Implementation Strategies and Challenges – Te Whāriki
Brief History – Te Whāriki

Late 1980s – Meetings begin around curriculum concept
1991 – Official development Begins
1993 – Draft released for discussion
1996 – Final version published
1996 – Desirable objectives and practices updated
1998 – Assessment for learning project begins
2008 – Curriculum framework mandated in law
Challenges

- Mandate
- Capability – complex document, new concepts
- Level of qualification and training
- Diversity of ECE services in New Zealand
- Move towards biculturalism

“…in 1997, 16% of centres were lacking in confidence to implement Te Whāriki… another 38% needed to improve…”
Strategies

- Slow, consultative approach to curriculum development
- Centrally-funded professional development
- Ongoing sector professionalisation, through funding and regulatory incentives
- Research initiatives – Best Evidence Synthesis, Centres of Innovation
- Assessment and evaluation contracts
Strategies

- Development of assessment resources, second tranche of professional development
- Regulatory response, from charters to eventual mandating of the curriculum framework in 2008
- Evaluation, monitoring, including by statutory bodies such as the Education Review Office
Effectiveness

- Few hard data to rely on
- Some anecdotal evidence that services rely more heavily on assessment, or the curriculum framework…
- … and quality of assessment is ‘variable’ (ERO 2007)
- Strong evaluations of professional development initiatives (e.g. MOE 2008)
Effectiveness

- Common acceptance of Te Whāriki,
- Strong relationship with the New Zealand Curriculum
- High level of awareness, core to initial teacher education programmes in New Zealand
- Regulatory programme to provide further information on effectiveness of delivery by 2014