

“Tangata ākona ki te kāinga, tū ki te marae, tau ana”

He whakarāpopotonga o ngā kitenga i hua mai ai
i te rangahau mō te tau

2007

KĀINGA KŌRERORERO

He Pūrongo Rangahau



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This booklet has been produced by Te Ataarangi from the evaluation report conducted on the Kāinga Kōrerorero programme over 2007. These findings are made available to share with people/whānau participating in programme. The booklet contains feedback and data gathered from programme participants and language mentors and offers some valuable insights into how the programme operates. The research was conducted by Te Pūtahi ā-Toi of Massey University contracted by Te Puni Kōkiri to evaluate the first year of operation, 2007. Kāinga Kōrerorero is managed by Te Ataarangi Educational Trust.

June 2009



He Kupu Whakatau

Rārangi maunga tū te ao, tū te pō
Rārangi tangata ngaro noa, ngaro noa
Waihoki, e whakaaro ake nei
Rārangi kōrero heke noa, heke noa
Kia hoki ki te iho e heke ai te rārangi kōrero.
Ko te whānau tēnei e heke ai te kupu, te kōrero, te reo.
Ka heke i te waha, tatū ki te taringa.
Ka heke i te kāinga, puta ki te hapori.
Ka heke i a taipakeke, hua mai ki taitamariki
Ae, ko te tuku-ihotanga tōna hanga.
Me he pata ua auheke i te maunga, i te puke, i te tū pari nui.
Pipī mai i te kūrae, māturu iho i te hīrere, kei te pōkare o te wai
Whakangaro atu ki moana nui, te pae ārai ki tua.
Ō tātou mātua, tūpuna kua riro i te pō roa ... Haere
Ō tātou uri e puta nei ki te whai ao, ki te ao mārama
Hui e! Tāiki e!

E te rau, e te tini, e te huihuinga o ngā whānau
Kei te paepae o tō whare, o tō kāinga
He kāinga kōrerorero i te reo taketake o tēnei whenua.
He kāinga whakatuputupu i te uri tiketike ki tēnei whenua.
E noho rā tāua ki te paepae o tēnei huihuinga kōrero
Nō koutou anō te ia o te whakaaro.
Nā koutou anō te ia o te kōrero.
Mō tātou anō te hua, mō tātou te painga
Kua kohikohia ēnei whakaaro ki te pukapuka iti nei
Kua whakarāpopotonga kia tere kitea te ngako o te rangahau
Tēnā, pānuitia kia mōhio ai he aha te hua o tā tātou e whai nei
Mehemea he whakaaro atu anō ōu, me kōrero ki tō Pouarahi
Tēnā anō pea ka puta anō he kitenga i roto i ā koutou mahi.
Tirohia ngā kōrero, kōrerotia ngā take, whakamauihia kia tina
Noho ora mai rā koutou ki te taumarumarua o te kāinga
Anō tonu ... He Kāinga Kōrerorero



Introductory Statement

Mountain ranges remain enduring
The lineage of humankind is but momentary
Likewise, the thought persists that ...
statements of the past are the birthright of future generations
This is the crux of oral tradition
Families are the true pathway of words, of statements, of language.
Transmitted by mouth, secured by ear
Transmitted in the refuge of home, utilised in community
Transmitted by adults, a benefit yielded among children
Indeed, intergenerational transmission is its form
As a drop of rain descends from a mountain, a hill, a high cliff face
Seeping from the rock face, trickling down a fall, in the turbulence of water
It will be lost in all the ocean, thresholds far beyond our view
Our ancestors lost in death ... depart
Our responsibility is to future generations yet to travel that path
May it be affirmed!

To the many, to the interconnected networks of families
It is at the threshold of your house, of your home
That a sanctuary for the indigenous language of this land is realised
That a sanctuary for vibrant new generations of the land is realised
Let us consider the threshold of this field of information (in this booklet)
It has been derived from the flow of your thoughts
It has been formed from the flow of your comments
We all derive benefit, we all are reflected in its hope
The many ideas and feelings have contributed something in this small booklet
They are summarised to give ready access to the substance of the research
If you may, read its contents to consider the outcomes of our endeavours
If further thoughts should arise from you, please share them with your Pouarahi
It is probable that further insights will arise from your activities
View the text, discuss its issues, retain that of value
Remain confident in the important influence of the home
It is truly ... a home of social potential



HEI WHAKAWHĀITI I NGA KITENGA

Ngā Kahanga me ngā Ngoikoretanga

Ka kitea ēnei kahanga e whā i te rangahau i whakahaeretia i runga i te Kāinga Kōrerorero,

1. Ngā mahi ā ngā Pouarahi Reo;
2. Te mōhioanga me ngā ara tūhonohono i a Te Ataarangi;
3. Ngā mahi whakawhanaunga ki ētahi atu whānau;
4. Te māori tonu o te nohonga o te reo ki ngā kāinga.

Waihoki, e whā ngā ngoikoretanga i kitea,

1. Te uaua o te whiriwhiri he aha te mahi e tika ana mā te Pouarahi, ko te whakaako tonu tētahi;
2. Te whakaatu i ngā whāinga e tutuki ai i te kaupapa nei;
3. Te kaha o te takanga atu o ngā whānau ki ētahi takiwā;
4. Kia nui ake ngā rauemi e roa atu ai te wā e noho ana i roto i te reo Māori.



IN SUMMARY OF THE KEY FINDINGS

Strengths and Weaknesses

The survey identified four major strengths of the Kāinga Kōrerorero project,

1. The involvement of language mentors;
2. The experience and networks of Te Ataarangi;
3. The interaction with other whānau;
4. Language support provided as a natural part of home life.

Likewise there were four major weaknesses identified,

1. Difficulty on interpreting the role of the mentor, especially for teaching;
2. Direction in how programme goals will be achieved;
3. The high turnover of whānau in some areas;
4. More language resources are needed to increase time spent in reo.





He Kupu Tīmatanga

He kohinga kōrero tēnei mō te rangahau¹ i whakahaeretia ki te Kāinga Kōrerorero. He whakarāpopotonga hoki i ngā take nui i kitea i roto i taua rangahau. Kua takoto enei kōrero ki te pukapuka iti nei kia puta ki ngā whānau ngā whakaaro i tātaringia² ki ngā pepa, ki ngā uiui, ki ngā wherawheranga³ a te kairangahau. E whā rawa ngā wāhanga o te rangahau:

1. he whakamārama i te āhua o ngā whānau i uru mai ai ki te kaupapa nei;
2. he arotake i ngā tukanga⁴ i whakahaeretia ki te kaupapa nei
3. he tohu i ngā hua nui i puta i te kaupapa, otirā
4. he whakamārama i ngā taumata kua ēkena e ngā whānau i tēnei tau.

He Kōrero mō Kāinga Kōrerorero.

Nō te tau 2005, ka timata a Te Puni Kōkiri ki te hurahura i ngā ara e tuku āwhina atu ai ki ngā whānau ki te kōrero Māori, arā, ki te:

- (a) whakatupu i te mārāma pū⁵ me te whakaū i ngā whakaaro ki ngā whānau e ngana⁶ ana ki te kōrero i te reo Māori;
- (b) hora i ngā rautaki⁷ ki ngā whānau e tutuki ai ā rātou whakata.

Nā wai rā⁸ ka huaina te kaupapa nei ko te “Whānau Language Development Project”, arā ko te Whakatupu Reo ā-Whānau.

Ka mea te kaupapa nei kia whakatūria he hononga Pouarahi⁹ ki ngā rohe kia mahi tahi me ngā whānau Māori. Ko tā te Pouarahi, he tuku kōrero whakamārama, tuku āwhina ki ngā kāinga o aua whānau kia piki ake ai te whakamahinga o te reo Māori. Mā te Pouarahi nei e whakahāngai atu ngā rautaki me ngā kōrero kia hāngai tonu atu ki tērā nohonga whānau, ki tērā nohonga whānau, ki tērā nohonga tangata, ki tērā nohonga tangata. Ka aronui mai a Te Puni Kōkiri ki ngā pūkenga¹⁰, ki ngā mōhiotanga¹¹ ki a Te Ataarangi hei rōpū hautū¹² i te kaupapa.

¹ *Research*
² *to Analyse, Scrutinise or Breakdown*
³ *Revelations or Insights*
⁴ *Processes*
⁵ *Critical Awareness*
⁶ *to Attempt or Try*
⁷ *Strategies*
⁸ *Eventually*
⁹ *Māori Language Mentors*
¹⁰ *Skills*
¹¹ *Experience*
¹² *to Lead or Drive*

Introduction to the Booklet

The information in this booklet comes from research done on the Kāinga Kōrerorero project. There are four parts to the research that:

1. describe the make-up of whānau at the start of the project;
2. evaluate the the processes used in the project;
3. identify some of the key highlights from the project; and
4. describe the outcomes among whānau after a year.

What is Kāinga Kōrerorero - History

In 2005, Te Puni Kōkiri began working towards starting up a nationwide project to providing support for Māori whānau to:

- (a) build critical awareness and help with decision-making about the use of Māori language within the whānau; and
- (b) provide strategies for whānau to implement their decisions.

This venture became known as the Whānau Language Development Project.

The project looked to develop a network of mentors to work one-on-one with Māori whānau. The role of the mentor would be to provide whānau with key information and advice on supporting Māori language use in the home. The information needed to reflect the unique circumstances and aspirations of each whānau and each whānau member. Te Puni Kōkiri looked to the experience of Te Ataarangi to run the project.





He Whakamārama i te Rangahau

I te Hakihea o 2006, i Kirikiriroa, ka hui tahi a Te Ataarangi, a Te Puni Kōkiri, a Te Pūtahi-ā-Toi o Te Kunenga ki Pūrehuroa¹³ ki te whakatau i te rangahau aromātai¹⁴ i te kaupapa kātahi anō ka timata, i a Kāinga Kōrerorero. Ka riro i a Te Pūtahi-ā-Toi taua kirimana¹⁵ ki te rangahau i taua kaupapa Whakatupu Reo ā-Whānau. Ko tā rātou he arotake¹⁶ i ngā momo hua ka puta i te kaupapa, he tiroiro¹⁷ hoki i ngā momo mahi whakapai ake me ngā mahi whakawhanake¹⁸ e taea ai ki te kaupapa.

Te Rangahau – Wāhanga Tuatahi

I te Hōngongoi o te 2007, ka oti te tatau¹⁹ i te kohikohinga mai i ngā whānau 77, ngā pakeke 355 me ngā tamariki 155. Ko tēnei te kohinga tuatahi hei whāriki ki ngā rangahau i ngā whānau kua uru atu ki kaupapa nei, He Kāinga Kōrerorero. Ka takoto ēnei tatauranga²⁰ hei tūāpapa²¹ ki te whakataurite²² i ngā arotake e whaimuri ake nei. Mā ēnei tatauranga e whakaatu te noho o te reo ki ia whānau e noho ana ki te kaupapa, arā: ko tō rātou mōhio ki te reo; te aronui²³ ki te reo; te mārama ki ngā kōrero; te rapu rauemi²⁴; te whakamahi i te reo, me te kōkiri i ngā wawata. Ka mutu, mā ēnei tatauranga e mōhio ai ngā kairangahau he pēwhea te noho o ngā whānau i te timatanga tonu o ngā mahi kia kitea he aha te hua o te kaupapa nei i roto i te wā.

Te Rangahau – Wāhanga Tuarua

Mai i te Hereturikōkā ki te Whiringa-ā-Rangi i te tau 2007, ka kohia ngā raraunga²⁵ hei āwhina i te whakatū me te whakahaere i te kaupapa. Otirā, ka kohia ngā raraunga hei ine²⁶ i ngā hua ka puta i te kaupapa ki te pūkenga reo o ngā tangata i uru mai.

Ka uiuia²⁷ hoki ngā whānau, ngā Pouarahi me ngā kaimahi o Te Ataarangi e noho nei hei kaihautu-ā-motu²⁸, hei whakahaere i te tari, hei kaiarahi mō te kaupapa.

¹³ Ko te Tari Māori tēnei ki te whare wānanga o Massey

¹⁴ *Review*

¹⁵ *Contract or Agreement*

¹⁶ *to Evaluate*

¹⁷ *to Investigate*

¹⁸ *Develop*

¹⁹ *Count*

²⁰ *Figures from the survey*

²¹ *Foundation*

²² *to Compare*

²³ *to Focus on*

²⁴ *Resources*

²⁵ *Data*

²⁶ *to Measure*

²⁷ *to Interview*

²⁸ *National Coordinator*

The Research - Background

In December 2006, a meeting was held in Hamilton with Te Ataarangi, Te Puni Kōkiri and Massey University to agree on a review of Kāinga Kōrerorero, which had been only been going for a few months. Te Pūtahi-ā-Toi School of Māori Studies Massey University was contracted to undertake research on the Whānau Language Development Project to evaluate the impact of the project and investigate possible improvements and further development.

The Research – Stage One

In July 2007 an initial survey was completed that included 77 whānau, 355 adults and 155 children. This study was the first stage of the research project examining the base set of details on whānau involved in He Kāinga Kōrerorero. These details were needed as a foundation to compare the performance in future evaluations. This first stage of the survey helps describe the language situation of the various whānau involved in the project, their language proficiency, comprehension, understanding, access to resources, language use and aspirations. The report produced baseline information which could then be used to evaluate the outcome of the programme.

The Research – Stage Two

From August to November 2007, data was collected to assist the programme's implementation and delivery. It also aimed to measure the effect of the programme on the reo Māori ability of participants.

Interviews were conducted with whānau, mentors and Te Ataarangi staff who act as national coordinators, managers and in governance roles for this programme.





He Whakamārama mō te Pūrongo²⁹ nei

Ka puta tēnei pūrongo i te arotake i whakahaerehia i runga i te Kāinga Kōrerorero. Ka hāngai ki ngā mahi i tutuki, ka tiroirohia hoki ngā whāinga matua³⁰ e whā kia kite mehemea i eke, kāore rānei i eke. Koia nei ko ngā whāinga matua mō ngā whānau i uru mai ai, ko te:

- a. piki o te matatau ki te reo me te whakamahi i te reo (ki te kāinga).
- b. piki o te māramatanga ki ngā rautaki whakarauora reo³¹.
- c. tūhonohono³² i ngā whānau reo Māori me ngā Poarahi hei haporī reo Māori³³.
- d. tupu tahi o te whānau ki ngā tikanga me te tuakiri³⁴ e aronuitia ana ki Te Whakatupu Reo ā-Whānau.

Otirā, ka āta tūhura³⁵ atu te pūrongo nei i ngā kahanga³⁶ me ngā ngoikoretanga³⁷ ki te kaupapa nei, hei tohu atu i ngā hanga o te Kāinga Kōrerorero e whaihua³⁸ ana me ērā hanga e tika ana kia pai ake ai.

Ngā Pātai o te Rangahau

I whakahāngaitia ngā pātai o te rangahau kia whai whakautu mai ki ēnei uiuitanga:

1. He aha te matatau³⁹ ki te reo o ia whānau i uru mai ai ki te kaupapa?
2. He aha ngā mea e tutuki ana i ngā whānau i uru mai ai ki te kaupapa?
3. Kua tautoko te kaupapa nei i ngā whānau kia piki tō rātou matatau, to rātou māramatanga⁴⁰ ki te reo Māori?
4. Kua tautoko te kaupapa nei i ngā whānau kia kaha ake te whakamahi i te reo Māori?
5. Kua piki ake te mārama pū o ngā whānau, kua whai rautaki hoki ki tō rātou reo Māori?

²⁹ *Report*
³⁰ *Main Goals*
³¹ *Strategies for Language Revitalisation*
³² *to Establish Networks*
³³ *Māori Language Community*
³⁴ *Identity*
³⁵ *to Examine or Explore*
³⁶ *Strengths*
³⁷ *Weaknesses*
³⁸ *to be Productive or Beneficial*
³⁹ *Proficiency*
⁴⁰ *Comprehension or Understanding*

The Report - Background

This report comes out of the evaluation of He Kāinga Kōrerorero and deals with the overall outcomes and will determine if the project's four goals have been achieved. Those goals are that participating whānau:

- a. have increased their knowledge and use of the Māori language;
- b. have increased their critical awareness of strategies for Māori language development;
- c. are connected with (a) each other and (b) local Māori providers; and
- d. have strengthened as whānau through the cultural development that is inherent in Whānau Language Development.

Furthermore this report examines the strengths and weaknesses of the programme, indentifying the aspects of the He Kāinga Kōrerorero that work well, and others that may need to be improved.

The Research Questions

The research questions for this survey needed to answer the following questions:

1. What is the language proficiency of participating whānau?
2. What impact is Kāinga Kōrerorero having on participating whānau?
3. Has the programme supported participating whānau to increase their knowledge and understanding of reo Māori?
4. Has the programme supported participating whānau to use more reo Māori?
5. Have participating whānau increased their awareness and developed strategies for their reo Māori?



6. Kua āwhina atu te kaupapa nei i ngā whānau kia tūhonohono atu, whānau ki te whānau, ki ētahi atu ratonga tuku reo⁴¹ rānei?
7. He aha ngā whakaaro o ngā whānau mō ngā Pouarahi?
8. He aha ngā mea e tutuki ana i ngā Pouarahi ki te whakamahinga o te reo i ngā whānau?
9. He aha ngā whakaaro o ngā whānau mō ngā te Kāinga Kōrerorero?
10. He aha ngā whakaaro o ngā Pouarahi mō te Kāinga Kōrerorero?
11. E whakapono tonu ana ngā Pouarahi ki tō rātou tūranga⁴² e whakahua rānei ana ki te reo Māori o ngā whānau i uru mai ai?

Te Kohinga i ngā Kōrero

Ka kohikohia he taturanga o ngā whānau me ngā Pouarahi kia rārangi mai ai ngā raraunga hei papa⁴³ mō te rangahau. E whā ngā rārangi pātai⁴⁴ ki te rangahau:

- He patapatai mō ngā pakeke (pakeke atu i te 15 tau);
- He patapatai mō ngā tamariki (tamariki iho i te 15 tau);
- He patapatai mō ngā whānau tonu; me,
- Tētahi patapatai mō ngā Pouarahi.

Ka whakahaeretia hoki he uiuitanga, kanohi ki te kanohi, ki ētahi o ngā pakeke i uru mai ai me ngā Pouarahi kia kapohia atu he kōrero mō ō rātou whakaaro mō te ora o te kaupapa.

He Taturanga Raraunga

- Tekau mā tahi ngā pātai ki te pepa patapatai mō ngā whānau, ā, ka whakakīia aua pepa e ngā whānau 94 mai i te 100 pea o te katoa o ngā whānau.⁴⁵
- Rua tekau ngā pātai ki te pepa patapatai mō ngā pakeke, ā, ka whakakīia aua pepa e ngā pakeke 109 mai i te 200 pea o te katoa o ngā pakeke.⁴⁶
- Tekau ngā pātai ki te pepa patapatai mō ngā tamariki, ā, ka whakakīia aua pepa e ngā tamariki 148 mai i te 180 pea o te katoa o ngā tamariki.⁴⁷
- Tekau ngā pātai ki te pepa patapatai mō ngā Pouarahi, ā, ka whakakīia aua pepa e ngā tamariki 6 mai i te 10 pea o te katoa o ngā Pouarahi.

⁴¹ *Language Service Providers*

⁴² *Role*

⁴³ *Basis*

⁴⁴ *Questionnaire*

⁴⁵ Nā runga i te huri haere o ngā whānau i te Hereturikōkā ki te Whiringa-a-Rangi, koinei e hua atu ana ki te taturanga o ngā whānau katoa.

⁴⁶ ... ki te taturanga o ngā pakeke katoa.

⁴⁷ ... ki te taturanga o ngā tamariki katoa.

6. Has the programme helped participating whānau to network with other whānau and additional reo Māori providers?
7. What are whānau perceptions of the mentors?
8. What impact are the mentors having on the reo Māori of participating whānau?
9. What are whānau perceptions of the Kāinga Kōrerorero project?
10. What is the mentors perceptions of the Kāinga Kōrerorero project?
11. Do the mentors believe their role has a positive impact on the reo Māori of participating whānau?

Gathering the Information

To gather the relevant data, a survey of whānau and mentors was implemented. It consisted of four different questionnaires:

- an Adult Participant Questionnaire (for over 15year olds);
- a Child Participant Questionnaire (for under 15 year olds);
- a Whānau Questionnaire; and,
- a Mentor Questionnaire.

Also a number of face to face interviews were done involving adult participants and mentors to gather information about how well they thought the programme was going.

Questionnaire

- The Whānau Questionnaire contained eleven questions and was completed by 94 whānau out of an estimated possible 100 whānau.¹
- The Adult Participant Questionnaire consisted of twenty questions and was completed by 109 adults out of an estimated possible 200 adults.
- The Child Participant Questionnaire contained ten questions and was completed by 148 children out of an estimated 180 children.
- The Mentor Questionnaire was made up of ten questions and was completed by 6 language mentors out of a possible 10.

¹ Due to the changes in participation of whānau during August and November, this maximum number is indicative only.





Te Aromatawai i a koe anō

Nā runga i te āhua kaha o te utu o te whakmātau i te kaikōrero i tōna reo, kua waiho atu mā te kaikōrero anō te taumata o tōna matatau ki te reo e tohu atu. Ko te momo tohu i te matataunga reo⁴⁸ tētahi o ngā ritenga⁴⁹ e whakaaetia ana ki ngā rangahau reo ki ngā tangata kōrero i reo kē me ngā akonga o te reo tuarua⁵⁰.

