



Education Report: *Gazetting Te Whāriki: Publishing the Expanded Curriculum Framework*

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education – (Māori Education)		
Date:	17 February 2023	Priority:	Medium
Security Level:	In Confidence	METIS No:	1304751
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this paper is to seek your signature on the notice in the *New Zealand Gazette* | *Te Kāhiti o Aotearoa* that will formally issue an expanded legal curriculum framework for licensed early childhood services (including ngā kōhanga reo) and certified playgroups.

Summary

- On 4 July 2022 Cabinet agreed to public consultation from 7 July 2022 to 19 August 2022 on including the four parts of *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (Te Whāriki)* and te ao Māori interpretations of them in the legal curriculum framework (CAB-22-MIN-0251).
- Overall, the feedback we received through the consultation confirmed ongoing sector support for making the principles, strands, goals and learning outcomes of *Te Whāriki* part of the legal curriculum framework. There was even stronger support for including te ao Māori interpretations of the four parts of *Te Whāriki* in the legal framework.
- Some respondents expressed concern the proposed implementation timeframe of six to seven months in the consultation document would be too short, due to the impact of factors such as COVID-19 on services, and other regulatory changes, including implementation of the National Education Learning Priorities, occurring in early learning. To address this concern, the notice we are asking you to sign provides the date of 1 March 2024 for when the expanded curriculum framework becomes a legal requirement, giving services and playgroups time to understand and implement the new requirements. This timeframe will also allow the Ministry and ERO time to work together to prepare services over the coming year and give the Ministry the opportunity to grow the internal capability and capacity to implement the change when conducting licensing assessments of services.

4. We received feedback from some Māori stakeholders that permitting services to use a combination of the current framework of *Te Whāriki* and te ao Māori interpretations of the framework to meet regulatory requirements risks devaluing Māori language and knowledge. To address this concern, the notice we are asking you to sign requires services from March 2024 to implement either the full framework of *Te Whāriki* or te ao Māori interpretation of the framework (but not both) to meet regulatory standards.
5. Our implementation support in 2023 is focused on making sure te ao Māori interpretations of the full framework of *Te Whāriki* are accessible for kaiako in services that wish to use it in local curricula, particularly Māori medium services. We are working with Ngā Puna Reo o Aotearoa to codesign PLD and resources around te ao Māori interpretations for services that will choose to use it.
6. For kaiako in services and playgroups, we will release over the coming months:
 - eLearning modules on te ao Māori interpretations of *Te Whāriki*
 - content, resources, and tools on Te Whāriki Online that reflect Pacific cultures to support use of the full framework of *Te Whāriki*
 - updated resources for playgroups to help coordinators and parents work with the goals and learning outcomes of *Te Whāriki*.
7. Following sector feedback, we are exploring ways we can publish hardcopies of te ao Māori interpretations of *Te Whāriki* in addition to publishing it online. In the first instance, this will probably be in poster form, and we are planning for a re-design and re-publication of *Te Whāriki* with the full te ao Māori interpretations included.
8. Once we receive your signature on the attached *New Zealand Gazette | Te Kāhiti o Aotearoa* notice in te reo Māori and English, we will proceed to issue it on **Thursday 16 March 2023**. The notice will take effect on 1 March 2024.
9. To coincide with the notice about the expanded curriculum framework in the *New Zealand Gazette | Te Kāhiti o Aotearoa*, we will update the guidance associated with the relevant licensing and certification criteria for services and playgroups on the Ministry's website. We will also publish information about the gazetted curriculum framework on the Education Conversation website.

