

Qualification details

Qualification number/Te nama o te tohu mātauranga	2850		
English title/Taitara Ingarihi	New Zealand Certificate in Early Childhood Education and Care (Level 4)		
Māori title/Taitara Māori			
Version number/Te putanga	2 DRAFT	Qualification type/Te momo tohu	Certificate
Level/Te kaupae	4	Credits/Ngā whiwhinga	60
NZSCED/Whakaraupapa	Society and Culture > Human Welfare Studies and Services > Nannying and Early Childhood Care		
Qualification developer/Te kaihanga tohu	NZQA Qualifications Services on behalf of and in collaboration with the sector		
Review Date /Te rā arotake	2025		

Outcome statement/Te tauāki ā-hua

<p>Strategic Purpose statement/ Te rautaki o te tohu</p> <p>The purpose of this qualification is to provide Aotearoa New Zealand with people who can provide practice-based education and care in a specific early childhood context, and who can proceed to further study.</p> <p>Graduates will enhance family, whānau and community outcomes and will support mokopuna - infants, toddlers and young children.</p> <p>This is the minimum qualification requirement for licensed home-based educators.</p> <p>The early childhood education (ECE) setting and associated regulatory framework and criteria will determine the level of supervision under which graduates will operate. For example, home-based regular sole charge practitioners would be under general supervision, while parent-led session leaders would provide guidance and supervision of others.</p>

<p>Graduate Profile/Ngā hua o te tohu</p> <p>Graduates of this qualification will be able to:</p> <ol style="list-style-type: none"> 1. guide the holistic development and learning of children through applying key early childhood theories and approaches (10 credits) 2. observe, plan, implement and review culturally responsive learning experiences (including play-based experiences) for mokopuna - infants, toddlers, and young children using knowledge of the child in the context of their whanau, Te Whāriki and supporting documents (10 credits) 3. provide an environment guided by community and government services, legislation and regulatory requirements, to protect and support the holistic well-being, safety, health, nutrition and care of

<p>infants, toddlers, young children/mokopuna and their whānau/families (15 credits)</p> <p>4. communicate effectively and use strategies to promote cultural, social and emotional competencies, and engage in respectful, reciprocal, and responsive relationships within an early childhood education and care community (10 credits)</p> <p>5. reflect on personal and professional development, and implement strategies that manage own health, wellbeing (including resilience), and professionalism in an early childhood setting (5 credits)</p> <p>6. implement culturally responsive and inclusive ECE practice underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, Ka Hikitia and Tau Mai Te Reo, through the use of te reo Māori and tikanga Māori with mokopuna/children and whanau/families in early childhood settings (5 credits)</p> <p>7. apply knowledge of the diverse philosophical and cultural contexts and approaches informing early childhood education in Aotearoa New Zealand to develop a personal philosophy of practice. (5 credits)</p>
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<p>Education Pathway/ Ngā huarahi mātauranga</p> <p>This qualification provides a pathway to the <i>New Zealand Diploma in Early Childhood Education and Care (Level 5)</i> [Ref: 2851], and may enable graduates to proceed to commence a Level 7 initial teacher education (ECE) qualification under specified criteria.</p> <p>Graduates with the expected Level 3 proficiency in te reo Māori may go on to study <i>Te Tipuranga o te Mokopuna (Kaupae 5)</i> [Ref: 2857] - <i>New Zealand Diploma in a Maori World View of Early Learning (Level 5)</i>.</p>
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<p>Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki</p> <p>Graduates of this qualification will have the skills and knowledge to work in a range of ECE settings as ECE educators, Kaimahi, ECE support workers, pou reo (language/cultural support workers), relievers, session leaders or organisers in a specific ECE context, such as parent-led services or playgroups including Pasifika and Māori.</p> <p>Graduates may be involved as a home-based educator in sole charge under specific supervision; as kaiāwhina to provide support for preparing and implementing activities; in paid or unpaid roles. They may also be involved in voluntary roles in early childhood settings.</p>

Qualification Specifications/ Ngā tauwhāitanga o te tohu

<p>Qualification Award/ Te whakawhiwhinga o te tohu</p>	<p>This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.</p>
<p>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</p>	<p>Evidence requirements should include:</p> <ul style="list-style-type: none"> - an overview of the mapping of the programme learning outcomes and assessments to the graduate profile outcomes; - effective internal and external moderation systems and processes, including analysis of results relating to graduate profile outcomes; - analysis of graduate destination data, and actions taken or proposed from results and feedback. This includes consultation with graduates, employers, stakeholders and next tutors to obtain destination information and end-user feedback specifically assessing the graduates against the graduate profile outcomes (e.g. employment, progression, further

	<p>study);</p> <ul style="list-style-type: none"> - evidence of any benchmarking activities.
<p>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga</p>	<p>Achieved.</p>
<p>Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</p>	<p>Regulatory</p> <p>This is the minimum qualification requirement for licensed home-based educators, and person responsible in Playcentres.</p> <p>Programmes must reflect quality practice and maintain currency with amendments to, and replacements of, relevant legislation, regulations, Australia/New Zealand standards (AS/NZS), and security responsibilities including cyber safety (particularly related to young children).</p> <ul style="list-style-type: none"> - Current legislation and regulations can be accessed at http://legislation.govt.nz - Current AS/NZS standards can be accessed at http://standards.co.nz - Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at https://www.education.govt.nz/early-childhood/ - Information on the Children’s Act 2014, safety checking regulations and guidelines can be accessed from https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/.
<p>General conditions for programme/ Ngā tikanga whānui o te hōtaka</p>	<p>Programme entry</p> <p>It is recommended that people enrolling on programmes show potential to study at Level 4 with adequate literacy and numeracy skills.</p> <p>Te Whāriki and resources</p> <p>Terminology is based on the He whāriki mātauranga mō ngā mokopuna o Aotearoa - Early childhood curriculum (Te Whāriki), which can be accessed at https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/.</p> <p>Programmes may consider relevant supporting resources (and subsequent amendments) such as:</p> <ul style="list-style-type: none"> - Action Plan for Pacific Education 2020-2030 - Early Learning Action Plan (ELAP) - He Māpuna te Tamaiti - supporting Social and Emotional Competence in Early Learning

