

6 August 2014

ECE Draft Qualifications Consultation 4-25 July 2014 – Summary of feedback

In support of the compilation document of the draft qualifications consultation feedback, following is a summary of results. Overview and graphs first, then specifics for each qualification from page 5.

Submissions:

Total number of submissions: 76

- Electronic survey: 61
- Review mailbox responses: 15

In addition, there is feedback from the stakeholder sector meetings held in Auckland (16 July), Christchurch (17 July) and Wellington (22/23 July).

Website traffic information:

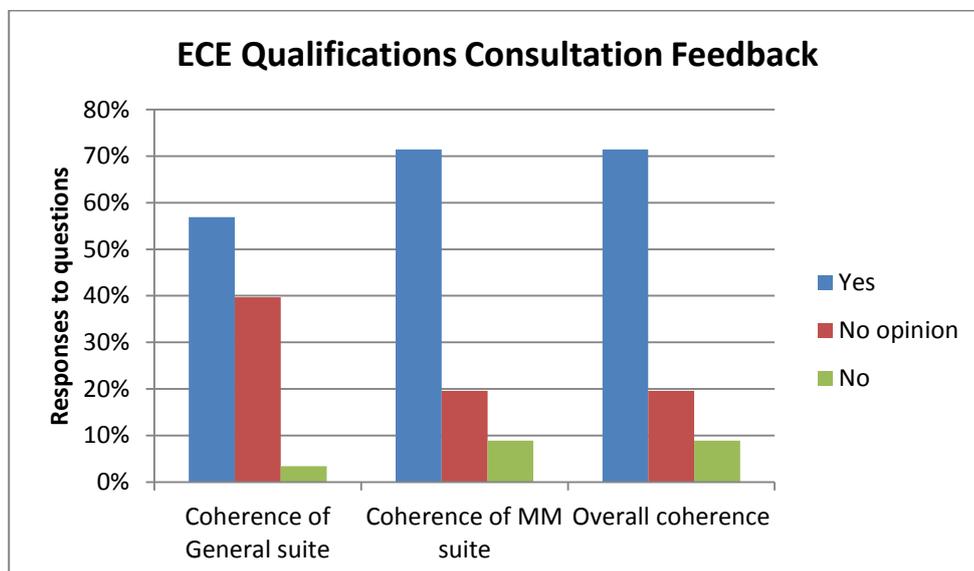
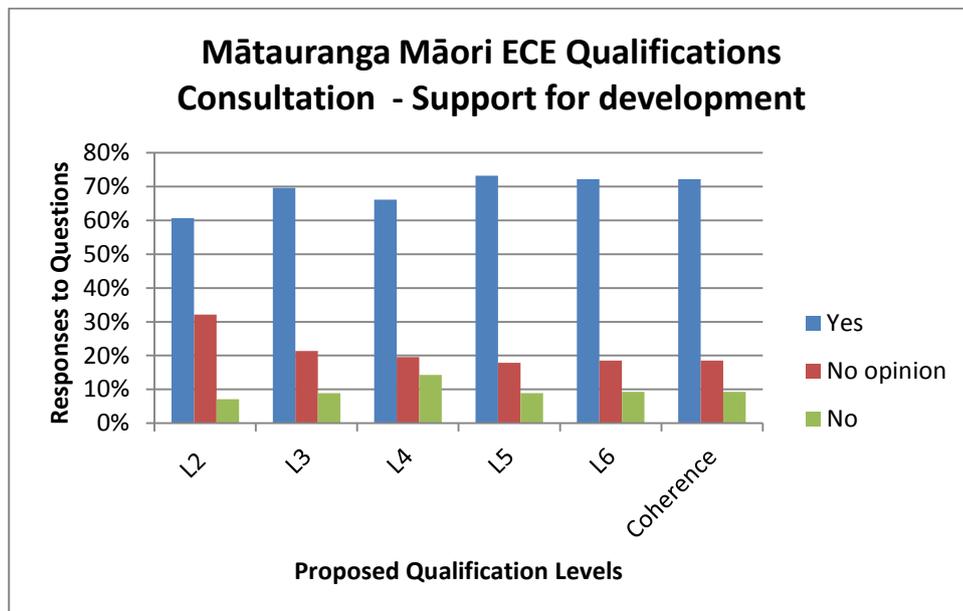
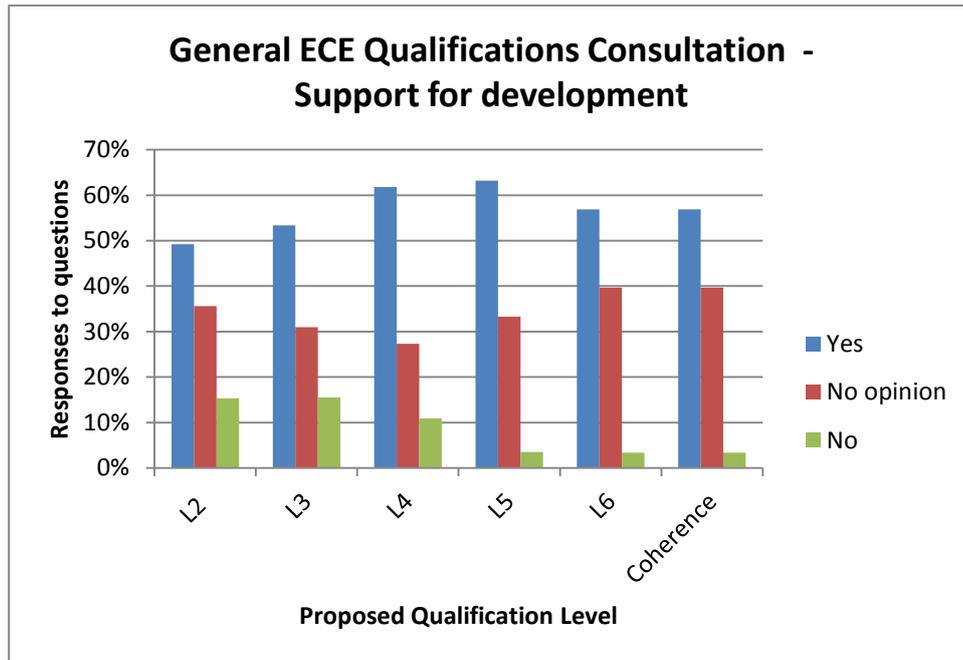
- Downloads of consultation document in July 2014: 300

