

For Te Whāriki



Want to do better at assessment? This diary is an indispensable tool for programming and reflection referencing Te Whāriki for compliance under the Regulatory Requirements.

Simplify your workload with this all-inclusive diary that enables quick access to weekly and future programming utilising both notes and visuals.

Who is this diary for?

- Educational Leaders & Room Leaders
- Long Day Care Educators
- Home-based Educators
- Kindergarten Educators

What are the benefits?

- 'At a glance' weekly overviews displayed across two pages.
- Evidence against the regs and the law
- Helps with Quality Improvement
- Reduces paperwork, photocopying and filing
- Provides seamless record keeping all in one place
- Easy to use

Use this diary in conjunction with the **Office/ Director Diaries**

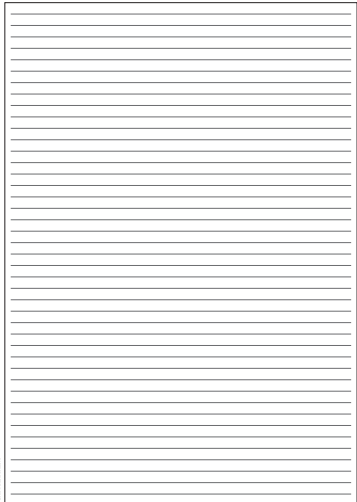
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What's in the front pages?

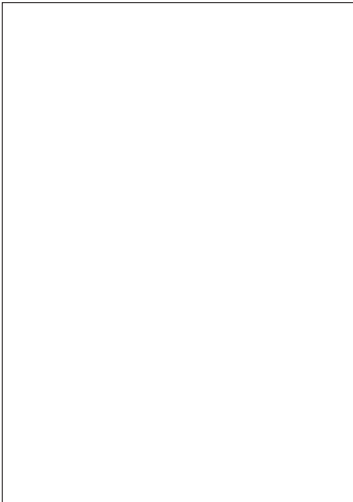
REFLECTION NOTES FOR JANUARY



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After each month, a page for reflection notes

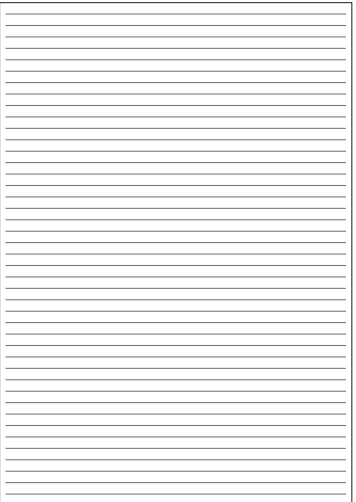
PHOTOS / DRAWINGS



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After each month a page for photos and drawings

NOTES FOR YEAR



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End of year notes

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Te Whāriki Creative Thinking Program

