



Supporting Ākongā through the Playcentre Introductory Award

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

Playcentre Introductory Award

The Playcentre Introductory Award (PIA) is the first step in the Playcentre Education programme. The PIA includes two modules:

- B401 – Kia Tākaro | Let's Play
- B402 – Kotahitanga in Playcentre

Ākongā (students) have the option of completing the learning content for these modules through face-to-face workshops or online, on a learning platform called iQualify. 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. There are also external readings for each module.

What is my role as Education Officer/Session Facilitator/Centre Advisor in supporting ākongā with PIA?

Some students may not need any support to complete the programme whereas others may need benefit from more guidance and encouragement. Some ways that you can support students:

- Offer to look after their tamariki on session while they focus on education.
- Encourage and motivate them to complete the programme. Share examples from your own life about how aspects of the education programme have influenced you as a kaiako.
- Point students in the direction of relevant resources. Most of what they need is in their student learning resource or available through the Playcentre website.
- Help students find the required readings in the centre library (see next page)
- Gently guide them in the right direction if they are struggling to get started.
- Encourage them to link up with other students also working on the PIA.
- Support other centre members to be able to do the above.

Remember that your role is **not** that of Education Tutor or Commenter, so it is not your role to specifically comment on the quality of their mahi. It is also important that all work submitted by a student is their own work in their own words, so be mindful that any support you provide is guidance rather than answers.

Assessment Tasks

Assessment tasks are updated from time to time and as such copies of assessment tasks aren't circulated to centres, Session Facilitators or Centre Advisors as they may soon become out of date and it is impossible to maintain quality control. **Whatever the student brings to centre is the version of the assessment task that is correct for them.**

That said, the general assessment task outcomes will remain the same





and we'll look at what you can do to support ākongā with the each task.

B401 | Kia Tākao – Let's Play

The first module in the Playcentre Education programme is called **Kia Tākaro – Let's Play**. It has four sections:

1. The Value of Play for Children's Learning
2. Introduction to Te Whāriki
3. The Adult Role in Supporting Play
4. A Specific Play Topic

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
- Densem, A. & Chapman, B. (2000) *Learning Together, The Playcentre Way*. [pp. 121 – 144][Available from the Canterbury Playcentre Shop at the time of writing]
- Brownlee, P. (revised version 2015). *Magic Places*. Note: The 2015 version had a major revision to include new information and therefore is the recommended version.[Available from the Canterbury Playcentre Shop at the time of writing]
- Ministry of Education. (2017) *Te Whāriki*

Assessment Task – B401 | Kia Tākaro – Let's Play

The first module has one assessment task with two parts. The first part asks students to join in with or plan and provide for children's play on **three** occasions. At least one occasion must be something they plan themselves (eg set up an invitation to play and join in the experience.) The task asks students to choose from a range of learning areas so that they experience a variety of play experiences.

For each of the three occasions, their assessment asks them to describe and reflect on the experience through a series of questions.

They also need to write a learning story, narrative or anecdote about one of the children for each of the three experiences.

Ways that you can support ākongā with this task:

- Have conversations with them about what play and learning is happening around them or what they might want to set up
- One of the questions that sometimes students get stuck on is "What cultural considerations did you plan for?". You could kōrero about use of food in play, being mindful of certain body parts, how natural resources are used and returned to the earth, being inclusive of different cultural beliefs and practices within centre whānau. Share local tikanga. The "little red book" may also help identify other ideas - Whānau Tupu Ngātahi: *Families Growing Together, Report to the New Zealand Playcentre Federation from the Working Party on Cultural Issues* (Ropū Hanga Tikanga), New Zealand Playcentre Federation, Auckland, 1990
- Sometimes ākongā mix up the principles and strands of *Te Whāriki* – guide them back to *Te Whāriki* if needed



- Support students to write a basic learning story or narrative. Remember that this might be their first attempt and the requirement is for a **basic** story. It does not need to be perfect.

The second part of the task is to create a learner map. A learner map is mindmap-style of planning for an individual child's learning. They are asked to describe a child's strengths and interests and then go on to add two possible lines of directions (aka PLODs or possibilities and opportunities or "what next?") relevant to the child.

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

- Kōrero with ākonga about what their child enjoys and is good at, at home and at Playcentre
- Discuss possible ideas with them and if they would like, help them find other resources that may give them new ideas (eg other parents of children with similar interests, Playcentre journals, Playcentre play series books, Examples of good practice from *Te Whāriki*, refer them back to their student resources)
- The most common omission from this task is that ākonga sometimes list lots of strengths and interests but forget to include the possible lines of directions.

