

Assist in planning and implementing a Pacific Island cultural programme in an early childhood education setting

Level 4

Credits 4

Purpose People credited with this unit standard are able to: assist in the identification of learning styles and learning outcomes for a specified Pacific Island early childhood education programme; and contribute to the development of, and assist in the implementation of, a Pacific Island cultural programme in an early childhood education setting.

Subfield Pacific Islands Early Childhood Education

Domain Pacific Island Early Childhood Education: Cultural Support

Status Registered

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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 The programme must be relevant to a specified Pacific Island nominated by the candidate and agreed by the assessor. The Pacific Island programme must be in accordance with culturally appropriate practices for the specified Pacific Island within a New Zealand early childhood education setting.
- 3 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.
- 4 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).
- 5 This unit standard is intended for those who work in an assisting role with infants, toddlers, and young children.

Elements and performance criteria

Element 1

Assist in the identification of learning styles and learning outcomes for a specified Pacific Island early childhood education programme.

Performance criteria

- 1.1 Identification of learning styles is in accordance with culturally appropriate values and practices for the specified Pacific Island.
- 1.2 Identification of learning outcomes is in accordance with the traditions and practices for the specified Pacific Island.
- 1.3 Identification of learning outcomes is in accordance with the requirements of the organisation involved.

Element 2

Contribute to the development of a Pacific Island cultural programme for an early childhood education setting.

Performance criteria

- 2.1 Contributions are in accordance with culturally appropriate values, practices and traditions for the specified Pacific Island.
- 2.2 Contributions identify specific language and cultural resources required to meet children's learning requirements.
- 2.3 Contributions are in accordance with the specified Pacific Island cultural programme's learning outcomes.
- 2.4 Contributions to the documentation of the Pacific Island cultural programme are in accordance with the requirements of the organisation involved.

Element 3

Assist in the implementation of the Pacific Island cultural programme in an early childhood education setting.

Performance criteria

- 3.1 Implementation of the programme is in accordance with the requirements of the organisation involved.
- 3.2 Implementation of the programme is in accordance with culturally appropriate values, practices and traditions for the specified Pacific Island.

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 if you wish to suggest changes to the content of this unit standard.