



Te Puni Kōkiri
REALISING MĀORI POTENTIAL

Te Oranga o te Reo Māori
i te Rohe o Tāmaki-Makau-Rau 2006
*The Health of the Māori Language
in Tāmaki-Makau-Rau 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".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 Tāmaki-Makau-Rau in 2006. For the purposes of this report, Tāmaki-Makau-Rau is defined as the broader Auckland region.

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

INFORMATION SOURCES

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

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

Much of the data used to create this report is previously unpublished data from the 2006 Census and 2006 Health of the Māori Language Survey (HML 2006 Survey).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

REPORT STRUCTURE

This report is divided into five main sections;

- a brief history of the Māori language in Tāmaki-Makau-Rau;
- 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 TĀMAKI-MAKAU-RAU

This section provides a brief history of the Māori language specific to the Tāmaki-Makau-Rau 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 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 te reo Māori. Generally, Māori in Tāmaki-Makau-Rau lived in semi-autonomous communities and spoke Māori in nearly all contexts, although some people used English for trade and socialising with European settlers. However, the perpetual 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.

Alongside this, native schools were established in various communities throughout Tāmaki-Makau-Rau, which accelerated the uptake of English amongst Māori. Māori children learnt that speaking Māori at school incurred punishments, and this had long-term impacts on their attitudes and use of Māori, and ultimately the health of the Māori language throughout this region.

By the 1920s, local Māori whānau were heavily integrated into the general economy, with many men taking up employment as 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 from isolated communities, to connected communities. At the same time many Māori people moved to more urban areas, encouraged by public policy to pursue employment and housing opportunities in towns and cities. At this time the Auckland city and region experienced a large growth in its Māori population.

Most Māori, leaving their traditional communities to relocate to the city, realised it was necessary to learn how to speak English for social and work activities. During this period of mass urban migration Māori whānau were pepper-potted among Pākehā neighborhoods in Auckland. The policy of 'pepper-potting' ensured that Māori speaking communities were fragmented, signaling the initial breakdown of the Māori language within the community. The Māori language was virtually invisible within general society; the only regular opportunity to hear Māori in general society was the brief daily radio news bulletin presented by Wiremu Parker.



Despite the fact that virtually all adults could speak Māori, and continued to do so amongst themselves, they deliberately decided not to speak Māori to their children. They did not want their children to suffer the same experiences of being punished for speaking Māori nor be disadvantaged for not being fluent in English. These internalised messages prevented the continuation of Māori speech patterns within the home. Over time, parents stopped transmitting the Māori language to their children thus breaking the chain of intergenerational transmission.

Research in the 1970s first highlighted the status of Māori language. 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, which led to the development of kōhanga reo, kura kaupapa Māori, wānanga, and radio stations broadcasting in Māori.

Within centres like Auckland an awareness of the loss of the language was also matched with a greater degree of socio-political awareness in relation to Māori issues. The presentation of a Māori language petition to Parliament by Ngā Tamatoa is an example, which in this case, assisted in the establishment of Māori language day and Māori language week.

Through the 1980s efforts to revitalise the Māori language saw the establishment of numerous initiatives in the education sector, such as Māori language classes in many schools, and the establishment of some of the first kura kaupapa Māori, at Hoani Waititi marae and elsewhere.

By the 1990s, emphasis was given to restoring the Māori language in Māori homes and communities. Māori leaders and iwi have embraced these initiatives in an effort to restore Māori language among the people. Māori language is now recognised as a national taonga. There is huge support for the two yearly national kapa haka competitions by this region.

There are a wide range of groups in Tāmaki-Makau-Rau with a varying range of kaupapa that have some focus on revitalising te reo Māori in the region, including manawhenua, taurahere and organisations for urban Māori. Ngāti Whātua, manawhenua of Tāmaki-Makau-Rau, has developed a language revitalisation strategy that focuses on use of te reo Māori within the homes of Ngāti Whātua whānau. In response to the fact that almost 20% of Ngāti Porou live in the region, there is Te Taurahere o Ngāti Porou ki Tāmaki-Makau-Rau – a group with the aim of leading social, cultural, spiritual and economic growth of Ngāti Porou in the Tāmaki Region. An early childhood bilingual unit is among the services provided by Te Whānau o Waipareira Trust, a west Auckland based trust dedicated to furthering the economic, social and community development of urban Māori.

