



Te Puni Kōkiri
REALISING MĀORI POTENTIAL

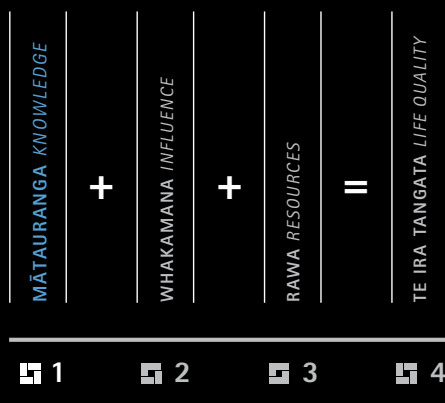
**Te Oranga o te Reo Māori
i te Rohe o Te Tairāwhiti me Tākitimu 2006**
*The Health of the Māori Language
in Te Tairāwhiti and Tākitimu 2006*







Ko tōku reo, tōku ohooho; tōku reo, tōku mapihi
maurea; tōku reo, tōku whakakai marihi.

*My language is my inspiration, my special gift,
my precious treasure.*

REALISING MĀORI POTENTIAL



The framework above identifies three key enablers that are fundamental to Māori achieving Te Ira Tangata (improved life quality) and realising their potential. All our written information has been organised within these three key enablers or Te Ira Tangata.

 1	<i>Mātauranga – Building of knowledge and skills. This area acknowledges the importance of knowledge to building confidence and identity, growing skills and talents and generating innovation and creativity. Knowledge and skills are considered as a key enabler of Māori potential as they underpin choice and the power to act to improve life quality.</i>
 2	<i>Whakamana – Strengthening of leadership and decision-making.</i>
 3	<i>Rawa – Development and use of resources.</i>
 4	<i>Te Ira Tangata – The quality of life to realise potential.</i>

DISCLAIMER The information contained in this publication is for general information only. While every effort has been made to ensure the accuracy of the information, because the information is generalised, its accuracy cannot be guaranteed. Readers are advised to seek independent advice on particular matters and not rely on this publication. No liability is assumed by Te Puni Kōkiri for any losses suffered directly or indirectly by any person relying on the information contained in this publication.

CONTENTS

ii	FOREWORD
1	INTRODUCTION
2	HISTORICAL OVERVIEW OF THE MĀORI LANGUAGE IN TE TAIRĀWHITI AND TĀKITIMU
4	MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN TE TAIRĀWHITI AND TĀKITIMU
14	MĀORI LANGUAGE WITHIN THE WHĀNAU
21	THE PROVISION OF MĀORI LANGUAGE SERVICES
24	SUMMARY AND CONCLUSION
26	BIBLIOGRAPHY

FOREWORD

E ngā iwi o te motu, tēnā koutou i ngā tini āhuatanga o te wā. Ka tangi, ka mihi ki te hunga kua whetūrangitia me tēnei taonga kua whakarērea iho mai ki a tātau. Tēnei ka tāpae atu nei i ngā hua o ngā rangahau a Te Puni Kōkiri i roto i ngā tau hei whiriwhiri, hei wānanga mā tātau, e takoto mai ai he huarahi whakamua mō tō tātau reo.

Te Puni Kōkiri's strategic outcome is Māori succeeding as Māori. This outcome highlights the importance of Māori achieving social and economic success within the context of a flourishing culture and secure identity. The Māori language is a critical component of the Māori culture.

"Ko te reo Māori te mauri o te mana Māori".¹

This report presents the results of an extensive research programme into the health of the Māori language that has been undertaken by Te Puni Kōkiri over several years. One of eight regional reports, this report highlights strong gains in the knowledge and use of the Māori language among Māori people, and the status of the Māori language within communities.

These gains provide real momentum in the journey towards achieving the vision and goals of the Māori Language Strategy. That vision is:

By 2028, the Māori language will be widely spoken by Māori. In particular, the Māori language will be in common use within Māori whānau, homes and communities. All New Zealanders will appreciate the value of the Māori language to New Zealand society.²

We have established a strong foundation for the revitalisation of the Māori language. There is, of course, more work ahead of us, and we need to coordinate our efforts to ensure we are doing the right things in the right way, at the right time. I am confident that this report provides a strong basis for ongoing planning and implementation of Māori language programmes to support the vision of the Māori Language Strategy. Kia kaha ki a tātau.



Leith Comer
Chief Executive

1. See Sir James Henare in Waitangi Tribunal, 1987.
2. Te Puni Kōkiri and Te Taura Whiri i te Reo Māori, 2003, p. 5.

INTRODUCTION

PURPOSE OF THIS REPORT

This report investigates the health of the Māori language in Te Tairāwhiti and Tākitimu in 2006. For the purposes of this report, Te Tairāwhiti includes the Gisborne regional council area and Tākitimu includes the Hawkes Bay regional council area and the Wairarapa district.

This is one of eight reports on the health of the Māori language at a regional level. The aim of the report is to provide an overview of language health for policy makers and language planners, to allow communities to better understand the issues around the use and revitalisation of the Māori language as the basis for their own planning and development.

INFORMATION SOURCES

This report draws on data from a variety of sources¹, including:

- the 2001 and the 2006 Census of Population and Dwellings;
- the 2001 and the 2006 Surveys of the Health of the Māori Language;
- education statistics from the Ministry of Education;
- national research on the Māori language; and
- local knowledge of language issues and initiatives.

Much of the data used to create this report is previously unpublished data from the 2006 Census and 2006 Health of the Māori Language Survey (HML 2006 Survey). Data tables for further analysis can be provided by Te Puni Kōkiri on request.

REPORT STRUCTURE

This report is divided into five main sections;

- a brief history of the Māori language in Te Tairāwhiti and Tākitimu;
- Māori language knowledge and proficiency in the region;
- use of the Māori language within the whānau;
- the provision of Māori language services; and
- summary and conclusion.

Responsibility for the findings expressed in this report lie solely with the Māori Language and Broadcasting Team within Te Puni Kōkiri. The team welcomes discussion on any aspect of this report.

HISTORICAL OVERVIEW OF THE MĀORI LANGUAGE IN TE TAIRĀWHITI AND TĀKITIMU

This section provides a brief history of the Māori language specific to the Tairāwhiti and Tākitimu regions. This section has been largely reproduced from earlier Te Puni Kōkiri research that was undertaken in conjunction with local iwi. Updated information was received from recent engagement with local communities. For a fuller national history of Māori language changes, refer to 'The Health of the Māori Language in 2006'.

Te Whangaokena

In the northern reaches of the East Coast, Ngāti Porou maintained major land holdings under the leadership of Rāpata Wahawaha, Paratene Ngata and Apirana Ngata. This provided a thriving economic base in the early 1900s which allowed the people of Ngāti Porou to maintain control of their own communities and to some extent, limited the need for the widespread knowledge and use of English.

There was also a relatively high level of political activity throughout the whole East Coast of the North Island with several Māori language newspapers in circulation reporting on issues of importance, and the establishment of the Young Māori Party.

The high numbers of Māori men who enlisted in the armed forces from the East Coast, combined with large scale urban migration, meant that the demographics of the communities in the area became skewed to older people. This depopulation of the area contributed to the collapse of the thriving economic base that had allowed these communities to maintain a high level of autonomy. By the 1950s the need to learn English was a reality and the use of Māori in family settings was weakened and in the process of breaking down.

Research conducted in the 1970s highlighted that the Māori language was in danger of dying out. This spurred widespread action throughout Māori communities, resulting in the establishment of kōhanga reo and other activities like Te Ātaarangi, which was started in Tokomaru Bay by Ngoi Pēwhairangi and Kāterina Mataira. Te Ātaarangi maintains a central role in community-based education today, delivering night classes and He Kāinga Kōrerorero, a pilot programme providing language mentoring services to whānau in two East Coast communities.

Another initiative, Radio Ngāti Porou, has been keeping the Māori language alive over the airwaves for more than two decades now. Alongside broadcasting, language revitalisation efforts by Ngāti Porou have in the past had a strong focus on education. Partnerships with the Ministry of Education have resulted in the development and implementation of two initiatives, 'Te Hiringa i te Mahara' and 'Whaia Te Iti Kahurangi', both focused on strengthening education outcomes in Ngāti Porou and East Coast communities.

Tūranganui a Kiwa

The iwi and hapū of Tūranga have traditionally had high levels of interaction with the English language. However, the ability of iwi, hapū and whānau to focus themselves around their respective marae enabled the people of Tūranga to maintain their Māori language speaking networks.



