



# **Maihi Karauna Strategy Public Consultation Report**

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September 2018



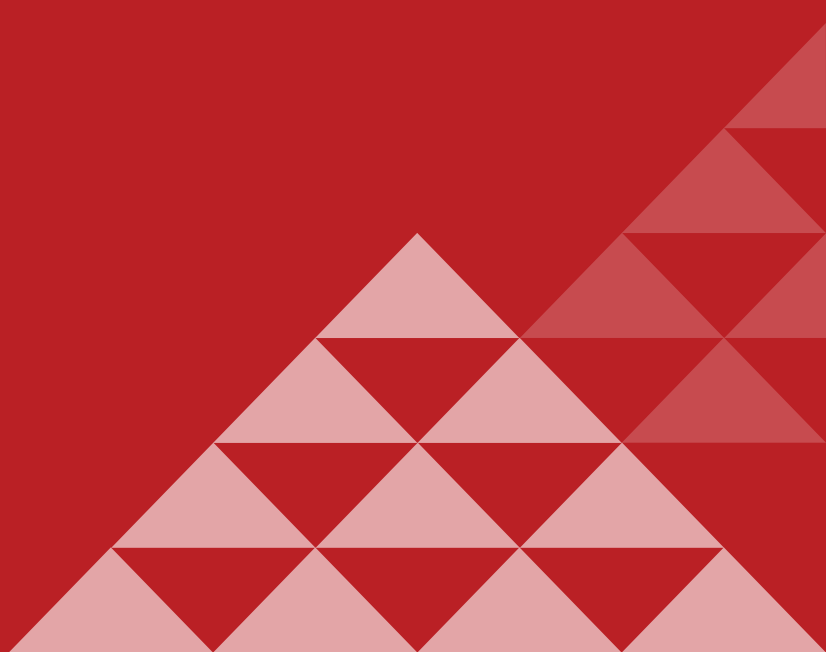
**Te Puni Kōkiri**  
MINISTRY OF MĀORI DEVELOPMENT

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*Front Cover Image: Rangatahi are a key focus group for the Maihi Karauna strategy. Their views have been reflected in this report. Photo by Adrian Heke.*





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# Executive Summary

An online public consultation was undertaken in September 2018 to seek feedback on key elements of the Maihi Karauna, the Government's te reo Māori strategy. The level of response and the nature of the feedback clearly showed a strong passion and interest in te reo Māori and its place in the national identity of Aotearoa New Zealand, and the Crown's responsibility in developing a strategy for all New Zealanders. A total of 2,154 responses were made to the public consultation. This report presents the results of this consultation on the Maihi Karauna strategy.

## Summary of key findings

As the public consultation intended, the responses provided good insights and suggestions for changes to the goals, priorities and priority groups of the Maihi Karauna to take it to its final stages, for example:

- lifting the audacious goals to reflect a greater level of ambition
- renaming the Aotearoatanga outcome to be more explicit about being inclusive of all New Zealanders
- making clear the measurement of Maihi Karauna to see how progress can be tracked
- consider changing the priority groups – for example, by removing public servants and/or adding whānau and adults
- adding a new priority for increasing the capacity and capability of the workforce in Māori medium education.

Helpful suggestions were made to ensure the implementation of the Maihi Karauna would achieve its vision, goals and priorities. Some of the main ones were:

- Developing a baseline of capacity and capability across government agencies, and establishing a consistent approach to valuing te reo Māori and how it is used within agencies
- Working with local government, private sector and local iwi, hapū and whānau to generate opportunities and ideas, including resources
- Creating access for all communities to achieve te reo acquisition by involving them in the planning and implementation of the Maihi Karauna
- Ensuring both maihi in Te Whare o te Reo Mauriora (partnership model) are complementing each other to achieve their goals for the revitalisation and normalisation of te reo Māori, and recognising national and international conventions.



*Above: Many of our staff were involved in analysing feedback and then incorporating that into the final Maihi Karauna strategy. Photo by Adrian Heke.*



## Introduction

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### Purpose of the public consultation on the Maihi Karauna strategy

The purpose of the public consultation was to seek feedback on the key components of the Maihi Karauna strategy. The consultation was designed to gather insights into further refinement needed for the strategy, and to see if it was heading in the right direction to revitalise te reo Māori.

### Our approach

The requirements under the Act, Te Ture mō te Reo Māori 2016, were for the Crown to develop a te reo Māori strategy. The intent of the public consultation was not to seek views on whether to have a te reo Māori strategy or not. Demographical details of respondents were not collected, as it was more important to observe what people had to say about the Maihi Karauna rather than focusing on who was saying what.

The public consultation was an open, anonymous process and all New Zealanders were encouraged to participate. Consultation was open between 3 August and 30 Mahuru 2018. An online survey and an invitation to submit fuller written submissions by email enabled a broader reach of respondents (including a significant number of Māori language online communities). Using online consultation also meant a fast turnaround of responses.

### Questionnaire development

The survey questionnaire using Survey Monkey was available in te reo Māori and in English. There were seven questions: six main questions about specific aspects of the strategy and one additional question (Question 7) seeking general feedback on the strategy. The questions from one to six allowed respondents to either disagree or agree and to provide any further comments. Responses to Question 7 were mostly addressed in the written submissions. The key findings from the written

submissions are outlined on page 18.

