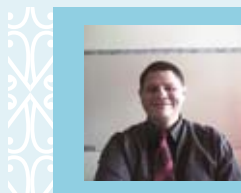


He wāhanga te kōrero nei nō ētahi rauemi mō ngā pouako me ngā kaihautū o te kura, e titiro ana ki te mahi Whakaako mā te Pakirehua me tōna taunga ki roto i ngā mātāpono akoranga o ētahi o ngā marautanga. Ko te katoa o ngā kōrero kei te wātea i <http://nzcurriculum.tki.org.nz/inquiry>. Ka taea anō te kuhu atu mā ngā hononga kahurangi o te kōrero nei.

Ko ngā Pouako hei Ākonga: Te Whakapai ake i ngā Putanga mō ngā Ākonga Māori me ngā Ākonga Pasifika mā te Pakirehua

Kōrero 7: Te Whakapai ake i te Whai Wāhi me ngā Paetae mā te Aromatawai Whakawhanake



He pouako tau tuarua a Simon kei tētahi kura kaupapa Māori iti, e 5 o tekau te tātai. Ko ōna iwi ko Ngāti Kahungunu, ko Tūhoe, ko Ngāpuhi. Ko āna ākonga nō ngā tau 6, 7, me 8, ā, i hāngai tana titiro ki ō rātou akoranga i roto i te tikanga ā-iwi.

I te kura o Simon he tino wāhi tō te akoranga pouako. Ko ngā pouako katoa i kuhu mai ki te QTR&D. I mahi tahi rātou ki te whakarite me te kawē i ā rātou mahi pakirehua me te whakatau hoki i ō rātou akoranga hou. Mō te wāhanga tuatahi o te kaupapa i kuhu mai te tumuaki, i tae mai anō a ia ki ngā whakaaturanga katoa, ā, i poipoia e ia ngā pouako. He tino āhuetanga te mahi tahi i ngā kura katoa o tēnei rōpū QTR&D.

Koinei te pātai pakirehua a Simon:

Mā te toha i ngā whāinga ako me te hanga tahi i ngā paearu angitu ka piki ake i taku akomanga te whai wāhi me ngā whāinga paetae o te tikanga ā-iwi?

Ngā ihirangi

Te pakirehua whāiti a Simon	2
Te pakirehua whakaako a Simon	3
Te pakirehua akoranga a Simon	5
Ka aha ā muri iho?	7
Pātai hei whakaaro iho	7
Ngā whakaaturanga	8
He papakupu	8

■ Te pakirehua whāiti a Simon

He aha te mea nui, ki te tirohia i hea kē ngā ākonga a Simon?

I tino hiahia a Simon me ōna hoa mahi kia āta tirohia te whakaako me te ako i te tikanga ā-iwi.

Ko taku hiahia kia ngākaunuitia e taku akomanga te tikanga ā-iwi kei mua i a rātou. Mō te nuinga o te wā, i taku kura, tirohia ai ngā marau matua pērā i te tuhituhi, te pānui, me te pāngarau. Ko taku hiahia kia tukuna taua mana ki ērā atu o ngā marau puta noa i te kura.

Hei whakarite mō te wāhanga tuatahi o tana pakirehua i hangaia, i akona e Simon he kaupapa ako mō te Kīngitanga. Nā, ki ōna mahara mō te kaupapa nei, ka kite atu ia i whāia kētia ngā take tika, kāore i aro ki te ruku i ngā ariā hōhonu e whai tikanga ana ki āna ākonga. Nā reira ka whakatauria e ia ko te pūtake o tana pakirehua he whakapai ake i te whai wāhi me ngā paetae o āna ākonga i roto i te tikanga ā-iwi mā te ārahi i a rātou ki te whakamahi i ngā whao o te pakirehua hei āta whakaaro iho, hei arohaehae i ngā ariā me ngā kaupapa o te wā e pā ana ki a rātou ake. I te wā i roto te kura nei i ngā mahi QTR&D, i te hūnuku rātou ki tētahi wāhi hou. Nā tēnei, i whai horopaki a Simon mō tana pakirehua, otirā he mea tūturu, whai tikanga ki te oranga o āna ākonga.

