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# Waitangi Treaty Grounds

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## TEACHER HANDBOOK

## INTRODUCTION

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Tēnā Koutou Katoa

Waitangi Treaty Grounds has developed education programmes that provide opportunities for students to critically engage with Waitangi the place, with Te Tiriti o Waitangi and the Treaty of Waitangi and with the history of Aotearoa New Zealand as a nation. The programmes are designed to engage learners by providing a unique environment in which to collect information. Learners can then connect this with their prior knowledge, with themselves and their thoughts and feelings. They can reflect on the causes and consequences of the historic events, and the impact of these on themselves.

Experiencing the Waitangi Treaty Grounds first-hand is an invaluable teaching opportunity, and our education programme can be tailored to suit the individual needs and learning objectives of your school. Each aspect of the programme links to the New Zealand Curriculum.

Students can expect engaging activities which can include a tour of the site, bush walks, videos, stories, Museum displays, and craft and technology activities. Discussions, asking questions and inquiring is actively encouraged, and we like to see students taking an active role in their own learning. Specific activities are arranged with each school group at the time of booking.

This handbook contains relevant information you need to know about planning a visit to the Waitangi Treaty Grounds, including activities on offer.

## PLANNING YOUR EDUCATION VISIT

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Before you arrange a visit with us, review the information provided in this handbook. Refer to the 'Education Programmes' section for a list of suggested topics.

### How to get in touch with us

The best way to book is via the Online Booking Form on our website <http://www.waitangi.org.nz/education>.

You can also contact one of our Education Officers for more information:

Phone: 09 402 7437 ext. 254

Email: [education@waitangi.org.nz](mailto:education@waitangi.org.nz)

If your call is not answered, please leave a clear message and be sure to include an email address or your phone number.

### Pricing

We charge a small fee to help cover the costs of our programmes. Please check the Online Booking Form on our website for up to date information applicable to your institution.

### Waitangi Treaty Grounds Education Programme hours

All education groups need to be pre-booked to ensure they receive the best educational experience. Morning and afternoon sessions are available from Monday to Friday, facilitated by a member of the Education Team. Weekend and holiday bookings can also be made subject to staff availability. Due to popular demand, bookings need to be made well in advance to ensure preferred dates and times are available.

### Teacher pre-visits

Prior to your school's visit, you are welcome to get in touch with us and arrange a time to visit the Treaty Grounds and discuss the programme. This is also a chance to familiarise yourself with the grounds, buildings and facilities.

## PREPARING YOUR STUDENTS

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There are a few steps you can take before your trip to the Waitangi Treaty Grounds that will ensure things run smoothly and enjoyably.

- Please ensure you are familiar with our RAM Information and our Safety Requirements. This includes information about suitable clothing, potential hazards on site etc. You can find this information on our website.
- Our required adult to student ratio is 1:4 for ECE, 1:7 for years 1 – 8 and 1:10 for years 9-13.
- If you choose to take part in the Mihi Whakataua or in the Cultural Performance, familiarise yourself and your students with the procedure. Some schools will select a speaker (usually a male speaker) to respond to the performers in Māori or in English, and / or sing a waiata (song).
- Make sure your students know the Treaty Grounds are a major tourist attraction, particularly in summer. Consideration for other visitors is expected.

## GROUND RULES

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We know your school has its own rules and guidelines. To prepare for your visit, make sure students are aware what behaviour is appropriate and acceptable on the Waitangi Treaty Grounds. Take some classroom time with your students and encourage them to identify actions and behaviours that will allow them to make the most of the visit for themselves, for other students, for our other visitors and for staff.

The Education Officer will introduce our ground rules at the start of the visit: “*We are kaitiaki of ourselves, of others and of the taonga on these grounds.*” Examples of how these are applied:

- We are here to learn, so we will listen quietly when required. Students will also stay with the group at all times.
- We encourage collaboration and expect students to help each other with their learning. We also look after our other visitors by giving them space and keeping noise to an acceptable level.
- We encourage rubbish-free lunchboxes to help us look after our environment. We think carefully before we touch displays and artefacts.

We have dedicated education spaces (upper level of the Museum and on the Upper Grounds) for kai breaks and planned activities. Toilet locations: on the first floor of the Museum; past the Main Entrance to the right of the Visitor Centre; behind the waka shelter; at the rear of the Treaty House.

The Waitangi Treaty Grounds has a limited number of courtesy wheelchairs available. If you require a wheelchair, let us know in advance to be sure we can accommodate your needs.

