

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa

The full promise of *Te Whāriki* -
A rich curriculum for all children



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Unuhia te pō, te pō whiri mārāma
Tomokia te aō, te aō 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!

Justin Roberts

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Kaupapa - to strengthen curriculum implementation

- What is a rich curriculum?
- How do we provide a rich curriculum for every child in our early childhood services? (role of kaiako/learning outcomes)
- How do we evidence a rich curriculum?



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*He whāriki he whakamana i te mokopuna, hei kawe i
ngā wawata*

A whāriki that empowers the child and carries our
aspirations

A rich curriculum - knowing children well to stretch and challenge their learning

“enabling children to grow their capabilities across all dimensions” - Te Whāriki p. 19

“children have opportunities to learn and experience a curriculum that extends and promotes their learning across the breadth and depth of Te Whāriki” - ERO 2016, *Early Learning Curriculum*, p. 4

This includes ...

- Establishing priorities for learning
- Implementing a bicultural curriculum
- Kaiako engaging deeply with Te Whāriki in it's entirety
- Assessment of children's learning, working theories, and dispositions informing curriculum

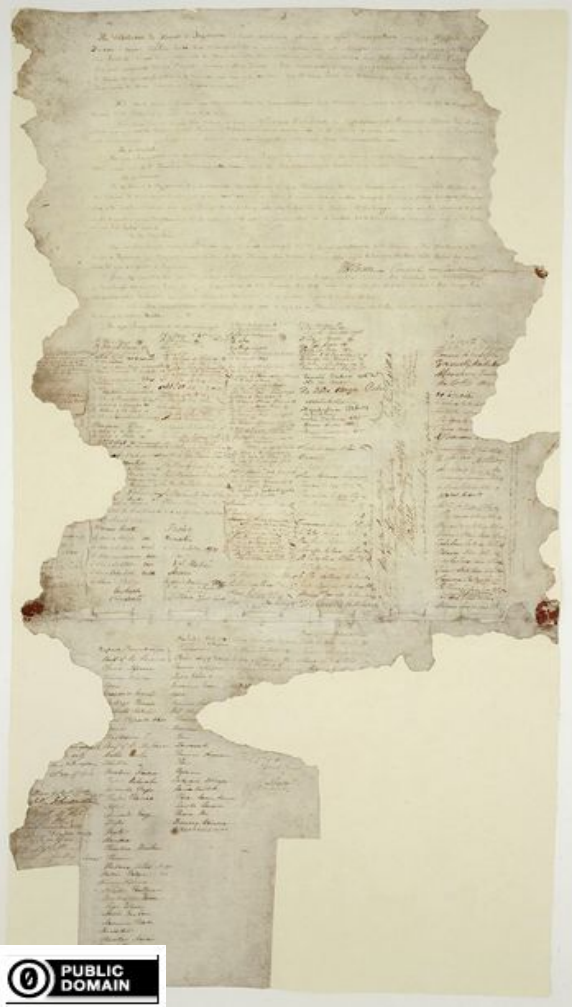
Ministry of Education | Te Tāhuhu o Te Mātauranga [Te Whāriki](#) p. 19 ISBN 978-0-478-16926-3
Education Review Office Te Tari Arotake Mātauranga [Early Learning Curriculum](#) p. 4 ISBN
978-0478-438321

Te Tiriti o Waitangi

“Te Tiriti | the Treaty has implications for our education system, particularly in terms of achieving equitable outcomes for Māori and ensuring that te reo Māori not only survives but **thrives**.”

“Early childhood education has a crucial role to play here, by providing mokopuna with **culturally responsive environments** that support their learning and by ensuring that they are provided with equitable opportunities to learn.”

Te Whāriki p.3



A rich curriculum supports all children to engage with the full complexity of the curriculum

- The how and what of learning
- The revised learning outcomes



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Overview – the full promise of the curriculum ‘at a glance’

STRAND	GOALS	LEARNING OUTCOMES
Wellbeing Mana atua	<p>Children experience an environment where:</p> <ul style="list-style-type: none"> » Their health is promoted » Their emotional wellbeing is nurtured » They are kept safe from harm 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » Keeping themselves healthy and caring for themselves te oranga nui » Managing themselves and expressing their feelings and needs te whakahua whakaaro » Keeping themselves and others safe from harm te noho haumaru
Belonging Mana whenua	<p>Children and their families experience an environment where:</p> <ul style="list-style-type: none"> » 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 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » Making connections between people, places and things in their world te waihanga hononga » Taking part in caring for this place te manaaki i te taiao » Understanding how things work here and adapting to change te mārāma ki te āhua o ngā whakahaere me te mōhio ki te panoni » Showing respect for kaupapa, rules and the rights of others te mahi whakaute
Contribution Mana tangata	<p>Children experience an environment where:</p> <ul style="list-style-type: none"> » 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 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » 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

STRAND	GOALS	LEARNING OUTCOMES
Communication Mana reo	<p>Children experience an environment where:</p> <ul style="list-style-type: none"> » 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 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » Using gesture and movement to express themselves he kōrero ā-tinana » Understanding oral language³ and using it for a range of purposes he kōrero ā-waha » Enjoying hearing⁴ stories and retelling and creating them he kōrero paki » Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tūhitihi » Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau » Expressing their feelings and ideas using a range of materials and modes he kōrero auaha
Exploration Mana aotūroa	<p>Children experience an environment where:</p> <ul style="list-style-type: none"> » 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 	<p>Over time and with guidance and encouragement, children become increasingly capable of:</p> <ul style="list-style-type: none"> » Playing, imagining, inventing and experimenting te whakaaro me te tūhura hura i te pūtaiao » Moving confidently and challenging themselves physically te wero ā-tinana » Using a range of strategies for reasoning and problem solving te hiraurau hopanga » Making sense of their worlds by generating and refining working theories te rangahau me te mātauranga

³ In this document, ‘oral language’ encompasses any method of communication the child uses as a first language; this includes New Zealand Sign Language and, for children who are non-verbal, alternative and augmentative communication (AAC).

⁴ For children who are deaf or hard of hearing, ‘hearing’ includes watching.

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The how (kaiako responsibilities and goals) and the what of learning (learning outcomes)



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<https://tewhāriki.tki.org.nz/assets/Uploads/files/TW-Learning-Outcomes-Cards.pdf>
<http://tewhāriki.tki.org.nz/assets/Uploads/files/TW-Kaiako-Cards.pdf>

Kaiako adding complexity to learning

Creating 3D structures



Education Review Office | Te Tari Arotake Mātauranga p. 13
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Kaiako used their **pedagogical and subject knowledge** to deliberately plan for and extend children's mathematical learning.

