

The Playcentre Education

Programmes

Student Handbook



May 2018

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What is Playcentre Education?

Playcentre Education is the Private Training Establishment responsible for Playcentre parent education. Playcentre Education aims to provide useful qualifications reflective of Playcentre philosophy that support the parent-led Early Childhood service. Playcentre has negotiated a specific licensing agreement with the Ministry of Education which is based on groups of parents with combinations of qualifications gained in the education programme provided by Playcentre Education. Playcentre Education aims to:

- Prioritise educational success and provision of good teaching and learning.
- Contribute to the strategic direction of NZPF and be reflective of Playcentre philosophy and beliefs.
- Ensure there is a consistently high quality of delivery and reasonable access for all students throughout Aotearoa/New Zealand.
- Provide proficient graduates who provide high quality early childhood education for children and families in Playcentre.

Programme Philosophy

We believe the Playcentre Education programme for students should:

- Be flexible and responsive to accommodate a range of individual and family needs.
- Empower students to take responsibility for their own learning by taking on new challenges in a safe and supportive environment.
- Take account of differences in preferred learning styles and be inclusive of those with special needs.
- Reflect the dual heritage of Aotearoa New Zealand.
- Include no unreasonable barriers to successful achievement of the certificates.
- Enable students to successfully achieve relevant learning outcomes.
- Provide clear information about all programme requirements.
- Ensure complaints from students are addressed quickly, seriously and confidentially.
- Reflect the principles of Te Whāriki – Whakamana, Kotahitanga, Whānau Tangata, and Ngā Hononga.

Information and policies for students

Enrolment

To apply to enrol in the programme you will be:

- actively participating in Playcentre,
- have successfully completed the induction process in your playcentre.
- be over 16 years old and provide evidence that you are a domestic student [NZ or Australian citizen or permanent resident].
- You will also need to complete the safety check processes required by the Vulnerable Children's Act 2014.

Students begin by enrolling in the first four modules of the Certificate in Early Childhood Education and Care [Level 4]. Once students have successfully completed the first two modules they are awarded the Playcentre Introductory Award. Completion of the second two modules gains the Playcentre Educator Award. Both these awards will be recognised as licensing qualifications within Playcentre. Once you have completed these introductory awards you may apply to enrol in the Level 4 certificate [60 credits in total].

Note: Students who have completed Early Childhood qualifications at Level 5 or above are not eligible to enrol in the Playcentre programme.

Costs to you

We do not charge tuition fees for our courses but if weekend courses or training events attract extra accommodation, travel or food costs you may be asked to meet these. If there are such costs you will be advised of costs and the policy about refunds if you cancel before the event. Some centres may support any travel and babysitting costs while you progress through your study but this is not always possible. Your centre education officer will be able to tell you of any financial assistance available.

Reading resources

You will be issued with a list of recommended reading resources for purchase at the time of enrolment along with an estimated cost. Some copies of the required reading for each module may also be available in the centre library. Centres are encouraged to have copies of commonly used resources for the Level 4 certificate. For the Level 5 diploma limited copies of key resources will be held in a regional office. Many resources required e.g. Te Whāriki 2017, are available on the internet and you will be expected to research them yourself. Supplementary reading packs provided during the course are for your personal study only and must not be re-copied and given to others. *Copyright Act 1994.*

Support during Courses

When you enrol you are invited to disclose on the enrolment form any learning needs or particular family circumstances which may affect your ability to participate fully in the adult education programme with a reasonable chance of success. Any requests for special reading or writing assistance must be accompanied by a professional diagnostic report before they can be approved by the NZPF Training Co-ordinator. This programme requires sufficient proficiency in the English Language for completion as it is a New Zealand Qualification. Students who are not sufficiently proficient in English will not be able to enter the programme but are welcome to attend the workshops for the introductory modules.

Progressing through the qualification

Manuals will indicate pre-requisites for any components in each qualification. Some modules have pre-requisites that have to be completed in order to ensure you learn particular content that will be needed for that module. Any module, which is given as a pre-requisite for another must be completed before you enrol in the next module.

Copying other student's work

If it is found that there are questions about whether work submitted is authentically your own, extra assessments will be required. This is to determine if you are truly able to meet the graduate outcomes for the qualification. You will be expected to meet any extra costs which result from the extra marking required. Serious breaches by copying other's work or having others writing assessments for you will result in dismissal from the programme. If a qualification has been awarded it will be revoked.

