

**Te Wāhanga Mātauranga | Playcentre Education**

**Ākonga | Learner Handbook**



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## What is Playcentre Education?

Playcentre Education is the Private Training Establishment responsible for Playcentre adult education programmes. Playcentre Education aims to provide useful qualifications reflective of Playcentre philosophy that support the whānau/parent-led early childhood service Te Whānau Tupu Ngātahi o Aotearoa – Playcentre Aotearoa. Playcentre Aotearoa has a specific licensing agreement with the Ministry of Education and is funded based on groups of whānau kaiako *parent educators* holding awards gained in the adult 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 ākongā\* *learners* throughout Aotearoa New Zealand.
- Produce proficient graduates who provide high quality early childhood education for children and families in Playcentre.

\*Ākongā is the Māori word for learners. In this context, “ākongā” refers to the adult learners participating in the Playcentre Education programme. The terms “ākongā” and “learners” are used interchangeably. Ākongā in this handbook are the parents, grandparents and caregivers participating in the adult education programme.

Throughout this handbook and Playcentre Education resources, the following words are also used interchangeably: “tamaiti” and “child”; “tamariki” and “children”; “whānau” and “family/families”.

## Programme Philosophy

We believe the Playcentre Education programme for ākongā should:

- Be flexible and responsive to accommodate a range of individual and family needs.
- Empower ākongā 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 additional learning needs.
- Reflect the dual heritage of Aotearoa New Zealand.
- Include no unreasonable barriers to successful achievement of the certificates.
- Enable ākongā to successfully achieve relevant learning outcomes.
- Provide clear information about all programme requirements.
- Ensure complaints from ākongā 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 learners

### **Enrolment**

To apply to enrol in the **NZ Certificate in Early Childhood Education 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 [NZ or Australian citizen or be the holder of a resident visa].
- need to complete the safety check processes required by the Children's Act 2014.

Ākonga begin by enrolling in the first module **PE1 Ūkaipōtanga – Let's Play**. The next three modules (PE2, PE3, PE4) can be completed in any order. Once ākonga have successfully completed two PE modules, they are awarded the *Playcentre Introductory Award (PIA)*. Completion of all four PE modules gains the *Playcentre Educator Award (PEA)*. NZ Primary teachers are also able to attain the Playcentre Primary Teacher Bridging Award (primary qualification + PE1, PL2, PL4). All three of these awards are recognised within Playcentre for licensing sessions.

On completion of the PE modules, ākonga move to the Playcentre Leader modules (PL1 – PL6). The Level 4 certificate is awarded on completion of all ten modules (4 x PE + 6 x PL modules) [60 credits in total].

Note: Ākonga 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 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 before the event. Some centres may support travel and babysitting costs while you progress through your study – check with your local Playcentre for details.

### **Resources**

A list of recommended reading resources is available on the Playcentre website. The majority of required readings are provided to you within the course content, either as hard copy handouts or electronic versions. Copies of the required books for each module should be available in your Playcentre library. Centres are encouraged to have copies of commonly used resources for the Level 4 certificate. Many resources required e.g. *Te Whāriki* are available on the internet as open-source resources. 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*.

*For ākonga studying online, a limited number of Chromebooks are available to loan.*

*Please contact a Student Support Coordinator if you would like to borrow one.*

### **Support during the programme**

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. Learners who are not sufficiently proficient in English will not be able to enter the programme but are welcome to attend Learning through Play workshops.

### ***Progressing through the qualification***

The programme structure diagram on p.13 indicates 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 module. Any module listed as a pre-requisite for another must be completed before you enrol in the next module.

### ***Copying other learners' work and the use of artificial intelligence***

If it is found that there are questions about whether work submitted is authentically your own, extra assessment 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.