Ngā Uiuitanga

Ka whakahaeretia he uiui ki ngā pakeke 39 me te tokoono o ngā Pouarahi. I te nuinga o ngā wā ka 30 mineti tae atu rānei ki te kotahi haora te roa o ia uiuitanga. Ko ngā take matua i kōrerotia ko ēnei:

- Te huanga⁵¹ mai o te kaupapa nei;
- Te tūranga o te Pouarahi;
- Te whanaketanga o te reo i runga i ngā mahi;
- Ngā kawē o te Kāinga Kōrerorero;
- Ngā take me aro atu kia tika;
- Ko te Kāinga Kōrerorero hei kaupapa whakamahi i te reo;
- Ngā aukati⁵² ki te kōrero i te reo Māori;
- Ngā mahi tūhonohono i ngā whānau kōrero reo Māori, otirā
- Ko ngā whakaaro nui mō te reo Māori.

Ko te ritenga ki ngā uiui, he waiho noa kia whāia te ia o te kaikōrero i ōna whakaaro whānui mō te kōrero, te ako, te whakaako me te whakamahi i te reo Māori. Nā, tērā anō te kaiuiui⁵³ e āki⁵⁴ tonu ana i te rere o te kōrero ki te pātai, ki te whakatakoto whakaaro.

⁴⁸ *Language Proficiency*

⁴⁹ *Practice*

⁵⁰ Oscarson, M. 1997. 'Self-assessment of foreign and second language proficiency', in C. Clapham and D. Corson (eds) *Encyclopedia of Language and Education, Vol. 7: Language Testing and Assessment*. Kluwer Academic Publishers.

⁵¹ *Outcome*

⁵² *Barrier*

⁵³ *Interviewer*

⁵⁴ *Prompt or Encourage*

Self-Assessment

Because of the relative high cost and the lengthy time associated with assessing a speaker's language proficiency, this survey asked those involved in the project to assess their own Māori language skills. The form of questions used for language assessment is an accepted tool for both foreign and second language learners².

Interviews

Interviews were conducted with 39 adult participants as well as 6 language mentors. Typically interviews lasted between 30 minutes and one hour with the key discussion points being:

- Impact of programme;
- Role of language mentor;
- Development of language during course of involvement;
- Aspects of He Kāinga Kōrerorero;
- Issues that need addressing;
- He Kāinga Kōrerorero as a tool for language use;
- Barriers to speaking Māori;
- Networking with Māori language communities and
- The importance of reo Māori.

The interviews were generally unstructured to allow people to discuss a wide range of issues pertaining to speaking, learning, teaching and using reo Māori. The discussions at times were prompted by the researcher with questions or comments.

² Oscarson, M. 1997. Self-assessment of foreign and second language proficiency, in C. Clapham and D. Corson (eds) *Encyclopedia of Language and Education, Vol. 7: Language Testing and Assessment*. Kluwer Academic Publishers.



Te Tātari⁵⁵ i te Kohinga o ngā Uuitanga⁵⁶

Ko te mahi wāwāhi⁵⁷ i ngā take i whakahuatia⁵⁸ ki ngā uiui, he tatau i ngā wā i huaina ai tētahi take i roto i ngā kōrero. Na, ka oti te patopato⁵⁹ i ngā kōrero i kapohia⁶⁰, ka wetewetengia tētahi rārangi ariā⁶¹ e rite ai te tatau i ngā whakaaro i ara ake ki tērā uiui, ki tērā uiui. Hei reira i whakarōpūngia ngā momo kōrero, ngā take i aronuitia ai. Nā wai, nā wai rā⁶² ka rewa⁶³ atu ngā take matua i whakaaro nuitia ai i ērā i ruarua noa te whakahuatia.



NGĀ KITENGA O TE RANGAHAU

E whakaatu ana tēnei pūrongo i ngā kitenga i puta i te rangahau i ngā tangata o ngā whānau i uru mai ai ki te Kāinga Kōrerorero. He 94 ngā whānau, he 189 ngā pakeke, he 146 ngā tamariki me te tokoono o ngā Pouarahi i whakakīki atu i ngā pepa patapatai. Otirā, he 39 ngā pakeke, he 6 hoki ngā Pouarahi ki uiuingia kanohi ki te kanohi. Kātahi ka whakaari mai ngā whāinga matua e kōkiritia ana ki tēnei kaupapa, arā:

- a. Kua piki te matatau o ngā whānau ki te reo me te whakamahi i te reo (ki te kāinga).
- b. Kua piki te māramatanga o ngā whānau ki ngā rautaki whakarauora reo⁶⁴.
- c. Kua hono⁶⁵ ngā whānau reo Māori me ngā Poarahi hei haporī reo Māori.
- d. Kua tupu tahi ngā whānau ki ngā tikanga me te tuakiri e aronuitia ana ki Te Whakatupu Reo ā-Whānau.

Hei tā te rangahau nei kua eke te whakaaro ki te nuinga o ngā wāhanga ki te kaupapa nei.

⁵⁵ *to Analyse*

⁵⁶ *Interview*

⁵⁷ *to Breakdown*

⁵⁸ *Mention*

⁵⁹ *to Type or Transcribe (by typing)*

⁶⁰ *Recorderd*

⁶¹ *a List of Concepts*

⁶² *And eventually*

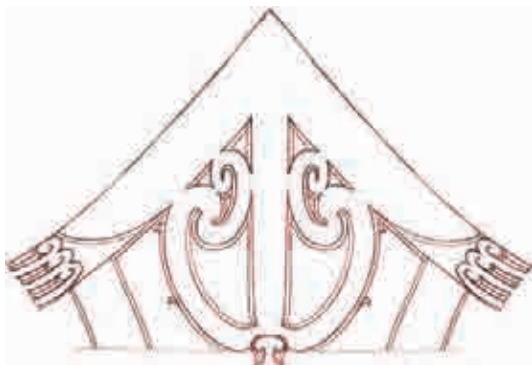
⁶³ *to become Prominent*

⁶⁴ *Strategies for Language Revitalisation*

⁶⁵ *to be Connected*

Analysing the Interviews

Breaking down the information from the interviews involves counting the number of times a particular theme or issue spoken about. Once the interviews had been typed out, a coding system was used to count the number of times particular issues or points of discussion were raised. This allowed for the discussion to be broken down into categories and grouped under certain themes. Issues that appeared more often became more prominent than those issues discussed less often.



OVERALL FINDINGS

This report presents findings from a survey of whānau members involved in the Kāinga Kōrerorero project. 94 whānau, 189 adults, 146 children and 6 language mentors all completed questionnaires. In addition to that, 39 adult participants and 6 language mentors took part in face-to-face interviews. It has been shown that four outcomes of the Kāinga Kōrerorero project are:

- A. Participating whānau have increased their knowledge and use of the Māori language;
- B. Participating whānau have increased their critical awareness of strategies for Māori language development;
- C. Participating whānau are connected with (a) each other and (b) local Māori providers; and
- D. Participating whānau are strengthened as whānau through the cultural development that is inherent in Whānau Language Development.

The research indicates that to some extent all four outcomes have been achieved.





Whāinga A.

E whakaari atu ana ngā tatauranga i te piki o te matatau me te whakamahi i te reo Māori. Kei ngā whakautu o ngā uiui te kī atu kua kitea tēnei piki ki te nuinga tonu o ngā whānau, ngā pakeke me ngā tamariki i te kaupapa nei i runga i te whakamahinga, te aronga me te matataunga ki te reo e whāia nei.

Whāinga B.

Kei te nuinga o te rangahau e kitea ana he tupunga mai o te mārama pū ki ngā rautaki e tika ana kia whakamahia hei whakawhanake i te reo Māori. I ngā whakautu a ngā whānau ka whakaari mai tō rātou aronga ki te mana o te reo Māori me te mārama haere ki ngā kawē e ora atu ai, e pakari ai hoki tō rātou reo. Engari, tērā anō te rangirua i ngā whakaaro mō ngā whāinga o te kaupapa nei me ngā momo mahi o ngā tūranga ki te Kāinga Kōrerorero. Ki te nuinga o ngā whānau me ngā tāngata whai-tūranga mahi, ko ngā take nui, ko te manawa nui kia nui atu te kōrero i te reo, te whanake o te kōunga o te reo me te tupu o te māramatanga o ngā whānau. E tika ana pea te kī atu, kāore anō kia aronui atu, kia pūmau rānei ki te māramatanga o ngā whānau. Ahakoa kua kitea te māramatanga i hua mai i ngā mahi, kāore anō kia tohua te hōhonutanga o taua māramatanga. Kāti, kua tutuki te Whāinga B. engari kāore i te kaha kī atu he pēwhea te ekenga.

Whāinga C.

Kua āta kitea te hononga i waenga i ngā whānau i uru mai me te hononga atu ki ngā rōpū reo Māori i ngā takiwā. Ki tā ngā uiui ko take i kaha atu ai te whakamahinga o te reo, ko ngā hui ā-whānau, ngā hui tōpū me ngā akoranga reo Māori. Ka mea atu ētahi tangata, nā te kaupapa nei i piri tahi ai ō rātou whānau kia whai kaha atu ai tērā i tērā. I roto i ngā whakahaere, kua whakahoahoa atu ngā whānau, ā, ka nui ngā tāngata i mea atu, e tika ana kia uru mai ai ētahi atu whānau, kia whānui kē atu te toronga o te kaupapa. Ko te Kāinga Kōrerorero hoki tētahi o ngā tino huarahi mō ngā tāngata kia timata te kuhu atu ki ngā akoranga me ngā kura reo hei whakapakari i tō rātou reo Māori.

Whāinga D.

Nā ngā tatauranga me ngā uiuitanga i i whakaatu i ngā whānau i pakari ake ai te ngākau nui ki ngā tikanga ā-iwi i takea mai i te Whakatupu Reo ā-Whānau. Kua whaihua te Kāinga Kōrerorero ki waenga i ngā whānau, arā:

- i te nui o te reo Māori e whakamahia ana e ngā whānau;
- i te mōhiotanga i piki i ngā whānau mō te reo Māori;
- i ngā pūkenga whakahuahua i te reo Māori;
- i te nui o ngā mātua e whakamahi ana i te reo ki waenga o ngā tamariki;
- i te nui o ngā pakeke e whakamahi ana i te reo ki waenga i a rātou anō;
- i te nui o te reo e whakamahia ana e ngā tamariki;
- i te piki o ngā pūkenga reo e kitea ana i waenga i ngā whānau.

Nā te tupu mai o ngā pūkenga reo me te māramatanga i pakari ai te tū o ngā whānau i ngā tikanga ā-iwi ki te kaupapa nei. Kua puta te whakatau i ētahi o ngā whānau kia ora tonu tō rātou reo, tae atu ki te kawē i ngā tikanga e noho mārō ai rātou hei whānau pakari.

Kua tutuki ngā whāinga e whā ki te kaupapa o te Kāinga Kōrerorero. Anei i raro iho nei ko ētahi atu o ngā kitenga i puta i te rangahau.

Outcome A.

The survey shows that whānau have increased their knowledge and use of the Māori language. The feedback from the interviews suggests this language improvement occurred for the majority of whānau, adults and children involved in the project, in terms of their language use, understanding and overall proficiency.

Outcome B.

The findings show that whānau, to some extent, have increased their critical awareness of strategies for Māori language development. Feedback from the interviews demonstrate that whānau have become more aware of the importance of reo Māori, and are familiar with a number of possible methods to revive and maintain their language. Still, there has been some confusion around the actual role of the programme and those involved in the Kāinga Kōrerorero project. Generally participants and those working on the project have been focusing on increasing the amount of reo Māori spoken, developing the quality of reo Māori and enhancing whānau understanding. It would be safe to suggest that little emphasis has been placed on making sure whānau have increased their critical awareness for Māori language development. Although the findings show that this has occurred to some extent, there is little evidence to say how effectively. Outcome B has therefore been achieved; however it is difficult to say to what level.

Outcome C.

The evidence clearly shows that participating whānau are connected with each other as well as local Māori providers. Interviews showed that a main part of the increase in Māori language use is the interaction whānau have with each other during various hui and reo Māori classes. A number of people said that taking on the project as a collective of whānau helped them draw strength from each other. During the process, the various whānau had built up solid relationships with each other, and many felt that there should be an increase in the number of whānau involved in the project. The Kāinga Kōrerorero project has been a pathway for a number of participants to become involved in other Māori language programmes to improve their reo Māori ability.

Outcome D.

The survey and interviews both show that whānau have become strengthened through cultural development that is a core part of Whānau Language Development. Generally He Kāinga Kōrerorero has positively impacted upon:

- the amount of reo Māori used by whānau,
- the understanding whānau have of reo Māori,
- whānau ability with reo Māori,
- the amount of reo Māori adults use with children,
- the amount of reo Māori adults use with other adults,
- the amount of reo used by children, and
- overall the proficiency levels of whānau.

This increase in language ability and understanding has further impacted on the cultural development of whānau involved in the project. There has been a decision made within a number of whānau to ensure their language survives, and that they develop a culture that strengthens them as a whānau.

The four outcomes of the Kāinga Kōrerorero project have been achieved. Other findings identified during the research are listed below.





Ngā Pouarahi Reo

Mō ngā tāngata i tuku kōrero mai mō tēnei rangahau, e tata ana ki te katoa kua ngākau nui mai ki te tūranga o te Pouarahi, he take nui hoki hei āwhina i ngā tāngata i uru mai ai ki te kaupapa nei. Hei tā rātou ko te Pouarahi te take matua i ēkena ai ngā taumata i whāia. Ka mea atu te nuinga ko te aronui me te tautoko mai o te Pouarahi, apiti atu ko tana kaha whakahau te take i whaihua ai rātou i te kaupapa. Nō reira kua tohua ko te Pouarahi te tūāpapa i angitū ai te Kāinga Kōrerorero.

Engari tērā anō ngā Pouarahi me ngā pakeke i te kaupapa e āwangawanga ana ki te pūtake o ngā tino mahi a te Pouarahi. Ki tā ētahi o ngā tāngata me whakapau kaha hoki te Pouarahi ki te whakaako i te reo, kia kua e kaha aronui ki te mārama pū, ki ngā whakariterite i te reo ki ngā whānau me te tuku rautaki kia u ki te māhere reo. He mea uaua hoki ki ētahi o ngā Pouarahi te whakatau ko tēwhea o ngā tūranga te mea tika, ko te tū o te pouarahi, o te pouako rānei. I te taunga kē ngā Pouarahi ki ngā pūkenga o te kaiako ki ngā whānau, pēnei i ngā wā e tonoa ana e te whānau ki te whakamārama i tētahi āhuatanga o te reo. He nui anō ngā Pouarahi i kōrero mai mō ngā āwangawanga ki te whāinga matua o tō rātou tūranga mahi, i roto hoki i te tirohanga whānui ki te kaupapa o te Kāinga Kōrerorero.

Te Whakamahinga i te Reo ki ngā Tamariki

Ka āhua pai tonu te whakaae atu o ngā mātua, o ngā mātua atawhai, ki te huanga e kitea ana ki te Kāinga Kōrerorero i roto i te reo o ā rātou tamariki. He tokomaha tonu ngā tāngata i kōrero mai mō te piki o te reo e whakamahia ana ki te kāinga, ki ngā tamariki, i muri mai i te timatanga o te Kāinga Kōrerorero. I kaha rangona te reo o ngā mātua i te kāinga, i kaha rarau te ngākau ki te reo hei reo kōrerorero i te kāinga, nō reira he māmā atu te whakawhitiwhiti kōrero i roto i te reo ki te kāinga. E ai ki ngā kaikōrero, ko ngā Pouarahi te tino take e tuituia atu ana ngā hiahia o ngā tamariki ki ngā whāinga whānui o te kaupapa.

Ngā Aukati ki te Whakamahinga i te Reo

E ai ki ngā kaikōrero i te rangahau, ko te aukati tino kino mō rātou e ngana ana, ko te 'whakamā'. Anō tonu ko te kaha matakū kei hē te kōrero, kei rorirori te kōrero, he pakari ake hoki te reo o ngā tamariki, he kūware ki mua i te hunga matatau ki te reo, koia ētahi o ngā take i kaha whakamā ai rātou. Ko tērā tonu te aukati i tohua e ngā Pouarahi i memeha ai te hiahia o ngā pakeke ki te whakamahi i tō rātou reo Māori. I puta te whakaaro i ngā uiui mō te kaupapa nei me te tūranga o te Pouarahi hei rongoā mō rātou e wehi ana, e whakamā ana, kia tupu te māia, te manawanui kia timata ki te whakamahi i tō rātou reo

Language Mentors

The overwhelming majority of those individuals surveyed gave positive feedback about the role played by the language mentors saying how important the language mentors are in supporting participants within the programme. Most said that the mentors were the main element in ensuring their language success. People commented that the concentrated and regular support they received from mentors, as well as the constant encouragement, had been significant for their success in the programme. The mentors were identified as the most important critical success factor of the Kāinga Kōrerorero project.

However both the participants and the language mentors had issues around the actual role of the language mentors. A number of participants believe the mentors need to be more active in teaching reo Māori, as opposed to helping inform their critical awareness and decision-making about whānau language issues, and providing strategies for whānau to implement their decisions. A number of mentors found they had difficulty in separating the role of mentor from teacher. The natural instinct for mentors was to assume a teaching role with whānau, particularly when whānau would ask for help with specific reo Māori issues. Many language mentors admitted that it had taken some time to understand their true role as mentor, within the larger context of the Kāinga Kōrerorero project.

Language Use among Children

Parents and caregivers were generally supportive of the impact the Kāinga Kōrerorero project is having on their child's reo Māori. Many people said that since being in the programme there had been a noticeable increase in the amount of reo Māori used at home by children. The general conclusion is that with the adults using the language more in the home, children view reo Māori more as a normal part of everyday life and therefore converse more in Māori language. Again feedback suggests the language mentors play a key role in including the needs of children into the greater vision of the project.

Barriers Language Use

According to participants, the most commonly identified barrier to speaking reo Māori is whakamā (being ashamed). In particular, participants said the fear of making mistakes, not being understood, having their children more proficient in the language, and being intimidated by fluent reo Māori speakers all contributed to their feelings of whakamā. This same issue was identified by language mentors as the most significant hurdle for participants wanting to use their reo Māori. There were however a number of comments that being involved in the project, and having a language mentor had given many participants the courage to overcome their fears and begin using their reo.



Ngā Haora e Mahi nei i te Kaupapa

Ka āhua nui ngā tāngata i mea atu kia rahi ake ngā haora e noho tahi nei me te Pouarahi, me ētahi atu whānau, e pai ake ai te kaupapa. Tērā anō ētahi i kī atu ko te huanga nui ko te āta noho o te kaupapa nei ki ō rātou kāinga tonu, e kore ai hoki e puta ki wāhi kē, e tahuri rānei ki te ako i te reo Māori. Ko ērā ngā tāngata i rata pai ki te toronga mai o te Pouarahi ki ō rātou kāinga ki te āwhina i a rātou ki te whakawhanake i te reo, ki te hanga mahere mō te reo i te kāinga. Engari rā, ka puta hoki i ētahi tangata te hiahia kia nui atu ngā mahi ā te Pouarahi ki te whakaako i te reo i waenga i te whānau, e piki ake hoki ngā haora e torotoro mai nei ia i ngā kāinga. Ko tā rātou he iti rawa te rua, te toru haora i te wiki e āki kau i te ngākau kia tutuki tērā e wawatangia ana e ngā whānau, arā, kia maringi noa mai te reo Māori i roto i a rātou.

Ngā Rauemi ki te Kaupapa

Tērā te īnoi, te tono ā ētahi kia nui ake ngā rauemi, arā, rauemi ā-tangata, rauemi ā-pukapuka, rauemi ā-taputapu, ki roto i te kaupapa o te Kāinga Kōrerorero. He hiahia anō i puta i ētahi kia maha kē atu ngā whānau ki te kaupapa nei, e rahi ake ai ngā hāpori reo Māori, e rahi ake ai pūkenga, ngā kaitautoko ki ā rātou huihuinga. Ka puta hoki te īnoi kia nui kē atu ngā rauemi reo e tukuna ana ki ngā kāinga hei whakamahi i tō rātou reo. Anō tonu, ko tā ētahi he pai noa iho ngā momo rauemi e whakamahia ana, engari me huri, me rerekē te tohanga atu kei waia kau atu ngā whānau, kei hōhā noa i te i te tuatorutanga, i te tuawhātanga o ngā whakamahinga.

Ngā Whānau i roto i te Kaupapa nei

I kōrero mai ngā Pouarahi o ētahi takiwā mō te uaua, mō te hōhā ki ngā wā e putaputa ana ngā whānau, e uruuru mai ana hoki ngā whānau hou. Ka pāpōuri mai ētahi o ngā Pouarahi i muri nei i te whakapaunga o te kaha ki ētahi whānau, ā haere ake nei, kīhai rātou i ū mai ki te whakatinana i ngā whāinga, ka warea kētia, taka atu ai. Nā tētahi Pouarahi i whakaara i te whakaaro kia tū tētahi tukanga hei huarahi e mārama atu ai ngā Pouarahi ki ngā tohu, ki ngā āhuatanga o ngā whānau e kitea nei te pūmau, te ihi me te toa o ngā whānau e tika ana kia uru mai ai. Nā te mea ka kino kē te takanga atu o aua whānau i warea ai, mehemea i uru noa iho mai ngā whānau katoa i whakapā ki te kaupapa.



