

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

Pathways to school
and kura



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Tutawa mai i runga
Tutawa mai i raro
Tutawa mai i roto
Tutawa mai i waho
Kia tau ai te mauri tū, te mauri ora ki te katoa
Haumi e, hui e, tāiki e

I summon from above,
I summon from below,
I summon from within and the surrounding environment
The universal vitality and energy to infuse and enrich all
present
Unified, connected and blessed.

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Pathways to school
and kura



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Kaupapa o te rā - Pathways to school and kura

- Continuity of learning: What do we know already and what do we need to consider?
- Continuity of learning: How do we put what we know into practice and how do we know it is effective?

Te Tiriti o Waitangi

The learner

- is at the centre of teaching and learning
- has a wide range of life skills
- has a high level of personal awareness
- achieves their potential

The learner's

- environment health is personal health
- whānau, hapu and iwi work together

Te Whāriki p.52

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**Te manu e kai ana
i te miro, nōna te
ngahere; te manu
e kai ana i te
mātauranga nōna
te ao.**



The bird who partakes of the miro berry owns the forest;
the bird who partakes of education owns the world.



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[Te Whāriki Whakatauki](#)

How do you share my
strengths, interests,
characteristics, dispositions
and prior knowledge with my
next learning space?

Kaiako responsibilities

Able to establish and maintain relationships that enable professional collaboration with others, including other kaiako in their ECE setting, school teachers and specialist services

13/15

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<http://tewhariki.tki.org.nz/assets/Uploads/files/TW-Kaiako-Cards.pdf>

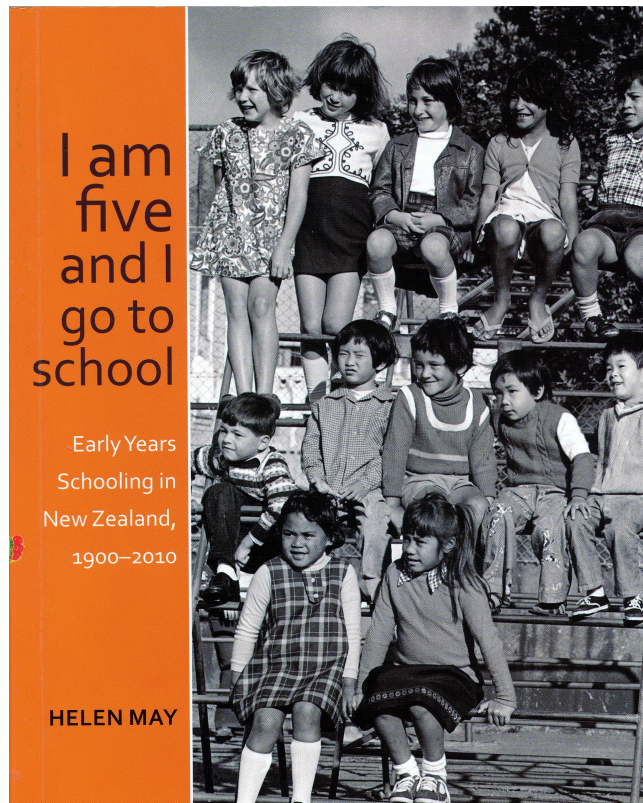
“I am five and I go to school”

Remember your first day/days?

What did it feel like?

What did it sound like?

What did it look like?



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[University of Otago Press](http://www.otago.ac.nz)

“The sparkle in the five year old’s eyes when they start school must be sustained”

ERO Continuity of Learning Report 2015, p.31



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Continuity of Learning: What we know already

- *Te Whāriki* 2017 informing our practice
- Coherence
- Links between *Te Whāriki*, *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*
- Research and literature informing practice

Te Whāriki 2017 informing our practice

Collaboration
Communication
Continuity
Coherence



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Coherence

Connections

Links across and within learning areas

Transitions

Smooth transitions into school, through schools, and beyond

Pathways

Clear learning pathways and progressions

COHERENCE



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Coherence image taken from <http://nzcurriculum.tki.org.nz/Principles/Coherence>.

