

**MUSEUM OF NEW  
ZEALAND  
TE PAPA  
TONGAREWA**

Cable St  
PO Box 467  
Wellington  
New Zealand

Telephone  
64-4-381 7249  
[www.tepapa.govt.nz](http://www.tepapa.govt.nz)



19 August 2024

Tēnā koe,

**Re: Official Information Act (OIA) Request – IDIA**

I am writing in response to your OIA request dated 23 July 2024 in which you requested:

*Any work done for your organisation by Indigenous Design and Innovation Aotearoa.  
Please include all relevant information to each project undertaken including business cases,  
correspondence, explanatory notes, reports and any other relevant source.*

*The total spending on each projects undertaken.  
Please break this down by year and then by project.*

Te Papa engaged IDIA for one project which was undertaken in collaboration with Te Rua Mahara o te Kāwanatanga | Archives New Zealand and the National Library of New Zealand | Te Puna Mātauranga o Aotearoa in 2022 and 2023.

The total spend by Te Papa in 2022 was \$3000 and in 2023 was \$29,140.

The remaining information within scope of your request is attached. Some redactions have been made in accordance with s9(2)(a) and s(9)(2(j) of the OIA.

If you are not satisfied with this response you have the right to seek an investigation and review by the Ombudsman. Information about how to make a complaint is available at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz) or freephone 0800 802 602.

If you wish to discuss any aspect of your request with us please contact [OIA@tepapa.govt.nz](mailto:OIA@tepapa.govt.nz).

Yours sincerely

Frances Lawrence  
**Principal Advisor Strategy, Planning and Performance**



## **Procurement Plan**

# **Te Reo Research on Websites: Joint project**

## **Incorporating an Evaluation Plan**

Prepared by:	Adrian Kingston
Issue date:	24 August 2022

## Procurement details

### 1. Describe the products and/or services being considered for procurement:

Research on current and best practice, and audience expectations, of the use of te reo Māori on sector/government websites, particularly heritage sector websites. This will inform the future development or te reo functionality and content on our sites, and be shared with the wider sector and government to act as a guide for others.

### 2. Estimate cost of the procurement; and give a confidence limit for your estimate (e.g. plus/minus dollars or percent of estimate):

This is a fixed cost procurement, totalling \$9(2), split equally three ways between Archives NZ, National Library of New Zealand (both as Department of Internal Affairs), and Te Papa.

### 3. Outline background information relevant to the procurement:

This joint research project was first proposed in early 2021, and it was agreed DIA would lead procurement and invoice Te Papa. However, after a number of delays, and DIA wishing to not follow that model, we are proposing joint procurement. Leads from the three organisations have assessed the market, drawn up an RFP, and have informally spoken to potential suppliers (3).

### 4. What is the risk to the organisation if these goods and/or services are not procured

Te Papa is committed to biculturalism and supporting the revitalisation of te reo Māori in everything we do. We already have a strong, but ad-hoc approach to te reo Māori on our websites, but there is significant room for improvement. As Crown agencies, Te Papa and the DIA are also committed to the Maihi Karauna <https://www.tpk.govt.nz/en/a-matou-whakaarotau/te-ao-maori/maihi-karauna>. To *not* actively be looking to progress the use of te reo Māori would go against those principles.

### 5. Partnership Opportunities:

This is a jointly funded project by Archives New Zealand (DIA) and National Library of New Zealand (DIA), and Te Papa. We believe this provides excellent use of taxpayer money for sector wide benefits.

### 6. New Intellectual Property Registration

There is unlikely to be new IP created as part of this research.

## Budget

### 7. Provide details of the budget available for the procurement:

\$9(2) fixed cost, split evenly between the three agencies. The final breakdown or cost over project (for research, travel, workshops etc) will be agreed with the selected supplier.

### Key responsibilities in the procurement process

#### 8. List the Project Guidance Committee (PGC) showing roles and responsibilities (if applicable):

N/A

#### 9. List the procurement team showing roles and responsibilities:

At Te Papa, Adrian Kingston (Head of Digital Channels) is leading the procurement, supported by:

- Samuele de Stephane (Head of Audience Insights),
- Puawai Cairns (Director Audience Insights).

Other relevant kaimahi at Te Papa have previously been approached for contribution, but have not been available. As procurement (and the actual project) develops, we will continue to look for input from those parts of the organisation.

At Archives New Zealand, the procurement lead is Belinda Chu, Service Manager – Online Channels

At National Library New Zealand, the procurement lead is Sam Minchin, Service Delivery Manager, Online.

Both DIA teams have supportive Māori advisory groups, and have had the procurement approach agreed by DIA.

#### 10. Consider if the use of specialists/agents is required:

There is quite a small market for this type of research, which combines understanding of website, audience, language and kaupapa Māori. We are looking for specialists who have done similar work in the past. We do not believe, from our experience, “standard” research companies or digital agencies have the capability, in fact in recent experience they have had to look outside their own agencies and sub-contract.

As this is a fairly simple, and low cost, research project, we do not believe this requires any legal review of tender or contract documents.

### Procurement method/approach

#### 11. Describe the procurement method that has been selected:

There is quite a small market for this type of research, which combines understanding of website, audience, language and kaupapa Māori. We are looking for specialists who have done similar work in the past. We do not believe, from our experience, “standard” research companies or digital agencies have the capability,

is fact in recent experience they have had to look outside their own agencies and sub-contract.

As such we will be directly approaching three groups:

- IDIA Indigenous Design and Innovation Aotearoa <https://www.idia.nz/>
- Te Amokura Consultants <https://www.teamokura.co.nz/>
- s 9(2)(a) of Kinnect Group. [https://www.kinnectgroup.com/s9\(2\)\(a\).html](https://www.kinnectgroup.com/s9(2)(a).html)

All three groups above are Māori owned.

We will also try to find any other possible networks who may have possible respondents who may wish to respond to the RFP.

#### 12. List reasons for using the selected method:

- Small market/specialist skills required
- Relatively small project/budget

#### 13. Outline the tender procedure and any resourcing required:

RFP offered to at least three suppliers in a closed tender process.

### Evaluation method and criteria

#### 14. Describe the evaluation process:

From the attached RFP

##### Pre-conditions

1. Must have demonstrable experience facilitating user research
2. Must have experience dealing with iwi groups/stakeholders
3. Must be able to deliver the service within the budget identified

##### Evaluation model

The evaluation model is weighted attribute. Price is not a weighted criterion. Proposals that are capable of full delivery on time will be shortlisted by score, and the Successful Respondent(s) will then be selected from the shortlist based on an overall assessment of best value-for-money over the whole-of-life of the Contract. All Proposals that meet the pre-conditions are evaluated using the evaluation model. Scores will assist in deciding the Successful Respondent(s), but ultimately the decision will be based on which Proposal(s) we consider will provide the best overall public value.

#### 15. Name the evaluation team:

As named in the Procurement team in 9, but with advice from kaupapa Māori and te reo Māori specialists as required.

## 16. List the evaluation criteria (and weightings if applicable)

As outlined in the attached RFP

Proposed solution a report including recommendations on how to present te reo Māori on online solutions	40%
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Capability - experience undertaking user research and developing user focused solutions for online channels.	30%
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Capacity –have appropriate resourcing to undertake the work and deliver on time	30%
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Total weightings	100%
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Assessment	Definition	Score
World Class	World class additional relevant benefit shown in the response related to the criteria being assessed.	<b>10</b>
Outstanding	Outstanding additional relevant benefit shown in the response related to the criteria being assessed.	<b>9</b>
Very good	Very good additional relevant benefit shown in the response related to the criteria being assessed.	<b>8</b>
Good	Good additional relevant benefit shown in the response related to the criteria being assessed.	<b>7</b>
Marginal +	Marginal additional relevant benefit shown in the response related to the criteria being assessed.	<b>6</b>
Meets	Meets the provision for the requirements related to the criteria being assessed.	<b>5</b>
Marginal -	Marginal deficiencies in the response related to the criteria being assessed.	<b>4</b>
Poor	Poor, deficiencies in the response related to the criteria being assessed.	<b>3</b>
Very poor	Very poor, deficiencies in the response related to the criteria being assessed.	<b>2</b>
Critical	Critical deficiencies in the response related to the criteria being assessed.	<b>1</b>
No response	No response, or response not related to the criteria being assessed.	<b>0</b>

**17. Is this procurement a “designated contract” under the Government Rules of Sourcing and subject to any Government “priority outcomes”?**

Not a designated contract.

### **Risk assessment and issue management**

**18. Note any potential conflicts of interest for the procurement team:**

No potential conflicts of interest noted

**19. Comment whether the procurement is judged to result in a large or sensitive contract:**

Not large or sensitive contract

**20. Outline any potential significant risks or issues which may arise during the procurement process and the process for dealing with these:**

1. Multi-organisation procurement: Risk of non-alignment of expectation between Te Papa, Archives NZ and NLNZ. We have been conscious of this risk from the beginning of discussing the project, and at each key stage have been checking in to ensure we are aligned. We have modified the RFP to ensure we all have aligned outcomes. We have built in a formal check at key stages throughout the project, at key milestones.
2. Small market and budget might result in no bids. We are conscious of this risk, and the fact we may need to review, or resize the project. However, after doing a market scan, and based on our individual professional experiences, we believe we are starting with the most (likely) appropriate vendors at this stage, and think that going wider to non-kaupapa Māori agencies will negatively impact the results of the research.

### **Form of contract and conditions**

**21. Outline any special or unusual issues, risks or conditions of contract which will need to be considered:**

No special considerations

**22. Consider whether a standard Te Papa contract is appropriate, or if variations are required:**

We will be using the standard DIA contract.

### **APPROVALS:**

#### **Procurement Specialist Comment**

**This plan has been reviewed by the Procurement Specialist:**

<i>Name:</i>	Neil Blackie
<i>Date:</i>	29 August 2022

<i>Comment:</i>	Supported. The proposed procurement process complies with Te Papa procurement policy.
<i>Declaration of Conflict of Interest</i>	No conflicts
<i>Conflict Management (If required)</i>	N/A
<b>Consider if the procurement process should be reviewed by a probity auditor:</b>	
Not required	

**Procurement Plan Approval:**

<b>This plan is approved (including the Evaluation Plan where relevant):</b>	
<i>Name:</i>	
<i>Date:</i>	
<i>Comment:</i>	
<i>Declaration of Conflict of Interest</i>	No conflicts  Potential or actual conflicts:
<i>Conflict Management (If required)</i>	
<i>Signature</i>	





# Contract for Services

User instructions:

Click or tap on light grey text to fill out the form

Delete blue (instruction) text when finished

## Contract Details

Presentation of Te Re Māori Research findings

### The Parties

#### The Buyers:

Museum of New Zealand Te Papa Tongarewa Board

NZBN 9429000025775

55 Cable Street,  
Wellington 6011

And

The Supplier:

IDIA - Indigenous Design and Innovation Aotearoa Limited

NZBN 9429046868282

Level 6, 234 Wakefield Street, Te Aro, Wellington 6011

### The Contract

#### Agreement

The Buyer appoints the Supplier to deliver the Services described in this Contract and the Supplier accepts that appointment. This Contract sets out the Parties' rights and obligations.

#### Parts of this Contract

The documents forming this Contract are:

1. **Contract Details:** This section
2. **Schedule 1:** Description of Services
3. **Schedule 2:** Standard Terms and Conditions GMC Form 1 SERVICES | Schedule 2 (3<sup>rd</sup> Edition) available at: [www.procurement.govt.nz](http://www.procurement.govt.nz)
4. Any other attachments described at Schedule 1.

#### How to read this Contract

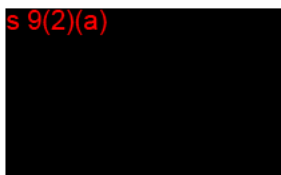
- Together the above documents form the whole Contract
- Any Supplier terms and conditions do not apply
- Clause numbers refer to clauses in Schedule 2

- Words starting with capital letters have a special meaning. The special meaning is stated in the Definitions section at clause 17 (Schedule 2).

## Acceptance

In signing this Contract each Party acknowledges that it has read and agrees to be bound by it.

**Signed for and on behalf of the Buyer:**

s 9(2)(a)  


(signature)

**Name:** Adrian Kingston  
**Position:** Head of Digital Channels  
**Date:** 22/06/2023

**Signed for and on behalf of the Supplier:**

s 9(2)(a)  


**Name:** John Moore  
**Position:** Director  
**Date:** 26/06/2023

# Schedule 1

## Description of Services

### Contract Management and Personnel

<b>Start Date</b>	23/06/2023	Reference Schedule 2 clause 1
<b>End Date</b>	7/07/2023	Reference Schedule 2 clause 1
<b>Renewal</b>	N/A	Reference Schedule 2 clause 1

### Contract Managers

Reference Schedule 2 clause 4

	<b>Buyer's Contract Manager</b>	<b>Supplier's Contract Manager</b>
<b>Name:</b>	Adrian Kingston	John Moore
<b>Title / position:</b>	Head of Digital Channels	Director
<b>Address:</b>	55 Cable Street PO Box 467 Wellington, 6011 New Zealand	Level 6, 234 Wakefield Street Te Aro Wellington 6011 Aotearoa New Zealand
<b>Phone:</b>	s 9(2)(i)	s 9(2)(a)
<b>Email:</b>	adriank@tepapa.govt.nz	john.moore@idia.nz

### Addresses for Notices

Reference Schedule 2 clause 14

	<b>Buyer's address</b>	<b>Supplier's address</b>
<b>For the attention of:</b>	Adrian Kingston	Tania Gould-Smith
<b>c.c. Contract Manager</b>	cc Contract manager if senior manager above	cc Contract manager if senior manager above
<b>Delivery address:</b>	55 Cable Street PO Box 467 Wellington, 6011 New Zealand	Level 6, 234 Wakefield Street Te Aro Wellington 6011 Aotearoa New Zealand
<b>Postal address:</b>	PO Box 467 Wellington, 6011 New Zealand	PO Box 19280 Marion Square Wellington 6149 Aotearoa New Zealand
<b>Email:</b>	adriank@tepapa.govt.nz	Tania.Gould-Smith@idia.nz

## Supplier's Approved Personnel

Reference Schedule 2 clause 2.4

[OPTIONAL]	Approved Personnel
<b>Name:</b>	Will Minty
<b>Position:</b>	Designer
<b>Specialisation:</b>	Research, Analysis, Design, Presentation
<b>Name:</b>	Georgia Gifford
<b>Position:</b>	Designer
<b>Specialisation:</b>	Research, Analysis, Design, Presentation
<b>Name:</b>	John Moore
<b>Position:</b>	Director
<b>Specialisation:</b>	Project Management, Design, Presentation

Copy set of three rows and paste to add more Approved Personnel. Approved Personnel should only be listed where the specific personnel are required to perform the Services.

## Supplier's Approved Sub-contractor

Reference Schedule 2 clause 7

[OPTIONAL]	Approved Sub-contractor
<b>Name:</b>	Insert name
<b>Position:</b>	Insert name
<b>Specialisation:</b>	Insert name

Copy set of three rows and paste to add more approved subcontractors

## Description of Services

### Context

This procurement builds on previous research undertaken by IDIA on behalf of Te Papa, Archives New Zealand, and National Library of New Zealand. The scope of reporting of research findings to stakeholders grew beyond what was originally agreed in the first contract. This additional Contract for Services covers the newer, larger piece of work summarising and communicating the research findings to a range of stakeholders.

What are the overarching goals, objectives and outcomes you want to achieve?

### Description of Services

A summary of requirements are:

- Restructuring the existing presentation to best tell the story while meeting the needs of specific audiences with consideration to the available presentation time
- share with the project team for review and feedback.
- Delivery of both Leadership and General presentations (up to 1 hour each, in hybrid format; in person at Te Papa, and over Zoom to online stakeholders)

## Deliverables and Milestones

Key deliverables and dates will be negotiated between the vendor and buyers based on the agreed approach. The successful delivery of the two hybrid sessions is the final milestone.

## Charges

The following section sets out the Charges. Charges are the total maximum amount payable by the Buyer to the Supplier for delivery of the Services. Charges include Fees, and where agreed, Expenses and Daily Allowances. The Charges for this Contract are set out below.

### Fees

<p><b>Phase 1: Restructure presentation</b> Based on the requirements, begin restructuring the presentation to best tell the story while meeting the needs of specific audiences with consideration to the available presentation time.</p> <p><b>Estimated cost</b> \$ 9(2)(i) (excl. GST)</p>	<p><b>Phase 2: Refine, review, revise and finalise presentation</b> Continue to refine the presentation and share with the project team for review and feedback.</p> <p><b>Estimated cost</b> \$ 9(2)(i) (excl. GST)</p>	<p><b>Phase 3: Deliver presentations</b> Delivery of both Leadership and General presentations</p> <p><b>Estimated cost</b> \$ 9(2)(i) (excl. GST)</p>
<p><b>Total estimated cost</b> \$ 9(2)(i)</p>		

## Invoices

Reference Schedule 2 Subject to clauses 3 and 11.7

The Supplier must send the Buyer an invoice for the Charges at the following times:

**On completion of agreed milestones.**

### Address for invoices

Reference Schedule 2 clause 3

All invoices for the Museum of New Zealand Te Papa Tongarewa must be on the Supplier's letterhead, contain the Title for Contract and Purchase Order Number **CS005260**, and be sent by email to [finance@tepapa.govt.nz](mailto:finance@tepapa.govt.nz) and [adrian.kingston@tepapa.govt.nz](mailto:adrian.kingston@tepapa.govt.nz).

## Changes to Schedule 2 and attachments

### Schedule 2 of this Contract is amended as follows:

Insert new clause 2.3(e), (f) and (g):

- e. review any information provided by the Buyer to ensure that it contains no manifest errors or omissions. There is no entitlement to a variation if the information contains

manifest errors or omissions that the Supplier should reasonably have been expected to find.

- f. as soon as the Supplier becomes aware, notify the Buyer in writing of any change in circumstance that will materially affect the scope, timing or cost of the Services.
- g. not commence work on any variation to the Services unless the variation has been agreed in writing by the Buyer.

Clause 2.5 is deleted and replaced with:

**Premises:** If the Supplier is at the Buyer's premises or other location under the control of the Buyer, the Supplier must observe the Buyer's policies and procedures, including those relating to health and safety, and security requirements, as provided to the Supplier.

Clause 15.2(d) is deleted and replaced with:

If sent by email, at the time the email leaves the sender's information system and is not returned to the sender undelivered or as an error.

Insert a new clause 16.4:

If the Buyer, acting reasonably, requires the Services to be supplied during the period affected by an Extraordinary Event, then despite clause 16.3, the Buyer may terminate this contract immediately by giving Notice.

Set out any changes to clauses in Schedule 2 and/or any new clauses that are in addition to Schedule 2

## **Attachments**

*Reference 'Contract documents' described at Page 1*

Describe any attachments to this Contract. This includes any specific code of conduct, health & safety, or legislative requirement the Supplier must be aware of in providing the services. Attach a copy and/or provide web address where the document can be located. Otherwise, state 'None'

**From:** [Jane Harris](#)  
**To:** [Adrian Kingston](#)  
**Subject:** Fw: Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa  
**Date:** Wednesday, 28 June 2023 11:51:05 am  
**Attachments:** [Invoice TeP 23006.pdf](#)

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This PO was raised as **s 9(2)(j)** - do you need to go back to them to amend their invoice?

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**From:** Finance <Finance@tepapa.govt.nz>  
**Sent:** 28 June 2023 11:48  
**To:** Jane Harris <Jane.Harris@tepapa.govt.nz>  
**Subject:** FW: Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa  
For checking and receipting in Tech One  
Please return when ready for processing

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**From:** messaging-service@post.xero.com <messaging-service@post.xero.com>  
**Sent:** Wednesday, June 28, 2023 11:21 AM  
**To:** Finance <finance@tepapa.govt.nz>; Adrian Kingston <adrian.kingston@tepapa.govt.nz>  
**Subject:** Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa



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**s 9(2)(j)**  
**s 9(2)(j)** due 20 Jul  
TeP 23006

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Kia ora Finance team and Adrian,

Attached is IDIA invoice TeP 23006 for Museum of New Zealand Te Papa Tongarewa - Presentation of Te Re Maori Research findings - Use of te reo Maori online PO# CS005260.

The amount of **s 9(2)(j)** is due on 20 July 2023.

**s 9(2)(j)**

From your online bill you can print a PDF, export a CSV, or create a free login and view your outstanding bills.

If you have any questions, please let us know.

Nga mihi,  
Tania  
Indigenous Design and Innovation Aotearoa Limited

**From:** [Adrian Kingston](#)  
**To:** [Jane Harris](#)  
**Subject:** Fw: Next steps te reo Maori website research  
**Date:** Wednesday, 16 August 2023 4:00:18 pm  
**Attachments:** [Use of te reo Maori online – Executive Summary.pdf](#)  
[Use of te reo Maori online – High-level summary report.pdf](#)

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I'll draft up some text.

<https://vimeo.com/844112686/9314863677>

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**From:** William Minty <william.minty@idia.nz>  
**Sent:** Wednesday, 16 August 2023 3:31 pm  
**To:** Adrian Kingston <AdrianK@tepapa.govt.nz>  
**Cc:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Subject:** Re: Next steps te reo Maori website research  
Ahiahi marie e hoa,

Lovely to hear from you.

Here are the links to the documents you requested. I've also attached them in a PDF format.

- [Executive Summary](#)
- [High-level summary report](#)

I'll share the korero about NDF with my directors to see how I'm placed for November and will get back to you asap.

Nga mihi nui,  
Will

On Wed, Aug 16, 2023 at 11:39 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora all,

Apologies for the delay, hopefully we all remember the great work done so far! A few things to discuss:

Here is the video of Will's second run through the research presentation, edited to exclude Q and A, as we didn't get permission from people to record. And clipped a bit short at the beginning, because I wasn't quick enough on the record button lol. The video is "private" on Vimeo, but we'll add a link from our research page so people can get to it.

I'll also add the slides, and the final version of the report. Will, is it ok if you send me links to the final.final version of both of those again, just so I know I have the right ones?

When I've got those, I'll send through a draft copy of the page so we're all happy, and then we can share with the sector!



In other happy news, the NDF proposal has been accepted, but we don't have confirmation of format or duration yet. I'll try to get more detail, but Will if you are still good to present sometime 20-22 November (here at Te Papa), that would be excellent. Keynotes have been announced <https://www.ndf.org.nz/ndf23/#speakers>, rest of programme still to come. Maybe IDIA would like to sponsor? Great way to reach the digital leaders and practitioners across the GLAM sector  
<https://auaha.swoogo.com/NDF23-sponsorship-prospectus>

Nga mihi

Adrian

**From:** [Adrian Kingston](#)  
**To:** [QIA](#)  
**Subject:** Fw: RFP - User Research on the use of te reo Maori  
**Date:** Monday, 5 August 2024 9:37:24 am

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**From:** Belinda Chu <Belinda.Chu@dia.govt.nz>  
**Sent:** Wednesday, 5 October 2022 3:15 pm  
**To:** Adrian Kingston <adriank@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Pawel Banas <pawel.banas@tepapa.govt.nz>  
**Subject:** FW: RFP - User Research on the use of te reo Maori

Hi all,  
Answers to our questions from Idia. FYI.  
Cheers B

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**From:** John Moore <john.moore@idia.nz>  
**Sent:** Wednesday, 5 October 2022 12:10 pm  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>  
**Cc:** Johnson Witehira <johnson.witehira@idia.nz>  
**Subject:** Re: RFP - User Research on the use of te reo Maori

Kia ora Belinda

Great to hear from you - here are the answers to the questions you raise (below).

Please let me know if there are any further questions you have.

Nga mihi, John

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**Can you clarify who in the session will be running them and what role would you like to see the institutions play?**

- From IDIA, we envisage having [Will Minty](#) (Te Roroa) and [Georgia Gifford](#) (Ngai Tamaterangi, Ngai Tuhoe, Kuki Airani) involved in the interview and focus group sessions. Will will play the lead facilitation role, while Georgia will support the sessions by co-facilitating, running collaborative boards and online spaces as required, and taking note of any important insights and findings that will later inform the report. if required we may add an additional note-taker to the sessions. [John Moore](#) (Ngati Pakeha) will be the project and relationship lead, and will play a key role alongside Will and Georgia in analysis, synthesis and recommendations. [Dr Johnson Witehira](#) (Tamahaki, Nga Puhi) will also play an advisory role on this project.
- For institutions - in preparing for the research engagements, we would like to connect with you all ahead of time to ensure we understand the key research objectives, and that all your existing ideas, evidence and context are taken into account with our research

scripts. There may be opportunities to have some key staff involved as observers, although we are always wary of not overwhelming our interview or group participants with a 'cast of thousands' so we will aim to keep numbers to a minimum. Additionally, we might also ask institutions whether or not they have access to key audience groups that they would like us to speak with, and may seek use of physical spaces at the institutions to facilitate groups if this is preferred.

#### **When can you kick this project off?**

- Monday 31st October 2022

#### **Can you advise what are the main risks to the project and what would be your contingencies?**

1. **Risk: Illness or unexpected unavailability:** In the event that any of the team are affected by illness (eg Covid-19) or are suddenly unavailable due to unforeseen circumstances and/or whanau obligations (e.g. tangihanga etc), we have a range of internal processes that include project diaries and cross-team progress email updates that ensure that our broader team are familiar with the kaupapa and able to join the project team and support the delivery of it upon short notice.
2. **Risk: Unavailability of participants and/or institutions:** Delays in engagement due to the individual participant circumstances, or those involved in various institutions could affect the delivery timeframe. However, we believe that by beginning early and finishing early (end of February 2023) we'll still be more than capable of delivering before the deadline of the 30th June 2023 should anything crop up.
3. **Risk: Inability to deliver sessions in-person:** Should we not be able to engage with specific groups in-person, we are well versed in delivering workshops digitally.

#### **With regard to the interview subjects – would you be looking at geographical spread? Urban vs rural?**

- Yes, we'll be looking at a geographical spread across the motu and setting out to engage with both urban and rural based participants.

On Mon, 3 Oct 2022 at 16:23, Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Kia ora John,  
Thanks for sending through the proposal.

We have a few questions we were hoping you could answer:

1. Can you clarify who in the session will be running them and what role would you like to see the institutions play
2. When can you kick this project off?
3. Can you advise what are the main risks to the project and what would be your contingencies
4. With regard to the interview subjects – would you be looking at geographical spread? Urban vs rural?

If you could get back to me by EOB Wednesday on this I would be most grateful – if not, please let me know I'm aware that doesn't give you a lot of time.

Cheers Belinda

---

**From:** John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Sent:** Friday, 23 September 2022 5:06 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Subject:** RFP - User Research on the use of te reo Maori

Kia ora Belinda

Please find attached our RFP for User Research on the use of te reo Maori for Department of Internal Affairs Te Tari Taiwhenua (DIA), and the Museum of New Zealand Te Papa Tongarewa, across your 3 sites.

We look forward to hearing from you soon and please do not hesitate to reach out to ask any questions or for further clarification.

We can confirm we have the capability and capacity to deliver this within the stated time frame, and are happy to comply with the example Contract as sent.

Nga mihi, John

--

»»» »»» »»»

**John Moore, Co-Founder / Creative Director**

IDIA – Indigenous Design & Innovation Aotearoa  
Level 6, 234 Wakefield Street, Wellington 6011, Aotearoa New Zealand  
021 **s 9(2)** | [www.idia.nz](http://www.idia.nz)

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»»» »»» »»»

**John Moore, Co-Founder / Creative Director**

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**From:** [William Minty](#)  
**Subject:** IDIA: Share your experience working with us  
**Date:** Wednesday, 19 April 2023 2:42:01 pm

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Tena koe e hoa,

I hope this week hasn't been too full on and you and your whanau are well.

Next week the IDIA team is having a hui taumata (company wide meeting) to discuss the journey up until now and the journey ahead. As we reflect upon our experiences, the many kaupapa (projects and initiatives) we've had the privilege to be involved in, shape and design, we acknowledge that this understanding is limited to our own perspectives and we're looking to our clients, past and present, to better inform what we do and how we do it.

We would really appreciate it if you could kindly take 5 – 10 minutes to share your experience working with IDIA to help us better understand how we can improve our services for yourselves and others as we move forward. [See the survey](#)

Nga mihi nui,  
Will

**IMPACT EVALUATION OF  
ONLINE CENOTAPH AND COLLECTIONS ONLINE  
TE REO MĀORI TRANSLATION PROJECT**



**JULY 2021**



## ACKNOWLEDGEMENTS

Kāhui Tautoko Consulting Ltd (KTCL) would like to thank and acknowledge the many participants for this review. Without their participation this review would not have been possible.

Sincere thanks to the Online Cenotaph and Collections Online teams for their ongoing support and patience with the project overall.

## DISCLAIMER

This report was prepared by Kāhui Tautoko Consulting Ltd for Online Cenotaph and Collections Online (Auckland War Memorial Museum Tāmaki Paenga Hira). The information contained in the report is intended for their use. While every effort has been made to ensure the accuracy of this document, Kāhui Tautoko Consulting Ltd gives no indemnity as to the correctness of the opinions, information, or data supplied by third parties.

Cover image: *Prosthemadera novaeseelandiae*, Tūi. Auckland War Memorial Museum Tāmaki Paenga Hira. LB15198.

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## EXECUTIVE SUMMARY

A total of 156 participants were engaged to provide their views on the impact of the te reo Māori translation of the Online Cenotaph and Collections Online webpages hosted on the Auckland Museum website. The evaluation has focussed on the identifying the following:

- Awareness of the te reo Māori content of the website.
- Attitudes toward the te reo Māori content of the website.
- The value of the te reo Māori content across different sectors.
- Recommendations for the improvement or growth of the te reo Māori content of the website.

The evaluation plan consisted of two primary methods to gain feedback from stakeholders – an online survey and online Zoom focus groups. The survey was available to those who engage with the Online Cenotaph and Collections Online website. A link connected participants with questions that aligned with the evaluation objectives. Focus groups targeted te reo Māori learners, speakers, teachers, researchers, and enthusiasts that were primarily based in Auckland.

Feedback from the survey and focus groups have differed significantly. The majority of survey respondents identified that they speak and or understand very little te reo Māori. As a result, the survey responses suggest that the translated pages are great to acknowledge the official status of te reo Māori but is irrelevant to many users. Alternatively, the focus group participants appreciated the efforts to increase the profile of te reo Māori, demonstrate its versatility, and grow the research materials available in te reo Māori.

The survey findings helped to support the primary objective of this project – to broaden the accessibility of the Museum's online collections from novice (or non-speakers) to fluent te reo Māori users. Although the te reo Māori resource is appreciated, further opportunities exist to strengthen the content and increase promotion.

A summary of themes include:

- **Limited awareness that these te reo Māori resources exist.** Groups often admitted not being aware that Auckland Museum had online records that were also available in te reo Māori. Participants were pleasantly surprised that this resource existed. Increased promotion of the resource was encouraged.
- **Having te reo Māori resources that are clear is important.** All participants agreed that the resource is an asset to all, but particularly to Māori researchers. It was noted that it is therefore imperative that the quality and clarity of the messages was maintained. Some feedback indicated a need to review some of the use of te reo Māori to ensure its clarity.
- **The opportunities for using the resources are endless.** Participants often discussed the potential of the website to inform research and overall learning in te reo Māori. Participants noted how much information is available on the site and commended the extensive contribution the site makes to te reo Māori resources.

The te reo Māori sections of the website have been a catalyst to further developments to broaden the websites users. This report has identified the need to increase promotion, amend the structure to simplify navigation, and consider targeting audiences to intentionally broaden networks.

## RECOMMENDATIONS

The following provides a summary of suggestions to address the feedback that was received:

1. Note that many project participants were not initially aware of the te reo Māori pages of the websites.
2. Consider intentional promotion efforts that target social media platforms and the Auckland Museum website.
3. Consider targeting promotion toward schools for teachers and students.
4. Note that attitudes toward the te reo Māori content was dependent on the fluency level of the participant.
5. Consider promotion campaigns or efforts that focus on the value that is provided by the te reo Māori information.
6. Engage a licensed translator to review the current website translations.
7. Explore opportunities with the wider Auckland Museum website to create consistent approaches to the use of te reo Māori throughout the website.
8. Consider developing a policy that outlines a commitment to quality and consistent approaches to te reo Māori translations.
9. Note that overall, participants saw value in using te reo Māori on websites.
10. Note that sufficient reo is used on the website.
11. Note that the primary uses of the websites are for research and possibly te reo Māori language learning.
12. Note that respondents did not think that changes would increase their engagement with the webpages.
13. Explore opportunities to ensure the layout and wording is clear for everyone to arrive at the website.
14. Provide clearer 'sign-posts' throughout the pages to ensure that everyone is aware of the option that te reo Māori is available.
15. Consider a website tool that people can click on to flick between website languages.

## PROJECT BACKGROUND

Online Cenotaph and Collections Online each provide an online platform to access information through the Auckland Museum website. Online Cenotaph is a biographical database that allows researchers, enthusiasts, veterans, and their families to explore, contribute to, and share the records and stories of over 235,000 soldiers who served for Aotearoa New Zealand. Collections Online is the home to the Museum's digital collections and allows users to research over 800,000 collection items, and view and re-use over 370,000 open access images. In 2019 these platforms received over 400,000 users and 1.7 million page views with nearly 12,000 user contributions to the Online Cenotaph records.

In 2020, Online Cenotaph and Collections Online accessed funding through Internet NZ to support the translation of their respective sections of the Auckland Museum website into te reo Māori. The primary goal of the project was to broaden the accessibility of the Museum's online collections. Translating the user interface was the first step in a more extensive project focussed on developing a multilingual website. This project would also support the vision of the Museum's Tamuta-ā-Iwi and aligns with their workplan to increase the visibility of te reo and access to Taonga Māori collections.

Google analytic data from the Online Cenotaph and Collections Online websites provides a snapshot of the typical demographic of the website users. No ethnicity data is currently collected on users. The data that was provided for this report captured gender and age from 1 July 2020 – 10 June 2021 and indicates:

	ONLINE CENOTAPH	COLLECTIONS ONLINE
<b>GENDER</b>		
Male	41%	41%
Female	59%	59%
<b>AGE BAND</b>		
18-24 years	8%	11%
25-34 years	13%	15%
35-44 years	10%	10%
45-54 years	14%	15%
55-64 years	20%	19%
65+	35%	30%

## EVALUATION PLAN

An evaluation plan was developed to understand the impact of translating the Online Cenotaph and Collections Online sections of the Auckland Museum website into te reo Māori. The evaluation focussed on identifying whether the te reo Māori websites have increased engagement by different audiences. The evaluation has focussed on the identifying the following:

- Awareness of the te reo Māori content of the website.
- Attitudes toward the te reo Māori content of the website.
- The value of the te reo Māori content across different sectors.
- Recommendations for the improvement or growth of the te reo Māori content of the website.

A project plan was developed that outlined the proposed approach, activities, and timeline of the evaluation. The approach was informed by the objectives of the evaluation outlined above. The evaluation proposed two primary evaluation methods:

- An online survey: a survey was drafted with questions aligning with the objectives of the evaluation. The questions were uploaded to an online platform within the Online Cenotaph and Collections Online sections of the Auckland Museum website. Visitors to the two platforms would see a pop up inviting them to participate in the survey. A link would lead participants to an online survey form. The survey was open to the public for 2 weeks. The list of questions can be found in **Appendix 1**.
- Focus group discussions: focus groups were proposed to engage with people online and in person where possible to explore their perspectives of the websites. Specific questions were developed for the focus groups. The focus group sessions were designed to walk through components of the website to get direct feedback. The focus groups targeted participants that represented a combination of fluent te reo Māori speakers, te reo Māori learners, kura kaupapa / wharekura teachers and students, Māori researchers, and representatives from local iwi, hapū, and marae. Notes were taken at each session and all feedback from the focus groups was included into one tool to compare findings from across all participants. The feedback from all focus groups was organised into primary themes.

## EVALUATION FINDINGS

The following section connects the findings of the online survey and the focus groups with the overall objectives of the project. Verbatim quotes have been included where possible to ensure the rich feedback of participants is in the report. Some of the quotes maybe confronting.

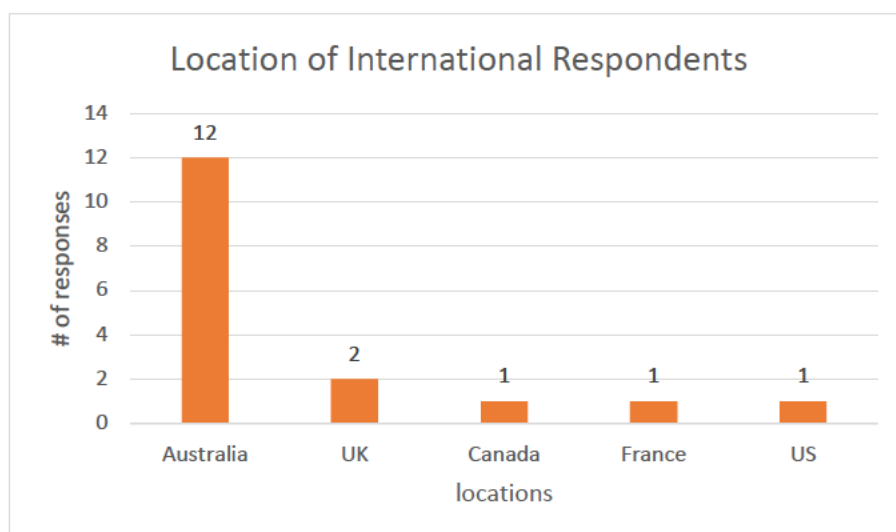
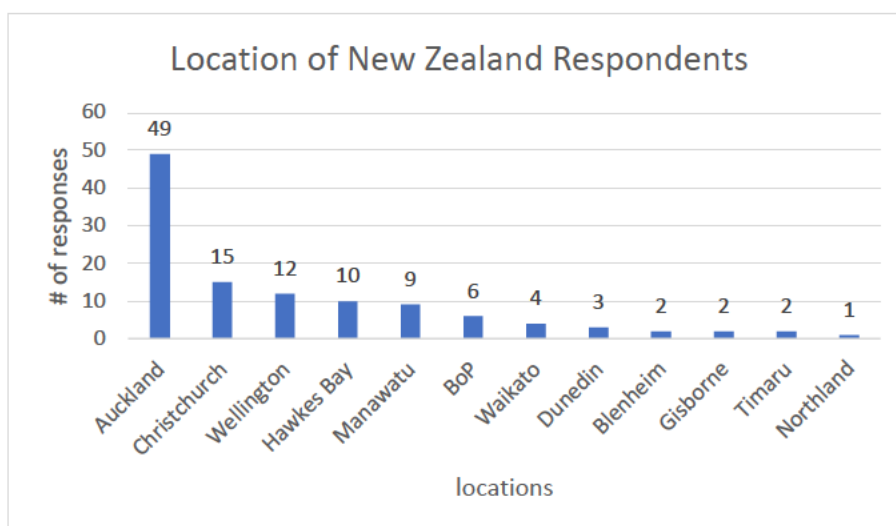
### PARTICIPANT PROFILE

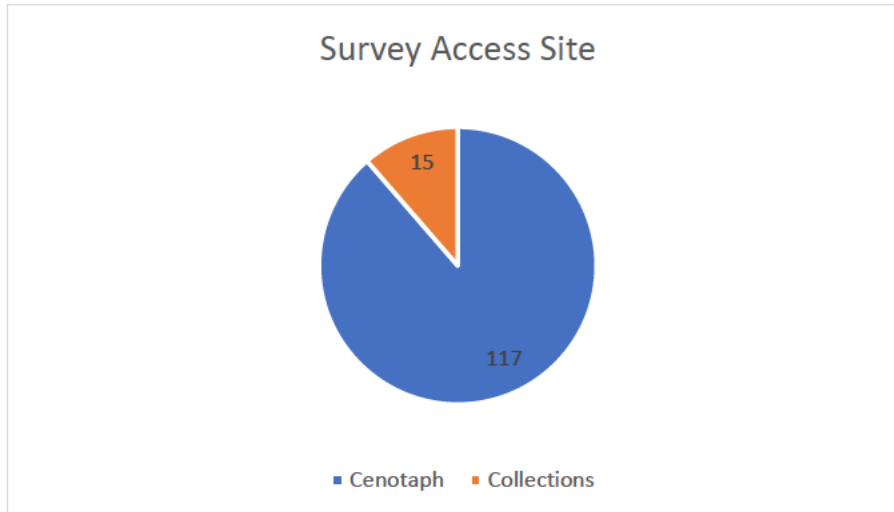
#### Online Survey

A total of 132 online survey responses were received.

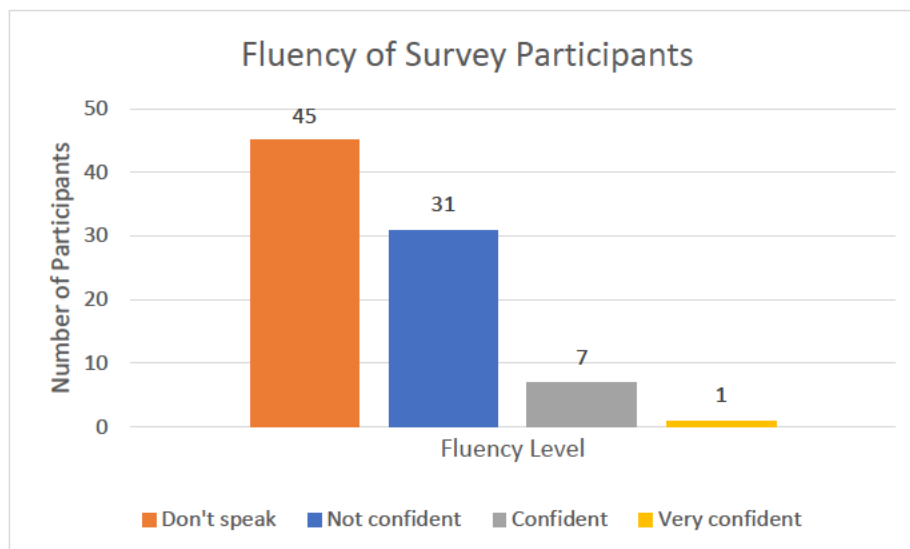
Survey participants were invited to provide some basic demographic information. This information asked for participant location, which site they accessed the survey through (Online Cenotaph or Collections Online), and a self-assessment of te reo Māori fluency.

The survey was completed by people all around the world. 115 responses came from people around New Zealand. 17 responses came from people international users The following graph highlights the specific places where responses came from:





A total of 117 participants accessed the survey through the Online Cenotaph website with 15 accessing the survey through the Collections Online website.



Of the 84 responses to this question, 76 (90%) indicated that they do not speak, or do not feel confident speaking, te reo Māori. This provides initial context to the responses of the overall survey – that feedback on a te reo Māori resource is being reviewed by people who have little to no understanding of te reo Māori. This is not to dismiss the responses that were received as all responses can support the development of the online resource. This observation is to provide a platform to understanding the overall responses of the online survey.

### Focus Groups

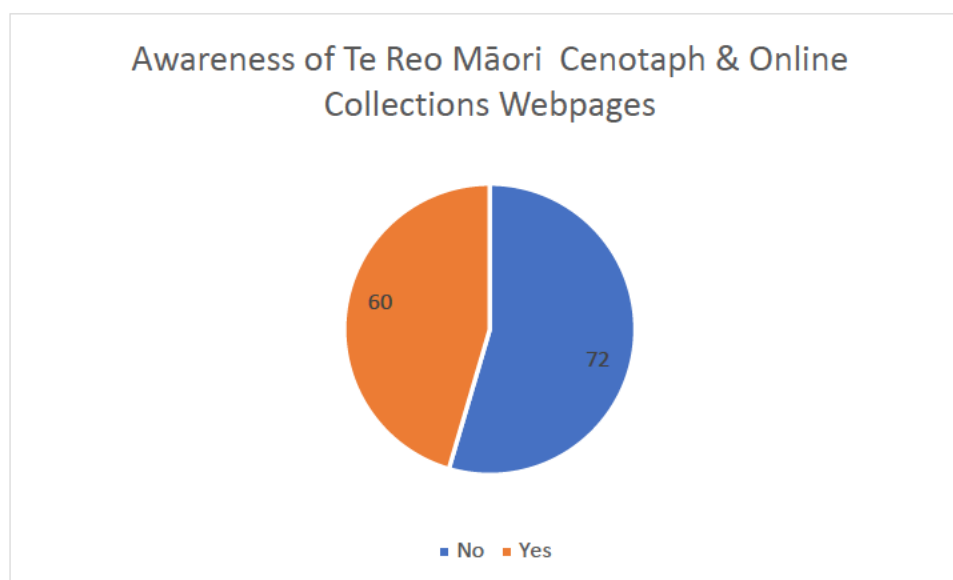
A total of 6 Zoom focus groups were hosted that engaged a total of 24 people. All focus groups were held by Zoom due to budget restrictions, Covid-19 implications, and the availability of participants. Zoom focus groups meant that the timing and reach of the participants could be flexible.

The 24 participants represented te reo Māori teachers (tertiary and primary school), te reo Māori students (tertiary), post-graduate students (tertiary), Māori media workers, some mana whenua, secondary school students, and fluent te reo Māori speakers.

## OBJECTIVE 1: Awareness of the te reo Māori content of the website.

### Online Survey

Participants were asked if they knew there was content in te reo Māori on the Online Cenotaph and Collections Online sections of the Auckland Museum website. The following graph identifies that the majority of responses did not know about the te reo Māori translations.



The following table identifies how the 60 respondents who were aware of the te reo Māori pages knew about the translations.

