

Title	Facilitate early childhood education and care arrangements with whānau/family		
Level	6	Credits	5

Purpose	<p>People credited with this unit standard are able to: discuss and reach a consensus with whānau/family in relation to an enrolment agreement; discuss and respond to requirements for early childhood education and care arrangements with whānau/family; and monitor and reflect on settling-in processes for a child and their whānau/family during initial stages of the early childhood education and care arrangements.</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 Consultation with parents and/or whānau/family may be assessed in a simulated or in a real situation.
- 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 of one age category is required in this unit standard.

Whānau/families may be parents, guardians, or members of the extended family who have an interest in the child.
 Evidence of one type of *whānau/families* is required in this unit standard.
- 4 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.
- 5 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.

Caregiver refers to the person primarily responsible for the child.

Enrolment agreement refers to the verbal or written agreement that defines the expectations of the whānau/family and the ECE service. Expectations may include communication, discipline, routine, safety, and respect.

- 6 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.
- 7 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>.
- 8 Recommended entry information: Unit 9331, *Demonstrate knowledge of partnerships between whānau/family and an ECE service.*

Outcomes and performance criteria

Outcome 1

Discuss and reach a consensus with whānau/family in relation to an enrolment agreement.

Performance criteria

- 1.1 Discussion of the enrolment agreement identifies expectations, roles, and responsibilities of whānau/family.
- 1.2 Discussion of enrolment agreement explains expectations, roles, and responsibilities of the ECE service and its caregiver, and describes how the ECE service upholds and values identified expectations, and the rights of a child and whānau/family.
- 1.3 Discussion reaches a consensus in relation to a final enrolment agreement.

Outcome 2

Discuss and respond to requirements for early childhood education and care arrangements with whānau/family.

Range requirements for education and care arrangements include – statutory requirements, and may include but are not limited to – hours of care; health, safety and wellbeing of the child; advice on financial support; individual education programme; cultural; ethnic.

Performance criteria

- 2.1 Discussion with whānau/family identifies specific early childhood education and care requirements for the child and whānau/family in accordance with the enrolment agreement.
- 2.2 Response to requirements for education and care arrangements for the child gives consideration to expectations of whānau/family, the philosophy and practices of the ECE service, and statutory requirements.

Outcome 3

Monitor and reflect on settling-in processes for a child and their whānau/family during initial stages of the early childhood education and care arrangements.

Performance criteria

- 3.1 Settling-in processes for the child and their whānau/family are monitored and reflected on to ensure the education and care arrangements identified in the enrolment agreement are met.
- 3.2 Reflection on settling-in processes identifies areas for adjusting education and care arrangements and improving education and care outcomes for the child and their whānau/family.

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

This unit standard is Expiring