

**Kōrero**

**Mātauranga**

**Me kōrero tātou**

## Rapunga Whakaaro ā-Ipurangi

# Ngā reo o ngā tāngata whai hauātanga, whai matea ako whāiti hoki.

I tonohia ngā tāngata o Aotearoa kia kōrero mai, mā te rapunga whakaaro ā-ipurangi he aha ki a rātou ngā mea tino whaitake e pūkaha ake ai te pūnaha mātauranga. Koia nei ngā whakaaro o tōna 1200 tāngata whai hauātanga, whai matea ako whāiti hoki.

## I uia ngā pātai hei whakaoreore i ngā whakaaro mō te mātauranga ki tua:

**1** Mēnā ko koe te kaihautū o te Tāhūhū o te Mātauranga, he aha te mahi tuatahi māu?

**2** He pēhea ki a koe te āhua o te ākongā angitu o āpōpō?

**3** He aha ngā mōhiotanga me ngā pūkenga tika mō rātou?

**4** He aha ngā mea me mātua whakarite kia rongō ngā ākongā katoa i te angitu?

## Ngā kaupapa matua:

Mai i ngā urupare mai, i whakarōpūhia te pūrongo ki ēnei kaupapa e whā:

**Te ako – ngā taiao:** ko ngā whakahokinga kōrero mō ngā huanga ahurea me ngā huanga whakaako, me ngā taiao taha tinana, me te hauora.

**Te ako – ngā huarahi:** he kōrero mō te tuku rauemi, te whiwhinga ōrite, te whai wāhi ki te mātauranga, ngā ara mātauranga me te tautoko i te ako.

**Te ako – ngā hononga:** he kōrero mō ngā mātua, ngā whanau, ngā kaitukumahi, ngā hapori me te ariā o te rangatiratanga

**Te ako – te hāngaitanga:** he whakahokinga kōrero mō ngā pūkenga, te auahatanga, te tūhura, ngā āheinga, te mōhiotanga, ngā uara me te ariā o te ako mutunga kore.

## Tukua mai ō whakaaro mō te mātauranga ki tua

# Tā koutou i kī mai ai

**Tata ki te 1200 o ngā tāngata 16,466 i whakaoti i te rapunga whakaaro i whakaatu mai he tangata whai hauātanga rātou. I kirimanatia a Global Research māna e tātari ngā urupare mō mātou, ā, koia nei te whakarāpotonga o ngā kitenga.**

**Tirohia te pūrongo katoa i konei:**

<https://conversation.education.govt.nz/conversations/education-conversation/what-you-told-us/>

Ko ngā rapunga whakaaro ā-ipurangi tētahi wāhanga noa iho o **Kōrero Mātauranga | Education Conversation**. I 2018 neke atu i te 43,000 tāngata Aotearoa, arā, ngā kaimātauranga, ngā mātua, ngā tamariki me ngā taiohi, ngā hapori Māori, Pasifika hoki, te hunga hauā, te hunga whai matea tautoko ako, i whakaatu mai i ō rātou hiahia mō te pūnaha mātauranga ki tua.

E hiahia ana ngā tāngata Aotearoa kia angitu ai, kia tū māia, ā tātou tamariki, taiohi katoa ki te whai akoranga mutunga kore, kia whai pūkenga tika kia whai wāhi ki ō rātou whanau, hapori hoki. E hiahia ana hoki rātou kia whai koha ā tātou ākongā ki te porihanga me te ohanga i runga i te whakaaro pai.

I kī mai hoki ngā tāngata Aotearoa, mō te pūnaha mātauranga hou, me noho taketake tonu te tuakiri ahurea me te hauora o ia ākongā ki tōna kauneke, angitū mātauranga hoki. E hiahia ana ngā mātua, ngā whanau me ngā hapori ki te whai wāhi tonu ki ngā whakaakoranga o ngā tamariki me ngā taiohi.

