



## Ono | 6

1978–1985

**Māori initiatives for language revitalisation**

# Contents

<b>Overview</b>	<b>2</b>
<b>Introducing this chapter</b>	<b>2</b>
Start with a video . . . . .	2
Chapter 6 poster image . . . . .	2
Chapter 6 content in the digital story . . . . .	2
Additional resource components . . . . .	2
<b>Key questions</b>	<b>3</b>
<b>Activities and learning experiences</b>	<b>3</b>
<b>ACTIVITY 1:</b> He rārangi wā mō te whakarauoratanga o te reo Māori   A timeline for Māori language revitalisation . . . . .	3
<b>ACTIVITY 2:</b> Akona he waiata   Learn a song . . . . .	3
<b>ACTIVITY 3:</b> He tuhinga taki   Recounting the establishment of Māori radio . . . . .	4
<b>Language support</b>	<b>4</b>
<b>Other resources</b>	<b>4</b>

## Images

**Image 1:** Manatū Taonga | Ministry for Culture and Heritage

**Image 2:** Morgan, Jack, active 1961-1966. Morgan, Jack: Oihi Bay, Christmas Day 1814; Samuel Marsden preaching the first sermon to the Maoris. [Auckland, Weekly News, 1964]. Ref: B-077-002. Alexander Turnbull Library, Wellington, New Zealand. /records/23113825

**Image 3:** Dame Iritana Tāwhiwhirangi, Government House – Image released under Creative Commons Attribution 4.0 International licence

**Image 4:** Piripi Walker (standing) and Vincent Olsen-Reeder (seated) © Manatū Taonga | Ministry for Culture and Heritage 2021

Published by Huia Publishers on behalf of Manatū Taonga | Ministry for Culture and Heritage in 2021

Huia Publishers  
39 Pipitea St, PO Box 12280  
Te Whanganui-a-Tara, Aotearoa  
www.huia.co.nz

ISBN 978-1-77550-708-6  
© Manatū Taonga 2021

## Overview

This chapter provides students with an overview of the period 1978–1985, a time when the movement to revitalise te reo Māori grew significantly. During this decade, many Māori groups and individuals put pressure on the government for te reo Māori to be recognised as an official language. Iwi radio stations were established. It was also during this time that the kōhanga reo movement was established with the first kōhanga opened at Wainuiomata in Wellington in 1982.

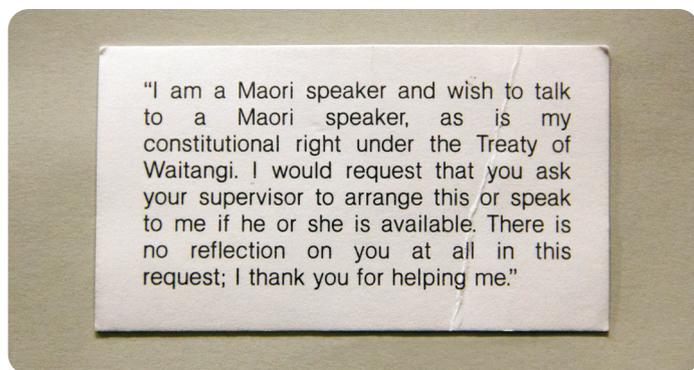
## Introducing this chapter

### START WITH A VIDEO

Chapter 6 of the digital story about Te Mana o te Reo Māori begins with a short video clip (19:30 mins) about Henrietta Maxwell, one of the pioneers of the kōhanga reo movement, and the establishment of kōhanga reo. Before watching the video, ask your students these questions to help them identify what they might already know about kōhanga reo:

- ▶ Did any of them go to kōhanga reo or have siblings or cousins who went or go to kōhanga reo?
- ▶ What happens at a kōhanga reo?
- ▶ What do they think is different or special about kōhanga reo?

### CHAPTER 6 POSTER IMAGE



The Chapter 6 poster from the picture pack He Pūkei Whakaahua shows a card used by members of Ngā Kaiwhakapūmau i te Reo in government departments or similar organisations to highlight

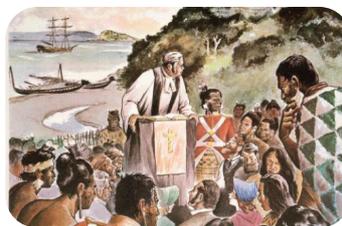
their wish to do business in te reo. This image also features in Chapter 6 of the digital story. The poster provides some key questions and information to introduce your students to this chapter. You can use this poster to facilitate discussions with your students about the actions that people took to push for the revitalisation of te reo Māori. You could also discuss contemporary activities like people screen printing t-shirts with 'Kōrero Māori mai' or creating cards or posters to put out during Māhuru Māori.

### CHAPTER 6 CONTENT IN THE DIGITAL STORY

Chapter 6 provides information about efforts during the 1970s and 1980s to revitalise te reo Māori. Students can self-direct their learning about this topic by exploring the content in their own time and at their own pace. The digital format means that they can revisit certain aspects of the content multiple times if they need or can skip back and forth to other elements of the content if they wish.