Artificial intelligence (AI) is an increasingly complex tool and difficult to manage in the academic space. While some forms of AI may be beneficial and acceptable (for example, using AI to proofread and edit a report you have written), we expect all work submitted to be your own ideas and thinking. If there is any doubt about the authenticity of your work, you may be asked to demonstrate your understanding of the topic in another way (e.g. a verbal conversation) or asked to redo the content. The inappropriate use of AI may result in dismissal from the programme.

### ***Practical Experience***

The programme requires that you complete **40 full sessions** at a Playcentre fully participating as a kaiako *educator*. This experience is essential to support your learning. You are expected to meet practicum requirements for the Level 4 Certificate *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 tasks are to be completed in Playcentre sessions.

Learners can continue to complete the programme when their tamariki leave Playcentre (e.g. graduate to school) if their centre is willing for them to continue attending as a volunteer. Prospective learners who are not affiliated with a Playcentre can apply to the Education Team and the team will liaise with local Playcentres to see if a practicum can be arranged with the learner volunteering their time as a kaiako. Depending on the capacity of the centre, this may not always be possible.

Learners in Centre Advisor roles can count a Centre Advisor session visit for 0.5 of a practicum session. This is based on the assumption that at least 50% of your time as Centre Advisor is spent engaging with tamariki and whānau as a kaiako. Space and Babies Can Play Facilitators can use their sessions for up to 32 sessions of the practicum. At least 8 sessions must be completed on sessions with older children present (2.5 – 6 years).

An alternative, an equivalent practicum may be arranged on a case-by-case basis for ākongā

if participation in Playcentre sessions for the full duration is not possible or if they are participating in another early childhood setting in a kaiako role (e.g. community playgroup, homebased care).

### ***Maximum time frames and confirmed enrolment period***

There are recommended maximum time frames to pace you through the qualification:

- The recommended maximum time frame for completing a module is **3 months for the PE modules** and **4 months for the PL modules**.

When you begin, you apply to enrol in the qualification, with each module becoming a confirmed funded enrolment individually as you progress through the programme. Enrolments are considered confirmed funded enrolments upon submission of the first assessment task for a module. Due to how we are funded, we recommend that you take breaks *between* modules rather than during a module; however we know that Playcentre ākongā are usually multi-tasking parents and sometimes unforeseen events happen. Programme requirements can change over time and incomplete modules may not always carry forward. Contact the team if you are restarting study after a break of more than a year.

**We recommend that you undertake one module at a time; however you can be working on two modules simultaneously.**

### ***Withdrawing from the programme***

If you wish to formally withdraw, inform a Student Support Coordinator. When you stop participating in your local Playcentre you will be deemed to have withdrawn from the Playcentre Education programme once the funded enrolment period for any modules you are enrolled in has passed unless you notify us otherwise.

## Ākonga 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, including the [Playcentre Aotearoa Code of Conduct Policy](#).
- Abide by requirements of the early childhood regulations and any other relevant legislation while working with children on 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 learning events and maintain appropriate confidentiality about issues shared by other participants at these events.
- Try to arrive on time for learning 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 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 learner's work have occurred.

### ***Cross-credit or recognition of prior learning (RPL)***

You may apply for credit in the programme for previous qualifications gained or experience of prior learning. Any application should occur before you start the programme. Credit is awarded by matching learning from your previous qualifications to the learning outcomes and levels of the current Playcentre Education programme using your transcript of learning. Ākonga 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 a Student Support Coordinator who will explain how to apply. There may be a charge for assessing evidence to award credit, however for most straightforward applications there is no fee. If the application is for credit awarded for informal or uncertificated learning, the charge rate will be \$30.00 per hour for the assessment of evidence. You will be informed of an estimate of these charges when you apply, if applicable.

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.

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. This applies to credit transfer, cross-credit and RPL.

For ākonga enrolling with previous Playcentre qualifications cross-credit is only considered for whole modules completed within previous courses, not for isolated workshops. 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 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 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.

