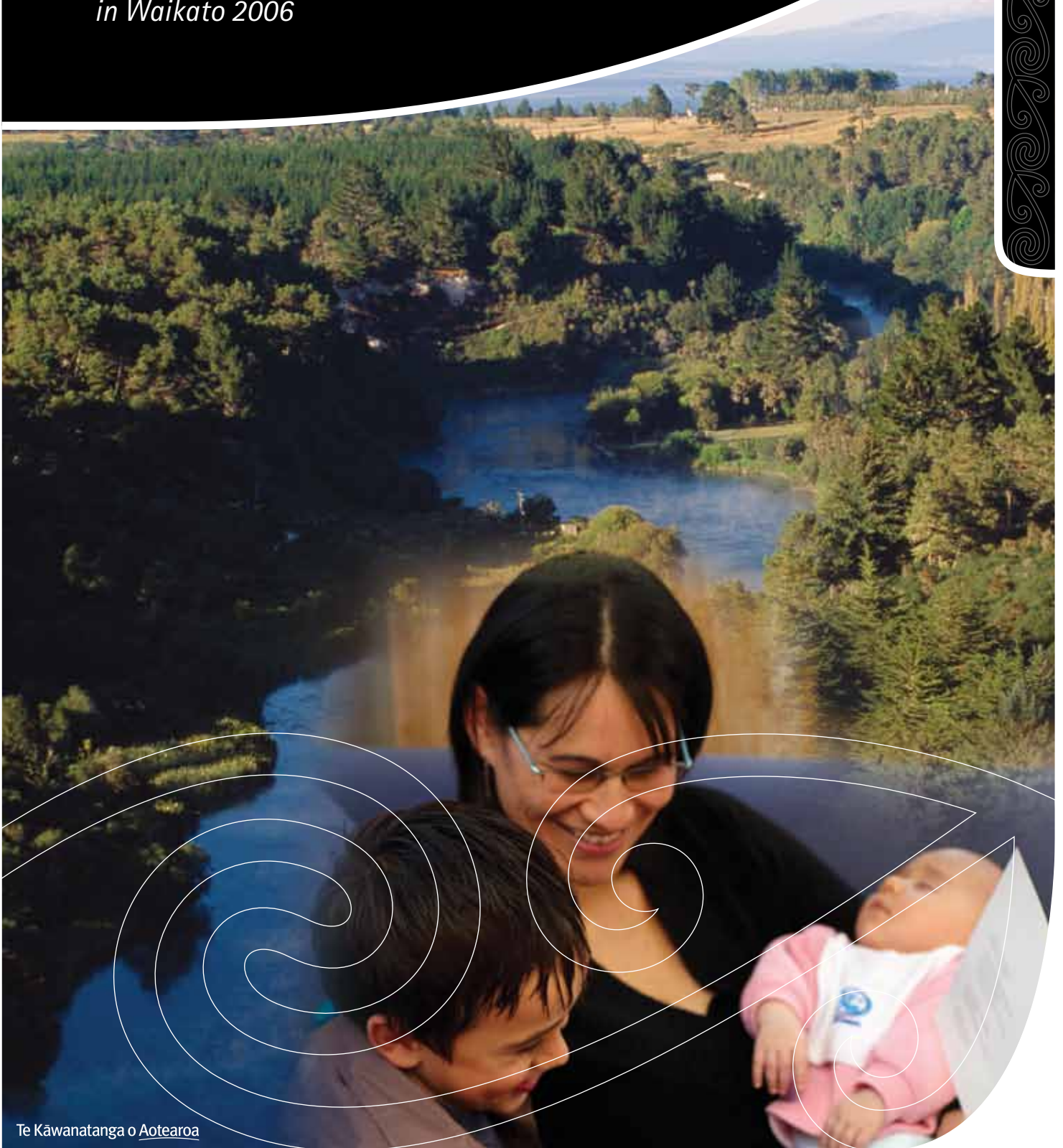




Te Puni Kōkiri
REALISING MĀORI POTENTIAL

**Te Oranga o te Reo Māori
i te Rohe o Waikato 2006**
*The Health of the Māori Language
in Waikato 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	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.
2	Whakamana – Strengthening of leadership and decision-making.
3	Rawa – Development and use of resources.
4	Te Ira Tangata – The quality of life to realise potential.

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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".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 Waikato in 2006. For the purposes of this report, Waikato is defined as the Waikato Regional Council area that includes the Thames-Coromandel District, Hauraki District, Waikato District, Matamata-Piako District, Hamilton City, Waipā District, South Waikato District, Otorohanga District and Waitomo 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 sources, 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 Waikato;
- 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 WAIKATO

This section provides a brief history of the Māori language specific to the Waikato region. 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 New Zealand history of Māori language changes, refer to 'The Health of the Māori Language in 2006'.

Te reo Māori was the predominant language of the broader Waikato region in the 19th century. For Tainui, the Kīngitanga established and maintained independent Māori authority throughout the region and ensured that Māori was the language of administration, commerce and community affairs at this time.

