

## Qualification details

<b>Title</b>	New Zealand Diploma in Early Childhood Education and Care (Level 6)		
<b>Version</b>	1	<b>Qualification type</b>	Diploma
<b>Level</b>	6	<b>Credits</b>	120
<b>NZSCED</b>	090503	Society and Culture > Human Welfare Studies and Services > Nannying and Early Childhood Care	
<b>Qualification developer</b>	NZQA Qualifications Services on behalf of and in collaboration with the sector		
<b>Next review</b>	December 2020		
<b>Approval date</b>	February 2016		
<b>Strategic purpose statement</b>	<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 education and care of infants, toddlers, and young children.</p> <p>Graduates may work in a range of early childhood contexts, including those underpinned by specific philosophies. It is also intended to enhance community outcomes. Graduates may provide management and leadership of volunteers or other staff, depending on the early childhood setting and associated regulatory framework and criteria.</p> <p>This qualification does not lead to teacher registration, but it may provide opportunities for graduates, under specified criteria, to progress to a Level 7 ECE initial teacher education qualification.</p>		
<b>Outcome Statement</b>	<b>Graduate profile</b>	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> <li>- critique and apply a range of pedagogies and contemporary early childhood teaching, learning, and development theories to practice;</li> <li>- support children's learning by applying a range of approaches to assessment for learning in an early childhood education context;</li> <li>- evaluate and guide the provision of a healthy, safe, and inclusive early learning environment for the protection, care, holistic wellbeing, and education of diverse children;</li> <li>- critically review own health, wellbeing, and professional development to refine own reflective practice;</li> <li>- work collaboratively with others and apply leadership capability to enhance practice in an early childhood education environment;</li> <li>- critically review and respond to the professional, legal, regulatory, and ethical responsibilities required of early</li> </ul>	

		<p>childhood education settings to inform and guide practice;</p> <ul style="list-style-type: none"> <li>- apply the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi to inform bicultural early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service;</li> <li>- establish a personal and professional philosophy of practice through the critique of a range of socio-cultural influences, including Māori and Pasifika philosophies of practice and pedagogies, on contemporary early childhood education in Aotearoa New Zealand;</li> <li>- engage in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for children and their families, including those from Pacific nations.</li> </ul>
	<b>Education pathway</b>	This qualification may provide a pathway for graduates to undertake study towards a Level 7 ECE initial teacher education qualification, under specified criteria, but does not lead directly to teacher registration.
	<b>Employment and community pathway</b>	<p>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, parent-led, or culturally-based contexts such as Pasifika or Māori (Kaiako/Kaiārahi).</p> <p>Graduates may provide leadership and management of volunteers or other staff in some early childhood settings, including professional nannies, Playcentre/parent-led area advisors, playgroups, or language nests. They may also be involved in voluntary roles in early childhood settings.</p>

## Qualification specifications

<b>Qualification award</b>	<p>This qualification may be awarded by any education organisation with an approved programme towards this qualification accredited under section 250 of the Education Act 1989.</p> <p>The graduate will be awarded the qualification by the education organisation when the accredited and approved programme has been successfully completed.</p> <p>The formal document certifying the award of this qualification will display the full qualification title, date of award, the NZQF logo, and may also include the name and/or logo of the qualification developer or programme owner or other awarding education organisation.</p>
<b>Evidence requirements for assuring consistency</b>	<p>The core evidence requirements for assuring consistency may include:</p> <ul style="list-style-type: none"> <li>- effective internal and external moderation systems and processes, including results relating to graduate outcomes;</li> </ul>

	<ul style="list-style-type: none"> <li>- results of end-user surveys and actions taken or proposed from feedback. This includes consultation with graduates and employers to obtain destination information and end-user feedback specifically assessing the graduates against the graduate profile (e.g. employment, progression, further study);</li> <li>- samples of assessment materials and learners assessments/work (e.g. portfolios of work);</li> <li>- evidence of any benchmarking activities.</li> </ul> <p>Detailed information regarding arrangements for managing consistency will be published and updated via the NZQA website. For more information, please visit <a href="http://www.nzqa.govt.nz/providers-partners/consistency-of-graduate-outcomes/">http://www.nzqa.govt.nz/providers-partners/consistency-of-graduate-outcomes/</a> and download the <a href="#">guidelines</a>.</p>
<p><b>Minimum standard of achievement and standards for grade endorsements</b></p>	<p>Achieved</p>
<p><b>Other requirements for the qualification (including regulatory body or legislative requirements)</b></p>	<p><b>Academic</b></p> <p>Learners enrolling must hold the <i>New Zealand Diploma in Early Childhood Education and Care (Level 5)</i> [Ref: 2851], or equivalent knowledge, skills, and experience.</p> <p><b>Safety checks</b></p> <p>Completion of this qualification requires practical experience within an early childhood setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Vulnerable Children Act 2014.</p> <p>For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see <a href="http://childrensactionplan.govt.nz/">http://childrensactionplan.govt.nz/</a>.</p>

## General conditions for the programme leading to the qualification

<p><b>General conditions for programme</b></p>	<p><b>Regulatory</b></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.</p> <ul style="list-style-type: none"> <li>- Current legislation and regulations can be accessed at <a href="http://legislation.govt.nz">http://legislation.govt.nz</a></li> <li>- Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at <a href="http://www.education.govt.nz/">http://www.education.govt.nz/</a></li> <li>- Current AS/NZS standards can be accessed at <a href="http://standards.co.nz">http://standards.co.nz</a></li> </ul> <p>Programmes must consider relevant ECE codes of ethics.</p> <p>Terminology is based on the New Zealand early childhood curriculum</p>
--	---

framework Te Whāriki.

