

Te Wāhanga Mātauranga | Playcentre Education

Programme

Student Information Handbook



Jan 2023

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What is Playcentre Education?

Playcentre Education is the Private Training Establishment (PTE) of Playcentre Aotearoa. Playcentre Education aims to provide useful qualifications reflective of Playcentre philosophy that support the whanau/parent-led Early Childhood service. Playcentre has a specific licensing agreement with the Ministry of Education and is funded based on groups of parents with combinations of awards 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 Playcentre Aotearoa 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.
- Produce proficient graduates who provide high quality early childhood education for children and families in Playcentre.

Programme Philosophy

We believe the Playcentre Education programme for ākonga (students) should:

- Be flexible and responsive to accommodate a range of individual and family needs.
- Empower ākonga 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 ākonga to successfully achieve relevant learning outcomes.
- Provide clear information about all programme requirements.
- Ensure complaints from students are taken seriously and addressed quickly 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 NZ Certificate in ECE and Care level 4 programme you will:

- be actively participating in Playcentre,
- have successfully completed the induction process in your playcentre.
- be 17 years old
- provide evidence that you are a domestic student [New Zealand or Australian citizen or be the holder of a NZ resident class visa or an Australian permanent resident visa].
- also need to complete the safety check processes required by the Children's Act 2014.

Students begin by enrolling in the first four modules of the NZ 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 within Playcentre. Once you have completed these introductory awards you may apply to enter the Playcentre Leader series modules of 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 some 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 in your centre.

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. 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 with a reasonable chance of success in the adult education programme. Any requests for special reading or writing assistance must be accompanied by a professional diagnostic report before they can be approved by the Education Lead. 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 Playcentre Educator modules.

A limited number of chromebooks are available on loan to students during online study in the programme. Ask a Student Support Co-ordinator.

Progressing through the qualification

The programme structure diagrams on p12 (version 2) and p18 (Version1) indicate pre-requisites for any components in the qualification. Some modules have pre-requisites that must be completed to ensure you learn specific content that will be needed for the next module. Any module listed as a pre-requisite for another must be completed before you enrol in the next module. Co-requisites may be completed at the same time.

Practical Experience

The New Zealand Certificate in Early Childhood Education and Care programme requires that you complete 40 full sessions at a licensed Playcentre as a full session member. This experience is essential to support your learning. You are expected to meet practicum requirements for the level 4 Certificate continuously *while enrolled in it*. This is to ensure that you are learning the theory and at the same time applying it and reflecting upon it in your practice. All practicum assignments are to be completed in Playcentre sessions.

Maximum time frames and Confirmed enrolment period

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

- Assessments should be, where possible, completed within 3 months of attending the workshops or doing the online course for a module.
- The recommended maximum time frame for completing any module after the submission of your first piece of written work is 3, 4 or 6 months depending on the size and the number of assessments in the module. This is also known as the confirmed or funded enrolment period. Your enrolment in any individual module is confirmed and will be dated from the first of the month in which your first piece of written work in that module is submitted and will end at completion of the module or when the designated funded period for that module ends. The funded period for Version 1 modules: B401, B402, B403, B404, C409 and C410 is 3 months; for C406, C407 and C408 it is 4 months and for C405 it is 6 months. The funded period for Version 2 modules: PE1, PE2, PE3, PE4, PL1 and PL6 is 3 months and for PL2, PL3, PL4 and PL5 is 4 months. When you begin you apply to enrol in the qualification with each module becoming a confirmed enrolment individually as you progress through the programme.

Withdrawing from the programme

If you wish to formally withdraw and this must happen if you wish to transfer to another Provider for the same or a higher level ECE qualification - you should inform the Student Support Co-ordinator. 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. If your child leaves Playcentre for school you may be able to complete your Playcentre Education study by applying to your local Playcentre to remain as an associate member and complete practical requirements on session as a volunteer.

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. The code requires that you:

- Act in a way that shows respect for the rights, beliefs and values of others.
- Make yourself familiar with and act according to all Playcentre Aotearoa 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 if unable to attend cancel through the booking system on the Playcentre website.
- 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 Education Lead 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 being dismissed from the Playcentre Education programme. Serious misconduct which is defined as violent or abusive behaviour, sexual harassment, the 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.