This effectively separated Māori speakers from English speakers and slowed the establishment of English-medium schools and social institutions in the Waikato basin. However armed conflicts and land confiscations, the introduction of the main trunk railway, particularly through the 'King Country', and the establishment of the Native Land Court in the district all contributed to a growth in the non-Māori population in the region during the latter part of the 19th century. The flood of settlers into Hauraki in the 1850s and 1860s, following the discovery of gold in that region, had a similar impact. These tumultuous events shrank Māori land holdings and affected the societal and language mix of the region as increases in the non-Māori population and influence were matched by increasing use of English.

The eventual introduction of native schools accelerated the uptake of English among Māori. At school, Māori learnt how to speak English. They also learnt that speaking Māori at school incurred severe punishments. These punishments had long-term impacts on the health of the Māori language. Māori internalised the implicit and explicit messages about the relative status of Māori and English and eventually stopped transmitting te reo to their children to protect them from similar punishments.

In parts of Hauraki, some communities lacked traditional whareniui, due to warfare and attitudinal shifts concerning the 'value of te reo me ngā tikanga'. This meant that there was no focal point for discussion and debate among community members, and no venues for the transmission of Māori language, knowledge and history from generation to generation. The Tohunga Suppression Act 1907 also had a very negative impact on the transmission of te reo and other aspects of Māori knowledge throughout the country.



The 'Hunn Report' of 1960 outlined the Government's policy of urban migration which led to rapid shift of Māori to the cities. Population growth, shrinking land holdings, and the Government drive to increase the urban labour force meant that many iwi members left the haukāinga to seek employment and 'better standards of living'. Māori families were pepper-potted among Pākehā neighbourhoods in urban centres to encourage assimilation. Pepper-potting highlighted the relative status of the two languages and re-enforced the assimilation process for Māori adults, including the internalised messages from school days. Faced with this environment, Māori adults began to use English more and more. Over time, they convinced themselves that there was little merit in speaking Māori and that the way forward was through speaking English. Parents stopped transmitting the language to their children thus breaking the critical chain of intergenerational transmission.

For Māori who remained within the region, the process of language shift was slower but inevitable. They were able to sustain their traditional communities and linguistic norms for longer periods because they did not face the intense pressure to assimilate that was experienced by their urban kin. However, the urban experience eventually came to the country, particularly with the introduction of rural electrification, television and improvements in roading and transport. Through these processes, and the closure of Native Schools in favour of 'general stream' schools, English developed an increasing presence within Māori communities until it overtook Māori as the main language of family and community interaction.

Research in the 1970s first highlighted the status of te reo among Tainui. 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 kōhanga reo and kura kaupapa Māori and the establishment of tribal radio stations broadcasting in Māori. In the 1990s, emphasis was given to restoring the Māori language into Māori homes and communities.

Tainui leaders and iwi continue to develop language revitalisation initiatives in an effort to restore te reo among the people. Ngāti Raukawa and Hauraki are just two examples of iwi who are spearheading revitalisation for their people. With the assistance of Community Based Language Initiatives (CBLI) funding from the Ministry of Education, these iwi have clear strategic plans in place to guide efforts over a 25 year period.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN WAIKATO

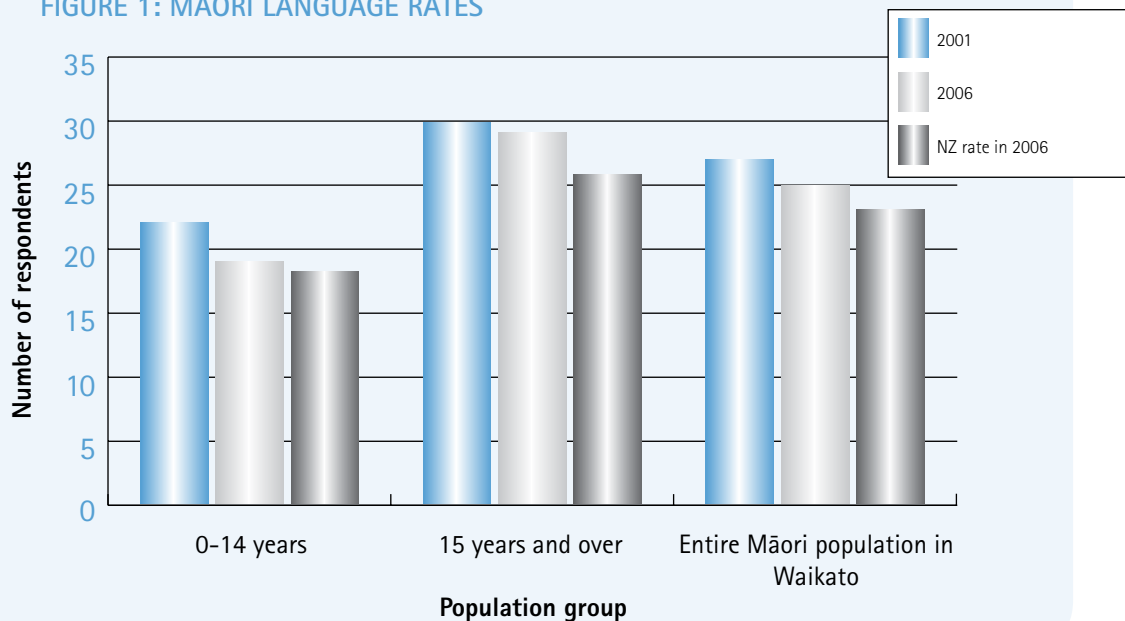
This section of the report provides an overview of Māori language statistics for this region including numbers of Māori language speakers and Māori language proficiency levels.

