



**Te Puni Kōkiri**  
REALISING MĀORI POTENTIAL

**Te Oranga o te Reo Māori i te Rohe o  
Te Upoko o Te Ika me Te Tau Ihu 2006**  
*The Health of the Māori Language  
in Te Upoko o te Ika and Te Tau Ihu 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>

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# 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".<sup>1</sup>

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.<sup>2</sup>

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*

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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 Upoko o Te Ika and Te Tau Ihu o Te Waka a Māui in 2006. For the purposes of this report, Te Upoko o Te Ika and Te Tau Ihu includes the districts encompassed in the Wellington Regional Council in the North Island, and the Nelson and Marlborough Regional Councils in the South Island.

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 sources<sup>1</sup>, including:

- the 2001 and the 2006 censuses 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 Upoko o Te Ika/Te Tau Ihu;
- 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 UPOKO O TE IKA AND TE TAU IHU

This section provides a brief history of the Māori language specific to Te Upoko o Te Ika and Te Tau Ihu 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'.

At the turn of the 20th century nearly all Māori spoke Māori. Generally, people in Te Upoko o Te Ika/Te Tau Ihu whānui lived in autonomous communities and spoke Māori in nearly all contexts, although some people used English for trade and socialising with European settlers. However, the growing influx of monolingual Pākehā settlers into the region created pressure on land for settlement, and ever-reducing space for Māori communities. Over time, some traditional Māori communities were 'swallowed up' by growth in urban centres, and whānau had to integrate with the new settler society to survive in the region.

By the 1920s, local Māori whānau were heavily integrated into the general economy, with many men taking up employment as wage labourers. This reinforced the need to acquire and use some level of English. Through the 1940s to the 1960s, Māori communities underwent a radical transformation with many young people moving to urban areas, encouraged by public policy to pursue employment and housing opportunities in towns and cities.

Most Māori relocating in the city realised their lack of English meant communication was difficult. It was necessary to learn how to speak English well for social and work activities. Also, the urbanisation process hindered the establishment of urban Māori speech communities. During this period of mass urban migration Māori whānau were pepper-potted among Pākehā neighbourhoods in Te Upoko o Te Ika/Te Tau Ihu, to encourage assimilation. Pepper-potting highlighted the relative status of the two languages and reinforced for Māori adults the internalised messages from school days, preventing the continuation of Māori speech patterns. That is, despite the fact that virtually all adults could speak Māori, during this period Māori adults began to use English more and more. Over time they stopped transmitting the language to their children thus breaking the chain of intergenerational transmission.

Research in the 1970s first highlighted the status of te reo. At that time Māori was a dying language that was spoken mainly by older people and used in a narrow range of settings. These findings resulted in widespread action by Māori with the development of Te Ātaarangi, kōhanga reo, kura kaupapa Māori, wānanga, and radio stations broadcasting in Māori. Many of these initiatives were developed and led from within the Upoko o Te Ika region.



Of particular significance was the 25 year tribal plan 'Whakatupuranga Rua Mano – Generation 2000'. Commencing in 1975, this experiment once again saw the collaboration of Te Ātiawa, Ngāti Raukawa and Ngāti Toarangatira under the ART confederation come to life as it had over 100 years earlier with the building of Rangiātea Church in the late 1840's. The four guiding principles of 'Whakatupuranga Rua Mano' are:

- Our people = our wealth: develop and retain
- Reo = taonga: halt the decline and revive
- Marae = our principal home: maintain and respect
- Self-determination = discovering opportunities to advance our aspirations.

Accordingly, revival of te reo Māori within the founding iwi became one of the major undertakings of the ART Confederation within the timeframe of the experiment. The establishment of Te Wānanga-o-Raukawa in 1981, to assist the iwi in achieving its educational aspirations, became a central space for language revitalisation. The placement of te reo as a compulsory component to study at the wānanga illustrates the attention paid to the short and long term revival of te reo by the three iwi.

Emphasis in the 1990s was given to restoring the Māori language in Māori homes and communities. Māori leaders and iwi embraced these initiatives in an effort to restore te reo among the people. Te Reo is now recognised as a national taonga. The large public service sector in Te Upoko o Te Ika provides a pool of language learners motivated by the increasing value placed by the government on te reo Māori.

Language revitalisation in Te Tau Ihu is spearheaded by Te Kāhui Mātauranga o Te Tau Ihu, a group that represents the eight mana whenua iwi of Te Tau Ihu: Ngāti Apa, Ngāti Rārua, Te Ātiawa, Ngāti Tama, Ngāti Koata, Ngāti Kuia, Rangitāne and Ngāti Toa.

'Whakatupuranga Rua Mano – Generation 2000' has become an iconic development model that is still discussed amongst iwi across the country. While the timeframe for the plan has passed, iwi development within the ART confederation is on-going and planning for the future will build on the lessons learnt in that 25 year period.

