



# **SUPPORT TO LEARN AND USE TE REO IN NEW ZEALAND PUBLIC SERVICES**

A survey report prepared for the Māori Language Commission  
Te Taura Whiri i te Reo Māori

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## Background and Method

### 2016 Workplace Dynamics in New Zealand Public Services Survey

An email was sent to 57,315 PSA members inviting them to participate in this survey. Further invitations to participate were included in PSA newsletters and other union communications. Participation was voluntary. Members without email access were offered alternative ways to participate. The survey was conducted by researchers from the School of Management's Centre for Labour, Employment and Work (CLEW) and hosted online by the PSA. Ethical approval for the survey was obtained from the Pipitea Human Ethics Committee at Victoria University of Wellington.

The 2016 Workplace Dynamics in New Zealand public services survey is the third in a series of surveys conducted by CLEW for the PSA. The first concerned women's experience in the public service (Proctor-Thomson, Donnelly, & Plimmer, 2011). The second concerned men's and women's experiences, and organisational capabilities (Plimmer, Wilson, Bryson, Blumenfeld, Donnelly, & Ryan, 2013).

This report concerns two open questions that were included in this third survey. These questions, commissioned by Te Taura Whiri i te Reo Māori, sought to determine the level and nature of support for Te Reo in government agencies. This report describes the results from these questions.

### Questions for Te Taura Whiri i te Reo Māori

Participants were initially asked if they were able to speak Te Reo in day-to day conversations and subsequently, if they were interested in speaking Te Reo in their workplace. If they answered 'well' or 'fairly well' to the first question or answered 'yes' to the second question, they were asked to explain their answers to the following questions:

- Are you supported by your workplace *to learn* Māori?
- Does your workplace support *the use of* the Māori language in the workplace?

### Analysis

Of the 14,126 participants who completed the survey:

- 5,041 described how they were supported (or not) to *learn Māori* in their workplace; and
- 4,806 described how *the use of Māori* was supported (or not) in their workplace.

Only these participants were considered in the analyses described in this report. The data was analysed using the NVivo Version 11 software package. Findings from these analyses are presented in the pages to follow.

## Support to learn Te Reo

Of the 5,041 participants who answered the open question about how their workplace supported (or not) learning Te Reo, 74.1% (3,736) were females and 23.9% (1,203) were males. Additionally, 18.3% (924) identified as Māori and 64.1% (3,232) reported being an ethnicity other than Māori.

The mean age of participants was 48 years ( $SD = 11.58$ ): 34.1% were between 18 and 44 years, and 50.7% were between 45 and 64 years. They worked in a number of organisational types:

- Core Public Service organisations (49.3%);
- District Health Boards (23.2%);
- Local Government organisations (12.2%);
- State Sector organisations (8.1%); and
- Community Public Services organisations (6.9%).

Below we present first the themes which emerged with regard to *support for learning Te Reo in the workplace*, followed by the themes which emerged with regard to *non-support for learning Te Reo in the workplace*. Finally, we present a breakdown of demographic response patterns for themes which included 50 or more answers.

### Participants who felt their workplaces support learning Te Reo

In total, 3,010 of the 5,041 participants felt that their workplace supported learning Te Reo and explained how this happened. Coding was thorough and extensive: These participants provided 4,890 answers that were coded across 109 different themes.

Many participants made several points concerning support for learning Te Reo in their workplace. These points were coded as separate answers. This explains the larger number of coded answers when compared to the total number of participants who thought their workplace supported learning Te Reo.

Table 1.1 shows the percentage, frequency and at least one example of a coded answer for each of the themes. It is important to notice that themes which have no percentage, frequency or example assigned to them are 'umbrella themes' with several sub-themes associated with them. Percentages, frequencies and examples are assigned to these sub-themes.

Percentages for each of the themes included in tables 1.1 and 1.2 were calculated by multiplying the number of answers coded under a given theme by 100 and dividing this value by the total number of answers coded per table.

We used the following formatting to identify different levels of themes in the tables included in this and in the next chapter:

- Level 1: **Red letter in bold**;
- Level 2: **Black letter in bold**;
- Level 3: Black letter underlined;
- Level 4: Black regular letter; and
- Level 5: *Black letter italicised*.

Table 1.1 shows three major level 1 themes:

- 1) 'Lack of learning opportunities in...' includes acknowledgements that participants' workplaces provide general support for learning Te Reo, but do not support certain aspects of it;
- 2) 'Not sure' includes answers of participants who reported not being sure about how to answer the question; and
- 3) 'Supported to learn in...' concerns general workplace support for learning Te Reo.

Under the level 1 theme 'Lack of learning opportunities in...', 50 or more answers were coded in the theme:

- 'Time arrangements (outside of work hours)' ( $n = 116$ , 2.4% of the answers coded).

The theme pointed out above suggests that some of the employees are not supported to learn Te Reo during work hours or have time off to learn it. In this sense, 2.4% of the answers suggest that employees are stimulated to learn Te Reo, but outside of work hours and in their own time.

The level 1 theme 'Not sure' included only 26 answers (.5% of the answers coded).

Under the level 1 theme 'Supported to learn in ...', several themes included 50 or more answers. More specifically, 50 or more answers were coded in the following themes:

- 'Courses, workshops, seminars in general' ( $n = 966$ , 19.8% of the answers coded);
- 'Waiata, hīmene, kapa haka' ( $n = 288$ , 5.9% of the answers coded);
- 'Cultural training, workshops, supervision, group, resource' ( $n = 220$ , 4.5% of the answers coded);
- 'Māori Language Week' ( $n = 164$ , 3.4% of the answers coded);
- 'Financial support' ( $n = 148$ , 3.0% of the answers coded);
- 'Karakia, prayers, blessing, whakamoemiti' ( $n = 130$ , 2.7% of the answers coded);
- 'Time arrangements (time provided)' ( $n = 130$ , 2.7% of the answers coded);
- 'Encouraged in general' ( $n = 127$ , 2.6% of the answers coded, under 'Encouraged, supported to learn');



- 'Basic course' ( $n = 109$ , 2.2% of the answers coded);
- 'In house tutor, course' ( $n = 108$ , 2.2% of the answers coded);
- 'Free course' ( $n = 102$ , 2.1% of the answers coded);
- 'Encouraged by staff, employees' ( $n = 89$ , 1.8% of the answers coded; 'Encouraged, supported to learn');
- 'Māori/Te Reo representation (employees, staff)' ( $n = 87$ , 1.8% of the answers coded);
- 'Signage, displays, charts, posters, labels and booklets' ( $n = 85$ , 1.7% of the answers coded);
- 'Resources' ( $n = 83$ , 1.7% of the answers coded);
- 'Encouraged by manager, boss, CEO' ( $n = 78$ , 1.6% of the answers coded, under 'Encouraged, supported to learn');
- 'Professional development plan, review' ( $n = 74$ , 1.5% of the answers coded);
- 'Online course' ( $n = 73$ , 1.5% of the answers coded);
- 'Weekly' ( $n = 73$ , 1.5% of the answers coded);
- 'External tutor, course' ( $n = 65$ , 1.3% of the answers coded);
- 'Mihi whakataua, mihimihi, whakatauākī, pepeha' ( $n = 62$ , 1.3% of the answers coded);
- 'Māori/Te Reo representation (roles)' ( $n = 60$ , 1.2% of the answers coded);
- 'Greetings' ( $n = 57$ , 1.2% of the answers coded);
- 'Words and phrases' ( $n = 54$ , 1.1% of the answers coded);
- 'Use with clients' ( $n = 53$ , 1.1% of the answers coded);
- 'In meetings, events, formal occasions, hui' ( $n = 51$ , 1.0% of the answers coded); and
- 'In mission, values, policies, using specific frameworks' ( $n = 50$ , 1.0% of the answers coded).

These major themes show that employees seem to be supported to learn Te Reo through their workplaces. More specifically, the themes that emerged from this question suggest that workplaces tend to encourage and support employees to participate in workshops, classes and seminars to improve their Te Reo. In addition, cultural opportunities, such as participating in waiata and kapa haka groups, seem to be highly encouraged. Finally, some employees also receive financial and time support from their workplaces to learn Te Reo.

Table 1.1 Themes for participants who felt their workplaces support learning Te Reo

Themes/sub-themes	%	Frequency	Examples
<b>Lack of learning opportunities in...</b>	-	-	-
<b>Communication</b>	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	.1	6	(...) however not many staff do speak Te Reo.
<u>Pronunciation</u>	.0	1	(...) nor are staff challenged to learn to pronounce names/places better.
<u>Use with clients</u>	.0	1	(...) but we don't get a lot of Maori at the service, they are referred to other more appropriate relevant services
<b>Learning opportunities</b>	-	-	-
<u>Cafe Te Reo, study group</u>	.0	1	(...) when I worked in the Nelson region i was involved in our Whitireira group which met monthly - something like this would be helpful at national office.
<u>Courses, training, workshops</u>	-	-	-
Conflict with another learning opportunity	.0	2	Te Reo classes are available however I sing with our Kapa Haka group and these two things are on the same time so cannot do both!
Course level	.2	9	Te Reo courses are available to attend. They are however fairly basic.
Course location	.2	9	However, I don't because they are in Auckland Central and I'm based in South Auckland and it just takes too long to get there and back.
Course quality	.1	3	My workplace runs Te Reo courses although I don't think they are very good.
Instructor	.0	1	Teacher lacks skill to teach so i got put off.
More courses needed	.3	13	Te Reo classes have been offered, but more are needed as they were not at a time i could attend.
No course, training, workshop	.6	30	But we don't have classes offered.

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<u>Financial support</u>	.4	22	I would not get financial assistance.
<u>Resources</u>	.0	1	(...) there is not much in the way of resource support for Te Reo Maori.
<u>Time arrangements (outside of work hours)</u>	2.4	116	All learning is done on your own time (...)
<u>Unequal access to learning opportunities</u>	.2	8	I have been informed that as I only have a 12-month contract I will not be eligible for anything but compulsory updates in skills.
<b>No time, too much work</b>	.8	40	However, I am too busy, there is no time to do them.
<b>Not encouraged, supported</b>	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-
Discouraged	.0	1	We have colleagues who speak fluent Te Reo who help us but that is through information on paper rather than getting together and actually learning to speak te reo and the meanings. This was tried but frowned upon.
More supported needed	.1	5	(...) however would like to learn more - will seek this out in the private sector.
No discussion	.0	2	(...) has not come up since I have been here.
Not actively encouraged	.0	2	(...) however there are no strategies in place to learn or given the time to learn elsewhere.
Not encouraged by manager, boss, CEO	.1	3	Not by my employer or manager.
Not encouraged by staff, employees	.1	4	(...) however there would be a number of peers who would not support it.
Not valued	.0	2	However, there is no importance placed upon this (...)
Only formally	.2	10	Maori protocol given token lip service, always feels like a 'thing' to get out of the way before the event, never integral.
<u>Not encouraged, supported to use</u>	-	-	-
Not actively encouraged	.1	4	(...) but not encouraged to use it at work.

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<b>Organisational structure</b>	-	-	-
<u>Policy and broader framework</u>	-	-	-
English is dominant	.0	1	Te reo and cultural practice is encouraged but English is still the dominant language.
Environment, culture	.1	3	(...) but the culture of the workplace is not conducive to te reo or tikanga Maori in general
In development	.1	3	In the past it has not been a been focus. More recently it has been highlighted as an area for development, and the department are working towards a formalised framework.
In mission, values, policies, using specific frameworks	.0	1	Minimally - no unit wide programme (...)
Location	.0	2	I would say given our geographical location, it would be seen as unnecessary to encourage staff to do this.
Māori/Te Reo representation (employees, staff)	.0	1	We actually don't have any Maori people working here (...)
Not required	.2	8	It is encouraged but not required.
Professional development plan, review	.0	2	(...) but not counted as professional development.
<b>Not sure</b>	<b>.5</b>	<b>26</b>	<b>Not sure really.</b>
<b>Supported to learn in...</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Advocacy</b>	.0	1	(...) and advocation of use of Maori in work place and with clients.
<b>Communication</b>	-	-	-
<u>Bilingual language in general</u>	.1	3	(...) we have information in Maori and English.
<u>Conversation</u>	.5	25	Everyone just uses Maori words in our day to day conversations (...)

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<u>General use</u>	.6	28	(...) every 1 speaks it on a daily basis (...) Speaking Maori is regularly part of the work, and becoming more so (...)
<u>Greetings</u>	1.2	57	Usage of Maori greetings etc. (...)
<u>Pronunciation</u>	.2	8	Encouraged with pronunciation.
<u>Use with clients</u>	1.1	53	It would help with communication with some of our patients. I use Te Reo Maori as part of my job - talking to customers etc.
<u>Words and phrases</u>	1.1	54	(...) use of Maori words/phrases in our day to day work.
<u>Written Language</u>	-	-	-
Emails	.3	13	We are encouraged to use it every day in our emails (...)
Information on the internet, intranet, computer software	.3	16	Information on our intranet (...) (...) the service has installed Maori language software (...)
Official documents	.2	8	A lot of publications are provided in both languages (...)
Signage, displays, charts, posters, labels and booklets	1.7	85	(...) with signage and words all changed into Maori Bilingual signs (...) Posters in the café with Maori words for everyday items.
Written language in general	.2	9	(...) within our written work (...)
<b>Encouraged, supported</b>	-	-	-
<u>Encouraged, supported to learn</u>	-	-	-
Encouraged by manager, boss, CEO	1.6	78	(...) managers support attendance.

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Encouraged by staff, employees	1.8	89	Staff assist each other in the workplace - some are fluent in Te Reo so they assist other staff & guide them (...) Members of staff are available to work with you on learning curve.
Encouraged in general	2.6	127	We are supported and encouraged to learn Maori.
Encouraged with limitations	.1	4	Limited support. Occasional course offered.
Not discouraged	.3	14	They would have no issues with us learning more Te Reo.
<u>Encouraged, supported to use</u>	-	-	-
Encouraged by manager, boss, CEO	.3	14	(...) we are encouraged to use the language whenever possible written and verbal by management.
Encouraged by staff, employees	.2	12	Colleagues' support each other to use Te reo in workplace.
Encouraged in general	.9	44	(...) the use of the language through the work place is encouraged (...)
Encouraged with limitations	.1	4	(...) we would be encouraged to speak it if we needed to and could.
Not discouraged	.2	8	Well no one objects when I take calls or Speak in Maori.
<b>Learning opportunities</b>	-	-	-
<u>Cafe Reo, study group</u>	.9	43	There are Maori groups we can join. We have a weekly café Reo (...)
<u>Courses, training, workshops</u>	-	-	-
Course provider	-	-	-
<i>DHB</i>	.2	12	The DHB run courses in te reo.
<i>HRC</i>	.0	2	(...) there were classes at the HRC (...)
<i>SIT</i>	.1	4	SIT courses at night.
<i>Te Ataarangi</i>	.4	21	Te Ataarangi classes.

