



Te Kunenga  
ki Pūrehuroa

# National identity and cultural diversity

A research project that looks at what  
Year 12 students say about identity  
in New Zealand

**SUMMARY OF RESULTS** 2012

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## **The aim of the study**

The aim of the study was to develop an understanding of how young people think of themselves in terms of national identity. The research sought to identify what national identity looks like in New Zealand, how it is fostered, and how young people experience it in everyday life. This summary provides background information to the research and reports on how national identity is broadly conceptualised and experienced by Year 12 students.

## **Background**

The question of who we are as a people has been a long-standing interest in New Zealand. In 2011 researchers at Massey University, with funding provided by the university, set out to provide an answer to the question from the perspective of young people. Given the bicultural foundations and the multicultural nature of New Zealand the researchers particularly wanted to understand what national identity now looks like, how it is fostered by families, schools, and technological communications, and how it is lived by young people in everyday life.

## **How the researchers investigated national identity**

To carry out the investigation the researchers surveyed Year 12 students across New Zealand schools. Letters of invitation were sent to each of the 486 principals of schools with enrolled Year 12 students. Each school received a follow-up reminder email or phone call in the week before the survey opened on 1<sup>st</sup> September. SurveyMonkey, an online survey design and administration tool, was chosen to host the survey which was available to students for one month in both English and Te Reo Māori versions. Since the survey addressed issues of cultural identity and biculturalism in New Zealand, the dual language provision acknowledged te reo Māori as an official language of New Zealand and recognised the rights of Māori to express themselves in te reo. The questionnaire was divided into a number of

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sections, namely, background and demographic information; migrant identity; ethnic identity; connection-making through technology; Māori identity; Pākehā identity; and national identity. The survey predominantly used Likert-scale questions, and included a small number of open-ended questions to allow students to expand on their responses.

There are both strengths and limitations to the use of questionnaires that must be noted. Pre-determined options for answers constrain what participants can say, but at the same time allow for comparisons across responses and also across surveys where the same questions are used. In this instance we have tried to balance the strengths of limited response questions by the inclusion of a number of open-ended questions to provide more individual responses.

The online nature of the questionnaire also has both strengths and weaknesses. On the one hand, online questionnaires are inexpensive to administer and allow people to participate in their own time and at a distance (hence greatly expanding the pool of potential participants). On the other, they are impersonal and lack the opportunity for face-to-face interaction. This is clearly at odds with the Maori value of *kanohi-kitea* (a seen face) and may more generally affect participation rates by ethnicity and social class. These challenges are noted by the research team. To address those challenges, further stages of research are planned, including focus group and individual interviews to engage particular groups of participants in more in-depth discussion. Whilst this Summary of Results reports on the questionnaire results, further reports will report on findings using these other methods.

## **Who completed the survey**

### *Schools*

In total, 56 schools located within 13 different regions across New Zealand and of different roll sizes participated in the survey. Most of the schools were located in the North Island, with the highest participation rates from Auckland (n=12, 21.4%), Wellington (n=8, 14.3%), and Waikato (n=7, 12.5%). Of the 56 schools, 28 (50.0%) were Secondary (Year 9-13), 16 (28.6%) were Secondary (Year 7-13), and 12 (21.4%) were Composite (Year 1-13). The

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majority of the schools were State (not integrated) (n=39, 69.6%), and co-educational (n=40, 71.4%). The schools were evenly spread across deciles (typically five or six schools from each decile ranking), with slightly more Decile 10 schools (n=9, 16.1%), and slightly fewer Decile 8 schools (n=3, 5.4%).

### *Students*

Of the 787 Year 12 students who responded to the survey, 64.2% were female and 34.8% were male. Most were 16 years of age (n=489, 62.1%), while some were 17 years (n=274, 34.8%) or older (n=15, 1.9%). Around three-quarters were born in New Zealand (n=602, 76.5%).

The participating students attended schools predominantly located in Waikato (n=206, 26.2%), Auckland (n=177, 22.5%), Wellington (n=116, 14.7%), and Nelson-Marlborough (n=82, 10.4%). Ninety-one (11.6%) of the students attended a Composite (Year 1-13) school, 292 (37.1%) attended a Secondary (Year 7-13) school, and 402 (51.1%) attended a Secondary (Year 9-13) school. Nearly two-thirds of the students were enrolled at a co-educational school (n=511, 64.9%). The remainder were more likely to attend a girls' school (n=223, 28.3%) than a boys' school (n=51, 6.5%). Proportionately more students attended a decile 10 (n=225, 28.6%) than schools from other decile ratings. Students from decile 7 (n=111, 14.1%), decile 4 (n=111, 14.1%), and decile 1 (n=107, 13.6%) schools were similarly represented whilst fewer students attended decile 5 (n=11, 1.4%) or decile 9 (n=14, 1.8%) schools.

### *Representativeness of student participation*

The demographic information about the participating schools and students were compared to known Ministry of Education figures for 2011, in relation to region, school type, state or private funding, age, school gender, decile and school size. In each of these categories of interest, except for gender and age, the participating schools proved to be representative of all the New Zealand schools with enrolled Year 12 students in 2011. Responses from more female and fewer male participants were received than would be expected of the total number of Year 12 students in 2011. In addition, fewer 16 year olds and more 17 year olds responded to the on-line survey than would be expected, and fewer New Zealand European

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or Pākehā students and more Māori, Pacific Islands and 'other' ethnicity students participated than representativeness would predict.

## **Findings from the survey**

### *National identity and being a New Zealander*

Respondents were asked whether they identified themselves primarily in terms of ethnic or New Zealand national identity or both equally. Around half (50.2%) prioritised their identity as New Zealanders, 21.6% said that both were equally important, while 13.8% prioritised their ethnic identity. In total, then, New Zealand national identity was important to nearly three-quarters (71.8%) of the students. Similarly, when asked 'How proud do you feel about being a New Zealander?' slightly over two thirds (68.4%) of the students responded that they were *proud* or *very proud* to be a New Zealander.

The researchers wanted to know how important the following were for the students in relation to national identity<sup>1</sup>: birth place, passport, parents' origin, place of longest residence, place of belonging and ancestral origin. Other than the response *It's what my passport says*, the most frequent response for each factor was *very important*. Thus, for our respondents, national identity is most importantly linked to cultural origins and experience, rather than the political status of citizenship. *It's where I feel I belong* was chosen by nearly three quarters of the students as either *very important* (46%) or *important* (23.1%).

The researchers also asked participants how important various factors were to 'being able to call yourself a New Zealander'. Responses to this question were largely in line with those for the previous question, with belonging, residence and birthplace all figuring highly. Over half of the students identified the following factors as the most important (either *very important* or *important*):

- To feel like New Zealand is your home (67.2%)

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<sup>1</sup> For this question it was left unspecified whether they identified as New Zealanders or with some other nationality.

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- To feel like a New Zealander (61.3%)
- To have New Zealand citizenship (57.4%)
- To have lived in New Zealand most of one's life (56.5%)
- To have been born in New Zealand (54%)

Language, as a means of identifying as a New Zealander, was not considered so crucial. In terms of the importance of any of the nation's official languages to identity as a New Zealander, only the ability to speak English was seen as important or very important, and even then only by 50% of the students:

- To be able to speak English (50%)
- To be able to speak Te Reo Māori (18.3%)
- To be able to speak New Zealand Sign Language (12.6%)

### *Ethnic identity*

Students participating in the survey were asked a series of questions about their ethnicity and feelings about their ethnic background, their parents' ethnicity, languages they can speak, participation in activities and traditions based on different cultures, and the primacy of their ethnic or New Zealand identity.

The students were asked to specify their ethnicity in two separate questions: one open-ended, where students could identify in any way they chose; and the other, later in the section, where they were asked to choose from pre-determined ethnic categories. Both questions emphasised that students could select more than one ethnicity if they preferred. Of the 787 students participating in the survey, taking into account the fact that students were able to identify with more than one ethnicity, 467 (59.3%) identified as New Zealand European, 153 (19.4%) identified as Māori, 144 (18.3%) identified as Pākehā, 70 (8.9%) identified as Samoan and 37 (4.7%) identified as Cook Islands Māori. Similarly, 37 students (4.7%) identified as Chinese. Thirty-two (4.1%) students identified as Tongan, 9 (1.1%) identified as Niuean, and 20 (2.5%) identified as Indian. One hundred and thirty-eight students (17.5%) identified with an 'other' ethnicity. Overall, 183 students (23.3%) identified with more than one ethnicity.

*Pākehā ethnicity*

Most of the students could be classified as New Zealanders of European descent. The researchers wanted to know how the students themselves identified themselves in ethnic terms. In a question that specifically asked about the term 'Pākehā', nearly half (46.8%) identified themselves as Pākehā, and of these, 28.3 percent identified as Pākehā *sometimes*, 12.5 percent *often*, and 6 percent *always*. This contrasts with the responses to the ethnicity question in which students were given pre-determined choices including both Pākehā (18.3%, n=144) and New Zealand European (59.3%, n=467). The differences in responses suggests that a significant proportion of those who chose New Zealand European as a preference also identify as Pākehā in some circumstances, i.e., New Zealand European and Pākehā are seen as interchangeable to a degree. This is borne out by the reasons participants gave for describing themselves as Pākehā. Most (67.9%) either disagreed or had no opinion on the statement that Pākehā best described them because the term "*New Zealand European*" *doesn't fit me*, while 54.7% agreed that they chose Pākehā *because it best describes a New Zealander who is non-Māori*.

Of those who stated that they *never* describe themselves as Pākehā (n=335), over a third (n=117) said that this was because they were either Māori or *a member of a non-European ethnic group*. The most frequent reason given for never describing themselves as Pākehā was that they preferred to be called a New Zealander (n=175), while 118 of the students volunteered that 'Pākehā' has negative connotations. Finally, 102 students preferred to describe themselves in ways that associate them with their European or British ancestry.