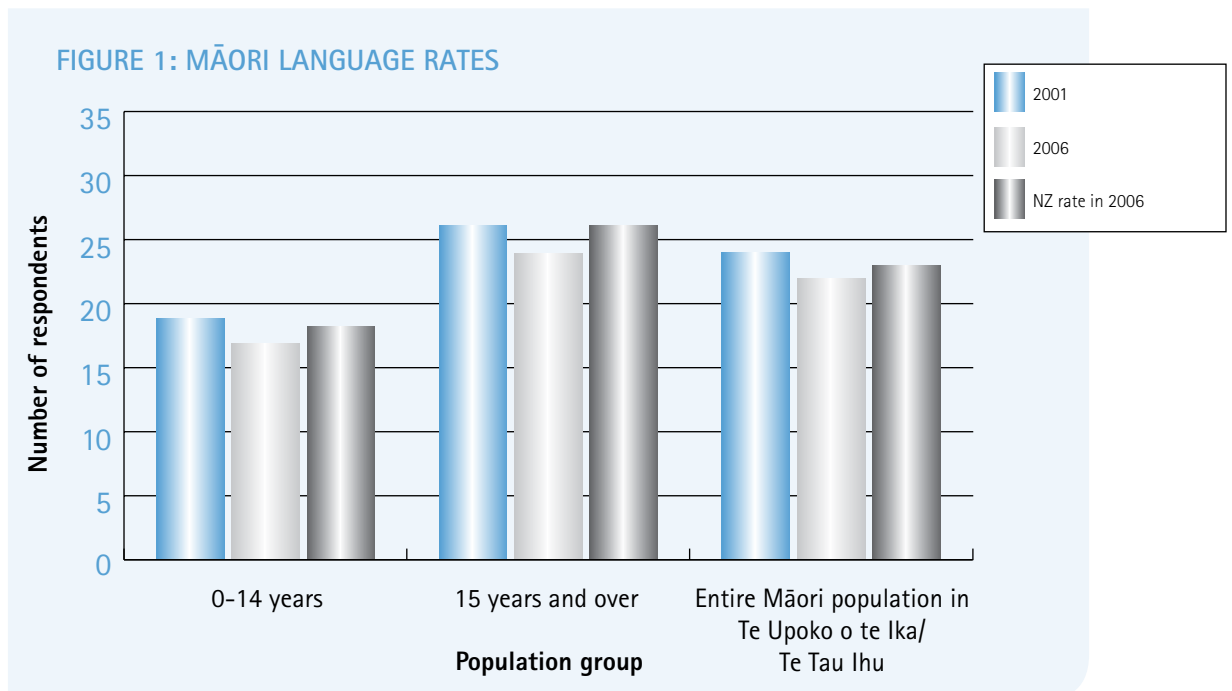
# MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN TE UPOKO O TE IKA AND TE TAU IHU

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, 67,338 people living in Te Upoko o Te Ika/Te Tau Ihu identified as Māori, with 14,622 of these people saying they were able to converse in Māori 'about a lot of everyday things'.<sup>2</sup> This results in a Māori language rate of 22%. This rate is slightly lower than the national rate of 23%. For adults (people aged over 15), the Māori language rate is 24%, or 10,800 people within the Māori adult population of 44,200 in Te Upoko o Te Ika/Te Tau Ihu.



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 in this region 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 has 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.<sup>3</sup> 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 13% (around 5,800) of Māori adults in Te Upoko o Te Ika/Te Tau Ihu have high levels of Māori language speaking proficiency. A further 8% (3,300 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 26% (11,400 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 13% and 26% for Māori adults in Te Upoko o Te Ika/Te Tau Ihu, 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 20%, whereas for those people fifty-five or older the rate is 35%.

While having the highest proportion of speakers, the older generation is a small group – around 5,859 people, with approximately 2,037 Māori language speakers (which is 14% 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.



Since 2001, the percentage of speakers in the 55 or above age group has increased by one percentage point (from 34% to 35%).

**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	3,852	23,199	17%	26%
15 - 34	4,959	22,308	22%	34%
35 - 54	3,774	15,972	24%	26%
55+	2,037	5,859	35%	14%

Source: Census 2006.

### Gender

Māori women are slightly more likely to speak Māori than Māori men, with 53% of the Māori language speakers being women in Te Upoko o Te Ika/Te Tau Ihu. There is little change from this pattern throughout the age groups.

### Iwi Kāinga

Māori speakers in Te Upoko o Te Ika/Te Tau Ihu associate with a wide variety of iwi. Table 2 lists the ten iwi residing in Te Upoko o Te Ika/Te Tau Ihu with the highest te reo Māori conversant populations.

**TABLE 2: IWI AFFILIATIONS OF MĀORI SPEAKERS**

Iwi affiliation	Able to converse in Māori
Ngāti Porou	3,477
Ngāpuhi	1,992
Tūhoe	1,473
Ngāti Raukawa (Horowhenua/Manawatū)	1,299
Ngāti Tūwharetoa	1,191
Ngāi Tahu/Kai Tahu	930
Ngāti Kahungunu ki Te Wairoa	903
Ngāti Maniapoto	900
Te Arawa	681
Waikato	669

Source: Census 2006.



