



**Te Kura Apii a te
Tamariki Potiki o
te Kuki Airani**

**Cook Islands
Early Childhood
Education Curriculum**

Te Maraurau o te Pae Apii

*Cook Islands Ministry of
Education*

March 2011

Akapapa'anga Manako

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Korero Akatuera'anga

Foreword

The Cook Islands Curriculum Framework (July 2002) establishes the policy for learning and assessment in all Cook Islands schools and acknowledges the importance of Early Childhood Education by its portrayal as the roots of the "Tree of Learning". This portrayal recognizes the critical role that Early Childhood Education has in building the foundations for learning and teaching in primary and secondary schools through the development of literacy, numeracy and social skills in children with a focus on identity, involvement and inquiry.

The new Early Childhood Education Curriculum, Te Kura Api'i Tamariki Potiki, is designed to help children know who they are as individuals and as members of a family, community and the country to become involved in developing their own self-confidence, in building positive relationships with other people and to become more aware of their environment through inquiry and exploration. The Curriculum recognizes the importance of Cook Islands Maori language and culture, fosters cooperation, respect and caring and promotes programmes with close linkages to the home and community.

Pursuant to section 37 of the Education Act 1986/87, which delegates authority over the school curriculum to the Secretary of Education, I approve the Early Childhood Education Curriculum document 2010, for full use within Early Childhood Education centres in the Cook Islands.

I am appreciative of the work done to develop the Early Childhood Education Curriculum first to draft (June 2005) and then to full documentation (2010), by a wide range of people including teachers, Curriculum Advisory Unit staff, curriculum panel members and community members. In particular I acknowledge the significant contribution made by the Early Childhood Education Advisor, Ali Glasgow, who led the compilation of the draft document and Bernie Atger who led and completed this document with assistance from Ina Tamarua Local Counterpart ECE Advisor. Early Childhood Education settings provide unique opportunities for new learning, development and growth.



Sharyn Paio
Secretary of Education

Akameitakianga

Acknowledgement


The Early Childhood Education Curriculum gives direction to learning in the Early childhood Education centres with focus on identity, involvement and inquiry. This curriculum will provide opportunities for children to grow up confident and secure in knowing their identity, become involved in different learning contexts and be able to understand and interpret their environment through inquiry and exploration.

The development of the Early Childhood Education Curriculum is the collective effort of a team of educators, teachers and stakeholders. The Ministry of Education acknowledges the leadership and facilitation of former and current ECE advisors in the development of this important curriculum document; namely Ali Glasgow, for the development of the Draft curriculum document (2004-2005), Bernadette Atger (2006-2008) and Upokoina Tamarua (2009-2010) for the final critique and publication of the Early Childhood Education Curriculum.

The contributions of teachers and stakeholders are equally acknowledged; thank you for your commitment, enthusiasm and wisdom.

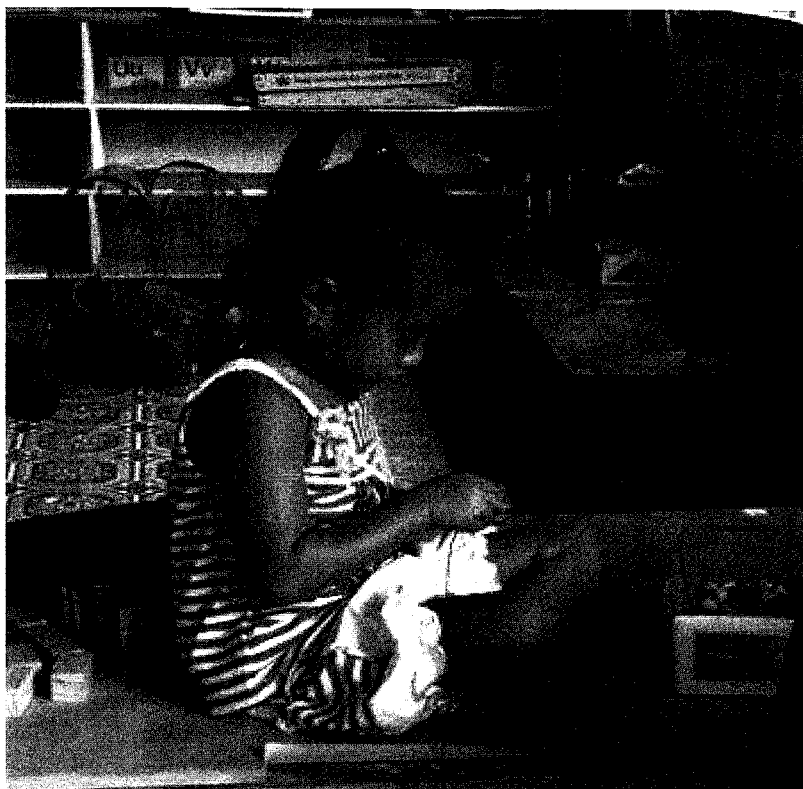
The support and critique of Upokoina Herrmann, CEO-School Support is valuable; and support of staff of the Curriculum Advisory Unit is appreciated. Thank you to Margaret Teiti for her skilled assistance in the layout of this document and finally, to Gail Townsend and Anna Savage for their editing skills.

