

**MATIKA
MARANGA**
a call to action

Supporting the implementation of Te Whāriki

Webinar 2: Unpacking the goals and learning outcomes

Karakia

Tūtawa mai i runga

Tūtawa mai i raro

Tūtawa mai i roto

Tūtawa 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,

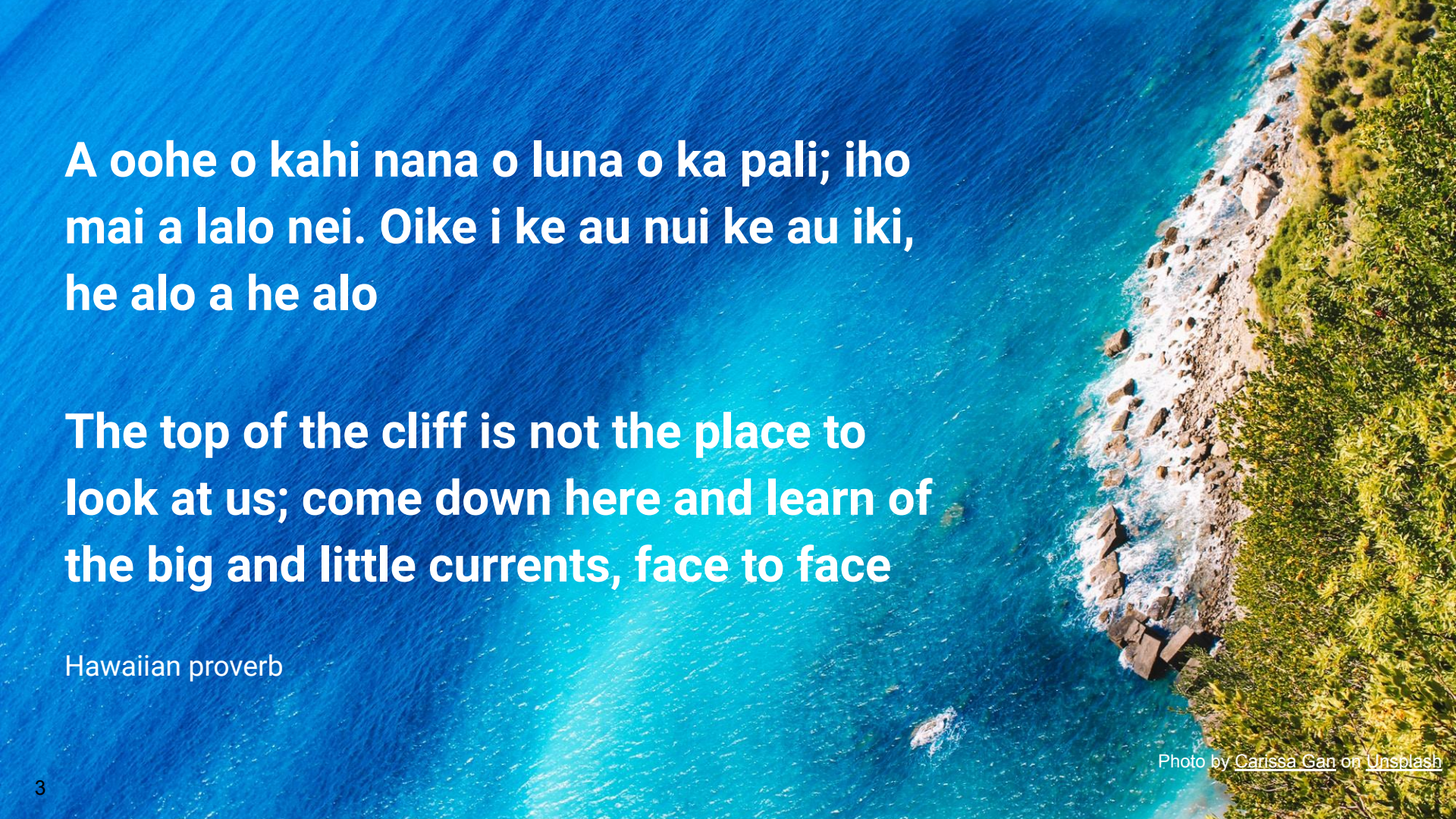
I summon from below,

I summon from within and the surrounding environment

The universal vitality and energy to infuse and enrich all present

Unified, connected, and blessed.