The Ringatū church also has a considerable role in language maintenance in this area, as does the role of kapa haka. The Waihirere kapa haka group was officially established in 1952 and was the first group to win the inaugural national kapa haka festival in 1972.

The local rūnanga, Te Rūnanga o Tūranganui a Kiwa, has invested in broadcasting and education initiatives to support language revitalisation. The iwi radio station, Tūranga FM, broadcasts in te reo Māori for eight hours each day. The Rūnanga also runs its own private training establishment, Tūranga Ararau. This iwi training provider delivers te reo and tikanga courses for certificate levels 1-4. The Tairāwhiti Polytechnic offers certificate and degree level language programmes. In addition to this, a series of community driven short courses are offered in tikanga, mahi toi, kapa haka and ngā tākaro.

Te Rohe o Ngāti Kahungunu

Initial exposure to the English language was high in this region because settlers were attracted to the highly productive agricultural and farming land. As with other areas however, the use and fluency of the Māori language amongst adults was still relatively high in the 1930s.

The two World Wars, an influenza epidemic, and mass urban migration led to a huge drop in the number of people remaining in the traditional communities of Ngāti Kahungunu. Unsurprisingly, this had a devastating effect on the status of the Māori language as the pool of native speakers was greatly depleted.

By the 1970s, Māori language was in a critical state in Ngāti Kahungunu, as with most other iwi. The majority of Māori speakers were older people. Major efforts were made in the 1980s and 1990s to revitalise the Māori language. One of the four nation-wide pilot bilingual schools was established at Ōmāhu. The third kōhanga reo in the country was also established at Ōmāhu.

In 1988, the area's own Māori radio station was established. Radio Kahungunu continues today in its key language revitalisation role, broadcasting to a listenership of around 20,000.

Community-based education has long been dominated by the presence of Te Ātaarangi, established in Wairoa by Liz Hunkin. Night classes are offered, and He Kāinga Kōrerorero, providing mentoring support to whānau, has been piloted. Te Kura Motuhake o Te Ātaarangi is an accredited Private Training Establishment also located in Wairoa. This PTE delivers a Māori language training programme based on the Te Ātaarangi pedagogy that equips students with the skills needed to deliver the Te Ātaarangi language programme. It is the only PTE of its kind in Aotearoa.

Since 2005, Ngāti Kahungunu Iwi Incorporated and the Ministry of Education have entered into partnership through the Community Based Language Initiatives fund. This coordinated approach has supported the iwi to pursue language revitalisation for Ngāti Kahungunu whānau, hapū and iwi. The development of a strategic language plan drives language initiatives in the Hawkes Bay region.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN TE TAIRĀWHITI AND TĀKITIMU

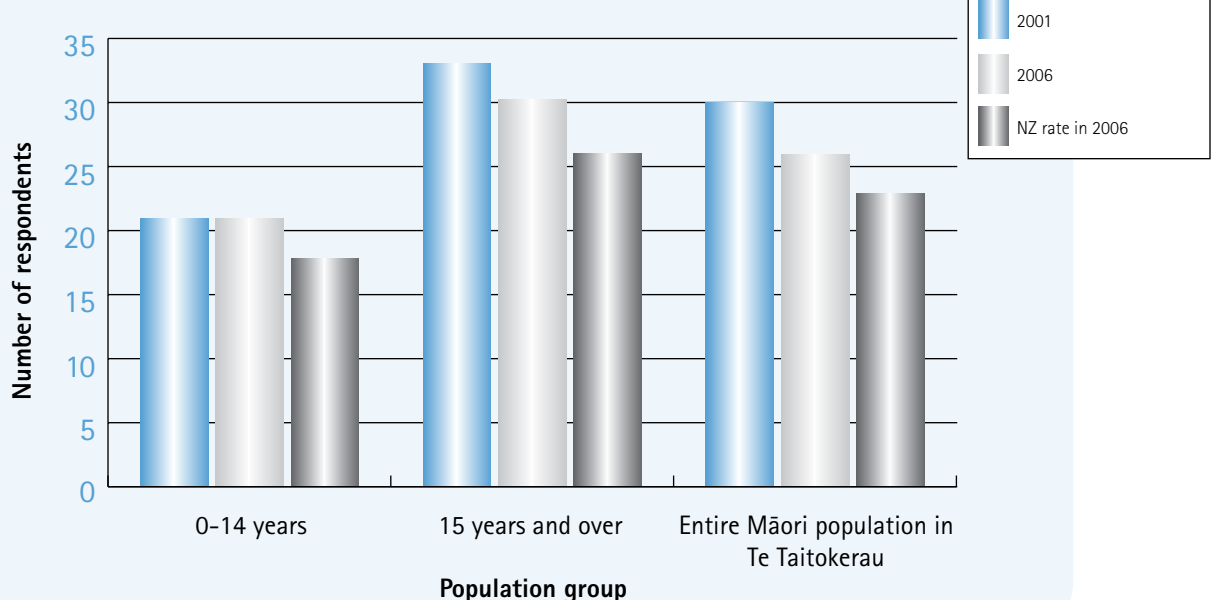
This section of the report provides an overview of Māori language statistics for these regions including numbers of Māori language speakers and Māori language proficiency levels.

THE NUMBER OF MĀORI SPEAKERS

Information from the Census of Population and Dwellings

In the 2006 Census, 62,292 people living in Te Tairāwhiti/Tākitimu identified as Māori, with 16,503 of these people saying they were able to converse in Māori 'about a lot of everyday things'.² This results in a Māori language rate of 26%. This rate is slightly higher than the national rate of 23%. For adults (people aged over 15), the Māori language rate is 30%, or 11,800 people within the Māori adult population of 40,000 in Te Tairāwhiti/Tākitimu.

FIGURE 1: MĀORI LANGUAGE RATES



Source: HML 2006 Survey

Figure 1 shows the Māori language rate has fallen since 2001. The information available suggests this reflects two demographic trends. First, there is a gradual passing of an older generation of Māori adults that has significantly higher proportions of Māori language speakers than other generations (the language rate of those aged over 55 is about double that of each of the younger generations). Second, the Māori population is youthful (the median age in 2006 was 22 years). Because most Māori learn the Māori language as adults, the younger average-age of the Māori population will have the effect of reducing the overall Māori language rate.



Information from the Health of the Māori Language Survey

Te Puni Kōkiri commissioned two surveys investigating the health of the Māori language, undertaken in 2001 and 2006. The HML surveys provide another means of measuring the number of Māori adults with Māori language skills. The surveys investigated proficiency in the Māori language in more depth than the Census, by looking at speaking, listening, writing, and reading skills, and also a combination of these skills, on a proficiency scale. The surveys also investigated how people acquired their Māori language skills, and when and where they use these skills.³ As the Census and the HML surveys provide information on different aspects of the health of the Māori language, both are drawn upon in this section.

The HML 2006 Survey found 10% (around 4,000) of Māori adults in Te Tairāwhiti/Tākitimu have high levels of Māori language speaking proficiency. A further 19% (7,700 people) are able to speak Māori 'fairly well'. For the repeat of the Census question on conversational abilities, the survey found the Māori language rate was 27% (10,600 adults). The abilities of children and young people were not measured in the survey, so differences between the 2006 Census and HML 2006 Survey data can only be considered for the adult population.

The reason there are differences in measuring the number of Māori adults with Māori language skills is that both the HML surveys and the Census are based on individuals assessing their own language abilities, and at different times people have different views on their Māori language skills. A key factor that is likely to have influenced people in assessing their skills is the different approaches used to collect data for the Census and the HML surveys.

The HML surveys involved face-to-face interviews, in either Māori or English, specifically focusing on Māori language competencies. The Census involved people completing a questionnaire on their own, and did not investigate Māori language in detail. Also, the Census question was general in nature and more open to different interpretations. Due to these differences, it is likely that the HML surveys provide a more accurate picture of the number of people with strong competencies in the Māori language, while the Census captures a wider group of people with some level of conversational Māori language skills.

Overall then, the range of Māori language speakers is between 10% and 30% for Māori adults in Te Tairāwhiti/Tākitimu, with the lower end of this range being perhaps a more accurate indicator of strong proficiency.

Age Groupings

Census data from 2006 shows there are significant differences in the proportion of the Māori language speakers across age groups. For those people aged up to fifty-five, the Māori speaking rate is 24%, whereas for those people fifty-five or older the rate is 43%.