MĀORI LANGUAGE KNOWLEDGE AND PROFICIENCY IN TĀMAKI-MAKAU-RAU

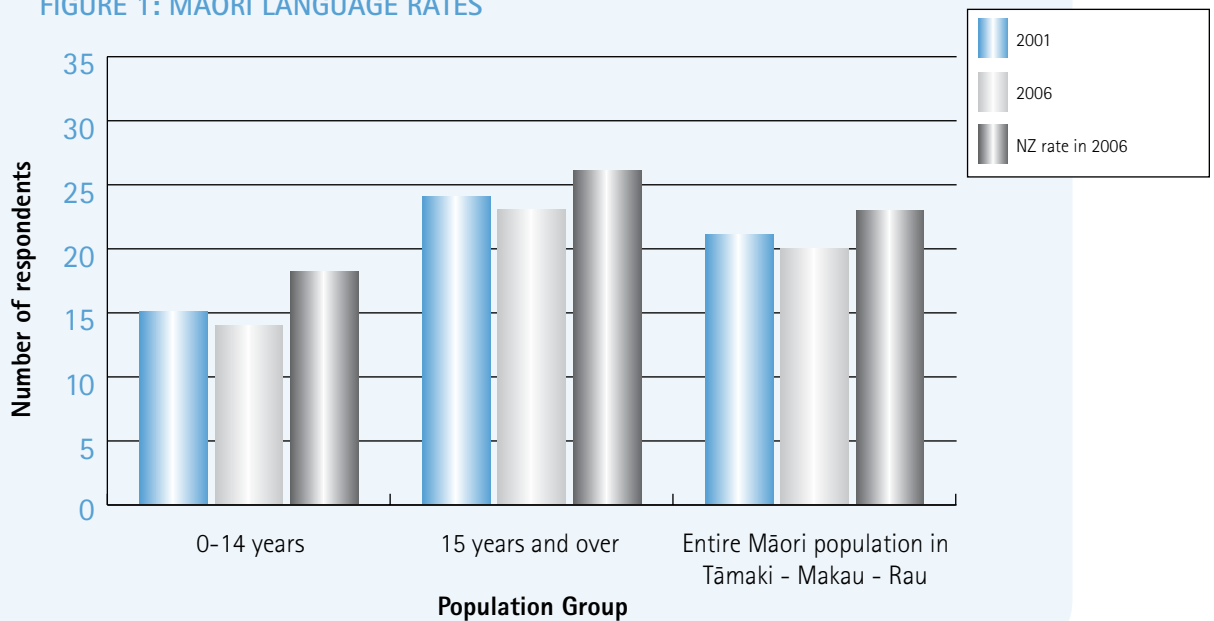
This section of the report provides an overview of Māori language statistics for this region including numbers of Māori language speakers and Māori language proficiency levels.

THE NUMBER OF MĀORI SPEAKERS

Information from the Census of Population and Dwellings

In the 2006 Census, 139,980 people living in Tāmaki-Makau-Rau identified as Māori, with 27,885 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 20%. This is below the national rate of 23%. For adults (people aged over 15) the Māori language rate is 23%, or 20,800 people within the Māori adult population of 90,600 in Tāmaki-Makau-Rau.

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 medium 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.³ As the Census and the HML surveys provide information on different aspects of the health of the Māori language, both are drawn upon in this section.

The HML 2006 Survey found 11% (around 10,300 people) of Māori adults in Tāmaki-Makau-Rau have high levels of Māori language speaking proficiency. A further 10% (9,300 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 19% (16,900 adults). The abilities of children and young people were not measured in the survey, so differences between the Census 2006 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 the HML surveys provides 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 11% and 23% for Māori adults in Tāmaki-Makau-Rau, 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 those aged up to fifty-five, the Māori speaking rate is 18%, whereas for those fifty-five or older the rate is 39%.

While having the highest proportion of speakers, the older generation is a smaller group – around 11,547 people, with 4,449 Māori language speakers (which is 16% 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 5 percentage points (from 44% to 39%), reflecting the passing on of older native speakers and the passage of people with lower levels of Māori language proficiency in to 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	7,050	49,413	14%	25%
15 - 34	8,961	46,443	19%	32%
35 - 54	7,428	32,577	23%	27%
55+	4,449	11,547	39%	16%

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 Tāmaki-Makau-Rau. There is little change from this pattern throughout the age groups.

Iwi Kāinga

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

TABLE 2: IWI AFFILIATIONS OF MĀORI SPEAKERS

Iwi affiliation	Able to converse in Māori
Ngāpuhi	10,188
Waikato	3,582
Ngāti Porou	2,979
Te Rārawa	1,956
Tūhoe	1,896
Ngāti Whātua	1,866
Ngāti Maniapoto	1,851
Ngāti Tūwharetoa	1,485
Te Arawa	1,374
Tainui	1,239

Source: Census 2006.



Iwi Affiliations

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

TABLE 3: TE REO SPEAKERS AFFILIATING TO NGĀ IWI O TĀMAKI-MAKAU-RAU

Iwi affiliation	Able to converse in Māori	Total	Māori language rate
Ngāti Whātua	4,035	14,721	27%
Te Kawerau	33	123	27%
Te Uri-o-Hau	309	1,074	29%
Te Roroa	315	1,170	27%

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 Tāmaki-Makau-Rau. Census 2006 data shows only 3% of the region's total population has conversational abilities in Māori language. This is comprised of the 27,885 Māori speakers, together with another 6,390 non-Māori who can converse in Māori, giving a total of 34,275 within a regional population of around 1,319,547.

