KURA WHAKARAUORA

Kura Whakarauora

Report 2016

Contents

'*Kia ita!*'
Te Taura Whiri i te Reo Māori
MAORI LANGUAGE COMMISSION

KURA WHAKARAUORA

He Mihi

Kei ngā tapu o tāukiuki, kei ngā rongomaiwhiti o tuawhakarere, nei te mihi ki a koutou katoa, i roto i te tūporetanga o te ngākau, i roto i te māhakitanga o te whakaaro ki tō tātou reo e whakaewarangi nei i a tātou i tō tātou whenua tāngaengae e noho ahi kā nei tātou.

Parauku marika ana ō tātou marae i ngā wiki me ngā mārama nei, i te hekenga o roimata, i te kotokototanga o hane ki a rātou i tahuri atu rā ki te punanga huihuinga o ngā huia kaimanawa tē hoki muri mai anō. Nō reira, tēnei ka oha, tēnei ka apakura, tēnei ka maimai aroha, tēnei ka pūkōnohinohi tonu atu ki a rātou katoa.

Kāti hā, e te iwi o te ao tūroa nei, hei whakaūpokotanga mā tātou, tērā te kōrero i te mōteatea rā, nā Te Wharehuia Milroy rāua ko Tīmoti Kāretū i tito e pā ana ki te reo Māori, e kī ana, "inā toua ki te one haumako, ki te ngākau tonu o te tangata, me pēhea e kore ai e tūperepere, e pāhau tea, e rangona ai tōna kakara".

Pūrangiaho ana te hinengaro, ko te huarahi hei whai e ora ai i a tātou tō tātou reo, me mātua kōrero e tātou, rā atu, rā mai, i roto i ō tātou kāinga, i ā tātou hui, otirā, i ngā horopaki katoa o tēnei ao tauwhitiwhiti. Engari, me pēhea e tutuki ai tēnei wawata taumata rau? Ko tētahi wāhanga nui o te whakautu ki taua pātai, ko te waihanga rautaki, āhaha, koia koia i whānau mai ai ki te ao nei, ko ngā Kura Whakarauora.

Āe marika, kua tino tae tēnei ki te wā e āta titiro ai tātou ki a tātou anō ka āta whakatau ai tātou he aha te aha, he aha koia ngā huarahi hei whai, he aha ngā rautaki hei whakatū, kia kaua ai tātou e tuku i tō tātou reo, kia memeha, kia wheroku, kia nekuneku, engari, ko tātou kia ū, kia mau i runga i te tika, i te pono ki tā tātou e kōkiri nei i roto i ngā Kura Whakarauora. Arā, kia tau hāwere te tau, kia tau pōike te tau mō tō tātou reo kurakura matahīapo.

Executive Summary

Only one in every five Māori can hold a conversation about everyday things in the Māori language. If we continue along the same path, the Māori language could be at risk of being lost. Kura Whakarauora is a programme of language planning workshops to revitalise the Māori language so that daily language use is active in the home, workplace, marae, school or community.

The evidence suggests that Kura Whakarauora has transformed the way that participants view the Māori language and has encouraged a change in behaviour or lifestyle to further embrace the Māori language. For some participants, the transformation has been life changing, for others, subtle changes have resulted in other positive alterations.

Designing and testing Kura Whakarauora

With the leadership of an expert advisory group and community language planners, two Kura Whakarauora were designed, developed and tested with 85 members of whānau, marae, hapū, iwi, schools, kura kaupapa, kōhanga reo, puna reo, early childcare centres, community groups, local government bodies and government agencies. The programme for future Kura Whakarauora has a mix of theory and practical workshops within a supportive and fun environment.

Challenges

Time and other competing priorities were the most significant factors impeding the implementation of language plans. Finding strategies to maintain focus and energy once participants left Kura Whakarauora proved difficult. Participants noted personal challenges of whakamā and mataku as factors that they had to overcome before making a start on their language journey.

Impact of Kura Whakarauora

For all participants who attended Kura Whakarauora, success can be seen in terms of the increased awareness, knowledge and understanding of language planning theory and practice. Participants have gained confidence and have been motivated to implement their language plans.

Kura Whakarauora has increased the use of Māori language in homes and schools. The extent to which this has been achieved ranges from significant to minor, with less evidence on the impact of Kura Whakarauora within the community. Some of the significant changes for whānau have included parents speaking more Māori to each other and to their children; the creation of Māori language domains, such as breakfast time; and children generally speaking more Māori within the home environment. For two schools, change included children being taught Māori and actively using it daily. Evidence shows that on the whole, Kura Whakarauora has been highly successful. Kura Whakarauora has the potential to reshape revitalisation efforts. It sets individuals on the right path to start or revisit their Māori language journey. The strength of Kura Whakarauora is its ability to inspire, motivate and identify future language champions within communities of shared interests within regions.

Recommendations

Based on the evaluation findings, it is recommended that:

Kura Whakarauora model

a) The Kura Whakarauora model continues to be refined and delivered to specific target audiences, particularly for:

    i. community-focused audiences (whānau, marae, hapū, iwi, community groups, interest groups)

    ii. public services (education, broadcasting and other public services)

b) Resources are developed to further support the development and implementation of language plans, including videos, presentations, language plan exemplars, online applications, e-books, webinars and a workbook

c) Creative resources are developed to support younger people so that they remain engaged in using the Māori language on a daily basis

d) Kaiārahi Whakarauora or language planning mentors are appointed to support the implementation of participants' language plans

e) A budget of $55,000 (GST exclusive) per Kura Whakarauora is apportioned or, alternatively, with additional support (e.g., tamariki programme, expert advisory group planning, resources) a budget of $70,000 (GST exclusive) is apportioned

Building capacity and capability of language planners for language revitalisation

f) A network of language planners is built within regions and interest groups (e.g., education, media) to further expand language communities

g) Investment is made in building the capacity and capability of Māori language planners within the regions and sectors to revitalise the Māori language in all facets of daily life (e.g., schools, hospitals)

h) Annual language planning conferences are held so that current and potential language planners can discuss and share ideas to revitalise the Māori language in communities

i) Kura Whakarauora is considered as a revitalisation programme to be delivered at Kura Reo, He Kāinga Kōrerorero and other acquisition programmes

Outcomes framework

j) An outcomes framework is developed to support whānau and communities to revitalise the Māori language so that outcomes can be measured and reported upon

k) Evaluation activities are undertaken to assess the achievement of Māori language revitalisation outcomes

l) A data management system is developed to monitor and track the achievement of language revitalisation outcomes with assessments and interviews at six-monthly intervals. The purpose is to collate real-time data to inform language revitalisation activities of past Kura Whakarauora participants and their impact within whānau, marae, hapū, iwi, interest groups and community groups

Language planning by the Crown

m) Te Taura Whiri i te Reo Māori consider taking the lead in coordinating the implementation of the Maihi Karauna a Kura Whakarauora for government departments to support them to incorporate language planning into their annual work plans and long-term strategic planning. While the language plan fundamentals may be the same for non-government language plans, the approach, resourcing requirements and commitments may be different from department to department, particularly as there would be a need to adopt macro language planning approaches

Research on Kura Whakarauora

n) Further long-term research is carried out on the impact of Kura Whakarauora on participants and community-led revitalisation.

Expert Advisory Group

Dr Ruakere Hond, *Taranaki*

Charisma Rangipunga, *Ngāi Tahu, Taranaki, Ngā Rauru, Ngāti Kahungunu*

Prof Rawinia Higgins, *Tūhoe*

Scotty Morrison, *Ngāti Whakaue*

Tātere MacLeod, *Ngāti Kahungunu*

Presenters

Stacey Morrison, *Ngāi Tahu, Te Arawa*

Sean Bennett-Ogden, *Ngāti Tukorehe*

Nichole Gully, *Te Aitanga a Mahaki, Rongomaiwahine*

Reikura Kahi, *Ngāti Hine, Waikato, Ngāti Porou*

Roger Lewis, *Ngāti Pākehā*

Project Management

Toni Roberts, *Waikato, Te Waiohua, Ngā Puhi*

Shane Taurima, *Rongomaiwahine, Ngāti Kahungunu*

Kuratapirirangi Higgins, *Tūhoe*

Tamati Taurere, *Te Aupōuri, Ngā Puhi, Ngāti Whātua ki Ōrakei, Tainui*

Evaluation

Reece Kohatu, *Ngāti Raukawa, Tūwharetoa*

Introduction

The purpose of language planning is to prevent the demise of an endangered language and, instead, revitalise and normalise the language. Currently, only one in every five Māori can hold a conversation about everyday things in the Māori language. Between 2006 and 2013, there was a decrease of 4.8 percent in the number of Māori people who could hold a conversation. This reflects 28,733 fewer people speaking Māori over a period of six years.

A range of language planning activities is critical to the revitalisation of the Māori language for whānau, communities and the wider society. Kura Whakarauora is a practical workshop for whānau, marae, hapū, iwi, community groups and interest groups to develop a plan to revitalise the Māori language in a supportive and interactive environment. Participants walk away with a tailored language plan that they can implement straightaway.

This report provides the findings of an implementation and impact evaluation following attendance of 85 whānau, marae, hapū, iwi, community groups and interest groups at two test Kura Whakarauora. A total of 20 of the 85 people who attended the two Kura Whakarauora were interviewed for this report; 12 participants completed follow-up surveys, while three case studies were examined to consider the link between attendance at the Kura Whakarauora and language revitalisation and regeneration.

Project requirements

In April 2015, Te Taura Whiri i te Reo Māori requested:

- planning and delivery of two Kura Whakarauora (Māori language planning workshops)

- evaluation of the impact of the two Kura Whakarauora on participants in relation to their revitalisation of the Māori language following their attendance

- reporting on the impact of the Kura Whakarauora and their role in community-led language regeneration and revitalisation.

Te Taura Whiri i te Reo Māori sought specific outcomes for Kura Whakarauora:

- raise critical awareness about language revitalisation

- build value and credibility for Kura Whakarauora as a critical step to language revitalisation and regeneration

- give practitioners knowledge and tools to enable them to facilitate language change within their respective communities

- build a core group of language planning experts as champions to promote Kura Whakarauora

- develop a model for delivery of future Kura Whakarauora

- test whether attending Kura Whakarauora led to language revitalisation.

Approach

R & K Consultants Limited established a team to manage the Kura Whakarauora separately from the evaluation. The evaluator focused solely on the implementation and impact evaluation.

An expert advisory group was appointed to provide guidance and direction for the Kura Whakarauora. The group comprised Dr Ruakere Hond, Scotty Morrison, Jeremy Tātere MacLeod, Prof Rawinia Higgins and Charisma Rangipunga. Appropriate conflict declaration documentation was reported and managed with Te Taura Whiri i te Reo Māori, given the past and present Board members working on the project.

Six months was spent planning and designing the Kura Whakarauora before they were held as follows:

a) Te Herenga Waka Marae, Victoria University, Wellington (6–8 November 2015)

b) Tangatarua Marae, Waiariki Institute of Technology, Rotorua (21–24 January 2016).

Evaluation

The evaluation considered the design, implementation and impact of the Kura Whakarauora on the participants. In doing so, this evaluation report:

- documents a model for delivering future language revitalisation workshops

- assesses the impact of the two test Kura Whakarauora on participants, including how they have led to positive outcomes

- documents case studies on whānau and communities, following what they did after attending Kura Whakarauora

- provides considerations to inform policy and future investment decisions in language planning interventions

- provides evidence and knowledge about the conditions for effective language planning for whānau, marae, hapū, iwi, interest groups and community groups.

A mixed method approach was undertaken, including:

a) review of relevant language revitalisation and planning literature

b) collection of quantitative data, including participants' registration and post-event evaluation data to build a profile of participants' learning needs and aspirations and also gain insight into the delivery, the content and participants' overall assessment of each Kura Whakarauora

c) collection of qualitative data, consisting of face-to-face interviews, three case studies and post-event evaluation and feedback session information.

