



# LESSON ONE RESOURCES: An introduction to Auckland Council

## *Akoranga tuatahi: He whakamārama mō Te Kaunihera o Tāmaki Makaurau*

New Zealand’s political system consists of central government and local government.

Central government makes decisions that affect all New Zealanders, whereas local government looks after the needs of regional, city and district areas.

The general election takes place every three years across the whole of New Zealand to elect Members of Parliament to make decisions that benefit all New Zealanders.

Local elections also take place every three years in every city and region throughout the country. In the Auckland Council local elections, we elect the mayor, councillors and local board members to make decisions to benefit local communities, as well as our whole region.

### Did you know?

Auckland Council was formed by an Act of Parliament in 2010 that merged all of Auckland’s previous eight councils into one. At the time, some people referred to this as the formation of the ‘Supercity’.



For background reading on this lesson, download the Lesson 1 content page or visit the ‘Introduction to Auckland Council’ page on the website.

# Activity 1 – What’s the difference between local and central government?

*He aha te rerekētanga o te kāwanatanga ā-rohe me te kāwanatanga ā-motu?*



## Teacher resource

### Curriculum alignment

Curriculum	Achievement Objectives
Social Studies	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Understand how the ways by which leadership of groups is acquired, exercised, and has consequences for communities and societies.</li> </ul>
Learning Through Talk Years 4 - 8	<ul style="list-style-type: none"> <li>Draws on their background, linguistic and cultural knowledge to make connections and gain meaning from extended talk.</li> <li>Thinks critically about what they hear, for example, makes inferences and can provide justification for these inferences.</li> </ul>

### Procedure:

- Read the section ‘The difference between local and central government’ (Page 1) to the class or have students take turns reading the different information to each other.
- Have the students fill in the missing information into the tables on their student resource, filling in the information that relates to either central or local government.
- Once completed, they can work with a partner to justify why they placed their answers under each heading.
- Some students might want to change where they placed their answers after discussion.
- After the table exercise, have the students write their own definition of local and central government.
- The following writing frames will help to scaffold some of the students:
  - Central government is made up of...
  - Some of the services it provides are...
  - Local government in Tāmaki Makaurau, Auckland is...
  - It’s different to central government because...
  - Some of the services it provides are...

Central Government	Local Government
<p>Makes decisions for <u>all New Zealanders</u></p>	<p>Makes decisions for <u>people living within the local area</u></p>
<p>Makes laws for <u>all New Zealanders</u></p>	<p>Makes bylaws for <u>people living within the local area</u></p>
<p>Provides services such as: <u>housing, welfare, education, health, justice, immigration and the Police.</u></p>	<p>Provides services such as: <u>rubbish collection, water, street lighting, public transport and libraries.</u></p>
	



# Activity 1 – What’s the difference between local and central government?

*He aha te rerekētanga o te kāwanatanga ā-rohe me te kāwanatanga ā-motu?*

## Student resource

Listen closely to the information that will be read aloud by your teacher or classmates from ‘The difference between local and central government’. Using this information, as well as your own knowledge, consider what information belongs under ‘Central government’ or ‘Local government’ in the table below. Fill in as much as you can to finish the sentences.

Once completed, discuss with a partner, and make any changes you think are needed to your table.

Central Government	Local government
Makes decisions for _____	Makes decisions for _____
Makes laws for _____	Makes bylaws for _____
Provides services such as: _____ _____	Provides services such as: _____ _____
	

Now, write your own definition of central government and Auckland Council. Use the writing frames below to help you.

Central government is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Some of the services it provides are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Auckland Council is an example of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Some of the services it provides are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It is different to central government because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 2 – How is Auckland Council structured?

