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Learning Media 面向太平洋的語言教材出版

Learning Media 太平洋に面する言語教材の出版
Learning Media, a Publisher of Language Materials
Which Embraces the Pacific

Learning Media, He Kaiperehi o ngā Mātātuhi hei
whakahiapo i ngā Motu o te Moana-nui-a-Kiwa

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History of the Māori Language

This section provides a brief history of the Māori language in New Zealand as a context for publishing materials and resources in the Māori language.

The Māori language is the language of the indigenous people of New Zealand, and Māori people make up approximately 15 percent of the total population of New Zealand (National Census 2006). Pre-1840, the Māori language was the predominant language of New Zealand, used in social, religious, commercial, and political interactions among Māori, and between Māori and Pākehā¹. When the Treaty of Waitangi was signed in 1840, the Māori language was still predominant; however, a mere ten to fifteen years later, Māori became a minority language. During the late nineteenth century, the Māori population reached its lowest point and, accompanied by the enforcement of the Native Schools Act (1867), which decreed that the English language be used in the education of Māori children, resulted in a steady decrease in the use of the Māori language. Although Māori was still the predominant language used in Māori homes and communities in the 1930s, the decrease in Māori language use accelerated in the 1940s when urban migration began



毛利語歷史

這部分簡述紐西蘭毛利語歷史，做為出版毛利語教材和資源的背景。

毛利語是紐西蘭原住民的語言，毛利人約占紐西蘭總人口的15%（2006年國家普查）。1840年之前，毛利語是紐西蘭的強勢語，用於毛利人之間社交、宗教、商業和政治互動，也是毛利人與 Pākehā 人¹（編註：與毛利人混居的早期歐洲移民）的溝通語言。1840年「Waitangi 條約」簽訂當時，毛利語仍是強勢語；然而，之後不過10至15年光景，毛利語就成為少數語言。19世紀晚期，毛利人口降至最低點，伴隨著1867年「原住民學校法案」的實施（明訂毛利兒童教育採用英語），導致毛利語普及率逐步下降。儘管1930年代毛利語仍普遍用於毛利家庭和社區，但1940年代毛利語使用情況在人口開始向都市集中，以及毛利家庭在大型歐洲社區中形同孤島之下加速惡化。1970年代一項全國調查顯示，

and Māori families became isolated pockets in large European communities. In the 1970s, a national survey showed that only about 18–20 percent of Māori were fluent speakers and the majority of those were elders. The language was referred to as an endangered language. The situation caused great concern, which was highlighted in the 1970s by community-driven protest and the raised consciousness of many Māori. Initiatives to ensure the Māori language survived grew from Māori communities in a movement that was to grow strong, particularly in the education sector. Iwi (tribal) groups started to develop their own development plans, schools within Māori communities established themselves as bilingual in Māori and English, iwi set up their own centres of higher learning (Whare Wānanga), language learning nests for preschoolers (Te Kohanga Reo) were established and based on marae, and the first Māori immersion school (Kura Kaupapa Māori) was established. In the mid 1980s, the Te Reo Māori Report was produced by the Waitangi Tribunal, and this culminated in the Māori Language Act 1987, declaring Māori an official language of New Zealand. The establishment of the Māori Language Commission (Te Taura Whiri i Te Reo Māori) occurred in that same year. The Commission was set up to promote the use of Māori as a living language and as an ordinary means of communication. The greatest effort to ensure the survival of the Māori language has been within the education sector, particularly as a result of the education reform that occurred in 1989, including the amendment of the Education Act. This act enabled the establishment of Kura Kaupapa Māori as a viable schooling system within the state education system (initially Kura Kaupapa Māori were set up outside the state system²), and Kura Kaupapa Māori have been recognized internationally as a means of language revitalization, a way of asserting Māori self-determination, and a reflection and expression of a Māori world view. While the Ministry of Education has supported a number of the initiatives that were originally community driven, many of the initiatives continue to be driven from