Unintentionally came across it	55
Online promotion	3
Word of mouth	2
<b>TOTAL:</b>	<b>60</b>

A total of 84 responses identified the following as the most known te reo Māori features of the wider Auckland Museum website.

Collections online homepage	42
The bilingual section headings on the homepage	21
Some of the content accessible from the Collections Online homepage	21
<b>TOTAL:</b>	<b>84</b>

### Focus Groups

Focus group participants were asked how they knew about the te reo Māori content on the Online Cenotaph and Collections Online sections of the Auckland Museum website. Most participants were not aware that there was te reo Māori information on the Auckland Museum website overall with one particular respondent saying they “didn’t know there was translated information on there”. Few participants also knew that Online Cenotaph and Collections Online were specific and unique units within the Auckland Museum. Many participants became aware of the type of information available on the Online Cenotaph and Collections Online website and that te reo Māori content featured as a

result of the focus groups. One respondent indicated that they “know now, [they’d] be keen to have a look”.

The few who did know about the te reo Māori information had heard through others. When asked, the few participants were informed by colleagues or friends who frequent the websites. These participants were surprised that no promotional work had been undertaken to highlight the website as a resource and to attract more engagement with the website. One participant stated, “I’ve heard about it but not actually taken the time to check it out”.

Focus group participants were asked where they might expect to find out about a resource like this. Respondents identified social media platforms, resource promotion websites or catalogues (for teachers or researchers), and Museum networks as avenues to learn about the te reo Māori feature of the Online Cenotaph and Collections Online website.

Social media stories or ads could help highlight that the resource exists. Small promotions could draw attention to the information that has been translated so a wide range of people can become aware of and access the information if they feel it is relevant. A particular respondent indicated that the Museum “could...have banners on the Museum website that says information is also available in te reo Māori or something”.

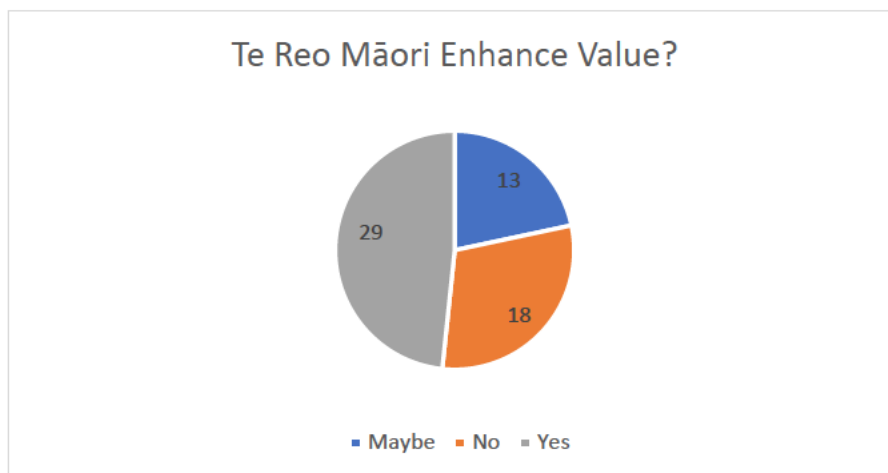
Targeting learning institutions by promoting the website as a teaching or research resource to teachers, students, and researchers. Participants thought that centralised resource lists or research areas (posters of promotions to be displayed on library walls, library home pages / catalogues, teacher resource websites) could be identified and engaged to promote the website and the Museum records as a research and teaching resource.

Participants anticipated that Auckland Museum networks and resources would be pivotal in the promotion of the te reo Māori web information and information about Online Cenotaph and Collections Online overall. It was presumed that news articles or website banner promotions or general Auckland Museum highlights could be possible avenues to hear about what supports are available through the Museum website.

## OBJECTIVE 2: Attitudes toward the te reo Māori content of the website.

### Online Survey

The survey asked participants if the use of te reo Māori enhances the value of the information available on the website. The following graph provides a summary of the responses:





**29** responses said YES – that te reo Māori translations added value to the online information. Some of the reasons that were provided included:

- Acknowledging the official status of te reo Māori within New Zealand.
- Supporting te reo Māori learners with the learning of te reo by providing access to Māori and English text.
- Demonstrating respect for the people and their stories who are remembered by the webpages.

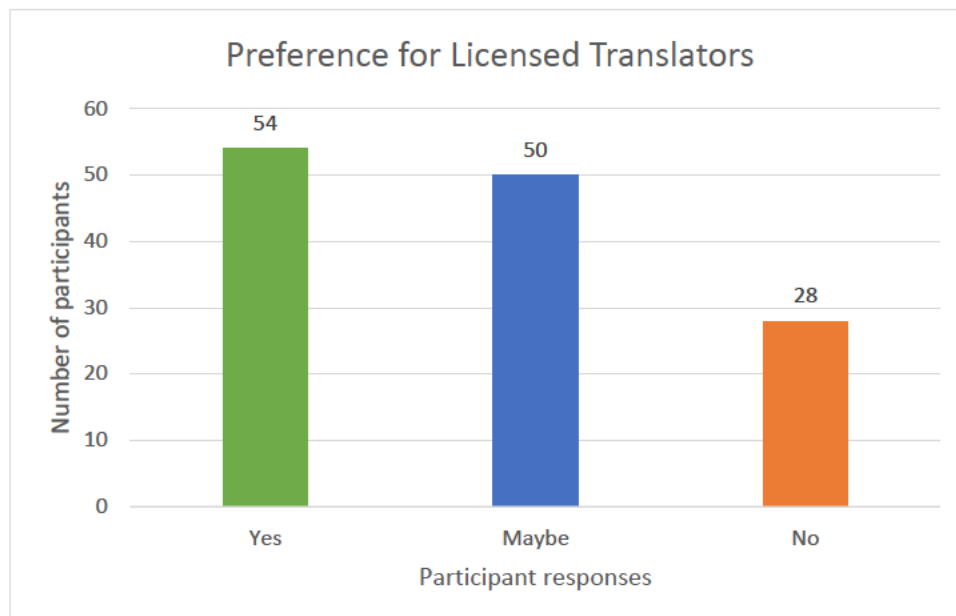
**13** responses said MAYBE. Some of the reasons that were provided included:

- Supporting those who are in search of te reo Māori focussed records.
- Supporting those who are interested in te reo Māori focussed records.
- Ensuring that the option is there because most New Zealanders speak English.

**18** responses said NO. Some of the reasons that were provided included:

- Noting that the vocabulary of the sites is unique and should only be available in English.
- Highlighting that the information in te reo Māori is irrelevant for many researchers and complicates access to the information.
- Identifying how "few people speak it" so uncertainty around why resource is being used for this.

The survey also asked if respondents would expect the translations to be completed by licensed translators. The following graph identifies the responses.



**54** responses said YES – that licensed translators should be engaged. Some of the reasons that were provided included:

- Ensuring accuracy of the translations.
- Maintaining consistency of vocab and style throughout the text.
- Providing clear and concise translations that can be easily followed and understood.

50 responses said MAYBE. Some of the reasons that were provided included:

- Acknowledging that the completion of the project is the most important factor – not whether the person doing the work is licensed or not.
- Noting that a translator’s ability is not necessarily dependant on a particular license but on the merit of their work.
- Identifying that licensed translators could provide their own processes or guidelines that could support or delay the process.
- Focussing on engaging elders to determine accuracy instead of licenses.
- Expressing their limited knowledge of what licensed translators did or how they were engaged.
- Dismissing the question because they did not care whether the translator had a license or not.

28 responses said NO. Some of the reasons that were provided included:

- Dismissing the question, the project, and te reo Māori overall.
- Wasting resource on a service that is not necessary.
- Noting that te reo Māori speakers do not need licenses to speak so no license should be necessary to translate.

### Focus Groups

Focus group participants were asked to read different extracts of the website and share their thoughts on the excerpts. Feedback regarding the translations varied and was dependant on the fluency of the participants. Those who were learners of te reo Māori were grateful that resources were available to support their learning and research. One participant indicated that “I just appreciate having te reo Māori information on any website”. Those with a higher level of fluency acknowledged the importance of te reo Māori resources but identified some areas where the translation was unclear.

Feedback overall indicated that having information in te reo Māori was an important feature that all websites should consider. Some acknowledged that the translations highlighted a commitment to Te Tiriti o Waitangi by noting that a te reo Māori resource is “an obligation under Te Tiriti”. Other participants identified the importance of the resource was due to te reo Māori being an official language of New Zealand. Others liked the option of having te reo Māori if they wanted. Some participants acknowledged that they were not confident enough to engage fully with the te reo Māori information, but appreciated that it was an option for when they felt more confident.

Participants who were fluent in te reo Māori identified some concerns with the translations. One issue was the use of Māori for jargon or terms that are specific to the website content without a glossary to explain how the word is being used within the context of the website. The translation used words that described a particular concept that was unknown to those who were not familiar with the content of Online Cenotaph or Collections Online. A participant noted that they were “not sure what is being said in some places”.

Another concern was the quality of the language and the messages they were trying to deliver. Participants with an understanding of te reo Māori identified sentences throughout the pages that were explored that were difficult to understand. The translator/s of the website had not translated correctly so some messages were unknown to this group. Some of the meanings required participants to access the English website pages to understand the text. Examples that demonstrated uncertain te reo Māori translations included:

Te reo used:	E pā ana Maumaharatanga ā-Tuihono
--------------	-----------------------------------

English text:	About Online Cenotaph
Proposed alternative:	Mō (Te Rau Mahara, te Kete Rokiroki)

Te reo used:	Rūpeke ki
English text:	Jump to
Proposed alternative:	Peke ki, haere ki

Te reo used:	E hiakaitia ana ngā kohikohinga nei e ngā kairangahau mātauranga me ngā ākongā, tērā anō te whakamahia o ngā kohikohinga o Te Moana-nui-ā-Kiwa inarā ō Hāmoa
English text:	The collections are in high demand from academic researchers and students, and Pacific collections such as those from Samoa are also well used.
Proposed alternative:	E pīrangī nuitia ana ēnei kohinga e te kairangahau ngaio me te tauira, ā, ko ērā o Te Moana-nui-a-Kiwa, pērā i ō Hāmoa rā, e toroa nuitia ana hoki.

The notion of tribal language was explored with the fluent speakers of te reo Māori and whether they considered that the difference in use of language was a dialectal construct. The consensus among these speakers was no – the sentences were an incorrect use of the language. The clarity of te reo Māori needed to be a priority to ensure that the information was understood by those accessing the information.

Some participants also noted the inconsistent use of te reo in some pages. Some areas used te reo Māori in the general text of the page while other areas only used te reo in the headings. There was no issue with either approach but the need for consistency was emphasised. Consistency across the website was also noted as something that could be considered. Participants were informed that the information on the Online Cenotaph and Collections Online websites were managed independently to the information found on other parts of the website.

Participants were also asked what controls are needed to maintain the quality of the te reo Māori content of the website. Overall, participants were uncertain what controls existed to manage the quality of te reo Māori. One participant indicated that they “don’t know what controls are available”. When prompted, participants agreed that quality assurance systems and processes should be part of any translation service. It was assumed that these were integrated into the service. One respondent assumed controls were inherent when they asked, “is it not automatic that these kind of controls exist?”. The answer was no. Another response indicated that they thought “any controls would come with the service”.

One recommendation was that regular checks occur to continuously check for accuracy of information. A participants suggested that Online Cenotaph and Collections Online “maybe update the information more often or get it checked maybe”. Suggested approaches could have an internal focus with staff monitoring the site after it has been translated by a licensed translator. The monitoring function could also identify when new information was added to the site.

Those who were fluent in te reo Māori, including some who translate professionally, indicated that licensed translators should always be used when the public are engaging with information. Licensed translators are authorised by Te Taura Whiri i te Reo Māori (the Māori Language Commission) and are trained to translate written or spoken te reo Māori. Licensed translators can ensure that the language makes sense and is clear to readers. They also ensure that materials are peer reviewed.

## Staff feedback

During the evaluation project staff within the Online Cenotaph sector were confronted by various members of the public who regularly use the website. The number of complaints received increased as members of the public shared their concerns around the te reo Māori website translations and the survey seeking public feedback on the translations.

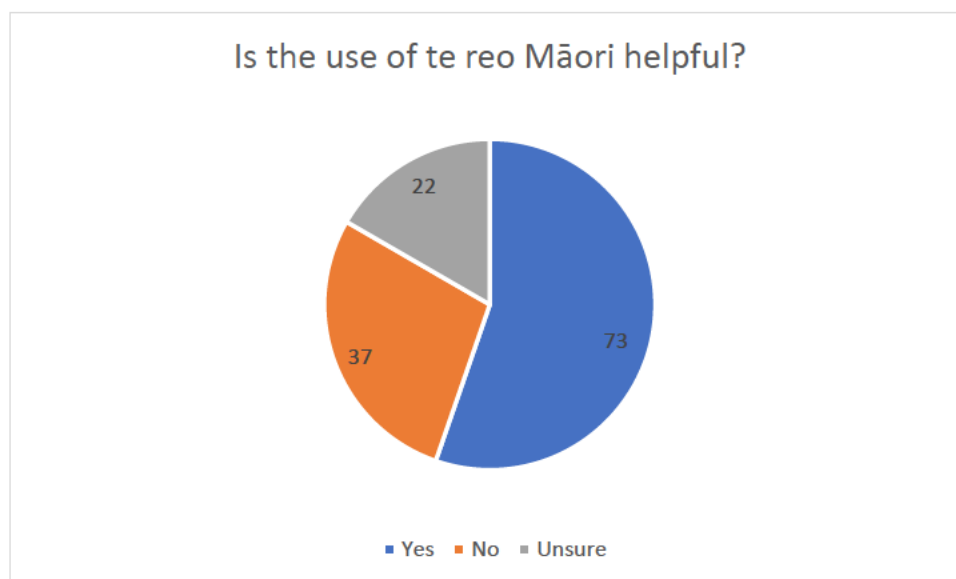
One staff member shared that they were engaged in a “challenging conversation with a member of the public... who is ‘affronted’ by the use of te reo Māori on Online Cenotaph”. This member of the public believes that the record of her father who was a member of the merchant navy should not be in te reo Māori. Other examples of these concerns were shared with the evaluation team to provide insight into the regular users of the Online Cenotaph website in particular.

Feedback shared directly with Online Cenotaph and Collections Online staff from website users identified how current perceptions of the translations are negative. Although this is not the target audience of the project, the attitudes provide context to understand why there is a desire to broaden the reach of Online Cenotaph and Collections Online users.

### OBJECTIVE 3: The value of the te reo Māori content across different sectors.

#### Online Survey

Survey participants were asked whether they thought it is helpful to have parts of websites in te reo Māori. The following graph highlights the number of responses received.



Some respondents found the te reo Māori translations essential as “it is part of NZ’s history”. Respondents felt that the translations acknowledged the official status of te reo Māori. The translations are “important for the future of the language” so the diversity of the language can be seen in different contexts. The translated pages were also considered helpful for “those that have Māori heritage” and others who might be interested in developing their knowledge of te reo Māori.

The respondents who do not find the translations helpful considered them a “waste of time”. English is the “main spoken language” of New Zealand so having the information only available in English was sufficient. Respondents noted that “only one language needs to be there” and “most people including Māori can read and speak English”.

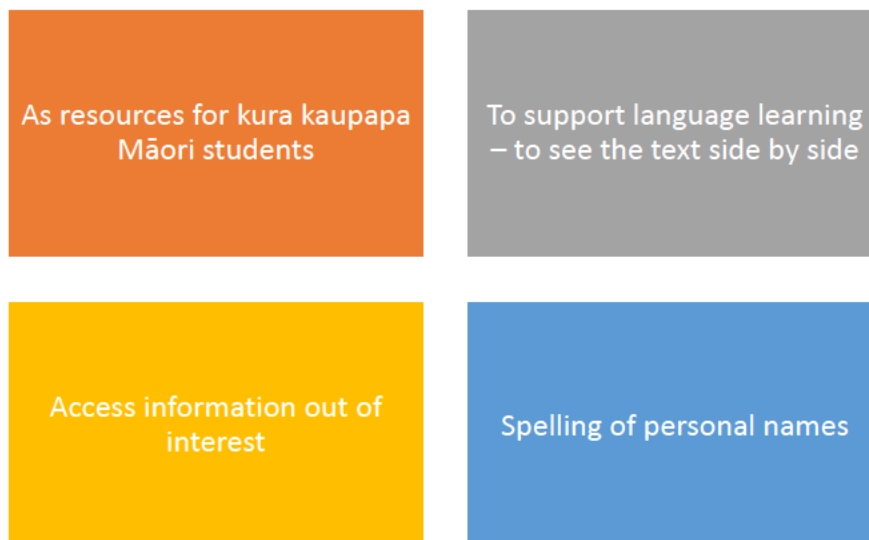
The respondents who were unsure identified that although they did not personally benefit from the translations, others who can speak and understand te reo Māori might find the information useful. The translations did not impact these respondents directly, so they were unsure of their usefulness. One respondent was unsure because they did not “know what the benefit ratio is”. Another suggested that the information would be helpful if the English translations were beside the te reo Māori text.

Respondents were invited to identify all groups of people they thought benefitted from the te reo Māori content on the Online Cenotaph and Collections Online sections of the Auckland Museum website. The following number of responses identified the following groups:

Fluent te reo Māori speakers	88
Teachers	51
School students (primary / secondary)	51
Researchers (professional / tertiary)	50

Some comments noted that those learning te reo Māori, or researchers who specialise in genealogy, would benefit from the translated information. Some respondents also noted that the translations benefit everyone.

The survey asked respondents what they would use the te reo Māori web pages for. The following graphic summarises the uses:

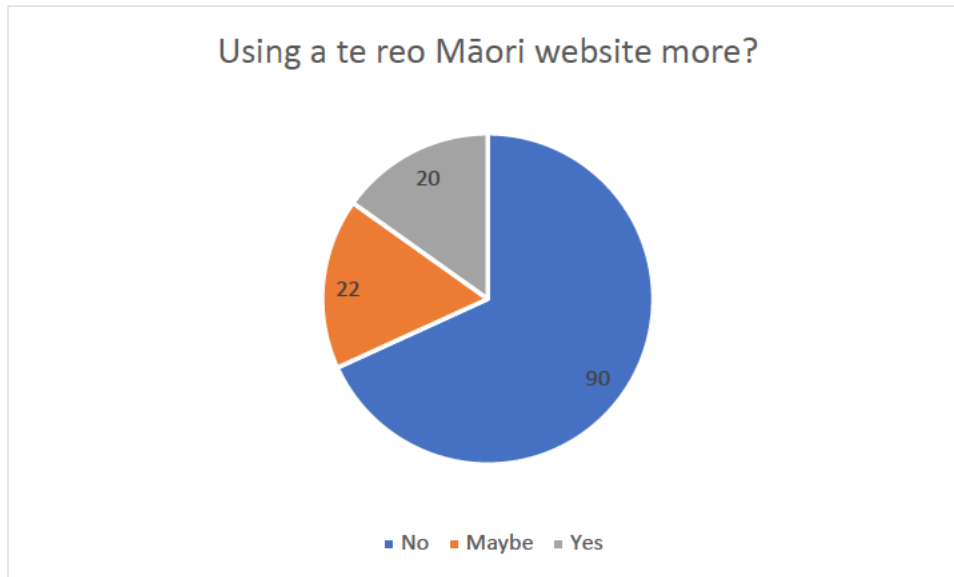


Some respondents provided reasons for not using the te reo Māori pages. The main reason was their inability to speak te reo Māori. Others had no interest in te reo Māori or they considered the information useless. One particular response stated, “as I do not speak this DEAD language why bother?”.

Survey participants were asked if they would use a website more if it had specific te reo Māori content. 90 responses said no. Some responses indicated that the content of the website was what interested them – not the language used. A specific response that that the website “would have to be a website that interested me. I wouldn’t use a website just because it used te reo Māori”. Other responses acknowledged that they would not use a te reo Māori website because they do not speak or understand the language. The information is therefore irrelevant to these users. Some also indicated

they would not use te reo Māori information because “it confuses the issue” when researching and that “the language should be in English in the first place”.

22 respondents were unsure whether they would use a website because it had information in te reo Māori. The translations demonstrated equal value of languages by emphasised the need for translations to be available side by side. Some respondents might use a te reo māori website to help with language learning so the information in te reo Māori would be valuable.



The 20 responses that said yes focussed on the commitment to Te Tiriti and reflecting biculturalism. The translations were noted as demonstrating “culture” and providing different perspectives on the website content. Respondents would also use the information to support their learning of te reo Māori – particularly because it is bilingual. Finally, a response from a Māori focussed school indicated that, “currently when researching - the majority of content is written in English and has to be translated for use at our kura”. Information in te reo Māori would be used in Māori focussed research settings to avoid translating information for te reo Māori research projects.

### Focus Groups

Focus group participants were asked what the benefits were of having te reo Māori content on the Online Cenotaph and Collections Online websites. All focus group participants appreciated that information was available in te reo Māori. A participant said that “having the option demonstrates value – its equitable”.

It was important that users of the website have the choice to access bilingual information to demonstrate the importance, the relevance, and the value of te reo Māori. Having te reo Māori information available made a statement that the Auckland Museum are committed to supporting the use of te reo Māori. One response said that “it’s great to see the commitment of Auckland Museum to the use of te reo Māori in general”.

Tertiary students studying te reo Māori identified how te reo Māori information sources are rare. One participant said that “it’s great for Māori essays – good for the uni papers. It’s good to have info that can be quoted directly”. There is value in te reo Māori information sources for research so the information can be quoted directly. The students identified how they translate the notion of different sources when including in te reo Māori essays. The Online Cenotaph and Collections Online te reo

Māori functionality is a resource that can support te reo Māori focussed research. The te reo Māori information “can inform Māori research, in te reo Māori”.

The focus groups were asked who they thought benefit from having te reo Māori content on the Online Cenotaph and Collections Online websites. All participants agreed that the website benefits from having information available in te reo Māori. It demonstrates the diversity, the relevance, and the commitment of the Museum to te reo Māori. Participants indicated that the use of te reo Māori expands the website audience because it becomes another tool to support te reo Māori learning or research. More people may find the information in te reo relevant to their mahi.

Some specific groups of people that participants thought may benefit from the te reo Māori translations included te reo Māori researchers, students, or teachers (in schools or tertiary institutes). Responses thought that “teachers could use the information to develop resources” and “students if they have specific projects on soldiers”. It was believed that those more likely to access the te reo Māori information were intentionally looking for te reo Māori references to inform research.

Another focus group question asked what participants might use the webpages for. The two primary uses that participants identified included te reo Māori focussed research and for te reo Māori learners who wanted access to additional te reo Māori text.

Further to statements made earlier, most participants highlighted the value of the te reo Māori webpages to support te reo Māori focussed research. Some of the content that participants viewed was noted as being industry specific and seemed to target particular audiences. As a result, some focus group participants thought that the information would only be useful for research purposes.

Some te reo Māori learners noted that any te reo Māori text should be engaged to support their learning. Learners of te reo Māori identified that the website could be used as a language learning tool. Having the ability to flick between languages was considered a great resource to practice seeing te reo Māori and English text in the one place.

Some participants indicated that they would probably not use the website. After an initial analysis of the webpages, these participants noted that the content was not relevant to their area of work or interest and would not use the te reo Māori webpages. One participant said that the te reo Māori webpages are for primarily for “learning Museum or archival work terminology”.

Participants in the focus groups were asked how easy it was to find and navigate the te reo Māori content on the Online Cenotaph and Collections Online webpages. The few participants who explored the website themselves indicated that there were few signposts to guide users through the pages, it was challenging to transition from one language to the other, and it was difficult to find the te reo Māori pages from the Auckland Museum homepage. One participant shared that they “got a bit lost” when trying to find and stay on the te reo Māori sections of the Online Cenotaph and Collections Online webpages.

The limited number of signposts, buttons, or links that guided people through the pages (in English and te reo Māori) was noted. When participants were left to explore the website during the session, they would note how they were unable to understand how to get from one set of pages to the other. Some participants highlighted how difficult it was to find the information they wanted. Feedback from one participant identified that they “had to keep going back to the [original] link to figure out how to get to the pages [the facilitator] wanted [them] to look at”. Another participant wanted “it to be a lot easier, maybe have more links or something, to help skip to places” around the website.

The ability to change languages was also difficult. There were few pages that could easily be changed to another language at the click of a button. One participant indicated that they were “looking for a CLICK HERE FOR MĀORI kind of button” on each page to translate the content.

#### OBJECTIVE 4: Recommendations for the improvement or growth of the te reo Māori content of the website.

##### Online Survey

Survey participants were asked what would increase their engagement with the te reo Māori pages on the Online Cenotaph and Collections Online webpages. The following table summarises the responses:

No changes needed	45
Clear information on what information is available in te reo Māori	30
Easier navigation through what is available	22
Increased promotion on the Auckland Museum Online Cenotaph and Collections Online website	17
More sections of the overall website translated into te reo Māori	17
Easier process to access the te reo Māori content on the Online Cenotaph and Collections Online website	17

Finally, respondents were asked to provide any final comments regarding the te reo Māori translations. A variety of comments were shared at the end of the survey. The following themes derived from the comments:

- **More te reo Māori that is visible and understandable is needed.** Some survey participants acknowledged the importance of the presence of te reo Māori. Increasing the visibility of te reo supports efforts to normalise the use of te reo Māori. The website provides support in acknowledging the official status of te reo Māori.
- **Te reo Māori not to be default language of the website.** Several comments noted the difficulty experienced by non-speaking te reo Māori webpage users when accessing the webpages that default to te reo Māori. These users become disorientated because they are not familiar with any of the words or signs. The limited “translate here” functions makes it difficult for users who do not speak te reo to navigate around the website.
- **Appreciating the te reo Māori research sources.** Māori researchers who use te reo Māori in their work are thankful for the opportunity to directly quote te reo Māori sources. The often-limited pool of research material in te reo Māori is slowly growing. The Online Cenotaph and Collections Online websites are increasing reference materials that are available in te reo Māori. This notion was noted by some as a positive attribute of the website.
- **The website information in te reo Māori is not relevant to many users.** Concerns were raised that the Museum is wasting money on te reo Māori. One respondent in particular shared that they “cannot understand why you would waste time and money translating several hundred thousand pages of service histories of men and women to whom the Māori language was completely alien”. Comments indicated that the investment of resource into te reo Māori is wasted because the primary users of the website do not speak te reo Māori.



## Focus Groups

Focus groups were asked whether there were other sections of the website that would be beneficial to translate. Participants did not take the time to explore other areas of the Auckland Museum website. Groups generally spoke to the need for a consistent approach for translating websites, that te reo Māori is versatile and can be used to describe a variety of topics, and that using te reo Māori is beneficial to the website and users overall. One participant indicated that “everything should be in te reo”.

Comments regarding the need for consistency related to points that were raised earlier regarding the need to translate all website text or all headings. Options could include Bilingual headings for all of the English pages in addition to the option of having full te reo Māori pages. A consistent approach means those accessing the website develop a level of familiarity with the features of the website (where the “translate” button might be) and the language that is used (regular use of words in headings). Consistency can support normalising the use of te reo Māori by seeing Māori words more and by demonstrating the relevance of the language.

All participants emphasised that a bilingual website, with the option to flick between languages, is beneficial to all who access it. One participant shared that they “like it when [they] can flick easily, just press the translate button and boom”. Having bilingual information helps to demonstrate the relevance of the language to describe different concepts and broadens the reach of the content. The information might become more relevant to certain audiences because the information is now in te reo Māori.

Although comments did not specifically talk to certain parts of the website that should also be translated, generalised comments highlighted the benefits of having te reo Māori information available.

Focus group participants were asked what might increase their engagement with the te reo Māori pages on the Online Cenotaph and Collections Online sections website. General themes that would increase participant engagement included more promotion about the webpages, easier and clearer access to the pages through the website, increased understanding of what information is included, and increased interactive content.

The limited promotion of the te reo Māori information has been noted earlier. Few focus group participants were aware that access to some Museum information was available through the website and that information is also available in te reo Māori. One participant in particular shared that they “had never heard of these pages” and would be interested in seeing more promotional materials. Another participant identified that they “didn’t even know Auckland Museum had stuff online”. Increasing the awareness would lead to increased engagement with the online information.

Participants also noted that the Online Cenotaph and Collections Online pages were difficult to find from the Auckland Museum homepage. A participant shared that they “got lost trying to get to the information” on the website. It was noted that visitors to the webpage may not immediately find the Online Cenotaph and Collections Online website and therefore not find the te reo Māori information. The limited information up front to promote these sections of the website were considered to negatively impact engagement with the pages and te reo Māori content.

The promotion of what information is available through Online Cenotaph and Collections Online was noted as an option to increase engagement with the webpages. Some participants were unaware of what information to expect in these website sections. Once these participants explored the

information, it became clear what information could be found. Promoting these themes could support the increase in engagement with the webpages.

Increasing interactive content was a popular feature with focus group participants. Participants enjoyed seeing te reo Māori but noted that hearing it and seeing it spoken could also increase engagement with the material. Some noted that the content and its presentation may relate to older audiences, but the lack of interactive material may defer younger audiences. Participants shared how they wanted “things to watch and listen to” and “fun activities that helps understand what the stuff is about”. Teachers in particular made the request for Online Cenotaph and Collections Online to “think of ways rangatahi like to engage with information”. Some level of interactive media was considered an opportunity to increase engagement.

Comments regarding improvements to the websites are focussed on providing clear directions for users to navigate toward the Online Cenotaph and Collections Online te reo Māori pages. Suggestions indicated that text and images could be included on the homepage of the Auckland Museum website that encourages people to “check out” the te reo Māori information. “Making it easier to find stuff” was advice provided by one participant. Promoting the translated information on the homepage can draw people into connecting with the te reo Māori content.

A final piece of feedback related to establishing clearer buttons to transition between languages on the pages. A participant shared that there is a need for a button or area that says “click here for Māori and then the same for English”. There are some where this option was easy and others where this was more challenging. More consistency around the style, the location, and the visibility of this button or link could help to increase engagement with the translated information because the option is more prominent.

Participants were asked how the Online Cenotaph and Collections Online sections of the website could better reflect te ao Māori. Responses to this question varied. Some participants did not think that the Online Cenotaph and Collections Online sections of the website needed to reflect te ao Māori, by asking “why does it need to?”. While others outlined a need to include more Māori imagery and more Māori focussed content.

Some participants acknowledged that there was no need for the webpages to reflect te ao Māori or Māori teachings. The webpages were just translations of the English text. Having the option to access the information in te reo Māori was sufficient to reflect te ao Māori. A participant stated that “we actually need less organisations trying to be from te ao Māori”. Making too many changes to the te reo Māori specific pages may impact the true intention of what is being translated. If the content was specifically Māori, then other considerations may need to be made. However, it was believed that these could be addressed on a case-by-case basis.

More Māori specific content was requested that was accompanied with more Māori imagery. Some participants noted that profiling Māori soldiers, taonga (treasures), or stories may support the webpages move to becoming more aligned with te ao Māori. One suggestion was to have “more Māori stories to tell in these spaces”. Highlighting Māori focussed people or topics can enrich the te reo Māori experience.

## RECOMMENDATIONS

The following provides a summary of suggestions to address the feedback that was received:

**OBJECTIVE 1: Awareness of the te reo Māori content of the website.**

1.1.	<b>Note</b> that many project participants were not initially aware of the te reo Māori pages of the websites.
1.2.	<b>Consider</b> intentional promotion efforts that target social media platforms and the Auckland Museum website.
1.3.	<b>Consider</b> targeting promotion toward schools for teachers and students.
<b>OBJECTIVE 2: Attitudes toward the te reo Māori content of the website.</b>	
2.1.	<b>Note</b> that attitudes toward the te reo Māori content was dependent on the fluency level of the participant.
2.2.	<b>Consider</b> promotion campaigns or efforts that focus on the value that is provided by the te reo Māori information.
2.3.	<b>Engage</b> a licensed translator to review the current website translations.
2.4.	<b>Explore</b> opportunities with the wider Auckland Museum website to create consistent approaches to the use of te reo Māori throughout the website.
2.5.	<b>Consider</b> developing a policy that outlines a commitment to quality and consistent approaches to te reo Māori translations.
<b>OBJECTIVE 3: The value of the te reo Māori content across different sectors.</b>	
3.1.	<b>Note</b> that overall, participants saw value in using te reo Māori on websites.
3.2.	<b>Note</b> that sufficient reo is used on the website.
3.3.	<b>Note</b> that the primary uses of the websites are for research and possibly te reo Māori language learning.
<b>OBJECTIVE 4: Recommendations for the improvement or growth of the te reo Māori content of the website.</b>	
4.1.	<b>Note</b> that respondents did not think that changes would increase their engagement with the webpages.
4.2.	<b>Explore</b> opportunities to ensure the layout and wording is clear for everyone to arrive at the website.
4.3.	<b>Provide</b> clearer 'sign-posts' throughout the pages to ensure that everyone is aware of the option that te reo Māori is available.
4.4.	<b>Consider</b> a website tool that people can click on to flick between website languages.



## APPENDIX 1 – Online Survey Questions

OBJECTIVE	#	QUESTIONS	ANSWERS
<b>1. Awareness of the te reo Māori content of the website.</b>	<b>1.</b>	Did you know there was content in te reo Māori on the Cenotaph and Collections sections of the Auckland Museum website?	a. Yes b. No
	<b>2.</b>	How did you know there was te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website?	a. Word of mouth b. Unintentionally came across it c. Online promotion d. Didn't know e. Other (please specify)
	<b>3.</b>	Select the parts of the Auckland Museum website that you knew were in te reo Māori	a. The bilingual section headings on the homepage b. Collections online homepage c. Some of the content accessible from the Collections Online homepage d. Didn't know any parts were in te reo Māori e. Other parts (please specify)
<b>2. Attitudes toward the te reo Māori content of the website.</b>	<b>4.</b>	Do you think the use of te reo Māori enhances the value of the information available on the website?	a. Yes b. Maybe c. No d. Please explain:
	<b>5.</b>	Would you expect the translations to be completed by licensed translators?	a. Yes b. Maybe c. No d. Please explain:
<b>3. The value of the te reo Māori content across different sectors.</b>	<b>6.</b>	Overall, do you think it is helpful to have parts of websites in te reo Māori?	a. Yes b. No c. Unsure d. Please explain:
	<b>7.</b>	Who do you think the te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website is aimed at?	a. Researchers (professional / tertiary) b. Teachers c. School students (primary / secondary) d. Fluent te reo Māori speakers e. Other (please specify):
	<b>8.</b>	What would you use the te reo Māori web pages for?	Comment

OBJECTIVE	#	QUESTIONS	ANSWERS
	9.	Would you use a website more if it had specific te reo Māori content?	<ul style="list-style-type: none"> <li>a. Yes</li> <li>b. Maybe</li> <li>c. No</li> <li>d. Please explain:</li> </ul>
4. Recommendations for the improvement or growth of the te reo Māori content of the website.	10.	What would increase your engagement with the te reo Māori pages on the Cenotaph and Collections sections of the Auckland Museum website?	<ul style="list-style-type: none"> <li>a. Increased promotion on the Auckland Museum Cenotaph and Collections website</li> <li>b. More sections of the overall website translated into te reo Māori</li> <li>c. Clear information on what information is available in te reo Māori</li> <li>d. Easier process to access the te reo Māori content on the Cenotaph and Collections website</li> <li>e. Easier navigation through what is available</li> <li>f. No changes needed – it's great as it is</li> <li>g. Other (please specify)</li> </ul>
	11.	Do you have any final comments to add regarding the te reo Māori sections of the Cenotaph and Collections sections of the Auckland Museum website?	Comment

## APPENDIX 2 – Focus Group Questions

OBJECTIVE	#	QUESTIONS	ANSWERS
<b>1. Awareness of the te reo Māori content of the website.</b>	<b>1.</b>	How did you know there was te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website?	<ul style="list-style-type: none"> <li>a. Word of mouth</li> <li>b. Unintentionally came across it</li> <li>c. Online promotion</li> <li>d. Didn't know</li> <li>e. Other</li> </ul>
	<b>2.</b>	Where would you expect to find out about a resource like this (the te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website)?	<ul style="list-style-type: none"> <li>a. Social media (Facebook, Instagram etc.)</li> <li>b. Educational institutions (schools, universities etc.)</li> <li>c. Websites</li> <li>d. Te reo Māori focussed groups and resources (Taura Whiri / Mātāwai, Kura / wānanga reo etc.)</li> <li>e. Other</li> </ul>
<p>* show the following pages as an example of what is available on the Auckland Museum website:</p> <ul style="list-style-type: none"> <li>- <a href="#">Online Collections homepage</a></li> <li>- <a href="#">Cenotaph Collections</a></li> <li>- <a href="#">Human History Collections</a></li> </ul>			
<b>2. Attitudes toward the te reo Māori content of the website.</b>	<b>3.</b>	Reading different extracts of the website – overall, what do you think of the translations? General / initial feedback?	<ul style="list-style-type: none"> <li>a. Is the meaning clear?</li> <li>b. Do you understand all of the words?</li> <li>c. Are the translations quality?</li> <li>d. What are the strengths?</li> <li>e. What are the weaknesses?</li> </ul>
	<b>4.</b>	What controls are needed to maintain the quality of the te reo Māori content of the website?	<ul style="list-style-type: none"> <li>a. Licensed translators</li> <li>b. Local hapū language supports</li> <li>c. Steering groups</li> <li>d. Educational institute supports</li> <li>e. Taura Whiri / Te Mātāwai mechanisms</li> </ul>
<b>3. The value of the te reo Māori content across different sectors.</b>	<b>5.</b>	How do you think the use of te reo Māori impacts the wider website? What are the benefits of having te reo Māori content on the Auckland Museum website? What about specifically related to the Cenotaph and Collections sections?	<ul style="list-style-type: none"> <li>a. Information is more relatable, useful, accessible</li> <li>b. Engages a broader audience</li> <li>c. Supports growth of te reo Māori</li> <li>d. Demonstrates value of te reo Māori</li> </ul>

	6.	Who do you think benefit from having te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website?	<ul style="list-style-type: none"> <li>a. Researchers(professional / tertiary)</li> <li>b. Teachers</li> <li>c. School students (primary / secondary)</li> <li>d. Fluent te reo Māori speakers</li> <li>e. Other</li> </ul>
	7.	What would you use the te reo Māori web pages for?	Comment
	8.	<p><i>*If possible, encourage participants to find the te reo Māori content on their own devices.</i></p> <p>How easy was it to find and navigate the te reo Māori content on the Cenotaph and Collections sections of the Auckland Museum website?</p>	<ul style="list-style-type: none"> <li>a. Very easy</li> <li>b. Easy</li> <li>c. Not easy</li> <li>d. Really hard</li> <li>e. Can't find it</li> </ul>
<b>4. Recommendations for the improvement or growth of the te reo Māori content of the website.</b>	9.	We've seen different parts of the Cenotaph and Collections website sections that have been translated into te reo Māori. Are there other sections of the website that you think would be beneficial to translate? Other information to include online in the Cenotaph and Collections sections?	<ul style="list-style-type: none"> <li>a. Primary website content (non-collections related)</li> <li>b. Collection specific sections</li> <li>c. Exhibit related</li> <li>d. Learning resources / tools</li> </ul>
	10.	What would increase your engagement with the te reo Māori pages on the Cenotaph and Collections sections of the Auckland Museum website?	<ul style="list-style-type: none"> <li>a. Increased promotion on the Auckland Museum collections website</li> <li>b. More sections of the website translated into te reo Māori</li> <li>c. Clear information on what is available on the website in te reo Māori</li> <li>d. Easier process to access the te reo Māori content on the website</li> <li>e. Easier navigation through what is available</li> <li>f. No changes needed – it's great as it is</li> <li>g. Other</li> </ul>
	11.	How could the te reo Māori webpages be improved?	<ul style="list-style-type: none"> <li>a. No change needed</li> <li>b. Structural changes to the layout or presentation of the content</li> <li>c. Increase amount of information that is available in te reo Māori</li> </ul>



			<ul style="list-style-type: none"> <li>d. Improve promotion</li> <li>e. Other</li> </ul>
	12.	How could the Cenotaph and Collections sections of the website better reflect te ao Māori?	<ul style="list-style-type: none"> <li>a. Already reflects te ao Māori</li> <li>b. Visual changes (imagery, colours, designs etc.)</li> <li>c. Content changes / additions (Māori specific etc.)</li> <li>d. Promotion (target Māori audiences, wider promotion in general etc.)</li> <li>e. Others?</li> </ul>
	13.	Do you have any final comments to add regarding the te reo Māori sections of the Museum website?	Comment

**From:** [Adrian Kingston](#)  
**To:** [William Minty](#)  
**Cc:** [Ariki Spooner](#)  
**Subject:** Re: Attendees for presenations  
**Date:** Friday, 7 July 2023 11:34:29 am

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Lucy knows where the entrance is! I'll meet you down there at 1

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 7 July 2023 11:31 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Ariki Spooner <[Ariki.Spooner@tepapa.govt.nz](mailto:Ariki.Spooner@tepapa.govt.nz)>  
**Subject:** Re: Attendees for presenations  
Kia ora ano,

1pm works fine. My hoa mahi, Lucy, will be coming along as a kaitaunaki as Georgia is unfortunately out with Covid :(  
I don't know where the staff reception is, so I might arrive a little earlier to ensure I have a bit of time to locate that space.

Nga mihi,  
Will

On Fri, Jul 7, 2023 at 11:05 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Probably worth coming around 1pm, so there's time to test in case people arrive early.  
Do you know where the staff reception is? Who will be coming with you?

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 7 July 2023 10:51 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Ariki Spooner <[Ariki.Spooner@tepapa.govt.nz](mailto:Ariki.Spooner@tepapa.govt.nz)>  
**Subject:** Re: Attendees for presenations  
Morena e hoa,

Greatly appreciate you putting this together. I would love to come over a little earlier to set up – can never be too sure how things will go from a technical perspective so I'd love to iron out some of those potential issues early on.

What time would work best for you both?

Nga mihi nui,  
Will

On Fri, Jul 7, 2023 at 10:46 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Morena Will

just finalising attendees, looks like a good turn out, 14-17 in person, maybe 8 on zoom.  
A couple more possibles. Ariki is leading from a tikanga perspective. Who is coming from IDIA? Do you want to come a bit earlier to test setup?

	In person	Zoom	Maybe
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IDIA	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
National Library of New Zealand Te Puna Maturanga o Aotearoa	<ul style="list-style-type: none"> <li>• <b>Sam Minchin</b></li> <li>• <b>Rowan Payne</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth Jones (Director Literacy and Learning)</li> <li>• Alison McIntyre (Director Public Engagement)</li> <li>• Emerson Vandy (in for Tim Kong Director Digital Experience)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ruki Tobin (Kaihautu)</b></li> </ul>
Archives New Zealand Te Rua Mahara o te Kawanatanga	<ul style="list-style-type: none"> <li>• <b>Belinda Chu</b></li> <li>• <b>Amber Callanan</b></li> <li>• Antony Moss (Director Government Recordkeeping)</li> <li>• Louise McCrone (Director Holdings and Discovery)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>George Haimona - Kaihautu</b></li> <li>• Louise Harris - Director Strategy</li> <li>• Joanna Condon, Regional Archivist, Christchurch</li> <li>• Catherine Smith - Regional Archivist Dunedin</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anahera Morehu, Chief Archivist</b></li> <li>• Taila Roth Regional Archivist Auckland</li> </ul>
Te Papa	<ul style="list-style-type: none"> <li>• <b>Adrian Kingston</b></li> <li>• <b>Ariki Spooner</b></li> <li>• <b>Courtney Johnston (Tumu Whakarae)</b></li> <li>• Devorah Bloomberg (Director Partnerships)</li> <li>• Lisa Tipping (Chief Finance &amp; Operations Officer)</li> <li>• Dean Peterson (Director Collections and Research)</li> <li>• Sue Quirk Head of HR, Frances Lawrence,</li> </ul>	<ul style="list-style-type: none"> <li>• Puawai Cairns (Director Audience and Insights)</li> </ul>	<ul style="list-style-type: none"> <li>• Jake Downing (Director Commercial)</li> </ul>

	Principal Advisor Planning & Performance, • Peter Corley, Acting Head of Strategy		
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**From:** [Adrian Kingston](#)  
**To:** [Tania Gould-Smith](#)  
**Cc:** [William Minty](#); [John Moore](#)  
**Subject:** Re: IDIA Signed Contract Re: Use of te reo Maori: Invoices, contracts and all the fun stuff  
**Date:** Tuesday, 27 June 2023 11:18:13 am

---

Excellent thank you Tania. As Will will wrap up the majority of the mahi this week, please feel free to go ahead and invoice us so we can close it off this financial year.

Nga mihi

Adrian

---

**From:** Tania Gould-Smith <[tania.gould-smith@idia.nz](mailto:tania.gould-smith@idia.nz)>  
**Sent:** Monday, 26 June 2023 3:37 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Subject:** IDIA Signed Contract Re: Use of te reo Maori: Invoices, contracts and all the fun stuff  
Kia ora Adrian,

Thanks for providing Contract, we have completed information and John Moore has signed the contract.

Please let me know if any further requirements.

