

Title	Describe strategies and practices used to develop positive relationships and to guide behaviour in young children		
Level	2	Credits	6

Purpose	<p>People credited with this unit standard are able to: describe and reflect on strategies that assist to develop positive relationships with young children in early childhood learning and care settings; describe guidance strategies and practices that support the development of children learning to manage their own behaviour; and describe strategies to respond to challenging behaviour from young children.</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 Strategies and practices must include consideration of cultural and contextual influences, diversity, individual needs of the child.
- 2 Definitions

Challenging behaviour refers to things such as tantrums, aggression, biting, bullying, inappropriate language, lying, whining, misbehaving.

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 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 includes but is not limited to:
Care of Children Act 2004
Vulnerable Children Act 2014
and subsequent amendments.
- 4 References
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, *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 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, *Your toddler's behaviour* available at <https://www.plunket.org.nz/your-child/1-2-years/behaviour/>.
Education Review Office, *Positive Foundations for Learning: Confident and Competent Children in Early Childhood Services*, pages 10-12, available at <http://www.ero.govt.nz/assets/Uploads/Positive-Foundations-for-Learning.pdf>.
Strategies with kids – information for parents (S.K.I.P.), *Simple tips for a calmer, happier whānau with under-fives* available at <http://whanau.skip.org.nz/tips-for-parents>.

Outcomes and evidence requirements

Outcome 1

Describe and reflect on strategies that assist to develop positive relationships with young children in early childhood learning and care settings.

Evidence requirements

- 1.1 Strategies that help to develop respectful, reciprocal and responsive relationships between adults and with children are described.
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| Range | strategies may include but are not limited to – listening; non-verbal communication; role modelling; responding; encouraging; questioning; affirming; self-positioning; guidance; use of appropriate language; self-regulation; evidence of four strategies, one for each of – infant, toddler, young child and adult is required. |
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- 1.2 Own use of strategies to develop a respectful, reciprocal and responsive relationship with a child are identified and reflected on in relation to areas for self-development.
- 1.3 Effective communication between people caring for a child is described in terms of how it supports consistency and provides benefits for the child.

Outcome 2

Describe guidance strategies and practices that support the development of children learning to manage their own behaviour.

Evidence requirements

2.1 A range of strategies and practices are described in terms of supporting the child to learn how to manage their own behaviour.

Range may include but are not limited to – reading cues; transitioning; clear instructions; specific praise; reinforcing positive behaviour; encouragement; predictable routines and consistency; problem solving; facilitating;
evidence of three practices and strategies, with at least one practice and one strategy;
evidence for toddler and young child.

Outcome 3

Describe strategies to respond to challenging behaviour from young children.

Range: at least two challenging behaviours;
may include but are not limited to – young child, young child with adult, young child with other young children.

Evidence requirements

3.1 A range of challenging behaviours for young children are identified and described in terms of why the behaviour is challenging.

3.2 Strategies to respond to challenging behaviour from young children are selected and described in terms of the child's social competence.

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

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

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.