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<i>Te Wānanga O Aotearoa</i>	1.0	49	(...) These programmes are delivered by Te Wananga o Aotearoa.
<i>University, polytechnic</i>	.5	24	We are supported in attending any Maori courses provided by the University. My employee pays for Te reo lessons at the local politech (...)
Course regularity	-	-	-
<i>Annually</i>	.3	17	Annual Te Reo courses offered (...)
<i>Daily</i>	.1	3	Can attend daily 1hr session with students (...)
<i>Fortnightly</i>	.2	9	We can access Te Reo Classes fortnightly (...)
<i>Monthly</i>	.2	12	Monthly Te Reo classes throughout last year (...)
<i>Weekly</i>	1.5	73	Classes once a week (...)
Course, workshop, seminar advertisement	.9	46	There are workshops available that are advertised through our internet. Classes and links provided via HR- Training (...)
Courses, workshops, seminars in general	19.8	966	(...) te reo lessons are provided (...) Te Reo classes have been arranged for those of us who wish to learn (...)
External tutor, course	1.3	65	(...) via Outside language courses (...)
Free course	2.1	102	Free Te Reo Courses (...)
In house tutor, course	2.2	108	(...) we have in-house classes for staff. (...) in-house person comes in and works with staff (...)
Online course	1.5	73	Online training (...) (...) e-learn available for Te Reo (...)
Specific courses	-	-	-
<i>Basic course</i>	2.2	109	Te Reo introductory classes available to staff.

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<i>Level 2 or intermediate course</i>	.4	18	Taking a level 2 course. Te Reo classes are provided intermediate level. I have done some of these courses.
<i>Māori NZ sign language course</i>	.0	1	Learning Maori NZ Sign Language (...)
<i>Pronunciation course, workshop</i>	.9	42	The organisation has Maori pronunciation lessons (...)
<u>Financial support</u>	3.0	148	Courses would be paid for my employer (...)
<u>Other learning opportunities</u>	.8	39	I attend monthly Video Conference calls which encourages us to speak Te Reo Maori (...) There are always a lot of activities and quizzes that we can take part in, encouraging us to increase our vocabulary of Maori words/names etc.
<u>Resources</u>	1.7	83	By providing resources. (...) good selection of Maori resources available (...)
<u>Time arrangements (time provided)</u>	2.7	130	Release time is available.
<b>Multiculturalism</b>	.1	6	All languages and cultures are respected in our workplace.
<b>Organisational structure</b>	-	-	-
<u>Cultural initiatives</u>	-	-	-
Ceremonial Use	-	-	-
<i>Ceremonial use in general</i>	.0	1	(...) plus ceremonial/cultural activities are embedded.
<i>In meetings, events, formal occasions, hui</i>	1.0	51	Immediate line manager very open to incorporating Maori concepts/values to our hui/kaupapa (...) Team meetings have a part with Maori phrases (...)
<i>Karakia, prayers, blessing, whakamoemiti</i>	2.7	130	We have daily karakia (...) Morning prayer (...)
<i>Mihi whakatau, mihimihi, whakatauākī, pepeha</i>	1.3	62	(...) support with learning our pepeha. (...) learning mihi whakatau.



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<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	.7	35	There is a formal powhiri once every month. Attending powhiri and poroporoaki (...)
<i>Use of Te Reo in court</i>	.4	21	We need to speak Maori in court (...)
<i>Waiata, hīmene, kapa haka</i>	5.9	288	(...) weekly waiata. We have the opportunity of joining the Kapa haka group.
Cultural training, workshops, supervision, group, resource	4.5	220	Tikanga study. Cultural courses offered regularly and as well as a requirement for our practicing certificate.
Kaumātua, kuia, Kaikaranga	.2	10	(...) we have a kaumatua and kuia that advises management.
Marae	1.0	47	We attend a marae for a week for an induction into Maori culture.
Matariki, Waitangi Day	.3	13	Matariki celebrations. (...) We celebrate/recognize Waitangi Day, matariki.
Tikanga, kaupapa, whanaungatanga	.9	46	(...) acknowledging Tikanga (...) There is a strong cultural dynamic (...)
<u>Policy and broader framework</u>	-	-	-
Environment, culture	.4	20	A principle of our work is Te Reo. I work in a tolerant and progressive environment which respects Maori culture and language.
Events, promotions	.1	6	(...) team retreats. (...) events are available for all staff
In mission, values, policies, using specific frameworks	1.0	50	Policies...following tikanga Maori (...) (...) we have bicultural framework incorporating principles in to our day to day work.
Kupu of the day, week	.9	46	Every week a Te reo word is emailed around the site for us to learn. Te Kupu te Wiki.
Māori Language Week	3.4	164	Maori language week.

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Māori Network/networking with other units, organisations	.8	37	The Maori network. We have a Maori network in place that supports te reo in the work place.
Māori/Te Reo representation (employees, staff)	1.8	87	Our area has a lot of fluent Maori speakers who make it easy for others wanting to practice using Te Reo in their everyday language.  (...) two of my staff are Maori and encourage, teach and support me to learn about te reo and protocols.
Māori/Te Reo representation (roles)	1.2	60	Cultural Advisor helps with te reo (...) We have cultural workers on site who are able to support Te Reo development.
Māori/Te Reo Unit, Team, Services	1.0	48	There is a Maori group at work that promotes use of the Maori language.  A special Maori unit that can support employees.
Places, rooms, teams, job titles, organisation, logo named in Te Reo	.2	12	Naming of the rooms. Job titles are in Maori (...)
Professional development plan, review	1.5	74	Have been offered Professional Development opportunities in the area of Maori language.
Type of unit, organisation, role	.7	35	We are a Maori organization. I work for a specialist Maori service.
<b>Own choice, initiative</b>	.5	25	Most learning actually self-directed. It is a person's responsibility to learn te Reo and use it.
<b>Total</b>			<b>4,890</b>

## Participants who felt their workplaces do not support learning Te Reo

In total, 2,031 of the 5,041 participants felt that their workplace did not support learning Te Reo and explained why this happened. These participants provided 2,750 answers coded across 107 different themes.

Table 1.2 shows the percentage, frequency and at least one example for each of the themes. Where possible, coding mirrored the themes of participants who felt their workplace supported learning and using Te Reo. This was done in order to facilitate comparison between tables presented in different sections and in different chapters.

More specifically, Table 1.2 shows three major level 1 themes:

- 1) 'Lack of learning opportunities in...' includes general acknowledgements that participants' workplaces do not support learning Te Reo;
- 2) 'Not sure' includes answers of participants who reported not being sure about how to answer the question; and
- 3) 'Only supported to learn in...' includes acknowledgements that participants' workplaces do not support learning Te Reo, but support a few aspects of it.

Under the level 1 theme 'Lack of learning opportunities in ...', 50 or more answers were coded in the themes:

- 'Not actively encouraged' ( $n = 441$ , 16.0% of the answers coded, under 'Not encouraged, supported to learn');
- 'No course, training, workshop' ( $n = 331$ , 12.0% of the answers coded);
- 'Time arrangements (outside of work hours)' ( $n = 280$ , 10.2% of the answers coded);
- 'No discussion' ( $n = 133$ , 4.8% of the answers coded);
- 'Financial support' ( $n = 122$ , 4.4% of the answers coded);
- 'Own choice, initiative' ( $n = 91$ , 3.3% of the answers coded);
- 'Not valued' ( $n = 90$ , 3.3% of the answers coded);
- 'No time, too much work' ( $n = 74$ , 2.7% of the answers coded);
- 'Not encouraged by manager, boss, CEO' ( $n = 64$ , 2.3% of the answers coded, under 'Not encouraged, supported to learn');
- 'Not required' ( $n = 60$ , 2.2% of the answers coded); and
- 'Only formally' ( $n = 51$ , 1.9% of the answers coded).

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The higher frequency in these themes, compared to the remaining themes, seems to suggest that the main barriers to the workplace supporting learning Te Reo are the lack of active encouragement, discussion and support by manager, boss or CEO. Also, these themes suggest that learning Te Reo is not highly valued and is more self-driven than driven by the workplace. Finally, these themes suggest that some workplaces do not support learning Te Reo financially or through time arrangements.

The level 1 theme 'Not sure' included 92 answers (3.3% of the answers coded). The high frequency in this theme shows that at least some of the participants were not sure about how to answer the question.

Finally, under the level 1 theme 'Only supported to learn in...', 50 or more answers were coded in the themes:

- 'Māori Language Week' ( $n = 59$ , 2.1% of the answers coded); and
- 'Cultural training, workshops, supervision, group, resource' ( $n = 50$ , 1.8% of the answers coded).

These themes suggest that in spite of perceiving lack of support to learn Te Reo, some employees still have access to cultural training/supervision and Māori Language Week in their workplaces.

Table 1.2 Themes for participants who felt their workplaces do not support learning Te Reo

Themes/sub-themes	%	Frequency	Example
<b>Lack of learning opportunities in...</b>	-	-	-
<b>Communication</b>	-	-	-
<u>Conversation</u>	.0	1	(...) not conversational Maori.
<u>General use</u>	.2	5	Not much opportunity to practice speaking in Maori.
<u>Greetings</u>	.2	5	(...) most people do not even greet in Maori (...)
<u>Lack of Te Reo, Te Reo speakers</u>	1.8	49	Maori is not used in our workplace (...) No other people in the office are able to speak (...)
<u>Pronunciation</u>	.3	7	(...) very few in my area can even pronounce basic Maori words (...)
<u>Use with clients</u>	1.3	36	We only deal with English speaking customers so not relevant to our support work. Also, because of the mix of customers in some areas you would have little or no use of Te Reo.
<u>Words and phrases</u>	.1	2	Managers do not speak Te Reo or use words and phrases on a daily basis.
<u>Written Language</u>	-	-	-
Information on the internet, intranet, computer software	.1	2	There was a te reo application on our computers but I believe it no longer works.
Official documents	.0	1	No Te Reo on signage or forms etc (...)
Signage, displays, charts, posters, labels and booklets	.1	3	No signs in Maori (...)
Written language in general	.1	2	Use of te reo phrases in correspondence is not supported.
<b>Learning opportunities</b>	-	-	-

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<u>Cafe Te Reo, study groups</u>	.1	3	There used to be a korero group but it stopped.
<u>Courses, training, workshops</u>	-	-	-
Course level	.4	11	There is no training provided beyond the most basic level.
Course location	.6	17	There are te reo classes for staff but not at my campus. Travel to the other site to attend is not feasible (...) All the training is at the head office in Wellington. I work at a satellite office in Auckland.
Course quality	.1	2	No proper courses available internally (...)
In house tutor, course	.5	13	Te Reo is not taught on site (...)
More courses needed	.4	11	As an administrator, there are few opportunities for training available (...)
No course, training, workshop	12.0	331	There are no courses for staff. No current course (...)
<u>Financial support</u>	4.4	122	No offer of employer funded training. There is no money in the budget to be trained for this.
<u>Resources</u>	.6	17	(...) there is not much in the way of resource support for Te Reo Maori. (...) but there was no resource to teach us with (...)
<u>Time arrangements (outside of work hours)</u>	10.2	280	Courses are available but you need to do these in our own time or have to take annual leave to do these courses. No opportunity to attend lessons in work hours.
<u>Unequal access to learning opportunities</u>	1.1	31	As a contract worker I am unable to go on any Te reo courses offered. Casual staff are only able to access educational support for mandatory training.

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<b>Multiculturalism</b>	.5	15	Not really as we have a very diverse ethnic group (...) Our work can be multi-cultural so we are expected to respect all ethnicities.
<b>No time, too much work</b>	2.7	74	It is difficult to get time to do this in the busy work environment.
<b>Not encouraged, supported</b>	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-
Discouraged	.2	6	I have been discouraged and asked not to include it in my performance review by my clinical manager (...)
No discussion	4.8	133	Never arisen before (...) There is no discussion about Te Reo, even on Maori language week.
Not actively encouraged	16.0	441	(...) it is not actively encouraged in my workplace.
Not encouraged by manager, boss, CEO	2.3	64	It's not promoted by Managers.
Not encouraged by staff, employees	.7	18	(...) there exists staff intolerance in varying degrees
Not valued	3.3	90	(...) it is not considered of 'value' (...)
Only formally	1.9	51	There are some small token gestures but it isn't consistent (...) A degree of lip service is paid to supporting Te Reo Maori (...)
<u>Not encouraged, supported to use</u>	-	-	-
Discouraged	.4	10	We are not permitted to use any language other than English.
Not actively encouraged	1.4	38	(...) no real encouragement of opportunity's to use our language.
Not encouraged by manager, boss, CEO	.3	9	Management don't support the use of the Maori language.

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Not encouraged by staff, employees	.0	1	(...) and the team are aggressively against using Te Reo or incorporating it into our workplace so it makes it difficult to utilise it.
<b>Organisational structure</b>	-	-	-
<u>Cultural initiatives</u>	-	-	-
Ceremonial use	-	-	-
<i>In meetings, events, formal occasions, hui</i>	.1	2	(...) not part of the regular internal meetings (...)
<i>Mihi</i>	.0	1	No encouragement to attend mihi sessions (...)
<i>Pōwhiri</i>	.0	1	Not really any support with holding hui for visitors to the site, or powhiri for new team members starting in the workplace (...)
<i>Waiata, kapa haka</i>	.2	5	(...) no regular waiata practice (...)
Cultural training, workshops, supervision, group, resource	.4	12	No culture supervision is supplied any longer. No specific training programmes to become increasingly culturally competent (...)
Kaumātua	.1	2	(...) We used to have a Kaumatua and he held some multicultural meetings, however he left and has not been replaced as yet (...)
Tikanga, kaupapa, whanaungatanga	.1	4	(...) and they do not promote openly Tikanga Maori.
<u>Policy and broader framework</u>	-	-	-
English is dominant	1.1	31	We are constantly reminded that we work in a mainstream organisation not a Maori one. English is the main language spoken.
Environment, culture	.2	6	Te reo does not play a significant role in our day to day environment in this office (...) There isn't the culture of normalising (the requirement for) Te Reo or Maoritanga in the workplace.



