

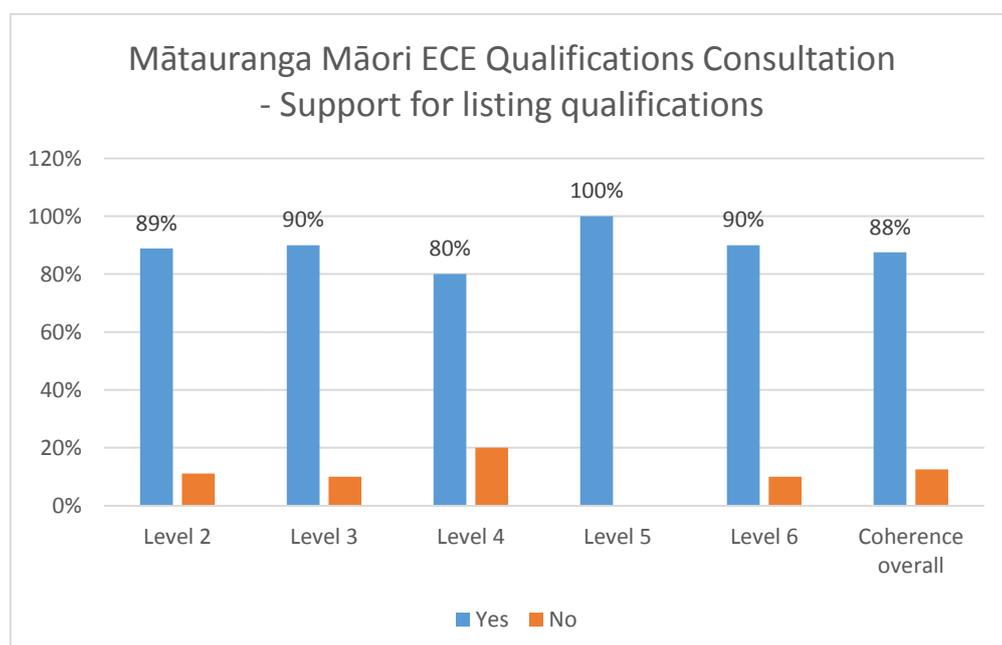
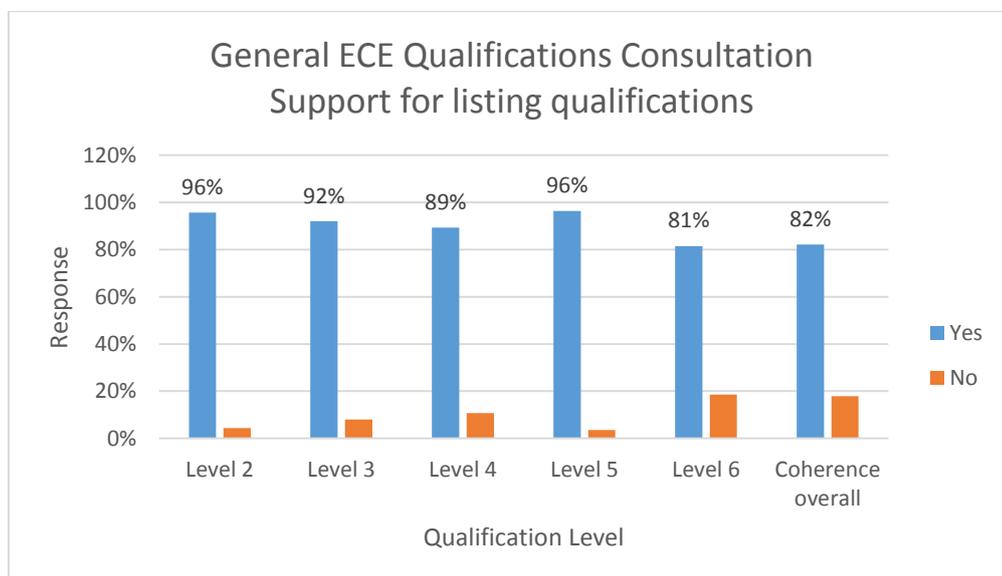
# Review of Early Childhood Education Qualifications Consultation to 4 February 2015: Summary of Feedback with ECE Governance Group responses

## Introduction

Stakeholder feedback on the draft qualifications consultation, open between 23 December 2014 and 4 February 2015, was received both through an online survey and through email responses. A total of 56 responses were received by online survey (45) or email (11), with a significant amount of ‘no opinion’ recorded as respondents chose to provide feedback on parts of the proposed suite only. Website traffic indicated the consultation document was downloaded 411 times during the consultation period.

## Summary of key issues raised

Feedback generally endorsed the draft qualifications and supported them being submitted for approval to list. There were some concerns raised, and these have either been addressed through changes to the draft qualifications and/or responded to by the ECE Governance Group below.



Following are the key issues raised in feedback, with ECE Governance Group (ECE GG) response.

### ➤ Support for qualifications

There was continued strong support for the proposed qualifications. 90% of respondents with a view agree that the overall suite of ECE qualifications is coherent and provides pathways for candidates in a range of contexts and settings (24% no opinion). Between 80% and 100% of respondents with a view support progressing each individual qualification towards the *application for approval to list*.

- Strongest support for Level 2 and 5 qualifications in the general suite (96%), and least support for Level 6 (81%).
- Strongest support for Level 5 in the Mātauranga Māori suite (100%); and least support for Level 4 in the Mātauranga Māori suite (80%). High 'no opinions' in the responses to this part of the suite.

*Response: The ECE GG agreed sufficient support exists to proceed to 'approval to list'.*

### ➤ Qualification titles

Some concerns were raised about the lack of distinctness in the titles of the qualifications in the general suite. There were some suggestions of titles that reflected a particular specialist context (e.g. Nanny), but generally very few suggestions were made for alternative titles that captured the breadth of contexts that are intended for the suite of qualifications.

*Response: The ECE GG agreed that the titles were intentionally kept generic to provide flexibility for programme development and to reflect the diverse nature of the ECEC sector. With a lack of suitable alternatives to capture the breadth of contexts, the proposed titles will be kept. Additionally, it was noted that differentiation of the particular context or focus could be expressed in the programmes that would be developed towards the new qualifications.*

### ➤ Size of qualifications and optional strands

- Strong support to keep the level 3 qualification at 60 credits rather than reducing to 40 credits (96% of those with a view).
- Suggestion that the Level 4 qualification be increased to 80 credits, and that the Level 5 and 6 qualifications should have an additional 20 credits as an option for international learners and/or those that need to raise their English language capability.
- Suggestion for an optional strand for levels 2 and 3 related to extra learning around facilitation skills and group dynamics for adult learners in early childhood care and parenting context.

