

KEY MESSAGES

1. The marau ā-kura provides a significant opportunity for Māori communities to develop a localized curriculum that acknowledges mana whenua as a significant reference point in creating a strong sense of cultural and linguistic identity.
2. Kura need to acknowledge first and foremost that they occupy a place and space with a rich local history.
3. Kura need to value and appreciate that a marau ā-kura can provide a reference point for all learners and in particular Māori learners.
4. Ākonga can attribute their sense of identity to iwi/mana whenua by whakapapa or through the location of the kura.
5. Marau ā-kura enables TMoA/NZC to be contextualized in ways that are authentic and meaningful for ākonga.

CONSIDERATIONS FOR MARAU Ā-KURA DEVELOPMENT

Significant landmarks

- What significant landmarks are associated with the kura and the area the kura occupies?
- How are these expressed in pepehā, in waiata, in local stories?
- To what extent are they already catered for in our teaching and learning programmes?
- What other opportunities are there to incorporate them in the way we do things in our kura?

Significant supernatural beings

- What significant beings are associated with iwi/mana whenua?
- What are their stories?
- How are their stories passed on from generation to generation?
- Which stories might we preserve in our learning and teaching programmes and how will we do this?

Significant iwi initiatives (Planning for the future)

- What significant documents and strategies express the aspirations of iwi and mana whenua?
- How might these inform or be incorporated into our teaching and learning programmes?

Significant historical events (Honoring the past)

- What significant historical events have shaped iwi/mana whenua?
- Which significant events do we think that mokopuna need to know about and why?

- How will this be managed in teaching and learning programmes?

Significant personalities

- Who are significant personalities associated with the kura, with iwi/mana whenua?
- What attributes and characteristics of these people do we value and want as attributes for our mokopuna?
- How will we do this?

Significant whakatauki/whakatauāki/tongi

- What are significant whakatauki/whakatauāki associated with the area?
- What role might they play in our kura?

Significant names

- What do we consider to be names of significance that create a sense of iwi/mana whenua identity?
- How might we honour these names in our kura?

Significant activities

- What significant iwi/mana whenua events and activities express our identity and nurture our sense of belonging?
- Which of these might we 'study' or participate in?

Significant icons

- What icons or symbols related to mana whenua or a sense of identity are used by the kura?
- What opportunities do these present for our teaching and learning programmes?

*Better to
experience the
learning rather
than learn about
the experience*