



# **Te Oraka Naming Presentation**

# Mana Whenua

Te Rūnanga o Ngāi Tahu

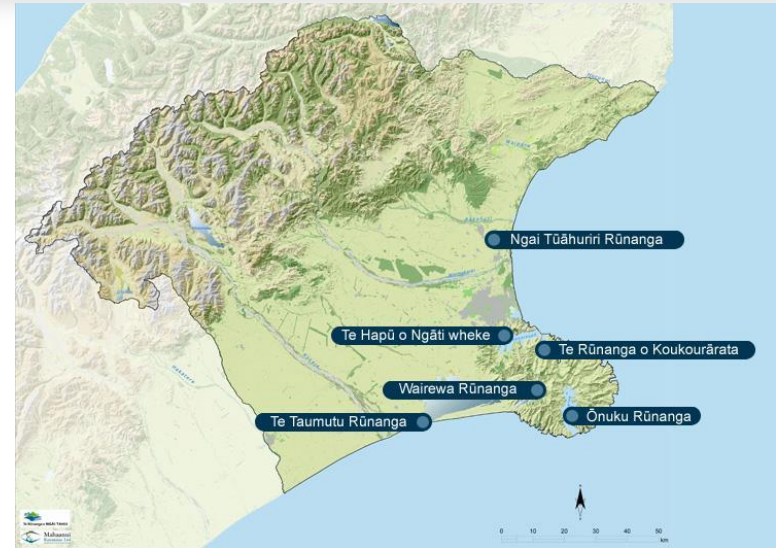
## Ngā Papatipu Rūnanga Map



Te Rūnanga o NGĀI TAHU

# Mana Whenua

- *Te Rūnanga o Ngāi Tahu is a Treaty partner with the crown, including the Canterbury EQ Recovery Authority*
- *TRONT has mandated an education advisory board - Mātauraka Mahaanui to guide education renewal in Waitaha and represent collective 'mana whenua' and Māori interest*



<https://www.matauraka.co.nz/>

<https://tetaumuturunanga.iwi.nz/>



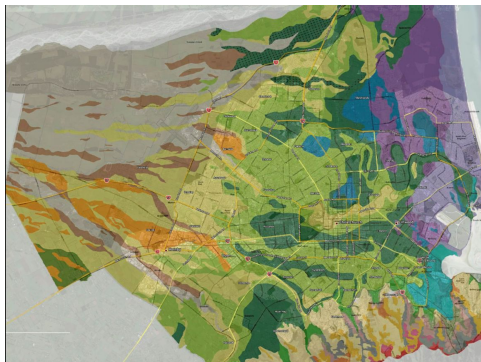


# Cultural Narratives

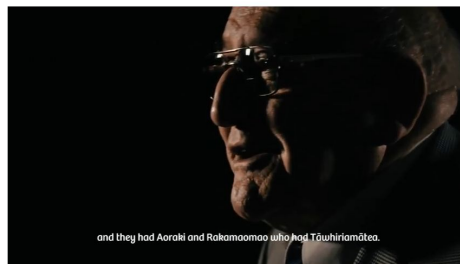
- to assist in providing options for informing the naming and design of the ‘Schools’ and their associated environments.
- to recognise their relationship of the mana whenua (Ngai Tūāhuriri) while providing relevant information on their historical relationship to the area.
- Informed by Ngāi Tahu historians, environmental scientists, manuscripts, archival material.

Click [here](#) for an overview of cultural narratives and their purpose

# Research



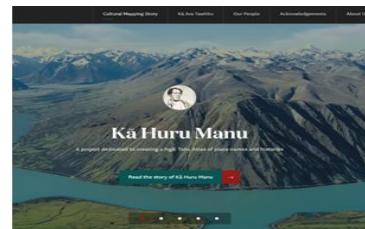
<http://lucas-associates.co.nz/ecosystems/img/map-main-lrg.jpg>



Te Whakataunga - Celebrating Te Kerēme - the Ngāi Tahu Claim

Te Whakataunga - Celebrating Te  
Kerēme  
- the Ngāi Tahu claim

<https://www.youtube.com/watch?v=eUW3sp2CKU0>



<http://www.kahurumanu.co.nz/>



## The Matapopore Story

### Cultural Narrative in Christchurch City

Matapopore provide advice and interpretation on the Ngāi Tōāhuriri/Ngāi Tahu historical narratives in city developments. **Click** on the images for more information about each location. **Watch** the video below to hear Matapopore and Ngāi Tahu artists discuss the integration of identity and culture through Māori art.

