Curriculum – Api'i Tamariki Potiki – Draft Notes

Taku Ipukarea
Taku Korona
Taku Urunga Upoko
Rangatira Ei Au

My Island
My Joy
Where I Rest My Head
My Strength & My Identity

Henrica Wilson

Akapapaanga Manako – Contents

<u>Part A</u>

Part B:

Supporting document

Tuatua Akamataanga – Introduction:

The Early Years in the Cook Islands is a very significant period in our children's development. The Aka'aiteanga tuatua at the beginning of this document recognizes the foundation which is the land, the culture, identity and the connection between.

The collective nature of our Polynesian society is also represented by the ecology of the reef fish.

Early Childhood is " a period of momentous significance for all people growing up in our culture… *By the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers, and as language users, and they will have reached certain important decisions about their own abilities and their own worth."*

Donaldson, M., Grieve, R., and Pratt, C. Early Childhood Development and Education: Readings in Psychology. Oxford: Basil Blackwell, 1983, p.1.

Aims:

The curriculum is founded on the following aims for our children*:*

To develop a sense of belonging to the culture and understanding of the language, values, beliefs, tradition and customs that form our Cook Islands culture, secure in the knowledge that they make a valued contribution to society.

This is reflected in the Principles or Akakaoroanga Tumu of the Cook Islands Curriculum Framework which states that the goal of education of the Cook Islands is:
" …to build the skills, knowledge, attitudes and values of its people to ensure the sustainability of the language and culture of the Cook Islands…"
Cook Islands Curriculum Framework, 2002, P.1.

To grow up as able and confident learners and communicators, healthy in mind, body, and spirit.

Ministry of Education, 1996   Te Whaariki

Te Peu Maori i Roto i te Akapaanga Kura Apii – Culture in the Cook Islands Framework

A fundamental part of this curriculum document is the place of culture, values and language. The Cook Islands Curriculum Framework states that "*The Cook Islands Curriculum reflects the unique nature of the Cook Islands including cultural and spiritual beliefs and values*…"Early Childhood draws and builds upon the language and cultural experiences of the child and reflects the nature, values and aspirations of the family and community as it prepares the child for lifelong learning. The Cook Island Curriculum framework recognizes early childhood education as the foundation upon which future learning is built.

A Cook Island Maori perspective forms the basis of this curriculum, in its value base and its language. It is designed to provide a basis for developmentally and culturally appropriate practice in our Early Childhood settings. One of the purposes of the Early Childhood curriculum is to make available to the next generation the knowledge, skills and attitudes which are regarded as valuable in our culture. The curriculum draws on the cultural heritage of our children and acknowledges the differences in dialects and individual islands, and makes links with families and the wider community.

This curriculum defines how to achieve progress towards this vision for learners in early childhood learning environments. It is about the individual child. Its starting point is the learner and the knowledge, skills and attitudes that the child brings to their experiences. The curriculum is also about Early Childhood settings. Learning begins at home and in the village and community and recognition is given of the significant role that these settings play in laying the foundations for successful future learning.

This is an Early Childhood Curriculum specifically designed for children from the time of birth to school entry, and it provides links to learning in school settings. The learning environment in the early childhood years is different from that in the school sector. This learning environment, the constraints of age, and the special nature of the early childhood years are elaborated on in this curriculum.

This curriculum emphasizes the critical role of social and cultural transmitted learning and of two way and responsive relationships for children with people, places and things. Children learn through working together with adults and peers, and observation of others, as well as through individual exploration and reflection.

Purpose and Structure of the document:

The purpose of this document is to provide a curriculum framework that will form the basis of consistent curriculum and programmes for the diversity of Early Childhood settings on the Cook Islands. This curriculum sets out the principles, strands and goals that are distinctly appropriate for the early childhood years and provides examples of the links between early childhood education and the school years.

The term "curriculum" is used in this document to describe the sum total of the experiences, activities, and events, whether direct or indirect, which occur within an environment designed to foster children's learning and development.

These experiences, activities and events may be based on forward planning or may develop in response to a particular situation.

This document has two sections.

Part A expands on the principles, strands, and goals and forms the framework for implementation. The six key principles are described. The strands are explained, in general terms and how they relate to the principles of the Early Childhood Curriculum. Implications for adult responsibilities for management, organization, and practice in early childhood settings are set out for each strand. Some of the expectations for children as they move from early childhood settings to school are also described.

Each strand has associated goals, which in turn have specific learning outcomes. These learning outcomes are identified in Part A. Examples of experiences that will help to meet the needs of, and achieve the necessary learning outcomes, for infants, toddlers and young children, are suggested in this part. These assist services in developing programmes that are clearly related to the principles, strands, and goals of the curriculum. Examples of reflective questions designed specifically for each goal provide a further basis for discussion. Supporting resources will provide further assistance in planning, evaluation, assessment, and implementation.

Part B describes the Early Childhood context in the Cook Islands. It also includes some indicators of broad stages in children's learning and development, and identifies processed of planning, evaluation and assessment and the ways in which these are related to the principles of the curriculum. Links that each strand has with the essential skills and essential learning areas of the Cook Island Curriculum Framework for schools are demonstrated. Terms used with specific meanings in the curriculum document are defined in the glossary, are also in this section.
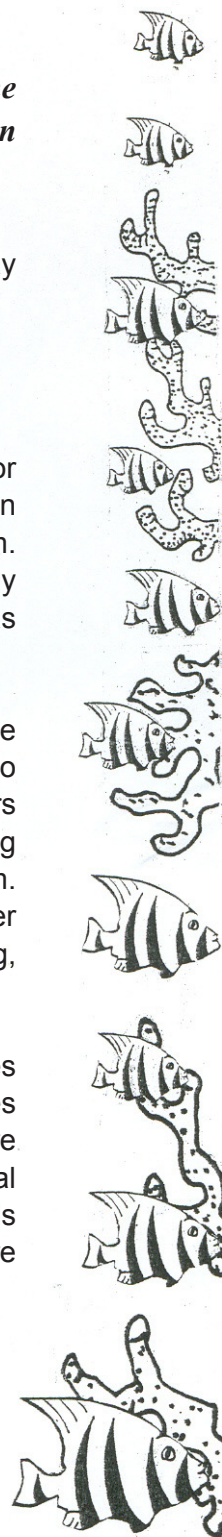
Te Vaerua (Roots of Tree and Reef Fish)
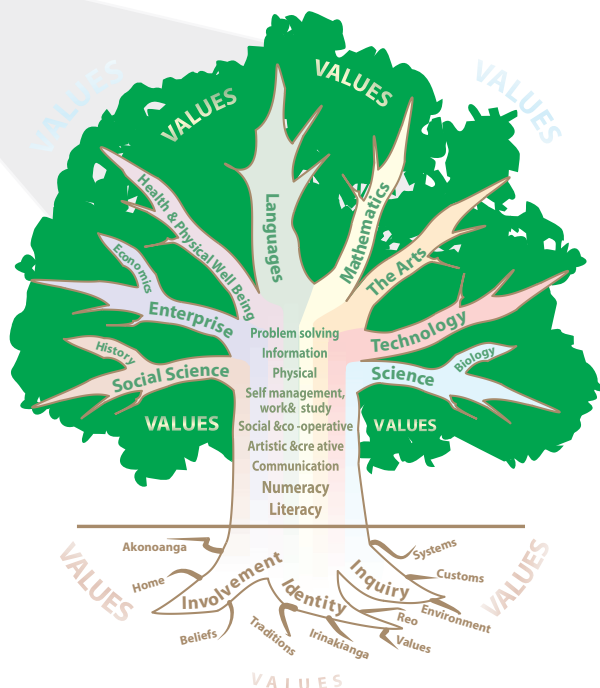
The Tree of Learning symbolizes the Cook Islands peoples close connection and affinity with nature and the land, and their bond to spiritual beliefs. The land represents Cooks Islands society, the home and village environment, traditions and customs, cultural and spiritual beliefs and values. The soil provides the medium for the roots of the tree to grow. The roots represent those values and attitudes that need to be developed and nurtured in children at an early age. Hence this part of the tree equates to the early childhood programme where the focus is on developing positive attitudes towards identity, involvement, inquiry, communication and contribution in an environment that is closely linked to the home and community. Different programmes, philosophies, structures, and environments will contribute to these foundations. Recognition is given to the social construction of identity and therefore an important part of this link is the active participation of parents and caregivers in the centres.

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Developing a sense of belonging and connections within our families and communities is emphasized. This is represented in our Early Childhood Education metaphor of the reef fish which exist in a finely balanced system within the reef. Each contributes to the ecosystem, or pool of knowledge, with each fish making an equal and essential contribution to the healthy ecosystem of the reef. In Early Childhood Education children, teachers, parents and the community all have a significant role to play as we jointly develop a sense of belonging and connections within a "community of learners".

The curriculum is provided by the people, places, and things in the child's environment: the adults, the other children, the physical environment, and the resources. The curriculum integrates care and education and includes both specifically planned experiences and activities and interactions that arise spontaneously.

The Early Childhood programme reinforces the values of individual and group responsibility that form the foundation of Cook Islands traditional and modern society. These commonly held values include respect, honesty, integrity, care and compassion, fairness, tolerance, love, charity and fulfillment of mutual obligations. Children will be encouraged to develop these values as individuals, and as members of family, and other social groupings in church, village, vaka and island. Within this framework Early Childhood Education will lay the foundation for life long learning.

Distinctive patterns will come from:

- Structural differences, such as in sessional or full-day programmes

- Organizational differences, such as in pre-schools, child care centres

- Different environments, such as in home-based or centre- based programmes

- Different resources that are available in the urban and outer island settings

- The ways in which the local village and community participates

- The age range of the children in the programme
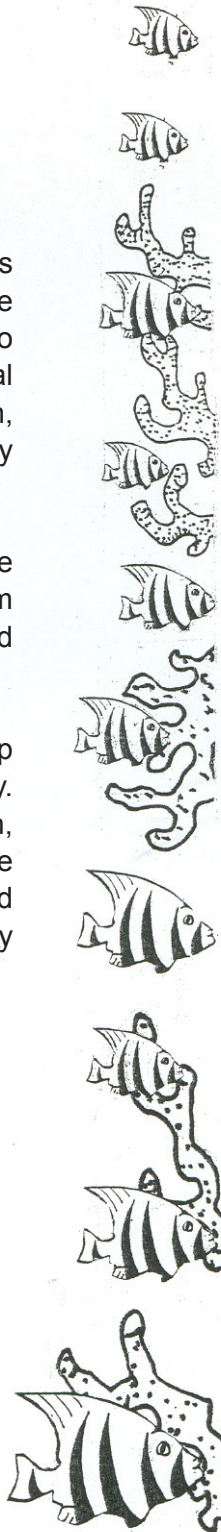
Early Childhood Care and Education in the Cook Islands

Early Childhood Care and Education in the Cook Islands cover the years from birth to school entry age. Preschools have been established since the early 1970's with many schools in the Cooks having a preschool service attached to their school. Early Childhood Education in the Cook Islands is changing to meet the changing needs of families.

The development of full day Early Childhood education services reflects social and economic changes in society as women increasingly move into employment while their children are young. For comparable economic and social reasons, Early Childhood services for infants and toddlers have been established and will continue to grow. The idea of a curriculum for infants and toddlers is new. Much of the curriculum discourse has focused on three and four year olds. This document provides a curriculum framework for infant and toddler programmes that address the particular needs and capabilities of this younger age group.

Including Children with Special Needs

Care and education for children who have special needs is provided within the diverse range of early childhood services. The curriculum expects that their care and education will be encompassed within the principles, strands and goals set out for all children in early childhood settings.

Activities will be age appropriate and will enable children with special needs to be actively engaged in learning. An Individual Plan (I.P.) will be developed for any children who require resources alternative or additional to those usually provided within an Early Childhood education setting. Objectives for an IP will be realistic, useful, and of value to the child and family. The programme will provide activities to meet specific objectives, and the equipment necessary to promote independence. Te Api'i Tamariki Potiki is designed to be inclusive and appropriate for all children and anticipates that special needs will be met as children learn together in all kinds of Early Childhood settings. The programmes of each centre will incorporate strategies to fully include children with special needs. Specialist services are available to assist teachers and families with this process.

The Principles, Strands, and Goals of the Early Childhood Curriculum

Te Reo
Values, Customs & Traditions, Spiritual Belief
Holistic Development
Family & Community
Empowerment
Relationships

The Strands:

Identity
Involvement
Inquiry
Communication
Contribution

The Principles:

Te Reo:

The Early Childhood curriculum recognizes that Te Reo Kuki Airani is the indigenous language and is the means by which our values, traditions and customs are expressed and communicated. Cook Islands Maori is an integral part of our identity; while English is considered an international language. Te Reo Kuki Airani is the first language and will be the language spoken mainly at the early childhood level.

Akonoanga - Values, Customs and Traditions, and Spiritual Beliefs:

Values, attitudes and spiritual beliefs are a fundamental part of Cook Islands Society. The Cook Islands is a country of tradition and change, of traditional customs and ceremonies, and of western practices and laws. The Early Childhood curriculum will reflect Cook Islands values, customs, traditions and spiritual beliefs.

Te Oire e te Iti Tangata - Family & Community:

The wider world of family and community is an inclusive part of the early childhood curriculum.
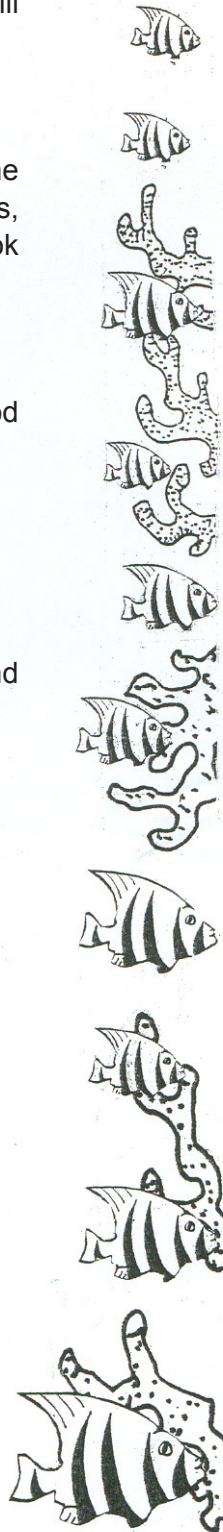
Tupuanga o te tamaiti - Holistic Development:

The early childhood curriculum reflects the holistic way children learn.

Pirianga - Relationships:

Children learn through responsive and warm relationships with people, places and things.

Akamana'anga Empowerment:

The Early Childhood curriculum will enable the child to learn and grow.

Strands and Goals:

Strand 1

Identity:

Tei'ea to'ou marae, tei'ia to'ou maunga, ko'ai koe – where is your sacred ground, where is your sacred mountain, who are you? These issues are fundamental to the identity of being a true Maori of the land; a personality with the appropriate culture.

Goals:

Children will know who they are;

- connecting links with family, early learning centre, community, society, country, wider world are affirmed and extended;

Children will develop a sense of belonging;

- they know they have a place, they feel comfortable with the routines, customs and regular events;
- They know the limits and boundaries of acceptable behaviour.

Strand 2

Involvement:

Children will have the opportunity to become involved, develop self confidence, and build relationships with their peers, and with adults other than their parents and family members.

Goals:

Children experience an environment where:

- Their health is promoted
- Their emotional well being is nurtured
- They are kept safe from harm

Strand 3

Inquiry:

They will be encouraged to increase their awareness of their environment, to inquire, to explore and to expand their understanding other ways things are and the different ways of doing things. The child learns through active exploration of the environment

Goals:

- Their play is valued as meaningful learning and the importance of spontaneous play is recognized;
- They gain confidence in and control of their bodies;
- They learn strategies for active exploration, thinking, and reasoning;

- They develop working theories for making sense of the natural , social, physical, and material worlds.