*He pēhea te hanganga o Te Kaunihera o Tāmaki Makaurau?*

### Teacher resource

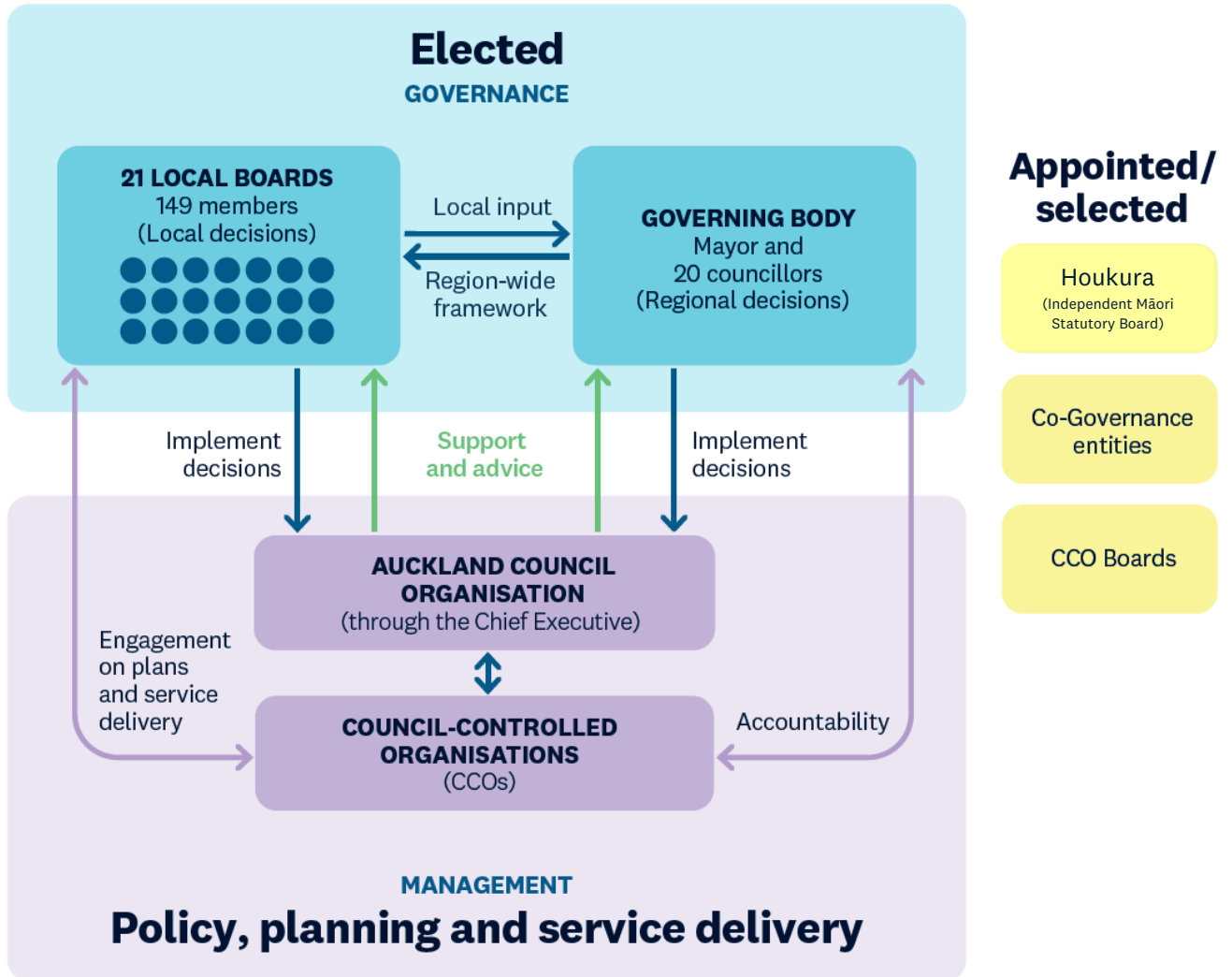
#### Curriculum alignment

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>End of Year 8</b></p> <p>When students at this level create texts, they create content that is concise and relevant to the curriculum task, often including carefully selected detail and / or comment that supports or elaborates on the main points.</p> <p>They draw on knowledge and skills that include deliberately choosing a clear and logical text structure to suit their audience and purpose, sometimes innovating in order to achieve this.</p>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Independent listening</b></p> <p>Draws on their background knowledge, and cultural knowledge to make connections and gain meaning from extended talk.</p>
Social Studies	<p><b>Level 4</b></p> <p>Understand how formal and informal groups make decisions that impact on communities.</p> <p><b>Level 5</b></p> <p>Understand how systems of government in New Zealand operate and affect people’s lives.</p>

