

Title	Describe values and beliefs that inform own personal approach to the learning and care of young children		
Level	2	Credits	4

Purpose	<p>People credited with this unit standard are able to: describe past and present views on parenting and influences on approach to learning and care of young children; describe aspects of own whakapapa and/or family history, culture and heritage, and other influences that inform own beliefs about learning and care of young 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: Family, Whānau, Community, and Society
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Available grade	Achieved
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Explanatory notes

- 1 Content related to this unit standard may be of a personal nature. Every care must be taken to protect privacy, and it is advised that full and clear consent of people is obtained before they participate in any associated learning and/or assessment.
- 2 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.

Heritage refers to matters from the past which have ongoing and special importance for oneself in the present.

Whakapapa includes genealogical relationships within whānau, hapū, iwi and Māoridom as a whole.

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.

- 3 Legislation includes but is not limited to:
Privacy Act 1993
and subsequent amendments.
- 4 References
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>.
Well Child - Tamariki Ora, Ministry of Health, Wellington: 2006 and subsequent changes; available at <http://www.health.govt.nz/our-work/life-stages/child-health/well-child-tamariki-ora-services>.
You and your child, Plunket, available at <http://www.plunket.org.nz/your-child/>.

Outcomes and evidence requirements

Outcome 1

Describe past and present views on parenting and influences on approach to learning and care of young children.

Evidence requirements

- 1.1 Major influences on parenting and child rearing practice over the past 100 years in Aotearoa New Zealand are described.

Range: includes but is not limited to evidence of two influences for each of – social, political, cultural, economic.

Outcome 2

Describe aspects of own whakapapa and/or family history, culture and heritage, and other influences that inform own beliefs about learning and care of young children.

Evidence requirements

- 2.1 Aspects of whakapapa and/or family history, culture and heritage are described in terms of values and beliefs about the learning and care of young children.
- 2.2 Describe how own whakapapa and/or family history, culture and heritage influences own beliefs about learning and care of young children.
- 2.3 Experiences and other influences that inform own beliefs about learning and care of children are described.

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.