Kua hua mai i ngā kōrero i rangona e mātou he panonitanga ki ngā mahi tautoko i te ako. Mō ētahi atu kōrero haere ki: <https://www.education.govt.nz/quick-links/special-education/>

*I ngā wāhi i whakamahia he kupu ā-waha kua waiho kia pērā tonu, hāunga ko ngā whakatika iti nei, te whakapoto rānei kia kitea te ngako o te kōrero. Nō mātou te whakaaro kia waiho ngā kupu i tuhia kia pērā tonu hei whakaatanga pono o te tāngata nāna tonu aua kōrero.*



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## Te ako – ngā taiao

- » Ko te whakaako tōtika kia ako takitahi ai tētahi take nui e rite ai ngā ākonga katoa kia angitu anō i ō rātou akoranga, i te roanga o ō rātou nā rā.
- » Hāngai kē ngā kōrero ki ngā tū akoranga e tutuki ai ngā matea ako o ia ākonga.
- » He mea nui whakahirahira te kaiako e mātua whakarite ana i ngā akoranga kia hāngai ki ngā matea ako o ia ākonga. Mā āna mahi tērā tonu e puta ai te ihu o te ākonga kia eke ki ngā taumata tiketike – mō ērā ākonga anō hoki me whai tautoko ki te ako, kua kitea rānei he hauātanga ōna.
- » I whāia e ētahi he huarahi e aronuitia ai te katoa o te ākonga hei tautoko i te tōna hauora.
- » Ko te whakaweti tētahi take i māharahara ai ētahi, ina koa kia mātua whakarite kia haumaruru ai ngā momo kura katoa mō te hunga hauā, me ērā ākonga e tika ana kia tautokoria.
- » Kāore i ārikarika te kōrero mai kia pai ake te whakangungu i ngā kaiako kia āhei ai tā rātou tautuhi, whakarite akoranga hoki mō ngā matea ako whāiti.
- » He whānui tonu te whakaaro me te hiahia kia whakangungua ngā kaiako ki ngā huarahi ako, huarahi whanonga hoki mō ngā ākonga he whāiti ngā matea ako pērā i te takiwātanga me te tīpaopao kupu.
- » Me whai tautoko ngā ākonga pūmanawa kia atawhaingia ō rātou pūmanawa anō kia eke ki te taumata ako e tika ana. I kī mai ētahi kua noho matekiri rātou ki te āhua o tēnei pūnaha mātauranga.
- » Kia whakaaronui tonu ki ngā tāngata turi mā te whakaako i te reo turi.
- » Ina kōrerotia ngā hauātanga ā-tinana, i kī mai ngā tāngata mō te whai take o te hanganga e whakanui ana i te whai wāhi mai o ngā ākonga.

**“Teachers misinterpret what it means to be successful. They mark success with a grade. A successful [person] is not exactly someone who is the smartest person, but someone that puts in the hard work.”**

Secondary student

**“Do not force open planning class rooms [where] students can get lost onto all schools in Auckland. I was dyslexic and was lost in an open planned school situation – teacher took the easy path.”**

Parent, primary student

## Tā koutou i kī mai ai

**“Someone who believes in themselves and is ready to go into the real world. They feel successful even if they didn’t do the best at the core subjects.”**

Secondary student

**“They should know and understand the importance of mental [health] and how to maintain good mental health this should be taught in the same way the physical health is taught.”**

Parent, secondary student

**“Learn about the child’s learning needs and apply a teaching techniques that apply to each child, grew and rejoice in there different talents.”**

