



ICL

GRADUATE **BUSINESS** SCHOOL

New Zealand Diploma in Early Childhood Education and Care Levels 5 & 6



2018

ICL Graduate Business School Programmes

ICL Graduate Business School offers a wide range of Business, Computing, Early Childhood Education and English programmes, up to level 9 on the New Zealand Qualifications Framework. The following programmes are available at ICL Graduate Business School:

Level 9	Master of Business Informatics
Level 8	Postgraduate Diploma in Business
	Postgraduate Diploma in Business Informatics
Level 7	Graduate Diploma in Business (International Business Innovation)
	Graduate Diploma in Business (International Hospitality Management)
	Graduate Diploma in Business (International Tourism Management)
	Diploma in Computing
	Diploma in Business Computing
Level 6	New Zealand Diploma in Business
	ICL Diploma in Business
	New Zealand Diploma in Early Childhood Education
Level 5	Diploma in Business
	New Zealand Diploma in Early Childhood Education
Level 4	New Zealand Certificate in English Language

Management Team

Chairman	Ewen Mackenzie-Bowie	ewen@icl.ac.nz
Acting Chief Executive Officer	Shirley Huang	shirleyhuang@icl.ac.nz
Academic Director	Markus Klose	markusklose@icl.ac.nz

Early Childhood Programmes

New Zealand Diploma in Early Childhood Education and Care Level 5

Credits: 120

Aims

The aim of the programme is to provide students with the skills and knowledge to become proficient educators in Aotearoa New Zealand who can work within a range of early childhood contexts providing support and education to infants, toddlers and young children and enhance community outcomes. Graduates may also provide supervision and guidance of volunteers or other staff, depending on the early childhood setting and associated regulatory framework and criteria. It will also provide tools and skills necessary for graduates to pursue further study options.

Outcomes

Graduates of this qualification will be able to:

- Apply knowledge of key early childhood teaching, learning, and development theories and approaches to inform and guide practice in Aotearoa New Zealand;
- Promote learning by implementing the philosophy, principles, and practices embodied in the bicultural New Zealand early childhood curriculum framework, Te Whāriki;
- Provide a healthy, safe, and inclusive environment for the protection, care, and education of diverse learners;
- Communicate effectively to develop and maintain collaborative relationships with a wide range of people in an early childhood education and care community;
- Engage in reflective practice in an early childhood setting;
- Apply professional standards, legal requirements, and ethical principles in a socially and culturally responsive manner to guide and support practice in an early childhood setting;
- Engage in bicultural ECE practice which reflects an understanding of the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi and the place of Māori as tangata whenua;
- Use knowledge of the history of early childhood education in Aotearoa New Zealand to inform a developing personal philosophy of early childhood education practice;
- Practice in a culturally responsive manner that is informed by children's language, culture and identity.

Admission Requirements

Entry to the New Zealand Diploma in Early Childhood Education and Care (Level 5) programme, including English language and academic requirements, will be in accordance the criteria specified in ICL Education Group's QMS. You must be at least 18 years of age and meet the following Key Information Set (KIS) Requirements:

- Brief Entry Requirements: NCEA Level 2 plus 42 credits at Level 3 or equivalent; or New Zealand Certificate in Early Childhood Education and Care (Level 3) or New Zealand Certificate in Early Childhood Education and Care (Level 4); or evidence of ability to meet academic requirements.
- Additional Requirements: NCEA Level 2 includes passes in English or Te Reo Maori. For international applicants who come from non English speaking backgrounds, an IELTS

Academic score of 5.5 with no band score lower than 5.0, or an equivalent relevance English Proficiency Outcome as outlined in NZQF-related rules (Rule 18). International students must hold a valid study visa to enrol in this programme.

Safety checks

Before enrolment, students are required to fulfill the requirements of the Vulnerable Children's Act 2014 safety checks which includes:

- Two forms of identity: Passport, New Zealand certificate of Identity, Birth Certificate, Inland Revenue Number etc.
- Two satisfactory character reference are required
- Satisfactory performance in an interview
- A short statement of intent
- Police vetting: All applicants will be required to provide a signed consent form allowing ICL Education to check the applicant's record of convictions on entry, during and prior to completing the programme. Applicants will be accepted only after the Police Check is processed. Applicants will be allowed to go on practicum after the Police Check result is received.

Declaration

Students must notify the Programme Leader of ECE if they are convicted of any criminal offence during the course of study. All applicants with ANY convictions will be required to attend an interview with the Programme Leader or staff member from the teaching team and may be declined entry depending on the severity, recency, age at offending and pattern of offending.

