



**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Licensing Criteria for Early Childhood Education & Care Services 2008

and Early Childhood Education Curriculum Framework

As amended 19 September 2022



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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Note: Pages 3 and 36-37 were amended in November 2024 to reflect the gazetting of the full framework of *Te Whāriki* in April 2023.

There are no changes to the licensing criteria.

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Introduction

This booklet contains the Licensing Criteria for *Early Childhood Education and Care Centres 2008*, and the *Early Childhood Education Curriculum Framework* (on the inside back cover). These two documents form part of the regulatory framework for Early Childhood Education (ECE).

The licensing criteria are deemed regulations prescribed by the Minister of Education. The criteria are used by the Secretary for Education to assess compliance with regulated standards of education and care. There are no criteria associated with the Qualifications, ratios, and service size standard, as compliance with this standard is linked to schedules contained in the *Education (Early Childhood Services) Regulations 2008*. ECE services must meet the licensing criteria as well as the other regulatory requirements contained in the regulations in order to gain and maintain a licence to operate. The criteria should therefore be read in conjunction with the *Education (Early Childhood Services) Regulations 2008*.

The curriculum framework is prescribed by the Minister of Education. It formalises government expectations and guides all curricula and programmes across the early childhood education sector.

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (*Te Whāriki*) is Aotearoa New Zealand's bicultural national curriculum document for ECE services.

The prescribed curriculum framework for the Early Learning Sector is in three parts:

- **Te Ara Whānui:** the principles | ngā kaupapa whakahaere, strands, goals and learning outcomes | ngā taumata whakahirahira of Te Whāriki.
- **Te Ara Māori:** a te ao Māori interpretation of the Principles | ngā kaupapa whakahaere, Strands, Goals and Learning Outcomes | ngā taumata whakahirahira of Te Whāriki,
- **Te Whāriki a te Kōhanga Reo:** Ngā Kaupapa whakahaere | Ngā taumata whakahirahira me Te Tauira Whāriki (Te Katoa o te Mokopuna) mō Te Kōhanga Reo.

Licensed early learning services (except kōhanga reo) need to decide which pathway to implement: either *Te Ara Whānui* or *Te Ara Māori* (not both). *Te Whāriki a te Kōhanga Reo* is the pathway specifically for kōhanga reo and their curriculum guidance is provided by Te Kōhanga Reo National Trust.

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Title and commencement

1 Title and commencement

These criteria may be cited as the Licensing Criteria for Early Childhood Education and Care Centres 2008.

These criteria came into force on 1 December 2008. Since then, there have been 9 sets of amendments. These took place on 28 August 2009, 21 July 2011, 21 May 2015, 26 February 2016, 27 May 2016, 25 January 2021, 31 August 2021, 1 January 2022 and 19 September 2022.

2 Application

These criteria apply to all early childhood education and care centres (centre-based ECE services) as defined in section 10 of the Education and Training Act 2020, EXCEPT Kōhanga Reo affiliated with Te Kōhanga Reo National Trust.

3 Explanatory information

In these criteria:

- (a) a copy of the minimum standard in each regulation is set out, followed by the criteria against which compliance will be assessed;
- (b) any specific documentation requirements to demonstrate compliance with a criterion are set out below the relevant criterion;
- (c) a hash symbol (#) indicates a requirement upon which a service provider may be required under regulation 55 to obtain a report from a Public Health Unit; and
- (d) a sun symbol (☀) indicates a requirement that may be located outside the premises (as defined in the interpretations section, clause 4(j)), if services can demonstrate they have adequate access to the required facilities. Adequate access in this context means that the facility:
 - i) can perform its function to the same level as if it were located on the premises;
 - ii) can be used by the service whenever they require it;
 - iii) is located close enough to the premises to ensure that people who need to use it can do so without difficulty, taking into account distance and comfort (such as not getting wet in bad weather); and
 - iv) if it is to be used by children, may be used by them in a manner that ensures their safety, supervision, and dignity can be assured.

4 Interpretation

For the purpose of these criteria, unless the context indicates otherwise:

- (a) **adults providing education and care** means kaiako, teachers, supervisors, parent helpers, kaiawhina, fa'iaoga, or other adults who have a designated role of providing education and care to children at a service and are included in required adult:child ratios;

- (b) **assessment** means the process of noticing children's learning, recognising its significance, and responding in ways that foster further learning. It includes documenting some, but not necessarily all, of what and how children are learning in order to inform teaching, and make learning visible;
- (c) **culture** means the understandings, patterns of behaviour, practices, and values shared by a group of people;
- (d) **excursion** means –
 - i. being outside the licensed premises whilst receiving education and care from the service; but
 - ii. does not include an excursion for the purposes of emergency evacuations, drills or the receipt of urgent medical attention;
 - iii. regular excursion means – excursions that parents have agreed to at the time of their child's enrolment, that are part of an ongoing planned and consistent routine of education and care; and
 - iv. special excursion means – excursions that parents have agreed to prior to the excursion taking place, that are not a regular excursion;
- (e) **medicine** means any substance used for a therapeutic purpose and includes prescription and non prescription preparations having the meaning assigned to these under Appendix 3;
- (f) **parent** means –
 - i. the person (or people) responsible for having the role of providing day to day care for the child; and
 - ii. may include a biological or adoptive parent, step-parent, partner of a parent of a child, legal guardian or member of the child's family, whānau or other culturally recognised family group;
- (g) **philosophy** means a statement that –
 - i. outlines the fundamental beliefs, values, and ideals that are important to the people involved in the service – management, adults providing education and care, parents, families/whānau, and perhaps the wider community;
 - ii. identifies what is special about the service; and
 - iii. is intended to be the basis for decisions about the way the service is managed and about its direction in the future;
- (h) **policy** means a statement intended to influence and determine decisions, actions, and other matters;
- (i) **premises** means the land and buildings (or parts of buildings) intended for the exclusive use as a licensed early childhood education and care centre during hours of operation;
- (j) **procedure** means a particular and established way of doing something;
- (k) **process** means a goal-directed, interrelated series of actions, events, procedures, or steps;
- (l) **records** means information or data on a particular subject collected and preserved;

