

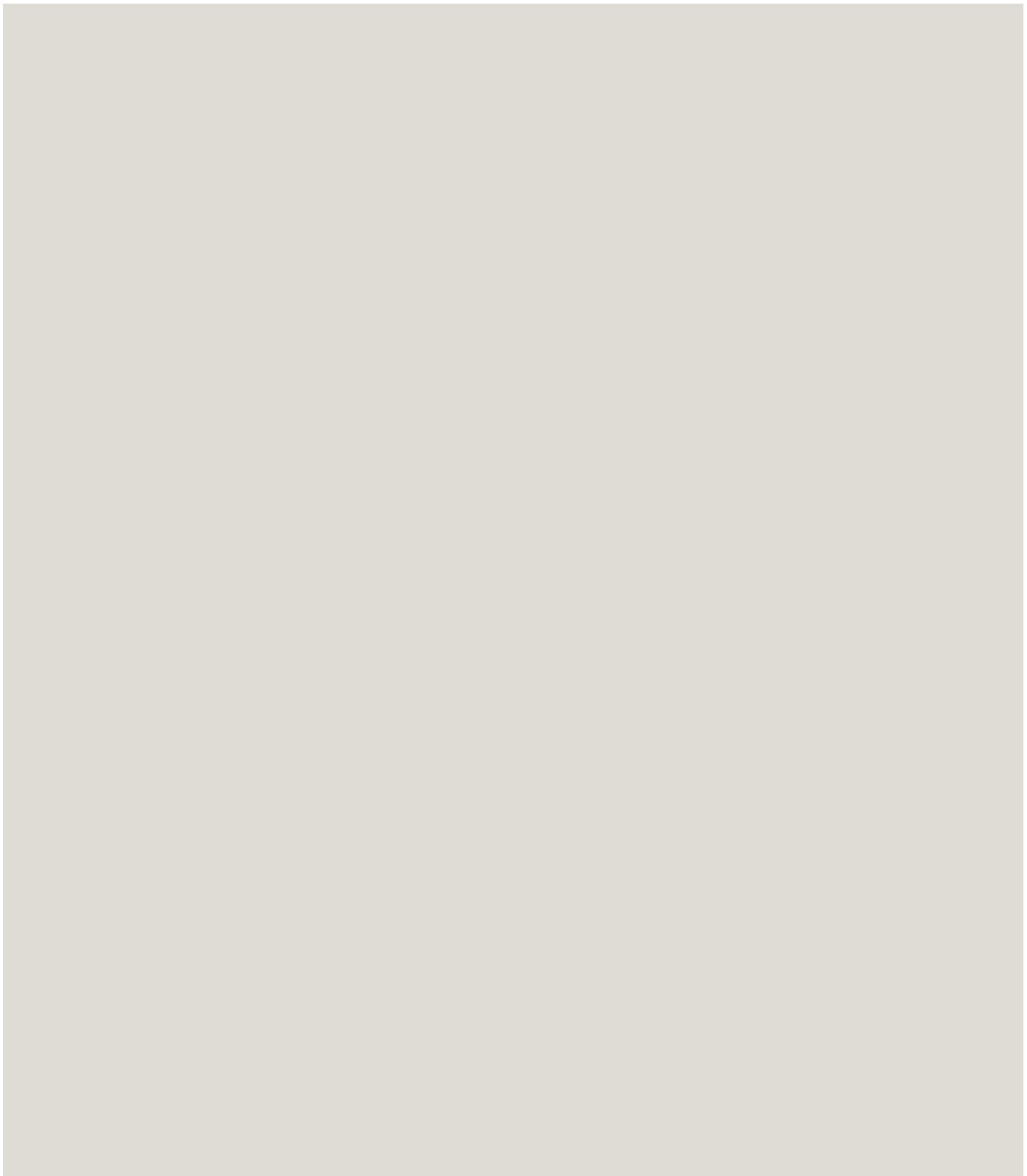
Certification Criteria for Playgroups 2008

