



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

Licensing Criteria for Home-based 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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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 Home-based Education and Care Services 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's 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 Taura 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 Home-Based Education and Care Services 2008.

These criteria came into force on 1 December 2008. Since then, there have been 10 sets of amendments. These took place on 28 August 2009, 21 July 2011, 21 May 2015, 26 February 2016, 27 May 2016, 25 November 2016, 25 January 2021, 31 August 2021, 1 January 2022 and 19 September 2022.

2 Application

These criteria apply to all Home-based Education and Care services as defined in section 10 of the Education and Training Act 2020.

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; and
- (c) a flag symbol (🚩) indicates a criterion that applies to services which include a home or homes that have children receiving out-of-school care (as defined in the interpretation section) in the home while the licensed home-based ECE service is being provided.

4 Interpretation

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

- (a) **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;
- (b) **coordinator** means the person who has primary responsibility for overseeing the education and care, comfort, and health and safety of the children, and providing professional leadership and support to educators within the service;
- (c) **culture** means the understandings, patterns of behaviour, practices, and values shared by a group of people;
- (d) **educator** means the person with the designated role of providing education and care directly to children in his or her care, and attends to the health and safety of those children;

- (e) **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;
- (f) **medicine** means any substance used for a therapeutic purpose and includes prescription and non prescription preparations having the meaning assigned to these under Appendix 2;
- (g) **out-of-school care** means the presence of any child during licensed hours who is aged 13 years or younger, who is enrolled at school, and who is counted towards the total number of children that can be present in the home, in line with the requirements set out in section 19 of the Education and Training Act 2020;.
- (h) **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;
- (i) **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;
- (j) **policy** means a statement intended to influence and determine decisions, actions, and other matters;
- (k) **premises** means a home in which education and care is to be provided, and its associated outdoor space;
- (l) **procedure** means a particular and established way of doing something;
- (m) **process** means a goal-directed, interrelated series of actions, events, procedures, or steps;
- (n) **records** means information or data on a particular subject collected and preserved;
- (o) **regulation** means a regulation under the Education (Early Childhood Services) Regulations 2008;

- (p) **service** means a home-based education and care service;
- (q) **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;
- (r) **service provider** means the body, agency, or person who or that operates the home-based education and care service; and
- (s) **specified agency** means any government agency or statutory body that a home-based 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** Educators engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.
- C4** The practices of educators and coordinators 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 educators and coordinators 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 educators and coordinators 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 educators and coordinators 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 indoor and outdoor spaces is not unnecessarily limited.
- PF3** The premises conform to any relevant bylaws of the local authority. Any premises undergoing alterations conform to 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. Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under Section 100 of the Building Act 2004).
- PF4** A variety of equipment and materials is provided that is appropriate for the learning and abilities of the children attending.
- PF5** If infants, toddlers or children not walking attend, there are safe and comfortable (indoor and outdoor) spaces for them to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children.
- PF6** Floor surfaces are durable, safe and suitable for the range of activities to be carried out (including wet and messy play), and can easily be kept clean.

- PF7** There are spaces for the safe storage of children's play equipment, personal belongings, cleaning materials, and confidential administrative records.
- PF8** There are hygienic facilities (other than those required for PF18) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.
- PF9** A telephone is available for calls to and from the premises.
- PF10** Parts of the home 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); and
 - a safe and effective means of maintaining a room temperature of no lower than 18°C.
- PF11** There is an outdoor activity space that is:
- easily accessible and available to children;
 - enclosed by structures and/or fences and gates designed to ensure that children cannot leave the premises without the help or knowledge of the educator; and
 - safe, well drained and suitably surfaced for a variety of activities.

Food preparation and eating spaces

- PF12** There is a safe and hygienic place for children attending to sit when eating.
- PF13** 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.

Sanitary facilities

- PF14** 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.
- PF15** 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.

PF16 There is a toilet and hygienic handwashing and drying facilities suitable for the use of the children attending.

PF17 Where children wearing nappies attend, there are safe and hygienic nappy changing facilities.

PF18 There is a plumbing fixture (such as a shower, shub, or bath) for washing sick or soiled children.