Learning Media執行長David Glover。

僅約18%至20%毛利人能說流利族語，其中多數為年長者，毛利語被視為瀕危語言。此一情況引發極大關注，這在1970年代經社區發起的抗議行動和許多毛利人益發覺醒而為之凸顯，確保毛利語存活的行動自毛利社區萌芽，成為逐漸壯大的社會運動，教育界尤其顯著。部落著手推動其發展計畫，毛利社區內的學校採毛、英雙語教學，部落團體設立自己的高階學習中心 Whare Wānanga (毛利大學)，以會所為根據地的學齡前兒童語言學習巢 Te Kohanga Reo 建立，第一所沈浸式毛利語授課學校成立。1980年代中期，Waitangi 法庭催生了「毛利語言報告」，以1987年通過「毛利語言法案」宣布毛利語為紐西蘭官方語言達到高峰；同年，毛利語言委員會成立，該委員會旨在推廣毛利語做為生活語言和一般溝通工具。教育界保存毛利語出力最多，尤其促成1989年開始的教育改革，包含「教育法案」的修法，該法案將 Kura Kaupapa Māori (編註：由毛利人建立並管理的全毛利語之毛利主題教學學校) 納入國家教育體系²，而 Kura Kaupapa Māori 已獲國際認定為語言復振方式，是宣示毛利自決之道，以及反映和表達了毛利世界觀。雖然原先由社區發起的計畫為數不少已獲教育部支援，但許多計畫仍由社區推動，比如在家教授與學習毛利語的 Te Ataarangi。Learning Media 自1960年起持續支持以毛利語出版教科書，規模從1960年代出版毛利語教材供

the community, for example, Te Ataarangi – a methodology of teaching and learning the Māori language in the home. Learning Media has supported the use of the Māori language through its publications for use in schools since 1960. This support has moved from producing materials for teaching Māori as a language subject in a few secondary schools in the 1960s to producing materials for over one hundred schools in 2010 where the language of instruction is Māori.

History of Learning Media

This section will provide a brief history of Learning Media since 1907, including its work in the Māori language for the last fifty years.

The origins of Learning Media derive from when the *School Journal* was first published in 1907. This was the first schoolbook published for children in Aotearoa/New Zealand, and it was to reflect the stories from the lives of those children. In 1939, the Director of Education established the School Publications Branch of the Department of Education (now known as the Ministry of Education). His vision was to express the New Zealand identity in print³. Publication of the *School Journal* and other educational materials, including curriculum-related materials, continues to the present day.

Publishing in the Māori language began in 1960 with the publication of the *Te Wharekura* books. The *Te Wharekura* books contained stories relevant to Māori teenagers. The driver for this came from teachers who were teaching Māori in secondary schools. They asked for texts with authentic stories in the Māori language that would develop and support the students' language development.

The range of educational publications published by the School Publications Branch continued to expand, particularly in the 1980s, and publishing in Pacific languages also became established during this time.

In 1989, the School Publications Branch was absorbed into the Learning Media Group of the newly formed Ministry of Education.

一些開設毛利語課的中學使用，到2010年替百餘所採毛利語教學的學校出版教材。

Learning Media歷史

這部分簡述Learning Media自1907年起的歷史，包括過去50年來推廣毛利語的工作。

Learning Media可溯源1907年首度

出版的《學校日誌》，這是紐西蘭（毛利語：Aotearoa）第一本學童用教科書，反映孩童的生活故事。1939年，教育局長在教育局（今為教育部）下設學校出版品科，欲以印刷品表達紐西蘭認同³。《學校日誌》及其他教材（包含課程相關資料）時至今日還在出版。



通曉南太平洋多國語言的編輯顧問Teremoana O Ma Hodges，她用了6國語言歡迎CIP訪問團。

毛利語出版品1960年問世，首批是

《學園》書籍，《學園》包含與毛利青少年相關的故事，其推動力來自在中學教授毛利語的老師，他們要求以毛利語書寫的真實故事課文，來促進和支援學生的語言發展。學校出版品科出版的教材之範圍益發擴大，1980年代尤著，當時，太平洋語言出版也起步了。

學校出版品科後併入新成立的教育部的「學習媒體團」。

1993年，Learning Media以聯邦企業形態成立，旨在出版優良教材。Learning Media各種教育出版品包括《紐西蘭課程》及以英語教學用「國訂標準」，以及毛利語同等文件（非轉譯版本）。Learning Media現為國營公司，專於讀寫與算數、毛利與太平洋教育、數位學習、健康教育和專業發展。