Nā Scotty Morrison

An aerial photograph of a rugged coastline. The top right corner shows a cliffside covered in dense green vegetation. Below the cliff is a rocky shoreline with white foam from waves crashing against the rocks. The water transitions from a shallow turquoise near the shore to a deep, dark blue further out. The overall scene is bright and clear, suggesting a sunny day.

**A oohe o kahi nana o luna o ka pali; iho
mai a lalo nei. Oike i ke au nui ke au iki,
he alo a he alo**

**The top of the cliff is not the place to
look at us; come down here and learn of
the big and little currents, face to face**

Hawaiian proverb

Photo by [Carissa Gan](#) on [Unsplash](#)

Curriculum design: Overview

Curriculum design includes all of these aspects:

- exploring 'what matters here'
- goals and learning outcomes
- assessment and evaluation
- culturally responsive pedagogy
- strengthening bicultural practice

Kaupapa o tēnei wā

- What is it about goals and learning outcomes?
- Assessment, planning, and evaluation are part of curriculum
- Creative, adaptive, and responsive pedagogy
- Learning outcomes from the get-go

Articulating the details in your whāriki



<https://unsplash.com/@photoart2018>



Puzzles of practice are about curriculum design: Keep it real, relevant, and rewarding

Te Whāriki in action

Curriculum design
(assessment,
planning, and
evaluation)

What is it about the goals and learning outcomes?

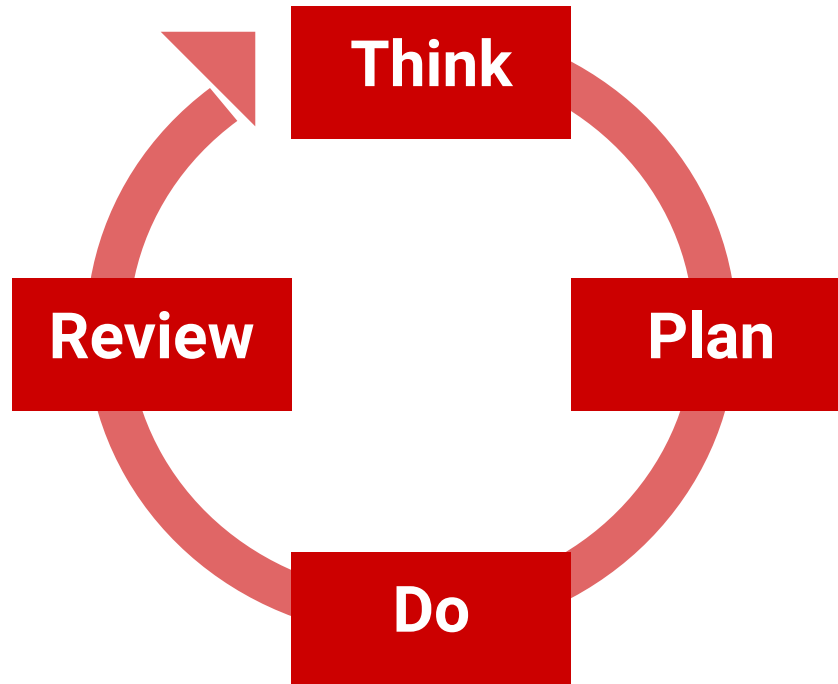


Together with the principles and strands, the goals, and learning outcomes help make sense of the depth and breadth of curriculum



Photo by [MI PHAM](#) on [Unsplash](#)

So what's changed with *Te Whāriki* (2017)?



