

Mai i Rangiātea

Māori Wellbeing and Development

Edited by Pania Te Whānui, Māne McCarthy and Aoife Dune



Mai I Rangiatea Maori Wellbeing And Development

M Walker



Mai I Rangiatea Maori Wellbeing And Development:

Mai I Rangiatea Pania Te Whāiti, Mārie Barbara McCarthy, Arohia Durie, 1997 Mai i Rangiatea provides some Maori perceptions of healthy growth and development. It introduces a Maori developmental discourse which affirms a cultural base with an affinity to the discourses of other indigenous peoples. Western concepts of human development have oversimplified the process by emphasizing individuality as the core, then generalizing to the whole. Maori acknowledgment of the interdependency between the individual and the group gives some basis for alternative discourses. *Ngā Kāhui Pou*

Launching Māori Futures Mason Durie, 2003 Professor Durie discusses traditions and customs and addresses contemporary needs in order to build development strategies for the launch of the Maori population into the new millennium. This work also suggests models for the development of other indigenous peoples. *Comprehensive Handbook of Social Work and Social Welfare, Social Work Practice*, 2008-03-31 Comprehensive Handbook of Social Work and Social Welfare Volume 3 The Profession of Social Work features contributions from leading international researchers and practitioners and presents the most comprehensive in depth source of information on the field of social work and social welfare. *Social Work Practice with Groups, Communities, and Organizations* Charles A. Glisson, Catherine N. Dulmus, Karen M. Sowers, 2012-08-14 A solid theory to practice guide to contemporary mezzo and macro social work. Written by a renowned team of scholars, *Social Work Practice with Groups, Communities, and Organizations* focuses on the contemporary theory and practice of social work. Each chapter delves deeply into the key theoretical considerations surrounding a particular practice area, exploring the clinical implications of each. Spanning the full range of both mezzo and macro practice areas, the authors thoroughly look at the assessment of and interventions with group, community, organizational, and institutional settings. The most authoritative book in this field, *Social Work Practice with Groups, Communities, and Organizations* features a focus on evidence-based approaches to assessment and intervention for each practice area, discussed in comprehensive coverage of the most important new and emerging practice technologies in mezzo and macro social work. Current and emerging demographic, social, political, and economic trends affecting mezzo and macro practice. An array of pedagogical aids including Key Terms, Review Questions, for Critical Thinking, and Online Resources. Content closely aligned with social work accreditation standards, EPAS. Providing a solid review of the entire scope of contemporary mezzo and macro social work practice, *Social Work Practice with Groups, Communities, and Organizations* is both an indispensable educational text for students and a valuable working resource for practitioners who work with groups, communities, and organizations of all sizes. *Group Care Practice with Children and Young People Revisited* Leon C. Fulcher, Frank Ainsworth, 2012-12-06 Find out how group care for children has changed in the last 20 years. *Group Care Practice with Children and Young People Revisited* focuses on the core issues that shape the quality of care that is provided in institutional and residential care settings, as well as day care services that rely on the group process. Leading authorities on residential group care practice from around the world examine practice concepts centered on

three broad themes working directly with children working indirectly to support children and their families and organizational influences on practice This unique book offers valuable insights for dealing with the daily challenges of working with young people in responsive group care Group Care Practice with Children and Young People Revisited builds on contemporary themes that were explored by the editors more than 20 years ago in Group Care for Children Concept and Issues and Group Care Practice with Children both out of print Contributors to this updated collection put a fresh spin on the original material as well as cross cultural analysis from both sides of the Atlantic Australia and New Zealand Malaysia China and the United Arab Emirates They revisit the key issues identified in the earlier books and provide personal and professional reflections on what has happened to their practice themes since the early 1980s Special attention is paid to how social policy imperativesnormalization de institutionalization mainstreaming least restrictive environment minimal intervention and diversionhave reshaped the field group care methods and skills needed for direct and indirect care and group care as an occupational Group Care Practice with Children and Young People Revisited examines and re examines the relationships between group care practice and education how group care programs can become hostile to families primary care in secondary settings the importance of shared language in a group care center group development how group composition can influence the overall functioning of the group managing occupational stresses in group care practice patterns of career development in child and youth care economic influences that impact group care challenges facing the future of group care services for children and much more Group Care Practice with Children and Young People Revisited is a must read for youth case workers child and youth care educators and anyone working in child welfare including youth justice managers administrators and policymakers

Residential Child Care in Practice Mark Smith, Leon Fulcher, Peter Doran, 2013-02-13