*Response: The ECE GG agreed that the Level 3 qualification should be kept at 60 credits. The ECE GG could not see justification to alter the proposed credits for the Level 4, 5, or 6 qualifications, or support the proposed introduction of strands to the level 2 or 3 qualifications.*

*The ECEGG suggest that there is sufficient flexibility for programmes to be developed which enable the proposed ECE qualifications to be combined with other qualifications if learners require specific learning around English language e.g. NZ Certificate in English Language (Academic) (Level 4) [Ref: 1883] or the proposed bridging qualification NZ Certificate in Study and Career Preparation (Level 4).*

*There was general agreement that Level 2 seemed too early to be introducing facilitation skills as a specified optional extra in the qualification, and that this would be beyond the scope of the intended audience for this qualification. However there seems to be scope to include some facilitation skills learning in programme design if a particular provider chose to do so. It was noted that there are no*

*qualifications proposed in the Teacher Education review at level 2, and basic facilitation skills are introduced at level 4. Programmes may be developed for a qualification from the Teacher Education review such as the proposed NZ Certificate in Adult and Tertiary Teaching (Level 4), or combining this with an ECE qualification.*

### ➤ Qualification specifications and conditions

There was strong support for the generic qualification specifications and conditions, including evidence requirements for assuring consistency (93% of those with a view). Some concerns were expressed about inconsistencies in conditions and specifications across the suites (e.g. no mention of police vetting, practicum etc in Mātauranga Māori suite). Also some concern expressed regarding lack of flexibility by specifying age groups of *infants, toddlers and young children*, potentially posing problems for accessibility for learners from remote areas or in specific learning contexts.

*Response: The ECE GG agreed that it was appropriate to include entry requirements (e.g. police vetting and te reo Māori capability) and practicum requirements in the Mātauranga Māori suite; and the wording would be further considered by the appropriate Governance and Working Group members and included before submitting qualifications for listing.*

*The ECEGG agreed that the intent is for graduates to know about all age groups but not necessarily to have to work with all age groups as part of the Level 3 and 4 practical experience requirements. Practical experience with all age groups is expected for Levels 5 and 6.*

### ➤ Practical experience

- Some concern that the proposed practicum hours would be unsuitable for some ECE contexts and learner groups (including learners in rural areas, communities where centres are open for limited hours, and those who wish to work in management/administration areas of ECE).
- Some concern about required practicum hours at Levels 3-4 (60 hours) being too many, as finding suitable placements within centres is difficult and costly. A suggestion that practicum be removed from these qualifications, instead considering 'observations'.
- Concern about 'blocks' and practicum requirements having to be in a 'licensed ECE service', seen as too restrictive; suggestion that it would be helpful to recognise practicums in home-based or community settings, with some preference to include the option of licensed or unlicensed ECE services to allow for placements in community facilities, playgroups, churches.
- Further consideration should be given to practicum requirements across the overall suite of qualifications. Concern has been raised regarding the lack of flexibility for various stakeholders with how they are currently stated. Key issue around accessibility, particularly at lower levels; and query regarding requirement when preparing learners for any sort of non-educator/teaching role at Levels 5 and 6.

*Response: The ECEGG agreed that this suite is primarily equipping learners to be early childhood educators, and that practical experience working with children is seen as an essential requirement for every graduate.*

*The ECEGG acknowledged that the reality of arranging placements across infant, toddler and young child environments may be problematic, particularly for Level 3 and 4 qualifications; but the expectation*

*is that this is appropriate for the level 5 and 6 qualifications and will remain in the Diploma qualification requirements.*

*The ECEGG considered the current wording in the qualifications, and agreed that as the intent is for graduates to know about all age groups and have flexibility to develop programmes to meet the needs in a range of contexts, that the current wording is not too restrictive, and is inclusive enough to meet the diverse needs of the sector.*

*Some adjustments to the wording were agreed, including broadening the definition of 'service' adding 'Certified playgroup' to the list of possible contexts. To make the practicum more accessible to the diverse sector, wording change proposed to emphasise supervised practice 'that allows for continuity of practice with children'. Wording around 'blocks' would be adjusted in the Levels 5 and 6 qualifications to remove the 'at least half of these hours must be completed in a single block'.*

### ➤ Target market – job roles

Some feedback raising concerns about the lack of suitability of the proposed qualifications, regarding them not being broad enough to meet the needs of those learners not preparing for an educator role in ECE. This included feedback raising concerns that the suite is not suitable for overseas learners, offshore study, careers outside of educating and for those wishing to learn about early childhood education without the practicing requirements.

*Response: The ECEGG considered the intent behind the suite of qualifications and agreed that they were primarily equipping graduates to work in an educator role with young children; or to proceed to further study towards a Level 7 Initial Teacher Education (ITE) qualification with the intent of becoming a qualified teacher. Overseas learners choosing to study in New Zealand are expected to meet the requirements of the New Zealand qualification, including practical experience where this is specified in conditions.*

*The ECEGG acknowledged that there are specific rules and guidelines around off-shore delivery, and if a provider wished to pursue that path, then they would need to follow the appropriate procedures to design a qualification and programme for this purpose.*

*The ECEGG confirmed that the qualifications were not specifically intended to prepare graduates for centre administration or management roles, and that there were qualifications within the business suite that could be more suitable for this intended pathway. Programme design could consider a business management and ECE qualification, for example.*

### ➤ Pathways to Initial Teacher Education (ITE) qualifications

Some feedback raised concerns about the proposed suite undermining the validity of the Level 7 ITE qualifications. Feedback was generally supportive of the pathways towards ITE qualifications being specified within the proposed qualifications, and some preference to include stronger links to graduating teacher standards in the Level 5 and 6 qualifications.

There seemed to be greater awareness that a learner was not expected to study at each of the proposed levels – recognising there was flexibility to choose where to start and exit to equip the

learner for a particular educator role or assist in meeting the entry requirements for an ITE qualification.