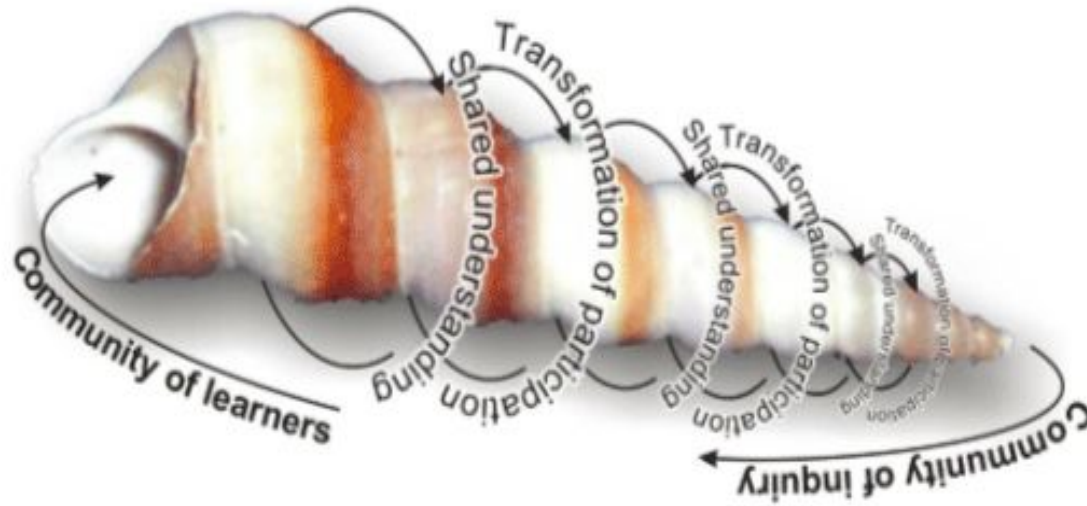
The how and the what of curriculum design

- A dual focus on the how and the what of learning
- Kaiako can influence the environment but we can't control learning outcomes
- How might others understand learning differently?



Photo by [Paul Skorupskas](#) on [Unsplash](#)

And now theorising



Note:

1. This shell model was conceived by Truus Dingemans.

<https://www.educationcounts.govt.nz/publications/ECE/22551/22579>

Goals are for kaiako who are responsible for the curriculum in their setting

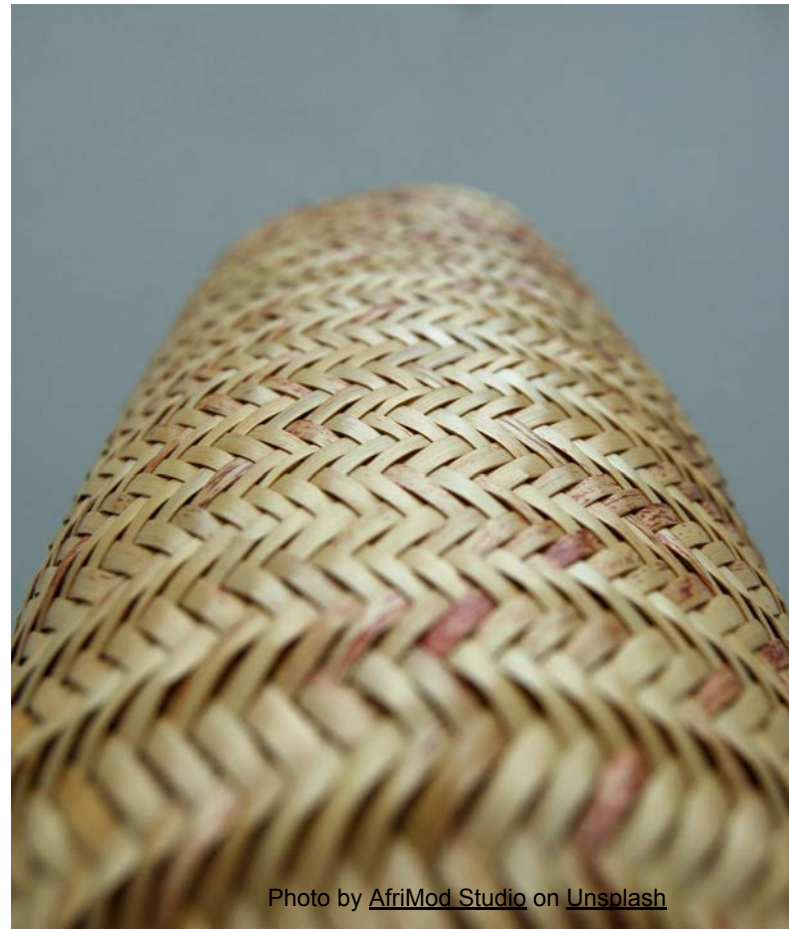


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The goals create a link

Now focus on goals and roles

Goals	Responsibilities of kaiako
Children (and their families) will experience an environment where:	Knowledgeable about ...; able to ...; role models for ...; thoughtful and reflective ... inclusive ...; attentive ...; culturally competent ...; committed to ...



Knowledgeable about and able to try alternative ways to support and progress children's learning and development



10/15

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

Learning outcomes are about knowledge, skills, and attitudes

Children construct **knowledge** as they make meaning of their worlds, influenced by history, culture, geography, and the people surrounding them. **Skills** are what children can do and **attitudes** are about formulating a point of view to express what they think and know and how they feel (*Te Whāriki*, p. 22).

Dispositions and working theories in tandem

Dispositions and working theories enable learning across the whole curriculum

- Recognising and appreciating their own ability to learn | te rangatiratanga
- Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga

All the learning outcomes matter

**Unpack, interpret, and prioritise
the learning outcomes
in the context of your service**

Kia whawhati kō

- Learning outcomes link to local curriculum, values, and pedagogies
- Learning outcomes are integral to curriculum design
- Learning outcomes act as a backdrop to your pedagogy