Credit transfer or recognition of prior learning

You may apply for credit in the programme for previous qualifications gained or for prior learning. Any application should occur before you start the course work. Credit given is worked out by matching learning from your previous qualifications 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 the level 4 qualification programme.

To apply for credit transfer or recognition of prior learning contact an Education Student Support Co-ordinator who will explain how to apply. There may be a charge for assessing evidence to award credit. The charge may be minimal, but sometimes 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 complete module. Playcentre Education has determined that to ensure consistency of graduate outcomes for an award of the NZ Certificate in Early Childhood Education and Care Level 4 by Playcentre Education that a maximum of 20 credits out of 60 will be given. With the exception of Playcentre Course 3 graduates in Version 1 this applies to credit transfer, cross-credit and RPL.

For students enrolling with previous Playcentre qualifications cross-credit is only considered for whole modules completed within previous courses not for isolated workshops. Students who completed Course 2 receive 4 sessions practicum credit and Course 3 students receive 10 sessions practicum credit. 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 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 marking is fair, 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 required to meet the standard. If you need to resubmit an assessment twice, a different commenter may 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.

Appeals

If you feel dissatisfied with any aspects of the marking of your assessments you can ask the Education Lead to arrange for it to be marked by another teaching staff member. If you are still dissatisfied your work will be marked by the Education Lead 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 a Student Support Co-ordinator who will follow up by contacting the 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. To minimize any delays in the return of assessments it will assist the Student Support 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.

Copies of marked assessments are sampled to ensure marking is nationally consistent. Copies of work sent for national moderation will have any personal identifying information removed.

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.

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 and Training Act 2020. 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 when you complete all requirements for the Playcentre Introductory Award and the Playcentre Educator Award.

Certificates for the New Zealand Certificate in ECE and Care (L4) qualification are issued nationally along with a transcript of graduate outcomes achieved through the qualification. Completion of the NZ Certificate in ECE and Care qualification (L4) will be advised to NZQA to be recorded on your NZQA Record of Learning.

Moving to another region

Our student records are integrated nationally. If you move to a new region just inform the Student Support Co-ordinator that you have moved and provide a change of address. You may also at any time register to attend workshops in a nearby or any other region and these will be recorded on your national record.

Completing Assessments

- You should take course manuals to workshops and discussions. When you attend workshops ask facilitators to discuss any assessments linked to the workshop. Teaching staff will 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 to make comments if you are using a blank page.
- You may type or hand write and then scan your assessments. Try to ensure they are legible. It is **best to use an assessment template** if one is provided for the particular assessment otherwise please submit it in a common format e.g. Microsoft Word, google docs or PDF.
- 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.
- 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.6) and the section on page 8 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 10 & 11 for references.]
- You should include a bibliography acknowledging all references used when completing an assignment.

Submitting Assessments

Face to Face workshop students by email to:

assessments@Playcentre.org.nz

and please format the email subject line as:

"Module Surname First Name Playcentre" e.g. PE1 Smith Rose Tuakau Playcentre

You will receive an auto-reply acknowledging receipt of your email.

Online Students upload your assessment online:

If you are an online student you can upload your completed assessment to the assessment unit online.

Mailing assessments is discouraged. Your Playcentre or regional office may help to scan and forward your assessment to the assessment email. If submitting assessments by mail please include a stamped self-addressed envelope to enable the return of your work. The turn around time for a mailed assessment to be marked and returned may be a little longer.

Unless it is the Christmas holiday period you should get your marked assessment back within 4 weeks. If not contact a Student Support Co-ordinator.