*Biculturalism and multiculturalism in New Zealand*

The researchers were interested in the ways in which students explained biculturalism and multiculturalism. They found that over a half (54.1%) said that they felt New Zealand was *currently* bicultural, while two-thirds (66.1%) felt New Zealand was *currently* multicultural.<sup>2</sup> Students were then asked to respond to a number of descriptions of biculturalism and multiculturalism.

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<sup>2</sup> These questions were asked separately and were not offered as alternatives. Students could choose both.

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For many students, biculturalism relates to the place of Māori culture within New Zealand society. Around half (51.7%) agreed that 'New Zealand has two founding cultures' and the same proportion of students believed that 'Māori values and culture are an important part of New Zealand identity'. Slightly fewer students agreed that the meaning of biculturalism lay in the relationship between Māori and the government. Forty-five percent agreed that 'the government has a responsibility to protect Māori culture' and 42 percent believed that 'the Treaty of Waitangi is central to the Māori relationship to government'. In contrast, only one third chose to define biculturalism in terms of relationships between peoples. Thirty-eight percent agreed that 'the Treaty of Waitangi is central to the Māori relationship with other New Zealanders'.

The students in the survey noted the multicultural demography of New Zealand society. Over two-thirds agreed that 'New Zealand is a society made up of many cultures' (69.2%). Around 60 percent (58.5%) agreed that cultural diversity is 'celebrated' and 'important' in New Zealand, while slightly fewer (52.8%) agreed that multiculturalism refers to New Zealand culture being 'inclusive, understanding and tolerant of others'.

## *Māori*

A section of this study explored aspects of Māori identity, including the importance of different settings that are known to be a source of positive Māori identity, and any similarities or differences between those students who identified as Māori and those who indicated Māori ancestry (but do not identify as Māori).

Most (80%) of all Māori students (both those who identify as Māori and those with Māori ancestry) knew the names of their hapū or iwi. 35.8% lived in their hapū or iwi region. Of those who identified as Māori, most indicated that being connected to their hapū and/or iwi is important to their identity (70.7%), to learning about their culture and tikanga (80.2%), and to being around whānau (75%). Half of these students (50%), however, indicated that

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they only get to attend an event run by their hapū/iwi *yearly* or *hardly ever*, and over half 67.2 percent suggested they would like to attend a hapū/iwi event more often<sup>3</sup>.

Many also indicated that being connected to their marae is important to their identity (68.1%), to learn about their culture and tikanga (74.2%), and to learn and be around te reo Māori (69%). However, only 36 percent of these students live within an hour's drive of their marae and, as with hapū and iwi events, less than one quarter (23.3%) indicated that they visited their marae as often as they liked.

Just over half (n=59) of respondents were connected to a 'kaupapa Māori whānau', such as a community or school kapa haka, sports team or church group. These students confirmed that kaupapa Māori whānau can be an important source of Māori identity (79.7% agreeing), culture and tikanga (83.9%), te reo Māori (80.7%), as well as an environment where they can engaging in sports or other healthy lifestyle activities (77.4%), as well as being around whānau (83.9%) and friends (77.4%).

Although only around a quarter (n=31) of the Māori students belonged to an urban Māori group<sup>4</sup>, the vast majority of these students felt that being connected to such a group was important to their identity (77.4%), to learning about culture and tikanga (83.9%), to learning and being around te reo Māori (80.7%), engaging in sports or other healthy lifestyle activities (77.4%), as well as being around whānau (83.9%) and friends (71.2%). Two-thirds (64%) of those connected to an urban Māori group were able to attend an event at least every three of four months<sup>5</sup> and most indicated that this was as *often* (41.9%) or *nearly as often* (29%) as they would like to attend.

Of the total number of students with Māori ancestry (n=165), those who identify as Maori (n=116, or 70%) was lower than the national average (of 87%)<sup>6</sup>. One aspect of this study was

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<sup>3</sup> When asked "Do you attend hapū/iwi events as often as you'd like"? 18.1% of respondents answered *nearly*, 26.7% responded *not really*, while 22.4% responded *no, I'd like to attend more often*.

<sup>4</sup> a Māori collective based on a city or region as opposed to a whakapapa or iwi based group

<sup>5</sup> 16.1% were able to attend weekly, 25.8% monthly, and 22.6% every three or four months.

<sup>6</sup> as recorded in the 2006 Census.

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to explore any differences between these two groups. Students who identified as Māori and those who indicated they had Māori ancestry all agreed that 'New Zealand has two founding cultures'. Students identifying as Māori, however, were more likely to *strongly agree* or *agree* that the government has a responsibility to protect Māori culture, that the Treaty of Waitangi is central to the relationship between Māori and the government, that the Treaty of Waitangi is central to the relationship between Māori and other New Zealanders, and that Māori values and culture are an important part of New Zealand identity. Students with Māori ancestry only were more likely to *agree* or *neither agree nor disagree* with those statements.

Whereas students from both groups were likely to either know only *a little* or *not much* about the 1835 Declaration of Independence, and only know *a bit* or *a little* about why the 1840 Treaty of Waitangi was signed, students identifying as Māori were more likely to know *a bit* about how the Treaty of Waitangi is applied today. Students who identified as Māori were also more likely to think that watching Waitangi Day events on TV and attending Waitangi Day events was *important* or *somewhat important*, whereas students with Māori ancestry only considered those activities as either *somewhat important* or *not very important*.

### *Migrant students*

Of the 787 students who responded to the survey, 185 (23.5%) were born in a country other than New Zealand. This is very close to the national percentage (23%) of migrants in New Zealand (New Zealand Census 2006). Fourteen migrant respondents indicated that they were in New Zealand as exchange students, around a half (50.3%) were New Zealand citizens (with New Zealand passports) and slightly over a quarter (28.1%) were permanent residents.

Students had migrated from a wide range of countries, specifically from the Pacific Islands group, from Asia, Europe, Africa and both North and South America. Around a half (48.6%) had visited their country of origin *several times*, as opposed to 35.7% of the migrant students who have *never* been back and 15.6% who have been back *once*. Twenty-eight percent of the students had lived in New Zealand between three and five years. Fifteen

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percent were recent arrivals and the time the remaining migrant students had spent in New Zealand varied evenly up to over 15 years.

The researchers investigated the relationship between the length of time a migrant had lived in New Zealand and how they identified. They wanted to know if students identified more closely with their country of birth or their adopted country over time. For the migrant students, an identification as a New Zealander, either in conjunction with identifying with their ethnic group or not, increased as time in New Zealand increased. Those who had been in New Zealand for longer than 10 years, for example, were more likely to see themselves as 'a New Zealander first, a member of an ethnic group second', while those who were more likely to see themselves primarily 'as a member of an ethnic group' were those who had lived in New Zealand for up to four years.

The longer the migrant student had spent in New Zealand, the less likely they were to feel that their identity was based on their birth country. Students who said they felt most at home in a country other than New Zealand gave either familial, birthplace or cultural reasons for doing so. In particular, those who said they felt more at home in their country of origin commonly responded that they had grandparents and other family members living there, or that they were born there, or that the culture of society in their homeland more closely reflected the culture of their home. Those who felt more at home in New Zealand attributed this to having friends and family in New Zealand, and to the fact that they had lived in New Zealand most of their life.

As students' length of time in New Zealand increased they were more likely to agree that they were treated just like everyone else. Similarly, the responses revealed that as time in New Zealand lengthened, students were more likely to disagree with the claim that they were treated differently because of the way they spoke or because of the way they looked. At the same time, the migrant students 'had a clear sense of [their] ethnic identity and what it means for [them]'. They agreed that their traditions were important to them.

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### *Technology use*

Almost all of the Year 12 students who completed the technology questions in the survey (n=782) had access to a computer at home (92.2%) and most of these students had broadband internet access (82.1%). Very few students did not own a cell phone (6.7%). Students used their cell phone or a computer to keep in touch with friends based locally or within other parts of New Zealand. Friends based overseas were in communication via computer or cell phone with 63.3% of the students.

Over three quarters (77.6%) of the students used face to face conversations to keep in touch with friends each day. Two thirds (66.2%) of the students made daily contact with their friends through text messaging and slightly over a half (51.7%) made use of social networking sites such as Facebook to keep in touch with friends daily. A small number made cell phone calls (13.9%) to communicate with friends daily and an even smaller number (9.3%) used a land line. Daily email communication was used by a tenth of the students and a few students (6%) used Skype or other video chat media to keep in touch on a daily basis. Letters and cards were the least preferred method (2.3%) to make daily contact with friends each day. Some students never used a landline (11.3%) or talked on a cell phone (13.5%), and some never used Skype (34.3%) or email (19.3%) to make daily contact with their friends.

Text messaging, social networking sites and face to face conversations were the preferred means for daily interactions with friends. When technologies used by students to communicate with friends daily and on a less regular basis are compared with the findings for less frequent communications (a few times a month), students were more likely to communicate with friends using a landline (27.7%), cell phones (21.6%), emails (20.1%), Skype, and letters and cards (10.8%) than to communicate on a daily basis.

A high percentage of students who were surveyed kept in touch with family members, whether the family members happened to be based locally (82.3%), in other parts of New Zealand (73%), or overseas (63.2%). A comparison of the means of communication with family members revealed that many used face to face conversations (62.1%). Over a third of the students never made contact with family members using Skype (38.5%) or used letters

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and cards (34.7%) and over a quarter (27.2%) never used email to make contact with family members.

