

Te Whānau Tupu Ngātahi o Aotearoa Playcentre Aotearoa

Kaiwhakaihuwaka / Bicultural Officer
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Why do we promote Te Ao Māori (The Māori World) in Playcentre Aotearoa? It starts with Te Tiriti O Waitangi...

Te Tiriti o Waitangi

Article 1. Kāwanatanga - Honourable Governance

Article 2. Rangatiratanga- Agency

Article 3. Ōritetanga- Equity

Article 4. Wairuatanga - the spoken promise of religious and cultural freedom

Exploring Te Reo Resources

Playcentre Aotearoa has made a commitment to honouring Te Tiriti o Waitangi (*Contra proferentum*).

Māori hold special significance as tangata whenua

The next slide is a helpful resource from CORE Education, encouraging you to explore more about each article and what they might look like in a learning community.

Te Tiriti o Waitangi in Education

Article 1: Kāwanatanga – Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.

They are governed honourably - decisions are made with those who are impacted the most by them.

A shared decision making process with whānau, hapū and iwi (partnership) is embedded.

Communication is meaningful, ongoing, reciprocal and transparent.

Article 2: Rangatiratanga – Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.

Māori are achieving success as Māori.

Māori have agency, voice and choice, the power to act.

Māori diversity is recognised and valued and self determination is enacted.

Article 3: Ōritetanga – Equity

In the interest of all, Māori have the same rights and opportunities as non-Māori.

Educational barriers and inequalities are removed to ensure equitable educational outcomes.

Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: 'The spoken promise' the right to have cultural and religious freedom

The bi-cultural journey of Playcentre Aotearoa

1941

- Playcentre opens its doors

1989

- Commitment made to Te Tiriti O Waitangi

1994

- Acknowledgement to the Māori Version of Te Tiriti O Waitangi

2006

- Two House Model

2011

- Equal Governance Rights

2019

- One National Body Te Whānau Tupu Ngātahī | Playcentre Aotearoa

Two House Model Procedures

Using the Raukawa – Mihinare Model : developed by the Aotearoa Housekeeping (2012) and updated to reflect current organisational structure and include on-line meeting protocols in 2020 by Auli Stewart

1.0 The Purpose of the Houses/Spaces Using the Raukawa – Mihinare Model



1.1 Treaty of Waitangi House (Te Wā o Rongo)¹

This house is about unity, peace and celebration. We gather together to welcome and farewell, to share information, listen to presentations, notify and celebrate decisions made. Debate occurs OUTSIDE this house.

At a pō, this space would be represented by the inside of the whare tipuna or whare nui, which in turn represents the whare tāngata (warmth) or a state of being noa (safe, free from restrictions).

1.2 Te Wā o Te²

This space is about debate, negotiation, concession, utilising the wisdom and experience of the group (life members, current/past Officers and representatives), seeking clarification

¹ Te Wā o Rongo (Waitangi House) - Rongo is the first of four as well as the strongest, which is often conventionally used to signify that we have entered a peaceful phase in proceedings. The domain of Rongo includes the whare nui or meeting house of a pō.

² Te Wā o Te is the God of War and debate. His domain is warlike, the marae ārahi, defending the whare and their inhabitants until such time as the intentions of the 'visitors' are determined peaceful.

Our current two-house model at Playcentre Aotearoa whereby the values of both houses guide consensus decision making.

We can further enhance this partnership by each Centre having a Bicultural Officer as one of the key 5 roles of the Centre leadership Team.

Values by both houses are expressed here.

Values

Tangata Tiriti

Generosity of spirit

- Accepting people for who they are, having confidence in others
- Tolerating difference, not judging others by our own standards
- Taking care of others, doing what they need
- Sharing knowledge/skills without expecting anything in return
- Putting others ahead of self, being someone others can rely on
- Forgiving

Respect

- Valuing all contributions
- Treating people as they should be treated
- Embracing diversity – of talent, of ability, of culture...
- Respecting the environment
- Respecting cultural traditions, beliefs
- Respecting the inherent value and dignity of each person

Endeavour

- Reliability, commitment to Playcentre
- Exercising self control, discipline
- Accepting responsibility and giving our best effort
- Perseverance, learning from mistakes

Compassion

- Caring for people
- Building esteem in self and others
- Nurturing a sense of inclusiveness, of being a community
- Belonging

Integrity

- Being trusted and trustworthy
- Being honest in all interactions
- Keeping our word, to be counted on to do what is required
- Acting in a manner that is fair and just for all
- Courage to do the right thing

Cooperation

- Working together towards a common goal
- Building confidence in learners
- Communicating – sharing information, open dialogue, talking to people rather than about people
- Achievement – completion of tasks, acknowledgment of contributions/effort

Tangata Whenua

Kaitiakitanga

Guardianship of the kaupapa/objectives and purpose.

