Title	Demonstrate knowledge of diverse whānau/families and use a range of effective communication strategies in an ECE service
Level	3	**Credits**	5

Purpose	People credited with this unit standard are able to: demonstrate knowledge of whānau/family diversity in Aotearoa New Zealand; describe strategies that promote awareness of, and respect for, cultural diversity in an ECE service; and use a range of effective communication strategies with diverse whānau/families in an ECE service.
	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].
	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.

Classification	Early Childhood Education and Care > Early Childhood: Family, Whānau, Community, and Society

Available grade	Achieved

Guidance Information

1   *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.
Evidence in this standard is for children as a whole group.
Each of the age categories are not intended to be assessed individually.

2   Communication with whānau/families may be assessed in a simulated or real situation.

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
    Communication channels are the methods used for communicating and may include but are not limited to – face-to-face, telephone, digital.
    Culture refers to understandings, patterns of behaviour, practices, and values shared by a group of people.
    Diversity refers to understanding that each individual is unique, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies, and in this context includes Pasifika, whanaungatanga, and manaakitanga concepts.
    An *Early Childhood Education (ECE) service* refers to 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.
    Partnership refers to empowerment/whakamana of the whānau/families, reciprocal and responsive relationships with whānau/families, acknowledging value of the contribution of whānau/family, and the structure and composition of the whānau/families.
    Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.

5   Legislation includes but is 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
    Health and Safety at Work Act 2015
    Human Rights Act 1993
    Privacy Act 1993
    Vulnerable Children Act 2014
    and subsequent amendments.

6   References
    Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa - Early childhood curriculum (education.govt.nz).
    The encyclopedia of New Zealand, *Diverse Families* available at http://www.teara.govt.nz/en/diverse-families.

7   Resources for learning about other cultures are available from the Ministry for Culture and Heritage, Te Puni Kōkiri/Ministry of Māori Development, Ministry for Pacific Peoples, and other government agencies.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of whānau/family diversity in Aotearoa New Zealand.

Performance criteria

1.1   Whānau/families in Aotearoa New Zealand are described in terms of their composition and structure.

      Range   evidence of four different whānau/family types.

1.2   Whānau/families in Aotearoa New Zealand are described in terms of their cultural diversity, values and practices.

      Range   evidence of two diverse whānau/families.

Outcome 2

Describe strategies that promote awareness of, and respect for, cultural diversity in an ECE service.

Performance criteria

2.1   Strategies are described in terms of how they promote awareness of, and respect for, cultural diversity in an ECE service.

2.2   The resources that support learning about other cultures are described in terms of how they meet the purpose of the strategies.

Outcome 3

Use a range of effective communication strategies with diverse whānau/families in an ECE service.

Range   communication strategies may include but are not limited to – use of communication channels appropriate to the audience and context; language and body language relevant to the audience and context; active listening (paraphrasing, summarizing, reflecting, clarifying); open and closed questioning.

Performance criteria

3.1   Effective communication strategies are demonstrated in relation to whānau/families diversity.

      Range   evidence of use of three communication strategies

3.2   Communication strategies are described in relation to benefits for children and building partnerships between an ECE service and diverse whānau/families.

Replacement information	This unit standard replaced unit standard 20406 and unit standard 20407.
	This unit standard was replaced by unit standard 32992 and unit standard 32994.

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

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	31 December 2025
Review	2	24 February 2022	31 December 2025
Rollover and Revision	3	25 January 2024	31 December 2025

Consent and Moderation Requirements (CMR) reference	0135

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.