

Title	Describe and contribute to safe practices and a safe environment for children in an ECE service		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe a safe environment for children in an ECE service; contribute to a safe environment for children in an ECE service; describe, demonstrate and evaluate strategies to assist a child to use safe practices in an ECE service.</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 early childhood 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 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 is required in this unit standard.
- 2 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.
- 3 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.

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.

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

Care of Children Act 2004

Children, Young Persons, and Their Families Act 1989

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

Vulnerable Children Act 2014

and subsequent amendments.

5 References

Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>.

Ministry of Civil defence & Emergency Management, *Early Childhood Education Services Emergency Planning Guidance*, available at

<http://www.civildefence.govt.nz/cdem-sector/cdem-framework/guidelines/early-childhood-education-services-emergency-planning-guidance/>.

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

<http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.

Outcomes and evidence requirements

Outcome 1

Describe a safe environment for children in an ECE service.

Range evidence of one age category.

Evidence requirements

1.1 Factors contributing to a safe environment for children are identified and described in terms of regulatory requirements for current ECE practice.

Range safe environment may include but is not limited to – indoor and outdoor play environment, transition area, bathroom area, excursions, transport, storage, animals; evidence of four factors.

1.2 Methods of minimising hazards are described in relation to providing a safe environment.

Range evidence of at least two hazards.

1.3 Requirements and procedures for dealing with emergencies are described in terms of current ECE practice.

Range evidence includes but is not limited to – Emergency Plan and emergency drills for use in a range of emergency circumstances; evidence of at least two emergency procedures.

Outcome 2

Contribute to a safe environment for children in an ECE service.

Range evidence of one age category.

Evidence requirements

2.1 A checking system is implemented to maintain a safe environment in accordance with current ECE practice.

2.2 Safe practices that contribute to a safe environment for children are implemented.

Range safe practices include but are not limited to – visual and auditory scanning, monitoring high risk areas, positioning.

2.3 Environmental hygiene practices are implemented to maintain a safe environment.

Range evidence of two hygiene practices.

Outcome 3

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

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

Evidence requirements

3.1 Strategies that assist a child to use safe practices are described and demonstrated in terms of current ECE practice.

Range evidence of safe practices may include but are not limited to – personal hygiene, sun safety, road safety, water safety, play safety; evidence of at least three strategies.

- 3.2 Own strategies used to assist a child to use safe practices are evaluated in terms of redirecting children from unsafe situations, assisting children to learn safe self-care skills and to choose methods to keep themselves safe.

Range evidence of at least three strategies.

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
Rollover and Revision	5	20 August 2015	31 December 2019
Review	6	20 April 2017	N/A

Consent and Moderation Requirements (CMR) reference	0135
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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.