Recommended Actions

The Ministry of Education | Te Tāhuhu o te Mātauranga recommends you:

- a. **note** that public consultation confirmed overall sector support for making the goals and learning outcomes of *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (Te Whāriki)* part of the legal curriculum framework for early learning services and playgroups
- b. **note** that there is strong support for including te ao Māori interpretations of the framework of *Te Whāriki* in the legal curriculum framework

Noted

Noted

- c. **note** that the attached *New Zealand Gazette | Te Kāhiti o Aotearoa* notice in Annex 1 provides the date of 1 March 2024 for when the expanded curriculum framework becomes a legal requirement for licensed early childhood services and certified playgroups

Noted

- d. **sign** the attached *New Zealand Gazette | Te Kāhiti o Aotearoa* notice in te reo Māori and English, which will revoke the current Early Childhood Curriculum Framework 2008 and update it with a legal curriculum framework that includes:
- i. the principles, strands, goals and learning outcomes of *Te Whāriki*
 - ii. a te ao Māori interpretation of principles, strands, goals and learning outcomes of *Te Whāriki* in te reo Māori and English
 - iii. ngā kaupapa whakahaere mō Te Kōhanga Reo, ngā taumata whakahirahira mō Te Kōhanga Reo, and Te Tauira Whāriki (Te Katoa o te Mokopuna) of *Te Whāriki a te Kōhanga Reo*.

Signed / Not signed

- e. **note** that once we receive your signature on the attached *New Zealand Gazette | Te Kāhiti o Aotearoa* notice in te reo Māori and English, we will proceed to issue it on Thursday 16 March 2023

Noted

- f. **agree** that the Ministry of Education proactively release this briefing in full once it has been considered by you with any information that may need to be withheld in line with the provisions of the Official Information Act 1982.

Agree / Disagree.



Julia Novak
Acting General Manager – NZ Curriculum & Te Whāriki
Te Poutāhū | Curriculum Centre

17/02/2023



Hon Jan Tinetti
Minister of Education

13/03/2023

Background

1. Action 4.1 of the Early Learning Action Plan is to “gazette the curriculum framework, *Te Whāriki*, to support engagement with the principles, strands, goals and learning outcomes when designing local curricula.” When implemented, this action will change the legal requirements for using *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (Te Whāriki)* in licensed early learning services (except kōhanga reo affiliated with Te Kōhanga Reo National Trust [TKRNT]) and certified playgroups by requiring implementation of its full framework in local curricula/programmes.
2. The enabling legal requirements are set out in Regulation 43 of the Education (Early Childhood) Regulations 2008, Regulation 18 of the Education (Playgroups) Regulations 2008, and in the supporting licensing and certification criteria used to assess implementation of the legal curriculum framework.
3. The current legal curriculum framework for early learning was published in the *New Zealand Gazette* | *Te Kāhiti o Aotearoa* in 2008. It consists of:
 - the principles | ngā kaupapa whakahaere and strands | ngā taumata whakahirahira of *Te Whāriki* in English and te reo Māori for early childhood services and playgroups
 - ngā kaupapa whakahaere and ngā taumata whakahirahira of *Te Whāriki a te Kōhanga Reo* for ngā kōhanga reo affiliated with TKRNT
 - an English translation of the Māori version of principles and strands as an appendix to provide guidance.
4. Each of the four parts of *Te Whāriki* (i.e., principles, strands, goals and learning outcomes) are designed to play a different role in the provision of effective local curriculum and programmes for young children. Expanding the curriculum framework to include the goals and learning outcomes of *Te Whāriki* will make this expectation clear and support improvement in the consistency and quality of local curricula across services by requiring deeper engagement with *Te Whāriki*.
5. To inform our policy development, we undertook early engagement with key stakeholders about this action in 2021, including with Māori medium early childhood services not affiliated with Te Kōhanga Reo National Trust (TKRNT). These services could not see a way for them to meet curriculum licensing requirements in a culturally authentic way with the existing framework of *Te Whāriki*. In response, te ao Māori interpretations of the four parts of *Te Whāriki* have been developed to ensure the legal curriculum framework includes a full te ao Māori pathway.
6. We have agreed with TKRNT that the part of the legal curriculum framework that applies to ngā kōhanga reo will be expanded to include Te Taura Whāriki | Te Katoa o te Mokopuna – a component unique to the curriculum pathway of *Te Whāriki a te Kōhanga reo*. TKRNT has offered to work with the Ministry to develop a consistent and effective approach to licensing assessments of the implementation of the full framework of *Te Whāriki a te Kōhanga Reo*. This is likely to take the form of joint workshops with Ministry staff responsible for licensing assessments and is consistent with the educative approach we will be taking with the implementation of the expanded curriculum framework over the next year.

