

CONDUCTIVE EDUCATION WAIKATO

Early Intervention and Habilitation Provider

CULTURAL RESPONSIVENESS AND SUPPORT FOR THOSE WITH ESOL POLICY

Purpose

The purpose of this policy is to guide and support our kaiako and wider team in recognising, respecting, and responding to the diverse cultural identities, languages, values, and beliefs of all tamariki and their whānau.

It reflects our commitment to creating an inclusive and equitable environment where every child's cultural heritage is visible, valued, and actively woven into the daily life of the centre. This policy also ensures that staff are supported to seek external guidance or resources when needed, to uphold meaningful partnerships with whānau and community.

Position Statement

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities.

Respecting diversity means within the curriculum, respecting and reflecting the practices, values and beliefs of families.

Objectives

When we respect the diversity of families and communities, and the aspirations they hold for children, we are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. We will do this by:

- Gathering background information during children's enrolment and orientation, giving insight into the child and family's beliefs, values and traditions.

- Using information resources (internet, books etc) to research cultures and traditions.
- Making connections with local cultural groups/organisations.
- Having centre resources, (including books, activities and experiences, wall displays etc) as a means to reflect and celebrate the diverse cultural backgrounds of our tamariki.
- Pronouncing and spelling children's names correctly.
- Finding out which festivals are important to children and families.
- Using resources from the children and families.
- Advocating and supporting the maintenance of the family's home language in conjunction with their wishes.
- Work in partnership with whānau, respecting their knowledge, language, and cultural expertise as the foundation of the child's learning journey.

Teacher collaboration- internally and with outside agencies

We recognise that supporting the diverse cultural and linguistic needs of tamariki and their whānau may at times require additional expertise. Where appropriate, kaiako and staff will:

- Collaborate with external agencies, cultural advisors, or community organisations (e.g. Settlement Centre Waikato, iwi, cultural associations) to ensure culturally appropriate support and guidance.
- Access interpreting and translation services to facilitate effective communication with families where English is not their first language.
- Seek professional learning opportunities to strengthen cultural competence and understanding.

Procedures

- Staff will make an effort to gain an understanding of each individual's culture through discussions with family members or representatives in the community (where appropriate), or through a range of media (internet/books).
- Staff will make every effort to learn about each family's differences in culture/religion/beliefs/customs including dietary requirements, so we can ensure that we include these practices where appropriate.
- An interpreter will be sought for discussions / consultation if necessary. This will be arranged in agreement with the family and may be another family member or an associate of the family, or sourced via an interpreting service.
- Information will be presented in a written format for the family to read, discuss or refer to within their own environment.
- Teachers will identify and consult with families on the strategies and resources for supporting learning for students for whom english is a second language. ESOL – English for Speakers of Other Languages.
- Staff will aim to reduce barriers that may impede whaanau from gaining better outcomes for their disabled family member. (child)
- Staff will be committed to on-going development in their understanding of different cultures and perspectives.

- As a means of providing an inclusive environment, staff will be committed to reflecting on their own cultural identity, history, attitudes and experiences to achieve an understanding of the impact of their professional practice and interactions on people from different cultures.
- As appropriate, staff will (seek to) gain additional knowledge through professional development opportunities to widen their knowledge of cultures (of the children we support. This includes learning about the impact that living with a different culture and having English as a second language has on adults, children and whanau living in NZ) and the impact for adults, children and families living in New Zealand who experience living within a different culture and having english as a second language.
- Teachers will investigate strategies for supporting learning for students (with regard to each child's cultural background) as identified and will maintain evidence of this.

Relevant Background (including Legislation/Regulation/Licensing references)

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.

Implementation

Clear procedures have been developed and staff trained to follow them.

Review

Review annually or when there is a significant change in the area of the policy topic.

REVIEW DATE: August 2024
REVIEW DATE CYCLE: August 2027

Centre Manager: _____