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

Level
4

Credits
4

Purpose
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 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.

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].

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: Educational Theory and Practice

Available grade
Achieved

Entry information

Recommended skills and knowledge
Unit 29871, Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand.

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 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.

*Educator* may include persons and groups including teachers, 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.

3 Legislation, Regulations and Conventions include but are 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
- Human Rights Act 1993
- Privacy Act 1993
- Vulnerable Children Act 2014
- And subsequent amendments.

4 References

Outcomes and evidence requirements

Outcome 1

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

Range

ECE philosophies may include but are not limited to – Kindergarten, Montessori, Bilingual Education Service, Playcentre, Rudolf Steiner, Kōhanga Reo, Pasifika based philosophies, Christian based philosophies, Reggio Emilia; Resources for Infant Educarers (R.I.E.), Forest Kindergartens; evidence of three different philosophies; cultural contexts refers to but is not limited to – diversity, Pasifika, other multicultural settings, whanaungatanga, manaakitanga concepts.

Evidence requirements

1.1 The 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 for children in an ECE service in Aotearoa New Zealand.

Evidence requirements

2.1 Current perspectives and definitions of inclusive education are discussed in terms of education for children in an ECE service.

2.2 Guideline statements relating to inclusive behaviour in 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 – Code of Ethics for Certificated Teachers; Practising Teacher Criteria; evidence of five expectations; one type of educator.

Evidence requirements

3.1 Expectations of professional practice for an educator in an ECE service are described in terms of knowledge, practices, professional attributes, values and facilitation of learning.

3.2 Influence of professional standards on developing 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.

Evidence requirements

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.

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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.