# Te Whāriki

**He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa**

**Early Childhood Curriculum**

**Ministry of Education**

*E tipu e rea*

*Mō ngā rā o tōu ao*

*Ko tō ringa ki ngā rākau a te Pākehā*

*Hei ara mō tō tinana*

*Ko tō ngākau ki ngā taonga a ō tīpuna Māori*

*Hei tikitiki mō tō māhunga*

*Ko tō wairua ki tō Atua*

*Nāna nei ngā mea katoa.*

Sir Apirana Ngata (1949)

Early childhood is "…a period of momentous significance for all people growing up in [our] culture…  By the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users, and they will have reached certain important decisions about their own abilities and their own worth."

Donaldson, M., Grieve, R., and Pratt, C.  *Early Childhood Development and Education: Readings in Psychology*. Oxford:  Basil Blackwell, 1983, p. 1.

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# FOREWORD

Tēnā koutou ngā kaiāwhina, kaiako a ō tātou tamariki nohinohi.

This statement is an exciting new development for education in New Zealand. It is the first national curriculum statement for the early childhood sector.

This curriculum statement provides the basis for consistent high quality curriculum delivery in the diverse range of early childhood services in New Zealand.

Over the past century, early childhood care and education services in New Zealand have been established to meet the particular needs of children, parents, and communities, as well as those of society as a whole. Today early childhood services are jointly involved with families in the socialisation, care, and education of children.

It is especially significant that this curriculum has been developed in response to initiatives from the early childhood sector. While services are diverse in terms of structure and philosophy, early childhood education personnel have worked together to develop a common curriculum on which to base their programmes. It has been developed from, and builds on, experience of curriculum development within the different early childhood services, together with findings in research, international literature, and the shared knowledge and agreed understandings that have emerged in New Zealand over the past two decades. Feedback on the draft document has clearly demonstrated that the many and diverse services in the sector have accepted the central principles and the framework of this document. This curriculum statement takes into account the many responses to the draft statement that were received , as well as findings from exploratory studies and the pilot professional development programmes.

This is the first bicultural curriculum statement developed in New Zealand. It contains curriculum specifically for Māori immersion services in early childhood education and establishes, throughout the document as a whole, the bicultural nature of curriculum for all early childhood services.

The importance of the social context within which children are cared for and learning takes place is one of the foundation stones of the curriculum. It is clearly acknowledged that the relationships and the environments that children experience have a direct impact on their learning and development.

This curriculum statement covers the education and care of children from birth to school entry age. Coverage of this age range is innovative and clearly reflects the concept of learning as a life long process that begins at the very start of life.

I am grateful to all who have contributed to this exciting and challenging development, especially those who acted as consultants, writers, members of reference groups, and members of the Minister's advisory group, all of whom gave freely of their time, experience and expertise.

Kia kaha ki ā koutou mahi


Lyall Perris
Acting Secretary for Education

# PART A

## INTRODUCTION

This curriculum is founded on the following aspirations for children:

*to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.*

This curriculum defines how to achieve progress towards this vision for learners in early childhood learning environments. It is about the individual child. Its starting point is the learner and the knowledge, skills, and attitudes that the child brings to their experiences. The curriculum is also about early childhood settings. Learning begins at home, and early childhood programmes outside the child's own home play a significant role in extending early learning and in laying the foundations for successful future learning.

Each community to which a child belongs, whether it is a family home or an early childhood setting outside the home, provides opportunities for new learning to be fostered: for children to reflect on alternative ways of doing things; make connections across time and place; establish different kinds of relationship; and encounter different points of view. These experiences enrich children's lives and provide them with the knowledge, skills, and dispositions they need to tackle new challenges.

This is an early childhood curriculum specifically designed for children from the time of birth to school entry, and it provides links to learning in school settings. The learning environment in the early childhood years is different from that in the school sector. This learning environment, the constraints of age, and the special nature of the early childhood years are elaborated on in this curriculum.

This curriculum emphasises the critical role of socially and culturally mediated learning and of reciprocal and responsive relationships for children with people, places, and things. Children learn through collaboration with adults and peers, through guided participation and observation of others, as well as through individual exploration and reflection.

This is a curriculum for early childhood care and education in New Zealand. In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi. The curriculum reflects this partnership in text and structure.

# THE PURPOSE AND STRUCTURE OF THE DOCUMENT

The purpose of this document is to provide a curriculum framework that will form the basis for consistent curriculum and programmes in chartered early childhood education services.  This curriculum applies to all children in chartered early childhood education settings.  It sets out the principles, strands, and goals which are distinctively appropriate for the early childhood years, and provides examples of the links between early childhood education and the school years.

*The term "curriculum" is used in this document to describe the sum total of the experiences, activities, and events, whether direct or indirect, which occur within an environment designed to foster children's learning and development.*

These experiences, activities, and events may be based on forward planning or may evolve in response to a particular situation.

The document is divided into four sections.  It is important, however, that it is read and used as an integrated whole.  The principles, strands, and goals are common to all early childhood services. The ways in which they are put into practice, however, may differ from service to service.

The English and Māori texts parallel and complement each other.  The Māori curriculum is designed specifically to provide a basis for appropriate practice in ngā kōhanga reo.  It is also applicable within other Māori immersion programmes.  The Māori curriculum is an integral part of the document and provides a basis for bicultural early childhood education in New Zealand.

Part A of this document describes the curriculum whāriki and the early childhood context in New Zealand.  Part A outlines the importance of meeting the needs of specific groups, such as children with special needs and those in Tagata Pasefika early childhood centres.  It also outlines the background to the development of this curriculum.

There is a summary of the principles, strands, and goals of the curriculum in Part A.  These are further developed in Part C.  Part A includes some indicators of broad stages in children's learning and development, and identifies processes of planning, evaluation, and assessment and the ways in which these are related to the principles of the curriculum.

Part B establishes the particular emphasis for curriculum in ngā kōhanga reo.  This section will also be of use to other Māori immersion services.

Part C expands on the principles, strands, and goals and forms the framework for implementation.  The four key principles are described.  The strands are explained, both in general terms and in how they relate to the principles of the early childhood curriculum.  Implications for adult responsibilities for management, organisation, and practice in early childhood settings are set out for each strand.  Some of the expectations for children as they move from early childhood settings to school are also described.

Each strand has associated goals, which in turn have specific learning outcomes.  These learning outcomes are identified in Part C.  Examples of experiences that will help to meet the needs of, and achieve the necessary learning outcomes for, infants, toddlers, and young children are suggested in this part.  These examples are intended to promote discussion and assist services in developing programmes that are clearly related to the principles, strands, and goals of the curriculum.  Examples of reflective questions designed specifically for each goal provide a further basis for discussion.  Supporting resources will provide further assistance in planning, evaluation, assessment, and implementation.

Part D demonstrates the links each strand has with the essential skills and essential learning areas of *The New Zealand Curriculum Framework* for schools.  Terms used with specific meanings in this document are defined in the glossary, which is also in Part D.

# THE CURRICULUM WHĀRIKI FOR NEW ZEALAND'S CHILDREN

The curriculum is provided by the people, places, and things in the child's environment: the adults, the other children, the physical environment, and the resources. The curriculum integrates care and education and includes both specifically planned experiences and activities and interactions that arise spontaneously. The early childhood curriculum has been envisaged as a whāriki, or mat, woven from the principles, strands, and goals defined in this document. The whāriki concept recognises the diversity of early childhood education in New Zealand. Different programmes, philosophies, structures, and environments will contribute to the distinctive patterns of the whāriki.

Distinctive patterns will come from:

- cultural perspectives, such as in kōhanga reo or various Pacific Islands early child-hood centres;

- structural differences, such as in sessional or full-day programmes;

- organisational differences, such as in kindergartens or child care centres;

- different environments, such as in home-based or centre-based programmes;

- philosophical emphases, such as in Playcentre, Montessori, or Rudolf Steiner programmes;

- different resources which are available in urban and rural settings;

- the ways in which the local community participates;

- the age range of children in the programme.

Decisions about the ways in which bicultural goals and practices are developed within each early childhood education setting should be made in consultation with the appropriate tangata whenua.

## Including Children with Special Needs

Care and education for children who have special needs is provided within the diverse range of early childhood services. The curriculum assumes that their care and education will be encompassed within the principles, strands, and goals set out for all children in early childhood settings.

Activities will be age appropriate and developmentally appropriate and will enable children with special needs to be actively engaged in learning. An Individual Development Plan or Individual Education Plan (IDP or IEP) will be developed for any children who require resources alternative or additional to those usually provided within an early childhood education setting. Objectives for an IDP or IEP will be realistic, useful, and of value to the child and family. The programme will provide activities to meet the specified objectives, and the equipment necessary to promote independence. *Te Whāriki* is designed to be inclusive and appropriate for all children and anticipates that special needs will be met as children learn together in all kinds of early childhood education settings. The programmes of each centre will incorporate strategies to fully include children with special needs.

## Distinctive Contexts

There are many distinctive contexts representing particular kinds of early childhood care and education, each with a specific identity and focus. All the principles, strands, and goals set out in this curriculum are designed to apply in each context.

Two distinctive contexts specifically identified in this document are:

- Māori immersion programmes;
- Tagata Pasefika programmes.

## Māori immersion curriculum

The idea of a Māori immersion curriculum has emerged, grown, and been nurtured through kōhanga reo and is now developing for school-age Māori children in kura kaupapa Māori (Māori language immersion) schools and in bilingual units and classes. This document recognises the distinctive role of an identifiable Māori curriculum that protects Māori language and tikanga, Māori pedagogy, and the transmitting of Māori knowledge, skills, and attitudes through using Māori language.

## Tagata Pasefika: Pacific Islands early childhood centres

Some groups of migrants from the Pacific Islands have established early childhood centres to keep their different cultures and languages flourishing in their communities in New Zealand. Because of the diversity of Pacific Islands cultures, there is no single Pacific Islands curriculum, but there are historic links in language and culture, and there is a common geographic heritage. Examples suggested in this curriculum, while focusing on Pacific Islands early childhood centres, also demonstrate possible models for other ethnic groups who wish to support their cultural heritage within the early childhood curriculum.

# Te Whāriki



Well-being

Holistic Development

Empowerment

Belonging

Mana Tangata

Whānau Tangata

Ngā Hononga

Mana Reo

Mana Aotūroa

Contribution

Family and Community

Relationships

Communication

Exploration

Mana Atua

Kotahitanga

Whakamana

Mana Whenua

**THE PRINCIPLES**

**THE STRANDS**
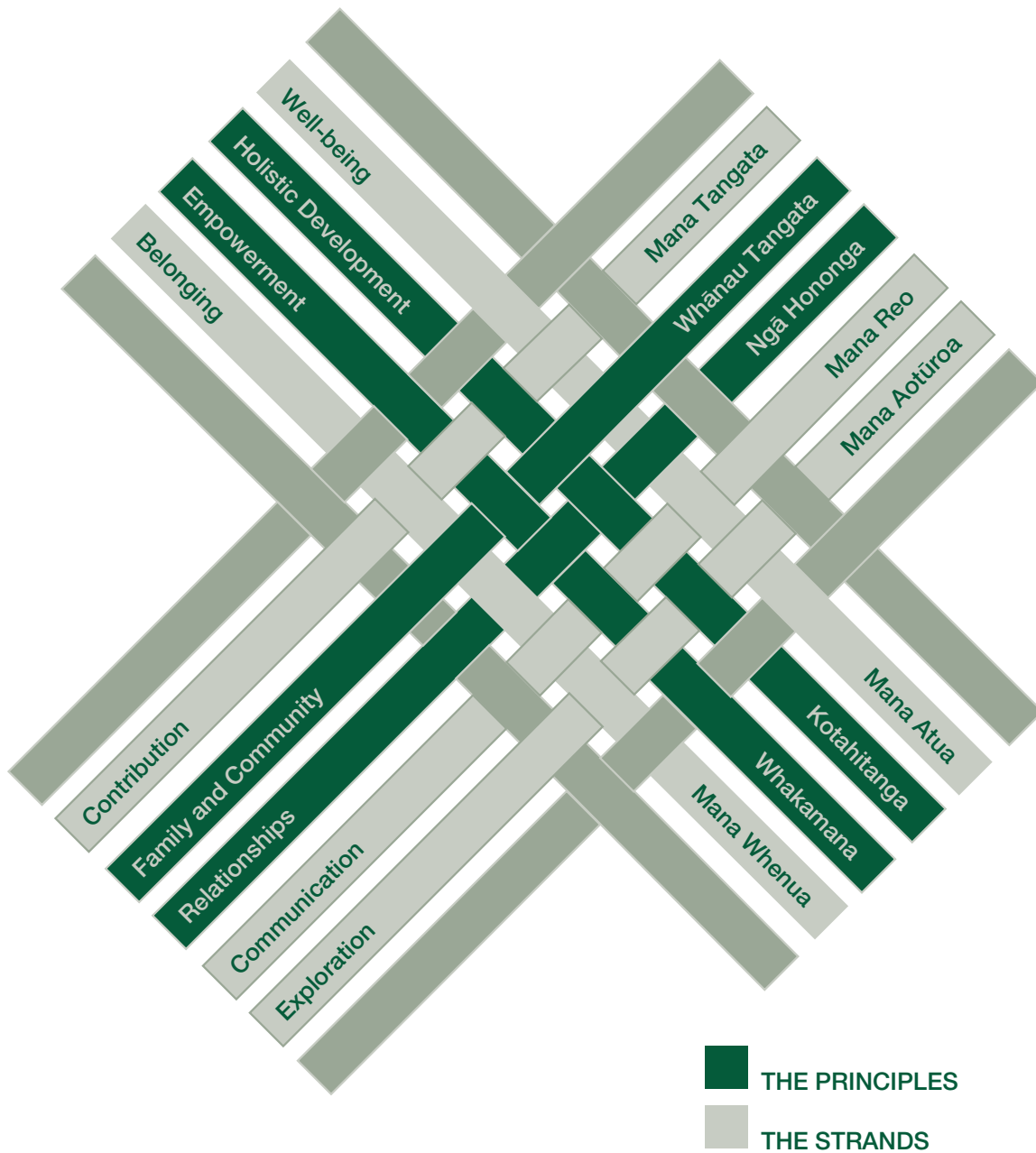
# THE PRINCIPLES, STRANDS, AND GOALS
# FOR THE EARLY CHILDHOOD CURRICULUM

## THE PRINCIPLES

There are four broad principles at the centre of the early childhood curriculum.

### Empowerment

The early childhood curriculum empowers the child to learn and grow.

### Holistic Development

The early childhood curriculum reflects the holistic way children learn and grow.

### Family and Community

The wider world of family and community is an integral part of the early childhood curriculum.

### Relationships

Children learn through responsive and reciprocal relationships with people, places, and things.

## NGĀ KAUPAPA WHAKAHAERE

E whā ngā kaupapa whakahaere kua whakatauria hei kawe i tēnei tikanga i roto i ngā kōhanga reo. Ko te mahi a ēnei kaupapa he whakatakoto huarahi mō ngā taumata whakahirahira me ngā tūmanako mō ngā mokopuna. I tua atu i tēnā ko te ārahi i ngā mahi ako, ā, ko te āwhina hoki i ngā mahi tātari.

Ko ngā whakamārama mō ēnei āhuatanga katoa ka whai ake.

### Whakamana

Mā te whāriki o te kōhanga reo e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.

### Kotahitanga

Mā te whāriki o te kōhanga reo e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.

### Whānau Tangata

Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki o te kōhanga reo, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.

### Ngā Hononga

Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.

# STRANDS AND GOALS

The strands and goals arise from the four principles. The whāriki is woven from these four principles and from the following five strands, or essential areas of learning and development. The principles and strands together form the framework for the curriculum. Each strand has several goals. Learning outcomes have been developed for each goal in each of the strands, so that the whāriki becomes an integrated foundation for every child's development.

## Strand 1:
## Well-being – Mana Atua

**The health and well-being of the child are protected and nurtured.**

## Goals

Children experience an environment where:

- their health is promoted;

- their emotional well-being is nurtured;

- they are kept safe from harm.

## Strand 2:
## Belonging – Mana Whenua

**Children and their families feel a sense of belonging.**

## Goals

Children and their families experience an environment where:

- connecting links with the family and the wider world are affirmed and extended;

- they know that they have a place;

- they feel comfortable with the routines, customs, and regular events;

- they know the limits and boundaries of acceptable behaviour.

## Strand 3:
## Contribution – Mana Tangata

**Opportunities for learning are equitable, and each child's contribution is valued.**

## Goals

Children experience an environment where:

- there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background;

- they are affirmed as individuals;

- they are encouraged to learn with and alongside others.

## Strand 4:
## Communication – Mana Reo

**The languages and symbols of their own and other cultures are promoted and protected.**

## Goals

Children experience an environment where:

- they develop non-verbal communication skills for a range of purposes;

- they develop verbal communication skills for a range of purposes;

- they experience the stories and symbols of their own and other cultures;

- they discover and develop different ways to be creative and expressive.

## Strand 5:
## Exploration – Mana Aotūroa

**The child learns through active exploration of the environment.**

## Goals

Children experience an environment where:

- their play is valued as meaningful learning and the importance of spontaneous play is recognised;

- they gain confidence in and control of their bodies;

- they learn strategies for active exploration, thinking, and reasoning;

- they develop working theories for making sense of the natural, social, physical, and material worlds.

# EARLY CHILDHOOD CARE AND EDUCATION IN NEW ZEALAND

The curriculum set out in this document builds on a long history of early childhood education services which have been established over the past century in New Zealand to meet particular needs of children, parents, and communities. As new needs have emerged, existing services have changed and new services have developed, each with a distinctive approach to early childhood curriculum.

Early childhood care and education in New Zealand cover the years from birth to school entry age. Although participation is voluntary, attendance levels within early childhood education services continue to increase for all ages. By the time they enter school, most children have had the benefit of an early childhood education programme in addition to the care and education provided in their own home.

## The Role of Early Childhood Education Services in New Zealand

The first early childhood education services in this country had the primary aim of providing for disadvantaged children. The psychological and educational advantages of early childhood education services were soon seen to have benefits for all children and were increasingly recognised as providing support to families as well as education for their children.

Families and early childhood education services are now jointly involved in the socialisation, care, and learning of young children. Early childhood education services are committed to ensuring that learning opportunities are not restricted by gender, locality, or economic constraints.

There is a growing understanding of the links between culture, language, and learning, and an increasing commitment to addressing the issues faced by children growing up in a society with more than one cultural heritage. Ngā kōhanga reo now play an integral part in transmitting Māori culture and values to young Māori children and, in particular, supporting both the survival and revival of the Māori language. Pacific Islands communities have also seen early childhood services as a means of supporting families and keeping their languages and cultures alive and dynamic.

## Links Between the Early Childhood Education Services

In recent years, the early childhood education services and organisations have been working together to develop common principles and cohesive policies. Integrated training programmes in colleges of education, the 1988 Ministerial Working Party Report *Education to be More* and the Government's 1988 publication, *Before Five*, have all played a part in defining the role of an early childhood curriculum in children's learning and development. The development of *Te Whāriki* is part of the process of establishing early childhood curriculum. It expresses a common view of what makes the curriculum for the early childhood years distinctive from other curriculums, such as in schools.

The strengthening links between the different early childhood education services have encouraged a growing appreciation of each other's differences and similarities. The curriculum seeks to encompass and celebrate this diversity as well as to define common principles, strands, and goals for children's learning and development within which the different organisations and services are able to operate.

## The Special Identity of Each Early Childhood Education Service

Many early childhood education services exist as part of a national organisation which provides their philosophical rationale and direction. The particular approach of each organisation to curriculum is an essential part of its identity, and some organisations run specialised training programmes to assist in developing a curriculum appropriate for their particular philosophy. There are also a large number of early childhood education services existing as individual centres, each with its own approach to curriculum, although many have links to associations which provide support, advice, and, in some cases, training. Home-based programmes, most of which are operated as family day care schemes, are one example of the diversity of services offered in early childhood education. Home-based programmes provide a service that directly reflects the importance of the links between home and early childhood care and education.

Curriculum development within each of these separate organisations and services has provided a rich foundation for this national curriculum.

## Links Between Home and Early Childhood Services

Links between home and early childhood education programmes are important. The environment, routines, people, and happenings within and around a home provide opportunities for the spontaneous learning which should be a feature of all early childhood learning contexts. Home-based programmes, in particular, reflect the setting and activities of a child's home, as caregivers care for children either in their own home or in the home of the child being cared for.

## The Changing Needs of Families

The growth of full-day early childhood education services reflects social and economic changes in society as women increasingly move into employment while their children are young. In the past, early childhood curriculum development assumed that early childhood education services would be providing sessional programmes. *Te Whāriki* brings together the inseparable elements of care and education in a curriculum which can encompass the wider functions of full-day services.