*Response: The ECE GG considered this feedback and reconfirmed that the proposed suite is not intended to undermine the Level 7 ITE qualifications in any way. The Level 2-6 qualifications proposed are intended to equip graduates for educator roles in a range of ECE contexts and not to replace qualified teachers. The proposed qualifications are intended to provide options at the programme development level for pathways onto Level 7 ITE programmes under specified conditions, and the qualification documents provide further guidance around the conditions and requirements.*

#### ➤ Mātauranga Māori suite of qualifications

- There was strong support for the Mātauranga Māori suite of qualifications, with 88% of respondents with a view agreeing that the Mātauranga Māori suite of qualifications is coherent and provides pathways, and supporting each qualification in the suite to proceed towards listing – range from 80% (Level 4) to 100% (Level 5) support for each qualification.
- Some respondents state they don't feel necessarily qualified to comment on this qualification pathway, hence the high level of 'no opinion' responses (69%).
- Unclear whether graduates will be qualified to work in non-bilingual or immersion settings, and request for more details describing the transferability of qualifications between the General and Mātauranga Māori suites, and pathways to ITE qualifications.
- Concerns re inconsistencies in conditions and specifications across the suites (e.g. no mention of police vetting, practicum etc in Mātauranga Māori suite), and unclear what level of Te Reo competency is required for the Level 4-6 qualifications – required proficiency should be stated in entry requirements.

*Response: The ECE GG agreed sufficient support exists to proceed to 'approval to list'. Many key stakeholders have been actively involved in the qualification development, and verbal feedback to the ECEGG indicated that Kohanga Reo felt they had contributed at the pre-consultation phase, so didn't provide written feedback to the consultation.*

*The ECEGG considered the intent behind the suite of qualifications and agreed that they were primarily equipping graduates to work in an educator role with young children in a bilingual or immersion setting or to proceed to further study. However it was agreed that the expectation is that graduates would be in demand for 'general' ECE contexts too as they would bring te reo Māori language and cultural capabilities to the educator role in any early childhood learning setting.*

*The ECE GG agreed that it was appropriate to include entry requirements (e.g. police vetting and te reo Māori capability) and practicum requirements in the Mātauranga Māori suite; and the wording would be further considered by the appropriate Governance and Working Group members and included before submitting qualifications for listing.*

The following provides more specific feedback to the consultation, including a variety of suggestions for improvement to individual qualifications. Some suggestions have been captured in the revised qualification documents, and further responses from the ECEGG have been included in the summary from stakeholder feedback compilation which follows. There is some repetition of what has been covered in the key issues, but ECEGG responses have been included in the more detailed summary as well as the highlighted key issues above.

## Summary from stakeholder feedback compilation

---

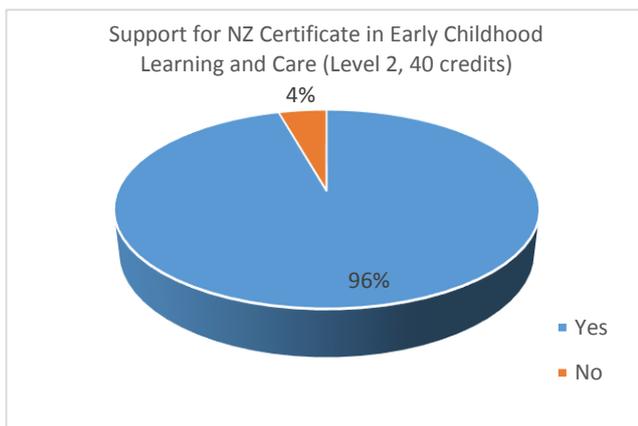
### General Suite

---

- 82% of respondents with a view agree that the general suite is coherent and provides pathways for learners in a range of contexts and settings (15% no opinion)
- Query why there is a special reference to contextual groups in Level 4, and not in the qualifications above. Referring to SPS: *“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, including multicultural settings.”*  
*Response: Level 4 – ‘narrower’ in expected scope of practice, stating ‘in a specific early childhood context’ (singular); L5 and 6 – can be tailored to a particular context, but expectation of greater breadth, stating ‘... in a range of early childhood contexts’.*
- Present descriptors do not take into account the knowledge brought by students from their own cultural backgrounds. The phrase “diverse settings” is inadequate.
- Undervaluing of being bilingual or multi-lingual in the training of an ECE educator – need greater recognition for cultural and linguistic expertise. Suggestion to include ‘consider all issues from a cultural perspective’ in qualifications.  
*Response: Employers have the opportunity to recruit giving consideration to the cultural and linguistic expertise of applicants. Diverse contexts and responsiveness to cultural diversity are core and captured in various parts of the proposed qualifications. There is also the following statement under General conditions for programme: ‘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.’*
- Inclusion of English language requirements at Levels 5-6 to address the language skill needs of international learners.  
*Response: included in ‘Entry requirements’ – now ‘Other requirements’ on new qualification template. Programmes may also combine the ECE qualifications with English Language qualifications learning in programme design.*
- Consideration of stated practicum requirements to address the constraints faced by rural learners (particularly around cost and availability).
- Consideration of the requirement for practicum to address the needs of learners who are not pursuing a career in teaching, but other career pathways within ECE.
- Consideration of flexibility around Te Reo and Tikanga components of the qualifications, as these are not generally considered of importance for off-shore learners.  
*Response: There are specific rules and guidelines around off-shore delivery, and if a provider wished to pursue that path, then they would need to follow the appropriate procedures to design a qualification and programme for this purpose.*

## General Suite: Level 2 – NZ Certificate in Early Childhood Learning and Care (40 credits)

- 96% of respondents with a view support this qualification for listing (30% no opinion).
- Agree that this qualification would be suitable for use in secondary schools, teen parent service providers, and within trade’s academies.
- Natural starting point to a tertiary qualification for many foundation learners based on their primary interest – the wellbeing of their children.



- Credit value (40 credits) will make it difficult for Tertiary Education providers to use the qualification for Youth Guarantee.
- Qualification is not at a level to help those wishing to pursue a career in ECE teaching.
- Query why the Level 2 qualification does not include ‘parents’ as potential learners, as they are stated in the Level 3, as this qualification has scope to be useful to parents in many different contexts. *Response: Added ‘parents’ as potential learners*
- COMET Auckland pleased to see the broad focus of the Level 2 qualification, which has potential to provide meaningful and effective route for parents to upskill.
- SPACE request optional strand – something like *Introductory facilitation support (10 credits) GPO possibility* - Assist with supporting adult learning using introductory facilitation skills  
*Response: The ECE GG considered the suggestion, but agreed not to introduce strands to the level 2 or 3 qualifications. There was general agreement that Level 2 seemed too early to be introducing facilitation skills as a specified optional extra in the qualification, and that this would be beyond the scope of the target audience for this qualification. However there seems to be scope to include some facilitation skills learning in programme design if a particular provider chose to do so. It was noted that there are no qualifications in the Teacher Education review at this level, and basic facilitation skills are introduced at level 4. Programmes may be developed for a qualification from the Teacher Education review such as the proposed NZ Certificate in Adult and Tertiary Teaching (Level 4), or combining this with an ECE qualification.*