The six main questions were:

1. Do you agree with the vision of the strategy, 'Kia Māhorahora te reo - Everywhere, Every way, Everyone, Every day'?
2. Do you agree with setting a goal that New Zealand should value te reo Māori as a key part of national identity?
3. Do you agree with a goal for one million New Zealanders being able to talk about basic things in te reo Māori by 2040?
4. Do you agree with a goal for 150,000 Māori speaking te reo Māori as a primary language (at least equally with another language) by 2040?
5. Do you agree with the priorities in the strategy?
6. Do you agree with the priority groups in the strategy – tamariki / rangatahi, proficient speakers and public servants?
7. Do you have any other comments about the Maihi Karauna Strategy?

### Responses at a glance

Facebook posts and a webpage provided general information and links to the survey including information about where to send email submissions. A total of 2,154 responses were made to the draft strategy. There were 2,015 responses to the online survey including 1,927 responses made in English and 88 responses in te reo Māori. There were 139 email responses received in total. Of the 139 emails, 21 of these had written submissions attached. Fourteen of these submissions were from organisations and seven from individuals.

Figure 1 below shows there was a surge of responses from 25 – 30 September 2018, which made up 66.8 per cent of all feedback. Not all of the responses received during this period were negative, although most of the negative responses (approx. 80%) came in at this time.

A substantial submission representing 857 people, who were largely supportive of the Maihi Karauna, was also received during this time which then boosted the number of positive responses overall.

**Figure 1** Online submission counts time series (for English survey form)

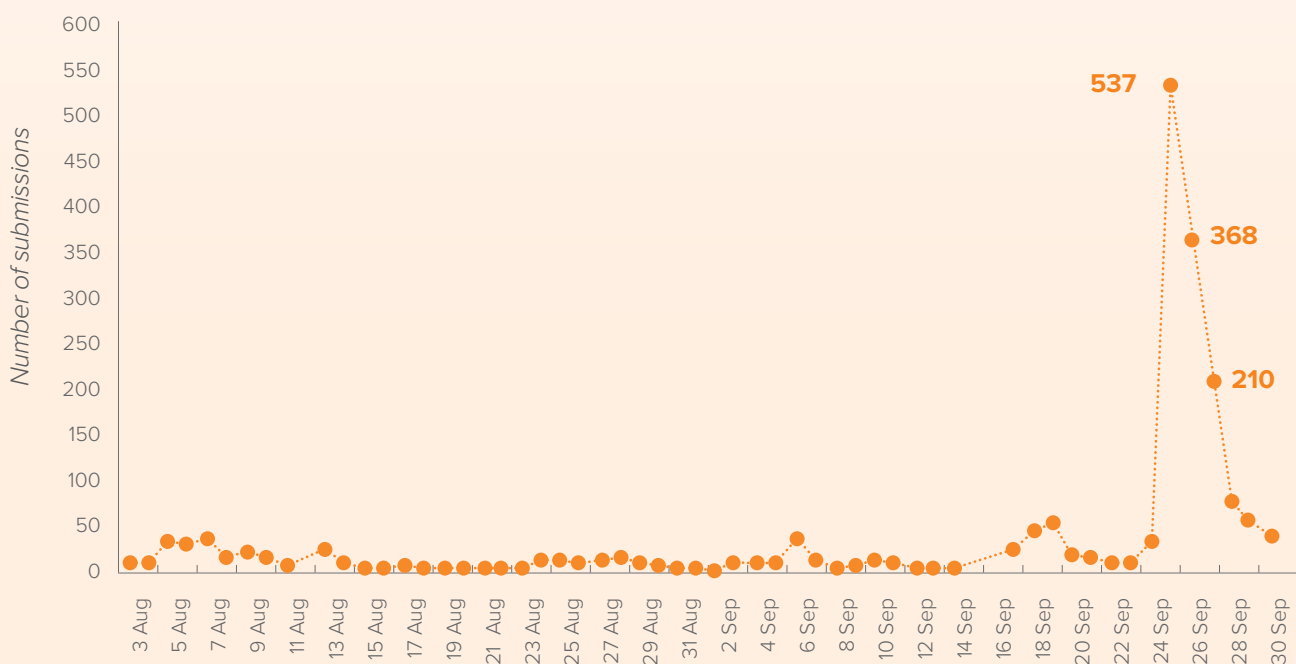


Table 1 (below) provides a composite scale showing the extent to which respondents either agreed or disagreed with the strategy (up to 24 September and after 25 September 2018). Those who agreed to some extent with all six questions could be said to be supportive of the strategy (those in the green section of the scale). Those who disagreed to some extent with all six

questions could be said to be critical of the strategy (those at the orange and red shaded section of the scale).

Respondents who were supportive of some aspects of the strategy but not others are represented as the middle ground (those in the yellow shaded section of the scale).





*Because consultation was online, whānau were able to make submissions on the go. Photo by Adrian Heke.*



The table also shows that many more respondents (both supportive and critical) made their submissions in the last few days of the survey (after 25 September 2018).

**Table 1:** Breakdown of responses before and after 25 September 2018 (scale 6 = high, 1 = low)

	Critical				Middle Ground				Supportive					
Composite scale	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	Grand Total
Up to 24th	116	6	36		7	12	17	25	27	2	63	6	323	640
25th Onward	497	19	96	8	32	17	13	31	30	3	79	10	452	1,287
Grand Total	613	25	132	8	39	29	30	56	57	5	142	16	775	1,927

## Analysis methods

A thematic analysis approach<sup>1</sup> was used to code and analyse the responses to the online survey. The research team examined the responses to identify distinctive patterns in the feedback and coded them accordingly. The following steps were taken in this phase of analysis:

- familiarisation with the data
- coding
- looking for emerging themes
- defining and naming themes
- write up.