For similar economic and social reasons, early childhood education services for infants and toddlers have expanded and will continue to grow. The idea of a curriculum for infants and toddlers is new. Much of the curriculum discourse of the past has focused on three- and four-year-olds. This document provides a curriculum framework for infant and toddler programmes that address the particular needs and capabilities of this younger age group.

## Increasing Cultural Diversity

There are many migrants in New Zealand, and, as in any country with a multicultural heritage, there is a diversity of beliefs about childrearing practices, kinship roles, obligations, codes of behaviour, and what kinds of knowledge are valuable. The early childhood curriculum supports the cultural identity of all children, affirms and celebrates cultural differences, and aims to help children gain a positive awareness of their own and other cultures.

Each early childhood education service should ensure that programmes and resources are sensitive and responsive to the different cultures and heritages among the families of the children attending that service. The early childhood curriculum actively contributes towards countering racism and other forms of prejudice.

## A Rapidly Changing Society

New Zealand is part of a world revolution in communication, technology, work, and leisure. Change in these and other spheres is a feature of everyday life. To cope with such changes, children need both the confidence to develop their own perspectives and the capacity to continue acquiring new knowledge and skills. The curriculum provides an educational foundation that supports the full range of skills that children will need as life-long learners.

# THE CONTEXT OF EARLY CHILDHOOD CURRICULUM

A child's learning environment extends far beyond the immediate setting of the home or early childhood programmes outside the home. Bronfenbrenner, in *The Ecology of Human Development* (Cambridge, Mass: Harvard, 1979) described it as a set of nested Russian dolls. The learner and their immediate environment are at the centre, the first level. Other levels have a powerful influence on the child's well-being and capacity to learn. The second level contains the major settings experienced by the learner: the child's own home, the service or setting beyond their home, and the relationships between these environments. The third level, which also influences the quality of children's experiences, encompasses the world of work, the neighbourhood, the mass media, and informal social networks. It also includes the conditions that influence the well-being and support of the adults in the children's lives: the demands, the stresses, and the opportunities for development experienced by significant adults in each child's life. There is a further national level – the nation's beliefs about the value of early childhood care and education and about the rights and responsibilities of children. Although *Te Whāriki* is mainly concerned with the first

two levels, the others are important influences on the quality of the curriculum.

The first two levels – the learner and the learning environment – are closely connected, and the curriculum applies to both. A child learns to talk in a setting where adults talk to children and to each other. A child learns to explore in a setting where exploration is valued and possible. Learning is about the way in which children perceive and deal with their environment.

Another aspect of this exchange between children and their environments is the influence of the communities to which children belong. Each community that children belong to makes its own specific curriculum demands: the community of learners who will be able to respond to challenge and change; the community of children who have individual needs and rights; and the community of New Zealanders who are gaining knowledge of the nation's languages and are developing skills in using cultural tools such as art, dance, mathematics, music, reading, science, technology, and writing.
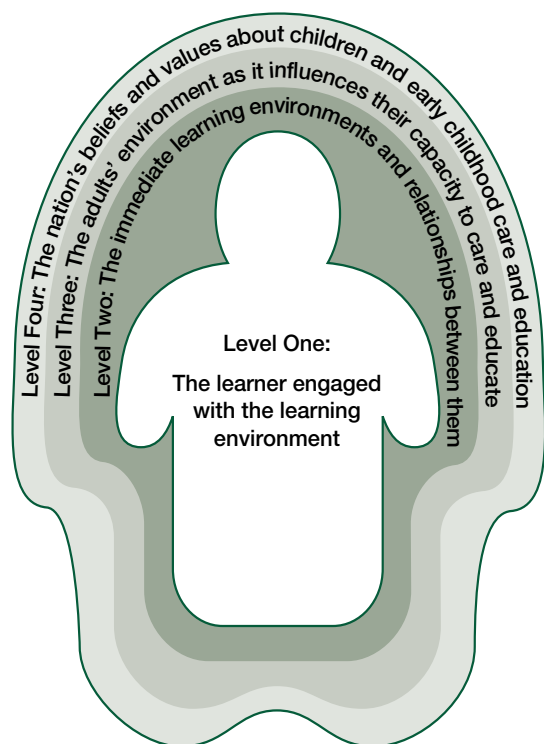


## Levels of Learning

### Level One

**The learner engaged with the learning environment:**

- learning to respond to challenge and change;
- gaining knowledge of language and cultural tools;
- having individual needs and rights met, and developing associated responsibilities;
- responsive and reciprocal relationships.

### Level Two

**The immediate learning environments and relationships between them:**

- home and family;
- early childhood education settings and the people in them.

### Level Three

**The adults' environment as it influences their capacity to care and educate:**

- professionalism of all adults;
- professional support;
- collegial development and opportunities for further learning;
- kinship networks;
- friendship networks.

### Level Four

**The nation's beliefs and values about children and early childhood care and education.**

# EARLY CHILDHOOD CARE AND EDUCATION FOR INFANTS, TODDLERS, AND YOUNG CHILDREN

Children from birth through to eight years of age have developmental needs and capacities that differ from those in any subsequent time of their lives. The early childhood curriculum is therefore different in its approach from the curriculum for older children. The curriculum for early childhood emphasises reciprocal and responsive interaction with others, both adults and peers, who can respond to children's development and changing capabilities. Although these needs can be met in either mixed age or separate age programmes, it is important that programmes meet the needs of the full range of children they cater for.

The early childhood curriculum recognises that there can be wide variations in the rate and timing of children's growth and development and in their capacity to learn new things in new places.

Each child learns in his or her own way. The curriculum builds on a child's current needs, strengths, and interests by allowing children choices and by encouraging them to take responsibility for their learning.

*Te Whāriki* covers the years from birth to school entry age and identifies three broad age groups for consideration within the early childhood curriculum. At the same time, it acknowledges that there is considerable variation between individual children as well as different cultural perspectives about appropriate age arrangements. Infants, toddlers, and young children have distinctive and different needs and characteristics. These will determine the focus of the curriculum as it applies for each learner. The programme must be flexible enough to take into account the varying needs and characteristics of individual children.

The overlapping age categories used are:

- infant – birth to eighteen months
- toddler – one year to three years
- young child – two and a half years to school entry age.

## Ngā Mokopuna

I roto i ēnei whakahaere e toru ngā reanga mokopuna:

- ngā pēpi – 0 - 18 marama
- ngā mokopuna kei te hāereere – 1- 3 tau
- ngā mokopuna i mua o te haerenga ki te kura – 2 $\frac{1}{2}$ - 5 tau.

Ko ngā whakahaere mō ngā mokopuna kia tika tonu mā rātou, kia eke ki ngā mahi ka taea e rātou.

Heoi kia maumahara, he nui ngā rerekētanga kei roto i tēnā reanga, i tēnā reanga.

He nui ano hoki ngā rerekētanga kei waenganui i tēnā mokopuna, i tēnā mokopuna. He mana motuhake tonu to tēnā, to tēnā .

I te mutunga kia tino ngāwari ngā whakahaere mō ngā pēpi, me ngā mokopuna kei te hāereere, ā, kia aroha pai ki te marae-ātea o ia mokopuna, o ia mokopuna o ēnei reanga.

## Development of Learning and Capabilities

Although the patterns of learning and development are sometimes seen as a progressive continuum linked to age, such patterns vary for individual children in ways that are not always predictable.  The direction and speed of learning and growing will often fluctuate from day to day, according to where the child is and the people they are with.

## Examples of areas of development for children are:

*increasing independence*

*growing sense of self-identity and of self as learner*

*increasing emotional robustness and sense of control*

*growing consistency and predictability of behaviour and response*

*increasing ability to cope with change*

*increasing ability to cope with delay in having needs met*

*developing memory capacity and sense of past, present, and future*

*widening social interaction, and development of a sense of others*

*increasing awareness of the world, and ability to share interests with others*

*increasing competence with techniques for communication and with tools for symbolising and representing*

*growing control of body and physical co-ordination*

*expanding experiences and understanding of people, places, events, and things*

*acquisition of domain-specific knowledge*

*increasing ability to use logic and abstract thinking*

During the early childhood years, children often demonstrate needs and capabilities at a variety of stages.  For example:

- Within minutes, a child can be both dependent and independent, according to changes in temperament, environment, or adult expectations.

- A young infant needs an environment that is predictable but also needs and enjoys challenges and surprises.

- A child may be using language and reasoning to order the world while continuing to use the sensory skills used in infancy.

- Children learn through a combination of imagination and logic.

The curriculum for the early childhood years must, therefore, be flexible enough to encompass the reality of:

- fluctuations in individual behaviour and learning;

- the need for repeated, familiar experiences to consolidate concepts and reassure the child;

- the need for challenge as a medium for growth.

There is no developmental cut-off at school entry age. During the early school years, the principles and strands of the early childhood curriculum continue to apply and can be interwoven with those of the New Zealand curriculum statements for schools.

## The Infant

During these early months of life, the infant is totally dependent on others, has little prior knowledge or experience, and is learning to anticipate events and to communicate her or his needs in a confusing world.

In order to thrive and learn, an infant must establish an intimate, responsive, and trusting relationship with at least one other person. Infants are able to develop close attachments with several people but not with many people. To develop a sense of their own identity and the strong sense of self-worth necessary for them to become confident in relationships and as learners, infants must experience physical and emotional security with at least one other person within each setting.

### Some special characteristics of infants

*Physical growth and developmental changes are more rapid during infancy than during any other period of life.*

*Infants are very vulnerable. They are totally dependent on adults to meet their needs and are seldom able to cope with discomfort or stress.*

*Infants have urgent needs that demand immediate attention.*

*Infants need the security of knowing that their emotional and physical needs will be met in predictable ways.*

*Infants are subject to rapid fluctuations of health and well-being.*

### Key curriculum requirements for infants

The care of infants is specialised and is neither a scaled-down three- or four-year-old programme nor a baby-sitting arrangement.

Any programme catering for infants must provide:

- one-to-one responsive interactions (those in which caregivers follow the child's lead);

- an adult who is consistently responsible for, and available to, each infant;

- higher staffing ratios than for older children;

- sociable, loving, and physically responsive adults who can tune in to an infant's needs;

- individualised programmes that can adjust to the infant's own rhythms;

- a predictable and calm environment that builds trust and anticipation;

- partnership between parents and the other adults involved in caring for the infant.

# The Toddler

The behaviour and development of toddlers tends to vary and swing back and forth more than is the case for other age groups in the early childhood years.

Toddlers are struggling to evolve a sense of self and to achieve independence from the adults to whom they are emotionally attached while at the same time needing continuing emotional support.  Their desire for independence, knowledge, and increasing control over everyday life is often in conflict with their ongoing dependence on caregivers to make things happen.

Toddlers are rapidly acquiring physical, social, reasoning, and language skills, but these skills still need a lot of practice.  Toddlers tend both to resist and to find comfort in rituals and routines.  Swings such as these can cause a wide variety of conflicting feelings, ideas, and actions, which challenge the resourcefulness and knowledge of parents and adults who work with toddlers.

**Some special characteristics of toddlers**

*Toddlers are energetic and on the move.*

*Toddlers are gaining control of their world by checking out limits, causes, and effects.*

*Toddlers' desires are often ahead of their language or physical abilities to achieve what they want.*

*Toddlers are active and curious, determined to become competent and to make sense of happenings, objects, and ideas.*

*Toddlers' feelings are intense and unpredictable.*

*Toddlers thrive on opportunities and on being encouraged into exploration and creativity.*

*Toddlers are impulsive and can lack self-control.*

*Toddlers focus on the here and now.*

*Toddlers seek social interaction and learn by imitating others.*

*Toddlers learn with their whole body and learn by doing rather than being told.*

## Key curriculum requirements for toddlers

Toddlers have distinctive developmental needs and characteristics, but they are often caught between the specialised arrangements made for infants and the independence and busyness of programmes for young children. Programmes designed specifically for toddlers will lessen the tendency for toddlers to become bored, frustrated, or disruptive, as can happen when expectations are set too low or too high.

Toddlers need:

- a secure environment and a programme that provide both challenges and predictable happenings;

- opportunities for independent exploration and movement;

- a flexible approach which can accommodate their spontaneity and whims at a pace that allows them to try to do things for themselves;

- adults who encourage the toddlers' cognitive skills and language development;

- responsive and predictable adults who both understand and accept the toddler's developmental swings.

# The Young Child

Young children have increasing capacities for language and inquiry, increasing ability to understand another point of view, and are developing interests in representation and symbols, such as pictures, numbers, and words. An early childhood programme for young children should provide a rich bank of experiences from which the children can learn to make sense of their world and the world around them. Children in this older age group are still likely to swing back and forth in development, depending on their moods and the context, but they have a growing capacity for coping with unpredictability and change, especially if they are anchored by emotional support, respect, and acceptance. The children's increasing abilities to plan and monitor their activities are evident in their developing awareness of themselves as learners.

## Some special characteristics of the young child

*Young children can recognise a wide range of patterns and regularities in the world around them. This encourages them to question when things are puzzling and different from what they expect and to respond to "nonsense" and humour.*

*Young children have an increasing ability to see the family, home, or early childhood education setting in the perspective of the wider world.*

*Young children have new capacities for symbolising and representation, creating art, music, and dance, as well as developing abilities with words and numbers.*

*Young children's developing literacy and numeracy skills include new purposes for language and cognition, such as reasoning, verbal exploration, puzzling, and finding out about both their social and physical world.*

*Young children's greater working memory contributes to their capacity for telling stories, for more complex problem-solving strategies, for longer periods of focused attention, and for more persistent curiosity.*

*Young children are developing social skills for establishing and maintaining friendships and are beginning to be able to see another person's point of view.*

*Young children are consolidating and refining their physical skills.*

*Young children are developing their awareness of themselves as learners by planning, checking, questioning, and reflecting on activities and tasks.*

*Young children use their imaginations to explore their own and others' identities.*

## Key curriculum requirements for the young child

It is important to make opportunities for the young child to experience new challenges, co-operative ventures, and longer term projects.  These experiences also help to meet their expanding capabilities and provide a smooth transition to school.

Young children need:

- adults and environments to provide resources, challenges, and support for their widening interests and problem-solving capacities;

- opportunities for unfamiliar routines, new and self-directed challenges, co-operative ventures, and sustained projects;

- adults who can encourage sustained conversations, queries, and complex thinking, including concepts of fairness, difference, and similarity;

- opportunities to use language to explore and to direct thinking and learning tasks;

- a widening range of resources for creative expression, symbolising, and representation;

- recognition of their developing sense of humour, which springs from new understandings about how things "ought" to be;

- challenging opportunities which keep pace with their physical co-ordination and development.

# CURRICULUM IMPLEMENTATION

The way in which each early childhood service implements curriculum will vary. Each service will develop its own programmes to meet the needs of its children, their families, the specific setting, and the local community. Programmes will be based on the curriculum principles and be planned and evaluated in terms of the curriculum's strands and goals.

## Adults' Responsibilities in Management, Organisation, and Practice

Adults are an integral part of the curriculum for the early childhood years. Children's physical and emotional dependence on adults' care, support, attention, and guidance is more intense in early childhood than in later years. To enable the curriculum to meet the needs of all children, adults working in early childhood education need to be knowledgeable about children's development and early childhood curriculum, skilled at implementing curriculum, thoughtful about what they do, aware of their role as models for learning, willing to try alternatives, and well supported by management. Management must ensure that staffing meets requirements and is sufficient to ensure the safety of children at all times and in all situations. Management must also ensure that training is available to enable the adults who work with children to have the knowledge and skills necessary to support the children's learning and development and to implement the curriculum in everyday practice.

Each strand of the curriculum has implications for the way the early childhood education environment is managed and organised. Management and organisational aspects which influence the curriculum include:

- the arrangement of the physical environment and equipment;
- the scheduling of activities and events;
- the organisational philosophies, policies, and procedures;
- the inclusion and support of parents and the connections with the community;
- the ages of the children, group size, and groupings.

The relationship of each strand to the principles of the curriculum, and some examples of the implications for adult responsibilities in management, organisation, and practice, are provided, strand by strand, in Part C of this document.

## Planning, Evaluation, and Assessment

Each early childhood education setting should plan its programme to facilitate achievement of the goals of each strand in the curriculum. There are many ways in which each early childhood service can weave the particular pattern that makes its programme different and distinctive. Early childhood services should, therefore, develop their own distinctive pattern for planning, assessment, and evaluation.

The curriculum has been presented as a whāriki in which:

- learning, development, and the experiences provided for children are interconnected;

- there are elaborations for different age levels and flexibility for different early childhood education settings;

- the strands and goals are woven with different content emphases.

## Planning

Planning the curriculum whāriki should be a continuing process, involving careful observation, identification of needs and capabilities, provision of resources, assessment, and evaluation. Discussion and debate about planning programmes are a crucial part of the process of improving it, by ensuring that people think about, and are able to justify, their beliefs and practices.

Each programme should be planned to offer sufficient learning experiences for the children to ensure that the curriculum goals are realised. Planning will usually begin from observations of the children's interests, strengths, needs, and behaviours. Planning experiences or events can focus on the environment, the setting, particular age groups, and on groups of children or individual children (through an IDP or IEP). The focus could also be on a routine or regular happening, such as planning for mealtimes. Planning may be developed to give emphasis to a principle or policy.

Planning should help adults who work in early childhood education to understand what young children are learning, how the learning happens, and the role that both adults and other children play in such learning.

# Evaluation and assessment

The purpose of evaluation is to make informed judgments about the quality and effectiveness of the programme. A system of evaluation will ask: In what ways do the human relationships and the programme provide a learning environment which is based on the goals of the curriculum? Evaluative procedures emphasise the quality of provision and make use of all the forms of assessment that can be carried out by both adults and children. Assessment of children's learning and development will be part of the information needed to evaluate the programme. Evaluation processes will identify whether the environment and programme are providing for the needs of all the children in the early childhood setting. The reflective questions in Part C of this document provide one example of an evaluation process. People involved in providing the programme in each setting should make evaluation part of their continuing dialogue.

The programme will be continually or regularly modified in the light of evaluation, to ensure that it meets the needs of the children within the curriculum goals.

It is important that the curriculum whāriki as a whole, or a particular range of experiences in the programme, are modified if they are not working well to meet the needs of the children and the goals of the curriculum.

The purpose of assessment is to give useful information about children's learning and development to the adults providing the programme and to children and their families.

Assessment of children's learning and development involves intelligent observation of the children by experienced and knowledgeable adults for the purpose of improving the programme.

Assessment occurs minute by minute as adults listen, watch, and interact with an individual child or with groups of children. These continuous observations provide the basis of information for more in-depth assessment and evaluation that is integral to making decisions on how best to meet children's needs.

In-depth assessment requires adults to observe changes in children's behaviour and learning and to link these to curriculum goals. Assessment contributes to evaluation, revision, and development of programmes.

Children are increasingly able to assess their own learning, to outline their own goals, and to decide how to achieve these goals. They work hard to achieve such goals as learning to walk, forming letters and numbers, and contributing to group interaction. The learning environment should enable children to set and pursue their own goals within the boundaries necessary for safety and to reflect on whether they have achieved their goals.

Assessment of the early childhood environment – its safety, the routines and regulations, the resources and equipment, and adults' responsiveness – is integral to evaluating the potential of the setting and its programme to encourage particular challenges and activities and to provide for the cognitive, social, emotional, and physical development of the children.

Assessment of children's learning and development should always focus on individual children over a period of time and avoid making comparisons between children. Even where there are pathways of increasing knowledge or skill, children's responses and behaviour will be subject to swings and variations in development according to a number of factors, including where the children are, the people they are with, and how they are feeling. A single observation is a snapshot of that occasion only, and adults should be wary of generalising from individual pieces of information.

It is essential that assessment and evaluation are based on the goals of each strand of the curriculum and that the principles of the curriculum are always applied. The needs of the children, not assessment procedures, should determine the curriculum.

## Principles of *Te Whāriki* and Assessment

## Empowerment

Assessment observations and records should provide useful information for children and adults, which helps to improve the ways that the programmes meet children's needs. Feedback to children on their learning and development should enhance their sense of themselves as capable people and competent learners.

Assessment should be a two-way process. Children's self-assessment can inform adults' assessment of learning, development, and the environment by providing insights that adults may not have identified and by highlighting areas that could be included or focused on for assessment. Children may also help to decide what should be included in the process of assessing the programme and the curriculum.

