



Putanga 3
Nama 4

He Mihi

Nau mai, haere atu tāku pānui,
E rere rā ki te pae o te rangi, ki a Matariki e mahuta mai ana. Kua mate te tau, ka ara mai anō te tau.
Tātau e, whakatōkia te kākano o te reo ki roto i ā tātau tamariki, whāngaihia kia pihi ake nei, kia mahuri ake nei, kia kōhuri ake nei, ka hua. Anei, ē takoto nei ki roto nei he kai mō ngā kākano rā. ▼

Matariki events

Matariki events at Te Papa Tongarewa began with a dawn ceremony on May 25 to acknowledge the rise of the Matariki stars. The new moon which follows on June 22 signals the beginning of the traditional Māori New Year.

Te Taura Whiri is working with Te Papa during these events because it is important that taonga which include te reo Māori are shared and given an environment to be enjoyed.

On June 21-22 Te Taura Whiri will be holding a te Reo Māori conference, dubbed *Uia Ngā Whetu*, Navigation Points to steer a path forward for Māori language.

Te Taura Whiri Chief Executive Haami Piripi says, "Timing is everything and while there is a survey currently underway which looks at the health of te Reo Māori, there is still a long way to go before speaking te Reo Māori becomes normal again."

"For this to become a reality we want to plan ways to ensure te reo Māori will again be spoken in all Māori households."

"This conference is being held during the time of Matariki because as our ancestors did we are using these stars to set our course for te Reo Māori. We will look at ways we can foster te Reo Māori in the home and will bring in the cream of Māori youth, iwi and government to discuss this and other issues vital to restore the status of te Reo Māori.

"Anybody who feels they have a stake in the future of te Reo Māori needs to be at this conference. The desired outcome of which will be the ability for us to set a strategic course that ensures the growth of te Reo Māori. This will play a key role to enable Māori to stand up strong in the knowledge that being Māori



Waimihi Hotere singing in honour of Matariki at the dawn ceremony.

and knowing their language is a valuable asset not only in this country but internationally."

"A Pacific perspective will be presented by Lilikala Kame'eleihiwa, director of the Hawaiian Studies Centre of the University of Hawaii. She will speak about language regeneration which is in keeping with our commitment to keep abreast of what is happening with other indigenous languages throughout the world."

The conference will begin with a powhiri after which a taiohi and rangatahi debate will be held at Te Marae.

The *Uia Ngā Whetū*, Māori Language Conference will be held 21-22 June 2001. ▼

Te Rātaka!

Here's a suggestion, if you want to keep track of your kids' progress with te reo Māori; put it in the diary! Keep a daily log of their Māori language use, and write down anything that strikes you as different or interesting. That way, you can build up a picture of the patterns of Māori language use among your tamariki, and you will know when and why the pattern has changed. Kids go through phases of language development, and it is good to track their progress through the phases.

Keeping a diary sometimes seems like a chore. This doesn't have to be the case; your daily entries can be short and sweet if you don't feel like writing much. But you can write more if you feel like it. You can write up your diary in Māori or English; if you write in Māori, you will get daily practice with te reo, and you can look back and see how you have improved too. You will also create a permanent record that your kids can enjoy when they get bigger.

We have been keeping a diary like this, off and on, through the years. Here are some sample entries:

20/10/98

"I tino ngenge au i tēnei rā i āku mahi, ā, kāhore hoki au i kaha ki te kōrero Māori ki ngā tamariki. Pērā hoki rātau, arā i kōrero Pākehā i waenga i a rātau."

22/10/98

"I autaiā anō tāku kōrero Māori ki ngā tamariki i te rangi nei; he wā anō i kaha ai, he wā anō i kore ai i kaha. I kahakore au i ētahi wā i te ngenge, ā, i ētahi wā i te hōhā."

