

## Transcript and Translation

### Video 3

#### Te Whānau Aro

Time	Speaker	Audio
		HE AHA TĒNEI MEA TE WHĀNAU ARO?
0:00	Frances	<p>I timata mai mātou i te whakaaro, he aha ngā whanaunga a aro? Ko arotake tērā, ko arohaehae tērā, ko aro mātai tērā.</p> <p><i>Our initial question was to explore, what are the connections of aro? Namely to review, to critique and to analyse.</i></p>
0:16	Mereana	<p>Hakoa he kaiako e ako ana i ngā tamariki i roto i ngā kura e hīkoikoi ana ki te mata o te whenua e aro ana tātou ki ngā mea katoa o tō tātou ao.</p> <p><i>Although the kura provides the setting where the learning takes place, we are indeed one with our surroundings and as such we incorporate all the elements of our environment.</i></p>
0:32		ME PĒHEA TE WHAKATINANA?
0:35	Frances	<p>Tāku ki a koutou, kei roto i ngā kura, me wānanga nō koutou he aha ngā momo, kia mōhio mai ai hoki koutou i te wā ka whakaaro koe kei te aromātai, me aromātai, me mōhio mārika mai koutou te rerekētanga o te arotake, ā, te aromatawai, ā te arohaehae, te aromātai, ērā momo. He wānanga anō tērā mō ngā kura.</p> <p><i>My suggestion to you, those in our kura, would be to explore the different sorts, so that when it comes time to evaluate, ensure it is evaluation, it is essential that we know the intricacies and differences of reviewing, to that of aromatawai, of critiquing, of analysis, all the different types. That is an exploration for our kura to manage.</i></p>
1:03	Hurae	<p>Me whai hua ngā momo aromatawai mō a tātou tamariki, ā, ka mutu, ki a au nei, he tino wāhanga tērā i roto i te whakahaeretanga o te akomanga, arā, ko te noho tahi me ō ākongā ki te wānanga ki te whakanui i ngā mahi kua tutuki i a rātou. Koirā, koirā te whāinga ki a au nei.</p> <p><i>Aromatawai must be for the benefit of our children, moreover, it is an integral component in the administration of the classroom, to come together to reflect and celebrate all that they have achieved. That's it, that's the goal in my opinion.</i></p>

1:36		<p>He wāhanga whakahirahira, he wā kia whakaaturia ngā mōhioranga ngā mahi e taea ana e te tamaiti te whakatutuki i taua wā tonu. Ki a au nei koira te tūāpapa o te mea te aromatawai.</p> <p><i>It is magnificent, it is an opportunity for our learners to share their understandings at that point in time. For me, that is what creates the foundation for aromatawai.</i></p>
1:49  2:09	Frances	<p>Te nuinga o ēnei mahi kei roto i te pukapuka nei, mā te kura anō e wānanga, he pēhea te hakamahi i ētahi o ēnei o ngā kōrero. Kaua e āmene mai ki ngā kōrero, ā, me whai, me pēnei te whai o ngā kōrero, kei a koutou tērā.</p> <p>I runga anō i te āhua o tō whenua, i te āhua o tō ao.</p> <p><i>The majority of the material in this paper is for our kura to consider, to think about how it might apply in their context. Don't simply apply it, but rather use it as a guide and adapt suitably. Adapt it to suit your environment, to suit your world.</i></p>
2:15		HE AHA ŌU WHAKAARO MŌ TE EKE PANUKU?
2:19	Mereana	<p>Kia tupu te reo ki te kainga, kia tupu te reo ngā horopaki maha, ahakoa te huarahi e whai ana, i te, i te tamaiti, kia angitū.</p> <p><i>For the language of our community to grow, to forge ahead into a multitude of contexts, regardless of the path that our children may choose, that they succeed.</i></p>
2:30	Frances	<p>Na, ētahi o ngā mokopuna, pēnei (<i>hand gesture</i>) te whānui o te nuku, eke panuku, ētahi pēnei. Nā reira, kei ia tamaiti tōna ake eke panuku. Mā te kaiako anō me te whānau e mōhio mai ai, ā, pēhea te nui o tēnā. Kia kaua ko te nui, engari ko te mea nui, kai te eke, kai te, kai te whakanake, kai te tupu, kai te hiahia ki te tupu, kai te hiahia ki te ako, kai te hiahia ki te whai i taua huarahi e tika ana mōna.</p> <p><i>Success looks different depending on each individual mokopuna. So, each child has their own measure of success. It is for both the kaiako and the whānau to make that determination. It shouldn't be solely about attainment, but rather, it is about achieving, progressing and growth, wanting to progress, the resolve to learn.</i></p>