Programme Contact Hours

A number of adult participants felt that an increase in contact hours with the language mentor, and other whānau, would improve the project. Some said that one positive part of the programme was they did not have to leave their home, and spend time, learning reo Māori. These people enjoyed the language and the mentor coming to their homes and helping with language development and planning. However, a number of people thought the mentors should take a more active role in teaching the language within the whānau, and the contact hours should be increased. The suggestion was made that a few hours a week was not nearly enough to maintain momentum for the whānau to become totally fluent in reo Māori.

Programme Resources

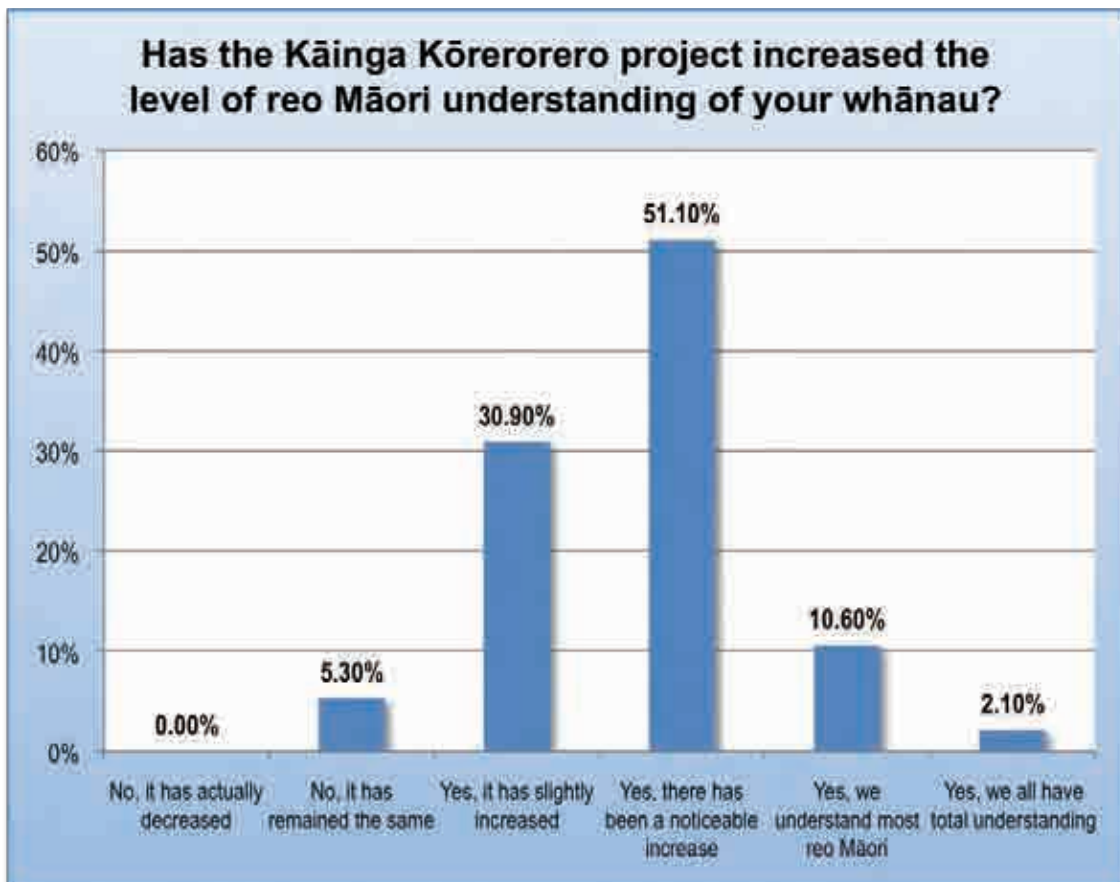
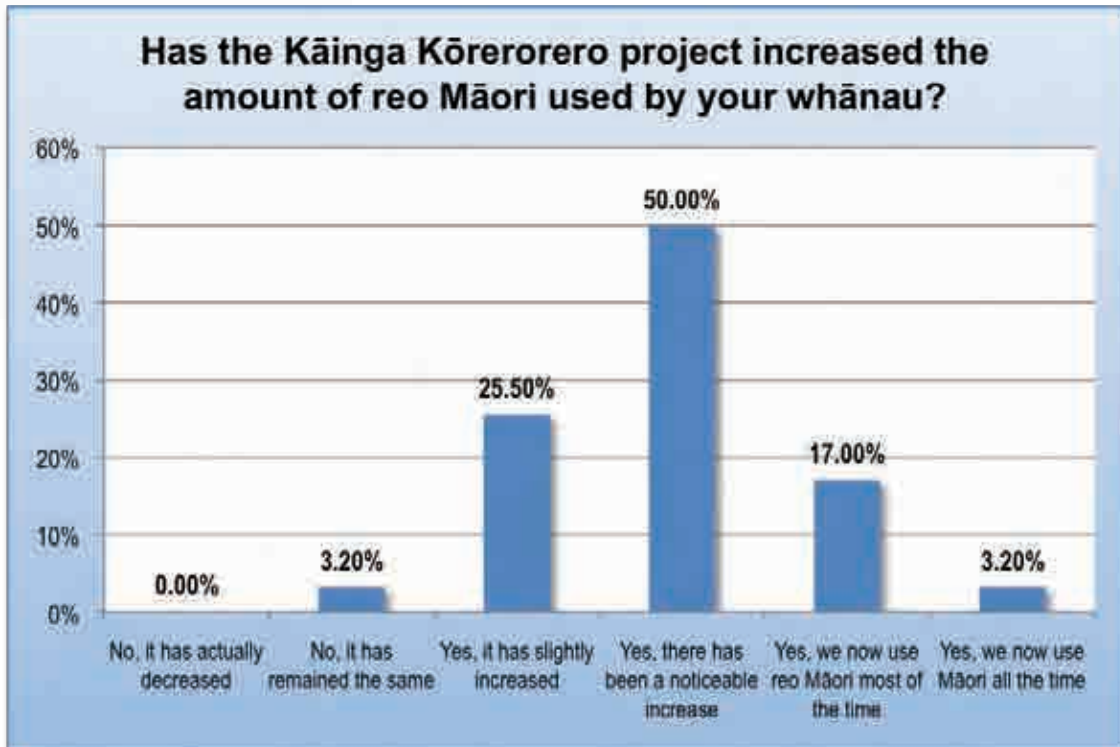
There were some suggestions made that the Kāinga Kōrerorero project needs to increase its resources, both people resources and material resources. Many thought having more whānau involved in the project would lead to bigger language communities, and therefore a larger reo Māori network. Others thought the programme should develop more language resources that whānau could use within their home. There were a few comments that the resources currently used by the mentors were fine but needed to be changed and developed, or they would become dated and repetitive.

Whānau in Programme

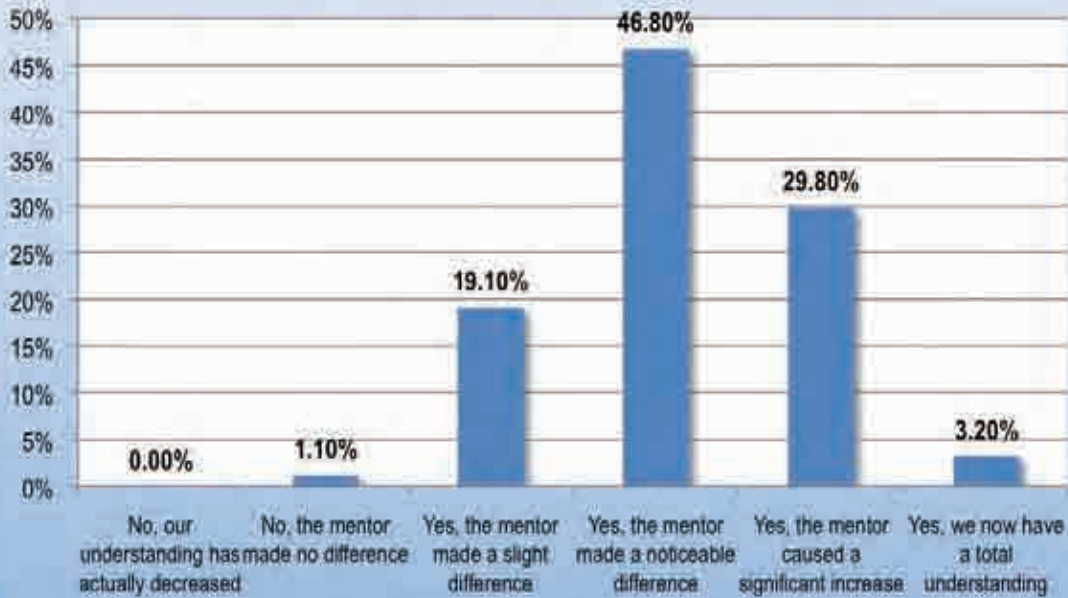
Language mentors in a few regions stated that at times they had become frustrated with the turn over of some whānau. A few mentors found that after putting a considerable amount of work and effort into certain whānau, that they would drop out of the programme due to lack of commitment. One mentor suggested a process be established to identify potential whānau who would best suit the programme, rather than include all whānau, because the potential drop off rate might be high.



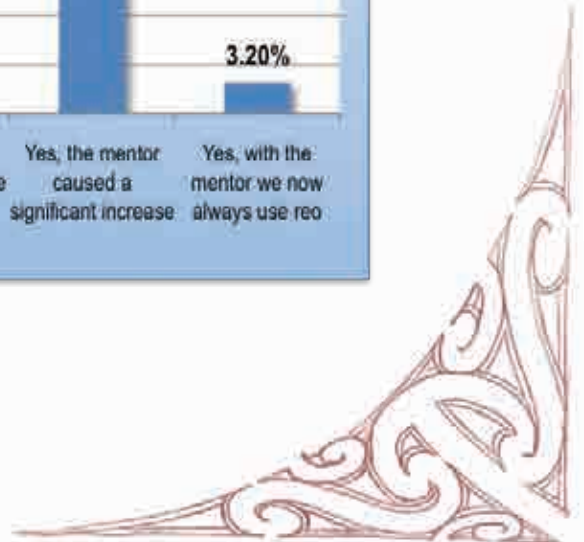
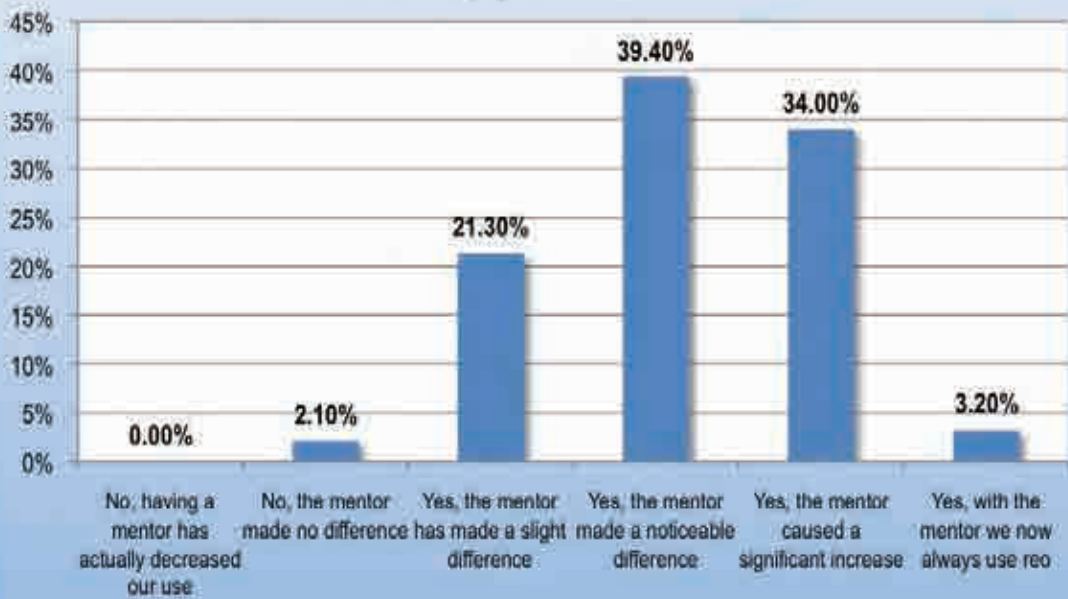
Ngā Raraunga mō ngā Whānau

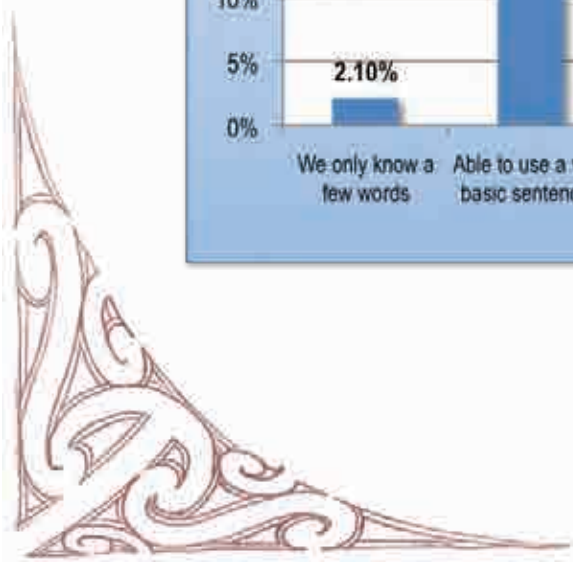
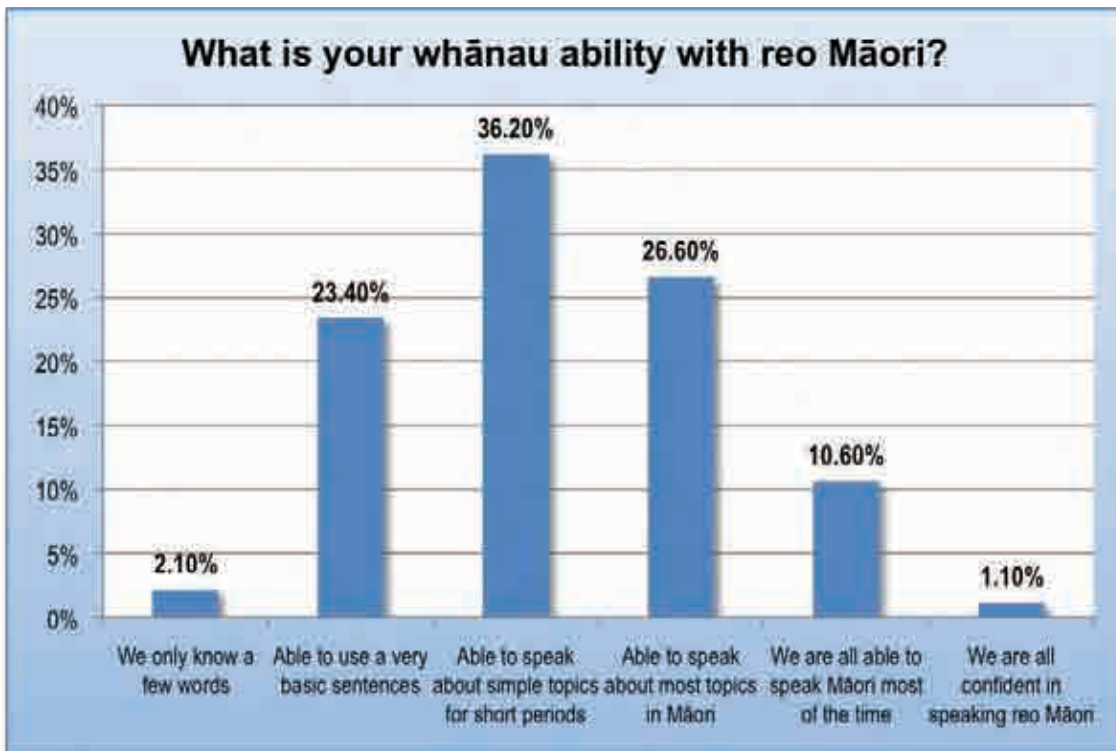
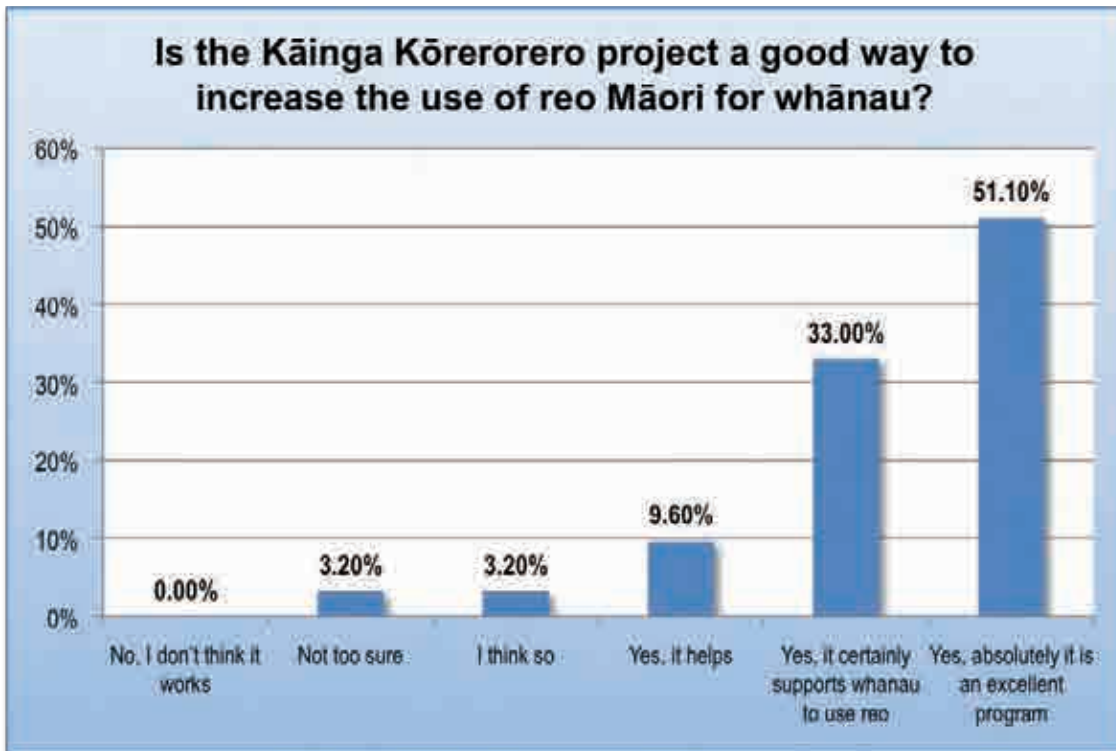


