

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

Purpose	<p>People credited with this unit standard are able to: describe strategies that help to develop relationships with children in an ECE service; use and evaluate strategies to develop respectful, reciprocal and responsive relationships with a child in an ECE service.</p> <p>This unit standard is intended primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 3) [Ref: 2849].</p> <p>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.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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Available grade	Achieved
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Explanatory notes

- 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.
- Definitions**

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.

An *early childhood education (ECE) service* refers to 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.

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).

- 3 Legislation and regulations include but are not limited to:
 Education Act 1989
 Education (Early Childhood Services) Regulations 2008
 Health and Safety at Work Act 2015
 Vulnerable Children Act 2014
 and subsequent amendments.
- 4 References
 Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>.
 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, *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.
 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>.

Outcomes and evidence requirements

Outcome 1

Describe strategies that help to develop relationships with children in an ECE service.

Range evidence of one ECE service.

Evidence requirements

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

Range 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.

1.2 Strategies for guiding children's behaviour are described in terms of setting appropriate limits and boundaries.

Range strategies may include but are not limited to – problem solving, facilitating, negotiating, redirecting; evidence for toddler and young child.

1.3 The importance of consistency in guiding children's behaviour is described in relation to developing relationships with children.

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

2.1 Strategies that develop a respectful, reciprocal and responsive relationship with a child are used to guide behaviour.

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.

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.

Planned review date	31 December 2021
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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	N/A

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>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.