

# WEAVING

RSD

the PACIFIC WAY

UU204 'I Talitali' Team

2017



# UU204 PACIFIC WORLDS -

- \*UU204 PACIFIC WORLDS – course 2012 -Generic – 5 units
- \*Pacific Consciousness– Navigators, Crew,JE,BM JO
- **Weaving-** Mats – Pacific Common, Connection, community, collaboration, creativity ,continuity (coastal & inland)
- **‘I talitali’** framework–I Taukei “weaving” –RSD -Pacific
- **Mat, Mana, Manner Metaphor** –symbolic potency
- **Literal – text** (Ball 2005:158) – Latin ‘texere’ to weave – text woven -portal – our narratives - Pacific People’s Values and ideas must provide frameworks used to investigate Pacific communities & People
- ( Researching **with** Pacific People ). Re – searching Pacific Knowledge Systems is important in itself. (Thaman:2005)
- Journey – **PRSD (Pacific Research Skills Development) an Integrated Indigenous – Ingenious Approach**

# Embark & Clarify

- \* “Harvesting *kuta* from the lakes where it grows is a tough task; it takes...about three hours to walk to the lake and back with (the) load”. Mataiasi Qaroru- a male Master weaver from Macuata, Fiji.
- \* "Select the green *kuta* stalk. No red spots. No flowers. Hold the stalk above water with your right hand and run the left hand downwards, gently separate it from the other *kuta* plants, move your hand to the root, and gently pull it out of the water." One by one, the harvested *kuta* stalks are laid out. (From a group of women weavers in Navakasobu Village, Macuata (Fiji)).

# Harvesting *kuta* is hard work – so is research!!

Resource Area for harvesting  
*kuta*



How *kuta* is carried





# Harvesting your raw material for weaving: Macuata, Fiji and Northland, NZ.

## Macuata, Fiji

After harvesting the kuta reeds, they were tied in bundles and carried vertically. Kuta grows in lakes but after harvesting we cannot allow water to touch it again. If we carry them horizontally, they would break thus the need to carry them vertically. (Mr. Mataiasi Qaroru)

## Northland, NZ

- \* Puketapu-Hetet (1989) in Wehi (2006) noted that the best part of plant for weaving is that which is submerged below water level.
- \* Weavers very familiar with specific resource areas that they used yearly and they monitored *kuta* growth.
- \* When visiting areas of *kuta* they noted the height of *kuta* compared to previous years, and the distribution and coverage of *kuta* in the lake. That is, they informally assessed the population and maintained 'mind maps' of the resource from year to year. (concept maps)
- \* **Source:** Priscilla M. Wehi. *Kuta: A locally important and highly valued weaving plant*. Journal of Maori and Pacific Development 7: 2 September, 2006. p42

# Find & Generate

## *Vakasaqaaqara* (Finding Information)



Source: WWF, Fiji

## *Digitaka* (Selection)



<http://mg-peachcore.blogspot.com/2010/08/kuta.html>

# Vakasigani/Sigasigani

## Metaphor



<http://mg-peachcore.blogspot.com/2010/08/kuta.html>

## Research

- \* “Four days and four nights - *kuta* wrapped , no breeze to touch them then left to dry in the sun to give the reeds their golden brown colour before the fine ones were separated from the wide ones”.
- \* **Source:** Vuniwaqa Bola-Bari. Exception to the Rule. Fiji Times Online, Friday, October 16, 2015. Extracted from <http://www.fijitimes.com/story.aspx?id=326016> on 11 August, 2016.

