



Âua Pipi Ôrometua no Faiere Heremona
Faiere Hermon Pastoral School
Ètārētia Porotetani Māōhi
Māōhi Protestant Church

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PARAU HAAPAPA

NO TE TOMITE HIÒPOÀ A TE SPATS

19-23 Novema 2012

E to te Tomite Hiòpoà a te SPATS, ia ora na maitai i te Fatu.

Mai tej tãpaōhia na, oia hoì ia ravehia te hiòpoàraa i te ÂPOFH i teie âvaè Novema 2012, teie ia te Parau Haapapa a te Âua Pipi Ôrometua Faiere Heremona mai te matahiti 2006 e tae roa mai i teie matahiti 2012.

E 3 tuhaa tei faanaho-māite-hia mai :

- A tahi, te tūtonuraa i nià i te mau poroàraa ia au i te Parau Haapapa a te Tomite Hiòpoà a te SPATS 21-25 Novema 2006 (01/05/2007) ;
- A piti, te mau Tãpura Òhipa Âpī i haahia mai e to te ÂPOFH i nã matahiti 2006-2012 ;
- E a toru, te Ôpuaraa e haamau e e âyari i te Pū Faaineinera Parauatua Porotetani e Oitūmene i Hurepiti i Tahaa i te âvaè Tetepa 2013.

**I. TE MAU POROÀRAA A TE TOMITE SPATS
(01/05/2007)**

1.1. Ia au i te tuhaa « C. Course of Study : 2. The Diploma programme proper » (âpi 2 e 3), teie te poroàraa :

1.1.1. Te tautururaa i te mau Pipi Ôrometua i te hoo mai i te mau puta :

« That the librarian investigate the possibility of ordering texts books and other texts for the student to buy for themselves » (âpi 3) :

E poroàraa teie no te tauturu i te mau Pipi Ôrometua ia taiò i te tahi atu mau puta, e hau roa atu no te

REPORT TO THE

SPATS ACCREDITATION COMMITTEE

19-23 November 2012

Christian Greetings to the members of the SPATS Accreditation Committee.

As scheduled, the Accreditation Team Visit to the Faiere Hermon Pastoral School (FHPS) is due on this November 2012 and here is the report of the 2006-2012 FHPS programme.

There are 3 major parts in the report :

- Part 1 focuses on SPATS Accreditation Committee Recommendations from the 21-25 November 2006 visit (01/05/2007) ;
- Part 2 presents the improvements that have been done by the FHPS from 2006 to 2012 ;
- Part 3 deals with the project launching of an Protestant and Ecumenical Theological Center to be opened at Hurepiti on Tahaa Island in September 2013.

**1. ON THE SPATS ACCREDITATION
COMMITTEE RECOMMENDATIONS
(01/05/2007)**

1.1. On part C. Course of Study : 2. The Diploma programme proper » (pages 2 and 3), the Committee recommended :

1.1.1. To help students purchasing new books:

« That the librarian investigate the possibility of ordering texts books and other texts for the students to buy for themselves » (p. 3) :

This is to help students in extending their readings, purchasing books for themselves,

tauturu ia rātou i te hoo mai i te tahi mau puta na rātou iho, a taa noa atu ai i tei faanahohia e te ÂPOFH e te Fare Hooraa Puta a te ÈPM.

1.1.2. E 3 parau tei tāpāohia no teie poroīraa :

— A tahi, ua tauturu te Fare Puta a te ÂPOFH i te mau ūtuāfare Pipi Ōrometua nā roto i te mau puta i hoohia mai e tei āpapahia i niā i te paēpaē faaiteitēraa puta. I ō nei, ua vaiihohia te tiāmāraa i te mau ūtuāfare Pipi Ōrometua ia rave i te faaotiraa e haere e hoo mai i te mau puta tei māitihia e rātou.

Ua rave atoā te mau Ōrometua Haapii i te reira tuhaa : ia au i ta te reira e ta reira Haapiiraa, ua faaitoito te mau Ōrometua Haapii i te mau ūtuāfare Pipi Ōrometua ia hoo i te reira e te reira puta e vai nei i te Fenua nei.