### Suggested improvements:

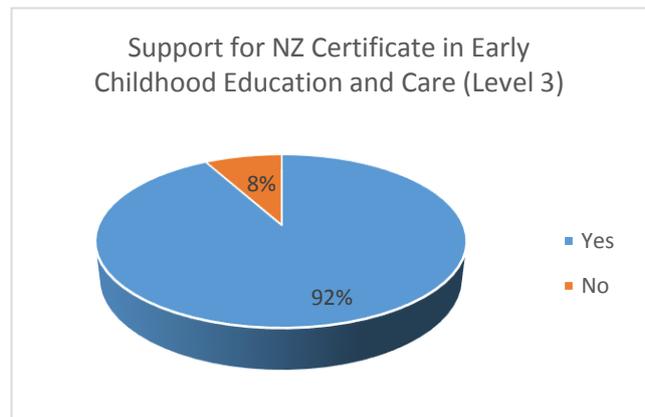
- It may be difficult for the student (considering the target audience of this qualification) to establish relationships with families. Suggest amendment to GPO3 from “Establish and maintain respectful relationships with children, families, whānau and colleagues” to “Develop and maintain respectful relationships within an ECE setting.”
- Make the following amendments in the qualification conditions:
  - GPO1: Replace the word “milestones” with “patterns”. Replace “Planning and providing experiences and activities” with “Creating an environment for play”
  - GPO2: Replace “attachment patterns” with “promoting attachment.”
  - GPO3: incorporate *Whanaungatanga relationships concepts* within the first condition rather than separate
  - GPO3: Replace "Establish and maintain respectful relationship with ... families" with "Develop and maintain respectful relationships within an Early Childhood setting." Alternative – add in ‘parents/caregivers’ instead of families.

- Reorder outcomes – wellbeing (2), play (1), values (4). Strengthen focus on communication by increasing credit value compared to play. The importance of communication is undersold- particularly given the complexity of communicating with children from different language backgrounds; the importance of developing language through play; and the importance of communicating with families (including those from diverse cultural and language backgrounds) even at Level 2. `
- SPS include use by parents, whānau and caregivers.
- Title change to better reflect the intent of the qualification.

*Response: The ECEGG considered the specific feedback for this qualification. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

### General Suite: Level 3 – NZ Certificate in Early Childhood Education and Care (60 credits) - including support for 60 credits (rather than 40 credits)

- 92% of respondents with a view support this qualification for listing (19% no opinion).
- 96% of respondents with a view support this qualification being 60 credits rather than 40 credits (21% no opinion).
- 60 credits provides a solid grounding in introductory knowledge thereby better preparing graduates for entry level ECE positions. Allows for quality learning to occur through experience, and connecting theory with practice.



- Level 3 qualification should not have the same credit value as Level 4. Level 4 encompasses more theory into practice and should have credits to reflect this distinction.
- Support for the inclusion of Comprehensive First Aid certificate  
*Response: Recommended in 'other conditions'.*
- Support inclusion of Te Reo, tikanga, the Treaty, Pasifika and Te Whāriki.
- Reconsideration of stated practicum requirements, as working with children should be seen as a privilege rather than a right. Centres are currently overloaded with practicum requirements, and the funding associated with providing teacher supervision.
- More descriptive title for qualification; e.g. Introduction to ECEC
- SPACE request optional strand – something like *Preparatory/Supervised facilitation support for Parent Educators? GPO possibility* - Apply group dynamics and facilitation skills to support learning of parent educators (10-12 credits)  
*Response: covered previously – see Level 2*

#### Suggested improvements:

- Some support for practical experience from Level 3 up; some suggest removing 60 hours practicum requirements from the Levels 3-4 qualifications; others emphasising 'observation' rather than full practical experience.

- The qualification should include reference to describing inclusive practices for children from low socio economic backgrounds, and children with special learning needs; and inquiry learning to be incorporated into personal management.
- Suggestion to combine GPO 4 and GPO 5.
- Make the following amendments in the qualification conditions:
 

GPO 1: The scope of 'Holistic development' could be clarified, I.e. general patterns of development/characteristics of infants, toddlers and young children, the influence of the socio-cultural context.

GPO 1: Remove “attachment relationships and transition” as it is included in GPO 2, as “Holistic nature of wellbeing including emotional and cultural safety.” Emotional safety includes attachment relationships and transitions.

GPO 1: Learning plans at this level need to/can be very basic: noticing, recognising and responding to children's play and their interests.

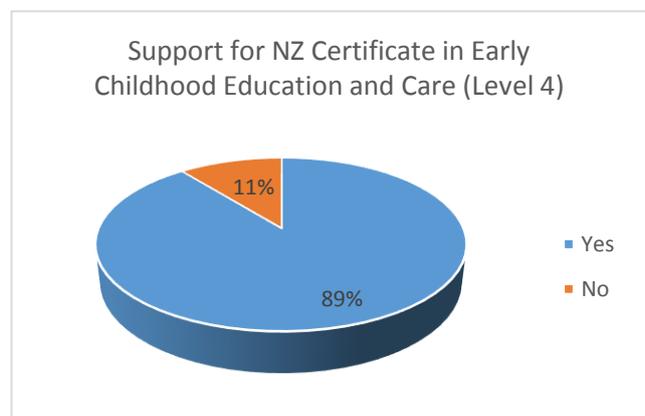
GPO 2: Under basic needs add sleep. Expand on 'compliance requirements' beyond cyber safety.

GPO 7: Add Reggio Emilia as a philosophy.
- Title change to better reflect the intent of the qualification.
- Suggested ways to reduce credit valued if required:
  - Combine GPO 1 as part of GPO's 2 and 4. Could reword GPO 2 to: “Contribute to the functioning of an early childhood environment that ensures the health and well-being of infants, toddlers, and young children using introductory knowledge of children’s learning and development, and the New Zealand early childhood education curriculum framework Te Whāriki.” 10 credits.
  - Reduce GPO 4; GPO 6 and 7 could combine, similar to current unit standard 27146, with legislation woven through relevant outcomes. GPO 4 and 5 could combine and reduce credits. GPO 1 credits could reduce as learning plans at this level need to be very basic: noticing, recognising and responding to children's play and their interests.

