

Demonstrate knowledge of Pacific Island protocols, and use them in an early childhood education setting

Level 4

Credits 5

Purpose People credited with this unit standard are able to: explain the structure and relationships within a Pacific Island family and community, and an early childhood education setting in New Zealand; and explain and use appropriate protocols and methods of communication for a Pacific Island, 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.

Visitors include parents, caregivers, members of the community.

Protocols to be observed may include – active listening, observation, verbal response, respectful behaviour, dress, when to speak, deciding who to speak to or with.

- 2 Protocols must be relevant to a specified Pacific Island nominated by the candidate and agreed by the assessor. The Pacific Island protocols will depend on the relationships of those involved in the communication and must be used in accordance with culturally appropriate practices for the specified Pacific Island within a New Zealand early childhood education setting. The method of communication must be appropriate to the protocol being observed.
- 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_kinderergarten/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).

Elements and performance criteria

Element 1

Explain the structure and relationships within a Pacific Island family, community, and an early childhood education setting in New Zealand.

Performance criteria

- 1.1 Explanation identifies traditional family structures within the specified Pacific Island community.

Range	family structures may include but are not limited to – head of family, spokesperson, advocate, decision maker.
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- 1.2 Explanation identifies the relationships and responsibilities within a family in the specified Pacific Island community.

1.3 Explanation identifies the relationships and social structures within a specified Pacific Island community.

Range in the Pacific Island and in New Zealand.

1.4 Explanation identifies the relationships within an early childhood education setting.

Range may include but is not limited to – children, family, community leaders, staff, visitors, government advisory service staff.

Element 2

Explain appropriate protocols for a specified Pacific Island to be used when communicating in an early childhood education setting in New Zealand.

Performance criteria

2.1 Explanation identifies protocols and methods of communication to be used in an early childhood education setting in accordance with the culturally appropriate practices for the specified Pacific Island.

Range between children and adults;
between adults and adults, may include but is not limited to – family, community leaders, staff, visitors, government advisory service staff.

Element 3

Use the protocols of a Pacific Island appropriately in an early childhood education setting.

Performance criteria

3.1 Protocols used during communication with children in an early childhood education setting are in accordance with the culturally appropriate practices for the specified Pacific Island.

3.2 Protocols used during communication with adults in the early childhood education setting are in accordance with the culturally appropriate practices for the specified Pacific Island.

Range may include but is not limited to – family, community leaders, staff, visitors, government advisory service staff.

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.