Composition of respondents (*for those that specified – could identify with 2 categories*):

- Te Kōhanga Reo (31)
- Hapū iwi or community groups (22)
- Home-based ECE sector (14)
- Private Training Establishments (PTEs - 12)
- Polytechnics or Institutes of Technology (ITPs - 9)
- Parent-led ECE sector (7)
- ECE sector peak body/umbrella groups (6)
- Student/individuals (5)
- Secondary school, University, ECE sector employer, Centre-based ECE sector, Playgroup (1)

Key observations:

- Significant numbers of 'no opinion' – choice of responding to parts of the proposed suites only
- 89% of those with a view agree that both the general and the Mātauranga Māori suites of qualifications are coherent and provide pathways for candidates (20% no opinion) [Q28](#)
- Between 76% and 95% of those with a view support the further development of each of the proposed qualifications
- Stakeholder meetings in July generally supported the further development of the proposed qualifications
- Small pockets of opposition to qualifications at particular levels
- Strong support in areas that provided clear options for future delivery of current models
- Early Childhood Council only support level 4 & 6 qualifications in each suite
- Address needs of bilingual communities - importance of first language in early learning for children from a wide range of ethnicities, and importance of bilingual capacity in delivery



Issues from feedback for current stage of development

- Mixed support for qualifications at each level – many questioning the need for all 5 qualifications, and varied support/opposition at specific levels
- Level 2 qualifications up supported as recognition of how NZ values children in society
- Level 6 really helpful to have in the suite – will allow for greater diversity in the profession
- Lack of distinction between proposed qualifications – titles of qualifications too similar and suggestion of more variation as there is in the MM suite; Pasifika suite?
- Some concern re loss of strands/endorsements from landscape – challenge to differentiate
- Variety of suggestions for improvement to individual qualifications, detailed by level later in document (suggest some changes may be significant now and others can be part of refinement in next stage)
- Layering and clarifying pillars of learning at each level – fine-tuning to be clear about which content needs to sit in which course (concern about repetition of content, step-ups, and links to specific roles/SPS)
- Concern about qualifications not meeting equivalence for entrance to university
- Query about how relevant the proposed qualifications will be if the NZ Teachers Council move to degree based (Level 7) options only ECE
- Query about how the Ministry of Education will link the new qualifications to quality and other regulatory and licensing requirements and funding e.g. Playcentre for licensing, home-based for funding re quality levels

Issues for next phase of development – specifications and conditions

- Credit recognition – seeking clarity re cross crediting between institutions and/or levels
- Clarifying pathways to degrees/level 7 teacher qualifications and related criteria
- Detail of entry requirements and links to NZTC requirements
- Refinement of graduate profile outcomes – some suggestions re changes to the detail
- For all qualifications in this suite: learning including creativity, interests, curiosity, problem solving, exploration, enthusiasm etc
- Seeking recognition of practicums in home-based settings

Some apparent misunderstandings

- Distinction between qualifications and programmes – including how to distinguish a particular context and retain what is currently offered
- Progressions – ability for learners to start at different levels and not an ‘escalator’ that learners have to start at the bottom of and stay on until they exit at the top (Level 6)
- Components of new qualifications – flexibility, not having to be unit standards; any links to degree/level 7 course papers; embedding international qualifications
- Areas outside the scope of the review – Level 7 qualifications; Ministry of Education regarding links to quality and other regulatory requirements and funding; NZ Teachers Council regarding practicums, entrance requirements, credit recognition, non-recognition of nannies and home-based educators re teacher registration; what Universities will accept as entrance

Overall comments about the draft qualifications

- Level 4 inadequate preparation for degree/level 7 qualification – need Level 5 Diploma
- Clarify employment roles – what does each level specifically equip someone for?
- Diversity of families (culturally, linguistically, social structure); and value children
- Acknowledge bilingual educators – Maori, Pasifika, Indian, Chinese etc – and importance of first language in early learning for children from a wide range of ethnicities;
- Make te reo Māori compulsory
- Coherent and clear pathways, but potentially a lot of repetition
- General and Mātauranga Māori on an equal standing
- Uncertainty about impact on existing qualifications and training e.g. Playcentre
- Consistently strong support for the Mātauranga Māori suite of qualifications – and enthusiasm for doing future training
- Portability of learning
- Accommodating different philosophies unclear
- Playcentre – importance of leadership, teamwork, parenting
- Conceptually old-fashioned and developmentally driven
- Acknowledge three official languages of NZ

Email responses

- Recommend separating Tiriti o Waitangi statement from Te Whariki statement
- Recommend Level 4 become the benchmark qualification for home-based educators (and opposition to this – no base level qualification)
- Broad support for the approach taken – more portability and transparency
- Not much differentiation between the qualifications
- Early Childhood Council (ECC) only support Levels 4 and 6 in both suites, stating Level 4 should be the minimum requirement for licensed service provision; and Level 6 is appropriate for bridging into Level 7 teacher qualifications
- ECC have a range of suggestions for possible specifications and conditions (phase 2 of review)
- ECC - Practicum to include teacher aide in a primary school with new entrants
- Conditions around credit recognition required, along with clarity around transition arrangements
- Lack of ability to differentiate the qualifications according to particular philosophies – concern re loss of strands/endorsements from landscape. Important differentiation for Playcentre
- HELO and PORSE responses raise similar concerns – neither supports the level 4 qualification or baseline mandatory qualifications for educators
- Correct APA referencing in documentation
- Recommend contextual stranding e.g. Parent-led. Pathways to teaching qualifications less important than current parent educator development focus
- Leadership and collaborative learning not reflected in the proposed qualifications and should be appropriate to each level
- Adult education component lacking (Playcentre)
- Qualifications don't constitute university entrance which includes numeracy and literacy credits