Acknowledging references

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. To not acknowledge the source 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 / Webpage

New Zealand Government. (n.d). Te Whāriki Online. TKI: TeKete Ipurangi. [Wellbeing | Te Whāriki Online \(tki.org.nz\)](https://www.tki.org.nz/)

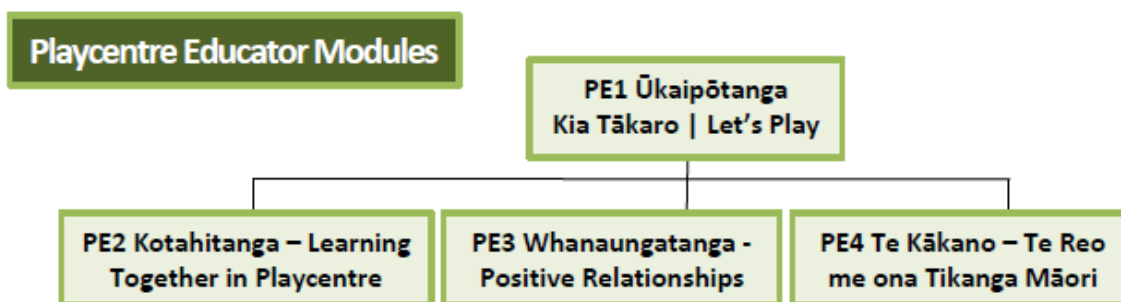
N.B. The basic format is: (1) Author (can be a group e.g., government department). (2) Date. (3) Title. (4) Website name and URL.

In a reference List	In-text citation
Ministry of Education. (2017). <i>Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum</i> .	(MoE, 2017) or MoE (2017) states that...
<i>Reference example - Course/Lecture notes from iQualfy.</i> Playcentre Aotearoa. (2022). ADD IN SUBJECT [C405A Learning Development Course Notes]. iQualify. add in URL	(Playcentre Aotearoa, 2022) or Playcentre Aotearoa (2022) recommends that....
<i>Reference example – Youtube video from iQualify</i> Playcentre Aotearoa. (2019, July 20). <i>Stop praising your kids now – how can we create dependency</i> [video]. YouTube. (44) Alfie Kohn "STOP PRAISING YOUR KIDS NOW!" -how we create dependency - YouTube	(Playcentre Aotearoa, 2019) or Playcentre Aotearoa (2019) reports that....

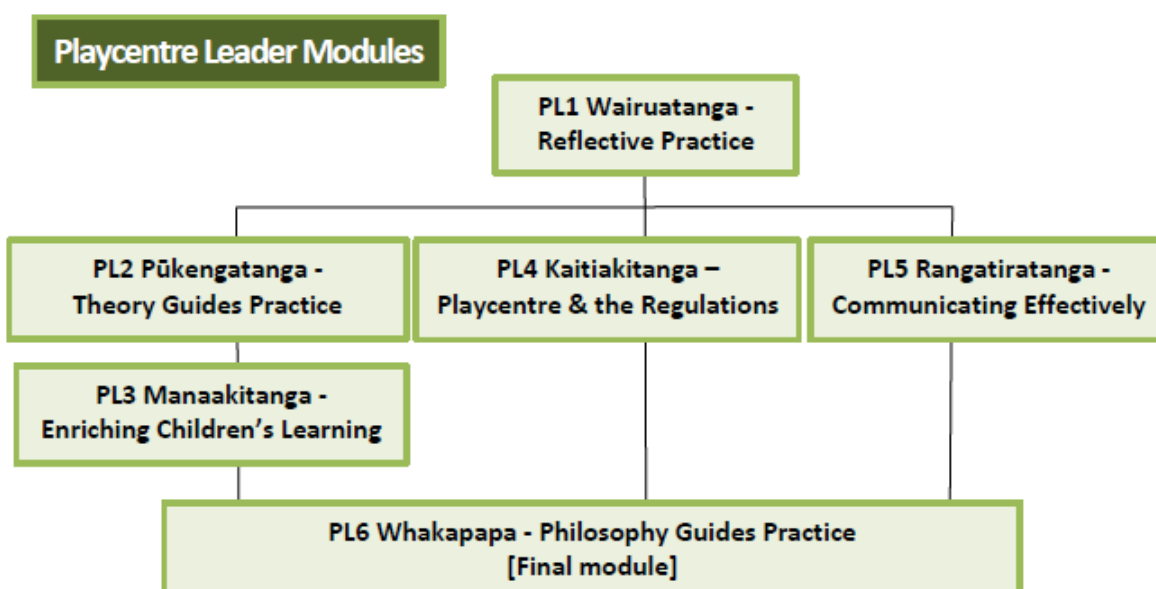
The Playcentre Education Programme: Version 2
The New Zealand Certificate in Early Childhood and Care [Level 4]
Delivery will begin in Jan 2023