7. On 29 June 2022 the Cabinet Social Wellbeing Committee (SWC) agreed to a period of public consultation on the following proposals related to action 4.1 of the Early Learning Action Plan:
 - i. expand the Early Childhood Curriculum Framework to include the full framework of the principles, strands, goals and learning outcomes of *Te Whāriki*; and
 - ii. include a te ao Māori interpretation of the principles, strands, goals and learning outcomes of *Te Whāriki* (SWC-22-MIN-0116).
8. The public consultation happened from 7 July to 19 August 2022. The consultation was delivered through a webpage on the Education Conversation | Kōrero Mātauranga website, four online hui, and an online survey in English and te reo Māori. We did not include the proposal by TKNT to expand the legal curriculum framework for kōhanga reo in the consultation proposals as we had discussed this with the Trust, which consults with kōhanga reo directly.
9. While the number of people and organisations that provided feedback during the consultation was much less than the number of people and organisations that provided feedback on the Draft Strategic Plan for Early Learning in 2018 and 2019, the focused consultation in July and August reconfirmed overall sector support for expanding the legal curriculum framework for early learning.
10. The following section provides you with an overview of the consultation feedback.

Consultation feedback

11. The feedback received from the online hui, online survey and submissions highlighted strong support for including the goals and learning outcomes of *Te Whāriki* within the legal curriculum framework, and even stronger support for gazetting a te ao Māori interpretation of the framework of *Te Whāriki*.

Online hui

12. We held four hui in July and August 2022 – two general hui and one each specifically for Māori medium and Pacific services. The hui were well attended (474 registrations) and highlighted the sector interest in the proposed te ao Māori interpretation of *Te Whāriki* in particular.

Online survey

13. The interest was not so strong in the online survey. There were 109 responses – three in te reo Māori and 106 in English. The most represented service types among survey respondents were kindergartens (42%), education and care services (34%), and playcentres (6%). Forty-nine respondents (45%) identified themselves as kaiako, 37 (34%) as service owners or managers, and 9 (8%) as other. Eighty-four respondents identified as European/Pākehā/NZ European (77%), 22 as Māori (20%), and 12 (11%) as Pacific.
14. Ninety respondents either agreed or strongly agreed with including the goals and learning outcomes of *Te Whāriki* in the legal curriculum framework (13 disagreed or strongly disagreed). Ninety-four respondents either agreed or strongly agreed with including a te ao Māori interpretation of the framework of *Te Whāriki* (8 disagreed or strongly disagreed).

Submissions

15. We received submissions from Te Rito Maioha, NZEI Te Riu Roa, Auckland Kindergarten Association and Montessori Aotearoa New Zealand (MANZ). The four submissions expressed support for including the goals and learning outcomes of *Te Whāriki* and a te ao Māori interpretation of *Te Whāriki* within the legal curriculum framework for early learning.

Main themes

16. For many respondents, including the goals and learning outcomes of *Te Whāriki* within the legal curriculum makes sense – they are already implementing the goals and learning outcomes of *Te Whāriki*, so this change will not make a difference for them. Some respondents believed that including the goals and learning outcomes will help clarify expectations around local curricula, improve consistency of quality of implementation across services, and facilitate a deeper connection with *Te Whāriki* in programmes.
17. Other respondents, however, expressed concern that including the goals and learning outcomes in the legal framework will lead to a narrowing of local curricula due to greater prescription, and that this change will lead to additional compliance costs for services and kaiako. Questions also came through about how the Ministry and ERO will assess services as meeting the relevant licensing and certification criteria related to the legal curriculum framework. Many respondents requested clear guidance from the Ministry and wanted reassurance that both agencies will take a consistent approach (for our response, see paras 21-22 below).
18. In the consultation materials, we proposed that implementing the expanded legal curriculum framework would become a legal requirement from June 2023. However, feedback strongly came through about the need for the timeframe to be extended, due to factors such as the impacts of COVID-19 and staffing shortages on services.
19. There was strong support for including te ao Māori interpretations of the full framework of *Te Whāriki*. Both Māori medium and English medium respondents believed the draft te ao Māori interpretations of the goals and learning outcomes will make the bicultural foundation of *Te Whāriki* more visible and strengthen bicultural practice in services. Many respondents wanted te ao Māori interpretations of the goals and learning outcomes to be captured in print editions of the early childhood curriculum to uphold the mana of the words and to ensure access for all.
20. During the consultation, we proposed that services and playgroups would continue to be able to choose to use either the existing framework of *Te Whāriki*, te ao Māori interpretations, or both in their programmes to meet regulatory requirements. However, Māori stakeholders highlighted that permitting services to draw on both pathways to meet regulatory requirements risks devaluing Māori language and knowledge. It could also incentivise services to pick and choose across both pathways, resulting in narrow or superficial implementation of both te ao Māori interpretations and the existing framework of *Te Whāriki* (for our response, see paras 24-26 below).

Implementation

21. Given the strong sector feedback on the implementation timeframe proposed in the consultation (see para 19), the enclosed *New Zealand Gazette* | *Te Kāhiti o Aotearoa* notice sets an implementation date of 1 March 2024 for the expanded legal curriculum framework.

22. This implementation date will allow the Ministry and ERO to work together in 2023 to take an educative approach with services to build their capability, knowledge, and confidence with using the expanded legal curriculum framework before it becomes a legal requirement in 2024. The Ministry and ERO are currently jointly taking this approach with implementation of the National Education Learning Priorities (NELP).
23. The March 2024 implementation date will also allow the Ministry to deliver the phased implementation plan over 2023 of targeted professional learning and development (PLD) and new online resources to support services with the change, and give the Ministry time to grow the internal capability and capacity to implement the change in licensing assessments of services.
24. The updated framework we are providing for your agreement requires all licensed services (except kōhanga reo) to implement either the current bicultural framework of *Te Whāriki* or te ao Māori interpretations (but not both) to meet regulated standards. We are proposing this requirement in the legal framework to address the risk of superficial implementation of both pathways by services and uphold the mana of each (see para 20).
25. Our view is that this approach will make it clear for services and playgroups what will be required to meet licensing or certification requirements.
26. As the existing framework of *Te Whāriki* is derived from the same principles | ngā kaupapa whakahaere and taumata whakahirahira as te ao Māori interpretations, services will still be able to use the later as a resource to strengthen their bicultural practice and incorporate parts of it into their local curriculum to meet the needs of young ākonga. Equally, services and playgroups that choose to use te ao Māori interpretations of *Te Whāriki* will be able to use the full suite of resources designed to support implementation of their local curricula, regardless of which framework they choose as the basis for meeting licensing and certification requirements.

Assessments of implementation of expanded framework

27. Every provider of a licensed early childhood service or certified playgroup will be required to implement the expanded curriculum framework in accordance with regulations set out in the Education (Early Childhood) Regulations 2008, the Education (Playgroups) Regulations 2008, and the supporting licensing and certification criteria.
28. The 'C1 Curriculum Consistent' licensing criterion requires that the curriculum of licensed services "is consistent with any curriculum framework prescribed by the Minister that applies to the service." More broadly, the C1 criterion is an umbrella for the other curriculum related licensing criteria (C2-C13).
29. The information we have gathered from regional ECE advisors who undertake licensing assessments and ERO shows that it is currently rare for services to be assessed or reviewed as noncompliant with C1. An ERO analysis of 245 Akanuku | Assurance Reviews in 2022 showed:
 - 29 instances of non-compliance with the licensing criteria related to curriculum (C1-C6)
 - four instances of non-compliance with C1.
30. While public consultation showed that many services believe including the goals and learning outcomes of *Te Whāriki* in the legal curriculum framework will have little

impact on them, we anticipate that there could potentially be more breaches of C1 because expectations about implementing Te Whāriki will be more explicit.

