

Education Strategy – Te Awahou Nieuwe Stroom

Vision

Tamaiti / rangatahi experience something precious that is unique to the Te Awahou Nieuwe Stroom partnership - via an interactive experience of participation in authentic living cultures.¹

Mission

Whaowhia te kete mātauranga. Fill the basket of knowledge. Emphasise the importance of education and knowledge.²

Strategy

Our education strategy identifies various spaces to teach from, potential people involved in the provision of an education programme, consultation to ensure the education programme is relevant, and education programme resources that are the basis of a curriculum centred educational programme for touring school groups within Te Awahou Nieuwe Stroom's Piriharakeke Generation Inspiration Centre, Oranjehof Dutch Connection Centre and the Foxton Community Hub.

Spaces

Overview

The content within the Te Awahou Nieuwe Stroom partnership spaces identified below are thematically designed, meaning the visitor or touring group experiences the exhibitions as a logical journey within each respective space. There are many themes with a lot of detailed information, that also reference out into the immediate and wider landscapes.

Our strategy suggests that a starting point in developing an education programme for each respective delivery is broader based. We aim to move towards further development of the education programme, focusing on one or a selection of thematic details – catering for specific learning requests from schools.

Further development can explore the possibility of an education programme that starts at Te Awahou Nieuwe Stroom, and then allows movement to spaces outside Te Awahou Nieuwe Stroom – whether close or further afield.

¹ DRAFT VISION Extracted from the Toku Kāinga Onze Plek Our Beautiful Place booklet page 12.

²<https://inspiringcommunities.org.nz/wp-content/uploads/2018/09/Inspiring-Communities-%E2%80%93-Whakatauki-information-sheet.pdf>



Space 1: Piriharakeke Generation Inspiration Centre

Vision: Piriharakeke is a legacy by which we chose to symbolise the retention of all that is precious. Of what remains we restore. Off what we value, we share.³

Touring school groups to Piriharakeke will gain inspiration in their lives by experiencing a Ngāti Raukawa ki Te Tonga worldview of te reo Maori, taonga, iwi origins, history, mahi, toi, whakapapa, kaitiakitanga, and much more.



³ DRAFT VISION Awhina Tamarapa. Piriharakeke Generation Inspiration centre Concept Development Document, 2015.



Space 2: Oranjehof

Vision: “Share, with pride, the inspirational stories about the many lively connections between Nederlanders and New Zealanders. To create a greater awareness and deeper understanding of our common past, present and future.”⁴

The stories of the Dutch migrants and their descendants in Oranjehof are all about building a life in a new home country, about resilience and a culture linked to Dutch heritage.

Oranjehof is the place – onze plek – where we’ve made the ‘Invisible Immigrants’ visible again. These industrious new arrivals influenced our nation – in the arts and design, dance, religion, food, business, agriculture and horticulture, and much more. Today, one in every 40 or so New Zealanders has a ‘Dutch’ background.⁵



⁴ Constitution of the Dutch Connection Museum centre Incorporated Charitable Trust document. Page 4.

⁵ Demographics: The Case of Dutch Kiwis. Research Report No.4/2011. By Suzan Van der Pas and Jacques Poot.



**Te Awahou
Nieuwe Stroom**

Space 3: Foxton Community Hub

Vision: Working together, to take Horowhenua from good to great.

Incorporating the Foxton library and Heritage Room, this space showcases pioneering efforts and local history, including the flax industry, local port activities, Save Our River Trust objectives, reflections on the wetlands bird reserve of international significance, and local Foxton heritage.

Our Spaces – Key Learning Objectives

All of these spaces are structured around themes containing kōrero in a variety of exhibition formats.

Together they present a consistent and rich resource, which suits a well-developed Education Programme.

1. Phase 1: Develop a *broad based* Education Programme with learning experiences that align with the Aotearoa NZ Histories Curriculum through a basic accompanying educational brochure.
2. Phase 2: Develop a *thematic based* Education Programme with a more detailed accompanying brochure and additional education resources.
3. Explore potential. Following consultation, create an Education Programme packaged into a promotional brochure highlighting exhibition themes, which have drop down headings to cover thematic detail.

People

These are the groups of people involved in the creation of an Education Programme: educators, teachers, students, and contributors.

