

**Rationale:**

Māori are Tangata Whenua of Aotearoa (the indigenous people of New Zealand), and their language and culture are a living part of New Zealand society. The Massey Child Care Centre Inc. has a commitment to the Treaty of Waitangi, recognising and understanding that there is a dual cultural heritage for all to be enriched with. Māori today are a diverse population of people and have the right to choose the level of participation they will have with both Māori and non-Māori language and culture. **All** Māori have rights of partnership, participation and protection.

**Purposes:**

- To provide an environment in which children, their families/whānau and staff of the Centre are exposed to and enriched by the dual culture of the Treaty partners. (*Guiding Principle - Centre Strategic Plan 2016*)
  - To enable our children to understand, respect and show sensitivity for Tikanga Māori, ie. values, attitudes, behaviour and Te Reo Māori, [Māori language], through our bicultural practices and through a range of activities, resources and opportunities.
  - To respect and demonstrate our obligations to the Treaty of Waitangi.
1. Article 1 - Partnership. The Treaty guarantees to Māori a share in the power over decision making in order to work towards common objectives in our Centre.
  2. Article 2 - Protection. The Treaty guarantees to Māori the power to define their treasures, methods of delivery, Māori involvement, and the provision of protection to those treasures.
  3. Article 3 - Participation. The Treaty guarantees to Māori equality of opportunity for involvement and outcomes.

We acknowledge the current demographic trend that the number of Māori children is increasing. We will actively encourage learning Te Reo and Tikanga Māori through exposure to a range of relevant education mediums, therefore aligning with the Ministry of Education's policy directive to include and reflect Māori culture in all children's learning. The Education [Early Childhood Services] Regulations 2008, acknowledge the 'unique place of Māori as tangata whenua' and the importance of implementing curriculum practices that 'encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures.'

## **Bicultural Guidelines and Practices**

### **1. Partnership (Article 2) (Māori involvement in decision making) ( development of common objectives)**

- Management and staff will endeavour to involve the local Massey University Māori community in order to gain insight into their particular needs, values etc to ensure that the Te Reo and Tikanga Māori that is taught is high quality. This can be through:
  - The involvement of the wider Māori community including Tangata Whenua-Rangitāne, and Kuia and Koroua in the curriculum delivery.
  - Parent/whānau Involvement e.g. resource people, curriculum delivery
  - Encouraging Māori into Management/Leadership positions.
  - The Centre to work together with the Māori community with the aim of developing common objectives.

### **2. Protection (Article 2) (Protection of the language and culture) (Māori defining what is appropriate for Māori-methods of delivery, what is important, increasing exposure)**

- Management and staff will provide opportunities to expose children to learning about Te Reo and Tikanga Māori as positive contributions to identity.
- Centre Professional Development programmes will encourage the development of values and knowledge of Māori and in particular our local Māori knowledge through accessing relevant and appropriate training for staff.
- The Centre will endeavour to provide exposure to cultural experiences and recognise and monitor Māori needs that are consistent with an increasing Māori population.
  - Parent/whānau and wider whānau involvement.
  - Consultation/participation.
  - Utilising Māori resources in our Centre and the wider Massey community in a respectful and appropriate manner.
  - Exposure to cultural experiences such as Marae visits that are effectively linked back to Te Whāriki and the different developmental stages of the children.

### **3. Participation (Article 3) (equality of outcomes) (curriculum diverse enough to allow all to be involved) (diverse delivery in an appropriate way to engage all Māori) (Māori to learn as much as non-Māori)**

- The Centre will provide a welcoming atmosphere for all parents and children by reflecting both cultures. e.g. Te Reo visual resources at a relevant and appropriate level.
- Through consultation with parents/whānau and effective assessment and analysis, educators will be able to implement a range of programmes that provide opportunities for all children to realise and discover their potential and talents.
- The Centre management will support teachers and educators with the appropriate resourcing as they actively strive to deliver the principles of the Treaty in everyday education implementation.
- The Centre teachers and educators will support young children's language learning and cultural awareness through proactive exposure to a range of media in Te Reo.
- The Centre management will proactively purchase a range of resources that provide exposure to Nga Waiata Māori, Te Reo Māori, Nga Whakaahua Māori, and other appropriate resources..