

The New Zealand Curriculum

Update



Teaching and Learning

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Welcome to *The New Zealand Curriculum Update*

Curriculum Updates support school leaders and teachers as they work to design and review their school curriculum in line with the New Zealand Curriculum and with current knowledge and understandings about effective classroom teaching.

Curriculum Updates are published in the Education Gazette and are available online at http://www.nzcurriculum.tki.org.nz/curriculum_updates

This Update focuses on the New Zealand Curriculum principle of the Treaty of Waitangi and its implications for teaching, learning, and the school curriculum.



The New Zealand Curriculum Treaty of Waitangi principle

This Update supports schools in understanding and enacting the curriculum principle of the Treaty of Waitangi.

The Treaty of Waitangi is one of the eight principles that provide a foundation for decision making within The New Zealand Curriculum:

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

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A recent Education Review Office report (2011) states that many school leaders and teachers are finding the Treaty of Waitangi principle challenging to implement. In schools where the principle is evident:

- te reo Māori me ōna tikanga are valued and promoted in school management and in teaching and learning, for example, through pōwhiri, karakia, and kapa haka

- all students have the opportunity to learn te reo Māori and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand

- established relationships with students, parents, whānau, iwi, and other community members support Māori students' learning.

ERO suggested that many schools could improve their practice, for example, by:

- building their understanding of the Treaty of Waitangi and its implications for school policy, organisation, and planning
- consulting the local Māori community about the school's direction and their aspirations for Māori students.

Schools need to consider to what extent the Treaty of Waitangi principle is evident in the interpretation and implementation of their school curriculum and is enacted in their classrooms.

Treaty principles

The Treaty of Waitangi forms part of New Zealand's constitution. (For an overview of the constitution, see the Governor-General's website at <http://gg.govt.nz/role/constofnz.htm>) In addition, the Education Act 1989 states broad expectations for Māori, and the National Education Guidelines (NEGs) 1, 2, and 9 and the National Administration Guidelines (NAGs) 1(e) and 2(c) describe specific legislative requirements in relation to Māori.

As they work to enact the Treaty of Waitangi, schools may find it helpful to consider the three broad principles suggested by the 1988 Royal Commission on Social Policy: partnership, protection, and participation. These Treaty principles have been used to structure this Update.

Partnership

The New Zealand Curriculum envisions

... young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring

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Achieving this vision requires schools to support all students to understand:

- the place of the Treaty of Waitangi in New Zealand's history
- that everybody has rights and responsibilities as citizens and that the Treaty affords Māori a dual set of rights as tangata whenua
- the special place of Māori culture within New Zealand (a multicultural society underpinned by bicultural foundations).



The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members. Partnership is realised as schools collaborate with Māori and non-Māori to develop, implement, and review policies, practices, and



procedures. By working collaboratively, schools learn to share power, control, and decision-making while validating the unique position of Māori as tangata whenua and recognising the contribution Māori make to education.

Schools are encouraged to form partnerships with local iwi and hapū as part of engaging with their Māori community. For information on how or support to do this, contact local regional Ministry of Education offices.

The UNESCO Treaty of Waitangi web resource is helpful in exploring the meanings of partnership (see page 4).

> CASE STUDY

Tō tātou Tiriti – Karawhiua! Our Treaty – Go for it!

Case 7 in the Social Sciences BES (Aitken and Sinnema, 2008) describes how a teacher integrated drama and the social sciences to deepen students' understanding of the different points of view on the Treaty. The year 7 class included 22 Pākehā, eight Māori, and two Korean students. With the support of advisers in Māori, social studies, and drama, the teacher selected a range of activities that fostered a culturally inclusive and supportive learning environment. The main activity was a process drama (extended role play) based on *The Nickle Nackle Tree* (Dodd, 1996). Together, the class created a fictional world in which there was conflict between the tree's original inhabitants and a group of immigrant birds. As the drama developed, it became a metaphor for Treaty relations as reflected in the students' understanding of different issues:

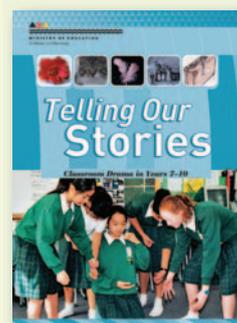
It related to real life because the birds were fighting over berries, and humans do the same over land and resources.

The Nickle Nackle tree is like real life, because we all care about where we live and don't want to lose it.

