

Contents

| | |
|---|-----------|
| ABOUT THE AUTHORS | VII |
| INTRODUCTION | 1 |
| <i>Alexandra C. Gunn and Joce Nuttall</i> | |
| PART 1: THE DEVELOPMENT OF <i>TE WHĀRIKI</i> | 5 |
| CHAPTER 1 | |
| <i>Te Whāriki, 2017: A refreshed rallying point for the early childhood sector in Aotearoa New Zealand</i> | 7 |
| <i>Sarah Te One and Jane Ewens</i> | |
| Introduction | 7 |
| The rationale for refreshing the 1996 edition of <i>Te Whāriki</i> | 8 |
| The process for the refresh and consultation | 14 |
| Conclusion | 17 |
| CHAPTER 2 | |
| Tōku Rangatiratanga nā te Mana Mātauranga: “Knowledge and Power Set Me Free ...” | 25 |
| <i>Tilly Te Koingo, Lady Reedy</i> | |
| Their horizon, my heritage | 26 |
| A tangata whenua perspective of early learning | 28 |
| For some, indoctrination took place before they were born ... | 29 |
| But what about today? | 32 |
| Dimensions of the learner | 36 |
| Ngā Taumata Whakahirahira | 37 |
| Conclusion | 39 |
| <i>Te Whāriki: The Explanations</i> | 40 |
| CHAPTER 3 | |
| Te hōhonutanga o <i>Te Whāriki</i>: Developing a deeper understanding of <i>Te Whāriki</i> | 45 |
| <i>Lesley Rameka and Brenda Soutar</i> | |
| Introduction | 45 |
| Te Tiriti o Waitangi | 47 |
| Kaupapa Māori theory | 48 |
| Whakataukī | 49 |
| Te reo Māori | 50 |
| Tikanga Māori | 52 |
| Challenges and potential | 53 |

| | |
|--|-----|
| CHAPTER 4 | |
| Reconceptualising professional learning as knotworking: Actualising the transformative potential of <i>Te Whāriki</i> | 57 |
| <i>Maria Cooper, Helen Hedges, and Joanna Williamson</i> | |
| Introduction | 57 |
| The transformative potential of <i>Te Whāriki</i> | 58 |
| Implementing <i>Te Whāriki</i> : A complex issue | 59 |
| Theory and pedagogy | 61 |
| Professional learning and development: History and research findings | 62 |
| A CHAT reconceptualisation of PLD: Negotiated knotworking | 65 |
| Creating a knotworking culture | 66 |
| Conclusion | 68 |
| PART 2: <i>TE WHĀRIKI</i> IN PRACTICE | 71 |
| CHAPTER 5 | |
| Frayed and fragmented: <i>Te Whāriki</i> unwoven | 73 |
| <i>Jenny Ritchie and Mere Skerrett</i> | |
| Introduction | 73 |
| <i>Te Whāriki</i> and Te Tiriti o Waitangi: Two versions, differing outcomes | 74 |
| (Mis)understandings of Te Tiriti o Waitangi | 79 |
| Demographic challenges | 81 |
| Responding to the crisis of the Anthropocene and the challenge of meeting the SDGs | 83 |
| Implications for teacher education and the Ministry of Education | 85 |
| Conclusion | 86 |
| CHAPTER 6 | |
| Towards an authentic implementation of <i>Teu Le Va</i> and <i>Talanoa</i> as Pacific cultural paradigms in early childhood education in Aotearoa New Zealand | 91 |
| <i>Diane Mara</i> | |
| Introduction | 91 |
| Analysis of <i>Te Whāriki</i> and Pasifika ECE in Aotearoa New Zealand | 92 |
| <i>Tapasā</i> : A framework for Pacific professional cultural competence | 95 |
| A small-scale study with early childhood kaiako: Culturally responsive pedagogy focused on Pasifika models and approaches | 97 |
| Gathering of evidence phase | 99 |
| Analysing the evidence using Pacific frameworks | 99 |
| Conclusion | 102 |
| Acknowledgements | 103 |
| CHAPTER 7 | |
| The paradox of age for the infants and toddlers of <i>Te Whāriki</i> | 105 |
| <i>E. Jayne White</i> | |
| Introduction | 105 |
| Contemplating the paradox of age | 107 |
| Reconciliation of the paradox for infants and toddlers in <i>Te Whāriki</i> | 114 |

