Demonstrate knowledge of programme planning for learning in an ECE service

Level 5
Credits 8

Purpose
People credited with this unit standard are able to: develop, implement, and evaluate a learning plan for a child in an ECE service; describe and explain programme planning in an ECE service; describe components of programme planning in an ECE service; and discuss and reflect on how theoretical perspectives of learning influence programme planning.

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. 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. Evidence of one type of service is required 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. A learning plan should help adults who work in ECE to understand what children are learning, how the learning happens, and the role that both adults and other children play in such learning. The learning plan will set goals for the child and will involve a series of learning opportunities.

5 References

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Outcomes and performance criteria

Outcome 1
Develop, implement, and evaluate a learning plan for a child in an ECE service.

Performance criteria

1.1 A learning plan is developed based upon key elements of the early childhood curriculum requirements and evidence from observations.

   Range key elements include but are not limited to – learning outcomes, resources, strategies, ethics.

1.2 The learning plan is implemented and evaluated in terms of its effectiveness in extending a child’s learning.

Outcome 2

Describe and explain programme planning in an ECE service.

Performance criteria

2.1 The purpose of programme planning is explained in terms of a child’s learning.

2.2 Examples of how programme planning can be used in an ECE service are described in terms of promoting a child’s learning.

2.3 The relationship between a learning plan for a child and a programme plan is explained.

Outcome 3

Describe components of programme planning in an ECE service.

Range components of programme planning include but are not limited to – observations; assessments; objectives; obtaining, allocating, and scheduling staff; resources and responsibilities to ensure outcomes are achieved; evaluation.
Performance criteria

3.1 The components of programme planning are described in terms of how they relate to the early childhood curriculum.

3.2 Possible applications of the components of programme planning are described in relation to an ECE service’s philosophy, policies, and practices.

Outcome 4

Discuss and reflect on how theoretical perspectives of learning influence programme planning.

Range evidence of two theories is required.

Performance criteria

4.1 Discussion shows understanding of how theories influence programme planning.

4.2 Discussion shows understanding of the relationship between theories of learning and practice in an ECE service.

4.3 Possible areas for future refinement of programme planning in an ECE service are reflected on.

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.