Title | Describe patterns of development and learning for young children
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Level | 2
Credits | 5

**Purpose**

People credited with this unit standard are able to describe: the patterns of children’s development and learning from birth to school entry age; and the development of speech and language in young children.

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].

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.

**Classification**

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

**Available grade**

Achieved

**Explanatory notes**

1. This standard recognises that patterns of children’s development are integrally interwoven, and development is different for every child.

2. To provide the required underpinning knowledge of young children’s learning and development, health and wellbeing, this standard and Unit 29853, Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children are recommended to be assessed before or alongside Unit 29852, Demonstrate knowledge of the basic needs and nutrition that support young children’s holistic wellbeing and development.

3. 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 clues between people.
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.

4 Legislation includes but is not limited to:
Care of Children Act 2004
Vulnerable Children Act 2014
and subsequent amendments.

5 References
*Child development services* (Wellington: Ministry of Health) available at

Strategies with Kids – Information for Parents (SKIP), *Tips for Parents* available at

*Talking, playing and your child’s development* (KidsHealth) – available at

*Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at


*Your child’s development* (Plunket: New Zealand) – available at

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**Outcomes and evidence requirements**

**Outcome 1**

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

**Evidence requirements**

1.1 Physical, social, emotional and cognitive patterns and milestones are described in relation to the development of 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 children.

Evidence requirements

2.1 Speech and language development in young 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 children are described.
   
   Range a minimum of three reasons for differences.

2.3 Ways to support speech and language development in young children from birth to school entry age are described.
   
   Range a minimum of three ways to support.

2.4 Non-verbal communication is identified and described in terms of enhancing young children’s language development.
   
   Range includes but is not limited to – gestures, facial expressions, eye contact, body language, silence.

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Consent and Moderation Requirements (CMR) reference

0135


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.