Educators

Within Te Awahou Nieuwe Stroom we prefer that kōrero is shared by those who are from those places. For instance we prefer the themes with Piriharakeke to be shared with the public by local Māori, and likewise with Dutch within the Oranjehof space.

Visitors and touring groups should therefore interact with an educator who provides an authentic cultural perspective, as opposed to an objective perspective.

Therefore this strategy recommends two educators are employed, at least one fluent in Te Reo Māori and whakapapa links to Ngāti Raukawa or connections to Te Awahou Foxton.

Teachers

Teachers will generally initiate the visit with Te Awahou Nieuwe Stroom, design their outing, advise of relevant kaupapa the children are learning, and advise of details of the tour. Contact should be made with teachers as pre-tour consultation to explain the facility's complete offering, and to stimulate post-tour feedback surveys.

Students

Seek to attract Kura Kaupapa Maori and mainstream education from primary school levels as well as secondary schools – e.g. Year 1 to Year 13 – who bring with them varying levels of interest and different learning styles.

Contributors

These are the whānau, friends and specialists who supported the process of bringing the various museum themed content to fruition. These people are located out in the field as practitioners or kaitiaki, and should be considered also as an integral part of an educational experience for future exploration.

Key Objectives

1. Employ two part-time educators for Piriharakeke and Oranjehof Museums.

Consultation

Consultation should occur prior to the development of any Education Programme and activities and resources within Te Awahou Nieuwe Stroom. Talking to teachers is key, to understand expectations when visiting Te Awahou Nieuwe Stroom.

A relevant group to consult with is the [Horowhenua Kahui Ako](#);

‘Our vision is working in partnership with our local iwi to create a community of learners in which learning is engaging, empowering and success- making for our diverse population. We are Horowhenua Kāhui Ako and work with our Iwi partners, Muaūpoko and Ngāti Raukawa. Our combined (Taitoko and Kerekere) Kāhui Ako comprise nineteen schools and twelve early Childhood Centres⁶.

Key Objectives

Consult with teachers via Horowhenua Kahui Ako regarding:

1. How could the Te Awahou Nieuwe Stroom education programme best align with school curriculums.
2. How could the Te Awahou Nieuwe Stroom education programme best align with various learning styles and ages.

⁶ Horowhenua Kahui Ako website (as linked above)

Resources

National Services Te Paerangi

We will provide resources to support the development of an education programme, as per: [National Services Te Paerangi Developing a Public Programme and Education Programme](#)

[Aotearoa New Zealand's Histories in New Zealand Curriculum Draft](#)

Consideration should be given to the new (draft) Histories Curriculum content, which is structured on three elements: Understand - Know - Do.

Various kaupapa across Piriharakeke Generation Inspiration Centre connect to the broader structure and can highlight in detail the Ngāti Raukawa ki Te Tonga perspectives.

In some cases comparative elements can be identified within both Piriharakeke, Oranjehof and the Foxton Community Hub, as per the table below:

Understand: Three big ideas	Know: Three national contexts / Local context	Do: Three inquiry practises
<ol style="list-style-type: none"> 1. Māori History or specifically Ngāti Raukawa ki Te Tonga perspectives 2. Colonisation and Rangatiratanga 3. Power, mobility, migration and identity 	<ol style="list-style-type: none"> 1. Whakapapa/Identity 2. Ūkaipōtanga and Kaitiakitanga 3. Tiriti o Waitangi 4. Rohe 	<ol style="list-style-type: none"> 1. Highlight sequential events across three partnership spaces 2. Sources of information based on stakeholder input. 3. Explicit examples within three partnership spaces - to challenge attitudes and values, and make ethical judgements.

Key Objectives

1. The education programme should contain a variety of activities suitable for Year 1 to 13 students including a variety of ways of engaging with various content thereby supporting different ways of learning and levels of interest.
2. The activities should be structured around a 20-30 minute duration tour for each space with flexibility - Giving teachers the option to add an additional, more generic 1-hour educational session
3. Creation of an Education Programme across the various themes within Te Awahou Nieuwe Stroom by the respective educator will utilise the National Services Te Paerangi Education Programme. Museum Hardship funding is available to start with creating initial resources:
 - a) Educator / Translator work
 - b) Graphic Design / Printing
4. Te Awahou Nieuwe Stroom has applied for LEC Funding from for two part-time educators, which will be key to delivering on our Education Strategy.