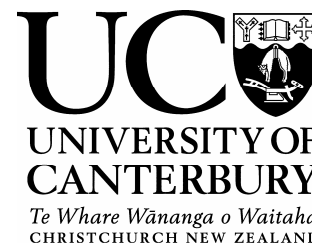


To introduce a new major 'Te Reo Māori' to the Bachelor of Arts, Graduate Diploma in Arts and Certificate in Arts



Reference identifier:

(07)UC06/BA/2 – Te Reo Māori

(2006 UC Calendar: pages 153, 206, 255)

Section A

1. Purpose of proposal

To provide our students with wider academic choices by dividing already taught Te Reo Māori courses into a formal major in their own right. **Students will be able to major in Te Reo Māori and/or Māori and Indigenous Studies for the Bachelor of Arts, Graduate Diploma in Arts, Diploma and Certificate in Arts. Along with the restructuring of existing papers and addition of new ones over recent years and this year, this will create two majors from the previous Māori major (see concurrent proposal (06) UC06/BA/1 – Māori and Indigenous Studies).**

2. Justification

Aotahi: the School of Māori and Indigenous Studies has been teaching Māori language since 1975. The preservation, teaching and revitalization of Te Reo Māori is a key commitment under the Treaty of Waitangi (see Waitangi Tribunal, *Te Reo Māori Report*, 1987). It is widely recognized that this is an important obligation in education (see TEC Overall Objective 11: Develop and support quality programmes that support the revitalisation of Te Reo). The proposal to establish Te Reo Māori as a discipline in its own right is consistent with that emphasis. The establishment of Te Reo as a major is consistent with the direction of other universities such as at Te Kawa-ā-Māui: The Department of Māori Studies at Victoria University, Te Ara Poutama at the Auckland University of Technology and Te Pua Wānanga ki te Ao at Waikato University.

The proposal is pedagogically important in the way that it recognizes that the content of Māori schools, departments and programmes is divisible into multiple disciplines like language and tikanga, the Treaty of Waitangi and politics, and Māori and Indigenous Studies in the same way that European disciplines divide the knowledges of their and other cultures. **For instance, universities allow students to major in English language and European histories. The same applies to Chinese, Japanese, German, French, Spanish and so on. This is important on another level. For example, one can sometimes major in European languages with competence in those languages, while majoring in European histories or politics for**

instance does not always require language ability – this principle underpins many Western disciplines in New Zealand.

The categorising of Te Reo Māori, Māori history, politics, material culture and other subject matters into one discipline is a colonial legacy, one that becomes particularly disconcerting if Māori academic units internalise the practice.

The proposal is consistent with University policies and strategies on the Treaty of Waitangi:

- UC Charter: Section 6: Contribute to Māori educational aspirations; Develop Māori leaders; Strengthen the position of Māori within the University by encouraging and supporting access, participation and success of Māori students and staff.
- UC Profile: Key Strategic Area 5: Treaty of Waitangi: 5.4 Curriculum; 5.5 Recruitment and retention of Māori Staff and Students.
- The Draft College of Arts Business Plan.
- The Draft College of Arts Academic Plan.
- The proposal is also consistent with the following national Māori tertiary strategies:
- TEC Overall Objective 11: Develop and support quality programmes that support the revitalisation of Te Reo.
- TEC Māori Tertiary Education Framework (2003): Priority 2 – which emphasises the value of Māori led initiatives and the development and strengthening of the collective Māori tertiary groups; Priority 4 – providing for Kaupapa Māori focussed education that meets the needs and aspirations of Māori; Priority 7 – which expresses the goal of support for Māori perspectives and encourages the development of Māori intellectual independence.
- TEC Strategic Area 2: Te Rautaki Mātauranga Māori (2004): Goal 1: Support Māori to achieve their aspirations; Goal 2: Objective 4: Meet the needs of Iwi and Māori learners; Goal 5: Improve access to Kaupapa Māori programmes and Mātauranga Māori perspectives; Goal 6: Make tertiary education more relevant to Māori. Goal 7: Objective 15: Encourage the development of Māori world views.
- Tertiary Education Commission overall objectives (2004): Objective 8: Support Māori staff leadership Objective 9: Support programmes that recognise Te Ao Māori perspectives; Objective 12: Support Kaupapa Māori tertiary education; Objective 13: Support programmes that reflect Māori aspirations.
- TEC STEP 2005-2007: 1.2 Provide quality Māori-centred tertiary education; promote the development of Kaupapa Māori provision at all levels of study. 2.6 Strengthen Māori Development and 3.2 Māori participation and outcomes.

