

**The Playcentre Diploma in
Early Childhood and Adult Education**

Student Handbook

Courses 1 - 6



June 2016

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What is the Playcentre diploma?

The Playcentre diploma aims to provide accessible, flexible, field-based early childhood education qualifications, appropriate to the needs of Playcentre's parent led early childhood service within Aotearoa New Zealand. Designed specifically for parents in Playcentre, the diploma has been approved by the New Zealand Qualifications Authority and Playcentre Education is the accredited provider of this.

The Playcentre specific licensing agreement with the Ministry of Education [circular 2001/16] is based on groups of parents with combinations of the six certificates that make up the diploma.



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 good 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

Course 1 is a pre-requisite for enrolment into the diploma programme. To enrol in the diploma you must be actively participating in Playcentre, be over 16 years old and provide evidence that you are a domestic student [as defined by the Education Act.] Students under 17 may not be included in a duty team. An association will have local rules for active membership of Playcentre and expectations for your behaviour in centres. You will be informed of these when you first enrol in Playcentre. Your centre education officer or the association education team can inform you how to enrol in the local programmes.

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 any cost and policies about refunds if you cancel beforehand. In some places association or centre policies may support your travel and babysitting costs but this is not always possible. Your centre education officer will be able to tell you of any financial assistance available.

Support during Courses

When you enrol you are invited to disclose any special learning needs or particular family circumstances which may affect your ability to participate fully in the adult education programme with a reasonable chance of success. You must apply for special assistance to the association education team where you are enrolling in a particular certificate or module. Any requests for special learning and reading or writing assistance must be approved by the NZPF Training Co-ordinator prior to it being provided.

Copying other student's work

If it is found that there are questions about whether work submitted is authentically your own, extra assessments may be required. This is to determine if you are truly able to meet the learning outcomes before you receive your certificate. You will be asked to meet any extra costs which result from the extra marking required.

Reading resources

Students do not need to buy textbooks. Copies of the required reading for each course will be available in either the centre or association library. Ask your centre education officer or association librarian about how to borrow these. Workshop hand-outs and reading packs provided during the course are for your personal study only and should not be copied for others. *Copyright Act 1994.*

Minimum time frames

Minimum time frames are set for each course except course six. To allow flexibility minimum time frames can be varied thus:

- Session requirements for courses 3 and 4 should be completed when you are enrolled on the course.
- Ten of the forty sessions required for course 5, if completed in the previous six months before enrolment, may be backdated.
- A minimum time frame of one year in Playcentre is required before enrolment in course four is permitted. More flexible options for courses one to three are possible where extensive prior experience in early childhood has taken place.
- Any session requirements for the diploma programme must be completed in a Playcentre. Assessments for Course 4 and above must be completed in a licensed Playcentre.

Maximum time frames

There are also *recommended* maximum time frames for each module. For course 2 the *recommended* maximum is 9 months from the date you submit your first piece of written work. For each module above this the *recommended* maximum time frame is one year from the date you submit your first piece of written work for that particular module. Regardless of these time frames Playcentre will recognize the need to allow for step on, step off processes so that students take time if necessary to meet family needs.

Withdrawing from the programme

If you wish to formally withdraw you should fill in a withdrawal form to inform the association of this. Should you stop participating in your local Playcentre in order to attend another early childhood service you will be

deemed to have withdrawn from the Playcentre diploma programme once the funded enrolment period for any courses/modules you are enrolled in have passed.

Enrolling in the next course

Associations will indicate in manuals pre-requisites for any workshops or assessments. In cases where workshops are held infrequently students may wish to attend workshops for the next course.

- You may attend a workshop for the course immediately above that in which you are enrolled if the workshop is one that occurs infrequently and you have completed any specific pre-requisites for that particular workshop.

All previous course assessments must be completed before you enrol in or submit assessments for the next course.

What we expect from our students

The code of conduct is designed to protect all participants in the programme. All participants in Playcentre Education training 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 association and centre policies on adult behaviour within Playcentre.
- Abide by requirements of the early childhood regulations and any other relevant legislation while working with children in Playcentre sessions.
- Participate actively and positively during education events and refrain from sexual harassment, violent or abusive behaviour, use of illegal drugs or abuse of alcohol during training events or while participating in centres.
- Adhere to the group contract negotiated during any training events and maintain appropriate confidentiality about issues shared by other participants at these events,
- Try to arrive on time for workshops and discussion events or follow the association procedures when cancelling.
- Ensure all assessments are your own work and avoid plagiarism by acknowledging any references used in assignments.

Workshop ground rules

At the beginning of each workshop those present will discuss the ground rules to be followed to ensure all present feel able to participate in any discussions. If any problems occur during the workshop the group will refer to these ground rules when dealing with the issue that has arisen. If this process does not resolve the problem the facilitator may give a verbal warning, and finally, with the agreement of the group, will ask those causing the problem to leave the workshop.

