

# Ma te Reo Strategy: Te Hiku o te Ika



## Rarangi tataki: *Contents*

1. Nga tatai o te kaupapa: *Purpose of this strategy*
2. He mahi whakatakoto kaupapa: *Process of developing this strategy*
3. Te ahuatanga o te reo Maori i Te Hiku o Te Ika: *State of Te Reo Maori*
4. Tirohanga whanui: *Vision*
5. Nga Take Hohunu: *Key Issues and Challenges*
  - a) Te reo Maori is still in crisis in Te Hiku o Te Ika
  - b) The number of young people learning te reo
  - c) Parental and whanau attitudes
  - d) The lack of quality te reo options in some schools
  - e) Fulfilling the roles at our marae
  - f) The depth of te reo
  - g) The limited number of places where te reo is spoken
  - h) Recognition
  - i) Coordination and networking
  - j) The need to mandate a group to lead
6. Nga rarangi tohutohu: *Guiding principles of this strategy*
7. Nga whainganga matua me nga hua: *Long term goals and measures*
  - Growing language skills
  - Increasing language use
  - Improving education opportunities
  - Developing community leadership
  - Increasing recognition of te reo Maori
8. Nga kaupapa mo nga tau e rima: *Five year strategies:*
  - Strategy one: Focus on Schools
  - Strategy two: Focus on teachers and tutors of te reo Maori.
  - Strategy three: Focus on our marae.
  - Strategy four: Focus on increasing the use of te reo Maori.
  - Strategy five: Focus on leadership and coordination.
9. Me pehea etahi ropu e takoha? *How can other organisations contribute?*
10. Audiences for this plan
11. Panga: *Appendices*
  - Action plans
  - Practical project ideas
  - Maori Language Survey

## **1. Nga tatai o te kaupapa:** ***Purpose of this strategy***

The purpose of this strategy is to provide a focus on the revitalisation of te reo Maori in Te Hiku o Te Ika. It has a 25 year span intended to ensure te reo Maori flourishes into the next generation. The strategy is intended to be a resource document and a catalyst for action and change. The strategy can be used by a wide range of groups and organisations that want to take up the challenge of revitalising and restoring te reo Maori for the generations to come. It is hoped that the strategy provides some leadership and direction that will ensure positive long term outcomes.

## **2. He mahi whakatakoto kaupapa:** ***Process of developing this strategy***

This strategy has been developed by Te Hiku o te Ika people who are involved in the revitalisation of te reo Maori. It is informed by the national Maori Language Plan 2003 and information from Te Taura Whiri i te Reo, Te Puni Kokiri and the Department of Statistics. It also builds on the Maori Language Act 1987 which provided recognition of te reo Maori as an official language.

The Far North Education Council made up of iwi, hapu, whanau, community representatives and educators have for some time been developing a plan for the coordination of education initiatives across Te Hiku o te Ika. The group has identified four strands for priority focus including academic achievement, te reo Maori, integration of Maori culture, and the engagement of the community.

In June of 2004 local community hui were held to focus on te reo. The hui disseminated information about language statistics, planning, and initiatives. Workshops based on different rohe groupings worked through the issues and provided the base material for this plan. A working group has pulled all the material together and has been assisted by Ma te Reo funding to develop this strategy. These resources have allowed for planning expertise to be brought in and further consultation work to be undertaken on the strategy.

## **3. Te ahuatanga o te reo Maori i Te Hiku o Te Ika:** **State of te reo Maori in Te Hiku o te Ika**

Based on a 2001 Maori Language survey about 25% of the Maori adults can converse in te reo Maori. The figures for Tai Tokerau are slightly higher at 30% and the figures for Te Hiku o Te Ika are around 38% for members of Te Hiku o Te Ika iwi groups living within their own rohe. (refer to appendix). The numbers of children learning te reo across Tai Tokerau was only 22% and the number of adults undertaking te reo courses was 12%.

The Maori Language survey results are viewed by many as highly optimistic. There is a concern that basic levels of language are credited as language proficiency. This tends to understate the challenge before us. On the positive side it is felt that the number of adult language learners has increased significantly over last 3 years.

The overall health of te reo in Te Hiku o Te Ika is currently stronger than some areas but is still at serious risk. Key indicators suggest that without further intervention the Maori language proficiency levels in Te Hiku o Te Ika will fall over the coming decades. If te reo is to become more widely used it needs to be recognised that language revitalisation requires planning and strategy. It will not occur spontaneously, and the education sector will not be a sufficient substitute to fully replace intergenerational transmission of te reo.

