

<b>Title</b>	<b>Demonstrate knowledge of mokopuna/children’s holistic development and learning in an early childhood setting</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: describe the dimensions and progressions of the development and learning of mokopuna/children from birth to school entry age; describe environmental factors that may influence the development and learning of a mokopuna/child in an early childhood setting; and describe the acquisition and development of language and literacies in mokopuna/children.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849] and the New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850].</p> <p>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.</p>
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<b>Classification</b>	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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<b>Available grade</b>	Achieved
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**Guidance Information**

- 1 *Children* refers to the three broad overlapping age ranges for mokopuna/children as defined 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.  
 Evidence in this standard is for the continuum of child development from birth to school entry. The age categories are not intended to be assessed individually.

- 2 Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi - protection, partnership and participation, which informs guidelines, procedures, and practices in the ECE sector. 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 demonstrating knowledge of mokopuna/children's holistic development and learning.
- 3 Definitions
- Cultural contexts* refer to but are not limited to – diversity, Pasifika, other multicultural settings, whanaungatanga, and manaakitanga concepts.
- Culture* refers to understandings, patterns of behaviour, practices, and values shared by a group of people that influence individual members' perception of the world.
- Dimensions* in this unit standard refer to physical, emotional, cognitive, spiritual, social and cultural aspects of development and learning.
- 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 a culturally based environment. The home-based service may be the child's own home, or the home of the educator.
- Literacy* learning in ECE supports children's language development, and refers to skills such as decoding (print knowledge and sound awareness) and critical thinking skills (vocabulary, conversation, comprehension).
- Milestones*, in this unit standard, refer to points within patterns of learning and development which "are sometimes seen as a progressive continuum linked to age, such patterns vary for individual children in ways that are not always predictable. The direction and speed of learning and growing will often fluctuate from day to day, according to where the child is and the people they are with." (*Te Whāriki*, Ministry of Education 1996, p21).
- Progressions* refer to patterns of learning and development which are sometimes seen as a progressive continuum linked to diverse contexts, experiences and age. Such patterns vary for individual children in ways that are not always predictable, and may fluctuate from day-to-day and in different contexts.
- 4 Legislation includes but is not limited to:  
Care of Children Act 2004  
Children's Act 2014  
Education and Training Act 2020  
Education (Early Childhood Services) Regulations 2008  
and subsequent amendments.
- 5 References
- Brainwave, *Feeding your baby's brain*; available at <https://brainwave.org.nz/article/feeding-your-babys-brain/>.
- Brainwave, *Wiring the brain*; available at <https://brainwave.org.nz/article/wiring-the-brain/>.
- Children's Commissioner, *What do kids need?* available at <https://www.occ.org.nz/our-work/giving2kids/what-kids-need/>.
- Education Review Office, *Literacy in Early Childhood Services: Teaching and Learning* (February 2011); available at <https://thehub.swa.govt.nz/resources/literacy-in-early-childhood-services-good-practice/>.
- Kids Health, *How Children Learn*; available at <https://www.kidshealth.org.nz/how-children-learn>.

Kids Health, *Play and your child's development*; available at <https://www.kidshealth.org.nz/play-your-childs-development>.

Kids Health, *Speech and language*; available at <https://www.kidshealth.org.nz/tags/speech-language>.

Ministry of Education, *He Māpuna te Tamaiti*; available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/he-mapuna-te-tamaiti/>.

Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

Ministry of Health, *Child development services*; available at <http://www.health.govt.nz/your-health/services-and-support/disability-services/types-disability-support/child-development-services>.

Ministry of Health, *Well Child - Tamariki Ora* (Wellington, 2006) and subsequent changes; available at <http://www.health.govt.nz/our-work/life-stages/child-health/well-child-tamariki-ora-services>.

Plunket - Whānau āwhina, *Child development*; available at <https://www.plunket.org.nz/child-development/>.

Plunket - Whānau āwhina, *Pacific Beat*; available at <https://www.plunket.org.nz/plunket/what-we-offer/pasifika-beat/>.

Talking matters, *Talk builds brains*; available at <https://www.talkingmatters.org.nz/talk-builds-brains/>.

Te Kete Ipurangi (TKI), *Language and literacies - Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/language-and-literacies/>.

Te Kete Ipurangi (TKI), *Te kōrerorero - Talking together, Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/>.  
Strategies with Kids – Information for Parents (SKIP), *Tips for Parents*; available at <https://whanau.skip.org.nz/>.

Wallis, Nathan; *Bilingual, Biliterate*; available at <https://www.youtube.com/watch?v=havZu7btDxM&t=109s>.

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## Outcomes and performance criteria

### Outcome 1

Describe the dimensions and progressions of the development and learning of mokopuna/children from birth to school entry age.

### Performance criteria

- 1.1 Development dimensions are described in terms of the physical/tinana, emotional/whatumana, cognitive/hinengaro, spiritual/wairua, social and cultural aspects of development and learning of mokopuna/children from birth to school entry age.

1.2 Development and learning achievements of mokopuna/children are described in terms of patterns of learning and development in a range of cultural contexts.

Range two dimensions;  
evidence of five milestones for each dimension.

1.3 Development and learning progressions are described in terms of the reasons these may vary between similar aged mokopuna/children.

Range evidence of three reasons.

## Outcome 2

Describe environmental factors that may influence the development and learning of a mokopuna/child in an early childhood setting.

### Performance criteria

2.1 Physical, social, linguistic, cultural, and spiritual environmental factors are described in terms of how they may influence the development and learning of a mokopuna/child.

## Outcome 3

Describe the acquisition and development of language and literacies in mokopuna/children.

Range languages include – English, Te Reo Māori, at least one other.

### Performance criteria

3.1 Language acquisition and development in first and subsequent languages in mokopuna/children is described in terms of progressions.

Range oral; visual and written languages; multiliteracies.

3.2 Strategies to support and respond to mokopuna/children's oral and visual language(s) are described in terms of how they assist a mokopuna/child's language and literacy development and for them to be a competent and confident communicator.

<b>Planned review date</b>	31 December 2026
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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	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@toitutewaioara.nz](mailto:qualifications@toitutewaioara.nz) if you wish to suggest changes to the content of this unit standard.