



Update of *Te Whāriki*

Report on the engagement process

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Te Tāhuhu o te Mātauranga

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Introduction and background

The Ministry of Education has recently led a process to update New Zealand’s early childhood curriculum, *Te Whāriki*, published in 1996. The update was recommended by the Advisory Group on Early Learning (AGEL) as one of several initiatives to strengthen the implementation of *Te Whāriki* and support continuity of children’s learning from birth to eight years.

The Ministry commissioned a group of early learning academics and practitioners to develop a draft of *Te Whāriki* for wider consultation. The writers also received advice from the original writers of *Te Whāriki* and other education experts.

Following feedback on an early draft from three practitioner “user hubs”, an updated document was publicly released on 4 November 2016 for a six-week consultation period, which closed on 16 December 2016.

Key changes to the document included:

- » updated context, language, examples, and implementation advice
- » stronger bicultural framing and a focus on identity, language, and culture, and on inclusion of all children
- » fewer, clearer learning outcomes
- » links to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*
- » a streamlined structure that is more easily navigated.

The overarching structure of principles, strands, and goals was unchanged.

Method of analysis

The early learning sector, schools, parents, whānau, and others were invited to provide feedback on the draft document through consultation hui and an online survey. The survey prompted 774 responses, ranging from specific to general. We received 727 submissions about *Te Whāriki* and forty-seven about *Te Whāriki a te Kōhanga Reo*.

Several submissions were filled out offline and were sent to us in hard copy or by email, and we entered the responses into the questionnaire software.

The Ministry also held thirty-six face-to-face consultation hui attended by over 1,400 people. Feedback at hui was recorded by the participants at each table. Hui details are listed in Appendix 1. An additional twenty-six submissions were received by email, most of which did not follow the question format of the survey.

We read the submissions, including hui feedback, and categorised the large volume of mostly qualitative data into the most common views on the draft document. Appendix 2 separately summarises the responses about *Te Whāriki a te Kōhanga Reo*. This process meant we could record the relative strength of the response to each theme.

The hui and survey used different question-based prompts and responses, and we categorised these in the first instance. We then summarised the feedback under broad topics. Producing a summary by topic is a holistic way of drawing together and presenting respondents’ views, although it limits the connection of themes to particular questions asked in the surveys and at hui.

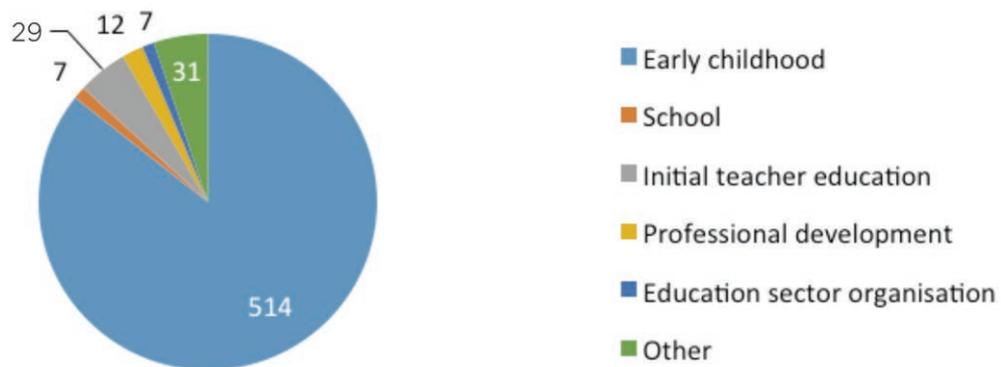
Summary of respondents

The online survey asked a number of questions about the respondents' professional and demographic backgrounds. The following charts summarise that information. We did not record similar information from the written responses or hui.

Sector alignment

Respondents on *Te Whāriki* were asked which sector they were most closely aligned to. Of the 600 responses, 86 percent were from the early childhood sector.