A special 'Meitaki Maata' to the children and teachers of Blackrock, Titikaveka, Takitumu, Mitiaro, Mauke and Ivirua ECE centres for allowing the use of images of you and your centres in the document.



Upokoina Herrmann

CEO-School Support



PART A

Tuatua Akatomo'anga

Introduction

The Early Years is a very significant period in our children's development. For most children and their families, Early Childhood Education provides them with the 'first steps' on the educational ladder of learning. It is important for children to have a good start, within a play based, supportive and challenging learning environment, where they can build a good foundation of learning. This will allow them to continue their future education with success, enthusiasm, a joy of learning and a good sense of identity, inquiry and involvement.

The Cook Islands Curriculum Framework document states the following vision for Early Childhood Education programmes and learners:

"For children to grow up confident and secure in knowing their identity: who they are and the special relationship they have with family, their learning centre, their community, their society and their country"

The Cook Islands Curriculum Framework p.28.

This curriculum Early Childhood Education, Te Kura Api'i Tamariki Potiki, is focused on the child, the vision for learners in Early Childhood Education centres and the settings and programmes for their development. This document defines how to achieve progress towards this vision for young children in Early Childhood Education learning environments.

This curriculum is designed specifically for **children from birth to school entry age and provides links to essential skills in school.** The Early Childhood Education learning environment is different from that provided at school; this curriculum acknowledges and emphasizes the importance of developing a 'holistic' view of children; and fosters their cognitive, social, physical, emotional and cultural growth. Children learn through responsive relationships with adults and peers, through guided participation and observation of others as well as exploration, inquiry and reflection.

The community to which a child belongs (either its own, extended family or Early Childhood Education setting) provides unique opportunities for new learning and teaching to take place. These opportunities, provide children with alternative ways of doing things, and, provides them with opportunities to form different kinds of relationships with people around them. All of these experiences enrich the lives of children and provide them with knowledge, skills and attitudes they need to tackle new challenges.

Learning begins at home in the village and in the community, therefore recognition is given to the significant role that these settings play in laying the foundations for successful future learning.

Au Akakoro'anga

Aims

This Early Childhood Education Curriculum for the young children of the Cook Islands is founded on the following aim:

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 Akakoro'anga 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.

The Early Childhood Education programme draws on and builds upon the language and cultural experiences of the child and reflects and reinforces the nature, values and aspirations of the family and community that form the foundation of Cook Islands traditional and modern society.

Commonly held values include respect, honesty (*tuatua tika*), integrity (*tiratiratu*), love (*inangaro*) and charity (*ngakau oronga*). Children will be encouraged to develop these values as individuals, as members of family and other social groupings in the church, village, vaka and island.

The Cook Islands Curriculum Framework and this Early Childhood Education Curriculum document, *Te Kura Api'i Tamariki Potiki*, both recognize the importance of the early years of a child's life as it prepares the child for lifelong learning and lays the foundation on which future learning is built.



Te Peu Maori i Roto i te Akapā'anga Kura Api'i

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..."*].

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 Education settings.

One of the purposes of the Early Childhood Education 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.

Developing a sense of belonging and connections within our families and communities is emphasized.

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".



Te Akakoro'anga e te Akapā'anga o teia Kura Api'i

Purpose and Structure of the document

The purpose of this document is to provide a curriculum framework that will form the basis of a consistent curriculum and programmes for the diversity of Early Childhood Education settings on the Cook Islands. This curriculum sets out the principles, strands and goals that are distinctly appropriate for the Early Childhood Education 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, but should always strive to reflect the child's interests.

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.

This document has two sections.