The detailed methodology is outlined in appendix one, while appendix two contains the post-event evaluation survey results for both Kura Whakarauora.

Language Revitalisation and Language Planning

Language planning can provide a framework for the achievement of language revitalisation. Language planning is a tool to support language development by identifying the language needs of a context (at either large (macro) or small scale (micro)), setting achievable goals of the context and creating a manageable plan to achieve these goals.

Language planning and policy (LPP) seeks to influence language-use behaviours. It recognises the role of multiple levels of society and the need to support a diverse range of provisions, from large national gatherings to small whānau units[1]. According to the Māori Language Advisory Group, LPP approaches should be made more explicit, particularly in the prioritisation of the core activity of everyday interaction among whānau and throughout the community. A Māori language strategy should enable complementary roles between community-level efforts and those of the Crown.

The Māori Language Advisory Group noted that Māori LPP in New Zealand has not been well developed, and there has not been a coordinated effort in language planning for the Māori language to be revitalised in this country. If language planning was prioritised, a far greater impact could occur within communities[2]:

> *A LPP centred approach, enabled by legislation, helps ensure resources are directed to high priority areas for reversing language shift towards sustaining increased use of Māori language in meaningful contexts. It strives for greater coordination of activity with a differentiation of roles seeking to limit duplication, gaps in services and siloed provision.*

Language planning and policy in micro social settings of the home and everyday community life requires a greater emphasis as the individuals in these micro contexts are those who engage in language planning and use on a daily basis. It is these individuals themselves who will maintain and revive their language[3]. Language planning is needed to change long-established language-use habits to new language-use goals.

A comprehensive approach should be able to respond to contrasting needs through a broad variety of government and community services across a range of identified factors. They include[4]:

- **scale:** close interpersonal relationships within the home in contrast to very large societal/population aspirations and attitudes towards reo Māori and its use

- **motivation:** whānau/communities responding to specific daily needs in contrast to service-centred organisations accommodating diversity of identity and social need

- **language:** regional language variation in contrast to national language standards and conventions for features such as grammar, writing and lexicon

- **context:** specific and locally distinct cultural and interpersonal practices in contrast to broad societal activities and outcomes, for example, in education, health and welfare

- **domains:** sustained activity in durable speaker domains in contrast to short duration national events and large language gatherings.

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[1] Māori Language Advisory Group, *Te Whare o Te Reo Mauriora*, 2015, page 33.

[2] Ibid, Appendix 4, page 33.

[3] Richard Baldauf and Anthony Liddicoat (eds), *Language Planning in Local Contexts*, 2008, page 9.

[4] Māori Language Advisory Group, *Te Whare o Te Reo Mauriora*, 2015, page 33.

Language planning is inclusive of language promotion (effecting positive social, cultural, economic and political conditions supporting the Māori language as a living language); language management (managing patterns of language use, e.g., normalisation); and language revitalisation (re-engaging natural intergenerational language transmission). Furthermore, a framework of language planning elements of status, corpus, acquisition, critical awareness and use has been used to help ensure a full range of activity is considered in language planning initiatives. According to the Māori Language Advisory Group, at this time the five elements, above, offer the best foundations for a planning framework.

Kura Whakarauora is a systematic approach to reduce ad hoc language planning efforts of the past. It is a direct response to influence sustainable change within the Māori language environment and raise the profile of language planning as an important step in language revitalisation.

Kura Whakarauora returns to the natural language acquisition context of mother-tongue language acquisition to refocus efforts on language planning rather than rely mainly on the more dominant current language acquisition interventions, although they should co-exist to influence wider reversal of language shift.

Kura Whakarauora is a language planning activity that can occur at macro and micro levels. At a macro level, Kura Whakarauora can be designed to support government agencies to incorporate language planning principles into their annual work plans and long-term strategic planning. At a micro level, Kura Whakarauora supports language planning for individual whānau and shared interest communities to manage daily language use with long-term goals for future generations of their whānau members.

The Kura Whakarauora Model

This section looks at the design, development and implementation of the two Kura Whakarauora and outlines a preferred delivery model for future Kura Whakarauora to whānau, marae, hapū, iwi, interest groups and community groups.

## Design and content of the Kura Whakarauora test model

The design of the model initially arose from discussions with Te Taura Whiri i te Reo Māori followed by detailed discussions with the expert advisory group. From the outset, the expert advisory group was keen to ensure the Kura Whakarauora model balanced language revitalisation theory with practical community application.

The expert advisory group agreed that the first session of Kura Whakarauora should address the health of the Māori language to help participants understand how the Māori language is endangered, how little effort is made to save the language and whether it will be a language of the future. An insight into the presentation is summarised in this video by Charisma Rangipunga:

Refer to https://youtu.be/H4SGC4f1HdU for this video.

Secondly, it was important for participants to understand language revitalisation in the context of the state of the Māori language and language planning. The presentation was a step towards having a tool to support language development by identifying the language needs of a context (at either macro or micro level), setting achievable goals for the context and finally creating a manageable plan to achieve these goals. A summary of the language revitalisation presentations is given by Dr Ruakere Hond in this video:
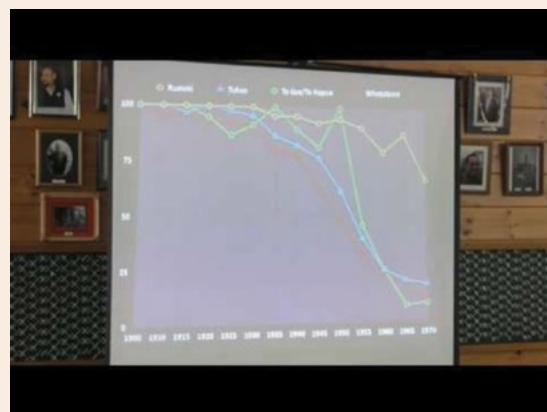
Refer to https://youtu.be/s1jrtnRnykg for this video.

The third component focuses on understanding language planning elements. In particular, it outlines that language planning is inclusive of language promotion (effecting positive social, cultural, economic and political conditions supporting the Māori language as a living language); language management (managing patterns of language use, e.g., normalisation); and language revitalisation (re-engaging natural intergenerational language transmission). Furthermore, the language planning elements of status, corpus, acquisition, critical awareness and use are used as a framework to ensure a full range of activity is considered in language planning initiatives. The presentation is delivered by Dr Ruakere Hond:

Refer to https://youtu.be/YiVX4iAeT-Y for this video.

The expert advisory group also noted the importance of having presenters with Māori language revitalisation knowledge, language planning experience, credibility and networks within Māori communities to be able to attract participants to Kura Whakarauora. In this regard, the presenters needed to be able to lead out specific areas aligned with the Kura Whakarauora focus areas. Further, the model required language planners who knew how language planning happened on the ground with a variety of communities.

The expert advisory group mapped out the core content, which was tested at Kura Whakarauora:

Focus Area	Purpose	Required Experience and Expertise
The state of the language	· Provide an understanding and awareness of the state of the Māori language · Provide an appreciation of how the Māori language is on the decline · Provide the reality of the implications of language loss · Prepare participants for the Kura Whakarauora and the learnings to follow, particularly the language shift	· Awareness of the state of the Māori language, including the hastening decline · Awareness of general facts and figures about the Māori language · Experience in delivering the area to a variety of audiences
Language revitalisation	· Provide an understanding of language revitalisation theory and practice	· In-depth understanding of language revitalisation theory and practice · Experience in delivering the area to a variety of audiences
Language planning	· Provide an understanding of key language planning focus areas · Provide an understanding of the tools to ascertain the needs of your community	· In-depth understanding of language planning elements · Understanding and experience in language planning and how it relates to revitalisation · Experience in delivering the area to a variety of audiences
Critical success factors for language planning	· Provide an understanding of factors that will influence success in language planning	· Broad understanding and experience of critical success factors and barriers that influence language planning for a variety of audiences · Experience in actual language planning within the community (preferred)
Functional language	· Provide an understanding of language strategies for sustaining the Māori language on a daily basis, particularly in the home	· Detailed understanding and experience of functional language · Practical application of using and sustaining the Māori language in the home on a daily basis as a means of communication · Experience of delivering strategies for sustaining the Māori language in the home
Case study on developing elements of a language plan	· Identifying a vision, purpose, target audience, assessment of proficiency level, targeted activities, resources and monitoring	· Proven experience in developing a detailed language plan with specific elements of a strategy and undertaking the groundwork for various audiences

Case studies on a language plan within various settings (micro or macro)	· Provide case studies of a language plan within:
	  – an education setting
	  – a whānau
	  – an iwi
	  – a marae
	  – a hapū
	· Provide an understanding of language planning key elements and strategies, including the need for a champion, surveys/assessments, key support people, barriers, etc.
		· Experience and knowledge of developing, using and sustaining a language plan within different settings as a means of communication within the setting, using strategies and sustaining language use
		· Knowledge of success factors and barriers to sustaining focused language plans

Development of participants' own language plan	· Development of a language plan that each participant can take away to use in their own setting	· Experience in facilitating groups of people to develop a language plan · Understanding the elements of a language plan and how it works on the ground

Once the expert advisory group members agreed the core content, they discussed and agreed:

- who would lead out each focus area
- how the focus area would be delivered (presentation, workshop or group session)
- who (best) would deliver the content (skills, experience)
- what practical case studies would be used and that some of the case studies would be delivered by invited guests who were actively planning in the community
- how long the presentations would be (1–1.5 hours) and workshops would be (1.5 hours) to allow for interaction and open discussion between the lead presenter and participants
- that while it was funded by Te Taura Whiri i te Reo Māori, a commitment cost would be charged to preclude last-minute cancellations.

Development of a language plan template

The expert advisory group recommended the use of a template as a framework to guide the development of individual language plans. The template was formulated using a series of key questions based around key elements of the language plan. The key questions helped participants think about the context and factors that needed to be considered when formulating their plans.

Components of the Plan	Key Questions
Vision/goals	· Describe your long-term vision · Describe your short-term (six-month) goals
Target audience and needs	· Who is your plan aimed at? · What are the language needs within your context?
Activities	· What activities will help you achieve your goals? · What strategies will you use to achieve your goals?
Resources	· What resources do you require to help you achieve your goals?
Measuring change	· How will you measure your success/improvements?
Challenges and barriers	· How will you overcome challenges in achieving your goals? · What do you have to do differently or what support is required?
Celebrating your wins and results	· How will you celebrate your wins with your target audience? · Go for the low-hanging fruit to get runs on the board · What easy wins can be achieved?
Timeframes	· What are your timeframes? · Are your timeframes realistic?

Participants were encouraged to be creative in the way they presented their language plans so they were relevant to their situation and context.

Examples of language plans

The table below briefly outlines four different language plans that were developed at Kura Whakarauora.

