



Education Report: Gazetting the goals and learning outcomes of *Te Whāriki*

To:	Hon Chris Hipkins, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education (Māori Education)		
Date:	10 December 2020	Priority:	Medium
Security Level:	In Confidence	METIS No:	1246520
Drafter:	Paul Whiting	DDI:	9(2)(a)
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this report is for you to:

- **Agree** to the Ministry consulting with the sector on your behalf about gazetting the goals and learning outcomes of *Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* in 2021

Summary

1. In your election manifesto you have expressed a commitment to continuing to implement the actions in *He taonga te tamaiti – Every child a taonga: Early learning action plan 2019–2029* (ELAP) in this parliamentary term.
2. One of the short-term actions in the ELAP is to “*Gazette the curriculum framework, Te Whāriki*,¹ to support engagement with the principles, strands, goals and learning outcomes when designing local curricula” (action 4.1). With your agreement, we would make this change through publishing a notice in the *New Zealand Gazette* in 2021.
3. We have enclosed in Annex 1 the 2008 *Gazette* notice that sets out the current legal curriculum framework in three parts:
 - Parts A and B is for all licensed early childhood education (ECE) services and certified playgroups and consists of the principles and strands of the curriculum pathway of *Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum* (*Te Whāriki*).

¹ When used in this report ‘*Te Whāriki*’ is the short title for *Te Whāriki: He Whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum*. It is distinct from the curriculum framework used in ngā kōhanga reo, *Te Whāriki a te Kōhanga reo*.

- Part C provides a similar but distinct gazetted curriculum framework for ngā kōhanga reo that reflects the curriculum pathway of *Te Whāriki a te Kōhanga Reo*.
4. The action in the ELAP to gazette the goals and learning outcomes of *Te Whāriki* did not refer to gazetting further parts of *Te Whāriki a te Kōhanga Reo*.
 5. Gazetting the goals and learning outcomes is intended to create clearer expectations for ECE services and playgroups about using the full *Te Whāriki* framework in local curriculum design. It would make implementing the full framework of principles, strands, goals and learning outcomes part of the prescribed minimum standards that each ECE service and playgroup must evidence. It would form part of the licensing and certification criteria that are used to assess how ECE services and playgroups meet these standards.
 6. Many services require clearer guidance and support to strengthen curriculum design and implementation. Over time and subject to budget, other actions in the ELAP, such as developing a sustained and planned approach to professional learning and development (PLD) (action 3.6) and developing tools to support formative assessment and teaching practice (action 4.2), will support the provision of quality local curriculum.
 7. The main changes we are intending to consult on are:
 - i. to expand the 2008 gazetted requirements (Part A and Part B in Annex 1) to include the goals and learning outcomes of *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa* (see Annex 2)
 - ii. to consolidate Part A and Part B into one pathway to reflect the bicultural intention and framing of *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa*.
 8. We are engaging with Te Kōhanga Reo National Trust (TKRNT) regarding expansion of its current gazetted framework (Part C in Annex 1) 9(2)(j)
 9. Under section 23 of the Education and Training Act 2020 you are legally required to consult with the sector on any changes to the early learning curriculum framework. We therefore seek your agreement to consult on your behalf with the sector about this ELAP action.

Recommended Actions

The Ministry of Education recommends you:

- a. **Agree** to the Ministry consulting with the sector about amending the legal curriculum framework for early learning, as required under section 23 of the Education and Training Act 2020, on this action

☒ Agree ☐ Disagree

- b. **Proactively release** this Education Report as part of the next publication

☒ Release ☐ Not release



Ellen Macgregor-Reid
Deputy Secretary
Early Learning and Student Achievement

10/12/2020



Hon Chris Hipkins
Minister of Education

10/ 2 / 2021

Please make sure that Maori medium groups other than Kohanga Reo are included in the consultation and their feedback is incorporated in advice on the next steps.
Thanks, CH

Background

Early Learning Action Plan

1. *He taonga te tamaiti – Every child a taonga: Early learning action plan 2019–2029* (ELAP) sets out the Government’s vision for the early learning system and provides a stepped approach to achieve this vision over ten years. The plan outlines five interdependent objectives and 25 actions intended to work together to raise quality, improve equity and enable choice of service type.
2. In your election manifesto you have expressed a commitment to continuing to implement the actions in the ELAP this parliamentary term.
3. One of the actions in the ELAP is to “*Gazette the curriculum framework, Te Whāriki, to support engagement with the principles, strands, goals and learning outcomes when designing local curricula*” (action 4.2). In the current ELAP timeline, this is a short-term action that we are seeking to complete in 2021.

