

NZQA Assessment Support Material

Unit standard	10019				
Title	Describe and contribute to safe practices and a safe environment for children in an ECE service				
Level	3	Credits	3	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, and when a verification of the learner's work is required. 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 developed for unit standard 10019 version 6 contains two assessment tasks from which the learner will be required to describe and contribute to safe practices and a safe environment for children in an ECE service.

CONTEXT/SETTING

Assessment will occur in the learner's usual teaching and learning environment/context, and components of this assessment require the learner to be assessed in an ECE service.

It is recommended that learners be given the opportunity to observe ECE centre routines and build meaningful relationships with children and staff before being assessed engaging in routines and interactions. This may require two or more visits of at least one-hour duration for each learner with the same child or group of children.

AWARD OF CREDIT

To be awarded credit for this unit standard, the learner must complete both written and practical tasks (tables and worksheets). They will be assessed on:

- identifying and describing factors which contribute to a safe environment for children in terms of regulatory requirements and current ECE practice. (*task 1 – ER 1.1*)
- describing methods to minimise hazards in relation to providing a safe environment. (*task 1 – ER 1.2*)
- describing requirements and procedures for dealing with emergencies in terms of current ECE practice. (*task 1 – ER 1.3*)
- implementing a checking system to maintain a safe environment in accordance with current ECE practice. (*task 2 – ER 2.1*)
- implementing safe practices that contribute to a safe environment for children. (*task 2 – ER 2.2*)
- implementing environmental hygiene practices to maintain a safe environment. (*task 2 – ER 2.3*)
- describing and demonstrating strategies that assist a child to use safe practices in terms of current ECE practice. (*task 2 – ER 3.1*)
- evaluation of own strategies used to assist a child to use safe practices, in terms of redirecting children from unsafe situations, assisting children to learn safe self-care skills and to choose methods to keep themselves safe. (*task 2 – ER 3.2*)



The assessor must be satisfied that the learner can demonstrate competence against the unit standard. Task two requires verifier/supervisor sign-off in a practical ECE setting.

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 and practical tasks. The practical tasks will be completed in an ECE service, and the assessor must ensure appropriate permissions and consent have been obtained (see below).



Learners may use their class notes or any other relevant material to help guide their responses, which are to be written in their own words. Encouraging the learners to access the resources listed on the next page may be helpful for this assessment.



The assessor will provide learners with information regarding timeframes for this assessment. It is likely that the written and practical assessment tasks will be undertaken at different times.



The person who verifies the learners work must be someone in a role with appropriate responsibility to confirm their performance meets the standard (e.g. a supervisor who works with the learner regularly at the ECE service). Asking a workmate to carry out the verifier role is not acceptable.

The verifier must have appropriate opportunities to observe the learner's actual performance and must accept/own the responsibility to confirm the evidence meets the required level of performance for this standard.



The 'Worksheet' in task two can be used to verify observations of the learner's actual performance. Observations can be carried out by a verifier/supervisor when the assessor may not be present at the ECE service/workplace.

PERMISSIONS AND CONSENT

- **Permissions** - Completion of this standard requires practical experience within an early childhood setting. These placements will **require the learner to pass a safety check** consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014, safety checking regulations, and guidelines see <https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/safety-checking/>.
- **Consent** - Signed consent from legal guardian/s of the child and any other child that may be observed, or digitally recorded. Learners must adhere to the ECE services policies and procedures for use of photographs, consents and observations of a child or children, use of information, information access, or permission to observe form in accordance with the ECE services policies and procedures.

NOTES FOR ASSESSORS, INCLUDING DEFINITIONS

- Learners will need practical experience with children in an ECE service and be evaluated by an assessor/verifier in the ECE service.
- An *early childhood education (ECE) service* may include a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator. Evidence of one type of service is required in this unit standard.
- *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.
- 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.
- *Emergencies* refer to civil emergencies such as earthquakes, floods, accidents, fire, chemical spillage, civil disputes; potential criminal acts such as hold-ups, kidnapping, terrorism; pandemics.

