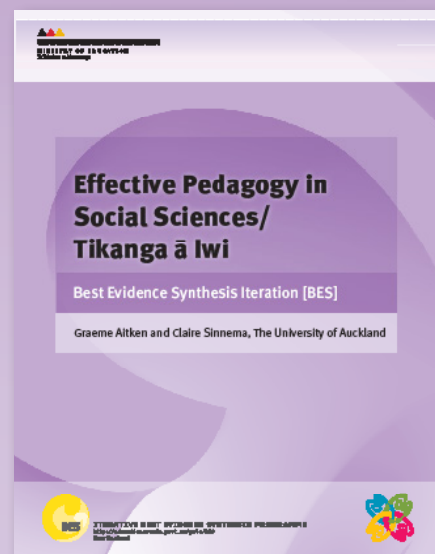


Strengthen teaching about the Treaty of Waitangi

This is one of a series of cases that illustrate the findings of the best evidence syntheses (BESs). Each is designed to support the professional learning of educators, leaders and policy makers.



BES cases: Insight into what works

The best evidence syntheses (BESs) bring together research evidence about ‘what works’ for diverse (all) learners in education. Recent BESs each include a number of cases that describe actual examples of professional practice and then analyse the findings. These cases support educators to grasp the big ideas behind effective practice at the same time as they provide vivid insight into their application.

Building as they do on the work of researchers and educators, the cases are trustworthy resources for professional learning.

Using the BES cases

The BES cases overview provides a brief introduction to each of the cases. It is designed to help you quickly decide which case or cases could be helpful in terms of your particular improvement priorities.

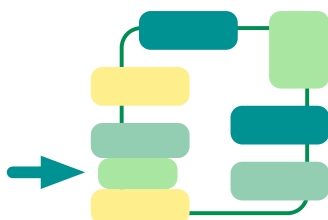
Use the cases with colleagues as catalysts for reflecting on your own professional practice and as starting points for delving into other sources of information, including related sections of the BESs. To request copies of the source studies, use the Research Behind the BES link on the BES website.

The conditions for effective professional learning are described in the Teacher Professional Learning and development BES and condensed into the ten principles found in the associated International Academy of Education summary (Timperley, 2008).

Note that, for the purpose of this series, the cases have been re-titled to more accurately signal their potential usefulness.

Responsiveness to diverse (all) learners

Use the BES cases and the appropriate curriculum documents to design a response that will improve student outcomes



The different BESs consistently find that any educational improvement initiative needs to be responsive to the diverse learners in the specific context. Use the inquiry and knowledge-building cycle tool to design a collaborative approach to improvement that is genuinely responsive to your learners

Strengthen teaching about the Treaty of Waitangi

The New Zealand Curriculum identifies the Treaty of Waitangi principle as one of the “foundations of curriculum decision making”. But research, national monitoring, and a recent Education Review Office Report show teaching about the Treaty to be a nation-wide weakness in English-medium schools. This case, situated in an intermediate school, describes the use of drama to strengthen teaching and learning about the Treaty.

The source BES also highlights the Ngā Tauaromahi Marautanga o Aotearoa tikanga ā iwi exemplar, *He Hui Raupatu*, which describes how the members of a class attended a Treaty of Waitangi claim hearing so that their learning would be informed by direct experience and a structured inquiry process.

Source

Millar, R., Fitzgerald, K., & Brown, J. (2005). *Goblins, Witches, and the Treaty!: Supporting a teacher to use drama to teach about the Treaty of Waitangi*. Paper presented at the NZARE Conference, Dunedin.

Targeted learning outcome/s

This classroom programme was designed to support a teacher to use drama to teach a year 7 class about the Treaty of Waitangi. Recent (Flockton & Crooks, 2001) NEMP results showed that, despite changes to the social studies curriculum, year 4 and 8 students have limited knowledge and understanding of the Treaty and early New Zealand history. The aim of this intervention was to reinvigorate teaching and learning around the Treaty by integrating social studies and drama. The social studies focus was an exploration of why different groups of people hold different points of view about the same events. The main drama objective was for students to plan and develop a drama based on the Treaty.