TABLE 4: NUMBERS OF MĀORI SPEAKERS

	Able to speak the Māori language	Total population	Percentage of speakers in population
Māori	27,885	139,980	20%
Non-Māori	6,390	1,179,567	1%
Total	34,275	1,319,547	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. Tāmaki-Makau-rau is the exception to this and has the third lowest Māori language rate of the eight regions.



TABLE 5: TE REO SPEAKERS BY TE PUNI KŌKIRI REGIONS

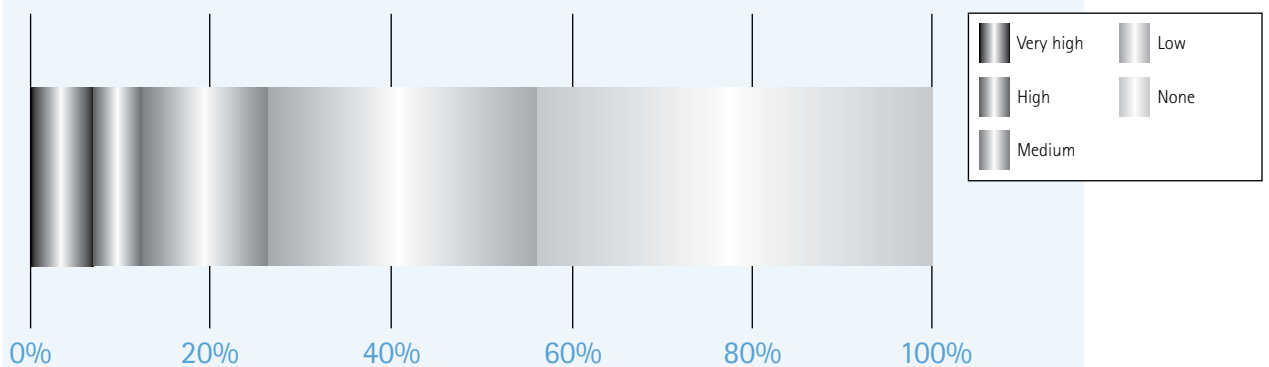
	Able to speak Māori	Total Māori population	% of speakers in population
Te Taitokerau	12,100	43,500	28%
Tāmaki-Makau-Rau	27,900	140,000	20%
Wairariki	22,900	76,000	30%
Waikato	16,400	65,400	25%
Te Tairāwhiti / Tākitimu	16,500	62,300	26%
Te Taihauāuru	11,300	48,500	23%
Te Upoko o Te Ika / Te Tau Ihu	14,600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

Source: Census 2006.

MĀORI LANGUAGE PROFICIENCY

While 2006 Census data provides an overall picture of the number of Māori language speakers, and their characteristics, the HML 2006 Survey complements this by looking at Māori language proficiency levels in the four language skills of speaking, listening, reading and writing, together with a derived overall proficiency rating. Of the Māori adult population, approximately 24,300 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 looked at by age grouping, it was found that 12% of those with high proficiency were aged fifty-five or over, – even though this age group only makes up 6% 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.

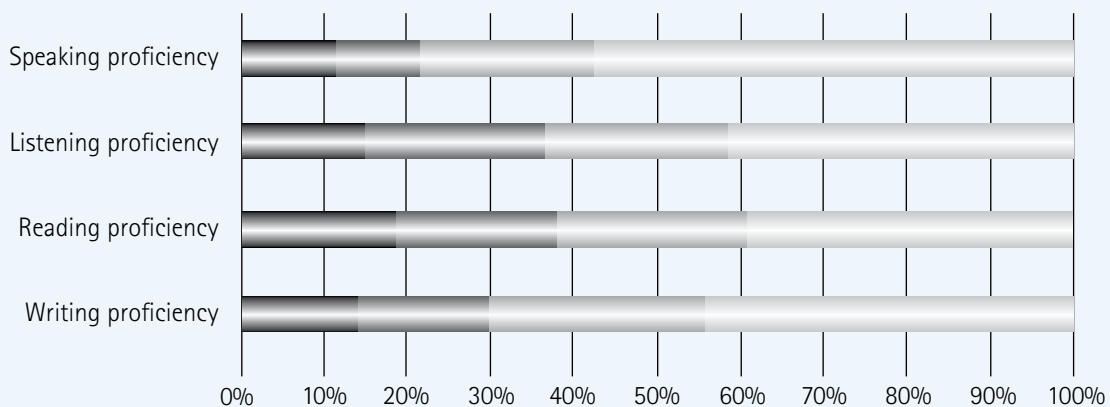
Types of Language Skills

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.

