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 guiding children’s behaviour and developing children’s social competence.

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

Explanatory notes:
1. 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.

2. Definitions
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.
For this standard, the intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.
An Early Childhood Education (ECE) 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).

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

3 Legislation, regulations and conventions include but are not limited to:
   Education Act 1989
   Education (Early Childhood Services) Regulations 2008
   Health and Safety at Work Act 2015
   Vulnerable Children Act 2014
   and subsequent amendments.

4 References

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### Outcomes and evidence requirements

**Outcome 1**

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

**Range** strategies may include but are not limited 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.
Evidence requirements

1.1 Strategies are described that help to develop and maintain respectful, reciprocal and responsive relationships between a range of adults and children.

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

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

Range evidence of three strategies which may be in different modes (oral, visual, written); includes but is not limited to – adult with an adult; adult with a child; child with a child.

1.3 Effectiveness of 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 guiding children's behaviour and developing children’s social competence.

2.1 Strategies for guiding children's behaviour are described, in terms of setting appropriate limits and boundaries and developing social competence.

Range strategies may include but are not limited to – problem solving, facilitating, negotiating, redirecting, engaging, modelling, affirming, positive guidance; evidence of three different strategies for each of – toddler, young child.

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

Range may include but is not limited to – consistency, appropriateness to situation; challenges; cultural differences; expectations; evidence of two different strategies, one for each of – toddler, young child.

Planned review date 31 December 2021
Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference 0135

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.