

Ngā Pōti ā-Taiohi

Youth oting

Lesson Two

Co-governance and the relationship between
Auckland Council and Māori

Whakahaere takinga-ā-rua me
te hononga ki a Ngāi Māori



LOCAL ELECTIONS 2019

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LESSON TWO

Akoranga Tuatahi

Co-governance and the relationship between council and Māori

Whakahaere takinga-ā-rua me te hononga ki a ngāi Māori



This lesson is dedicated to our colleague Dean Martin who was an invaluable contributor to this programme.

ACTIVITY ONE – TE TIRITI O WAITANGI

Mahi Tuatahi – Te Tiriti o Waitangi

Curriculum	Achievement Objectives
Social Studies	<p>Level 3</p> <ul style="list-style-type: none">Understand how groups make and implement rules and laws. <p>Level 5</p> <ul style="list-style-type: none">Understand how the Treaty of Waitangi is responded to differently by people in different times and places.
The Literacy Learning Progressions	<p>Year 8</p> <ul style="list-style-type: none">Using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes. <p>Year 10 Reading</p> <ul style="list-style-type: none">Monitor their understanding as it develops during their reading, and adjust their strategies to address any comprehension problems.

You will need access to the internet for this activity.



Procedure:

- Read the school Journal Te Tiriti o Waitangi, Level 3, August 2017. This might be done in a guided or shared reading context. The article gives the students knowledge of the Treaty of Waitangi / Te Tiriti o Waitangi.
- Get the students to write notes as they read to refer to for other activities in the lesson.
- Work through the various activities on the Teacher Support Material that are most relevant for your learners.

[School Journal: Te Tiriti o Waitangi](#)



Name:

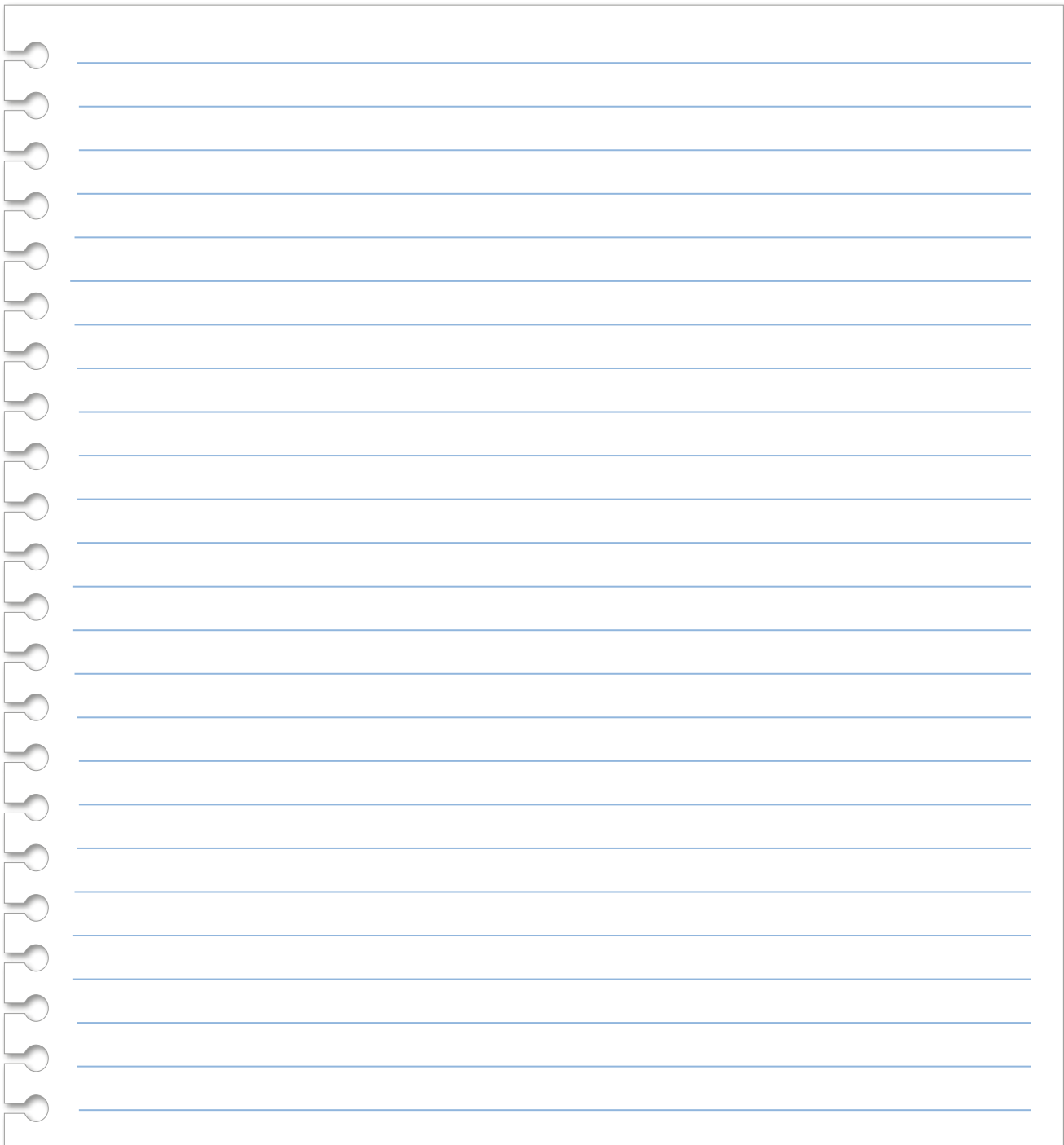
ACTIVITY ONE: TE TIRITI O WAITANGI

Mahi Tuatahi – Te Tiriti o Waitangi

This lesson will have a focus on The Treaty of Waitangi – Te Tiriti o Waitangi. Your teacher will use the school journal Te Tiriti o Waitangi and will guide you through certain activities. Read the journal in preparation for following activities in this lesson.

You will find your reading here: [School Journal: Te Tiriti o Waitangi](#)

Use the area below to make notes from your reading.



ACTIVITY TWO – HISTORICAL AND PRESENT-DAY EXAMPLES OF DECISIONS AFFECTING MĀORI

Mahi Tuarua – He whakataunga tauira onamata, onāiane hokie pā ana ki a Ngāi Māori

Curriculum	Achievement Objectives
Social Studies	<p>Level 4</p> <ul style="list-style-type: none"> • Understand how the ways in which leadership of groups is acquired and exercised has consequences for communities and societies. • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand that events have causes and effects. • Understand how formal and informal groups make decisions that impact on communities. • Understand how people participate individually and collectively in response to community challenges. <p>Level 5</p> <ul style="list-style-type: none"> • Understand how the Treaty of Waitangi is responded to differently by people in different times and places. • Understand how the ideas and actions of people in the past have had a significant impact on people’s lives. • Understand how people define and seek human rights.
The Literacy Learning Progressions	<p>Year 8</p> <ul style="list-style-type: none"> • Gathering, evaluating, and synthesizing information across a small range of texts. <p>Year 10</p> <ul style="list-style-type: none"> • Using strategies such as skimming, scanning, note-taking, annotating, mapping, coding information, and rephrasing to locate, evaluate, analyse, and summarise information and ideas within texts and across a range of texts.

You will need access to the internet for this activity.



Procedure:

- Have the students look at the diagram that represents how the principles of Te Tiriti o Waitangi are meant to guide Auckland Council and its ongoing relationships with Māori.
- Next, read about specific cases in Auckland history where decisions (either at the local or central government level) have affected Māori. This might be completed as an instructional shared or guided reading activity. Alternatively, students could read each one independently.
- Although these events happened in the past, there are still issues that are affecting Māori today. Click on the links below to read.

1. [Volcanoes being rebuilt in Manukau using poo!](#)

2. [Auckland's Long-Term Plan](#)

This is the 10-year strategy document for Auckland that also details council's approach to Māori under the section: Māori Identity and Wellbeing.