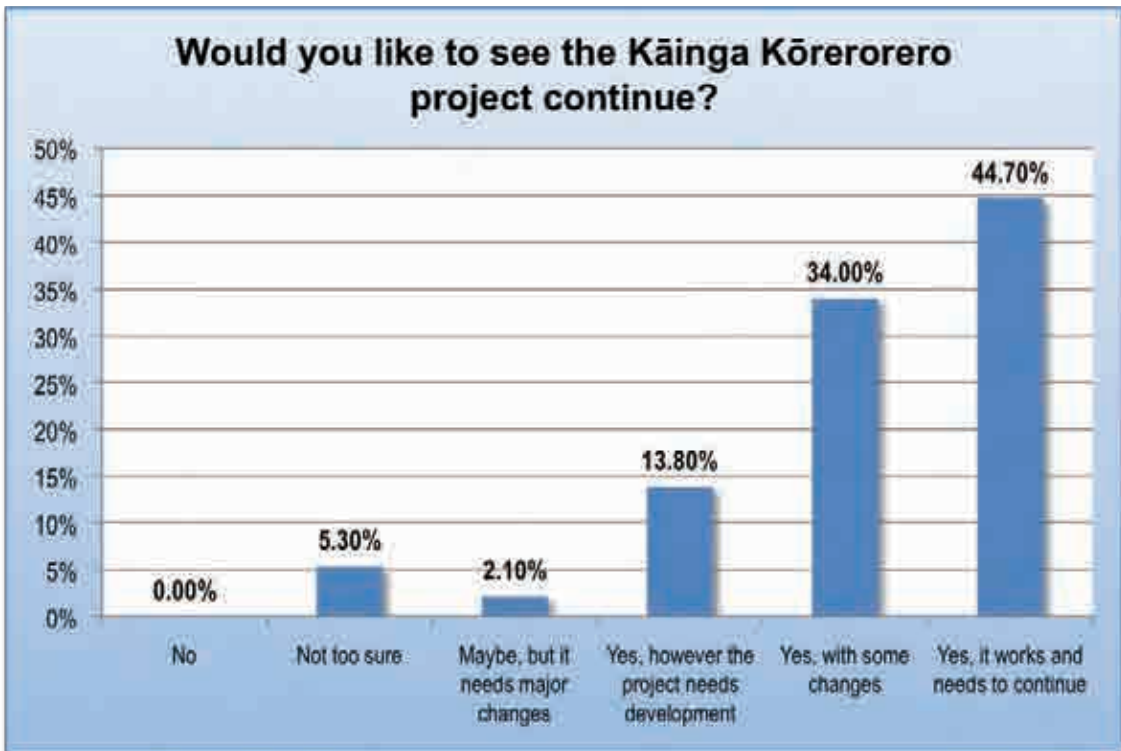
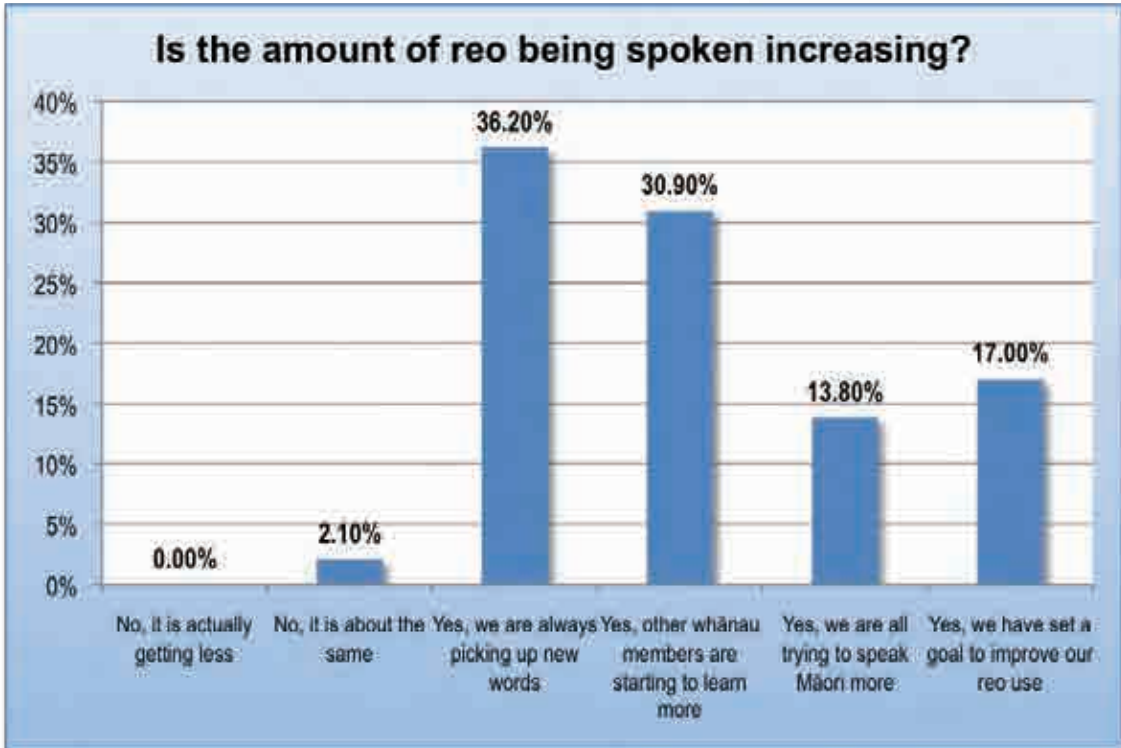
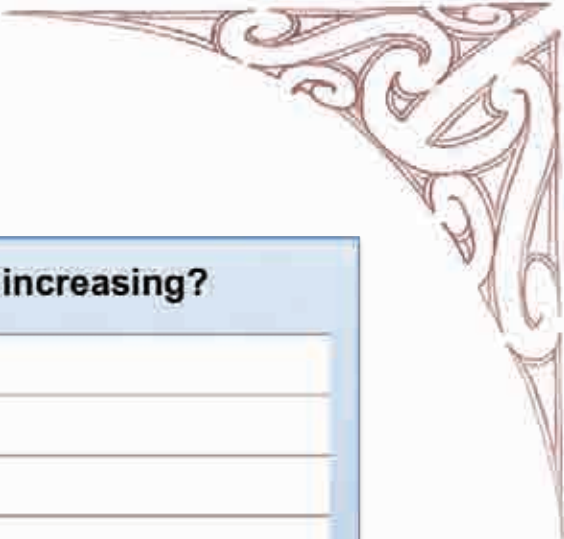
Has having a Mentor increased the level of reo Māori understanding of your whānau?



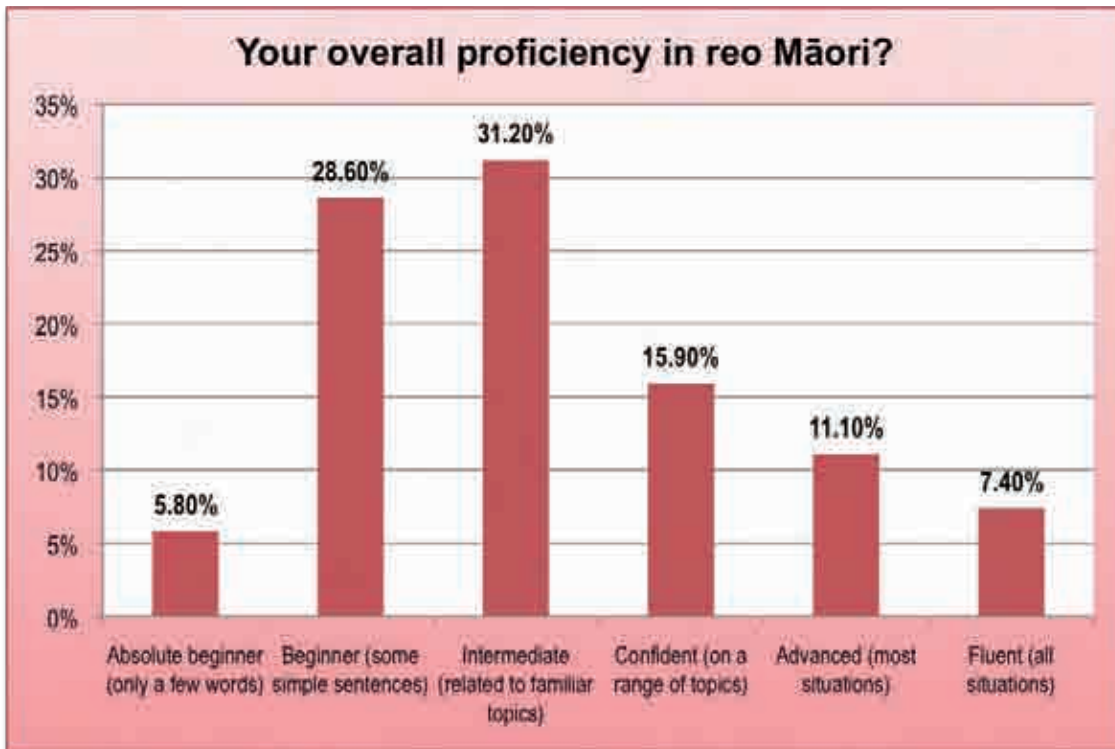
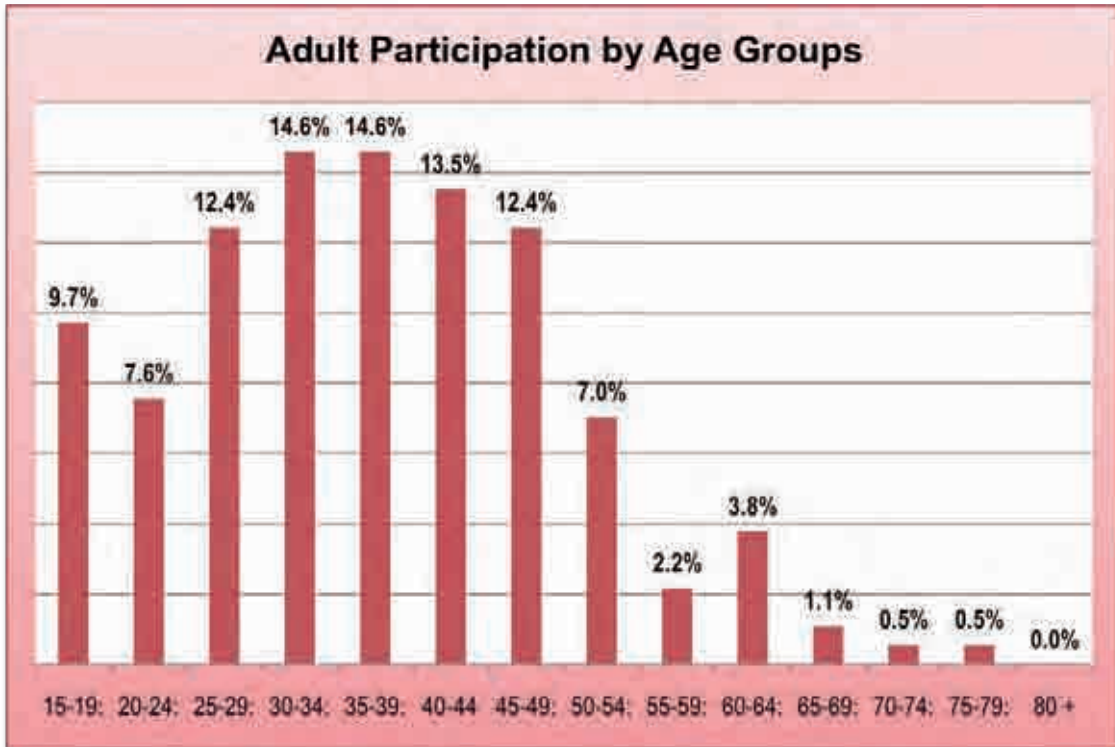
Has having a Mentor increased the use of reo Māori by your whānau?

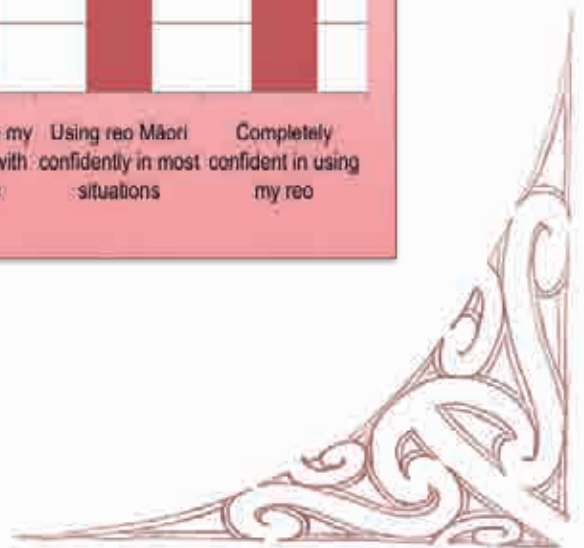
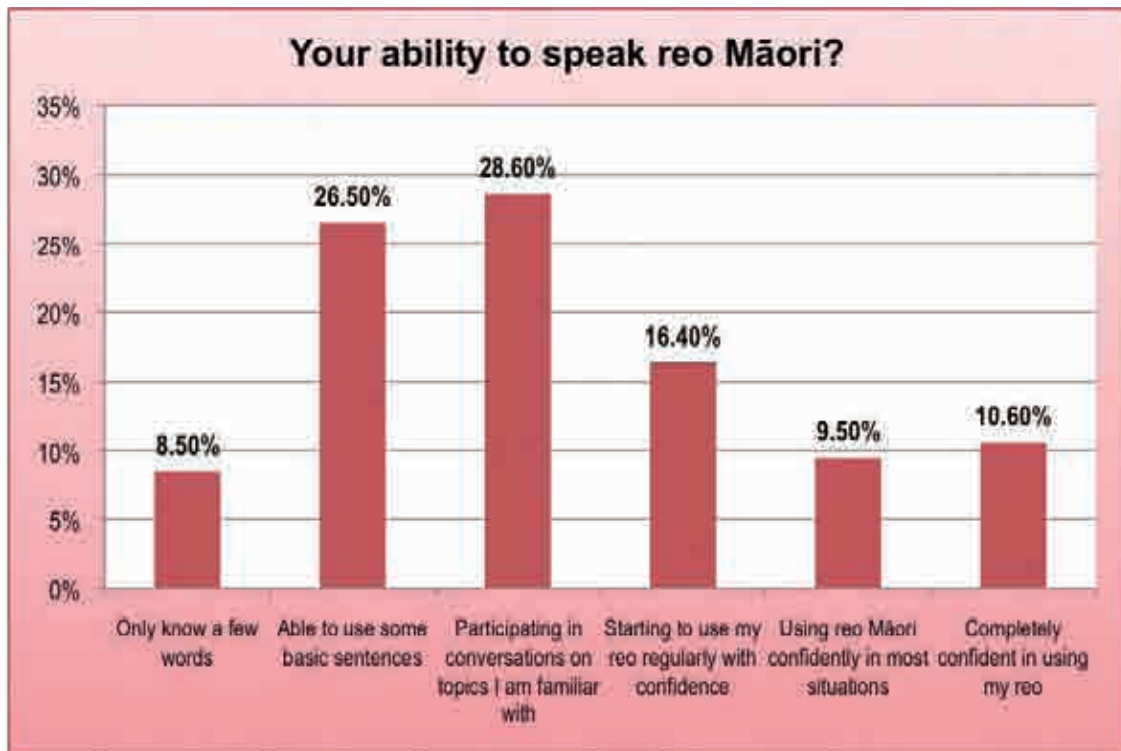
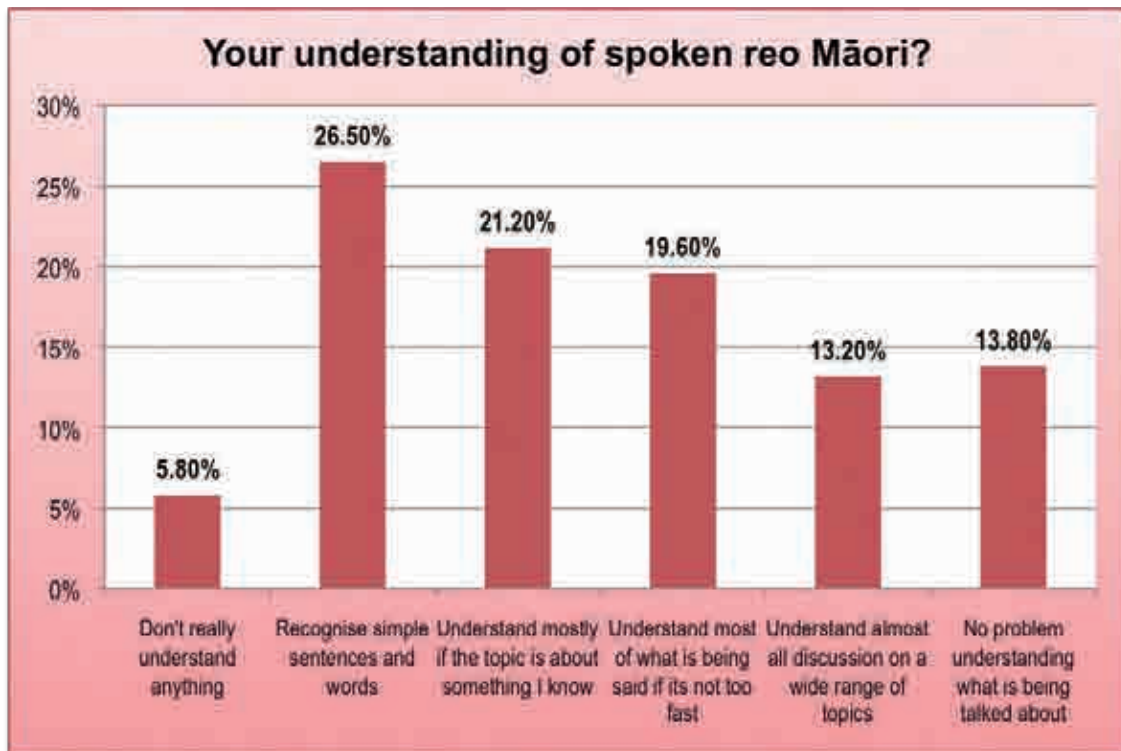


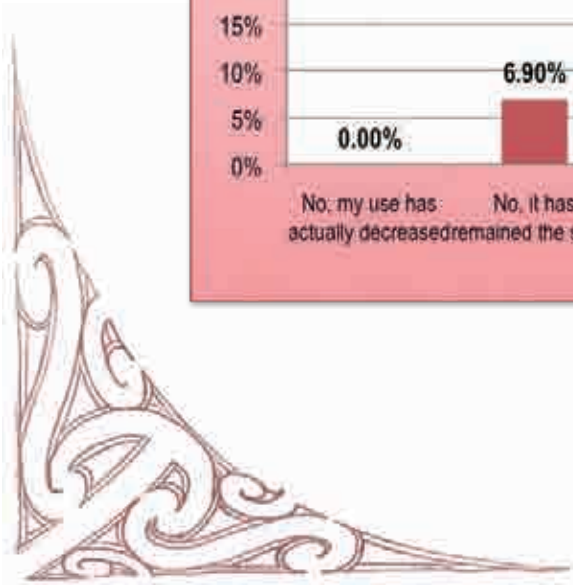
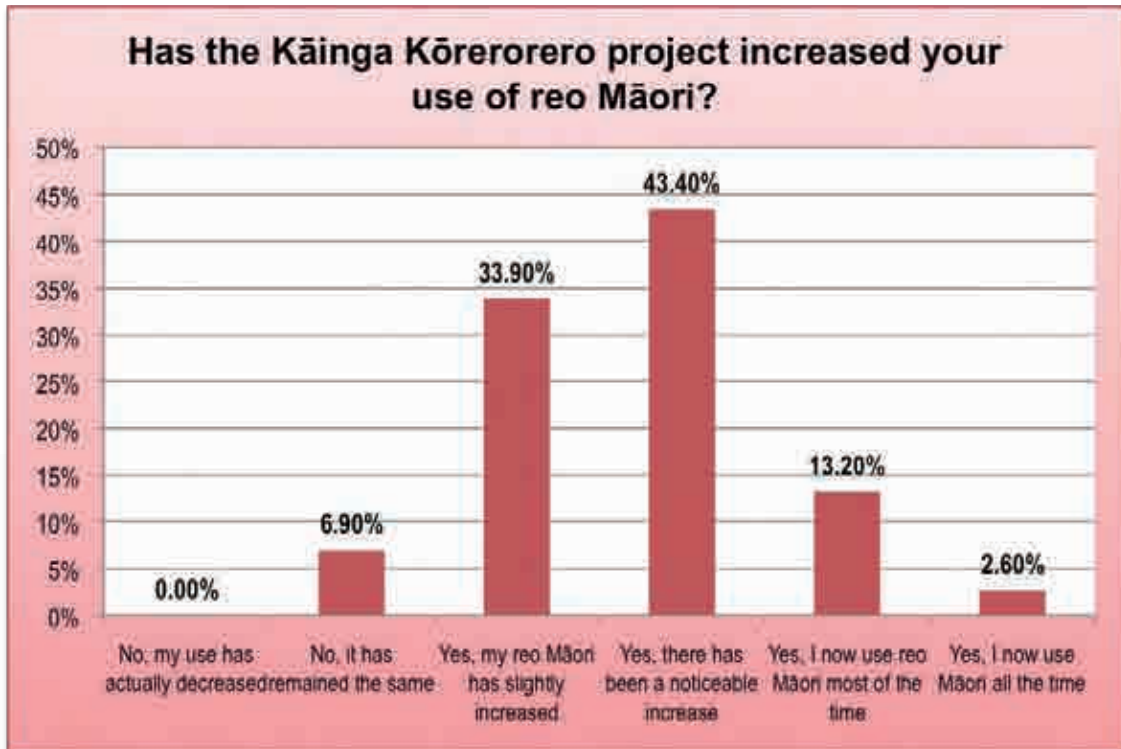
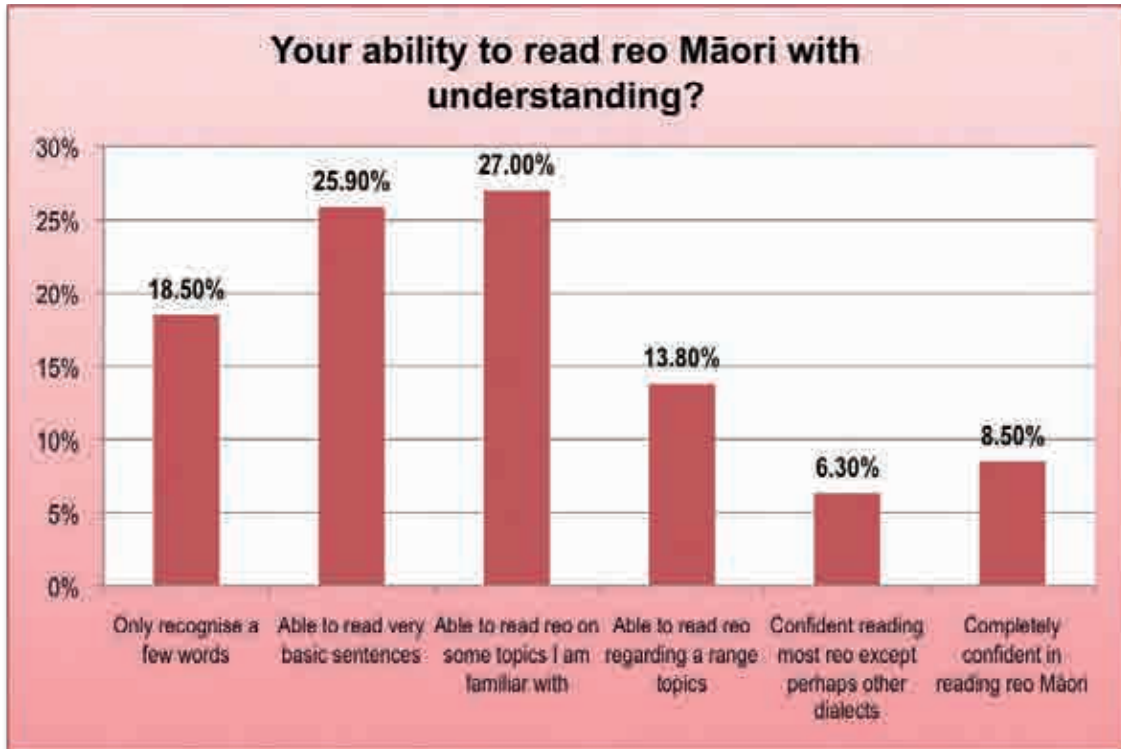