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In mission, values, policies, using specific frameworks	.1	4	No formal learning framework (...)
Location	.1	2	We have some services with more Maori clients than others. In these services they tend to recruit Maori staff and there is possibly more Maori language being spoken in these services than in the main regional office services.
Māori Language Week	.2	6	We don't acknowledge/recognize Maori language week
Māori Network	.0	1	No support for Maori staff network (...)
Māori/Te Reo Unit, Team, Services, employees, staff, role	1.3	37	Very few Maori people in my team. There's been no services I am aware of that encourage use of te reo Maori or the learning of it (...)
Not required	2.2	60	Not a requirement of the role (...)
Professional development plan, review	.7	20	There is no education or professional development around this (...) No formalised, systematic internal professional development provided.
Responsibility on top of own role	.1	2	If you have any knowledge you are then expected to do additional work because you know te reo. So it's kind of disinsentivised in that way.
Type of unit, organisation, role	.1	4	We are a Pacific Island Mental Health Service and I communicate with our clients in our own language (...)
<b>Own choice, initiative</b>	3.3	91	Left to our own devices/volition.
<b>Not sure</b>	<b>3.3</b>	<b>92</b>	<b>Unknown if they support this or not.</b>
<b>Only supported to learn in...</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Communication</b>	<b>-</b>	<b>-</b>	<b>-</b>
<u>Conversation</u>	.1	3	(...) However, I do dialog at times with our Kuia in our office in Maori (...)

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<u>General use</u>	.2	5	I speak Te Reo to Maori staff (...)
<u>Greetings</u>	.3	9	Only basic greetings (...)
<u>Pronunciation</u>	.1	2	(...) there's good support for pronunciation.
<u>Use with clients</u>	.5	15	Maori is used when concerning Whanau clients (...)
<u>Words and phrases</u>	.7	18	We are expected to learn and use some set phrases (...)
<u>Written Language</u>	-	-	-
Emails	.1	3	We are encouraged to use Te Reo in email correspondence (...)
Information on the intranet	.0	1	(...) although there are ways for us to go on to the intranet and find more information.
Official documents	.1	2	Maori phrases are used throughout work documentation which ensures visibility of the language (...)
Signage, Charts, posters, booklets, labels in Māori	.2	6	(...) there are a few posters around with words and phrases (...)
<b>Encouraged, supported</b>	-	-	-
<u>Encouraged, supported to learn</u>	-	-	-
Encouraged by manager, boss, CEO	.4	10	On a personal level, my manager is supportive and recommended some useful websites and free courses which I can do outside of work.
Encouraged by staff, employees	.5	14	Most of what has been learnt is from colleagues.
Encouraged in general	.8	21	Encouraged to undertake study but (...)
Encouraged with limitations	.1	2	We are encouraged at times to learn some Maori (...)
<u>Encouraged, supported to use</u>	-	-	-
Encouraged in general	.4	11	The department encourages the use of Maori (...)
<b>Learning opportunities</b>	-	-	-

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<u>Cafe Te Reo, study group</u>	.0	1	We have a weekly café Reo (...)
<u>Courses, training, workshops</u>	-	-	-
Course, seminar, workshop advertisement	.1	2	Occasionally a course is offered locally and this is well advertised to all staff.
Courses, seminar, workshop in general	1.1	29	We have a few training opportunities (...)
External tutor, course	.2	6	Not directly within the workplace, however there are opportunities to learn outside of work supported by my workplace (...)
Free course	.1	2	(...) though courses are free (...)
In house tutor, course	.1	2	There will be in-house Te Reo classes when a tutor can be found (...)
Online course	.3	7	There are online Te Reo courses available (...)
Specific courses	-	-	-
<i>Basic course</i>	.5	13	There are some basic courses provided (...)
<i>Level 2 or intermediate course</i>	.1	2	I have completed Level 2 Te Reo (...)
<i>Māori NZ sign language course</i>	.0	1	(...) They have one for NZ sign language.
<i>Pronunciation course, workshop</i>	.4	10	Pronunciation course starting soon apparently (...)
Financial support	.2	6	Work may pay for me to go to a language course (...)
Other learning opportunities	.0	1	(...) you are given an opportunity to be involved with the Maori language quiz & pronunciation of different words.
Resources	.1	4	We are given new Maori introduction lists to use when you are working in court & introduce a judicial officer into the court.
Time arrangements (time provided)	.1	3	(...) though possibly I would be given study leave for a course if I asked.
<b>Organisational structure</b>	-	-	-

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<u>Cultural initiatives</u>	-	-	-
Ceremonial use	-	-	-
<i>Ceremonial use in general</i>	.0	1	We have a Maori Health Unit - mainly used for ceremonial occasions (...)
<i>In meetings, events, formal occasions, hui</i>	.3	8	We have been offered to attend a hui (...)
<i>Karakia, blessing</i>	.3	7	Karakia for blessing food & opening (...)
<i>Mihi whakatau, mihimihi, pepeha</i>	.2	6	I am encouraged to provide my Mihi (...) We are encouraged to learn our pepeha (...)
<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	.3	8	Te Reo or things Maori are only utilised for things such as Powhiri (...)
<i>Use of Te Reo in court</i>	.3	9	We are expected to open etc. our courts using Te Reo (...)
<i>Waiata, kapa haka</i>	1.2	33	I do know that a Kapahaka group is present in the ministry as I belong to it. (...) including singing waiata (...)
Cultural training, workshops, supervision, group, resource	1.8	50	We have some staff training around Maori culture, The Treaty (...) We engage in cultural supervision (...)
Kaumātua	.0	1	Kaumatua (...)
Marae	.2	6	We have a week on the marae (...)
Matariki	.1	2	We get opportunities at times like Matariki or other significant Maori events.
Tikanga, kaupapa, whanaungatanga	.5	14	We follow Maori tikanga (...)
<u>Policy and broader framework</u>	-	-	-
Environment, culture	.1	2	The organisational culture supports and values speaking Te Reo (...)
In development	.0	1	Maori strategy for the workplace under development (...)

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In mission, values, policies, using specific frameworks	.2	5	(...) we leaned mostly through Treaty of Waitangi and bicultural policy (...)
Kupu of the day, week	.1	3	(...) but no practical support is provided other than emails with 'kupu of the week' etc.
Māori Language Week	2.1	59	The only time Maori language is promoted within the workplace is Maori Language week.
Māori Network	.1	3	Maori network that is accessible to all Maori staff.
Māori/Te Reo Unit, Team, Services, employees, staff, role	1.1	30	We have cultural advisors available who do any contacts required. (...) Although as an organisation we have a Maori Unit (...)
Places, rooms, teams, job titles, organisation, logo named in Te Reo	.0	1	Apart from our Ministry Maori name there's no support (...)
Professional development plan, review	.1	3	Could possibly get training as part of my professional development (...)
Type of unit, organisation	.1	3	(...) my workplace is a Maori disabilities service. it's what i heard & apply during work that makes me learn Maori language.
<b>TOTAL</b>			<b>2,750</b>

## Demographic breakdown of themes with 50 or more answers

Besides evaluating the general themes connected to support to learn Te Reo, we also evaluated the breakdown of demographic response patterns for themes which included 50 or more answers. Differences in gender (female x male), ethnicity (Māori x non-Māori), age group and sector were evaluated.

The sample size of different demographic groups varied, so percentages as well as frequencies are provided for each demographic group per theme. These can be seen in the next four tables. Some participants' demographic data were missing, so the total frequency for some of the themes in the next four tables is not always the same as the total frequency presented in Tables 1.1 and 1.2.

Percentages for the themes included in the next four tables were calculated by multiplying the number of answers provided by a given demographic group by 100 and dividing this value by the total number of members in this group.

Regarding gender, Table 1.3 shows that more females than males (more than 1% difference) pointed out answers coded under the following themes:

- 'Time arrangements (outside of work hours)' (for participants who felt their workplace supported learning Te Reo);
- 'Greetings';
- 'Weekly courses, training, workshops';
- 'Free course';
- 'Karakia, prayers, blessing, whakamoemiti';
- 'Waiata, hīmene, kapa haka';
- 'Māori Language Week' (for participants who felt their workplace supported learning Te Reo);
- 'Professional development plan, review';
- 'Financial support' (for participants who felt their workplace did not support learning Te Reo);
- 'Time arrangements (outside of work hours)' (for participants who felt their workplace did not support learning Te Reo);
- 'No discussion';
- 'Cultural training, workshops, supervision, group, resource' (for participants who felt their workplace did not support learning Te Reo); and
- 'Māori Language Week' (for participants who felt their workplace did not support learning Te Reo).

On the other hand, more males than females (more than 1% difference) pointed out answers coded under the themes:

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- 'Courses, workshops, seminars in general';
- 'Resources';
- 'Māori/Te Reo representation (employees, staff)';
- 'Māori/Te Reo representation (roles)';
- 'No course, training, workshop';
- Not actively encouraged;
- 'Not valued'; and
- 'Only formally'.

Table 1.3 Themes with 50 or more answers per gender

Themes with a frequency equal or higher to 50	%		Frequency		
	Female	Male	Female	Male	Total
<b>Yes</b>	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-
<u>Time arrangements (outside of work hours)</u>	4.4	1.9	99	13	112
<b>Supported to learn in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Greetings</u>	2.2	1.0	49	7	56
<u>Use with clients</u>	1.7	1.9	39	13	52
<u>Words and phrases</u>	2.0	1.3	44	9	53
<u>Written Language</u>	-	-	-	-	-
Signage, displays, charts, posters, labels and booklets	2.9	2.9	65	20	85
<b>Encouraged, supported</b>	-	-	-	-	-
<u>Encouraged, supported to learn</u>	-	-	-	-	-
Encouraged by manager, boss, CEO	2.4	3.2	55	22	77
Encouraged by staff, employees	2.8	3.3	64	23	87
Encouraged in general	4.3	3.9	96	27	123
<b>Learning opportunities</b>	-	-	-	-	-
<u>Courses, training, workshops</u>	-	-	-	-	-
Course regularity	-	-	-	-	-
<i>Weekly</i>	2.7	1.6	61	11	72
Courses, workshops, seminars in general	31.8	33.9	716	235	951
External tutor, course	2.1	2.3	48	16	64
Free course	3.6	2.5	80	17	97
In house tutor, course	3.6	3.8	80	26	106
Online course	2.4	2.2	55	15	70
Specific courses	-	-	-	-	-
<i>Basic course</i>	3.5	3.8	79	26	105
<u>Financial support</u>	4.9	4.9	111	34	145
<u>Resources</u>	2.4	3.5	55	24	79
<u>Time arrangements (time provided)</u>	4.4	4.2	98	29	127
<b>Organisational structure</b>	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-
Ceremonial Use	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	1.8	1.6	40	11	51
<i>Karakia, prayers, blessing, whakamoemiti</i>	4.9	2.3	110	16	126



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<i>Mihi whakatau, mihimihi, whakatauākī, pepeha</i>	2.0	2.2	46	15	61
<i>Waiata, hīmene, kapa haka</i>	10.8	5.8	242	40	282
Cultural training, workshops, supervision, group, resource	7.4	6.9	167	48	215
<u>Policy and broader framework</u>	-	-	-	-	-
In mission, values, policies, using specific frameworks	1.7	1.4	39	10	49
Māori Language Week	5.9	4.0	132	28	160
Māori/Te Reo representation (employees, staff)	2.4	4.3	55	30	85
Māori/Te Reo representation (roles)	1.7	3.0	38	21	59
Professional development plan, review	3.0	.7	68	5	73
<b>No</b>	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-
<u>Courses, training, workshop</u>	-	-	-	-	-
No course, training, workshop	15.9	17.6	237	90	327
<u>Financial support</u>	6.7	4.1	100	21	121
<u>Time arrangements (outside of work hours)</u>	15.5	8.8	231	45	276
<b>No time, too much work</b>	3.6	3.9	54	20	74
<b>Not encouraged, supported</b>	-	-	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-	-	-
No discussion	6.9	5.7	102	29	131
Not actively encouraged	20.3	26.1	302	133	435
Not encouraged by manager, boss, CEO	3.4	2.4	51	12	63
Not valued	3.9	5.3	58	27	85
Only formally	2.0	4.1	30	21	51
<b>Organisational structure</b>	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-
Not required	3.2	2.4	47	12	59
<b>Own choice, initiative</b>	4.7	3.7	70	19	89
<b>Not sure</b>	<b>4.3</b>	<b>5.1</b>	<b>64</b>	<b>26</b>	<b>90</b>
<b>Only supported to learn in...</b>	-	-	-	-	-
<b>Organisational structure</b>	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-
Cultural training, workshops, supervision, group, resource	3.0	1.2	44	6	50
<u>Policy and broader framework</u>	-	-	-	-	-
Māori Language Week	3.4	1.6	51	8	59

Regarding ethnicity, Table 1.4 shows that more Māori than non-Māori (more than 1% difference) pointed out answers coded under the following themes:

- 'Use with clients';
- 'Encouraged by manager, boss, CEO';
- 'Weekly courses, training, workshops';
- 'In house tutor, course';
- 'Time arrangements (time provided)';
- 'In meetings, events, formal occasions, hui';
- 'Karakia, prayers, blessing, whakamoemiti';
- 'Waiata, hīmene, kapa haka';
- 'In mission, values, policies, using specific frameworks';
- 'Professional development plan, review';
- 'Not valued'; and
- 'Only formally'.

On the other hand, more non-Māori than Māori (more than 1% difference) pointed out answers coded under the themes:

- 'Signage, displays, charts, posters, labels and booklets';
- 'Encouraged by staff, employees';
- 'Encouraged in general';
- 'Courses, workshops, seminars in general';
- 'Free course';
- 'Online course';
- 'Basic course';
- 'Resources';
- 'Cultural training, workshops, supervision, group, resource' (for participants who felt their workplace supported learning Te Reo);
- 'No course, training, workshop';
- 'Financial support' (for participants who felt their workplace did not support learning Te Reo);
- 'No time, too much work';
- 'Not actively encouraged';

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- 'Not sure';
- 'Cultural training, workshops, supervision, group, resource' (for participants who felt their workplace did not support learning Te Reo); and
- 'Māori Language Week' (for participants who felt their workplace did not support learning Te Reo).

