

Appendix 5 Early Childhood Education and Care Sector Requirements For Consent To Assess (previously 0135)

Applicant TEOs must meet the common requirements of each criterion detailed in the CMR and these specific requirements for standards in the following specific domains, and continue to meet them to maintain their consent or accreditation.

A Particular skills and knowledge of teachers and assessors

Domains: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures for the development, delivery and evaluation of teaching programmes that include the standards in the scope of the application to ensure that:

- Recognised good practice and current research from authoritative sources informs programme development;
- Consultative mechanisms with appropriately experienced personnel, learners and consumers inform programme development, delivery and evaluation.

These requirements are designed to ensure current research, sector and community expertise, and the post-participatory experiences of the learners, inform ECE training programmes.

The applicant organisation must have policies and procedures to ensure that:

- For Levels 3 and above, the majority of teaching staff have a teaching qualification and a qualification in Early Childhood Education and Care (encompassing both theory and practice) at a higher level than the standards against which they are assessing. All teaching staff must also either have obtained credit for the standards they will assess against or be able to demonstrate equivalent knowledge and skills.
- Opportunities are provided for staff to seek higher qualifications in Early Childhood Education and Care as part of on-going professional development. Opportunities for staff to seek on-going professional development in assessment of standards, and adult education and training may also be provided.
- Safety checking of the children's workforce is carried out consistent with the requirements of The Children's Act 2014. Providers must be able to show records of the outcome of each safety check for staff that are part of the children's workforce.

The rationale for these requirements is to ensure that learners receive quality education and are assessed by staff with appropriate levels of knowledge, skills and experience in early childhood education and care.

C Learner access to resources

Domains: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures for ensuring that learners are suitable for working with young children.

- The applicant organisation must have policies and procedures for carrying out a safety check consistent with the requirements of the The Children’s Act 2014 on prospective learners where the provider plans to place these learners in practicums in early childhood settings.
- While The Children’s Act 2014, is clear that early learning services are accountable for ensuring learners have been safety checked, The Children’s Act 2014 allows these checks to be done by another organisation (such as a TEO/provider) on their behalf. Where a safety check has been completed by a provider/applicant organisation on the early learning services behalf, the early learning service will still need to confirm it was to The Children’s Act 2014 standard, do an identity check and a risk assessment.
- Learner entry will be provisional until safety checks have been completed. Providers must be able to show records of provisional entry and the outcome of each safety check.

For more information on The Children’s Act 2014, safety checking regulations, and guidelines see <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/cross-government/childrens-action-plan/>.

Information from the Tertiary Education Commission (TEC) on safety checking of vocational trainees as required by The Children’s Act 2014 is available at <http://www.tec.govt.nz/assets/Archived-TEC-Now/Safety-checking-of-vocational-trainees-as-required-by-the-Vulnerable-Childrens-Act-2014.pdf>.

D Practical experience

Domains: Early Childhood: Educational Theory and Practice, Early Childhood: Family, Whānau, Community, and Society, Early Childhood: Professional Practice

Specific requirements:

The applicant organisation must have policies and procedures to identify criteria for selection of off-site Early Childhood Centres, and a written contract between an applicant organisation/provider and the Early Childhood Centres at which practicums take place. It is required that the contract, amongst other things, addresses the following:

- The role and responsibilities of the practicum supervisor in relation to the learner, including skills, knowledge, and attributes to be applied, and reporting in relation to the provider’s gathering of assessment evidence against standards;
- The provider’s policy and procedures for ensuring the suitability of the learner to be placed in an Early Childhood Centre, including addressing arrangements for safety checking of the learner;
- Procedures for dealing with any difficulties that may arise.