

<b>Title</b>	<b>Describe patterns of development and learning for young mokopuna/children</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: describe the patterns of mokopuna/children's development and learning from birth to school entry age; and describe the development of speech and language in young mokopuna/children.</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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<b>Classification</b>	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 This standard recognises that patterns of children's development are integrally interwoven, and development is different for every mokopuna/child.
- 2 To provide the required underpinning knowledge of young children's learning and development, health and wellbeing, this standard and unit standard 29853, *Demonstrate knowledge of health issues, practices and services to protect and enhance the wellbeing of young children* are recommended to be assessed before or alongside unit standard 32988, *Describe and demonstrate basic care needs and practices for young mokopuna/children*.
- 3 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 descriptions of the patterns of development and learning, including speech and language development, for young mokopuna/children.

## 4 Definitions

*Milestones*, in this unit standard, refer to points within patterns of learning and development which 'are sometimes seen as a progressive continuum linked to age, such patterns vary for individual children in ways that are not always predictable. The direction and speed of learning and growing will often fluctuate from day to day, according to where the child is and the people they are with'. (*Te Whāriki*, Ministry of Education 1996, p21).

*Non-verbal communication* refers to sending and receiving wordless cues between people.

*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.

## 5 Legislation includes but is not limited to:

Care of Children Act 2004

Children's Act 2014

and subsequent amendments.

## 6 References

Brainwave, *Feeding your baby's brain*; available at

<https://brainwave.org.nz/article/feeding-your-babys-brain/>.

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/>.

Kids Health, *How Children Learn*; available at <https://www.kidshealth.org.nz/how-children-learn>.

Kids Health, *Play and your child's development*; available at

<https://www.kidshealth.org.nz/play-your-childs-development>.

Kids Health, *Speech and language*; available at

<https://www.kidshealth.org.nz/tags/speech-language>.

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 Health, *Child development services*; available at

<http://www.health.govt.nz/your-health/services-and-support/disability-services/types-disability-support/child-development-services>.

Ministry of Health, *Well Child - Tamariki Ora* (Wellington, 2006) and subsequent changes; available at <http://www.health.govt.nz/our-work/life-stages/child-health/well-child-tamariki-ora-services>.

Plunket - Whānau āwhina *Child development*; available at

<https://www.plunket.org.nz/child-development/>.

Plunket - Whānau āwhina, *Pacific Beat*; available at

<https://www.plunket.org.nz/plunket/what-we-offer/pasifika-beatz/>.

Strategies with Kids – Information for Parents (SKIP), *Tips for Parents*; available at <https://whanau.skip.org.nz/>.

Talking matters, *Talk builds brains*, available at

<https://www.talkingmatters.org.nz/talk-builds-brains/>.

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

Wallis, Nathan; *Bilingual, Biliterate*, available at  
<https://www.youtube.com/watch?v=havZu7btDxM&t=109s>.

## Outcomes and performance criteria

### Outcome 1

Describe the patterns of mokopuna/children's development and learning from birth to school entry age.

#### Performance criteria

1.1 Physical, social, emotional and cognitive patterns and milestones are described in relation to the development of mokopuna/children from birth to school entry age.

Range evidence of five milestones for each pattern.

1.2 Differences in progression of child development from birth to school entry age are explained.

Range evidence of three reasons for differences.

### Outcome 2

Describe the development of speech and language in young mokopuna/children.

#### Performance criteria

2.1 Speech and language development in young mokopuna/children are described in terms of progressions from birth to school entry age.

2.2 Differences in speech and language development in similar aged young mokopuna/children are described.

Range a minimum of three reasons for differences.

2.3 Non-verbal communication is identified and described in terms of enhancing young mokopuna/children's language development.

Range includes but is not limited to – gestures, facial expressions, eye contact, body language, silence.

<b>Planned review date</b>	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

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](mailto:qualifications@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.