Table 1.4 Themes with 50 or more answers per ethnicity

Themes with a frequency equal or higher to 50	%		Frequency		
	Māori	Non-Māori	Māori	Non-Māori	Total
<b>Yes</b>	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-
<u>Time arrangements (outside of work hours)</u>	3.3	4.0	18	79	97
<b>Supported to learn in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Greetings</u>	2.6	1.8	14	35	49
<u>Use with clients</u>	3.6	1.2	20	24	44
<u>Words and phrases</u>	1.3	2.0	7	39	46
<u>Written Language</u>	-	-	-	-	-
Signage, displays, charts, posters, labels and booklets	1.8	3.3	10	65	75
<b>Encouraged, supported</b>	-	-	-	-	-
<u>Encouraged, supported to learn</u>	-	-	-	-	-
Encouraged by manager, boss, CEO	5.5	1.8	30	36	66
Encouraged by staff, employees	1.8	3.2	10	63	73
Encouraged in general	1.5	5.1	8	101	109
<b>Learning opportunities</b>	-	-	-	-	-
<u>Courses, training, workshops</u>	-	-	-	-	-
Course regularity	-	-	-	-	-
<i>Weekly</i>	4.0	2.3	22	45	67
Courses, workshops, seminars in general	24.6	34.4	135	679	814
External tutor, course	2.7	1.8	15	36	51
Free course	2.4	4.1	13	80	93
In house tutor, course	4.6	3.5	25	70	95
Online course	1.3	2.6	7	51	58
Specific courses	-	-	-	-	-
<i>Basic course</i>	2.0	4.5	11	88	99
<u>Financial support</u>	4.2	4.9	23	97	120
<u>Resources</u>	1.8	2.9	10	58	68
<u>Time arrangements (time provided)</u>	5.5	4.2	30	82	112
<b>Organisational structure</b>	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-
Ceremonial Use	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	2.7	1.3	15	26	41
<i>Karakia, prayers, blessing, whakamoemiti</i>	7.8	3.4	43	68	111

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<i>Mihi whakatau, mihimihi, whakatauākī, pepeha</i>	2.4	2.2	13	43	56
<i>Waiata, hīmene, kapa haka</i>	11.8	9.2	65	182	247
Cultural training, workshops, supervision, group, resource	6.7	7.9	37	155	192
<u>Policy and broader framework</u>	-	-	-	-	-
In mission, values, policies, using specific frameworks	2.4	1.1	13	21	34
Māori Language Week	6.2	5.2	34	102	136
Māori/Te Reo representation (employees, staff)	2.7	2.7	15	54	69
Māori/Te Reo representation (roles)	2.7	1.8	15	35	50
Professional development plan, review	3.8	1.9	21	37	58
<b>No</b>	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-
<u>Courses, training, workshop</u>	-	-	-	-	-
No course, training, workshop	9.1	19.0	34	240	274
<u>Financial support</u>	4.5	6.2	17	78	95
<u>Time arrangements (outside of work hours)</u>	13.9	13.3	52	167	219
<b>No time, too much work</b>	2.7	4.0	10	51	61
<b>Not encouraged, supported</b>	-	-	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-	-	-
No discussion	6.1	6.0	23	75	98
Not actively encouraged	20.0	22.4	75	282	357
Not encouraged by manager, boss, CEO	3.7	3.0	14	38	52
Not valued	6.1	3.7	23	47	70
Only formally	4.0	1.7	15	22	37
<b>Organisational structure</b>	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-
Not required	3.2	2.9	12	36	48
<b>Own choice, initiative</b>	5.1	4.2	19	53	72
<b>Not sure</b>	<b>4.0</b>	<b>5.6</b>	<b>15</b>	<b>70</b>	<b>85</b>
<b>Only supported to learn in...</b>	-	-	-	-	-
<b>Organisational structure</b>	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-
Cultural training, workshops, supervision, group, resource	.8	3.1	3	39	42
<u>Policy and broader framework</u>	-	-	-	-	-
Māori Language Week	1.9	3.1	7	39	46

Regarding age group, we focus our analysis in the age group from 18 to 24 years old in this and in the next chapter. This age group has benefited from the Māori Language Act (1987) and from New Zealand's current education laws which emphasize the teaching of Māori in the school curriculum.

Table 1.5 shows that those aged from 18 to 24 years pointed out more answers than any other age group (more than 1% difference from all other age groups) under the following themes:

- 'Time arrangements (outside of work hours)' (for participants who felt their workplace supported learning Te Reo);
- 'Signage, displays, charts, posters, labels and booklets';
- 'Encouraged by staff, employees';
- 'Weekly courses, training, workshops';
- 'Free course';
- 'In house tutor, course';
- 'Cultural training, workshops, supervision, group, resource' (for participants who felt their workplace supported learning Te Reo);
- 'In mission, values, policies, using specific frameworks';
- 'Māori Language Week' (for participants who felt their workplace supported learning Te Reo);
- 'Māori/Te Reo representation (employees, staff)';
- 'Professional development plan, review';
- 'Financial support' (for participants who felt their workplace did not support learning Te Reo);
- 'Not actively encouraged' (for participants who felt their workplace did not support learning Te Reo);
- 'Not valued' (for participants who felt their workplace did not support learning Te Reo); and
- 'Not sure' (for participants who felt their workplace did not support learning Te Reo).

The age group from 18 to 24 years old also pointed out less answers than any of the other age groups (more than 1% difference from all other age groups) under the themes:

- 'Greetings';
- 'Use with clients';
- 'Encouraged in general';
- 'Courses, workshops, seminars in general';
- 'Financial support' (for participants who felt their workplace supported learning Te Reo);
- 'Time arrangements (time provided)';

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- 'In meetings, events, formal occasions, hui';
- 'Karakia, prayers, blessing, whakamoemiti';
- 'Waiata, hīmene, kapa haka';
- 'Time arrangements (outside of work hours)' (for participants who felt their workplace did not support learning Te Reo);
- 'Only formally';
- 'Not required'; and
- 'Own choice, initiative'.

Table 1.5 Themes with 50 or more answers per age group

Themes with a frequency equal or higher to 50	%						Frequency						
	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years or more	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years or more	Total
<b>Yes</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Time arrangements (outside of work hours)</u>	5.9	4.2	3.3	4.2	4.3	4.8	2	17	20	34	30	7	110
<b>Supported to learn in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Greetings</u>	.0	1.2	2.2	2.1	1.8	3.4	0	5	13	17	13	5	53
<u>Use with clients</u>	.0	1.7	1.7	2.2	1.4	3.4	0	7	10	18	10	5	50
<u>Words and phrases</u>	2.9	2.0	1.2	1.6	2.1	2.0	1	8	7	13	15	3	47
<u>Written Language</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Signage, displays, charts, posters, labels and booklets	8.8	3.4	4.0	2.6	1.8	3.4	3	14	24	21	13	5	80
<b>Encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Encouraged, supported to learn</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Encouraged by manager, boss, CEO	2.9	3.2	2.2	2.1	3.3	2.7	1	13	13	17	23	4	71
Encouraged by staff, employees	5.9	4.2	2.0	2.6	3.3	3.4	2	17	12	21	23	5	80
Encouraged in general	.0	4.2	4.0	3.6	5.1	4.1	0	17	24	29	36	6	112
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshops</u>	-	-	-	-	-	-	-	-	-	-	-	-	-



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Course regularity	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Weekly</i>	5.9	2.9	2.5	2.5	1.8	4.1	2	12	15	20	13	6	68
Courses, workshops, seminars in general	20.6	27.9	34.3	30.4	35.2	34.0	7	114	206	246	248	50	871
External tutor, course	2.9	3.2	1.7	2.6	1.8	.7	1	13	10	21	13	1	59
Free course	5.9	3.4	4.0	3.1	2.8	2.7	2	14	24	25	20	4	89
In house tutor, course	8.8	5.4	4.0	3.2	3.8	.7	3	22	24	26	27	1	103
Online course	2.9	3.2	1.7	1.9	2.3	2.0	1	13	10	15	16	3	58
Specific courses	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>Basic course</i>	2.9	4.9	3.7	3.8	3.0	2.0	1	20	22	31	21	3	98
<u>Financial support</u>	.0	6.6	4.7	5.6	4.3	2.0	0	27	28	45	30	3	133
<u>Resources</u>	2.9	3.7	3.0	2.8	2.6	2.0	1	15	18	23	18	3	78
<u>Time arrangements (time provided)</u>	.0	4.7	5.5	4.4	3.4	3.4	0	19	33	36	24	5	117
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Ceremonial Use	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	.0	2.2	1.3	2.2	1.4	1.4	0	9	8	18	10	2	47
<i>Karakia, prayers, blessing, whakamoemiti</i>	.0	2.5	6.2	4.7	4.7	4.1	0	10	37	38	33	6	124
<i>Mihi whakatau, mihimihi, whakatauākī, pepeha</i>	2.9	2.7	2.2	2.2	1.4	2.0	1	11	13	18	10	3	56
<i>Waiata, hīmene, kapa haka</i>	5.9	8.6	9.5	10.8	8.9	10.9	2	35	57	87	63	16	260
Cultural training, workshops, supervision, group, resource	14.7	7.6	9.5	6.1	7.9	4.1	5	31	57	49	56	6	204

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<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
In mission, values, policies, using specific frameworks	5.9	2.0	2.5	1.9	1.0	.0	2	8	15	15	7	0	47
Māori Language Week	8.8	6.1	6.7	6.8	3.3	1.4	3	25	40	55	23	2	148
Māori/Te Reo representation (employees, staff)	5.9	4.7	2.0	2.7	3.1	2.7	2	19	12	22	22	4	81
Māori/Te Reo representation (roles)	.0	1.7	1.8	2.7	1.7	.0	0	7	11	22	12	0	52
Professional development plan, review	5.9	2.0	3.5	2.3	2.6	1.4	2	8	21	19	18	2	70
<b>No</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshop</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
No course, training, workshop	17.2	14.5	15.8	16.9	16.0	19.2	5	37	62	89	82	20	295
<u>Financial support</u>	10.3	5.1	4.6	6.1	7.0	3.8	3	13	18	32	36	4	106
<u>Time arrangements (outside of work hours)</u>	3.4	15.2	14.0	14.2	13.6	11.5	1	39	55	75	70	12	252
<b>No time, too much work</b>	3.4	3.1	3.8	3.2	3.5	4.8	1	8	15	17	18	5	64
<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
No discussion	6.9	7.8	5.1	7.8	5.7	6.7	2	20	20	41	29	7	119

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Not actively encouraged	34.5	27.7	22.4	18.6	22.8	18.3	10	71	88	98	117	19	403
Not encouraged by manager, boss, CEO	3.4	2.3	4.1	3.0	3.3	1.0	1	6	16	16	17	1	57
Not valued	6.9	2.7	4.8	4.5	4.9	2.9	2	7	19	24	25	3	80
Only formally	.0	2.7	2.3	2.5	2.7	2.9	0	7	9	13	14	3	46
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Not required	.0	2.7	3.1	3.0	3.3	3.8	0	7	12	16	17	4	56
<b>Own choice, initiative</b>	.0	5.1	4.1	4.9	4.9	4.8	0	13	16	26	25	5	85
<b>Not sure</b>	<b>13.8</b>	<b>3.9</b>	<b>5.1</b>	<b>5.3</b>	<b>2.9</b>	<b>5.8</b>	<b>4</b>	<b>10</b>	<b>20</b>	<b>28</b>	<b>15</b>	<b>6</b>	<b>83</b>
<b>Only supported to learn in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Cultural training, workshops, supervision, group, resource	.0	2.0	3.8	1.9	2.1	.0	0	5	15	10	11	0	41
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Māori Language Week	.0	5.1	3.1	3.6	2.1	.0	0	13	12	19	11	0	55

Sectors varied in their pattern of responses. For instance, the following patterns were observed (see Table 1.6):

- The theme 'Encouraged by manager, boss, CEO' was reported by a larger percentage of participants who worked in the core Public Service when compared to the percentage of participants who worked in any of the other sectors;
- The themes 'Karakia, prayers, blessing, whakamoemiti' and 'Cultural training, workshops, supervision, group, resource' were mentioned by a larger percentage of participants who worked in the Community Public Services sector;
- The theme 'Māori Language Week' was reported by a larger percentage of participants who worked in the core Public Service and State sectors;
- The theme 'Financial support' under 'Lack of learning opportunities in...' was reported by a smaller percentage of participants who worked in the State Sector;
- No participant working in the Community Public Services sector mentioned answers coded under the 'No time, too much work' theme; and
- The theme 'Not sure' was reported by a larger percentage of participants who worked in the Local Government sector.

Overall, the results of the analyses presented in this chapter delineate factors which foster and hamper learning Te Reo in the workplace. These results are very rich, but should be interpreted with caution as they are based in a limited sample of 5,041 participants who answered this question in the 2016 PSA survey.

Table 1.6 Themes with 50 or more answers per sector

Themes with a frequency equal or higher to 50	%					Frequency					
	Public Service	District Health Board	State Sector	Local Government	Community Public Services	Public Service	District Health Board	State Sector	Local Government	Community Public Services	Total
Yes	-	-	-	-	-	-	-	-	-	-	-
Lack of learning opportunities in...	-	-	-	-	-	-	-	-	-	-	-
Learning opportunities	-	-	-	-	-	-	-	-	-	-	-
<u>Time arrangements (outside of work hours)</u>	3.4	6.6	1.7	2.8	5.3	53	38	4	12	9	116
Supported to learn in...	-	-	-	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-	-	-	-
<u>Greetings</u>	1.6	1.9	.9	2.8	3.6	26	11	2	12	6	57
<u>Use with clients</u>	1.6	1.6	.9	2.6	3.0	26	9	2	11	5	53
<u>Words and phrases</u>	2.1	1.4	.4	1.6	3.0	33	8	1	7	5	54
<u>Written Language</u>	-	-	-	-	-	-	-	-	-	-	-
Signage, displays, charts, posters, labels and booklets	3.1	1.7	2.1	4.0	2.4	49	10	5	17	4	85
Encouraged, supported	-	-	-	-	-	-	-	-	-	-	-

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<u>Encouraged, supported to learn</u>	-	-	-	-	-	-	-	-	-	-	-
Encouraged by manager, boss, CEO	3.6	1.2	1.3	1.9	1.8	57	7	3	8	3	78
Encouraged by staff, employees	3.3	2.9	.0	3.3	3.6	52	17	0	14	6	89
Encouraged in general	3.9	5.2	3.8	4.4	4.1	61	30	9	19	7	126
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshops</u>	-	-	-	-	-	-	-	-	-	-	-
Course regularity	-	-	-	-	-	-	-	-	-	-	-
<i>Weekly</i>	2.8	1.2	1.7	3.5	1.8	44	7	4	15	3	73
Courses, workshops, seminars in general	29.3	34.4	35.5	41.6	20.1	464	199	83	179	34	959
External tutor, course	2.6	1.4	2.6	1.9	1.2	41	8	6	8	2	65
Free course	2.7	4.7	3.8	4.4	1.8	43	27	9	19	3	101
In house tutor, course	3.2	2.8	7.7	4.4	3.0	50	16	18	19	5	108
Online course	3.2	1.9	.9	1.6	1.8	50	11	2	7	3	73
Specific courses	-	-	-	-	-	-	-	-	-	-	-
<i>Basic course</i>	2.5	3.5	9.0	6.3	1.2	39	20	21	27	2	109
<u>Financial support</u>	4.2	2.6	10.3	6.3	6.5	66	15	24	27	11	143
<u>Resources</u>	3.4	.2	2.1	4.4	2.4	54	1	5	19	4	83