30/10/98

"I rite tonu tā māua kōrero Māori ko Wiremu i tēnei ata. Ka pai hoki. Kua tīmata ia ki te whakatākaro i ngā kupu, arā mehemea e mōhio ana ia ki ngā kupu e rua (Māori/Ingarihi) mō te mea kotahi, ka tīkina e ia te kupu kāore i whakamahia e au." ▼

Mātauranga Māori resources on TKI

If you are looking for Māori language educational resources online check out the Mātauranga Māori Community on Te Kete Ipurangi (TKI).

TKI has been updated recently with the addition of five new resources that include a Te Rauparaha site complete with stories, photos, waiata, and whakapapa, with a lesson plan as an added feature to help teachers in the classroom. The first 60 of the *Wharekura* journal series are also available, along with a resource called *Tipiwhenua* which features paintings, stories and poems "by kids, for kids". "*Jaradites Kuaka*" *Te Tima Whutuporo* follow the weekly Super-12 matches of a kōhanga reo team in the Waikato. The stories are accompanied by a lesson plan to show how the collection can be used. An audio story called *Whānau* is another recent addition, which focuses on the life and times of the Hitoki family and is brought alive in audio.

These resources join the Te Hiringa i te Mahara, Kōtē Ihu and the National Association of Resource Teachers

and Advisors of Māori (NARTAM) pages which are also available on the website.

Te Kete Ipurangi is managed by the Learning Centre Trust for the Ministry of Education. Last month Te Taura Whiri and the Trust entered into a partnership to work together to ensure resources developed by Te Taura Whiri are available to the TKI audience.

You can access the Mātauranga Māori Community pages at www.tki.org.nz/m/community/maorieducation/ or by searching (in English or in Māori) using the TKI search page at <http://www.tki.org.nz/e/search/> and choosing the Māori Education category.

*Ko ngā pae tawhiti, whāia kia tata.
Ko ngā pae tata, whakamaui kia tina!* ▼

Māori Made?

A mark of Authenticity and Quality for Māori art.

If you are Māori and involved in the creation of Māori art, there are hui that will be held in July, that you should be at.

Te Waka Toi, the Māori Arts Board of Creative New Zealand is holding a hui at Pipitea Marae in Wellington on 14 July and one in Christchurch at Ngā Hau e Whā

Marae on 21 July where a presentation will be given and feedback sought on the Maori Made Mark. Elizabeth Ellis, Chair of Te Waka Toi, says the development of the Maori Made Mark has been in response to calls from Māori for over 20 years. For further information contact Matire Ropiha at Creative New Zealand on 04 498 0705, fax 04 471 2865 or email matirer@creativenz.govt.nz ▼

E tū Aaria!

When Māori pop sensation Aaria performed at Te Papa recently there was standing room only as they captivated the audience of mostly Māori tamariki.

All eyes were forward to take in every inch of the performance, especially the moves which would know doubt be practiced later, as the troupe of Hemi Peke, Tomairangi Mareikura, Te Rau o te Rangi Winterburn, Amomai Pihama and Hayden Weke strutted their stuff.

This was a chance for tamariki to get a glimpse of the TV stars they had watched on the programme *Manu Tioriori* and perhaps listened to on CD in real life. Introductions of the Aaria members included the iwi to which they belonged which sparked much discussion afterwards as tamariki proudly claimed the group members they could make whakapapa connections with.

For parents it was a great way to expose children to something funky and happening that was Māori just like them.

The Aaria performance was part of five weeks of activities and events to celebrate Matariki run by Te Papa in conjunction with Te Taura Whiri i te Reo Māori and Te Tāhūhū o Te Mātauranga from 25 May-24 June 2001.

For more information on Matariki events at Te Papa check out www.tepapa.govt.nz.



Aaria at Te Papa

Matariki a week of it

Heard about Matariki and the Māori New Year? Wondering what you might do to celebrate it personally? As a whānau, iwi, hapū or group?

The Taura Whiri has developed a special booklet with background and kōrero that relates to the Matariki stars, as well as a guide for a week of activities.

The suggested themes to be run over five days, 18-22 June 2001 are:

Day one: Papatūānuku – recycling, research and planting of native trees and plants.