### ADDITIONAL RESOURCE COMPONENTS

There is further content available for students to explore this topic:



#### Te Mana o te Reo Māori timeline

<https://bit.ly/3hVG1eh>



#### Te Mana o te Reo Māori biographies

<https://bit.ly/3hTBv6H>



#### Public history talk: Te Mana o te Reo Māori

<https://bit.ly/3zlvdmnd>

#### Story – Te reo Māori: the Māori language

<https://bit.ly/38f5TD6>

## Key questions

This resource tells the history of the decline and revitalisation of te reo Māori with a focus on five themes from *Te Takanga o te Wā*.<sup>1</sup> Here are some key questions that relate to each of these themes. These questions are intentionally broad so that students can explore them in multiple ways.



**WHAKAPAPA:** Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua

- ▶ Where do I fit in?
- ▶ Do I know anyone who has been part of the kōhanga reo movement?



**TŪRANGAWAEWAE:** Belonging – Identity – Culture – Community – Place – Continuity



**MANA MOTUHAKE:** Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga

- ▶ Who established the kōhanga reo movement?
- ▶ Why was the kōhanga reo movement established?



**KAITIAKITANGA:** Time – Context – Perspective – Knowledge – Tikanga – Guardianship

- ▶ How many iwi radio stations are there? <https://bit.ly/3kGHaxt>
- ▶ What iwi radio stations are accessible in my region?



**WHANAUNGATANGA:** Whanau – Hapū – Iwi – Whakapapa – Tūpuna – Connections – Community – Manaakitanga – Kotahitanga – Unity

- ▶ Are there any kōhanga reo in my community?
- ▶ What about Māori language immersion schools?

- ▶ How are these schools different to my school?

Each of these themes provides a way for learners to connect with the history of te reo Māori. Keep an eye out for these icons to see how activities and content in these resources link to each of these themes.

## Activities and learning experiences

Here are some suggested activities for your students.

### ACTIVITY 1: HE RĀRANGI WĀ MŌ TE WHAKARAUORATANGA O TE REO MĀORI A TIMELINE FOR MĀORI LANGUAGE REVITALISATION



Have a look at the timeline for [Te Mana o te Reo Māori](#) on Te Tai Whakaea. See what events appear in the timeline between 1978 and 1985. Create a visual timeline showing key events that occurred during this period around the revitalisation of te reo Māori. Include events that are significant for your whānau, school, community, or region. You can present your findings as:

- ▶ a visual poster or collage
- ▶ a written report
- ▶ a Google Slides presentation
- ▶ a flow diagram.

Consider the following questions:

- ▶ What process you will use to decide what to include in your timeline?
- ▶ Whose perspectives and voices will be reflected in your timeline?

<sup>1</sup> Ministry of Education. (2015). *Te Takanga o te Wā: Māori History – Guidelines for Years 1–8*. Wellington: CORE Education.

## ACTIVITY 2: AKONA HE WAIATA LEARN A SONG



Chapter 6 of the digital story of Te Mana o te Reo Māori includes a video of the waiata 'Whakarongo' by renowned composer Ngoingoi Pēwhairangi. This song is somewhat of an anthem for many Māori language speakers, and for the movement to revitalise te reo Māori. Lyrics for the song can be found at <http://www.waiata.maori.nz/song/whakarongo>. The video in Chapter 6 shows the actions that go with the words. Learn the words and actions to this song.

Once you have learnt the song, check out the short biography about the composer of this song, Ngoingoi Pēwharangi. Her story is one of the profiles featured in Te Mana o te Reo Māori. You can find it [here](#).

## ACTIVITY 3: HE TUHINGA TAKI RECOUNTING THE ESTABLISHMENT OF MĀORI RADIO



Imagine you are a reporter for a local newspaper or news programme and that you've been asked to do a feature article about the establishment of the first iwi radio station in Aotearoa or your region. Research your story. Find out where the first radio station was established, who established it, and why it was set up. Make sure you include some quotes in your story and an image (you can illustrate a picture to go with your story).

If you choose to do your article as a digital story or video, you may want to interview some people as part of your article. Consider who you might want to interview to help make the story engaging for the readers, listeners, or viewers. Present your story to your class.

## Language support

akona	learn
reo irirangi	radio
kōhanga reo	language nest
rārangi wā	timeline
whakarauoratanga	revitalisation

## Other resources

- ▶ Te Kōhanga Reo  
<https://nzhistory.govt.nz/women-together/te-kohanga-reo>
- ▶ Māori radio – Reo irirangi  
<https://teara.govt.nz/en/maori-radio-reo-irirangi>
- ▶ History of te reo Māori in the courts  
<https://www.lawsociety.org.nz/news/legal-news/history-of-te-reo-mori-in-the-courts/>