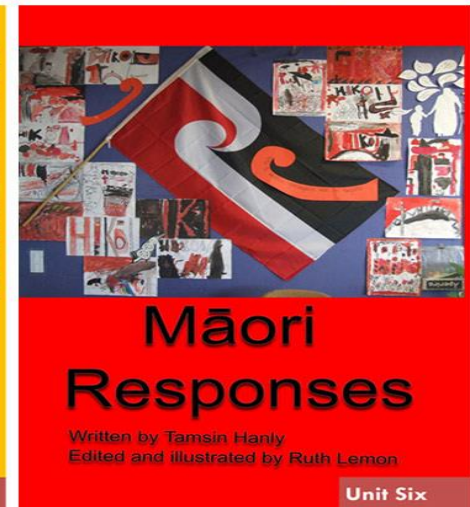
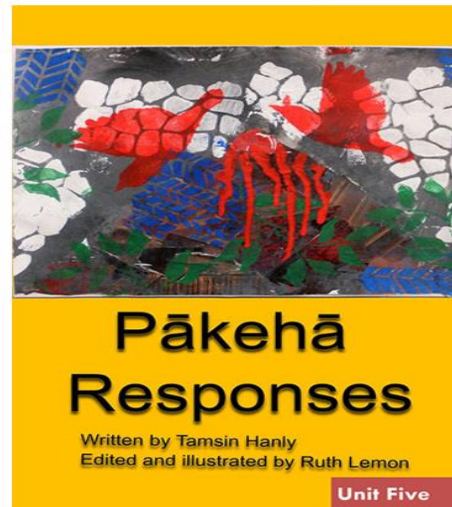
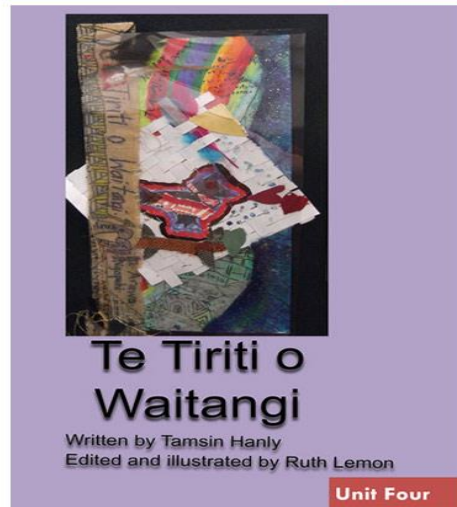
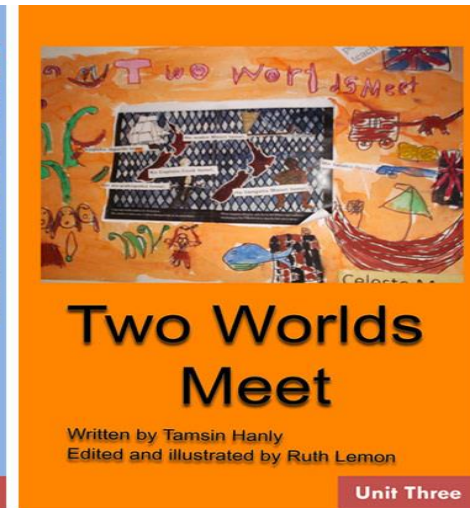
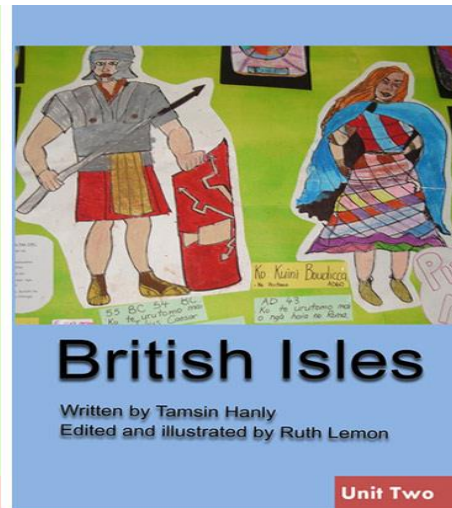
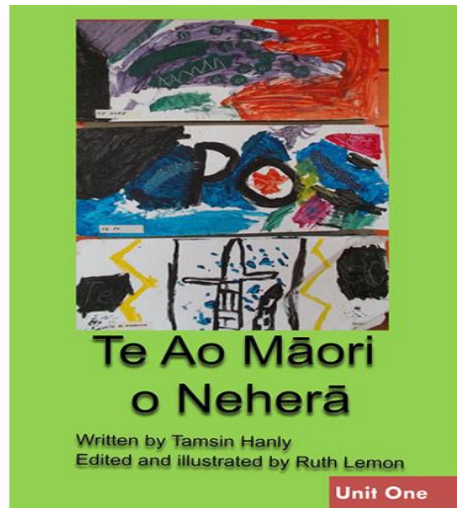


