

## Landscape of Early Childhood Education unit standards aligned to NZ Early Childhood Education qualifications at Levels 2 – 4

### Level 2 - NZ Certificate in Early Childhood Learning and Care [Ref: 2848] (40 credits) Version 1 - (EXPIRING)

Note:

- Following the 2020-21 [qualification review](#), this qualification will be discontinued on 31 December 2024. The replacement qualification is the NZ Certificate in Early Learning and Care (Level 2) (Ref: 4338]
- Some unit standards contribute to more than one graduate profile outcome (GPO), but holistically the proposed range of standards and options cover the qualification GPOs and indicative credits.

<b>Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2848]</b>				
Qualification graduate profile outcome (GPO)	Unit standard ID	Unit standard title	Level	Credits
<b>GPO1 (12 Credits)</b> Contribute to an environment that provides for the holistic wellbeing and care of infants, toddlers, and young children.	<b>29852</b> version 1 Basic needs & nutrition	Demonstrate knowledge of the basic needs and nutrition that support young children’s holistic wellbeing and development.	2	4
	<b>29853</b> v1 Health & wellbeing	Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children.	2	3
	<b>29854</b> v1 Hygiene and Safety	Describe personal and environmental hygiene and safety practices for the care of young children.	2	2
	<b>29855</b> v1 Attachment relationships	Describe attachment relationships and strategies used to support transitions for young children.	2	3
	<b>29856</b> v1 Care practices	Describe and demonstrate care practices for infants and toddlers.	2	2
	<b>25459</b> (optional)	<i>Provide first aid for young children.</i>	2	1
<i>Credits: The above standards total 14 credits i.e. 2 credits more than the required 12 credits. These credits can be used for GPO2.</i>				

Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2848]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Unit standard title	Level	Credits
<b>GPO2 (12 Credits)</b> Provide and reflect on play experiences using introductory knowledge of child development and of how children learn through play.	29857 version 1 Learning & development	Describe patterns of development and learning for young children.	2	5
	29858 v1 Play experiences	Provide and reflect on the value of play experiences for a child's development and learning.	2	5
	<i>Credits: The above standards total 10 credits. To make up the 12 credits, 2 credits can be used from GPO1</i>			
<b>GPO3 (4 Credits)</b> Identify own values and beliefs to inform practice in relation to learning and care of children.	29859 v1 Values & beliefs	Describe values and beliefs that inform own personal approach to the learning and care of young children.	2	4
<b>GPO4 (6 Credits)</b> Communicate to develop respectful relationships in an early childhood learning and care setting.	29860 v1 Relationships & behaviour	Describe strategies and practices used to develop positive relationships and to guide behaviour in young children.	2	6
<b>GPO5 (3 Credits)</b> Identify support services and networks available in the community to assist children and families.	29861 v1 Support services	Identify and describe agencies/services available in the community to support young children and families.	2	3
<b>GPO6 (3 Credits)</b> Use introductory te reo Māori, and tikanga to support the learning and care of children.	No specified standards		2	3

## Level 2 - NZ Certificate in Early Learning and Care [Ref: 4338] (60 credits) Version 1

### Note:

- This qualification replaces Level 2 qualification [Ref: 2848], mentioned above.
- Some unit standards contribute to more than one GPO, but holistically the proposed range of standards and options cover the qualification GPOs and indicative credits.
- Only 52 credits are included in the alignment table below, leaving 8 elective credits that need to be mapped to the qualification GPOs.

Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (60 credits) [Ref: 4338]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Unit standard title	Level	Credits
<b>GPO1 (15 Credits)</b> Identify factors that contribute to the holistic wellbeing of the mother and the kukune/foetus during haputanga/pregnancy and the mokopuna/children across the early years, including how these influence a child's brain development and lifelong learning.	32996 version 1 Pregnancy	Describe factors that contribute to the health and holistic wellbeing of the kukune/foetus during haputanga/pregnancy <i>GPO1 &amp; part GPO6</i>	2	5
	32991 v1 Brain development	Describe factors that influence a mokopuna/child's brain development and lifelong learning <i>GPO1 &amp; part GPO6</i>	2	5
	32997 v1 Language	Describe language rich environments across the early years within a responsive relationship <i>GPO1 and part GPO3/6.</i>	2	3
<b>GPO2 (15 Credits)</b> Demonstrate care practices and contribute to an environment that supports the holistic wellbeing of mokopuna - infants, toddlers, and young children.	32998 v1 Needs & Care	Describe and demonstrate basic care needs and practices for young mokopuna/children	2	5
	32989 v1 Nutrition	Demonstrate knowledge of age-related food and nutrition relevant to healthy eating for young mokopuna/children	2	3
	29853 v1 Health & wellbeing	Demonstrate knowledge of health issues, practices and services to protect and enhance the wellbeing of young mokopuna/ children.	2	4
	29855 v2 Attachment relationships	Describe attachment behaviours and strategies used to support transitions for young mokopuna/children.	2	3
	25459 (optional) <i>First Aid</i>	<i>Provide first aid for young children.</i>	2	1

**Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (60 credits) [Ref: 4338]**

Qualification graduate profile outcome (GPO)	Unit standard ID	Unit standard title	Level	Credits
<b>GPO3 (10 Credits)</b> Provide and reflect on play experiences and environments using introductory knowledge of child development and how mokopuna/children learn through play.	<b>29857</b> v2 Learning/development	Describe patterns of development and learning for young <b>mokopuna/children</b> . <i>Alternative is unit std 32997, above</i>	2	5
	<b>29858</b> v2 Play experiences	Provide and reflect on the value of play experiences for a <b>mokopuna/child's</b> development and learning.	2	5
<b>GPO4 (5 Credits)</b> Identify own whakapapa and/or heritage/family history, values and beliefs to inform practice and self-awareness in relation to learning and care of mokopuna/ children and managing self.	<b>29859</b> v2 Values & beliefs	Describe values and beliefs that inform a personal approach to the learning and care of young <b>mokopuna/children</b> . <i>GPO4 and part GPO6</i>	2	5
<b>GPO5 (5 Credits)</b> Communicate to develop respectful, reciprocal and responsive relationships, including whanaungatanga/ relationships concepts, and to foster the social competence of mokopuna/children.	<b>29860</b> v2 Relationships & behaviour	Describe strategies and practices to develop positive relationships, social and emotional competence in young children. <i>GPO5 and part GPO6</i>	2	6
<b>GPO6 (5 Credits)</b> Use introductory te reo and tikanga Māori to support the care, learning and development of mokopuna/children.	Thread across other standards			
<b>GPO7 (5 Credits)</b> Identify community and Government support services and networks and describe ways they are available to assist mokopuna/children and whānau/families.	<b>29861</b> v2 Support services	Identify and describe agencies/services available to support young mokopuna/children and whānau/families. <i>Only 3 credits. GPO is 5 credits.</i>	2	3



## Level 3 - NZ Certificate in Early Childhood Education and Care [Ref: 2849] (60 credits) Version 2

Note:

- Some unit standards contribute to more than one GPO, but holistically the proposed range of standards and options cover the qualification GPOs and indicative credits.
- The requirements for the qualification graduate profile outcome 5, and the intent from the of the qualification general condition of threading te reo Māori and the tikanga learning throughout, has been applied.

Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 3) (60 credits) [Ref: 2849]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
<b>GPO1 (20 credits)</b> Apply introductory knowledge of Te Whāriki to contribute to a curriculum for mokopuna/children, supporting identified priorities for children’s holistic learning and development.	<b>10026</b> v7 Learning & Development	Demonstrate knowledge of mokopuna/children’s holistic development and learning in an early childhood	3	6
	<b>32990</b> v1 Observation	Develop skills to observe and analyse learning and development of a mokopuna/child in an early childhood setting	3	3
	<b>29864</b> v2 Attachment & transitions	Demonstrate knowledge of attachment theories, behaviours, and transition support in an early childhood setting	3	4
	<b>33034</b> v1 Te Whāriki	Describe Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum	3	3
	<b>26707</b> v5 Play	Describe the value of play and create resources for children’s learning and development in an early childhood setting	3	4
<b>GPO2 (10 credits)</b> Demonstrate responsive care practices and contribute to an environment that provides for the holistic wellbeing of mokopuna - infants,	<b>29865</b> v2 Health & wellbeing	Describe and reflect on practices to protect and promote the health and holistic wellbeing of young mokopuna/children	3	4
	<b>29866</b> v2 Nutrition	Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an early childhood setting	3	3

Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 3) (60 credits) [Ref: 2849]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
toddlers and young children, including health, safety and basic needs, in compliance with regulatory requirements specific to an early childhood education and care setting.	<b>10019</b> v7 Safety	Describe and contribute to safe practices and a safe environment for mokopuna/children in an early childhood setting	3	4
	<b>32988</b> v1 Needs & Care <i>Recommended</i>	Describe and demonstrate basic care needs and practices for young mokopuna/children	2	5
	<b>25459</b> (optional) First Aid	<i>Provide first aid for young children</i>	2	1
<b>GPO3 (10 credits)</b> <i>(11 credits - embedding part GPO5)</i>  Communicate to develop and maintain respectful, reciprocal and responsive relationships with diverse whānau/families, colleagues and mokopuna/children, including to support the development of social, cultural and emotional competencies.	<b>32992</b> v1 Diversity	Demonstrate knowledge of whānau/families and cultural diversity strategies in an early childhood setting	3	3
	<b>32994</b> v1 Comms & te reo	Communicate and support the use of languages to develop and maintain relationships in an early childhood setting	3	4
	<b>26708</b> v5 Relationships	Describe respectful, reciprocal and responsive relationships with mokopuna/children in an early childhood setting	3	4
<b>GPO4 (5 credits)</b> <i>(6credits over by 1cr, some embedding part GPO5)</i>  Differentiate strategies that help manage personal health and wellbeing, and reflect on legal and ethical responsibilities that guide practice and professional behaviours in an early childhood setting.	<b>29868</b> v2 Prof behaviour & personal wellbeing	Describe professional behaviours and manage personal health and wellbeing in an early childhood setting	3	3
	<b>29869</b> v2 Ethics	Demonstrate knowledge of ethical responsibility to guide practice in an early childhood setting	3	3
<b>GPO5 (5 credits)</b>  Use basic te reo and tikanga Māori, and develop knowledge of local iwi and hapū, to grow te reo Māori language skills within a familiar early childhood context.	This GPO can be threaded across other standards, such as those listed below. Two of these standards can be chosen to meet the 5-credit requirement.			
	<b>33034</b> v1 Te Whāriki	Describe Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood	3	3
	<b>10026</b> v7 Holistic	Demonstrate knowledge of mokopuna/children's holistic development and learning in an early childhood setting	3	6



Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 3) (60 credits) [Ref: 2849]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
	development and learning			
	<b>26707</b> v5 Creating resources	Describe the value of play and create resources for children's learning and development in an early childhood setting	3	4
	<b>32992</b> v1 Diversity	Demonstrate knowledge of whānau/families and cultural diversity strategies in an early childhood setting	3	3
	<b>32994</b> v1 Comms & te reo	Communicate and support the use of languages to develop and maintain relationships in an early childhood setting	3	4
	<b>26708</b> v5 Relationships	Describe respectful, reciprocal and responsive relationships with mokopuna/children in an early childhood setting	3	4
	<b>29868</b> v2 Prof behaviour & personal wellbeing	Describe professional behaviours and manage personal health and wellbeing in an early childhood setting	3	3
	<b>32995</b> v1 Legislation, regulations, Treaty	Demonstrate knowledge of Te Tiriti o Waitangi, legislation, services and support relevant to an early childhood setting	3	4
<b>GPO6 (5 credits)</b> Identify community and government services and agencies and ways they are able to assist in the care and protection of mokopuna/children and whānau/families.	<b>32995</b> v1 Legislation, regulations, Treaty	Demonstrate knowledge of Te Tiriti o Waitangi, legislation, services and support relevant to an early childhood setting <i>(4 credits – spare 1 credit)</i>	3	4
<b>GPO7 (5 credits)</b> Explore a range of ECE services and philosophies to illustrate diverse early childhood education and care contexts in Aotearoa New Zealand.	<b>29871</b> v2 Philosophies & services	Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand <i>(3 credits – spare 2 credits)</i>	3	3



## Level 4 - NZ Certificate in Early Childhood Education and Care [Ref: 2850] - version 2

### Note:

- Some standards on the table below, may contribute to more than one qualification outcome, and don't directly match the indicative credits for each qualification graduate profile outcome (GPO).

Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2850]				
Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
<b>GPO1 (10 credits)</b> Guide the holistic development and learning of children through the application of key early childhood theories and approaches.	<b>29872</b> v2 Learning & development	Demonstrate knowledge of how theories of children's holistic development and learning influence practice in an ECE service.	4	5
	<b>10026</b> v7 Learning & Development	Demonstrate knowledge of mokopuna/children's holistic development and learning in an early childhood setting  <i>Threads te reo &amp; multilingualism</i>	3	6
<b>GPO2 (10 credits)</b> Promote children's learning through observing, planning, implementing and reviewing culturally responsive learning experiences (including play-based experiences) for mokopuna - infants, toddlers, and young children, using knowledge of the child in the context of their whanau, Te Whāriki and supporting documents.	<b>29873</b> v2 Te Whāriki	Demonstrate knowledge of Te Whāriki, to inform ECE practice.	4	5
	<b>29874</b> v2 Learning experiences	Plan, implement and review enriching and culturally responsive learning experiences for a child in an ECE service.  <i>GPO2 and part GPO6</i>	4	5
<b>GPO3 (15 credits)</b> Provide an environment guided by community and government services, legislation and regulatory requirements, to protect and support the holistic well-being, safety, health, nutrition and care of infants, toddlers, young children/ mokopuna and their whānau/ families.	<b>29875</b> v2 Health & wellbeing	Provide a safe environment to protect and support the holistic wellbeing and care of mokopuna/children in an ECE Service.	4	5
	<b>29866</b> v2 <i>(recommended)</i> Nutrition	Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an early childhood setting.	3	3



**Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2850]**

Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
	<b>29879</b> v2 Legal & child protection	Describe societal influences, practices and legislative requirements that support child protection in an ECE service.	4	4
	<b>32995</b> v1 Te Tiriti legislation, services and support	Demonstrate knowledge of Te Tiriti o Waitangi, legislation, services and support relevant to an early childhood setting <i>Part of GPO3 &amp; 6</i>	3	4
	<b>29880</b> v2 (optional) Roles, admin, funding	<i>Describe the roles and responsibilities, administration and reporting requirements, and funding for an ECE service.</i>	4	4
<b>GPO4 (10 credits)</b> Communicate effectively and use strategies to promote cultural, social and emotional competencies, and engage in respectful, reciprocal, and responsive relationships within an early childhood education and care community. Programmes include: whanaungatanga, and manaakitanga concepts	<b>29876</b> v2 Diverse Communications	Use culturally responsive strategies to build relationships and communicate effectively in an ECE community. <i>GPO4 and part GPO6</i>	4	5
	<b>29877</b> v2 Relationships & guide behaviour	Use and evaluate strategies to engage in relationships and support children's social competence in an ECE community. <i>GPO4 and part GPO6</i>	4	5
<b>GPO5 (5 credits)</b> Reflect on personal and professional development, and implement strategies that manage own health, wellbeing (including resilience) and professionalism in an early childhood setting.	<b>29878</b> v2 Personal & prof dev	Manage own health, wellbeing and personal and professional development as an educator in an ECE service.	4	4
	<b>25459</b> (recommended) <i>First Aid</i>	Provide first aid for young children.	2	1
<b>GPO6 (5 credits)</b> Implement culturally responsive and inclusive ECE practice underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, Ka Hikitia and Tau Mai Te Reo, through the use of te reo and tikanga Māori with	<i>These 5 credits can be embedded in other standards, such as those listed below</i>			
	<b>32995</b> v1 Te Tiriti legislation,	Demonstrate knowledge of Te Tiriti o Waitangi, legislation, services and support relevant to an early childhood setting	3	4

**Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2850]**

Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
mokopuna/children and whanau/families in early childhood settings.  Programmes include establishing knowledge and dialect of local iwi and hapu in ECE context.	services and support			
	<b>10026</b> v7 Mokopuna's holistic development	Demonstrate knowledge of mokopuna/children's holistic development and learning in an early childhood setting	3	6
	<b>29872</b> v2 Holistic development and learning	Demonstrate knowledge of how theories of children's holistic development and learning influence practice in an ECE service	4	5
	<b>29873</b> v2 ECE curriculum/Te Whāriki	Demonstrate knowledge of the New Zealand Early Childhood Curriculum, Te Whāriki, to inform ECE practice.	4	5
	<b>29874</b> v2 Learning experiences	Plan, implement and review enriching and culturally responsive learning experiences for a child in an ECE service	4	5
	<b>29875</b> v2 Holistic wellbeing	Provide a safe environment to protect and support the holistic wellbeing and care of mokopuna/children in an ECE Service	4	5
	<b>29876</b> v2 Relationships and Comms	Use culturally responsive strategies to build relationships and communicate effectively in an ECE community.	4	5
	<b>29877</b> v2 Relationships & guide behaviour	Use and evaluate strategies to engage in relationships and support children's social competence in an ECE community	4	5
<b>GPO7 (5 credits)</b> Apply knowledge of the diverse philosophical and cultural contexts and approaches informing early	<b>29881</b> v2 Diversity & own philosophy & practice	Demonstrate understanding of diverse philosophical and cultural ECE contexts to inform own ECE practice in New Zealand.	4	5



**Suggested unit standards towards the NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2850]**

Qualification graduate profile outcome (GPO)	Unit standard ID	Title – Unit standards	Level	Credits
childhood education in Aotearoa New Zealand to develop a personal philosophy of practice.				