Part A

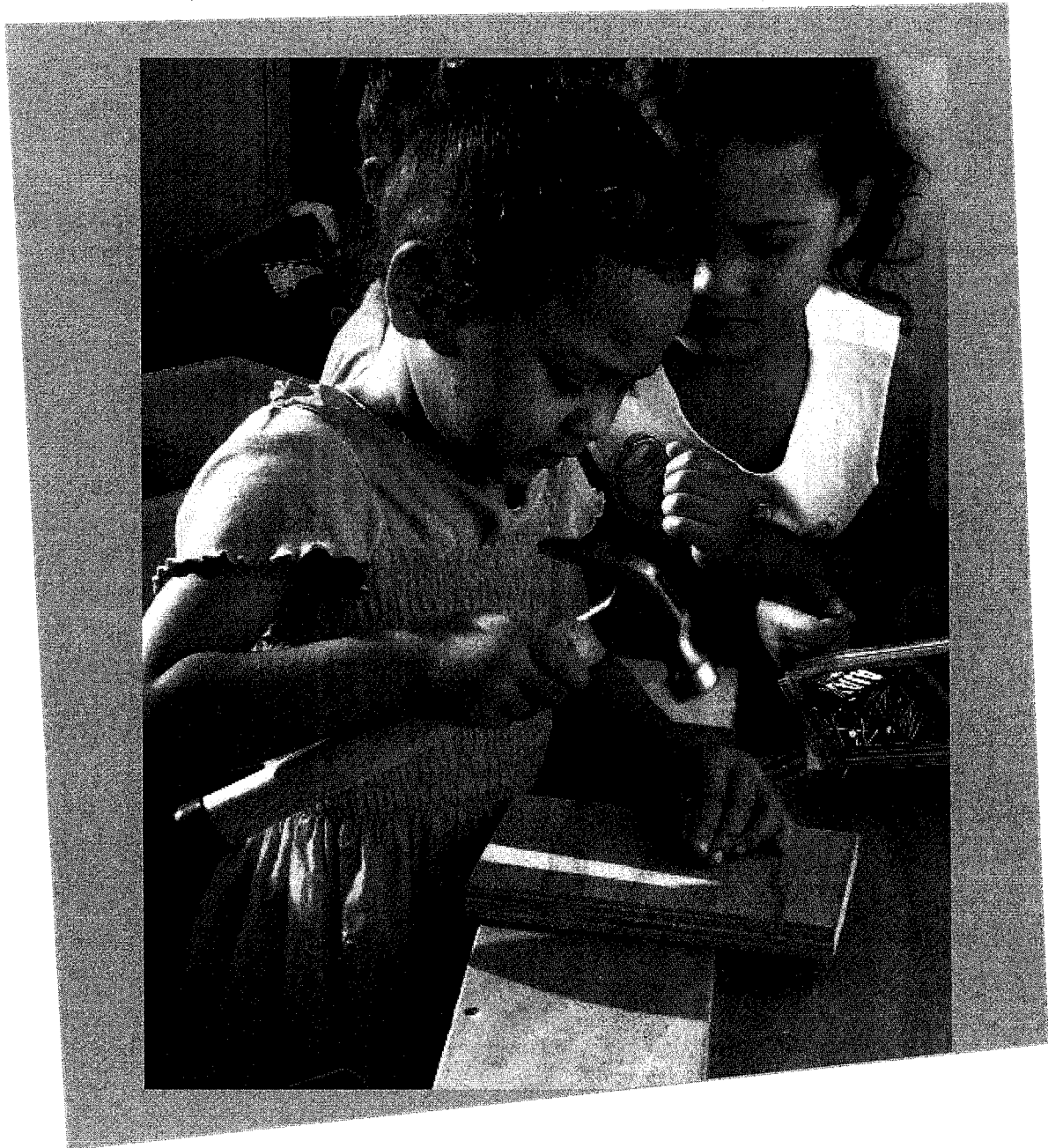
Expands on the principles, strands and goals and forms the framework for implementation:

- The six key principles are described.
- The strands are explained, in general terms and how they relate to the principles of the Early Childhood Education Curriculum.
- Implications for adult responsibilities for management, organization and practice in the Early Childhood Education settings are set out for each strand.
- Some of the expectations for children as they move from Early Childhood Education settings to school are also described.
- Each strand has associated goals, which in turn have specific learning outcomes, which will help to meet the needs of and achieve the necessary learning outcomes for infants, toddlers and young children.
- Examples of reflective questions designed specifically for each goal provide a further basis for discussion.

Part B

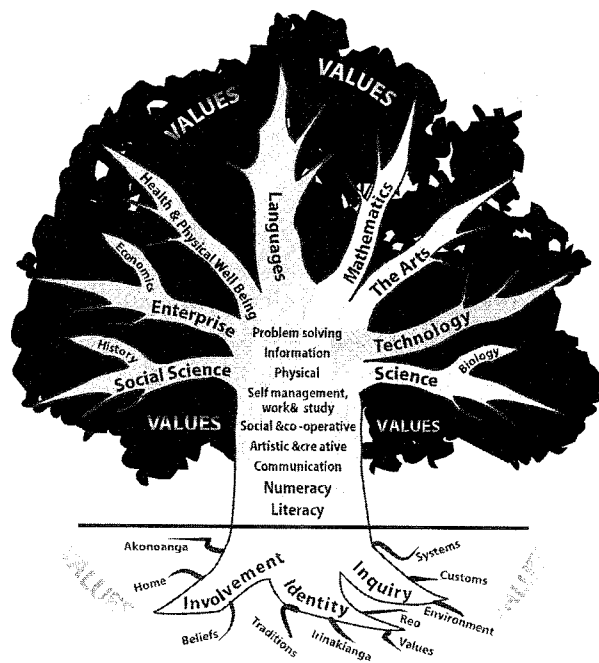
Describe the Early Childhood Education context in the Cook Islands and also includes:

- some indicators of broad stages in children's learning and development;
- processes 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;
- terms used with specific meanings in the curriculum document are defined in the glossary at the end of this section.



