

Title	Develop skills to observe and analyse learning and development of a mokopuna/child in an early childhood setting		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: demonstrate knowledge of observation of a mokopuna/child in an early childhood setting; and observe a mokopuna/child, document the observation and analyse the outcomes of the observation to inform the planning of the learning and development opportunities for the mokopuna/child.</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 (Introductory Skills) (Level 3) [Ref: 2849].</p> <p>This unit standard is an introduction to education and care of children in an early childhood setting. 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

- The observation may be undertaken in a simulated environment – from a still scene, a moving scene, or in an early childhood setting.
- 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.
 This unit standard assesses children from any of the age categories.
 The age categories are not intended to be assessed individually.

- 3 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 developing observation skills to observe and analyse learning of a mokopuna/child in an early childhood setting.
- 4 Definitions
Early childhood setting may be a simulated environment and/or a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.
Ethics in this standard refer to confidentiality; consideration of cultural implications; signed consent by the parent/legal guardian.
Observation techniques refer to diary records, anecdotal records, running records, time sampling, incident sampling, narratives, digital recording, event recording, duration recording, photographs.
A *still scene* is a static image and may include images from a photograph, illustration or a paused frame in a video recording.
Whānau/family may be parents, guardians, or members of the extended family who have an interest in the child.
- 5 Legislation, Regulations and Conventions include but are 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
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.
- 6 References
Brainwave, *Wiring the brain*, available at <https://brainwave.org.nz/article/wiring-the-brain/>.
Children's Commissioner, *What do kids need?* available at <https://www.occ.org.nz/our-work/giving2kids/what-kids-need/>.
Hamer, Caryl; *Observation: a tool for learning = Te Tirohanga, he taonga āwhina i te ako* (Wellington: Open Polytechnic of New Zealand, 1999).
Kids Health, *Play and your child's development*; available at <https://www.kidshealth.org.nz/play-your-childs-development>.
Kids Health, *Speech and language*; available at <https://www.kidshealth.org.nz/tags/speech-language>.
Ministry of Education, *Assessment for Learning - resources* (Wellington); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/>.
Ministry of Education, *Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars* (Wellington); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/assessment-for-learning/kei-tua-o-te-pae-2/>.

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 Health, *Child development services*; available at

<http://www.health.govt.nz/your-health/services-and-support/disability-services/types-disability-support/child-development-services>.

Mutch, C.A. (2013) *Doing educational research: A practitioner's guide to getting started* (2nd). Wellington: NZCER Press.

Plunket - Whānau āwhina, *Child development*; available at

<https://www.plunket.org.nz/child-development/>.

Talking matters, *Talk builds brains*; available at

<https://www.talkingmatters.org.nz/talk-builds-brains/>.

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

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of observation of a mokopuna/child in an early childhood setting.

Performance criteria

- 1.1 Purpose of observation is described in terms of informing the learning opportunities for the mokopuna/child and for the environment.
- 1.2 Types of observation techniques are described in terms of their application in an early childhood setting.

Range evidence of three observation techniques.

Outcome 2

Observe a mokopuna/child, document the observation, and analyse the outcomes of the observation to inform planning of learning and development opportunities for the mokopuna/child.

Performance criteria

- 2.1 Preliminary steps are identified and explained before conducting the observation.

Range steps – consideration of ethics of observation, consideration of cultural implications, selected observation technique.
- 2.2 The observation is conducted and documented following a recognised format currently used in early childhood learning settings.
- 2.3 The observation is analysed to inform planning for the future holistic learning and development opportunities for the mokopuna/child.

Replacement information	This unit standard replaced unit standard 29863.
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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	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.