Submissions by sector



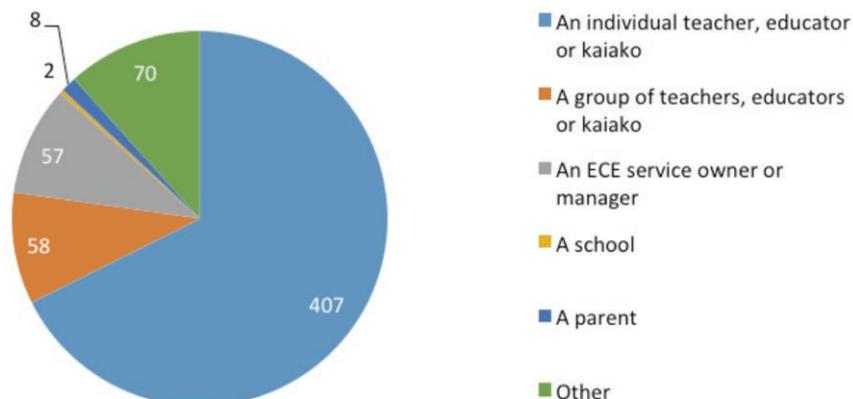
Thirty-six *Te Whāriki a te Kōhanga Reo* survey respondents also answered this question. Of these:

- » 24 (67 percent) were from kōhanga reo
- » 2 were from kura kaupapa
- » 2 were from the National Te Kōhanga Reo Trust
- » 8 (22 percent) were from other groups.

Who the submissions came from

Respondents were asked to identify what they did. Individual teachers, educators, and kaiako answering with respect to *Te Whāriki* made up 407 out of the 602 responses to this question.

Submissions by role in the sector



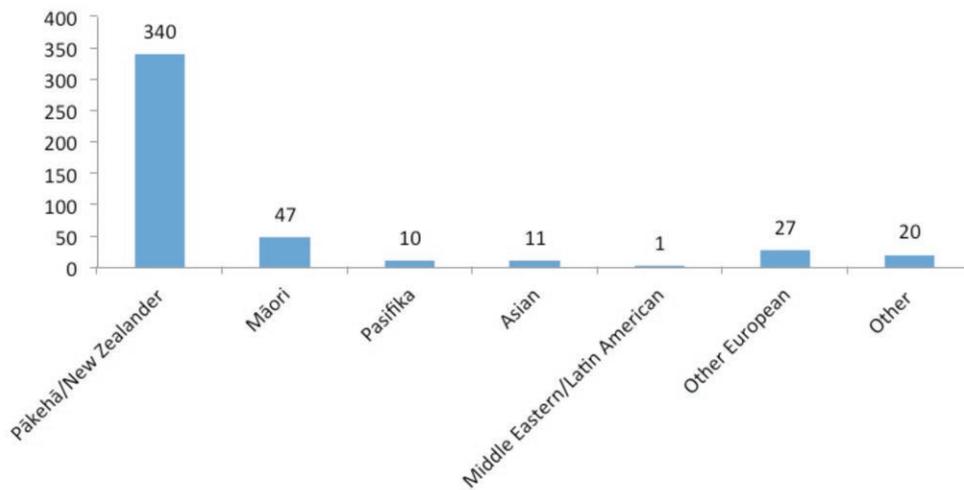
Of the thirty-seven respondents who answered this question for *Te Whāriki a te Kōhanga Reo*, fifteen (41 percent) were individual kōhanga reo kaimahi and nine (24 percent) were kōhanga reo whānau. The remaining respondents were associated with a purapura or collective of kōhanga reo whānau or were an individual or from a group outside of kōhanga reo. Six (16 percent) of the respondents identified themselves as doing something else.

Ethnicity of respondents

Respondents were asked to select one or more choices to describe their ethnicity. Most (84 percent) responding about *Te Whāriki* identified as being Pākehā/New Zealander.

Twenty-three respondents on the draft *Te Whāriki a te Kōhanga Reo* answered this question. They identified themselves as Māori (12), Pākehā/New Zealander (5), Pasifika (1), and Asian (1). Four identified themselves as being from other ethnicities.

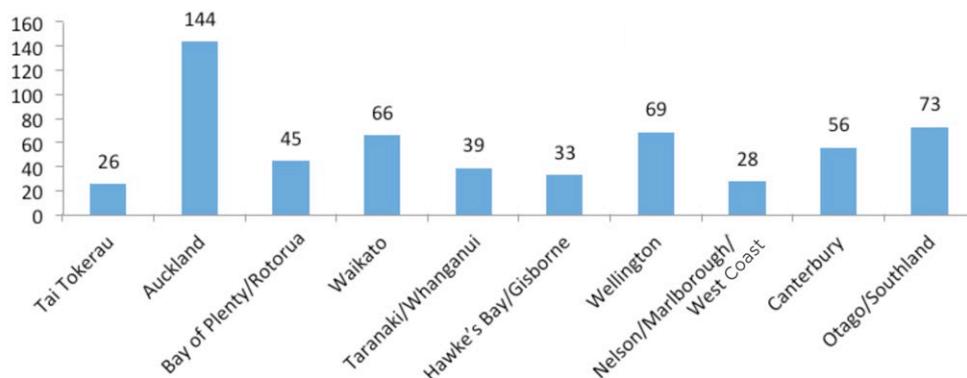
Ethnicity of respondents



Location of respondents

Respondents were asked what region they were located in. The following chart shows that respondents on *Te Whāriki* were generally from urbanised regions.