Strand 4

Communication :

The language and symbols of our culture and other cultures is promoted and protected

Goals:

- They develop non-verbal communication skills for a range of purposes

- They develop verbal communication skills for a range of purposes

- They experience the stories and symbols of their own and other cultures

- They discover different ways to be creative and expressive

Strand 5

Contribution:

Opportunities for learning are equitable, and each child's contribution is valued.

Goals:

- They are encouraged to learn with and alongside others.

- They are affirmed as individuals;

- There are fair opportunities for learning, despite gender, ability, age, ethnicity, or background.

Six Principles

Te Reo

The Early Childhood curriculum advocates the use of Te Reo Kuki Airani in early childhood settings. Language plays a central role in human life. It is a vehicle for communication, a tool for thinking and creating, a means of making sense of the world in which we live, and a source of enjoyment. Early Childhood settings will enable children to develop verbal communication in their dialect or the dialect of the island on which they attend Early Childhood.

The curriculum enables children to:

• Develop their verbal communications skills in Te Reo

• Develop an understanding of values and culture through language use.

• Strengthen and build confidence in their use of te reo for a range of situations, purposes and audiences.

• Have opportunities to observe, learn and practice oral, visual and cultural forms of language

• Create ideas, develop and express values, thoughts and understandings

• Become competent in one's first language contributing to self- esteem, personal and group identity.

• Become aware of English as a second language in the Cook Islands

The principle of Te Reo relates to Cook Islands Curriculum framework principles which recognizes the primary importance of language in the delivery of the curriculum. It promotes the use of an effective **bilingual** approach, with children being provided with opportunities to communicate in Cook Islands Maori and English in a variety of situations. In the Early years however the use of Te Reo Kuki Airani is encouraged.

Values , Customs & Traditions, Spiritual Beliefs:

Values and attitudes are a fundamental part of Cook Islands culture. The Early Childhood Curriculum acknowledges that the Cook Islands is a country of tradition and change; traditional customs and ceremonies. The curriculum will recognize the values, traditional and tribal structures and related practices, as well as its spiritual and religious beliefs.

The curriculum develops children's:

• Developing understanding of the place of values and belief systems determining behaviour in society

• Sense of identity and place in the community

- Understanding of the values and beliefs, as individuals, as well as members of family and other social groupings in church, village, vaka, and island.

- Awareness of themselves as Cook Islanders, of their culture and heritage, of their environment and resources, and of their place in the world.

The principle of Values, Customs & Traditions, and Spiritual beliefs relates to the Cook Islands Curriculum Framework principle which reflects the unique nature of the Cook Islands including spiritual beliefs and values.

Holistic Development

The Early Childhood curriculum reflects the holistic way children learn and grow:

In Early Childhood Education the spiritual, cognitive, social, cultural, physical, emotional dimensions are interwoven. The Early Childhood curriculum adopts a model of learning that weaves together patterns of linked experiences and meaning. This integrated view of learning sees the child's whole context, the physical surroundings, the emotional context, relationships with others, and the child's immediate needs at any one moment will affect and modify how a particular experience contributes to the child's development. This view of learning sees the child as a person who wants to learn and sees the task as a meaningful whole. The Maori views on child development will be acknowledged and embraced.

Learning and development will be encouraged through:

- Recognition of the spiritual dimension, in culturally, socially, and individually appropriate ways

- Recognition of the significance and contribution of previous generations to the child's concept of self

- Tasks, activities, and contexts that have meaning for the child, including practices and activities not always associated with the word "curriculum", such as care routines, mealtimes ,and child management strategies;

- Opportunities for open- ended exploration and play;

- Warm, consistent relationships which connect everything together

This principle relates to the Cook Islands Curriculum Framework principles which recognize the importance of an integrated approach to learning and links with the foundations established through Early Childhood Education and the home. It also supports the principle that promotes relevant, meaningful, and useful learning, and the need for students to have a broad and balanced education. This supports cultural literacy as well as academic, technological and vocational knowledge and skills. Local conditions and situations are viewed as meaningful contexts for learning.
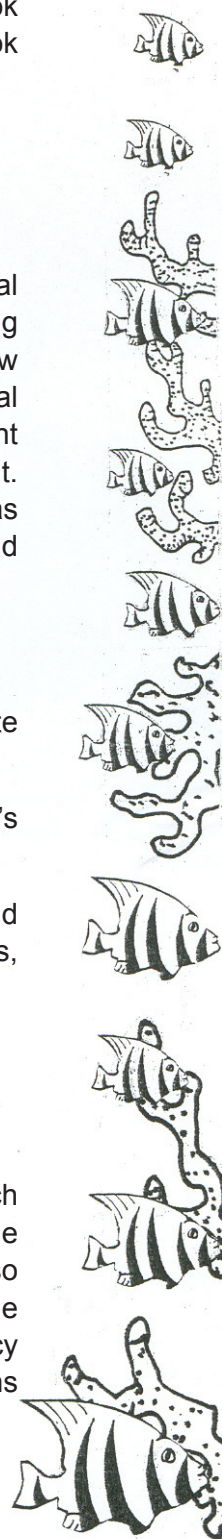
Family & Community

The wider world of family and community is an essential part of the Cook Islands culture and this is recognized in the Early Childhood Curriculum.

The wellbeing of children is interdependent with the wellbeing and culture of:

- Adults in the Early Childhood Education setting, Anau & Families and local communities and villages.

- Participation in the Early Childhood setting by parents, extended anau and elders in the community should be encouraged and the well being of the family and community supported. This will support children's learning and development. The curriculum will build on what children bring to it and makes links with the everyday activities and special events of families, anau, and village life. Culturally appropriate ways of communicating should be fostered. Value is placed on local beliefs and traditions and child rearing practices. There is a strong connection and consistency among all aspects of the child's world.

This principle relates to the Cook Islands Curriculum Framework principle of providing flexibility to meet the needs of individual students, local conditions and change, which states that the curriculum will respond and be adaptable to the learning needs of the child, the particular requirements of the local community and the changing needs of society and the nation

Empowerment

Empowerment means that Early Childhood care and education services contribute towards providing families and children with independence and resources to direct their own lives. The Cook Island perspective will underpin the principle of empowerment and how this is appropriately demonstrated in Cook Island society.

The knowledge, skills & attitudes fostered by the curriculum will enable all children to:

- Take increasing responsibility for their own learning and care;

- Develop an enhanced sense of self – worth, identity, confidence and enjoyment;

- Contribute their own special strengths and interests;

- Learn useful and appropriate ways to find out what they want to know;

- Understand their own individual ways of learning and being creative.

Empowerment is also a guide for practice. Play activities in Early Childhood Education invite rather than compel participation. Adults have an important role in encouraging children to participate in a wide range of activities.

The Early Childhood Curriculum builds on the child's own experiences, knowledge, skills, attitudes, needs, interests them, and views of the world within each particular setting. Children will have the opportunity to create and act on their own ideas, to develop

knowledge and skills in areas that interest them, and to make an increasing number of their own decisions.

To learn and develop their potential, children must be respected and valued as individuals. Their rights to personal dignity, to equitable opportunities for participation, to protection from physical, mental or emotional abuse and injury, and to opportunities for rest and leisure must be safeguarded.

Adults working with children should understand and discuss Cook Islands issues and ensure that Cook Islands children develop a strong sense of self – worth.

The principle of Empowerment relates to the Cook Islands Curriculum Framework principles encouraging children to become independent and lifelong learners and to take responsibility for their own learning, of providing equity of educational opportunity

Relationships

Children learn through responsive and two -way relationships with people places, and things.

Interaction provides a rich social world for children to make sense of and gives opportunities for them to learn by trying out their ideas with adults and other children. Co-operative aspirations, ventures and achievements should be valued.

The learning environment will assist children in their quest for making sense of and finding out about their world if;:

- Adults know children well, providing the basis for "give and take" of communication and learning,

- Adults provide "scaffolding" for children's endeavours – supports and connections that are removed and replaced when and where they are needed;

- Appropriate and interesting play materials are provided that children can change and interact with;

- There are active and interactive learning opportunities, with opportunities for children to have an effect and to change the environment;

- There are opportunities for social interaction with adults and other children.

Adults provide encouragement, warmth and acceptance. They also provide challenges for creative and complex thinking, helping children to extend their ideas and actions through sensitive, informed, well-judged interventions and support.

This principle relates to The Cook Islands Curriculum Framework principles which recognizes the range of relationships and interactions that are established at a local level as well as the place of the Cook Islands in the wider world. Acknowledgement is given to the special relationship the Cook Islands has with New Zealand.

The Strands

The strands are outlined in The Cook Islands Framework, and arise from the principles. They provide more detailed descriptions of the ways in which the principles apply to the day- to – day planning and activities with the early childhood education setting. The principles together with the strands and goals make up the curriculum.

There are five strands:

Identity – Taku Turanga Vaevae
Involvement - Piri atu
Inquiry – Ui ui marama
Communication - Kite karape/apaipai karere
Contribution - Tauturu

These strands are defined in terms of :

- **goals** and **learning outcomes** needed to achieve them,

- of each strands relationship with the principles,

- and of adult responsibility associated with each strand.

The Goals-

The goals identify how the principles and strands can be included into programmes at a practical level.

The goals for learning and development with each strand are described in terms of:

- Learning outcomes for knowledge, skills and attitudes;

- Questions for reflection;

- Some examples of experiences to help meet outcomes for infants, toddlers and young children.

Learning Outcomes
Knowledge, skills, and attitudes

The outcomes of a curriculum are knowledge, skills, and attitudes. The list of outcomes is an indication rather than definite list. Each early childhood education setting will develop its own emphases and priorities.

In Early Childhood holistic, active learning and the total process of learning are emphasized. Knowledge, skills, and attitudes are closely linked. These three aspects combine together to form a child's "working theory" and help the child to develop dispositions that encourage learning.

In Early Childhood children are developing more elaborate and useful working theories about themselves and about the people, places, and things in their lives. These working theories contain a combination of knowledge about the world, skills and strategies, attitudes, and expectations. Children develop working theories through observing, listening, doing, participating, discussing, and representing within the topics and activities provided in the programme.

As children gain greater experience, knowledge, and skills, the theories they develop become more widely applicable and have more connecting links between them. Working theories become increasingly useful for making sense of the world, for giving the child control over what happens, for problem solving, and

for further learning. Many of the theories retain a magical, creative and spiritual quality.

The second way in which knowledge, skills, and attitudes combine is as **dispositions.**

These are defined as " habits of mind" or "patterns of learning". An example of a learning disposition is the disposition to be curious.

It may be characterized by:

• An inclination to enjoy puzzling over events;

• The skills to ask questions about them in different ways;

• An understanding of when is the most appropriate time to ask these questions.

Dispositions are important "learning outcomes". They are encouraged rather than taught. To encourage robust dispositions to reason, investigate, and collaborate, children will be immersed in communities where people will discuss rules, are fair, explore questions about how things work, and help each other. The children will participate in these activities.

Dispositions to learn develop when children are immersed in an environment that is characterized by activity, a sense of identity and belonging, well being, being involved and purposeful activity, contributing and collaborating, communicating and representing, and investigating and guided participation.

Dispositions provide a framework for developing working theories and expertise about the range of topics, activities, and materials that children and adults in each Early Childhood service engage with.

Questions for reflection

Questioning and reflecting on practice are first steps towards planning and evaluating the programme. This encourages adults working with children to debate what they are doing and why they are doing it and lead to establishing and information base for continued planning and evaluation of the curriculum.

Examples of experiences that help to meet learning outcomes

For each goal, examples are given of ways in which the programme should respond to the specific needs of infants, toddlers and young children. The goals should be interpreted according to the individual needs of each child, but it is implicit that many of the examples which apply to younger children continue to apply to children of an older age group.

STRAND 1

Taku Turanga Vaevae - Identity

Tei'ea to'ou marae? Where is your sacred ground,? Tei'ea to'ou maunga? Where is your mountain? Ko'ai koe? Who are you?

Children and their families will feel a sense of identity belonging.

Goals

Children experience an environment where their sense of identity will be nurtured, and where:

- their relationship and links with family, early childhood setting, community, society, nation and wider world affirmed and extended;

- they know they have a place;

- they feel comfortable with the customs, regular events, and routines;

- they know the limits and boundaries of acceptable behaviour.

The Early Childhood setting should be like a caring home, a secure and safe place where each member is entitled to respect and to the best of care. The sense of identity and feeling of belonging contributes to inner well-being and security. Children need to know that they are accepted for who they are. They should also recognize that the Early Childhood education setting includes their anau and is part of their wider world. The Early Childhood setting will establish a programme that has meaning and purpose, just as activities and events at home and in the community do.

The families of all children should feel that they belong and are able to participate in the Early Childhood programme and decision making. Liaison with the local community and a respect for values, customs and Te Enua should be promoted.

Teachers and Adults Responsibilities In Management, Organisation and Practice

- Children's confidence in, and identity with their culture should be fostered.

- Acknowledgement of Cook Island values, traditions and beliefs is important and staff should support the use of Te Reo

- Children should be accepted and welcomed regardless of their capabilities.

- Parents and anau should be welcomed and be comfortable and involved in the programme in ways that are meaningful to them and their child, with opportunities provided for parents to meet each other.

- Appreciation of and respect for children's social and cultural connections should be embodied in the programme.

- Interdependence between children, their extended anau, and the community should be supported.

- The programme should provide opportunities for interactions with community groups and services, both by children visiting outside the home or centre and by people from the wider world being welcomed.

- Programmes should enable children and their families to be active participants in their communities, and should enable children to learn and grow as part of a community.

- Children should have some space for belongings and be able to identify with the environment and change things. Personal

photographs, family names, artwork, celebrations, and so on are significant in establishing a sense of identity and belonging.

- Familiar, unhurried, regular routines and rituals that children can anticipate, such as welcoming and farewells, provide reassurance and should be designed to minimize stress on both children and adults.

- Adults should take time to listen seriously to the views parents and caregivers have of their children's learning and development and share decision making with them. For parents and caregivers of children with special needs, adults should share information on available specialist services and support.

- There should be clear guidelines on appropriate and inappropriate behaviour, agreed to among parents and adults who work with children and relating to children's different ages and development. Adults should be consistent, reliable and realistic in their expectations and responses and should foster harmonious relationships with other adults.

Connecting of the Strand of Identity to the Curriculum principles.

This strand is based particularly on the principles of Values & Customs, Te Reo , Family & Community and Relationships. The curriculum makes links to Te Reo, spoken at home and in the community, Values & Customs of the Nation and how they underpin our sense of who we are.

The curriculum makes links with the everyday activities and special events of family, anau, local communities and welcomes the participation of the child's extended family in decisions about the programme and about appropriate behaviours and management.

The strand of identity builds opportunities for social interaction with adults and other children and respects the achievements and aspirations of the child's family and community. Through these links families and the community are empowered.

Links between Early Childhood Education and school

In the early years of school:

Families are welcomed into the classroom and may participate in the programme.

There are opportunities to share happenings and things from home at school, and from school at home.

Links that children have already made are extended to her classrooms, other children of different ages, and other teachers, and children are able to share in happenings across the school.

Children are developing their knowledge about a widening area: the school, village, the island and the nation.

Children want to contribute to decisions about the class programme and to planning their own activities.

Children are likely to:

- enjoy repeating favourite stories and activities and be able to sustain projects.

- be confident in making some new friends as well as working and playing with children they know.

- understand basic concepts about rules, rights and fairness.