Ka whakarērea e ngā pouako katoa o te rōpū ngā kaupapa kohi take tika i roto i te tikanga ā-iwi. I te tuatahi i hangaia e rātou he mahere kaupapa mahi hei toro i te kura me ngā tau rerekē. Ko te hiahia kia mārama te hāngai ki te whakaako me te ako hei āwhina i ngā ākonga ki te hanga mōhio mō ngā ariā me ngā take e pā nui ana ki ō rātou oranga. He whakamahara anō te mahere nei ki ngā pouako me whakarite rātou mō tētahi ara pakirehua pāpori. Nō te mea e whakaako ana rātou i roto i te reo Māori, ka āta whakaarohia e ngā pouako te āhua o te reo o roto i ngā kaupapa mahi. I kōrerotia e rātou te whānui o ngā rautaki mō te whakaako me te whakapakari i ngā kupu, ā, i whakaurua he wāhi i roto i te mahere mō ngā tino kupu me ngā tauira rerenga kōrero ka akona puta noa i ngā kaupapa ako.



He aha ngā taunakitanga rangahau i tīkina atu e Simon?

Ko tētahi o ngā whakahau i muri i te pakirehua a Simon, ko tana pānui i te “Teachers as Researchers: A Professional Necessity?”. I konei i tohea e Viviane Robinson ko te pakirehua pouako te pūtake mō te whakapai ake i te kura mō te roanga, me te whakatipu, whakangungu hoki i ngā pouako.

Good practice requires the ability to interrupt automatic classroom and instructional routines in order to inquire, in a sufficiently rigorous way, into the adequacy of their assumptions about the nature of students’ needs and how to meet them.

2003, whārangi 28

He aha ngā taunakitanga nō ngā mahi ake a Simon, nā ōna hoa rānei?

Ka whakamahia e ngā pouako te mahere o runga nei, ko te wāhanga tuatahi he whakatakoto i te kaupapa, te whakaako, me te arotake hei āwhina i te kohi kōrero mō ngā mōhio tangata me ngā pūkenga o ngā ākonga mō te tikanga ā-iwi. Mai i tēnei, ka ara ake te wāhanga tuarua, te whakatakoto i te kaupapa, te whakaako, me te arotake.

■ Te pakirehua whakaako a Simon

He aha ngā rautaki āwhina i ngā tauira a Simon ki te ako i ngā mea tika mō rātou?



Ka whakaaro anō a Simon ki āna pānuitanga me ngā whakakitenga i puta i te kaupapa Kīngitanga, ā, ka whakatauria e ia ko te tōtika o te whakamahi i ngā whāinga ako me ngā paearu angitu, koinei kē he whāinga māna, otirā hei hāpai anō i āna akoranga. Ahakoa kua waia kē ia ki te toha whāinga ako ki āna ākongā, he mea kōrero noa iho nāna i mua i te haerenga atu ki ngā mahi ako. Nā, ka mahara ia, he aha rātou i kore ai e rata ki te tikanga ā-iwi, tērā pea nō te kūware ki te take e ako ai rātou.

Nā reira ka whakatauria e Simon kia tuwhera ngā whāinga ako hei tohu, hei whakamahara i ngā ākongā ki ngā whāinga paetae. He wero anō tēnei mō āna mahi ake, hei whakamahara i a ia kia rite te whakautu ki āna ākongā hei whakapai ake i ā rātou mahi i te wā e mahi ana rātou. Ka whakaaro anō ia, māna rātou ko āna ākongā e hanga tahi ngā paearu angitu, he mahi tēnei kāore i kawea e ia i mua. Ko tana tūmanako, mā ēnei whakarerekētanga ka mārama ngā ākongā ki te kounga o ngā mahi e whāia ana e ia, ā, me te arotake tōtika i ō rātou akoranga.

