



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

Certification Criteria for Playgroups 2008

and Early Childhood Education Curriculum Framework

As amended 1 September 2026



**New Zealand
Government**
Te Kāwanatanga
o Aotearoa

Published by Ministry of Education, New Zealand
September 2026

Te Tāhuhu o te Mātauranga | Ministry of Education
Mātauranga House, 33 Bowen Street
Wellington 6011
PO Box 1666
Wellington 6140
New Zealand

www.education.govt.nz

This is an update to Certification Criteria for Playgroups 2008 published in 2018.
Changes reflect September 2026 amendments to the certification criteria for playgroups.

Crown copyright © 2026

ISBN 978-0-478-13924-2 (Online)

Introduction

This booklet contains the *Certification Criteria for Playgroups 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 Director of Regulation 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.

Contents

1	Title and commencement	5
2	Application	5
3	Explanatory information	5
4	Interpretation	5
5	Purpose	5
6	Criteria to assess Curriculum standard	6
	C1 – C2	6
7	Criteria to assess Premises and facilities standard	7
	PF1 – PF8	7
8	Criteria to assess Health and safety practices standard	8
	HS1 – HS12	8
9	Criteria to assess Management and administration standard	11
	MA1 – MA6	11
	Notice of Curriculum Framework	13

Title and commencement

1 Title and commencement

These criteria may be cited as the Certification Criteria for Playgroups 2008.

These criteria came into force on 1 December 2008. Since then, there have been 6 sets of amendments. These took place on 21 July 2011, 21 May 2015, 26 February 2016, 27 May 2016, 19 September 2022 and 1 September 2026.

2 Application

These criteria apply to all Playgroups that are certified under the Education (Playgroups) Regulations 2008.

3 Explanatory information

In these criteria, a copy of the minimum standard in each regulation is set out, followed by the criteria against which compliance will be assessed; and 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) **group** means a playgroup;
- (b) **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, whanau or other culturally recognised family group.
- (c) **premises** means the land and buildings (or parts of buildings) used by the playgroup;
- (d) **procedure** means a particular and established way of doing something;
- (e) **records** means information or data on a particular subject collected and preserved;
- (f) **regulation** means a regulation under the Education (Playgroups) Regulations 2008; and
- (g) **service** provider means the person or persons who operate the playgroup.

5 Purpose of criteria

- (1) The criteria are to be used by the Director of Regulation to assess compliance with the minimum standards set out under regulations 18, and 20 to 22, of the Education (Playgroups) Regulations 2008.
- (2) Regulations 18, and 20 to 22, impose minimum standards that each certificated 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 18 Curriculum standard

The curriculum standard requires the service provider for every certificated play-group to —

- (a) plan for, provide, and review an education programme that is consistent with any curriculum framework prescribed by the Minister that applies to certificated playgroups; and
- (b) provide positive guidance to children attending the playgroup in order to support children's learning.

6 Criteria to assess Curriculum standard

- C1** A range of learning opportunities and experiences for children are planned for and provided that:
- are consistent with any prescribed curriculum framework that applies; and
 - are reviewed by the group and amended as necessary at least every 12 months.

Documentation required:

A plan outlining the variety of learning experiences and play opportunities the playgroup will provide.

- C2** Appropriate rules and behavioural boundaries are consistently and positively applied.

Documentation required:

A procedure for providing positive guidance to children that reflects the group's agreed methods for behaviour management.



Premises and facilities

» REGULATION 20 Premises and facilities standard

- (1) The premises and facilities standard requires the service provider for every certificated playgroup to operate from premises that are —
 - (a) safe and that provide sufficient space, facilities, and equipment to support the learning of children attending the playgroup and maintain their health and well-being; and
 - (b) available for use by other groups in the community; but
 - (c) not used as a private dwelling.
- (2) Subclause (1)(b) does not prevent a playgroup from operating from a part of any premises set aside for the exclusive use of the playgroup, (for example, a particular room in a building) if another part or parts of the same premises are open to use by other groups in the community.

7 Criteria to assess Premises and facilities standard

- PF1** The design and layout of the premises supports the provision of a variety of activities and experiences with regard to the age and number of children attending.
- PF2** There are safe and comfortable spaces for infants, toddlers, or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children.
- PF3** A variety of furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children attending.

Documentation required:

An equipment inventory, maintained to at least show equipment purchased with Ministry of Education funds.

- PF4** There is a toilet and hygienic handwashing and drying facilities suitable for the use of children attending.
- PF5** Where children wearing nappies attend, there is space (away from the play space and any food preparation areas) available for changing nappies.
- PF6** There is a first aid kit containing basic first aid supplies for minor injuries that may occur at the group. The kit is:
- easily recognisable and readily accessible to adults; and
 - inaccessible to children.
- PF7** If any outdoor space is used by the playgroup, it is either:
- enclosed by structures and/or fences and gates that are maintained so that children cannot leave the premises without an adult's help: or
 - systems are in place to ensure children's safety while outside.
- PF8** If outdoor space is not available, alternative arrangements are made to provide children attending with opportunities for gross motor (physically active) play.

Health and safety

» REGULATION 21 Health and safety practices standard

The health and safety practices standard requires the service provider for every certificated playgroup to take reasonable steps to —

- (a) maintain good health and safety practices at the playgroup; and
- (b) ensure all practicable steps are taken to eliminate, isolate, or minimise hazards to children attending the playgroup; and
- (c) ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.