Āreā no te tahi mau puta aore e nenei-faahou-hia, ua pata-roa-hia te puta no te ōpere na te mau ūtuāfare Pipi Ōrometua. E no te tahi atu mau puta, ua patahia te reira e ua faanahohia ei mau āpi parau roro-uira « PDF » o ta te mau ūtuāfare Pipi Ōrometua e faaōhipa i niā i ta rātou roro-uira. E ua tae roa atoā vētahi mau Ōrometua Haapii i te ani i te mau ūtuāfare Pipi Ōrometua ia rave i te māimiraā puta e hōroāhia nei mā te hoo ōre ia au i te mauhaa Tahua Web/Internet.

— A piti, teie nei rā, te rahiraa o te reira mau puta e ōhie i te hoo mai, e mau puta ia no te Fenua nei, a taa noa atu ai te tahi mau puta hiroā papaā. Te toe nei ia i te faaitoitoraa no te mau puta no Moana-Nui-Ātea e no te Ara.

— A toru, te feruri atoā nei rā to te Fare Puta i te pae no te rāvēā hooraa puta nā roto i te mauhaa Web/Internet, oia te mau puta « PDF ».

1.2. Ia au i te tuhaa « F. Faculty » (āpi 4) :

1.2.1. Te parau no te faaeaearaa a te Faatere o te ÂPOFH :

« That the principal ensure that he takes a proper holiday annually. »

E parau teie no te faaitoito i te Faatere e i te mau Ōrometua Haapii ia rave mau ā i ta rātou tau faaeaearaa.

1.2.2. No tei orahia mai, teie ia te tahi pāhonoraā :

Ei haamanaōraā, te vai nei te faanahoraā a te ÈPM no te mau Ōrometua e te mau Rave-Ōhipa, oia hoī te fānaōraa rātou i te hoē tau faaeaearaa ōhipa (1 āvaē i te matahiti).

— A taa noa atu ai teie parau no te faaeaearaa ōhipa, aita te Faatere e te mau Ōrometua Haapii e rave nei hoē āvaē faaeaearaa ōhipa. Ia au i ta rātou mau āhopa tātāitahi i roto i te ÈPM, te rave nei rātou hoē hepetoma mā te tārena māite i te reira nā mua aē e i muri aē i te Āpooraā Raḥi Āmūi.

— Āreā i te mau Rave-Ōhipa i te ÂPOFH, e faahepohia rātou e rave i ta rātou tau faaeaearaa ōhipa. E te tupu maitai ra te reira.

apart from using their FHPS annual book allowance and the MPC bookstore.

1.1.2. 3 points are given towards this recommendation :

— Firstly, the FHPS policy is to help students through ordering and purchasing books to be displayed and read in the library. Students are also free to search and buy their own books.

Lecturers also provide their list of text books according to their courses and students are encouraged to look for specific books at local bookshops.

Some of the lecturers also provide students with copies of books that are no longer edited. Or else, they prepare pdf copies of books for the students' use on their own computers. Some of the lecturers also propose that students research for free on the Web/Internet.

— Secondly, most of the books on local topics are easy to find and buy in local bookstores, besides western books. Improvement is needed in buying books in Moana-Nui-Ātea (regional) and in international contexts.

— Thirdly, the Library is also planning to buy « pdf » books through thezb/Internet.

1.2. On part « F. Faculty » (p. 4) :

1.2.1. The FHPS principal's annual leave:

« That the principal ensure that he takes a proper holiday annually. »

This is to encourage the principal and the faculty to really take their leave.

1.2.2. On what has been implemented :

As a reminder, The MPC policy concerning the assigned duration of ministers and personnel's annual leave is one month.

— However, the principal and the ministers lecturing at FHPS do not take one whole month leave. According to their many other duties within the MPC, they manage to take at least one week either before or after the Synod.

— As for the FHPS' personnel, they do take their assigned month leave.

1.3. Ia au i te tuhaa « G. Library » (âpi 4) :

No te Fare Puta, te vai nei nā poroïraa e 3 i muri nei :

1.3.1. E ïriti i te mau puta tahito no te faaō mai i te mau puta âpi :

« That the old titles be weeded out to give more room for newer titles. »

1.3.1.1. Te mau puta tahito e te mau puta âpi :

Mā te ara e te rahi noa mai ra te mau puta, oia hoï te iti noa atu ra te vāhi vairaa puta, e 2 parau tei tāpaðhia mai :

- A tahi, ua faanaho-māite-hia te vairaa o te mau puta tahito, no te mea ua faaoti te ÂPOFH e faaherehere māite i te reira e inaha te faaðhipa atoà ra te mau ùtuāfare Pipi Ôrometua e te mau Ôrometua Haapii i te reira mau puta.
- A piti, âreà no te mau puta âpi, te faaitoito nei to te Fare Puta ia tuuhia i nià i te vairaa puta.

