

Curriculum, planning & evaluation

Supporting curriculum in Playcentre

*Welcome to
our Village*

Playcentre 

Workshop outline

- Curriculum leadership
- Curriculum in Playcentre
- Planning, assessment and evaluation
- Curriculum design cycle
- Putting it in to action
- Curriculum and Internal Evaluation
- More information

Curriculum leadership

- Playcentre is a whānau-led early learning service
- We work together to support the well-being and learning of all tamariki
- A curriculum lead is called many different things and is often supported by a curriculum team
- Curriculum leadership ensures processes are in place to support every child's learning and to support Playcentre whānau as kaiako



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“Whānau tupu ngātahi – families growing together”

Role of the curriculum lead

Support the centre to implement a curriculum for tamariki on session

- Role model play and quality interactions with tamariki on session
- Make Te Whāriki and local curriculum visible in day-to-day Playcentre life
- Create an inclusive learning environment

Share and build knowledge among Playcentre whānau

- Initiate and facilitate discussions about children's learning (on session and at hui)
- Support centre whānau to identify and document children's learning
- Support centre whānau to implement Te Whāriki
- Support curriculum-focused internal evaluation

Skills and competencies

Understand and role model Playcentre philosophy

Teaching and learning theory knowledge

Working knowledge of Te Whāriki and Effective Internal Evaluation

Explore and experiment

Problem solving skills

Relationship building skills

Coaching and mentoring

Clear communication

Document learning

Ability to learn, apply and adjust your learning to new situations

Curriculum in Playcentre

- Te Whāriki is the national early learning curriculum in Aotearoa
- All licensed Early Childhood Education (ECE) services follow Te Whāriki
- Te Whāriki provides the framework on which each ECE implements their own local curriculum



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Curriculum in Playcentre

- Local curriculum is "What matters here"
- Local curriculum includes learning about your families, people and places in your area, modern and future perspectives, pūrākau, whenua, moana, iwi, marae and local cultures



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Curriculum – children’s learning

- Assessment - What learning did we observe?
- Evaluation - How effective are our practices?
- Planning - What next?



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Curriculum – children’s learning