I mua, i ako a Simon ki tā te pouako i kite ai. Nā, ka hiahia kia nuku tata atu ki āna ākongā, i runga i te papa o ō rātou mōhiotanga, ō rātou pūkenga, ō rātou uara, me te mea anō he Māori rātou.

He ahurei te iwi Māori, ko te tikanga ia me whakanui. Ka tutuki pai te akoranga i te taiao e whakawhitiwhiti ai te whakaako me te ako, e tohaina ai te mana – nā, ahakoa kei te tipu tonu ōku mātāpono akoranga, kei te tukua ōku wheako ki ngā ākongā, ā, kei te tukua mai e aku ākongā ō rātou wheako; ko te noho tahi te tikanga, he tikanga anō tā te tū hei Māori.

He “whakarite mō te rerekētanga” te arotahi o te pakirehua pāpori i kōwhiria e Simon. Koinei te arotahi nō te mea i tutuki ki te hūnuku ki tētahi kura hou, ā, ka āhei i konei te āta titiro ki te ariā mō te rerekētanga, he wheako hoki e pā ana ki ngā ākongā.

Ahakoa ko te nuinga o ā rātou mahi i mahia tahitia, nā te tito whiti i whai wāhi ngā ākongā ki te whakapuaki i ō ratou whakaaro me ō rātou wawata. Ka hōhonu haere te mārama o ngā tauira ki ngā ariā matua, ka pīrangi a Simon ki te whakapakari i a rātou ki te whakaaro me te whakamātau. E toru ngā rautaki i kōwhiria e ia kia taea ai tēnei:

- Tētahi rautaki, kua mōhio kē ngā ākongā, he whakamahi i “ngā potae whakaaro e ono a De Bono”.
- Rautaki tuarua, ko tōna takune hei hono ki te ahurea tuku iho o ngā ākongā, ko tōna tikanga he toha i ngā whakataukī nā ō rātou iwi, ā, me te ruku iho i ngā hōhonutanga o aua whakataukī mā te pātai: “Nā te aha tēnei whakataukī i nui ai? He aha tōna tikanga ki a au?”
- Tuatoru, i hiahia a Simon kia wātea ngā ākongā i roto i te kaupapa ako ki te hanga tahi i ngā pātai hei whakahāngai i te pakirehua mō te rerekētanga i te kura me te kāinga.

He aha ngā taunakitanga rangahau i tīkina atu e Simon?

I whakaawe a Simon e *Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration* (Aitken and Sinnema, 2008) me āna taunakitanga mō te hira o ngā hononga ki te oranga o ngā ākonga. E kī ana te whakahiato whakaaaro ko te hononga tētahi o ngā take e whā hei whakaniko i te akoranga i roto i te tikanga ā-iwi:

This mechanism explains how students' participation and understanding is enhanced when their teachers connect the content of learning to their lives. By making such connections, teachers increase the relevance of the learning for their students and encourage them to find parallels between new learning and their own experiences.

whārangi 49

He nui ngā tuinga kōrero mō te hira o te aromatawai whakawhanake. I roto i ētahi i pānuitia e Simon, ko ngā rangahau a Alton-Lee (2003) rātou ko Clarke, ko Timperley, ko Hattie (2003), ko Clarke (2001), ko Hattie (1999). Kitea ai ngā mahi a ngā kairangahau nei i ngā rauemi aromatawai kei Te Kete Ipurangi mō te aromatawai whakawhanake ([formative assessment](#)).

I pānuitia e Simon ētahi pepa mō te wāhi ki te whakawhanaunga i roto i ngā akoranga a ngā ākonga. Tērā tētahi pepa nā [Hawke et al. \(2002\)](#), nāna i āta titiro ki ngā kitenga o ētahi kaupapa rangahau e toru hei tautuhi i ngā āhuetanga o te whakawhanaunga i waenganui i te pouako me ngā ākonga Māori, ākonga Pasifika: ko ēnei āhuetanga ko te aroha, te manaaki, te whakanui, "te whakapau kaha", te āhei ki te whakaawe, te manawanui me te tohenga, me te whakapono ki ngā pūmanawa o te ākonga.