1.3.2. Te mau Ôrometua Haapii e te mau veà-tuatāpapa (âpi 4) :

« Lectures make suggestions about which journal could best address the need of Diploma studies in their field of specialisation ».

1.3.2.1. Tei faaðhipahia e te mau Ôrometua Haapii :

Ua faaitoito te mau Ôrometua Haapii i te mau ùtuāfare Pipi Ôrometua ia faaðhipa i te mau veà-tuatāpapa a te Fare Puta :

- I te rahiraa o te taima, te faaðhipa nei te mau Ôrometua Haapii i te mau veà-tuatāpapa e vai nei i te Fare Puta nā roto i te faauerā i te mau ùtuāfare Pipi Ôrometua ia faanaho i te tāpura puta no ta rātou Haapiiraa, e tae noa atu i te faaðhiparaa i te tahi mau parau tuatāpapa e vai nei i roto i te mau veà-tuatāpapa.
- Aita rā e veà-tuatāpapa âpi i ò mai, no te mea, ia au i te fāito Parau Pūite Parauatua Diploma, tei roto noa ā te ÂPOFH i te tuatāpapa.

1.3.3. Te faatūätiraa i te mau Fare Puta i te Fenua nei (âpi 4) :

« That formal links be made with local libraries to minimise spending, e.g. on Pacific Collection, and to avoid duplication of collections available elsewhere. »

1.3.3.1. Tei orahia mai :

E 4 parau tei tāpaðhia mai :

- A tahi, te vai nei te faatūätiraa a te ÂPOFH i te Pū Puturaa Parau i te Faatereraa a te ÈPM i

1.3. On part « G. Library » (p. 4) :

On the Library, there are 3 recommendations:

1.3.1. To weed out old books to give room to new books:

« That the old titles be weeded out to give more room for newer titles. »

1.3.1.1. The old and the new books :

We do realise that the more books are registered the less room there are on shelves and so we raise 2 points :

- First, the old books have been well re-shelved, because the FHPS faculty decided that they be kept for students and lecturers' use.
- Second, the Library staff is doing the shelving of all new books.

1.3.2. The lecturers and the periodicals (p. 4) :

« Lectures make suggestions about which journal could best address the need of Diploma studies in their field of specialisation ».

1.3.2.1. What has been implemented by the lecturers:

Lecturers have encouraged students to use the periodicals of the Library:

- Most of the time, the lecturers use the periodicals in the Library and ask students to research and include articles from periodicals in their bibliographies either for their courses or for their assignments.
- However, there is no new intake of periodicals as for the Diploma level, though the FHPS is still investigating on this point.

1.3.3. Establishing links with other local libraries (p. 4) :

« That formal links be made with local libraries to minimise spending, e.g. on Pacific Collection, and to avoid duplication of collections available elsewhere. »

1.3.3.1. On what has been implemented:

4 topics have been pointed out:

- First, the FHPS continues to work closely with the MPC archives center at Pāofai. This center

Pāōfai. Te faaōhipa-māite-hia ra te reira Pū no te mau māimiraā a te ĀPOFH.

- A piti, aita ā i ravehia atu ra te mau faatūātiātiraā e te tahi atu mau Fare Puta, ia au i te manaōnaōraā ia haamāmāhia i te mau haamauāraā no te hooraa puta a te mau ūtuāfare Pipi Orometua, e ia rahi atu ā te mau puna e tiā i te mau ūtuāfare Pipi Orometua ia faaōhipa no ta rātou tau faaineineraā. Te vai nei rā te tahi huru « faatūātiātiraā » i te tahi taime i tae ai te mau ūtuāfare Pipi Orometua i roto i vētahi atu mau Fare Puta.
- A toru, ia tae i te tau no te mau māimiraā no te parau-pāpai, te tere nei te mau ūtuāfare Pipi Orometua nā roto i te tahi atu mau Fare Puta no te pata i te tahi mau parau tuatāpapa.
- A maha, te faaōhipa nei te mau ūtuāfare Pipi Orometua i te Tahua Web/Internet no te mau māimiraā ia au i te faanahoraa roro-uira a te tahi mau Fare Puta i te Fenua nei, nā Moana-Nui-Atea e nā te Ara.

