

Hagley College Policy: Working with CALD (Culturally and Linguistically Diverse) Communities

Rationale

The principles of the Treaty of Waitangi, as stated in the College charter, are recognised as the foundation for bi-culturalism and multi-culturalism at Hagley College.

Hagley has made a significant and successful commitment to learning and support to CALD communities over the last three decades. A commitment is also made to cultural responsiveness as a process. Cultural responsiveness describes the capacity to respond to the needs of diverse communities. It thus requires knowledge and capabilities at different levels of intervention: systemic, organisational, professional and individual.

Policy objectives

The objectives for this policy are for the College, in its teaching and learning and community engagement to :

- (a) Give specific recognition, value and support to CALD communities at Hagley College
- (b) Provide a culturally responsive environment which strengthens cultural diversity and facilitates insights into world cultures
- (c) Successfully engage CALD students in education through the delivery of culturally responsive courses, College activities, connection with the wider Hagley community and coordination with the wider CALD sector
- (d) Redress discriminatory practices which may have resulted from cultural difference and/or students' previous learning contexts
- (e) Affirm the contribution that diversity plays in enhancing the wider Hagley community and New Zealand society.

Policy implementation will be carried out in consultation with the Diversity Services team (Director Learning Communities, HOD English Language Learning, Diversity Services Manager, DP: Community and Staff Liaison) and include input from CALD community leaders.

Guidelines


1. The College will develop strategies to give effect to its commitment as a regional hub for CALD communities. In its various activities, Diversity Services will be committed to a whole family approach to family literacy and be informed by MOE, UNHCR and associations that regard Hagley's commitment to cultural diversity.
2. College procedures will be guided by the steps in the MOE document: Responding to Cultural and Linguistic Diversity: Elements of Effective Practice.
3. Culturally responsive practices are emphasised, including the affirmation of cultural identities, creation of an affirming class environment, acknowledgement of first languages, and making key curriculum skills accessible for CALD students.
4. Teachers are aware of students' cultural identities and basic cultural protocols such as how names are pronounced, greetings, appropriate dress and body language.
5. CALD students' cultural contexts are included and are seen in teaching and learning programmes and the classroom environment.
6. Teachers will provide real-life practical opportunities for CALD students to use and share their language(s) and cultural backgrounds as vital components of student learning, and as a pathway for CALD students' integration into New Zealand society.
7. CALD students, parents, families and whānau will be included in identifying and planning how cultural diversity is enacted in the College. College processes will be culturally responsive and address participation barriers.
8. Diversity is seen as a strength. Diversity within ethnic groups is recognised and valued alongside understandings that cultural norms can be influenced by age, sexual orientation, socio-economic background, ability/disability and personality.
9. Professional learning opportunities will be offered so that staff can work effectively with CALD communities in ways that are appropriate, empathetic and fair. Resources will be made available to support culturally diverse approaches to learning and ways of understanding.

10. Key documents will be provided in students' own languages and/ or interpreted into plain English.
11. Where necessary and possible, multi-lingual staff and/or interpreters will be utilised for student/family meetings and communications with CALD families. Where possible, Hagley will not involve children or other students to communicate information concerning incidents or to address conflict.
12. Subject to MOE funding, multi-lingual liaison workers will be employed in an on-going way to work with newly arrived families and communities whose home language is not English.
13. First-language maintenance will be encouraged and actively fostered. The intricate relationship between the home language and additional languages is acknowledged and incorporated into teachers' pedagogical approaches.
14. Every student has the right to maintain their cultural practices. Respect will be given to religious protocols and observances within the context of New Zealand law and agreed practices at Hagley College. Observances critical to the well-being of individuals and families (e.g. wearing head scarves, time out for praying during class) will be identified and supported.

Related documents

MOE audit planning sheet *Responding to Cultural and Linguistic Diversity: Elements of Effective Practice*

Best Practice Guidelines: Communicating with Culturally and Linguistically Diverse (CALD) Communities:
[clingbestpracticeguidelines.pdf](#)

Approved by: 

Designation: Presiding member

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