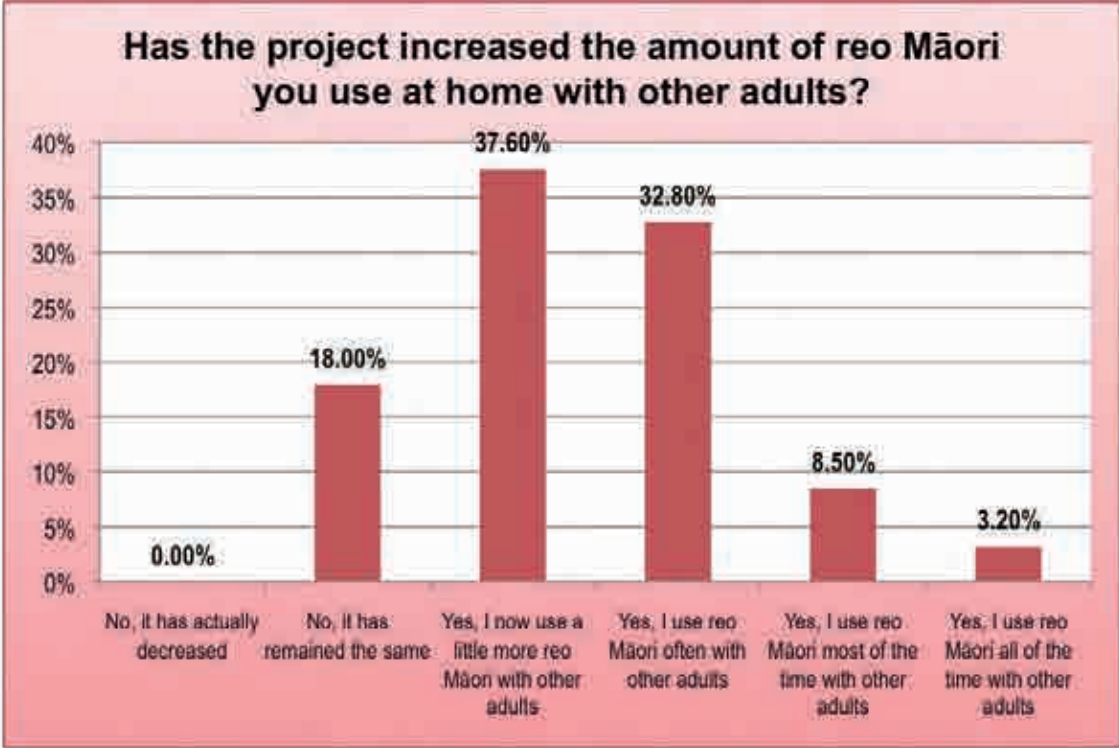
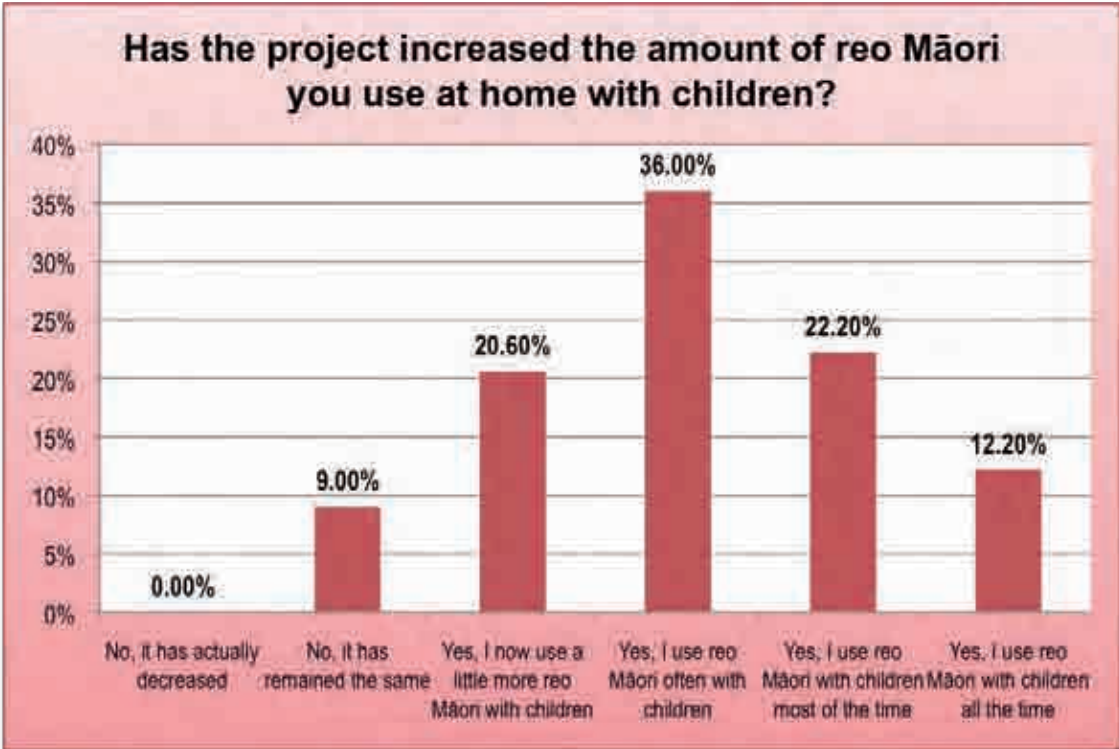
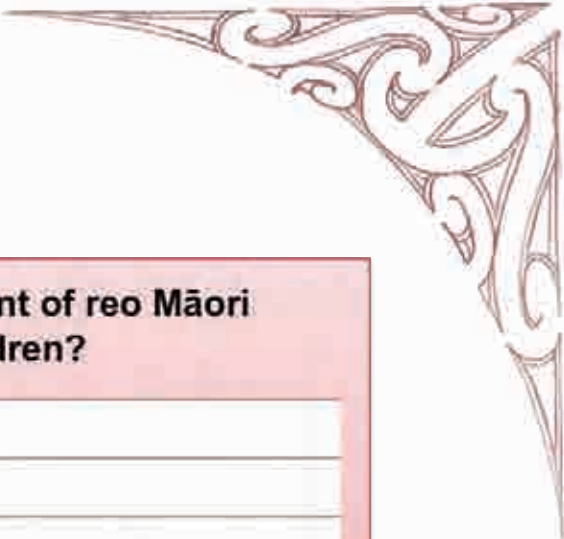


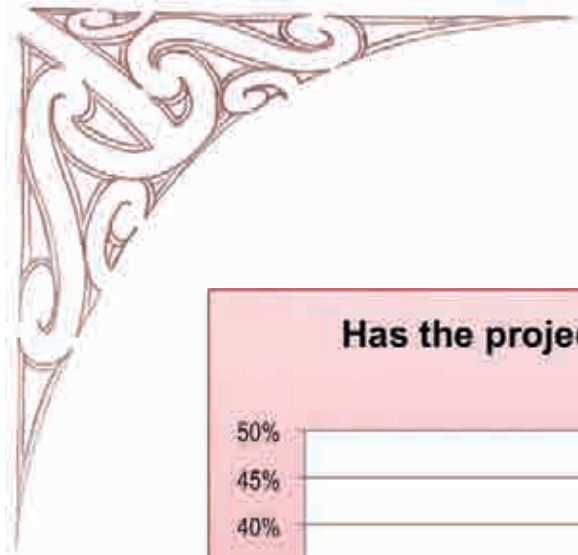
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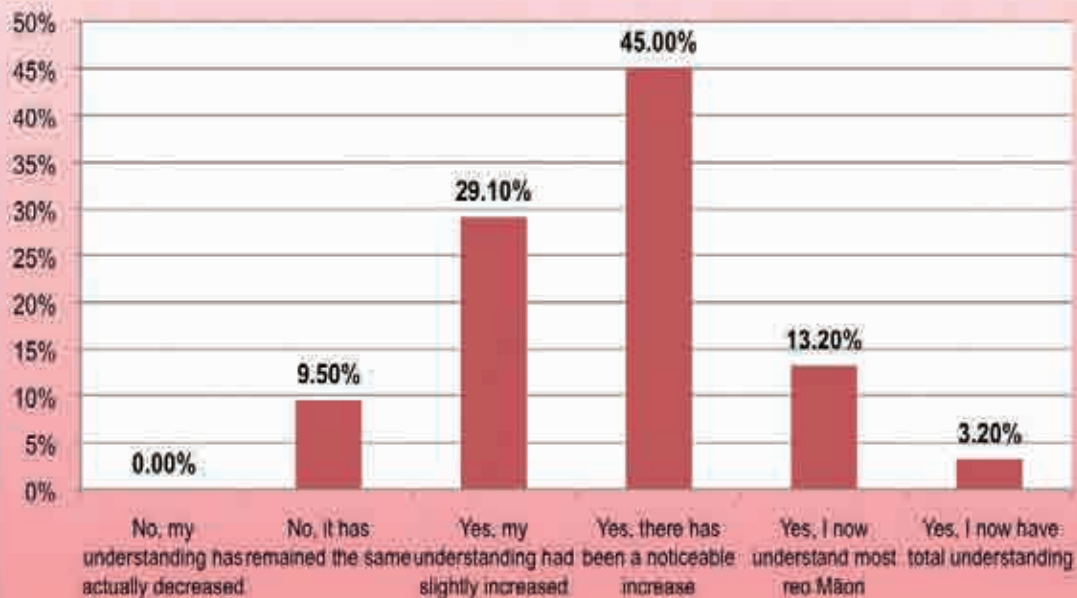




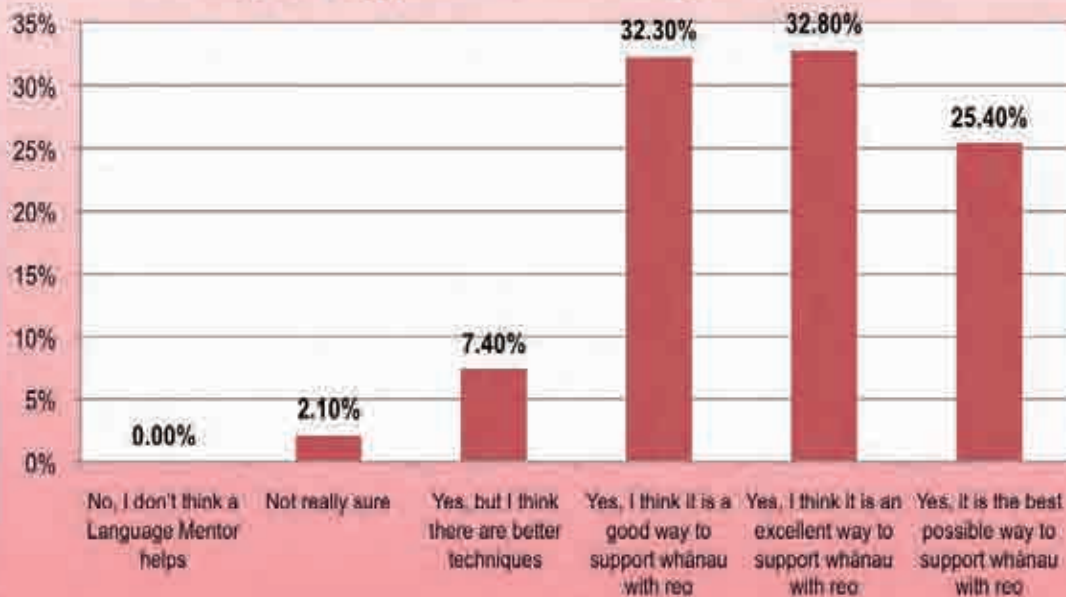




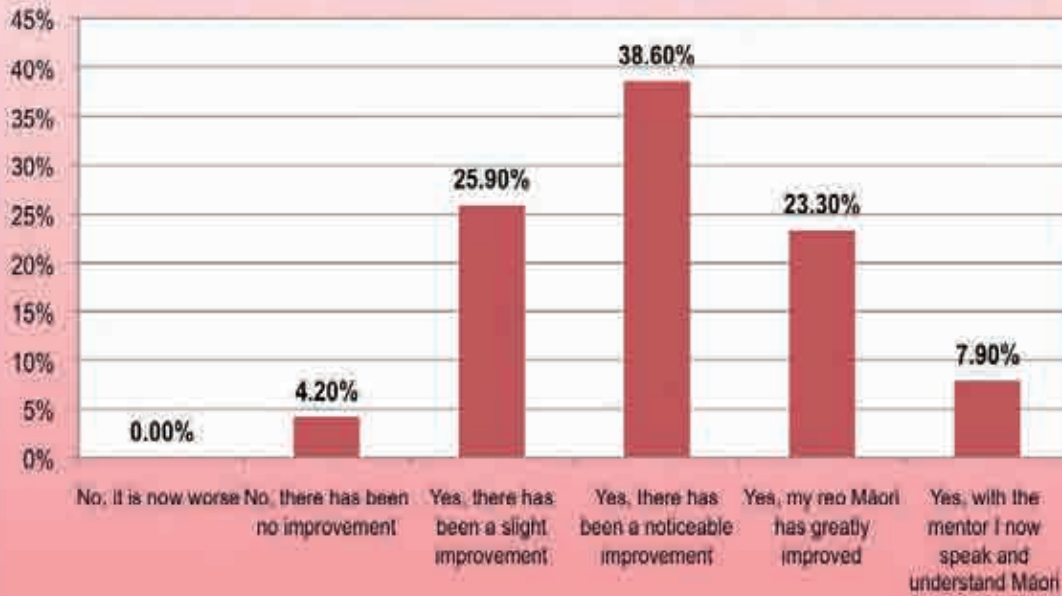
Has the project increased your understanding of reo Māori?



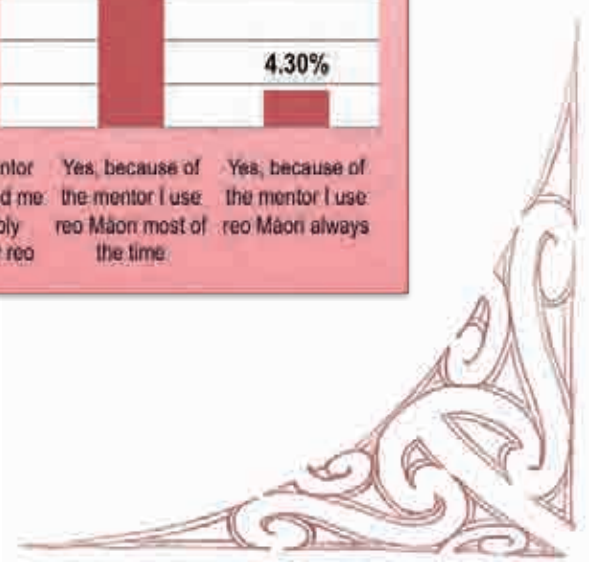
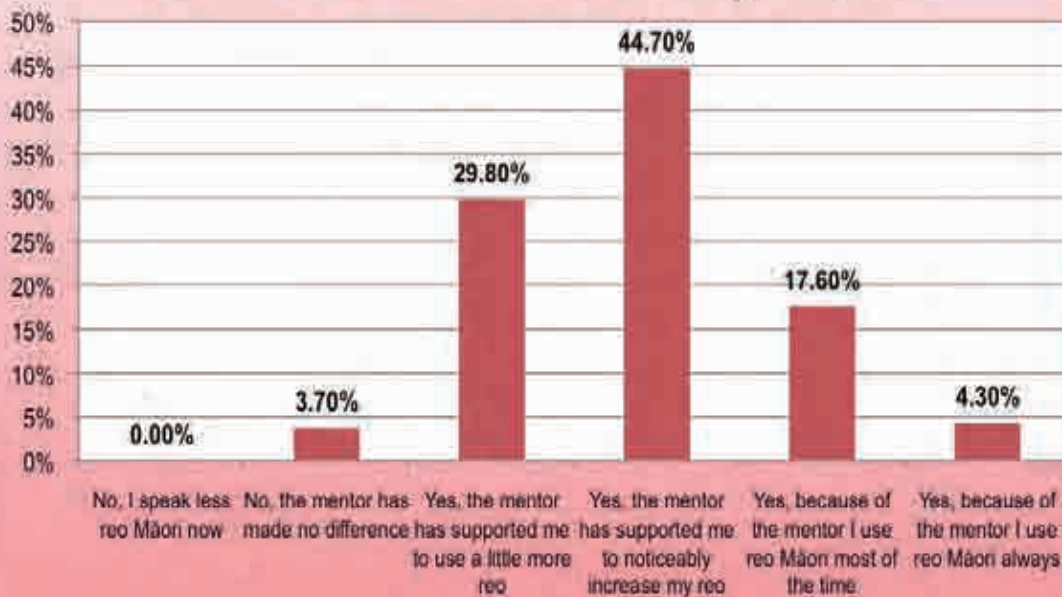
Do you think having a Language Mentor is a good way to support whānau to speak Māori?



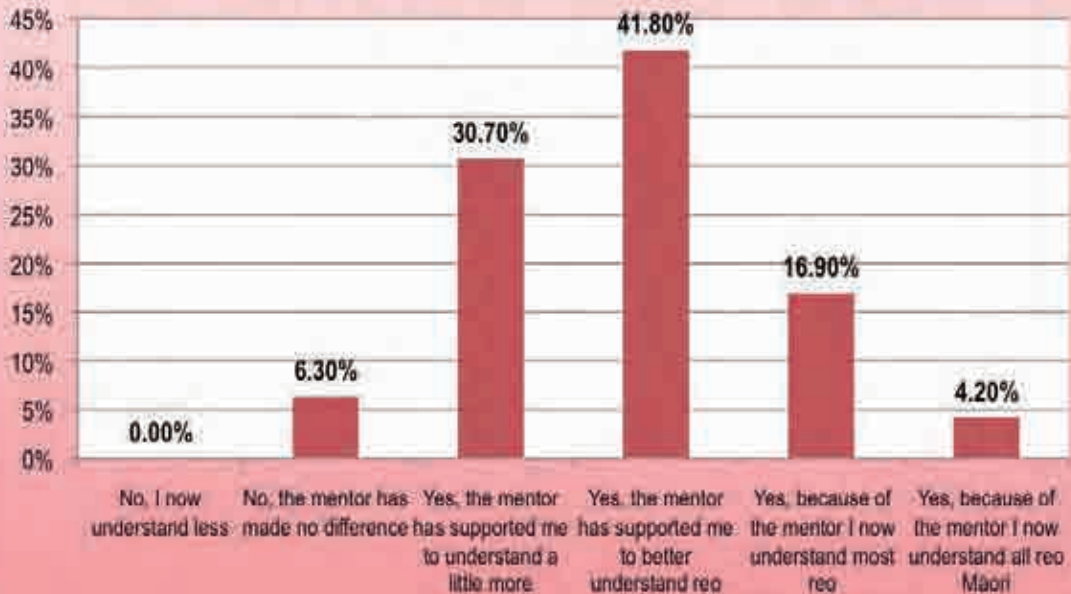
Has the reo Māori Language Mentor helped to improve your overall reo Māori?



