

## **Big Kids Session Facilitator – Position Description**

### **Te Whānau Tupu Ngātahi o Aotearoa, Playcentre Aotearoa 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. Responsible for the organisation and facilitation of the older children's extended session, this position focuses on ensuring big kid's sessions are run safely, while extending the independence of older preschool children, promoting self-care skills and transition to school.

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 experience 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.

### **Place of Work**

Playcentre centres at various locations in New Zealand

### **Reporting**

The Big Kids Facilitator reports to the Centre Advisor

### **Direct Reports**

- None

### **Key Relationships**

- Regional Support Lead
- Regional Funding Administrator
- Centre whānau
- Student Support Coordinator

## Key accountabilities

### Catering for children's needs

- To ensure sessions are planned and run that allow children to have a positive experience and Playcentre Aotearoa's philosophy and practices are followed.
- To plan and run sessions so Te Whāriki comes alive in big kid's sessions
- To help parents provide a supportive, positive, educational and caring environment for children.
- To assist in planning and running sessions, with parent interaction, to ensure older children are given an opportunity to take part in activities which encourage them to think about primary school, and promote communication on this topic
- To ensure sessions are run that give children the opportunity to be involved in "big kids" activity in order to extend their play and develop their learning potential.
- To invite participation from children and support their strengths and interests.
- To ensure each child's learning is being assessed and planned for
- To be aware of and help ensure the needs and safety of children are foremost, and help ensure all equipment is available and safe to use.
- To promote literacy, numeracy and science concepts through play
- To involve children in projects over multiple sessions
- To interact with children in a way that stimulates the imagination and fosters communication
- To help children consolidate past experiences.
- To encourage all kinds of expression.
- To encourage problem solving by presenting possibilities and promote cooperation.
- To encourage initiative and independence.

<p>Session Planning Overview Open and Closing</p>	<ul style="list-style-type: none"> <li>• Contribute to the planning of sessions - with session objectives established from input from parents and children (identified goals related to individual children’s development and learning)</li> <li>• Attend termly planning meetings</li> <li>• Contribute to the end of session evaluation and ensure they are completed</li> <li>• To write learning stories for the children who attend</li> <li>• Link Te Whāriki to learning stories, planning and evaluations</li> <li>• To arrive at a time as agreed and set out in employment contract before session is due to start, to help set up and complete all necessary tasks to ensure the Centre is properly closed</li> <li>• To apply for a discretionary day when needed</li> <li>• Ensure everyone on session is signed in and marked absent</li> <li>• To contact the Centre President or equivalent role, at the earliest time possible if you are unable to attend</li> </ul>
<p>Session Facilitation</p>	<ul style="list-style-type: none"> <li>• Set up activities to meet the interests, strengths and needs of children</li> <li>• Provide an environment that stimulates and enhances the children’s learning</li> <li>• To be attentive to learning and make this visible through a range of assessment practices that empower children and enhance their mana</li> <li>• To share knowledge about children’s learning and development with parents</li> <li>• Ensure that children are supervised at all times</li> <li>• Interact with children to support and extend their play</li> <li>• To be culturally competent and inclusive to honour and develop the culture, language and identity for tamariki and their whānau.</li> <li>• To promote te reo and tikanga Māori on session</li> <li>• Use positive behaviour guidance</li> <li>• Provide a safe environment, following H&amp;S policies and following compliance</li> <li>• Be a positive role model to the Centre</li> </ul>
<p>Te Tiriti o Waitangi and dual heritage of Aotearoa</p>	<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>• To model te reo and use it during daily interactions with tamariki and adults</li> <li>• Recognises principles of Te Tiriti o Waitangi and how they relate to Playcentre</li> </ul>

Health and Safety	<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>• Have an understanding of H&amp;S in a Playcentre environment</li> <li>• Comply with all requirements of return to work and rehabilitation plans.</li> </ul>
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<b>Key competencies</b>	
<b>Pou Hono:</b> Valuing Māori	<ul style="list-style-type: none"> <li>• Actively engages in promotion of Māori cultural values.</li> <li>• Recognise that others will bring/apply their cultural perspective to all discussions, decisions and actions.</li> </ul>
<b>Pou Mana:</b> Having knowledge of Māori context	<ul style="list-style-type: none"> <li>• Apply Playcentre Aotearoa’s Te Tiriti o Waitangi Bicultural Framework.</li> <li>• Use basic te reo Māori and engage with tikanga Māori in a variety of settings.</li> <li>• Ensure the mana of people is respected, with particular regard for mana whenua.</li> </ul>
<b>Pou Kipa:</b> Achieving equitable education outcomes for Māori	<ul style="list-style-type: none"> <li>• Develop, implement, innovate and strategically resource, to achieve equitable outcomes for Māori.</li> <li>• Know and consistently use available research and resources, and apply the evidence of what works for Māori in education.</li> </ul>
<b>Analytical thinking</b>	<ul style="list-style-type: none"> <li>• Approaches problems analytically, from a variety of perspectives, identifying immediate and long-term consequences.</li> <li>• Makes considered decisions and establishes clear goals and priorities to achieve desired outcomes</li> </ul>

<b>Key competencies</b>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicate in a respectful tone and manner.</li> <li>• Listen actively and communicate effectively with others.</li> <li>• Be able to write clearly and concisely in a variety of communication settings.</li> <li>• Solution focused.</li> </ul>
<b>Delivering results</b>	<ul style="list-style-type: none"> <li>• Initiate action without prompting.</li> <li>• Manage expectations and accept accountability for deadlines, and outcomes.</li> <li>• Is action oriented, having the energy, motivation, positivity and commitment to excellence to ensure achievement of results</li> </ul>
<b>Personal resilience</b>	<ul style="list-style-type: none"> <li>• Recognise when to ask for support when under stress.</li> <li>• Maintain composure and focus under pressure and adapt to change.</li> <li>• Continue to perform effectively in highly stressful and ambiguous circumstances.</li> <li>• Desire to work in a lively organisation – which also prioritises having fun, and learning through play.</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Act with honesty, integrity and personal ethics.</li> <li>• Be able to effectively manage one’s time and resources to ensure that work is completed efficiently.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• Show commitment to the centre’s purpose and goals.</li> <li>• Share information and encourage others to do the same.</li> <li>• Support and motivate the group to perform at its best.</li> <li>• Recognise the role of conflict when appropriate.</li> <li>• Consider diverse, cultural perspectives and working styles.</li> <li>• Gain input by valuing others ideas and expertise and be willing to learn from others.</li> </ul>

## Person Specification

### Skills and Attributes

- Have completed Playcentre Course 3 or higher
- Hold a current First Aid Certificate
- Knowledge and understanding of how to apply Te Whāriki
- Ability to pass safety check
- Playcentre knowledge, its philosophy, current practices
- Good understanding of positive guidance and the Vulnerable Children's Act
- Have effective communication skills and be approachable
- Able to work effectively and efficiently, without supervision
- Flexible and able to adapt to a changing work environment.
- To be reliable and organised
- Ability to formulate constructive and practical solutions
- Willingness to undertake Professional Development relevant to this position or actively participate in the Playcentre Education Programme
- Ability to write learning stories that show the experience of children on sessions that link to Te Whāriki
- Ability to tailor an approach to planning to various children, but especially those that are 3 years plus