

Title	Demonstrate knowledge of ethical responsibility to guide practice in an ECE service		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe ethics involved in an ECE service and how it guides practice; and describe an ethical dilemma which may occur in an ECE service and discuss own values in relation to the dilemma.</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. 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: 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

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.

An *ethical dilemma* refers to a personal conflict between two or more core values such as – personal values, beliefs, attitudes, professional values.

Educator may include persons and groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.

Values refers to people's values which may be influenced by their immediate and wider social and cultural contexts.

- 3 Legislation and Conventions include but are not limited to:
 Care of Children Act 2004
 Education Act 1989
 Education (Early Childhood Services) Regulations 2008
 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.
- 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>.
 United Nations (1989). *Convention on the Rights of the Child (UNCRC), 1989. A/RES/44/25*, available at <http://www.unhcr.org/uk/4d9474b49.pdf>.

Outcomes and evidence requirements

Outcome 1

Describe ethics involved in an ECE service and how it guides practice.

Evidence requirements

- 1.1 The Education Council Code of Ethics for Certificated Teachers is described in terms of its principles and purpose.
- 1.2 The Education Council Code of Ethics for Certificated Teachers is described in terms of commitment to learners, parents, guardians, whānau, society and the profession.
- 1.3 Ethical responsibility is described in terms of how it guides practice in an ECE service.
- 1.4 The ethics of individuals are described in relation to their values and how these may impact on ethical responsibility in an ECE service.
- Range evidence of four values.
- 1.5 Examples of ethical and unethical behaviour in an ECE service are described.
- Range evidence of four examples for each of – ethical, unethical behaviour.

Outcome 2

Describe an ethical dilemma which may occur in an ECE service and discuss own values in relation to the dilemma.

Evidence requirements

- 2.1 An ethical dilemma is described in terms of the perspectives of all parties involved.
- 2.2 Responsibilities of an ECE educator in relation to the ethical dilemma are described in accordance with the Education Council Code of Ethics for Certificated Teachers.
- 2.3 Own values are identified and discussed and related to the ethical dilemma.

Replacement information	This unit standard replaced unit standard 10032.
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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.