1.4. Ia au i te tuhaa «J. Methods of Evaluation» (āpi 4-5):

No te fāitoraa haapiiraa, te vai nei nā poroīraā e 2 i muri nei :

1.4.1. Te faatūātiraā i te fāitoraa haapiiraa ia au i ta te SPATS :

« That evaluation criteria be further developed linking them explicitly to the Skills criteria adopted by SPATS. »

1.4.1.1. Tei orahia mai :

Mā te ara i te arataīraā a te SPATS Piula 2006 (āpi 70), ua rau te mau fāitoraa haapiiraa e faaōhipahia nei e te mau Orometua Haapii. Ua vaivai noa mai te reira rauraa, e tae noa atu i te tahi arataīraā a te ĀPOFH mai tei tāpaōhia i te āpi 5 o te Parau Haapapa a te SPATS 2007, oia hoi :

- Te āporaa e te heheuraa i te haapiiraa ;
- Te faturaa e te vauvauraa i te tahi hiōraā na te reira iho Pipi e Hoa Orometua ;
- Te feruriraa āmui e te ōhipa pupu ;
- Te ōpereraā i te parau nā roto i te rāvēā o te pāpai e ōrero na roto i te mau reo Māōhi, Farāni, Peretāne.

Āreā no te pae o te reo, ua tae atoā vētahi mau Orometua Haapii i te faaōhipa i te Reo Peretāne, a taa noa atu ai i nā Reo Māōhi e Farāni.

Ua faahohonu atu ā vētahi mau Orometua Haapii i tā rātou fāitoraa haapiiraa mā te faaōhipa tāmau i te mau hiōpōaraā hou aē te Hiōpōaraā Rahi e te Hiōraā Āmui i te Hoepā Vaehaa.

1.4.2. Te mau haapotoraa o te parau-pāpai nā roto i nā Reo Māōhi, Farāni, Peretāne (āpi 5):

« That the project of students in their last year have

is well used for the FHPS researches.

- Second, as to the question of minimizing students' spending on books and extending their reading resources during their time of studies, no formal link has yet been done with other local libraries. However, there is a kind of informal «links» sometimes so that the students happen to visit other libraries.
- Third, when they do research for their final project, the students attend other libraries to copy particular documents.
- Fourth, students use their personal computers to research on local, Moana-Nui-Atea (regional) and international libraries' Websites.

1.4. On part «J. Methods of Evaluation» (p. 4-5):

About course evaluation, there are 2 recommandations:

1.4.1. The link with the SPATS course evaluation criteria :

« That evaluation criteria be further developed linking them explicitly to the Skills criteria adopted by SPATS. »

1.4.1.1. On what has been implemented:

In relation with the 2006 SPATS Piula Council (p. 70), lecturers use various methods of evaluation. Besides this variety of methods, the FHPS has set up particular criteria as mentioned on p. 5 of the 2007 SPATS Report:

- The grasping and explanation of the lesson;
- The essay writing and presentation of personal understanding of a topic ;
- the pannel discussion and group work;
- The sharing of reflections through written and oral forms in the Māōhi, French, English languages.

Some of the lecturers use English in their courses, besides Māōhi and French languages.

Other lecturers deepen their evaluation through regular examinations before the final exam and the semester evaluation.

1.4.2. The abstracts of projects to be translated in Māōhi, French, English languages (p. 5):

« That the project of students in their last year

an abstract in both French and English for easy access to its basic thesis by non-Māōhi speakers. »

1.4.2.1. Tei orahia mai :

- Te rave nei te mau ūtuāfare Pipi Ōrometua Papa Rua / Tua Maha i te mau haapotoraa o te parau-pāpāi nā roto i nā reo e 3 : Māōhi, Farāni e Peretāne. Ua ravehia e te mau Pipi Ōrometua i te matahiti 2009 no te Uī 2005-2009, e i te matahiti 2011 no te Uī 2007-2011.
- Ua haamata atoā te mau Ōrometua Haapii Tāmau i te rave i te mau haapotoraa o te mau parau-pāpāi e vai nei i te Fare Puta nā roto i nā reo e 3, Māōhi, Farāni e Peretāne : te vai nei te mau parau-pāpāi a te ĀPOFH matahiti 1985-2005, e ta te tahi atu mau Pū Faaineineraa mai te mau fāito « Maîtrise » e « Doctorat ».