Te Vaerua

The Roots



The Tree of Learning symbolizes the Cook Islands people's close connection and affinity with nature and the land and their bond to spiritual beliefs.

The soil 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 Education 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.

The Cook Islands Curriculum Framework p.2.

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.

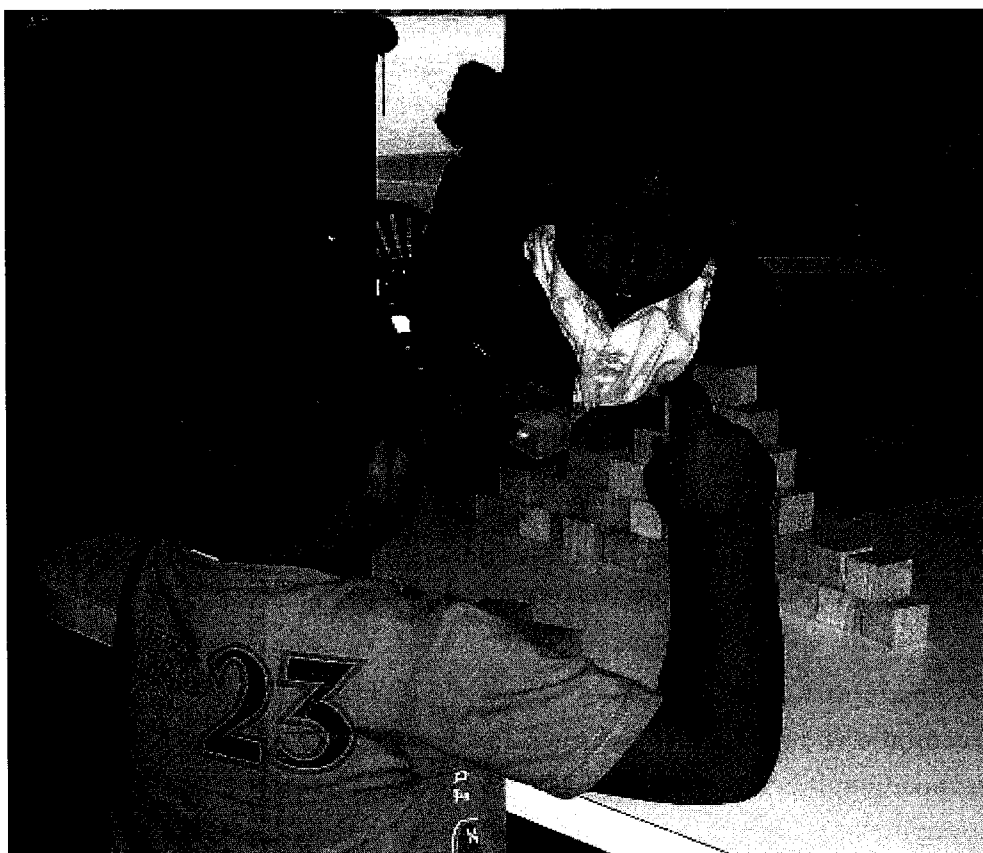
Distinctive patterns will come from:

- 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 covers the years from birth to school entry age. Preschools (name changed to Early Childhood Education Centres in 2007), have been established since the early 1970s, 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 Education services for infants and toddlers have been established and will continue to grow, but the idea of a curriculum for infants and toddlers is new. Much of the curriculum discourse has focused on three and four year old. This document provides a curriculum framework for infant and toddler programmes that addresses 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 Education 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 Education settings.

Activities will be age and developmentally 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. The Early Childhood Education Curriculum, Te Kura 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 Education 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.



Te Irinaki'anga, te Enū e te Oro'anga o teia Kura

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

The Principles

Te Reo	The Language
Akono'anga	Values, Customs, Traditions and Spiritual Beliefs
Tupu'anga o te Tamaiti	Holistic Development
Te Oire e te Iti Tangata	Family and Community
Akamana'anga	Empowerment
Piri'anga	Relationships

Te Reo	Akono'anga	Tupu'anga o te tamaiti	Te Oire e te Iti tangata	Akamana'anga	Piri'anga
The Language	Values, customs, traditions and spiritual beliefs	Holistic development	Family and community	Empowerment	Relationships
Recognition that Reo Maori is the indigenous language and is an integral part of our identity.	Values, attitudes and spiritual beliefs are a fundamental part of Cook Islands society.	The spiritual, cognitive, social, cultural, physical and emotional dimensions of a child's learning are interwoven.	The wider world of family and community is an important part of learning in the Early Childhood Education.	Early Childhood Education will enable the child to learn and grow and contribute towards providing families and children with independence and resources to direct their own lives.	Children learn through responsive, warm two-way relationships with people, places and things.

