

CURRICULUM DESIGN

He iti hau marangai e tu te pahokahoka

First comes the light wind, carrying rain then comes the rainbow

CORE Education has specialists in many aspects of curriculum design and development within the Early Years team. We work with teachers/educators and managers to review, develop and strengthen practices to reflect current thinking and research about curriculum for early years settings while also taking account of the special features of your context.

We believe that flexibility and responsiveness are vital to effective professional learning. Therefore, the topics detailed on this abstract sheet can be offered either through workshops or as an ongoing setting-based professional learning 'package', tailored to your requirements.

CORE Education also offers professional learning opportunities for the following:

- Teaching and learning for the 21st Century
- Fostering relationships and communities
- Integrating ICT for teaching and learning
- Governance and management

TE WHĀRIKI

Te Whāriki has guided early childhood practices for over a decade now. As educational priorities evolve how does our understanding and interpretation of Te Whāriki change?

- **Te Whāriki: from words to practice.** Whether you are new to this curriculum framework or have been immersed in it for many years, our facilitators can help you evaluate how well beliefs and understandings about Te Whāriki, are reflected and made visible in everyday practice.
- **Linking Te Whāriki with the NZ Curriculum.** Looking at the alignment between the two documents, how knowledge of both documents can be used to strengthen learning outcomes for children and facilitate relationships with school communities.
- **Te Whāriki: gathering the threads.** We can support overseas trained teachers/educators, and those returning or new to the sector develop an understanding of the intent and theoretical underpinnings of Te Whāriki, with the aim of applying this understanding to everyday practices.

LITERACY AND MATHEMATICS

There are important developments happening in these curriculum areas that affect all early years teachers/educators. Technology is continuing to redefine what it means to be literate (including mathematically literate). At the same time, we have the introduction of National Standards for literacy and mathematics in primary schools beginning in 2010. Our belief is that those working with our youngest citizens cannot ignore either of these initiatives.

- **What it means to be literate for children of today.** Examining current thinking regarding subject knowledge for literacy and mathematics.
- **Ways and means of strengthening literacy and mathematics within the context of Te Whāriki.** Examining the vital role of the teacher in providing a rich conversational and experiential environment for children that is purposeful and creative.
- **National Standards for literacy and mathematics.** We can help you make sense of the standards in ways that ensure playfulness, creativity and a sense of purpose are not compromised as ways of learning.
- **Developing multi-modal literacies and digital story telling.** Children authoring and publishing their own work is a great way to support oral, visual and written literacy learning. We can help you increase teachers'/educator's and children's ICT capability using a variety of applications.

INFANTS AND TODDLERS

Te Whāriki emphasises a curriculum for infants and toddlers that supports them to develop authentic relationships through responsive, reciprocal interactions with people places and things. The care of infants and toddlers is specialized. We can support you to design a curriculum that reflects the holistic nature of infant and toddlers learning:

- **Developing a philosophy for the care of infants and toddlers.** We can support teams to start professional dialogue, debate and discussion about your beliefs and vision for infants and toddlers in your setting.
- **Exploring pedagogy/theory.** Working with an external facilitator can offer you the opportunity to examine and gain clarity about the theory and pedagogy that influences your work with infants and toddlers.
- **Reviewing practice.** Do you have confidence in the ways your programme responds to the unique characteristics of infants and toddlers in your setting? We can support you to review and develop your curriculum practices, for example, primary care-giving, the joy and wonder of the environment, respectful care-giving routines, the role of ICTs in supporting infants and toddlers as capable and competent learners, relationships with families and whānau, transitions, assessment for infants and toddlers.

GUIDING SOCIAL COMPETENCE

Interaction with others, and the development of relationships, is an important part of childhood that impacts on the health and wellbeing of children. Both Te Whāriki and the New Zealand Curriculum promote social competence as an essential learning skill.

- **Engaging with others: will you play with me?** Understanding the nature of young children's social interactions from infants and toddlers initial approaches to engage with a peer to that of older children as they create and sustain friendships.
- **Exploring conflict, an essential social skill:** Understanding the role of conflict in the development of social competence and to develop positive and constructive strategies to guide children's social learning.
- **Creating a social environment.** Strategies that promote positive social interactions including the environment, culture and teaching strategies that promote creativity and flow.
- **Dramatic play.** How popular culture and super-hero play can help foster social skills.

BICULTURAL PRACTICE

Te Whāriki, provides a bicultural framework for curriculum with the aspiration that all children will have opportunities to develop knowledge and understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

- **Bicultural self review.** We offer to facilitate the process as you review the various elements of your practice, for their ability to honour and respect both worlds (Māori and Pakeha) then plan further developments.
- **Ka Hikitia Managing for Success: The Māori Education Strategy 2008-2012.** The document's 'foundation years' focus area suggests a range of priorities, goals and actions. We can work with you to strengthen practices associated with these.
- **Strengthening Māori resources.** We can help you build ICT capability for the development of resources, supporting Te Reo and Tikanga Māori.