- understand the values of reliability, honesty and courtesy.
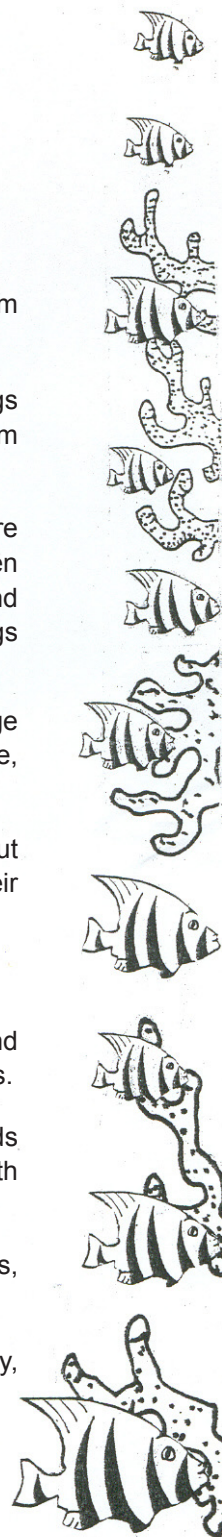
Taku Turanga
Vaevae - Identity

Goal 1

Connecting links with the family and the wider world are affirmed and extended.

Learning Outcomes:

Knowledge, skills and attitudes

Children develop:

- An understanding of the links between the early childhood education setting and the known and familiar wider world through people, images, objects, languages, sounds, smells, and tastes that are the same as at home;

- Knowledge about the features of the area of physical and spiritual significance of the local village and enua.

- Interest and pleasure in discovering an unfamiliar wider world, the people, images, objects, languages, sounds, smells, and tastes are different from those at home;

- Awareness of connections between events and experiences within and beyond the early childhood education setting;

- Connecting links between the early childhood setting and settings that relate to the child, such as home, church, school, village or parent's workplaces;

- Knowledge about the role of the wider world of work, such as the hospital, the supermarket, or the fire service.

Reflective Questions:

Examples

- In what ways do the environment and the programme reflect the values, culture and traditions. What impact does this have on the children?

- What procedures are used to communicate with parents about a persistent problem, such as not wanting to eat?

- In what ways are staff able to help parents, and families able to help for staff? Can this be done in any other ways ?

- What kinds of opportunities do the children have to go on outings or be part of cultural events? Would other available outings or events be appropriate?

- How is the daily information about children shared with parents or family and between adults who work with children? How well does this meet the needs?

Examples of experiences which help to meet these learning outcomes

For young children

There are opportunities to locate the early childhood education setting in the wider world by finding out about places of importance in the community or village, for example, through stories, visitors, or trips.

There is time for young children to talk about home to interested adults and to share special news.

Opportunities are arranged for families and anau to meet each other and the children in the early childhood setting, such as a morning tea, a trip, a shared lunch, or a barbeque.

For toddlers

Conversations with adults about family members and happenings are a natural part of the programme

Special playthings from home are accepted and cared for.

Toddlers have regular small outings around the neighbourhood.
Toddlers are encouraged to show parents things they have done, made, or found.

The programme provides toddlers with widening experiences of the world through a range of playthings, books, pictures, and happenings.

For infants

Mothers who are breastfeeding are supported and provided for.

Language, key words, and routines that infants are familiar with at home are used in the early childhood education setting.
Adults talk to infants about family members.

The programme includes short visits to see other people and other places.

Taku Turanga
Vaevae - Identity

Goal 2

Children and their families know that they have a place

Learning Outcomes:

Children develop:

- A feeling of belonging, to the early childhood education setting

- The confidence and ability to express their ideas and to assist others

- An idea of themselves as having a part to play in the running of the programme, for example, setting up, tidying up, putting things in their right place, and deciding what will happen next;

- Skills in caring for the environment, such as cleaning, fixing, gardening, and helping others with self-care skills;

- Trust in familiar adults for responsive care and education, and that warmth and affection will be demonstrated

- An ability to take on roles in different roles in different contexts.

Reflective Questions:
Examples

What aspects of the environment help children to feel that this is a place for them?

How is the knowledge about children collected and shared among adults who work with them. Does this provide sufficient information for those who need it?

Is there a space for personal belongings, and are these suitable for the children, the adults, and the setting?

Are all children receiving attention and affection? Will children always find familiar adults who know about them? How well are these goals achieved?

How do we welcome, settle in, and farewell individual children?

How do we allow for children's attachment to particular people and things?

Examples of experiences which help to meet these learning outcomes

For young children

Do we ask children for their own ideas and are they allowed to make important decisions about the programme.

Young children can express spontaneous affection with one or more of the people with whom they spend a lot of time.

Young children help to arrange and put things away in their right place, if this is physically possible.

A place for personal possessions and projects is available for each child.

Children are encouraged to take help when fixing, cleaning, gardening, and caring for the environment and the people in it.

For toddlers

The programme provides opportunities for conversations with toddlers that affirm their identity and self- knowledge.

Adult's in the early childhood education setting affirm toddlers' growing recognition of things which belong to themselves or others, such as shoes, clothing, or toys.

The programme enables toddlers to take part in group activities, for example, at the water trough or the dough table

Adults recognize and respect the toddlers' passionate attachment to particular people and things.

For infants

Each infant has a familiar sleeping space and meal areas.

A familiar adult has primary responsibility for each infant's care, so that infants can anticipate who will welcome and care for them.

Infants favourite cuddly things are available to them

The programme is flexible enough for infants' needs and preferences for a particular person or way of doing something to usually be met

Taku Turanga Vaevae -Identity

Goal 3

Children and their families feel comfortable with the routines, customs and regular events in the centre

Learning Outcomes:

Knowledge, skills, and attitudes

Children develop:

- An understanding of the routines, customs, and regular events of the early childhood setting;

- An understanding that these routines, customs, and events can be different in other settings;

- An ability to predict and plan from the patterns and regular events that make up the day or session;

- Flexibility to cope with change;

Reflective questions:

Examples

What kind of regular events are celebrated and how is this done?

How do adults find out children's favourite stories, songs, and rhymes?

In what situations can children have choice and when is this not possible or acceptable?

If staff are stressed during busy times, how are the effects on children decreased?

In what ways are routines used as positive and interactive learning experiences, and are there other ways this can be done.

How is staffing arranged to ensure that individual children's needs are met during routines, and how can this be improved.

Examples of experiences which help to meet these learning outcomes

For young children

The programme allows plenty of time to return to favourite activities and areas and to repeat and practice developing skills and interests.

Routines, rituals and regular events allow young children to develop their sense of order.

Young children have time and opportunities to complete longer term projects and space to store them.

Adults accept children's different and personal ways of doing things as being part of their developing sense of who they are.

Adults take time to talk with children about coming events which are out of the ordinary, such as trips, so that they can look forward to and be comfortable with them.

For toddlers

Toddlers' favourite games and happenings are identified and included in the programme.

Adults are prepared to read the same story again and again.

Toddlers are able to have their own rituals and regular ways of doing things, such as wearing a favourite hat.

Rules are kept to a minimum through the establishment of comfortable, well-understood routines.

The programme provides many opportunities to participate in regular events, such as walk or music time.

For infants

A regular but flexible pattern is established for the day, for example, going in the pushchair for a walk, or going outside
The programme includes familiar rhymes, songs and chants.

The pace and time of routines is guided, as far as possible, by the infants needs.

There is a reassuring emphasis on the familiar, with new elements introduced gradually and thoughtfully into the programme.

Taku Turanga
Vaevae - Identity

Goal 4

Children and their families know the limits and boundaries of acceptable behaviour in the environment.

Learning outcomes
Knowledge, skills and attitudes

Children develop:

- An understanding of the results of stepping beyond the limits of acceptable behaviour;

- The ability to discuss and negotiate rules, rights, and fairness;

- An understanding of the rules of the early childhood setting, the reasons for them, and which rules will be different in other settings;

- An understanding that the early childhood education setting is fair for all;

- An increasing ability to take responsibility for their own actions;

- The ability to disagree and state a conflicting opinion assertively and appropriately.

Reflective questions
Examples

In what ways are the children protected from the effects of stress on adults? Are there other, more effective ways of approaching the issue?

What kinds of support and back-up are available for parents to help them to manage their children effectively? How well do these support systems work?

How are parents involved in the child-management and child guidance of the programme?

How are disagreements on a child-guidance issue resolved, and how empowering and fair are the processes for children and parents?

How is unacceptable behaviour dealt with to ensure that children are not 'put down'or their self-esteem damaged?

Which "rules" are necessary, which are flexible, which are negotiable, and how well do the rules meet their intended purpose?

Examples of experiences which help to meet these learning outcomes

For young children

Young children have opportunities to discuss their feelings and the feelings and expectations of others.

The programme provides opportunities to discuss and negotiate rights, fairness, and justice with adults.

Strategies for managing behaviour are used not only to prevent unacceptable behaviour but also to develop ideas of fairness and justice and to introduce new social skills.

The programme provides frequent opportunities for children to make their own decisions and be self-reliant.

The environment and routines are planned to decrease conflict, for instance, from crowding and queueing.

For toddlers

Adults help toddlers begin to manage their feelings appropriately.

Adults offer only genuine choices and respect the toddler's decisions.

Possible causes of frustration and conflict for toddlers are minimized.

Toddlers are given support in dealing with conflict and frustrations.

Toddlers intensity of feelings ins understood, accepted, and dealt with, and their conflicting feelings are seen as normal and important part of their development.

Consistent and manageable expectations and limits are set.

For infants

Infants behaviour on both their good days and their bad days is accepted without judgement, and the programme has sufficient flexibility to accommodate natural variations.

Adults gently encourage infants to accept that the adult will also attend to and acre for other children.

Familiar, unhurried adults are always nearby.

STRAND 2

Piri atu – Involvement

The health and well-being of the child are promoted and nurtured.

Goals

Children experience an environment where:

- Their health is promoted;

- Their emotional well-being is nurtured;

- They are kept safe from harm.

All children have a right to health, a protection from harm and anxiety, and to harmony, consistency, affection, firmness, warmth, and sensitivity. Young children experience transitions from home to service, from service to service, and from service to school. They need as much consistency and continuity of experience as possible in order to develop confidence and trust to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences.

Teachers and Adults responsibilities in Practice

- Adults as well as children, need emotional support, some flexibility in their routines, and the opportunity to share and discuss their experiences in a comfortable setting.

- Adults should anticipate a child's needs for comfort and should communicate positive feelings in an environment which is calm and friendly and conducive to warm and intimate interactions.

- Adults should build relationships of trust and respect by acknowledging children's feelings, treating the children as individuals,, explaining procedures, taking children's fears and concerns seriously, and responding promptly to injuries or falls.

- Adults, as well as children, need emotional support, some flexibility in their routines, and the opportunity to share and discuss their experiences in a comfortable setting.

- Frequent communication among all adults who work with children is essential to ensure consistent, reasoned responses to children's changing needs and behaviours and to share information on health issues such as nutrition and innoculations.

- Daily routines should respond to individual circumstances and needs and should allow for frequent outdoor activities, regular rest times, and a variety of group and individual interactions, with one-to-one attention from adults everyday.

- Policies, procedures, and supervision should ensure that children are kept safe and feel secure within a safe environment, where symptoms of danger or abuse are promptly recognized. Consultation with support agencies and families must occur with suspected abuse or harm.

Connecting the Strand of Involvement to the Curriculum Principles

This strand makes strong links to the principles of Values, Customs and Spiritual Beliefs, and Empowerment. Children develop an increased sense of self –worth, identity and enjoyment as they reach the goals of involvement in a responsive, stable, safe environment which supports the development of self-control and self-esteem. The goals of this strand recognize the principle of Holistic Development in promoting well-being through consistent, warm relationships which connect the various aspects of the child's world. The strand recognizes that Family and Community are contribute significantly to the children's well-being. Through Relationships children develop trust that their needs will be met, and that trust contributes to developing confidence and independence.

Links between Early Childhood Education and School

Children moving from early childhood setting to the early years of school are likely to:

- have established many self-care skills;

- effectively communicate their immediate needs for rest, drinks, food, and attention and continue to become independent;

- be increasingly in control of their emotional responses;

- be able to take meals and snacks with less supervision and with some understanding of healthy foods and healthy surroundings;

- have some understanding of keeping themselves safe and be able to discuss some questions and concerns;

- have a range of strategies for getting help for themselves and others
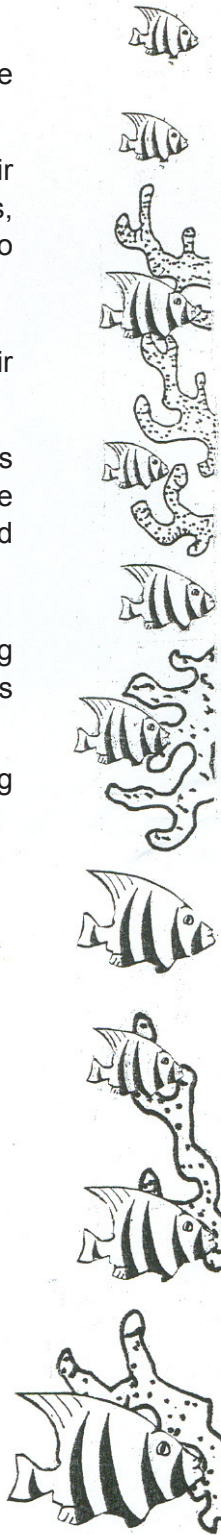
Piri atu - Involvement

Goal 1

Children's health is promoted in the environment.

Learning outcomes:
Knowledge, skills, and attitudes

Children develop:

- Increasing understanding of their bodies and how they work;

- Knowledge about how to keep themselves healthy;

- Self-help and self-care skills for eating, drinking, food preparation, toileting, resting, sleeping, washing, and dressing.

- Positive attitudes towards eating, sleeping, and toileting.

Reflective questions:
Examples

How do we encourage self-help skills in washing and eating, and how effective are these approaches?

How do our do staffing rosters ensure that feeding, toileting, and nappy-changing routines, and the person responsible for these routines, are familiar to the infants?

How are individual nutrition needs or preferences catered for appropriately, and how are children given the opportunities to help themselves?

Are the routines flexible enough for the children to encourage their own growth and development?

In what ways do parents and staff work together over toilet training, and does this collaboration have effective outcomes for children?

How do adults or other children respond when children have toileting "accidents"?

What do we do when children hurt themselves, and do these procedures provide sufficient care?

Do we prepare healthy foods and snacks for children?

How are parents encouraged to provide healthy food for children?

Examples of experiences which help to meet these learning outcomes

For young children

We provide comfortable spaces and opportunities for children to rest and sleep, with some flexibility about routines.

Plenty of time is given for children to practice their developing self-help and self-care skills when eating, drinking, toileting, resting, washing, and dressing.

There is a balance between familiar and unfamiliar food.

Although young children are increasingly able to wait for attention, they can be confident of ready responses to signs of hunger, pain, and tiredness.

Toileting skills may still be unreliable, and young children are assisted in ways that do not cause shame or embarrassment.

For toddlers

There is a supportive approach to toilet training, using unhurried and familiar routines.

Sleeping routines are flexible, calm, and positive.

Toddlers are offered a widening range of foods.

Self-help in washing and eating is encouraged.

Adults respond with attention and respect to toddlers attempts to communicate their feelings of well-being or discomfort.

For infants

Adults observe and respond to signals of distress, hunger, and tiredness.

Particular attention is paid to hygiene.

Adults are guided by each infant's individual rhythms, and this should lead towards some regularity in feeding and sleeping.

Familiar, relaxed routines for feeding, toileting, and nappy-changing are established and carried out by familiar adults.

Infants are handled in a calm and caring way.

Piri atu - Involvement

Goal 2

Children's emotional well-being is nurtured.

Learning outcomes:

Knowledge, skills, and attitudes.

Children develop:

- an ability to pay attention, maintain concentration, and be involved;

- an increasing ability to determine their own actions, and make their own choices;

- a growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and puzzling events.

