



Te hononga ki te marae: Connecting early learning centres with their local marae.

Presented by

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TE WHARE WĀNANGA O WAIRAKA

# Te kaupapa

- ▶ *To guide one or two early learning centres to establish relationships with kuia and kaumatua of their local marae and possibilities for developing te reo Māori me ona tīkanga.*



Hoani Waititi Marae

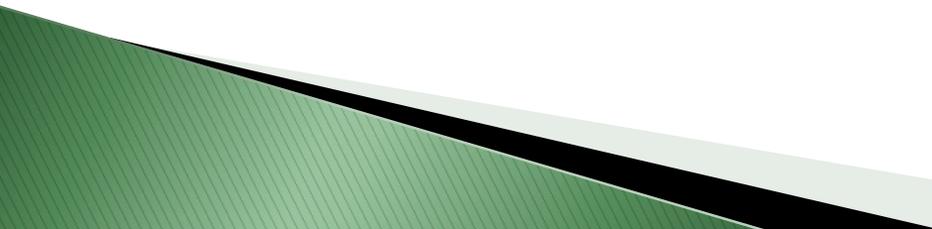
Picture Credit [www.naumaiplace.com](http://www.naumaiplace.com)

# Ngā pātai

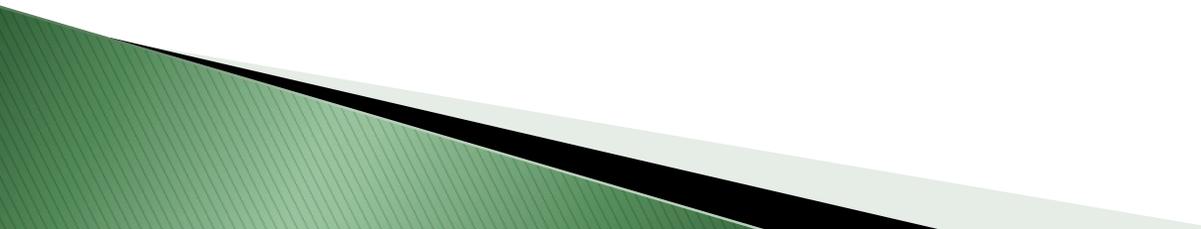


- ▶ *How do the researchers establish a relationship with the marae, kuia and kaumatua?*
- ▶ *How is the early learning centre connecting with its local marae to develop and support its bicultural teaching practice?*
- ▶ *How can we support the relationship between the marae, kuia and kaumatua with an early learning centre/s?*