- Years 7 - 10: After students have read about the historical and present-day examples, complete the following Venn Diagram. What were the differences between each? What were the similarities with these examples?
- Alternatively, the students could complete the "Synthesizing" chart after they have read about the historical and current day issues facing Māori.



Name:

ACTIVITY TWO – HISTORICAL AND PRESENT-DAY EXAMPLES OF DECISIONS AFFECTING MĀORI

Mahi Tuarua – He whakataunga taurira onamata, onāiane hokie pā ana ki a Ngāi Māori

Carefully look at the following diagram and consider how the principles of Te Tiriti o Waitangi are meant to guide Auckland Council and its ongoing relationships with Māori.



Next, read about specific cases in Auckland history where decisions (either at the local or central government level) have affected Māori. This reading might be completed in groups, with a partner, or individually.

Number One:



Okahu Bay 1910. A sewer pipe is under construction at Okahu Bay near Auckland in 1910, in front of the ancestral village of Ngāti Whātua (the buildings on the left). By 1914 the works were operational. Auckland sewage was discharged into the sea, polluting the tribe's shellfish beds. Early public works paid little attention to Māori interests. Ngāti Whātua opposed the sewer from when the idea was first mooted in 1905, but their concerns were ignored – and their village was refused connection to the city's fresh water supply.

Number Two:

Okahu Bay 1951: The picture on the right shows homes in the Ōrākei Reserve. The house is on fire after being demolished as per the instructions of the Commissioner of Crown Lands. As early as 1940, Auckland mayor Sir Ernest Davis had described the village as "a dreadful eyesore". The Crown made a compulsory acquisition of the last 5ha (12.5 acres) of the Ōrākei block, including the marae and some homes. All buildings were destroyed except the chapel and cemetery. Many Māori were moved to state housing on Kitemoana Street, known as "Boot Hill." The village was burnt down in 1952 prior to the Queen's visit in 1953. Many elderly died soon after including Apihai Te Kawau's 3 daughters – disillusioned after fighting for so many decades to retain their land.



Number Three:



Although Māori had been fighting as whānau and hapū to have their rights recognised, it wasn't until 1975 that a number of events occurred that shaped where we are today. The Land March led by Dame Whina Cooper, 80 years of age, united Māori into action. 50 people left Te Hapua in the far north on 14 September 1975 and thousands arrived in Wellington on 13 October with a petition of over 60,000 signatures. The Waitangi Tribunal was established to hear Māori claims of breaches of the Treaty of Waitangi by successive New Zealand governments. These important events shaped Auckland. Joe Hawke,

who led the Land March over the Auckland Harbour Bridge, led the occupation of Bastion point in 1977. The Government moved to evict the protesters in 1978. The Land March, the establishment of the Waitangi Tribunal and other events, marked the beginning of a change. Māori wanted to once again be in control of their own futures.

Despite all that had happened, while the land at Bastion Point was returned to Ngāti Whātua, Ngāti Whātua gifted it to all the people of Auckland.

Although the events that you have just read about happened in the past, there are still issues that are affecting Māori today.

Click on the links below to read.

1. [Volcanoes being rebuilt in Manukau using poo!](#)
2. [Auckland's Long-Term Plan](#)

