



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

## **Exemplar for Internal Achievement Standard**

### **Home Economics Level 2**

This exemplar supports assessment against:

**Achievement Standard 91303**

**Analyse practices to enhance well-being used in care provision in  
the community**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to comprehensively analyse practices to enhance well-being used in care provision in the community.</p> <p>This involves explaining how and why practices to enhance well-being are applied, from the perspective of society.</p> <p>The student explains how and why a pre-school centre implements practices from the Te Whāriki Curriculum guide. Detailed reasons link the practices to meeting children's needs and enhancing well-being (1) (2).</p> <p>The safety practices used when children are taken out on trips are explained, with reasons linked to the procedures set out by the Ministry of Education (3).</p> <p>For a more secure Excellence, the student would need to explain how and why more practices from a societal perspective are applied, e.g. having access to 20 hours of free early childhood education, and having set routines across the centre/provider.</p>

Group activities at the pre-school are at the societal level because of Te Whāriki which says that all children have to have plenty of activities to make sure they reach their potential in learning. The principles of Te Whāriki also say that the early childhood curriculum empowers a child to learn and to grow so every pre-school has to have these activities to follow the guidelines of Te Whāriki.

1

Teacher directed activities can be anything that a teacher is in charge of. Circle time or mat time is a teacher directed activity. At the pre-school every morning circle time is run by one or two teachers. It starts with the children singing a song and dancing while doing actions to a song. This has an impact on their physical well-being because they are getting active by jumping and dancing around to the music. After children have sung a couple of songs they were all told to get a chair to sit on. One of the teachers would then read them a story. Sometimes the stories were half in English and half in Māori, so the children learnt some Māori language. This has an effect on their spiritual well-being because the children are learning about the culture of the land they are living in. It also is affecting their mental and emotional well-being because they are learning another language. Learning Te Reo or Māori language is at the societal perspective of Te Whāriki of strand four that they believe every school should follow to make sure all children are looked after and cared for properly. 'The languages and symbols of their own and other cultures, are promoted and protected' (1). This is what Te Whāriki says so teaching children Māori helps this to happen. Another societal influence for the teacher directed activities is that every child in New Zealand has a chance to attend pre-school because the government is giving every child 20 hours free so that all children can learn about other cultures and so that there are plenty of children at pre-school.

2

Another teacher directed activity is taking the children out on outings. At the pre-school they sometimes make plans to take them out. The teachers take them out on the bus and they go to a lot of different places. Before they can take them out they need to get permission from the children's parents, so the trips take a bit of planning. The procedures that must be followed are set out by the Ministry of Education. 'The inherent risks involved in outings and excursions from the licensed premises must be managed to uphold the safety and well-being of children' (2). This is because there are other things that could affect the children when they are away in a different setting to the one they are familiar with. The teacher has to think of all the possible things that could go wrong and then consider how to prevent these things happening.

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With home based care there are only four children and the teacher/parent has permission to take the children out so they can go to places like parks and other playgroups so they get a chance to interact with other children. Taking the children out can have an effect on their social well-being because they are interacting and meeting with other children, parents and people. This is on the interpersonal level because it is the teacher deciding where they will go, taking them out and teaching them.

1: Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa, Early Childhood Curriculum, Ministry of Education, Learning Media, 1996

2: Health and safety practices criterion 17, Early Childhood Curriculum ECE Lead, Ministry of Education

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to analyse, in depth, practices to enhance well-being used in care provision in the community.</p> <p>This involves explaining, using detailed examples, how and why practices to enhance well-being are applied.</p> <p>The student explains in detail how and why practices used at a pre-school centre are effective at meeting children's needs and enhancing well-being. Detailed examples are explained from a personal (2) (3) (4) and interpersonal (1) (3) (4) (5) (6) perspective.</p> <p>A brief explanation is provided showing how practices from a societal perspective meet the children's needs and enhance their well-being (2) (7).</p> <p>To reach Excellence, the student would need to explain in more detail how and why practices from a societal perspective enhance well-being.</p>

In all early childhood centres there are routines that children do every day that enhance their well-being. Hand washing is one of the routines every centre has to do. All children wash their hands before having morning tea, lunch etc. The teacher tells everyone to line up in front of the sink, some will go to the toilet and they all will wash their hands. For the younger children the teacher will stay and check they are doing it right. Hand washing is about hygiene and cleanliness of the children which affects their well-being. Physical well-being is looking after and keeping their own body healthy by washing hands and avoiding the dirty bacteria on their hands, going into their body. Happy emotional feelings of having their food with clean hands or getting praised by the teachers for doing the right thing. The manner of hand washing before eating... These needs are at a personal, interpersonal and societal level. It is personal, the child knowing and caring for their own body, at the societal level as it is the policy for all early childhood centres for children to have clean hands before they eat and after they toilet.