Components	Whānau Plan	Hapori Plan	Workplace Plan	Whānau Plan
Vision:	Revitalise the Māori language in my home	Te reo Māori will be the preferred language of my hapori	The Māori language is normalised in the ECE centre	Ko te reo Māori te reo matua ki tōku kāinga
Goal:	All our whānau members only kōrero Māori when we are together	Te reo Māori is seen and heard more in Waipatu	Tamariki nohinohi use more te reo Māori in everyday interactions and situations	My son is responding, replying and inquiring in te reo Māori
Target audience:	Immediate whānau – mother, sisters, brothers, and our future generations	Hapori/three hapū of Waipatu	· Kaiako/kaimahi · Tamariki	My son and I
Needs:	· We have only one reo speaker in our immediate whānau and we are guilty of relying on her · Our marae are struggling; there are limited te reo speakers	Limited reo in the community outside the marae	· Tamariki are speaking less Māori · The Māori language is used only 60 percent of the time with kaiako	· My whānau/ whānau whānui have te reo, but not my son · I want my son to see that the Māori language is special
Strategies/how:	· Be more active in speaking te reo · Get my sister on-board to support the plan · Each whānau taps into resources available (Māori TV, reo classes, dictionaries)	· Bilingual (road) signage to promote te reo · Radio Kahungunu to promote initiatives · Get local reo experts on-board	· Create language domains within centre · Display papakupu · Support kaiako to undertake reo courses · Appoint language champions within learning spaces	· Extend range of kupu and place kupu around the whare · Join other te reo Māori whārangi on Pukamata · Develop vision board for my son · Write waiata · Create a hapori kōrero Māori; set up regular conversation with my tuakana
Timeframe:	Six-month plan, start off small, putting time and energy in	Achieve vision by 2040	Three-year plan with annual review	One-year; every four weeks check on progress

Testing the Kura Whakarauora model

The initial structure was tested at the first Kura Whakarauora in Wellington with continuous refinements during the first Kura Whakarauora to accommodate the needs of the participants as they grasped the learnings from each session.

Duration of Kura Whakarauora

The Kura Whakarauora model was tested using a two-day and a three-day format in Wellington (November 2015) and Rotorua (January 2016), respectively. Feedback from the first Kura Whakarauora in Wellington noted that more time should be allocated for participants to engage more with presenters, build relationships with other participants and develop their language plans.

Following the Kura Whakarauora in Rotorua, it was agreed that the three-day format was too long and that with the refinement of presentation content and better management of time, the kura could be delivered within a two- to two-and-a-half-day format.

The duration of the Kura Whakarauora also needed to allow sufficient time for pōwhiri (approximately 30 minutes) and whakawhanaungatanga (approximately one hour).

Locations and venues

The locations and venues for Kura Whakarauora were selected using the networks of the expert advisory group. The preferred location of the Kura Whakarauora was based on accessibility by aeroplane or road, proximity to large Māori populations or target groups, as well as the availability of venues during the proposed timeframe.

The preferred venues are marae within tertiary organisations that can cater for up to approximately 100 people and have sufficient break-out spaces or areas for workshops with smaller participant groups. The two venues used were Te Herenga Waka at Victoria University in Wellington and Tangatarua Marae at Waiariki Institute of Technology in Rotorua. Both venues provided sufficient break-out rooms, a separate wharekai, wharenui/wharemoe and access to presentation facilities (data projector, whiteboards, screens, microphones, Wi-Fi). Access to experienced caterers and cleaners also made a difference in the organisation of logistics for the team and participants.

Participant numbers

Eighty-five participants attended the two Kura Whakarauora in Wellington and Rotorua. Although not intentional, participant numbers varied considerably in Wellington and Rotorua (60 and 25 participants respectively). Late-notice cancellations as well as scheduling the Kura Whakarauora in January, which clashed with other significant Māori events (Rātana, waka ama nationals and anniversary days), contributed to low numbers in Rotorua.

The ideal number of participants for Kura Whakarauora is approximately 60 people. This number allows good-sized break-out groups and gives participants more time to build relationships with other participants and presenters. This size also provides value for money for the amount of funds invested in each Kura Whakarauora.

Future planning also needs to consider holding hui outside school holidays as this generally clashes with Kura Reo and other competing events for whānau or schools. The introduction of a tamariki programme based at the Kura Whakarauora venue also makes attendance more accessible for families with young children.

Target audience/participant profile

All participants were asked questions during the online registration process to assess their language planning experience, language proficiency (for purposes of delivery of workshop/Kura Whakarauora content) and needs. It also enabled the organisers to allocate individuals to specific groups for language planning activities during the workshop (e.g., whānau, kura, community group, iwi, etc.).

A summary of the participants' information showed that:

- Participants came from rural and urban locations, including Te Kao in the north, Uawa on the East Coast and across the South Island.

- Wellington attracted a general audience, including whānau, marae, broadcasting, non-government organisations and education.

- There was a heavy presence of Ngāi Tahu affiliated participants at the Wellington Kura Whakarauora due to Kotahi Mano Kāika sponsoring a number of placements for their rūnaka representatives.

- Te Māngai Pāho sponsored a large group of radio and television producers to attend the Kura Whakarauora in Wellington.

- Rotorua attracted two school groups with four or five participants from each school.

- Four participants attended both Wellington and Rotorua Kura Whakarauora.

- There were more fluent and intermediate Māori language speakers at the Kura Whakarauora in Wellington than at Rotorua.

The 85 participants were from a variety of backgrounds, including:

- education – 28 percent, which included whānau working in kōhanga reo, puna reo, mainstream ECEs, bi-lingual units, kura kaupapa, mainstream schools, wharekura, university and wānanga

- marae, hapū, iwi – 27 percent

- whānau, community and other – 45 percent, which included participants from government agencies, non-government organisations, the private sector and the broadcasting sector.

A detailed profile of the participants is provided in appendix two.

Paid versus free event

A registration fee of $100 was charged as a commitment fee to attend the Kura. This was to ensure participants did not pull out at the last minute or fail to notify the organisers if they were not going to attend.

A commitment fee was tested at a recent Kura Whakarauora[5], where 14 cancellations were made a few days before the event, and as a result, these last-minute cancellations could not be filled. At the Kura Whakarauora where participants paid, fewer than five people cancelled within a week of the Kura.

Reo versus reo rua delivery

Participants were asked their level of language proficiency (fluent, intermediate or beginner) during the registration process to tailor the delivery of content during the workshop to the language expectations and the proficiency level of participants. The event organisers managed the expectations of those less fluent who felt whakamā about their proficiency. The Wellington workshop was delivered primarily in Māori, while Rotorua was mainly in English to ensure all content was well understood although instructions were delivered in Māori and English.

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[5] Not funded through Te Taura Whiri i te Reo Māori contract.

The table below shows the proficiency levels of participants.

	Wellington	Rotorua
Participant language proficiency[6]	· Fluent: 40% · Intermediate: 49% · Beginner: 11%	· Fluent: 26% · Intermediate: 44% · Beginner: 30%

Tamariki programme[7]

The event organisers piloted a tamariki programme at Kura Whakarauora in Auckland in August 2016. The tamariki programme allowed parents to fully participate in the sessions without the worry of having to look after their tamariki. The feedback from parents was overwhelmingly positive, and without the tamariki programme, parents commented that they would not have been able to set aside time to attend and space to develop their language plan for their whānau.

Recording of proceedings

Proceedings from both Kura Whakarauora were video recorded and provided as references to revisit content and teachings. The video clips, presentations and rauemi were posted on a password-protected page on the Kura Whakarauora website for participants to access. The videos were not made freely available as people who did not attend the Kura Whakarauora would not understand the depth and intent of the presentations and workshops.

Promotion of Kura Whakarauora

The promotion of Kura Whakarauora occurred mostly through online mediums, including email, Facebook and the Kura Whakarauora website (www.kurawhakarauora.co.nz). Pānui were circulated through online bulletin boards, email lists and Facebook pages (such as Hei Reo Whānau and Māori 4 Grown Ups) and Te Taura Whiri i te Reo Māori notified past Mā te Reo funding recipients with a language planning focus.

The expert advisory group also circulated the pānui through their extensive networks.

Project management and administration

The project team comprised a project manager, video/photographer, administrator, proceedings recorder and event facilitator. The two Kura Whakarauora were managed primarily through the project manager and administrator for the events, while the evaluator prepared material for evaluation surveys, sample selection, interviews and reporting.

In summary, the role of the project team for future Kura Whakarauora is to:

· event manage the Kura Whakarauora, including promotion of the Kura; registrations; invoicing; and organising the venue, catering, travel and accommodation for presenters (including case study presenters), equipment, marae and break-out rooms (for group sessions)

· organise resources to support the implementation of language plans following the Kura Whakarauora, including videos of sessions, presentations and written proceedings

· organise any promotional material, including videos, pamphlets and Facebook content

· prepare the programme with presenters (including case study presenters) and organise the flow from session to session to meet outcomes and the needs of participants

· organise the delivery approach, focus and timing of the case study presentations and workshops

· prepare the tamariki programme (if it is being delivered), organise meal requirements, arrange the supervisors and teachers (including the vetting process) and identify any particular needs (changing and medication) and emergency processes

· provide hands-on coordination and support at the Kura Whakarauora to the presenters.

Budget

The budget varied between the first and second Kura Whakarauora due to the location, participant numbers and travel and accommodation costs. The presenters' daily costs remained similar. However, the expert advisory group costs varied as more planning occurred prior to the first Kura Whakarauora than the second.

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[6] Self-selected.

[7] Delivered under another contract.

The table below shows the average cost based on the two Kura Whakarauora. The fixed costs would be the same for any future Kura Whakarauora, and any additional costs are dependent on the supporting resources provided to participants and any specific funder requirements, such as a tamariki programme or videos for future reference by the participants.

Indicative Costs (per Kura)	Average Cost ($)
Fixed costs	
Venue hire, including break-out classrooms for group sessions, marae stay, cleaning, formal pōwhiri	2,000
Catering (average 60 people)	8,000
Presenters' travel/accommodation (including three case study presenters)	10,000
Presenters' and facilitator's time (including three case study presenters)	24,000
Equipment hire	2,000
Project team management, administration and travel	7,000
Kura Whakarauora folders and evaluation surveys	2,000
Total fixed cost (per Kura)	**55,000**
Other non-fixed and add-on (optional) costs	
Expert advisory group meetings	3,000
Website/content development	2,000
Video production per Kura	5,000
Tamariki programme for whānau-focused Kura (30 tamariki)	5,000
Total non-fixed costs (per Kura)	**15,000**
TOTAL COSTS (GST exclusive)	**70,000**

Recommended Kura Whakarauora model

Based on the findings of the evaluation, testing of the model at two Kura Whakarauora and advice from the expert advisory group, the recommended Kura Whakarauora model should comprise:

a) content that covers an understanding of the status of the Māori language, including why it is important and the impact of colonisation

b) a presentation of language revitalisation, both theory and practice, and how it relates to the Māori language

c) an interactive workshop on language planning elements, how these relate to revitalising the Māori language and how to identify your vision, purpose, target audience and champion(s)

d) an interactive workshop on success factors and barriers to language planning

e) case studies that present their learnings as well as specific focus areas

f) time in the programme for presentation of participants' language plans to enable feedback and learnings

g) time for feedback and completion of evaluation surveys for learnings and improvements at future Kura Whakarauora.

