

CURRICULUM ACTIVITY: Years 7–8

Cultural Treasures and Heritage

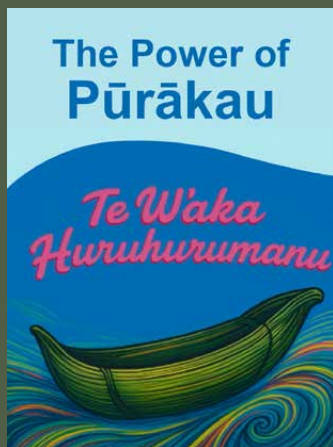
Ākonga research a specific taonga or pūrākau and present their findings in a creative format. They explain the history, symbolism, and contemporary relevance. Taonga Tuku Iho is demonstrated as students deepen their understanding and respect for Māori cultural knowledge.

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

- Through *rangatiratanga*, ākonga take responsibility for researching and presenting taonga, showing leadership, respect, and integrity in representing ancestral stories and their modern meanings.
- Using *whanaungatanga*, ākonga collaborate to interpret pūrākau, valuing multiple perspectives and strengthening collective understanding of Māori knowledge across time and context.
- Guided by *mātauranga*, ākonga connect historical symbolism to contemporary issues, recognising taonga tuku iho as living knowledge that shapes identity, creativity, and innovation today.

Kaiako: Questions for Reflection

1. How can you support ākonga to research, interpret, and present taonga or pūrākau with cultural sensitivity and depth?
2. In what ways can you assist ākonga to see taonga tuku iho as knowledge that informs contemporary life?
3. How can you encourage critical thinking about how heritage and innovation can coexist?



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!

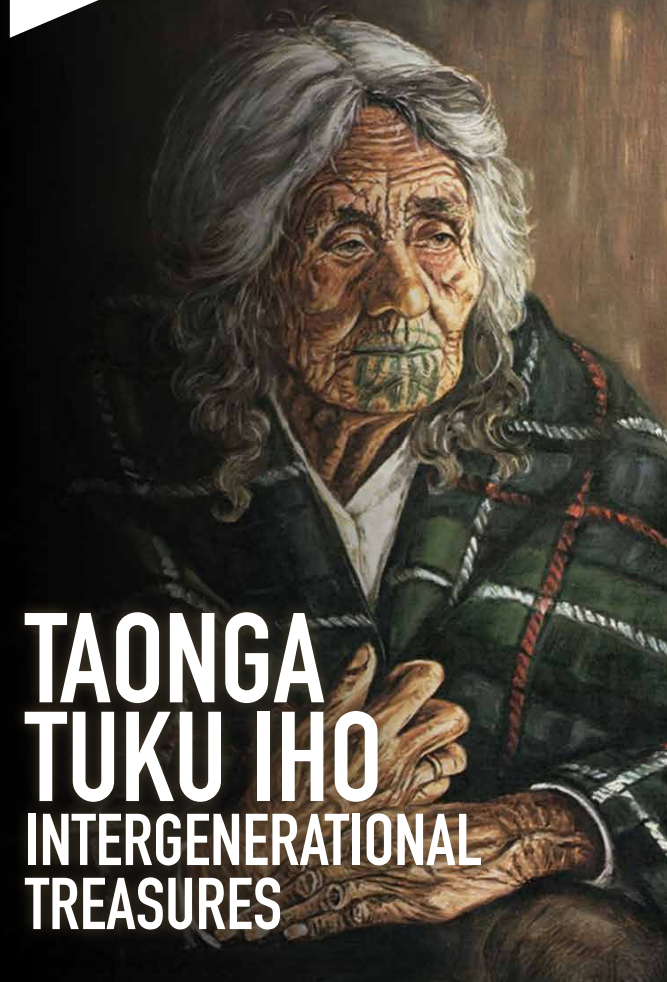


Scan to link to Waiata

Ngā Taonga Whakaako

Tikanga Māori – Theory and Practice

Primary School Contexts



UC
UNIVERSITY OF
CANTERBURY

Te Kāhui Pā Harakeke
Child Well-being
Research Institute

Ako
AOTEAROA

Authors: Ngaroma M. Williams, Tracy Dayman, Lana R. Williams, 2025.

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). Her 6-year-old moko wants to always have her display her moko for school kapahaka performances. She tells her Nan "I'm getting my own moko too".

Front: Kuia of Author 1 – Moko Kauae



CURRICULUM ACTIVITY: Years 1–3

Cultural Treasures and Heritage

Tamariki learn a simple waiata with actions and discuss what it teaches about people or nature. They create drawings inspired by the song or story. Taonga Tuku Iho is applied as children begin to understand cultural treasures and their importance.

Tikanga Practices: Taonga tuku iho is observed through tamariki:

- Through the principle of **ako**, tamariki learn a waiata that connects them to nature, fostering mutual learning, respect, and shared responsibility for caring for their environment.
- Using **whanaungatanga**, tamariki work together to illustrate waiata meanings, strengthening relationships and collective understanding of people, places, and the natural world.
- By practising **manaakitanga**, tamariki show care through song and art, valuing each other's contributions and recognising cultural treasures as living expressions of identity and belonging.

Kaiako: Questions for Reflection

1. How do you make waiata, pūrākau, or art activities meaningful by linking them to people and places?
2. In what ways can you nurture curiosity and respect for cultural traditions and taonga?
3. How do you encourage tamariki to share their own stories or cultural treasures from home?

CURRICULUM AREA: Years 4–6

Cultural Treasures and Heritage

Tamariki explore traditional instruments or weaving, learning how designs and sounds carry knowledge. They practise techniques and discuss their meaning. Taonga Tuku Iho is enacted as students gain skills and appreciation for cultural heritage.

Tikanga Practices: Taonga tuku iho is evident here:

- Through **wānanga**, tamariki explore weaving and instruments by sharing ideas and reflecting on ancestral knowledge, deepening understanding of how culture and creativity connect across generations.
- Using **mahi** toi, tamariki practise traditional designs and sounds with care, recognising artistic expression as a sacred process that preserves identity and whakapapa.
- Guided by **ako** and whakapapa, tamariki can connect past and present through hands-on practice, realising their role in keeping cultural heritage alive and relevant today.

Kaiako: Questions for Reflection

1. How do you connect practical activities like weaving or music-making to the stories and meanings behind them?
2. In what ways can you highlight the continuity between past and present cultural practices?
3. How can you affirm diverse identities and contributions through taonga tuku iho learning?

