



Seafood  Kai moana

Maihi Karauna

The Crown's Strategy for
Māori Language Revitalisation 2019–2023

*Ko tōku reo tōku ohooho,
Ko tōku reo tōku māpihi maurea*

*My language is my awakening,
the object of my affection*

Developed by



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Front Cover Image: As a living language it is important that te reo Māori is used at work and in social settings, as well as at home. Photo by Adrian Heke.

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It is a pleasure to introduce the Maihi Karauna – the Crown’s Māori language strategy.

Minister’s foreword

The protection and promotion of te reo me ngā tikanga Māori as taonga is key to the success of a New Zealand that embraces its diversity and the partnership created through Te Tiriti o Waitangi.

In 2040 we will commemorate 200 years since the signing of that Treaty. It will be a milestone that can only be truly celebrated if the language and cultures of both treaty partners are alive and flourishing.

But it is clear that unless we take a new approach to the protection and revitalisation of te reo Māori, our language will continue its decline.

There is a lot of support for a new approach. In communities throughout Aotearoa there is a growing interest in learning, understanding and speaking te reo Māori. Advances in technology lend themselves to new ways of supporting learning and development. And there are people who are passionate advocates of te reo Māori who will support us and challenge us.

Our challenge is to respond to this climate with practical, pragmatic and smart solutions. Solutions that will not only enable the teaching and learning of quality language, but will encourage and support the places where that language can flourish.

I don’t want te reo Māori to be something we hear only on the marae and in other formal settings. I want to hear tamariki who learn te reo Māori at school talking Māori to each other as they play, I want to hear it in the sporting arenas and shopping malls, I want to sit down at any restaurant in Aotearoa and order my meal in te reo Māori.

We are some way away from this dream, but when you travel internationally, you realise how common, and normal multi-lingual communities are. And if you are like me, you think how awesome it would be if more people spoke te reo Māori in Aotearoa and we were a truly bilingual country.

This Maihi Karauna is our plan for what the Crown can do to reach that goal. It complements the Maihi Māori developed by Te Mātāwai which focuses at a whānau and community level.

These strategies are both bold and ambitious. But this is a kaupapa that I look forward to many New Zealanders from all walks of life embracing.

Ngā mihi nui ki a koutou katoa.

Left: Hon. Nanaia Mahuta, Minister for Māori Development.



1. Introduction

1. Te reo Māori is special to Aotearoa New Zealand. It is one of our official languages and is a unique feature of our country that distinguishes us on the world stage. It is vital that government, on behalf of all New Zealanders, works closely with iwi and Māori to ensure that this taonga is protected and revitalised for future generations.
2. Te reo Māori has experienced a varied history. In the first half of the nineteenth century it was the first language of the majority of the inhabitants of Aotearoa New Zealand, and was known by non-Māori as well as Māori. By the second half of the twentieth century, an almost complete reversal had taken place where English had become the everyday language, reflecting a similar trajectory for other languages in other parts of the world. Despite this, te reo Māori has been remarkably resilient, and has been retained through use in homes and communities, and through Māori-led initiatives such as the Kōhanga Reo movement.
3. We are now at a critical fork in the road for te reo Māori. On one hand, there is growing demand from people across all ethnicities and walks of life to value, learn and use the language. Communities of te reo Māori speakers around the country are taking dedicated action. There are also efforts being made by mainstream broadcasters, individuals and companies.
4. On the other hand, te reo Māori remains listed as vulnerable in UNESCO's Atlas of Languages. The proportion of Māori who are very proficient speakers has remained static at roughly eleven per cent between 2001 and 2013, though this group tends to be older than the rest of the speaker population.
5. The percentage of Māori who can hold an everyday conversation in te reo Māori is declining. If this trend is shown to be continuing once data from Census 2018 is available, we will be left in no doubt as to the urgency of the efforts that are needed.
6. Significant Crown funding and support has been provided to support te reo Māori initiatives since the 1980s. However, the Crown also acknowledged in Te Ture mō te Reo Māori the detrimental effects of its past policies and practices that have, over the generations, failed to protect and promote actively the Māori language and encourage its use by iwi and Māori.
7. The Crown is now actively committed to working in partnership with iwi and Māori to continue to protect and promote this taonga, the Māori language, for future generations.

Left: Te Panekiretanga o Te Reo graduation (the Institute of Excellence in Māori Language), Te Wānanga o Aotearoa, 2018. Rawhitiroa Photography.

What this strategy will do

8. This Maihi Karauna strategy sets out a bold vision for te reo Māori in the future, and sets out what actions the government will prioritise over the next five years to move towards this vision.
9. This is a shared agenda for action across government agencies and ministerial portfolios. It will require all public sector agencies to work both harder and smarter – by increasing the resources provided for te reo Māori revitalisation in some areas and working more effectively in others. There is already a strong existing foundation of services and programmes upon which to build.
10. Government has many functions that affect the ways in which New Zealanders use, learn and value te reo Māori. The services it provides reach almost every New Zealander, including:
 - policies and investments in promoting the arts, culture and heritage that support language use and highlight the role of te reo in national events
 - investments in te reo Māori media including radio, television and new media
 - te reo Māori in education – including Māori-medium schooling, English-medium schooling, kōhanga reo, early-childhood and tertiary education
 - language planning and action to build the state sector’s capability in te reo Māori
 - national level efforts to capitalise on the social, economic and environmental development benefits of te reo me ngā tikanga Māori.
11. However, even in existing roles, there is significant scope for growth in ambition and performance.

Te Whare o te Reo Mauri Ora: The partnership between the Crown and Māori

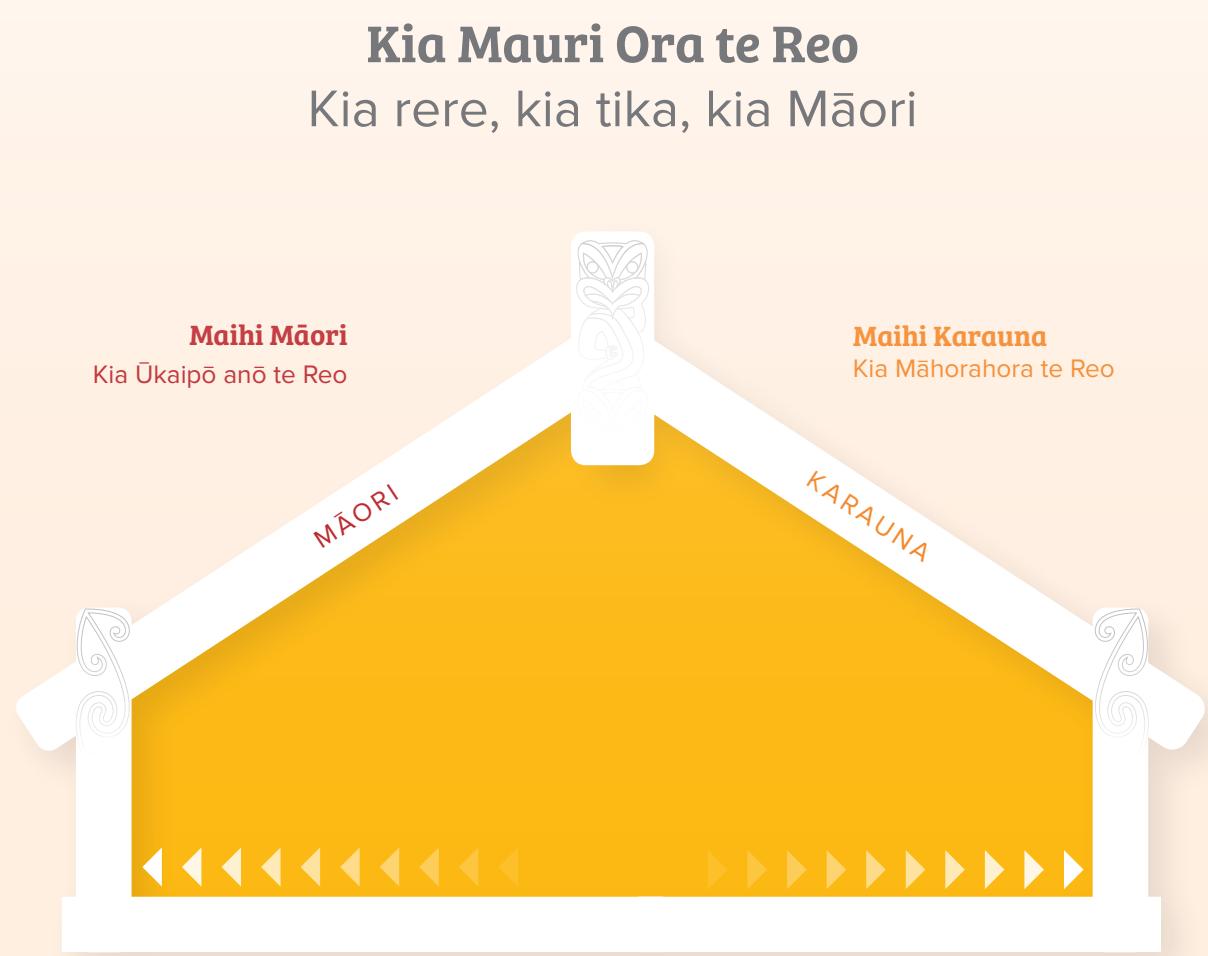
12. This strategy is different from others that have come before it. It is the first government strategy to be completed under Te Ture mō te Reo Māori 2016. The legislation recognises that iwi and Māori are kaitiaki of te reo Māori, while recognising that the Crown is able to advance the revitalisation of the Māori language by promoting strategic objectives in the wider New Zealand society.
13. The two parties are therefore required to work in active partnership to promote the knowledge and use of te reo Māori. This partnership is expressed through the metaphor of Te Whare o Te Reo Mauri Ora. The two sides of the partnership are represented by the maihi (bargeboards) on each side of the whare. They meet at the kōruru, which represents the shared vision for te reo Māori, at the top of the whare. The shared vision is “kia Mauri Ora te reo”. This is illustrated below in Figure 1.
14. Te Ture mō Te Reo Māori 2016 established Te Mātāwai to represent iwi, hapū, whānau, Māori and communities in this relationship, as depicted on the left side of the whare. The right side represents the Crown. Both sides of the whare work in a complementary way for te reo Māori.
15. Under the Act, the Minister for Māori Development is required to issue a Maihi Karauna strategy on behalf of the Crown, and Te Mātāwai is required to issue a Maihi Māori strategy. It is important that these documents work in a complementary fashion.

