



## Whakamāori E01 : Reclaiming Māori Education

Ranginui Walker: *Reclaiming Māori Education* (Nō te pukapuka *Decolonisation in Aotearoa*)

<https://www.nzcer.org.nz/nzcerpress/decolonisation>

*Nā Chey Milne*

### English

The techniques of the coloniser included: Trade at the frontier; opening up new lands and resources for exploitation; cultural invasion by missionaries imposing their world view on the natives; treaty-making to gain a foothold on the land; taking advantage of tribalism to divide and rule; military invasion; political domination; confiscation and expropriation of land and resources by legal artifice; and state terrorism and intimidation of non-conformist pacifist populations.

For Māori, the most adverse effects of the colonial encounter included population decline, domination of chiefly mana by a foreign power, political marginalisation, impoverishment, and the erosion of language, culture and self-respect.

### Whakamāori

Ko ngā tikanga a te kaitāmi.

He tauhokohoko I te tuatahi, hei ara ki ngā whenua hōu, me ngā rawa kei aua whenua. Ko ngā mihinare ka tarehu I te whenua, kia tau ā rātou tirohanga ki runga I ngā iwi taketake.

Te waihanga tiriti, hei whakaeke I ngā whenua.

Te rapu hua I roto i te noho tauwehe o ngā iwi, me te whakawehe anō, kia ū tō rātou mana. Te urutomo a ngā ope taua. Te ara tōrangapū. Te whakamahi I te ture hei raupatu I te whenua me ōnā rawa. Te whakatuatua me te hopī I ngā iwi kāore e tuku, e whakapono rāini.

Mō te Māori, ko ngā mate kino rawa o te panga mai o te Pākehā, ko te mate haere o te taupori, ko te tāminga o te mana Motuhake e te mana Pākehā. Ko te whakawehewehe mā te tōrangapū, ko te pōharatanga, te ngaromanga o te reo, te ahurea me te mana ake o te tangata.



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*Nā Anaha Hiini*

### English

At the height of its power in the 19th century, the British Empire encompassed 11.5 million square miles and ruled over a quarter of the world's population (Waitangi Tribunal, 2012).

The Empire's expansion at the expense of indigenous people in the New World was driven by trade, capitalism and consumerism.

When Great Britain annexed New Zealand under the Treaty of Waitangi in 1840, it had considerable experience in the techniques of domination, subjugation and domestication of indigenous populations in North America, Canada and Australia.

Like its Greek and Roman predecessors, the British Empire portrayed itself as civilised and painted the people it encountered in the New World as savage, uncivilised and inferior.

The British racial hierarchy placed Europeans at the top and 'natives' at the bottom.

Although the culture of New Zealand's tangata whenua, with its hunting, fishing, gathering and gardening economy, was a sustainable design for living, it was almost destroyed by the colonial enterprise of converting the natives from barbarism to Christianity and civilisation.

British colonisers saw Māori tribalism and communal ownership of land as the mark of primitive and barbaric people.

### Whakamāori

I te kōmata o te rangi kē te mana o te Emepaea o Piritana e rere ana i te rautau tekau mā iwa, ka riro katoa i a ia te mana o te 11.5 miriona maero tapawhā o te whenua, me tētehi hau whā o te taupori o te ao. (Waitangi Tribunal, 2012).

I te Emepaea e whanake haere nei i te tauhokohoko me te pūmatuatanga ka tere heke ngā iwi taketake i te Korokoro o Te Parata.

I te whakakapinga o Niu Tirenī e Piritana Nui i te waitohutanga o Te Tiriti o Waitangi i te tau 1840, kua mātanga kē te hoa tiriti rā ki ā rātau pūnaha whakatuanui, ki ā rātau pūnaha tāmi, tae noa atu ki te āheinga ki te whakaratarata i ngā iwi taketake o Amerika ki te Raki, o Kānata, me Ahitereiria.

Pēnei i ō rātau tūpuna o Kiriki me Rōma, ka whakaahuahia e te Emepaea o Piritana tō rātau āhua ānō he iwi pai, waihoki, he mohoa, he pararau hoki ngā iwi taketake o te Ao Hou nei kātahi anō ka kitea.

Nā te Aroākapanga ā-iwi o Piritana te Pākehā i whakatuanui kia noho pararau kē ngā 'iwi taketake'.

Ahako te toitū o te ahurea o te tangata whenua o Aotearoa pēnei i te mahi manu, i te mahi ika, i te mahi kai, i te mahi māra, i te aha, i te aha, i tata ngaro i tā te Pākehā panoni i te iwi mohoa nei kia whāia te Karaitiana e tika ake ai te āhua ki tā rātau i pai ai.

E ai ki tā te iwi tāmi, he harehare, he mohoa hoki te iwitanga Māori me te rangatiratanga ā-iwi o te whenua.



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*Nā Ani-Piki Tuari*

### English

The consequence of this historical process, enacted in New Zealand from 1840 to 1900, is a structural relationship of Pākehā domination and Māori subordination.

Subsequent institutional arrangements, including Parliament and the apparatus of the state, functioned to maintain that structural relationship. This chapter examines how one facet of institutional arrangements, the education system, was manipulated by the power brokers to maintain an unjust social order between Māori and Pākehā.

### Whakamāori

Ko te whare e noho rangatira nei te Pākehā i tēnā o te Māori e noho whakahāwini ana, te papa o ngā tukanga whakaheke nō te tau 1840 ki te tau 1900 i Aotearoa.

Ko ngā whakaritenga tikanga kore i huaina, pēnei i te Paremata, i te whakaūnga hoki o Aotearoa kia noho ko ia hai whenua nō te Pākehā, he ara mā rātou kia pupuri tonu i te mana. Ka arotake tēnei wāhanga i te ara i āhei ai ngā mana o te wā ki te rāweke i tētahi rāngai whakataiwhenua, ko te rāngai mātauranga tēnā, kia mana ai te tūkinohia o te Māori e te Pākehā.