
BILINGUAL
SCHOOLING

ISSUES IN EDUCATION - number 4
Programme On Racism
NCC Box 9573, Auckland.

RATIONALE

The Maori people are the indigenous people of Aotearoa. They once had absolute sovereignty over their lands, waters, people and language. The Maori language, then as now, embodied all there was to know and experience about Maori society and culture.

The historical development of New Zealand is based on the oppression and assimilation of the Maori people by European peoples. Rights guaranteed Maori people in the Treaty of Waitangi have been violated and the Maori language is legally regarded as the folk language of the Maori people, and not as a living language belonging to all New Zealanders.

The majority society has managed to exist without having to acknowledge things Maori to any significant extent. It has steadfastly refused to do so in its bid to achieve political and economic advancement as a nation. This has forced many Maori parents to abandon teaching their young Maori language and about things Maori. They have emphasised instead the need to cope with living according to the dictates of the majority society.

The education system has failed to make teachers aware of the benefits that Maori culture has to offer the majority society and therefore New Zealand society as a whole. It has also failed to train teachers to recognise, understand, respect and cater for Maori people's cultural abilities, strengths and preferred ways of learning. This means that successive generations of Maori school children have been denied the opportunity and right to learn about their cultural background. And that they have been taught to fail by the existing education system. Many have developed poor self-images and poor cultural identities as a consequence.

This has resulted in Maori people experiencing many social problems, notably large numbers leaving school with no formal academic qualifications; most Maori people belonging to the lower socio-economic classes; high levels of unemployment particularly among the young and especially Maori females; disproportionately high criminal convictions and imprisonment rates and disproportionately high illness and death rates.

Over recent years there has been a resurgence of interest in things Maori, shown by Maori and Pakeha alike. The Department of Maori Affairs has actively encouraged this movement with its Tu Tangata programmes. One aspect of Tu Tangata has been the renewed interest in learning Maori language. This has resulted in fluent native speakers of Maori, most of whom are academically unqualified, being trained to teach Maori language using the Atarangi method. This has been very successful and continues to grow in popularity at all levels of Maori society throughout the country. Many Pakeha people are also learning Maori through the Atarangi method.

The most recent and important development for Maori language has been the creation of Nga Kohanga Reo - pre-school nurseries for the learning of Maori language and culture, from fluent native speakers, in a Maori cultural setting. Some parents of Kohanga Reo children are already seeking out primary schools which have a bilingual/bicultural orientation, so that their children might receive continuity of education in Maori language and culture.

IMPLICATIONS FOR KORU PRIMARY SCHOOL

On 9 October, 1982, Te Kohanga Reo ki Mataatua opened at Mataatua Marae in Mangere. Some Maori parents were already actively deciding to enrol their children at Koru Primary School because of its bicultural orientation. The hope arose that Koru Primary School would extend this philosophy to include a bilingual Maori class, to cater for children graduating from Te Kohanga Reo ki Mataatua.

From an organisational point of view this could be done quite simply by tagging a teaching position appropriately, because Koru Primary School is designated a

"special needs" School, for example:

Fluency in Maori Language desirable, as successful applicant will be required to teach a bilingual Maori class and will be responsible for developing Maori language and Maori cultural studies programmes throughout the school.

This bilingual Maori class will be fully integrated with the rest of the school. It will be involved in normal school programmes, activities and timetables, the same as other classes. The only differences will be as follows:

- continuity of education for graduates of Te Kohanga Reo
- based on whanau concept, i.e. vertical grouping from N.E. - J.3, and community participation in classroom programmes and activities
- bicultural orientation in interpreting school syllabus
- Maori will be the first language of instruction used by teacher
- Maori people's culturally preferred ways of learning will be harnessed to promote maximum educational progress and achievement by children.

RESOURCES

If the scheme is approved, resources can quickly be gathered using the expertise of our capable adviser, Jim Lebourne, who has pledged his support to the project. The School has a Minolta Copier which would be invaluable in producing written material. Perhaps a Project Employment Scheme could be set up to produce blown up books and other related material. There is a considerable amount of material available now. Resources are not seen as a problem.