*Response: The ECEGG considered the specific feedback for this qualification, and endorse keeping it at 60 credits. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

#### General Suite: Level 4 – NZ Certificate in Early Childhood Education and Care (60 credits)

- 89% of respondents with a view support this qualification for listing (15% no opinion).
- Important to remember home-based educators as well as those employed in ECE centres.
- Qualification is too narrow in scope. There is no provision for overseas learners/offshore study, careers outside teaching/education young children, or learning without a practical component.
- Reconsideration of stated practicum requirements, as working with children should be seen as a privilege rather than a right. Centres are currently overloaded - with practicum requirements and the funding associated with teacher supervision.



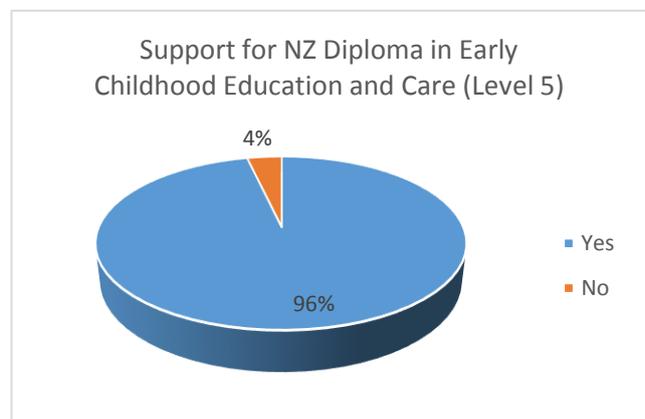
### Suggested improvements:

- Remove practicum requirements from the Levels 3-4 qualifications.
- To recognise higher level of learning required at Level 4, increase credit value to 80 credits.
- More about child development  
*Response: child development is integrated throughout the qualification*
- Title change to better reflect the intent of the qualification.

*Response: The ECEGG considered the specific feedback for this qualification. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

### **General Suite: Level 5 – NZ Diploma in Early Childhood Education and Care (120 credits)**

- 96% of respondents with a view support this qualification for listing (18% no opinion).
- Stronger links to graduating teacher standards required. Inclusion of Māori world view e.g. leadership – ways of being, knowing, doing assessment etc
- Ensure that it works for people in home-based nanny EC services as well as centre based services.



- Celebrate its relevance to and for many contexts; and recommend increase in credits for GPO3 with reduction in GPO9.
- Qualification is too narrow in scope. There is no provision for overseas learners/offshore study, careers outside teaching/education young children, or learning without a practical component.
- Support for SPS to include message re progression pathways to L7 ITE qualifications, but concern at the perceived/anticipated resistance to this from some teacher groups within the sector (including the New Zealand Teachers Council).
- Consideration should be given to the importance of skills and knowledge in infant care, cooking, nutrition and special needs, particularly required for Nanny and Home-based care. Recommend that the credit value of GPO 3 is increased to allow for this knowledge.
- Unhelpful to have two-layered system of requirements for English Language proficiency. A consistent level of English Language is required at Levels 5-6, that will contribute to IELTS requirements if continuing to Level 7 study.
- Supervision of students on placements in ECE settings - reconsideration of practicum requirements, as supervisors of students should be fully registered teachers. Need to consider workload and availability of these people, and accessibility.

*Response: Practical experience wording in the qualification documents has been modified slightly to ensure the intent is clear, and the 'Supervised' definition reads: "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)."*

*The intent is that supervision by a fully registered teacher is only expected where the programme is part of a level 7 approved ITE programme. For a stand-alone programme, placement supervision may but would not have to involve registered teacher supervision, but would require appropriate supervision for the context.*

- Conditions for programme structure - concern about needing to work with infants, toddlers AND young children.
- Request for programme development support so that providers are able to effectively design programmes that pathway to a Level 7 qualification.

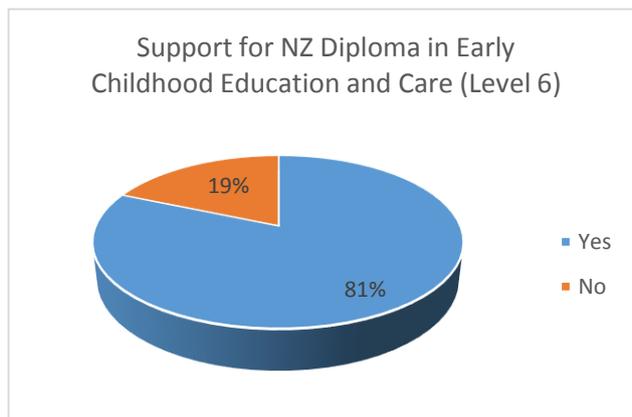
#### Suggested improvements:

- GPO3 - Increase credit value to accommodate the knowledge and skills in infant care, cooking, nutrition and special needs. Credits could be reduced from GPO 9.  
*Response: Agreed, and credits changed to 12 credits for GPO3 and 8 credits for GPO 9*
- Recommend more than 120 hours practicum (up to 240 hours). Applying teamwork & leadership in an ECE setting is problematic at 120 hours practicum, recognizing learners are at an early stage of their educator development.  
*Response: Qualification shows minimums, individual programmes can include more practical experience where appropriate*
- Make the following amendments in the qualification conditions:
  - GPO 1: Include specific mention of 'positive guidance'.  
*Response: Covered with 'fostering social competence'*
  - GPO 2: Explicitly state 'observations', as planning assessments and evaluations must be based on observations.  
*Response: Adjusted condition to start ... Assessing the learning of ....*
  - GPO 2: Typo - "Content knowledge appropriate to CHILDREN (rather than learners)"...  
*Response: Adjusted*
  - GPO 3: Clarify reference to "time management." Does this pertain to the learner/educators, or to children?  
*Response: Adjusted to read ...within daily routines*
  - GPO 5: Recommend that this is worth more than 10 credits. Would academic literacy need to be assessed here? *Response: Programmes must include academic literacy such as academic research, analysis and writing. Not everything covered in a programme has to be separately assessed, but may be part of a particular programme by design.*
  - GPO 9: Recommend less credits for this outcome and these could be transferred to GPO 1, 2, or 3. This GPO should be Mandatory. *Response: GPO9 is mandatory, just no conditions specified.*
  - GPO 10: Recommend this is NOT mandatory, and worth less than 10 credits. This is not currently relative in all parts of NZ. Should be more about multicultural children/families.
- Title change to better reflect the intent of the qualification.

