**Strategic Discussion: Teaching & Learning: Manaakitanga: Every child’s culture, identity and language is affirmed.**

**Summary Statement:** As our NZ society becomes increasingly multicultural and faces a number of crises we understand inclusion of other cultures, identity and language is fundamental to the wellbeing of tamariki and supports their ability to learn. Our teachers achieve this in several ways, commencing from the start of a child’s kindergarten journey. Respecting the customs and practices of other cultures provides tamariki with a sense of the familiar, and pride. Barrier free access to kindergarten and our willingness to go the extra mile in welcoming all to our services should be imbedded in how we operate across all levels of our association.

**NELP** Objectives 1, 2 & 3 (Learners at the centre, Barrier-free access, Quality teaching and leadership)

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| **Area** | **Ensure:** | **Further Initiatives to be explored** |
| Board | * Annual RS61 data informs us about the cultural mix and trends within our own association, how is this used in forward planning to meet changing trends? * Ensure funding received is allocated appropriately where needed * Be informed about how children’s culture, identity & language needs are being met * Kindergarten AGM reports reflect the diversity of practices and resources evident in our kindergartens | * Action point for 2023 Strategic Planning Day – analyse RS61 data, discuss options to meet changing needs |
| Managers, leaders | * Diversity in recruitment * Ensure a culture of inclusion prevails * Reduce barriers to access * Provide development opportunities |  |
| Kaiako | * ESOL (English for speakers of other languages) * Seek support of teachers with expertise in a particular culture/language (Teacher swaps?) * Purchase cultural resources * Targeted funding received * Assist families to enrol with doctors * Interagency referrals and support * Kahui Ako bicultural support * Celebration of important cultural dates/events * Respect for different cultural beliefs & practices * Professional development opportunities regarding Te Ao Māori, Te Reo, Tikanga * Strengthen learner support capability * Work in collaboration with whānau * Part of Enviroschool program * Woven into NELP’s * ERO focus |  |