#### Procedure:

- Read the content in the section ‘Our governance model’ (Page 6) from ‘An introduction to Auckland Council’ with the students.
- Then, slowly read the sentences in the table below to the students, out of order. Students identify and record the information and key words in the appropriate box on the blank grid included in the student resource.
- Students can then use the information on their grid to write sentences or paragraphs. Writing frames are included in the student resource to help get them started:
  - The mayor is elected by...
  - Did you know that the mayor...
  - The Governing Body is made up of...they are responsible for...
  - Local boards represent... they make decisions about...

- o Houkura is...
- o The Advisory Panels represent...



	<b>Who are they?</b>	<b>What do they do?</b>
<b>The mayor</b>	The mayor is elected by all Auckland voters and leads our Governing Body. One of the mayor's major responsibilities is to promote a vision for Auckland.	Being mayor is a full-time role, with a significant professional and personal commitment, including after hours and weekends. They set the vision for the council and get to appoint their deputy mayor.
<b>The Governing Body</b>	The Governing Body is a decision-making body, made up of the mayor and 20 ward councillors. The councillors are elected by voters from the 13 Auckland wards they represent.	The Governing Body is responsible for many things. Two of these are: <ul style="list-style-type: none"> <li>preparing and adopting the 10-year budget (long-term plan (LTP), annual budget (annual plan) and annual report</li> <li>setting rates and bylaws</li> </ul>
<b>Local Boards</b>	Local boards represent the communities in their area. Each of the 21 local boards has between five and nine members, elected by voters from the area they represent.	Among other things, local boards: <ul style="list-style-type: none"> <li>provide local leadership and develop relationships with the community, community organisations and special interest groups in the local area</li> <li>make decisions on local matters, including events, parks, community programmes and local fees and charges</li> </ul>
<b>Houkura</b>	Houkura is independent of Auckland Council. The board ensures that Auckland Council take the views of Māori into account when they make decisions.	Houkura is an independent body corporate of nine members based in Auckland. Seven members represent mana whenua and two members represent mataawaka. Mataawaka are Māori living in the Auckland region who are not in a mana whenua group.
<b>Advisory Panels</b>	The demographic panels include the Pacific Peoples, Ethnic, Disability, Rainbow, Youth and Seniors Advisory Panels. The sector panels include the Auckland City Centre, Public Art, Auckland Urban Design and Rural Advisory Panels.	The demographic panels are made up of everyday Aucklanders with personal connections to the communities they represent. They give advice to council staff and others to make sure their community's voice and interests are heard and included in all council work. As experts in their respective areas, the sector panels advise on all council work that affects their particular sectors.



## Activity 2 – How is Auckland Council structured?

*He pēhea te hanganga o Te Kaunihera o Tāmaki Makaurau?*

### Student resource

Listen carefully to the statements that your teacher will read aloud. Write the keywords in the right cells in the table below.

	Who are they?	What do they do?
<b>The mayor</b>		
<b>The Governing Body</b>		
<b>Local Boards</b>		

<b>Houkura</b>		
<b>Advisory Panels</b>		

Now, using the information from your table, write a few sentences about each role. The following writing frames might help you to get started:

The mayor is elected.....  
 .....  
 .....

Did you know that the mayor .....  
 .....  
 .....

The Governing Body is made up of.....  
 .....  
 .....

The Governing Body is responsible for.....  
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Local boards represent \_\_\_\_\_

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They make decisions about \_\_\_\_\_

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Houkura is \_\_\_\_\_

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The Advisory Panels represent \_\_\_\_\_

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## Activity 3 – What are council-controlled organisations?