Practical Experience

Each qualification requires you to complete a certain amount of on-session experience to support your learning. Some modules require that you are on duty for a *minimum* number of sessions *while enrolled in that module/modules*. You may not 'count' any extra sessions towards the next module you plan to enrol in until you complete the previous one. This is to ensure that you are learning the theory at the same time as you are applying it and reflecting on it in your practice.

Maximum time frames

There are no maximum time frames for completion of each qualification although there are some recommended maximum time frames to pace you through the qualifications:

- Assessments should be completed within 6 months of attending the workshops for a module where possible.
- The recommended maximum time frame for completing a B series module is 9 months and a C series module is 1 year after the submission of your first piece of written work. This is also known as the funded enrolment period.

Withdrawing from the programme

If you wish to formally withdraw you should inform the Regional Education Administrator. When you stop participating in your local Playcentre you will be deemed to have withdrawn from the Playcentre diploma programme once the funded enrolment period for any modules you are enrolled in has passed.

Student code of conduct

The code of conduct is designed to protect all participants in the Playcentre Education programme. All participants in Playcentre Education programmes are asked to abide by this code. In particular you will:

- Act in a way that shows respect for the rights, beliefs and values of others.
- Make yourself familiar with and act according to all NZPF and centre policies on adult behaviour within Playcentre.
- Abide by requirements of the early childhood regulations and any other relevant legislation while working with children in Playcentre sessions.
- Participate actively and positively during education events and refrain from sexual harassment, violent or abusive behaviour, use of illegal drugs or abuse of alcohol during training events or while participating in centres.
- Adhere to the group contract negotiated during any training events and maintain appropriate confidentiality about issues shared by other participants at these events.
- Try to arrive on time for workshops and discussion events or follow the regional procedures when cancelling.
- Ensure all assessments are your own work and avoid plagiarism by acknowledging any references you use in assessments.

When things go wrong

Breaches of the code of conduct are the responsibility of the Regional Education Co-ordinator who will carry out an investigation to determine the seriousness of such incidents. Repeated breaches will result in a verbal then a written warning followed by dismissed from the Playcentre Education programme.

Serious misconduct which is defined as violent or abusive behaviour, sexual harassment, use of illegal drugs or abuse of alcohol may result in immediate dismissal from the programme.

Playcentre Education will make the final decision about penalties where cases of serious misconduct, plagiarism or the copying of another student's work have occurred.

Cross-credit or recognition of prior learning

You may apply for credit in the programme for previous qualifications gained or for prior learning. Credit given is worked out by matching learning from the qualifications which a potential student has to the learning outcomes and levels of the current Playcentre Education programme using your transcript of learning. Students who have completed alternative early childhood qualifications at Level 5 or above are not eligible to enrol in either of the qualification programmes.

To apply for credit transfer or recognition of prior learning contact your Regional Education Co-ordinator who will explain how to apply. There is a charge for assessing evidence to award credit. Sometimes the charge may be minimal, but if the application is for credit awarded for informal or uncertificated learning, the charge rate will be \$25.00 per hour needed for the evidence to be assessed. You will be informed of an estimate of these charges before you apply.

To ensure national consistency is maintained for qualifications awarded within Playcentre, evidence provided for credit transfer or recognition of prior learning must be current and sufficiently matched to the learning outcomes. Programmes which have been completed more than 5 years ago may receive less credit depending on supplementary evidence provided of more recent experience within the sector.

Depending on the evidence provided, the *smallest* unit that you can be given credit for in the programme is a single component or assessment event. To ensure consistency and currency of evidence some students may be placed on an accelerated assessment programme as an alternative. For Playcentre Education to make the final award of a qualification, no more than 33% of the whole programme i.e. workshops, assigned tasks, self-directed learning tasks, may be credited. This applies to credit transfer, cross-credit and RPL.

You may receive cross-credit based on whole modules completed within a previous Playcentre Education programme or qualification. To do so students must also meet requirements for evidence of currency and sufficiency. Individual programmes will be created on a case by case basis. See the glossary at the back for an explanation of the terms credit transfer, cross-credit or recognition of prior learning.

Assessment policies and procedures

Playcentre Education believes feedback on assessments should enhance your learning and encourage personal development and reflection. Marking criteria for assessments will clearly indicate the standards required for each task. Regular moderation of marking will ensure that it is fair and equitable and nationally consistent. You will be informed if the moderation process is likely to lead to a delay in the return of your work.