Recommended structure

The recommended content and structure of future Kura Whakarauora is:

Style	Focus Area	Desired Outcome
Presentation (interactive)	Te oranga o te reo	Greater understanding and awareness of the state of the Māori language Greater appreciation of how the Māori language is on the decline
Presentation (interactive)	Whakarauora reo	Greater understanding of language revitalisation theory and practice
Workshop	Language planning elements	Greater understanding of the key language planning focus areas Greater understanding of the tools to ascertain the needs of your community Understanding the need to identify your vision, purpose, target audience, champion, activities, resources, timeframes and monitoring
Workshop	Critical success factors	Greater understanding of factors that will influence success in language planning
Presentation	Functional language	Greater understanding of language strategies for sustaining the Māori language on a daily basis, particularly in the home
Case studies (workshops)	Case study on whānau language planning (micro)	Greater understanding of language planning for your own whānau, key elements and ideas
	Case study on language planning within an education setting (micro)	Greater understanding of language planning for your kura/school/kōhanga/puna reo, key elements and strategies
	Case study on iwi or marae language planning (macro)	Greater understanding of the need for a champion, surveys, key support people, barriers and strategies
	Case study on community group or other target audience	Greater understanding of the need for a champion, surveys, key support people, barriers and strategies
Group work	Development of participants' own language plans	Development of a language plan that each participant can take away to use in their own setting
Workshop	Reflection on learnings	Reflection sessions held following workshops on the final day of Kura to ensure participants fully understand the learnings, share their language plans and are invited to ask questions and converse with presenters

Recommended resources

It is recommended that a range of resources be readily available to participants to support the implementation of their language plans:

Resource	Purpose	Content
Workbook	Participants will be able to keep these for future reference while implementing their language plans.	Sets out the curriculum, including language revitalisation, key elements of language planning, how to develop a language plan, strategies to implement a successful language plan
Videos of key elements	Participants will be able to access videos to share with their target group, e.g., their whānau or marae.	Videos of each of the key presentations, i.e., language revitalisation, critical success factors of language planning, etc.
Videos of case studies	Participants will be able to review videos for strategies and techniques for their own plan.	Case studies of language plans at macro and micro levels, e.g., whānau, marae, iwi and puna reo
Social media	Participants will be able to engage with each other about their language plans.	Kura Whakarauora Facebook page will provide relevant content, encourage networking and be available for sharing of ideas
Links to funding sources and other resources	Participants and other interested parties will be able to go directly to a location for funding opportunities.	Links on the Kura Whakarauora website to funding and other language plans

Kaiārahi Whakarauora (Language planning mentors)

Feedback from participants recommended the provision of follow-up and mentoring support after completion of Kura Whakarauora. Participants noted the challenges of staying motivated and the need for further support and advice when facing difficulties in implementing their plans.

The role of the Kaiārahi Whakarauora would be to meet with each participant, individually or as a group, to review the status of their language plan, and in consultation with the participant (in no particular order):

- consider whether the language plan is still relevant or requires updating, given the circumstances of any other commitments or other priorities in their lives
- consider risks or barriers that may impact on the achievement of the objectives within their language plans
- design a detailed project plan to achieve the objectives and goals of their plan
- offer any ongoing advice or tips to support their objectives and goals
- ensure that the resources are relevant and making a difference or consider whether further resources are required.

The Impact of Kura Whakarauora

The impact of Kura Whakarauora has been assessed based on:

- the interviews of the 20 Kura Whakarauora participants
- the evaluation surveys of participants on the final day of the Kura Whakarauora (67 percent and 76 percent response rate for Wellington and Rotorua, respectively)
- follow-up surveys five months after the Kura Whakarauora (20 percent response rate).

Impact is defined as the change that participants experience as a result of attending Kura Whakarauora. The extent to which change has occurred for participants has been variable:

- some participants experienced significant change
- others are still in the formative stages and slowly progressing their language plan
- others made a start, but then progress tapered off for various reasons
- some never got going at all.

The findings in this section have been grouped by common themes that arose from discussions and analysis of quantitative and qualitative information. Quantitative data presented in this section is representative of all respondents.

Raised critical awareness

According to participants, Kura Whakarauora raised their awareness of the dire state of the Māori language and gave them context on how language revitalisation evolved over the past 40 years. Showcasing the declining nature of the Māori language provoked a shift in participants' thinking about their role in language planning for their whānau or community.

> *The statistics were shocking. I didn't realise that the reo was that bad ... I thought with kura kaupapa, kōhanga and Māori TV the language would be in a better position, but it's not. (Participant)*
>
> *Hearing the real experiences from the likes of Charisma ... it rips you apart. That's what's cool about it [Kura Whakarauora]. (Participant)*

Kura Whakarauora survey results show that participants gained a high level of critical awareness and understanding of language revitalisation theory and practice. For participants new to language revitalisation, the learning curve and information were more profound than for those already operating in the Māori language space.

Participants were able to learn why language planning is important and gain a better appreciation of why a language plan is needed.

> *You need a plan, you just can't leave it to chance, there is too much at stake! (Participant)*
>
> *Language planning lets us know where we are going – despite the ups and the downs. A lot of people underestimate the value of planning. If we want to expedite [language] usage, we need a framework to keep us on track, that's the plan! (Participant)*
>
> *We, te iwi Māori, need to be critically aware so we are able to recognise where we need to take action in all aspects, communities, homes, iwi, etc., to prevent the language's demise. (Presenter)*
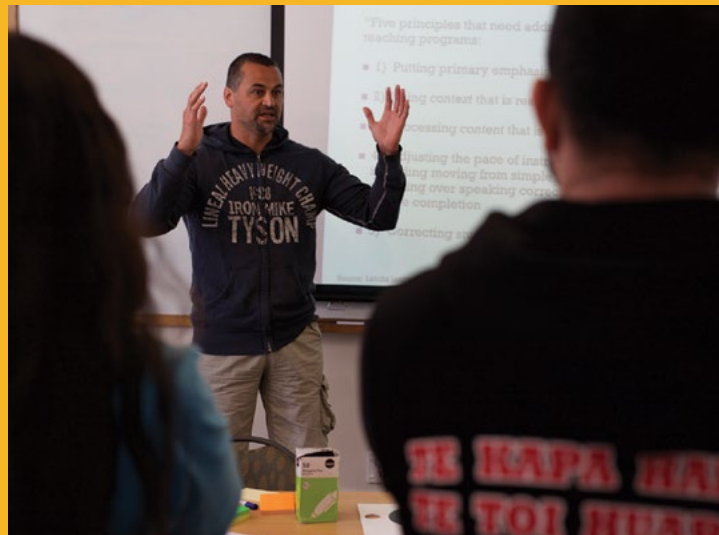
Participants heard first-hand the realities of language revitalisation from language planning practitioners. Having practitioners share personal and professional experiences of their language revitalisation pathway has given participants a greater awareness of the struggles and likely hurdles that they may face on their own language journey.

Language revitalisation requires dedication in terms of time, effort, tenacity when the road gets tough, and a network of supporters or a team sharing the load. Often it can be a lonely and thankless road, but the rewards far outweigh the struggles. (Presenter)

It's lonely, it's hard … trying to fit this into everything else you do! (Participant)

Increased self-esteem, confidence and motivation

Kura Whakarauora challenges, inspires and motivates participants to take action. Being exposed to presenters (and in some cases participants) who have been through the struggles of language planning and acquisition provides inspiration and gives participants confidence that they can achieve their own language goals.

Exposure to other like-minded individuals who are passionate about the Māori language also gave participants comfort that they were not alone in their thinking.

It doesn't seem to be as daunting now … before I wasn't sure if I was doing it right or if there was a better way to do it, but [the Kura Whakarauora] has given me confidence that I can do it for my whānau. (Participant)

I was blown away, absolutely buzzing, I could visual my whole year … knowing what to do … it was enlightening. (Participant)

[Kura Whakarauora] opened my eyes to the dire state for us Māori, and that if you try you can't go wrong, you can fail or you can lift, for us [our whānau], we've grown in leaps and bounds. (Participant)

Increased knowledge and learning

Kura Whakarauora provides language planning theory and practice, including understanding key language planning elements, critical success factors and barriers/challenges to language revitalisation and strategies to sustain Māori language use on a daily basis.

All participants indicated that they learnt something new from Kura Whakarauora. The mixture of theory and sessions with a more practical focus catered to the different learning needs of participants. Providing participants with resources, tools or strategies to use at home has helped participants implement their own plans. For example, participants, learnt about creating language domains (time, context or location) in the home and slowly growing these to other places or times.

We started at breakfast time [reo only], this was one time when we were all together as a whānau … We've slowly built it up from there … I am now baking with the kids in te reo now. (Participant)

What I learnt from Ruakere [Hond] was that you have to build your own reo Māori domains inside and outside your home to support your kids to speak Māori. (Participant)

The functional language sessions also provide participants with language games and resources that make learning fun and easy to implement in the home.

The resources that Scotty and Stacey gave us are invaluable. They make it so easy for us to use with our kids. (Participant)

Building a network of language planners

Kura Whakarauora develops participants to be language planners and champions in their whānau and communities. Kura Whakarauora provides the necessary knowledge and information to assist participants to drive their language plans. However, success is often determined by factors implicit in the individual, such as an individual's motivation, ability to call on support and getting buy-in from stakeholders to the plan.

Many participants spoke of setting up networks to support them in language planning in their communities. This needed more time and thought and was something the project team was yet to embark on. The presenters commented that their time is restricted, and Kura Whakarauora provides a training ground to grow and build communities of language planners to be developed and supported. Further investment by Te Taura Whiri i te Reo Māori is required to build the capacity of Māori language speakers and Māori language planners within the regions and sectors to revitalise the Māori language.

Change in behaviour and attitudes

Kura Whakarauora transformed the way participants viewed the Māori language and encouraged a change in behaviour or lifestyle to further embrace the Māori language. For some participants the transformation has been life changing, for others, subtle alterations have resulted in other positive changes.

> " On my way home from [the Kura Whakarauora in] Rotorua, I made the conscious decision to move my tamariki from mainstream to the whānau class. It didn't work for my big boy, but my young boy is just thriving in that environment. We have introduced kapa haka at home and he is just going from strength to strength. (Participant)

> I have noticed the change in my tamariki since introducing te reo Māori, they are responding more. (Participant) "

These are some of the changes that whānau and communities made:

- hui were held to discuss the language plan and get whānau buy-in

- whānau enrolled in te reo Māori classes, including Te Ataarangi and Te Wānanga o Aotearoa classes

- whānau introduced routines into the home to use more te reo and tikanga Māori, such as karakia

- people focused more on functional language use rather than just learning the Māori language.

Increased use of the Māori language in the home

Kura Whakarauora has increased the use of Māori language in homes. The extent to which this has been achieved ranges from significant to minor. Some of the significant changes have included parents speaking more Māori to each other and to their children; the creation of Māori language domains, such as breakfast time; and children generally speaking more Māori within the home environment.

> " My husband and three kids are making progress! After my many random attempts and efforts over the years at incorporating te reo Māori into our home, I feel like I'm finally getting there and there is some light at the end of the tunnel. (Participant)

> We have been doing 'te wā moe' in Māori for 3–4 weeks now and although we have a way to go, we are used to the routine now, and my kids are replying to me in Māori – I can't even express the feeling that comes with that. Also ordering takeaways has become 100% cooler for me, hearing my son say he wants a 'parehe māori' not just a 'normal pizza' is awesome. (Participant)

> We have some key words sussed. I just had another look over the info we got from the Kura and Roger's handout has just helped answer some questions I have now. We need to look at continuing the progress so I'll continue to add some new structures, kupu. I'm keen to add some more reo Māori time but don't want to get ahead of myself – if there is any other advice around signs that indicate we're ready to expand further, or what a good pace is, I would appreciate it. (Participant) "

Impact of Kura Whakarauora on three different settings

Three stories have been prepared to depict the different experiences and achievements of participants who attended Kura Whakarauora.

STORY ONE:
Ngāi Towhara, a whānau language plan

Louise is a mother of three boys (Piki, 13 years, Matangirau, 10 years and Te Manako, 7 years). Originating from Ngāti Kahungunu ki te Wairoa, Louise is a second language learner and a part-time student, living in Napier with her partner Paul, also a second language learner. Louise and Paul are dedicated to raising their boys with the Māori language so they can grow to be strong and confident young Māori men. The immediate goal is to get the boys speaking Māori, no matter how much or how little, so that it is part of their daily lives.

The three boys attended kōhanga reo prior to attending mainstream primary school. Sending the boys to mainstream posed significant challenges for Louise and Paul, particularly around how they would maintain the Māori language with the boys when there was little exposure at school and the Māori language at home was often inconsistent. Louise and Paul were clear that they would need to carry te taha reo with their boys at home.

Louise soon realised that she had to further develop her own te reo capabilities to ensure she could provide the best support to her boys' development in the Māori language. Louise went back to study and also attended kura reo and Te Ataarangi classes.

