

Te Whāriki: Similarities and Differences 1996–2017

Emergent Literacy

1996 – DIFFERENCES	SIMILARITIES IN BOTH	2017 – DIFFERENCES
Adults have realistic expectations of children's language development and help to identify assistance if language delays are observed	<ul style="list-style-type: none"> <i>The environment is rich in signs, symbols, words, numbers etc.</i> <i>Adults recognise non-verbal communication</i> <i>Children's hearing is monitored and checked regularly</i> <i>Plenty of opportunities for one-to-one communication</i> <i>Children are encouraged to initiate conversations</i> <i>The use of Māori language in the programme and kaiako are supported to learn te reo Māori</i> <i>Kaiako respect and encourage the use of a child's home language</i> 	Kaiako have informed and realistic expectations of children's language acquisition and development and seek timely advice if language delays are identified
Children see adults using print and numbers for creative and meaningful activities		Children who are deaf or hard of hearing are supported to develop language and communication skills in their first language
Familiarity with print and its uses.		The setting offers a range of mathematics and literacy resources to support the development of mathematics and reading and writing concepts
Children have easy access to resources that enable them to express themselves creatively and develop concepts of mathematics, reading and writing		The setting offers a range of arts-related resources to support children to discover and develop different ways to be creative and expressive
Adults read and tell stories, provide books and use story times to allow children to exchange and extend ideas...		6 Learning outcomes in the Communication strand: "Over time and with <i>guidance and encouragement</i> , children become increasingly capable of "
31 Learning outcomes in Communication strand: "Children develop..."		Kaiako support children to develop an understanding of security and safety when communicating in a digital world
Planning experiences or events can focus on the environment, the setting, particular age groups, and on groups of children or individual children (through an IDP or IEP)		Personalised learning pathway supports each child

CONTINUITY BETWEEN EARLY CHILDHOOD EDUCATION AND SCHOOL

Children moving between sectors are likely to:

<p>Te Whāriki 2017</p> <p><i>Six Learning Outcomes</i></p>	<p>ERO – Extending their language, expanding their world (February 2017)</p> <p><i>Well-Focused Learning Services will/will have:</i></p>
<p><i>Over time and with guidance and encouragement, children become increasingly capable of:</i></p> <ol style="list-style-type: none"> 1. Using gesture and movement to express themselves. 2. Understanding oral language and using it for a range of purposes. 3. Enjoying hearing stories and retelling and creating them. 4. Recognising print symbols and concepts and using them with enjoyment, meaning and purpose. 5. Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose. 6. Expressing their feelings and ideas using a range of materials and modes. 	<ul style="list-style-type: none"> • Systems for gathering and recording of information about children’s oral language learning and development. • Value children’s home language • Shared expectations for oral language development • Make oral language a curriculum priority • Implement a responsive curriculum that includes; a language-rich core; opportunities for small group and 1-1 experiences; routines that value and support oral language development; sustained rich vocabulary experiences; planned strategies targeted to individuals and groups. • Good awareness of research, readings and resources to support teacher practice in oral language development • Professional learning and development – internally and externally – on a variety of topics related to oral language <p>ERO found across all the early learning services in their evaluation:</p> <ul style="list-style-type: none"> ○ <i>Internal evaluation, research and reflective practice relating to oral language was not strong</i> ○ <i>Few were building a picture of oral language progress over time in assessment information</i>

ERO – Extending their language, expanding their world (February 2017)	<i>Examples of expectations – a 5 year old:</i>
Vocabulary	<ul style="list-style-type: none"> • Has a wide vocabulary of nouns and verbs; can name familiar items and actions; and can state their purpose. • Is curious about language and is willing to experiment.
Grammar	<ul style="list-style-type: none"> • Uses correct grammar to talk about past, present and future. • Uses irregular past tense verbs. • Asks questions using a range of question forms.
Independent speaking	<ul style="list-style-type: none"> • Can describe and ask questions about a picture. • Put pictures into a sequence to tell a story. • Can retell a simple story; and can talk about recent events in some detail.
Social language	<ul style="list-style-type: none"> • Can use language for a range of purposes, for example, to play with others, ask questions or make comments. • Is aware of the need to speak differently for different purposes in familiar situations.
Independent listening	<ul style="list-style-type: none"> • Can follow simple directions and instructions; listens with interest to stories. • Can answer simple follow up questions.
Discussion	<ul style="list-style-type: none"> • Is beginning to develop ideas with peers, but may need support to do this consistently. • Can seek or give clarification in conversation. • Can talk about what might happen.