- (m) **regulation** means a regulation under the Education (Early Childhood Services) Regulations 2008;
- (n) **required** adult:child ratio means the adult:child ratio with which the service provider is required to comply under regulation 44(1)(b) or any direction by the Secretary under regulation 54(2);
- (o) **service** means an early childhood education and care centre;
- (p) **service curriculum** means all of the experiences, interactions, activities and events – both direct and indirect, planned and spontaneous – that happen at the service. Teaching practices including planning, assessment, and evaluation form part of the service curriculum;
- (q) **service provider** means the body, agency, or person who or that operates the early childhood education and care centre; and
- (r) **specified agency** means any government agency or statutory body that an early childhood education and care service is required to notify if there is a serious (or as defined) injury, illness, incident or allegation. This may include but is not limited to: the New Zealand Police; the Ministry of Health; Oranga Tamariki; WorkSafe New Zealand; and the Teaching Council of Aotearoa New Zealand.

5 Purpose of criteria

- (1) The criteria are to be used by the Secretary of Education to assess compliance with the minimum standards set out under regulations 43, and 45 to 47, of the Education (Early Childhood Services) Regulations 2008.
- (2) Regulations 43, and 45 to 47, impose minimum standards that each licensed service provider is required to comply with, and are set out in these criteria so that readers can see how the regulations and criteria fit together.



Curriculum

» REGULATION 43 Curriculum standard: general

- (1) The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
 - (a) plan, implement, and evaluate a curriculum that is designed to enhance children's learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that
 - (i) responds to the learning interests, strengths, and capabilities of enrolled children; and
 - (ii) provides a positive learning environment for those children; and
 - (iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and
 - (iv) encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and
 - (v) acknowledges and reflects the unique place of Māori as tangata whenua; and
 - (vi) respects and acknowledges the aspirations of parents, family, and whānau; and
 - (b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children; and
 - (c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to—
 - (i) support the learning and development of enrolled children; and
 - (ii) work effectively with parents and, where appropriate, family or whānau.
- (2) Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general.

6 Criteria to assess Curriculum standard

Professional practice

- C1** The service curriculum is consistent with any prescribed curriculum framework that applies to the service.
- C2** The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whānau, and life contexts.
- C3** Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.
- C4** The practices of adults providing education and care demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education.

Culture and identity

- C5** The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.
- C6** The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.

Children as learners

- C7** The service curriculum is inclusive, and responsive to children as confident and competent learners. Children's preferences are respected, and they are involved in decisions about their learning experiences.
- C8** The service curriculum provides a language-rich environment that supports children's learning.
- C9** The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually and in groups.
- C10** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

Working with others

- C11** Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.
- C12** Regular opportunities (formal and informal) are provided for parents to:
- communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and
 - be involved in decision-making concerning their child's learning.
- C13** Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents.

Documentation required:

Documentation that provides evidence of the service's compliance with criteria C1 – C13. Documentation may take a variety of forms to suit the service's operation (such as portfolios, wall displays, policies and procedures) but must include:

1. A process for providing positive guidance to encourage social competence in children (C10);
2. A process for providing formal and informal opportunities for parents to:
 - communicate with adults providing education and care about their child, and share specific evidence of the child's learning; and
 - be involved in decision-making concerning their child's learning (C12); and
3. A record of information and guidance sought from agencies and/or services (C13).

Premises and facilities

» REGULATION 45 Premises and facilities standard: general

- (1) The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies—
 - (a) to use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support—
 - (i) appropriate curriculum implementation by the service provider; and
 - (ii) safe and healthy practices by the service provider; and
 - (b) to comply with the requirements of Schedule 4 (which relates to activity spaces).
- (2) Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general.

7 Criteria to assess Premises and facilities standard

General

- PF1** The design and layout of the premises:
- support the provision of different types of indoor and outdoor experiences; and
 - include quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages, and abilities of children attending.
- PF2** The design and layout of the premises support effective adult supervision so that children's access to the licensed space (indoor and outdoor) is not unnecessarily limited.
- PF3** The premises conform to any relevant bylaws of the local authority and the Building Act 2004.

Documentation required:

1. Code Compliance Certificate issued under Section 95 of the Building Act 2004 for any building work undertaken, or alternatively, any other documentation that shows evidence of compliance.
 2. If the premises fall under section 100 of the Building Act 2004, or section 108 of the Building Act 2004 applies:
 - a copy of the current Annual Building Warrant of Fitness; or
 - a copy of the compliance schedule if 12 months have not elapsed since the compliance schedule was first issued.
- PF4** A sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children attending.