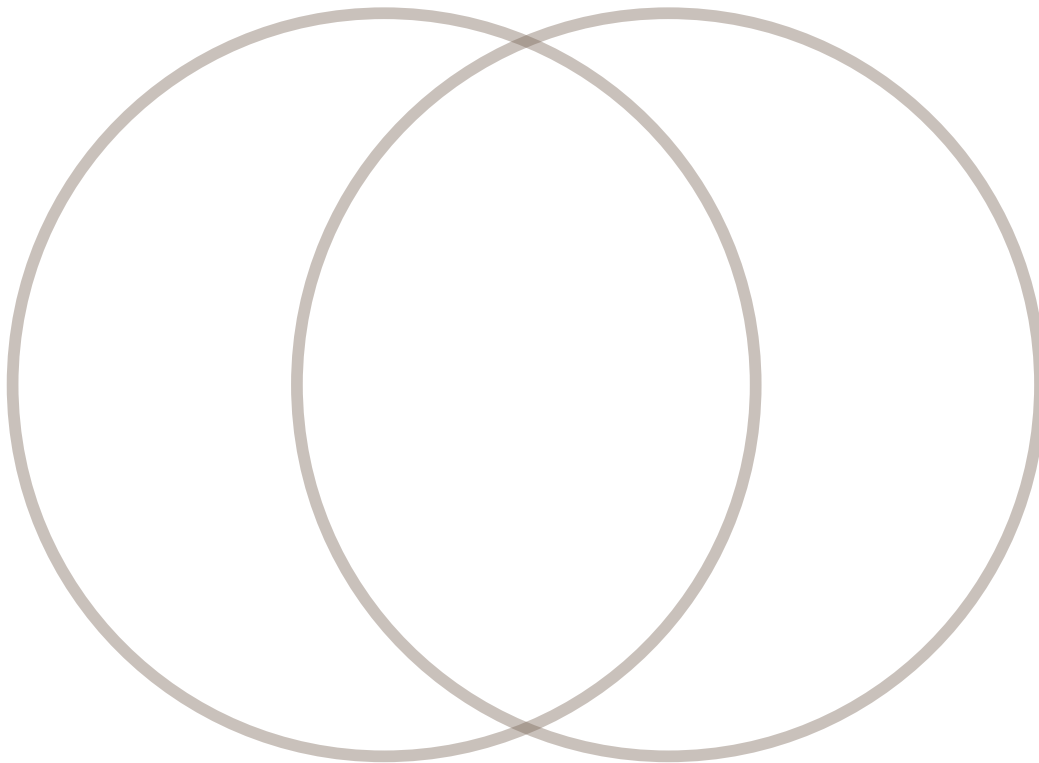
This is the 10-year strategy document for Auckland that also details council's approach to Māori under the section: Māori Identity and Wellbeing.

After you have read about the historical and present-day examples, complete the Venn diagram on the following page.

Venn Diagram

What were the differences between each example? What were the similarities with these examples?

Your teacher might also want you to complete the “Synthesizing” chart after you have read about the historical and current day issues facing Māori. When you “synthesize” you need to consider all that you have read, and think about how your thinking might have changed, after being presented with all the information.



Historical Event Differences

Similarities

Present Day Differences



Synthesizing

Synthesizing is when your thinking changes as you read.

Record your thinking below:

At first I was thinking...

After talking with a partner I was thinking...

Now I think...



ACTIVITY THREE – MĀORI REPRESENTATION: MĀORI WARDS

Mahi Tuatoru – Māngai Māori: Ngā Rohenga Māori

Curriculum	Suggested Achievement Objectives
Social Studies	<p>Level 4</p> <ul style="list-style-type: none"> Understand how the ways in which leadership of groups is acquired and exercised has consequences for communities and societies. Understand how formal and informal groups make decisions that impact on communities. <p>Level 5</p> <ul style="list-style-type: none"> Understand how the Treaty of Waitangi is responded to differently by people in different times and places.
The Literacy Learning Progressions	<p>Reading</p> <p>Year 8</p> <ul style="list-style-type: none"> Gathering, evaluating, and synthesizing information across a small range of texts. <p>Year 10</p> <ul style="list-style-type: none"> Use strategies to analyse ideas and information and to reflect critically on the meaning they are gaining from their reading.

Procedure:

- Write on the whiteboard the definition of a Māori ward - Māori wards allow local voters on the Māori electoral roll to elect a Māori representative to a council.
- Read aloud the points in the table below and ask your students to fill in the gaps on their activity sheet (the missing words are underlined).
- Then, students are to split into groups to discuss the following: should Auckland Council create a Māori ward(s)? Why? Why not?
- Students will fill out their answers in a corresponding table.



