

Title	Demonstrate knowledge of attachment theories, behaviours and transition support in an ECE service		
Level	3	Credits	3

Purpose	<p>People credited with this unit standard are able to: describe and compare attachment theories and explain perspectives relevant to understanding attachment behaviours in an ECE service; recognise and describe interpersonal relationships and attachment patterns, and explain transitions in an ECE service.</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 (Level 3) [Ref: 2849].</p> <p>This unit standard is an introduction to education and care of children in an ECE service. 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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Explanatory notes

- 1 An *Early Childhood Education (ECE) service* may include a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child’s parent, be the child’s own home, or the home of the educator.
Evidence of one type of service is required in this unit standard.
- 2 Candidates 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.
- 3 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 age groups' as defined in *Te Whāriki* for children.

These are overlapping age categories and are defined as:

infant – birth to 18 months;

toddler – one year to three years;

young child – two and a half years to school entry age.

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.

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

Care of Children Act 2004

Education (Early Childhood Services) Regulations 2008

Human Rights Act 1993

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

Vulnerable Children Act 2014

and subsequent amendments.

5 References

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

Education Council New Zealand, *The Education Council Code of Ethics for Certificated Teachers*; available at <https://educationcouncil.org.nz/content/code-of-ethics-certificated-teachers-0>.

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 Education, *Transitions in ECE*; available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum/transitions-in-ece/>.

Outcomes and evidence requirements

Outcome 1

Describe and compare attachment theories and explain perspectives relevant to understanding attachment behaviours in an ECE service.

Range includes but is not limited to – Bowlby and Ainsworth.

Evidence requirements

1.1 Attachment theories are identified, described and compared in terms of attachment behaviours, relationships, and influence on outcomes for a child's emotional and psychological wellbeing.

1.2 The importance of theories and perspectives on children's development is explained in terms of supporting a child's holistic development in an ECE service.

Range includes but is not limited to – neuroscience, socio-emotional development.

Outcome 2

Recognise and describe interpersonal relationships and attachment patterns, and explain transitions in an ECE service.

Evidence requirements

2.1 The importance of key relationships for a child in an ECE service are described in terms of primary attachment and secondary attachments.

2.2 The importance of context on forming attachments is described in terms of supporting a child's holistic development in an ECE service.

Range context may include – cultural, background, environment.

2.3 Attachment patterns are recognised and described in terms of secure and insecure attachment in an ECE service.

2.4 The impact of attachment behaviour on transitions is explained in terms of supporting the child adjusting to change in an ECE service.

Range evidence of two minor and two major transition situations.

- 2.5 Strategies used to form attachments are described in terms of establishing secure relationships and assisting children through transitions in an ECE service.

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 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.