

Constitutional Change Studies



FACILITATOR'S GUIDE

The Methodist Church of New Zealand
Te Hahi Weteriana O Aotearoa

Constitutional Change Studies

Produced by the Wellington Bicultural Working Group

for The Methodist Church of New Zealand Te Hahi Weteriana O Aotearoa

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Accompanying Worksheets

Study 1	(five sheets)
Study 2	(five sheets)
Study 3	(three sheets)

The Methodist Church of New Zealand
Te Hāhi Weteriana O Aotearoa



October 1997

To Parish Members

"CONSTITUTIONAL CHANGE STUDIES"

As President and Vice-President we write to warmly commend the "Constitutional Change Studies" that have been developed for the Methodist Church Te Hahi Weteriana by the Wellington Bicultural Working Group.

These studies are the first of a series of studies looking at Maori call for justice in relation to New Zealand's Constitution. The series provides the opportunity to give an insight into the issues that surround constitutional change and to reflect on our own understandings.

The Council of Conference has already been engaged in conversations about Constitutional Change and in their meetings this year about decolonisation as a step towards a better understanding. We see these studies as a means of enabling the wider church to engage in this similar conversations.

With this in mind, we strongly encourage all sections of the Church to make the most of the opportunity that is provided in these resources.

A handwritten signature in black ink, appearing to be "Stan West".

Stan West
President

A handwritten signature in black ink, appearing to be "Ruth Bilverstone".

Ruth Bilverstone
Vice-President

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Facilitator's Notes

These notes provide some pointers to people who will facilitate this series of studies. Specific notes, including a "What you need" sheet, are provided for each individual study. Loose-leaf worksheets are provided for photocopying.

Facilitation

- Ideally, the same person or persons should facilitate all three sessions.
- If possible have two facilitators, as this is a real advantage.
- Some people find it helpful to have music in the background during individual reflections and small group discussions.
- Try not to get hooked into answering specific questions relating to constitutional change that people might ask you during the study – if there are specific questions that arise and can't be answered within the group, you might want to record these and research them before the next study.
- As facilitator you are primarily there to provide expertise in guiding the process, as opposed to being an expert on constitutional or bicultural matters (you may of course have knowledge in this area as well). It is intended that the process will provide the insight and learning for the participants.

Size of Groups

- The size of the study group will influence how the studies are organised. Ideally, the studies suit groups with 6–12 members; however, with some prior planning, groups of different sizes can also benefit from the series. If you have a small group (5–7 in total), you may wish to use the whole group for some of the small group exercises.

Timing

- Studies 1 and 2 are estimated to take about one and a half hours, and Study 3 will take two hours. A guide to how long each exercise will take is written in the right-hand margin. It is suggested that facilitators monitor the time taken carefully to ensure that the full study is completed in the agreed time.
- An alternative to running the three separate sessions is running the study as a one-day event. The same content could be used (minus some prayers and recapping sessions) with, for example, Studies 1 and 2 in the morning, and Study 3 in the afternoon.

Process / Content

- It is suggested that you keep to the outlined studies as presented (this does not mean keeping to the wording provided – this is only to give you a guide). If a topic or issue arises that sparks interest, this should ideally be dealt with outside the session or in another forum. You will need to balance individual needs and interests (on a particular interest or tangent) and group needs (to complete the study series).
- Throughout the studies one piece of scripture is used repeatedly as a basis for reflection – Luke 19 v 1–5. Reflections on this scripture are left open for you or the group to explore or make connections.
- Preparation before each study is very important. This will include:
 - getting the necessary materials,
 - organising a comfortable meeting space,
 - familiarising yourself with the study,
 - preparing a chart of the learning objectives for introduction to each session.
- The studies contain suggested prayers. Please feel free to modify these prayers or share them with other participants. What is important is that the study should begin and end with a prayer (you could, for example, end with the Blessing).

Resources / Handouts

- It is helpful to provide participants with some handout materials for further reflection. This will depend on your access to photocopying resources. It is suggested that participants receive:
 1. Historical Facts Sheets (Study 2),
 2. Mission Statement of the Methodist Church (Study 3),
 3. Declaration of Independence (Study 3),
 4. Treaty of Waitangi (Study 3).

Publicity

- The nature of the topic means that some people may be reluctant to attend. How the study series is publicised is important. It is important to emphasise that the process is based on listening to each other, open discussion and respect for participants.



