

Title	Demonstrate knowledge of ECE services in Aotearoa/New Zealand		
Level	6	Credits	10

Purpose	<p>People credited with this unit standard are able to: analyse ECE services in Aotearoa/New Zealand; discuss the development of ECE services in Aotearoa/New Zealand; and analyse the role of key groups and individuals in the development of ECE services in Aotearoa/New Zealand.</p> <p>This unit standard is designed for people who intend to work, or are working with, children in ECE services. 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 three types of services 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**
Culture is defined as understandings, patterns of behaviour, practices, and values shared by a group of people.
- 5 Legislation includes but is not limited to:
Care of Children Act 2004
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.

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

Analyse ECE services in Aotearoa/New Zealand.

Range evidence from one centre-based, one home-based, and one other ECE service is required.

Performance criteria

1.1 The philosophies of the ECE services are analysed in terms of their aims and goals for the education and care of children.

Outcome 2

Discuss the development of ECE services in Aotearoa/New Zealand.

Range evidence from one centre-based, one home-based, and one other ECE service is required.

Performance criteria

2.1 The development of ECE services in Aotearoa/New Zealand is discussed in terms of the links between the diversity of services and the issues and trends that influenced their development.

Range issues and trends may include but are not limited to – political, social, economic, historical, educational, ethnic, philosophical, and which are related to the status of women, children, Māori, Pasifika, or Asian cultures; evidence of four is required.

Outcome 3

Analyse the role of key groups and individuals in the development of ECE services in Aotearoa/New Zealand.

Range key groups and individuals may include but are not limited to – philosophers, writers, psychologists, educationalists, researchers, religious leaders, politicians, indigenous leaders; evidence of four is required.

Performance criteria

- 3.1 Analysis evaluates the role of key groups and individuals in terms of their impact on the development of ECE services in Aotearoa/New Zealand.
- 3.2 Analysis evaluates the role of key groups and individuals in terms of their impact on changing society's attitudes towards early childhood education.

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>.