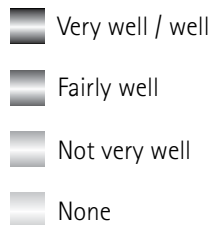
While the skill types are connected, often language proficiency is considered only in terms of speaking proficiency. It is useful to consider the other skills, however, as passive skills (reading and listening) can often be stronger than active skills (speaking and writing). As can be seen in Figure 3, this is the case in Tāmaki-Makau-Rau – where there are more people able to listen and read in the Māori language than are able to speak or write in the Māori language. The HML 2006 Survey 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 Tāmaki-Makau-Rau.

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 noticeable improvements in Māori language proficiency levels within Tāmaki-Makau-Rau, 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	6%	11%	+5	11%	14%	+3
Fairly well	9%	10%	+1	16%	22%	+6
Not very well	17%	21%	+4	21%	22%	+1
None	68%	58%	-10	52%	42%	-10

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	10%	19%	+9	8%	14%	+6
Fairly well	13%	19%	+6	10%	16%	+6
Not very well	20%	23%	+3	15%	26%	+11
None	57%	39%	-18	67%	44%	-23

Source: HML 2001 Survey, HML 2006 Survey.

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

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



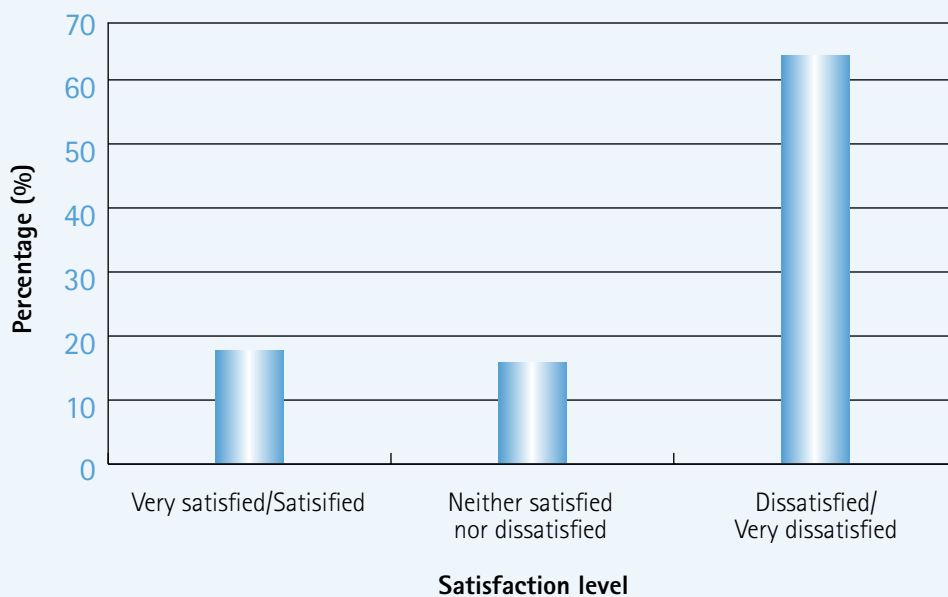
Overall, Tables 6 and 7 show noticeable improvements in language proficiencies in all four language skill areas. The greatest increases have been seen in listening and reading proficiency levels (passive language skills).

Satisfaction with Proficiency

The HML 2006 Survey also looked at how satisfied people were with their levels of proficiency in the Māori language. Overall the survey found that 64% of Māori adults were dissatisfied with their level of proficiency. Most of these people had low or very limited Māori language skills - only 7% of those with limited Māori language skills were satisfied with their skills. These findings point to positive attitudes towards 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 both 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 a high priority for them.⁵

These findings indicate a positive disposition toward the Māori language within the Māori community. The challenge ahead for language planners is to continue to create opportunities for people to actively pursue their desire to improve their language skills. It is continually important



to ascertain the type of language that people wish to learn, for example: conversational or formal. Another important matter to consider is iwi dialect. Anecdotal evidence suggests that those people who already have Māori language skills place increasing value on knowledge of iwi dialect.

KEY FINDINGS FROM THIS SECTION

- The two measurements (Census and HML 2006 Survey) provide a Māori language rate for Māori adults that ranges from 11% through to 23%, 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 18%, whereas for those people aged fifty-five or over, the rate is 39%. 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 these regions, these passive skills will need to be ignited.
- Sixty-four percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

Language Revitalisation

Te Rūnanga o Ngāti Whātua, with the assistance of CBLI funding, have released their language revitalisation strategy in one of a series of five strategies that the Rūnanga has developed. The reo strategy considers whānau, hapū and iwi as the key to the preservation and revitalisation of te reo within Ngāti Whātua and seeks to connect or reconnect Ngāti Whātua people with te reo Māori in the context of cultural identity and the natural environment. The focus of the strategy is on correct and quality use of te reo and the promotion of Ngāti Whātua reo, that is, the distinctive words, phrases, and sayings unique to Ngāti Whātua. To do this, the Strategy has three key goals: rediscovery; recovery; and protection. Nine target areas have been identified to guide the implementation of the strategy: te reo o Ngāti Whātua-ake; increase use of te reo; raise awareness and profile of te reo; improve fluency and quality of te reo; resources for whānau; effective teaching and learning experiences of te reo; effective strategic relationships; Te Taumata Reo o Ngāti Whātua; and access to reo cultural heritage information.

