

<b>Title</b>	<b>Demonstrate knowledge of children’s development and learning and their relevance to an ECE service</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>5</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 children from birth to school entry age; describe environmental factors that may influence the development and learning of a child in an ECE service; describe the acquisition and development of language and literacies in 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 (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 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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<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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**Explanatory notes**

- 1 *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.  
 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 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

*Culture* refers to understandings, patterns of behaviour, practices, and values shared by a group of people that influence individual members' perception of the world.

*Cultural contexts* refer to but are not limited to – diversity, Pasifika, other multicultural settings, whanaungatanga, and manaakitanga concepts.

*Dimensions* in this unit standard refer to physical, social, emotional, cognitive, spiritual, cultural and linguistic aspects of development and learning.

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.

*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

Education (Early Childhood Services) Regulations 2008

Vulnerable Children Act 2014

and subsequent amendments.

### 5 References

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

Education Council New Zealand, *Practising Teacher Criteria Handbook*; available at <https://educationcouncil.org.nz/content/practising-teacher-criteria-handbook-english>.

Education Review Officer, *Literacy in Early Childhood Services: Teaching and Learning*, February 2011; available at <http://www.ero.govt.nz/publications/literacy-in-early-childhood-services-teaching-and-learning/introduction/>.

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>.

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>.

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## Outcomes and evidence requirements

### Outcome 1

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

#### Evidence requirements

1.1 Development dimensions are described in terms of the physical, social, emotional, cognitive, spiritual, cultural and linguistic aspects of development and learning of children from birth to school entry age.

1.2 Development and learning achievements of 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 children.

Range evidence of three reasons.

### Outcome 2

Describe environmental factors that may influence the development and learning of a child in an ECE service.

Range one type of ECE service.

#### Evidence requirements

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 child in an ECE service.

### Outcome 3

Describe the acquisition and development of language and literacy in children.

#### Evidence requirements

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

Range oral; visual and written languages and literacies.

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

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.