Feedback

Any feedback or comments on these studies is appreciated. Could these please be sent to:

Constitutional Change Studies,
c/o Wellington Bicultural Working Group,
153 Broderick Road,
Johnsonville,
Wellington.

Good luck; we hope you enjoy facilitating this series of studies on this challenging aspect of New Zealand's development.

*Wellington Bicultural
Working Group*

Study 1

Listening to the Voices ...



Learning Objectives:

- to clarify participants' current thinking on the issues relating to Maori claims for changes to New Zealand's constitution;
- to expose participants to the range of opinions relating to the topic in an environment where they actively listen to what is being said;
- to begin to reflect as a group on what are the key issues involved.

What you need:

- Large sheet of newsprint.
(brainstorm on Constitutional Change and Maori Sovereignty)
- Copies of sheet entitled 'Where I'm at' (Sheet 1) and pens for each participant.
(individual reflection)
- Copies of:
 - Sheet 2 for each small group (generally three).
 - Sheets 3, 4 and 5 for the three different small groups
(small group exercise)
- Large sheet of newsprint with the three questions for the whole group reflection in the final exercise.
(whole group reflection – keep this for the next session)
- Bible.

Process suggestions:

- Write up the group discussion questions on newsprint before the session.
- Keep doing time checks; maybe check out with the group at the beginning the time when people *have* to leave. It is important to cover the last section.

Study 1

Listening to the Voices ...

Welcome

- This is the first of a series of three studies looking at Maori calls for justice in relation to New Zealand's Constitution.
- This series of studies provides an opportunity to focus on the issues surrounding this increasingly important issue and, through sharing our thoughts and feelings, increase our understanding and our confidence and ability to act as a witness to God's presence in this land.

Prayer

2.5

God our Creator,

You made this beautiful land of Aotearoa/New Zealand, you created us people to live and care for this land. We are on a journey as your people in this land. We come on this journey with some uncertainty and anxiety and some excitement and hope. Help us to take time to be still, to pause, to listen. Help us put aside our fears and uncertainties – to listen fully to the voices around us, to the depth of feeling. Give us courage to be open as we start this journey as people of God. May your spirit of strength surround us.

Amen

Ice breaker

15

Move into different pairs for each different topic of discussion; share briefly on –

- first pair* – what parts of the world can you trace your ancestry to?
- second pair* – when your ancestor moved to New Zealand, how did they come, is there anything you know about the journey?
- third pair* – someone in your family history who is important to you and why.
- fourth pair* – a valued family treasure and why it is valued.
- fifth pair* – a place in New Zealand that is important to you and why.

(If there are more than five pairs, repeat the topics of discussion.)

Introduction to the series of studies

5

This study session is the first in a series of three. The broad theme of the studies is exploring the relationship between the Crown (Tāuiwi) and Māori (Tāngata Whenua). Issues relating to biculturalism and the Treaty of Waitangi have been debated in the church and society for a number of years. The focus of this series of studies builds on these discussions to explore specifically what framework or constitution should define and guide the relationship between Tāuiwi and Māori. This is not a new debate – however, it is being discussed with greater intensity in recent times.

Introduction to Study 1 – Listening to the Voices...

In this first study we are going to do a lot of listening. This will help us understand what different people are saying and who the different groups are. By listening I don't mean the usual listening we exercise in our every day lives ... I mean focused, intentional, and probing listening. The sort of listening Jesus acted out in the gospels. Listening that enabled him to see beneath the assumptions ... and surface messages ... the group and community stereotypes ... to what was really going on in people's lives.

This sort of listening requires us, as much as possible, to place our own preconceptions and thoughts to one side. This isn't easy, but for the remainder of this session I would like us all to try and turn off the judgement switch in our brain. Forget about what we think is good, what's bad ... just listen and really try to understand what the people are saying.

First we are going to start with where we are at – listening to what we are saying ...

Group Brainstorm

10

Constitutional Change and Māori Sovereignty

What comes to mind when you hear the words 'Constitutional Change' and 'Māori Sovereignty'? (It may include people, issues, feelings, places.)

Divide a large sheet of newsprint in half; write 'Constitutional Change' on one half and 'Māori Sovereignty' on the other. Write the words down without commenting on them.

Individual Reflection

10

Where I'm currently at

On your sheet entitled "Where I'm at" (Sheet 1), complete the sentences to create your own statement of how you see the area of Constitutional Change. This is confidential – fold it in half and write your name on the outside. During the third session you will return to this sheet.

Suggest all the sheets are placed in one box that the facilitator keeps until Study 3.