Nga mihi,  
Tania

---

**Tania Gould-Smith, Accounts Manager**  
**IDIA - Indigenous Design & Innovation Aotearoa**

Waea pukoro: 04 [§ 9\(2\)\(a\)](#) | 027 [§ 9\(2\)\(a\)](#)  
Wahi mahi: IDIA, Level 6, 234 Wakefield Street, Te Aro, Wellington 6011  
Wahi mera: PO Box 19280, Marion Square, Wellington 6149, Aotearoa - New Zealand  
Pae tukutuku [www.idia.nz](http://www.idia.nz)

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On Thu, Jun 22, 2023 at 3:13 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora, please find attached a contract for services for the additional research presentation phase. I haven't used this particular contract before, and was working off an old copy, so please let me know if there are any changes required. It includes the Purchase Order and Invoicing details.

Nga mihi

Adrian

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Monday, 19 June 2023 1:12 pm

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Cc:** Tania Gould-Smith <[tania.gould-smith@idia.nz](mailto:tania.gould-smith@idia.nz)>

**Subject:** Re: Use of te reo Maori: Invoices, contracts and all the fun stuff

Yeah lets separate this work off, I'll make a separate PO, and maybe just a really simple statement of work specifically for reporting back? I think it's a significant enough piece of work to justify being additional from the original, but we don't need to over complicate it.

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Monday, 19 June 2023 1:06 pm

**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>

**Cc:** Tania Gould-Smith <[tania.gould-smith@idia.nz](mailto:tania.gould-smith@idia.nz)>

**Subject:** Use of te reo Maori: Invoices, contracts and all the fun stuff

Kia ora Adrian,

Thanks again for valiantly putting your hand up to cover the presentation costs and accommodate and support us with the delivery of this presentation.

We're very excited about this and I'm currently reworking the findings based on the reverse brief we provided.

Just so we're all in the clear, we probably want to start thinking about invoices, contracts and all the fun stuff.

From what I understand, as per the previous contract, IDIA is already signed up as a vendor/supplier and although the contract wasn't signed specifically by Te Papa, your details were included and DIA signed upon everyone's behalf.

We already have a PO number and an email address (yours) to send invoices and comms, but I thought it best to ask about whether or not what is in place suits you and your organisation best.

If you'd prefer that we fill out another contract with a new PO number, please send it on over and we'll prioritise this this week.

Nga mihi nui,  
Will

--

**From:** [Jane Harris](#)  
**To:** [Finance](#)  
**Cc:** [Adrian Kingston](#)  
**Subject:** Re: Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa  
**Date:** Thursday, 29 June 2023 10:44:43 am

---

Kia ora,

Thanks for forwarding this - this has now been processed.

Nga mihi,  
Jane

---

Jane Harris ([she / her](#))

Digital Channels Content Coordinator  
Museum of New Zealand Te Papa Tongarewa  
[tepapa.govt.nz](http://tepapa.govt.nz)

[Digital Channels on Kupenga \(internal link\)](#)

---

**From:** Finance <Finance@tepapa.govt.nz>  
**Sent:** 28 June 2023 11:48  
**To:** Jane Harris <Jane.Harris@tepapa.govt.nz>  
**Subject:** FW: Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa  
For checking and receipting in Tech One  
Please return when ready for processing

---

**From:** messaging-service@post.xero.com <messaging-service@post.xero.com>  
**Sent:** Wednesday, June 28, 2023 11:21 AM  
**To:** Finance <finance@tepapa.govt.nz>; Adrian Kingston <adrian.kingston@tepapa.govt.nz>  
**Subject:** Invoice TeP 23006 from Indigenous Design and Innovation Aotearoa Limited for Museum of New Zealand Te Papa Tongarewa



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[View invoice](#) **s 9(2)(j)** due 20 Jul  
TeP 23006

---

Kia ora Finance team and Adrian,

Attached is IDIA invoice TeP 23006 for Museum of New Zealand Te Papa Tongarewa - Presentation of Te Re Maori Research findings - Use of te reo Maori online PO# CS005260.

The amount of **s 9(2)(j)** is due on 20 July 2023.

View your bill online:

**s 9(2)(j)**

From your online bill you can print a PDF, export a CSV, or create a free login and view your outstanding bills.

If you have any questions, please let us know.

Nga mihi,  
Tania  
Indigenous Design and Innovation Aotearoa Limited



**From:** [Adrian Kingston](#)  
**To:** [William Minty](#)  
**Cc:** [Belinda Chu](#); [Sam Minchin](#)  
**Subject:** Re: Next steps te reo Maori website research  
**Date:** Wednesday, 16 August 2023 4:00:55 pm

---

Excellent thank you, I forgot to include the link to the recording:

<https://vimeo.com/844112686/9314863677>

---

**From:** William Minty <william.minty@idia.nz>  
**Sent:** Wednesday, 16 August 2023 3:31 pm  
**To:** Adrian Kingston <AdrianK@tepapa.govt.nz>  
**Cc:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Subject:** Re: Next steps te reo Maori website research  
Ahiahi marie e hoa,

Lovely to hear from you.

Here are the links to the documents you requested. I've also attached them in a PDF format.

- [Executive Summary](#)
- [High-level summary report](#)

I'll share the korero about NDF with my directors to see how I'm placed for November and will get back to you asap.

Nga mihi nui,  
Will

On Wed, Aug 16, 2023 at 11:39 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora all,

Apologies for the delay, hopefully we all remember the great work done so far! A few things to discuss:

Here is the video of Will's second run through the research presentation, edited to exclude Q and A, as we didn't get permission from people to record. And clipped a bit short at the beginning, because I wasn't quick enough on the record button lol. The video is "private" on Vimeo, but we'll add a link from our research page so people can get to it.

I'll also add the slides, and the final version of the report. Will, is it ok if you send me links to the final.final version of both of those again, just so I know I have the right ones?

When I've got those, I'll send through a draft copy of the page so we're all happy, and then we can share with the sector!

In other happy news, the NDF proposal has been accepted, but we don't have

confirmation of format or duration yet. I'll try to get more detail, but Will if you are still good to present sometime 20-22 November (here at Te Papa), that would be excellent. Keynotes have been announced <https://www.ndf.org.nz/ndf23/#speakers>, rest of programme still to come. Maybe IDIA would like to sponsor? Great way to reach the digital leaders and practitioners across the GLAM sector  
<https://auaha.swoogo.com/NDF23-sponsorship-prospectus>

Nga mihi

Adrian

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#)  
**Cc:** [Belinda Chu](#); [Sam Minchin](#)  
**Subject:** Re: Next steps te reo Maori website research  
**Date:** Wednesday, 16 August 2023 3:32:31 pm  
**Attachments:** [Use of te reo Maori online – Executive Summary.pdf](#)  
[Use of te reo Maori online – High-level summary report.pdf](#)

---

Ahiahī marie e hoa,

Lovely to hear from you.

Here are the links to the documents you requested. I've also attached them in a PDF format.

- [Executive Summary](#)
- [High-level summary report](#)

I'll share the korero about NDF with my directors to see how I'm placed for November and will get back to you asap.

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<https://auaha.swoogo.com/NDF23-sponsorship-prospectus>

Nga mihi

Adrian

**From:** [William Minty](#)  
**To:** [Belinda Chu](#)  
**Cc:** [John Moore](#); [Sam Minchin](#); [Adrian Kingston](#); [Georgia Gifford](#)  
**Subject:** Re: Signed contract  
**Date:** Monday, 7 November 2022 9:20:50 am

---

Morena koutou,

Tena koe, Belinda. We've yet meet, but my name is Will and I'm a designer at IDIA. I'm looking forward to meeting you and the rest of the team in-person soon.

Appreciate your prompt response and thanks for setting clear expectations in terms of you and your team's availability. I'll book a room to meet at our tari at **11:30am – 1pm on Friday 18th November**. You should receive this shortly.

Nga mihi nui,  
Will

On Fri, Nov 4, 2022 at 4:04 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi John,

I don't have oversight of Adrian's calendar so can't speak on his behalf.

From my own perspective to be honest next week will be a real push for me as my calendar is chocka as I am currently covering for my manager and have to attend all of her meetings as well as my own. Then the following Monday and Tuesday I will be in our Dunedin office with one of our vendors

I can join by Zoom on Monday 14<sup>th</sup>, 12 – 1.30pm or 3-5pm whilst I am in Dunedin. Sam looks free then too. OR Sam and I could meet you Friday the 18<sup>th</sup> anytime – so far my calendar is completely free. I can see Sam is free from 11.30am – 1pm on that day?

Does this help (probably not.. sorry!

B

---

**From:** John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Sent:** Friday, 4 November 2022 10:11 am  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Signed contract

Kia ora Belinda

Thanks for getting this through - that's awesome.

We're very keen to get things moving - and wondered if you and your core project team would be free for a 'kick-off' meeting next week - here at IDIA if possible. We've scheduled Tuesday 8 November, 10am–11.30am as a possibility. I realise this is quite late notice, so if there are other times next week that work better for you please let us know.

Talk soon,

Nga mihi, John

On Tue, 1 Nov 2022 at 18:30, Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Kia ora John,

Apologies for the delay, please find attached the signed contract for services.

We are happy to process the payment in 3 stages of \$20k if you like, then we can split the costs between the 3 organisations.

Please let us know how you would like to proceed next,

Cheers B

**Belinda Chu**

Acting Director – Digital Delivery

Service Manager – Online Channels

Archives New Zealand Te Rua Mahara o te Kawanatanga

Address: 10 Mulgrave Street, Pipitea, Wellington 6011

Web: [archives.govt.nz](http://archives.govt.nz)

Phone: +s 9(2)(a)



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>>>> >>>> >>>>

**John Moore, Co-Founder / Creative Director**

IDIA – Indigenous Design & Innovation Aotearoa

Level 6, 234 Wakefield Street, Wellington 6011, Aotearoa New Zealand

021 s 9(2) | [www.idia.nz](http://www.idia.nz)

( )  
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**From:** [Belinda Chu](#)  
**To:** [John Moore](#)  
**Cc:** [Sam Minchin](#); [Adrian Kingston](#); [William Minty](#); [Georgia Gifford](#)  
**Subject:** RE: Signed contract  
**Date:** Friday, 4 November 2022 4:04:13 pm

---

Hi John,

I don't have oversight of Adrian's calendar so can't speak on his behalf.

From my own perspective to be honest next week will be a real push for me as my calendar is chocka as I am currently covering for my manager and have to attend all of her meetings as well as my own. Then the following Monday and Tuesday I will be in our Dunedin office with one of our vendors

I can join by Zoom on Monday 14<sup>th</sup>, 12 – 1.30pm or 3-5pm whilst I am in Dunedin. Sam looks free then too. OR Sam and I could meet you Friday the 18<sup>th</sup> anytime – so far my calendar is completely free. I can see Sam is free from 11.30am – 1pm on that day?

Does this help (probably not.. sorry!

B

---

**From:** John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Sent:** Friday, 4 November 2022 10:11 am  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Signed contract

Kia ora Belinda

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Talk soon,

Nga mihi, John

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Kia ora John,

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We are happy to process the payment in 3 stages of \$20k if you like, then we can split the costs between the 3 organisations.

Please let us know how you would like to proceed next,

Cheers B

**Belinda Chu**

Acting Director – Digital Delivery

Service Manager – Online Channels

Archives New Zealand Te Rua Mahara o te Kāwanatanga

Address: 10 Mulgrave Street, Pipitea, Wellington 6011

Web: [archives.govt.nz](http://archives.govt.nz)

Phone: +64 9(2)(a)



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»»» »»» »»»

**John Moore, Co-Founder / Creative Director**

IDIA – Indigenous Design & Innovation Aotearoa

Level 6, 234 Wakefield Street, Wellington 6011, Aotearoa New Zealand

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**From:** [Sam Minchin](#)  
**To:** [William Minty](#); [Belinda Chu](#)  
**Cc:** [Adrian Kingston](#)  
**Subject:** RE: Te Hapori Matihiko: Interview and request to lightly discuss the research kaupapa  
**Date:** Wednesday, 5 July 2023 10:20:17 am

---

Kia ora Will

Thanks for checking in.

We just need to be careful as not to be seen to be endorsing IDIA in any way.

Based on wording you have provided there I think we are all good. And it sounds like a great opportunity.

The basic guidance is that if you stick to the facts and don't attribute any opinions to us we are OK.

Nga mihi

Sam

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 5 July 2023 10:08 am  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Subject:** Re: Te Hapori Matihiko: Interview and request to lightly discuss the research kaupapa  
Kia ora e hoa,

I've requested a written response rather than an interview as I'm unavailable for an in-person korero and it will be published mid-next week after our presentation.

I can remove the names of your organisation if you'd prefer to make it more anonymous. I'm pretty keen to include an outline of the kaupapa though as it's near and dear to my ngakau.

That said, happy to remove it entirely too if you're uncomfortable with this.

Nga mihi,

Will

On Wed, 5 Jul 2023 at 10:05 AM, Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will ,

When is this talk ? Will it be after our presentation to staff.

Happy with the above.

B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, July 5, 2023 10:02:45 AM  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Subject:** Te Hapori Matihiko: Interview and request to lightly discuss the research kaupapa  
Kia ora koutou,

I've been offered an interview with Te Hapori Matihiko, a Maori digital collective, to talk about some of the interesting and impactful mahi I've been involved in and pathways for Maori who are interested in a career in digital and technology.

I'd like to succinctly, and rather ambiguously, talk about the research mahi we've been working on together, would you be OK with this?

Here's what I've drafted up:

A recent research engagement for Archives NZ, National Library and Te Papa Tongarewa that explored what a welcoming, mana-enhancing digital experience looks like for Ngai

| Maori where our reo, our tikanga, our stories and our culture are valued and uplifted.

Nga mihi nui,

Will

**From:** [Sam Minchin](#)  
**To:** [Adrian Kingston](#); [Rowan Payne](#); [Belinda Chu](#); [William Minty](#)  
**Cc:** [Samuele De Stefani](#); [Ariki Spooner](#)  
**Subject:** RE: Te reo Maori research page online  
**Date:** Monday, 18 September 2023 3:32:52 pm  
**Attachments:** [IA for te reo translation \(1\).xlsx](#)

---

Kia ora Adrian.

Great to see that posted.

As an FYI we got the translations back for the natlib header and footer. Along with the translations we got some comments from the translators where there were existing examples. I've attached.

Nga mihi

Sam

---

**From:** Adrian Kingston <AdrianK@tepapa.govt.nz>

**Sent:** Monday, September 18, 2023 12:15 PM

**To:** Sam Minchin <Sam.Minchin@dia.govt.nz>; Rowan Payne <Rowan.Payne@dia.govt.nz>; Belinda Chu <Belinda.Chu@dia.govt.nz>; William Minty <william.minty@idia.nz>

**Cc:** Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Ariki Spooner <Ariki.Spooner@tepapa.govt.nz>

**Subject:** Te reo Maori research page online

Kia ora tema, we missed te wiki by a couple of days, but the findings page is up on our website now <https://www.tepapa.govt.nz/learn/research/audience-research-use-te-reo-maori-on-aotearoa-new-zealand-cultural-websites>. We've put it on the homepage for a bit as well. I guess we should start sharing it (Belinda has already done a great job with that). You will note that the page really highlights the inadequacy of how our website handles bilingual content, I'm excited about trying out side-by-side in our new site.

You might also want to read Ariki's blog on the complexity of coming up with a te reo Maori name for a dinosaur exhibition., it's a great read.

<https://blog.tepapa.govt.nz/2023/09/14/whats-in-a-name-the-trail-to-nga-taniwha-o-rupapa/>

Content for translation	Existing translations or used on other sites	No translation needed	From te aka	Translation	Comments
National Library He Tohu Shop	Wharehoko — Te Papa	Te Puna Mātauranga He Tohu		Toa	Commonly used. Common word for shop.
Reading rooms Ask a librarian Sign in My favourites My account Log out Log in				Ngā rūma pānui Pātai atu ki tētahi kaitiaki pukapuka Takiuru Aku makau Taku pūkete Takiputa Takiuru	
Home Visit Collections	Wā kāinga — Auckland museum Toro mai — Te Papa Kohinga — Te Papa		Kāinga	Kāinga Haere ki Kohinga	Or consider using house icon only Use this if meaning visit a website, eg haere ki www. ... Commonly used in this context
Services For researchers For schools For librarians For publishers and authors For business				Ngā ratonga Mā ngā kairangahau Mā ngā kura Mā ngā kaitiaki pukapuka Mā ngā kaiwhakaputa me nga kaituhi Mā te ao pakihī	
Events	Ngā kaupapa motuhake — Te Papa Ngā kauapap nui — Auckland University			Ngā taeopenga	A gathering of people that is held to carry out an activity, to celebrate something, or for entertainment or recreation.
About	Mō — Kōtuia Mo Matou — Te Papa Mō Mātou — Auckland University			Mō mātou	Mō on its own works but is not great. Mō mātou means about us and is better
Search	Rapua — Tupu.nz Rapu — te ao Māori rauemi a ipurangi Rapuhia — Auckland museum Rangitaki — Auckland University			Rapua	Rapua and rapuhia both OK, the former seems more common.
Blog			Rangitaki — Te Aka	Rangitaki	Commonly used
Media Contact us	Whakapā mai — Kōtuia Pā hono mai — Paerangi Ngā Whakapā — Kohanga reo			Arapāho Whakapā mai ki a mātou	Literally means 'Contact us'. Commonly used.
About the site	Mō tēnei pae ipurangi — TPK			Mō tēnei pae ipurangi	Literally means 'About this site' which works better in Māori than 'About the site'
Accessibility	Te Aheinga kia Uru Atu — TPK			Āheinga	Depends what you are meaning. The TPK one is about meeting website accessibility standards. If that is the case then the TPK one could work. Āheinga is commonly used for accessibility and would stand on its own for a more general meaning, including physical accessibility to the libraries, or access to information. Don't miss the macron on the 1st Ā.
National Library Wellington Te Ahumairangi		Te Ahumairangi		Te Puna Mātauranga o Aotearoa ki Te Whanganui-a-Tara NA	NA
Saturday: 9am-1pm Reading rooms	Rāhoroi: 9am - 1pm			Rāhoroi: 9am - 1pm Ngā rūma pānui	This is the shortest was to do it.
Monday-Friday: 10am-5pm 70 Molesworth Street	Rāhina - Rāmere: 10am-5pm	70 Molesworth Street		Rāhina - Rāmere: 10am-5pm NA	This is the shortest was to do it. Consider consistency of spaces around hyphens.
National Library Auckland Monday-Friday: 8am-5pm 8 Stanley Street, Parnell	Rāhina - Rāmere: 8am-5pm	8 Stanley Street, Parnell		Te Puna Mātauranga o Aotearoa ki Tāmaki Makaurau Rāhina - Rāmere: 8am-5pm NA	As above NA
Services to schools National Library Christchurch Open by appointment				Ngā ratonga mā ngā kura Te Puna Mātauranga o Aotearoa ki Ōtautahi E tuwhera ana mā te whakaritenga	
Monday-Friday 8am-5pm Unit 7/150 Cavendish Road Casebrook	Rāhina - Rāmere: 8am-5pm	Unit 7/150 Cavendish Road Casebrook		Rāhina - Rāmere: 8am-5pm	As above NA NA
Connect to the National Library Terms of use	Ngā here ā-ture — Kōtuia			Tūhono ki Te Puna Mātauranga o Aotearoa Ngā ture mō te whakamahi Te manatārua me te tūmatatiti	Ngā here ā-ture - This means 'Legal Restrictions' . Translation suggested literally means 'Rules for usage' - used elsewhere for exactly this.
Copyright and privacy Help	āwhina — te ao Māori rauemi a ipurangi			Āwhina	Most commonly used term
Copyright	Manatā — Tupu.nz			Manatārua	Most commonly used term

Privacy	Tūmataiti — Tupu.nz			Tūmataiti	Most commonly used term

Blue colour don't need translating but I leave them to help with context

No colour need translating

Yellow colour are where we've found a number of ways to describe a term. We'd like advice on which te reo M

<https://www.tepapa.govt.nz/>

<https://preview.natlib.nz/rauemi-a-ipurangi/whare-tupuna>

<https://www.kotuia.org.nz/>

<https://www.tupu.nz/mri>

<https://www.tetaurawhiri.govt.nz/>

<https://paerangi.nz/mi>

<https://www.tpk.govt.nz/>

<https://maoridictionary.co.nz/>

<https://www.kohanga.ac.nz/>

<https://www.aucklandmuseum.com/>

<https://www.aucklandmuseum.com/discover/collections?lang=mi-nz>

<https://www.auckland.ac.nz/en/on-campus/life-on-campus/maori-life-on-campus/revitalising-te-reo-maori/kuputaka/website-terms.html>

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** Re: Use of te reo Maori online: 25 Jan – Follow up  
**Date:** Thursday, 9 February 2023 11:28:18 am

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Kia ora ano e hoa ma,

Thanks to everyone who has added decided on the 3 key areas of your organisation's website experience that you would like to have evaluated by our chosen audience groups and add them to the Google Doc.

If you have yet to add these to the document, we'd appreciate it if you could please do so ahead of our hui tomorrow.

[See Google Doc](#)

Nga mihi nui,  
Will

On Wed, Jan 25, 2023 at 3:36 PM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Kia ora koutou,

Thanks again for making time to talk through the workshop approach and provide suggestions on how we might improve things. Generally speaking, it feels like we're on the right track and with a little refinement here and there, we should be good to go.

#### **Next steps**

Before we group next, the IDIA team will:

- Provide a separate overview document outlining the approaches to each workshop and interview as well as detailing the key audience groups we hope to engage with.
- Make updates to the current workshop approach based on today's discussion and suggest a more focused approach with consideration to the 90min workshop timeframe.
- Begin drafting the 45min 1-to-1 interview approach and use this to inform how we might prioritise key areas of interest as outlined in the 90min workshop approach.
- Get together with the wider IDIA team to provide a recommendation on if project team members should be involved as workshop observers and if so, how they can be best involved without adversely impacting participants and/or the quality of our research engagements.
- Book another hui to talk through workshop approach refinements and provide a progress report.

Before the our next hui, can each of you please:

- Decide on 3 key areas of your organisation's website experience that you would like to have evaluated by our chosen audience groups and add them to the Google Doc. [See Google Doc](#)

Please let me know if there's anything I've missed, or anything I may have misinterpreted and we'll make any necessary amendments.

Nga mihi nui,





**From:** [Adrian Kingston](#)  
**To:** [William Minty](#); [Sam Minchin](#)  
**Cc:** [Rowan Payne](#); [Belinda Chu](#); [amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz); [Samuele De Stefani](#); [Ariki Spooner](#)  
**Subject:** Re: Use of te reo Maori online: 60-min hui to talk through workshop findings  
**Date:** Wednesday, 31 May 2023 10:39:46 am

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Kia ora Will. Samuele likely can't make it but that's totally cool, he'll give Ariki and me some feedback on the draft you send through beforehand. Nga mihi for persisting!

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 31 May 2023 10:33 am  
**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>  
**Subject:** Re: Use of te reo Maori online: 60-min hui to talk through workshop findings  
Kia ora koutou,

I've just spoken with Belinda and she's also available on Friday.  
I'm going to propose that we lock in the 3 – 4pm time slot.

As I mentioned, I'm on annual leave that day so I will not be in the tari that day so if we could have our hui online via Google Meet I'd greatly appreciate it.

Aku mihi nui,  
Will

On Mon, May 29, 2023 at 10:50 AM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will  
I can make any time Friday work.  
Nga mihi  
Sam

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Monday, 29 May 2023 9:57 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Subject:** Re: Use of te reo Maori online: 60-min hui to talk through workshop findings  
Kia ora koutou,  
Thanks for the incredibly prompt responses with your preferred hui times.  
For those that haven't had a chance to respond, is there a time that suits you better?  
Judging from the responses above, Wednesday could be a go.  
Georgia and I are available at the following times next week:

- ~~Monday: 3pm – 4pm~~ (No longer available)
- Tuesday: 2pm – 4pm
- Wednesday: 2pm – 4pm
- Thursday: 11am – 12pm
- Friday: 10am – 12pm / 1pm – 2pm / 3pm – 4pm

Nga mihi nui,  
Will

On Fri, May 26, 2023 at 4:39 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

So exciting!

Ariki, Samuele and I are currently free (it looks like):

Tuesday 2-4

Friday 3-4

Samuele and I are available Wednesday:

2.30-3.30

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**From:** Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>

**Sent:** Friday, 26 May 2023 4:11 pm

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Subject:** RE: Use of te reo Maori online: 60-min hui to talk through workshop findings

Kia ora Will,

ka pai on this mahi!

I am free most easily Wed 2-4 and Fri 10-12 at this stage.

Nga mihi,

Rowan

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Friday, 26 May 2023 4:03 PM

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>

**Subject:** Use of te reo Maori online: 60-min hui to talk through workshop findings

Kia ora koutou,

This week we completed the workshop, collated the thoughts and reasoning shared as part of the self-led online activities. From there we have completed thematic analysis and synthesised the findings ready to be shared back with you all.

At this point there is very little left in the budget, but we've allocated time to create an executive summary, a mihi to our participants and an or two to share back the report with you and make any miniscule changes before packaging and sharing with you all to do as you see fit.

This will probably take about 60-min with a focus on the workshop findings and I will send through the refined report ahead of time so you have the chance to familiarise yourself with things and make the most of the hui.

Georgia and I are available at the following times next week:

- Monday: 3pm – 4pm
- Tuesday: 2pm – 4pm
- Wednesday: 2pm – 4pm
- Thursday: 11am – 12pm
- Friday: 10am – 12pm / 1pm – 2pm / 3pm – 4pm

If there's a time that suits you best, please let me know and I'll create a calendar booking.

Have a great weekend.  
Aku mihi nui,  
Will

**From:** [Adrian Kingston](#)  
**To:** [William Minty](#)  
**Subject:** Re: Use of te reo Maori online: Access to Google Drive and Miro  
**Date:** Wednesday, 7 December 2022 1:31:33 pm

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Yep I can access both

---

**From:** William Minty <william.minty@idia.nz>  
**Sent:** Wednesday, 7 December 2022 11:04 am  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Subject:** Use of te reo Maori online: Access to Google Drive and Miro  
Morena koutou,

To ensure that we can better participate in the korero and be better equipped for our hui, can you please let me know if you're able to access both [the Google Drive](#) and [the Miro board](#).

Nga mihi nui,  
Will

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#)  
**Cc:** [Belinda Chu](#); [Samuele De Stefani](#); [Sam Minchin](#); [Georgia Gifford](#); [Lewis Johnson](#); [John Moore](#); [Johnson Witehira](#)  
**Subject:** Re: Use of te reo Maori online: Auckland Museum Research  
**Date:** Monday, 12 December 2022 11:04:31 am

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Kia ora ano Adrian,

Thanks for providing us with these useful rauemi, and the pakirehua (question) about which channels to use to promote and distribute the research findings is a good one.

I'll add the suggestions to our Miro board and if we have time we can discuss this later today.

Nga mihi,  
Will

On Fri, Dec 9, 2022 at 1:40 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora koutou

Adam Moriarty from Auckland Museum has got back to me, and shared the research they undertook last year on the IMPACT EVALUATION OF ONLINE CENOTAPH AND COLLECTIONS ONLINE TE REO MAORI TRANSLATION PROJECT. Apologies for yelling. Report attached. Here's a bit more on the project <https://www.aucklandmuseum.com/discover/collections/topics/te-reo>. There's also a xlsx link to the labels and their translations in the blog. Also note, Tracy Maniapoto is mentioned in the blog but I'm not sure how involved she was.

Adam said he's looking forward to seeing the results of our research, and open to joining the collaboration in the future if the opportunity arises.

This also makes me think we should start thinking about how we promote and distribute the research findings, I'm thinking <https://www.digital.govt.nz/>, InternetNZ, National Digital Forum, ARANZ, LIANZA, and Museums Aotearoa would be a good start?

Nga mihi

Adrian

**From:** [Ariki Spooner](#)  
**To:** [William Minty](#); [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#); [Rowan Payne](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** RE: Use of te reo Maori online: Confirmation required – Content for card sort  
**Date:** Tuesday, 16 May 2023 5:29:13 pm

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Kia ora Will

The prompts look nice and clear to me – you guys have done an amazing job already!  
Very keen to see how participants respond to the different levels and types of reo used across various sites.

Aku mihi mahana

Naku noa, na Ariki

---

**From:** William Minty <william.minty@idia.nz>

**Sent:** Tuesday, 16 May 2023 3:46 pm

**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Amber Callanan <amber.callanan@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Ariki Spooner <ariki.spooner@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; Rowan Payne <Rowan.Payne@dia.govt.nz>

**Cc:** Georgia Gifford <georgia.gifford@idia.nz>

**Subject:** Use of te reo Maori online: Confirmation required – Content for card sort

Kia ora ano,

Just following up to make sure that we're all comfortable with the content that has been included for the card sort activity for the upcoming workshop. [See Miro board](#)

The purpose of this activity is to develop an understanding of which content should be translated and/or begin in te reo Maori. We'll be encouraging individuals to prioritise the content based on what is most important to them which we hope will provide you and your organisations with more clarity about what should be focused in the immediate, short term and long term.

If you're not comfortable with what is there, can you please invest some time to adjust these to your tastes and/or book time with me to work alongside you. Always here to support you if you need it.

Aku mihi,

Will

**From:** [Sam Minchin](#)  
**To:** [Adrian Kingston](#); [Belinda Chu](#); [William Minty](#); [Samuele De Stefani](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** RE: Use of te reo Maori online: Discuss research plan, conversation guidelines and consent forms @ Wed, Jan 25, 2023 12:00pm – 12:50pm (GMT+13)  
**Date:** Wednesday, 25 January 2023 12:05:28 pm

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Kia ora Will  
All OK on your end? I'm in the waiting room.  
Nga mihi  
Sam

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**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Wednesday, 25 January 2023 10:47 AM  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[samuele.destefani@tepapa.govt.nz](mailto:samuele.destefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Discuss research plan, conversation guidelines and consent forms @ Wed, Jan 25, 2023 12:00pm – 12:50pm (GMT+13)  
Samuele and I have back-to-back meetings, so although a walk in the sun would be nice, we'll join on Google meet

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**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Sent:** Wednesday, 25 January 2023 10:40 am  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[samuele.destefani@tepapa.govt.nz](mailto:samuele.destefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** RE: Use of te reo Maori online: Discuss research plan, conversation guidelines and consent forms @ Wed, Jan 25, 2023 12:00pm – 12:50pm (GMT+13)  
Hi Will,  
I will be joining by Google Meet.  
Also just a heads up I might have to delegate to one of my team as not sure if I can make it yet.  
Cheers B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 25 January 2023 10:38 am  
**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[samuele.destefani@tepapa.govt.nz](mailto:samuele.destefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Use of te reo Maori online: Discuss research plan, conversation guidelines and consent forms @ Wed, Jan 25, 2023 12:00pm – 12:50pm (GMT+13)  
Morena koutou,  
Firstly, a big thank you to each of you who have made time to add your thoughts to the Workshop Approach draft document. There are some great ideas and suggestions and I look forward to discussing this further together as a ropu later today.  
Secondly, while there is a Google Meet link attached to the tono hui (calendar invitation), if anybody would prefer instead to join us in person at the tari please let us know and we'll make any necessary preparations on our end.  
Hei te 12 karaka, e hoa ma :)  
Nga mihi nui,



Will

**From:** [Belinda Chu](#)  
**To:** [William Minty](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#); [John Moore](#); [Lewis Johnson](#)  
**Subject:** RE: Use of te reo Maori online: Documents for review ahead of our next hui  
**Date:** Tuesday, 24 January 2023 10:52:41 pm

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Hi Will,

Again, this looks very thorough! Nice one team.

I added a few minor comments.

Also with the consent forms, I'm not sure if there is a caching issue but I still can't see a space where the participants sign and acknowledge and give consent?

Cheers B

---

**From:** William Minty <william.minty@idia.nz>

**Sent:** Tuesday, 24 January 2023 2:27 pm

**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>

**Cc:** Georgia Gifford <georgia.gifford@idia.nz>; John Moore <john.moore@idia.nz>; Lewis Johnson <lewis.johnson@idia.nz>

**Subject:** Use of te reo Maori online: Documents for review ahead of our next hui

Ahahi marie,

Hope you're all feeling great after the long weekend.

We're all very excited about the opportunity to reconnect tomorrow and talk more about this important kaupapa.

Ahead of our hui, there are few documents that we'd encourage you to take a look over before we catch up.

- The consent forms: There are a variety of these with subtle differences based on the various groups of people we're looking to speak with. [See consent forms](#)
- A workshop approach: Based on previous korero, we've created a workshop approach that will likely inform and influence the direction of other workshops as well as our 1-to-1 interviews. [See workshop approach](#)

If you have any questions, ideas or suggestions about any of these documents please add them using the Comment tool.

Have a great day and we'll hopefully see you all tomorrow.

Nga mihi nui,

Will

**From:** [Belinda Chu](#)  
**To:** [William Minty](#)  
**Cc:** [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Rowan Payne](#); [Sam Minchin](#); [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** RE: Use of te reo Maori online: Feb 10 – Follow up  
**Date:** Wednesday, 22 February 2023 10:15:08 am

---

Hi will,

Noted. Thanks B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 15 February 2023 2:06 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Lewis Johnson <[lewis.johnson@idia.nz](mailto:lewis.johnson@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Feb 10 – Follow up

Kia ora Belinda,

That's a great idea. With consideration to our key audience groups, do you think that any of the iwi stakeholders or affiliates would also be interested in participating in the interviews/workshops?

Since we last spoke, we booked another internal hui for this coming Monday to continue to review these documents, applying different lenses to highlight any gaps and ensure our confidence moving forward. If you could perhaps hold off on sharing these documents further in the short term, we can make any tweaks and enhancements and then let you know when they're good to go. This could be as early as Wednesday next week.

We've got a while before we begin interviews and workshops so if you'd like to share the interview approach with iwi stakeholders there will be ample elapsed time to review and a bit of budget to factor in potential changes.

Nga mihi nui,

Will

On Tue, Feb 14, 2023 at 4:50 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will,

Just wanted to advise you that I went through the approach with our Chief Archivist, Anahera Morehu and she is keen to share this doc with some of our other iwi stakeholders.

Can you give me a deadlines as to when you'd like feedback on this by- ideally?

Cheers B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 10 February 2023 5:05 pm  
**To:** Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Lewis Johnson <[lewis.johnson@idia.nz](mailto:lewis.johnson@idia.nz)>  
**Subject:** Use of te reo Maori online: Feb 10 – Follow up

Kia ora ano e hoa ma,

Thanks again for making time to get together and discuss the kaupapa.

[@Sam Minchin](#) – Kia piki te ora, e hoa. We hope you and those of your whanau are feeling better soon.

Here is an update based on today's hui.

### **A shift in approach**

Today marked a shift in our approach, as we proposed leading with a series of 1-to-1 interviews in April, followed by workshops in May. [Learn more](#) This was well-received and we're confident that this will allow us to increase the quality of our research engagements and better achieve our goals for this kaupapa.

### **The interview guideline**

As promised, we've prepared an interview guideline for review. This is focused on those from where wananga or where kura and have been designed with both in-person and online delivery in mind. [See Google Doc](#)

Please note, we will take a slightly different approach when speaking with tangata whaikaha.

### **The workshop guideline**

Recognising that this is likely to shift based on interview insights, we've gone ahead and blocked out the workshop guideline based on what we know, and what we discussed earlier in our hui. We've also included the card sort activity. [See Google Doc](#)

### **Next steps**

- Archives NZ, National Library and Te Papa Tongarewa to provide list of content types/collections available on each respective website. These will inform what content is included in the card sort activities. [See Miro board](#)
- Archives NZ, National Library and Te Papa Tongarewa to review interview and workshop guidelines
- IDIA to begin organising a time for our next hui in a separate email.

Kia pai te mutunga wiki, e hoa ma!

Nga manaakitanga,

Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#)  
**Cc:** [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#); [Rowan Payne](#)  
**Subject:** Re: Use of te reo Maori online: Final presentation for review  
**Date:** Friday, 7 July 2023 12:41:56 pm  
**Attachments:** [Use of te reo Māori online – High-level summary report.pdf](#)  
[Use of te reo Māori online – High-level summary report.pptx](#)  
[Use of te reo Māori online – Executive Summary.pdf](#)

---

Kia ora ano,

Here is the updated slide deck exported as both a PDF and a Powerpoint.  
These are also available on Google Slides. [See Google Slides](#)

Additionally, I've attached the Executive Summary as a PDF but this can also be accessed on Google Slides. [See Google Slides](#)

Nga mihi nui,  
Will

On Wed, Jul 5, 2023 at 3:52 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will,

Apologies again for the late response.

Looks good to me happy for you to commence with the minor changes.

Cheers B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 5 July 2023 10:58 am  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** Use of te reo Maori online: Final presentation for review

Kia ora koutou,

We've taken on your feedback and suggestions. [See finalised slide deck](#)

Beyond this, I was wondering how widely the report docs have been circulated already as I recognised some opportunities to better communicate the details of the journey while exploring ways to share this story as part of this week's presentation.

If you like I can add these visualisations and minor copy enhancements, at no charge, later today.

Nga mihi nui,

Will

**From:** [Belinda Chu](#)  
**To:** [William Minty](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#); [Rowan Payne](#)  
**Subject:** RE: Use of te reo Maori online: Final presentation for review  
**Date:** Wednesday, 5 July 2023 3:52:31 pm

---

Hi Will,

Apologies again for the late response.

Looks good to me happy for you to commence with the minor changes.

Cheers B

---

**From:** William Minty <william.minty@idia.nz>

**Sent:** Wednesday, 5 July 2023 10:58 am

**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>;  
Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani  
<Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; Rowan Payne  
<Rowan.Payne@dia.govt.nz>

**Subject:** Use of te reo Maori online: Final presentation for review

Kia ora koutou,

We've taken on your feedback and suggestions. [See finalised slide deck](#)

Beyond this, I was wondering how widely the report docs have been circulated already as I recognised some opportunities to better communicate the details of the journey while exploring ways to share this story as part of this week's presentation.

If you like I can add these visualisations and minor copy enhancements, at no charge, later today.

Nga mihi nui,

Will

**From:** [William Minty](#)  
**To:** [Sam Minchin](#)  
**Cc:** [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Ariki Spooner](#); [Rowan Payne](#); [Georgia Gifford](#)  
**Subject:** Re: Use of te reo Maori online: Follow-up from today's ideation session  
**Date:** Friday, 19 May 2023 1:14:23 pm

---

Kia ora koutou,

A bit of an update heading into Monday's workshop

- As of this moment we've got 10 people who will be involved in our workshop on Monday.
- We're waiting to hear back from another 6 people who have shown interest.
- We're actively looking for others to come along just in case.

Thanks again for reviewing the digitised concepts, providing feedback and ideas for things to explore in the future, and for confirming the content to be included in the card sort activity.

We'll send through another update after the workshop with any immediate high-level takeaways and will then invest time on Tuesday to extend upon our summary report to include the workshop approach and findings.

If you have any questions or concerns, please don't hesitate to reach out.

Nga mihi nui,  
Will

On Thu, May 18, 2023 at 2:07 PM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will

No, let's test what you have done. We can built on it once confirmed as an approach.

Nga mihi  
Sam

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Thursday, 18 May 2023 1:26 pm  
**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Follow-up from today's ideation session

Kia ora koutou,

@Belinda – That's a great shout out and something that should definitely be assessed and evaluated with consideration to [WCAG](#) and Aotearoa's [Digital Accessibility Guides and Standards](#) in greater depth in another phase of mahi.

@Sam – Those additions are likely to take about 2 – 3 hours to roll through each design. Before I do this, are you all comfortable with this investment of time and budget acknowledging there are still a few question marks around the presentation format, the number of presentations etc?

Aku mihi,

Will

On Thu, May 18, 2023 at 11:58 AM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will

Looking good.

I would like to see a couple more design elements included to show how they may work:

- Cards with image/title/text (we all use these quite a lot)
- Images with captions at base of image (fig-cap) rather than on side.

And also an option where the page is fully 2 halves. So the headings and “On this page” are in the column view as well rather than stacked. That would allow me to scan my language.

Cheers

Sam

---

**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>

**Sent:** Thursday, 18 May 2023 10:48 am

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** RE: Use of te reo Maori online: Follow-up from today's ideation session

Hi Will,

The prototypes themselves look fine to me but I can already see there will be some issues from an accessibility perspective with the prototypes - I know this is out of scope for the user research but something our organisations need to be mindful of if we want to be compliant and I have noted these in the comments for Sam and Adrian to see.

Cheers B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Tuesday, 16 May 2023 7:14 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>

**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>;



Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Follow-up from today's ideation session

Kia ora Belinda,

That's no fun! You'll need to quickly create an account to leave comments. From there you can tap C to switch to the Comment tool and begin leaving comments here, there and everywhere. Here's a written tutorial that might help too. [See help docs](#)

Let me know if you experience any other challenges and I'll see what I can do to assist.

Nga mihi nui,

Will

On Tue, May 16, 2023 at 5:09 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

HI Will,

I seem to be experiencing problems adding comments to the figma files help!

B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Tuesday, 16 May 2023 1:57 pm  
**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Follow-up from today's ideation session

Kia ora koutou,

We've done our very best to digitise the ideas that came from the workshop in Figma and have created prototypes to better communicate the intent behind certain concepts.

Follow the links below to jump to specific parts of the experience. You'll need to copy and paste this password to access the designs: **R30M40r1**

- Phased approach

I

- [Phased approach to introducing reo Maori content and building towards a reo e rua experience](#)
- Concept One
  - [Prototype – Large device](#)

- [Prototype – Small device](#)
- Concept Two
  - [Prototype – Large device](#)
  - [Prototype – Small device](#)

If there is any crucial feedback, please use the Comment tool in Figma to share these questions and thoughts. It's very important that we don't agonise over any non-essential aspects at this stage or we still have a workshop to deliver, koha for participants and presentation updates to make.

Nga mihi nui,

Will

On Tue, May 16, 2023 at 10:00 AM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Morena,

Sure thing. Here's a PDF formatted for A4 print.

Nga mihi,

Will

On Tue, May 16, 2023 at 9:13 AM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will

Thanks for these, but could you please share in a more friendly format? JPG / PDF or something like that.

Nga mihi  
Sam

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Monday, 15 May 2023 4:23 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>

**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Use of te reo Maori online: Follow-up from today's ideation session

Kia ora koutou,

A big mihi to Sam for coming through today and being a part of the ideation session. We attempted to run an incredibly short sketch and focused session but still managed to go almost 45min over time due to some passionate discussion during the share back

For transparency, we explored a number of websites to use as a starting point, thinking about complexity of content and variety. In the end we settled with [Tuia Matauranga](#) and took inspiration from a range of different website examples that were presented as printouts.

By the end of it all, we reckon we came away with about 2.5 concepts in total which our team is currently digitising in Figma. We'll aim to share these back for consideration tomorrow.

In the meantime, here are the hua of our efforts.

Aku mihi,

Will

**From:** [William Minty](#)  
**To:** [Sam Minchin](#)  
**Cc:** [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Ariki Spooner](#); [Rowan Payne](#); [Georgia Gifford](#)  
**Subject:** Re: Use of te reo Maori online: Follow-up from today's ideation session  
**Date:** Tuesday, 16 May 2023 10:01:42 am  
**Attachments:** [Ideation session – Mane 15 Mei 2023.pdf](#)

---

Morena,

Sure thing. Here's a PDF formatted for A4 print.

Nga mihi,  
Will

On Tue, May 16, 2023 at 9:13 AM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will

Thanks for these, but could you please share in a more friendly format? JPG / PDF or something like that.

Nga mihi  
Sam

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Monday, 15 May 2023 4:23 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Ariki Spooner <[ariki.spooner@tepapa.govt.nz](mailto:ariki.spooner@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Use of te reo Maori online: Follow-up from today's ideation session

Kia ora koutou,

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In the meantime, here are the hua of our efforts.

Aku mihi,  
Will

**From:** [Sam Minchin](#)  
**To:** [Adrian Kingston](#); [William Minty](#)  
**Cc:** [Belinda Chu](#); [Amber Callanan](#); [Rowan Payne](#); [Samuele De Stefani](#); [Georgia Gifford](#)  
**Subject:** RE: Use of te reo Maori online: Next steps  
**Date:** Wednesday, 10 May 2023 12:59:35 pm

---

And yes from me. And I would like to attend session if possible.

Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Wednesday, 10 May 2023 12:46 pm  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Next steps

Yes from Te Papa

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 10 May 2023 12:40 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Next steps

Kia ora koutou,

Appreciate you all sharing your concerns and weighing the options. We want this to be as successful as possible, however I'm aware that it's important that we balance our ambitions with the time and budget available as we make our way forward.

Am I right in understanding that we're OK to proceed with the recommended approach to evaluating/designing new concepts to explore the simultaneous presentation of te reo Maori and English?

Nga mihi nui,

Will

On Wed, May 10, 2023 at 11:41 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Thanks Sam, it's great one of us can be there

---

**From:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Sent:** Wednesday, 10 May 2023 10:49 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** RE: Use of te reo Maori online: Next steps

Kia ora team

I think I'm an outlier on this (maybe as a non-designer) and like the concept of getting people to respond to designs.

Will - I am keen to attend and will try and organise my calendar to fit with you. These are the times I CANNOT make Thursday 1-2 or 3-4 and Friday 1-2.30.

Nga mihi  
Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Wednesday, 10 May 2023 9:44 am  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Next steps

Yeah I agree with Belinda that leading is a risk, but I also can see, like Belinda, why you'd want to take this approach. I'm also really happy with the outcomes of the first phase, so happy to take a slight risk on the second. And very grateful for the available expertise at IDIA. I'd love to be involved in the design session, but don't really have availability this week, and don't want to slow down the great progress. Let us know how we can help before or after though.

---

**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Sent:** Tuesday, 9 May 2023 7:59 pm  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Next steps

Hi Will,

I'm actually off on sick leave and likely to be off for the rest of the week but wanted to respond to this before you start.

