**Cultural diversity checklist**

This checklist can be used by schools to help them consider how they are currently enacting the cultural diversity principle and identify next steps. The checklist can be used in a range of ways:

* by the entire school community, including students, parents, families, whānau, and iwi to identify areas of strength and future actions
* with teachers to generate discussion and classroom actions
* by school leaders to inform strategic planning.

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