- 16. The Crown and Māori have equally important roles in achieving the shared vision of both strategies, “kia Mauri Ora te reo”. Although the strategies and roles are distinct, Te Whare o te Reo Mauri Ora is about partnership. It is only by combining efforts and coordinating the use of resources that te reo Māori can be revitalised.
- 17. The Maihi Karauna focuses primarily on the big picture – creating the right conditions across government and Aotearoa New Zealand society for the revitalisation of te reo Māori.

The Maihi Māori focuses more on the flax roots – communities, homes and whānau. The two roles are complementary, and will require close partnership between the Crown and Te Mātāwai to ensure these efforts are joined up and mutually effective.

- 18. Both new and existing work will require collaboration. For example, the development of bilingual towns and cities will create opportunities for joint action. Likewise a shared approach to monitoring will help ensure consistency and coordination.

Figure 1. Te Whare o Te Reo Mauri Ora





2. Strategic direction: What we want the future to look like

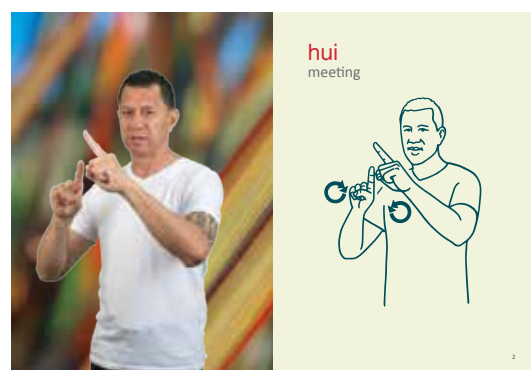
Kia Mauri Ora te reo – A long-term, joint vision

19. It is vital that the Maihi Karauna and the Maihi Māori work together in concert. They therefore have a shared vision, **Kia Mauri Ora te Reo**. This reflects that the Māori language is a living language. This state of “Mauri Ora” will be reached when whānau are acquiring te reo Māori as their first language through intergenerational transmission.
20. When this vision is achieved we would expect:
- **Kia rere:** Māori language is shared and used in daily life.
 - **Kia tika:** Māori language is fit for purpose.
 - **Kia Māori:** Māori language is a first language and shared.

Kia māhorahora te reo – Every day, by everyone, every way, everywhere

21. Te reo Māori is an inherent part of New Zealand’s national identity, to be valued and used by wider Aotearoa New Zealand. **Kia māhorahora te reo** is the Crown’s vision, which expresses its role to ensure that New Zealanders use, learn and value te reo Māori. When this vision is achieved we expect that te reo Māori is a normal part of daily life for wider Aotearoa New Zealand where te reo is used by everyone, every day, every way and everywhere.

22. Māori language speakers need to have confidence that the broader community values te reo Māori, and that there are everyday opportunities to use it in broader society. There is a significant threat that te reo Māori-speaking communities become insular bubbles surrounded by an expanding English-speaking world.
23. A key challenge for this strategy is that te reo Māori revitalisation efforts must engage a broader range of New Zealanders, but must also ensure the ongoing integrity of te reo Māori, and its kaitiakitanga by iwi and Māori. Over time, it is projected that a larger proportion of Māori will identify with at least one other ethnic group. Intergenerational transmission will need to take in more Māori homes that include non-Māori whānau members.
24. The vision means that the Crown’s efforts should be broadly inclusive and not impose any barriers to participation. For example, broadcasting, digital and education initiatives will be relevant in engaging those with disabilities, and could link with community initiatives, such as the Māori Deaf community’s development of Māori concepts in New Zealand Sign Language.



Left: Intergenerational transmission of language will play a key role in the future vision of te reo Māori becoming a normal part of daily life.

Image courtesy of Deaf Aotearoa from “Let’s Talk – 25 Signs for Māori Concepts” booklet.



25. Increasing the spaces and opportunities (domains) where te reo Māori is used is critical. For te reo Māori to thrive, it needs to be used and supported by people throughout New Zealand. Establishing te reo Māori as a first language for Māori at school and in their homes and communities is also an important part of the vision.



'Ō Mātou Reo', a womens' Islamic Community Māori language advocacy group. Image courtesy of Sylvie Dickson.

Three outcomes for the Maihi Karauna

26. Within this vision are three key outcomes. This is what we intend to see as a result of our efforts in a generation. They are as follows.

AOTEAROTANGA – NATIONHOOD

te reo Māori is **valued** by Aotearoa whānui as a central part of national identity.

Te reo Māori offers an opportunity for a shared sense of national identity, and it is important that this is reflected in the activities of government.¹

Building a national sense of value for te reo Māori is also important in creating favourable societal conditions for its revitalisation.

MĀTAURANGA – KNOWLEDGE AND SKILLS

Aotearoa Whānui has increased levels of **knowledge, skill and proficiency** in te reo Māori.

The Crown has powerful levers through which it can influence this outcome, including its delivery of the formal education system.

HONONGA – ENGAGEMENT

Aotearoa Whānui is able to **engage with** te reo Māori.

Reo speaking environments need to be available to Aotearoa Whānui to use, see, hear and read te reo Māori as a living language.

The Crown is able to influence this through various means, including through more accessible public services in te reo Māori and by supporting the development of bilingual towns and cities.

¹ Te Rōpū Tohutohu Reo Māori (2015) Te Whare o Te Reo Mauri Ora: Pūrongo ki te Minita Whanaketanga Māori.

Left: Te Wiki o te reo Māori Language Parade, 2017.
Image courtesy of Te Taura Whiri i te reo Māori.

Three audacious goals

27. An audacious goal is a compelling goal statement that is intended to unite the effort of different organisations and groups over a long-term time period. It paints a vision of the future that will galvanise greater effort, collaboration and innovation, moving government efforts beyond status quo activities.
28. This strategy identifies three audacious goals that speak to critical parts of the three outcomes. The goals describe success in 2040 – one generation from now, and the 200 year anniversary of Te Tiriti o Waitangi. Shorter-term and medium-term success will be tracked through a set of measures that link to priorities for Crown action.

Audacious Goal 1: By 2040, 85 per cent of New Zealanders (or more) will value te reo Māori as a key element of national identity

29. The first audacious goal seeks to establish te reo Māori as a key part of national identity in the national psyche.
30. While data has previously been collected at a national level, none directly addresses the value that New Zealanders attach to te reo Māori as part of national identity. The General Social Survey in 2016 did provide some general indications of the value that New Zealanders place on te reo Māori and Māori culture. These data included:
 - About 75 per cent of New Zealanders saw the importance of Māori culture and cultural practices in defining New Zealand



A goal is set that te reo Māori becomes a key part of national identity for all New Zealanders.
Image courtesy of Wellington City Council. Photo credit: Justine Hall.

- About 50 per cent of New Zealanders (and about 60 per cent of 15-24 year olds) thought the government should encourage and support the use of te reo Māori in everyday situations
 - About 54 per cent of New Zealanders (and 61 per cent of 15-24 year olds) were supportive of te reo Māori being a core subject in primary schools.
31. While such surveys are never likely to show full agreement across the whole population, it should be expected that successful implementation of the Maihi Karauna would result in continuing upward trends. Officials will investigate a new national survey, or extensions to existing surveys, that can directly capture levels of support for te reo Māori as a key part of national identity.



