

PRINCIPLES | KAUPAPA WHAKAHAERE

EMPOWERMENT WHAKAMANA	HOLISTIC DEVELOPMENT KOTAHITANGA	FAMILY AND COMMUNITY WHĀNAU TANGATA	RELATIONSHIPS NGĀ HONONGA
<p>Early childhood curriculum empowers the child to learn and grow.</p> <p><i>Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.</i></p>	<p>Early childhood curriculum reflects the holistic way children learn and grow.</p> <p><i>Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.</i></p>	<p>The wider world of family and community is an integral part of early childhood curriculum.</p> <p><i>Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.</i></p>	<p>Children learn through responsive and reciprocal relationships with people, places and things.</p> <p><i>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.</i></p>

STRANDS, GOALS AND LEARNING OUTCOMES | TAUMATA WHAKAHIRAHIRA

WELLBEING MANA ATUA		BELONGING MANA WHENUA		CONTRIBUTION MANA TANGATA		COMMUNICATION MANA REO		EXPLORATION MANA AOTŪROA	
<p>The health and wellbeing of the child are protected and nurtured.</p> <p><i>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga.</i></p>		<p>Children and their families feel a sense of belonging.</p> <p><i>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.</i></p>		<p>Opportunities for learning are equitable, and each child's contribution is valued.</p> <p><i>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.</i></p>		<p>The languages and symbols of children's own and other cultures are promoted and protected.</p> <p><i>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.</i></p>		<p>The child learns through active exploration of the environment.</p> <p><i>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.</i></p>	
GOALS	LEARNING OUTCOMES	GOALS	LEARNING OUTCOMES	GOALS	LEARNING OUTCOMES	GOALS	LEARNING OUTCOMES	GOALS	LEARNING OUTCOMES
Children experience an environment where:	Over time and with guidance and encouragement, children become increasingly capable of:	Children and their families experience an environment where:	Over time and with guidance and encouragement, children become increasingly capable of:	Children experience an environment where:	Over time and with guidance and encouragement, children become increasingly capable of:	Children experience an environment where:	Over time and with guidance and encouragement, children become increasingly capable of:	Children experience an environment where:	Over time and with guidance and encouragement, children become increasingly capable of:
Their health is promoted	Keeping themselves healthy and caring for themselves te oranga nui	Connecting links with the family and the wider world are affirmed and extended	Making connections between people, places and things in their world te waihanga hononga	There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background	Treating others fairly and including them in play te ngākau makuru	They develop non-verbal communication skills for a range of purposes	Using gesture and movement to express themselves he kōrero ā-tinana	Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting te whakaaro me te tūhurahura i te pūtaiao
Their emotional wellbeing is nurtured	Managing themselves and expressing their feelings and needs te whakahua whakaaro	They know that they have a place	Taking part in caring for this place te manaaki i te taiao	They are affirmed as individuals	Recognising and appreciating their own ability to learn te rangatiratanga	They develop verbal communication skills for a range of purposes	Understanding oral language ¹ and using it for a range of purposes he kōrero ā-waha	They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically te wero ā-tinana
They are kept safe from harm	Keeping themselves and others safe from harm te noho haumarū	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni	They are encouraged to learn with and alongside others	Using a range of strategies and skills to play and learn with others te ngākau aroha	They experience the stories and symbols of their own and other cultures	Enjoying hearing ² stories and retelling and creating them he kōrero paki	They learn strategies for active exploration, thinking and reasoning	Using a range of strategies for reasoning and problem solving te hirauroa hopanga
							Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhiuhi		
							Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau		
							Expressing their feelings and ideas using a wide range of materials and modes he kōrero auaha		

PATHWAYS TO SCHOOL AND KURA

EXAMPLES OF LINKS TO THE NEW ZEALAND CURRICULUM	EXAMPLES OF LINKS TO TE MARAUTANGA O AOTEAROA	EXAMPLES OF LINKS TO THE NEW ZEALAND CURRICULUM	EXAMPLES OF LINKS TO TE MARAUTANGA O AOTEAROA	EXAMPLES OF LINKS TO THE NEW ZEALAND CURRICULUM	EXAMPLES OF LINKS TO TE MARAUTANGA O AOTEAROA	EXAMPLES OF LINKS TO THE NEW ZEALAND CURRICULUM	EXAMPLES OF LINKS TO TE MARAUTANGA O AOTEAROA	EXAMPLES OF LINKS TO THE NEW ZEALAND CURRICULUM	EXAMPLES OF LINKS TO TE MARAUTANGA O AOTEAROA
<p>Key competency: Managing self</p> <p>For example, students have a 'can do' attitude and see themselves as capable learners. They are enterprising, reliable and resilient, set personal goals and have strategies for meeting challenges.</p> <p>Learning area: Health and physical education</p> <p>Students learn about their own wellbeing, and that of others and society, in health-related movement contexts.</p>	<p>Values</p> <p>Individual learners develop values and attitudes that help them to identify and understand their own personal values and beliefs.</p> <p>Learning area: Hauora (waiora strand)</p> <p>Students will explore and learn about food and nutrition that sustain the physical body, and explore the notion of sustenance that contributes to the wellbeing of mind and spirit.</p>	<p>Key competency: Participating and contributing</p> <p>For example, students are actively involved in communities, including those based on a common interest or culture for purposes such as learning, work, celebration or recreation.</p> <p>Learning area: The arts</p> <p>Students explore, refine and communicate ideas as they connect thinking, imagination, senses and feelings to create works and respond to the works of others.</p>	<p>Values</p> <p>The learner understands the values of their whānau, hapū and iwi, enabling access to the Māori world. They also know their identity and origins.</p> <p>Learning area: Ngā toi</p> <p>Students investigate, use, develop knowledge of and explain how physical movement and the voice are used and applied in a wide range of dramatic contexts.</p>	<p>Key competency: Relating to others</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: Social sciences</p> <p>Students explore how societies work and how they can participate and take action as critical, informed and responsible citizens.</p>	<p>Values</p> <p>Individual learners develop values and attitudes of empathy and regard for friends and for the school whānau.</p> <p>The learner works cooperatively with peers and in groups.</p> <p>Learning area: Tikanga ā-iwi</p> <p>Students develop their knowledge and understanding of peoples' interactions with places and environments and how people sustain the environment.</p>	<p>Key competency: Using language, symbols and texts</p> <p>For example, students work with and make meaning of the codes in which knowledge is expressed. They learn that languages and symbols are systems for representing and communicating information, experiences and ideas.</p> <p>Learning area: Mathematics and statistics</p> <p>Students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them.</p>	<p>Values</p> <p>Individual learners develop values and attitudes which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening.</p> <p>Learning area: Pāngarau</p> <p>Students explore the use of the patterns and relationships seen in aspects of quantity, sets of data, and space and time.</p>	<p>Key competency: Thinking</p> <p>Students use creative, critical and metacognitive processes to make sense of information, experiences and ideas. Intellectual curiosity is at the heart of this competency.</p> <p>Learning area: Science</p> <p>Students explore how both the natural and physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role.</p>	<p>Values</p> <p>Individual learners develop values and attitudes of understanding, awareness and aptitude in all learning as a guide into the contemporary world.</p> <p>The learner understands the values of their whānau, hapū and iwi, enabling access to the Māori world.</p> <p>Learning area: Pūtaiao</p> <p>The student will gain competence in the skills of research, experimentation, investigation and problem solving.</p> <p>The student will develop scientific literacy as well as physical, ethical and cognitive competence.</p>

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* and *Te Marautanga o Aotearoa*) as children and young people engage in learning experiences.