Module Organisation

You must start with PE1 Ūkaipōtanga - Let's Play. The next 3 modules can be done in any order. The first 4 modules comprise the **Playcentre Educator Award**. All Playcentre whanau are encouraged to complete the first four modules as these include foundation skills and knowledge to empower Kaiako. On completion of the first 2 modules the **Playcentre Introductory Award** is given.



Upon completion of the Playcentre Educator Award, ākonga continue with the rest of the certificate. PL1 Wairuatanga - Reflective Practice is started first in the Playcentre Leader modules. Ākonga may complete PL2 Pūkengatanga - Theory Guides Practice, PL4 Kaitiakitanga - Playcentre & the Regulations and PL5 Rangatiratanga - Communicating Effectively in any order, at the same time or after completing the Reflective Practice module. PL2 Pūkengatanga - Theory Guides Practice is a pre-requisite for PL3 Manaakitanga - Enriching Children's Learning. Whakapapa - Philosophy Guides Practice is the final module and is available by invitation when ākonga complete all other modules.



	V2	V1	Module Name	Workshops	Delivery Options	Credits
Playcentre Educator Modules	PE1	B401	Ūkaipōtanga - Let's Play	<ol style="list-style-type: none"> 1. The Value of Play 2. Intro to Te Whāriki 3. Whānau as Kaiako 4. Learning through Play topic 	Face-to-face Online - Webinar Online - iQualify	5
	PE2	B402	Kotahitanga – Learning Together in Playcentre	<ol style="list-style-type: none"> 1. Exploring Cultural Identity 2. The Kotahitanga Principle 3. Mana Atua – Wellbeing 4. Learning through Play topic 	Face-to-face Online - Webinar Online - iQualify	5
	PE3	B403	Whanaungatanga - Positive Relationships	<ol style="list-style-type: none"> 1. Views of Tamariki 2. Communicating Reciprocally 3. Supporting Emotional Competence 4. Promoting Social Competence 	Face-to-face Online - Webinar Online - iQualify	5
	PE4	B404	Te Kākano – Te Reo me ona Tikanga Māori	<ol style="list-style-type: none"> 1. Mana Whenua – Belonging 2. Introducing Te Ao Māori 3. Exploring Te Reo Resources 4. Using Te Reo Māori in Playcentre 	Face-to-face Online - Webinar	5
Playcentre Leader Modules	PL1	~C405B	Wairuatanga - Reflective Practice	iQualify course	Online - iQualify	5
	PL2	C405A	Pūkengatanga - Theory Guides Practice	iQualify course	Online - iQualify	7
	PL3	~C406	Manaakitanga - Enriching Children's Learning	iQualify course	Online - iQualify	8
	PL4	C407	Kaitiakitanga - Playcentre & the Regulations	iQualify course	Online - iQualify	8
	PL5	C408	Rangatiratanga - Communicating Effectively	<ol style="list-style-type: none"> 1. Understanding Communication 2. Communication Styles 3. Playcentre Groups 4. Working Cooperatively 5. Emergent Leadership 	Face-to-face Online - Webinar	7
	PL6	C409	Whakapapa - Philosophy Guides Practice	iQualify course	Online - iQualify	5
NZ Certificate in Early Childhood Education and Care (Level 4)						60 credits

Note ~ means “approximates to/roughly similar but not the same”

