



LESSON TWO RESOURCES: Co-governance and our relationship with Māori

*Akoranga tuarua: Whakahaere takinga-ā-rua me te hononga
ki a ngāi Māori*

Teacher and student resources

In this lesson you'll find out how Māori are represented at Auckland Council, see examples of co-governance in action, learn about Houkura, the Tāmaki Makaurau Mana Whenua Forum and explore the idea of Māori wards.

Activity 1 – Historical and present-day examples of decisions affecting Māori

Mahi Tuatahi - He whakataunga tauira onamata, o nāianeī hokie pā ana ki a Ngāi Māori



This activity requires access to the internet.

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
Social Studies	<p>Level 4</p> <ul style="list-style-type: none"> • Understand how the ways by which leadership of groups is acquired and exercised and 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.

Procedure:

- Have students read the historical and present-day examples of local and central government decisions and their impact on Māori on the following pages. This might be completed as an instructional, shared or guided reading activity. Alternatively, students could read each one independently.
- After students have read about the historical and present-day examples, ask them to complete the Venn Diagram included in the student resource. What aspects are specific to each period? What were the similarities across all examples?
- When students have completed the diagram individually, they could discuss and compare their answers in pairs or in groups.
- Finally, the students could complete the “synthesizing” chart, where they can outline how their thinking has evolved after reading and discussing the examples.

Local and central government decisions and their impact on Māori

Historical examples

Read the three cases in our city's history where decisions (either at the local or central government level) have affected Māori.

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

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.

Bastion Point, 1977



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.

Present-day examples

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 link below to read one example and think about any others that you think are appropriate for this exercise.

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

Activity 1 – Historical and present-day examples of decisions affecting Māori

Mahi Tuatahi - He whakataunga tauira onamata, o nāianeī hokie pā ana ki a Ngāi Māori



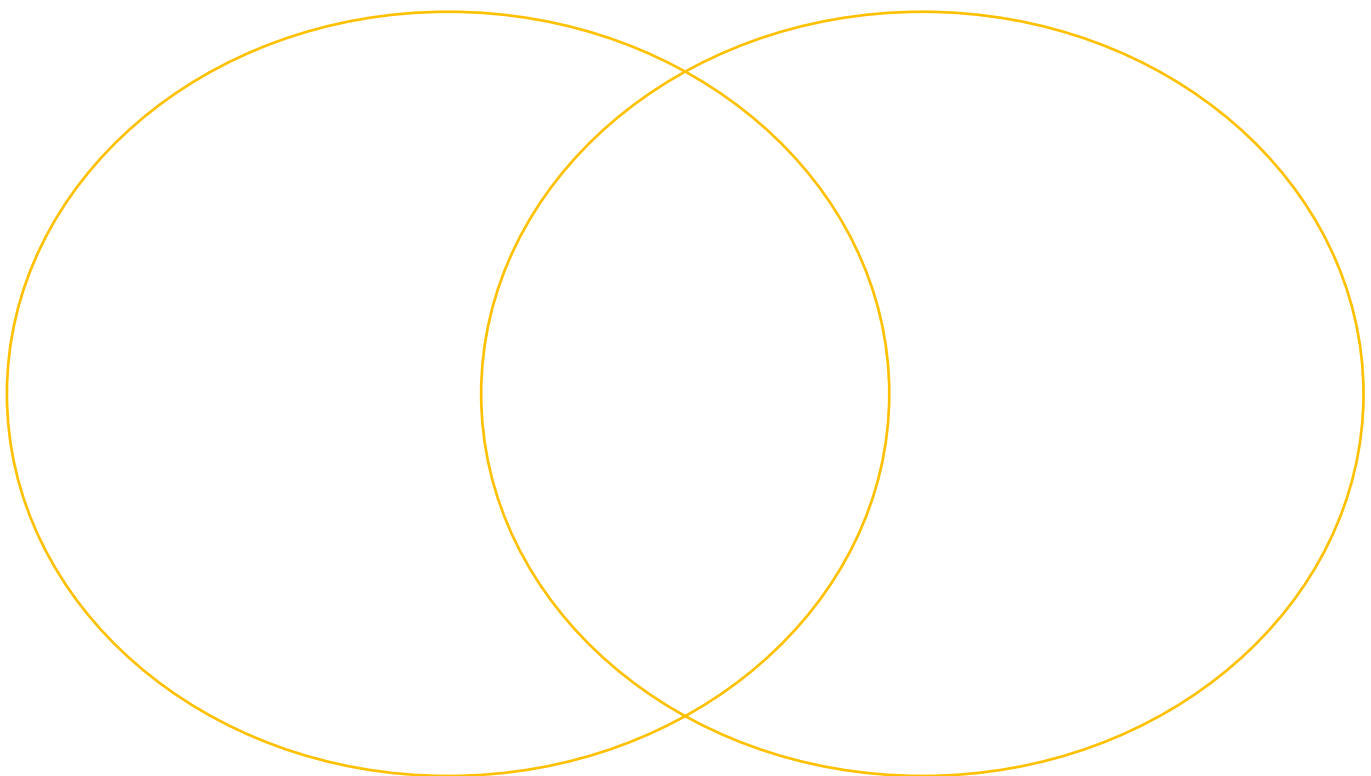
This activity requires access to the internet.

