



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

Licensing Criteria for Hospital-based Education & Care Services 2008

and Early Childhood Education Curriculum Framework

As amended 20 April 2026



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

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for Hospital-Based Education and Care Services
Amendment Criteria 2025

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Introduction

This booklet contains the *Licensing Criteria for Hospital-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 secondary legislation 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 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.

Pursuant to regulation 41 of the Education (Early Childhood Services) Regulations 2008, the Minister of Education prescribes the following criteria.

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Title and commencement

1 Title and commencement

These criteria may be cited as the Licensing Criteria for Hospital-based Education & Care Services 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, 31 August 2021, 1 January 2022, 19 September 2022 and 20 April 2026.

2 Application

These criteria apply to all Hospital-based Education and Care services licensed under the Education (Early Childhood Services) Regulations 2008.

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; and
- (b) any specific documentation requirements to demonstrate compliance with a criterion are set out below the relevant criterion.

4 Interpretation

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

- (a) **adults providing education and care** means hospital play specialists 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) **ECE** means early childhood education;
- (e) **excursion** means –
 - i. being outside the hospital 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;
- (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) **policy** means a statement intended to influence and determine decisions, actions, and other matters. Policies are required to be implemented;
- (h) **premises** means the parts of the hospital where children participating in the service receive early childhood education and care;
- (i) **procedure** means a particular and established way of doing something. Procedures are required to be implemented;
- (j) **process** means a goal-directed, interrelated series of actions, events, procedures, or steps;
- (k) **records** means information or data on a particular subject collected and preserved;
- (l) **regulation** means a regulation under the Education (Early Childhood Services) Regulations 2008;
- (m) **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);
- (n) **service** means a hospital-based education and care service;
- (o) **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; and
- (p) **service provider** means the body, agency, or person who or that operates the hospital-based education and care service.

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

- C301** The service curriculum is consistent with any prescribed curriculum framework that applies to the service.
- C302** 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.
- C303** Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships.
- C304** 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

- C305** 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.
- C306** 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

- C307** 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.
- C308** The service curriculum provides a language-rich environment that supports children's learning.
- C309** The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – individually and in groups.
- C310** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

Working with others

- C311** Positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children.
- C312** 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.
- C313** 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 C301 – C313. 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 (C310);
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 (C312);
3. A record of information and guidance sought from agencies and/or services (C313).

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

PF301 The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either:

- for a period of at least 3 years; or
- for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's premises and facilities that would affect children participating in the ECE service.

Documentation required

1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001; and
2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet premises and facilities requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.

PF302 A sufficient quantity and variety of furniture, equipment, and materials is provided to ensure children have timely access to appropriate learning challenges, experiences, and opportunities that support their developmental stages, abilities, and current and emerging interests.

PF303 All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use.

PF304 There are spaces for the safe storage of equipment and materials.

PF305 There is space (where children are not present) 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.

PF306 There are hygienic facilities (other than those used for body wash) or alternative arrangements available for the preparation and cleaning up of paint and other art materials.

ECE Activity Room

PF307 The design and layout of any ECE Activity Room supports effective adult supervision and facilitates a range of different types of learning experiences that are appropriate to the number, ages, abilities, and specific mobility or treatment needs of the children likely to use it.

PF308 There are safe and comfortable spaces in any ECE Activity Room 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. This does not prohibit infants and toddlers from moving throughout the premises, learning alongside older children.

PF309 Floor surfaces in any ECE Activity Room 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.

PF310 A telephone or other means of communication is available in the ECE Activity Room to enable adults providing education and care to call for assistance when necessary.

PF311 There are facilities (or appropriate arrangements in place) for hygienic handwashing and drying in any ECE Activity Room.

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

HS301 The hospital from which the service operates has been granted certification under the Health and Disability Services (Safety) Act 2001 either:

- for a period of at least 3 years; or
- for a period of less than 3 years, but the lesser period of certification does not reflect problems identified with requirements relating to the hospital's health and safety practices that would affect children participating in the ECE service.

