<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Demonstrate knowledge of how theories of children's learning and development influence practice in an ECE service</th>
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<tbody>
<tr>
<td><strong>Level</strong></td>
<td>4</td>
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<tr>
<td><strong>Credits</strong></td>
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**Purpose**

People credited with this unit standard are able to demonstrate knowledge of how theories of children's learning and development influence practice 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 4) [Ref: 2850].

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: Educational Theory and Practice

**Available grade**

Achieved

**Entry information**

**Recommended skills and knowledge**

Unit 10026, *Demonstrate knowledge of children’s development and learning and their relevance to an ECE service.*

**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

   *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.

   For this standard, the intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.
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. A reciprocal and responsive relationship is defined as a relationship involving mutual, or complementary reactions and responses between two parties, where one party (often the adult) reacts quickly and sensitively to the interests, observations, or experiences of another party (often the child).


4 References
Education Council New Zealand, Practising Teacher Criteria; available at https://educationcouncil.org.nz/content/practising-teacher-criteria.
Education Council New Zealand, Tātaiako: Cultural competencies for teachers of Māori learners; available at https://educationcouncil.org.nz/content/t%C4%81taiko-cultural-competencies-teachers-m%C4%81ori-learners-0.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of how theories of children's learning and development influence practice in an ECE service.

Evidence requirements

1.1 Learning experiences are explained in terms of how they influence children’s holistic learning and development.

Range learning experiences include but are not limited to – individual, social, play, routines, transitions, two-way communication.

1.2 Reciprocal and responsive relationships are explained in terms of Ako, oral and visual interactions, and how they influence children’s holistic learning and development.
1.3 Learning theories are described in terms of how they relate to children’s learning experiences, language acquisition and development.

Range theories include but are not limited to – socio-cultural, cognitive, ecological.

1.4 Significance of neuroscience is described in terms of the ways in which children learn and develop.

Range includes but not limited to – early brain development, attachment relationships, transitions.

1.5 Learning theories are explained and reflected on in terms of their influence on the provision of learning opportunities in a specific ECE service.

Range evidence of three learning theories includes but is not limited to – socio-cultural, cognitive, ecological; in relation to – general ECE practice, candidate’s own practice.

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**Replacement information**

This unit standard replaced unit standard 9302.

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**Planned review date**

31 December 2021

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**Status information and last date for assessment for superseded versions**

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
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<tr>
<td>Registration</td>
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<td>20 April 2017</td>
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**Consent and Moderation Requirements (CMR) reference**

0135


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**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...
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 ngs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.