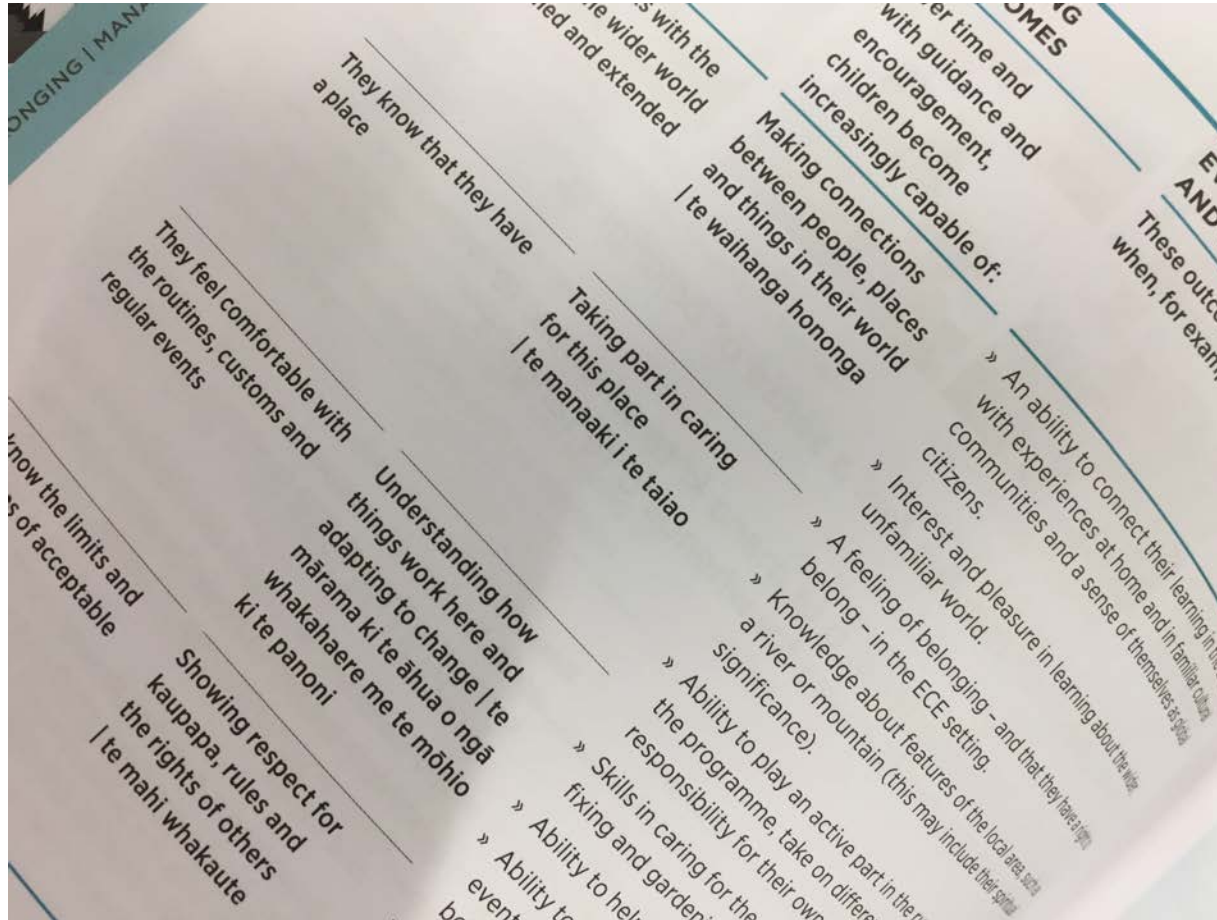
Kaiako **empowered** children to make choices about their learning.