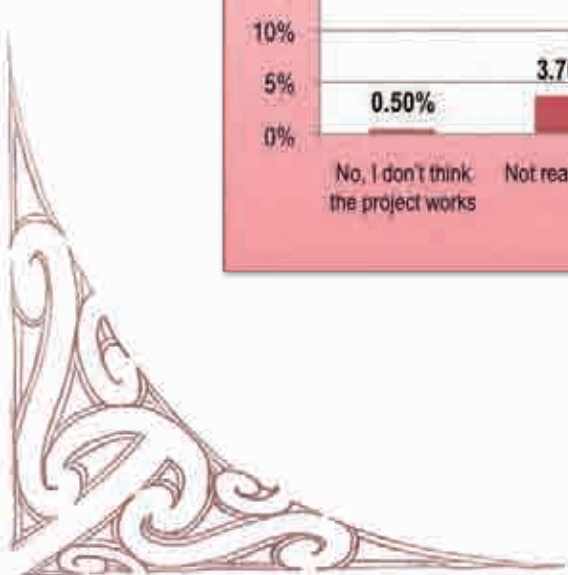
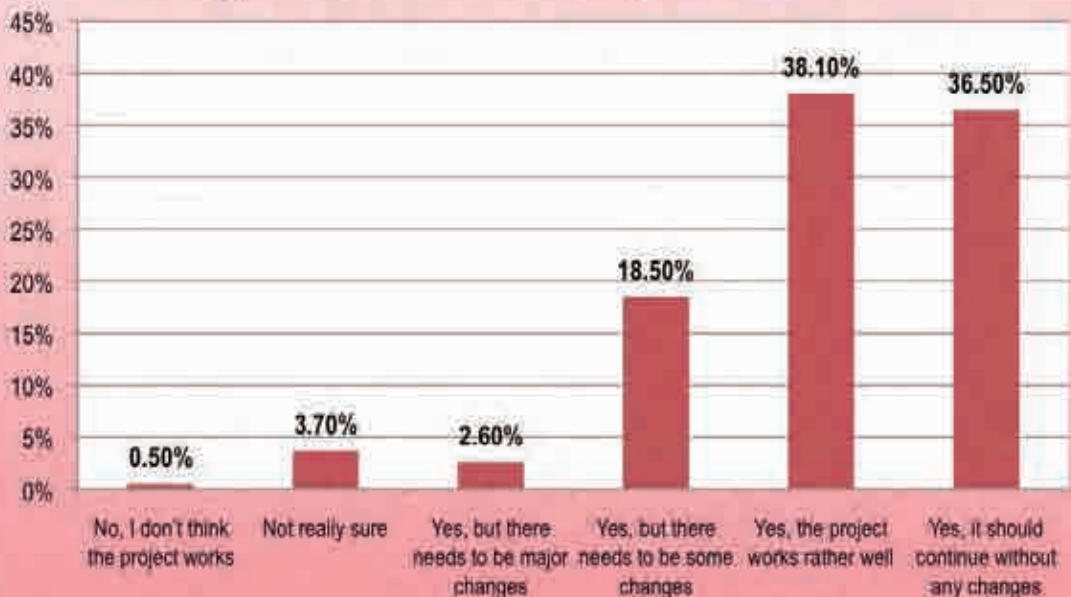
Has the Language Mentor supported you to increase the amount of reo Māori you speak?

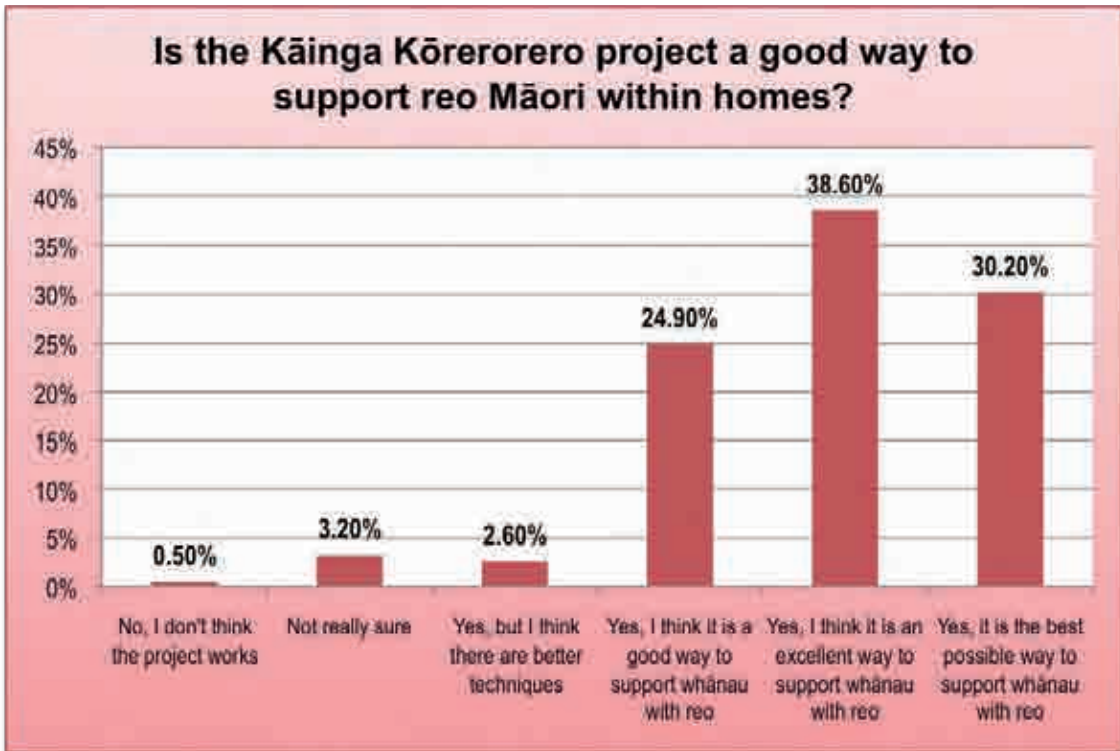
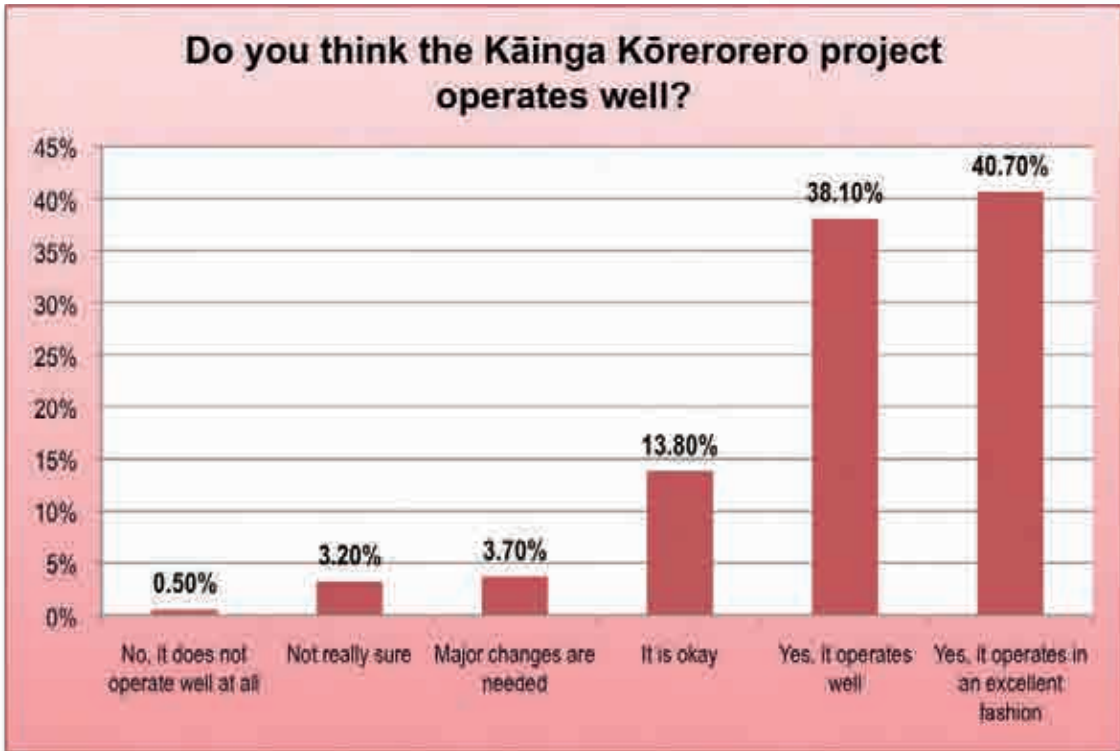
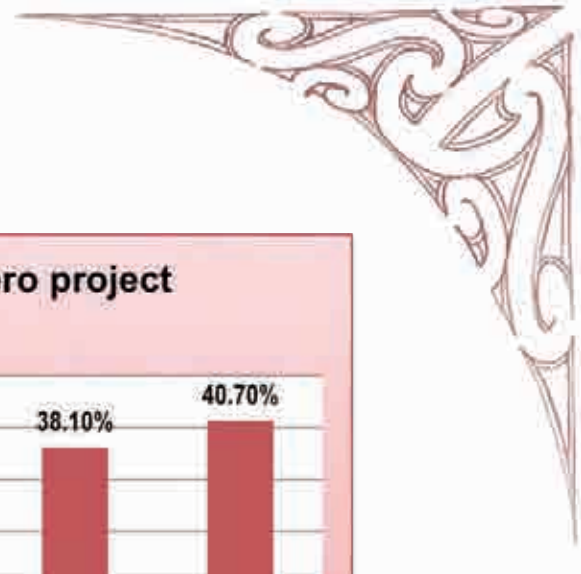


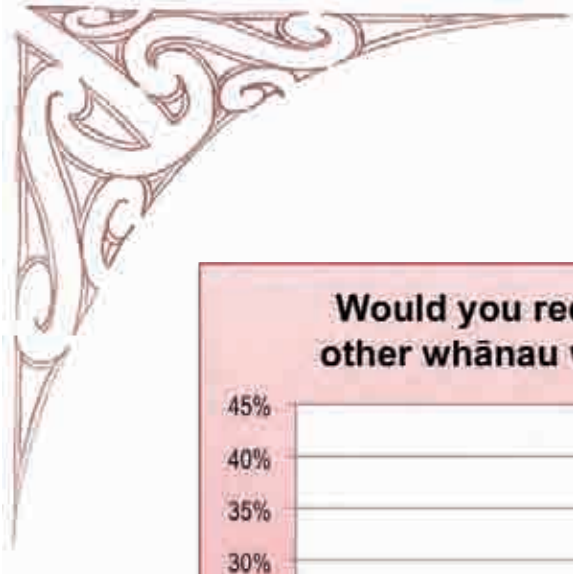
Has the Language Mentor supported you to increase your understanding of reo Māori?



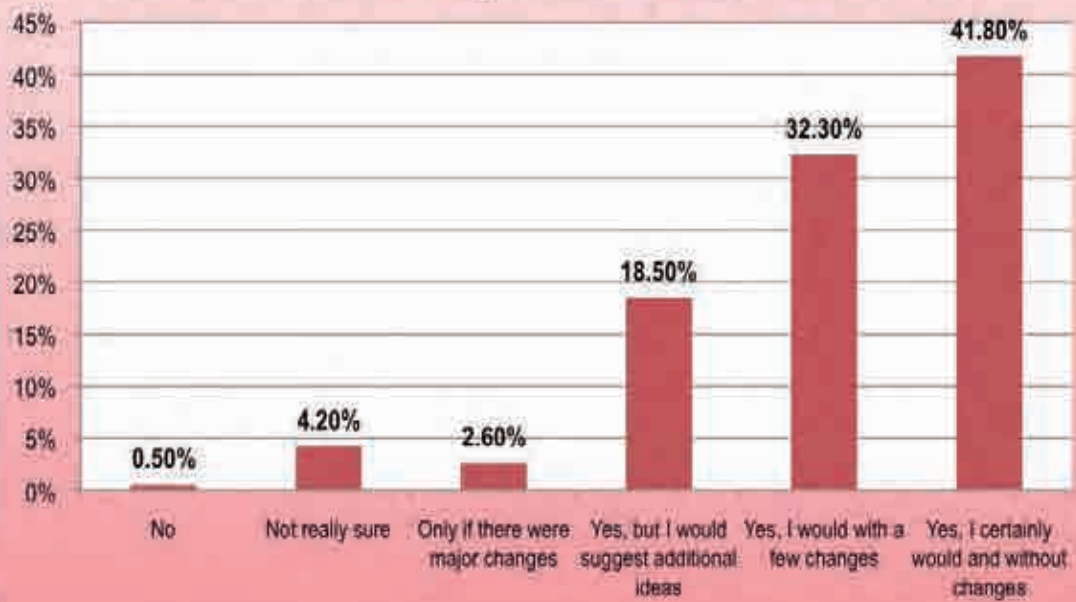
Should the Kāinga Kōrerorero project continue to support more whānau to speak reo Māori?



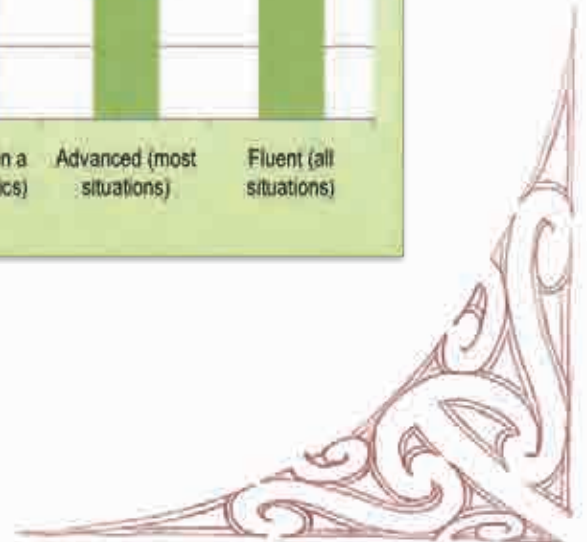
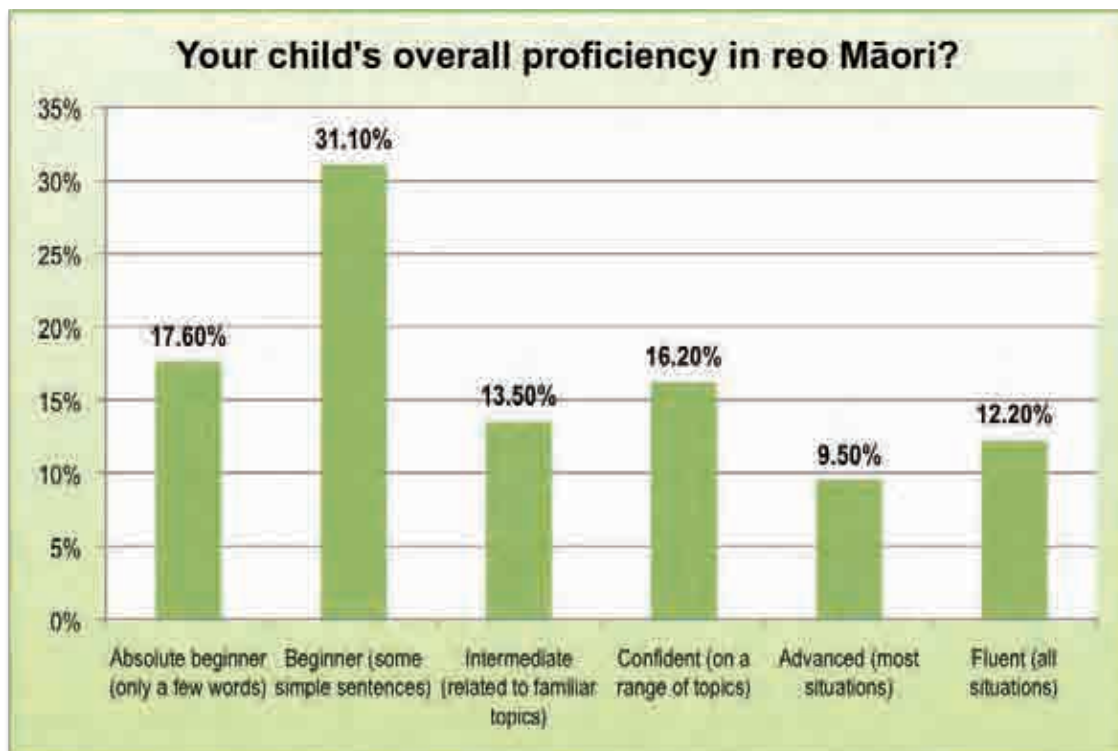
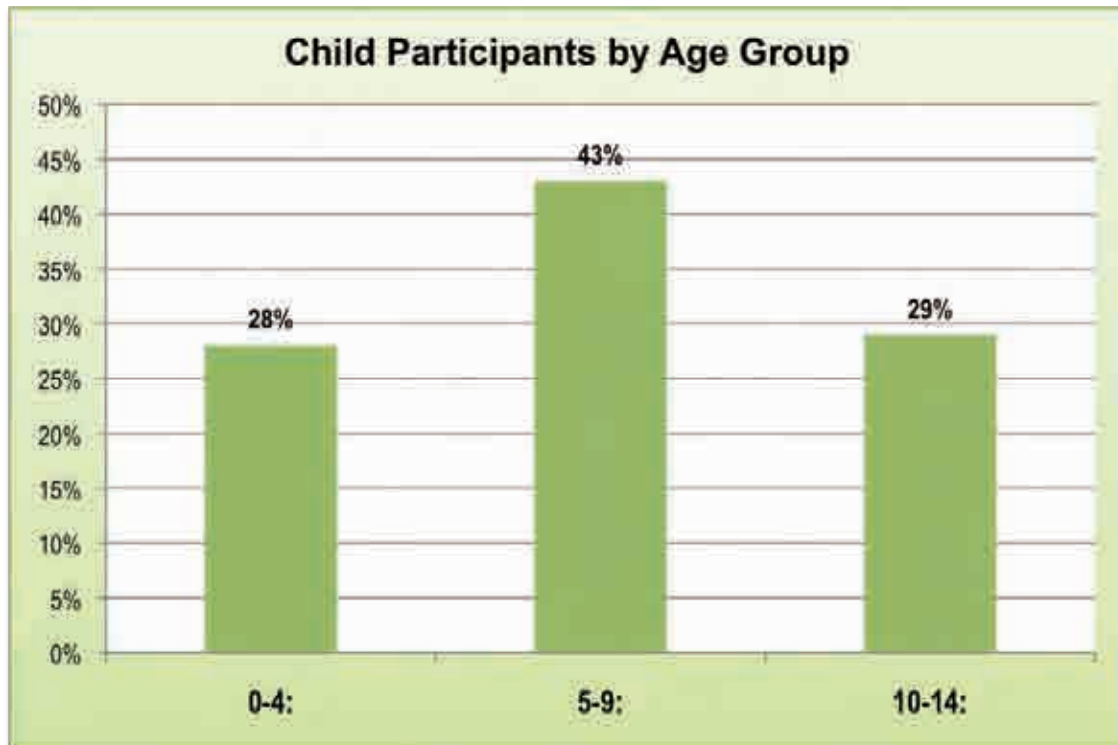


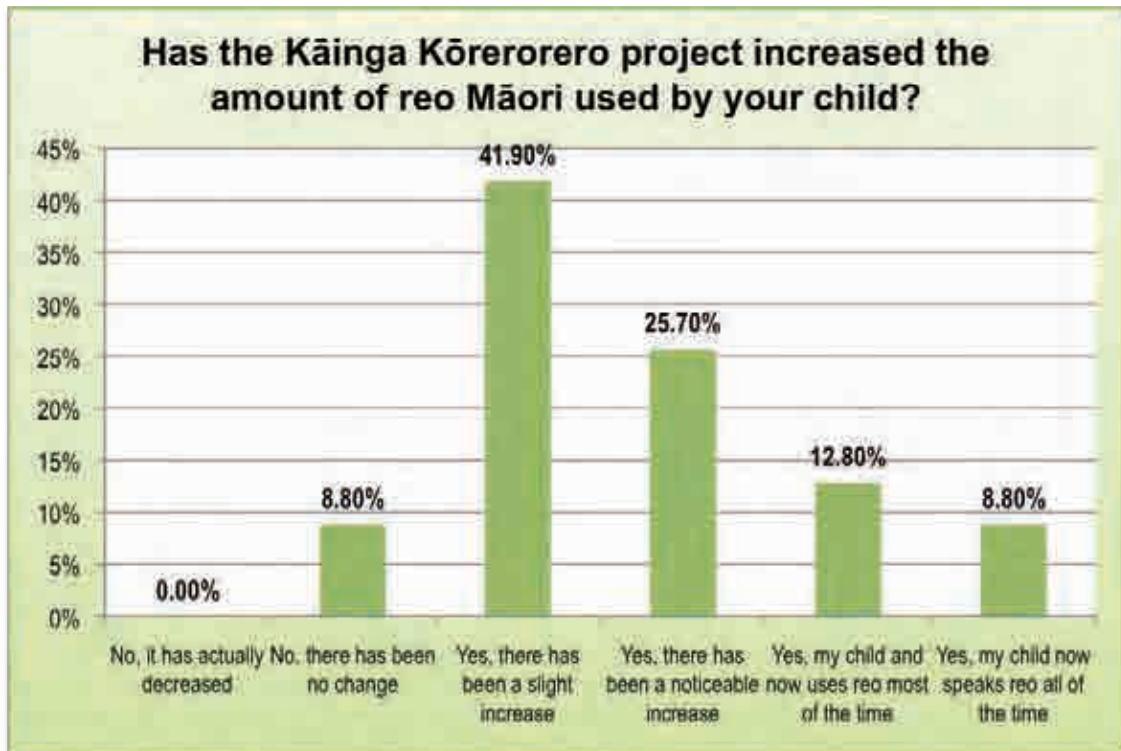
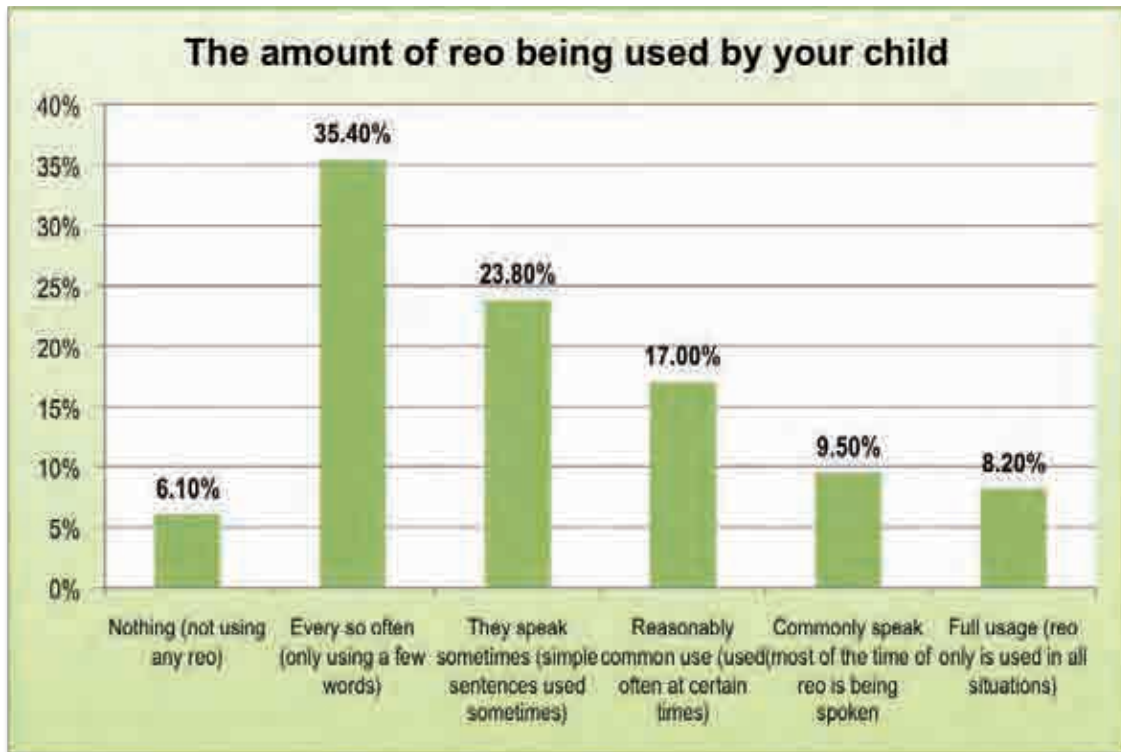