Credit Recognition and Prior Learning

- Students will be able to apply for recognition of credits towards this qualification in accordance with ICL Education Policies and Procedures.
- This policy includes provision for:
 - Credit Transfer
 - Cross Credit
 - The Recognition of Prior Learning and Current Competence
- Credit recognition will not normally be granted for courses or programmes completed more than five years prior to application unless there is evidence of continued relevance of these courses/programmes for the programme for which credit is sought.

Programme Structure

The New Zealand Diploma in Early Childhood Education and Care (Level 5) programme will be run over a period of 36 teaching weeks. The programme is made up of eight courses of mixed credits each.

NZQF level descriptors as set out in <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf> are utilised.

An overview of the structure for the New Zealand Diploma in Early Childhood Education and Care (Level 5) programme is provided in the table below.

Course Code	Course Title	Level	Credits
ECE 5301	Introduction to Curriculum	5	15
ECE 5302	Infants, Toddlers and Young Children	5	15
ECE 5303	Diversity	5	15
ECE 5304	Professional Practice 1(Hauora)	5	15
ECE 5305	Language, Literacy and Numeracy	5	15
ECE 5306	Communication for ECE Teachers	5	15
ECE 5307	Introduction to Bi-Culturalism	5	15
ECE 5308	Professional Practice 2 (Ako)	5	15

Qualification Requirements

Completion Requirements

To be awarded the New Zealand Diploma in Early Childhood Education and Care Level 5, students must have:

- Attempted and submitted all summative assessment tasks at the time, due date and place stimulated by the teaching staff responsible for the respective learning components of the programme;
- A grade of 50% or more for all courses within the qualification and thus gained 120 credits;
- A grade of 50% or more for every assessment task undertaken in all courses within the programme.

All students are expected to attend from the start of the programme unless they have been given written permission from the Programme Leader to start at a later date. Any student who has not attended by the beginning of the fourth week of their course without written permission will be withdrawn.

New Zealand Diploma in Early Childhood Education and Care Level 6

Credits: 120

Aims

The aim of the programme is to provide students with the skills and knowledge to become proficient educators in Aotearoa New Zealand who can work professionally and collaboratively within a range of early childhood contexts to provide education and care to infants, toddlers and young children and enhance community outcomes. Graduates may also provide management and leadership of volunteers or other staff, depending on the early childhood setting and associated regulatory framework and criteria. It will also provide tools and skills necessary for graduates to pursue further study options.

Outcomes

Graduates of this qualification will be able to:

- Critique and apply a range of pedagogies and contemporary early childhood teaching, learning and development theories to practice;
- Support children's learning by applying a range of approaches to assessment for learning in an early childhood education context;
- Evaluate and guide the provision of a healthy, safe and inclusive early learning environment for the protection, care, holistic wellbeing and education of diverse children;
- Critically review own health, wellbeing and professional development to refine own reflective practice;
- Work collaboratively with others and apply leadership capability to enhance practice in an early childhood education environment;
- Critically review and respond to the professional, legal, regulatory and ethical responsibilities required of early childhood settings to inform and guide practice;
- Apply the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi to inform bicultural early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service;
- Establish a personal and professional philosophy of practice through the critique of a range of socio-cultural influences, including Maori and Pasifika philosophies of practice and pedagogies, on contemporary early childhood education in Aotearoa New Zealand;
- Engaged in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for children and their families, including those from Pacific nations.

Admission Requirements

Learners enrolling must hold the New Zealand Diploma in Early Childhood Education and Care (Level 5) [Ref: 2851], or equivalent knowledge, skills and experience.

Safety Checks

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.

For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines, see <http://childrenactionplan.govt.nz>

Declaration

Students must notify the Programme Leader of ECE if they are convicted of any criminal offence during the course of study. All applicants with ANY convictions will be required to attend an interview with the Programme Leader or staff member from the teaching team and may be declined entry depending on the severity, recency, age at offending and pattern of offending.

English Level (International Students only)

IELTS 6.0 overall with no band score less than 5.5

Credit Recognition and Prior Learning

Students will be able to apply for recognition of credits towards this qualification in accordance with ICL Education Policies and Procedures.

This policy includes provision for:

- Credit Transfer
- Cross Credit
- The Recognition of Prior Learning and Current Competence

Credit recognition will not normally be granted for courses or programmes completed more than five years prior to application unless there is evidence of continued relevance of these courses/programmes for the programme for which credit is sought.