While having the highest proportion of speakers, the older generation is a small group – around 6,900 people, with approximately 3,000 Māori language speakers (which is 18% of all Māori speakers in the regions). Because of this there are actually more Māori speakers in each of the younger age groupings, as is shown in Table 1.



Furthermore, it should be noted that the age profile of Māori language speakers is gradually changing. In particular, since 2001, the percentage of speakers in the 55 or above age group has fallen by 12 percentage points (from 55% to 43%), reflecting the passing on of older native speakers and the passage of people with lower levels of Māori language proficiency into this age group.

TABLE 1: MĀORI WITH MĀORI LANGUAGE COMPETENCIES BY AGE

Age grouping	No. of people with Māori language competencies	Total population size	Māori language rate	Proportion of all Māori with Māori language competencies
0 - 14	4,700	22,200	21%	28%
15 - 34	4,800	18,200	26%	29%
35 - 54	4,100	15,000	27%	25%
55+	3,000	6,900	43%	18%

Source: Census 2006.

Gender

Māori women are slightly more likely to speak Māori than Māori men, with 54% of the Māori language speakers being women in Te Tairāwhiti and Tākitimu. There is little change from this pattern throughout the age groups.

Iwi Kāinga

Māori speakers in Te Tairāwhiti/Tākitimu associate with a wide variety of iwi. Table 2 lists the ten iwi residing in Te Tairāwhiti/Tākitimu with the highest te reo Māori conversant populations.

TABLE 2: IWI AFFILIATIONS OF MĀORI SPEAKERS

Iwi affiliation	Able to converse in Māori
Ngāti Porou	6,264
Ngāti Kahungunu ki Te Wairoa	2,034
Ngāti Kahungunu	1,938
Tūhoe	1,743
Ngāti Kahungunu ki Heretaunga	1,494
Ngāpuhi	1,311
Te Aitanga-a-Māhaki	945
Ngāti Tūwharetoa	924
Rongowhakaata	780
Rongomaiwahine (Te Māhia)	723

Source: Census 2006.



Iwi Affiliations

Another way of looking at Māori language speakers for the iwi of Te Tairāwhiti/Tākitimu is to consider the number of speakers belonging to an iwi from Te Tairāwhiti/Tākitimu that reside across the entire country, as shown in Table 3. Because many people affiliate with more than one iwi, some speakers will be included in a number of iwi groupings.

TABLE 3: TE REO SPEAKERS AFFILIATING TO NGĀ IWI O TE TAIRĀWHITI AND TĀKITIMU

Iwi affiliation	Able to converse in Māori	Total	Māori language rate
Te Tai Rāwhiti (East Coast) Region	297	915	32%
Ngāti Porou	20,223	71,907	28%
Te Aitanga-a-Māhaki	1,902	5,874	32%
Rongowhakaata	1,593	4,710	34%
Ngāi Tāmanuhiri	693	1,662	42%
Te Matau-a-Māui/Wairarapa (Hawke's Bay/Wairarapa) Region	78	279	28%
Rongomaiwahine (Te Māhia)	1,503	4,254	35%
Ngāti Kahungunu ki Te Wairoa	5,352	20,982	26%
Ngāti Kahungunu ki Heretaunga	2,970	9,525	31%
Ngāti Kahungunu ki Wairarapa	1,626	7,443	22%
Ngāti Kahungunu	4,629	18,459	25%
Rangitāne (Te Matau-a-Māui/Hawke's Bay/Wairarapa)	483	1,566	31%
Ngāti Kahungunu ki Te Whanganui-a-Orotu	570	1,674	34%
Ngāti Kahungunu ki Tamatea	198	720	28%
Ngāti Kahungunu ki Te Tairāwhiti / Tākitimunui a Rua	111	423	26%
Ngāti Pāhauwera	570	1,761	32%
Ngāti Rākaipaaka	528	1,485	36%
Tākitimu	15	54	28%

Source: Census 2006.



Prominence of the Māori Language

The Māori language is still very much a language of a small minority within the entire population of Te Tairāwhiti/Tākitimu. Census 2006 data shows only 7% of the region's total population have conversational abilities in the Māori language. This is comprised of the 16,503 speakers who are Māori, together with another 2,121 non-Māori who can converse in Māori, giving a total of 18,624, within a regional population of around 248,451.

TABLE 4: NUMBERS OF MĀORI SPEAKERS

	Able to speak the Māori language	Total population	% of speakers in population
Māori	16,503	62,292	26%
Non-Māori	2,121	186,156	1%
Total	18,624	248,451	7%

Source: Census 2006.

Regional Variances

There are regional variances in the Māori language rate. Census 2006 data shows that the proportions of Māori speakers are generally highest in the northern regions. Te Tairāwhiti/Tākitimu has the third highest Māori language rate of the eight regions.

TABLE 5: TE REO SPEAKERS BY TE PUNI KŌKIRI REGIONS

	Able to speak Māori	Total Māori population	% of speakers in population
Te Taitokerau	12,100	43,500	28%
Tāmaki-Makau-Rau	27,900	140,000	20%
Wairariki	22,900	76,000	30%
Waikato	16,400	65,400	25%
Te Tairāwhiti / Tākitimu	16,500	62,300	26%
Te Taihauāuru	11,300	48,500	23%
Te Upoko o Te Ika / Te Tau Ihu	14,600	67,300	22%
Te Waipounamu	9,900	62,300	16%

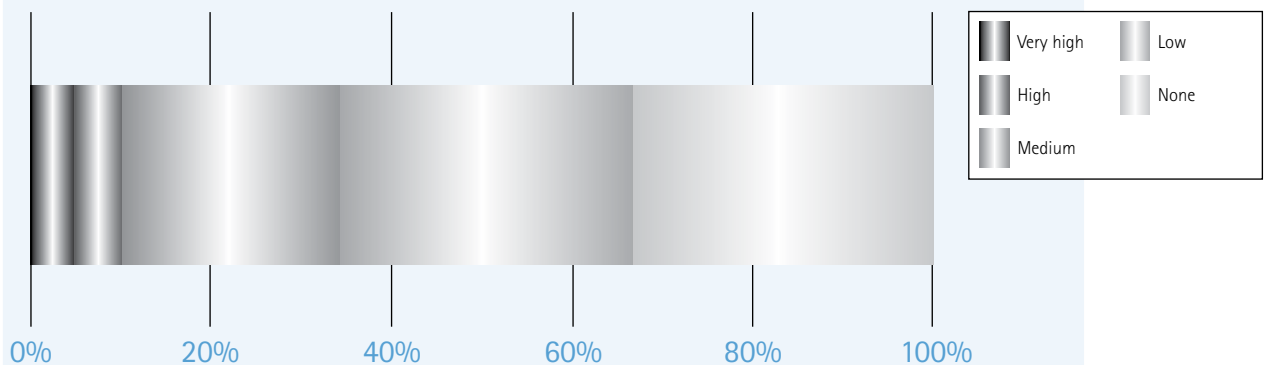
Source: Census 2006.



MĀORI LANGUAGE PROFICIENCY

While 2006 Census data provides an overall picture of the number of Māori language speakers, and their characteristics, the HML 2006 Survey complements this by looking at Māori language proficiency levels in the four language skills of speaking, listening, reading and writing, together with a derived overall proficiency rating. Of the Māori adult population, approximately 13,700 have an overall proficiency level in the Māori language ranging from medium to very high.⁴

FIGURE 2: OVERALL PROFICIENCY LEVELS OF MĀORI ADULTS



Source: HML 2006 Survey

When proficiency levels in the regions were considered by age grouping, it was found that 24% of those with high proficiency were aged fifty-five or over, even though this age group only makes up 8% of the adult Māori speaking population. This means that, on average, younger adults are not as proficient as older adults in the Māori language. Their language skills will need to be developed in order to maintain the quality of language in the regions over coming decades.

Types of Language Skills

There are four types of language skills; speaking, writing, reading and listening. Speaking and writing can be described as active skills, while reading and listening can be described as passive skills.