Location of respondents



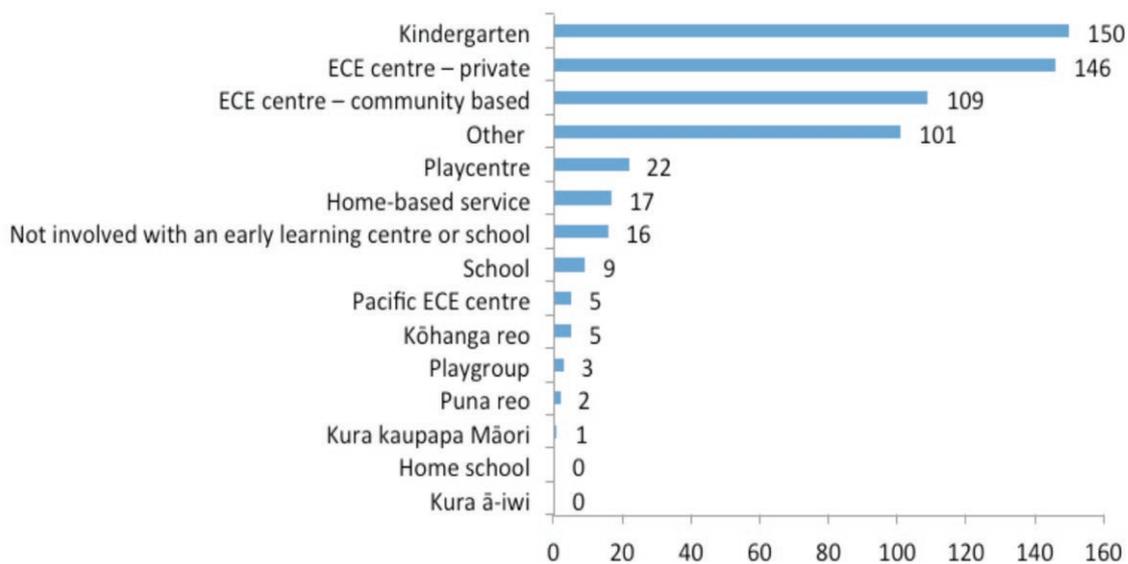
The thirty-six *Te Whāriki a te Kōhanga Reo* submitters who answered this question were from the following regions:

EDUCATION REGION	SHARE OF RESPONSES	SUBMISSIONS
Tai Tokerau	0%	-
Tamaki-Makaurau	28%	10
Waiariki-Tūwharetoa	3%	1
Tainui	11%	4
Mataatua-Tauranga Moana	28%	10
Te Tairāwhiti	0%	-
Kahungunu	0%	-
Aotea	6%	2
Ikaroa	19%	7
Te Waipounamu	6%	2

Type of early learning service or school

The final demographic question asked respondents to identify the type of early learning service or school they were involved with. Most *Te Whāriki* respondents were involved with kindergartens or education and care providers. The “other” category mainly comprised a mix of tertiary and professional development services and joint submissions from multiple ECE services.

Involvement by type of service or school



What the submissions said

TOPIC 1

The nature of the consultation and document development process

Theme 1: The length of the consultation period

As indicated earlier, a six-week period was set aside for people to respond on the draft *Te Whāriki*. The most common response under this topic was about the amount of time for the consultation.

Respondents considered the time for consultation to be less than they needed. People said this had impeded their ability to adequately prepare feedback. It had affected the ability of teachers to get together to discuss, debate, and genuinely participate in the feedback process.

Some respondents contrasted the consultation period for the draft document with the length of time taken to develop the original curriculum. They noted the original *Te Whāriki* had been developed using a slow and considered process that helped to bring diverse perspectives together.

Disappointment was also expressed about the timing of the consultation, which was close to the Christmas break when teachers were especially busy. Others thought the hui times were not as flexible or as well-advertised as they could have been. This made it difficult or impossible for teachers to attend.