8 Criteria to assess Health and safety practices standard

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

HS2 There are a written emergency plan and supplies to ensure the care and safety of children and adults at the playgroup. The plan must include evacuation procedures for the playgroup's premises that apply in a variety of emergency situations. If there is an approved Fire Evacuation Scheme for the building in which the playgroup operates, 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 at the playgroup and details of how these will be maintained and accessed in an emergency.
3. Details of the roles and responsibilities that will apply during an emergency situation.
4. A communication plan for families and support services.
5. Evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required.

HS2A Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.

HS3 Positive steps are taken to prevent injury to people and damage to property resulting from unsecured heavy furniture, fixtures, and equipment falling.

HS4 Adults providing education and care are familiar with relevant emergency drills and carry these out with children on an at least three-monthly basis.

Documentation required:

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

- HS5** Any food is prepared, served, and stored hygienically.
- HS6** The premises are kept at a comfortable temperature while children are attending.
- HS7** Equipment, premises and facilities are checked on every day of operation for hazards to children. 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
- heating appliances
- hazards present in kitchen or laundry facilities
- foreign materials (e.g. glass, animal droppings), vandalism, and dangerous objects
- the condition and placement of equipment
- poisonous plants; and
- bodies of water (such as pools or water troughs).

- HS8** 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 present.
- HS9** No person on the premises uses, or is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the playgroup's hours of operation.



HS10 All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).

HS11 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.

HS12 Where there is a serious injury or illness or incident involving a child while at the playgroup, the service provider must notify the Director of Regulation as soon as practicable after the event.



Management and administration

» REGULATION 22 Management and administration standard

- (1) The management and administration standard requires the service provider for every certificated playgroup to ensure that —
 - (a) the playgroup is effectively managed in accordance with good management practices; and
 - (b) the playgroup is managed in a collaborative way with the parents and caregivers involved; and
 - (c) appropriate written procedures and records are developed, maintained, and made available when appropriate.
- (2) All written procedures and records required by subclause (1)(c) must be made available by the service provider for inspection —
 - (a) at any reasonable time on request by a parent or member of the family or caregiver of a child attending the playgroup;
 - (b) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act.
- (3) Subclause (2) does not limit any rights of access conferred by law to any document referred to in subclause (1)(c).

9 Criteria to assess Management and administration standard

- MA1** An agreed statement about the operation of the playgroup is available for people to read.

Documentation required:

An agreed statement of group aims and information outlining:

1. the group's philosophy;
2. days and times of operation;
3. the role of adults;
4. costs such as fees or donations; and
5. contact numbers for people seeking information about the group.

- MA2** Parents of children attending are given opportunities to discuss the group's operation and be involved in decision making.

Documentation required:

A record of the opportunities provided for participation by parents in decision making, including any meetings held and the decisions made.

- MA3** All parents and caregivers at the playgroup share responsibility for the safety and supervision of all children attending.

MA4 Information is shared with the parents of children attending, including:

- financial information about the group's operation; and
- information received/sought from relevant agencies or services.

MA5 Enrolment and attendance records are maintained for children attending.

Documentation required:

1. Enrolment records, showing at least:
 - child's name, gender, and date of birth;
 - parent's home address and phone number;
 - emergency contact phone number; and
 - ethnicity (including iwi affiliation as appropriate).
2. Attendance records, showing at least the child's full name and days attended.

MA6 Paid workers only

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

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

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

Documentation required:

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

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 14.

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 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>	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 haumarū</i>	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change <i>te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</i>	They are encouraged to learn with and alongside others	Using a range of strategies and skills to play and learn with others <i>te ngākau aroha</i>	They experience the stories and symbols of their own and other cultures	Enjoying hearing ² stories and retelling and creating them <i>he kōrero paki</i>	They learn strategies for active exploration, thinking and reasoning	Using a range of strategies for reasoning and problem solving <i>te hīraurau hopanga</i>
			Showing respect for kaupapa, rules and the rights of others <i>te mahi whakaute</i>				Recognising print symbols and concepts and using them with enjoyment, meaning and purpose <i>he kōrero tuhiuhi</i>		Making sense of their worlds by generating and refining working theories <i>te rangahau me te mātauranga</i>
		They know the limits and boundaries of acceptable behaviour					Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose <i>he kōrero pāngarau</i>		
						They discover different ways to be creative and expressive	Expressing their feelings and ideas using a wide range of materials and modes <i>he kōrero auaha</i>		

1. 'Oral language' encompasses any method of communication the child uses as a first language; this includes New Zealand Sign Language and, for children who are non-verbal, alternative and augmentative communication (AAC).
2. For children who are deaf or hard of hearing, 'hearing' includes 'watching'.

Te Ara Māori | HE ANGA MARAU KŌHUNGAHUNGA

NGĀ KAUPAPA WHAKAHAERE

WHAKAMANA	KOTAHITANGA	WHĀNAU TANGATA	NGĀ HONONGA
Mā Te <i>Whāriki</i> 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 <i>Whāriki</i> 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 <i>Whāriki</i>, 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 <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability:</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability:</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability:</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability:</i>	Ka kākahutia te mokopuna ki te korowai o ōna mātua tipuna, he korowai aroha kia <i>Mokopuna are enveloped in their ancestral cloak, a cloak of love and empathy:</i>	Ka whanake te mokopuna kia pakari tōna mōhio ki <i>Mokopuna grow and develop their understanding and ability:</i>
Tipu ora ai ia <i>to grow and flourish</i>	Te tiaki pai i a ia anō i roto i ōna hononga ki ōna mātua 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 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 <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 tauira i waiho mai e ōna tipuna pērā me Maui, te hiraurau 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 pāngarau <i>to utilise the print symbols and 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 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 mātaurangakia rangatira
ai, kia mana taurite ai ōna huanga.

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



**New Zealand
Government**
Te Kāwanatanga
o Aotearoa