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In nap/rest time, children will go to sleep or have some quiet time for them to settle their feelings or rest their body. Younger children easily show their tiredness and when this happens the teacher will take a few children to the beds and stay with them until they go to sleep. Older children will just take their own blanket and find themselves a quiet place for them to rest or nap until they have had enough sleep. This routine meets the need of physical and spiritual well-being, children knowing the limits of their body and knowing the ways for caring for it by resting or having a nap and being self-aware which are at the personal level. Not feeling tired, sleepy or being grumpy is related to mental and emotional well-being and taking a few minutes rest or sleep will make them happier and refreshed. Having a quiet time can also be influenced by the teachers/parents (interpersonal level) so the children won't be feeling tired and grumpy. Children being able to rest quietly means they trust the teachers and know it is a safe place which meets their social well-being.

3

At early childhood centres the teachers will organise individual play and group activities. Individual play is like painting/drawing or playing in the sand pit etc. When the weather is good the teacher can set this up outside and sometimes a teacher may give the children a task to draw/paint some object individually. The teacher will keep all the drawing and painting in each of the children's folders, this gives a sense of belonging and the child feels happy and excited when they take the folder home to show their family. They get praise from their family and teachers which will make them feel happy. Also when the teacher asks questions about the drawings, this helps them with explaining their words, expressing their feelings and with their communication.

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With group activities like role play, everyone plays a character that they want to do from a story, they can choose or the teacher might choose it for them. Each child will get involved and communicate with other children and the teachers. To fully do the play, all children have to know the story, understand their role and if they don't they won't know what to do. They will gain confidence and experience different things by acting different roles and getting involved with everyone.

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Common group activities include making a poster or creating objects with recycled rubbish with the children communicating with others and suggesting ideas. These group activities meet the needs of mental and emotional well-being as the children try to think carefully and explain or express what they really want to do or suggest some ideas and trying to get

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involved with the group. Good team work makes good friendships, relationships and a sense of belonging in the group which meet their needs of social well-being. Gaining confidence, self-esteem by working with others well and doing the same activities meets the spiritual well-being.

The routines, individual play, group activities and teacher directed activities that are provided in early childhood centres and home based care meet all four dimensions of hauora, for the purpose of Early Childhood Curriculum, Te Whāriki. These occur in an environment designed to foster children's learning and development and follow the principles, strands and goals appropriate for all 2-5 year olds.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to analyse, in depth, practices to enhance well-being used in care provision in the community.</p> <p>This involves explaining, using detailed examples, how and why practices to enhance well-being are applied.</p> <p>The student explains in detail how and why the practice of hand washing (one example only) used at a pre-school centre is effective at meeting children's needs and enhancing well-being (1). Some practices are examined in detail from a personal (1) (2) (4) (5) and interpersonal (1) (3) perspective.</p> <p>For a more secure Merit, the student needs to explain in more detail why practices enhance well-being, e.g. why sleep time enhances the children's well-being in terms of the dimensions of taha tinana (physical) and taha hinengaro (mental and emotional), rather than describing the effects of lack of sleep (2).</p>

All the children have mat time before lunch, morning and afternoon tea where the teacher calls out each student's name or letters that their name start with. They all go and stand in a line and wash their hands with soap. This routine meets physical well-being because it about their health and hygiene. This is personal because it is about looking after your health and hygiene for 3-5 year olds and it is interpersonal for 1-2 year olds because they have the teacher beside them helping them wash. In the pre-school they have a lower sink for the children to easily wash their hands but in home based care they do not have to provide a lower sink. This could be a weakness of home based education. This could be interpersonal because a child who is under 2 might not know how to turn on the tap and don't know how to wash properly so the teacher will help them to turn on the tap, wash hands properly and dry them. Washing hands and keeping children healthy is societal because they are following the curriculum Te Whāriki (strand 1 well-being) their health is promoted.