Resubmissions

Your work is assessed on a competency basis with opportunities for reassessment. No grades are awarded. If work does not meet all the set marking criteria you will be asked to resubmit your work with the extra information in it. If you need to resubmit an assessment twice, a different commenter will mark it to ensure marking is fair and consistent. If you need to resubmit a task more than twice you will be asked to repeat the workshops and tutorials for this component before resubmitting your work.

Appeals

If you feel dissatisfied with any aspects of the marking of your work you can ask the Regional Education Co-ordinator to arrange for it to be marked by another teaching staff member. If you are still dissatisfied your work will be sent to the NZPF Training Co-ordinator who will make the final decision.

Return of student assessments

You should receive your marked assessments back within 3-4 weeks in order that you receive timely and effective feedback. Should there be a delay in return of work students should contact the Regional Education Co-ordinator who will follow up by contacting teaching staff responsible. Work submitted in the last 2 weeks of December may not be marked until late January as teaching staff are on a break.

Submitting assessments in te reo Māori

Assessments may be submitted in English or te reo Māori. Assessments submitted in Māori, will either be marked by a commenter fluent in te reo Māori or translated into English then marked by a commenter as usual. To minimize any delays in the return of assessments it will assist the Regional Education Co-ordinator if you indicate your intention to submit assessments in Māori on your enrolment form so that processes can be set up before you submit your first assignment.

Moderation

To ensure that commenters are consistent and fair when marking, assessments are regularly sent for moderation. If this means a delay in return of work students will be informed. Regions collect copies of marked assessments to ensure marking is nationally consistent. Copies of work sent away for national moderation will have any personal identifying information removed.

Keeping track of your progress

You may request to see a copy of your training record at any time under the provisions of the Education Act 1989. Records will be stored securely with access to them restricted to authorised personnel. Information may only be used for education purposes. Certificates will be issued regionally when you complete all requirements for each licensing award. Certificates for the qualification are issued nationally along with a transcript of graduate outcomes achieved through the qualification.

Moving to another region

Information about your progress in the programme will be passed to your new region when you advise the Education Administrator that you are shifting to another region. You should fill out a transfer form asking for your records to be sent to the new region and advising of your change of address. Please make contact with new region Playcentre Education staff once you arrive so they can provide on-going support.

Completing Assessments

- ☺ You should take course manuals to workshops and discussions. When you attend workshops ask facilitators to discuss any assessments linked to them. Teaching staff will be able to help with any questions before you submit any assessments.
- ☺ You should leave a 5cm margin on the left of the page to provide space for teaching staff comments.
- ☺ You may write or type your assessments. Try to ensure they are legible.
- ☺ Playcentre Education encourages electronic submission of assessments. It bypasses post and the risk of loss. It is best to submit it in a commonly legible format e.g. Microsoft word, google docs or PDF. Put Assessment, your name, module name or module number in the subject line eg “Assessment Mary Smith module B401” or “Assessment Mary Smith Let’s Play module”
- ☺ If submitting assessments by post please include a stamped self-addressed envelope to speed up the return of your work.
- ☺ Proof read assessments before sending them. Teaching staff will not be commenting on spelling or grammar, but it is important to check your ideas are expressed clearly.
- ☺ Recheck the marking criteria listed with the assignment prior to finally submitting each task to cut down the need for resubmission.
- ☺ Always keep a copy of your assignment just in case it is lost in transit.
- ☺ Occasionally work can be lost in the post.
- ☺ Copying the work of other Students: You must *not* copy the work of another student. If asked by another student to show them copies of an assessment you should refuse and draw their attention to the clause in the student code of conduct (p.7) and the section on page 6 which covers this. If it is found assessments have been copied from another student, both of you will have the qualification revoked and you may be dismissed from the programme.
- ☺ Plagiarism: Your work must be your own. This means if you are quoting someone else’s words or ideas it is vital that they be correctly acknowledged. [See guidelines on pages 13 & 14 for references.]
- ☺ You should include a bibliography acknowledging all references used when completing an assignment. In the Level 5 Diploma programme this will be a requirement under the marking criteria.

Acknowledging references

In order to avoid plagiarism, it is really important to acknowledge when you are quoting from someone else's ideas. *You must always acknowledge your sources.* This includes anything that is not your own idea, even if you have adapted it to your style and put it into your own words. Otherwise it is plagiarism.

Within your assignment

If you use someone else's words in your own assignment or wish to refer to someone's idea from your reading you should acknowledge the author and the date of publication. Ways to do this in the APA referencing style are given below.