When things go wrong

Breaches of the code of conduct are the responsibility of the association education team who will carry out an investigation to determine the seriousness of such incidents. 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.

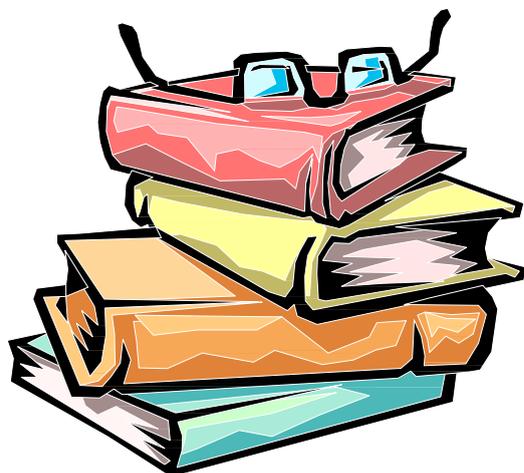
The Playcentre Education Committee will make the final decision about penalties where cases of serious misconduct, plagiarism or the copying of another student's work have occurred.

Recognition of prior learning [RPL]

You may apply for recognition of prior learning for Course 2 and above. The smallest unit for credit is a workshop or single assessment event. RPL will *not* be granted for Playcentre-specific components of the programme. RPL is worked out by examining degree transcripts or records of learning from qualifications awarded.

Should you be interested in applying for RPL, please contact your association education team who will explain how to apply. Any costs for assessing your prior learning are your responsibility. In some associations your local centre may pay any charges incurred for this process.

Your centre education officer will be able to inform you of any charges due before you apply.



Licensing equivalence

Assessment of competence towards award of centre licensing credit is the responsibility of your local association and is outside the rules of the diploma programme. Licensing credit awarded applies only in the association where it is awarded. No certificates will be awarded in cases where fewer than 30% of the requirements for a particular certificate are completed. Licensing equivalence will be awarded instead.

Assessment policies and procedures

Playcentre Education believes feedback on assignments should enhance your learning and encourage personal development and reflection. Marking criteria for assignments 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. There is no limit on

the number of resubmissions. If you need to resubmit an assessment twice it should be checked by a different commenter to ensure marking is fair and consistent.

Appeals

If you feel dissatisfied with any aspects of the marking of your work you can ask the education team to arrange for it to be marked by another teaching staff member. If you are still dissatisfied you may then ask for your work to be sent to the Playcentre Education Committee for assessment. The decision of this group will be final.

Time frames

You should receive your marked assignments 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 association who will follow up by contacting teaching staff responsible. Work submitted in the last 2 weeks of December will not be marked until late January.

Submitting assessments in te reo Māori

Assessments may be submitted in English or te reo Māori. Assignments 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 association education team 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/tutors are consistent and fair when marking, assessments are regularly sent for moderation. If this means a delay in return of work students will be informed. Associations collect copies of marked assessments to ensure marking is nationally consistent. Copies of work sent away for national moderation will have any personal identifying information removed.

Keeping track of your training

You may request to see a copy of your training record at any time under the provisions of the Education Act 1989. Records will be stored securely with access to them restricted to authorised personnel. Information may only be used for education purposes. Certificates are issued when you complete all the assessments and practical requirements for each course. Certificates for courses 1 to 3 are issued by your local association. Certificates are issued nationally for Courses 4 and above along with a transcript of learning outcomes achieved through the Playcentre programme.

Moving to another association

You will receive full cross- credit for any training requirements completed in one association when moving to another association. You should fill out a transfer form asking for your records to be sent to the new association. Because of differences in delivery style formal matching to work out which workshops are equivalent between both associations and to confirm which requirements are still to be done will take place.



Completing Assessments

- ☺ You should take course manuals to workshops and discussions. When attending workshops ask facilitators to discuss any assignments linked to them. Teaching staff will be able to help with any questions before you submit any assignments.
- ☺ You should leave a 5 cm margin on the left of the page to provide space for teaching staff comments.
- ☺ You may write or type your assignments. Try to ensure they are legible. Some associations will allow electronic submission of assessments. You should ask how to do this if you prefer this option.
- ☺ Proof read assignments before sending them. Teaching staff will not be commenting on spelling or grammar but it is important to check your ideas are expressed clearly.
- ☺ *Always keep a copy of your assignment* just in case it is lost in transit. Occasionally work can be lost in the post.
- ☺ Copying the work of other Students: If it is found assignments have been copied from other students, both of you will have the certificates awarded revoked and you may be dismissed from the programme. If you are asked by another student to show them copies of your assignments you should refuse and draw their attention to the clause in the student code of conduct (p.7) and the section on page 6 which covers this.
- ☺ Plagiarism: Your work must be your own. This means if you are quoting someone else's words or ideas it is vital that they be correctly acknowledged. [See guidelines on pages 13 & 14 for references.]
- ☺ You should include a bibliography acknowledging all references used when completing an assignment. At Course 5 and above this will be a requirement under the marking criteria.