#### **4. Tirohanga whanui: *Vision***

The working group has adopted the following 25 year vision:

**Kia korero kia rongu whanuitia te reo Maori i roto i Te Hiku o te Ika**  
*[Te Reo Maori will be widely spoken and heard throughout Te Hiku o te Ika.]*

#### **5. Nga take hohunu: Key Issues and Challenges**

There are a number of key issues and challenges currently facing te reo development and sustainability in Te Hiku o te Ika.

##### **a. Te reo Maori is still in crisis in Te Hiku o Te Ika**

Despite the best efforts of the last 20 years te reo Maori in Te Hiku o Te Ika is still facing a crisis. While many, many more people are learning the reo, the number of fluent native speakers continues to decline as our kaumatua and kuia pass on. There is a big gap of language speakers in the middle age group now, and this will have an increasing impact as these people move into the older age group. While key people are aware of this, many are not aware our language is still under threat.

##### **b. The number of young people learning te reo**

The majority of the Maori population in Te Hiku o Te Ika is under the age of 25. While there are a number of kohanga reo, kura kaupapa, and other quality language programmes in schools and pre-schools there are still a large number of tamariki Maori who are not learning any te reo Maori. This can be attributed to lack of options in some schools, parental attitude, and a large reduction in the number of kohanga reo in some areas of Te Hiku o Te Ika.

##### **c. Parental and whanau attitudes**

Many Maori parents do not seek out opportunities for their children to learn te reo as they do not value it. Other parents move their children away from te reo after kohanga reo or primary school as they have a view that the acquisition of english or the quality of education may suffer. In many cases there needs to be a mind shift. The value and benefits of emersion or bilingual programmes are not well understood in the community. This also impacts on the viability of te reo programmes in some communities were there is insufficient critical mass to make programmes viable.

##### **d. The lack of quality te reo options in some schools**

The education sector continues to be a crucial area for language regeneration because it increases the number of people with language proficiency. The education system offers language acquisition where whanau transmission is not

strong. There are many communities in Te Hiku o Te Ika where tamariki Maori are unable to access quality te reo programmes. Despite the fact that Maori children make up the majority of the school population in most school communities there are large gaps in the provision of te reo programmes. There is a need to challenge the attitude of school Boards of Trustees and the commitment of principals to meeting the needs of our communities. Another factor is the availability of qualified teachers.

#### **e. Fulfilling the roles at our marae**

As those who have not learnt te reo Maori get older, there is increasing pressure at marae level. There is much anecdotal evidence of a growing problem of marae not having enough competent kaumatua and kuia to fulfil the various roles that require an in depth knowledge of te reo. There is increasing pressure on a small group of people.

#### **f. The depth of te reo**

Language proficiency is a continuum from understanding a few words to high levels of fluency. It is important to continually seek to increase levels of language quality. As the older native speaking population die out the number of speakers with a depth of understanding of te reo Maori, especially local dialects and idiom, is dropping. Local consultation repeatedly highlighted the significance of retaining local dialects. Aligned to this is the recognition that te reo Maori is vital for the retention of specific local history and knowledge. It will take some time for the new generations to fill this gap and active steps need to be taken to alleviate this.

#### **g. The limited number of places where te reo is spoken**

It is clear that while a significant number of people in Te Hiku o Te Ika have some ability to speak and listen to te reo Maori, it is not spoken widely. While many people can speak Maori they do not do so regularly. In some communities te reo use is limited to the marae or church, and then only for ceremonial and traditional purposes such as welcoming manuhiri and at tangi. Few younger speakers of te reo are heard outside of the school environment. There is a need to change attitudes to expand the number of places te reo Maori is used and to normalise its use. For language revitalisation to occur speakers of te reo need to use the language in a variety of situations. A focus on increasing the domains te reo Maori is used in will create a strong basis for language growth.

#### **h. Recognition**

Maori language use is affected by the overall social environment in New Zealand. People who use the Maori language interact with others on a regular basis and encounter the positive and negative language attitudes of the non-Maori majority through these interactions. To revitalise the language it is necessary for wider New Zealand society to recognise the importance of the language and support a positive environment for te reo Maori. It is particularly important for Maori to reinforce the use of te reo in a broader range of settings.