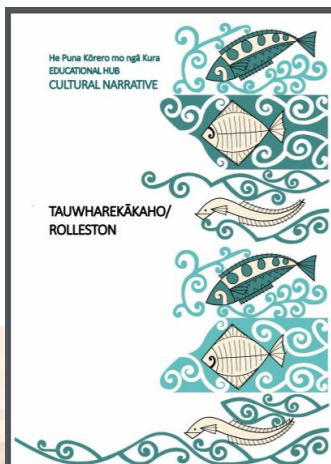
WATCH VIDEO

WALKING TOUR

TŪRANGA TILES

TĀKARO-Ā-POI

# Considerations



## SHIRLEY INTERMEDIATE ON FIRE FOR LEARNING

Ideas and considerations for detailed design and naming for

Hereora Cluster of Schools

A Ngāi Tūāhuriri Perspective



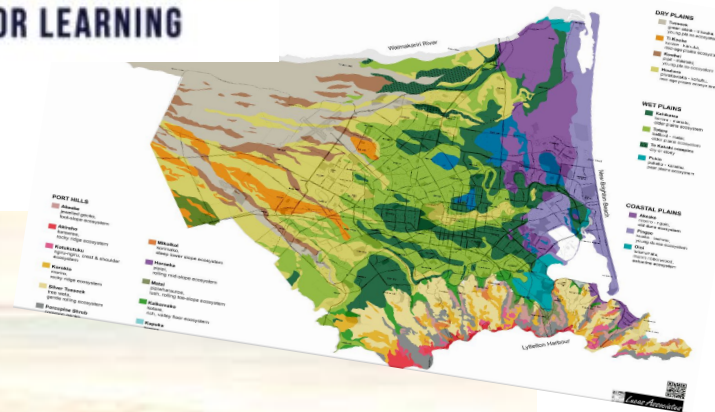
An Example of Modern Māori Learning Environments  
and associated Cultural Identifiers



Te Whare Māhauāi  
Teahāhi Marae  
Home of Ngāi Tūāhuriri Mana Whenua

### DISCLAIMER

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*Whenua, Cultural Narrative, School Vision & Values and history*

# Noted Outcomes



- Increased sense of ownership/belonging to the place
  - 'Names are relevant and real'
  - 'Names come to life'
  - 'We are connected to our place'
  - 'We understand the flora and fauna of our area'
- Growth of cultural understanding and competency
- Developing culturally located curriculum
- Environment reflective of Māori language and culture

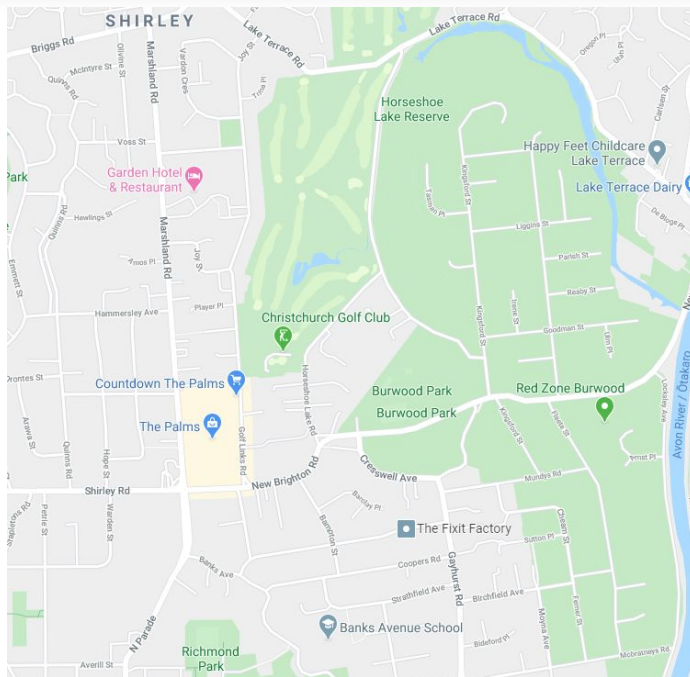




## Our Mission

“Empowering Ngāi Tahutanga and all that it encompasses in to the physical spaces, curriculum and hearts and minds moving through the education system.”