Aroha

Always treating everyone with respect, honour and love.

Manaakitanga

Caring, nurturing, sharing, encouraging and supporting everyone.

Te Reo

Language is key for communication. All languages will be heard.

Maramatanga

Working to find understanding and clarity in all areas of Playcentre.

Tika

Correctness in terms of Playcentre objectives and purpose.

Pono

Honesty and truth in all.

What is a Bicultural Officer? He Kaiwhakaihuwaka

They actively promote Te Ao Māori and te Tiriti o Waitangi within their Centre.

Champion, advocate, promoter, supporter, backer, upholder, winner

Passionate and enthusiastic about supporting Tangata Whenua, making sure the Centre Curriculum as a whole is welcoming and culturally appropriate.

He Kaiwhakaihuwaka (a champion for Te Ao Māori and te Tiriti o Waitangi commitment within your Centre).

You can

- Lead your Centre's Bicultural Curriculum
- Share what you know about Te Ao Māori and Te Reo Māori
- Encourage others to share what they know/get involved
- Support and encourage whānau voice
- Be a good ally/be a good ancestor



Tautoko - Support

You will be well supported as part of a community promoting
Te Ao Māori and Te Reo Māori in Playcentre.

He waka eke noa! We are all in this together!

- Online wānanga is once a term - Topic lead by the Kaihononga Māori team followed by a team discussion to answer any questions you may have (label not urgent).
- If you have an urgent matter, email your Regional Kaihononga Māori.
- Email, Bulletin and Face to face communication where possible.
- Join the BCO Facebook groups to support each other.
- Ask your CAs/other centre members/rōpū Māori/mana whenua.



ACTION POINTS FOR YOUR CENTRE

MAKING CONNECTIONS

1. Let whānau Māori know about Rōpū Māori. Ensure all whānau are empowered to participate in centre;
<https://www.playcentre.org.nz/whatwedo/ropu-maori/>
2. Check out the Bicultural Officer Facebook Pages. One is governance led.
3. Attend Cluster hui, ascertain plans for Matariki, Te Wiki o Te Reo Māori.
4. Connecting with Marae - Hapū - Hāpori Māori, and Māori organisations through your region, guidance can be sought from your Regional Kaihononga Māori.



ACTION POINTS FOR YOUR CENTRE RESOURCES

1. Periodically take stock of what you have on session using the Te Ao Māori Equipment list.

2. Are the resources dated? Are they being used, if not why?

3. Are the resources safe?

For example; all poi must be made with cloth as pēpi tend to chew on the plastic which is a choking hazard.

Lets checkout the Te Ao Māori Equipment list;



1. PLAYCENTRE.ORG.NZ 2. CLICK ON RESOURCE CENTRE 3. KEY WORD SEARCH – PLAYCENTRE EQUIPMENT LIST 4. PAGE 6



Te Ao Māori

Basic equipment

Number of children on session Basic List
Family Play: Up to 20 Over 21

Dolls depicting Māori babies/toddler	1	2
Boys		
Piupiu	2	4
Headband	2	4
Sash	2	4
Girls		
Piupiu	2	4
Headband	2	4
Bodice	2	4
Korowai for poroporoaki (farewells), huritau (birthdays) or special occasions	1	

Manipulative Play:
Depicting Te Ao Māori - colours, food,
numbers, life cycles, birds, elements,
plant life, designs etc
Kei a Wai games

5
a selection

Movement and Sound:
Māori waiata/chant/haka CD
Waiata o Aotearoa/Taranaki Association CD
Ngā waiata o te Taniwha/Hataitai
Playcentre CD
Booklet/poster of waiata/haka
Te Reo Kori volumes 1 & 2
Ti Rākau
Poi long
Poi short

a selection
CD 1
1
1
1
10 20
2 4
10 20

Painting:
Māori sponge shapes

1 set

Books and Storytelling:
Māori language posters/charts –
Alphabet, songs, numbers, colours, seasons, vehicles,
pronunciation, kaimoana, Matariki or posters unique
to the celebration of your area. Days of the week
(depicting transliteration/traditional). Months of the
year (depicting transliteration/traditional)

a selection

Māori Version of the Tiriti o Waitangi
Local Iwi Myths and Legends
Traditional Myths and Legends
Stories/images of Māori reflected positively
in NZ society (both genders)
Images of whānau/tamariki in cultural
setting
Books written in Māori

