

Qualification details

Qualification number/Te nama o te tohu mātauranga	2852		
English title/Taitara Ingarihi	New Zealand Diploma in Early Childhood Education and Care (Level 6)		
Māori title/Taitara Māori			
Version number/Te putanga	2 DRAFT	Qualification type/Te momo tohu	Diploma
Level/Te kaupae	6	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 early childhood educators who can work professionally and collaboratively to provide practice-based education and care of mokopuna - infants, toddlers, and young children, and to proceed to further study.</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. It is also intended to enhance community outcomes.</p> <p>This qualification does not lead to teacher registration.</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. apply knowledge of Te Tiriti o Waitangi/Treaty of Waitangi to inform early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service; (20 credits) 2. critique and apply pedagogies, socio-cultural influences and contemporary early childhood teaching, learning, and development theories, including infant/toddler pedagogies to inform and guide own personal philosophy of practice; (30 credits) 3. support children’s learning by applying a range of approaches to planning and assessment for teaching and learning embodied in Te Whāriki and supporting resources; (30 credits) 4. evaluate and guide the provision of a healthy, safe, and inclusive early learning environment for the protection, care, holistic wellbeing, and education of diverse learners; (10 credits) 5. engage in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for mokopuna/children and their whānau/families, including those from Pacific nations; (10 credits)

credits)

6. use reflective practice to critically review own identity, holistic wellbeing, and professional learning and development; (5 credits)
7. work collaboratively and apply leadership theories and approaches to enhance professional practice in an early childhood education environment; (5 credits)
8. critically review and respond to the professional and ethical responsibilities required to inform and guide practice, and advocate for the rights of the child. (5 credits)

Education Pathway/ Ngā huarahi mātauranga

This qualification does not lead directly to teacher registration, but may provide a pathway for graduates to undertake study towards Level 7 ECE initial teacher education qualifications 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 depth of skills and knowledge to work as early childhood educators in a range of early childhood contexts, such as centre-based, hospital-based, home-based, nanny, parent-led, or culturally-based contexts such as Pasifika or Māori (Kaiako/Kaiārahi). They may also 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 to this qualification.
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	Evidence requirements should include: <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 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 (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.
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	Regulatory 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>ngā here ā-ture rānei)</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 It is recommended that people enrolling on programmes have completed the <i>New Zealand Diploma in Early Childhood Education and Care (Level 5)</i> [Ref:2851], or demonstrated equivalent knowledge, skills, and experience.</p> <p>Te Whāriki and resources 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 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 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 Programmes can be developed which encourage the use of the child’s first language and culture. There is potential to develop and deliver</p>

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.

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
1.	Apply knowledge of Te Tiriti o Waitangi/Treaty of Waitangi to inform early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service.	20 credits	Programmes must include maintaining relationships with local iwi, hapū, and whānau; and applying knowledge of the history of the local area and dialect.
2.	Critique and apply pedagogies, socio-cultural influences and contemporary early childhood teaching, learning, and development theories, including infant/toddler pedagogies to inform and guide own professional philosophy of practice.	30 credits	
3.	Support children’s learning by applying a range of approaches to planning and assessment for teaching and learning embodied in Te Whāriki and supporting resources.	30 credits	
4.	Evaluate and guide the provision of a healthy, safe and inclusive early learning environment for the protection, care, holistic wellbeing and education of diverse learners.	15 credits	
5.	Engage in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for mokopuna/children and their whānau/families, including those from Pacific nations.	10 credits	Programmes must include cultural belief systems related to child rearing practices and supporting a child’s first language.
6.	Use reflective practice to critically review own identity, holistic wellbeing, and professional learning and development.	5 credits	
7.	Work collaboratively and apply leadership theories and approaches to enhance professional practice in an early childhood education environment.	5 credits	

8.	Critically review and respond to the professional and ethical responsibilities required to inform and guide practice, and advocate for the rights of the child.	5 credits	
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Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te whakakapi	This qualification replaced the <i>National Certificate in Pacific Islands Early Childhood Education (Pasifika Management) (Level 6)</i> [Ref: 0982], 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>