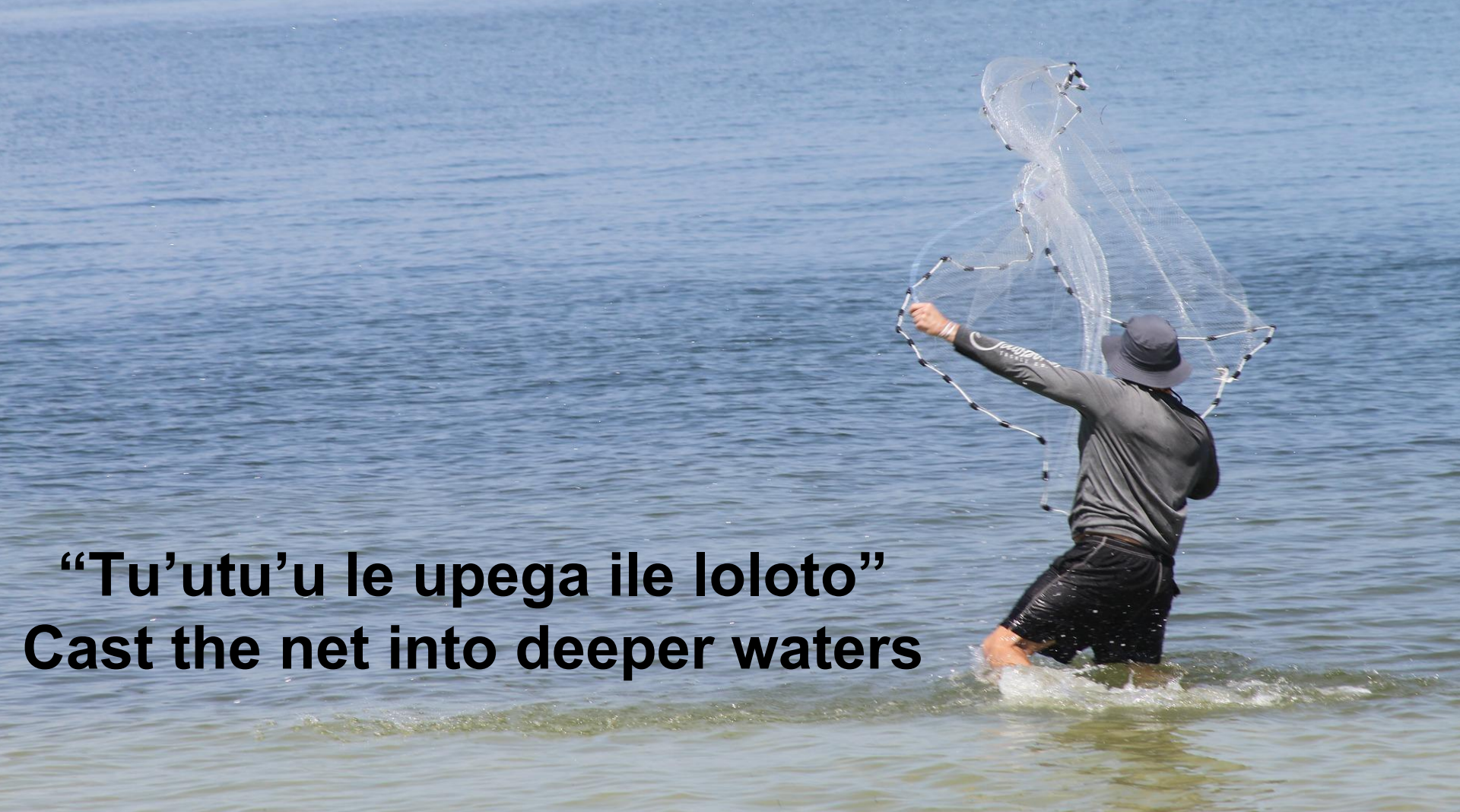
They also fostered children's **exploration** and experimentation by respecting and encouraging the **children's thinking and ideas** .

With this support, children in this service developed elaborate, imaginative and deep interests that extended well beyond their initial ideas.

<http://www.ero.govt.nz/assets/Uploads/ERO-Early-mathematics-March-2016.pdf>

Exploring the revised learning outcomes





**“Tu’utu’u le upega ile loloto”
Cast the net into deeper waters**

Children experience an environment where:

They develop verbal communication skills for a range of purposes

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

Understanding oral language and using it for a range of purposes | he kōrero ā-waha

Children understanding and using oral language



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- Opportunities to use language in different contexts such as waiata, music and creative expression
- Impromptu mat times and storytelling across the environment
- Reading from books or share spontaneous learning experiences
- In the baby room, oral language is consistently modelled by teachers. They use English, te reo Māori, Tokelau and Hindi.
- Strategies such as commenting, modelling, questioning, explaining, and fostering tuakana/teina relationships.
- Progress is regularly monitored through individual assessment records, individual development plans, discussions at team meetings, monthly appraisal meetings and parent teacher interviews.

How do we provide a rich curriculum in our services?

- Using principles as touchstones
- Thoughtful and intentional pedagogy
- Being critically reflective

Kaupapa whakahaere

The principles as 'touchstones' for curriculum implementation



Ministry of Education | Te Tāhuhu o Te Mātauranga, p.10.
ISBN 978-0-478-16926-3



Ministry of Education | Te Tāhuhu o Te Mātauranga
[Te Whāriki](#) p.17 ISBN 978-0-478-16926-3

“These principles are the foundations of curriculum decision making and a guide for every aspect of pedagogy and practice