Student resource

- Firstly, read the historical and present-day examples of local and central government decisions and their impact on Māori, on the following pages.
- After thinking about what you have seen, complete the Venn diagram exercise.
- Finally, complete the Synthesising exercise on page.

Venn diagram

- Now that you have read about the historical and present-day examples, complete the Venn Diagram below: what aspects were specific to each time period? What are the similarities across all examples?
- After you have filled in the diagram, discuss and compare with a partner or in groups.



Specific to historical examples

Similarities

Specific to present-day examples

Local and central government decisions and their impact on Māori

Historical examples

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supply.

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Synthetising

- Now, you can complete the synthesizing chart. Synthesizing is when your thinking changes as you read. 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. Use the chart below to record the evolution of your thinking.

At first, I thought that_____

After reading the examples, I thought that_____

Finally, now that I discussed and exchanged with my classmates, I think that_____

Activity 2 – Māori representation: Houkura

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

Teacher resource

Curriculum alignment

Curriculum	Achievement Objectives
Social Studies	<p>Level 3: Understand how people make decisions about access to and use of resources.</p> <p>Level 4: Understand the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</p> <p>Level 5: Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system.</p>

Literacy Learning Progressions	<p>End of Year 8</p> <p>Writing</p> <p>Deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this.</p> <p>End of Year 10</p> <p>Writing</p> <p>Achieving coherence and cohesion in paragraphs or in longer sections on their writing (e.g. by inserting a subheading, by using a topic sentence, or by using discourse markers such as although and furthermore to make meaning clear and to link clauses.</p>
Learning Through Talk	<p>Year 8</p> <p>Participates readily in classroom talk, using appropriate verbal and non-verbal language.</p>

Procedure:

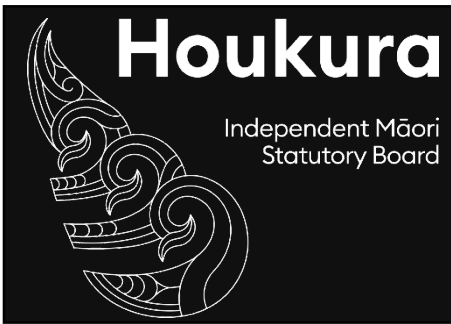
- Ask students to read the statements in the “anticipatory guide” included in their resource and copied below. For each statement, they should tick whether they believe it to be true or false.
- After they have assessed each statement in the table, get students to read the information provided about Houkura.
- Once they have read the text, ask them to review their answers to the statements, changing their responses if necessary, and adding a note about the evidence they found in the reading.

Anticipatory guide

Statement	True	False	Evidence
Houkura 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.			

The board has an obligation to highlight key issues for Māori.			
<i>Kāinga Strategic Action Plan is a plan to address Māori health issues.</i>			

Reading: Houkura (The Independent Māori Statutory Board)



Houkura 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.

Houkura 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 Houkura 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.

The Board has a statutory responsibility to monitor Auckland Council against its Treaty of Waitangi obligations and promote issues of significance to Māori in Tāmaki Makaurau. The [Schedule of Issues of Significance to Māori in Tāmaki Makaurau](#) is a document that guides the Board's direction, including key partnerships with Auckland Council, and highlights the many issues and opportunities to be considered in planning and resourcing.

The Schedule of Issues of Significance are anchored in Māori values, emphasising the idea that Māori contribute their own worldviews and practices to policies and plans that affect Māori in a way that is meaningful and enduring.

