Title	Use and evaluate strategies to engage in relationships and support children's social competence in an ECE community
Level	**4**	**Credits**	**5**

Purpose	People credited with this unit standard are able to: use and evaluate strategies to develop and maintain respectful, reciprocal and responsive relationships within an ECE community; use and reflect on strategies for supporting mokopuna/children's social and emotional competence in an early learning service.
	This unit standard has been reviewed and is intended for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850].
	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.

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

Available grade	Achieved

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 culturally responsive strategies and practices and te ao Māori concepts to engage in relationships and support children's social competence. This includes establishing knowledge and dialect of local iwi and hapu in ECE context.

2   Definitions
     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.

An *Early learning service* refers to 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.

Educator may be persons and groups including teachers, supervisors, coordinators, whānau/families, and nannies who are involved in the learning and development of children.

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).

Relationship building strategies refer to active and reflective listening; positive role modelling; responding; encouraging; questioning; reinforcing; positioning of self; guided participation; use of appropriate oral and visual language; respect for emerging bilinguals; positive attention.

Social competence refers to social, emotional and cognitive skills – a person's ability to get along with other people.

Strategies for supporting social and emotional competence refers to problem solving, facilitating, negotiating, redirecting, engaging, modelling, affirming, positive feedback, preparing children for change, clear expectations, role play, intentional teaching practices; consistency; appropriateness to situation; challenges; cultural differences.

3   Legislation, regulations and conventions include but are not limited to:
Children's Act 2014
Education and Training Act 2020
Education (Early Childhood Services) Regulations 2008
Health and Safety at Work Act 2015
United Nations Convention on the Rights of the Child (UNCRC) 1989
and subsequent amendments.

4   References
Education Review Office – Te Tare Arotake Mātauranga, *How ERO reviews early childhood services;* available at https://ero.govt.nz/how-ero-reviews/how-ero-reviews-early-childhood-services.

Education Review Office – Te Tari Arotake Mātauranga, *Positive Foundations for Learning: Confident and Competent Children in Early Childhood Services* (Wellington, 2011); available at https://ero.govt.nz/our-research/positive-foundations-for-learning-confident-and-competent-children-in-early-childhood-services.

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*; 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/.

Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa (2017);* available at https://teachingcouncil.nz/professional-practice/our-code-our-standards/.

Te Kete Ipurangi (TKI), *Te Whāriki Online - Te Korerorero Talking Together;* available at https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/.

United Nations (1989). *Convention on the Rights of the Child (UNCRC), 1989. A/RES/44/25;* available from http://www.unhcr.org/uk/4d9474b49.pdf.

Outcomes and performance criteria

Outcome 1

Use and evaluate strategies to develop and maintain respectful, reciprocal and responsive relationships within an ECE community.

Performance criteria

1.1   Relationship building strategies are described that help to develop and maintain respectful, reciprocal and responsive relationships between a range of adults and mokopuna/children.

Range   evidence of six strategies – one for each of infant, toddler, young child, whānau/family, community, colleagues.

1.2   Relationship building strategies are used that develop respectful, reciprocal and responsive relationships within an ECE community.

Range   evidence of three strategies;
includes but is not limited to – adult with an adult; adult with a child; child with a child.

1.3   Relationship building strategies used within an ECE community are evaluated in terms of whanaungatanga, manaakitanga, ngākau nui (big-heartedness) and aroha concepts.

1.4   Effectiveness of relationship building strategies used to develop respectful, reciprocal and responsive relationships within an ECE community is evaluated in accordance with current ECE practice, and areas for self-development are identified from the evaluation.

Outcome 2

Use and reflect on strategies for supporting mokopuna/children's social and emotional competence in an early learning service.

Performance criteria

2.1   Strategies for supporting mokopuna/children's social and emotional competence are described, in terms of providing positive guidance during times of heightened emotions.

Range   evidence of three different strategies for each of – toddler, young child.

2.2   Strategies for supporting mokopuna/children's social and emotional
        competence are used and reflected on to improve practice, in terms of setting
        appropriate limits and boundaries and developing social competence.

        Range   evidence of two different strategies, one for each of – toddler, young
                 child.

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.