### ***Appeals***

If you feel dissatisfied with any aspects of the marking of your assessments you can ask the Student Support Coordinator to arrange for it to be marked by another teaching staff member. If you are still dissatisfied your work will be sent to the Education Lead who will make the final decision. My Comment: This is handled by the Ed lead not SCCs – SCC refer it to Ed Lead who arranges alt marking.

### ***Return of assessments***

You should receive your marked assessments back within 3 weeks so that you receive timely and effective feedback. Should there be a delay in return of work ākonga should contact a Student Support Coordinator 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 te reo Māori will be marked by a commenter fluent in te reo Māori. To minimise any delays in the return of assessments, it will assist the Student Support Coordinator if you indicate your intention to submit assessments in te reo Māori on your enrolment form so that processes can be set up before you submit your first assessment.



### ***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 personal identifying information removed.

### ***Keeping track of your progress***

You may request to see a copy of your learning 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. Verification of completion emails will be sent and certificates will be issued when you complete all requirements for the Playcentre Introductory Award, the Playcentre Educator Award or Primary Teacher Bridging Award (primary teachers only). Verification emails are sent to the ākonga, their centre and the regional team as soon as completions are processed so that awards/qualifications can be immediately utilised for licensing. Physical certificates are printed in batches and will arrive later. Certificates for the qualification are issued nationally along with a transcript of graduate outcomes achieved through the qualification.

### ***Moving to another region or centre***

Our learner records are integrated nationally. If you move to a new centre, inform the Student Support Coordinator 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 learner record. Workshops include the same content nationally.

## **Completing Assessments**

- Take course manuals to workshops and webinars. When you attend workshops ask tutors to discuss any assessments linked to the workshop. Teaching staff will help with any questions before you submit any assessments.
- You may type or handwrite and then scan your assessments. Ensure scanned copies are legible. It is best to use the assessment template if one is provided for the particular assessment otherwise submit it in a common format e.g. Microsoft Word, google docs or PDF.
- Proofread 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 assessment prior to finally submitting each task to cut down the need for resubmission.
- Clearly label all attachments with easy to understand file names.
- Always keep a copy of your assessment just in case it is lost.
- Copying the work of other learners: You must *not* copy the work of another person or use AI to generate work for you. If asked by another learner to show them copies of an assessment you should refuse and draw their attention to the clause in the code of conduct. If it is found assessments have been copied from another learner, 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 11 &12 for references.]

## **Submitting Assessments**

- All assessments should be submitted electronically. If that is not possible, contact a Student Support Coordinator for advice.

Modules attended as face-to-face workshops and webinars – Email to:

**Assessments@Playcentre.org.nz** and format the email subject line as:

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

Online modules via iQualify:

Upload your completed assessment to the assessment unit online. Note that the assessment unit is a **separate unit** to the learning content unit.

Remember to clearly label all attachments with sensible file names.

## Acknowledging references

Some assessment tasks ask you to read or research further information.

It is important to acknowledge others 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 assessment, 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.

### ***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**

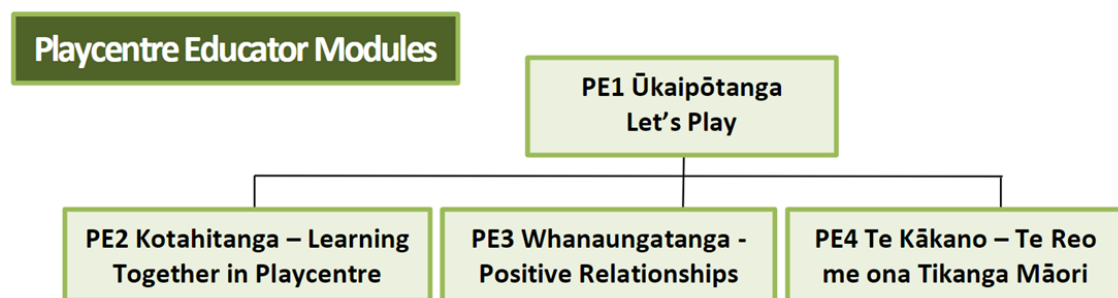
Lane, E.E. (1994). Future of planning in a postmodern world. Retrieved 3 March 2004 from <http://www.pnp.ac.nz/plan/today.htm>