Sub-theme 1: The draft document needed more development before consultation

Some commented that the consultation document looked rushed, suggesting its development had not been allocated enough time. While it was not always clear what this view was based on, several responses indicated that oversights or inconsistencies in the document could have been avoided if it had been developed over a longer period.

Sub-theme 2: Need for expert review of the draft document prior to release

Respondents suggested that further expert review of the draft should be undertaken before its release. Some respondents thought the original writers should check the document.

TOPIC 2

Focus on learning outcomes in *Te Whāriki*

Theme 1: The revised learning outcomes will help learning

Changes to the learning outcomes in the draft document were seen as one of the main differences from the original *Te Whāriki* and were frequently commented on.

There was a clear level of support for the changes. Respondents said:

- » The outcomes were easier to read than those in the original curriculum. The 118 outcomes in the original document crossed over and held more potential for misinterpretation. They were also challenging for unqualified teachers, whereas the new outcomes were more likely to be understood by everyone.
- » The outcomes linked well to professional practice, with the evidence of learning and development material able to provide additional clarification on the outcomes. The goals-outcomes-evidence format was considered to be very effective.
- » The reduced number of outcomes would allow teachers and kaiako to focus their teaching on a manageable number of areas. The scope of the outcomes still allowed for broad interpretation by teachers, despite their reduced number.
- » The smaller number of learning outcomes and the way they had been expressed would make it easier for teachers to connect learning to each outcome.

Theme 2: The learning outcomes are too knowledge focused

One clear message was that the language used in the strands and learning outcomes section was too focused on the acquisition of knowledge and not on the child “learning to learn”. Learning was better defined as a process of development, not a requirement for children to demonstrate what they had learnt. Demonstrating learning implied a deficit model that children had to overcome.

This concern was particularly apparent in comments about the language used in the learning outcomes sections. Responses highlighted issues with phrases and words such as “writing” or “read”, and knowing what “letters”, “numbers” and “print concepts” were. Many respondents noted that use of the word evidence in the learning outcomes implied that prescriptive assessment was needed. Seeking evidence was occasionally contrasted with the original curriculum’s approach of identifying “experiences”.

People also wanted more emphasis on or better balance with other areas of learning, namely science and creative pursuits, such as the arts.

Theme 3: Potential for summative assessment against the learning outcomes

There was much concern that the reduced number of outcomes, and how they were stated, could lead to a checklist for summative assessment (a graduate profile). A desire not to have structured learning in ECE was often noted. There was concern a testing culture would arise that would be reinforced if the Education Review Office chose to consider service performance against the outcomes as part of its evaluation.

Respondents also noted the outcomes were written in ways that limited their applicability to different ages. This was not consistent with the idea of learning outcomes as a graduated concept that could be applied at any age. Some respondents noted the outcomes were unlikely to be met even by five-year-olds due to the type of learning required.

In addition to concerns about the prospect of testing against summative outcomes, many respondents felt reducing and broadening the learning outcomes may lead to gaps in learning.

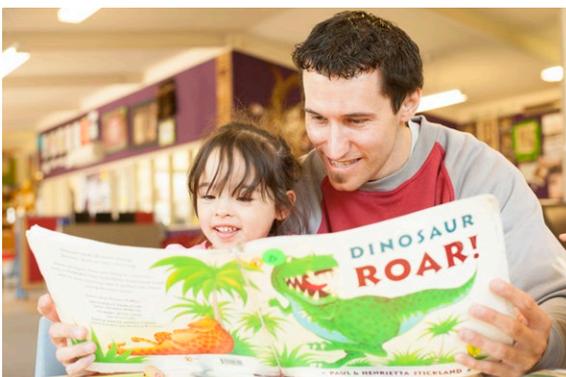


Theme 4: Prominence of the learning outcomes

Concerns were expressed about the prominence of the learning outcomes compared with the original *Te Whāriki*. There seemed to be fewer learning outcomes, which had the effect of emphasising the remaining outcomes.

Others noted that the outcomes were not spread evenly across the strands, implying that learning in certain strands was more important than others.

A relatively small group of respondents suggested the strands, principles, and goals were not as prominent in the draft document or had been altered in some way from the original. This was said to lessen their importance. Some feedback suggested that repeating the learning outcomes three times gave them undue emphasis.



TOPIC 3

The level of inclusiveness shown by the draft document

The third topic reflects the feedback received on how the draft document caters for diversity in ECE.