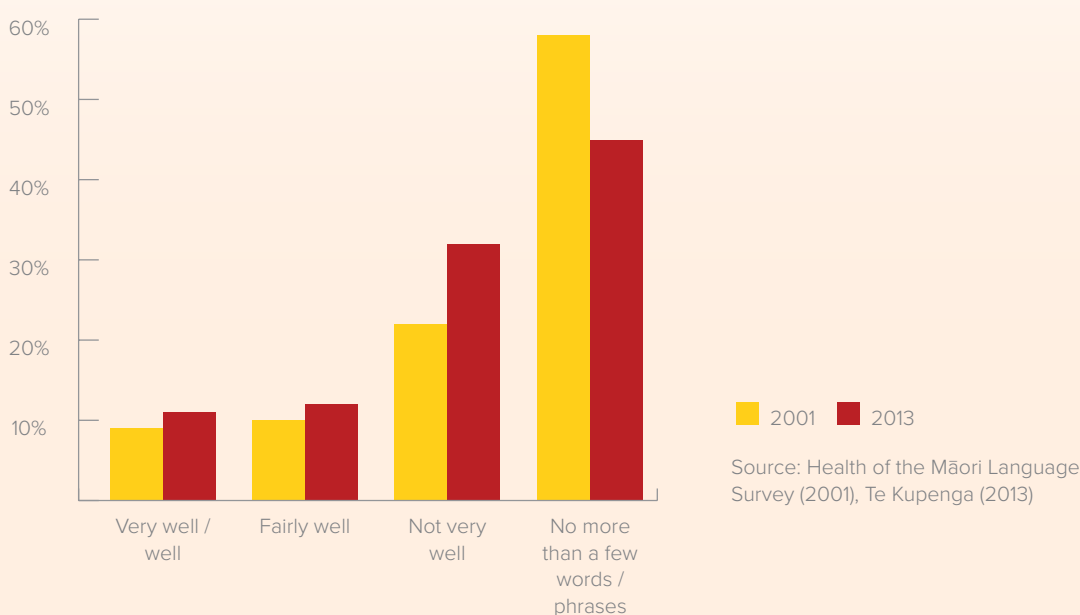
More New Zealanders speaking basic Māori provides a solid platform for future language growth. Photo by Adrian Heke.

Audacious Goal 2: By 2040, one million New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori

32. Audacious Goal 2 in this strategy supports an audacious goal in the Maihi Māori, which states that ‘by 2040, one million people (or more) will be using te reo Māori in community immersion domains’. Discussions between Te Mātāwai and the Crown have identified that vital factors in enabling people to participate in community immersion domains are confidence, motivation and a strong sense of manaakitanga.
33. Achieving the second audacious goal requires a critical mass of New Zealanders not only to acquire basic te reo Māori skills, but to develop the confidence to use them.
34. Data has been collected at a national level on levels of te reo Māori proficiency in 2001², and through the 2013 Te Kupenga survey and the 2016 General Social Survey. Respondents assessed their proficiency on a five-point scale:
- 5 = I can talk about almost anything in Māori
 - 4 = I can talk about many things in Māori
 - 3 = I can talk about some things in Māori – likely to be similar to the standard measured through the New Zealand Census
 - 2 = I can only talk about simple/basic things in Māori
 - 1 = no more than a few words or phrases.
35. ‘Basic’ te reo Māori is:
- the ability to hold brief and meaningful exchanges about common experiences shared between people

- an understanding of a basic vocabulary of everyday words with generally accurate pronunciation, and
 - an understanding of words for important Māori cultural concepts, places and practices likely to be referenced in New Zealand English or te reo Māori.
36. It is a basis for further learning of Māori language and its use in conversation, reading, enjoyment of Māori media, protocols for meetings, music and so on. A person with basic te reo Māori could, for example, greet another person, ask how they and their family are and discuss where they each are going. They could say where they are from, what their job is, and ask for directions.
37. The confidence to use te reo Māori will come from the sense of security a speaker has in their own abilities, and from the support that is provided through the environment around them.
38. Whakamā, including a sense of anxiety about being judged as inadequate in cultural contexts, can be a barrier for Māori learners and speakers of te reo Māori. For non-Māori New Zealanders, fear can relate to getting it wrong and causing offence to Māori.
39. While it is important to safeguard the quality of te reo Māori, it is also vital that New Zealanders are supported to feel the confidence to speak and use it. Making mistakes, and occasionally being corrected, is a normal and essential part of language learning.
40. The General Social Survey 2016 indicated that 15 per cent of New Zealand adults were able to speak basic te reo Māori. This probably equates to about 800,000 New Zealanders if children are included. The confidence to use these abilities in everyday situations is likely to be lower, but there is currently no data about this. Officials will be investigating how to collect this data.

Figure 2. Ability to speak te reo Māori (Māori aged 15+)



Audacious Goal 3: By 2040, 150,000 Māori aged 15 and over will use te reo Māori as much as English

41. The goal encapsulates the importance of te reo Māori being used as a living language. “Primary language” users is defined as those who will be using te reo Māori as much as or more than any other language by 2040. This can take place at work and in social settings, as well as at home – which is a critical setting for intergenerational transmission to take place.



*As a living language it is important that te reo Māori is used at work and in social settings, as well as at home.
Photo by Adrian Heke.*

42. From the Te Kupenga survey carried out in 2013, we know that approximately:

- 37,000 (or 7.0%) of Māori aged over 15 speak te reo Māori at least as much as English at the home with either parents, their partner, pre-schoolers, schoolchildren or others
- 59,000 (or 11.2%) speak outside the home either when they visit, or are at: work, sports, religious events, clubs, meetings/hui or helping at school, and
- 70,000 (or 13.2%) speak somewhere: in the home and/or outside of home.³

43. In practical terms, this goal means lifting the baseline figure of 70,000 – or 15 per cent of the current Māori adult population – to 150,000 – or 19 per cent of the projected Māori adult population in 2040.

44. Government’s role in this is two-fold. First, through the education system it can increase the number of speakers proficient enough to use te reo Māori as an everyday language. Second, it is vital that learners of te reo Māori are exposed to its everyday use in homes and communities. Government has a variety of levers to support and incentivise the development of domains where everyday use takes place.

45. This goal complements the Maihi Māori goal of 25 per cent of Māori children (age 0 to 7) speaking te reo Māori as a first language. Both goals reflect the importance of intergenerational transfer and require higher levels of proficiency.

3 Statistics New Zealand (2013), Te Kupenga

Approach: how change will be achieved

46. Government has a wide reach and resource base. It is able to bring these to bear in creating progress towards the outcomes and audacious goals. The theory of change underlying this strategy has three key elements.
- **WHAKANUI** - te reo Māori is **valued** by Aotearoa Whānui as a central part of national identity
 - **WHAKAAKO** - te reo Māori is **learned** by Aotearoa Whānui



Learning in kōhanga reo, early childhood education centres and other education institutions can be an effective way to revitalise language, particularly when it is supported in the home. Photo by Adrian Heke.

- **WHAKAATU** - te reo Māori is **seen, read, heard and spoken** by Aotearoa Whānui.

47. The rationale for this approach, and the kinds of levers available to government to influence language outcomes, are set out below.

- I. **WHAKANUI** – on a national level, it is important that New Zealanders **value** te reo Māori. This creates the societal conditions in which speakers of te reo Māori are comfortable speaking the language. It also creates the demand for people to acquire and use the language.
 - a. The Crown, the private sector, iwi and communities all undertake activities that can promote te reo Māori in different ways. There are many opportunities for partnerships. Young people have a great stake in the future of te reo Māori and need to have opportunities to lead its promotion.
 - b. It is important that we value the quality of te reo Māori spoken.
- II. **WHAKAAKO** – people must **learn** te reo Māori if its future is to be assured.
 - a. Intergenerational transmission, particularly learning in the home from a young age, has been identified by numerous experts as vital to the survival of a language. However, this transmission has been interrupted and will need to be re-established if te reo Māori is to thrive in the future. The Crown has some policies and investments that can support this. Te Mātāwai invests under the Maihi Māori in initiatives that support te reo Māori at a whānau and community level.
 - b. Learning in kōhanga reo, early childhood education centres, kura, schools and tertiary institutions can also be effective, particularly when this is supported in the home.

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- III. **WHAKAATU** – learning a language must go hand in hand with its **use**, through speaking, reading, hearing and seeing it in action. An individual who learns but does not use a language is likely to have her or his ability in it erode over time.
- a. The Crown, in partnership with Te Mātāwai, can support efforts to create community domains where te reo Māori is used. This creates opportunities for both fluent users and those who are second language learners.
 - b. The Crown can make its services more accessible in te reo Māori, particularly for communities where demand exists, or where it is proactively being built.
48. Under each of the three outcomes there is a set of priorities for government action described below following the discussion of priority groups.

Priority Groups

49. Priority groups provide a lens for the Crown to focus on people rather than just institutions or ideas. The groups have informed the settings of priorities.

Tamariki and rangatahi | Young people



Young people are critical to meeting the goals of the Maihi Karauna. Photo by Madison Henry, Māui Studios.

50. The group will be critical to meeting our proposed audacious goals. Most language development happens at a young age, and it is reasonable to expect that most new speakers of te reo Māori will be developed amongst our present and future youth.
51. This priority group includes all New Zealanders under 25 years old. There were 1.54 million people in this group in 2013 of whom 23.4 per cent were Māori. In 2038 the overall number will be about the same but the proportion of Māori will have risen to 28.8 per cent.

