? What is your child's / children's first  
language?"**

Te reo Māori = 14 (40.6%)

Te reo Pākehā = 11 (31.3%)

Other = 1 trilingual, remaining said a mixture of both

**He Kōrero tāpiri atu? Anything else to add?**

More for the older one than the younger one. They see me struggling with the reo eg. mispronouncing, going to classes, learning and trying to learn so they can see the effort and importance of it. (They see how much time put in to learning te reo)

I want to be a fluent, a confident reo speaker and I would like some support to be able to do that!!!!





Both, as they very easily change between te reo Māori and te reo Pākehā

## Te taumata o te reo Māori

Ka pēhea te nui, te rahi rānei o tō reo Māori? Tohua te taumata e tika ake ana mōu: (What is the extent of your Maori language? Please chose ONE of the following six options – that which best describes your level of understanding)

### Matatautanga 1 – 6 (1 = karekau(no reo), 6 = matatau(fluent))

Taumata 1 = 3

Taumata 2 = 9

Taumata 3 = 14

Taumata 4 = 10

Taumata 5 = 1

Taumata 6 = 0

### Ko tō reo he mita ā iwi? (Do you speak an iwi dialect)

Āe = 7 (21.2%)

Kāo = 21 (63.6%)

Inā kei te kāinga ahau (when I am home) = 3 (9.1%)

I ētahi wā = 2 (6.1%)

### Inā āe (ētahi wā rānei), nō hea tō reo ā iwi? (If yes, where is your iwi dialect from?)

Ngāti Porou = 5

Taranaki = 2

Te Taitokerau / Te Nōta = 2

Te Whakatōhea = 2

Te Arawa = 2





**Mēnā he whakaaro anō ōu mō te āhuatanga o tō reo Māori, a tēnā, tuhia mai tērā ki kōnei. (whānau were invited to provide their own description of their reo Māori knowledge.)**

Confidence is key

Time management is a massive factor in prioritising their learning of reo.

It was observed that some tamariki had a mita-ā-iwi before going to the kura and from going to kura, they started speaking the dominant reo of the kura instead of their mita due to exposure.

Some whānau have been learning reo for four years now.

Some explain that although it is still their first language, the quality of their reo has decreased as they have gotten older.

Quite a few have been on a stop and start journey.

## **Te reo Māori ki te kāinga**

**Ka kōrero Māori koe i te kāinga? (Do you speak Māori in your home?)**

Āe = 31

Kāo = 3

**Ka kōrero Māori ētahi atu o te whānau i tō kāinga? (Do others of your whānau speak Māori in your home?)**

Āe = 32

Kāo = 2

**Ka kōrero Māori koe ki ōu tamariki i tō kāinga? (Do you speak Māori to or with your children in your home?)**

Āe = 30

Kāo = 3

**[Ka kōrero Māori koe ki ētahi atu pakeke i tō kāinga? (Do others of your whānau speak Māori to or with your children in your home?)**

Āe = 29

Kāo = 4





**Mēnā he āe, e hia hāora reo ka kōrero ai... ( If Yes, how many hours of Māori would you speak per DAY?) Koe i te kāinga i ia rā? you, everyday at home?**

**Ētahi atu o te whānau i tō kāinga ia rā? any of your whānau members in your home?**

0 1-2 2-3 3-5 5-7 7+

3 11 9 5 2 5

**Ētahi atu o te whānau i tō kāinga ia rā? any of your whānau members in your home?**

0 1-2 2-3 3-5 5-7 7+

2 12 4 4 5 6

**Koe ki āu tamariki i tō kāinga ia rā? you to your children everyday?**

0 1-2 2-3 3-5 5-7 7+

3 11 7 6 1 6

**Koe ki ētahi atu pakeke, i tō kāinga, ia rā? you to other adults in your home?**

0 1-2 2-3 3-5 5-7 7+

8 19 0 1 3 2

**He kaupapa motuhake, he wā motuhake rānei ka kōrero Māori ai koutou ki a koutou anō i te kāinga, ka kōrero rānei mō ngā take katoa, ahakoa te aha? Tēnā koa whakamārama mai ngā momo horopaki kōrerorero. Please list the most common situations in which Māori is spoken in your home. (eg. General conversation, getting children to do chores, helping with homework, reading etc)**

### **Common areas reo is spoken in the home**

General conversations; chores, tohutohu, kai time, in the car on the way to and from kura, hākinakina, mahi kāinga, topics of the day (ngā kaupapa o te rangi)

Wharekai, bathroom.