# Sites of Significance



## Te Oraka (Te Oranga, Waikākāriki) "Horseshoe Lake"

*Waikākāriki (Horseshoe Lake) was part of the extensive network of kāinga mahinga kai (food-gathering places) located throughout the extensive wetlands of Ōtākaro (the Avon River) and Ōpāwaho (the Heathcote River).*

*Whakaomaraki is the branch of the Ōtākaro at Waikākāriki. In 1868 Aperehama Te Aika from Tuahiwi claimed a fishing reserve at Waikākāriki in the Native Land Court, which the Court dismissed on the basis that it had already been sold.*



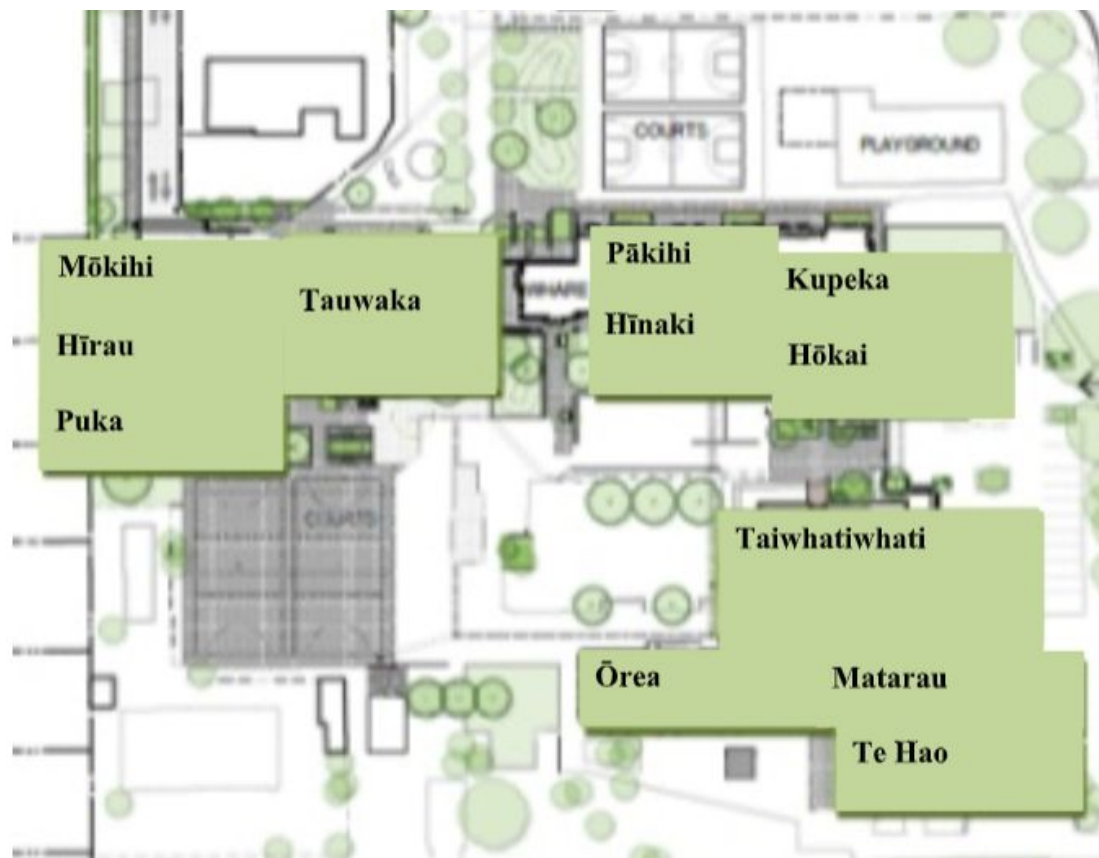
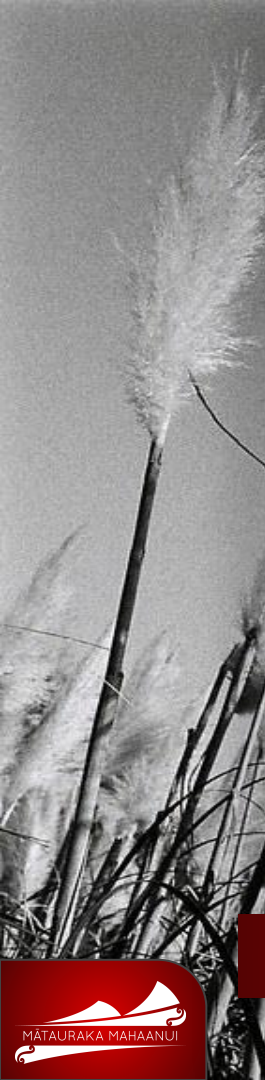
# The Process - Finding an appropriate theme

- The school name, Te Oraka
- Te Oraka (horseshoe lake) is a nearby body of water and a known mahika kai for Kāi Tahu iwi.
- Another name for Te Oraka is Waikākāriki. In pre-European times Waikākāriki was the site of a significant Māori settlement called Te Oraka.
- The lake was called Waikākāriki; wai means water and kākāriki has various meanings including green, a type of green lizard or a green parakeet or parrot.
- Traditional wetland species predominate at Horseshoe Lake were eels, perch, flounder and trout inhabit the water whilst pukeko, ducks of all descriptions, kingfishers and numerous woodland birds can all be seen at various times (Tūāhuriri Rūnanga, 2015).