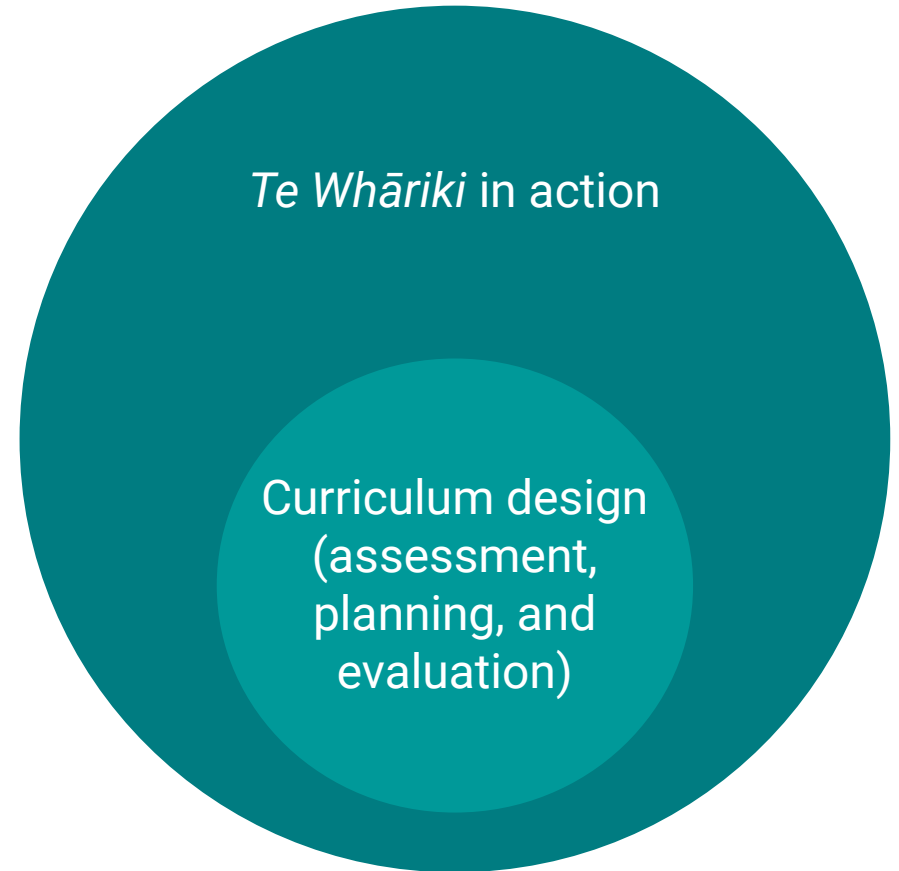
Learning outcomes and expectations

- Evidence of children's learning and development
- Practices with infants, toddlers, and young tamariki
- Considerations for leadership, organisations, and practice
- Reflective questions



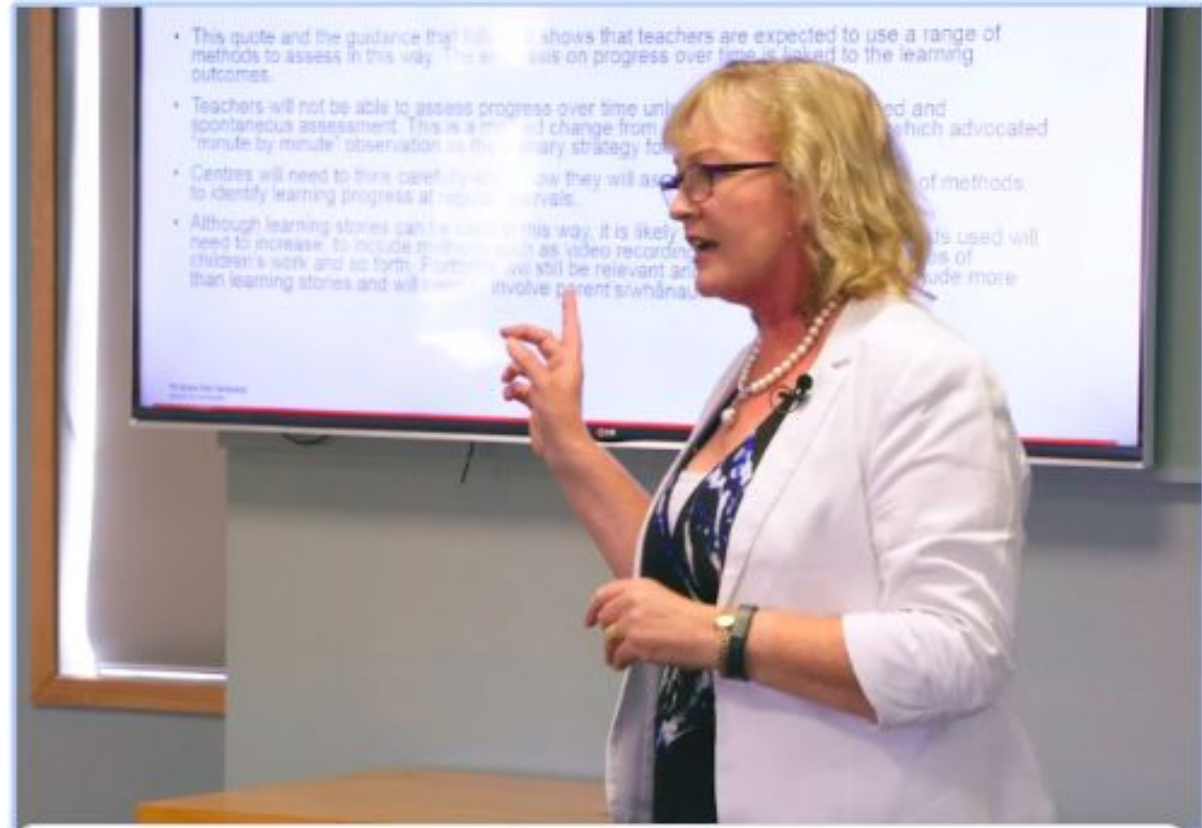
Photo by [Diego PH](#) on [Unsplash](#)

**Learning outcomes
inform curriculum
design which includes
the assessment of
children's progress**



Kaiako

Interpret Theorise Imagine



<https://tewhariki.tki.org.nz/en/professional-learning-and-development/te-whariki-online-spotlights/>

A planning story – Roskill South Kindergarten

“I have noticed how new leaders emerge and share their passion with others.