### **Other unique spaces**

When kaumatua are over, when manuhiri are over they would speak more reo (having people over gave them more of an opportunity to engage with mātua conversations).



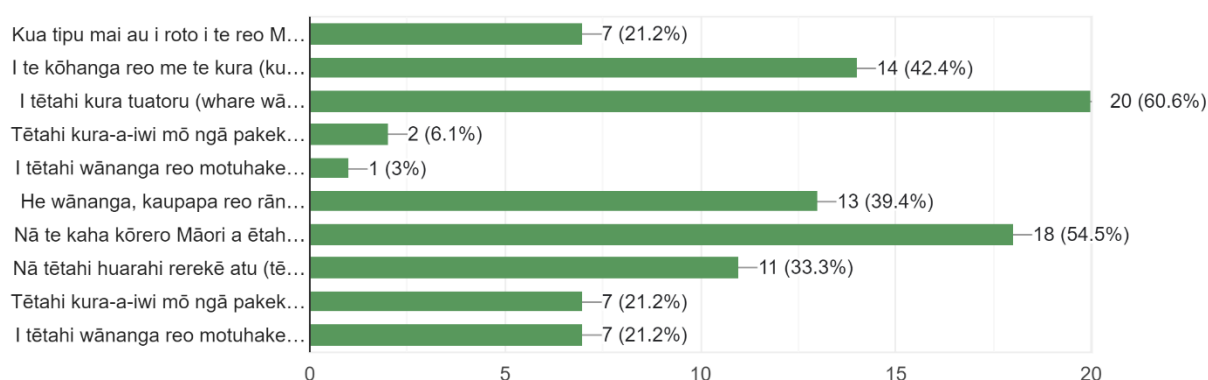


Those that have indicated that they are fluent in te reo would strictly speak te reo Māori all the time (4 specifically wrote that in the comments), parent that still struggle with some topics would ultimately try to avoid those conversations so they wouldn't have to speak te reo Pākehā to their tamariki.

### Nō hea, nā te aha hoki tō reo Māori? Where or how did you learn Māori?

Nō hea, nā te aha hoki tō reo Māori? (Porohitangia te/ngā kōwhiringa e tika ana mōu) Where or how did you learn Māori? (Please circle the option/s that apply to you)

33 responses



### Inā i whai koe i tētahi atu huarahi rerekē, whakamārama mai ki konei. Other

Te Atarangi = 5

Te ahu o te reo = 2

Self-directed learning

Kapa haka = 3

Some whānau went to Kōhanga reo but followed the mainstream (aunoa) system afterwards. Carefully listening to those that are matatau and building their kete mātauranga from whānau at home.

**Ki tāu e mārama ai, e whakaaro ai, e maumahara ai rānei, he aha ngā momo rautaki, taputapu hoki i kaha āwhina i a koe ki te mau i te reo Māori. (Tuhia mai te maha ka tāea e koe). What do you think or recall as being the most effective tools, strategies or ways that helped you learn Māori? Please list as many as possible that worked for you.**

Consistency, daily habits, having a go - speaking it, ahakoa ngā hapa.





Networking - Other whānau (on the same level) around me that can speak te reo Māori. A few people who can speak fluently and approaching them instead of the teacher. Pairs being able to better explain and help to understand.

Pukapuka (Reo made easy series of books), Online Resources, Ako, Te aho o te reo Māori (Pānia Papa, Leon).

Kura reo, repetition, listening, getting put on the spot, immersion spaces.