Notice

Recognise

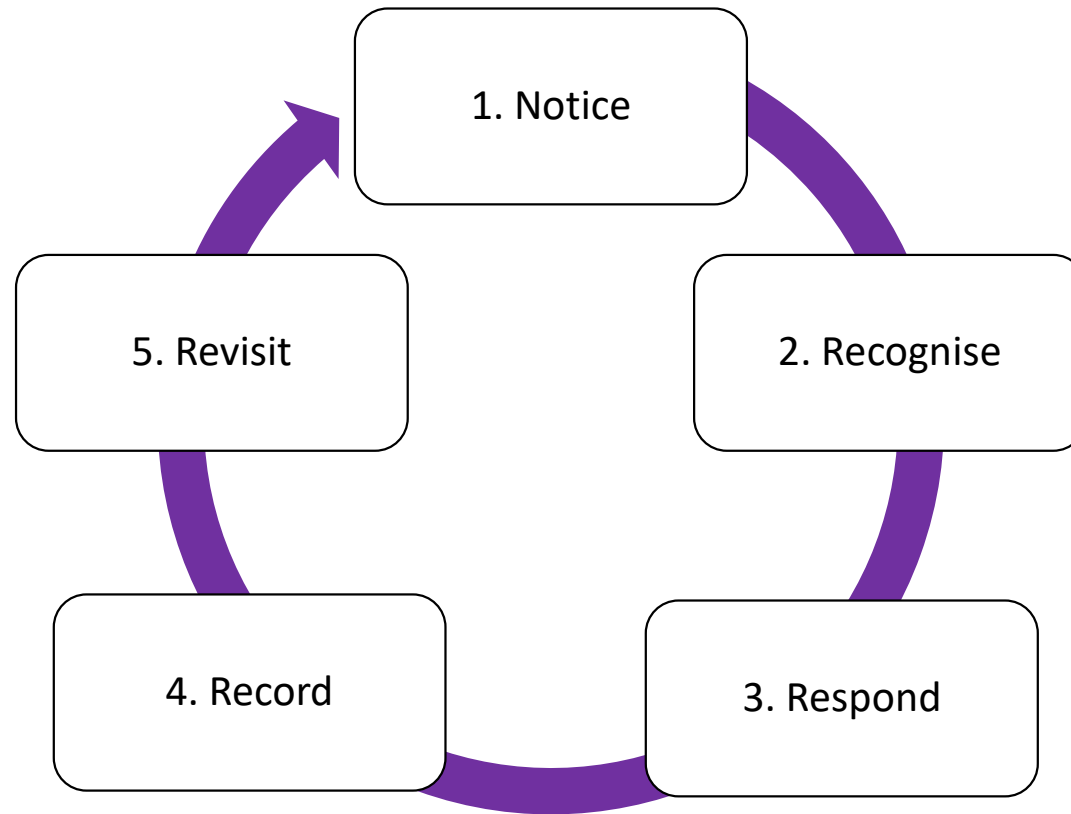
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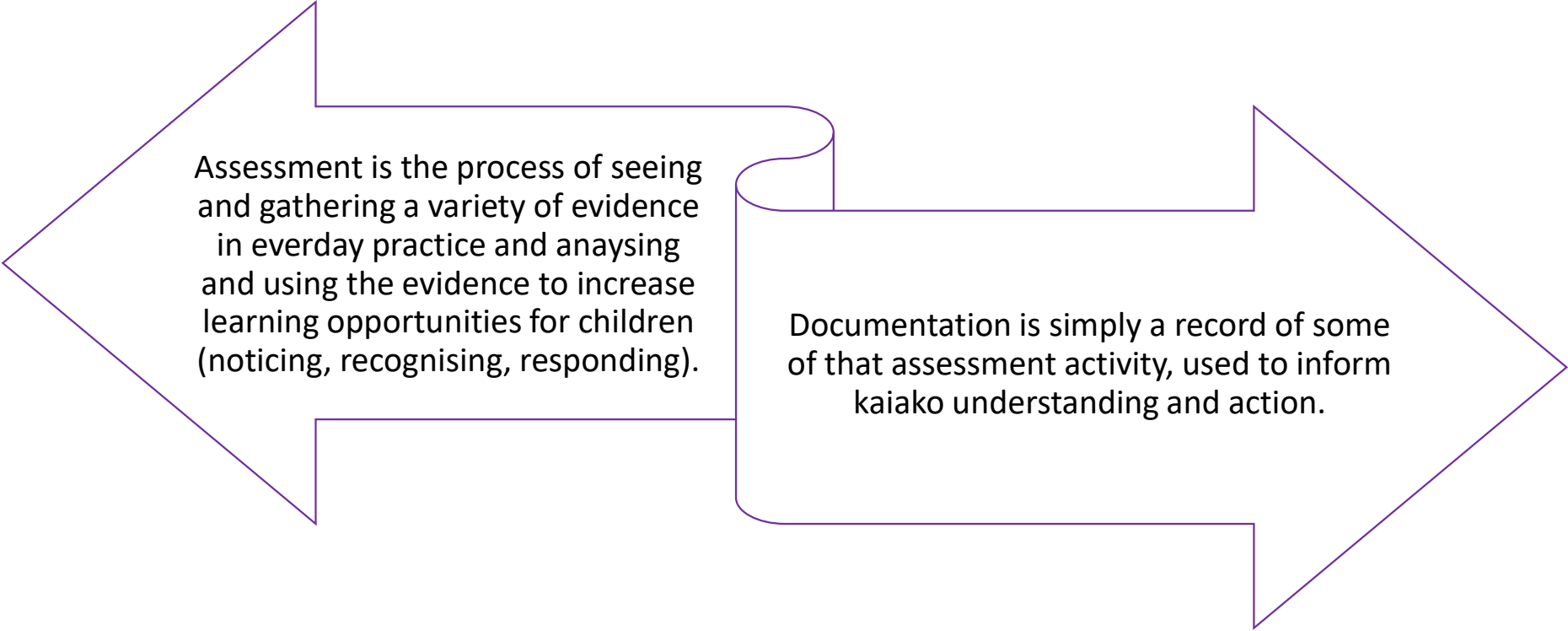
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Assessment, planning and evaluation- curriculum design cycle



Assessment and documentation



Assessment is the process of seeing and gathering a variety of evidence in everyday practice and analysing and using the evidence to increase learning opportunities for children (noticing, recognising, responding).

Documentation is simply a record of some of that assessment activity, used to inform kaiako understanding and action.