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 Tāmaki-Makau-Rau lives within 54,663 households. Many people, 57%, live in households comprising of one whānau with adults and children in the household.⁷ A further 33% live in households with adults only, either as couples, sole occupants, or groups of adults (e.g. flatmates).⁸ Around 9% of Māori live in households comprising multiple whānau.⁹

Households with Māori Speakers

Table 8 shows where the Māori speaking population is located within household groupings. As shown, 30% of Māori households have at least one Māori speaker (16,383 of the total 54,663 households). This means that within the remaining 70% (38,250) 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	4,800	18,279	26%
Single whānau	9,333	31,218	30%
Multiple whānau	2,250	5,136	44%
Combined – all household types	16,383	54,663	30%

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 Tāmaki-Makau-Rau, 52% of Māori speakers (26,538 people) do not live with other speakers of 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 Māori language is considering households where there are younger and older speakers of Māori language.¹⁰

Census 2006 data shows that in households with adults and children/young people, 32% (20,778) of adults can speak Māori. Or from another perspective, 24% (13,197) 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	6%	17%
	2,118	6,285
	households	households
No adult speakers of Māori language in the household	5%	72%
	1,953	25,998
	households	households

Source: Census 2006.

As shown in Table 9, 6% of these households have both children/young people and adults who are able to speak Māori. Also shown is the finding that in 17% 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 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 5% 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, 61% 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 not the prevalent household language, and is used in less than 50% of household communications); and
- whānau settings where the Māori language is used in most (50% or more), or all communications with various interlocutors.

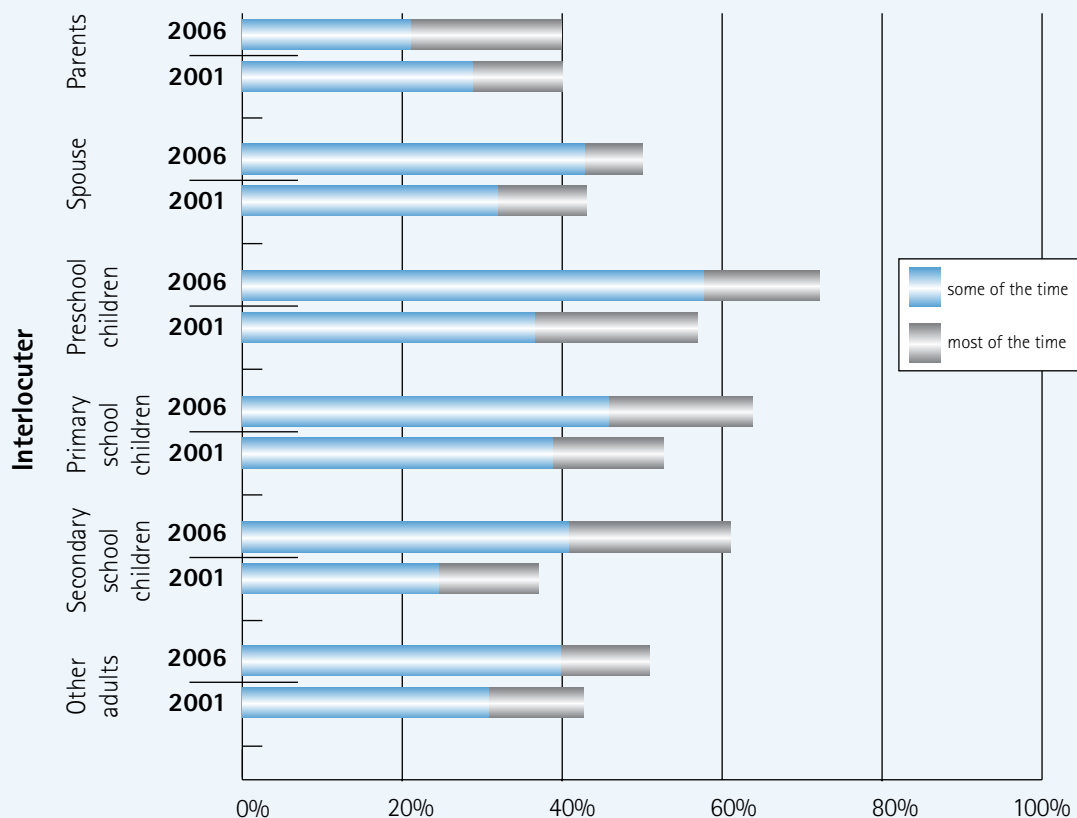
Results of the HML surveys indicate that since 2001 there has been an overall increase in Māori language use within household settings (see Figure 5). Of particular significance is the increase in the region of the amount of Māori language use by adults with children in the home, as follows:

