

Division

Community Problem Solving – Middle Division

School

Kerikeri High School, New Zealand

New Zealand Affiliate

Future Problem Solving New Zealand

Team Name

TE REO

PROJECT OVERVIEW

A. Area of Concern / Te Take One thousand years ago our great ancestor Puhī arrived in the Mataatua waka (canoe) during the great migration. Entering the Hokianga harbour, on the west coast of New Zealand, the waka was in danger of sinking on the treacherous sand bar, hence the famous saying "*Hokianga whakapau karakia*" (use every prayer you have). Ngāpuhi Iwi (Northern most tribe of New Zealand) finally arrived in the Bay of Islands settling down at Takou Bay, a small community 16km North of Kerikeri. It is here that the great Mataatua waka is said to have found its final resting place. The Iwi (tribe) planted kumara (sweet potato), taro and gourds, they worked the soil, the forest and the ocean and they prospered and expanded the great tribe of Ngāpuhi. After thirty generations Ngāpuhi Iwi dominated the North from Hokianga to Bay of Islands and was a force to be reckoned with.

The foundation language of New Zealand is Māori. Up until the beginning of the 19th century Te Reo Māori (the Māori language) was the predominant language spoken in New Zealand. Whalers, sealers and traders who were here primarily to exploit the resources of this country began arriving on our shores. It became more and more apparent that the Māori race needed to learn English in order to communicate effectively with the ever increasing numbers of new settlers. Over time the influence of the settler's language began to take priority over the indigenous language in order for successful trade and prosperity to continue. By the mid-20th century there were concerns that the language was dying out as more and more Europeans arrived.

As time went on Te Reo Māori was not seen as an essential part of the Māori culture for the Māori race to maintain their pride and identity as a people. The Māori language was now officially discouraged and many Māori people themselves questioned its relevance in a European dominated world. Te Reo Māori was suppressed in schools either formally or informally so that Māori children would assimilate into the wider community. When schools first started children were punished for speaking the Māori language. New entrants came to school speaking only the Māori language. They were immersed in a language they did not understand from day one, a bewildering and frightening experience. If older children spoke Māori to them to help them in their distress, those children were punished. A small child would take from this that there was something "wrong" with their language: speaking Māori was bad, like fighting or stealing. When these children became parents there were definite effects of these educational experiences. For instance they did not wish their own children to suffer as they had which led them to teach their children English before they started school.

In 1840 a treaty was signed in Waitangi (a major port at that time in the North) between British and Māori people guaranteeing Māori, among other things, exclusive rights to protect their language. In the last 40 or so years many Māori have begun to assert these rights and have started learning their language. In 1987 a law was passed making Māori an official language of New Zealand along with English and Sign language.

Unfortunately the effects of these earlier European influences can be clearly seen in our community today. We carried out a survey in town and found out that many people surveyed had difficulty with speaking and pronouncing the Māori language and wanted help with basic Māori language. According to the 2006 census the most common ethnic group now in Kerikeri is European, with the Māori race making up only 13.8% of the population. English is the most commonly spoken language with only 3.6% of the people in Kerikeri being able to speak the Māori language compared to 9.6% of people in the rest of the Northland region. Kerikeri, the largest town in the Far North and has become a popular tourist destination. It is a three hour drive from Auckland and is eighty kilometres north of Whangarei. It has often been referred to as the 'Cradle of The Nation', being the site of the first permanent Mission Station in the country, and it has some of the most historic buildings in Aotearoa (New Zealand). It is a thriving town and in 2010 the population reached 5654. Kerikeri High School has a roll of 1450 students, 25% of whom are of Maori descent. Other than the Whare (traditionally carved meeting house) at the front of the school there are no other signs or symbols around the school that are culturally inclusive of the Māori students. The use of The Māori language is also not used often by teachers in the classrooms as they do not see the importance of it. Māori students we have spoken to have indicated that they would feel more valued and appreciated as Māori if their language and culture was visible around the school.