Te Reo - The Languages

The Early Childhood Education 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 mainly spoken at the Early Childhood Education level.

The Early Childhood Education Curriculum advocates the use of Te Reo Kuki Airani in Early Childhood Education 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 Education settings will enable children to develop verbal communication in their dialect or the dialect of the island on which they attend Early Childhood Education centre.

The curriculum enables children to:

- develop their verbal communications skills in Te Reo Kuki Airani;
- develop an understanding of values and culture through language use;
- strengthen and build confidence in their use of Te Reo Kuki Airani 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 understanding;
- 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 Kuki Airani 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.

Akono'anga - Values, Customs, Traditions and Spiritual Beliefs

Values, attitudes and spiritual beliefs are a fundamental part of Cook Islands society and culture. The Early Childhood Education Curriculum acknowledges the Cook Islands is a country of tradition and change, of traditional customs and ceremonies and of western practices and laws.

The curriculum will recognize the values, customs, traditional and tribal structures and related practices, as well as its spiritual and religious beliefs.

The curriculum assists children in:

- developing understanding of the place of values and belief systems determining behaviour in society;
- developing a 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;
- developing an 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 and 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.

Tupu'anga o te Tamaiti - Holistic Development

The Early Childhood Education Curriculum reflects the holistic way children learn and grow.

In Early Childhood Education the spiritual, cognitive, social, cultural, physical and emotional dimensions are interwoven. The Early Childhood Education 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 and relationships with others. 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.

Te Oire e te Iti Tangata - Family and 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 Education Curriculum.

The well-being of children is interdependent with the well-being and culture of:

- adults in the Early Childhood Education setting, anau and families and local communities and villages;
- participation in the Early Childhood Education setting by parents, kopu-tangata and elders in the community which 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.

Akamana'anga - Empowerment

The Early Childhood Education Curriculum will enable the child to learn and grow. 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 and 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 Education Curriculum builds on the child's own experiences, knowledge, skills, attitudes, needs and interests 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 lifelong learners and to take responsibility for their own learning and of providing equity of educational opportunity.

Piri'anga - Relationships

Children learn through responsive, warm 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. Cooperative 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.

Te Au Enū

The Strands and Goals

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 within the Early Childhood Education setting. The principles together with the strands and goals make up the curriculum.

There are five strands

1. Identity – Taku Turanga Vaevae
2. Involvement - Piri Atu
3. Inquiry - Uiui Marama
4. Communication - Apaipai Karere
5. Contribution - Tauturu

These strands are defined in terms of:

- goals and learning outcomes needed to achieve them;
- each strand's relationship with the principles;
- 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 a definitive list. Each Early Childhood Education setting will develop its own emphasis and priorities.

In Early Childhood Education 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 the Early Childhood Education 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 expectation.

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 experiences, 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, 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 characterised by activity, a sense of identity and belonging, well-being, being motivated, purposeful activity, contributing and collaborating, communicating and representing, investigating and guided participation.