Format of Assessment Tasks

Assessments in your manuals will have the following aspects to them.

Refers to Course Level
Refers to Module
Refers to Task within Module

<p>Title -Gives the module no, number of task and the title of task.</p> <p>Before you begin - Some tasks will outline which workshops should attend, and the reading you should do, before beginning the task. They will make easier for you to complete the task.</p> <p>Marking criteria - These give the minimum requirements for completing the task.</p>	<p style="text-align: center;">Module 2.106 Task 1</p> <p style="text-align: center;">Assessment processes in your Playcentre</p> <p style="text-align: center;">Describe the assessment planning process in your Playcentre</p> <p>Instructions:</p> <ul style="list-style-type: none"> • <u>Do not begin this assessment until you have attended Discussion 3.</u> • Take special note of the planning process for one of the sessions you are participating in. You will need to be part of any pre session discussions as well as the post session evaluation discussions for the session. You are describing how continuity of planning is carried on from session to session. <ol style="list-style-type: none"> 1. What was planned for the session? 2. Why and how was this chosen? 3. What happened? What strategies did the adults use to maintain children's interest or involvement? How did the child/children respond? 4. What were the results of the discussions at the end of session? [evaluation] <p>FEEDBACK SHEET 1 Assessment Processes Assessment PE 2.106 Task 1 (To be completed by tutor)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Trainee has satisfactorily:</th> <th style="width: 50%;">Tick if achieved and/or add specific comment</th> </tr> </thead> <tbody> <tr> <td>Observed and described the session planning process in action in their centre.</td> <td></td> </tr> <tr> <td>Described an example of evaluation at their centre.</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">GENERAL TUTOR COMMENT</p> <p>Assessment has been achieved / resubmit _____</p>	Trainee has satisfactorily:	Tick if achieved and/or add specific comment	Observed and described the session planning process in action in their centre.		Described an example of evaluation at their centre.		<p>Assessment Event - based on learning outcomes for each module.</p> <p>The Task -the requirements for the task.</p> <p>Feedback sheet - marking sheet for comments, Each task has a commenting sheet for it.</p>
Trainee has satisfactorily:	Tick if achieved and/or add specific comment							
Observed and described the session planning process in action in their centre.								
Described an example of evaluation at their centre.								

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.

Reference list (cont)

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>

Certificate Modules

Course 1 – Introducing Playcentre

This is the basic induction package to Playcentre and is the pre-requisite for entry into the diploma.

Course 2 – The Playcentre Way

This course provides practice with supporting play and writing stories about children’s learning, introduces session requirements, cultural awareness and communication skills. [10 credits at level 4]

Module 2.106 Introduction to learning through play

- There are 4 assessment tasks for this module.

Module 2.206 Celebrating culture

- There are 2 assessment tasks for this module.

Module 2.306 Basic Communication Skills

- There are 3 assessment tasks for this module.

Course 3 – Playcentre Sessions

This course is about skills to run good quality sessions in Playcentre, providing for play and documenting children’s learning. It includes a learning & development module, Te Tiriti o Waitangi and introduction to teamwork & leadership. [20 credits at level 4]

Module 3.106 Effective Playcentre Sessions

- There are 5 assessment tasks for this module.

Module 3.206 Learning and Development

- There are 2 assessment tasks for this module.

Module 3.306 Te Tiriti o Waitangi

- There are 2 assessment tasks for this module.

Module 3.406 Teamwork in Playcentre

- There are 3 assessment tasks for this module.

Course 4 – Playcentre Practice

This course includes practical experience within sessions, a module on inclusion and bicultural practice, a study of the regulations, an introduction to adult learning practice and holding office in Playcentre. [30 credits at level 5]

Module 4.106 Learning and Teaching Approaches in Playcentre.

- There are 5 assessment tasks for this module.

Module 4.206 Inclusive Practice and Tiriti Relationships.

- There are 4 assessment tasks for this module.

Module 4.306 Safe Supervision in Playcentre

- There are 3 assessment tasks for this module.

Module 4.406 Stepping into Leadership in Playcentre

- There are 3 assessment tasks for this module.

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* course awarded towards a current one.

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 courses.

Playcentre Education Committee

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

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]

Where evidence of previous qualifications is assessed to award credit towards Playcentre certificates.

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:

- Raise an issue with the person concerned. If this does not work ;
- Raise it with the Association Education Team or Board of Governance/Executive; or
- Raise the issue with Playcentre Education Committee at education@playcentre.org.nz or training.coord@playcentre.org.nz;
- Or raise the issue with the NZPF Trustee Board at secretary@playcentre.org.nz Or NZPF Secretary, PO Box 218, Whangaparaoa, 0943
- If the issue is still not resolved raise it with the NZQA, 125 The Terrace, Box 160, Wellington, 6140 ph 04 802 3000

Association Contact Details :