Coding tasks were distributed across the team using a unique ID numbers process to keep track of work, as well as indicating the sources of quotes and for coded data reconciliation. Cross-validation of work across the team was undertaken as well as extracting noteworthy quotes. These quotes were used for contextualising the emerging themes.

<sup>1</sup> School of Psychology, Auckland University. (ND). About thematic analysis. Retrieved from <https://www.psych.auckland.ac.nz/en/about/our-research/research-groups/thematic-analysis/about-thematic-analysis.html>, Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, vol 9(3), pp3351-33514., and Andrasik, M., Frey, S., & Endeshaw, M. (2014). Qualitative Methods: Coding & Data Analysis. CFAR SPRC Qualitative Methods Workshop Series. Retrieved from [https://depts.washington.edu/cfar/sites/default/files/uploads/core-program/user70/Qualitative%20Methods%20Workshop\\_Coding\\_05-2014.pdf](https://depts.washington.edu/cfar/sites/default/files/uploads/core-program/user70/Qualitative%20Methods%20Workshop_Coding_05-2014.pdf)



### Analysing email submissions

Online survey responses and written submissions showed a close similarity in the overall analysis. Written submissions included helpful suggestions for improvements e.g., re-wording of goals, and suggestions for more realistic timeframes.

The research team also undertook a thematic analysis approach to examining the written submissions with a

view to identifying implications for the implementation of the strategy. Such was the nature of the submissions, which were focused on providing broader feedback about the actions that government could take to ensure the achievement of the Maihi Karauna.

More information on the findings from that analysis is presented later in this report (see Key Findings from the written submissions on page 18).

*Below: Our staff sifted through over 2000 responses. Photo by Adrian Heke.*



## Key findings from the survey questionnaire

In this section, the results of the responses to each question from the online survey and from the written submissions (where reference was made to the survey questions) are discussed. There are similarities with themes across the responses to questions. Quotes are also included to illustrate the depth of feedback relative to each question, along with key themes from the responses.

### Question 1:

Do you agree with the vision of the strategy, 'KIA MĀHORAHERA TE REO - Everywhere, Every way, Everyone, Every day'?

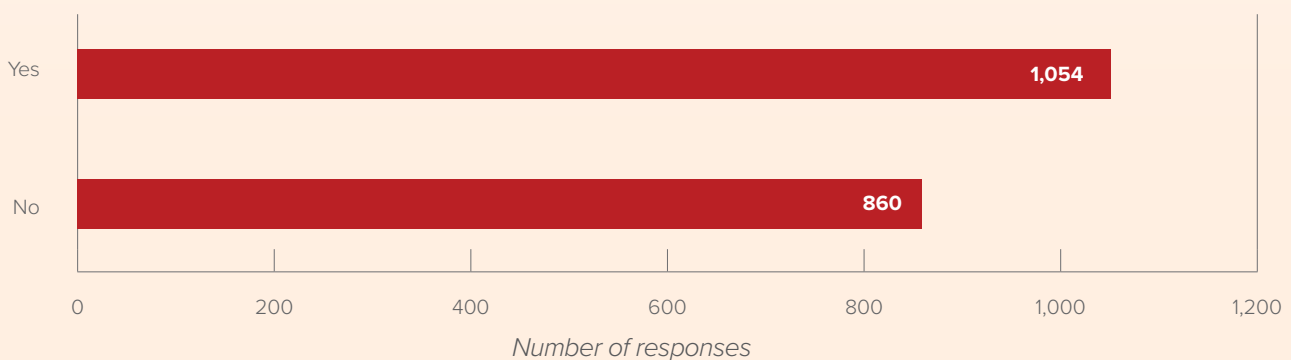
In total, 1,054 people agreed and 860 people disagreed with the vision of the strategy in the English questionnaire. 85 people agreed and three disagreed in the reo Māori questionnaire.



Above: Majority of responses agreed that te reo Māori should be available everywhere, every day, every way, and for everyone. Photo by Adrian Heke.

**Figure 1** Q1 Yes/No

Do you agree with the vision of the strategy, 'KIA MĀHORAHERA TE REO - Everywhere, Every way, Everyone, Every day'?





## Key themes

Four main themes emerged from the responses to question one, which largely supported the vision of the strategy - status, use, acquisition and identity.

The status theme referred to te reo Māori being an official language and that the Maihi Karauna was giving effect to the status of te reo Māori. This theme also focused on te reo Māori being of the indigenous people or tangata whenua of Aotearoa:

*“Te reo Māori is the first language of Aotearoa and is linked to the identity of Aotearoa. It needs to flourish and will only strengthen if it is used and valued.”*

*“Moku nei, ko te reo Māori te reo taketake o te whenua nei ka tika ma tatau kia whakamanawa kia whakautengia i too taatau whenua ma te korero hia i too taatou reo kia paoro rotia ki ngaa whaitua katoa o te motu.”*

*(In my view, te reo Māori is the indigenous language of the land and it is only right that we all honour and respect it through speaking a common language that resonates within, out and across the country).*