Written by experienced practitioners and academics this is a core text about the practice of residential child care It takes as its starting point the fact that residential child care involves workers and children sharing a common lifespace in which the quality of interpersonal relationships is key Each chapter highlights relevant policy guidance and is developed around a practice scenario discussing key knowledge skills and values relating to its theme This highly practical book should therefore be of value to a range of students at different academic levels from VQ to Masters and to practitioners and managers in residential child care The book draws on ideas from child and youth care and social pedagogic traditions and will appeal to a worldwide audience and provides a valuable addition to the emerging literature around social pedagogy

Teachers' and Families' Perspectives in Early Childhood Education and Care Sivan Phillipson, Susanne Garvis, 2019-01-30

The second volume in this Early Childhood Education in the 21st Century International Teaching Family and Policy Perspectives miniseries focuses on teacher and family perspectives of early childhood education and care from 19 different countries around the world The aim of this volume is to articulate the key components of teacher education and family practices that impact young children s education and care Each country featured in this volume presents its own unique perspective in

relation to the cultural and societal constraints around teacher training and or family practices and the thinking around those practices that are important for early childhood development Offering a unique insight into how teachers and families work together in different countries the book is essential reading for early childhood educators researchers early childhood organisations policy makers and those interested to know more about early childhood within an international perspective

Maea te Toi Ora: Māori Health Transformations Te Kani Kingi, Mason Durie, Hinemoa Elder, Rees Tapsell, Mark Lawrence, Simon Bennett, 2018-02-28 *Manitoba Law Journal: A Review of the Current Legal Landscape 2013 Volume 37(1)* Darcy L. MacPherson, et al., The Manitoba Law Journal is a peer reviewed journal founded in 1961 The MLJ's current mission is to provide lively independent and high caliber commentary on legal events in Manitoba or events of special interest to our community This issue has articles from a variety of contributing authors including Amar Khoday Ami Kotler Brandon Trask Bruce MacFarlane Bryan P Schwartz Dale McFadzean Darcy L MacPherson Delloyd J Guth Donn Short Douglas D Ferguson Edward D Brown Eveline Milliken Gord Mackintosh Janelle Anderson Jeffrey Oliphant John Burchill John Pozios Lee Stuesser M Lynne Jenkins Martha E Simmons Miranda Grayson Philip Girard Richard J Chartier Richard Wolson Romeo Dallaire Sacha R Paul Sarah Buhler Susan Noakes and Trevor C W Farrow **Culture Counts** Russell Bishop, Ted Glynn, 2003 This is a study of the experience of Maori people in the school system and the pedagogical response It presents a model for addressing cultural diversity in the classroom which is based on a traditionalist Maori response to the dominant discourse within New Zealand New Theories for Social Work Practice Kieran O'Donoghue, Robyn Munford, 2019-07-18 Social work theory and practice is evolving and this edited collection explains both what the latest developments are and how to use them in practice Exploring the challenges currently being faced within social work it shows new ways social workers can conceptualise and respond to these issues It covers emerging theory relating to work with families children and young people refugees older people indigenous practice and more while explaining different models that can be used It explores interventions in different contexts including community development mental health settings partnerships with disabled people work with Pacific communities cross cultural practice and the elements of evidence informed and ethical practice

Intersecting Cultures in Music and Dance Education Linda Ashley, David Lines, 2016-05-25 This volume looks forward and re examines present day education and pedagogical practices in music and dance in the diverse cultural environments found in Oceania The book also identifies a key issue of how teachers face the prospect of taking a reflexive view of their own cultural legacy in music and dance education as they work from and alongside different cultural worldviews This key issue amongst other debates that arise positions Intersecting Cultures as an innovative text that fills a gap in the current market with highly appropriate and fresh ideas from primary sources The book offers commentaries that underpin and inform current pedagogy and bigger picture policy for the performing arts in education in Oceania and in parallel ways in other countries **Rethinking residential child care** Smith, Mark, 2009-02-25 Residential child care is a crucial though

relatively neglected area of social work And yet revelations of abuse and questions of effectiveness have led to increasingly regulatory and procedural approaches to practice and heightened political and professional scrutiny This book provides a broad and critical look at the ideas and policy developments that have shaped the direction of the sector The book sets present day policy and practice within historical policy and organisational context The author applies a critical gaze to attempts to improve practice through regulation and fundamentally challenges how residential child care is conceptualised He argues that it needs to move beyond dominant discourses of protection rights and outcomes to embrace those of care and upbringing The importance of the personal relationship in helping children to grow and develop is highlighted Other traditions of practice such as the European concept of social pedagogy are also explored to more accurately reflect the task of residential child care The book will be of interest to practitioners in residential child care social workers and students on social work and social care courses It should be required reading for social work managers and will also be of interest to policy makers and students of social policy education and childhood studies