What are people saying around us?

We are going to spend some time in small groups listening to what a selection of people around us are saying about Constitutional Change and Maori Sovereignty. For now, try and put aside what you think and feel about what these people are saying.

Small Group Instructions:

Divide into three groups:

Give each group a copy of the sheet entitled "What are our neighbours, work colleagues, friends saying?" (Sheet 2) and one of either of the following resource sheets –

- What are the Churches saying? (Sheet 3)
- What are Maori saying? (Sheet 4)
- What is the Government saying? (Sheet 5)

Give them the following instructions

1. In their groups, read the resources sheets and discuss
 - What might they be thinking?
 - What might they be feeling?
 - What might be motivating them?
2. In the group, prepare a summary of the key points in response to the three questions.
3. On the sheet entitled 'What are our neighbours saying?', list all the examples that come to mind within your group.

Each group is given time to present to the whole group their summaries to the three questions and their responses to the neighbour's sheet.

Whole Group Reflection:

Facilitator record on newsprint – write up three reflection questions

Discussion to focus on the following three questions as a guide –

1. What is common amongst the four groups of people (Church, Maori, Government, Neighbours)?
2. What do people disagree on?
3. What are the key issues and questions involved?

Thank you for sharing in this the first session. You may have more questions after this session than when you started, that's OK. This is a beginning, and in our next session we will be looking more closely at what underlies the present debate. Our last listening exercise for this study is to listen to a gospel story.

Read the Zacchaeus story, Luke 19 v 1-5.

Prayer

Dear God,

We have been listening. At times, like Zacchaeus we are curious. We want to climb a tree so that we can see and hear about Jesus and what he may teach us. At other times we may want to run away and hide, to escape the confusion, the debates, the intensity of human emotions. Tonight we have climbed a tree. We have decided to participate in a study – maybe throughout the discussions we have questioned this action, no doubt just like Zacchaeus did when Jesus spotted him, but we are here. We are open — open to hearing, open to learning, and open to your invitation to be your people hear on earth in our communities.

Amen

Study 2

Listening to the Voices...

Digging Deeper ...



Learning Objectives:

- to learn more about aspects of New Zealand's history in relation to the development of the constitution;
- to interact with the history to analyse and categorise the historical incidents;
- to reflect on the information participants have received.

What you need:

- Copy of the newspaper recording the concluding comments of the first session.
(recapping from the last session)
- Summary of Sheet 1 written up on newspaper.
(small group exercise)
- Copy of historical diagram drawn on newspaper.
- Copy of Summary Questions on newspaper.
- Photocopy of historical incidents – each sheet on different coloured paper.
Instructions for four small groups: cut up each historical sheet into separate incidents and place into a separate labelled envelope (eg, historical sheet – on pink paper cut up and placed in one envelope).
Instructions for two small groups: after cutting up the historical sheets, combine two sets of incidents into one envelope.
(small group exercise)
- Bible.

Process suggestions:

- Write up the group discussion questions on newspaper before the next session.
- Keep doing time checks; maybe check out with the group at the beginning the time when people *have* to leave. It is important to cover the last section.

Study 2

Listening to the Voices...

Digging Deeper ...

Welcome

2.5

It's good to meet again to continue from our previous discussions. Let us first open in prayer...

Prayer

2.5

Spirit of God,

Be with us as we meet again as a group to dig deeper, to explore our journey as Christians in this land of Aotearoa/New Zealand. We pray for love strength and openness.

Amen

Ice breaker

15

Rotating pairs – What we learnt at school...

In different pairs share your answers to the following questions:

- What memories do you have of learning about cultures other than European/Pakeha?
- What cultures were these?
- What do you recall learning about New Zealand's history from school?
- What words would you use now to describe your knowledge of Maori-Pakeha relations when you left secondary school?

Recapping from Session 1

Look briefly at the final summary sheet for the group discussion (suggest no discussion at this point – maybe selectively read some extracts)

Introducing Session 2

In last week's session we listened to some voices. In this week's session we are going to dig deeper to broaden our understanding of why this issue is topical today. This will involve us looking at the history of New Zealand's constitutional framework. The roots of the current debate on Maori Sovereignty and Constitutional Change are entwined in our past. As we heard in our last session in the story of Jesus and Zacchaeus, Jesus knew that for Zacchaeus to enter God's Realm he had to first face his past actions and resolve them.

