

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**HE IPU WHAKAIRO – INSCRIBING PEACE,
KNOWLEDGE AND UNDERSTANDING:**

New/beginning social science teachers' delivery of Treaty
of Waitangi and citizenship education in New Zealand
Secondary Schools.

A thesis presented in partial fulfilment of the requirements
for the degree of

Masters of Arts in Māori Studies

At Massey University, Palmerston North,
Aotearoa New Zealand.

Hona Lambert Black

2013

Abstract

This thesis examines new/beginning social science teachers' delivery of Treaty of Waitangi and citizenship education in New Zealand secondary schools. A lack of education about the Treaty and New Zealand citizenship has seen poor understanding amongst our citizenry about the Treaty, race and ethnicity in Aotearoa New Zealand. Research conducted with six new/beginning Māori and non-Māori social science teachers explored, from their perspective, their ability to deliver Treaty and citizenship education based on their teacher training, the New Zealand Curriculum, teaching resources, and their professional development. Mōteatea and whakatauāki, critical consciousness and critical education formed a theoretical base for this work. Individual semi-structured in-depth interviews and thematic analysis were utilized to collect and analyse data, observing Durie's (1998) ethical framework on 'mana'. Research findings revealed that Treaty education receives little attention in schools, and teachers, little support to deliver it. For example, although specified within the Curriculum as a learning subject as well as a principle for schools, teachers reported they received no guidance on how to deliver education on the Treaty and were unable to identify how it translated into classroom or school-wide practices. *He ipu whakairo*, a 'vessel to be carved', emphasises the inscribing of peace, new knowledge and understanding in our society that is to be had from a renewed emphasis on Treaty of Waitangi and citizenship education in our secondary schools. From new/beginning teachers' aspirations for greater support in their Treaty and citizenship teaching, the recommendations from this research provide a solid platform for future development in this area.

Acknowledgements

Ko Maunga Pōhatu te maunga

Ko Ōhinemataroa te awa

Ko Ngai Tūhoe te iwi

Tuatahi me mihi ka tika ki tōku kaiwhakaako/kaiārahi, Veronica Tawhai. Kei te rangatira, mei kore ake kua kotiti te tuhituhi nei ki te kore tēnei e tohutohungia e koe. Tuarua ki tōku whānau i kaha nei ki te tautoko ia au i runga i tēnei haerenga, ōku mātua Taiarahia rāua ko Shelley, tōku tuakana Whitiaua me tōna hoa a Sheridan, ta rāua tamaiti a Owaka, me aku teina a Puhiaurangi rāua ko Otere. Me mihi hoki ka tika ki te Kāreti o Hato Pāora i kaha tautoko i au i runga i tēnei haerenga. Ahakoa he iti te kupu, he nui te kōrero.

I would like to acknowledge the important contributions made to this thesis, firstly by my academic supervisor Veronica Tawhai. Secondly, to my family, my backbone, and extended family, my dad Taiarahia, my mum Shelley, my older brother Whitiaua, his partner Sheridan and their baby Owaka, my younger sister Puhiaurangi, and my youngest brother Otere. To the staff, students and whānau at Hato Pāora College who helped support me in this journey, thank you. Only few words can express my true gratitude, but thank you for all your continuous and unconditional support throughout this journey.

Whāia te Tika

Table of Contents

Abstract	ii
Acknowledgements	iii
List of tables/figures	vi
1. INTRODUCTION: HE IPU WHAKAIRO	1
1.1 The Uncarved Calabash of Aotearoa	2
1.2 The Research	5
1.3 Key Concepts	10
1.4 Thesis Structure	12
2. CONTEXT: THE IMPORTANCE OF TREATY EDUCATION.	15
2.1 Treaty of Waitangi Settlements	17
2.2 Māori Development Initiatives	20
2.3 Te Reo Māori Revitalization	25
2.4 Māori Political Authority	29
2.5 Māori Protest	33
3. THEORY: CRITICAL EDUCATION.	38
3.1 Mōteatea and Whakatauāki	39
3.2 Critical Consciousness	46
3.3 Critical Education	51
4. METHODOLOGY: TRANSFORMATIVE RESEARCH	58
4.1 Research Approach	59
4.2 Research Design	63
4.3 Thematic Analysis	66
4.4 Ethics and Limitations	69
5. FINDINGS: NEW/BEGINNING SOCIAL SCIENCES TEACHERS’ PERPSECTIVES	73
5.1 Teacher Training	74
5.2 The Curriculum	80

5.3	Teacher Resources	. . . . .	87
5.4	Professional Development	. . . . .	92
6.	DISCUSSION: THE CALABASH AWAITING INSCRIPTION.	. . . . .	98
6.1	The Hunger Games: Societal Discord.	. . . . .	99
6.2	Redemption Song: Remedial Education.	. . . . .	103
7.	RECOMMENDATIONS	. . . . .	107
8.	CONCLUSION: WHAKAIROTIA!	. . . . .	110
	Bibliography	. . . . .	114
	Appendices	. . . . .	129
	Appendix 1: He Ipu Whakairo: Information sheet	. . . . .	129
	Appendix 2: He Ipu Whakairo: Consent form	. . . . .	131
	Appendix 3: He Ipu Whakairo: Interview schedule (questions)	. . . . .	132
	Appendix 4: He Ipu Whakairo: Transcript release form	. . . . .	133

List of Figures/Tables

Figure 1: He Ipu Whakairo: Secondary school social sciences teachers' support model for Treaty of Waitangi and New Zealand Citizenship education	109
--	-----