MĀORI WARDS

Ngā Rohenga Māori

- There are 7 seats in Parliament reserved for MPs elected by people on the Māori roll. The whole of NZ is divided into 7 Māori electorates.
- A similar concept was introduced into local government legislation in 2002.
- People on the Māori roll vote for members of Māori wards.
- Each council and its community should decide for themselves whether to have Māori wards in their area
- If a council decides to establish Māori wards then the community can petition for a referendum.
- In nearly all cases where a council has decided to introduce Māori wards, the council decision has been reversed by a referendum (public opinion).
- Before Auckland Council was established, a Royal Commission on Auckland Governance recommended that Auckland Council should be established with 3 dedicated seats for Māori
- The Commission proposed that one Māori seat be chosen by a mana whenua forum and two other seats elected by those on the Māori roll.
- The government, when it received the commission's recommendations, felt the existing concept (the council and its communities should decide whether to have Māori wards) should be retained and did not create a law to make Māori seats permanent.
- Instead, it included in the Auckland Council law a requirement for an independent Māori board to promote issues of Māori significance and to appoint two members to certain council committees.

Name: _____

ACTIVITY THREE – MĀORI REPRESENTATION: MĀORI WARDS

Mahi Tuatoru – Māngai Māori: Ngā Rohenga Māori

A Māori ward would allow local voters on the Māori electoral roll to elect a Māori representative on the council.

Your teacher will read out the statements below. Listen carefully so you can fill in the blanks.

LESSON TWO

ACTIVITY THREE

- There are 7 seats in Parliament reserved for MPs elected by people on the Māori roll. The whole of NZ is divided into 7 Māori _____.
- A similar concept was introduced into local government _____ in 2002.
- People on the Māori roll vote for members of _____ wards.
- Each council and its _____ should decide for themselves whether to have Māori wards in their area.
- If a council decides to establish Māori _____ then the community can petition for a referendum.
- In nearly all cases where a council has decided to introduce Māori wards, the council decision has been _____ by a referendum (public opinion).
- Before Auckland Council was established, a Royal Commission on Auckland Governance recommended that Auckland Council should be established with __ dedicated seats for Māori
- The Commission proposed that one Māori seat be chosen by a mana whenua forum and two other seats _____ by those on the Māori roll.
- The government, when it received the commission's recommendations, felt the existing concept (the council and its communities should decide whether to have Māori wards) should be retained and did not create a law to make Māori seats _____.
- Instead, it included in the Auckland Council law a requirement for an _____ Māori board to promote issues of Māori significance and to appoint two members to certain council committees.



Should there be Māori ward representation at Auckland Council

Split into groups and discuss: should there be Māori ward representation at Auckland Council? Why? Why not? And what are the arguments for and against Māori wards?

Remember to take into consideration what you have read about in previous activities.

Use the grid to write down your group's thoughts.

Why?	Why not?
For?	Against?



ACTIVITY FOUR – MĀORI REPRESENTATION: INDEPENDENT MĀORI STATUTORY BOARD

Mahi Tuawhā – Māngai Māori: Poari ā-Ture Māori Motuhake



Procedure:

- Ensure each student has a copy of the “Anticipatory Guide.”
- Before the students read the information around the Independent Māori Statutory Board, have them independently read the statements, and decide as to whether they agree or disagree with them.
- Students can then read the information independently, in a guided or shared reading session.
- Allow students the opportunity to change their responses to the statements after they have read (not during).

Statement	True	False	Evidence
The Independent Māori Statutory Board (IMSB) is an independent body that has 12 members, based in Wellington.			
The board provides direction to central government regarding all things related to Māori.			
The Minister of Māori Development invites mana whenua to form a selection body.			
Auckland doesn't have a housing crisis, and Māori are housed appropriately.			
The IMSB commissioned the kāinga strategic action plan in an attempt to address the disparity.			
Kāinga is a plan of Māori and for Māori. It recognises the visions and terms of Te Tiriti o Waitangi.			