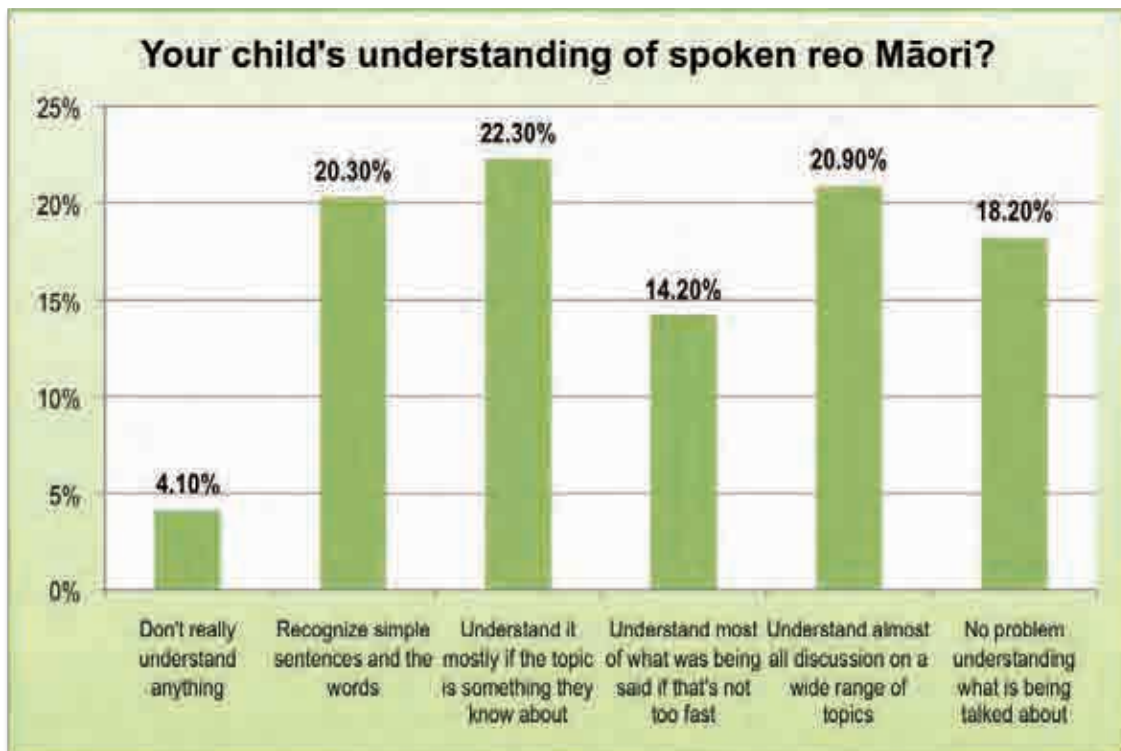
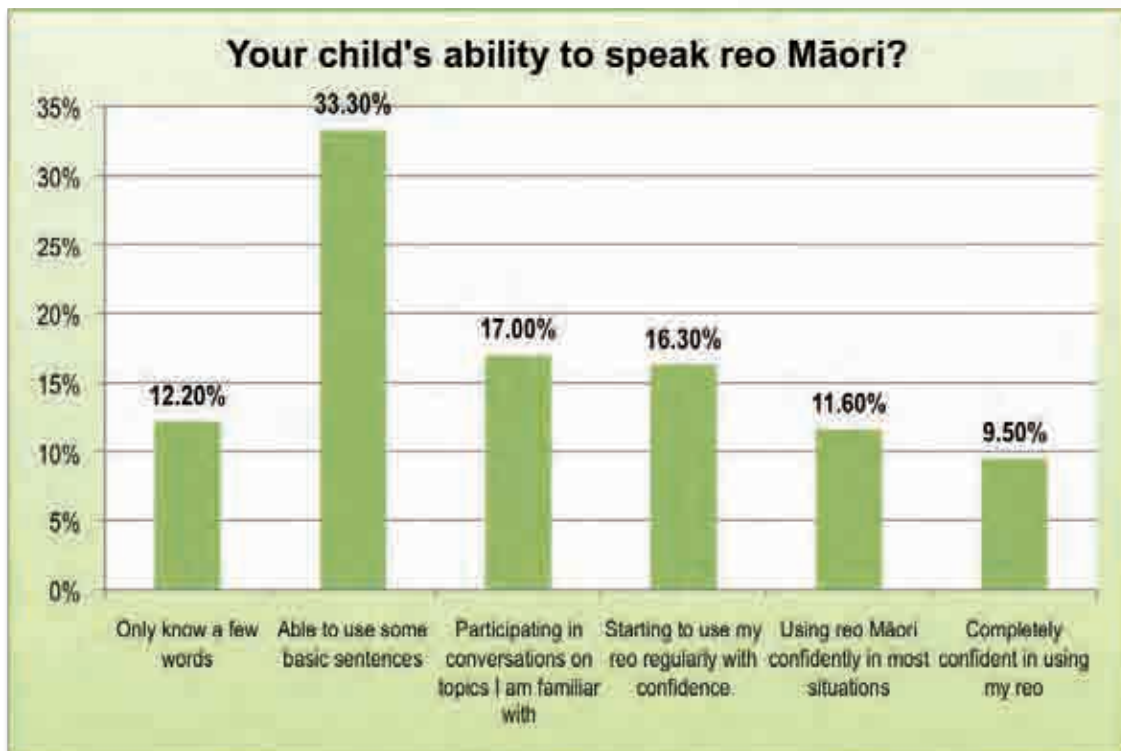
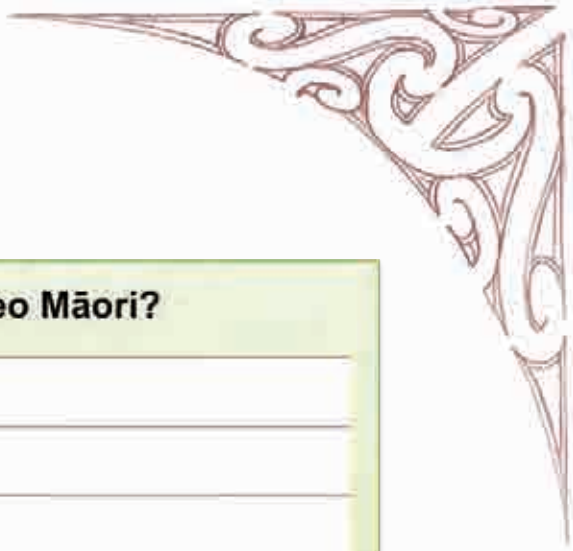
Would you recommend He Kāinga Kōrerorero to other whānau wanting to improve their reo Māori?



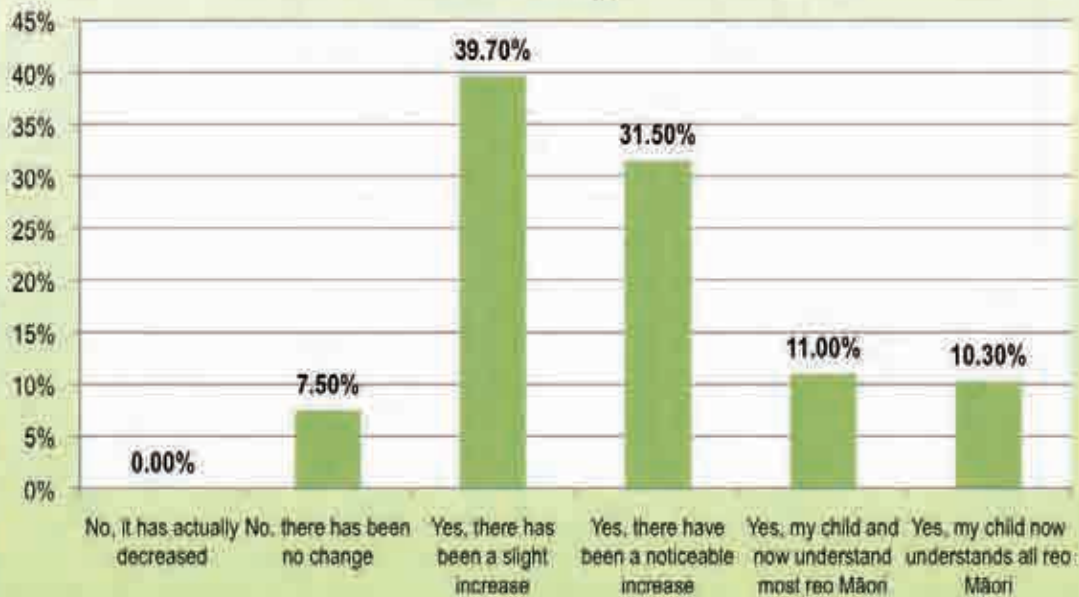
Ngā Raraunga mō ngā Tamariki



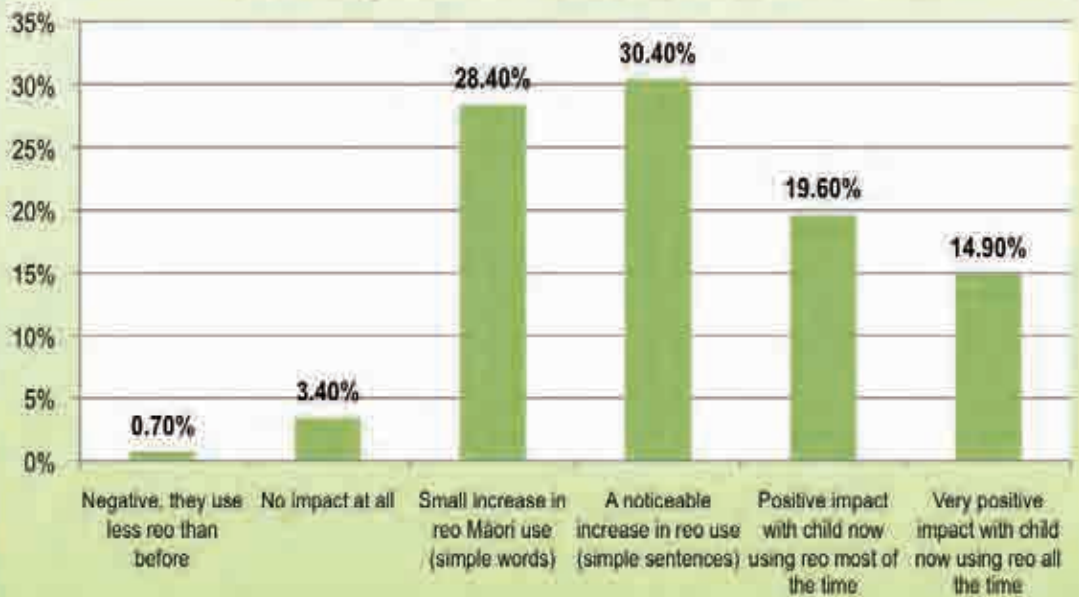


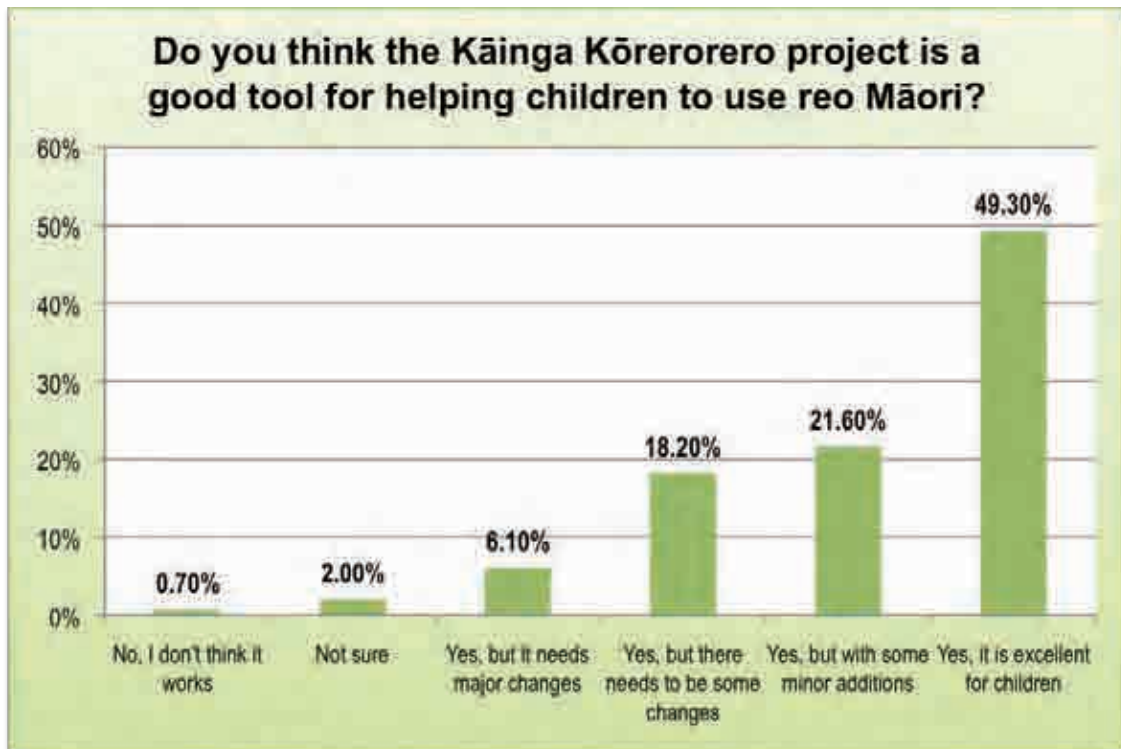


Has the Kāinga Kōrerorero project increased your child's understanding of reo Māori?

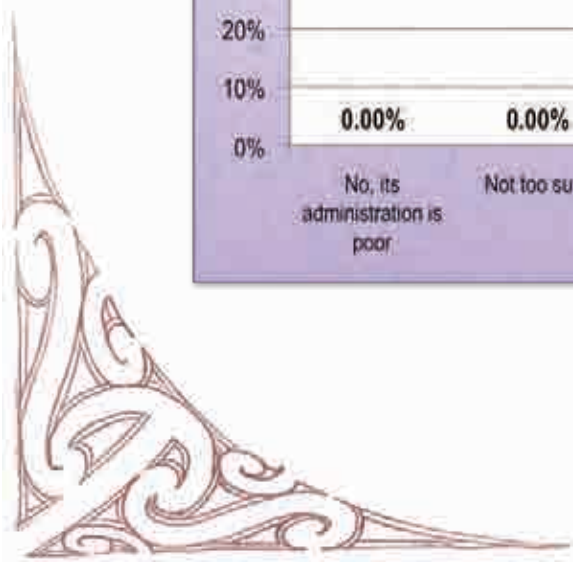
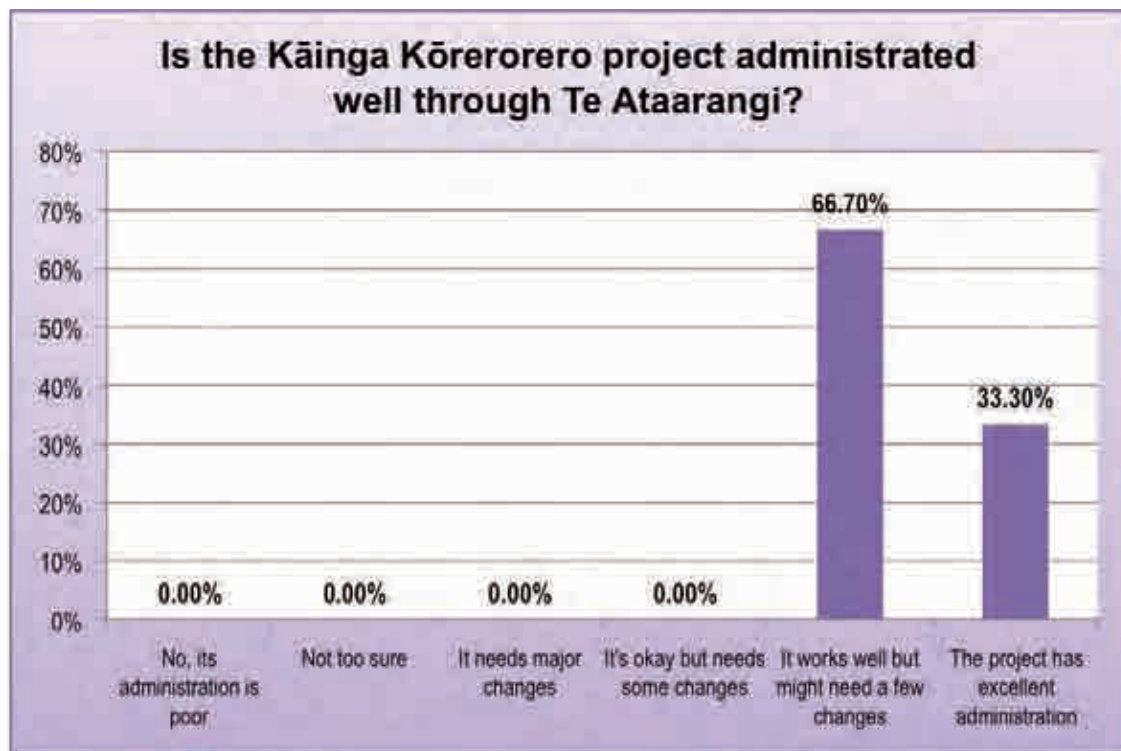
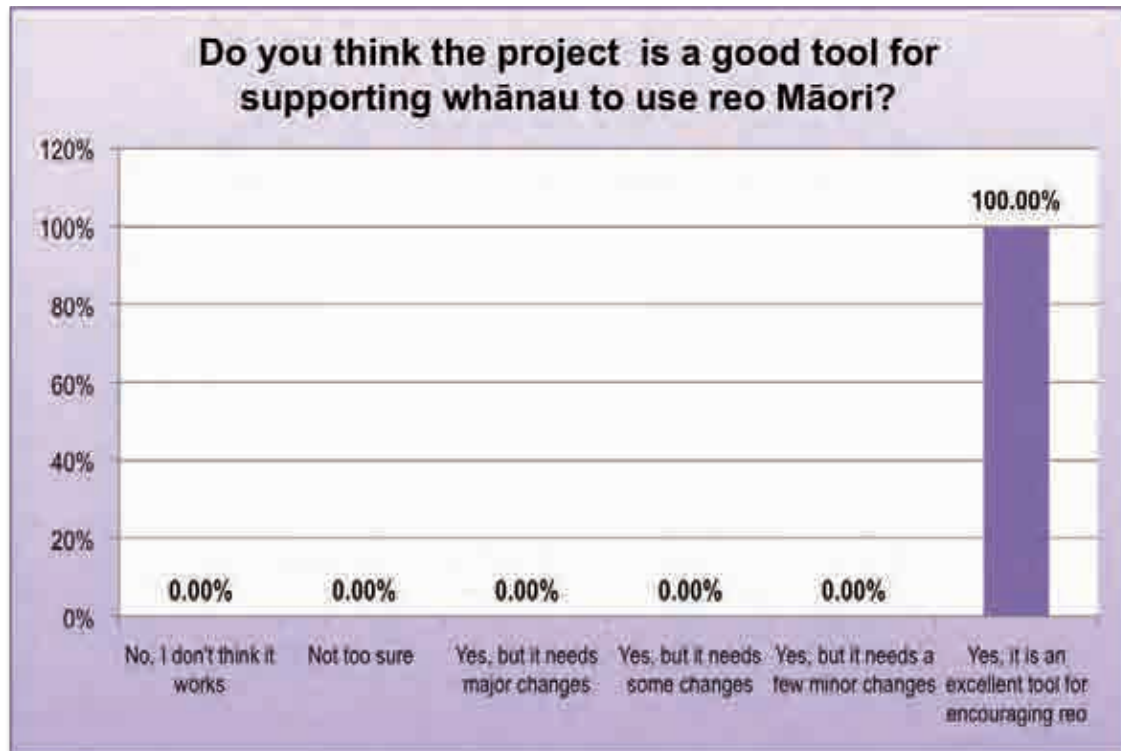