Sleep

PF19 There is space available for the restful sleep of children who need it at any time they are attending.

PF20 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.

PF21 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.

PF22 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.



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 for the use of children attending 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 consistently implemented.

Documentation required:

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

1. Safe and hygienic practices; and
2. that children are treated with dignity and respect.

Emergencies

HS4 There are a written emergency plan and supplies to ensure the care and safety of the children and educator at the home and when away from the home. The plan must include evacuation procedures that apply in a variety of emergency situations and that are relevant to the home.



The written emergency plan must also include out-of-school care children if out-of-school care is being provided in the home.

If the home is in a building that has an approved Fire Evacuation Scheme, the evacuation procedures must be consistent with that scheme.

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 present in the home and details of how these will be maintained and accessed in an emergency.
3. A communication plan for families and support services.
4. Evidence of review of the plan on, at least, an annual basis.
5. Implementation of improved practices as required.

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 Educators are familiar with relevant emergency drills and carry out each type of drill with all children present in the home (as appropriate) on an, at least, three-monthly basis.

Documentation required:

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



For services providing out-of-school care the record must include evidence of drills performed with enrolled children and out-of-school care children at the same time.

Sleep

HS8 A procedure for monitoring children's sleep is implemented, and information is communicated to parents about their child's daily sleep patterns.

Documentation required:

A procedure for monitoring children's sleep.

The procedure ensures that children:

1. do not have access to food or liquids while in bed; and
2. are checked for warmth, breathing, and general well-being at least every 10 – 15 minutes (during day-time sleep), or more frequently according to individual needs.

HS9 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.

HS10 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

HS11 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.

- HS12** 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.
- HS13** Safe and hygienic handling practices are implemented with regard to any animals. All animals on the premises are able to be restrained.
- HS14** Whenever children leave the premises on an excursion:
- assessment and management of risk is undertaken;
 - a supervision plan specific to the excursion is developed and implemented;
 - parents have given prior written approval of their child's participation;
 - a. for regular excursions at the time of enrolment; and
 - b. for special excursions prior to the excursion taking place; and
 - there are communication systems in place so that people know where the children are and the educator can communicate with others as necessary.

Documentation required:

A record of excursions that includes:

1. the names of adults and children involved;
2. the time and date of the excursion;
3. the location and method of travel;
4. the excursion supervision plan;
5. assessment and management of risk;
6. evidence of parental permission for regular excursions at the time of enrolment; and
7. evidence of parental permission for special outings or excursions

- HS15** If children travel in a motor vehicle while in the care of the service:
- each child is restrained as required by Land Transport legislation; and
 - the written permission of a parent of the child is obtained before the travel begins.

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 HS14.

Food and drink

- HS16** 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.

HS17 Food is prepared, served, and stored hygienically.

HS18 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.

HS19 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.

HS20 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

HS21 Rooms used by children are kept at a comfortable temperature no lower than 18°C (at 500mm above the floor) while children are attending.

HS22 There is an adult present at all times while children are attending, who:

- 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 access to first aid training is limited due to circumstances beyond the service provider's control, the service provider must ensure that educators have knowledge of first aid, and gain a first aid qualification within 4 months of starting work at the service.

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

Documentation required:

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

2. Where access to first aid training for an educator is limited, a record of the actions taken by the service provider to ensure the educator has knowledge of first aid and achieves a first aid qualification within 4 months of starting work at the service.

HS23 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, any child who becomes unwell while attending the service or receiving out-of-school-care is 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.

 Out-of-school care must not be provided to children who are absent from school due to illness.

HS24 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.

HS25 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 2.
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.

HS26 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.

HS27 Children are washed when they are soiled or pose a health risk to themselves or others.

Child protection

HS28 There is a written child protection policy that meets the requirements of the Children's 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:
 - provisions for the service's identification and reporting of child abuse and neglect;
 - information about the practices the service employs to keep children safe from abuse and neglect; and

- 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.
- HS29** All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).
- HS30** Coordinators and educators must not use, or be under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour while responsible for children attending the service.
- HS31** All practicable steps are taken to ensure that children do not come into contact with any person on the premises who is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour.
- HS32** No person on the premises smokes or vapes in any area which is available for use by children or for food preparation while children are attending the service.

