<table>
<thead>
<tr>
<th>Title</th>
<th>Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki</th>
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<tr>
<td>Level</td>
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<td>Credits</td>
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**Purpose**

People credited with this unit standard are able to: describe Te Whāriki and its relationship with teaching and learning practices for children in an ECE service; explain how Te Whāriki guides teaching and learning practice in ECE services in Aotearoa/New Zealand; evaluate the application of Te Whāriki in an ECE service; and explain how Te Whāriki informs own values, beliefs, and practice in an ECE context.

This unit standard 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

**Guidance Information**

1. Three 'broad age groups' are 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.

   Evidence in this standard is for children as a whole group. Each of the age categories are not intended to be assessed individually.

2. 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.

3. Definitions
   - An *early childhood education (ECE) service* may include 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 be persons and groups including teachers, supervisors, co-ordinators, whānau/families, and nannies who are involved in the learning and the development of children.
4 Legislation includes but is not limited to:
   Education Act 1989
   Education (Early Childhood Services) Regulations 2008
   Vulnerable Children Act 2014
   and subsequent amendments.

5 References

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**Outcomes and performance criteria**

**Outcome 1**

Describe *Te Whāriki* and its relationship with teaching and learning practices for children in an ECE service.

**Performance criteria**

1.1 Content and structure of *Te Whāriki* are summarised in terms of its purpose.

1.2 Links between *Te Whāriki* and the Education (Early Childhood Services) Regulations 2008 are described.

   Range evidence of two is required.

1.3 Ways in which *Te Whāriki* influences the role of the educator, and assists with teaching and learning practices for children in an ECE service, are described.

   Range evidence of one service is required; evidence of three ways is required.

1.4 Ways in which *Te Whāriki* promotes a holistic approach to learning are described.

   Range evidence of three ways is required.

**Outcome 2**

Explain how *Te Whāriki* guides teaching and learning practice in ECE services in Aotearoa/New Zealand.

Range evidence from two ECE services of different types.
Performance criteria

2.1 Explanation includes how each of the four principles of Te Whāriki relates to the beliefs and values of each ECE service.

2.2 Explanation includes how each of the five strands of Te Whāriki guides teaching and learning practice in each ECE service.

Outcome 3
Evaluate the application of Te Whāriki in an ECE service.

Range evidence of one service is required.

Performance criteria

3.1 The application of Te Whāriki is evaluated in terms of the curriculum in an ECE service.

Range may include but not limited to – routines, policies, procedures, interactions, environment, assessments, resources; evidence of at least four is required.

3.2 The application of Te Whāriki is evaluated in terms of its effectiveness for supporting children’s learning in an ECE service.

Outcome 4
Explain how Te Whāriki influences own values, beliefs, and practice in an ECE context.

Performance criteria

4.1 The influence of Te Whāriki’s principles and strands is explained in terms of own values and beliefs about teaching and learning.

4.2 The influence of Te Whāriki’s principles and strands is explained in terms of own teaching and learning practice.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.
Status information and last date for assessment for superseded versions

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
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<td>26 March 1997</td>
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<td>Review</td>
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<td>17 December 2010</td>
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Consent and Moderation Requirements (CMR) reference 0135