Day two: Whakapapa – start work on your own whakapapa, gather together as a whānau to share stories and knowledge.

Day three: Ranginui – Star gaze and research, create an artwork, set a new goal.

Day four: Takoha: Give unconditionally of your time to a project, give to a charity, gather together food from your garden and give some away.

Day five: Hākari: Prepare a feast, make a wish for the New Year, celebrate with whānau and friends.

Hector Busby of the double hulled waka Te Aurere shares some of his knowledge of the stars in the booklet. Hohepa Kereopa of Tūhoe also shares tribal gems.

The booklet is being distributed to Kōhanga Reo, Kura Kaupapa Māori and Marae as well as other organisations.

A limited supply of additional copies of the booklet can be obtained by contacting the Māori Language Commission. Also visit www.matariki.net.nz.



Matariki booklet cover.

Book Review.

Can threatened languages be saved? (ed.) Joshua Fishman, Multilingual Matters Ltd, Clevedon.

Joshua Fishman is a prominent sociolinguist, and world leader in the field of minority language revitalisation. In 1991, he published *Reversing Language Shift*, which was a watershed in the theory of minority language revitalisation, and contributed to language planning in many countries including New Zealand. Fishman looked at the health of 13 minority languages, including Māori, and assessed the effectiveness of the steps that were being taken to revitalise those languages.

In this book, Fishman has returned to the problems of minority language revitalisation. He has updated the theoretical basis for minority language revitalisation in the introduction. The health of the original thirteen minority languages is reassessed by local experts, and seven other minority languages are also discussed for the first time. This range provides global coverage of minority languages and the issues that they face. The health of the Māori language over the last 10 years is also reviewed.

Professor Fishman wrote the introduction and conclusion to this work. He has a dense and technical writing style that is sometimes difficult to digest. However, it is worthwhile to persevere with these sections because of the incredible insights that he offers regarding the generic features of minority language revitalisation.

The chapters about individual minority languages are organised geographically, i.e. they are grouped according to the continents where they are spoken. While there are important differences between the situations of these languages and Māori, there is much to be gained from reading these chapters and from considering the efforts to revitalise other minority languages. In the discussion of Navaho, for example, there is discussion about the practical things that families and communities can do to support Navaho language use. The following selection of suggestions (pp. 38-9) will seem familiar to readers of *Ko te Whānau*:

- Encourage family gatherings that focus on language teaching and learning activities;
- Organise family-based summertime language immersion activities;
- Organise parental support groups that focus on native language teaching and learning;

- Develop programmes for parents of children in bilingual programmes; they, too, need to learn and utilise the native language;
- Create 'banks' of language learning materials for individuals, families and native organisations;
- Organise community-focused meetings and conferences about native language loss and revitalisation issues.

Chapter 18, about the health of the Māori language over the last ten years, was written by Richard and Nena Benton. Richard and Nena have taken a pessimistic view of the health of Māori language:

By 1999, it [Māori] was a few centimetres further from the edge of the abyss, with an impressive array of ropes and safety gear to help ensure that this distance is increased. At the micro-level, there are undoubtedly many communities where... rescue and reconstruction [of the language is] yet to be accomplished.

The Bentons are able to support their pessimism with detailed evidence based on their long experience in the field. They discuss the current health of the Māori language, as they see it, and review the contribution of Māori medium education and broadcasting. They discuss the emergence of Māori speaking homes in urban settings, and the development of linkages between these homes. These developments are typically led by people with "strong ideological commitments to revitalising the language" (p428). However these households and networks remain in the minority among Māori families, and they are constantly besieged by English, especially via the television (p429). Perhaps we need to follow the Navaho example and "encourage families to limit the intrusion of English-language media" (p38).

The reality dose that they provide is timely, however, and should be compulsory reading for everyone involved in Māori language revitalisation. It has been difficult to access this book, and it is expensive about \$100NZ. However, it is invaluable reading for all serious students of reversing language shift. It can be purchased through the internet, or through the publisher (Multilingual Matters). It should be available from libraries via interloan. ▼

'Kia ita!'

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