Documentation required

1. Copy of the current certificate issued to the hospital under the Health and Disability Services (Safety) Act 2001; and
2. If the certificate denotes a certification period of less than 3 years, a copy of the Corrective Action Plan from the hospital's Audit Report, showing that failure to meet health and safety practices requirements that affect children participating in the ECE service is not the reason for a shorter certification period being granted.

HS302 Premises, furniture, furnishings, fittings, equipment, and materials used by children as part of the ECE programme are kept safe, hygienic and maintained in good condition.

HS303 Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.

HS304 Adults providing education and care are familiar with relevant emergency drills.

Documentation required

A record of the emergency drills carried out.

HS305 Safe and hygienic practices are implemented with regard to any animals at the service (such as thorough handwashing after handling animals and ensuring animals can be kept separate from food preparation/eating spaces). All animals can be restrained if they pose a risk to children.

HS306 Whenever children leave the premises on an excursion:

- a risk assessment and management process is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratios;
- parents have given prior written approval to their child's participation and of the proposed ratios, location and method of travel; and
- communication systems are in place so that people know where the children are, and adults can communicate with others as necessary.

Documentation required (written or digital)

A record of excursions that includes:

- the names of all adults and children involved;
- the time and date of excursion;
- the location and method of travel;
- completed risk assessment and management process; and
- evidence of parental permission and approval of adult:child ratios, location and method of travel.

HS307 If children travel in a motor vehicle while in the care of the service:

- each child is restrained as required by the 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 (when children are not travelling with their parent).

Documentation required

Evidence of parental permission for any travel by motor vehicle as part of the ECE programme.

ECE Activity Room

HS308 Maintain a comfortable temperature in any ECE Activity Room used by children (no lower than 18°C at 500mm above the floor), allowing for fluctuating temperatures for brief periods. If applicable, any thermometers fixed on walls are positioned out of children's reach and no higher than 1500mm above the floor.

- HS309** 1. Any ECE Activity Room and equipment used by children as part of the ECE programme are checked every day for hazards. Checks include at least:
- cleaning agents, medicines, poisons and other hazardous materials;
 - electrical sockets and appliances;
 - vandalism, dangerous objects and foreign materials;
 - the conditions and placement of learning, play and other equipment;
 - bodies of water; and
 - heavy furniture, fixtures and equipment that could fall or topple and cause serious injury or damage.
2. Hazards are eliminated, isolated or minimised.

Documentation required (written or digital)

A documented risk assessment and management system.

- HS310** All practicable steps are taken to ensure that noise levels in any ECE Activity Room do not unduly interfere with normal speech and/or communication, or cause any child participating in the service distress or harm.

Child Protection

- HS311** Medicine (prescription and non-prescription) is not given to a child unless it is given by authorised personnel, in an emergency or as part of the child's treatment as a patient of the hospital.

- HS312** A written child protection policy and procedure is implemented that meets the requirements of the Children's Act 2014.

The policy and procedure contain provisions for:

- the identification and reporting of child abuse and neglect;
- information about how the service will keep children safe from abuse and neglect; and
- how the service will respond to suspected child abuse and neglect.

The policy and procedure must be reviewed every 3 years to assess how well it has supported or would support the service's response to child abuse and neglect.

Documentation required (written or digital)

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.

3. Evidence the service has reviewed the policy and procedure every 3 years. As part of the review, the service must evaluate how well the policy and procedure works using at least one example of either:
- how well the policy and procedure has supported the service to respond; or
 - how well the policy and procedure would support the service to respond using a hypothetical scenario.

HS313 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).

HS314 Adults providing education and care 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 participating in the service.

HS315 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.

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-
 - (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 2 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

GMA301 The following are prominently displayed in any ECE Activity Room:

- the service's current licence certificate; and
- the name and contact details of a person who parents, whānau, and visitors can contact for questions about the service and/or to make a complaint.