### Iwi Affiliations

Another way of looking at the Māori language speakers for the iwi of Te Upoko o Te Ika/Te Tau Ihu is to consider the number of speakers belonging to an iwi from Te Upoko o Te Ika/Te Tau Ihu 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 AFFILIATED WITH  
NGĀ IWI OF TE UPOKO O TE IKA/TE TAU IHU**

Iwi affiliation	Able to converse in Māori	Total	Māori language rate
Manawatū/Horowhenua/Te Whanganui-a-Tara(Manawatū/Horowhenua/Wellington)Region	87	321	27%
Te Atiawa (Te Whanganui-a-Tara/Wellington)	297	1,728	17%
Muaūpoko	615	2,499	25%
Rangitāne (Manawatū)	318	1,278	25%
Ngāti Raukawa (Horowhenua/Manawatū)	3,351	13,233	25%
Ngāti Toarangatira (Te Whanganui-a-Tara/Wellington)	933	3,459	27%
Te Atiawa ki Whakarongotai	174	615	28%
Ngāti Tama ki Te Upoko o Te Ika (Te Whanganui-a-Tara/Wellington)	72	210	34%
Te Tau Ihu o Te Waka a Māui	42	111	38%

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 Upoko o Te Ika/Te Tau Ihu. Census 2006 data shows only 3% of the region's total population has conversational abilities in the Māori language. This is comprised of the 14,622 speakers who are Māori, together with another 3,924 non-Māori who can converse in Māori, giving a total of 18,624, within a regional population of around 570,879.


**TABLE 4: NUMBERS OF MĀORI SPEAKERS**

	Able to speak the Māori language	Total population	% of speakers in population
Māori	14,622	67,338	22%
Non-Māori	3,924	503,541	1%
Total	18,546	570,879	3%

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 Upoko o Te Ika/Te Tau Ihu has the second lowest Māori language rate of the eight regions.

**TABLE 3: 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%
<b>Te Upoko o Te Ika /Te Tau Ihu</b>	<b>14,600</b>	<b>67,300</b>	<b>22%</b>
Te Waipounamu	9,900	62,300	16%

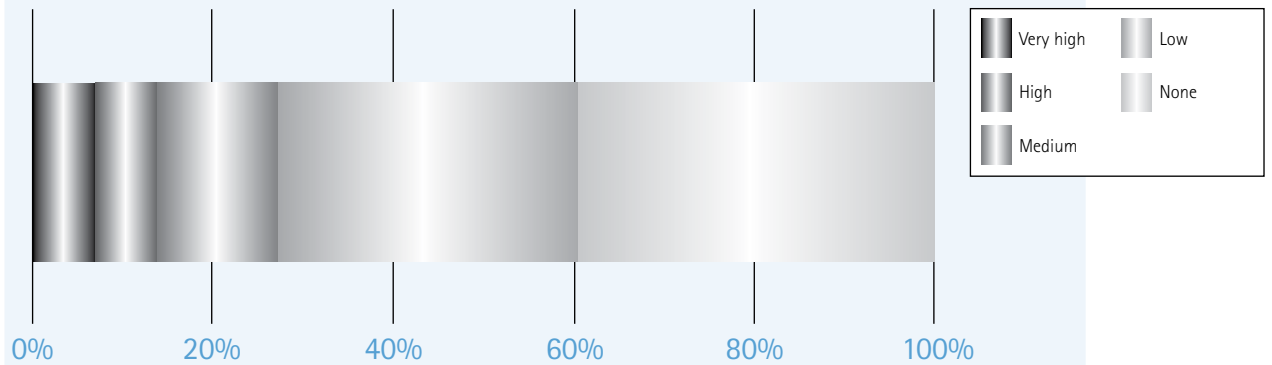
Source: Census 2006.

### 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 11,900 have an overall proficiency level in the Māori language ranging from medium to very high.<sup>4</sup>



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 8% of those with high proficiency were aged fifty-five or over, even though this age group only makes up 5% 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 region over coming decades.

### Types of Language Skills

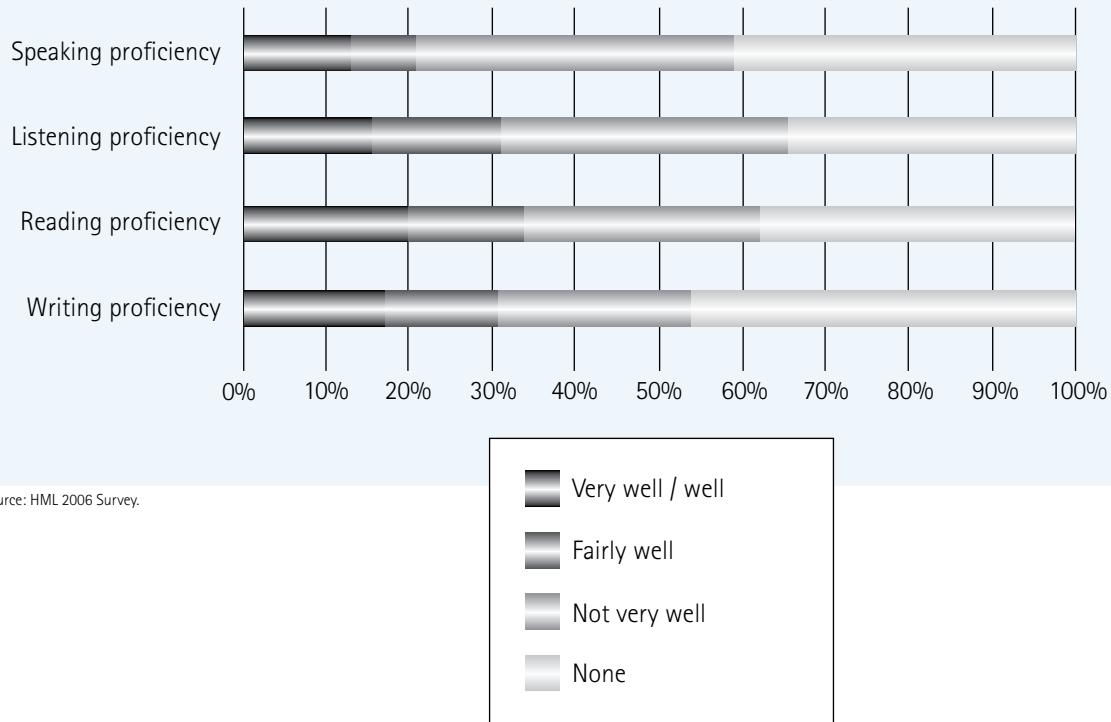
There are four types of language skills; speaking, writing, reading and listening. Speaking and writing can be described as active skills, while reading and listening can be described as passive skills.