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*

## Teacher resource

### Curriculum alignment

Curriculum	Achievement Objectives
Literacy Learning Progressions Writing	<p><b>Year 8</b></p> <p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> <li>Use a variety of sentence structures, beginnings and lengths for effect.</li> </ul> <p><b>Year 10</b></p> <p>The texts that they create often include:</p> <ul style="list-style-type: none"> <li>A variety of grammatical constructions in more complex and varied sentences and with greater paragraph elaboration.</li> </ul>
Learning Through Talk Oral Language in Years 4 to 8	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Uses increasingly complex language structures in planned talk, such as structures using the adverbs ‘otherwise’, ‘however’, or ‘therefore’ to connect ideas.</li> </ul>
English Language Learning Progressions	<p><b>Oral Language - Input Stage 2</b></p> <ul style="list-style-type: none"> <li>Curriculum content that reflects what their peers are learning in mainstream classes.</li> <li>Some complex sentences.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Connected text with several ideas or text sequences.</li> <li>Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts.</li> </ul> <p><b>Writing Stage 2</b></p> <ul style="list-style-type: none"> <li>Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. ‘however’, ‘therefore’).</li> <li>Texts may follow a model closely.</li> </ul>

Procedure:

## Procedure

By the end of this task, students will have a deeper understanding of four council-controlled organisations (CCOs) – Watercare Services, Auckland Transport, Tātaki Auckland Unlimited and Eke Panuku.

- Each student will need to have a copy of the answer table provided in the student resource.
- Emphasise that this is a listening activity and that the students need to listen very carefully.
- Read the main paragraph from the content section ‘What CCOs do’ (page 7) from ‘An introduction to Auckland Council’ to the students.
- Read the sentences describing the role of each CCO and ask the students to write the name of the correct CCO below the related images in their table.
- Once all the descriptions have been read, re-read the sentences, allowing students to check their answers and make changes if necessary.
- In pairs, allow students to compare answers and make any changes if necessary.
- Finally, ask students to write their own descriptions for each CCO. They can use the writing frames provided as a scaffold if needed:
  - Watercare looks after...
  - Auckland Transport is responsible for ...
  - Eke Panuku regenerates...
  - Tātaki Auckland Unlimited manages... The Zoo and Auckland’s museums are...
  - The Wynyard Quarter project is an example of...
  - Our drinking water...
  - Cycleways, footpaths and parking are...

Part of the  
Auckland Council  
whānau



**Watercare**



**Tātaki  
Auckland  
Unlimited**



**Auckland  
Transport**



**Eke Panuku  
Development  
Auckland**

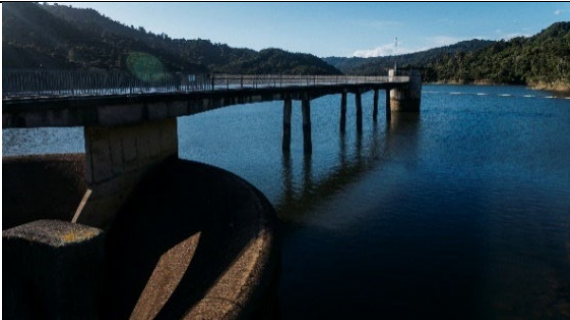




Auckland Transport



Tātaki Auckland Unlimited



Watercare Services



Eke Panuku



Tātaki Auckland Unlimited



Auckland Transport



Eke Panuku



Watercare Services

## Activity 3 – What are Council-controlled organisations?

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*

### Student resource

- Have a look at the table on the next page and listen carefully to the information being read out by your teacher.
- After your teacher has read the description about a council-controlled organisation (CCO), write the name of the CCO under the pictures you think relate to the role of that organisation.
- Once you have matched all the pictures, share with a partner, and compare your answers. Did you get the same results?
- Now, can you write a few sentences below about each CCO? You can use the following writing frames to get you started:
  - Watercare looks after...
  - Auckland Transport is responsible for ...
  - Eke Panuku regenerates...
  - Tātaki Auckland Unlimited manages...
  - The Zoo and Auckland’s museums are...
  - The Wynyard Quarter project is an example of...
  - Our drinking water...
  - Cycleways, footpaths and parking are...