Every session

- Involve children in conversations about their learning
- Talk to each other about individual and shared learning
- Discuss how kaiako can support and enrich children's learning
- Document some of the learning

Once per term

- Revisit highlights and challenges
- Update learner maps
- Plan for next term based on assessment and evaluation
- Consider a possible internal evaluation for the next term

Once per year (July/Aug/Sept)

- Discuss significant purchases related to learning in time for the next years' budget

Promoting curriculum

Think out loud

Have prompts and
templates available

Use Te Whāriki in Hui

Use a private social
media group

Have child focus hui

Play Te Whāriki bingo
or other “games”

Buddy up

Encourage
participation in the
Playcentre Education
programme

Curriculum and Internal Evaluation

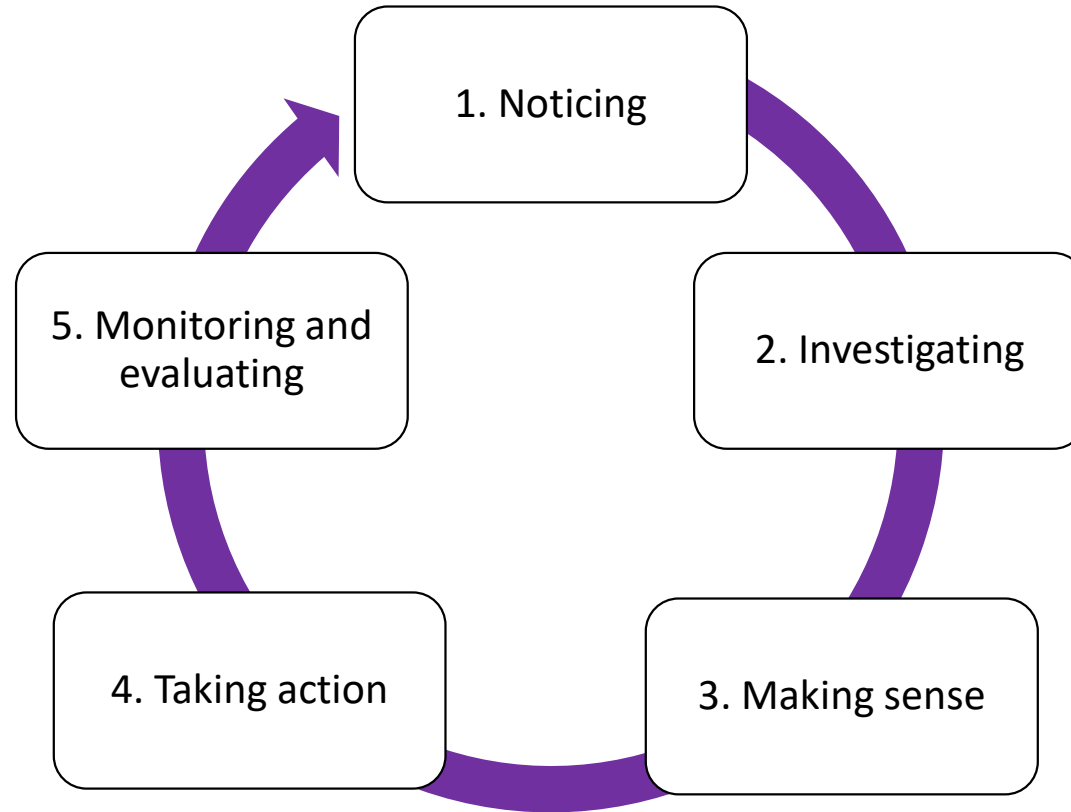
- We reflect on how we support learning in our Playcentres - internal evaluation is how we make this happen
- All internal evaluation is focused on children's learning
- Evaluation is part of the assessment and planning process
- Use evaluative questions



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Internal Evaluation Cycle



Examples of Internal Evaluation Topics

How well do we
support our tamariki
to make connections
with local places?

How well do we
support whānau to
become confident
kaiako at Playcentre?

How well do we
respond to ākonga
aspirations?

How well do we
gather multiple
perspectives on
children's learning?

More information

[Te Whāriki online](#)

[Internal Evaluation information on the Playcentre website](#)

[Playcentre Planning Ideas Facebook Group](#)

[Te Whatu Pōkeka | Kaupapa Māori Assessment for Learning](#)

[Licensing Criteria for Centre-based Services](#) – C1 – C13

Playcentre Education – B401/PE1 Kia Tākaro, C406/PL3 Enriching children's learning
Kaihononga Māori, Centre Advisors, PLD Team



“Whānau tupu ngātahi – families growing together”



He kai kei āku ringa
*There is food at the end of my
hands*

Thank you for taking the time to
participate in this workshop.
Good luck in your role supporting
curriculum.

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