

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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Guidance Information

- 1 Recommended skills and knowledge:
Unit 32995, *Demonstrate knowledge of Te Tiriti o Waitangi, legislation, services and support relevant to 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 describing societal influences, practices and legislative requirements that support child protection.
- 3 Definitions
Child protection legislation, conventions, regulations and guidelines refer to the Children’s Act 2014; UNCRC and Human Rights Act 1993; Crimes Act 1961 (Section 59); Privacy Act 2020; Education and Training Act 2020; Oranga Tamariki Act 1989 – Children’s and Young People’s Well-being Act 1989.

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, 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 a person and/or groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and development of children.

- 4 Legislation, conventions, regulations and guidelines include but are not limited to:
 Children's Act 2014
 Crimes Act 1961
 Disability (United Nations Convention on the Rights of Persons with Disabilities) Act 2008
 Education and Training Act 2020
 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
 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 (UNCRC) 1989
 and subsequent amendments.
- 5 References
 Child Matters, *Safer recruitment Safer Children - Educating to prevent child abuse* available at <https://www.childmatters.org.nz/services-/safer-recruitment/> and <https://www.education.govt.nz/assets/Documents/Early-Childhood/Safer-Recruitment-Safer-Children.pdf>.
 Jenkins, K; Harte, H; Ririki, TKM; *Traditional Māori Parenting, An Historical Review of Literature of Traditional Māori Child Rearing Practices in Pre-European Times*, (2011); available at <https://www.occ.org.nz/publications/reports/traditional-maori-parenting/> or <https://www.occ.org.nz/assets/Uploads/Reports/Parenting/Traditional-Maori-parenting.pdf>.
 Ministry of Education, *Child protection*; available at <https://www.education.govt.nz/early-childhood/child-wellbeing-and-participation/child-protection/>.
 Ministry of Education, *Licensing criteria for ECE services*; available from <https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/licensing-criteria/>.
 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/>.
 New Zealand Police, *Child Protection Policy*; available at <https://www.police.govt.nz/about-us/publication/child-protection-policy>.

Oranga Tamariki - Ministry for Children, *Child protection policies*; available at <https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/child-protection-policies/>.

Oranga Tamariki - Ministry for Children, *Working with Children*; resources available at <https://www.orangatamariki.govt.nz/working-with-children/>.

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, *The Code of Professional Responsibility – Examples in Practice, 2017*; and other resources; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/#examples>.

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/>.

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 performance criteria

Outcome 1

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

Performance criteria

1.1 Societal views of children and childhood since pre-colonial times 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 Current policies and procedures in an ECE service in Aotearoa New Zealand are considered and described in terms of reflecting the intent and purpose of child protection legislation, conventions, regulations and guidelines.

Range includes – two policies; two procedures.

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 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 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.