

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>The 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>

WELLBEING MANA ATUA		BELONGING MANA WHENUA		CONTRIBUTION MANA TANGATA		COMMUNICATION MANA REO		EXPLORATION MANA AOTŪROA	
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 <i>te oranga nui</i>	Connecting links with the family and the wider world are affirmed and extended	Making connections between people, places and things in their world <i>te waihanga hononga</i>	There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background	Treating others fairly and including them in play <i>te ngākau makuru</i>	They develop non-verbal communication skills for a range of purposes	Using gesture and movement to express themselves <i>he kōrero ā-tinana</i>	Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting <i>te whakaaro me te tūhurahura i te pūtaiao</i>
Their emotional wellbeing is nurtured	Managing themselves and expressing their feelings and needs <i>te whakahua whakaaro</i>	They know that they have a place	Taking part in caring for this place <i>te manaaki i te taiao</i>	They are affirmed as individuals	Recognising and appreciating their own ability to learn <i>te rangatiratanga</i>	They develop verbal communication skills for a range of purposes	Understanding oral language ¹ and using it for a range of purposes <i>he kōrero ā-waha</i>	They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically <i>te wero ā-tinana</i>
They are kept safe from harm	Keeping themselves and others safe from harm <i>te noho haumarua</i>	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change <i>te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</i>	They are encouraged to learn with and alongside others	Using a range of strategies and skills to play and learn with others <i>te ngākau aroha</i>	They experience the stories and symbols of their own and other cultures	Enjoying hearing ² stories and retelling and creating them <i>he kōrero paki</i>	They learn strategies for active exploration, thinking and reasoning	Using a range of strategies for reasoning and problem solving <i>te hīraurau hopanga</i>
		They know the limits and boundaries of acceptable behaviour	Showing respect for kaupapa, rules and the rights of others <i>te mahi whakaute</i>				Recognising print symbols and concepts and using them with enjoyment, meaning and purpose <i>he kōrero tuhituhi</i>	They develop working theories for making sense of the natural, social, physical and material worlds	Making sense of their worlds by generating and refining working theories <i>te rangahau me te mātauranga</i>
						They discover different ways to be creative and expressive	Expressing their feelings and ideas using a wide range of materials and modes <i>he kōrero auaha</i>		

1. '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).
2. For children who are deaf or hard of hearing, 'hearing' includes 'watching'.

NGĀ KAUPAPA WHAKAHAERE

WHAKAMANA	KOTAHITANGA	WHĀNAU TANGATA	NGĀ HONONGA
<p>Mā <i>Te Whāriki</i> e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu.</p> <p><i>Te Whāriki is critical to the foundation of lifelong learning for mokopuna.</i></p>	<p>Mā <i>Te Whāriki</i> e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.</p> <p><i>Te Whāriki reflects the holistic, interdependent nature of learning for mokopuna.</i></p>	<p>Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga ki roto i <i>Te Whāriki</i>, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.</p> <p><i>Mokopuna relate to the people and contexts that contribute to their learning and development.</i></p>	<p>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.</p> <p><i>Through connectedness to others, mokopuna gain confidence in their identity as a learner.</i></p>

NGĀ AHO, NGĀ WHĀINGA ME NGĀ HUA AKO | NGĀ TAUMATA WHAKAHIRAHIRA

MANA ATUA	MANA WHENUA	MANA TANGATA	MANA REO	MANA AOTŪROA
<p>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga.</p> <p><i>Te Whāriki is critical to the foundation of lifelong learning for mokopuna.</i></p>	<p>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.</p> <p><i>Mokopuna relationships to Papatūānuku are based on whakapapa, respect and aroha.</i></p>	<p>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.</p> <p><i>Mokopuna have a strong sense of themselves as a link between past, present and future.</i></p>	<p>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.</p> <p><i>Through te reo Māori, mokopuna identity, belonging and wellbeing are enhanced.</i></p>	<p>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.</p> <p><i>Mokopuna see themselves as explorers, able to connect with and care for their own and wider worlds.</i></p>