The use of te reo Māori emerged in the context of supporting the core concepts of *Kia Māhorahora* (everywhere, every way, everyone, every day). More specifically, normalisation of te reo Māori was the focus of this theme. Coupled with the *status* theme, normalisation of te reo Māori was seen as an important step to becoming a bicultural nation:

*“Māhorahora te reo is the only way for the language to survive - it must be heard, spoken and enjoyed.”*

The *acquisition* theme emerged as people discussed the need for multiple pathways to learn te reo Māori, particularly around improving the availability of language learning opportunities so that a much wider range of people can access them:

*“Te reo Maori is currently only accessible in certain places, situations, and at certain times. For the reo to gain momentum, it needs to be made accessible everywhere and at all times. Te Wiki o te reo Māori (Māori Language Week) needs to be a daily thing.”*

The theme of *identity* was similar to that of the status of te reo with a distinct focus on valuing te reo Māori as a taonga. This theme also gave weight to te reo as one of the prerequisites to establishing a collective or national identity:

*“Ko te reo Māori he reo rangatira, he taonga tuku iho. Taketake ake i tēnei whenua.” (The Māori language is a noble language and a treasure, gifted to us from our ancestors. It is native to this land).*

*“I believe the importance of te reo Maori as a national taonga should be reflected by use (usage) in all levels of our society.”*

Although generally supportive of the Maihi Karauna vision, some people called for further clarification in connecting the strategy holistically, with the priority groups and the phrasing of the vision.

*“Mostly easily understandable. After reading the strategy on a page, I'm unsure what 'every way' means though.”*

Themes that emerged in the feedback from those who disagreed with the vision included:

- opposition to the vision and the vision statement, “kia māhorahora te reo”
- perceived compulsion of te reo and that compulsory learning was the only way to achieve the goals
- a waste of taxpayers' money
- more pressing priorities to focus on e.g., housing and employment.

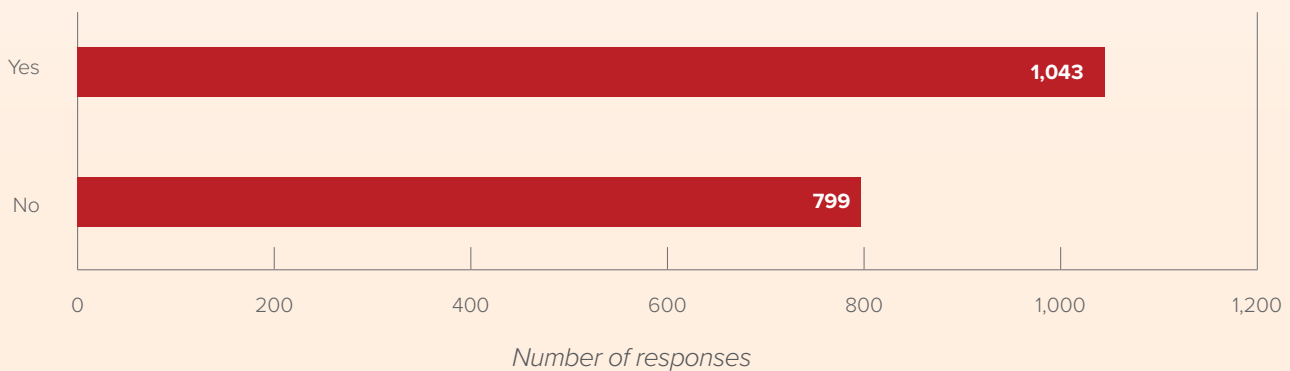
### Question 2:

Do you agree with setting a goal that New Zealand should value te reo Māori as a key part of national identity?

In total, 1,043 people agreed and 799 people disagreed with Question 2 in the English questionnaire. 73 people agreed and one disagreed in the reo Māori questionnaire.

**Figure 2** Q2 Yes/No

Do you agree with setting a goal that New Zealand should value te reo Māori as a key part of national identity?



### Key themes

Similar to the first question, *status* and *identity* themes emerged, emphasising that te reo Māori is the most distinctive feature of New Zealand's national identity.

*"Ki ahau nei, ā-motu nei, e kaha haere ana ō tātou ngākau aroha mō te reo, ā, kei te whiti te reo ki tua o te kiri o te motu, tau kē :)" (In my view, when it comes to the nation, the love that people feel towards the language is strengthening. The language shines a light on the collective identity of the nation. Awesome :)."*

*"Te reo Māori offers incredible cultural value to New Zealand. The benefits of bilingualism are*

*innumerable, and despite the protests to the contrary, the most logical (and equitable) language for us to adopt as a nation is te reo Māori."*

Themes emerged reinforcing negative responses to national identity, including that the strategy is a burden on taxpayers, and that te reo Māori is for Māori only and has no value to the nation.