31. Providing an implementation date of 1 March 2024 will help to address this issue by giving services and playgroups time to understand and implement the new requirements. This will also allow the Ministry and ERO time to work together to prepare services over 12 months.
32. As you are aware, ERO also completes Akarangi | Quality Evaluations of services. There is already the expectation in Akarangi Evaluations that the learning outcomes of Te Whāriki are used as part of curriculum assessment and planning processes by services. This expectation will be strengthened with the inclusion of the four parts of Te Whāriki in the legal curriculum framework.

Assessments of implementation of te ao Māori interpretations of *Te Whāriki*

33. The expanded curriculum framework will mean that many licensing assessments will over time involve assessing the consistency of services' local curricula with the new te ao Māori interpretations of *Te Whāriki*. These assessments will require Ministry and ERO staff with sufficient capability in mātauranga Māori and te reo Māori.
34. There are approximately 50 services (not affiliated with TKRNT) that use 50% or more te reo Māori in their local curriculum and 39 services that define themselves as a Māori early childhood service. While there is likely to be some overlap between these services, these figures could represent over 60 services. It is likely many of these services will want to use te ao Māori interpretations of the framework of *Te Whāriki* once they are made available.
35. It is also likely the number of Māori medium and kaupapa Māori early childhood services will increase over the medium term. The Government has made a commitment to growing Māori medium and kaupapa Māori education pathways with the target of having 30% of all Māori learners in these pathways by 2040.
36. Further, when the new network management function for early learning is in place from February 2023, providers that want to operate a Māori medium service will be exempt from needing network approval from the Minister of Education before applying for a licence. This is likely to incentivise service providers to go down this track.
37. We anticipate other services (e.g., some kindergartens, playcentres, home-based services, education, and care services) will also want to use te ao Māori interpretations to meet the needs of their whānau and tamariki. There are already several kindergartens, playcentres and home-based services included in the services discussed in paragraph 34.
38. The Ministry recognises the need to ensure that by 2024 we have the capability and capacity in place across the regions to assess and review current services that will use te ao Māori interpretations, and to meet additional demand that the Government's commitment to growing Māori-medium and Kaupapa Māori pathways will create. Currently, some regions are well-placed to respond to the choice of services to use te ao Māori interpretations, but others will need to build capability and/or capacity.
39. A working group with representation from regional offices, Te Pae Aronui and Te Poutāhū has been created to analyse regional needs and make recommendations to Hautu in the first quarter of 2023.

Online resources, PLD and e-learning modules

40. There are many resources on Te Whāriki Online to support the implementation of the full framework of *Te Whāriki* for services to use. Over 2023, the Ministry will curate existing and create new resources to prepare services for the change.
41. Following sector feedback, the focus of implementation supports this year will be on providing PLD and resources focused on the new te ao Māori interpretations.
42. With Ngā Kahui Puna Reo Aotearoa, we are codesigning and delivering a PLD around te ao Māori interpretations. This will include targeted PLD about te ao Māori interpretations for services that want to implement them in their local curriculum. For other early learning services, we will be developing guided e-learning modules that individual kaiako and/or teams can work their way through and a series of videos.
43. For playgroups, we are working with CORE Education, regional Ministry ECE advisors and playgroup coordinators to develop an accessible programme planning template. In addition, we are refreshing the suite of play ideas cards available to playgroups to reflect the full gazetted framework and developing a dedicated page for playgroups on Te Whāriki Online.
44. For Pacific kaiako, the Ministry is developing eLearning modules that will interpret the five strands of *Te Whāriki* and their associated goals and learning outcomes in the context of Pacific languages, cultures, and concepts. We are also developing a dedicated supporting Pacific learners page on Te Whāriki Online.