He aha ngā taunakitanga nō ngā mahi ake a Simon, nā ōna hoa rānei?

I tōna tau tuatahi ki te ako, i pukumahi a Simon ki te whakawhanaunga ki ana ākonga. Ka tau tēnei hei tūāpapa mōna:

He pouako hou ahau i tērā tau, ā, he tino mahi te hopu i te whakapono o ētahi o ngā ākonga. Engari ka haere te tau, ka mōhio mai rātou ki ahau, ka memeha ngā ārai. Nō te mea i noho pono ahau ki a rātou, nā tērā i huri ai ngā waiaro o ētahi ākonga. He tino rerekē rātou i tēnei tau. Mā ēnei momo waiaro tonu o roto i te whakawhanaungatanga e whakaniko, e hiki ngā paetae Māori.

I waimarie a Simon i te wātea ki a ia ngā momo whanaungatanga i hiahiatia e ia – pērā i tā te kura whakahaere i ngā take whanonga me te hanga o te rōpū whakahaere:

I taku kura, he ngāwari te aro atu ki te whanonga o ētahi ākonga. I ētahi wā, ko te kanohi ki te kanohi te ara hei whakarerekē i te whanonga, hei tīmata hoki i te akoranga, hei tāpae atu ki runga i te angitu, ahakoa pēhea te iti, mō taua ākonga ...

Whakahaerea ai te kura i runga i te kaupapa Māori "whānau whakahaere", i konei, ka riro mā ngā mātua me ngā pouako e kawe ngā mahi o te kura i ia rā, mai i te hanga kaupapa-here tae atu ki te whakatau i ngā take marautanga. Ka taea e te katoa o te whānau te whakauru mai ki te ako me te whakaako o ā rātou tamariki.

Nō te mea i noho pono ahau ki a rātou, nā tērā i huri ai ngā waiaro o ētahi ākonga. He tino rerekē rātou i tēnei tau. Mā ēnei momo waiaro tonu o roto i te whakawhanaungatanga e whakaniko, e hiki ngā paetae Māori.

Te pakirehua akoranga a Simon

He aha ngā hua o te whakaako a Simon, ā, he aha ngā pānga whakaako mōna ā mua ake nei?



I mātakitia, i uiuia e Simon āna ākonga mehemea i āwhinatia rātou e ngā whāinga ako me ngā paearu angitu. Mō te wāhi nui, i kitea e ia i mārama kē atu rātou ki tērā ka whāia, ā, nā tēnei rātou i kipa kia kaha ake te mahi.

Āta whakaaro ai aku ākonga mō te pai o te whakatutuki o ngā paearu angitu. Nā rātou ngā paearu i hanga, nā reira kei te mōhio rātou he aha hei whāinga, me ōku wawata mō rātou ... Kua hiki te kounga o ā rātou mahi, kua piki te uaratanga ki aua mahi; rite tonu tā rātou hoki ki ngā paearu angitu kia kite mehemea kei runga tonu rātou i te ara tika.

Kāore tonu i tino mau i ētahi o ngā ākonga pūhou a Simon te ariā o te whāinga ako me te paearu angitu, ā, mutu noa te kaupapa. Ko tā Simon i tūmanako, mā te whāwhā i ngā mea nei i roto i ētahi horopaki rerekē ka mārama ake āna ākonga, me te mōhio anō me pēhea rātou te whakamahi.

I whakaūhia e te pakirehua ki a Simon, te uara o te hanga whanaungatanga mō te ako ākonga. Heoi, i whakaūhia anō e te pakirehua te wāhi uaua mō te pouako hei ārahi atu, ā, hei tuku i ngā “urupare tōtika mō ā muri me ā mua”.