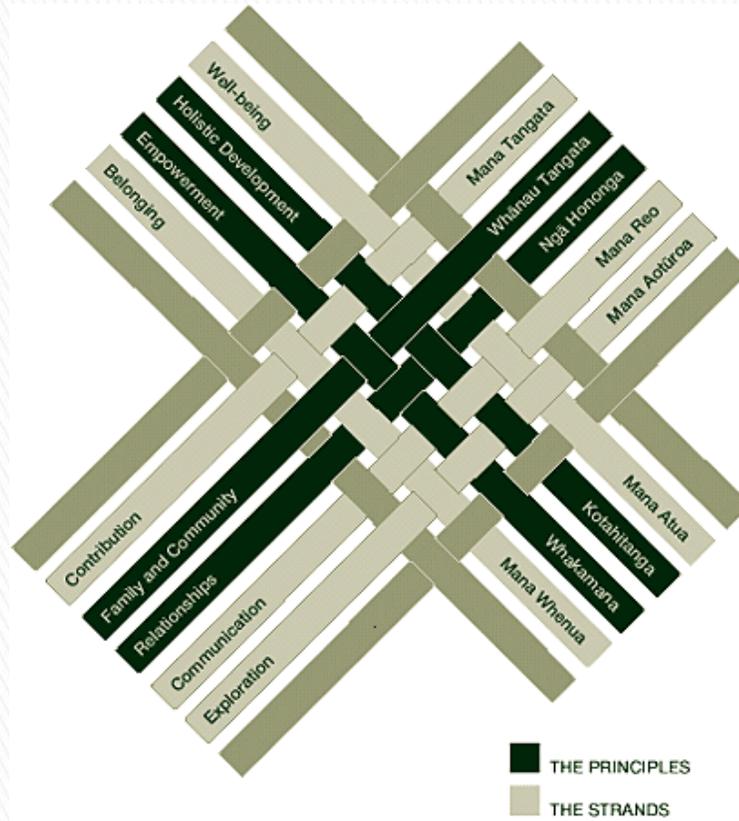
# Continued

- ▶ *How could the relationship between the marae and the early learning centre be maintained to support teachers and children's use of te reo Māori me ōna tīkanga?*
  - ▶ *What possibilities are there for reciprocity?*
  - ▶ *What possibilities are there for professional development?*
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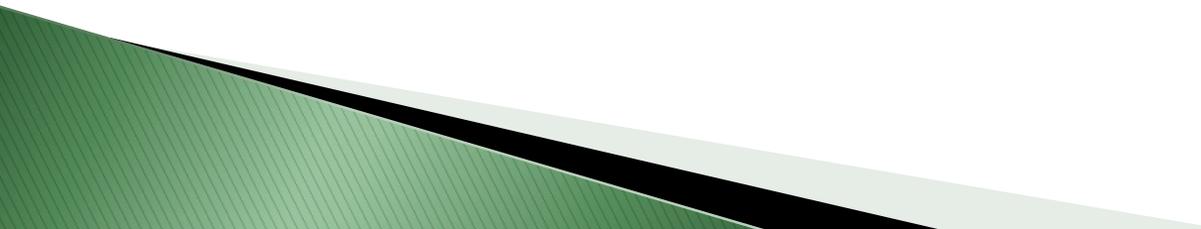
# Te take mo te kaupapa

- ▶ Nicole's research for her Masters of Education thesis.
  - ▶ Findings revealed a shift towards utilising te reo Māori in early childhood education, but the level of proficiency varies from centre to centre (Education Review Office, 2010).
  - ▶ Ministry of Education has implemented a bilingual document *Te Whāriki* (Ministry of Education, 1996) but there has been no real guidance as to how to implement bilingual practices.
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# Te Whāriki



- ▶ “This is a curriculum for early childhood care and education in New Zealand. In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi” (p.9).

- ▶ Expertise in this area could be drawn from kuia, kaumatua and relationships between early childhood services and their local marae.
  - ▶ Connecting centres with their local marae could be beneficial as relationships under a kaupapa of whanaungatanga are established between the centre and marae.
  - ▶ This could also provide a culturally appropriate and safe space for centres to practice and breathe tīkanga Māori.
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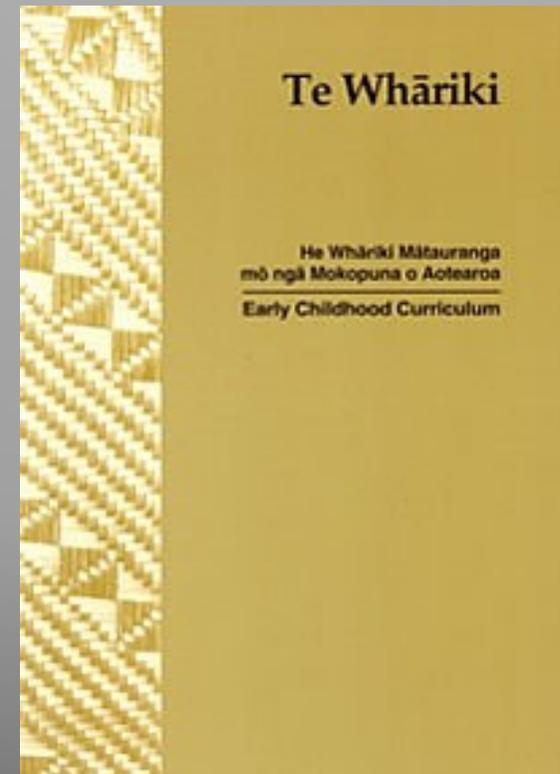
# Nga tuhituhinga

- Williams, Broadley and Lawson Te Aho (2012) identify that bicultural practices include te reo Māori (language), tīkanga Māori (cultural values) and ako Māori (pedagogies), recognised as taonga under article two of Te Tiriti o Waitangi.