- PF5** All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.
- PF6 #** Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean.
- PF7** Any windows or other areas of glass accessible to children are either:
- made of safety glass; or
 - covered by an adhesive film designed to hold the glass in place in the event of it being broken; or
 - effectively guarded by barriers which prevent a child striking or falling against the glass.
- PF8** There are sufficient spaces for equipment and material to be stored safely. Stored equipment and materials can be easily and safely accessed by adults, and where practicable, by children.
- PF9☼** There is space for adults working at the service to:
- use for planned breaks;
 - meet privately with parents and colleagues;
 - store curriculum support materials; and
 - assess, plan, and evaluate.
- PF10☼#** There are hygienic facilities (other than those required for PF26) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.



PF11☼ There is a telephone on which calls can be made to and from the service.

PF12# Parts of the building or buildings used by children have:

- lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;
- ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas);
- a safe and effective means of maintaining a room temperature of no lower than 18°C; and
- acoustic absorption materials, if necessary, to reduce noise levels that may negatively affect children's learning or wellbeing.

PF13 Outdoor activity space is:

- connected to the indoor activity space and can be easily and safely accessed by children;
- safe, well-drained, and suitably surfaced for a variety of activities;
- enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without the knowledge of adults providing education and care;
- not unduly restricted by Resource Consent conditions with regards to its use by the service to provide for outdoor experiences; and
- available for the exclusive use of the service during hours of operation.

PF14 APPLIES ONLY TO SERVICES LICENSED FOR UNDER 2 YEAR OLDS:

There are safe and comfortable (indoor and outdoor) spaces for infants, toddlers or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children.

Food preparation and eating spaces

PF15 There is a safe and hygienic place for children attending to sit when eating.

PF16☼# There are facilities for the hygienic preparation, storage and/or serving of food and drink that contain:

- a means of keeping perishable food at a temperature at or below 4°C and protected from vermin and insects;
- a means of cooking and/or heating food;
- a means of hygienically washing dishes;
- a sink connected to a hot water supply;
- storage; and
- food preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition.

PF17 Kitchen and cooking facilities or appliances are designed, located, or fitted with safety devices to ensure that children cannot access them without adult assistance or supervision.

Toilet and handwashing facilities

PF18 The service has at least 1 toilet for every 1-15 persons. Persons are defined as children aged two and older and teaching staff that count towards the required adult:child ratio.

PF19 There is at least 1 tap delivering warm water (over an individual or shared handbasin) for every 15 persons (or part thereof) at the service (that is to say, children attending and adults counting towards the required adult:child ratio).

PF20# Toilet and associated handwashing/drying facilities intended for use by children are:

- designed and located to allow children capable of independent toileting to access them safely without adult help; and
- adequately separated from areas of the service used for play or food preparation to prevent the spread of infection.

PF21# There is means of drying hands for children and adults that prevents the spread of infection.

PF22# At least one of the toilets for use by children is designed to provide them with some sense of privacy.

PF23☼ There is a toilet suitable for adults to use.

Other sanitary facilities

PF24# A tempering valve or other accurate means of limiting hot water temperature is installed for the requirements of criterion HS13 to be met.

PF25# There are safe and stable nappy changing facilities that can be kept hygienically clean. These facilities are located in a designated area near to handwashing facilities, and are adequately separated from areas of the service used for play or food preparation to prevent the spread of infection. The design, construction, and location of the facilities ensure that:

- they are safe and appropriate for the age/weight and number of children needing to use them;
- children's independence can be fostered as appropriate;
- children's dignity and right to privacy is respected; and
- some visibility from another area of the service is possible.

PF26#☼ There are suitable facilities provided for washing sick or soiled children and a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children.

Documentation required

A procedure outlining how the service will ensure hygiene and infection control outcomes are met when washing sick or soiled children.

PF27☼# There is space (away from where food is stored, prepared, or eaten) where a sick child can:

- be temporarily kept at a safe distance from other children (to prevent cross-infection);
- lie down comfortably; and
- be supervised.

PF28 There is a first aid kit that:

- complies with the requirements of Appendix 1;
- is easily recognisable and readily accessible to adults; and
- is inaccessible to children.

Sleep

PF29# Furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are of a size that allows children using them to lie flat, and are of a design to ensure their safety.

PF30# Furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) that will be used by more than one child over time are securely covered with or made of a non-porous material (that is, a material that does not allow liquid to pass through it) that:

- protects them from becoming soiled;
- allows for easy cleaning (or is disposable); and
- does not present a suffocation hazard to children.

PF31 Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowslips) is provided for sleeping or resting children that is sufficient to keep them warm.

PF32 SESSIONAL SERVICES ONLY: A safe and comfortable place to sleep (such as a bed, stretcher, mattress, or couch) is available for children aged two and older that require sleep or rest during a session.

PF33 ALL-DAY SERVICES ONLY: Space is available for children aged two and older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activity spaces for children not sleeping or resting as necessary.

PF34 ALL-DAY SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are available for the sleep or rest of children aged two and older.

PF35 SESSIONAL SERVICES ONLY: A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. This space is located and designed to:

- minimise fluctuations in temperature, noise and lighting levels;
- allow adequate supervision; and
- accommodate at least the requirements of criterion PF36, when arranged in accordance with criterion HS10.

PF36 SESSIONAL SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are provided at a ratio of at least one to every 5 children under the age of two.

PF37 ALL-DAY SERVICES ONLY: A designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending.

This space is located and designed to:

- minimise fluctuations in temperature, noise and lighting levels;
- allow adequate supervision; and
- accommodate at least the requirements of criterion PF38, when arranged in accordance with criterion HS10.

PF38 ALL-DAY SERVICES ONLY: Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are provided at a ratio of at least one to every 2 children under the age of two.