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<u>Time arrangements</u> (time provided)	5.1	2.1	5.6	3.7	4.7	80	12	13	16	8	129
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-	-	-	-	-	-	-
Ceremonial Use	-	-	-	-	-	-	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	2.3	1.0	.4	1.4	1.2	36	6	1	6	2	51
<i>Karakia, prayers, blessing, whakamoemiti</i>	4.6	5.7	.4	1.6	9.5	73	33	1	7	16	130
<i>Mihi whakatau, mihimihi, whakatauāki, pepeha</i>	2.5	1.4	.4	2.1	3.0	39	8	1	9	5	62
<i>Waiata, hīmene, kapa haka</i>	10.8	7.9	4.3	10.2	10.1	171	46	10	44	17	288
Cultural training, workshops, supervision, group, resource	7.1	9.0	5.1	6.3	10.1	112	52	12	27	17	220
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-

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In mission, values, policies, using specific frameworks	2.2	.2	.4	1.6	3.0	35	1	1	7	5	49
Māori Language Week	7.0	2.6	7.3	4.9	.6	110	15	17	21	1	164
Māori/Te Reo representation (employees, staff)	2.6	4.3	2.1	2.6	3.0	41	25	5	11	5	87
Māori/Te Reo representation (roles)	1.1	4.0	2.6	2.3	1.8	18	23	6	10	3	60
Professional development plan, review	2.3	2.2	7.3	1.4	1.2	36	13	17	6	2	74
<b>No</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of learning opportunities in...</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshop</u>	-	-	-	-	-	-	-	-	-	-	-
No course, training, workshop	14.2	17.3	19.2	23.2	13.8	128	102	33	43	25	331
<u>Financial support</u>	6.0	6.6	2.9	5.4	7.7	54	39	5	10	14	122
<u>Time arrangements (outside of work hours)</u>	15.2	15.3	7.0	16.8	5.5	137	90	12	31	10	280



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<b>No time, too much work</b>	4.9	3.2	2.9	3.2	.0	44	19	5	6	0	74
<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Not encouraged, supported to learn</u>	-	-	-	-	-	-	-	-	-	-	-
No discussion	6.5	7.3	7.0	3.2	7.2	59	43	12	6	13	133
Not actively encouraged	21.2	22.1	27.9	20.5	18.8	191	130	48	38	34	441
Not encouraged by manager, boss, CEO	3.9	3.2	.6	3.8	1.1	35	19	1	7	2	64
Not valued	5.4	3.2	5.2	3.2	3.9	49	19	9	6	7	90
Only formally	3.5	1.4	4.1	.5	1.1	32	8	7	1	2	50
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-
Not required	1.8	3.7	4.1	5.4	2.8	16	22	7	10	5	60
<b>Own choice, initiative</b>	5.0	3.9	.6	4.9	7.2	45	23	1	9	13	91
<b>Not sure</b>	<b>5.0</b>	<b>3.2</b>	<b>4.1</b>	<b>7.0</b>	<b>4.4</b>	<b>45</b>	<b>19</b>	<b>7</b>	<b>13</b>	<b>8</b>	<b>92</b>
<b>Only supported to learn in...</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-	-	-	-	-	-	-
Cultural training,	1.4	4.1	.6	3.2	3.3	13	24	1	6	6	50

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workshops, supervision, group, resource												
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-
Māori Language Week	4.7	1.0	3.5	2.7	.0	42	6	6	5	0	59	

## Support to use Te Reo

Of the 4,806 participants who answered the open question about how their workplace supported (or not) the use of Te Reo, 74.3% (3,569) were females and 23.7% (1,141) were males. Additionally, 18.9% (906) identified as Māori and 63.3% (3,043) reported being an ethnicity other than Māori.

The mean age of participants was 48 years ( $SD = 11.58$ ): 33.5% were between 18 and 44 years, and 51.3% were between 45 and 64 years. They worked in a number of organisational types:

- Core Public Service organisations (49.4%);
- District Health Boards (23.2%);
- Local Government organisations (11.9%);
- State Sector organisations (8.1%); and
- Community Public Services organisations (7.1%).

Below we present first the themes which emerged with regard to *support for the use of Te Reo in the workplace*, followed by the themes which emerged with regard to *non-support for the use of Te Reo in the workplace*. Finally, we present a breakdown of demographic response patterns for themes which included 50 or more answers.

### Participants who felt their workplaces support the use of Te Reo

In total, 3,778 of the 4,806 participants felt that their workplace supported the use of Te Reo and explained how this happened. Coding was thorough and extensive: These participants provided 7,350 answers that were coded across 80 different themes.

Table 2.1 shows the percentage, frequency and at least one example of a coded answer for each of the themes. It is important to notice that themes which have no percentage, frequency or example assigned to them are 'umbrella themes' with several sub-themes associated with them. Percentages, frequencies and examples are assigned to these sub-themes.

Percentages for each of the themes included in tables 2.1 and 2.2 were calculated by multiplying the number of answers coded under a given theme by 100 and dividing this value by the total number of answers coded per table.

Table 2.1 shows two major level 1 themes:

- 1) 'Lack of use in...' includes acknowledgements that participants' workplaces provide general support for the use of Te Reo, but do not support certain aspects of it; and

- 2) 'Used and supported in...' concerns general workplace support for the use of Te Reo.

Under the level 1 theme 'Lack of use in...', 50 or more answers were coded in the themes:

- 'Lack of Te Reo, Te Reo speakers' ( $n = 74$ , 1.0% of the answers coded); and
- 'Only formally' ( $n = 64$ , .9% of the answers coded).

The higher frequency in these themes, compared to the remaining themes, suggests that the lack of ability to use Te Reo and only formal, rather than informal, support for the use of Te Reo are barriers to using Te Reo in the workplace.

Under the level 1 theme 'Used and supported in...', several themes included 50 or more answers. More specifically, 50 or more answers were coded in the following themes:

- 'Use with clients' ( $n = 470$ , 6.4% of the answers coded);
- 'Signage, displays, charts, posters, labels and booklets' ( $n = 438$ , 6.0% of the answers coded);
- 'Waiata, hīmene, kapa haka' ( $n = 404$ , 5.5% of the answers coded);
- 'Māori Language Week' ( $n = 400$ , 5.4% of the answers coded);
- 'Greetings' ( $n = 397$ , 5.4% of the answers coded);
- 'Karakia, prayers, blessing, whakamoemiti' ( $n = 355$ , 4.8% of the answers coded);
- 'Courses, training, workshops' ( $n = 327$ , 4.4% of the answers coded);
- 'Not discouraged' ( $n = 285$ , 3.9% of the answers coded);
- 'Encouraged in general' ( $n = 244$ , 3.3% of the answers coded);
- 'In mission, values, policies, using specific frameworks' ( $n = 231$ , 3.1% of the answers coded);
- 'In meetings, events, formal occasions, hui' ( $n = 225$ , 3.1% of the answers coded);
- 'General use' ( $n = 223$ , 3.0% of the answers coded);
- 'Pōwhiri, poroporoaki, tīmatanga, welcome, farewell' ( $n = 218$ , 3.0% of the answers coded);
- 'Words and phrases' ( $n = 205$ , 2.8% of the answers coded);
- 'Mihi whakatau, mihimihi, whakatauāki' ( $n = 174$ , 2.4% of the answers coded);
- 'Māori/Te Reo representation (roles)' ( $n = 159$ , 2.2% of the answers coded);
- 'Tikanga, kaupapa, whanaungatanga' ( $n = 155$ , 2.1% of the answers coded);
- 'Māori/Te Reo Unit, Team, Services' ( $n = 147$ , 2.0% of the answers coded);
- 'Emails' ( $n = 144$ , 2.0% of the answers coded);
- 'Conversation' ( $n = 136$ , 1.9% of the answers coded);

- ‘Places, rooms, teams, job titles, organisation, logo named in Te Reo’ ( $n = 116$ , 1.6% of the answers coded);
- ‘Encouraged by manager, boss, CEO’ ( $n = 105$ , 1.4% of the answers coded);
- ‘Māori/Te Reo representation’ (employees, staff) ( $n = 105$ , 1.4% of the answers coded);
- ‘Official documents’ ( $n = 101$ , 1.4% of the answers coded);
- ‘Encouraged by staff, employees’ ( $n = 99$ , 1.3% of the answers coded);
- ‘Cultural training, workshops, supervision, group, resource’ ( $n = 98$ , 1.3% of the answers coded);
- ‘Resources’ ( $n = 88$ , 1.2% of the answers coded);
- ‘Other learning opportunities’ ( $n = 79$ , 1.1% of the answers coded);
- ‘Use of Te Reo in court’ ( $n = 77$ , 1.0% of the answers coded);
- ‘Encouraged with limitations’ ( $n = 75$ , 1.0% of the answers coded);
- ‘Written language in general’ ( $n = 75$ , 1.0% of the answers coded);
- ‘Information on the internet, intranet or in computer software’ ( $n = 63$ , .9% of the answers coded);
- ‘Type of unit, organisation, role’ ( $n = 62$ , .8% of the answers coded);
- ‘Kupu of the day, week’ ( $n = 59$ , .8% of the answers coded);
- ‘Own choice, initiative’ ( $n = 54$ , .7% of the answers coded); and
- ‘Environment, culture’ ( $n = 51$ , .7% of the answers coded).

These major themes show that employees seem to use Te Reo in communication and in connection to Māori culture displays. They also show that the workplace tends to support the use of Te Reo, although this support is sometimes only passive by not discouraging employees to use it or by allowing employees to stimulate the use of Te Reo themselves. Finally, these major themes also show that some organisations try to add Te Reo, Māori teams and Māori roles to their structure, being part of the way they work.

The use of Te Reo also seems to be stimulated by the need to talk to clients in Te Reo. This is supported by the level 3 theme ‘Use with clients’.

Table 2.1 Themes for participants who felt their workplaces support the use of Te Reo

Themes/sub-themes	%	Frequency	Examples
<b>Lack of use in...</b>	-	-	-
<b>Communication</b>	-	-	-
<u>Conversation</u>	.0	3	(...) however not whole conversations.
<u>Greetings</u>	.0	2	(...) but no staff use Maori greetings.
<u>Lack of Te Reo, Te Reo speakers</u>	1.0	74	(...) although no one else spoke Te Reo Maori. No staff speak fluently.
<u>Pronunciation</u>	.1	4	(...) although pronunciation is shocking.
<u>Use with clients</u>	.1	10	We have a Maori specific service so don't have as many Maori clients as we might otherwise.
<u>Written language</u>	-	-	-
Official documents	.0	1	However, someone wanting to submit an application in Te Reo would present a challenge for the Ministry.
Signage	.0	2	Very minimal bilingual signage though.
<b>Learning opportunities and support to learn</b>	.4	27	They have classes for the [client group], but not us employees. I don't think I would get study leave or financial support to learn Maori.
<b>Multiculturalism</b>	.0	1	(...) however due to the variety of staff ethnicities I don't think you would be understood
<b>No time, too much work</b>	.1	7	Yes, but there is no time to learn. We are too busy to support it in everyday use (...)

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<b>Not encouraged, supported</b>	-	-	-
<u>Discouraged</u>	.1	4	I have struggled to be able to use my reo in my work place, at one point I was even marked down in my quality results for using Te Reo Maori, until I complained to management and the decision was overturned.
<u>More support needed</u>	.2	16	It could be MUCH MUCH better though.
<u>No discussion</u>	.0	3	(...) otherwise it isn't a regular issue that is discussed.
<u>Not encouraged by staff, employees</u>	.2	16	(...) however it may not be 'approved' by some colleagues (...)
<u>Not encouraged by manager, boss, CEO</u>	.2	15	As above, but our CEO and general managers rarely (if ever), use te Reo, and thereby miss out on opportunities to demonstrate high level support for widespread organisational use of te Reo.
<u>Not valued</u>	.1	6	Negatives- te reo is not prioritised in the budget. It has been suggested that translation/interpretation services may be cut for some hearings to save contractor costs, meaning that some panel members would struggle to understand claimants presenting in te reo Maori.
<u>Only formally</u>	.9	64	(...) but I feel that the support so far is theoretical rather than practical.
<b>Organisational structure</b>	-	-	-
<u>Cultural initiatives</u>	-	-	-
Ceremonial use	-	-	-
<i>In meetings</i>	.0	1	(...) but not so much in conversation or in meetings.
Cultural training, workshop, supervision	.0	2	Would benefit though from more in-depth cultural supervision/consultation to allow for specific work time to discuss and explore cultural practice challenges.

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Tikanga	.1	6	Always performed atrociously with no understanding of Tikanga.
<u>Policy and broader framework</u>	-	-	-
English is dominant	.2	15	As a typist / coordinator dealing with clinicians and admin staff I would expect the communication to be in English.
Funding	.0	1	Although there have been issues with funding in the past.
In mission, values, policies, using specific frameworks	.1	5	But these are short term and I am not aware of any overall language strategy.
Location	.2	16	Says it does but practice appears to vary across regions.
Māori Language Week	.0	1	We didn't do anything for Maori language week.
Māori Network	.0	1	(...) however there has been a stalemate in the ongoing engaged with a staff Maori network.
Māori/Te Reo Unit, Team, Services, staff, employees, role	.1	10	(...) and as Maori there are limited staff in this workforce so I am quite isolated apart from my Maori support worker team. For example, we have no Maori staff member who is on our description team. This is fundamentally a problem considering we hold a lot of Maori items in our repository. With all the changes happening we only have one cultural advisor who pretty much looks like is servicing the whole of the Ministry of Justice.
Not required	.1	5	(...) although not relevant to my own position/team.
Type of unit, organisation	.0	1	I work in a Pacific service (...)



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<b>Responsibility on top of own role</b>	.0	2	(...) but more expected that you provide your talents/skills for Te Ao Maori practices within the organisation when Pakeha management call for it on top of your role. Also rather than management approach the Roopu for roles or support with practices within the organisation i.e.: Powhiri / Whakatau of manuhiri/ dignitaries they approach an individual staff member about these matters because management don't want to upset some people rather than be fair and reasonable (...)
<b>Used and supported in...</b>	-	-	-
<b>Advocacy</b>	.0	2	(...) and pushing Maori interests.
<b>Communication</b>	-	-	-
<u>Bilingual language in general</u>	.2	18	Some translation around.
<u>Conversation</u>	1.9	136	And we Korero to each other...
<u>General Use</u>	3.0	223	(...) some of us use Te Reo. (...) over the phone (...) (...) and other communication. (...) some people speak both languages at work.
<u>Greetings</u>	5.4	397	(...) daily greetings exchanged in Te Reo.
<u>Pronunciation</u>	.5	36	(...) correct pronunciation of names.
<u>Use with clients</u>	6.4	470	Our case managers speak Maori with their clients (...)
<u>Words and phrases</u>	2.8	205	We are expected to use Te Reo, words or phrases, whilst talking to each other.

