<table>
<thead>
<tr>
<th>Title</th>
<th>Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki to inform ECE practice</th>
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<tbody>
<tr>
<td>Level</td>
<td>4</td>
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<tr>
<td>Credits</td>
<td>5</td>
</tr>
<tr>
<td>Purpose</td>
<td>People credited with this unit standard are able to demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki to inform ECE practice. 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 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.</td>
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<tr>
<td>Classification</td>
<td>Early Childhood Education and Care &gt; Early Childhood: Educational Theory and Practice</td>
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<td>Available grade</td>
<td>Achieved</td>
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<tr>
<td>Entry information</td>
<td>Unit 10013, Explain the relevance of the New Zealand Early Childhood Curriculum Te Whāriki as a framework for programme development.</td>
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**Explanatory notes**

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.

   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.

2. 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.
3 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.

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

4 Legislation includes but is not limited to:

- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Vulnerable Children Act 2014

and subsequent amendments.

5 References


Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki to inform ECE practice.

Evidence requirements

1.1 Structure and content of Te Whāriki is summarised in terms of its aspiration and purpose.

1.2 Ways in which Te Whāriki promotes a holistic approach to learning are described.

Range evidence of three ways.

1.3 Ways in which Te Whāriki links to United Nations Convention on the Rights of the Child (UNCRC) are described.

Range evidence of links between Principles and some Articles in UNCRC.
1.4 The application of Te Whāriki is described in terms of the curriculum in an ECE service in Aotearoa New Zealand.

Range includes but not is limited to at least four of – routines, policies, procedures, interactions, environment, assessments, resources.

1.5 The application of Te Whāriki is explained in terms of how it supports bicultural practice and diversity in an ECE service in Aotearoa New Zealand.

1.6 The application of Te Whāriki is explained in terms of its effectiveness for supporting children’s learning in an ECE service in Aotearoa New Zealand.

1.7 Ways in which Te Whāriki’s principles and strands influence own values, beliefs and practice in an Aotearoa New Zealand ECE context is described.

<table>
<thead>
<tr>
<th>Planned review date</th>
<th>31 December 2021</th>
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**Status information and last date for assessment for superseded versions**

<table>
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<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
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<tr>
<td>Registration</td>
<td>1</td>
<td>20 April 2017</td>
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**Consent and Moderation Requirements (CMR) reference**

0135


**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.