

EARLY LEARNING CURRICULUM FRAMEWORK | HE ANGA MARAU KŌHUNGAHUNGA 2023

PART A

Principles | Kaupapa whakahaere

Empowerment Whakamana Early childhood curriculum empowers the child to learn and grow Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.	Holistic Development Kotahitanga The early childhood curriculum reflects the holistic way children learn and grow Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna.	Family and Community Whānau tangata The wider world of family and community is an integral part of the early childhood curriculum 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.	Relationships Ngā hononga Children learn through responsive and reciprocal relationships with people, places and things 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.
--	---	--	---

Strands, goals and learning outcomes | Taumata whakahirahira

Strands	Goals	Learning Outcomes
Well-being Mana atua	<i>Children experience an environment where:</i>	<i>Over time and with guidance and encouragement, children become increasingly capable of:</i>
The health and well-being of the child are protected and nurtured Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuatanga.	their health is promoted	keeping themselves healthy and caring for themselves te oranga nui
	their emotional wellbeing is nurtured	managing themselves and expressing their feelings and needs te whakahua whakaaro
	they are kept safe from harm	keeping themselves and others safe from harm te noho haumaru.
Belonging Mana whenua	<i>Children and their families experience an environment where:</i>	<i>Over time and with guidance and encouragement, children become increasingly capable of:</i>
Children and their families feel a sense of belonging Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata.	connecting links with the family and the wider world are affirmed and extended	making connections between people, places and things in their world te waihanga hononga
	they know that they have a place	taking part in caring for this place te manaaki i te taiao
	they feel comfortable with the routines, customs and regular events	understanding how things work here and adapting to change te mārama
	they know the limits and boundaries of acceptable behaviour	showing respect for kaupapa, rules and the rights of others te mahi whakaute.
Contribution Mana tangata	<i>Children experience an environment where:</i>	<i>Over time and with guidance and encouragement, children become increasingly capable of:</i>
Opportunities for learning are equitable and each child’s contribution is valued 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.	there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background	treating others fairly and including them in play te ngākau makuru
	they are affirmed as individuals	recognising and appreciating their own ability to learn te rangatiratanga
	they are encouraged to learn with and alongside others	using a range of strategies and skills to play and learn with others te ngākau aroha
Communication Mana reo	<i>Children experience an environment where:</i>	<i>Over time and with guidance and encouragement, children become increasingly capable of:</i>
The languages and symbols of children’s own and other cultures are promoted and protected Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui.	they develop non-verbal communication skills for a range of purposes	using gesture and movement to express themselves he kōrero ā-tinana
	they develop verbal communication skills for a range of purposes	understanding oral language and using it for a range of purposes he kōrero ā-waha¹
	they experience the stories and symbols of their own and other cultures	- enjoying hearing stories and retelling and creating them he kōrero paki² - recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhituhi - recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau
	they discover different ways to be creative and expressive.	expressing their feelings and ideas using a range of materials and modes he kōrero auaha.
Exploration Mana aotūroa	<i>Children experience an environment where:</i>	<i>Over time and with guidance and encouragement, children become increasingly capable of:</i>
The child learns through active exploration of the environment Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao.	their play is valued as meaningful learning and the importance of spontaneous play is recognised	playing, imagining, inventing and experimenting te whakaaro me te tūhurahura i te pūtaiao
	they gain confidence in and control of their bodies	moving confidently and challenging themselves physically te wero ā-tinana
	they learn strategies for active exploration, thinking and reasoning	using a range of strategies for reasoning and problem solving te hīraurau hopanga
	they develop working theories for making sense of the natural, social, physical and material worlds.	making sense of their worlds by generating and refining working theories te rangahau me te mātauranga.

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’

Dated at Wellington this 21st day of April 2023.
Hon JAN TINETTI, Minister of Education.

Dated at Wellington this 21st day of April 2023.
Hon JAN TINETTI, Minister of Education.