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 Upoko o Te Ika/Te Tau Ihu – 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 Upoko o Te Ika/Te Tau Ihu.



**FIGURE 3: MĀORI LANGUAGE PROFICIENCY LEVELS IN 2006**



Source: HML 2006 Survey.

### Shifts in Māori Language Proficiencies from 2001 to 2006

Data from the HML surveys indicates that from 2001 to 2006 there have been marginal shifts in Māori language proficiency levels within Te Upoko o Te Ika/Te Tau Ihu, 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 <sup>5</sup>					
	Speaking			Listening		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	9%	13%	+4	16%	16%	0
Fairly well	10%	7%	-3	17%	15%	-2
Not very well	27%	38%	+11	29%	34%	+5
None	54%	41%	-7	37%	34%	-3

Source: HML 2001 Survey, and 2006 Survey.



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

Proficiency level	Percentage of Māori adults <sup>6</sup>					
	Reading			Writing		
	2001	2006	Shift	2001	2006	Shift
Well/Very well	13%	20%	+7	11%	17%	+6
Fairly well	17%	14%	-3	14%	14%	0
Not very well	35%	28%	+8	25%	23%	-2
None	35%	38%	+3	50%	46%	-4

Source: HML 2001 Survey, and 2006 Survey.

The results indicate that since 2001:

- there has been an increase of one percentage point in the number of Māori adults who can speak Māori fairly well, well or very well;
- there has been a decrease of two percentage points in the number of Māori adults who can understand spoken Māori fairly well, well, or very well;
- there has been an increase of four percentage points in the number of Māori adults who can read Māori fairly well, well, or very well; and
- there has been an increase of six 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 in language proficiency levels across all four language skill areas.

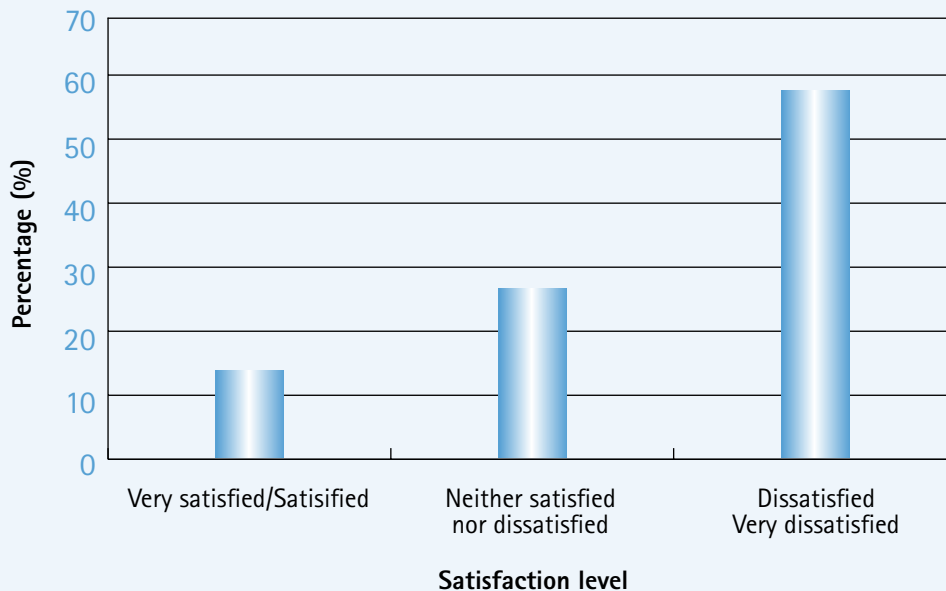
### **Satisfaction with Proficiency**

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 58% were dissatisfied with their level of proficiency. Most of these people had low or very limited Māori language skills - only 6% 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', 66% 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.<sup>7</sup>

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 13% through to 26%, 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 20%, whereas for those people aged fifty-five or over, the rate is 35%. 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 this region, 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.
- Fifty-eight percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

