

The Playcentre Education

Programmes

Student Handbook



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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 17 years old and provide evidence that you are a domestic student [NZ or Australian citizen or permanent resident].
- You will also need to agree to 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 which are recognised by the gazette notice for a Person Responsible in Playcentre may not enrol in Playcentre programmes.

Costs to you

We do not charge tuition fees for our courses but if weekend courses or training events attract extra accommodation, or food costs you will be asked to meet these. You will be advised of costs and the policy about refunds if you cancel, before the event. Some centres may support 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 through your centre.

Reading resources

You will be issued with a list of recommended reading resources. Some copies of the required reading for each module may also be available in the Playcentre library. Centres are encouraged to have copies of required reading resources for the Level 4 certificate. 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 circumstances which may affect your ability to participate in the programme with a reasonable chance of success. Any requests for special reading or writing assistance with assessments *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. 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 two introductory modules.

Progressing through the 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.

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 *while enrolled in that module/modules because assignment work must be completed during the enrolment period*. 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 module is 9 months except for module C405, which is larger, when a year is allowed for completion. The funded enrolment period starts after you submit your first piece of written work and continues for 9 months [or 1 year for C405] afterwards.

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 programme once the funded enrolment period for any modules you are enrolled in has passed.

Keeping track of your progress

You may request to see a copy of your training record at any time. Your personal records will be stored securely with access to them restricted to authorised personnel. Information gathered from you may only be used for education purposes. The NZ Certificate will be issued when you complete all requirements for it and your Record of Learning will be registered with NZQA.

Moving to another region

All your record is kept on a national database so all that is needed when you transfer is to inform the Regional Education team that you have moved into their region and which centre you are attending. You simply need to register to attend workshops available in the new region to continue with the programme.

Plagiarism - Copying work

Copying the work of other Students: You must *not* copy the work of another student. If asked by another student to give them copies of your assessments so they can copy it draw their attention to the clause in the student code of conduct which covers this. If a qualification has been awarded based on copied work it will be revoked and you may be dismissed from the programme.

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 [2008} 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 dismissal 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.

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.

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 may be asked to repeat the workshops and tutorials for this component before resubmitting your work. Regions keep copies of all your marked assessments for up to one year after you complete the full certificate.

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.

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 to the learning outcomes and levels of the Playcentre Education programme using your transcript of learning.

To apply for credit transfer or recognition of prior learning contact your Regional Education Co-ordinator. If your application requires assessment of informal or uncertificated learning, there will be a charge of \$25.00 per hour. You will be provided with an estimate of these charges if these apply. This process may involve completion of formal assessments to ensure you meet the required standard of graduate outcomes for the certificate.

Depending on the evidence provided, the *smallest* unit that you can be given credit for in the programme is a workshop or assessment event. A credit limit of no more than 20 credits has been set for award of the NZ Certificate in Early Childhood Education within Playcentre. This applies to all forms of 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. The glossary at the back explains the terms credit transfer, cross-credit or recognition of prior learning.

Completing Assessments

- ☺ You should take your student resource pack to workshops. Teaching staff leading workshops will be able to help with any questions you have about the assessments.
- ☺ You may write or type your assessments. Try to ensure they are legible.
- ☺ All assessments must be completed by you and your answers written in your own words. Copying another student's work or asking them to write an assessment for you is unacceptable resulting in a fail for that assessment.
- ☺ 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. Be sure to keep a copy in case it is lost in transit.
- ☺ Proof read assessments before sending them. Teaching staff will not be marking 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.

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 New Zealand Certificate in Early Childhood Education and Care [Level 4]

You begin by enrolling in module B401 then the other three B series modules in numerical order. When you first enrol the safety check required by the Vulnerable Children's Act [2014] will be 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 20 sessions (60 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.

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. You must complete at least 10 sessions practicum in a mixed-age licensed Playcentre while working on this module. *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.*

Practicum

There is an overall requirement for 40 sessions practicum while you are enrolled in the Level 4 certificate. Twenty must be completed *during* your enrolment in the C Series to ensure that we are assessing your current practice at Playcentre. Session practicum includes involvement in pre-session preparation time, full session attendance and post session clean-up and evaluation preparing for the next session. It is vital you sign in on duty on the days you are rostered in order for you to be able to prove overall practicum attendance on session rolls when you complete the final module.

Other requirements

Other requirements which must be met before you are awarded the Certificate are:

- Have completed a First Aid certificate [less than 3 years previously].
- Have had a current safety check [less than 3 years previously].
- Have been observed within the previous 12 months to assess your competency.
- Have completed the 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
4. If the issue is still not resolved, raise it with the NZQA, 125 The Terrace, Box 160, Wellington, 6140 ph 04 802 3000