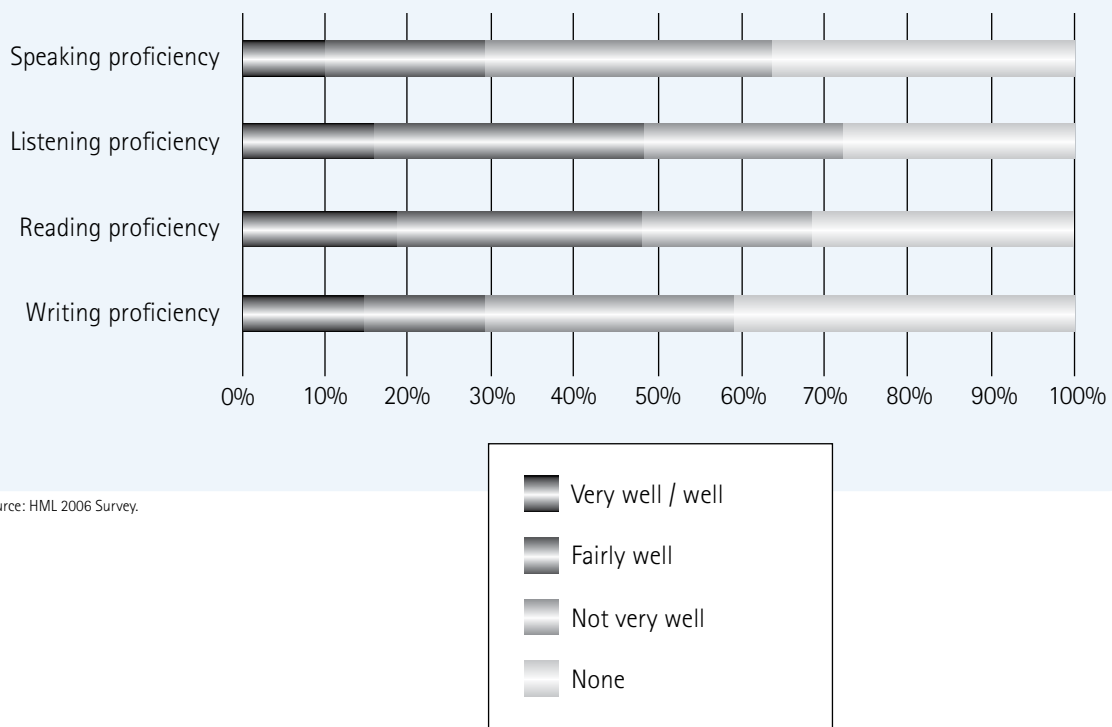
While the skill types are connected, often language proficiency is considered only in terms of speaking proficiency. It is useful to consider the other skills, however, as passive skills (reading and listening) can often be stronger than active skills (speaking and writing). As can be seen in Figure 3, this is the case in Te Tairāwhiti/Tākitimu – where there are more people able to listen and read in the Māori language than able to speak or write in the Māori language. The HML 2006 Survey also brings these individual skills together to gauge 'overall proficiency' – rather than just relying on speaking or conversational abilities, which are often used as indicators of overall ability.

The finding that higher levels of passive skills exist means that there is likely to be a level of latent Māori language ability in the region – people who comprehend the Māori language but



are perhaps not able to easily express themselves in the language. This may be due to childhood exposure to the language, and/or opportunities to maintain or develop passive skills through listening to Māori television and radio, which is discussed further in another section of this report. It is possible these passive skills could be ignited to increase speaking proficiency levels in the region. This is an issue for language planners to consider when looking to develop Māori language proficiency in Te Tairāwhiti/Tākitimu.

FIGURE 3: MĀORI LANGUAGE PROFICIENCY LEVELS IN 2006



Shifts in Māori Language Proficiencies from 2001 to 2006

Data from the HML surveys indicates that from 2001 to 2006 there have been moderate improvements in Māori language proficiency levels within Te Tairāwhiti/Tākitimu, as set out in Tables 6 and 7.

TABLE 6: CHANGES IN SPEAKING AND LISTENING PROFICIENCY BETWEEN 2001 AND 2006.

Proficiency level	Percentage of Māori adults					
	Speaking			Listening		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	13%	10%	-3	24%	15%	-9
Fairly well	17%	19%	+2	20%	32%	+12
Not very well	25%	30%	+5	27%	21%	-6
None	45%	41%	-4	29%	32%	+3

Source: HML 2001 Survey, HML 2006 Survey.



TABLE 7: CHANGES IN READING AND WRITING PROFICIENCY BETWEEN 2001 AND 2006.

Proficiency level	Percentage of Māori adults					
	Reading			Writing		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	18%	19%	+1	19%	15%	-4
Fairly well	22%	30%	+8	14%	15%	+1
Not very well	27%	24%	-3	26%	35%	+9
None	33%	27%	-6	41%	35%	-6

Source: HML 2001 Survey, HML 2006 Survey.

The results indicate that since 2001 there has been:

- a decrease of one percentage point in the number of Māori adults who can speak Māori fairly well, well or very well;
- an increase of three percentage points in the number of Māori adults who can understand spoken Māori fairly well, well, or very well;
- an increase of nine percentage points in the number of Māori adults who can read Māori fairly well, well, or very well; and
- a decrease of three percentage points in the number of Māori adults who can write Māori fairly well, well or very well.

Overall, Tables 6 and 7 show marginal shifts across all four proficiency areas. Improvements have been seen in listening and reading proficiency levels (passive language skills).

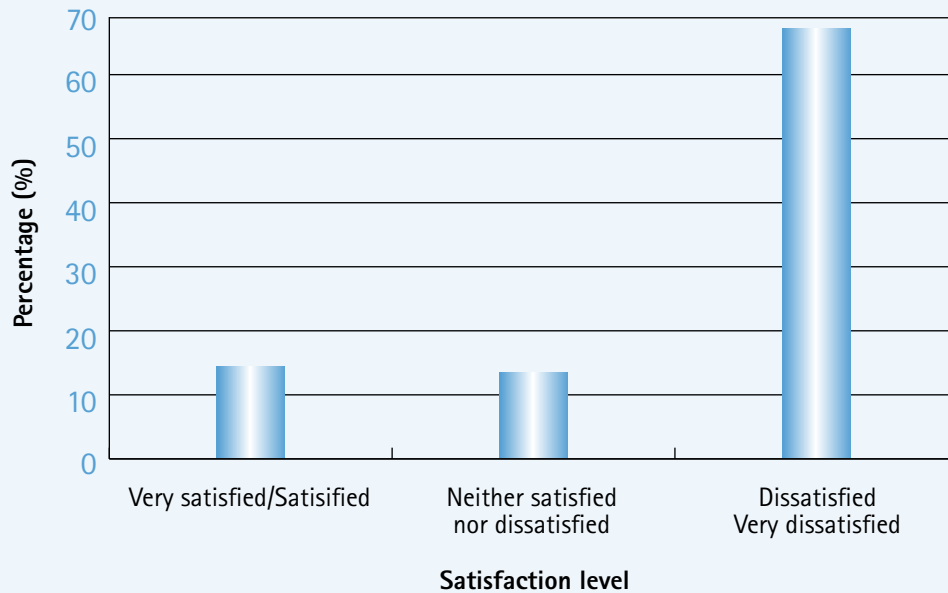
Satisfaction with Proficiency

The HML 2006 Survey also looked at how satisfied people were with their levels of proficiency in the Māori language. Overall, the survey found that 68% were dissatisfied with their level of proficiency. Most of these people had low or very limited Māori language skills - only 5% of those with limited Māori language skills were satisfied with their skills. These findings point to positive attitudes towards the Māori language across the local Māori community. Amongst people who could speak 'fairly well', 68% were dissatisfied with this.

These findings suggest there is likely to be a sizeable pool of people wishing to improve their Māori language skills in these regions, including people with very limited skills and people with moderate skills.



FIGURE 4: SATISFACTION OF TOTAL MĀORI ADULTS WITH MĀORI LANGUAGE SKILLS



Source: HML 2006 Survey.

Findings relating to satisfaction with Māori language skills accord with national research on attitudes, values and beliefs about the Māori language. This national research found most Māori (98%) believe more Māori being spoken in the home or at the marae is a good thing, and that many Māori (66%) consider learning the Māori language is a high priority for them.⁵

These findings indicate a positive disposition toward the Māori language within the Māori community. The challenge ahead for language planners is to continue to create opportunities for people to actively pursue their desire to improve their language skills. It is continually important to ascertain the type of language that people wish to learn, for example: conversational or formal. Another important matter to consider is iwi dialect. Anecdotal evidence suggests that those people who already have Māori language skills place increasing value on knowledge of iwi dialect.