52. In 2013, 17.8 per cent of Māori and 0.66 per cent of non-Māori between 0 and 24 years that could speak te reo Māori (census definition). These figures have declined since 2000 at a similar rate to that of the population at large. In contrast, the rate of 15 to 24 year olds speaking some Māori increased between 2001 and 2013.

53. Acquisition patterns differ for Māori and non-Māori youth. The majority of Māori who will acquire the language already speak it by age four, while for non-Māori relatively few speak it by age four compared to how many have acquired the language by 15 to 19 years. Additionally, while rates for Māori who speak te reo Māori continue to climb into the 20–24 year group they begin to decline for non-Māori at that age range. This likely reflects the much larger role of intergenerational transfer among Māori versus the very large reliance on the education system among non-Māori.

Tāngata matatau ki te reo | Proficient speakers



Highly skilled speakers are the teachers and leaders of the next generation (both in homes and schools). Te Panekiretanga o Te Reo graduation (the Institute of Excellence in Māori Language), Te Wānanga o Aotearoa, 2018. Image: Rawhitiroa Photography.

Figure 3: Ability to speak te reo Māori 2013 (0–24 year olds)

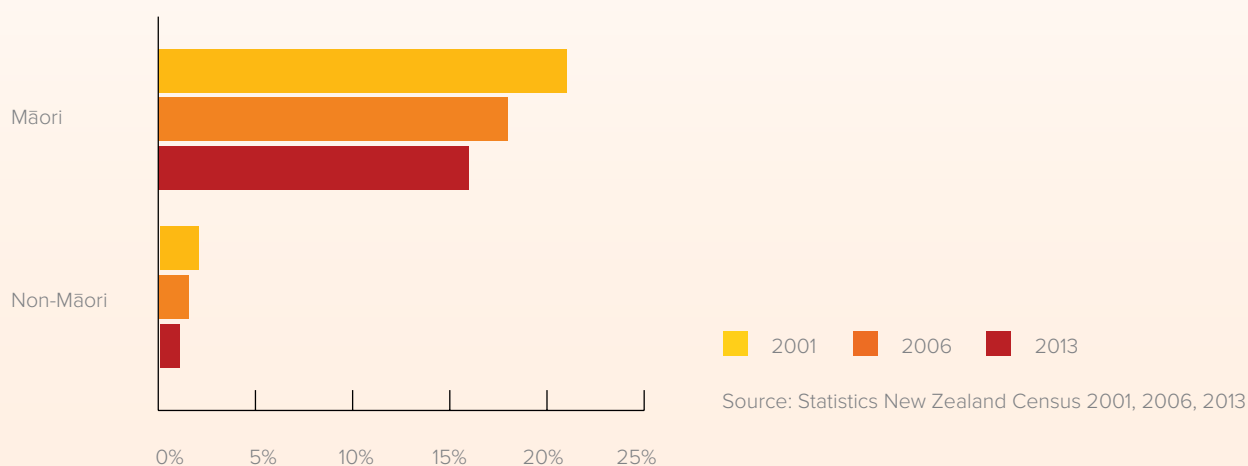


Figure 4: Speaking rates for tamariki and rangatahi

Age group	Māori		Non-Māori	
	Number of speakers	Percentage of population	Number of speakers	Percentage of population
0–4	9,417	13.7%	618	0.31%
5–9	11,412	17.3%	1,008	0.50%
10–14	12,129	19.2%	1,692	0.82%
15–19	11,400	19.8%	1,809	0.83%
20–24	9,642	20.2%	1,722	0.79%

Source: Statistics New Zealand Census 2013

54. A critical mass of proficient speakers of all ages is required in order for a language to be a viable living language. Tāngata matatau ki te reo are the teachers of the next generation (both in homes and schools) and the leaders in communities and Māori and non-Māori organisations. They are language role models and the holders of mātauranga Māori.
55. This group is defined as those who are currently (or have the potential to become) highly proficient te reo Māori users. In 2013, there were an estimated 50,000 Māori (10.6 per cent) who could speak well or very well, a slight increase from the 9 per cent recorded in 2001.
57. In order for the Crown to recognise the value of the Māori language, and to deliver quality services to Māori communities, it needs to ensure the public sector can 'speak' the language itself. By doing so, it will have both a direct and indirect impact on language revitalisation.
58. This group includes all employees of the broader New Zealand public sector, which consists of around 2,900 organisations, separated into central government and local government. The public sector employs 403,000 people, about 18 per cent of the country's total workforce.

Rāngai tūmatanui | Public sector



People working in the public sector interact with New Zealanders throughout the country by providing public services, so they play an important role in language revitalisation.

56. The public sector has far reaching interactions with Māori and other New Zealanders. It has a wide geographical reach and a range of activities through which it transacts with the public, including: the face to face delivery of frontline services; through the internet; and in the provision of broadcasting.
59. The Maihi Māori focuses directly on revitalising te reo Māori in homes and communities and whānau, as reflected in its vision, Kia ūkaipō anō te reo Māori. Its focus is on te reo Māori being acquired in the home as a mother tongue or first language, and the growth of intergenerational transmission within whānau.
60. The Maihi Karauna focuses on Aotearoa Whānui in order to create the societal conditions for intergenerational transmission and the widespread use of te reo Māori as a living language.
61. Read together, the strategies paint an aspirational picture in which a million New Zealanders can speak at least basic te reo Māori by 2040, and are using this skill to engage in community immersion domains. The Crown can create widespread interest and demand, and can supply the educational services to contribute to the goal of a million people.
62. Te Mātāwai and the Crown will have to work together for a complementary approach to implementing the strategies. Close coordination

will be required in cases where strategies are targeting the same groups of people. For example, the Maihi Māori focuses on te reo Māori in homes, whānau and communities. The Maihi Karauna acknowledges that the Crown can create the conditions for te reo to thrive in these settings.

63. The Crown will promote te reo Māori at a national and international level. It will develop policy that creates the right incentives for third parties and the private sector to embrace te reo Māori. Its agencies will work to provide more accessible services in te reo Māori. The Crown will continue to improve the supply of services that are vital to the revitalisation of te reo Māori, including education, broadcasting

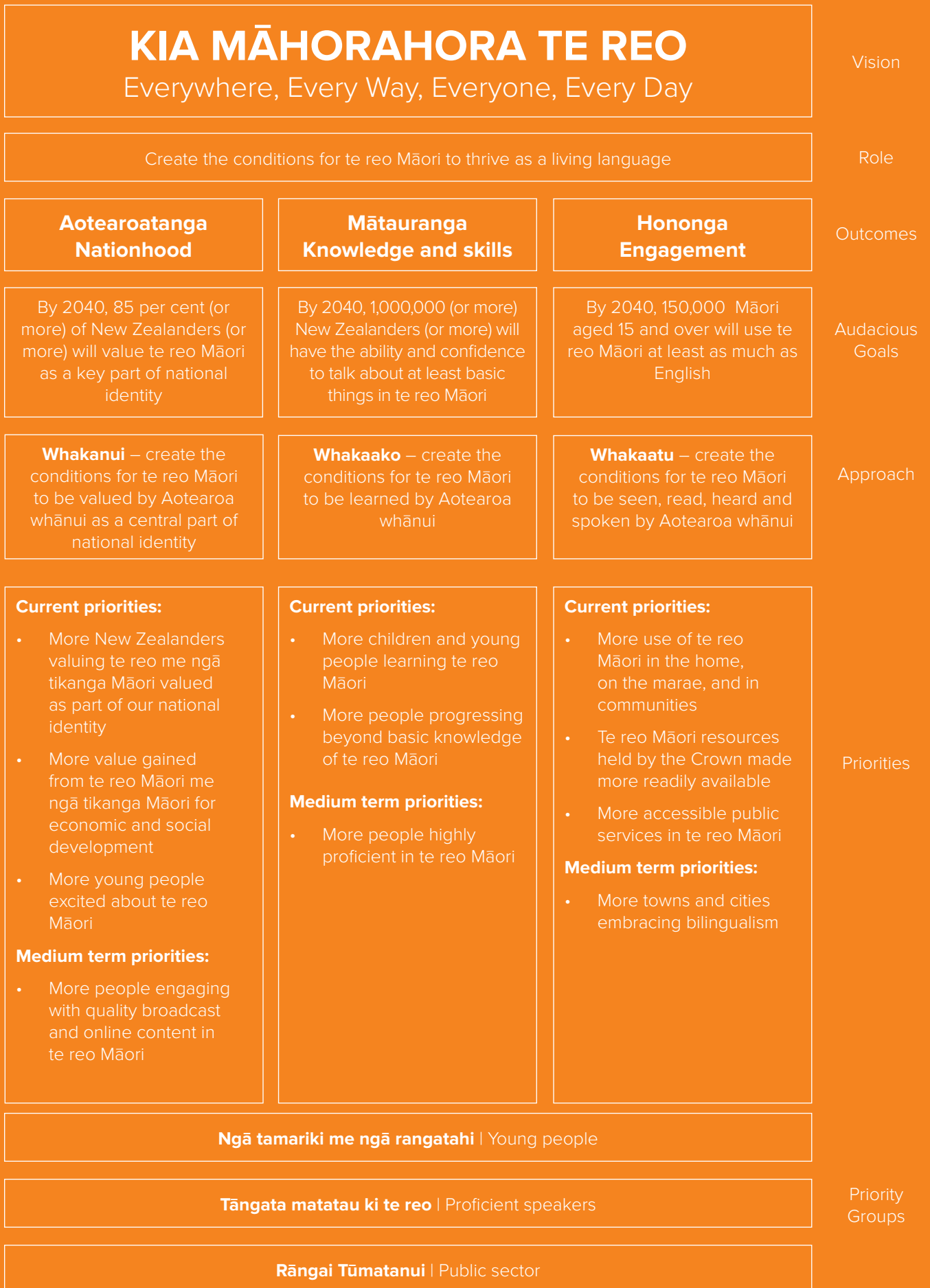
and online content that can support the initiatives of whānau, hapū, iwi and communities.