THE NUMBER OF MĀORI SPEAKERS

Information from the Census of Population and Dwellings

In the 2006 Census, 65,394 people living in Waikato identified as Māori, with 16,356 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 25%. This is just above the national rate of 23%. For adults (people aged over 15) the Māori language rate is 29%, or (12,000) people within the Māori adult population of 42,100 in Waikato.

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 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 considering 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. As the Census and the HML survey provide information on different aspects of the health of the Māori language, both are drawn upon in this section.

The HML 2006 Survey found 15% (around 6,200) of Māori adults in Waikato have high levels of Māori language speaking proficiency. A further 13% (5,500 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 30% (12,500 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 survey 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.³ Due to these differences, it is likely 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 15% and 30% for Māori adults in Waikato, 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 Māori language speakers across age groups. For people aged up to fifty-five, the Māori speaking rate is 23%, whereas for those fifty-five or older the rate is 44%.

While having the highest proportion of speakers, the older generation is a smaller group – 6,270 people, with 2,742 Māori language speakers (which is 17% of all Māori speakers in the region). Because of this there are actually a larger number of 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 6 percentage points (from 52% to 44%), 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	4,392	23,253	19%	27%
15 - 34	5,286	21,153	25%	32%
35 - 54	3,936	14,718	27%	24%
55+	2,742	6,270	44%	17%

Source: Census 2006.

Gender

Māori women are slightly more likely to speak Māori than Māori men, with 53% of Māori language speakers being women in Waikato. There is little change from this pattern throughout the age groups.

Iwi Kāinga

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

TABLE 2: IWI AFFILIATIONS OF MĀORI SPEAKERS

Iwi affiliation	Able to converse in Māori
Waikato	3,852
Ngāti Maniapoto	2,958
Ngāpuhi	2,307
Ngāti Porou	1,518
Tainui	1,122
Ngāti Tūwharetoa	1,086
Tūhoe	891
Ngāti Haua (Waikato)	792
Ngāti Raukawa (Waikato)	789
Te Arawa	639

Source: Census 2006.



Iwi Affiliations

Another way of looking at Māori language speakers for the iwi of Waikato is to consider the number of speakers belonging to an iwi from Waikato 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 IWĪ O WAIKATO

Iwi affiliation	Able to converse in Māori	Total	Māori language rate
Hauraki (Coromandel) Region	21	90	23%
Ngāti Hako	336	1,377	24%
Ngāti Hei	81	558	15%
Ngāti Maru (Marutuahu)	780	3,375	23%
Ngāti Paoa	930	3,375	28%
Patukirikiri	9	66	14%
Ngāti Porou ki Harataunga ki Mataora	330	1,170	28%
Ngāti Pūkenga ki Waiiau	171	477	36%
Ngāti Rāhiri Tumutumu	42	195	22%
Ngāi Tai (Hauraki)	87	342	25%
Ngāti Tamaterā	693	2,457	28%
Ngāti Tara Tokanui	147	489	30%
Ngāti Whanaunga	213	588	36%
Waikato/Te Rohe Pōtae (Waikato/King Country) Region	399	1,089	37%
Ngāti Haua (Waikato)	1,722	4,923	35%
Ngāti Maniapoto	8,961	33,627	27%
Ngāti Raukawa (Waikato)	2,175	8,163	27%
Waikato	10,920	33,429	33%
Tainui	3,861	14,070	27%
Hauraki / Pare Hauraki	87	309	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 Waikato. Census 2006 data shows only 6% of the region's total population have conversational abilities in Māori language. This is comprised of the 16,356 speakers who are Māori, together with another 2,382 non-Māori who can converse in Māori, giving a total of 18,738, within a regional population of around 334,443.


TABLE 4: NUMBERS OF MĀORI SPEAKERS

	Able to speak the Māori language	Total population	% of speakers in population
Māori	16,356	65,394	25%
Non-Māori	2,382	269,049	1%
Total	18,738	334,443	6%

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. Waikato has the fourth 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%
Waiariki	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%

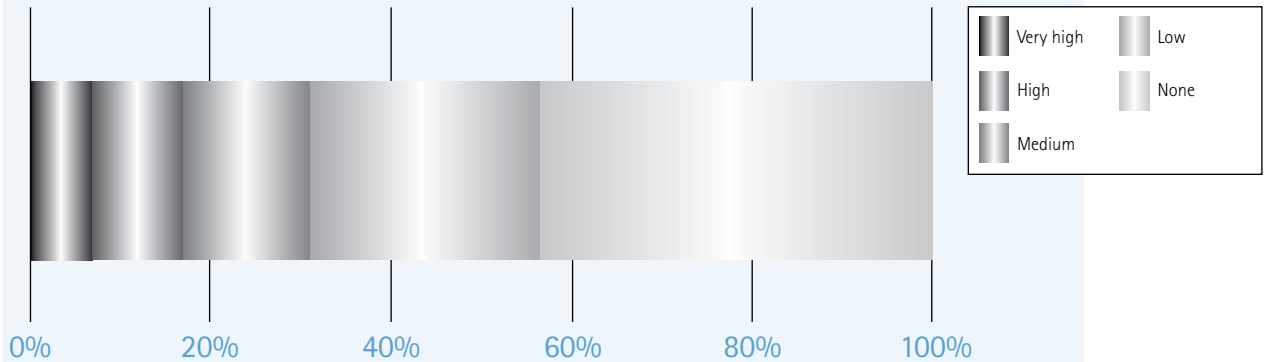
Source: Census 2006.