Health and safety

» REGULATION 46 Health and safety practices standard: general

- (1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
 - (a) take all reasonable steps to promote the good health and safety of children enrolled in the service; and
 - (b) take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and
 - (c) take all reasonable steps to ensure that the premises, facilities, and other equipment on those premises are—
 - (i) kept in good repair; and
 - (ii) maintained regularly; and
 - (iii) used safely and kept free from hazards; and
 - (d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.
- (2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general.

8 Criteria to assess Health and safety practices standard

Hygiene

HS1 Premises, furniture, furnishings, fittings, equipment, and materials are kept safe, hygienic and maintained in good condition.

HS2 Linen used by children or adults is hygienically laundered.

Documentation required:

A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults.

HS3 A procedure for the changing (and disposal, if appropriate) of nappies is displayed near the nappy changing facilities and consistently implemented.

Documentation required:

A procedure for the changing (and disposal, if appropriate) of nappies that aims to ensure:

- safe and hygienic practices; and
- that children are treated with dignity and respect.

Emergencies

HS4 The premises are located in a building that has a current Fire Evacuation Scheme approved by Fire and Emergency New Zealand.

Documentation required:

A current Fire Evacuation Scheme approved by Fire and Emergency New Zealand.

- HS5** Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.
- HS6** Heavy furniture, fixtures, and equipment that could fall or topple and cause serious injury or damage are secured.
- HS7** There are a written emergency plan and supplies to ensure the care and safety of children and adults at the service. The plan must include evacuation procedures for the service's premises, which apply in a variety of emergency situations and which are consistent with the Fire Evacuation Scheme for the building.

Documentation required:

A written emergency plan that includes at least:

1. An evacuation procedure for the premises.
 2. A list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service and details of how these will be maintained and accessed in an emergency.
 3. Details of the roles and responsibilities that will apply during an emergency situation.
 4. A communication plan for families and support services.
 5. Evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required.
- HS8** Adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, three-monthly basis.



Documentation required:

A record of emergency drills carried out and evidence of how evaluation of the drills has informed the annual review of the service's emergency plan.

Sleep

HS9 A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept.

Documentation required:

1. A procedure for monitoring children's sleep. The procedure ensures that children:
 - do not have access to food or liquids while in bed; and
 - are checked for warmth, breathing, and general well-being at least every 5-10 minutes, or more frequently according to individual needs.
2. A record of the time each child attending the service sleeps, and checks made by adults during that time.

HS10# Furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) are arranged and spaced when in use so that:

- adults have clear access to at least one side (meaning the length, not the width);
- the area surrounding each child allows sufficient air movement to minimise the risk of spreading illness; and
- children able to sit or stand can do so safely as they wake.

HS11# If not permanently set up, furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) and bedding is hygienically stored when not in use.

Hazards and excursions

HS12 Equipment, premises and facilities are checked on every day of operation for hazards to children. Accident/incident records are analysed to identify hazards and appropriate action is taken. Hazards to the safety of children are eliminated, isolated or minimised.

Consideration of hazards must include but is not limited to:

- cleaning agents, medicines, poisons, and other hazardous materials;
- electrical sockets and appliances (particularly heaters);
- hazards present in kitchen or laundry facilities;
- vandalism, dangerous objects, and foreign materials (e.g. broken glass, animal droppings);
- the condition and placement of learning, play and other equipment;
- windows and other areas of glass;
- poisonous plants; and
- bodies of water.

Documentation required:

A documented risk management system.

- HS13#** The temperature of warm water delivered from taps that are accessible to children is no higher than 40°C, and comfortable for children at the centre to use.
- HS14#** Water stored in any hot water cylinder is kept at a temperature of at least 60°C.
- HS15#** All practicable steps are taken to ensure that noise levels do not unduly interfere with normal speech and/or communication, or cause any child attending distress or harm.
- HS16#** Safe and hygienic handling practices are implemented with regard to any animals at the service. All animals are able to be restrained.
- HS17** When children leave the premises on an excursion:
- assessment and management of risk is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio;
 - the first aid requirements in criterion HS25 are met in relation to those children and any children remaining at the premises;
 - parents/caregivers have given prior written approval to their child's participation and of the proposed ratio for:
 - i. regular excursions at the time of enrolment; and
 - ii. special excursions prior to the excursion taking place; and
 - there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary.
- When children leave the premises on a regular or special excursion, the excursion must be approved by the Person Responsible.

Documentation required:

A record of excursions that includes:

- the names of adults and children involved;
 - the time and date of the excursion;
 - the location and method of travel;
 - assessment and management of risk;
 - adult:child ratios;
 - evidence of parental permission and approval of adult:child ratios for regular excursions;
 - evidence of parental permission and approval of adult:child ratios for special excursions; and
 - the signature of the Person Responsible giving approval for the excursion to take place.
- HS18** If children travel in a motor vehicle while in the care of the service:
- each child is restrained as required by Land Transport legislation;
 - required adult:child ratios are maintained; and

- the written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent).

Documentation required:

Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for criterion HS17. However, services that provide transport for children to and/or from the service must also gain written permission from a parent upon enrolment.

Food and drink

HS19# Food is served at appropriate times to meet the nutritional needs of each child while they are attending.

Where food is provided by the service, it is of sufficient variety, quantity and quality to meet the nutritional and developmental needs of each child.

Where food is provided by parents, the service encourages and promotes healthy eating guidelines.

Documentation required:

A record of all food served during the service's hours of operation (other than that provided by parents for their own children). Records show the type of food provided and are available for inspection for 3 months after the food is served.