Future publication of Te Whāriki (2017)

45. Following sector feedback, we are exploring ways we can publish hardcopies of te ao Māori interpretations of *Te Whāriki* in addition to publishing them online. In the first instance, this will probably be in poster form, and we are budgeting for a re-design and re-publication of Te Whāriki inclusive of te reo Māori interpretations later.
46. As part of agreeing to include Te Tauira Whāriki | Te Katoa o te Mokopuna within the legal curriculum framework, TKRNT has requested that *Te Whāriki a te Kōhanga Reo* is published separately from Te Whāriki in the future. Currently, both documents are published as a flipbook “to showcase this unique bicultural, one-framework-two-paths curriculum and to make it clear that both pathways are of equal status and have mana in their own right” (p.69).
47. However, the Trust is of the view that the current flipbook design does not sufficiently reflect the mana and equal status of *Te Whāriki a te Kōhanga Reo*. It has proposed the two parts of the Te Whāriki (2017) are published separately, akin to the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA).
48. We are continuing to engage with the TKRNT about this request and considering future options for the publication of both curriculum pathways, especially in view of the inclusion of te ao Māori interpretations of the goals and learning outcomes into *Te Whāriki*.

Next Steps

49. Section 23 of the Education and Training Act 2020 (‘the Act’) gives the Minister of Education the ability prescribe or change a curriculum framework for licensed early

childhood services and certified playgroups. Every service provider for a licensed early childhood service and certified playgroup must implement the curriculum framework in accordance with the requirements (if any) prescribed in regulations made under Part 6 of the Education and Training Act 2020. These requirements are set out in curriculum standard 43(1) in the Education (Early Childhood Services) Regulations and curriculum standard 18(1) in the Education (Playgroups) Regulations 2008. Corresponding licensing criteria for early childhood services and certification criteria for playgroups assess compliance with these standards.

50. Once we receive your signature on the attached *New Zealand Gazette | Te Kāhiti o Aotearoa* notice in te reo Māori and English, we will proceed to issue it on 16 March 2023. The notice takes effect on date of publication and implementation of the expanded curriculum framework will be required from 1 March 2024.
51. We have already published a summary of the results of the gazetting *Te Whāriki* consultation on the Education Conversation webpage. To coincide with the notice about the expanded curriculum framework in the *New Zealand Gazette | Te Kāhiti o Aotearoa*, we will update the guidance associated with the relevant licensing and certification criteria for services and playgroups on the Ministry's website. We will also publish information about the gazetted curriculum framework on the Education Conversation website.

Annexes

Annex 1: *New Zealand Gazette | Te Kāhiti o Aotearoa* notice

Annex 2: *New Zealand Gazette | Te Kāhiti o Aotearoa* pānui (Te reo Māori translation)

Annex 3: Early Learning Curriculum Framework | He Anga Marau Kōhungahunga

Proactively Released

Education (Early Learning Curriculum Framework) Notice 2023

Education

Education and Training Act 2020

Education (Early Learning Curriculum Framework) Notice 2023

The purpose of the Education (Early Learning 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.

In accordance with section 23 of the Education and Training Act 2020, the Minister of Education gives the following notice.

