



Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito : May 2024 | Mei 2024

Next Review | ā houanga arotake: May 2025 | Mei 2025

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 Te Whāriki.

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.

## Background

Te Manawa|The Heart, reminds us that teaching and learning is at the heart of everything we do, and was 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.

## Applies To | Ko Wai Whakahāngaitia

- Kindergarten Settings (Teaching Teams)
- Etu Ao Settings (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: Criteria for weaving Te Whāriki in our Whānau Manaaki services 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 annually or more frequently as necessary.
6. Senior and Visiting Teachers will support teaching 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](#)**

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.

Designing, implementing, and evaluating curriculum - Education Review Office

Te Manawa 3rd edition

Mōihotanga Evaluation Framework

Kōwhiri Whakapae [Supporting teachers to assess and share children's early learning progress - Kōwhiri Whakapae \(education.govt.nz\)](#)

Te Whāriki 2017

Kei Tua o te Pae

Action Plan for Pacific Education 2020-2030 and Tapasā

Ka Hikitia and Tātaiako

### **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.





# Guidelines Curriculum Implementation

Version 2 | Mahi Tuarua

Effective Date | Whakamana tahito: May 2024 | Mei 2024

Next Review | ā houanga arotake: May 2025 | Mei 2025

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:

- Set out the principles by which He Whānau Manaaki o Tararua and its employees will approach curriculum implementation.
- 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

This policy applies to all He Whānau Manaaki Senior Teachers, Visiting Teachers, Teaching Teams and 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 and provides the basis for procedure design.
2. Te Whāriki and Te Manawa Expectations provide guidance for Teaching Teams and Visiting Teachers in their day-to-day practices and curriculum design through the NRRRR process.

## Relevant Legislation and Regulations | Whaitake Ture me Waeture

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 Policy

Designing, implementing, and evaluating curriculum - Education Review Office

Te Manawa 3rd edition

Mōihotanga Evaluation Framework

Kōwhiri Whakapae [Supporting teachers to assess and share children's early learning progress - Kōwhiri Whakapae \(education.govt.nz\)](https://www.education.govt.nz/supporting-teachers-to-assess-and-share-childrens-early-learning-progress/)

Te Whāriki 2017

Kei Tua o te Pae

Action Plan for Pacific Education 2020-2030 and Tapasā

Ka Hikitia and Tātaiako





### **Guidelines Review Cycle | Kaupapa Arotake Hurihanga**

These guidelines are to be reviewed every year. Whānau Manaaki may amend or cancel these guidelines or introduce new guidelines, as it considers it necessary within the current cycle of the guidelines. 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 guidelines will continue on the same review cycle.

### WMK Expectations: For Teaching Teams, Visiting Teachers & TONIs

1. Our programmes will reflect current theory and practice. TONI educators and teaching teams use quality assessment and NRRRR planning processes.
2. TONI educators and teaching teams promote children's learning progression by acknowledging, supporting, and extending children's knowledge, skills, interests and learning dispositions and cultural identity.
3. Our programmes will involve and be responsive to children's preferences where they are active decision makers in their own learning journey.
4. Parents/whānau will be encouraged to share their aspirations they have for their children's learning journey.
5. Children will be viewed as active and capable learners, where TONI educators, and teaching teams will support their children's forming sense of self, identity, and culture.
6. Children will experience an environment where they are treated with respect, compassion, and security and where their uniqueness is valued.
7. TONI educators ensure that on a weekly basis, children have the opportunity to attend and participate in playgroups; go on community excursions and actively connect in their wider community. Teaching teams will ensure that opportunities are offered for children to engage in their local communities.





## 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 Settings.

Procedures will have two separate sections with the following headings:

- Intentional Teaching
- Individual Portfolios

The following tables support discussion to design Te Manawa Curriculum Implementation procedures:

<b>Intentional Teaching Criteria</b>	<b>What are the processes that we have in place NOW to enable this to happen?</b>	<b>What processes do we need to develop to make this happen?</b>
<b>Criteria 1.1</b> Ngā kaupapa whakahaere/ the principles of Te Whāriki underpin and drive each kindergarten's curriculum and kaiako' practice		
<b>Criteria 1.2</b> 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		
<b>Criteria 1.3</b> Kaiako use the processes of Noticing, Recognising, Responding, Recording and Revisiting (NRRRR) to gather evidence-based formative assessment information.		





<p><b>Criteria 1.4</b> 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</p>		
<p><b>Criteria 1.5</b> 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</p>		
<p><b>Criteria 1.6</b> Kaiako respect children’s rights and choices involving them in decision-making about their learning experiences.</p>		
<p><b>Criteria 1.7</b> 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</p>		
<p><b>Criteria 1.8</b> 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</p>		





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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?
<b>Criteria 2.1</b> 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.		
<b>Criteria 2.2</b> Portfolios acknowledge the social and cultural worlds of the child and how these inform their learning		
<b>Criteria 2.3</b> Portfolios connect with and utilise parent/ whānau aspirations		
<b>Criteria 2.4</b> Portfolios reflect a socio-cultural perspective of noticing and recognising, (assessment for learning) responding, recording and revisiting (planning decisions)		
<b>Criteria 2.5</b> Portfolios ensure that the child's learning progression is clearly visible in ways that provide them with information about themselves as active learners		
<b>Criteria 2.6</b> Portfolios include multiple perspectives that provide a broad view of each child's learning		





<b>Criteria 2.7</b> Portfolios may capture information in a range of languages and ways, including handwritten as well as digital documentation.		
<b>Criteria 2.8</b> Portfolios include evidence of the child becoming confident in Aotearoa New Zealand's dual heritage		
<b>Criteria 2.9</b> Portfolios evidence the child engaging in self-assessment		
<b>Criteria 2.10</b> Portfolios are acknowledged as belonging to the child, their parents and whānau, and are easily accessible		
<b>Criteria 2.11</b> Head Kaiako ensure that robust systems and processes are in place to enable the team to evaluate portfolio content.		







## Noticing, Recognising, Responding, Recording, Revisiting