The only concern I have with this approach is that it creates quite a loaded question/s if your already presenting participants with already formed concepts therefore is there a possibility of skewing the results?

I do understand why you're taking this approach though.

Keen to hear what [@Sam Minchin](#) and [@Adrian Kingston](#) think happy to go with the majority on this.

Regards Belinda

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Tuesday, May 9, 2023 5:48:02 PM  
**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>;

Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

Cc: Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Use of te reo Maori online: Next steps

Kia ora koutou,

Thanks again for making time last week to partake in our shareback on the interview findings. Also, we appreciate you bringing in both George and Ariki whose perspectives and feedback were incredibly helpful as we move forward.

### **Recruitment begins tomorrow**

Georgia and I will begin sending out emails tomorrow to begin recruitment for the workshop, which we have scheduled for Monday 22nd May at 9:30am – 11am. To support this, we've created new consent forms that will be sent along to those who are interested in being involved.

### **A change in tact to defining an ideal phased approach to dual-language experience**

Additionally, we have had an internal discussion as to how we might best create an activity that enables workshop participants to imagine and design their own phased approach to an ideal simultaneous display dual-language experience.

With consideration to the workshop duration, and of course the budget, our recommendation would be to generate a few different concepts ahead of time using online content from a website or your choosing before inviting participants to think about what they like and why, what they'd change and for what purpose, and/or use these as inspiration to create their own experience, or direct the design of this experience with support from members of our design team.

Here's a couple of reasons as to why we recommend this approach.

- **Broaden awareness and reduce the likelihood of generating similar concepts**  
At this point we understand that there is a desire for a dual-language experience, however it's likely that by starting from scratch it may result in a number of similar concepts being generated that may not necessarily propel us forward. Instead we might offer some variety to encourage discussion of alternative approaches and look at ways we might enhance these experiences or remix them for an entirely different approach using pens and paper.
- **Not everyone feels confident designing**  
For those that don't feel confident or comfortable designing a digital experience, this enables them to focus on thinking about what works and doesn't work for them and why. These types of insights, when shared with a designer, offer the opportunity to better understand their needs and desires in order to quickly sketch up an alternative informed by their thinking.

As you know, IDIA is passionate about this kaupapa and a handful of designers have offered time to come up with a few concepts. We're looking to timebox this to a 60-min design session inclusive of briefing. If you'd like to be involved in this, let us know and we can send you an invitation. Ideally we'd like to do this in the next 3 days.

### **Card sort refinement**

Beyond this, we'll also tidy up the content for the card sort which will be shared with

each of you to review later this week.

Let us know what you think about what has been proposed above.

Nga mihi nui,

Will



**From:** [Samuele De Stefani](#)  
**To:** [Adrian Kingston](#)  
**Subject:** Re: Use of te reo Maori online: Preferred platform/app for presenting online  
**Date:** Tuesday, 20 June 2023 7:02:21 pm

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Hey. I think we are a little too tight with timing. These things often go overtime with questions etc. maybe we should have 30 min between the two sessions? Also to give a break to the IDIA team?

S.

Get [Outlook for iOS](#)

---

**From:** Adrian Kingston <AdrianK@tepapa.govt.nz>  
**Sent:** Tuesday, June 20, 2023 4:12:53 PM  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; William Minty <william.minty@idia.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>  
**Subject:** Re: Use of te reo Maori online: Preferred platform/app for presenting online  
yes, that's correct. I've got the room from 1 - 4pm, but yeah, some turn around time is a good idea

---

**From:** Belinda Chu <Belinda.Chu@dia.govt.nz>  
**Sent:** Tuesday, 20 June 2023 4:07 pm  
**To:** Adrian Kingston <AdrianK@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; William Minty <william.minty@idia.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>  
**Subject:** RE: Use of te reo Maori online: Preferred platform/app for presenting online

Hi all,

Ok so can we confirm – so I can advise our Leadership team and confirm time and availability.

Leadership team presso – 1:30pm – 2:30pm?

Other 2:30pm – 3:30pm? (I wonder if we don't have this running immediately after the Leadership one just in case it goes over time? How about a start of 2:40pm – I know it's only 10 mins).

I am happy to do an intro

B

---

**From:** Adrian Kingston <AdrianK@tepapa.govt.nz>  
**Sent:** Monday, 19 June 2023 7:54 pm  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; William Minty <william.minty@idia.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>

**Subject:** Re: Use of te reo Maori online: Preferred platform/app for presenting online

Hi all, the room we will be using is set up for Zoom. I can send a link closer to the time. I have confirmed we've got a good chunk of my ELT, and the room confirmed for 7 July, 1.30. And we can have a second session at 2.30, also on zoom, for a wider group. I think we agreed the 1.30 session it would be good to have as many Leaders from the three orgs as possible, so they can all hear questions and answers, from an LT perspective.

Oh, and Samuele and I were talking, and thinking it might be good for Belinda to do the intro/background, as it was she who pulled us all together for this project in the first place. Thoughts?

---

**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>

**Sent:** Friday, 16 June 2023 3:48 pm

**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

**Subject:** RE: Use of te reo Maori online: Preferred platform/app for presenting online

Hi Will ,

I have no preference – which ever one has a ‘beauty filter’ and will make me look good on camera is fine by me.

B

---

**From:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Sent:** Friday, 16 June 2023 2:50 pm

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

**Subject:** RE: Use of te reo Maori online: Preferred platform/app for presenting online

Kia ora Will

Either Teams or Zoom should be fine. I have a personal preference for Zoom, but that’s just me. I don’t think that I responded to the timing thread. Friday 7 July works for the Library. It would be good to get the time confirmed (1.30 or 2.30) for the ELT session so we can get invites into calendars.

Nga mihi

Sam

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Friday, 16 June 2023 2:36 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Subject:** Use of te reo Maori online: Preferred platform/app for presenting online

Kia ora koutou,

I hope you're all well and are ready for the weekend ahead.

Our team are all very excited about the upcoming presentation and we're currently blocking out a presentation structure based on the reverse brief we provided previously.

Apologies, I have a pakerehua that I neglected to ask earlier.

Do we have a preference for which platform/application that will be used to present online? i.e. Zoom, MS Teams, etc. I'm conscious that each has features that can enhance the presentation for both the presenter and the audience.

Nga mihi nui,

Will

**From:** [Belinda Chu](#)  
**To:** [William Minty](#); [Adrian Kingston](#)  
**Cc:** [Amber Callanan](#); [Georgia Gifford](#); [Rowan Payne](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** RE: Use of te reo Maori online: Preparing for future presentations  
**Date:** Tuesday, 13 June 2023 5:07:37 pm

---

Hi will,  
I think this works for our Leadership team.

B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Tuesday, 13 June 2023 10:46 am  
**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>  
**Cc:** Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Kia ora koutou,

Thanks for looking into this, Adrian.

Friday the 7th of July would suit our team best.

Nga mihi nui,

Will

On Tue, 13 Jun 2023 at 10:43 AM, Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora, the following times are free for Te Papa Leadership team, how does this work for Archives, NLNZ and IDIA?

**Monday 3 July – 11:00 to 12:00**

**Friday 7 July – 1:30 to 3:30**

The week after is Matariki, so flat out.

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 9 June 2023 4:00 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Kia ora ano,

Thanks again for making time to add your whakaaro to the document. We'll take these thoughts aside and on Monday morning we'll begin to scope this thing out. You can expect a reverse brief, an estimate for the time required to prepare these presentations and a light delivery timeline by COB on Tuesday.

Kia pai te mutunga wiki!

Nga mihi nui,

Will

On Fri, Jun 9, 2023 at 3:55 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will,

I've added my comments.

Cheers Belinda

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 9 June 2023 1:54 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Kia ora ano,

[@Adrian Kingston](#) Thanks for taking the initiative to check the availability of your ELT and a space to present on-site. We really appreciate it.

Thanks to those of you who found a minute to add your thinking to [the Google Doc](#). For those that have yet to, we'd really appreciate it if you could prioritise this. We'd really like to be able to deliver this to the standard that you and your audience deserve and the first step of this journey towards achieving this is developing an understanding of your expectations and those of your chosen audiences.

Nga mihi nui,

Will

On Thu, Jun 8, 2023 at 10:56 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Thanks Will, pragmatic decision, we'll take a look from our side. I've also asked for someone to find time with our ELT (and a room to host), in the last two weeks of June, as a starting point for coordinating the various parties.

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Thursday, 8 June 2023 10:20 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Morena koutou,

Thanks for letting us know your availability. It seems that it might be challenging to get everyone in the same space at the same time so we've had a bit of a think.

**Slight change of tact**

To ensure that everyone's available and able to add their whakaaro to shape the scope of these presentations, I'd like to propose that instead of hui, we use a Google Doc to begin to collate everyone's expectations. [See Google Doc](#) If you could please prioritise this it would be very much appreciated.

### **Moving forward**

From here we will create a reverse brief, an estimate for the time required to prepare these presentations and a light delivery timeline to ensure there is time to a) create the presentation b) review and refine it, and c) present it accordingly. These will then be shared with each of you for review.

Nga mihi nui,

Will

On Wed, Jun 7, 2023 at 4:43 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Thanks Will. Unfortunately Samuele and I are solidly booked the rest of the week, but are available Tuesday 13<sup>th</sup> 9-11.30, and 1-2

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Wednesday, 7 June 2023 4:31 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>

**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Use of te reo Maori online: Preparing for future presentations

Kia ora koutou,

At the end of last week's hui we briefly discussed a desire to share back the findings more widely. If memory serves, there were two presentations we'd like to prepare for within a fortnight from now.

Presentation One would be leadership focused and would include leadership teams across each organisation. This would be hosted at Te Papa and would be available as a live stream.

Presentation Two would be online and made available to a more general audience.

To ensure these presentations are best suited to your needs and the needs of your audiences, it would be helpful if we could have a 60-min hui to scope these out. This will give us clarity about what you want and why, how we can support this, and how much time will be needed to achieve this.

We can be available online:

- Tomorrow: 9am – 12pm / 1pm – 2pm
- Friday: 9am – 12pm / 1pm – 2pm
- Tuesday: 9am – 12pm / 1pm – 2pm

Let us know if there is a time that suits you best.

Nga mihi nui,

Will

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#)  
**Cc:** [Amber Callanan](#); [Belinda Chu](#); [Georgia Gifford](#); [Rowan Payne](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations  
**Date:** Tuesday, 13 June 2023 10:46:05 am

---

Kia ora koutou,

Thanks for looking into this, Adrian.  
Friday the 7th of July would suit our team best.

Nga mihi nui,  
Will

On Tue, 13 Jun 2023 at 10:43 AM, Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Kia ora, the following times are free for Te Papa Leadership team, how does this work for Archives, NLNZ and IDIA?

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**Sent:** Friday, 9 June 2023 4:00 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

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Kia pai te mutunga wiki!

Nga mihi nui,  
Will

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Hi Will,

I've added my comments.

Cheers Belinda

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 9 June 2023 1:54 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Kia ora ano,

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Nga mihi nui,

Will

On Thu, Jun 8, 2023 at 10:56 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Thanks Will, pragmatic decision, we'll take a look from our side. I've also asked for someone to find time with our ELT (and a room to host), in the last two weeks of June, as a starting point for coordinating the various parties.

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Thursday, 8 June 2023 10:20 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: Preparing for future presentations

Morena koutou,

Thanks for letting us know your availability. It seems that it might be challenging to get everyone in the same space at the same time so we've had a bit of a think.

### **Slight change of tact**

To ensure that everyone's available and able to add their whakaaro to shape the scope of these presentations, I'd like to propose that instead of hui, we use a Google Doc to begin to collate everyone's expectations. [See Google Doc](#) If you could please prioritise this it would be very much appreciated.



## Moving forward

From here we will create a reverse brief, an estimate for the time required to prepare these presentations and a light delivery timeline to ensure there is time to a) create the presentation b) review and refine it, and c) present it accordingly. These will then be shared with each of you for review.

Nga mihi nui,

Will

On Wed, Jun 7, 2023 at 4:43 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Thanks Will. Unfortunately Samuele and I are solidly booked the rest of the week, but are available Tuesday 13<sup>th</sup> 9-11.30, and 1-2

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 7 June 2023 4:31 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Use of te reo Maori online: Preparing for future presentations

Kia ora koutou,

At the end of last week's hui we briefly discussed a desire to share back the findings more widely. If memory serves, there were two presentations we'd like to prepare for within a fortnight from now.

Presentation One would be leadership focused and would include leadership teams across each organisation. This would be hosted at Te Papa and would be available as a live stream.

Presentation Two would be online and made available to a more general audience.

To ensure these presentations are best suited to your needs and the needs of your audiences, it would be helpful if we could have a 60-min hui to scope these out. This will give us clarity about what you want and why, how we can support this, and how much time will be needed to achieve this.

We can be available online:

- Tomorrow: 9am – 12pm / 1pm – 2pm
- Friday: 9am – 12pm / 1pm – 2pm
- Tuesday: 9am – 12pm / 1pm – 2pm

Let us know if there is a time that suits you best.

Nga mihi nui,

Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#)  
**Cc:** [Sam Minchin](#); [Adrian Kingston](#); [Samuele De Stefani](#); [John Moore](#); [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** Re: Use of te reo Maori online: Presentation structure and format  
**Date:** Friday, 13 January 2023 9:10:32 am

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Kia ora Belinda,

Thank you for adding those whakaaro. I've worked them into the document structure.

Nga mihi,  
Will

On Thu, Jan 5, 2023 at 8:11 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will,

I have added some comments to the doc. Apologies for the delay.

Cheers B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Monday, 12 December 2022 4:39 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Cc:** John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Lewis Johnson <[lewis.johnson@idia.nz](mailto:lewis.johnson@idia.nz)>  
**Subject:** Use of te reo Maori online: Presentation structure and format

Kia ora koutou,

Thinking about the final output, I've pulled together some initial whakaaro based on our kick-off hui to get us thinking about the presentation content structure, the format and file types, as well as the channels that might be utilised to distribute and advocate for the research findings (Thanks, Adrian!).

Here is a starter for ten. [See document](#)

I welcome you all to add your thoughts early on so we can better ensure we're writing and design the presentation with everyone's needs and desires at the forefront.

Nga mihi,  
Will

**From:** [Belinda Chu](#)  
**To:** [William Minty](#)  
**Cc:** [Adrian Kingston](#); [Georgia Gifford](#); [John Moore](#); [Johnson Witehira](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** RE: Use of te reo Maori online: Project kick-off hui follow-up  
**Date:** Tuesday, 22 November 2022 7:37:31 pm

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Hi Will,

Looks like you have already made some good progress.

Thank you for the update.

Just a reminder, I am off on leave from tomorrow until next Tuesday.

Enjoy the rest of your week.

Cheers B

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**From:** William Minty <william.minty@idia.nz>

**Sent:** Tuesday, 22 November 2022 5:44 pm

**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>

**Cc:** Adrian Kingston <adriank@tepapa.govt.nz>; Georgia Gifford <georgia.gifford@idia.nz>; John Moore <john.moore@idia.nz>; Johnson Witehira <johnson.witehira@idia.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>; Samuele.DeStefani@tepapa.govt.nz

**Subject:** Re: Use of te reo Maori online: Project kick-off hui follow-up

Kia ora koutou,

I hope we're all having a great start to the week.

Here's a quick update since we last caught up.

### **What's happened?**

- Market research: We've invested time researching multilingual websites from countries such as Canada, Finland, the Philippines, Singapore, and Wales, alongside website examples here in Aotearoa. We focused our attention largely on the GLAM sector and various government departments. This highlighted some of the different tactical approaches to multilingual websites and websites that simultaneously display dual-language content. These will be added to the Miro board later in the week.
- Design and content guideline research: Additionally we've read a number of articles recommending different design and content guidelines to support multilingual digital experiences with consideration to accessibility, SEO etc. These will be added to the Miro board later in the week.
- Delivery timeline: We've made a start on the delivery timeline, however there may be a minor delay on this mahi as we want to ensure our entire project team is available to help shape the approach and help set expectations around key milestones based on availability. We hope to re-engage with this mahi tomorrow.

### **What's next?**

- Regular weekly hui: To ensure we're all paddling in the right direction, we previously decided that it would be valuable to have regular weekly hui running for ~30min a piece. How does 11am – 11:30am every Friday sound? Also, in the spirit of accommodating those living very full (not busy) lives with a lot of kaupapa on the go, how does everyone feel about using Google Meet or Zoom?
- Te Papa – Research: If possible, Adrian and Samuele to share Te Papa's language strategies/standards utilised on the floor as well as any culturally relevant survey feedback and/or prior Maori audience research.
- Reaching on our networks: Johnson to reach out to Tracey Maniapoto regarding the use of te reo in the GLAM sector.

- Delivery timeline: IDIA to propose a delivery timeline and share with the project team for consideration.

Aku mihi,  
Will

On Fri, Nov 18, 2022 at 5:47 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Hi Will,

Great to meet you all to . Thank you for hosting us and for the yummy kai.

This is the researcher undertaking a PHd on (I think) the use of te reo in the GLAMs sector:

<https://www.linkedin.com/in/tracy-maniapoto-29b20730/?originalSubdomain=nz>

And [@Adrian Kingston](#) was going to approach Auckland Museum for their research.

Cheers B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Friday, 18 November 2022 2:08 pm

**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>; Johnson Witehira <[johnson.witehira@idia.nz](mailto:johnson.witehira@idia.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; [Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)

**Subject:** Use of te reo Maori online: Project kick-off hui follow-up

Kia ora koutou,

Thanks again for making time this morning to hui a-tinana at our tari. It was lovely to meet you all in person and broaden our understanding of our collective project goals, hopes and aspirations for this important kaupapa.

#### **What's happened since we last spoke?**

- Google Drive: As promised, I've set up a shared space on Google Drive. You should now have an invitation in your inbox. In the future, this will include things such as research plans, the recruitment matrix, facilitation/conversation guidelines, consent forms and anything else we might need to support each engagement. [See Google Drive](#)
- Miro: Let's continue to use the same Miro board as we continue to collaborate on this kaupapa. [See Miro board](#) Please feel free to add any other thoughts or questions that may have bubbled to the surface after the hui.
- Key resources: While we're primarily looking to utilise the Google Suite and Miro to collaborate, I recognise how challenging it can be to find project resources, whether they're buried in a sea of emails or haphazardly tucked away via other various platforms/services. In an attempt to alleviate this frustration ahead of time, I've created a Google Doc which I'll be adding key resources to. I'll attach this to our calendar invitation and you can bookmark this if you'd like. [See key resources](#)

#### **What's next?**

- Delivery timeline: Early next week the IDIA team will regroup and create a delivery timeline to be shared with you all for discussion and consideration. The delivery timeline will look to outline the various tasks, any hui/workshops, and the milestones we might anticipate in order to support this kaupapa.
- Te Papa – Research: If possible, Adrian and Samuele to share Te Papa's language strategies/standards utilised on the floor as well as any culturally relevant survey feedback and/or prior Maori audience research.
- Archives NZ: If possible, Belinda to share research from Auckland museum and/or link to the post-doctorate research focused on the role of te reo Maori in the GLAM sector.

- Regular weekly hui: To ensure we're all paddling in the right direction, we agreed to that it would be valuable to have regular weekly hui running for ~30min a piece. How does 11am – 11:30am every Friday sound? Also, in the spirit of accommodating those living very full (not busy) lives with a lot of kaupapa on the go, how does everyone feel about using Google Meet or Zoom?

Aku mihi maioha,

Will

**From:** [Sam Minchin](#)  
**To:** [William Minty](#); [Amber Callanan](#); [Belinda Chu](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Rowan Payne](#)  
**Subject:** RE: Use of te reo Maori online: Quick update  
**Date:** Monday, 20 February 2023 4:48:20 pm

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Kia ora Will

Sorry to hear that. Look after yourself and whanau and look forward to seeing you soon.

Nga mihi

Sam

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**From:** William Minty <william.minty@idia.nz>

**Sent:** Monday, 20 February 2023 10:39 AM

**To:** Amber Callanan <Amber.Callanan@dia.govt.nz>; Belinda Chu <Belinda.Chu@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Rowan Payne <Rowan.Payne@dia.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>

**Subject:** Use of te reo Maori online: Quick update

Morena koutou,

Unfortunately over the weekend both of my boys became unwell and by Sunday it was clear that both of them have COVID. With that being said, I will be WFH this week and have requested to reduce my hours across all projects to provide my tamariki with support and assist them with anything that they might need.

I will still be checking my emails throughout the day, so if there is anything you need please feel free to reach out.

Beyond this, we have recently welcomed our new Director of Strategy who has a wealth of experience in co-design, facilitation and kaupapa Maori initiatives. We're thrilled to have her on board and particularly excited about what she can bring to this kaupapa.

I've shared the research plans and conversation guidelines with her and as a result she's asked for the opportunity to take a look at what we're setting out to do and permission to make suggestions/recommendations on how we might enhance what has already been proposed. I think we could benefit greatly from this. We are still tracking well and have plenty of time up our sleeves. We can have an internal hui next week and send through the results as an email or book another hui if that suits you better.

Nga mihi nui,

Will

**From:** [Sam Minchin](#)  
**To:** [Belinda Chu](#); [William Minty](#); [Adrian Kingston](#); [Amber Callanan](#); [Samuele De Stefani](#)  
**Cc:** [Georgia Gifford](#); [Rowan Payne](#)  
**Subject:** RE: Use of te reo Maori online: Regroup to discuss workshop approach refinements @ Tue, Jan 31, 2023 11:00am – 11:50am (GMT+13)  
**Date:** Tuesday, 31 January 2023 11:04:30 am

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Thanks Will.

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**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Sent:** Tuesday, 31 January 2023 10:29 AM  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[samuele.destefani@tepapa.govt.nz](mailto:samuele.destefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** RE: Use of te reo Maori online: Regroup to discuss workshop approach refinements @ Tue, Jan 31, 2023 11:00am – 11:50am (GMT+13)

Hi Will,

Thanks for advising, Sounds exciting!  
Appreciate the hour back in our diaries  
Cheers B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Tuesday, 31 January 2023 10:24 am  
**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[samuele.destefani@tepapa.govt.nz](mailto:samuele.destefani@tepapa.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** Use of te reo Maori online: Regroup to discuss workshop approach refinements @ Tue, Jan 31, 2023 11:00am – 11:50am (GMT+13)

Morena koutou,

Georgia and I have been busy refining the workshop approach, carefully balancing the requirements and our research objectives against the 90min time frame allocated for each session.

While we could proceed with this morning's hui, we feel it would be better to preemptively give you an hour of your lives back and instead invest that meeting time in enhancing the workshop design.

We will share where we get to as soon as we're feeling more confident in the approach and begin booking another hui via a separate email chain.

Nga mihi nui,  
Will

**From:** [Sam Minchin](#)  
**To:** [Belinda Chu](#); [William Minty](#); [Adrian Kingston](#)  
**Cc:** [Amber Callanan](#); [Rowan Payne](#); [Samuele De Stefani](#)  
**Subject:** RE: Use of te reo Maori online: Reverse brief and costing  
**Date:** Thursday, 22 June 2023 3:30:51 pm

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Kia ora Will

I can make 3.30 Thursday as well.

Nga mihi

Sam

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**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Sent:** Thursday, 22 June 2023 3:24 pm  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Subject:** RE: Use of te reo Maori online: Reverse brief and costing

Hi Will,

I can do Thursday from 3.30pm.

Cheers B

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Thursday, 22 June 2023 12:20 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Subject:** Re: Use of te reo Maori online: Reverse brief and costing

Awesome! Do we think we could be available on Wednesday or Thursday for ~60min to discuss this together?

I can be free anytime from 9am – 2pm / 3:30pm – 5:30pm :)

On Thu, Jun 22, 2023 at 11:29 AM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Makes sense thanks Will, we've already had discussions internally about what next steps could look like, but we haven't had those across the group. Happy to have another hui to discuss

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Thursday, 22 June 2023 11:07 am  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Cc:** Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>  
**Subject:** Re: Use of te reo Maori online: Reverse brief and costing

Kia ora koutou!

Just a quick update from our side.

We're currently enhancing the high-level summary report to be better suited for the desired presentation format. The presentation contains all of the findings from the report, but has been adjusted to be more focused, to better highlight each finding, and to more clearly connect the voice of experience to each finding.



We're aiming to have the presentation ready for you to review by COB Monday however there are two areas that might require a little more discussion.

1. Introduction

- We imagine this including a mihi and Belinda's whakaaro about what led to this research, where it sits within the strategy, and what makes this significant.

2. Moving forward

- Given that Te Papa have already begun applying the insights of this research, it could be good to align our thinking about what we think would be appropriate to put forward as recommended next steps.

What do you think?

Nga mihi nui,

Will

On Thu, Jun 15, 2023 at 1:40 PM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Kia ora Adrian,

Thanks for responding on your day off and apologies for the disruption.

IDIA can make a start on this tomorrow.

Aku mihi,

Will

On Thu, Jun 15, 2023 at 1:31 PM Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)> wrote:

Looks good to me, thanks Will. Te Papa is happy to cover the cost of this. I've asked to lock in July 7, 1.30 - 3.30 here.

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Thursday, 15 June 2023 12:38 pm

**To:** Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

**Subject:** Re: Use of te reo Maori online: Reverse brief and costing

Kia ora ano,

Just checking in to see if you have any questions about what has been proposed.

If you're comfortable with what you're seeing, please let me know and we can go from there.

Aku mihi,

Will

On Tue, Jun 13, 2023 at 3:43 PM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Kia ora koutou,

As promised, here is the reverse brief and costing. There is also a suggestion of the necessary timings to ensure there is time to a) create the presentation b) review and refine it, and c) present it accordingly. [See reverse brief and costing](#)

I'm currently on sick leave but will hopefully be in a better state to respond tomorrow.

Nga mihi nui,

Will

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#); [Amber Callanan](#); [Belinda Chu](#); [Rowan Payne](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** Re: Use of te reo Maori online: Reverse brief and costing  
**Date:** Thursday, 15 June 2023 12:39:16 pm

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Kia ora ano,

Just checking in to see if you have any questions about what has been proposed. If you're comfortable with what you're seeing, please let me know and we can go from there.

Aku mihi,  
Will

On Tue, Jun 13, 2023 at 3:43 PM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Kia ora koutou,

As promised, here is the reverse brief and costing. There is also a suggestion of the necessary timings to ensure there is time to a) create the presentation b) review and refine it, and c) present it accordingly. [See reverse brief and costing](#)

I'm currently on sick leave but will hopefully be in a better state to respond tomorrow.

Nga mihi nui,  
Will

**From:** [Belinda Chu](#)  
**To:** [Sam Minchin](#); [Adrian Kingston](#); [William Minty](#); [Samuele De Stefani](#); [Georgia Gifford](#); [John Moore](#)  
**Subject:** RE: Use of te reo Maori online: The summer break  
**Date:** Friday, 9 December 2022 2:35:56 pm

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Me too - 23<sup>rd</sup> Dec – 9<sup>th</sup> Jan

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**From:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Sent:** Friday, 9 December 2022 2:11 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Subject:** RE: Use of te reo Maori online: The summer break  
I'm away from 23 Dec until 9 Jan (or thereabouts).  
Cheers  
Sam

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**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Friday, 9 December 2022 1:44 PM  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: The summer break  
I'm working up to 23<sup>rd</sup> December, then back on 20<sup>th</sup> Jan. I'm already booked for a couple of other workshops during that period though, so happy to come/zoom in if we need to keep things moving.

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 9 December 2022 1:22 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>  
**Subject:** Use of te reo Maori online: The summer break  
Kia ora koutou,  
As we inch closer and closer to Christmas I'm conscious that we've yet to discuss our availability over the next month or so while also acknowledging how this will influence the delivery timeline. Please let us know when you're likely to head away for the summer break and when we might expect to be able to get in touch with you in the new year so we don't accidentally schedule important hui while you're away.  
I'll kick us off! I'm out from Friday 16th December 2022 – Monday 16th January 2023.  
Aku mihi,  
Will

**From:** [Sam Minchin](#)  
**To:** [William Minty](#); [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** RE: Use of te reo Maori online: The week ahead  
**Date:** Monday, 17 April 2023 3:04:27 pm

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Kia ora Will

That is very exciting. I look forward to hearing how things go.

Nga mihi

Sam

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**From:** William Minty <william.minty@idia.nz>

**Sent:** Monday, 17 April 2023 2:57 pm

**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>;  
Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani  
<Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>

**Cc:** Georgia Gifford <georgia.gifford@idia.nz>

**Subject:** Use of te reo Maori online: The week ahead

Kia ora koutou,

Well the moment we've all been waiting for is about to kick-off tomorrow!

#### **This week**

This week from Tuesday to Thursday we'll be facilitating 4 research interviews per day. We've noted that there are a few people who have yet to sign their consent forms, but we're confident that given that we've already booked interview times that this is something that can be worked out on the day. We've also committed to making ourselves outside of usual work hours to better accommodate people, and may extend interviews into next week to ensure we hear from those we'd like to speak with.

#### **Moving forward**

After these interviews have wrapped up, Georgia and I will begin to synthesise the findings to create a high-level summary that will be shared later next week with you all for consideration.

Nga mihi nui,

Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#)  
**Cc:** [Sam Minchin](#); [Amber Callanan](#); [Samuele De Stefani](#); [Georgia Gifford](#)  
**Subject:** Re: Use of te reo Maori online: The week that was  
**Date:** Friday, 28 April 2023 8:17:05 pm

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Kia ora koutou,

OK, sounds like we'll run a couple of hui. We'll also be looking to share the findings with each of you after the hui so you can add any other whakaaro you might have afterwards.

For clarity, I'm on school pick-up on Thursday afternoon so [@Adrian Kingston](#) [@Sam Minchin](#) this hui will need to be online. I hope this doesn't cause you too much inconvenience.

I'll start booking the hui now :)

Aku mihi,  
Will

On Fri, Apr 28, 2023 at 4:14 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

HI Will,

Sounds like maybe I am the blocker happy for you to present to me separately and I can see if our Acting Kaihautu – George Haimona is free.

Tues – thurs 8:30am – 12pm is out for me as I will be in presentations for RFP's during those times. Both George and I look free 2-3pm Wednesday?

Cheers B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 28 April 2023 4:07 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Cc:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: The week that was

Kia ora koutou,

Just following up on this. Thinking collectively, is there any way we can better accommodate Belinda so she can be involved?

An alternative approach could be for me to quickly present back to you, [@Belinda Chu](#), earlier in the week and bring through any of your thoughts and concerns to be shared with the wider group?

What do you all think?

Nga mihi nui,

Will

On Wed, Apr 26, 2023 at 4:22 PM Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)> wrote:

Apologies,

I can't make either of those times – is there another option?

Cheers B

---

**From:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Sent:** Wednesday, 26 April 2023 3:15 pm

**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani

<[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** RE: Use of te reo Maori online: The week that was

Kia ora Will

I am on leave Friday next week, but pretty flexible otherwise. I can definitely make 3.30-4.30 on 4 May. I will invite Rowan and Ruki once time confirmed.

Nga mihi

Sam

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**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>

**Sent:** Wednesday, 26 April 2023 3:08 pm

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Cc:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani

<[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Re: Use of te reo Maori online: The week that was

Kia ora

I've put placeholders in our calendars for:

- Thursday 4th, 330-430
- Friday 5th, 1-2

We'll be bringing along our new Kaitaki Tima Tuhituhi, Ariki Spooner as well.

Nga mihi

Adrian

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Wednesday, 26 April 2023 12:55 pm  
**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: The week that was

Kia ora ano,

We've completed the initial interview phase and have spoken with 11 reo Maori speakers. We are now tidying up the remaining notes and beginning to theme these to be shared.

If possible, we'd like the opportunity to talk you through findings next week if you all are available. This will provide the space to better ask questions and better understand the context of what has been captured, collated and presented back. From there we can begin to discuss what may feel a little less conclusive (think: areas of uncertainty or confidence) and decide how we might use the upcoming 90-min workshop to better understand specific areas of relevance.

We are available for a 60-min hui at the following times:

- Wednesday: 9:30am – 11am / 12pm – 2pm / 3:30pm – 4:30pm
- Thursday: 9:30am – 12pm / 1pm – 2pm / 3:30pm – 4:30pm
- Friday: 9:30am – 12pm / 1pm – 2pm / 3:30pm – 4:30pm

What time suits you best?

Outside of the budget of this kaupapa, we've also developed relationships with a number of accessibility experts with lived experience and they have kindly offered to introduce us to various groups within the disability community. At this point there is a chance that we will be able to engage with tangata whaikaha, but it will be through separate interviews and if this does take place we will bring their voice into the current findings later on. It's highly likely that this will also be included as part of the recommended next steps for further engagement.

Nga mihi nui,

Will

On Mon, Apr 24, 2023 at 3:37 PM William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)> wrote:

Ahiahī marie e hoa ma,

Today we had 3 interviews scheduled. Unfortunately one participant was a no-show, while another has kindly requested to reschedule for tomorrow. On the plus side, we've also had someone else put their hand up to be involved and we're looking to reach out to them on Wednesday.

Should these two interviews go ahead, we'll have spoken with 11 reo Maori speakers.

In the meantime we're cleaning up our notes, bringing these together for thematic analysis and beginning to structure the summary report document to be shared later on. There are already some strong themes emerging. We're also beginning to think about what was less conclusive and coming up with ideas as to what the workshop could focus on.

We'll keep you posted as things progress.

Aku mihi,

Will

On Fri, Apr 21, 2023 at 4:35 PM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

That is exciting. I'm looking forward to hearing more.

Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Friday, 21 April 2023 4:23 pm  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Re: Use of te reo Maori online: The week that was

Great update thanks Will, great to be underway properly. Hope you all have a great weekend

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 21 April 2023 4:19 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>  
**Subject:** Use of te reo Maori online: The week that was

Kia ora koutou,

I hope you've had a great week and have something relaxing planned for the weekend ahead.

Here's a short update on where things are at and where we are heading next.

#### **What happened this week?**

- Georgia, Lewis and I have been hard at work facilitating interviews with a range of reo Maori speakers with different levels of confidence reading and speaking te reo Maori with a myriad of different lived experiences.
- We spoke with 8 reo Maori speakers
- We also spoke with 2 accessibility specialists (we've spoken with 6 in total



now)

- We're currently tidying up these notes and beginning to recognise emerging themes

**What's happening next week?**

- We have 4 more interviews scheduled for Monday.
- We'll continue to refine findings and begin to summarise these to be shared with you all later in the week.
- We'll send out koha.

Nga mihi nui,  
Will

**From:** [Adrian Kingston](#)  
**To:** [Sam Minchin](#); [Belinda Chu](#); [William Minty](#); [Amber Callanan](#); [Samuele De Stefani](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** Re: Use of te reo Maori online: Who to include when we present the findings back  
**Date:** Thursday, 27 April 2023 4:10:22 pm

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I think this might be getting a bit big to useful, it's at 52 people without any Te Papa people! I wonder if there is a way we can cut it down, or maybe think about different presentations for each org (with all of us at each, for cross org representation). I know that's three times the work, but maybe more useful? And I know we haven't budgeted for that Will, but we (TP) could probably top-up to cover the extra time?

Thoughts?

Oh, and at some time we should talk about [NDF](#)

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**From:** Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Sent:** Wednesday, 26 April 2023 5:03 pm  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; William Minty <william.minty@idia.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>  
**Cc:** Georgia Gifford <georgia.gifford@idia.nz>  
**Subject:** RE: Use of te reo Maori online: Who to include when we present the findings back  
Kia ora Will

Sounds like it could get quite big. So hopefully that's OK. But I'm sure all will be really interested. These were the groups I have in mind:

- Wider NLNZ digital team that has been involved in the work in some way (8)
- Maori specialists from across the Library (10)
- Library leadership team (8)
- Services to Schools online team stakeholders (4)

Nga mihi  
Sam

---

**From:** Belinda Chu <Belinda.Chu@dia.govt.nz>  
**Sent:** Wednesday, 26 April 2023 4:29 pm  
**To:** William Minty <william.minty@idia.nz>; Amber Callanan <Amber.Callanan@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Cc:** Georgia Gifford <georgia.gifford@idia.nz>  
**Subject:** RE: Use of te reo Maori online: Who to include when we present the findings back

Hi Will,

Regarding attendance, I would really like to invite:

- Our leadership team (9 Pax)
- Online channels Development group (9pax)
- A couple of people from the digital public service
- Our colleague from Nga Taonga (1 – 2 pax)
- Extend the invite to our Maori advisory committee (need to check on this)

Cheers Belinda

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Wednesday, 26 April 2023 2:05 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>;  
Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani  
<[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>

**Subject:** Use of te reo Maori online: Who to include when we present the findings back

Kia ora koutou,

As per my last email, we've had an exciting week and a half of interviews and we're currently focused on pulling these all together to be shared with you next week.

**Refined timeline for workshop and presentation**

Using the brief moment to bring my head above water, I've enhanced our workshop approach to include timelines and milestones as well as breathing room to collate findings and to allow us time to for review and refinements. [See Miro board](#)

Please add any patai or whakaaro using the Comment tool and I will seek to address this ASAP.

**Action required**

As we continue forward, I'd like to invite you to think about who you would like to be involved when we present back the summary report. At this point we're aiming to present back on the week of the 12th of June, so we might want to begin checking people's availability so we can aim to come to a consensus on what might work best for everyone.

If you have people in mind, please let me know by responding directly to this email.

Aku mihi,

Will

**From:** [William Minty](#)  
**To:** [Sam Minchin](#)  
**Cc:** [Adrian Kingston](#); [Belinda Chu](#); [Samuele De Stefani](#)  
**Subject:** Re: Use of te reo Maori: Elevator pitches  
**Date:** Friday, 13 January 2023 9:11:24 am

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Kia ora koutou,

Thanks to each of you for providing your respective elevator pitches.

[@Sam Minchin](#) Thanks for sharing your internal presentation. It's useful to see what you're already aware of, areas that you're already exploring and reaffirming what we're looking for in this research engagement.

To save everyone the notifications, I'll follow up with you about some of the aforementioned webpages in a separate email.

Nga mihi nui,  
Will

On Mon, Dec 19, 2022 at 4:48 PM Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)> wrote:

Kia ora Will

The best elevator pitch for us is on the About page - <https://natlib.govt.nz/about-us>

The National Library of New Zealand is here to help you access and use the collective knowledge of the nation.

It's our job to collect, connect, and co-create knowledge to power New Zealand.

- **Collect** : New Zealand's documentary taonga in words, sounds and pictures are collected, protected and accessible
- **Connect** : New Zealanders can easily access national and international resources through knowledge networks
- **Co-create** : New Zealanders working together to turn knowledge into value

As a library and as a national institution we are open to one and all, and you can find out more about the role of the Library as defined in the [National Library of New Zealand \(Te Puna Matauranga o Aotearoa\) Act \(2003\)](#).

When showing our websites it would be good to be mindful that we have are all attempting a range of different things to incorporate te reo and improve the experience. Most of these are not on the homepages and may not be easy for you to locate.

I've attached a presentation I gave to our staff to discuss the problem which includes some examples. If its useful I could provide links to different pages on the NLNZ websites.

Nga mihi

Sam

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**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>

**Sent:** Monday, 19 December 2022 2:22 PM

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

**Subject:** Re: Use of te reo Maori: Elevator pitches

Te Papa is New Zealand's national museum, entrusted with the acquisition, care and management of collections across Mātauranga Māori, art, history, culture and the natural environment. The collections are a reflection of New Zealanders' shared history and national identity. Te Papa undertakes Collection Development and research, and provides access to the collections and research through exhibitions, online collection access, public programmes, learning programmes, touring exhibitions, collection lending and by providing access to collections stores. Te Papa also has an international and domestic repatriation programme as well as providing services to the museum sector.

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**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>

**Sent:** Sunday, 18 December 2022 9:56 pm

**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>

**Subject:** RE: Use of te reo Maori: Elevator pitches

Hi William,

We have the following elevator pitch specific to the archives website:

*For information users who are dissatisfied with the user experience our product is a fit for purpose website that provides intuitive access to relevant information . Unlike the current experience our product guides the user to find what they need and presents it in an appropriate way . We will know our impact has been realised when we have an increased satisfaction rating and a reduction in unnecessary staff intervention.*

This one was developed for our organisation and approved by our Leadership team (in 2018 though)

*Archives New Zealand Te Rua Mahara o te Kawanatanga works to ensure effective, trusted government recordkeeping for the benefit of all New Zealanders. We preserve and protect more than seven million official records, from 19th century treaties to 21st century documents and data. Our goal is for all New Zealanders to easily access and use this taonga, connecting you to your rights and entitlements and stories – now and for the future*

*Cheers B.*

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Thursday, 15 December 2022 12:31 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>

**Subject:** Use of te reo Maori: Elevator pitches

Kia ora koutou,

Based on the recruitment matrix and the research objectives we've collectively defined, our team is currently looking at how we might structure each workshop based on the specified audience and our own research goals.

In order to help us gain insights that are suited to effecting change for each of institutions websites we are looking at the idea of including an activity inviting research participants to evaluate each website with a focus on the use of reo Maori, the quality of the whakamaoritanga, as well as its prominence. Additionally this will be an opportunity to better understand which aspects of each digital experience would benefit most from translation mahi.

Before settling into the discussion, we were thinking it might be helpful to provide each group with an elevator pitch of sorts to help quickly familiarise those that might not be immediately aware of what each organisation does and sets out to achieve. We believe that having this context may help us to draw out more relevant whakaaro to each organisation.

Does your organisation have an existing elevator pitch of sorts? If not, thinking about when you meet someone new and they enquire about what you do and where you work, how do you tend to describe your organisation?

Nga mihi nui,

Will

**From:** [Sam Minchin](#)  
**To:** [Adrian Kingston](#); [Belinda Chu](#); [William Minty](#); [Samuele De Stefani](#)  
**Subject:** RE: Use of te reo Maori: Elevator pitches  
**Date:** Monday, 19 December 2022 4:48:16 pm  
**Attachments:** [Te reo Maori on NLNZ websites.pptx](#)

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Kia ora Will

The best elevator pitch for us is on the About page - <https://natlib.govt.nz/about-us>

The National Library of New Zealand is here to help you access and use the collective knowledge of the nation.

It's our job to collect, connect, and co-create knowledge to power New Zealand.

- **Collect** : New Zealand's documentary taonga in words, sounds and pictures are collected, protected and accessible
- **Connect** : New Zealanders can easily access national and international resources through knowledge networks
- **Co-create** : New Zealanders working together to turn knowledge into value

As a library and as a national institution we are open to one and all, and you can find out more about the role of the Library as defined in the [National Library of New Zealand \(Te Puna Mātauranga o Aotearoa\) Act \(2003\)](#).

When showing our websites it would be good to be mindful that we have are all attempting a range of different things to incorporate te reo and improve the experience. Most of these are not on the homepages and may not be easy for you to locate.

I've attached a presentation I gave to our staff to discuss the problem which includes some examples. If its useful I could provide links to different pages on the NLNZ websites.

Nga mihi

Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>

**Sent:** Monday, 19 December 2022 2:22 PM

**To:** [Belinda Chu](mailto:Belinda.Chu@dia.govt.nz) <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; [William Minty](mailto:william.minty@idia.nz) <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; [Sam Minchin](mailto:Sam.Minchin@dia.govt.nz) <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; [Samuele De Stefani](mailto:Samuele.DeStefani@tepapa.govt.nz) <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>

**Subject:** Re: Use of te reo Maori: Elevator pitches

Te Papa is New Zealand's national museum, entrusted with the acquisition, care and management of collections across Mātauranga Māori, art, history, culture and the natural environment. The collections are a reflection of New Zealanders' shared history and national identity. Te Papa undertakes Collection Development and research, and provides access to the collections and research through exhibitions, online collection access, public programmes, learning programmes, touring exhibitions, collection lending and by providing access to collections stores. Te Papa also has an international and domestic repatriation programme as well as providing services to the museum sector.

---

**From:** [Belinda Chu](mailto:Belinda.Chu@dia.govt.nz) <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>

**Sent:** Sunday, 18 December 2022 9:56 pm

**To:** [William Minty](mailto:william.minty@idia.nz) <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; [Sam Minchin](mailto:Sam.Minchin@dia.govt.nz) <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; [Samuele De Stefani](mailto:Samuele.DeStefani@tepapa.govt.nz) <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; [Adrian Kingston](mailto:adriank@tepapa.govt.nz) <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>

**Subject:** RE: Use of te reo Maori: Elevator pitches

Hi William,

We have the following elevator pitch specific to the archives website:

*For information users who are dissatisfied with the user experience our product is a fit for purpose website that provides intuitive access to relevant information . Unlike the current experience our product guides the user to find what they need and presents it in an appropriate way . We will know our impact has been realised when we have an increased satisfaction rating and a reduction in unnecessary staff intervention.*

This one was developed for our organisation and approved by our Leadership team (in 2018 though)

*Archives New Zealand Te Rua Mahara o te Kawanatanga works to ensure effective, trusted government recordkeeping for the benefit of all New Zealanders. We preserve and protect more than seven million official records, from 19th century treaties to 21st century documents and data. Our goal is for all New Zealanders to easily access and use this taonga, connecting you to your rights and entitlements and stories – now and for the future*

*Cheers B.*

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Thursday, 15 December 2022 12:31 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>

**Subject:** Use of te reo Maori: Elevator pitches

Kia ora koutou,

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In order to help us gain insights that are suited to effecting change for each of institutions websites we are looking at the idea of including an activity inviting research participants to evaluate each website with a focus on the use of reo Maori, the quality of the whakamaoritanga, as well as its prominence. Additionally this will be an opportunity to better understand which aspects of each digital experience would benefit most from translation mahi.

