

## Field Education

### Review of *Early Childhood Education and Care* unit standards

Subfield	Domain	ID
Early Childhood Education and Care	Early Childhood: Educational Theory and Practice	9302, 10013, 10019, 10020-10024, 10026, 26707, 26708, 26709, 26711, 26712, 27145
	Early Childhood: Family, Whānau, Community, and Society	20406, 20407, 27146
	Early Childhood: Professional Practice	10032, 12736, 26715, 26716

NZQA National Qualifications Services has completed the review of the 22 Early Childhood Education and Care (ECE) unit standards at Levels 2 to 4 listed above.

**Date new versions published**

**April 2017**

**Planned review date**

**December 2021**

### Summary

The mandatory review of ECE qualifications was completed with new New Zealand qualifications approved in February 2016. A suite of 29 new and five reviewed existing ECE unit standards at Levels 2 to 4 have been developed to align with the graduate profile outcomes in content and credit value for the following qualifications:

- New Zealand Certificate in Early Childhood Learning and Care (Level 2) [Ref: [2848](#)]
- New Zealand Certificate in Early Childhood Education and Care (Level 3) [Ref: [2849](#)]
- New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: [2850](#)].

During 2015/16 a working group met to develop and review the standards, with members collectively having the necessary ECE skills and experience with target learners, qualification development and unit standards assessment. The project was further informed by feedback from the email support network during the unit standard development and review process.

Key stakeholders and organisations with consent to assess have had the opportunity to review these units and offer feedback. The standards were available via the NZQA website to the wider ECE sector network for consultation and endorsement August/September 2016. All feedback was considered and actioned where appropriate.

### Main changes

- A suite of 34 ECE unit standards have been designed to align with the new qualifications at Levels 2 to 4 – 29 new standards and five current standards.
- 17 reviewed current unit standards were recommended for replacement by the new standards (Category C review) as they duplicate content in the new standards.

- Five current standards have been retained (Category B review) with some changes to title (10013, 10019, 10026, 26708), credits (10019, 26707, 26708), explanatory notes, outcomes and evidence requirements. These standards were clarified to better reflect intent and to align with the new qualifications and current practice.

**Category C unit standards will expire 31 December 2019, to coincide with the expiry of the National qualifications in Early Childhood Education and Care.**

**The last date for assessment of superseded versions of Category B unit standards is also 31 December 2019.**

### Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	Classification or ID	Level	Nature of consent	Classification or ID	Level
Subfield	Early Childhood Education and Care	2	Standards	29865, 29866, 29868, 29869,	3
Subfield	Early Childhood Education and Care	3	Standards	29879, 29880	4
Domain	Early Childhood: Educational Theory and Practice	2	Standard	29861	2
Domain	Early Childhood: Educational Theory and Practice	2	Standards	29865, 29866	3
Domain	Early Childhood: Professional Practice	2	Standards	29868, 29869	3
Domain	Early Childhood: Professional Practice	3	Standards	29879, 29880	4
Standard	9302	4	Standard	29872	4
Standard	10020	2	Standard	29854	2
Standard	10021	2	Standard	29852	2
Standard	10021	2	Standard	29866	3
Standard	10022	2	Standard	29855	2
Standard	10023	2	Standard	29855	2
Standard	10024	2	Standard	29853	2
Standard	10024	2	Standard	29865	3
Standard	10032	2	Standard	29869	3
Standard	12736	3	Standards	29879, 29880	4
Standard	20406	3	Standard	29867	3
Standard	20407	3	Standard	29867	3
Standard	26709	3	Standard	29863	3
Standard	26711	4	Standard	29861	2
Standard	26711	4	Standard	29881	4
Standard	26712	2	Standard	29852	
Standard	26712	2	Standard	29866	3
Standard	26715	2	Standard	29868	3
Standard	26716	4	Standards	29879, 29880	4
Standard	27145	3	Standard	29863	3
Standard	27146	3	Standards	29870, 29871	3

## Detailed list of reviewed unit standards – classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Education > Early Childhood Education and Care > Early Childhood: Educational Theory and Practice

ID	Title	Level	Credit	Review Category
9302	Demonstrate knowledge of children's learning and how learning theories influence practice in an ECE service	4	6	C
<b>29872</b>	<b>Demonstrate knowledge of how theories of children's learning and development influence practice in an ECE service</b>	<b>4</b>	<b>5</b>	
10013	Explain the purpose, aspirations, structure, and relevance of the New Zealand Early Childhood Curriculum, Te Whāriki <b>Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development</b>	3	2	B
10019	Describe and contribute to safe practices and a safe environment for a child in an ECE service <b>Describe and contribute to safe practices and a safe environment for children in an ECE service</b>	3 <b>3</b>	4 <b>3</b>	B
10020	Describe personal and environmental hygiene and safety practices in an ECE service <b>Describe personal and environmental hygiene and safety practices for the care of young children</b>	2 <b>2</b>	2 <b>2</b>	C
10021	Describe the basic needs of children in an ECE service	2	3	C
26712	Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service	2	4	C
<b>29852</b>	<b>Demonstrate knowledge of the basic needs and nutrition that support young children's holistic wellbeing and development</b>	<b>2</b>	<b>4</b>	
<b>29866</b>	<b>Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an ECE service</b>	<b>3</b>	<b>2</b>	