- a sense of personal worth, and knowledge that personal worth does not depend on today's behaviour or ability;

- an ability to identify their own emotional responses and those of others;

- confidence and ability to express emotional needs;

- trust that their emotional needs will be responded to.

Reflective questions

Examples

What do adults do when a child is distressed and unsettled?

How are primary care-giving arrangements managed when one of the adults is absent?

How are close emotional relationships established with children?

In what ways are children encouraged to develop trust?

How are staffing schedules organized adequately to ensure that each child has familiar adults to relate to during the day?

Examples of experiences which help to meet these learning outcomes

For young children

Children are supported in expressing, and resolving a range of emotions.

The environment is stimulating and recognizes that the comfort "threshold" is different for each child.

The programme provides a balance between events and activities, that are predictable and certain and those that provide moderate surprise and uncertainty.

Young children have a widening range of opportunities for independence, choice, and autonomy.

Adults help young children to understand and accept necessary limits, without anxiety or fear.

For toddlers

There are opportunities for toddlers to be independent while knowing that comfort, emotional security, and familiar adults are available.

Toddlers who are trying to do things for themselves or for other children are encouraged and supported.

Adults accept a wide and conflicting range of feelings from toddlers.

Toddlers are given opportunities to make choices, and their decisions are respected.

Toddlers are helped to resolve conflicts and move on to new challenges.

For infants

There are one-to-one interactions which are intimate and sociable.

The infant is not exposed to too many new faces or situations.

The environment is predictable and dependable

Time and opportunity are provided for the infant and familiar adults to build a trusting and loving relationship together.

There is help and encouragement for infants to feel increasingly competent.

Piri Atu - Involvement

Goal 3

Children are kept safe from harm.

Learning outcomes:

Knowledge, skills, and attitude

Children develop:

- increasing knowledge about how to keep themselves safe from harm;

- confidence that they can participate and take risks without fear of harm;

- ability and confidence to express their fears openly;

- trust that their fears will be taken seriously;

- a sense of responsibility for their own well-being and that of others;

- an increasing sense of responsibility for protecting others from injury and from physical and emotional abuse;

- respect for rules about harming others and the environment and an understanding of the reasons for such rules.

Reflective questions

Examples

How do we keep the environment safe and clean, and how well do the procedures achieve this aim?

What are our emergency drills, how often are they reviewed, and how suitable are they?

How do we inform children about hazards, and how effective are these approaches?

Do we discuss rules and safety in our programme?

How do we decrease the possibility of child abuse in the centre or home, and what procedures are in place to deal with issue of harm or abuse?

Examples of experiences which help to meet these learning outcomes

For young children

Young children have opportunities to develop self-care skills and to protect themselves from harm within secure and safe limits and at their own level.

Efforts to protect others from harm, within safe limits, are encouraged.

Rules about harming others and the environment are natural topics of conversation and negotiation with adults, so that children become aware of them.

Adults support children positively in challenges and new endeavors they want to undertake.

For toddlers

Adults are alert to possible dangers and careful over what is accessible, can be swallowed, or can be climbed on, and toddlers are encouraged to recognize genuine dangers.

The environment is challenging but not dangerous to toddlers.

Toddlers are protected from each other, for example, from behaviour such as biting or hitting.

Toddlers are quickly supported, but not overprotected, when they fall over.

Adults raise toddlers' awareness about what is safe and what is harmful and the likely consequences of certain actions.

For infants

Playthings and surfaces are kept clean throughout the day, and attention is paid to avoiding cross-infection.

Infants are closely supervised at all times when they have access to food and drink.

Quick attention is given to any changes in an infant's temperature, health, or usual behaviour.

There is vigilant supervision to protect infants from potential hazards in the environment, for example, from insects, litter, or over-exposure to sun.

Infants are protected from rough handling or accidents with older children.

STRAND 3

Uiui marama - Inquiry

The child learns through active exploration of the environment

Goals

Children experience an environment where:

- Their play is valued as meaningful learning and the importance of spontaneous play is recognized;

- They gain confidence in and control of their bodies;

- They learn strategies for active exploration, thinking, and reasoning;

- They develop ideas for making sense of the natural, social, physical ,and material worlds.

Children learn through play – by doing, by asking questions, by interacting with others, by developing ideas about how things work and trying them out, and by the purposeful use of resources.

All aspects of the environment – the natural, social, physical, and material worlds – are part of the context of learning. This strand includes some of the strategies which enables infants, toddlers, and young children to explore, learn from, and make sense of the world. It is understood that the child exploring the environment will also respect it.

They also learn by making links with their previous experiences. The attitudes and expectations that are formed at an early age will continue to influence a child's learning throughout life. In early childhood education, as in later learning and development, exploration will be guided, supported, and challenged by adults and other children.

Teachers and Adults Responsibilities in Practice

- Adults should plan activities, resources, and events which build upon and extend children's interest.

- Adults need to know how to support and extend children's lay without interrupting or dominating the activity and should avoid unnecessary interruption.

- Adults should understand the progress and variation of children's development and should provide time for gradual growth of independent skills such as feeding, toileting, and dressing.

- Adults should plan the daily programme to provide resources and equipment which encourage spontaneous play, activities, and practicing of skills for individuals or in small groups. The materials and tools for children should be appropriate for the age group, work properly, be easily reached by children, be stored at the right height for children and be easy to clean and put away.

- The environment should offer a wide variety of possibilities for exploring, planning, reasoning, and learning, with space arranged to encourage active exploration, providing both new challenges and familiar settings so that children develop confidence. Both **indoor** and **outdoor** environments, including the neighbourhood, should be used as learning resources.

- Adults should respond to children's questions, assist them to articulate and extend ideas, take advantage of opportunities for exploration, problem solving, remembering, predicting, and making comparisons, and be enthusiastic about finding answers together. They should encourage children to know what is happening and why.

- Policies and procedures should be in place for recycling, rubbish disposal, looking after the environment and caring for pets.

- Information should be available for parents on children's physical growth and the value of play in learning and development, as well as a supply of reference books for children and parents.

## Connecting the Strand of Inquiry to the Curriculum Principles

This strand links particularly to the principles of Holistic Development and Empowerment. The child will experience exploration and play freely, in an environment where the consistent, warm relationships help to connect the child's experiences and where the tasks, activities, and contexts all have meaning for the child. Through inquiry and exploration, children learn to useful and appropriate ways to find out what they want to know and begin to understand their own individual ways of learning and being creative. These experiences enhance the child's sense of self-worth, identity, confidence, and enjoyment. Because strategies and experiences in exploration build both on what children bring to them and on their own initiatives and reasoning, the links between Inquiry and the principles of Family and Community and Custom, Values and Spiritual beliefs are fundamental and valuable. Inquiry involves actively learning with others as well as independently and helps to extend children's purposeful and enjoyable Relationships.

Links between Early Childhood Education and School

In the early years of school children are likely to:

- Continue to develop their locomotor, non-locomotor, and manipulative skills in a variety of settings;

- Have experience in making choices and decisions, setting their own goals, and using their initiative;

- Enjoy and be able to participate in adventurous and creative thinking through role-play, film-making, projects, and investigations;

- Have extensive prior learning and experiences which provide starting points for further learning;

- Have some skills in using a range of equipment safely;

- Be able to share responsibility for the class and school environment;

- Be able to use discovery, invention, innovation, imagination, experimentation, and exploration as means of learning;

- Demonstrate flexibility and creativity in applying mathematical ideas and techniques to new problems;

- Be able to observe, compare, classify, and group objects;

- Have developed some initial strategies of active exploration in the wider context of the biological, physical, and technological worlds;

- Have begun to make sense of the living world by observing, identifying, and describing animals, and plants and by investigating change over time;

- Be ready to make sense of the physical world, for instance, by describing the properties of everyday materials, and by investigating changes id different physical conditions;

- Have initial strategies for exploring observable features of Earth and beyond and appreciate their environment and its changes over time.
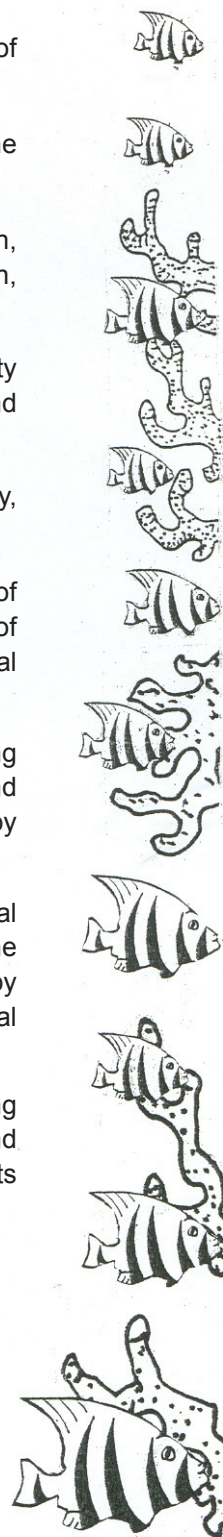
Uiui marama - Inquiry

Goal 1

Children's play is valued as meaningful learning and the importance of spontaneous play is recognized.

Learning outcomes:
Knowledge, skills, attitudes

Children develop:

- The ability to make decisions, choose their own materials, and set their own problems;

- The attitude that not knowing and being uncertain are part of the process of being a good learner;

- An expectation that they take responsibility for their own learning;

- The knowledge that trying things out, exploration, and curiosity are important and valued ways of learning;

- Increasing confidence and a range of ideas for symbolic, pretend, or dramatic play;

- The knowledge that playing with ideas and materials, with no set idea in mind, can be an enjoyable, creative, and valid approach to learning.

Reflective questions
Examples

Do we offer a balance of child and adult initiated activities, and how well does this balance reflect the principles and strands of the curriculum?

How often, and in what ways, are the routines or activities changed to follow a child's interest?

What kinds of role do adults have when children are playing, and how do these roles promote children's learning?

How do adults react when children make "mistakes"?

In what ways are meaningful opportunities provided for children to use real things, such as saucepans, garden tools, or keyboards?

Examples of experiences which help to meet these learning outcomes

For young children

Children are encouraged to feel comfortable about saying, "I don't know, or risking failure.

Children are encouraged to initiate purposeful problem- solving activities.

Children growing ability for sustained interest in something is recognized and allowed for in planning the programme.

Children have access to appropriate, functional equipment for pretend play, such as typewriters, calculators, brooms, empty boxes and cartons, scales, and hoses.

Children are encouraged to talk about their play and to develop reflective skills.

For toddlers

Adults are aware that all happenings have the potential for play and learning. Individual efforts, curiosity, and exploration are seen as positive.

Playthings are provided which are both challenging and predictable and can be used flexibly.

Meaningful and, where possible, real situations are provided for toddlers' play and work. Brushes are used to sweep the paths, for example, and water for cleaning walls.

For infants

Care routines provide opportunities for playful interactions.

Challenging playthings are easily within reach so that infants can both try out new things and explore the use of familiar objects.

Infants have freedom to move and to practice and perfect skills.

Everything in the environment around them is regarded as a learning resource.

Uiui marama - Inquiry

Goal 2

Children gain confidence in and control of their bodies.

Learning outcomes:

Knowledge, skills, and attitudes

Children develop:

- Increasing knowledge about how to keep physically healthy;

- Increasing control over their bodies, including development of locomotor skills, non-locomotor skills, manipulative skills, and increasing agility, co-ordination, and balance;

- Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills;

- Confidence with moving in space, moving to rhythm, and playing near and with others.

Reflective Questions

Examples

When might children's free movement and exploration need to be controlled, and how can this best be done within the principles of the curriculum?

What kinds of adaptable playthings and equipment are used, and how can the range be expanded?

How is the range of play equipment chosen and arranged to support physical development, and how well is it used to promote learning and growth?
How are children allowed and encouraged to do things for themselves?

What opportunities are there for children to combine physical activities with music, language, and problem solving?

What are the outcomes of these opportunities, are there more effective ways to provide such experiences?

What safety checks are in place, and to what extent are they well organized, complete, and effective?

Examples of experiences which help to meet these learning outcomes

For young children

Young children experience activities that develop both large and fine motor skills and that offer varying degrees of challenge, such as balancing, hammering, challenge courses, construction activities, hopping, turning, and pouring.

The children's range of physical skills is extended through access to such equipment as skipping ropes, balls, racquets, bats, and balance boards.

Children are given the challenge of coordinating several moves at once, for example, controlling both force and direction when kicking a ball.

Time is allowed for practicing the skills of dressing and eating and for helping others to do so.

Books and stories about the body are available for children to look at.

For toddlers

Toddlers are encouraged to develop skills at their own rate and to know and understand their own abilities and limitations.

Adults wait to let toddlers show that they need assistance rather than assuming that they will.

Toddlers have opportunities for active exploration with support, but not the interference, of adults.

Toddlers have access to an increasing range of playthings that can improve both large and fine motor skills.

For infants

Adults recognize that curiosity is a major reason for physical activity and allow infants to develop skills at their own pace.

Safe things are provided to assist infants to move, for example, something to hold on to, balance against, or to pull themselves up on.

Playthings are provided that encourage pulling, pushing fingering, mouthing, and grasping, that can be used in a variety of ways, and that require minimal adult assistance.

Infants are handled in a confident, respectful, and gentle way.

Uiui marama – Inquiry

Goal 3

Children learn strategies for active exploration, thinking, and reasoning.

Learning outcomes:

Knowledge ,skills, and attitudes

Children develop:

- Confidence in using a variety of strategies for exploring and making sense of the world, such as in setting and solving problems, looking for patterns, classifying things for a purpose, guessing, using trial and error, thinking logically and making comparisons, asking questions, explaining to others, listening to others, participating in reflective discussion, planning, observing ,and listening to stories;

- The ability to identify and use information from a range of sources, including using books for reference;

- A perception of themselves as "explorers" – competent, confident learners who ask questions and make discoveries;

- The confidence to choose and experiment with materials, to play around with all the senses;

- The ability to represent their discoveries, using creative and expressive ways and the technology associated with them.

Reflective questions

Examples

Which learning strategies do the adults in the programme know of and value most?

In what ways, and how effectively, do adults help children to find the right level of challenge?

In what ways and how efficiently do adults support and encourage children's mathematical learning?

In what ways, how often, and how effectively do adults support and encourage children's mathematical learning?

In what ways, how often and how effectively do adults encourage children to argue logically, to predict and estimate, and to give reasons for their choices?

In what ways are equipment, playthings, and environment related to other aspects of children's everyday experiences?

How are equipment and playthings selected and arranged to extend children's understanding of patterns, shapes, and colours?

What opportunities do children have to collect and sort objects for a meaningful purpose?

What opportunities are there for children to take things apart, put them together, and figure out how they work, and how well do these opportunities promote children's learning?

What opportunities are there for children to engage in collaborative socio-dramatic play, and how does it contribute to their learning and development?

Examples of experiences which help to meet these learning outcomes

For Young children

The programme and environment are organized to enable children to begin purposeful problem-solving activities, to set problems of their own and to solve them to their own satisfaction using a variety of materials and equipment. Children are encouraged to use trial and error to find out solutions to their problems and to use previous experience as a basis for trying out alternative strategies.

Children are encouraged to notice, describe, and create patterns, for example, in painting and in construction. Children have opportunities to predict and estimate, for example, in dividing shares or quantities. Children are encouraged to develop the ability to use symbols, make comparisons, recall, anticipate situations, and shift their focus away from the here and now.

Children are encouraged to give reasons for their choices and to argue logically Suitable books, pictures, posters, and maps are easily available for children's reference. Children have opportunities to use language to plan, monitor, and participate in socio-dramatic play.

For toddlers

Toddlers have opportunities to use different skills, such as listening, observation, remembering, reflection, decision making, and language skills. Toddlers are encouraged to recognize symmetry and pattern, including patterns such as one –to- one correspondence and matching.