RESOURCE REQUIREMENTS

- Ministry of Civil Defence & Emergency Management, *Early Childhood Education Services Emergency Planning Guidance*, available at <https://www.civildefence.govt.nz/cdem-sector/guidelines/early-childhood-education-services-emergency-planning-guidance/>.
- Ministry of Education, *Emergencies and traumatic incidents*, available at <http://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/>.
- Ministry of Education, *Licensing criteria for ECE services* (playgroups; centre-based, home-based, or hospital-based services; ngā kōhanga reo) available at <http://www.education.govt.nz/early-childhood/running-an-ece-service/the-regulatory-framework-for-ece/licensing-criteria/>.
- Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

LEGISLATION

Legislation, Regulations and Conventions include but are not limited to:

- Care of Children Act 2004
- Children, Young Persons, and Their Families Act 1989
- Children's Act 2014
- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Health and Safety at Work Act 2015
- Health (Immunisation) Regulations 1995
- Human Rights Act 1993
- Privacy Act 1993
- United Nations Convention on the Rights of the Child (UNCRC), 1989

Assessment Schedule

Unit standard		10019			
Title	Describe and contribute to safe practices and a safe environment for children in an ECE service				
Level	3	Credits	3	Version	6

Outcome 1: Describe a safe environment for children in an ECE service		Range: evidence of one age category
Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.1 Factors contributing to a safe environment for children are identified and described in terms of regulatory requirements and current ECE practice.</p> <p>Range: safe environment may include but is not limited to</p> <ul style="list-style-type: none"> - indoor and outdoor play environment, - transition area, - bathroom area, - excursions, - transport, - storage, - animals; 	<p>Task One - Written Answers (table 1)</p> <p>Safe environments may include but are not limited to: indoor and outdoor play environment; transition area; bathroom area; excursions; transport; storage; animals; another area.</p> <p>Evidence of four factors contributing to a safe environment recorded in the Task one – table 1: Safe environment table, for a specified age category (e.g. toddler). For example:</p> <p>Indoor and outdoor play environment</p> <ul style="list-style-type: none"> • Regulations state that centres must provide sufficient indoor and outdoor space for children to play. • Centres do a safety check every morning. • Play items are within the child’s reach • Sandpit is raked before each session • Centres must have the correct ratios of adults to children. • Gates are secured. 	<p>The task one – table 1 is complete and correctly identifies and describes four different factors which contribute to a safe environment for children, and also describes how each factor complies with regulatory requirements for current ECE practice.</p>

Outcome 1: Describe a safe environment for children in an ECE service

Range: evidence of one age category

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>evidence of four factors</p>	<ul style="list-style-type: none"> Regulations state that the centre must provide areas for children to be involved in individual and group activities and areas that they can be physically active in. <p>Transition Area:</p> <ul style="list-style-type: none"> Parents must sign their children in at the beginning of the day and out at the end of the day. <p>The bathroom area:</p> <ul style="list-style-type: none"> There are regulations about the toilet area in a centre e.g. there must be one toilet that gives children some privacy. The floor is free from wet spills <p>Transport/Excursions:</p> <ul style="list-style-type: none"> Centres need the written permission of parents when children travel in car. Vehicles must be parked safely and away from entrances. <p>Storage:</p> <ul style="list-style-type: none"> Cleaning schedule which identifies when storage areas are to be cleaned. Clear guidelines on storage of any chemicals etc 	
<p>ER 1.2</p> <p>Methods of minimising hazards are described in relation to providing a safe environment.</p> <p>Range: evidence of at least two hazards.</p>	<p>Task one - Written answers (table 2)</p> <p>Evidence of at least two hazards and two methods to minimize each hazard is recorded in the Task one – table 2 minimizing hazards table, for a specified age category (e.g. toddler).</p> <p>Examples of hazards may include:</p> <ul style="list-style-type: none"> Health and safety risks 	<p>The task one – table 2 is completed with at least TWO hazards and two methods to minimise each hazard correctly described in relation to providing a safe environment.</p>

