

Title	Demonstrate knowledge of whānau/families and cultural diversity strategies in an early childhood setting		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: demonstrate knowledge of whānau/family diversity in Aotearoa New Zealand; and describe strategies that promote awareness of, and respect for, cultural diversity in an early childhood setting.</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: Family, Whānau, Community, and Society
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Available grade	Achieved
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Guidance Information

- 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.
 Evidence in this standard is for children as a whole group.
 Each of the age categories are not intended to be assessed individually.
- 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 knowledge of diverse whanau/families in an early childhood setting.

3 Definitions

Culture refers to understandings, patterns of behaviour, practices, and values shared by a group of people.

Diversity refers to understanding that each individual is unique, and recognising individual differences. These may be related to family structure, values, ethnicity, religion, gender, ability and learning needs, socio-economic status, and in this context includes Pasifika, whanaungatanga, and manaakitanga concepts.

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.

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

4 Legislation includes but is 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

Human Rights Act 1993

Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989

Privacy Act 2020

and subsequent amendments.

5 References

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/>.

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

Te Kete Ipurangi (TKI), *Te Whāriki Online – Identity, language, and culture*; available at <https://tewhariki.tki.org.nz/en/design-your-curriculum/principles-in-action/identity-language-and-culture/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online – Te ao Māori*; available at

<https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/wellbeing/te-ao-maori/>.

Te Ara, The Encyclopedia of New Zealand, *Diverse Families*; available at

<http://www.teara.govt.nz/en/diverse-families>.

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, *Tapasā – Cultural competency framework for teachers of Pacific learners*; available at

<https://teachingcouncil.nz/resource-centre/tapasā/>.

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/>.

- 6 Resources for learning about other cultures are available from Manatū Taonga/Ministry for Culture and Heritage, Te Puni Kōkiri/Ministry of Māori Development, Te Manatū mō ngā Iwi o te Moana-nui-ā-Kiwa/Ministry for Pacific Peoples, and other government agencies.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of whānau/family diversity in Aotearoa New Zealand.

Performance criteria

- 1.1 Whānau/families in Aotearoa New Zealand are described in terms of their composition and structure.

Range evidence of four different whānau/family types.

- 1.2 Whānau/families in Aotearoa New Zealand are described in terms of their cultural diversity, values and practices.

Range evidence of two diverse whānau/families.

Outcome 2

Describe strategies that promote awareness of, and respect for, cultural diversity in an early childhood setting.

Performance criteria

- 2.1 Strategies are described in terms of how they promote awareness of, and respect for, cultural diversity in an ECE service.

Range evidence of three strategies.

- 2.2 The environments and resources that support learning about other cultures are described in terms of how they meet the purpose of the strategies.

Replacement information	This unit standard and unit standard 32994 replaced unit standard 29867.
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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.