### ***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 the New Zealand early childhood curriculum framework, Te Whāriki. This may include threading te reo Māori and tikanga Māori learning throughout programmes.

### ***Diverse contexts***

Programmes can be developed which allow for training that encourages 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.

Consideration should be given to bicultural, multicultural, gender issues, and inclusive practice when designing programmes, in relation to encouraging a greater diversity within the ECE sector.

### ***Programme design***

Progressions should be clearly considered in the programme design, along with any restrictions on portability of learning being explicitly outlined. Not all programmes of study will enable graduates to cross credit and enrol in an initial teacher education programme.

### ***Practical experience***

Practical experience is an essential component of programmes leading to the award of this qualification and it is recommended that programmes include learners completing approximately **120 hours** supervised practice in an ECE setting.

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

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

Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. nanny, NZ Playcentre Area Supervisor.

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 student'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

Qualification outcomes		Conditions
1	<p>Critique and apply a range of pedagogies and contemporary early childhood teaching, learning, and development theories to practice.</p> <p>(25 credits)</p>	<p>Programmes must include a holistic view of child development and learning, including infant/toddler pedagogies.</p>
2	<p>Support children's learning by applying a range of approaches to assessment for learning in an early childhood education context.</p> <p>(30 credits)</p>	<p>Programmes must include:</p> <ul style="list-style-type: none"> <li>- planning and evaluation of teaching and learning; narrative assessment and observation techniques;</li> <li>- planning for holistic development of infants, toddlers, and young children;</li> <li>- curriculum areas in the early years.</li> </ul>
3	<p>Evaluate and guide the provision of a healthy, safe and inclusive early learning environment for the protection, care, holistic wellbeing and education of diverse children.</p> <p>(8 credits)</p>	<p>Programmes must include transitions and consideration of strategies to meet the needs of families of children, including migrant families and others with special education requirements.</p>
4	<p>Critically review own health, wellbeing, and professional development to refine own reflective practice.</p> <p>(7 credits)</p>	<p>Programmes must include developing personal strategies for an ongoing process of self-review and approaches to reflective practice.</p>
5	<p>Work collaboratively with others and apply leadership capability to enhance practice in an early childhood education environment.</p> <p>(5 credits)</p>	<p>Programmes must include theories of leadership, team skills, and group dynamics.</p> <p>Programmes may include management, governance, and administration of an ECE service.</p>
6	<p>Critically review and respond to the professional, legal, regulatory, and ethical responsibilities required of early childhood education settings to inform and guide practice.</p>	<p>Programmes must include:</p> <ul style="list-style-type: none"> <li>- impact of funding and regulatory framework on quality in early childhood education;</li> <li>- care and protection of young children, including cyber safety;</li> <li>- advocacy for the rights and interests of infants, toddlers, and young children.</li> </ul>

	(5 credits)	
7	Apply the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi to inform bicultural early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service. (20 credits)	Programmes must include: <ul style="list-style-type: none"> <li>- incorporating Māori pedagogies, te ao Māori, and te reo Māori;</li> <li>- implications for ECE leadership and management practice;</li> <li>- developing relationships with local iwi, hapū, and whānau; and knowledge of the history of the local area and dialect;</li> <li>- government and iwi Māori education strategies and policies including Ka Hikitia.</li> </ul>
8	Establish a personal and professional philosophy of practice through the critique of a range of socio-cultural influences, including Māori and Pasifika philosophies of practice and pedagogies, on contemporary early childhood education in Aotearoa New Zealand. (10 credits)	
9	Engage in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for children and their families, including those from Pacific nations. (10 credits)	Programmes must include: <ul style="list-style-type: none"> <li>- implication for practice of ethnic and social differences in teaching and learning;</li> <li>- implication for practice of government Pasifika education strategies and policies, including the Pasifika Education Plan (PEP) and subsequent revisions;</li> <li>- cultural belief systems related to child rearing practices and supporting a child's first language.</li> </ul>

## Transition information

<b>Replacement information</b>	This qualification replaced the National Certificate in Pacific Islands Early Childhood Education (Pasifika Management) (Level 6) [Ref: 0982].
<p>Learners currently enrolled in programmes leading to the replaced qualification [Ref: 0982] may either complete the requirements by 31 December 2019 or transfer to the <i>New Zealand Diploma in Early Childhood Education and Care (Level 6)</i> [Ref: 2852] with a Pasifika context.</p> <p>The last date for entry into qualifications expiring as a result of this new qualification is 31 December 2017.</p> <p>The last date to meet the requirements of the replaced qualification is 31 December 2019, at which time it will be designated as discontinued.</p> <p>It is the intention of the qualification developer that no existing learner should be disadvantaged by these transition arrangements. Any person who considers they have been disadvantaged may contact the existing qualification owner:</p> <p>NZQA National Qualification Services PO Box 160</p>	

Wellington 6140

Telephone: 04 463 3000

Email: [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz)

Website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz).