

**What is meant by our philosophy embodies
the principles of te Tiriti o Waitangi?
The four principles in the treaty being: Partnership,
Protection, Participation and Provision**

At the Aroha Early Learning Centre we:

1. Value Partnership- a shared responsibility between the two treaty partners, where every attempt is made to become more bicultural, where te reo and tikanga Māori are valued and respected, dictating teacher practice role modeling for children and families;

The NZ education curriculum states: ...young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognize each other as full Treaty partners, and in which all cultures are valued for the contributions they bring.

Partnership is realized when there is collaboration to develop, implement, and review policies, practices, and procedures. By working collaboratively the early learning Centre learns to share power, control, and decision-making while validating the unique position of Māori as tangata whenua & recognizing the contribution Māori make to education.

2. Engage in dialogue of Protection-which is about actively protecting Māori knowledge, interests, values, and other taonga.
“Identity, language, and culture are important expressions of what it means to be a culturally located learner.” (NZ education curriculum)
As part of their developing identities, all New Zealand students need to understand New Zealand’s unique bicultural heritage. Consequently, all tamariki/children need opportunities to learn te reo Māori & tikanga Māori important Māori concepts and customs, considering them in relation to those of other cultures. Language and culture are intertwined, so this learning provides insights into te ao Māori and Māori world views. It can occur in many contexts and across the curriculum.
3. Reflect on Participation- this is about equality of opportunity and outcomes. Children need to learn how to participate and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders.

Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

When this principle is realized, the aspirations and views of Māori students, and of their parents, whānau, and communities are apparent in educational planning (ERO, 2011).

4. Provision Provision – to ensure provision for Māori whānau to discuss their particular aspirations and values/beliefs in a way they would want; recognising their unique part in the society of New Zealand/Aotearoa as Tangata Whenua where teachers at Aroha Early Learning Centre take into account te ao Māori (the Māori dimension) asking those questions that reflect on this special relationship in the bicultural partnership within education. “How are we, at Aroha Early Learning Centre, making provision for our young Māori learners, where they can learn and discover their special relationship with the land and the local community?” “Are the Centre policies and practices acknowledging the special constitutional position that the Māori have in our education programme that are apart from the expectations of other ethnic groups?”

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