The following people have been involved in the initial discussions and have expressed support for a bilingual class at Koru:

Mr Allan Smith -
Director for Maori and Pacific Island
Education, Department of Education,
Wellington.

Mr Vern Penfold -
Education Officer, Maori and Pacific Island
Education, Department of Education,
Auckland.

Mr Jim Lebourne -
Adviser, Maori and Pacific Island
Education, Department of Education,
Auckland.

Miss Miria Pewhairangi -
Pre-School Adviser, Maori and Pacific
Island Education, Department of Education,
Auckland. Regional Co-Ordinator for Te
Kohanga Reo, Auckland.

Mrs Anna Jones -
Regional Co-Ordinator for Te Kohanga
Reo. Department of Maori Affairs,
Wellington.

Mr John McCaffery -
Chairman, N.Z.E.I. Advisory Committee on
Maori Education, Auckland.

Mrs Pera Pewhairangi -
Regional Co-Ordinator, Barnados,
Auckland. Member Management Committee
Te Kohanga Reo ki Mataatua.

Mrs Lyn Whiteside -
Member Management Committee, Te Kohanga
Reo ki Mataatua.

Mr Robert Pene -
Community Officer, Department of
Maori Affairs, Mangere.

Mr Dennis Hingston -
Executive Officer, Department of Maori
Affairs, Mangere.

Dave Whiteside -
Deputy Principal, Koru School.

Kokiri Management Committee -
Department of Maori Affairs, Mangere.



whakatane association for racial understanding

8 October 1986

BOX 340

WHAKATANE

PRESS RELEASE

A recent survey shows there is plenty of parent support for bilingual schooling in Whakatane, and the Whakatane Association for Racial Understanding, which conducted the survey, is now presenting its findings to the Hamilton Education Board and school committees.

Previously the Board's general manager, Mr Loomb, wrote to WARU that the Board was waiting for the community and school committees to make the approach, before setting up bilingual units

However WARU feels that the findings of the Treaty of Waitangi tribunal on Maori language must be heeded. The tribunal called for an enquiry into changes in current policies to ensure all children who wish to learn Maori should be able to do so. It also urged the Education boards to take a leadership role in the issue of bilingual schooling, and go beyond proposing policy to ensuring its implementation.

Through the winter WARU conducted a survey of parents' wishes and found that parents of over 80 primary school children in Whakatane schools wished them to become fluent in Maori during their primary schooling.

However this is almost certainly an underestimate of the true wishes of parents, since WARU was not allowed to approach parents through schools themselves. Instead forms were left in various places around the town. No house to house survey was conducted. WARU now feels school committees and the Board should conduct their own surveys to establish the true level of need.

Over 50 Whakatane preschoolers also have parents who wish them to have bilingual education in primary school. This, along with the growing strength of the Kohanga Reo movement means there will be an ongoing need for a bilingual school or units.

There were also over 35 school age children and 28 parents of preschoolers in the wider Eastern Bay (Opotiki - Kawerau) who responded to the survey.

WARU press release 8.10.86

This will, of course, be a gross underestimation of the true feelings of parents from these areas, since survey forms were primarily circulated in Whakatane.

WARU feels that a comprehensive survey would help the Board and school committees in their planning for future needs. It is obvious, for example, that the training of bilingual teachers will need to be a priority in teachers' colleges.

WARU is now writing to the Hamilton Education Board, the Minister of Education and to individual school committees to inform them of the survey findings, and to ask them what plans they propose to ensure parents' wishes are fulfilled.

It will also remind them of the urgency of this, since the language itself, a national taonga, is in danger if a new generation of bilingual children is not nurtured in our schools.

WARU thanks parents who have filled in forms. For those who still wish to do so, they are available from the foyer of the Whakatane library.

end



whakatane association for racial understanding

BOX 340
WHAKATANE

RESULTS OF BILINGUAL EDUCATION SURVEY

The Association has, over the winter of 1986, conducted a survey into the wishes of parents in regard to bilingual schooling. Parents were asked to sign a form saying that they "wish my/our child/children, named below, to have primary schooling in Maori language to enable total fluency in both Maori and English". They were then asked to list the names and ages of children, from newborn to 12 year olds.

