

Title	Describe societal influences, practices and legislative requirements that support child protection in an ECE service		
Level	4	Credits	4

Purpose	<p>People credited with this unit standard are able to describe societal influences, practices and legislative requirements that support child protection 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: Professional Practice
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Available grade	Achieved
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Entry information	
Recommended skills and knowledge	Unit 29870, <i>Demonstrate knowledge of te Tiriti o Waitangi, legislation and organisations relevant to ECE services in New Zealand.</i>

Explanatory notes

- 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.
- Definitions
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.

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.

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

- 3 Legislation, conventions, regulations and guidelines include but are not limited to:
 Children, Young Persons, and Their Families Act 1989
 Crimes Act 1961
 Disability (United Nations Convention on the Rights of Persons with Disabilities) Act 2008
 Education Act 1989
 Education (Early Childhood Services) Regulations 2008
 Health and Safety at Work Act 2015
 Human Rights Act 1993
 Licensing Criteria for Early Childhood Education and Care Centres 2008
 Privacy Act 1993
 United Nations Convention on the Rights of the Child (UNCRC) 1989
 Vulnerable Children Act 2014
 and subsequent amendments.
- 4 References
 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>.
 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>.
 Ministry of Education, *Licensing criteria for ECE services*; available from <http://www.education.govt.nz/early-childhood/running-an-ece-service/the-regulatory-framework-for-ece/licensing-criteria>.
 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>.
 Oranga Tamariki - Ministry for Vulnerable Children, *Working with Children* resources available at <https://www.mvcot.govt.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>.

Outcomes and evidence requirements

Outcome 1

Describe societal influences, practices and legislative requirements that support child protection in an ECE service.

Evidence requirements

- 1.1 Societal views of children and childhood over the last 100 years in Aotearoa New Zealand are described in terms of key developments within the major societal influences.
- Range societal influences include – social, political, cultural, economic; evidence of at least three key developments within each of these influences.
- 1.2 The intent and purpose of child protection legislation, conventions, regulations and guidelines are identified and described in terms of policies and procedures in an ECE service in Aotearoa New Zealand.
- Range includes but is not limited to – Vulnerable Children Act 2014 and Children’s Action Plan; UNCRC and Human Rights Act 1993; Crimes Act 1961 (Section 59); Privacy Act 1993; Education Act 1989; Children, Young Persons, and Their Families Act 1989.
- 1.3 Educators’ ethical and legal responsibilities regarding child protection are described in terms of applying policies and procedures to practice in an ECE service.
- 1.4 The influence of legislation and other child protection requirements on own ethical and professional ECE practice in Aotearoa New Zealand is described.

Replacement information	This unit standard and unit standard 29880 replaced unit standard 12736 and unit standard 26716.
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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 (CMRs). 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.