*"It discourages tourism, and polarises the local population too."*

*"I quite firmly believe that the beautiful language needs to be saved by Maori and not the taxpayers."*

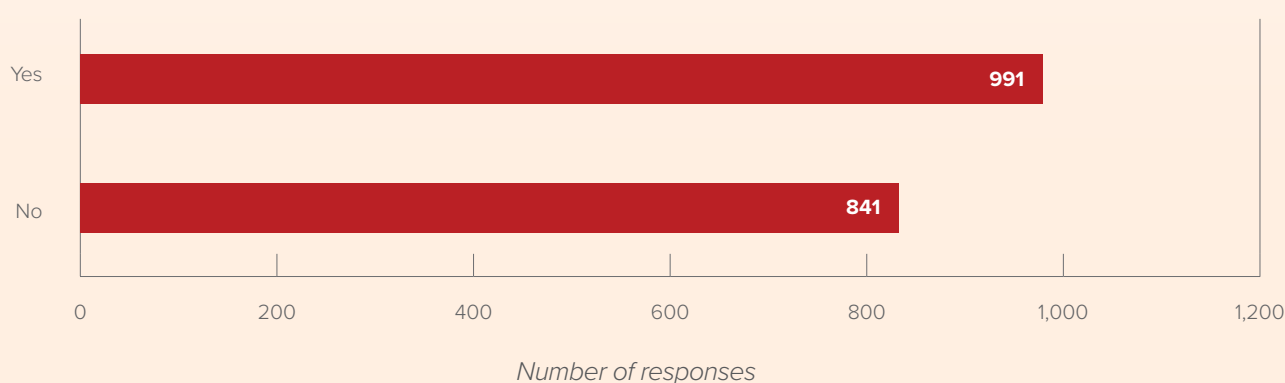
### Question 3:

Do you agree with a goal for one million New Zealanders being able to talk about basic things in te reo Māori by 2040?

In total, 991 people agreed and 841 people disagreed in the English questionnaire to Question 3. 67 people agreed and six disagreed in the reo Māori questionnaire.

Figure 3 Q3 Yes/No

Do you agree with a goal for one million New Zealanders being able to talk about basic things in te reo Māori by 2040?



### Key themes

Support for the goal came through but with clear messages to “be more audacious”, or “aim higher.” Responses were specific about what this meant, for example, “make the timeframe shorter” and “raise the target number of speakers”. Raising the target number of speakers referred to the potential growth in population by 2040 and that one million speakers would not be audacious enough by that time.

*“As of March 2018, the population of New Zealand was just over 4.8 million, and is only going to grow from there. Why only one million? Set a goal of at least 30-40% of the New Zealand population in 2040, to be able to talk, or even know the basics of te reo Māori.”*

There was some concern over what “basic” might mean and whether having a level of capability to speak about

basic things in te reo Māori would be enough to sustain and grow the language.

*“I like the goal, but I also think that the bar could be lifted for what counts as being able to talk about basic things. I am probably wrong here, but for me, talking about something and being able to recite a couple of isolated phrases is not enough to actually talk about something.”*

Similarly, to the previous questions, a number of people strongly believed that normalisation of te reo is realistically achievable with the audacious goals. This theme emerged as seeing the audacious goals as the means to normalise te reo.

A strong theme of resourcing or the lack of it came through, suggesting the need for a realistic commitment



to this goal. While there was a call for action, there was also concern for how the training of teachers and the development pathways for potential teachers would be achieved.

*“Yes. Only if there are adequate resources and funding available to achieve this goal. For example, don't dump all the pressure on already over worked primary school teachers. You must honour and support the teachers you expect to teach it.”*

An equally strong theme from negative responses to this question commented on te reo Māori being a “dead

language,” that “English is our primary language,” and that “Māori should learn to speak English first.”

*“It's a DEAD DEAD language so should be for Māori and optional.”*

*“Te Reo is not and should never be a primary language. It will not get you a job or advance you anywhere in the world and there will also be very little need for it in New Zealand. Learning Mandarin would be far more beneficial but again that should not be legislatively compulsory.”*

*Below: Some responses indicated concern regarding resourcing and training for teachers to help achieve the goals in the strategy. Image courtesy of the Ministry of Education.*



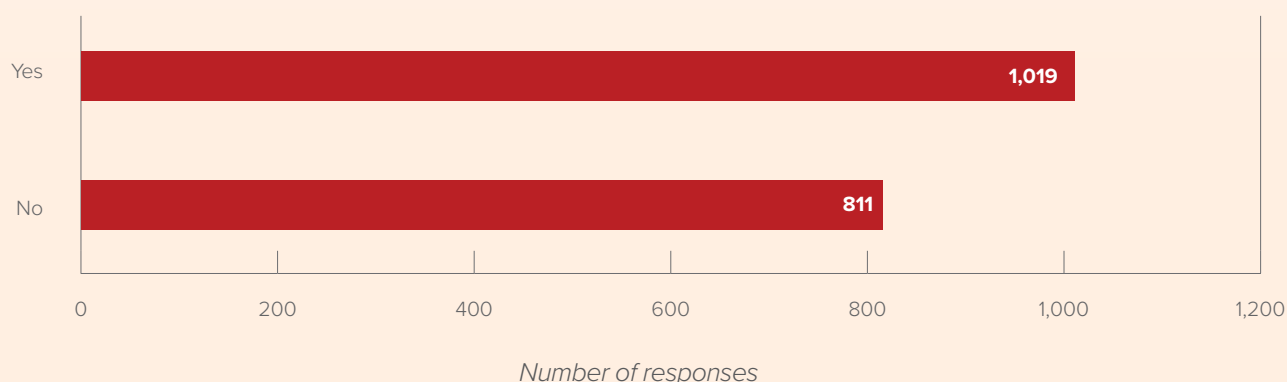
**Question 4:**

Do you agree with a goal for 150,000 Māori speaking te reo Māori as a primary language (at least equally with another language) by 2040?

In total, 1,019 people agreed and 811 people disagreed to Question 4 in the English questionnaire. 68 people agreed and three disagreed in the reo Māori questionnaire.

