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Part D

*TE WHÀRIKI* AND *THE*

*NEW ZEALAND CURRICULUM*

*FRAMEWORK*

Official policy for teaching, learning, and assessment in New Zealand schools is set out in the document *The New Zealand Curriculum Framework* (Ministry of Education, 1993). As with this curriculum for early childhood, the curriculum framework is grounded in a

set of principles. These principles are referred to under the related principles of *Te Whāriki*.

*The New Zealand Curriculum Framework* outlines essential learning areas, essential skills, and attitudes and values. The early childhood curriculum provides a foundation for children to become confident and competent and, during the school years, to be able to build on their pervious learning. Each strand of the early childhood curriculum has a number of links with the essential learning areas and essential skills of *The New Zealand Curriculum Framework*. These links are set out in the following pages.

WELL-BEING

Links with Essential Learning Areas

**Communication Skills:** children develop confidence and ability in expressing thoughts

and feelings effectively and appropriately.

**Numeracy Skills:** children develop competence in mathematical concepts and enjoy using them

in daily life.

**Information Skills:** children gain confidence in finding out about and understanding safe

routines and behaviours.

**Problem-solving Skills:** children feel confident in taking some responsibility for enquiring and for testing ideas to solve problems.

**Self-management and Competitive Skills:**

children develop a sense of self-worth, take some responsibility for their own health and safety, and develop ways of coping with conflict, challenge, and change.

**Social and Co-operative Skills:** children are able to participate in a range of social settings, and they develop a sense of responsibility for, and trust in, other people.

**Physical Skills:** children are helped to develop personal health through exercise, good hygiene, and healthy diet and to develop and enjoy

recreational, motor, and manipulative skills.

**Work and Study Skills:** children develop confidence to manage some tasks independently and to pay attention in spite of distractions.

WELL-BEING

Links with Essential Learning Areas

**Language and Languages:** confidence and proficiency in language enhance the development of a sense of self-worth and enable

children to participate effectively and make sense of the world.

**Mathematics:** exploring mathematical concepts

encourages creativity, perseverance, and self confidence.

**Science:** developing consciousness of one’s place in the environment fosters curiosity and scientific understanding.

**Technology:** capability in solving practical problems contributes to self-confidence and well-being.

**Social Sciences:** working together helps children develop confidence in their ability to develop relationships with others.

**The Arts:** the arts are important to the growth of self-expression and to a sense of self-worth and enjoyment.

**Health and Physical Well-being:** the physical, social, emotional, and spiritual dimensions of growth are all important to enable children to

develop confidence in themselves and their abilities

BELONGING

Links with Essential Learning Areas

**Language and Languages:** acquisition of language provides children with a sense of identity and a vital medium for participating in their culture.

**Mathematics:** mathematical concepts are used in practical family and social contexts, such as remembering telephone numbers, street

numbers, and birth dates.

**Science:** knowledge about the natural and physical worlds helps children to participate in their family and community.

**Technology:** using many materials for different purposes enables children to recognise that different technologies may be used in various

places and settings.

**Social Sciences:** children’s understanding of themselves in their family and community is affirmed when children know that their families

and cultures have a place and are respected.

**The Arts:** children’s sense of belonging is reinforced through participating in the arts and rituals of their own community and those of

other cultures.

**Health and Physical Well-being:** participation in physical activities gives opportunities for being part of a group and ensuring that all are

welcomed and supported.

CONTRIBUTION

Links with Essential Learning Areas

**Language and Languages:** children’s growing awareness of their own and other languages enriches social, cultural, and intellectual life.

**Mathematics:** children develop mathematical problem-solving strategies in, for instance, sharing and dividing resources, turn taking, and

estimating times.

**Science:** participation in active enquiry develops children’s confidence in offering ideas and in understanding.

**Technology:** growing experience in solving problems together develops children’s understanding of how technologies can help them and others.

**Social Sciences:** through working with others, children develop respect for differences and an understanding of their roles, rights, and responsibilities in relation to other people.

**The Arts:** generating and exploring ideas in creative ways, individually and in groups, provides opportunities for purposeful contributions.

**Health and Physical Well-being:** in participating in group physical activities, children develop responsible relationships and respect for cultural perspectives and the contributions of others.

COMMUNICATION

Links with Essential Learning Areas

**Language and Languages:** development of nonverbal and verbal communication for a range of purposes is fundamental to learning and to

effective participation in intellectual, emotional, and social life.

**Mathematics:** development of mathematical vocabulary and concepts helps children communicate complex ideas such as weight,

shape, and volume.

**Science:** children develop the vocabulary and techniques to investigate and communicate ideas about their world.

**Technology:** children gain experience in using communication technologies such as crayons, paintbrushes, pencils, calculators, books, and computers.

**Social Sciences:** children experience the stories and symbols of their own and other cultures, developing awareness of the richness of

communication.

**The Arts:** all the art forms, including dance, mime, music, painting, and other visual arts, enable children to discover different ways to

communicate.

**Health and Physical Well-being:** using physical expression and activity assists children’s development of both verbal and non-verbal communication.

EXPLORATION

Links with Essential Learning Areas

**Language and Languages:** language development enables children to make sense of the world, to question, and to express ideas and

information.

**Mathematics:** children develop and use mathematical concepts when they collect, organise, compare, and interpret different objects

and materials.

**Science:** children learn strategies for active investigation, thinking, and reasoning.

**Technology:** children use a variety of technologies for different purposes as they explore their world.

**Social Sciences:** children develop confidence in working with others to explore the environment and make sense of the social and physical world.

**The Arts:** children explore ideas, materials, and the environment through the arts.

**Health and Physical Well-being:** as they explore their world, children gain confidence in the control and use of their bodies