ID	Title	Level	Credit	Review Category
10022	Demonstrate knowledge of attachment patterns and short-term separation in an ECE service	2	3	C
10023	Describe transition situations in an ECE service	2	2	C
<b>29855</b>	<b>Describe attachment relationships and strategies used to support transitions for young children</b>	<b>2</b>	<b>3</b>	
10024	Demonstrate knowledge of promoting the health and wellbeing of children in an ECE service	2	3	C
<b>29853</b>	<b>Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children</b>	<b>2</b>	<b>3</b>	
<b>29865</b>	<b>Describe and reflect on practices to protect and promote the health and holistic wellbeing of children in an ECE service</b>	<b>3</b>	<b>4</b>	
10026	Demonstrate knowledge of the development and learning of children and its relevance to an ECE service	3	5	B
	<b>Demonstrate knowledge of children's development and learning and their relevance to an ECE service</b>	<b>3</b>	<b>5</b>	
26707	Describe the value of play and create resources for children's development and learning in an ECE service	3	6 4	B
26708	Develop reciprocal and responsive relationships with a child in an ECE service	3	5	B
	<b>Develop respectful, reciprocal and responsive relationships with children in an ECE service</b>		<b>4</b>	
26709	Conduct an observation of a child in an ECE service	3	3	C
27145	Develop, implement, and evaluate a learning plan for children in an ECE service	3	4	C
<b>29863</b>	<b>Develop, implement and evaluate a learning plan based on observation of a child in an ECE service</b>	<b>3</b>	<b>5</b>	
<b>29856</b>	<b>Describe and demonstrate care practices for infants and toddlers</b>	<b>2</b>	<b>2</b>	<b>New</b>
<b>29857</b>	<b>Describe patterns of development and learning for young children</b>	<b>2</b>	<b>5</b>	<b>New</b>
<b>29858</b>	<b>Provide and reflect on the value of play experiences for a child's development and learning</b>	<b>2</b>	<b>5</b>	<b>New</b>
<b>29860</b>	<b>Describe strategies and practices used to develop positive relationships and to guide behaviour in young children</b>	<b>2</b>	<b>6</b>	<b>New</b>

ID	Title	Level	Credit	Review Category
29864	Demonstrate knowledge of attachment theories, behaviours and transition support in an ECE service	3	3	New
29873	Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki to inform ECE practice	4	5	New
29874	Plan, implement, analyse and evaluate enriching experiences that enhance learning for a child in an ECE service	4	5	New
29875	Contribute to providing an early childhood environment that enhances the health, wellbeing, care and safety of children	4	7	New
29877	Use and evaluate strategies to engage in relationships and support children's social competence in an ECE community	4	5	New

Education > Early Childhood Education and Care > Early Childhood: Family, Whānau, Community, and Society

ID	Title	Level	Credit	Review Category
20406	Demonstrate knowledge of, and apply, effective communication with diverse whānau/families in an ECE service	3	4	C
20407	Demonstrate knowledge of cultural diversity in an ECE service	3	4	C
29867	<b>Demonstrate knowledge of diverse whānau/families and use a range of effective communication strategies in an ECE service</b>	3	5	
27146	Demonstrate knowledge of organisations relevant to ECE services in Aotearoa/New Zealand	3	4	C
29870	<b>Demonstrate knowledge of te Tiriti o Waitangi, legislation and organisations relevant to ECE services in New Zealand</b>	3	4	
29871	<b>Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand</b>	3	3	
29859	Describe values and beliefs that inform own personal approach to the learning and care of young children	2	4	New
29876	Use culturally responsive strategies to build relationships and communicate effectively in an ECE community	4	5	New

Education > Early Childhood Education and Care > Early Childhood: Professional Practice

ID	Title	Level	Credit	Review Category
10032	Demonstrate knowledge of ethics in an ECE service	2	2	C
29869	<b>Demonstrate knowledge of ethical responsibility to guide practice in an ECE service</b>	3	3	

ID	Title	Level	Credit	Review Category
12736	Demonstrate knowledge of funding for an ECE service	3	2	C
26716	Describe the roles and responsibilities of adults and the impact of statutory agencies in an ECE service	4	5	C
<b>29879</b>	<b>Describe societal influences, practices and legislative requirements that support child protection in an ECE service</b>	<b>4</b>	<b>4</b>	
<b>29880</b>	<b>Describe the roles and responsibilities, administration and reporting requirements, and funding for an ECE service</b>	<b>4</b>	<b>4</b>	
26715	Describe professional image and demonstrate professional behaviours required of an early childhood educator	2	3	C
<b>29868</b>	<b>Demonstrate professional behaviour and manage personal health and wellbeing in an ECE service</b>	<b>3</b>	<b>4</b>	
<b>29878</b>	<b>Manage own health, wellbeing and personal and professional development as an educator in an ECE service</b>	<b>4</b>	<b>3</b>	<b>New</b>

Education > Early Childhood Education and Care

ID	Domain	Title	Level	Credit	Review Category
26711	Early Childhood: Educational Theory and Practice	Demonstrate knowledge of inclusive education in an ECE service and the roles of support agencies	4	3	C
<b>29861</b>	<b>Early Childhood: Family, Whānau, Community, and Society</b>	<b>Identify and describe agencies/services available in the community to support young children and families</b>	<b>2</b>	<b>3</b>	
<b>29881</b>	Early Childhood: Educational Theory and Practice	<b>Demonstrate understanding of diverse philosophical and cultural ECE contexts to inform own ECE practice in New Zealand</b>	<b>4</b>	<b>4</b>	