

Transcript and Translation

Video 1

Rukuhia Rarangahia

Time	Speaker	Audio
0:00	Hurae	<p>I ahu mai tēnei kaupapa i tētahi huhuinga i tū i Tāmaki, i te tau 2011 nā te Tāhuhu o te Mātauranga mātou i whakahuihui ki te āta titiro, ki te āta wetewete me kī, i tētahi pepa kātahi anō rātou ka oti. Arā, ko te pūtake o te pepa rā ko te whakaahua i te āhutanga o te arotake puta noa i te motu i roto i ngā kura aunoa, i roto hoki i ngā kura i kōrero Māori.</p> <p>This initiative had its beginnings at a meeting called by the Ministry of Education held in Auckland, in 2011. They called us together to provide feedback on a position paper that had been written. The purpose of the paper was to exemplify what assessment looks like across Aotearoa and across the sectors.</p>
0:37	Hurae	<p>Ka toko ake te whakaaro i roto i a mātou e kore rawa e tutuki te āhuetanga o te aromatawai, tōna whānuitanga, tōna hōhonu anō hoki i roto i tēnei pepa e aro noa ana ki te āhuetanga o te, te arotake.</p> <p>Those of us at that meeting took the position that in order to describe the breadth and depth of what aromatawai means in our context, we would need to take a different approach.</p>
0:57	Frances	<p>I te whakaaro mātou me toro atu ki ētahi o ngā kaumātua, kuia, ka haramai ki te tautoko mai i a mātou, i a mātou e rapu ana i te huarahi e tika ana mō a tātou nei tamariki mokopuna.</p> <p>Our immediate thought was to look to our elders, those who could support our initiative, as we endeavoured to find the appropriate approach for the betterment of our mokopuna.</p>
1:10	Mereana	<p>I a mātou e tuhituhi ana i te pepa Rukuhia Rarangahia, i tapaina e Pāpā Blackie ki te ingoa Rukuhia Rarangahia, aro ki te hā o Rongo</p> <p>As we were composing the paper Rukuhia Rarangahia, Pāpā Blackie named the initiative Rukuhia, Rarangahia, aro ki te hā o Rongo.</p>
1:20	Frances	<p>He tono tēnā, tohu atu a i ia ki a mātou kia rukuhia, rukuhia kimihia i te huarahi e tika ana mō a tātou tamariki mokopuna. Kātahi, ka rarangahia i a mātou nei kitenga ake a mātou nei kaupapa i ahu mai ana i taua rukuhia, i taua rukuhia i tērā ao, kia kimihia i te huarahi mārama, tika ana.</p> <p>This was a guide, advice for us to delve into and seek out the answers while keeping our mokopuna at the fore of our thinking. Then, for us to weave a cohesive understanding of what that deep dive produced and bring that to the surface.</p>
1:50		HE AHA TE PŪTAKE?

1:54	Hurae	<p>Ko te whakatakoto i tētahi huarahi e taea ai e ngā kura te whakarite i a rātou nei hōtaka, me te kōtuitui mai i tēnei mea ko te aromatawai i roto i a rātou mahi, heoi anō, ko te mea nui kē, kei ngā kura te, te mana, te mana motuhake, a, e whakatinana ai rātou i te āhuetanga o te ako, i te marau ā-kura rānei, i roto i tō rātou anō horopaki.</p> <p>It was to support a path for our kura to create their own unique programmes, and to weave together what aromatawai might look like in their particular contexts, however, most importantly, is that our kura have autonomy, they are self-determining in the implementation of their learning and teaching programmes in their localised contexts.</p>
2:25	Frances	<p>Kei a rātou tērā mōhioranga nā reira, mā rātou anō e whāngai, mā rātou anō e whakaaro ana, kua tiki aku mokopuna, kua piki atu rātou ki tēnei taumata, kua rite rātou mō tēnei mahi, ērā āhuaranga. Kaua e waiho mō te kura nahenahe te whakaaro, ahh, kua hipa te tamaiti i tēnei taumata, mā te katoa, ko tātou katoa tērā.</p> <p>They have that depth of knowledge, they provide the sustenance, they determine that yes indeed, our mokopuna have mastered that, they have reached that next level, they are now ready for a new challenge. Let's not leave that solely for kura to make that determination, but rather it's us as a collective to share that responsibility.</p>
2:53	Hurae	<p>Nā runga pea i te huhua noa o ngā kai o roto i te pepa o Rukuhia Rarangahia i whai wāhi atu te pepa i roto i o mātou anō kura.</p> <p>Perhaps due to the comprehensive nature of Rukuhia Rarangahia it found its way into our kura.</p>
3:04	Mereana	<p>I a mātou e whakaako tamariki ana kia titiro ki te katoa o te tamaiti aro atu ki te katoa o tōna ao.</p> <p>When we refer to our tamariki we do so holistically by acknowledging all the elements of their world.</p>
3:12	Huare	<p>Ēhara tēnei mea te aromatawai, i te aro noa ki tētahi taha o te tamaiti, engari kē, tēnei, ko tā te Māori titiro, ki tēnei mea te aromatawai, e tika ana kia aro ki te taha wairua, te taha hinengaro, te taha whānau, ā, me te taha tīnana anō hoki, ā, e whai wāhi atu ērā āhuetanga katoa ki roto i tēnei mea te aromatawai.</p> <p>Aromatawai is not about one discrete aspect of our tamaiti, but rather, from a Māori world view, aromatawai in its true form acknowledges the spiritual, the intellectual and emotional, the social and the physical aspects, all of which are encapsulated in an aromatawai approach.</p>
3:42		KO WAI MĀ I WHAI WĀHI ATU?
3:47	Hurae	<p>Nō mātou te whiwhi, i te mea, ko Tuteira Pohatu, ko (Pāpā Blackie), ko ia te kanohi pakeke i waenga nui i te rōpū, anā, ko ia me te whānui, te hōhonu o te whakaaro, o ōna anō mōhioranga mō tēnei kaupapa, ka mutu, ko Mereana, ko Mereana Anderson ko ia he kaimahi nō te Tāhuhu a Mereana i taua wā ko ia te kaiwhakaemiemi, te kaiwhakarite i a mātou e tutuki ai tēnei tuhituhinga, anā,</p>

		<p>ko, ko mātou tahi ko Nan Wehipeihana, ko Frances Goulton, ā, ko Hineihaea Murphy, ko Cath Rau ngā tino o te āo Māori i roto i te mātauranga, ā, ko Ella Newbold, ko Melissa Brewerton, ko Renae Savage, ko Margie Hohepa, ko Laura Hawkesworth, ko ahau pea te ihu hupe o te rōpū! Heoi anō, i pārekareka katoa ki a au, te noho tahi me tēnei rōpū, ka mutu, poho kererū ana ahau ki ngā mahi i riwha i a mātou.</p> <p>We were extremely fortunate to have Tuteira Pohatu, (Pāpā Blackie), he was the esteemed elder of our working group, his depth of thought and guidance was invaluable, and also, Mereana Anderson, she was working at The Ministry of Education at that time, she bought the working group together, ensuring that we achieved what we had set out to do, also, Nan Wehipeihana, Frances Goulton and Hineihaea Murphy, Cath Rau, some of our most influential educationalists, Ella Newbold, Melissa Brewerton, Renae Savage, Margie Hohepa, Laura Hawkesworth, then me, perhaps the youngest member of the team! However, it was a privilege to be a part of this working group and I am proud of what we were able to achieve.</p>
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