

# *Cultural diversity spotlight*

***Whakataka te hau ki te uru***

Cease the winds from the west

***Whakataka te hau ki te tonga***

Cease the winds from the south

***Kia mākinakina ki uta***

Let the breeze blow over the land

***Kia mātaratara ki tai***

Let the breeze blow over the ocean

***E hī ake ana te atakura***

Let the red-tipped dawn come with a sharpened air.

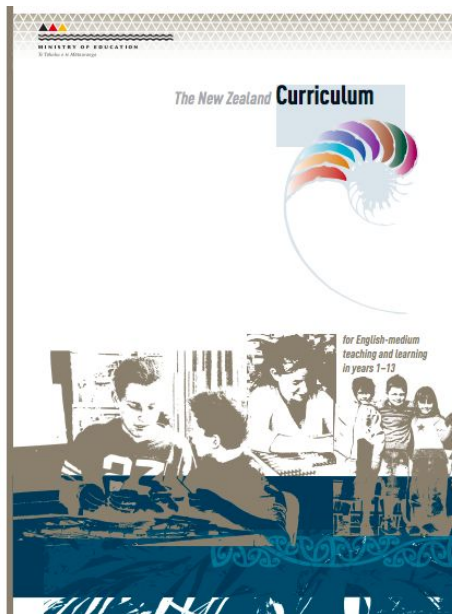
***He tio, he huka, he hau hū***

A touch of frost, a promise of a glorious day.

***Tihei mauri ora!***



# *Cultural diversity in the New Zealand Curriculum*



Cultural diversity is one of the eight principles in *The New Zealand Curriculum*:

**“The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.”**

[New Zealand Curriculum](#)



# Intro activity – Who are the students in my classroom?



## Personal reflection

Every student enters your classroom as a culturally located individual. To know the student, you must know their culture. Complete this [survey sheet](#) (from [Defining Diversity: A Facilitation Manual to use with New to New Zealand](#)) for the students who you teach. If you are a secondary school teacher you could complete this survey for your form class or a specific class that you teach.

## Follow up activity

Give the survey sheet to your students to fill in. Compare your information with the information provided by the students.

## Follow up reflection

- What were my assumptions?
- How well did I know my students?
- What implications does this knowledge have for my teaching?
- What can I do with this information?



# *Video one – What is the cultural diversity principle?*

## **Watch**



### [The cultural diversity curriculum principle](#)

In this video Dr. Rae Si'ilata, lecturer in bi-literacy at Auckland University, answers the question "What is the cultural diversity principle?"



## **In pairs**

Discuss Rae's key messages from the video.



# Cultural diversity in our school



## Personal reflection

Spend some time marking the tick boxes on the [cultural diversity starter survey](#) to help you consider how you are currently enacting the cultural diversity principle at your school. The survey is available as a [Word document](#) download.

- What do you already do at your school and in your classrooms to affirm students' different cultural identities and cultural contexts?
- Which areas need improvement?
- What schoolwide and classroom actions can you take?

| At our school we:   | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • have clear expectations in our charter for celebration of diversity, stating the right of all children to feel culturally safe                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • recognise that diversity within individual students is influenced by gender, culture, heritage(s), socio-economic background, ability/disability and personality    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • are responsive to diversity within ethnic groups, for example, diversity within Pākehā, Māori, Pasifika, and Asian students   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • acknowledge the principles of the Treaty of Waitangi in our charter, stating the importance of the bicultural foundations of Aotearoa New Zealand                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • incorporate Māori cultural contexts and te reo into teaching and learning programmes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • say our students' and families' names correctly, asking for help if necessary   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • recognise and respect the cultural protocols of our students and their families   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • build a school curriculum that is culturally relevant for all students, acknowledging different knowledge, languages, and world values                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • provide opportunities for students to use their cultural knowledge in the classroom   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • use multi-cultural materials with inclusive content   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • continually strive to improve our knowledge and understanding of the languages, cultures, and identities of students who come to our school                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • have a physical environment that reflects the cultures of all students and the cultures of our wider community and country  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • provide opportunities for parents of different cultural origins to share their valued knowledge and expertise at the school as vital components of student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • celebrate and participate in events that are important to the cultural communities of our school  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



# *Your school's physical environment*

Reflecting the different cultures of your community within your school's physical environment provides students and families a tangible reminder of the school's commitment to cultural diversity. More than just being symbolic, it creates an inclusive atmosphere and a sense of shared ownership. The way language or images are used, or the way different open spaces are presented around the school creates a sense of cultural connection for the students and school community.



Diwali lights in the office area at Amesbury School





# *Video two – Owairaka School builds a fale*



**Watch**

## [Engaging Pasifika families – Owairaka School builds a fale](#)

Learn how the community of Owairaka School worked together to bring an element of Samoan culture to the school in the construction of a traditional fale.



# *Our school's physical environment*



## **As a group**

Discuss the following questions:

- Whose cultures are reflected in our school's physical environment?
- How can we adapt or enhance our existing spaces to make them more culturally inclusive?
- In what ways can we encourage our school community to help drive this initiative?



A student makes Samoan siapo art at Rangikura School.