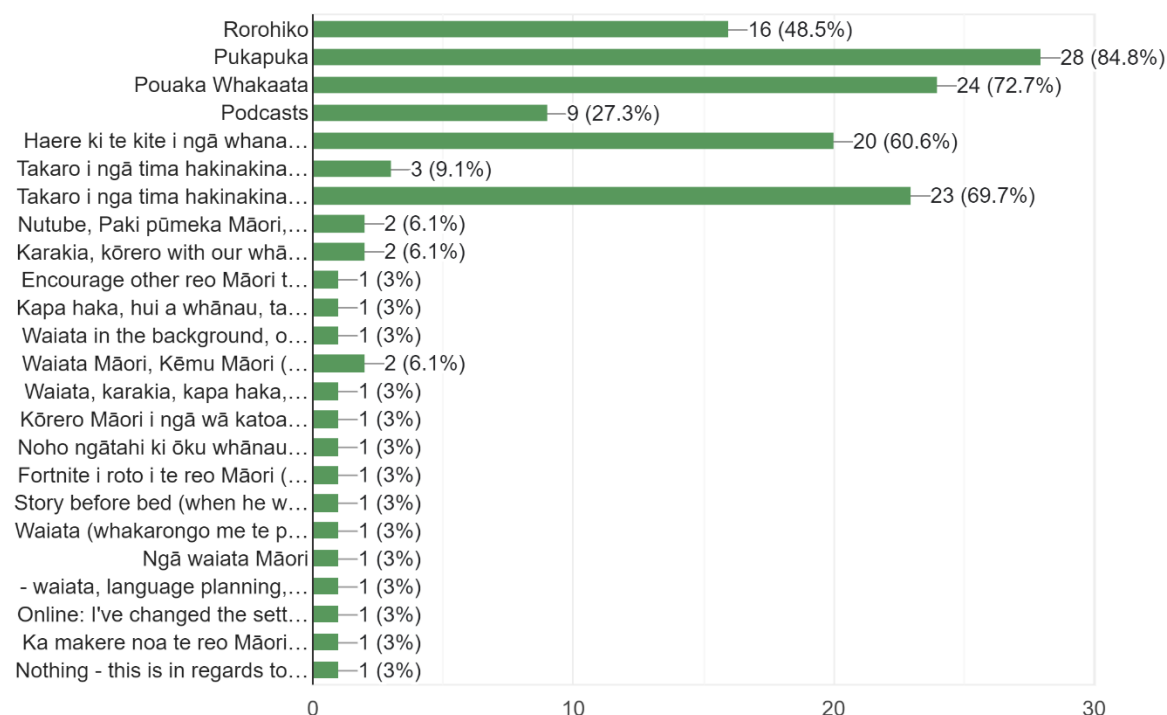
Language planning and commitment as a whānau and easy approachable wānanga reo.

Ohu of kura.

Pānui i ngā waiata me te whakarongo ki ngā whakamārama o ngā waiata, kupu, kōrero.

### Te rere o te reo i te kāinga/ Tamariki exposure to reo at home.

He aha ngā nuka reo ka whakamahia e koe kia rere te reo i roto i tō whare? What strategies do you use so your child hears te reo Māori at home?



He hiahia nōu ki te ako i te reo Māori? Are you interested in learning to speak Māori?

Āe = 30





Kāo = 0

Kāore he pānga = 3

**He hiahia nōu ki te whakapakari i tōu reo Māori? Are you interested in improving the Māori you have?**

Āe = 30

Kāo = 0

Kāore he pānga = 1

**Kua uru koe ki tētahi whakaakoranga reo Māori ōkawa nei i tēnei wā tonu? Are you formally enrolled in a Māori language programme?**

Āe = 15

Kāo = 18

Kāore he pānga = 0

**Kua uru koe ki tētahi whakaakoranga reo Māori ōkawa i mua atu? Have you ever been formally enrolled in a Māori language programme?**

Āe = 27

Kāo = 6

Kāore he pānga = 0

**Kua ngana koe te ako i te reo Māori i mua atu? Have you ever tried to learn Māori in the past?**

Āe = 29

Kāo = 3

Kāore he pānga = 1

**I ahatia me ērā āheinga, whakamātautau rānei? Tēna, kōrero mai i ahatia mōu i tērā kura ako i te reo Māori, pēhea te rahi te whānui rānei, te hōhonu rānei o ngā mea i ako ai koe, he aha pea te take kīhai koe i oti. What happened with that/those attempts? Please tell us briefly what happened, whether you completed the programme, how far you think you got, what you got from the programme and if need be, what turned you off or resulted in you not completing.**

Mahi, i patua mai te whakamā, covid lockdown (struggled learning online), left the country, struggled with consistency.