In the event of an emergency, a continuous loud siren will sound inside the buildings. Carefully follow the evacuation instructions which will be issued to you by Waitangi Treaty Grounds staff. A roll call or head count by teachers or supervisors needs to be taken. Do not re-enter any buildings until given the all-clear by Waitangi Treaty Grounds staff.

## MAP OF WAITANGI TREATY GROUNDS



On arrival schools are advised to park in the car park. Education staff will meet you there. If no staff are present, please let Main Entrance staff know you have arrived. Please get in contact with us should you be running early or late.

## SAMPLE ITINERARY

ACTIVITY	DURATION
<p><b>Arrival</b> – initial assembly and orientation of students in the Main Entrance car park.</p>	10 minutes
<p><b>Optional: Mihi Whakatau</b> – traditional Māori welcome (not required when attending a Cultural Performance).</p>	10 minutes
<p><b>Guided tour of the Waitangi Treaty Grounds</b></p> <p><b>Waka Taua Ngātokimatawhaorua</b> (ceremonial war canoe) – includes information on the role of waka in Polynesian migration, background and construction, parts of the waka and kaihoe (paddler) roles, and the waka shelter Te Korowai o Maikuku (contemporary carvings).</p> <p><b>Flagpole and flags at the site of the Treaty</b> – includes looking at flags as significant landmarks, the role they play in nationhood and identity, and their importance as symbols.</p> <p><b>Treaty House</b> – a look at the history, the inhabitants, how the house was built, and information on the exhibits and artefacts within the house.</p> <p><b>Te Whare Rūnanga</b> – a look at the history of the Waitangi meeting house, including its importance in social structures, and Toi Māori (traditional Māori arts).</p>	1.5 hours
<p><b>Guided tour of Te Kōngahu Museum of Waitangi</b></p> <p><b>Ko Waitangi Tēnei</b> (This is Waitangi) – a chronological representation of the story of New Zealand from the discovery by Kupe to present. Tour will focus on the area(s) specified in the pre-visit communication with the teacher.</p>	Approx. 1 hour

## OTHER OPTIONAL ACTIVITIES

Please enquire about other activities not currently listed

<p><b>Cultural performance</b> – held in the carved meeting house, the kapa haka performance includes waiata (songs), poi, stick games, Māori weaponry display and haka.</p>	30 minutes
<p><b>Waitangi - Birthplace of a Nation</b> - movie screening every 30 minutes.</p>	30 minutes
<p><b>Exhibition Gallery</b> – changing exhibitions (approx. 3 monthly); sessions by arrangement with the Education Officer or the Collections Coordinator.</p>	15 – 45 min
<p><b>Art, Craft or Technology activities</b> – related to the visit topic; might include drawing, origami, harakeke weaving etc.</p>	15 – 45 min
<p><b>Traditional games</b> – games Māori and Pākehā children played in the 19<sup>th</sup> century.</p>	15 – 45 min
<p><b>Haruru Falls walk</b> (self-guided).</p>	1.5 hours

## EDUCATION PROGRAMMES: LINKS TO NEW ZEALAND CURRICULUM

The Treaty of Waitangi is one of eight principles underpinning the New Zealand Curriculum. The curriculum vision is “for young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognize each other as full Treaty partners, and in which all cultures as values for the contributions we bring”. All sessions naturally incorporate the development of all six Key Competencies (thinking; using text, symbols and texts; managing self; relating to others; participating and contributing).

In collaboration with the teacher(s), we aim to personalise every visit. Topics usually fall under these four themes:

1. Migration – How did we get where we are today?
2. Identity – Who am I?
3. Te Tiriti o Waitangi and The Treaty of Waitangi
4. Aotearoa New Zealand – national identity

On the following pages, you find a list of suggested topics and their links to the NZ Curriculum. Please remember that structure and content of these activities can be tailored for each group – just ask us when you book.

## MIGRATION – HOW DID WE GET TO WHERE WE ARE TODAY?

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### 1. Polynesian Migration

#### Waka Tāua Ngātōkimatawhāorua – background and waka construction

##### Curricular links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change; Place and Environment
- Science: Nature of Science
- Mathematics: Measurement
- Technology: Technological Knowledge

During this activity students will hear about the legend of Kupe and his journey to Aotearoa. A segment on early navigational techniques employed by Māori is included. Learn about how Māori selected indigenous timbers to use in waka construction, and how three giant kauri trees were felled and formed to become the waka Ngātōkimatawhāorua. An in-depth look at the crafting process is also a key part of this activity, and students have the opportunity to compare man- and wind-powered craft with more modern vessels.