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<u>Written language</u>	-	-	-
Emails	2.0	144	People use it in their email.
Information on the internet, intranet or in computer software	.9	63	Some attempts to introduce Te Reo on web site. There are Maori versions of Text's provided through our work Intranet also. (...) they do have software programs we can use.
Official documents	1.4	101	(...) use Maori language in some official documents. (...) and in some publications (...) (...) with forms also being available in Maori. Using language in letters, reports (...)
Signage, displays, charts, posters, labels and booklets	6.0	438	Most signage is bi-lingual. (...) Maori pamphlets & handouts (...) (...) posters etc (...) Labels on objects. (...) visual displays (...)
Written language in general	1.0	75	(...) and some general correspondence. (...) having Maori language integrated with Microsoft Word. (...) resources in Maori and English (...)
<b>Encouraged, supported</b>	-	-	-
<u>Encouraged by manager, boss, CEO</u>	1.4	105	Yes, our CEO takes the lead.
<u>Encouraged by staff, employees</u>	1.3	99	Because of the other staff who are supportive, any attempt at speaking Maori is appreciated for effort.

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<u>Encouraged in general</u>	3.3	244	Encouraged to use te reo.
<u>Encouraged with limitations</u>	1.0	75	When appropriate to use it? Where applicable it is encouraged. To a limited extent.
<u>Not discouraged</u>	3.9	285	Te Reo is not encouraged but not discouraged. (...) there is nothing against using Maori language in the workplace. They let you speak it????
<b>Learning opportunities</b>	-	-	-
<u>Courses, training, workshops</u>	4.4	327	(...) opportunities to complete Te Reo courses. Team training. (...) and funded reo workshops.
<u>Other learning opportunities</u>	1.1	79	(...) cafe te reo (...) We have a Maori language group (...) Staff encouraged and enabled to learn Te Reo.
<u>Practice at work</u>	.3	22	(...) and a number of us practice with each other.
<u>Resources</u>	1.2	88	(...) developing resources for all staff to learn basic te reo. (...) quizzes (...) (...) there's a document of phrases etc to use available (...)
<u>Support to learn</u>	.5	35	(...) and encourages all staff to learn.

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<b>Multiculturalism</b>	.5	38	We have many cultures in our workplace and they speak their languages with no discrimination and with comfort.
<b>Organisational structure</b>	-	-	-
<u>Cultural initiatives</u>	-	-	-
Ceremonial use	-	-	-
<i>Ceremonial use in general</i>	.5	34	(...) and other cultural activities. Maori is used in all ceremonial occasions.
<i>In meetings, events, formal occasions, hui</i>	3.1	225	Not so much the use of the Maori Language but they do have Hui' every year. In meetings. Formal occasions. (...) at formal events.
<i>Karakia, prayers, blessing, whakamoemiti</i>	4.8	355	(...) karakia in the morning (...) (...) and all events involve at least some prayers (...) (...) bless our food in Maori when sharing lunches or morning teas (...) Whakamoemiti every morning.
<i>Mihi whakatau, mihimihi, whakatauāki</i>	2.4	174	We have mihi whakatau (...) We are providing our Mihi when we provide a presentation to our team/ colleagues. For Whakatau (...) Use of mihimihi. Whakatauki's are shared (...)
<i>Pepeha</i>	.3	24	(...) and present our pepeha.

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<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	3.0	218	Use of Powhiri for all new staff (...) Poroporoaki for new or leaving staff. (...) tīmatanga (...) (...) and formal welcoming of guests (...) When it comes to farewells.
<i>Use of Te Reo in court</i>	1.0	77	Court proceeds and ends with English and Maori announcements.
<i>Waiata, hīmene, kapa haka</i>	5.5	404	We have waiata practice every morning. (...) and himene every morning at work. Has a kapa haka group (...)
Cultural training, workshops, supervision, group, resource	1.3	98	(...) some cultural training available if able to attend (...) Weekly cultural groups. Compulsory Cultural Supervision.
Kaumātua, kuia, Kaikaranga	.4	30	(...) including Kaumatua and Kuia. Kaikaranga and Kaumatua Role in council.
Marae	.3	25	(...) visits to marae's (...)
Matariki, Waitangi Day	.5	39	(...) matariki celebrations (...) (...) or Waitangi celebrations.
Tikanga, kaupapa, whanaungatanga	2.1	155	(...) and a living environment based on tikanga Maori. Following kaupapa (...) (...) and strive to integrate Te Arareo Maori Whanaungatanga & Culture into everything we do.
<u>Policy and broader framework</u>	-	-	-

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Environment, culture	.7	51	Part of the culture of the organisation (...) (...) incorporated into all we do. (...) and is natural in this office.
Events, promotions	.1	10	(...) there are other Te Reo based events Internal promotions (...)
In mission, values, policies, using specific frameworks	3.1	231	(...) mission statements (...) (...) policy statements and values (...) Again through policies in place (...) Bi cultural frame works (...) (...) is part in recognition of Te Tiriti O Waitangi as our founding document (...)
Kupu of the day, week	.8	59	Having a word of the day (...) (...) delivers the kupu and phrase of the week to staff.
Māori Language Week	5.4	400	Maori language week is celebrated in our office each year with staff learning pepeha or new words.
Māori Network/networking with other units, organisations	.4	30	Maori Network is active in the organisation through ongoing activities and events.  (...) by Networking with Te Wananga o Aotearoa, Te Wananga o Raukawa. I have built a strong network with local Maori Providers. Te Whanau Ora Strategic Groups, Police Youth Aid, Nga Kohanga Reo, Kura Kaupapa Maori, Bilingual Units in Primary schools, Intermediate Bilingual Schools, Hato Paora Boarding Schools, Maori Health Providers.

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Māori/Te Reo representation (employees, staff)	1.4	105	A lot of Maori are employed (...) A number of staff employed that are fluent in Maori (...) In the wider organisation, it is a recognised language of day-to-day use (...) Ability to converse in Reo is valued and staff are supported to upskill (...)
Māori/Te Reo representation (roles)	2.2	159	(...) and also Maori/Iwi liaison positions (...) We have a specific Maori role and also another Maori cadetship role working with children.
Māori/Te Reo Unit, Team, Services	2.0	147	Maori Unit within department. (...) and a Maori team (...) (...) as provided by the Maori Support Services team
Places, rooms, teams, job titles, organisation, logo named in Te Reo	1.6	116	Lots or Maori place names etc (...) Maori names are allocated to different rooms, (...) name of our teams (...) Job titles are in Te Reo (...) Everything from the name of the organisation to our values and principles have a Maori translation. There is Maori translations for logos and tag lines.
Professional development plan, review	.6	42	Has a set of competencies attached to the performance management system (...)
Type of unit, organisation, role	.8	62	We are a kaupapa Maori organisation (...) It's a Government dept. (...) We're a DHB so it's kind of a given.
<b>Own choice, initiative</b>	.7	54	If you pursue the language yourself.
<b>TOTAL</b>			<b>7,350</b>

## Participants who felt their workplaces do not support the use of Te Reo

In total, 1,028 of the 4,806 participants felt that their workplace did not support the use of Te Reo and explained why this happened. These participants provided 1,405 answers coded across 82 different themes.

Table 2.2 shows the percentage, frequency and at least one example for each of the themes. Where possible, coding mirrored the themes of participants who felt their workplace supported the use of Te Reo. This was done in order to facilitate comparison between different tables.

More specifically, Table 2.2 shows three major level 1 themes:

- 1) 'Lack of use in...' includes general acknowledgements that participants' workplaces do not support the use of Te Reo;
- 2) 'Not sure' includes answers of participants who reported not being sure about how to answer the question; and
- 3) 'Only used and supported in...' includes acknowledgements that participants' workplaces do not support the use of Te Reo, but support a few aspects of its use.

Under the level 1 theme 'Lack of use in...', 50 or more answers were coded in the themes:

- 'Not actively encouraged' ( $n = 239$ , 17.0% of the answers coded);
- 'Lack of Te Reo, Te Reo speakers' ( $n = 125$ , 8.9% of the answers coded);
- 'No discussion' ( $n = 84$ , 6.0% of the answers coded);
- 'Only formally' ( $n = 61$ , 4.3% of the answers coded); and
- 'English is dominant' ( $n = 60$ , 4.3% of the answers coded).

The higher frequency in these themes, compared to the remaining themes, seems to suggest that the main barriers to the workplace supporting the use of Te Reo are the lack of active encouragement (similarly to the theme 'Not discouraged' in the previous subsection) and ability in speaking Te Reo (similarly to the theme 'Lack of Te Reo, Te Reo speakers' in the previous subsection). Other barriers seem to be that the use of Te Reo is never discussed, its use has only formal support (similarly to the previous subsection) and English is the mainstream language in the area/department.

The level 1 theme 'Not sure' included 80 answers (5.7% of the answers coded). The high frequency in this theme shows that at least some of the participants were not sure about how to answer the question. No theme under the level 1 theme 'Only used and supported in...' had 50 or more answers coded in it.



Table 2.2 Themes for participants who felt their workplaces do not support the use of Te Reo

Themes/sub-themes	%	Frequency	Examples
<b>Lack of use in...</b>	-	-	-
<b>Communication</b>	-	-	-
<u>Bilingual language in general</u>	.1	2	(...) however there is no Maori version of everything put out (...)
<u>Conversation</u>	.2	3	No not daily and in conversation.
<u>General use</u>	.6	8	There has been no attempt to provide bi-lingual notices around the work place: everything is in English. No expectation to use Te Reo when answering to phone. But it does not give announcements in Maori (...)
<u>Greetings</u>	.5	7	(...) nor used much in greeting etc (...)
<u>Lack of Te Reo, Te Reo speakers</u>	8.9	125	No one knows the Tikanga or Te Reo Maori. So it is not possible to speak to anyone in Maori. No one to have conversation and they can't understand anyway. (...) te reo is not spoken (...)
<u>Pronunciation</u>	.5	7	As a Maori member of staff in a team that is customer facing, that handles taonga on a daily basis, I find it embarrassing how poor pronunciation is at my workplace.
<u>Use with clients</u>	1.1	16	(...) and as patients are 99% English speakers it just never crossed us to use (...)

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<u>Words and phrases</u>	.2	3	The organisation does not use Maori phrases. I would love to see our physical health patients being referred to as Tangata Whaiora (people seeking wellness).
<u>Written language</u>	-	-	-
Email	.1	2	There are no orders to answer phones or emails with Maori greetings.
Information on the internet, intranet, computer software	.1	2	Maori is not used on the website (...)
Official documents	.3	4	Don't see any newsletters with Maori language on it. (...)
Signage, displays, charts, posters, labels and booklets	1.1	15	none of the organisation's values, goals or messaging is available in Maori. There is no Maori signage (...) (...) labels are English only (...)
Written language in general	.6	8	We don't even have keyboards with the ability to type in Maori i.e. macronise words etc. No expectation to use Te Reo when answering to phone or written communication.
<b>Learning opportunities and support to learn</b>	2.8	39	(...) but there is no training available so very limiting. (...) never been offered to learn. (...) no enhancement or encouragement to learn.
<b>Multiculturalism</b>	.9	13	Culturally mixed work environment.
<b>No time, too much work</b>	1.0	14	(...) not a lot of time for it (...) (...) too busy (...)
<b>Not encouraged, supported</b>	-	-	-

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<u>Discouraged</u>	.9	13	We have been told not to use Maori during phone conversations. People who speak reo in our workplace are often racially abused in our workplace. I have heard people say 'Go to a Maori provider if you wanna speak Maori'.
<u>More support needed</u>	.5	7	I would like my workplace to do more to raise the standard of te reo in my office.
<u>No discussion</u>	6.0	84	There is no discussion about Te Reo (...) It is silent on this. Not actively promoted. Sometimes feels like an afterthought.
<u>Not actively encouraged</u>	17.0	239	Not actively. Those who speak can if another speaker is present. (...) in that colleagues are not discouraged from speaking in Te Reo to each other (...)
<u>Not encouraged by manager, boss, CEO</u>	3.2	45	(...) but nothing is initiated by Management at any time so far as I can remember (...) (...) culturally ignorant decision makers who do not value it (...)
<u>Not encouraged by staff, employees</u>	2.7	38	(...) older group of employees that don't necessary support common usage. (...) most of the staff I work with are both ignorant and arrogant in using Te Reo in the workplace.
<u>Not valued</u>	3.1	43	(...) it is not considered of 'value' (...) (...) potentially Te Reo Maori is not considered a priority (...) No one cares.
<u>Only formally</u>	4.3	61	They support it in theory, not in practice. There is lip service paid to Te Reo Maori (...)

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			Token acknowledgement of value of Te Reo only (...)
<b>Organisational structure</b>	-	-	-
<u>Cultural initiatives</u>	-	-	-
Acknowledgement of cultural differences between Māori	.1	1	(...) but this is generic and does not take into account geographic differences. For example, in the far north the old court intro literally translated into 'Shut up, stand up'. The new version construct still doesn't make sense in that area.
Ceremonial use	-	-	-
<i>In meetings, events, formal occasion, hui</i>	.1	2	Not used in weekly meetings.
<i>Karakia</i>	.3	4	(...) but there are no karakia for food (...)
<i>Pepeha</i>	.1	1	My last office did, we had Waiata each morning, practiced our pepeha, etc, however there is no morning meeting here, and no real practice.
<i>Waiata, kapa haka</i>	.2	3	There is no use of Waiata. Kapa haka practices are done in staff time when it should be integrated into our working day as part of the partnership under the Treaty.
Cultural training, workshops, supervision	.4	5	Don't believe there is support for teaching Maori culture (...) I have had no Cultural Supervision even though I have asked for such.
Kaumātua	.1	1	I feel that our Kaumatua have a limited presence in the unit.
Matariki	.1	1	(...) no celebration of Maori language week or Matariki.

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Tikanga	1.0	14	No one knows the Tikanga.
<u>Policy and broader framework</u>	-	-	-
English is dominant	4.3	60	English is the main form of interaction for the service provided. We are constantly reminded that we work in a mainstream organisation not a Maori one.
Environment, culture	.5	7	(...) institutional culture of ignorance and cultural fear (...) (...) just not part of the culture (...)
Focus on Chinese dialects	.1	1	The main focus on a second language is on the Chinese dialects.
In mission, values, policies, using specific frameworks	1.1	16	(...) there is no policy. (...) but the wider organisation doesn't have any structured way of using it or promoting it.
Location	.6	9	Depends which office of the country you are visiting, determines the usage and support of Maori language.
Māori Language Week	.6	9	Not even considered during Maori Language Week.
Māori/Te Reo Unit, Team, Services, employees, staff, role	2.2	31	No current Maori response team (...) (...) there are only 3 Maori staff in an office of nearly 200 employees. We don't even have a Maori liaison person (...)
Not required	1.9	27	Not required to complete our job.
Places, rooms, teams, job titles, organisation, logo named in Te Reo	.1	1	Currently we do not have a Maori translation of our name / tagline. We used to but we have been re-branded.