AND

Early Childhood Education Curriculum Framework

AS AMENDED MAY 2016







Introduction

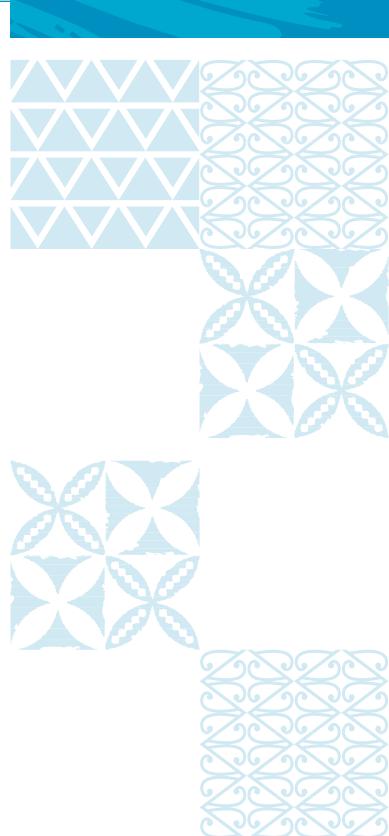
This booklet contains the *Certification Criteria for Playgroups 2008*, and the *Early Childhood Education Curriculum Framework* (on the inside back cover). These two documents form part of the regulatory framework for Early Childhood Education.

The certification criteria are deemed regulations prescribed by the Minister of Education. The criteria are used by the Secretary for Education to assess compliance with regulated standards of education and care.

There are no criteria associated with the *Ratios standard* contained in the *Education (Playgroups) Regulations 2008*.

Playgroups must meet the certification criteria as well as the other regulatory requirements contained in the regulations in order to gain and maintain a certificate, and receive Government funding. The criteria should therefore be read in conjunction with the *Education (Playgroups) Regulations 2008*.

The curriculum framework is prescribed by the Minister of Education. It formalises Government's expectations and guides all curricula and programmes across the early childhood education sector. The *Early Childhood Education Curriculum Framework* is made up of the English and te reo Māori versions of the Principles and Strands from the early childhood curriculum *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa*, as well as an interpretation of the Strands to be used in ngā kōhanga reo affiliated with Te Kōhanga Reo National Trust.



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Title and commencement

- 1 Title and commencement** – These criteria may be cited as the Licensing Criteria for Early Childhood Education and Care Centres 2008.

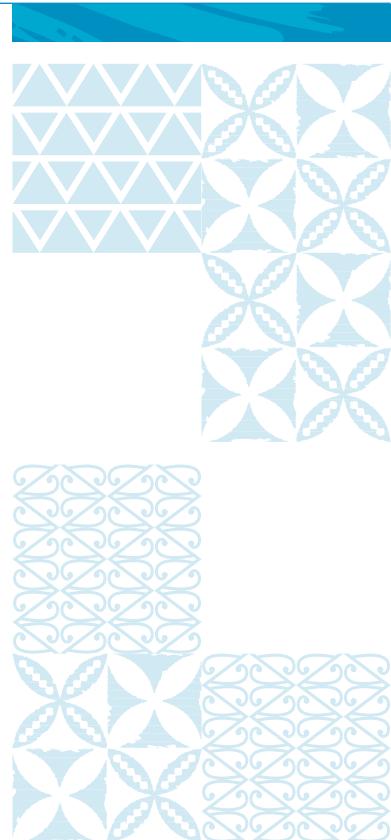
These criteria came into force on 1 December 2008. Since then, there have been 5 sets of amendments. These took place on 21 July 2011, 21 May 2015, 26 February 2016 and 27 May 2016.

- 2 Application** – these criteria apply to all Playgroups that are certificated under the Education (Playgroups) Regulations 2008.

- 3 Explanatory information** – in these criteria, a copy of the minimum standard in each regulation is set out, followed by the criteria against which compliance will be assessed; and any specific documentation requirements to demonstrate compliance with a criterion are set out below the relevant criterion.

- 4 Interpretation** – for the purpose of these criteria, unless the context indicates otherwise:

- (a) **group** means a playgroup;
- (b) **parent** means –
 - i. the person (or people) responsible for having the role of providing day to day care for the child; and
 - ii. may include a biological or adoptive parent, step parent, partner of a parent of a child, legal guardian or member of the child's family, whanau or other culturally recognised family group.
- (c) **premises** means the land and buildings (or parts of buildings) used by the playgroup;
- (d) **procedure** means a particular and established way of doing something;
- (e) **records** means information or data on a particular subject collected and preserved;
- (f) **regulation** means a regulation under the Education (Playgroups) Regulations 2008; and
- (g) **service provider** means the person or persons who operate the playgroup.



5 Purpose of criteria

- (1) The criteria are to be used by the Secretary of Education to assess compliance with the minimum standards set out under regulations 18 and 20 to 22 of the Education (Playgroups) Regulations 2008.
- (2) Regulations 18 and 20 to 22 impose minimum standards that each certificated service provider is required to comply with and are set out in these criteria so that readers can see how the regulations and criteria fit together.