- In 2006, 16% of Māori adults used the Māori language as a significant language of communication with their pre-school children. A further 58% made some use of the Māori language in their interaction with their infants. This is an overall increase of 17 percentage points since 2001.
- In 2006, 18% of Māori adults used the Māori language as a significant language of communication with their primary-school aged children. A further 46% made some use of the Māori language in their interaction with their primary-school aged children. This is an overall increase of 11 percentage points since 2001.
- In 2006, 20% of Māori adults used the Māori language as a significant language of communication with their secondary school-aged children. A further 41% made some use of the Māori language in their interaction with their secondary school-aged children. This is an overall increase of 24 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

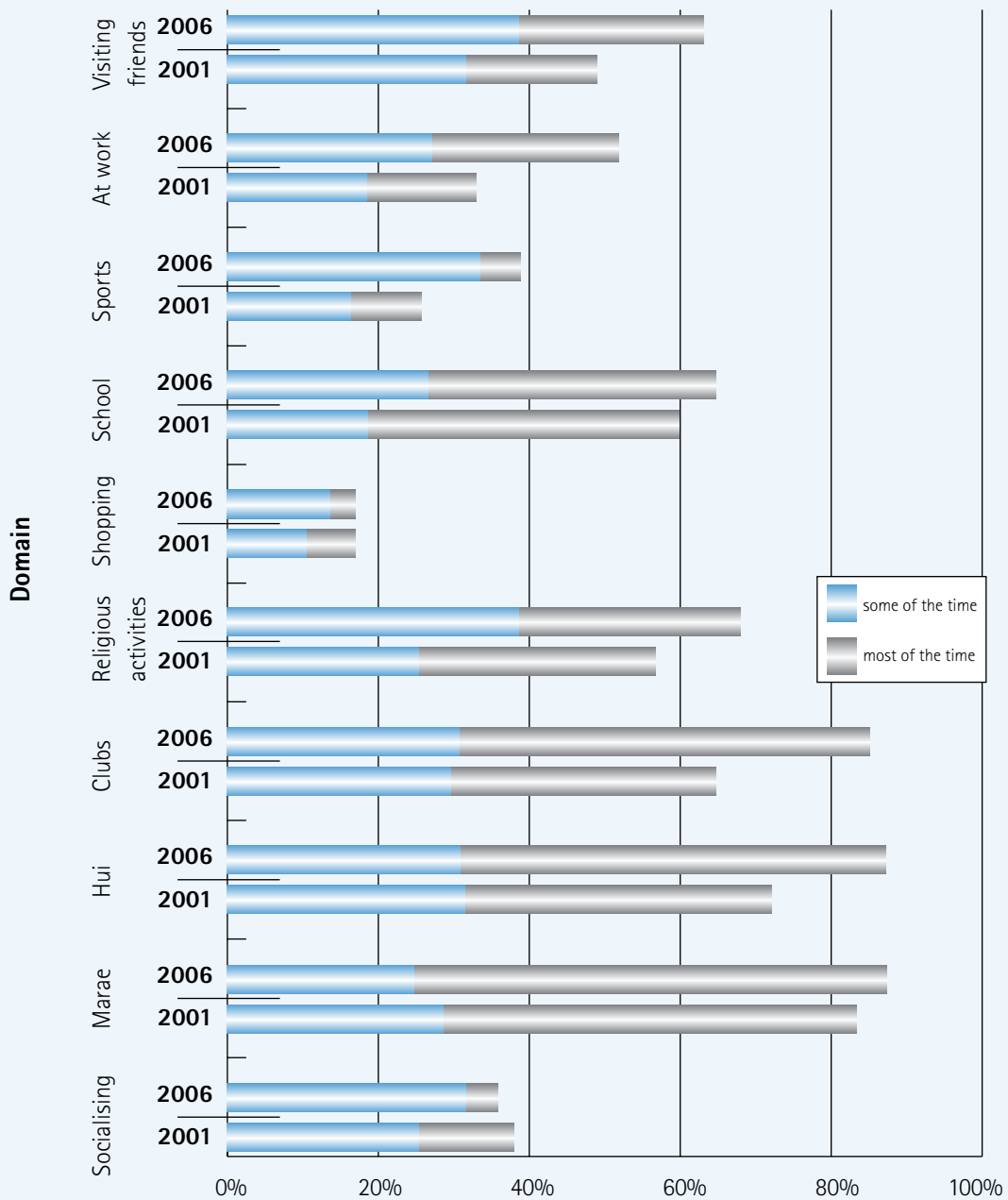
Outside of the home, there have also been positive shifts with more Māori language being spoken overall in community domains within Tāmaki-Makau-Rau in 2006 than in 2001 (see Figure 6). As in 2001, results of the HML 2006 Survey indicated high levels of Māori language usage in domains where Māori culture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

- 29% of people with Māori language abilities spoke Māori half or more of the time while taking part in religious activities.
- 56% of people with Māori language abilities spoke Māori half or more of the time at meetings or hui.
- 62% of people with Māori language abilities spoke Māori half or more of the time while attending other activities at the marae.