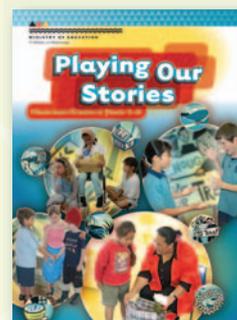
The full case study describes the complete sequence of activities and their relationship to the learning.

Exploring the curriculum's Treaty principle through the arts

As the case studies in this Update show, the arts provide a powerful way of supporting students to explore concepts, issues, and situations related to the curriculum's Treaty principle while building a sense of identity and acquiring knowledge of te reo Māori me ōna tikanga. The online Update suggests relevant arts resources. Two examples are the units *Parihaka in Telling Our Stories: Classroom Drama in Years 7–10* (2004) and *Taonga in Playing Our Stories: Classroom Drama in Years 1–6* (2006).



At senior secondary level, New Zealand is the first country in the world to formally recognise indigenous knowledge through educational qualifications. Field Māori (<http://www.nzqa.govt.nz/maori>) contains arts-related unit standards and national certificates relating to Māori knowledge, pedagogy, and skills. See *QA News* for June 2011 (<http://www.nzqa.govt.nz/about-us/publications/qa-news/>) to read about new and revised Field Māori qualifications.

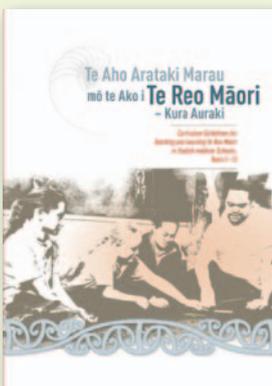


Protection

The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. *Ka Hikitia* (Ministry of Education, 2007) emphasises that “culture counts” and describes a commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them” (page 20).

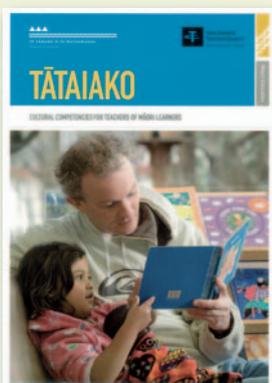
As part of their developing identities, all New Zealand students need to understand New Zealand’s unique bicultural heritage. Consequently, all students need opportunities to learn te reo Māori and gain knowledge and experience of important Māori concepts and customs, considering them in relation to those of other cultures. Language and culture are intertwined, so this learning provides insights into te ao Māori and Māori world views. It can occur in many contexts and across the curriculum.

For example, senior business studies students could discuss businesses generated as a result of the settlement of Waitangi Tribunal claims. For further suggestions, visit the business studies teaching and learning guide at <http://seniorsecondary.tki.org.nz/Social-sciences/Business-studies>



Read about the benefits of learning te reo Māori me ōna tikanga on pages 10–16 of *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/ Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13* at <http://tereomaori.tki.org.nz/Curriculum-guidelines>

Explore the cultural competencies that will enable teachers to support Māori learners to achieve educationally as Māori in *Tātaiako: Cultural Competencies for Teachers of Māori Learners* at <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/Tataiako.aspx>



> CASE STUDY

Changing a social studies programme to meet student needs

Fifteen percent of the students at Oamaru North School are Māori and 15 percent Pasifika. When the school reviewed its social studies programme while participating in professional development on the Treaty of Waitangi, staff questioned whether a unit using the context of Victorian Oamaru to explore the concept of identity was meeting the needs of all the students. Supported by a kaumātua, staff reshaped the unit, retaining the focus on identity but expanding the focus to include students’ connection to their environment and families. Connection is an important social studies concept and an aspect of the New Zealand Curriculum vision.

The school chose the Māori rock drawings at Duntroon as the primary context within which students could examine their relationship with the place where they live. Having explored the meanings of the symbols in the rock drawings for mana whenua, the students created rock drawings to represent their own identities and the connections that were important to them.

Storytelling was woven through the unit. The kaumātua shared a South Island version of the creation story with all the students. He then told stories of the local area to small groups, who went on to share those stories with each other. A visit to a blacksmith provided a different perspective on local history.

Throughout, the kaumātua emphasised that the students needed to know themselves. As they developed their mihi, they learned their own family stories. They presented their mihi in their whānau groups in afternoon sessions. Each group also chose a New Zealand song to share.

Connections were woven among the participants in the learning. For example, students wrote letters to the kaumātua, who responded to each of them. The students then shared and discussed their letters with their families.