<p>THE TOPIC/S WE WILL BE EXPLORING THIS WEEK ARE:</p>	<p>Monday 1 → Tuesday 2 →</p>	
<p>EMERGING IDEAS/PLANNING NOTES: (Intentional/holistic teaching notes based on, for example: children's interests, parent suggestions, special events, concept adaptations, follow up etc. As the current week unfolds)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>STORIES/SONGS/LANGUAGE:</p>	<p>STORIES/SONGS/LANGUAGE:</p>
<p>THIS WEEK'S PROGRAM WILL FOCUS ON THE FOLLOWING TE WHĀRIKI LEARNING OUTCOME/S: Over time and with guidance and encouragement, children become increasingly capable of:</p> <p>STRAND: WELLBEING Mana atua</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Keeping themselves healthy and caring for themselves te oranga nui <input type="checkbox"/> 1.2 Managing themselves and expressing their feelings and needs te whakahua whakaaro <input type="checkbox"/> 1.3 Keeping themselves and others safe from harm te noho haumaruru <p>STRAND: BELONGING Mana whenua</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Making connections between people, places and things in their world te waihanga hononga <input type="checkbox"/> 2.2 Taking part in caring for this place te manaaki i te taiao <input type="checkbox"/> 2.3 Understanding how things work here and adapting to change te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni <input type="checkbox"/> 2.4 Showing respect for kaupapa, rules and the rights of others te mahi whakaute <p>STRAND: CONTRIBUTION Mana tangata</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Treating others fairly and including them in play te ngākau makuru <input type="checkbox"/> 3.2 Recognising and appreciating their own ability to learn te rangatiratanga <input type="checkbox"/> 3.3 Using a range of strategies and skills to play and learn with others te ngākau aroha <p>STRAND: COMMUNICATION Mana reo</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.1 Using gesture and movement to express themselves he kōrero ā-tinana <input type="checkbox"/> 4.2 Understanding oral (and other) language and using it for a range of purposes he kōrero ā-waha <input type="checkbox"/> 4.3 Enjoying hearing (or watching) stories and retelling and creating them he kōrero paki <input type="checkbox"/> 4.4 Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhituhi <input type="checkbox"/> 4.5 Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose he kōrero pāngarau <input type="checkbox"/> 4.6 Expressing their feelings and ideas using a range of materials and modes he kōrero auaha <p>STRAND: EXPLORATION Mana aotūroa</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Playing, imagining, inventing and experimenting te whakaaro me te tūhurahura i te pūtaiao <input type="checkbox"/> 5.2 Moving confidently and challenging themselves physically te wero ā-tinana <input type="checkbox"/> 5.3 Using a range of strategies for reasoning and problem solving te hiraarau hopanga <input type="checkbox"/> 5.5 Making sense of their worlds by generating and refining working theories te rangahau me te mātauranga 	<p>DANCE/DRAMA/MOVEMENT:</p>	<p>DANCE/DRAMA/MOVEMENT:</p>
<p>NEXT WEEK'S SUGGESTED TOPIC/S OR IDEA/S TO EXPLORE:</p>	<p>GROUP LEARNING (Intentional Teaching):</p>	<p>GROUP LEARNING (Intentional Teaching):</p>
<p>CREATIVE ACTIVITIES/COOKING:</p>	<p>CREATIVE ACTIVITIES/COOKING:</p>	<p>CREATIVE ACTIVITIES/COOKING:</p>
<p>CHILDREN'S SPONTANEOUS CHOICES:</p>	<p>CHILDREN'S SPONTANEOUS CHOICES:</p>	<p>CHILDREN'S SPONTANEOUS CHOICES:</p>
<p>OUTDOOR EXPERIENCES /OBSERVATIONS:</p>	<p>OUTDOOR EXPERIENCES /OBSERVATIONS:</p>	<p>OUTDOOR EXPERIENCES /OBSERVATIONS:</p>

Week: 1- 5 JANUARY 2018

Wednesday 3 →	Thursday 4 →	Friday 5 →
STORIES/SONGS/LANGUAGE:	STORIES/SONGS/LANGUAGE:	STORIES/SONGS/LANGUAGE:
DANCE/DRAMA/MOVEMENT:	DANCE/DRAMA/MOVEMENT:	DANCE/DRAMA/MOVEMENT:
GROUP LEARNING (Intentional Teaching):	GROUP LEARNING (Intentional Teaching):	GROUP LEARNING (Intentional Teaching):
CREATIVE ACTIVITIES/COOKING:	CREATIVE ACTIVITIES/COOKING:	CREATIVE ACTIVITIES/COOKING:
CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:
OUTDOOR EXPERIENCES /OBSERVATIONS:	OUTDOOR EXPERIENCES /OBSERVATIONS:	OUTDOOR EXPERIENCES /OBSERVATIONS:

This Week's Moments of Reflection

THE TOPIC/S WE EXPLORED THIS WEEK WERE:

WAS IT A GOOD/CHALLENGING WEEK? WHY?

WERE PROGRAMMED GOALS & PROJECTED LEARNING OUTCOMES ACHIEVED?

INTENTIONAL TEACHING/LEARNING EXPERIENCES COVERED:

PROFESSIONAL INQUIRY:

LEARNING DATA:

CHANGES TO THE ENVIRONMENT:

RESOURCES USED:

PARENT INPUT:

SAMPLE

Week: 1- 5 JANUARY 2018

ROUTINES & TRANSITION COMMENTS:	PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES:
INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK:	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered (1.1, 3.3 etc): _____	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered: _____	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered: _____	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered: _____	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered: _____	
Name/s: _____ Date: _____	
Comments: _____	
Outcome/s Covered: _____	
EXTENSION PLANNING:	

SAMPLE

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NEXT SUGGESTED TOPIC/S OR IDEA/S TO EXPLORE:

