

Title	Demonstrate knowledge of ethical responsibility to guide practice in an early childhood setting		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe ethics involved in an early childhood setting and how it guides practice; and describe an ethical dilemma which may occur in an early childhood setting and discuss own values in relation to the dilemma.</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. This unit standard will prepare people to advance to a higher level of study in ECE.</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 exploring beliefs and ethics about the learning and care of children and the te ao Māori perspectives of care of and responsibilities for young children.
- 2 **Definitions**
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.
Educator may include persons and groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.

An *ethical dilemma* refers to a personal conflict between two or more core values such as – personal values, beliefs, attitudes, professional values.

Values refers to people's values which may be influenced by their immediate and wider social and cultural contexts.

- 3 Legislation and Conventions include but are not limited to:
 Care of Children Act 2004
 Children's Act 2014
 Education and Training Act 2020
 Education (Early Childhood Services) Regulations 2008
 Health and Safety at Work Act 2015
 Privacy Act 2020
 United Nations Convention on the Rights of the Child (UNCRC) 1989 and subsequent amendments.
- 4 References
 Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.
 Te Kete Ipurangi (TKI), *Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/>.
 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* (Wellington, 2017); available at <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.
 Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility Ngā Tikanga Matatika – Examples in Practice*, 2017; and other resources; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/>.
 United Nations (1989). *Convention on the Rights of the Child (UNCRC)*, 1989. A/RES/44/25; available at <http://www.unhcr.org/uk/4d9474b49.pdf>.

Outcomes and performance criteria

Outcome 1

Describe ethics involved in an early childhood setting and how it guides practice.

Performance criteria

- 1.1 The Teaching Council *Our Code Our Standards* is described in terms of the underpinning values and how these can be used to inform ethical practice.
- 1.2 Ethical responsibility is described in terms of how it guides practice in an early childhood setting.
- 1.3 The ethics of individuals are described in relation to their values and how these may impact on ethical responsibility in an early childhood setting.

Range evidence of four values.

- 1.4 Examples of ethical and unethical behaviour in an early childhood setting are described.

Range evidence of four examples for each of – ethical, unethical behaviour.

Outcome 2

Describe an ethical dilemma which may occur in an early childhood setting and discuss own values in relation to the dilemma.

Performance criteria

- 2.1 An ethical dilemma is described in terms of the perspectives of all parties involved.
- 2.2 Responsibilities of an ECE educator in relation to the ethical dilemma are described in accordance with the Teaching Council *Code of Professional Responsibility and Standards for the Teaching Profession*.
- 2.3 Own values are identified and discussed, in relation to the ethical dilemma.

Replacement information	This unit standard replaced unit standard 10032.
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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.