In 1993, Learning Media Te Pou Taki Kōrero was established as a Crown-owned company, with a purpose of being a publisher of sound educational materials. Among the wide variety of educational publishing Learning Media has produced, it has also published *The New Zealand Curriculum* and the National Standards for use in English-medium settings and the equivalent (but not translated) documents in the Māori language, *Te Marautanga o Aotearoa* and Ngā Whanaketanga, for use in Māori-medium settings. Learning Media is now a state-owned enterprise, with expertise in literacy and numeracy, Māori and Pasifika education, digital learning, health education, and professional development.

Te Wharekura – A Case Study

This section will discuss a resource that we have been publishing in the Māori language for the last fifty years.

Te Wharekura was first published in 1960 at a time of the near catastrophic decline in the use of the Māori language (a decrease from 95 percent in 1900 to 25 percent in 1960) and before Māori had fully realised this was happening. One visionary teacher's need to see his students read authentic texts in order to support their language development was the catalyst for Learning Media to become involved in Māori publishing. Many of the writers for *Te Wharekura* wrote stories about their lives and often retold their tribal stories.

Over the years, *Te Wharekura* has developed to meet a growing need in Māori-medium settings to support the national curriculum. *Te Wharekura* is one of a larger series of materials that are called Rauemi Matua (Instructional Materials), which have a role in literacy development and language revitalisation for students in years 11, 12, and 13. *Te Wharekura* has continued to branch out and to publish stories that take students where they may not have ventured before.

In 2010, Learning Media and the Ministry of Education celebrated fifty years of publishing in the Māori language by publishing a commemorative edition of *Te Wharekura*. The publication showcases some of the authors and designers who contributed to the series, as well as some of the early stories and original comic strips. It included a timeline showing the developments in Māori language alongside some significant titles. The content of this publication was chosen to show Māori language learners in 2011 the commitment made to publishing stories in the Māori language over the last fifty years and to showcase the language and cultural practices and protocols (tikanga) of the stories

《學園》案例研究

這部分將討論 Learning Media 在過去 50 年間出版的一種毛利語資源。

《學園》1960年首度出版，時逢毛利語普及度大幅縮減（從1900年的95%，於1960年降至25%），就在毛利人意識到此一窘境之前。一位有遠見的老師為了支援學生的語言發展，欲使學生閱讀實在的課文，促 Learning Media 開始投入毛利語出版。《學園》由多名寫手書寫自己的生命故事，且常傳述部落故事。

近幾年來，《學園》已發展到能因應毛利語教學環境支援國訂課程的需求。《學園》隸屬《Rauemi Matua》系列，後者在11、12和13歲學生的讀寫發展和語言復振上舉足輕重。《學園》持續延伸觸角，並繼續出版能引領學生到他們可能尚未探險之境的故事。

2010年，Learning Media 和教育部慶祝毛利語出版50週年，出版紀念版《學園》，本書羅列促成這系列書籍的一些作家和策畫人，並展出一些早期故事和原版漫畫，包含毛利語發展暨部分重要書目年代表。這本書的內容是要向2011年毛利語學習者表明過去50年為出版毛利語故事所做承諾，並展現1960年代和1970年代所寫故事的語言與文化「慣習和規範（tikanga）」。

其他毛利語出版品

這部分將討論我們出版的毛利語出版品之廣度，以及出版時須考量的事項。

Learning Media 每年代表教育部出版約30種毛利語出版品，這些出版品從0到13歲都有，並涵蓋各階課程⁴（有一套毛利語教學課程⁵，類似英語教學課程⁶），這些出版品免費供應毛利語授課學校（開發和出版費用由教育部承擔）。



written in the 1960s and 1970s.

Other Māori Language Publications

This section will discuss the range of publications we publish in the Māori language and the things we need to consider when we publish.

Learning Media publishes approximately thirty publications in the Māori language each year on behalf of the Ministry of Education. These publications range from year 0 to year 13 and cover all levels of the curriculum⁴ (the Māori-medium sector has its own curriculum⁵ which is parallel to the English-medium curriculum⁶). These publications are delivered without cost to Māori-medium schools (the cost of development and publishing is covered by the Ministry of Education).

