

Title	Describe attachment relationships and strategies used to support transitions for young children		
Level	2	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe attachment behaviours and patterns of behaviour of young children; describe transition situations where young children require settling; and describe strategies used to support whānau/families and young children through transition situations.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Learning and Care (Level 2) [Ref: 2848].</p> <p>This unit standard is an introduction to early childhood learning and life skills. It is designed for people who care for young children in parenting roles, or as support for carers of infants, toddlers and/or young children in a supervised environment.</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

- 1 All activities associated with this unit standard must accommodate differing cultural attitudes and approaches to parenting styles, child rearing practices and care of children.
- 2 Definitions

Attachment is the way a child relates to a preferred person as a secure base from which to explore, and a haven of safety or comfort when needed. Attachment is a key element of children’s emotional and psychological wellbeing, and attachment patterns are grounded in early experiences and founded through primary relationships during the first years of life. (Berk).

Caregiver refers to the person primarily responsible for the child.

Insecure attachment refers to insecure relationships and attachment behaviours which may be manifested by children through such things as clinging; crying; showing emotional stress, anxiety and tension.

Major transition is defined as a situation where a greater or more important change occurs from one position or condition to another.

Minor transition is defined as a situation where a smaller or less important change occurs from one position or condition to another.

Secure attachment refers to secure relationships and enduring bonds for children that may be encouraged by adults through such things as: comforting, cuddling, nurturing, oral language and communication, giving warmth, positive responses, positive reinforcement.

Short-term separation is defined as a situation where the child is separated for a short period of time (an hour up to a day) from the whānau/family or caregiver, and is placed in the care of an adult other than the primary caregiver.

Whānau/families may be parents, guardians, and members of the extended family who have an interest in the child.

Young children in this standard refers to an infant, toddler or young child from birth to school entry age. There are three overlapping 'broad age groups' for 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

3 Legislation, Conventions and Regulations include but are not limited to:

Care of Children Act 2004

Human Rights Act 1993

United Nations Convention on the Rights of the Child (UNCRC) 1989

Vulnerable Children Act 2014

and subsequent amendments.

4 References

Berk, L.E. *Development through the lifespan*, 5th and subsequent editions.

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 Education, *Transitions in ECE*; available at

<http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum/transitions-in-ece/>.

Outcomes and evidence requirements

Outcome 1

Describe attachment behaviours and patterns of behaviour of young children.

Evidence requirements

1.1 Attachment behaviours are described in terms of relationships between adults and young children.

Range	attachment behaviours include – secure, insecure; evidence for infants, toddlers, young child.
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1.2 Patterns of behaviour that may be exhibited by young children are identified and described in terms of secure and insecure attachment.

Range evidence for infants, toddlers, young child.

1.3 Feelings and responses exhibited by adults and a child when short-term separation occurs are described.

Range includes feelings and responses of – a child, whānau/families, caregiver.

Outcome 2

Describe transition situations where young children require settling.

Range evidence of two minor and two major transition situations.

Evidence requirements

2.1 Minor and major transition situations where children require settling are described in terms of assisting children to adjust.

Range minor transitions may include but are not limited to – transitions or short-term separation; sleep time; travelling in a vehicle; when child is unwell, hurt, distressed, angry, aggressive; moving from one area to another within the care environment; major transitions may include but are not limited to – change of caregiver arrangements; beginning in an early childhood service; starting school; the death of a family member; moving house.

2.2 Possible cause for children's unsettled behaviour in the transition situations are described in terms of environment.

Range environment may include but is not limited to – time; support and encouragement; cultural influences; physical environment; social interaction.

Outcome 3

Describe strategies used to support whānau/families and young children through transition situations.

Evidence requirements

3.1 Communication strategies are described in terms of how they support whānau/families and children through transition situations.

Range strategies include – reflective listening, redirecting, comforting, planning, consultation.

- 3.2 Strategies are described in terms of health and safety and how they support children through transition situations.

Replacement information	This unit standard replaced unit standard 10022 and unit standard 10023.
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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	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.