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

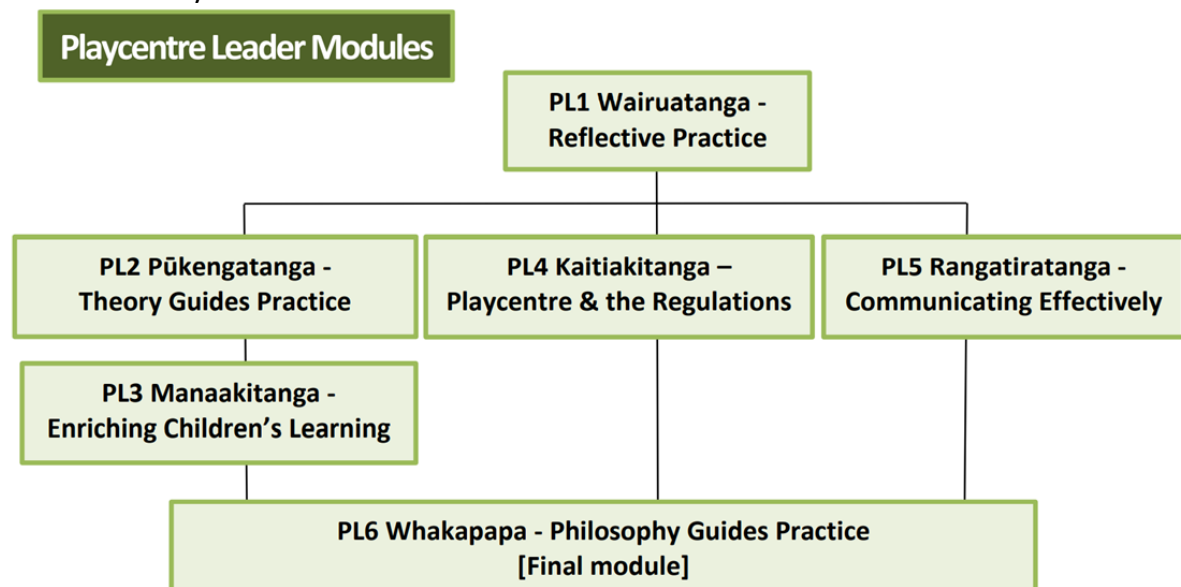
The first four modules are called the **Playcentre Educator (PE) modules**. These modules include the key skills and strategies to empower ākonga as parents and Playcentre kaiako *educators* on Playcentre sessions.

All ākonga start with **PE1 Ūkaipōtanga – Let’s Play**. The next three modules can be completed in any order. On completion of two PE modules, the **Playcentre Introductory Award** is awarded and on completion of all four, the **Playcentre Educator Award** is awarded. Note that these are Playcentre-specific internal awards utilised for licensing Playcentre sessions.

When you first enrol, the safety check required by the Children’s Act [2014] will be carried out so that it is completed before you finish the Playcentre Educator Award.



Upon completion of the Playcentre Educator Award, ākonga move to the Playcentre Leader (PL) modules. Ākonga start with **PL1 Wairuatanga – Reflective Practice**, which must be completed before or alongside other PL modules. **PL2 Pūkengatanga – Theory Guides Practice**, **PL4 Kaitiakitanga – Playcentre & the Regulations** and **PL5 Rangatiratanga – Communicating Effectively** can then be completed in any order. PL2 is a pre-requisite for **PL3 Manaakitanga – Enriching Children’s Learning**. **PL6 Whakapapa – Philosophy Guides Practice** is the final module and available by invitation when all other modules are complete. Throughout the programme, ākonga can be enrolled in up to two modules simultaneously.