In contrast to the activities above, in 2006 fewer people spoke Māori for half or more of the time while shopping (3%), at sports (5%), while socialising (4%), at work (14%) or while visiting relatives, friends or neighbours (24%). This information suggests that the most use of Māori language in community settings take place 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.



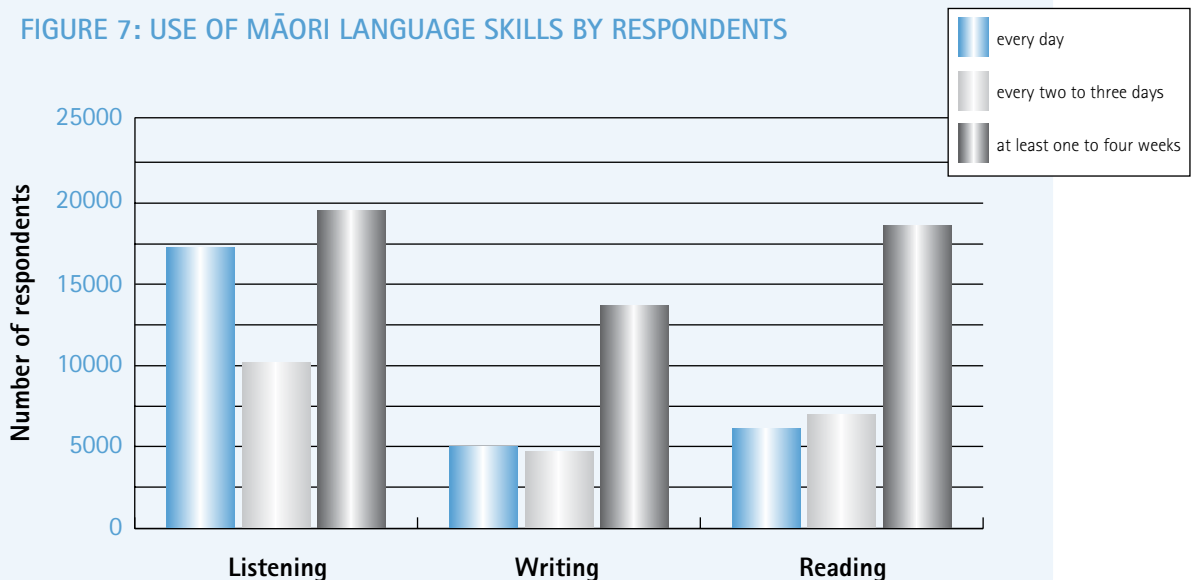
Reading, Writing, and Listening in Māori

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

Of these language skills, listening is the most frequently used, with an estimated 46,800 people listening to Māori language at least once a month, and of these, 17,100 listening to Māori language every day. This possibly reflects the easy opportunities to listen to Māori language on television and radio.

An estimated 31,200 people read in Māori regularly, although only 5,900 read in Māori language every day. Writing is the least used skill, with only around 23,100 people using this skill at least once a month.

FIGURE 7: USE OF MĀORI LANGUAGE SKILLS BY RESPONDENTS



Source: HML 2001 Survey, 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 percent of Māori households have at least one Māori language speaker. In just over half of these households there is only one speaker, limiting the possibility of language use in the home.
- Twenty-four 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 since



2001, especially in communications with children/young people. 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.

Te Reo Wānanga

Te Tira Hou marae, a Tūhoe marae based in Auckland, ran a series of wānanga (with the assistance of Te Puni Kōkiri) throughout 2007. The aim of the series was to develop te reo me ōna tikanga amongst Māori living in Auckland. Te reo, waiata and whaikōrero were some of the areas covered in the series of ten hui.

Organisation of the hui involved representation from a range of iwi and presenters were chosen for their particular expertise in the areas covered by the wānanga. The desired outcome was to encourage the transmission of te reo Māori from kaumātua to the younger generations. The wānanga were popular and feedback from attendees was positive. Attendees identified increased motivation for further learning as a result of the hui as well as a gaining a deeper understanding of the importance of connectedness to language and culture and its role in strengthening whānau.

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 Tāmaki-Makau-Rau, 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 Tāmaki-Makau-Rau is high, with around 69% 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 these services to be well used, with an estimated 67% 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 Tāmaki-Makau-Rau, the HML 2006 Survey found 16% (14,100 people) were learning the Māori language in some form. This is an increase of seven 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 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 Auckland, UNITEC, Auckland University of Technology, Te Wānanga o Aotearoa, and a number of Private Training Establishments.

