

## CURRICULUM ACTIVITY: Traditional storytelling/Pūrākau Session

Tamariki listen to and retell pūrākau, using props or illustrations to demonstrate comprehension. Kaiako discuss the stories' significance and link them to local history or customs. Taonga tuku iho is demonstrated through preserving and passing on knowledge and cultural values.

**Tikanga Practices:** Taonga tuku iho is portrayed within this scenario through:

- Tamariki share and retell pūrākau in creative ways using props, movement, or art, bringing ancestral stories to life. Through these experiences, they begin to understand the importance of storytelling as a way to preserve and express cultural identity.
- Tamariki make meaningful connections between the values within pūrākau and their own actions and relationships. This helps them recognise how traditional wisdom continues to guide caring and respectful behaviour today.
- Pūrākau are linked to local landmarks, history, and people, grounding the stories in place. Through this, tamariki learn that taonga tuku iho lives within the land, community, and shared memory.

### Kaiako: Questions for Reflection

1. How do you support tamariki to explore and express the deeper meanings, values, and lessons within the pūrākau we share together?
2. In what ways do you invite and empower whānau to contribute their own stories, histories, or cultural narratives, enriching the service's collective understanding of taonga tuku iho?



## WAIATA TUTIRA MAI (Kaitito: Wiremu Te Tau Huata)

Tūtira mai ngā iwi,  
tātou tātou e  
Tūtira mai ngā iwi,  
tātou tātou e  
Whai-a te marama-tanga,  
me te aroha - e ngā iwi!  
Ki-a ko tapa tahi,  
Ki-a ko-tahi rā  
Tātou tātou e  
(Whakahokia - again)  
Tā-tou tā-tou e E!!  
Hi aue hi!

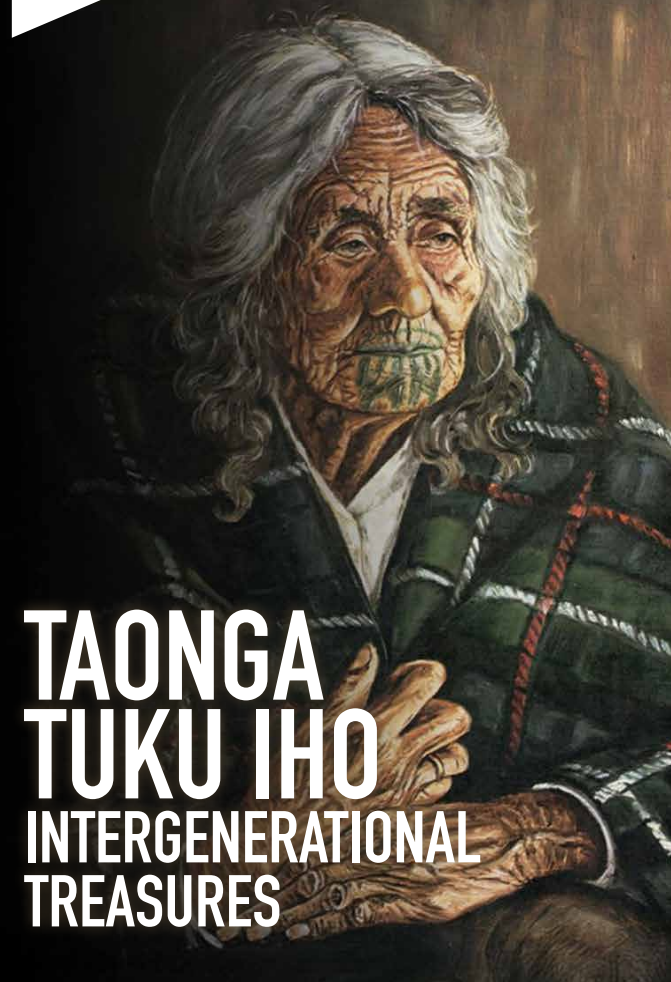
Line up together people  
All of us, all of us  
Stand in rows people  
All of us, all of us  
Seek after knowledge  
and love of others - everyone  
Think as one  
Act as one  
All of us, all of us  
All of us, All of us!!  
Hi aue hi!



Scan to link to Waiata

## Ngā Taonga Whakaako Tikanga Māori – Theory and Practice

Early Childhood Education Contexts



## TAONGA TUKU IHO INTERGENERATIONAL TREASURES

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Child Well-being  
Research Institute

Ako  
AOTEAROA

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# TAONGA TUKU IHO

## INTERGENERATIONAL TREASURES

**Taonga tuku iho** refers to the treasured knowledge, values, language, stories, traditions, and physical objects passed down from ancestors through generations.

These taonga (treasures) connect people to their whakapapa (genealogy), whenua (land), and identity. Taonga tuku iho can include te reo Māori, tikanga (customs), waiata (songs), pūrākau (stories), and cultural practices that shape and guide Māori ways of being. In early learning settings, taonga tuku iho supports tamariki to understand and value their heritage, building strong cultural foundations. By honouring and sharing these treasures, we ensure they are preserved, respected, and carried forward by future generations as part of living culture.



Scan to find out more about these resources



Author One received her moko kauae in 2020 130 years after her Kuia Ngahuia Hona (nee Heta). About the same age as her mokopuna 2.7 years old is when she made up her mind she would get one, now look who is following the trend.



## CURRICULUM ACTIVITY: Music and Performing Arts: Waiata, poi, haka, and traditional instruments

Tamariki explore taonga pūoro and learn traditional waiata, incorporating poi and haka in group sessions. Kaiako explain the history and significance of these treasures, highlighting their connection to ancestors and cultural knowledge. Taonga tuku iho is practised as tamariki gain appreciation for cultural heritage and the responsibility to uphold and celebrate it.

### Tikanga Practices: Taonga tuku iho is observed through tamariki:

- Learn to make or mend the poi, tīrakau, tītītōrea, taiaha, mere, patu resources that belong to the centre.
- Portray respect and care for all these taonga, recognising their cultural and spiritual significance.
- Exploring taonga pūoro, waiata, poi, and haka as living treasures that connect them to the hāpori (community) events; to their sibling's engagements at their schools e.g.: school pōwhiri, Manu Kōrero, Kapa Haka events.

### Kaiako: Questions for Reflection

1. How do you ensure tamariki experience taonga tuku iho as living knowledge rather than as performance or display?
2. In what ways do you model respect and responsibility for cultural treasures, and encourage tamariki to do the same?

## CURRICULUM AREA: Cultural Arts and Weaving

Tamariki practise weaving flax or paper strips into simple mats or patterns, guided by kaiako. They learn about traditional designs and the meaning behind motifs. Taonga tuku iho is expressed as children gain understanding and respect for cultural treasures and practices.

### Tikanga Practices: Taonga tuku iho is evident here:

- Tamariki develop awareness of the stories, symbols, and meanings woven into traditional designs, understanding that each pattern carries whakapapa and history.
- Through practising weaving, tamariki engage in skills passed down from tūpuna (ancestors), valuing the knowledge and artistry of those who came before.
- Whanaungatanga is strengthened as tamariki and kaiako share, create, and learn together, reflecting the collective spirit of traditional weaving practices.

### Kaiako: Questions for Reflection

1. How do you introduce tamariki to the tikanga of weaving, including respect for harakeke, and the stories and values that accompany these practices?
2. In what ways do you support tamariki to explore traditional patterns and techniques while nurturing their own creativity and expression?