Outcome 1: Describe a safe environment for children in an ECE service

Range: evidence of one age category

Evidence requirements	Evidence for achievement	Judgements for achievement
	<ul style="list-style-type: none"> • Unsafe play resources • Inappropriate behaviour • Low adult : child ratios • Insufficient space • Cultural insensitivity <p>For example, evidence includes a description of hazards & methods to minimise them, for example:</p> <p>Health and safety hazards:</p> <ul style="list-style-type: none"> • Isolate child with contagious illness from other children. • Have a checking system that alerts you to waste and water spills <p>Unsafe play resources:</p> <ul style="list-style-type: none"> • Remove the unsafe play resource. • Play resources checked regularly to ensure still safe <p>Inappropriate behaviour:</p> <ul style="list-style-type: none"> • Have a positive guidance policy which all teachers follow. • Communicate appropriate behaviour expectations e.g. posters <p>Low adult : child ratios:</p> <ul style="list-style-type: none"> • Increase the number of adults to raise the adult : child ratio. • Maintain list of relief staff and/or parent help to call on when required <p>Insufficient space:</p> <ul style="list-style-type: none"> • Removal of unnecessary objects. • Limit number of children <p>Cultural insensitivity:</p> <ul style="list-style-type: none"> • Respect of Te Tiriti of Waitangi in the ECE service. • Communicate and model appropriate cultural behaviour 	<p>Evidence of one age category is provided:</p> <ul style="list-style-type: none"> • Infant • Toddler • Young child

Outcome 1: Describe a safe environment for children in an ECE service		Range: evidence of one age category
Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.3 Requirements and procedures for dealing with emergencies are described in terms of current ECE practice.</p> <p>Range: evidence includes but is not limited to - Emergency Plan and emergency drills for use in a range of emergency circumstances;</p> <p>evidence of at least two emergency procedures.</p>	<p>Task Three - Written answers (table 3)</p> <p>Emergencies may include:</p> <ul style="list-style-type: none"> • Civil emergencies such as earthquakes, floods, accidents, fire, chemical spillage, Civil disputes • Potential criminal acts such as hold-ups, kidnapping, terrorism • Pandemics <p>Reference to the Ministry of Civil defence & Emergency Management, <i>Early Childhood Education Services Emergency Planning Guidance</i>, available at https://www.civildefence.govt.nz/cdem-sector/guidelines/early-childhood-education-services-emergency-planning-guidance/</p> <p>Evidence of requirements and procedures for dealing with emergencies is recorded in the Task one – table 3 template, for a specified age category (e.g. toddler).</p> <p>1. Description of what an emergency plan for an ECE service is and what it consists of. E.g. An Emergency Plan is an action plan developed, agreed upon, and documented in consultation with management, staff and families. It should have the support and involvement of parents and the local community (such as neighbours), so they will know what they can do to help an ECE service in an emergency if necessary. An Emergency Plan can consist of maps, written procedures for how you will respond during emergency situations, written administrative details of responsibilities and relationships with organisations and services, contact lists, checklists, and pre-prepared forms to be completed (such as a closure notice).</p>	<p>The emergency plan and emergency drills evidence for use in a range of emergency circumstances is correctly described in terms of current ECE practice.</p> <p>Requirements and procedures for dealing with each of the two different emergencies is correctly described in terms of current ECE practice.</p> <p>Evidence of one age category is provided:</p> <ul style="list-style-type: none"> • Infant • Toddler • Young child

Outcome 1: Describe a safe environment for children in an ECE service

Range: evidence of one age category

Evidence requirements	Evidence for achievement	Judgements for achievement
	<p>Comment about how children, family/whanau are involved. E.g. each child is provided with a safety bag and checklist of items for parents to fill the bag with. Items include spare warm clothes, water, a torch with spare batteries, a hypothermia blanket, emergency contact details, medication, and comfort food.</p> <p>2. Emergency drills for use in at least TWO different emergency circumstances are described. e.g. Earthquake: Drop, cover, hold (and tsunami hikoi/evacuation if in a coastal area); emergency drills held every 3 months (rotated with other emergency drills for fire, dangerous person etc).</p> <p>3. ECE procedure for dealing with each of TWO different emergencies is described. May include:</p> <ul style="list-style-type: none"> • Adhering to health and safety policies and procedures • Keep yourself safe first – you cannot help children if you are also unsafe • Help children to safety and keep calm • Follow the centre emergency plan or procedure • Assist other adults and work together as a team to ensure the safety of everyone • It is important to stay calm in an emergency and to reassure children as they may be frightened and confused • Adults should give clear and positive instructions in a clear and calm voice • The teacher should call out for help from other adults • Check roll for all children; call parents. 	