Reading guide for students

The Independent Māori Statutory Board is an independent body corporate of nine members based in Auckland. The Board has specific responsibilities and powers under the Local Government (Auckland Council) Act 2009 to promote issues of cultural, economic, environmental and social significance to Māori (mana whenua and mataawaka of Tāmaki Makaurau) to the Auckland Council.

The Board also ensures Council acts in accordance with the Treaty, and provides direction and guidance to Auckland Council on issues affecting Māori to help improve council responsiveness to Māori. Two Board members sit, with voting rights, on each of the council's committees that deal with the management and stewardship of natural and physical resources.

Board membership is by way of a selection and appointment process. The Minister of Māori Development invites Mana Whenua to form a selection body. This body meets several times to select the nine board members.

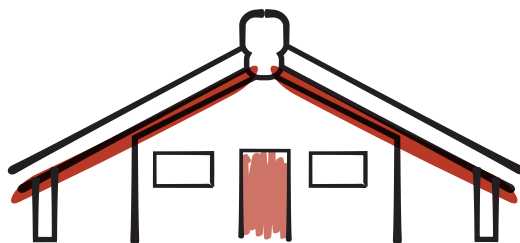
Seven members represent Mana Whenua and two members represent Mataawaka.

It's no secret that Auckland has a housing crisis. Income growth hasn't kept pace with either house price or rent increases in the city for more than two decades. The median house price has gone from roughly four times the median household income in 2002 to roughly nine times that amount today.

Though those trends have impacted every strata of society, Māori are disproportionately affected. Māori home ownership rates have dropped consistently for decades, and Māori are over-represented in Auckland's homelessness statistics. They have borne the brunt of the crisis.

The Kāinga Strategic Action Plan is an attempt to address that disparity. The wide-ranging document, commissioned by the Independent Māori Statutory Board in May 2018, outlines a strategy for ending homelessness and increasing Māori participation in Auckland's housing market. Much of the plan is focused on bridging the gap between social housing and low-cost housing programmes such as the fledgling KiwiBuild programme. It calls for increasing iwi and hapū involvement in Auckland's governance, and in developing housing across the region. At a government level, it recommends establishing an associate minister devoted to Māori housing.

The guiding principle for the plan is in the name: Kāinga. That word refers to a Māori village. In this context it means recognising the need for an intentionally and specifically Māori approach to improving Māori housing outcomes. Kāinga is a plan of Māori and for Māori. It recognises the visions and terms of Te Tiriti o Waitangi. It is a housing plan, but one grounded in human values.



Name: _____

ACTIVITY FOUR – MĀORI REPRESENTATION: INDEPENDENT MĀORI STATUTORY BOARD

Mahi Tuawhā – Māngai Māori: Poari ā-Ture Māori Motuhake

Independent Māori Statutory Board

Read the following “Anticipatory Guide.” Tick if you believe each statement to be true / false. Then, complete the reading that your teacher will provide. You might be asked to read the text individually, or in a group situation.

After reading, complete the guide. Discuss your thoughts with a group.

Anticipatory Guide

After reading, go back and check your True or False answers. If you have changed your mind, write about the evidence you found.

Statement	True	False	Evidence
The Independent Māori Statutory Board (IMSB) is an independent body that has 12 members, based in Wellington.			
The board provides direction to central government regarding all things related to Māori.			
The Minister of Māori Development invites mana whenua to form a selection body.			
Auckland doesn't have a housing crisis, and Māori are housed appropriately.			
The IMSB commissioned the kāinga strategic action plan in an attempt to address the disparity.			
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The Board also ensures Council acts in accordance with the Treaty, and provides direction and guidance to Auckland Council on issues affecting Māori to help improve council responsiveness to Māori. Two Board members sit, with voting rights, on each of the council's committees that deal with the management and stewardship of natural and physical resources.