Small Group Exercise

30

The Development of New Zealand's Constitution – Building a Big Picture

The key question in this exercise is *"What is New Zealand's Constitution and how did it come into existence?"* This exercise will help us interact with selected snippets of New Zealand's history which reflect the development of our constitutional framework. We will do this in small groups and then share our findings in the whole group. To help us study our past, which is at times complex, we will use a resource to help simplify this task.

Sheet 1 summarises three key phases in the development of New Zealand's Constitutional Framework and summarises the three key groups of actors who were involved in shaping the constitution

Briefly run through Sheet 1, which you may want to summarise on newsprint.

Divide into small groups (preferably four small groups, or alternatively two small groups if there are fewer than eight people), give each group a copy of the instruction sheet (Sheet 1), and;

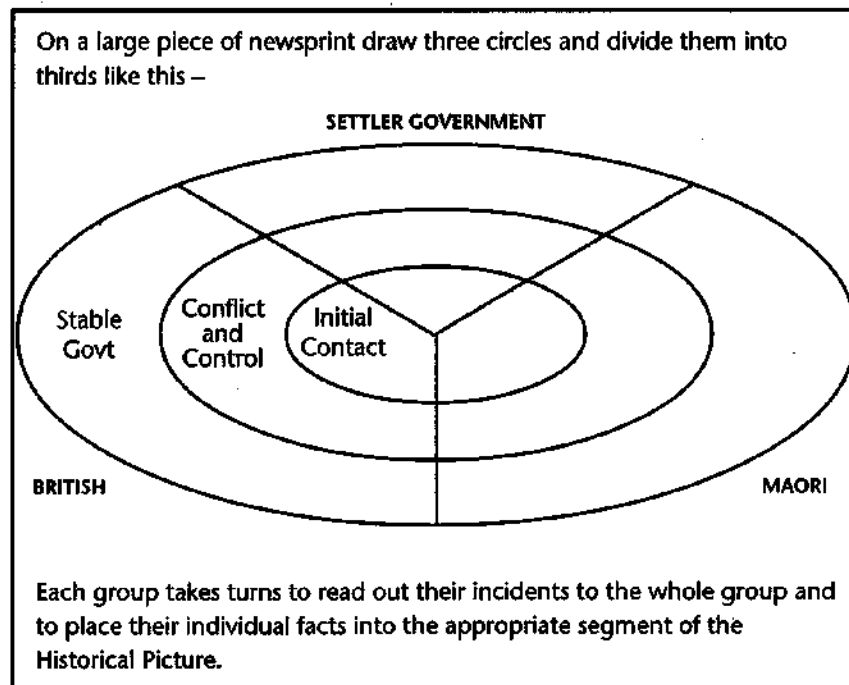
- (i) If there are four small groups – give each group one envelope containing a set of selected historical events that contribute to the development of New Zealand's constitutional framework (Sheets 2, 3, 4, 5,) or;
- (ii) If there are two small groups – give each group an envelope of historical incidents and combine two sets of facts into one envelope.

Instructions for Small Groups:

1. Place each of the historical events in your envelope into one of the three phases described on Sheet 1. (*Note: this may require some discussion, as there are not always clear divisions between the three phases*).
2. Decide who was the key initiator of each event (Maori, British Government, Settler Government).
3. On completion of this, reflect on the following questions:
 - What facts did you already know, what ones didn't you know?
 - Where was the 'Church' in relation to these incidents?
 - What do these facts tell us about today's constitutional framework?

Small Group Feedback and Summary

20



Summary Questions

15

Once all groups have completed filling in the framework, the large group reflects on the following questions:

- What insights do we get from looking at this 'bigger' picture of New Zealand's constitutional development?
- What questions does this exercise raise?
- Where was the Church in this picture – past and present?

Suggested Closing Input for Exercise

Today, most of us just see the outer ring of the picture. This is what is visible and most commonly talked about in the media. This exercise helps us to see the current picture in relation to the centre or core of events which have helped shape the constitutional framework of this country. The debate on Maori Sovereignty and Constitutional Change based on the Treaty of Waitangi is not new. They are issues that relate to the core and are fundamental to the development of our current constitution. In the next and final session we will begin to look at **Choosing a Direction** based on these discussions.

Prayer

5

Suggested reading, Luke 19 v1-5

God,

We are learning that being Christian means looking at the inside as well as the outside, looking at the big picture as well as the little picture, looking for the truth in ourselves and in others. We can at times forget that Jesus showed us how this life can be pursued. When Jesus met Zacchaeus he invited him to take a risk and eat with him. He invited himself to stay in his house – the house of someone not trusted and liked by the community. Jesus makes the same invitation to us. He invites us to look and to listen to what is happening in our lives and in our communities, to dig deeper and to understand the root causes. He invites himself into our living-rooms moving past our comfort zones to new understandings of ourselves and our God.

