

12 October 2020

Consultation feedback - Early Childhood Education Qualifications Review 2020 (Consultation 9 – 30 September 2020)

The draft qualifications and a [consultation document](#) which included a summary of the key changes, were available from the *ECE qualifications review 2020* section of the [webpage](#).

Following is a summary of the feedback received about the changes proposed in the reviewed ECE qualifications during the consultation period, 9 – 30 September 2020.

Summary of feedback and key issues raised

A total of 57 responses were received to the survey, plus four from email responses. There were between 27 and 32 responses to the survey per qualification, and the email responses have been added where intent (support or not) is clear.

There was a good mix of stakeholder groups represented, including ECE sector educators/employers (5), private training establishments (10+2), Polytechnics (2), Schools (3), and agencies/professional associations (Ministry of Education, Teaching Council, Early Childhood Council, NZEI Te Riu Roa – NZ Educational Institute).

Of those with a view, there was a high level of support for the direction and detail of the qualifications. Between 89% and 96% of respondents with a view supported the content of the reviewed qualification changes, with little specific feedback or suggested changes. There are some opposing views regarding the changes to the title and credit size of the Level 2 qualification, and interest in further clarifying the need for an offshore qualification.

This was a slightly lower level of responses than expected, however those who did respond were from a good cross-section of stakeholders.

Level 2:

- 73% agree in principle with changing the **title** of this qualification to *NZ Certificate in Care for the Developing Child (Level 2)* - (2 other suggestions; further comments)
 - New Zealand Certificate in Early Years Development, Learning, and Care.
 - NZ Certificate in Early Learning and Care (Level 2)
 - New title does not reflect the breadth of the qual (more than just care – education aspect to it); some GPOs emphasise 'learning' so unclear why dropped from title
 - Advocates for ECE have fought long and hard in having learning and care viewed as inextricably connected. Removing 'learning' from the title of the certificate seems to be a step backwards
- 73% agree in principle with increasing the **size** of this qualification from 40 to 60 credits
 - Support 60 credits – offer programmes for the school leaver, Youth Guarantee space – alternative education pathway
 - Issues with size for school delivery options (even at 40 credits) – also Plunket in Schools
- 93% support the proposed changes to the **content** of the reviewed qualification
 - Great job; captured the right balance, support for first 1000 days
 - Level 2 and 3 - carer quals cannot have any connection to the ECE curriculum
- Suggestions general conditions for programme:
 - adjust to *holistic view of child learning and development (not D&L)*

- suggestion to include infant toddler and young child – not just first 1000 days (*already does at Level 3 – suggest add paragraph in General conditions section but with ‘should’ rather than ‘must’ for Level 2*)
- Suggestions GPOs:
 - In favour of the more holistic focus and changes that incorporate a Māori perspective
 - GPO1 – query about what ‘impact’ relates to
 - GPO6 – suggestion to add ‘learning’ into GPO6 = support the care, learning and development...

Level 3:

- 97% agree in principle with changing the **title** of this qualification to
 - Relevant; Clarifies the difference between Level 3 and 4
- 90% support the proposed changes to the **content** of the reviewed qualification
- Anything less than Level 4 has no place in the ECE sector; amalgamate with Level 2
- Support for adding ECE support workers to employment pathway
- Suggestions general conditions for programme:
 - adjust to learning and development (*showing D&L*)
 - adjust to *holistic view of child learning and development, including contemporary Māori and Pacific Peoples contexts education-developments and implications for culturally responsive practice*
 - suggestion to include infant toddler and young child – not just first 1000 days (*already does – two paragraphs in General conditions section*)
 - practicum – great to have alternative (simulated option); too valuable to discard, concerned re eased requirements; more emphasis on practical placement
- Suggestions GPOs:
 - In favour of the more holistic focus and changes that incorporate a Māori perspective
 - GPO2 – stronger focus on care practices; make interactions explicit - crucial to quality of care (*covered in GPO3?*)

Level 4:

- 96% support the proposed changes to the **content** of the reviewed qualification
- Support for Level 4 as the minimum level of ECE educator qualification (home-based)
- Emphasise Education (Early Childhood Services) Regulations 2008 (*programme design issue – captured in other requirements with other legislation etc*)
- Support for adding pou reo and relievers to employment pathway
- Suggestions general conditions for programme:
 - adjust to learning and development (*showing D&L*)
 - adjust to *holistic view of child learning and development, including contemporary Māori and Pacific Peoples contexts education-developments and implications for culturally responsive practice*
 - suggestion to include infant toddler and young child – not just first 1000 days (*already does – two paragraphs in General conditions section*)
 - suggestion that practical experience is across a range of ECE settings, not just one
- Suggestions GPOs:
 - incorporate te reo in all modules (*programme design issue*)
 - more on care and education of children, less on licensing criteria and other bureaucracy

Level 5:

- 96% support the proposed changes to the **content** of the reviewed qualification
- Suggestions general conditions for programme:

- adjust to learning and development (*showing D&L*)
- adjust to *holistic view of child learning and development, including contemporary Māori and Pacific Peoples contexts education developments and implications for culturally responsive practice*
- strengthen inclusion of teaching profession's agreed standards (*Our Code*) to increase focus on critical thinking related to professional relationships
- increase minimum placement required
- suggestion that practical experience is across a range of ECE settings
- Suggestions GPOs:
 - increase credits for GPO3 (new learners need time to gain caring skills)

Level 6:

- 95% support the proposed changes to the **content** of the reviewed qualification
- Query regarding whether there is sufficient need/demand for this qualification

Offshore Level 4:

- 80% agree in principle with developing an NZQF **qualification aimed at offshore delivery and pathways**, proposed as a Level 4 Certificate
- 89% support the proposed **content** of the reviewed qualification
- clarification sought on the need for a standalone Certificate that doesn't staircase into other NZ qualifications
- query around control over the quality and oversight of the practice-based care strand
- challenges around English language requirements (too onerous x2)
- qualification welcomed if it was something that au pairs could participate in (and then be recognised to work in NZ home-based sector)