***A critical guide to  
Māori and Pākehā histories  
A curriculum programme resource (CPR) for educators & BOTS  
Tamsin Hanly 2016***









# *Main Thesis Findings 2007*

- Teachers knew no history or an outdated “N.Z. standard story”
- Therefore still teaching stereotyped & racist histories
- Many teachers are still monocultural
- Therefore not providing new information about Māori & Pākehā
- Teachers avoid “controversial” content
- And believe young people cannot manage this content
- (*Consedine & Consedine 2013; Harrison, 1998; Kunowski, 2005; Sheehan, 2010, 2012; Simons, 2000*).

# *A few examples of ideas in our “standard story”*

- Māori hostility led to violent massacres and Māori were ‘cannibals’.
- Māori colonised Moriori therefore Pākehā can colonise Māori.
- Māori wanted missionaries and the Christian god.
- Māori leaders just handed their sovereignty over to Britain via the English version of the treaty.
- The Land Wars were native aggression to well-intentioned settlers.
- The assimilation process was benevolent.
- New Zealand has the most harmonious race relations in the world.
- Māori get privileges.

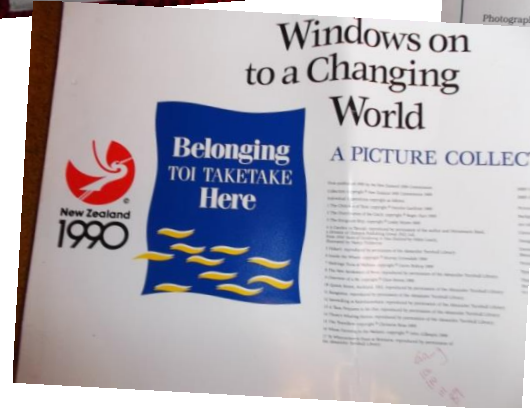
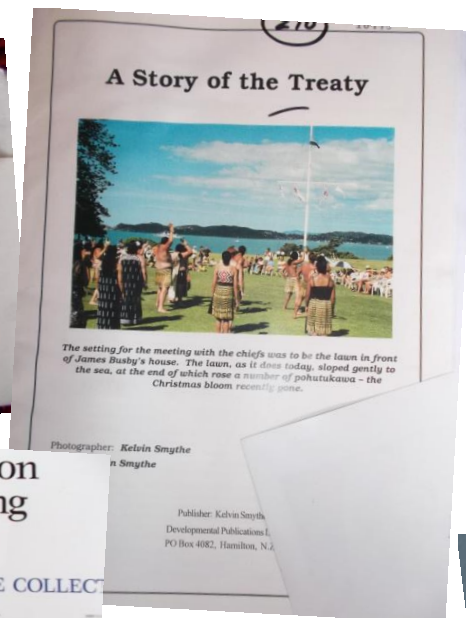
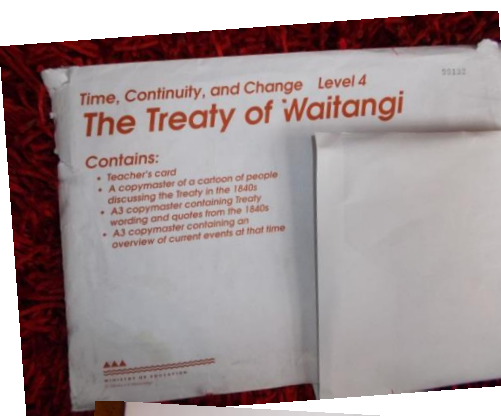
# *New Zealand Curriculum 2007*