B. Challenges identified / Ngā Wero

1. As the Europeans began to arrive it became necessary for the Māori people to learn English in order to communicate effectively for trade and day to day interactions. This could be a challenge as many people today only learn English to communicate effectively and have not learned to integrate the Maori Language into everyday communication. They are not aware that this has had a detrimental impact on the survival of the Māori language and without a language there is no culture.
2. The settler's language soon began to take priority over the Māori language. This may be a challenge as the Māori language has slowly been lost and many people today do not realise that this unique language is protected under article 2 of The Treaty of Waitangi.
3. According to the 2006 census the most common ethnic group in Kerikeri is European. This may be a challenge as everyone including local Māori tends to speak English in order to communicate and the Māori language would not be heard very often.
4. The census also shows that only 3.6% of people in Kerikeri speak Māori. This may be a challenge as the speakers of Māori will not have many people to speak with and improve their language. This will also result in very few people that role model the language to others who may not be so confident.
5. Interviews show that many people in Kerikeri would like help to learn the Māori language. This may be a challenge as the people are all at different levels of the Māori language and it will be difficult to find suitable tutors to help teach.
6. Kerikeri is a popular tourist destination. This may be a challenge as visitors will all have different accents and Māori words may be mispronounced by visitors if they don't hear Māori being pronounced correctly.
7. Many Māori were punished in schools for speaking the Māori language. This may be a challenge as many of these people have had bad experiences with speaking the Māori language and may not want their children or grandchildren to learn in case they are disadvantaged.
8. Kerikeri is known as the cradle of the nation yet Kerikeri does not have many Māori attractions or iconography. This may be a challenge because many people living in Kerikeri and many visitors will not be exposed to the Māori culture and language and it may get forgotten.
9. Kerikeri High School has a 25% Māori population yet the school does not reflect this in its symbols, language and buildings. This may be a challenge as Māori students may not experience the pride and support that familiar icons and symbols bring to a group.

C. Underlying Problem / Ngā Take Takoto Te Reo Māori is an official language of New Zealand. Although there has been a resurgence of the language in recent years, there is still the danger of the language becoming lost in our society and many young people in our school, Kerikeri High School and in our community are unaware of the importance of retaining the Māori language. How might we 'Te Reo' Community Problem Solving group strengthen the place of the Māori language in our school community so that it is nurtured for future generations in 2011 and beyond?

D. Alternative solution ideas / Whakataunga

1. To raise the awareness of the impact of mispronunciation of the Māori language we will educate students, teachers and whānau (family) about the importance of pronouncing Māori words correctly.
2. We will highlight the historical significance of some of our Māori place names.
3. As two of our members, Rawiri and Breeze are in the successful rock quest band 'Back 2 Back', they will write and record a song and video that promotes Te reo Māori. We will offer this song to the local radio and television stations. We will also record a CD for all of our teachers and students of our Maori songs to sing at any school special events.
4. So that the Māori language is seen every day at our school we will put up Māori signs around our school naming all buildings and places in Māori. This will make Māori language a living and valued language.

5. We will raise the awareness in our community about the Māori language and assist our community with some basics of the Māori language by providing resources at Kerikeri's annual Christmas parade.
6. As the teachers at Kerikeri High School see an excess of 100 students per day we will help the teachers with basic Māori language through lessons in pronunciation, classroom and instructional language. We will offer a seven week course each term that will enable teachers to role model correct use of the Māori language to all of their students.
7. Each year, Year 7 and 8 students who are competent in Te Reo Māori will be given the opportunity to run Māori language classes for teachers. We will provide a resource teaching pack that will set out all of the lessons in simple to follow language for the tutors.
8. As Te Reo Māori is only compulsory in Year 7 and part of Year 8, yet it is an official language of New Zealand, we will work towards getting the Māori language as a compulsory subject up to Year 10 at Kerikeri High School.
9. The Annual Māori language week is a time to celebrate our language. We will contact Te Taura Whiri i Te Reo (Māori Language Commission New Zealand) to get resources for Māori Language Week and will run a week long promotion of the Māori language. We will encourage students, teachers, senior management and whānau to use the Māori language.

