

## Make and use Pacific Island resources for play and learning activities in an early childhood education setting

**Level** 4

**Credits** 4

**Purpose** People credited with this unit standard are able to: identify materials for making Pacific Island resources, and plan for their collection; create and use Pacific Island resources to develop skills in children's play and learning in an early childhood education setting; and assess and evaluate the Pacific Island resources.

**Subfield** Pacific Islands Early Childhood Education

**Domain** Pacific Island Early Childhood Education: Cultural Support

**Status** Registered

**Status date** 20 November 2006

**Date version published** 20 November 2006

**Planned review date** 31 December 2011

**Entry information** Open.

**Accreditation** Evaluation of documentation and visit by NZQA and industry.

**Standard setting body (SSB)** NZQA Pacific Island Early Childhood Education

**Accreditation and Moderation Action Plan (AMAP) reference** 0157

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

---

### Special notes

- 1 Glossary  
*Young children* are defined as children between the years from birth to school entry and identifies three 'broad age ranges'. The overlapping age categories are:  
*infant* – birth to eighteen months;  
*toddler* – one year to three years;  
*young child* – two and a half years to school entry age. As defined in – *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum.*

*Early childhood education setting* is defined as being centre-based, home-based or the child's family environment.

- 2 Learning through play may include but is not limited to:
  - a *play* which may include but is not limited to – sand, water, dough, collage, puzzles, books, blocks, outdoor, storytelling, drama;
  - b *categories* of learning which can be expressed in the following terms – expressive, exploratory, creative, constructive, manipulative, communicative, associative.
- 3 Resources must be relevant to a specified Pacific Island nominated by the candidate and agreed by the assessor. The Pacific Island resources must be developed and used in accordance with culturally appropriate practices for the specified Pacific Island within a New Zealand early childhood education setting.
- 4 All activities must comply with any policies, procedures, standards, and requirements of the organisations involved and with the following:  
Children, Young Persons, and their Families Act 1989; Education Act 1989; Human Rights Act 1993; Privacy Act 1993; Education (Early Childhood Centres) Regulations 1998; Education (Home-Based Care) Order 1992; *Revised Statement of Desirable Objectives and Practices (DOPs) for Chartered Early Childhood Services in New Zealand*, (Wellington: Ministry of Education, 1996); as well as professional codes of ethics, such as NZEI Te Riu Roa, *Early Childhood Education Code of Ethics for Aotearoa/New Zealand* (Wellington: 1995). An order form for a copy can be accessed from the NZEI website  
[http://www.nzei.org.nz/ece\\_kindergarten/documents/codeofethics1.pdf](http://www.nzei.org.nz/ece_kindergarten/documents/codeofethics1.pdf)
- 5 References  
Ministry of Education, *Quality in Action: Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Services* (Wellington: Learning Media, 1998).  
Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum* (Wellington: Learning Media, 1996).

---

## Elements and performance criteria

### Element 1

Identify materials for making Pacific Island resources, and plan for their collection.

### Performance criteria

- 1.1 Identification of materials matches the intended purpose for play and learning for the age category.
- 1.2 Identification of materials and collection method are in accordance with financial and physical resources of the organisation involved.  
  
Range      cost and availability.

- 1.3 Identification of materials and collection method are in accordance with culturally appropriate practices for the specified Pacific Island.

## **Element 2**

Create Pacific Island resources to develop skills in children's play and learning in an early childhood education setting.

Range evidence is required of three resources.

### **Performance criteria**

- 2.1 Resources are created to match skills to be developed and are suitable for children's play and learning.
- 2.2 Resources are created in accordance with culturally appropriate practices for the specified Pacific Island.

## **Element 3**

Use Pacific Island resources to develop skills in children's play and learning in an early childhood education setting.

### **Performance criteria**

- 3.1 Resources are used in activities to support children's play and learning.
- 3.2 Resources are used with children in a safe way and in accordance with culturally appropriate practices for the specified Pacific Island.

## **Element 4**

Assess and evaluate the Pacific Island resources.

### **Performance criteria**

- 4.1 Resources created are assessed in terms of suitability for children's play and learning activity.
- Range age, cultural relevance, health and safety aspects.
- 4.2 Evaluation of resources created and used demonstrates knowledge of value of play in terms of learning for children.
- 4.3 Results of evaluation are used to suggest further development or adjustment to the resources for future use.

### **Please note**

Providers must be accredited by the Qualifications Authority, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

---

### **Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.