Notification

- HS33** 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.

Supervision

- HS34** Every educator must ensure that they actively supervise children at all times when children are in attendance at the service. This must be implemented in accordance with the service's supervision plan.

Documentation Required:

A written supervision plan that ensures the health, safety and wellbeing of children enrolled in the service is maintained at all times.

The plan must be specific to the premise and the number, age, abilities and enrolled hours of the children attending and must show how the educator will actively supervise children attending the service. It must include, but is not limited to:

1. How the premises will be arranged, across all indoor and outdoor spaces likely to be used at any time while children are attending the home, to enhance supervision of children.
2. How children will be supervised while they are;
 - involved in activities or routines (such as sleeping, eating and toileting) in separate parts of the home;
 - using play equipment and resources, both indoors and outdoors;
 - interacting with other people in the home, including visitors; and
 - using technology or while they are in the presence of technology while it is being used by others in the home.

Governance, management and administration

» REGULATION 46 Health and safety practices 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 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);
- the most recent Education Review Office report regarding the service;

- the Education (Early Childhood Services) Regulations 2008, and the Licensing Criteria for Home-based Education and Care Services 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:

1. Evidence (such as a newsletter or enrolment pack information) of compliance with the criterion.
2. 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 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;
- any planned reviews and consultation; and
- if out-of-school care will be provided in the educator's home while their child is attending.



Documentation required:

1. 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.
2. For services offering out-of-school care, evidence of:
 - written notice advising parents if the home their child is attending will have children receiving out-of-school care; and
 - written parental acknowledgement of the written notice.

GMA3 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

GMA4 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.

GMA5 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.

GMA6 Suitable human resource management practices are implemented for educators and staff.

Documentation required:

Processes for human resource management. Processes at least include:

- procedures for the selection and appointment of suitable educators and staff;
- job/role descriptions;
- training plans for educators with little or no previous experience in early childhood education;
- induction procedures into the service;
- a system of regular appraisal;
- provision for professional development;
- a definition of serious misconduct; and
- discipline/dismissal procedures.

GMA6A 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 organization 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; and
2. A record of all safety checks and the results.

Planning and documentation

GMA7 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).

GMA8 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 and maintenance as appropriate.

GMA9 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.

GMA10 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.

GMA11 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 PF15

First aid kits should include at least the following (or these items are available on the premises):

- 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 HS25).



11 Appendix 2: Categories of medicine and written authority required from parents for criterion HS25

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.

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

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 page 30



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
Early childhood curriculum empowers the child to learn and grow. <i>Mā Te Whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.</i>	The early childhood curriculum reflects the holistic way children learn and grow. <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>	The wider world of family and community is an integral part of early childhood curriculum. <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>	Children learn through responsive and reciprocal relationships with people, places and things. <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>

STRANDS, GOALS AND LEARNING OUTCOMES | TAUMATA WHAKAHIRAHIRA

WELLBEING MANA ATUA		BELONGING MANA WHENUA		CONTRIBUTION MANA TANGATA		COMMUNICATION MANA REO		EXPLORATION MANA AOTŪROA	
The health and wellbeing of the child are protected and nurtured. <i>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga.</i>		Children and their families feel a sense of belonging. <i>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.</i>		Opportunities for learning are equitable, and each child's contribution is valued. <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>		The languages and symbols of children's own and other cultures are promoted and protected. <i>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.</i>		The child learns through active exploration of the environment. <i>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.</i>	
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 haumaru</i>	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change <i>te mārāma 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 tuhiuhi</i>		
							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
Mā Te Whāriki e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu. <i>Te Whāriki is critical to the foundation of lifelong learning for mokopuna.</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>Te Whāriki reflects the holistic, interdependent nature of learning for mokopuna.</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>Mokopuna relate to the people and contexts that contribute to their learning and development.</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>Through connectedness to others, mokopuna gain confidence in their identity as a learner.</i>

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

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



**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
o Aotearoa**
New Zealand Government