# E TIPU TE WAERENGA

# MĀORI LANGUAGE PLAN FOR

[insert organisation name]

##### Language Plan name/title [insert name]

##### Timeframe [insert months/years before the plan is reviewed]

##### Approved by: [insert name]

##### Review date: [insert date]

##### Senior Responsible Manager: [insert name]

# Te Reo Māori

Te reo Māori is special in Aotearoa New Zealand. It is one of our official languages and is a unique feature of our country on the world stage. There is growing demand from people across all ethnicities and walks of life to learn and value the language. Communities of te reo speakers around the country are taking dedicated action.

Significant Crown funding and support has been provided to support te reo Māori initiatives since the 1980s. However, te reo Māori remains listed as vulnerable in UNESCO’s Atlas of Languages. The proportion of Māori who are very proficient speakers has remained at roughly eleven percent and those speakers tend to be of the older generation.

The government on behalf of all New Zealanders has set the intention through Te Ture mō te Reo Māori 2016 to support the needs and aspirations of the public to work closely with iwi and Māori to ensure that this taonga is protected and revitalised for future generations.

This plan supports Te Ture mō te Reo Māori, The Māori Language Act 2016 which affirms the mana (status) of the Māori language as:

1. the indigenous language of New Zealand; and
2. a taonga of iwi and Māori; and
3. a language valued by the nation; and
4. an official language of New Zealand;

The Act also establishes that a Maihi Karauna Strategy sets out:

* the Government’s objectives and policies, and related matters, relevant to the revitalisation of the Māori language
* the Government’s long-term strategic direction, and the current and medium term priorities, to support that revitalisation

The Maihi Karauna strategy takes a ‘macro’ perspective, focusing on creating the societal conditions for te reo Māori to thrive and ensuring that government systems support that. It establishes 3 audacious goals:

* By 2040, 85 percent (or more) of New Zealanders (or more) will value te reo Māori as a key part of national identity
* By 2040, 1,000,000 (or more) New Zealanders (or more) will have the ability and confidence to talk about at least basic things in te reo Māori
* By 2040, 150,000 Māori aged 15 and over will use te reo Māori at least as much as English

This plan supports the Māori Language Act 2016 and the Maihi Karauna to:

* contribute to the revitalisation of the Māori language
* enhance our effectiveness and provide better Public Services to Māori customers, clients and stakeholders
* strengthen our identity as a New Zealand organisation anchored to this country
* increase our organisational health by growing a confident and capable workforce
* meet other organisational priorities that are enhanced by the use of the Māori language such as Crown-Iwi relations, diversity and inclusion and cultural responsiveness.

# Organisational Context

Insert paragraph describing your organisational context. This can include:

* role and main functions
* vision and mission
* values/organisational culture

# The Purpose of [insert language plan name]

Specify and say how this plan enables your organisation to achieve strategic goals and objectives in your current corporate documents e.g.

* Statement of Intent
* Statement of Performance Expectation
* Annual Report
* Long-term Strategic Plan

#  Senior Responsible Manager

This is a Senior Manager with formal responsibility (e.g. in a performance agreement) for ensuring the plan is delivered (not the delivery itself). This person should report to the Chief Executive.

# Monitoring, Reporting and Evaluating

Create a system that reports to the Senior Responsible Manager on the deliverables set out in the plan. Describe how the plan will be evaluated. Do this after filling in the goals part of this document. Make the process clear and simple and something that fits in with your evaluation of other normal business activity.

# Resourcing

Set the budget for your plan, or indicate where funding and or resources will come from. If necessary, establish a specific budget line as you would for any other on-going cost.]

**Planning Period**

Decide on the duration of the plan. We recommend up to one year for the first iteration of Language Planning

This plan begins on [Click here to enter a date] and ends on [Click here to enter a date].

It will be reviewed by [Click here to enter a date]

# Our Current Te Reo Māori State

Consider using the NZCER Beginners Te Reo Māori Assessment and Te Reo Māori Attitudes Survey (Te āhua o ngā waiaro). You may alsp consider completing the E Tipu Questionnaire before you complete the language plan. This will help determine where in the E Tipu model your organisation sits and what your goals could be. These tools will also help you monitor progress (the impact of your interventions) when you review, evaluate and refresh this plan.

Review your current te reo Māori activities. Some questions that you might want to consider are:

* What is your organisation already doing?
* What is working? What isn’t working?
* What can be extended?
* What should be abandoned?
* What are the barriers?
* What resources do you already have?
* Who in the organisation can provide support?
* What contacts outside the organisation do you have that can provide support?

