



# Supporting Ākonga through the Playcentre Educator Award

This resource was created for Centre Education Officers, Session Facilitators and Centre Advisors

## Playcentre Educator Award

The Playcentre Introductory Award (PIA) is the first step in the Playcentre Education programme and is a pre-requisite for third and fourth modules that make up the **Playcentre Educator Award**:

PEA - Playcentre Educator Award

- **B403 – Positive relationships.** This module is about developing the skills for fostering positive relationships with infants, toddlers and young children.
- **B404 – Te Kakano: Te reo me onā tikanga Māori.** This module provides an introduction to te reo Māori and promotes awareness of tikanga Māori for implementing in Playcentre.

Ākonga (students) have the option of completing the learning content for B403 through face-to-face workshops or online on the learning platform called iQualify. **B404 workshops must be done kanohi ki te kanohi/face to face.** Limited options are available for webinar delivery where face-to-face travel is not available.

Each module is sectioned into four parts, with each face-to-face workshop 2.5 hours of delivery or the equivalent time online. While there is not a deadline to complete each module, students generally have greater success when they complete the assessment tasks during or soon after their study. The online modules have regular facilitated support for the first four weeks and then intermittent support for the following month. There are also external readings for each module.

### B403 | Positive Relationships

The first module in the Playcentre Education programme is called **Positive Relationships**

It has four sections:

1. Children's Rights in Aotearoa New Zealand  
*looks at changes in legislation, children's rights, our view of the child*
2. Communicating Reciprocally  
*respectful relationships, communication, active listening with children, positive guidance*
3. Viewing Children Positively  
*applying positive guidance, guiding social competence, our expectations*
4. Promoting Social Competence  
*more practice in positive guidance, Te Whāriki, supporting social competence*

Parents are usually very engaged in this module as it relates directly to their everyday experiences of children's behaviour

The above content can either be covered as face-to-face workshops or through the online programme. There are also some required readings:

- Learning resources provided with the module
- Ministry of Education. (2017) *Te Whāriki*



- Ministry of Education (1998) *Providing Positive Guidance Guidelines for EC services* [also available online at [www.education.govt.nz](http://www.education.govt.nz) ]
- Faber, A& Mazlish, E(2012) *How to talk so kids will listen & listen so kids will talk.* OR
- Porter, L.(2015) *Parental guidance Recommended: How to raise emotionally healthy children.*

Note: these excerpts (and/or others) are included as appendices in the Learning resource provided to students.

### Assessment Task – B403 | Positive Relationships

This module has **two** assessment tasks.

The **first task** asks students to practice different communication and relationships strategies for the guidance of young children's behaviour to promote children's developing social competences on **three separate occasions**

A range of strategies that have been covered in the course, are given to choose at least **three** from. For **each occasion** the student is asked to

- ⇒ describe what happened, who was involved, and what needs they think the child was trying to meet. *This should be a full description*
- ⇒ what they said and did and how the children responded *-this should be quite specific*
- ⇒ reflect on how/which children's rights were protected, how their holistic wellbeing was considered (age, emotional state, capabilities etc), whether children's social skills were build or was a quick fix strategy used.
- ⇒ reflect on how well they implemented the strategy and ideas for next time

Ways that Session Facilitators and Centre Advisors can support ākonga with this task:

- Encourage student to talk to other adults and plan this in conjunction with their supervision team
- Have conversations with them about what strategies might be used in situations you see around you
- Encourage use of the assessment template –the space available gives an indication of how much writing is expected
- Refer students to *Te Whāriki* especially the principles of kotahitanga and whakamana
- Sometimes ākonga mix up the principles and strands of *Te Whāriki* – guide them back to *Te Whāriki* if needed
- Support students to reflect – each situation, their actions and outcomes may not have worked as they hoped and this is ok. Their reflection on this is the important part.

The **second task** is a self-evaluation of their own communication and relationship skills.

- ⇒ Students rate themselves on a number of aspects of their communication provided on a self-assessment form
- ⇒ choose **two skills** they wish to improve, including why they choose them
- ⇒ write and **implement** an action plan for these two skills
- ⇒ write a final report on what happened when they implemented their plan and then evaluates progress with ideas for further improvement.



