

# NEW ZEALAND CERTIFICATE IN EARLY CHILDHOOD EDUCATION AND CARE- Level 3: NZQA REF 2849

## Units, Credits and Outcomes mapping

### Technical Information

#### Level 3, 60 credits

**Entry Requirements:** There are no mandatory prerequisites to meet regulatory body or legislative requirements for this qualification. Completion of this qualification requires practical experience within an early childhood setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Vulnerable Children Act 2014.

**Education Pathway:**

Graduates of this qualification may undertake further study towards the following:

- 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]
- or proceed to commence a Level 7 initial teacher education (ECE) qualification under specified criteria.

Graduates that have appropriate te reo Māori skills may undertake further study towards:

- Te Puāwaitanga o te Mokopuna (Level 4) [Ref: 2856]
- Te Mana o te Mokopuna (Level 3) [Ref: 2854]

This qualification may contribute to the National Certificate of Educational Achievement (Level 3) [Ref: 1039].

**Employment Pathway:** Graduates of this qualification will have the introductory skills and knowledge to work in an entry-level carer role in a range of early childhood contexts, such as centre-based, home-based, hospital based, parent-led, or culturally-based environments. Graduates may be involved as a home-based educator in sole charge under specific supervision; as kaiāwhina to provide support for preparing and implementing activities; in paid or unpaid roles.

**Community Pathway:** Graduates will contribute to the Aotearoa/New Zealand by participating in their community.

Qualification outcomes	Credits required	General Conditions for the programme
1. Use introductory knowledge of children’s learning and development, and the bicultural nature of the New Zealand early childhood curriculum framework, Te Whāriki, within own culturally responsive practice.	20	Programmes must include: - holistic development of children, including attachment relationships and transitions; - value of play and observation, and the role of the adult; - learning plans – developed, implemented and evaluated under guidance.
2. Contribute to an environment that provides for the health and holistic well-being of infants, toddlers, and young children, in compliance with requirements specific to the early childhood education and care setting.	10	Programmes must include: - emotional and cultural safety; - basic needs – nutrition; hygiene; physical; hazard and risk management; and environmental safety.
3. Develop and maintain respectful relationships with children, families, whanau, and colleagues using a range of	7	Social competence may include empathy, acceptance, listening to and responding to children, guiding children’s behaviour, and setting boundaries.

communication strategies and social competence in an early childhood education and care setting.		
4. Demonstrate knowledge of, and reflect on, professional behaviours and strategies to manage personal health and wellbeing in an early childhood setting.	5	Self-reflection may include resilience, goal setting, selfregulation.
5. Demonstrate knowledge of ethical responsibility in relation to own values and beliefs to guide practice in an early childhood setting.	3	None.
6. identify and describe legislation, regulations, community, and government services to assist in the operation of an early childhood education and care setting.	4	Services may include but are not limited to Ministry of Education, Education Review Office, Ministry of Social Development (WINZ, CYF), Ministry of Health/Crown Health Authorities, Iwi organisations, Education Council, Plunket.
7. Describe a range of ECE services and philosophies to inform understanding of diverse early childhood education and care contexts in Aotearoa New Zealand.	4	Philosophies may include but are not limited to Kohanga Reo, Pasifika-based, Montessori, Rudolf Steiner, Kindergarten, Christian-based, Resources for Infant Educators (R.I.E.), Reggio Emilia, Language nests, Playcentre, Forest Kindergartens.
8. Use basic te reo Māori and tikanga Māori within a familiar early childhood context to promote awareness of Māori as tangata whenua.	7	Programmes must include: - introduction to te Tiriti o Waitangi/The Treaty of Waitangi; - introductory knowledge of local iwi and hapu in ECE context.

**Transition Information:** This qualification replaced the National Certificate in Early Childhood Education and Care (Level 3) [Ref: 0403].

