



Curriculum Implementation Policy

Te Kaupapa Here mō te Whakatinanatanga o te Marau

Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito : August 2025 | Ākuhata 2025

Next Review | ā houanga arotake: August 2026 | Ākuhata 2026

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

To weave and implement curriculum that is consistent with the mandated early childhood curriculum: *The Early Learning Curriculum Framework (Te Whāriki: He Whāriki Mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum)*.

To ensure processes for noticing, recognising and responding to support children's learning are:

- Consistent with current pedagogical theory and practice.
- Respect and promote children as competent and confident learners and communicators
- Consistent across Whānau Manaaki Kindergartens and Etu Ao Settings through the use of *Te Manawa: Criteria for weaving Te Whāriki in our Whānau Manaaki Services 3rd Edition 2021 (Te Manawa)*.

Background

Te Manawa | The Heart, reminds us that teaching and learning is at the heart of everything we do, and was first developed in 2011, as a guiding document to improve quality and consistency of curriculum implementation through the noticing, recognising, responding and revisiting process. It is our tool to support the implementation of Te Whāriki. We are now on our 3rd iteration, which was revised in 2021.

Applies To | Ko Wai Whakahāngaitia

- Kindergartens (Teaching Teams)
- Etu Ao Services (Visiting Teachers, TONIs)

General Principles | Mātāpono Whānui

1. *Te Manawa* is the document that sets out the criteria for weaving and implementing curriculum throughout all Whānau Manaaki services.
2. Teaching teams and Visiting Teachers will use *Te Manawa* to develop a set of procedures that support them to weave and implement curriculum that fosters children's learning and development.



3. These procedures will be based around the two sections within *Te Manawa*: Intentional Teaching and Individual Portfolios (collated documentation of an individual child's learning journey - online and hardcopy).
4. In order to ensure effective curriculum weaving and implementation, teaching teams, Visiting Teachers and TONIS must establish processes for regularly sharing NRRRR (Notice, Recognise, Respond, Revisiting, Recording) information.
5. These procedures will be reviewed bi-annually or aspects may be updated more frequently as necessary to reflect team's current practices and processes.
6. Senior Teachers and Visiting Teachers will support teams and TONIs and provide professional learning and development opportunities to continuously progress understanding and implementation of *Te Manawa* and *Te Whāriki*.

Relevant Legislation and Regulations | **Whaitake Ture me Waeture**

- [Early Learning Curriculum Framework](#) Te Whāriki: He Whāriki Mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum
- [Education \(Early Childhood Services\) Regulations 2008](#)
- [Licensing Criteria for Early Childhood Education and Care Centres 2022](#)
- [Licensing Criteria for Home-Based ECE Services 2022](#)

Related Procedures or Processes and Documents | **Pākanga Tukanga me Pukapuka**

- Curriculum Implementation Guidelines for teaching teams and Visiting Teachers.
- *Te Manawa: Criteria for weaving Te Whāriki in our Whānau Manaaki Services 3rd Edition 2021*
- *Mōihotanga Evaluation Framework 2023*

Policy Review Cycle | **Kaupapa Arotake Hurihanga**

This policy is to be reviewed every year. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.





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Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visiting Teacher Lead

Introduction | Timatanga Kōrero

The purpose of these guidelines is to:

- Set out the principles by which He Whānau Manaaki o Tararua and its employees will approach curriculum implementation and give effect to the mandated aspects of *Te Whāriki* (Ngā Kaupapa Whakahaere/Principles, and Taumata whakahirahira /Strands, Goals and Learning Outcomes).
- Provide a reference document for both Senior Teachers, Visiting Teaching and Teaching teams to ensure curriculum design and practices support the implementation of *Te Whāriki*.

Applies To | Ko Wai Whakahāngaitia

These guidelines apply to all He Whānau Manaaki Senior Teachers, Visiting Teachers, Teaching Teams and TONIs.

General Principles | Mātāpono Whānui

1. *Te Whāriki* is the foundation and framework for curriculum in all our Kindergartens and Etu Ao Homebased Services.
2. *Te Manawa: Criteria for weaving Te Whāriki in our HWM services (3rd Edition 2021)* (*Te Manawa*) is the document that sets out the criteria for weaving and implementing curriculum throughout all Whānau Manaaki services.
3. *Te Manawa* provides the basis for localised procedure design in our Kindergartens and Etu Ao Homebased Services.
4. *Te Manawa* is a tool to support ongoing evaluation and improvement

Whānau Manaaki Expectations: For Teaching Teams, Visiting Teachers and TONIs

1. Children are viewed as agentic and capable learners, where TONI educators, and teaching teams will support their children's forming sense of self, identity, and culture.
2. Our curricula reflect current theory and practice. Teaching teams, visiting teachers and TONI educators use quality assessment and NRRRR planning processes.
3. Teaching teams, visiting Teachers and TONI educators promote children's learning progression by acknowledging, supporting, and extending children's knowledge, skills, interests and learning dispositions, working theories and cultural identity.
4. Our programmes involve and be responsive to children's preferences where they are active decision makers in their own learning journey.