HS20# Food is prepared, served, and stored hygienically.

HS21# An ample supply of water that is fit to drink is available to children at all times, and older children are able to access this water independently.

HS22 Children are supervised and seated while eating.

Where food is provided by the service, foods that pose a high choking risk are not to be served unless prepared in accordance with best practice as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services.

Where food is provided by parents, the service promotes best practices as set out in Ministry of Health: Reducing food-related choking for babies and young children at early learning services and must provide to all parents at the time of enrolment a copy of Ministry of Health: Reducing food-related choking for babies and young children at early learning services.

HS23 APPLIES ONLY TO SERVICES LICENSED FOR UNDER 2 YEAR OLDS: Infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk food given to a child under the age of 12 months is of a type approved by the child's parent.

Child health and wellbeing

HS24# Rooms used by children are kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are attending.

HS25 There is an adult present at all times for every **25** children attending (or part thereof) that:

- holds a current First Aid qualification gained from a New Zealand Qualification Authority accredited first aid training provider; or

- is a registered medical practitioner or nurse with a current practising certificate; or
- is a qualified ambulance officer or paramedic.

If a child is injured, any required first aid is administered or supervised by an adult meeting these requirements.

Documentation required:

Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.

- HS26#** All practicable steps are taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from a disease or condition likely to be passed on to children and likely to have a detrimental effect on them.

Specifically:

- the action specified in Appendix 2 is taken for any person (adult or child) suffering from particular infectious diseases; and
- children who become unwell while attending the service are kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay.

- HS27** All practicable steps are taken to get immediate medical assistance for a child who is seriously injured or becomes seriously ill, and to notify a parent of what has happened.

Documentation required:

1. A record of all injuries, illnesses and incidents that occur at the service.

Records include:

- the child's name;
- the date, time and description of the injury, illness or incident;
- actions taken and by whom; and
- evidence that parents have been informed.

2. A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practices as required.

- HS28** Medicine (prescription and non-prescription) is not given to a child unless it is given:

- by a doctor or ambulance personnel in an emergency; or
- by the parent of the child; or
- with the written authority (appropriate to the category of medicine) of a parent.

Medicines are stored safely and appropriately, and are disposed of or sent home with a parent (if supplied in relation to a specific child) after the specified time.

Documentation required:

1. A record of the written authority from parents for the administration of medicine in accordance with the requirement for the category of medicine outlined in Appendix 3.
2. A record of all medicine (prescription and non-prescription) given to children attending the service. Records include:
 - name of the child;
 - name and amount of medicine given;
 - date and time medicine was administered and by whom; and
 - evidence of parental acknowledgement.

HS29 Adults who administer medicine to children (other than their own) are provided with information and/or training relevant to the task.

Documentation required:

A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the service.

HS30 Children are washed when they are soiled or pose a health risk to themselves or others.

Child protection

HS31 There is a written child protection policy that meets the requirements of the Vulnerable Children Act 2014. The policy contains provisions for the identification and reporting of child abuse and neglect, and information about how the service will keep children safe from abuse and neglect, and how it will respond to suspected child abuse and neglect.



The policy must be reviewed every three years.

Documentation required:

1. A written child protection policy that contains:
 - a. provisions for the service's identification and reporting of child abuse and neglect;
 - b. information about the practices the service employs to keep children safe from abuse and neglect; and
 - c. information about how the service will respond to suspected child abuse and neglect.
2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.

HS32 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).

HS33 No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.

Notification

HS34 Where there is a serious injury or illness or incident involving a child while at the service that is required to be notified to a specified agency, the service provider must also notify the Ministry of Education at the same time.

Documentation required:

A copy of the notification sent to the specified agency.

Governance, management and administration

» REGULATION 47 Governance, management, and administration standard: general

- (1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—
- (aa) the service has regard to any statement of National Education and Learning Priorities; and
 - (a) the service is effectively governed and is managed in accordance with good management practices; and
 - (b) the service provider regularly collaborates with—
 - (i) parents and family or whānau of children enrolled in the service; and
 - (ii) the adults responsible for providing education and care as part of the service; and
 - (c) appropriate documentation and records are—
 - (i) developed, maintained, and regularly reviewed; and
 - (ii) made available where appropriate—
 - (A) at any reasonable time on request by a parent of a child enrolled in the service; and
 - (B) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act; and
 - (d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and
 - (e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.
- (2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

9 Criteria to assess Governance, management and administration standard

Parent involvement and information

GMA1 The following are prominently displayed at the service for parents and visitors:

- the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Early Childhood Education and Care Centres 2008;
- the full names and qualifications of each person counting towards regulated qualification requirements;
- the service's current licence certificate; and

- a procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria.

Documentation required:

A procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria. The procedure includes the option to contact the local Ministry of Education office and provides contact details.

GMA2 Parents are advised how to access:

- information concerning their child;
- the service's operational documents (such as its philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted); and
- the most recent Education Review Office report regarding the service.

Documentation required:

Written information letting parents know how to access:

- information concerning their child;
- the service's operational documents; and
- the most recent Education Review Office report regarding the service.

GMA3 Information is provided to parents about:

- how they can be involved in the service;
- any fees charged by the service;



- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- any planned reviews and consultation.

Documentation required:

Written information letting parents know:

- how they can be involved in the service;
- any fees charged by the service;
- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- about any planned reviews and consultation.