Te Whāriki, the early learning curriculum

4. ‘Te Whāriki’ is the national early learning curriculum document that sets out the curriculum to be used in New Zealand early learning settings and provides guidance for its implementation. It includes two documents in one: *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum*² (hereafter, ‘Te Whāriki’) and *Te Whāriki a te Kōhanga Reo*. The two documents share a common framework while describing alternative curriculum pathways of equal status.
5. *Te Whāriki* provides a framework of principles, strands, goals and learning outcomes that prioritises the mana of the child and that emphasise respectful, reciprocal and responsive relationships. Each of these parts of the framework are intended to play a role in helping early learning services and playgroups ‘weave’ (i.e. design and implement) a local curriculum that reflects their own distinctive character and values.

The legal curriculum framework

6. Section 23 of the Education and Training Act 2020 (‘the Act’) gives the Minister of Education the ability to change or amend the legal curriculum framework for all licensed early learning services and certified playgroups. This framework provides the basis for the curriculum standards in the Education (Early Childhood Services) Regulations 2008. Each of the licensing criteria for early learning services and the certification criteria for playgroups assess compliance with these standards.
7. The Act requires the Minister to give notice of the change or amendment to the framework through publication in the *New Zealand Gazette*.
8. The current gazetted requirements (2008 – included as Annex 1) refer to the principles and strands, which form part of the framework of *Te Whāriki*. ECE services and playgroups have a choice of two pathways (Part A written in English or Part B written in te reo Māori) in implementing these requirements. Services using these pathways include English and Māori medium ECE services.

² When used in this report ‘Te Whāriki’ is the short title for *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum*.

9. Ngā kōhanga reo affiliated to the Te Kōhanga Reo National Trust (TKRNT) must implement ngā kaupapa whakahaere and ngā taumata whakahirahira derived from *Te Whāriki a te Kōhanga reo* (Part C in Annex 1).
10. As stated in the ELAP, the action of ‘gazetting *Te Whāriki*’ does not refer to the curriculum framework used in ngā kōhanga reo, *Te Whāriki a te Kōhanga reo*, because TKRNT did not formally engage with the development of the ELAP.

Rationale for gazetting *Te Whāriki*

11. The current 2008 framework was gazetted on the basis of the original 1996 curriculum document. *Te Whāriki* was refreshed in 2017 to reflect advances in practice, thinking and research. While the update included the original principles, strands and goals, the learning outcomes of *Te Whāriki* were refreshed with the 2017 update.
12. The 2017 update was developed to strengthen effective implementation of local curriculum. For example, the update of *Te Whāriki* condensed the 118 learning outcomes from the 1996 document down to 20 to enable better engagement with the whole curriculum by kaiako. Other key changes also included a stronger focus on bicultural practice, language, culture and identity, inclusion, and children’s transitions pathways and learning continuity.
13. Annex 2 contains the framework of principles strands, goals and learning outcomes. Each of these four parts of *Te Whāriki* are designed to play different roles in effective curriculum implementation in early learning settings.

Description of *Te Whāriki* framework

- The **principles** describe four fundamental expectations of early learning provision that form the foundations of curriculum decision making and guide every aspect of pedagogy.
- The **strands** describe five areas of learning and development that focus on children developing the capabilities they need as confident and competent learners.
- The **goals** describe characteristics of early learning environments and pedagogies that are conducive to learning and development. The goals are for kaiako, who are responsible for the curriculum in their setting.
- The **learning outcomes** are broad statements that encompass valued knowledge, skills, attitudes and dispositions that children develop over time. These are designed to inform curriculum planning and evaluation and support assessment of children’s progress.