## Module Overview

Code	Cr	Module Name	Module Description	Delivery Options	
Playcentre Educator Modules	PE1	5	<b>Ūkaipōtanga - Let's Play</b>	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. <b>Includes a Learning through Play workshop.</b>	Face-to-face Online – Webinar Online – iQualify  3 sections x 2.5hrs + Learning through Play workshop
	PE2	5	<b>Kotahitanga - Learning Together in Playcentre</b>	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. <b>Includes a Learning through Play workshop.</b>	Face-to-face Online – Webinar Online – iQualify  3 sections x 2.5hrs + Learning through Play workshop
	PE3	5	<b>Whanaungatanga - Positive Relationships</b>	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.	Face-to-face Online – Webinar Online – iQualify  4 sections x 2.5hrs
	PE4	5	<b>Te Kākano – Te Reo me ona Tikanga Māori</b>	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.	Face-to-face Online – Webinar  4 sections x 2.5hrs

	Code	C	Module Name	Module Description	Delivery Options
Playcentre Leader Modules	PL1	5	<b>Wairuatanga - Reflective Practice</b>	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. <b>Includes a Learning through Play workshop.</b>	Online – iQualify Approx 3-4 weeks
	PL2	7	<b>Pūkengatanga - Theory Guides Practice</b>	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.	Online – iQualify Approx 5 weeks
	PL3	8	<b>Manaakitanga - Enriching Children's Learning</b>	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. <b>Includes a Learning through Play workshop.</b>	Online – iQualify Approx 6 weeks
	PL4	8	<b>Kaitiakitanga - Playcentre &amp; the Regulations</b>	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.	Online – iQualify Approx 6 weeks
	PL5	7	<b>Rangatiratanga - Communicating</b>	Working cooperatively has been at the centre of Playcentre practice since the	Face-to-face Online - Webinar

		<b>Effectively</b>	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 of how groups work, the mihi whakatau and poroporoaki processes, as well more confidence in facilitating meetings and leading group events. <b>We highly recommend that you do this module as face-to-face workshops</b> if you have the opportunity. Webinar options are available for those who are unable to access face-to-face delivery.	5 sections x 2.5hrs
<b>PL6</b>	5	<b>Whakapapa - Philosophy Guides Practice</b>	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.	Online – iQualify Approx 3-4 weeks

**Other certificate requirements:**

- **Practicum. 40 Playcentre sessions fully participating as a kaiako or equivalent practicum while enrolled in the programme. Full participation includes preparation/set up for the session, active engagement during the session, involvement in evaluation/planning and any typical in-between Playcentre session activities, such writing learning stories or communicating with the kaiako team.**
- **Completed or refreshed a first aid certificate with the last 3 years.**
- **A current satisfactory safety check, including renewal if original check expired.**
- **Completion of the "consistency questionnaire" when all other requirements are met.**

**NZ Certificate in Early Childhood Education and Care (Level 4)**



## ***Module Delivery Options***

There are three delivery modes available. You may choose a different delivery mode for different modules.

- Face-to-face workshops. Each workshop is approx. 2.5 hrs in duration, sometimes 2 maybe scheduled on the same day.
- Interactive webinar workshops. Each webinar is approx. 2.5 hrs in duration, usually held at the same time at weekly intervals.
- Self-directed, self-paced online learning via the iQualify learning platform. Groups start the 1<sup>st</sup> of every month Feb – Dec, with additional mid-month intakes for PE1, PE2, PE3 and PL1 depending on school holidays.

If you miss a face-to-face or webinar workshop, you can make it up via another series or the online equivalent if available. Contact a Student Support Coordinator for details on how to catch up.

Book into modules via the Playcentre website.