Curriculum Implementation Guidelines

5. Teaching teams, visiting Teachers and TONI educators seek Parents/whānau voice and aspirations, which inform their children's learning journey, and the development and implementation of local curriculum.
6. Children experience an environment where they are treated with respect and compassion, where they feel safe and a sense of belonging and where their uniqueness is valued.
7. Teaching teams, visiting Teachers and TONI educators

Procedures Design for Teaching Teams and Visiting Teachers

Procedures provide a framework to clearly describe/detail the expectations for weaving and implementing your curriculum - how teaching and learning is supported in your kindergarten and Etu Ao Services.

Suggested references and resources to support development of Kindergartens' and Etu Ao Services *Te Manawa* procedures:

- *Te Manawa: Criteria for weaving Te Whāriki in our HWM services (3rd Edition 2021)*
- [Whānau Manaaki Learning Outcomes paper](#)
- [Te Manawa Learning Outcomes One Pagers and Videos](#)
- [He Māpuna te Tamaiti 2019](#)
- [Te Kōrerorero 2020](#)
- [Te Whatu Pōkeka 2009](#)
- [Kei Tua o te Pae 2004-2009](#)
- [Action Plan for Pacific Education 2020-2030](#)
- [Tapasā 2018](#)
- [Ka Hikitia - Ka Hāpaitia 2024](#)
- [Tātaiako 2011](#)
- [Kōwhiri Whakapae: Supporting teachers to assess and share children's early learning progress 2025](#)
- [Early Childhood Curriculum: what's important and what works](#) ERO 2016

Procedures will have two separate sections with the following headings:

- Intentional Teaching
- Individual Portfolios

The following tables supports Teaching Teams and Visiting Teachers to develop *Te Manawa* Curriculum Implementation procedures: please refer to *Te Manawa* for further prompts and suggestions





Curriculum Implementation Guidelines

Intentional Teaching Criteria	What are the processes that we have in place NOW to enable this to happen?	What processes do we need to develop to make this happen?
Criteria 1.1 Ngā kaupapa whakahaere/ the principles of Te Whāriki underpin and drive each kindergarten's curriculum and kaiako' practice		
Criteria 1.2 Kaiako thoughtfully and purposefully support children to construct perceptions of themselves as capable, powerful learners and members of their communities, as described in the aspiration statement in Te Whāriki		
Criteria 1.3 Kaiako use the processes of Noticing, Recognising, Responding, Recording and Revisiting (NRRRR) to gather evidence-based formative assessment information.		
Criteria 1.4 Kaiako meet regularly to share their NRRRR information, which they use to plan further teaching strategies and evaluate their practices, routines, systems and learning environments		
Criteria 1.5 Kaiako seek and reflect on multiple perspectives from their community of learners- parents/whānau, local community, kaiako and children to support the implementation of the curriculum		





Curriculum Implementation Guidelines

Criteria 1.6 Kaiako respect children's rights and choices involving them in decision-making about their learning experiences.		
Criteria 1.7 The learning environment and teaching strategies reflect the bicultural heritage of Aotearoa New Zealand, Te Tiriti o Waitangi and promote a Te Ao Māori perspective		
Criteria 1.8 Environments are purposefully designed in a responsive, time-effective way to engage and provoke children's emerging learning interests and honour the intent of Te Whāriki		

Individual Portfolios Criteria	What are the processes that we have in place NOW to enable this to happen?	What processes do we need to develop to make this happen?
Criteria 2.1 Portfolios support each child to construct a positive identity (sense of self) as an active learner; and gives credit-based messages about them as a learner in their learning community.		
Criteria 2.2 Portfolios acknowledge the social and cultural worlds of the child and how these inform their learning		





Curriculum Implementation Guidelines

Criteria 2.3 Portfolios connect with and utilise parent/ whānau aspirations		
Criteria 2.4 Portfolios reflect a socio-cultural perspective of noticing and recognising, (assessment for learning) responding, recording and revisiting (planning decisions)		
Criteria 2.5 Portfolios ensure that the child's learning progression is clearly visible in ways that provide them with information about themselves as active learners		
Criteria 2.6 Portfolios include multiple perspectives that provide a broad view of each child's learning		
Criteria 2.7 Portfolios may capture information in a range of languages and ways, including handwritten as well as digital documentation.		
Criteria 2.8 Portfolios include evidence of the child becoming confident in Aotearoa New Zealand's dual heritage		
Criteria 2.9 Portfolios evidence the child engaging in self-assessment		





Curriculum Implementation Guidelines

Criteria 2.10 Portfolios are acknowledged as belonging to the child, their parents and whānau, and are easily accessible		
Criteria 2.11 Head Kaiako ensure that robust systems and processes are in place to enable the team to evaluate portfolio content.		





Curriculum Implementation Guidelines

Noticing, Recognising, Responding, Recording, Revisiting