64. In other areas, there will be less overlap, but it will still be important for the Crown and Te Mātāwai to consult and keep each other informed for an aligned approach. The Maihi Karauna focuses on promoting te reo Māori across wider New Zealand society, and this is important in creating favourable societal conditions for whānau and community-level initiatives under the Maihi Māori.

Figure 5: Different but complementary roles of the two strategies

	Maihi Māori	Maihi Karauna
Shared vision	Kia Mauri Ora te reo Māori	
Vision	Kia ūkaipō anō te reo	Kia māhorahora te reo
Focus	'Micro': whānau, homes and communities	'Macro': societal and system level
Audacious goals		By 2040, 85 per cent of New Zealanders (or more) will value te reo Māori as a key part of national identity
	1,000,000 people using te reo Māori in community immersion domains	By 2040, 1,000,000 New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori
	25 per cent of Māori children (age 0–7) speaking te reo Māori as a first language	By 2040, 150,000 Māori aged 15 and over will use te reo Māori as much as English

Figure 6: Maihi Kararuna Strategy



3. Whakanui – Create the conditions for te reo Māori to be valued: Priorities for Crown action



Te Wiki o te reo Māori Language Parade, 2017. Image courtesy of Te Taura Whiri i te reo Māori.

- 65. The priorities described below represent where the Crown intends to focus its attention and resources over the next five years. Each priority has one or two convening agencies, whose roles will be to bring together an ohu (working group) of government agencies to achieve collective impact for that particular priority.
- 66. For example, government effort for the first priority below, ‘more New Zealanders valuing te reo me ngā tikanga Māori as part of our national identity’, will be convened by the Ministry for Culture and Heritage, but will involve the collective efforts of a range of agencies, including the Department of Internal Affairs and Te Puni Kōkiri.
- 67. The following commentary describes who will convene government efforts for each priority, current indications, and what sort of activities are envisaged.

68. The indicators are the most relevant available, based on existing data (where possible) or data sources that can be developed in the future. Where indicators are not currently available, they will be developed in future.

More New Zealanders valuing te reo me ngā tikanga Māori as part of our national identity

Timeframe	Current (0–2 year initiation)
Convening agency	(Ministry for Culture and Heritage)
Current indicators	<p>50.1 per cent of adult New Zealanders agree or strongly agree that “The government should encourage and support the use of Māori (language) in everyday situations”</p> <p>35 per cent of adult New Zealanders agree or strongly agree that “It would be good if all people living in New Zealand spoke Māori and English”</p> <p>45 per cent of adult New Zealanders agree or strongly agree that “Signage should be in both Māori and English”⁴</p>



Above: A *Waka Odyssey*. 2018 New Zealand Festival Opening.
© Matt Grace.

69. Te reo Māori is an official language and is important to the identity of Aotearoa New Zealand.⁵ ‘Ngā tikanga’ are included in this priority because of the intricate connections between Māori language and culture. Culture plays a large role in our sense of nationhood, and can be expressed through the inclusion of te reo Māori and tikanga in, for example, national events, kapa haka, sport and the creation of new art works.
70. As an example, kapa haka has a dynamic role as a vehicle for the revitalisation and retention of te reo me ngā tikanga Māori, and the remembrance of histories, and can be a vehicle for strengthening New Zealand’s sense of nationhood.
71. The Ministry for Culture and Heritage takes the lead in a number of national identity activities, leads the development of cultural public policy, and funds entities that deliver arts, culture and heritage initiatives. These entities, including organisations such as Te Papa, Creative New Zealand, Heritage New Zealand, Ngā Taonga Sound and Vision and Te Matatini, are funded for a broad range of work, but can make a valuable contribution to the revitalisation of te reo Māori.
72. A range of other agencies, including the Department of Internal Affairs, Te Taura Whiri i te Reo Māori and Te Puni Kōkiri also have lead roles in delivering this priority, as does local government. An example of a shared activity is Te Wiki o te Reo Māori, led by Te Taura Whiri i te Reo Māori.
73. Examples of potential actions to progress this priority include:
- a. promoting te reo Māori through the activities of agencies in the arts, heritage, media/broadcasting and sports sectors
 - b. promoting opportunities for all New Zealanders to engage with te reo Māori and Māori culture, including in commemorations and nationally significant events
 - c. creating online content that supports the cultural objectives of iwi and Māori and links all New Zealanders with Māori culture
 - d. strengthening the status of Te Wiki o te Reo Māori and the annual Māori Language Awards.

5 Section *(2)(l), Te Ture mō te reo Māori

More value gained from te reo me ngā tikanga Māori for economic and social development

Timeframe	Current (0–2 year initiation)
Convening agency	Te Puni Kōkiri
Current data	A Measurement to be developed



More Māori language and tikanga will be included in government's policy development and service design in areas such as social development. Photo by Adrian Heke.

74. There is an emerging evidence base that cultural participation can contribute to stronger social and economic outcomes. Examples of benefits include:

- salary advantages in the education sector for te reo Māori speakers
- businesses, particularly in the tourism sector, integrating te reo Māori and Māori culture into their business models and the employment opportunities this creates
- students in Māori medium education are more likely to achieve NCEA level 2 or above.⁶

75. Te Puni Kōkiri will work with other government agencies to develop actions for this priority. Possible actions include:

- improving understanding and knowledge of the economic and social benefits of te reo me ngā tikanga Māori
- including te reo me ngā tikanga Māori in government's policy development and service design
- proactively growing the impact of cultural participation, for example by working with employers, in both the public and private sectors, to grow opportunities for te reo Māori speakers.

⁶ Senior Secondary Students' Achievement at Māori Medium Schools 2004 - 2006, Haobo Wang and Claire Harkess, Demographic and Statistical Analysis Unit, Ministry of Education (2007).

More young people excited about te reo Māori

Timeframe	Current (0–2 year initiation)
Convening agency	Te Puni Kōkiri / Te Māngai Pāho
Current data	<p>84 per cent of youth respondents to a Te Māngai Pāho survey are open to improving their te reo Māori ability⁷</p> <p>56 per cent of youth use the internet or social media to keep in touch with Māori culture.</p>



Most new speakers of te reo Māori will be developed amongst our present and future youth. Photo by Adrian Heke.

76. It is crucial that rangatahi and young people throughout New Zealand see te reo Māori as relevant to their lives and are excited by the opportunities it offers. Simply supporting learning through the education system is not enough. We also need to find opportunities across society to excite and motivate young people.
77. Te Puni Kōkiri and Te Māngai Pāho will lead a cross-government effort for this priority. Te Taura Whiri i te Reo Māori will also be a key agency, given its promotional role. Action is likely to focus on three primary areas:
- providing leadership opportunities for young people in promoting te reo Māori
 - developing te reo Māori media (including digital) with the potential to reach large youth populations, in partnership with youth
 - implementing the Maihi Karauna in ways that are relevant to youth.

7 Te Māngai Pāho Audience Survey 2014.

More people engaging with quality broadcast and online content in te reo Māori

Timeframe	Medium term (3 to 5 year initiation)
Convening agency	Te Māngai Pāho
Indicator	<p>52 per cent of Māori and 21 per cent of non-Māori watched TV programmes about Māori language and/or culture</p> <p>30 per cent of Māori and 5 per cent of non-Māori reported listening to iwi radio stations in the last 12 months⁸</p> <p>A measure about people who accessed content about Māori language and / or culture online or through apps is to be developed</p>



Ngahuia Piripi, Māori language voice over actor for Avatar: The Last Airbender. Image courtesy of Te Māngai Pāho.