- The proposal is consistent with the Te Tau Whiri i Te Reo Māori (Māori Language Commission) revitalisation programmes, including Mā Te Reo, Kura Reo-ā-Iwi, Kura Whakapakiri Reo, and Wānanga Reo. The programme will foster and support people who graduate from or participate in those initiatives.

3. Acceptability

The AVC Māori, Tipene O'Regan, Heads of Schools in the College of Arts, Te Akatoki Māori Students Association, UCSA, Facilities Management and the Library were sent a copy of the proposal, (see Appendix A). Support was sought from mana whenua and the wider Māori community and industry, and endorsement given in appropriate fashion when Dr Te Maire Tau delivered a mihi and short kōrero to the Faculty of Humanities and Social Sciences on July 12 in support of the proposal. Dr Tau spoke as a representative of Te Rūnanga o Ngāi Tūāhuriri on Te Rūnanga o Ngāi Tahu, as the Education spokesperson for Te Rūnanga o Ngāi Tahu, and on behalf of Norm Dewes, the CEO of Ngā Mātā Waka (Dr Tau may be contacted at the university). When speaking of the needs of Ngāi Tahu Dr Tau said that, 'This is the direction that the Māori community want Aotahi (the School) to move in. We want them to do this'.

His views have been subsequently endorsed by Eru Tārena the Ngāi Tahu Project leader on Culture and Identity and adviser on Te Reo Māori revitalisation among Ngāi Tahu and by David Ormsby, the Regional Manager for Te Puni Kōkiri in the South Island. Dr Tau's kōrero was not written into the minutes. However, the Dean of the Faculty of Humanities and Social Sciences and the College of Arts Academic Manager will have access to a recording of his kōrero.

4. Goals of the BA Major in Te Reo Māori

- To provide a high quality qualification in Te Reo Māori.
- To contribute to the development of Māori society by producing highly competent speakers fluent in Te Reo Māori to the same or higher standard of other quality Māori and non-Māori language undergraduate majors.
- To contribute to the bicultural and multicultural development of New Zealand society by producing high quality bi-lingual graduates. Many entries to the programme will already have high fluency in English. We aim to match that fluency in Te Reo Māori, thus producing high quality "bi-lingual graduates".
- To assist the revitalisation of Te Reo Māori.

5. Graduate profile – BA Major – Te Reo Māori

Key Personal and Programme Attributes:

- High level of skill and competency in spoken and written Māori.
- High level of skill and competency in translating Māori and English.
- Understanding of the Austronesian and Pacific origins, history and development of Te Reo Māori and its demise during colonisation and recent modern revival.
- The skills acquired from the two performance papers include the transcription, translation and annotation Te Reo Māori in mōteatea, haka and other facets of performing arts giving students an understanding of Te Reo Māori in the context of performing arts and how history, wānanga and other sacred beliefs were preserved and transmitted through Te Reo of song.

Additional Personal Attributes:

- In-depth knowledge of Te Reo.
- Ability to acquire new knowledge.
- High level cross-cultural skills.
- Willingness and the ability to learn and continue learning, to appreciate that learning is continuous throughout life.
- Information literacy, including the ability to locate, evaluate and use information in a range of contexts.
- Multi-disciplinary perspectives.
- International perspective to knowledge.
- An awareness of the ethical issues in cross cultural and multi-cultural contexts.

Interactive Attributes:

- Oral and written communication skills, involving an ability to communicate formally and informally with a wide range of people.
- Team-working skills, including the ability to work effectively in teams.
- Interpersonal skills, including an ability to relate to people from a wide range of backgrounds.

6. Proposed regulations, schedule and prescriptions

See Appendix B.

7. Proposed teaching/delivery methods

Eight of the 10 papers already exist. There are two new papers: TREO110 is a beginners paper – parallel to TREO111 and TREO112 at Stage One. TREO110 is a Special Topic; teaching methods and assessment are standard in line with TREO111, TREO112 and other core language papers. TREO382 is new (see 8. Prescriptions for new papers for further details).

8. Prescriptions for new papers

TREO110 - Special Topic: Conversational Maori for Absolute Beginners

A beginners paper in Te Reo Maori for students with no previous background in Maori language. Conversational language for those who may work with Maori communities and organisations or who are embarking on learning the language for the first time.

