Ahuahu - Great Mercury Island

2018-2040

Tūhura Ahuahu: Tūhura Tikanga

Exploring Ahuahu: Exploring Culture

The Ahuahu Context: Overview – Part 1
V1: July, 2017
Education MBAS

Guiding Statement

“Every student, member of our staff, parent/guardian and member of our school community will, during the learning journey of their (our) young ones learn about, experience, understand and contribute to the uniqueness of Ahuahu – Great Mercury Island” through:

1. The development of quality, mutually respectful and sustained relationships with the other four partners in this educational journey.
   - The Island owners – Sir Michael Fay; Mr David Richwhite
   - The Tangata Whenua – Ngati Hei
   - The Department of Conservation
   - Tertiary Institutes: Waikato University; Auckland University; Te Wananga Aotearoa; Polytechnics

2. An education plan that spans 22 years [2018-2040: The Bicentenary of the signing of the Treaty of Waitangi], and which draws on the richness within and from the New Zealand Curriculum (2007), and which details an explicit annual focus in the 13 year (plus) learning journey of our tamariki at our kura. The flavor of this biennial curriculum will be drawn from, but not limited to:
   - Year A: Tūhura Ahuahu: Exploring Ahuahu
     - Science, The technologies, Mathematics with Engineering” (STEM): Natural Biological & Physical systems: Ecological strand and mathematics [incorporating other scientific inquiry strands] on and around Ahuahu
   - Year B: Tūhura Tikanga: Exploring Culture
     - Te Reo Māori, Te Ao Māori, Tikanga Māori strands [incorporating Ngati Hei lore, tikanga, kawa, archaeological understandings], Social Sciences, English, The Arts, Health and Physical Education
3. The deliberate engagement in two explicit learning strands:
   • All that which touches and incorporates us gaining deeper understanding of all elements of Ahuahu, including, for instance, Island “restoration” – Ecology, Economics, Plant (and other organism) Ecology – propagation, care, transplantation, and more
   • All that which touches the development of our understand of the history, tikanga, Ngati Hei kawa and lore of Ahuahu, through engaging in Te Reo Māori, Te Ao Māori, Tikanga Māori

4. Providing an experimental, residential opportunity for our students, staff, members of our school community whilst we explore and understand the Ahuahu Context

5. Crafting purposeful, sustained links with all the partners – the Island Owners, Department of Conservation, Ngati Hei, and tertiary institutes including universities, polytechnics, local employers, businesses etc.

6. Creating and delivering engagement opportunities for all our young people including those in the 18-24 year old bracket through internships, experiences – skills and learning – that will take them toward qualifications on the NZQF at Level 3 and 4 and beyond.

7. “and more”...
Points that come to mind include –

- Making connections with Ngati Hei as Tangata whenua of Ahuahu
- Listen to, gather, keep sacred and pure the lore of Ngati Hei as it relates to Ahuahu in all our learning and teaching
- Understand the “developing” history of Ahuahu as well as the ancient histories, lore, kaupapa, tikanga of Ahuahu and Ngati Hei
- Support Ngati Hei as the Tangata whenua in all matters relating to Ahuahu and its development over the next 22 years (and beyond).
- Incorporate Ngati Hei kawa completely into our kura
- Assist with recording any histories, stories, understandings (Digital archive too)
- Acknowledge and respect past marae, urupa and tapu sites on Ahuahu in every connection with Ahuahu
- ...

Ngati Hei
Tertiary Institutes
Universities of Waikato, Auckland, Te Wananga Aotearoa, Polytechnics

We need to explore these relationships and connections.

Some things that come to mind are:

- Link with faculties in Universities of Waikato and Auckland re: Ecology, Economics, tourism … (and much more)
  - Te Wānanga Aotearoa - Te Reo Māori, Te Ao Māori, Tikanga Māori
  - Polytechnics – Wintec, Bay of Plenty Polytech, PCIT
- Connecting with University of Waikato as our “local” university in all the dimensions available through this curriculum
- Getting detail and becoming familiar with “The story of Ahuahu” to date – Māori; Pākeha
- Engaging in the current work stream with UoA – School of Archaeology
- Engaging in the future work stream with UoA – School of Archaeology
- Build relationships which could lead to our school offering quality senior learning programmes in Socio-anthropology with respect to Ahuahu
- Bring this learning information and lore into our curriculum, understanding the importance of Ahuahu and contributing to its gentle unwrapping
- Assist with “publishing” “our”/”the” story
- Establish Internships for Senior Students in, with and through the tertiary institutes
- …
Island Owners: Fay Richwhite

Past conversations have led to some of the following points:

- A Coverted Island: a National legacy
- Open to restricted, permitted use by, to, for various “partners” – Education being one of these

Conversations included:

- Long term Educational study of the Island in all dimensions at School plus University levels
- “Ecotourism” to support the island’s kaupapa
- The need to retain pest free status
- The pivotal link in the archipelago chain of the off shore islands
- The special place of Ngati Hei in Ahauahu that needs to be supported, retained, acknowledged, celebrated in all we do [especially within Education]
- Neither in the control of DoC nor Auckland City Council – ie an ongoing (gazetted) independence as one would find in a “World Heritage Park”
- Providing real authentic learning experiences for our tamariki that can contribute into the development and welfare of Ahuahu, including, but not limited to, connections with our:
  - Building Carpentry and Allied Trades Academy for the construction of ‘onsite’ facilities / structures
  - Engineering academy for metal fabrication tasks required on the Island
  - Internship for our Agriculture, Apiculture students – assisting in the management of Ahuahu
  - Engagement of our Marine Academy to assist with longer term studies of inner shore ecology
  - Engagement with our horticulture students in plant pest identification and eradication
  - Engagement with our whole school in the propagation of Ahauahu flora and its replanting over a 20-year (plus) period.
  - Inculcating in every MBAS student the opportunity to contribute richly into the future ie through selfless action and high quality contribution and citizenship
  - Working with our business /economics / tourism students to understand and perhaps contribute into the current and forward business mould of Ahuahu
Working in the Arts space – eg photographic imaging of Ahuahu, visual arts, media, digital documentary of the longitudinal development of Ahuahu; recording of the lore, arts, artefacts associated with this project over time

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The Ahuahu Context: Overview

- The Island is pest free [some pest invertebrate / plant species remain, but mammalian pests have been eradicated]
- There is a commitment to keep Ahuahu pest-free as part of the archipelago of offshore islands.
- Growing in our young people an authentic understanding of island ecology and the mahi of Island restoration
- Contributing to the collection of Ahuahu genetic plant stock, its propagation and return to the Island over a 22 year period – such that, in perpetuity, MBAS would be a key partner to the revegetation of Ahuahu
- Our school can link with DoC in many ways – but not limited to:
  - Bird life survey
  - Marine life survey – targeted areas – long-time surveys (20 years)
  - Survey of invertebrates and plants
  - Identification and removal of plant pests
  - Study of ecological succession (natural & induced) on the island
- Engagement in the long term work plan of DoC associated with Ahuahu and the islands of the Mercury archipelago
- ...