### 2. European Migration in the 19<sup>th</sup> Century

##### Curricular links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change; Place and Environment

How did Europeans come to live in Aotearoa New Zealand? From the rediscovery of New Zealand by Abel Tasman, James Cook's circumnavigation and cartography of New Zealand and early visits by whalers to the New Zealand Company's mass settlements, we will look at why Europeans came to live in Aotearoa New Zealand, how they travelled here and what their life was like in the 19<sup>th</sup> Century.

### 3. Traditional use of plants by Māori and early European settlers

##### Curricular links

- Social Sciences: Place and Environment; Identity, Culture, and Organisation
- Science: Living World
- Health and Physical Education: Healthy Communities and Environments

Learn about rongoā (Māori herbal remedies) and the traditional use of plants like kawakawa and harakeke. Many uses for native materials are discussed including their importance in building, clothing, poisons, food and hunting tools for Māori and for early European settlers.

#### **4. Changes in technology for 19<sup>th</sup> Century Māori**

##### **Curricular links**

- Social Sciences: Continuity and Change
- Technology: Nature of Technology

Māori have always been an entrepreneurial people; while prior to European arrival they operated on stone-age technology, they quickly saw the advantages the adoption of European technology gave them. From adzes to axes, from patu and taiaha to muskets, from oratory and carvings to a written Māori dictionary, the use of technology amongst Māori changed significantly during the 19<sup>th</sup> century. Together we will explore examples of technology use Māori adopted and adapted to meet their changing needs.

#### **5. Impact of migration on places and people**

##### **Curricular links**

- Social Sciences: Place and Environment; Continuity and Change

As migrants settle in a new land, they adapt their environment to meet their needs, and they adapt their customs to the environment. Learn about the way early Māori interacted with their new homeland and about their seasonal migration.

## IDENTITY – WHO AM I?

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### Māori Language, Culture and Customs

#### 1. Traditional Māori Welcome: Mihi Whakatau and Pōwhiri

##### Curricular links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change
- The Arts (Music – Sound Arts): Understanding the Arts in Context
- Health and Physical Education: Relationships with Other People; Healthy Communities and Environments

Through these traditional Māori welcoming ceremonies students can participate directly in customs and traditions. The pōwhiri also stresses the importance of Te Reo Māori me ōna tikanga (language and its customs) and how they have an important place within New Zealand's heritage. Students will learn about the purpose of each part of the pōwhiri in the order it is performed, and see the different roles played by men and women. This can then be used as a way to compare and contrast the Māori welcome with the practices of other cultures.

#### 2. Cultural Performances

##### Curricular links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change
- The Arts (Music – Sound Arts, Dance): Understanding the Arts in Context, Communicating and Interpreting
- Health and Physical Education: Movement Concepts, Relationships with Other People

A live performance from our resident performing arts group Te Pitowhenua is a spectacular way to experience Māori culture. Students will observe elements of dance, including body awareness, space, time and relationship with others. They will learn the importance of the waiata ā-ringā and haka as forms of communication.

#### 3. Te Whare Rūnanga - Background and Building

##### Curricular links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change
- Technology: Technological knowledge, technology and society
- Social Sciences: Place and environment, continuity and change, the economic world

For this activity, we look at the history, the purpose and the national significance of Te Whare Rūnanga and the traditions and customs involved in its building. Learn to differentiate between the components and the parts of Te Whare Rūnanga that equate to the body of an ancestor. We also see how the meeting house is used today.

## **Toi Māori (Māori Arts)**

### **1. Whakairo (carvings) in Te Whare Rūnanga**

#### **Curricular links**

- Social Sciences: Identity, Culture, and Organisation
- Technology: Technological Knowledge
- Mathematics: Geometry (exploring symmetry and transformations)
- The Arts (Visual Arts): Communicating and Interpreting; Understanding the Arts in Context

Explore some of the different styles of art present throughout the meeting house. The pou whakairo are Māori carvings that record and explain elements of Māori history and perspectives. By studying these, students become aware of the importance of the carvings and how they embody tribal values and record historical events. Also gives students a chance to examine the characteristic symmetry of Māori carving.

