QUESTION & BACKGROUND

“How can we as kaiako integrate sustainable practices in fostering Māori perspectives in our outdoor environment”.

CONTEXT

• Kindergarten in high socio economic area
• Ratio 40/30
• 4 Kaiako – In training kaiako and Teacher aide
• Hours 8.45-3.45
Literature Review - What the literature said

- Duhn, Bachmann & Harris (2010)
- Nimmo, Hallet (2008)
- Pere (1991)
- Ellwood (2008)
- Ritchie (2009)
Methodology

Phase One
Choosing change

Phase two
Implementing changes in the outdoor environment

Phase three
Evaluation
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<td>Resources.</td>
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<td>Reduce, reuse, recycle</td>
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<td>Insects/plants</td>
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<th>Question 2. What Māori perspectives are you aware of?</th>
<th>Land/Sea/Sky</th>
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<th>Blessing before cutting flax.</th>
<th>Land/Sea/Sky</th>
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<th>Question 3. Are there any challenges that you may face incorporating Māori perspectives into your everyday practices?</th>
<th>Lack of Te reo.</th>
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<td>Still learning the proper pronunciation of Māori words.</td>
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| Question 4. Would you feel comfortable being offered help to make your understandings of Māori perspectives clearer for teaching sustainability? | Yes it would be helpful if well delivered courses were made available to early childhood educators. | Yes it would be helpful if well delivered courses were made available to early childhood educators. | Yes it would be helpful if well delivered courses were made available to early childhood educators. | Yes it would be helpful if well delivered courses were made available to early childhood educators. |

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<th>Question 5. How well do you think the kindergarten is connecting with the community in the process of Māori perspectives in sustainability practices?</th>
<th>Connections to local communities being made</th>
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| Question 6. In terms of the kindergarten’s environment would you be happy for physical changes to take place using Māori perspectives? | All mentioned would be great for changes to take place in the outdoor environment. | All mentioned would be great for changes to take place in the outdoor environment. | All mentioned would be great for changes to take place in the outdoor environment. | All mentioned would be great for changes to take place in the outdoor environment. |

| | Connections to local communities being made | Connections to local communities being made | Connections to local communities being made | Connections to local communities being made |
| Question 1. | 8/10 | NZ European  
| What ethnic group do you identify with? | 1/10 | Italian/European  
| | 1/10 | Polish/Jewish/European  
| Question 2. | 7/10 | Know nothing  
| What do you know about Māori beliefs regarding the environment and sustainability? | 3/10 | Know little  
| Question 3. | 6/10 | Have not heard the word before  
| Have you ever heard the word Papatuanuku before? | 4/10 | Have heard the word before  
| Question 4. | 6/10 | -  
| If so what? | 4/10 | Land  
| Question 5. | 9/10 | All agreed and mentioned the word environment and care of awareness in early childhood education teaching lifelong habits.  
| What do you think by providing sustainable practices within early childhood education is offering children? | 1/10 | Said good idea but heavily reliant on parent participation  
| | 4/10 | Expected it to be part of the learning programme  
| | 1/10 | Said kindergarten makes parents very aware of activities happening  
| | 3/10 | Would be interested in knowing more  
| | 1/10 | Did not need to know this, but happy for child to learn more  
| | 1/10 | Answered no to learning about Māori activities  
| | | |
Portfolios Feedback

As your child will be going to school shortly, we would welcome your comments on your child’s portfolio.
Many thanks.
The Teaching Team.

We have loved reviewing Milky’s (and Pinks) portfolios over the year. It has been useful to have the compendium with daycare portfolios! The Kindy portfolios really capture the essence of Milky – within the first pages which relates how she is the teacher, observer and communicator with the kids. We can see just how much they have grown and the feeling of belonging at Kindy – it’s a big part of her life and has had a big impact on her.

We can also see how Milky has morphed us into parts of the community. Milky’s community connection through the tāmaki wharenui, Whakareware, Pt is beautifully documented here. Her friendships are also evident, as she shows her desire for new ideas and resources with her buddates.

The Environment and Moana elements of Kindy are shown strongly in Milky’s portfolio too – this is a big change in emphasis since being used as Kindy and great to see. We love Milky’s growing knowledge in these areas.

It was also nice to see Milky’s rules clearly documented here, reinforced in the various pages.

When Milky started at Kindy, our goals for her were to have fun, learn, and make friends. She would continue to go to school (with too much!) And we observed happy and excited. Thank you.
CONCLUSION

• FOSTERING
• ACCEPTANCE OF PARTICIPATION
• KNOWLEDGE
• COLLABORATIVE PARTNERSHIPS
• “EHARA TAKU TOA, HE TAKITACHI HE TOA TAKITINI”

• “OUR SUCCESS SHOULD NOT BE BESTOWED ONTO US ALONE AS IT WAS NOT AN INDIVIDUAL SUCCESS BUT SUCCESS OF A COLLECTIVE”
References

• Cornhill, D. & Grey, A. (2010). Learning Environments. In B. Clark, A. Grey (Eds.), Perspectives on early childhood education: Ata kite at e pae – scanning the horizon (pp 72-84), Northshore, New Zealand: Pearson New Zealand Ltd
• Enviro-school kit. (1993). Auckland, New Zealand: Fusion Print Ltd
• Gossage, G. (1994). In the beginning. Scholastic Auckland, New Zealand Ltd