Direct quotations

Place the quotation within double quotation marks, and put the citation afterwards in the form (Author, year, page). For example: "Planning is when we take learning seriously" (Jones, 1994 p.3)

If you want to quote a longer section, say more than 50 words, this should be placed in a separate paragraph within your assignment along with the references as given above. Look for examples of this in the articles you read.

Indirect references

If you are not using a specific quote but referring to someone's idea, then the citation is similar but does not include a page number. For example: Planning has been described as serious attention to learning. (Jones, 1994).

Secondary references

If you want to refer to someone's ideas, but have read about that person's ideas in someone else's work, then that is a secondary citation. The citation is as follows: Jones described planning as paying serious attention to learning (Jones, 1994, as cited in Smith, 1998.) You would then put Smith (1998) in your reference list as per usual, as that is the source that you actually read.

Reference list

In a list at the end of your assignment, you must include all the books, journal articles and any other sources you used [such as the internet] that you have cited in your assignment. *Any* reference cited in your assignment must be in your reference list, and *nothing* should be in your reference list that is not cited in your assignment.

You may, if you wish, add a bibliography of extra reading. This is to show how widely you have read, but is a different concept from acknowledging an author's ideas in a reference list.

Order and punctuation

Your reference list should be organised alphabetically by surname of author. You also need to note the order for author, title, publisher etc. and the conventions of punctuation given here, or in another APA reference guide.

General format

Author, Initial. (year). Title in italics, without capitals except beginning and proper names. City of publication:Publisher.

Book

Jones, M.M. (2001). The importance of planning in centres. Auckland: New Zealand Playcentre Federation.

Edited book

Stover, S. (Ed.). (1998). *Good clean fun: New Zealand's Playcentre movement*. Auckland: New Zealand Playcentre Federation.

Chapter in an edited book

James, C.P. (2000). Looking After Infants. In P.B. Welzink & R.S. Norton (Eds.), *Childrearing in troubled times*. Wellington: McGill Publishing. [note that for editors, the initials come before the surname. This is specifically for a chapter in an edited book, and not for an edited book itself.]

Article in a journal

Cole, R. (2003). Travelling the Yellow Brick Road. *The First Years: Ngā Tau Tuatahi*. 5, (1), 3-4.

[Note that is the title of the journal that is in italics, not the title of the article.]

Material found on the Internet

Lane, E.E. (1994). Future of planning in a postmodern world. Retrieved 3 March 2004 from <http://www.pnp.ac.nz/plan/today.htm>

The Playcentre Education Programme: The New Zealand Certificate in Early Childhood and Care [Level 4]

You begin by enrolling in module B401 then the other three B series modules in number order.

When you first enrol the safety check required by the Vulnerable Children's Act [2014] will be carried out so that it is completed before you finish the Playcentre Educator Award. You will not be able to continue past the Playcentre Educator Award to the C series modules until it is satisfactorily completed.

Playcentre Licensing Awards

There are two awards recognised for licensing within Playcentre: the **Playcentre Introductory Award** which is given when you have completed the first two modules [B401 and B402]. This award is designed to be a short introduction to key aspects needed for adults beginning to work with children in Playcentre. You will receive the **Playcentre Educator Award** upon completion of the next two modules [B403 and B404]. There is an overall minimum requirement for full attendance at 10 sessions (30 hours) to achieve the Playcentre Educator Award. Note these are Playcentre-specific internal awards which have no automatic recognition outside the Playcentre organisation.

The modules in the Playcentre Introductory Award are:

B401 – Let's Play

This module is about developing a basic understanding of the Te Whāriki curriculum framework and how to enrich learning experiences for young children through play.

B402 – Kotahitanga in Playcentre

This module guides you in how to provide a safe, healthy and culturally inclusive environment for the children at your Playcentre.

The modules in the Playcentre Educator Award are:

B403 – Positive relationships with children

This module is about developing the skills for developing positive relationships with infants, toddlers and young children.

B404 – Te Reo me nga tikanga Maori

This module provides an introduction to te reo Māori and promote awareness of tikanga Māori for implementing in Playcentre.

After completing the Parent Educator Award you will be able to apply to enrol in the C series modules for the Level 4 Certificate in Early Childhood Education and Care [60 credits]. The Parent Educator Award forms the first 20 credits of both the certificate leaving 40 credits to complete the final level 4 qualification.

