

Ngā Taonga Whakaako:

Bicultural competence in early childhood education

Supporting learners, educational outcomes, Māori learner success, supporting staff, learning designs and teaching strategies, teacher professional development, mātauranga Māori, Māori learning/teaching pedagogies, tikanga Māori, te reo Māori, kaupapa Māori, values-based learning, Māori learner success.

A report by Ngaroma Williams with Mary-Elizabeth Broadley and Keri Lawson-Te Aho. 7 March 2012.

Report: [Ngā Taonga Whakaako: Bicultural competence in early childhood education \(Report\), 2012.](#)

Tools

[RESOURCE SERIES | Kit for graduate teachers](#)

A resource prepared by Ngaroma Williams and Mary-Elizabeth Broadley. Ngā Tikanga-ā-Marau mō ngā Kaiako. A resource for graduate teachers.

[RESOURCE SERIES | Kit for student teachers](#)

A resource prepared by Ngaroma Williams and Mary-Elizabeth Broadley. Ngā Tikanga-ā-Mārau mō ngā Taura. A resource for student teachers.

[RESOURCE SERIES | Waiata booklet](#)

A resource prepared by Ngaroma Williams and Mary-Elizabeth Broadley. Waiata: Te Kare-A-Roto - Song/waiata booklet.

Ki te hoe - Indigenising Practice | Te Tiriti o Waitangi

A resource supporting kaiako to understand, integrate, and enhance their teaching practice with Te Tiriti o Waitangi through key topics, reflection questions, examples, and a content pathway to support te reo Māori language planning.

Created by: Williams, Ngaroma. M., Delaune, A. & Betts, R. (2023).

[A Te Tiriti o Waitangi – Information Folio](#)

To use this resource effectively, kaiako are encouraged to navigate this resource independently to evaluate their understandings of Te Tiriti o Waitangi in action and strengthen their professional practice.

The resource consists of five key Te Tiriti o Waitangi kaupapa (topics):

- A rationale for both the historical and legislative standing of Te Tiriti o Waitangi.
- Examples of what governs practice within the early childhood education sector - this is not an exhaustive list, rather it has been collated to guide understanding and provoke continual engagement.
- Questions for reflection and consideration.
- A range of tangible and intangible possessions with associated examples to support Te Tiriti based curriculum directions and design.
- A content pathway to support te reo Māori language planning.