Curriculum

» REGULATION 18 Curriculum standard

The curriculum standard requires the service provider for every certificated playgroup to —

- (a) plan for, provide, and review an education programme that is consistent with any curriculum framework prescribed by the Minister that applies to certificated playgroups; and
- (b) provide positive guidance to children attending the playgroup in order to support children's learning.

6 Criteria to assess Curriculum standard

C1 A range of learning opportunities and experiences for children are planned for and provided that:

- are consistent with any prescribed curriculum framework that applies; and
- are reviewed by the group and amended as necessary at least every 12 months.

Documentation required:

A plan outlining the variety of learning experiences and play opportunities the playgroup will provide.

C2 Appropriate rules and behavioural boundaries are consistently and positively applied.

Documentation required:

A procedure for providing positive guidance to children that reflects the group's agreed methods for behaviour management.

Premises and facilities

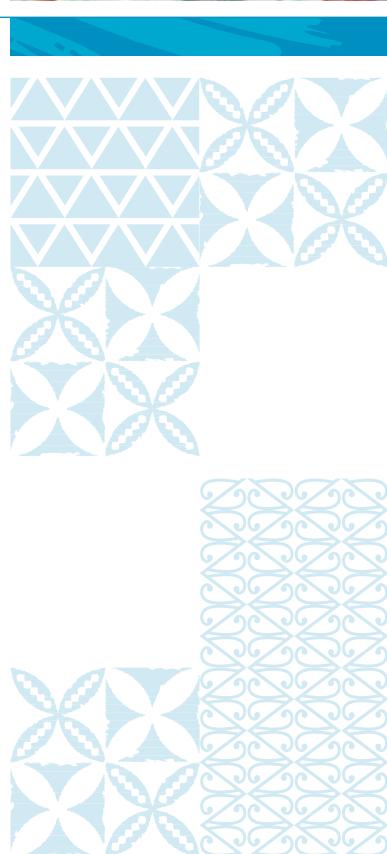


» REGULATION 20 Premises and facilities standard

- (1) The premises and facilities standard requires the service provider for every certificated playgroup to operate from premises that are —
 - (a) safe and that provide sufficient space, facilities, and equipment to support the learning of children attending the playgroup and maintain their health and well-being; and
 - (b) available for use by other groups in the community; but
 - (c) not used as a private dwelling.
- (2) Subclause (1)(b) does not prevent a playgroup from operating from a part of any premises set aside for the exclusive use of the playgroup, (for example, a particular room in a building) if another part or parts of the same premises are open to use by other groups in the community.

7 Criteria to assess Premises and facilities standard

- PF1** The design and layout of the premises supports the provision of a variety of activities and experiences with regard to the age and number of children attending.
- PF2** There are safe and comfortable spaces for infants, toddlers, or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children.
- PF3** A variety of furniture, equipment, and materials is provided that is appropriate for the learning and abilities of the children attending.
- Documentation required:*
- An equipment inventory, maintained to at least show equipment purchased with Ministry of Education funds.
- PF4** There is a toilet and hygienic handwashing and drying facilities suitable for the use of children attending.
- PF5** Where children wearing nappies attend, there is space (away from the play space and any food preparation areas) available for changing nappies.
- PF6** There is a first aid kit containing basic first aid supplies for minor injuries that may occur at the group. The kit is:
 - easily recognisable and readily accessible to adults; and
 - inaccessible to children.
- PF7** If any outdoor space is used by the playgroup, it is either:
 - enclosed by structures and/or fences and gates that are maintained so that children cannot leave the premises without an adult's help; or
 - systems are in place to ensure children's safety while outside.
- PF8** If outdoor space is not available, alternative arrangements are made to provide children attending with opportunities for gross motor (physically active) play.



Health and safety

» REGULATION 21 Health and safety practices standard

The health and safety practices standard requires the service provider for every certificated playgroup to take reasonable steps to —

- (a) maintain good health and safety practices at the playgroup; and
- (b) ensure all practicable steps are taken to eliminate, isolate, or minimise hazards to children attending the playgroup; and
- (c) ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.

8 Criteria to assess Health and safety practices standard

HS1 Premises, furniture, furnishings, fittings, equipment, and materials are kept safe, hygienic and maintained in good condition.

HS2 There are a written emergency plan and supplies to ensure the care and safety of children and adults at the playgroup. The plan must include evacuation procedures for the playgroup's premises that apply in a variety of emergency situations. If there is an approved Fire Evacuation Scheme for the building in which the playgroup operates, the evacuation procedures must be consistent with that scheme.