### **2. Kōwhaiwhai (painted rafter patterns)**

#### **Curricular links**

- Social Sciences: Identity, Culture, and Organisation
- Mathematics: Geometry (exploring symmetry and transformations)
- The Arts (Visual Arts): Communicating and Interpreting; Understanding the Arts in Context

Find out about the painted scroll-like designs on the rafters of the meeting house and the use of symmetry through rotation, reflection and translation. Also gives students an idea of the use of motifs like the pītau, kape and other combinations that make up these designs.

### **3. Tukutuku (woven panels)**

#### **Curricular links**

- Social Sciences: Identity, Culture, and Organisation
- Technology: Technological Knowledge
- Mathematics: Geometry (exploring symmetry and transformations)
- The Arts (Visual Arts): Communicating and Interpreting; Understanding the Arts in Context

This section involves the study of the modification of natural plants used in the weaving process, the traditions and stories carried on through the patterns and symbols of the woven panels, and looks at the symmetrical nature of the tukutuku weaving.

#### **4. Te Korowai o Maikuku – The waka shelter**

##### **Curricular links**

- Social Sciences: Place and Environment
- The Arts (Visual Arts): Communicating and Interpreting; Understanding the Arts in Context

Students will hear the legend of Maikuku and learn about the shelter house for the waka and the meanings of its contemporary carvings.

#### **Flags and National Identity**

##### **Curricular links**

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change; Economic World
- Mathematics: Measurement
- The Arts (Visual Arts): Understanding the Arts in Context; Communicating and Interpreting; Developing Ideas

Learn about the history of the flagstaff that marks the spot where the Treaty of Waitangi was first signed. Students will also discover the association of the Navy with the Treaty Grounds and learn about the different official flags developed over New Zealand's history, and what symbols on each flag mean. If you were a flag designer, what would your flag look like?

#### **Childhood in 19<sup>th</sup> Century Aotearoa New Zealand**

##### **Curricular links**

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change
- Health and Physical Education: Movement Concepts and Motor Skills

What was life like for children in Aotearoa New Zealand in the 19<sup>th</sup> Century? We will have a look at their education, their work and their play, and we learn to play some traditional games.

# TE TIRITI O WAITANGI AND THE TREATY OF WAITANGI

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## 1. Causes and Consequences of Te Tiriti

### Curricular Links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change; Economic World

Utilising the rich resources in Te Kōngahu Museum of Waitangi, we explore the interactions and events that pre-dated the drafting of the Treaty of Waitangi and its translation into te reo Māori as Te Tiriti o Waitangi. Examine the rich discussions around signing of Te Tiriti and take a close look at how it was implemented following 6 February 1840. The museum provides plenty of opportunity to give an overall picture or to focus on particular areas of interest.

## 2. New Zealand Wars

### Curricular Links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change

Unlike in some other countries, our treaty did not end a war, instead wars started after the signing of Te Tiriti. We will examine the lead up to the signing, look at the differences in the two versions, the way the Treaty of Waitangi was implemented by the Settler Government and the way Māori fought for their rights. Please let the Education Team know what region of New Zealand you want to focus on.

## 3. Early 20<sup>th</sup> Century

### Curricular Links

- Social Sciences: Identity, Culture, and Organisation; Continuity and Change; Economic World

After the end of the New Zealand wars, Māori continued to feel unfairly treated. The establishment of the Kīngitanga movement, the hui at Kohimarama and Ratana's work are just some of the significant events during this time. We will look at influential Māori and Pākehā leaders including Sir Apirana Ngata, Vernon Reed, Lord Bledisloe and Dame Whina Cooper who worked hard to support Māori. Please communicate with the Education Team about particular time periods or people your studies focus on.

#### 4. Te Tiriti o Waitangi and The Treaty of Waitangi today

##### Curricular Links

- Social Sciences: Identity, Culture, and Organisation; Place and Environment; Continuity and Change; Economic World

The 1970s brought changes to the way Te Tiriti o Waitangi and The Treaty of Waitangi are viewed in New Zealand society and government, as well as a re-invigoration of te reo Māori me ōna tikanga (language and its customs). This session focuses on the Treaty of Waitangi Act 1975, the Waitangi Tribunal and how The Treaty of Waitangi now forms the basis of our legal system.