**The building names chosen are created with the aspiration of developing the students/schools understanding of mahika kai from Te Oraka**

**Building names directly link to Te Oraka Reserve through the naming theme of traditional fauna and Māori history of that area.**



Map of Te Kura o .....

# SUGGESTED NAMES

**Names within Block 1 are relating to the mahika kai of pātiki (native flounder).  
The new block has been themed around tuna (eels).**

# Tauwaka



## **Tauwaka**

Tauwaka is the name suggested for the admin block. One definition of the word tau can be to rest; and waka meaning canoe, tauwaka is the resting place of the canoe in reference to the waka that was found at the junction of Waikākāriki.

Admin Block

# Mōkihi



## Mōkihi

Mōkihi is a specific type of river canoe that was used by Ngāi Tahu and mainly made with raupō leaves. Mōkihi are made by binding several raupō leaves all together, creating a buoyant vessel used in mahika kai (food gathering). In the case of the staffroom, mōkihi leaves can reference the large amount of staff at Te Oraka binding together and completing the daily tasks of school. Staffroom

# Hīrau



## Hīrau

Hīrau in te reo Māori can translate to the English word paddle. A similar word is 'hoe'. Hīrau has been suggested for the boardroom as a metaphor for the potential meetings to be held in this room; steering the schools direction, and paddling towards school aspirations.  
Boardroom

# Puka



## Puka

Puka is the Kāi Tahu dialect for the word Punga in te reo Māori and can be known as anchor in English. The meeting room is suggested to be called puka as an analogy of the conversations to be held within this room; discussions, collating and eventually anchoring ideas.

Meeting Room

# SUGGESTED NAMES

For the BOT and Kura to consider

# Pātiki



## Pātiki

It is suggested that Block 1 be named Pātiki after the abundance of pātiki found in Waikākāriki. This was traditionally a mahika kai for Ngāi Tahu. Nets and spears are some of the tools used to catch this type of fish.

# Hīnaki



## Hīnaki

The library has been suggested to be called Hīnaki (net) as it is situated within the Pātiki building. Hīnaki are one way to gather pātiki for kai. This can also be a metaphor for gathering information.

Library

# Hōkai



## Hōkai

Base 1 within the Pātiki building is suggested to be named Hōkai. A hōkai is an apparatus used to keep the hīnaki in place. Hīnaki were used to catch ika (fish) as a source of mahika kai.

Block 1: Base 1

# SUGGESTED NAMES

For the BOT and Kura to consider

# Kupeka



## Kupeka

Kupeka in the Ngāi Tahu dialect for the word kupenga, meaning net. Kupeka were used to catch an array of fish including the pātiki like the name of this building that Kupeka resides in. Base 2 is suggested to be named Kupeka in relation to a net being one way to catch pātiki as mahika kai.

Block 1: Base 2

# Taiwhatiwhati



## **Taiwhatiwhati**

Taiwhatiwhati is a Māori name for shellfish and is also a mahika kai. The word whatiwhati on its own can mean to gather, linking the idea of traditional Ngāi Tahu mahika kai with the concept of gathering. Gathering school community into this space for assemblies/prizegiving's etc. Hall

# Ōrea



## Ōrea

Ōrea is a name for the long-finned eel. Eels, having many species are highly regarded creatures and source of mahika kai for Ngāi Tahu iwi.

New Block

# Matarau



## **Matarau**

Matarau is a type of spear used to catch eels. Base 1 is suggested to be called this in relation to the tuna theme as a mahika kai found within the area of Waikākāriki.  
New Block: Base 1

# Te Hao



## Te Hao

Hao is another type of net that can be used to gather mahika kai. Te hao means net and in this case can relate to students filling their nets with knowledge within their classroom.  
New Block: Base 2



*We ask if these names are  
accepted, they are  
explained on the school  
**website.***

*Please **do not** abbreviate  
the names.*



“

# Ekea te pae Kahukura”

*Ascend to the heights of  
excellence*

# Potential Next Steps

- **Place Based Curriculum**
  - Growth stages and traditional/modern uses of flora/fauna
  - Visit to key sites of significance
  - Student led development of resources, explaining names/narrative, and or design work
  -
- Continued development of **'school culture'**
  - Plan for potential PD opportunities for staff / BOT
  - School waiata/haka
  - Logo, uniforms...
  - Woven through school life - not a one off 'unit'



# E mihi ana

**Any questions?**

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