

Qualification details

Qualification number/Te nama o te tohu mātauranga	2849		
English title/Taitara Ingarihi	New Zealand Certificate in Early Childhood Education and Care (Introductory skills) (Level 3)		
Māori title/Taitara Māori			
Version number/Te putanga	2 DRAFT	Qualification type/Te momo tohu	Certificate
Level/Te kaupae	3	Credits/Ngā whiwhinga	60
NZSCED/Whakaraupapa	Society and Culture > Human Welfare Studies and Services > Nannying 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 people who have introductory skills and knowledge and can participate in the care and education of mokopuna - infants, toddlers, and young children, in an entry-level role in an early childhood context, and who can proceed to further study.</p> <p>Graduates will contribute to improving society and community wellbeing outcomes and strengthening whanau/families.</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. identify priorities for children’s holistic learning and development using introductory knowledge of Te Whāriki to contribute to a curriculum for mokopuna/children (20 credits) 2. demonstrate care practices and contribute to an environment that provides for the holistic well-being of mokopuna - infants, toddlers, and young children, including health, safety and basic needs, in compliance with regulatory requirements specific to the early childhood education and care setting (10 credits) 3. communicate to develop and maintain respectful, reciprocal and responsive relationships with diverse whānau/families, colleagues and mokopuna/children, including to support the development of social, cultural and emotional competencies (10 credits) 4. identify goals and strategies that help manage personal health and wellbeing, and reflect on legal and ethical responsibilities that guide practice and professional behaviours in an early childhood setting (5 credits)

5. use basic te reo and tikanga Māori, and develop knowledge of local iwi and hapū, to grow te reo Māori language skills within a familiar early childhood context (5 credits)
6. identify community and government services and agencies and ways they are able to assist in the care and protection of mokopuna/children and whānau/families (5 credits)
7. explore a range of ECE services and philosophies to inform understanding of diverse early childhood education and care contexts in Aotearoa New Zealand (5 credits)

Education Pathway/ Ngā huarahi mātauranga
<p>This qualification provides a pathway to further study towards the:</p> <ul style="list-style-type: none"> - New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850] - New Zealand Diploma in Early Childhood Education and Care (Level 5) [Ref: 2851] <p>and may enable graduates to proceed to commence a Level 7 initial teacher education (ECE) qualification under specified criteria.</p> <p>Graduates who have appropriate te reo Māori skills may undertake further study towards:</p> <ul style="list-style-type: none"> - Te Puāwaitanga o te Mokopuna (Kaupae 4) [Ref: 2856] - New Zealand Certificate in a Maori World View of Early Learning (Level 4) - Te Mana o te Mokopuna (Kaupae 3) [Ref: 2854] - New Zealand Certificate in a Maori World View of Early Learning (Level 3)

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki
<p>Graduates of this qualification will have the introductory skills and knowledge to work as an entry-level carer in a range of early childhood contexts or as an ECE support worker, in paid or unpaid roles.</p>

Qualification Specifications/ Ngā tauwhāititanga o te tohu

Qualification Award/ Te whakawhiwhinga o te tohu	<p>This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.</p>
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	<p>Evidence requirements should include:</p> <ul style="list-style-type: none"> - an overview of the mapping of the programme learning outcomes and assessments to the graduate profile outcomes; - effective internal and external moderation systems and processes, including analysis of results relating to graduate profile outcomes; - analysis of graduate destination data, and actions taken or proposed from results and feedback. This includes consultation with graduates, employers, stakeholders, and next tutors to obtain destination information and end-user feedback specifically assessing the graduates against the graduate profile outcomes (e.g. employment, progression, further study); - evidence of any benchmarking activities.

<p>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</p>	<p>Achieved.</p>
<p>Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</p>	<p>Regulatory Programmes must reflect quality practice and maintain currency with amendments to, and replacements of, relevant legislation, regulations, Australia/New Zealand standards (AS/NZS), and security responsibilities including cyber safety (particularly related to young children).</p> <ul style="list-style-type: none"> - Current legislation and regulations can be accessed at http://legislation.govt.nz - Current AS/NZS standards can be accessed at http://standards.co.nz - Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at https://www.education.govt.nz/early-childhood/ - Information on the Children’s Act 2014, safety checking regulations, and guidelines can be accessed from https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/.
<p>General conditions for programme/ Ngā tikanga whānui o te hōtaka</p>	<p>Te Whāriki Terminology is based on He whāriki mātauranga mō ngā mokopuna o Aotearoa - Early childhood curriculum (Te Whāriki), which can be accessed at https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/.</p> <p>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 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.</p> <p>Programme design must consider bicultural, multicultural and gender issues, and inclusive practice to encourage greater diversity and inclusion within the ECE sector.</p>

Programme design

Programmes must include a holistic view of child development and learning, and Māori and Pacific Peoples education developments and implications for culturally responsive practice.

Programmes must provide evidence of opportunities to learn about and/or work with mokopuna - 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.

Experiential learning to engage learners is seen as an important consideration at this level, with scope to learn alongside the child.

The Teaching Council of Aotearoa New Zealand have specific requirements for initial teacher education programmes at Level 7. Not all programmes of study will enable graduates to enrol in an initial teacher education programme. Requirements for progressions should be clearly considered in the programme design e.g. University Entrance.

Practical experience

Practical experience is an essential component of programmes leading to the award of this qualification and programmes must include learners completing approximately **60 hours** supervised practice in an appropriate setting with mokopuna/young children. These placements may 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 practice, including supervision and assessment of learners' skills and competence. 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
- *Setting* – this may be a simulated environment or 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.
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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.	Identify priorities for children's holistic learning and development using introductory knowledge of Te Whāriki to contribute to a curriculum for mokopuna/children.	20 credits	Programmes must include attachment relationships and transitions; the value of the environment, play, observation, and the role of the adult.
2.	Demonstrate care practices and contribute to an environment that provides for the holistic well-being of mokopuna - infants, toddlers, and young children, including health, safety and basic needs, in compliance with regulatory requirements specific to the early childhood education and care setting.	10 credits	
3.	Communicate to develop and maintain respectful reciprocal, and responsive relationships with diverse whānau/families, colleagues and mokopuna/children, including to support the development of social, cultural and emotional competencies.	10 credits	
4.	Identify goals and strategies that help manage personal health and wellbeing, and reflect on legal and ethical responsibilities that guide practice and professional behaviours in an early childhood setting.	5 credits	
5.	Use basic te reo and tikanga Māori, and develop knowledge of local iwi and hapū, to grow te reo Māori language skills within a familiar early childhood context.	5 credits	
6.	Identify community and government services and agencies and ways they are able	5 credits	

	to assist in the care and protection of mokopuna/children and whānau/families.		
7.	Explore a range of ECE services and philosophies to inform understanding of diverse early childhood education and care contexts in Aotearoa New Zealand.	5 credits	

Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te whakakapi	This qualification replaced the <i>National Certificate in Early Childhood Education and Care (Level 3)</i> [Ref: 0403], 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 (nqs@nzqa.govt.nz).</p>