



## Whitu | 7

### The WAI11 Claim

He Aratohu mā te Pouako  
Teacher Support Materials

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## Images

**Image 1:** Two members of Waitangi Tribunal visit kohanga reo at Waiwhetu - Photograph taken by John Nicholson. Dominion Post (Newspaper): Photographic negatives and prints of the Evening Post and Dominion newspapers. Ref: EP/1985/2942/15-F. Alexander Turnbull Library, Wellington, New Zealand. /records/23028978

**Image 2:** Morgan, Jack, active 1961-1966. Morgan, Jack: Oihi Bay, Christmas Day 1814; Samuel Marsden preaching the first sermon to the Maoris. [Auckland, Weekly News, 1964]. Ref: B-077-002. Alexander Turnbull Library, Wellington, New Zealand. /records/23113825

**Image 3:** Dame Irirangi Tāwhiwhirangi, Government House – Image released under Creative Commons Attribution 4.0 International licence

**Image 4:** Piripi Walker (standing) and Vincent Olsen-Reeder (seated) © Manatū Taonga | Ministry for Culture and Heritage 2021

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# Overview

This chapter introduces students to the Waitangi Tribunal. The Tribunal is an independent body that was established in 1975 to investigate alleged breaches of te Tiriti o Waitangi by the Crown. In 1984, Ngā Kaiwhakapūmau i te Reo – an organisation committed to the revitalisation of te reo Māori – lodged a claim that impacted all Māori. It became known as ‘The Te Reo Māori Claim’. This chapter provides students with an overview of this claim and its significance for te reo Māori.

## Introducing this chapter

### START WITH TE TAI WHAKAEA

Te Tai Whakaea website provides a wealth of information about the **Tiriti o Waitangi settlement process**. Exploring this digital content is a great way to introduce students to the information presented in Chapter 7 of the Te Mana o te Reo Māori digital story. The content on Te Tai Whakaea will help them understand the purpose of the Waitangi Tribunal and will point them in the direction of other sources of information to further develop their learning about this topic.

### CHAPTER 7 POSTER IMAGE



The Chapter 7 poster from the poster pack He Pūkei Whakaahua o Te Mana o te Reo Māori shows two of the panel members for the WAI11 claim, Presiding Officer Eddie Durie (left) and Paul Temm QC, with students in the kōhanga reo at Waiwhetū, Lower Hutt. This image also features in Chapter 7 of the digital story. It provides some

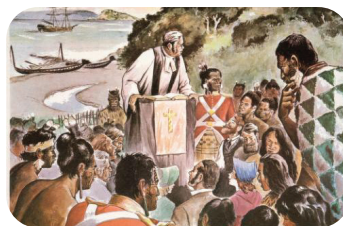
key questions and information to introduce your students to this chapter. You can use this poster to facilitate discussions with your students about the establishment of the Waitangi Tribunal. This can be a great way to help students identify what they already know about the Treaty settlements process and its impact on the history of te reo Māori.

### CHAPTER 7 CONTENT IN THE DIGITAL STORY

Chapter 7 provides information about the WAI11 claim and its influence on the status of Māori language in Aotearoa New Zealand. Students can self-direct their learning about this topic by exploring the content in their own time and at their own pace. The digital format means that they can revisit certain aspects of the content multiple times if they need or can skip back and forth to other elements of the content if they wish.

### ADDITIONAL RESOURCE COMPONENTS

There is further content available for students to explore this topic:



Te Mana o te Reo Māori timeline

<https://bit.ly/3hVGleh>



Te Mana o te Reo Māori biographies

<https://bit.ly/3hTBv6H>



Public history talk: Te Mana o te Reo Māori

<https://bit.ly/3zlvdmD>

### Story – Te reo Māori: the Māori language

<https://bit.ly/3guuGal>

# Key questions

This resource tells the history of the decline and revitalisation of te reo Māori with a focus on five themes from *Te Takanga o te Wā*.<sup>1</sup> Here are some key questions that relate to each of these themes. These questions are intentionally broad so that students can explore them in multiple ways.



**WHAKAPAPA:** Tūpuna – Connections – Belonging – Identity – Culture – Community – Tikanga – Mana Whenua

- ▶ Where do I fit in?
- ▶ Have my whānau or anyone I know ever been involved with a Treaty settlement claim through the Waitangi Tribunal?



**TURANGAWAEWAE:** Belonging – Identity – Culture – Community – Place – Continuity

- ▶ Have any of the iwi from my tūrangawaewae been involved in a Treaty settlement process?
- ▶ Has it been settled yet?
- ▶ What was the outcome?



**MANA MOTUHAKE:** Belonging – Identity – Mana – Controversy – Conflict – Consequences – Tino Rangatiratanga

- ▶ What is the purpose of the Waitangi Tribunal?
- ▶ Who can make a claim to the Waitangi Tribunal?
- ▶ How does the Tribunal relate to the concept of Mana?



**KAITIAKITANGA:** Time – Context – Perspective – Knowledge – Tikanga – Guardianship

- ▶ Does the government have to follow the recommendations of the Waitangi Tribunal?
- ▶ What did the Waitangi Tribunal say about te reo Māori in the WAI11 report?