| | |
|--|-----|
| CHAPTER 8 | |
| Moving <i>Te Whāriki</i> from rhetoric to reality for disabled children and their whānau in early childhood education | 119 |
| <i>Bernadette Macartney</i> | |
| Introduction | 119 |
| Barriers in the education of disabled learners in Aotearoa New Zealand | 120 |
| Sociocultural interpretations of disability and diversity | 122 |
| <i>Te Whāriki</i> and ableism | 124 |
| Discourses and approaches to diversity within <i>Te Whāriki</i> | 125 |
| Conclusion | 129 |
| CHAPTER 9 | |
| <i>Te Whāriki</i>, possibility thinking and Learning Stories: Tracking the progress | 135 |
| <i>Margaret Carr, Wendy Lee, Karen Ramsey, Kim Parkinson, Nadine Priebes, and Vera Brown</i> | |
| Introduction | 135 |
| PART ONE: Learning “how to learn”: knowledge, skills, attitudes and dispositions that support lifelong learning | 136 |
| PART TWO: They need to learn “how to learn” so that they can engage with new contexts, opportunities and challenges with optimism and resourcefulness | 139 |
| PART THREE: <i>Te Whāriki</i> emphasises the development of knowledge, skills, attitudes, and dispositions that support lifelong learning | 139 |
| Task 1: Dictating Stories and Making Books | 140 |
| Task 2: Mosaic Work | 143 |
| Task 3: Lunch Preparation | 144 |
| CHAPTER 10 | |
| Click, drag, drop, resize, omit: An activity theory view of how technology is mediating the production of learning in early childhood education | 149 |
| <i>Alexandra C. Gunn and Danneille Reeves</i> | |
| Viewing teachers’ assessment work through activity theory | 150 |
| The context of teachers’ assessment work in Aotearoa New Zealand at this time | 151 |
| Inputting information and working with and through software to construct stories about learning | 152 |
| Constructing learning with images and text | 156 |
| CHAPTER 11 | |
| Back to the future: Curriculum and the pedagogue in the age of Communities of Learning Kāhui Ako | 163 |
| <i>Andrew Gibbons and Sandy Farquhar</i> | |
| Introduction | 163 |
| Theorising curriculum | 166 |
| <i>Te Whāriki</i> and <i>The New Zealand Curriculum</i> | 167 |
| Curriculum coherence and transitions | 170 |
| Communities of Learning and curriculum dialogue | 171 |
| Concluding thoughts | 174 |

| | |
|---|-----|
| PART 3: <i>TE WHĀRIKI</i> IN INTERNATIONAL CONTEXTS | 179 |
| CHAPTER 12 | |
| Re-reading and re-activating <i>Te Whāriki</i> through a posthuman childhood studies lens | 181 |
| <i>Marek Tesar and Sonja Arndt</i> | |
| Introduction | 181 |
| Childhood studies as a point of departure | 183 |
| <i>Te Whāriki</i> 's child and people, places, and things | 186 |
| Re-activating <i>Te Whāriki</i> 's child through a posthuman childhood studies lens | 188 |
| Concluding comments: Perpetually re-activating <i>Te Whāriki</i> | 192 |
| References | 192 |
| CHAPTER 13 | |
| The theoretical foundations of <i>Te Whāriki</i> and the <i>Early Years Learning Framework</i>: Enduring and living or capturing fossilised practices? | 195 |
| <i>Marilyn Fleer</i> | |
| Introduction | 195 |
| Methodological note | 197 |
| A static document within a dynamic research context | 198 |
| Curriculum longevity or has it passed its use-by date? | 199 |
| Theoretical genealogy | 199 |
| Theoretical plurality made visible or covertly embedded? | 202 |
| Theoretical plurality in early childhood curriculum in Australia | 205 |
| Conclusion | 208 |
| CHAPTER 14 | |
| <i>Te Whāriki</i> and the Nordic model: Comments on <i>Te Whāriki</i> from a Norwegian and Danish perspective | 213 |
| <i>Stig Broström</i> | |
| Introduction | 213 |
| Implementation of Nordic curricula for early years education and care | 214 |
| <i>Te Whāriki</i> seen in the light of a Nordic educational perspective | 223 |
| Conclusion | 225 |
| CHAPTER 15 | |
| Early childhood curriculum policy texts in England and Aotearoa New Zealand: A rhetorical analysis | 231 |
| <i>Elizabeth Wood and Joce Nuttall</i> | |
| Rhetorical analysis | 232 |
| Rhetorical features of the <i>Early Years Foundation Stage</i> | 233 |
| Rhetorical features of <i>Te Whāriki</i> | 238 |
| <i>Te Whāriki</i> , the <i>EYFS</i> , and the rhetoric of early years reform | 241 |
| INDEX | 245 |