The Learner/s and learning context

This year 7 class of 32 students in a city intermediate school: consisted of 22 Pākehā, eight Māori, and two Korean students. The teacher was in her fifth year of teaching and had expressed a strong interest in drama. She had previously taught units on the Treaty of Waitangi and was keen to use drama as a way to explore differing perspectives. When planning and implementing the programme, the classroom teacher was supported by a Māori adviser, a social studies adviser, and a drama adviser. It was identified in the early stages of the programme that the students needed to learn how to work cooperatively.

Pedagogy

The major activity was a process drama based on *The Nickle Nackle Tree* (Dodd, 1996). The students created a fictional world of birds, in which they took on the role of newly arrived inhabitants. The need for a treaty with the original inhabitants soon became apparent. The Nickle Nackle Tree served as a metaphor for the treaty.

The process drama was followed by a variety of other learning activities, all aimed at developing understandings of the different perspectives that people had, and continue to have, on the Treaty of Waitangi. The sequence of activities, together with student reflections, is outlined more fully in further sections of this case.

1. Shifts in student learning revealed by the written assessment

Students' responses to Treaty questions were much longer in the written assessment that followed the unit than in the pre-assessment. In many cases, students who were unable to make any response to questions in the pre-assessment could outline a number of key ideas in response to each question in the post-assessment (see the following example).

Outcomes

THE TREATY OF WAITANGI	NAME _____
What do you already know about the Treaty of Waitangi? (To be filled in at the start of the unit)	What do you know now? (To be filled in at the end of the unit)
Who signed the Treaty of Waitangi?	Who signed the Treaty of Waitangi? MOON, GIES, James Busby, James Busby was sent to get out the Māori out of the European the Māori people who were Māori at the time they did not help people to get out of the Māori people.
What did the Treaty of Waitangi say?	What did the Treaty of Waitangi say? The Māori people have some rights as the European people. The Māori people would not be treated the same way as other people (Māori) have been treated.
Where was the Treaty of Waitangi signed?	Where was the Treaty of Waitangi signed? Waitangi Bay (Wai) Akepaia 5.17 on a little hut at the top of a hill.
When was the Treaty of Waitangi signed?	When was the Treaty of Waitangi signed? On Feb 6th 1840. The day before 32 rows the British put on their fancy clothes and went to the top of a hill where James Busby had to persuade the Māori to sign.
Why was the Treaty of Waitangi drawn up?	Why was the Treaty of Waitangi drawn up? So the European people could have an agreement with the Māori. The English wanted the land and the Māori wanted to have their own land.
How do you feel about the Treaty of Waitangi?	How do you feel about the Treaty of Waitangi? Good. The European people could still be living in Europe or rather live in NZ.
What does the word treaty mean?	What does the word treaty mean? An agreement.

2. Shifts in student learning revealed by interviews

Pre- and post-unit interviews (interviews 1 and 2) were completed with four students and the teacher. The same students were also interviewed three months after the completion of the unit. At the interviews, they were shown three illustrations of scenes relating to the Treaty of Waitangi and asked to interpret the perspectives of the people depicted in them.

Following the unit, the students' conceptual understandings of the Treaty were more complex, as were their understandings of the perspectives of the different groups involved in the signing. See the following table for a brief before-and-after summary of the shifts:

Before	After
<p>The students:</p> <ul style="list-style-type: none"> • had a general understanding of treaties and agreements but these were not contextualised to Aotearoa New Zealand and the Treaty of Waitangi; • were unsure of the identity and perspectives of key figures; • responded tentatively and required multiple prompts; • (in one case) believed that Europeans settled New Zealand before Māori. 	<p>The students:</p> <ul style="list-style-type: none"> • identified some of the key people/roles involved in the Treaty of Waitangi; • elaborated more and gave more examples; • addressed more perspectives; • expressed ideas with greater confidence; • could discuss the complexities and understand the dilemmas that confronted people (that is, they could recognise the 'grey' and see different perspectives).