- The current New Zealand Curriculum (M.O.E. 2007) “acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand” (p. 9).
- The Curriculum says that all students will “explore the unique bicultural nature of New Zealand that derives from the Treaty of Waitangi” (p. 30).
- And insists that all schools and educators will produce “young people who will create an Aotearoa New Zealand in which Māori and Pākehā will recognize each other as full Treaty partners” (p. 8).

# Update

## The New Zealand Curriculum

### • Treaty of Waitangi principle



# ***SOCIAL STUDIES ACHIEVEMENT***

## ***OBJECTIVES NZC 2007***

- *For the first eight years of primary NZC social studies AOs, there is no specific mention of the nation's founding bilateral document, the two peoples involved in creating it and their consequent histories.*
- *Only at thirteen and fourteen years old students are seemed to be allowed to understand - “how the Treaty of Waitangi is responded to differently by people in different times and places” (Level Five).*
- *Currently there are schools, teachers and students in this country that can potentially complete their entire primary schooling and never hear anything about this content.*

# Secondary Curriculum

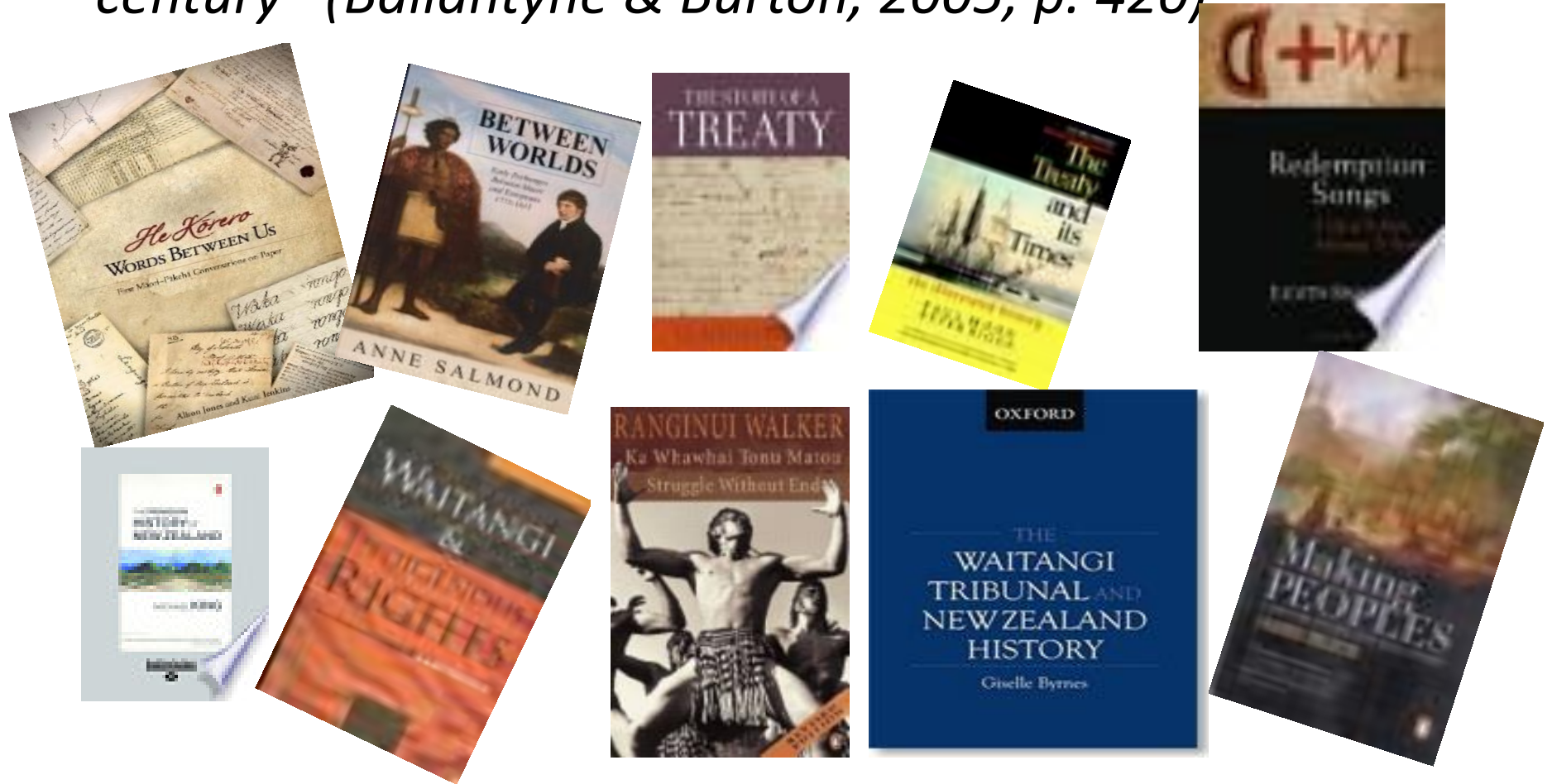
*Dr Mark Sheehan's (VUW) (2012) research on secondary history teaching in New Zealand secondary schools confirms:*

