

Title	Plan, implement and review enriching and culturally responsive learning experiences for a child in an ECE service		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to: demonstrate knowledge of enriching and culturally responsive learning experiences and interactions to enhance learning for a mokopuna/child in an ECE service; implement and analyse an observation of a mokopuna/child in an ECE service; and develop, implement and review a culturally responsive plan for a mokopuna/child's learning and development 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 32990, *Develop skills to observe and analyse learning and development of a mokopuna/child 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 providing enriching learning experiences and interactions to enhance learning for mokopuna/children.

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.

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

Culturally responsive refers to having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of mokopuna/children and their whānau/families. 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 a person and/or groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.

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

Learning experiences refer to the broad range of meaningful interactions with people, places and things, and includes play. These experiences expand the children's competence and confidence and, over time, enable them to direct their own lives.

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, narrative, 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, te reo Māori, storytelling, pūrākau, dramatic play, sand, water, playdough, visual art, puzzles, books/pukapuka, blocks, music, waiata, movement, poi and rakau, physical, outdoors, exploration, natural materials, sensory materials, natural world/papatūānuku, science, mathematics, technology, excursions.

Supervision in this standard refers to having a suitably qualified/experienced supervising/supporting mentor who will assess the learner's practice against requirements (e.g. for a licensed home-based service this may be the visiting teacher or coordinator).

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's Act 2014

Education and Training Act 2020

Education (Early Childhood Services) Regulations 2008

Health and Safety at Work Act 2015

Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989

Privacy Act 2020

United Nations Convention on the Rights of the Child (UNCROC) 1989

and subsequent amendments.

5 References

Education Review Office - Te Tare Arotake Mātauranga, *How ERO reviews early childhood services*; available at <https://ero.govt.nz/how-ero-reviews/how-ero-reviews-early-childhood-services>.

Hamer, Caryl. *Observation: a tool for learning - Te Tirohanga, he taonga āwhina i te ako* (Wellington: Open Polytechnic of New Zealand, 1999).

KidsHealth, *Play and your child's development*; available at <https://www.kidshealth.org.nz/play-your-childs-development>.

Ministry of Education, *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* (Wellington); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/>.

Ministry of Education, *Play ideas for learning; He korikori whakaaro*, available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/learning-ideas/learning/>.

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 Education, *Te Whatu Pōkeka – Kaupapa Māori Assessment for Learning*; available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/te-whatu-pokeka-english/>.

Mutch, C.A. (2013) *Doing educational research: A practitioner's guide to getting started* (2nd) (Wellington: NZCER Press).

Plunket – Whānau āwhina, *Caring for your child*; available at <http://www.plunket.org.nz/your-child/safety/>.

Starship, *Safe Kids Aotearoa, resources on falls, water safety, etc*; available at <https://www.starship.org.nz/safekids/>.

Strategies with Kids – Information for Parents (SKIP), resources available at <https://www.skip.org.nz/>.

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

United Nations (1989). *Convention on the Rights of the Child (UNCRC), 1989. A/RES/44/25*; available from <http://www.unhcr.org/uk/4d9474b49.pdf>.

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/>.

Outcomes and performance criteria

Outcome 1

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

Performance criteria

- 1.1 Culturally responsive learning experiences for a mokopuna/child in an ECE service are identified and described in terms of enhancing the mokopuna/child's learning and development.

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

Outcome 2

Implement and analyse an observation of a mokopuna/child in an ECE service.

Performance criteria

- 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 mokopuna/child's routines.

- 2.2 Observation is analysed to inform planning for culturally responsive learning experiences for the mokopuna/child.

Outcome 3

Develop, implement and review a culturally responsive plan for a mokopuna/child's learning and development in an ECE service.

Performance criteria

- 3.1 A learning plan is developed based on the observed strengths and interests of the mokopuna/child, their life context, and links to Te Whāriki.
- 3.2 The learning plan is implemented under supervision to support the enrichment of the mokopuna/child's learning and interactions.
- 3.3 The implementation of the learning plan is reviewed in terms of the effectiveness of the culturally responsive learning experiences and interactions, and areas for further development of the learning plan for the mokopuna/child are identified.

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

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@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.