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 13,200 have an overall proficiency level in 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 region were considered by age grouping, it was found that 10% 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 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

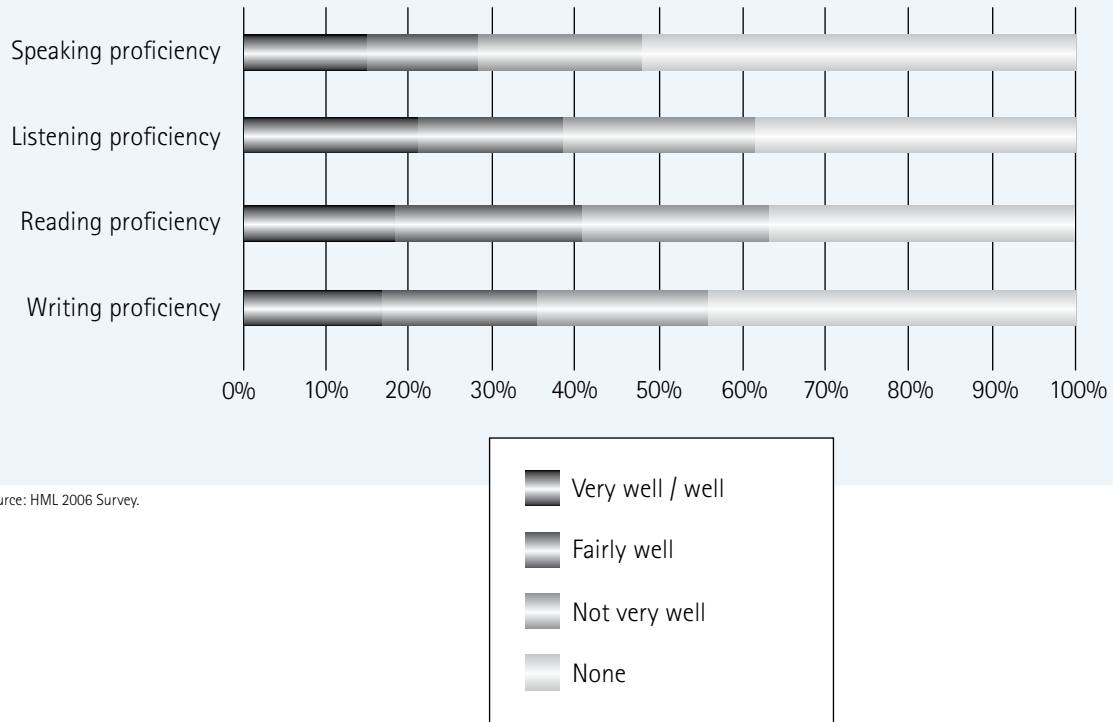
There are four types of language skills: speaking; writing; reading; and listening. Speaking and writing can be described as active skills, while reading and listening can be described as passive skills.

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 Waikato – where there are more people able to listen and read in Māori language than able to speak or write it. 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 suggests 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 Waikato.



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 significant improvements in Māori language proficiency levels within Waiariki, 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	10%	15%	+5	14%	21%	+7
Fairly well	11%	13%	+2	22%	18%	-4
Not very well	23%	20%	-3	24%	29%	+5
None	56%	52%	-4	40%	32%	-8

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	13%	18%	+5	12%	17%	+5
Fairly well	19%	23%	+4	13%	18%	+5
Not very well	19%	22%	+3	20%	21%	+1
None	49%	37%	-12	55%	44%	-11

Source: HML 2001 Survey, HML 2006 Survey.

The results indicate that since 2001 there has been an increase of:

- seven percentage points in the number of Māori adults who can speak Māori fairly well, well or very well;
- three percentage points in the number of Māori adults who can understand spoken Māori fairly well, well, or very well;
- nine percentage points in the number of Māori adults who can read Māori fairly well, well, or very well; and
- ten percentage points in the number of Māori adults who can write Māori fairly well, well or very well.

Overall, Tables 6 and 7 show improvements in language proficiencies across all four language skill areas.