E. Plan of action / Whakatakoto The main reason we chose this topic was that we wanted to make Te Reo Māori valued and strengthened in our school, this is our goal. All of our team members are of Māori descent and feel very strongly about having our language valued. Te Reo Māori in Kerikeri High School is not used and valued as much as it should be considering it is one of the official languages of New Zealand. This is partly due to the fact that our school is mainly European with a small percentage of Māori students. We have noticed that the school does not reflect enough of the culture of its Māori students. We will tell people about the importance of our language through year level assemblies, whānau (family) meetings, advertising in our local paper, Wiki/Facebook page, community events and visiting other schools. We will prepare a budget and plan of Māori signs that we think would be appropriate to display around our school. We will get various quotes from different Kerikeri Sign writers and present our ideas to the School Property Manager and Principal. We will personally undertake to have all signs put up at school. This will ensure that Te Reo Māori is visible around the school for all students, teachers and visitors to read and learn. We will run Te Reo Māori classes for teachers. This will empower them to use more Māori language in the classroom. We will make a resource pack of lesson plans so that Te Reo Māori classes can be run each year by Year 7 and Year 8 students, helping new teachers with Te Reo Māori when they come into our school. We will run a week long promotion of Te Reo Māori during Māori language week. We will also call on other Māori students in our school to help us with this promotion eg: Kapa Haka (Māori performing Arts) leaders. Because it is Māori language week this promotion will provide the opportunity for many students to get involved in Māori culture and language in a non-threatening environment. We will contact the Guinness Book of Records and try for the world's biggest haka (Māori war dance) done by a school. This will help promote our language to the rest world.

Timeline of our actions / Rarangi Taima

April 2010 Selection of team

May schedule meeting times, brainstormed possible topic, discussed underlying problem and action plan

June Survey community in town, parents evening to present overview of project

July Allocated individual jobs

September Developed Wiki space page

October Obtain quotes for Māori signage

November Meeting with Principal/Property manager/Deputy Principal regarding Māori signage proposal

December Set up Te Reo Māori display at local parade

March 2011 Workshop for new team members, presentation to C McGlinchey (Head teacher of Problem Solving), interview and presentation to Education Review Office, research history of Kerikeri

April Survey staff for interest in Māori language classes

May Resource making and preparation for Māori language classes, new roles and responsibilities issued, commence first Māori language lessons with seven staff members

June Continue with Māori language lessons, interim report sent to National office CmPS, collect sample material for sign making, sign making lesson with Mr Clarke

July Promote Māori language week with daily activities, world's biggest haka (Guinness book of records)

August Start second group of teachers for Māori language classes, making sample signs for approval, make Facebook page to promote the Māori language

September Update Wiki space page, prepare booklet for entry into CmPS Nationals, ordering materials for sign making, continue teaching Māori language classes, begin making Māori signs, pōwhiri (official welcome ceremony) for Canadian World Cup Rugby team

October Update Wiki / Facebook pages, working with Mrs Boyd (Kerikeri High School staff member) on her Canterbury University research, preparation of scrapbook / display board for national competition, visited Kerikeri Primary School to discuss project with the Principal and get orders for signs, attended National Problem Solving competition at Auckland, met with Anne Tolley (Minister of Education, New Zealand Government)

November Attended New Zealand Māori language Commission awards, Whānau (family) evening showing our project to our families

December Kerikeri Christmas Parade promoting Te Reo Māori in the community

January 2012 Local Kerikeri radio station interview, Oromahoe school promotion / presentation

February International students of Kerikeri High School cultural weekend experience, pōwhiri for new students and teachers of Kerikeri High School, speaking at the Lions (local community group) evening promoting our project

March Māori culture performance promoting – McCabe wedding, update scrapbook

April / May Enrolments for new teachers for Māori language classes, continue with Te Reo Māori classes for teachers, update booklet, Update Wiki/Facebook page