1

At pre-school, under 2 year old children all have bed time before afternoon tea; so this is something where all children have to sleep at that time so this is a societal. The children might feel tired so the teacher puts them to bed. This is personal linked to their physical, mental and emotional well-being, because they have to have sleep time for their bodies to get some rest. They will be tired if they don't have a rest and it affects their mental and emotional well-being because when tired they get upset. They have their own bed and blankets, so germs do not pass on and they wash the blankets once a week and they have gates so the children do not fall off the beds. They take off their jacket, coats and take any things they might choke on before they go to sleep. They are protecting the children from danger by doing this. At home based care they do not have sleep time but go to bed if they are tired...

2

All the children sit on the mat, the teacher reads a story and some of the children come up and act the story out. This mat time is interpersonal because the teacher made this time for the children and mat time affects physical, social, mental and emotional well-being because they are moving their bodies to act and communicate with the teacher and their friends to act the story and they are learning to use the drums, hold onto something without moving and developing their own imagination. All children have their own pictures to act one of the parts of the story so everyone will be involved and doesn't feel left out. By giving their own role from the story their social, mental and emotional well-being is affected. As the story ended the teacher asked the children what did the character do wrong and what was the right thing they should do. As they were talking about rights and wrongs their spiritual well-being was affected too. But in home based care, children might not get mat time but they still can do story time...

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The playground is set up for children to play on; they have a sand pit, tree house and swings and a course (which the teacher makes up with ladders, slides and boxes) and are for everyone over 2 years old. It is personal because it is something you play alone. It could change to interpersonal as soon as lots of children play together. This play ground affects the children's physical, mental and emotional well-being because they have to move their bodies to do the course swing and go up the tree house and they are learning to use and play on the playground equipment. Playground sometimes affects their social well-being because other children could be playing on the playground too and they could connect by playing and talk about what they are doing and ask what they are doing.

4



At the other end for the under 2's they have set up some individual play for the children to play with. One was sand bottles in the buckets. This is personal because it was set up for every child but the children whoever wants to play can play and it is what they want to do. It affects their physical, mental and emotional well-being because they are moving the bottle around with their hands and filling it up with sand. They are learning the different between full and empty, volumes, touching sand, what sand feels like and what is sand. This play is set up inside so if they spill sand it can be swept up and returned to the bucket

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to analyse practices to enhance well-being used in care provision in the community.</p> <p>This involves examining in detail how health enhancing practices are applied in care provision, and drawing conclusions in relation to well-being.</p> <p>The student explains in detail how the practice of sitting on the mat used at a pre-school centre is effective at meeting the children’s needs and enhancing their well-being (1).</p> <p>Some practices are examined in detail from a personal (3) (4) and interpersonal perspective (1) (2) (4).</p> <p>Conclusions are drawn in relation to well-being for all dimensions of hauora (1) (2) (3) (4).</p> <p>To reach Merit, the student would need to include more detail in the conclusions, showing why well-being has been enhanced.</p>

The early childhood centre (pre-school) in which I attended, routines were very important. All the children arrived at 9 o'clock at the latest. As soon as the teachers knew that all the children had arrived, all children and teachers would sit on the mat, the centre of the carpet and they would sing a song in Māori and they would all talk about what they did the night before/on the weekend or they would have 'show and tell' where a child would be the centre of attention for a moment and show the class something valuable of their own. This would be the social aspect of well-being as they are communicating with all other children and teachers and also spiritual because they have the courage and strength to show everyone something that is valuable to them. Then after that the children would go off and play.

1

In pre-school when it came to morning break a small meal would be cooked/prepared, for the children and they would all go inside and wash their hands and then place themselves at a table. One of the teachers would say a prayer and then would pick a table to go to and wait to get their morning tea. Then they would go off and play again. Then it would become lunch break... After they had finished their meals they went and rewashed their hands and then brushed their teeth. Brushing their teeth I found was one of the second most important things that this pre-school did as its helping the children care for the strengthening and whitening of their teeth. But in home-based care the teacher will make a meal for the children at lunch and at morning break, of either their choice, the child's choice or the caregivers choice, depending on whatever is in the home pantry. The teacher would make them wash their hands and also it would be up to the parents if they want their children to have a prayer before their meal or not depending on their spiritual well-being or religion, and then also it they want their children to brush the children's teeth after their meal or not. Then the children would go out again and play.