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Professional development plan, review	.1	1	It is not part of a workforce development.
Type of unit, organisation	.1	1	I work for a Pacific Island Mental Health Service.
<b>Own choice, initiative</b>	1.8	25	If you promote it, it's off your own bat and there is no recognition or encouragement of it. (...) however it is all self-directed (...)
<b>Not sure</b>	<b>5.7</b>	<b>80</b>	<b>Answer is I'm not sure.</b>
<b>Only used and supported in...</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Communication</b>	<b>-</b>	<b>-</b>	<b>-</b>
<u>Bilingual language in general</u>	.1	1	I have two things translated.
<u>Conversation</u>	.2	3	On occasion one other colleague and I have a bit of a chat, but that is limited.
<u>General use</u>	.6	9	Staff can answer the phone (...) (...) and they use Te Reo regularly (...)
<u>Greetings</u>	1.8	25	(...) aside from greetings we don't have any opportunities. I hear a few staff members use Maori Language like greeting Kia Ora.
<u>Pronunciation</u>	.1	2	(...) so that things like Maori names are said correctly over the intercom when calling court cases.
<u>Use with clients</u>	1.3	18	Encouraged when working with Maori stake-holders.
<u>Words and phrases</u>	1.4	19	Key words and phrases are sometimes used (...)
<u>Written Language</u>	-	-	-

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Email	.5	7	(...) and a number of people including me have te reo in our email footer (...)
Information on the internet, intranet, computer software	.1	1	(...) on intranet etc (...)
Official documents	.3	4	(...) It is written on some of our documents (...) (...) forms are bi or multi-lingual (...)
Signage, displays, charts, posters, labels and booklets	1.9	26	Slowly going bilingual on many signs and so forth. (...) there are posters (...) There are pamphlets. Some people will place labels around.
Written language in general	.2	3	(...) and in written material on occasion (...)
<b>Encouraged</b>	-	-	-
<u>Encouraged by manager, boss, CEO</u>	.4	6	(...) though the CEO tries. If it wasn't for my manager, Te Reo wouldn't be used as frequently as it is.
<u>Encouraged by staff, employees</u>	.7	10	Staff organise and make the time in between other duties. Maori staff members initiate some action at times (...)
<u>Encouraged in general</u>	.6	8	There is some evidence of support (...)
<b>Learning opportunities and support to learn</b>	.7	10	Although we have access to courses (...) We are trained to pronounce place names etc correctly (...)
<b>Organisational structure</b>	-	-	-

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<u>Cultural initiatives</u>	-	-	-
Ceremonial use	-	-	-
<i>Ceremonial use in general</i>	.4	5	(...) It is just used on a ceremonial basis (...)
<i>In meetings, events, formal occasions, hui</i>	.6	8	(...) Only used in team meetings for welcomes and closing. (...) with Te Reo only used for opening and closing formal occasions. (...) and only use te reo to open or close hui (...)
<i>Karakia, prayers, blessing</i>	.7	10	Other than occasional Karakia Maori is not spoken in my workplace (...) (...) however there are karakia (...)
<i>Mihi whakatau, mihimihi, whakatauāki</i>	.4	5	(...) and in mihi whakatau (...) (...) and Whakatauki once a week but this is the extent of it.
<i>Pepeha</i>	.1	1	(...) we are supported to learn our pepeha for formal Maori occasions.
<i>Pōwhiri, poroporoaki, welcome, farewell</i>	1.1	16	(...) there wouldn't be a use for them outside of powhiri. (...) for welcome or farewell amongst ourselves.
<i>Te Reo in court</i>	.2	3	We have court intros in Maori (...)
<i>Waiata, kapa haka</i>	.9	13	However, in saying this we do have some waiata that everyone knows. Only for the Kapa Haka group (...)
Cultural training, workshops, supervision	.1	2	The original Tikanga best practice training I received was excellent.
Kaumātua	.1	2	We do have our kaumatua always available.



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Marae	.1	2	(...) eg marae visits.
Matariki	.1	1	(...) and have a promotion on Matariki (...)
Tikanga, kaupapa	.2	3	(...) It supports having a working knowledge of Maori protocols (...)
<u>Policy and broader framework</u>	-	-	-
In development	.4	6	Maori strategy for the workplace under development (...)
Kupu of the day, week	.2	3	(...) apart from occasional kupu o te wiki emails there is nothing. (...) there is a word of the day in the daily roll call (...)
Māori Language Week	3.5	49	A large focus during Maori Language Week otherwise very little. (...) or during Maori Language week.
Māori Network	.1	2	Internal Maori network available to discuss opportunities (...)
Māori/Te Reo Unit, Team, Services, staff, employees, role	1.1	15	Aside from Maori specific teams (...) We have staff who are fluent Maori speakers (...) (...) generally headed by Maori Relationships Manager or their delegate.
Places, rooms, teams, job titles, organisation, logo named in Te Reo	.5	7	Interestingly enough majority of organisations or specialists services have Maori names. Meeting room names (...) (...) bicultural titles (...)
Treaty of Waitangi	.1	2	I think it is important that we follow and work within the principals of the Te Treaty o Waitangi regardless of race.
<b>TOTAL</b>			<b>1,405</b>

## Demographic breakdown of themes with 50 or more answers

Besides evaluating the general themes connected to support for the use of Te Reo, we also evaluated the breakdown of demographic response patterns for themes which included 50 or more answers. Differences in gender (female x male), ethnicity (Māori x non-Māori), age group and sector were evaluated.

The sample size of different demographic groups varied, so percentages as well as frequencies are provided for each demographic group per theme. These can be seen in the next four tables. Some participants' demographic data were missing, so the total frequency for some of the themes in the next four tables is not always the same as the total frequency presented in Tables 2.1 and 2.2.

Percentages for the themes included in the next four tables were calculated by multiplying the number of answers provided by a given demographic group by 100 and dividing this value by the total number of members in this group.

Regarding gender, Table 2.3 shows that more females than males (more than 1% difference) pointed out answers coded under the following themes:

- 'Greetings';
- 'Emails';
- 'Signage, displays, charts, posters, labels and booklets';
- 'Not discouraged';
- 'Waiata, hīmene, kapa haka'; and
- 'No discussion'.

On the other hand, more males than females (more than 1% difference) pointed out answers coded under the themes:

- 'Encouraged by manager, boss, CEO';
- 'Mihi whakatau, mihimihi, whakatauāki';
- 'Environment culture';
- 'English is dominant; and
- 'Not sure'.

Table 2.3 Themes with 50 or more answers per gender

Themes with a frequency equal or higher to 50	%		Frequency		
	Female	Male	Female	Male	Total
<b>Yes</b>	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
Lack of Te Reo, Te Reo speakers	2.0	1.8	56	16	72
<b>Not encouraged, supported</b>	-	-	-	-	-
Only formally	1.7	1.5	48	13	61
<b>Used and supported in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
Conversation	3.7	3.2	104	28	132
General Use	5.9	5.7	167	51	218
Greetings	11.1	8.4	311	75	386
Use with clients	12.6	11.8	354	105	459
Words and phrases	5.5	5.1	155	45	200
Written language	-	-	-	-	-
Emails	4.2	2.9	117	26	143
Information on the internet, intranet, computer software	1.6	1.9	46	17	63
Official documents	2.7	2.8	75	25	100
Signage, displays, charts, posters, labels and booklets	12.7	8.1	357	72	429
Written language in general	2.0	2.1	55	19	74
<b>Encouraged, supported</b>	-	-	-	-	-
Encouraged by manager, boss, CEO	2.3	3.8	66	34	100
Encouraged by staff, employees	2.8	2.0	80	18	98
Encouraged in general	6.4	7.1	179	63	242
Encouraged with limitations	2.1	1.7	60	15	75
Not discouraged	7.8	6.5	220	58	278
<b>Learning opportunities</b>	-	-	-	-	-
Courses, training, workshops	8.5	9.0	240	80	320
Other learning opportunities	2.1	1.8	59	16	75
Resources	2.5	1.7	71	15	86
<b>Organisational structure</b>	-	-	-	-	-
Cultural initiatives	-	-	-	-	-
Ceremonial use	-	-	-	-	-
In meetings, events, formal occasions, hui	5.8	6.6	162	59	221
Karakia, prayers, blessing, whakamoemiti	9.4	9.6	265	85	350
Mihi whakatau, mihimihi, whakatauāki	4.2	5.9	118	52	170

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<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	5.8	5.9	163	52	215
<i>Use of Te Reo in court</i>	2.0	1.5	56	13	69
<i>Waiata, hīmene, kapa haka</i>	11.2	8.7	316	77	393
Cultural training, workshops, supervision, group, resource	2.7	2.3	76	20	96
Tikanga, kaupapa, whanaungatanga	4.1	4.4	114	39	153
<u>Policy and broader framework</u>	-	-	-	-	-
Environment, culture	1.1	2.4	30	21	51
In mission, values, policies, using specific frameworks	6.0	6.9	170	61	231
Kupu of the day, week	1.5	1.8	43	16	59
Māori Language Week	10.6	10.4	299	92	391
Māori/Te Reo representation (employees, staff)	2.8	2.5	79	22	101
Māori/Te Reo representation (roles)	4.5	3.5	126	31	157
Māori/Te Reo Unit, Team, Services	3.7	4.4	105	39	144
Places, rooms, teams, job titles, organisation, logo named in Te Reo	3.1	3.0	88	27	115
Type of unit, organisation, role	1.5	2.0	42	18	60
<b>Own choice, initiative</b>	1.4	1.5	39	13	52
<b>No</b>	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	12.3	11.9	93	30	123
<b>Not encouraged, supported</b>	-	-	-	-	-
<u>No discussion</u>	8.6	7.5	65	19	84
<u>Not actively encouraged</u>	23.1	22.9	175	58	233
<u>Only formally</u>	6.1	5.5	46	14	60
<b>Organisational structure</b>	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-
English is dominant	5.4	7.1	41	18	59
<b>Not sure</b>	<b>7.4</b>	<b>8.7</b>	<b>56</b>	<b>22</b>	<b>78</b>

Regarding ethnicity, Table 2.4 shows that more Māori than non-Māori (more than 1% difference) pointed out answers coded under the following themes:

- ‘Conversation’;
- ‘General use’;
- ‘Use with clients’;
- ‘Encouraged by staff, employees’;
- ‘Resources’;
- ‘Karakia, prayers, blessing, whakamoemiti’;
- ‘Pōwhiri, poroporoaki, tīmatanga, welcome, farewell’;
- ‘Waiata, hīmene, kapa haka’;
- ‘Type of unit, organisation, role’;
- ‘Own choice, initiative’;
- ‘Only formally’; and
- ‘English is dominant’.

On the other hand, more non-Māori than Māori (more than 1% difference) pointed out answers coded under the themes:

- ‘Greetings’;
- ‘Words and phrases’;
- ‘Emails’;
- ‘Information on the internet, intranet, computer software’;
- ‘Official documents’;
- ‘Signage, displays, charts, posters, labels and booklets’;
- ‘Encouraged in general’;
- ‘Māori/Te Reo representation (roles)’;
- ‘Places, rooms, teams, job titles, organisation, logo named in Te Reo’;
- ‘No discussion’;
- ‘Not actively encouraged’; and
- ‘Not sure’.

Table 2.4 Themes with 50 or more answers per ethnicity

Themes with a frequency equal or higher to 50	%		Frequency		
	Māori	Non-Māori	Māori	Non-Māori	Total
<b>Yes</b>	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	2.5	1.6	18	39	57
<b>Not encouraged, supported</b>	-	-	-	-	-
<u>Only formally</u>	1.7	1.6	12	38	50
<b>Used and supported in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Conversation</u>	5.1	2.8	36	67	103
<u>General Use</u>	9.8	4.9	70	117	187
<u>Greetings</u>	9.4	11.0	67	265	332
<u>Use with clients</u>	14.3	11.9	102	285	387
<u>Words and phrases</u>	3.2	6.4	23	153	176
<u>Written language</u>	-	-	-	-	-
Emails	1.8	4.6	13	110	123
Information on the internet, intranet, computer software	.7	2.1	5	51	56
Official documents	1.7	3.1	12	74	86
Signage, displays, charts, posters, labels and booklets	9.1	12.4	65	299	364
Written language in general	2.1	2.3	15	55	70
<b>Encouraged, supported</b>	-	-	-	-	-
<u>Encouraged by manager, boss, CEO</u>	2.8	2.7	20	65	85
<u>Encouraged by staff, employees</u>	5.1	2.1	36	51	87
<u>Encouraged in general</u>	5.3	6.6	38	159	197
<u>Encouraged with limitations</u>	1.7	2.1	12	51	63
<u>Not discouraged</u>	7.2	6.7	51	162	213
<b>Learning opportunities</b>	-	-	-	-	-
<u>Courses, training, workshops</u>	8.7	8.9	62	213	275
<u>Other learning opportunities</u>	2.0	2.0	14	49	63
<u>Resources</u>	3.8	2.1	27	50	77
<b>Organisational structure</b>	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-
Ceremonial use	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	6.5	6.2	46	148	194
<i>Karakia, prayers, blessing, whakamoemiti</i>	12.7	8.7	90	209	299
<i>Mihi whakatau, mihimihi, whakatauāki</i>	5.3	4.5	38	109	147

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<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	6.9	5.2	49	125	174
<i>Use of Te Reo in court</i>	1.8	1.7	13	41	54
<i>Waiata, hīmene, kapa haka</i>	11.8	10.6	84	254	338
Cultural training, workshops, supervision, group, resource	2.8	2.7	20	66	86
Tikanga, kaupapa, whanaungatanga	5.1	4.1	36	99	135
<u>Policy and broader framework</u>	-	-	-	-	-
Environment, culture	1.3	1.4	9	34	43
In mission, values, policies, using specific frameworks	6.2	6.3	44	151	195
Kupu of the day, week	1.4	1.5	10	35	45
Māori Language Week	11.1	10.6	79	254	333
Māori/Te Reo representation (employees, staff)	2.8	3.0	20	71	91
Māori/Te Reo representation (roles)	3.2	4.8	23	115	138
Māori/Te Reo Unit, Team, Services	3.5	4.0	25	95	120
Places, rooms, teams, job titles, organisation, logo named in Te Reo	1.8	3.6	13	87	100
Type of unit, organisation, role	3.8	1.0	27	23	50
<b>Own choice, initiative</b>	2.7	.8	19	19	38
<b>No</b>	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	12.8	13.0	25	83	108
<b>Not encouraged, supported</b>	-	-	-	-	-
<u>No discussion</u>	5.1	8.6	10	55	65
<u>Not actively encouraged</u>	20.0	23.3	39	149	188
<u>Only formally</u>	8.7	4.4	17	28	45
<b>Organisational structure</b>	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-
English is dominant	6.2	4.7	12	30	42
<b>Not sure</b>	<b>3.6</b>	<b>8.3</b>	<b>7</b>	<b>53</b>	<b>60</b>

Regarding age group, similarly to the previous chapter, we focus our analysis in the age group from 18 to 24 years old.