**WHANAUNGATANGA:** Whanau – Hapū – Iwi – Whakapapa – Tūpuna – Connections – Community – Manaakitanga – Kotahitanga – Unity

- ▶ Who lodged the Te Reo Māori Claim to the Waitangi Tribunal?
- ▶ Was it a particular iwi?
- ▶ On whose behalf was the claim lodged?

Each of these themes provides a way for learners to connect with the history of te reo Māori. Keep an eye out for these icons to see how activities and content in these resources link to each of these themes.

## Activities and learning experiences

Here are some suggested activities for your students.

### ACTIVITY 1: HE WHAKATAUNGA TIRITI TREATY SETTLEMENTS



Te Tai Whakaea website features a number of digital stories that share the Treaty settlement journeys of a number of different iwi. Choose one of these iwi stories to explore:

- ▶ Raukawa: <https://teara.govt.nz/en/te-tai/raukawa-home>
- ▶ Ngāti Whātua Ōrākei: <https://teara.govt.nz/en/te-tai/ngati-whatua-orakei-home>
- ▶ Waikato Tainui: <https://teara.govt.nz/en/te-tai/waikato-tainui-home>
- ▶ Ngāti Porou: <https://teara.govt.nz/en/te-tai/ngati-porou-home>
- ▶ Ngāti Awa: <https://teara.govt.nz/en/te-tai/ngati-awa-home>

Use the following template to gather facts about your chosen iwi Treaty settlement story and the WAI11 claim:

<sup>1</sup> Ministry of Education. (2015). *Te Takanga o te Wā: Māori History – Guidelines for Years 7–8*. Wellington: CORE Education.

	<b>Your chosen iwi Treaty settlement story</b>	<b>WAI11 Claim</b>
<b>Claimants</b> Who lodged the claim?		
<b>Dates</b> When was the claim lodged?		
<b>Reason(s) for claim</b> Why was the claim lodged?		
<b>Waitangi Tribunal members</b> Who carried out the inquiry?		
<b>Report</b> When was the Waitangi Tribunal report released?		
<b>Recommendations</b> What were some of the recommendations from the report?		
<b>Outcomes</b> What have been some of the outcomes from the claim?		

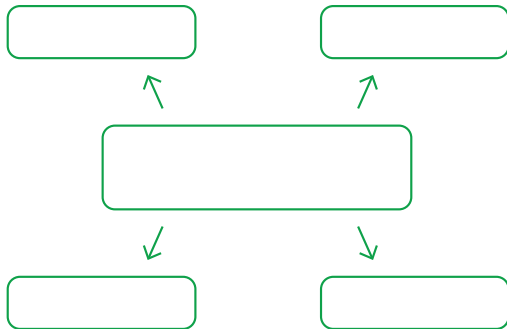
Once you've gathered your information, organise it into a report or presentation for your class to demonstrate your learning. You could present your findings as a:

- ▶ written report
- ▶ visual poster
- ▶ digital story
- ▶ storyboard
- ▶ skit.

## ACTIVITY 2: HE TUKANGA WHAKATAUNGA TIRITI | A TREATY SETTLEMENT PROCESS



Chapter 7 provides information about the Treaty settlement process. Processes can be difficult to explain sometimes. Showing information in a visual way can help communicate that information to another person. One way to do this is by creating a flow diagram.



A flow diagram is a visual chart that shows the steps of any process from beginning to end, using process boxes, flow lines or arrows, and other symbols.

Use the information in Chapter 7 and other appropriate sources to create a flow diagram showing the Treaty settlement process. Use arrows, text boxes, symbols or images to explain the process in a visual format. The information should be presented so it is clear and can be understood by somebody who does not know anything about the Treaty settlement process.

Once you have created your flow diagram, test it on a friend or a family member – does your diagram help them understand the Treaty settlement process?

## ACTIVITY 3: TE WHAKARAUORA I TE REO MĀORI | MĀORI LANGUAGE REVITALISATION



The WAI11 claim was an action taken by a group called Ngā Kaiwhakapūmau i te reo Māori against the Crown for the decline of Māori language. There

have been many other groups and individuals who have taken action to:

- ▶ promote te reo Māori
- ▶ protest against the government's failure to protect te reo Māori
- ▶ revitalise te reo Māori.

Choose one such group, individual or event to research. Find out what this group's/individual's/ event's contribution has been to the revitalisation of te reo Māori. You may choose to research someone in your own whānau. You may choose to focus on one of the **biographies** featured on Te Mana o te Reo Māori website. Report your findings in a format that will appeal to your intended audience (e.g. your whānau, classmates, etc.). You might decide to create:

- ▶ a Google Slides presentation
- ▶ a photo album
- ▶ an oral presentation.

In your presentation, you should describe the person, group or event that you have selected, explain why you selected them/it, what action was taken, and whether or not it was successful or achieved its intended goals.

## Language support

tukanga	process
whakataunga	settlement
whakarauora	revitalisation

## Other resources

- ▶ Keeping promises: The Treaty settlement process  
<https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-4-November-2017/Keeping-Promises-The-Treaty-Settlement-Process>
- ▶ Waitangi Tribunal – Publications and resources  
<https://waitangitribunal.govt.nz/publications-and-resources/school-resources/>
- ▶ Te Wiki o Te Reo Māori – Māori Language Week  
<https://nzhistory.govt.nz/culture/maori-language-week/history-of-the-maori-language>