Reviewing the experience, staff felt they had deepened their understanding of the holistic nature of the New Zealand Curriculum, of its Treaty of Waitangi principle, and of conceptual learning in social studies. They knew their students better, had grown as a learning community, and had deepened their connections with diverse groups in the wider school community. They experienced the value of connecting with people who can confidently say “This is my story” and who can empower students with that same sense of confidence. They identified positive outcomes for all students and increased engagement for some Māori students.

Participation

Participation is about equality of opportunity and outcomes. Students need to learn how to participate and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders. Informed civic participation is a key aspect of the New Zealand Curriculum's future focus principle.

Participation also emphasises positive Māori involvement at all levels of education, as expressed in NEG 9: "Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi." When this principle is realised, the aspirations and views of Māori students, and of their parents, whānau, and communities are apparent in school and classroom planning (ERO, 2011).

Guiding questions He pātai

- What does partnership mean at your school? What leadership roles do different partners take? How could this be enhanced?
- To what extent are the identity, language, and culture of Māori students evident in teaching and learning experiences at your school?
- What does "genuine participation" look like for Māori members of your school community?
- What opportunities do Māori have to share their knowledge and expertise within your school curriculum?

Helpful resources

Websites

- > **New Zealand History Online – Treaty of Waitangi**
<http://www.nzhistory.net.nz/category/tid/133>
- > **Waitangi Tribunal – Te Rop Whakamana i te Tiriti o Waitangi**
http://www.waitangi-tribunal.govt.nz/resources/school_info/default.asp
- > **Treaty2U**
<http://www.treaty2u.govt.nz/>
- > **UNESCO's Treaty of Waitangi web resource**
<http://www.unesco.org/nz/index.php/priority-areas-/to-promote-dialogue-and-strategies-for-sustainable-futures/treaty-of-waitangi-web-resource>
- > **Te Kauhua digital stories**
<http://tetereauraki.tki.org.nz/Te-Kauhua>
- > **Te Kotahitanga**
<http://tekotahitanga.tki.org.nz>
- > **He K kano – Te Awe o Ng Toroa**
<http://hekakano.tki.org.nz>

Publications

O'Malley, V., Stirling, B., and Penetito, W. (2010). *The Treaty of Waitangi Companion: M ori and P keh from Tasman to Today*. Auckland: Auckland University Press.

You can find the references for this Update, together with suggested resources at <http://nzcurriculum.tki.org.nz/Ministry-curriculum-guides/Curriculum-updates>

> CASE STUDY

Rangiātea: Western Springs College

The Rangiātea project's case study on Western Springs College describes the school's deep commitment to the Treaty of Waitangi. One way in which this is communicated to staff is in the school's appraisal policy, which sets out specific requirements with regard to teachers' competency in te reo Māori me ōna tikanga and their obligations in upholding the Treaty. School policy is translated into departmental policy; for example, the maths department's scheme of work emphasises the Treaty and details teachers' obligations to Māori students and whānau. The rumaki (Māori-immersion unit) has a powerful role in ensuring these commitments are enacted in practice across the school, with rumaki kaiako helping to build mainstream teachers' understandings of te reo Māori me ōna tikanga as well as educational issues and policies related to Māori.

The case study materials provide considerable evidence of whānau satisfaction with the quality of the home-school relationship. There is an especially close relationship with the rumaki whānau, but mainstream Māori whānau are also consulted on new developments, particularly through whānau hui that are held once a term and through representation on the board of trustees. As part of the school's commitment to honour the spirit of partnership symbolised by the Treaty, the principal ensures that majority decision-making does not override Māori viewpoints.

Western Springs College works to maximise educational success for all students through focusing on their learning and building strong relationships with students, parents, and whānau. Its success in achieving these goals is reflected in the outcomes for students, including the participation of Māori students in the senior school:

Students are able to retain a pathway to year 13 stats or calculus. There is an extremely high percentage of year 12 and year 13 students opting in to maths courses. Over 90 percent of Māori students take maths through to year 13.

