

Title	Describe professional behaviours and manage personal health and wellbeing in an early childhood setting		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe professional behaviours expected of an early childhood educator; and describe and reflect on the use of strategies to manage professional image, personal health and wellbeing in an early childhood setting.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849].</p> <p>This unit standard is an introduction to education and care of children in an early childhood setting. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in early childhood education.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Professional Practice
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Available grade	Achieved
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Guidance Information

- 1 Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector. Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through describing professional behaviours and managing personal health and wellbeing in an early childhood setting.
- 2 All activities associated with this unit standard must accommodate differing cultural attitudes and approaches to parenting styles, child rearing practices, care of children, and promoting a child's learning and development.
- 3 **Definitions**
Appropriate boundaries in this unit standard refer to maintaining a professional respect for the values and beliefs of colleagues, caregivers, and whānau/families.

Children refers to the three broad overlapping age ranges as defined in *Te Whāriki* as:
infant – birth to 18 months;

toddler – one year to three years;

young child – two and a half years to school entry age.

Early childhood educator may be persons including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.

Early childhood setting may be a simulated environment and/or a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.

Holistic wellbeing refers to the integration of states of physical, mental, spiritual, emotional, and social dimensions, which may include communicative competence and disposition.

Personal health and wellbeing refer to holistic wellbeing, self-awareness, self-respect, self-care skills, personal presentation, diet and exercise, physical health and stamina, personal safety, resilience skills and/or behaviours.

Professional behaviours refer to reliability; punctuality; honesty; trustworthiness; discretion; confidentiality; initiative; use of respectful language relevant to the audience and context; observing appropriate boundaries with staff, children and their whānau/families.

Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.

- 4 Legislation includes but is not limited to:
Children's Act 2014
Education and Training Act 2020
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989
Privacy Act 2020
and subsequent amendments.

- 5 References
Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.
Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa* (2017); available at <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.
Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility – Examples in Practice, 2017; and other resources*; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/>.

Outcomes and performance criteria

Outcome 1

Describe professional behaviours expected of an early childhood educator.

Range evidence of five professional behaviours.

Performance criteria

- 1.1 Professional behaviours expected of an early childhood educator, and how they are demonstrated in an early childhood setting, are described.
- 1.2 Professional behaviours expected of an early childhood educator are described in terms of how they align with the underpinning values of *Our Code Our Standards*.

Outcome 2

Describe and reflect on the use of strategies to manage professional image, personal health and wellbeing in an early childhood setting.

Performance criteria

- 2.1 Elements that project positive self-care skills are described in terms of their contribution to an early childhood educator's professional image.

Range elements include but are not limited to – clothing, hygiene practices, personal appearance, attitude.
- 2.2 Strategies that can be used to manage personal health and wellbeing in an early childhood setting are described and reflected on.

Range includes three strategies.

Replacement information	This unit standard replaced unit standard 26715.
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Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	31 December 2024
Review	2	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0135
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.