Students texted family members (37.6%) on a daily basis much less frequently than they texted their friends (cf. 66.2%). When they contacted their family *a few times a week* rather than daily, students preferred to use a landline or talk on a cell phone. In particular, over a third used a landline (34.7%; cf. 12.2%) and around a half (25.2%; cf. 14.5%) talked on a cell phone. When students made contact with family members *a few times a month* their preference was for landline communication (22.5%), followed by talking on a cell phone (18.6%) and by email (17.8%), and, less often, letters and cards (8.6%). They used each of these more frequently than they had used them to communicate daily or a few times a week with family members. A quarter of the students used social networking sites to contact family members daily, whereas a half used these same sites for communicating with friends.

Girls, more often than boys, proportionally, tended to use face to face conversations to communicate with friends. They also used text messaging, social networking sites as well as cards and letters more than boys did to keep in touch. When communicating with family members they opted for landline conversations and text messaging more often than boys did.

Pacific Islanders used face to face conversation with friends and family more than any other group and significantly more often than European respondents. They made use of social networking sites and video chat more than any other group and also used a landline significantly more frequently than students who identified as European to keep in touch with friends. Māori students talked on a cell phone significantly less often than European and Asian respondents and used text messaging less frequently than Asian and Pacific Island students. Whereas Asian students tended to use text messaging, cell phone conversations and social networking sites more often than other groups, they used Skype less often than other groups to keep in touch with family members. Students from all ethnic groups used email messaging and cards and letters with a similar frequency to keep in touch with friends.

## **Conclusion**

The research findings revealed how young people think of themselves in terms of national identity and suggest that both national and ethnic identities are important to young New Zealanders. In demonstrating how young people experience national identity in everyday life, the study pointed to a range of similarities as well as a number of differences in the way in which national identity is expressed and practised. The converging patterns and the contrasting views elicited within the study provide a picture of a richly textured and vibrant New Zealand society.

**Appendix A: Questionnaire used in the project**

# Identity in New Zealand

## Welcome

### IDENTITY IN NEW ZEALAND - SURVEY FOR YEAR 12 STUDENTS

We are interested in finding out what issues of **ethnicity and nationality** mean to you.

This survey will ask questions about:

- National identity, biculturalism and multiculturalism
- Ethnic relationships and identities
- Social networks and communications

At the end of the survey, you can enter your details to go into a **prize draw** for one of **five iPod Touches**. Remember, you have to **complete** the survey to go in the draw, so even if it starts to get a bit boring, keep going! :)

You will also be asked if you are interested in helping us further in 2012. We will choose a small number of students to take part in **interviews** to explore their ideas about identity in New Zealand.

All your responses will be kept **strictly confidential**. Your name won't be used for anything other than to go into the prize draw or to contact you about the interviews.

Please answer the survey in your own words - we don't care about how good your spelling is!

If you have any **questions**, please contact Margaret Walshaw (project leader) on [M.A.Walshaw@massey.ac.nz](mailto:M.A.Walshaw@massey.ac.nz), or Philippa Butler (PhD student) on [P.J.Butler@massey.ac.nz](mailto:P.J.Butler@massey.ac.nz).

### THANK YOU!

**Nau mai, haere mai**

### TE TUAKIRI KI AOTEAROA – HE TĀTAURANGA MO NGĀ TAUIRA TAU 12

Kei te hiahia mātou ki te mōhio he aha te ia o ngā take **tikanga ā-iwi me te tuakiri ā-motu** ki a koe.

Ka uiuitia tēnei tātauranga:

- To tuakiri ā-motu, ngā āhuetanga tikanga rua me ngā tikanga maha ā-iwi
- Ngā momo honohononga me to tuakiri
- Ngā tūhonohono me ngā tau whakawhiti kōrero

A te mutunga o te tātauranga, ka taea e koe ki te tuku o whakaritenga kia uru koe ki te tauwhāinga mo tētahi o ngā **iPod Pā e rima**. Me maumahara koe, kia **mutu** koe i te tātauranga nei ki te uru ki rō tāuwhainga, heoi ahakoa e maroke haere ana te tātauranga, me haere tonu! :)

Ka patai hoki ki a koe mēnā e pirangi ana koe ki te awahi i a mātou i te tau 2012. Ka whiriwhiri mātou he roopu tokoiti o ngā akonga ki te **uiuitia ā-kanohi** mo o rātou whakaaro e pā ana ki te tuakiritanga ki Aotearoa.

Ko āu whakautu **ka noho tapu / kore ingoa**. E kore e whakamahia to ingoa mo tētahi atu kaupapa i tua atu i te kuhu mo te paraihe.

Whakautu tēnei tātauranga ki āu ake kupu - kāre he take ki a mātou te tuhi tika o ō pū!

Mehemea he pātai āu mo tēnei tātauranga, Ɣmera ki a Margaret Walshaw (kaiwhakahaere) i runga i [M.A.Walshaw@massey.ac.nz](mailto:M.A.Walshaw@massey.ac.nz), ki a Philippa Butler (tauirā Tohu Kairangi) rānei i runga i [P.J.Butler@massey.ac.nz](mailto:P.J.Butler@massey.ac.nz).

### KIA ORA RA!

# Identity in New Zealand

## \*1. What language would you prefer to use to answer the survey?

- English
- Te Reo Māori

## About Yourself

So that we can be sure we have a good cross section of people in our survey, please answer the following questions about yourself. Remember that all responses remain STRICTLY CONFIDENTIAL.

### 2. What is your gender?

- Male  Female

### 3. What age are you?

- 16 years  17 years  18 years  19 years

### 4. In which area do you live?

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="radio"/> Northland     | <input type="radio"/> Taranaki            | <input type="radio"/> West Coast           |
| <input type="radio"/> Auckland      | <input type="radio"/> Wanganui            | <input type="radio"/> Canterbury           |
| <input type="radio"/> Thames Valley | <input type="radio"/> Manawatu-Rangitikei | <input type="radio"/> Aorangi              |
| <input type="radio"/> Bay of Plenty | <input type="radio"/> Horowhenua          | <input type="radio"/> Clutha-Central Otago |
| <input type="radio"/> Waikato       | <input type="radio"/> Wairarapa           | <input type="radio"/> Coastal-North Otago  |
| <input type="radio"/> Tongariro     | <input type="radio"/> Wellington          | <input type="radio"/> Southland            |
| <input type="radio"/> East Cape     | <input type="radio"/> Nelson Bays         |  |
| <input type="radio"/> Hawkes Bay    | <input type="radio"/> Marlborough         |  |

### 5. How long have you lived here?

Years:

### 6. What secondary school are you attending at the moment?

### 7. What was the last school (primary, intermediate or secondary) that you attended before this school?

School:

Location:

# Identity in New Zealand

## 8. Do you have a computer at home?

- Yes  No

## 9. Do you have internet access at home?

- Yes - Broadband  Yes - Dial up  No

## 10. Do you have a cell phone?

- Yes  No

## 11. What is your religion?

- No religion  Christian  Muslim  
 Baha'i  Hindu  Rātana  
 Buddhist  Jewish  Ringatu  
 Other religion (*please specify*)

## 12. How often do you attend a religious service?

- Never  Several times a year  Once a week  
 Less than once a year  Once a month  Several times a week  
 Once a year  Two or three times a month  Can't choose/Don't know

## 13. Was your MOTHER born in New Zealand?

- Yes  No  Not sure

## 14. Was your FATHER born in New Zealand?

- Yes  No  Not sure

## 15. If not, what country/s were they born in?

Mother:

Father:

# Identity in New Zealand

## \*16. Were YOU born in New Zealand?

- Yes  No

## Migrant Identity

This section contains questions for people who were not born in New Zealand.

### 17. What country were you born in?

### 18. How long ago did you come to live in New Zealand?

Years:

### 19. Are you in New Zealand as an exchange student?

- Yes  No

### 20. What is your residence status in New Zealand?

- Student visa  
 Permanent resident  
 New Zealand citizen (I have a New Zealand passport)  
 Not sure

### 21. What members of your family now live in New Zealand? (Please tick as many as apply)

- |  |  |                               |
|--|--|-------------------------------|
| <input type="checkbox"/> Mother                  | <input type="checkbox"/> Aunties and/or uncles | <input type="checkbox"/> None |
| <input type="checkbox"/> Father                  | <input type="checkbox"/> Cousins               |                               |
| <input type="checkbox"/> Brothers and/or sisters | <input type="checkbox"/> Grandparent/s         |                               |
| <input type="checkbox"/> Other (please specify)  |  |                               |

### 22. How often have you gone back to your birth country?

- Never  Once  Several times

### 23. Which country/s do you feel most at home in?

## Identity in New Zealand

### 24. Why do you feel at home in this country/these countries?

### 25. How often do you meet with others from your country of origin (other than your family)?

- Never       A few times a year       Monthly       Weekly       Several times a week

### 26. Please indicate how much you agree or disagree with the following statements about your experiences of living in New Zealand

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am treated just like everyone else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people treat me differently because of my religious or cultural practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people treat me differently because I look different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people treat me differently because of what I wear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people treat me differently because of the way I speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to my parents/family that I keep my identity based on my birth country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that I keep my identity based on my birth country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to my parents/family that I identify as a New Zealander now that I live here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that I identify as a New Zealander now that I live here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Ethnic Identity

This section includes questions about your ethnic identity and your relationships with people of other ethnic groups.