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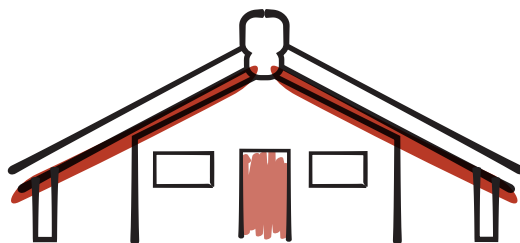
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Though those trends have impacted every strata of society, Māori are disproportionately affected. Māori home ownership rates have dropped consistently for decades, and Māori are over-represented in Auckland's homelessness statistics. They have borne the brunt of the crisis.

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The guiding principle for the plan is in the name: Kāinga. That word refers to a Māori village. In this context it means recognising the need for an intentionally and specifically Māori approach to improving Māori housing outcomes. Kāinga is a plan of Māori and for Māori. It recognises the visions and terms of Te Tiriti o Waitangi. It is a housing plan, but one grounded in human values.



ACTIVITY FIVE – CO-GOVERNANCE: TŪPUNA MAUNGA AUTHORITY

Mahi Tuarima – Whakahaere takinga-ā-rua: Mana Tūpuna Maunga

TEACHER
LESSON TWO

ACTIVITY FIVE

Curriculum	Achievement Objectives
Social Studies	<p>Level 4</p> <ul style="list-style-type: none"> • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand how formal and informal groups make decisions that impact on communities. <p>Level 5</p> <ul style="list-style-type: none"> • Understand how the Treaty of Waitangi is responded to differently by people in different times and places. • Understand how cultural interaction impacts on cultures and societies.
The Literacy Learning Progressions	<p>Reading Year 10</p> <p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> • have control of a repertoire of comprehension strategies that they use deliberately and flexibly, depending on their purpose for reading. • monitor their understanding as it develops during their reading, and adjust their strategies to address any comprehension problems. • use strategies to analyse ideas and information and to reflect critically on the meaning they are gaining from their reading.



You will need access to the internet for this activity.



Procedure:

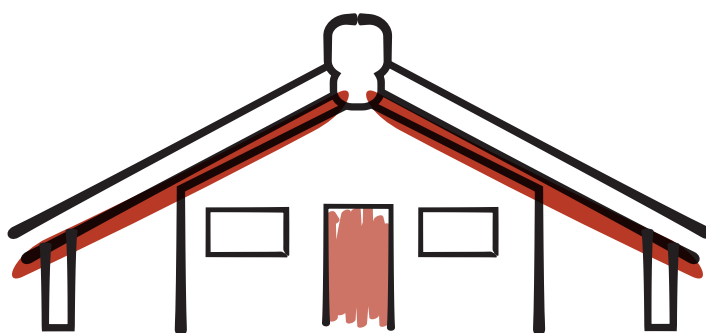
- Have the students read the link below:
[Protecting Our Maunga](#)
- This reading might be completed independently, or in a guided or shared reading context.
- Once completed, have the students work in groups of four to six. Choose one student to begin the “Say It” in the group.
- Allocate grid co-ordinates to that student e.g. B2. This student then carries out the short role described in B2.
- Once completed, the student chooses a new set of coordinates from the grid, and another student to role-play the scenario.
- Continue until all students have had a turn, and all the scenarios have been used.
- If you would like further information on the Tūpuna Maunga o Tāmaki Makaurau Authority please see our website [here](#).



	1	2	3
A	Imagine you are showing some friends around Auckland. Tell us about three ancestral maunga, and why you would take them there.	Imagine you are a newly elected member appointed to the Tūpuna Maunga Authority. Tell us one thing that you would like to continue to develop in regards to protecting the maunga of Tāmaki Makaurau.	Imagine you are the CEO of an Auckland tourist company. Tell us about one innovation you have made to your business so that tourists can better understand or respect the maunga.
B	Imagine you are being interviewed on TV about Auckland. Tell us about a problem regarding the ancestral maunga, and how it was fixed / resolved.	Imagine you are a member of the hapū/iwi of Ngā Mana Whenua o Tāmaki Makaurau. Tell us about two things that have had a positive impact on your maunga, due to co-governance	Imagine you are a councillor from another council in Aotearoa. Tell us three things that your council could implement in regards to co-governance.
C	Imagine you are talking with the newly elected mayor. Tell us three things you would suggest that he / she could do to further develop co-governance.	Imagine you are an Auckland resident. Tell us about two things that have had a positive impact on your maunga, due to co-governance.	Imagine you have just returned from visiting significant sites in Europe. Tell us about one similarity between Auckland and Europe when a significant site is visited.

