Exploring the participation and contribution of children and teachers from diverse backgrounds in early childhood centres

Pauline Bishop
Vai Atatai: The silencing of cultural difference
The contribution early childhood teachers make to support the identity and culture of children and teachers in centres

8. Thank you
   arigato

9. Please
   onegaishimasu

10. Treat me kindly
    yoroshiku

11. I am sorry
    gomennasai

12. Good bye
    sayonara

13. Good bye (2)
    ittekimasu

14. I'm home
    tadaima
Engaging in diverse ways of knowing and being
The ideas and practices suggested in *Te Whāriki* that contribute to a sense of belonging, and an ability to contribute

**Mana tangata**—“Opportunities for learning are equitable, and each child’s contribution is valued. Children experience an environment where: there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background” (p. 14)
Equity is the process
Equality is the outcome
“Children and their families feel a sense of belonging” (p. 15).

“The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity...Children and their families experience an environment where: connecting links with the family and the wider world are affirmed and extended” (p. 54).

“children’s sense of belonging is reinforced through participating in the arts and rituals of their own community and those of other cultures” (p.95).
The way forward...keep the conversation going

Engaging all of us: teachers, whanau and children in a community of critical thinkers where assumptions are uncovered and multi-perspectives are valued....
References

Atatai, V. (2015). *Empowering of Samoan culture through music and dance.* Unpublished research report for the Bachelor of Teaching ECE Unitec Institute of Technology


