

NZQA Assessment Support Material

Unit standard	10013				
Title	Explain the relevance of the New Zealand Early Childhood Curriculum <i>Te Whāriki</i> as a framework for programme development				
Level	3	Credits	2	Version	6

Assessor guidelines

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors need to be very familiar with the outcome being assessed by the unit standard, and check that they are using a current version. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

This assessment resource provides an example of how a written assessment could be presented. However, a variety of approaches could be considered when gathering evidence.

For further information on assessment of standards, see the Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

INTRODUCTION

This unit standard is an introduction to education and care of children in an ECE service. 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 ECE.

This assessment activity contains three assessment tasks from which the learner will be required to explain the relevance of the New Zealand Early Childhood Curriculum *Te Whāriki* as a framework for programme development.

CONTEXT/SETTING

Assessment will occur in the candidate's usual teaching and learning environment/context.

AWARD OF CREDIT

To be awarded credit for this unit standard, the learner must complete all three written tasks, **explaining** the relevance of the New Zealand Early Childhood Curriculum *Te Whāriki* as a framework for programme development.

They will be assessed on:

- explaining the purpose and aspirations of *Te Whāriki*
- explaining how the early childhood curriculum *Te Whāriki* is organised (including principles, strands, goals, learning outcomes, other features)
- explaining the relevance of *Te Whāriki* as a bicultural framework for ECE programme development
 - for children's early learning and development
 - to build relationships between educators and whānau/families

The assessor must be satisfied that the learner can demonstrate competence against the unit standard. The explanations must involve more than the learner copying extracts from *Te Whāriki*.



CONDITIONS OF ASSESSMENT



This is an **open book assessment** that will take place over a timeframe set by the assessor. This is an individual assessment and has written tasks only.



Learners may refer to other resources, such as their worksheets, textbooks, and the internet but must complete their own work using their own words. Accessing *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, Early Childhood Curriculum* will be essential for this assessment.



The assessor will provide learners with information regarding timeframes for this assessment.

NOTES FOR ASSESSORS, INCLUDING DEFINITIONS

- 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.
- *Children* refers to the three 'broad age groups' as defined in *Te Whāriki for children*. These are overlapping age categories and are defined as:
 - infant – birth to 18 months;
 - toddler – one year to three years;
 - young child – two and a half years to school entry age.
- *Educator* may be persons and groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.
- *Whānau/families* may be parents, guardians, or members of the extended family who have an interest in the child.

RESOURCE REQUIREMENTS

- Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media), 2017; available at <https://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/>

Assessment Schedule

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Title	Explain the relevance of the New Zealand Early Childhood Curriculum <i>Te Whāriki</i> as a framework for programme development				
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Outcome 1: Explain the relevance of the New Zealand Early Childhood Curriculum *Te Whāriki* as a framework for programme development

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.1</p> <p><i>Te Whāriki</i> is explained in terms of its purpose and aspirations.</p>	<p>Task One - Written Answers</p> <p>Evidence recorded in the table, and the explanation is in the learner's own words (more than copying extracts from <i>Te Whāriki</i>).</p> <p>Table 1 - Purpose of <i>Te Whāriki</i></p> <p>Te Whāriki is the national curriculum document for early childhood education (ECE), to be used with all children from birth to school entry. It sets out a framework of principles, strands, goals and learning outcomes that each setting will use as the basis for a 'local' curriculum. (Source: MoE, 2019)</p> <p>The purpose of <i>Te Whāriki</i> is to provide consistent education in all chartered Early Learning Services, while allowing the individual providers to implement practice in accordance with its service. The purpose also reflects the bicultural partnership between Māori and Non-Māori.</p>	<p>The table is complete and accurately explains (not just restates) the purpose and four aspirations of <i>Te Whāriki</i>.</p>