GMA4 Parents of children attending the service and adults providing education and care are provided with opportunities to contribute to the development and review of the service's operational documents (such as philosophy, policies, and procedures and any other documents that set out how day to day operations will be conducted).

Documentation required:

Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.

Professional practices

GMA5 A philosophy statement guides the service's operation.

Documentation required:

A written statement expressing the service's beliefs, values, and attitudes about the provision of early childhood education and care.

GMA6 An ongoing process of self-review and internal evaluation helps the service maintain and improve the quality of its education and care.

Documentation required:

1. A process for reviewing and evaluating the service's operation (for example, its curriculum, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service.

The process is consistent with criterion GMA4/GMA3, and includes a schedule showing timelines for planned review and evaluation of different areas of operation.

2. Recorded outcomes from the review and evaluation process. Outcomes show how the service has regard for the Statement of National Education and Learning Priorities (NELP) in its operation.

GMA7 Suitable human resource management practices are implemented.

Documentation required:

Processes for human resource management; including:

- selection and appointment procedures;

- job/role descriptions;
- induction procedures into the service;
- a system of regular appraisal;
- provision for professional development;
- a definition of serious misconduct; and
- discipline/dismissal procedures.

GMA7A Before a person is employed or engaged as a children's worker, as defined in the Children's Act 2014, a safety check as required by that Act must be completed.

A detailed record of each component of the safety check must be kept, and the date on which each step was taken must be recorded, including the date of the risk assessment required to be completed after all relevant information is obtained. These records must be kept by, or available to, the service provider as long as the person is employed or engaged.

Every children's worker must be safety checked every three years. Safety checks may be carried out by the employer or another person or organisation acting on their behalf.

Documentation required:

1. A written procedure for safety checking all children's workers before employment or engagement of the worker commences that meets the safety checking requirements of the Children's Act 2014.
2. A record of all safety checks and the results.

Planning and documentation

GMA8 An annual plan guides the service's operation.

Documentation required:

An annual plan identifying 'who', 'what', and 'when' in relation to key tasks the service intends to undertake each year, and how key tasks will have regard to the Statement of National Education and Learning Priorities (NELP).

GMA9 An annual budget guides financial expenditure.

Documentation required:

An annual budget setting out the service's estimated revenue and expenses for the year. The budget includes at least:

- staffing costs, including leave entitlements;
- professional development costs;
- equipment and material costs for the ongoing purchase of new equipment and consumable materials; and
- provision for operational costs (such as electricity, telephone, food purchases, and other day to day items) and maintenance of the premises as appropriate.

GMA10 Enrolment records are maintained for each child attending. Records are kept for at least 7 years.

Documentation required:

Enrolment records for each child currently attending and for those who have attended in the previous 7 years. Records meet the requirements of the Early Childhood Education Funding Handbook and include at least:

- the child's full name, date of birth, and address;
- the name and address of at least 1 parent;
- details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the service;
- the name of the medical practitioner (or medical centre) who should, if practicable, be consulted if the child is ill or injured;
- details of any chronic illness/condition that the child has, and of any implications or actions to be followed in relation to that illness/condition;
- the names of the people authorised by the parent to collect the child; and
- any court orders affecting day to day care of, or contact with, the child.

GMA11 An attendance record is maintained that shows the times and dates of every child's attendance at the service. Records are kept for at least 7 years.

Documentation required:

An attendance record that meets the requirements outlined in the Early Childhood Education Funding Handbook for children currently attending, and children who have attended in the previous 7 years.

GMA12 Required documentation is made available as appropriate to parents and Government officials having right of entry to the service under section 626 of the Education and Training Act 2020.



Appendix

10 Appendix 1: First Aid kit requirements for criterion PF28

First aid kits must include at least the following:

- disposable gloves
- sterile saline solution (or some other means of cleansing wounds)
- safety pins, bandage clips or tape (or some other means of holding dressings in place)
- sterile wound dressings, including sticking plasters
- rolls of stretchable bandage
- triangular bandage (or some other means of immobilising an upper limb injury)
- scissors
- tweezers
- cold pack
- first aid manual
- National Poisons Centre phone number - 0800 POISON / 0800 764766
- Healthline phone number - 0800 611 116

The first aid kit may also contain any Category (i) medicines the service chooses to use, providing the appropriate written authority has been gained from parents (see Criterion HS28).

11 Appendix 2: Infectious diseases for criterion HS26

Condition	This disease is spread by	Early symptoms	Time between exposure and sickness	Exclusion from school, early childhood centre, or work *
Rashes and skin infections				
Chickenpox # **	Coughing, sneezing and contact with weeping blisters.	Fever and spots with a blister on top of each spot.	10–21 days after being exposed.	1 week from appearance of rash, or until all blisters have dried.
Hand, foot and mouth disease	Coughing, sneezing, and poor hand washing.	Fever, flu-like symptoms – rash on soles and palms and in the mouth.	3–5 days	Exclude until blisters have dried. If blisters able to be covered, and child feeling well, they will not need to be excluded.
Head lice (Nits)	Direct contact with an infested person's hair, and less commonly by contact with contaminated surfaces and objects.	Itchy scalp, especially behind ears. Occasionally scalp infections that require treatment may develop.	N/A	None, but ECC/school should be informed. Treatment recommended to kill eggs and lice.
Measles ! # **	Coughing and sneezing. Direct contact with an infected person. Highly infectious.	Runny nose and eyes, cough and fever, followed a few days later by a rash.	7–21 days	5 days after the appearance of rash. Non-immune contacts of a case may be excluded.
Ringworm	Contact with infected skin, bedding and clothing.	Flat, ring-shaped rash.	4–6 weeks	None, but skin contact should be avoided.
Rubella (German Measles) ! # **	Coughing and sneezing. Also direct contact with an infected person.	Fever, swollen neck glands and a rash on the face, scalp and body.	14–23 days	Until well and for 7 days from appearance of rash.
Scabies	Contact with infected skin, bedding and clothing.	Itchy rash.	4–6 weeks (but if had scabies before it may develop within 1–4 days)	Exclude until the day after appropriate treatment.
School sores (Impetigo)	Direct contact with infected sores.	Blisters on the body which burst and turn into scabby sores.	Variable	Until sores have dried up or 24 hours after antibiotic treatment has started.
Slapped cheek (Human parvovirus infection) #	Coughing and sneezing. The virus may be passed from mother to child during pregnancy.	Red cheeks and lace-like rash on body.	4–20 days	Unnecessary unless unwell.

