

Title	Demonstrate knowledge of partnerships between whānau/family and an ECE service		
Level	5	Credits	4

Purpose	<p>People credited with this unit standard are able to demonstrate knowledge of: establishing a partnership between whānau/family and an ECE service, and strategies to develop and maintain a partnership between whānau/family and an ECE service.</p> <p>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.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Family, Whānau, Community, and Society
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Available grade	Achieved
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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 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.
- 3 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.
- 4 Definition
Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.
- 5 Legislation includes but is not limited to:
Children, Young Persons, and their Families Act 1989

Consumer Guarantees Act 1993
Education Act 1989
Education (Early Childhood Services) Regulations 2008
Health and Safety in Employment Act 1992
Human Rights Act 1993
Privacy Act 1993
Vulnerable Children Act 2014
and subsequent amendments.

6 References

Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media, 1996); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.
Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <http://www.teacherscouncil.govt.nz/content/code-of-ethics-certificated-teachers>.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of establishing a partnership between whānau/family and an ECE service.

Performance criteria

- 1.1 The merits of establishing a partnership between whānau/family and an ECE service are discussed in terms of enhancing communication and relationships between whānau/family and an ECE service.
- 1.2 The establishment of a partnership between whānau/family and an ECE service is discussed in terms of the principles of the Code of Ethics for Registered Teachers.
- 1.3 The partnership roles, responsibilities, and expectations of whānau/family and an ECE service are discussed.

Outcome 2

Demonstrate knowledge of strategies to develop and maintain a partnership between whānau/family and an ECE service.

Range strategies for developing and maintaining a partnership may include but are not limited to – clarification of roles and responsibilities, philosophies, practices, and expectations of whānau/family and the ECE service; provision of a welcoming environment in an ECE service for whānau/family; consultation in the decision-making process for children's learning; acknowledgement of the diverse requirements of whānau/family and an ECE service; maintaining a flow of information on the education and care needs of children; evidence of three strategies is required.

Performance criteria

- 2.1 Strategies to develop and maintain a partnership between whānau/family and an ECE service are discussed in terms of their effectiveness and the factors that may affect their effectiveness.

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

Process	Version	Date	Last Date for Assessment
Registration	1	26 March 1997	31 December 2016
Review	2	25 January 2005	31 December 2016
Review	3	17 December 2010	31 December 2017
Revision	4	8 December 2011	31 December 2021
Rollover and Revision	5	20 August 2015	31 December 2021
Review	6	27 June 2019	31 December 2021

Consent and Moderation Requirements (CMR) reference

0135

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