The Implementation Plan / Ngā Mahere

A. Actions and Outcomes to date Te Reo problem solvers are a group of year 8 and 9 students at Kerikeri High School. We were chosen to be part of the team because we showed that we could work well as a team and we all had different skills to bring to our team. As we are all of Māori descent we all had something in common. When we looked at some of the problems in our community we kept returning to Māori culture and language. We thought if we looked within our school we would also find the same problems, and did. We realised that we could really make a difference starting with students and teachers at school and hopefully they would go into the community and make a difference. We decided we would research how Kerikeri began to lose Te Reo Māori. We spent time at the local library and the Stone Store building (oldest stone building in New Zealand). We also researched the latest census at the local Council. We interviewed Mrs Harris-Webb, our local Ngāti Rēhia historian, to find out her views from a local Māori perspective. We found that the arrival of the missionaries, sealers and whalers to New Zealand had a huge impact on the Maori culture and language. We surveyed our local community to find out if many people had problems with basic pronunciation of Te Reo Māori and also asked if they had any suggestions on how to revitalise it. We graphed results to help with the next steps. We ran a very successful Māori Language week promotion at school with giveaways, quizzes and games. We contacted the Guinness Book of Records about submitting the 'World's biggest haka' done by a single school. As it was leading up to the Rugby World Cup we felt this was a good opportunity to teach our school the National haka, 'Ka Mate, Ka Mate'. We called on our school Māori performing arts group to assist with this. We developed a Wiki space page that we are able to go on from home to work on our project and a Facebook page where we post useful phrases, commonly used expressions, proverbs and other helpful information regarding Te Reo Māori for the general public. After doing the surveys and compiling the results we decided to offer Māori language classes for teachers as we felt their correct use of the Māori language would have a big impact on all of the students they teach. We planned, prepared and taught three lots of seven week lessons. The teachers enjoyed the lessons and we surveyed them to see how effective our lessons and teachings were. We recorded these results on graphs. We also put together a resource pack of the lessons which will help potential Year 7 and 8 students to carry on running these classes in the future making it sustainable within Kerikeri High School. We promoted Te Reo Māori in our town during the 2010 and 2011 Christmas Parades giving away over one thousand Māori language booklets and other information supplied

by Te Taura Whiri i Te Reo (Māori Language Commission). People showed excitement and wanted to know more about Te Reo Māori. We were invited as special guest presenters to the Lions evening. This is a group of retired men and women who help our community with many charities and projects. We gave a presentation and challenged them to use and model correct pronunciation of Te Reo Māori in our community. Many other things have happened since we started our project that was not planned for. We were invited to the National Maori Language Awards as special guests. The Maori Language Commission were very interested in our project and what we had achieved and wanted to acknowledge the successes we had by having us at the awards evening. The Education Review Office (a group of inspectors who check NZ schools are operating correctly) interviewed us and was very interested in our project and what we were doing in our school. They thought our ideas were a great model for other schools to follow. We also had a visit from the Minister of Education after we won the national competition and she was keen to hear how our lessons for teachers worked. We invited sixty international students from Kerikeri High School to a cultural experience at a local marae (a traditional Māori meeting place). We shared with them basic language lessons and cultural activities. We were overwhelmed at their response to this experience and they will now take a part of our culture back with them when they return to their own countries. We promoted our project at Oromahoe School and the teachers and students are all keen to do what they can to help promote Te Reo Māori including putting Māori signs around their school. At the beginning of each year all new teachers to our school are put through a three day workshop. We were invited to be part of this workshop to do an introductory lesson on our Maori language classes. These classes have now started again and are being run by students that have taken over from us as tutors.

B. Team Organisation / Te Roopu Whakahaere

Surveys Tamiana, Jasmin, and Rawiri will do necessary surveys

Letter writing Everyone will be responsible for writing letters and emails

Phone calls Rawiri and Caleb will be responsible for telephone calls

Scrapbooking / Resources All members will be responsible for compiling their own pages & collecting resources

Filing Tamiana will ensure all documents and resources are filed correctly

Minute keeping Each team member will have a turn at keeping the minutes

Māori language teachers Each week two members of the team will teach the Māori language classes and Savannah, Jasmin and Tamiana will train new students to be tutors

Sign designers Rawiri, Savannah, Caleb will design Māori signs for approval

Obtaining quotes Caleb, Rawiri and Breeze will obtain any quotes needed for signs

Researchers Everyone will be responsible for researching information for our project

Song writers/recorders As Rawiri and Breeze are in a band they will write a song that promotes the Māori language and promote on local radio station. All students will record a CD of school songs for the teachers and students

Facebook/Dipity/Wiki Savannah, Jasmin and Tamiana will be the key organisers and update these pages

Newspaper Articles Tamiana will advertise our project in local paper

Photographer Jasmin, Savannah and Rawiri will take photos of activities throughout the project

Christmas parade Caleb and Rawiri will organise the Christmas parade activity

Technical gear Rawiri and Tamiana will look after all technical gear needed

Presenters for parent evening and community groups Everyone will help present the project to parents and community groups

C. Resource Identification and Utilisation / Ngā Rauemi

Mrs. Elizabeth Forgie (Principal) For funding signs, promoting and supporting the project

Mr. S Clark / Mr. R McCabe / Mr. R Pilling Making signs, guidance and training us to use sign cutter, budget consulting