### 27. Which ethnic group/s do you consider that you belong to?

### 28. What is it that makes you feel that you belong to this ethnic group?

# Identity in New Zealand

## 29. In which language/s could you have a conversation about a lot of everyday things?

(Please tick as many as apply)

- English
- Māori
- Samoan
- New Zealand Sign Language
- Other language/s, for example Gujarati, Cantonese, Greek (please specify language/s)

## 30. What language/s do you speak at home?

## 31. Please indicate how much you agree or disagree with the following statements about your ethnic background

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I have spent time trying to find out more about my ethnic group/s, such as history, traditions, and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am active in organizations or social groups that include mostly members of my own ethnic group/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have a clear sense of my ethnic background and what it means for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I think a lot about how my life is affected by my ethnic group membership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am happy that I am a member of the group/s I belong to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I have a strong sense of belonging to my own ethnic group/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I understand pretty well what my ethnic group membership means to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Identity in New Zealand

## 32. Please indicate how much you agree or disagree with the following statements about your ethnic background

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
i. I have a lot of pride in my ethnic group/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I take part in the cultural practices of my own group/s, such as special food, music, or customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I feel a strong attachment towards my own ethnic group/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I feel good about my cultural or ethnic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I like meeting and getting to know people from ethnic groups other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I am involved in activities with people from other ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I hardly think about what ethnicity I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. People of my ethnicity have a culturally rich heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I have important traditions because of my ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. People of my ethnicity are very supportive of each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 33. Do you attend/take part in any special activities or traditions (such as holiday parties, special meals, religious activities, festivals, trips or visits) that are based on ... (Please tick as many as apply)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Kiwi or Pākehā culture | <input type="checkbox"/> Asian cultures          | <input type="checkbox"/> Jewish culture  |
| <input type="checkbox"/> Māori culture          | <input type="checkbox"/> Indian cultures         | <input type="checkbox"/> Muslim culture  |
| <input type="checkbox"/> Pacific cultures       | <input type="checkbox"/> African cultures        | <input type="checkbox"/> Other culture/s |
| <input type="checkbox"/> European cultures      | <input type="checkbox"/> Latin American cultures |  |

## 34. Do you attend or take part in any multicultural activities or events during the year?

- Yes                       No                       Nothing available in my area

## Identity in New Zealand

**35. Some people think of themselves first as New Zealanders. Others may think of themselves first as Māori, Pākehā or some other ethnic group. Which, if any, of the following best describes how you see yourself?**

- I think of myself as a New Zealander first, a member of an ethnic group second
- I think of myself as a member of an ethnic group first, a New Zealander second
- I think of myself as both a member of an ethnic group and a New Zealander - they are equally important to me
- I think of myself only as a member of an ethnic group
- I think of myself only as a New Zealander
- Can't choose

**36. Which ethnic group/s do you consider that you belong to? (Please tick as many as apply)**

- |  |  |                                  |
|--|--|----------------------------------|
| <input type="checkbox"/> New Zealand European  | <input type="checkbox"/> Samoan            | <input type="checkbox"/> Niuean  |
| <input type="checkbox"/> Pākehā  | <input type="checkbox"/> Cook Island Maori | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Māori   | <input type="checkbox"/> Tongan            | <input type="checkbox"/> Indian  |
| <input type="checkbox"/> Other, such as Dutch, Japanese, Tokelauan ( <i>please specify</i> ) |  |                                  |

**37. Which ethnic group/s do your MOTHER and/or FATHER belong to? (Please tick as many as apply)**

	Mother	Father
New Zealand European	<input type="checkbox"/>	<input type="checkbox"/>
Pākehā	<input type="checkbox"/>	<input type="checkbox"/>
Māori	<input type="checkbox"/>	<input type="checkbox"/>
Samoan	<input type="checkbox"/>	<input type="checkbox"/>
Cook Island Maori	<input type="checkbox"/>	<input type="checkbox"/>
Tongan	<input type="checkbox"/>	<input type="checkbox"/>
Niuean	<input type="checkbox"/>	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	<input type="checkbox"/>
Indian	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Other, such as Dutch, Japanese, Tokelauan	<input type="checkbox"/>	<input type="checkbox"/>

(*please specify*)

# Identity in New Zealand

## 38. When do you spend time with friends, and which friends do you spend that time with? *(Please tick as many as apply)*

	Friends who are the same ethnicity as you	Friends who are a different ethnicity to you	Friends whose ethnicity you are unsure of
At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During school holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Away on holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*(please specify)*

## 39. Do you use technology (e.g. phones or computers) to keep in touch with FRIENDS? *(Please tick as many as apply)*

- Yes - local friends
- Yes - friends in other parts of New Zealand
- Yes - overseas friends
- No

## 40. How often do you use the following to keep in touch with FRIENDS?

	Daily	A few times a week	A few times a month	A few times a year	Never
Face-to-face conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking on a land-line phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking on a cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking (e.g. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video chat (e.g. Skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a letter or card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Identity in New Zealand

## 41. Do you use technology (e.g. phones or computers) to keep in touch with FAMILY? (Please tick as many as apply)

- Yes - local family members
- Yes - family members in other parts of New Zealand
- Yes - overseas family members
- No

## 42. How often do you use the following to keep in touch with FAMILY?

	Daily	A few times a week	A few times a month	A few times a year	Never
Face-to-face conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking on a land-line phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking on a cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking (e.g. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video chat (e.g. Skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing a letter or card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## \*43. The word "Pākehā" is used by some people to describe non-Māori New Zealanders, usually of European ancestry. Do you ever describe yourself as a Pākehā?

- Always       Often       Sometimes       Never

## 44. How much do you agree or disagree with the following statements?

### I describe myself as a Pākehā ...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
Because it best describes a New Zealander who is non-Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because the term "New Zealand European" doesn't fit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Identity in New Zealand

### 45. How much do you agree or disagree with the following statements?

#### I never describe myself as a Pākehā ...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Doesn't apply
Because I am Māori, or a member of another non-European ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I prefer to be called a New Zealander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it is often used in a negative way to describe non-Māori New Zealanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I prefer other ways of describing myself that associate me with my European or British ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### \*46. Are you of Māori descent (that is, did you have a Māori birth parent, grandparent or great-grandparent, etc.)?

- Yes  No  Don't know

## Māori Identity

This section asks questions about being Māori.

### 47. Do you know the name/s of your hapū/iwi?

- Yes  No

### 48. If yes, do you live in your hapū/iwi region?

- Yes  No  Don't know

### \*49. Which of these statements is most true about you?

- I think of myself as a member of my hapū/iwi first, a Māori second
- I think of myself as a Māori first, a member of my hapū/iwi second
- Being a member of my hapū/iwi and a Māori is equally important to me
- I don't identify as Māori

## Identity in New Zealand

**50. For some people, their connection to their hapū and/or iwi is really important. For others, it's not so important. How true are the following statements for YOU?**

***Being connected to my hapū and/or iwi is important ...***

	Really true	True	Sort of true	Not true
... to my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning about my culture and tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning and being around te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can engage in sports or other healthy lifestyle activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**51. How often do you attend an event run by your hapū/iwi? (e.g. a hui, cultural festival, wānanga or sports day)**

- Weekly     Monthly     Every 3 or 4 months     Yearly     Hardly ever     Never

**52. Do you attend hapū/iwi events as often as you'd like?**

- Yes     Nearly     Not really     No, I'd like to attend more often

If not, what stops you from attending more often?

**53. Do you know the name/s of your marae?**

- Yes     No

**54. If yes, how close to you live to your marae?**

- Within an hour's drive  
 Within two hours' drive  
 Between three and six hours' drive  
 More than seven hours' drive  
 Don't know

## Identity in New Zealand

**55. For some people, their connection to their marae is really important. For others, it's not so important. How true are the following statements for YOU?**

***Being connected to my marae is important ...***

	Really true	True	Sort of true	Not true
... to my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning about my culture and tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning and being around te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can engage in sports or other healthy lifestyle activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (*please specify*)

**56. How often do you visit your marae? (e.g. a hui, cultural festival, wānanga or sports day)**

- Weekly     Monthly     Every 3 or 4 months     Yearly     Hardly ever     Never

**57. Do you visit your marae as often as you'd like?**

- Yes     Nearly     Not really     No, I'd like to visit more often

If not, what stops you from visiting more often?

**\*58. Are you involved in or a member of an urban Māori group - a Māori group based on the city where you live? (e.g. Ngāti Pōneke, Te Whānau o Waipereira)**

- Yes     No

## Identity in New Zealand

**59. For some people, their connection to an urban Māori group is really important. For others, it's not so important. How true are the following statements for YOU?**

***Being connected to an urban Māori group is important ...***

	Really true	True	Sort of true	Not true
... to my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning about my culture and tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning and being around te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can engage in sports or other healthy lifestyle activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (*please specify*)

**60. How often do you attend an event run by an urban Māori group? (e.g. a hui, cultural festival, wānanga or sports day)**

- Weekly     Monthly     Every 3 or 4 months     Yearly     Hardly ever     Never

**61. Is this as often as you'd like?**

- Yes     Nearly     Not really     No, I'd like to attend more often

If not, what stops you from attending more often?

**\*62. Are you involved in or a member of a kaupapa whānau (a kaupapa-based Māori group), such as school, church, sports team or kapahaka?**

- Yes     No

## Identity in New Zealand

**63. For some people, their connection to a kaupapa whānau is really important. For others, it's not so important. How true are the following statements for YOU?**

*Being connected to a kaupapa whānau is important ...*

	Really true	True	Sort of true	Not true
... to my identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning about my culture and tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to learning and being around te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can engage in sports or other healthy lifestyle activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... so I can be around my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**64. How often do you attend an event for a kaupapa whānau? (e.g. a hui, cultural festival or sports day)**

- Weekly     Monthly     Every 3 or 4 months     Yearly     Hardly ever     Never

**65. Is this as often as you'd like?**

- Yes     Nearly     Not really     No, I'd like to attend more often

If not, what stops you from attending more often?

## National Identity

This section includes questions about your own national identity and your views on New Zealand national identity.

**66. What do you consider to be your national identity (or identities if you have more than one)?**

# Identity in New Zealand

## 67. How important are the following in explaining YOUR choice of national identity?

	Very important	Important	Somewhat important	Not very important	Not at all important
It's where I was born	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's what my passport says	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's where my parents come from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's the country where I have spent most or all of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's where I feel I belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's where my ancestors come from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 68. Thinking more generally about New Zealand identity, some people say that the following things are important to being a New Zealander. Others say they are not important.