- Ka Hikitia and Tau Mai Te Reo
- Kei Tua o te Pae – Assessment for learning – Early Childhood
- Tapasā – Cultural competencies framework for teachers of Pacific learners
- Tātaiako - Cultural competencies framework for teachers of Māori learners
- Te Kete Ipurangi (TKI) – Te Whāriki online resources
- Te Whare Tapa Whā
- Te whatu pōkeka
- Teaching Council *Our Code Our Standards*
- The New Zealand Curriculum

Programmes must consider relevant ECE codes of ethics, such as the Teaching Council *Our Code Our Standards*.

Te Tiriti o Waitangi/The Treaty of Waitangi

Programmes leading to this qualification will be underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, and Te Whāriki. As such, programmes will thread te reo Māori and tikanga Māori learning throughout.

Diversity and inclusion

Programmes can be developed which encourage the use of the child’s first language and culture. There is potential to develop and deliver programmes towards this qualification bilingually (e.g. Samoan and English); and a specific philosophy or context may be identified in programmes leading to the award of this qualification.

Programme design must consider bicultural, multicultural and gender issues, and inclusive practice to encourage greater diversity and inclusion within the ECE sector.

Programme design

Programmes must include a holistic view of child development and learning, and contemporary Māori and Pacific Peoples education developments and implications for culturally responsive practice.

Programmes must provide evidence of opportunities to learn about and work with mokopuna, including infants, toddlers and young children.

Programmes must consider the significance of the *First 1000 days of Life* (from conception to two years) and the impacts on brain development and lifelong learning.

Completion of a comprehensive First Aid course, offered by an approved provider, is recommended. This may be a requirement for licensing for some types of ECE service e.g. home-based.

The Teaching Council of Aotearoa New Zealand have

	<p>specific requirements for initial teacher education programmes at Level 7. Requirements for progressions into these programmes should be clearly considered in the programme design e.g. University Entrance.</p> <p>Practical experience</p> <p>Practical experience is an essential component of programmes leading to the award of this qualification and programmes must include learners completing approximately 60 hours supervised practice/placement in an ECE setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Children’s Act 2014.</p> <p>Programmes must develop the structure and requirements for learners to engage in professional practice, including supervision and assessment of learners’ skills and competence in an ECE setting. Specific assignment tasks, competencies, and responsibilities should be evident in the learner’s practice. These should be cumulative over the course of the programme.</p> <p>Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. home based, Playcentre.</p> <p>For the purposes of this qualification, the following definitions are provided:</p> <ul style="list-style-type: none"> - <i>Supervised</i> – the learner will have a suitably qualified/experienced supervising/supporting mentor who will assess the learner’s practice against requirements (e.g. for a licensed home-based service this may be the visiting teacher or coordinator). - <i>ECE setting</i> – this must be 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.
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Conditions relating to the Graduate Profile /Ngā tikanga e hāngai ana ki nga hua o te tohu

Qualification outcomes/ Ngā hua		Credits/Ngā whiwhinga	Conditions/Ngā tikanga
1.	Guide the holistic development and learning of children through applying key early childhood theories and approaches.	10 credits	
2.	Observe, plan, implement, and review culturally responsive learning experiences (including play-based experiences) for mokopuna - infants, toddlers, and	10 credits	

	young children using knowledge of the child in the context of their whanau, Te Whāriki and supporting documents.		
3.	Provide an environment guided by community and government services, legislation and regulatory requirements, to protect and support the holistic well-being, safety, health, nutrition and care of infants, toddlers, young children/ mokopuna and their whānau/ families.	15 credits	
4.	Communicate effectively and use strategies to promote cultural, social and emotional competencies, and engage in respectful, reciprocal, and responsive relationships within an early childhood education and care community.	10 credits	Programmes must include whanaungatanga, and manaakitanga concepts
5.	Reflect on personal and professional development, and implement strategies that manage own health, wellbeing (including resilience) and professionalism in an early childhood setting.	5 credits	
6.	Implement culturally responsive and inclusive ECE practice underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, Ka Hikitia and Tau Mai Te Reo, through the use of te reo and tikanga Māori with mokopuna/children and whanau/families in early childhood settings.	5 credits	Programmes must include establishing knowledge and dialect of local iwi and hapu in ECE context.
7.	Apply knowledge of the diverse philosophical and cultural contexts and approaches informing early childhood education in Aotearoa New Zealand to develop a personal philosophy of practice.	5 credits	

Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te	This qualification replaced the <i>National Certificate in</i>
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<p>whakakapi</p>	<p><i>Pacific Islands Early Childhood Education (Level 4)</i> [Ref: 1269], which was discontinued 31 December 2019.</p>
<p>Additional transition information/ Kō ētahi atu kōrero mō te whakakapi</p>	<p>Version Information Version 2 of this qualification was issued XXX 2020 following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information.</p> <p>People currently enrolled in programmes leading to version 1 of this qualification may either complete the requirements by 31 December 2023 or transfer to version 2 of the qualification.</p> <p>It is anticipated that no existing learners will be disadvantaged by these transition arrangements. However, anyone who feels that they have been disadvantaged may appeal to the qualification developer NZQA National Qualifications Services on behalf of and in collaboration with the sector (nqs@nzqa.govt.nz).</p>

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