14. Currently the principles and strands of *Te Whāriki* are the legal curriculum framework for ECE services and playgroups. Making the goals and learning outcomes part of this framework would create clearer expectations for ECE services and playgroups about using the full *Te Whāriki* framework in local curriculum design.
15. Further, this regulatory change would make implementing each of the components of *Te Whāriki* part of the curriculum standard that ECE services and playgroups must meet under each of the licensing and certification criteria. Together with other actions through the Early Learning Regulatory Review that involve changes to regulated standards, this change would support high quality educational experiences for our youngest learners.
16. Following the 2017 curriculum refresh, national evaluation reports by the Education Review Office have highlighted variability in quality of local curriculum implementation across services. Many services require guidance and support to strengthen curriculum design and implementation.

17. Over time other actions in the ELAP, such as developing a sustained and planned approach to professional learning and development (PLD) (action 3.6) and tools to support formative assessment and teaching practice ('practice and progress tools' [action 4.2]), will, together with regulatory change, will strengthen the provision of quality local curriculum.
18. As signalled in the ELAP, we have started a review of early learning PLD. We intend to engage with the sector about this from February 2021 and complete the review by July 2021. Practice and progress tools in the area of social and emotional learning are in development and are scheduled for trialling with the sector from May 2021. Consultation on tranche one of the Early Learning Regulatory Review has started and will continue until 12 February 2021. Areas that require more substantive policy work will be in tranches two and three, including several substantial commitments in the ELAP (e.g. improving adult:child ratios) and the Review of Home-based Early Childhood Education.
19. While some services are already well-placed to respond to an amended legal curriculum framework and other regulatory changes, others will require additional PLD to enable them to meet new expectations. Some early learning providers have the capability to provide this PLD internally. However, without access to Ministry-funded PLD, other providers may struggle to implement new requirements.

Working with Te Kōhanga Reo National Trust

20. The action of gazetting the goals and learning outcomes of *Te Whāriki*, as it is stated in the ELAP, does not apply to kōhanga reo affiliated with TKRNT and its curriculum framework, *Te Whāriki a te Kōhanga Reo*.
21. We intend to engage with TKRNT about gazetting further parts of *Te Whāriki a te Kōhanga Reo* with the view that this would be supportive of the dual pathways of equal status framework of *Te Whāriki*. We are in the process of drafting a letter to Angus Hartley, Tumu Whakarae of the TKRNT, seeking formal engagement about this.
22. Once we understand the views of TKRNT, we may need to revise our planned timeline to allow for further engagement.
23. We will advise you of the outcomes of our discussion with TKRNT and any subsequent changes to our planned timeline.

Legal requirements for consultation

24. You are required in legislation to consult with the sector on any changes to the early learning curriculum framework.
25. While previous engagement with the sector about gazetting *Te Whāriki* happened through consultation on the draft Early Learning Strategic Plan from November 2018 to March 2019, you are still required to consult on this proposed regulatory change with the sector.
26. We propose that consultation on amending the current legal curriculum framework for early learning services and playgroups starts in early 2021.
27. Two of the proposed changes we intend to consult in the new Gazette notice are to:
 - i. to expand the 2008 gazetted requirements (Part A and Part B in Annex 1) to include the goals and learning outcomes of *Te Whāriki* (see Annex 2)

- ii. to consolidate Part A and Part B into one pathway to reflect the bicultural intention and framing of *Te Whāriki*

28. We want to understand the implication of these two changes for Māori medium services that are not affiliated with TKRNT (56 services across NZ according to the 2020 ECE Census data). Pending your agreement, we are planning targeted engagement with these services across Ministry regions in late January and February 2021.

29. Wider consultation will also include discussing gazetting *Te Whāriki* at the first quarterly meeting of the Early Childhood Advisory Committee (ECAC) in 2021, and a period of online consultation on a draft New Zealand Gazette notice.