Stakeholder meetings feedback

- Concern about the impact of changes on MoE funding links to particular qualifications/levels e.g. Playcentre; and how to reflect special contexts (with no endorsements/strands proposed)
- Concern re NZ Teachers Council not recognising qualified ECE teachers that are working as nannies or home-based educators, as being able to maintain their teacher registration while working in either position.
- Level 7 qualifications not being reviewed creates an uneven playing field – some providers can keep ownership of qualifications whilst not possible at lower levels.

General suite

- 94% of those with a view agree that the general suite is coherent and provides pathways for candidates (40% no opinion)
- Lot of overlapping – seems too many different levels and unclear which ones to do
- The layering/sequence of content knowledge from one level to another – clarify the pillars that support each level and ensure it is cohesive
- Outcome statements sit at too low a level across the suite of qualifications
- Important to address the needs of other bilingual communities like Indian, Chinese etc as well as Pasifika and Māori
- Consider barriers to learners e.g. access and support for part-time learners whilst on practicum
- Concern re not enough scope to include the philosophical and unique character of different providers within the proposed qualifications
- Revisit original landscape and options for strands or contextual endorsements to reflect diversity of sector
- Alignment of qualifications for credit recognition
- Suite important from level 2 up as recognition of how NZ values children in society
- Treaty of Waitangi understanding is poor in the sector, and increasing understanding should be a societal goal

- Suggested improvements to address needs of **Pasifika**
 - Pasifika stream similar to Māori stream
 - Te reo and tikanga are missing
 - Electives/optional endorsement to enable Pasifika learners to access leadership and management outcomes and particular philosophies to explore their unique pathways
 - **Separate qualifications to meet requirements of the Pacific Island language nests**
 - Pasifika context should be more visible at levels 3 & 4 – and 5&6
 - Supervisory roles expected in centres so some preparation would be really helpful in qualifications
 - Importance of bilingual capacity in delivery

- Suggested improvements to address needs of **Māori** learners in a non-immersion setting
 - Identify Tikanga that can be learnt at each different level
 - New Zealand, heritage, history of NZ preferred to Māori and Te Reo - includes environment, nature, curriculum as well
 - Incorrect translations from Māori to English (*check #13 p22 of compilation*)
 - Include Te Reo programmes – more language focus
 - Clearly addressed as it is – woven through outcomes at each level

General Suite – individual qualifications:

Level 2

- 76% of those with a view support developing this qualification (36% no opinion)
- Unique opportunity to focus on family wellbeing, and provides a needed framework to strengthen families and community
- Potential to work well in combination with other foundation learning programmes
- Accessibility for school students and links to gaining credit towards NCEA
- **Level 2 provides a good base including crucial life skills, links to NCEA, vocational pathways**
- Suggested improvements:
 - Strengthen focus on language (#2 – add .. and how they communicate and learn; #3 add.. ‘and communication’; #7 change ‘others’ to children, families, whānau and colleagues)
 - Introduce basic Te Reo Māori (numbers and colours)
 - Introduce collaboration with others #6
 - Ensure inclusion of attachment/responsive care; nutrition; keeping children clean, warm and safe; preventing and recognising/responding to childhood illness - #4&6
 - Add ‘the influence of family and culture’
 - **Suggestions for improvements to GPOs from Plunket response**
 - Language development and behaviour guidance needs a stronger focus – importance of first language learning
 - Identify own values, but also need to look at the values of different cultures too – cultural diversity within Aotearoa NZ