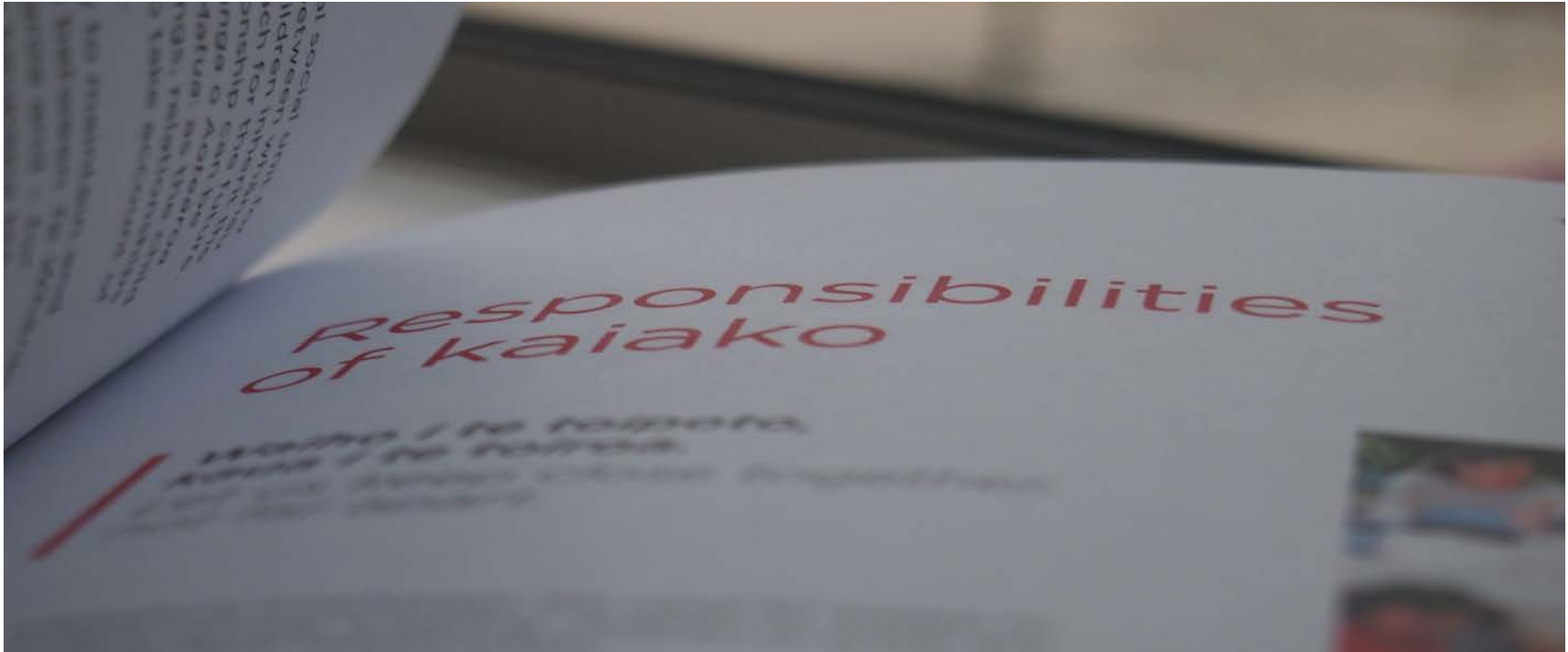
Te Whāriki p. 16

We invite you to bring a principle into focus

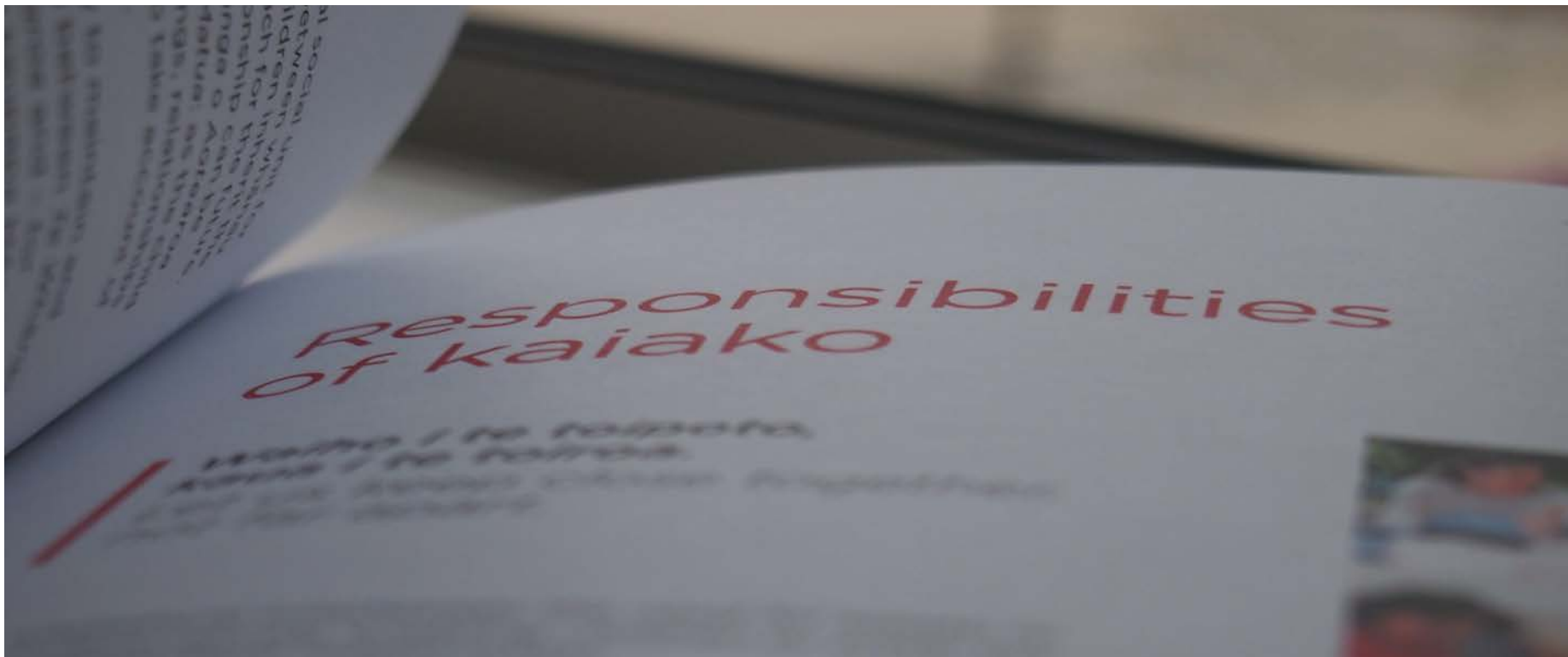


Nature [jplenio Pixabay CC 0](#)

Facilitate children's learning and development through thoughtful and intentional pedagogy



Being critically reflective



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“We must also protect *Te Whāriki* from our own complacency”.

It has been easy for us as professionals as teachers and teacher educators to say:

“We love Te Whāriki, we do Te Whāriki, and we teach courses on Te Whāriki. But to what extent are we really engaging with Te Whāriki, exploring Te Whāriki, debating Te Whāriki, confronting Te Whāriki, and confronting ourselves?”

Helen May 2017, The Space (48), Winter 2017

Wā kōrero - how effectively are you:

- Engaging with *Te Whāriki*?
- Exploring *Te Whāriki*?
- Debating *Te Whāriki*?
- Confronting *Te Whāriki*?



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ISBN 978-0-478-16926-3

If you are engaging with *Te Whāriki*, how deeply are you doing it and in what ways?

- Is this just in wall displays or assessment?
- How is it guiding future practice?
- In what ways is *Te Whāriki* present in your conversations, shared inquiry, dialogue and decision making?



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How do we evidence a rich curriculum in our services?

- Curriculum design
- Internal evaluation
- Scrutinize, investigate and take action



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Curriculum design

How effectively are you using kaupapa whakahaere when you design and evaluate your curriculum? How do you know?

How do taumata whakahirahira feature in your curriculum design and evaluation ?



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Reflective questions to takeaway...

Are you making **visible** the depth and breadth of the curriculum experiences you provide in your assessment documentation?

Does focussing on **well being and belonging** at the beginning of the year truly represent the **breadth and depth** of your curriculum? - How can you use other strands to support the development of well-being and belonging?
*Remember Te Whāriki is a **weaving**, not a poutama (or staircase).*

In the evaluation of your curriculum how are you **integrating and prioritising multiple perspectives**? - think about the lived experience of others
How do you know what the children learned? - what evidence do you have?
Does your evidence represent the **experiences of all children and whanau**?