## Holistic Development

Assessing or observing children should take place in the same contexts of meaningful activities and relationships that have provided the focus for the holistic curriculum. The programme can be evaluated in terms of its capacity to provide these activities and relationships. Assessment of children should encompass all dimensions of children's learning and development and should see the child as a whole. Attributes such as respect, curiosity, trust, reflection, a sense of belonging, confidence, independence, and responsibility are essential elements of the early childhood curriculum: they are extremely difficult to measure but are often observable in children's responses and behaviours.

## Family and Community

Families should be part of the assessment and evaluation of the curriculum as well as of children's learning and development. Parents and caregivers have a wealth of valuable information and understandings regarding their children. Care should be taken that, when children are assessed, families do not feel that they are being judged. Observations and records should be part of two-way communication that strengthens the partnership between the early childhood setting and families. It should also be noted that parental understandings and expectations will alter children's expectations of themselves.

## Relationships

Assessment is influenced by the relationships between adults and children, just as children's learning and development are influenced by the relationships they form with others. This influence should be taken into consideration during all assessment practice. Adults are learners too, and they bring expectations to the assessment task. The expectations of adults are powerful influences on children's lives. If adults are to make informed observations of children, they should recognise their own beliefs, assumptions, and attitudes and the influence these will have on the children.

# Part B

*He purapura i ruia mai i Rangiātea*

*E kore e ngaro.*

## HE KŌRERO WHAKATAKI

I roto i ngā mahi whakatipu tamariki-mokopuna he nui ngā mōhio kei tēnā, kei tēnā o tātou.  Kei runga i tēnei tauira, te tauira whāriki ka whakamanahia aua mōhio e tautokohia ana e te whānau o tēnā, o tēnā kōhanga reo.

Ka taea e te whāriki te kawe ngā mahi katoa ka mahia i ngā kōhanga reo.  Ka taea te tā moko ngā moemoeā e whāia ana hei painga mō te mokopuna;  ka taea te whakairo ngā huarahi huhua ki te toi o ngā mātauranga hei painga mō ngā mokopuna;  ka taea te whakauru mai ngā kara o Rangi rāua ko Papa, me ā rāua tamariki hei whakahihiko i te tipu o te tinana, te hinengaro, te wairua, me te whatumanawa o te mokopuna.  Kei runga i tēnei tauira ka taea e tātou te raranga ngā tūmomo whāriki katoa hei whakamana, hei whakakaha i te tipu o te mokopuna mō tōna ao.  Ko te pūtake o *Te Whāriki* ko te mokopuna.  Ko te mokopuna hoki te whāriki.

Ko tēnei marautanga e pā ana ki te katoa o ngā kōhanga reo kei raro i te maru o te Poari Matua o Te Kōhanga Reo.  E eke pai ana ngā kaupapa whakahaere, ngā muka, ngā taumata whakahirahira me ngā whāinga ki ngā tūmanako mō ngā mokopuna i raro i ngā tikanga o Te Kōhanga Reo:

- kia whāngaitia te reo Māori ki ngā mokopuna;

- kia kōrerohia te reo Māori i ngā wā katoa;

- kia whakamanahia te mana āhua ake o ia mokopuna;

- kia whakamanahia te mana whakahaere o Te Kōhanga Reo whānau;

- kia ū pai te oranga nui o te mokopuna, ā-tinana, ā-hinengaro, ā-wairua, ā-whatumanawa.

## NGĀ KAUPAPA WHAKAHAERE

Ko ngā kaupapa whakahaere e whā o *Te Whāriki* ngā papa i tohia hei hiki i tēnei marautanga.  Ahakoa he aha ngā mahi e pā ana ki *Te Whāriki* me te whakatipuranga o te mokopuna, kia pūmau ki ēnei kaupapa.

Tuatahi, ko te whakamana i te mokopuna kia pakari ai te tipu o tōna tinana, o tōna hinengaro, o tōna wairua, me tōna whatumanawa.  Mā te hauora o ēnei ka ngāwari te ako, me te tipu.  Tuarua, kia ngākau kaha ki te kotahitanga o ngā whakahaere mō te ako me te ārahi i te mokopuna.  Mā tēnei kaupapa e whakahikohiko ngā ihirangaranga o te mokopuna ki te ako, ki te tipu.  Tuatoru, ko te whakatinana i te kaupapa o te whanaungatanga kia mōhio ai te mokopuna, ko wai ia, ā, i ahu mai ia i hea.  Kua mōhio ia ki tōna whānau me ngā tāngata o tōna kāinga noho.  Tuawhā, ko ngā hononga me ngā piringa i waenganui o te mokopuna me ngā tāngata katoa me ngā tamariki katoa ka pā mai ki a ia.

## TE REANGA MOKOPUNA

Ka whai ake ngā kōrerorero mō ngā reanga mokopuna.  Ka mīharo ki te whakairatanga i a ia, ā, ki a ia e tipu ana i te kōpū o tōna kōkā.  Puta ana te ihi, te wehi, me te mana o te wahine me te whare tangata.  I tua atu i tēnei, ko ngā wehewehenga o tōna tipuranga mai i a ia e pēpi ana, ki a ia e ngōki ana e hāereere ana, ki a ia e tamaiti ana haere noa ki te kura.  Ka mōhio ko te tipuranga o tēnā, o tēnā, he rerekē.  Ka mōhio ko te tipuranga o te tinana, o te reo, o te wairua, me ōna āhua katoa, nōna ake.  Kia maumahara ki ēnei.

## TE TAUIRA WHĀRIKI

I roto i ngā kōrero mō te whāriki ka whakatinanatia ngā whenu ki te mokopuna.  Ko tōna tinana tēnā.  Kia pai te tiaki i a ia me te whāngai i a ia.  Ko tōna hinengaro tēnā.  Whāngaia ki te whakaaro whai hua, ki ngā iho mātauranga tokowhitu, ā, ka whakawātea i ōna whakaaro kia rere arorangi.  Ko tōna wairua tēnā.  Tauawhitia ki te korowai aroha kia pakari ai te tipu, kia tū māia ai ia i roto i tōna āhuru mōwai.  Ko tōna whatumanawa tēnā.  Tukuna te aroha whakaihi ki a ia me te atuatanga o ngā mea katoa kia ora ai tōna tinana, tōna wairua, tōna hinengaro, me tōna whatumanawa.  Mehemea ka takatakahia te mokopuna e kore ia e tipu ki te ātaahuatanga o te tangata, e kore hoki ia e hiahia ki te ako.

# NGĀ TAUMATA WHAKAHIRAHIRA

Ko tēnei wāhanga ka whakahokia atu ki ngā whānau mā rātou e whakatau. Wānangatia, kōrerorerotia ngā tikanga me ngā mōhio hei tuku ki ngā mokopuna nō te mea ko ngā taumata whakahirahira ngā tūmanako mō ngā mokopuna. Ko ngā aho ēnei o te mana atua, te mana tangata, te mana reo, te mana whenua, me te mana aotūroa. Mā ēnei aho e kawe ngā akoranga kia pakari ai te tipu o tōna tinana, o tōna hinengaro, o tōna wairua, me tōna whatumanawa. I roto i ngā whakamārama mō ngā taumata ka tirohia ngā whakaputanga mō ngā mokopuna, ngā whakaohooho i ngā pakeke e taurima ana i ngā mokopuna, me ngā whakahaere hei whakamana i te akoranga a te mokopuna. I te mutunga, kia kaha te whakamātautau i ngā mahi whakaako i te mokopuna. Mā te aha tātou e mōhio ai kua ū ngā akoranga e manakohia ana mā ngā mokopuna?

# TE WHĀRIKI MĀTAURANGA MŌ TE MOKOPUNA

Kei ngā kaupapa whakahaere e whai ake nei ngā whakaaro hōhonu e awhi mai ana i ngā mōhio katoa mō te whakatipu me te ako i te mokopuna.

## Whakamana

Ko te whakatipu i te mana o te mokopuna te tino taumata hei whāinga mā tātou. Me tauawhi te mokopuna i roto i te aroha me te ngākau mārie, ā, me whakatō te kaha ki roto i a ia kia pakari ai te tipu o tōna mana, me tōna mana whakahaere. Mā te whai mana o te mokopuna ka taea e ia te tū kaha i runga i tōna mana Māori motuhake me tōna tino rangatiratanga. Mā te whakamana i te mokopuna e whakawātea ngā huarahi ki te whakawhānui i tōna mōhio, i roto i te whakapono kei reira ōna pakeke i ngā wā katoa hei āwhina i a ia. E pakari ana ia i roto i te mōhio ki tōna reo me ōna tikanga. Kua mōhio ia ko wai ia, ko wai ōna tūrangawaewae. Kua mōhio ia ki tōna mana āhua ake. Kua ruruku i te hōhonutanga o te ao Māori ka taea e ia. Kua tū rangatira ia i te ao whānui.

Mā ngā mahi o *Te Whāriki* e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tōna tipu ā-tinana, ā-hinengaro, ā-wairua, ā-whatumanawa. Ka taea ēnei, kua ū tōna mana.

## Kotahitanga

E rua ngā āhuatanga e pā ana ki tēnei wāhanga. Tuatahi, ko te whakakotahitanga o ngā whakahaere mō te ako i ngā mokopuna. Kāore he wehewehenga, kāore he aukatitanga. Ka taea ngā mahi katoa i te wāhanga kotahi, arā, te waiata, te kōrero, te hīkoi, te tuhituhi, te titiro tēpa whakaari, te mahi pūtaiao, me ētahi atu. Tuarua, ko te whakakotahitanga o ngā mahi mō te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa. Kāore he wehewehenga. Kāore he aukatitanga.

I tēnei wāhanga e whakatipu ana i te katoa o te mokopuna, ā, e tuku ana kia ako ia i tāna e taea ana. Tukuna tōna hinengaro kia rere arorangi, ā, āwhinatia ia ki te whakatinana ōna whakaaro, ngā koroingotanga o tōna wairua, me ngā haehaetanga ki tōna whatumanawa. Kia mōhio ia ko ngā mahi ka whakatauria ia rā, ia rā, hei painga mōna, hei tauawhi hoki i a ia. Mā te kotahi o ngā whakahaere ka tipu te kaha o te mokopuna.

## Whānau Tangata

Ko tētahi o ngā tino uara o te ao Māori kia mōhio ngā mokopuna ki te whanaungatanga. Ka mōhio ia ko wai ia, ko wai ōna mātua tīpuna, ko wai ōna marae, ko wai ōna tūrangawaewae. Heoi, ko tēnei kaupapa whakahaere e whakawhānui atu ana ki ngā iwi i waho atu i ēnei kārangatanga.

Me whiri mai te whānau, te hapū, me te iwi o te mokopuna ki te tautoko i ngā akoranga i a ia. Me whiri mai anō hoki a tauiwi me ērā atu iwi o te wāhi noho o te mokopuna ki aua akoranga. Ahakoa ko wai te tangata, te wahine, te tamaiti, mehemea ka pā mai ki te mokopuna, ki tōna kāinga noho, ki tōna wāhi moe, ki ōna wāhi hāereere, me ōna wāhi tākaro, whiria mai ki te āwhina i ngā akoranga i te mokopuna.

Ka tipu te mokopuna i roto i te aroha hei taonga whakahirahira mā tōna whānau, mā tōna iwi, me tōna wāhi noho. Ka tipu ia hei whakaata i ngā whānau tangata i poipoi i a ia.

## Ngā Hononga

Mā te ngāwari o ngā whakahaere i waenganui i te mokopuna me ngā tāngata ka pā mai ki a ia, ka piki te hiahia o te mokopuna ki te ako. Mā te takoto o te rangimārie i roto i ngā piringa me ngā hononga ki aua tāngata ka pakari anō te tipu o te hiahia o te mokopuna ki te ako. Ka tipu te harikoa, te ngākau pono, te ngākau māhaki i roto i te mokopuna. Kua mōhio ia ki ngā tāngata e aroha ana, e manaaki ana, e tiaki pai ana i a ia, ki ngā tūpatotanga ā-tangata, ā-wāhi, ki ngā whakaruruhau ā-tangata, ā-wāhi. Kua mōhio te mokopuna ki ngā pakeke e whakamana ana i tōna mana āhua ake. Kua pakari tōna kiritau, kua ngāwari noa iho te whakahoahoa me te whakahaere i a ia i ngā huihuinga tāngata. Kua tau tōna mauri. Kua piki te ora, te mana me te ihi o tōna tinana, tōna hinengaro, tōna wairua, me tōna whatumanawa.

# NGĀ REANGA MOKOPUNA

I whakawehea kia whā ngā reanga mokopuna mō tēnei mātauranga. Kia mārama ki ngā wehewehenga me ngā mahi ka taea e te mokopuna. Kia kaha te whakatipu i ngā whakahaere i waenganui i a ia me ōna pakeke, me ōna hoa.

Tuatahi, ko te wā mai i te whakairatanga o te mokopuna ki tōna whānautanga mai ki tēnei ao. Kia aroha pai ki a ia e tipu rā i roto i te kōpū o tōna kōkā, ā, kia kaha te manaaki i a rāua tahi i tēnei wā tino mīharo.

Tuarua, ko te wā tēnei o te pēpi mai i te whānautanga ki te tekau mā waru marama. Ko te wā tēnei o te pekepoho, ā, e pai ana kia takitahi te pakeke ki te pēpi, ā, kia hora te korowai aroha ki a ia, kia tau hoki te rangimārie i roto i ngā whakahaere mōna. Kia kaha te whakatipu i te hononga pono i waenganui i te kaitiaki me te mokopuna.

Tuatoru, ko te wā tēnei o ngā kōhungahunga mai i te kotahi tau ki te toru tau. Kua tīmata te mokopuna ki te hāereere. Heoi, he wā uaua tēnei mō te mokopuna nō te mea i ētahi wā e hiahia ana ia ki te whakatū i tōna mana motuhake, ā, i ētahi wā kei te pirihongi tonu ki te pakeke e kaingākautia ana e ia. Nā reira, kia ngāwari ngā whakahaere i a ia. Tautokohia ōna wawata, awhitia ia, ā, whakahautia ki te kōrero, ki te waiata, me te whakatipu i tōna hinengaro, me ōna whakaaro.

Tuawhā, ko te wā o te tamaiti i mua i te haerenga ki te kura, mai i te toru tau ki te rima tau. Kua pakari tana tū, kua whānui tōna reo, ā, kua kaha rawa atu te patapatai a tōna hinengaro. Kia kaha te tautoko i a ia. Tukuna ōna whakaaro kia kōkiri i ngā kaupapa huhua me ngā kaupapa whānui. Ārahitia ia i roto ngā mahi tahi me ngā tākaro ka taea e ia.

# TE TAUIRA WHĀRIKI

E whā ngā wehenga o te mokopuna hei ahuahu mā tātou, ko tōna tinana, ko tōna hinengaro, ko tōna wairua, me tōna whatumanawa. Me kī ko ēnei ngā whenu o te whāriki. Me kī ko ēnei tonu te mokopuna. Me kī ko te mokopuna tonu te whāriki e rarangatia nei e tātou.

## Tinana

Ko tēnei wehenga e pā ana ki te tipuranga me te whakapakaritanga o te tinana. Whakairatia ana te mokopuna tīmata ana ngā whakahaere hauora mō te whakatipu i a ia me te whakapakari i a rāua ko tōna kōkā. Kia eke pai ngā kai e tika ana mā rāua. Kia manawanui ki te atawhai, ki te whakaruru i te mokopuna i ngā wā katoa nō te mea he nui ngā mokopuna e whara ana i mua i te rua tau. Nā reira kia mataara tātou.

Mehemea ka whakaakona i te mokopuna kia ngākau hari, kia ngākau hūmārire, ka tino pakari te hauora o tōna tinana. Kia kaha te whakahau i a ia ki te hīkoi, ki te omaoma, ki te purei paoro, ki te pikipiki. Mahia ngā whakakoringa tinana ka taea e ia.

Kia mōhio te mokopuna ki ngā wāhi o tōna tinana me ngā mahi a aua wāhi, ā, kia mā katoa ngā whakahaere mōna me ngā whakaako i a ia. I tua atu i ēnei kia mau ki ngā akoranga o te ao tawhito mō ngā tikanga, ngā rongoā, me ngā kai ka pai māna. Kia kaha hoki te hopu i ngā tohutohu o te ao hou mō te oranga tinana o te mokopuna.

Ko ngā whakahaere mō ngā mokopuna kia tika tonu mā rātou, ā, kia eke ki ngā mahi ka taea e rātou. Heoi, kia maumahara, he nui ngā rerekētanga kei roto i tēnā reanga, i tēnā reanga, ā, he nui anō hoki ngā rerekētanga kei waenganui i tēnā mokopuna, i tēnā mokopuna. He mana motuhake tonu tō tēnā, tō tēnā.

## Hinengaro

Ko tēnei wehenga e pā ana ki te pakaritanga o te hinengaro. Ka ako te tamaiti i te āhuatanga o tēnei mea o te whakaaro, ki te pupuri i te mana o roto ake i a ia, me te mana hoki o te ao whānui. Ka ako i ngā tikanga e tuku kaha nei ki te hinengaro mō ngā momo whakapono hei whakapakari i te hinengaro. Ka ako i ngā whakamārama o te Ao Māori Tawhito mō te Taiao, mō Te Pō, me Te Kore. Ka ako i ngā whakamārama o Te Ao Hou mō ngā Whakangaromanga Ao, mō te āhua o ngā wā o mua, me muri nei, ā, mō ngā wānanga hoki mō tōna āhua ake, me te take i whānau mai ai ia ki tēnei ao.

I ngā wā o mua, ka whakaritea e te hinengaro Māori ēnei taonga, te karakia me te mōteatea, hei kawe i ngā tūmanako o tōna hinengaro. Mā te karakia ka poua ki te hinengaro me te ngākau o te tangata, ngā hiahia kei roto i a ia–arā pea, ko te āwhina i tētahi atu, i a ia tonu rānei, ko te whai i tētahi mahi, ko te whai i tētahi taumata rānei. Ko tēnei whakamārō i te hinengaro he rite ki te tikanga o te whakatō kūmara o mua. Kāore hoki he rerekētanga ki ngā karakia e tukuna ana ki tētahi atua, pēnei i a Ihu Karaiti, i te Atua, i a Araa, i a Puta rānei.

## Wairua

Ko tēnei wehenga e pā ana ki te pakaritanga o te wairua me tōna kotahitanga ki te taiao. Ka ako te tamaiti, he ōrite te āhua o ngā mea katoa o te taiao; ko te kiko o ngā mea katoa he ōrite katoa ō rātou pūngao. Ka wānanga mō ngā atua, me ō rātou tūranga i roto i te taiao. Hei whakamātautau mā te hinengaro anō. Ka hoki ki ngā tikanga o mua, ki ngā whakapono, ngā rapunga whakaaro, me ngā kitenga o te ao tawhito. Kimihia ngā karakia, ngā mōteatea, me ngā whakataukī. Wānangatia ngā mātauranga o te ao hou, te pūtaiao me ōna piringa, te rōpū tangata me ōna rerenga, te moana me ngā whetū. He ōrite katoa ō rātou pūngao. Pērā anō te tangata.

## Whatumanawa

Ko tēnei wehenga e pā ana ki te pakaritanga o te whatumanawa. Ka ako te mokopuna i te huhua o ngā whakaputanga o tēnei mea, o te whatumanawa, mai i te puna aroha me te ngākau harikoa, ki te ngākau kino, ki te ngākau hinapōuri. Ko ēnei rerenga whatumanawa e whakaatu ana i te āhua o roto i te tinana. Ka ora te whatumanawa, ka ora te tinana. Ka takatakahia te whatumanawa, ka hē katoa te tinana. Mehemea e harikoa ana ngā whakapānga ngākau o te mokopuna, ka tipu he ngākau harikoa, tū māia, tū kiritau i roto i a ia.

# NGĀ TAUMATA WHAKAHIRAHIRA

I roto i ngā kōrerorero, me ngā whakawhitiwhiti whakaaro mō *Te Whāriki o te Mātauranga*, i whakatauria ngā wehenga e rima hei taumata whakahirahira. Ko ēnei whakaūpoko ko te Mana Atua, Mana Whenua, Mana Tangata, Mana Reo, me te Mana Aotūroa. Ko ēnei ngā muka harakeke o ngā aho. Kei roto i ēnei whakaūpoko ngā whakatōpūtanga whānui o ngā mahi ka taea i ngā kōhanga reo hei whakatipu i te kaha ki roto i te mokopuna ki te ako.

Mā ēnei muka harakeke e kawe ngā taonga hei āwhina, hei poipoi i te tipu o te mokopuna. Nā reira, kia kaha mai ngā whānau o te kōhanga ki te wānanga i ngā taumata e whai ake nei. Kei a koutou, kei te whānau, te whakatautanga mō ngā akoranga me ngā mōhio hei tuku ki ngā mokopuna. Whakatinanatia ō koutou mana tino rangatiratanga i roto i ā koutou mokopuna. Mā ēnei muka harakeke e kawe ō koutou wawata.