Condition	This disease is spread by	Early symptoms	Time between exposure and sickness	Exclusion from school, early childhood centre, or work *
Diarrhoea & vomiting illnesses				
Campylobacter ! Cryptosporidium ! Salmonella ! Giardia !	Undercooked food, contaminated water. Direct spread from an infected person or animal.	Stomach pain, fever, nausea, diarrhoea and/or vomiting.	Campylobacter 1-10 days Cryptosporidium 1-12 days Giardia 3-25 days Salmonella 6-72 hours	Until well and for 48 hours after the last episode of diarrhoea or vomiting. Cryptosporidium – do not use public pool for 2 weeks after symptoms have stopped. Salmonella - Discuss exclusion of cases and contacts with public health service.
Hepatitis A !	Contaminated food or water, direct spread from an infected person.	Nausea, stomach pains, general sickness with jaundice (yellow skin) appearing a few days later.	15-50 days	7 days from the onset of jaundice.
Norovirus	Contact with secretions from infected people.	Nausea, diarrhoea/and or vomiting.	1-2 days	Until well and for 48 hours after the last episode of diarrhoea or vomiting.
Rotavirus **	Direct spread from infected person.	Nausea, diarrhoea/and or vomiting.	1-2 days	Until well and for 48 hours after the last episode of diarrhoea or vomiting.
Shigella !	Contaminated food or water, contact with an infected person.	Diarrhoea (may be bloody), fever, stomach pain.	12 hours-1 week	Discuss exclusion of cases and their contacts with public health service.
VTEC/STEC ! (Verocytotoxin- or shiga toxin-producing E. coli)	Contaminated food or water, unpasteurised milk. Direct contact with animals or infected person.	High incidence of bloody diarrhoea, stomach pain. High rate of hospitalisation and complications.	2-10 days	Discuss exclusion of cases and their contacts with public health service.

Condition	This disease is spread by	Early symptoms	Time between exposure and sickness	Exclusion from school, early childhood centre, or work *
Respiratory Infections				
Influenza and Influenza-like illness (ILI) **	Coughing and sneezing. Direct contact with infected person.	Sudden onset of fever with cough, sore throat, muscular aches and a headache.	1-4 days (average about 2 days)	Until well.
Streptococcal sore throat	Contact with secretions of a sore throat. (Coughing, sneezing etc.)	Headache, vomiting, sore throat. An untreated sore throat could lead to Rheumatic fever.	1-3 days	Exclude until well and/or has received antibiotic treatment for at least 24 hours.
Whooping cough (Pertussis) ! # **	Coughing. Adults and older children can pass on the infection to babies.	Runny nose, persistent cough followed by "whoop", vomiting or breathlessness.	5-21 days	Five days from commencing antibiotic treatment or, if no antibiotic treatment then 21 days from onset of illness or until no more coughing, whichever comes first.
Other Infections				
Conjunctivitis (Pink eye)	Direct contact with discharge from the eyes or with items contaminated by the discharge.	Irritation and redness of eye. Sometimes there is a discharge.	2-10 days (usually 3-4 days)	While there is discharge from the eyes.
Meningococcal Meningitis ! **	Close contact with oral secretions. (Coughing, sneezing, etc.)	Generally unwell, fever, headache, vomiting, sometimes a rash. Urgent treatment is required.	3-7 days	Until well enough to return.
Meningitis – Viral	Spread through different routes including coughing, sneezing, faecal-oral route.	Generally unwell, fever, headache, vomiting.	Variable	Until well.
Mumps ! **	Coughing, sneezing and infected saliva.	Pain in jaw, then swelling in front of ear and fever.	12-25 days	Exclude until 5 days after facial swelling develops, or until well.

Note: * Seek further advice from a healthcare professional or public health service

** Vaccine-preventable and/or on the National Immunisation Schedule

! Notifiable disease (Doctors notify the Public Health Service)

Pregnant women should seek advice from their maternity provider or G.P.

12 Appendix 3: Categories of medicine and written authority required from parents for criterion HS28

Category (i) medicines

Definition – a non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment spray etc) that is:

- not ingested;
- used for the ‘first aid’ treatment of minor injuries; and
- provided by the service and kept in the first aid cabinet.

Authority required – a written authority from a parent given at enrolment to the use of specific preparations on their child for the period that they are enrolled. The service must provide (at enrolment, or whenever there is a change) specific information to parents about the Category (i) preparations that will be used.