78. Te reo Māori broadcasting and online content can provide broad exposure to the language and enhance the way people value it. It can have a positive effect on people's ability to speak te reo Māori. Fifty-three per cent of viewers of Māori television believe their te reo Māori ability has improved as a result of viewing the service. Audience analysis conducted for Te Māngai Pāho shows that there is a large potential audience for interesting and engaging te reo Māori content in television and digital formats.
79. The rapidly changing broadcasting and media environment will create opportunities to develop te reo Māori content on a variety of platforms and devices. This will better suit individual audience preferences. The Māori Television Service is looking to develop multi-platform content that will support children's learning of te reo Māori.
80. This will require ensuring that adequate radio spectrum and resources are available so that iwi, hapū and whānau Māori can take advantage of new opportunities to promote te reo Māori.
81. Government has already published a large corpus of te reo Māori content online, including te reo Māori content in the Dictionary of New Zealand Biography and the online encyclopaedia Te Ara, both published by the Ministry for Culture and Heritage. More online te reo content will be produced in the future.
82. Te Māngai Pāho promotes Māori language and culture through the provision of funding for Māori initiatives in music and new media. It will convene the government effort, which may include:
 - a. increasing the commissioning and production of quality te reo Māori broadcast and online content

- b. ensuring that engaging te reo Māori content is available for young people and for ngā tāngata matatau ki te reo
- c. enabling iwi, hapū and whānau Māori to broadcast their own te reo Māori content.

'Waiata Mai', a television series for tamariki under five years. Image courtesy of Te Māngai Pāho.



4. Whakaako – Create the conditions for te reo Māori to be learned: Priorities for Crown action

More children and young people learning te reo Māori

Timeframe	Current (0–2 year initiation)
Convening agency	Ministry of Education
Current data	<p>19,923 Māori students and 588 non-Māori students in Māori medium education (levels 1 and 2)</p> <p>61,995 Māori students and 108,618 non-Māori students in Māori language in English medium education (levels 3 to 5)⁹</p>



Image courtesy of Ministry of Education.

83. The education system is government's most powerful lever for the acquisition of te reo Māori. However, a significant majority of children in New Zealand are not actively learning te reo Māori, although the proportion that are is increasing. In 2017, 191,084 students in the compulsory schooling system were actively learning at least some te reo Māori in school, while over 617,355 were learning little or no te reo Māori.
84. We will require the number of children learning te reo Māori to continue and to increase. This increase will help to create a supportive environment for language revitalisation by supporting the status, acquisition and use of te reo Māori. It could also contribute to lifting Māori educational achievement and wellbeing in English medium settings by further validating Māori identity, language and culture.
85. We are currently looking at opportunities to achieve this priority outcome as part of government's commitment to ensure every child has access to te reo Māori throughout the education system. Government effort is likely to include:
 - a. integrating te reo Māori across the education pathway, into every ECE, primary school and intermediate schools by 2025
 - b. growing the supply and capability of te reo Māori teachers for a future-focussed workforce.

⁹ Ministry of Education, Education counts, <https://www.educationcounts.govt.nz/statistics/maori-education/maori-in-schooling/6040>

More people progressing beyond basic knowledge of te reo Māori

Timeframe	Current (0–2 year initiation)
Convening agency	Ministry of Education / Te Puni Kōkiri
Current data	<p>3.5 per cent of New Zealanders (148,395) can hold an everyday conversation in te reo Māori, a decline from 4.3 per cent (160,527) in 2001¹⁰</p> <p>In 2017, 40,285 people had participated in learning te reo Māori at levels beyond basic knowledge (from early learning to tertiary education)</p> <p>In 2018 there were:</p> <ul style="list-style-type: none"> • 22,934 primary school learners participating in MLIL 1-3 • 4,688 secondary school learners participating in MLIL 1-3 <p>In 2017, there were 8,250 completions of te reo Māori qualifications at NZQF Level 2 or over¹¹</p>



Adult students at tertiary level Te Wānanga o Aotearoa Māori language course. Photo by Adrian Heke.

86. The current trend is that the number of people who speak te reo Māori proficiently is static. Growing the number of proficient speakers will be required to make te reo Māori an everyday language and achieve the Maihi Karauna's long-term goals.
87. Tertiary education can play a key role in providing access to te reo Māori learning for adults which can support the use of te reo Māori at home and support intergenerational transmission. Māori medium Initial Teacher Education (ITE) is delivered through the tertiary system, which helps to build teacher capability in te reo Māori.
88. In 2016, over 13,665 Equivalent Full-Time Students (EFTS) studied te reo Māori in a tertiary education setting and over 9,865 of these EFTS were studying at lower levels (certificate levels 1 to 4).¹²
89. The most reliable way to increase the number of proficient speakers is to grow Māori-medium education (discussed as the next priority). Nevertheless, there are a range of areas in which government could complement the schooling system for youth, and provide opportunities to grow te reo Māori proficiency for the rest of the population:
 - a. enabling te reo Māori learners to practice what they have learned within communities of speakers
 - b. supporting and incentivising employers to offer te reo Māori education and reward employees who excel
 - c. developing digital technology solutions that assist people to continually grow their te reo Māori proficiency

¹⁰ Statistics New Zealand, Census 2013

¹¹ Ministry of Education / Tertiary Education Commission

¹² <https://www.educationcounts.govt.nz/statistics/tertiary-education/participation>

- d. supporting the provision of te reo Māori in the tertiary education system
 - e. researching the practical barriers experienced by people who are motivated but struggling to grow their proficiency.
90. These actions link strongly with the other priorities included throughout this strategy.

More people highly proficient in te reo Māori

Timeframe	Medium-term (3 to 5 year initiation)
Convening agency	Ministry of Education
Current data	<p>10.6 per cent of Māori can speak te reo Māori well or very well¹³</p> <p>In 2017, there were 1,887 students who had been participating in Māori-medium education for at least six years</p> <p>In 2018, there are over 12,000 students who had been participating in Māori medium education for at least six years. [This figure is an approximate figure based on the cumulative year 6 enrolments in Māori medium education from 2012 to 2018, whereby representing those who would now be year 6 to year 12 and therefore likely still be in compulsory schooling, it excludes those who might still be in the system at year 13 or higher]¹⁴</p> <p>In 2017, there were 315 completions of te reo Māori qualifications at NZQF Level 6¹⁴</p>



Te Panekiretanga o Te Reo graduation (the Institute of Excellence in Māori Language), Te Wānanga o Aotearoa, 2018. Rawhitiroa Photography.

- 91. This priority will support the acquisition, corpus and use of te reo Māori by supporting inter-generational transmission and growing the expertise in te reo Māori.
- 92. Data indicates that the proportion of people who have a high level of proficiency in te reo Māori has remained relatively static in recent years.¹⁵ Those able to speak “fairly well” are distributed fairly evenly among different age groups, but are slightly more likely to be in younger age brackets. As previously noted, very proficient speakers are likely to be older.

¹³ Statistics New Zealand (2013), Te Kupenga 2013

¹⁴ Ministry of Education / Tertiary Education Commission

¹⁵ Statistics New Zealand (2013), Te Kupenga 2013 – English (Corrected), <http://archive.stats.govt.nz/> Statistics; Statistics New Zealand (2014), Measuring te reo Māori speakers: A guide to different data sources, <http://archive.stats.govt.nz/>

93. Māori medium education is crucial to more people acquiring and using te reo Māori fluently, as is shown by the evidence.¹⁶ Half of Māori children and young people who have ever been enrolled in both kōhanga reo and kura kaupapa can speak te reo Māori well or very well. This compares with 10 per cent of the overall Māori population. We know that children who learn in te reo Māori immersion environments for approximately 6 to 8 years become bilingual. In the compulsory schooling sector in 2017, around 1560 students were in Māori medium settings¹⁷ in year 8.¹⁸

94. At its most effective, Māori medium education is a pathway that begins in ECE and progresses through to tertiary education. In 2014, 22 per cent of whānau Māori chose Māori medium for early years learning, but only 9.6 per cent of tamariki Māori were in Māori medium at primary or secondary level. Barriers include a lack of full Māori medium pathways in some areas and travel distances between communities and services. Parent choice may also be an important factor, and this can be driven by perceptions of varying quality standards, even though the available data shows that tamariki Māori do better in Māori immersion settings.

Figure 7: Proficiency by age group

	Total	15–24	25–34	35–44	45–54	55+
Very well	5.0	2.7	5.3	4.5	3.3	10.0
Well	5.6	5.5	5.3	5.7	4.9	6.8
Fairly well	12.0	13.0	14.5	11.5	10.6	9.9
Not very well	32.1	32.7	33.2	33.7	31.6	28.9
No more than a few words or phrases	45.3	46.1	41.6	44.7	49.6	44.4

Source: Statistics New Zealand, Te Kupenga 2013

¹⁶ Statistics New Zealand (2014). Ka mārō te aho tapu, ka tau te korowai: Te reo Māori findings from Te Kupenga 2013. Available from www.stats.govt.nz.

¹⁷ Māori medium education is where students are taught the curriculum in the Māori language for at least 51 per cent of the time, both in ECE and schooling.

¹⁸ <https://www.educationcounts.govt.nz/statistics/maori-education/maori-in-schooling>

95. It will require significant work to grow and strengthen the Māori medium education sector. The actions envisaged under this priority are:
- increasing the capacity and capability of the Māori medium workforce
 - increasing student retention in Māori medium education
 - improving the capacity and infrastructure of the system
 - raising awareness of the benefits of Māori medium education
 - continuing to engage with regions and iwi through Te Rāngai Kāhui Ako ā-Iwi to co-design iwi-led regional action plans that will meet the diverse needs across the sector.
96. Tertiary education can also play a role in progressing this priority outcome, as can te reo Māori learning within English medium schools. Government could explore how both systems could better support participation in higher level te reo Māori learning.