Table 2.5 shows that those aged from 18 to 24 years pointed out more answers than any other age group (more than 1% difference from all other age groups) under the following themes:

- 'Lack of Te Reo, Te Reo speakers' (for participants who felt their workplace supported the use of Te Reo);
- 'Use with clients';
- 'Emails';
- 'Written language in general';
- 'Encouraged in general';
- 'Encouraged with limitations';
- 'Not discouraged';
- 'In meetings, events, formal occasions, hui';
- 'In mission, values, policies, using specific frameworks';
- 'Kupu of the day, week';
- 'Places, rooms, teams, job titles, organisation, logo named in Te Reo';
- 'Lack of Te Reo, Te Reo speakers' (for participants who felt their workplace did not support the use of Te Reo); and
- 'Only formally' (for participants who felt their workplace did not support the use of Te Reo).

The age group from 18 to 24 years old also pointed out less answers than any of the other age groups (more than 1% difference from all other age groups) under the themes:

- 'Only formally' (for participants who felt their workplace supported the use of Te Reo);
- 'Conversation';
- 'Encouraged by staff, employees';
- 'Karakia, prayers, blessing, whakamoemiti';
- 'Use of Te Reo in court';
- 'Māori/Te Reo representation (employees, staff)';
- 'Māori/Te Reo Unit, Team, Services';
- 'Not actively encouraged'; and
- 'English is dominant'.



Table 2.5 Themes with 50 or more answers per age group

Themes with a frequency equal or higher to 50	%						Frequency						Total
	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years or more	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years or more	
Yes	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	4.0	2.6	2.5	1.5	1.9	1.1	2	13	19	15	17	2	68
<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Only formally</u>	.0	1.2	2.0	1.9	2.3	1.1	0	6	15	19	21	2	63
<b>Used and supported in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Conversation</u>	2.0	3.2	3.4	4.3	4.1	3.3	1	16	25	44	37	6	129
<u>General Use</u>	4.0	4.0	6.2	6.2	6.0	6.7	2	20	46	63	54	12	197
<u>Greetings</u>	12.0	7.5	9.8	10.4	12.2	12.8	6	37	73	105	111	23	355
<u>Use with clients</u>	20.0	10.9	11.8	13.2	12.9	15.0	10	54	88	134	117	27	430
<u>Words and phrases</u>	8.0	7.1	6.0	4.2	5.5	4.4	4	35	45	43	50	8	185
<u>Written language</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Emails	8.0	6.5	4.3	3.0	3.2	1.1	4	32	32	30	29	2	129
Information on the internet, intranet, computer software	2.0	2.4	1.7	2.2	1.2	1.1	1	12	13	22	11	2	61
Official documents	4.0	3.6	2.9	2.2	2.8	3.3	2	18	22	22	25	6	95
Signage, displays, charts, posters, labels and booklets	10.0	12.5	13.1	12.1	10.5	8.3	5	62	98	123	95	15	398
Written language in general	4.0	1.4	2.5	2.3	1.7	1.1	2	7	19	23	15	2	68
<b>Encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-	-	-

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<u>Encouraged by manager, boss, CEO</u>	4.0	5.1	2.4	1.9	2.5	3.9	2	25	18	19	23	7	94
<u>Encouraged by staff, employees</u>	.0	2.8	2.5	2.6	3.1	1.1	0	14	19	26	28	2	89
<u>Encouraged in general</u>	10.0	7.1	6.8	5.5	7.1	6.7	5	35	51	56	64	12	223
<u>Encouraged with limitations</u>	4.0	1.4	2.8	1.4	2.0	2.8	2	7	21	14	18	5	67
<u>Not discouraged</u>	12.0	8.1	8.2	6.6	7.4	7.2	6	40	61	67	67	13	254
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshops</u>	8.0	10.7	9.4	7.2	9.0	9.4	4	53	70	73	82	17	299
<u>Other learning opportunities</u>	2.0	2.0	2.5	2.3	1.7	3.3	1	10	19	23	15	6	74
<u>Resources</u>	2.0	1.6	2.8	2.3	2.0	2.2	1	8	21	23	18	4	75
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural initiatives</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Ceremonial use</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>In meetings, events, formal occasions, hui</i>	8.0	5.7	6.3	5.4	6.1	3.3	4	28	47	55	55	6	195
<i>Karakia, prayers, blessing, whakamoemiti</i>	4.0	8.7	9.2	10.8	9.5	7.8	2	43	69	110	86	14	324
<i>Mihi whakataua, mihimihi, whakatauaāki</i>	4.0	2.6	3.5	6.1	5.1	5.0	2	13	26	62	46	9	158
<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	4.0	4.2	4.2	7.1	7.2	6.1	2	21	31	72	65	11	202
<i>Use of Te Reo in court</i>	.0	2.0	1.2	2.5	2.2	1.7	0	10	9	25	20	3	67
<i>Waiata, hīmene, kapa haka</i>	10.0	9.5	9.5	12.0	10.7	12.2	5	47	71	122	97	22	364

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Cultural training, workshops, supervision, group, resource	2.0	2.6	2.0	2.1	3.1	2.2	1	13	15	21	28	4	82
Tikanga, kaupapa, whanaungatanga	6.0	3.8	4.8	3.5	4.6	5.0	3	19	36	35	42	9	144
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
Environment, culture	.0	1.8	.9	1.5	1.5	.0	0	9	7	15	14	0	45
In mission, values, policies, using specific frameworks	8.0	6.3	6.3	6.8	5.2	3.3	4	31	47	69	47	6	204
Kupu of the day, week	10.0	2.0	1.2	1.2	1.2	1.7	5	10	9	12	11	3	50
Māori Language Week	6.0	13.9	11.9	12.6	6.8	7.2	3	69	89	128	62	13	364
Māori/Te Reo representation (employees, staff)	.0	2.2	2.5	3.0	3.5	3.3	0	11	19	30	32	6	98
Māori/Te Reo representation (roles)	4.0	3.6	3.2	4.8	4.5	5.0	2	18	24	49	41	9	143
Māori/Te Reo Unit, Team, Services	2.0	3.2	3.9	4.9	3.4	3.9	1	16	29	50	31	7	134
Places, rooms, teams, job titles, organisation, logo named in Te Reo	6.0	4.0	3.1	2.4	3.2	3.3	3	20	23	24	29	6	105
Type of unit, organisation, role	.0	1.2	.9	1.9	2.2	1.7	0	6	7	19	20	3	55
<b>Own choice, initiative</b>	2.0	.4	1.9	1.6	1.4	1.7	1	2	14	16	13	3	49
<b>No</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	25.0	15.3	10.3	13.7	9.1	7.6	3	19	19	37	25	5	108

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<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>No discussion</u>	8.3	7.3	7.6	9.6	8.4	6.1	1	9	14	26	23	4	77
<u>Not actively encouraged</u>	16.7	30.6	26.6	22.1	19.0	18.2	2	38	49	60	52	12	213
<u>Only formally</u>	8.3	4.0	6.5	5.9	5.5	6.1	1	5	12	16	15	4	53
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	-	-
English is dominant	.0	2.4	3.3	6.3	6.9	7.6	0	3	6	17	19	5	50
<b>Not sure</b>	<b>8.3</b>	<b>6.5</b>	<b>12.0</b>	<b>7.0</b>	<b>7.3</b>	<b>10.6</b>	<b>1</b>	<b>8</b>	<b>22</b>	<b>19</b>	<b>20</b>	<b>7</b>	<b>77</b>

Sectors varied in their pattern of responses. For instance, the following patterns were observed (see Table 2.6):

- When compared to the remaining sectors, a larger percentage of participants who worked for Public Service organisations and District Health Boards pointed out answers coded under the theme 'Use with clients';
- The theme 'Māori Language Week' was mentioned less by participants who worked in the Community Public Services and District Health Boards sectors;
- The themes 'Official documents' and 'Courses, training, workshops' were reported by a larger percentage of participants who worked in the State Sector and Local Government sector;
- No participant working in the State Sector mentioned answers coded under the 'Cultural training, workshops, supervision, group, resource' theme;
- A larger percentage of participants working in the Community Public Services sector mentioned answers coded under the themes 'Karakia, prayers, blessing, whakamoemiti', 'Pōwhiri, poroporoaki, tīmatanga, welcome, farewell' and 'Tikanga, kaupapa, whanaungatanga'; and
- A larger percentage of participants working in the Community Public Services and Local Government sectors mentioned answers coded under the theme 'In mission, values, policies, using specific frameworks'.

Overall, the results of the analyses presented in this chapter delineate factors which foster and hamper the use of Te Reo in the workplace. These results are very rich, but should be interpreted with caution as they are based in a limited sample of 4,806 participants who answered this question in the 2016 PSA survey.

Table 2.6 Themes with 50 or more answers per sector

Themes with a frequency equal or higher to 50	%					Frequency					
	Public Service	District Health Board	State Sector	Local Government	Community Public Services	Public Service	District Health Board	State Sector	Local Government	Community Public Services	Total
Yes	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	2.1	1.3	2.5	1.7	2.5	41	11	7	8	6	73
<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Only formally</u>	2.0	1.7	.7	1.1	1.7	39	14	2	5	4	64
<b>Used and supported in...</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Conversation</u>	4.1	2.8	2.1	3.0	5.0	81	23	6	14	12	136
<u>General Use</u>	6.7	3.6	6.0	4.6	9.5	131	30	17	21	23	222
<u>Greetings</u>	9.6	9.7	14.7	13.7	9.9	188	80	42	63	24	397
<u>Use with clients</u>	10.3	17.4	10.2	11.9	17.4	201	143	29	55	42	470
<u>Words and phrases</u>	6.2	5.0	6.0	4.3	2.1	122	41	17	20	5	205
<u>Written language</u>	-	-	-	-	-	-	-	-	-	-	-
Emails	4.2	2.2	5.6	5.0	1.7	82	18	16	23	4	143
Information on the internet, intranet, computer software	1.7	.2	2.1	4.3	.4	34	2	6	20	1	63

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Official documents	2.9	1.1	4.2	4.3	1.2	56	9	12	20	3	100
Signage, displays, charts, posters, labels and booklets	8.6	16.1	8.8	20.4	7.0	169	132	25	94	17	437
Written language in general	1.8	1.1	4.2	3.7	.4	36	9	12	17	1	75
<b>Encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Encouraged by manager, boss, CEO</u>	3.1	.7	4.6	3.5	3.7	61	6	13	16	9	105
<u>Encouraged by staff, employees</u>	2.6	3.2	3.2	2.4	1.2	50	26	9	11	3	99
<u>Encouraged in general</u>	6.8	6.1	6.0	6.5	5.8	133	50	17	30	14	244
<u>Encouraged with limitations</u>	1.8	2.1	1.8	2.8	2.1	35	17	5	13	5	75
<u>Not discouraged</u>	7.1	8.4	9.1	5.2	9.5	139	69	26	24	23	281
<b>Learning opportunities</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Courses, training, workshops</u>	8.1	7.7	10.5	12.1	7.4	158	63	30	56	18	325
<u>Other learning opportunities</u>	2.6	1.2	2.1	1.5	2.1	51	10	6	7	5	79
<u>Resources</u>	2.7	1.5	1.1	3.5	1.7	53	12	3	16	4	88
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Cultural Initiatives</u>	-	-	-	-	-	-	-	-	-	-	-
<u>Ceremonial use</u>	-	-	-	-	-	-	-	-	-	-	-
<i>In meetings, events,</i>	6.6	3.5	7.4	6.9	5.8	128	29	21	32	14	224

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<i>formal occasions, hui</i>												
<i>Karakia, prayers, blessing, whakamoemiti</i>	10.1	10.5	6.0	2.8	16.5	198	86	17	13	40	354	
<i>Mihi whakatau, mihimihī, whakatauākī</i>	5.0	2.7	9.8	3.9	2.9	98	22	28	18	7	173	
<i>Pōwhiri, poroporoaki, tīmatanga, welcome, farewell</i>	6.1	4.0	7.7	4.1	9.5	119	33	22	19	23	216	
<i>Use of Te Reo in court</i>	3.9	.0	.0	.0	.0	77	0	0	0	0	77	
<i>Waiata, hīmene, kapa haka</i>	12.9	7.1	8.1	8.5	12.4	253	58	23	39	30	403	
Cultural training, workshops, supervision, group, resource	2.5	3.6	.0	1.7	4.1	49	30	0	8	10	97	
Tikanga, kaupapa, whanaungatanga	4.5	3.3	2.8	2.6	8.3	88	27	8	12	20	155	
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-	



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Environment, culture	1.7	.6	1.4	1.1	1.2	34	5	4	5	3	51
In mission, values, policies, using specific frameworks	5.4	4.7	6.0	8.9	10.3	106	39	17	41	25	228
Kupu of the day, week	1.8	.6	1.8	2.8	.4	35	5	5	13	1	59
Māori Language Week	13.2	5.1	14.7	11.1	3.3	257	42	42	51	8	400
Māori/Te Reo representation (employees, staff)	2.7	3.4	2.5	2.0	3.3	53	28	7	9	8	105
Māori/Te Reo representation (roles)	2.1	7.7	7.0	4.8	5.4	41	63	20	22	13	159
Māori/Te Reo Unit, Team, Services	2.2	7.4	6.7	4.1	2.1	43	61	19	19	5	147
Places, rooms, teams, job titles, organisation, logo named in Te Reo	3.2	3.2	2.1	3.5	2.5	62	26	6	16	6	116
Type of unit, organisation, role	1.1	3.2	2.5	.4	2.5	21	26	7	2	6	62
<b>Own choice, initiative</b>	1.6	1.7	.0	1.3	.8	32	14	0	6	2	54
<b>No</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Lack of use in...</b>	-	-	-	-	-	-	-	-	-	-	-

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<b>Communication</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Lack of Te Reo, Te Reo speakers</u>	12.8	11.6	12.5	13.5	9.2	54	34	13	15	9	125
<b>Not encouraged, supported</b>	-	-	-	-	-	-	-	-	-	-	-
<u>No discussion</u>	5.9	11.0	8.7	7.2	10.2	25	32	9	8	10	84
<u>Not actively encouraged</u>	24.9	20.5	24.0	26.1	20.4	105	60	25	29	20	239
<u>Only formally</u>	7.8	4.8	2.9	6.3	4.1	33	14	3	7	4	61
<b>Organisational structure</b>	-	-	-	-	-	-	-	-	-	-	-
<u>Policy and broader framework</u>	-	-	-	-	-	-	-	-	-	-	-
English is dominant	3.6	6.8	12.5	5.4	4.1	15	20	13	6	4	58
<b>Not sure</b>	<b>7.8</b>	<b>6.2</b>	<b>6.7</b>	<b>9.0</b>	<b>12.2</b>	<b>33</b>	<b>18</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>80</b>

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