Title	Describe strategies and practices to develop positive relationships, social and emotional competence in young children		
Level	2	Credits	6

| Purpose | People credited with this unit standard are able to: describe and reflect on strategies and te ao Māori concepts that assist to develop positive relationships with young mokopuna/children; describe strategies and/or practices that foster the development of mokopuna/children's social and emotional competence; and describe strategies to respond to challenging behaviour from young mokopuna/children.

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].

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. |
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice

Available grade	Achieved

Guidance Information

1   Strategies and practices must include consideration of cultural and contextual influences, diversity, individual needs of the mokopuna/child.

2   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 strategies and practices and te ao Māori concepts to develop positive relationships, social and emotional competence in young mokopuna/children.

3   Definitions
     Challenging behaviour refers to things such as tantrums, aggression, biting, bullying, inappropriate language, lying, whining.
     A reciprocal and responsive relationship is a relationship involving mutual or complementary reactions and responses between two parties, where one party (often the adult) reacts quickly and sensitively to the interests, observations, or experiences of another party (often 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 includes but is not limited to:
Care of Children Act 2004
Children's Act 2014
and subsequent amendments.

5   References
Brainwave, *Wiring the brain*, available at https://brainwave.org.nz/article/wiring-the-brain/.
Education Review Office, *Positive Foundations for Learning: Confident and Competent Children in Early Childhood Services*, pages 10-12, available at https://ero.govt.nz/our-research/positive-foundations-for-learning-confident-and-competent-children-in-early-childhood-services.
He Kupu - The Word, *Put on your oxygen mask before assisting others: Exploring the socio-emotional aspects of reciprocity in early relationships*. Jean Rockel and Norah Fryer; available at https://www.hekupu.ac.nz/article/put-your-oxygen-mask-assisting-others-exploring-socio-emotional-aspects-reciprocity-early.
Kiwi Families *1-4 year old child behaviour* available at http://www.kiwifamilies.co.nz/articles/1-4-year-old-child-behaviour/.
MacNaughton, Glenda & Williams, Gillian. *Techniques for teaching young children: choices for theory and practice* (Australia: Pearson Education, 2008).
Ministry of Education, *He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning*, available at https://www.education.govt.nz/early-childhood/teaching-and-learning/he-mapuna-te-tamaiti/.
Ministry of Education, *Talking Together. Te kōrerorero*. (2020) available at https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/.
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, *Managing your child's behaviour* available at http://www.health.govt.nz/your-health/pregnancy-and-kids/under-fives/helpful-advice-years-1-5/managing-your-childs-behaviour.
Plunket, *Child development* available at https://www.plunket.org.nz/child-development/.
Strategies with kids – information for parents (S.K.I.P.), *Tons of tips for parents of under-fives* available at https://whanau.skip.org.nz/.
Te Kete Ipurangi (TKI), *Incredible Years Teacher*, resources available at https://pb4l.tki.org.nz/Incredible-Years-Teacher.
Te Kete Ipurangi (TKI), *Te Whāriki Online*, available at https://tewhariki.tki.org.nz/.
Te Kete Ipurangi (TKI), *Te Whāriki Online He māpuna te tamaiti: Supporting Social and Emotional Competence in Early Learning,* available at https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/wellbeing/he-mapuna-te-tamaiti/.

Te Kete Ipurangi (TKI), *Te Whāriki Online – Self-management and regulation*, available at https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/wellbeing/self-management-and-regulation/.

Outcomes and performance criteria

Outcome 1

Describe and reflect on strategies and te ao Māori concepts that assist to develop positive relationships with young mokopuna/children.

Performance criteria

1.1   Strategies that help to develop respectful, reciprocal and responsive relationships between adults and with young mokopuna/children are described.

> Range   strategies may include but are not limited to – listening; non-verbal communication; role modelling; responding; encouraging; questioning; affirming; self-positioning; redirection; use of appropriate language; self-regulation;
> evidence of four strategies, one for each of – infant, toddler, young child and adult is required.

1.2   Whanaungatanga, manaakitanga and aroha concepts are described in terms of assisting positive relationships to be developed with young mokopuna/children.

1.3   Own use of strategies to develop a respectful, reciprocal and responsive relationship with a young mokopuna/child are identified and reflected on in relation to areas for self-development.

1.4   Effective communication between people involved in caring for a young mokopuna/child is described in terms of how it supports consistency and provides benefits for the young mokopuna/child.

> Range   communication may include but is not limited to – listening, speaking, writing, visual, non-verbal;
> includes at least three.

Outcome 2

Describe strategies and/or practices that foster the development of young mokopuna/children's social and emotional competence.

Performance criteria

2.1 A range of strategies and/or practices are described in terms of supporting the young mokopuna/child to develop social and emotional competence.

Range may include but is not limited to – reading cues; transitioning; clear instructions; specific praise; reinforcing positive behaviour; encouragement; predictable routines; consistency; problem solving; facilitating;
evidence of three;
evidence for toddler and young child.

Outcome 3

Describe strategies to respond to challenging behaviour from young mokopuna/children.

Performance criteria

3.1 Challenging behaviours are identified and described in terms of why the behaviour is challenging.

Range may include but is not limited to– young child, young child with adult, young child with other young children.

3.2 Strategies to respond to challenging behaviour are selected and described in terms of supporting mokopuna/children's social and emotional competence.

Range may include but is not limited to – young child, young child with adult, young child with other young children.

3.3 Resources to access help and support are identified and described in relation to addressing challenging behaviour.

Range evidence from – community service, government service, one other (e.g. personal - family, whānau, friends).

Planned review date	31 December 2026

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 if you wish to suggest changes to the content of this unit standard.