Me tika tonu ngā urupare mō rātou anō. He uaua he aha hei kōrero ki ia ākonga. Me kimi e koe he ara e taea ai te tohutohu atu me te tuhi i ngā ōritenga ... ko te mea nui i ngā kaupapa mahi pēnei, ka taea e rātou te tautoko ā rātou whakataunga.

Nā te kōwhiringa o ngā horopaki ako me ngā ariā matua e pā ana ki te oranga o ngā ākonga, i āwhina te uru o ngā ākonga ki te ako. Ka āta whakaaro rātou he aha ka rite i te kura hou, he aha ka rerekē, ā, ka pēhea tā rātou whakarite i te hūnuku. Mai ā rātou matapaki, i āhei rātou ki te kuhu ki ngā whakataunga mō te hūnuku, pērā i te tohu me tū ki hea tō rātou rūma akomanga me tōna tae ina ka peitatia, i hea rātou kai tina ai, ā, mehemea me wehe ngā papa tākaro a ngā ākonga tuākana i ngā ākonga tēina. Ko tētahi o ngā kaiwhakahaere nāna a Simon i tautoko i whakaatu mai:

Hāngai ana te tikanga ā-iwi ki te pakirehua, ka tika rawa me i pā atu ki te pakirehua pāpori, me ngā mahi pāpori. Me whai pānga ōna kōrero me whai tikanga hoki ki te oranga o ngā ākonga. He mea nui te hūnuku, ā, i whai wāhi rātou i roto i ngā whakataunga.

I puta te auaha i te hanga a ngā ākonga i ngā paearu angitu e pā ana ki te ariā o te whakarerekētanga me te whakaritenga. Atu i te āwhina i ngā ākonga kia mārama ki te take mō tō rātou akoranga, nā tēnei whakahaere i kume mai rātou ki te whakatakoto e ahu ana rātou ki hea. Pērā i tēnei nā, ko tētahi o ngā paearu hei kōwhiri mā rātou me pēhea te whakatakoto i ā rātou akoranga. O te rua tekau tohutohu i te tuatahi, i whakaae rātou kia rua noa iho ngā rautaki: i tangohia ētahi whakaahua o te kura tawhito hei whakaatu i te wāhi ka wehe atu ai rātou, ā, ka hangaia ētahi tauira o te kura hou i whakaaro ai rātou koia tōna rite. Ka whakawhānuitia tēnei e rātou mā te whakapiri pikitia me ētahi whakamārama o ā rātou whakataunga ki runga i ngā tauira o te kura hou.

Ko te tito whiti tētahi tino āhuatanga i angitu ai te hopu i ngā whakaaro me ngā wawata o ngā ākonga mō te hūnuku. I tohaina e te akomanga ngā ariā me ngā whakaaro i torotoroa e rātou, engari i wātea mai ia ākonga ki te kōwhiri i te āhua o te whiti hei whakapuaki i a ia i roto i te reo Māori.

I arotakea e Simon te angitu o āna rautaki e toru:

- He pai te rautaki “pōtae whai whakaaro” mō te āwhina i ngā ākonga ki te hura i ngā take mō te hūnuku, ā, ka honoa atu ki ō rātou oranga ake me ō rātou uaratanga:

Ka whakamau rātou i te pōtae pango: he aha te mate o te kura hou? “He haunga te kura hou nei. Me moata taku matike, ā, me taraiwa ahau e taku māmā.”

Ka aha ki te mau i a koe te pōtae mā? “He tino pai ka whakaaea mātou kia retireti mutu ana te kura. Nō mātou te kura nei, ka taea e mātou te aha.”

- Ka hopukia e te whakataukī ngā whakapono me ngā mātauranga e pā tonu ana ki te iwi i ēnei rā. Nā te haere ki ō rātou iwi kimi ai i ngā whakataukī mō te rerekētanga, i āhei ngā ākonga ki te whakatau i ngā rerekētanga i taka mai ki runga i a rātou. Nā tētahi ākonga tēnei whakataukī i toha, ko tōna karere pea hei ētahi wā me hūnuku ka tika: “Ka mate kāinga tahi, ka ora kāinga rua.”
- I ākina e Simon āna ākonga kia hangaia ā rātou pātai hei whakahāngai i te pakirehua. I kite ia ka taea tēnei hanga e ētahi ākonga, ko ētahi anō nāna kē i pīkau. I tuhia e ia tēnei hei wāhi hei whakawhanake mā ētahi o āna ākonga.