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## Activity 4 – Council-controlled organisations: case study

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*



This activity requires access to the internet.

## Teacher resource

### Curriculum alignment

Curriculum	Achievement Objectives
The Literacy Learning Progressions Reading	<p><b>Year 8</b> Gathering, evaluating, and synthesising information across a small range of texts.</p> <p><b>Year 10</b> Using strategies such as skimming, scanning, notetaking, annotating, mapping, coding information, and rephrasing to locate, evaluate, analyse, and summarise information and ideas within and across a range of texts.</p>
English Language Learning Progression	<p><b>Oral Language-Input Stage 2</b></p> <ul style="list-style-type: none"> <li>Curriculum content that reflects what their peers are learning in mainstream classes.</li> <li>Some complex sentences.</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Connected text with several ideas or text sequences.</li> <li>Extended passages of natural speech in familiar and unfamiliar curriculum and social contexts.</li> </ul> <p><b>Writing Stage 2</b></p> <ul style="list-style-type: none"> <li>Texts include a range of different sentence beginnings and structures (such as use of relative clauses).</li> </ul> <p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. however', 'therefore').</li> <li>Texts may follow a model closely.</li> </ul>

## Procedure:

By the end of this activity, students will have a deeper understanding of the four CCOs – Watercare Services, Auckland Transport, Tātaki Auckland Unlimited and Eke Panuku.

- **Each student will need access to the internet.**
- Do this activity after activity three or read the section ‘What CCOs do’ (page 7) to the class, including the short descriptions of each CCO.
- Ask students to choose one CCO to focus on for the rest of the activity.
- Students will need to follow the hyperlinked logo link in their resource to the website of their chosen CCO.
- Make sure students read the ‘about us’ page for a brief summary of the organisation.
- Students need to read the information and watch the videos, if available, to learn about the CCO.
- They can then write answers to the questions in the student resource.
- Ask students to share their answers in pairs or small groups so they can compare what they found out about each CCO.

## Questions for students

1. What is the name of your chosen council-controlled organisation?
2. What do they do?
3. How long have they been working here in Tāmaki Makaurau, Auckland?
4. What is an example of one of their current or recent projects?
5. In your own words, how do they help make our city a better place to live?
6. In what ways does the work they do affect your daily life?
7. What do you think would happen if they did not provide their services for Aucklanders?
8. Anything else you learned and found interesting?

## Activity 4 – Council-controlled organisations: case study

*He aha ngā Kaiwhakahaere kaupapa kei raro i te maru o te Kaunihera?*



This activity requires access to the internet.

### Student resource

- Choose a council-controlled organisation (CCO) to focus on for this exercise.
- Click on the logo below to go to their website.
- Find to the ‘about us’ or ‘about’ section to read about who they are and what they do.
- Answer the questions on the following page on your own, then share what you have learned with a partner or group.

**Watercare**



#### Watercare services- All things water

Watercare looks after all of the water and wastewater services for Auckland – next time you turn on a tap you can thank Watercare!

**Tātaki  
Auckland  
Unlimited**



#### Tātaki Auckland Unlimited - all the fun stuff!

Auckland Unlimited looks after arts, culture, heritage and sports venues and facilities. That includes the Auckland Zoo and our museums!

**Auckland  
Transport**



#### Auckland Transport - how we get around

Auckland Transport looks after the buses, trains, cycle paths, footpaths, and parking in Auckland. We all use these everyday so it's a big job!

**Eke Panuku  
Development  
Auckland**



#### Eke Panuku- building the best Auckland

Eke Panuku focusses on development throughout our city and region.

They make Auckland a great place to live through projects like Wynyard Quarter.

1. What is the name of your chosen council-controlled organisation?

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2. What do they do, what services do they provide?

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3. How long have they been working here in Tāmaki Makaurau, Auckland?

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4. What is an example of one of their current or recent projects?

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5. In your own words, how do they help make our city a better place to live?

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6. In what ways does the work they do affect your daily life?

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7. What do you think would happen if they did not provide their services for Aucklanders?

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8. Anything else you learned and found interesting?

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