Ken Havill, Principal

This case study is based on a full study and exemplar developed by the Rangiātea project. You can find case studies and exemplars for the Rangiātea schools at <http://www.educationallleaders.govt.nz/Leading-change/Maori-education-success/Rangiatea-case-studiesand-exemplars>



> References and other useful resources

References

Aitken, G. and Sinnema, C. (2008). *Effective Pedagogy in Social Sciences/Tikanga ā-Iwi: Best Evidence Synthesis Iteration [BES]*. Wellington: Ministry of Education. Available at

<http://www.educationcounts.govt.nz/publications/series/2515/32879/35263>

Berryman, M. and Bateman, S. (2008). "Effective Bicultural Leadership: A Way to Restore Harmony at School and Avoid Suspension". **Set 1**. Wellington: NZCER Press. Available at

<http://www.educationallleaders.govt.nz/Partnerships-and-networks/Building-relationships-with-whanau-hapu-and-iwi/Effective-Bicultural-Leadership>

Dodd, L. (1996). *The Nickle Nackle Tree*. Wellington: Mallinson-Rendel.

Education Review Office (2011). *Directions for Learning: The New Zealand Curriculum Principles and Teaching as Inquiry, May 2011*. Wellington: Education Review Office. Available at

[http://www.ero.govt.nz/National-Reports/\(year\)/2011](http://www.ero.govt.nz/National-Reports/(year)/2011)

Ministry of Education (2007). *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*. Wellington: Ministry of Education. Available at

<http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx>

Ministry of Education (2009). *Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki/Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools: Years 1–13*. Wellington: Learning Media. Available, along with helpful resources and information, at <http://tereomaori.tki.org.nz/Curriculum-guidelines>

O'Malley, V., Stirling, B., and Penetitia, W. (2010). *The Treaty of Waitangi Companion: Māori and Pākehā from Tasman to Today*. Auckland: Auckland University Press.

The National Education Guidelines and the National Administration Guidelines can be found at

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS.aspx>

Websites

Websites

He Kāhaka – Te Awe o Ngā Toroa

<http://hekakano.tki.org.nz/>

He Kāhaka supports school leaders to become relational and pedagogical leaders with the capability that will enable schools and teachers to build educational success for and with Māori learners.

New Zealand History Online – Treaty of Waitangi

<http://www.nzhistory.net.nz/category/tid/133>

A range of resources on this site is accompanied by classroom activities for students in years 6–13, developed by an experienced teacher and historian.

Te Kauhua

<http://tetereauraki.tki.org.nz/Te-Kauhua>

Te Kauhua supports school-based action research projects to help schools and whānau to work together in ways that improve outcomes for Māori learners. The site shares learning from the project, including case studies produced by participating schools.

Te Kotahitanga

<http://tekotahitanga.tki.org.nz/>

This site provides an opportunity to learn more about a project that has been so successful in supporting schools to improve their provision for Māori students.

The Governor-General – Te Kōwhiri o Aotearoa

<http://gg.govt.nz/role/constofnz.htm>

The Governor-General's website includes a useful overview of New Zealand's constitution, not as a single document but including "crucial pieces of legislation, several legal documents, common law derived from court decisions as well as established constitutional practices known as conventions. Increasingly, New Zealand's constitution reflects the Treaty of Waitangi as a founding document of government in New Zealand."

Rangi teā: case studies and exemplars

<http://www.educationallleaders.govt.nz/Leading-change/Maori-education-success/Rangi-tea-case-studies-and-exemplars>

The Rangiātea project consists of case studies and exemplars from five secondary schools, each of them on a journey towards realising Māori student potential. The case studies look at the strategies used by the school leadership teams and report on the key factors that contributed to lifting Māori student achievement. The exemplars step through how a particular programme has been used successfully in each school.

Treaty2U

<http://www.treaty2u.govt.nz/>

This website is supported by the National Library, Te Papa Tongarewa, and Archives New Zealand. It describes Treaty history and compares the text of the Māori and English versions of the Treaty. The site includes educational resources.

UNESCO's Treaty of Waitangi web resource

<http://www.unesco.org.nz/index.php/priority-areas/-to-promote-dialogue-and-strategies-for-sustainable-futures/treaty-of-waitangi-web-resource>

This site describes a range of perspectives on the Treaty and provides links to many helpful online resources.

Waitangi Tribunal – Te Rōpū Whakamana i te Tiriti o Waitangi

http://www.waitangi-tribunal.govt.nz/resources/school_info/default.asp

This part of the Waitangi Tribunal site has information and resource kits for schools.