### **Te Kāhui Mātauranga o te Tau Ihu**

*The eight mana whenua iwi of Te Tau Ihu o Te Waka a Māui have come together under the banner of Te Kāhui Mātauranga o Te Tau Ihu to coordinate Māori education and language revitalisation efforts. To accompany the development of its 2004 Māori Education Strategy, a Rautaki Reo Māori has also been published. Both documents reflect the unique situation of the region given its strong iwi collaboration, small mana whenua population and large taurahere population. There are four phases to the strategy: developing strategic relationships; awareness/inspiration; rediscovery; and strengthening language skills. The primary focus will begin with those small pockets of the region where there are whānau who are currently committed to the learning and use of te reo Māori, and later extend to raise the critical awareness of potential learners. The implementation plan also includes resource development activity to allow each of the eight iwi to plan and develop their own resources using their particular dialect and tribal knowledge.*

## 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.<sup>8</sup>

### MĀORI HOUSEHOLDS

Census 2006 data shows that the Māori population of Te Upoko o Te Ika/Te Tau Ihu lives within 29,082 households. Many people, 55%, live in households comprising of one whānau with adults and children in the household<sup>9</sup>. A further 39% live in households with adults only, either as couples, sole occupants, or groups of adults (e.g. flatmates).<sup>10</sup> Around 5% of Māori live in households comprising multiple whānau<sup>11</sup>.

#### Households with Māori Speakers

Table 8 shows where the Māori speaking population is located within household groupings. As shown, 31% of Māori households have at least one Māori speaker (8,934 of the total 29,082 Māori households). This means that within the remaining 69% (20,148) 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	3,105	11,466	27%
Single whānau	5,131	16,047	32%
Multiple whānau	708	1,569	45%
<b>Combined – all household types</b>	<b>8,934</b>	<b>29,082</b>	<b>31%</b>

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 Upoko o Te Ika/Te Tau Ihu, 54% 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.<sup>12</sup>

Census 2006 data shows that in households with adults and children/young people, 32% (9,483) of adults can speak Māori. Or from another perspective, 25% (6,351) 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
<b>Adult speakers of Māori language in the household</b>	<b>7%</b>	<b>16%</b>
	1,317	2,874
	households	households
<b>No adult speakers of Māori language in the household</b>	<b>7%</b>	<b>69%</b>
	1,194	12,231
	households	households

Source: Census 2006.

As shown in Table 9, 7% of these households have both children/young people and adults who are able to speak Māori. Also shown is the finding that in 16% 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 7% 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, all acquired their language skills in childhood; and for those under fifty-five, 58% 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 increase in Māori language use within household settings (see Figure 5). Of particular interest in these regions are the increases seen in the amount of Māori language use by adults with their children in the home, as follows:

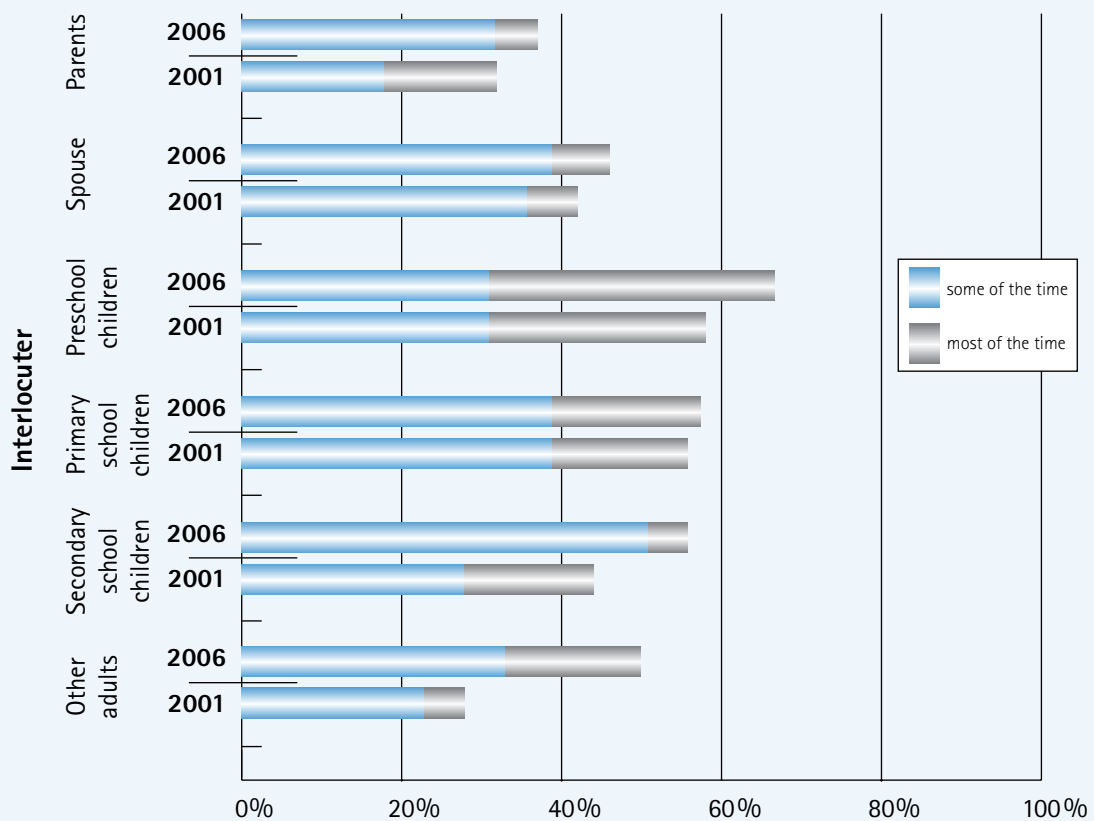
- In 2006, 36% of Māori adults used the Māori language as a significant language of communication with their pre-school children. A further 31% made some use of the Māori language in their interaction with their infants. This is an overall increase of nine percentage points since 2001.
- In 2006, 18% of Māori adults used the Māori language as a significant language of communication with their primary school-aged children. A further 39% made some use of the Māori language in their interaction with their children. This is an overall increase of one percentage point since 2001.
- In 2006, 5% of Māori adults used the Māori language as a significant language of communication with their secondary school-aged children. A further 51% made some use



