Title: Analyse Te Whāriki and the New Zealand Curriculum for programme planning in an ECE service

Level: 6
Credits: 6

Purpose:
People credited with this unit standard are able to: demonstrate knowledge of Te Whāriki and the New Zealand Curriculum; compare Te Whāriki with the New Zealand Curriculum; use the comparison of Te Whāriki and the New Zealand Curriculum for programme planning in an ECE service.

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.

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 is required for the young child age category in this unit standard.

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.

4. Legislation include but is not limited to:
   - Children, Young Persons, and Their Families Act 1989
   - Education Act 1989
   - Education (Early Childhood Services) Regulations 2008
   - Privacy Act 1993
   - Vulnerable Children Act 2014
   and subsequent amendments.
5 References

6 Recommended entry information: Unit 9306, *Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki*.

### Outcomes and performance criteria

#### Outcome 1
Demonstrate knowledge of Te Whāriki and the New Zealand Curriculum.

**Performance criteria**

1.1 Structure, content, intent, theory, and philosophy of Te Whāriki are described in terms of their relationship to ECE practice.

1.2 Vision, principles, values, key competencies and learning areas of the New Zealand Curriculum are described in terms of their relationship to schooling.

#### Outcome 2
Compare and contrast Te Whāriki with the New Zealand Curriculum.

**Range** principles, strands, and goals of Te Whāriki; vision, principles, values, key competencies, learning areas, and the level one and two achievement objectives of the New Zealand Curriculum.

**Performance criteria**

2.1 The similarities and differences in philosophical approaches to a young child’s learning and development between Te Whāriki and the New Zealand Curriculum are compared and contrasted.

2.2 The similarities and differences of Te Whāriki and the New Zealand Curriculum’s approaches to achieving educational learning outcomes are compared and contrasted.
Outcome 3

Use the comparison of Te Whāriki and the New Zealand Curriculum for programme planning in an ECE service.

Performance criteria

3.1 Comparison informs programme planning in terms of a young child’s transition from ECE service to school.

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

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Consent and Moderation Requirements (CMR) reference: 0135

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.