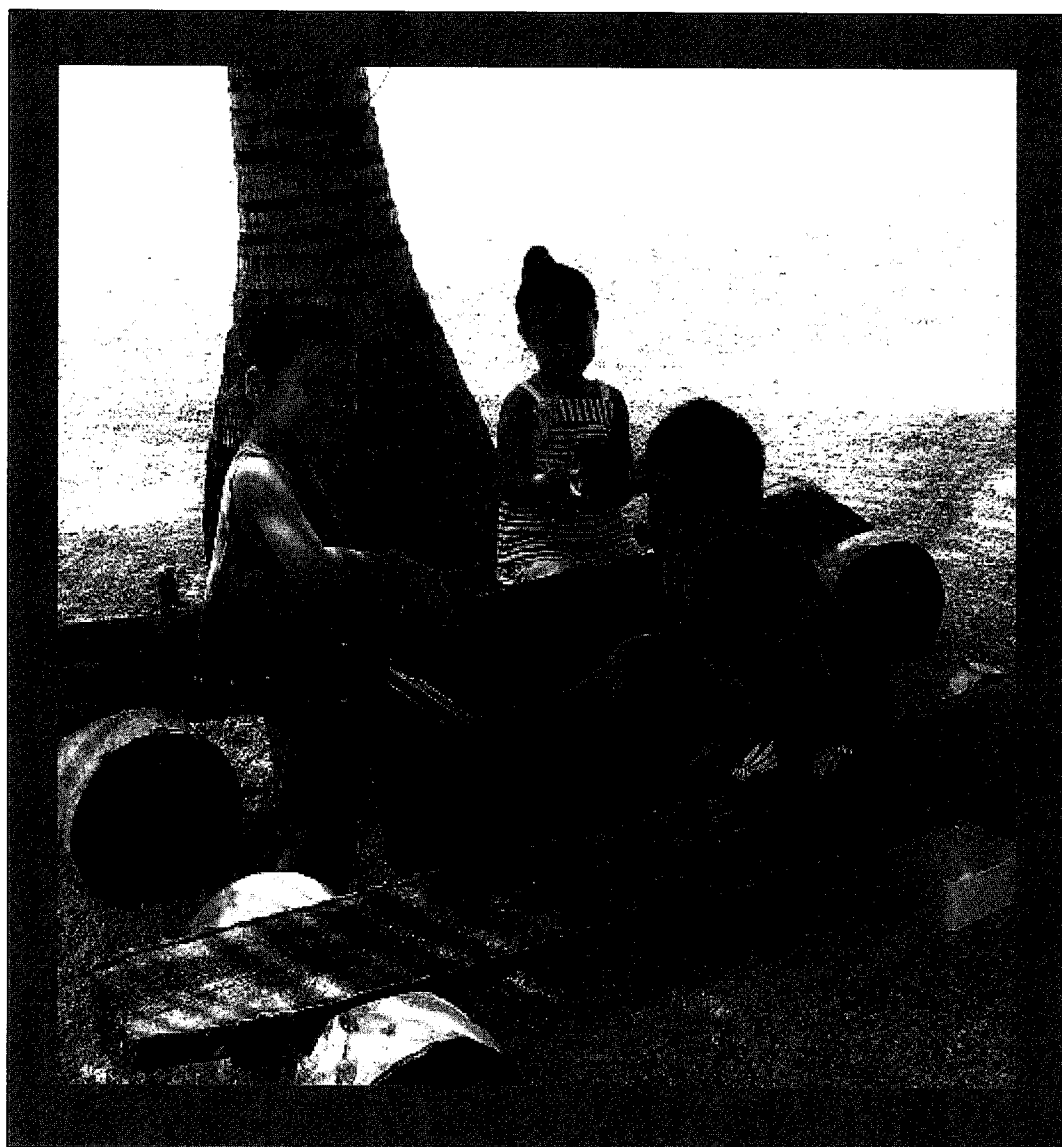
Dispositions provide a framework for developing working theories and expertise about the range of topics, activities and materials that children and adults in each Early Education Childhood service engage with.

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 leads to establishing an information base for continued planning and evaluation of the curriculum.

Examples for 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 need 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.



Taku Turanga Vaevae

Identity

Ko'ai toou ingoa?
No'ea mai koe?
Koai toou metua?

What is your name?
Where did you come from?
Who are your parents?

These are fundamental to the identity of being a true Maori of the land; a personality with the appropriate culture.

Goals

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

Goal 1	Goal 2	Goal 3
<ul style="list-style-type: none">• their relationship and links with family, Early Childhood Education setting, community, society, nation and wider world affirmed and extended;	<ul style="list-style-type: none">• they know they have a place. They feel comfortable with the routines, customs, regular events;	<ul style="list-style-type: none">• they know the limits and boundaries of acceptable behaviour.

The Early Childhood Education 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 contribute 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 *kopu-tangata* and is part of their wider world. The Early Childhood Education 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 Education programme and decision making. Liaison with the local community and a respect for values, customs and land 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 Islands values, traditions and beliefs is important and staff should support the use of Te Reo Kuki Airani.
- Children should be accepted and welcomed regardless of their capabilities.
- Parents and *kopu-tangata* should be welcomed and be comfortable with 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 *kopu-tangata* 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 that 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. These should be agreed to among the parents and adults who work with children and relate 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 the Identity Strand to the Curriculum Principles

This strand is based particularly on the principles of values and customs, Te Reo, family and community and relationships. The curriculum makes links to Te Reo, spoken at home and in the community, values and customs of the Cook Islands and how they underpin our sense of who we are.

The curriculum makes links with the everyday activities and special events of family kopu-tangata and 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 the classrooms, other children of different ages and other teachers; 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

Their relationship and links with family, Early Childhood Education setting, community, society, nation and 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 Education setting and settings that relate to the child, such as home, church, school, village or parents' 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, for example, not wanting to eat?

What other ways could this be done?

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 Infants

Mothers who are breast feeding 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.

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 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 Education setting, such as a morning tea, a trip, a shared lunch or a barbecue.

Taku Turanga Vaevae

Identity

Goal 2

They know they have a place. They feel comfortable with the routines, customs and regular events.

Learning Outcomes: knowledge, skills and attitudes

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 knowledge about the 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 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.

For Toddlers

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

Adults 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 toddlers' passionate attachment to particular people and things.

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.

Taku Turanga Vaevae

Identity

Goal 3

They know the limits and boundaries of acceptable behaviour.