These leaders play an important part in the growth of threading.”



Photo by [Robby McCullough](#) on [Unsplash](#)

(Kim’s reflection, p. 128, Lee et al., 2013).

Culture, locality, ideology



Photo by [Casey Horner](#) on [Unsplash](#)

Focus on learning outcomes: example, wellbeing

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

Learning outcome

Keeping themselves healthy and caring for themselves | te oranga nui (1/20)

Responsibilities of kaiako

Role models for practices that support their own health and wellbeing and that of others (12/15)

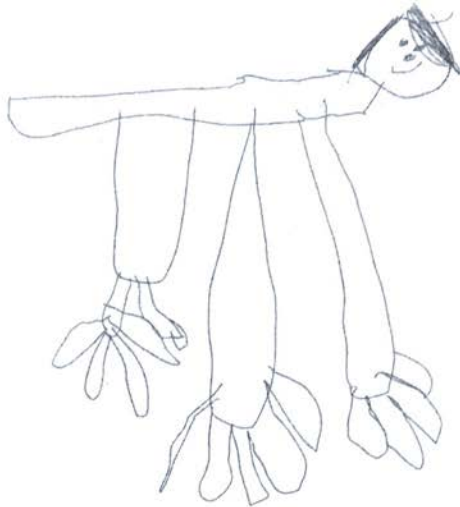
How do you care
for your wellbeing
and the wellbeing
of others?



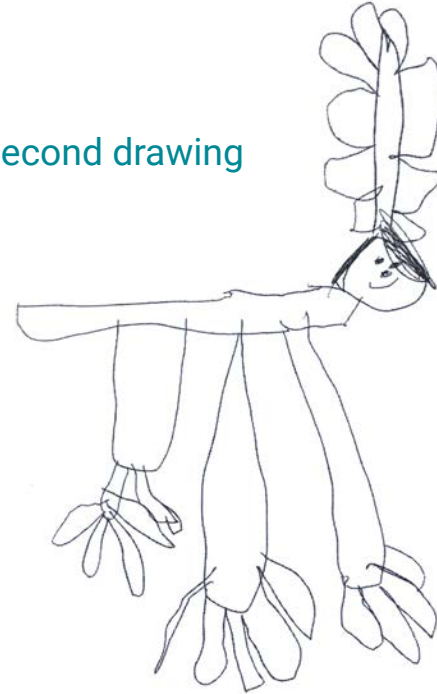
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Interpreting learning outcomes: co-authoring the journey

Sarah's first drawing



Sarah's second drawing



Margaret Carr, Jeanette Clarkin-Phillips, Brenda Soutar, Leanne Clayton, Miria Wipaki, Rea Wipaki-Hawkins, Bronwen Cowie & Shelly Gardner (2018). Young children visiting museums: exhibits, children and teachers co-author the journey, *Children's Geographies*, 16:5, 558-570

We use learning outcomes from the get go

We look at two or three areas ... the goals and learning outcomes don't get fixed, they are just sitting there as maybes.

(Dr Anne Meade and Lucy Hayes)



Interpreting learning outcomes: A joint endeavour

We use the learning outcomes to guide our intentional teaching but we also use them to assess children's learning.

(Dr Anne Meade and Lucy Hayes)

Learning outcomes: A place to start, revisit, and reflect



Karakia mutunga

Unuhia te pō, te pō whiri mārama

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!