



*Embracing diverse voices within Early
Childhood.*

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TE WHARE WĀNANGA O WAIRAKA

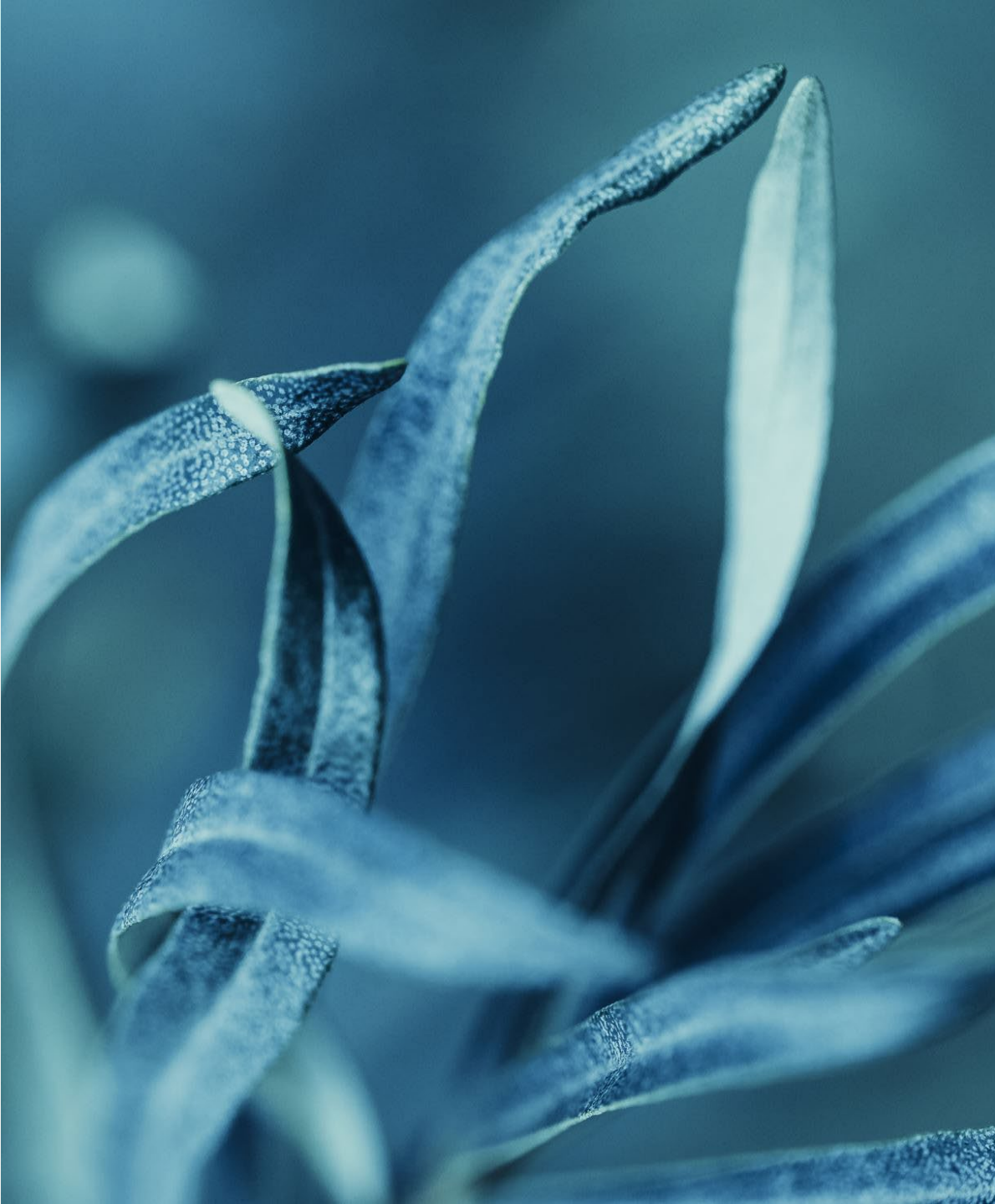


Kia ora Ko tōku ingoa

Dr Lata Rana

Yvonne Rongo Culbreath





Karakia

Mā te Rangatiratanga

Te Whakaritenga

Te Kaitiākitanga

Te Kōtahitanga

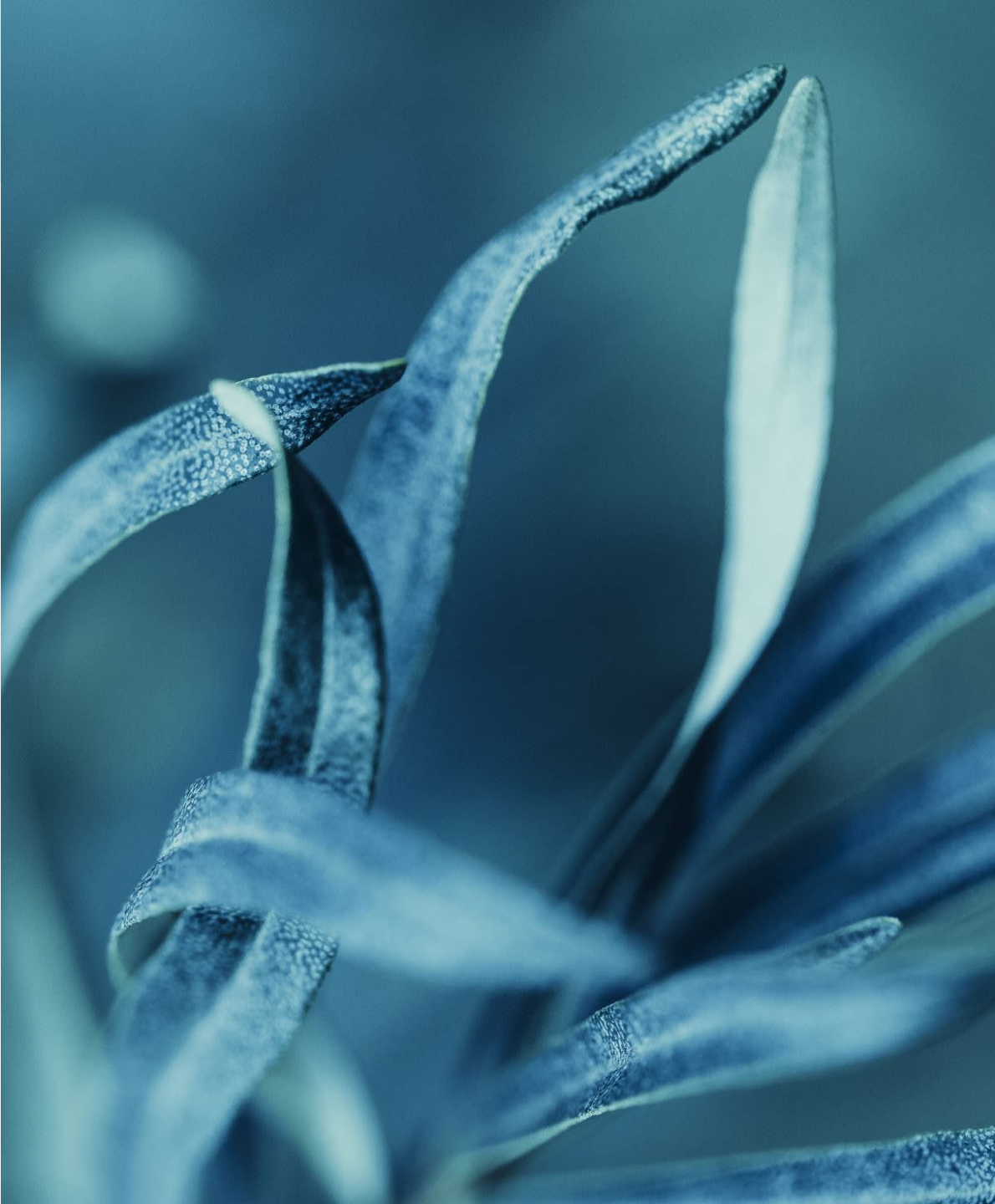
Me Te Ngākau Māhaki

Ka tau i raro i te whakaaro kōtahi

Hei ōranga mo tātou katoa

Haumi ē! Hui ē! Taiki ē!





Through embracing our rightful responsibilities (Rangatiratanga)

In accepting the rights of each other (Whakaritenga)

Through the duty we have to care for those things that we hold as precious (Kaitiakitanga)

In the spirit of co-operation (Kotahitanga)

With respect and good heartedness (Te ngakau mahaki)

And to be united in these goals, we will be sustained

Let us work together to achieve this.



Rationale



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- Treaty of Waitangi
 - Principles of Te Noho Kotahitanga (TNK)
 - Place of the Marae
 - Focus of the Project

Context of the study



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- **Participants & Researchers**
 - **Methodology**

Research questions:



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1. What philosophies and pedagogies guide teachers in their teaching in early childhood?
 2. How do teachers incorporate their cultural values in their teaching?
 3. How are teachers influenced by bicultural values in their engagement with learners?

Research findings:
*(voice of researchers as
participants)*



“Where I have in the past found that you are either really open to being responsive to different cultures or you are quite closed off. It’s not intentional but an unconscious thing from our background”.

“We try to be culturally responsive but then we are sort of held back by our own culture, own beliefs or our own history”.

Research findings:
*(voice of researchers as
participants)*



“We all do the surface stuff, nice stuff that looks good on the walls and looks good”.

“However, the history that we come with and all our ideas, thoughts and beliefs that we have affect how responsive we are on the floor”.

Moving Forward:



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- Other data
 - Summarising our initial findings

Thank You:



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