GMA302 Parents and whānau are provided with information on how to access the following, in either written or digital format:

- the Education (Early Childhood Services) Regulations 2008;
- the Licensing Criteria for Hospital-based Education and Care Services 2008;
- information about any changes to the service's licence status;
- the most recent Education Review Office report regarding the service;
- the full names and qualifications of each person counting towards regulated qualification requirements;
- information concerning their child;
- any fees charged by the service;
- how they can be involved in the service;
- the service's operational documents;
- any planned reviews and consultation;
- the amount and details of the expenditure of any Ministry of Education funding received by the service; and
- a procedure for parents and whānau to follow if they wish to make a complaint about the service. The procedure should include details on who to contact and the contact information for the local Ministry of Education office.

GMA303 There is evidence in either written or digital format that parents and whānau of children participating in the service and adults providing education and care have been provided with opportunities to contribute to the development and review of the service's operational documents.

Professional practices

GMA304 There is an ongoing review process that supports the service to maintain and implement operational policies and practices. The process supports improvements where changes are needed.

Documentation required (written or digital)

- A process for reviewing the service's delivery of operational policies and practices;
- the process is consistent with criterion GMA303; and
- recorded outcomes from the review process.

GMA305 Suitable human resource management processes are implemented. Processes include:

- induction procedures into the service;
- provision for professional development;
- a definition of serious misconduct; and
- discipline/dismissal procedures.

GMA306 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 3 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

GMA307 An annual plan guides the service's operation.

Note: this criterion only applies in respect of the Secretary's assessment of probationary applications where the applicant does not hold a current licence and applications to amend a licence where the different legal entity does not hold a current licence.

Documentation required

An annual plan identifying 'who', 'what', and 'when' in relation to key tasks the service intends to undertake each year.

GMA308 An annual budget guides financial expenditure.

Note: this criterion only applies in respect of the Secretary's assessment of probationary applications where the applicant does not hold a current licence and applications to amend a licence where the different legal entity does not hold a current licence.

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 of the premises as appropriate.

GMA309 Adults providing education and care have access to information held by the hospital for each child participating in the service.

Attendance records are maintained for each participating child. Records are kept for at least 7 years.

Documentation required

Attendance records for each child currently participating and for those who have participated in the previous 7 years. Records meet all the requirements of the ECE Funding Handbook.

GMA310 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.

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 21.

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 tauīwi, me ō rātou wāhi nohonga, ki roto i Te Whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.</i></p>	<p>Children learn through responsive and reciprocal relationships with people, places and things.</p> <p><i>Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.</i></p>

STRANDS, GOALS AND LEARNING OUTCOMES | TAUMATA WHAKAHIRAHIRA

WELLBEING MANA ATUA		BELONGING MANA WHENUA		CONTRIBUTION MANA TANGATA		COMMUNICATION MANA REO		EXPLORATION MANA AOTŪROA	
<p>The health and wellbeing of the child are protected and nurtured.</p> <p><i>Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga.</i></p>		<p>Children and their families feel a sense of belonging.</p> <p><i>Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.</i></p>		<p>Opportunities for learning are equitable, and each child's contribution is valued.</p> <p><i>Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao.</i></p>		<p>The languages and symbols of children's own and other cultures are promoted and protected.</p> <p><i>Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.</i></p>		<p>The child learns through active exploration of the environment.</p> <p><i>Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.</i></p>	
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>
		They know the limits and boundaries of acceptable behaviour	Showing respect for kaupapa, rules and the rights of others <i>te mahi whakaute</i>				Recognising print symbols and concepts and using them with enjoyment, meaning and purpose <i>he kōrero tuhituhi</i>		
							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 <i>Te Whāriki</i> e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu.</p> <p><i>Te Whāriki is critical to the foundation of lifelong learning for mokopuna.</i></p>	<p>Mā <i>Te Whāriki</i> e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.</p> <p><i>Te Whāriki reflects the holistic, interdependent nature of learning for mokopuna.</i></p>	<p>Me whiri mai te whānau, te hapū, te iwi, me tauīwi, me ō rātou wāhi hononga ki roto i <i>Te Whāriki</i>, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna.</p> <p><i>Mokopuna relate to the people and contexts that contribute to their learning and development.</i></p>	<p>Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.</p> <p><i>Through connectedness to others, mokopuna gain confidence in their identity as a learner.</i></p>

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

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



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

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

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



**Te Kāwanatanga
o Aotearoa**
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