Category (ii) medicines

Definition – a prescription (such as antibiotics, eye/ear drops etc) or non-prescription (such as paracetamol liquid, cough syrup etc) medicine that is:

- used for a specified period of time to treat a specific condition or symptom; and
- provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

Authority required – a written authority from a parent given at the beginning of each day the medicine is administered, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) medicine is to be given.

Category (iii) medicines

Definition – a prescription (such as asthma inhalers, epilepsy medication etc) or non-prescription (such as antihistamine syrup, lanolin cream etc) medicine that is:

- used for the ongoing treatment of a pre-diagnosed condition (such as asthma, epilepsy, allergic reaction, diabetes, eczema etc); and
- provided by a parent for the use of that child only.

Authority required – a written authority from a parent given at enrolment as part of an individual health plan, or whenever there is a change, detailing what (name of medicine), how (method and dose), and when (time or specific symptoms/circumstances) the medicine should be given.

Notice

The Education (*Early Learning Curriculum Framework*) Notice 2023 was published in the *New Zealand Gazette* on 21 April 2023 (Notice number 2023-go1546), and prescribes the Curriculum Framework for early childhood education services in New Zealand.

This Notice is reproduced here for your information.

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.

1 Title and commencement –

(1) This notice may be cited as the Education (Early Learning Curriculum Framework) Notice 2023.

2 This notice replaces the existing Early Childhood Curriculum Framework (New Zealand Gazette, 4 September 2008, No. 136, page 3617), and the existing framework is hereby revoked with effect from 1 May 2024.

3 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.

4 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 May 2024.

5 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.

6 The Curriculum Framework » SEE NEXT PAGE



Te Ara Whānui | EARLY LEARNING CURRICULUM FRAMEWORK | HE ANGA MARAU KŌHUNGAHUNGA

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 atuata.</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 <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 haumarū</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>
			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 tuhihi</i>		Making sense of their worlds by generating and refining working theories <i>te rangahau me te mātauranga</i>
		They know the limits and boundaries of acceptable behaviour					Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose <i>he kōrero pāngarau</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'.

Te Ara Māori | HE ANGA MARAU KŌHUNGAHUNGA

NGĀ KAUPAPA WHAKAHAERE

WHAKAMANA	KOTAHITANGA	WHĀNAU TANGATA	NGĀ HONONGA
<p>Mā Te Whāriki 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 Te Whāriki 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 Te Whāriki, 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
<p>Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i></p>		<p>Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i></p>		<p>Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i></p>		<p>Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i></p>		<p>Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i></p>	
<p>Tipu ora ai ia <i>to grow and flourish</i></p>		<p>Te tiaki pai i a ia anō i roto i ōna hononga ki ōna mātua tipuna, te oranga nui <i>to care for themselves within the context of their ancestral connections.</i></p>		<p>Ū ai tōna mana whenua <i>secure in their sense of identity and belonging</i></p>		<p>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></p>		<p>Tū pakari ia hei kaitiaki i te reo Māori <i>to stand as guardians of te reo Māori</i></p>	
<p>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></p>		<p>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></p>		<p>Te manaaki i ētahi atu, te ngākau makuru <i>to care for and nurture others</i></p>		<p>Te whakakōrero i tōna tinana, he kōrero ā-tinana <i>to communicate with their bodies</i></p>		<p>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></p>	
<p>Ū ai tōna tūrangawaewae me tōna mana toi whenua <i>secure in their place to stand and their enduring relationship with the land</i></p>		<p>Te tū pakari hei kaitiaki, te manaaki i te taiao <i>to stand as guardians of the environment</i></p>		<p>Ū ai tōna mana āhua ake <i>confirming and upholding their uniqueness</i></p>		<p>Te whakawhitiwhiti kōrero, he kōrero ā-waha <i>to speak with their words</i></p>		<p>Te whakatinana i tōna tino rangatiratanga, te wero ā-tinana <i>to achieve self-determination</i></p>	
<p>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></p>		<p>Te kawae i ngā tikanga tuku iho 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></p>		<p>Te mahi tahi me te ako ngātahi, te ngākau aroha <i>to cooperate and learn with others.</i></p>		<p>Pai ai tana manaaki i ngā kōrero tuku iho <i>so they may care for and maintain oral traditions</i></p>		<p>Rite tana tū ki ōna tipuna pērā me Maui-Mōhio <i>that reinforces the mokopuna, a reflection of ancestors, like Maui-Mōhio</i></p>	
<p>Ū ai ia ki te tika me te pono <i>so they may carry themselves with honour and integrity.</i></p>		<p>Te manaaki i roto i te tika me te pono, te mahi whakaute <i>to care and nurture with respect and integrity.</i></p>		<p>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></p>		<p>Te whai hua i te whakarongo, te kōrero anō me te waihanganga i te kōrero, he kōrero paki <i>to actively engage in, listen to, retell and create stories</i></p>		<p>Te whakamahi i ngā tohu me ngā ariā tuhituhi o ōna mātua tipuna i roto i te ao hurihuri, he kōrero pāngarau o ōna mātua tipuna i roto i te ao hurihuri, he kōrero pāngarau <i>to utilise the print symbols and development of relationships to people, the environment and all elements in their world.</i></p>	
<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>	
<p>Rere arorangi ai ia ki te toi o ngā rangi <i>that enables them realise the heights of their creative potential</i></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>		<p>Te whakamahi i ngā tohu me ngā ariā pāngarau o ōna mātua tipuna 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></p>	





**Te Tāhuhu o
te Mātauranga**
Ministry of Education

He mea tārai e mātou te mātaurangakia rangatira
ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



**Te Kāwanatanga
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