KEY FINDINGS FROM THIS SECTION

- The two measurements (Census and HML 2006 Survey) provide a Māori language rate for Māori adults that ranges from 10% through to 30%, with the lower end perhaps a more accurate indicator of strong proficiency.
- There are significant differences in the proportion of Māori language speakers across age groups. For those people aged up to fifty-five, the Māori speaking rate is 24%, whereas for those people aged fifty-five or over, the rate is 43%. Yet the population of Māori speakers aged over fifty-five is small compared to the population in younger age bands. Older speakers are also more proficient in the Māori language than young adult speakers.
- Since 2001 there have been marginal shifts in Māori language proficiency levels within the Māori population. In these regions, passive skills (listening and reading) are stronger in terms



of numbers of people and proficiency levels, than active skills (speaking and writing). This indicates a level of latent Māori language ability. To increase speaking proficiency levels in these regions, these passive skills will need to be ignited.

- Sixty-eight percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

Tokomaru Bay store first with bilingual signage

In 2004, members of the Māori community approached the owner of a local store in Tokomaru Bay with a proposal to have bilingual signage throughout the store. The owner agreed and now Tokomaru Bay boasts the first shop in Aotearoa to have both English and Māori signage. This small business, reliant on custom from the predominantly Māori population, saw the economic and cultural value in recognising te reo. Critical awareness of te reo has grown locally and the store is recognised nationally. The store provides the community with another domain for language use, aiding in efforts towards normalisation of te reo in Tokomaru Bay.

MĀORI LANGUAGE WITHIN THE WHĀNAU

This section of the report looks at the use of te reo Māori at a whānau level. It describes the use of the language by the Māori speaking population in the home and in the community.

Language use is an important aspect in understanding the health of the language. International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required. Intergenerational transmission is the passing on of Māori language skills from generation to generation through regular and normal use within families.⁶

MĀORI HOUSEHOLDS

Census 2006 data shows that the Māori population of Te Tairāwhiti/Tākitimu lives within 22,635 households. Many people, 59%, live in households comprising of one whānau with adults and children in the household⁷. A further 35% live in households with adults only, either as couples, sole occupants, or groups of adults (e.g. flatmates).⁸ Around 7% of Māori live in households comprising multiple whānau.⁹

Households with Māori Speakers

Table 8 shows where the Māori speaking population is located within household groupings. As shown, 40% of Māori households have at least one Māori speaker (9,027 of the total 22,635 Māori households). This means that within the remaining 60% (13,608) of Māori households there is no possibility of Māori language use in normal household life.

TABLE 8: MĀORI SPEAKERS IN HOUSEHOLDS

Household type	No. of households with a Māori speaker	Total number of households	% with a Māori speaker
Adults only	2,724	7,845	35%
Single whānau	5,433	13,305	41%
Multiple whānau	870	1,485	58%
Combined – all household types	9,027	22,635	40%

Source: Census 2006.

Census 2006 data also shows the percentage of Māori speakers who live with other speakers of the Māori language. This is important because in order to maintain the language through regular



household use there needs to be at least two people able to converse in Māori within a household. The data shows that for Te Tairāwhiti/Tākitimu, 47% of Māori speakers do not live with other speakers of the Māori language, meaning there is no opportunity for interactive Māori language use in the normal home environment.

Household Compositions

Another way to look for potential opportunities for the intergenerational transmission of the Māori language is looking at households where there are younger and older speakers of the Māori language.¹⁰

Census 2006 data shows that in households with adults and children/young people, 40% (11,148) of adults can speak Māori. Or from another perspective, 32% (7,638) of children or dependants live in a household with at least one adult speaker of Māori. This indicates some children and young people may have an opportunity to acquire the Māori language through intergenerational transmission from parents or other adults.

Table 9 brings together data for whānau households (but excludes adult only households), to show those households with Māori speakers aged 18 and over, and those under 18.

TABLE 9: MIX OF ADULT AND CHILD SPEAKERS OF TE REO MĀORI IN HOUSEHOLDS

	Young people (less than 18) able to speak Māori language in the household	No young people (less than 18) able to speak Māori language in the household
Adult speakers of Māori language in the household	10%	20%
	1,521	2,952
	households	households
No adult speakers of Māori language in the household	8%	62%
	1,182	9,135
	households	households

Source: Census 2006.

As shown in Table 9, 10% of these households have both children/young people and adults who are able to speak Māori. Also shown is the finding that in 20% of these households only adults can speak Māori. This may reflect the fact that the adults able to speak the Māori language are not primary care-givers (perhaps grandparents), or the fact that other adults (perhaps spouses) do not speak Māori, making it difficult to use the Māori language in household activities. A further finding in relation to household composition is that 8% of households have children/young people able to speak Māori, but no adults in the household who are able to reciprocate. This shows that some children/young people are learning the Māori language outside of their normal



home environment, through formal education. How education provision supports acquisition of the Māori language is discussed in another section of this report.

CHILDHOOD ACQUISITION OF THE MĀORI LANGUAGE

The results of the HML 2006 Survey show there is a link between Māori language proficiency and learning the Māori language in childhood. For those people aged over fifty-five with high proficiency in the Māori language, 80% acquired their language skills in childhood; and for those under fifty-five, 82% with high proficiency acquired their Māori language skills in childhood. Related to this is the finding that nearly all highly proficient speakers acquired their Māori language skills from their parents or other family members, with other inputs (i.e. hui, schooling) being much less influential. These findings again show the importance of intergenerational transmission as the key to language acquisition and quality.

USE OF THE MĀORI LANGUAGE

Speaking Māori in the Home

The HML surveys also looked at who speaks Māori to whom, and how often. This is called the interlocutor relationship. That is, how many Māori people speak to parents, spouses, children, and friends in the Māori language, and how regularly compared to English.

The HML surveys sought to identify three categories of household usage:

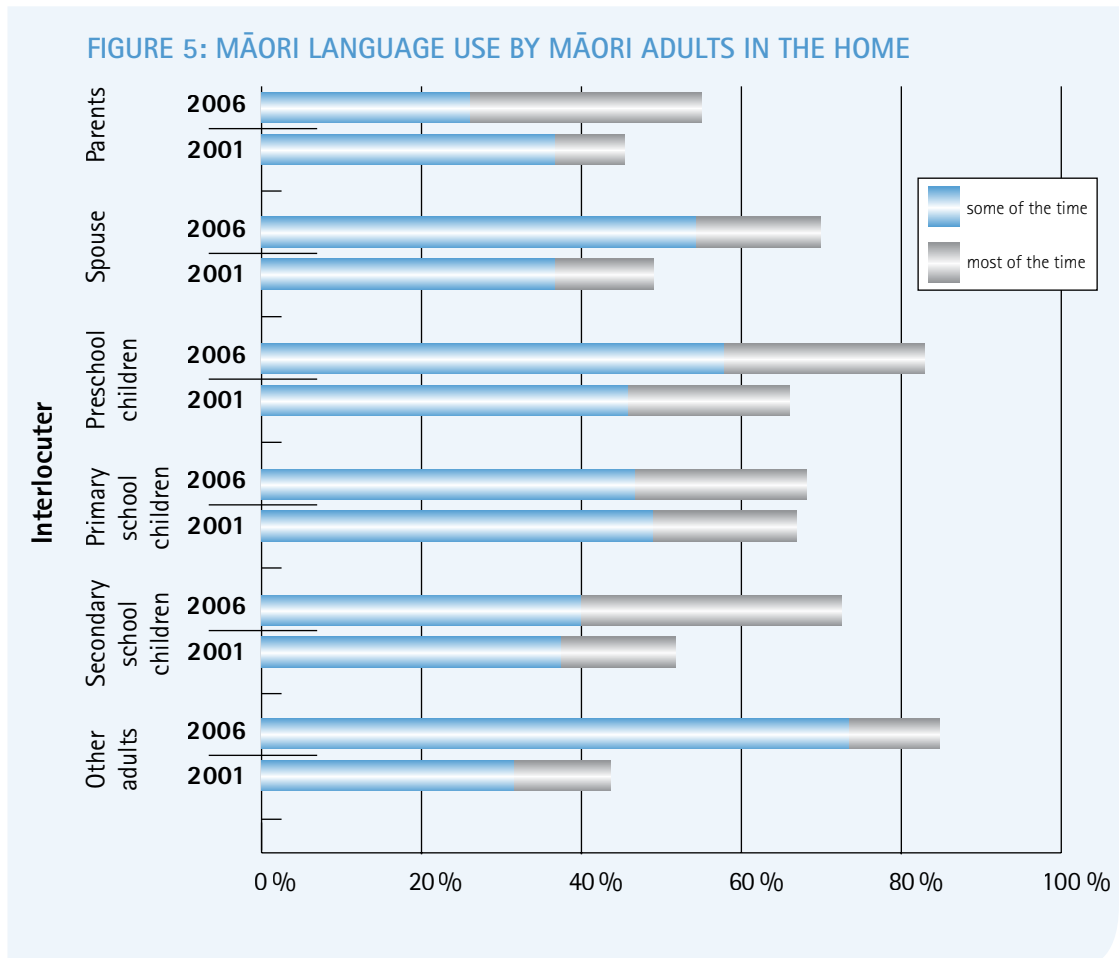
- whānau settings where no Māori language is used with various interlocutors;
- whānau settings where some Māori language is used with various interlocutors (but is not the prevalent household language, and is used in less than 50% of household communications); and
- whānau settings where the Māori language is used in most (50% or more) or all communications with various interlocutors.