Since in some schools only a small number might wish bilingual schooling and, initially the Board might find itself more able to meet parents wishes by bussing some children from one school to an adjoining one with a bilingual unit, there was an additional sentence above the space for the signature - "I would not object to my child/children having to travel by bus to attend such a class.

Results were as follows:

<u>Area of school</u>	<u>Schoolage</u>	<u>Preschoolers</u>
Ohope	4	5
James Street	11	9
Allandale	31	22
Apanui	34	12
Other parts of the Eastern Bay*	37	28

*Forms were primarily circulated in Whakatane itself, but some parents in other areas came across them and filled them in.

We emphasise that the results, although showing enough support to justify the immediate setting up of 2 - 3 bilingual classes are a gross underestimation of the true wishes of parents, since forms were left in a few public places, and many parents would not have come across them at all.



whakātane association for racial understanding

BOX 340
WHAKATANE

7 October 1986

The general manager
Hamilton Education Board
Private Bag
Hamilton

copy

Dear Mr Loomb,

We now have to hand the results of our survey into the wishes of parents with regard to bilingual schooling in our area.

We know the results are an underestimation of parents' wishes. Forms were filled in by those who came across them in the places they were left. There must be many more who never had an opportunity to fill in forms, as we did not have direct access to parents.

However we feel the results show a real desire by many parents for bilingual schooling to be made readily available, and the parents who spoke to us felt a real sense of urgency. The many who give unstintingly of their time in the growing Kohanga Reo movement are testimony to this.

We note the findings of the Treaty of Waitangi tribunal in this regard. The tribunal felt that waiting until school staff, parents and community came to the Board was not showing enough leadership in this issue.

"We urge that the department take more positive steps and go beyond proposing policy to ensuring implementation," the tribunal said.

We would now like you to bring this letter and the results of our survey (enclosed) to the attention of Board members. We anxiously await their response, to find what positive steps they intend to take to ensure parents views are being heard.

We are also approaching individual school committees and informing them of the response from their areas.

A comprehensive survey by the Board itself may well be the best way to discover the true extent of future need for bilingual units and schools. We are sure that our findings would probably be duplicated throughout the Board's area.

Yours sincerely,

B Lambourn

B Lambourn (Ms)

Increasingly in discussions of Maori autonomy and economic development the point is made that education is a key issue in the development of human resources. Maori educational development has not been well served by existing educational institutions. Quite apart from curriculum matters with their cultural content, researchers have for a long time identified the schools as an important context for Maori children's negative identity formation (Vaughan, 1964). It is worth remembering how well Maori took to new education in the pre-1860 period, even establishing their own schools such as Tarapipi's school at Peria. Maori people may well have a claim on the state for assistance in establishing an alternative system of schools, in a manner similar to the catholic school system. Many Maori people would like to claim their share of the education vote, and redeploy it.

Richard Benton 'How fair is NZ Education' Part II:

"There seems to be little doubt that financial and material resources allocated to Maori language and Maori studies programmes are seriously inadequate at all levels."

Benton further comments that the level of Maori affairs grant is only enough to support staff and equipment and that children from the Kohanga Reo still cannot be catered for adequately in most local primary schools.

Maori initiatives in education eg. Kohanga Reo, Te Wananga O Raukawa rely heavily on "Maori aroha".

"A 1984 meeting of Maori teachers passed a resolution that Maori people had a right to 25% of the education vote which would place approximately \$500 million in Maori hands..."

"...state expenditure per capita on the education of non-Maori between the ages of 5 and 25 is likely to be at least \$4,250 greater than for Maori, in 1987 terms."

"There is widespread research evidence that teachers as a group assume that Maori children at all levels are likely failures."

"Sultana ... and Benton ... conclude that a separate Maori controlled system may be the only way in which equity in education can be achieved for Maori people."