### How important do YOU think each of the following is to being able to call yourself a New Zealander?

	Very important	Important	Somewhat important	Not very important	Not at all important	Can't choose
a. To have been born in New Zealand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To have New Zealand citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To have lived in New Zealand for most of one's life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To be able to speak English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To be able to speak Te Reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To be able to speak New Zealand Sign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To feel like a New Zealander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. To have New Zealand ancestry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. To feel like New Zealand is your home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. To know about New Zealand history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. To know about the Treaty of Waitangi/Te Tiriti o Waitangi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 69. How proud do you feel about being a New Zealander?

- Very proud   
  Proud   
  Somewhat proud   
  Not very proud   
  Not proud at all   
  I am not a New Zealander   
  Can't choose

# Identity in New Zealand

**70. Some people say that it is better for a country if different ethnic groups maintain their distinct customs and traditions. Others say that it is better if these groups adapt and blend into the larger society. Which of these views comes closest to your own?**

- It is better for society if groups are able to maintain their distinct customs and traditions
- It is better if groups adapt and blend into the larger society
- Both maintaining culture and blending into the larger society are important
- Don't know

**71. Some people call New Zealand a bicultural society. How much do the following statements describe what BICULTURALISM in New Zealand means to YOU?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
New Zealand has two founding cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The government has a responsibility to protect Māori culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Treaty of Waitangi is central to the Māori relationship to government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Treaty of Waitangi is central to Māori relationship with other New Zealanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Māori values and culture are an important part of New Zealand identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**72. Do you think New Zealand is currently bicultural?**

- Yes
- No
- Partly
- Unsure

Why or why not?

**73. Some people call New Zealand a multicultural society. How much do the following statements describe what MULTICULTURALISM in New Zealand means to YOU?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
New Zealand is a society made up of many cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural diversity is celebrated in festivals and food in New Zealand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values from all New Zealand cultures are important to the New Zealand way of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Zealand culture is inclusive, understanding and tolerant of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Identity in New Zealand

## 74. Do you think New Zealand is currently multicultural?

- Yes  No  Partly  Unsure

Why or why not?

## 75. How much do you know about the following?

	Know a lot	Know a bit	Know a little	Don't know much	Don't know anything
The 1835 Declaration of Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why the 1840 Treaty of Waitangi was signed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How the Treaty of Waitangi is applied today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why we have Treaty of Waitangi settlements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why we have Māori seats in Parliament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why we have Māori radio and television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 76. Some people say the following things are important to link people to the wider nation. How important are each of the following to YOU?

	Very important	Important	Somewhat important	Not very important	Not important at all	Can't choose
Watching Waitangi Day events on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending Waitangi Day events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching ANZAC Day events on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending ANZAC Day events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to NZ music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching NZ shows on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching NZ movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being interested in national news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following national sports teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping out others in times of need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Tōu Āhua

Kia tika ai mātou kei a mātou ngā peka katoa mo tēnei tātauranga, whakaututia koa ngā pātai nei mōu ake. Kia mōhio koe ka NOHO TAPU o whakautu.

# Identity in New Zealand

## 77. He aha to ira?

- Tane  Wahine

## 78. Pēhea nei to pakeke?

- 16 tau  17 tau  18 tau  19 tau

## 79. Kei tehea takiwā koe e noho ana?

- |   |   |   |
|---|---|---|
| <input type="radio"/> Te Hiku           | <input type="radio"/> Taranaki            | <input type="radio"/> Hauāuru (Tai Tonga) |
| <input type="radio"/> Tamaki-ma kau rau | <input type="radio"/> Whanganui           | <input type="radio"/> Kautāperi           |
| <input type="radio"/> Hauraki           | <input type="radio"/> Manawatu-Rangitikei | <input type="radio"/> Aorangi             |
| <input type="radio"/> Peiwhairangi      | <input type="radio"/> Horowhenua          | <input type="radio"/> Maniatoto           |
| <input type="radio"/> Waikato           | <input type="radio"/> Wairarapa           | <input type="radio"/> Otakou              |
| <input type="radio"/> Tongariro         | <input type="radio"/> Poneke              | <input type="radio"/> Murihiku            |
| <input type="radio"/> Wharekāhika       | <input type="radio"/> Whakatū             |   |
| <input type="radio"/> Te Matau-ā-Maui   | <input type="radio"/> Wairau              |   |

## 80. Pēhea nei te roa o to noho i taua takiwa?

Ngā tau:

## 81. Ko tehea to kura tuarua ināiane?

## 82. Ko tēhea to kura whakamutunga (kura tuatahi, kura waenga, kura turarua rānei) i kuraina koe?

Kura:

Takiwā:

## 83. He rorohiko tāu kei te kāinga?

- Ae  Kao

## 84. Kei a koe te ipurangi wāea ki te kāinga?

- Ae - Paetawhiti  Ae - Hui nama  Kao

## 85. He wāea pūkoro tāu?

- Ae  Kao

# Identity in New Zealand

## 86. He aha to hāhi?

- Korekau he hāhi
- Te Whakapono o Baha'i
- Te Hāhi o Buddha
- Tetahi atu hāhi (*whakahuatia*)
- Karaitiana
- Te Hāhi Hindu
- Te Hāhi Judaism
- Te Hāhi o Islam
- Rātana
- Ringatu

## 87. E hia ngā wā haere ai koe ki te karakia?

- Kāre au e haere
- Iti, kotahi wā i te tau
- Tahī te wā i te tau
- Ētahi wā i te tau
- Tahī te wā i te marama
- E rua, toru wā i te marama
- Tahī wā i te wiki
- He nui ngā wā i te wiki
- Kāre taea te whakarite / Kāre au e mōhio

## 88. I whānau to māmā ki Aotearoa?

- Ae
- Kao
- Kāre au e mōhio

## 89. I whānau mai to pāpā ki Aotearoa?

- Ae
- Kao
- Kāre au e mōhio

## 90. Mehemea kāore, i whānau rāua ki tēhea whenua?

Māmā:

Pāpā:

## \*91. I whānau mai koe ki Aotearoa?

- Ae
- Kao

## Te Tuakiri Manene

Ko tēnei wahanga, ko ngā patai mā ēna kāore i whānau ki Aotearoa.

## 92. He aha te whenua i whānau mai koe?

## 93. Nonahea koe i haere mai ai ki Aotearoa?

Ngā tau:

# Identity in New Zealand

## 94. Kei konei koe hei taura whakawhiti o tawāhi?

- Ae  Kao

## 95. He aha to mana noho ki Aotearoa nei?

- He taura pae whakatū  
 Noho  
 He tangata taketake o Aotearoa (No Aotearoa taku puka aruwhenua)  
 Kāre au e mōhio

## 96. Ko wai o tōu whānau e noho ana ki Aotearoa nei? (Tohua mai ngā mea hāngai ki a koe)

- Māmā  Matua kēkē  Kāore  
 Pāpā  Kaihana  
 Tungāne / tuahine  Korou / kuia  
 Tētahi atu (*whakahuatia*)

## 97. E hia nei ngā wā e hoki ai koe ki to whenua tipu?

- Kāre au e hoki ana  Kotahi te wā  Ētahi taima

## 98. Ko tēhea te whenua e whakaaro ai koe koia tēnei to kāinga?

## 99. He aha koe i whakaaro ai koia tēnei to kāinga?

## 100. E hia ngā wā tūtaki ai koutou mai to whenua tipu (atu i to whānau)?

- Kāore e tūtaki ai  Ētahi wā i te tau  Ia marama  Ia wiki  Ētahi wā i te wiki

# Identity in New Zealand

## 101. Tohua mēnā e whakaae ana, e whakahē rānei koe ki ēnei kōrero mo to noho ki Aotearoa

	Tino whakaae	Whakaae	Kāre e whakaae, kāre e whakahē	Whakahē	Kaha te whakahē
Ōrite tonu te titiro a te tangata ki a au ki ētahi atu tangata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He rerekē te titiro a te tangata ki ahau mo taku ahurea, hāhi rānei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He rerekē te whakaaro o ētahi i te mea he rerekē taku āhua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He rerekē ētahi tāngata ki a au na āku kakahu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He rerekē ētahi tāngata ki a au na takeu āhua kōrero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He mea nui ki aku mātua kia mau au ki taku tuakiri no taku whenua tūturu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He mea nui ki au kia mau au i taku tuakiri no taku whenua tūturu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He mea nui ki aku mātua kia hono au ki te tuakiri o Aotearoa whānui i te mea kei te noho au ki konei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He mea nui ki au kia hono au ki te tuakiri o Aotearoa whānui i te mea kei te noho au ki konei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Ngā Momo Tuakiri

Ko tēnei wāhanga ko ngā patai mo to momo tuakiri me to whanaungatanga ki ētahi atu momo tāngata.