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Does your organisation have an existing elevator pitch of sorts? If not, thinking about when you meet someone new and they enquire about what you do and where you work, how do you tend to describe your organisation?

Nga mihi nui,

Will



**From:** [Adrian Kingston](#)  
**To:** [William Minty](#)  
**Cc:** [Tania Gould-Smith](#)  
**Subject:** Re: Use of te reo Maori: Invoices, contracts and all the fun stuff  
**Date:** Thursday, 22 June 2023 3:13:48 pm  
**Attachments:** [Contract for services - Presentation of Te Re Maori Research findings June 2023.docx](#)

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Kia ora, please find attached a contract for services for the additional research presentation phase. I haven't used this particular contract before, and was working off an old copy, so please let me know if there are any changes required. It includes the Purchase Order and Invoicing details.

Nga mihi

Adrian

---

**From:** Adrian Kingston <AdrianK@tepapa.govt.nz>  
**Sent:** Monday, 19 June 2023 1:12 pm  
**To:** William Minty <william.minty@idia.nz>  
**Cc:** Tania Gould-Smith <tania.gould-smith@idia.nz>  
**Subject:** Re: Use of te reo Maori: Invoices, contracts and all the fun stuff  
Yeah lets separate this work off, I'll make a separate PO, and maybe just a really simple statement of work specifically for reporting back? I think it's a significant enough piece of work to justify being additional from the original, but we don't need to over complicate it.

---

**From:** William Minty <william.minty@idia.nz>  
**Sent:** Monday, 19 June 2023 1:06 pm  
**To:** Adrian Kingston <adriank@tepapa.govt.nz>  
**Cc:** Tania Gould-Smith <tania.gould-smith@idia.nz>  
**Subject:** Use of te reo Maori: Invoices, contracts and all the fun stuff  
Kia ora Adrian,

Thanks again for valiantly putting your hand up to cover the presentation costs and accommodate and support us with the delivery of this presentation.

We're very excited about this and I'm currently reworking the findings based on the reverse brief we provided.

Just so we're all in the clear, we probably want to start thinking about invoices, contracts and all the fun stuff.

From what I understand, as per the previous contract, IDIA is already signed up as a vendor/supplier and although the contract wasn't signed specifically by Te Papa, your details were included and DIA signed upon everyone's behalf.

We already have a PO number and an email address (yours) to send invoices and comms, but I thought it best to ask about whether or not what is in place suits you and your organisation best.

If you'd prefer that we fill out another contract with a new PO number, please send it on over and we'll prioritise this this week.

Nga mihi nui,  
Will

**From:** [Adrian Kingston](#)  
**To:** [William Minty](#)  
**Cc:** [Tania Gould-Smith](#)  
**Subject:** Re: Use of te reo Maori: Invoices, contracts and all the fun stuff  
**Date:** Monday, 19 June 2023 1:12:36 pm

---

Yeah lets separate this work off, I'll make a separate PO, and maybe just a really simple statement of work specifically for reporting back? I think it's a significant enough piece of work to justify being additional from the original, but we don't need to over complicate it.

---

**From:** William Minty <william.minty@idia.nz>  
**Sent:** Monday, 19 June 2023 1:06 pm  
**To:** Adrian Kingston <adriank@tepapa.govt.nz>  
**Cc:** Tania Gould-Smith <tania.gould-smith@idia.nz>  
**Subject:** Use of te reo Maori: Invoices, contracts and all the fun stuff  
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Thanks again for valiantly putting your hand up to cover the presentation costs and accommodate and support us with the delivery of this presentation.

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If you'd prefer that we fill out another contract with a new PO number, please send it on over and we'll prioritise this this week.

Nga mihi nui,  
Will

**From:** [William Minty](#)  
**To:** [Rowan Payne](#)  
**Cc:** [Belinda Chu](#); [Sam Minchin](#); [Adrian Kingston](#); [Amber Callanan](#); [Samuele De Stefani](#)  
**Subject:** Re: Use of te reo Maori: Moving forward – Document for review  
**Date:** Monday, 3 July 2023 5:19:44 pm

---

Kia ora ano,

Thanks everyone for making time to look over this. I've made each of the updates now and can add these to the overall presentation deck to be shared with you by COB tomorrow.

Aku mihi,  
Will

On Fri, Jun 30, 2023 at 2:53 PM Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)> wrote:

Likewise, I don't think I have anything to add.

Looking great.

R

---

**From:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>  
**Sent:** Friday, June 30, 2023 2:41 PM  
**To:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** RE: Use of te reo Maori: Moving forward – Document for review

Hi folks.

A bit late in the day here but I have nothing to add on top of what has already been added.

Awesome mahi!

B

---

**From:** Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>  
**Sent:** Friday, 30 June 2023 2:26 pm  
**To:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** RE: Use of te reo Maori: Moving forward – Document for review

Likewise I added a couple of comments.

Thanks Will. It's shaping up well.

Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>  
**Sent:** Friday, 30 June 2023 1:57 pm  
**To:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[Amber.Callanan@dia.govt.nz](mailto:Amber.Callanan@dia.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** Re: Use of te reo Maori: Moving forward – Document for review

I've added a couple of suggestions, otherwise I think it great

---

**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>  
**Sent:** Friday, 30 June 2023 1:00 pm  
**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Amber Callanan <[amber.callanan@dia.govt.nz](mailto:amber.callanan@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>; Rowan Payne <[Rowan.Payne@dia.govt.nz](mailto:Rowan.Payne@dia.govt.nz)>  
**Subject:** Use of te reo Maori: Moving forward – Document for review

Kia ora koutou,

Before this makes its way to the Google Slides presentation, I thought it best I share this as a document so we can refine the concluding together. [See Google Doc](#)

Please add any of your whakaaro and make suggestions for enhancements.

Nga mihi nui,

Will

**From:** [Adrian Kingston](#)  
**To:** [Belinda Chu](#); [William Minty](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#); [John Moore](#); [Lewis Johnson](#)  
**Subject:** Re: Use of te reo Maori: Regarding observers in workshops  
**Date:** Friday, 27 January 2023 3:32:42 pm

---

I agree, Will and Georgia I don't think you could have articulated that much better, and fully I support your stance. If there is some other way we can show our genuine thanks and respect for the time, knowledge and personal perspectives being shared by the participants, we're of course more than willing to do so.

---

**From:** Belinda Chu <Belinda.Chu@dia.govt.nz>  
**Sent:** Friday, 27 January 2023 2:54 pm  
**To:** William Minty <william.minty@idia.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Cc:** Georgia Gifford <georgia.gifford@idia.nz>; John Moore <john.moore@idia.nz>; Lewis Johnson <lewis.johnson@idia.nz>  
**Subject:** RE: Use of te reo Maori: Regarding observers in workshops

Hi Will,

So you didn't like my idea of pretending to be 'tech support?' (just kidding)

I appreciate the thought you and the team have put towards this and your thoughtful response below. I also understand your thinking and agree there is a possibility by our attending it may skew the results, therefore I am good about this and look forward to seeing the results!

Have a great weekend.

Cheers B

---

**From:** William Minty <william.minty@idia.nz>  
**Sent:** Friday, 27 January 2023 2:24 pm  
**To:** Belinda Chu <Belinda.Chu@dia.govt.nz>; Adrian Kingston <adriank@tepapa.govt.nz>; Samuele De Stefani <Samuele.DeStefani@tepapa.govt.nz>; Sam Minchin <Sam.Minchin@dia.govt.nz>  
**Cc:** Georgia Gifford <georgia.gifford@idia.nz>; John Moore <john.moore@idia.nz>; Lewis Johnson <lewis.johnson@idia.nz>  
**Subject:** Use of te reo Maori: Regarding observers in workshops

Kia ora koutou,

Yesterday our team set aside some time to have a wananga about the idea of inviting project members to participate as observers in the upcoming workshops and/or interviews. One of the purposes that was mentioned regarding the presence of an observer was to provide context on the project if needed by participants.

While there have been instances in the past where we have had project members in our workshops, and in some situations lead these workshops, it has been due to rather unique circumstances often influenced by the project member's role, abilities and the deep connection and relationships they held with the key audience groups.

We are often involved in kaupapa due to our ability to create and operate within environments

that are grounded in the principles of Kaupapa Maori practice. We reflected on our own lived experiences, our own practices working within a Kaupapa Maori framework and what we're looking to achieve on this kaupapa. To best create a space that is mana enhancing for our participants, we would recommend against bringing in observers.

Bringing in silent observers often creates a power dynamic that can negatively impact research engagements, sometimes inadvertently creating discomfort for people, or intimidating or influencing participants to respond in a way that aligns more with what they might think we want to hear. As a result of this, the data we gather may lose some of its integrity and create a dynamic where it is difficult for us to appear as neutral to the participants.

We believe it's important that we create a safe space to wananga that is conscious of culture and language trauma, and feel that our whakapapa and our similar lived experience both as Maori and as second language learners will be advantageous increasing our ability to relate with participants, build rapport, and support the type of space we believe to be conducive for having a discussion about te reo Maori and its significance as a language that is in the revitalisation stage due to the impacts of colonisation. From experience, we know that cultural nuance and trauma-informed skills will be required to navigate this space, which is another reason why we need to be extra mindful about the environment we are creating.

Nga mihi nui,  
Georgia and Will

**From:** [Sam Minchin](#)  
**To:** [Adrian Kingston](#); [Belinda Chu](#); [William Minty](#); [Samuele De Stefani](#)  
**Cc:** [Georgia Gifford](#); [John Moore](#); [Lewis Johnson](#)  
**Subject:** RE: Use of te reo Maori: Regarding observers in workshops  
**Date:** Friday, 27 January 2023 4:23:12 pm

---

Kia ora ra korua Will and Georgia

Thanks for your thoughtful response. You make a really good agreement and makes total sense to me.

I think a worthwhile discussion.

Nga mihi

Sam

---

**From:** Adrian Kingston <[AdrianK@tepapa.govt.nz](mailto:AdrianK@tepapa.govt.nz)>

**Sent:** Friday, 27 January 2023 3:33 PM

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

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**Subject:** Re: Use of te reo Maori: Regarding observers in workshops

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---

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**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>; Lewis Johnson <[lewis.johnson@idia.nz](mailto:lewis.johnson@idia.nz)>

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Cheers B

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**From:** William Minty <[william.minty@idia.nz](mailto:william.minty@idia.nz)>

**Sent:** Friday, 27 January 2023 2:24 pm

**To:** Belinda Chu <[Belinda.Chu@dia.govt.nz](mailto:Belinda.Chu@dia.govt.nz)>; Adrian Kingston <[adriank@tepapa.govt.nz](mailto:adriank@tepapa.govt.nz)>; Samuele De Stefani <[Samuele.DeStefani@tepapa.govt.nz](mailto:Samuele.DeStefani@tepapa.govt.nz)>; Sam Minchin <[Sam.Minchin@dia.govt.nz](mailto:Sam.Minchin@dia.govt.nz)>

**Cc:** Georgia Gifford <[georgia.gifford@idia.nz](mailto:georgia.gifford@idia.nz)>; John Moore <[john.moore@idia.nz](mailto:john.moore@idia.nz)>; Lewis Johnson <[lewis.johnson@idia.nz](mailto:lewis.johnson@idia.nz)>

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Nga mihi nui,  
Georgia and Will

**From:** [Belinda Chu](#)  
**To:** [John Moore](#)  
**Cc:** [Sam Minchin](#); [Adrian Kingston](#)  
**Subject:** Signed contract  
**Date:** Tuesday, 1 November 2022 6:31:01 pm  
**Attachments:** [Contract for services - DIA Te Papa - IDIA\\_signed.pdf](#)

---

Kia ora John,

Apologies for the delay, please find attached the signed contract for services.

We are happy to process the payment in 3 stages of s 9(2) if you like, then we can split the costs between the 3 organisations.

Please let us know how you would like to proceed next,

Cheers B

**Belinda Chu**

Acting Director – Digital Delivery

Service Manager – Online Channels

Archives New Zealand Te Rua Mahara o te Kāwanatanga

Address: 10 Mulgrave Street, Pipitea, Wellington 6011

Web: [archives.govt.nz](http://archives.govt.nz)

Phone: +s 9(2)(a)



# Use of te reo Māori online

Executive summary

Paraire 07 Hūrae 2023

# Executive summary

## Research overview

### Purpose of the engagement

Archives New Zealand, The National Library, and Te Papa Tongarewa are committed to increasing visibility of te reo Māori and access to taonga Māori across their websites. They have engaged Indigenous Design and Innovation Aotearoa (IDIA) to help them understand how to approach the usage and presentation of te reo Māori across their digital channels to create a welcoming and mana-enhancing experience for reo Māori speakers with varying levels of proficiency.

### Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.
- Understand the level of reo Māori that best suits different learning levels.
- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand the quality of whakamāoritanga expected, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### Who we spoke with

- Māori tertiary students spanning a range of ages including rangatahi, pakeke and kaumātua at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

### Research approach

- One-to-one interviews
- One workshop/wānanga with self-led digital activities

# Executive summary

## Key findings

### Priority content for translation

- Headings, labels, and navigation
- Kaupapa Māori content that focuses on or references Māori historical events, tūpuna, and taonga and for all things fall into the realm of mātauranga Māori and te ao Māori
- Educator resources to support teachers in recentering histories and narratives regarding te ao Māori.

### Considerations when translating

- Where applicable, begin with whakaaro Māori to avoid sounding too Pākehā
- Ensure high-quality, grammatically correct translations
- Use the most obvious translation of content for greater accessibility
- Avoid excessive use of embellishments to improve understanding
- Use conversational language and common kupu

### The significance of an āhua Māori

Māori desire to see themselves and their Māoritanga reflected in the experience, and feel most comfortable when there is a more obvious āhua Māori to the website consisting of reo Māori and imagery relating to or expressing aspects of te ao Māori.

- Indicators that this is a Māori-friendly space
  - Visual cues such as bilingual signage or posters, menus etc.
  - Imagery which includes Māori interacting in uniquely Māori ways
  - Audible cues such as music or sounds of te taiao
  - Toi Māori, whakairo or kowhaiwhai, and the presence of taonga Māori
  - The types of people who are present and the types of kaupapa
  - The use of te reo Māori

*You don't know how empty you are until you've experienced what it's like to be full. For reo itself, but also to be in a reo environment.*



*If I visit any site, being able to see myself visually represented is important to me. So the graphics are very important to me. If it has the reo, I can feel the āhua of the site, and understand that “OK, this is a safe space for me to move into and to navigate with our Māori worldview as well”.*



# Executive summary

## Key findings

*When we privilege and normalise te reo in those spaces, we can do a lot of healing in terms of fixing that narratives that says te reo is not relevant. We can start healing racism if we gently place it in their environment, and hopefully bring others into our spaces.*

”

*If you go for something like this, you make it much more accessible to somebody that's learning te reo Māori. I might challenge myself first to read it in te reo Māori, and if I get a little bit caught out, I can just look right there. It just creates a space for everybody to be learning.*

”

## The amount of te reo Māori content and its presentation

- While rumaki reo experiences were considered the ultimate future goal by First Language Speakers and proficient Second Language Learners, all speakers recognised the immediate value of a dual-language approach which prominently simultaneously displays te reo Māori and English alongside one another.
- A simultaneous dual-language approach offers many benefits. This approach:
  - caters to reo Māori speakers of varying levels of familiarity, confidence and understanding of te reo Māori.
  - better supports learning and reclamation of reo Māori.
  - provides an opportunity to apply and test knowledge and understanding of te reo Māori.
  - creates an opportunity to discover new kupu, sentence structures and ways to communicate ideas and ways of thinking.
- Invites those that are curious about te reo Māori to engage and learn at their level of understanding.
- Phased approach to achieve reo e rua and rumaki experience was understood but a very strong desire to simply start with reo e rua experience.
- The dual-language approach was appreciated and seen as an invitation for non-Māori to engage with te ao Māori through te reo.

# Executive summary

## Recommendations

Prototype, test and evaluate ideal online reo Māori experiences with a broader segment of our wider community to ensure an accessible and more inclusive digital experience for those accessing your digital services.

- Speak directly with whānau hauā/tāngata whaikaha to understand how appealing the proposed experience is, create new concepts if required, and learn how to enhance the experience to be even more accessible to a wider audience
- Digitise concepts with a focus on accessibility and responsive design and evaluate the prototypes with Pākehā, Tauīwi, and Tāngata Tiriti

# Use of te reo Māori online

Executive summary

Paraire 07 Hūrae 2023



# Executive summary

## Research overview

### Purpose of the engagement

Archives New Zealand, The National Library, and Te Papa Tongarewa are committed to increasing visibility of te reo Māori and access to taonga Māori across their websites. They have engaged Indigenous Design and Innovation Aotearoa (IDIA) to help them understand how to approach the usage and presentation of te reo Māori across their digital channels to create a welcoming and mana-enhancing experience for reo Māori speakers with varying levels of proficiency.

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# Executive summary

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*When we privilege and normalise te reo in those spaces, we can do a lot of healing in terms of fixing that narratives that says te reo is not relevant. We can start healing racism if we gently place it in their environment, and hopefully bring others into our spaces.*



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- Speak directly with whānau hauā/tāngata whaikaha to understand how appealing the proposed experience is, create new concepts if required, and learn how to enhance the experience to be even more accessible to a wider audience
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# Use of te reo Māori online

High-level summary report  
Wenerei 26 Mei 2023

# He mihi

E te hunga e kaingākaunui ana ki tō tātou reo rangatira me ngā tikanga, tēnā rā koutou.

Mokori anō kia rere ngā mihi whakamānawa ki a koutou i tau ai ki tō mātou taha ki te kōrero mō ō koutou whakapapa me ō koutou haerenga ako, ki te huritao ki te mahi a ō tātou tūpuna, ki te whakaputa i ngā whakaaro hei tārai i te ara ki anamata.

Ko te tūmanako, mā ēnei kōrero e puta ai he rautaki he mahi hoki kia whakapikitia te reo, kia whakawhānuitia te reo kia noho ai te reo Māori hei reo matua mō te tini me te mano.

E kore te puna o mihi e mimiti mā koutou.

# Contents

- The beginning
- What we wanted to better understand
- Our interviews
- Observations and findings from our interviews
- The workshop
- Observations and findings from our workshop
- Moving forward

# The beginning

## The background of this kaupapa

To support the goal of having one million reo Māori speakers by 2040, Archives New Zealand, The National Library and Te Papa Tongarewa are continuing to deepen their commitment to increasing visibility of te reo Māori and access to taonga Māori across their websites.

As part of this commitment, Archives New Zealand, The National Library and Te Papa Tongarewa want to learn how best to approach the usage and presentation of te reo Māori across each of their digital channels (i.e. websites, social media) to create an experience that is both welcoming and mana enhancing.

Indigenous Design and Innovation Aotearoa (IDIA) has been engaged to help these institutions better understand what a great te reo Māori experience could look like, based on the expectations of reo Māori speakers with varying levels of confidence, experience and proficiency when engaging with reo Māori content.



# What we wanted to better understand

## Research objectives

Before we began our interviews, we co-created a number of research objectives.

- Understand the significance of te reo Māori to different people.
- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.
- Understand the level of reo Māori that best suits different learning levels.
- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand how people are developing their knowledge of te reo Māori.
- Understand the quality of whakaMāoritanga expected, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the importance and expectation of including content that acknowledges reo ā-iwi, mita, and rohe/iwi specific kupu, kīwaha and kīanga as part of the experience.

# Our interviews

# Who we spoke with

## BACKGROUND

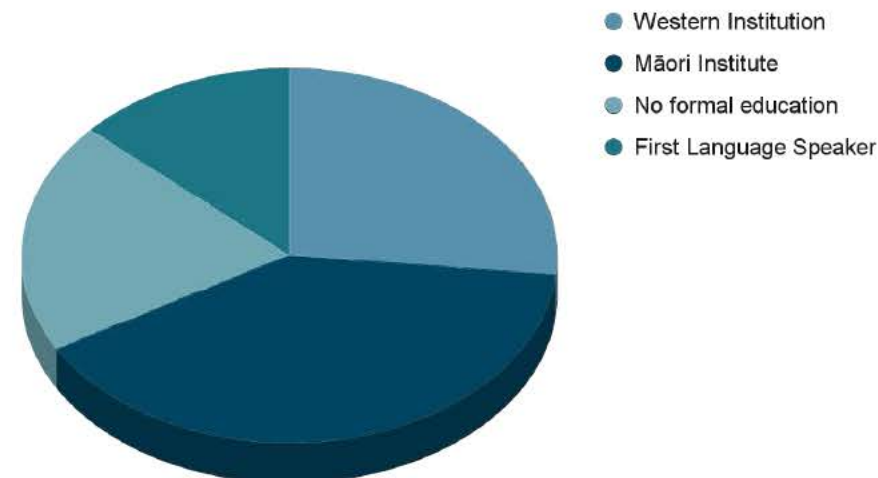
We facilitated 12 one-to-one interviews with reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi, pakeke and kaumātua at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

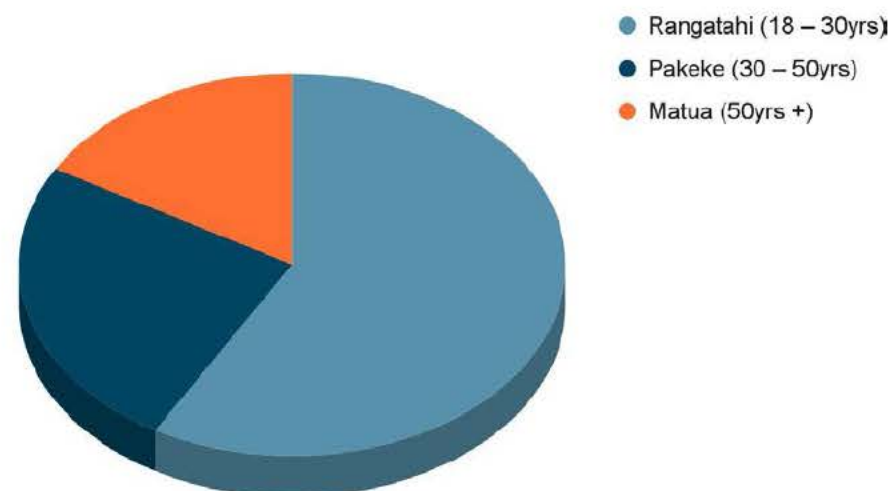
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups



# Our approach

## Interview approach

We facilitated 12 one-to-one interviews with a number of tāngata Māori with various familiarity and confidence speaking te reo Māori, who had grown up with te reo in the household or on the marae, who had come through kura, or were developing their reo Māori by attending whare wānanga, night classes or kura reo.

These ran for ~45-min and took place online over video call and in-person at our office. The interviews were focused yet colloquial and were delivered in a way that was mana-enhancing in an environment that we designed to feel safe, free and supportive.

## Interview focus

- Understanding of people's relationship with te reo Māori
- Evaluating existing digital reo Māori experiences and recognising what makes for a welcoming reo Māori experience

## Desired output

A benchmark outlining the qualities of what a great reo Māori website looks like

# Our approach

OUR APPROACH

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Selected websites for evaluation

OUR APPROACH

## Te Taura Whiri i Te Reo Māori

### What sets it apart

- A largely rumaki Māori experience with a language toggle enabling people to access an English language experience instead.
- Āhua Māori including photography, patterns etc.



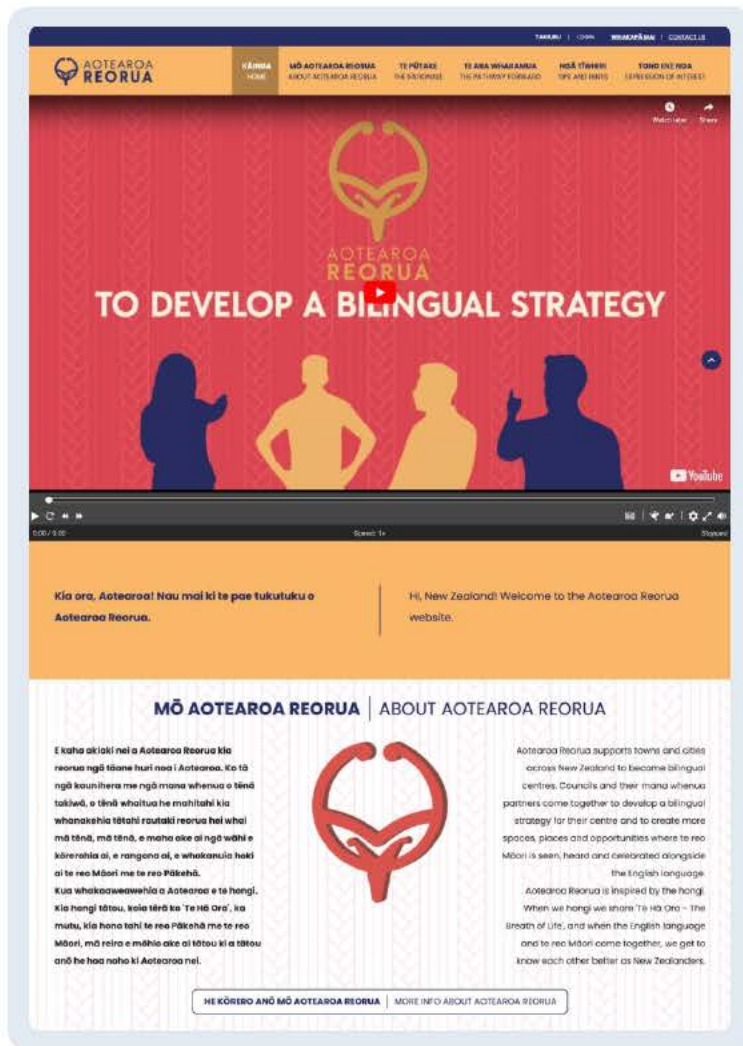
# Selected websites for evaluation

OUR APPROACH

## Aotearoa Reorua

### What sets it apart

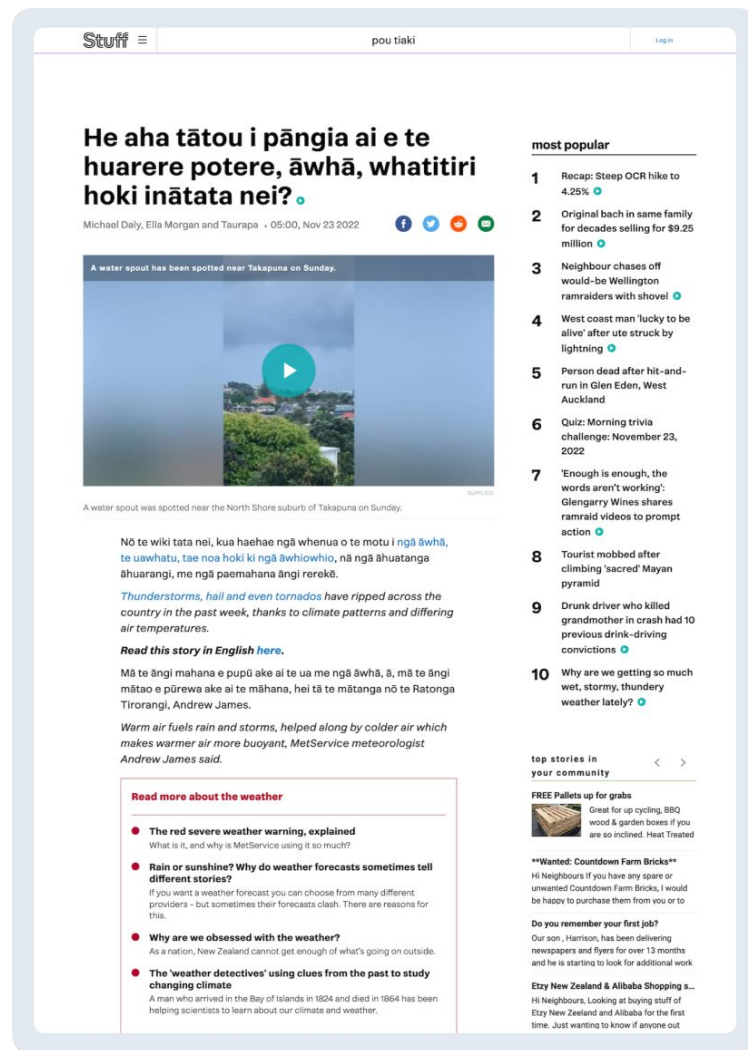
- Simultaneous side-by-side dual-language display of te reo Māori and English for headings, navigation and large blocks of body copy.



# Selected websites for evaluation

OUR APPROACH

## Stuff – Pou Tiaki



## What sets it apart

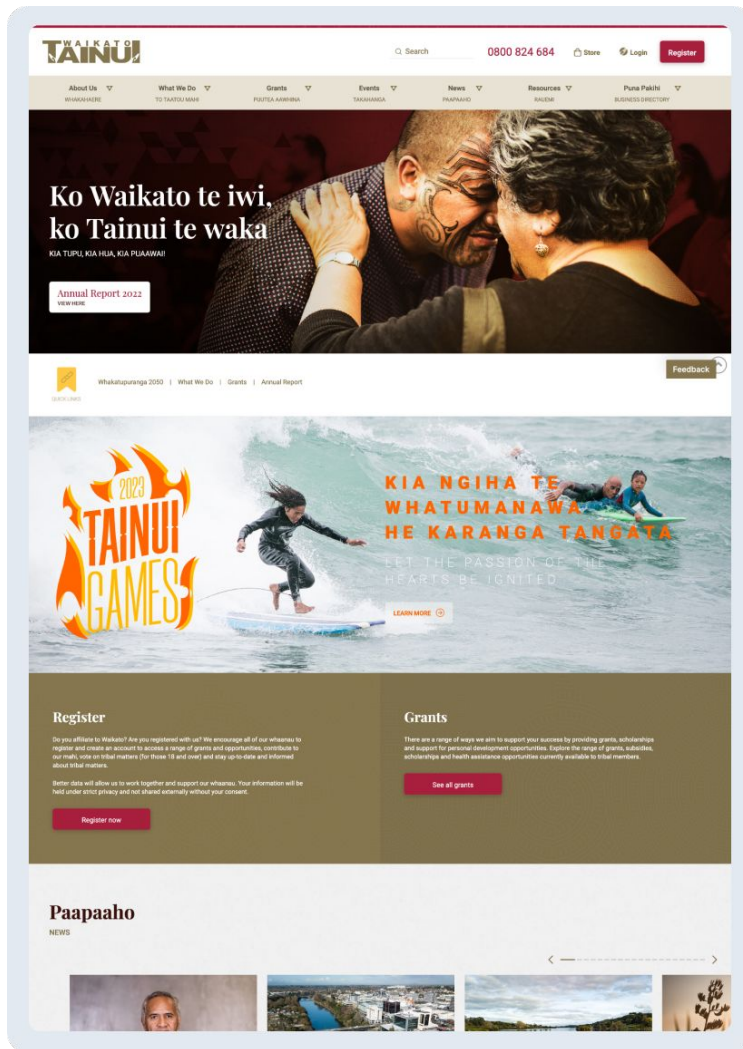
- Reo Māori headings
- Simultaneous dual-language display of te reo Māori and English for large blocks of body copy. Eg. first paragraph is presented in te reo Māori, the following paragraph provides an English translation.



# Selected websites for evaluation

OUR APPROACH

## Waikato Tainui



## What sets it apart

- Dual-language headings
- Kupu Māori interspersed throughout
- Āhua Māori including photography, patterns etc.

# Observations and findings from our interviews

A high-level overview

# Observations and findings

## Research objectives

- Understand the significance of te reo Māori to different people.
- Understand how people are developing their knowledge of te reo Māori.

Te reo Māori is of great significance to all speakers regardless of how matatau they are in the reo.

They are actively reaching on a number of resources, people, and spaces to further their knowledge of te reo Māori and develop their connection to their culture. Some of these include language books, social media and podcasts, ondemand TV, enrolling in formal learning environments and returning home to speak with kaumātua and whanaunga.

You don't know how empty you are until you've experienced what it's like to be full. For reo itself, but also to be in a reo environment.

Te reo has made me the person I am today. It has shifted me from being painfully shy to - just a little bit shy.

In terms of oranga, I feel like reo is the thing that gives me the most oranga - ā-hinengaro, ā-wairua, ā-putea! It's all of it.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Despite a strong desire to actively develop their understanding of te reo Māori and confidence to kōrero, all participants recognised that there are very few spaces that invite them to be authentically Māori and that it was often up to them to seek out or create spaces to kōrero and share whakaaro Māori.

**My place is definitely myself. I have to create that environment for myself because only I have the power.**

**I went to this one cafe and it had this big massive sign and it was like English names of coffee and te reo Māori names. And it wasn't like that small little print, like that tokenistic translation. And I was like "this is mean as".**

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Reo Māori speakers often rely on cues, both visual and audible, that encourage them to feel welcome to be authentically Māori and that their reo and culture was valued.

Māori desire to see themselves and their Māoritanga reflected in the experience, and feel most comfortable when there is a more obvious āhua Māori to the website consisting of reo Māori and imagery relating to or expressing aspects of te ao Māori.

If I visit any site, being able to see myself visually represented is important to me. So the graphics are very important to me. If it has the reo, I can feel the āhua of the site, and understand that “OK, this is a safe space for me to move into and to navigate with our Māori worldview as well”. So even if I don’t have the reo, it is still very important that this space feels welcoming to me as Māori.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

**There are a number of ways to communicate the importance and value of ahurea Māori**

Indicators that this is a Māori-friendly space

- Visual cues such as bilingual signage or posters, menus etc.
- Audible cues such as music or sounds of te taiao
- The types of people who are present and the types of kaupapa
- Toi Māori, whakairo or kowhaiwhai, and the presence of taonga Māori
- Being approached by people in te reo Māori can also make the space feel comfortable to kōrero Māori.

For example at the museum - if they have a Māori song playing, even just the instrumental - that can be encouraging to kōrero Māori.

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### Photographs offer a powerful way to personalise the digital experience

Photographs offer a powerful way to personalise the digital experience and help Māori see themselves reflected in the experience creating a space that feels safe and welcoming to tāngata Māori.

This is particularly impactful when imagery includes interactions between Māori of different generations or unique and relatable Māori interactions such as hongis. Additionally, including images of taonga Māori and toi Māori work to support the idea that the space is welcoming to Māori and encouraging of Māori to engage fully as Māori.

**I love the imagery, I know straight away that I'm in a Māori place.**  
(In reference to Te Taura Whiri's website)

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### **Explore the use of patterns, motifs and other media**

Use of relevant imagery such as photos, patterns or motifs as well as motion graphics and video are particularly crucial when developing an āhua Māori that is engaging for Māori audiences.

### **Māori typefaces have the potential to imbue the reo with familiar qualities from te ao Māori**

Māori typefaces that have qualities reminiscent of toi Māori or whakairo Māori such as TWOA's Uhi are highly recognisable to tāngata Māori and offer another way to develop a space with an āhua Māori that is welcoming to tāngata Māori.

If there's Māori imagery or I can see te reo Māori, that will encourage me [to engage in Māori]. If the organisation has a Māori name, that might also be another signal.



# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

## Te reo Māori content should be presented prominently

- All participants expected that the te reo Māori content would be displayed first, either from top to bottom or left to right. They also expected that it would be visually distinguishable to clearly indicate its importance and value.
- All participants expected headings and navigation items to be offered in te reo Māori. Additionally, they indicated a preference to see Māori titles displayed first, followed by their English equivalents.

**When we privilege and normalise te reo in those spaces, we can do a lot of healing in terms of fixing the narrative that says te reo is not relevant. We can start healing racism if we gently place it in their environment, and hopefully bring others into our spaces.**

# Observations and findings

## Research objectives

- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### Focus on whakaMāoritanga for kaupapa Māori.

The kaupapa of the translation should be relevant to Māori and have a Māori focus and should not be done just for the sake of having it in te reo Māori, at least in the very first instance.

Use te reo Māori when talking about Māori historical events, tupuna, and taonga and for all things fall into the realm of mātauranga Māori.

If you're talking about a Māori historical event, if it's talking about a Māori tupuna or an event that happened to/for/by Māori, like if they're talking about The Battle of Moremonui; Te reo Māori.

If it was a Māori taonga, I would prefer the Māori explanation and whakapapa of that taonga to be written in Māori first.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### **The benefits of having a unique Māori voice and perspective**

Beyond translation there is the opportunity to introduce a unique Māori perspective. This is particularly important when presenting kaupapa Māori, but equally important for content that is of relevance or may impact iwi Māori.

Māori translation offers a great teaching opportunity to bring in the Māori worldview and a unique Māori perspective to information and stories that are relevant to Māori. By offering a different perspective, the translation can avoid being just a repetition of the same story in English but something more.

This is a great teaching opportunity. It's almost like in education, where they smashed out the science syllabus in te reo, and it was simply a transliteration. So all those things within te ao Māori, where they could have included kai moana, they could have done fishing techniques, all those types of things that could have been incorporated were not because it was simply a translation from the English to te reo Māori.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Begin with whakaaro Māori**

All participants requested that where possible, begin with a whakaaro Māori to avoid sounding too obviously Pākehā.

### **High-quality translation is a must**

Reo kia tika - grammatically correct, high quality translation

### **Use the most obvious translation**

Use the most obvious translation of the content, not in a way that's inaccessible to the average learner.

### **Avoid the temptation to embellish**

Avoid excessive use of kupu whakanikoniko (embellishments) when writing content as it can make it challenging for readers to understand and may require them to use a dictionary, revert to English, or leave the website to find a translation all which can diminish the user experience.

## Research objectives

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### **Aim to use conversational language and common kupu**

All participants indicated a preference for the use of conversational language and accessible vocabulary and suggested the use of simpler, everyday language and accompanied by explanations for less common kupu and phrases. This is particularly important when considering writing or translating content focused on very specific of niche subject matter where the terminology used is more relevant to a particular area.

# Observations and findings

## Research objectives

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- Understand the level of reo Māori that best suits different learning levels.

**There was an overwhelming desire from Second Language Speakers to see simultaneous display of both te reo Māori and English sitting alongside one another.**

It provides them with an opportunity to apply their knowledge of te reo Māori, to test their understanding, as well as a way to discover new kupu and recognise new sentence structures and ways of communicating ideas.

## Research objectives

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- Understand the level of reo Māori that best suits different learning levels.

### **A learning opportunity and a more engaging experience**

Participants felt that displaying reo Māori content on the left invited them to read in Māori first, offering a learning opportunity to explore their own understanding of the language and the content.

By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encountered an unfamiliar kupu Māori, they would quickly scan the English content without having to use a dictionary or search for the translation.

This approach negates the need for participants to seek out the language toggle, revert to English, and then scroll back down the page searching for what they recognised to be the English equivalent.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

Especially when you have bilingual pānui, your fluency can be at zero when you're reading this. I personally wouldn't read pānui like this because of my upbringing. I always had thought that reo Māori pānui are cop-outs for people that don't have fluency. But if your target is to reach people, you can reach absolutely everybody [with this approach] because you have translations for every single kupu Māori.

For me, if there is a kupu that I'm less familiar with, I can find it straight away rather than reverting to English or linking out, which we probably don't want people to be doing, we want them to be as engaged as possible.



## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

## Benefits of simultaneous display of both languages

All participants noted the many benefits of taking this approach regardless of language proficiency

- Caters to reo Māori speakers of varying levels of familiarity, confidence and understanding of te reo Māori
- Better supports learning and reclamation of reo Māori
- Provides an opportunity to apply and test knowledge and understanding of te reo Māori
- Provides an opportunity to discover new kupu, sentence structures and ways to communicate ideas and ways of thinking
- Invites those that are curious about te reo Māori to engage and learn at their level of understanding.

# Observations and findings

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

The use of reo e rua, it's just so useful for people who are on that journey in terms of making sense of certain rerenga and kupu being used in different contexts.

If you go for something like this, you make it much more accessible to somebody that's learning te reo Māori. I might challenge myself first to read it in te reo Māori, and if I get a little bit caught out, I can just look right there. It just creates a space for everybody to be learning.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

“It makes it difficult for me to want to even try to read the whole thing in Māori.”

**Alternating between languages when presenting larger amounts of text content is challenging to engage with forcing reo Māori speakers of all levels to mentally switch in and out of whakaaro Māori.**

While all participants saw the value in the side by side approach, they openly shared their disapproval of a vertically stacked alternative when provided with an example.

The side-by-side approach allows reo Māori speakers to read the content in one long column with our disruption from English words and ways of thinking.

When thinking about responsive design patterns to ensure a mobile-friendly experience, some participants indicated that they would prefer that all Māori content was grouped together, and all English content was grouped together below. It should be noted that this makes it difficult to employ the aforementioned learning strategy and would require further exploration and evaluation to feel confident proceeding with this approach.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**While rumaki reo experiences were considered the ultimate future goal by First Language Speakers and proficient Second Language Learners, all speakers recognised the immediate value of a dual-language approach**

For First Language Speakers and Second Language Learners with a stronger grasp of the reo, rumaki reo experiences were most desirable providing an experience that enabled them to stay thinking in te reo Māori without disruption from English content.

However, these same speakers highlighted the value of a simultaneous display dual-language approach that afforded them the same benefits as those still developing their reo in the way that they can easily double-check their understanding of a less familiar kupu without needing to open Te Aka in another tab, or reach for a dictionary.

# Observations and findings

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

In a perfect utopian world where everyone with a drop of Māori in them could kōrero Māori, it would all be in te reo. Mō te tangata tino kaingākau ki te reo Māori, ka noho tēnā hei kai mōna i te ao i te pō."

End goal should be rumaki experiences; a working goal.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Less proficient speakers are not intimidated by rumaki reo experiences provided there is a language toggle to revert to English**

One behaviour that stood out was that all Second Language Learners would happily begin their experience in a rumaki reo space without fear or intimidation and would treat this as a learning opportunity. Knowing that they could easily toggle to English if and when required.

**If I am going to a website with a reo Māori and an English portal, I will go to the reo Māori portal as my own challenge, to see how far I can go. And will revert to the English portal if and when I need to. It's learning tool to be able to do that.**

# The workshop

# Who we spoke with

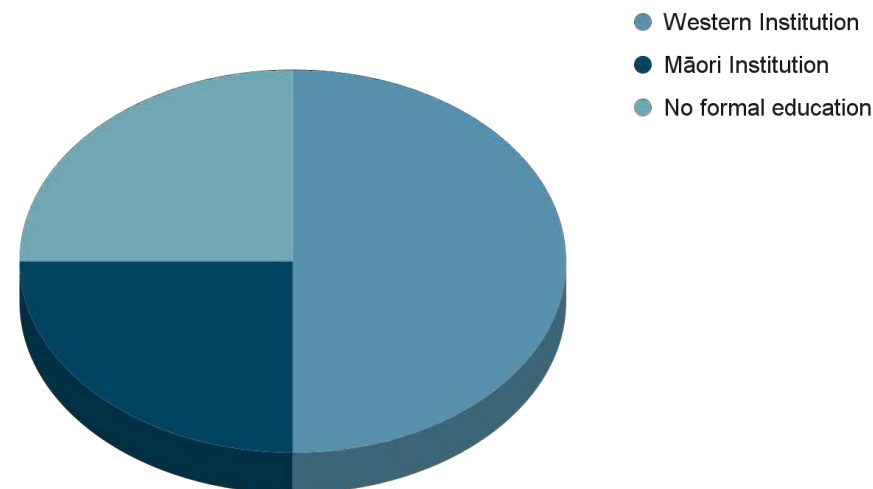
## We spoke with a 10 reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi and pakeke at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

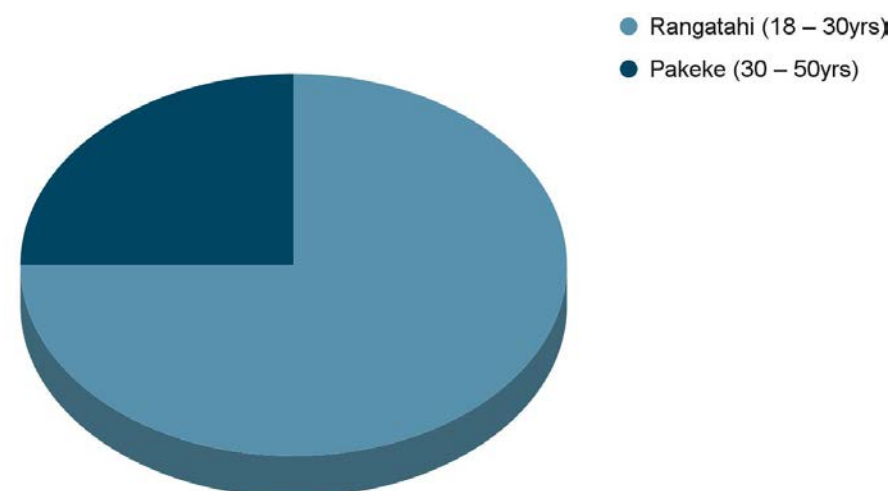
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups





# Our approach

## Workshop approach

We organised a workshop to explore some of the less conclusive aspects of the interviews, to prioritise content for translation and to evaluate a concept for a responsive simultaneous dual-language experience and phased approach to delivery.

We invited a number of tāngata Māori with various familiarity and confidence speaking te reo Māori and had a wānanga about each of the aforementioned focal points.

This wānanga ran for ~120-min and in-person at our office. For those that were unable to attend, we provided a digital self-led alternative consisting of

with two activities; one focused on prioritising content for translation, and another for evaluating the phased dual-language approach.

For those that were eager to participate but were unable to attend, we created individual digital self-led activities using Miro boards. There were two activities: one focused on prioritizing content for translation, and another on evaluating the phased dual-language approach.