He tino take i ara ake i ngā uiui a Simon me ōna hoa mahi ko te reo. He rahi te wā i pau i ngā pouako ki te whakaaro, ki te matapakī, i ngā kupu me ngā rerenga kōrero e pā ana ki ngā wāhi e hiahia ana rātou me ā rātou akomanga ki te torotoro. I tau anō ki roto nei ngā whakaaro mō te whakaatu i ngā ariā matua me ngā pātai tōtika hei āwhina i ngā mōhiotanga o ngā ākonga. Hei whakaaro anō hoki mā rātou ko ngā rautaki hei whakamahi, hei ako, hei whakaū i ngā kupu hou me ngā rerenga kōrero o ā rātou kaupapa ako.

Ko te reo o te aromatawai akoranga tētahi take whāiti. I hangaia e Simon me ōna hoa mahi ngā kupu Māori mō ngā kupu aromatawai i te ako. Ko ētahi o ēnei ko whāinga ako (*learning intention*), paearu angitu (*success criteria*), kōrero whakahoki (*feedback*). Ko ēnei kupu i whakamahia e ngā kura katoa hei wāhanga o te reo i tohaina i roto i te mahi QTR&D.

Kei te kaikā a Simon kia whakawhitia āna akoranga nō te pakirehua nei ki ngā marautanga katoa. I nāianei, ki te whakamārama, whakaatu ia i ngā whāinga ako kua honoa e ia ki ngā marautanga katoa, ā, kua hangā tahitia ngā paearu angitu e rātou ko āna ākonga.

He aha ngā taunakitanga rangahau i tīkina atu e Simon?

I pānuitia e Simon a MacFarlane (2004) koia i totohe ka taea he tūāpapa pono te waihanga mō te akoranga ākonga Māori mā te hāpai i ngā tikanga me ngā wheako ahurea. Ka whakaaturia mai e ia te “Educultural Wheel” e rima ngā ariā ka whiria hei hopu i ngā āhuetanga katoa o te akomanga: ko te whanaungatanga (*building relationships*), te kotahitanga (*ethic of bonding*), te manaakitanga (*ethic of care*), te rangatiratanga (*teacher effectiveness*), me te pūmanawatanga (*general classroom morale, pulse, or tone*).

He aha ngā taunakitanga nō ngā mahi ake a Simon, nā ōna hoa rānei?

I puta mai i ngā uiuinga a Simon i āna ākonga ētahi tino raraunga mō te tōtika o tana pakirehua. Nō tana pātai ki tētahi ākonga mehemea i āwhinatia ia e ngā whāinga ako me ngā paearu angitu, ka whakautu mai te ākonga, “Āe, nō te mea ka whakaawe a ahau ki te mahi.”

I ngā kaupapa mahi i mua, i kī tētahi o ngā ākonga tamatāne a Simon, he mātau ia ki ngā whāinga ako, engari kāore a Simon i whakapono. Ka mutu tēnei kaupapa mahi, ka kite a Simon kua mārama te tamatāne nei he aha hei ako, ā, kua warea kē ia e ana mahi. Ka kī atu ia ki a Simon:

Me mārama tonu ahau ki aku mahi i ahau e mahi ana, he uaua hoki mēnā kāore au i te mōhio. He pai ake ki te tuhia e koe ki runga i te papa mā i te tuatahi, kei wareware hoki ahau i ō tohutohu mō ngā mahi māku.