### 102. Ko tēhea ngā momo iwi e whakaaro ana koe no taua/aua iwi koe?

### 103. He aha tēnei mea e mōhio ai koe no tēnei/ēnei momo iwi koe?

### 104. Ko tēhea ngā reo ka taea e koe te kōrero mo ngā momo kaupapa i te ra? (Tohua mai ngā mea hāngai ki a koe)

- Reo Ingarihi
- Reo Māori
- Reo Hāmoa
- Reo Rotarota (Te Reo Tohu a-Ringa)
- Ētahi atu momo reo

### 105. He aha te reo/ngā reo kōrerotia ki to kāinga?

## Identity in New Zealand

### 106. Tēnā koa tohua mai mēnā ka whakaae, whakahē rānei koe ki ēnei rārangi kōrero e whai ake nei e pā ana ki to taha tuakiri:

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Kaha whakahē
a. He nui taku wā e rapu kōrero ana mo taku/aku momo iwi, hītori, kōrero tuku iho, me ngā tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ka haere au ki ngā momo whakahaere, me ngā roopu ko te nuinga o ngā tangata no taku/aku momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. E mōhio pai ana ahau ki taku/aku momo iwi me tōna āhua ki ahau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. He nui ngā wā e whakaaro ana ahau mo taku ao hāngai ki taku ahurea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. E harikoa ana au he mema au no taku momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. E tino mau kaha ana au ki taku/aku momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. E mārama pai ana au ki te whakaritenga o taku ahurea ki au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Kia mārama ai ahau ki taku/aku ahurea, he nui ngā wa e kōrero ana au ki ētahi atu tāngata mo taku/aku iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 107. Tēnā koa tohua mai mēnā ka whakaae, whakahē rānei koe ki ēnei rārangi kōrero e whai ake nei e pā ana ki to taha tuakiri:

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Tino whakahē
i. He nui taku/aku koa mo aku roopu tuakiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. E whai wāhi ana au ki ngā mahi ahurea o taku/aku iwi, arā ngā momo kai, waiata me ngā tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. He tino kaha aku here ki taku/aku momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. E pai ana aku whakaaro mo taku/aku momo iwi, ahurea hoki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. He pai ki au te tūtaki, te mōhio ki ngā tāngata mai i ētahi atu momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Kei roto au i ētahi whakahaere me ētahi tāngata mai i ētahi atu momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Kāre au e whakaaro ko tēhea momo iwi au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Ngā tāngata o taku/aku momo iwi, he mana nui o mātou ahurea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. He kōrero tuku iho nui aku, na taku/aku momo iwi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Ngā tāngata o taku/aku iwi, kaha mātou ki te tautoko i a mātou anō	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Identity in New Zealand

**108. Ka tae ā-tinana koe ki ētahi kaupapa, hui rānei (pērā ki te paati, hākari, karakia, ahurei, harenga) e hāngai ana ki ...**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Ahurea Kiwi, Pākehā rānei | <input type="checkbox"/> Ahurea Hainamana | <input type="checkbox"/> Ahurea Jewish    |
| <input type="checkbox"/> Ahurea Māori              | <input type="checkbox"/> Ahurea Īniana    | <input type="checkbox"/> Ahurea Islam     |
| <input type="checkbox"/> Ahurea Pasifika           | <input type="checkbox"/> Ahurea Āwhirika  | <input type="checkbox"/> Ētahi atu ahurea |
| <input type="checkbox"/> Ahurea no Ingarangi       | <input type="checkbox"/> Ahurea Paniora   |   |

**109. Ka tae ā-tinana koe ki ētahi whakahaerenga/kaupapa iwi-maha e roto i te tau?**

- Ae  Kao  Kāre he whakahaerenga/kaupapa ki taku rohe

**110. Ko ētahi tangata ka whakaaro rātou, tuatahi, he 'New Zealander'. Ko ētahi, ka whakaaro rātou he Māori i te tuatahi, he Pākehā, he mema o tētahi atu momo iwi rānei. Ko tēhea, mehemea ko ēnei, o ngā rārangi kōrero hāngai ki a koe?**

- Ka whakaaro au he 'New Zealander' au i te tuatahi, he mema o taku momo iwi i te tuarua
- Ka whakaaro au he mema au o taku momo iwi i te tuatahi, he New Zealander i te tuarua
- Ka whakaaro au he mema au o taku momo iwi, he New Zealander hoki - he taurite te nui o aua mea e rua ki au
- Ka whakaaro au he mema au o taku momo iwi anake
- Ka whakaaro au he New Zealander anake au
- Kāre au e taea te whakarite

**111. Ko tēhea te momo iwi e hono ai koe? (Tohua ngā wāhanga e hāngai ana ki a koe)**

- |  |                                      |                                    |
|--|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Tangata Ingarahi o Aotearoa   | <input type="checkbox"/> Hāmoa       | <input type="checkbox"/> Nūe       |
| <input type="checkbox"/> Pākehā  | <input type="checkbox"/> Kuki Airana | <input type="checkbox"/> Hainamana |
| <input type="checkbox"/> Māori   | <input type="checkbox"/> Tonga       | <input type="checkbox"/> Inia      |
| <input type="checkbox"/> Tētahi atu, pērā ki te Tatimana, Hapanihi, Tokerau ( <i>whakahuatia</i> ) |                                      |                                    |

## Identity in New Zealand

### 112. Ko tēhea te/ngā momo iwi o to māmā, to pāpā hoki? (Tohua ngā wāhanga e hāngai ana ki a koe)

	Māmā	Pāpā
Tangata Ingarahi o Aotearoa	<input type="checkbox"/>	<input type="checkbox"/>
Pākehā	<input type="checkbox"/>	<input type="checkbox"/>
Māori	<input type="checkbox"/>	<input type="checkbox"/>
Hāmoa	<input type="checkbox"/>	<input type="checkbox"/>
Kuki Airana	<input type="checkbox"/>	<input type="checkbox"/>
Tonga	<input type="checkbox"/>	<input type="checkbox"/>
Nūe	<input type="checkbox"/>	<input type="checkbox"/>
Hainamana	<input type="checkbox"/>	<input type="checkbox"/>
Inia	<input type="checkbox"/>	<input type="checkbox"/>
Kāre au e mōhio	<input type="checkbox"/>	<input type="checkbox"/>
Tētahi atu, pērā ki te Tatimana, Hapanihi, Tokerau	<input type="checkbox"/>	<input type="checkbox"/>

(whakahuatia)

### 113. He aha ngā wā e noho tahi ai koe me o hoa, ā, tēhea o ou hoa e noho ai koe? (Tohua ngā wāhanga e hāngai ana ki a koe)

	Ko ngā hoa he ōrite o rātou momo iwi ki a koe	Ko ngā hoa he rerekē o rātou momo iwi ki a koe	Ko ngā hoa e kore koe e mōhio o rātou momo iwi
Ki te kura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ki muri o te kura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ngā rā mutunga o te wiki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ngā hararei	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E hararei ana ki wāhi kē	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tētahi/ētahi atu wā	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(whakahuatia)

### 114. Ka whakamahia e koe ngā momo hangarau (wāea, rorohiko rānei) kia tūhono koutou ko o hoa? (Tohua ngā wāhanga e hāngai ana ki a koe)

- Ae - ngā hoa e noho tata nei
- Ae - ngā hoa kei ētahi atu takiwā o Aotearoa
- Ae - ngā hoa kei tāwahi
- Kao

# Identity in New Zealand

## 115. E hia nei ngā wā e whakamahia e koe ēnei e whai ake nei kia tūhono koutou ko ou hoa?

	Ia ra	Ētahi taima i te wiki	Ētahi wā i te marama	Ētahi wā i te tau	Kore rawa
Kōrero kanohi ki te kanohi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kōrero ma runga wāea whenua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kōrero ma runga wāea pūkoro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karere pātutuhi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Papa kōrero tūhonohono (pērā ki a KanohiPuka)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whitiāhua kōrero (pērā ki a Skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Īmera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuhi reta, kari rānei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 116. Ka whakamahia e koe ngā momo hangarau (wāea, rorohiko rānei) kia tūhono koutou ko to whānau? (Tohua ngā wāhanga e hāngai ana ki a koe)

- Ae - ngā hoa e noho tata nei
- Ae - ngā hoa kei ētahi atu takiwā o Aotearoa
- Ae - ngā hoa kei tāwahi
- Kao

## 117. E hia nei ngā wā e whakamahi ana e koe i ēnei kōrero e whai ake nei kia tūhono koutou ko to whānau?

	Ia ra	Ētahi taima i te wiki	Ētahi wā i te marama	Ētahi wā i te tau	Kore rawa
Kōrero kanohi ki te kanohi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kōrero ma runga wāea whenua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kōrero ma runga wāea pūkoro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karere pātutuhi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Papa kōrero tūhonohono (pērā ki a KanohiPuka)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whitiāhua kōrero (pērā ki a Skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Īmera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuhi reta, kari rānei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Identity in New Zealand

**\*118. Ko te kupu nei "Pākehā" e whakamahia ana e ētahi tāngata hei whakaatu i ngā tangata o Aotearoa ehara i te Māori, he whakapapa no Ingarangi. Ka whakahua koe he Pākehā koe?**

- I ngā wā katoa       I te nuinga o te wā       I ētahi wā       Kore rawa

**119. Pēhea to whakaae, whakahē rānei i ēnei kōrero e whai ake nei?**

**E kī ana au he Pākehā au ...**

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Tino whakahē	Kāre e taea te whiriwhiri
Na te mea koia te whakaatu he tangata o Aotearoa ēhara i te Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na te mea ko te kupu "New Zealand European" kāre e hāngai ki a au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**120. Pēhea to whakaae, whakahē rānei i ēnei kōrero e whai ake nei?**

**Kāre au e kī he Pākehā ...**

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Tino whakahē	Kāre i te hangai
Na te mea he Māori au, he mema rānei o tētahi atu momo iwi kāore i te Pākehā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na te mea e pirangi ana au kia kīa he New Zealander au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na te mea i ētahi wā e whakahua kinotia hei whakaatu i ngā tangata o Aotearoa ēhara i te Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na te mea he pai ake ki ahau te whakaahua i ētahi atu āhuatanga whakahua i ahau me taku taha Pākehā, tangata o Ingarangi rānei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*121. He Māori koe (arā, he Māori to/o mātua, to/o mātua tipuna, to/o tipuna rānei)?**

- Ae       Kao       Kāre au e mōhio

## He Tuakiri Māori

Ko tēnei wāhanga, he pātai mo to āhua Māori.

