

NZQA Assessment Support Material

Unit standard	26708				
Title	Develop respectful, reciprocal and responsive relationships with children in an ECE service				
Level	3	Credits	4	Version	4

Assessor guidelines

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors need to be very familiar with the outcome being assessed by the unit standard, and check that they are using a current version. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Assessors should use innovative, valid and fair ways of recognising achievement, without overburdening themselves or the learner with too much assessment.

This assessment resource provides an example of how a written assessment could be presented, and when a verification of the learner's work is required. However, a variety of assessment activities and approaches could be considered when gathering evidence.

For further information on assessment of standards, see the Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>.

INTRODUCTION

This unit standard is an introduction to education and care of children in an ECE service. It 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. This unit standard will prepare people to advance to a higher level of study in ECE.

This assessment activity developed for unit standard 26708 version 4 contains five assessment tasks from which the learner will be required to show how they develop respectful, reciprocal and responsive relationships with children in an ECE service.

This will involve the learner:

- describing strategies that help to develop relationships with children in an ECE;
- using and evaluating strategies to develop respectful, reciprocal and responsive relationships with a child in an ECE service.

CONTEXT/SETTING

Assessment will occur in the learner's usual teaching and learning environment/context, and components of this assessment require the learner to use strategies with a child in an ECE service.

It is recommended that learners be given the opportunity to observe ECE centre routines and build meaningful relationships with children and staff before being assessed engaging in relationships and interactions. This may require two or more visits of at least one-hour duration for each learner with the same child or group of children.

AWARD OF CREDIT

To be awarded credit for this unit standard, the learner must complete five tasks. They will be assessed on:

- describing three strategies in terms of how they help to develop respectful, reciprocal and responsive relationships between adults and children. (*task 1 – ER 1.1*)
- describing strategies for guiding children's behaviour in terms of setting appropriate limits and boundaries. (*tasks 2 - ER 1.2*)
- describing the importance of consistency in guiding children's behaviour, in relation to developing relationships with children. (*task 3 - ER 1.3*)
- using and evaluating strategies that guide a child's behaviour and develop a respectful, reciprocal and responsive relationship with a child. (*task 4 - ER 2.1 and 2.2*)
- identifying areas for self-development in the use of strategies. (*task 5 – ER 2.3*)



The assessor must be satisfied that the learner can demonstrate competence against the unit standard. Whilst not essential, for authenticity you may require verifier/supervisor sign-off to confirm observation of the learner using the strategies with a child in task 4.

CONDITIONS OF ASSESSMENT



This is an **open book assessment** that will take place over a timeframe set by the assessor. This is an individual assessment and has both written and practical tasks. The practical tasks will be completed in an ECE service, and the assessor must ensure appropriate permissions and consent have been obtained (see below).



Learners may use their class notes or any other relevant material to help guide their responses, which are to be expressed in their own words. Encouraging the learners to access the resources listed on the next page may be helpful for this assessment.



The assessor will provide learners with information regarding timeframes for this assessment. It is likely that the written and practical assessment tasks will be undertaken at different times.



The person who verifies the learners work must be someone in a role with appropriate responsibility to confirm their performance meets the standard (e.g. a supervisor who works with the learner regularly at the ECE service). Asking a workmate to carry out the verifier role is not acceptable.

The verifier must have appropriate opportunities to observe the learner's actual performance and must accept/own the responsibility to confirm the evidence meets the required level of performance for this standard.



The 'Worksheet' in task 4 can be used to confirm the observation of the learner's actual performance in using strategies with children.

Observations can be carried out by a verifier/supervisor when the assessor may not be present at the ECE service/workplace.

PERMISSIONS AND CONSENT

- **Permissions** - Completion of this standard requires practical experience within an early childhood setting. These placements will **require the learner to pass a safety check** consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014, safety checking regulations, and guidelines see <https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/safety-checking/>.
- **Consent** - Signed consent from legal guardian/s of the child and any other child that may be observed, or digitally recorded. Learners must adhere to the ECE services policies and procedures for use of photographs, consents and observations of a child or children, use of information, information access, or permission to observe form in accordance with the ECE services policies and procedures.