## Workshop focus

- Understand where translation mahi can have the most impact over time
- Evaluate concept for a simultaneous dual-language experience and a potential phased approach to achieving this

## Desired output

- A refined benchmark
- A priority order for translation efforts
- A clearer direction as to how to best present reo Māori content online

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Observations and findings from our workshop

A high-level overview

# Prioritising content for translation

## Card sort activities

We invited reo Māori speakers to think about the which website content was most important to be translated in the immediate, short and long term.

They were presented with content from 3 websites; Archives New Zealand, Papers Past and Te Papa. From here we asked that they prioritise translation efforts based on what was most important, quite important and less important to them.

While each participant had ended up at one of the websites in some capacity at some point in time, it is worth noting that they are not heavy users of the websites and were largely looking at the online experiences with fresh eyes.

Going into this engagement we had anticipated that it might be challenging for participants to understand the depth of content available on each website and the relevance or potential relevance they might be for them. This turned out to be true as few of the participants understood the purpose of each website or the abundance of content available when accessing them.

This might suggest that there would be value in dedicating more focused time to better understand the impact of reo Māori content on individual websites.

# Translation mahi for Archives New Zealand

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/headings
- Labels
- Constitutional document pages
- Services for iwi
- National war art collection
- About page
- Plan your visit
- What we have
- Collections
- Events
- Exhibitions

### Quite important

- News/updates
- Blog articles
- Resource guides
- Search
- Filters/sort options
- Links and buttons

### Less important

- Visit a Reading Room
- Managing information
- Help with your Research
- Contact page

# Translation mahi for Papers Past

OUR APPROACH

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/headings
- Labels
- Homepage
- Pages about Māori taonga e.g. Ngā tānga reo Māori page
- About page

### Quite important

- Website alerts
- Filters/sort options
- Links and buttons
- Help popups

### Less important

- Help page
- Contact page
- Terms and conditions

# Translation mahi for Te Papa Tongarewa

## Prioritised content for translation

### Very important

- Titles/headings
- Navigation
- Labels
- Homepage
- About us
- Repatriation pages
- Educator resources
- Our strategy
- Event information
- Kids and Family at home activity
- Links and buttons
- Online collections
- Exhibition information
- How to care for taonga
- Press releases
- Statutory documents

### Quite important

- Object labels (item details), object descriptions (Overview)
- Exhibition information
- Web hub master pages
- Web hub content pages

### Less important

- Getting here
- Search tips

# General findings for card sort activity and discussion

## General findings

### **Translation of headings, labels and navigation improves scannability and wayfinding**

In terms of accessibility, a dual-language approach to headings, labels, and navigation is preferred. This not only suggested the organisation's value of the reo, but also improved scannability for reo Māori speakers and enhanced their ability to navigate the website.

### **Dual-language logos are appreciated and often expected**

Dual-language logos are appreciated when expressing value of te reo Māori and a commitment to Te Tiriti. Although it was noted that a change in the organisation's name and/or logo should only come about after organisational change.

From what i know and have seen, the National Library holds a lot of documents, pikitia and pukapuka etc that are really insightful in deeper research about Māori figures and events in te ao Māori, so I think it would be nice to see a bit of a rebrand in their logo to reflect their housing of knowledge.



# General findings for card sort activity and discussion

## General findings

### **The integration of te reo and ahurea Māori in public spaces helps to ensure the success of Maihi Karauna for Tauwi and Māori**

One of the goals of Maihi Karauna is to ensure that by 2040, 1 million New Zealanders value te reo as a key part of our nation. Participants expressed that a reo e rua approach enables content to be fully accessible and is perhaps less intimidating than a rumaki (full immersion) experience - not only for Tauwi, but also for tangata Māori who are yet to connect with te reo.

Legislative change was highlighted as part of the long-term vision, however at this point we're focussing on the things we can do to begin to better support hapori Māori.

Te Papa is so important as an entity to be a platform for the education of tauwi to learn and understand Māori culture, even if it's only slightly. I think only having content/kaupapa available in te reo Māori could actually work against these efforts.

Having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities.

# General findings for card sort activity and discussion

## General findings

I don't want to say that providing information of any sort in te reo Māori is the only way to encourage Māori engagement and recognition of the services provided by Archives NZ (and other entities), but having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities

### **Right now it's key to focus translation efforts on kaupapa Māori**

This includes writings about Māori history and historical events, taonga Māori, ahurea Māori, and te ao Māori. There is also an opportunity to provide a Māori perspective to Aotearoa history that may currently be told from a predominantly Pākehā perspective.

### **All future content should be translated**

While we focused on existing website content, there was an expectation that anything that was deemed relevant to tāngata Māori and te ao Māori.

### **Educator resources should be available in te reo Māori to support teachers**

Participants highlighted the importance of educators and the essential role they play in re-centering histories and narratives regarding te ao Māori. It was deemed vital that to provide access to high-quality resources to support teachers to achieve this and that these resources should be offered in te reo Māori as there is a clear opportunity to whakamana the language in schools across the country.

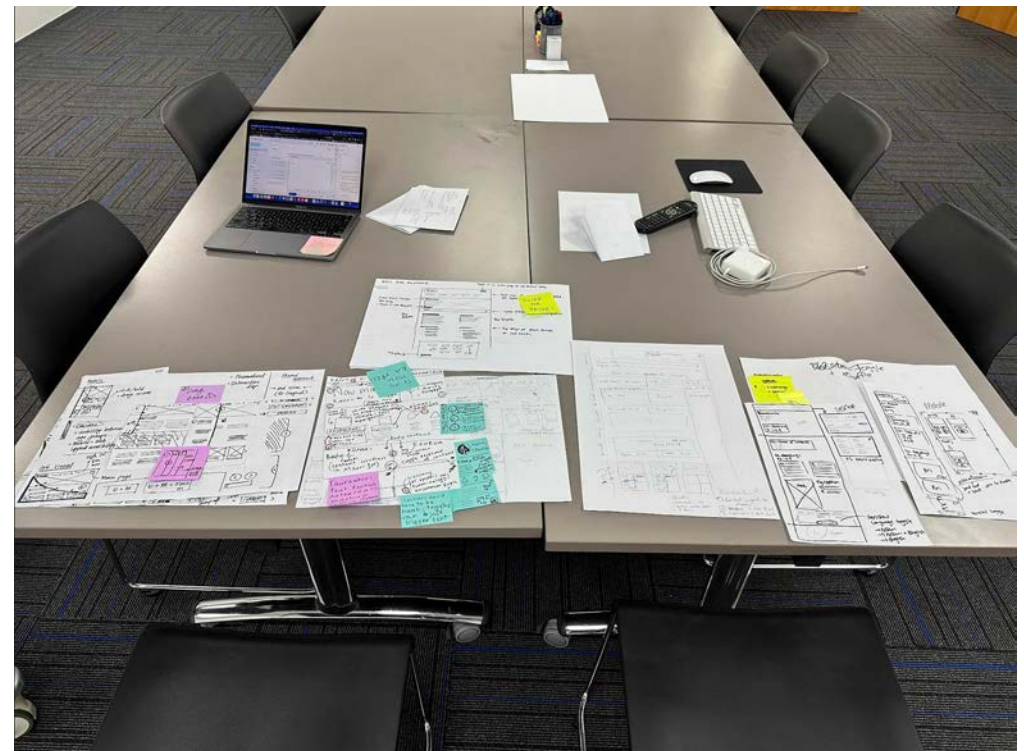
# Evaluating a dual-language experience

## Design evaluation activity

After completion of the interview phase, it became abundantly clear that there was a strong desire to see both te reo Māori and English content presented side-by-side.

This approach provided a natural opportunity to develop one's reo, and reduced the need to toggle between languages and/or navigate to Te Aka to understand the meaning of unfamiliar kupu Māori. It is also inline with the bilingual signage approach from [Te Puni Kōkiri](#).

Taking cues from the interview findings, IDIA and the project team ran an ideation session to explore what a responsive dual-language experience might look like and how we might take a phased approach to transition from a predominantly English experience to a dual-language experience to a rumaki reo one.



# Taking a phased approach

OUR APPROACH

Exploring how we can best present reo Māori content

## Current state

Largely English experiences with very little reo Māori content available or whakaaro Māori included as part of the digital experience.

## Phase One


Introduce dual-language titles, headings, and navigation.

## Phase Two

Build upon Phase One and introduce more prominent reo Māori content displayed alongside English with the option to toggle between English and Māori too.

## Phase Three

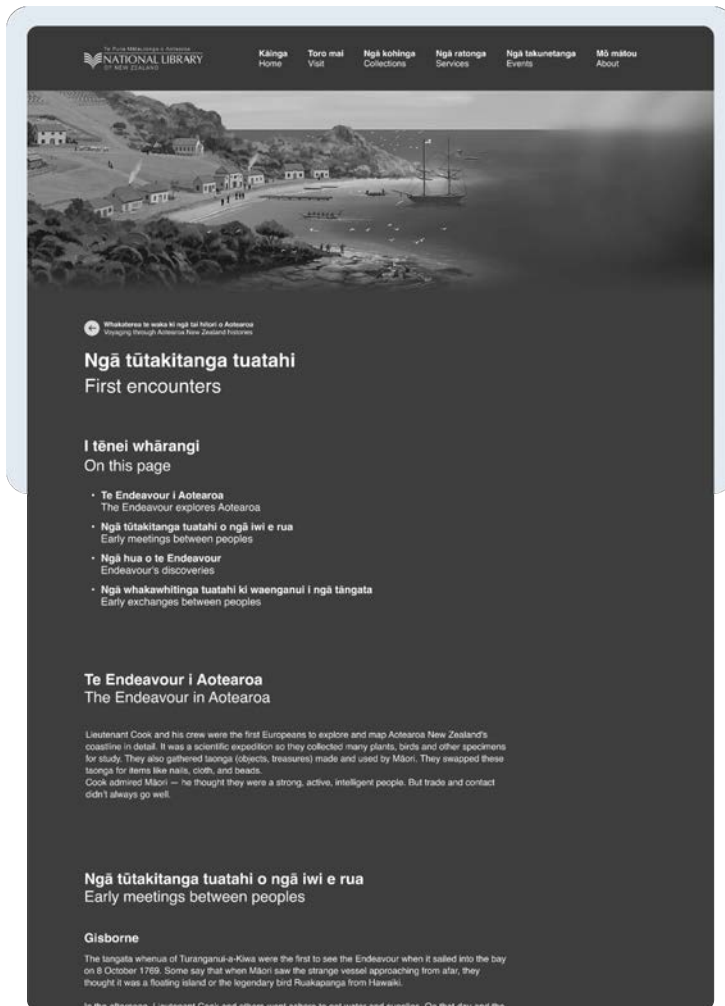
A fully immersive reo Māori experience.



We are largely here at this point

# Concepts for evaluation

## Phase One



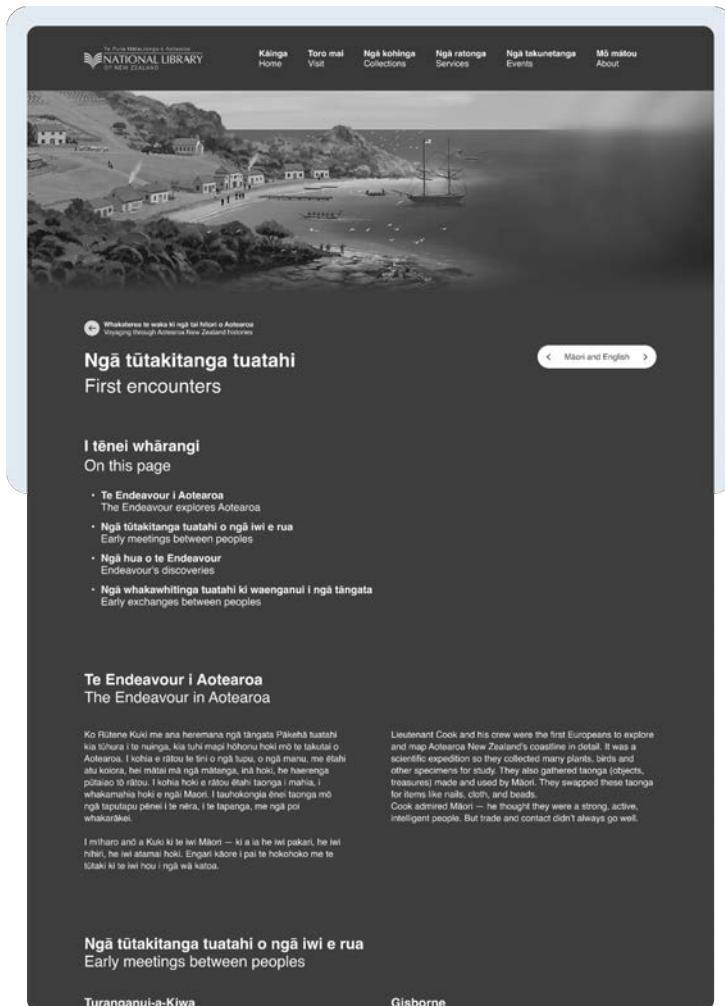
## Phase One: Dual-language titles, headings, and navigation

This phase is still a largely English language experience however we begin to introduce dual-language headings, labels, breadcrumbs etc to improve scannability and navigation for reo Māori speakers.

Reo Māori is displayed first (top to bottom, left to right) and is visually distinguishable from English to communicate its value and to invite readers to engage with reo Māori.

# Concepts for evaluation

## Phase Two



## Phase Two: Reo e rua experience

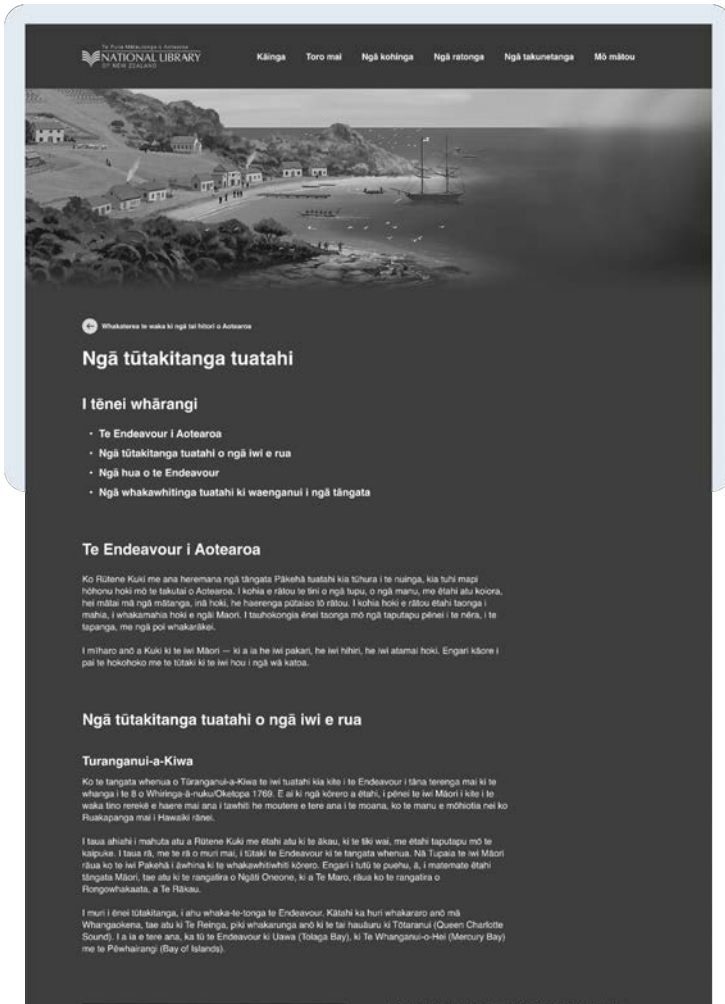
Phase Two builds on the efforts made during Phase One and takes things one step further displaying reo Māori article content alongside English.

By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encounter unfamiliar kupu Māori, they can quickly scan the English content without having to resort to using a dictionary or search for the translation.

Phase Two also introduces a toggle enabling users to toggle between dual display of te reo and English, Māori and English. Dual language display would be the initial default, however the user's preference would be recognised, stored and respected when they return to the website.

# Concepts for evaluation

## Phase Three



## Phase Three: Rumaki reo experience

A togglable immersive reo Māori experience where all content is available in te reo Māori.

## General findings

### **There was unanimous support and enthusiasm for the simultaneous reo e rua design.**

As recognised during the interviews, the learning opportunity that use of reo e rua provides remains a strong reason for this preference. The way that te reo Māori is visually distinguished and displayed first (top to bottom, left to right) successfully communicated the deliberate prioritisation and appreciation of te reo Māori.

Participants appreciated taking a dual-language approach to navigation, headings, labels etc as part of Phase One (card sort activity) and responded positively when te reo Māori was made prominent and consistently presented.

Participants also appreciated the dual-language approach to body content as part of Phase Two and understood that the need for the phased approach came about due to resources/investment rather

than the number of kaiwhakaMāori available to do the work.

### **A reo e rua approach offers an invitation to non-Māori to draw nearer to te ao Māori.**

Deliberate elevation and increased exposure to te reo Māori was seen to as a welcoming invitation to tāngata Tiriti and tauwi whānau who may be navigating or curious about navigating through te ao Māori by engaging with te reo.



# Evaluating a reo e rua experience

## General findings

People understood the phased approach and the benefit of each phase while also recognising the effort involved.

Slowly increasing te reo Māori on a website is great! It's a gradual change that takes into consideration frequent users of the website but also those operating on the back end. A website change is huge, let alone adding a new language so this considers everyone interacting with the website and allows for everyone to get familiar with the new norms of the website first.

Despite understanding the phased approach, there were many who would prefer a leap from Phase One to Phase Two sooner rather than later.

Some suggested a dual-language approach might be reduce a more adverse response from non-Māori and might maintain inclusivity.

I think it's a nice way to do it if there is concern that people will react too strongly to going straight to Phase Three (rumaki reo experience)

# Evaluating a reo e rua experience

## General findings

### **It will be important to prototype and test a mobile experience more extensively.**

While the experience for larger devices was very well-received, there was slight uncertainty about the experience for smaller devices.

They liked the idea of being able to jump between reo Māori and English content blocks, but were unsure how this experience might feel if they were really in a research mindset, which is a fair and astute thing to recognise.

### **There's room to better communicate the value and the function of the language toggle.**

They also suggested there could be value in heightening people's awareness of the language toggle from the get-go. It was suggested that an overlay, a quick walk-through or a spotlight approach could be a start for first-time visitors of the websites.

It was also noted that this could be a persistent element which was ever present as the user engaged with the website.

# Moving forward

Recommended next steps

# Beyond the workshop

Thinking about what could be further explored to enhance the experience and who could be brought along on this journey in the future

**Prototype, test and evaluate ideal online reo Māori experiences with a broader segment of our wider community to ensure an accessible and more inclusive digital experience for those accessing your digital services.**

While we've already evaluated some initial concepts with speakers of te reo Māori, and these were well-received, there were aspects of the responsive experience for smaller devices that could benefit from additional exploration and enhancement. There may be more to be done to feel confident and reassured to move forward into a production environment where there may be cross-website or cross-organisation impact.

From this point, we would recommend:

- Speak directly with whānau hauā/tāngata whaikaha to understand how appealing the proposed experience is, create new concepts if required, and learn how to enhance the experience to be even more accessible to a wider audience
- Digitise concepts with a focus on accessibility and responsive design and evaluate the prototypes with Pākehā, Taiwi, and Tāngata Tiriti

25% of our general population identifies as being disabled, within this, tāngata whaikaha (Māori from the disability community) make up 26% of Māori in Aotearoa.

Any public communications made by Government need to meet digital accessibility guidelines, and within the context of the use of te reo Māori online, it is essential that we engage and collaborate with tāngata whaikaha to ensure success.

**All government entities have obligations to Te Tiriti and to the recognition of our language as a taonga. What can be done in that space to whakamana?**

# Ngā mihi maioha

# Use of te reo Māori online

High-level summary report  
Wenerei 26 Mei 2023

# He mihi

E te hunga e kaingākaunui ana ki tō tātou reo rangatira me ngā tikanga, tēnā rā koutou.

Mokori anō kia rere ngā mihi whakamānawa ki a koutou i tau ai ki tō mātou taha ki te kōrero mō ō koutou whakapapa me ō koutou haerenga ako, ki te huritao ki te mahi a ō tātou tūpuna, ki te whakaputa i ngā whakaaro hei tārai i te ara ki anamata.

Ko te tūmanako, mā ēnei kōrero e puta ai he rautaki he mahi hoki kia whakapikitia te reo, kia whakawhānuitia te reo kia noho ai te reo Māori hei reo matua mō te tini me te mano.

E kore te puna o mihi e mimiti mā koutou.

# Contents

- The beginning
- What we wanted to better understand
- Our interviews
- Observations and findings from our interviews
- The workshop
- Observations and findings from our workshop
- Moving forward



# The beginning

## The background of this kaupapa

To support the goal of having one million reo Māori speakers by 2040, Archives New Zealand, The National Library and Te Papa Tongarewa are continuing to deepen their commitment to increasing visibility of te reo Māori and access to taonga Māori across their websites.

As part of this commitment, Archives New Zealand, The National Library and Te Papa Tongarewa want to learn how best to approach the usage and presentation of te reo Māori across each of their digital channels (i.e. websites, social media) to create an experience that is both welcoming and mana enhancing.

Indigenous Design and Innovation Aotearoa (IDIA) has been engaged to help these institutions better understand what a great te reo Māori experience could look like, based on the expectations of reo Māori speakers with varying levels of confidence, experience and proficiency when engaging with reo Māori content.

# What we wanted to better understand

## Research objectives

Before we began our interviews, we co-created a number of research objectives.

- Understand the significance of te reo Māori to different people.
  - Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.
  - Understand the level of reo Māori that best suits different learning levels.
  - Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
  - Understand how people are developing their knowledge of te reo Māori.
- Understand the quality of whakaMāoritanga expected, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
  - Understand the importance and expectation of including content that acknowledges reo ā-iwi, mita, and rohe/iwi specific kupu, kīwaha and kīanga as part of the experience.

# Our interviews

# Who we spoke with

## BACKGROUND

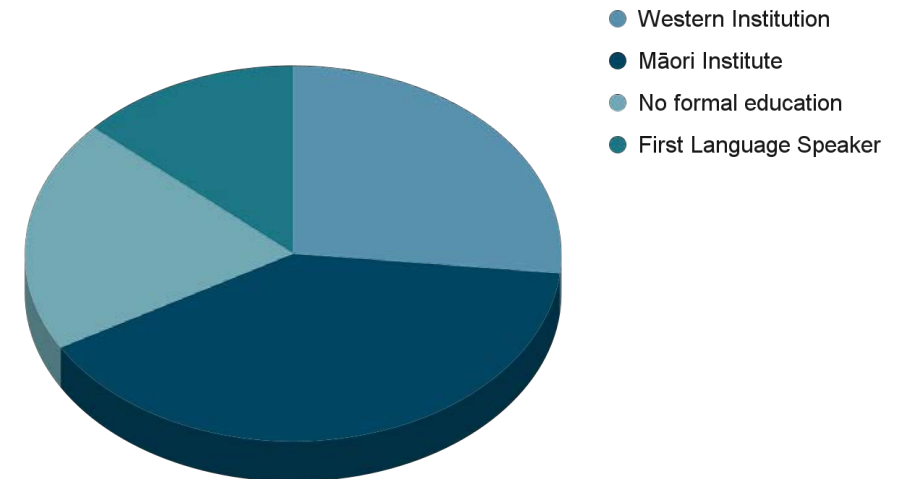
We facilitated 12 one-to-one interviews with reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi, pakeke and kaumātua at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

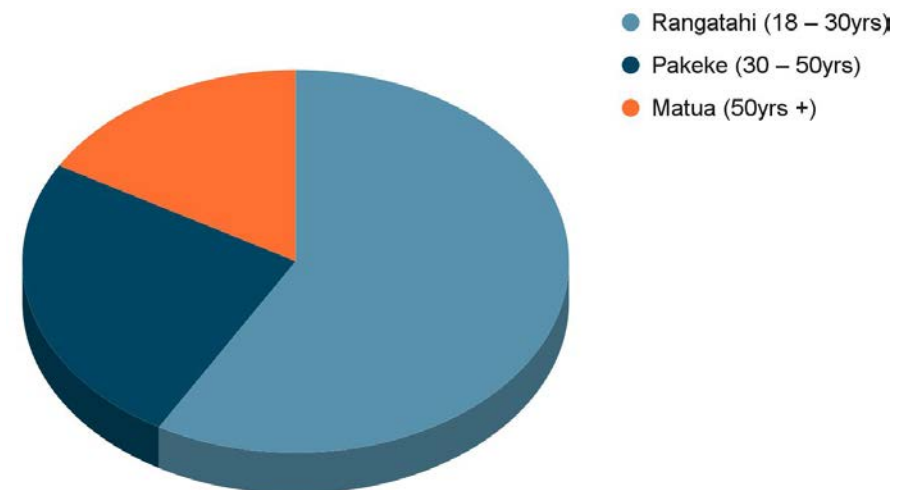
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups



# Our approach

## Interview approach

We facilitated 12 one-to-one interviews with a number of tāngata Māori with various familiarity and confidence speaking te reo Māori, who had grown up with te reo in the household or on the marae, who had come through kura, or were developing their reo Māori by attending whare wānanga, night classes or kura reo.

These ran for ~45-min and took place online over video call and in-person at our office. The interviews were focused yet colloquial and were delivered in a way that was mana-enhancing in an environment that we designed to feel safe, free and supportive.

## Interview focus

- Understanding of people's' relationship with te reo Māori
- Evaluating existing digital reo Māori experiences and recognising what makes for a welcoming reo Māori experience

## Desired output

A benchmark outlining the qualities of what a great reo Māori website looks like

# Our approach

OUR APPROACH

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Selected websites for evaluation

OUR APPROACH

## Te Taura Whiri i Te Reo Māori

### What sets it apart

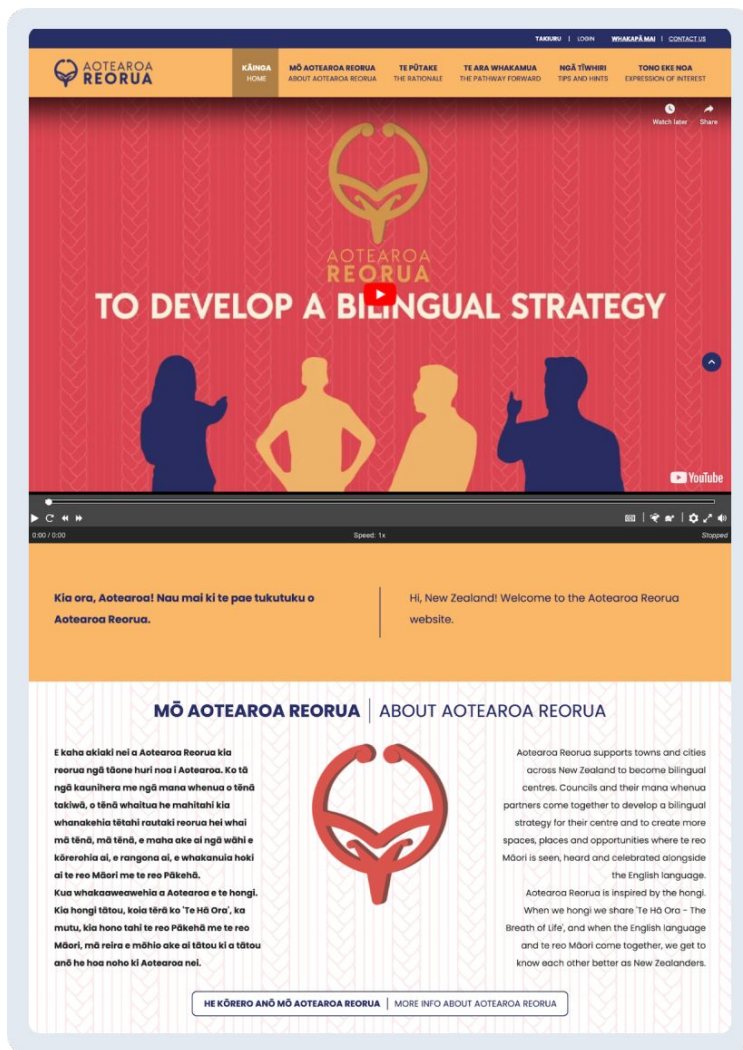
- A largely rumaki Māori experience with a language toggle enabling people to access an English language experience instead.
- Āhua Māori including photography, patterns etc.



# Selected websites for evaluation

OUR APPROACH

## Aotearoa Reorua



## What sets it apart

- Simultaneous side-by-side dual-language display of te reo Māori and English for headings, navigation and large blocks of body copy.



# Selected websites for evaluation

OUR APPROACH

## Stuff – Pou Tiaki

The screenshot shows the Stuff website interface. At the top, the 'Stuff' logo and 'pou tiaki' are visible. The main article is titled 'He aha tātou i pāngia ai e te huarere potere, āwhā, whatitiri hoki inātata nei?' (Why are we being hit by storms, hail, and whatitiri so close to home?). The article is written by Michael Daly, Ella Morgan and Taurapa and is dated 05:00, Nov 23 2022. The article text is presented in te reo Māori, with an English translation provided below it. A video player is embedded in the article, showing a water spout near Takapuna. To the right of the article is a 'most popular' list of 10 items, including a recap of a steep OCR hike, an original bach for sale, a neighbour chasing off ramraiders, a west coast man 'lucky to be alive' after a lightning strike, a person dead after a hit-and-run, a morning trivia challenge, Glengarry Wines sharing ramraid videos, a tourist mobbed after climbing a Mayan pyramid, a drunk driver who killed his grandmother, and a quiz about weather. Below the 'most popular' list is a 'top stories in your community' section with several items, including 'FREE Pallets up for grabs', '\*\*Wanted: Countdown Farm Bricks\*\*', and 'Do you remember your first job?'. At the bottom of the article is a 'Read more about the weather' section with four bullet points: 'The red severe weather warning, explained', 'Rain or sunshine? Why do weather forecasts sometimes tell different stories?', 'Why are we obsessed with the weather?', and 'The weather detectives' using clues from the past to study changing climate'.

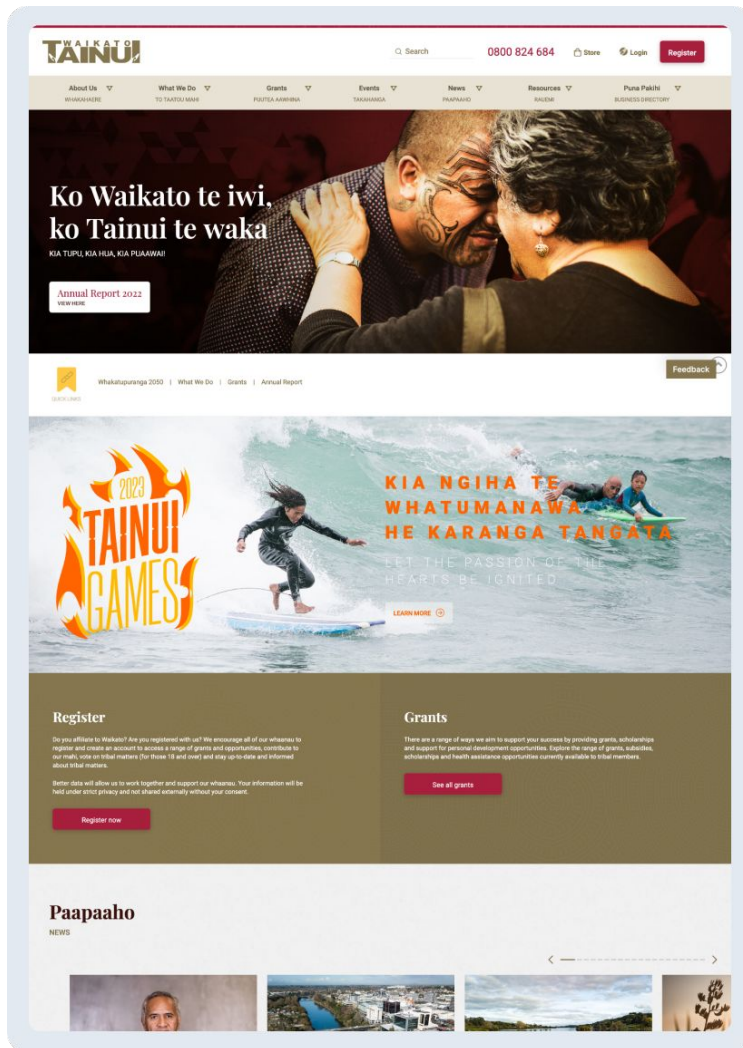
## What sets it apart

- Reo Māori headings
- Simultaneous dual-language display of te reo Māori and English for large blocks of body copy. Eg. first paragraph is presented in te reo Māori, the following paragraph provides an English translation.

# Selected websites for evaluation

OUR APPROACH

## Waikato Tainui



## What sets it apart

- Dual-language headings
- Kupu Māori interspersed throughout
- Āhua Māori including photography, patterns etc.

# Observations and findings from our interviews

A high-level overview

# Observations and findings

## Research objectives

- Understand the significance of te reo Māori to different people.
- Understand how people are developing their knowledge of te reo Māori.

Te reo Māori is of great significance to all speakers regardless of how matatau they are in the reo.

They are actively reaching on a number of resources, people, and spaces to further their knowledge of te reo Māori and develop their connection to their culture. Some of these include language books, social media and podcasts, ondemand TV, enrolling in formal learning environments and returning home to speak with kaumātua and whanaunga.

You don't know how empty you are until you've experienced what it's like to be full. For reo itself, but also to be in a reo environment.

Te reo has made me the person I am today. It has shifted me from being painfully shy to - just a little bit shy.

In terms of oranga, I feel like reo is the thing that gives me the most oranga - ā-hinengaro, ā-wairua, ā-putea! It's all of it.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Despite a strong desire to actively develop their understanding of te reo Māori and confidence to kōrero, all participants recognised that there are very few spaces that invite them to be authentically Māori and that it was often up to them to seek out or create spaces to kōrero and share whakaaro Māori.

**My place is definitely myself. I have to create that environment for myself because only I have the power.**

**I went to this one cafe and it had this big massive sign and it was like English names of coffee and te reo Māori names. And it wasn't like that small little print, like that tokenistic translation. And I was like "this is mean as".**

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Reo Māori speakers often rely on cues, both visual and audible, that encourage them to feel welcome to be authentically Māori and that their reo and culture was valued.

Māori desire to see themselves and their Māoritanga reflected in the experience, and feel most comfortable when there is a more obvious āhua Māori to the website consisting of reo Māori and imagery relating to or expressing aspects of te ao Māori.

If I visit any site, being able to see myself visually represented is important to me. So the graphics are very important to me. If it has the reo, I can feel the āhua of the site, and understand that “OK, this is a safe space for me to move into and to navigate with our Māori worldview as well”. So even if I don’t have the reo, it is still very important that this space feels welcoming to me as Māori.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

**There are a number of ways to communicate the importance and value of ahurea Māori**

Indicators that this is a Māori-friendly space

- Visual cues such as bilingual signage or posters, menus etc.
- Audible cues such as music or sounds of te taiao
- The types of people who are present and the types of kaupapa
- Toi Māori, whakairo or kowhaiwhai, and the presence of taonga Māori
- Being approached by people in te reo Māori can also make the space feel comfortable to kōrero Māori.

For example at the museum - if they have a Māori song playing, even just the instrumental - that can be encouraging to kōrero Māori.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### Photographs offer a powerful way to personalise the digital experience

Photographs offer a powerful way to personalise the digital experience and help Māori see themselves reflected in the experience creating a space that feels safe and welcoming to tāngata Māori.

This is particularly impactful when imagery includes interactions between Māori of different generations or unique and relatable Māori interactions such as hongis. Additionally, including images of taonga Māori and toi Māori work to support the idea that the space is welcoming to Māori and encouraging of Māori to engage fully as Māori.

**I love the imagery, I know straight away that I'm in a Māori place.**  
(In reference to Te Taura Whiri's website)



# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### **Explore the use of patterns, motifs and other media**

Use of relevant imagery such as photos, patterns or motifs as well as motion graphics and video are particularly crucial when developing an āhua Māori that is engaging for Māori audiences.

### **Māori typefaces have the potential to imbue the reo with familiar qualities from te ao Māori**

Māori typefaces that have qualities reminiscent of toi Māori or whakairo Māori such as TWOA's Uhi are highly recognisable to tāngata Māori and offer another way to develop a space with an āhua Māori that is welcoming to tāngata Māori.

If there's Māori imagery or I can see te reo Māori, that will encourage me [to engage in Māori]. If the organisation has a Māori name, that might also be another signal.

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

## Te reo Māori content should be presented prominently

- All participants expected that the te reo Māori content would be displayed first, either from top to bottom or left to right. They also expected that it would be visually distinguishable to clearly indicate its importance and value.
- All participants expected headings and navigation items to be offered in te reo Māori. Additionally, they indicated a preference to see Māori titles displayed first, followed by their English equivalents.

When we privilege and normalise te reo in those spaces, we can do a lot of healing in terms of fixing the narrative that says te reo is not relevant. We can start healing racism if we gently place it in their environment, and hopefully bring others into our spaces.

# Observations and findings

## Research objectives

- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### Focus on whakaMāoritanga for kaupapa Māori.

The kaupapa of the translation should be relevant to Māori and have a Māori focus and should not be done just for the sake of having it in te reo Māori, at least in the very first instance.

Use te reo Māori when talking about Māori historical events, tupuna, and taonga and for all things fall into the realm of mātauranga Māori.

If you're talking about a Māori historical event, if it's talking about a Māori tupuna or an event that happened to/for/by Māori, like if they're talking about The Battle of Moremonui; Te reo Māori.

If it was a Māori taonga, I would prefer the Māori explanation and whakapapa of that taonga to be written in Māori first.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### **The benefits of having a unique Māori voice and perspective**

Beyond translation there is the opportunity to introduce a unique Māori perspective. This is particularly important when presenting kaupapa Māori, but equally important for content that is of relevance or may impact iwi Māori.

Māori translation offers a great teaching opportunity to bring in the Māori worldview and a unique Māori perspective to information and stories that are relevant to Māori. By offering a different perspective, the translation can avoid being just a repetition of the same story in English but something more.

This is a great teaching opportunity. It's almost like in education, where they smashed out the science syllabus in te reo, and it was simply a transliteration. So all those things within te ao Māori, where they could have included kai moana, they could have done fishing techniques, all those types of things that could have been incorporated were not because it was simply a translation from the English to te reo Māori.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Begin with whakaaro Māori**

All participants requested that where possible, begin with a whakaaro Māori to avoid sounding too obviously Pākehā.

### **High-quality translation is a must**

Reo kia tika - grammatically correct, high quality translation

### **Use the most obvious translation**

Use the most obvious translation of the content, not in a way that's inaccessible to the average learner.

### **Avoid the temptation to embellish**

Avoid excessive use of kupu whakanikoniko (embellishments) when writing content as it can make it challenging for readers to understand and may require them to use a dictionary, revert to English, or leave the website to find a translation all which can diminish the user experience.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Aim to use conversational language and common kupu**

All participants indicated a preference for the use of conversational language and accessible vocabulary and suggested the use of simpler, everyday language and accompanied by explanations for less common kupu and phrases. This is particularly important when considering writing or translating content focused on very specific of niche subject matter where the terminology used is more relevant to a particular area.

# Observations and findings

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**There was an overwhelming desire from Second Language Speakers to see simultaneous display of both te reo Māori and English sitting alongside one another.**

It provides them with an opportunity to apply their knowledge of te reo Māori, to test their understanding, as well as a way to discover new kupu and recognise new sentence structures and ways of communicating ideas.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **A learning opportunity and a more engaging experience**

Participants felt that displaying reo Māori content on the left invited them to read in Māori first, offering a learning opportunity to explore their own understanding of the language and the content.

By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encountered an unfamiliar kupu Māori, they would quickly scan the English content without having to use a dictionary or search for the translation.

This approach negates the need for participants to seek out the language toggle, revert to English, and then scroll back down the page searching for what they recognised to be the English equivalent.



# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

Especially when you have bilingual pānui, your fluency can be at zero when you're reading this. I personally wouldn't read pānui like this because of my upbringing. I always had thought that reo Māori pānui are cop-outs for people that don't have fluency. But if your target is to reach people, you can reach absolutely everybody [with this approach] because you have translations for every single kupu Māori.

For me, if there is a kupu that I'm less familiar with, I can find it straight away rather than reverting to English or linking out, which we probably don't want people to be doing, we want them to be as engaged as possible.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

## Benefits of simultaneous display of both languages

All participants noted the many benefits of taking this approach regardless of language proficiency

- Caters to reo Māori speakers of varying levels of familiarity, confidence and understanding of te reo Māori
- Better supports learning and reclamation of reo Māori
- Provides an opportunity to apply and test knowledge and understanding of te reo Māori
- Provides an opportunity to discover new kupu, sentence structures and ways to communicate ideas and ways of thinking
- Invites those that are curious about te reo Māori to engage and learn at their level of understanding.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

The use of reo e rua, it's just so useful for people who are on that journey in terms of making sense of certain rerenga and kupu being used in different contexts.

If you go for something like this, you make it much more accessible to somebody that's learning te reo Māori. I might challenge myself first to read it in te reo Māori, and if I get a little bit caught out, I can just look right there. It just creates a space for everybody to be learning.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

“It makes it difficult for me to want to even try to read the whole thing in Māori.”

**Alternating between languages when presenting larger amounts of text content is challenging to engage with forcing reo Māori speakers of all levels to mentally switch in and out of whakaaro Māori.**

While all participants saw the value in the side by side approach, they openly shared their disapproval of a vertically stacked alternative when provided with an example.

The side-by-side approach allows reo Māori speakers to read the content in one long column with our disruption from English words and ways of thinking.

When thinking about responsive design patterns to ensure a mobile-friendly experience, some participants indicated that they would prefer that all Māori content was grouped together, and all English content was grouped together below. It should be noted that this makes it difficult to employ the aforementioned learning strategy and would require further exploration and evaluation to feel confident proceeding with this approach.

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**While rumaki reo experiences were considered the ultimate future goal by First Language Speakers and proficient Second Language Learners, all speakers recognised the immediate value of a dual-language approach**

For First Language Speakers and Second Language Learners with a stronger grasp of the reo, rumaki reo experiences were most desirable providing an experience that enabled them to stay thinking in te reo Māori without disruption from English content.

However, these same speakers highlighted the value of a simultaneous display dual-language approach that afforded them the same benefits as those still developing their reo in the way that they can easily double-check their understanding of a less familiar kupu without needing to open Te Aka in another tab, or reach for a dictionary.

# Observations and findings

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

In a perfect utopian world where everyone with a drop of Māori in them could kōrero Māori, it would all be in te reo. Mō te tangata tino kaingākau ki te reo Māori, ka noho tēnā hei kai mōna i te ao i te pō."

End goal should be rumaki experiences; a working goal.

# Observations and findings

## Research objectives

- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Less proficient speakers are not intimidated by rumaki reo experiences provided there is a language toggle to revert to English**

One behaviour that stood out was that all Second Language Learners would happily begin their experience in a rumaki reo space without fear or intimidation and would treat this as a learning opportunity. Knowing that they could easily toggle to English if and when required.

**If I am going to a website with a reo Māori and an English portal, I will go to the reo Māori portal as my own challenge, to see how far I can go. And will revert to the English portal if and when I need to. It's learning tool to be able to do that.**

# The workshop



# Who we spoke with

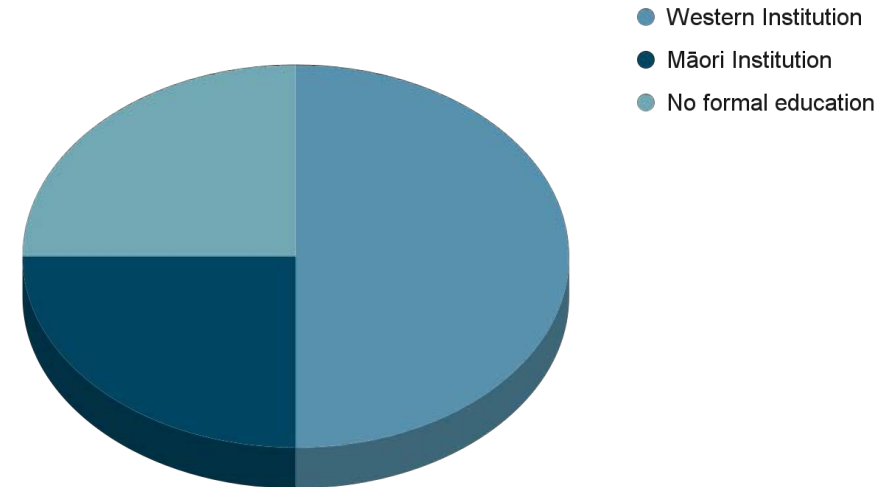
## We spoke with a 10 reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi and pakeke at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

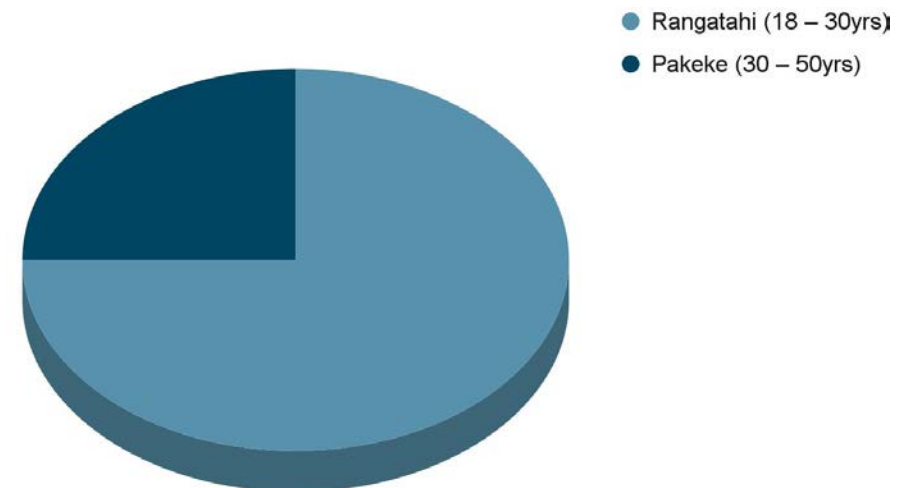
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups



# Our approach

## Workshop approach

We organised a workshop to explore some of the less conclusive aspects of the interviews, to prioritise content for translation and to evaluate a concept for a responsive simultaneous dual-language experience and phased approach to delivery.