## Identity in New Zealand

### 122. E mōhio ana koe te/ngā ingoa o to/o hapū/iwi rānei?

- Ae  Kao

### 123. Mehemea ae, kei roto koe i te rohe o to/o hapū/iwi?

- Ae  Kao  Kāre au e mōhio

### \*124. Ko tēhea o ēnei rārangi kōrero e tika ana mōu?

- E whakaaro ana au he mema o taku hapū/iwi i te tuatahi, he Māori i te tuarua
- E whakaaro ana au he Māori i te tuatahi, he mema o taku hapū/iwi i te tuarua
- He mema au o taku hapū/iwi, he Māori hoki - he taurite te nui o aua mea e rua ki au
- Kāre au e ki he Māori au

### 125. Mo ētahi tāngata, he mea nui te hononga ki to rātou hapū me to ratou iwi. Mo ētahi atu, ehara i te mea nui. Pēhea nei te tika o ēnei kōrero MŌU?

#### He mea nui te hononga ki taku hapū/iwi ...

	Tino tika	Tika	Āhua tika	Kāre e tika
... ki taku tuakiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako taku ahurei me aku tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako me taku rongō i te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia taea e au te mahi hākinakina me ētahi atu mahi hauora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki taku whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki aku hoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He take atu i tērā (*whakahuatia*)

### 126. E hia ngā wā tae atu koe ki tētahi kaupapa e whakahaeretia to hapū/iwi? (Pērā ki te hui, ahurei, wānanga, ra hākinakina rānei?)

- Ia wiki  Ia marama  Ia 3-4 marama  Ia tau  He iti ngā wā  Kāre au e haere

### 127. Ka haere koe ki ngā kaupapa hapū/iwi i te maha o ngā wa e hiahia ai koe?

- Ae  Āhua ae  Āhua kao  Kao, pirangi au kia maha ake aku taenga atu

Mehemea kāre, he aha ngā mea e aukati ana i a koe ki te haere?

## 128. E mōhio ana koe ki ngā ingoa o to/o marae?

- Ae  Kao

## 129. Mehemea ae, pēhea nei te tata o to noho ki to/o marae?

- Iti i te kotahi hāora  
 Iti i te rua hāora  
 Kei waenga i te 3-6 hāora  
 Nui atu i te 7 hāora  
 Kāre au e mōhio

## 130. Mo ētahi tangata, he mea nui te hononga ki to/o rātou marae. Mo ētahi atu, ehara i te mea nui. Pēhea nei te tika o ēnei kōrero MŌU?

### He mea nui te hononga ki taku/aku marae ...

	Tino tika	Tika	Āhua tika	Kāre e tika
... ki taku tuakiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako taku ahurei me aku tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako me taku rongō i te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia taea e au te mahi hākinakina me ētahi atu mahi hauora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki taku whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki aku hoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He take atu i tera (*whakahuatia*)

## 131. E hia ngā wā e tae atu koe ki tētahi kaupapa e whakahaeretia to/o marae? (Pērā ki te hui, ahurei, wānanga, rā hākinakina rānei)

- Ia wiki  Ia marama  Ia 3-4 marama  Ia tau  He iti ngā wā  Kāre au e haere

## 132. Ka tae atu koe ki to/o marae i te maha o ngā wa e hiahia ana koe?

- Ae  Āhua ae  Āhua kao  Kao, pirangi au kia maha ake aku taenga atu

Mehemea kāre, he aha ngā mea e aukati ana i a koe ki te haere?

## Identity in New Zealand

**\*133. Kei roto koe, he mema rānei koe o tētahi roopu tāone Māori – he roopu Māori mo te tāone e noho nei koe? (Pērā ki a Ngāti Poneke, Te Whānau o Waipereira)**

Ae

Kao

**134. Mo ētahi tāngata, he mea nui te hononga ki tētahi roopu tāone Māori. Mo ētahi atu, ēhara i te mea nui. Pēhea nei te tika o ēnei kōrero MŌU?**

**He mea nui te hononga ki tētahi roopu tāone Māori ...**

	Tino tika	Tika	Ahua tika	Kāre e tika
... ki taku tuakiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako taku ahurei me aku tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako me taku rongō i te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia taea e au te mahi hākinakina me ētahi atu mahi hauora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki taku whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki aku hoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He take atu i tērā (*whakahuatia*)

**135. E hia ngā wā e tae atu koe ki tētahi kaupapa e whakahaeretia tētahi roopu tāone Māori? (Pērā ki te hui, ahurei, wānanga, rā hākinakina rānei)**

Ia wiki

Ia marama

Ia 3-4 marama

Ia tau

He iti ngā wā

Kāre au e haere

**136. Ka tae atu koe ki ngā kaupapa roopu tāone Māori i te maha o ngā wa e hiahia ana koe?**

Ae

Āhua ae

Āhua kao

Kao, pirangi au kia maha ake aku taenga atu

Mehemea kāre, he aha ngā mea e aukati ana i a koe ki te haere?

**\*137. Kei roto koe, he mema rānei koe o tētahi whānau-kaupapa (he roopu kaupapa), pērā ki te whānau-kura, whānau-hāhi, roopu hākinakina, kapa haka rānei?**

Ae

Kao

## Identity in New Zealand

**138. Mo ētahi tangata, he mea nui te hononga ki tētahi whānau-kaupapa. Mo ētahi atu, ēhara i te mea nui. Pēhea nei te tika o ēnei kōrero MŌU?**

**He mea nui te hononga ki tētahi whānau-kaupapa ...**

	Tino tika	Tika	Āhua tika	Kāre e tika
... ki taku tuakiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako taku ahurei me aku tikanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... ki te ako me taku rongō i te reo Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia taea e au te mahi hākinakina me ētahi atu mahi hauora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki taku whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... kia noho tata au ki aku hoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He take atu i tērā (*whakahuatia*)

**139. E hia ngā wā e tae atu koe ki tētahi kaupapa e whakahaeretia tētahi whānau-kaupapa? (Pērā ki te hui, ahurei, wānanga, rā hākinakina rānei)**

- la wiki     la marama     la 3-4 marama     la tau     He iti ngā wā     Kāre au e haere

**140. Ka tae atu koe ki ngā kaupapa whānau-kaupapa i te maha o ngā wa e hiahia ai koe?**

- Ae     Āhua ae     Āhua kao     Kao, pirangi au kia maha ake aku taenga atu

Mehemea kāre, he aha ngā mea e aukati ana i a koe ki te haere?

## Te Tuakiri ā Motu

Kei roto i tēnei wāhanga ētahi patai mo to tuakiri ā-motu me ou whakaaro mo te tuakiri whānui o Aotearoa.

**141. He aha to tuakiri ā-motu (o tuakiri ā-motu, mehemea he maha atu i te kotahi)?**

# Identity in New Zealand

## 142. Pēhea te nui o ēnei mea e whai ake nei ki te whakamārama i TŌ tuakiri ā-motu?

	Tino nui	He nui	Āhua nui	Ehara i te nui	Ehara rawa i te nui
Koia te wāhi i whānau mai au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koia te kōrero ki ro taku puka uruwhenua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koia te wāhi no reira aku matua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koia te whenua i pakeke mai au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koia te wahi e whakaaro ai au no konei au	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koia te wahi no reira aku tīpuna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He mea atu i tērā ( <i>whakahuatia</i> )	<input type="text"/>				

## 143. E whakaaro noa ana mo te tuakiri o Aotearoa, ko ētahi tāngata e ki ana ko ēnei āhuatanga e whai ake nei he mea nui mehemea no Aotearoa koe. Ko ētahi atu, kei te ki ēhara aua mea i te nui.

### E pēhea ana ki a KOE ngā mea e whai ake nei ki te kīa koe no Aotearoa koe?

	Tino nui	He nui	Āhua nui	Ēhara i te nui	Ēhara rawa i te nui	Kāre e taea te whiriwhiri
a. Te whānaumai ki Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Te tohu tangata no Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Te noho ki Aotearoa mo te nuinga o te wā e ora ai koe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Te āhei ki te kōrero Pākehā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Te āhei ki te kōrero Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Te āhei ki te kōrero reo Rotarota (reo tohu ā-ringa) o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Te tau o te wairua he tangata no Aotearoa koe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. No Aotearoa ngā kāwai whakapapa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Te tau o te whakaaro he kāinga a Aotearoa ki a koe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Te mōhio ki ngā kōrero hītori o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Te mōhio ki ngā kōrero o Te Tiriti o Waitangi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 144. E pēhea nei to ihi ki to tūnga he tangata no Aotearoa koe?

- Nui te ihi   
  He ihi   
  Āhua ihi nei   
  Kāre he nui te ihi   
  Kāre he ihi   
  Ēhara au i te tangata no Aotearoa   
  Kāre au e taea te whiriwhiri

## Identity in New Zealand

**145. Ko ētahi tangata e kī ana he pai ake mo te motu mehemea e mau tonu ana ngā momo iwi ki a rātou ake tikanga, ake ahurei. Ko ētahi atu kei te kī he pai ake ta rātou hono ki te hapori whānui. Ko tēhea o ēnei e rite ana ki a koe?**

- He pai ake mo te hapori whānui mehemea ka mau tonu ngā momo iwi ki a rātou ake tikanga
- He pai ake mehemea ka huri, ka hono ngā momo iwi ki ngā tikanga o te hapori whānui
- Rite tonu te pai o te mau tonu i ngā tikanga me te hono ki te hapori whānui
- Kāre au e mōhio

**146. Ko ētahi tangata e kī ana he whenua tikanga rua/ahurea rua (Māori me te Pākehā) a Aotearoa. Ko wēhea o ngā rārangi kōrero e whai ake nei e whakamārama ana he whenua TIKANGA RUA/AHUREA RUA a Aotearoa ki TOU whakaaro?**

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Tino whakahē
Kei Aotearoa e rua ngā ahurea matua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E tika ana ma te kāwana e tiaki te ahurea Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ko Te Tiriti o Waitangi he mea nui ki te hono o te Māori me te kāwanatanga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ko te Tiriti o Waitangi he mea nui ki te hono o te Māori ki ētahi atu o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ko ngā tikanga me te ahurea Māori he mea nui o te tuakiri ā-motu o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**147. Ki tōu whakaaro, he whenua tikanga rua/ahurea rua a Aotearoa?**

- Ae
- Kao
- Āhua
- Kāre au e mōhio

He aha ai?