*Response: The ECEGG considered the specific feedback for this qualification. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

## General Suite: Level 6 - NZ Diploma in Early Childhood Education and Care (120 credits)

- 81% of respondents with a view support this qualification for listing (18% no opinion).
- Confusion with the level 6 generic qualification types and descriptors, and inclusion of leadership responsibilities.
- Mixed support for the potential signalled pathway to a degree - from qualification should be automatically fully cross-credited into year three of a degree, to inappropriate to reference registered teacher requirements.



- Some concern that a Level 6 qualification puts the Level 7 benchmark ITE qualification at risk. References to registered teacher requirements are not appropriate at this level, and could result in insufficiently trained personnel taking leadership roles in centres.
- Qualifications are too narrow in scope. There is no provision for overseas learners/offshore study, careers outside teaching/educating young children, or learning without a practical component.
- Unhelpful to have two-layered system of requirements for English Language proficiency. A consistent level of English Language is required at Levels 5-6, that will contribute to IELTS requirements if continuing to Level 7 study.

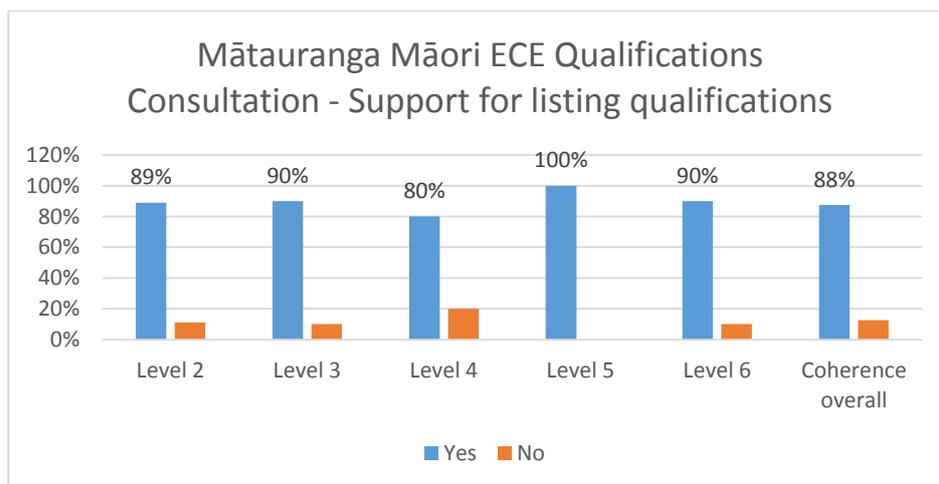
### Suggested improvements:

- Clarification of “including special support requirements” in GPO 3 in the qualification conditions.

*Response: The ECEGG considered the specific feedback for this qualification. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

## Mātauranga Māori

- 88% of respondents with a view agreed that the Mātauranga Māori suite of qualifications is coherent and provides pathways (69% no opinion)
- Some respondents state they don't feel necessarily qualified to comment on this qualification pathway, hence the high level of 'no opinion' responses (69%).
- Strong support from those that expressed a view for each qualification in the suite to proceed towards listing – range from 80% (Level 4) to 100% (Level 5) support for each qualification



- One respondent clarified that they conferred with colleagues who are Māori educators, and their supportive responses reflects their views too.
- Concern as to why Level 3 and Level 4 hold the same credit value. What is the additional knowledge that is required at Level 4 and how is this recognised?
- Unclear what level of Te Reo competency is required for the Level 4-6 qualifications – required proficiency should be stated in entry requirements
- Ensure qualifications align with pathways to NZ Teachers Council requirements, with consideration of Graduating Teacher Standards.
- Unclear whether graduates will be qualified to work in non-bilingual or immersion settings.
- More details required describing the transferability of qualifications between the General and Mātauranga Māori suites, and concern that the GPOs are too different to make this straight forward
- Concerns re inconsistencies in conditions and specifications across the suites (e.g. no mention of police vetting, practicum etc in Mātauranga Māori suite)

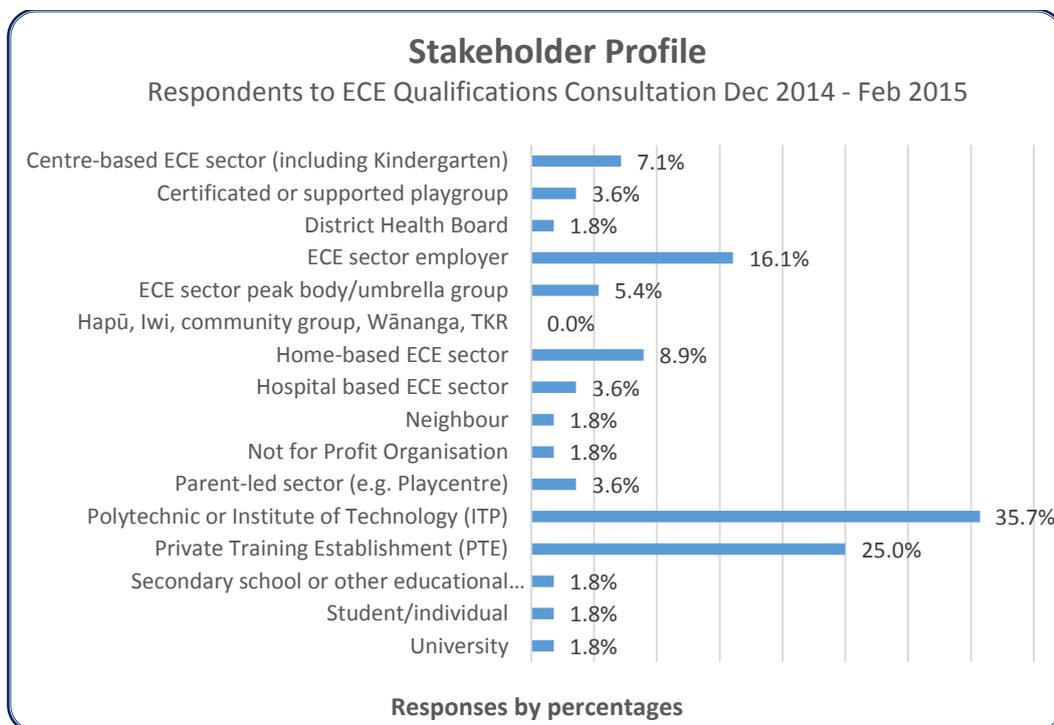
*Response: The ECEGG considered the specific feedback for each qualification. Some suggestions have been responded to earlier in this paper, and other agreed changes have been noted on the revised qualification document.*

*The ECE GG agreed that it was appropriate to include entry requirements (e.g. police vetting and te reo Māori capability) and practicum requirements in the Mātauranga Māori suite; and the wording would be further considered by the appropriate Governance and Working Group members and included before submitting qualifications for listing.*

## Stakeholder Profile - composition of respondents

A total of 56 responses were received by online survey (45) or email (11).

