

Title	Demonstrate understanding of diverse philosophical and cultural ECE contexts to inform own ECE practice in New Zealand		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to: compare a range of ECE philosophies and cultural contexts in Aotearoa New Zealand; discuss current thinking in relation to inclusive education practices for children in an ECE service in Aotearoa New Zealand; describe and reflect on expectations of standards associated with professional practice of an educator in an ECE service in Aotearoa New Zealand; develop and reflect on own philosophy of professional practice in an ECE service in Aotearoa New Zealand.</p> <p>This unit standard has been developed primarily for assessment for the qualification 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 standard 29871, *Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand*, 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 demonstrating understanding of diverse philosophical and cultural ECE contexts to inform own ECE practice in Aotearoa New Zealand.

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.

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.

Cultural context refers to diversity, whanaungatanga, manaakitanga concepts, Pasifika, other multicultural settings.

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

An *Early Childhood Education (ECE) service* refers to a centre-based service (fulltime or sessional), hospital-based service, home-based service, Te Aho o Te Kura Pounamu/The Correspondence School, Ngā puna kōhungahunga and other certificated playgroups. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.

ECE philosophies refer to Kindergarten, Montessori, Bilingual Education Service, Playcentre, Rudolf Steiner, Kōhanga Reo, Pacific based philosophies, Christian based philosophies, Reggio Emilia; Resources for Infant Educators (R.I.E.), Forest Kindertans, Language nests.

Educator may include persons and groups including teachers, kaiako, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children. Evidence of one is required in this unit standard.

Inclusive education refers to a programme dependent on an underlying belief in, and acceptance of, every child as a unique and special person with the potential to grow and develop.

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

4 Legislation, Regulations and Conventions include but are not limited to:

Care of Children Act 2004

Children's Act 2014

Disability (United Nations Convention on the Rights of Persons with Disabilities) Act 2008

Education and Training Act 2020

Education (Early Childhood Services) Regulations 2008

Human Rights Act 1993

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

Early Childhood Council, *The different preschool programmes and how they differ*; available at https://www.ecc.org.nz/Section?Action=View&Section_id=101.

Education Counts, *ECE Services* available at <https://www.educationcounts.govt.nz/statistics/services>.

Education Review Office – Te Tari Arotake Mātauranga Positive, *Foundations for Learning: Confident and Competent Children in Early Childhood Services*; available at <https://ero.govt.nz/our-research/positive-foundations-for-learning-confident-and-competent-children-in-early-childhood-services>.

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, *Laws governing early learning*; available from <https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/>.

Ministry of Education, *Much more than words: Manuka takoto, kaweā ake* (Wellington); available from TKI at <http://seonline.tki.org.nz/Educator-tools/Much-More-than-Words>.

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

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>.

Outcomes and performance criteria

Outcome 1

Compare a range of ECE philosophies and cultural contexts in Aotearoa New Zealand.

Range evidence of three different ECE philosophies.

Performance criteria

- 1.1 The history, underpinning beliefs and distinct practices of a range of ECE philosophies and cultural contexts in Aotearoa New Zealand are described and compared in relation to diversity in ECE.

Outcome 2

Discuss current thinking in relation to inclusive education practices for mokopuna/children in an ECE service in Aotearoa New Zealand.

Performance criteria

- 2.1 Current perspectives and definitions of inclusive education practices are discussed in terms of education for mokopuna/children in an ECE service.
- 2.2 Guiding statements relating to inclusive practice in *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* and legislative documentation are summarised in the discussion.

Outcome 3

Describe and reflect on expectations of standards associated with professional practice of an educator in an ECE service in Aotearoa New Zealand.

Range may include but is not limited to expectations in – *Our Code Our Standards*; evidence of four values, four commitments.

Performance criteria

- 3.1 Expectations of professional practice for an educator in an ECE service are described in terms of values and commitments.
- 3.2 Influence of *Our Code Our Standards* on developing a philosophy of practice is reflected on in terms of ethical considerations for practice.

Outcome 4

Develop and reflect on own philosophy of professional practice in an ECE service in Aotearoa New Zealand.

Performance criteria

- 4.1 Own upbringing, culture, values, learning and experiences are reflected on in terms of influencing a personal philosophy of practice in an ECE service.
- 4.2 Own philosophy of professional practice is developed and reflected on which includes own culture, values, beliefs and areas for future development.

Replacement information	This unit standard and unit standard 29861 replaced unit standard 26711.
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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.