3. Shifts in outcomes for Anna Blue, Chelsea, and Apples

In interview 1, Anna Blue's response to question 1 was 55 words in length; in interview 2, it was 138 words, reflecting her increased confidence. In the second interview, both Anna Blue and Chelsea were able to be far more specific in their identifications of people involved in the signing of the Treaty. In the second interview, Apples revealed much greater understanding of the perspectives of the people involved in the signing and much less of the uncertainty he expressed in the earlier interview.

Anna Blue – response to question 1

Interview 1

Who do you think those people are in the picture?

They could, it looks like one of them is a Māori man, and I think there's a couple of Europeans as well, down the back, and it looks like this is like a Māori chief, and he's coming to this person to say welcome to New Zealand, these are our people now, they are joining us.

Interview 2

Tell me about the people in the picture.

Yes – these two people – this man looks like a Māori chief because he is quite old, and this might be his son, like he could be the next Māori chief? And this here is a British official, this man here has a Bible in his arm and he's a missionary, they are like Christian people who wanted to make Christians and all that, and this man here with this barrel thing, he's a grog seller, he sells beer, and when they get drunk they start fighting a lot, and this man is a farmer, and he has got land, and I think this guy here is pointing to the Māori chief and maybe asking him something? And this guy, he might not speak English, and this one will, and he's trying to ask him what is he saying? Yeah.

Outcomes	Chelsea – response to question 1	
	<p>Interview 1</p> <p>Who do you think these people are?</p> <p><i>The main people from the Māori and the English people?</i></p>	<p>Interview 2</p> <p>Now with this picture, six people standing in a row, start from here and explain to me who each person is.</p> <p><i>Well he's ... can't remember his name ... well he wasn't an English people, and he's a missionary, yeah, he's with the grog seller, grog seller alcohol on the right, he's the farmer, he's the Māori Chief.</i></p>
	Apples – concluding statement	
	<p>Interview 1</p> <p><i>Maybe that guy is his friend, and they are pointing at each other's friend, I dunno!</i></p>	<p>Interview 2</p> <p><i>And this guy is the farmer who is thinking should they do it or should they not because he is thinking it is maybe not a good idea or maybe it is 'cause he doesn't know much about it. This guy is thinking and talking to the chief saying what should we do, should we do it or not? And the chief he is saying should I trust these guys? He is pointing to them, he is pointing to the chief.</i></p>

How the learning occurred	In this case, all four mechanisms worked together in such a way that diverse learners were able to deepen their understandings about the different points of view that people have on the Treaty of Waitangi.	
	<p>Connection</p> <p><i>Make connections to students' lives</i></p>	<ul style="list-style-type: none"> The learners in the class were all introduced to <i>The Nickle Nackle Tree</i>. This provided a shared experience to connect with when engaged in the other learning activities. <i>The Nickle Nackle Tree</i> analogy supported their learning about the Treaty.
	<p>Alignment</p> <p><i>Align experiences to important outcomes</i></p>	<ul style="list-style-type: none"> The teacher's need for content knowledge was addressed by the involvement of the drama adviser and the Māori adviser. Students' misconceptions were explicitly addressed. Advisors supported the teacher in clarifying student misconceptions. Multiple learning opportunities in a range of modes were provided: drama, written activities, conversations, picture interpretation. All activities were aligned to the learning goal.
	<p>Interest</p> <p><i>Design experiences that interest students</i></p>	<ul style="list-style-type: none"> The active nature of many of the activities, and the opportunities they provided for students to take on roles and talk with others, aroused interest in the learning. Student interest was captured through the appealing analogy of the Nickle Nackle Tree.
	<p>Community</p> <p><i>Build and sustain a learning community</i></p>	<ul style="list-style-type: none"> Many of the activities involved working in groups. Most of the activities involved students talking with each other and the teacher. Diverse learners were able to engage with the learning as they were provided with roles and tasks that suited them.

