

## Tātaiako Policy and Procedures



Licensing Criteria: Curriculum C5,

### Our pepeha

Ko Taranaki te mouna  
Ko Waimea te awa  
Ko Tokomaru te waka  
Ko Te Atiawa te iwi  
Ngāti Te Whiti te hapu  
Okoare te pā tawhito  
Ko the Redwoods te kura  
Ngākau Māhaki te whare  
Ko ngā kaitiaki o te whenua, whenua  
No reira, tēnā koutou katoa  
No reira, tēnā koutou katoa

### Rationale

Ngā kaiako at The Redwoods Country Kindergarten are guided by the MOE document, **Tātaiako-Cultural competencies for Kaiako of Maori learners (2011)**. The 5 competencies are Whanaungatanga, Wānanga, Tangata Whenuatanga, Manaakitanga and Ako. Our curriculum acknowledges and reflects the unique place of Māori as tangata whenua and ensures Māori are able to enjoy educational success as Māori.

Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi through a shared obligation for the protection of Māori language and culture.

### Objectives

- To support Te Tiriti o Waitangi and the use of Te Reo Māori as a living language.

Policy Category: Curriculum

- To recognise the core values of Te Ao Māori, such as manaakitanga, whanaungatanga, awhi, aroha, ako and whakamana, as reflected in our philosophy.
- To build and maintain respectful working relationships with Māori learners, parents and whānau and with members of our immediate rohe such as Frankley kura.
- To participate with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- To provide contexts for learning, where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.
- To demonstrate integrity, sincerity and respect towards Māori beliefs, language and culture.
- To take responsibility for your own learning and that of Māori learners.

## Procedures

- The relationship with tamaiti and whānau is at the heart of everything we do and we recognise the value of communicating kanohi te kanohi from the first contact.
- As the relationship grows, kaiako will come to learn about and seek to understand the child's whakapapa and interests and incorporate this into their learning journey.
- The goal is to build unhurried, enduring relationships with whānau. **Whanaungatanga**
- Through this relationship based on trust, Māori will have confidence and feel empowered to engage in robust dialogue with kaiako. Kaiako will recognise that in the Māori world view, that conflict and robust discussion can lead to a positive drive for change -**Wānanga** Throughout the child's learning journey at kindergarten, we will work in partnership with whānau to understand the essence of the child and meet the aspirations of whānau. **Ako is learner as teacher and teacher as learner.**
- The child's cultural identity will be reflected back to them throughout their portfolio.
- Kaiako will seek knowledge, guidance and support from whānau surrounding local traditions and celebrations such as Puanga Kai Rau, Parihaka Day, waiata ngā karakia o Taranaki and recognise local whānau and iwi have the authority. Mana whenua connections to the land will be taught through understanding the significance of the kindergarten pepeha and regular excursions onto te whenua **Tangata Whenuatanga**
- Kaiako will be knowledgeable about Te Tiriti o Waitangi and attend regular and relevant professional development. **Ako**
- All kaiako will have knowledge of Te Ao Māori and work effectively within the bi-cultural context of Aotearoa and use te reo me ngā tikanga Māori in daily practice.

- All kaiako will demonstrate integrity, sincerity and respect for Maori beliefs, language and tikanga and inform others of appropriate practice with regard to tikanga Māori to increase awareness of the partnership inherent with Te Tiriti o Waitangi. **Manaakitanga**
- We are kaitiaki of our environment and we will work in sustainable ways and share knowledge within our community to nurture and protect it.
- We respect and acknowledge the Māori world view and the place of Ngā Atua within it. Through our teaching, we will integrate this knowledge and respect into our curriculum.
- Visual aids and language prompts are displayed in and around the kindergarten to encourage kaiako and other adults to extend their knowledge of Te Reo Māori.
- Kaiako greet children, parents, colleagues and phone enquiries in both Māori and English.
- Kaiako will reference Māori educational frameworks such as Tātaiako (2011), Ka Hikitia: Accelerating Success 2013-2017, Te Whare Tapa whā (Durie, 1998), Te Wheke (Pere, 1991), Te Whatu Pōkeka (2009) and use them appropriately within documentation.
- Kaiako and management endeavour to make, find, and provide Māori with natural teaching resources.

## Review

🌱 Policy will be reviewed every 3 years as per our review schedule or when a change is required.

Ratified	
Date	August 2025
Review Date	August 2028
Consultation undertaken	Yes

## References

- Te Whāriki Early Childhood Curriculum 2017 Mana Reo /Communication - Goal 3: Children experience an environment where they experience the stories and symbols of their own and other cultures.
- Education (Early Childhood services) Regulations 2008 - Regulation 43
- Licensing Criteria for Early Childhood and Care Services 2008
- Tātaiako (Cultural Competencies for kaiako of Māori Learners ) 2011
- Tātaiako-Lead Education, April 2019-Brenda Soutar.

Policy Category: Curriculum