



MĀUI-TINEI-AHI PAPA RANGAHAU

Tekau mā iwa ngā kōhanga reo me ngā puna akoranga i rangahaua e Te Tari Tinei Ahi o Aotearoa i te tau 2011. E whai nei ngā whakarāpopoto o ētahi o ngā kitenga matua.

Rangahau

I puta i ngā kaiako, ngā kaiāwhina, me ngā kuia, he whakaaro mō ngā rawa haumarua ahi kei te reo Ingarihi (me ngā rawa reo anō, Ingarihi, Māori, mō te haumarua ahi kei te kura tuatahi), ā, i kī rātou ko ngā take ārai i te whāinga o ngā rawa haumarua ahi i te kōhanga reo me te puna akoranga ko ēnei:

- kei roto i te reo Ingarihi anake
- he roa rawa ngā kōrero
- he uaua te whai i ngā tohutohu haumarua ahi
- te kore wāhi ki te tirohanga Māori.

I tohua mai e rātou kia āta whakaritea ētahi rawa reo Māori mō te haumarua ahi, mā ngā whare kōhungahunga. I tohua mai e rātou ko ēnei rawa:

- me mahi i te reo Māori ngāwari, te reo o ia rangi
- kia kaua e tino pau te wā me te kaha ki te whakamahi
- kia mārama, kia māmā te kaupapa o te haumarua ahi i te ahi
- me whakauru he tirohanga Māori
- me whakauru he waiata mō te haumarua ahi
- me whakaatu mai te āhua o te noho o ngā tamariki me ō rātou whānau i ia rā, te ao e mōhio ana rātou, ā, kua taunga kē
- kia kitea mai ētahi Māori i roto
- kia rite mō te whānui o ngā tau tamariki kōhungahunga
- me whakauru ngā pikitia piata hei hopu i te hinengaro tamariki

MĀUI-TINEI-AHI RESEARCH BASE

In 2011, the New Zealand Fire Service (NZFS) conducted research in nineteen kōhanga reo and puna akoranga. The following summarises some of the key research findings.

Research

Commenting on existing early childhood fire safety resources in English (and on primary-school-level fire safety resources in English and te reo Māori) kaiako, kaiāwhina, and kuia identified the following barriers to uptake of fire-safety resources in kōhanga reo and puna akoranga:

- the sole use of English
- over-lengthy text
- over-complicated fire-safety messages
- the absence of a Māori perspective.

They recommended that a dedicated set of Māori-medium early childhood fire-safety resources be developed. They recommended that these resources:

- be in standard, everyday Māori
- not be too time-consuming and labour-intensive to use
- convey a simple, clear, uncomplicated fire-safety message
- incorporate a Māori perspective
- include a fire-safety waiata
- show familiar, real-life, every-day settings that tamariki and whānau can relate to and identify with
- include Māori characters
- cater for tamariki of diverse pre-school ages
- include bold, bright pictures to capture the imagination of tamariki

- me whakauru ngā hononga ki ngā marau kōhungahunga e tika ana.

I tohua mai e rātou kia uru ki ngā whakatakotoranga:

- he pukapuka rahi, torutoru noa ngā rārangi kupu ki ia whārangi
- he pukapuka whai waiata
- kia rahi ngā whakaahua
- he CD whai waiata
- ētahi pitopito hei mau ki te kāinga.

Kāore i aro nui atu rātou ki ngā rawa ipurangi.

He whakatūpato tā rātou mō ngā pikitia pohewa (hei tauira whakaahua) mō te kore whai kiko o ēnei, ā, he uua mā ngā tamariki nohinohi te honohono ki te ao tuturu – ā, mō te reanga nei kei kitea ngā pikitia pohewa hei “mahi hīanga noa iho”.

I tohua anō e ngā kaiako, ngā kaiāwhina, me ngā kuia ētahi momo whakaako kia whakaurua ki roto i te pukapuka āwhina mā te kaiako:

- kia mahi-a-ringa ngā mahi
- kia whai kiko ngā mahi, kia mārama ai ki a rātou he aha te aha
- te tāruarua
- me pēhea te aro nui ki te kaupapa o te haumarua i roto i te waiata.

Ko te kitenga matua o te rangahau mō te karere, “E tau, ki raro, e puta ki waho” e akona ana ki ngā kura tuatahi – he tino uua mā te tamariki raro i te rima tau. I kī tētahi kaiako, nā te nonohi kei raro kē rātou i nāia-tonu-nei, ā, ko te mahi kē mā rātou he puta ki waho, ka noho ki waho. I kī tētahi atu kaiako, he pōrori rawa te tokomaha tamariki ki te mahia rātou kia ngōki – kia kauā e hīkoi – ki waho i te whare e kāia ana. I whakatūpato ētahi kaiako, kaiāwhina, kuia mō te tūpono ki ngā karere haumarua e kore e mau te tikanga i te hinengaro tamariki.

Rōpū whakaatu

I te tau 2012, i whakatūria e Te Tari Tinei Ahi o Aotearoa he rōpū hei tohutohu i te whakaritenga o ētahi rawa haumarua ahi mō te ao kōhungahunga; nā ēnei rangahau rātou i whakatau. I mauria mai ki te rōpū ngā mōhiotanga o Te Kōhanga Reo Tari Matua, Te Tāhuhu o te Mātauranga, me te Rōpū Takawaenga Māori o Te Tari Tinei Ahi o Aotearoa.

- include links to appropriate early-childhood curricula documents.

They recommended that the formats include:

- a big book with no more than a few lines of text on each page
- a book with a waiata in it
- big photographs
- a CD with the waiata on it
- take-home components.

They didn't give internet-based resources the same priority.

A further comment was that cartoons (as a style of illustration) risk being too unrealistic and too hard for tamariki nohinohi to connect with real life – the risk is that this age group sees cartoons as “just a game”.

Kaiako, kaiāwhina, and kuia also identified some key learning approaches that they recommended be incorporated into an educator's guide:

- hands-on activities
- real-life experiences in contexts tamariki can easily relate to and understand
- repetition
- how to focus on the safety message in a waiata.

The key research finding was that the “Get down, get low, get out” message as taught in primary schools is too complex for under-fives – who are, as one kaiako pointed out, already low – and who need to simply get out and stay out. As a kaiako noted, many tamariki would be too slow if they attempted to crawl – rather than walk – out of a burning building. Kaiako, kaiāwhina, and kuia commented on the risks around safety messages that are too subtle for younger tamariki to understand.

Reference group

In 2012, the NZFS convened a reference group to advise on the development of a set of Māori-medium early childhood fire safety resources informed by these research findings. This reference group brought together expertise from Te Kōhanga Reo National Trust, the Ministry of Education, and the NZFS Māori liaison firefighter team.