

Title	Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development		
Level	3	Credits	2

Purpose	<p>People credited with this unit standard are able to explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development.</p> <p>This unit standard is intended primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 3) [Ref: 2849].</p> <p>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.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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Available grade	Achieved
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Explanatory notes

- 1 Candidates 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.

- 2 Definitions

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.

- 3 Legislation includes but is not limited to:
 Education Act 1989
 Education (Early Childhood Services) Regulations 2008
 Vulnerable Children Act 2014
 and subsequent amendments.
- 4 References
 Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.

Outcomes and evidence requirements

Outcome 1

Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development.

Evidence requirements

- 1.1 Te Whāriki is explained in terms of its purpose and aspirations.
- 1.2 Te Whāriki is explained in terms of how the early childhood curriculum is organised.
- Range includes but is not limited to – principles; strands; goals; learning outcomes; other features.
- 1.3 The relevance of Te Whāriki 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.
- Range evidence for one type of educator.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	28 April 1997	31 December 2016
Review	2	26 May 2004	31 December 2016
Review	3	17 December 2010	31 December 2017
Revision	4	8 December 2011	31 December 2019
Republished	4	16 February 2012	31 December 2019
Rollover and Revision	5	20 August 2015	31 December 2019
Review	6	20 April 2017	N/A

Consent and Moderation Requirements (CMR) reference

0135

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR 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.