30. The timeline below sets out our proposed key stages for this work.

TIMELINE

KEY STAGES	WHEN	MILESTONES
Targeted consultation with te reo Māori immersion and bilingual services, including with Te Kōhanga Reo National Trust	February and March 2021	To specifically consult with these services on implications of the proposed change.
Item on gazetting <i>Te Whāriki</i> at Early Childhood Advisory Committee (ECAC)	March 2021 (date tbc)	This group is a key set of stakeholders that should be informed before launch of public consultation.
Public consultation on gazetting goals and outcomes of <i>Te Whāriki</i>	Late March and April 2021 (exact timings to be confirmed)	Online with stakeholders. <ul style="list-style-type: none"> • Release draft <i>Gazette</i> notice along with discussion document for feedback • Meet with stakeholders as requested
Education Report	Late May 2021	Summarise consultation feedback and seek Ministerial agreement to publish a notice in the <i>New Zealand Gazette</i> .
Notify Early Childhood Advisory Committee (ECAC) members of upcoming publication	June 2021	
Publication in <i>New Zealand Gazette</i> Accompanied by media release and information on Ministry website.	July 2021	
<i>New Zealand Gazette</i> notice comes into force	1 Dec 2021	Regulations must not come into force until at least 28 days after they have been notified in the <i>New Zealand Gazette</i> .

		This delay provides time for the sector to be aware of the change and plan for implementation.
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Opportunities and risks

31. Consultation on action 4.1 in the ELAP will enable us to discuss the implications of the change with the sector. Consultation on the draft Strategic Plan for Early Learning found most in the sector agreed the principles, strands, goals and learning outcomes of *Te Whāriki* ought to be the legal curriculum framework. Some people did not understand during consultation what 'gazetting' meant and were surprised the framework was not already legally required.
32. While *Te Whāriki* is highly valued by the sector the quality of local implementation is variable and some services are likely to require support to meet the new regulated standards. This where other actions in the ELAP, such as developing a sustained and planned approach to PLD, will, together with gazetting *Te Whāriki*, encourage the provision of rich local curriculum.

Next steps

33. As mentioned above, we will advise you of the outcomes of our discussion with TKRNT and any subsequent changes to the timeline set out in this report.

Proactive Release

34. Proactive release of Education Report
 - a. *"It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982."*

Annexes

Annex 1: Education (Early Childhood Education Curriculum Framework) Notice 2008

Annex 2: *Te Whāriki* – Early-Childhood-Curriculum Framework

Proactively Released

Proactively Released

Notice

EDUCATION (EARLY CHILDHOOD EDUCATION CURRICULUM FRAMEWORK) NOTICE 2008

The Education (*Early Childhood Education Curriculum Framework*) Notice 2008 was published in the *New Zealand Gazette* on 4 September 2008 (Notice number 6504), and prescribes the Curriculum Framework for early childhood education services in New Zealand. This Notice is fully reproduced here for your information.

1 Title and commencement –

(1) This notice may be cited as the Education (Early Childhood Education Curriculum Framework) Notice 2008.

(2) This notice shall come into force on 1 December 2008.

2 Early Childhood Education Curriculum Framework ('Curriculum Framework') as set out in clause 6 of this notice is the Curriculum Framework prescribed for all licensed early childhood education and care services and certificated playgroups in accordance with section 314 of the Education Act 1989.

3 Every service provider for a licensed early childhood education and care service or certificated playgroup must implement the Curriculum Framework in accordance with the requirements (if any) prescribed in regulations made under Part 26 of the Education Act 1989.

4 Licensed early childhood education and care services and certificated playgroups must implement the Principles and the Strands, and can opt to use either the English or the te reo Māori versions set out in Part A or Part B of clause 6, or both. Kōhanga reo affiliated with Te Kōhanga Reo National Trust must implement Part C of clause 6.

5 The purpose of the Curriculum Framework is to provide the basis and context underpinning specific curriculum regulatory requirements in the Education (Early Childhood Services) Regulations 2008 or the Education (Playgroups) Regulations 2008 relating to the standards of education and care and to the associated curriculum criteria.