E whai ake nei ētahi whakamārama mō ngā taumata whakahirahira me ētahi whakahaere hei āwhina i ngā kaiako. Ka tirohia ētahi o ngā tūmanako mō te mokopuna, ētahi o ngā mahi hei mahinga mā te kaiako kia pakari ai tōna tū i roto i tōna karangatanga o te kaituku mōhio ki te mokopuna, ā, ētahi hoki o ngā mahi hei whakapakari i te kaiako me tōna whānau. I tua atu i ēnei, ka tirohia ētahi āhuatanga ako mā te kaiako i te mokopuna, kia ū ai ngā wawata mō te whakamana i te mokopuna.

## Mana Atua

Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuatanga. E ai ki tā te Māori he atua tonu kei roto i te mokopuna ina whānau mai ana ia ki tēnei ao. Ko te pūtake o tēnei whakapono nō roto mai i ngā kōrero o nehe rā. I te wā i hangaia ai te tangata e Tāne, nāna anō i whakatō te hā o te atuatanga ki roto i te tangata. He atua hoki a Tāne. Mai i tērā wā ki tēnei, i heke iho tēnei whakaakoranga, ko taua atuatanga nei i heke iho ki tēnā mokopuna ki tēnā mokopuna e whānau mai ana ki tēnei ao. Ka whakatau anō te hinengaro Māori, he mauri, he atuatanga tō ngā mea katoa. Kei roto taua mauri me taua atuatanga i ngā mea katoa, mai i ngā mea e whai ngā ana, ki ngā mea kāore he ngā.

Nō reira, i roto i ngā akoranga a te kaiako, kia kaha te whāngai i te mokopuna ki ngā mātauranga huna o te ao. Hikitia tōna mauri! Ka tika āna mahi, ahakoa pēhea te iti, whakanuia! Ko ia anake e rongo ana i te hōhonutanga o ana whakanui. Kia kaha anō te ako i te mokopuna ki te whakanui i a ia anō. Ia rā, i ngā wā katoa, me whai wāhi ia ki te whakawhāiti mai i ōna whakaaro ki runga i a ia anō.

I roto i ngā mahi mō te Mana Atua, anei ētahi o ngā tūmanako mō te mokopuna. Kia rongo ia i te rangimārie, te aroha, me te harikoa, ā, kia mōhio ki te manaaki, ki te atawhai, me whakahirahira i a ia me ōna hoa, me ōna pakeke. Whakamanahia te tipu o tōna whakapono i roto i a ia.

I roto i ngā mahi mā te kaiako me te whānau, anei ētahi hei whakaaro mai mā rātou. Kia mātau ki te whakapapa o Āio, ki te ira tangata i roto i te whare tangata, ki a ihomatua me te hononga o te wairua ki te tinana. Kia mātau ki te awa atua me te ira atua, ā, kia mōhio ko te mana atua o te mokopuna i tau mai i tōna whakairatanga.

I roto i ngā mahi hei whakamana i te mokopuna ki te ako, anei anō ētahi hei whakaaro mai mā ngā kaiako. Ko tēnei wāhanga e pā ana ki te whakahaere a te kaiako i a ia i roto i te kōhanga; ki ngā mahi ka mahia e ia ki reira, ā, ki te āhuatanga o ana whakahaere hei whakapakari i te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa o te mokopuna. Kia ngāwari te reo kōrero ki te mokopuna me te oreore haere. Kia kaha te āwhina i ngā mokopuna me te whakaputa aroha ki a rātou. Kia kaha hoki te whakahirahira i ngā mokopuna, te mahi i roto i te harikoa, me te kōrero Māori ki a rātou.

## Mana Tangata

Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao. E tauawhi ana tēnei wāhanga i te wairua aroha, te ngākau manaaki, me te ngākau makuru. E whakaū ana i te taura here tangata, i te mana āhua ake, me te tino rangatiratanga o te mokopuna.

Kua ū te whakaaro, arā, kotahi anake te wā mōhou i tēnei ao. Kāore he tuaruatanga!

I roto i ngā mahi mō te Mana Tangata, anei ētahi o ngā tūmanako mō te mokopuna. Kia mōhio ia ki ōna whakapapa, ki te pātahi o ōna whānau, ki ōna kaumatua me ōna pakeke. Kia mōhio ia ki ngā kārangaranga whānau, ki ngā tēina, ki ngā tuākana, ki ngā tuāhine me ngā tungāne, ki ōna kōkā, ōna mātua, ōna tīpuna, me ētahi atu. Kia mōhio hoki ki a Ranginui rāua ko Papatūānuku, ā rāua tamariki, me ngā kōrero mō rātou.

I roto i ngā mahi mā te kaiako me te whānau, anei ētahi hei whakaaro mai mā rātou. Kia maumahara ko ngā mokopuna "he kākano i ruia mai i Rangiātea", ā, "ahakoa iti, he iti māpihi pounamu". Kia maumahara ko ngā mokopuna he uri nō ngā kāwai rangatira o ōna tīpuna, ā, nāna anō i whakatau ōna ake mātua. Kimihia ngā akoranga hei whakapakari i te mokopuna i roto i āna whakahaere i waenganui i a ia me ōna hoa,

me ōna pakeke, me ngā tāngata ka whakapā mai ki a ia. Kia kaha te āwhina i a ia ki te whakahoahoa me te manaaki i ōna hoa me ōna pakeke. Kia kaha te āwhina i a ia ki te tangata.

I roto i ngā mahi hei whakamana i te mokopuna ki te ako, anei anō ētahi hei whakaaro mai mā te kaiako. Ko tēnei wāhanga e pā ana ki te whakahaere a te kaiako i a ia i roto i te kōhanga; ki ngā mahi ka mahia e ia ki reira, ā, ki te āhuatanga o āna whakahaere hei whakapakari i te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa o te mokopuna. Kia ngākau māhaki i roto i ngā mahi mō te mokopuna. Kia kaha te kōrero i te reo i ngā wā katoa. Kia kaha hoki te whāngai i te tika me te pono ki ngā mokopuna i ngā wā katoa. Me whakakoakoa, me whakaihiihi ngā whakahaere i roto i te kōhanga. Me whakamana te mokopuna me tōna whānau.

## Mana Reo

Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.

Ko ngā mōhiotanga hei whakamana i te mokopuna, ko te kōrero pai i tōna reo, me te whakaputa i ōna whakaaro tinana kore, i roto i te reo Māori. Kei roto i te rere ngāwari o te rere o te reo ka tū tōna mana. Mā te reo Māori ka kiia te mokopuna he Māori.

Ko tēnei mea ko te reo he matapihi e whakaatu ana i ngā tikanga me ngā whakapono o te iwi. Kei ngā reo o te ao ōna ake tatangi, me ōna ake tāhu kōrero. Engari, kotahi ana te kaupapa, he whakawhitiwhiti whakaaro i waenganui i te kaikorero me te kaiwhakarongo.

I roto i ngā mahi mō te Mana Reo, anei ētahi o ngā tūmanako mō te mokopuna. Kia matatau ia ki te whakahua i ngā kupu. Kia mōhio te mokopuna ki tōna ao, ki te ao Māori, te ao o nāianei, me te ao o āpōpō, mā te reo Māori. Kia eke te mita o tōna reo. Ka tika te whakatakoto i ana kupu. Kia mārama ki te whakarongo ki ngā patapatai me te whakautu i aua pātai. Kia mōhio pai te mokopuna ki te rangatiratanga o tōna ake reo.

I roto i ngā mahi mā te kaiako me te whānau, anei ētahi hei whakaaro mai mā rātou. Kia mātau ki ngā koeketanga o te reo me ngā koeketanga ka taea e te mokopuna. Kia tōtika te whāngai i te reo ki ngā mokopuna. Kia tika te mita o te reo. Kia mārama te whakatakoto pātai me te whakautu i ngā pātai. Kia mōhio ki te tuhi i te reo me te kōrero i te reo ā tuhi. Kia mātau ki te tapu, te noa, me te rangatiratanga o te reo. Kia mātau ki te hōhonutanga o ngā kupu me te whakapono mā te reo Māori anake e whāngai te wairua Māori o te mokopuna.

I roto i ngā mahi hei whakamana i te mokopuna ki te ako, anei anō ētahi hei whakaaro mai mā ngā kaiako. Ko tēnei wāhanga e pā ana ki te whakahaere a te kaiako i a ia i roto i te kōhanga, ki ngā mahi ka mahia e ia ki reira, ā, ki te āhuatanga o ana whakahaere hei whakapakari i te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa o te mokopuna. Whāngaitia te mokopuna ki te reo i roto i te ngākau māhaki, i runga i te rangimārie. Whāngaitia te reo i roto i te pono he taonga tapu nā ngā tīpuna. Whakamanatia te reo i ngā wā katoa.

## Mana Whenua

Ko te whakatipuranga tēnei o te mana motuhake, te mana tūrangawaewae, me te mana toi whenua o te tangata.

E ai ki tā te Māori, ka whānau mai te mokopuna ka tapahia tōna pito, ka tanumia ki tōna whenua. Ka huaina anō ngā parapara, he "whenua". Nā ēnei tikanga ka tūhono te wairua o te mokopuna ki te whenua, ki tōna iwi, me te taiao. Nā ēnei tikanga ka poua te mana tūrangawaewae o te mokopuna mō tōna whenua ki tōna ngākau. Ka aroha hoki ia ki te taiao. Ka noho pūmau te mokopuna ki te wairua o te whenua, ka noho pūmau te wairua o te whenua ki te mokopuna. Ka tautokohia ēnei āhuatanga i ngā pūrākau, ngā waiata, ngā haka, ngā karakia a ngā tīpuna. Ka tū māia ia. Ka tū kiritau ia.

I roto i ngā mahi mō te Mana Whenua, anei ētahi o ngā tūmanako mō te mokopuna. Kia mōhio ia ki ōna tūrangawaewae, ki ōna marae, ki ngā pepeha hoki o ōna iwi. Kia mōhio ia ki te mana o te whenua, ngā awa, ngā maunga, me tōna kāinga noho. Kia mōhio ki ngā kōrero mō ōna whenua. Kia mōhio ia ki te wāhi i tapahia ai ngā pito o ōna mātua tīpuna. Kia mōhio ia ki te manaaki, ki te tiaki i te whenua, nō te mea i ahu mai te oranga i te whenua – ngā huarakau, ngā huawhenua, ngā rongoā, ngā tuna, ngā ika.

I roto i ngā mahi mā te kaiako me te whānau, anei ētahi hei whakaaro mai mā rātou. Kia mātau ki te hōhonutanga o ngā kōrero mō te whenua, arā, te take mō ngā whawhai, mō ngā tangi. Rangahautia ngā whakatauākī mō te whenua me ngā kōrero mō Papatūānuku me ana tamariki. Rangahautia ngā kupu e pā ana ki te whenua pēnei i te pito, i te tūrangawaewae, i te papakāinga, i te mauri, me te wairua kei roto i te whenua, te rāhui, me te ūkaipō. Rangahautia ngā kōrero pūrākau, ngā kōrero mō ngā taniwha, ngā waiata, me ngā haka mō ngā whenua o ngā mokopuna. Kōrerotia te "marae ātea" o te marae, o te tangata, o te mokopuna. Kia mōhio te mokopuna he kaitiaki noa iho ia nō te whenua. Ehara i a ia te whenua engari i ahu mai ia i te whenua.

I roto i ngā mahi hei whakamana i te mokopuna ki te ako, anei anō ētahi hei whakaaro mai mā ngā kaiako. Ko tēnei wāhanga e pā ana ki te whakahaere a te kaiako i a ia i roto i te kōhanga; ki ngā mahi ka mahia e ia ki reira, ā, ki te āhuatanga o ana whakahaere hei whakapakari i te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa o te mokopuna. Akohia te mokopuna ki te whakatipu kai, whakatipu putiputi. Mauria haeretia te mokopuna kia kite, kia mīharo ki ngā taonga whakapaipai a Papatūānuku, ā, ki ngā rākau, ngā putiputi, ngā huawhenua, ngā ngārara, ngā manu. Akohia te mokopuna ki te tiaki i a Papatūānuku, kia kaua e panga rāpihi noa iho. Akohia te mokopuna kia mōhio ki ōna maunga, ki ōna marae. Akohia te mokopuna kia aroha ki te whenua.

## Mana Aotūroa

Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao. Ko te whakapakaritanga i te hinengaro rangahau me ōna kitenga, te taumata o ngā whāinga o te Mana Aotūroa.

Ka ako te mokopuna i tōna ōritetanga me tōna rerekētanga ki te taiao. Ka titiro whānui, ka titiro whāiti ki ngā taonga o te ao – ngā rākau, ngā kararehe, ngā kai, ngā ika, ngā whetū i te rangi, ngā taonga o te ātea. Ka whakatipu ia i tōna mōhiotanga mō te āhua o te whenua, o te ao, me te tangata.

I roto i ngā mahi mō te Mana Aotūroa, anei ētahi o ngā tūmanako mō te mokopuna. Kia mōhio ia he wairua tō ngā mea katoa. Kia mōhio ia ki tōna aotūroa, ki tōna kāinga, tōna marae, tōna kōhanga reo. Kia mōhio ia ki a Ranginui rāua ko Papatūānuku me ā rāua tamariki. Ka tipu te aroha i roto i a ia mō Papatūānuku, ka pai tōna tiaki i te whenua. Kia mātau ia ki tōna aotūroa mai i te rongo ā-taringa, rongo ā-whatu, rongo ā-waha, rongo ā-ihu, rongo ā-ringa, rongo ā-kiri, ā, mai hoki i ōna whatumanawa.

I roto i ngā mahi mā te kaiako me te whānau, anei ētahi hei whakaaro mai mā rātou. Kia rangahautia ētahi o ngā taonga kei te aotūroa me te taiao, mai i ngā kōrero a ngā tīpuna me tauiwi. Kia mātau ki ngā hōhonutanga o Papatūānuku rāua ko Ranginui me ā rāua tamariki. Kia mātau ko ngā āhuatanga katoa o te aotūroa kei roto i te tangata. Kia mātau ki a Tūnui-ā-te-ika, Tama-te-rā, Hine-i-te-iwaiwa, me ngā parapara e patu nei i te aotūroa, i te taiao. Kia mātau ki ngā tohu mō te whakatō kai, mō te patu ika, mō te haere ki te mahi kaimoana. Kia mātau ki ngā āhua o ngā kararehe, o ngā ngārara, o ngā manu, o ngā whetū, o ngā ika.

I roto i ngā mahi hei whakamana i te mokopuna ki te ako, anei anō ētahi hei whakaaro mai mā ngā kaiako.

Ko tēnei wāhanga e pā ana ki te whakahaere a te kaiako i a ia i roto i te kōhanga; ki ngā mahi ka mahia e ia ki reira, ā, ki te āhuatanga o ana whakahaere hei whakapakari i te tipu o te tinana, o te hinengaro, o te wairua, me te whatumanawa o te mokopuna. Akohia te mokopuna i roto i te aroha me te ngākau māhaki kia mōhio pai ki tōna aotūroa, tōna taiao, me ngā taonga o tōna ao. Tukuna tōna hinengaro kia rere arorangi kia whakaaria mai ngā kitenga o tōna whatumanawa hei mīharo mā tōna whānau.

*Tū mai e Moko*

*Te whakaata o ō mātua*

*Te moko o ō tīpuna.*

# TE TIKANGA O ĒNEI KUPU

| | | | |
|---|---|---|---|
| Tā moko: | design | Whenu: | warp thread |
| Kaupapa whakahaere: | principles | Whakangaromanga Ao: | Black Holes (Universe) |
| Ihirangaranga: | vibrations | Araa: | Allah |
| Iho mātauranga: | intelligences | Puta: | Buddha |
| Taumata whakahirahira: | goals | Pūngao: | energy |
| Whāinga: | aims | Rapunga whakaaro: | philosophy |
| Muka: | strands | Rōpū tangata: | society |
| Hanga: | develop | Whakapānga ngākau: | experiences |
| Hangahanga: | development | Mātauranga huna: | mysteries (lit. hidden knowledge) |
| Reanga: | group | | |
| Whakamātau: | evaluate | Āio = Io: | Supreme Being |
| Wāriu: | assess | Kiritau: | self-esteem |
| Whakaputanga: | outcomes | Ngākau makuru: | generosity |
| Whakamana: | empower | Taura here (tangata): | links, relationships |
| Kotahitanga: | holistic | (Whakaaro) tinana kore: | abstract (thoughts) |
| Ahuahu: | fashion | Arorangi: | unrestricted |

# Part C

## THE PRINCIPLES, STRANDS, AND GOALS OF THE EARLY CHILDHOOD CURRICULUM

## Principles of Learning and Development in Early Childhood

There are four foundation principles for the early childhood curriculum:

> *Empowerment – Whakamana*

> *Holistic Development – Kotahitanga*

> *Family and Community – Whānau Tangata*

> *Relationships – Ngā Hononga*

The strands and goals arise from the principles and are woven around these principles in patterns that reflect the diversity of each early childhood education service.  Together, the principles, strands, goals, and learning outcomes set the framework for the curriculum whāriki.

# Empowerment – Whakamana

**The early childhood curriculum empowers the child to learn and grow.**

Early childhood care and education services assist children and their families to develop independence and to access the resources necessary to enable them to direct their own lives.

The curriculum enables all children to:

- take increasing responsibility for their own learning and care;

- develop an enhanced sense of self-worth, identity, confidence, and enjoyment;

- contribute their own special strengths and interests;

- learn useful and appropriate ways to find out what they want to know;

- understand their own individual ways of learning and being creative.

Empowerment is also a guide for practice. Play activities in early childhood education invite rather than compel participation. Adults have an important role in encouraging children to participate in a wide range of activities.

The early childhood curriculum builds on the child's own experiences, knowledge, skills, attitudes, needs, interests, and views of the world within each particular setting. Children will have the opportunity to create and act on their own ideas, to develop knowledge and skills in areas that interest them, and to make an increasing number of their own decisions and judgments.

To learn and develop to their potential, children must be respected and valued as individuals. Their rights to personal dignity, to equitable opportunities for participation, to protection from physical, mental, or emotional abuse and injury, and to opportunities for rest and leisure must be safeguarded.

Particular care should be given to bicultural issues in relation to empowerment. Adults working with children should understand and be willing to discuss bicultural issues, actively seek Māori contributions to decision making, and ensure that Māori children develop a strong sense of self-worth.

The principle of Empowerment relates to *The New Zealand Curriculum Framework* principles of encouraging children to become independent and lifelong learners, of providing equal educational opportunities for all, and of recognising the significance of Te Tiriti o Waitangi.

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# Whakamana

Mā te whāriki o te kōhanga reo e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu.

Mō ngā mokopuna o te kōhanga reo:

- ka mōhio rātou ki tō rātou reo, ki ā rātou tikanga Māori, ki ō rātou tūrangawaewae;

- ka mōhio te mokopuna ki tōna mana āhua ake;

- ka mōhio rātou ki ō rātou whānau me ō rātou ao;

- ka ruruku rātou i roto i te wairua Māori;

- ka tū rangatira rātou i roto i te ao whānui;

- ka taea e rātou te tuku ngā taonga a ngā mātua-tīpuna kei a rātou, ki ngā uri whakatipu, ā tōna wā.

# Holistic Development – Kotahitanga

**The early childhood curriculum reflects the holistic way children learn and grow.**

Cognitive, social, cultural, physical, emotional, and spiritual dimensions of human development are integrally interwoven. The early childhood curriculum takes up a model of learning that weaves together intricate patterns of linked experience and meaning rather than emphasising the acquisition of discrete skills. The child's whole context, the physical surroundings, the emotional context, relationships with others, and the child's immediate needs at any moment will affect and modify how a particular experience contributes to the child's development. This integrated view of learning sees the child as a person who wants to learn, sees the task as a meaningful whole, and sees the whole as greater than the sum of its individual tasks or experiences.

Learning and development will be integrated through:

- tasks, activities, and contexts that have meaning for the child, including practices and activities not always associated with the word "curriculum", such as care routines, mealtimes, and child management strategies;

- opportunities for open-ended exploration and play;

- consistent, warm relationships that connect everything together;

- recognition of the spiritual dimension of children's lives in culturally, socially, and individually appropriate ways;

- recognition of the significance and contribution of previous generations to the child's concept of self.

All adults working in early childhood education centres should have a knowledge and understanding of child development and a clear understanding of the context in which they are working.