# *Video three – Cultural diversity in the classroom*



**Watch**

## [Cultural diversity in the classroom](#)

Dr. Rae Si'ilata, lecturer in bi-literacy at Auckland University, describes what the cultural diversity principle might look like in the classroom.

“So they need to look at their own learning areas, their inquiry topics, the text that they use and say, well, how are these children's funds of knowledge being represented in what we present as the valued knowledge of school.”

Dr. Rae Si'ilata



# *Cultural diversity in my classroom*



## **As a group**

Take a close look at your own learning areas, inquiry topics, and texts that you use.  
Answer the following questions:

- How can we reflect the cultures, knowledge, and expertise of our diverse school community in the teaching experiences we provide?
- What kinds of support and learning do we need to develop a culturally responsive classroom curriculum and learning environment?

**"The culture of the child cannot enter the classroom until it has first entered the consciousness of the teacher." Source: BLENNZ**



# Home-school partnerships

[The School Leadership and Student Outcomes BES](#) found that the most effective home-school partnerships are those in which: parents and teachers are involved together in children's learning; teachers make connections to students' lives; and family and community knowledge is incorporated into the curriculum and teaching practices. All parents want what is best for their children. Making your school an inclusive place that welcomes parents and whānau, acknowledging and celebrating diversity, and involving the community in the learning and teaching at your school is an important part of enacting the cultural diversity principle.



A parent teaches students how to valuga popo (scrape the coconut) at Rangikura School.



# Home-school partnerships

## Primary school audiences



**Read**

### [Pasifika parent group leads learning](#)

Amanda Williams, Assistant Principal of Rangikura School, explains the work of Rangikura Matua Pasifika in leading learning at her school.

## Secondary school audiences



**Watch**

### [EDtalk – Pasifika Parent Group](#)

Manu Fa'aea-Semeatu, HOD Performing Arts at Rutherford College, discusses her ways of engaging Pasifika fanau in the learning journey of senior secondary students.

# Home-school partnerships



## As a group

Discuss the following questions:

- How can we encourage parent involvement in our classrooms and wider school learning programmes?
- How can we provide opportunities for parents of different cultural origins to share their valued knowledge and expertise at our school?
- Once involved, what are some ways we can sustain their involvement?



Families attending the opening of the fale at Owairaka School. The construction of the fale was a community project.





# Goal setting



## Personal reflection

- What immediate steps can you take to embed the cultural diversity principle in your classroom and in the wider school setting?
- What are some longer term goals for you to work on?
- Record your next steps on post-it notes to follow up and share at the next staff meeting.



# *Additional resources*

## [Cultural diversity NZC principle package](#)

This section draws together research, digital resources, and examples to support schools as they consider the cultural diversity principle.

## [Cultural diversity blog](#)

This blog focuses on creating a classroom and school environment that is responsive to cultural diversity – as guided by the cultural diversity principle.

## [Inclusive classroom culture](#)

This guide helps you build an inclusive classroom culture that values all students, their families/whānau, and communities.



# *Additional resources*

## [Defining diversity activities](#)

This selection of activities are designed to assist Boards of Trustees, senior management, teachers, and parents to deepen their understanding of cultural diversity and encourage the development of culturally appropriate responses.

## [Pasifika Education Community](#)

This site provides resources, research, and other materials for teachers and school leaders to support the achievement of Pasifika learners and create a culturally responsive curriculum.

## [Islamic practices observed by Muslim students: Guidelines for New Zealand schools](#) (PDF)

This resource is designed to help New Zealand schools with Muslim students, in their understanding of some of the Islamic practices their students may observe during school time.



# Coming soon ...

## Give nothing to racism campaign

The Teaching Council is developing a *Give Nothing to Racism* resource for New Zealand schools to create conversations around racism.

The Council is working with teachers and other experts to create a resource specifically to support teachers to have safe and productive conversations about racism that result in changes to behaviour and practice.



[More information](#)

[Give nothing to racism campaign](#)



# *Closing whakatauki*

***Ngā manu a Tane:***

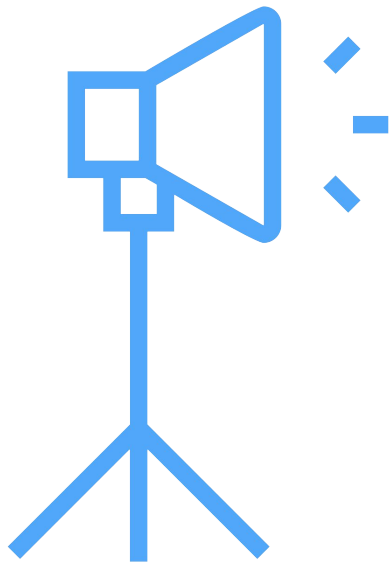
***E koekoe te tui, e ketekete te kākā, e kukū te kererū.***

The tui sings, the kaka chatters, the kereru coos.





# *We want your feedback ...*



- What do you think of our NZC spotlights?
- What other themes would you like to see under the spotlight?
- Please fill out this [survey](#) to share your thoughts. We would love to hear from you.

