



MARIST CATHOLIC SCHOOL

PROCEDURE: Recognition of Cultural Diversity

Marist Catholic School celebrates New Zealand's cultural diversity, and strives to ensure that all students feel culturally safe and valued. We aim to create a learning environment that is caring, inclusive, cohesive, and supports the cultural and linguistic diversity of our students. We appreciate that students may identify with more than one cultural group.

Our school community has families from many nationalities and cultural backgrounds.

Recognising and celebrating cultural diversity

"The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people." The New Zealand Curriculum, p.9

We recognise, value, and celebrate the different cultures represented within our [inclusive](#) school community.

Examples include:

- encouraging staff cultural competence and demonstrating an awareness of and respect for diverse cultural values and practices
- being sensitive to all religious beliefs and belief systems
- working to confront and eliminate racism, discrimination, stigma, and bullying in education
- supporting students and families for whom English is not their first language, including [English language support](#) for eligible students
- integrating and reflecting diverse cultural perspectives, identities, experiences, and histories through our school environment and curriculum areas as appropriate
- providing opportunities for students, their families, staff, and the wider school community to contribute to the cultural life of the school
- celebrating festivals and significant holidays from a range of cultures
- running our own cultural events and activities.

Māori cultural diversity

We respect the unique position of Māori as tangata whenua (the indigenous people) of New Zealand and te reo Māori as an official New Zealand language. We also acknowledge the diversity of Māori and Māori learners.

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bi-cultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p.9

We foster tikanga Māori at our school through:

- engaging with [Ka Hikitia Ka Hāpaitia: The Māori Education Strategy](#)

- integrating te reo Māori, tikanga Māori, matauranga Māori, and te ao Māori into school life and the curriculum, as appropriate, to reflect the dual cultural heritage of New Zealand
- developing productive relationships with whānau, local iwi and hapū and Māori cultural advisors, as appropriate
- holding whānau hui (family meetings) and convening whānau groups.

If a higher level of tikanga Māori and/or te reo Māori is requested, staff and whānau discuss and explore options such as:

- explaining existing programmes more fully
- extending existing programmes if and as appropriate
- providing in-school support and resources to further enhance inclusion of te reo Māori and tikanga Māori for the student, if possible
- using community expertise (people and organisations) to help with any of the above
- combining with another school for parts of the day/programme or exploring other schools that may offer programmes.

Pacific cultural diversity

We respect the place of Pasific peoples and cultures in New Zealand and acknowledge the diversity of Pacific learners and their families.

At Marist Catholic School, we respect the place of Pacific peoples and cultures in New Zealand and acknowledge the diversity of Pacific learners and families. We support engagement and excellent outcomes for Pacific learners at our school by engaging with the Ministry of Education's [Action Plan for Pacific Education](#) and integrating diverse Pacific cultural values, histories, experiences, customs, and languages into curriculum areas, where appropriate.

We foster Pacific culture by supporting our Pasifika culture group, marking Pacific language weeks, and holding fono evenings. Fono evenings are an opportunity to engage with our school community and local Pacific families and communities to discuss educational needs and opportunities.