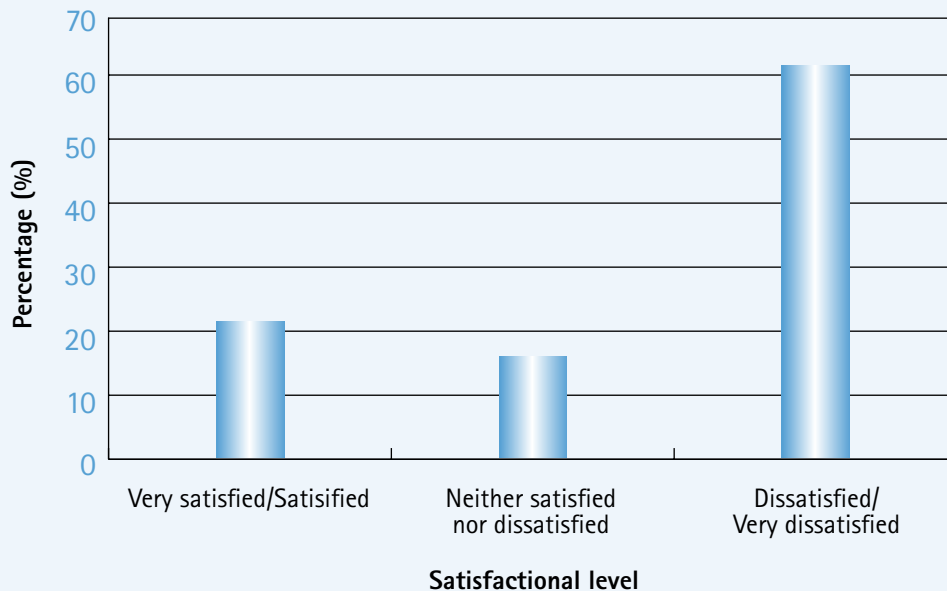
Satisfaction with Proficiency

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 61% of Māori adults were dissatisfied with their level of proficiency. Most of these people had low or very limited Māori language skills - only 10% 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', 53% 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 the region, 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 the 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 to be 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 Māori 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 15% 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 23%, whereas for those people aged fifty-five or over, the rate is 44%. 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 noticeable improvements in Māori language proficiency levels within the Māori population in this region. 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 this region, these passive skills will need to be ignited.
- Sixty-one percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

Raukawa Recovery

Since developing its strategic language plan, 'Whakareia te Kakara o te Hinu Raukawa', the Raukawa Trust Board has implemented several language initiatives in the Raukawa central North Island region. The strategy identifies three stages to language revitalisation; recovering, stabilising and enhancing te reo. Current initiatives align to the recovery phase including the collection of Raukawa knowledge and the promotion of te reo.

The recovery project involves the collection of knowledge via interviews with Raukawa kaumatua. Once transcribed and analysed, these interviews form a collection of Raukawa lexicon and tribal knowledge. Also contributing to this collection is those Raukawa materials located in archives. The intention is for language resources to be created for use by people involved in language teaching and learning. Another component to the recovery project is archive planning for the safe and accessible storage of the collection. Te reo promotion projects have been initiated such as the annual Raukawa Māori Language Awards and a clothing line incorporating Māori language messages to increase the status of te reo. These initiatives are in addition to the ongoing website maintenance and communication plan implementation. Other ongoing work includes language planning with Raukawa marae and investigations into a model for whānau language development within Raukawa. Kura reo, for medium to highly fluent speakers, are also planned.

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 Waiariki lives within 27,531 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.

Households with Māori Speakers

Table 8 shows where the Māori speaking population is located within household groupings. As shown, 44% of Māori households have at least one Māori speaker (12,051 of the total 27,531 households). This means that within the remaining 56% (15,480) 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	2,859	8,685	33%
Single whānau	5,364	14,079	38%
Multiple whānau	837	1,512	55%
Combined – all household types	9,060	24,276	37%

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 Waikato, 48% of Māori speakers (13,398 people) do not live with other



Māori language speakers, meaning there is no opportunity for Māori language use in the normal home environment.

Household Compositions

Another way to look for potential opportunities for the intergenerational transmission of Māori language is considering households where there are younger and older speakers of Māori language.⁹

Census 2006 data shows that in households with adults and children/young people, 39% (11,439) of adults can speak Māori. Or from another perspective, 31% (7,836) 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 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	9%	20%
	1,407	3,087
	households	households
No adult speakers of Māori language in the household	7%	64%
	1,062	10,035
	households	households

Source: Census 2006.

As shown in Table 9, 9% 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 that the adults able to speak the Māori language are not primary care-givers (perhaps grandparents), or that other adults (perhaps spouses) do not speak Māori, making it difficult to use 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 proficiency in Māori 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. For those under fifty-five, 77% 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 it 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.

