



Inclusive Education Policy

Te Kaupapa Here mō te Mātauranga Urutomo

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito: May 2025 | Mei 2025

Next Review | ā houanga arotake: May 2026 | Mei 2026

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

To ensure that:

- All children and whānau have a right to attend a kindergarten or Etu Ao service, where they belong as their authentic self.
- All children attending kindergarten and Etu Ao are respected as learners and have equitable access to support and resources for their learning irrespective of sex, gender identity, disability, neurodiversity, ability and support needs, age, ethnicity, religion, family structure and values and socio-economic status.
- The mana of children's whānau/family/caregivers is always upheld.
- There are processes for responding to any potential barriers to support participation and create safe environments for each child and their whānau/family/caregiver, including internal and external support.
- Consistent with current pedagogical theory and practice.
- Our whānau based approach allows ākonga to be supported and learn together where uniqueness is embraced.

Definition:

- 'IEP' - Individual Education Plan
- 'ITP' - Inclusive Teaching Plan
- 'AP' - Awhi Plan
- 'EIA' - Early Intervention Advisor
- 'ESW' - Education Support Worker
- 'LS' - Learning Support, section of Ministry of Education

Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, relievers, Visiting Teachers, Transport team and TONI Educators, Kaimahi, Administrators and Support Staff employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).



General Principles | Mātāpono Whānui

1. All people employed or contracted by Whānau Manaaki will always uphold inclusive practice. This means that equitable opportunities will be provided for all individuals irrespective of sex, gender identity, disability, neurodiversity, ability and support needs, age, ethnicity, religion, family structure and values and socio-economic status or background.
2. Each child will learn in an environment where they are respected as competent and confident learners, and their mana is upheld.
3. We celebrate that each child is unique and comes with their own culture, language and identity. “Ko wai au” guides us here to ensure we are responsive to this.
4. All children have the right learn with and alongside their peers.
5. Through responsive, reciprocal relationships, Teachers, Visiting Teachers and TONI educators will gather information for each child through a wide range of strategies e.g. kanohi ki te kanohi (face to face) conversations with whānau/family/caregivers and notice, recognise, respond processes, email, Storypark, and learning stories .
6. Collaborative decision making is at the heart of reaching shared understandings about how best to support a child’s participation and learning in the kindergarten environment.
7. Alongside whānau/family/caregiver and with consent, Teachers, Visiting Teachers and TONI educators will engage appropriate internal (such as the Whānau Manaaki Learning Support team) and external agencies and services, in a timely manner, that can offer specialised support that support holistic outcomes for children.

Relevant Legislation and Regulations | Whaitake Ture me Waeture

Ministry of Education publications:

- ‘He Māpuna te Tamaiti. Supporting Social and Emotional Competency in Early Childhood’ (2019)
- ‘Te Whāriki TKI’ website
- Te Korero
- National Education Learning Priorities (NELP)

Related Procedures or Processes and Documents | Pākanga Tukanga me Pukapuka

- Request form for Whānau Manaaki Learning Support
- Inclusive Education Guidelines
- Tiriti o Waitangi position paper (Tūmanako)
- Social Competency Policy/Criteria
- Staffing Support Policy

Policy Review Cycle | Kaupapa Arotake Hurihanga

This policy is to be reviewed every year. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any



amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.





Inclusive Education Guidelines

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When other Services/Professionals are involved

Learning Support, ICAMS, OT:

These guidelines offer Teachers with practice for working in partnership with whānau and other professionals/services to support a child's learning participation.

1. During the induction process the Head Teacher will ensure that there are opportunities for whānau to share if there are, or have been, professionals or services supporting their child . Whenever possible, Teachers will gather more information from whānau/family/caregivers and professionals, that will contribute to a smooth transition.
2. Teachers will ensure when they have noticed a child who may value additional support, they will document their observations to gain a deeper understanding of the child and to consider what practices/intentional teaching strategies may support the child's learning and participation.
3. Teachers will provide an opportunity to engage with whānau/family/caregivers to:
 - Collaboratively share observations and information from home and kindergarten, where focussing on strategies that support the child in each environment.
 - Discuss possible services that are available that could support their child and pathways forward. It may include developing an Inclusive Teaching Plan (ITP)/Awhi Plan (AP) with the purpose to implement shared strategies and have positive outcomes for the child.
 - The ITP will be reviewed and evaluated on a regular basis alongside whānau. These discussions will support ongoing learning with possible new strategies and practices identified.
4. When a kindergarten or Etu Ao service is receiving ESW support/additional support, this enables the teachers to work collaboratively to implement the strategies as agreed in the ITP.
5. Senior Teachers can provide guidance at any stage of this process. You may also want to request assistance from the Whānau Manaaki Learning Support Team to guide the team when implementing strategies to support children.
6. Head Teachers/Visiting Teachers will discuss with Senior Teachers any barriers to children's participation in learning, to support removing or adjusting any barriers.





Whānau Based Approach

Background:

These guidelines are to clearly define our approach and practices in relation to infant and toddlers as part of our whānau based approach. A whānau based approach ensures that ākonga are encouraged to learn together without artificial age barriers (e.g. the under-two's space/over two's space, or sessions for younger tamariki and sessions for older tamariki) in an environment that deeply embraces kaupapa Māori concepts such as ako, manaakitanga, and whanaungatanga. It is the creation of spaces that invite ākonga to explore and develop with kaiako in ways that encapsulate the concepts of mana, and the Principles contained in Te Whāriki. A whānau-based approach is socioculturally framed rather than developmentally framed.

Whānau based kindergartens and home-based services will:

1. Implement practices that highlight the particular importance of relationships and secure attachments when working with infants, toddlers and young children.
2. Promote opportunities for whanaungatanga and tuakana-teina learning experiences.
3. Be responsive to and respectful of infants, toddlers and young children by demonstrating flexibility through caregiving rituals such as kai times, changing and sleep.
4. Understand and respect care routines such as kai times, nappy changing and sleep as valuable aspects of the curriculum and learning opportunities.
5. Work in partnership with whānau, encouraging involvement with and sharing knowledge and understanding about their ākonga at kindergarten or home-based services.
6. Have access to and apply current pedagogy knowledge in their practice and interactions (intentional teaching).
7. Support infants and toddlers to understand, express and regulate their emotions, promoting agency and choice;
8. Use their pedagogical skills and knowledge to ensure the physical environment and resources are appropriate for all ākonga in whānau based settings.
9. Support ākonga in their active and curious exploration of the world around them.

Guidelines

When considering the practices and procedures below, Teaching teams and TONI educators will ensure they refer to the above principles of this policy (teams don't need to have a separate procedure)

- Settling and induction;
- Daily rhythms of care rituals as part of the education of infants, toddlers and young children;
- Te Manawa - procedures will contain direct references to the curriculum implementation for a whānau based approach learning environment;





Inclusive Education Guidelines

- Nappy changing and toileting, sleep and rest, food and drink, social and emotional competency;
- Opportunities for whānau to be engaged in all aspects of care and learning, and;
- Planning whānau based learning environments which ensure there are not artificial age barriers.

Guidelines Review Cycle | Kaupapa Arotake Hurihanga

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