Theme 1: The document is inclusive

The draft is generally seen as inclusive, particularly from the question asked in the online survey focused on inclusiveness for children.

Those who expressed supportive views agreed that the document included all children to a greater or lesser degree. This meant the curriculum had the flexibility to be differentiated and adapted for all children. Children with a range of learning styles, interests, and abilities could be catered for.

Some of these responses stated that the document had moved to emphasising inclusion of all children, rather than targeting particular groups, as occurred in the original curriculum. This was seen as satisfactory as other references in *Te Whāriki* still acknowledged the needs of particular groups of children.

The supportive responses also considered that other aspects of inclusiveness, such as culture and educational philosophy, were adequately reflected.

Theme 2: Mixed views on how well bicultural curriculum is included

Many respondents discussed how well the draft reflected bicultural elements.

As with other themes and topics, views were evenly split. One set of respondents thought the bicultural essence of the original curriculum had been lost and needed to be reinstated. More emphasis on tikanga and kaupapa was needed to get the balance right. More specific feedback included the need to reference more [Māori] socio-cultural theory, support bilingual practices, emphasise whānau involvement, and carefully use language that placed equal value on both cultures.

Other respondents thought the draft document reflected bicultural aspects well. There was less explanation of why this was so, although the coverage and prominence of Te Tiriti and use of te reo was mentioned.

Theme 3: Degree of multicultural inclusiveness

Many submissions commented on whether the document was sufficiently reflective of New Zealand's cultural diversity.

Most respondents expressed concern that the document did not place enough emphasis on new immigrant groups. Changes in the composition of New Zealand's population meant that the draft risked leaving out significant parts of society.

Some teachers who responded noted that it was important this multicultural diversity was acknowledged, given there were services where Māori and Pākehā children were in the minority. Many minority cultures were faced with additional barriers, especially for children with English as a second language. Common examples of cultures and backgrounds that contribute significantly to New Zealand society and were missing from the draft included Indian, Chinese, and refugees.

Many respondents focused on the place of Pasifika culture in the document. There was some confusion as to why Pasifika culture was highlighted above other cultures. Others did not think Pasifika culture was emphasised enough. Others expressed support for the increased emphasis on Pasifika learning in the curriculum.

Sub-theme 1: Guidance on inclusiveness

Cutting across the main themes in this topic was the suggestion that the document could provide more guidance to teachers about how to support and include all children.

Theme 4: Attention to children with diverse abilities or additional learning needs

Many respondents said that the curriculum should specifically address children who have additional learning or special needs. These comments contrasted with those who agreed with the draft document's non-specific approach to including children.

A few respondents suggested this undifferentiated approach did not accord with the recent emphasis on priority learners. Overall, the comments indicated concern that the needs of these groups, such as Deaf children (including clear reference to NZ Sign Language) and those with disabilities, could be overlooked by teachers and the education system if *Te Whāriki* did not explicitly and more deeply reference these groups.



Theme 5: Focus on infants and toddlers

A significant amount of feedback was on how well the draft document covered infants and toddlers.

A commonly expressed view was that infants and toddlers are an important segment of ECE attendees, but the draft did not emphasise this group enough nor reflect the specialised knowledge required. Some people noted infants and toddlers received less emphasis than in the original curriculum.

Besides not devoting enough attention to infants and toddlers, the main concern was the way they had been portrayed. Many responses noted that the updated document often depicted infants and toddlers as being in deficit. Instead, they should be seen as confident and competent learners. These respondents were clear that “negative” language should be changed. Commonly mentioned examples included avoiding the use of need, referring to routines, or the association of rough handling or rough play with toddlers and children.



TOPIC 4

Focus on theory and the coverage of dispositional and working theory concepts

The draft document briefly described key theories or models that influenced the original *Te Whāriki*, in addition to theories and areas of research that have emerged since the mid-1990s. An associated section provided more detail on the cognitive concepts of learning dispositions and working theories that were included in the original curriculum.

Theme 1: Support for the focus on theories

There was definite support for the section in the draft document focusing on theories influencing the curriculum. Most of these supportive comments did not go beyond acknowledging that the theory section was a useful addition to the original curriculum. A few comments said this section enhanced the academic underpinnings of the curriculum and that explanations were readily understandable.

Sub-theme 1: Inclusion of additional theories

While many respondents welcomed the addition of theories of learning and development, even more respondents wanted additional theories included.