In the last two years, Learning Media has focused its resources for schools around the purpose of the resources. Rauemi Matua⁷ are closely aligned to the curriculum and National Standards and therefore have a role as instructional materials in literacy development. They also have the ongoing purpose of embedding the Māori language (language revitalization) and provide broad content knowledge aligned to the curriculum.

Rauemi Tautoko (Support Materials) are publications designed to support literacy development.

When developing Māori language publications, Learning Media considers a number of priorities, including:

- The language in the publications aligns with the requirements of language development outlined in the curriculum.
- The language in the publications aligns with the literacy and numeracy National Standards and the Literacy Learning Progressions, written in Māori.
- The resources are written and developed in the Māori language.
- The resources are digital, if possible, to reflect research findings that Māori boys prefer to engage with digital media.
- The publications for years 11, 12, and 13 address identified content gaps in the suite of resources they have available.
- There is ongoing inquiry into the resources' effectiveness and their fitness for purpose.
- The improvement of teacher support materials is continuous.
- The content of the publications aligns to Ka Hikitia: Managing for Success,⁸ a Ministry of Education strategy for developing

過去兩年，Learning Media基於資源目的將資源集中於學校，《Rauemi Matua⁷》與國訂課程和「國家標準」高度契合，因此扮演著讀寫發展教材的角色，也試圖不間斷地復振毛利語，並提供與國訂課程契合的廣泛內容知識。

《Rauemi Tautoko》是用以支持學生讀寫發展的出版品。

- 開發毛利語出版品時，Learning Media考慮的優先事項包括：
- 出版品語言契合課綱所訂的語言發展要求。
- 出版品語言契合毛利語版讀寫與算數「國家標準」和「讀寫學習進程」。
- 資源以毛利語書寫和開發。
- 資源盡可能數位化，以反映研究發現，毛利男孩偏愛數位媒體。
- 對象為11、12和13歲學童的出版品須處理在這些學生可取得的整套資源中所確認的內容落差。
- 不斷調查資源的有效性及其目的適宜度。
- 教師支援教材的改良工作是持續不間斷的。
- 出版品內容契合「大步向前——追求成功的管理」⁸，這是教育部開發毛利潛力的一項策略。

這些優先事項均有益於毛利語的存活和復振。

出版品的內容由各年出版品一或兩種主題（kaupapa matua）所決定，這意味著不同年級所用的出版品間有所連結，這對以毛利語受教的學生很有助益，因為他們常在混階教室上課，因此所有學生儘管年級不同，還是可以就相同主題學習。主題包括全球暖化、照顧老人、活出健康人生、模範和冠軍、環境、部落故事、各式運動和體育人（尤其是年輕運動員）。部落故事是毛利語

Māori potential.

These priorities all contribute to the survival and revival of the Māori language.

The content for the publications is determined by one or two themes or kaupapa matua for each year's publications. This means that there is a link between the publications for the different year groups of students. This works well for students in Māori-medium settings because they often have multi-level classrooms, so all students can be working on the same theme even though they are at different year levels. Examples of themes are global warming, care of the elderly, living healthy lives, role models and champions, the environment, iwi stories, and various sports and sportspeople, particularly young sportspeople. Iwi stories are important content for Māori language publications. They allow stories to be written in a particular iwi dialect and so reflect iwi identity. The content is decided from considering the important messages and understandings and the traditional values and concepts we would like Māori children to engage with.

For each student publication, we develop teacher support materials. These are written bilingually to support teacher understanding⁹.

Why Is It Important for Māori People to Have Literature Written in the Māori Language?

This section discusses why the Māori language is so important to Māori people.

The following is a quote from a famous, highly respected Māori elder, Sir James Henare (from a northern tribe called Ngāpuhi).

“Ko te reo te mauri o te mana Māori.”

“The language is the foundation of Māori identity.”

This quote encapsulates why the Māori language is so important to Māori people, that is, it is the essence of Māori identity. Implicit in the notion of identity and language is culture, and for Māori people, culture, language, and identity are inextricably combined.