### AOTEAROA NEW ZEALAND – NATIONAL IDENTITY

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#### 1. Tourism at the Waitangi Treaty Grounds

##### Curricular links

- Social Sciences: Place and Environment; Identity, Culture and Organisation; Economic World

At the Treaty Grounds, we share our unique national identity with all visitors. This session looks at the important role the Waitangi Treaty Grounds plays in New Zealand tourism. Discover the cultural heritage of New Zealand in a tourism context, and the impact tourism has on culture. Learn Māori words that are relevant and commonly used in the context of Māori tourism.

#### 2. History of the Treaty House

##### Curricular links

- Social Sciences: Place and Environment; Identity, Culture and Organisation
- Technology: Nature of Technology

Explore the purpose for building the house and learn how the Waitangi Estate was developed by British Resident James Busby and his family. It was in this house that the finishing touches were made to The Treaty of Waitangi, before the Māori version, Te Tiriti o Waitangi was presented to the historic gathering of Māori. Take a look at the way the house has been built and how it has been renovated over time to share its history with visitors.

### 3. Displaying and Caring for Artefacts

#### Curricular links

- Social Sciences: Place and Environment; Identity, Culture and Organisation
- Technology: Nature of Technology

Historic building and taonga help us tell our stories. Learn how items are displayed and for what purpose, and look at how we are caring for our artefacts on the Treaty Grounds.

### 4. Mangrove Boardwalk – Waitangi to Haruru Falls (self-guided)

#### Curricular links

- Science: Living World
- Health and Physical Education: Movement concepts and motor skills, personal health and physical development

This five kilometre nature trail gives students the opportunity to see our unique New Zealand marine fauna in the mangrove forest. Native plants are visible throughout the walk and high and low tide feeders can be found throughout the wetland.

## BEFORE YOUR VISIT

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When booking your visit, or in the conversations with the Education Team leading up to the visit, please share with us your learning focus at school, how far you intend to be in your unit of learning by the time you visit, and what you hope to gain from the visit. Please make sure you mention any particular approaches or special terminology you use and would like us to include.

It is also important for us to be aware of any special learning needs for your group. Our Education Officers are trained teachers and will ensure they plan a suitable programme in collaboration with you.

## AFTER YOUR VISIT

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Depending on where the visit fits into your unit of learning, your follow up will differ. All student work created during the visit will be sent home with you.

Has your visit made a difference to your students' learning? We love seeing examples of students' learning, so please feel free to share their photos, blog posts etc. with us. To ensure our programmes meet your and our high expectations, you will be asked to complete a brief survey towards the end of your visit. Please indicate if you would be available for follow-up questions.

“Ko te Mātauranga te ara tika ki te angitu”

“The Pathway to success is through education”

## RECOMMENDED BOOKS AND WEBSITES

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### Books

- *A Story of the Treaty*. Kelvin Smythe. Developmental Publications Ltd, Hamilton.
- *Treaty of Waitangi, Past and Present*. Waitangi Tribunal, 1999.
- *The Treaty of Waitangi Information Programme Booklets*. State Services Commission, Wellington. *The Story of the Treaty (part 1)*, *Timeline of the Treaty*, and *The Journey of the Treaty*.
- *The Treaty of Waitangi*. Claudia Orange. Allen & Unwin, Wellington, 1987.
- *The Story of a Treaty*. Claudia Orange. Bridget Williams Books, Wellington, 2012.
- *The Treaty of Waitangi*. Ross Calman. Reed, Auckland, 2003.
- *Our Treaty, The Treaty of Waitangi 1840 to the Present*. Ruth Nauman. New House Publishers, Auckland, 2002.
- *Te Mana o te Tiriti, The Living Treaty*. Ruth Nauman, Lynn Harrison and Te Kaponga Winiata. New House Publishers, Auckland, 1990
- *Waitangi Day The New Zealand Story*. Philippa Werry. New Holland Publishers 2015
- *The Years before Waitangi. A Story of Early Māori / European Contact in New Zealand*. Patricia Bawden. Marsden Cross Trust Board 2008
- *The Treaty on the ground. Where are we headed and why it matters*. Rachael Bell. Massey University Press 2015
- *Te Tiriti o Waitangi The Treaty of Waitangi 1840*. Department of Internal Affairs. Brooke Williams Books 2017

### Websites

[www.waitangi.org.nz](http://www.waitangi.org.nz)

[www.waitangitribunal.govt.nz](http://www.waitangitribunal.govt.nz)

[www.teara.govt.nz](http://www.teara.govt.nz)

[www.nzhistory.net.nz](http://www.nzhistory.net.nz)

<http://www.mch.govt.nz/treatyofwaitangi>