## Identity in New Zealand

### 148. Ko ētahi tangata e kī ana he whenua tikanga maha/ahurea maha a Aotearoa. Ko wēhea o ngā rārangi kōrero e whai ake nei e whakamārama ana he whenua TIKANGA MAHA/AHUREA MAHA a Aotearoa ki TOU whakaaro?

	Tino whakaae	Whakaae	Kāre whakaae, kāre whakahē	Whakahē	Tino whakahē
Ko Aotearoa, he maha ōna hapori, ōna ahurea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whakanuia ai ngā momo ahurea i roto i ngā ahurei me ngā momo kai o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ko ngā tikanga mai i ngā ahurea katoa he mea nui ki te āhua o te oranga o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ko te ahurea o Aotearoa whānui he hononga o ngā iwi, ahakoa ko wai, he mauri tau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 149. Ki tōu whakaaro, he whenua tikanga maha/ahurea maha a Aotearoa?

- Ae
  Kao
  Āhua
  Kāre au e mōhio

He aha ai?

### 150. Pēhea nei to mōhio ki ēnei kaupapa e whai ake nei:

	Nui taku mōhio	Paku nei taku mōhio	Iti nei taku mōhio	Kāre e tino mōhio	Kāre e mōhio tētahi mea
Te Whakaputanga o Te Rangatiratanga o Nu Tireni i 1835	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te take i hainatia ai te Tiriti o Waitangi i 1840	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te whakatinanatanga o te Tiriti o Waitangi i ēnei ra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te take ka utua ā-moni tātou mo ngā nawe Tiriti o Waitangi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te take he turu Māori to tātou ki rō whare Paremata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te take he reo irirangi, pouaka whakaata Māori to tātou	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Identity in New Zealand

### 151. E kī ana ētahi tangata ko ēnei rārangi kōrero he mea nui hei hono i te tangata ki te motu whānui. Pēhea te nui o ēnei rārangi kōrero ki a KOE?

	He mea tino nui	He nui	Āhua nui	Kāre i te nui	Kāre rawa i te mea nui	Kāre e taea te whakarite
Mātaki i ngā kaupapa whakanui i te Rā Tiriti o Waitangi ki runga Pouaka Whakaata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me tae ā-tinana ki ngā kaupapa whakanui i te Rā Tiriti o Waitangi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te mātaki Rā Whakamaumahara mo ANZAC ki runga Pouaka Whakaata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me tae ā-tinana ki ngā Rā Whakamaumahara mo ANZAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whakarongo ki ngā momo waiata no Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mātaki i ngā pikitia o Aotearoa ki runga Pouaka Whakaata	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mātaki i ngā whitiwhakaāhua o Aotearoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te aro atu ki ngā kōrero whānui o te motu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te whai atu i ngā tākaro hākinakina o te motu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te āwhina i ētahi atu i ngā wa e hiahiatia ana rātou	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Thank You

**Thank you** for taking the time to tell us about your ethnic and national identity. If you have any questions about this survey, please email Margaret Walshaw (project leader) on [M.A.Walshaw@massey.ac.nz](mailto:M.A.Walshaw@massey.ac.nz), or Philippa Butler (PhD student) on [P.J.Butler@massey.ac.nz](mailto:P.J.Butler@massey.ac.nz).

To show our appreciation for answering our questions, we are offering **five 8GB iPod Touches** as prizes.

If you would like to go in the prize draw, please enter your **name and contact details** below.

During 2012, we are hoping to conduct some **interviews** to find out more about what you think about your ethnic and national identity. If you are interested in being part of these interviews, please enter your name and contact details in the space provided below.

We will remove your name from your survey responses, so your answers to the questions will remain completely confidential.

**THANK YOU!**

# Identity in New Zealand

## Tēnā koe

Kia ora koe mo te whakaae ki te kōrero ki a mātou mo tōu momo ahurea, tuakiri whānui. Mehemea he pātai āu mo tēnei tātauranga, īmera ki a Margaret Walshaw (kaiwhakahaere) i runga i [M.A.Walshaw@massey.ac.nz](mailto:M.A.Walshaw@massey.ac.nz), ki a Philippa Butler (Tauira Tohu Kairangi) i runga i [P.J.Butler@massey.ac.nz](mailto:P.J.Butler@massey.ac.nz).

Mo ta mātou hiahia ki te mihi atu ki a koe mo te whakautu i a mātou pātai e pirangi ana mātou ki te hoatu **e rima ngā 8GB iPod Pā** hei paraihe.

Ki te hiahia koe kia uru atu mo te whakaritenga, tuhia mai **to ingoa me ngā whakaritenga** ki raro nei.

Hei te tau 2012, e tūmanako ana mātou ki te **uiui ā-kano**hi ētahi o koutou kia mōhio ai mātou o koutou whakaaro e pā ana ki to ahurea me te tuakiri ā-motu whānui. Mehemea e pirangi ano koe kia whai whakaaro mai ki ēnei uiuinga, tuhia mai to ingoa me ngā whakaritenga ki raro nei.

Ka whakakorea e mātou to ingoa mai i ngā whakautu o ngā tātauranga, kia noho tapu o whakautu.

## Kia ora!

### **152. Please enter your contact details if you wish to enter the PRIZE DRAW:**

#### **Tuhia mai o whakaritenga mehemea e pirangi ana koe ki te uru ki ro TAUWHĀINGA PARAIHE:**

Name/Ingoa:

Phone/Wāea:

Email/Īmera:

### **153. Please enter your contact details if you are interested in being INTERVIEWED during 2012:**

#### **Tuhia mai o whakaritenga mehemea e pirangi ana koe kia UIUI Ā-KANOHI mātou ki a koe a te 2012:**

Name/Ingoa:

Phone/Wāea:

Email/Īmera:

## **Appendix B: Technical note on questionnaire development**

A number of questions we used in the questionnaire were taken from other sources with or without modification, or were broadly based on questions from other sources. This process allowed us to choose questions that had already been tested and found robust by other researchers. It also allows for some cross-survey comparisons with some of our data.

We include information of our sources and how they were used for the use of other future researchers.

### *Ethnicity questions*

**Q31** and **Q32** on ethnic identity drew on several pieces of survey research. Items a-n were adapted from the Multigroup Ethnic Identity Measure developed by Phinney (1992) and revised by Roberts et al. (1999). The wording of each item was maintained, but 'group' was changed to 'group/s' to emphasise to participants that they could refer to more than one ethnicity. Item o was taken from Helms and Carter (1990), but 'race' was changed to 'ethnicity'. Items p-q were adapted from the Maryland Adolescent Development in Context Study (Eccles, Wong, & Peck, 2006; MADICS, n.d.), but 'race/ethnicity' was changed to 'ethnicity'. Responses to all items in Q31 and Q32 were measured on a 5-point Likert scale, from strongly agree to strongly disagree.

**Q35** on the importance of national and ethnic identity was based on Q17 of the ISSP<sup>7</sup> (2003), but not identical. We included a neutral option in the choice of answers 'I think of myself as both a member of an ethnic group and a New Zealander – they are equally important to me', whereas the ISSP options forced a prioritization or 'Can't choose' as the only other option.

**Q36** on ethnicity was taken from the 2006 census.

### *Pakeha identity questions*

**Q43** on identifying as Pakeha was taken from the ISSP (1995 – Q19; 2003 – Q18).

**Q44** on reasons for identifying as Pakeha was taken from the ISSP (2003), Q19.

**Q45** on reasons for NOT identifying as Pakeha was taken from the ISSP (1995 – Q22; 2003 – Q20).

### *National identity questions*

**Q67 & Q68** on the importance of a range of factors in explaining national identity were developed from related questions in the ISSP (1995 – Q4; 2003 – Q3). Our Q67 gave a slightly different focus, asking about factors influencing the individual participants' national identity (in answering this, the students didn't need to identify as a New Zealander, but could be

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<sup>7</sup> The ISSP (International Social Survey Programme) is undertaken annually in a number of participating countries. Each annual cycle has a particular theme and national identity was a theme in 1995 and 2003 (see [www.issp.org](http://www.issp.org)). Also see Gendall (1996) and Gendall & Wood (2004) on these two cycles of the ISSP.

thinking about any national identity). Q68 followed the ISSP in asking more broadly for participants' views on what they saw as important factors in making a claim to a *New Zealand* national identity. We used slightly different wording and changed some of the factors being investigated – adding factors related to ancestry ('It's where my parents come from' and 'It's where my ancestors come from'), added ability to speak te reo Maori or NZ sign language in addition to ability to speak English, religious affiliation (being Christian) and replaced 'respecting NZ's political institutions and laws' with knowing about NZ history and knowing about the Treaty of Waitangi. We also added 'to feel like New Zealand is your home'. Overall, our emphases in these two questions were also influenced by the work of David McCrone and his colleagues on national identity in Scotland (see, for example, McCrone et al., 1998; Kiely et al., 2001).

**Q69** asking how proud people felt about being a New Zealander was taken from the ISSP (2003) – Q15.

**Q70**, which explored ideas in relation to cultural diversity versus assimilation of migrants, was based on the ISSP (1995 – Q9; 2003 – Q9). We added a neutral option to the choices, 'Both maintaining culture and blending into the larger society are important'.

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