

Title	Demonstrate knowledge of how theories of children's holistic development and learning influence practice		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to demonstrate knowledge of how theories of children's holistic development and learning influence practice 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 4) [Ref: 2850].</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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Guidance Information

- 1 Recommended skills and knowledge:
Unit 10026, *Demonstrate knowledge of mokopuna/children's holistic development and learning in an early childhood setting*, or demonstrate equivalent knowledge and skills.
- 2 Learners 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. Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through demonstrating knowledge of te ao Maori concepts of mokopuna/children's holistic development and learning.
- 3 Definitions
Children refers to the three broad overlapping age ranges for mokopuna/children as defined in *Te Whāriki* 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).

The First 1,000 days of Life is the period from conception to two years, a unique period when the foundations of optimum health, growth, and neurodevelopment across the lifespan are established.

- 4 Legislation, regulations and conventions include includes but are not limited to:
 Children's Act 2014
 Education and Training Act 2020
 Education (Early Childhood Services) Regulations 2008
 United Nations Convention on the Rights of the Child (UNCRC) 1989
 and subsequent amendments.

5 References

Brainwave, *Feeding your baby's brain*; available at

<https://brainwave.org.nz/article/feeding-your-babys-brain/>.

Brainwave, *Wiring the brain*; available at <https://brainwave.org.nz/article/wiring-the-brain/>.

Children's Commissioner, *What do kids need?* available at

<https://www.occ.org.nz/our-work/giving2kids/what-kids-need/>.

Education Review Office, *Literacy in Early Childhood Services: Teaching and Learning*, (February 2011); available at

<https://thehub.swa.govt.nz/resources/literacy-in-early-childhood-services-good-practice/>.

Kids Health, *How Children Learn*; available at <https://www.kidshealth.org.nz/how-children-learn>.

Kids Health, *Play and your child's development*; available at

<https://www.kidshealth.org.nz/play-your-childs-development>.

Kids Health, *Speech and language*; available at

<https://www.kidshealth.org.nz/tags/speech-language>.

Ministry of Education, *He Māpuna te Tamaiti*; available at

<https://www.education.govt.nz/early-childhood/teaching-and-learning/he-mapuna-te-tamaiti/>.

Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at

<https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

Ministry of Health, *Child development services*; available at

<http://www.health.govt.nz/your-health/services-and-support/disability-services/types-disability-support/child-development-services>.

Ministry of Health, *Well Child - Tamariki Ora* (Wellington: 2006) and subsequent changes; available at <http://www.health.govt.nz/our-work/life-stages/child-health/well-child-tamariki-ora-services>.

Plunket - Whānau āwhina, *Child development*; available at

<https://www.plunket.org.nz/child-development/>.

Plunket - Whānau āwhina, *Pacific Beatz*; available at <https://www.plunket.org.nz/plunket/what-we-offer/pasifika-beatz/>.

Strategies with Kids – Information for Parents (SKIP), *Tips for Parents*; available at <https://whanau.skip.org.nz/>.

Talking matters, *Talk builds brain*; available at <https://www.talkingmatters.org.nz/talk-builds-brains/>.

Te Kete Ipurangi (TKI), *Te kōrerorero Talking together*, *Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online*; available at <https://tewhariki.tki.org.nz/>.

Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa (2017)*; available at <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.

Teaching Council of Aotearoa New Zealand, *Tātaiako: Cultural competencies for teachers of Māori learners*; available at <https://teachingcouncil.nz/resource-centre/tataiako-cultural-competencies-for-teachers-of-maori-learners/>.

Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility – Examples in Practice, 2017*; and other resources; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/#examples>.

Wallis, Nathan, *Bilingual, Biliterate*; available at <https://www.youtube.com/watch?v=havZu7btDxM&t=109s>.

Outcomes and performance criteria

Outcome 1

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

Performance criteria

- 1.1 Learning experiences are explained in terms of how they influence mokopuna/children's holistic development and learning.
- 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 these influence mokopuna/children's holistic development and learning.
- 1.3 Learning theories and approaches are described in terms of how they relate to mokopuna/children's learning experiences, language acquisition and development.
- Range theories and approaches may include but are not limited to – socio-cultural, cognitive, ecological, play-based, Kaupapa Māori principles, Pasifika approaches; evidence of three.

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

Range includes but not limited to – early brain development and the First 1,000 days of Life; attachment relationships; transitions.

1.5 Learning theories and approaches are applied and reflected on to inform and guide the provision of learning opportunities in an ECE service.

Range evidence of three learning theories and approaches may include but are not limited to – socio-cultural, cognitive, ecological, play-based, Kaupapa Māori principles, Pasifika approaches; in relation to – general ECE practice, learner’s own practice.

Replacement information	This unit standard replaced unit standard 9302.
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Planned review date	31 December 2026
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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	31 December 2024
Review	2	24 February 2022	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>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaioara.nz if you wish to suggest changes to the content of this unit standard.