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 Tāmaki-Makau-Rau – 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 Tāmaki-Makau-Rau there are 69 Māori language immersion early childhood services (mainly kōhanga reo) caring for and educating approximately 1,400 children (aged from zero to five)¹¹. There are ten less Māori language immersion early childhood services in 2006 than there were in 2001, but a similar number of children participating in this type of education.

There are 71 schools in Tāmaki-Makau-Rau (up from 65 schools in 2001) 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 schools 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 (60 schools).¹²

Schools in Tāmaki-Makau-Rau provide for 4,500 Māori students learning through the Māori language, which is 12% of all Māori students in this region. In 2001, the same percentage of students were learning through the Māori language.

Most school students learning in Māori do so for a minority of their time in school. Ministry of Education data shows only 5% of all Māori students (1,900 students) learn in Māori language for over 80% of the time during the regular school year. A further 2% (800 students) learn in the Māori language for 51-80% of their time at school during a regular school year. While the percentage figures have remained the same, the actual number of students in 2006 is higher 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.



- Sixteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,400 Māori children attending te reo based early childhood services.
- Schools in the region provide for around 4,500 Māori children learning in te reo to some degree. This is 12% of the Māori student population.

He Kāinga Kōrerorero

In 2005, Te Ātaarangi began piloting a whānau language development programme called He Kāinga 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 South Auckland 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 an event about water-safety, shared meals and events held in public areas. The Pouārahi have developed and maintained links with local kōhanga reo and kura kaupapa Māori, local marae and wharekura, and the Māori Womens Welfare League. As a result of the programme some whānau are enrolling in local Te Ātaarangi classes. The resources used by the Pouārahi provide valuable tools for whānau learning in the home. Use of these resources and increased confidence in speaking ability has led to noticeable increases by the Pouarahi and whānau themselves in te reo usage.

SUMMARY AND CONCLUSION

The purpose of this report is to assess the health of the Māori language in Tāmaki-Makau-Rau 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 Tāmaki-Makau-Rau. 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 11% through to 23%, 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 18%, whereas for those people aged fifty-five or over, the rate is 39%. 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 these regions, these passive skills will need to be ignited.
- Sixty-four percent of Māori adults are dissatisfied with their level of proficiency in the Māori language and desire to increase their language skill levels.

With the inevitable passing of kaumātua who are highly proficient in their tribal dialects, it will need to be made a priority to capture and archive authentic exemplars of these tribal dialects over the next five years, to create a permanent record that can contribute to the Māori language knowledge of future generations. Recognising the importance of capturing tribal dialect, the 'Ngāti Whātua Language Revitalisation Strategy' has an area of focus on accessing te reo cultural heritage information.

The Māori language is valued among the Māori communities within the Tāmaki-Makau-Rau region, including local iwi as well as Taurahere and other Māori collectives. For many people the desire to learn Māori is strong, but due to competing commitments, that desire is not always able to be realised. There are also higher levels of passive Māori language skills than active Māori language skills in Tāmaki-Makau-Rau. This indicates a latent pool of Māori language ability that could be unlocked.

Overall, language revitalisation efforts in Tāmaki-Makau-Rau are not well coordinated. 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 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 percent of Māori households have at least one Māori language speaker. In just over half of these households there is only one speaker, limiting the possibility of language use in the home.
- Twenty-four 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 since 2001, especially in communications with children/young people. 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.

These findings suggest that ongoing work is required to further stimulate intergenerational transmission among whānau, and throughout community domains where Māori 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.
- Sixteen percent of Māori adults are learning te reo to some degree. This is a high percentage, and reflects the positive disposition Māori have towards the language.
- There are around 1,400 Māori children attending te reo based early childhood services.
- Schools in the region provide for around 4,500 Māori children learning in te reo to some degree. This is 12% of the Māori student population.

There is a fairly high level of take-up of Māori language services among the people of Tāmaki-Makau-Rau among Māori adults. 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. Some iwi in the region have recognised these opportunities already, such as Ngāti Whātua, whose language revitalisation strategy promotes Ngāti Whātua reo.



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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. Component percentages do not add up to 100% because of rounding.
10. For this part of the report children or dependants are those younger than 18 living in a household with adults.
11. There may also be a small number of te reo based early childhood centres in the general stream of providers. Enrolments in early childhood services are not exclusive or full-time, so the 1000 enrolments may actually comprise a smaller group of children and/or a group of children who spend a relatively limited amount of time in kōhanga Reo.
12. The Ministry of Education classifies students according to the amount of te reo immersion education they receive. The categories are:
 - Level 1: 81%-100% in te reo;
 - Level 2: 51% - 80% in te reo;
 - Level 3: 31% - 50% in te reo;
 - Level 4(a): up to 30% in te reo;
 - Level 4(b): at least 3hrs in te reo;
 - Level 5: Less than 3 hours;
 - Level 6: Taha Māori.

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



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