TREO382 – Mahi-a-Rehia: Advanced Māori Performing Arts

This course explores the main elements of mōteatea, waiata-ā-ringa, poi and haka, while introducing mau rākau (taiaha, patu and tewhatewha) and taonga pūoro (pūrerehua, hue, pūtātara, pūkāea, kōauau and pūtōrino) to emphasise performance based kapa haka, including composing, planning sets, achieving balance between traditional and contemporary elements, kākahu (costume) and the dynamics and parameters of theatre in performance.

9. Assessment procedures

N/A for 8 of ten papers.

TREO110

2 x 2 hour lectures per week and 2 tutorials

30% Language vocab, listening, and speaking exercises

30% Oral Tests

40% Written tests

TREO382

There will be two one-hour lectures per week and one tutorial hour. It is proposed to teach the course in the second semester.

Assessment:

Essay: 20%

Practical: 30%

Seminar: 20%

Three hour exam: 30%

10. Resources

Please refer to the email response included under Appendix A from Canterbury's Facilities Management Director. There are two new papers; however, these do not demand new staffing or physical resources.

11. Plans for monitoring the quality of the programme

~~N/A as under 7.~~ Standard procedures for new courses include annual surveys of courses, lecturing and tutoring. The Head of School also reviews all new courses through Course Advisers and other senior staff. For instance, a senior member of staff reviews the Course Handbooks of all new courses for the first three years those courses are taught. We also intend to re-evaluate this qualification in conjunction with Ngāi Tahu.

12. Statement for the NZQA register

N/A as under 7.

13. Statement regarding Section B

N/A as under 4.

Progression of Proposal	Date
College PVC (strategic)	-
Faculty Standing Cmte / Planning Cmte / Foundation Board	-
Faculty	12 July 2006
Academic Programmes Committee	10 July 2006
Academic Board	19 July 2006
Council	26 July 2006
CUAP	1 September 2006

Appendix A: Consultation

FACILITIES MANAGEMENT

From: Peter Molony

Sent: Friday, 9 June 2006 8:33 a.m.

To: Rawiri Taonui

Subject: RE: New proposals

Dear Rawiri,

Thank you for forwarding details of the proposed course changes and new course offerings for Aotahi: The School of Maori and Indigenous Studies.

My comments on your proposals, from a facilities resources perspective, are as follows

MAOR405 - no additional facilities requirements

Change of degree name proposal - no impact on facilities

Te Reo Maori proposal - no impact on facilities

MAOR 268 - noted that the course is already taught and therefore no additional facilities requirements

MAOR345 - noted that no additional facilities requirements are requested

MAOR382 - noted that the room and AV requirements already exist within the department

Good luck with the new courses.

Thank you

Regards,

Peter

Peter Molony

Facilities Management Director

University of Canterbury

Te Whare Wananga O Waitaha

Private Bag 4800

Christchurch

New Zealand

GENERAL

From: Rawiri Taonui

Sent: Tuesday, 6 June 2006 10:25 a.m.

To: Alex Conte; Alex Tan; Alison Griffith; Annabel Taylor; Camilla Obel; Cathryn Shine; Christopher Cree Brown; David Wall; Edith Salzmänn; Edwina Palmer; Evgeny Pavlov; Graham Zanker; Henrietta Mondry; Hong Xiao; James Ockey; Jillian Cassidy; John

Fountain; John Gibson; Karen Nero; Karen Stevenson; Kate Kearns; Kenneth Henshall; Kevin Glynn; Laura Lopez-Fernandez; Margaret Burrell; Maria-Victoria Perez Y Perez; Martin Holland; Martin Setchell; Michael Grimshaw; Muhammed Musa; Nikki Evans; Patrick Evans; Patrick McAllister; Paul Russell; Ross James; Sharon Mazer; Simon Clarke; Simon Ogden; Stephen Hickson; Susanne Ledanff; Tanya Ogilvie-White; Tiina Vares; Verna Schofield; Vernon Andrews; Wendy Lawson; William Rollins; Desmond Rochfort; Geoff Rice; Howard McNaughton; Jack Copeland; Jim Anglem; Jim Tully; John Freeman-Moir; Neville Blampied; Robin Bond; Roger Buckton; Terry Austrin; Peter Molony; 'aoraki@xtra.co.nz'; 'Cherie'; Nekerangi Paul; Liz Bond; Te Maire Tau (Xtra); Te Maire Tau; UCSA President; 'drb50@student.canterbury.ac.nz'; David Gegeo; Colin Goodrich

Subject: RE: New proposals

Kiaora koutou

Please find attached copies of proposals we are preparing for June Faculty:

- re: naming our existing majors 'Te Reo Maori' and 'Maori and Indigenous Studies'
- a new stage 2 paper on Maori in Film, Literature and Documentary
- a new stage 3 paper on Maori Performing Arts
- a new stage 3 paper on Maori tribal histories
- a new stage 4 paper on Moteatea

Please forward any comments back to me.