Publications

Berryman, M. and Bateman, S. (2008). "Effective Bicultural Leadership: A Way to Restore Harmony at School and Avoid Suspension". **Set 1**. Wellington: NZCER Press. Available at

<http://www.educationallleaders.govt.nz/Partnerships-and-networks/Building-relationships-with-whanau-hapu-and-iwi/Effective-Bicultural-Leadership>

This article challenges school leaders to think beyond traditional ways of responding to critical incidents within a school. It is about dealing with serious misbehaviour in such a way that the issues are confronted and positive pathways involving partnership, protection, and participation for all parties are found.

Grace, Wiremu (2006). *The Tree Hut Treaty/Tiriti o te Whare Rakau*. Wellington: Treaty of Waitangi Information Unit of the State Services Commission.

This bilingual picture book is illustrated by Bruce Potter. Four children want to resolve disagreements over a shared tree hut. They decide to negotiate a treaty. The book, which includes a facsimile of the Treaty of Waitangi, supports learning in social sciences for primary school students.

O'Malley, V., Stirling, B., and Penetito, W. (2010). *The Treaty of Waitangi Companion: Māori and Pākehā from Tasman to Today*. Auckland: Auckland University Press.

This important new reference book by three leading historians uses primary sources to tell the story of the Treaty from a range of perspectives.

Ministry of Education (2011). *Tātaiako: Cultural Competencies for Teachers of Māori Learners*. Wellington: Ministry of Education. Available at <http://www.minedu.govt.nz/theMinistry/EducationInitiatives/Tataiako.aspx>

This new Ministry resource explains the competencies that will enable teachers to support Māori learners to achieve educationally as Māori. It guides the teachers themselves, together with employers and providers of initial and ongoing teacher education and development, in meeting the goals of Ka Hikitia – Managing for Success. These goals are:

- to acknowledge the Treaty of Waitangi as a document that protects Māori learners' rights to achieve citizenship through gaining a range of skills and knowledge and te reo Māori as a taonga
- to help to maximise the potential of Māori learners
- for educators to share knowledge and expertise with Māori students, whānau, hapū, and iwi to produce better outcomes for all.

The arts as a way of engaging with the curriculum's Treaty of Waitangi principle

Drama resources

- Ministry of Education (2004). *Telling Our Stories: Classroom Drama in Years 7–10*. Wellington: Learning Media.
- Ministry of Education (2006). *Playing Our Stories: Classroom Drama in Years 1–6*. Wellington: Learning Media.

These resources support teachers to use drama as a powerful way of enabling students to explore and shape their ideas about the "big questions" of human experience, including those of identity, community, and cultural interaction. They include two units of work with specific relevance to the Treaty of Waitangi principle: Parihaka (in *Telling Our Stories*) and Taonga (in *Playing Our Stories*).

By actively entering into fictional worlds, students are able to try out real solutions to real issues, investigate questions about what it is to be human, and look at their experiences through different eyes.

Visual arts resources

Ministry of Education (2004). *He Wakahuia Toi Māori: Māori Visual Culture in Visual Arts Education Years 7–10*. Wellington: Learning Media.

Ministry of Education (2007). *He Papahuia Toi Māori: Māori Visual Culture in Visual Arts Education Years 1–6*. Wellington: Learning Media.

These resources are intended to build teachers' confidence and ability to include Māori visual culture in their teaching programmes. Many of the unit outlines are concerned with issues of identity and connection.

Dance resources

Ministry of Education (2003). *Ihi FrENzy: The Making of a Dance*. Wellington: Learning Media.

Students can explore the coming together of two art forms, kapa haka and ballet.

Music – Sound Arts resources

Ministry of Education. *Into Music 1* (2001). *Into Music 2* (2002). *Into Music 3* (2003). *Into Music 4* (2005). Wellington: Learning Media.

Ministry of Education (2006). *Kiwi Kidsongs 15: He Waiata mō ngā Kaupapa Ake*. Wellington: Learning Media.

These resources all contain songs in Māori and support to explore traditional Māori waiata and instruments.

Social sciences as a way of engaging with the Curriculum Treaty of Waitangi principle

The Building Conceptual Understandings in the Social Sciences (BCUSS) series is designed to help teachers of levels 1–5 support their students' conceptual learning in social studies. The texts are available as PDF downloads from <http://ssol.tki.org.nz/>

Ministry of Education (2008). *Belonging and Participating in Society*. Building Conceptual Understandings in the Social Sciences series. Wellington: Learning Media.

Ministry of Education (2009). *Being Part of Global Communities*. Building Conceptual Understandings in the Social Sciences series. Wellington: Learning Media.