Results of the HML surveys indicate that since 2001 there has been an overall increase in Māori language use within household settings (see Figure 5). Of particular significance in these regions are the increases seen in the amount of Māori language use by adults with their children and with other adults in the home, as follows:

- In 2006, 25% of Māori adults used the Māori language as a significant language of communication with their pre-school children. A further 58% made some use of the Māori language in their interaction with their infants. This is an overall increase of 17 percentage points since 2001.
- In 2006, 33% of Māori adults used the Māori language as a significant language of communication with their secondary school-aged children. A further 40% made some use of the Māori language in their interaction with their secondary school-aged children. This is an overall increase of 21 percentage points since 2001.
- In 2006, 11% of Māori adults used the Māori language as a significant language of communication with other adults in the home. A further 74% made some use of the Māori language in their interaction with other adults in the home. This is an overall increase of 41 percentage points since 2001.



These findings are a positive indication in terms of re-establishing intergenerational transmission. However, these interactions need to increase further before the Māori language can be considered a primary means of communication for Māori whānau. Language planners may be interested in investigating the reasons behind the increases described.



Source: HML 2001 Survey, HML 2006 Survey.

Speaking Māori in the Community

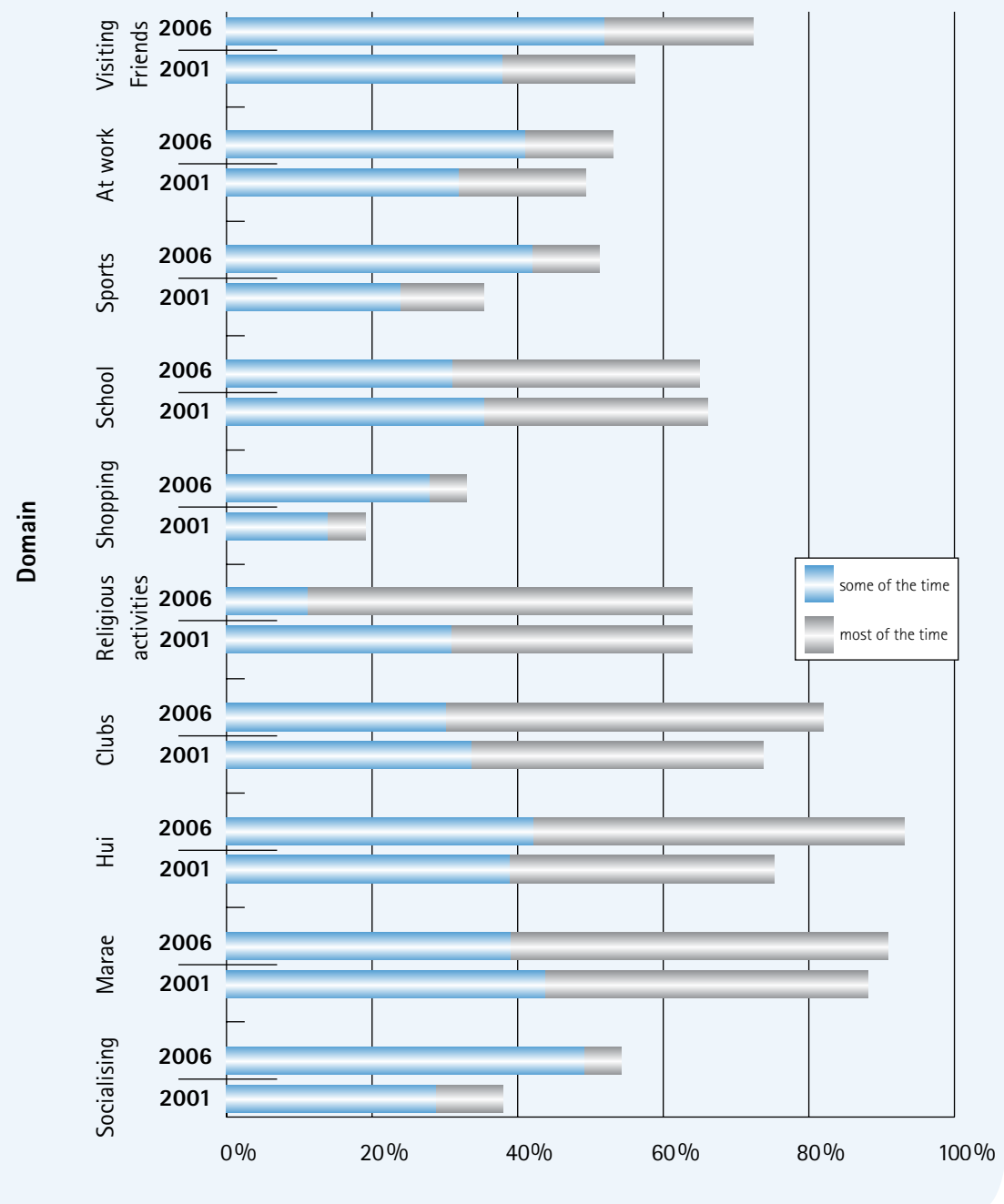
Outside of the home, there have also been positive shifts with more Māori language being spoken overall in community domains within Te Tairāwhiti/Tākitimu in 2006 than in 2001 (see Figure 6). As in 2001, results of the HML 2006 Survey indicated high levels of Māori language usage in domains where Māori culture and protocols are dominant (such as at marae, or during hui, or religious activities). For example, in 2006:

- 53% of people with Māori language abilities taking part in religious activities spoke Māori half or more of the time.
- 51% of people with Māori language abilities participating in meetings or hui spoke Māori half or more of the time.
- 52% of people with Māori language abilities attending other activities at the marae spoke Māori half or more of the time.



In contrast to the activities above, in 2006 fewer people spoke Māori for half or more of the time while shopping (5%), at sports (9%), while socialising (5%), at work (12%), and while visiting relatives, friends or neighbours (20%). This information suggests that the most use of Māori language in community settings is in cultural practices and on formal occasions. More instances of Māori language use outside of these settings are needed until normalisation of the language is achieved.

FIGURE 6: MĀORI LANGUAGE USE OF MĀORI ADULTS BY COMMUNITY DOMAINS



Source: HML 2001 Survey, HML 2006 Survey.