Parent, early childhood

## Te ako – te hāngaitanga

- » Ko ngā tino pūkenga, āhuatanga hoki e whāia ana e ngā ākonga o tēnā, o tēnā reanga: ko ngā pūkenga toiora, pūkenga reo matatini, pāngarau hoki, te āheinga hangarau; me ngā pūkenga pāpori pērā i te mahitahi me te whakawhiti kōrero.
- » Te ako takitahi me te mahitahi, te aroha ki ētahi atu, te kirirarau ā-ao, me te tuakiri me te mauri ora; koinei ngā āhuatanga mātuatua kia akona i te kura, e ai ki ngā reo katoa nāna i urupare mai.
- » Me whānui tonu whai mōhiotanga o ngā ākonga kia māia tonu ai rātou ki te whakamahi i taua mōhiotanga ki ngā kaupapa tūturu.
- » Nui te karanga kia mutu te aromatawai whakatairite, engari kia hāngai kē ki te ākonga takitahi.
- » Ko te whaimahi me te mātauranga matua te huanga pai mō te hunga kei ā rātou ngā pūkenga me te mōhiotanga.
- » He āhuatanga nui anō ēnei pūkenga, mōhiotanga hoki mō te oranga pai.

**“Why aren’t we taught about basic financial literacy like how to work a budget or how to bank? We need to be taught subjects for life!”**

Parent, early childhood

**“Make the lessons interesting and they will come. Make them informative and they will learn. Make them insightful and they will grow.”**

Parent, tertiary student

**“A student who can work in a team. Excessive studying won't get you a spot in your precious future career because you need to be able to communicate with the people around you as well.”**

Pacific parent, primary student

## Tā koutou i kī mai ai

**“Review or funding to help all special needs children. The criteria is too hard and does not include adhd dyslexic ASD. All these kids are failing school at alarming rates or are being home schooled.”**

Primary student

**“With learn disabilities having the right tech and reader writers to support them. Too much teacher time is wasted on unimportant things that are the parent’s job.”**

Parent, primary student

**“Provide extra funds for children with special needs as this is a huge problem in NZ school.”**

Parent, primary student

## Te Ako – ngā huarahi

- » Kāia mātua whai kāia ōrite te whai wāhi o ngā ākongā katoa ki te mātauranga, ki ngā huarahi anamata me ngā otinga angitu i te kura i te roanga hoki o ngā rā, ahakoa ko wai, ahakoa nō hea.
- » Kei ngā tū tikanga e whiwhi ōritetanga: ko ngā huarahi kāia mōhio anō kei te whai tautoko ngā ākongā; te whakanui i te rerekētanga me ngā taiao ako e hāpai ana i te hauora o ngā ākongā kāia noho haumarū, kāia tū maia, kāia whakamanaia hoki rātou.
- » Ko tētahi mea nui e angitu ai te ākongā i te kura, i te roanga hoki o ōna rā, ko te tautohu wawe i tētahi hauātanga, ngā tū tikanga rānei hei tautoko i tōna ako. Me whai kāia tika ngā rauemi me ngā ratonga kei raru ngā ākongā i te hapanga o te māia.
- » Ko tētahi mea i hiahiaia ko te whai wāhi ki ngā mea tika. Ina koa, i moana te whakaaro kāia nui ake te pūtea mō te hunga hauā, me whai tautoko rānei te ako. Ko tētahi mea i tonoa ko te whakanui i te pūtea mō ngā rātonga mātauranga, pērā i te utu mā ngā kāiako me te hanganga.
- » Ko te rerekētanga tētahi take i matapakitia e pā ana ki te tuku rauemi me te tautoko e mātua tutuki ai ngā tāngata katoa, hauā māi, kaha māi. I puta anō he kōrero mō te pūnaha mātauranga me mātua tuku ratonga mō ngā tāngata katoa, kāia tutuki ai ō rātou hiahia katoa, otirā, mō te hunga hauā me ērā tāngata e hiahia ana kāia tautokoria te ako.
- » He take nui te whakawhiwhinga ōrite ki te hunga hauā me ngā tāngata e hiahia ana kāia tautokoria te ako. Ko te whai kāia ōrite te whai wāhi a ngā ākongā katoa ki te mātauranga, ngā huarahi anamata me te angitu i te kura, i te roanga hoki o ngā rā, ahakoa nō hea, ahakoa ko wai, he take nui whakahirahira tēnei ki te hunga tuku kōrero māi.
- » Me whakarite kāia nui ake ngā kaupapa ako ngaio kāia whai pūkenga tika ngā tāngata e whakaako ana i ngā ākongā hauā, e hiahia ana hoki kāia tautokoria tō rātou ako.
- » Kāia nui ake ngā ratonga tautoko mō te hunga hauā me whai tautoko tō rātou ako. Ina koa, ko te tohatoha pūtea me te hāpai i ērā ākongā whai mate moraru kupu, whai takiwātanga, ADHD me ētahi atu āhuetanga e ārai ana i te ako.
- » Kua tino takeo ngā mātua ki te koretake o ngā ratonga me te uaua ki aua ratonga anō, inā hoki he roa rawa te wā e tātari ana, ā, he nui rawa ngā utu. Kua puta te karanga kāia nui ake ngā ratonga tautoko, me ngā pūtea mō aua ratonga tautoko i te ako.
- » Kua puta te karanga kāia kua e kopanitia te Ongoing Resourcing Scheme (ORS)
- » Me whai pūtea, rauemi me ngā ratonga tautoko hoki ngā tāngata kua tohua he tāngata hauā, me whai tautoko rānei mō te taha ki te ako. E hiahia ana ētahi kāia nui ake ngā kaimahi tautoko i roto i ngā kura, tae atu ki ngā kaiwhakarite matea mātauranga motuhake, ngā kaimahi tauwhiro me ngā mātanga hauora, oranga hinengaro hoki.

