

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Mana whenua / Belonging Do you know me?



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Te Tāhuhu o Te Mātauranga

**Unuhia te pō, te pō whiri mārama
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!**

**From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!**

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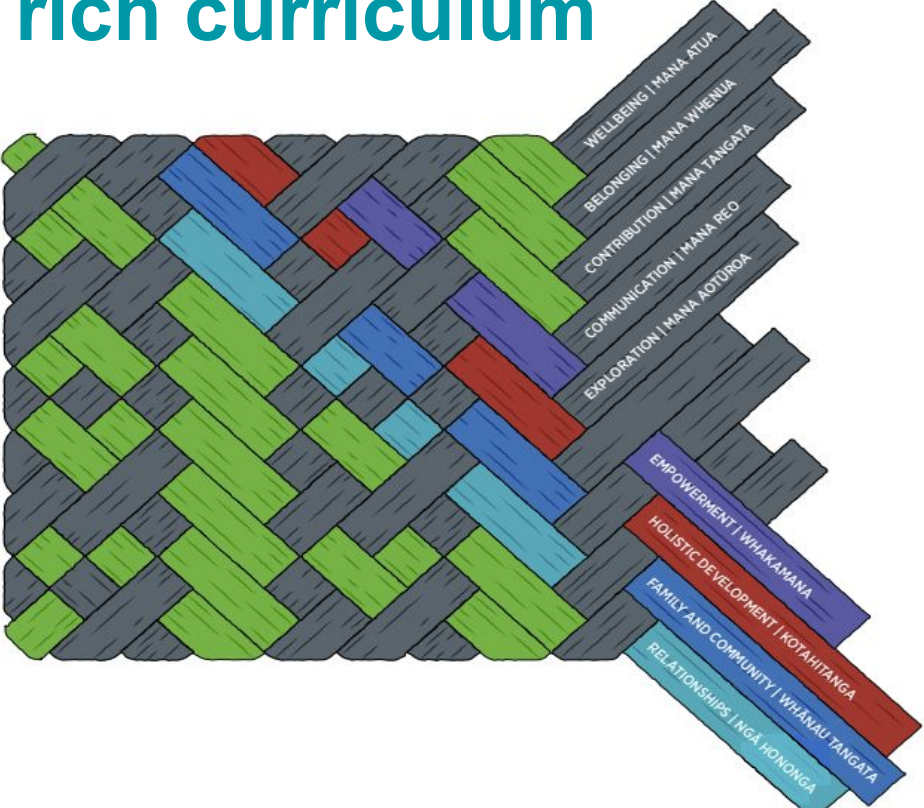
Kaupapa - to strengthen curriculum implementation

- Setting the scene
- Deepening kaiako understanding of Mana whenua
- Deepening kaiako understanding of belonging
- Considerations for leadership

Challenge to the sector

- **A rich curriculum for every child**
- **A focus on learning that matters here**
- **Affirmation of identity, language and culture**
- **Parents and whānau engaged in their child's learning**
- **Personalised pathways to school and kura**

Foregrounding the breadth and depth of Mana whenua in a rich curriculum





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***Ko te whakatipuranga tēnei o te mana ki te whenua,
te mana tūrangawaewae, me te mana toi whenua o te
tangata***

Children and their families feel a sense of belonging

How might kaiako understand Mana whenua/ Belonging?

Belonging - Children know they belong and have a sense of connection to others and the environment

Mana whenua - Children's relationship to Papatūānuku is based on whakapapa, respect and aroha

Te Whāriki p. 31

Mana whenua links to Kaupapa Whakahaere



“Children learn and develop best when their culture, knowledge and community are affirmed and when people in their lives help them to make connections across settings”

Te Whāriki p. 20

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ISBN 978-0-478-16926-3

How might kaiako understand Mana whenua/Belonging?

Belonging Mana whenua

Children and their families experience an environment where:

- » Connecting links with the family and the wider world are affirmed and extended
- » They know that they have a place
- » They feel comfortable with the routines, customs and regular events
- » They know the limits and boundaries of acceptable behaviour

Over time and with guidance and encouragement, children become increasingly capable of:

- » Making connections between people, places and things in their world | te waihanga hononga
- » Taking part in caring for this place | te manaaki i te taiao
- » Understanding how things work here and adapting to change | te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni
- » Showing respect for kaupapa, rules and the rights of others | te mahi whakaute

Children experience an accessible curriculum that offers meaning and purpose p.31

From *Te Whāriki*

- All children accepted for who they are and that they can make a difference
- Children experience an accessible and inclusive curriculum that offers meaning and purpose
- Transitions are thoughtfully planned and recognise what children bring with them
- Whānau feel welcome and able to participate in curriculum decision making
- Respect for Māori world views of the world, and the child's connection through time to whenua, atua Māori and tipuna



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Te Whāriki p.31

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Early learning Curriculum - what's important and what works

“When parents and whānau are actively involved in and contributing to the programme, children are better able to develop a sense of belonging at their early learning service.”