*Te Wānanga o Aotearoa tertiary Māori language course.
Photo by Adrian Heke.*

5. Whakaatu – create the conditions for te reo Māori to be seen, read, heard and used: Priorities for Crown action

More use of te reo Māori in the home, on the marae, and in communities

Timeframe	Current (0–2 year initiation)
Convening agency	Te Puni Kōkiri
Current data	20.5 per cent of Māori say te reo Māori is used regularly at home ¹⁹ Additional measure to be developed



Using te reo Māori in the home as a day to day language is a critical step towards revitalisation. Image courtesy of Ministry of Education.

97. Creating language domains – places where te reo Māori can be used and practised – is a vital part of the revitalisation effort. Home and community settings create opportunities for the everyday, real-life use of te reo Māori, which can reinforce its learning in school and other educational settings.

98. Te Mātāwai, under the Maihi Māori, provides support to community and whānau efforts. Under the Maihi Karauna, the Crown needs to align its policy, products and services to support community efforts.

99. Partnership is therefore vital in the approach to executing this priority. Within Government, the Department of Internal Affairs is one of the key partners, given its role in community investments and partnerships with local government. Broadcasting and multi-media content, including that provided by the Māori Television Service, can increasingly create favourable conditions for the use of te reo Māori in homes and communities.

100. The government's direct role is likely to include:

- a. rolling out the Oranga Marae investment, which aims to strengthen the physical and cultural infrastructure of marae, including kaikōrero and kaikaranga
- b. promoting te reo Māori through Whānau Ora commissioning agencies, given that the outcomes for the Whānau Ora approach include bilingualism
- c. encouraging national and local-level bodies that have deep reach into communities, such as sporting organisations, to promote te reo Māori as an everyday language.

19 Statistics New Zealand, Te Kupenga 2013

Te reo Māori resources held by the Crown are made more readily available

Timeframe	Current (0–2 year initiation)
Convening agency	Department of Internal Affairs
Current data	A measure is to be developed

101. The National Library of New Zealand holds the largest collection of printed and written material in te reo Māori as well as many oral recordings. This collection has been described as the largest body of material in any indigenous language.

102. The National Library intends to digitise its collections, with a priority on the reo Māori collections. The library will work with iwi Māori and other partners and stakeholders so that by 2030 creation and use of knowledge resources in te reo Māori will increase. Ngā Taonga Sound and Vision is also important for this priority, as it houses important audio-visual records.

103. The records of Crown agencies include important records in te reo Māori. The largest repository of such records is held under the guardianship of Archives New Zealand. These records can contribute to maintaining and refreshing the corpus of te reo Māori, as much older material reflects the mita spoken by particular iwi.

104. Government actions may include:

- a. developing new policies on the digitisation of records in partnership with iwi and hapū
- b. improving the way government currently creates and stores new knowledge that relates to Māori and to te reo Māori, in order to make it more readily discoverable and accessible.



More accessible public services in te reo Māori

Timeframe	Current (0 to 2 year initiation)
Convening agency	State Services Commission / Te Taura Whiri i te reo Māori
Current data	<p>59.7 per cent of Public Service Association members feel supported to learn te reo Māori in the workplace</p> <p>78.6 per cent of PSA members feel supported to use te reo Māori in the workplace²⁰</p> <p>40 te reo Māori translators have self-identified as being active with current Translator and/or Interpreter licence²¹</p>



More public services being available in te reo Māori is a key part of strengthening te reo Māori in Aotearoa-New Zealand. Photo by Adrian Heke.

105. One of the important steps that government agencies can take to normalise the use of te reo Māori is to provide more opportunities for people to access government services using te reo Māori. As the number of proficient speakers of te reo Māori increases we expect a rising demand for access to services in te reo Māori. The public service needs to prepare for this.

106. Already, most government agencies provide options for key services to be accessed in te reo Māori. These may include providing access to services through translators, ensuring announcements are bi-lingual in English language and te reo Māori, and options for services to be received in te reo Māori or in English. With the move to more on-line accessibility of government services, there is a need to increase the availability of te reo Māori options.

107. Licensed translators play a vital role in enabling the public service to conduct more of its business in te reo Māori. As more government agencies move to offer services and materials in te reo Māori, there is a risk of capacity constraints in translation limiting access to these services.

108. The State Services Commission and Te Taura Whiri i te reo Māori will lead this work in collaboration with other key government agencies. The government's role may include:

- a. developing tools to assist all government departments to develop language plans, which will be reflected in their accountability documents, by 30 June 2021
- b. developing a framework to build te reo Māori capability across agencies that reflects agency maturity and balances the use of resources

20 Cantal C, Plimmer G, Qumseya T, A Survey (2016) Support to Learn and Use Te Reo in New Zealand Public Services: A Survey Report Prepared for the Māori Language Commission Te Taura Whiri i te Reo Māori, Victoria University of Wellington

21 Te Taura Whiri i te Reo Māori

- c. developing principles for te reo Māori content on government websites in the context of the Digital Service Standard work
- d. measuring public sector capability consistently over time, through means such as the State Services Commissions collection of Human Resources data from departments
- e. taking steps to actively increase the number of te reo Māori speakers in the public sector, and increasing the number of te reo Māori translators while ensuring quality standards through testing and certification.

More towns and cities embracing bilingualism

Timeframe	Medium term (3 to 5 years)
Convening agency	Department of Internal Affairs
Current data	Measures are to be developed

109. Central government will provide support in particular localities where local government, communities, and the private sector wish to come together to promote te reo Māori. Bilingual towns provide opportunities to create places (or “domains”) where the use of te reo Māori can be normalised as part of everyday life. The presence of bi-lingual signage can support these efforts.
110. These domains provide the support and confidence to already proficient speakers to use te reo Māori in public, and creates exposure to the language for those who are just beginning to learn te reo Māori.



Fletcher Construction and Te Kura Kaupapa Māori o Te Rito created bilingual signage for the Peka Peka to Ōtaki expressway.

111. It is largely for communities and local government to initiate projects to establish bi-lingual towns and cities. The role of central government, as a first step, is to understand what support it can and should deliver that will help these projects to succeed.
112. The Department of Internal Affairs will lead this work alongside key agencies such as Te Puni Kōkiri. Central government can support these efforts by:
- a. initiating a conversation with local government to identify what support central government could provide
 - b. developing a standard range of services and support for towns and cities that wish to become bilingual. This could include collateral or funding for training and events.
 - c. developing a standard range of services and support for towns and cities that wish to become bilingual. This could include collateral or funding for training and events.

6. Implementation and monitoring

113. There will be a staged approach to implementation, with the public sector's effort building over the lifetime of the strategy, from 2019-2023. This is necessary because there are dependencies on other key work across the public sector.
114. Some actions have been already set in place and will commence immediately in 2019. These include:
- A requirement that all public service departments develop a te reo Māori language plan by 30 June 2021, and that the plans are linked to departments' accountability documents, such as their Strategic Intentions and Annual Reports
 - The commencement of a set of initiatives aimed at increasing Rangatahi engagement with te reo Māori.
 - The continued development of a joined up approach with Te Mātāwai.
115. A full cross-government implementation plan will be published in September 2019.
116. Convening agencies named in this strategy for each of the priorities will have a role in facilitating coordinated action within their sectors.
117. Te Taura Whiri i te Reo Māori will lead the coordination of the implementation of the strategy, as required by Te Ture mō Te Reo Māori 2016. Te Taura Whiri i te Reo Māori will, as one of its key tools for implementing this strategy, support public service agencies to develop te reo Māori plans.
118. Governance oversight will be provided by Te Papa Kōrero, a Chief Executives' group that will meet quarterly.

Monitoring, evaluation and reporting

119. Te Puni Kōkiri has led the development of a monitoring and evaluation framework for the Maihi Karauna, in collaboration with Te Taura Whiri i te Reo Māori. This framework includes measures and indicators for reporting on the achievement of the audacious goals, outcomes and priorities. Te Puni Kōkiri, Te Taura Whiri i te Reo Māori and other relevant agencies will continue to work with Te Mātāwai to ensure alignment between the monitoring and evaluation of the Maihi Karauna and the Maihi Māori as much as possible.
120. The data that is currently collected on te reo Māori is limited, and we will investigate how to collect new data to fill identified gaps. Potential data sources to fill these gaps include:
- the Census
 - Te Kupenga: Survey of Māori Wellbeing
 - General Social Survey
 - administrative data.
121. Formative and summative evaluations of the Maihi Karauna will be undertaken at agreed points. Departments will evaluate their own language plans biennially, to gauge progress against organisational goals and the goals of the Maihi Karauna.

Review

122. Te Ture mo te Reo Māori 2016 provides that the Minister for Māori Development can replace or amend a Maihi Karauna strategy at his or her discretion. This review will take place before the strategy expires in 2023.

