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Part 1

In this assignment, two play-based approaches will be compared and contrasted. The two play-based approaches that will be compared are Te Whariki, which is the national curriculum of New Zealand and the National Curriculum of Wales. According to Birth to 5 Matters (2021) The national curriculum of New Zealand, Te Whariki was first established in 1996 and was recently updated in 2017. This document further explains that in the Māori culture children are thought to be of great importance even before their birth. Once the children are born the Māori people believe that it is of the utmost importance that the children grow up nurturing and understanding their importance. From this, the Māori people designed Te Whariki. The Education Hub (2020) further explains that within Te Whariki there are 4 principles to help guide early years education providers whilst making all the children's learning approaches and experiences individual to them. The Education Hub (2020) further explains the four principles are empowerment, holistic development, family and community, and relationships. These principles are the foundation for the early year educators to provide an enabling environment for the children to lead their own learning.

The other play-based approach that will be discussed within the assignment is the National Curriculum of Wales. Powys County Council (No date) explains that the National Curriculum of Wales is for children aged between 3 – 16 years old. The curriculum was rewritten in 2022. Hwb (No date) further explains that there are four main aims of the Welsh Curriculum. These are to create ambitious, capable learners, creative contributors, ethical, informed citizens, and healthy, confident individuals. Hwb (No date) further explains that there are 6 areas of learning within the national curriculum of Wales which was designed by the Welsh government and teachers. Together, they designed a child centered approach which is seen to place children at the center of their learning journeys whilst the children in early years' education develop holistically.

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Despite the approaches being from two different countries there are some similarities between them. Both play-based approaches work in line with the UNCRC Articles 28, 31 and 27. (Children and Young People's Commissioner Scotland, No date). Another similarity these play-approaches share explained by the Welsh Government (2020) and the Ministry of Education (2017) are that the approaches have been designed to promote all round holistic development using a child centered approach, putting children and their development at the forefront of it. This is supported by the Welsh Government.

Another aspect of differences found between the two approaches is the way in which they assess the children in their educational system. The Welsh government (No date) explains that the National Curriculum of Wales that they are trying to move away from traditional methods of assessment and have introduced 'Progression Steps'.

Progression steps are a broad spectrum of targets which children can achieve over a 2-3-year period accompanied with in class observations and discussions. However, in Te Whariki the method of assessment chosen by the New Zealand community are learning stories and observations. Learning stories are considered more personal to children that are the subjects of the story. It allows the assessments to fully document the unique journey the child will go through during their academic career. (The word, 2018 and and Brodie, K, No date).

Although learning stories are more personal and engaging than traditional observations, it may not be appropriate for all professionals to adapt these without adapting some more of the methods used in Te Whariki. The University of Auckland (2014) explains that a challenge that may be found when trying to adapt learning stories is the fact that they may be too time consuming for Early year practitioners in Wales. The early years practitioners that implement Te Whariki fully incorporates the learning stories in their planning time which allows the early years practitioners to carry these out efficiently and effectively whereas there may not be as much time available to early years practitioners in Wales to allow them to also do this.

Part 2

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In this section of the assignment i will be considering the

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