Coherence in action - the space in between

Assessment, planning and evaluation

*Mā te ahurei o te tamaiti e
ārahi i ā tātou mahi.
Let the uniqueness of the
child guide our work.*



- Assessment shows how continuity of learning is supported between sectors
- Shared policies guide practice
- Assessment makes valued learning visible to school teachers and shows progress over time
- Internal evaluation contributes to ongoing improvement

Te Whāriki 2017, p.63

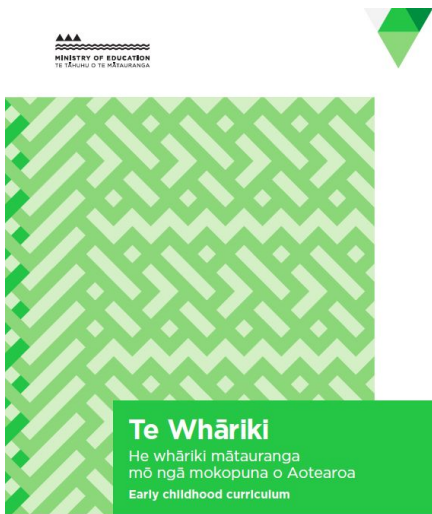
Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#) p.63.
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- Clear learning pathways and progressions
- Consistency of practice and a common language of learning
- Established links to prior learning
- Inquiry based approach to teaching and learning

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<http://nzcurriculum.tki.org.nz/Principles/Coherence/About>

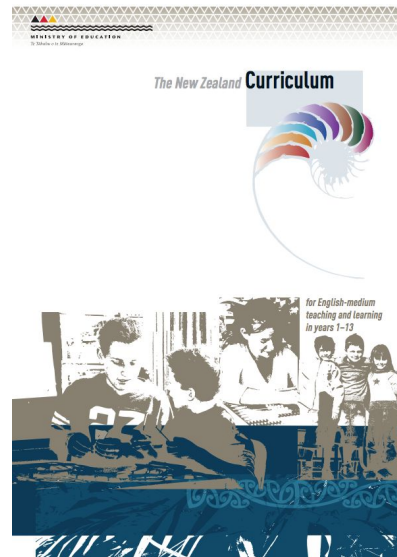
Close parallels between curriculums



Ministry of Education | Te Tāhuhu o Te
Mātauranga [Te Whāriki](#). p. cover & 51.
ISBN 978-0-478-16926-3

“There are close parallels between *Te Whāriki* and *The New Zealand Curriculum*. In both, learning is seen to take place in the **space between** what the educational environment offers and the knowledge and experiences that children bring with them.”

Te Whāriki, p.51



Ministry of Education | Te Tāhuhu O Te
Mātauranga. [The New Zealand Curriculum](#)
ISBN 978-0-7903-2615-3

Our shared aspirations and vision



Te Whāriki aspires for children to be 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



The New Zealand Curriculum, a curriculum for English-medium schooling, has a vision for young people who are confident, connected, actively involved, lifelong learners and who in their school years will continue to develop the values, knowledge and competencies that will enable them to live full and satisfying lives.



Te Marautanga o Aotearoa, a parallel curriculum for Māori-medium schooling, aspires to develop successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body and soul and secure in their identity and sense of belonging. They will have the skills and knowledge to participate in and contribute to Māori society and the wider world.

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ISBN 978-0-7903-2615-3

Ministry of Education | Te Tāhuhu O Te Mātauranga
[Te Marautanga o Aotearoa](#)
ISBN 978-0-70903-4310-5

Links between *Te Whāriki* principles and *The New Zealand Curriculum* principles

The EMPOWERMENT principle is reflected in the HIGH EXPECTATIONS, TREATY OF WAITANGI, INCLUSION and LEARNING TO LEARN principles found in *The New Zealand Curriculum*.

Whakamana/Empowerment
Kotahitanga/Holistic Development
Whānau Tangata/Family and community
Ngā Hononga/Relationship

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus

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ISBN 978-0-478-16926-3

Key Competencies - capabilities for living and lifelong learning

- Thinking
- Using language, symbols and text
- Managing self
- Relating to others
- Participating and contributing



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Links between *Te Whāriki* & The New Zealand Curriculum

Strand 3: Contribution | Mana tangata

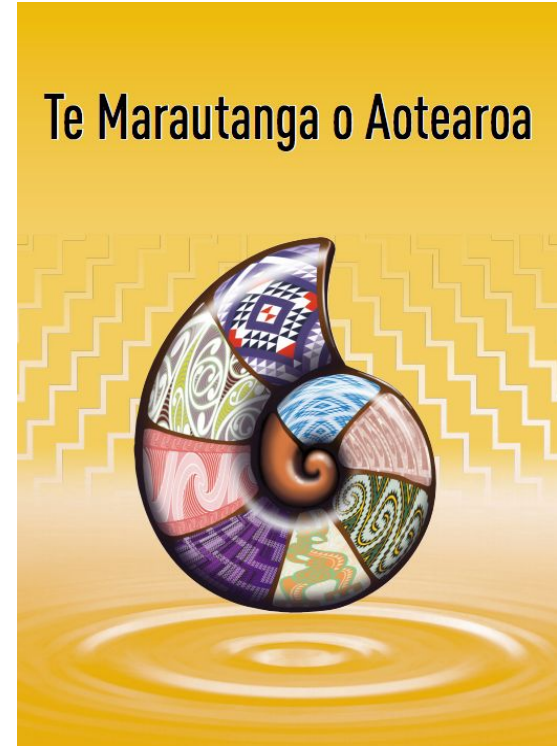
LEARNING OUTCOMES	THE WEAVING	EXAMPLES OF NEW ZEALAND CURRICULUM LINKS TO CONTRIBUTION MANA TANGATA
<p><i>Over time and with guidance and encouragement, children become increasingly capable of:</i></p> <p>Treating others fairly and including them in play te ngākau makuru</p> <p>Recognising and appreciating their own ability to learn te rangatiratanga</p> <p>Using a range of strategies and skills to play and learn with others te ngākau aroha</p>	<p>Local curriculum design involves a complex weaving of principles and strands (<i>Te Whāriki</i>), values, key competencies and learning areas (<i>The New Zealand Curriculum</i>) as children and young people engage in learning experiences.</p>	<p>Key competency: <i>Relating to others</i></p> <p>For example, students interact effectively with a diverse range of people in a variety of contexts. They learn to listen actively, recognise different points of view, negotiate and share ideas.</p> <p>Learning area: <i>Health and physical education</i></p> <p>Students learn about their own wellbeing, and that of others and society, in health-related movement contexts.</p> <p>Learning area: <i>Learning languages</i></p> <p>Students learn to communicate in additional languages, develop their capacity to learn further languages, and explore different world views in relation to their own.</p>

Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](http://tewhariki.tki.org.nz/assets/Uploads/files/Te-Whariki-Early-Childhood-Curriculum.pdf#page=53). p. 53. ISBN 978-0-478-16926-3

<http://tewhariki.tki.org.nz/assets/Uploads/files/Te-Whariki-Early-Childhood-Curriculum.pdf#page=53>

Te Whāriki and Te Marautanga o Aotearoa

- Holistic view of human development
- Encompasses the attributes that complete the whole child
- Strongly connected Te Tiriti o Waitangi
- Learner at centre
- Environmental health is personal health
- Learner achieving their potential
- School, whānau, hapū and their iwi work together



Ministry of Education | Te Tāhuhu o Te Mātauranga

[Te Marautanga o Aotearoa](http://www.tmoa.tki.org.nz/Te-Marautanga-o-Aotearoa)

ISBN 978-0-70903-4310-5

Links between *Te Whāriki* & *Te Marautanga O Aotearoa*

Strand 3: Contribution | Mana tangata

LEARNING OUTCOMES

Over time and with guidance and encouragement, children become increasingly capable of:

Treating others fairly and including them in play
| te ngākau makuru

Recognising and appreciating their own ability to learn
| te rangatiratanga

Using a range of strategies and skills to play and learn with others | te ngākau aroha

THE WEAVING

Local curriculum design involves a complex weaving of principles and strands (*Te Whāriki*), values, key competencies and learning areas (*The New Zealand Curriculum*) as children and young people engage in learning experiences.

EXAMPLES OF *TE MARAUTANGA O AOTEAROA* LINKS TO CONTRIBUTION | MANA TANGATA

Values

Individual learners develop values and attitudes of empathy and regard for friends and for the school whānau.

The learner works cooperatively with peers and in groups.

Learning area: *Hangarau*

Students examine the values and beliefs of other cultures or people to adapt solutions accordingly and to determine and understand practice.

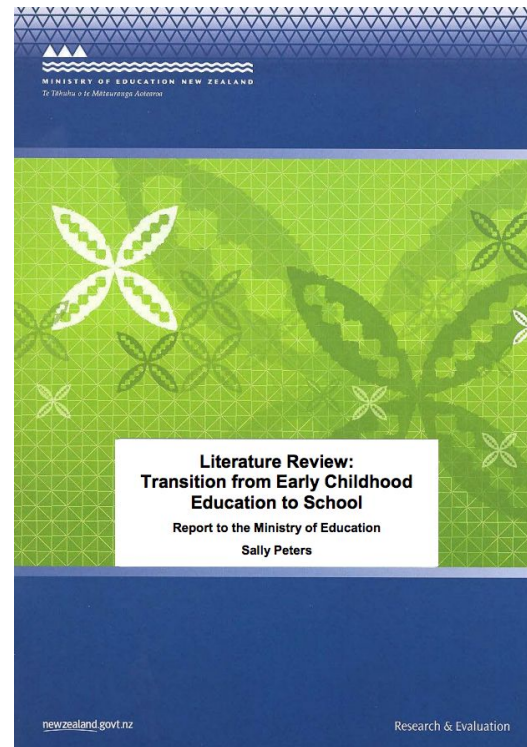
Learning area: *Hauora (tangata strand)*

Students will describe and analyse human relationships in a variety of contexts, both personal and those of others.

Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](http://tewhariki.tki.org.nz/assets/Uploads/files/Te-Whariki-Early-Childhood-Curriculum.pdf#page=53) p.53. ISBN 978-0-478-16926-3

<http://tewhariki.tki.org.nz/assets/Uploads/files/Te-Whariki-Early-Childhood-Curriculum.pdf#page=53>

“Research shows that no matter how academically capable a child is, unhappiness over lack of friends, problems in the playground or toilets, a poor relationship with the teacher, inappropriate challenges, low expectations and so on, have negative consequences for their learning.” p.1



Peters, S. (2010). [Literature Review: Transition from Early Childhood Education to School Report to the Ministry of Education](#). ISBN 978-0-478-34287-1

What supports successful transitions to school?

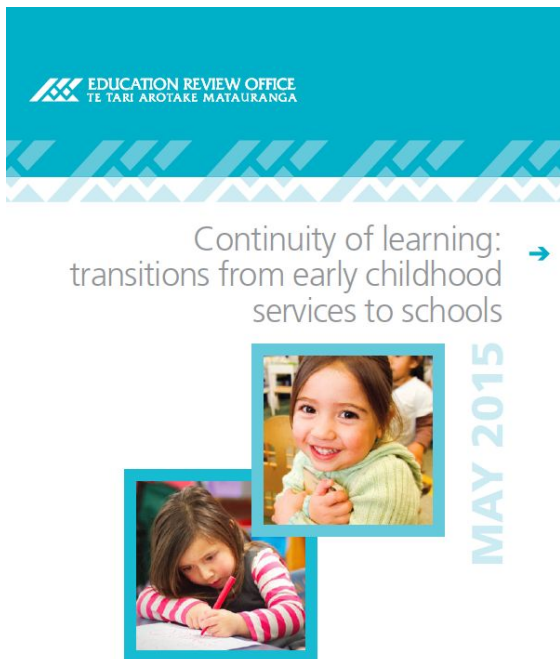
- Working with the child
- Sharing information between sectors
- Working with the families
- Qualities of the teachers



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Peters, S. (2010). [Literature Review: Transition from Early Childhood Education to School Report to the Ministry of Education](#). ISBN 978-0-478-34287-1

Research and Literature - What ERO says?



“Overall, we found that early childhood services and schools need to do the same things to support children moving to school so they can keep learning”

[ERO Continuity of Learning Summary 2015. p.2](#)

Education Review Office | Te Tari Arotake Mātauranga.
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What's most important for continuity of learning?