II. TE MAU ŌHIPA ĀPI I RAVEHIA MAI

A taa noa atu ai te mau poroīraa a te Tomite SPATS, ua rave atoā te ĀPOFH i te tahi mau ōhipa āpi no te haamaitāi atu ā i te faaineineraa o te mau ūtuāfare Pipi Ōrometua. Teie ia i muri nei vētahi mau faaāpiraa i āpapahia mai.

2.1. Te Reo Māōhi e te Reo Peretāne, e vētahi atu mau Reo :

2.1.1. Te Reo Māōhi :

Ia au i te faaotiraa a te Āpooraa Faatere e te Āpooraa Rahi Āmui (2008), oia hoī ia haapāutuutu-maitāi-hia te mau ūtuāfare Pipi Ōrometua i te pae no te Reo Māōhi (pāpāi e ōrero) i roto i ta rātou tau faaineineraa i te ĀPOFH nei : e faatere-atoā-hia, i te tau no te Papa Rua, te Haapiiraa Reo Māōhi i te Tua 3 e te Tua 4 : e 2 Hora/Hepetoma/Vaehaa 1 e Vaehaa 2. Te auraa ra, no nā matahiti faaineineraa e 4 i te ĀPOFH nei, te vai nei ia te tautooraa rahi no te pae o te Reo Māōhi i te pae no te māimira e te feruriraa, te pāpāiraa e te ōreroraa.

2.1.2. Te Reo Peretāne :

I te Matahiti Haapiiraa 2011-2012, ua faaterehia te Haapiiraa Reo Peretāne : 1 Hora/Hepetoma/Vaehaa 1 e Vaehaa 2. E Haapiiraa teie no te tauturu i te mau ūtuāfare Pipi Ōrometua no te rave i te pureraa poi-poi i te ĀPOFH nei.

No te faufaa rahi o teie reo, te faaōhipa-tāmau-hia nei ā teie Haapiiraa Reo Peretāne i teie Matahiti 2012-2013 i te pae ā no te haamoriraa.

Te faatere atoā nei rā vētahi mau Ōrometua Haapii i te tahi tuhaa o ta rātou Haapiiraa nā roto i te Reo Peretāne.

have an abstract in both French and English for easy access to its basic thesis by non-Māōhi speakers. »

1.4.2.1. On what has been implemented:

- Final students are required to write their abstracts in the 3 languages : Māōhi, French, English. This has been implemented in 2009 by 2005-2009 students' promotion and in 2011 by 2007-2011 students' promotion.
- The full-time lecturers have started to translate abstracts of former projects which are in Māōhi, French and English languages in the Library. This translation work includes FHPS projects written from 1985 to 2005 and from other institutions at Master and Doctorate levels.

II. IMPROVEMENTS THAT WERE CARRIED OUT

Besides the SPATS Recommendations Report, the FHPS has carried out some improvements so far in the training programme of students. The following are taken into consideration.

2.1. Māōhi and English languages with other languages :

2.1.1. The Māōhi language :

Following the decision made by the Church Executive and Synod in 2008, that the students be confirmed in Māōhi language (writing and speech) during their training at the FHPS : a Maohi language course is also offered during the 2nd Cycle, to 3rd and 4th Years students : 2 hours per week during Semester 1 and 2. In doing so, during the 4 years at the FHPS, there is a strong will to strive for the Māōhi language through researches, reflections, writings and speeches.

2.1.2. The English language :

In the 2011-2012 Curriculum, English was offered one hour per week in Semester 1 and 2. This is to help students to lead morning devotion in English at FHPS.

Knowing its importance, English is constantly offered in the 2012-2013 Curriculum for the morning devotion.

Some lecturers are also using English in some parts of their courses.