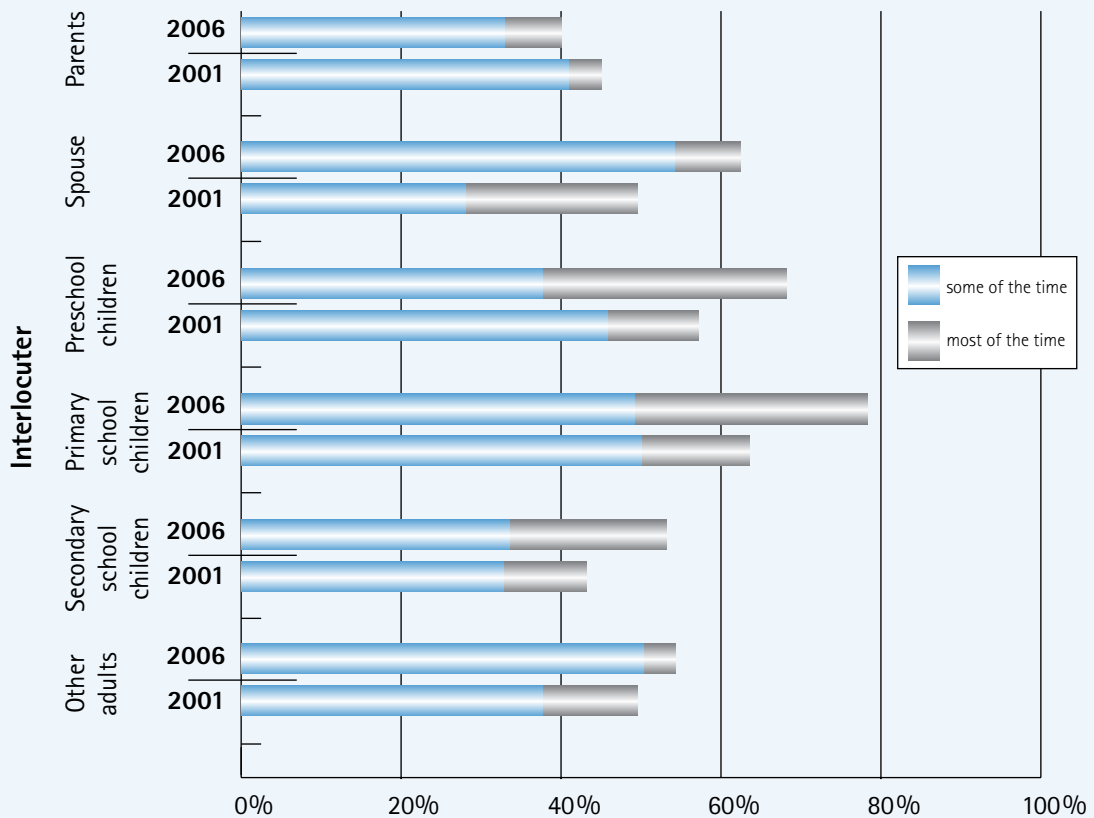
Results of the HML surveys indicate that since 2001 there has been an overall increase in Māori language use within household settings (see Figure 5). Of particular interest in this region are the increases seen in the amount of Māori language use by adults with their children in the home, as follows:

- In 2006, 30% of Māori adults used the Māori language as a significant language of communication with their pre-school children. A further 38% made some use of the Māori language in their interaction with their infants. This is an overall increase of 11 percentage points since 2001.
- In 2006, 29% of Māori adults used the Māori language as a significant language of communication with their primary school-aged children. A further 49% made some use of the Māori language in their interaction with their children. This is an overall increase of 15 percentage points since 2001.
- In 2006, 19% of Māori adults used the Māori language as a significant language of communication with their secondary school-aged children. A further 34% made some use of the Māori language in their interaction with their secondary school-aged children. This is an overall increase of ten 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.

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



Source: HML 2001 Survey, HML 2006 Survey.