On learning in an active, engaging, motivating way

"It was a different way of learning. It was just totally different, they had never done anything like that before. They had never, they were so used to being at their desk and copying off the board, that to actually think and work together and, you know, be part of the group, was such a huge thing, and to be in a different space, to be in the whare rather than in the classroom, that was really hard ... In the end it just sort of happened, they just sort of pulled in, and in the last session it was just amazing as they sort of went WOW and they understood."

On listening to children and allowing them to talk together

"[I learnt] sometimes it's better to listen to them than for them to listen to you all the time, and for them to discuss it rather than you to just sit back, but if you negotiate a good discussion and give them a good topic to discuss, then you should just be able to listen, because they all feed off each other ..."

"I am so used to teaching in the class. They are working in groups, working in a controlled manner, because that's what we are encouraged to do, in a way, you know, encouraged to have bums in seats and all that sort of thing, and parents, school, everyone encourages that really ... I think they started to see that there were differences in the two Treaty versions, but more importantly, that something had happened in the past that we were still worrying about today, that we were still focusing on today that had impact on their parents and on people."

On the importance of teacher content knowledge

"You've really got to know, you've got to read the books and know your stuff before you go and teach anything, you can't just go off a bit of paper, you've got to know your stuff."

On expectations

"They are so intelligent, I can't believe their intelligence, it's so much higher than what I would have suspected, and they are supportive of each other ... they've just got so many great things to say ... When I have had time to listen, perhaps because there's been a few people in the classroom, they are saying just amazing things."

Aotearoa	The traditional Māori name for New Zealand, usually translated as 'The land of the long white cloud'
Māori	The indigenous people of Aotearoa New Zealand
Ngāi Tāhu	The principal Māori iwi (tribe) of Te Wai Pounamu (the South Island) of New Zealand
Pākehā	Applied to non-Māori New Zealanders, usually of European descent
Treaty of Waitangi	Signed in 1840 by the British Crown and Māori chiefs and considered to be the founding document of Aotearoa New Zealand
Whare	House – in schools, often a room designated for Māori studies

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Pedagogy: teaching/learning activities	Learner reflections on the activities	What the reflections tell us about how the mechanisms were activated
<p>Drama games. For example, knots, a game in which groups of 5–10 students stand shoulder to shoulder in a circle. They put their hands into a clump in the centre. They close their eyes and, when told to, find two hands to clasp. On opening their eyes, the challenge is to untangle into a circle without losing hand contact. Used to practice cooperative skills and build the group (Le Fevre, 2002).</p>	<p><i>It made the class really close social-wise.</i></p>	
<p>Process (no script) drama based on <i>The Nickle Nackle Tree</i> (Dodd, 1996). Used for building an imagined community. Summary of stages:</p> <ol style="list-style-type: none"> 1. The story was shared. 2. Groups 'built the culture' of one of the groups of birds – including rules and reasons for leaving homeland and reasons for valuing berries (resources) – and 'met' the Ballyhoo birds, the original inhabitants of the tree. 3. The Ballyhoo birds 'learnt' from the other birds. 4. The Ballyhoo bird assistant (teacher in role) was introduced – appalled at how the new birds used the berries. 5. Tension built up – the need for a treaty was established. 6. War council. 	<p><i>It related to real life because the birds were fighting over berries and humans do the same over land and resources.</i></p> <p><i>The Nickle Nackle Tree rocked. You should do the learning as drama as well 'cause you really get stuck into it.</i></p> <p><i>The Nickle Nackle Tree is like real life because we all care about where we live and don't want to lose it.</i></p>	<p>Using the Nickle Nackle Tree as a metaphor for a treaty and involving the students in the process drama helped students understand the treaty concept and brought their learning to life, making it memorable.</p>
		<p>The analogy between their experience in the process drama and real life helped them to understand social studies concepts.</p>
<p>Mapping activity. Used to link places that people have moved from and to (for example, Britain to Australia, Spain to Peru, Holland to Indonesia).</p>	<p><i>It's like watching how people in England moved to New Zealand because of poverty and famine. It is like today.</i></p> <p><i>The world is large, and we start in one area and consume all the land in that area, and then we spread in another part of the world.</i></p>	<p>The mapping activity helped show the connection between migration in the nineteenth and twentieth centuries, making the learning more significant and motivating.</p>
<p>Readings (segments) about early Māori village life, and miming (Arbury, 1993). Jane, the Māori adviser, elaborated and answered questions about the readings.</p>	<p><i>This activity was hard but interesting. My partner and I worked through it and we finished. Yeah!</i></p> <p><i>I remember sharing the roles in society, in that everyone had a part to play in the community to make it.</i></p> <p><i>This was one of my favourite activities because it was so awesome to get to bring back these moments of making, creating, building, fighting and solving things.</i></p>	<p>Working with a partner supported this learner with the challenge of the activity.</p> <p>The Māori adviser supported the teacher in addressing the misconceptions that some students had.</p>
<p>Debrief in groups so that students could pool what they knew. The debrief raised further questions. The Māori adviser or teacher answered these questions and elaborated on the students' ideas. They also asked the students, "What helped you to learn?" (Drama, discussion, cooperative learning ...?)</p>		