of the Māori language in their interaction with their infants. This is an overall increase of 12 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 these increases.

**FIGURE 5: MĀORI LANGUAGE USE BY MĀORI ADULTS IN THE HOME**



Source: HML 2001 Survey, HML 2006 Survey.

### Speaking Māori in the Community

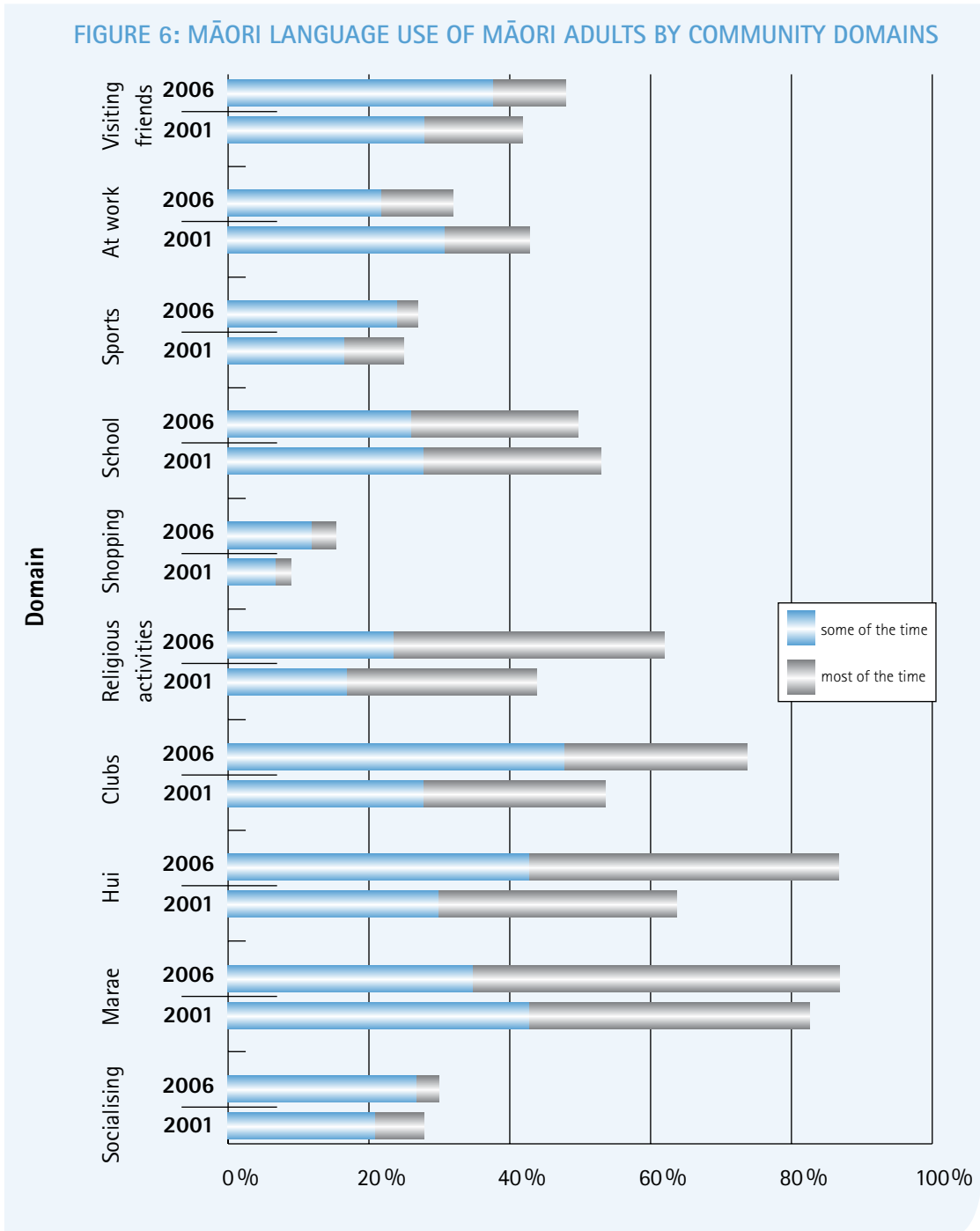
Outside of the home, there have also been positive shifts with more Māori language being spoken overall in community domains within Te Upoko o Te Ika/Te Tau Ihu in 2006 than in 2001 (see Figure 6). As in 2001, results of the HML 2006 Survey indicated high levels of Māori language usage in domains where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

- 38% of people with Māori language abilities taking part in religious activities spoke Māori half or more of the time.
- 44% 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 (3%), at sports (3%), while socialising (4%), at work (14%), and while visiting relatives, friends or neighbours (10%). 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.