NOTES FOR ASSESSORS, INCLUDING DEFINITIONS

- Evidence of one type of ECE service is required in this unit standard. 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.
- *Children* refers to the three 'broad age groups' as 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.
- Learners 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.
- A *reciprocal and responsive relationship* is a relationship involving mutual, or complementary reactions and responses between two parties, where one party (often the adult) reacts quickly and sensitively to the interests, observations, or experiences of another party (often the child).
- Authenticity is the assurance that evidence of achievement produced by a learner is their own. [NZQA Authenticity for resources](#).

RESOURCES

- Kiwi Families *1-4 year old child behaviour* available at <http://www.kiwifamilies.co.nz/articles/1-4-year-old-child-behaviour/>
- MacNaughton, Glenda & Williams, Gillian. *Techniques for teaching young children: choices for theory and practice* (Australia: Pearson Education, 2008).
- Ministry of Education, *Providing Positive Guidance: Guidelines for Early Childhood Education Services* (Wellington: Ministry of Education, 1998), available at <https://www.education.govt.nz/assets/Documents/Early-Childhood/ProvidingPositiveGuidance.pdf>
- Ministry of Education, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.
- Ministry of Health, *Managing your child's behaviour* available at <http://www.health.govt.nz/your-health/pregnancy-and-kids/under-fives/helpful-advice-years-1-5/managing-your-childs-behaviour>.
- Plunket, *Your toddler's behaviour* available at <https://www.plunket.org.nz/your-child/1-2-years/behaviour/>.
- Strategies with kids – information for parents (S.K.I.P.), *Simple tips for a calmer, happier whānau with under-fives* available at <http://whanau.skip.org.nz/tips-for-parents>.
- Teaching Council New Zealand, *Code of ethics for Certificated Teachers, Education Council*; available at <https://teachingcouncil.nz/content/code-of-ethics-registered-teachers-poster-english>
- Teaching Council New Zealand, *Education Council - Our Code, Our Standards*; available at <https://teachingcouncil.nz/content/our-code-our-standards>

LEGISLATION

Legislation and Regulations include but are not limited to:

- Children's Act 2014
- Education Act 1989
- Education (Early Childhood Services) Regulations 2008
- Health and Safety at Work Act 2015
- Privacy Act 1993

and subsequent amendments.

Assessment Schedule

Unit standard		26708			
Title	Develop respectful, reciprocal and responsive relationships with children in an ECE service				
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Outcome 1: Describe strategies that help to develop relationships with children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.1 Strategies are described in terms of how they help to develop respectful, reciprocal and responsive relationships between adults and children. Range:</p> <ul style="list-style-type: none"> - strategies may include but are not limited to – active and reflective listening; positive role modelling; responding; encouraging; questioning; reinforcing; positioning of self in relation to child size; guided participation; use of appropriate language; positive attention; - evidence of three strategies, one for each of infant, toddler, young child. 	<p>Task 1 – Strategies to develop relationships</p> <p>The table in task 1 is completed describing three strategies, one for each of an infant, toddler and young child.</p> <p>Description includes how each strategy helps to develop respectful, reciprocal and responsive relationships between the adult and the child.</p> <p>Evidence should include correct description of appropriate strategies for developing relationships in an ECE service e.g.</p> <ul style="list-style-type: none"> • An Infant: Responding - comforting a crying infant by picking up and comforting. It helps to develop reciprocal and responsive relationships by giving the child a sense of security, attachment etc. • Toddler: Reinforcing - using positive praise consistently. Using words such as ka pai, well done, high five to reinforce positive behaviour. • Young child: Active reflective listening - using body language to acknowledge the child. Use eye contact, nod, smile to show the child you are actively listening. 	<ul style="list-style-type: none"> • There is one strategy for each of the age groups - infant, toddler, and young child. • Strategies selected are correctly described and appropriate for the relationship with the specific child and age group

Outcome 1: Describe strategies that help to develop relationships with children in an ECE service