Toddlers are encouraged to manipulate quantities in ways that change them from a whole piece to separate and back again, such as cutting up dough and squashing the pieces back together again, or transferring water to small bottles and emptying them.

Toddlers have opportunities to collect, sort, and organize objects an play materials in a variety of ways and to develop a sense of order, for example, by grouping similar materials or putting things in to their right place. Toddlers have access to books and pictures about aspects of their everyday world

For Infants

Very young infants are placed so that they have a wide field of vision. Infants experience different play spaces, such as smooth floors, carpet, grass, sand, soft and hard surfaces, and indoor and outdoor spaces.

Infants have opportunities to watch and join in with other children and to see and hear new things. Infants have a variety of sensory experiences, including fresh air, experience a range of smells, temperatures, and sounds, and are allowed to move freely and touch things.

Games for exploring their toes, faces, hair, fingers and those of other familiar people are encouraged and repeated. A variety of different kinds of material is available for infants to feel, mould, and explore.

Uiui marama - Inquiry

Goal 4

Children develop ideas for making sense of the natural, social, physical and material worlds.

Learning outcomes:

Knowledge, skills and attitudes

Children develop:

- The ability to enquire, research, explore, generate, and modify their own ideas about the natural, social, physical, and material worlds;

- An understanding of the nature and properties of a range of substances, such as sand, water, ice, bubbles, blocks, and paper;

- Understanding the idea of space, including an awareness of how two- and three- dimensional objects can be fitted together and moved in space and ways in which spatial information can be represented, such as in maps, diagrams, photographs, and drawings;

- Familiarity with stories from different cultures, about the living world, including myths and legends and oral, non-fictional and fictional forms;

- Ideas about Planet Earth and beyond;

- A knowledge of features of the land which are of local significance, such as the sea, reef, lagoon;

- Ideas about social relationships and social concepts, such as friendship, authority ,and social rules and understandings;

- A relationship with the natural environment and a knowledge of their own place in the environment;

- Respect and a developing sense of responsibility for the well-being of both the living and the non-living environment;

- Ideas about the living world and knowledge of how to care for it;

- A growing recognition and enjoyment of "nonsense" explanations.

Reflective questions

Examples:

In what ways are children actively encouraged to try things out, in what circumstances are they left alone while they do this, and what does this add to their learning?

How are experiences moderated for children of different ages so that the world is not too confusing?

What genuine opportunities are there for children to change things and to explore the consequences of their actions?

Are there agreed ways of dealing with children's questions about such things as birth and death?

What events might happen that could upset children, and how are these situations dealt with?

Examples of experiences which help to meet these learning outcomes

For young children

Young children have opportunities to develop knowledge about the pattern and diversity of the living world. For example, they observe how animals and plants grow and what these creatures need for their well-being.

Children have opportunities to explore and discuss how things change and how they can be changed, for example, from hot to cold, for wet to dry, or from soft to hard. Children have access to equipment, such as egg beaters, a refrigerator, an oven, to help them understand these concepts.

Children have opportunities to explore how things move and can be moved, for example by blowing, pushing, pulling, rolling, swinging, and sinking. Children have access to technology to help explore movement, such as wheels, pulleys, magnets, and swings.

Children have opportunities to develop an understanding of space by fitting things together and taking things apart; rearranging and reshaping objects and materials; seeing things from different angles; and using a magnifying glass.

Children have opportunities to use two-dimensional materials, such as diagrams and photographs, and to create three-dimensional constructions, such as making a model from a picture or solving a puzzle from the photo on a box. Children have easy access to appropriate books for reference.

Children have opportunities to develop and explore social ideas, rules, and understandings in social situations with familiar adults and peers.

For toddlers

Toddlers are encouraged and helped to name, think about, and talk about what they are doing Toddlers have opportunities to explore the ways that shapes and objects fit together by using two-and three- dimensional materials.

Toddlers have opportunities to help take care of animals and living things appropriately. Adults introduce ideas, and answers toddlers' questions, about why things happen.

For infants

The environment includes features which infants can become familiar with, recognize, and explore and which adults talk about. The environment provides contrasts in colour and design. Adults show that they share infants' pleasure in discovery.

Infants are helped to see familiar things from different positions, for example, close up, or from a distance, and from the front or back. Infants are encouraged to try things out by using objects as tools and, for the older infant, by naming things.

Strand 4

Kite Karape - Communication

Goals

The languages and symbols of the Cook Islands culture is promoted and protected.

Children experience an environment where:

- They develop non-verbal communication skills for a range of purposes;

- They develop verbal communication skills for a range of purposes;

- They experience the stories and symbols of their own and other cultures;

- They discover and develop different ways to be creative and expressive.

Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories: it includes the language of images, art, dance, drama, mathematics, movement, rhythm, and music.

During these early years, children are learning to communicate their experience in many ways, and they are also learning to interpret the ways in which others communicate and represent experience. They are developing increasing competence in symbolic, abstract, imaginative, and creative thinking. Language grows and develops in meaningful contexts when children have a need to know and a reason to communicate. Adults should understand and encourage both verbal and non-verbal communication styles.

Teachers and Adults responsibilities in Practice.

- Adults should respect and encourage children's home language. Policie4s should be in place to support children in Te Reo and to support those who do not have verbal skills.

- The use of Te Reo and creative arts in the programme should be encouraged, and teachers should be support and encouraged in using the language.

- The environment should be rich in signs, symbols, words, numbers, song, dance, drama, and art that take account of and extend the children's different understandings of cultures.

- Adults should recognize children's non-verbal communication style, which may include signing. Adults should also check their own body langue so that they interact appropriately with children, using expressive actions, songs, poems, and dance to aid communication.

- Programmes should help children learn skills valued in the Cook Islands culture, such as oral traditions involving listening, memorizing, observation, and story-telling in Maori and English.

- Adults should have realistic expectations of children's language development and help to identify assistance if language delays are observed. Children's hearing should be monitored and checked regularly, with information readily available for parents on ear infection, treatment, and hearing aids.

- There should be plenty of opportunities for one-to-one communication between adults and children. Adults should encourage children to initiate conversation, listen to children attentively, and help develop interaction.

- The programme should provide opportunities for children to interact wit ha range of adults and with other children (of the same and different developmental ages) particularly for children with special needs.

- Children should have easy access to resources that enable them to express themselves creatively and that help them to develop concepts of mathematics, reading, and writing. These resources include counting and number rhyme books, games that use numbers, such as cards and dominoes, equipment that relates to shape, colour, pattern, and weight, and art and music materials.

- Adults should read and tell stories, provide books, and use story time to allow children to exchange and extend ideas, reinforcing developing concepts of, and language for, shape, space, size, and colour as well as imaginative responses.

- Children should see adults using print and numbers for creative and meaningful activities, such as following a recipe, sorting objects, following timetables and calendars, and counting out groups.

Connecting the Communication Strand to the Curriculum Principles

This strand is linked to the Principles of Te Reo and Empowerment. Communication in our home language provides our children with a strong foundation in language and identity. Communication is also vital for children to be able to contribute their strengths and interests, to find out what they want to know, and to take increasing responsibility for their own learning and care. Children's knowledge and use of Customs, Values and Spiritual Beliefs will be developed and extended. Experiences in this strand also help build Relationships, as children develop the "give and take" of communication and learning and have opportunities t o work effectively with others in ways which have an impact on their environment. The ability to communicate increases enjoyment and involvement with Family and Community, helping them to make sense of, and participate in, the wider cultural and social world. Communications reinforces the child's Holistic Development of a concept of self, enhancing their recognition of their spiritual dimension and the contribution of their heritage and environment to their own lives.

Links between Early Childhood Education and School.

Children moving from early childhood settings to the early years are likely to:

- Have language skills for a range of purposes;

- Have had opportunities to use Te Reo;

- Have had considerable experience with books and be rapidly developing secure vocabulary, grammar and syntax;

- Enjoy returning to favourite books and recognizing the distinctive characteristics of book language and be ready to consolidate concepts about print, such as direction from left to right, how words are made up, and the correspondence between written and spoken words;

- Have some awareness of other languages spoken in the community, such as English;

- Enjoy writing and be keen to play with language and to hear and use new language;

- Have some practical concepts about numbers, counting, numerical symbols, and applications of numbers, and have used mathematical understandings for everyday purposes, such as sorting, labeling, perceiving patterns, and establishing "fair shares";

- Have developed a range of expressive body movements for communication, especially in dance and drama;

- Have developed some techniques for expressing themselves in music, art, crafts, and design;

- Enjoy music as an expression of mood, situation, and culture;

- Enjoy music, and be developing a feeling for rhythym, singing, and improvisation.
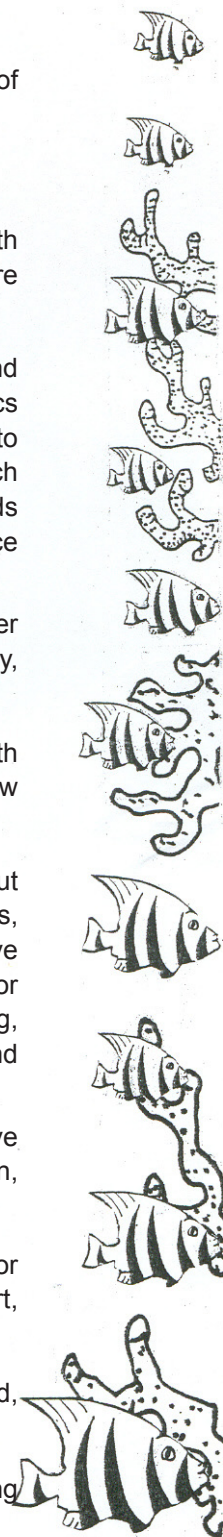
Kite Karape - Communication

Goal 1

Children develop non-verbal communication skills for a range of purposes.

Learning Outcomes:

Knowledge, skills and attitudes

Children develop:

- Responsive and reciprocal skills, such as taking turns and offering;

- Non-verbal ways of expressing and communicating imaginative ideas;

- An increasingly complex range of gestures and expressive body movement for communication, including ways to make requests non-verbally and appropriately;

- An increasing understanding of non-verbal messages, including an ability to attend to the non-verbal requests and suggestions of others;

- An ability to express their feelings and emotions in a range of appropriate non-verbal ways.

Reflective questions:

Examples

How are adults able to identify and accept each child's non-verbal communication?

How aware are adults of their own styles on non-verbal communication?

In what ways do children communicate with each other without talking, and how effective is this non-verbal communication?

How effective do the adults read each other's body language as a way of improving communication?

Examples of experiences which help to meet these learning outcomes

For young children

The programme includes action songs and rhymes in Maori as well as in English Young children use a creative range of non-verbal communication, which may include signing.

Children experience the ability to communicate with the whole body through dance, gesture, and pretend play. Children have opportunities to "read" pictures for meaning.

The programme includes activities which emphasise watching and imitating.

For toddlers

The programme includes action games, listening games, and dancing, all of which use the body as a means of communication.

Adults are aware of the physical side of discomfort and stress in toddlers.

Toddlers requests and suggestions are carefully attended to.

Toddlers are helped to communicate feelings and ideas through a variety of ways.

For infants

Adults are aware of infants' sensitivity to adult body language and of the need to use expressive body language to assist infants to read signals.

Adults communicate with infants through eye and body contact and through the use of gestures, such as waving goodbye or pointing.

Adults respond positively to infants' gestures and expressions, which can include infants turning up their heads away from food, stretching out hands, or screwing up faces.

Adults are promptly aware of the physical signs of tiredness or stress in infants.

The programme includes action games, finger plays, and songs.

Kite Karape - Communication

Goal 2

Children develop verbal communication skills for a range of purposes.

Learning Outcomes:

Knowledge, skills and attitudes

Children develop:

- Confidence that their first language is valued;

- An appreciation of te reo as a living and relevant language;

- An increasing knowledge and skill, in both grammar and meaning, in at least one language;

- Language skills in real, play, and problem solving contexts as well as in more structured language contexts, for example, through books;

- Language skills for increasingly complex purposes, such as stating and asking others about intentions, expressing feelings and attitudes and asking others about feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, story-telling; and using the language of probability, including words such as "might", "can't", "always", "never", and "sometimes";

- A playful interest in repetitive sounds and words, aspects of language such as rhythm, rhyme, and repetition of sounds, and an enjoyment of nonsense and rhymes;

- The expectations that verbal communication will be a source of delight, comfort, and amusement and that it can be used to effectively communicate ideas and information and solve problems;

- The desire and ability to listen with concentration and respond appropriately to speakers.

Reflective questions

Examples

In what ways is Maori language included in the programme?

To what extent do adults include phrases from children's home and dialect languages when talking with them?

What opportunities are there for children to hear stories, poems, chants, and songs? How well do these connect to the children's Cook Islands culture?

What opportunities are there for oral story-telling, and how effectively are these opportunities used?

How is the use of the dialect languages incorporated into the programme, such as at story time?

In what ways does the programme provide for one-to-one language interaction, especially between adult and child?

What strategies do adults use to extend conversations with children, and how effective are these opportunities used?

What range of adult voices do children hear?

Examples of experiences which help to meet these learning outcomes

For young children

Maori phrases and sentences are used as a natural part of the programme.

Opportunities are provided for young children to have long conversations, to ask questions, and to take the initiative in conversations.

The programme includes frequent and varied opportunities for playing and having fun with words and also for sequenced activities, experiences, problems, and topics that encourage complex language.

Children are able to have private conversations together.

For toddlers

Adults help to extend toddlers verbal ability by accepting and supporing early words in their first language, modelling new words and phrases, allowing toddlers to start conversations and giving them time to respond to tal,.

Adults use simple, clear phrases with toddlers and have realistic expectations of toddlers verbal and listening skills.

Toddlers have plenty of opportunities to talk with other children, to play verbal games, and to experience a widening range of books, songs, poems and chants.

For infants

Infants are regarded as active participants in verbal communications.

Adults respond to infants' early attempts at making sounds and talking by, for example, repeating or expanding infants' attempt and by offering them sounds to imitate.

Simple words are used to make regular connections with objects and people who are meaningful to the infant.

Adults interpret infants sounds and gestures, including crying and babbling, as attempts to communicate and respond accordingly. Many and varied opportunities are provided to have fun with sounds.

Language is used to soothe and comfort.

Kite Karape - Communication

Goal 3

Children experience the stories and symbols of their own and other cultures.

Learning outcomes:

Knowledge, skills and attitudes

Children develop:

- Familiarity with an appropriate selection of the stories and literature valued by the cook Island culture and other cultures in their community

- An understanding that symbols can be "read" by others and that thoughts, experiences, and ideas can be represented through words, pictures, print, numbers, sounds, shapes, models, and photographs;

- Familiarity with print and its uses by exploring and observing the use of print in activities that have meaning and purpose for children;

- An expectation that words and books can amuse, delight, comfort, illuminate, inform, and excite;

- Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for children;

- Skill in using the counting system and mathematical symbols and concepts, such as numbers, lengths, weight, volume, shape, and pattern, for meaningful and increasingly complex purposes;

- The expectation that numbers can amuse, delight, illuminate, inform, and excite;

- Experience with some of the technology and resources for mathematics, reading, and writing;

- Experience with creating stories and symbols.

Reflective questions

Examples

To what extent are the children's Cook Islands cultural background well represented in the arts and crafts, stories, and symbols found in the early childhood education setting?

How often are stories read aloud, and are there more opportunities for this to happen?

What is the most effective group size for telling and reading stories, and what factors influence this?

In what ways, and for what purposes, do children see mathematics being used, and how does this influence their interest and ability in mathematics?

Are children regularly hearing and using mathematical ideas and terms in their play?

What opportunities are there for children to observe and work with adults in the setting using numbers for meaningful purposes?