He tino wero ētahi o ngā pātai a ngā ākonga. I kī tētahi:

I kīia mai kei te tonoa au ki tētahi atu kura. I tangohia te kōwhiringa i ahau. He aha i kore ai mātou i pātaihia mēnā i pīrangī kura hou? Nā ngā pakeke me te kāwanatanga ēnei whakataua, kāore i pātai mai ki ahau!

Ka whakaaro a Simon, kua ū haere tētahi hapori akoranga, ko āna ākonga he kaha ki te whakaaro mō ngā matea o te takitahi me te tokomaha:

I te tauira o tōna rōpū, i purua e tētahi tama he pouaka whai ararewa mō tētahi kōtiro i rō tūru wīra me te whakaaro anō mōna i rō whare e rua ngā papa. I kitea i konei te hononga o te tama ki ngā matea pāpori o ētahi atu tāngata, me te whakatutukitanga o ētahi atu tāngata ki te whakarerekētanga.

■ Ka aha ā muri iho?

He pānga nui tō te pakirehua mahi tahi i runga i ngā mahi a Simon. Kei te kaha tonu tana pana kia whakawhiti ngā whāinga ako i ngā marautanga katoa, ā, rite tonu tana haere ki ngā ākonga ki te hanga paearu angitu. Koinei te papa mō ngā kōrero whai hua mā ngā ākonga me ā rātou akoranga:

Kei te kite rātou e ahu ana rātou ki hea. I mua rā, kāore noa ahau i whakaaro mō te pūhou o ētahi o ngā ākonga, ā, ka hoatu mā ō rātou mahara e pupuri. Mā te whakaatu i ngā whāinga ako me ngā paearu angitu ka taea e ngā tamariki te tīmata i te wāhi ōrite i ia rā, ā, he ngāwari mōku te wero i a rātou, "Me pēhea koe e mōhio kua angitu koe?" "Nāu noa tērā i tito, māku koe e āwhina atu ki reira." Kei te kawea e mātou katoa te akoranga. Ki te kore rātou e angitu, ka whiwhi tohu mōraro, ā, ka hoki mai ki runga i ahau te pouako me aku akoranga.

Ki a Simon, kua pai ake te whai i ngā mea angitu o te tikanga ā-iwi puta noa i te kura.

Kei te haere mātou ki Rarotonga ā te wā e heke mai nei, nā reira ka whakaurua tērā ki roto i te hōtaka mō te tikanga ā-iwi. Ka aro mātou ki ngā ritenga me ngā rerekētanga i waenganui i ngā Māori o konei me ngā Māori o Rarotonga. He aha te pūtake o te ahurea, ko te iwi ko te hapū mai tētahi papa kāinga ki tētahi? He kura ako reo anō kei reira? Kei te titiro mātou mehemea he hononga whakapapa ō tātou ki Rarotonga i neherā ki nāiane anō. Heoi, ko ngā whakaaro hōhonu iho, ka hāngai ki te uara me te kawē i ngā hononga ki ō tātou tīmatanga, ā, ka tirohia e ngā tamariki aua tīmatanga ki rō horopaki kē, ā, me te kawē hoki i ngā tikanga.

Ki a Simon me ōna hoa mahi, kāore he mutunga o te whakangungu pouako. Ka haere tonu te whakaaro me te whakamahi i ō rātou akoranga i puta mai i tēnei pakirehua; nā, ākuanei rātou ka eke ki runga i tētahi pakirehua ōrite, engari ka hāngai tēnei ki te ako me te whakaako i te pūtaiao.

Nō te mea he pouako hou ahau i tētahi kura kaupapa Māori, ā, he paku noa te wā i ako ai, ko taku whakapono kei te tipu tonu aku mātāpono akoranga. Ahakoa i kōrerotia te mātāpono akoranga i a au i te whare wānanga, kāore i mārāma tōna pānga mai ki ahau hei pouako. I taku tau tuatahi whakaako ai, i whakaaro ahau kua rite kē ahau. Ka puta māua ko taku tohu wānanga hei whakarerekē i te oranga tangata. Ko te oranga tuatahi i whakarerekētia ko tōku!

