

**NEWSLETTER FOR NEW ZEALAND CATHOLIC EARLY CHILDHOOD CENTRES, KINDERGARTENS,  
PLAYGROUPS AND INTERESTED PARTIES  
MAY 2017**

**GREETINGS**

**Tēnā koutou katoa, malo e lelei, talofa lava, ni sa bula vinaka, talohani, kia orana, fakalofa lahi atu and blessings and warm greetings to you all.**

As I write the winter has really hit, and I'm hoping that this will feed my inner prayer life!

**Update of Te Whāriki**

We are delighted to report on the update of Te Whāriki. We know that you will have been working hard on the implications of the update, but because this is so important, we have provided summary information from the internet, which may be a useful summary, for staff and parents. At the end you will see our comment on how the new document fits alongside the Catholic Early Childhood Curriculum document.

Information taken from the Te Whāriki website: <http://tewhariki.tki.org.nz/en/the-story-of-te-whariki/>:

The 2017 **Te Whāriki** has been updated to reflect changes to context, theory, and practice. The curriculum for ngā kōhanga reo, previously described as part B is now identified as **Te Whāriki a te Kōhanga Reo**.

The updated Te Whāriki consists of two documents in one: **Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum** and **Te Whāriki a te Kōhanga Reo**. The first (which retains the title of the original 1996 document) is for use by all early learning services except kōhanga reo affiliated to the National Trust. The print edition of the two documents is formatted as a flipbook. The two documents describe alternative curriculum pathways of equal status. Both share a common framework of principles and strands. '**Te Whāriki**' can be used as a short title for either document/curriculum (or, informally, the combined documents) as long as it is clear from the context what is meant.

The update for **Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum** includes a stronger focus on bicultural practice, the importance of language, culture, and identity, and the inclusion of all children. The learning outcomes have been reviewed and condensed to twenty to enable a greater focus on "what matters here" when designing local curriculum. Links to **The New Zealand Curriculum** and **Te Marautanga o Aotearoa** have been set out to support children's transition pathways and learning continuity. The overall structure has been streamlined for easier navigation. The aspiration for children, bicultural structure, principles, strands and goals remain the same. In this way **Te Whāriki** remains a unique and visionary framework for lifelong learning.

What we've done:

- We reviewed the learning outcomes and framed these as the development of children's capabilities over time, noting that this development occurs in a context of guidance and support.
- We linked the development of learning dispositions and working theories (eg, "learning to learn") more directly to the learning outcomes.
- Goals and learning outcomes are connected in the one-page overview diagram to show links between pedagogy and learning.
- We reviewed the section on assessment, planning, and evaluation to provide clearer links with the principles of *Te Whāriki*.
- More prominence has been given to the principles of *Te Whāriki* to create a better overall balance.
- Some learning outcomes have been reworded or expanded to better explain intent.
- The bicultural framing has been retained and guidance relating to Māori concepts and pedagogy has been expanded.

- The focus on affirming the diverse identities, cultures and languages of all children and their families and whānau has been strengthened.
- The sections describing infants and toddlers have been revised to better reflect current approaches to pedagogy.
- More explicit references have been made to children who need additional learning support.
- Visual aspects of *Te Whāriki* have been changed to better reflect diversity.
- We have retained the section on theories and made stronger links with pedagogical advice. We have not expanded this section further in the print document, however we have noted this as an area for development for [www.tewhariki.tki.org.nz](http://www.tewhariki.tki.org.nz), the implementation of *Te Whāriki*.
- We have specifically acknowledged that there are diverse philosophies and approaches across the sector and that this is valued by parents and whānau.
- Reflective questions have been included in the document to support each curriculum strand.
- We have made the links between *Te Whāriki* and *Te Marautanga o Aotearoa* more explicit to better support understanding of this pathway. A section in *Te Whāriki a te Kōhanga Reo* reinforces that language and customary practices provide the foundation for that curriculum.
- We have explained the reason for using the term kaiako and that this term covers teachers, educators, and parents who share responsibility for curriculum delivery.
- We have noted the feedback on additional resources for consideration as we develop the *Te Whāriki* implementation website.
- *Te Whāriki a te Kōhanga Reo* was expanded to include more information about curriculum design, pedagogy, and assessment.

### **What does the revision mean for the Catholic Early Childhood Curriculum?**

We believe that the Catholic Early Childhood Curriculum continues to fit beautifully beside *Te Whāriki*. We note that *Te Whāriki* specifically acknowledges that there are diverse philosophies across the sector, and we strongly encourage you to read the Catholic curriculum alongside the updated curriculum and ensure that your professional development on the updated curriculum includes significant time devoted to further updating your documentation and practice in the area of Catholic curriculum. It is an excellent opportunity to strengthen the heart of the Catholic curriculum of the service. Catholic services should be in an excellent position to take on the challenge of the revised *Te Whāriki*, and we would be interested to receive your comments on it.

### **FINALLY**

Remember to pass on the newsletter, and to send us any news for circulating. Blessings and best wishes to all.

Susan Apáthy  
Deputy CEO, NZCEO

New Zealand Association of Catholic Early Childcare Organisations  
C/- New Zealand Catholic Education Office  
PO Box 12307, Wellington 6144  
Phone 04 496-1739, fax 04 496-1734  
[www.nzceo.org.nz](http://www.nzceo.org.nz)  
Email [nzceooffice@nzceo.org.nz](mailto:nzceooffice@nzceo.org.nz) or [s.apathy@nzceo.org.nz](mailto:s.apathy@nzceo.org.nz)

Catholic early childhood curriculum: Anne Kennedy  
National Centre for Religious Studies (NCRS)  
PO Box 12243, Wellington, 6144  
[www.ncrs.org.nz](http://www.ncrs.org.nz), Email: [ncrs@catholicinstitute.ac.nz](mailto:ncrs@catholicinstitute.ac.nz), or: [a.kennedy@tci.ac.nz](mailto:a.kennedy@tci.ac.nz)