In general, these respondents thought the theories of learning and development section did not reflect the breadth of theories that underpin the various philosophies in ECE. Further, a significant number of respondents felt the draft included fewer theories than the original curriculum. Some approaches that were seen to be marginalised were Steiner, Montessori, hospital or home-based education, and whānau and parent-led services.

Reasons behind this included:

- » limited reference to all philosophies and service settings
- » some learning outcomes that contained concepts incompatible with some learning philosophies
- » no description of what constitutes a kaiako.

They suggested giving more prominence to indigenous models and theorists. Over a dozen additional theories or theorists were specified for inclusion. The most common were Montessori, Steiner, Carr, attachment theory, Pere, and Pikler.

Sub-theme 2: Greater detail about the theories of learning and development

There was moderate support for greater detail for each theory. Respondents suggested the level of detail was too brief to be useful. The section should provide more of a “textbook” explanation. This was appropriate for such an important document and would aid curriculum planning. The reduced detail was seen as suitable for unqualified teachers but too brief for qualified teachers’ level of expertise.

A small proportion of respondents noted that the descriptions did not allow for differentiation within the models. For example, the diversity of different kaupapa and Pasifika models was not evident. There were also strong views about the retention of Bronfenbrenner’s ecological diagram, given its central importance to the original curriculum.

Several people who supported the theory sections wanted them to be better connected to other parts of the document so teachers would be supported to weave their own curriculum. It was suggested that linking external references to each of the theories could be useful.

Theme 2: Attention to working theories and learning dispositions

There was broad support for the separate section in the draft document on learning dispositions and working theories.

Some of the respondents who supported inclusion of the section suggested ways it could be improved, for instance, by incorporating further examples of learning dispositions. A small number of respondents believed that it could recognise cultural impacts more, for example, by adding references to Māori learning dispositions. The section could also be more closely linked to other parts of *Te Whāriki*, particularly the assessment, planning, and evaluation section.



TOPIC 5

Kaiako and service guidance and support

Themes in the responses centred on the role of kaiako and services in the learning and development of children and tamariki. The following themes received significant feedback.

Theme 1: Use of the term kaiako and associated responsibilities

The term kaiako, which the draft used as an umbrella term for a range of roles associated with the care and education of children in ECE settings, received a considerable amount of feedback.

Overall there was mixed support for the term's use. Some strong views were expressed, especially by those who did not support it. Many felt its use conflated non-qualified and qualified teachers. Another concern was the reduction in status that qualified ECE teachers could face if they were referred to differently from their primary and secondary peers.

There was concern about how kaiako responsibilities tied in with the Education Council's teacher competencies. In general, respondents noted there could be conflicts from trying to set out generic responsibilities that encompass a diverse group of people.

Respondents representing parents and play centres were not against use of the term. But they frequently stated that the definition did not clearly refer to parents, and this needed to be amended. Others observed that the term could be used more consistently throughout the draft, for instance, where the word "adult" had been used, "kaiako" would be more appropriate. Many people questioned why Māori terms, particularly kaiako and tamariki, could not be more consistently used.

Theme 2: Use of reflective questions

Respondents frequently referred to the absence of reflective questions in the draft document. Some asked for the questions to be retained. Others noted the questions in the original curriculum were useful for evaluative activities that contributed to effective teaching, shared

practice, and pedagogical leadership. The reflective questions were important because they guided individual teachers in everyday self-review and moderated what respondents saw as the directing nature of the document.

Theme 3: Endorsement of leadership, organisation, and practice considerations

Many respondents broadly supported inclusion of a distinct section on leadership, organisation, and practice. We received a few suggested changes to this section, for instance, changing its placement, integrating it into the document, or adding additional leadership or organisational material. A small number of people questioned if the section was needed in a curriculum as it could overlap with advice elsewhere or was not strictly about what children needed to learn.

Theme 4: Linkages between ECE and school or kura

The draft document's weaving of links between ECE and school or kura curricula was supported by many respondents. The clear specification of related learning outcomes and competencies was valuable for reinforcing the links between what ECE did and what children were expected to learn at school.

There was a range of comments about what the specified links would achieve. These included demonstrating to parents that ECE learning was relevant to their children's continuing education and laying the groundwork for a smoother transition to school. People noted that ECE teachers and primary school teachers do not always understand each other's curriculum, and the links would help bridge these gaps and allow for better planning for each child as they moved between sectors.

