

Course Title: **Te Whāriki**

Course Code: **EDCR521**

Descriptor Start Date: **04/12/2023**

POINTS: **15.00**

LEVEL: **5**

PREREQUISITE/S:

COREQUISITE/S:

RESTRICTION/S:

LEARNING HOURS

Hours may include lectures, tutorials, online forums, laboratories. Refer to your timetable and course information in Canvas for detailed information.

Total learning hours: 150

PRESCRIPTOR

In this course students will explore the key ideas shaping the early childhood sector, with particular emphasis on the sociocultural nature of the early childhood curriculum Te Whāriki. Key ideas to consider include the image of the child as 'capable and competent', that children learn in relationship to people, places and things, and that assessment systems start with the assessor's perspectives, values and beliefs.

LEARNING OUTCOMES

1. Demonstrate understanding of how Te Tiriti o Waitangi underpins teaching and learning in early childhood education.
2. Explore ethics, values, theories and philosophies in order to develop an increasingly complex understanding of children and childhood.
3. Discuss the holistic and integrated design of Te Whāriki and its contribution to early childhood education and wider society.

Disclaimer: Course descriptors may be amended between teaching periods/semesters

CONTENT

- Te Tiriti o Waitangi
- Unpacking the School of Education's Conceptual Framework and the origins of the early childhood sector
- The origins and intentions of Te Whāriki and Te Whāriki a te Kōhanga Reo
- The structure of Te Whāriki and Te Whāriki a te Kōhanga Reo
- The image of the child as 'capable and competent',
- Children and adults learn in relationship to people, places and things
- The roles and responsibilities of kaiako in planning and documenting through narrative.
- Sociocultural curriculum
- Reflective practice using notice, recognise, respond
- Understanding ourselves through the Principles and Strands
- Our Code, Our Standards
- The goals and learning outcomes
- Learning dispositions and Working theories
- Regulations, Routines and Planning

LEARNING & TEACHING STRATEGIES

As with all courses in the programme, the sessions will be interactive, discussion-based and students are encouraged to actively participate in sharing thoughts, ideas and experiences. There is an expectation that readings on a topic are completed prior to sessions so that students will be informed and ready for participation. As part of a professional programme, being punctual to class and attendance is expected. Any absence should be notified to the lecturer.

ASSESSMENT PLAN

Assessment Event	Weighting %	Learning Outcomes
Portfolio of fun	50.00	1, 3
Narrative analysis	50.00	2, 3

Grade Map

MAP1

- A+ A A- Pass with Distinction
- B+ B B- Pass with Merit
- C+ C C- Pass
- D Fail

Overall requirement/s to pass the course:

Students must successfully complete all components of each assessment.
All criteria must be passed to be awarded an overall pass for an assessment.
Only one resubmit opportunity is permitted within this course.

LEARNING RESOURCES

Refer to Canvas for each course offering

For further information, contact: Te Ara Kete Aronui - Faculty of Culture & Society

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Principal Programme: **AK3594, Bachelor of Education (Specialty) Teaching**

Related Programme/s:

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