Glossary

- **Hapu:** A **hapu** is a subtribe, or a group of Māori smaller than an iwi that share common ancestors and connections to land.
- **Iwi:** An **iwi** is a tribe of Māori who share common ancestors and common connections to land.
- **Kāinga:** **Kāinga** describes someone's home, village or settlement.
- **Mana whenua:** **Mana whenua** are Hapū and iwi with ancestral relationships to certain areas in Tāmaki Makaurau where they exercise customary authority.
- **Mataawaka:** **Mataawaka** are Māori who live in Auckland and are not in a mana whenua group.
- **Maunga:** **Maunga** means mountain, mount or peak. Also refers to volcanic cones.
- **Mayor:** The **Mayor** develops Auckland Council's goals, leads the Governing Body and ensures Council properly engages with Aucklanders.
- **Member of Parliament (MP):** A **Member of Parliament (MP)** is a person elected to the House of Representatives who has been elected or appointed from a list.
- **Parliament:** **Parliament** is made of two parts, the Queen and the House of Representatives. The Queen is represented by the Governor-General. The House of Representatives makes the laws in New Zealand.
- **Subdivision:** Auckland is divided into 21 local boards. Some of these local boards are divided into subdivisions for electing board members.
- **Tupuna:** **Tupuna** means ancestor or elder.
- **Waitangi Tribunal:** The **Waitangi Tribunal** is a body that investigates and reports on historic claims about the Treaty of Waitangi/Te Tiriti o Waitangi. It makes recommendations to the courts or to government.
- **Ward:** Auckland is divided into 13 wards for electing 20 councillors.



Name: _____

ACTIVITY FIVE – CO-GOVERNANCE: TŪPUNA MAUNGA AUTHORITY

Mahi Tuarima – Whakahaere takinga-ā-rua: Mana Tūpuna Maunga

In this activity, you're going to explore an example of co-governance in action.

Your teacher will ask you to read the following article: [Protecting our Maunga](#).

This reading might be completed independently, or in a guided or shared reading context.

Once the reading has been completed, you will be divided into groups of four to six students.

Choose one student to begin the "Say It" in the group.

Your teacher will give your group the first coordinate. Thereafter, you can choose your own.

Listen carefully to your teacher's instructions, and have fun acting out the scenarios!

	1	2	3
A	Imagine you are showing some friends around Auckland. Tell us about three ancestral maunga, and why you would take them there.	Imagine you are a newly elected member appointed to the Tūpuna Maunga Authority. Tell us one thing that you would like to continue to develop in regards to protecting the maunga of Tāmaki Makaurau.	Imagine you are the CEO of an Auckland tourist company. Tell us about one innovation you have made to your business so that tourists can better understand or respect the maunga.
B	Imagine you are being interviewed on TV about Auckland. Tell us about a problem regarding the ancestral maunga, and how it was fixed / resolved.	Imagine you are a member of the hapū/iwi of Ngā Mana Whenua o Tāmaki Makaurau. Tell us about two things that have had a positive impact on your maunga, due to co-governance.	Imagine you are a councillor from another council in Aotearoa. Tell us three things that your council could implement in regards to co-governance.
C	Imagine you are talking with the newly elected mayor. Tell us three things you would suggest that he / she could do to further develop co-governance.	Imagine you are an Auckland resident. Tell us about two things that have had a positive impact on your maunga, due to co-governance.	Imagine you have just returned from visiting significant sites in Europe. Tell us about one similarity between Auckland and Europe when a significant site is visited.

Find out more: visit voteauckland.co.nz
or email elections@aucklandcouncil.govt.nz