## Unit Standard Cross Reference Matrix – Qualification Outcomes

		OUTCOMES									
Unit	Title	1	2	3	4	5	6	7	8	L	C
<b>All of these units must be included for Outcome 1</b>											
Use introductory knowledge of children’s learning and development, and the bicultural nature of the New Zealand early childhood curriculum framework Te Whāriki, within own culturally responsive practice. <i>GPO1 (20 - 1 = 19cr + 1 cr towards L2 EC 1e : GPO1&amp;2)</i>											
10026	Demonstrate knowledge of children's development and learning and their relevance to an ECE service	✓								3	5
29863	Develop, implement and evaluate a learning plan based on observation of a child in an ECE service	✓								3	5
29864	Demonstrate knowledge of attachment theories, behaviours and transition support in an ECE service	✓								3	3
10013	Explain the relevance of the New Zealand Early Childhood Curriculum, Te Whāriki, as a framework for ECE programme development	✓								3	2
26707	Describe the value of play and create resources for children's development and learning in an ECE service	✓								3	4
<b>All of these units must be included for Outcome 2</b>											
Contribute to an environment that provides for the health and holistic wellbeing of infants, toddlers, and young children, in compliance with requirements specific to the early childhood education and care setting <i>GPO2 (9 + 2 = 11cr with 1 cr ex GPO1 towards L2 EC 1e: GPO1&amp;2; also opt first aid standard +1cr)</i>											
29865	Describe and reflect on practices to protect and promote the health and holistic wellbeing of children in an ECE service		✓							3	4
29866	Demonstrate knowledge of, apply and reflect on age-related nutrition needs for a child in an ECE service		✓							3	2
10019	Describe and contribute to safe practices and a safe environment for children in an ECE service		✓							3	3
29856	Describe and demonstrate care practices for infants and toddlers.		✓							2	2
25459	<i>Provide first aid for young children (OPTIONAL)</i>		✓							2	1
<b>All of these units must be included for Outcome 3</b>											
Develop and maintain respectful relationships with children, families, whanau, and colleagues using a range of communication strategies and social competence in an early childhood education and care setting. <i>GPO3 (7+2 credits = 9cr: 1 credits from each of GPO4 &amp; GPO7)</i>											
29867	Demonstrate knowledge of diverse whānau/families and use a range of effective communication strategies in an ECE service			✓						3	5
26708	Develop respectful, reciprocal and responsive relationships with children in an ECE service			✓						3	4
<b>All of these units must be included for Outcome 4</b>											
Demonstrate knowledge of, and reflect on, professional behaviours and strategies to manage personal health and wellbeing in an early childhood setting. <i>GPO4 (5 - 1 credits – to GPO3)</i>											
29868	Demonstrate professional behaviour and manage personal health and wellbeing in an ECE service				✓					3	4
<b>All of these units must be included for Outcome 5</b>											
Demonstrate knowledge of ethical responsibility in relation to own values and beliefs to guide practice in an early childhood setting.											
29869	Demonstrate knowledge of ethical responsibility to guide practice in an ECE service.					✓				3	3

<b>All of these units must be included for Outcome 6</b>											
Identify and describe legislation, regulations, community and government services to assist in the operation of an early childhood education and care setting.											
29870	Demonstrate knowledge of te Tiriti o Waitangi, legislation and organisations relevant to ECE services in New Zealand							✓		3	4
<b>All of these units must be included for Outcome 7</b>											
Describe a range of ECE services and philosophies to inform understanding of diverse early childhood education and care contexts in Aotearoa New Zealand. <i>GPO7 (4 – 1 credits – to GPO3)</i>											
29871	Describe and compare a range of ECE services and philosophies in Aotearoa New Zealand							✓		3	3
<b>All of these units must be included for Outcome 8</b>											
Use basic te reo Māori and tikanga Māori within a familiar early childhood context to promote awareness of Māori as tangata whenua.											
*	See list below							✓		3	4
*	See list below							✓		2	3

\*Qualification requirements are for 'use' of te reo and tikanga in an ECE context. Any programme would need to have practical evidence of the learner completing these requirements. Content is required for the treaty, and of local iwi/hapu in an ECE context. The following units could be used as possible sources of content:

23093	<b><u>Māori Management - Generic</u></b> Describe relevance and application of the principles of the Treaty of Waitangi in the workplace							✓		3	5
16049	<b><u>Te Mātauranga Māori Whānui</u></b> Compare the English and Māori versions of te Tiriti o Waitangi/ the Treaty of Waitangi							✓		3	4
16050	<b><u>Te Mātauranga Māori Whānui</u></b> Explain the historical impact of te Tiriti o Waitangi/ the Treaty of Waitangi							✓		3	8
27124	<b><u>Tikanga Concepts</u></b> Identify and explain the concepts of whānau, hapū and iwi in accordance with tikanga							✓		3	3
16042	<b><u>Tikanga Concepts</u></b> Explain the concept, and use, of whakapapa in relation to Māori history							✓		3	4
16057	<b><u>Tikanga Concepts</u></b> Describe the history of Māori spiritual beliefs and practices							✓		3	6