

Tū ana, tau ana.
Confidence + Reassurance
= Success.

Poia Rewi Te Mātāwai
 Tangiwa Rewi University of Otago/
 Ministry of Education

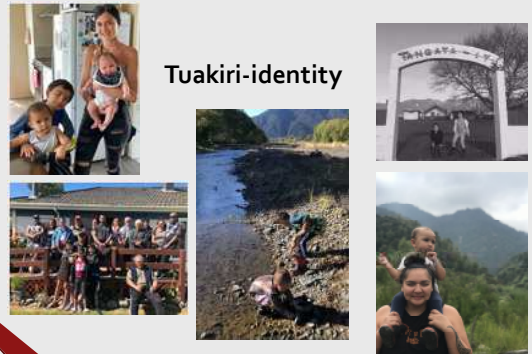
Today's outline

- Ko Poia tēnei
- Ko Tangiwa tēnei
- Our respective lines of work and connectedness to today's presentation topic 'Ka whati te tī, ka wana te tī, ka rito te tī' – "Supporting the wellbeing of students, whānau and educational professionals."

Te Mātāwai

- Language resilience
- Māori Language Act 2016
 - provide leadership research
 - Influence government efforts
- Act on behalf of 109 Iwi
 - wellbeing of Māori Language
 - advice/support of Crown initiatives

Tuakiri-identity



Tuupuna Times

Focus:

- engaging whānau about the importance of recording the life stories of their elders
- using a questionnaire, participants learn how to interview and record the narratives of their elders'
- Transforming individuals and empowering them to tell their stories, along with the intergenerational knowledge transmission of this information are additional outcomes of this process.

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Tuupuna Times Questionnaire

INTRO: Whakapapa / Tuupuna

In this section give a brief outline detailing the marae history, for example, maunga, awa, whare, tangata, urupaaa and the whaanau connection to the marae.

Making implicit connections to marae

1. Whaanau: Grandparents, parents, siblings Ko wai maa raatou?

2. a) Birth
b) Name

Where? When? Special circumstances?
Special meaning/story? Given by whom?
Whakapapa connections?

3. Raised

Where? By whom? (if not parents)

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Tuupuna Times Questionnaire

4. Education ECE Primary Secondary Tertiary Other avenues	Where? Year? Details
5. Employment /Career Paid Voluntary	1. School-aged Adult
6. Too ake whaanau	1. Spouse/Partner Children Mokopuna
7. He kaupapa kee atu a) Interests/Hobbies b) Representative/Honours/Awards c) Something people wouldn't know about you d) Mahi moo te whaanau/hapuu/iwi	What? Details

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Tips for Kaiuiui (Interviewer)

- Aata whakarongo ki te kaikorero- ensure you record their words and not your own.
- Have patience.
- Don't put words in their mouth but repeat what they have said if you are unsure before you write it down.

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Tips for Kaituhi (Recorder)

- Correct all the mistakes in the text while being mindful not to change the text. Check with the Kaiuiui if in doubt.
- Ensure you know the final format the narrative is being presented in for each individual so it is consistently formatted.

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Other Considerations

△ Kei a wai te mana pupuru, manataa?
Why are you collecting the narrative?
What will you do with the koorero?

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Other Considerations

⊞ Kia uiui takitahi, takitini raanei?
Will you interview the person by themselves or with their siblings, spouse?
What are the benefits of doing either/both?

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Other Considerations

⊞ Ka ahatia te koorero kua kohia?
How will you present the koorero you have collected?
Do you want to make it into a story, book?
Will you want to publish this?
Can you make educational resources out of what has been collected?

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Other Considerations

Q He kaupapa matua ka waanangatia?
Is it better to set themes to be discussed before you interview?
If so what are these themes?
Who else to you do need to consult?
If deciding to do the interviews as a marae or for a whaanau reunion, for example, what is the plan?

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Rumaki Māori -immersion domains

Mobile domains of knowledge

Hononga mahi – connectivity

Importance of genealogy, knowing your origins
i.e. through historical narratives handed down through the generations

He reo tuku iho – kia ūkaipō te reo

Language that is naturally transferred amongst whānau members
Language becomes the nurturing language i.e. in the home

Kia ūkaiaiwatea te reo – language that is used in all other domains and environments outside the home

Whakatipuranga-development

Resilience-mana motuhake, no single model, not one thing but through all things

Needs to be aligned to be successful

Domains are everywhere- i.e. hunting, seafood gathering
Wholistic-threaded through everything, everywhere

He Toki Reo-Nōku Te Korikori 2016

As mentioned in the presentation...



ZePA source: Rawinia Higgins and Peta Rewi (2014). ZePA—Right-shifting: Reorientation towards normalisation, p.28. In Higgins R., Rewi P., Otari-Reeder V. (Eds), The value of the Māori language: Te Hua O Te Reo Māori (pp. 7-31). Wellington: Huia Publishers