To address bicultural issues, adults working in early childhood education should have an understanding of Māori views on child development and on the role of the family as well as understanding the views of other cultures in the community. Activities, stories, and events that have connections with Māori children's lives are an essential and enriching part of the curriculum for all children in early childhood education settings.

This principle relates to *The New Zealand Curriculum Framework* principles of ensuring that learning is coherent and that the curriculum recognises and values the unique position of Māori in New Zealand society. It also links with the principle that children should be encouraged to understand and respect the different cultures which make up our society.

## Kotahitanga

Mā te whāriki o te kōhanga reo e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.

Mō ngā mokopuna o te kōhanga reo:

- ka āhei rātou ki te tipu i roto i te kotahitanga o ngā whakahaere ā-wairua, ā-hinengaro, ā-tinana, ā-whatumanawa;

- ka tipu rātou i roto i ō rātou mana iwi, mana hapū, mana whānau, mana āhua ake, mana motuhake;

- ka mana te tino rangatiratanga.

## Family and Community –
## Whānau Tangata

**The wider world of family and community is an integral part of the early childhood curriculum.**

The well-being of children is interdependent with the well-being and culture of:

- adults in the early childhood education setting;

- whānau/families;

- local communities and neighbourhoods.

Children's learning and development are fostered if the well-being of their family and community is supported; if their family, culture, knowledge and community are respected; and if there is a strong connection and consistency among all the aspects of the child's world. The curriculum builds on what children bring to it and makes links with the everyday activities and special events of families, whānau, local communities, and cultures. Different cultures have different child-rearing patterns, beliefs, and traditions and may place value on different knowledge, skills, and attitudes. Culturally appropriate ways of communicating should be fostered, and participation in the early childhood education programme by whānau, parents, extended family, and elders in the community should be encouraged.

New Zealand is the home of Māori language and culture: curriculum in early childhood settings should promote te reo and ngā tikanga Māori, making them visible and affirming their value for children from all cultural backgrounds. Adults working with children should demonstrate an understanding of the different iwi and the meaning of whānau and whānaungatanga. They should also respect the aspirations of parents and families for their children.

This principle relates to *The New Zealand Curriculum Framework* principles of relating learning to the wider world and of providing the flexibility to respond to different conditions, different needs, and the expectations of local communities.

## Whānau Tangata

Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki o te kōhanga reo, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.

Mō ngā mokopuna o te kōhanga reo:

- ka tipu mai rātou i roto i te whānau aroha;

- ka tipu mai rātou, anō he taonga hirahira nā te whānau;

- ka tipu mai rātou hei whakaata i ō rātou iwi.

# Relationships – Ngā Hononga

**Children learn through responsive and reciprocal relationships with people, places, and things.**

Interaction provides a rich social world for children to make sense of and gives opportunities for them to learn by trying out their ideas with adults and other children. Co-operative aspirations, ventures, and achievements should be valued.

The learning environment will assist children in their quest for making sense of and finding out about their world if:

■ adults know the children well, providing the basis for the "give and take" of communication and learning;

■ adults provide "scaffolding" for the children's endeavours – supports and connections that are removed and replaced when and where they are needed;

■ appropriate and interesting play materials are provided that children can change and interact with;

■ there are active and interactive learning opportunities, with opportunities for children to have an effect and to change the environment;

■ there are opportunities for social interaction with adults and other children.

Adults provide encouragement, warmth, and acceptance. They also provide challenges for creative and complex learning and thinking, helping children to extend their ideas and actions through sensitive, informed, well-judged interventions and support.

The curriculum should include Māori people, places, and artifacts and opportunities to learn and use the Māori language through social interaction.

This principle relates to *The New Zealand Curriculum Framework* principles of enabling programmes to be designed and implemented appropriately to the individual needs of children, to recognise the significance of Te Tiriti o Waitangi, and to reflect the multicultural nature of New Zealand society.

## Ngā Hononga

Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.

Mō ngā mokopuna o te kōhanga reo:

■ ka mōhio rātou ki ō rātou tūrangawaewae, ki ō rātou kāinga tipu;

■ ka tū pakari rātou i roto i te ngākau pono, te ngākau māhaki;

■ ka mōhio rātou ki ō rātou whanaungatanga.

## The Strands

The strands and goals of the curriculum arise from the principles. Each strand embodies an area of learning and development that is woven into the daily programme of the early childhood setting and has its own associated goals for learning.

There are five strands.

> *Well-being – Mana Atua*
>
> *Belonging – Mana Whenua*
>
> *Contribution – Mana Tangata*
>
> *Communication – Mana Reo*
>
> *Exploration – Mana Aotūroa*

The strands are defined in terms of the goals and learning outcomes needed to achieve them, of each strand's relationship to the principles, and of adult responsibilities associated with each strand.

## The Goals

The goals identify how the principles and strands can be incorporated into programmes at a practical level.

The goals for learning and development within each strand are described in terms of:

- learning outcomes for knowledge, skills, and attitudes;

- questions for reflection;

- some examples of experiences to help meet these outcomes for infants, toddlers, and young children.

## Learning Outcomes

## Knowledge, skills, and attitudes

The outcomes of a curriculum are knowledge, skills, and attitudes. The list of outcomes in this document is indicative rather than definitive. Each early childhood education setting will develop its own emphases and priorities.

In early childhood, holistic, active learning and the total process of learning are emphasised. Knowledge, skills, and attitudes are closely linked. These three aspects combine together to form a child's "working theory" and help the child develop dispositions that encourage learning.

In early childhood, children are developing more elaborate and useful working theories about themselves and about the people, places, and things in their lives. These working theories contain a combination of knowledge about the world, skills and strategies, attitudes, and expectations. Children develop working theories through observing, listening, doing, participating, discussing, and representing within the topics and activities provided in the programme. As children gain greater experience, knowledge, and skills, the theories they develop become more widely applicable and have more connecting links between them. Working theories become increasingly useful for making sense of the world, for giving the child control over what happens, for problem solving, and for further learning. Many of these theories retain a magical and creative quality, and for many communities, theories about the world are infused with a spiritual dimension.

The second way in which knowledge, skills, and attitudes combine is as dispositions – "habits of mind" or "patterns of learning". An example of a learning disposition is the disposition to be curious. It may be characterised by:

- an inclination to enjoy puzzling over events;

- the skills to ask questions about them in different ways; and

- an understanding of when is the most appropriate time to ask these questions.

Dispositions are important "learning outcomes". They are encouraged rather than taught. To encourage robust dispositions to reason, investigate, and collaborate, children will be immersed in communities where people discuss rules, are fair, explore questions about how things work, and help each other. The children will see and participate in these activities.

Dispositions to learn develop when children are immersed in an environment that is characterised by well-being and trust, belonging and purposeful activity, contributing and collaborating, communicating and representing, and exploring and guided participation.

Dispositions provide a framework for developing working theories and expertise about the range of topics, activities, and materials that children and adults in each early childhood service engage with.

## Questions for reflection

Questioning and reflecting on practice are first steps towards planning and evaluating the programme. They encourage adults working with children to debate what they are doing and why they are doing it and lead to establishing an information base for continued planning and evaluation of the curriculum.

## Examples of experiences that help to meet learning outcomes

For each goal, examples are given of ways in which the programme should respond to the specific needs of infants, toddlers, and young children. The goals should be interpreted according to the individual needs of each child, but it is implicit that many of the examples which apply to younger children continue to apply to children of an older age group.

# STRAND 1 – WELL-BEING

**The health and well-being of the child are protected and nurtured.**

## Goals

*Children experience an environment where:*

> *their health is promoted;*

> *their emotional well-being is nurtured;*

> *they are kept safe from harm.*

All children have a right to health, to protection from harm and anxiety, and to harmony, consistency, affection, firmness, warmth, and sensitivity. Young children experience transitions from home to service, from service to service, and from service to school. They need as much consistency and continuity of experience as possible in order to develop confidence and trust to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences.

Adults working with children should have a knowledge of Māori definitions of health and well-being and an understanding of what these concepts mean in practice. Adults should acknowledge spiritual dimensions and have a concern for how the past, present, and future influence children's self-esteem and are of prime importance to Māori and Tagata Pasefika families.

## Relationships of the Strand of Well-being to the Curriculum Principles

This strand is based on the principle of Empowerment. Children develop an enhanced sense of self-worth, identity, confidence, and enjoyment as they reach the goals of well-being in a responsive, stable, safe environment which supports the development of self-control and self-esteem. The goals of this strand recognise the principle of Holistic Development in promoting well-being through consistent, warm relationships which connect the various aspects of the child's world. The strand recognises that Family and Community are important in contributing significantly to children's well-being. In the same way, the strand of well-being emphasises that through Relationships, children develop trust that their needs will be responded to, and that trust contributes to developing confidence and independence.

## Adults' Responsibilities in Management, Organisation, and Practice

Policies, procedures, and supervision should ensure that children are kept safe and feel secure within a safe environment, where symptoms of danger or abuse are promptly recognised. Any suspected abuse or harm must be dealt with in association with support agencies and families.

Daily routines should respond to individual circumstances and needs and should allow for frequent outdoor experiences, regular rest times, and a variety of group and individual interactions, with one-to-one attention from adults every day.

Frequent communication among all adults who work with children is essential to ensure consistent, reasoned responses to children's changing needs and behaviours and to share information on health issues such as nutrition and inoculations.

Adults should anticipate a child's needs for comfort and should communicate positive feelings in an environment which is calm and friendly and conducive to warm and intimate interactions.

Adults should build relationships of trust and respect by acknowledging children's feelings, treating the children as individuals, explaining procedures, taking children's fears and concerns seriously, and responding promptly to injuries or falls.

Adults should recognise the important place of spirituality in the development of the whole child, particularly for Māori and Tagata Pasefika families.

Adults, as well as children, need emotional support, some flexibility in their routines, and the opportunity to share and discuss their experiences in a comfortable setting.

## Continuity Between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- effectively communicate their immediate needs for rest, drinks, food, and attention and continue to become independent;

- have established many self-care skills;

- be able to take meals and snacks with minimal supervision and with some understanding of healthy foods and healthy surroundings;

- be increasingly in control of their emotional responses;

- have some understanding of keeping themselves safe and be able to articulate some questions and concerns;

- have a range of strategies for getting help for themselves and others.

## WELL-BEING

## Goal 1

*Children experience an environment where their health is promoted.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **increasing understanding of their bodies and how they function;**

- **knowledge about how to keep themselves healthy;**

- **self-help and self-care skills for eating, drinking, food preparation, toileting, resting, sleeping, washing, and dressing;**

- **positive attitudes towards eating, sleeping, and toileting.**

## Questions for reflection

### Examples

In what ways are self-help skills in washing and eating being encouraged, and how effective are these approaches?

In what ways do staffing rosters ensure that feeding, toileting, and nappy-changing routines, and the person responsible for these routines, are familiar to the infants?

In what ways are individual nutrition needs or preferences catered for appropriately, and how are children given opportunities to help themselves?

What are the constraints against, and the possibilities for, flexible routines?

Are the routines flexible enough for the children to foster their own growth and development?

In what ways do parents and staff collaborate over toilet training, and does this collaboration have effective outcomes for children?

How do adults or other children respond when children have toileting "accidents"?

What procedures are followed when children hurt themselves, and do these procedures provide sufficient care?

On what basis are the menus and snacks for children prepared?

How are parents encouraged to provide healthy food for children?

# Examples of experiences which help to meet these outcomes

**For infants**

Adults observe and respond to signals of distress, hunger, and tiredness.

Meticulous attention is paid to hygiene.

Adults are guided by each infant's individual rhythms, and this should lead towards some regularity in feeding and sleeping.

Familiar, relaxed routines for feeding, toileting, and nappy-changing are established and carried out by familiar adults.

Infants are handled in a calm and caring way.

**For toddlers**

There is a supportive approach to toilet training, using unhurried and familiar routines.

Sleeping routines are flexible, calm, and positive.

Toddlers are offered a widening range of foods.

Self-help in washing and eating is encouraged.

Adults respond with attention and respect to toddlers' attempts to communicate their feelings of well-being or discomfort.

**For young children**

Comfortable spaces and opportunities for rest and sleep are provided, with some flexibility about routines.

Plenty of time is given for children to practise their developing self-help and self-care skills when eating, drinking, toileting, resting, washing, and dressing.

There is a balance between familiar and unfamiliar food.

Although young children are increasingly able to wait for attention, they can be confident of ready responses to indications of hunger, pain, and fatigue.

Toileting skills may still be unreliable, and young children are assisted in ways that do not engender shame or embarrassment.

# WELL-BEING

## Goal 2

*Children experience an environment where their emotional well-being is nurtured.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **an increasing ability to determine their own actions and make their own choices;**

- **a capacity to pay attention, maintain concentration, and be involved;**

- **a growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and puzzling events;**

- **a sense of personal worth, and knowledge that personal worth does not depend on today's behaviour or ability;**

- **an ability to identify their own emotional responses and those of others;**

- **confidence and ability to express emotional needs;**

- **trust that their emotional needs will be responded to.**

## Questions for reflection

### Examples

What do adults do when a child is distressed and unsettled?

How are primary care-giving arrangements managed when one of the adults is absent?

How are close emotional relationships established with children?

In what ways are children encouraged to develop trust?

How are staffing schedules organised adequately to ensure that each child has familiar adults to relate to during the day?

How does the programme give genuine opportunities for children to make choices and develop independence?

# Examples of experiences which help to meet these outcomes

## For infants

There are one-to-one interactions which are intimate and sociable.

The infant is not exposed to too many new faces or situations.

The environment is predictable and dependable.

Time and opportunity are provided for the infant and familiar adults to build a trusting and loving relationship together.

There is help and encouragement for infants to feel increasingly competent.

## For toddlers

There are opportunities for toddlers to be independent while knowing that comfort, emotional security, and familiar adults are available.

Toddlers who are trying to do things for themselves or for other children are encouraged and supported.

Adults accept a wide and conflicting range of feelings from toddlers.

Toddlers are given opportunities to make choices, and their decisions are respected.

Toddlers are helped to resolve conflicts and move on to new challenges.

## For young children

Children are supported in expressing, articulating, and resolving a range of emotions.

The environment is stimulating and acknowledges that the comfort "threshold" is different for each child.

The programme provides a balance between events and activities that are predictable and certain and those that provide moderate surprise and uncertainty.

Young children have a widening range of opportunities for independence, choice, and autonomy.

Adults help young children to understand and accept necessary limits, without anxiety or fear.

# WELL-BEING

## Goal 3

*Children experience an environment where they are kept safe from harm.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **increasing knowledge about how to keep themselves safe from harm;**

- **confidence that they can participate and take risks without fear of harm;**

- **ability and confidence to express their fears openly;**

- **trust that their fears will be taken seriously;**

- **a sense of responsibility for their own well-being and that of others;**

- **an increasing sense of responsibility for protecting others from injury and from physical and emotional abuse;**

- **respect for rules about harming others and the environment and an understanding of the reasons for such rules.**

## Questions for reflection

### Examples

What are the procedures for ensuring that the environment is safe and clean, and how well do the procedures achieve this aim?

What kinds of emergency drill are there, how often are they reviewed, and how suitable are they?

How are children helped to understand and avoid hazards, and how effective are these approaches?

In what ways does the programme provide positive discussion of rules and safety?

In what ways does the programme minimise the possibility of child abuse occurring in the centre or home, and what procedures are in place to deal with issues of harm or abuse?

# Examples of experiences which help to meet these outcomes

**For infants**

Playthings and surfaces are kept clean throughout the day, and attention is paid to avoiding cross-infection.

Infants are closely supervised at all times when they have access to food and drink.

Quick attention is given to any changes in an infant's temperature, health, or usual behaviour.

There is vigilant supervision to protect infants from potential hazards in the environment, for example, from insects, litter, or over-exposure to sun.

Infants are protected from rough handling or accidents with older children.

**For toddlers**

Adults are alert to possible hazards and vigilant over what is accessible, can be swallowed, or can be climbed on, and toddlers are encouraged to recognise genuine hazards.

The environment is challenging but not hazardous to toddlers.

Toddlers are protected from each other, for example, from behaviour such as biting or hitting.

Toddlers are promptly supported, but not overprotected, when they fall over.

Adults raise toddlers' awareness about what is safe and what is harmful and the probable consequences of certain actions.

**For young children**

Young children have opportunities to develop self-care skills and to protect themselves from harm within secure and safe limits and at their own level.

Efforts to protect others from harm, within safe limits, are encouraged.

Rules about harming others and the environment are natural topics of conversation and negotiation with adults, so that children become aware of them.

Adults support children positively in challenges and new endeavours they want to undertake.

## STRAND 2 – BELONGING

**Children and their families feel a sense of belonging.**

## Goals

*Children and their families experience an environment where:*

> *connecting links with the family and the wider world are affirmed and extended;*

> *they know that they have a place;*

> *they feel comfortable with the routines, customs, and regular events;*

> *they know the limits and boundaries of acceptable behaviour.*

The early childhood education setting should be like a caring home: a secure and safe place where each member is entitled to respect and to the best of care. The feeling of belonging, in the widest sense, contributes to inner well-being, security, and identity. Children need to know that they are accepted for who they are. They should know that what they do can make a difference and that they can explore and try out new activities. They should also recognise that the early childhood education setting includes their whānau and is part of their wider world. The early childhood setting will establish a programme that has meaning and purpose, just as activities and events at home do.

The families of all children should feel that they belong and are able to participate in the early childhood education programme and in decision making. Māori and Tagata Pasefika children will be more likely to feel at home if they regularly see Māori and Pacific Islands adults in the early childhood education setting. Liaison with local tangata whenua and a respect for papatuanuku should be promoted.

## Relationships of the Strand of Belonging to the Curriculum Principles

This strand is based particularly on the principles of Family and Community and of Relationships. The curriculum makes links with the everyday activities and special events of family, whānau, local communities, and cultures and welcomes the participation of the child's extended family in decisions about the programme and about appropriate behaviours and management. The strand of Belonging builds opportunities for social interaction with adults and other children and respects the achievements and aspirations of the child's family and community. Through these links, families and the community are empowered.

## Adults' Responsibilities in Management, Organisation, and Practice

Children should be accepted and welcomed regardless of their capabilities.

Parents and whānau should be welcomed and be comfortable and involved in the programme in ways that are meaningful to them and their child, with opportunities provided for parents to meet each other.

Acknowledgment of different family styles, and knowledge of the cultures of the children in the programme, are also important.

Appropriate connections with iwi and hapu should be established, and staff should support tikanga Māori and the use of the Māori language.

Children's confidence in, and identity with, the cultures of both their country of origin and of New Zealand should be fostered.

Appreciation of and respect for children's social and cultural connections should be embodied in the programme.

Interdependence between children, their extended family, and the community should be supported, particularly for Māori and Tagata Pasefika families and their children.

The programme should provide opportunities for interactions with community groups and services, both by children visiting outside the home or centre and by people from the wider world being welcomed.

Programmes should enable children and their families to be active participants in their communities, particularly Māori and Pacific Islands families, and should enable children to learn and grow as part of a community.

Children should have some space for belongings and be able to identify with the environment and change things. Personal photographs, family names, artwork, celebrations, and so on are significant in establishing a sense of belonging.

Familiar, unhurried, regular routines and rituals that children can anticipate, such as welcoming and farewells, provide reassurance and should be designed to minimise stress on both children and adults.

Adults should take time to listen seriously to the views parents and caregivers have of their children's learning and development and share decision making with them. For parents and caregivers of children with special needs, adults should share information on available specialist services and support.

There should be clear guidelines on appropriate and inappropriate behaviour, agreed to among parents and adults who work with children and relating to children's different ages and development. Adults should be consistent, reliable, and realistic in their expectations and responses and should foster harmonious working relationships with other adults.

## Continuity Between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- seek opportunities to share happenings and objects from home;

- have some knowledge about the wider community and environment and be able to take some responsibility for caring for their own environment;

- want to contribute to decisions about the class programme and to planning their own activities;

- enjoy repeating favourite stories and activities and be able to sustain projects;

- be confident in making some new friends as well as working and playing with children they know;

- understand basic concepts about rules, rights, and fairness;

- understand the values of reliability, honesty, and courtesy.

# BELONGING

## Goal 1

*Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.*

## Learning outcomes:
## knowledge, skills, and attitudes

Children develop:

- an understanding of the links between the early childhood education setting and the known and familiar wider world through people, images, objects, languages, sounds, smells, and tastes that are the same as at home;

- knowledge about the features of the area of physical and/or spiritual significance to the local community, such as the local river or mountain;

- interest and pleasure in discovering an unfamiliar wider world where the people, images, objects, languages, sounds, smells, and tastes are different from those at home;

- awareness of connections between events and experiences within and beyond the early childhood education setting;

- connecting links between the early childhood education setting and other settings that relate to the child, such as home, school, or parent's workplaces;

- knowledge about the role of the wider world of work, such as the hospital, the supermarket, or the fire service.