2

In the pre-school, it a child was tired they would make their way to a couch and find themselves a blanket and go to sleep or get a mat out and lie on that with a pillow. It was really their own choice, this would make them feel more independent in themselves as they get the choice to make up their mind to sleep or not, and it would reflect on their mental and emotional aspects of hauora. But in home-based care the children would usually be in their own home and they could just go to their beds if they were tired and fall asleep and depending on their age they might have a set nap time when they would have to lie down or sleep for a few minutes/hours, this would reflect on the child's physical well-being as it would give them that extra energy to do more in their day and also mental and emotional as when children are tired they are not happy and they seem quite grumpy.

3

The pre-school in which I attended the children did what they wanted to do, there were different boxes around the room holding all different types of equipment. For example building blocks, rugby/soccer ball/s, dinosaurs, cars, books, Barbies, etc. A child could just go and help themselves to whatever was in the boxes. It was the child's choice whether they wanted to play with other children or just themselves but if they were going to play with themselves and another child wanted to use the same equipment as them they had to learn how to share. This would reflect on the child's social and spiritual aspect of well-being as they have to learn to get along with other children and talk and share and also it helps the child talk to others and not just keep to themselves, also mental and emotional as they would make friends who were close to them and feel confident. Most of the children enjoyed playing outside more than indoors as there was a small grass patch where they could kick/pass around a ball and there was a large playground and a small tree-house (which was

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just a little building slightly above the ground). There are all sorts of different types of equipment at pre- schools in which a child can choose from. But at a home-based care the child only has the toys and equipment which are at the home and they have to learn how to share and get along with each other as there are only a limited amount of children at the care (1-5 children). This helps the child with its mental, emotional and social well-being because...

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to analyse practices to enhance well-being used in care provision in the community.</p> <p>This involves examining in detail how health enhancing practices are applied in care provision, and drawing conclusions in relation to well-being.</p> <p>The student examines in detail how the practice of hand washing used at a pre-school centre is effective at meeting children’s needs and enhancing well-being (1).</p> <p>Some practices are examined from a personal (4) (5) and interpersonal (1) (3) (4) (5) perspective.</p> <p>Conclusions are drawn in relation to well-being for most dimensions of hauora (1) (3) (4) (5). An example of developing a value is included (2), which could be attributed to taha wairua (spiritual).</p> <p>For a more secure Achieved, the student would need to include more detail showing how some practices are effective at meeting children’s needs, and how well-being has been enhanced in relation to the dimension of taha wairua (spiritual).</p>

I want to talk about the routines, they have lots of routines in the early childhood centre. For example, they are washing hands before eating, after eating and sleeping. They wash hands after their play outside, play dough etc. I can see the washing hands are important for the child's health and well-being. Because they are washing hands very carefully, they will use liquids for washing hands, make sure water is warm, use tissue paper to wipe up the water. For some of the youngest of the kids their hands are washed by the teachers because they do not know how to do it, and the teachers needs to step by step teach them how to do it. So, I think this is mental well-being. For some older children, they know how to wash their hands. When the teacher says, wash hands before eating, they will go to the toilet, stand on a line and wash their hands.

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Sometimes, the teacher will stand at beside them and say it is important they do it well.

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If someone is not washing hands well, they will talk to them and help them to wash them again. I think washing hands is emotional and social well-being. The teachers are looking for the children to wash their hands and teach them how and why they need to do it. It is emotional well-being. Because if the teachers are not supervising the children washing hands and do not teach them how to do it, those kids will be unhealthy or sick. So, why do the teachers supervise them washing hands - because the teacher love and care the children and do not want to the children to be sick wants to the children to be healthy and happy during every day. Washing hands also are social, because the children are stand a line and washing hands, they wash hands one by one, not fight with other kids because they know they should follow the rule, first come, first served. It is also society and using this rule in the future when they are older.