- *The absence of an explicit Māori dimension in secondary teachers' history programmes*
- *New Zealand history students more likely to know about the English monarchy than the Māori King movement*
- *Secondary level history teachers reluctant to engage with New Zealand's colonial past or controversial historical topics*
- *Potentially students can complete entire schooling with no reference to this content , no coherent coverage across nation.*

*Sheehan argues that secondary history teachers need to “confront the uncomfortable features of New Zealand's colonial legacy ... [and] be able to make complex links between the past and the present and be intellectually equipped with a thorough working knowledge of the relevant literature” (Sheehan, 2012, p. 114).*



*To “translate these revised narratives to classrooms beyond the college and university setting to [school] audiences is equally daunting though...of paramount importance for a truly educated citizenry in the 21<sup>st</sup> century” (Ballantyne & Burton, 2005, p. 420)*



# *Some best practice models of reading and teaching*

- *BOT can commit to read 6 Units developmentally over time.*
- *School or centres commits staff to read, time is allocated to professionally read Units 1-6 developmentally over say 2 years.*
- *Primary schools or centre commits staff to teach two Units annually, for two terms for 3 years developmentally.*
- *Then 1 term p/a allocated rotating 6 books & repeat.*
- *ECE & Secondary can do reading timeframes of 1-6 then determine how they will teach which CPR content into their contexts, matching NCEA achievement standards or designing staff criteria for appraisal of Treaty obligations.*
- *BOTs, schools, centres design their own frames in consultation.*

## *NZC Treaty Principle 2011 findings and Ka Hikitia mid-term review findings*

*“The least evident principles were Treaty of Waitangi, cultural diversity, coherence and future focus. Teachers took a range of actions to encourage bicultural understanding, but schools still need to strategically address, through the curriculum, the Treaty of Waitangi principle” (E.R.O. 2011, p, 2).*

*Reviewing the progress of Ka Hikitia, the Ministry's interim evaluation report to Cabinet in 2011 noted that it had been put into effect more slowly than intended. The State Services Commission's Performance Information Framework report in 2011 also noted that the Ministry needed to apply greater effort to ensure that the intended outcomes of Ka Hikitia were met.*

