Title	Communicate and support the use of languages to develop and maintain relationships in an early childhood setting		
Level	3	Credits	4

Purpose	People credited with this unit standard are able to: communicate and support the use of languages to develop and maintain relationships in an early childhood setting.

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].

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 early childhood education. |

Classification	Early Childhood Education and Care > Early Childhood: Family, Whānau, Community, and Society

Available grade	Achieved

Guidance Information

1   This standard is intended to provide opportunities that enable language development to be in a first language and other languages. Multilingualism in this standard refers to English, te reo Māori, and any other language such as Pasifika or other languages relevant to an early learning context.

2   Communication with whānau/families may be assessed in a simulated or real situation.

3   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 communicating and use of language skills to develop and maintain respectful, reciprocal and responsive relationships in an early childhood setting.

4   Learners should adhere to and comprehend the rhythm, intonation, pronunciation, concepts, words, and structure of the language. These form part of the dialect of the language and can vary between, and be particular to, whānau, hapū, iwi, aiga, and other linguistic contexts.

5   This unit standard is designed for people with little experience of Māori language or protocol, or other languages relevant to an early learning context, but who care for young children in parenting roles, or as support for carers of infants, toddlers and/or young children in a supervised early learning environment. The focus of this standard is cultural and linguistic, as the challenge for learners is to promote/build te reo Māori and other language skills and achieve communication with Māori, while recognising the importance of te reo Māori and tikanga to do this.

Small errors in grammar and/or pronunciation are acceptable as long as communication is achieved and behaviour and use of te reo Māori and other languages is appropriate to the situation.

6   Definitions
Communication channels are the methods used for communicating and refer to face-to-face, telephone, digital.
Communication skills refer to listening, speaking, writing, visual, non-verbal communication.
Communication strategies refer to the use of communication channels appropriate to the audience and context; language and body language relevant to the audience and context; active listening (paraphrasing, summarising, reflecting, clarifying); open and closed questioning
Culture refers to understandings, patterns of behaviour, practices, and values shared by a group of people.
Non-verbal communication refers to sending and receiving wordless clues between people.
Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.

7   Legislation includes but is not limited to:
Care of Children Act 2004
Children's Act 2014
Education and Training Act 2020
Human Rights Act 1993
Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989
Privacy Act 2020
and subsequent amendments.

8   References
Ako Aotearoa, *Resource Series - Kit for Student Teachers; Williams N and Broadley ME*; available at https://ako.ac.nz/knowledge-centre/bicultural-competence-ece/resource-series-kit-for-student-teachers/.
Brainwave, *Wiring the brain*; available at https://brainwave.org.nz/article/wiring-the-brain/.
Kids Health*, How Children Learn;* available at https://www.kidshealth.org.nz/how-children-learn.
Kid's Health, *Speech and language*; available at https://www.kidshealth.org.nz/tags/speech-language.
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/.

Plunket - Whānau āwhina, *Child development;* available at
https://www.plunket.org.nz/child-development/.
Plunket - Whānau āwhina, *Pacific Beatz*; available at
https://www.plunket.org.nz/plunket/what-we-offer/pasifika-beatz/.
Reo Māori, *Reo Māori resources;* available at https://www.reomaori.co.nz/.
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/.
Te Kete Ipurangi (TKI), *Talking together – Te kōrerorero;* available at
https://tewhariki.tki.org.nz/en/teaching-strategies-and-
resources/communication/talking-together/.
Te Ara - The Encyclopedia of New Zealand, *Diverse Families;* available at
http://www.teara.govt.nz/en/diverse-families.
Wallis, Nathan, *Bilingual, Biliterate*; available at
https://www.youtube.com/watch?v=havZu7btDxM&t=109s.

9   Learners are encouraged to follow the best practice guidelines for spelling and
     writing Māori, prepared by Te Taura Whiri i te Reo Māori. The guidelines are
     available from https://www.tetaurawhiri.govt.nz/assets/Uploads/Corporate-
     docs/Orthographic-conventions/58e52e80e9/Guidelines-for-Maori-Language-
     Orthography.pdf.

10   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 ō te Moana-nui-ā-Kiwa/Ministry for Pacific
     Peoples, Te Taura Whiri i te Reo Māori – Māori Language Commission, and other
     government agencies.

Outcomes and performance criteria

Outcome 1

Communicate and support the use of languages to develop and maintain relationships in
an early childhood setting.

Performance criteria

1.1   Communication skills and strategies are demonstrated to develop and maintain
         respectful, reciprocal, and responsive relationships with colleagues and
         whanau/families in an early childhood setting.

         Range   includes at least two communication skills and two communication
                     strategies.

1.2   The importance of using te reo Māori and home languages when
         communicating in an early childhood setting is described.

         Range   includes with mokopuna/children, colleagues, whanau/families;
                     includes but is not limited to – pronouncing names correctly,
                     greetings, affirmations, language to support care practices.

1.3 Introductory te reo and tikanga Māori is used to support the language learning and development of mokopuna/children.

Range includes but is not limited to – mana enhancing words and phrases; the relevance of words and phrases to the context.

1.4 Benefits for mokopuna/children and whānau/families of communication are described in relation to building and maintaining respectful, reciprocal, and responsive relationships in an early childhood setting.

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

Planned review date	31 December 2026

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

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.