6 The Curriculum Framework: » SEE NEXT PAGE

EARLY CHILDHOOD EDUCATION CURRICULUM FRAMEWORK		
PART A	PART B	PART C
The Principles	Ngā Kaupapa Whakahaere	Ngā Kaupapa Whakahaere mō Te Kōhanga Reo
Empowerment Early childhood curriculum empowers the child to learn and grow	Whakamana Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu	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
Holistic Development Early childhood curriculum reflects the holistic way children learn and grow	Kotahitanga Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna	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
Family and Community The wider world of family and community is an integral part of early childhood curriculum	Whānau Tangata 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	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 awhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna
Relationships Children learn through responsive and reciprocal relationships with people, places and things	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	Ngā Honotanga 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
The Strands	Ngā Taumata Whakahirahira	Ngā Taumata Whakahirahira mō Te Kōhanga Reo
Well-being The health and well-being of the child are protected and nurtured	Mana Atua Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga	Mana Atua Kia mōhio ki te: Whakapono, wairua, aroha, manaaki, whakakoakoa, whakahirahira
Belonging Children and their families feel a sense of belonging	Mana Whenua Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata	Mana Whenua Kia mōhio ki ōna tūrangawaewae, ki ōna marae, ki ngā pepeha o ōna iwi Kia mōhio ki te mana o ngā awa, whenua, o ngā maunga. Kia mōhio ki te manaaki, ki te tiaki i te whenua
Contribution Opportunities for learning are equitable and each child's contribution is valued	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	Mana Tangata Kia mōhio ki ōna whakapapa, ki te pātahi o te whānau, ki ōna hoa, whānau whānui. Kia mōhio ki ōna kaumātua Kia mōhio ki a Ranginui raua ko Papatūānuku
Communication The languages and symbols of children's own and other cultures are promoted and protected	Mana Reo Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui	Mana Reo Kia mōhio i te rangatiratanga, i te tapu me te noa o tōna ake reo Kia matatau te tamaiti ki te whakahua i te kupu Kia mōhio ki tōna ao, te ao Māori
Exploration The child learns through active exploration of the environment	Mana Aotūroa Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao	Mana Aotūroa Kia mōhio he wairua to ngā mea katoa Te whenua Te moana Te ao whānui Ngā whetu, te hau, ngā rakau, ngā ngāngara

**PART B IN THE LEFT
TABLE IS NOT A DIRECT
TRANSLATION OF PART A.**

**PLEASE REFER TO THE
TABLE ON THIS PAGE
FOR THE TRANSLATION
TO AID UNDERSTANDING.**

TE REO MĀORI VERSION

PART B

Ngā Kaupapa Whakahaere

Whakamana

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

Kotahitanga

Mā te whāriki 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 tauīwi, me ō rātou wāhi nohonga, ki roto i te whāriki, 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

Ngā Taumata Whakahirahira

Mana Atua

Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga

Mana Whenua

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

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

Mana Reo

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

Mana Aotūroa

Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao

TRANSLATION

The Operating Principles

Empowerment

The early childhood curriculum will instil in the child the ability to learn, so that he/she grows strongly

Unity

The early childhood curriculum will reflect that all aspects of the child's learning and growing are unified

Human Family

The family, the sub-tribe, the tribe, non-Māori, and the communities they live in must be woven into the early childhood curriculum, to assist and support the learning and development of the child

Relationships

Through close connections and other relationships between the child and all others, the child will have instilled in him/her the ability to learn

The Important Levels

Spirituality

This is the development of the overall well-being of the child, along with their sense of self and spirituality

Belonging (to the land)

This is the development of a sense of self, of belonging to the land ('having a place to stand'), and indigenouness

Personal Strength

This is the development of self-esteem in the child, so that he/she can confidently care for and contribute to the world

Language Status

This is the development of language. Out of this will grow personal strength and general well-being

Place of the Natural World

This is the development of exploration and all forms of knowledge about the natural worlds and the environment

Proactively Released

Overview

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 haumarū
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 waihangā hononga » Taking part in caring for this place te manaaki i te taiao » Understanding how things work here and adapting to change te mārama 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 tuhituhi » 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
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 tūhurahura i te pūtaiao » Moving confidently and challenging themselves physically te wero ā-tinana » Using a range of strategies for reasoning and problem solving te hīraurau 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.