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 Education 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

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 do you ensure minimal effect on the children?

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

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

Examples of experiences which help to meet these learning outcomes

For Infants

A regular but flexible pattern is established for the day, for example, going in the push chair 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.

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 Young Children

The programme allows plenty of time to return to favourite activities and areas and to repeat and practise 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.

Piri Atu

Involvement

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

Goals

Children experience an environment where:

Goal 1	Goal 2	Goal 3
• children's health is promoted in the environment;	• children's emotional wellbeing is nurtured;	• children 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 Management, Organisation and 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.
- 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 inoculations.
- 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.

- All children have a right to health, harmony, consistency, affection, firmness, warmth and sensitivity and a protection from harm and anxiety.

Connecting the Involvement Strand 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 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 Education 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 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 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 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.

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 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.

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 will 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 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 opportunities 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.

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 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.

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 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.

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 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.

Uiui Marama

Inquiry

The child learns through active exploration of the environment.

Goals

Children experience an environment where:

Goal 1	Goal 2	Goal 3	Goal 4
• children play is valued as meaningful learning and the importance of spontaneous play is recognized;	• children gain confidence in and control of their bodies;	• children learn strategies for active exploration, thinking and reasoning;	• children 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 enable 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 the 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 Management, Organisation and 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 play 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 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.

- 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 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 loco-motor, non loco-motor 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 in different physical conditions;
- have initial strategies for exploring observable features of the 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 and 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 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 practise and perfect skills.

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

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, 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, water for cleaning walls.

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.

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 loco-motor skills, non-loco-motor skills, manipulative skills and increasing agility, coordination 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; to what extent are they well organized, complete and effective?

Examples of experiences which help to meet these learning outcomes

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.

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 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.

Uiui Marama

Inquiry

Goal 3

Children learn strategies for active exploration, thinking and reasoning.

Learning outcomes: knowledge, skills and attitudes

Children develop:

- the 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;
- 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 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 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.

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 organise objects and 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 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.

Uui 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, 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 and 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 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.

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 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 and 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.

Apaipai Karere

Communication

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

Goals

Children experience an environment where:

Goal 1	Goal 2	Goal 3	Goal 4
<ul style="list-style-type: none"> • children develop non-verbal communication skills for a range of purposes; 	<ul style="list-style-type: none"> • children develop verbal communication skills for a range of purposes; 	<ul style="list-style-type: none"> • children experience the stories and symbols of their own and other cultures; 	<ul style="list-style-type: none"> • they discover and develop different ways to be creative and expressive.

Language is a vital part of communication. In the Early Childhood Education, 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 Management, Organisation and Practice

- Adults should respect and encourage children's home language. Policies 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 supported 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 nonverbal communication style, which may include signing. Adults should also check their own body language 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 storytelling 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 with a 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, 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 to 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.

Links between Early Childhood Education and School

Children moving from Early Childhood Education 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.



Apaipai Karere

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 nonverbal 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 of non-verbal communication?

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

How effectively 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 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.

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 in a variety of ways.

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.

Apaipai Karere

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, storytelling 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 to 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 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.

For Toddlers

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

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 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.

Apaipai Karere

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 Infants

Adults read 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, 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.

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 (e.g. “above” and “below.” “inside” and “outside”) and the language of probability (e.g. “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 Young Children

Children experience a wide range of stories and hear and practise 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, 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 conveys 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 text and illustrations carry the story, that print can be useful, that words can provide information and that stories can allow one to enter new worlds.

Apaipai Karere

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 Education 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 that most interests them?

Examples of experiences which help to meet these learning outcomes

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.

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, 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 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.

Tauturu

Contribution

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

Goals

Children experience an environment where:

Goal 1	Goal 2	Goal 3
<ul style="list-style-type: none"> • there are the same opportunities for learning irrespective of gender, ability, age, ethnicity or background; 	<ul style="list-style-type: none"> • they are affirmed as individuals; 	<ul style="list-style-type: none"> • they are encouraged to learn with and alongside others.

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

Teachers working in the Early Childhood Education 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 plays a central role in this development.

Teachers' and Adults' Responsibilities in Management, Organisation and 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 Education 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 cooperation, 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, cooperative 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 is 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 Education 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 cooperatively;
- 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 or background.

Learning Outcomes: knowledge, skills and attitudes

Children develop:

- confidence that their family background is viewed positively within the Early Childhood Education 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 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.

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 girl 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 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.

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 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 Infants

Infants are carefully observed so that adults know 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.

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 and places.

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.

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 an increasing ability 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 from 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 cooperate with and support each other? How effective are these activities?

Examples of experiences which help to meet these learning outcomes

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.

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 cooperate, 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 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 cooperative play by providing activities that are more fun and work better when done cooperatively. 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.

