



CULTURAL DIVERSITY POLICY

Purpose

To acknowledge the culture of Students and the School Community, and to respect and understand the differences between cultures.

The Board will ensure the following points are adhered to:

1. To recognise the multicultural nature of New Zealand families and provide opportunities to incorporate and adapt aspects of this into teaching programmes to meet learning needs, as and when appropriate.
2. To recognise the special significance of our local and dual heritage and to meet the needs of Maori students in teaching and learning programmes and;
 - To provide the opportunity for students to learn in a quality Bilingual class;
 - To ensure there is provision for all students to have relevant and meaningful access to Te Reo and Tikanga Maori, as part of the integrated learning programme;
 - To embrace Te Kete o Aoraki and nurture a positive relationship with the local iwi/Tunanga/whanau;
 - To provide professional development opportunities where appropriate, for staff, board and school families, to help them better understand the needs of te Ao Maori.
3. Documented procedures to support this policy are adhered to.

The following procedures are documented as part of this policy:

- Bilingual Class
- Kapa Haka Group
- Integration of Maori content across the curriculum

Bilingual Class Procedures

The class operates at a level 3 (at least 30% or 7.5 - 12 hours) Maori instruction a week:

- Include whanau and outside organisations eg. Oraka/Aparima/Runanga. This will encourage community growth.
- The programme of work we implement with a strong emphasis on cooperative learning,
- The kaiako will be supported with appropriate professional development, particularly in terms of local knowledge for inclusion in the curriculum.
- The class will be fully integrated into all aspects of the school as much as possible, without losing the 'Special Characteristics.'

- The class will be situated within the senior classroom block
- The learning will include 'Real life' learning contexts that make sense to Maori students.

Student selection:

- Parental consultation will take place to make sure the child and family are ready and happy to be part of this class environment.
- The parents need to be prepared to learn alongside their tamariki.
- At RPS we would like the children to have a basic understanding of English (reading, writing and oral language), Maths, Integrated subjects and the Maori language.
- Pupils are ready to be part of the bilingual class when they are in Yr 3. Studies have shown that in your 3rd year of schooling it is the best time to start learning and understanding other languages.
- Selected pupils will be academically strong, have iwi affiliations, are age appropriate, have the backing from their parents and school staff. Maori children will have priority.
- Have the pupils be more included in the community.

Kapa Haka Procedures

- Kapa Haka will be taken at least once a week
- All children will be able to attend, but where numbers become unwieldy, Maori children will have priority.
- Children will have opportunities to perform on a regular basis to an audience (Polyfest and Na Putangiputangi)

Integration of Maori Content across the Curriculum

The following guidelines should be adhered to:

- The incorporation of Maori into all curriculum areas, where it fits naturally.
- Where an integrated focus includes a specific or local area, eg. environmental issues, Runanga should be consulted
- Confident, accurate pronunciation of Maori words and names (including place names).
- Teachers will receive ongoing support to include Te Reo and Tikanga into their classrooms for 1 hour a week, from the bilingual teacher and the Resources Teacher of Maori.

Review schedule: Triennially

Last review May 2014

Approved:

Date:... March 2018

BOT Chairperson