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 1.2 Strategies for guiding children's behaviour are described in terms of setting appropriate limits and boundaries.</p> <p>Range:</p> <ul style="list-style-type: none"> - strategies may include but are not limited to: problem solving, facilitating, negotiating, redirecting; - evidence for toddler and young child 	<p>Task 2 – Limits and boundaries</p> <p>Evidence includes the learner identifying and describing strategies they would use in an ECE service when guiding a toddler's and a young child's behaviour, in terms of setting appropriate limits and boundaries.</p> <p>Part A: Strategies for a toddler and young child</p> <ul style="list-style-type: none"> • Strategies used in an ECE service when guiding a toddler and a young child's behaviour are identified and described in task 2. • The strategies are described in terms of setting appropriate limits and boundaries and cover a toddler and a young child <p>Part B: Strategies for scenarios</p> <ul style="list-style-type: none"> • Appropriate strategies for each of the three scenarios are completed, and include a description of how the chosen strategy could guide the child and set limits and boundaries <p>Description of strategies such as problem solving, facilitating, negotiating, redirecting, indicating how they help in terms of setting boundaries and learning to manage feelings and behaviours.</p>	<ul style="list-style-type: none"> • Strategies are described in relation to setting appropriate limits and boundaries to guide a toddler and young child's behaviour (two strategies) • Strategies relate to setting appropriate limits and boundaries • Strategies may include but are not limited to – problem solving, facilitating, negotiating, redirecting • Strategies selected are appropriate for scenario.
<p>ER 1.3 The importance of consistency in guiding children's behaviour is described in relation to developing relationships with children</p>	<p>Task 3 – Guiding behaviour consistently</p> <p>The paragraphs cover the importance of consistency in guiding a toddler or young child's behaviour. The importance of consistency is described in relation to developing relationships with children.</p> <p>e.g. Toddler – may include reinforcement guidance, routines – to foster secure attachment and trust, and a secure base for exploring and learning. Young child – may include role modelling, consequences, empathy – to promote a sense of security, belonging, trust, confidence and self-esteem.</p>	<ul style="list-style-type: none"> • The importance of consistency in guiding behaviour is described comprehensively.

Outcome 2: Use and evaluate strategies to develop respectful, reciprocal and responsive relationships with a child in an ECE service.

Range: evidence of three strategies

Evidence requirements	Evidence for achievement	Judgements for achievement
<p>ER 2.1 Strategies that develop a respectful, reciprocal and responsive relationship with a child are used to guide behaviour.</p>	<p>Task 4 – Using and evaluating strategies to develop relationships Evidence of the worksheet being completed describing three different interactions with a child in an ECE service, each showing the use of a different strategy in the interaction.</p> <p>For example:</p> <ul style="list-style-type: none"> • Toddler - responding sensitively. When they are showing levels of frustration, the toddler is positively redirected or supported. Effectiveness of strategy shows adults care and respond to the child's needs. Evidence may include verifier/supervisor sign-off to confirm observation of the learner using the strategies with a child. 	<ul style="list-style-type: none"> • Evidence is provided of the USE of three strategies that develop a respectful, reciprocal and responsive relationship with a child. • Authenticity of candidate work - see NZQA Authenticity for resources.
<p>ER 2.2 Strategies used to develop a respectful, reciprocal and responsive relationship with a child are evaluated for effectiveness in accordance with current ECE practice</p>	<p>Task 4 – Using and evaluating strategies to develop relationships Evidence of evaluation of the three different interactions with a child in an ECE service. Each strategy is evaluated in accordance with current ECE practice, in terms of the effectiveness in developing a respectful, reciprocal and responsive relationship with a child in an ECE service.</p> <p>May note areas for self-development in use of strategies.</p>	<ul style="list-style-type: none"> • Evaluation shows careful consideration of the effectiveness of the three strategies used. • Evaluation covers how each strategy is in accordance with current ECE practice
<p>ER 2.3 Areas for self-development in the use of strategies to develop a respectful, reciprocal and responsive relationship with a child are identified from the evaluation.</p>	<p>Task 5 – Reflection on self-development in the use of strategies Evidence of 1 or 2 reflective paragraphs in worksheet for task 5.</p> <p>Areas for self-development are identified in relation to the evaluation of strategies used to develop respectful, reciprocal and responsive relationships with the child in task 5. Areas for self-development in use of strategies may be things such as allowing the child to persevere before support is offered; closer engagement with the child's needs.</p>	<ul style="list-style-type: none"> • Areas for self-development (at least two) in the use of strategies are identified from the evaluation of the strategies used in task 4.