

4 principles, 5 strands, 18 goals

The goals are in Te Whāriki's own words. The principle summaries are ours, in plain English.

4 PRINCIPLES

The foundations of every curriculum decision

- Whakamana | Empowerment
Children make real choices, and their ideas and mana are upheld.
- Kotahitanga | Holistic development
Children learn with body, feelings, thinking and spirit at once.
- Whānau tangata | Family and community
Whānau and community are part of the curriculum, not its audience.
- Ngā hononga | Relationships
Learning happens through relationships with people, places and things.

MANA ATUA | WELLBEING

Children experience an environment where:

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

MANA WHENUA | BELONGING

Children and their families experience an environment where:

- Connecting links with the family and the wider world are affirmed and extended
- They know that they have a place
- They feel comfortable with the routines, customs and regular events
- They know the limits and boundaries of acceptable behaviour

MANA TANGATA | CONTRIBUTION

Children experience an environment where:

- There are equitable 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

MANA REO | COMMUNICATION

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 different ways to be creative and expressive

MANA AOTŪROA | EXPLORATION

Children experience an environment where:

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