Documentation required:

A written emergency plan that includes at least:

- An evacuation procedure for the premises.
- A list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the playgroup and details of how these will be maintained and accessed in an emergency.
- Details of the roles and responsibilities that will apply during an emergency situation.
- A communication plan for families and support services.
- Evidence of review of the plan on an, at least, annual basis and implementation of improved practices as required.

HS2A Designated assembly areas for evacuation purposes outside the building keep children safe from further risk.

HS3 Positive steps are taken to prevent injury to people and damage to property resulting from unsecured heavy furniture, fixtures, and equipment falling.



- HS4** Adults providing education and care are familiar with relevant emergency drills and carry these out with children on an at least three-monthly basis.

Documentation required:

A record of emergency drills carried out and evidence of how evaluation of the drills has informed the annual review of the playgroup's emergency plan.

- HS5** Any food is prepared, served, and stored hygienically.

- HS6** The premises are kept at a comfortable temperature while children are attending.

- HS7** Equipment, premises and facilities are checked on every day of operation for hazards to children. Hazards to the safety of children are eliminated, isolated or minimised.

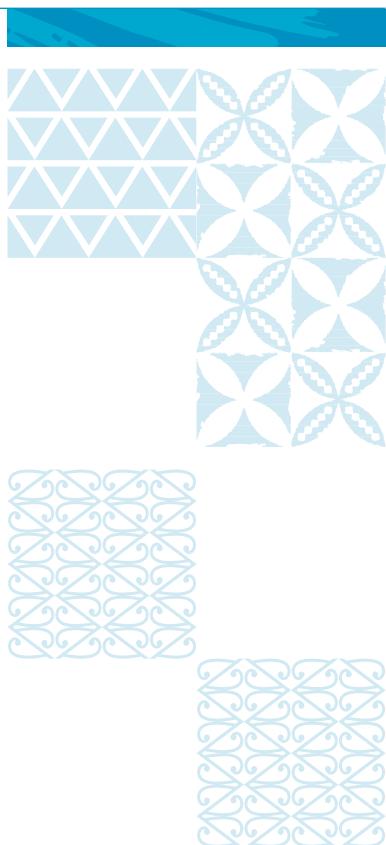
Consideration of hazards must include but is not limited to:

- cleaning agents, medicines, poisons, and other hazardous materials
- electrical sockets
- heating appliances
- hazards present in kitchen or laundry facilities
- foreign materials (e.g. glass, animal droppings), vandalism, and dangerous objects
- the condition and placement of equipment
- poisonous plants
- bodies of water (such as pools or water troughs).

- HS8** No person on the premises smokes in any area which is available for use by children or for food preparation while children are present.

- HS9** No person on the premises uses, or is under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the playgroup's hours of operation.

- HS10** All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature).



Health and safety

HS11 There is a written child protection policy that meets the requirements of the Vulnerable Children Act 2014. The policy contains provisions for the identification and reporting of child abuse and neglect, and information about how the service will keep children safe from abuse and neglect, and how it will respond to suspected child abuse and neglect.

The policy must be reviewed every three years.

Documentation required:

1. A written child protection policy that contains:
 - a. provisions for the service's identification and reporting of child abuse and neglect;
 - b. information about the practices the service employs to keep children safe from abuse and neglect; and
 - c. information about how the service will respond to suspected child abuse and neglect.
2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.

HS12 Where there is a serious injury or illness or incident involving a child while at the playgroup, the service provider must notify the Ministry of Education as soon as practicable after the event.

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.

Management and administration

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.

MA6 PAID WORKERS ONLY

All children's workers who have access to children are safety checked in accordance with the Vulnerable Children Act 2014.

Safety checks must be undertaken and the results obtained before the worker has access to children.

The results of the safety checks must be recorded and the record kept as long as the person is employed at the service.

Every children's worker must be safety checked every three years. Safety checks may be carried out by the employer or another person or organisation acting on their behalf.

Documentation required:

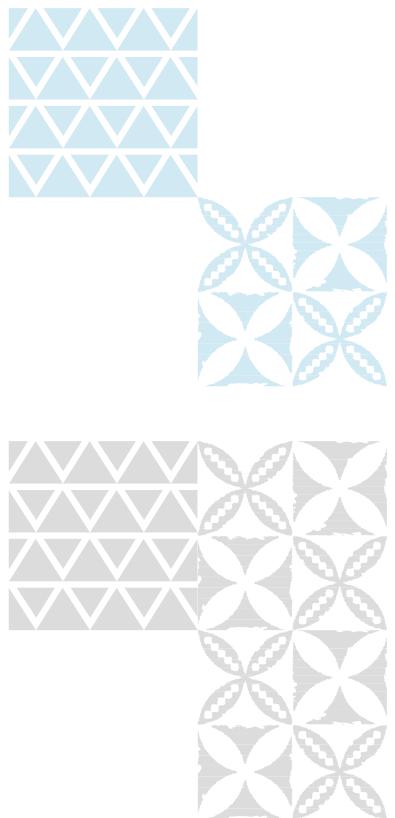
1. A written procedure for safety checking all children's workers before they have access to children that meets the safety checking requirements of the Vulnerable Children Act 2014; and

