



## **Session Facilitator Te Whānau Tupu Ngātahi o Aotearoa – Playcentre Aotearoa Job Description**

<b>Job Title:</b>	Session Facilitator
<b>Place of work:</b>	Playcentre
<b>Reports to:</b>	Centre Support Coordinator
<b>Key Relationships:</b>	Centre Support Coordinator, centre Whānau, Centre Administrator, Centre Support Worker.

### **Playcentre Aotearoa New Zealand Vision/Mission:**

Whānau Tupu Ngātahi - Families growing together.

Playcentre is a family organisation where:

- we empower adults and children to play, work, learn and grow together
- we honour Te Tiriti o Waitangi and celebrate people's uniqueness
- we value and affirm parents as the first and best educators of their children so that whānau are strengthened and communities enriched

### **Purpose of the Position**

To assist parents and caregivers on session to ensure sessions run smoothly, parents are supported in their role as kaiako and children's needs are catered for, that their play learning and development is enhanced, role modelling Playcentres Philosophy and current practices. To help centre members understand the key components of excellent practice at Playcentre, and how each person can contribute to this. To foster a whānau-led culture and support emergent leadership, by helping centre members gain knowledge and understanding, and increase confidence in centre members to take on more and more of running sessions themselves.

Please note, Playcentre is a parent led ECE, the session facilitator need to find a balance between providing pedagogical leadership to the centre, while allowing the centre members to take a lead on session and this role is in place to assist as part of a team, not to 'lead' the team. Also please note each centre may have different needs of the session facilitator, and these may vary over time, hence a detailed induction should be given, which should include discussing and highlighting most relevant areas of this job description, as well as regular review, to reflect changes as required. As centre members gain confidence and skill this role may need to step back and focus on support more than coaching. Any individual coming into this role without Playcentre experienced will be required to undertake an introduction and induction into Playcentre.

Please note this may change from time to time as reasonably required by Playcentre Aotearoa.

Key accountabilities	Tasks/specifics
<p><b>To enhance children’s play, learning and development</b></p>	<ul style="list-style-type: none"> <li>• To help parents with sessions to ensure children have a positive experience and Playcentre Aotearoa’s philosophy and practices are followed.</li> <li>• To coach and support parents in making Te Whāriki come alive in their centre</li> <li>• To help parents provide a supportive, positive, educational and caring environment for children.</li> <li>• To invite participation from children and encourage learning</li> <li>• To be aware of and help ensure the needs and safety of children are foremost, and help ensure all equipment and toys needed are available and safe to use.</li> <li>• To assist children in exploring their environment and discovering new interests</li> <li>• To interact with children in a way that stimulates the imagination and fosters communication</li> <li>• To help children consolidate past experiences.</li> <li>• To encourage all kinds of expression.</li> <li>• To allow for success</li> <li>• To encourage problem solving by presenting possibilities and promote cooperation.</li> <li>• To encourage initiative and independence.</li> </ul> <p>Work alongside parents to</p> <ul style="list-style-type: none"> <li>• To develop reciprocal and responsive relationships with tamariki that enable an understanding of their individual strengths.</li> <li>• To identify and respond to children’s varied passions, interests and fascination and Interests.</li> <li>• To role model playful, authentic and empowering interactions with tamariki.</li> <li>• To support ako on sessions and facilitate opportunities for tuākana teina relationships.</li> <li>• To empower tamariki as capable and competent learners and communicators.</li> <li>• To intentionally foster positive learning dispositions.</li> <li>• To engage in quality interactions using open ended questions, co-construct with tamariki and help them to develop their working theories.</li> <li>• Support all children’s cultural and linguistic diversity as part of promoting an inclusive environment.</li> </ul>

**To support parents/caregivers in the centre Support emergent leadership and a whānau-led culture in the centre**

- To design a curriculum based on Te Whāriki that reflects the local context.
- To share knowledge about children’s learning and development with parents
- To demonstrate knowledgeable about play-based curriculum and pedagogy and conceptualise and enact curriculum that is motivating and enjoyable for all children.
- Support centre/duty team members to perform end of session evaluations and next steps
- To remind parents/caregivers to review previous session evaluations, to assist in planning future sessions
- To integrate domain knowledge into the curriculum.
- To role model alternative ways to promote and progress children’s learning.
- To be attentive to learning and make this visible through a range of assessment practices that empower children and enhance their mana
- To form appropriate and reciprocal relationships with tangata whenua and promote te reo and tikanga Māori on session.
- To be culturally competent and inclusive to honour and develop the culture, language and identity for tamariki and their whānau.
- To engage parents, whānau and communities in learning conversations to determine curriculum and learning priorities.
- To role model learning agility as part of a collaborative team.
- To establish and maintain professional relationships with parents on session.
- To engage in thoughtful and reflective conversations about the practice at the centre, use evidence, critical inquiry and problem solving to shape their practice through the process of internal evaluation.
- To foster a culture of learning and be committed to ongoing professional development
- To support and encourage centre whānau to participate in the Playcentre Adult Education programme.
- To work with parents/caregivers to plan sessions and provide ideas - if necessary.
- To prompt parents if needed – to check they have what is needed to be able to run sessions (e.g. guidance, toys, and equipment).
- To encourage parents and assist them in supporting children’s play.
- To support and encourage parents/caregivers to become involved in Playcentre adult education.
- To remind and support parents with Playcentre’s Philosophy and current practices.
- To assist parents in writing learning stories and keeping children’s profile books or similar up to date and full of content, with a focus on coaching centre members in doing this, rather than just doing this all themselves
- To role model and support parents in recognising and documenting children’s learning

