

Title	Use culturally responsive strategies to build relationships and communicate effectively in an ECE community		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to use culturally responsive strategies to build relationships and communicate effectively in an ECE community.</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: Family, Whānau, Community, and Society
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Available grade	Achieved
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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 Communication with whānau/families may be assessed in a simulated or real situation.
- 3 Definitions
 - Active listening* refers to paraphrasing, summarizing, reflecting, clarifying.
 - 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, intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.
 - Cultures* refers to understandings, patterns of behaviour, practices, and values shared by a group of people.

Diversity refers to understanding that each individual is unique, and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies, and in this context includes Pasifika, whanaungatanga, and manaakitanga concepts.

An *Early Childhood Education (ECE) service* may include 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, coordinators, whānau/families, and nannies who are involved in the learning and development of children.

Partnerships may include empowerment/whakamana of the whānau/families, reciprocal and responsive relationships with whānau/families, acknowledging value of the contribution of whānau/family, and the structure and composition of the whānau/families.

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

- 4 Legislation includes but is 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
Health and Safety at Work Act 2015
Human Rights Act 1993
Privacy Act 1993
Vulnerable Children Act 2014
and subsequent amendments.

- 5 References
Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>.
Education Council New Zealand, *Tātaiako: Cultural competencies for teachers of Māori learners*; available at <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0>.
Ministry of Education, *Special Education Early Intervention Service*, available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/learning-tools-and-resources/early-intervention/>.
Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.
Ministry for Pacific Peoples, *Pacific People in NZ*, available at <http://www.mpp.govt.nz/pacific-people-in-nz>.

Outcomes and evidence requirements

Outcome 1

Use culturally responsive strategies to build relationships and communicate effectively in an ECE community.

Evidence requirements

- 1.1 Strategies are described in terms of how they promote awareness of, and respect for, cultural, linguistic and family/whānau diversity in an ECE community.
- 1.2 Resources that support learning about other cultures and languages are described in terms of how they meet the purpose of the strategies.
- 1.3 Strategies that promote awareness of, and respect for, cultural, linguistic and family/whānau diversity in an ECE community are implemented.
- 1.4 Roles in an ECE service are described in terms of responsibilities for communication and for developing and maintaining relationships within the ECE community.
- 1.5 Communication strategies are used effectively to engage in respectful, reciprocal, and responsive relationships within an ECE community.
- Range communication strategies include but are not limited to – verbal (written, oral, active listening, questioning), non-verbal (visual cues, gestures, body language), visual (signs, webpages and illustrations), digital; may include integrated communication strategies relevant to the audience and context.
- 1.6 Benefits for children and whānau/families of effective communication are described in relation to building and maintaining partnerships in an ECE community.

Planned review date	31 December 2021
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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	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>.

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.