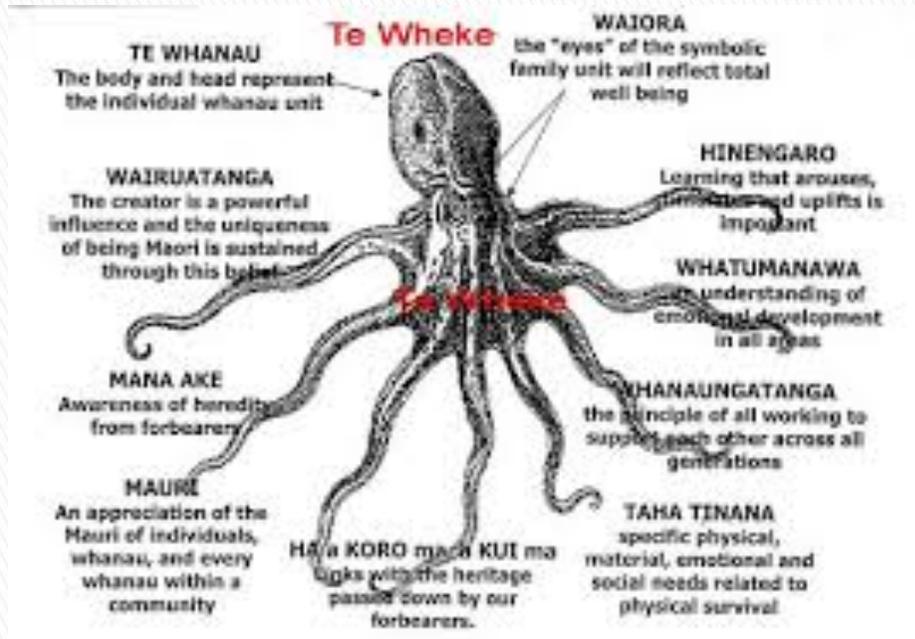


Picture Credit: [www.stuff.co.nz](http://www.stuff.co.nz)

- *Te Whāriki* acknowledges the “distinctive role of an identifiable Māori curriculum that protects Māori language and tikanga, Māori pedagogy, and the transmitting of Māori knowledge, skills and attitudes through using Māori language” (Ministry of Education, 1996 p. 12).



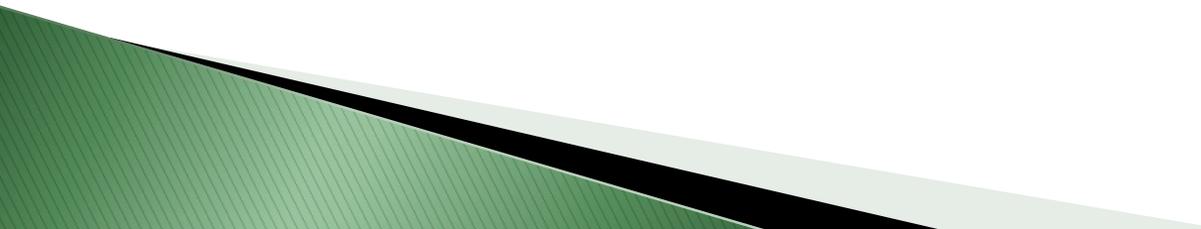
- Te ao Māori reflects a Māori world view. It encompasses Māori knowledges pertaining to marae procedures, and traditional knowledge which includes the Māori language and customs handed down from our ancestors (Ka'ai, 2004).



Picture Credit:  
[www.childmatters.org.nz](http://www.childmatters.org.nz)

# Kaupapa Māori

- ▶ A kaupapa Māori (Māori philosophy) methodology is adopted
- ▶ G. Smith (1997) describes this as a form of intervention that confronts Pākehā/ Western ideologies.
- ▶ G. Smith (1997) acknowledges that the colonial history of New Zealand and Māori resistance in the 1980s contributed to what is known today as kaupapa Māori methodology.
- ▶ The process of revisiting the past and critiquing its effects on the forthcoming generations “leads into the cycle of conscientisation, resistance, and transformative action–praxis” (G. Smith, 1997, p. 287).

- ▶ We will be drawing on mana, mauri, wairua and whānaungatanga as discussed by Pere (1997).
  - ▶ Kaupapa Māori must be applied in understanding the research whānau of interest, again respectfully and ethically.
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- ▶ L. Smith (1999) identifies 7 principles for ethical consideration:
  - Aroha ki te tangata –
  - He kanohi kitea
  - Titiro, whakarongo...korero
  - Manaaki ki te tangata
  - Kia tupato
  - Kaua e takahia te mana o te tangata
  - Kia mahaki

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