

# Certification Criteria for Playgroups 2008

AND

## Early Childhood Education Curriculum Framework

AS AMENDED JULY 2011



















# Management and administration

## » REGULATION 22 Management and administration standard

- (1) The management and administration standard requires the service provider for every certificated playgroup to ensure that —
  - (a) the playgroup is effectively managed in accordance with good management practices; and
  - (b) the playgroup is managed in a collaborative way with the parents and caregivers involved; and
  - (c) appropriate written procedures and records are developed, maintained, and made available when appropriate.
- (2) All written procedures and records required by subclause (1)(c) must be made available by the service provider for inspection —
  - (a) at any reasonable time on request by a parent or member of the family or caregiver of a child attending the playgroup;
  - (b) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act.
- (3) Subclause (2) does not limit any rights of access conferred by law to any document referred to in subclause (1)(c).

## 9 Criteria to assess Management and administration standard

**MA1** An agreed statement about the operation of the playgroup is available for people to read.

### *Documentation required:*

An agreed statement of group aims and information outlining:

- the group's philosophy;
- days and times of operation;
- the role of adults;
- costs such as fees or donations; and
- contact numbers for people seeking information about the group.



**MA2** Parents of children attending are given opportunities to discuss the group's operation and be involved in decision making.

*Documentation required:*

A record of the opportunities provided for participation by parents in decision making, including any meetings held and the decisions made.

**MA3** All parents and caregivers at the playgroup share responsibility for the safety and supervision of all children attending.

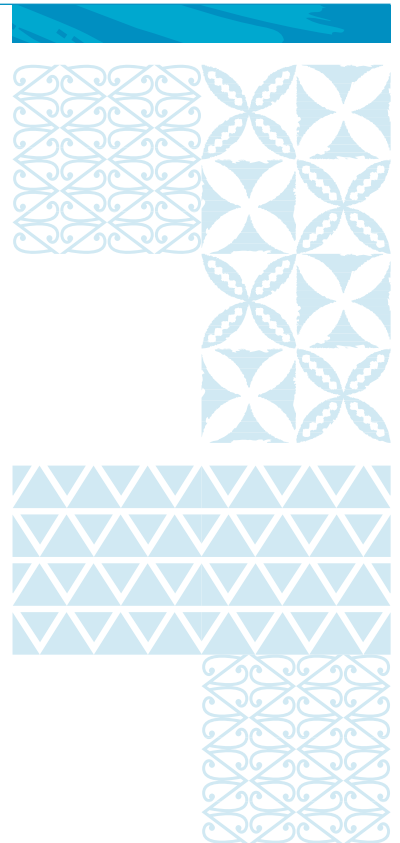
**MA4** Information is shared with the parents of children attending, including:

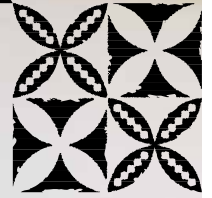
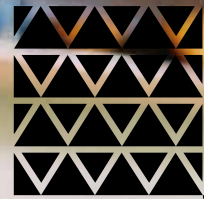
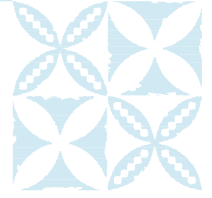
- financial information about the group's operation; and
- information received/sought from relevant agencies or services.

**MA5** Enrolment and attendance records are maintained for children attending.

*Documentation required:*

1. Enrolment records, showing at least:
  - child's name, gender, and date of birth;
  - parent's home address and phone number;
  - emergency contact phone number; and
  - ethnicity (including iwi affiliation as appropriate).
2. Attendance records, showing at least the child's full name and days attended.

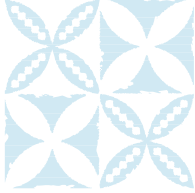




# Notice

The Education (*Early Childhood Education Curriculum Framework*) Notice 2008 was published in the *New Zealand Gazette* on 4 September 2008 (Notice number 6504), and prescribes the Curriculum Framework for early childhood education services in New Zealand. This Notice is fully reproduced here for your information.

- 1 Title and commencement –
  - (1) This notice may be cited as the Education (Early Childhood Education Curriculum Framework) Notice 2008.
  - (2) This notice shall come into force on 1 December 2008.
- 2 Early Childhood Education Curriculum Framework ('Curriculum Framework') as set out in clause 6 of this notice is the Curriculum Framework prescribed for all licensed early childhood education and care services and certificated playgroups in accordance with section 314 of the Education Act 1989.
- 3 Every service provider for a licensed early childhood education and care service or certificated playgroup must implement the Curriculum Framework in accordance with the requirements (if any) prescribed in regulations made under Part 26 of the Education Act 1989.
- 4 Licensed early childhood education and care services and certificated playgroups must implement the Principles and the Strands, and can opt to use either the English or the te reo Māori versions set out in Part A or Part B of clause 6, or both. Kōhanga reo affiliated with Te Kōhanga Reo National Trust must implement Part C of clause 6.
- 5 The purpose of the Curriculum Framework is to provide the basis and context underpinning specific curriculum regulatory requirements in the Education (Early Childhood Services) Regulations 2008 or the Education (Playgroups) Regulations 2008 relating to the standards of education and care and to the associated curriculum criteria.
- 6 The Curriculum Framework:



## EARLY CHILDHOOD EDUCATION CURRICULUM FRAMEWORK

PART A	PART B	PART C
<b>The Principles</b>	<b>Ngā Kaupapa Whakahaere</b>	<b>Ngā Kaupapa Whakahaere mō Te Kōhanga Reo</b>
<b>Empowerment</b> Early childhood curriculum empowers the child to learn and grow	<b>Whakamana</b> Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu	<b>Whakamana</b> Mā te whāriki o Te Kōhanga Reo e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu
<b>Holistic Development</b> Early childhood curriculum reflects the holistic way children learn and grow	<b>Kotahitanga</b> Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna	<b>Kotahitanga</b> Mā te whāriki o Te Kōhanga Reo e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna
<b>Family and Community</b> The wider world of family and community is an integral part of early childhood curriculum	<b>Whānau Tangata</b> Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ē rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna	<b>Whānau – Tangata</b> Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ē rātou wāhi nohonga ki roto i te whāriki o te kōhanga reo, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna
<b>Relationships</b> Children learn through responsive and reciprocal relationships with people, places and things	<b>Ngā Hononga</b> Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako	<b>Ngā Honotanga</b> Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako
<b>The Strands</b>	<b>Ngā Taumata Whakahirahira</b>	<b>Ngā Taumata Whakahirahira mō Te Kōhanga Reo</b>
<b>Well-being</b> The health and well-being of the child are protected and nurtured	<b>Mana Atua</b> Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga	<b>Mana Atua</b> Kia mōhio ki te: Whakaponu, wairua, aroha, manaaki, whakakoako, whakahirahira
<b>Belonging</b> Children and their families feel a sense of belonging	<b>Mana Whenua</b> Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangaewae, me te mana toi whenua o te tangata	<b>Mana Whenua</b> Kia mōhio ki ōna tūrangaewae, ki ōna marae, ki ngā pepeha o ōna iwi Kia mōhio ki te mana o ngā awa, whenua, o ngā maunga. Kia mōhio ki te manaaki, ki te tiaki i te whenua
<b>Contribution</b> Opportunities for learning are equitable and each child’s contribution is valued.	<b>Mana Tangata</b> Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao	<b>Mana Tangata</b> Kia mōhio ki ōna whakapapa, ki te pātahi o te whānau, ki ōna hoa, whānau whānui. Kia mōhio ki ōna kaumātua Kia mōhio ki a Ranginui raua ko Papatūānuku
<b>Communication</b> The languages and symbols of children’s own and other cultures are promoted and protected	<b>Mana Reo</b> Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui	<b>Mana Reo</b> Kia mōhio i te rangatiratanga, i te tapu me te noa o tōna ake reo Kia matatau te tamaiti ki te whakahua i te kupu Kia mōhio ki tōna ao, te ao Māori
<b>Exploration</b> The child learns through active exploration of the environment	<b>Mana Aotūroa</b> Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao	<b>Mana Aotūroa</b> Kia mōhio he wairua to ngā mea katoa Te whenua Te moana Te ao whānui Ngā whetu, te hau, ngā rakau, ngā ngāngara

Part B is not a direct translation of Part A, refer to the table below for the translation to aid understanding.

TE REO MĀORI VERSION	
<b>PART B</b>	<b>TRANSLATION</b>
<b>Ngā Kaupapa Whakahaere</b>	<b>The Operating Principles</b>
<p><b>Whakamana</b> Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu</p>	<p><b>Empowerment</b> The early childhood curriculum will instil in the child the ability to learn, so that he/she grows strongly</p>
<p><b>Kotahitanga</b> Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna</p>	<p><b>Unity</b> The early childhood curriculum will reflect that all aspects of the child’s learning and growing are unified</p>
<p><b>Whānau Tangata</b> Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna</p>	<p><b>Human Family</b> The family, the sub-tribe, the tribe, non-Māori, and the communities they live in must be woven into the early childhood curriculum, to assist and support the learning and development of the child</p>
<p><b>Ngā Hononga</b> Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako</p>	<p><b>Relationships</b> Through close connections and other relationships between the child and all others, the child will have instilled in him/her the ability to learn</p>
<b>Ngā Taumata Whakahirahira</b>	<b>The Important Levels</b>
<p><b>Mana Atua</b> Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuātanga</p>	<p><b>Spirituality</b> This is the development of the overall well-being of the child, along with their sense of self and spirituality</p>
<p><b>Mana Whenua</b> Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata</p>	<p><b>Belonging (to the land)</b> This is the development of a sense of self, of belonging to the land (‘having a place to stand’), and indigenesness</p>
<p><b>Mana Tangata</b> Ko te whakatipuranga tēnei o te kiritau tangata i roto i te mokopuna kia tū māia ai ia ki te manaaki, ki te tuku whakaaro ki te ao</p>	<p><b>Personal Strength</b> This is the development of self-esteem in the child, so that he/she can confidently care for and contribute to the world</p>
<p><b>Mana Reo</b> Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui</p>	<p><b>Language Status</b> This is the development of language. Out of this will grow personal strength and general well-being</p>
<p><b>Mana Aotūroa</b> Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao</p>	<p><b>Place of the Natural World</b> This is the development of exploration and all forms of knowledge about the natural worlds and the environment</p>