Module Descriptions

Playcentre Educator Modules

V2	Module Name	Module Description
PE1	Ūkaipōtanga - Let's Play	All new participants start here. This module helps parents and caregivers settle into Playcentre. We'll explore the value of tamariki learning through play and the role of whānau as kaiako (educators) within Playcentre, including strategies for supporting children's learning. Also included is an introduction to <i>Te Whāriki</i> , NZ's early learning curriculum. By the end of the module you'll be confident in setting up "invitations to play" at Playcentre, writing learning stories and creating learner maps to record and plan for children's learning.
PE2	Kotahitanga – Learning Together in Playcentre	This module explores how we work together in Playcentre for the wellbeing of our tamariki and whānau. We'll look at how culture, language and identity are important to children's learning. We'll also explore the <i>Te Whāriki</i> principle Kotahitanga and strand Mana Atua – Wellbeing. By the end of the module you'll be familiar with Playcentre policies, procedures and practices that support children's wellbeing at Playcentre.
PE3	Whanaungatanga - Positive Relationships	In this module we explore strategies for supporting children's behaviour in positive ways. We look at how brain development impacts children's social and emotional development, how to build respectful, responsive and reciprocal relationships with tamariki. A highlight of the module is practical strategies for creating positive environments and how to support tamariki through common challenges such as heightened emotions and less-than-ideal behaviour.
PE4	Te Kākano – Te Reo me ona Tikanga Māori	Nau mai, haere mai. Come join us to learn more about the basics of using te reo Māori within the early childhood sector – build your confidence and take your kōrero to the next level. We'll also look at the principles and value that underpin te ao Māori, and how we include these in our relationships and practices at Playcentre. By the end of the module you will be confident in your pronunciation of commonly used te reo words and phrases to use with tamariki, and know how to respect and promote te ao Māori practices within Playcentre.

Playcentre Leader Modules

V2	Module Name	Module Description
PL1	Wairuatanga - Reflective Practice	This is the first of the Playcentre Leader modules. We explore models of reflective practice – looking at what we do as kaiako, how effective our actions are and how we can improve our practice. We'll also look at the importance of self-care and resilience. From here you will set your plan of where to next to progress through the PL modules. . The module finishes with an optional study skills sections for those who would like support (or a refresher) with literacy and digital literacy skills such as how to analyse journal articles, APA referencing and IT skills.

PL2	Pūkengatanga - Theory Guides Practice	This module explores the theories and approaches that underpin <i>Te Whāriki</i> and are considered current best practice in NZ early learning. We'll look at a range of theories from different cultural perspectives and apply them to the 0-6 age range in a whānau-led learning environment. By the end of the module you'll be able to identify and use intentional teaching strategies to support children's learning through play as well as be able to support families through transitions.
PL3	Manaakitanga - Enriching Children's Learning	This module is the heart of what we do at Playcentre – supporting and enriching children's learning through the assessment, evaluation and planning cycle. We'll take a deep dive into <i>Te Whāriki</i> to investigate its wealth of ideas. By the end of the module, you will have built a solid relationship with another child and have enriched their learning. You will also enhance a curriculum area at your centre.
PL4	Kaitiakitanga - Playcentre & the Regulations	This module focuses on the need-to-know from a legislative and ethical standpoint. You'll develop your understanding of the ECE regulations, licensing criteria and Playcentre policy and procedures. We'll also explore how to handle ethical dilemmas – situations where there isn't one "correct" answer – when they arise in your centre.
PL5	Rangatiratanga - Communicating Effectively	Working cooperatively has been at the centre of Playcentre practice since the 1940s. This module builds your group skills and leadership skills as a rangatiratanga (leader) in Playcentre. By the end of the module you'll have a better understanding how groups work, the mihi whakatau and poroporoaki processes, as well more confidence in facilitating meetings and leading group events. We highly recommend that you do this module as face-to-face workshops if you have the opportunity. Webinar options are available for those who are unable to access face-to-face delivery.
PL6	Whakapapa - Philosophy Guides Practice	The final module of the certificate is available by invitation when all other modules have been completed. In this module you will reflect on all that you've learned to develop your own personal philosophy as a kaiako. You'll also explore the wider ECE community and how Playcentre fits in to the early learning sector. This module includes a visit from a Playcentre Education tutor will observe your practice as kaiako on session to ensure you meet the certificate graduate outcomes.

Practicum (applies to both Version 1 and 2)

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.

