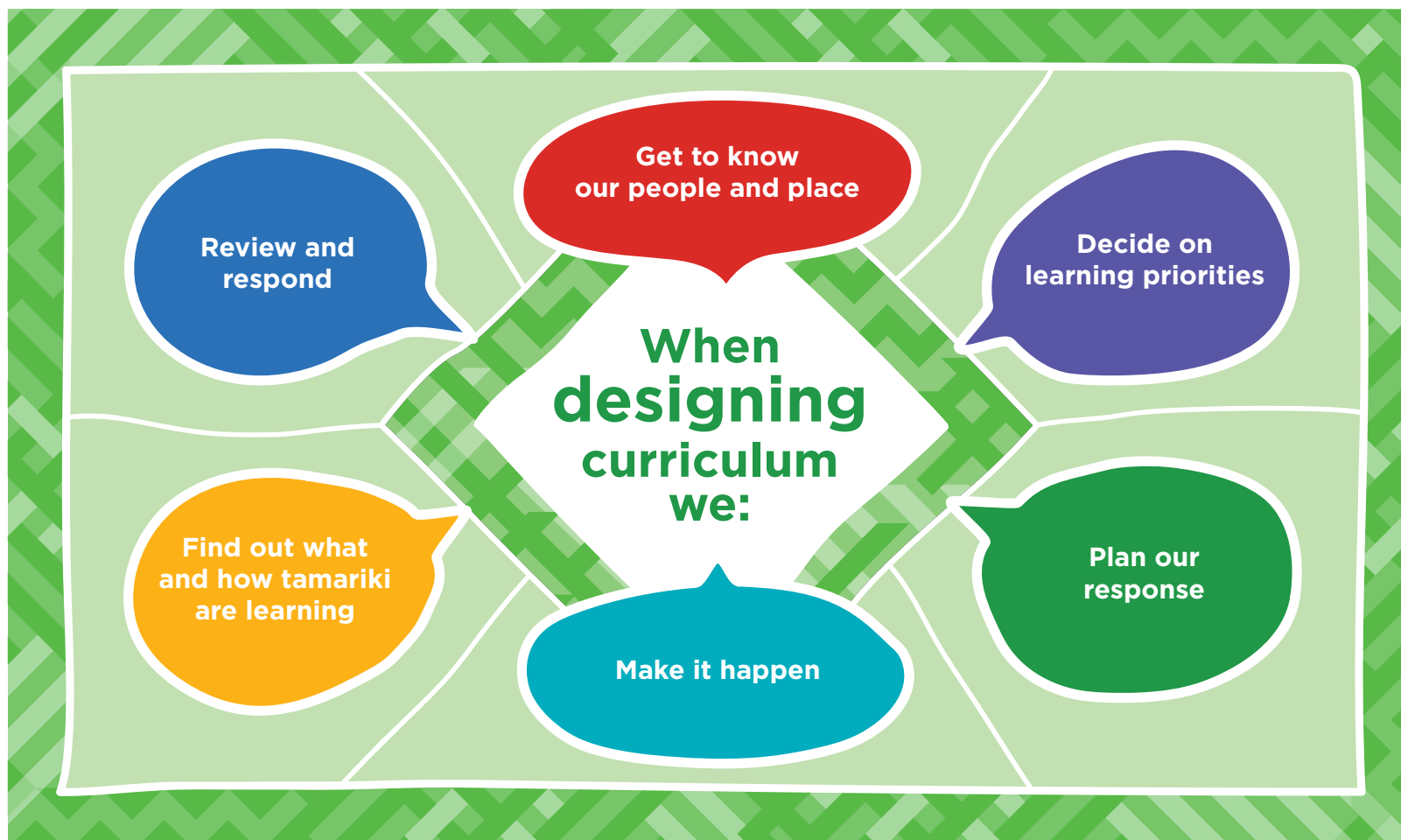


Te Whāriki Online

Local curriculum design guide

Each service designs a culturally responsive and local curriculum based on learning priorities and aspirations for tamariki and whānau in their setting.

The curriculum design diagram shows a process that will help you to review and design your local curriculum based on decisions about what matters here.



Local curriculum design guide

Get to know our people and place

Get to know our people and place

For example we look at:

- the identity, language, and culture of our community
- the knowledge, perspectives, and tikanga of mana whenua
- what tamariki know and can do
- the interests and aspirations of our tamariki, whānau, and kaiako
- fostering learning-focused relationships with parents and whānau
- what support our tamariki need as they transition to school/kura.

Decide on learning priorities

Decide on learning priorities

What matters here?

What learning are we prioritising?

We make decisions based on:

- what we have learnt about our people and place
- the goals and learning outcomes in Te Whāriki
- our centre's philosophy and priorities
- rich opportunities for learning.

Plan our response

Plan our response

Responses can be planned or spontaneous.

There can be layers involved in planning our response.

For example we look at:

- responsibilities of kaiako, underpinning theories and approaches, teaching practices and strategies
- the ways in which we are working towards our priorities
- making intentional decisions around people, materials, time, and space
- interacting intentionally and thoughtfully with tamariki
- what professional learning kaiako are engaged in.

Make it happen

Make it happen

Here is where we put our thinking and planning into action.

As we take action we may revisit steps in the curriculum design process.

Learning happens in diverse ways.

Find out what and how tamariki are learning

Find out what and how tamariki are learning

Ways to do this can be:

- observe and reflect
- talk together and record
- consider what learning is happening for tamariki and what to do next.
- discuss with parents and whānau.

Review and respond

Review and respond

This involves reflecting, reviewing, and evaluating on the experiences and the process.

Consider:

- the impact of the experience on learning
- how effectively we responded to our people and place
- what we would do differently next time
- what we will take forward to our next curriculum design cycle.