## Questions for reflection

### Examples

What procedures are used to communicate with parents about a persistent problem, such as biting or not wanting to eat, and how effectively do these procedures contribute to resolving the problem in ways that are beneficial for the child?

In what ways do the environment and programme reflect the values embodied in Te Tiriti o Waitangi, and what impact does this have on adults and children?

In what ways are staff able to be a resource for parents, and families able to be a resource for staff? Can this be done in any other ways?

What kinds of opportunity do the children have to go on outings or be part of cultural events? Would other available outings or events be appropriate?

How is daily information about children shared with parents or family and between adults who work with children? How well does this meet the needs?

# Examples of experiences which help to meet these outcomes

**For infants**

Mothers who are breastfeeding are supported and provided for.

Language, key words, and routines that infants are familiar with at home are used in the early childhood education setting.

Adults talk to infants about family members.

The programme includes short visits to see other people and other places.

**For toddlers**

Conversations with adults about family members and happenings are a natural part of the programme.

Special playthings from home are accepted and cared for.

Toddlers have regular small outings around the neighbourhood.

Toddlers are encouraged to show parents things they have done, made, or found.

The programme provides toddlers with widening experiences of the world through a range of playthings, books, pictures, and happenings.

**For young children**

There are opportunities to locate the early childhood education setting in the wider world by finding out about places of importance in the community, for example, through stories, visitors, or trips.

There is time for young children to talk about home to interested adults and to share special news.

Opportunities are arranged for families and whānau to meet each other and the children in the early childhood education setting, such as a morning tea, a trip, a shared lunch, or a barbecue.

# BELONGING

## Goal 2

*Children and their families experience an environment where they know that they have a place.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **an increasing ability to play an active part in the running of the programme;**

- **skills in caring for the environment, such as cleaning, fixing, gardening, and helping others with self-care skills;**

- **the confidence and ability to express their ideas and to assist others;**

- **a feeling of belonging, and having a right to belong, in the early childhood setting;**

- **an ability to take on different roles in different contexts.**

## Questions for reflection

### Examples

How is knowledge about children collected and shared among adults who work with them, and does this provide sufficient information for those who need it?

What arrangements are made for personal space and personal belongings, and are these suitable for the children, the adults, and the setting?

How does the programme ensure that all children are receiving attention and affection and that children will always find familiar adults who know about them? How well are these goals achieved?

What are the procedures for individual welcomes and farewells and for settling in new children?

How, and to what extent, is it possible to allow for children's attachment to particular people and things?

What aspects of the environment help children feel that this is a place where they belong?

# Examples of experiences which help to meet these outcomes

**For infants**

Each infant has a familiar sleeping space and meal area.

A familiar adult has primary responsibility for each infant's care, so that infants can anticipate who will welcome and care for them.

Infants' favourite cuddly things are available to them.

The programme is flexible enough for infants' needs and preferences for a particular person or way of doing something to usually be met.

**For toddlers**

Adults affirm toddlers' growing recognition of things which belong to themselves or others, such as shoes, clothing, or toys.

The programme provides opportunities for conversations with toddlers that affirm their identity and self-knowledge.

The programme enables toddlers to take part in group activities, for example, at the water trough or the dough table.

Adults recognise and respect toddlers' passionate attachment to particular people and things.

**For young children**

Young children are asked for their ideas and allowed to make some significant decisions about the programme.

Young children are able to express spontaneous affection to one or more of the people with whom they spend a lot of time.

Young children help to arrange and put things away in their right place, if this is physically possible.

A place for personal possessions and projects is available for each child.

Children are encouraged to take opportunities for fixing, cleaning, gardening, and caring for the environment and the people in it.

# BELONGING

## Goal 3

*Children and their families experience an environment where they feel comfortable with the routines, customs, and regular events.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **an understanding of the routines, customs, and regular events of the early childhood education setting;**

- **an understanding that these routines, customs, and events can be different in other settings;**

- **capacities to predict and plan from the patterns and regular events that make up the day or the session;**

- **enjoyment of and interest in a moderate degree of change;**

- **constructive strategies for coping with change.**

## Questions for reflection

**Examples**

What kinds of regular events are celebrated, and how are they celebrated?

How do adults find out and make use of children's favourite stories, songs, and rhymes?

In what situations can children have choice, and when is this not possible or acceptable?

If staff are stressed during busy times, how are the effects on children minimised?

In what ways are routines used as positive and interactive learning experiences, and are there other ways this can be done?

How is staffing arranged to ensure that individual children's needs are met during routines, and how can this be improved?

# Examples of experiences which help to meet these outcomes

**For infants**

A regular but flexible pattern is established for the day, for example, going in the pushchair for a walk or going outside.

The programme includes familiar rhymes, songs, and chants.

The pace and time of routines is guided, as far as possible, by the infant's needs.

There is a reassuring emphasis on the familiar, with new elements introduced gradually and thoughtfully into the programme.

**For toddlers**

Toddlers' favourite games and happenings are identified and included in the programme.

Adults are prepared to read the same story again and again.

Toddlers are able to have their own rituals and regular ways of doing things, such as wearing a favourite hat.

Rules are kept to a minimum through the establishment of comfortable, well-understood routines.

The programme provides many opportunities to participate in regular events, such as a walk or music time.

**For young children**

The programme allows ample time to return to favourite activities and areas and for the repetition and practice of developing skills and interests.

The fact that routines, rituals, and regular events may be different in other settings is acknowledged and talked about.

The programme includes activities and events which allow young children to develop their sense of order.

Young children have time and opportunities to complete longer term projects and space to store them.

Adults accept children's different and personal ways of doing things as being part of their developing sense of self.

Adults take time to talk with children about coming events which are out of the ordinary, such as trips, so that they can anticipate and be comfortable with them.

# BELONGING

## Goal 4

*Children and their families experience an environment where they know the limits and boundaries of acceptable behaviour.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **the capacity to discuss and negotiate rules, rights, and fairness;**

- **an understanding of the rules of the early childhood education setting, of the reasons for them, and of which rules will be different in other settings;**

- **an understanding that the early childhood education setting is fair for all;**

- **an understanding of the consequences of stepping beyond the limits of acceptable behaviour;**

- **an increasing ability to take responsibility for their own actions;**

- **the ability to disagree and state a conflicting opinion assertively and appropriately.**

## Questions for reflection

**Examples**

In what ways are the children shielded from the effects of stress on adults? Are there other, more effective, ways of approaching the issue?

What kinds of support and back-up are available for parents to enable them to manage their children effectively? How well do these support systems work?

How are parents involved in the child-management and child guidance policies of the programme?

How are disagreements on a child-guidance issue resolved, and how empowering and equitable are the processes for children and parents?

How is unacceptable behaviour dealt with to ensure that children are not demeaned or their self-esteem damaged?

Which "rules" are necessary, which are flexible, which are negotiable, and how well do the rules achieve their intended function?

# Examples of experiences which help to meet these outcomes

**For infants**

Infants' behaviour on both their good days and their bad days is accepted without judgment, and the programme has sufficient flexibility to accommodate natural variations.

Adults gently encourage infants to accept that the adult will also attend to and care for other children.

Familiar, unhurried adults are always nearby.

**For toddlers**

Adults help toddlers begin to manage their feelings appropriately.

Adults offer only genuine choices and respect the toddler's decisions.

Possible causes of frustration and conflict for toddlers are minimised.

Toddlers are given support in dealing with conflict and frustrations.

Toddlers' intensity of feelings is understood, accepted, and dealt with, and their conflicting feelings are seen as a normal and important part of their development.

Consistent and manageable expectations and limits are set.

**For young children**

The programme provides opportunities to discuss and negotiate rights, fairness, and justice with adults.

Young children have opportunities to discuss their feelings and the feelings and expectations of others.

Strategies for managing behaviour are used not only to prevent unacceptable behaviour but also to develop ideas of fairness and justice and to introduce new social skills.

The programme provides frequent opportunities for children to make their own decisions and be self-reliant.

The environment and routines are planned to minimise confrontation and conflict, for instance, from crowding and queueing.

## STRAND 3 – CONTRIBUTION

**Opportunities for learning are equitable and each child's contribution is valued.**

## Goals

*Children experience an environment where:*

> *there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background;*

> *they are affirmed as individuals;*

> *they are encouraged to learn with and alongside others.*

Children's development occurs through active participation in activities. Collaboration with adults and with other children plays a central role in this development.

The programme should recognise, acknowledge, and build on each child's special strengths and allow each to make a contribution or to "make his or her mark", acknowledging that each child has the right to active and equitable participation in the community. Making a contribution includes developing satisfying relationships with adults and peers. The early development of social confidence has long-term effects, and adults in early childhood education settings play a significant role in helping children to initiate and maintain relationships with peers. Through interactions with others, children learn to take another's point of view, to empathise with others, to ask for help, to see themselves as a help for others, and to discuss or explain their ideas to adults or to other children.

There should be a commitment to, and opportunities for, a Māori contribution to the programme. Adults working in the early childhood education setting should recognise the significance of whakapapa, understand and respect the process of working as a whānau, and demonstrate respect for Māori elders. They should also respect the process of working as āiga and showing respect for Tagata Pasefika elders.

## Relationships of the Strand of Contribution to the Curriculum Principles

This strand builds especially on the principles of Empowerment and Relationships. It draws on children's abilities to contribute their own special strengths and interests, and it aims to empower children to find out what they want to know and to understand their own ways of learning and being creative. Experiences in this strand will be supported by adults who provide the "scaffolding" necessary for children to develop and who ensure active and interactive learning opportunities that are equitable for all children. The opportunities for social interaction also relate this strand to the principle of Family and Community as children's special contributions are encouraged and valued. The Holistic Development principle underpins the way each child's experiences and contributions are linked to the total learning environment.

## Adults' Responsibilities in Management, Organisation, and Practice

Adults working with children should establish programmes and strategies which actively promote equity of opportunity for children and counter actions or comments that categorise or stereotype people.

Support and encouragement should be provided for behaviour that is both socially and individually appropriate, particularly for that of children with special needs.

All people involved in the programme should be included in making significant decisions about the programme.

Adults should use strategies that encourage children's social integration.

Adults should observe and value children as individuals, so that their interests, enthusiasms, preferences, temperaments, and abilities are the starting-points for everyday planning, and comparative approaches are avoided.

The environment and programme should be organised to reduce competition for resources and space.

Children's cultural values, customs, and traditions from home should be nurtured and preserved to enable children to participate successfully in the early childhood setting and in their community.

The programme should encompass different cultural perspectives, recognising and affirming the primary importance of the child's family and culture. Staff need to be aware of different attitudes within the community to values and behaviours, such as co-operation, physical contact, sharing food, crying, or feeling sorry, and deal positively with any inconsistencies.

The balance between communal, small-group, and individual activities should allow opportunities for interaction, co-operative activities, and privacy.

## Continuity Between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- need to perceive that their families are welcome and valued;

- respect, and enjoy working with, children who are different in some way;

- feel positive about their own gender and ethnicity, about the opposite gender, and about other ethnic groups;

- have some understanding of equity and some ability to identify and challenge bias, prejudice, and negative stereotyping;

- be confident that their interests, strengths, knowledge, abilities, and experiences will be recognised and built on in the learning programme;

- be familiar with working co-operatively;

- be able to see that others have different points of view and be able to understand, to some extent, others' feelings and attitudes;

- express their own needs and feelings and recognise some needs of others.

# CONTRIBUTION

## Goal 1

*Children experience an environment where there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity, or background.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **an understanding of their own rights and those of others;**

- **the ability to recognise discriminatory practices and behaviour and to respond appropriately;**

- **some early concepts of the value of appreciating diversity and fairness;**

- **the self-confidence to stand up for themselves and others against biased ideas and discriminatory behaviour;**

- **positive judgments on their own gender and the opposite gender;**

- **positive judgments on their own ethnic group and other ethnic groups;**

- **confidence that their family background is viewed positively within the early childhood education setting;**

- **respect for children who are different from themselves and ease of interaction with them.**

## Questions for reflection

**Examples**

What do adults do when children are excluded by others, and what effects do the adults' actions have?

How do adults challenge negative and stereotyped language and attitudes, and what impact does this have?

How are books and pictures selected, and do these procedures ensure that books and pictures show children of different gender, ethnicity, age, and ability in a range of roles?

Are there situations where, for reasons of age or ability, a child is not included in something, and how can the situation be adapted to ensure inclusion?

In what ways and how well is the curriculum genuinely connected to the children's families and cultures?

What kinds of response do adults give when children ask questions about ethnic differences, and how well do these responses reflect the principles and strands of the curriculum?

In what ways do adults encourage children of different ages to play together, and how well is this achieved?

# Examples of experiences which help to meet these outcomes

**For infants**

Both infant girls and boys are encouraged to enjoy challenges.

Picture books are selected which show girls, boys, men and women in a range of roles.

Adults avoid making developmental comparisons between children, recognising that infants' development is variable.

The programme encourages care practices which are culturally appropriate in relation to feeding, sleeping, toileting, clothing, and washing.

**For toddlers**

Toddlers are provided with clothing that does not restrict play.

Adults expect and encourage boys and girls to take similar parts in caring and domestic routines.

Adults expect and encourage exuberant and adventurous behaviour in both girls and boys and respect the needs of toddlers to observe and be apart at times.

In talking with toddlers, adults do not link occupations to gender, for example, by assuming that doctors are men or that nurses are women.

Activities, playthings, and expectations take account of the fact that each toddler's developmental stage and mastery of skills is different.

Each child's culture is included in the programme through song, language, pictures, playthings, and dance.

**For young children**

All children have rights of access to activities, regardless of gender, ability, ethnicity, and background.

Children see parents and families being welcomed to the programme.

Language and resources are inclusive of all children's gender, ability, ethnicity, and background.

The programme provides successful, enjoyable experiences in non-traditional pursuits, for example, boys in caring roles and girls with construction materials and in "fixing" roles.

The programme provides opportunities to discuss bias.

Children see prejudice and negative attitudes being challenged by adults.

# CONTRIBUTION

## Goal 2

*Children experience an environment where they are affirmed as individuals.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **a sense of "who they are", their place in the wider world of relationships, and the ways in which these are valued;**

- **a realistic perception of what they know and of what they can and cannot yet do;**

- **a perception of themselves as capable of acquiring new interests and abilities;**

- **abilities and interests in a range of domains – spatial, visual, linguistic, physical, musical, logical or mathematical, personal, and social – which build on the children's strengths;**

- **awareness of their own special strengths, and confidence that these are recognised and valued.**

## Questions for reflection

**Examples**

How often do staff observe individual children? In what ways are these observations carried out and shared, and what are the observations used for?

In what circumstances is it appropriate for the needs of the group to take priority over those of individual children?

How often, and in what circumstances, can children obtain individual attention?

In what ways does the programme accommodate children's individual strengths, interests, and individual ways of doing things? What impact does this have on children, and are there other ways children's individuality could be encouraged?

What staffing provisions are made for ensuring that individual attention is given to children with special needs, and are these provisions sufficient?

In what ways, and how well, does the programme provide for children with unusual interests or exceptional abilities?

# Examples of experiences which help to meet these outcomes

**For infants**

Infants are carefully observed so that adults know individual infants well, respect their individual ways, and respond to them appropriately.

Individual likes and dislikes, for example, in food or handling, are known and respected.

Adults learn each infant's individual preferences and rituals, for example, for going to bed or feeding.

Adults respond to infants' signals of pleasure, discomfort, fear, or anger.

Adults help to extend infants' pleasure in particular activities, such as hearing specific music, responding to colours, and enjoyment of certain rhythms.

**For toddlers**

The programme builds on the passions and curiosity of each toddler.

Toddlers are encouraged to do things in their own particular way when this is appropriate.

Toddlers' preferences in play activities, such as liking sand but not water, are respected.

Toddlers' preferences for solitary or parallel play are allowed for in the programme.

Toddlers are encouraged to contribute to small-group happenings, for example, joining in the dance, or bringing chairs around the table for snack time.

Adults talk with toddlers about differences in people, places, and things.

**For young children**

The programme provides opportunities and encouragement for children to develop their own interests and curiosity by embarking on long-term projects that require perseverance and commitment.

The programme provides activities for children to develop their strengths, interests, and abilities, such as in music, language, construction, art, sorting and organising, and doing things with others.

The programme allows time for adults to listen to children's ideas and questions.

Children's strengths and interests are extended by sensitive interventions and encouragement.

## CONTRIBUTION

### Goal 3

*Children experience an environment where they are encouraged to learn with and alongside others.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **strategies and skills for initiating, maintaining, and enjoying a relationship with other children – including taking turns, problem solving, negotiating, taking another's point of view, supporting others, and understanding other people's attitudes and feelings – in a variety of contexts;**

- **a range of strategies for solving conflicts in peaceful ways, and a perception that peaceful ways are best;**

- **positive and constructive attitudes to competition;**

- **an increasing ability to take another's point of view and to empathise with others;**

- **a sense of responsibility and respect for the needs and well-being of the group, including taking responsibility for group decisions;**

- **an appreciation of the ways in which they can make contributions to groups and to group well-being;**

- **ways to enjoy solitary play when they choose to be alone.**

## Questions for reflection

**Examples**

How does the programme allow children to care for and support other children, and how well do they do this?

What do the children learn best from each other, and how is this learning facilitated?

How does a child get a turn?

To what extent is sharing important, or should there be enough playthings to prevent conflict?

What sorts of happenings and activities do the children enjoy most as a group?

Are there creative and constructive problem-solving activities that encourage children to co-operate with and support each other? How effective are these activities?

# Examples of experiences which help to meet these outcomes

## For infants

The programme enables infants to be safely in the company of other children or older children.

Adults talk to infants about what other children are doing and encourage the infant's interest in other children.

Adults provide solutions to conflicts, for example, over sharing floor space.

Adults respond to infants' social communication, such as smiles, gestures, and noises.

Infants are included in appropriate social happenings.

## For toddlers

Toddlers have opportunities to help with the care of others.

Group activities for toddlers have an individual aspect to them as well. For example, using brushes to paint water on concrete involves both individual and team efforts.

Sufficient playthings are available for parallel play, and adults mediate in toddlers' conflicts over possessions.

Adults support toddlers' attempts to initiate social interactions with other children and adults.

There are realistic expectations about toddlers' abilities to co-operate, take turns, or wait for assistance.

Many opportunities are provided for small-group activities, such as action songs, listening to stories, or going for a walk.

## For young children

Adults help young children to feel positive about themselves, especially if the children compare themselves with others.

Young children's increasingly complex social problem-solving skills are encouraged, for example, through games or dramatic play.

Children are helped to understand other people's attitudes and feelings in a variety of contexts, for example, in play, conversations, and stories.

Time and opportunities are provided for children to talk about moral issues.

The programme encourages co-operative play by providing activities that are more fun and work better when done co-operatively.

Children's growing capacities for empathy are fostered by reading or telling stories about other people.

Children's developing capacities and understanding about rules and social strategies are fostered through routines, such as sharing and taking turns.

# STRAND 4 – COMMUNICATION

**The languages and symbols of their own and other cultures are promoted and protected.**

## Goals

*Children experience an environment where:*

> *they develop non-verbal communication skills for a range of purposes;*

> *they develop verbal communication skills for a range of purposes;*

> *they experience the stories and symbols of their own and other cultures;*

> *they discover and develop different ways to be creative and expressive.*

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music. During these early years, children are learning to communicate their experience in many ways, and they are also learning to interpret the ways in which others communicate and represent experience. They are developing increasing competence in symbolic, abstract, imaginative, and creative thinking. Language grows and develops in meaningful contexts when children have a need to know and a reason to communicate. Adults should understand and encourage both verbal and non-verbal communication styles.

There should be a commitment to the recognition of Māori language – stories, symbols, arts, and crafts – in the programme.

## Relationships of the Strand of Communication to the Curriculum Principles

This strand is grounded particularly in the principle of Empowerment. Communication is vital for children to be able to contribute their strengths and interests, to find out what they want to know, and to take increasing responsibility for their own learning and care. Experiences in this strand also help to build Relationships, as children develop the "give and take" of communication and learning and have opportunities to work effectively with others in ways which have an impact on their environment. The ability to communicate increases their enjoyment and involvement with Family and Community, helping them to make sense of, and participate in, the wider cultural and social world. Communication reinforces the child's Holistic Development of a concept of self, enhancing their recognition of their spiritual dimension and the contribution of their heritage and environment to their own lives.

