

<b>Title</b>	<b>Describe the value of play and create resources for children’s development and learning in an ECE service</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: describe the value of play to the development and learning of children in an ECE service; create, use and evaluate play resources for children 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 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 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 type of service 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 Definition  
*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.

- 4 Legislation includes but is not limited to:  
 Education Act 1989  
 Education (Early Childhood Services) Regulations 2008  
 Health and Safety at Work Act 2015  
 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>.  
 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>.  
*Play ideas for learning – He korikori whakaaro* (Ministry of Education, Wellington) available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/learning-tools-and-resources/play-ideas/learning/>.  
*Safe Kids Aotearoa*, resources on falls, water safety, etc., available at <http://www.safekids.nz/safety-topics>.  
*Safety* (Plunket New Zealand) – available at <http://www.plunket.org.nz/your-child/safety/>.  
*Strategies with Kids – Information for Parents (SKIP)*, available at <https://www.skip.org.nz/>.  
*Talking, playing and your child's development* (KidsHealth) – available at <http://www.kidshealth.org.nz/talking-playing-and-your-childs-development>.

## Outcomes and evidence requirements

### Outcome 1

Describe the value of play to the development and learning of children in an ECE service.

### Evidence requirements

- 1.1 Play experiences are described in terms of how they specifically contribute to children's development and learning.
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|-------|---|
| Range | evidence of two play experiences for each of – infant, toddler, young child.<br>play experiences may include the use of – language, storytelling, dramatic play, sand, water, playdough, art, puzzles, books, blocks, music, movement, physical, outdoors, exploration, natural materials, sensory materials, science, mathematics, technology, excursions. |
|-------|---|
- 1.2 The importance of interactions during play experiences are described in terms of effect on a child's development and learning.
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|-------|---|
| Range | evidence from one age category of child;<br>interactions include – adults with a child; child with a child; child with the environment. |
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**Outcome 2**

Create, use and evaluate play resources for children in an ECE service.

**Evidence requirements**

2.1 Play resources are created that promote and support children's learning.

Range one play resource for each of – infant, toddler, young child.

2.2 Play resources demonstrate an understanding of health and safety requirements for play equipment.

Range one play resource for each of – infant, toddler, young child.

2.3 A play resource is used and evaluated in terms of its suitability and contribution to child's or children's development and learning.

Range one play resource for an infant or toddler or young child or a group of children;  
suitability includes – age of the child or children, cultural consideration, health and safety aspects.

<b>Replacement information</b>	This unit standard replaced unit standard 10014 and unit standard 10017.
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<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	17 December 2010	31 December 2017
Revision	2	8 December 2011	31 December 2019
Rollover and Revision	3	20 August 2015	31 December 2019
Review	4	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.

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### **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.