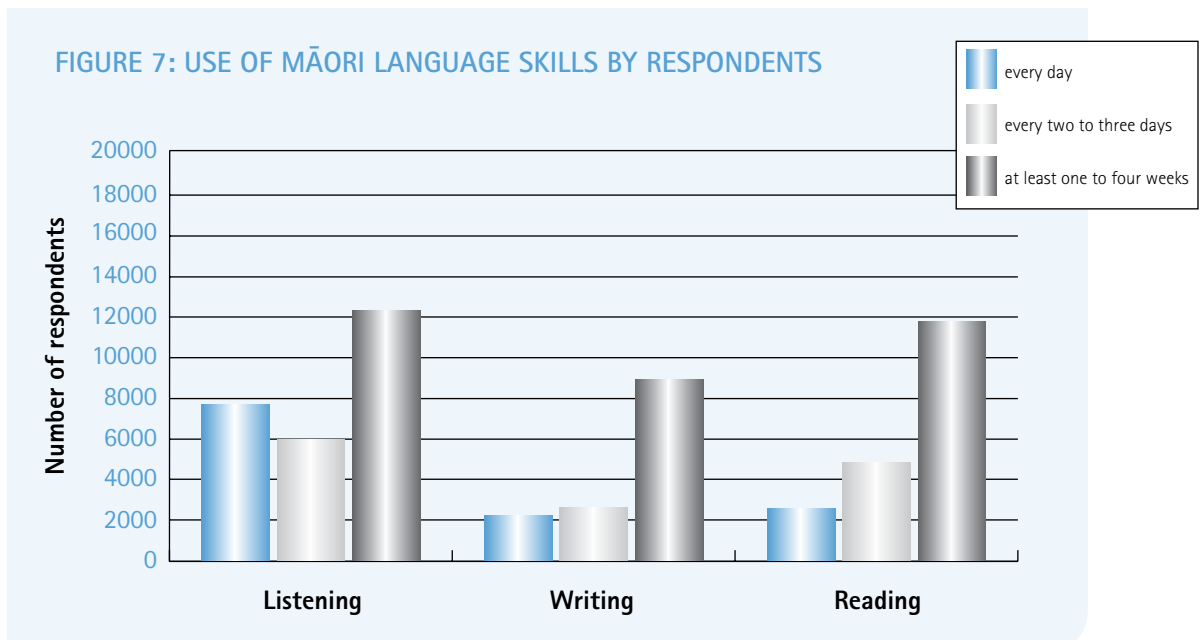


### Reading, Writing, and Listening in Māori

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 25,800 people listening to the Māori language at least once a month, and of these, 7,700 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 19,200 people read in Māori regularly, although only 2,600 read in the Māori language daily. Writing is the least used skill, with only around 13,900 people using this skill at least once a month.



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. Thirty-one percent of Māori households have at least one Māori language speaker. In 54% of these households there is only one speaker, limiting the possibility of language use in the home.
- Twenty-five 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, particularly in communications between adults and their children. Whilst 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.

### Uniting Kōhanga Reo

*'Te Rā o Ngā Mokopuna' is an event run by Paparakau Tuarua Te Kōhanga Reo that brings together 15 kōhanga reo within the Hutt Valley and Wellington area in a one day event. The purpose of this annual event is to develop positive leadership and role-modelling in healthy lifestyles and well being of mokopuna and their whānau. A variety of organisations come in and run programmes during the day, including Sport Wellington, Wellington Rugby, Hutt Valley Softball. Encouraged to kōrero Māori all day, around 500 children participate in this event focused on normalising te reo Māori in the community.*

# 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 Upoko o Te Ika/Te Tau Ihu, 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 Upoko o Te Ika/Te Tau Ihu is high, with around 62% 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 67% of Māori (with access) listening to Māori radio, and 71% of Māori viewing Māori television programming.

## OPPORTUNITIES TO LEARN THE MĀORI LANGUAGE

### **Opportunities for Adults**

Of the adult Māori population in Te Upoko o Te Ika/Te Tau Ihu, the HML 2006 Survey found 17% (7,300 people) were learning the Māori language in some form. This is an increase of 8 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 Victoria University of Wellington, Massey University of Wellington, Nelson Marlborough Institute of Technology, Kōraunui Manaaki Akoranga, Te Wānanga-o-Raukawa, Kokiri Marae Keriana Olsen Trust, Te Kōhanga Reo National Trust Board, Whitireia Community Polytechnic, Open Polytechnic of NZ, Culture Flow 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 Upoko o Te Ika/Te Tau Ihu – for example Te Ātaurangi, 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 Upoko o Te Ika/Te Tau Ihu, there are 50 Māori language immersion early childhood services (mainly Kōhanga Reo) caring for and educating approximately 1,100 infants (aged from zero to five).<sup>13</sup> There are two less Māori language immersion early childhood services in 2006 than there were in 2001, but 200 more children participating in this type of education.