> *Me going back to learning te reo has also intrigued the kids and they ask, Mum why are you studying te reo. I told them that I don't want to be a Māori person who doesn't know my own language. They went quiet and I know they really understood that, and felt what that really means.*

Although Louise's Māori language development was progressing well, she found it difficult to transfer what she was learning in class back into the home environment for the whānau. Louise attended the inaugural Kura Whakarauora in Wellington in November 2015. Kura Whakarauora was instrumental in helping Louise develop a language plan that was relevant and easy to implement in the home for her whānau. Louise also picked up practical strategies and tools from Kura Whakarauora to help implement the language goals in the home.

> *How to take all the things that we had, we had a reasonable base, but it [Kura Whakaruora] taught me you need a plan and you have to plan, you have to build your own ao reo Māori it doesn't occur naturally.*

For Louise, language planning helps her stay focused on the end goal and also on critiquing what she is trying to achieve. The plan also enabled the rest of the whānau to buy-in to the same goals of planning change within the home.

Immediately after attending Kura Whakarauora, Louise established a Māori language domain at breakfast time for the whole whānau. This has slowly extended to other domains and activities, such as baking with her sons. The end result has been more te reo use in the home.
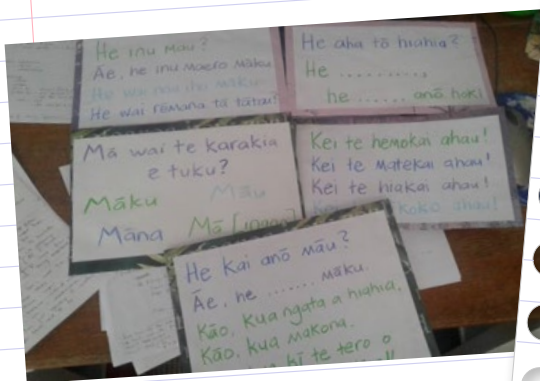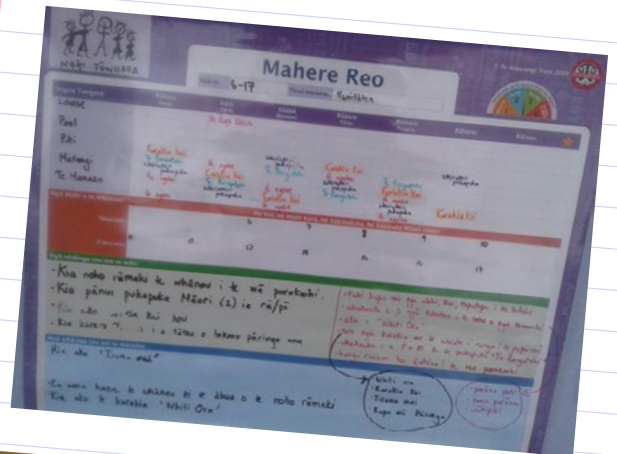
To encourage the boys with the Māori language, Louise and Paul looked for opportunities where the whānau could participate together in a kaupapa Māori activity that encourages the Māori language. This has led to Piki and Paul both attending mau rākau classes.

Another key learning Louise took from Kura Whakarauora is the need to develop your own corpus or body of knowledge. For Louise, this included shopping at second-hand shops for books, translating board games, creating recipe books in the Māori language, developing cue cards and labelling things in the home. This new body of language grows by the day so that the whānau have ready access to new Māori words and assistance with relevant sentence structures for the various domains.

To support the other Māori language activities in the home, the whānau also enrolled in Te Ataarangi where Louise and her 13-year-old son, Piki, attend evening classes. Paul and Louise also attend Kura Reo, and the whānau also attend Kura Hōkio, a Te Ataarangi-based weekend immersion noho for whānau held at Hōkio beach (Horowhenua).

While the Māori language journey is tracking well at the moment, there have been a number of challenges for the whānau. With a busy household, the whānau are often time poor, and actively using the Māori language is sometimes deprioritised. The influence of the Play Station 4, American TV and YouTube are a distraction to sustaining the Māori language with the boys. One of the other challenges has been trying to maintain the language domains and times when monolingual English-speaking visitors arrive.

Looking forward, the boys have embraced the plan and the journey that they are now on. Louise noted that more Māori is being spoken at home with the boys and between her and Paul as a result of Kura Whakarauora.

STORY TWO:
A language plan for Maungatapu School, Tauranga

Maungatapu School is located in the Tauranga suburb of Maungatapu near Mount Maunganui. The school provides education for students from Years 1 to 6. The school roll is approximately 500 students with 40 percent of students identifying as Māori. There are approximately 55 students in the rumaki classes. Most Māori students affiliate to Ngāi Te Rangi, Ngāti Ranginui and Ngāti Pūkenga.[8]

Five staff from Maungatapu School attended the second Kura Whakarauora in Rotorua during the school holidays in January 2016. The team comprised teachers from the mainstream and rumaki unit.

The language plan

The Maungatapu School language plan focuses on developing the capabilities of teachers to use more Māori language throughout the school. The underlying assumption is that teachers' attitudes and behaviours towards the Māori language can positively or negatively influence how children perceive or value the Māori language. More Māori language spoken inside and outside the classroom can help normalise the language and encourage children to value it as something cool, similar to the tag line 'it's cool to kōrero'. Specifically, the plan focuses on the mainstream teachers within the school to encourage and support them to understand and use the Māori language more within the classroom and within the wider school environment.
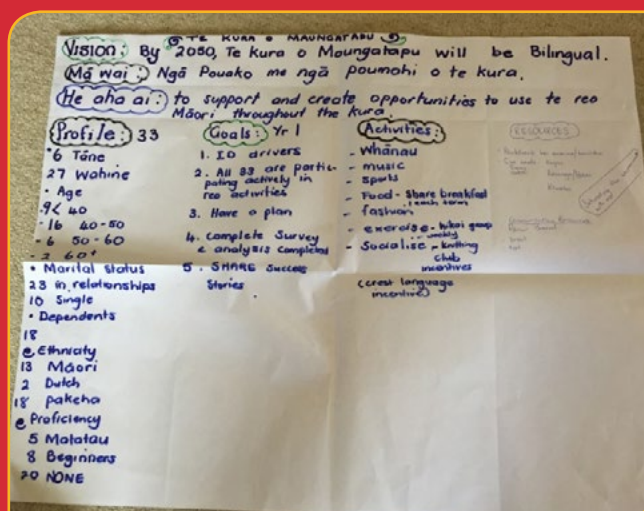
What they did

After returning from Kura Whakarauora in Rotorua, the team was highly enthusiastic and eager to share the experience with their colleagues. In the words of one of the teachers, 'we came back with fire in our belly'. One of the first steps they undertook was to meet with the school principal and the leadership team to seek buy-in to the language plan and to discuss the strategies and initiatives proposed. The leadership team was highly supportive of the plan and the ideas and initiatives proposed.

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[8] Maungatapu School, Evaluation Review Office, 2014.

First steps

One of the many things the team took away from the Kura Whakarauora was the need to first understand their target audience (their colleagues, the teachers), including unravelling their attitudes and beliefs towards the Māori language, identifying how much of the language was actually being used in classes and understanding what, if any, were teachers' aspirations for the Māori language within classrooms and the wider school. With this in mind, the team surveyed all teaching staff.

Undertaking a survey of all teachers

The survey results confirmed that there was an overwhelming desire from teaching staff to utilise more Māori language within the school. Alongside these results, the teacher appraisal process conducted in late 2015 also identified the Māori language as a priority area for further development for teachers. This evidence provided further leverage to support the language plan activities of the team.

Creating a new learning approach

Following the Kura Whakarauora, the team was keen to keep the momentum going and get some initiatives underway immediately. The team was conscious that teachers should not be overburdened or scared off with heavy Māori language learning content and that any activities undertaken needed to be fun, easy to implement and relevant to ensure teacher and student buy-in.

Introducing Māori language champions

The team implemented Poutiaki Reo roles. These are Māori language champions who sit alongside the three school syndicates (lower, middle and upper). The role of the Poutiaki Reo is to listen to the needs of the teachers within the syndicates and then provide tailored Māori language support and resources to help teachers develop their capabilities and confidence to deliver more Māori language content in their classrooms.

A dedicated timeslot of 20 minutes at the start of each syndicate meeting was dedicated to the Māori language as an opportunity for teachers to ask questions, seek clarity on sentence structures, develop resources and gain more insight into te ao Māori practices or discuss any issues that may be on their minds.

This approach [Poutiaki Reo] allowed our colleagues to ask questions about te reo Māori that they may have been in the past whakamā to ask. We use this space as an opportunity to develop our colleagues so that they are more comfortable and confident in using te reo. (Poutiaki Reo)

Another area of immediate focus for the team and the Poutiaki Reo was to address the mispronunciation of 'Maungatapu' by school staff, tamariki and the school community. Through the Poutiaki Reo and positive role modelling efforts of the team, the school has made positive changes in correcting the pronunciation of Maungatapu.

You'd more often hear the mispronunciation … man-ga-tap-poo, mel-na-tap-poo and not 'Maungatapu'. (Teacher)

We have noticed a change not only among our colleagues but also the tamariki in how they say Maungatapu … we just keep role modelling the correct way of saying it. (Teacher)

Some of the other initiatives included creating reo domains within the staff-room. The team developed cue cards to leave on the staff-room tables that provided short Māori language phrases or commands to help teachers with sentence structures. For example, 'Kei te aha koe?' What are you doing? Or 'Nāku tēnei!' This is mine.

The team also labelled key furniture/equipment or high-use utensils in te reo Māori and English so that te reo Māori words were prominent within the staff-room.
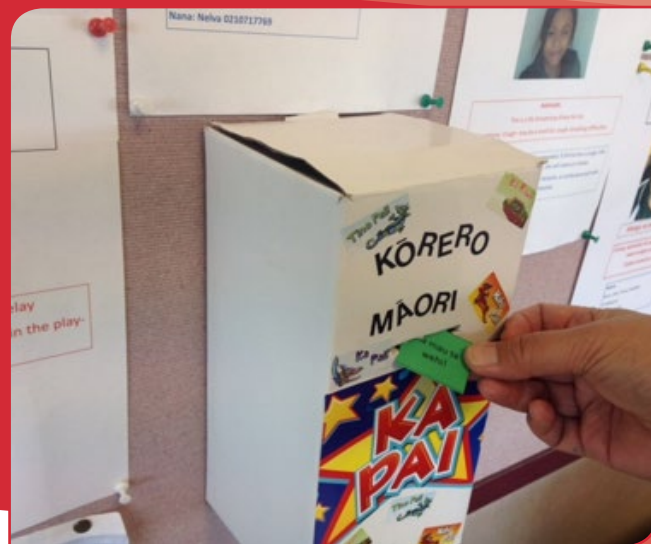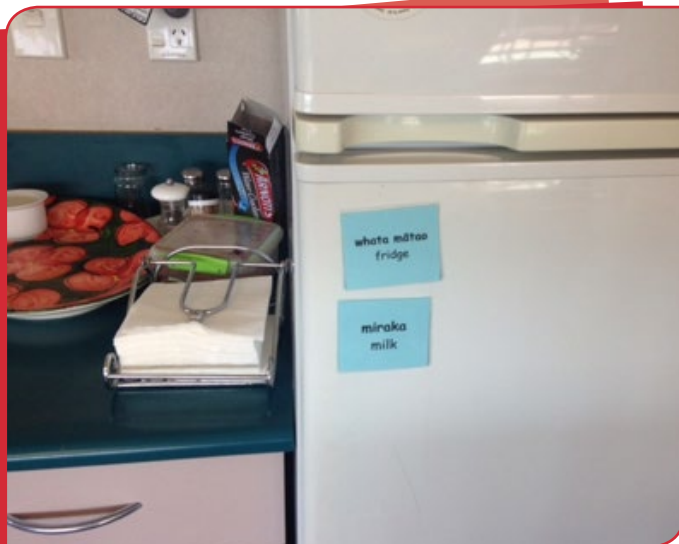
One of the other initiatives that has had a positive impact on the school has been the introduction of the Incentives programme, which is a Māori language competition among teachers. Teachers are rewarded at monthly school assembly for using the most Māori language in the school. This strategy has proved popular with tamariki, who often encourage their own teachers to get involved, and has also built a positive attitude towards the Māori language.