Dr Rawiri Taonui

Head of SchoolAotahi: The School of Maori and Indigenous Studies,
University of Canterbury,
Private Bag 4800, Christchurch, New Zealand.

Ph: 64-03-366-7001 ext 6595

DDPh: 64-03-364-2595

Fax: 64-03-364-2960

rawiri.taonui@canterbury.ac.nz

<http://www.maori.canterbury.ac.nz>

From: Rawiri Taonui

Sent: Friday, 2 June 2006 4:03 p.m.

To: Alex Conte; Alex Tan; Alison Griffith; Annabel Taylor; Camilla Obel; Cathryn Shine; Christopher Cree Brown; David Wall; Edith Salzmänn; Edwina Palmer; Evgeny Pavlov; Graham Zanker; Henrietta Mondry; Hong Xiao; James Ockey; Jillian Cassidy; John Fountain; John Gibson; Karen Nero; Karen Stevenson; Kate Kearns; Kenneth Henshall; Kevin Glynn; Laura Lopez-Fernandez; Margaret Burrell; Maria-Victoria Perez Y Perez; Martin Holland; Martin Setchell; Michael Grimshaw; Muhammed Musa; Nikki Evans; Patrick Evans; Patrick McAllister; Paul Russell; Ross James; Sharon Mazer; Simon Clarke; Simon Ogden; Stephen Hickson; Susanne Ledanff; Tanya Ogilvie-White; Tiina Vares; Verna Schofield; Vernon Andrews; Wendy Lawson; William Rollins; Desmond Rochfort; Geoff Rice; Howard McNaughton; Jack Copeland; Jim Anglem; Jim Tully; John Freeman-Moir; Neville Blampied; Robin Bond; Roger Buckton; Terry Austrin

Subject: New proposals

Kiaora koutou

Advising in advance that the proposals we are preparing for June Faculty include:

- naming our majors 'Te Reo Maori' and 'Maori and Indigenous Studies'
- a new stage 2 paper on Maori in Film, Literature and Documentary
- a new stage 3 paper on Maori Performing Arts
- a new stage 3 paper on Maori tribal histories
- a new stage 4 paper on Moteatea

Papers to follow on Tuesday June 6.

Dr Rawiri Taonui

Head of School

Aotahi: The School of Maori and Indigenous Studies,

University of Canterbury,

Private Bag 4800, Christchurch, New Zealand.

Ph: 64-03-366-7001 ext 6595

DDPh: 64-03-364-2595

Fax: 64-03-364-2960

rawiri.taonui@canterbury.ac.nz

<http://www.maori.canterbury.ac.nz>

Appendix B: Calendar Changes

Schedule to the Regulations for the Degree of Bachelor of Arts:

Page 153: Add new major: TREO: Te Reo Māori

Te Reo Maori

Students majoring in Te Reo Māori must be credited with a total value of at least 136 points in Te Reo Māori courses, including at least 56 points in Te Reo Māori at 300-level. TREO 360 is compulsory. Students may include up to 44 points from courses listed under the major for Māori and Indigenous Studies. Students completing a double major in Te Reo Māori and Māori and Indigenous Studies must complete a total of 272 unique points in different courses.

Course	Course Name	Pt	Hr	Ad	06	P/C/R/RP
TREO 110	TREO110: Special Topic: Conversational Māori for Absolute Beginners Note: taught as special topic 2007. Formal proposal to follow that year.	18	52	12		
TREO 111	Te Reo:Te Kākano - Introductory Māori Language 1	18	52	12	S1	R: MAOR 105, MAOR 110, MAOR 111, MAOR 115, MAOR 124, MAOR 125
TREO 112	Te Reo: Te Kākano – Introductory Māori Language 2	18	48	12	S2	P: TREO 111, or MAOR 111, or MAOR 124, or MĀORI 125, or 18 credits NCEA Te Reo Māori Level 1 (mostly excellence), or a pass in a placement test, or by permission of Head of School. R: MAOR 106, MAOR 110, MAOR 112, MAOR 115, MĀORI 125, MAOR 126.
TREO 220	Māori and Indigenous Language Revitalisation	22	24	12	S1	P: Any 18 points in 100-level courses in Aotahi: School of Māori and Indigenous Studies or 36 points in 100-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of the School. R: MAOR 220, LING 209