Certificate in Early Childhood and Care [Level 4] Practicum

There is an overall requirement for 40 sessions practicum while you are enrolled in the Level 4 certificate. Ten must be completed prior to the award of the Playcentre Educator Award. The other 30 must be completed during your progress through the other modules in the certificate. This is to ensure that we are assessing your current practice at Playcentre. Each session duty consists of pre-session preparation time, full session attendance and post session clean-up and evaluation in preparation for the next session.

Module C410 may be completed at any time when working on the certificate. Module C409 must be completed near the end of the 40 sessions practical experience and must be the last module completed in the certificate.

Certificate in Early Childhood and Care (C- series modules)

C405 Theory guides practice

This module is about how key early childhood socio-cultural theories guide and inform the holistic development and learning of children in Playcentre and how they are applied in practice. The assessment includes a portfolio of your practice as well as a practical visit to observe your practice. *This module is a pre-requisite for all other modules.*

C406 Enriching children's play

This module is about the curriculum framework Te Whāriki and how to plan for and provide enriched play for children in Playcentre. *This module can be worked on as a co-requisite with C405 if preferred.*

C407 Playcentre and the regulations

This module is about the regulations, government, statutory and community agencies which impact on and support Playcentre families. *5 sessions practicum are required on duty where you take responsibility for health and safety and compliance requirements on session.*

C408 Communicating effectively

This module is about how to communicate and build effective relationships with adults in Playcentre. 5 sessions practicum where you lead a session and reflect on your communication strategies are required this module.

C409 Philosophy guides practice

This module is about how different philosophical approaches to early childhood education in Aotearoa New Zealand may guide and inform a philosophy of practice. *This module must be the last module completed. It includes an overall reflection on your personal philosophy and the role of a parent educator in Playcentre.*

C410 Te Tiriti o Waitangi in Playcentre

This module is about understanding Playcentre's commitment to Te Tiriti o Waitangi and the implications for personal practices in Playcentre. *This module may be completed at any time after the Playcentre Educator Award.*

Other requirements which must be met before you are awarded the Certificate are having a current First Aid certificate [achieved less than 3 years ago] and have a current safety check [less than 3 years ago]. You will have been observed within the previous 12 months to assess your competency and will have completed a consistency questionnaire providing meaningful reflection on your achievement of the graduate outcomes.

Terms explained

Credit

NZQA term used to indicate approximately the amount of learning hours needed to achieve the learning outcomes in a qualification.

Cross credit

Credit from a previous Playcentre qualification awarded towards a currently delivered Playcentre qualification.

Credit transfer

Credit from qualifications other than Playcentre qualifications.

Level Descriptors

The NZ Qualifications Framework has 10 levels. Levels are based on complexity, with level one the least complex and level ten the most complex.

Playcentre Education

Is the Private Training Establishment responsible for the Playcentre programmes.

Playcentre Education Committee

Is the sub-committee of New Zealand Playcentre Federation which manages the diploma programmes.

Co-requisite

A course module or workshop which can be worked on alongside another module. Association manuals will outline these.

Pre-requisite

A course module or workshop which needs to be completed before attending another. Association manuals will outline these.

Recognition of Prior Learning [RPL]

Credit awarded for informal or uncertificated learning based on evidence of current competence provided by the student.

Complaints Policy

Your complaint will be treated as confidential. Information will only be shared between those concerned and stored securely. Your name will not be disclosed to the person concerned without seeking your permission to do so.

Where possible complaints will be resolved at the level closest to where the problem arises. We shall aim to ensure fair and just treatment both to you as complainant and those about whom the complaint is made.

The emphasis will be on conflict resolution or problem solving rather than punitive action. Resolution of complaints may result in various outcomes e.g. agreement, not substantiated or disciplinary action.

Formal complaints should be made in writing. Any verbal complaints will be recorded in writing and signed by you as complainant to ensure you agree with how it is recorded. All complaints will be entered into a formal complaints register held by the body to which the complaint has been made. Progress towards resolution will be tracked in this register.

If you have a complaint about the education programme you should follow this process:

1. Raise an issue with the person concerned. If this does not work;
2. Raise it with the Regional Education Co-ordinator or the Regional Manager
or
Raise the issue with Playcentre Education training.co-ord@playcentre.org.nz;
3. Raise the issue with the NZPF Trustee Board at secretary@playcentre.org.nz or NZPF Secretary, PO Box 218, Whangaparaoa, 0943
4. If the issue is still not resolved, raise it with the NZQA, 125 The Terrace, Box 160, Wellington, 6140 ph 04 802 3000