We invited a number of tāngata Māori with various familiarity and confidence speaking te reo Māori and had a wānanga about each of the aforementioned focal points.

This wānanga ran for ~120-min and in-person at our office. For those that were unable to attend, we provided a digital self-led alternative consisting of

with two activities; one focused on prioritising content for translation, and another for evaluating the phased dual-language approach.

For those that were eager to participate but were unable to attend, we created individual digital self-led activities using Miro boards. There were two activities: one focused on prioritizing content for translation, and another on evaluating the phased dual-language approach.

## Workshop focus

- Understand where translation mahi can have the most impact over time
- Evaluate concept for a simultaneous dual-language experience and a potential phased approach to achieving this

## Desired output

- A refined benchmark
- A priority order for translation efforts
- A clearer direction as to how to best present reo Māori content online

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Observations and findings from our workshop

A high-level overview

# Prioritising content for translation

## Card sort activities

We invited reo Māori speakers to think about the which website content was most important to be translated in the immediate, short and long term.

They were presented with content from 3 websites; Archives New Zealand, Papers Past and Te Papa. From here we asked that they prioritise translation efforts based on what was most important, quite important and less important to them.

While each participant had ended up at one of the websites in some capacity at some point in time, it is worth noting that they are not heavy users of the websites and were largely looking at the online experiences with fresh eyes.

Going into this engagement we had anticipated that it might be challenging for participants to understand the depth of content available on each website and the relevance or potential relevance they might be for them. This turned out to be true as few of the participants understood the purpose of each website or the abundance of content available when accessing them.

This might suggest that there would be value in dedicating more focused time to better understand the impact of reo Māori content on individual websites.

# Translation mahi for Archives New Zealand

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/headings
- Labels
- Constitutional document pages
- Services for iwi
- National war art collection
- About page
- Plan your visit
- What we have
- Collections
- Events
- Exhibitions

### Quite important

- News/updates
- Blog articles
- Resource guides
- Search
- Filters/sort options
- Links and buttons

### Less important

- Visit a Reading Room
- Managing information
- Help with your Research
- Contact page

# Translation mahi for Papers Past

OUR APPROACH

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/headings
- Labels
- Homepage
- Pages about Māori taonga e.g. Ngā tānga reo Māori page
- About page

### Quite important

- Website alerts
- Filters/sort options
- Links and buttons
- Help popups

### Less important

- Help page
- Contact page
- Terms and conditions

# Translation mahi for Te Papa Tongarewa

## Prioritised content for translation

### Very important

- Titles/headings
- Navigation
- Labels
- Homepage
- About us
- Repatriation pages
- Educator resources
- Our strategy
- Event information
- Kids and Family at home activity
- Links and buttons
- Online collections
- Exhibition information
- How to care for taonga
- Press releases
- Statutory documents

### Quite important

- Object labels (item details), object descriptions (Overview)
- Exhibition information
- Web hub master pages
- Web hub content pages

### Less important

- Getting here
- Search tips



# General findings for card sort activity and discussion

## General findings

### **Translation of headings, labels and navigation improves scannability and wayfinding**

In terms of accessibility, a dual-language approach to headings, labels, and navigation is preferred. This not only suggested the organisation's value of the reo, but also improved scannability for reo Māori speakers and enhanced their ability to navigate the website.

### **Dual-language logos are appreciated and often expected**

Dual-language logos are appreciated when expressing value of te reo Māori and a commitment to Te Tiriti. Although it was noted that a change in the organisation's name and/or logo should only come about after organisational change.

From what i know and have seen, the National Library holds a lot of documents, pikitia and pukapuka etc that are really insightful in deeper research about Māori figures and events in te ao Māori, so I think it would be nice to see a bit of a rebrand in their logo to reflect their housing of knowledge.

# General findings for card sort activity and discussion

## General findings

### The integration of te reo and ahurea Māori in public spaces helps to ensure the success of Maihi Karauna for Tauwi and Māori

One of the goals of Maihi Karauna is to ensure that by 2040, 1 million New Zealanders value te reo as a key part of our nation. Participants expressed that a reo e rua approach enables content to be fully accessible and is perhaps less intimidating than a rumaki (full immersion) experience - not only for Tauwi, but also for tangata Māori who are yet to connect with te reo.

Legislative change was highlighted as part of the long-term vision, however at this point we're focussing on the things we can do to begin to better support hapori Māori.

Te Papa is so important as an entity to be a platform for the education of tauwi to learn and understand Māori culture, even if it's only slightly. I think only having content/kaupapa available in te reo Māori could actually work against these efforts.

Having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities.

# General findings for card sort activity and discussion

## General findings

I don't want to say that providing information of any sort in te reo Māori is the only way to encourage Māori engagement and recognition of the services provided by Archives NZ (and other entities), but having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities

### **Right now it's key to focus translation efforts on kaupapa Māori**

This includes writings about Māori history and historical events, taonga Māori, ahurea Māori, and te ao Māori. There is also an opportunity to provide a Māori perspective to Aotearoa history that may currently be told from a predominantly Pākehā perspective.

### **All future content should be translated**

While we focused on existing website content, there was an expectation that anything that was deemed relevant to tāngata Māori and te ao Māori.

### **Educator resources should be available in te reo Māori to support teachers**

Participants highlighted the importance of educators and the essential role they play in re-centering histories and narratives regarding te ao Māori. It was deemed vital that to provide access to high-quality resources to support teachers to achieve this and that these resources should be offered in te reo Māori as there is a clear opportunity to whakamana the language in schools across the country.

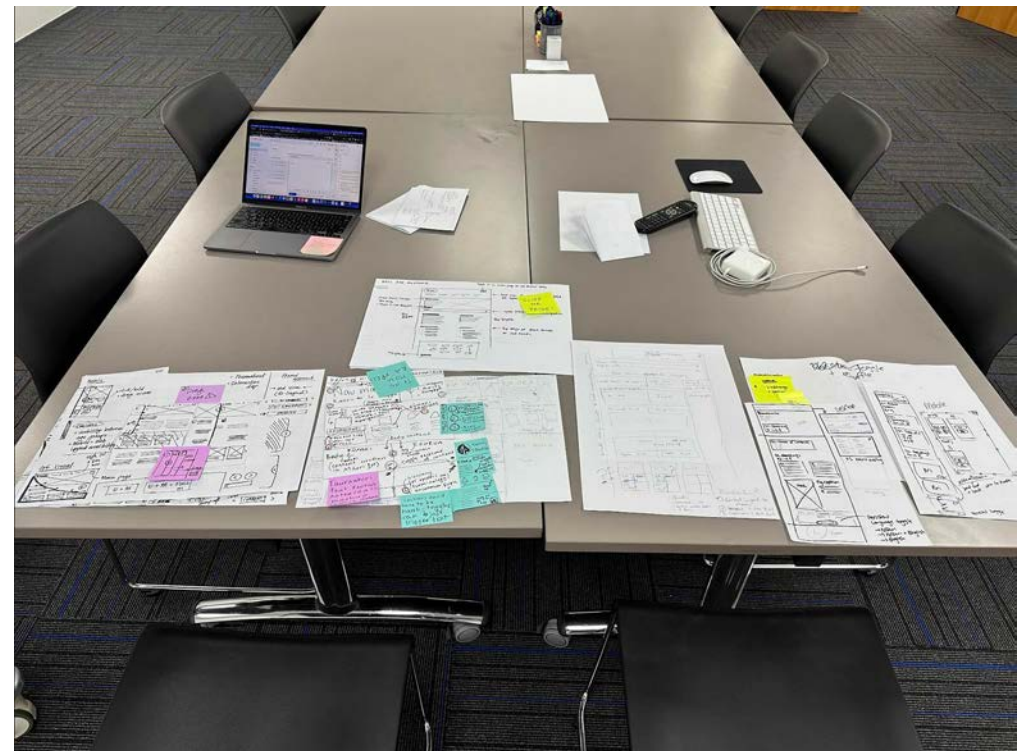
# Evaluating a dual-language experience

## Design evaluation activity

After completion of the interview phase, it became abundantly clear that there was a strong desire to see both te reo Māori and English content presented side-by-side.

This approach provided a natural opportunity to develop one's reo, and reduced the need to toggle between languages and/or navigate to Te Aka to understand the meaning of unfamiliar kupu Māori. It is also inline with the bilingual signage approach from [Te Puni Kōkiri](#).

Taking cues from the interview findings, IDIA and the project team ran an ideation session to explore what a responsive dual-language experience might look like and how we might take a phased approach to transition from a predominantly English experience to a dual-language experience to a rumaki reo one.



# Taking a phased approach

OUR APPROACH

Exploring how we can best present reo Māori content

## Current state

Largely English experiences with very little reo Māori content available or whakaaro Māori included as part of the digital experience.

## Phase One


Introduce dual-language titles, headings, and navigation.

## Phase Two

Build upon Phase One and introduce more prominent reo Māori content displayed alongside English with the option to toggle between English and Māori too.

## Phase Three

A fully immersive reo Māori experience.



We are largely here at this point

# Concepts for evaluation

## Phase One



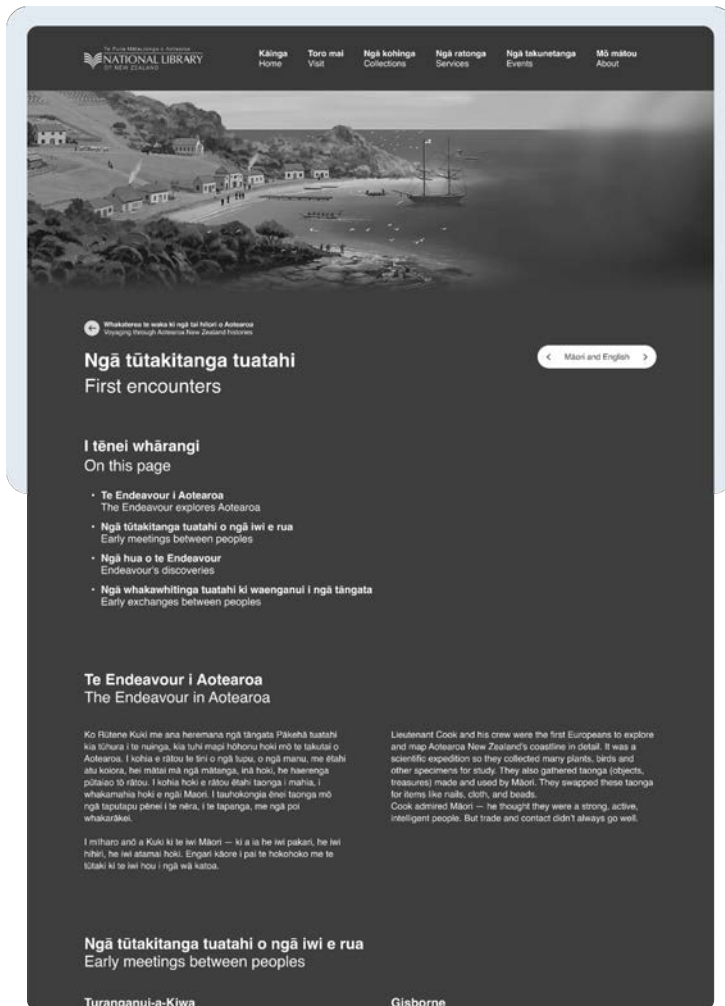
## Phase One: Dual-language titles, headings, and navigation

This phase is still a largely English language experience however we begin to introduce dual-language headings, labels, breadcrumbs etc to improve scannability and navigation for reo Māori speakers.

Reo Māori is displayed first (top to bottom, left to right) and is visually distinguishable from English to communicate its value and to invite readers to engage with reo Māori.

# Concepts for evaluation

## Phase Two



## Phase Two: Reo e rua experience

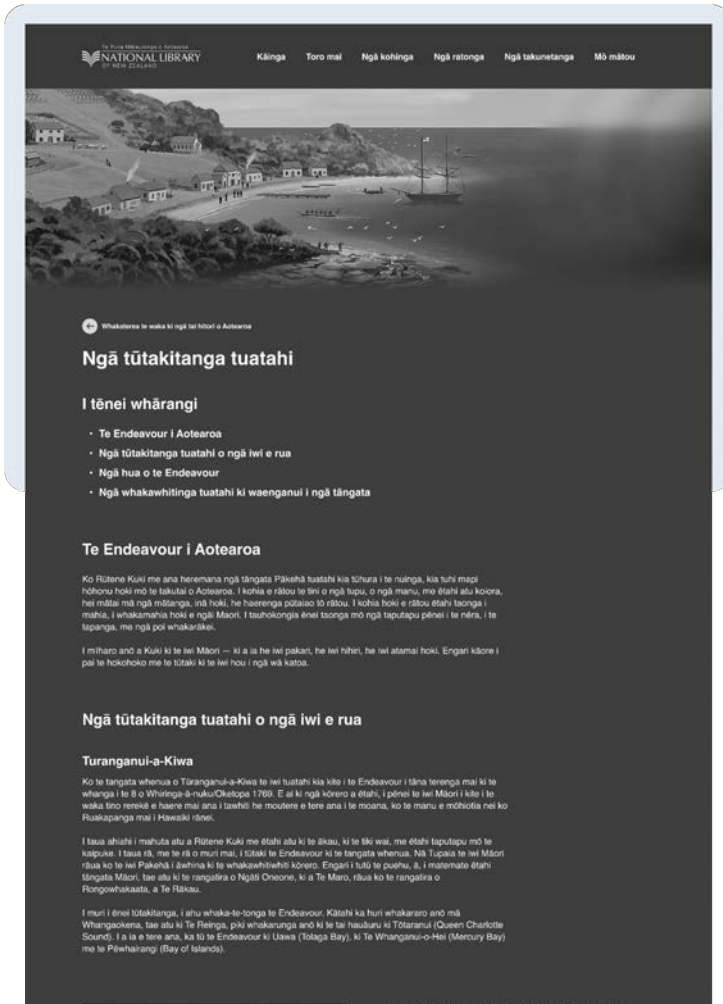
Phase Two builds on the efforts made during Phase One and takes things one step further displaying reo Māori article content alongside English.

By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encounter unfamiliar kupu Māori, they can quickly scan the English content without having to resort to using a dictionary or search for the translation.

Phase Two also introduces a toggle enabling users to toggle between dual display of te reo and English, Māori and English. Dual language display would be the initial default, however the user's preference would be recognised, stored and respected when they return to the website.

# Concepts for evaluation

## Phase Three



## Phase Three: Rumaki reo experience

A togglable immersive reo Māori experience where all content is available in te reo Māori.



## General findings

### **There was unanimous support and enthusiasm for the simultaneous reo e rua design.**

As recognised during the interviews, the learning opportunity that use of reo e rua provides remains a strong reason for this preference. The way that te reo Māori is visually distinguished and displayed first (top to bottom, left to right) successfully communicated the deliberate prioritisation and appreciation of te reo Māori.

Participants appreciated taking a dual-language approach to navigation, headings, labels etc as part of Phase One (card sort activity) and responded positively when te reo Māori was made prominent and consistently presented.

Participants also appreciated the dual-language approach to body content as part of Phase Two and understood that the need for the phased approach came about due to resources/investment rather

than the number of kaiwhakaMāori available to do the work.

### **A reo e rua approach offers an invitation to non-Māori to draw nearer to te ao Māori.**

Deliberate elevation and increased exposure to te reo Māori was seen to as a welcoming invitation to tāngata Tiriti and tauwi whānau who may be navigating or curious about navigating through te ao Māori by engaging with te reo.

# Evaluating a reo e rua experience

## General findings

People understood the phased approach and the benefit of each phase while also recognising the effort involved.

Slowly increasing te reo Māori on a website is great! It's a gradual change that takes into consideration frequent users of the website but also those operating on the back end. A website change is huge, let alone adding a new language so this considers everyone interacting with the website and allows for everyone to get familiar with the new norms of the website first.

Despite understanding the phased approach, there were many who would prefer a leap from Phase One to Phase Two sooner rather than later.

Some suggested a dual-language approach might be reduce a more adverse response from non-Māori and might maintain inclusivity.

I think it's a nice way to do it if there is concern that people will react too strongly to going straight to Phase Three (rumaki reo experience)

# Evaluating a reo e rua experience

## General findings

### **It will be important to prototype and test a mobile experience more extensively.**

While the experience for larger devices was very well-received, there was slight uncertainty about the experience for smaller devices.

They liked the idea of being able to jump between reo Māori and English content blocks, but were unsure how this experience might feel if they were really in a research mindset, which is a fair and astute thing to recognise.

### **There's room to better communicate the value and the function of the language toggle.**

They also suggested there could be value in heightening people's awareness of the language toggle from the get-go. It was suggested that an overlay, a quick walk-through or a spotlight approach could be a start for first-time visitors of the websites.

It was also noted that this could be a persistent element which was ever present as the user engaged with the website.

# Moving forward

Recommended next steps

# Beyond the workshop

Thinking about what could be further explored to enhance the experience and who could be brought along on this journey in the future

**Prototype, test and evaluate ideal online reo Māori experiences with a broader segment of our wider community to ensure an accessible and more inclusive digital experience for those accessing your digital services.**

While we've already evaluated some initial concepts with speakers of te reo Māori, and these were well-received, there were aspects of the responsive experience for smaller devices that could benefit from additional exploration and enhancement. There may be more to be done to feel confident and reassured to move forward into a production environment where there may be cross-website or cross-organisation impact.

From this point, we would recommend:

- Speak directly with whānau hauā/tāngata whaikaha to understand how appealing the proposed experience is, create new concepts if required, and learn how to enhance the experience to be even more accessible to a wider audience
- Digitise concepts with a focus on accessibility and responsive design and evaluate the prototypes with Pākehā, Taiwi, and Tāngata Tiriti

25% of our general population identifies as being disabled, within this, tāngata whaikaha (Māori from the disability community) make up 26% of Māori in Aotearoa.

Any public communications made by Government need to meet digital accessibility guidelines, and within the context of the use of te reo Māori online, it is essential that we engage and collaborate with tāngata whaikaha to ensure success.

**All government entities have obligations to Te Tiriti and to the recognition of our language as a taonga. What can be done in that space to whakamana?**

# Ngā mihi maioha

# Use of te reo Māori online

High-level summary report  
Wenerei 26 Mei 2023

# Hemihi

E te hunga e kaingākaunui ana ki tō tātou reo rangatira me ngā tikanga, tēnā rā koutou.

Mokori anō kia rere ngā mihi whakamānawa ki a koutou i tau aiki tō mātou taha ki te kōrero mō ō koutou whakapapa me ō koutou haerenga ako, ki te hurita o ki te mahi a ō tātou tūpuna, ki te whakaputa i ngā whakaaro hei tārai i te ara ki anamata.

Ko te tūmanako, mā ēnei kōrero e puta ai he rautaki he mahi hoki kia whakapikitia te reo, kia whaka whānuitia te reo kia noho ai te reo Māori hei reo matua mō te tini me te mano.

E kore te puna o mihi e mimiti mā koutou.



# Contents

- The beginning
- What we wanted to better understand
- Our interviews
- Observations and findings from our interviews
- The workshop
- Observations and findings from our workshop
- Moving forward

# The beginning

## The background of this kaupapa

To support the goal of having one million reo Māori speakers by 2040, Archives New Zealand, The National Library and Te Papa Tongarewa are continuing to deepen their commitment to increasing visibility of te reo Māori and access to taonga Māori across their websites.

As part of this commitment, Archives New Zealand, The National Library and Te Papa Tongarewa want to learn how best to approach the usage and presentation of te reo Māori across each of their digital channels (i.e. websites, social media) to create an experience that is both welcoming and mana enhancing.

Indigenous Design and Innovation Aotearoa (IDIA) has been engaged to help these institutions better understand what a great te reo Māori experience could look like, based on the expectations of reo Māori speakers with varying levels of confidence, experience and proficiency when engaging with reo Māori content.

# What we wanted to better understand

## Research objectives

Before we began our interviews, we co-created a number of research objectives.

- Understand the significance of te reo Māori to different people.
- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.
- Understand the level of reo Māori that best suits different learning levels.
- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand how people are developing their knowledge of te reo Māori.
- Understand the quality of whakaMāoritanga expected, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the importance and expectation of including content that acknowledges reo ā-iwi, mīta, and rohe/ iwi specific kupu, kīwaha and kīānga as part of the experience.

# Our interviews

# Who we spoke with

## BACKGROUND

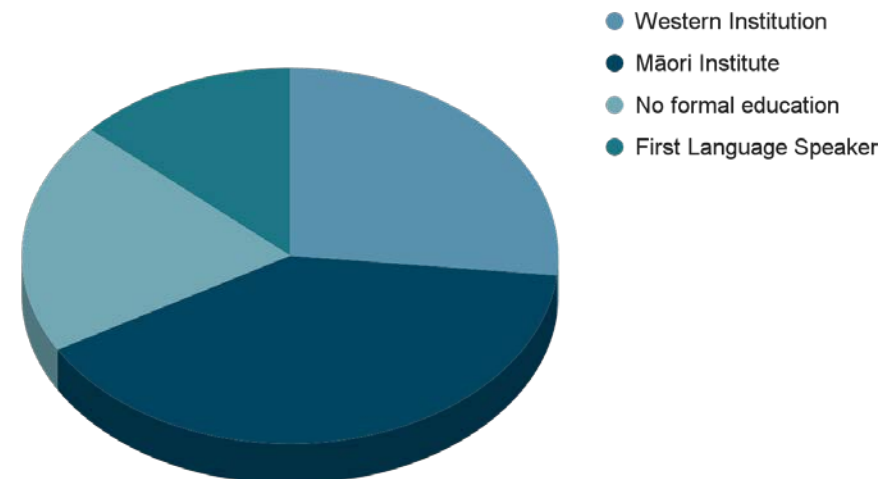
We facilitated 12 one-to-one interviews with reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi, pakeke and kaumātua at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

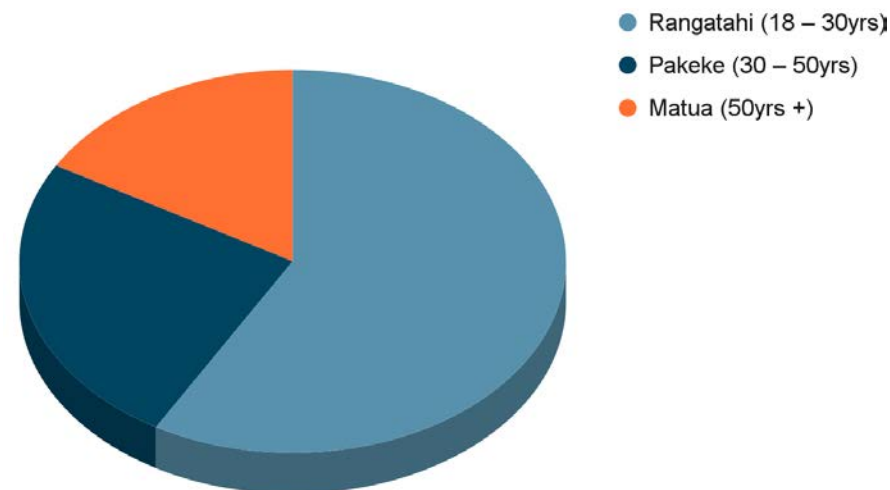
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups



# Our approach

## Interview approach

We facilitated 12 one-to-one interviews with a number of tāngata Māori with various familiarity and confidence speaking te reo Māori, who had grown up with te reo in the household or on the marae, who had come through kura, or were developing their reo Māori by attending whare wānanga, night classes or kura reo.

These ran for ~45-min and took place online over video call and in-person at our office. The interviews were focused yet colloquial and were delivered in a way that was mana-enhancing in an environment that we designed to feel safe, free and supportive.

## Interview focus

- Understanding of people's' relationship with te reo Māori
- Evaluating existing digital reo Māori experiences and recognising what makes for a welcoming reo Māori experience

## Desired output

A benchmark outlining the qualities of what a great reo Māori website looks like

# Our approach

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Selected websites for evaluation

OUR APPROACH

Te Taura Whiri i Te Reo Māori

## What sets it apart

- A largely rumaki Māori experience with a language toggle enabling people to access an English language experience instead.
- Āhua Māori including photography, patterns etc.

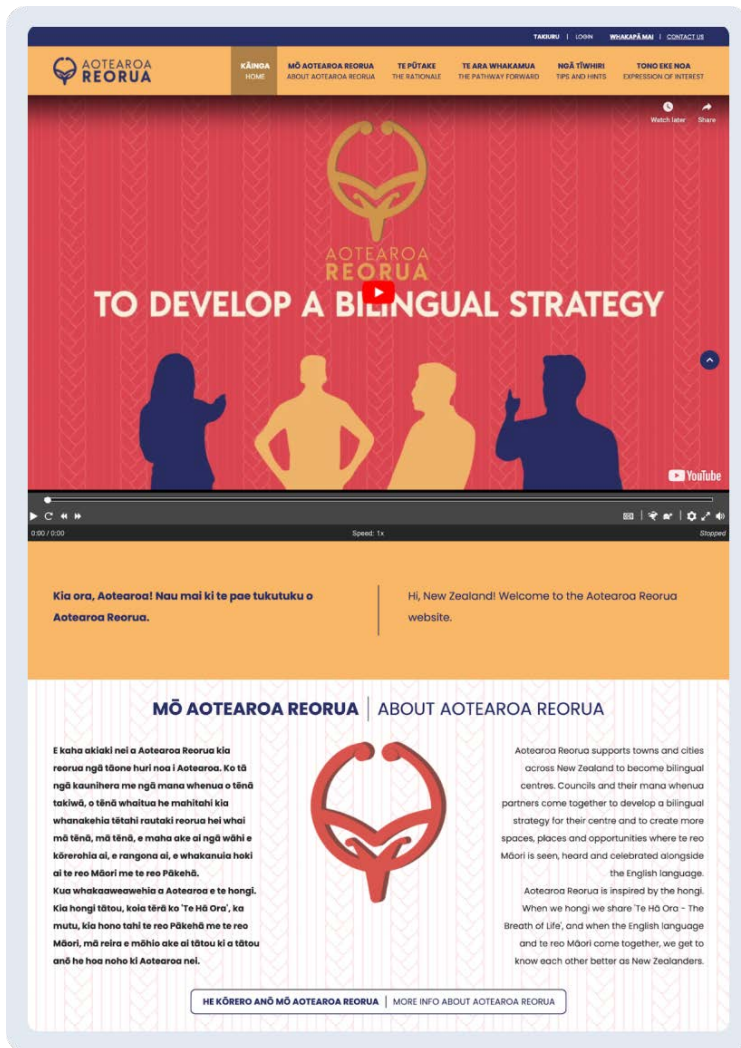




# Selected websites for evaluation

OUR APPROACH

## Aotearoa Reorua



### What sets it apart

- Simultaneous side-by-side dual-language display of te reo Māori and English for headings, navigation and large blocks of body copy.

# Selected websites for evaluation

OUR APPROACH

## Stuff – Pou Tia ki

The screenshot shows the Stuff website interface. At the top, the 'Stuff' logo and 'pou tiki' are visible. The main article is titled 'He aha tātou i pāngia ai e te huarere potere, āwhā, whatitiri hoki inātata nei?' (What are we being hit by the storm, rain, hail, and whatitiri hoki inātata nei?). The article is by Michael Daly, Ella Morgan and Taurapa, dated 05:00, Nov 23 2022. It features a video player showing a water spout. The article text is in Māori, with an English translation provided below. A sidebar on the right lists 'most popular' stories, including 'Recap: Steep OCR hike to 4.25%', 'Original bach in same family for decades selling for \$9.25 million', and 'Neighbour chases off would-be Wellington ramraiders with shovel'. At the bottom, there are 'top stories in your community' such as 'FREE Pallets up for grabs' and '\*\*Wanted: Countdown Farm Bricks\*\*'.

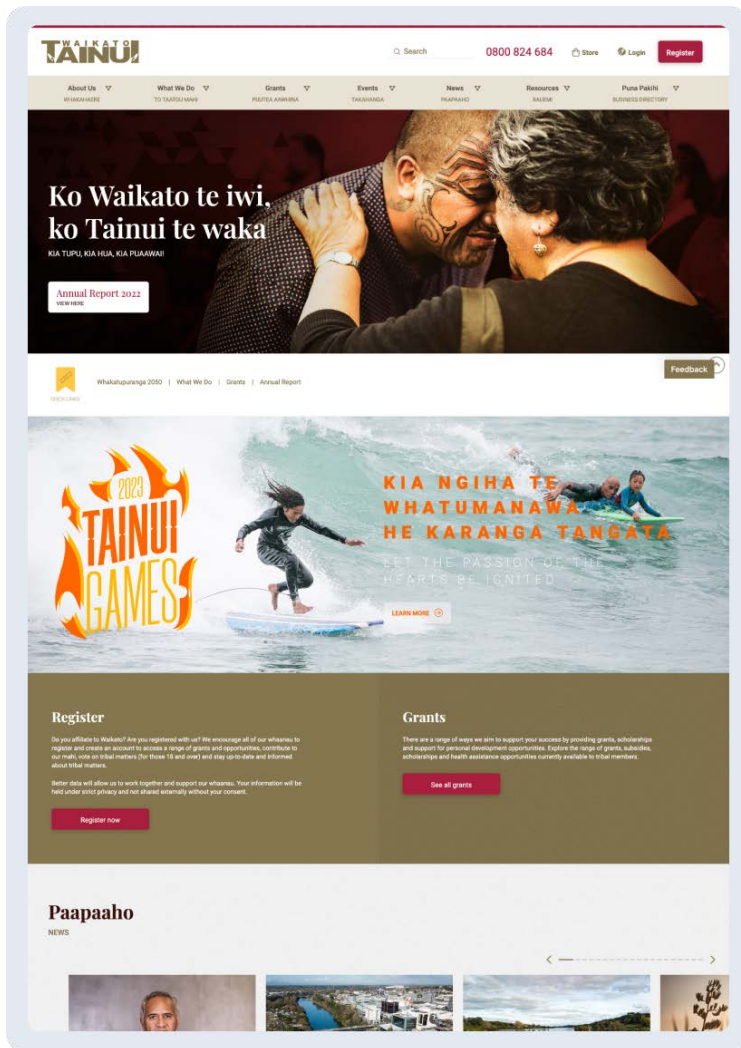
## What sets it apart

- Reo Māori headings
- Simultaneous dual-language display of te reo Māori and English for large blocks of body copy. Eg. first paragraph is presented in te reo Māori, the following paragraph provides an English translation.

# Selected websites for evaluation

OUR APPROACH

## Waikato Tainui



## What sets it apart

- Dual-language headings
- Kupu Māori interspersed throughout
- Āhua Māori including photography, patterns etc.

# Observations and findings from our interviews

A high-level overview

# Observations and findings

## Research objectives

- Understand the significance of te reo Māori to different people.
- Understand how people are developing their knowledge of te reo Māori.

Te reo Māori is of great significance to all speakers regardless of how matatau they are in the reo.

They are actively reaching on a number of resources, people, and spaces to further their knowledge of te reo Māori and develop their connection to their culture. Some of these include language books, social media and podcasts, ondemand TV, enrolling in formal learning environments and returning home to speak with kaumātua and whanaunga.

You don't know how empty you are until you've experienced what it's like to be full. For reo itself, but also to be in a reo environment.

Te reo has made me the person I am today. It has shifted me from being painfully shy to - just a little bit shy.

In terms of oranga, I feel like reo is the thing that gives me the most oranga - ā-hinengaro, ā-wairua, ā-putea! It's all of it.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Despite a strong desire to actively develop their understanding of te reo Māori and confidence to kōrero, all participants recognised that there are very few spaces that invite them to be authentically Māori and that it was often up to them to seek out or create spaces to kōrero and share whakaaro Māori.

My place is definitely myself. I have to create that environment for myself because only I have the power.

I went to this one cafe and it had this big massive sign and it was like English names of coffee and te reo Māori names. And it wasn't like that small little print, like that tokenistic translation. And I was like "this is mean as".

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

Reo Māori speakers often rely on cues, both visual and audible, that encourage them to feel welcome to be authentically Māori and that their reo and culture was valued.

Māori desire to see themselves and their Māoritanga reflected in the experience, and feel most comfortable when there is a more obvious āhua Māori to the website consisting of reo Māori and imagery relating to or expressing aspects of te ao Māori.

If I visit any site, being able to see myself visually represented is important to me. So the graphics are very important to me. If it has the reo, I can feel the āhua of the site, and understand that “OK, this is a safe space for me to move into and to navigate with our Māori worldview as well”. So even if I don’t have the reo, it is still very important that this space feels welcoming to me as Māori.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

**There are a number of ways to communicate the importance and value of ahurea Māori**

Indicators that this is a Māori-friendly space

- Visual cues such as bilingual signage or posters, menus etc.
- Audible cues such as music or sounds of te taiao
- The types of people who are present and the types of kaupapa
- Toi Māori, whakairo or kowhaiwhai, and the presence of taonga Māori
- Being approached by people in te reo Māori can also make the space feel comfortable to kōrero Māori.

For example at the museum - if they have a Māori song playing, even just the instrumental - that can be encouraging to kōrero Māori.



## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### Photographs offer a powerful way to personalise the digital experience

Photographs offer a powerful way to personalise the digital experience and help Māori see themselves reflected in the experience creating a space that feels safe and welcoming to tāngata Māori.

This is particularly impactful when imagery includes interactions between Māori of different generations or unique and relatable Māori interactions such as hongī. Additionally, including images of taonga Māori and toi Māori work to support the idea that the space is welcoming to Māori and encouraging of Māori to engage fully as Māori.

I love the imagery, I know straight away that I'm in a Māori place.  
(In reference to Te Taura Whiri's website)

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

### Explore the use of patterns, motifs and other media

Use of relevant imagery such as photos, patterns or motifs as well as motion graphics and video are particularly crucial when developing an āhua Māori that is engaging for Māori audiences.

### Māori typefaces have the potential to imbue the reo with familiar qualities from te ao Māori

Māori typefaces that have qualities reminiscent of toi Māori or whakairo Māori such as TWOA's Uhi are highly recognisable to tāngata Māori and offer another way to develop a space with an āhua Māori that is welcoming to tāngata Māori.

If there's Māori imagery or I can see te reo Māori, that will encourage me [to engage in Māori]. If the organisation has a Māori name, that might also be another signal.

# Observations and findings

## Research objectives

- Develop a deep understanding of what makes Māori feel welcomed and that their language and culture is valued when using our online services.

## Te reo Māori content should be presented prominently

- All participants expected that the te reo Māori content would be displayed first, either from top to bottom or left to right. They also expected that it would be visually distinguishable to clearly indicate its importance and value.
- All participants expected headings and navigation items to be offered in te reo Māori. Additionally, they indicated a preference to see Māori titles displayed first, followed by their English equivalents.

When we privilege and normalise te reo in those spaces, we can do a lot of healing in terms of fixing the narrative that says te reo is not relevant. We can start healing racism if we gently place it in their environment, and hopefully bring others into our spaces.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand where the inclusion of reo Māori content is most effective and impactful for those browsing our kohinga taonga.
- Understand the quality of whakaMāoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### Focus on whakaMāoritanga for kaupapa Māori.

The kaupapa of the translation should be relevant to Māori and have a Māori focus and should not be done just for the sake of having it in te reo Māori, at least in the very first instance.

Use te reo Māori when talking about Māori historical events, tupuna, and taonga and for all things fall into the realm of mātauranga Māori.

If you're talking about a Māori historical event, if it's talking about a Māori tupuna or an event that happened to/ for/ by Māori, like if they're talking about The Battle of Moremonui; Te reo Māori.

If it was a Māori taonga, I would prefer the Māori explanation and whakapapa of that taonga to be written in Māori first.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.

### **The benefits of having a unique Māori voice and perspective**

Beyond translation there is the opportunity to introduce a unique Māori perspective. This is particularly important when presenting kaupapa Māori, but equally important for content that is of relevance or may impact iwi Māori.

Māori translation offers a great teaching opportunity to bring in the Māori worldview and a unique Māori perspective to information and stories that are relevant to Māori. By offering a different perspective, the translation can avoid being just a repetition of the same story in English but something more.

This is a great teaching opportunity. It's almost like in education, where they smashed out the science syllabus in te reo, and it was simply a transliteration. So all those things within te ao Māori, where they could have included kai moana, they could have done fishing techniques, all those types of things that could have been incorporated were not because it was simply a translation from the English to te reo Māori.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **Begin with whakaaro Māori**

All participants requested that where possible, begin with a whakaaro Māori to avoid sounding too obviously Pākehā.

### **High-quality translation is a must**

Reo kia tika - grammatically correct, high quality translation

### **Use the most obvious translation**

Use the most obvious translation of the content, not in a way that's inaccessible to the average learner.

### **Avoid the temptation to embellish**

Avoid excessive use of kupu whakanikoniko (embellishments) when writing content as it can make it challenging for readers to understand and may require them to use a dictionary, revert to English, or leave the website to find a translation all which can diminish the user experience.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

## **Aim to use conversational language and common kupu**

All participants indicated a preference for the use of conversational language and accessible vocabulary and suggested the use of simpler, everyday language and accompanied by explanations for less common kupu and phrases. This is particularly important when considering writing or translating content focused on very specific of niche subject matter where the terminology used is more relevant to a particular area.

# Observations and findings

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**There was an overwhelming desire from Second Language Speakers to see simultaneous display of both te reo Māori and English sitting alongside one another.**

It provides them with an opportunity to apply their knowledge of te reo Māori, to test their understanding, as well as a way to discover new kupu and recognise new sentence structures and ways of communicating ideas.



## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

### **A learning opportunity and a more engaging experience**

Participants felt that displaying reo Māori content on the left invited them to read in Māori first, offering a learning opportunity to explore their own understanding of the language and the content.

By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encountered an unfamiliar kupu Māori, they would quickly scan the English content without having to use a dictionary or search for the translation.

This approach negates the need for participants to seek out the language toggle, revert to English, and then scroll back down the page searching for what they recognised to be the English equivalent.

# Observations and findings

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

Especially when you have bilingual pānui, your fluency can be at zero when you're reading this. I personally wouldn't read pānui like this because of my upbringing. I always had thought that reo Māori pānui are cop-outs for people that don't have fluency. But if your target is to reach people, you can reach absolutely everybody [with this approach] because you have translations for every single kupu Māori.

For me, if there is a kupu that I'm less familiar with, I can find it straight away rather than reverting to English or linking out, which we probably don't want people to be doing, we want them to be as engaged as possible.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

## Benefits of simultaneous display of both languages

All participants noted the many benefits of taking this approach regardless of language proficiency

- Caters to reo Māori speakers of varying levels of familiarity, confidence and understanding of te reo Māori
- Better supports learning and reclamation of reo Māori
- Provides an opportunity to apply and test knowledge and understanding of te reo Māori
- Provides an opportunity to discover new kupu, sentence structures and ways to communicate ideas and ways of thinking
- Invites those that are curious about te reo Māori to engage and learn at their level of understanding.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

The use of reo e rua, it's just so useful for people who are on that journey in terms of making sense of certain rerenga and kupu being used in different contexts.

If you go for something like this, you make it much more accessible to somebody that's learning te reo Māori. I might challenge myself first to read it in te reo Māori, and if I get a little bit caught out, I can just look right there. It just creates a space for everybody to be learning.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

“It makes it difficult for me to want to even try to read the whole thing in Māori.”

**Alternating between languages when presenting larger amounts of text content is challenging to engage with forcing reo Māori speakers of all levels to mentally switch in and out of whakaaro Māori.**

While all participants saw the value in the side by side approach, they openly shared their disapproval of a vertically stacked alternative when provided with an example.

The side-by-side approach allows reo Māori speakers to read the content in one long column with our disruption from English words and ways of thinking.

When thinking about responsive design patterns to ensure a mobile-friendly experience, some participants indicated that they would prefer that all Māori content was grouped together, and all English content was grouped together below. It should be noted that this makes it difficult to employ the aforementioned learning strategy and would require further exploration and evaluation to feel confident proceeding with this approach.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**While rumaki reo experiences were considered the ultimate future goal by First Language Speakers and proficient Second Language Learners, all speakers recognised the immediate value of a dual-language approach**

For First Language Speakers and Second Language Learners with a stronger grasp of the reo, rumaki reo experiences were most desirable providing an experience that enabled them to stay thinking in te reo Māori without disruption from English content.

However, these same speakers highlighted the value of a simultaneous display dual-language approach that afforded them the same benefits as those still developing their reo in the way that they can easily double-check their understanding of a less familiar kupu without needing to open Te Aka in another tab, or reach for a dictionary.

# Observations and findings

HIGH-LEVEL OVERVIEW

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

In a perfect utopian world where everyone with a drop of Māori in them could kōrero Māori, it would all be in te reo. Mō te tangata tino kaingākau ki te reo Māori, ka noho tēnā hei kai mōna i te ao i te pō."

End goal should be rumaki experiences; a working goal.

## Research objectives

- Understand the quality of whaka Māoritanga expected, the level of reo Māori, the voice, and the proportion of translated content in relation to the language proficiency of those using our online services.
- Understand the level of reo Māori that best suits different learning levels.

**Less proficient speakers are not intimidated by rumaki reo experiences provided there is a language toggle to revert to English**

One behaviour that stood out was that all Second Language Learners would happily begin their experience in a rumaki reo space without fear or intimidation and would treat this as a learning opportunity. Knowing that they could easily toggle to English if and when required.

If I am going to a website with a reo Māori and an English portal, I will go to the reo Māori portal as my own challenge, to see how far I can go. And will revert to the English portal if and when I need to. It's learning tool to be able to do that.



# The workshop

# Who we spoke with

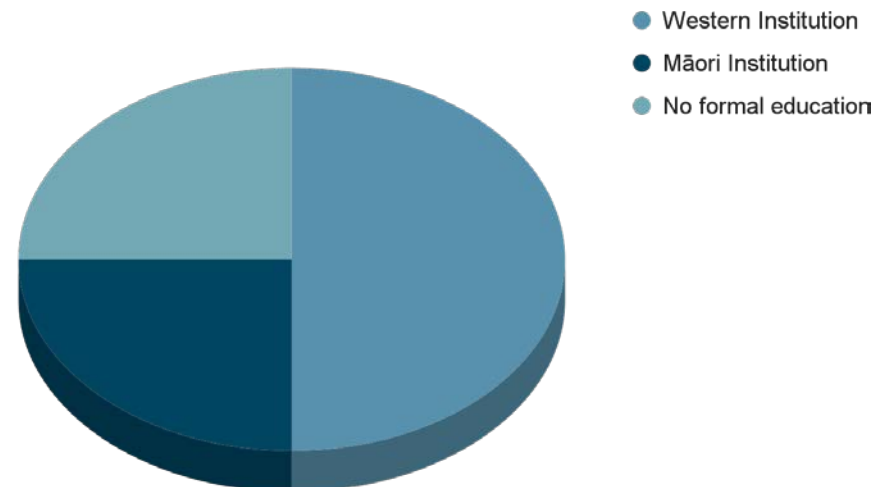
We spoke with a 10 reo Māori speakers with whakapapa Māori

- Māori tertiary students spanning a range of ages including rangatahi and pakeke at a beginner or an intermediate level of reo proficiency.
- Rangatahi Māori currently enrolled in whare kura.
- First Language Speakers

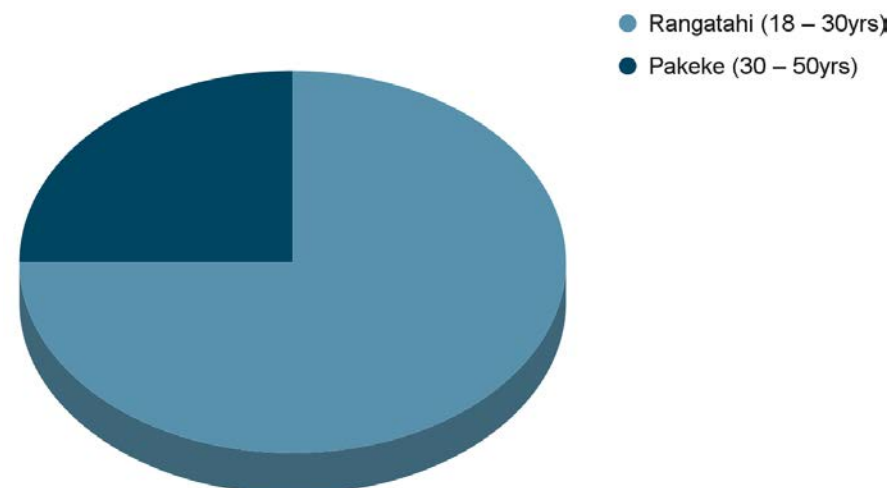
We prioritised the voices of tāngata Māori throughout this initiative due to the commitment to Maihi Karauna and our acknowledgement that Māori are kaitiaki of te reo.

