

Title	Develop, implement and evaluate a learning plan based on observation of a child in an ECE service		
Level	3	Credits	5

Purpose	<p>People credited with this unit standard are able to: demonstrate knowledge of and plan an observation of a child in an ECE service; observe a child, document the observation and evaluate the outcomes of the observation; develop a learning plan for a child in an ECE service; implement and evaluate the learning plan for the child in an ECE service.</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].</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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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 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 for one type of service is required in this unit standard.
- 2 *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.
This unit standard assesses children from any of the age categories.
The age categories are not intended to be assessed individually.

- 3 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.
- 4 Definitions
Ethical requirements include signed consent by the parent/legal guardian, confidentiality; consideration of cultural implications.
Learning plan should help adults who work in ECE to understand what children are learning, how the learning happens, and the role that both adults and other children play in such learning. The learning plan will set goals for a child in an ECE service and will involve a series of learning opportunities.
Observation techniques refer to diary records, anecdotal records, running records, time sampling, incident sampling, learning stories, digital recording, event recording, duration recording, photographs.
Whānau/family may be parents, guardians, or members of the extended family who have an interest in the child.
- 5 Legislation, Regulations and Conventions include but are not limited to:
 Care of Children Act 2004
 Children, Young Persons, and Their Families Act 1989
 Education Act 1989
 Education (Early Childhood Services) Regulations 2008
 Education Standards Act 2001
 Health and Safety at Work Act 2015
 Privacy Act 1993
 United Nations Convention on the Rights of the Child (UNCRC) 1989
 Vulnerable Children Act 2014
 and subsequent amendments.
- 6 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>.
 Hamer, Caryl. *Observation: a tool for learning = Te Tirohanga, he taonga āwhina i te ako* (Wellington: Open Polytechnic of New Zealand, 1999).
 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 Education, *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* (Wellington: Learning Media, 2007); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum/assessment-for-learning/>.
 Mutch, C.A. (2013) *Doing educational research: A practitioner's guide to getting started* (2nd). Wellington: NZCER Press.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of observation of a child in an ECE service.

Evidence requirements

- 1.1 Purpose of observation is described in terms of informing planning for the learning for the child, and for the ECE environment.
- 1.2 Types of observation techniques are described in terms of their application in an ECE service.
- Range evidence of three observation techniques.

Outcome 2

Plan an observation of a child in an ECE service.

Evidence requirements

- 2.1 An observation is planned in accordance with the policies and practices of the ECE service.
- Range plan includes – communication with whānau/family including consent; strengths and interests of children; method of observation; tools required for observation; time of day in relation to child's routines; implementation of ethical requirements.

Outcome 3

Observe a child, document the observation and evaluate the outcomes of the observation.

Evidence requirements

- 3.1 The observation is conducted in accordance with the developed plan.
- 3.2 The observation is documented following a recognised format currently used in the ECE service.
- 3.3 Observation is analysed and evaluated to inform planning for the future learning of the child, and relevance for the ECE environment.

Outcome 4

Develop a learning plan for a child in an ECE service.

Evidence requirements

- 4.1 A learning plan is described in terms of its purpose and value for the child.
- 4.2 The learning plan and intended learning opportunities are developed and documented based on the observed strengths and interests of the child.

Outcome 5

Implement and evaluate the learning plan for the child in an ECE service.

Evidence requirements

- 5.1 The learning plan is implemented under supervision, taking into consideration the environment and the ECE service.
- 5.2 The implementation of the learning plan is evaluated, and areas for further development of the learning plan for the child are identified.

Replacement information	This unit standard replaced unit standard 26709 and unit standard 27145.
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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.