Qualification details

Title	New Zealand Certificate in Education Support and Care (Level 3)		
Version	1	**Qualification type**	Certificate
Level	3	**Credits**	40
NZSCED		070199 Education > Teacher Education > Teacher Education not elsewhere classified	
Qualification developer		Taranaki Educare Training Trust	
Next review		31 December 2020	
Approval date		January 2016	
Strategic purpose statement		This qualification is for individuals who are seeking an education support position. It represents a foundation qualification for an education support person or teacher aide, working under supervision to provide additional educational support for learners, teachers, families and whānau.	

Outcome Statement	**Graduate profile**	Graduates of this qualification will be able to: - apply professional behaviour and health and safety practices related to education support and care contexts in order to maintain health, safety and wellbeing of children - display communication skills to participate effectively within the education support and care community - apply principles of inclusive practice for diverse learners - apply basic knowledge of learning and human development within specified education and community contexts - participate in supporting students with their learning, under supervision, in the education support and care context - assist in the production of resources in the education support and care context.
	Education pathway	Graduates of this qualification may undertake further study towards qualifications in teacher education at Level 4 or higher.
	Employment pathway	Graduates of this qualification will have the skills and knowledge for roles such as: - education support workers, teacher aide, ICT assistant, librarian assistant, administrator assistant in school and early childhood settings - community support worker in the disability sector

		-	out of school care worker in school holiday programmes and after school care.

Qualification specifications

Qualification award	Awarding bodies for this qualification will be any education organisation accredited under section 250 of the Education Act 1989 to deliver a programme leading to the qualification. The certificate will display the NZQF logo and the name and logo of the awarding body.
Evidence requirements for assuring consistency	Standard evidence for programme providers may include: - assessment information leading to the achievement of the graduate outcomes - a portfolio of candidate work relating to the qualification and the annual review focus requirements - graduate and/or stakeholder/end-user feedback on outcome achievement - tertiary education organisation (TEO) moderation outcomes which may include moderation/benchmarks across common programmes.
Minimum standard of achievement and standards for grade endorsements	Achieved.
Other requirements for the qualification (including regulatory body or legislative requirements)	None.

General conditions for the programme leading to the qualification

General conditions for programme	☐ Outcomes should be integrated across programme design in a way that makes it clear outcomes are mutually supportive and not entirely discrete.
	☐ In a programme, assessment of all outcomes should be integrated so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.
	☐ Programmes must include working with groups and individual learners.
	☐ Practicum must be carried out in an authentic education support and care context, and conducted under and verified by a qualified teacher or approved supervisor. *Authentic* refers to a wide variety of cultural and educational contexts. It involves teaching and learning approaches that connect what candidates learn to the world beyond the classroom and

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<td>enables the application of the learning in that world.</td>
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<td>☐ During practicum, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply 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://childrensactionplan.govt.nz.</td>
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<td>☐ Programmes must include a range of pedagogical principles. These principles include those informed by Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood. The principles also include those informed by Aotearoa New Zealand's Pacific location and multicultural environment. Programmes delivered outside Aotearoa New Zealand must include cultural practices in relation to the given contexts in which graduates will practice.</td>
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<td>**Glossary**</td>
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<td>☐ *Candidate* is the person who is enrolled in a programme leading to this qualification.</td>
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<td>☐ *Learner* is the person who, in turn, is taught by the candidate.</td>
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Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	Apply professional behaviour and health and safety practices related to education support and care contexts in order to maintain health, safety and wellbeing of children. Credits 8	*Professional behaviour* includes awareness of child protection, legislation and guidelines e.g. Vulnerable Children's Act 2014.
2	Display communication skills to participate effectively within the education support and care community. Credits 5	None.
3	Apply principles of inclusive practice for diverse learners. Credits 5	*Inclusive practice* considers diversity in age, learner needs, gender, cultural and socio-economic backgrounds.
4	Apply basic knowledge of learning and human development within specified education and community contexts. Credits 5	None.

5	Participate in supporting students with their learning, under supervision, in the education support and care context. Credits 10	*Supporting students with their learning* may include supporting students on a one-to-one basis, with their learning in: - reading, literacy and numeracy - basic Te Reo Māori and tikanga - personal care - physical education - arts and crafts - health and well-being. It may also include supporting the teacher with behaviour management.
6	Assist in the production of resources in the education support and care context. Credits 7	*Resources* may include: - literacy and numeracy resources - creativity and art resources.

Republication information

Version 1 of this qualification was republished in August 2016 to Taranaki Educare Training Trust as the qualification developer.