

ANNOTATION

This study gives an overview of the development of Maori forms of education in New Zealand and situates them within the realm of cultural revitalization. Secondly, it reflects the meaning of the education in Maori language and culture from the perspective of teachers and parents in Maori schools. The focus is on the contemporary Maori schools where Maori language is the medium of communication and Maori cultural values, knowledge, and customs are the norm. Since they are actively pursuing the goal of revitalizing and perpetuating Maori culture and language, these schools represent a symbol of Maori identity. My study refers to the existing research as well as to my continual field work in a *kohanga reo* kindergarten, and numerous visits to a bilingual unit and a *kura kaupapa* school in Dunedin, New Zealand. Rather than finding new facts, I attempt to examine the workings of a particular institution, and process of cultural learning and maintaining culture through learning Maori language. I come from the sociocultural approach to learning, in which cultural socialization parallels the language learning techniques utilised in *kohanga reo*. Eventually, this helps building one's cultural awareness and self-esteem. What are the particular techniques and activities ensuring this process of cultural learning? Who are the teachers and what leads them to engage in this activity? What are the expectations of parents who send their children to Maori schools? How do they see the schools modelling social awareness of their children? These are the questions I am trying to address in my dissertation thesis as well.