#### **i. Coordination and networking**

There is little coordination of te reo Maori development initiatives in Te Hiku o Te Ika. There is in fact no one with a role dedicated to Te Reo Coordination in the whole area. While there are some informal networks operating there is an opportunity to improve coordination and networking to support those who are involved in the restoration of te reo in the North.

**j. The need to mandate a group to lead te reo Maori development**

There is an urgent need to establish a leadership group to drive te reo Maori development in the Far North. While there are a number of initiatives at a community level these are not linked together and do not always build on each other. This group would be best made up of iwi representatives supported by those with the passion and the skills to spearhead te reo initiatives.

**Nga rarangi tohutohu o tenei kaupapa:  
*Guiding principles of this strategy***

The vision of this strategy reflects the following principles that are important to its success:

- ◆ Te reo Maori is a taonga guaranteed to Maori by the Treaty of Waitangi.
- ◆ Te reo will only be sustained by the commitment and passion of Maori.
- ◆ There are many agencies and organisations that can support our efforts.
- ◆ Goodwill and support from all new Zealanders is important.
- ◆ Te reo learning is a lifelong individual commitment.
- ◆ Local hapu and iwi dialects are important.
- ◆ Local solutions supported by regional networks are needed.
- ◆ Whanau transmission and the use of te reo Maori in our homes is essential.
- ◆ Good information and networking is required.
- ◆ Speaking, reading, writing, and listening skills are all important.

## **Nga whaingā matua me nga hua** ***Long term goals and measures of success***

The following goals have been developed for te reo Māori in Te Hiku o te Ika. They link to the national Māori Language Plan. They all lead to the long term vision that te reo Māori will be widely spoken and heard throughout Te Hiku o te Ika.

### **Kia whakapiki mohiotanga o te reo** ***Growing language skills***

#### **Whaingā tahi: Goal one**

The majority of Māori in Te Hiku o te Ika will be able to communicate in te reo Māori.

### **Kia whakanuia te mau o te reo** ***Increasing language use***

#### **Whaingā rua: Goal two**

Te reo Māori will be spoken more often in more places.

### **Kia whakapai ake nga wawata akoranga** ***Improving education opportunities***

#### **Whaingā toru: Goal three**

All young people will have the opportunity to learn te reo Māori.

### **Kia whakatungia te amorangi ki nga hau kainga** ***Developing community leadership***

#### **Whaingā whā: Goal four**

Iwi, hapu, whanau, and local communities will be taking the lead to ensure te reo Māori is revitalised.

### **Kia whakamihia tonutia te reo Māori** ***Increasing recognition of te reo Māori***

#### **Whaingā rima: Goal five**

Te reo Māori will be valued and recognised by all the people of Te Hiku o te Ika.

## **Nga kaupapa mo nga tau e rima: Five year strategies What we can achieve over the next 5 years?**

The focus for the next five years will be on the following five strategies:

### **Kaupapa tahi: Kia hangai te titiro ki nga kura me nga kohunghunga**

#### ***Strategy one: Focus on Schools and the early child sector***

Ensure that all schools in Te Hiku o te Ika offer quality te reo Maori programmes.

#### **Nga mahi whakatutuki: (Key actions):**

- ◆ Undertake a stocktake of current programmes and opportunities within schools and in the early child sector.
- ◆ Identify schools and communities where te reo programmes are inadequate.
- ◆ Identify schools and communities where te reo Maori programmes are successful.
- ◆ Develop a document with iwi and communities aimed at educating Boards of Trustees and Principals and lobbying them to improve access to te reo Maori.
- ◆ Develop information on immersion and bilingual education for parents.
- ◆ Ensure there is coordination between pre-school and schools within the same area.
- ◆ Monitor and support changes within schools and communities.
- ◆ Set and monitor te reo Maori curriculum achievement goals for schools.



### **Kaupapa rua: Kia hangai te titiro ki nga kaiako**

#### ***Strategy two: Focus on teachers and tutors of te reo Maori.***

Ensure that we have enough teachers and tutors with te reo Maori for the needs of our schools and community.

#### **Nga mahi whakatutuki: (Key actions):**

- ◆ Analyse the need for more teachers with te reo Maori in schools and communities.
- ◆ Promote the training of more teachers with te reo Maori.
- ◆ Evaluate f teacher professional development programmes to date.
- ◆ Identify suitable recruits for teacher training and professional development.

## **Kaupapa toru: Kia hangai te titiro ki nga marae.**

### ***Strategy three: Focus on our marae.***

Ensure that our marae have adequate people in place with te reo Maori to undertake the necessary roles.