## ***Learning through Play workshops***

There are four “learning through play” workshops to be completed in the programme, one each in PE1, PE2, PL1 and PL3. Play workshops are available in many different topics, and learners choose four different topics across their study. Play workshops are open to all Playcentre kaiako, and you can attend them at any time, without being enrolled in the education programme or in a module that requires a play workshop. **Bookings are still required for play workshops, and they must be booked separately from regular module bookings.**

If you attend more play workshops than your current module requires, they will credit for a future module. We highly recommend that you attend face-to-face play workshops where available however there are also webinar and self-directed options available.

## ***Previous versions of Playcentre Education***

Playcentre Education began delivery of version2 of the NZ Certificate in Early Childhood Education and Care (Level 4) in January 2023. Contact a Student Support Coordinator to find out more about cross credit from version 1 modules of the NZ Certificate in Early Childhood Education and Care (Level 4) and Courses 2 and 3 of the previous Playcentre Diploma in Adult and Early Childhood Education.

Depending on your time away from Playcentre Education, you may be asked to complete a full enrolment or re-enrolment form to confirm your intention to continue study.

## ***Primary Teachers***

Additional information for primary teachers is available on the Playcentre website. The Primary Teacher Bridging Award includes three modules: PE1, PL2 and PL4. Teachers are warmly invited to complete the whole Level 4 certificate. They will receive credit for PE2, PE3, PE4 and PL1, meaning that after completion of the bridging award, they only have three modules left to complete the Level 4 certificate: PL3, PL5 and PL6. The bridging award includes 13 Playcentre sessions as the practicum.

## Complaints Resolution

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 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 a Student Support Coordinator. If this does work, escalate the issue with (in ascending order, contact details available on the Playcentre website [Education Contact Details | Playcentre](#) and [National Team | Playcentre](#)):
  - Education Lead – Kathryn Duggan [kathryn.duggan@playcentre.org.nz](mailto:kathryn.duggan@playcentre.org.nz)
  - Pedagogical Lead – Kara Daly [k.daly@playcentre.org.nz](mailto:k.daly@playcentre.org.nz)
  - Chief Executive – David Moger [david.moger@playcentre.org.nz](mailto:david.moger@playcentre.org.nz)
  - Trustee Board – details on the Playcentre website
3. If the issue is still not resolved, raise it with the NZQA, 125 The Terrace, Box 160, Wellington, 6140 phone 04 802 3000

For complaints unrelated to the education programme, please follow the Playcentre Aotearoa [Complaint Resolution Policy](#) available on the Playcentre website.

## Terms Explained

<b>Ākonga</b>	Learner. In this context, an adult learner participating in Playcentre Education.
<b>Credit</b>	NZQA term used to indicate approximately the amount of learning hours needed to achieve the learning outcomes in a qualification.
<b>Cross credit</b>	Credit from a previous Playcentre qualification awarded towards a currently delivered Playcentre qualification.
<b>Credit transfer</b>	Credit from qualifications other than Playcentre qualifications.
<b>Kaiako</b>	Educator. In this context, an adult (volunteer or paid) supporting children's learning on Playcentre sessions.
<b>Level Descriptors</b>	The NZ Qualifications Framework has 10 levels. Levels are based on complexity, with level one the least complex and level ten the most complex.
<b>Playcentre Education</b>	The Private Training Establishment responsible for the Playcentre adult education programme.
<b>Co-requisite</b>	A module which can be worked on alongside another module.
<b>Pre-requisite</b>	A module which needs to be completed before attending another.
<b>Recognition of Prior Learning [RPL]</b>	Credit awarded for informal or uncertificated learning based on evidence of current competence provided by the learner

## Queries?

The Student Support Coordinator Team is here to help with questions about enrolment, your next steps, recognition of prior learning and coordinating support for additional learning needs. Please get in touch if you'd like more information or would like support continuing on with your education journey.

Contact details are available on the Playcentre website [Education Contact Details | Playcentre](#)

**NOTES:**