B402 | Kotahitanga in Playcentre

The second module in the Playcentre Education programme is called **Kotahitanga in Playcentre**. It has four sections:

- Exploring Cultural Identity
- Session Requirements for Playcentre
- The Kotahitanga Principle
- Nurturing Mana Atua

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
- Playcentre Aotearoa policies and procedures, and centre-specific practices
- Working party on Cultural Issues, (1990) *Whānau Tupu Ngātahi* –[pp 29-31]
- Ministry of Education, (2008) *Licensing Criteria for Centre Based ECE Services*
- Ministry of Education, (2017) *Te Whāriki*

Assessment Task – B402 | Kotahitanga in Playcentre

This module has one assessment task with two parts. The first part (Part A) asks students to design a poster to illustrate how the key practices in their Playcentre foster well-being of young children, using one of the models of holistic well-being they studied in their course (Te Whare Tapa Whā, Te Wheke, Fonofale or Maslow's Hierarchy).

Practices might come from Playcentre philosophy, licensing agreement, Playcentre Aotearoa policies and procedures or centre-specific practices within their centre. Students are asked to cover practices from a range of aspects [*health and hygiene, safety, nutrition, cognitive, children's self-care, physical, spiritual, emotional, cultural practices and cyber safety.*]

This is a task that ākonga sometimes get stuck on and Session Facilitators and Centre Advisors should be aware of this and be proactive in offering students support. Ways that Session Facilitators and Centre Advisors can support ākonga with this task:



- Encourage the student to work through the instructions step by step.
 - Which model do they want to use? Refer them back to their student resource and encourage them to draw a simple model as the basis for their poster.
 - Lead them to the centre policy folder contents page or the online version [Policies and Procedures Key and Contents | Playcentre](#). (The hard copy folder is handy because they can they easily flick through the relevant policies to read more.)
 - Make sure they know about the Playcentre philosophy page in their student resource or online [Our Philosophy | Playcentre](#)
 - Guide them back to the range statement in the assessment task. For each aspect, can they match a policy/procedure/part of the philosophy to an aspect? For example, which policy/procedure/philosophy/practice is related to “health and hygiene”?
 - Then get them to think about how that links to the holistic model they have chosen.
 - For example, they might choose the “Sick Child Isolation Procedure” as relating to “health and hygiene” and then add that to their poster linking to Taha Tinana (Physical Wellbeing) in Te Whare Tapa Whā or Physiological or Safety Needs in Maslow’s Hierarchy
 - Get them to repeat the process for each aspect of the range statement
- Remember that they only choose **one model** for their poster
- There are lots of way to make connections and lots of correct ways to do this task. The above guidance is only one way and not the only way, however it does lead students through the task step by step for those who need the direction.
- Remember that the work is to be the students – your role is only to help them access resource and point them in the right direction.

Additional resources for Education Officers, Session Facilitators and Centre Advisors
Those who completed Playcentre Education in earlier times may not have covered the above holistic wellbeing models in their study. Here are some links to resources to learn more:

Te Whare Tapa Whā

[Māori health models – Te Whare Tapa Whā | Ministry of Health NZ](#) From Ministry of Health (May 2021)

[Te whare tapa whā and wellbeing | Health Navigator NZ](#) From Health Navigator New Zealand (May 2021)

Te Wheke

[Māori health models – Te Wheke | Ministry of Health NZ](#) From Ministry of Health (May 2021)

Fonofale

[Fonofale \(d3n8a8pro7vhmx.cloudfront.net\)](#) From Health Navigator New Zealand (May 2021)

[PowerPoint Presentation \(mpia.govt.nz\)](#) From the Ministry for Pacific Peoples (May 2021)

Maslow’s Hierarchy of Needs



[Maslow's Hierarchy of Needs | Simply Psychology](#) From Simple Psychology (May 2021)

The second part of the task (Part B) asks centre members to carry out centre procedures to foster the holistic wellbeing of children in their Playcentre. They also must link their actions back to relevant Playcentre policy/procedure and/or licensing criteria.

The procedures include:

- Pre-session daily hazard check (x2)
- Promote children's self-care skills (x2)
- Maintain hygienic practices (x2)
- Manage hazards during session (x2)
- Follow child protection guidelines (x1)

The assessment task leads students through this task step by step and it is straightforward.

Ways that you can support ākongā with this task:

- Encourage the student to work through the instructions step by step.
- Lead them to the centre policy folder contents page or the online version [Policies and Procedures Key and Contents | Playcentre](#). (The hard copy folder is handy because they can easily flick through the relevant policies and read in more detail.)
- Make sure they know about the licensing criteria pages in their student resource
- Tell them not to overthink this task. The actions included are actions they are likely to be doing every day at Playcentre, they might just need to make the connection with the relevant policy/procedure.

Submitting Assessment Tasks

Ākongā are responsible for submitting their own assessment tasks. Those enrolled online upload tasks through the iQuality platform whereas those doing face-to-face workshops email tasks to assessments@playcentre.org.nz with the module, their name and centre in the subject line.

Celebrate Success

Last but not least, celebrate ākongā success when they finish the Playcentre Introductory 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, both in person and in your reports.