#### **Nga mahi whakatutuki: (Key actions):**

- ◆ Assist iwi and hapu to set up hui to look at te reo Maori capacity within communities.
- ◆ Develop mentoring programmes and wananga where kaumatua and kuia support others to build skills for marae roles.
- ◆ Record kaumatua and kuia korero to ensure hapu and iwi dialects are preserved.
- ◆ Develop resources to promote the use of our waiata, tauparapara etc.



## **Kaupapa wha: Kia hangai te titiro i te mahia tonu o te reo**

### ***Strategy four: Focus on increasing the use of te reo Maori.***

Encourage speakers and learners of te reo to use Maori more often in more places in the community.

#### **Nga mahi whakatutuki: (Key actions):**

- ◆ Build awareness of the need for te reo Maori revitalisation across Te Hiku o te Ika communities including businesses workplaces and local agencies.
- ◆ Use the launch of the Te Hiku o Te Ika Ma te Reo strategy to build understanding and support for te reo development.
- ◆ Establish a reo rumaki circuit in Te Hiku o te Ika to provide a regular opportunity for committed learners.
- ◆ Establish a kura reo in Te Hiku o Te Ika to make sure our best speakers can develop themselves and mentor others.
- ◆ Promote the use of Maori signage across the district.
- ◆ Promote the use of te reo Maori in all programmes and events.
- ◆ Promote particular events that have a te reo Maori focus (eg. Local manu korero)
- ◆ Work with Iwi radio and the newspapers to develop quality opportunities to read, hear and learn te reo.

**Kaupapa rima: Kia hangai te titiro ki nga tetekura amorangi**  
***Strategy five: Focus on leadership and coordination.***

Establish and support hapu, iwi, and community leadership and coordination of te reo Maori.

**Nga mahi whakatutuki: (Key actions):**

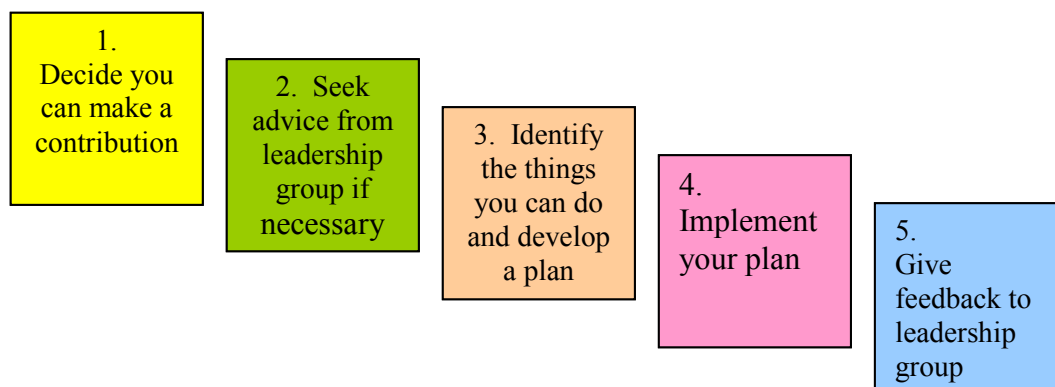
- ◆ Establish a Te Hiku o Te Ika body to lead te reo development in the Far North.
- ◆ Identify hapu, iwi, and community leaders of te reo Maori development.
- ◆ Establish regular forum for te reo Maori leaders.
- ◆ Identify support networks and resources available to te reo Maori leaders.
- ◆ Promote the establishment of website and a resource unit where local material can be deposited and accessed.



## Me pehea etahi ropu e takoha ki tenei kaupapa? How can other organisations contribute to this strategy?

There are many groups and organisations that can assist to make the vision of this language revitalisation strategy a reality. There will be many contributors to the long term goals and the initial five year strategies. The table below lists just some of the organisations that could play a part.