Examples of experiences which help to meet these learning outcomes

For young children

Children experience a wide range of stories and hear and practice story-telling Children have opportunities to develop early mathematical concepts, such as volume, quantity, measurement, classifying, matching, and perceiving patterns. Children have opportunities to learn through purposeful activities using, for example, sand, water, blocks, pegs, and the materials and objects used for everyday play, such as dough, fabrics, and paints.

Children gain familiarity with mathematical tools, such as rulers, tape measures, calculators, scales, and measuring cups, and use them in their play. Adults comment on numerical symbols which are used everyday, such as calendars, clocks, and page numbers in books.

The programme fosters the development of concepts about print, such as the knowledge that print coveys a message that can be revisited, that spoken words can be written down and read back, and that written names represent a person.   The children also learn that both the text and the illustrations carry the story, that print can be useful, that words can provide information, and that stories can allow one to enter new worlds.

For toddlers

Written Maori language is used as well as the English language. Toddlers have many opportunities to play simple games and to use an increasing range of playthings, which feature a variety of symbols, shapes, sizes and colours.

Adults' conversations with toddlers are rich in number ideas, so that adults extend toddlers' talk about numbers. Adults model the process of counting to solve problems, for example, asking "How many children want to go for a walk?" Toddlers are encouraged to develop the language of position (for example, "above", and "below", "inside" and "outside") and the language of probability (for example, "might" and "can't").

The toddler's name is written on belongings and any personal space, and names or symbols are used to enable toddlers to recognise their own possessions. Books are available for the toddler to read and carry about, and reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.

For infants

Adults read books to infants, tell them simple stories, and talk to them about objects and pictures. Infants are able to feel and manipulate books and to see and handle mobiles and pictures.

Numbers are used in conversation and interactive times, such as in finger games. Everyday number patterns are highlighted, for example, two shoes, four wheels, five fingers. Adults draw attention to concepts such as differences between "more" and "less", "big" and "small".

The programme includes songs, rhymes, and chants that repeat sequences. The infant has playthings of a variety of colours, textures, shapes, and sizes to experiment with and explore freely.

Kite Karape - Communication

Goal 4

Children discover and develop different ways to be creative and expressive.

Learning Outcomes:

Knowledge, skills and attitudes

Children develop:

- An increasing familiarity with a selection of the art, craft, songs, music, and stories which are valued by the Cook Island culture and community;

- Familiarity with the qualities and character of the materials and technology used in the creative and expressive arts;

- Skill and confidence with the processes of art and crafts such as cutting, drawing, collage, painting, print-making, weaving, stitching, carving, and constructing;

- Skills with media that can be used for expressing a mood or feeling or for representing information, such as crayons, pencils, paint, blocks, wood, musical instruments, and movement skills;

- An ability to be creative and expressive through a variety of activities, such as pretend play, carpentry, story-telling, drama, and making music.

- Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns;

- An increasing ability to keep a steady beat through speech, chants, dances, or movement to simple rhythmic patterns.

- An expectation that music, art, drama, and dance can amuse, delight, comfort, inform, and excite;

- Familiarity with a variety of types of music, art, dance, and drama as expressions of feeling, mood, situation, occasion, and culture.

Reflective Questions

Examples

In what ways do the creative events in the early childhood centre reflect children's Cook Island's cultural background?

What opportunities are there for children to experience Cook Island Maori creative arts in an appropriate way and at an appropriate level?

What kinds of opportunities are there involving music, and how well do these opportunities enable children to develop an interest and ability in music?

What kinds of creative opportunity are offered regularly, which children engage with them regularly, and what outcomes do the children achieve?

In what ways are all the children able to be included in creative happenings and to explore the creative area the most interests them?

Examples of experiences which help to meet these learning outcomes

For young children

Children experience a wide variety of the materials and technology used in the creative and expressive arts, such as clay, fabric, fibre, pencils, drama props, cassette players, brushes, rollers, stamp pads, scissors, calculators, computers, musical instruments, different types of paper, sticky tape, glue, and carpentry tools.

The programme allows for creative events and activities to continue over several days. There are regular opportunities for group activities in art and music.

Creativity is not confined to activities such as art, craft, and music but also extends to challenges and changes to environment, rules, and ideas. It includes humour and jokes.

For toddlers

Toddlers are introduced to tools and materials for arts and crafts and allowed to experiment with them.

The programme provides experiences with creative materials, such as paint, glue, dough sand, and junk, and gives opportunities for creative play using natural materials, for example, collecting leaves or arranging pebbles.

Toddlers have opportunities for movement that involves their whole bodies freely and opportunities to participate in dance.

Resources for fantasy play are available, and adults interact with toddlers' developing make –believe play.

The programme provides opportunities to learn skills with musical instruments, including drums, shakers, or bells.

For infants

Adults respect and enjoy the variety of ways that infants sense and interact with the environment.

Infants see, hear, and participate in creative and expressive happenings in their own way, for example, by putting a hand in the paint, clapping hands, or burbling.

Infants have opportunities to experience patterns and sounds in the natural environment, such as leaves in sunlight or the sound of rain.

Adults respond to infants' expressive and creative actions, such as reflecting back movements, or joining in clapping.

Strand 5

Tauturu - Contribution

There are equal opportunities for learning and each child's contribution is valued.

Goals

Children experience an environment where :

- There are the same opportunities for learning irrespective of gender, ability, age, ethnicity, or background.

- They are affirmed as individuals;

- They are encouraged to learn with and alongside others.

Children's cultural values, customs, traditions from home should be nurtured and preserved to enable children to participate successfully in the early childhood setting and in their village and community.

Teachers working in the Early Childhood setting should recognize the significance of tupuna and family connections and understand the importance of showing respect for our elders.

Children's development occurs through active participation in activities. Working together with adults and with other children play a central role in this development.

Teachers and Adults Responsibilities in Practice

- Children's cultural values, customs, and traditions from home should be nurtured and preserved to enable children to participate successfully in the Early Childhood Setting and in the community;

- The programme should encompass the Cook Islands cultural perspective, recognizing and affirming the primary importance of the child's family and culture. Staff need to be aware of different attitudes within the community to values and behaviours, such as co-operation, physical contact, sharing food, crying, or feeling sorry, and deal positively with differences.

- The balance between communal, small-group, and individual activities should allow opportunities for interaction, co-operative activities, and privacy.

- Adults working with children should establish programmes and strategies which actively encourage equity of opportunity for children and discourage actions or comments that label or stereotype people.

- Support and encouragement should be provided for a behaviour that is both socially and individually appropriate, particularly for that of children with special needs;

- All people involved in the programme should be included in making significant decisions about the programme.

- Adults should use strategies that encourage children's social development.

- Adults should observe and value children as individuals, so that their interests, enthusiasms, preferences, temperaments, and abilities are the starting points for everyday planning, and drawing comparisons are avoided.

- The environment and programme should be organized to reduce competition for resources and space.

Connecting the Strand of Contribution to the Curriculum Principles

This strand builds upon the strands of Customs, Values and Spiritual Beliefs as it builds on Cultural foundations. It also links to Empowerment and Relationships. It draws upon children's abilities to contribute their own special strengths and interests, and it aims to empower children to find out what they want to know and to understand their own ways of learning and being creative.

Experiences in this strand will be supported by adults who provide the "scaffolding" necessary for interactive learning opportunities that are fair for all children.

The opportunities for social interaction also relate to this strand to Family and Community as children's special contributions are encouraged and valued.

The Holistic Development principle underpins the way each child's experiences and contributions are linked to the total learning environment.

Links between Early Childhood Education and School

Children moving from early childhood settings to the early years of school are likely to:

- Need to perceive that their families are welcomed and valued;

- Respect, and enjoy working with, children who are different in some way;

- Feel positive about their own gender and ethnicity, about the opposite gender, and about other ethnic groups;

- Have some understanding of equity and some ability to identify and challenge bias, prejudice, and negative stereotyping;

- Be confident that their interests, strengths, knowledge, abilities, and experiences will be recognized and built on in the learning programme;

- Be familiar with working co-operatively;

- Be able to see that others have different points of view and be able to understand, to some extent, others' feelings and attitudes.

- Express their needs and feelings and recognize some needs of others.
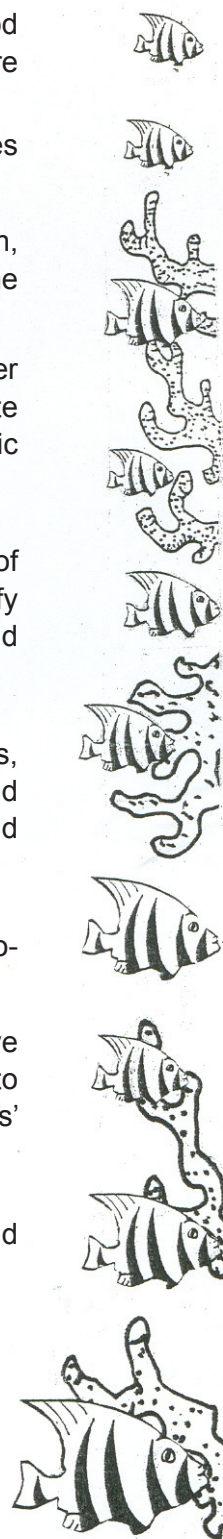
Tauturu - Contribution

Goal 1

There are equal opportunities for children for learning, irrespective of gender, ability, age, ethnicity, background.

Learning Outcomes:
Knowledge, Skills, and Attitudes:

Children develop:

- Confidence that their family background is viewed positively within the early childhood background;

- Positive judgments about their own cultural and ethnic group and other ethnic groups;

- An understanding of their own rights and those of others;

- The ability to recognize unfair practices and behaviour and to respond appropriately;

- Some early concepts of the value of appreciating diversity and fairness;

- The self-confidence to stand up for themselves and others against biased ideas and unfair and discriminatory behaviour,

- Positive judgments on their own gender and the opposite gender;

- Respect for children who are different from themselves and ease of interaction with them.

Reflective questions:
Examples

In what ways and how well is the curriculum genuinely connected to the children's families and cultures?

What kinds of responses do adults give when children ask questions about ethnic differences, and how well do these responses reflect the principles and strands of the curriculum?

How are books and pictures selected, and do these procedures ensure that books and pictures show children of different gender, ethnicity, age, and ability in a range of roles?

In what ways do adults encourage children of different ages to play together, and how well is this achieved?

How do adults challenge negative and stereotyped language and attitudes, and what impact does this have?

What do adults do when children are excluded by others, and what effects do the adults' actions have?

Are there situations where, for reasons of age or ability, a child is not included in something, and how can the situation be adapted to ensure inclusion?

Examples of experiences which help to meet these learning outcomes

For young children

Language and resources are inclusive of all children's culture and background, gender and ethnicity.

Children see parents, and families being welcomed to the programme.

All children have rights of access to activities, regardless of gender, ability, ethnicity, and background.

The programme provides successful, enjoyable experiences in non-traditional pursuits, for example boys in caring roles and girls with construction materials and in "fixing" roles.

The programme provides opportunities to discuss bias.
Children see prejudice and negative attitudes being challenged by adults.

For toddlers

Each child's culture is included in the programme through song, language, pictures, playthings, and dance. Toddlers are provided with clothing that does not restrict play

Adults expect and encourage boys and girls to take similar parts in caring and domestic routines.

Adults expect and encourage high spirited and adventurous behaviour in both girls and boys and respect the needs of toddlers to observe and be apart at times.

In talking with toddlers, adults do not link occupations to gender, for example, by assuming that doctors are men and that nurses are women.

Activities, playthings, and expectations take account of the fact that each toddler's developmental stage and mastery of skills is different.

For infants

The programme encourages care practices which are culturally appropriate in relation to feeding, sleeping, toileting, clothing, and washing.

Adults avoid making developmental comparisons between children, recognizing that infants development will vary.

Both infant girls and boys are encouraged to enjoy challenges.
Picture books are selected which show girls, boys, men and women in a range of roles.

Tauturu - Contribution

Goal 2

Children are affirmed as individuals

Learning Outcomes:
Knowledge, skills, and attitudes

Children develop;

• A sense of "who they are", their place in the wider world of relationships, and the ways in which these are valued;

• A realistic understanding of what they know and of what they cannot yet do;

• An idea of themselves as capable of gaining new interests and abilities;

• Abilities and interests in a range of areas – spatial, visual, linguistic, physical, musical, logical or mathematical, personal, and social – which build on the children's strengths;

• Awareness of their own special strengths, and confidence that these are recognised and valued.

Reflective questions
Examples

How often do staff observe individual children? In what ways are these observations carried out and shared, and what are the observations used for?

In what circumstances is it appropriate for the needs of the group to take priority over those of individual children?

How often, and in what circumstances, can children obtain individual attention ?

In what ways does the programme accommodate children's individual strengths, interests and individual ways of doing things? What impact does this have on children, and are there other ways children's individuality could be encouraged?

How is staffing provided to ensure that individual attention is given to children with special needs, and is this staffing sufficient?

In what ways, and how well does the programme provide for children with unusual interests or exceptional abilities?

Examples of experiences which help to meet these learning outcomes

For young children

The programme provides opportunities and encouragement for children to develop their own interests and curiosity by embarking on long-term projects that require perseverance and commitment.

The programme provides activities for children to develop their strengths, interests, and abilities, such as in music, language, construction, art, sorting and organizing, and doing things with others.

The programme allows time for adults to listen to children's ideas and questions. Children's strengths and interests are extended by sensitive interactions and encouragement.

For toddlers

The programme builds on the passions and curiosity of each toddler. Toddlers are encouraged to do things in their own particular way when this is appropriate.

Toddlers preference in play activities, such as liking sand but not water, are respected Toddlers' preference for solitary or parallel play are allowed for in the programme.

Toddlers are encouraged to contribute to small – group happenings, for example, joining in the dance, or bringing chairs around the table for snack time.

Adults talk with toddlers about difference in people, places

For infants

Infants are carefully observed so that adults known individual infants well, respect their individual ways, and respond to them appropriately Individual likes and dislikes, for example, in food or handling, are known and respected.

Adults learn each infant's individual preferences and routines, for example, for going to bed or feeding. Adults respond to infants signals of pleasure, discomfort, fear, or anger.

Adults help to extend infants' signals of pleasure, discomfort, fear or anger.

Adults help to extend infants' pleasure in particular activities, such as hearing specific music, responding to colours, and enjoyment of certain rhythms

Tauturu - Contribution

Goal 3

Children are encouraged to learn with and alongside others.

Learning Outcomes:

Knowledge, skills, and attitudes

Children develop:

- Strategies and skills for beginning, maintaining, and enjoying a relationship with other children – including taking turns, problem solving, negotiating, taking another's point of view, supporting others, and understanding other people's attitudes and feelings – in a variety of contexts;

- A range of strategies for solving conflicts in peaceful ways, and an understanding that peaceful ways are best;

- Positive and constructive attitudes to competition;

- An increasing ability to take another's point of view and to understand others feelings;

- A sense of responsibility and respect for the needs and well-being of the group, including taking responsibility for group decisions;

- An appreciation of the ways in which they can make contributions to groups and to group well-being;

- Ways to enjoy solitary play when they choose to be alone.

Reflective Questions

Examples

How does the programme allow children to care for and support other children, and how well do they do this?

What do the children learn form each other, and how is this learning facilitated?

How does a child get a turn?

To what extent is sharing important, or should there be enough playthings to prevent conflict?

What sort of happenings and activities do the children enjoy most as a group?

Are there creative and constructive problem-solving activities that encourage children to co-operate with and support each other? How effective are these activities?

Examples of experiences which help to meet these learning outcomes

For young children

Adults help young children to feel positive about themselves, especially if the children compare themselves with others.

Young children's increasingly complex social problem-solving skills are encouraged, for example, through games or dramatic play.

Children are helped to understand other people's attitudes and feelings in a variety of areas, for example, in play, conversations, and stories. Time and opportunities are provided for children to talk about moral issues.