> *The Incentives programme is great! It reverses the perception for our tamariki; when they see our teachers being rewarded for using te reo, it plants a seed for them that te reo is cool. Positive role modelling of te reo goes a long way with our kids. (Teacher)*
>
> *Our kids are egging us on to get the te reo awards, in a way it forces us to participate more in te reo. (Teacher)*

What has been achieved?

The success of the language plan at Maungatapu School is a culmination of a number of factors. Firstly, the leadership and buy-in from school management alongside previous research that identified the Māori language as a priority for teacher development have been significant factors in ensuring the plan is supported and that there is a mandate to progress the language plan. There is also a genuine willingness and buy-in from staff for the plan. Also, having a dedicated senior teacher drive the implementation of the plan across the school has ensured the plan is prioritised and well resourced, and there is a point of contact available for any inquiries.

Having five staff attend Kura Whakarauora created a critical mass of staff who shared the same vision for the Māori language at their school and who have the skills and knowledge to support and implement their plan. Kura Whakarauora gave the team motivation and provided useful tools and strategies to drive their revitalisation efforts within their school. The team gained valuable insights into Māori language revitalisation theory and practice, including setting measurable goals and celebrating success no matter how big or small. Also, the session at Kura Whakarauora on critical awareness and the state of the Māori language provided a reality check for many and realisation that the Māori language is struggling.

> *I am the oldest in my whānau, the language will die with me if I don't do anything about it ... I have to do something ... (Teacher)*

Although this case study has focused on the language plan at Maungatapu School, Kura Whakarauora also encouraged language planning outside of school for some of the team members. One of the teachers started developing a plan for her whānau that involved kōrero with her koroua, a native language speaker, as well as her father and other whānau members. Understanding the components of language planning has made it easier to start developing her whānau language plan.

Over the past two terms, the team has noted changes in attitude towards the Māori language across the school. Teachers are using more Māori within their classrooms from using Māori dates and days through to karakia and joint school kapa haka activities. Significantly, the team noticed more tamariki greeting them with 'Kia ora'.

> *Kids see the teachers speaking [te reo] and so they want to speak it. (Teacher)*

> *So proud of my colleagues on the other side … they are going for gold. (Teacher)*

One of the unintended outcomes from this project has been the increased collaboration across the rūmaki unit and auraki classes of the school. Historically there has been a perception of division or a them and us mentality between the rūmaki unit and the rest of the school. The Poutiaki Reo helped to bridge the invisible line and remove barriers through ongoing relationship building and dialogue between the colleagues. This has helped build a better understanding of the rūmaki unit as well as valuing the Māori language more.

Had the team not attended Kura Whakarauora, they believe they would be less determined and less motivated to focus on revitalising the Māori language within the wider school.

Where to next?

While the Māori language development has increased within the school, the team is now focusing on parents. The school wants to build a profile of the parents' and families' capabilities, aspirations and goals to better tailor the Māori language support required outside the school.

STORY THREE:
Building my whānau language plan

Kura Whakarauora was a motivating force for Hera[9]. Hera is a mum and a teacher and is passionate about the Māori language. Although Hera had an unofficial plan prior to attending Kura Whakarauora, she was able to formulate a more robust language plan for her whānau with solid ideas and strategies.

> *It [Kura Whakarauora] came at the right time for me. It provided me with the care and guidance that I needed to appreciate that where I am is truly OK and it provided me with the tools so that I can answer the question 'Now what am I going to do about it?'*

Hera was unable to enrol in courses such as Te Ataarangi or Te Wānanga o Aotearoa due to work commitments. Instead, she got alongside her kaumātua to continue her Māori language journey.

Hera is continuing to use and encourage the use of the Māori language wherever possible at home.

> *We were at 80% [speaking Māori] when I attended Kura Whakarauora. Now I believe we are getting closer to 85% in the sense that me and my partner are communicating in te reo to each other more in front of the kids, before we would only converse in te reo to our children and not to each other.*

At home, the challenge for Hera has been to incorporate practices that overcome the dominance of the English language and make the Māori language just as cool for her tamariki. In particular, she is looking at ways to make her tamariki toys, such as Barbie dolls and superheroes, more appealing in the Māori language so they play and speak more Māori language during their own time.

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[9] Not her real name.

> *It's just so hard to keep up the motivation, but perseverance has been key.*

Hera is currently researching online options to connect with whānau from all over the world. Hera has approached an uncle and a cousin to consider building their own whānau language-source to retain the dialect of her elders, be a repository for future generations and safeguard their language. Although still in its early stages, Hera is hopeful that the work will progress while many of her elders are still alive.

Hera has made changes at her kōhanga reo so that the Māori language is the only language spoken by staff on and off the floor at kōhanga. Previously, there were designated spaces where Kaiako and Kaimahi could speak to each other in Pākehā off the floor, but these have now been removed. The staff are taking this new approach day by day, reflecting on how things are progressing and addressing issues as they arise.

Hera also recognised that some kōhanga whānau were too scared to speak Māori or were embarrassed because they didn't know the words or how to speak Māori. One strategy that Hera introduced was providing daily rerenga kupu for whānau to use when they pick up or drop off their tamariki. According to Hera, this has been well received by whānau.

As a whole, the journey for Hera has been positive, and in her words:

> *Kura Whakarauora is everything that it said it would be. You need to be a motivator, monitor, mentor … and it will drain you.*

Hera's challenge has been knowing how to manage the times when she has felt drained and being able to draw on external support networks or other like-minded people when issues arise.

Conditions for Effective Language Planning

Feedback suggests that there are common factors that enable language plans to be more successful. Some of these are considered below, along with challenges that participants came across.

Success Factors	Rationale	Potential Challenges
Language champions within the whānau, marae, school, iwi or community group who promote and foster the language and motivate others with different strategies	Providing focus, drive and maintaining the momentum of the language plan across the target group	Time restrictions Motivation of the target group Finding a language champion with proficiency for the target population (e.g., this will be variable depending on proficiency of members) Whānau/group has high expectations of the competencies of language champions
Valuing the language and overcoming whakamā and mataku	How one feels about the language is an important consideration and driver of success	Competing priorities Time restrictions Personal fear of and embarrassment about making mistakes when speaking Māori
Attendance in larger numbers	Able to share in the vision and understanding, support each other and embark on the challenge together Easier to sell the plan to others	Everyone agreeing to the plan
Plan must be clear, easy to follow and have buy-in from all parties	If no buy-in, people will lose focus and not feel it's theirs Need to review the plan at regular intervals to ensure that the goals are still achievable	Time restrictions Competing priorities
Creating networks for support and sharing strategies to implement plans	After Kura Whakarauora, participants feel alone in implementing their plans Shortage of language planners across the country	Time restrictions Support to create networks
Prioritising language planning to progress your Māori language journey	If people do not prioritise the Māori language plan, it will not progress	Personal circumstances may get in the way of the language plan
Making the language a living language	It is critical to hear and use functional language every day	Increasing language proficiency levels Managing domains to encourage daily use

Language champion and driver of change

Participants noted that language champions or drivers of change are critical to implementation of language plans. Language champions provide the focus, energy, know-how, leadership and glue that hold the myriad strands of the language initiative together and make it relevant for whānau and communities. Generally, language champions are multi-skilled, have strong support networks to draw on, have good networks in the community, are respected, are tenacious and are driven to succeed.

> *As a language planner, you will be the sports coach, manager, mentor, fundraiser, mediator. (Presenter)*


Clear plan with achievable goals

Developing a clear and concise plan that captures the expectations of all interested stakeholders is also crucial to the implementation of language plans. Setting realistic expectations for whānau or communities around what is achievable with the skills and resources available is important to developing the language plan. Ensuring participants leave Kura Whakarauora with a complete language plan was identified as a key lesson and was subsequently addressed at the second Kura Whakarauora. In addition, it is important for participants to set realistic timeframes and goals otherwise people get disheartened by lack of or slow progress. It is also critical that participants review their plan at regular intervals to ensure it is still relevant.

> *You need to be open and honest about what everyone's expectations are. Until these are known … you won't make progress with your plan. (Presenter)*

> *You must believe in your plan, otherwise you won't achieve it. (Presenter)*

> *We had to change our whānau plan after revisiting it after we came back from the Kura. I think through all the excitement we had to be realistic about what we can achieve, our busy evenings and weekends with the kids … we [are] just going to do basic things over dinner and expand our vocabulary every week … (Participant)*
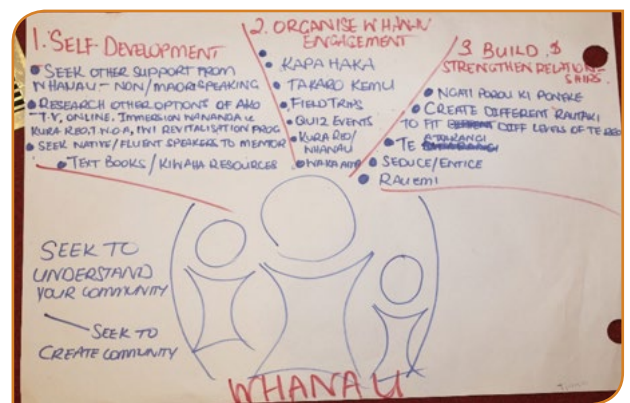
Build a strong support network in the regions

The success of language planning initiatives is enhanced by the help that individuals can draw on to support their language plan. Building a critical mass of supporters who buy-in to the vision of the initiative can ease the pressure on individuals and enable the responsibilities of the plan to be better shared.

A group of teachers from Maungatapu and Kōraunui schools attended the second Kura Whakarauora together. This approach proved successful as the teachers were able to support each other in sharing the vision and implementing the plan when they returned to their respective schools.

> *If we didn't come as a group it would have been more difficult to convince the principal and other staff that change needs to happen in relation to sustaining the Māori language across the school … children can now greet in Māori, the principal supports it and we have had positive feedback from families that their children know basic words …. (Participant)*

The presence of a Facebook page for Kura Whakarauora also enabled participants to engage online to discuss their plans, share stories and build support networks.

Dedicating time and staying focused

Lack of time and other competing priorities were the most significant factors impeding the implementation of language plans. Finding strategies to maintain focus and energy once participants left Kura Whakarauora was also identified as a challenge. During the Kura environment participants remain focused as they have few distractions. However, once they leave this environment, other priorities take precedence.

> " *I was inspired when I came home, I started off well with my plan, but after six weeks, life got in the way, and my plan stopped ... but I know what I have to do ... (Participant)*
>
> *Kāore anō au kia ruku hōhonu ake ki taku rautaki mō taku whānau. Kua tīmata! Engari nā te taumaha o taku mahi, kāore anō au kia whai wā ki te whakawhānuihia ngā wāhanga o te rautaki. Ki taku nei whakaaro, ahakoa he iti, he tīmatanga. (Participant)* "

Overcoming personal circumstances and challenges

Participants noted personal challenges that they had to overcome before being able to make a start on their language journey. Convincing themselves, their workplace or their whānau they have a critical role to play in the survival of the Māori language challenged the mindset of participants.

Personal sacrifices have been made where whānau have given up their full-time work to concentrate on their language journeys for the sake of their whānau. Presenters made participants think and do a lot of soul searching before embarking on the challenge ahead of them. In doing so, participants also realised their own shortcomings, and while they attended Kura Whakarauora for their school or community group, they realised they needed to start with a language plan for themselves and their whānau.

