**Title**
Demonstrate knowledge of child behaviours and investigate and apply strategies to guide child behaviours in ECE services

**Level**
5

**Credits**
7

**Purpose**
People credited with this unit standard are able to: describe and compare own and others’ expectations of children’s behaviours in an ECE service; discuss influences on challenging children’s behaviours in an ECE service; demonstrate knowledge of, and apply, strategies for positively guiding a child’s behaviours in an ECE service; and identify support agencies and describe their support for a child with complex or extreme behaviours.

This unit standard 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.

**Classification**
Early Childhood Education and Care > Early Childhood: Educational Theory and Practice

**Available grade**
Achieved

**Guidance Information**

1. 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. Evidence of one type of service is required in this unit standard.

2. 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.

3. Definitions
*Caregiver* refers to the person primarily responsible for the child.
*Culture* may include the understandings, patterns of behaviour, practices, and values shared by a group of people.
Three 'broad age groups’ are 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.
Whānau/family may be parents, guardians, or members of the extended family who have an interest in the child.

4 Legislation and Conventions include but are not limited to:
Care of Children Act 2004
Children, Young Persons, and Their Families Act 1989
Crimes (Substituted Section 59) Amendment Act 2007
Education Act 1989
Education (Early Childhood Services) Regulations 2008
Human Rights Act 1993
Privacy Act 1993
Vulnerable Children Act 2014
and subsequent amendments.

5 References

Outcomes and performance criteria

Outcome 1
Describe and compare own and others’ expectations of children’s behaviours in an ECE service.

Range children’s behaviours include the behaviour of – infant, toddler, and young child.

Performance criteria

1.1 The ways in which own upbringing has influenced present expectations of children’s behaviours are described.

1.2 Own expectations of children’s behaviours in an ECE service are compared with others.

Range others may include – adult other than parent or caregiver, parent or caregiver, someone from a different culture from own; evidence of two is required.

1.3 Reflection on differences between own and others’ expectations of a children’s behaviours in an ECE service, considers areas (if any) for changes to own expectations.
Outcome 2

Discuss influences on challenging children's behaviours in an ECE service.

Range evidence of infant, or toddler, or young child is required.

Performance criteria

2.1 Displays of challenging child behaviours are described and discussed in terms of triggers for the behaviours.

Range challenging behaviours may include but not limited to – biting, physical and emotional bullying, fighting, hitting, tantrums, clinging, swearing, spitting, belligerence, inattention, uncooperative, bored, disengaged; evidence of three different challenging behaviours is required.

2.2 Cultural and societal influences are discussed in terms of how these relate to the challenging behaviour of the child.

Outcome 3

Demonstrate knowledge of, and apply, strategies for positively guiding a child’s behaviours in an ECE service.

Range strategies may include but are not limited to – positioning of self and environment, questioning, facilitating, problem solving, mediating, active and reflective listening, reinforcing, scaffolding, use of suitable language, negotiating; evidence of infant, or toddler, or young child is required.

Performance criteria

3.1 Positive guidance strategies are described in terms of limits and boundaries for the adult.

Range evidence of five strategies is required.

3.2 The legal requirements and implications of the legislation that guide limits and boundaries for the adult are identified and discussed.

3.3 Consistency in guiding a child’s behaviour is discussed in relation to achieving the goals of the positive guidance strategies.

3.4 Strategies for positively guiding a child’s behaviours are applied in an ECE service and the effects of the guidance documented and reflected on.

3.5 Positive guidance policy in an ECE service is described and the effectiveness of the policy in guiding a child's behaviour is reflected on.
Outcome 4

Identify support agencies and describe their support for children with complex or extreme behaviours.

Range  evidence of two support agencies is required;
        evidence of infant, or toddler, or young child is required.

Performance criteria

4.1  Agencies that support a child with complex or extreme challenging behaviours are identified and their role and support is described for the child, child’s whānau/family, and child’s ECE service.

Replacement information

This unit standard replaced unit standard 10018.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference

0135

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