*Accelerating success (M.O.E. 2013)*





# Kia eke panuku...

- *develops strategic leadership that is underpinned by a moral imperative to improve valued Māori student outcomes.*
- *The programme seeks to develop a culturally responsive pedagogy of relations across all levels of the school and into Māori communities.*
- *The programme uses data and evidence, takes an inquiry approach to effect positive change in in-class and school-wide practices, systems and structures and works towards creating long-term sustainable change.*
- *Kia Eke Panuku: Building on Success encourages school leaders to work with whānau, hapū, iwi and Māori organisations to ensure their support and expertise with Māori language and culture can be positively directed towards Māori student engagement and achievement outcomes.*
- **Committing to the CPR is one practical tool to also more effectively put into practice these key principles of Kia eke panuku.**

# *Hautū*

- The purpose of Hautū is to allow BOTs to assess how culturally responsible their school is for Māori and identify priorities for development in the areas of...
- accountability, leadership, representation, & employer role
- Committing to the CPR is one practical way BOTs can educate themselves to become more informed & more effective decision makers in regards to Treaty obligations.

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THE MINISTRY OF EDUCATION  
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NEW ZEALAND WARS SHOULD  
NOT BE PART OF THE CURRICULUM..

MR AHMADINEJAD, FORMER  
CHIEF HOLOCAUST DENIER  
FOR IRAN HAS VERY  
KINDLY OFFERED TO SPEAK  
IN OUR SUPPORT...





# The CPR can meet some...

- *Te Tiriti o Waitangi visions (1840)*
- *Te Whāriki (1996)*
- *Te Aho Matua (1989- 1991, 1999)*
- *NZC (2007) & Marautanga (2008) goals*
- *NZC Treaty Principle goals (2007)*
- *Ka Hikitia goals (2008, 2013)*
- *Tātaiako goals (2011)*
- *Māori History Curriculum goals (2014)*
- *Hautū goals (2015)*

# *Where to from here?*

- The school hires Tamsin for a Teacher Only Day
- The school chooses a caretaker/s to oversee the CPR.
- The school buys hard & digital copies of the six books.
- The BOT, school and staff sign copyright forms.
- The school can then make copies of the books for in school use only.
- This CPR has had no funding. I have contacted the Ministry of Education several times about the CPR, they commended me and sent them back. So it sits in my shed while I only get to about 15-20 schools annually. It could be in all schools if the MOE picked it up.
- Please contact me if you are interested .
- [tamsinhanly@xtra.co.nz](mailto:tamsinhanly@xtra.co.nz)
- [www.criticalhistories.nz](http://www.criticalhistories.nz)
- 
- critical histories nz facebook has all our media
- 14 sets in public libraries and in some University libraries.



# *Teacher Only Day & costs*

## *BOT can attend these*

- All prices are GST included.
- Consultation with principal, relevant staff, BOT member 1 hour = \$ 100
- Teacher Only Day 9 - 3 = \$ 950
- Includes Session One 9-10.30. This is a comprehensive introduction to the structure and the background of the CPR using a Powerpoint.
- 10.30 – 11.00 morning tea.
- Session Two at 11 some professional reading and feedback about that for two hours. Get a feel for the books and the overview.
- 1.00-1.30 lunch.
- Session Three at 1.30 is in planning groups will begin initial discussions of planning of specific units educators will be reading and delivering first. Or discussing how you will teach the material in your context, ECE, matching secondary subject course achievement standards or designing staff criteria to meet Treaty obligations.
- 2.30 Teacher sharing of ideas. 2.45 TOD Evaluation forms. 3.00 Copyright forms.
- Buying the set of 6 Unit books, the CPR to copy within school only.  
BOT and staff read these as required = \$ 950
- Mileage = 74 c per km for Travel time. Flights & accomodation must be covered.
- Individual reference sets of CPR can be bought for \$300.



## ***BOT CPR workshop & costs***

- All prices are not GST included.
- Consultation hui with principal, senior & relevant staff, BOT member  
hour = \$ 100
- BOT workshop anytime, can be evenings  
2 hours = \$ 300
- Includes a comprehensive introduction to the structure and the background of the CPR. Decide on & commit to a BOT reading timeframe for the 6 books.
- Mileage = 74 c per km for travel time.  
Couriers, flights & accomodation must be covered.