Website traffic indicates that the consultation document was downloaded 411 times during the consultation period.



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

- Polytechnic or Institute of Technology (ITP) (20)
- Private Training Establishment (PTE) (14)
- ECE sector employer (9)
- Home-based ECE sector (5)
- Centre-based ECE sector (including Kindergarten) (4)
- Certificated or supported playgroup (2)
- District Health Board/ Hospital based ECE sector (3)
- ECE sector peak body/umbrella group (3)
- Parent-led sector (e.g. Playcentre) (2)
- Secondary school, Student/individual, University (3)
- Other (2)

Verbal feedback to the ECEGG indicated that Kohanga Reo felt they had contributed at the pre-consultation phase, so didn't provide written feedback to the consultation.

## Views and issues from feedback

### Overall Qualification Specifications and Conditions

- 93% of respondents with a view support the generic qualification specifications and conditions, including the evidence requirements for assuring consistency (27% no opinion).
- 84% of respondents with a view agree there is sufficient detail and flexibility in each qualification's conditions to develop consistent programmes in a range of contexts (14% no opinion).

### Overall qualification feedback

- Strong support for the generic qualification specifications and conditions, including evidence requirements for assuring consistency (93% of those with a view).
- Graduate profile outcomes across levels appear very similar and repetitive (particularly at Level 5-6). Need to better distinguish what 'extra knowledge' would be required between each level.

*Response: There is no requirement for a learner to have completed the lower levels before progressing to the next, except at Level 6 which requires Level 5 or equivalent; and learners may enter and exit at a range of points within the suite.*

*There may appear to be similar themes to the graduate profile statements at each level, but there is a higher level of understanding and application expected as the levels increase (refer to NZQA Level descriptors). The conditions are intended to 'unpack' the requirements further at each level – breadth, depth, coverage etc; and programme design can further specify how the qualification requirements will be applied and packaged for each approved programme.*

- Age group requirements clarification – when will all age groups (infants, toddlers and young children) have to be covered, and is there flexibility for programme developers to cover just some of these?  
*Response: The intent is that graduates know about all age groups, but do not necessarily have to work with all age groups as part of the Level 3 and 4 practical experience requirements.*
- Undervaluing of being bilingual or multi-lingual in the training of an ECE educator – need greater recognition for cultural and linguistic expertise. Suggestion to include 'consider all issues from a cultural perspective' in qualifications.

*Response: Employers have the opportunity to recruit giving consideration to the cultural and linguistic expertise of applicants. Diverse contexts and responsiveness to cultural diversity are core and captured in various parts of the proposed qualifications. There is also the following statement under General conditions for programme: '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.'*

- Qualifications need to ensure learners are competent in considering ethnic and social differences in teaching and learning – the phrase "in diverse settings" is inadequate.
- Consideration of flexibility around Te Reo and Tikanga components of the qualifications, as these are not considered important for off-shore learners.

*Response: There are specific rules and guidelines around off-shore delivery, and if a provider wished to pursue that path, then they would need to follow the appropriate procedures to design a qualification and programme for this purpose.*

- Stronger links to contributing to graduating teacher standards needed at Level 5-6 across both suites of qualifications.

*Response: These will be most evident where programmes are designed with qualifications which are part of a coordinated programme towards a Level 7 ITE programme.*

- English Language proficiency requirements – concern that the NZQF minimum levels expected are different to the NZ Teachers Council requirements. Preference indicated for a consistent level of

English Language entry requirements at Levels 5-6, that will contribute to IELTS requirements if continuing to Level 7 study.

*Response: NZQF minimum levels are included in all qualifications. Where learners are enrolling in a programme that may lead to a Level 7 initial teacher qualification, there will be additional requirements that need to be met before learners can progress to the next level.*

- Concern about qualifications not meeting equivalence for entrance to university – consider NZ Teachers Council consultation re UE for all entering ITE programmes

*Response: Programme design could enable UE requirements to be met. This may involve developing programmes that include achievement standards from approved subject areas, or other methods such as combining an ECE qualification with the proposed bridging qualification NZ Certificate in Study and Career Preparation (Level 4).*

- More details required describing the transferability of qualifications between the General and Mātauranga Māori suites, and concern that the GPOs are too different to make this straight forward.  
*Response: See 'Education pathways' of each qualification. Te reo Māori language requirements for qualifications at Level 5 and 6 in the Mātauranga Māori suite may restrict entry for some. Also 'General conditions' indicate additional requirements to be met where programmes are designed which may lead to a Level 7 ITE qualification, including requiring any restrictions on portability of learning to be explicitly outlined.*
- Qualifications are too narrow in scope. There is no provision for overseas learners/offshore study, careers outside teaching/educating young children, or learning without a practical component.
- Qualifications seem to be targeted only at those wishing to pursue a career pathway in teaching.  
*Response: Intent is to enable graduates to pursue a range of possible pathways, and to require programme designers to clearly identify whether their programme may lead onto an initial teacher education pathway or not.*
- Concern that the required practicum hours (120 hours) is unsuitable for ECE contexts where services that would provide supervision are open for limited hours throughout a working week.
- Clarity needed as to whether credit values are indicative only.  
*Response: Heading of column was 'indicative credit value', and programmes will need to specify the intended allocation of credits to graduate profile outcomes as part of programme design. The indicative credits will still be shown in the qualifications beside the graduate profile outcome, however there is no separate column in the new template for this.*
- There is a need for specialised knowledge for under 2-year olds across all qualifications.  
*Response: Agreed, and the age range requirements support this.*

### Some apparent misunderstandings

- Distinction between the qualification documents and the wording in the generic level descriptors that were included in the consultation document
- That evidence requirements related to qualification outcomes would be stated in the qualification document.  
*Response: Conditions intended to inform programme development and intent of the outcome statements; evidence requirements for assuring consistency are also included in the qualification documents.*
- That details related to how a programme is approved to deliver the qualification would be stated in the qualification document.  
*Response: Guidance for programme development is included in the qualification document conditions and specifications, but generic information about programme approval is available from the NZQA website.*