<b>Key accountabilities</b>	<b>Tasks/specifics</b>
<b>Opening &amp; closing the Centre – as required</b>	<ul style="list-style-type: none"> <li>• Complete all necessary tasks to ensure Centre is open and ready to run sessions, in conjunction with parents/caregivers</li> <li>• Complete all necessary tasks to ensure Centre is properly closed (e.g. turn off lights, locking doors, secure equipment) in conjunction with parents/caregivers</li> </ul>
<b>Housekeeping</b>	<ul style="list-style-type: none"> <li>• To help parents/caregivers ensure there is a safe and healthy environment for parents and children.</li> <li>• To perform housekeeping duties when necessary to keep areas safe and hygienic.</li> </ul>
<b>Compliance and regulations</b>	<ul style="list-style-type: none"> <li>• Be very familiar with the current Playcentre Policies, Early Childhood Regulations, Playcentre Constitution</li> <li>• Always follow compliance and regulations.</li> </ul>
<b>Te Tiriti o Waitangi and dual heritage of Aotearoa</b>	<ul style="list-style-type: none"> <li>• Encourage and understands importance of dual heritage of New Zealand/Aotearoa, and how this is shown within Playcentre</li> <li>• Assist centre in how they can better reflect bicultural and/or multicultural approaches in their centre</li> <li>• To model Te Reo and use it during daily interactions with adults and children.</li> <li>• To assist the centre whānau to develop an understanding of the local area and its stories.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Undertake their work safely and do not participate in activities that may place others in danger or risk.</li> <li>• Comply with all H&amp;S information, instruction, training and supervision.</li> <li>• Report any health &amp; safety hazards, risks and incidents in the workplace immediately.</li> <li>• Comply with all requirements of return to work and rehabilitation plans.</li> <li>• Have an understanding of H&amp;S in a Playcentre environment and help parents understand this also</li> </ul>

	<b>Skills, experience and qualifications</b>
<b>Required qualifications &amp; experience</b>	<ul style="list-style-type: none"> <li>• Have high level of knowledge of Playcentre, its philosophy and current practices</li> <li>• Minimum Playcentre Course 3, NZ Cert (level 4) or above – or equivalent ECE qualification</li> <li>• Knowledge and understanding of how to apply Te Whāriki</li> <li>• Current First Aid Certificate</li> <li>• Good understanding of licencing within Playcentre environment</li> <li>• Ability to pass safety checking (including police vet)</li> <li>• Good understanding of positive guidance and the Vulnerable Childrens Act</li> </ul>

<b>Required skills &amp; attributes</b>	<ul style="list-style-type: none"> <li>• High level of oral and written communication skills</li> <li>• Strong interpersonal skills</li> <li>• Able to work effectively and efficiently, without supervision</li> <li>• Flexible and able to adapt to a changing work environment.</li> <li>• To be reliable and organised.</li> <li>• Ability to formulate constructive and practical solutions to problems.</li> <li>• Willingness to undertake constructive and practical solutions to problems.</li> <li>• Willingness to undertake professional development relevant to this position.</li> <li>• Ability to observe and assist parents in creating learning stories</li> <li>• Ability to understand consensus decision making and how to coach centre members in this</li> <li>• Ability to coach and support parents/caregivers with difficult situations (with other parents or with children)</li> <li>• Skill in coaching centre members in aspects of Playcentre, and then ability to let members take on more responsibility with the increased understanding</li> <li>• Ability to work effectively as part of a cooperative</li> </ul>
<b>Desired</b>	<ul style="list-style-type: none"> <li>• Course 4, NZ Certificate in Early Childhood Education and Care, or above or equivalent ECE qualification</li> <li>• Recent Playcentre experience and knowledge of current policies, practices and licencing requirements in Playcentre</li> <li>• Full Driver's License</li> </ul>

Centre name:

Any additional detail/requirements – such as specific training level required, or specific tasks centre requires role to support with (ie learning stories coaching with parents, and examples to be created for each child within a year). Must be relevant and achievable.

*Centre to add details:*