Title: Demonstrate knowledge of home visits in early childhood education and care

Level: 6
Credits: 3

Purpose:
People credited with this unit standard are able to describe: the interaction of an early childhood educator with whānau/families and/or a caregiver during a home visit; and the processes of imparting information on education and care requirements of the child when conducting home visits.

This unit standard is designed for people who intend to work, or are working with, children in ECE services. People working in the wider education sector may also be interested in this unit standard.

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

Available grade: Achieved

Guidance Information:

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.

2. Educator may include persons and groups including teachers, supervisors, coordinators, whānau/families, and nannies who are involved in the learning and the development of children. Evidence of one type of educator carrying out home visits is required in this standard.

3. Three 'broad age groups' are 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 children as a whole group. Each of the age categories are not intended to be assessed individually.

4. 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.

5. Definitions
   Caregiver refers to the person primarily responsible for the child.
Education and care requirements may consider the age of the children, individual children’s special requirements, health and safety requirements, physical environment, resources, equipment appropriate for the ages of the children, qualifications and experience of adults, curriculum and programme, cultural and ethnic considerations, legal obligations, and preparation for visit.

Reciprocal and responsive relationship is a relationship involving mutual, or complementary reactions and responses between two parties, where one party (often the adult) reacts quickly and sensitively to the interests, observations, or experiences of another party (often the child).

Whānau/families may be parents, guardians, and members of the extended whānau/families who have an interest in the child.

6 Legislation includes but is not limited to:
   Care of Children Act 2004
   Education (Early Childhood Services) Regulations 2008
   Human Rights Act 1993
   Privacy Act 1993
   Vulnerable Children Act 2014
   and subsequent amendments.

7 References

Outcomes and performance criteria

Outcome 1

Describe the interaction of an early childhood educator with whānau/families and/or a caregiver during a home visit.

Performance criteria

1.1 The role of an early childhood educator is described in terms of their interaction with whānau/families and/or caregiver during a home visit.

   Range child's individual health, safety and wellbeing; development programme; legal obligations; cultural and ethnic considerations.

1.2 Early childhood educator’s interaction with the whānau/families and/or the caregiver during home visits is described in terms of respect for the home environment.
1.3 Description of interaction identifies communication skills required to develop a reciprocal and responsive relationship with whānau/families and/or caregiver.

Range communication skills – active and reflective listening; observing; planning; assessing; reflecting; reinforcing; positioning of self in relation to other adults’ position; guided participation; use of language relevant to the audience and context; body language.

1.4 Description of interaction explains importance of focusing on education and care requirements.

Outcome 2

Describe the processes of imparting information on education and care requirements of children when conducting home visits.

Performance criteria

2.1 Description identifies avenues and methods of imparting information.

Range avenues and methods of imparting information include – interviewing techniques, active and reflective listening, sustained participation, written material.

2.2 Description explains ways of supporting whānau/families or a caregiver in interactions with children.

Range evidence of two ways of supporting is required.

2.3 Description identifies ways to assist whānau/families or a caregiver in understanding the children’s development.

Range evidence of two ways to assist is required.

2.4 Description identifies and critiques ways to assist whānau/families and/or a caregiver in exploring new information and ideas on the education and care requirements for children.

2.5 Description of interaction identifies knowledge of theories of adult change processes when imparting information on education and care requirements of children.

Range adult change processes – democratic deliberations; formulating problems and negotiating solutions; influencing parent and children or caregiver and child relations; cultural considerations; ethnic considerations.

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This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.
Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference 0135