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Evidence requirements	Evidence for achievement	Judgements for achievement
	<p>Table 2 -The aspirations of Te Whāriki. Te Whāriki is based on the aspirations that children grow up:</p> <ul style="list-style-type: none"> • as competent and confident learners and communicators, • healthy in mind, body and spirit, • secure in their sense of belonging, and • secure in the knowledge that they make a valued contribution to society. 	
<p>ER 1.2</p> <p><i>Te Whāriki</i> is explained in terms of how the early childhood curriculum is organised.</p> <p>Range includes but is not limited to - principles, strands, goals, learning outcomes, other features</p>	<p>Task Two - Written answers</p> <p>Evidence accurately explaining (not just restating) how Te Whāriki is organised is recorded in the table. For example, an explanation such as:</p> <p>Principles</p> <ol style="list-style-type: none"> 1. The principles describe the four fundamental expectations of all ECE provision in NZ <ul style="list-style-type: none"> • Empowerment/Whakamana, • Holistic development/kotahitanga, • Family and community/Whānau Tangata, • Relationships/Ngā Hononga <p>The curriculum updating process has left the principles and strands untouched from the original in 1996.</p> <p>Strands</p> <ol style="list-style-type: none"> 1. The strands describe the five areas of learning and development, and together with the principles provide the framework for a holistic curriculum. 	<p>The table is complete and accurately explains how the updated (2017) <i>Te Whāriki</i> is organised, including statement and explanation of:</p> <ul style="list-style-type: none"> • Principles • Strands • Goals • Learning outcomes • Other features

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	<p>2. The five strands (dual English and Māori names):</p> <ul style="list-style-type: none"> • Wellbeing / Mana atua • Belonging / Mana whenua • Contribution / Mana tangata • Communication / Mana reo • Exploration / Mana aotūroa <p>Goals</p> <ol style="list-style-type: none"> 1. The goals are for teachers/kaiako. 2. They describe characteristics of facilitating environments and pedagogies that are consistent with the principles and that will support children’s learning and development across the strands of the curriculum. <p>Learning outcomes</p> <ol style="list-style-type: none"> 1. Broad statements of valued learning. 2. Designed to inform curriculum planning and evaluation and to support the assessment of children’s progress. For further info on the goals and LOs, see https://www.education.govt.nz/assets/Documents/Early-Childhood/FINAL-ELS-Te-Whariki-ENG-A2-Poster.pdf <p>Other features</p> <ol style="list-style-type: none"> 1. Discusses how <i>Te Whāriki</i> pathways to school and kura 2. Includes information about te Te Tiriti o Waitangi the Treaty of Waitangi and implications within ECE and for inclusivity. 3. Includes a glossary of Maori and Pasifika words. 4. A section on assessment, planning and evaluation. 	

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Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.3</p> <p>The relevance of <i>Te Whāriki</i> as a bicultural framework for ECE programme development is explained in terms of children’s early learning and development and building partnerships between educators and whānau/families.</p> <p>evidence for one type of educator is required</p>	<p>Task Three - Written answers</p> <p>Evidence in the table explaining how Te Whāriki is relevant as a bicultural framework for ECE programme development in terms of:</p> <p>Paragraph (A), for children’s early learning and development. <i>Te Whāriki</i> was developed and updated in consultation with early childhood communities around New Zealand and was supported with extensive research. <i>Te Whāriki</i> provides educators in an ECE service (such as a Pasifika language nest) with specific guidelines for promoting the learning foundations and healthy development for young children in New Zealand to become contributing citizens of society.</p> <p>Paragraph (B), for building partnerships between educators and whānau/families. <i>Te Whāriki</i> acknowledges the importance of a working partnership between an ECE service such as a home base provider and a child’s family. The working partnership is used to create a reciprocal responsibility for educating and caring for each individual child within the ECE service.</p>	<p>At least two paragraphs are included.</p> <p>One paragraph (A) accurately explains how <i>Te Whāriki</i> is relevant for one type of educator as a bicultural framework for ECE programme development for children’s early learning and development.</p> <p>One paragraph (B) accurately explains how <i>Te Whāriki</i> is relevant as a bicultural framework for ECE programme development for building partnerships between educators and whānau/families for one type of educator.</p>