

Bicultural Statement

Category: Curriculum
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Rationale:

We believe that Te Whare K hungahunga o UC | Early Childhood Learning Centre (ECLC) has the responsibility under te Tiriti o Waitangi and the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)* to celebrate and embrace Aotearoa New Zealand's bicultural heritage. *Te Wh riki*, the national early childhood education curriculum, will also guide us in our curriculum development and pedagogy. This statement has been developed to provide a framework for all ECLC policies and pedagogy, so that all tamariki | children attending our Centre experience a culturally responsive curriculum.

Te Tiriti o Waitangi has three principles; partnership, participation and protection. These principles act as a framework for ECLC's bicultural statement.

Partnership:

Kaiako | teachers and management recognise, respect and uphold the partnership between Tangata Whenua (M ori) and Tangata Tiriti (non-M ori) that is inherent within te Tiriti o Waitangi. We acknowledge Ng i Tahu as local iwi | tribe and Ng i T huriri as local hap | sub-tribe. The Centre will ensure that perspectives of M ori are evident in our curriculum, policies and pedagogy. This will be achieved by engaging with local hap , Ng i T huriri, and Centre wh nau | families in order to provide the best outcomes for M ori learners.

Kaiako will build and maintain warm, respectful relationships with parents and wh nau, and provide opportunities for them to contribute to the life of the Centre. Parents and wh nau are recognised as key stakeholders in the early education of their tamariki, and their aspirations for their tamariki will be valued and evident within the curriculum.

Participation:

All tamariki, wh nau and kaiako have the right to participate in early childhood education that reflects their identity, language and culture. Te Whare K hungahunga o UC will incorporate multiple perspectives into the design and delivery of their curriculum, and will actively encourage

wh nau, and people with knowledge of the local context (Ministry of Education, 2011, p. 12) to participate in the development of a culturally responsive curriculum.

Protection:

All tamariki need to be protected; they are our taonga | treasures. Holistic approaches to well-being will be fostered by gaining understanding of mana | pride and whakapapa | genealogy and the importance they hold to M ori. Cultural locatedness will be fostered and supported.

Aotearoa New Zealand is the only place in the world where te reo M ori is spoken. It must be protected and we, as kaiako, can help tamariki develop aroha | love and respect for te reo me ng tikanga M ori | M ori language and protocols. Kaiako will ensure that te reo M ori is a living language within ECLC. Te reo me ng tikanga M ori will be evident both in practice and within the physical environment.

References

Ministry of Education. (2011). *T taiako: Cultural Competencies for Teachers of M ori Learners*. Wellington: Ministry of Education.