Each group or organisation would go through the following steps:



## Audiences for this plan

Category	Organisation	Possible role
Maori	Iwi	All strategies
	Hapu/ marae	Strategy three
	Whanau	Strategy four
	Iwi radio	Strategy four and five
	Other Maori organisations	As appropriate
Crown & local agencies	Schools	Strategy one
	Boards of Trustees	Strategy one
	Far North District Council	Strategy four
	Transit NZ	Strategy four
	Northland Polytechnic	Strategy two and four
	Taura Whiri i te Reo	Strategy five
	Te Puni Kokiri	Strategy five
	Education Review Office	Strategy one
Community	Ministry of Education	Strategy one and two
	Work places	Strategy four
	Tourism operators	Strategy four
	Training providers	Strategy four
	Mainstream radio	Strategy four
	Newspapers	Strategy four
	TV	Strategy four
	Sports teams	Strategy four
	Churches	Strategy four
	Shops and businesses	Strategy four
Other	As appropriate	

## **Nga Paanga**

### **Appendix 1**

#### **Action plans/ Suggestions/ Notes**

Action plans and annual objectives will need to be developed for each of these strategies. Any number of organisations might contribute to this plan. Due to the integrated approach there will be some overlaps and a need to coordinate. The following template is included as a working tool for the people who follow up on this plan.

<b>5 year Strategy</b>	<b>Key Action</b>	<b>Relevant tasks</b>	<b>timeframe</b>

## Appendix 2

### **Practical project ideas**

#### **Oral archiving**

There are many opportunities to undertake oral archiving projects where korero, tauparapara, waiata, kiwaha etc are recorded for future use. It is important that this work is coordinated and that material is accessible to others in the future. This work can be done on a whanau, hapu, iwi or community basis.

#### **Marae mentoring**

Key people on each marae could identify a group of others to mentor and coach into the roles of Kai Korero, Kai Powhiri etc. This could be done collectively with several marae working together in a takiwa or rohe. Regular wananga could be held to support this process.

#### **Identifying resources**

There is a wealth of te reo from Te Hiku o Te Ika in archives and libraries and on the internet. Our iwi radio stations and Maori television units have built up a wonderful resource of material. Few people know how to access this information. A coordinated project to gather this information and to get it in to a form that local people can access would be valuable.

#### **Resource Unit**

There is real potential to establish a te reo Maori resource centre in the Far North. This would bring together all the resources that are publicly available for people to access. This could be linked to other archival material that is held in a variety of sites including photos, whakapapa, artefacts etc.

#### **Te reo email group**

It is very easy to set up email groups of people who are keen to receive and send email in te reo. This could be linked to a website.

#### **Website**

A website promoting te reo Maori projects, activities and networks in Te Hiku o te Ika would be a valuable resource for language learners and communities.

#### **Whanau based te reo days**

Whanau and marae can set up activity days where te reo is a focus. This will make it easier for learners of te reo to persevere with speaking the reo in a supportive environment.

#### **Te reo events**

Community events where speakers and/or learners of te reo come together socially on a regular basis and commit to using te reo Maori to expand the places where te reo is spoken and heard. Examples of this might be at cafes, bars, social clubs, trivial pursuits evenings etc. Other events might be the promotion of local manu korero competitions at school and adult level.

#### **Commonly used phrases**

Develop a series of commonly used phrases and display around your whare, workplace or marae. These can be laminated and duplicated for others to use. This will remind you and others of some things that you can say regularly.

### **Newspaper articles in te reo**

We should encourage our local newspapers to run columns in te reo Maori. A significant proportion of the readership are Maori and this would be an easy way for te reo to be supported.

### **Reo Rumaki**

A regular programme of reo rumaki or language emersion hui would provide a way for serious language learners to upskill. This is particularly important where learners so not have easy access to speakers of the reo on a regular basis.

### **Kura Reo**

Many of our better speakers need to have more regular contact with te reo situations that challenge them and push their skills to a higher level. Kura reo focused on higher levels will ensure we maintain a pool of expert speakers in the future.

### **Word list/ Dictionary**

Much work has been undertaken to gather Tai Tokerau words and sayings. Both the James Henare Research Centre and Te Reo o Te Tai Tokerau have focused on this exercise. It is important to continue this work with a particular emphasis on local dialects.

### **Regular forum**

The establishment of a regular forum or hui to focus language restoration will be very useful for those actively involved in the promotion of te reo. A forum will provide opportunities for sharing of information and ideas and moral support to those who are more isolated from Maori language activity.

### **Signage**

Signage in te reo Maori sends a positive message about the reo and helps broaden understanding. There are many opportunities for local authorities, schools, government departments, businesses, and Maori organisations to promote the use of Maori language in their signage.

### **Packaging on locally produced goods**

Approaches could be made to local producers of products to include te reo Maori on their packaging. This would provide a point of difference for local products and support te reo development.

### **Te Reo and customer service**

Encourage businesses with Maori speaking staff to support them to use te reo Maori as an everyday part of customer service. Many people will speak te reo if they know it is supported by business owners and customers.