### Tā koutou i kī mai ai

**“Expand learning options so that we can make learning accessible and relevant to all types of students in ways that the current education system does not.”**

Parent, early childhood

**“If I was the boss of Education, I would make sure that all of the kids got the same amount of learning. Sometimes I have waited patiently for help, day after day, and still I have not been helped by the teacher. It makes me feel dumb and stupid, and then I don’t want to go to school.”**

Primary student

**“Currently our next generations brightest children get NOTHING. They are supposed to be catered for as ‘special needs’ but are overlooked constantly because special needs to the majority of educators means disability – dyslexia, dysgraphia etc.”**

Pacific parent, primary student

## Te ako – ngā hononga

- » I whakawhiti kōrero ngā tāngata mō te hiranga o te whanau mō tōna whai wāhi ki te ako, te whaitake anō hoki o te kāinga ora, kia arohatia, kia tautokongia i roto i te ako, me te tautoko mai a te whānau mō te ākonga i te roanga o tōna kuranga.
- » He whai painga anō ngā ākonga mēnā e whai wāhi ana rātou ki te hapori whānui, e tautokongia ana e tō rātou whanau.
- » Tērā anō ētahi kōrero mō ngā hononga i waenga i ngā ākonga me te hapori whānui me pai o te ākonga mahi hapori.
- » Ko tētahi take i puta ake ko te kaupapa o te whakahoki, kia whai wā te ākonga mō tōna hapori.

**“I would like to see schools literally be part of the community, preschools and kindergartens on site, parent education onsite, parental and sibling learning together. I would like to see businesses and community agencies be more involved in secondary school learning.”**

Parent, tertiary student

**“They must be able to think as a citizen of the world, collectively and empathetically understanding that theirs and others actions/decisions impact on each other and the island of earth that we live on.”**

Parent, secondary student

**“Also get the elderly community to support teachers and students in classrooms because they have a wealth of experience which is invaluable and irreplaceable.”**

Parent, secondary student

**“A strong support network of whānau.”**

Secondary student

## Tā koutou i kī mai ai

**“I go to Te Aho o Te Kura Pounamu and I learn online. I feel lonely, because I have nobody around me except Mum all day. We should have every day advisory, so we can spend part of each day with other students.”**

Primary student

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**Tukua mai ō whakaaro mō te mātauranga ki tua**

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