Programme Structure

The New Zealand Diploma in Early Childhood Education and Care (Level 6) programme will be run over a period of 36 teaching weeks. The programme is made up of eight courses of 15 credits each.

NZQF level descriptors as set out in <http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf> are utilised.

An overview of the structure for the New Zealand Diploma in Early Childhood Education and Care (Level 6) programme is provided in the table below.

Course Code	Course Title	Level	Credits
ECE 6301	ECE in Context	6	15
ECE 6302	Curriculum 1- Arts, Science and Technology	6	15
ECE 6303	Curriculum 2 – Outdoor and Community Environments	6	15
ECE 6304	Professional Practice 3 (Tangata)	6	15
ECE 6305	Communication within an ECE Centre	6	15
ECE 6306	Inclusion	6	15
ECE 6307	Leadership in Early Childhood Education	6	15
ECE 6308	Professional Practice 4 (Kaupapa)	6	15

Declaration

Students must notify the Programme Leader of ECE if they are convicted of any criminal offence during the course of study. All applicants with ANY convictions will be required to attend an interview with the Programme Leader or staff member from the teaching team and may be declined entry depending on the severity, recency, age at offending and pattern of offending.

Completion Requirements

To be awarded the New Zealand Diploma in Early Childhood Education and Care (Level 6), students must have:

- Attempted and submitted all summative assessment tasks at the time, due date and place stimulated by the teaching staff responsible for the respective learning components of the programme;

- A grade of 50% or more for all courses within the qualification and thus gained 120 credits;
- A grade of 50% or more for every assessment task undertaken in all courses within the programme.

All students are expected to attend from the start of the programme unless they have been given written permission from the Programme Leader to start at a later date. Any student who has not attended by the beginning of the fourth week of their course without written permission will be withdrawn.

The table below indicates the time frame for the completion and achievement of the award for the New Zealand Diploma in Early Childhood Education and Care (Level 6) qualification.

Holidays

All students studying during December and January will get two weeks' break when the school closes for Christmas.

Information of scheduled holidays will be provided to students by the ECE academic team.

ECE Guidelines - In Alphabetical Order of Headings

Absences

If a student is going to be absent from class, they will phone the school and inform them on the first morning of the absence. Any absence of two or more days must be supported by a medical certificate. If a student is absent without informing the school, the school will attempt to contact the student to ensure their safety and welfare are not at risk. The student will be required to catch up on any work missed. When a student does not successfully complete the assessment tasks, the unit of work may have to be repeated at some later date (e.g. with students in the next cohort).

Academic Progress

- All assessments must be completed and passed to be awarded the New Zealand Diploma in Early Childhood Education and Care (Level 5) and (Level 6)
- All assessments must be submitted to ICL on the due date, unless an extension has been sought and granted prior to that date.
- An assessment will receive a grade of "No Credit" if the above requirements are not met.

Assessment and Extensions

All assessment tasks are to be handed in by their due dates. However, in exceptional circumstances, an extension may be authorized by the teacher. Extensions do not exceed two weeks. Any assessment task received after the due date without a negotiated extension will be awarded a C grade.

Assessment Submission rules

For each submitted tasks, students have only one marking opportunity.

All tasks must be submitted online, either using email, turn-it-in or Canvas. All work submitted must be written in Times New Roman 12 point or Arial 10 point.

Assessment Due

Marked assessment task will be held at the desk for students to collect. So please ensure you check with lecturers to get back your printed work, if you want to. You will be notified your result by the administrator either by email, or through Canvas.

Students are required to keep a copy of their assessments in case of any subsequent appeal. Students are strongly advised to back up all their work, by saving it in at least two places, eg on their computer and on a USB drive or the cloud, either using Dropbox, Google docs or Skydrive. A very easy way to back up your work is to email all assessments to yourself, then save them in your email in a 'homework' folder.

Assessment and Moderation

Teachers are responsible for assessing tasks.

- Students need to complete all required papers and practicums with a pass to be able to successfully complete their courses.
- Students will be advised of the methods used to monitor their progress during the course.

Class attendance and participation is part of the assessment process that students are expected to comply with.

Moderation is used to ensure consistency of assessments. Therefore, selected assessment tasks will be moderated.

- Marking and moderation will be indicated to students on their assessment tasks.

- Students will be assessed in a fair, consistent, comprehensive, and continuous manner.
- Formative assessment will be used to assess students such as in practicum, writing out reflective portfolios, presenting seminars to provide students with an ongoing feedback on their performance and to ensure a well developed paper.
- Summative assessment will be used to assess students as in completing assessment tasks to ensure that the learning outcomes for each unit standard are met.
- The evidence of student's performance will be gathered in the form of written assessment tasks, practical tasks and observations. The student's progress and final achievement will be recorded on their individual record.
- Self – assessment will be used as part of the student's own assessment prior to evidence of competency being collected.