## Learning backgrounds

*Western Institutions include universities and other avenues of mainstream education while Māori institutions include Whare Wānanga (TWOA, TWOR) Kura Reo, Kura Kaupapa etc.*



## Age groups



# Our approach

## Workshop approach

We organised a workshop to explore some of the less conclusive aspects of the interviews, to prioritise content for translation and to evaluate a concept for a responsive simultaneous dual-language experience and phased approach to delivery.

We invited a number of tāngata Māori with various familiarity and confidence speaking te reo Māori and had a wānanga about each of the a forementioned focal points.

This wānanga ran for ~120-min and in-person at our office. For those that were unable to attend, we provided a digital self-led alternative consisting of

with two activities; one focused on prioritising content for translation, and another for evaluating the phased dual-language approach.

For those that were eager to participate but were unable to attend, we created individual digital self-led activities using Miro boards. There were two activities: one focused on prioritizing content for translation, and another on evaluating the phased dual-language approach.

# Our approach

## Workshop focus

- Understand where translation mahi can have the most impact over time
- Evaluate concept for a simultaneous dual-language experience and a potential phased approach to achieving this

## Desired output

- A refined benchmark
- A priority order for translation efforts
- A clearer direction as to how to best present reo Māori content online

## Note taking and thematic analysis

Audio recordings were created to support those note taking, and digital notes were captured, collated and refined using Notability before being anonymised and brought into Miro for thematic analysis.

These will be deleted 3 weeks after the completion of this research engagement.

# Observations and findings from our workshop

A high-level overview

# Prioritising content for translation

## Card sort activities

We invited reo Māori speakers to think about the which website content was most important to be translated in the immediate, short and long term.

They were presented with content from 3 websites; Archives New Zealand, Papers Past and Te Papa. From here we asked that they prioritise translation efforts based on what was most important, quite important and less important to them.

While each participant had ended up at one of the websites in some capacity at some point in time, it is worth noting that they are not heavy users of the websites and were largely looking at the online experiences with fresh eyes.

Going into this engagement we had anticipated that it might be challenging for participants to understand the depth of content available on each website and the relevance or potential relevance their might be for them. This turned out to be true as a few of the participants understood the purpose of each website or the abundance of content available when accessing them.

This might suggest that there would be value in dedicating more focused time to better understand the impact of reo Māori content on individual websites.

# Translation mahi for Archives New Zealand

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/ headings
- Labels
- Constitutional document pages
- Services for iwi
- National war art collection
- About page
- Plan your visit
- What we have
- Collections
- Events
- Exhibitions

### Quite important

- News/ updates
- Blog articles
- Resource guides
- Search
- Filters/ sort options
- Links and buttons

### Less important

- Visit a Reading Room
- Managing information
- Help with your Research
- Contact page

# Translation mahi for Papers Past

OUR APPROACH

## Prioritised content for translation

### Very important

- Logo
- Navigation
- Titles/headings
- Labels
- Homepage
- Pages about Māori taonga e.g. Ngā tānga reo Māori page
- About page

### Quite important

- Website alerts
- Filters/ sort options
- Links and buttons
- Help popups

### Less important

- Help page
- Contact page
- Terms and conditions



# Translation mahi for Te Papa Tongarewa

## Prioritised content for translation

### Very important

- Titles/ headings
- Navigation
- Labels
- Homepage
- About us
- Repatriation pages
- Educator resources
- Our strategy
- Event information
- Kids and Family at home activity
- Links and buttons
- Online collections
- Exhibition information
- How to care for taonga
- Press releases
- Statutory documents

### Quite important

- Object labels (item details), object descriptions (Overview)
- Exhibition information
- Web hub master pages
- Web hub content pages

### Less important

- Getting here
- Search tips

# General findings for card sort activity and discussion

## General findings

### Translation of headings, labels and navigation improves scannability and wayfinding

In terms of accessibility, a dual-language approach to headings, labels, and navigation is preferred. This not only suggested the organisation's value of the reo, but also improved scannability for reo Māori speakers and enhanced their ability to navigate the website.

### Dual-language logos are appreciated and often expected

Dual-language logos are appreciated when expressing value of te reo Māori and a commitment to Te Tiriti. Although it was noted that a change in the organisation's name and/or logo should only come about after organisational change.

From what i know and have seen, the National Library holds a lot of documents, pikitia and pukapuka etc that are really insightful in deeper research about Māori figures and events in te ao Māori, so I think it would be nice to see a bit of a rebrand in their logo to reflect their housing of knowledge.

# General findings for card sort activity and discussion

## General findings

### The integration of te reo and ahurea Māori in public spaces helps to ensure the success of Maihi Karauna for Tauwi and Māori

One of the goals of Maihi Karauna is to ensure that by 2040, 1 million New Zealanders value te reo as a key part of our nation. Participants expressed that a reo e rua approach enables content to be fully accessible and is perhaps less intimidating than a rumaki (full immersion) experience - not only for Tauwi, but also for tangata Māori who are yet to connect with te reo.

Legislative change was highlighted as part of the long-term vision, however at this point we're focussing on the things we can do to begin to better support hapori Māori.

Te Papa is so important as an entity to be a platform for the education of tauwi to learn and understand Māori culture, even if it's only slightly. I think only having content/ kaupapa available in te reo Māori could actually work against these efforts.

Having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities.

# General findings for card sort activity and discussion

## General findings

I don't want to say that providing information of any sort in te reo Māori is the only way to encourage Māori engagement and recognition of the services provided by Archives NZ (and other entities), but having that bilingual presentation e rua e rua ki reo Māori me reo Pākehā to me conveys at least an effort to acknowledge all the 'baggage' that comes with rectifying [past] wrongs and inequities

### **Right now it's key to focus translation efforts on kaupapa Māori**

This includes writings about Māori history and historical events, taonga Māori, ahurea Māori, and te ao Māori. There is also an opportunity to provide a Māori perspective to Aotearoa history that may currently be told from a predominantly Pākehā perspective.

### **All future content should be translated**

While we focused on existing website content, there was an expectation that anything that was deemed relevant to tāngata Māori and te ao Māori.

### **Educator resources should be available in te reo Māori to support teachers**

Participants highlighted the importance of educators and the essential role they play in re-centering histories and narratives regarding te ao Māori. It was deemed vital that to provide access to high-quality resources to support teachers to achieve this and that these resources should be offered in te reo Māori as there is a clear opportunity to whakamana the language in schools across the country.

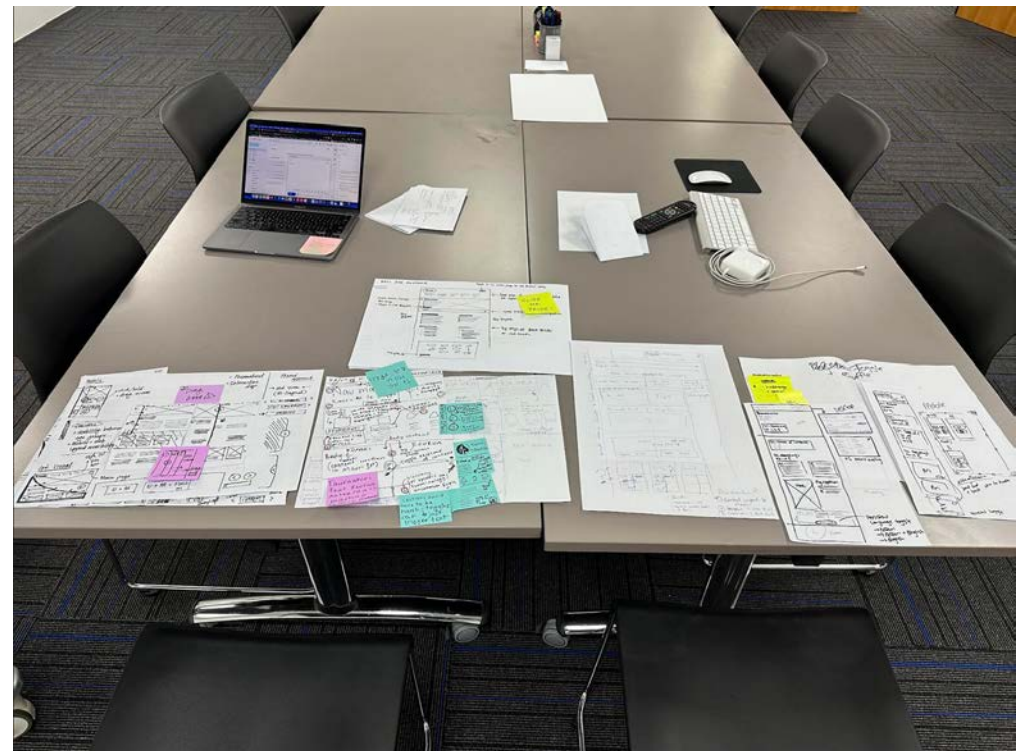
# Evaluating a dual-language experience

## Design evaluation activity

After completion of the interview phase, it became abundantly clear that there was a strong desire to see both te reo Māori and English content presented side-by-side.

This approach provided a natural opportunity to develop one's reo, and reduced the need to toggle between languages and/or navigate to Te Aka to understand the meaning of unfamiliar kupu Māori. It is also in line with the bilingual signage approach from Te Puni Kōkiri.

Taking cues from the interview findings, IDIA and the project team ran an ideation session to explore what a responsive dual-language experience might look like and how we might take a phased approach to transition from a predominantly English experience to a dual-language experience to a rumakireo one.



# Taking a phased approach

OUR APPROACH

Exploring how we can best present reo Māori content

## Current state

Largely English experiences with very little reo Māori content available or whakaaro Māori included as part of the digital experience.

## Phase One

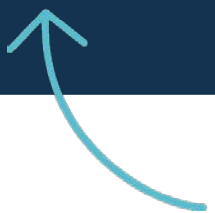
Introduce dual-language titles, headings, and navigation.

## Phase Two

Build upon Phase One and introduce more prominent reo Māori content displayed alongside English with the option to toggle between English and Māori too.

## Phase Three

A fully immersive reo Māori experience.



We are largely here  
at this point

# Concepts for evaluation

## Phase One



## Phase One: Dual-language titles, headings, and navigation

This phase is still a largely English language experience however we begin to introduce dual-language headings, labels, breadcrumbs etc to improve scannability and navigation for reo Māori speakers.

Reo Māori is displayed first (top to bottom, left to right) and is visually distinguishable from English to communicate its value and to invite readers to engage with reo Māori.

# Concepts for evaluation

## Phase Two



## Phase Two: Reo e rua experience

Phase Two builds on the efforts made during Phase One and takes things one step further displaying reo Māori article content alongside English.

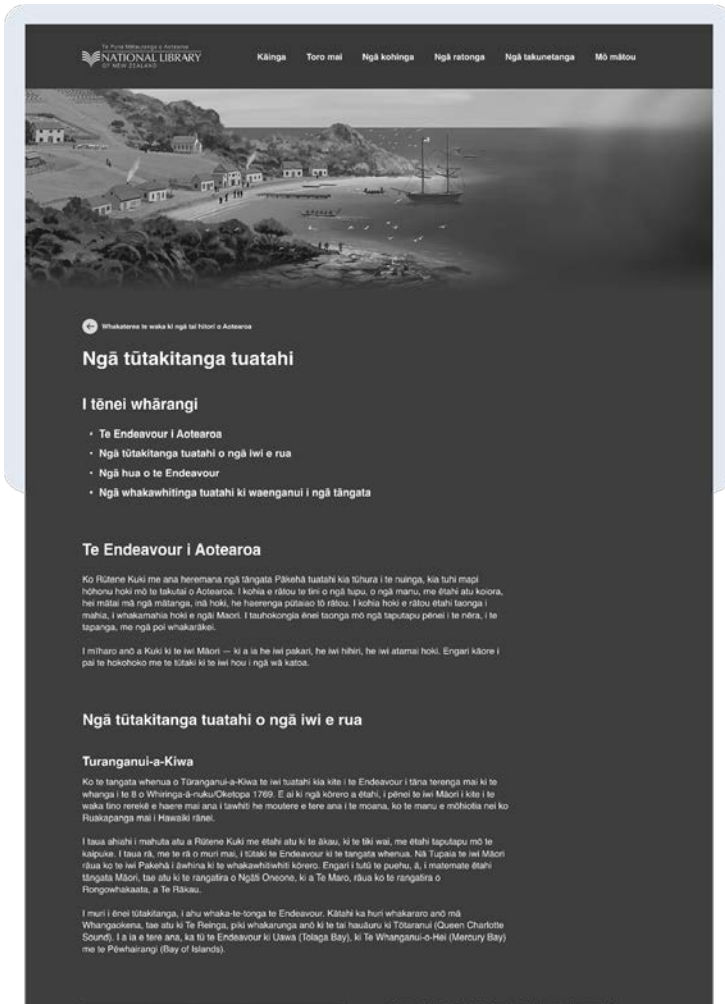
By displaying both translations in close proximity, readers can stay engaged with the content and easily find translations if necessary. If they encounter unfamiliar kupu Māori, they can quickly scan the English content without having to resort to using a dictionary or search for the translation.

Phase Two also introduces a toggle enabling users to toggle between dual display of te reo and English, Māori and English. Dual language display would be the initial default, however the user's preference would be recognised, stored and respected when they return to the website.



# Concepts for evaluation

## Phase Three



## Phase Three: Rumaki reo experience

A toggable immersive reo Māori experience where all content is available in te reo Māori.

## General findings

**There was unanimous support and enthusiasm for the simultaneous reo e rua design.**

As recognised during the interviews, the learning opportunity that use of reo e rua provides remains a strong reason for this preference. The way that te reo Māori is visually distinguished and displayed first (top to bottom, left to right) successfully communicated the deliberate prioritisation and appreciation of te reo Māori.

Participants appreciated taking a dual-language approach to navigation, headings, labels etc as part of Phase One (card sort activity) and responded positively when te reo Māori was made prominent and consistently presented.

Participants also appreciated the dual-language approach to body content as part of Phase Two and understood that the need for the phased approach came about due to resources/ investment rather

than the number of kaiwhaka Māori available to do the work.

**A reo e rua approach offers an invitation to non-Māori to draw nearer to te ao Māori.**

Deliberate elevation and increased exposure to te reo Māori was seen to as a welcoming invitation to tāngata Tiriti and tauwiwhānau who may be navigating or curious about navigating through te ao Māori by engaging with te reo.

# Evaluating a reo e rua experience

OUR APPROACH

## General findings

People understood the phased approach and the benefit of each phase while also recognising the effort involved.

Slowly increasing te reo Māori on a website is great! It's a gradual change that takes into consideration frequent users of the website but also those operating on the back end. A website change is huge, let alone adding a new language so this considers everyone interacting with the website and allows for everyone to get familiar with the new norms of the website first.

Despite understanding the phased approach, there were many who would prefer a leap from Phase One to Phase Two sooner rather than later.

Some suggested a dual-language approach might be reduce a more adverse response from non-Māori and might maintain inclusivity.

I think it's a nice way to do it if there is concern that people will react too strongly to going straight to Phase Three (rumaki reo experience)

# Evaluating a reo e rua experience

OUR APPROACH

## General findings

**It will be important to prototype and test a mobile experience more extensively.**

While the experience for larger devices was very well-received, there was slight uncertainty about the experience for smaller devices.

They liked the idea of being able to jump between reo Māori and English content blocks, but were unsure how this experience might feel if they were really in a research mindset, which is a fair and astute thing to recognise.

**There's room to better communicate the value and the function of the language toggle.**

They also suggested there could be value in heightening people's awareness of the language toggle from the get-go. It was suggested that an overlay, a quick walk-through or a spotlight approach could be a start for first-time visitors of the websites.

It was also noted that this could be a persistent element which was ever present as the user engaged with the website.

# Moving forward

Recommended next steps

# Beyond the workshop

Thinking about what could be further explored to enhance the experience and who could be brought along on this journey in the future

Prototype, test and evaluate ideal online reo Māori experiences with a broader segment of our wider community to ensure an accessible and more inclusive digital experience for those accessing your digital services. While we've already evaluated some initial concepts with speakers of te reo Māori, and these were well-received, there were aspects of the responsive experience for smaller devices that could benefit from additional exploration and enhancement. There may be more to be done to feel confident and reassured to move forward into a production environment where there may be cross-website or cross-organisation impact.

From this point, we would recommend:

- Speak directly with whānau hauā/ tāngata whaikaha to understand how appealing the proposed experience is, create new concepts if required, and learn how to enhance the experience to be even more accessible to a wider audience
- Digitise concepts with a focus on accessibility and responsive design and evaluate the prototypes with Pākehā, Tauīwi, and Tāngata Tiriti

25% of our general population identifies as being disabled, within this, tāngata whaikaha (Māori from the disability community) make up 26% of Māori in Aotearoa.

Any public communications made by Government need to meet digital accessibility guidelines, and within the context of the use of te reo Māori online, it is essential that we engage and collaborate with tāngata whaikaha to ensure success.

All government entities have obligations to Te Tiriti and to the recognition of our language as a taonga. What can be done in that space to whakamana?

Ngā mihi maioha

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#); [Belinda Chu](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Cc:** [John Moore](#); [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** Use of te reo Maori online: 12 Dec – Follow up  
**Date:** Monday, 12 December 2022 5:12:33 pm

---

Kia ora koutou,

Thanks again for making time to review and confirm the delivery timeline as well as the engagement approach.

**What's next?**

- IDIA to begin on the research plan.
- IDIA to make a start on the facilitation guideline for the workshops and the respective conversation guideline for the interviews.
- IDIA to begin preparing to engage with individuals from each audience group.
- Everyone to regroup in the new year on Wednesday January 25th at 12pm.

Nga mihi nui,  
Will



**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Subject:** Use of te reo Maori online: 25 Jan – Follow up  
**Date:** Wednesday, 25 January 2023 3:36:47 pm

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Kia ora koutou,

Thanks again for making time to talk through the workshop approach and provide suggestions on how we might improve things. Generally speaking, it feels like we're on the right track and with a little refinement here and there, we should be good to go.

### **Next steps**

Before we group next, the IDIA team will:

- Provide a separate overview document outlining the approaches to each workshop and interview as well as detailing the key audience groups we hope to engage with.
- Make updates to the current workshop approach based on today's discussion and suggest a more focused approach with consideration to the 90min workshop timeframe.
- Begin drafting the 45min 1-to-1 interview approach and use this to inform how we might prioritise key areas of interest as outlined in the 90min workshop approach.
- Get together with the wider IDIA team to provide a recommendation on if project team members should be involved as workshop observers and if so, how they can be best involved without adversely impacting participants and/or the quality of our research engagements.
- Book another hui to talk through workshop approach refinements and provide a progress report.

Before the our next hui, can each of you please:

- Decide on 3 key areas of your organisation's website experience that you would like to have evaluated by our chosen audience groups and add them to the Google Doc.  
[See Google Doc](#)

Please let me know if there's anything I've missed, or anything I may have misinterpreted and we'll make any necessary amendments.

Nga mihi nui,  
Will

**From:** [Adrian Kingston](#)  
**To:** [William Minty](#); [Belinda Chu](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#); [Lewis Johnson](#); [John Moore](#); [Johnson Witehira](#)  
**Subject:** Use of te reo Maori online: Auckland Museum Research  
**Date:** Friday, 9 December 2022 1:39:49 pm  
**Attachments:** [Internet NZ AKL Museum Project Report FINAL.pdf](#)

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Kia ora koutou

Adam Moriarty from Auckland Museum has got back to me, and shared the research they undertook last year on the IMPACT EVALUATION OF ONLINE CENOTAPH AND COLLECTIONS ONLINE TE REO MAORI TRANSLATION PROJECT. Apologies for yelling. Report attached. Here's a bit more on the project

<https://www.aucklandmuseum.com/discover/collections/topics/te-reo>. There's also a xlsx link to the labels and their translations in the blog. Also note, Tracy Maniapoto is mentioned in the blog but I'm not sure how involved she was.

Adam said he's looking forward to seeing the results of our research, and open to joining the collaboration in the future if the opportunity arises.

This also makes me think we should start thinking about how we promote and distribute the research findings, I'm thinking <https://www.digital.govt.nz/>, InternetNZ, National Digital Forum, ARANZ, LIANZA, and Museums Aotearoa would be a good start?

Nga mihi

Adrian

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#); [Belinda Chu](#); [Georgia Gifford](#); [John Moore](#); [Lewis Johnson](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** Use of te reo Maori online: Confirm delivery timeline and engagement approach @ Mon, Dec 12, 2022 12:00pm – 1:00pm (GMT+13)  
**Date:** Friday, 9 December 2022 4:29:16 pm

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Kia ora koutou,

Thanks to everyone who sent through an indication of their leave over the summer break. With that in mind, here is the proposed delivery timeline. [See delivery timeline](#)

We'll be going through this on Monday, however if you're keen to prepare your whakaaro and or patai ahead of time, feel free to use the Comment tool in Miro and provide your feedback.

Kia pai te mutunga wiki!

Nga mihi,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Ariki Spooner](#); [Sam Minchin](#); [Rowan Payne](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** Use of te reo Maori online: Confirmation required – Content for card sort  
**Date:** Tuesday, 16 May 2023 3:45:59 pm

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Kia ora ano,

Just following up to make sure that we're all comfortable with the content that has been included for the card sort activity for the upcoming workshop. [See Miro board](#)

The purpose of this activity is to develop an understanding of which content should be translated and/or begin in te reo Maori. We'll be encouraging individuals to prioritise the content based on what is most important to them which we hope will provide you and your organisations with more clarity about what should be focused in the immediate, short term and long term.

If you're not comfortable with what is there, can you please invest some time to adjust these to your tastes and/or book time with me to work alongside you. Always here to support you if you need it.

Aku mihi,  
Will

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#); [Amber Callanan](#); [Belinda Chu](#); [Georgia Gifford](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** Use of te reo Maori online: Follow up – Fri, Mar 31, 2023  
**Date:** Friday, 31 March 2023 11:00:37 am

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Morena koutou,

Thanks again for getting together and ensuring we're still on the same waka and paddling to the same destination.

### **Next steps**

- Workshop preparation: Sam and Belinda to add website content for the card sort with consideration to the subject matter not just the section of the website i.e. collections. Feel free to drop this content in the Miro board as Word documents and we can adjust these to suit. [See Miro Board](#)
- Interview approach updates: IDIA to introduce a question to help us to better understand what an end goal might look like, for example, is it a fully translated website?
- Recruitment: IDIA to select a range of participants to speak and send through consent forms to those potential participants who have already registered interest and availability.
- Share back: To provide an anonymised breakdown of interview participants that can be shared internally within your organisations.

### **Useful resources**

- [Interview approach](#)

Aku mihi,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Ariki Spooner](#); [Sam Minchin](#); [Rowan Payne](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** Use of te reo Maori online: Follow-up from today"s ideation session  
**Date:** Monday, 15 May 2023 4:24:09 pm  
**Attachments:** [IMG\\_0868.HEIC](#)  
[IMG\\_0871.HEIC](#)  
[IMG\\_0870.HEIC](#)  
[IMG\\_0866.HEIC](#)  
[IMG\\_0869.HEIC](#)  
[IMG\\_0867.HEIC](#)

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Kia ora koutou,

A big mihi to Sam for coming through today and being a part of the ideation session. We attempted to run an incredibly short sketch and focused session but still managed to go almost 45min over time due to some passionate discussion during the share back

For transparency, we explored a number of websites to use as a starting point, thinking about complexity of content and variety. In the end we settled with [Tuia Matauranga](#) and took inspiration from a range of different website examples that were presented as printouts.

By the end of it all, we reckon we came away with about 2.5 concepts in total which our team is currently digitising in Figma. We'll aim to share these back for consideration tomorrow.

In the meantime, here are the hua of our efforts.

Aku mihi,  
Will

Mobile.



click/hold + drag across.

Drag Zone ⚠

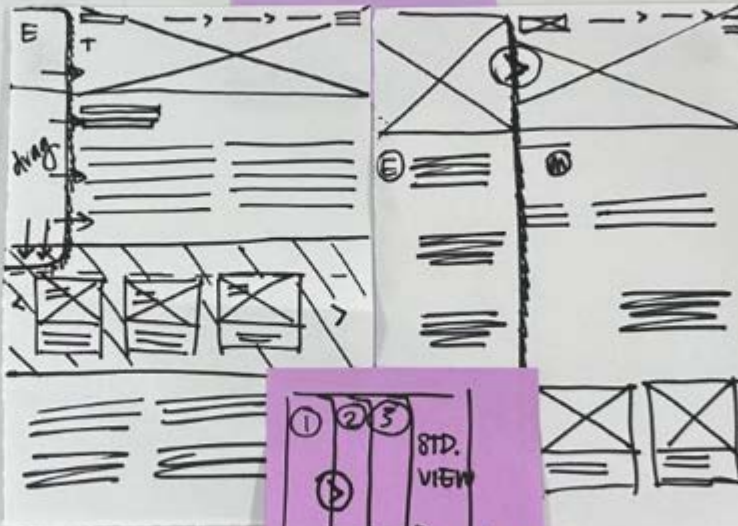
+ Personalized  
+ Interactive disp.

Phased approach.

→ Std View. ←  
(Bi-lingual)

Concerns

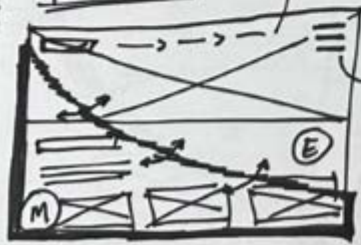
+ usability between age groups...  
+ Mobile x Web layout accessibility



< BILINGUAL >  
FULL EMERSON >  
< ENGLISH >

Opt. Visual.

High lvl site nav.

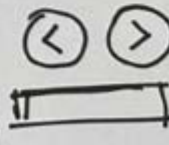


Main page

① ② ③  
STD. VIEW  
drag

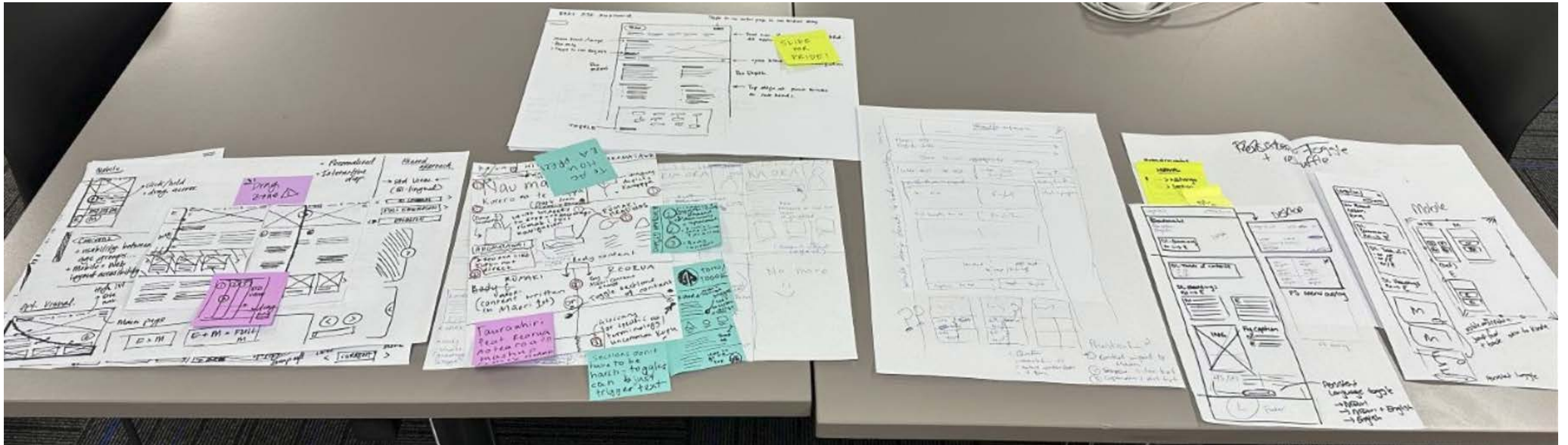
E x M

E + M x FULL M



Swipe out

< CURRENT >





# BASIC SITE ANATOMY.

Toggle to see entire page in reo māori only

- main block / image
- Reo only
- Toggle to reo English

Reo māori

Dual nav. D. All upper bld.

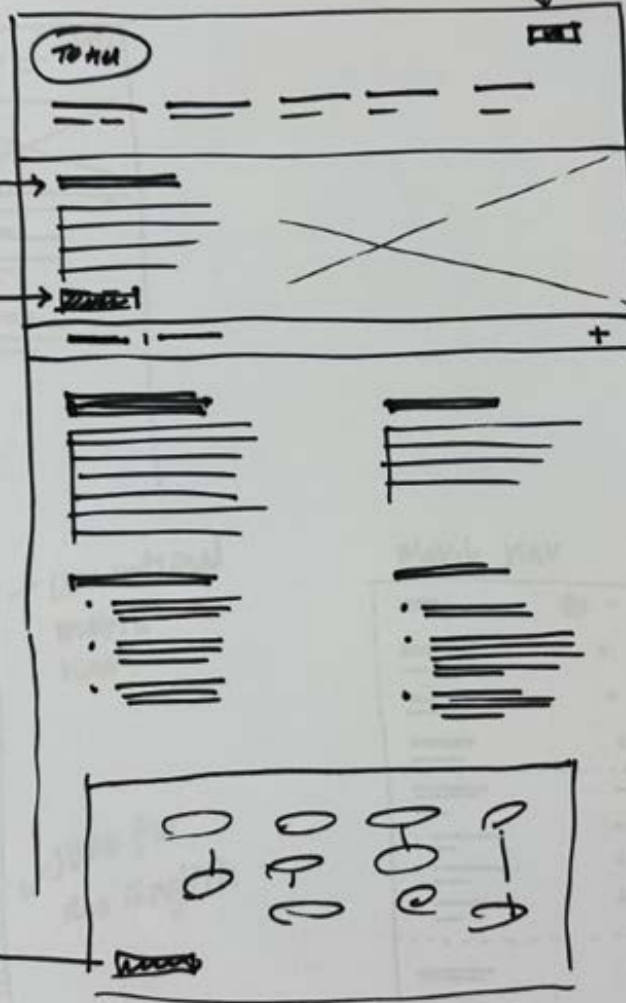
open block

Reo English.

Top align at para breaks or sub heads.

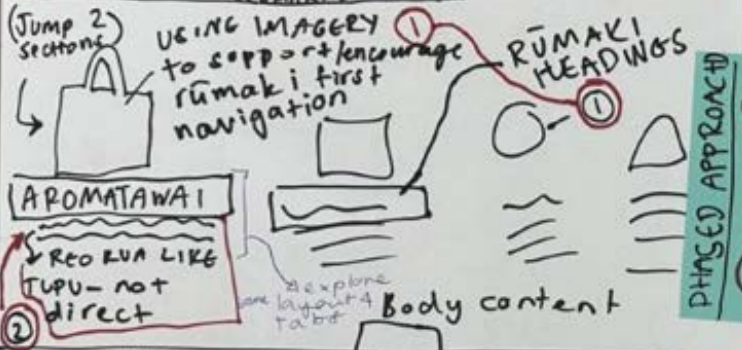
TOGGLE

SLIDE FOR PRIDE!



Te Ao Hou  
Prezi  
BA

Ko/VAI Hi  
AROMATAWHI  
Nau ma  
Korero mo te...  
Toggle from  
RUMAKI -> REORUA



PHASED APPROACH  
1 - imagery + headings / long core delivery  
2 - approach = RUA for jump sections + previews  
3 - Body content



TOMU/TOGGLE

Taurawhiri  
feat. Reorua  
Aotea ro a 20  
mashup  
remix REVAMP

Glossary for specific reo terminology / uncommon kupu

REORUA  
Body content

Sections don't have to be harsh - toggles can be just trigger text

Jump to icon to top

No more  
☺

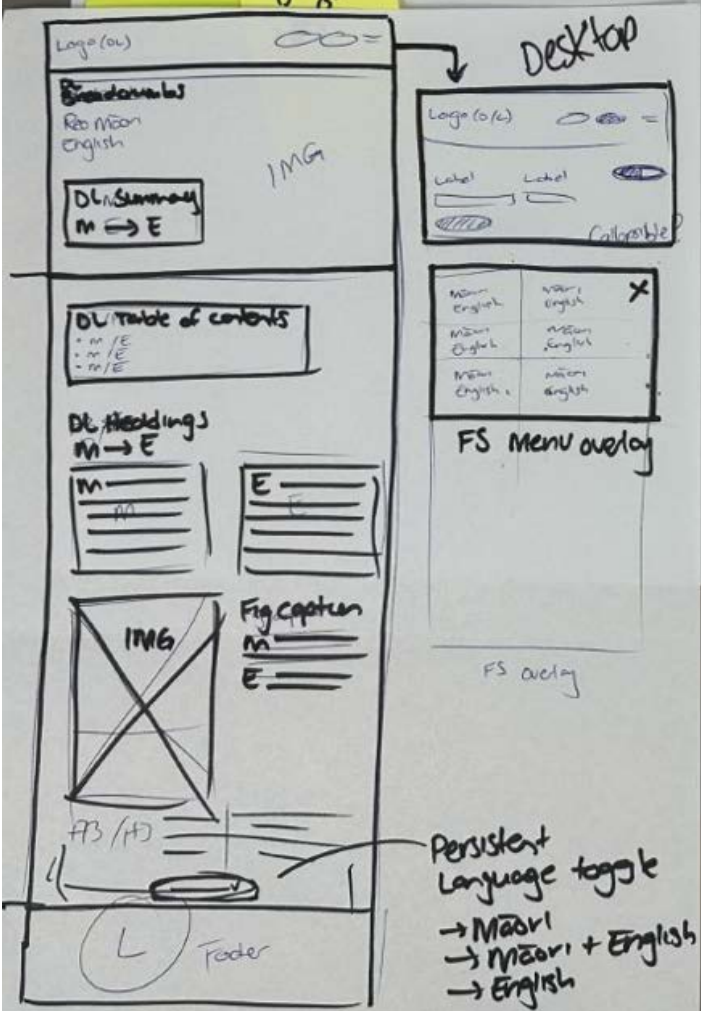
# Persistent toggle + reshuffle

Breadcrumbs

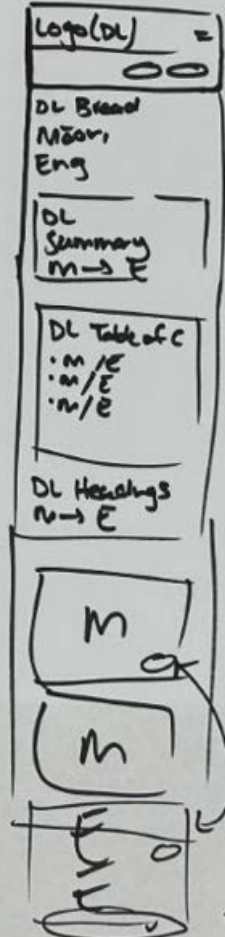
NORMAL

f ... > Whanga  
... > Section

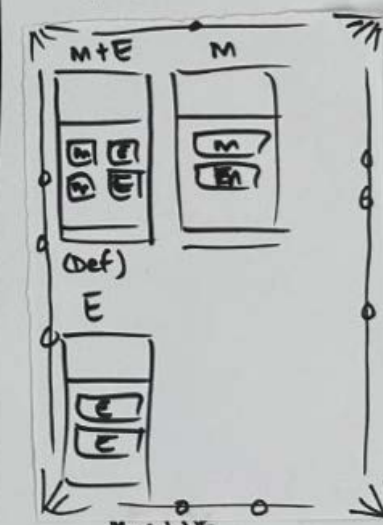
DL



Persistent language toggle  
 → Māori  
 → Māori + English  
 → English



Mobile

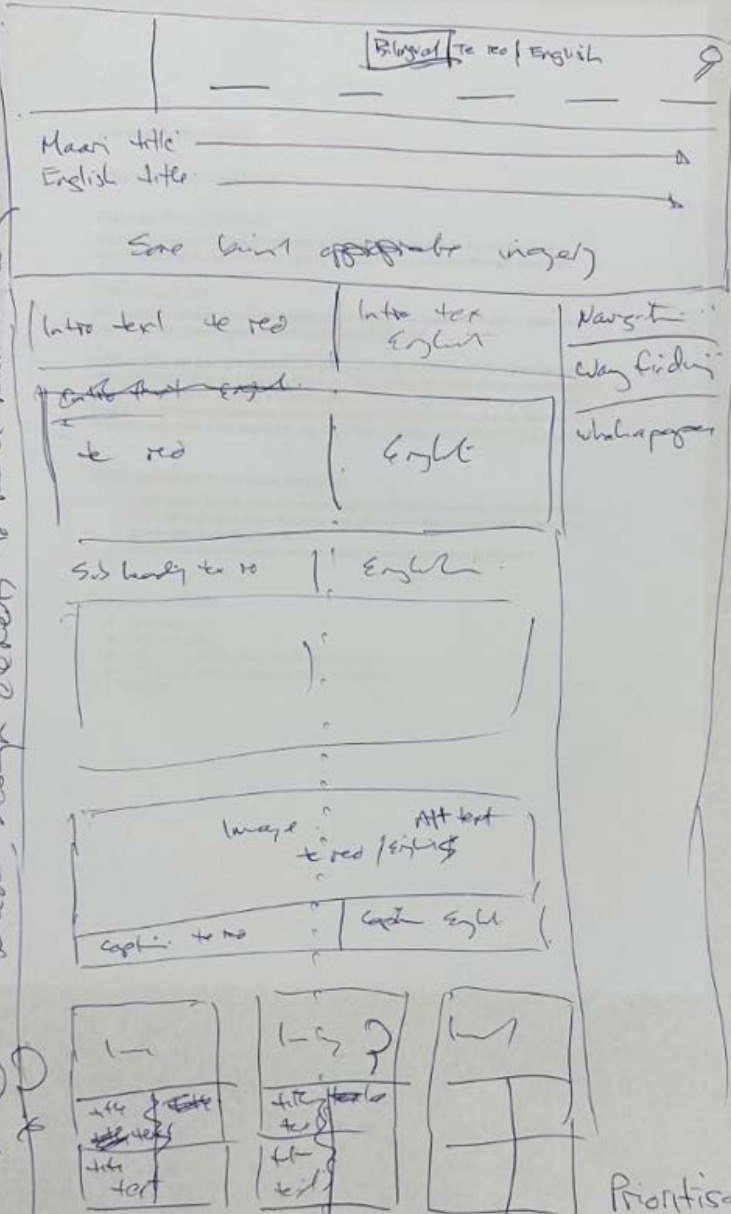


visible on Mobile  
 Jump forward + back  
 akin to Kinote

Persistent toggle

Needs design elements to make more visible

search



Question:  
 - navigation: vs  
 - content written from  
 - 2 Pavs.

**Prioritisation**

- 1) Content important to Maari
- 2) ~~Intro~~ Intro text
- 3) Caption / alt text

**From:** [William Minty](#)  
**To:** [Adrian Kingston](#); [Amber Callanan](#); [Ariki Spooner](#); [Belinda Chu](#); [Rowan Payne](#); [Sam Minchin](#); [Samuele De Stefani](#)  
**Subject:** Use of te reo Maori online: High-level summary report – Ready for review  
**Date:** Thursday, 1 June 2023 2:36:34 pm

---

Ahiahi marie e hoa ma,

As promised, here is the high-level summary report updated to include the workshop findings and proposed next steps. [See slides](#)

Looking forward to talking through this in a little more detail tomorrow afternoon at 3pm.

Aku mihi,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Amber Callanan](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Subject:** Use of te reo Maori online: Preferred platform/app for presenting online  
**Date:** Friday, 16 June 2023 2:36:34 pm

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Kia ora koutou,

I hope you're all well and are ready for the weekend ahead.

Our team are all very excited about the upcoming presentation and we're currently blocking out a presentation structure based on the reverse brief we provided previously.

Apologies, I have a pakerehua that I neglected to ask earlier.

Do we have a preference for which platform/application that will be used to present online? i.e. Zoom, MS Teams, etc. I'm conscious that each has features that can enhance the presentation for both the presenter and the audience.

Nga mihi nui,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Sam Minchin](#); [Adrian Kingston](#); [Samuele De Stefani](#)  
**Cc:** [John Moore](#); [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** Use of te reo Maori online: Presentation structure and format  
**Date:** Monday, 12 December 2022 4:39:05 pm

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Kia ora koutou,

Thinking about the final output, I've pulled together some initial whakaaro based on our kick-off hui to get us thinking about the presentation content structure, the format and file types, as well as the channels that might be utilised to distribute and advocate for the research findings (Thanks, Adrian!).

Here is a starter for ten. [See document](#)

I welcome you all to add your thoughts early on so we can better ensure we're writing and design the presentation with everyone's needs and desires at the forefront.

Nga mihi,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#)  
**Subject:** Use of te reo Maori online: Progress update – Aperira 04, 2023  
**Date:** Wednesday, 5 April 2023 4:42:59 pm

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Ahiahī marie e hoa mā,

I hope this short week has been kind to you and your return to the office next week is equally so. I also trust you've got something exciting (or something relaxing) lined up for the Easter break.

Before we all disappear for a bit, here's where things are at.

### What's happened?

- Interview approach updates: We introduced a question to help us to better understand what an end goal might look like, for example, should we be looking to develop a fully translated digital experience.
- Building relationships with our hapori whai kaha: We met with a couple of accessibility experts who helped us develop our thinking of how we might approach interviews with tangata whai kaha. They also offered to introduce us to couple of people.
- Building relationships with kura: We're continuing to build our relationships with kura and have connected with a kaiako in Taranaki who has shared our panui with her reo Maori class there.
- Recruitment: We've had an overwhelming response from reo Maori speakers interested in being involved in this kaupapa. However, there have been a couple of challenges.
  - 1) We have quite a few people interested at a similar level of proficiency and a similar age group.
  - 2) We've yet to receive signed consent forms from those in our hapori whai kaha.

Due to this, we are going to need to cast the net wider and continue to speak with our hapori whai kaha next week. As a result, the share back document is light. [See Google Sheet](#)

On the plus side, despite over representation in specific levels of proficiency, we now have a number of people who we can choose to invite people to the workshops later down the line or potentially call in people should others be suddenly unavailable to attend.

### What's next?

- Recruitment: Continue recruitment.
- Preparation for interviews: Prepare Notability templates to ensure the quality of the notes and observations, organise Prezzy Cards as koha, and continue comms with participants.
- Preparation for share back: We'll also begin to structure the high-level summary report so that it is good and ready to be populated with observations and findings. This will be based on [our presentation structure document](#) and will continue to be refined over the duration of the project.
- Interviews: Interviews are scheduled for Tuesday 18th – Thursday 20th Aperira and we'll be looking to run four 45-min sessions per day.



I'm going to be on leave as of tomorrow, but will respond to any patai or whakaaro you might have on Tuesday.

Kia pai te mutunga wiki roa!

Aku mihi maioha,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#); [Georgia Gifford](#); [John Moore](#)  
**Subject:** Use of te reo Maori online: The summer break  
**Date:** Friday, 9 December 2022 1:23:13 pm

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Kia ora koutou,

As we inch closer and closer to Christmas I'm conscious that we've yet to discuss our availability over the next month or so while also acknowledging how this will influence the delivery timeline.

Please let us know when you're likely to head away for the summer break and when we might expect to be able to get in touch with you in the new year so we don't accidentally schedule important hui while you're away.

I'll kick us off! I'm out from Friday 16th December 2022 – Monday 16th January 2023.

Aku mihi,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Adrian Kingston](#); [Samuele De Stefani](#); [Sam Minchin](#)  
**Cc:** [John Moore](#); [Johnson Witehira](#); [Georgia Gifford](#); [Lewis Johnson](#)  
**Subject:** Use of te reo Maori online: Updates to our key resources document  
**Date:** Monday, 5 December 2022 6:47:53 pm

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Kia ora koutou,

Since we last spoke we have added a number of documents we received from Adrian, Samuele and Belinda to our Shared Space.

We've also included examples of the research plan, conversation guideline and consent forms from a previous engagement with kura kaupapa on behalf of the National Library.

These have been made easily accessible from the Key Resources document. [See document](#)

Nga mihi nui,  
Will

**From:** [William Minty](#)  
**To:** [Belinda Chu](#); [Samuele De Stefani](#); [Adrian Kingston](#); [Sam Minchin](#)  
**Cc:** [Georgia Gifford](#); [Lewis Johnson](#); [John Moore](#); [Johnson Witehira](#)  
**Subject:** Use of te reo Maori online: Workshop and interview structure  
**Date:** Tuesday, 6 December 2022 2:15:08 pm

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Kia ora koutou,

As promised, we've shaped the recruitment matrix based on last week's wananga and our own recommendations. The number of participants and the types of engagement have been carefully balanced with consideration to the purpose of the kaupapa, our research objectives, and the remaining budget. [See Miro board](#)

In short, there will be 4x 90min workshops (3 in-person, 1 remote) and 8x 45min online 1-to-1 interviews engaging with a range of different reo speakers from many walks of life.

Please take a moment to check the Miro board out and add any whakaaro or patai you might have using the Comment tool in Miro. Additionally, please feel empowered to share these with your internal teams at your discretion and at your convenience.

It's important we arrive at a consensus ASAP to enable us to begin reaching out to different audience groups, building/building upon relationships, and getting an understanding of availability ahead of the summer break. This is particularly important for engaging with kura and wananga.

Aku mihi,  
Will