

Title	Demonstrate knowledge of attachment theories, behaviours and transition support in an early childhood setting		
Level	3	Credits	4

Purpose	<p>People credited with this unit standard are able to: describe attachment theories and explain perspectives relevant to understanding attachment behaviours of young mokopuna/children in an early childhood setting; recognise and describe interpersonal relationships and attachment patterns in an early childhood setting, and explain transitions in an early childhood setting.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849].</p> <p>This unit standard is an introduction to education and care of children in an early childhood setting. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in ECE.</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

- 1 Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector. 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 te ao Māori concepts and demonstrating knowledge of attachment theories, behaviours and transition support for mokopuna/children in an early childhood setting.
- 2 **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.
Attachment behaviours may be secure or insecure.

Caregiver refers to the person primarily responsible for the child.

Children refers to the 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.

Early childhood setting may be a simulated environment and/or a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.

First 1,000 days of Life is the period from conception to two years, a unique period when the foundations of optimum health, growth, and neurodevelopment across the lifespan are established.

Insecure attachment 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 e.g. change of caregiver arrangements (e.g. return to work); beginning in an early childhood service; moving from an early childhood service to school; the death of a family member; moving house.

Minor transition is defined as a situation where a smaller or less important change occurs from one position or condition to another e.g. 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 service.

Secure attachment may be encouraged by adults through such things as giving warmth, comforting, cuddling, nurturing, giving positive responses, giving positive reinforcement.

Short-term separation is defined as a situation where the child is separated for a short period of time from the whānau/family or caregiver. The child is placed in the care of an adult other than the primary caregiver and the care arrangement may be for an hour or a day.

Whānau/family may be parents, guardians, and members of the extended family who have an interest in the child.

3 Legislation and Conventions and Regulations include but are not limited to:

Care of Children Act 2004

Children's Act 2014

Education (Early Childhood Services) Regulations 2008

Human Rights Act 1993

United Nations Convention on the Rights of the Child (UNCRC) 1989

and subsequent amendments.

4 References

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

Brainwave, *Early years last forever*; available at <https://brainwave.org.nz/>

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

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

Ministry of Education, *He Māpuna te Tamaiti*; available at

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

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

<http://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/>.

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

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

Outcomes and performance criteria

Outcome 1

Describe attachment theories and explain perspectives relevant to understanding attachment behaviours of young mokopuna/children in an early childhood setting.

Range includes but is not limited to – Bowlby, Ainsworth, Neuroscience, First 1,000 days of life.

Performance criteria

- 1.1 Attachment theories are described in terms of attachment behaviours, relationships, and influence on outcomes for mokopuna/children's holistic wellbeing.
- 1.2 The importance of theories and perspectives on mokopuna/children's holistic learning and development is explained in terms of supporting mokopuna/children in an early childhood setting.

Outcome 2

Recognise and describe interpersonal relationships and attachment patterns in an early childhood setting.

Performance criteria

- 2.1 The importance of key relationships for a mokopuna/child in an early childhood setting is described in terms of primary and secondary attachments.
- 2.2 The importance of context in forming attachments is described in terms of supporting a mokopuna/child's holistic development in an early childhood setting.

Range context may include – cultural, background, environment.

- 2.3 Attachment patterns are recognised and described in terms of secure and insecure attachment in an early childhood setting.
- 2.4 Whanaungatanga, manaakitanga, ako and aroha concepts are described in terms of interpersonal relationships and attachment patterns in an early childhood setting.

Outcome 3

Explain transitions in an early childhood setting.

Performance criteria

- 3.1 The impact of attachment behaviour on transitions is explained in terms of supporting the mokopuna/child adjusting to change in an early childhood setting.
- 3.2 Strategies used to form attachments are described in terms of establishing secure relationships and assisting mokopuna/children through transitions in an early childhood setting.

Range may include but is not limited to – responsiveness; reading and responding to cues; consistency; guidance; positioning of self; reinforcing; participating; evidence of three.

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.