A number of legal decisions support the belief that the Māori language is the cornerstone of Māori culture, for example, in 1994, the Privy Council endorsed a High Court finding that the language was the core of Māori culture and that the Crown is under an

出版品的重要內容，准許以一特定部落方言書寫，以反映部落認同，內容的選擇係考量我們希望毛利兒童接觸的重要訊息與理解，以及傳統價值和概念⁹。

每項兒童出版品，均開發教師支援教材，這些資料以毛、英雙語書寫，以協助教師瞭解。



編輯人員擁有舒適的工作環境，窗外即海邊。

為何要讓毛利人擁有以毛利語書寫的文學？

這部分討論毛利語為何對毛利人如此重要？

以下引述自知名、極受尊崇的毛利耆老詹姆士·何納瑞爵士（來自北方的Ngāpuhi部落）之言：「語言是毛利認同的基礎。」

這話道盡毛利語對毛利人的重要性，即毛利語是毛

利認同的核心。這種對認同和語言的看法隱含著文化，對毛利人來說，文化、語言和認同是絕不可分割的。

許多法律判決支持「毛利語言是毛利文化的基石」此一信念，比如1994年，樞密院認可高等法院一項裁決，認為語言是毛利文化的核心，而聯邦政府有義務採取合理步驟協助保存毛利語¹⁰。此毛利語言權利主張（1986年向Waitangi法庭主張）重申毛利語言、認同和文化緊密連結原則的要素：

「部分紐西蘭人可能會說，失去毛利語並不重要。原告答覆已提醒我們，毛利文化是紐西蘭文化資產的一部分，而毛利語是毛利文化的核心。如果毛利語死亡…世上就將喪失某種相當獨特的東西。」¹¹

ongoing obligation to take what steps are reasonable to assist in its preservation.¹⁰ Also the Te Reo Māori claim, lodged with the Waitangi Tribunal in 1986, reiterated the essence of the principle of the inextricable links of Māori language, identity, and culture as follows:

“Some New Zealanders may say that the loss of Māori language is unimportant. The claimants in reply have reminded us that the Māori culture is a part of the heritage of New Zealand and that the Māori language is at the heart of that culture. If the language dies ... something quite unique will have been lost to the world”¹¹

The continued publication of materials in the Māori language is part of the ongoing revitalisation initiative of the Māori language supported by the Ministry of Education and the Government of New Zealand. Learning Media makes a further contribution to this revitalisation by publishing magazine style books that students can take home and share with their families. These magazines, *Toi Te Kupu* and *Eke Panuku*, are provided free to schools with Māori-medium settings. This helps the inter-generational transmission of the language.

The future revitalisation of the Māori language may be more focused on the home and families. The Minister of Māori Affairs launched a report¹² on 13 April 2011, which was developed by an independent panel to inquire into the state of the Māori language. It considered that in spite of the substantial amounts of money (upward of \$225 million) being spent on the language, there is an apparent decline in the number of Māori language speakers. The two main outcomes of the report are focused on the re-establishment of te reo Māori in the home and a new infrastructure for governance and delivery of government funding. Should the recommendations of this report be accepted and implemented, the challenge for Learning Media is to ensure it reviews and possibly reframes its publishing programme to meet the needs of whānau (families) and iwi in learning the Māori language in their homes, as well as in schools.

In conclusion, the following quote exemplifies the Māori desire and need to publish more resources in the Māori language “If language is lost, customs and culture are lost, and if customs and culture are lost, we are lost.”¹³

持續出版毛利語教材是獲教育部和紐西蘭政府支持的毛利語不間斷復振計畫的一環，Learning Media更是出版雜誌形態書籍幫助復振，學生可以帶回家與家人分享。《緊抓住你的語言》（編註：9至13歲學生課外讀物）和《向前行》

