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**MĀORI** **AS** **TANGATA** **WHENUA**

**RATIONALE**

The Flying Kiwi Preschool curriculum acknowledges and reflects the unique place of Māori as tangata. whenua. Tamariki are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.

The Flying Kiwi Preschool curiculum respects and supports the right of cach tamaiti to be confident in their own culture and encourages tamariki to understand and respect other cultures.

Kaiako and management at Flying Kiwi Preschool are committed to uplifting and promoting Māori pedagogy through practice, curriculum and written mahi. Flying Kiwi Preschool encourages an awareness and appreciation of the bi-cultural heritage of our country. We support Te Tiniti o Waitangi and the use of te reo Māori as a living language. We recognise the core values of Māori, such as kotahitanga, kaitiakitanga, mauritanga, wairuatanga, oranga, manaakitanga, whanaungatanga, mātauranga, rangatiratanga, akonga, tuakana/teina relationship, mahi tahi, and reflect these in our daily practice. A key to these core values is listed below:

* Kotahitanga - Oneness/Unity
* Kaitiakitanga - Guardianship
* Mauritanga-Life - Essence
* Wairuatanga - Spiritual Connection
* Oranga - Health
* Manaakitanga - Hospitality/Care
* Whanaungatanga - Relationships and Connections
* Mātauranga - Knowledge
* Rangatiratanga - Leadership
* Akonga - Reciprocal Learning
* Tuakana/Teina Relationship - Reciprocal Learning
* Mahi Tahi - Collaboration and Participation

**TE** **WHĀRIKI**

***Principals******of empowerment / Whakamana;******Holistic******development / Kotahitanga;******Family******and******community******/ Whānau******tangata;******and******Relationships******/ Ngā******hononga***

***Belonging/******Mana******whenua******-******Strand:*** *Children know they belong and have a sense of connection to others and the environment.*

***Communication/******Mana******reo******-******Goal******3:*** *Tamariki experience an environment where they experience the stories and symbols of their own and other cultures.*

**Licensing** **Criteria** **for** **Early** **Childhood** **Education** **&** **Care** **Services** **2008**

**Curriculum:** **Culture** **and** **Identity**

·**C5:** The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.

·**C6:** The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.

**PROCEDURES**

* All team members will have knowledge of tikanga Māori and te reo Māori and demonstrate respect for tikanga Māori to work effectively within the bi-cultural context of Aotearoa.
* All team members integrate te reo me ngā tikanga Māori into all aspects of the centre's environment and curriculum, including rhythms, rituals and regular events.
* All tamariki are supported to understand, respect and appreciate te reo me ngā tikanga Māori.
* Tamariki are supported to become aware of their ancestral heritage and the history of Aotearoa.
* Kaiako will discuss and inform others of appropriate practice with regard to tikanga Māori to increase awareness of the partnership inherent with Te Tiriti o Waitangi.
* Visual aids and language prompts are displayed within and around the centres, to encourage kaiako and other adults to extend their knowledge of te reo Māori.
* Kaiako greet tamariki, mātua, colleagues and phone enquiries in both Māori and English.
* Kaiako develop meaningful relationships with whānau and respect their aspirations for their tamariki.
* Kaiako will reference Māori frameworks such as Te Whare Tapa whā (Durie, 1998), Te Wheke (Pere, 1991), Te Whatu Pokeka (2009) appropriately within documentation
* Professional development funds and time are made available for kaiako to extend their tikanga and te reo knowledge.
* Kaiako and management endeavour to make, find, and provide Māori and natural teaching resources.
* Where possible, each centre's curriculum is developed in partnership with Māori to provide genuine opportunities for participation and to enhance learning outcomes for tamariki Māori.

**LINKS TO:**

* Te Tiriti o Waitangi

**Date approved:**

**Review date:**