But some respondents expressed concern about the linkages. They said the additional focus on curriculum links implied that ECE was about preparing children for school, which they did

not see as being its main role, and less about preparing them for life in general. Some queried why the links were not equally expressed in *The New Zealand Curriculum* (NZC).

Respondents suggested the NZC could better reflect *Te Whāriki*'s principles, including taking a more play-based approach in the early years of primary school. We heard a view that the draft document's learning outcomes were not as substantive as the NZC's competency descriptions and that this lessened the status of the ECE curriculum.

Some doubt was expressed about the effectiveness of the increased curricula links in the draft document. In places, this was accompanied by the view that success depended on relationship building between the two sectors. The current system was not well-placed to develop these relationships. More dialogue, connection, and mutual respect were needed. Further, primary school teachers needed to make more of an effort to understand *Te Whāriki*.

Theme 5: Specific curriculum guidance for kaiako

The final theme targets the scope of kaiako guidance in the draft document.

We have already identified that many respondents thought it could better reflect the diversity of children in ECE. A further suggestion was that *Te Whāriki* could give better guidance on how kaiako could weave diversity into their local curriculum.

There were a range of requests for guidance, strategies, or practices to help use *Te Whāriki* as a framework for curriculum design. Some of the requests included guidance on matching the local curriculum to the strands, explaining connections between related parts of the document (for example, learning dispositions and assessment), and guidance on progressions and tools for identifying learning progress.

Not all responses sought change to *Te Whāriki* itself, suggesting instead that supporting material could be placed on an associated website.

Respondents often noted that more examples would be desirable. Particular reference was made to including sustainable practice. Use of Kei Tua o te Pae as a source of examples about assessment was also mentioned.

While there were frequent requests for additional guidance and examples, a large number of respondents were satisfied with the level of guidance *Te Whāriki* provided.



TOPIC 6

Implementation support

Theme 1: Types of support needed to implement the updated curriculum

The respondents were prompted to suggest what supports were needed to ensure the curriculum could be successfully embedded. The ideas we heard most frequently were as follows:

Provision of professional learning and development (PLD)

Many people who mentioned PLD did not go into detail, but some said it would need to be:

- » personalised
- » able to cater for different levels of kaiako – qualified, unqualified, parents, primary teachers
- » ongoing
- » free for kaiako
- » face to face
- » targeted to certain parts of the updated curriculum, for example, cultural or assessment.

Use of a website

Many respondents proposed this idea, with the proviso that the website would need to be regularly updated and be easy to navigate.

A range of printed and online resources

Many respondents wanted the curriculum to be available in hard copy to all services and schools. Some existing resources were likely to be useful, especially if updated, while development of practical examples was also necessary.

Interactive learning mechanisms

Webinars, forums, and workshops were all suggested as possible mechanisms for the sector to learn about the updated *Te Whāriki*.

TOPIC 7

Layout and design

Theme 1: The draft document is easy to navigate and read

Many respondents considered the layout, design, and writing style to be navigable and easy to read. While many did not expand on this general statement, others said they took this view because the draft document:

- » used clear headings and logical sequencing
- » included colour and colour coding
- » was simply written
- » was short.

While most of the feedback received on this theme was very positive, some respondents were unconvinced that the layout necessarily improved on the original *Te Whāriki*. For example, some submitters gave conditional approval to the ease of navigation, saying it had been achieved at the expense of oversimplifying and condensing the original curriculum.

Sub-theme 1: Use of whakatauki

Many respondents liked the use of whakatauki at the beginning of each section. There were comments that mentioned how the whakatauki related well to each section and that they lent a good bicultural feel to the document. In a few instances, people questioned the appropriateness of particular whakatauki.

Theme 2: Inclusion of photographs

The inclusion of photographs was one of the most commented upon aspects of the draft document. The original curriculum does not contain any photographs, whereas colour photographs were used throughout the draft document.

There was an even split of responses based on the hui and survey feedback. Many people loved the colours and said they helped draw the reader into the document and made it “lighter”. The photographs were praised for reflecting cultural diversity and helping with navigation by using repeated photographs as visual signposts.

But others did not support the photographs. Some people did not want any photographs in the document at all. They had worked over a long period of time with the current *Te Whāriki* and were comfortable with its lack of images. Other reasons given were that the photographs:

- » distracted too much from the text
- » made the curriculum seem like a brochure or magazine
- » were not relevant to a curriculum as it is an academic or “serious” document.

