

Ireland, there is an extensive educational network to promote bilingualism, in scottish gaelic and english.

Turoa wants to see the implementation of many of his overseas experiences.

He says the development of bilingualism in New Zealand would be assisted by an official act of government. For the immediate future a Royal Commission (not his own) is needed 'to halt the decline and promote the language into the next century'. An academy for the modernisation of the language is required. 'We've got to find more words for everyday use.'

He wants more support for teachers in developing their fluency in the form of resource centres, advisory networks and 'time-out' periods. 'Many teachers would be thankful for block courses of three to six months long to develop fluency in maori.'

'A major effort is needed to assist primary school teachers in dealing with Te Kohanga Reo pupils. Initially we should concentrate on one school and encourage Te Kohanga Reo pupils to be

enrolled in that designated school,' says Turoa.

He wants Maori private schools to have bilingual programmes along the same lines as the one envisaged at Hato Petera in Auckland. He says state schools should follow the example of his own school — 'to create an alternative stream within each school to cater for bilingual Te Kohanga Reo students when they come through the primary system.'

Turoa says commitment and will is needed to achieve such changes. 'I talk about the prerequisites for a lot of things that must happen.'

He appreciates the value of 'resource people'. 'In Japan they talk about walking treasures — the old folk. We lack the value that they are so valuable. What do they do? They're on the chain just gutting a piece of meat and things like that. We're not using them in the right way.'

He says we talk a lot about the theory of multicultural education 'but we haven't as yet got into the process of it'.

He calls our society 'multicultural' in

composition but 'monocultural' in our way of life. 'The only ones who are being culturally enriched are the minority groups into the majority culture, we don't seem to be able to get it much around the other way.'

Turoa would like to see this school address itself to the bicultural imperative first. Maori and pakeha, perhaps to the extent of having 'schools within schools'. He will stand up to the people who say 'that's separatism!' 'You're separating us already. We have no power to do what we want to do.'

He says 'alternative' schools are already in existence — church, deaf and blind etc, and the problem is really with a prevalent British colonial attitude of 'We know what's best for the maori's'.

Turoa says the existing school curriculum favours the pakeha and forms a hierarchy. 'The biggest thrust that the maori can come to is to set up an alternative. Let the maori fail their kids if failing has to be done. With all the aroha in my heart don't tell me what is good for me and my people, you've said that for too long!'

## Kohanga Reo meets Primary School

At three years old, Henare spoke english. Then the Waiwhetu maori language nursery kohanga reo opened in Wellington.

At five he was bilingual, conversing easily in both languages. Then he went to school.

Now he speaks english all day and is losing his maori.

His mother is heartbroken.

The school is sympathetic and supportive. It says it is doing all it can with the resources available.

Maori parents say that is not enough. They want a minimum of one to three hours oral maori a day. If they do not get it they will keep their children out of school and teach them themselves.

The Education Department has consistently maintained that primary schools can cater for kohanga reo graduates.

But primary teachers and maori leaders say they cannot.

With about 3000 bilingual babies in kohanga reo throughout NZ the debate is only just beginning.

Juliet Ashton went to Waiwhetu kohanga reo to find out how its parents and the local school are facing the future.

### Principal sympathises with parents' views

Waiwhetu school principal Ian Grenfell is sympathetic to the views of the kohanga reo parents.

But he says his school is already doing all it can with the resources available to cater for the kohanga reo graduates. About one-fifth of the school's more than 200 pupils are maori.

Mr Grenfell says the Education Board gave special consideration to an application for an itinerant teacher of maori who now visits the school each Wednesday morning.

'The demand for her is very great,' he said. 'We're privileged to have her. The board has been very supportive.'

Mr Grenfell said one of his senior teachers had been developing maori programmes for pupils on her own time as well as attending the six-week maori language intensive course at Wellington Polytechnic.

She was selected for the national conference on incorporating language nursery children into schools.

Full consideration had been given to the possibility raised by maori education director Willie Kaa, of using the teacher aid scheme to bring fluent maori speakers into schools to work with kohanga reo graduates.

But allocations of teacher aid hours changed each year.

Mr Grenfell said his school was entitled to 7½ hours, but next year it could be none.

The aid employed this year was used to fill in gaps in other programmes where a need was seen.



TE KOHANGA REO

He would welcome extra teacher aid hours and maori language would be a high priority.

Mr Kaa suggested the teacher aid system, used extensively for reading recovery and language development programmes, could be used to bolster maori language in schools.

Aids do not have to be trained teachers.

He said it was already used for extra help in bilingual schools on the East Coast.

But only a certain number of discretionary hours could be applied for through the district senior inspector, and large schools could have other priorities apart from maori language.

Mr Kaa said there was nothing in law to stop schools spending several hours a day using maori language as the medium of instruction.

'That is education department policy,' he said.

The primary system had a lot of flexibility and many things were negotiable at the classroom level.