Title	Describe and contribute to safe practices and a safe environment for mokopuna/children in an early childhood setting		
Level	3	Credits	4

Purpose	People credited with this unit standard are able to: describe a safe environment for mokopuna/children in an early childhood setting; contribute to a safe environment for mokopuna/children in an early childhood setting; and describe, demonstrate and evaluate strategies to assist a mokopuna/child to use safe practices in an early childhood setting. This unit standard is intended primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849]. This unit standard is an introduction to education and care of children in an early childhood setting. 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.

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

Available grade	Achieved

Guidance Information

1   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.

2   Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through descriptions and contributing to safe practices and a safe environment for mokopuna/children.

3   Definitions
    Children refers to the three broad overlapping age ranges for mokopuna/children as defined for in *Te Whāriki* as:
    infant – birth to 18 months;
    toddler – one year to three years;
    young child – two and a half years to school entry age.

Early childhood setting may be a simulated environment and/or a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.
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's Act 2014
Education and Training Act 2020
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
Health (Immunisation) Regulations 1995
Human Rights Act 1993
Oranga Tamariki Act 1989 or Children's and Young People's Wellbeing Act 1989
Privacy Act 2020
United Nations Convention on the Rights of the Child (UNCRC), 1989
and subsequent amendments.

5   References
Civil defence National Emergency Management Agency, *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, *Licensing criteria for ECE services (playgroups; centre-based, home-based, or hospital-based services; ngā kōhanga reo*) available at
https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/licensing-criteria/.
Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at
http://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/.
Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa (2017);* available at
https://teachingcouncil.nz/professional-practice/our-code-our-standards/.
Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility – Examples in Practice, 2017*; and other resources; available at
https://teachingcouncil.nz/resource-centre/our-code-our-standards/#examples.
Te Kete Ipurangi (TKI), *Te Whāriki Online*; available at https://tewhariki.tki.org.nz/.

Outcomes and performance criteria

Outcome 1

Describe a safe environment for mokopuna/children in an early childhood setting.

Range   evidence of one age category and one setting.

Performance criteria

1.1   Factors contributing to a safe environment for mokopuna/children are identified and described in terms of regulatory requirements specific for an early childhood setting.

> 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 in an early childhood setting are identified.

> 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 mokopuna/children in an early childhood setting.

Range   evidence of one age category.

Performance criteria

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

2.2   Safe practices that contribute to a safe environment for mokopuna/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 mokopuna/child to use safe practices in an early childhood setting.

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

Performance criteria

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

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 mokopuna/child to use safe practices are evaluated in terms of redirecting mokopuna/children from unsafe situations, assisting mokopuna/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 2026

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	31 December 2024
Review	7	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0135

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

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.