The programme encourages co-operative play by providing activities that are more fun and work better when done co-operatively. Children's growing abilities for understanding others are fostered by reading or telling stories about other people.

Children's developing abilities and understanding about rules and social strategies are fostered through routines, such as sharing and taking turns.

For toddlers

Toddlers have opportunities to help with the care of others. Group activities for toddlers have an individual aspect to them as well. For example, using brushes to paint water on concrete involves both individual and team efforts.

Sufficient playthings are available for parallel play, and adults assist in toddlers' conflicts over possessions. Adults support toddlers' attempts to initiate social interactions with other children and adults.

There are realistic expectations about toddlers' abilities to co-operate, take turns, or wait for assistance. Many opportunities are provided for small- group activities, such as action songs, listening to stories, or going for a walk.

For infants

The programme enables infants to be safely in the company of other children or older children.

Adults talk to infants about what other children are doing and encourage the infant's interest in other children.

Adults provide solutions to conflicts, for example, over sharing floor space. Adults respond to infants' social communication, such as smiles, gestures, and noises.Infants are included in appropriate social happenings.

PART B

Early Childhood Care and Education for Infants, Toddlers, and Young Children

Children from birth through to eight years of age have developmental needs and capacities that differ from those in any subsequent time of their lives. The early childhood curriculum document is therefore different in its approach from the curriculum for older children. The curriculum for early childhood emphasizes reciprocal and responsive relationships with others, both adults and peers, who can respond to children's development and changing capabilities. Although these needs can be met in either mixed age range or separate age programmes, it is important that programmes meet the needs of the full range of children they cater for.

The Early Childhood curriculum recognizes that there can be wide variations in the rate and timing of children's growth and development and in their capacity to learn new things in new places.

Each child learns in his or her own way. The curriculum builds on a child's current needs, strengths and interests by allowing children choices and by encouraging them to take responsibility for their learning.

Te Apii Tamariki Potiki covers the year from birth to school entry age and identifies three broad age groups for consideration within the Early Childhood Curriculum. At the same time, it acknowledges that there is considerable variation between individual children. Infants, toddlers and young children have distinctive and different needs and characteristics. These will determine the focus of the curriculum as it applies for each learner. The programme must be flexible enough to take into account the varying needs and characteristics of individual children

The overlapping age categories used are:

infant – birth to eighteen months

toddler – one year to three years

young child – two and a half years to school entry age.

Development of Learning and Capabilities

Although the patterns of learning and development are sometimes seen as a progressive continuum linked to age, each child's development is individual; such patterns vary for individual children in ways that are not always predictable. The direction and speed of learning and growing will often fluctuate from day to day, according to where the child is and the people they are with.

Examples of areas of development for children are:

- Increasing independence

- Growing sense of self-identity and self as learner

- Increasing emotional robustness and sense of control

- Growing consistency and predictability of behaviour and response

- Increasing ability to cope with change

- Increasing ability to cope with delay in having needs met

- Developing memory capacity and sense of past, present and future

- Widening social interaction, and development of a sense of others

- Increasing awareness of the world, and ability to share interests with others

- Increasing competence with techniques for communication and with tools for symbolizing and representing

- Growing control of body and physical co-ordination

- Expanding experiences and understanding of people, places , events and things

- Acquisition of domain specific knowledge

- Increasing ability to use logic and abstract thinking

- During the early childhood years children often demonstrate needs and capabilities at a variety of stages. For example:

- Within minutes, a child can be both dependent and independent, according to changes in temperament, environment, or adult expectations.

- A young infant needs an environment that is predictable but also needs and enjoys challenges and surprises.

- A child may be using language and reasoning to order the world while continuing to use the sensory skills used in infancy.

- Children learn through a combination of imagination and logic.

The curriculum for the early childhood years must, therefore, be flexible enough to encompass the reality of:

- Fluctuations in individual behaviour and learning;

- The need for repeated, familiar experiences;

- The need for challenge as a medium for growth.

- It should be flexible, in order to meet each child's particular needs for that particular time, place or level of development, in that particular domain.

The younger the children, the more flexible and individualized the curriculum needs to be. The early end of the continuum defines the characteristics of the very young infant. The later end of the continuum defines the increasing capabilities of children approaching school entry age.

Development Continuum

dependence on others for well-being	increasing independence
extreme vulnerability	increasing robustness
fluctuating behaviour	more predictable behaviour
uneven rhythms	growing consistency
need for stability	increasing ability to cope with change
immediacy of need	increasing ability to delay meeting of needs
developing sense of memory	increasing memory capacity
intimacy of social interaction	widening of social interaction
development of a send of self	development of a sense of others
individual needs and interests	increasing common needs and interests
total reliaance on senses	widening domain of discrimination
new awareness of the world	developing totals for symbolising and representing
development of techniques	increasing range of communication methods for communication
rapid physical changes	consolidating physical development
lack of physical co-ordination	growing control of body
developing range of skills	expanding mastery of skills
limited purposeful activity	increasing purposefulness of activity
new experiences	expanding experiences and ordering of the world
magical perceptions	early logic
a focus on the here and now	growing abilities in abstract thinking

• There is no developmental cut-off at school entry age. During the early school years, the Principles and Strands of the Early Childhood Curriculum continue to apply and can be interwoven with those of the Cook Islands Curriculum Statements for schools.

The Infant

Infants have the most specialised needs in Early Childhood Education services. During these early months of life, the infant is totally dependent on others, has little prior knowledge or experience, and is learning to anticipate events and to communicate her or his needs in a confusing world.

In order to thrive and learn, an infant must establish an intimate, responsive, and trusting relationship with at least one other person. Infants are able to develop close attachments with several people but not with many people. To develop a sense of their own identity and the strong sense of self- worth necessary for them to become confident in relationships and as learners, infants must experience physical and emotional security with at least one other person within each setting.

Some special characteristics of infants

- Physical growth and developmental changes are more rapid during infancy than during any other period of life.

- Infants are very vulnerable. They are totally dependent on adults to meet their needs and are seldom able to cope with discomfort or stress.

- Infants have urgent needs that demand immediate attention.

- Infants need the security of knowing that their emotional and physical needs will be met in predictable ways.

- Infants are subject to rapid fluctuations of health and wellbeing.

Key curriculum requirements for infants

- The care of infants is specialized and is neither a scaled- down three- or four-year-old programme nor a baby –sitting arrangement.

- Any programme catering for infants must provide:

- One-to-one responsive interactions (those in which caregivers follow the child's lead);

- An adult who is consistently responsible for, and available to, each infant;

- Higher staffing ratios that for older children;

- Sociable, loving, and physically responsive adults who can tune in to an infant's needs;

- Individualised programmes that can adjust to the infant's own rhythms;

- A predictable and calm environment that builds trust and anticipation;

- Partnership between parents and the other adults involved in caring for the infant.
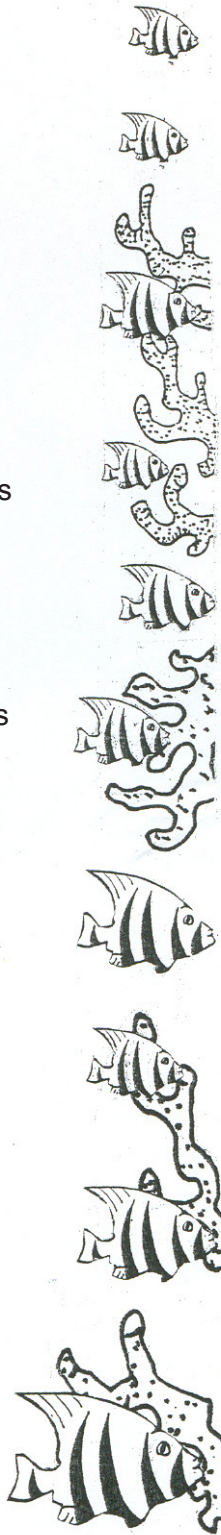
The Toddler

The behaviour and development of toddlers tends to vary and swing back and forth more than is the case for other age groups in the early years.

- Toddlers are struggling to evolve a sense of self and to achieve independence form the adults to whom they are emotionally attached with t the same time needing continuing emotional support. Their desire for independence, knowledge, and increasing control over everyday life is often in conflict with their ongoing dependence in caregivers to make things happen.

- Toddlers are rapidly acquiring physical, social, reasoning, and language skills, but these skills still need a lot of practice. Toddlers tend both to resist and to find comfort in rituals and routines. Swings such as these can cause a wide variety of conflicting feelings, ideas, and actions, which challenge the resourcefulness and knowledge of parents and adults who work with toddlers.

- Some special characteristics of toddlers

- Toddlers are energetic and on the move.

- Toddlers are gaining control of their world by checking out limits, causes, and effects.

- Toddlers' desires are often ahead of their language or physical abilities to achieve what they want.

- Toddlers are active and curious, determined to become competent and to make sense of happenings, objects, and ideas.

- Toddlers' feelings are intense and unpredictable.

- Toddlers thrive on opportunities and on being encouraged into exploration and creativity.

- Toddlers are impulsive and can lack self –control.

- Toddlers focus on the here and now.

- Toddlers seek social interaction and learn by imitating others.

- Toddlers learn with their whole body and learn by doing rather than being told.

Key curriculum requirements for toddlers

- Toddlers have distinctive developmental needs and characteristics, but they are often caught between the specialized arrangements made for infants and the independence and busyness of programmes for young children. Programmes designed specifically for toddlers will lessen the tendency for toddlers to become bored, frustrated, or disruptive, as can happen when expectations are set too low or too high.

Toddlers need:

- A secure environment and a programme that provide both challenges and predictable happenings;

- Opportunities for independent exploration and movement;

- A flexible approach which can accommodate their spontaneity and whims at a pace that allow them to try to do things for themselves;

- Adults who encourage the toddlers' cognitive skills and language development;

- Responsive and predictable adults who both understand and accept the toddler's developmental swings.

The Young Child

- Young children have increasing capacities for language and inquiry, increasing ability to understand another point of view, and are developing interests in representation and symbols, such as pictures, numbers, and words.

- An Early Childhood programme for young children should provide a rich bank of experiences from which the children can learn to make sense of the world around them. Children in this older age group are still likely to swing back and forth in development, depending on their moods and the context, but they have a growing capacity for coping with unpredictability and change, especially if they are anchored by emotional support, respect, and acceptance. The children's increasing abilities to plan and monitor their activities are evident in their developing awareness of themselves as learners.

Some special characteristics of the young child

- Young children can recognize a wide range of patterns and regularities in the world around them. This encourages then to question when things are puzzling and different from what they expect and to respond to "nonsense" and humour.

- Young children have an increasing ability to see the family, home, or early childhood education setting in the perspective of the wider world.

- Young children have new capacities for symbolizing and representation, creating art, music, and dance, as well as developing abilities with words and numbers.

- Young children's developing literacy and numeracy skills include new purposes for language and cognition, such as reasoning, verbal exploration, puzzling, and finding out about their social and physical world.

- Young children's greater working memory contributes to their capacity for telling stories, for more complex problem-solving strategies, for longer periods of focused attention, and for more persistent curiosity.

- Young children are developing social skills for establishing and maintaining friendships and are beginning to be able to see another person's point of view.

- Young children are consolidating and refining their physical skills.

- Young children are developing their awareness of themselves as learners by planning, checking, questioning, and reflecting on activities and tasks.

- Young children use their imaginations to explore their own and others' identities

Key curriculum requirements for the young child

- It is important to make opportunities for the young child to experience new challenges, co-operative ventures, and longer term projects. These experiences also help to meet their expanding capabilities and provide a smooth transition to school.

Young children need:

- Adults and environments to provide resources, challenges, and support for their widening interests and problem-solving capacities;

- Opportunities for unfamiliar routines, new and self- directed challenges, co-operative ventures, and sustained projects;

- Adults who can encourage sustained conversations, queries, and complex thinking, including concepts of fairness, difference, and similarity;

- Opportunities to use language to explore and to direct thinking and learning tasks;

- A widening range of resources for creative expression, symbolising, and representation;

- Recognition of their developing sense of humour, which springs from new understandings about how things "ought" to be;

- Challenging opportunities which keep pace with their physical development.
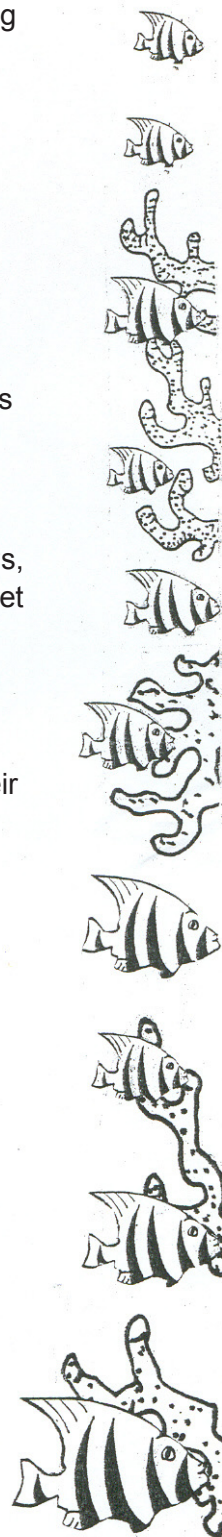
Curriculum Implementation

- The way in which each early childhood service implements curriculum will vary. Each service will develop its own programme to meet the needs of its children, their families, the specific setting, and the local community. Programmes will be based on the curriculum principles and be planned and evaluated in terms of the curriculum's strands and goals.

Adults' responsibilities in Management, Organisation, and Practice.

- Adults are an integral part of the curriculum for the early childhood years. Children's physical and emotional dependence on adults' care, support, attention, and guidance is more intense in early childhood that in later years. To enable the curriculum to meet the needs of all children, adults working in early childhood education need to be knowledgeable about children's development and early childhood curriculum, skilled at implementing curriculum, thoughtful about what they do, ware of their roles as models of learning, willing to try alternatives, and well supported by management.

- Management must ensure that staffing meets requirements and is sufficient to ensure the safety of children at all times and in all situations.

- Management must also ensure that training is available to enable the adults who work with children to have the knowledge and skills necessary to support the children's learning and development and to implement the curriculum in everyday practice.

Early Childhood Environment

- Each strand of the curriculum has implications for the way the early childhood education environment is managed and organized. Management and organizational aspects which influence the curriculum include:

- The arrangement of the physical environment and equipment;

- The inclusion and support of parents and the connections with the community;

- The ages of children, group size, and groupings

- The organizational philosophies, policies and procedures;

- The scheduling of activities and events;

Planning, Evaluation and Assessment

- Each Early Childhood Education setting should plan its programme to facilitate achievement of the goals of each strand in the curriculum. There are many ways   in which each Early Childhood service can weave the particular pattern that makes its programme different and distinctive. Early Childhood services should, therefore, develop their own distinctive pattern for planning, assessment, and evaluation.

- The purpose of evaluation is to make informed judgments about the quality and effectiveness of the programmes. A system of evaluation will ask:

- In what ways do the human relationships and the programme provide a learning environment which is based on the goals of the curriculum?

- Evaluative procedures emphasise the quality of provision and make use of all the forms of assessment that can be carried out by both adults and children. Assessment of children's learning and development will be part of the information needed to evaluate the programme. Evaluation processes will identify whether the environment and programme are providing for the needs of all the children in the arly childhood setting.

- The reflective questions in Part A of this document provide one example of an evaluation process. People involved in providing the programme in each setting should make evaluation part of their continuing discussions.

- The programme will be continually or regularly changed in the light of evaluation, to ensure that it meets the needs of the children within the curriculum goals.

- It is important that the curriculum interweaving as a whole, or a particular range of experiences in the programme, are changed if they are not working well to meet the needs of the children and the goals of the curriculum.

- The purpose of assessment is to give useful information about children's learning and development to the adults providing the programme and to children and their families.