PART B

Early Childhood Care and Education for Infants

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 Education Curriculum document is therefore different in its approach from the curriculum for older children. The curriculum for Early Childhood Education 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 Education 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.

Api'i Tamariki Potiki covers the years from birth to school entry age and identifies three broad age groups for consideration within the Early Childhood Education 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 coordination;
- 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 Education years children often demonstrate needs and capabilities at a variety of stages;
- 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 Education 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 of Learning and Capabilities

dependence on others 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 sense of self	development of a sense of others
individual needs and interests	increasing common needs and interests
total reliance 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 coordination	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 Education 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 or 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 than 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 from the adults to whom they are emotionally attached with 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 Education 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 them 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, cooperative 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, cooperative 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 Education 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 Education years. Children's physical and emotional dependence on adults' care, support, attention and guidance is more intense in Early Childhood Education than 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 Education Curriculum, skilled at implementing curriculum, thoughtful about what they do, be aware 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 Education 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;
- inclusion and support of parents and the connections with the community;
- ages of children, group size and groupings;
- organizational philosophies, policies and procedures;
- 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 Education service can weave the particular pattern that makes its programme different and distinctive. Early Childhood Education 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 Early Childhood Education 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, is changed if it is 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 form 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 observe changes in children's behaviour and learning and link these with curriculum goals. Assessment contributes to evaluation, revision and development of programmes.
- Children are increasingly able to assist their own learning and 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 Education 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 wiggles 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 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.

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 Education Curriculum provides a foundation for children to become confident and to be able to build on their previous learning.

Each strand of the Early Childhood Education 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 page.

Identity – Taku Turanga Vaevae

Links with Essential Skills

Communication skills	children develop confidence and ability in expressing thoughts 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 Cooperative 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 Skills	children are encouraged to identify and describe problems and are assisted to make connections and relationships to help solve them.

Links with Essential Learning Areas

Language 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 context, such as remembering telephone numbers, street numbers and birth dates.
Enterprise Kimi Pu'apinga	making links with the community and wider world enables children to develop an understanding of their place in it.
Health & Physical Well-being Ora'anga e te Tupuanga 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 Science 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 recognize that different technologies may be used in various places and settings.
The Art 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	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 Cooperative 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.

Links with Essential Learning Areas

Language Te Reo	confidence and ability in language reinforce the development of a sense of self- worth and enable children to participate effectively and making sense of the work effectively and make sense of the world.
Mathematic Matematika	exploring mathematical concepts encourages creativity, perseverance and self-confidence.
Enterprise Kimi Puapinga	engaging in play, discussions and active involvement in group projects the concept of making plans and decisions is encouraged.
Health & 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 Science 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 – Uiui 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 Cooperative 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 they 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.
Mathematic 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 & Physical Well-being Ora'anga e te Tupu'anga Meitaki	children gain 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 Science 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 – 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 Cooperative Skills	as children's abilities to communicate develop, they are 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

Language 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.
Mathematic 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 Ora'anga e te Tupu'anga Meitaki	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 Science 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 Cooperative 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

Language Te Reo	children's growing awareness of their own language and other languages enriches social, cultural and intellectual life.
Mathematic Matematika	children develop mathematical problem-solving strategies in, sharing and dividing resources, turn taking and estimating times.
Enterprise Kimi'anga Pu'apinga	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 Ora'anga e te Tupu'anga Meitaki	children develop responsible relationships and respect for cultural perspectives and the contribution of others.
Science Taieni	participation in active enquiry develops children's confidence in offering ideas and in understanding.
Social Science Ora'anga Iti-tangata	through working with others, children develop respect for differences and an understanding of their roles, rights and responsibilities in relation to other people.
Technology Tekenoroti	growing experience in solving problems together develops children's understanding of how technologies can help them and others.
The Art Peu Ora'anga	creating and exploring ideas in creative ways, individually and in groups, provides opportunities for purposeful contributions.

Glossary

Assessment	the process of obtaining and interpreting information in children's learning and development by observing, recording and documents 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 who 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. <i>(Terms often used are emergent literacy and numeracy.)</i>
Evaluation	the process using assessment information and other and other data to form a judgment about the quality and effectiveness of the curriculum.
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.
Kinaesthetic 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, understanding skills, attitudes and achievements learners are to be achieved.
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 allocate responsibilities and state time frames and expected costs.
Modeling	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	knowledge, skills and attitudes resulting from theory, principles and practice of the teaching profession.
Reciprocal	a relationship involving mutual, complementary reactions and responses between two parties.
Responsive	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 the guidance 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 the level of support until the child can act alone.
Scheme	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. The educator is responsive rather than directive or controlling.
Socio cultural	the society in which children live and its cultural values, which influence children.
Philosophy	a statement of the fundamental beliefs, vision, values and ideas on which a service operates.
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 for new insights which now occur with the support of a more informed person.
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.