Title | Plan, implement, analyse and evaluate enriching experiences that enhance learning for a child in an ECE service

Level | Credits | 4 | 5

Purpose | People credited with this unit standard are able to: demonstrate knowledge of enriching learning experiences and interactions to enhance learning for a child in an ECE service; implement, analyse and evaluate an observation of a child in an ECE service; develop, implement and evaluate a learning plan for a child in an ECE service to enrich a child's learning experiences and interactions.

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 29863, Develop, implement and evaluate a learning plan based on observation of a child in an ECE service.

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.

This unit standard assesses children from any of the age categories. Each of the age categories are not intended 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.

*Enriching experiences* expand the children’s competence and confidence and, over time, enable them to direct their own lives.

*Ethical requirements* include signed consent by the parent/legal guardian, confidentiality; consideration of cultural implications.

A *learning plan* helps adults who work in ECE to understand what children are learning, how the learning happens, and the role that both adults and other children play in such learning. The learning plan will set goals for one child, a group of children, or for children in an ECE service and will involve a series of learning opportunities.

*Observation techniques* refers to diary records, anecdotal records, running records, time sampling, incident sampling, learning stories, digital recording, event recording, duration recording, and photographs.

*Play* may include the use of – language, sand, water, playdough, art, puzzles, books, blocks, music, movement, physical, outdoors, exploration, storytelling, dramatic play, natural materials, sensory materials, science, mathematics, technology, excursions.

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

4 Legislation and Conventions include but are not limited to:
- Care of Children Act 2004
- Children, Young Persons, and Their Families Act 1989
- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Education Standards Act 2001
- Health and Safety at Work Act 2015
- Privacy Act 1993
- Vulnerable Children Act 2014

and subsequent amendments.

5 References

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of enriching learning experiences and interactions to enhance learning for a child in an ECE service.

Evidence requirements

1.1 Enriching learning experiences for a child in an ECE service are identified and described in terms of enhancing the child’s learning and development.

Range includes but is not limited to – indoor play; outdoor play; transitions; routines; socialisation.

Outcome 2

Implement, analyse and evaluate an observation of a child in an ECE service.

Evidence requirements

2.1 An observation is planned and implemented in accordance with the policies and practices of the ECE service, including undertaking ethical requirements.

Range planning an observation includes but is not limited to – communication with whānau/family including consent; strengths and interests of children; method of observation; tools and observations techniques; time of day in relation to child’s routines.

2.2 Observation is analysed and evaluated to inform planning for enriched learning experiences for the child.
Outcome 3

Develop, implement and evaluate a learning plan for a child in an ECE service to enrich a child’s learning experiences and interactions.

Evidence requirements

3.1 A learning plan is developed based on the observed strengths and interests of the child, their life context, and links to Te Whāriki.

3.2 The learning plan is implemented under supervision to support the enrichment of the child’s learning and interactions.

3.3 The implementation of the learning plan is evaluated in terms of the effectiveness of the learning experiences and interactions, and areas for further development of the learning plan for the child are identified.

Planned review date

31 December 2021

Status information and last date for assessment for superseded versions

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