1
a selection
a selection
a selection
a selection

Magnetic Stories

Hand Puppets
Weta, Pukeko, Pungawerawera (spider), Kiwi or
native to Aotearoa

1
a selection

Naming cards for curriculum areas of play.
Naming cards for common parts of the whare.

Collage:
Natural materials

Muka, raupo, flax seed, different types of shells,
riverstones, pumice, flowers, sheep wool, feathers,
acorns, leaves, driftwood, items common in your area

a selection

Adult Library:
Māori Dictionary –
for reference
for loan

1
1

Marae Protocol
Flax Weaving
Fun with Flax
Māori Games and Waiata
Karakia
Whānau Tupu Ngātahī: Report to NZ Playcentre
Federation from the Working Party on Cultural Issues
Structural Analysis Working Party Findings
Māori Pedagogies by Whareuia Hemara

a collection
2
1

**Association Rōpū/Pūriri/Whānau group
poster/noticeboard**

1

**Make resources available giving parents the
opportunity to further increase their knowledge
and participation within the wider community:**

- Te Reo Māori Courses
- Performing Art Events
- Local Marae Activities
- Local History of Area

Equipment for the premises

Items for cleaning:

- Separate equipment for toilet use only
- Separate equipment for general and kitchen
use
- Separate buckets for children's play.
- Separate cleaning cloths for designated areas

ACTION POINTS FOR YOUR CENTRE

GETTING OUT INTO TE TAI AO – THE NATURAL WORLD

1. Create invitations to play in te ao tūroa also known as te taiao
2. Plan a Centre excursion to the beach and gather driftwood or shells, maybe organise and do a beach clean up
3. Visit the local Awa (*river*) to collect river stones
4. Empower whānau to understand te taiao - the natural world and how it fits within Te Whāriki.



ACTION POINTS FOR YOUR CENTRE

USING TE REO MĀORI

Encourage the use of te reo Māori on session.

1. The Playcentre Aotearoa website has some beautifully illustrated posters, waiata, karakia etc that are print friendly.
2. Learning three waiata, is the equivalent to 80 words and is a great foundation for language retention!
3. Start small. This could be as simple as using;
 - Māori greetings
 - Saying Karakia before kai
 - Singing 1 Waiata
4. Be purposeful/intentional with language planning.



ACTION POINTS FOR YOUR CENTRE. **TIKANGA**

Find this book! Affectionately known as the Little Red Pukapuka.