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| **Date** | **Measurement Tool** | **Response Rate** | **Indicators** | **Review Date** |
|  | **Te Reo Māori Assessment** |  | % of staff at level 0% of staff at level 1% of staff at level 2% of staff at level 3% of staff at level 4+ |  |
|  | **Te āhua o ngā waiaro** |  | % of staff with favourable attitude% of staff with unfavourable attitude% of staff with ambivalent attitude |  |
|  | **E Tipu Questionnaire** |  | Our current state is ??? |  |
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# Our Goals

Incorporate the identified activities that you choose to continue into your plan. Set achievable goals, with responsibilities, timelines, resources and evaluation/measurement tools clearly outlined in the plan. Refer to “Mahere Reo – A guide for language planning for public sector agencies”.

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| Long Term Aspiration/s: |
| **Why we do this** | **Goal** | **Achieved by (date)** | **Responsibility** | **Indicator** | **Measure** |
| **Status** – to increase the visibility of te reo, enhance its recognition and create a positive image | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Critical Awareness –** to understand the government, our organisation, and the individual can make a difference | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Acquisition –** to secure effective opportunities for learning and build the capability of staff and our organisation | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Use -**  to provide opportunities to speak, listen to, read and write te reo internally and externally | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Corpus -**  to strengthen the relevance and consistency of te reo, making it popular, used and useful | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |

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| [Medium Term] |  |  |  |  |
| **Critical Awareness –** to understand the government, our organisation, and the individual can make a difference | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Acquisition –** to secure effective opportunities for learning and build the capability of staff and our organisation | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Use -**  to provide opportunities to speak, listen to, read and write te reo internally and externally | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |
| **Corpus -**  to strengthen the relevance and consistency of te reo, making it popular, used and useful | [Short Term] |  |  |  |  |
| [Medium Term] |  |  |  |  |

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| Long Term Goals: AN EXAMPLE LANGUAGE PLAN  |
| Why we do this | Goal | Achieved by (date) | Responsibility | Indicator | Measure |
| Status – to increase the visibility of te reo, enhance its recognition and create a positive image | Upskilling all reception and telephone staff, and those who work directly with the public or stakeholders to be able to pronounce Māori personal and place names | May 2020 | Senior Manager Corporate Services (SMCS)/ HR | Pronunciation resources accessedStaff Professional Development initiated and provided |   |
| Strategically adding te reo Māori to organisational communications both internally and externally | May 2020(May 2021) | Senior Manager Communications (SMC) | Review of suitable resources identifiedTranslations of the resources undertaken |   |
| Critical Awareness – to understand the government, our organisation, and the individual can make a difference | Informing stakeholders that the organisation is involved in te reo Māori revitalisation efforts | June 2019May 2020 | SMC | Stakeholder communication completedStakeholder satisfaction survey completed |   |
| Developing an understanding of the relationship between te reo Māori and the organisation’s need to reflect an authentic New Zealand identity | May 2020(May 2021) | Māori Language Plan Steering Group (MLPSG) | Research into relationship completedStaff Professional Development completed |   |
| Acquisition – to secure effective opportunities for learning and build the capability of staff and our organisation | Identifying staff who would most benefit from using te reo Māori in their day to day work (e.g. reception and telephone staff. Staff who work directly with the public)Financially supporting identified staff & others who show interest in learning to advance their Māori language abilities  | June 2019May 2020 | MLPSG/HRSMCS/HR | Staff survey completedTe reo Māori professional development provided to identified staff |   |
| Financially supporting % of staff per year to advance their Māori language abilities | May 2020 (Ongoing) | SMCS/HR | Te reo Māori professional development provided to the identified % of staff |   |
| Use - to provide opportunities to speak, listen to, read and write te reo internally and externally | Carry out a baseline survey of staff te reo Māori & tikanga capability at the beginning of the planning cycle and re-evaluate their progress at the end of the planning cycle based on activities during the planning cycleUsing templates of Māori greetings in all email communications.Have in-house practice sessions for pronunciation, waiata, karakia, mihi | June 2019May 2020Nov 2019 | MLPSG/HRMLPSG/HRSMC | Staff Capability Baseline SurveyStaff Capability Progress Survey Templates set up and in usePractices occur as scheduled |  |
| Setting up Māori language domains when Māori can be used/heard/experienced | May 2020 (Ongoing) | MLPSG/HR | Times, places & occasions are identified and provided for te reo Māori domains |   |
| Corpus - to strengthen the relevance and consistency of te reo, making it popular, used and useful | Identifying frequently used words and phrases that could be translated into te reo MāoriIdentifying job titles and office spaces that could have equivalent Māori names | July 2019Feb 2020Sept 2019Mar 2020 | MLPSG/SMCMLPSG/SMCMLPSG/HRMLPSG/HR | List compiled in each department.Te Taura Whiri i te Reo Māori resources distributedList compiled.Te Taura Whiri i te Reo Māori resources distributed |   |
| Adopting a policy of using only licenced translators or interpreters for organisational materials | Sept 2020 | Senior Leadership Team (SLT)/HR | Policy and procedures implemented |   |