



# BICULTURAL POLICY

Licensing Criteria C5, C6

**Rationale:** To ensure the curriculum offered to children “...reflects the unique place of Māori as tangata whenua.”\*

**Purpose:** “Children are given the opportunity to develop knowledge and understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.”\* The Homebased setting encourages children to understand and respect other cultures.

## PROCEDURES

- Equipment and resources will reflect the values and practices of Māori culture.
- Educators will incorporate te reo, waiata and tikanga Māori practices into programme planning and learning experiences.
- Educators will use inclusive communication strategies to engage Māori families in contributing to their children’s learning.
- Educators will address the educational aspirations of Māori families to encourage children to reach their full potential.
- Educators and coordinators will attend professional development to strengthen their understanding and knowledge of te reo and tikanga Māori, Tātaiako and the ways that this can be incorporated in to their unique learning setting.
- Parents and whānau will be made to feel welcome in the home and their views and perspectives valued at all times.
- The homebased setting will seek to provide an environment and resources that reflect the natural world.
- Kai routines will reflect Tikanga Maori and children will be encouraged to participate in karakia before kai.
- Coordinators will be encouraged to liaise with local iwi to ensure that the programme reflects the tikanga of the tangata whenua of their local area.

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DATE ADOPTED: August 2017

REVIEW CYCLE: Annually

DATE FOR NEXT REVIEW: August 2018

- Policies and procedures will endeavour to reflect a bicultural approach to teaching and learning.

\* Ministry of Education (2008, amended August 2009) *Licensing Criteria for Early Childhood Education and Care Centres 2008*  
*And Early Childhood Education Curriculum Framework*, Wellington. C5, P.9

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