Outcome 1: Describe a safe environment for children in an ECE service

Range: evidence of one age category

Evidence requirements	Evidence for achievement	Judgements for achievement
	<p>e.g. Chemical Spillage procedure</p> <ul style="list-style-type: none">Administer first aid immediately if required, call an ambulanceLead children away from the spillContain spill if possibleCordon off the areaCall the authorities to handle it professionallyFollow MOE guidelines <p>e.g. Earthquake procedure</p> <ul style="list-style-type: none">Trial earthquake drills will be held regularlyProcedures will be displayed and are to be followedFamiliarity with Civil Defence 'Turtle Safe' video contentDrop, cover their head and get down like a turtleReassure children, tell them to remain calmCheck for hazards, and when order is restoredCheck roll for all childrenCall parents if necessaryFollow the MOE guidelines	

Outcome 2: Contribute to a safe environment for children in an ECE service		Range: evidence of one age category
Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 2.1 A checking system is implemented to maintain a safe environment in accordance with current ECE practice.</p>	<p>Task two - Written Answers in worksheet 1 verified in an ECE service</p> <p>Evidence of a checking system recorded in Task two – worksheet 1, for a specified age category (e.g. toddler), with implementation verified. For example, implementing:</p> <ul style="list-style-type: none"> • Sleep room checking system/ checklists for monitoring sleeping children • Checking system for outdoor equipment maintenance • Emergency procedures for fire, earthquake or other emergencies • Health and safety checklists e.g. cleaning or hazard management • A roll of children present, and visitor sign-in book 	<p>Evidence is provided of one checking system that the learner has correctly used to maintain a safe environment in accordance with current ECE practice.</p> <p>Evidence of one age category is provided: - Infant or toddler or young child</p> <p>Verifier's/Supervisor's signature evident.</p>
<p>ER 2.2 Safe practices that contribute to a safe environment for children are implemented.</p> <p>Range: safe practices include but are not limited to</p> <ul style="list-style-type: none"> - visual and auditory scanning, - monitoring high risk areas, - positioning. 	<p>Task two - Written Answers in worksheet 1 verified in an ECE service</p> <p>Evidence of implementing safe practices recorded in Task two – worksheet 1, for a specified age category (e.g. toddler), and verified. Some examples of safe practices implemented may be:</p> <ul style="list-style-type: none"> • Visual and auditory scanning Scan the room for potential dangers while doing other activities with the children. Being alert to sounds that may indicate danger or that an accident has occurred. • Monitoring high risk areas Explaining to children playing in a risk area of how to be safe, and any rules to encourage safe play • Positioning Position self where I could see most of an area or of a group of children etc 	<p>Evidence is provided of how the learner has correctly implemented safe practices that contribute to a safe environment for children, for at least visual and auditory scanning, monitoring high risk areas, and positioning.</p> <p>Evidence of one age category is provided:</p> <ul style="list-style-type: none"> • Infant or toddler or young child <p>Verifier's/Supervisor's signature evident.</p>

Outcome 2: Contribute to a safe environment for children in an ECE service		Range: evidence of one age category
Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 2.3 Environmental hygiene practices are implemented to maintain a safe environment.</p> <p>Range: evidence of two hygiene practices</p>	<p>Task two - Written Answers in worksheet 1 verified in an ECE service</p> <p>Evidence of implementing two environmental hygiene practices recorded in Task two – worksheet 1, for a specified age category (e.g. toddler), and verified.</p> <p>Some examples of environmental hygiene practices implemented may include:</p> <ul style="list-style-type: none"> • Regular cleaning of equipment and the environment • Responding quickly to clean accidental spills e.g. body fluids or chemicals. • Maintaining high standards of hygiene when handling food e.g. washing hands, using tongs. 	<p>Evidence is provided of two environmental hygiene practices the student has correctly implemented to maintain a safe environment in the ECE service.</p> <p>Evidence of one age category is provided:</p> <ul style="list-style-type: none"> • Infant or toddler or young child <p>Verifier's/Supervisor's signature evident.</p>