NGĀ WHĀINGA	NGĀ HUA AKO	NGĀ WHĀINGA	NGĀ HUA AKO	NGĀ WHĀINGA	NGĀ HUA AKO	NGĀ WHĀINGA	NGĀ HUA AKO	NGĀ WHĀINGA	NGĀ HUA AKO
Ka kākahutia te mokopuna ki te korowai o ōna mātua tīpuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy.</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability.</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tīpuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy.</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability.</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tīpuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy.</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability.</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tīpuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy.</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability.</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tīpuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy.</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability.</i>
Tipu ora ai ia <i>to grow and flourish</i>	Te tiaki pai i a ia anō i roto i ōna hononga ki ōna mātua tīpuna, te oranga nui <i>to care for themselves within the context of their ancestral connections.</i>	Ū ai tōna mana whenua <i>secure in their sense of identity and belonging</i>	Te whakawhanaunga ki te tangata, ki te whenua me ngā kaupapa e hāngai ana ki tōna ao <i>to establish and maintain relationships to people, the land and events relevant to their world</i>	Tū māia ia i roto i te mōhio ki ngā wawata o tōna whānau <i>to stand strong in the hopes and aspirations of their whānau</i>	Te manaaki i ētahi atu, te ngākau makuru <i>to care for and nurture others</i>	Tū pakari ia hei kaitiaki i te reo Māori <i>to stand as guardians of te reo Māori</i>	Te whakakōrero i tōna tinana, he kōrero ā-tinana <i>to communicate with their bodies</i>	Mōhio ia he kairangahau ia, ā, māna ngā mātauranga o tōna ao e rangahau <i>to view themselves as explorers able to access the knowledge of their world</i>	Te rangahau i ngā mātauranga o tōna ao, te whakaaro me te tūhura i te pūtaiao <i>to research understandings of their world</i>
Mauritau ia <i>that establishes a sense of harmony with their world</i>	Te whakahaere i a ia anō kia ū ai tōna mana motuhake, te whakahua whakaaro <i>to conduct themselves in a manner that maintains their mana</i>	Ū ai tōna tūrangawaewae me tōna mana toi whenua <i>secure in their place to stand and their enduring relationship with the land</i>	Te tū pakari hei kaitiaki, te manaaki i te taiao <i>to stand as guardians of the environment</i>	Ū ai tōna mana āhua ake <i>confirming and upholding their uniqueness</i>	Te whakahaere i a ia anō, te rangatiratanga <i>to uphold themselves and stand strong in their sense of being</i>	Toa ia ki te whakawhitiwhiti kōrero i te reo Māori <i>to champion the use of te reo Māori</i>	Te whakawhitiwhiti kōrero, he kōrero ā-waha <i>speak with their words</i>	Ū ai tōna tino rangatiratanga <i>to uphold themselves and stand strong</i>	Te whakatinana i tōna tino rangatiratanga, te wero ā-tinana <i>to achieve self-determination</i>
Haumarua ia <i>that protects and nurtures.</i>	Te noho haumarua kia ū ai tōna mana atuātanga, te noho haumarua <i>to keep themselves safe — physically, emotionally, intellectually and spiritually — so that their ancestral mana is upheld.</i>	Ū ai ia ki ngā tikanga tuku iho a ōna mātua tīpuna <i>supporting them to uphold the customs, practices and values of their ancestors</i>	Te kawae i ngā tikanga tuku iho i roto i te ao hurihuri, te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni <i>to uphold traditional knowledge and practices within a contemporary context</i>	Mōhio ia he aha te mea nui o te ao — he tangata, he tangata, he tangata <i>that engenders an appreciation of the importance of people.</i>	Te mahi tahi me te ako ngātahi, te ngākau aroha <i>to cooperate and learn with others.</i>	Pai ai tana manaaki i ngā kōrero tuku iho <i>so they may care for and maintain oral traditions</i>	Te whai hua i te whakarongo, te kōrero anō me te waihanga i te kōrero, he kōrero paki <i>to actively engage in, listen to, retell and create stories</i>	Rite tana tū ki ōna tīpuna pērā me Maui-Mōhio <i>that reinforces the mokopuna, a reflection of ancestors, like Maui-Mōhio</i>	Te whai i ngā tauria i waiho mai e ōna tīpuna pērā me Maui, te hiraarau hopanga <i>to utilise the examples handed down from ancestors such as Maui</i>
		Ū ai ia ki te tika me te pono <i>so they may carry themselves with honour and integrity.</i>	Te manaaki i roto i te tika me te pono, te mahi whakaute <i>to care and nurture with respect and integrity.</i>				Te whakamahi i ngā tohu me ngā ariā tuhituhi o ōna mātua tīpuna i roto i te ao hurihuri, he kōrero tuhituhi <i>to utilise the print symbols and concepts of their ancestors in a contemporary context</i>	Tipu tōna mōhio ki ngā hononga ki te tangata, ki te taiao me ngā āhuatanga katoa o tōna ao <i>that supports the development of relationships to people, the environment and all elements in their world.</i>	Te tūhura i ngā hononga ki te whakamārama i tōna ao, te rangahau me te mātauranga <i>to explore relationships in order to understand the world.</i>
							Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tīpuna i roto i te ao hurihuri, he kōrero pāngarau <i>to utilise the mathematical symbols and concepts of their ancestors in a contemporary context</i>		
						Rere arorangi ai ia ki te toi o ngā rangi <i>that enables them realise the heights of their creative potential</i>	Te tuku i tōna katoa kia rere arorangi, he kōrero auaha <i>to engage their whole self to communicate their ideas and creativity.</i>		