3

Individual play which means what the child does in the free time. When they are going outside, they need make sure the children dress up, such as put on jacket and shoes and then they can go out in the winter, in the summer, they have UV shade and water resistant sunscreen(SPF15+30). The children also can stay inside when they have free time; they can listen to music, play ball with other children and play with toys. The teacher will look for the children all the time, there has one of the teachers to look after them when they have free time play outside and play with them or take photos for the children.

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Group activities are different from the individual play because the group activities are playing with each other and they play in groups for the group activities - always by what does teacher says. When I stay at the early childhood, I have seen a lot of group activities the teacher make for the children. For example, they are playing dough and making it by themselves. Making the dough is mostly done by the teacher but the children support the teacher making play dough. Firstly, the teacher has ... For the mental and emotional well-being, children playing with dough can make lots different shapes; I think this is expressing their emotions. For example, a child's parents' birthday is coming and they can make a birthday gift. It is the children expressing the emotion to the parents. They are happy and excited making something to take home and give to their parent. Just like a kid drawing... In the home base care, they have different group activities between the early childhood centres. They are going to the library for learning, baking at home and going to the other educator. When they are going to the other educator, the children will meet lots of new friends, it is easy to keep one eye on them and get to know each other. They can play the group games with new friends and teachers. So it is improving the social and physical well-

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being because they have got some new friends and expanded the range of friends, they are playing the games and getting on with each other, lots of movement and developing the physical body.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to analyse practices to enhance well-being used in care provision in the community.</p> <p>This involves examining in detail how health enhancing practices are applied in care provision, and drawing conclusions in relation to well-being.</p> <p>The student examines how the practice of washing hands used at a pre-school centre is effective at meeting children’s needs and enhancing well-being (1).</p> <p>Some practices are examined briefly from a personal (2) and interpersonal (1) (5) (6) perspective.</p> <p>Brief conclusions are drawn in relation to well-being for most dimensions of hauora (1) (2) (3) (4).</p> <p>To reach Achieved, the student would need to provide a more detailed examination of how the practices meet children’s needs and enhance well-being in relation to all dimensions of hauora.</p>



In home based care the routines can be more flexible and work around your own daily life. You don't have to ask parent to go on outings and you can do your normal day to day routines. While at the kindergarten it is a bit more like school and they have lots of children and fixed routines.

#### Hand washing

All children that have their lunch will all **wash their hands** with soap and water; the home based teacher will supervise and if they need help that is given.

In a kindergarten there are set times that they will eat and when it is time. So before they all eat, they will all have to wash their hands. The teacher will ask all of the children if they want to eat to wash their hands and that teacher will supervise at the door and if they need help the teacher will give that to them but only if they have asked. Both of these will affect their well-being in terms of taha tinana because you need clean hands when eating.

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#### Individual play

In home based care the children will have **books and puzzles that they can do by them self** and putting your child in home based care there maybe more time for your child to have individual play because in home based care there are only allowed four children.

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In a kindergarten it could be harder for children to have individual play because of the large number of children there are in the kindergarten but the kindergarten do supply **puzzles and books they can do by them self**. Both of these will affect their well-being in terms of **taha tinana and taha hinengaro**. Because they are using their fingers with the puzzles and **learning** about the story.

#### Group activities:

In a home based care the home based teacher **might take the children to the park** and let energy out because if the teacher notices that they are rough and violent with the other children the teacher may think that they are getting bored and need to let the energy out. This **is taha tinana because they are running around and letting their energy out**.

3

In a kindergarten the teacher had a **play dough station** and the teacher will ask them what they are making and they will **start making cupcakes together and then they will all role play and pretend to eat it**. Both of these can be affected by taha wairua, taha whānau and taha hinengaro.

4

#### Teacher directed activities:

In a home based care all the **children will have a scrapbook** and daily they will **sit down with the home care teacher and put or put photos or paintings in the scrapbook**.

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In a kindergarten the children will have a **mat time** every day and the teacher will **sit with them and the teacher will read a book with the children and ask them questions about what is happening in the book and they will have a song all together** and then there parents will come to pick their children up. Both of these things can be affected by taha whanau and taha hinengaro.

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