- Assessment of children's learning and development involves intelligent observation of the children by experienced and knowledgeable adults for the purpose of improving the programme.

- Assessment occurs minute by minute as adults listen, watch, and interact with an individual child or with groups of children. These continuous observations provide the basis of information for more in-depth assessment and evaluation that is integral to making decisions on how best to meet children's needs.

- In-depth assessment requires adults to observe changes in children's behaviour and learning and to link these curriculum goals. Assessment contributes to evaluation, revision, and development of programmes.
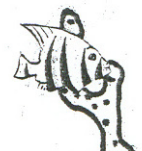
- Children are increasingly able to assist their own learning, to outline their goals. They work hard to achieve such goals as learning to walk, forming letters and numbers, and contributing to group interaction. The learning environment should enable children to set and pursue their own goals within the boundaries necessary for safety and to reflect on whether they have achieved their goals.

- Assessment of the early childhood environment – its safety, the routines, and regulations, the resources and equipment, and adults' responsiveness – is integral to evaluating the potential of the setting and its programme to encourage particular challenges and activities and to provide for the cognitive, social, emotional, and physical development of the children.

- Assessment of children's learning and development should always focus on individual children over a period of time and avoid making comparisons between children. Even where there are pathways of increasing knowledge or skill, children's responses and behaviour will be subject to wings and variations in development according to a number of factors, including where the children are, the people they are with and how they are feeling. A single observation is a snapshot of that occasion only, and adults should be wary of generalizing from individual pieces of information.

- It is essential that assessment and evaluation are based on the goals of each strand of the curriculum and that the principles of each strand of the curriculum and that the principles of the curriculum are always applied. The needs of the children, not assessment procedures, should determine the curriculum

- The curriculum has been presented as a tree of interweaving roots in which

- Learning, development, and the experiences provided for children are interconnected;

- There are elaborations for different age levels and flexibility for different early childhood education settings;

- The strands and goals are woven with different content emphases.

Glossary of terms used in Early Childhood Education

Assessment	the process of obtaining and interpreting information in children's learning and development by observing, recording, and documenting what children do and how they do it. The purpose of assessment is to provide relevant information that can be used in deciding how best to improve learning outcomes for children.
Children in action	children are actively involved in a learning experience and who are 'learning by doing'.
Co-construction	the process by which, according to theory, the individual child, the physical environment, and educators contribute to the child's construction of knowledge and understanding. The implications for educators is the need to study children in context and appreciate children a active constructors of knowledge, with the assistance of educators as co-constructors.
Collaboration	the process of working with another or others on a joint activity or project
Disposition	a child's frame of mind, patterns of thought and attitudes to change, that influence his or her approach to experiences and tasks
Emergent learning	learning that emerges or develops out of a child's immediate experiences. It is often recognised and supported by an educator. (Terms often used are emergent literacy & numeracy)
Evaluation	the process using assessment information and other and other data to form a judgment about the quality and effectiveness of the curriculum, in order to mak decisions about
Guided Participation	supportive structuring of a young child's involvement in a learning experience, leading to the child's eventually taking full responsibility for the task
Holism &Holistic learning	a belief that all aspects of a child's learning and development are interrelated and interconnected .
Interactive learning	the process of learning by interacting with others and by total involvement with what is being learned, through touching, looking, feeling, hearing, tasting, and smelling. The experience is then transformed in two rods or some other form of expression.
Kinaesthetic experiences	experiences involving a child's awareness of their weight, muscle tension, movement, touch, and bodily position in space and in relation to others.

Learning experiences	statements, set either by the educators or by learners themselves, outlining what new knowledge, understandings, skills, attitudes, and achievements learners are intended to acquire.
Learning outcome	the result, intentional or unintentional, of planned learning.
Management plan-	a short –term or annual plan that outlines the goals that the teaching team have set and would like to meet. Management plans allocated responsibilities and state time frames and expected costs
Modelling	providing examples of behaviour, such as ways of speaking, acting and relating, for others to imitate.
Negotiated Curriculum	a curriculum that is planned and organized in response to the knowledge, interests, skills, and dispositions of children and that adapts readily to their interests
Pedagogy	the knowledge, skills and attitudes resulting from theory, principles, and practice of the teaching profession.
Reciprocal relationship	a relationship involving mutual, complementary reactions and responses between two parties
Responsive relationship	a relationship in which one party (often the teacher) reacts quickly and sensitively to the interests, observations, or experiences of another party (often the child).
Scaffolding	a term first used by Bruner to describe guidancen and support that help a child take the next step for him or herself. Scaffolding can involve asking an open –ended question, modeling an activity, encouraging a child to try a different approach, or directing a child to another opportunity. The educator adjusts their help in response to the child's current performance, aiming to reduce a support until the child can act alone.
Schema	a term used by Piaget to describe cognitive structures that individuals develop as they internalize their actions. It also describes their forms or patterns of thought and pieces of ideas. Children construct or modify their scheme as they relate their experiences to earlier perceptions and experiences.
Shared control	a situation where the child and an educator or a more skilled child share "control" in the learning –teaching task. The educator or the child is responsive rather than directive or controlling.
Socio- cultural context	the society in which children live and its cultural values, which influence children.
Statement of Philosophy	a statement of the fundamental beliefs, vision, values and ideals on which a service operates. The philosophy is the basis for decisions about the way the service is managed and about its directions for the future.

Strategic Planning	broad planning for the medium or long term. Strategic planning enables a service to determine its direction and what it hopes to achieve in the future.
Teachable moment	an occasion when connections between a learner's interests, knowledge, skills, disposition, and development provide opportunities fro new insights, which can occur with the support of a more informed person.
Whole child	a concept of the child as an integrated being, with all dimensions of their learning and development interconnected and interrelated within the wider socio-cultural context. The term is closely related to the terms "holism" and "holistic
Working theory	a unique system of ideas that is based on a person's experience and provides them with a hypothesis for understanding the world, interpreting their experience, and deciding what to think and how to behave. This system is in a constant state of development and change.
Zone of Proximal Development	a term coined by Vygotsky to describe the individual child's potential for learning and development. The zone is the distance between what the child can accomplish alone and what they can achieve with the help of an adult or more capable peer.

Te Api'i Tamariki Potiki and the Cook Islands Curriculum Framework

Official policy for teaching, learning and assessment in Cook Island schools is set out in the document *The Cook Islands Curriculum Framework* (Ministry of Education, 2002).

The Cook Islands 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 able and, during the school years, to be able to build on their previous learning.

Each strand of the early childhood curriculum has a number of links with the essential learning areas and essential skills of *The Cook Islands Curriculum Framework.* These links are set out in the following pages.

Identity – Taku Turanga Vae vae

Links with Essential Skills

Communication skills: children develop confidence and ability in expressing   houghts   and feelings effectively and appropriately.

Numeracy skills: children develop competence in mathematical concepts and enjoy using them in daily life.

Artistic and Creative skills: children develop and confidence in exploring various art   media to express their creativity, thoughts and feelings, and individuality. The art forms include dance, drama, literature, media, music and visual arts

Self-management: work and study skills: children develop dispositions for
learning such as motivation, perseverance, curiosity and courage. They make their own decisions and develop skills to learn independently and collaboratively with others. Children develop increasing self- reliance.

Social and Co-operative skills: children develop fine and large motor skills that allow them to participate actively in the setting.

Information skills: children begin to store and retrieve information about their own group, family, and community and to identify different points of view.

Problem solving: children are encouraged to identify and describe problems and assisted to make connections and relationships to help solve them.

Links with Essential Learning Areas

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

Mathematics – Matematika: mathematical ideas are used in practical family and social contexts, such as remembering telephone numbers, street numbers, and birth dates.

Enterprise – Kimi'anga Pu'apinga: making links with the community and wider world enables children to develop an understanding of their place in it.

Health and Physical Well-being – Ora'anga e te Tupu'anga Meitaki: participation in physical

activities gives opportunities for being part of a group and ensuring that all are welcomed and supported.

Science – Taieni: knowledge of the natural and physical worlds helps children to participate in their family and community.

Social sciences – Ora'anga 'iti-tangata: 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.

Technology – Tekinoroti: using materials for different purposes enables children to recognise that different technologies may be used in various places and settings.

The Arts – Peu Ora'anga: children's sense of identity and belonging is reinforced through participating in the arts and rituals.

Involvement – Piri Atu

Links with Essential Skills

Communication Skills -Kite Karape / Apaipai Karere: children develop confidence and ability in expressing thoughts and feelings effectively and appropriately.

Numeracy Skills: children develop ability in mathematical concepts and enjoy using them in daily life.

Artistic and Creative Skills: children are able to express and communicate their thoughts and feelings through a variety of art forms.

Self management, work and study skills: children develop confidence to manage some tasks independently and to pay attention in spite of distractions.

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.

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.

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.

Links with Essential Learning Areas

Languages – Te Reo: confidence and ability in language reinforce the development of a sense of self- worth, and enable children to participate effectively and make sense of the world.

Mathematics – Matematika: exploring mathematical concepts encourages creativity, perseverance, and self-confidence.

Enterprise: engaging in play, discussions and active involvement in group projects the concept of making plans and decisions is encouraged.

Health and Physical Well-being – Ora'anga e te Tupu'anga Meitaki: The physical, social, emotional, and spiritual dimensions of growth are all important to enable children to develop
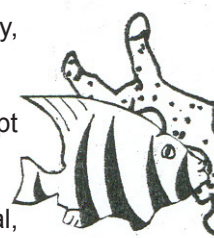
confidence in themselves and their abilities.

Science – Taieni: developing an awareness of one's place in the environment fosters curiosity and scientific understanding.

Social Sciences – Ora'anga 'Iti-tangata: Working together helps children develop confidence in their ability to develop relationships with others.

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

The Arts – Peu Ora'anga: the arts are important to the growth of self-expression and to a sense of self-worth and enjoyment.

Involvement – Ui ui marama

Links with Essential Skills

Communication skills: children send and receive information and ideas with increasing purpose, accuracy, and confidence.

Numeracy skills: in exploring their world, children find reasons to calculate and estimate with increasing accuracy and to use measuring equipment and mathematical ideas.

Artistic and Creative Skills: in exploring and becoming involved in art activities children are able to develop their creative skills and to demonstrate their developing ideas.

Self- management, Work and Study Skills: Children are increasingly able to take responsibility in working effectively on tasks and investigation during activities.

Physical Skills: in exploring the physical environment, children gain increasing motor and manipulative control and skill in using tools and materials safely.

Social and Co-operative Skills: in working and playing together, children develop a sense of responsibility for the well-being of others and the environment.

Information Skills: children develop abilities to question, locate, and process information and to see people, books, and other media as resources.

Problem-solving Skills: children, investigate, carry out studies, and develop and test ideas and solutions as the explore and make sense of their world.

Links with Essential Learning Areas

Language – Te Reo: Language development enables children to make sense of the world, to question, and to express ideas and information.

Mathematics – Matematika: children develop and use mathematical ideas when they collect, organize, compare, and interpret different objects and materials.

Enterprise- Kimi'anga Pu'apinga: children explore ideas and use their initiative and imagination, and are challenged in a range of areas.

Health and Physical Well-being :children Ora'anga e te Tupu'anga Meitaki: children again confidence in the control and use of their bodies as they explore their world.

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

Social Sciences– Ora'anga 'Iti-tangata: Children develop confidence in working with others to explore the environment and make sense of the others to explore the environment and make sense of the social and physical world.

Technology – Tekinoroti: Children use a variety of technologies for different purposes as they explore their world.

The Arts – Peu Ora'anga: Children explore ideas, materials, and the environment through the arts.

Communication – Kite Karape / Apaipai Karere

Links with Essential Skills

Communication Skills: children gain an increasing ability to convey and receive information, instruction, and ideas effectively and confidently by listening, speaking, and using visual language in a range of contexts.

Numeracy Skills: children have fun with numbers and begin to understand and respond to information presented in mathematical ways.

Artistic and Creative Skills: Children will express and communicate experiences and views in a variety of ways.

Self-management, Work and Study skills: children develop skills of negotiation and self-awareness, in communicating their needs and intentions.

Physical Skills: children develop an ability to express themselves through movement and gesture.

Social and Co-operative Skills: as children's abilities to communicate develop, the yare able to form good relationships with others and participate constructively in a range of social and cultural settings.

Information Skills: in sharing ideas with others, children develop their ability to identify and describe different sorts of information.

Problem- solving Skills: children try out original and interesting ideas, and use their imaginations to solve problems.

Links with Essential Learning Areas.

Languages – Te Reo: development of non-verbal and verbal communication for a range of purposes is fundamental to learning and to effective participation in cognitive, emotional, and social life.

Mathematics- Matematika: development of mathematical vocabulary and ideas helps children to communicate complex ideas such as weight, shape and volume.

Enterprise- Kimi'anga Pu'apinga: demonstrating and discussing new ideas, problem-solving and persisting with challenge, develops skills and attitudes to respond and to be involved in social and economic activities.

Health and Physical Well-being: using physical expression and activity assists children's development of both verbal and non-verbal communication.
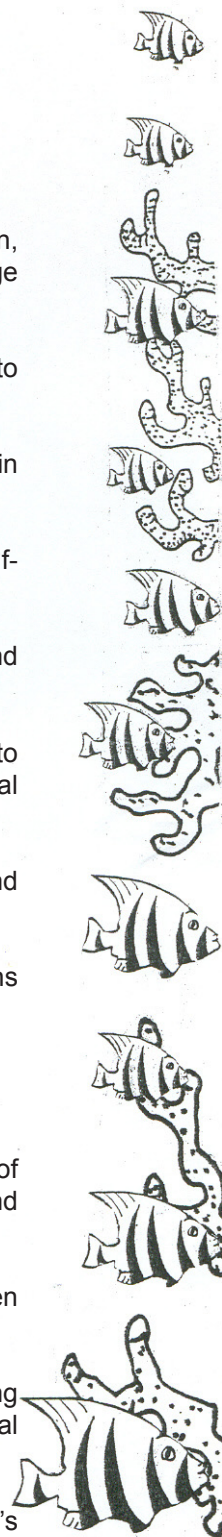
Science- Taieni: Children develop the vocabulary and techniques to investigate and communicate ideas.

Social Sciences – Ora'anga 'Iti- tangata: children experience the stories and symbols of their own and other cultures, developing awareness of the richness of communication.

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

The Arts – Peu Ora'anga: all the forms, including dance, mime, music, painting, and other visual arts, enable children to discover different ways to communicate.

Contribution –Tauturu

Links with Essential Skills

Communication Skills: children are helped to convey and receive ideas, feelings, and information in different social contexts.

Numeracy Skills: children learn to use number to monitor fair division of resources and equitable sharing of effort towards a common goal.

Artistic and Creative Skills: children discover different ways to be creative by exploring a variety of art media.

Self- Management, Work and study Skills: children are able to build on their own strengths and cultural backgrounds in learning. Children develop constructive ways of dealing with challenge, competition, and success and failure, developing some skills of self-appraisal and self- advocacy.

Physical Skills: Children work with others and assist them, appreciating different physical and fitness needs and abilities.

Social and co-operative Skills: children take some responsibility as members of a group in a common task, developing good relationships with others, responding appropriately to discriminatory behaviour, and demonstrating respect for the rights of others.

Information Skills: children develop some understanding and appreciation of different points of view.

Problem – Solving Skills: children develop reflective and creative thinking as they contribute ideas and try them out with others.

Links with Essential Learning Areas

Languages –Te Reo: children's growing awareness of their own language and other languages enriches social, cultural, and intellectual life.

Mathematics: children develop mathematical problem-solving strategies in, sharing and dividing resources, turn taking , and estimating times.

Enterprise: children develop skills in interacting with each other, and in group situations. Recognition is given to both individual and group efforts.

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

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

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.

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

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

Api'i Tamariki Potiki

Early Childhood Education

Curriculum Document

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