“*Te Whāriki* places emphasis on services working in partnership with parents and whānau to design a curriculum that is responsive to the development and changing capabilities of the children at the service.”

ERO Early Learning Curriculum p.42

Deepening our understandings of Mana whenua

Mana whenua:
Children's relationship to Papatūānuku is based on
whakapapa, respect and aroha

Whakapapa - Hone & Kelly's story



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Mana whenua through Place-Based Education

To develop in learners a love of

- the environment
- the place where they are living & its social history
- the bio-diversity that exists there and the way that people respond and continue to respond to the natural and social environments



<https://pixabay.com/en/aoraki-mount-cook-mountain-90388/>

Children's relationship to Papatūānuku

What opportunities might kaiako offer children to connect to, respect for and care for papatūānuku?

Te Whāriki p.35





*Teaching Team, Barnardos KidStart
Childcare, Hastings*

▶ [WATCH THEIR VIDEO](#)

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<https://www.pmawards.education.govt.nz/winners/>

Kaiako who are concerned about belonging will interrogate their actions / responses for judgements and assumptions (unconscious bias).

They have ability and curiosity to see things from different perspectives.

Ann Hatherly

Deepening our understandings of Belonging

Belonging: Children know they belong and have a **sense of connection to others** and the environment

- Adding richness to belonging - cultural perspectives
- Transitions into, within, across and beyond ECE
- A curriculum that is inclusive and accessible to all

Adding richness to belonging - cultural perspectives



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Who truly belongs here?

Who is privileged and who isn't?

“This is our house - we need to make people feel welcome”



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“This is our house - we need to make people feel welcome”

Knowing children & their whānau well

Using kai as a connection point

Employing kaiako from diverse backgrounds

Kaiako physically inviting grandparents in to the service

Creating a space for adults



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Northcote Baptist Community Preschool

Moving beyond celebrations - going to the next level



Lantern [derbocholter Pixabay CC 0](#)

“Children are more likely to feel at home if they regularly see their own culture, language and worldviews valued in the ECE setting”

Te Whāriki p.31

Transitions into and across settings

“Transitions into and across settings are **thoughtfully planned** and recognise what children bring with them; they need to know that their ece setting is part of their wider world and inclusive of their parents and whānau ”

Literature Review: Transition from Early Childhood to School 2011, p.31

Transitions into, within and across.....do you know me?

| | |
|---|---|
| Do you know who I bring with me to your service? | How do you introduce me and my whānau to the kaupapa of this place? |
| How will you connect to my experiences at home? How will I know this is a place for me? | How will you know whether or not I am feeling comfortable in my new environment, either straight away or over time? |
| What are the rules (explicit and hidden) around here? How do things work here? | How will you support me to anticipate the routines, customs and regular events here? |
| How will I know who I can go to if I have questions or need support? Who looks after me? – every teacher? other children? | What is important for me to do or be a part of around here? What are you expecting from me? |

Transitions beyond



A curriculum that is **inclusive and accessible** to all

Te Whāriki is an inclusive curriculum – a curriculum for all children. **Inclusion** encompasses gender and ethnicity, diversity of ability and learning needs, family structure and values, socio-economic status and religion.

Te Whāriki page 13

The whole of the learning environment is used as a learning resource and is **accessible** to all children.

Te Whāriki page 50

Accessible curriculum - kaiako create more flexible learning environments that support all learners where barriers to learning are minimised.

Using New Zealand Sign Language - Promoting belonging and a sense of fulfillment

“As the child learns the signs you can see their confidence grow and you can almost see the connections being made”

Kayla

<http://www.learnnzsl.nz/>

<http://deaf.org.nz/images/Downloads/Alphabet%20Poster%20A4.pdf>



Reproduced with gratitude to Deaf Aotearoa
New Zealand Tāngata Trust

A curriculum that is inclusive and accessible to all

“Children might feel lonely and unwelcome too, if their own ways of being aren’t recognised and safeguarded by early childhood educators. Being different in some way may present opportunities for other children to marginalise them, especially if educators don’t or can’t acknowledge that children can and often do discriminate against others because of difference. Children work hard each day to fit in and belong, and educators need to recognise this hard work and actively support children for whom this hard work may be even more challenging”

Richardson 2011

<http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-17-2-2011/developing-space-belonging-free-article/>

Considerations for leadership

- Creating a space for kaiako to belong
- Belonging is caught as much as taught

Creating a space for kaiako to belong

Ko wai au?

What were the familiar landscapes and significant landmarks of your childhood?

Who are/were people who have been influential in your life?

What foods were favourites of yours growing up?

What was the language or languages spoken or heard in your community?

Why do you teach?



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Belonging is caught as much as taught

Children need access to good models of belonging

- How do kaiako role model collaborative communication?
- How do kaiako role model inclusive strategies between themselves and with children?
- How do kaiako show respect for one another?
- How do kaiako affirm each other's cultural identity?



What **action** are you going to take as a result of participating in this webinar today?

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Together as one!**

Nga mihi nui ki a koutou

Ma te wā