Outcome 3: Describe, demonstrate and evaluate strategies to assist a child to use safe practices in an ECE service.		
Range: evidence one age category; strategies may include but are not limited to – modelling, prompting, supporting, guiding, questioning.		
Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 3.1 Strategies that assist a child to use safe practices are described and demonstrated in terms of current ECE practice.</p>	<p>Task two - Written Answers in worksheet 2 verified in an ECE service</p> <p>Safe practices may include</p> <ul style="list-style-type: none"> • Personal hygiene • Sun safety • Road safety • Water safety • Play safety 	<p>Evidence is provided that the learner has correctly described and demonstrated at least three strategies that assist a child to learn safe practices in the ECE service, in terms of current ECE practice.</p>

Outcome 3: Describe, demonstrate and evaluate strategies to assist a child to use safe practices in an ECE service.

Range: evidence one age category; strategies may include but are not limited to – modelling, prompting, supporting, guiding, questioning.

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>Range: evidence of safe practices may include but are not limited to</p> <ul style="list-style-type: none"> - personal hygiene, - sun safety, - road safety, - water safety, - play safety; <p>evidence of at least three strategies</p>	<p>Strategies may include:</p> <ul style="list-style-type: none"> • modelling • prompting • supporting • guiding • questioning • or some other strategy. <p>Evidence – description of at least three strategies demonstrated by the learner are recorded in Task two – worksheet 2, for a specified age category (e.g. toddler), and verified.</p> <p>For example, evidence of strategies described and demonstrated include:</p> <ul style="list-style-type: none"> • Positive guidance - verbal encouragement and praise • Prompting - reinforcing rules and routines of the centre e.g. hand washing after toileting, no hat no play for outside, crossing roads with adult and at pedestrian crossing. Call out “Stop! That is not safe” to prevent a child being hurt e.g. from running behind a moving car; Give simple instructions e.g. hold the scissors this way • Supporting and modelling - playing games that include safe practices e.g. action song re cleaning teeth, road safety; and then practicing 	<p>Evidence of one age category is provided: - Infant or toddler or young child</p> <p>Verifier’s/Supervisor’s signature evident.</p>
<p>ER 3.2 Own strategies used to assist a child to use safe practices are evaluated in terms of redirecting children from unsafe situations, assisting</p>	<p>Task two - Written Answers verified in an ECE service</p> <p>Evidence – evaluation of at least three strategies demonstrated by the learner are recorded in Task two – worksheet 2, for a specified age category (e.g. toddler), and verified.</p> <p>The evaluation of each of the strategies will be in terms of:</p>	<p>Evidence is provided that at least three strategies that assist a child in choosing methods to use safe practices in the ECE service are evaluated, with</p>

Outcome 3: Describe, demonstrate and evaluate strategies to assist a child to use safe practices in an ECE service.

Range: evidence one age category; strategies may include but are not limited to – modelling, prompting, supporting, guiding, questioning.

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>children to learn safe self-care skills and to choose methods to keep themselves safe.</p> <p>Range: evidence of at least three strategies</p>	<p>1. redirecting children from unsafe situations. I redirected a child to a different activity and reinforced the rules e.g. toddler was trying to climb a fence, so I took them to sand play and climbing equipment and reminded them of rules re climbing.</p> <p>2. assisting children to learn safe self-care skills. I modelled safe practices by showing children what to do (e.g. giving simple instructions on how to hold the scissors). I used songs and books which reinforce desirable behaviour.</p> <p>3. assisting children to choose methods to keep themselves safe. I used posters and stickers which displayed safe practices to help remind the toddler to choose safe practice (e.g. washing hands in bathroom); and demonstrated how the toddler could follow the lead of older children (e.g. crossing the road at a pedestrian crossing). We watched 'Turtle Drop' and talked about not being by glass windows in an earthquake.</p>	<p>appropriate examples of learners use of the strategies, in terms of:</p> <ol style="list-style-type: none"> 1. redirecting children from unsafe situations, 2. assisting children to learn safe self-care skills, and 3. assisting children to choose methods to keep themselves safe <p>Verifier's/Supervisor's signature evident.</p>