Notice

- Title and commencement**—(1) This notice may be cited as the Education (Early Learning Curriculum Framework) Notice 2023.
- This notice replaces the existing Early Childhood Curriculum Framework (*Te Kāhiti o Aotearoa*, 4 September 2008, No. 136, pages 3617 to 3619), and the existing framework is hereby revoked with effect from 1 March 2024.
- The Early Learning Curriculum Framework (the Curriculum Framework) as prescribed in this notice is the curriculum framework prescribed for all licensed early childhood services and certified playgroups in accordance with section 23 of the Education and Training Act 2020.
- Every service provider for a licensed early childhood service and certified playgroup must implement the Curriculum Framework in accordance with the requirements (if any) prescribed in regulations made under Part 6 of the Education and Training Act 2020 from 1 March 2024.
- Licensed early childhood services and certified playgroups must implement the principles | ngā kaupapa whakahaere, strands, goals and learning outcomes | ngā taumata whakahirahira, and must choose to use either the interpretation set out in Part A or Part B of the Curriculum Framework. Ngā kōhanga reo affiliated with Te Kōhanga Reo National Trust must implement ngā kaupapa whakahaere, ngā taumata whakahirahira and te tauira whāriki (te katoa o te mokopuna) set out in Part C of the Curriculum Framework.
- The Curriculum Framework is available on the Ministry of Education website at <https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/>.

Dated at Wellington this 13th day of March 2023.

Hon JAN TINETTI, Minister of Education.

Mātauranga (He Anga Marau Kōhungahunga) Pānui 2023

Mātauranga

Education and Training Act 2020

Mātauranga (He Anga Marau Kōhungahunga) Pānui 2023

Ko te tino whāinga o te Mātauranga (He Anga Marau Kōhungahunga) he whakarato i te pūtaketa me te horopaki hei pou here i ngā whakaritenga marau kia hāngai ki te Education (Early Childhood Services) Regulations 2008, ki te Education (Playgroups) Regulations 2008 rānei, e pā ana ki ngā whanaketanga mātauranga, atawhai hoki, e hāngai hoki ki ngā paearu marautanga.

Me mātua hāngai ki te tekiona 23 o te Education and Training Act 2020, e tuku nei te Minita Mātauranga i tēnei pānui.

Pānui

1. **Te taitara me ngā whakahaerenga**—(1) Kua kīia taurangitia tēnei pānui ko te Mātauranga (He Anga Marau Kōhungahunga) Pānui 2023.
2. He whakakapinga tēnei pānui i tērā atu o ngā pānui, arā, te Anga Marautanga Kōhungahunga (*Te Kāhiti o Aotearoa*, 4 o Mahuru 2008, Nama 136, whārangi 3617 ki te 3619), ā, atu i tēnei wā kua whakakorea tēnei o ngā anga hei te 1 o Poutūterangi 2024.
3. Ko te Anga Marautanga Kōhungahunga (te Anga Marautanga) e kōrerotia nei i tēnei pānui, te anga marautanga i whakaritea mō ngā ratonga kōhungahunga kua whai raihana e hāngai ana ki te tekiona 23 o te Education and Training Act 2020.
4. Ko ngā ratonga kōhungahunga kua whai raihana, me mātua whakauru te Anga Marautanga kia hāngai ki ngā whakaritenga e kōrerotia ana i roto i ngā ture i raro i te Wāhanga 6 o te Education and Training Act 2020 mai i te 1 o Poutūterangi 2024.
5. Me mātua whakauru ngā ratonga kōhungahunga i ngā kaupapa whakahaere, i ngā aho, i ngā whāinga me ngā hua ako | ngā taumata whakahirahira, ā, ka kōwhiri mēnā ka whakamahia ngā kōrero kei te Wāhanga A, kei te Wāhanga B rānei o te Anga Marautanga. Ko ngā kōhanga reo e noho here ana ki te Poari Matua o Te Kōhanga Reo me mātua whakauru i ngā kaupapa whakahaere, i ngā taumata whakahirahira me te taura whāriki (te katoa o te mokopuna) e rārangi nei ki te Wāhanga C o te Anga Marautanga.
6. E iri ana te Anga Marautanga ki te paetukutuku o Te Tāhuhu o te Mātauranga ki <https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/>.

I waitohua ki Te Whanganui-ā-Tara i te 13th o ngā rā o Poutū-te-rangi 2023.

Hon JAN TINETTI, Minita o te Mātauranga.