

Te Tiriti o Waitangi Policy

Rational: 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. Bright Babes Early Learning Centre 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 the rights of partnership, participation and protection.

Purpose:

- 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.
 - To enable our children to understand, respect and show sensitivity for Tikanga Māori, i.e. values, attitudes, behaviour and Te Reo Māori, 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 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 practice 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 1) (Māori involvement in decision making) (Development of common objectives)
 - Management and staff will endeavour to involve the local 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 done 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. resources people, curriculum delivery
 - Encouraging Māori knowledge and expertise 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 community in respectful and appropriate manner.
- Exposure to cultural experiences such as kapa haka, 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 every day education implementation.
- The Centre teachers will support young children’s language learning and cultural awareness through proactive exposure to a range of media in Te Reo.
- Each Centre room will proactively purchase a range of resources that provide exposure to Nga Waiata Māori, Te Reo Māori, Nga Whakaahua Māori, and other appropriate resources.

Alignment with other Policies:

All policies must align with our philosophy, our philosophy states that “We acknowledge Te Tiriti O Waitangi as the founding document of Aotearoa New Zealand and are committed to embracing our bi-cultural heritage. We value and respect all ethnic groups, their cultural identity, heritage and language of each child and their families/whānau.”

Relevant Background (including legislation/regulation references)

Review:

Review of the philosophy is part of the annual internal evaluation process which is led by Management.

Policy Review Schedule

Review every three years or when there is a significant change in the area of the policy topic.

Introduction Date:	September 2018			
Next review date:	September 2021			
Comment:	Updated			
Consultation Undertaken:	Staff Management Parents and families.			