Among the many issues of significance outlined in the 2021-2025 schedule are included:

- Māori Representation: Māori are enabled to contribute to the long-term future of Auckland actively and meaningfully through representation on Council.
- Affordable housing: Affordable and improved quality housing is a priority for increasing the standard of living and quality of life of Māori.
- Environmental Resilience, Protection and Management - Māori are empowered and treasured in their customary role as kaitiaki over lands, cultural landscapes, sites of significance and wāhi tapu.

The Board regularly commissions publications or reports to assess the impact of particular issues on Māori, such as the impact of the housing crisis.

- The [Kāinga Strategic Action Plan](#) is a document aiming to improve housing outcomes for Māori in Tāmaki Makaurau.

Activity 2 – Māori representation: Houkura

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

Student resource

Read the statements in the anticipatory guide included below. For each statement, tick whether the statement is true or false.

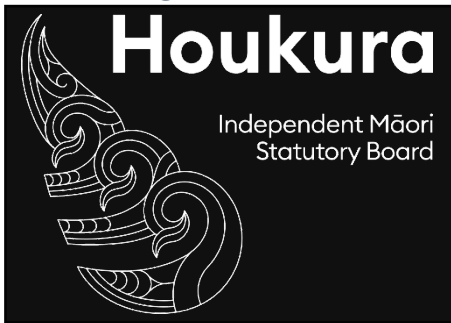
Once you have assessed each statement, read the information on Houkura on the following page.

After you have read the text, review your answers to the statements, changing your responses if necessary, and adding a note about the evidence you found in the reading.

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Houkura (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.			
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Activity 3 – Co-governance: Tūpuna Maunga Authority

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



This activity requires access to the internet.

Teacher resource

Curriculum alignment

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.

Procedure:

- Firstly, have students read the information about the [Tūpuna Maunga Authority](#) on the ‘Co-governance and our relationship with Māori’ section.
- Then, have the students follow the link included in their resource to read the full article: [Protecting Our Maunga](#)

- Once the reading is completed, have the students work in groups of four to six.
- Choose one student in each group to begin, and allocate a grid in the table below to each student, e.g. B2.
- The student reads out the description to their group and carries out the short role-play described in B2.
- Once done, the student chooses a new set of coordinates from the grid, and assign them to another student in the group to role-play the scenario.
- Continue until all students have had a turn, and all the scenarios have been used.

	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 an elected member newly 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 they 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.

Activity 3 – Co-governance: Tūpuna Maunga Authority

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



This activity requires access to the internet.

Student resource

Firstly, read the information about the Tūpuna Maunga Authority from the section ‘Co-governance and our relationship with Māori’ ([link](#)).

Then, follow the link to read the full article: [Protecting Our Maunga](#)

Once you are done reading, form groups of four to six with your classmates.

Each of you, in turns, will be assigned a grid in the table below, e.g. B2, and will have to read out the description and carry out the short role-play described in the assigned grid.

Keep going until each person in your group has had a turn, and all the scenarios have been used.



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

Activity 4 – Māori representation: Māori wards

Mahi Tuawhā – Māngai Māori: Ngā Rohenga Māori

Teacher resource

Curriculum alignment

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 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 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”.
- Have students read the information about Māori wards from the section ‘Māori representation in Tāmaki Makaurau’.
- Split students into groups to discuss the following question:
 - Should Auckland Council create a Māori ward(s)? Why? Why not?
- Emphasise that students need to think about everything that they have learned throughout this lesson to form their opinions.
- Students will fill out their answers in a corresponding table.
- Once complete, get students to share their answers in groups or with the class, explaining their thoughts behind their position.
- You could also make this a more formal debate and have students argue the two sides.

Activity 4 – Māori representation: Māori wards

Mahi Tuawhā – Māngai Māori: Ngā Rohenga Māori

Student resource

Māori wards allow local voters on the Māori electoral roll to elect a Māori representative to a council.

Read the information about Māori wards from the section ‘Māori representation in Tāmaki Makaurau’.

Split into groups to discuss the following question:

- Should Auckland Council hold a poll to establish Māori ward(s)? Why? Why not?

Students will fill out your answers in the table.

Once complete, share your answers in groups and with the class, explaining the reasons that you have come up with for both sides.

Your teacher might also make this a more formal debate where your class will argue the two sides.

Remember to take into consideration what you have read about in previous activities when thinking about your answers for this activity.

YES to Māori wards Why?	NO to Māori wards Why not?
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Glossary

- **Hapū:** A **hapū** 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 manawhenua 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.
- **Tūpuna:** **Tūpuna** 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.