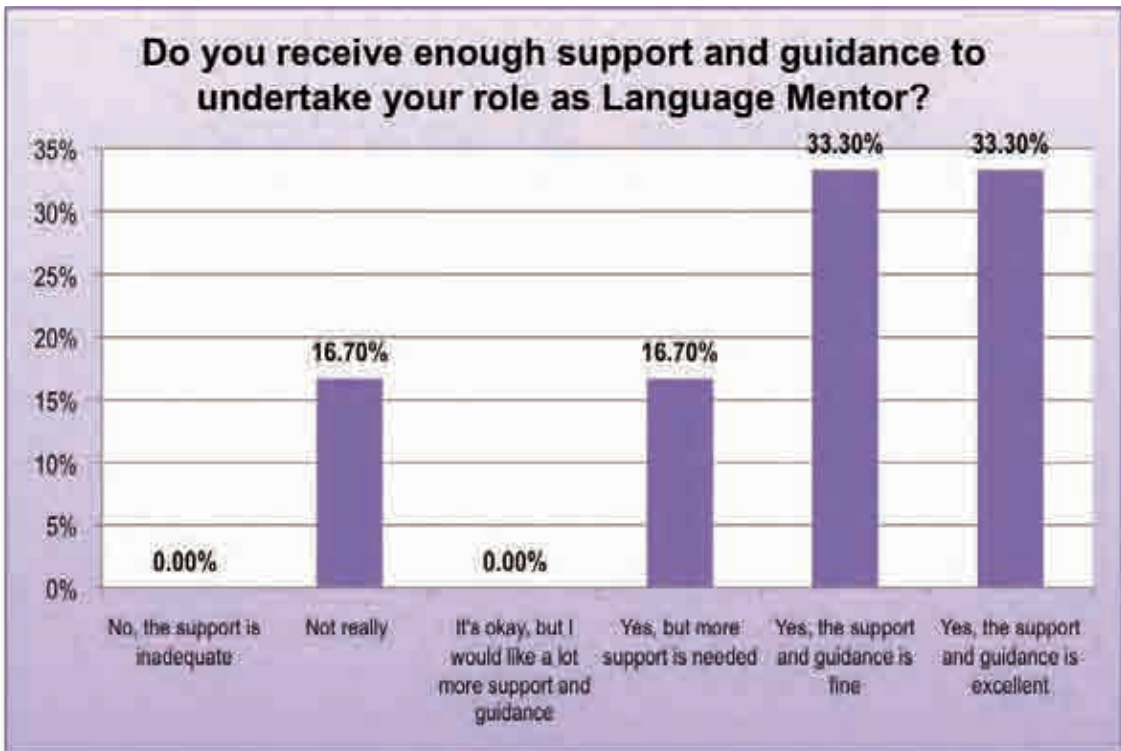
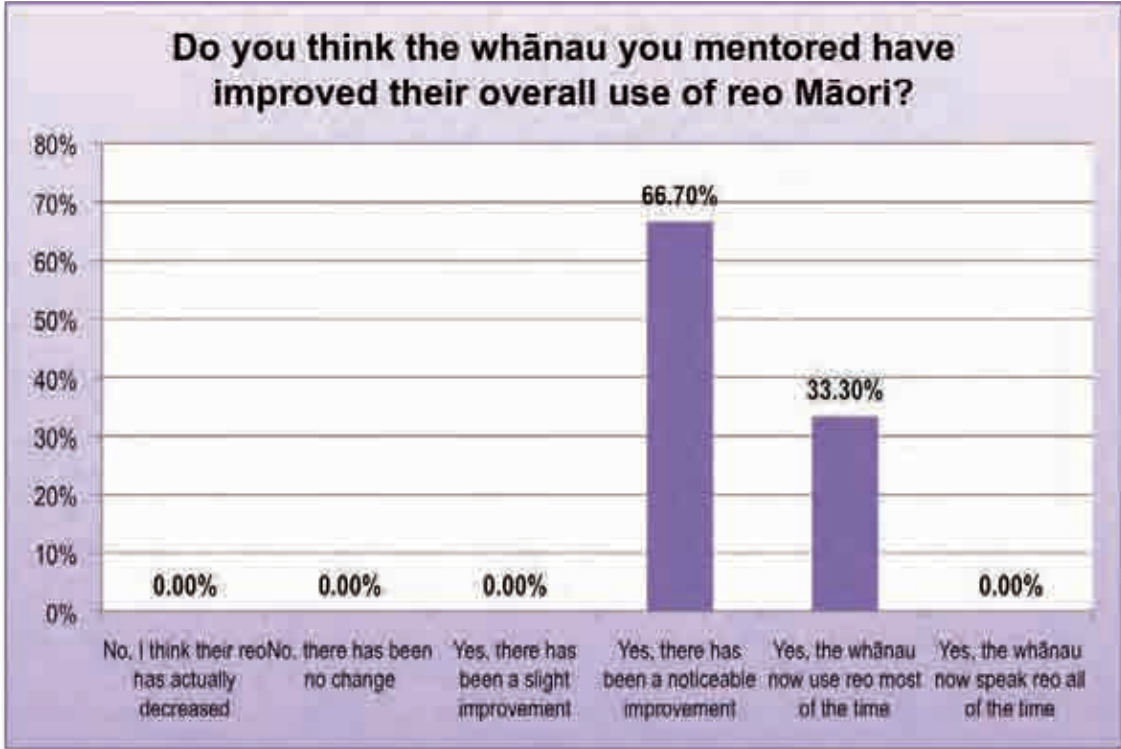
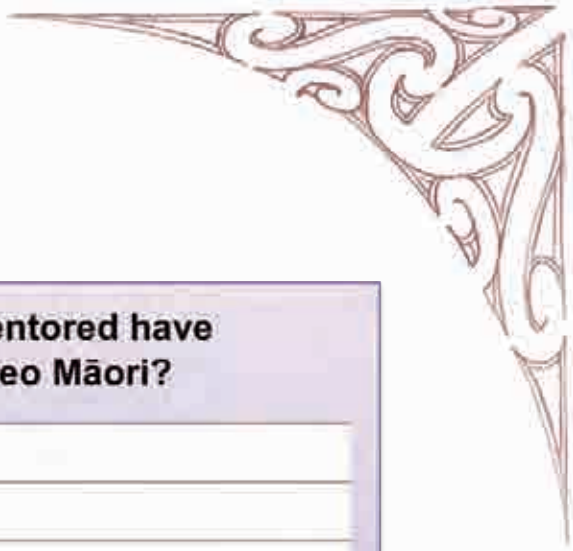
What impact has the Kāinga Kōrerorero project had on your child's reo Māori use?

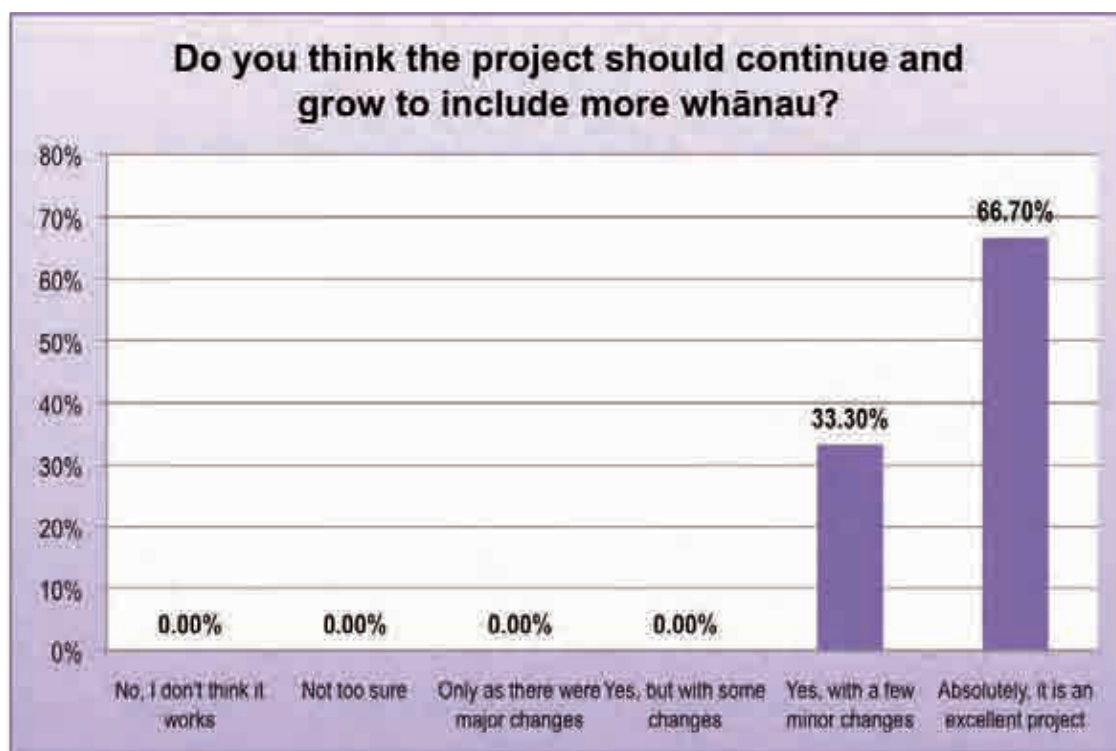
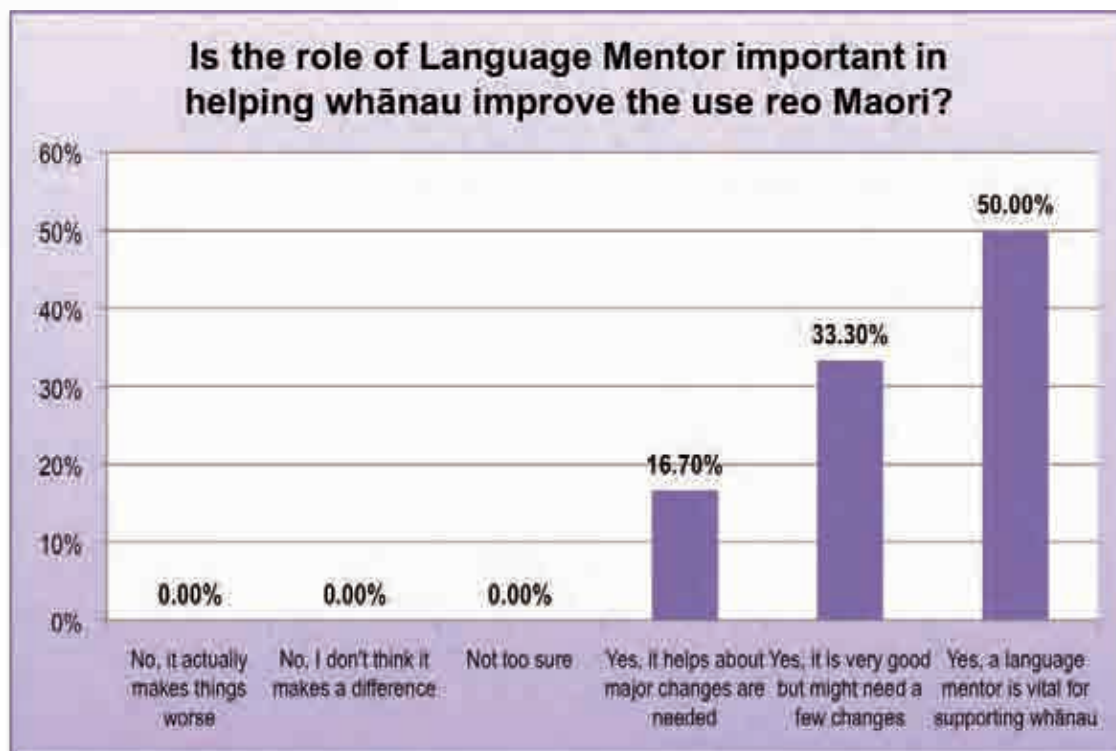
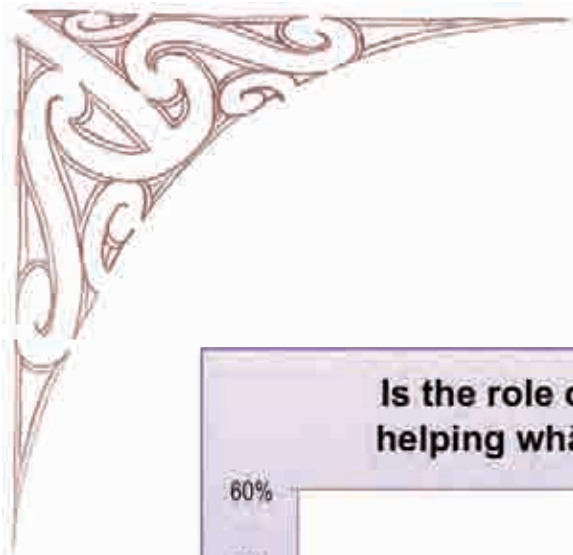




Ngā Raraunga mō ngā Pouarahi









He Whakawhānui i ngā Kitenga

Interview Findings

Feedback from the face to face interviews suggests that people are generally happy with the performance of the Kāinga Kōrerorero project in supporting them and their whānau to learn, use and understand reo Māori. Most of the feedback showed that the programme was having a significant impact on the ability in Māori language. It confirmed that He Kāinga Kōrerorero is an excellent tool for supporting whānau to learn, use and understand reo Māori.

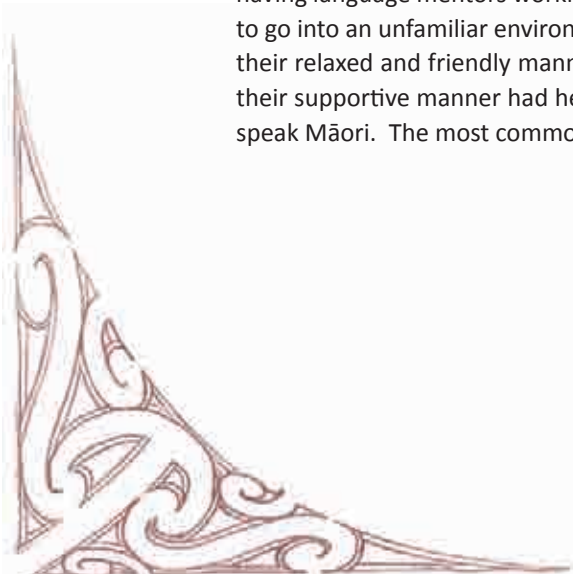
The information from the interviews is presented in four sections listed below. They give an insight into the main themes that came out of the interviews. Although the actual information collected covers a large number of topics, only the feedback that is related to the programme outcomes has been included within this report.

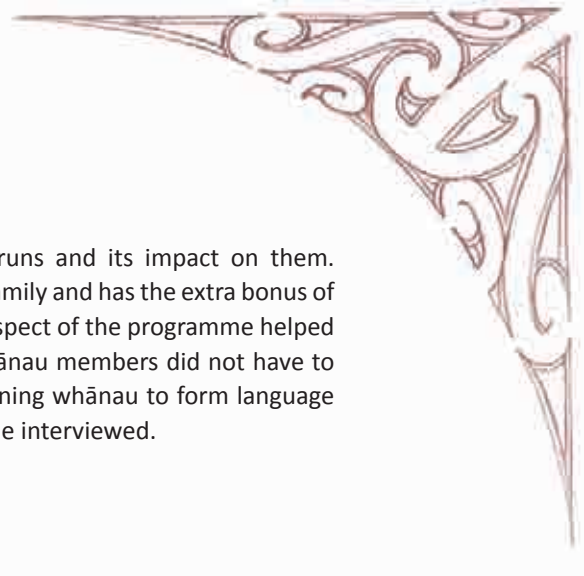
Theme 1 - He Kāinga Kōrerorero

The vast majority of feedback related to He Kāinga Kōrerorero was both positive and supportive. The programme is having a considerable impact on participants and their Māori language ability. People have increased the amount of Māori language they speak, improved their understanding of reo Māori and are speaking Māori with other members of their whānau. Nearly all individuals who were interviewed categorically stated that the programme had influenced their Māori language use, and that of their whānau. The influence of the programme extended beyond language acquisition, to include reo Māori in a wider range of situations. Some said that the programme had shown them how important it is to maintain reo Māori and to make sure it survives. Some interviewees said that the programme had helped them make important decisions such as furthering their own reo Māori abilities within various universities, wānanga, on the marae and even within kōhanga reo.

Theme 2 - Language Mentors

The survey showed that people are supportive of the role played by the language mentors. This was supported in the interviews, with many people saying that the language mentors were the most important part of the programme. Whānau and whānau members acknowledged the work of the mentors, saying that they are the main component of He Kāinga Kōrerorero, creating and fostering whānau to grow and use their reo Māori. A number of people said that having language mentors working in a close manner with whānau, made sure they did not have to go into an unfamiliar environment to learn Māori. Another good feature of the mentors was their relaxed and friendly manner. Many people discussed the role of the mentors saying that their supportive manner had helped them to deal with issues that made it difficult for them to speak Māori. The most common barrier was the feeling of whakamā (shame).





Theme 3 - Structure of Programme

Many people mentioned the way in which the programme runs and its impact on them. Whānau members enjoy the programme involving their whole family and has the extra bonus of being orientated around the home. Many suggested that this aspect of the programme helped to make reo Māori a natural part of everyday life, because whānau members did not have to leave the home to seek a place to use their reo Māori. Combining whānau to form language communities was another part that appealed to almost everyone interviewed.

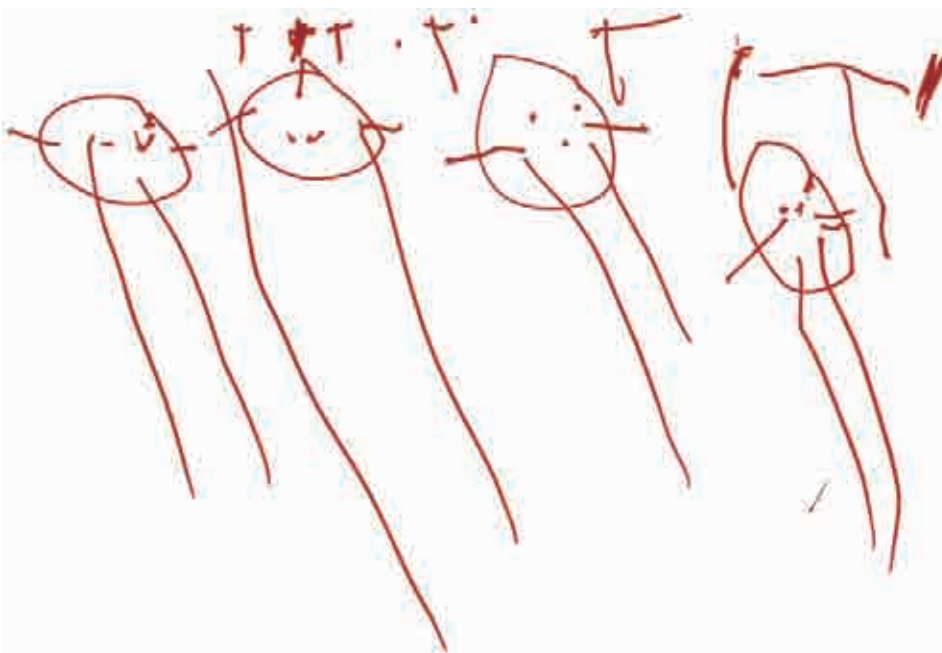
Theme 4 - Improvements

Although the overwhelming majority of interview feedback was positive, a few concerns were discussed and some suggestions were made as possible improvements for the programme. These suggestions include:

- increasing the number of whānau involved in the project,
- increasing the contact hours whānau have with language mentors,
- developing more resources for the programme, and
- reducing the amount of whānau who leave the programme.

These issues have been examined more deeply in the process evaluation report because they relate directly to the operations of He Kāinga Kōrerorero. However, one area of concern raised by both participants and language mentors was the function of the language mentors themselves. The major issue regarding the role of the mentor was the distinction between mentoring and teaching. Some mentors said that there was no clear direction explaining what a mentor is, what the position entailed or how to perform this role. Often the mentors found themselves reverting to teaching, a role which many are very familiar with. It was more of a problem because of the desire of many whānau to have the mentors actively teaching. This issue needs to be clarified at some stage.

While there were a few issues raised during the interviews, the information was generally positive, especially in relation to the language mentors, the impact the programme is having on the reo Māori ability of whānau, and the Kāinga Kōrerorero project itself. This positive response is also a strong point of the survey shown in the charts above.



Kāinga Kōrerorero

Te Ataarangi Educational Trust

PO Box 9161

11 Ken Browne Drive

(07) 849 2503

KIRIKIROA