Level 3

- 77.5% of those with a view support developing this qualification (31% no opinion) – strong support from PORSE and HELO
- PORSE supports Level 3 as the base level ECE qualification for individuals who want to be educators but are not necessarily pursuing being a qualified teacher as a career
- Level 3 is too low for parent-based workforce
- Title too similar to other qualifications, and credit value seems high and should be lower than level 4
- Ensure it does not go beyond the NZQA level 3 descriptors in terms of process, learning demand and responsibility

- Accessibility for school students and links to gaining credit towards NCEA, and work based learning through STAR/Gateway Programme
- Unsure how it can be improved – relevant and worthwhile
- Suggested improvements:
 - Clearer employment pathways
 - Strengthen focus on language and communication (#9 change ‘others’ to children, families, whānau and colleagues)
 - Stronger bicultural focus
 - Further develop basic Te Reo Māori
 - Check GPOs and pathways with level 4 as very similar e.g. home-based educators at L3
 - Accessibility for school students and links to gaining credit towards NCEA
 - propose outcome 2 is about noticing, recognising and responding to children’s learning in line with the current NZ landscape
 - Actual pedagogy is not evident in the existing outcomes e.g. teaching strategies, use of the environment
 - Perhaps combine 8 & 9
 - Family and culture are not evident - candidates will need understandings about diverse families and culture to work responsively in ECE services
 - Query whether GPO3 should be just children and not include adults
 - Self-reflection too high for level 3
 - Suggested shift focus in #10 - more valuable to teach about families in New Zealand and how to work in partnerships with community and government services
 - Behaviour management needs a stronger focus, particularly at levels 3 & 4
 - Include basic theories of attachment (could be in #1 & 8)

Level 4

- 85% of those with a view support developing this qualification (27% no opinion)
- Split response – some feel that graduates should go straight from Level 3 to level 5
- Level 4 expects graduates to be self-managing and able to respond to unexpected situations - Level 3 is too low for parent-based workforce
- Level 4 important for home-based education, and also a significant level for Playcentre and Pasifika
- Level 4 is the minimum level in Adult Teacher Education area - why not the same for those teaching children
- Good scaffolding and upskilling
- Some agree with size of qualification, others think 60 credits seems too high
- Nesting/embedding possibilities for courses not clear
- Strong opposition from PORSE and HELO – false dichotomy between level 3 and 4
- Suggested improvements:
 - Needs more on child development, and ensure babies and attachment are covered
 - Introduce iwi dialects
 - Add nanny to employment pathway

- #3 – responsive reciprocal relationships between ‘children and children’ needed too
- Level of verbs too low for level 4
- Content is fine but perhaps they could demonstrate their knowledge at a higher level beyond "demonstrate" and "acknowledge"
- Credit allocations should be aligned with Level 3 (30 – 15 - 15 not 25 – 15 – 20)
- Need a little more clarity to differentiate the strategic purpose of level 3 & 4 qualifications
- Behaviour management needs a stronger focus, particularly at levels 3 & 4

Level 5

- 95% of those with a view support developing this qualification (33% no opinion)
- Practicum and cross crediting constraints from NZTC (clarify)
- Very important level – good level for stand-alone qualification, and a meaningful pathway into further training
- Ability to nest/embed some credits from the Level 4 qualification (*programme design issue*)
- Recognition as an education pathway to commence level 7 (equivalence for entrance to University)
- Suggested improvements:
 - Practicum – ensuring it can be done in a home based setting, at least in part
 - Employment pathway – add semi-qualified educators; professional nanny contexts
 - Include short stories and legends of indigenous peoples of the land
 - Personal and professional studies – include development of a CV
 - Include a supervised work placement
 - Increase level indicated by outcome statements – step up from proposed apply, implement, provide, develop, demonstrate
 - Too many GPOs, and check employment and community pathways
 - Check GPOs #4 & 7 as same as Level 6 #4 & 8