TREO 282	Kapa Haka: Introducing Māori Performing Arts	22	24	12	Sr2	<p>P: Any 18 points in 100-level courses in Aotahi School of Māori and Indigenous Studies or 36 points in 100-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of the School.</p> <p>R: MAOR 265, MAOR 282, TREO 382</p>
TREO 260	Te Reo: Te Pihinga – Intermediate Language	44	125	0	W	<p>P: TREO 112, MAOR 110, MAOR 112, MAOR 115, MAOR 125, MAOR 126 or MAOR 160 or MAOR 251, or 18 credits NCEA Te Reo Māori Level 2, or 20 credits NCEA Te Reo Rangatira Level 1, or a placement test, or with prior learning and ability by permission of Head of School.</p> <p>R: MAOR 260, MAOR 310, MAOR 311, MAOR 325, MAOR 340, MAOR 350, MAOR 351.</p>
TREO 360	Te Reo: Te Māhuri – Advanced Language	56	125	0	W	<p>P: TREO 260, MAOR 260, MAOR 325 or MAOR 350 or 20 credits NCEA Te Reo Rangatira Level 2, or a placement test, or with prior learning and ability by permission of Head of School.</p> <p>R: MAOR 260, MAOR 325, MAOR 350, MAOR 360.</p>
TREO 382	Mahi-ā-Rēhia: Advanced Māori Performing Arts	28	24	12	S2	<p>P: Any 22 points in 200-level courses in Aotahi: School of Māori and Indigenous Studies or 44 points in 200-level courses in Arts, Education, Fine Arts, Music and/or Social Work, or a placement test, or with prior learning and ability by permission of Head of School.</p> <p>R: MAOR 382.</p>

Regulations for the Certificate in Arts:

p. 206 To “Subjects Available” list, add “Te Reo Māori”

Regulations and Schedule for Te Poutahi Reo: Certificate in Arts (Te Reo Māori):

p. 209 Amend title to Te Poutahi Reo: Certificate in Arts (Te Reo Māori)

p. 209 Amend regulations 2 and 7 to replace references to references to “Maori Language” with “Te Reo Māori”

p. 210 Amend title to Te Poutahi Reo: Certificate in Arts (Te Reo Māori)

p. 210 Amend schedule:

Change title to Te Poutahi Reo: Certificate in Arts (Te Reo Māori)

Change codes from MAOR111 to TREO111; MAOR112 to TREO112; MAOR260 to TREO260

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

p. 739 Te Poutahi Reo: Certificate in Arts (Māori Language)

Change title to Te Poutahi Reo: Certificate in Arts (Te Reo Māori)

Change codes from MAOR111 to TREO111; MAOR112 to TREO112; MAOR260 to TREO 260

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

Regulations and Schedule for Te Poutahi: Certificate in Arts (Maori and Indigenous Studies):

p. 207, 738 Certificate in Arts (Māori and Indigenous Studies)

Change codes from MAOR111 to TREO111, MAOR112 to TREO112

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

Regulations and Schedule for Te Pourua Reo: Diploma in Te Reo Māori:

p. 213, 214 Change title to Te Pourua Reo: Diploma in Te Reo Māori

Change codes from MAOR111 to TREO111; MAOR112 to TREO112; MAOR 260 to TREO 260; MAOR360 to TREO360

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

p. 735 delete MAOR111, MAOR112, MAOR260, MAOR360 and transfer details to TREO: Te Reo Māori

P740 Change title to Te Pourua Reo: Diploma in Te Reo Māori

Change codes from MAOR111 to TREO 111; MAOR112 to TREO112; MAOR260 to TREO260; MAOR360 to TREO360

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

Regulations and Schedule for Te Pourua: Diploma in Māori and Indigenous Studies

p 212, 739 Te Pourua: Diploma in Māori and Indigenous Studies

Change codes from MAOR111 to TREO111, MAOR112 to TREO112

All MAOR courses become restrictions and prerequisites in their equivalent TREO courses

Regulations for the Graduate Diploma in Arts

p. 255 add: "Te Reo Māori" to "The subjects in which the Graduate Diploma in Arts may be awarded".

Subject Codes

p. 861 Add: TREO Te Reo Māori

Degree/Diploma/Certificate Codes

p.862 Change to:

CertArts(TeReo Māori) 157 Te Poutahi Reo: Certificate in Arts (Te Reo Māori)

p. 862 Change to:

DipTeReoMāori 163 Te Pourua Reo: Diploma in Te Reo Māori