1. What is(are) the research question(s)?
   1. What is a kete-based approach to teaching and learning Te Reo Maori me ona tikanga
   2. What current resources exist to support Te Reo Maori me ona tikanga teaching and learning
   3. What types of learning resources would enhance kete-based approaches to teaching and learning Te Reo Maori
   4. How do kete-based approaches strengthen and support bilingual teaching practice from teachers’ perspectives?
   5. What additional resources are required?

2. Rationale
   Te Reo Maori me ona tikanga are an educational imperative (Macfarlaine, 2004) that is reflected in the graduating teacher standards (New Zealand Teachers Council, 2007). Further, Te Reo Maori is an official language in Aotearoa New Zealand. However, teacher education programmes struggle to support students to use resources for the teaching of te reo me ona tikanga. This project sought to address this gap by identifying and developing appropriate kete (resources) and evaluating teachers use and perceptions of this pedagogical tool as an approach to improve teaching and learning te reo Maori in ECE settings.

3. Methodology
   The project was a case study of one puna reo (Maori immersion early learning centre). It was informed by Kaupapa Maori research methodology, employing multiple methods including focus hui, questionnaires documentary analyses and observations.
4. Outcomes / findings

The results show that use of the kete did improve use of te reo Maori with tamariki, colleagues and whanau. The study revealed a lack of authentic Maori resources to support immersion in a Maori rich environment. Given that toys and play are artefacts for cultural transmission, the lack of indigenous models of play has implications for indigenous children in mainstream early childhood educational settings. Maori approaches to transmitting knowledge through immersion in authentic learning experiences such as gathering flax, Maori games, and prayer time can support te reo Maori me ona tikanga. However, the research found that Maori views of transmitting knowledge may need to be advocated for, given current European influences in the ECE sector.

The study concludes that kete based approaches have the potential to provide authentic reo Maori me ona tikanga opportunities. Success resides with teachers’ commitment to implementation and, to a willingness to allow Maori paradigms in mainstream education.

5. Publications and dissemination

Article submitted to the NZCER Early Education Portfolio


The 2010 ARECE conference; Melbourne; 19-21 January
Abstract submitted for presentation of paper (awaiting outcome)

Unitec (2009) symposium
Abstract submitted for presentation at the (awaiting outcome)