To be eligible to receive a Level 4 certificate, ākonga must provide evidence of having:

- Completed or refreshed a First Aid certificate within the last 3 years.
- A current safety check for the Children's Act (2014). *[Including renewal if takes longer than 3 years to do the certificate.]*

The Playcentre Education Programme: Version 1

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

Delivery began mid 2018 and will have ceased by Dec 2023

No new enrolments will be accepted in version 1 in 2023:

- **Existing B series** ākonga are encouraged to complete any incomplete B401, B402, B403 or B404 modules in Term 1, 2023 and then move to version 2 modules.
- **Existing C series** ākonga will either complete version 1 in 2023 or transfer to version 2 according to individual plans set out by Playcentre Education.

Playcentre Awards

There are two awards recognised within Playcentre: the **Playcentre Introductory Award (PIA)** which is given when you have completed the first module [B401 and any other B series module]. 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 (PEA)** upon completion of the other two B series modules. You must complete the PIA before starting the PEA. 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 B series 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.

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.

Transition Recognition: Completed Version 1 B-series modules will automatically be recognised as their Version 2 Playcentre Educator series module equivalents.

B401 Let's Play

B402 Kotahitanga in Playcentre

B403 Positive relationships

B404 Te kakano – Te reo Maori me nga tikanga

PE1 Ūkaipōtanga - Let's Play

PE2 Kotahitanga - Learning Together in Playcentre

PE3 Whanaungatanga - Positive Relationships

PE4 Te Kākano - Te reo Maori me nga Tikanga

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

Module C410 and C408 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. A visit to observe your practice will be arranged as you near the end of the C series modules which are all (except C408) provided as online courses.

C405 Theory guides practice (Offered in two Parts A & B)

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. *This module is a pre-requisite for the other C-series modules. You will be permitted to begin C408 and C410 before completing C405*

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 for 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.

Transition Recognition for Completed Version1 C-series modules with similar PL modules for C series ākonga who transfer to version 2.

C407 Playcentre and the regulations → PL4 Kaitiakitanga - Playcentre and the Regulations
C408 Communicating effectively → PL5 Rangatiratanga - Communicating Effectively

Note: other modules involve individual plans.

The Playcentre Education Programme Diagram (Version1)

Qualification

NZ2850 New Zealand Certificate in Early Childhood Education and Care

Level 4

60 Credits

Programme Structure

Code	Name of Module	Module credits	Award credits	Conditions
<u>The B series Modules:</u>				
B401	Let's Play	5 credits each		
B402	Kotahitanga in Playcentre			
B403	Positive relationships			
B404	Te kakano – Te reo Maori me nga tikanga			
B401	Let's Play	5	10	Do B401 first then choose any other B series module
B40_	B402 or B403 or B404 (your choice)	5		
Playcentre Introductory Award				
B40_	Another B series module of your choice	5	20	Complete B401 & one other B series module before beginning the 3 rd B series module
B40_	The remaining B series module you have not yet done	5		
Playcentre Educator Award				
C-series Modules		- Entry requirement is completion of the Playcentre Educator Award		
C405	Theory guides practice	11	60	do first
C406	Enriching children's play	5		
C407	Playcentre and the regulations	7		
C408	Communicating effectively	9		
C409	Philosophy guides practice	5		
C410	Te Tiriti o Waitangi in Playcentre	3		
		40		
NZ Cert in Early Childhood Education and Care				

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 adult education programme.

Co-requisite

A course, module or workshop which can be worked on alongside another module.

Pre-requisite

A course, module or workshop which needs to be completed before attending another.

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. For example: 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 work through the following steps in order.

1. Raise an issue with the person concerned. If this does not work then
2. Raise it with the Student Support Co-ordinator or the Regional Manager
or
Raise the issue with Playcentre Education
Contact the Education Lead louise.albert@playcentre.org.nz
3. After steps 1 and 2 if the issue is not resolved raise the issue with the Playcentre Aotearoa Trustee Board at
administrator@playcentre.org.nz or PO Box 57217 Mana, Porirua 5247
4. If the issue is still not resolved, raise it with the NZQA, 125 The Terrace, Box 160, Wellington, 6140 phone 04 802 3000