## Adults' Responsibilities in Management, Organisation, and Practice

The environment should be rich in signs, symbols, words, numbers, song, dance, drama, and art that take account of and extend the children's different understandings and cultures.

Adults should recognise children's non-verbal communication styles, which may include signing. Adults should also monitor their own body language so that they interact appropriately with children, using expressive actions, songs, poems, and dance to aid communication.

Adults should have realistic expectations of children's language development and help to identify assistance if language delays are observed. Children's hearing should be monitored and checked regularly, with information readily available for parents on ear infection, treatment, and hearing aids.

There should be plenty of opportunities for one-to-one communication between adults and children. Adults should encourage children to initiate conversation, listen to children attentively, and help develop interaction.

The programme should provide opportunities for children to interact with a range of adults and with other children (of the same and different chronological and developmental ages), particularly for children with special needs.

The use of the Māori language and creative arts in the programme should be encouraged, and staff should be supported in learning the language and in understanding issues relating to being bilingual.

Adults should respect and encourage children's home language. Policies should be in place to support children for whom English is not the home language and to support those who do not have verbal skills.

Children should have easy access to resources that enable them to express themselves creatively and that help them to develop concepts of mathematics, reading, and writing. These resources include counting and number rhyme books, games that use numbers, such as cards and dominoes, equipment that relates to shape, colour, pattern, and weight, and art and music materials.

Adults should read and tell stories, provide books, and use story times to allow children to exchange and extend ideas, reinforcing developing concepts of, and language for, shape, space, size, and colour as well as imaginative responses.

Children should see adults using print and numbers for creative and meaningful activities, such as following a recipe, sorting objects, following timetables and calendars, and counting out groups.

Programmes should help children learn skills valued in their own cultures, such as oral traditions involving listening, memorising, observation, and story-telling in Māori and Pacific Islands cultures.

## Continuity Between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- have language skills for a range of purposes;

- have had considerable experience with books and be rapidly developing secure vocabulary, grammar, and syntax;

- enjoy returning to favourite books and recognising the distinctive characteristics of book language and be ready to consolidate concepts about print, such as directionality, how words are made up, and the correspondence between written and spoken words;

- have had opportunities to hear and use Māori;

- have some awareness of other community languages;

- enjoy writing and be keen to play with language and to hear and use new language;

- have some practical concepts about numbers, counting, numerical symbols and applications of numbers, and have used mathematical understandings for everyday purposes, such as sorting, labelling, perceiving patterns, and establishing "fair shares";

- have developed a repertoire of expressive body movements for communication, especially in dance and drama;

- have developed some techniques for expressing themselves in music, art, crafts, and design;

- enjoy and experience music as an expression of mood, situation, and culture;

- enjoy making music, and be developing a feeling for rhythm, singing, and improvisation.

# COMMUNICATION

## Goal 1

*Children experience an environment where they develop non-verbal communication skills for a range of purposes.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **responsive and reciprocal skills, such as turn-taking and offering;**

- **non-verbal ways of expressing and communicating imaginative ideas;**

- **an increasingly elaborate repertoire of gesture and expressive body movement for communication, including ways to make requests non-verbally and appropriately;**

- **an increasing understanding of non-verbal messages, including an ability to attend to the non-verbal requests and suggestions of others;**

- **an ability to express their feelings and emotions in a range of appropriate non-verbal ways.**

## Questions for reflection

**Examples**

In what ways, and to what extent, are adults able to identify and accept each child's non-verbal communication?

How aware are adults of their own styles of non-verbal communication?

In what ways do children communicate with each other without talking, and how effective is this non-verbal communication?

How effectively do the adults read each other's body language as a way of improving communication?

# Examples of experiences which help to meet these outcomes

**For infants**

Adults are aware of infants' sensitivity to adult body language and of the need to use expressive body language to assist infants to read signals.

Adults communicate with infants through eye and body contact and through the use of gestures, such as waving goodbye or pointing.

Adults respond positively to infants' gestures and expressions, which can include infants turning their heads away from food, stretching out hands, or screwing up faces.

Adults are promptly aware of the physical signs of tiredness or stress in infants.

The programme includes action games, finger plays, and songs.

**For toddlers**

The programme includes action games, listening games, and dancing, all of which use the body as a means of communication.

Adults are aware of the physical signs of discomfort and stress in toddlers.

Toddlers' requests and suggestions are carefully attended to.

Toddlers are helped to communicate feelings and ideas through a variety of medium.

**For young children**

Young children use a creative range of non-verbal communication, which may include signing.

Children experience the communicative potential of the whole body through dance, gesture, and pretend play.

Children have opportunities to "read" pictures for meaning.

The programme includes action songs and action rhymes in Māori and Pacific Islands languages as well as English.

The programme includes activities which emphasise watching and imitating.

# COMMUNICATION

## Goal 2

*Children experience an environment where they develop verbal communication skills for a range of purposes.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- language skills in real, play, and problem-solving contexts as well as in more structured language contexts, for example, through books;

- language skills for increasingly complex purposes, such as stating and asking others about intentions; expressing feelings and attitudes and asking others about feelings and attitudes; negotiating, predicting, planning, reasoning, guessing, story-telling; and using the language of probability, including words such as "might", "can't", "always", "never", and "sometimes";

- a playful interest in repetitive sounds and words, aspects of language such as rhythm, rhyme, and alliteration, and an enjoyment of nonsense stories and rhymes;

- an increasing knowledge and skill, in both syntax and meaning, in at least one language;

- an appreciation of te reo as a living and relevant language;

- confidence that their first language is valued;

- the expectation that verbal communication will be a source of delight, comfort, and amusement and that it can be used to effectively communicate ideas and information and solve problems;

- the inclination and ability to listen attentively and respond appropriately to speakers.

## Questions for reflection

**Examples**

In what ways does the programme provide for one-to-one language interaction, especially between an adult and child?

In what ways is Māori language included in the programme?

To what extent do adults include phrases from children's home languages when talking with them?

What strategies do adults use to extend conversations with children, and how effective are these strategies?

What opportunities are there for children to hear stories, poems, chants, and songs? How well do these connect to the child's culture?

What range of adult voices do children hear?

What opportunities are there for oral story-telling, and how effectively are these opportunities used?

How is the use of community languages incorporated into the programme, such as at story time?

# Examples of experiences which help to meet these outcomes

## For infants

Infants are regarded as active participants in verbal communication.

Adults respond to infants' early attempts at verbalisation by, for example, repeating or expanding infants' attempts and by offering them sounds to imitate.

Simple words are used to make consistent connections with objects and people who are meaningful to the infant.

Adults interpret infants' sounds and gestures, including crying and babbling, as attempts to communicate and respond accordingly.

Many and varied opportunities are provided to have fun with sounds.

Language is used to soothe and comfort.

## For toddlers

Adults help to extend toddlers' verbal ability by accepting and supporting early words in their first language, modelling new words and phrases, allowing toddlers to initiate conversation, and giving them time to respond and converse.

Adults use simple, clear phrases with toddlers and have realistic expectations of toddlers' verbal and listening skills.

Toddlers have plenty of opportunities to talk with other children, to play verbal games, and to encounter a widening range of books, songs, poems, and chants.

## For young children

Opportunities are provided for young children to have sustained conversations, to ask questions, and to take the initiative in conversations.

The programme includes frequent and varied opportunities for playing and having fun with words and also for sequenced activities, experiences, problems, and topics that encourage complex language.

Children are able to have private conversations together.

Māori phrases and sentences are included as a natural part of the programme.

# COMMUNICATION

## Goal 3

*Children experience an environment where they experience the stories and symbols of their own and other cultures.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **an understanding that symbols can be "read" by others and that thoughts, experiences, and ideas can be represented through words, pictures, print, numbers, sounds, shapes, models, and photographs;**

- **familiarity with print and its uses by exploring and observing the use of print in activities that have meaning and purpose for children;**

- **familiarity with an appropriate selection of the stories and literature valued by the cultures in their community;**

- **an expectation that words and books can amuse, delight, comfort, illuminate, inform, and excite;**

- **familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for children;**

- **skill in using the counting system and mathematical symbols and concepts, such as numbers, length, weight, volume, shape, and pattern, for meaningful and increasingly complex purposes;**

- **the expectation that numbers can amuse, delight, illuminate, inform, and excite;**

- **experience with some of the technology and resources for mathematics, reading, and writing;**

- **experience with creating stories and symbols.**

## Questions for reflection

### Examples

To what extent are the children's cultural backgrounds well represented in the arts and crafts, stories, and symbols found in the early childhood education setting?

What is the most effective group size for telling and reading stories, and what factors influence this?

How often are stories read aloud, and are there more opportunities for this to happen?

In what ways, and for what purposes, do children see mathematics being used, and how does this influence their interest and ability in mathematics?

Are children regularly hearing and using mathematical ideas and terms in their play?

What opportunities are there for children to observe and work with adults in the setting using numbers for meaningful purposes?

# Examples of experiences which help to meet these outcomes

**For infants**

Adults read books to infants, tell them simple stories, and talk to them about objects and pictures.

Infants are able to feel and manipulate books and to see and handle mobiles and pictures.

Numbers are used in conversation and interactive times, such as in finger games. Everyday number patterns are highlighted, for example, two shoes, four wheels, five fingers.

Adults draw attention to concepts such as differences between "more" and "less", "big" and "small".

The programme includes songs, rhymes, and chants that repeat sequences.

The infant has playthings of a variety of colours, textures, shapes, and sizes to experiment with and explore freely.

**For toddlers**

Toddlers have many opportunities to play simple games and to use an increasing range of playthings, which feature a variety of symbols, shapes, sizes, and colours.

Adults' conversations with toddlers are rich in number ideas, so that adults extend toddlers' talk about numbers.

Adults model the process of counting to solve everyday problems, for example, asking "How many children want to go on a walk?"

Toddlers are encouraged to develop the language of position (for example, "above" and "below", "inside" and "outside") and the language of probability (for example, "might" and "can't").

The toddler's name is written on belongings and any personal space, and names or symbols are used to enable toddlers to recognise their own possessions.

The written language of the child's culture is used as well as the English language.

Books are available for the toddler to read and carry about, and reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.

**For young children**

Children experience a wide range of stories and hear and practise story-telling.

Children have opportunities to develop early mathematical concepts, such as volume, quantity, measurement, classifying, matching, and perceiving patterns.

Children have opportunities to learn through purposeful activities using, for example, sand, water, blocks, pegs, and the materials and objects used for everyday play, such as dough, fabrics, and paints.

Children gain familiarity with mathematical tools, such as rulers, tape measures, calculators, scales, and measuring cups, and use them in their play.

Adults comment on numerical symbols which are used every day, such as calendars, clocks, and page numbers in books.

The programme fosters the development of concepts about print, such as the knowledge that print conveys a message that can be revisited, that spoken words can be written down and read back, and that written names represent a person. The children also learn that both the text and the illustrations carry the story, that print can be useful, that books can provide information, and that stories can allow one to enter new worlds.

# COMMUNICATION

## Goal 4

*Children experience an environment where they discover and develop different ways to be creative and expressive.*

## Learning outcomes:
## knowledge, skills, and attitudes

**Children develop:**

- **familiarity with the properties and character of the materials and technology used in the creative and expressive arts;**

- **skill and confidence with the processes of art and craft, such as cutting, drawing, collage, painting, print-making, weaving, stitching, carving, and constructing;**

- **skills with media that can be used for expressing a mood or a feeling or for representing information, such as crayons, pencils, paint, blocks, wood, musical instruments, and movement skills;**

- **an ability to be creative and expressive through a variety of activities, such as pretend play, carpentry, story-telling, drama, and making music;**

- **confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns;**

- **an increasing ability to keep a steady beat through speech, chants, dances, or movement to simple rhythmic patterns;**

- **an increasing familiarity with a selection of the art, craft, songs, music, and stories which are valued by the cultures in the community;**

- **an expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite;**

- **familiarity with a variety of types of music, art, dance, and drama as expressions of feeling, mood, situation, occasion, and culture.**

## Questions for reflection

**Examples**

In what ways do the creative happenings in the early childhood centre reflect children's cultural backgrounds?

What opportunities are there for children to experience Māori creative arts in an appropriate way and at an appropriate level?

What kinds of opportunity are there involving music, and how well do these opportunities enable children to develop an interest and ability in music?

What kinds of creative opportunity are offered regularly, which children engage with them, and what outcomes do the children achieve?

In what ways are all the children able to be included in creative happenings and to explore the creative area that most interests them?

# Examples of experiences which help to meet these outcomes

## For infants

Adults respect and enjoy the variety of ways that infants sense and interact with the environment.

Infants see, hear, and participate in creative and expressive happenings in their own way, for example, by putting a hand in the paint, clapping hands, or burbling.

Infants have opportunities to experience patterns and sounds in the natural environment, such as leaves in sunlight or the sound of rain.

Adults respond to infants' expressive and creative actions, such as reflecting back movements, or joining in clapping.

## For toddlers

Toddlers are introduced to tools and materials for arts and crafts and allowed to experiment with them.

The programme provides experiences with creative materials, such as paint, glue, dough, sand, and junk, and gives opportunities for creative play using natural materials, for example, collecting leaves or arranging pebbles.

Toddlers have opportunities for movement that involves their whole bodies with abandon and opportunities to participate in dance.

Props for fantasy play are available, and adults interact with toddlers' emerging make-believe play.

The programme provides opportunities to learn skills with musical instruments, including drums, shakers, or bells.

## For young children

Children experience a wide variety of the materials and technology used in the creative and expressive arts, such as clay, fabric, fibre, pencils, drama props, cassette players, brushes, rollers, stamp pads, scissors, calculators, computers, musical instruments, different types of paper, sticky tape, glue, and carpentry tools.

The programme allows for creative events and activities to continue over several days.

There are regular opportunities for group activities in art and music.

Creativity is not confined to activities such as art, craft, and music but also extends to challenges and changes to environments, rules, and ideas.  It includes humour and jokes.

# STRAND 5 – EXPLORATION

**The child learns through active exploration of the environment.**

## Goals

*Children experience an environment where:*

> *their play is valued as meaningful learning and the importance of spontaneous play is recognised;*
>
> *they gain confidence in and control of their bodies;*
>
> *they learn strategies for active exploration, thinking, and reasoning;*
>
> *they develop working theories for making sense of the natural, social, physical, and material worlds.*

All aspects of the environment – the natural, social, physical, and material worlds – are part of the context of learning. This strand incorporates some of the strategies which enable infants, toddlers, and young children to explore, learn from, and make sense of the world. Implicit in the concept of the child as explorer is the importance of respect for the environment. Children learn through play – by doing, by asking questions, by interacting with others, by setting up theories or ideas about how things work and trying them out, and by the purposeful use of resources. They also learn by making links with their previous experiences. The attitudes and expectations that are formed at an early age will continue to influence a child's learning throughout life. In early childhood education, as in later learning and development, exploration will be guided, supported, and challenged by adults and other children.

There should be a recognition of Māori ways of knowing and making sense of the world and of respecting and appreciating the natural environment.

## Relationships of the Strand of Exploration to the Curriculum Principles

This strand is founded particularly in the principles of Holistic Development and Empowerment. The child will experience open-ended exploration and play in an environment where the consistent, warm relationships help to connect the child's experiences and where the tasks, activities, and contexts all have meaning for the child. Through exploration, children learn useful and appropriate ways to find out what they want to know and begin to understand their own individual ways of learning and being creative. These experiences enhance the child's sense of self-worth, identity, confidence, and enjoyment. Because strategies and experiences in exploration build both on what children bring to them and on their own initiatives and reasoning, the links between Exploration and the principle of Family and Community are fundamental and valuable. Exploration involves actively learning with others as well as independently and helps to extend children's purposeful and enjoyable Relationships.

## Adults' Responsibilities in Management, Organisation, and Practice

The environment should offer a wide variety of possibilities for exploring, planning, reasoning, and learning, with space arranged to encourage active exploration, providing both new challenges and familiar settings so that children develop confidence. Both indoor and outdoor environments, including the neighbourhood, should be used as learning resources.

Adults should understand the progression and variations of children's development and should provide time for gradual growth of independent skills such as feeding, toileting, and dressing.

Adults need to know how to support and extend children's play without interrupting or dominating the activity and should avoid unnecessary intervention.

Adults should plan the daily programme to provide resources and equipment which encourage spontaneous play, activities, and practising of skills for individuals or in small groups. The materials and tools for children should be appropriate for the age group, work properly, be acessible, be stored at the right height, and be easy to clean and put away.

Adults should plan activities, resources, and events which build upon and extend children's interests.

Equipment should be provided for scientific, mathematical, and technological learning. This includes such diverse resources as tape recorders, cooking utensils, and seashells, which may help children develop concepts.

Adults should respond to children's questions, assist them to articulate and extend ideas, take advantage of opportunities for exploration, problem solving, remembering, predicting, and making comparisons, and be enthusiastic about finding answers together. They should encourage children to know what is happening and why.

Procedures should be in place for the safe and hygienic housing of pets and for conservation, recycling, and waste disposal.

A reference library should be available for both children and adults as well as information for parents on children's physical growth and the value of play in learning and development.

## Continuity Between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- have extensive prior learning and experiences which provide starting points for further learning;

- enjoy and be able to participate in adventurous and creative thinking through role-play, film-making, projects, and investigations;

- have experience in making choices and decisions, setting their own goals, and using their initiative;

- continue to develop their locomotor, non-locomotor, and manipulative skills in a variety of settings;

- have some skills in using a range of equipment safely;

- be able to share responsibility for the class and school environment;

- be able to use discovery, invention, innovation, imagination, experimentation, and exploration as means of learning;

- demonstrate flexibility and creativity in applying mathematical ideas and techniques to new problems;

- be able to observe, compare, classify, and group objects;

- have developed some initial strategies of active exploration in the wider context of the biological, physical, and technological worlds;

- have begun to make sense of the living world by observing, identifying, and describing animals and plants and by investigating changes over time;

- be ready to make sense of the physical world, for instance, by describing the properties of everyday materials and by investigating changes in different physical conditions;

- have initial strategies for exploring observable features of Earth and beyond and appreciate their environment and its changes over time.

# EXPLORATION

## Goal 1

*Children experience an environment where their play is valued as meaningful learning and the importance of spontaneous play is recognised.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **the ability to make decisions, choose their own materials, and set their own problems;**

- **the attitude that not knowing and being uncertain are part of the process of being a good learner;**

- **an expectation that they take responsibility for their own learning;**

- **the knowledge that trying things out, exploration, and curiosity are important and valued ways of learning;**

- **increasing confidence and a repertoire for symbolic, pretend, or dramatic play;**

- **the knowledge that playing with ideas and materials, with no objective in mind, can be an enjoyable, creative, and valid approach to learning.**

## Questions for reflection

**Examples**

What is the balance between child- and adult-initiated activities, and how well does this balance reflect the principles and strands of the curriculum?

How often, and in what ways, are the routines or activities changed to follow a child's interests?

What kinds of role do adults have when children are playing, and how do these roles promote children's learning?

How do adults react when children make "mistakes"?

In what ways are meaningful opportunities provided for children to use real things, such as saucepans, garden tools, or keyboards?

# Examples of experiences which help to meet these outcomes

**For infants**

Care routines provide opportunities for playful interactions.

Challenging playthings are easily within reach so that infants can both try out new things and explore the possibilities of the familiar.

Infants have freedom to move and to practise and perfect skills.

Everything in the immediate environment is regarded as a learning resource.

**For toddlers**

Adults are aware that all happenings have the potential for play and learning.

Individual endeavour, curiosity, and exploration are seen as positive.

Playthings are provided which are both challenging and predictable and can be used flexibly.

Meaningful and, where possible, genuine contexts are provided for toddlers' play and work. Brushes are used to sweep paths, for example, and water for cleaning walls.

**For young children**

Children are encouraged to feel comfortable about saying, "I don't know" or risking failure.

Children are encouraged to initiate purposeful problem-solving activities.

Children's growing capacity for sustained interest in something outside themselves is recognised and allowed for in planning the programme.

Children have access to appropriate, functional equipment for pretend play, such as typewriters, calculators, brooms, empty boxes and cartons, scales, and hoses.

Children are encouraged to talk about their play and to develop reflective skills.

# EXPLORATION

## Goal 2

*Children experience an environment where they gain confidence in and control of their bodies.*

## Learning outcomes:
## knowledge, skills, and attitudes

Children develop:

- **increasing knowledge about how to keep physically healthy;**

- **increasing control over their bodies, including development of locomotor skills, non-locomotor skills, manipulative skills and increasing agility, co-ordination, and balance;**

- **strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills;**

- **confidence with moving in space, moving to rhythm, and playing near and with others.**

## Questions for reflection

### Examples

In what circumstances might children's free movement and exploration need to be restrained, and how can this best be done within the principles of the curriculum?

