Tikanga Māori Mātāpono Tikanga Māori Principle

Harikoa, enjoying learning through fun and happy interactions. Learning is a lifelong journey, thus the whare kōhungahunga (the early childhood setting) is a place where all pēpi (infants), pēpi nohinohi (toddlers) and tamariki kōhungahunga (young children) have a place and know they are safe and are happy learning with and alongside Kaiako and the whare kōhungahunga whānau.

Tamariki initiate, engage, explore, persevere, take on responsibility for their own learning and their actions or reactions tend to capture their interest(s). Kaiako are charged with recognising the interests of tamariki. When playing alongside tamariki the dialogue of questions, answers and comments assist tamariki to utilise the resources productively in fun and meaningful ways.

Considerations:

Make learning an adventure Kaiako mā:

- How do you make the learning of te reo Māori an adventure for tamariki?
- What te reo Māori language plans does the ECE programme have to ensure children are learning te reo Māori in meaningful and fun ways?
- Waiata are always fun teaching and learning sessions as tamariki are able to relate the words of waiata to other learning contexts they engage in throughout the daily programme.
- How can you provide parents and whānau with te reo Māori learning opportunties? A coordinated approach by kaiako alongside the whānau will result in positive outcomes for all tamariki and this is how kotahitanga is enacted.

Waiata Pakipaki pakipaki tamariki mā

(Tune: If you're happy and you know it) Nā Ngaroma Williams

Pakipaki pakipaki tamariki mā x2 E peke, e peke tamariki mā x2 Hurihuri, hurihuri tamariki mā x2 Takahia, takahia tamariki mā x2 Kanikani, kanikani tamarik mā x2 E haka, e haka tamariki mā x2

Children are clapping, jumping, turning around, stomping, dancing, doing the haka.





Kei te waiata ahau Whaea. I am singing Whaea.
Ataahua tō reo Matangirau
he ōrite te rere o tō reo ki tō awa.
Beautful singing Matangirau,
your reo flows just like your river.

https://ako.ac.nz/ki-te-hoe-indigenising-practice

Ki te hoe Indigenising Practice

Te reo me ngā tikanga Māori Rauemi mā ngā kaiako

Ngā Kupumahi Actions



Kei te kai uhikura ahau, he reka. I am eating raddishes, yummy.

Created by Ngaroma M. Williams and Kari Moana Te Rongopatahi





Ngā Huinga Reo: Vocabulary

Hīkoi: walkOma: run

• Eke pahikara: riding bicycle

Noho: sittingTū: standing

Whawhai: fighting

Katakata: laughing

Pānui: reading

· Tākaro: playing

Whakarongo: listening

Tangi: crying

· Whakaaro: thinking

Waiata: singing

Mātakitaki tīwī: watching tv

· Kanikani: dancing

· Tuhituhi: drawing, writing

Peita: painting

Moe: sleeping

Kai: eating

K\u00f6rero: talking

Tatari: waiting

Inu: drinking

Peke: jumping

· Horoi: washing

Tunu kai: cooking

Whakarite: to organise, prepare, arrange

· Takoto: lying down

Whakamārama: explaining

• Whakamau: putting on

He whakatakotoranga: A structure

Kai	te	aha	a/te	Person Pronoun
Present s tense	imple	what	a used for name te used for pronoun	Awarua kōtiro
Kei	te	kaukau	a te	Awarua kōtiro



Which phrases go with the graphics?

- Kei te aha koe? What are you doing?
- Kei te tatari ahau.
 I am waiting.
- Kei te aha te pēpi nohinohi?
 What is the toddler doing?
- Kei te whakamau pōtae ia. He is putting on the hat.
- Kei te aha koe e tama?What are you doing my friend?
- Kei te peita ahau.
 I am painting.
- Kei te aha a Wiremu rāua ko Tai?
 What are Wiremu and Tai doing?
- Kei te tunu kai mō a tātou manuhiri.
 They are cooking a kai for our visitors

Hei mahi: Exercise



Ko Haimona tēnei me tōna ngeru Haumi. Using the above graphics add as many phrases as you can in response to: 'Kei te aha a Haimona?'

- Kei te kai a Haimona, Haimona is eating.
- Kei te....
- Kei te,,,,