Mrs. Kerry Boyd Help with developing Wiki, Dipity and Facebook page

Dr Pita Sharples NZ Minister of Māori Affairs for guidance and research

Halvo Signs Quotes and ideas for signage

E.R.O (Education Review Office NZ) / Mrs. A Tolley (Minister of Education) Commented on our work and provided encouragement

Kerikeri Lions community group Allowing us to set up a stall at the Christmas parade, donations and inviting us to present our project at their monthly meeting

NZ Māori Language Commission (Te Taura Whiri) Providing booklets to promote Te Reo Māori

Stone Store Kerikeri Allowing us to research historical information kept at the Stone Store

Proctor Library For helping us with research

Mrs. M Harris-Webb Local Māori Historian

NZ Māori Language Awards Promoting our project at the annual awards ceremony

The Northern News (local newspaper) Publishing and promoting stories relating to our project

PROJECT OUTCOMES A. Accomplishments / Whakatutuki Our project has been effective in our school community as a result of strategies we have implemented to strengthen the place of Te Reo Māori in our school. We have successfully run three blocks of seven week basic Te Reo Māori courses for teachers. These teachers are now confidently using Te Reo Māori in their classrooms, some of whom have enrolled with other Māori language providers outside our community to extend on what we have taught them. We have ensured that these classes will run every year at our school by developing a system at the beginning of each year to identify teachers that need help learning Te Reo Māori. Our school Principal has set a school wide goal for 2012 that all teachers must use more Māori in their classrooms. We successfully researched and actioned a plan to make Te Reo Māori more visible around our school by putting Māori signage up in various locations. A problem we initially encountered was the cost of getting the signs made. Through discussions with the school technology department, they invested in a sign making machine which hugely cut the costs of making the signs, which we now do ourselves. We have received positive feedback from both students and staff about the signs and the Māori students now feel proud that Te Reo Māori is valued enough in our school to have these signs displayed. Other schools in our district are now interested in getting signs for their school. We have strengthened Te Reo Māori in our school community through Facebook, Dipity and Wiki pages by using technology to help people (over 500) learn about the importance of Te Reo Māori. One problem we faced with our Facebook page was that we could not access it at school as the school blocks this site. We liaised with the school Information Technology team who allowed us access to Facebook while at school to promote the Māori language. We have also been promoting Māori language through presentations with local community groups including schools, Lions (Charity group), annual town parades / fairs and the local newspaper. The response to our presentations has been positive and has made people think about what they can do themselves to strengthen Te Reo Māori.

Reflections / Ngā Whakaaro We have learnt so many things on our journey over the last two years and have had so much support and encouragement. Learning to work as a team and using each other's strengths has meant that we have been able to achieve our goals. We have had to make sacrifices in our personal lives to get our work done. Last year we gave up many hours of our own time researching, planning and promoting the Maori language in our school and community. As a team we have got to know each other so well through the hours and hours of work on the project that we now feel like a family. Our confidence has grown from when we first started. At first we were very shy especially when talking to adults but as time went on and with a lot of practice we overcame this and have been able to speak in front of large audiences. We learnt how to speak to different audiences such as students, teachers, principals, community groups and parents. We have had to learn how to plan and organise our presentations and also our lessons we took with our teachers. Designing and creating our signage for school took many months of getting quotes, researching, preparing proposals and presenting our ideas to property managers and senior leadership teams in our school. We have been very lucky that our school has now invested in a sign making machine and are now able to make signs for other schools too. Planning for a week of activities during Māori language week was fun and it created a lot of excitement amongst the pupils in our school. They especially loved all the competitions and giveaways. We were very excited and honoured to be invited to the New Zealand Māori Language awards. This is a very prestigious event and we were very proud that our project was recognised in this way. Te Reo Māori is seen and heard more around the school as a result of our project and both students and teachers are embracing our beautiful language. Teachers show that they value Te Reo Māori by using it in their day to day language and many of them are now enrolled in other Māori language courses to extend their learning. One goal we did not manage to accomplish was making Te Reo Māori classes compulsory up to Year 10 in our school. At this stage it is compulsory for Year 7 and 8 students and our next project will be to work towards this goal. Finally, as Māori students being involved in this project has made us more aware of our own history of Māori culture and the important role we play as 'kaitiaki' (guardians) of Te Reo Māori.