Title	Describe respectful, reciprocal and responsive relationships with mokopuna/children in an early childhood setting		
Level	3	**Credits**	4

| **Purpose** | People credited with this unit standard are able to: describe strategies and te ao Māori concepts that help to develop positive relationships with mokopuna/children in an early childhood setting; describe strategies and/or practices that support the development of mokopuna/children's social and emotional competence; and describe culturally responsive strategies to respond to challenging behaviour from young mokopuna/children in an early childhood setting.

This unit standard is intended primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849].

This unit standard is an introduction to education and care of children in an early childhood setting. 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. |
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice

Available grade	Achieved

Guidance Information

1   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. Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through strategies and practices and te ao Māori concepts to develop respectful, reciprocal and responsive relationships with mokopuna/children.

2   Definitions
     Children refers to the three broad overlapping age ranges for mokopuna/children as defined in *Te Whāriki* as:
     infant – birth to 18 months;
     toddler – one year to three years;
     young child – two and a half years to school entry age.

Culturally responsive strategies and/or practices refer to reading cues; clear expectations and commands; specific praise; positive feedback and encouragement (mana enhancing); predictable routines; consistency; supporting problem solving; facilitating; wananga; tuakana-teina; whanaungatanga; manaakitanga; ako; redirecting; modelling; positive forecasting; reminders; distracting; physical warmth; listening; non-verbal prompts; prepare for and support transitions; creating an inclusive space.

Early childhood setting may be a simulated environment and/or a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.

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).

Strategies refer to active and reflective listening; positive role modelling; responding; encouraging; questioning; affirming; positioning of self in relation to child size; guided participation; use of appropriate language; positive attention.

3   Legislation and regulations include but are not limited to:
Children's Act 2014
Education and Training Act 2020
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
and subsequent amendments.

4   References
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, *He Māpuna te Tamaiti - supporting Social and Emotional Competence in Early Learning*, available at https://www.education.govt.nz/early-childhood/teaching-and-learning/he-mapuna-te-tamaiti/.
Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at
http://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 – Whānau āwhina, *Child development one to two years*; available at
https://www.plunket.org.nz/child-development/child-development-milestones/child-development-1-2-years/.
Strategies with kids – Information for Parents (SKIP), *Simple tips for a calmer, happier whānau with under-fives;* available at http://whanau.skip.org.nz/tips-for-parents.
Teaching Council of Aotearoa New Zealand, *Tapasā – Cultural competency framework for teachers of Pacific learners* - available at
https://teachingcouncil.nz/resource-centre/tapasa/.

Teaching Council of Aotearoa New Zealand, *Tātaiako - Cultural competencies for teachers of Māori learners* - available at https://teachingcouncil.nz/resource-centre/tataiako-cultural-competencies-for-teachers-of-maori-learners/.
Te Kete Ipurangi (TKI) – *Te Whāriki online resources including Te kōrerorero - Talking together*, which can be accessed at tewhariki.tki.org.nz/.

Outcomes and performance criteria

Outcome 1

Describe strategies and te ao Māori concepts that help to develop positive relationships with mokopuna/children in an early childhood setting.

Performance criteria

1.1   Strategies are described in terms of how they develop respectful, reciprocal and responsive relationships between adults and mokopuna/children.

Range   may include but is not limited to strategies that – are responsive to mokopuna/children's language, culture and identity; promote the development of trust; respect mokopuna/children's rights; support children to make choices; listen to and respect mokopuna/children's feelings and views;
evidence of three strategies, one for each of – infant, toddler, young mokopuna/child.

1.2   Whanaungatanga, manaakitanga, ngākau nui (big-heartedness) and aroha concepts are described in terms of assisting positive relationships to be developed with young mokopuna/children.

Outcome 2

Describe strategies and/or practices that support the development of mokopuna/children's social and emotional competence.

Performance criteria

2.1   A range of culturally responsive strategies and/or practices are described in terms of supporting the mokopuna/child to develop social and emotional competence.

Range   evidence of three;
evidence for toddler and young child.

Outcome 3

Describe culturally responsive strategies to respond to challenging behaviour from young mokopuna/children in an early childhood setting.

Performance criteria

3.1   Factors contributing to challenging behaviour for mokopuna/children are described.

       Range   may include but is not limited to – environment, interactions, activity.

3.2   Culturally responsive strategies to respond to challenging behaviour from young children are described in terms of the mokopuna/child's social and emotional competence.

       Range   may include but is not limited to – young child, young child with other young mokopuna/children.

Planned review date	31 December 2026

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	17 December 2010	31 December 2017
Revision	2	8 December 2011	31 December 2019
Rollover and Revision	3	20 August 2015	31 December 2019
Review	4	20 April 2017	31 December 2024
Review	5	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0135

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

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.