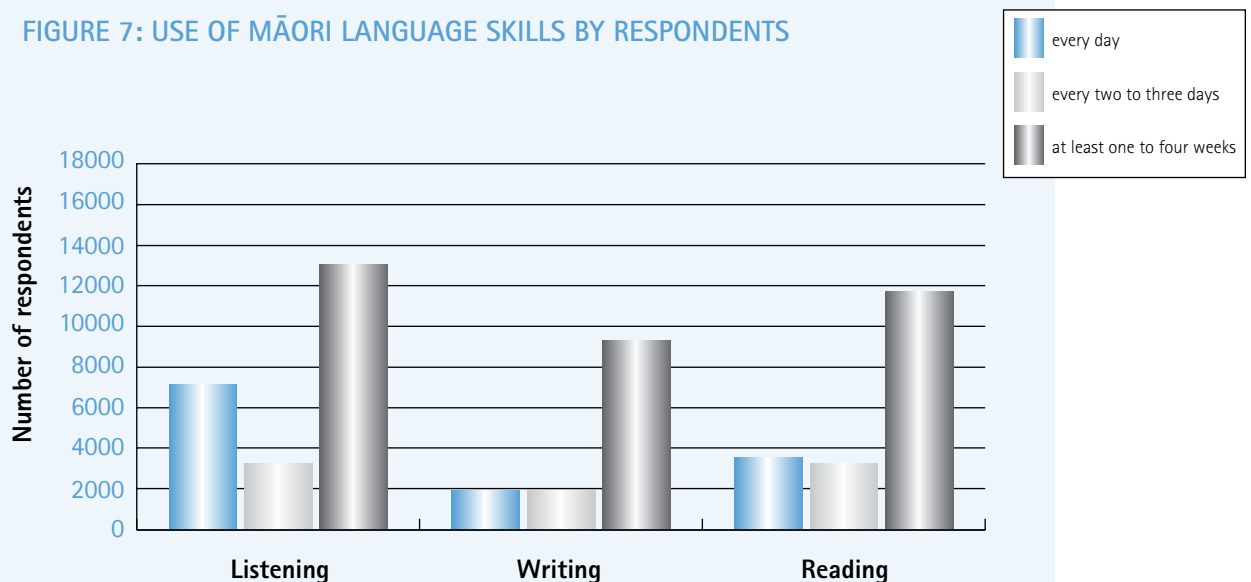
Reading, Writing, and Listening in Māori

Alongside speaking Māori, many people also draw upon their Māori language listening, writing and reading skills on a regular basis.

Of these language skills, listening is the most frequently used skill, with an estimated 23,600 people listening to the Māori language at least once a month, and of these, 7,200 listened to the Māori language at least every day. This possibly reflects the readily accessible opportunities available to listen to the Māori language on national television and local radio.

An estimated 18,700 people read in Māori regularly, although only 3,600 read in the Māori language daily. Writing is the least used skill, with only around 13,500 people using this skill at least once a month.

FIGURE 7: USE OF MĀORI LANGUAGE SKILLS BY RESPONDENTS



Source: HML 2006 Survey.

KEY FINDINGS FROM THIS SECTION

- International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required.
- Māori speakers are clustered together and are not spread evenly throughout the Māori population. Forty percent of Māori households have at least one Māori language speaker. In half of these households there is only one speaker, limiting the possibility of language use in the home.
- Thirty-two percent of children or dependants live in households where there is at least one adult speaker of te reo, meaning that acquisition through intergenerational transmission is possible.



- For people with Māori language skills, use of te reo Māori in the home has increased overall since 2001, especially in communications between Māori adults and their children and other adults. While this is a positive indicator of the occurrence of intergenerational transmission, communication patterns in the home have not yet reached a level where the Māori language is considered the primary means of communication.
- The use of the Māori language in the community remains most common in cultural domains. The Māori language is not the primary means of communication in other everyday activities within the community setting.

Ngāti Kahungunu Iwi Incorporated Strategic Language Plan

Ngāti Kahungunu Iwi Incorporated have developed a strategic language plan, 'He Māhere Rautaki Hai Haumanu i te Reo o Ngāti Kahungunu', from which a range of language revitalisation initiatives have been implemented in the Hawkes Bay region. These initiatives sit under one of five dimensions to the strategic plan; whakaoho, whakamana, whakamahi, whakaako and whakawhānaungatanga. In 2007, a public event was held at Splash Planet in Hastings to raise awareness and status of te reo with bilingual signage and maps, and the use of tee-shirts and water bottles to deliver key messages about the importance of te reo Māori. The collection and distribution of Kahungunu lexicon is the focus of a research project that has been undertaken with kaumātua and kuia in Wairoa. From audio recordings of interviews a word and phrase list will be developed to be used by whānau of Kahungunu. Following a pilot project, 'He Hoa Kōrero', in a kura kaupapa Māori based in Napier, a 12-week whānau language project will be implemented in other community settings. The focus of this initiative is to provide resources for the practical use of te reo. Ngāti Kahungunu Iwi Incorporated will continue to facilitate whānau language planning and develop an online language learning programme for Ngāti Kahungunu descendants.

THE PROVISION OF MĀORI LANGUAGE SERVICES

The ability of people to use and develop their Māori language skills depends not just on their desire to do so, but also on the availability of opportunities to access the Māori language. This section of the report looks at provision of the Māori language in Te Tairāwhiti/Tākitimu, and opportunities to learn the language.

MEDIA SOURCES OF MĀORI LANGUAGE

Māori-Medium Radio and Television

The HML 2006 Survey gathered information on Māori-medium radio and television. The survey findings show that access to Māori radio in Te Tairāwhiti/Tākitimu is very high, with around 89% of Māori adults in the region having access to a Māori radio station. With the establishment of the Māori Television Service in 2004 and free digitally-based television in 2006, all New Zealand households (with the right receivers) can receive Māori language television. Data from the HML 2006 Survey found that these services are popular, with an estimated 66% of Māori (with access) listening to Māori radio, and 76% of Māori viewing Māori television programming.

OPPORTUNITIES TO LEARN THE MĀORI LANGUAGE

Opportunities for Adults

Of the adult Māori population in Te Tairāwhiti/Tākitimu, the HML 2006 Survey found 15% (5,800 people) were learning the Māori language in some form. This is an increase of 3 percentage points since 2001. People were undertaking a wide mix of programmes, from very short programmes of a few hours, to full-time programmes lasting over 12 months.

It is difficult to estimate the number and location of opportunities for adults to learn the Māori language because of the variety in provision available. That is, Māori language learning is provided by a mix of formal and informal learning institutions and people. Formal locally-based providers include the Eastern Institute of Technology, Tūranga Ararau, the Tairāwhiti Polytechnic, Te Kura Motuhake o Te Ātaarangi (ki Te Wairoa) and Te Wānanga o Aotearoa.

In addition to these nationally recognised providers, there are also a number of other organisations and individuals providing Māori language learning opportunities to adults in Te Tairāwhiti/Tākitimu – for example Te Ātaarangi, and marae-based activities funded through the 'Mā Te Reo' fund administered by Te Taura Whiri i te Reo Māori.

Opportunities for Children

Outside of the whānau, children can learn the Māori language through immersion or bilingual education in early childhood education and through schooling.



In Te Tairāwhiti/Tākitimu there are 88 Māori language immersion early childhood services (mainly kōhanga reo) caring for and educating approximately 1,600 infants (aged from zero to five).¹¹ There are nineteen less Māori language immersion early childhood services in 2006 than there were in 2001, but 100 more children participating in this type of education.

There are 60 schools (down from 62 schools in 2001) in Te Tairāwhiti/Tākitimu that provide opportunities for students to undertake some of their education through the Māori language. Schools with students learning through the Māori language range from full immersion kura kaupapa Māori where all teachers and children use the Māori language (12 schools), to bilingual classes in mainstream schools, where a minority of students are taught in Māori (48 schools).¹²

Schools in Te Tairāwhiti/Tākitimu provide for 4,000 Māori students learning through the Māori language, which is 25% of all Māori students these regions. In 2001, 4,451 students were learning through the Māori language which was 27% of all Māori students.

Most school students learning in Māori do so for a minority of their time in school. Ministry of Education data shows only 7% of all Māori students (1,400 students) learn in the Māori language for over 80% of the time during the regular school year. A further 6% (900 students) learn in the Māori language for 51-80% of their time at school during a regular school year. These 2006 figures are only slightly less than the 2001 figures.

Students who learn in Māori are also unlikely to do so for every year of their schooling. Learning in the Māori language is more popular in the younger years of schooling. Of those learning Māori, 81% were enrolled in the school year levels 1 – 8 (approximate age ranges of 5 to 12 years). Anecdotal evidence suggests that a shift to English-medium education is due to increased opportunities at secondary level schooling in subject areas and sports, a lack of quality and accessible Māori-medium education pathways in some communities, and is also dependent on the ability of parents to support the level of Māori language required of secondary school-level schooling.

The shift to English-medium education means that while the Māori language is now used for part of formal schooling, it is not used exclusively by whānau and learners – a significant number of Māori language learners will necessarily need to learn through English as well, meaning they will need to be bilingual to succeed in schooling.

KEY FINDINGS FROM THIS SECTION

- The ability of people to develop their Māori language skills depends in part on opportunities to access te reo. The HML 2006 Survey gathered information on Māori-medium radio and television, which shows that access rates and listening rates are high. Nearly all Māori adults have access to Māori radio and television.
- Fifteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,600 Māori children attending te reo based early childhood services.