For this, we give thanks.

Amen

Study 3

Listening to the Voices...

Digging Deeper...

Choosing a Direction ...



Learning Objectives:

- for individuals, to assess learnings and new insights gained through participating in the study group;
- to combine their learnings to formulate some touchstones to guide the future development of New Zealand's constitution;
- to practise applying their touchstones to possible future scenarios.

What you need:

- A copy of the incomplete sentences for the icebreaker written up on newsprint.
- A copy of the incomplete sentences for the recapping exercise written up on newsprint.
- Copies of participants' individual reflection sheets completed during first study.
- Copies of
 - the Mission Statement of the Methodist Church,
 - the 1835 Declaration of Independence,
 - the 1840 Treaty of Waitangi.
- Copies of the future scenarios for small groups.
- List of questions for the whole-group feedback.
- Bible.

Process suggestions:

- The small group discussion to identify touchstones may require some examples in the whole group first and some explanation of what a touchstone is. It may be helpful to substitute the term 'principle' for 'touchstone'.

Study 3

Listening to the Voices... Digging Deeper... Choosing a Direction ...

Welcome

Welcome to this, the final session in the series of three ...

Prayer

2.5

God,

We lead busy lives. During our days we are alongside a wide range of people with their vast variety of needs and challenges. For this session we put on hold the demands placed on our lives; we shift focus to look at wider issues.

Amen

Ice breaker

10

In pairs, take turns to finish the following incomplete sentences:

- In the last week I decided ...
- One thing I find helpful when I am making significant decisions about my future is ...

Introduction

10

In the last two studies we have listened to what different groups of people are saying about Maori Sovereignty and Constitutional Change, and we have studied the history of the development of New Zealand's Constitution. In this session we are going to look at the future to explore what the possibilities may be and through doing this help us clarify possible directions. It is said that to begin to talk about the future is to begin to influence it. How do we as Christians in New Zealand wish to help shape the future of this country?

Recapping on Previous Studies

We will firstly remind ourselves of what we learnt from the last two sessions.

Ask participants individually to complete the following two incomplete sentences – suggest writing them up on newsprint.

1. When I listened to what the different voices are saying in New Zealand I learnt ...
2. When I dug deeper into the history of our constitution I learnt that ...

Individual Reflections

5

Revisiting the sheet entitled 'Where I'm at' (Sheet 1) of Study 1

Redistribute the sheets filled in by participants in Study 1 and allow time to read.

Are there any reflections or comments people would like to share in the group as a result of reading this sheet?

Would you write it differently today?

Small Group Exercise

45

Touchstones for a New Zealand Constitution

Form small groups of three or four people.

In your groups, develop a set of touchstones (key guiding statements) that should underpin New Zealand's constitutional framework.

Helpful reference documents could be –

- the Mission Statement of the Methodist Church,
- the 1835 Declaration of Independence,
- the 1840 Treaty of Waitangi.

Group reading of touchstones – Small groups share their list of touchstones with whole group – Formulate a group set of touchstones – Record on newsprint.

Small Group Exercise

20

'What if...' – Three Scenarios of the Future

Divide into three groups. Each group is given a different scenario for the future (Sheets 1, 2 and 3). Each small group reads the scenario, discusses the questions and works out their response.

Large Group Feedback and Reflection

15

Each group briefly explains their scenario and shares their responses to the questions.

Invite the whole group to reflect on the following questions:

- What were your feelings during the scenarios?
- What thoughts went through your mind?
- What was the significance of the touchstones developed in the previous exercise in your discussion of the scenarios?
- In the light of these discussions, what do we as a group believe are the key touchstones to guide the future development of New Zealand's constitution?

Sharing the Insights from the Studies

5

There is an opportunity now for the group to discuss how they might share something of the studies with the wider Church. Possibilities are:

- a) reflections / prayers / for church newsletter,
- b) sharing something in Sunday Worship: sermon, role play, story, poem, art work,
- c) an information display and written reflections for the Church foyer,
- d) designing worship that explores some of this journey,
- e) sharing a meal as a group,
- f) making a group covenant.

Closing and Prayer

5

Read Luke 19 v1-5.

Group share reading of touchstones.

End with the Blessing.