The following are excerpts from "Te Komiti o Nga Kura Kaupapa Maori O Tamaki Makaurau." (Authors: Iona Riini, Tuki Nepe, Mere Mihare)

Te Komiti o Nga Kura Kaupapa Maori seeks the establishment of State Kaupapa Maori schools. We claim that such schools will:

1. be a major factor in creating social equity in Aotearoa thus making possible true partnership between Maori and Pakeha.
2. contribute towards recognising the principles of the Treaty of Waitangi.
3. ensure that the Maori language survives and develops as the language of the Tangata Whenua of Aotearoa.
4. maintain and strengthen the Kaupapa of the Kohanga Reo Movement.

"New Zealand schools are locked into the cycle of social reproduction of Pakeha culture premised on an imperialist presumption that Pakeha defined cultural capital is the most appropriate for all New Zealand's peoples. Herein lies the difficulty of Maori people attempting to realise support for their educational preferences. No matter how much emphasis is given to adjusting, adding or initiating programmes to meet Maori needs within the State schooling as it exists at present, the structural impediments will remain."

On the availability of buildings, facilities and land for a Kaupapa Maori School - (New Lynn Primary)

"This school has surplus classroom space and a declining roll. However, extensive negotiations with parents, school authorities and representatives of the primary inspectorate proved fruitless. Clearly, the philosophy of a Kaupapa Maori School and a state primary school are not compatible. Discussions were abandoned."

"There are 2 bi-lingual units in Tamaki Makaurau - at Richmond Road and Clydemore Schools.

- 1) These 2 units are full
- 2) These 2 units are not set up or administered on the principles underlying Te Kohanga Reo.
- 3) These 2 units are inadequate. They do NOT meet the needs of our Te Kohanga Reo children."

"We, the Tamaki Makaurau Te Kohanga Reo Whanui Tonu Trust comprising of 48 Kohanga Reo, want access to the State School Curriculum through Maori Language Immersion Learning.

Note: this is not a choice of one language or knowledge code at the expense of the other."

"We strongly believe that Kaupapa Maori schools should be provided from Vote Education. (not from Vote Maori Affairs) This precedence has already been set by independent schools such as Auckland Metropolitan College and Four Avenues, Christchurch. They are state funded."

To sum up

Maoris fail in the present Education system. Maoris do better educationally in environments where Maori identity is nurtured. (See Benton on Private Maori Boarding Schools)

Maori as Tangata Whenua have a right to control and develop their own education.

Maori people do not seek Maori education at the expense of other cultural or educational values. Rather, they seek to promote their own culture and values and seek high levels of attainment by raising the self esteem of their own children. They seek freedom from the oppression of their own culture, values and suppression of levels of attainment by the present system.

Some facilities eg buildings already exist to expediate Maori autonomy in education. Maori see as unjust the rate at which they subsidise non-Maori in areas where Maori are under represented. (see table below.)

TABLE 4: SOME ITEMS OF PUBLIC EXPENDITURE WHERE MAORI SUBSIDISE NON-MAORI BECAUSE MAORI HAVE LOWER PARTICIPATION RATES.

	total expenditure (\$mill)	percent of clients who are Maori	notional Maori (\$mill)	expected Maori (\$mill) 13 percent	difference (\$mill)

VOTE:					
Education:					
Pre-school	24.9	14.5	3.6	5.7	2.1
Secondary sch.	393.2	16	62.9	49.3	13.6
Teacher Educ.	36.8	4	1.3	6.3	5.0
Technical Inst.	146.0	5	7.3	25.1	17.8
Universities	284.9	2	5.7	49.0	43.3
Support serv.	89.9	15	13.5	15.4	1.9
General Admin.	29.1	15	4.4	5.0	0.6
Social Welfare:					
National Super.	2750.1	4	110.0	357.5	247.5

TOTAL:					311.8

Sources:

1984-85 Estimates of Expenditure, AJHR, B7, (part I).
Education Statistics of New Zealand, 1984, Department of
 Education, Wellington.

