Tēna koutou!

This is the 3rd and final session for our Te Tiriti o Waitangi mahi. This focuses on your ability to reflect.

How are you currently practicing?

What are some of the key things you can work on?

How is your team currently practicing as a whole and what key things can you work on?

Have a team hui to discuss and plan where to next.

What we will be looking for in the kindergartens when we are out and about as Kaiārahi Māori and Kaiārahi Kaiako (Senior Teachers). Below is where we should be aiming for in terms providing and practicing the best we can in terms of bi-cultural practice. There is a continuum of practice and this is where we want to support you to be. Whaia te iti Kahurangi.

We will see in the Kindergartens that:

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| The importance of Te Tiriti o Waitangi and Whakapapa o tēnei rohe, place-based practice, and the NTK Whānau based approach are acknowledged through partnerships, policies and practices.  Kaiako provide all tamariki ongoing opportunities to develop knowledge of the cultural heritages of both parties to Te Tiriti o Waitangi. |
| The curriculum reflects and actively demonstrates that the unique place of Māori as Tangata Whenua is valued. Kaiako weave this into the programme in a meaningful, authentic and respectful manner through knowledge of local hapū iwi, their history, sites of significance and kawa. |
| Tātaiako cultural competencies are strongly understood and also evident throughout the kindergarten and documentation in a sustained way. |
| Te reo Māori is spoken by all kaiako, pronounced correctly and is actively integrated throughout the curriculum |
| Te Ao Māori Tikanga and concepts are understood by all kaiako and are effectively implemented across all aspects of the curriculum and this is highly evident in documentation. |
| Kaiako’ in-depth knowledge of waiata, haka, pūrakau, karakia and whānau help them to effectively extend tamariki thinking & foster new understandings |
| Aspirations of Māori learners are captured and followed up with whānau through assessment, planning and feedback |
| Kaiako have developed reciprocal networks with kaumātua, kuia and whānau. Implementation of the bicultural curriculum is responsive to their guidance and support. |
| There is strong evidence that the language, culture and identity of Māori tamariki are actively promoted, respected and responded to by all Kaiako |