- High quality leadership and systems helps children settle in and keep learning
- Early childhood services and schools working together
- Understanding and linking *Te Whāriki* and *The NZ Curriculum*
- **Sharing assessments to support the child's learning**
- Getting to know children and how they learn
- Building strong relationships with the child, their parents and whānau
- Internal evaluation – what's working well and what isn't – and making changes

Sharing assessments supports learning

- Focus on supportive ways to assess children
- Think about children's learning in relation to *Te Whāriki* (interests, dispositions, working theories)
- Consider what to share from profile books. What else might be helpful?
- Provide parents and whānau with useful information to share with the school
- Become familiar with both curriculum documents so the New Entrant Teacher can see the links



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Mangere Bridge Kindergarten

- Reciprocal visits between settings
- Buddy programme between school and kindergarten
- Specific transition portfolios
- Parent information pamphlets



Mangere Bridge Construction from West, [Ingolfson](#) via [Wikimedia CC 0](#)

<https://www.pmawards.education.govt.nz/winners/>

Do you know what children think?

- What does the child want to tell the new teacher?
 - What are they looking forward to?
 - Is there anything that worries them?
- What do children want to know about school or kura?
 - Where are the wharepaku?
 - When do I eat my big lunch?
- In what ways are children's voices included in decisions about the transition process?



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Carr, M., Clarkin-Phillips, J., Resink, C., Anderson, M., & Jack, T. (2013).
[Tōku mātauranga oranga Making visible the learning journey from early childhood education into school.](#)

Continuity of learning - how do we put what we know into practice?

- Shared vision for the child who is transitioning
- Parents/Whānau perspectives
- How do we know what children think?
- Kaiako responsibilities
- Kāhui Ako



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Shared vision for child who is transitioning



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Scrutinising our practices

“Developing transition programmes based on children’s interests, rather than teacher directed activities based on what parents and teachers think children might need to know for school”



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Negotiating successful transitions

As a leader:

- define effective ECE – school transition: what does that look like for children in your community?
- how do you create dialogue with parents and schools so there is continuity of learning for each child between early childhood education and school?
- how do you know there has been continuity of learning that has set up every child for success?



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[Early Childhood 5 out of 5](#)

What is important for Māori children and their whānau?

What is important for Pasifika children and their aiga

What is important for migrant and refugee children and their whānau?

What is important for children with additional needs and their whānau?

Mihimarino remembering what she thought
about starting at kura two years ago

*“He pai te flying fox me te papa
takaro ki ahau. I ahau i timata i
awangawanga au no te mea kare e
taea e au ki te 'skip' [ngā pou o ngā
monkey bars] ā ka taea etahi atu,
engari i ako au”*

A personal reflection shared with her parents, Rauru & Jade
Walker, and used with their permission



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“Relating to others” time

“The children loved it, and it smoothed the transition between their early-childhood setting and our classroom. I also began listening to the conversations of the children and realised the rich learning that was happening. The children were in natural social situations and solving issues that were naturally coming up.”

Simone - new entrant teacher



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Testing the waters: starting the process early

*“So, because of Leo’s special needs
I’ve had a really, really, close
relationship with Marie [ECE teacher].*

*So, Marie talked to Karen the NE
teacher, who called me and to see if I
would be happy to have a chat?
So there was quite early involvement.
The whole process probably started
about 7 or 8 months ago.”*

(Whānau interview)



[Petone and the Hutt Valley](#) by [Phillip Capper](#) via Flickr CC [BY 2.0](#)

“Learning is a journey that begins before birth and continues throughout life. Each part of the education system has a responsibility for supporting children (and the adults they become) on this lifelong journey of exploration” Te Whāriki 2017, p.51

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Kāhui Ako - communities of learning (CoLs)



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“If each part of the sector nurtures its relationships with the others, a stronger, more cohesive collective is the result, and children can expect to experience joined up transitions between settings.” Te Whāriki 2017, p.58

Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#). p. 58.
ISBN 978-0-478-16926-3

<http://tewhariki.tki.org.nz/en/weaving-te-whariki/kahui-ako-communities-of-learning/>

Where to next?

How effective is this practise in supporting pathways to school and kura and how do I know”?

- Shared responsibilities
- Sharing information about the uniqueness of each child
- Professional collaboration
- Beyond the links - the two curriculums
- Child's voice in the transition process
- Shared vision for the child transitioning
- Transition to school processes



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Unuhia te pō, te pō whiri mārāma
Tomokia te ao, te ao whatu tāngata
Tātai ki runga, tātai ki raro, tātai aho rau
Haumi e, hui e, tāiki e!

From confusion comes understanding
From understanding comes unity
We are interwoven, we are interconnected
Together as one!

Ngā mihi nui ki a koutou

Ma te wā