

Title	Describe attachment behaviours and strategies used to support transitions for young mokopuna/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 mokopuna/children; describe transition situations where young mokopuna/children require settling; and describe strategies used to support young mokopuna/children and whānau/families through transition situations.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Learning and Care (Level 2) [Ref: 4338].</p> <p>This unit standard is an introduction to early 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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Guidance Information

- All activities associated with this unit standard must accommodate differing cultural attitudes and approaches to parenting styles, child rearing practices and care of children.
- Learners for this unit standard should be familiar with the principles of Te Tiriti o Waitangi - protection, partnership and participation. 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 describing attachment behaviours and strategies used to support transitions for young mokopuna/children.
- 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 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

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

Care of Children Act 2004

Children's Act 2014

Human Rights Act 1993

United Nations Convention on the Rights of the Child (UNCRC) 1989 and subsequent amendments.

5 References

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

Brainwave, *Wiring the brain*, available at <https://brainwave.org.nz/article/wiring-the-brain/>.

Children's Commissioner, *What do kids need?* available at

<https://www.occ.org.nz/our-work/giving2kids/what-kids-need/>.

Gonzalez-Mena & Widmeyer Eyer, *Infants, Toddlers, and Caregivers. A Curriculum of Respectful, Responsive, Relationship-based Care and Education*; 12th and subsequent editions.

Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, 2017); available at

<https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

Ministry of Education, *Transitions in early learning*; available at

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

Te Kete Ipurangi (TKI), *Te Whāriki Online*, available at <https://tewhariki.tki.org.nz/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online – Te ao Māori*, available at

<https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/wellbeing/te-ao-maori/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online - Whānau supporting early years learning at home*; available at <https://tewhariki.tki.org.nz/en/supporting-whanau/whanau-supporting-early-years-learning-at-home/>.

Outcomes and performance criteria

Outcome 1

Describe attachment behaviours and patterns of behaviour of young mokopuna/children.

Performance criteria

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

Range attachment behaviours include – secure, insecure; evidence for infants, toddlers, young child.

1.2 Patterns of behaviour that may be exhibited by young mokopuna/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 mokopuna/child when short-term separation occurs are described.

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

Outcome 2

Describe transition situations where young mokopuna/children require settling.

Performance criteria

2.1 Minor and major transition situations where mokopuna/children require settling are described in terms of assisting mokopuna/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; arrival of a sibling; evidence of two minor and two major transition situations.

- 2.2 Possible cause for mokopuna/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 young mokopuna/children and whānau/families through transition situations.

Performance criteria

- 3.1 Strategies are described in terms of how they support mokopuna/children and whānau/families through transition situations.

Range strategies include but are not limited to – reflective listening, redirecting, comforting, planning, consultation.

Replacement information	This unit standard replaced unit standard 10022 and unit standard 10023.
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Planned review date	31 December 2026
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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	31 December 2024
Review	2	24 February 2022	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>.

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.