Assessments will be graded as follows:

- A – where all assessment requirements have been met at an excellent level with highly relevant referencing of academic sources
- B – where all assessment requirements have been met (including the due date requirement) at a standard level with relevant referencing of academic sources
- C – where requirements have been met at a nominal level, or submitted later than the due date
- D – where the assessment requirements have not been met, or only partially met.

Lecturers will use a rubric to assess and mark, which will be shared with you by the given course outline.

Once you receive the results from the Programme Administrator, please talk to your lecturers if you feel the submitted assessment has been under-marked. If you are not happy with the assessment you receive, speak to the Programme Leader. An arrangement of re-checking your assessment task by another lecturer or external assessor might be arranged. If you are still unhappy, write a letter to the Principal.

Associate Teacher

An Associate Teacher is the person in a centre, who supervises you when you are on practicum. The Associate Teacher provides support and advice and normally holds a minimum qualification of a Diploma of Teaching (ECE).

Attendance must be consistent and students must participate in all activities in order to complete the learning requirements for the NZ Diploma in Early Childhood Education and Care. All routine appointments such as for the doctor or dentist should be scheduled outside of class and practicum time to ensure full attendance.

To meet the course learning outcomes students are expected to attend all classes. For each course there is a requirement to attend a minimum of 80% of the class sessions. Students whose attendance falls below 80% for a course may receive a 'D' for that course and will not be able to complete their qualification. Please keep in touch with your lecturer about any absences.

Behaviour Guidelines

Students are required to behave in a reasonable and mature manner at all times. As students are being trained to work in an early childhood environment, with children, high levels of responsibility and reliability are required. The course is designed to prepare students to work in a multicultural environment, so a willingness to respect and participate in Māori tikanga and Pasifika protocols is required. Students will be expected to show respect and sensitivity to all cultures.

Change of Details

Students are required to inform the School of any change of address, or other personal information such as telephone number etc.

Cheating and Plagiarism

Plagiarism is a form of academic dishonesty that is unethical. Plagiarism includes:

- Using or copying another person's ideas or words in such a way that the marker believes them to be the student's own;
- Not identifying quotations from other writers or speakers;
- Using a segment of a film or video without getting authorized copyright and
- If students work with a study group on assignments, all writing must be done separately to ensure that charges of unauthorized collaboration will not arise.

Any form of cheating cannot be condoned by ICL and may result in no credit for the assignment, the paper and in some cases expulsion from the programme.

Communicating with the School

The following information may be helpful in communicating with ICL.

Telephone	(09) 368 4343
Street Address	Level 2 & 3, 10 - 14 Lorne Street, Auckland
Email	info@icl.ac.nz
Website	www.icl.ac.nz
Facebook	www.facebook.com/pages/ICL-Business-School-ECE/172434599441743?ref=hl

Copyright Law

In New Zealand you cannot copy from a textbook unless the book is out of print or less than 10% of the content is being copied. This is only allowed once. It is totally illegal to copy a complete book. Such a book must be destroyed and never used. If you copy a book, you are liable to prosecution under New Zealand law. For a full explanation refer to <http://www.whatiscopyright.org>

Copyright laws grant the creator the exclusive right to reproduce, prepare derivative works, distribute, perform and display the work publicly. Most countries are members of the Bern Convention and the Universal Copyright Convention (UCC) which allow you to protect your works in countries of which you are not a citizen or national. For more details refer to www.whatiscopyright.org.

Breaking copyright law is serious. For example in November, 2003 three Australian students received criminal convictions for copyright infringement, receiving a mix of suspended sentences, a fine, and community service.

Disciplinary Procedure

1. You will be given a written warning notice if you do not comply with the rules. You will be dismissed if you have already received two written warnings and still do not comply with the rules.
2. If you do not comply with the rules in a way that puts you or others at risk, you may be immediately suspended or immediately dismissed.
3. Any student who has been dismissed cannot continue with any course at ICL and no refunds will be made. If you are dismissed from ICL and are in New Zealand on a student visa, then the school is required to advise Immigration New Zealand of your dismissal. Immigration New Zealand is entitled to revoke your student visa.
4. Likewise prolonged absence or absence without notice may result in dismissal and your student visa being revoked.
5. If your application to enrol requests ICL to inform your parents or legal guardian of your progress, then ICL is obliged to advise your parents or guardian of your dismissal or any formal disciplinary action taken.

