

<b>Title</b>	<b>Describe language rich environments across the early years within a responsive relationship</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: describe practices and strategies to support language development in the First 1,000 days of life within a responsive relationship; and describe how bilingual and multi-lingual language rich environments across the early years benefit young mokopuna/children.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Learning and Care (Level 2) [Ref: 4338] and 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 early learning and life skills. It is designed for people who care for young children in parenting roles, or as support for carers of infants, toddlers and/or young children in a supervised environment.</p>
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<b>Classification</b>	Early Childhood Education and Care > Early Childhood: Family, Whānau, Community, and Society
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<b>Available grade</b>	Achieved
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**Guidance Information**

- 1 Recommended skills and knowledge:  
Unit standard 29857, *Describe patterns of development and learning for young mokopuna/children*, or demonstrate equivalent knowledge and skills.
- 2 This standard is intended to provide opportunities that enable language development to be in a child’s 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.
- 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 communications and language development for young mokopuna/children.

- 4 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 if communication is achieved and use of te reo Māori and other languages is appropriate to the situation.

- 5 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.

- 6 Definitions

*Communication* refers to listening, speaking, writing, visual, and non-verbal communication.

*The First 1,000 days of life* is the period from conception to two years, a unique period when the foundations of optimum health, growth, and neurodevelopment across the lifespan are established.

- 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

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>.

Kids 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 Beat*; available at

<https://www.plunket.org.nz/plunket/what-we-offer/pasifika-beat/>.

Reo Māori, *Reo Maori resources*, available at <https://www.reomaori.co.nz/>.

Talking matters, *Talk builds brains*; available at

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

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

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

Te Kete Ipurangi (TKI) - Pasifika Education Community, *An introduction to Tapasa*; available at <https://pasifika.tki.org.nz/Tapasa>.

Teaching Council of Aotearoa New Zealand, *Tapasā – Cultural competencies framework for teachers of Pacific learners*; available at <https://teachingcouncil.nz/resource-centre/tapasa/>.

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 te reo 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

Describe practices and strategies to support language development in the First 1,000 days of life within a responsive relationship.

#### Performance criteria

- 1.1 The importance of supporting communication and language development in the First 1,000 days of life is described.
- Range includes but is not limited to – responsive relationships, serve and return, language rich.
- 1.2 Practices that support communication in the First 1,000 days are described.
- Range includes but is not limited to – responsive relationships, serve and return, language rich.
- 1.3 Strategies that enhance language development for infants and toddlers are described.
- Range may include but is not limited to – copying sounds, naming, descriptive commenting, extending, singing, reading.

### Outcome 2

Describe how bilingual and multi-lingual language rich environments across the early years benefit young mokopuna/children.

**Performance criteria**

- 2.1 The benefits of being bilingual/multilingual are described for young mokopuna/children.
- 2.2 Words, phrases, and songs used during care practices in languages prevalent in Aotearoa New Zealand are identified and described.

Range languages include – English, Te Reo Māori, at least one other.

<b>Planned review date</b>	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

<b>Consent and Moderation Requirements (CMR) reference</b>	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](mailto:qualifications@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.