What kinds of versatile plaything and equipment are used, and how can the range be expanded?

How is the range of play equipment selected and arranged to support physical development, and how well is it used to promote learning and growth?

In what ways, and to what extent, are children allowed and encouraged to do things for themselves?

What opportunities are there for children to combine physical activities with music, language, and problem solving?  What are the outcomes of these opportunities, and are there more effective ways to provide such experiences?

What safety checks are in place, and to what extent are they well organised, complete, and effective?

# Examples of experiences which help to meet these outcomes

**For infants**

Adults recognise that curiosity is a prime motivator for physical activity and allow infants to develop skills at their own pace.

Safe things are provided to assist infants to move, for example, something to hold on to, to balance against, or to pull themselves up on.

Playthings are provided that encourage pulling, pushing, fingering, mouthing, and grasping, that can be manipulated in a variety of ways, and that require minimal adult assistance.

Infants are handled in a confident, respectful, and gentle way.

**For toddlers**

Toddlers are encouraged to develop skills at their own rate and to know and understand their own abilities and limitations. Adults wait to let toddlers indicate that they need assistance rather than assuming that they will.

Toddlers have opportunities for active exploration with the support, but not the interference, of adults.

Toddlers have access to an increasing range of playthings that can enhance both gross and fine motor skills.

**For young children**

Young children experience activities that develop both gross and fine motor skills and that offer varying degrees of challenge, such as balancing, hammering, obstacle courses, construction activities, hopping, turning, and pouring.

The children's range of physical skills is extended through access to such equipment as skipping ropes, balls, racquets, bats, and balance boards.

Children are given the challenge of co-ordinating several variables at once, for example, controlling both force and direction when kicking a ball.

Time is allowed for practising the skills of dressing and eating and for helping others to do so.

Books and stories about the body are available for children to look at.

# EXPLORATION

## Goal 3

*Children experience an environment where they learn strategies for active exploration, thinking, and reasoning.*

## Learning outcomes: knowledge, skills, and attitudes

**Children develop:**

- **confidence in using a variety of strategies for exploring and making sense of the world, such as in setting and solving problems, looking for patterns, classifying things for a purpose, guessing, using trial and error, thinking logically and making comparisons, asking questions, explaining to others, listening to others, participating in reflective discussion, planning, observing, and listening to stories;**

- **the ability to identify and use information from a range of sources, including using books for reference;**

- **a perception of themselves as "explorers" – competent, confident learners who ask questions and make discoveries;**

- **the confidence to choose and experiment with materials, to play around with ideas, and to explore actively with all the senses;**

- **the ability to represent their discoveries, using creative and expressive media and the technology associated with them.**

## Questions for reflection

**Examples**

Which learning strategies do the adults in the programme know of and value most?

In what ways, and how effectively, do adults help children to find the right level of challenge?

In what ways and how effectively do adults support and encourage children's mathematical learning?

In what ways, how often, and how effectively do adults encourage children to argue logically, to predict and estimate, and to give reasons for their choices?

In what ways are the equipment, playthings, and environment related to other aspects of children's everyday experiences?

How are equipment and playthings selected and arranged to extend children's understanding of patterns, shapes, and colours?

What opportunities do children have to collect and sort objects for a meaningful purpose?

What opportunities are there for children to take things apart, put them together, and figure out how they work, and how well do these opportunities promote children's learning?

What opportunities are there for children to engage in collaborative socio-dramatic play, and how does it contribute to their learning and development?

# Examples of experiences which help to meet these outcomes

## For infants

Very young infants are positioned so that they have a wide field of vision.

Infants experience different play spaces, such as smooth floors, carpet, grass, sand, soft and hard surfaces, and indoor and outdoor spaces.

Infants have opportunities to watch and join in with other children and to see and hear new things.

Infants have a variety of sensory experiences, including fresh air, experience a range of smells, temperatures, and sounds, and are allowed to move freely and touch things. For example, games for exploring their toes, faces, hair, fingers and those of other familiar people are encouraged and repeated.

A variety of different kinds of material is available for infants to feel, mould, and explore.

## For toddlers

Toddlers have opportunities to use different skills, such as listening, observation, remembering, reflection, decision making, and language skills.

Toddlers are encouraged to recognise symmetry and pattern, including patterns such as one-to-one correspondence and matching.

Toddlers are encouraged to manipulate quantities in ways that change them from continuous to discrete and back again, such as cutting up dough and squashing the pieces back together again or transferring water to small bottles and emptying them.

Toddlers have opportunities to collect, sort, and organise objects and play materials in a variety of ways and to develop a sense of order, for example, by grouping similar materials or putting things into their right place.

Toddlers have access to books and pictures about aspects of their everyday world.

## For young children

The programme and environment are organised to enable children to initiate purposeful problem-solving activities, to devise problems of their own, and to solve them to their own satisfaction using a variety of materials and equipment.

Children are encouraged to use trial and error to find solutions to their problems and to use previous experience as a basis for trying out alternative strategies.

Children are encouraged to notice, describe, and create patterns, for example, in painting and construction.

Children have opportunities to predict and estimate, for example, in apportioning shares or quantities.

Children are encouraged to develop the ability to use symbols, make comparisons, recall, anticipate situations, and shift their focus away from the here and now.

Children are encouraged to give reasons for their choices and to argue logically.

Suitable books, pictures, posters, and maps are easily available for children's reference.

Children have opportunities to use language to plan, monitor, and participate in socio-dramatic play.

# EXPLORATION

## Goal 4

*Children experience an environment where they develop working theories for making sense of the natural, social, physical, and material worlds.*

### Learning outcomes:
### knowledge, skills, and attitudes

**Children develop:**

- **the ability to enquire, research, explore, generate, and modify their own working theories about the natural, social, physical, and material worlds;**

- **an understanding of the nature and properties of a range of substances, such as sand, water, ice, bubbles, blocks, and paper;**

- **spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space and ways in which spatial information can be represented, such as in maps, diagrams, photographs, and drawings;**

- **familiarity with stories from different cultures about the living world, including myths and legends and oral, non-fictional, and fictional forms;**

- **working theories about Planet Earth and beyond;**

- **a knowledge of features of the land which are of local significance, such as the local river or mountain;**

- **theories about social relationships and social concepts, such as friendship, authority, and social rules and understandings;**

- **a relationship with the natural environment and a knowledge of their own place in the environment;**

- **respect and a developing sense of responsibility for the well-being of both the living and the non-living environment;**

- **working theories about the living world and knowledge of how to care for it;**

- **a growing recognition and enjoyment of "nonsense" explanations.**

### Questions for reflection

**Examples**

In what ways are children actively encouraged to try things out, in what circumstances are they left alone while they do this, and what does this contribute to their learning?

How are experiences moderated for children of different ages so that the world is not too confusing?

What genuine opportunities are there for children to change things and to explore the consequences of their actions?

Are there agreed ways of dealing with children's questions about such things as birth or death?

What events might happen that could upset children, and how are these situations dealt with?

# Examples of experiences which help to meet these outcomes

**For infants**

The environment includes features which infants can become familiar with, recognise, and explore and which adults talk about.

The environment provides contrasts in colour and design.

Adults demonstrate that they share infants' pleasure in discovery.

Infants are helped to see familiar things from different positions, for example, close up or from a distance, and from the front or back.

Infants are encouraged to try things out by using objects as tools and, for the older infant, by naming things.

**For toddlers**

Toddlers are encouraged and helped to name, think about, and talk about what they are doing.

Toddlers have opportunities to explore the ways that shapes and objects fit together by using two- and three-dimensional materials.

Toddlers have opportunities to help take care of animals and living things appropriately.

Adults initiate questions, and answer toddlers' questions, about why things happen.

**For young children**

Young children have opportunities to develop knowledge about the pattern and diversity of the living world. For example, they observe how animals and plants grow and what these creatures need for their well-being.

Children have opportunities to explore and discuss how things change and how they can be changed, for example, from hot to cold, from wet to dry, or from soft to hard. Children have access to equipment, such as egg beaters, a refrigerator, a simple pottery kiln, or an oven, to help them understand these concepts.

Children have opportunities to explore how things move and can be moved, for example, by blowing, pushing, pulling, rolling, swinging and sinking. Children have access to technology to help explore movement, such as wheels, pulleys, magnets, and swings.

Children have opportunities to develop spatial understandings by fitting things together and taking things apart; rearranging and reshaping objects and materials; seeing things from different spatial viewpoints; and using a magnifying glass.

Children have opportunities to use two-dimensional materials, such as diagrams and photographs, and to create three-dimensional constructions, such as making a model from a picture or solving a puzzle from the photo on the box.

Children have easy access to appropriate books for reference.

Children have opportunities to develop and explore social concepts, rules, and understandings in social contexts with familiar adults and peers.

# Part D

## *TE WHĀRIKI* AND *THE NEW ZEALAND CURRICULUM FRAMEWORK*

Official policy for teaching, learning, and assessment in New Zealand schools is set out in the document *The New Zealand Curriculum Framework* (Ministry of Education, 1993). As with this curriculum for early childhood, the curriculum framework is grounded in a set of principles. These principles are referred to under the related principles of *Te Whāriki*.

*The New Zealand Curriculum Framework* outlines essential learning areas, essential skills, and attitudes and values. The early childhood curriculum provides a foundation for children to become confident and competent and, during the school years, to be able to build on their pervious learning.

Each strand of the early childhood curriculum has a number of links with the essential learning areas and essential skills of *The New Zealand Curriculum Framework*. These links are set out in the following pages.

# WELL-BEING

## Links with Essential Skills

**Communication Skills:** children develop confidence and ability in expressing thoughts and feelings effectively and appropriately.

**Numeracy Skills:** children develop competence in mathematical concepts and enjoy using them in daily life.

**Information Skills:** children gain confidence in finding out about and understanding safe routines and behaviours.

**Problem-solving Skills:** children feel confident in taking some responsibility for enquiring and for testing ideas to solve problems.

**Self-management and Competitive Skills:** children develop a sense of self-worth, take some responsibility for their own health and safety, and develop ways of coping with conflict, challenge, and change.

**Social and Co-operative Skills:** children are able to participate in a range of social settings, and they develop a sense of responsibility for, and trust in, other people.

**Physical Skills:** children are helped to develop personal health through exercise, good hygiene, and healthy diet and to develop and enjoy recreational, motor, and manipulative skills.

**Work and Study Skills:** children develop confidence to manage some tasks independently and to pay attention in spite of distractions.

## Links with Essential Learning Areas

**Language and Languages:** confidence and proficiency in language enhance the development of a sense of self-worth and enable children to participate effectively and make sense of the world.

**Mathematics:** exploring mathematical concepts encourages creativity, perseverance, and self-confidence.

**Science:** developing consciousness of one's place in the environment fosters curiosity and scientific understanding.

**Technology:** capability in solving practical problems contributes to self-confidence and well-being.

**Social Sciences:** working together helps children develop confidence in their ability to develop relationships with others.

**The Arts:** the arts are important to the growth of self-expression and to a sense of self-worth and enjoyment.

**Health and Physical Well-being:** the physical, social, emotional, and spiritual dimensions of growth are all important to enable children to develop confidence in themselves and their abilities.

## Links with Essential Skills

**Communication Skills:** children become confident in identifying themselves and in understanding and conveying information about their family and community.

**Numeracy Skills:** children learn to use numbers in relation to family members, children in a group, and ordering the environment in patterns and relationships.

**Information Skills:** children begin to store and retrieve information about their own group, family, and community and to identify different points of view.

**Problem-solving Skills:** children are encouraged to identify and describe problems and helped to make connections and relationships to solve them.

**Self-management and Competitive Skills:** children develop self-discipline and take increasing responsibility for their own actions within their home and community.

**Social and Co-operative Skills:** children are helped to participate in social and cultural settings, demonstrating consideration for others through qualities such as caring, fairness, tolerance, and generosity.

**Physical Skills:** children develop motor skills that allow them to participate actively in the setting.

**Work and Study Skills:** children make their own decisions, develop increasing self-reliance and are able to work collaboratively with other children.

## Links with Essential Learning Areas

**Language and Languages:** acquisition of language provides children with a sense of identity and a vital medium for participating in their culture.

**Mathematics:** mathematical concepts are used in practical family and social contexts, such as remembering telephone numbers, street numbers, and birth dates.

**Science:** knowledge about the natural and physical worlds helps children to participate in their family and community.

**Technology:** using many materials for different purposes enables children to recognise that different technologies may be used in various places and settings.

**Social Sciences:** children's understanding of themselves in their family and community is affirmed when children know that their families and cultures have a place and are respected.

**The Arts:** children's sense of belonging is reinforced through participating in the arts and rituals of their own community and those of other cultures.

**Health and Physical Well-being:** participation in physical activities gives opportunities for being part of a group and ensuring that all are welcomed and supported.

# CONTRIBUTION

## Links with Essential Skills

**Communication Skills:** children are helped to convey and receive ideas, feelings, and information in different cultural and social contexts.

**Numeracy Skills:** children learn to use number to monitor fair division of resources and equitable sharing of effort towards a common goal.

**Information Skills:** children develop some understanding and appreciation of different points of view.

**Problem-solving Skills:** children develop reflective and creative thinking as they contribute ideas and try them out with others.

**Self-management and Competitive Skills:** children develop constructive ways of dealing with challenge, competition, and success and failure, developing some skills of self-appraisal and self-advocacy.

**Social and Co-operative Skills:** children take some responsibility as members of a group in a common task, developing good relationships with others, responding appropriately to discriminatory behaviour, and demonstrating respect for the rights of others.

**Physical Skills:** children work with others and assist them, appreciating different physical and fitness needs and abilities.

**Work and Study Skills:** children are able to build on their own strengths and cultural backgrounds in learning.

## Links with Essential Learning Areas

**Language and Languages:** children's growing awareness of their own and other languages enriches social, cultural, and intellectual life.

**Mathematics:** children develop mathematical problem-solving strategies in, for instance, sharing and dividing resources, turn taking, and estimating times.

**Science:** participation in active enquiry develops children's confidence in offering ideas and in understanding.

**Technology:** growing experience in solving problems together develops children's understanding of how technologies can help them and others.

**Social Sciences:** through working with others, children develop respect for differences and an understanding of their roles, rights, and responsibilities in relation to other people.

**The Arts:** generating and exploring ideas in creative ways, individually and in groups, provides opportunities for purposeful contributions.

**Health and Physical Well-being:** in participating in group physical activities, children develop responsible relationships and respect for cultural perspectives and the contributions of others.

# COMMUNICATION

## Links with Essential Skills

**Communication Skills:** children gain an increasing ability to convey and receive information, instruction, and ideas effectively and confidently by listening, speaking, and using visual language in a range of contexts.

**Numeracy Skills:** children have fun with numbers and begin to understand and respond to information presented in mathematical ways.

**Information Skills:** in sharing ideas with others, children develop their ability to identify and describe different sorts of information.

**Problem-solving Skills:** children try out original and innovative ideas and exercise their imaginations to solve problems.

**Self-management and Competitive Skills:** in communicating their needs and intentions, children develop the skills of negotiation and self-awareness.

**Social and Co-operative Skills:** as children's abilities to communicate develop, they are able to form good relationships with others and participate constructively in a range of social and cultural settings.

**Physical Skills:** children develop an ability to express themselves through movement and gesture.

**Work and Study Skills:** communication goals assist children to work effectively and constructively.

## Links with Essential Learning Areas

**Language and Languages:** development of non-verbal and verbal communication for a range of purposes is fundamental to learning and to effective participation in intellectual, emotional, and social life.

**Mathematics:** development of mathematical vocabulary and concepts helps children communicate complex ideas such as weight, shape, and volume.

**Science:** children develop the vocabulary and techniques to investigate and communicate ideas about their world.

**Technology:** children gain experience in using communication technologies such as crayons, paintbrushes, pencils, calculators, books, and computers.

**Social Sciences:** children experience the stories and symbols of their own and other cultures, developing awareness of the richness of communication.

**The Arts:** all the art forms, including dance, mime, music, painting, and other visual arts, enable children to discover different ways to communicate.

**Health and Physical Well-being:** using physical expression and activity assists children's development of both verbal and non-verbal communication.

# EXPLORATION

## Links with Essential Skills

**Communication Skills:** children convey and receive information and ideas with increasing purpose, accuracy, and confidence.

**Numeracy Skills**: in exploring their world, children find reasons to calculate and estimate with increasing accuracy and to use measuring instruments and mathematical concepts.

**Information Skills**: children develop abilities to question, locate, and process information and to see people, books, and other media as resources.

**Problem-solving Skills:** children enquire, carry out research, and develop and test ideas and solutions as they explore and make sense of their world.

**Self-management and Competitive Skills**: as children explore, they show initiative, commitment, perseverance, courage, and enterprise and they adapt to new situations.

**Social and Co-operative Skills**: in working and playing together, children develop a sense of responsibility for the well-being of others and the environment.

**Physical Skills:** in exploring the physical environment, children gain increasing motor and manipulative control and skill in using tools and materials safely.

**Work and Study Skills:** children are increasingly able to take responsibility in working effectively on common tasks and exploratory activities.

## Links with Essential Learning Areas

**Language and Languages:** language development enables children to make sense of the world, to question, and to express ideas and information.

**Mathematics:** children develop and use mathematical concepts when they collect, organise, compare, and interpret different objects and materials.

**Science:** children learn strategies for active investigation, thinking, and reasoning.

**Technology:** children use a variety of technologies for different purposes as they explore their world.

**Social Sciences:** children develop confidence in working with others to explore the environment and make sense of the social and physical world.

**The Arts:** children explore ideas, materials, and the environment through the arts.

**Health and Physical Well-being:** as they explore their world, children gain confidence in the control and use of their bodies.

# GLOSSARY OF TERMS AS USED IN THIS CURRICULUM

Adult: any person beyond school leaving age who may be involved in an early childhood setting. This could include whānau, parents, extended family, staff members, supervisors, child care workers, teachers, kaiako, kaiawhina, specialists, and caregivers.

Āiga: (Samoan – used as a representative term) members of an extended family and its supporting network who form a context for the care and guidance of a child.

Assessment: the process of obtaining, and interpreting, information that describes a child's achievements and competence. The purpose of assessment is to provide pertinent information to contribute to improving learning opportunities for children.

Caregiver: an adult who cares for children, particularly in a home-based programme.

Cognition: knowing and thinking.

Contribution: playing a part in a common effort.

Culture: shared understandings and a shared world-view, often expressed in accepted lifestyles and traditions. Joan Metge, in her book, *Te kohao o te ngira: culture and learning* (Learning Media, Wellington, 1990) defines the term as "a system of symbols and meanings, in terms of which a particular group of people make sense of their worlds, communicate with each other, and plan and live their lives." Culture is not a synonym for ethnicity.

Curriculum: the sum total of the experiences, activities, and events, whether direct or indirect, which occur within an environment designed to foster learning and development.

Empowerment: giving power or authority that enables a person to take an action or role.

Enable: to supply a person with the means to carry out an action or fulfil a role.

Evaluation: the process of using assessment information and other data to review the quality and effectiveness of programmes, in order to make decisions about change.

Holistic: tending, as in nature, to form a unity made up of other "wholes", where the new unity is more than the sum of the parts, and in which each element affects, and is affected by, each other element.

Individual Development Plan or Individual Education Plan (IDP/IEP): a plan that forms the basis for programmes designed specifically for an individual child who, in order to benefit from their learning environment, requires resources alternative or additional to those usually available.

Māori immersion programmes: programmes, especially those in kōhanga reo, which aim to promote and nurture Māori language and culture.

Primary caregiving: a staffing arrangement, particularly suitable for infants and toddlers, in which one staff member has primary responsibility for a small group of children. The rationale for primary caregiving is that it facilitates the attachment of very young children to one adult.

Reciprocal: expressing mutual, complementary actions, in which each party returns a corresponding act or quality to the other.

Rituals: procedures that are followed consistently, especially when greeting, saying goodbye, and at mealtimes.

Settings: places where people can interact with each other, for example home, centre, play area.

Tagata Pasefika: the people of the Pacific Island nations. This term refers here to programmes for children in Pacific Islands early childhood centres.

Well-being: a state of physical, social, or emotional comfort, progress, and sound condition.

Whānau: members of an extended family and its supporting network who form a context for the care and guidance of a child.

Young child: a child between approximately 3 and 5 years of age. This term is used in preference to the more traditional term "preschooler", which implies that the curriculum for this age group takes its direction from school. "Young child" is used in this document to distinguish this developmental stage from infants and toddlers. Important characteristics of each stage are discussed in Part A.