He raukura au o te kura kaupapa Māori, haven't done any formal reo programmes outside of kura.

If they didn't go to TWoA they wouldn't have the level of reo they do now.

Passion to learn for their tamaiti, and whānau, which has resulted in them completing each course and progressing to the next level."

Ko taku kupu āki i konei, he kaupapa ako me whai e tātau katoa e tōmina ai kia piki ake anō ai te taumata o te reo ki te kōmata o te rangi rā anō!

Kaiako didn't give enough feedback.

**He aha ngā momo āhuatanga hei kaha akiaki i a koe ki te ako i te reo Māori? (Tēnā, kōrero mai mō ngā momo rautaki e pai ake ana mōu – pērā i ngā momo rōpū, whakākoranga rānei. What sorts of things would encourage or help you to learn Māori? (Please tell us briefly about how you think you best learn eg: small groups, gender specific group, large group, 'classroom' type approach, wānanga, rūmaki (total immersion) or other.**

Rūmaki reo (immersion spaces), small/medium groups (can feel comfortable to get teachers attention), online classes from kura (all other official papers have limited spaces and you don't always get in).

Those that aren't close to being fluent noted that they wouldn't like rūmaki reo as they would need to have some sort of idea of what is being said to participate in the conversation and feel comfortable in the room. 3/4 approach, discuss what we are learning first in te reo Pākehā so i can understand the context then we go into te reo Māori. Size wise, manageable.

Black and white learning structures for some and more FUN teaching for others (split learning, could be useful to separate these groups or mix them to get them out of their comfort zone).

Kura reo - Kīwaha, whakatauāki, Whaikōrero, Karanga, wetereo.

Bringing in more social occasions like games night, tramps or camping (bringing it into more activities in our life).

Groups + self-directed learning mixture, more proactive communication, centralized Dropbox of information for kura, knowing what our kids are doing at that point.

Focus on person confidence with their reo.







Mahere reo (strategies when/where/how much reo we speak... being more targeted and focused).

**He aha pea ētahi āhuatanga ārai, whakararu rānei i tō ako i te reo Māori? (Hei tauira: nā te nui o ngā mahi, te utu, ngā wāhi ka tū ai ngā karāehe, kāore he rahi te wā, te hē rānei o ngā wā ka tū ai ngā whakākoranga. What would or might prevent you from learning or improving (your) Māori? (For example: high workload, cost, location of classes, not enough time, conflict with other commitments etc.)**

DISCIPLINE x3

TIME – no time to give with full time mahi and looking after Tamariki

high workload, cost, location of classes, not enough time, conflict with other commitments, clashes with other kaupapa

Feeling judgement from other whānau

Impromptu tasks, being put on the spotlight

Feeling like they can't express themselves the same in te reo Māori than they could in te reo Pākehā

Being a single parent can limit time and resources, finding childcare if it's a night class or the tamati is too young to be in school.

Whakamā

## Conclusion

An overwhelming response that shone through was of whānau wanting to be better at speaking Māori in order to:

- a) Better communicate with their tamariki
- b) Better support the learning of their tamariki
- c) Be a better (Māori) version of themselves.

There was a significant rise in the number of whānau who said they spoke Māori at home, but this was generally at the lower end of engagement re 1 – 2 hours daily only.

Many whānau accept it is (ultimately) their responsibility to improve their reo, but still look to the lura to provide access and opportunity to those programmes.





The preferable conditions to optimise language learning for whānau have been well documented, as have the barriers which might impede language learning.

In any future language development plans the kura may come up with, those all need to be taken into consideration in order that the best programme is determined that will best suit the majority of prospective participants and their respective level of study.

