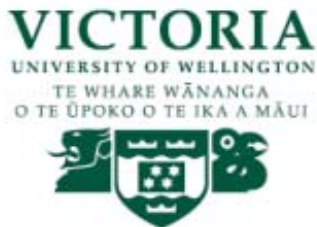




TE WHATU KETE MĀTAURANGA: WEAVING MĀORI AND PASIFIKA INFANT AND TODDLER THEORY AND PRACTICE IN EARLY CHILDHOOD EDUCATION.

**Lesley Rameka, Ali Glasgow, Feauai Burgess, Bridget
Kauraka, Saddie Fiti Patti Howarth, Tracey Mansell,
Ani Tuheke**



Te Wānanga o Aotearoa

TE WHATU KETE MĀTAURANGA

Whatu can be translated as **finger weaving**, and kete **baskets**.

Kete Mātauranga or kete e toru relates to the **three baskets of knowledge** which Tānenuiarangi, brought down from the highest heaven to the people. The baskets contained important knowledge that supported Māori, Pasifika, and Polynesian people to understand and live within the world.

Our project will firstly focus on weaving the **Māori and Pasifika kete** of infant and toddler theory and practice for Māori and Pasifika early childhood services.

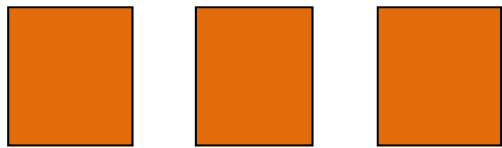
The **Polynesian kete** will house the combined theory and practice understandings for mainstream early childhood services.



TE WHATU KETE MĀTAURANGA



Māori Services

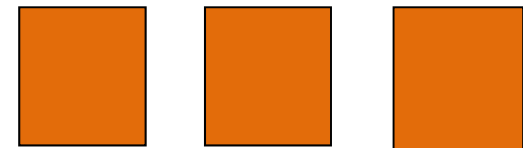


Kete Māori



Kete Polynesia

Pasifika Services



Kete Pasifika



RATIONALE

To date there is a noticeable gap in the literature with regard to Māori and Pasifika theory and practice in early childhood provision (ERO, 2010; Chu, Glasgow, Rimoni, Hodis & Meyer, 2012).

There is even less literature on Māori and Pasifika perspectives of infant and toddler provision.

Our goal is to create new knowledge about teaching and learning, by reclaiming traditional and contemporary Māori and Pasifika values and understandings of care and education for infants and toddlers.

RESEARCH QUESTION

How can Māori and Pasifika cultural knowledge support the development of culturally responsive theory and practice for the care of infants and toddlers in contemporary early childhood settings?

- **What traditional Māori and Pasifika cultural knowledge can be reclaimed as a basis for contemporary infant and toddler practice?**
- **How can traditional Māori and Pasifika cultural knowledge be reframed to provide new theory and practice for contemporary infant and toddler education?**
- **What will reframed traditional Māori and Pasifika cultural knowledge look like when implemented for the care of infants and toddlers in contemporary early childhood settings?**

KAIWHATU/WEAVERS

Pasifika Weavers

Principal Investigator - Ali Glasgow

Principal Advisor -Feauai Burgess

Lead Teachers:

- Saddle Fiti - EFKS Aoga Amata Newtown (Wellington)
- Bridget Kauraka – Punanga Reo Kuki Airani Berhampore (Wellington)

Māori Weavers

Principal Investigator– Lesley Rameka

Principal Advisor - Rita Walker

Lead Teachers:

- Patti Howarth -Ngā Kākano o te Mānuka (Māngere)
- Cindy Wills - Whare Āmai (Gisborne)
- Ani Tuheke - Raroera Te Puāwai (Hamilton)

RESEARCH METHODS

- **Case study approach will be utilised in the research.**
- **Allows for each of the five/six participating services to develop their own locally constructed understandings, theory and practices of infant and toddler care and education.**
- **Involves each service working through three phases of research:**
 - Reclaiming traditional knowledge and understandings;
 - Reframing the reclaimed knowledge and understandings in contemporary early childhood contexts; and
 - Realising the reframed knowledge and understandings in local early childhood contexts.

RECLAIMING TRADITIONAL KNOWLEDGE AND UNDERSTANDINGS

The first phase (February 2015 – September 2015) each service to host wānanga with kaumātua/elders/ whanau iwi, hapū, whanau /church leaders in their community.

Aim to collect purakau/stories about traditional knowledge and understandings of infants and toddlers. For example:

- how the old people/parents/whānau cared for babies and young children
- practices on the marae, church or at cultural events that impacted on infant and toddler care and education practices
- rites and ceremonies related to babies and young children
- the spiritual, physical and social relationships that surrounded infants and toddlers
- values and understandings of the child, the learner, the teacher, and learning.

Participants will also be asked about their thinking on how these traditional stories could be reframed in contemporary early childhood services.

REFRAMING THE RECLAIMED KNOWLEDGE AND UNDERSTANDINGS FOR CONTEMPORARY CONTEXTS

The second phase of the research (June 2015 – Dec 2015) will involve:

- analysing the pūrākau
- identifying key theoretical themes, understandings, and beliefs, that emerge from the wānanga
- Identifying possible implications for infant and toddler theory and practice development in contemporary early childhood services.

These themes, understandings and practice possibilities will provide the basis for each service to identify their research question/s which will be the key focus of the final action research phase of the research.

REALISING THE REFRAMED KNOWLEDGE AND UNDERSTANDINGS IN LOCAL EARLY CHILDHOOD CONTEXTS.

The third phase of the research, action research phase (January 2016 – November 2016) will involve each service will utilise the knowledge, understandings and perspectives that emerged from their wānanga to firstly identify:

- **their research question/s**
- **what practice/s interventions will be instigated,**
- **what data will be required to answer their question/s,**
- **how that data will be collected, collated and analysed.**

Each service will work on developing culturally-informed, local practices and approaches to working with infants and toddler in their contexts.