

## Bicultural Statement

**Category:** Curriculum  
**Last Modified:** March 2023  
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### **Rationale:**

We believe that Te Whare Kōhungahunga 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 Whāriki*, 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 (Māori) and Tangata Tiriti (non-Māori) that is inherent within te Tiriti o Waitangi. We acknowledge Ngāi Tahu as local iwi | tribe and Ngāi Tūāhuriri as local hapū | sub-tribe. The Centre will ensure that perspectives of Māori are evident in our curriculum, policies and pedagogy. This will be achieved by engaging with local hapū, Ngāi Tūāhuriri, and Centre whānau | families in order to provide the best outcomes for Māori learners.

Kaiako will build and maintain warm, respectful relationships with parents and whānau, and provide opportunities for them to contribute to the life of the Centre. Parents and whānau 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, whānau and kaiako have the right to participate in early childhood education that reflects their identity, language and culture. Te Whare Kōhungahunga o UC will incorporate multiple perspectives into the design and delivery of their curriculum, and will actively encourage

whānau, 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 Māori. Cultural locatedness will be fostered and supported.

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

### **References**

Ministry of Education. (2011). *Tātaiako: Cultural Competencies for Teachers of Māori Learners*. Wellington: Ministry of Education.