

a note to readers for essays:

waewae taku haere: stepping into belonging in storied landscapes

and

whakamana: embracing uncertainty in relationally responsible spatial design studio pedagogy for a flourishing aotearoa

These two essays and the projects they discuss exist in relation to one another. Both emerge from the Spatial Design undergraduate programme at Te Kunenga ki Pūrehuroa Massey University, in Te Whanganui-a-Tara Wellington, Aotearoa New Zealand. They describe two approaches to spatial design pedagogy embedded in place, in indigeneity, and in bicultural partnership. The first—*Waewae taku haere*—describes Indigenous modes of learning and coming to belong to place that are immersive, embodied, and collective. The second—*Whakamana*—explores expanded partnership modes of learning and design that are mana-enhancing, restorative, and regenerative. The different tones of the two essays reflect two complementary aspects of the work we are doing to decolonise and re-indigenise spatial design pedagogy, in ways that build on existing stories of place. At the heart of this work is an aspiration to create relationally responsible design communities in which Indigenous and non-Indigenous designers and knowledge-holders work together to shape flourishing futures. First, however, we must look to the stories in the land, and become attuned to working with(in) Indigenous paradigms. Shaking loose the certainty of dominant paradigms makes room for the possibilities that lie in uncertain, plural, and more-than-human ways of knowing, being, and designing

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