

deal of home support enabled them to reach the point where School Certificate and University Entrances became an attainable goal.

In the meantime this decision involved some personal trauma and alienation from their friends who, the group claimed, while equally or more academically able than themselves, lacked the necessary home support and had drifted out of the school to low paid jobs or unemployment. They were unanimous that an over-emphasis on Maoritanga in the primary years, although enjoyable at the time, had left them ill-equipped academically when important decisions regarding the future had to be made.

Maori not an optional extra

My final thoughts are for radical changes within the education system designed to eradicate the injustices being done to Maori children in the name of education, and to avoid future racial disharmony. The introduction of the Maori language, Maoritanga, and Taha Maori although pakeha perceived solutions to the "problem" are big steps in the right direction and if taught sensitively should enhance mutual respect.

However, as "optional extras" in a system so obviously structured to favour middle class pakeha children, and the preservation of the prevailing power structures, they may not bring the anticipated lift in mana, self esteem and learning. In my view the teachers of Maori children, and the Maori children themselves are in a no-win situation under current conditions. Without intensive retraining in multicultural education, a fluency in the Maori language, and a sensitive appreciation of Maori culture, I cannot see much improvement in the status quo. In my view those in positions to influence future educational policy should be giving attention to the following points. Maori language and culture should be an integral part of the curriculum at all levels and ranked with the basic subjects Pakehas tend to value schooling in relation to employment and life chances, and question the usefulness of Maori language and culture on this basis.

However, unlike the Chinese, Italian, Greek or Samoan languages which exist and flourish outside New Zealand the Maori language and culture dies unless it is sustained and nourished within

our shores. As a signatory to the United Nations Charter on Human Rights, New Zealanders must recognise the right of all people to cherish with dignity and pride the perpetuation of their indigenous culture. Pakehas should recognise the need to redress past policies that have attempted to suppress and exterminate a rich and valuable culture.

All teachers i.e. pre-school, primary and secondary should speak Maori fluently and be comfortable in both cultures. Teacher training should ensure that adequate standards of fluency in Maori are achieved by all prospective teachers as determined by a Maori board of examiners. Primary Teachers' Colleges at present offer one hundred hours of multicultural studies over a three year period but this barely equates to a twelve day full time course and serves merely as an introduction to Maoritanga. More inservice training should be devoted to multi-cultural studies and teachers should be encouraged to extend and update their knowledge of Maoritanga.

Less watchdog, more leader

The role of the inspectorate must become more of the professional leader

KIA TINO MOHIO AI KOE KA TAEA E KOE TE KORERO I OU AKE WHAKAARO – ME WHAKAKII I NAIA TONU NEI TE PEPA REHITA

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Ki ta te ture mehemea kua eke ou tau ki te tekau ma waru, neke atu ranei, ka ahei koe ki te pooti mo tetahi Mema Paremata. Kia mana ai to pooti me mau to ingoa ki runga i te rarangi ingoa pooti.

Mehemea kaore i tukuna atu ki a koe tetahi Kaari Whakahou (Roll Revision Card), me whakakii e koe tetahi Pepa Rehita (Enrolment Card) i te Poutapeta, Whare Kooti, Whare Pupuri Pukapuka, i tetahi Tari Whakahaere-a-Rohe ranei, me tuku mai ranei te pepa tono-kaari i raro iho nei.

Kia kamakama ra e hoa ma! Mahia i naia tonu nei.

He Patai ano?

Mehemea he patai au, e hiahia ana ranei kia mohio koe me pehea e mau ai to ingoa ki runga i te rarangi ingoa, me waea atu koe i tenei nama (071) 389-999, kaore he utu.

Mehemea kaore i tae atu tetahi Kaari Whakahou ki a koe, whakakii te pepa tono-kaari, ka tuku mai ki te wahi kua huaina ki runga i te tonu nei. Tae mai ana to tono ka tukua tonu atu te Pepa Rehita.

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