**Figure 4** Q4 Yes/No

Do you agree with a goal for 150,000 Māori speaking te reo Māori as a primary language (at least equally with another language) by 2040?



Above: Identity was a key theme carried through many of the responses. Photo by Adrian Heke.

**Key themes**

Consistent with the previous two questions, identity also came through strongly in response to this question.

*"That's only like 25,000 more than the last census; this is achievable long before 2040 if the government are serious about this revitalisation."*

Underlying these responses was clear support for having goals. Specific to this question, was support that this goal should be determined by Māori not by government.

The most prominent theme in this question was a strong desire to move the timeframe forward to 2030, with commentary stating that it is attainable or within reach.

*"I think it is important because te reo Māori was almost lost. I am Māori and I should have had access to my culture growing up regardless of whether my parents wanted me to or not. It is my birth right."*



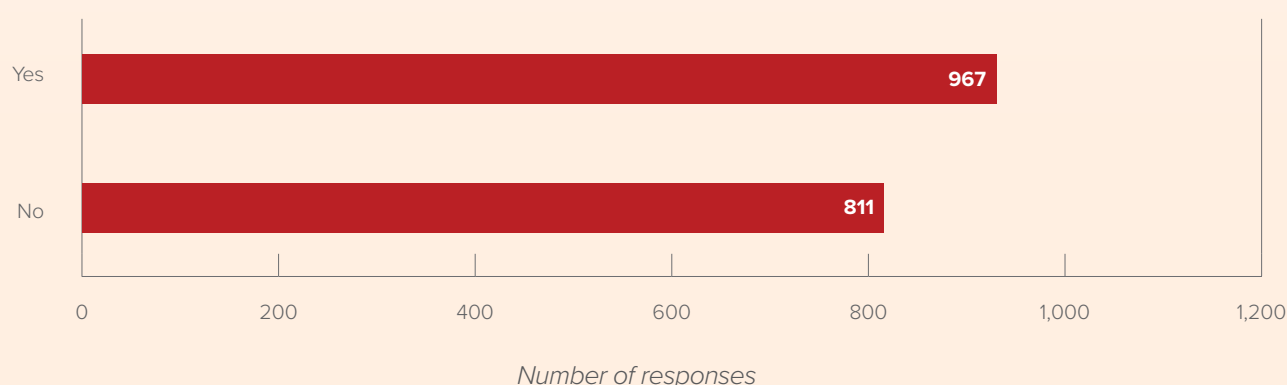
### Question 5:

Do you agree with the priorities in the strategy?

In total, 967 people agreed and 811 people disagreed with Question 5 in the English questionnaire. 53 people agreed and one disagreed in the reo Māori questionnaire.

Figure 5 Q5 Yes/No

Do you agree with the priorities in the strategy?



### Key themes

While many people were supportive, concerns were expressed around how the priorities were set. There was considerable comment on the lack of measurement identified in the Maihi Karauna and therefore concern that it would be difficult to track progress towards the achievement of the goals.<sup>2</sup>

Some said the priorities were not specific enough; some also questioned what would constitute “basic knowledge of te reo”. This theme also came through strongly in the te reo Māori questionnaire as well.

*“There is a massive jump from current priorities to ‘medium term’ priorities. Being excited about the language does not necessarily result in better broadcast content (or this of itself being of value). Likewise, basic knowledge is far from highly proficient.”*

Similarly, many interrogated the term, *Aotearoatanga*. This term was seen as an unfamiliar concept to many, with many respondents asking for more clarification of the term. A cautionary message was not to undermine hapū and iwi identities, especially the dialects of the respective iwi and hapū.

*“Aotearoatanga continues the idea of nationalism, which we disagree with. This outcome in particular needs to reflect the unique roles of hapū and the Crown (as a reflection of the Te Tiriti) in contributing to the growth of te reo Māori me ngā tikanga.”*

The *Mātauranga* audacious goal was also seen as problematic, as many perceived a mismatch between the current situation surrounding ako reo (learning te reo) and the priorities. While the *Mātauranga* audacious goal was largely supported, a number of respondents felt that the education system, as it is currently set up, is not capable of reaching the target.

<sup>2</sup> A monitoring and evaluation framework has been developed and will be published with the strategy when it is released.



*“Mātauranga is also too weak, thinking that in 2040 yes 1,000,000 will have learnt some Maori and therefore not very challenging.”*

In relation to the *Hononga* audacious goal, a theme emerged around prioritising local level commitment to bilingual towns and cities. This theme reflects people’s desire to see actions on the ground, around their homes.

*“He mea nui te whakatairanga i te reo i ngā huihuinga tūmatanui pērā ki Te Wiki o te Reo Māori me Matariki. I ēnei rā ka kite i ngā hua o te whakatairanga i aua*

*kaupapa i ngā tāone nui o Aotearoa nei. Me tautoko hoki ngā kaunihera kia whakanuia te reo i ngā hapori puta mai i te motu.” (It is important to promote te reo in public gatherings such as Māori Language Week and Matariki. These days we can see the benefits of promoting these things in the main cities of New Zealand. Councils should also be supported to promote te reo in communities across the nation.)*

*“Would be great to see local government (towns and cities) getting on board ASAP to support te reo in every day transactions and experiences.”*

*Below: Another key theme emerged around prioritising local level commitment to bilingual towns and cities. Image courtesy of Te Taura Whiri.*