# A flax of *kuta* for you to weave...

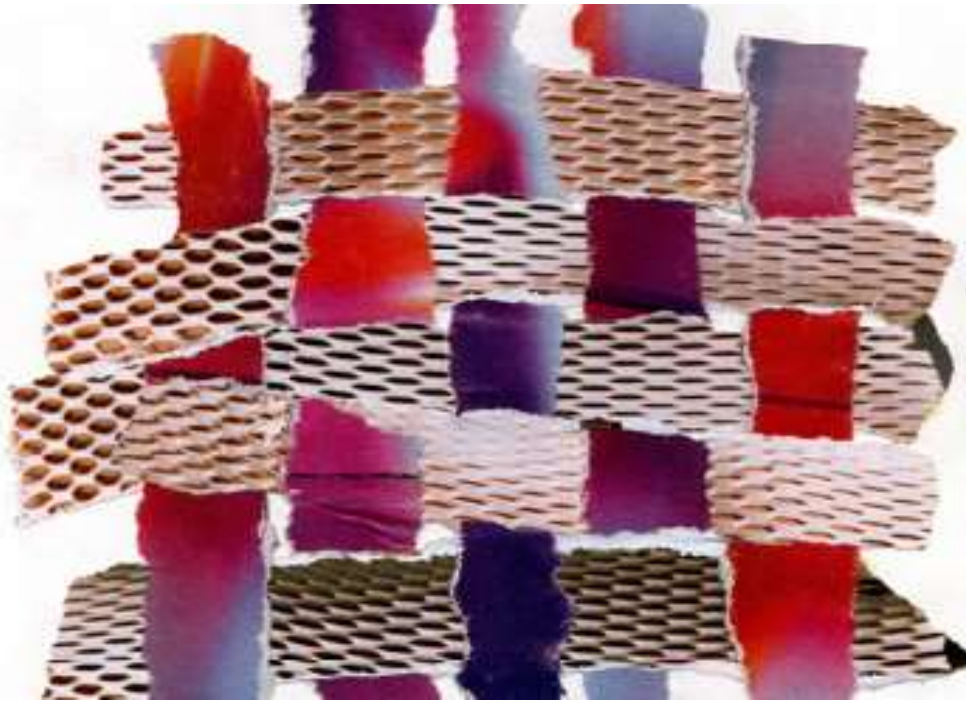
- \* In Macuata (Fiji), the first *kuta* harvest is presented to the chief.
- \* In recognition of such Pacific customs, how can they be incorporated into our Pacific Research Skills Framework?



# Evaluate & Reflect



# Organise and Manage



What have we gathered together?

What do we select?

How do we decide what is credible/reliable and what is not?

What do we take with us?

# ORGANISE AND MANAGE



How do we arrange the text?

What rules do we follow?

Layering

Sequencing

De/constructing

Binding together

Unravelling

Recombining

# Analyze & Synthesize



# Analyse & Synthesise

## Weaving the Mat

- \* Appropriate use of materials
- \* 2. Appropriate use of different colours
- \* 3. Concept Design
- \* 4. Originality and artistic



# Analyse & Synthesise

## Weaving the Mat

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## Weaving RSD

- \* 1. Use of online resources, journals, books, oral history, interviews, museum labels & newspaper articles
- \* 2. Evidence of original ideas, personal experience, oral history and research in the writing
- \* 3. How to make your assignment creative?
- \* Inclusion of images, genres (songs, poems, chants) to add creativity to the writing

# Communicate & Apply

## ‘Open the mat’



Source: [https://www.google.com/search?q=pacific+mats&client=firefox-b-ab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjy8d\\_247nUAhXBxbwKHf38Ar4Q\\_AUIBigB&biw=1440&bih=766#imgdii=toYjhnXJWFq4UM:&imgrc=RTugwxh7jUlxyM](https://www.google.com/search?q=pacific+mats&client=firefox-b-ab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjy8d_247nUAhXBxbwKHf38Ar4Q_AUIBigB&biw=1440&bih=766#imgdii=toYjhnXJWFq4UM:&imgrc=RTugwxh7jUlxyM)



### Quality of mat

- No loose ends
- Visible patterns
- Neat

### Significance of mat

- Gift
- Economic gain
- Cultural
- Transfer knowledge



### Quality of Assignment

- Proof read and edit
- Check grammar/spelling, acknowledge sources

### Significance of assignment

- New knowledge through research
- Contribution to literature



# WEAVING RSD MAT - ters!

- 6 strands/elements?
- With – Pacific – cult & k.systems
- \* *Woven ... Gifted....*

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## REFERENCES

Ball, M.2005. 'Weaving the threads of Nationhood' in **Cultural Studies Review** 11(1)

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Thaman .K. 2005. "Re- seacrching Pacific Knowledge Systems." USP, Suva