Ways that you can support ākonga with this task:

- Kōrero with ākonga about any strategies they don't understand and encourage them to observe you and other adults using them
- Discuss the strategies they have chosen and help them plan their implementation if necessary
- Be familiar with the MoE resource [He Māpuna te Tamaiti: Supporting Children's Emotional Wellbeing and Social Competence](#). The appendix gives useful examples of teaching practices in action.

### B404 | Te Kakano Te reo me onā tikanga Māori

This module must be done kanohi ki te kanohi/face to face. Limited webinar options are available if travel is not possible.

It has four sections:

1. Mana Whenua Belonging
2. Introducing Te Ao Māori
3. Exploring Te Reo resources
4. Using Te Reo Māori in Playcentre

The required readings:

- Learning resource provided with module
- Ministry of Education (2017) *Te Whāriki*
- Ministry of Education (1998) *Providing Positive Guidance Guidelines for EC services*. [Also Available online at [www.education.govt.nz](http://www.education.govt.nz)]
- Working Party for Cultural Issues (1990) *Whānau Tupu Ngātahi: Families Growing Together*
- Tānia M. Ka'ai and Rawinia Higgins (2003) *Ki te Whaiao: An Introduction to Māori Culture and Society. Part One: Te Ao Māori The Māori World-View*, Chapters 2 & 3. Pearson New Zealand. (included as an appendix in learning resource provided)

### Assessment Task – B404 Te Kakano Te Reo me ōna tikanga Māori

This module has **two** assessment tasks.

**Task 1** involves researching an aspect of tikanga Māori. (a range is given in the coursework including *manaaitanga, whānaungatanga, kotahitanga, rangatiratanga, ūkaipōtanga*)

Students are asked to

- ⇒ describe the aspect chosen
- ⇒ identify three ways their Playcentre could demonstrate this aspect
- ⇒ implement one experience/routine/event to apply this aspect
- ⇒ reflect to evaluate the above
- ⇒ consider ideas for enhancing awareness of tikanga Māori in their Playcentre



Ways that you can support ākongā with this task:

- Encourage the student to work through the instructions step by step and follow the template questions.
- Discuss the aspects of tikanga Māori they could choose (*Refer also - values found in Huringa Pūngao, introduced in CA Induction Kete Tuatahi*)
- Consider how their centre is upholding these values now and ways this can be enhanced
- Encourage korero and planning with other adults in their centre, especially their supervision team
- There are lots of correct ways to do this task. Lead ākongā to local resources and support where applicable
- Remember that the work is to be the students – your role is only to help them understand the task, access resources and point them in the right direction.

The **second task** involves gathering or making resources for use of te reo Māori with children.

Students are asked to

- ⇒ gather or make a resource
- ⇒ write plan of how they will use this resource with tamariki
- ⇒ implement plan on **three occasions**
- ⇒ report on what happened and how successful they feel it was **on each occasion**
- ⇒ reflect on success of plan in promoting Māori as tangata whenua

Ways that you can support ākongā with this task:

- Encourage the student to talk to their supervision team and other adults
- Encourage them to work through the instructions step by step and understand the template.
- Help them identify people who can support them in their centre and in the community
- Local Kāhui Ako may have resources about local history and relationships with local iwi that Playcentres can tap into

Additional resources for Education Officers, Session Facilitators and Centre Advisors  
Session Facilitators and Centre Advisors who studied in earlier times may not have covered the concepts covered above. Here are some links to resources to learn more:

[Hūringa Pūngao](#) 10 Year Energy Transformation Programme in Playcentre, Te Whare Tikanga Māori

[Kete o Mātauranga](#) section of the Playcentre website

Celebrate Success

Last but not least, celebrate ākongā success when they finish the Playcentre Educator Award!

Some centres do this very well, whereas others are still building a culture of learning and education. Make the time to acknowledge centre whānau completions and the impact their learning has on the ongoing success of Playcentre.

Talk about what comes next in the education programme - the C series.