## Further issues outside the scope of the review

- Concern as to how graduates of these qualifications will be supported and monitored as a professional body.  
*Response: This is recognised as an issue by the Ministry of Education. There are also professional bodies such as HELO and NEONZ that graduates may choose to engage with.*
- Request for programme development support so that providers are able to effectively design programmes that pathway to a Level 7 qualification.  
*Response: There is general programme development guidelines available from the NZQA website; and the NZ Teachers Council may be able to offer support for those choosing to design programmes that pathway to a Level 7 ITE qualification.*
- Strong need for support of providers and students, to ensure that students undertake the appropriate study pathway to attain their sought after career.  
*Response: Essential for providers to be clear about the pathways to further study that their programmes offer learners; along with providing adequate advice to learners regarding career guidance and pastoral care responsibilities.*

## Scope of practice

- Concern that these qualifications will undermine the validity of the Level 7 Initial Teacher Education (ITE) qualifications, and cause a confusing pathway for the learner.
- The suite is targeted at those wishing to teach within the ECE sector, however it does not address the needs of those who work in other areas of the ECE sector including management and administration.
- Qualifications are too narrow in scope. There is no provision for overseas learners/offshore study, careers in ECE outside teaching/educating young children, or learning without a practical component.  
*Response: These qualifications are fundamentally around the education and care of children. Those wishing not to be directly involved in working with children are not the intended audience for this suite of qualifications. Offshore delivery rules can be applied if providers wish to design a programme/qualification specifically for this purpose. Overseas learners choosing to study in NZ are expected to meet the requirements of the qualification.*
- Perceived void in the home-based sector for those not wanting to follow a career pathway in teaching.  
*Response: The home-based sector have been active participants in this review, and overall feedback confirms that there is flexibility within the proposed suite for programmes to be developed to meet the specific needs of and equip graduates for roles in the home-based sector.*

## Practical experience

- Query as to why there are no practicum or police vetting requirements for the Mātauranga Māori Suite of qualifications.  
*Response: The ECE GG agreed that it was appropriate to include entry requirements (e.g. police vetting and te reo Māori capability) and practicum requirements in the Mātauranga Māori suite; and the wording would be further considered by the appropriate Governance and Working Group members and included before submitting qualifications for listing.*
- Required practicum hours unsuitable for some ECE contexts, and learner groups (including learners in rural areas, communities where centres are open for limited hours, and those who wish to work in management/admin areas of ECE).
- Required practicum hours at Levels 3-4 (60 hours) is too many, finding placements within centres is difficult and costly. A suggestion that practicum be removed from these qualifications, instead consider 'observations'.

- Recognition for practicums in home-based or community settings - concern that practicum requirements are to be in a licensed ECE service. Preference to include the option of licensed or unlicensed ECE services to allow for community facilities, playgroups, churches.

*Response: The suite is primarily equipping learners to be early childhood educators, and practical experience working with children is seen as an essential requirement for every graduate.*

*The ECEGG acknowledged that the reality of arranging placements across infant, toddler and young child environments may be problematic, particularly for Level 3 and 4 qualifications; but the expectation is that this is appropriate for the level 5 and 6 qualifications and will remain in the Diploma qualification requirements.*

*The ECEGG considered the current wording in the qualifications, and agreed that as the intent is for graduates to know about all age groups and have flexibility to develop programmes to meet the needs in a range of contexts, that the current wording is not too restrictive, and is inclusive enough to meet the diverse needs of the sector.*

*Some adjustments to the wording were agreed, including broadening the definition of 'service' adding 'Certified playgroup' to the list of possible contexts. To make the practicum more accessible to the diverse sector, wording change proposed to emphasise supervised practice 'that allows for continuity of practice with children'. Wording around 'blocks' would be adjusted in the Levels 5 and 6 qualifications to remove the 'at least half of these hours must be completed in a single block'.*

## Titles and size

- Titles within the General suite are too generic. They should describe the content/aim of the qualification as in the Mātauranga Māori suite. This would be useful to students considering completing the qualification, and employers of the graduates. Some suggestions include teacher aiding in ECE, Parenting/Caregiving, ECE technician, context focus such as Pacific Islands language nests, Playcentre, Home-based, education support workers, foster carers, facilitation of parenting groups, introductory/fundamentals...

*Response: The ECE GG agreed that the titles were intentionally kept generic to provide flexibility for programme development and to reflect the diverse nature of the ECEC sector. With a lack of suitable alternatives to capture the breadth of contexts, the proposed titles will be kept. Additionally, it was noted that differentiation of the particular context or focus could be expressed in the programmes that would be developed towards the new qualifications.*

- Strong support to keep the level 3 qualification at 60 credits rather than reducing to 40 credits (96% of those with a view).

*Response: agreed that the Level 3 qualification should be kept at 60 credits*

- Suggestion that the credit value between Levels 3-4 could be different, as Level 4 puts theory into practice and the credit value should reflect this. One suggestion 80 credits for Level 4.

*Response: The ECEGG reconsidered the size of qualifications, and agreed that both the Level 3 and 4 qualifications would remain at 60 credits. This size has been confirmed as appropriate for learners to meet the requirements of the graduate profile outcomes. There is also potential for these qualifications to be combinable with each other or other qualifications during programme design.*

- Inclusion of an ECE curriculum focussed English paper, at Level 5 and 6 – adding 20 credits. Optional for international learners or those that need to raise their English language capability.

*Response: The ECE GG could not see justification to alter the proposed credits for the Level 4, 5, or 6 qualifications. The ECEGG suggest that there is sufficient flexibility for programmes to be developed which enable the proposed ECE qualifications to be combined with other qualifications if learners require specific learning around English language e.g. NZ Certificate in English Language (Academic) (Level 4) [Ref: 1883] or the proposed bridging qualification NZ Certificate in Study and Career Preparation (Level 4).*

- Optional strand recommended for levels 2 and 3 by SPACE – extra learning around facilitation skills and group dynamics for adult learners in early childhood care and parenting context

*Response: The ECE GG considered the suggestion, but agreed not to introduce strands to the level 2 or 3 qualifications. There was general agreement that Level 2 seemed too early to be introducing facilitation skills as a specified optional extra in the qualification, and that this would be beyond the scope of the intended audience for this qualification. However there seems to be scope to include some facilitation skills learning in programme design if a particular provider chose to do so. It was noted that there are no qualifications proposed in the Teacher Education review at level 2, and basic facilitation skills are introduced at level 4. Programmes may be developed for a qualification from the Teacher Education review such as the proposed NZ Certificate in Adult and Tertiary Teaching (Level 4), or combining this with an ECE qualification.*