■ Pātai hei whakaaro iho

He aha ngā pātai māu me ō hoa mahi ka ara ake i te kōrero nei mō:

- te pānga mai o ngā urupare rerekē ki runga i te akoranga o ngā ākonga me ngā whanaungatanga i roto i te akomanga?
- te rahi o ngā whakataunga hei kawē mā ngā ākonga mō ō rātou akoranga?
- ngā uauatanga o te ako i roto i te reo Māori?
- te whai wāhi o ngā ākonga i tō kura ki te akoranga, kia māia ai te noho me te ako i te mea he Māori rātou?
- te whānuitanga e āhei koe te toha reo mō te akoranga?
- te whakauru i te reo ākonga ki roto i ngā whakataunga o te hāpori o tō kura?

■ Ngā whakaaturanga

- Aitken, G. and Sinnema, C. (2008). *Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education. Available at www.educationcounts.govt.nz/publications/series/2515
- Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Report from the Medium Term Strategy Policy Division. Wellington: Ministry of Education. Available at www.educationcounts.govt.nz/publication/series/2515
- Clarke, S. (2001). *Unlocking Formative Assessment: Practical Strategies for Enhancing Pupils' Learning in the Primary Classroom*. London: Hodder and Stoughton.
- Clarke, S., Timperley, H., and Hattie, J. (2003). *Unlocking Formative Assessment: Practical Strategies for Enhancing Students' Learning in the Primary and Intermediate Classroom*. Auckland: Hodder Moa Beckett.
- De Bono, E. (1985). *Six Thinking Hats*. Boston: Little Brown.
- Hattie, J. (1999). "Influences on Student Learning". Inaugural Professorial Lecture, University of Auckland, 2 August. Available at <http://web.auckland.ac.nz/uoa/education/staff/j.hattie/papers/influences.cfm>
- Hawk, K., Cowley, E., Hill, J., and Sutherland, S. (2002). "The Importance of the Teacher/Student Relationship for Māori and Pasifika Students". *Set: Research Information for Teachers*, no. 3, pp. 44–49. Available at www.educationgroup.co.nz/Publications/The%20importance%20of%20the%20teacher-student%20relationship.pdf
- Macfarlane, A. H. (2004). *Kia hiwa ra! Listen to Culture — Māori Students' Plea to Educators*. Wellington: NZCER Press.
- Robinson, V. (2003). "Teachers as Researchers: A Professional Necessity?" *Set: Research Information for Teachers*, no. 1, pp. 27–29.
- Te Kete Ipurangi: Formative Assessment: www.tki.org.nz/r/assessment/one/formative_e.php

■ He papakupu

ākonga	learner, student
akoranga	learning
aromatawai i te akoranga	formative assessment
hāpori	community
hono(nga)	connection
kaupapa mahi	unit (of work)
mātāpono akoranga	pedagogy
matea	needs
paearu angitu	success criteria
paetae	achievement
pakirehua	inquiry
pāpori	social
putanga ako	outcomes
rōpū	hub
taunakitanga	evidence
whai wāhi(tanga)	participation
whāinga ako	learning intention
whāinga paetae	achievement level
whakangungu pouako; akoranga pouako	professional learning
whakarite	adapt
whakautu; urupare; kōrero whakahoki	feedback
whanaungatanga	relationships

Te Kāwanatanga o Aotearoa

Whakaahua kei whārangi 1 mana pupuri © kaituhi.
Ko ngā kīanga mana pupuri © nā ngā kaituhi ake.

I whakaputaina tēnei pukapuka i te tau 2009
mō Te Tāhuhu o Te Mātauranga
e Te Pou Takī Kōrero Whāiti,
Pouaka 3293 Te Whanganui-a-Tara, 6140, Aotearoa.
www.learningmedia.co.nz

Mana pupuri © Te Karauna 2009
Pūmau te mana.
Ngā tono ki te kaiwhakaputa i te pukapuka.

Nama Dewey 371.3
ISBN 978 0 7903 3449 3
Nama take 33449