Participants spoke of the value that they place on the Māori language and how it is a driver for success in their plan. Parents want to bring their children up in the language as it was something that they never had as children. Kura Whakarauora allowed participants to consider and openly discuss these very emotional decisions, overcoming their personal challenges of whakamā and mataku.

For some iwi, hapū and marae language planners, it was a struggle. It was difficult to know where to start as language planning amongst your own people seemed much harder than planning for your whānau, which you have a lot more control over. The presenters offered solutions to counteract challenges with iwi and marae language planning, such as looking at specific areas of paepae, karanga or karakia.

Informing Future Policy and Investment Decisions

Does Kura Whakarauora lead to language revitalisation?

Kura Whakarauora has the potential to reshape revitalisation efforts. It sets individuals on the right path to start or revisit their Māori language journey. The strength of Kura Whakarauora is its ability to inspire and motivate future language champions to support and equip their whānau, marae, hapū, iwi, interest groups and community groups with the building blocks for effective language planning. For those past participants who are yet to make that change, there is the need for continual follow-up.

Evidence from this evaluation shows that Kura Whakarauora leads to language acquisition within the whānau. However, given the short delivery timeframe for Kura Whakarauora, it is assumed that language revitalisation will be a medium- to long-term outcome of Kura Whakarauora. More long-term research will provide further evidence of the extent to which language planning has occurred within the community to realise the benefits and any challenges.

An outcomes framework needs to be developed to measure the progress participants are making and achievements they have had in revitalising the Māori language (through language planning activities such as Kura Whakarauora). Investment in a data management system would enable the monitoring and tracking of the achievement of language revitalisation outcomes, with participant assessments and interviews at six-monthly intervals. The purpose is to collate real-time data to understand language revitalisation activities of past Kura Whakarauora participants and their impact on whānau, marae, hapū, iwi, interest groups and community groups. Measuring outcomes at regular intervals enables better reporting to funders on progress of language revitalisation for each participant.

Has Kura Whakarauora been successful?

Evidence shows that, on the whole, Kura Whakarauora has been highly successful. Participants who are committed and motivated to implement their language plans have achieved significant gains and outcomes. The transformation for some participants has been dramatic, including examples of:

- parents speaking more Māori with each other and with their children

- parents changing the education pathway of their children from mainstream to Māori medium

- people changing their perception towards the Māori language, which led to significant changes in the home

- mainstream schools implementing strategies to speak the language every day, such as encouraging 300 school children to greet each other using 'Mōrena' or 'Ata mārie' every morning.

For all participants who attended Kura Whakarauora, success can be seen in terms of increased awareness, knowledge and understanding of language planning theory and practice. Participants have gained confidence and have been motivated to implement their language plans. While immediate gains are desirable, realistically, the success for some participants will be in the longer term.

Kura Whakarauora has also been successful in developing and testing a language planning model with the use of expert presenters and language planning practitioners. The model continues to be refined to ensure that the sessions are fit for purpose and meet the needs of the target audience. The model is scalable, so it can be implemented using a long or short format to suit the timeframes available for audiences, and it can also be used in a micro or macro language planning setting.

In total, 85 participants attended Kura Whakarauora in Wellington and Rotorua. Although the attendance rates were low in Rotorua, the quality of the engagement between presenters and participants countered the low participation numbers. There is widespread agreement from participants that more Kura Whakarauora should be held.

How do we grow language planners/ champions?

Developing language planners or champions requires a medium- to long-term investment. Targeting individuals who are motivated, passionate about the Māori language and have strong community networks is often difficult. These individuals are already in high demand and tend to have competing commitments.

Kura Whakarauora provides an environment to identify and nurture individuals with the skills and tools necessary to become language champions within their whānau and communities. Keeping language champions engaged and motivated requires ongoing support and opportunities for sharing with like-minded people. Building regional hubs of language planners and past Kura Whakarauora participants would help create these networks.

Currently, language planners are few in number and working voluntarily, so there needs to be dedicated investment in building the capacity and capability of language planners in each of the seven Te Mātāwai iwi clusters[10]. Using these regional clusters as an initial approach enables support to be provided alongside Te Mātāwai language revitalisation activities within those iwi clusters. The purpose of building the capacity within these iwi cluster regions, and potentially within sectors, is to develop communities of Māori language planners and Māori language speakers to revitalise the Māori language in all facets of daily life (e.g., schools, hospitals)[11].

Professional development options for language planners can be designed to cover theory and practice in language revitalisation and language planning. Potential people may be those who are undertaking language planning for a government department or their own whānau, school, iwi, marae or community group, and past Kura Whakarauora participants or existing language mentors in Te Ataarangi.

Annual language planning conferences or symposiums should be held so that current and potential language planners can discuss and share ideas to revitalise the Māori language.

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[10] Te Tai Tokerau, Tainui, Mātaatua, Te Arawa, Te Tai Rāwhiti, Te Tai Hauāuru and Te Waipounamu.

[11] R Hond, Matua te Reo, Matua te Tangata. Speaker Community: Visions, Approaches, Outcomes, an unpublished PhD thesis, 2013.

What about future language planning for whānau and communities?

The event organisers secured subsequent funding to hold an additional four Kura Whakarauora for whānau, marae, hapū, iwi, interest groups and community groups in 2016/17 as well as funding for Kaiārahi Whakarauora or language planning mentors. Establishing language planning mentors is a natural progression in providing support and maintaining momentum in participants' language planning initiatives. Having regular contact and engagement with a mentor is intended to keep participants accountable as well as providing an immediate response to any underlying issues. The extent to which language mentors are successful will need to be monitored and evaluated in the future.

Given the role of Te Mātāwai in whānau and community language planning and the new funding[12], there is an opportunity to promote language planning principles in the investment criteria for these funds.

There is an opportunity to leverage off existing language acquisition and revitalisation programmes, such as Kura Reo or He Kāinga Kōrerorero, by providing a scalable model to promote language planning.

What about a language planning model for the Crown strategy?

Under the Māori Language Act 2016, the Minister for Māori Development must develop a Crown Māori Language strategy[13] that sets out the Government's objectives and policies relevant to the revitalisation of the Māori language. Given this, the Crown Māori Language Strategy should consider language planning as a key Māori language revitalisation activity.

With the new role of the Māori Language Commission[14] to take the lead in coordinating the implementation of the Crown strategy, language planning specifically tailored for government departments needs to be considered. This would need to adopt macro language planning approaches. In this respect, language planners within government agencies may be necessary to assist with the development of language revitalisation activities.

Te Māngai Pāho is an example where a proactive approach to prioritising language planning is being taken as a key requirement for their funding criteria. As a result, Te Māngai Pāho funded producers to attend Kura Whakarauora, and it is looking to do this again in 2017.

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[12] $12 million over next four years for whānau and community language planning. The Treasury, Budget, 2016.

[13] Section 10, Māori Language Act 2016.

[14] Section 40(1)(c), Māori Language Act 2016.

Conclusion

Kura Whakarauora transforms the way that participants view the Māori language and encourages a change in behaviour or lifestyle to further embrace the Māori language. With the decline in the number of Māori speakers, a broad programme of change needs to occur across government and the wider community. The two Kura Whakarauora provided opportunities for:

- community language planners to share their knowledge and expertise with whānau, marae, hapū, iwi, interest groups and community groups
- whānau members to grasp the strategies to start them on their language journey
- schools, kura, kōhanga reo and puna reo to start their language plans
- marae, hapū and iwi to reassess their language plans and consider other strategies
- networks to be opened up to share strategies and ideas about language planning.

The recommendations from this evaluation support the continuation of Kura Whakarauora, with a model for whānau, marae, hapū, iwi, interest groups and community groups. Further, the current limited pool of language planners needs to be addressed. With the probable revitalisation activities of Te Mātāwai, there will be a heavier demand for language planners and acquisition programmes. This evaluation recommends providing assistance to build the capacity and capability of language planners across the country to support the establishment and maintenance of revitalisation activities throughout language communities.

Kura Whakarauora is one programme that addresses revitalisation of the Māori language, and it should be viewed in the wider context of other revitalisation and acquisition initiatives targeting language shift and daily use of the Māori language.

Appendix One: Evaluation Approach

The evaluation considers the design, development and implementation of Kura Whakarauora in order to assess the impact that Kura Whakarauora has on participants.

The evaluation approach fostered respectful relationships and interactions with participants and embodied tikanga Māori.

Evaluation objectives

The evaluation aimed to:

- document a model for delivering language revitalisation workshops
- document exemplars or narratives on community practice
- assess the impact of Kura Whakarauora and whether they led to positive outcomes for participants/communities
- build evidence and knowledge about the conditions for effective language planning
- inform policy and future investment decisions about language planning interventions.

Key evaluation questions

The key evaluation questions were:

- What are the conditions for successful language planning (e.g., high level of engagement of target population, sufficient resourcing, resourced facilitator)?
- What are the barriers to successful language planning?
- What impact has Kura Whakarauora had on locally led (whānau, hapū, iwi and hapori) community language revitalisation?
- What is the best practice model for future Kura Whakarauora? What does the ideal programme look like?

Data collection

The evaluation used a mixed method approach, involving three key data collection components:

i. literature review of relevant language revitalisation and planning research (national and international)

ii. quantitative data collection through registration information and post-event evaluation to build a profile of participants' learning needs and aspirations, including insight into the delivery, the content and participants' overall assessment of Kura Whakarauora

iii. qualitative data collection, using interviews, case studies of a sample of language planning initiatives, a follow-up survey and feedback forums.

Literature review

The literature review provides a brief overview of national and international research and other material relevant to language revitalisation and planning. This review informs the structure of the Kura Whakarauora model.

The review was completed by Kuratapirirangi Higgins, a student at Victoria University of Wellington.

Quantitative data

Quantitative data consisted of registration and post-event evaluation data.

Registration data

Registration data was gathered through the online registration form that was completed when participants signed-up to attend Kura Whakarauora. This information allowed the organisers to build a profile of participants and their learning needs and aspirations. The information covered:

- geographical location
- level of Māori language proficiency
- iwi affiliation(s)
- target group of their future language plan/activity
- knowledge of language planning
- current stage of language planning (if currently involved in a project)
- aspirations for attending Kura Whakarauora.

Evaluation forms

Post-event evaluation data was collected using a paper-based form that all participants completed on the final day of Kura Whakarauora. This information provided feedback on the content, delivery and overall assessment of Kura Whakarauora. Information was gathered on:

- relevance of facilities and event planning and organisation
- relevance and effectiveness of the content and presenters
- whether Kura Whakarauora has contributed to participants':
  - awareness of the state of the Māori language
  - understanding of language planning strategies and processes
  - knowledge and information about language planning
  - tools to undertake language planning in their own situation
  - confidence to undertake language planning
  - motivation to undertake language planning.

The post-event evaluation data achieved a high response rate (67 percent and 76 percent for Wellington and Rotorua, respectively), meaning post-event data is statistically representative of all the participants.

Qualitative data

Interviews, case studies, an online survey and feedback sessions during Kura Whakarauora were also used to inform the evaluation.

Interviews

A total of 20 participants were interviewed either face to face or over the phone. A purposive sample was used to select participants with diverse characteristics and perspectives to achieve a spread of information. The sample included:

- a mix of participants from the Wellington and Rotorua workshops
- a cross-section of language planning projects based in hapori, iwi, hapū or whānau
- a cross-section of participants from various educational institutions (mainstream, kura kaupapa and kōhanga reo)
- participants who were actively implementing their language plan.

A structured interview guide was used to illicit responses from participants.

Case studies

Three case studies provide in-depth information on the experiences and journey of participants as they implemented their language plan. The stories provide insight into the progress (or lack of progress), changes in behaviours and attitudes and the challenges or struggles faced by participants.

The case study participants were tracked over a 6- to 10-month period. Face-to-face interviews or phone discussions were conducted to gather the information.