2. A record of all safety checks and the results.

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
The Principles	Ngā Kaupapa Whakahaere	Ngā Kaupapa Whakahaere mō Te Kōhanga Reo
Empowerment Early childhood curriculum empowers the child to learn and grow	Whakamana Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu	Whakamana Mā te whāriki o Te Kōhanga Reo e whakatō te kaha ki roto i te mokopuna ki te ako, kia pakari ai tana tipu
Holistic Development Early childhood curriculum reflects the holistic way children learn and grow	Kotahitanga Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna	Kotahitanga 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
Family and Community The wider world of family and community is an integral part of early childhood curriculum	Whānau Tangata Me whiri mai te whānau, te hapū, te iwi, me tauwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna	Whānau – Tangata Me whiri mai te whānau, te hapū, te iwi, me tauwi, me ō rātou wāhi nohonga ki roto i te whāriki o te kōhanga reo, hei awhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna
Relationships Children learn through responsive and reciprocal relationships with people, places and things	Ngā Hononga 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	Ngā Honotanga 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
The Strands	Ngā Taumata Whakahirahira	Ngā Taumata Whakahirahira mō Te Kōhanga Reo
Well-being The health and well-being of the child are protected and nurtured	Mana Atua Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuatanga	Mana Atua Kia mōhio ki te: Whakapono, wairua, aroha, manaaki, whakakoakoa, whakahirahira
Belonging Children and their families feel a sense of belonging	Mana Whenua Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata	Mana Whenua Kia mōhio ki ūna tūrangawaewae, ki ūna marae, ki ngā pepeha o ūna iwi Kia mōhio ki te mana o ngā awa, whenua, o ngā maunga. Kia mōhio ki te manaaki, ki te tiaki i te whenua
Contribution Opportunities for learning are equitable and each child's contribution is valued	Mana Tangata 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	Mana Tangata Kia mōhio ki ūna whakapapa, ki te pātahi o te whānau, ki ūna hoa, whānau whānui. Kia mōhio ki ūna kaumātua Kia mōhio ki a Ranginui raua ko Papatūānuku
Communication The languages and symbols of children's own and other cultures are promoted and protected	Mana Reo Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui	Mana Reo 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
Exploration The child learns through active exploration of the environment	Mana Aotūroa Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao	Mana Aotūroa 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	
PART B	TRANSLATION
Ngā Kaupapa Whakahaere	The Operating Principles
Whakamana Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu	Empowerment The early childhood curriculum will instil in the child the ability to learn, so that he/she grows strongly
Kotahitanga Mā te whāriki e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna	Unity The early childhood curriculum will reflect that all aspects of the child's learning and growing are unified
Whānau Tangata Me whiri mai te whānau, te hapū, te iwi, me tauwi, me ō rātou wāhi nohonga, ki roto i te whāriki, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna	Human Family 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
Ngā Hononga 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	Relationships Through close connections and other relationships between the child and all others, the child will have instilled in him/her the ability to learn
Ngā Taumata Whakahirahira	The Important Levels
Mana Atua Ko tēnei te whakatipuranga o te tamaiti i roto i tōna oranga nui, i runga hoki i tōna mana motuhake, mana atuatanga	Spirituality This is the development of the overall well-being of the child, along with their sense of self and spirituality
Mana Whenua Ko te whakatipuranga tēnei o te mana ki te whenua, te mana tūrangawaewae, me te mana toi whenua o te tangata	Belonging (to the land) This is the development of a sense of self, of belonging to the land ('having a place to stand'), and indigenousness
Mana Tangata 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	Personal Strength This is the development of self-esteem in the child, so that he/she can confidently care for and contribute to the world
Mana Reo Ko te whakatipuranga tēnei o te reo. Mā roto i tēnei ka tipu te mana tangata me te oranga nui	Language Status This is the development of language. Out of this will grow personal strength and general well-being
Mana Aotūroa Ko te whakatipuranga tēnei o te mana rangahau, me ngā mātauranga katoa e pā ana ki te aotūroa me te taiao	Place of the Natural World This is the development of exploration and all forms of knowledge about the natural worlds and the environment