WHĀNAU TUPU NGĀTAHI FAMILIES GROWING TOGETHER 1990

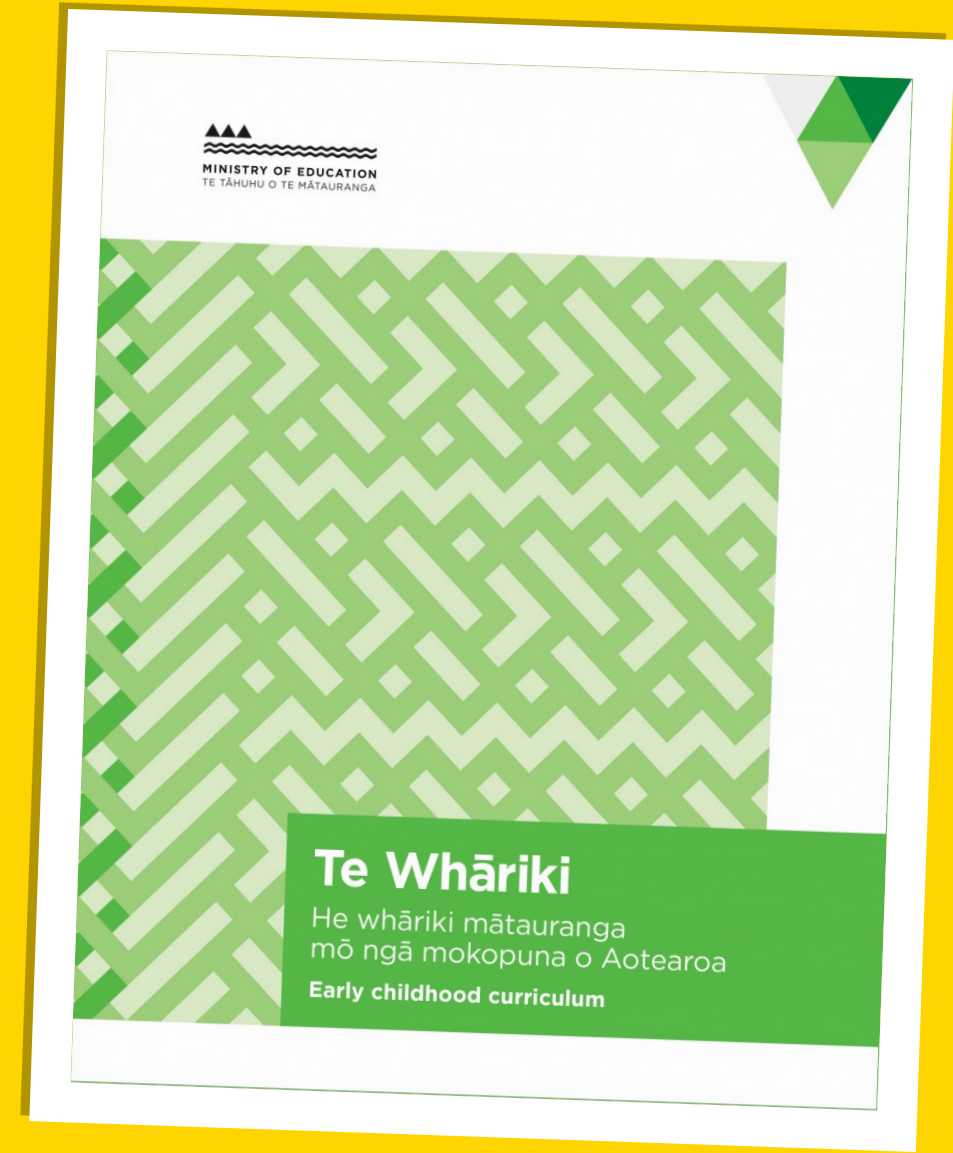
This report came in 1990. It contains useful examples of Tikanga in Playcentre, can answer some question you may have and offers a pathway for good bicultural practice in your Centre.



ACTION POINTS FOR YOUR CENTRE. CURRICULUM

TE WHĀRIKI 2017

Unique in its bicultural framing, Te Whāriki is the national curriculum document for early childhood education (ECE) and offers a pathway for 'local' curriculum.



ACTION POINTS FOR YOUR CENTRE. BICULTURAL ASSESSMENT

KEI TUA O TE PAE ASSESSMENT FOR LEARNING: EARLY CHILDHOOD EXEMPLARS

BOOK 3 2006

This book from Ministry of Education has examples of Māori pedagogy and frameworks, what good biculturalism looks like and exemplar ideas that you can implement in your Centre.



RESOURCE SHARING

- [He Māpuna te Tamaiti](#)
- [Māori made Easy by Scotty Morrison](#)
- [Te Whatu Pōkeka](#)
- [Māori succeeding as Māori](#)
- [Tau Mai Te Reo - Education in New Zealand](#)
- [Ka Hikitia - Ka Hāpaitia - Education in New Zealand](#)
- [Rōpu Māori Registration](#)
- [NELP](#)
- [Niho Taniwha - Improving teaching and learning for Māori students](#)
- Bicultural competence in ECE resources - [Bicultural Competencies](#)
- Culturally Responsive Teaching - [Supporting Māori children](#)
- Māori Language Commission - [Māori Resources](#)
- Free Te Reo Resources - [Māori resources](#)



Facebook.

- [Governance Lead Bicultural Officer Page](#)
- [Operations Lead Bicultural Officer Page](#)
- [Kotahitanga Biculturalism in Education](#)

Activation list.

- This is an easy-to-follow list of ideas; to support kaiwhakaihuwaka and alleviate any pressure with planning activities or events at your Centre. Also includes a reporting template to help you keep a record of your Centres bicultural practice. The list will be emailed to you or contact your Regional Kaihononga Māori for a copy.