Speaking Māori in the Community

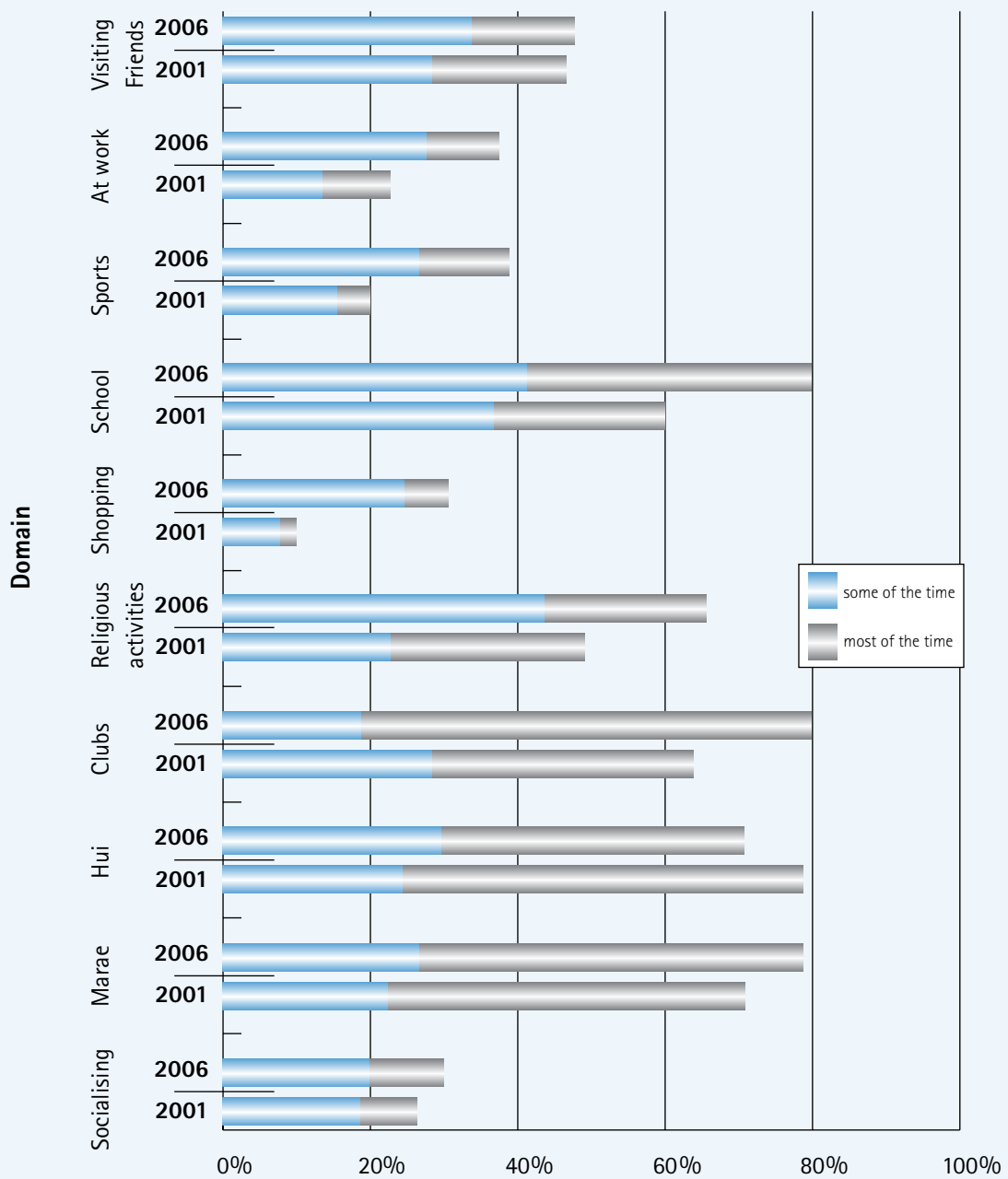
Outside of the home, there have also been positive shifts with more Māori language being spoken overall in community domains within Waikato in 2006 than in 2001 (see Figure 6). As in 2001, results of the HML 2006 Survey indicated high levels of Māori language usage in domains where Māori cultural and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

- 22% of people with Māori language abilities taking part in religious activities spoke Māori half or more of the time.
- 49% 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 (6%), at sports (12%), while socialising (10%), at work (10%), and while visiting relatives, friends or neighbours (14%). 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.



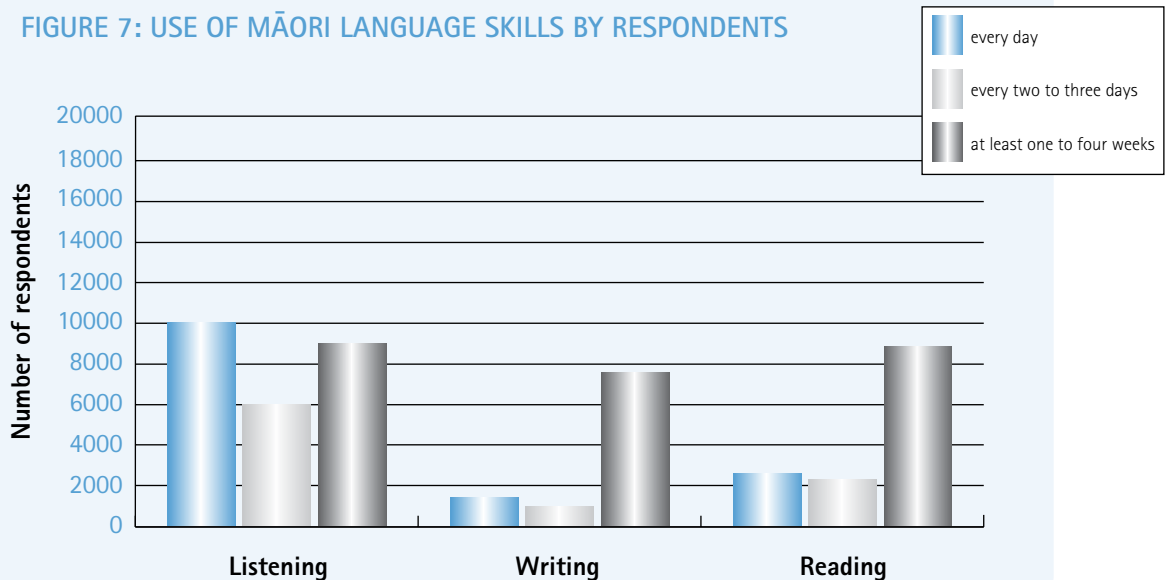
Reading, Writing, and Listening in Māori

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 25,000 people listening to Māori language at least once a month, and of these, 10,000 listening to Māori language every day. This possibly reflects the readily accessible opportunities to listen to the Māori language on national television and local radio.

An estimated 14,000 people read in Māori regularly, although only 2,800 read in Māori language every day. Writing is the least used skill, with only around 9,900 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. Thirty-seven percent of Māori households have at least one Māori language speaker. In 48% of these households there is only one speaker, limiting the possibility of language use in the home.
- Thirty-one 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 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.