There are 38 schools (down from 43 schools in 2001) in Te Upoko o Te Ika/Te Tau Ihu 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 (4 schools), to bilingual classes in mainstream schools, where a minority of students are taught in Māori (34 schools).<sup>14</sup>

Schools in Te Upoko o Te Ika/Te Tau Ihu provide for 2,000 Māori students learning through the Māori language, which is 11% of all Māori students in these regions. In 2001, 2,056 students were learning through the Māori language, which was 14% 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 (1,200 students) learn in the Māori language for over 80% of the time during the regular school year. A further 2% (300 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.
- 17% 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 1,100 Māori children attending te reo based early childhood services.



- Schools in these regions provide for around 2,000 Māori children learning in te reo to some degree. This is 11% of the Māori student population.

### **He Kāinga Kōrerorero**

*Te Ātaarangi has a long history in the greater Wellington region and maintains a strong presence today. In 2005, Te Ātaarangi began piloting a whānau language development programme called He Kāinga Kōrerorero nationwide. This programme provides mentoring services to whanau to promote and strengthen Māori language. Mentors work with families on a one to one basis as well as through collaborative activities such as sports days. The programme is well established in Horowhenua communities, involving up to ten whānau who have at least one adult te reo speaker and the time and energy to commit to the one year programme. Run by a Pouārahi (mentor) the programme is made up of whānau household visits and cluster activities. Some of the cluster activities in this region have included participation in Te Ātaarangi's Hui-ā-Tau, organisation of a language planning hui and attendance at a local rugby event to stimulate kōrero related to sports. The Pouārahi have developed and maintained links with local kōhanga reo and kura kaupapa Māori, Te Wānanga-o-Raukawa, Te Rūnanga o Raukawa, Horowhenua PHO, local marae and secondary schools. The Pouārahi facilitates whānau to actualise their desire to develop their Māori language skills by providing local knowledge of learning options and assisting whānau with ways to use te reo Māori within their whānau. As a consequence of involvement in the programme, some whānau have increased their basic knowledge of the Māori language. Overall, confidence levels have increased to the extent that more Māori language is now being used by participating whānau.*

## SUMMARY AND CONCLUSION

The purpose of this report is to assess the health of the Māori language in Te Upoko o Te Ika and Te Tau Ihu in 2006. A variety of research has been drawn upon to provide a composite picture of the Māori language in the region; including Census data, HML survey data, education statistics, observations from national research, and information from language planners and community representatives working in Te Upoko o Te Ika and Te Tau Ihu. 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 13% through to 26%, 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 20%, whereas for those people aged fifty-five or over, the rate is 35%. 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 this region, 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.
- Fifty-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 as some iwi plan to do.

There are generally positive attitudes towards the Māori language among the people of Te Upoko o Te Ika/Te Tau Ihu together with moderate levels of passive Māori language skills (for example, just over 25% of the Māori population 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. Anecdotal evidence suggests that the Kāinga Kōrerorero programme is yielding positive results for the Horowhenua district 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. Thirty-one percent of Māori households have at least one Māori language speaker. In 54% of these households there is only one speaker, limiting the possibility of language use in the home.
- Twenty-five 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, particularly in communications between adults and their children. 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 promote an incremental approach that values and supports the contributions of all whānau, no matter how small or large.

Additionally, language planners need to target some key domains and relationships to develop a critical mass of Māori language use. In Te Tau Ihu this is already occurring where Te Kāhui Mātauranga have targeted the small pockets of the Māori population within the region as their first priority in terms of building a critical mass. Other iwi could possibly follow suit, depending on the location of their population, and current levels and domains of Māori language usage.

## 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.
- 17% 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 1,100 Māori children attending te reo based early childhood services.
- Schools in these regions provide for around 2,000 Māori children learning in te reo to some degree. This is 11% of the Māori student population in the region.



There is a high level of take-up of Māori language services among the people of Te Upoko o Te Ika/Te Tau Ihu. 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 engage and support tribal authorities.

There already exists a strong educational focus alongside strategic language planning amongst some iwi in these regions. In some parts of the region, such as Te Tau Ihu, engagement of this kind is in the development phase. In others parts of the region, iwi (such as the ART confederation) are leading iwi education development. There is much to be learnt from those iwi who are initiating greater engagement between iwi and education.



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## ENDNOTES

1. Further information about these information sources is available in The Health of the Māori Language in 2006, [www.tpk.govt.nz](http://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](http://www.tpk.govt.nz).
4. Overall proficiency is an aggregate of proficiency levels for speaking, reading, writing and listening in Māori.
5. Component percentages do not add up to 100% because of rounding.
6. Ibid.
7. Refer to Te Puni Kōkiri, 2006.
8. For example refer to Fishman, J. 1999. Handbook of Language and Ethnic Identity, Oxford University Press, Oxford.
9. Includes sole-parent households.
10. Note a very small number of persons less than 18 are recorded in this group.
11. Component percentages do not add up to 100% because of rounding.
12. For this part of the report children or dependants are those younger than 18 living in a household with adults.
13. 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.
14. 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.





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