Bring a child to mind.....

Inclusive curriculum
design for all children



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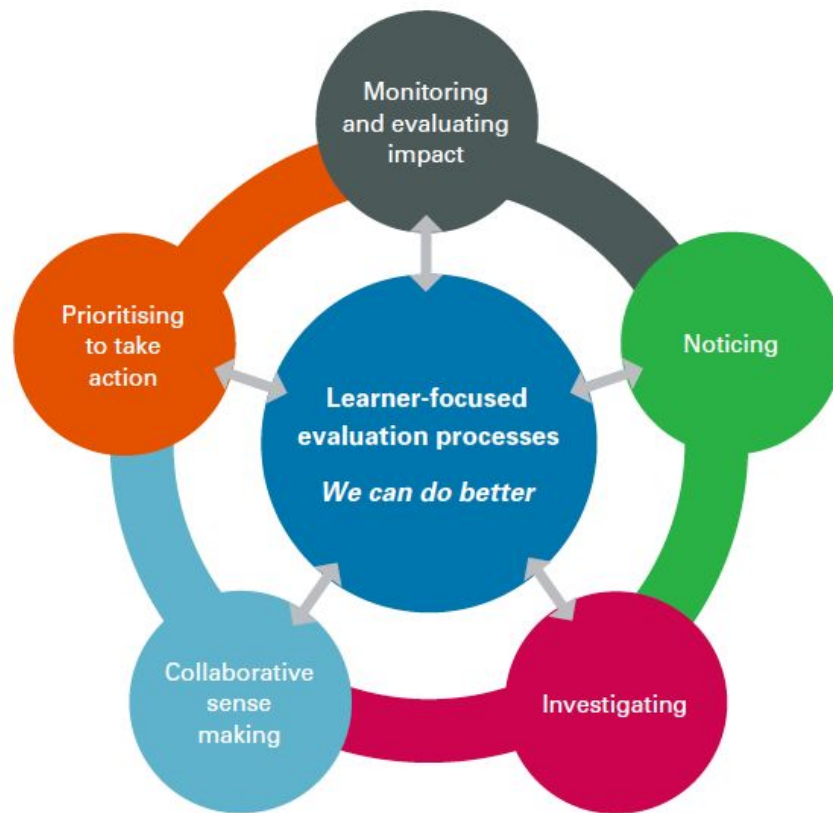
How effectively are we providing a rich curriculum for every child in our service?



and how do we know?

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EFFECTIVE INTERNAL EVALUATION FOR IMPROVEMENT



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Building beyond reflection to 'taking action'



Welcome to Te Whāriki online. This site offers information, resources, and support for early childhood teachers, educators, and kaiako working with Te Whāriki, the early learning curriculum in Aotearoa New Zealand. Te Whāriki includes two documents in one flip book: Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum and Te Whāriki o te Kōhanga Wāo. This presentation clearly shows the unique indigenous curriculum pathway for children in kōhanga wāo.



TE WHĀRIKI A TE KŌHANGA WĀO →
 Ko tēnei mātauranga ka whai pānga ki te kōwhiri o ngā kōhanga wāo kai rāro i te mara o te Pōari Matua o Te Kōhanga Wāo.



TE WHĀRIKI: EARLY CHILDHOOD CURRICULUM →
 Read Te Whāriki, the national curriculum document for ECE, and find supporting resources.

Whakangungu ngāiātanga
 Find out about professional learning support for the implementation of Te Whāriki o te Kōhanga Wāo.

Professional learning and development
 Find out about professional learning and development for the implementation of Te Whāriki: Early childhood curriculum.

The story of Te Whāriki
 The Ministry of Education has recently led a process to update New Zealand's early childhood curriculum, Te Whāriki. Find out more →



Te Whāriki Online <http://tewhariki.tki.org.nz/>

Internal evaluation

Ahakoa he iti kete, he iti nā te aroha.
 It is the thought that counts.