The case studies were selected in collaboration with the Kura Whakarauora organisers to include projects that:

- demonstrated significant progress since Kura Whakarauora
- targeted specific interest groups, including whānau, educational and community
- offered high-value information that would be worth profiling.

The original evaluation plan specified five case studies would be undertaken. However, as the evaluation progressed, it was noted that three case studies along with the other face-to-face interviews was sufficient to draw out key findings and themes.

Follow-up survey

A short (four question) online survey was also sent to all participants of the Kura Whakarauora in Wellington[15] as a follow-up five months after the Wellington event. The survey examined:

- what progress (if any) participants had made on their language plans since returning home

- the reasons why progress may not have occurred

- what additional support they needed to assist with achieving their plans

- the goals of their language plans.

Although the online survey response rate was low (20 percent, 12 out of 60 participants), the responses informed the need for language mentors and identified a number of barriers to implementing language plans.

Feedback forums

Feedback forums were utilised at the end of each Kura Whakarauora to listen to feedback from participants, presenters and the organising team. Structured feedback sessions allowed participants to give their experiences and insights on Kura Whakarauora, which in most cases could be correlated with participants' written evaluation forms.

Feedback from presenters and the administration team was largely received through ad hoc meetings and reports.

Data analysis

A thematic analysis was utilised to systematically identify, organise and offer insight into the emerging themes within data. The themes were then coded, based on their occurrence across the sample group. Where possible, the evaluator tried to keep each theme specific and succinct to avoid overlap.

The themes that emerged aligned with the desired outcomes of Kura Whakarauora, and, therefore, these outcomes were used as a framework to present the findings.

Confidentiality and informed consent

All participants were provided with an information sheet outlining the purpose of the evaluation and were given the opportunity to ask any questions prior to commencing the interview. Participants were also asked to complete a consent form.

All efforts were made to ensure that evaluation participants clearly understood their contributions were confidential, unless otherwise stated by them, and that any comments in the evaluation report would not be personally attributable to individuals or whānau without their express permission.

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[15] Rotorua participants were not sent the survey as the Kura Whakarauora had only just finished and it was too soon for the follow-up survey to observe any impact.

Appendix Two: Analysis of Kura Whakarauora Participants

Participant registration data

During the online registration process, participants were asked a number of questions to help build a profile of participants. This included questions on who participants were representing (or focusing their language plan on), their level of Māori language proficiency, their stage of language planning and their experience in language planning. The results are presented below.

Requirement	Wellington, Te Herenga Waka Marae, November 2015	Rotorua, Tangatarua Marae, January 2016
Length of Kura:	2.5 days	3.5 days
Participants:	60	25
Participant representation:	Hapori, whānau – 13 Education – 12 Iwi and marae – 21 Broadcasting – 11 Mahi – 3	Hapori, whānau – 6 Education – 12[16] Iwi and marae – 2 Broadcasting – 1 Mahi – 4
Participant language proficiency[17]:	Fluent – 40% Intermediate – 49% Beginner – 11%	Fluent – 26% Intermediate – 44% Beginner – 30%
Stage of language planning:	Haven't started yet – 11% Just started – 21% Part-way through – 26% Almost finished – 12% Finished – 12% No response – 18%	Haven't started yet – 48% Just started – 19% Part-way through – 22% Almost finished – 7% No response – 4%
Experience in language planning:	Newbie – 34% Less than 12 months – 11% Between 12 and 24 months – 17% More than 24 months – 39%	Newbie – 48% Less than 12 months – 12% Between 12 and 24 months – 16% More than 24 months – 24%

[16] Which included five from Maungatapu School, Tauranga, and four from Kōraunui School, Stokes Valley.

[17] Self-selected.

In total, 85 participants attended the two Kura Whakarauora in Wellington and Rotorua. Aggregated results show that participants were from a variety of backgrounds, consisting of:

- education – 28 percent. This included whānau working in kōhanga reo, puna reo, mainstream ECEs, bi-lingual units, kura kaupapa, mainstream schools, wharekura, university and whare wānanga

- marae, hapū, iwi – 27 percent

- whānau, community and other – 45 percent, which consisted of participants from government agencies, non-government organisations, the private sector and the broadcasting sector.

Participants were from a wide geographic spread, including Te Kao in the north, Uawa on the East Coast and across the South Island. There was a heavy presence of Ngāi Tahu affiliated participants at the Kura Whakarauora in Wellington as Kotahi Mano Kāika sponsored a number of placements for their rūnaka representatives.

Four participants attended both Kura in Wellington and Rotorua.

Participant self-evaluation data

Participants were asked to complete a self-evaluation form at the end of each Kura Whakarauora. The response rates were 68 percent and 76 percent for Wellington and Rotorua, respectively.

Responses were analysed against three key areas of interest:

1. Te Hanga o te Kura Whakarauora (format and structure)

2. Kaikauhau (relevance of content and delivery by presenters)

3. Ōu whakaaro (participants' overall views)

Participants were asked to use a six-point scale to rate the different statements:

- Kāore i te pai (Not good)

- Tōna pai (Sort of good)

- Pai rawa (Good)

- Tino pai (Very good)

- Tau kē (Excellent)

- Aua (Don't know)

4. Results across all three areas (format and structure, relevance of content and delivery, and participants' overall views) were resoundingly positive. For the purposes of this report, the analysis only examines participants' overall views (Ōu whakaaro).

Participant feedback - Wellington
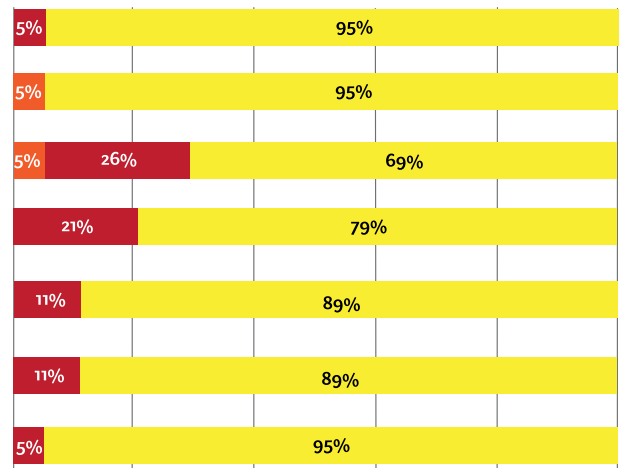## Kura Whakarauora has:

Given you motivation to undertake language planning

| 4% | 29% | 61% | 6% |

Given you confidence to undertake language planning

| 4% | 54% | 36% | 6% |

Given you tools to undertake language planning in your situation

| 4% | 14% | 14% | 46% | 22% |

Helped you gain more knowledge and information on language planning

| 7% | 25% | 50% | 18% |

Helped you understand language planning strategies and processes

| 4% | 14% | 21% | 46% | 15% |

Raised your awareness of the state of te reo Māori

| 18% | 25% | 39% | 18% |
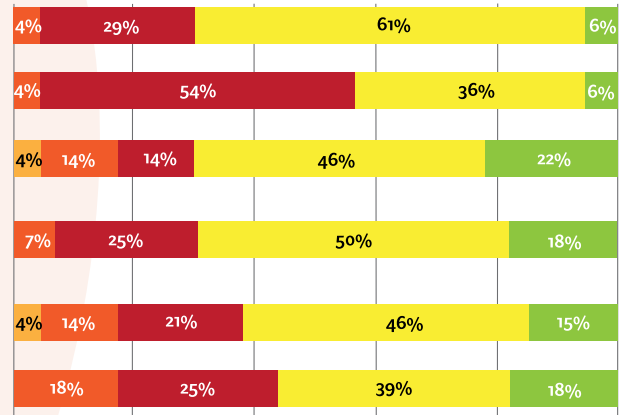
Tōna pai   Pai rawa   Tino pai   Tau kē   Aua

Participant feedback - Rotorua
Kura Whakarauora has:

Met your expectations/needs

| 5% | 95% |

Given you motivation to undertake language planning

| 5% | 95% |

Given you confidence to undertake language planning

| 5% | 26% | 69% |

Given you tools to undertake language planning in your situation

| 21% | 79% |

Helped you gain more knowledge and information on language planning

| 11% | 89% |

Helped you understand language planning strategies and processes

| 11% | 89% |

Raised your awareness of the state of te reo Māori

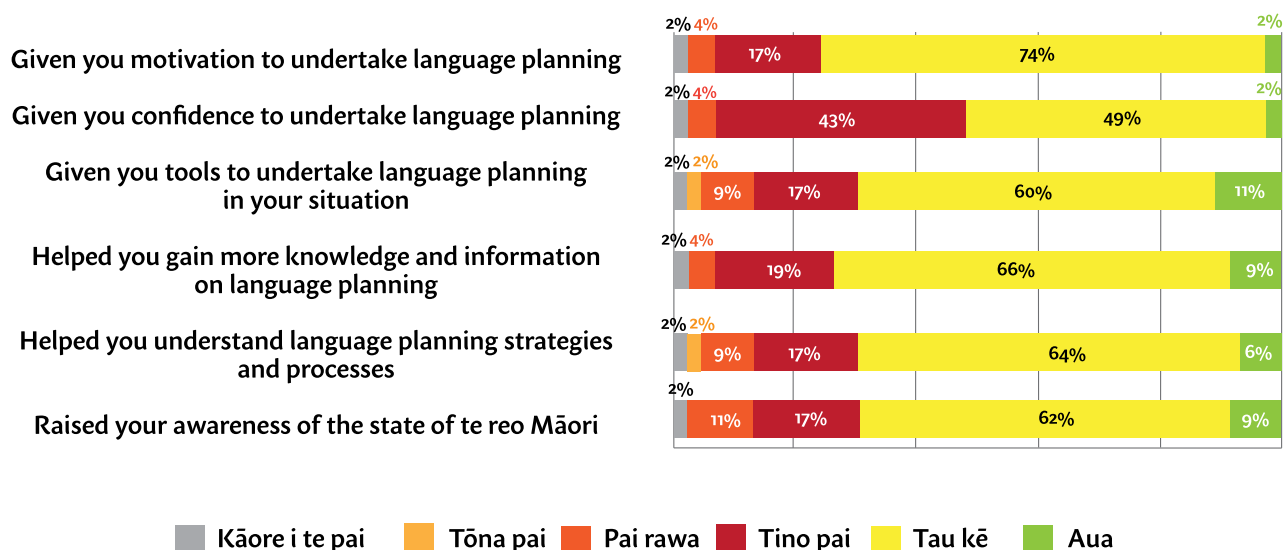| 5% | 95% |

Pai rawa   Tino pai   Tau kē

Participant feedback - aggregated results
Kura Whakarauora has:

	Kāore i te pai	Tōna pai	Pai rawa	Tino pai	Tau kē	Aua
Given you motivation to undertake language planning	2%		4%	17%	74%	2%
Given you confidence to undertake language planning	2%		4%	43%	49%	2%
Given you tools to undertake language planning in your situation	2%	2%	9%	17%	60%	11%
Helped you gain more knowledge and information on language planning	2%		4%	19%	66%	9%
Helped you understand language planning strategies and processes	2%	2%	9%	17%	64%	6%
Raised your awareness of the state of te reo Māori	2%			11%	17%	62%	9%

Legend: ▨ Kāore i te pai ▨ Tōna pai ▨ Pai rawa ▨ Tino pai ▨ Tau kē ▨ Aua

The aggregated results show that:

- After attending Kura Whakarauora, most participants (92 percent) gained confidence to undertake language planning. There is a direct correlation between increased confidence levels of participants and motivation. Over 90 percent of participants were motivated to go home and undertake language planning.

- Two-thirds (66 percent) of participants rated the knowledge and information gained as excellent.

- Most participants (90 percent) had a good to excellent understanding of language planning strategies and processes.

- Most participants (90 percent) had a raised awareness of the state of the Māori language.

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