（編註：用以鼓勵學習意願低落的7至10歲學生之圖畫小說本）這些雜誌免費提供給設有毛利語授課環境的學校，有助毛利語兩代間傳承。

未來毛利語復振可能更以家庭和家人為重心，毛利事務部長在2011年4月13日發表一份報告¹²，該報告在一獨立小組調查毛利語景況下發展出來，報告考慮到，儘管花費在毛利語的金額龐大（上看2.25億美元），但會說毛利語的人數明顯下降。此報告兩大成果聚焦於在家重建毛利語言，並為政府經費之治理與給付重建一套新的基礎建設。假使這份報告的建議被採納和實施，Learning Media的挑戰就是確保去檢討甚至重塑其出版方案，以符毛利家庭和部落在家與在校學習毛利語的需求。

結論是，舉以下引言來說明毛利人以毛利語出版更多資源的渴望和需求：「如果語言喪失，如果習俗和文化喪失，我們就迷失了。」¹³◆



配合2010年全國毛利週的食物主題牆。

Appendix 1 附錄1

The following table shows the publications that support literacy (and some numeracy) development for students learning in Māori-medium settings.

以下為支援在毛利語授課環境中學習的學生之讀寫發展（及部分算數發展）的出版品一覽表。

Rauemi Matua (Instructional Materials) 指導教材	Year at School 年級	Curriculum Level 課程階數
Pipī Pāngarau 小寶貝數學	0-1	1
Pipī Pānui 小寶貝讀者	0-1	1
He Purapura 小小幼苗	1-4	1-2
He Kohikohinga 選集	4-6	3
Te Tautoko 支持	7-8	4
Year 9 and 10 Journal 9、10年級日誌	9-10	5
Te Wharekura 學園	11-13	6-8

Rauemi Tautoko (Support Materials) 支援教材	Year at School 年級	Curriculum Level 課程階數
Whakawhiti 想法交換	7-9	4-5
Eke Panuku 向前行	6-9	3-5
Toi Te Kupu 緊抓住你的語言	9-13	4-8
Teacher Support Materials 教師支援教材	全	全

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- Ministry of Education. (2008). *Ka Hikitia - Managing for Success*. Wellington: Author.
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- Waitangi Tribunal. (1989). *Report of the Waitangi Tribunal on the te reo Māori claim (Wai 11)*. 2nd ed. Wellington: Waitangi Tribunal.
- website <http://learningmedia.co.nz>
- website <http://www.tetaurawhiri.govt.nz>

Notes 註釋

1. See the following website for a detailed discussion of the history of the Māori language <http://www.tetaurawhiri.govt.nz/>. 見網站對毛利語歷史的詳細討論。
2. See Potter (2011) for a discussion about the impact of schooling on the literacy of Māori in both English and Māori language from the 1800s until the present day. 見Potter (2011年)一篇以英、毛雙語書寫，關於1800年代迄今，學校教育對毛利語文讀寫之衝擊的討論。
3. See the following website <http://learningmedia.co.nz> for a discussion on the history of Learning Media. 見網站有關Learning Media歷史的討論。
4. See Appendix 1 for an overview of the publications and year and curriculum levels. 見附錄1，一覽出版品、出版年和課程階數。
5. Te Marautanga o Aotearoa 《紐西蘭課程》（毛利語版）
6. The New Zealand Curriculum 《紐西蘭課程》（英語版）
7. See Appendix 1 見附錄1
8. Ministry of Education's Māori development strategy 教育部的毛利發展策略
9. Some teachers need support for language development, and while the student books are totally in Māori, bilingual support materials for teachers allow this to happen. 部分教師需要語言發展支援，學生本是全毛利語版本，而教師本則是雙語支援教材，才能達到此一目的。
10. Te Reo Mauriora - Review of the Māori Language Sector and the Māori Language Strategy, April 2011. Report published by Te Puni Kōkiri - The Ministry of Māori Development, Wellington, page 13. 《語言的生命精華——毛利語部門和毛利語策略之檢討》。2011年4月。毛利發展部出版之報告。威靈頓。頁13。
11. Ibid 同上
12. Ibid 同上
13. From unpublished speech given by the Minister of Māori Development at the Numeracy and Literacy Symposium, Waiariki Institute of Technology, Rotorua, New Zealand. 18-19 April 2011. 毛利發展部長發表於2011年4月18-19日紐西蘭Rotorua的Waiariki技術學院「算數與讀寫研討會」的演講文（未出版）。