

BICULTURAL CURRICULUM FOR TODDLERS: LIVING IT EVERY DAY

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Introduction

- ▣ About me
- ▣ About the centre where the research was conducted
- ▣ The reason for the topic of my research

What does the literature say?

- ▣ Importance of strategies and resources in the development of bicultural curriculum
- ▣ Influence of the environment on bicultural practice
- ▣ Balancing Māori and Pākehā parts of bicultural curriculum
- ▣ Avoiding tokenistic behaviour

Research methodology used

- ▣ Action research - 3 phases of change (Mac Naughton & Hughes, 2008)
- ▣ Data collection prior to research
 - ▣ Observation sheets (Children's understanding of Te Ao Māori, Teachers' delivery of Te Ao Māori, Resources related to Te Ao Māori)

Phase One - Waiata

Observation sheets
Research journal

Phase Two - Pakiwaitara

Observation sheets
Research journal

Phase Three - Toi Māori

Observation sheets
Research journal

Teachers' questionnaires

Resources created



(Gossage, 2005 & 2006)

Data analysis

- ▣ Qualitative data
 - ▣ Teachers' questionnaires
 - ▣ Research journal
- ▣ Quantitative data
 - ▣ Observation sheets

(Mac Naughton & Hughes, 2008)

Discussion

- ▣ Waiata
 - Interactive singing
 - Language learnt through songs (Mihaka, 2008)
 - Teachers' involvement

- ▣ Pakiwaitara
 - Interactive storytelling
 - Tuakana-teina interactions (Clark & Grey, 2010)
 - Teachers' involvement

- ▣ Toi Māori
 - Teacher directed experiences
 - Link between the curriculum parts

Conclusion

- ▣ Waiata - the most effective method

- ▣ Limitations of the research
 - My position in the room

- ▣ Implications for future
 - Valid way of implementing bicultural curriculum with all ages
 - Whole team project

References

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