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

| Purpose | People credited with this unit standard are able to use culturally responsive strategies to build relationships and communicate effectively in an ECE community. |
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| | 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: Family, Whānau, Community, and Society |
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| Available grade | Achieved |
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**Guidance Information**

1  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 culturally responsive strategies and practices and te ao Māori concepts to communicate effectively with mokopuna/children and whānau/family.

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 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, intent is for children to be assessed as a whole group, not for each of the age categories 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.
*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 recognising 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 a person and/or 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 culturally 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's Act 2014
Education and Training Act 2020
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
Human Rights Act 1993
Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989
Privacy Act 2020
and subsequent amendments.

5    References
Brookes, *Creating Culturally Responsive Classrooms and Practices;* available at https://brookespublishing.com/cultural-diversity-toolkit/creating-culturally-responsive-classrooms-and-practices/.
Ministry of Education, *Early Intervention Services (EIS)*; available at https://www.education.govt.nz/early-childhood/teaching-and-learning/early-intervention/.
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 http://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/.
Ministry for Pacific Peoples, *Pacific Aotearoa*; available at https://www.mpp.govt.nz/about-us/pacific-aotearoa/.
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/.
Te Kete Ipurangi (TKI), *Te Whāriki Online*; available at  https://tewhariki.tki.org.nz/.
Te Kete Ipurangi (TKI), *Te Whāriki Online - Te Korerorero Talking Together*; available at https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/.
Te Kete Ipurangi (TKI), *Te Reo Maori in English-medium schools*; available at https://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Key-understandings-about-effective-language-learning/Te-reo-Maori-and-tikanga-Maori.

## Outcomes and performance criteria

### Outcome 1

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

### Performance criteria

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      Environments and resources that support learning about te reo Māori, tikanga, 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 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@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.