

Qualification details

Qualification number/Te nama o te tohu mātauranga	XXXX Level 4 OFFSHORE DRAFT		
English title/Taitara Ingarihi	NZQF Certificate in Early Childhood Education (Level 4) with an optional strand in Practice-based Care		
Māori title/Taitara Māori			
Version number/Te putanga	DRAFT	Qualification type/Te momo tohu	Certificate
Level/Te kaupae	4	Credits/Ngā whiwhinga	90 120 with the optional strand
NZSCED/Whakaraupapa	090503 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

Strategic Purpose statement/ Te rautaki o te tohu
This qualification is for exclusive delivery outside of Aotearoa New Zealand.
It is intended to provide educators outside of Aotearoa New Zealand with the skills and knowledge to provide and/or support the education and care of infants, toddlers, and young children in a range of offshore early childhood contexts, including those underpinned by specific philosophies.
This qualification does not lead to teacher certification in New Zealand. This qualification does not lead to entry to further early childhood education study in Aotearoa New Zealand.

Graduate Profile/Ngā hua o te tohu
Graduates of this qualification will be able to:
<ol style="list-style-type: none"> explore key early childhood teaching, learning, and development theories, approaches and influences; (20 credits) Promote learning by applying knowledge of the philosophy, principles, and practices embodied in an early childhood curriculum framework, such as Te Whāriki; (20 credits) explore how to provide a healthy, safe, and inclusive environment for the protection, care, wellbeing and education of young children within the local regulatory context; (20 credits) apply knowledge of effective communication approaches to develop and maintain collaborative

- relationships in an early childhood education and care community; (10 credits)
5. apply knowledge of cultural competencies to support children's language, culture and identity; (15 credits)
 6. apply knowledge of philosophies, perspectives and contexts of early childhood education to inform an emerging personal philosophy of practice; (5 credits)
- Graduates of the Practice-based Care optional strand will also be able to:
7. plan, implement and evaluate learning experiences safely in an ECE setting; (20 credits)
 8. engage in the professional, ethical and reflective practices required of an early childhood educator. (10 credits)

Education Pathway/ Ngā huarahi mātauranga

This qualification may lead to further study at a higher level. This is not expected to be undertaken in Aotearoa New Zealand.

This qualification is not intended for use as a prerequisite or pathway to the New Zealand Diploma in Early Childhood Education and Care (Level 5) [Ref: 2851].

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Graduates will have the skills and knowledge to work outside of Aotearoa New Zealand, in non-child contact areas of ECE, such as ECE centre operations.

Graduates of the Practice-based Care optional strand of this qualification will also have the skills and knowledge to work outside of Aotearoa New Zealand as early childhood carers or educators in a range of early childhood contexts

Graduates may also be able to work in some education support roles, and may be involved in voluntary roles in early childhood settings.

Qualification Specifications/ Ngā tauwhātitanga o te tohu

Qualification Award/ Te whakawhiwhinga o te tohu	<p>This qualification may be awarded by any NZQA registered tertiary education organisation with an approved programme of study leading to this qualification, accredited for offshore delivery.</p> <p>The formal certification document will include the NZQF logo and the logo of the registered tertiary education organisation offering the programme of training leading to the award of this qualification.</p>
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	<p>All TEOs either arranging training or delivering programmes that lead to the award of the qualification are required to participate in a consistency process.</p> <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,

	<p>further study);</p> <ul style="list-style-type: none"> - evidence of any benchmarking activities.
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	Achieved.
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 whakamarumaru, ki ngā here ā-ture rānei)	The Practice-based care optional strand of this qualification requires practical experience (placement) within an early childhood setting. These placements will require the candidate to meet the local regulatory requirements.
General conditions for programme/ Ngā tikanga whānui o te hōtaka	<p>NZQA will only approve programmes for delivery outside of Aotearoa New Zealand (offshore).</p> <p>Entry</p> <p>Learners must meet the NZQA English language entry requirements for international students to enrol in a Level 4 Certificate, available at: https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/.</p> <p>Regulatory</p> <p>Terminology is based on the 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>Programmes may consider relevant supporting documents, such as:</p> <ul style="list-style-type: none"> - Action Plan for Pacific Education 2020-2030 - Early Learning Action Plan (ELAP) - He Māpuna te Tamaiti - supporting Social and Emotional Competence in Early Learning - Ka Hikitia and Tau Mai Te Reo - Kei Tua o te Pae – Assessment for learning – Early Childhood - Tapasā – Cultural competencies framework for teachers of Pacific learners - Tātaiako - Cultural competencies framework for teachers of Māori learners - Te Kete Ipurangi (TKI) – Te Whāriki online resources - Te Whare Tapa Whā - Te whatu pōkeka - Teaching Council <i>Our Code Our Standards</i> - The New Zealand Curriculum <p>and relevant curriculum documents from the overseas country the programme is designed for.</p>

	<p>Diversity and inclusion</p> <p>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; 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 encouraging greater diversity and inclusion within the ECE sector.</p> <p>Programme design</p> <p>Programmes must include a holistic view of child development and learning, and contemporary education developments and implications for practice. Programmes must consider the significance of the <i>First 1000 days of Life</i> (from conception to two years) and the impacts on brain development and lifelong learning.</p> <p>Practical experience</p> <p>Practical experience is an essential component of programmes leading to the award of the practice-based care strand of this qualification, and it is recommended that programmes include learners completing approximately 120 hours supervised practice/placement in an ECE setting.</p> <p>Programmes must develop the structure and requirements for learners to engage in professional practice, including supervision and assessment of learners' skills/competence in an authentic early childhood setting. Specific assignment tasks, competencies, and responsibilities should be evident in the learner's practice. These should be cumulative over the course of the programme.</p> <p>Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. nanny.</p> <p>For the purposes of this qualification, the following definitions are provided:</p> <ul style="list-style-type: none"> - <i>Supervised</i> – the learner will have a suitably qualified/experienced supervising/supporting mentor who will assess the learner's practice against requirements (e.g. for a licensed home-based service this may be the visiting teacher or coordinator). - <i>ECE setting</i> – this must be a recognised early childhood education (ECE) service, which may include a licensed centre-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. Explore key early childhood teaching, learning and development theories, approaches and influences.	20 credits	
2. Promote learning by applying knowledge of the philosophy,	20 credits	Programmes must include assessment for learning of young children, to inform

	principles, and practices embodied in an early childhood curriculum framework, such as Te Whāriki.		planning, implementation, and evaluation of an holistic teaching and learning environment.
3.	Explore how to provide a healthy, safe and inclusive environment for the protection, care, wellbeing and education of young children within the local regulatory context.	20 credits	
4.	Apply knowledge of effective communication approaches to develop and maintain collaborative relationships in an early childhood education and care community.	10 credits	Programmes must include inclusive practice and diversity including cultural protocols, and concepts.
5.	Apply knowledge of cultural competencies to support children's language, culture and identity.	15 credits	
6.	Apply knowledge of philosophies, perspectives and contexts of early childhood education to inform an emerging personal philosophy of practice.	5 credits	

Practice-based Care (optional strand)

7.	Plan, implement and evaluate learning experiences safely in an ECE setting.	20 credits	
8.	Engage in the professional, ethical and reflective practices required of an early childhood educator.	10 credits	