Haurakitanga

The Hauraki Māori Trust Board is developing and supporting language revitalisation in the district within the broader picture of Māori education. With the assistance of Community Based Language Initiative funding, the Board developed a Hauraki Māori Education Strategic Plan through to 2021. One of the six goals is to "develop and promote Haurakitanga in schools and in the revitalisation of te reo in Hauraki". Two of the focus areas specifically relate to language revitalisation. Haurakitanga is about passing on the uniqueness of Hauraki to children including Hauraki reo, tikanga, waiata, pakiwaitara, pūrākau and whakapapa. Kuia/koroua mātauranga recognises the wealth of knowledge to be tapped into to ensure that Hauraki marae can fulfil their cultural obligations. Eighteen months ago the education strategy was reviewed and priority areas have been assigned. The development of a te reo strategy remains on the Board's agenda. In the meantime, initiatives are emerging from within communities that include wānanga reo and the trialling of an adult learning programme that recognise Haurakitanga.

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 Waikato, 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 Waikato is high, with around 75% 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 70% 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 Waikato the HML 2006 Survey found 23% (9,500 people) were learning the Māori language in some form. This is an increase of 11 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. Very few providers offer programmes based on te reo o Tainui despite the increased desire for local dialectual and cultural knowledge (such as Te Kingitanga) to be taught as part of the formal education system.

It is difficult to estimate the number and location of adult opportunities 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 University of Waikato, Te Wānanga o Aotearoa, the Waikato Institute of Technology, Culture Flow and a number of Private Training Establishments.

In addition to these nationally recognised providers, there will also be a number of other organisations and individuals providing Māori language learning opportunities to adults in Waikato – 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 Waikato there are 81 Māori language immersion early childhood services (mainly kōhanga reo) caring for and educating approximately 1,300 infants (aged from zero to five).¹⁰ There are twelve less Māori language immersion early childhood services in 2006 than there were in 2001, and 100 less children participating in this type of education.

There are 55 schools (down from 66 schools in 2001) in Waikato 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 (11 schools), to bilingual classes in mainstream schools where a minority of students are taught in Māori (44 schools).¹¹

Schools in Waikato provide for 3,400 Māori students learning through the Māori language, which is 15% of all Māori students in this region. In 2001, 3,624 Māori students were learning through the Māori language, which was 17% 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 9% of all Māori students (2,000 students) learn in the Māori language for over 80% of the time during the regular school year. A further 2% (500 students) learn in the Māori language for 51-80% of their time at school during a regular school year. The figures for 2001 were 8% and 5% respectively.

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 for over 50% of their time at school in 2001, 85% 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 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 and biliterate 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.
- 23% of Māori adults are learning te reo to some degree. This is a very high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,300 Māori children attending te reo based early childhood services.



- Schools in these regions provide for around 3,400 Māori children learning in te reo to some degree. This is 15% of the Māori student population.

He Kainga Kōrerorero

In 2005, Te Ātaarangi began piloting a whānau language development programme called He Kainga Kōrerorero nationwide. This programme provides mentoring services to whānau 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 the Te Awamutu and Kihikihi 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 two Pouārahi (mentors) the programme is made up of whānau household visits and cluster activities. Some of the cluster activities in this region have included participation in a marae-based wānanga reo, a trip to Hastings and participation in whakawhanaungatanga events held in public areas. The Pouārahi have developed and maintained links with local kōhanga reo and kura kaupapa Māori, Te Wānanga o Aotearoa, Ngāti Raukawa Trust Board, a local sports clubs and a kapa haka group, local marae and businesses. Many of the whānau involved have children in immersion education. Through participation in the programme their ability to support their children has increased as a result of increased confidence and knowledge of te reo. The Pouārahi report that use of te reo Māori has increased amongst all whānau as a result of participation in the programme, alongside their pursuit of language learning outside of the programme.

SUMMARY AND CONCLUSION

The purpose of this report is to assess the health of the Māori language in Waikato 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 Waikato. 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 15% 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 23%, whereas for those people aged fifty-five or over, the rate is 44%. 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 noticeable improvements in Māori language proficiency levels within the Māori population in this region. 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 this region, these passive skills will need to be ignited.
- Sixty-one 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. For the people of Raukawa, such activity is already underway by the Raukawa Trust Board with the recovering of Raukawa lexicon and tribal knowledge. Other iwi could learn from this example.

There are generally positive attitudes towards the Māori language among the people of Waikato 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. Thirty-seven percent of Māori households have at least one Māori language speaker. In 48% of these households there is only one speaker, limiting the possibility of language use in the home.
- Thirty-one 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 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 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.
- 23% of Māori adults are learning te reo to some degree. This is a very high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,300 Māori children attending te reo based early childhood services.
- Schools in these regions provide for around 3,400 Māori children learning in te reo to some degree. This is 15% of the Māori student population.

There is a high level of take-up of Māori language services among the people of Waikato, particularly the increased percentage of Māori adults undertaking language learning in some form. 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.



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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
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. For this part of the report children or dependants are those younger than 18 living in a household with adults.
10. 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.
11. 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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