People did not necessarily want all photographs removed and suggested a wide range of considerations for them. The most common were that:

- » the photographs were too large
- » the photographs did not reflect the diversity of children’s cultures well
- » the photographs could better reflect spontaneous child-driven activities and appear less staged
- » there could be fewer photographs, freeing up room for text
- » certain photographs, showing outdated approaches to interacting with children, could be removed
- » the photographs and the text could be more closely linked.

Theme 3: The design of the whāriki

We include comment about the redesigned whāriki while acknowledging that the whāriki as a motif goes beyond layout and design. Not all of the comments were about the design itself but the associated explanation about what it meant.

The responses received were evenly divided into two camps. Some wanted the original whāriki retained. Others believed there was scope for more explanation of the whāriki and its connection to the rest of the document. Some comments, particularly at hui, were not supportive of the use of black in the design. Many people considered the font used for the strands and principles to be too small.

Equally, many responses supported the new whāriki design and the accompanying explanation. Specific aspects that people liked were that the strands could be added to as well as the meaning of the colour scheme and the metaphor behind it generally.

Theme 4: Clarification and modernisation of language

A noticeable subset of people who liked the layout and design were also positive about the language used. We heard the writing described as holistic, clear, and user-friendly. A few responses suggested that more care could have been taken to retain words in the original that better captured the essence of this part of childhood – joy, happiness, love, and creativity. Without these words, the document appeared dry and academic.

Many comments suggested some of the terms could be better explained, for instance, “local curriculum”. This generally meant including them in a glossary containing English terms as well

as Māori or Pasifika ones. Several comments referenced the approach in the original curriculum of explaining terms as they arise rather than providing translations.

Sub-theme 1: Use of the “flip” design

The draft placed *Te Whāriki* and *Te Whāriki a te Kōhanga Reo* side by side and inverted them in the same document to emphasise that *Te Whāriki* consists of two documents that describe alternative curriculum statements of equal status.

This design feature attracted many comments, especially at consultation hui. People were almost unanimously in support of the flipped approach, although a few indicated that they were confused by it. Most feedback against the flip design came from survey respondents commenting on *Te Whāriki a te Kōhanga Reo*. Confusion about the intent of the layout was a common reason for why the latter group preferred to have the curriculum published in two companion books.



APPENDIX 1

List of consultation hui

LOCATION	DATE (2016)
Dunedin	Friday 11 November
Whangarei	Monday 14 November
Auckland - Central (am)	Tuesday 15 November
Auckland - South (pm)	Tuesday 15 November
Hamilton*	Wednesday 16 November
Rotorua	Thursday 17 November
Nelson*	Monday 21 November
Wellington	Tuesday 22 November
New Plymouth	Wednesday 23 November
North Otago	Wednesday 23 November
Marlborough	Wednesday 23 November
Tauranga	Wednesday 23 November
Taumarunui	Wednesday 23 November
Te Kuiti	Wednesday 23 November
Whanganui	Thursday 24 November
Putaruru	Thursday 24 November
Central Otago	Thursday 24 November
Hawke's Bay	Friday 25 November
Palmerston North	Monday 28 November
Auckland - West	Monday 28 November
Coromandel (Whitianga)	Tuesday 29 November
Taupo	Tuesday 29 November
Gisborne	Tuesday 29 November
Paeroa	Tuesday 29 November
Greymouth	Tuesday 29 November
Gore	Tuesday 29 November
Canterbury*	Wednesday 30 November
Invercargill	Wednesday 30 November
Kaitaia	Wednesday 30 November
South Canterbury (Timaru)	Thursday 1 December
Mid-Canterbury (Ashburton)	Thursday 1 December
Huntly	Thursday 1 December
Whakatane	Wednesday 7 December

* Two hui were held in these locations

APPENDIX 2

Survey themes for *Te Whāriki a te Kōhanga Reo*

The Ministry received feedback on the draft *Te Whāriki a te Kohanga Reo* curriculum via an online survey during the six weeks of consultation between 4 November and 16 December 2016.

We received forty-seven responses about *Te Whāriki a te Kohanga Reo*. The themes of the responses were:

- » the nature of the consultation and document development process
- » additional content specifically relating to kōhanga reo, such as that provided in *Te Whāriki* about kaiako responsibilities, implementation guidance, and pathways to schools and kura
- » implementation support
- » layout and design, including a preference by the majority of respondents for a separate document for *Te Whāriki a te Kohanga Reo*
- » inclusion of the kōhanga reo tohu on the front cover.



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