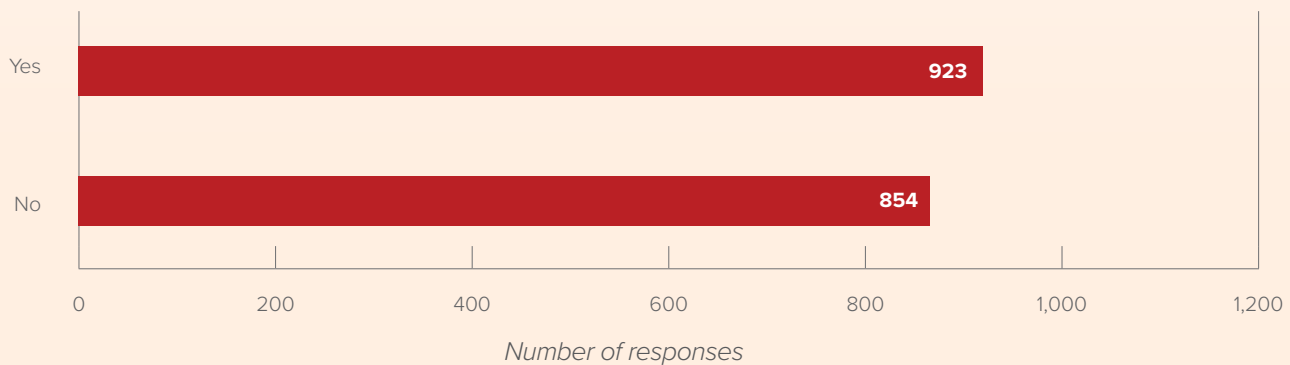
### Question 6:

Do you agree with the priority groups in the strategy – tamariki / rangatahi, proficient speakers and public servants?

In total, 923 people agreed and 854 people disagreed with Question 6 in the English questionnaire. 48 people agreed and six disagreed in te reo Māori questionnaire.

Figure 6 Q6 Yes/No

Do you agree with the priority groups in the strategy – tamariki / rangatahi, proficient speakers and public servants?



### Key Themes

There was a solid consensus around having tamariki / rangatahi as one of the priority groups because it was about being future-focused.

*“Our children are our future it has to start from preschool to when they leave high school. One generation learns it. Second generation brings Te reo Māori to life. Third generation.... that cements it forever.”*

Some called for amending the priority groups. The most preferred priority groups identified across the responses to this question were adults, parents, whānau, and teachers.

*“E kore te reo e ora i te paunga moni ki te rāngai tūmatanui. Ka ora te reo i te kāinga kōrero Māori, i te hāpori kōrero Māori e noho rā aua kāinga. Mō te whakaaweawe i te tangata matatau kia matatau ake, e hika e!” (Te reo will not live as a result of spending money on the Public Service. It will live in Māori speaking homes and in the Māori speaking*

*communities in which those homes are placed. As for focusing on making those who are already highly proficient even more proficient – for goodness sake!).*

*“Do teachers go under public servants? What if you make teachers fluent as a norm and then their influence on a generation of tamariki - boom”.*

Another theme emerged over the inclusion of public servants in the priority group. Some stated public servants should have some te reo Māori proficiency as a default. In addition, public servants using te reo was a step towards embodying the Crown’s Treaty obligation.

*“The Crown has a duty to uphold the Treaty and has an obligation to protect te reo Māori. Our next generation is key in implementing the strategy with the support of proficient speakers.”*







## Key findings from the written submissions

This section discusses the feedback from the written submissions, which offered more than a direct response to the survey questions. All of the written submissions supported the Maihi Karauna generally. There were practical suggestions for implementation and implications for the Maihi Karauna within the partnership model, Te Whare o te Reo Mauriora.

*“I think this is about more than education and speaking a language, the success of this vision also has the potential to reduce racism, poverty and violence in Aotearoa.”*

### Overview of feedback from written submissions

As earlier reported, 14 of the 21 written submissions were from organisations with an interest in the revitalisation and usage of te reo. Many were already implementing activities to strengthen capability amongst their staff and saw the Maihi Karauna as a means to better resource their efforts. Others saw the Maihi Karauna as a starting point for developing a plan to take action to revitalise te reo Māori in their organisations.

One submission came from a community organisation who supported government action to help te reo Māori flourish. This submission collected the views of 857 people, and noted that the majority of their respondents were Pākehā (with a number of migrants and Māori).

*Left: As well as completing an online survey, some groups submitted detailed written submissions.  
Photo by Te Rawhitiroa Bosch.*

### Key themes

Written submissions tended to provide more detail than the survey responses, in particular, around the implementation of the Maihi Karauna. The key themes from the written submissions are set out below.

#### The broader context of the Maihi Karauna

There was reference to Maihi Karauna as being in a partnership<sup>3</sup> and operating within a broader context. Feedback suggested that the Maihi Karauna needed to work in unison with the Maihi Māori (Iwi/Māori strategy) in order for te reo Māori to strengthen.

A number of submissions drew a link between the position and status of te reo Māori as an official language which gives rise to the recognition of the “right to cultural and linguistic access.”<sup>4</sup> The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) acknowledges the needs of groups within indigenous populations such as wāhine, kaumātua, tamariki, rangatahi and whānau hauā (disabled).<sup>5</sup>

#### Make te reo Māori a core subject in schools

There were calls for making te reo Māori a ‘core’ subject in primary schools. Addressing teacher workforce development, providing scholarships and incentives, and placing language assistants alongside classroom teachers, were all suggestions to support te reo Māori becoming a core subject.