Appendix A

Theoretical underpinnings of the strategy

Language planning elements

The outcomes, audacious goal and priorities have been developed on the basis of an understanding of language planning elements, which are rooted in the international theory and practice of language revitalisation.

Language planning informs policy and actions that seek to influence language behaviour. The following language planning and policy elements derive from international evidence and have been adapted to guide the development of the Maihi Karauna and its implementation.

Language planning elements in the Aotearoa New Zealand context

The language planning elements adapted for Aotearoa New Zealand are as follows.

- **Critical Awareness (Mārama Pū):** Aotearoa whānui know that te reo is a threatened language, accept the need for language revitalisation, and understand the roles of individuals and organisations to support revitalisation.
- **Status (Mana):** Aotearoa whānui understand the value of te reo Māori and accept that it is a part of our national identity.
- **Acquisition (Ako):** Aotearoa whānui have increased opportunities to acquire te reo Māori at a level that supports their use.
- **Corpus (Puna):** Quality new words, terms and standards are developed and available to support the use of te reo Māori.
- **Use (Mahi):** Aotearoa whānui can speak, listen to, read, write and comprehend te reo Māori at a level that supports their use and have access to reo-rich environments and domains.

Two additional elements have been developed and may be used by some agencies to support the above five elements, and ensure the five elements translate into policy and operational policy within agencies. They are as follows.

- **Domains:** Te reo Māori is understood and used in many places, contexts and by many people.
- **Quality:** In this context quality means that te reo Māori is valued and of a standard that is fit for purpose.

ZePA model

The ZePA model emphasises the importance of shifting the position of an individual or community on a spectrum from “zero” (no engagement) to “passive” (increased awareness and interest) to “active” engagement and use.

This is the base foundation for the Maihi Karauna. By ensuring that New Zealanders value te reo Māori, we can move from “zero” to “passive”. By ensuring New Zealanders can acquire te reo Māori, we can move people from “passive” interest to “active” use. This is shown in Figure 9.

Figure 8: The five language planning elements are interlinked, and need to be supported by a focus on domains and language quality

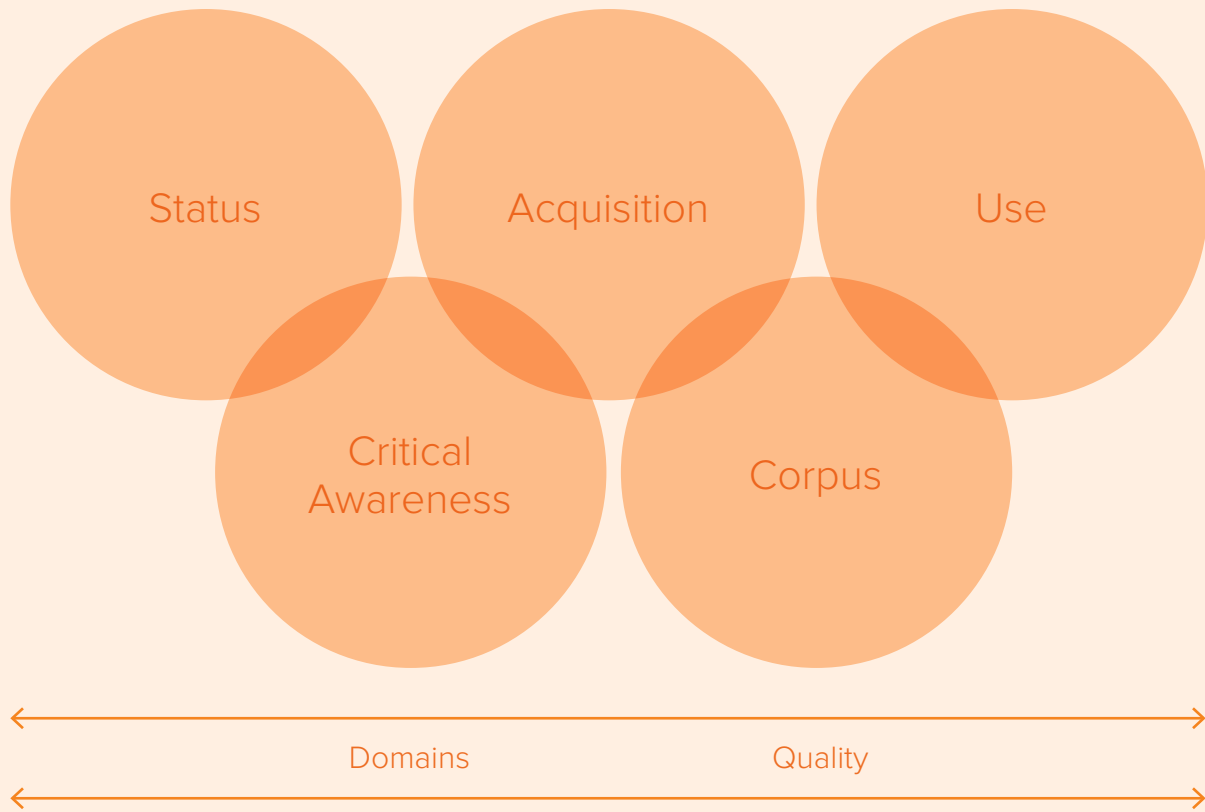


Figure 9: Preparedness of Aotearoa Whānui to use te reo Māori: Seeking a “right shift”

Attitudes and behaviours	Whakanui Value		Whakaako Acquisition	Whakaatu Use	
	Whakaoho	Whakanui	Whakaako	Whakamahi	Whakamana
	Kore	>	Pō	>	Awatea

Appendix B

Glossary and definitions

Basic te reo Māori	The ability to speak about simple and basic things in te reo Māori, equivalent to level 2 proficiency as measured in Te Kupenga survey.
Conversational te reo Māori	Measured by the Census, which produces statistics about how many New Zealanders can hold an everyday conversation in te reo Māori. May be equivalent to level 3 proficiency as measured in Te Kupenga survey.
Crown Entities	Organisations within the State Sector that are at arm's length from the Crown. They cannot be directed by Ministers to the degree that public service departments can be. Examples include the Accident Compensation Corporation, DHBs and school Boards of Trustees.
Domains	Settings in which te reo Māori can be used in daily life. These can include whānau, employment, education, and sporting and social settings.
English medium education	<p>Level 3 to 5 (Māori language in English medium) is where students are learning Te Reo Māori as a language subject, or taught curriculum subjects in the Māori language for up to 50 per cent of the time.</p> <p>No Māori Language in Education is where the student learns at most simple words, greetings or songs in Māori (Level 6 – Taha Māori) or no Māori language learning of any kind.</p>
Equivalent Full-Time Students (EFTS)	A measure of the number of students at tertiary education institutions. One EFTS may be made up of more than one part-time students.
Funded entity	See Crown Entity.
Kaitiakitanga	Sacred duty of guardianship or stewardship over a taonga or resource.
Kapa haka	Cultural performance, particularly of haka and waiata.
Kura kaupapa	A primary school in which teaching takes place in te reo Māori and in a Māori cultural context.
Maihi	The bargeboards of a house.
Māori medium education	Levels 1 to 2 (Māori medium education) is where students are taught all or some curriculum subjects in the Māori language for at least 51 per cent of the time.
Mita	Rhythm, intonation, pronunciation and sound of a language, accent, diction, elocution, dialect, register. Used frequently as the Māori equivalent of 'dialect'.

NCEA level 2 or above	NCEA is a secondary school qualification, usually studied in year 12.
Non-public service departments	Government departments outside the public service, and with a greater degree of independence from government. This includes agencies such as the New Zealand Defence Force and New Zealand Police.
NZQF level 2	A certificate at level 2 on the New Zealand Qualifications Framework which qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.
NZQF level 6	A certificate or diploma at level 6 on the New Zealand Qualifications Framework qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised/strategic context.
Ohu	Working group, communal working effort.
PSA	New Zealand Public Service Association – the union representing central government, state-owned enterprises, local councils, health boards and community groups.
Public service departments	Departments of the public service, which are close to Ministers and part of the legal Crown. Examples include Te Puni Kōkiri and the Ministry of Education.
Rangatahi	Youth, young person.
Spectrum	Radio spectrum. This is managed by the Ministry of Business, Innovation and Employment on behalf of the Crown. This includes management allocating rights for use.
Tāngata matatau ki te reo	People knowledgeable in te reo Māori. Roughly equivalent to people who have level 4 or 5 proficiency as measured in Te Kupenga survey.
Te Kupenga	A post-census survey of a sample of the Māori population over 15 years of age run by Statistics New Zealand in 2013 and 2018.
Te Mātāwai	A statutory entity established by Te Ture mō te Reo Māori 2016 to provide leadership on behalf of iwi and Māori in revitalising te reo Māori.
Tikanga	Practices, ethics and ways of doing things that are derived from Māori culture. Rooted in the word 'tika', meaning 'right'. The right way of doing things according to a Māori world view.
Whānau Ora	A holistic approach to delivering services that aims to promote whānau aspirations.

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