- Schools in these regions provide for around 4,000 Māori children learning in te reo to some degree. This is 25% of the Māori student population.

Māori immersion play group

In Gisborne, a group of whānau is creating its own space for language learning and use for preschool aged tamariki. Since August 2007, a Māori immersion play group has been operating, led by whānau who are seeking an education option that combines immersion Māori and a wide range of education philosophies. The whānau aim to apply for funding under the Ministry of Education and Puna Reo status. For now however, raising critical awareness amongst the Gisborne community and building a group of committed whānau to feed a Puna Reo is the main focus.

SUMMARY AND CONCLUSION

The purpose of this report is to assess the health of the Māori language in Te Tairāwhiti and Tākitimu. A variety of research has been drawn upon to provide a composite picture of the Māori language in these regions; including Census data, HML survey data, education statistics, observations from national research, and information from language planners and community representatives working in Te Tairāwhiti and Tākitimu. This section of the report summarises the key findings.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY

- The two measurements (Census and HML 2006 Survey) provide a Māori language rate for Māori adults that ranges from 10% through to 30%, with the lower end perhaps a more accurate indicator of strong proficiency.
- There are significant differences in the proportion of Māori language speakers across age groups. For those people aged up to fifty-five, the Māori speaking rate is 24%, whereas for those people aged fifty-five or over, the rate is 43%. Yet the population of Māori speakers aged over fifty-five is small compared to the population in younger age bands. Older speakers are also more proficient in the Māori language than young adult speakers.
- Since 2001 there have been marginal shifts in Māori language proficiency levels within the Māori population. In these regions, passive skills (listening and reading) are stronger in terms of numbers of people and proficiency levels, than active skills (speaking and writing). This indicates a level of latent Māori language ability. To increase speaking proficiency levels in these regions, these passive skills will need to be ignited.
- Sixty-eight percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

These findings suggest that with the inevitable passing of kaumātua who are highly proficient in their tribal dialects, it will be important to capture and archive authentic exemplars of these tribal dialects over the next five years, to create a permanent record for future generations. The collection of lexicon that has already begun with kuia and kaumātua of Ngāti Kahungunu could provide guidance for other iwi who wish to undertake similar research.

There are generally positive attitudes towards the Māori language among the people of Te Tairāwhiti/Tākitimu together with relatively high levels of passive Māori language skills (for example, nearly 50% of people can understand Māori 'fairly well' or better). This indicates a latent pool of Māori language ability that could be unlocked.

The challenge for language planners is twofold; it is necessary to raise the critical awareness among whānau about their role in Māori language revitalisation, and strategies they can use to support this; and it is necessary to create opportunities for whānau to practice and use their Māori language skills in 'safe' situations. Several iwi have indicated that the Kāinga Kōrerorero programme is yielding positive results in this regard.



MĀORI LANGUAGE USE

- International research on language revitalisation suggests that for minority languages like Māori to survive, intergenerational transmission is required.
- Māori speakers are clustered together and are not spread evenly throughout the Māori population. Forty percent of Māori households have at least one Māori language speaker. In half of these households there is only one speaker, limiting the possibility of language use in the home.
- Thirty-two percent of children or dependants live in households where there is at least one adult speaker of te reo, meaning that acquisition through intergenerational transmission is possible.
- For people with Māori language skills, use of te reo Māori in the home has increased overall since 2001, especially in communications between Māori adults and their children and other adults. While this is a positive indicator of the occurrence of intergenerational transmission, communication patterns in the home have not yet reached a level where the Māori language is considered the primary means of communication.
- The use of the Māori language in the community remains most common in cultural domains. The Māori language is not the primary means of communication in other everyday activities within the community setting.

These findings suggest that ongoing work is required to further stimulate intergenerational transmission among whānau, and community domains where Māori people set the language norms. Given the relatively low starting levels, it will be important to a) promote an incremental approach that values and supports the contributions of all whānau, no matter how small or large; and b) target some key domains and relationships to develop a critical mass of Māori language use.

PROVISION OF MĀORI LANGUAGE SERVICES

- The ability of people to develop their Māori language skills depends in part on opportunities to access te reo. The HML 2006 Survey gathered information on Māori-medium radio and television, which shows that access rates and listening rates are high. Nearly all Māori adults have access to Māori radio and television.
- Fifteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,600 Māori children attending te reo based early childhood services.
- Schools in these regions provide for around 4,000 Māori children learning in te reo to some degree. This is 25% of the Māori student population.

There is a high level of take-up of Māori language services among the people of Te Tairāwhiti/ Tākitimu. Over the next five years, it will be important to ensure that these services are targeted towards, and tailored for, the interests and circumstances of local iwi. There are particular opportunities to promote the use of tribal dialects through these services: this will require service providers to continue to build relationships with tribal authorities in these regions.



BIBLIOGRAPHY

Chrisp, S. 1997. Home and Community Language Development, in *New Zealand Studies in Applied Linguistics* (3).

Fishman, J. 1991. *Reversing Language Shift*. Multilingual Matters, Clevedon.

Ministry of Education. 2007. *He Tini Manu Reo – Learning Te Reo Māori Through Tertiary Education*. Ministry of Education, Wellington.

Te Puni Kōkiri. 2001. *Survey of Attitudes, Values and Beliefs towards the Māori Language*. Te Puni Kōkiri, Wellington.

Te Puni Kōkiri. 2002. *The Health of the Māori Language in 2001*. Te Puni Kōkiri, Wellington.

Te Puni Kōkiri. 2004. *Te Reo Māori i te Hapori – Māori Language in the Community*. Te Puni Kōkiri, Wellington.

Te Puni Kōkiri. 2006. *Attitudes Towards the Māori Language*. Te Puni Kōkiri, Wellington.

Te Puni Kōkiri. 2008. *The Health of the Māori Language in 2006*. Te Puni Kōkiri, Wellington.

Te Puni Kōkiri and Te Taura Whiri i te Reo Māori. 2003. *Te Rautaki Reo Māori: The Māori Language Strategy*. Te Puni Kōkiri, Wellington.

Te Taura Whiri i te Reo Māori. 1996. *Te Hui Taumata Reo Māori 11 – 13 Hakihea 1995*. Te Taura Whiri i te Reo Māori, Wellington.

Waitangi Tribunal. 1987. *The Te Reo Māori Claim (Wai 11)*. Waitangi Tribunal, Wellington.



ENDNOTES

1. Further information about these information sources is available in The Health of the Māori Language in 2006, www.tpk.govt.nz
 2. Census respondents were asked, "In which language(s) could you have a conversation about a lot of everyday things:
 - English;
 - Māori;
 - Samoan;
 - NZ Sign Language;
 - Other languages.
- All Census language data for Māori speakers is derived from this core question. It is also important to note that the data used for this report refers to those people resident in this region on Census night.
3. For more information about the questions and methodology of the survey refer to the reports published in 2002 and 2008 at www.tpk.govt.nz.
 4. Overall proficiency is an aggregate of proficiency levels for speaking, reading, writing and listening in Māori.
 5. Refer to Te Puni Kōkiri, 2006.
 6. For example refer to Fishman, J. 1999. *Handbook of Language and Ethnic Identity*. Oxford University Press: Oxford.
 7. Includes sole-parent households.
 8. Note a very small number of persons less than 18 are recorded in this group.
 9. Component percentages do not add up to 100% because of rounding.
 10. For this part of the report children or dependants are those younger than 18 living in a household with adults.
 11. There may also be a small number of te reo based early childhood centres in the general stream of providers. Enrolments in early childhood services are not exclusive or full-time, so the 1000 enrolments may actually comprise a smaller group of children and/or a group of children who spend a relatively limited amount of time in kōhanga Reo.
 12. The Ministry of Education classifies students according to the amount of te reo immersion education they receive. The categories are:
 - Level 1: 81%-100% in te reo;
 - Level 2: 51% - 80% in te reo;
 - Level 3: 31% - 50% in te reo;
 - Level 4(a): up to 30% in te reo;
 - Level 4(b): at least 3hrs in te reo;
 - Level 5: Less than 3 hours;
 - Level 6: Taha Māori.

In the classifications in this report, students participating in te reo levels 4a and above are included as students learning Māori.





Te Puni Kōkiri, Te Puni Kōkiri House
143 Lambton Quay, PO Box 3943, Wellington, New Zealand
PHN *Waea* + 64 4 922 6000 FAX *Whakaahu* + 64 4 922 6299

www.tpk.govt.nz