Pedagogy: teaching/learning activities	Learner reflections on the activities	What the reflections tell us about how the mechanisms were activated
<p>Sorting and classifying concepts about the Treaty of Waitangi and its significance (Naumann, 2002).</p> <p>Creating and videoing moving sculpture. Using voice and action to present ideas about the Treaty.</p> <p>Picture interpretation (Ministry of Education, 1999).</p> <p>Who were the groups of settlers? Discussion.</p>	<p><i>"I thought it was good because we got to show what was positive and negative from our view."</i></p>	
<p>Freeze frame plus spoken thoughts</p>	<p><i>"I loved doing the freeze frame. It was so fun and it brought me closer to my classmates."</i></p>	<p>The freeze frame activity developed not only cognitive outcomes relating to the Treaty of Waitangi but also affective and participatory outcomes.</p>
<p>Creative visualisation of Claudia Orange's description in <i>In tune</i> (Ministry of Education, 1997b).</p> <p>Response (drawing or writing). "Heads on your desks, and turn on your TV set in your mind, and see these pictures."</p>	<p><i>"I remember seeing a visual picture in my mind with people in red coats marching around and lots of people in the boats and a few shops."</i></p> <p><i>"The English flag high in the sky and the governor being made fun of with the boats out in the harbour."</i></p> <p><i>"I could see a very clear image in my mind" [visually impaired learner].</i></p>	<p>The visualisation activity was quite different from the others, which had been drama- and paper-based. It was effective for many students, including a visually impaired learner.</p>
<p>Freeze frame. The <i>Press</i> picture of the signing of the Treaty at Akaroa</p>	<p><i>"We learnt a lot because we explained what we thought our characters was saying."</i></p>	
<p>Role play: Treaty of Waitangi Tribunal (Ngāi Tahu claim)</p> <p>Roles: tribunal member, Ngai Tahu, Prime Minister, lawyers, judges (Ministry for Culture and Heritage, 2004)</p>	<p><i>"It was such a wonderful act. It felt so real. I was a lawyer."</i></p>	<p>The role play activity generated a lot of interest. Students found it relevant and significant because they got to experience what it might feel like to be a lawyer in that situation.</p>
<p>Reflective circles</p>	<p><i>"I think that the class discussions were great because it helps you to learn and remember."</i></p> <p><i>"The class discussions were great cause I've found that when I talk about something it helps me."</i></p>	<p>Dialogue was key for this learner: talking with the class supported their learning.</p>