If we believe you are guilty of cheating or other misconduct in an examination, this will be the procedure

- Your work and a note describing the alleged event will be written on the exam paper, signed, dated and timed by the lecturer.
- You will finish your examination.
- Your examination will be marked, assuming that you are not guilty.
- Then the following disciplinary procedure will follow:

If we believe you are guilty of plagiarism or any other dishonest practice, this will be the procedure

- A written report will be prepared by the person alleging the dishonest practice as soon as possible.
- This report will be given to you and the programme leader.
- Within one week the programme leader will make a ruling on whether you are guilty or not and if so what punishment is appropriate.
- If confirmed dishonest practice consists of two or more students copying from each other, ALL parties will normally receive a zero mark.
- If you do not agree with the verdict or punishment you are allowed to appeal by writing a letter/email to the programme leader who made the ruling.
- If you appeal, within two weeks there will be a Discipline Committee meeting with the principal as Chair, the person alleging the dishonest practice and one other staff member (who may be if necessary a language counsellor) present.
- You will be encouraged to bring a support person.
- The person making the allegations and you will be given the opportunity to describe and explain what happened.
- The Committee will consider what is said and will decide what they believe occurred and prepare a written report that includes any decision.
- This report will be given to you within one week of the Committee meeting.

- You are allowed to appeal. You may write a letter/email to the principal if you are not satisfied with the Committee's decision.
- You will get a reply to this from the principal.
- If you are still not satisfied, you can contact NZQA at PO Box 160, Wellington 6140.

A similar procedure will be followed when a student is allegedly in breach of school rules.

NB: Any person found stealing will be reported to the police so that appropriate action can be taken.

Referencing

Harvard Format - APA

This information is taken from a summary of the APA style guidelines as contained in The Publication Manual of the American Psychological Association, 5th ed., 2001 (Subject Reference Collection: 808.02 AME), presented on the University of Portsmouth website, retrieved 14th August 2006 from:

<http://www.port.ac.uk/departments/studentssupport/library/supportandadvice/Informationstudyskillssupportmaterial/harvardapaformat/>

The APA style is based on the Harvard referencing system whereby the date of publication follows the author name(s), and in-text references refer to items in the bibliography using the author surname and date of publication, in brackets.

Referencing is important in all academic work as it indicates to the reader the sources of your quotations and borrowed ideas. Failure to indicate your sources is tantamount to plagiarism (literary theft). The purpose of the referencing system is to describe your sources in an accurate and consistent manner and to indicate within the text of your paper where particular sources were used.

General Information for Students

If you need help, we, at ICL are committed to providing guidance and support services to assist all our students. Our staff will respect your right to privacy and confidentiality. If you have a problem, you may ask your counsellor for help. Our student counsellors are skilled in the following areas:

- Dealing with home stay problems
- Providing guidance for personal and health problems
- Making referrals to the appropriate outside agency if a problem cannot be solved
- Providing you with a list of resident doctors and dentists fluent in your first language
- Visa requirements, arrangements and issues
- Arrangements for further study

After hours or during week-ends you can contact:

Principal	Wayne Dyer	wayne@icl.ac.nz	+64 9 379 3777
Contact	Tahera Afrin	tahera@icl.ac.nz	022 631 4026
	Maria Jordan	mariajordan@icl.ac.nz	021 114 4411
	Misako Okawa	accommodation@icl.ac.nz	021 780 793

ICL wishes to create a safe and enjoyable environment for all students. If you have any matters of concern, please discuss these with your teacher, your teacher, the Programme Coordinator and the Principal.

Remember: A problem shared is a problem solved

When you arrive

If you have already completed an application to enrol, you will need to check this and sign to confirm the information is still correct. If the information is incorrect or you have not already completed a form you will need to do this on arrival.

On your first day ICL you may also be assessed to confirm your ability to cope with the course. You may need to complete a written test and then you may also be interviewed by the Programme Leader. Before your interview it is a good idea to think clearly about the purpose of your study and what you want to achieve.

You will be taken on a tour of the School and meet other students and staff. If you cannot remember where to go or someone's name, please ask. The staff are here to help you and there will be people who speak your language.

If you are new to New Zealand, your first language support staff will familiarise you with living in Auckland. If you are staying with a home stay family, they will also help you.

Whakatauki :

Whāia te iti kahurangi ki te tūohu koe, me he maunga teitei

Pursue excellence – should you stumble, let it be to a lofty mountain