Play and Learning in Early Childhood Settings Ingrid Pramling Samuelsson, Marilyn Fleer, 2008-11-14 This book represents the outcome of the joint activities of a group of scholars who were concerned about the lack of international research in play for children from birth to 3 years The authors are members of the Organisation Mondiale pour l'Education Prescolaire OMEP For further information see <http://www.om-ong.net> The idea of carrying out a research project internationally was born at the OMEP's World Congress in Melbourne Australia 2004 All member countries were invited and 10 countries decided to participate of which three have withdrawn during the process The reason for this might be that in these countries only one person was working with the project while other seven countries have been working in a team of two or more persons The countries that have carried out research and contributed to this book with a chapter each are Australia Chile China Japan New Zealand Sweden and USA Wisconsin For more information about the participating countries and their corresponding addresses see Appendix I This book project started in Melbourne with a discussion about what is general in early childhood education globally and what is culturally specific The discussion was inspired by one of the keynote speakers Nazhat Shameem 2004 judge in the supreme court in Fiji when she said If we all think we are so different and specific in each culture the role of human rights has no value anymore We formulated three questions

Imagining Ageing Carmen Concilio, 2018-10-04 What do literary texts tell us about growing old The essays in this volume introduce and explore representations of ageing and old age in canonical works of English and postcolonial literature The contributors examine texts by William Shakespeare Daniel Defoe Julian Barnes Thomas Kinsella Seamus Heaney J M Coetzee Alice Munro Witi Ihimaera and Patricia Grace and together with a medical study they suggest solutions to the challenges arising from the current demographic change brought about by ageing Western populations

Learning Together in the Early Years Theodora Papatheodorou, JANET R Moyles, 2008-07-09 Relational pedagogy underpins the core principles of both the cognitive and social emotional development of young children

as evidenced in the Reggio Emilia preschools and the Te Whariki curriculum in New Zealand Emphasising the links between people places and ideas and the effects of these on education educators and learners it is integral to the English Early Years Foundation Stage and forms the basis for early years provision around the world This book brings together contributions from international experts on early years education to explore and debate relational pedagogy across different countries and in the context of a broad international field The three sections of the book cover the following areas culture environment and adult child relationships how children and adults relate to the culture ethos and environment in which they function adult child relationships how education and care environments directly relate to learning and teaching adult adult relationships for professional development in training situations and parental partnerships The book will be of interest to all those who want to delve deeper into how these interactions affect teaching and learning and to understand how the context can have its own impact on pedagogical outcomes Researchers in early years education and students on early childhood education courses will find much here to inspire and challenge their thinking

The Cost of Globalization Julian E. Kunnie, 2015-04-23 The issues arising from rapid global integration have generally been treated in isolation by most academic works This volume examines the many pitfalls of globalization from the perspective of impoverished and indigenous peoples including the widening wealth gap the struggle for restoration of dispossessed lands and cultural rights global warming and ecological annihilation and the experiences of women in underdeveloped regions The United States growing prison industrial complex is discussed The author concludes with a call for reassessing current ways of living and proposes recreating cultures of conservation and sustainable economies Instructors considering this book for use in a course may request an examination copy here

The Search for Environmental Justice Paul Martin, Sadeq Z. Bigdeli, Trevor Daya-Winterbottom, Willemien du Plessis, Amanda Kennedy, 2015-07-31 This thoughtful book provides an overview of the major developments in the theory and practice of environmental justice It illustrates the direction of the evolution of rights of nature and exposes the diverse meanings and practical uses of the concept

Yearbook of New Zealand Jurisprudence, 2007

Transitions to School - International Research, Policy and Practice Bob Perry, Sue Dockett, Anne Petriwskyj, 2013-11-04 This book provides an important compilation and synthesis of current work in transition to school research The book focuses strongly on the theoretical underpinnings of research in transition to school It outlines key theoretical positions and connects those to the implications for policy and practice thereby challenging readers to reconceptualize their understandings expectations and perceptions of transition to school The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research A substantial part of the book is devoted to detailed examples of transition to school practice These chapters provide innovative examples of evidence based practice and contribute in turn to practice based evidence The book is also devoted to considering policy issues and implications related to the transition to school It records a genuine

collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research practice and policy The collaborative research policy and practice based development of this position statement represents a world first

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