

Title	Provide and reflect on the value of play experiences for a child's development and learning		
Level	2	Credits	5

Purpose	<p>People credited with this unit standard are able to: describe the importance of environment, interactions and the value of play for young children's development and learning; provide and reflect on play experiences for a child or children.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Learning and Care (Level 2) [Ref: 2848].</p> <p>This unit standard is an introduction to early childhood learning and life skills. It is designed for people who care for young children in parenting roles, or as support for carers of infants, toddlers and/or young children in a supervised environment.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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Available grade	Achieved
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Explanatory notes

- 1 Definitions
Young children in this standard refers to an infant, toddler or young child from birth to school entry age. There are three overlapping 'broad age groups' for 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.
- 2 Legislation includes but is not limited to:
 Vulnerable Children Act 2014
 and subsequent amendments.
- 3 References
Keeping your child healthy and safe – Well Child Tamariki Ora My Health Book available at <https://www.healthed.govt.nz/resource/well-child-tamariki-ora-my-health-book#Keeping%20your%20child%20healthy%20and%20safe>
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), *Tips for Parents* available at <https://whanau.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 importance of environment, interactions and the value of play for young children's development and learning.

Evidence requirements

- 1.1 Indoor and outdoor play experiences are described in terms of how they contribute to children's development and learning.
- Range evidence of two play experiences for each of – infant, toddler, young child;
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 the environment on play experiences is described in terms of contributing to a child's development and learning.
- Range evidence from each of – infant, toddler, young child;
environment includes – indoor, outdoor; space; aesthetics; terrain; variety and positioning of equipment and resources.
- 1.3 The importance of adult and child interactions during indoor and outdoor play experiences are described in terms of supporting a child's development.
- Range evidence from each of – infant, toddler, young child;
interactions include – adult with a child; child with a child; child with the environment.

Outcome 2

Provide and reflect on play experiences for a child or children.

Range two play experiences;
evidence for either infant, toddler, or young child.

Evidence requirements

- 2.1 Play experiences are provided to promote a child or children's learning and development.
- 2.2 Play experiences provided demonstrate an understanding of health and safety practices to prevent children from harm and keep them safe during play.
- 2.3 The play experience provided is reflected on in terms of its suitability and contribution to the child's development.

Planned review date	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	20 April 2017	N/A

Consent and Moderation Requirements (CMR) reference	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 if you wish to suggest changes to the content of this unit standard.