Level 6

- 94% of those with a view support developing this qualification (40% no opinion)
- Practicum and cross crediting constraints from NZTC (clarify)
- Seamless programme design linked to the level 5 Diploma
- Good level for stand-alone qualification, particularly for those not wanting a degree (e.g. retraining/upskilling; special character focus immersion)
- Recognition of home-based education and childcare for teacher registration
- Unnecessary for most as should move straight into level 7 qualification from lower levels
- Purpose and constraints need to be very clear – e.g. EAL and IELTS entry to Level 7
- Support for inclusion of leadership, mentoring, advocacy, Pasifika and Maori focus
- Suggested improvements:
 - Practicum – ensuring it can be done in a home based setting, at least in part
 - Employment pathway – add part-qualified educators; professional nanny contexts
 - Further development of iwi dialects so that language becomes normalised
 - Align outcome statements with the NZTC Graduating Teacher Standards

- Critique/critically review skills more appropriate at Level 7 than Level 6 – and converse comment that it needs more critical thinking and reflection
- Level 6 qualification not needed or desirable – devalues ECE teaching profession
- Too many GPOs
- MMEF do not see benefits for stakeholders in further development (existing links to internationally recognised AMI Montessori qualification)
- Clarify “under certain criteria” re Level 7 ECE teaching qualification pathways
- Level 6 really helpful to have in the suite – will allow for greater diversity in the profession

Mātauranga Māori Suite:

- 89% of those with a view agree that the Mātauranga Māori suite of qualifications are coherent and provide pathways for candidates (19% no opinion)
- As they appear to have to be delivered in a total immersion setting, Playcentre would not be able to offer these qualifications to Māori whanau in Playcentre
- Present the proposed qualifications in te reo Māori as well as English

Level 2

- 89% of those with a view support developing this qualification (32% no opinion)
- Change the name to: ‘Te Mokopuna’ – delete ‘He taonga’
- Great; need for qualifications; support implementing
- Introduce literacy, numeracy, demonstrate knowledge, Hauora, Karakia

Level 3

- 89% of those with a view support developing this qualification (21% no opinion)
- Keep bilingual speakers in mind
- Introduce iwi dialects
- Great; need for qualifications; support implementing
- Requires greater literacy
- Demonstrate knowledge of Rangahau

Level 4

- 82% of those with a view support developing this qualification (20% no opinion)
- Too early to introduce ngā honotanga
- Too demanding for level 4 – Whakamana wording more suitable for level 5
- Kotahitanga – replace ‘assess and develop’ with ‘enhance’
- Nga Hononga – add ‘Demonstrate collaborative problem-solving techniques within a kaupapa Māori setting’

Level 5

- 89% of those with a view support developing this qualification (18% no opinion)
- Practicum and cross crediting constraints from NZTC (clarify)
- Entry requirements/pre-requisites
- Great; need for qualifications; support implementing
- Some uncertainty – possibly a 2 year course requiring fluency in te reo Māori
- Whakamana wording from Level 4 is more suitable for level 5
- Ngā Hononga – change from ‘Analyse the effectiveness’ ... to read ‘Reflect on effectiveness...’

Level 6

- 89% of those with a view support developing this qualification (18% no opinion)
- Ensure translations are correct and precise, not misleading
- Practicum and cross crediting constraints from NZTC (clarify)
- Entry requirements/pre-requisites and links with level 7 qualification (including TKR Whakapakari)
- Great; need for qualifications; support implementing
- Would the qualifications intertwine with Aho Matua (concern is Kura Kaupapa) Whanau Tangata
- Kotahitanga change to ... support and guide Maori models of teaching and learning.’
- Kotahitanga – replace ‘apply’ with ‘demonstrate’ second language teaching...