

Title	Demonstrate professional behaviour and manage personal health and wellbeing in an ECE service		
Level	3	Credits	4

Purpose	<p>People credited with this unit standard are able to: demonstrate professional behaviours required of an early childhood educator; demonstrate use of goals and strategies to manage professional image, personal health and wellbeing 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 early childhood education.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Professional Practice
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Available grade	Achieved
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Explanatory notes

- 1 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.
- 2 Definitions

Appropriate boundaries in this unit standard refer to maintaining a professional respect for the values and beliefs of colleagues, caregivers, and whānau/families.

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.

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.

Early childhood educator may be persons including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.

Holistic wellbeing refers to the integration of states of physical, mental, spiritual, emotional, and social dimensions, which may include communicative competence and disposition.

Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.

- 3 Legislation includes but is not limited to:
Children, Young Persons, and Their Families Act 1989
Education Act 1989
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
Privacy Act 1993
Vulnerable Children Act 2014
and subsequent amendments.
- 4 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-0>.
Education Council New Zealand, *Practising Teacher Criteria*; available at <https://educationcouncil.org.nz/content/practising-teacher-criteria>.
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>.

Outcomes and evidence requirements

Outcome 1

Demonstrate professional behaviours required of an early childhood educator.

Range professional behaviours may include but are not limited to – reliability; punctuality; honesty; trustworthiness; discretion; confidentiality; initiative; use of respectful language relevant to the audience and context; observing appropriate boundaries with staff, children and their whānau/families; evidence of five professional behaviours.

Evidence requirements

- 1.1 Professional behaviours required of an early childhood educator are described, demonstrated and reflected on in relation to how these impact on practice.
- 1.2 Professional behaviours are demonstrated in an ECE service in accordance with the Education Council Code of Ethics for Certificated Teachers.

Outcome 2

Demonstrate use of goals and strategies to manage professional image, personal health and wellbeing in an ECE service.

Evidence requirements

2.1 Elements that project positive self-care skills are described in terms of their contribution to an early childhood educator's professional image.

Range elements include but are not limited to – clothing, hygiene practices, personal appearance, attitude.

2.2 Setting goals and use of strategies are demonstrated and reflected on in terms of managing personal health and wellbeing in an ECE service.

Range evidence of three goals and three strategies; personal health and wellbeing may include but are not limited to – holistic wellbeing, self-awareness, self-respect, self-care skills, personal presentation, diet and exercise, physical health and stamina, personal safety, resilience skills and/or behaviours.

Replacement information	This unit standard replaced unit standard 26715.
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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.