

Qualification details

Qualification number/Te nama o te tohu mātauranga	2851		
English title/Taitara Ingarihi	New Zealand Diploma in Early Childhood Education and Care (Level 5)		
Māori title/Taitara Māori			
Version number/Te putanga	2 DRAFT	Qualification type/Te momo tohu	Diploma
Level/Te kaupae	5	Credits/Ngā whiwhinga	120
NZSCED/Whakaraupapa	090503 Society and Culture > Human Welfare Studies and Services > Nannyng 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 proficient educators who can provide and/or support the practice-based education and care of mokopuna - infants, toddlers, and young children.</p> <p>Graduates may work independently or as part of a team in a range of early childhood contexts including those underpinned by specific philosophies, and to proceed to further study. It is also intended to enhance community outcomes.</p> <p>This qualification does not lead to teacher registration.</p>
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<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"> engage in early childhood education practices which reflect Te Tiriti o Waitangi/Treaty of Waitangi and the place of Māori as tangata whenua (20 credits) apply knowledge of key early childhood teaching, learning, and development theories and approaches, and historical influences, to inform and guide practice in Aotearoa New Zealand (25 credits) promote learning by implementing the philosophy, principles, and practices embodied in Te Whāriki, and supporting resources (20 credits) provide a healthy, safe, and inclusive environment for the protection, care, wellbeing and education of children/mokopuna as guided by legislative and regulatory requirements and children’s rights (UNCROC) (20 credits) communicate effectively to develop and maintain inclusive and collaborative relationships with a wide range of people in an early childhood education and care community (10 credits)

6. manage personal wellbeing and engage in the personal, professional, ethical and reflective practices required of an early childhood educator (10 credits)
7. support children’s language, culture and identity, applying knowledge of cultural competencies (10 credits)
8. use knowledge of philosophies, perspectives and contexts of early childhood education in Aotearoa New Zealand to inform an emerging personal philosophy of practice (5 credits)

Education Pathway/ Ngā huarahi mātauranga

This qualification provides a pathway to further study towards the *New Zealand Diploma in Early Childhood Education and Care (Level 6)* [Ref: 2852].

This qualification does not lead to teacher registration, but it may be possible to proceed to commence a level 7 initial teacher education (ECE) qualification under specified criteria.

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Graduates of this qualification will have the skills and knowledge to work as early childhood educators in a range of early childhood contexts, such as centre-based, hospital-based (play specialist assistant), home-based, nanny, parent-led, or culturally-based contexts including Pasifika or Māori. Graduates may also be able to work in some education support roles, and may be involved in voluntary roles in early childhood settings.

Qualification Specifications/ Ngā tauwhāititanga o te tohu

Qualification Award/ Te whakawhiwhinga o te tohu	This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	<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 study); - evidence of any benchmarking activities.
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	Achieved.

<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>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>Te Whāriki and resources</p> <p>Terminology is based on 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 must 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 <i>Our Code Our Standards</i> - The New Zealand Curriculum <p>Te Tiriti o Waitangi/The Treaty of Waitangi</p> <p>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.</p> <p>Diversity and inclusion</p> <p>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</p>

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.

The Teaching Council of Aotearoa New Zealand have specific requirements for initial teacher education programmes at Level 7. Requirements for progressions into these programmes should be clearly considered in the programme design, along with any restrictions on portability of learning being explicitly outlined.

Practical experience

Practical experience is an essential component of programmes leading to the award of this qualification, and programmes must include learners completing approximately 120 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.

Programmes must develop the structure and requirements for learners to engage in professional practice, including supervision and assessment of learners’ skills/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.

For the purposes of this qualification, the following definitions are provided:

- *Supervised* – 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).
- *ECE setting* – 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.

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
<p>1. Engage in early childhood education practices which reflect Te Tiriti o Waitangi/Treaty of Waitangi and the place of Māori as tangata whenua.</p>	<p>20 credits</p>	<p>Programmes must include:</p> <ul style="list-style-type: none"> - exploration of te Ao Māori and use of te reo and tikanga Māori; - knowledge of history of Te Tiriti o Waitangi/Treaty of Waitangi and implications for ECE practice; - relational knowledge of local iwi and hapu in ECE context.
<p>2. Apply knowledge of key early childhood teaching, learning and development theories and approaches, and historical influences, to inform and guide practice in Aotearoa New Zealand.</p>	<p>25 credits</p>	
<p>3. Promote learning by implementing the philosophy, principles, and practices embodied in Te Whāriki, and supporting resources.</p>	<p>20 credits</p>	<p>Programmes must include assessment for learning of mokopuna - infants, toddlers, and young children, to inform planning, implementation, and evaluation of a holistic teaching and learning environment.</p>
<p>4. Provide a healthy, safe and inclusive environment for the protection, care, wellbeing and education of children/mokopuna as guided by legislative and regulatory requirements and children’s rights (UNCROC).</p>	<p>20 credits</p>	
<p>5. Communicate effectively to develop and maintain inclusive and collaborative relationships with a wide range of people in an early childhood education and care community.</p>	<p>10 credits</p>	<p>Programmes must include cultural protocols, whanaungatanga, and manaakitanga concepts.</p>
<p>6. Manage personal wellbeing and engage in the personal, professional, ethical and reflective practices required of an early childhood educator.</p>	<p>10 credits</p>	
<p>7. Support children’s language, culture and identity, applying knowledge of cultural competencies.</p>	<p>10 credits</p>	<p>Programmes must include:</p> <ul style="list-style-type: none"> - consideration of diverse families and aspirations for their children’s learning; - Government Pasifika education strategies and policies including the Action Plan for Pacific Education 2020-2030 and subsequent revisions.

8.	Use knowledge of philosophies, perspectives and contexts of early childhood education in Aotearoa New Zealand to inform an emerging personal philosophy of practice.	5 credits	Programmes must include contemporary Māori and Pasifika education developments and implications for practice.
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Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te whakakapi	This qualification replaced the <i>National Certificate in Early Childhood Education and Care (Level 5)</i> [Ref: 0430], which was discontinued 31 December 2019.
Additional transition information/ Kō ētahi atu kōrero mō te whakakapi	<p>Version Information</p> <p>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 (ngs@nzqa.govt.nz).</p>