3 Te Whare o te Reo Mauriora – a partnership model developed under Te Ture mō te Reo Māori 2016, which includes the Maihi Karauna (Government strategy) and the Maihi Māori (Iwi/Māori strategy). Under the Act, both partners agree to collaborate on the protection and revitalisation of te reo Māori.

4 United Nations Declaration on the Rights as Persons with Disabilities (Article 30)

5 United Nations Declaration on the Rights of Indigenous Peoples (Article 22)

Teacher education and resourcing to increase the numbers of teachers in both mainstream and Māori medium schools was a recurring theme. Similarly boosting the numbers of students attending kura kaupapa Māori medium schools was supported, with more in-depth learning pathways being made available.

*“Make it a compulsory aspect of teacher training programmes so that all teachers have the basics and more confidence to use te reo.”*

Some saw that current initiatives for learning te reo need to be better resourced to enable a broader reach across communities. There was a strong sentiment that there is “no need to reinvent the wheel.” There was also a call for resources to be produced for whānau in their homes to reinforce normalisation efforts.

### Develop a national languages policy

A move to raise the profile of language diversity and mitigate “English-only” attitudes came through, advocating for the development of a national languages policy. The policy would recognise all languages with te reo Māori as the platform.



Above: Some submissions suggested bilingual signage should be compulsory. Image courtesy of Fletcher Construction.

### Migrants – a potential priority group

A strong message advocated for a focus on migrants who already have an ability to speak multiple languages, and whom are therefore highly receptive to learning te reo Māori. Further to this was that migrants had an expectation that Aotearoa New Zealand was already a bilingual country, so there was strong support for the vision for Maihi Karauna for te reo to be more visible and to become normalised.

*“Most people I have met in non-Anglo parts of the world can speak more than one language and have a broader concept of humanity because of that. We need to stop being lazy, mono-cultural English speakers and open our minds to other ways of thinking. Māori language and culture will benefit everyone in New Zealand.”*

### Local government participation

There was some discussion about local councils having an important part to play in implementing the Maihi Karauna. Getting behind the idea of bi-lingual towns and cities (e.g. Wairoa and Wellington), was seen as giving effect to the vision for Maihi Karauna. In addition, working with local iwi, hapū and whānau to generate ideas to make te reo more visible in communities, was another suggestion.

*“Introduce mandatory te reo signage in all public areas (enshrined in local government plans/guidelines, Building Act 1991), and other legislation, and introduce bilingual language for all media publications.”*

### Ensure Maihi Karauna is inclusive of all communities

A consistent message was that Maihi Karauna must be more inclusive to ensure that all groups in society, particularly those who are differently abled intellectually and physically, have access to resources and opportunities. Greater access to resources and opportunities were seen as important to ensure as the strategy is being rolled out.

## Building capability within the Public Sector

It was felt that there was a lack of support for valuing te reo Māori across Public Sector agencies. It was thought that a stocktake across government agencies to develop a baseline of capability and resource would be a good first step for planning how to build capability.

*“The skill of speaking Māori is used by the organisation but it is not given value in any form. There is a reliance on those that can speak fluently but no type of recognition.”*

Collaboration between local and central government agencies, communities and the private sector, was part of this theme particularly to reinforce capability and implementation.

## Te reo learned in tandem with tikanga Māori

There were clear messages about learning te reo alongside learning about Māori culture, te ao Māori (the Māori world) and specific tikanga in the context of what is being spoken about. Similarly, there were calls for Māori history to be taught in schools and learning about local history and stories, and valuing Māori history as New Zealand history. There was a thread of this theme coming through the online survey responses as well, particularly in relation to history being a key part of identity.

*“I’m sure it goes without saying but also learning about tikanga Māori will support the use of te reo and respectful and accurate cultural awareness and understanding.”*

## Safe-guarding

For the sustainability of te reo, it was thought that the Maihi Karauna needs to demonstrate a long-term priority for the protection of te reo Māori e.g., complementary policies to safeguard Māori images and commercialisation.

## Te reo acquisition is also about wellbeing

There was a strong suggestion that the Maihi Karauna should adopt a Māori concept of wellbeing. This further extended to the importance of te reo not being learned or used in isolation of tikanga Māori but as one element of te ao Māori. It also aligned with the idea that to have proficiency in te reo Māori, contributed to the hauora (health) of a person and their ability to participate in cultural events, iwi affairs, and marae hui etc. with a level of confidence.

*“We want our kids to be confident in their own tribal and hapū knowledge.”*

*“Language is the most precious part of any culture. Once a language is lost, the rest of a culture stands little chance of survival. This is yet another reason for looking after the Māori language.”*

## Conclusion

The online consultation has generated a strong response to the Maihi Karauna. While there were contrary views to aspects of the strategy, there was overall support and helpful suggestions for implementing the strategy. The feedback provides a timely reminder in the ongoing development and implementation of the strategy, that te reo Māori is an important marker in helping to shape the nationhood of Aotearoa New Zealand.





## Disclaimer

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*Left: A consistent message was that the Maihi Karauna must be inclusive. Photo by Adrian Heke.*

*Back Cover: One of the helpful suggestions made during public consultation was to make access easier for public to be engaged in the planning and implementation of the Maihi Karauna. Photo by Adrian Heke.*



Te Kāwanatanga o Aotearoa

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