Key ideas

Internal evaluation is an integral part of each early learning setting's curriculum planning and implementation practices. Internal evaluation assists leaders and kaiako to evaluate the quality of their curriculum whāriki. Some settings refer to self review, quality improvement or teaching as inquiry as approaches they take to evaluating curriculum implementation. These approaches can be used to:

- to contribute to ongoing improvement
- to help with decision making
- to increase understanding
- to advance a principle such as equity
- for accountability purposes.

The Education Review Office (ERO) defines internal evaluation as the use of robust processes to systematically inquire into and evaluate the effectiveness of policies, programmes, and practices.

Internal evaluation findings are used to inform decision-making, improve the quality of practice, and promote positive outcomes for all children. It is about finding out what is and is not working, and for whom, and then determining what changes are needed to improve quality. Effective internal evaluation is always driven by the motivation to improve.

Internal evaluation involves:

- asking good questions
- gathering fit-for-purpose data and information
- making sense of that information
- prioritising actions for improvement
- monitoring and evaluating the impact of specific improvement actions.



Internal evaluations vary greatly in scope, depth, and focus depending on the purpose and the context. An evaluation may be strategic, linked to vision, values, goals, and targets, or it may be a business-as-usual review of, for example, policy or procedures. It could also be a response to an unforeseen (emergent) event or issue.

Guidance on conducting internal evaluations may be found in the ERO publication *Effective School Evaluation – How to do and use internal evaluation for improvement*. While this is designed for schooling, its content is relevant for the ECE sector (see further resources: references).

Effective evaluation requires us to think deeply about the data and information we gather and what it means in terms of priorities for action. By asking the right questions of ourselves, we keep the focus on our learners, particularly those for whom current practice is not working. Aspiring for excellence and equitable outcomes is always front and centre.

- Self review, quality improvement, and inquiry +
- Stories and examples +
- Reflective questions +

Te Whāriki Online <https://tewhariki.tki.org.nz/en/weaving-te-whariki/internal-evaluation/>

Te Whāriki Online

<http://tewhariki.tki.org.nz>



The screenshot shows the top section of the Te Whāriki Online website. At the top left is the TKI logo with 'TE KETE PURANGI' underneath. To its right are the words 'COMMUNITIES' and 'SCHOOLS'. Further right are links for 'Login Register' and 'Navigate in Maori'. A search bar labeled 'Search Community' with a magnifying glass icon and 'Search all of TKI?' is on the far right. Below this is a green banner with a white geometric pattern. The text 'Te Whāriki Online' is prominently displayed, followed by 'Te Whāriki a te Kōhanga Reo ā-Ipurangi and Te Whāriki Early Childhood Curriculum Online'. To the right of the banner is the Ministry of Education logo, featuring three triangles and wavy lines, with the text 'MINISTRY OF EDUCATION' and 'TE TĀHUHU O TE MĀTAURANGA'. Below the banner is a blue navigation bar with the following links: 'Home', 'Principles, strands, goals, and learning outcomes', 'Weaving Te Whāriki -', 'Teaching strategies and resources -', 'Assessment for learning', 'Professional learning and development -', and 'Leadership'.

Inclusive practice

Key ideas

All children have the right to access the full depth and breadth of the curriculum.

Fully inclusive early childhood services provide an environment that invites, acknowledges, and celebrates the diversity that each child and their whānau bring. This includes those with disabilities, health needs, diverse family types, refugee, migrant and minority families. An inclusive curriculum is strengths-based and respects and connects with Māori values and the principles of *Te Whāriki*.

Inclusive early childhood services create a community culture that ensures all children can be actively involved in meaningful play and learning with and alongside their peers. This includes providing additional supports or removing barriers when required.

An essential role of kaiako is to understand how children learn and know all of the children in their service well – so that they know when and how to provide additional support and/or remove barriers for children to promote participation and learning.



Te Whāriki Online <https://tewhariki.tki.org.nz/en/weaving-te-whariki/inclusive-practice/>



What surprised you?

What challenged you?

What do you want to find out more about?

What will you do differently tomorrow?

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Haumi e, hui e, tāiki e!

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

Justin Roberts

Ngā mihi nui ki a koutou

Ma te wā