



Te Whānau Tupu Ngātahi o Aotearoa

Tāngata Tiriti - Kaitiaki | Trustee Board nomination form

The successful nominee will need to complete a form for 'fit and proper person' and 'conflicts of interest' statutory declarations, which are required from governing members of a private training establishment (PTE) under the Education and Training Act 2020 ("the Act")

Policy (Pre-requisites-Remits from NZPF Conference 1993):

All Playcentre Aotearoa Officers and nominees (elected and/or appointed) to have completed Treaty of Waitangi workshops and participate in ongoing training in Treaty and Bi-Cultural related issues. • Representatives reflect their commitment to Playcentre by choosing Playcentre as the main early childhood education for their children

Name	Peta Vassalini
Playcentre:	Tamahere Playcentre
Nomination for:	Trustee Member
Governance Region	Central North Island

EDUCATION AND SKILLS THAT WOULD ADD VALUE TO THE TRUSTEE BOARD

What have you bi-culturally contributed to your Playcentre | Rōpū Māori?

I believe those involved in education need to be actively aware of their responsibilities and commitments required of them, so that Māori culture and language are nurtured and protected. Māori identity, language and culture must be valued and incorporated into our daily interactions with Māori and our non-Māori. It is vitally important that Māori see and hear their own narratives embedded within practices and assessments within our Playcentre's. I actively supported our centre being part of the Kōwhiri Whakapae pilot program looking at the tools to support tamariki social and emotional competency, however it specifically examines Kaiako own culture and identity first. I have facilitated the implementation of a PLD plan for our centre that continues to improve kaiako use of te reo Māori and the integration of tikanga Māori as an integral part of the curriculum. Linking this to our 16 areas of play which we are embedding into our everyday practices.

I have actively supported our Centre's biculturalism; while as a member of the Leadership team we now review all our policies through a bicultural lens and updated our Strategic Plan to reflect our commitment to Te Tiriti o Waitangi. I have supported the established of kawa around specific events in a whānau journey at Playcentre. I have completed Playcentre education 404 Te Kakano and 410 Te Tiriti o Waitangi. Currently, I am part of a 10-week Te Reo Māori course and will be completing PLD centred around biculturalism in leadership in June. We have also started conversations in our cluster about how we can support the establishment of a rōpū to represent our whānau Māori voice in the Waikato region.

I actively seek PLD opportunities to support my own personal journey of biculturalism. I have a commitment to transforming my complicity with pākehā privilege and open possibilities for relationships of reciprocity with Māori. I am committed to my own journey that enables a transformation of pākehā relationships with Māori towards reciprocal respect and mutual understanding.

What will you contribute to Te Whānau Tupu Ngātahi o Aotearoa?

I will contribute a passion for Playcentre, vision, ideas, energy, and an enthusiasm for Te Whānau Tupu Ngātahi o Aotearoa not to be Aotearoa best kept secret, rather at the forefront of ECE

education leading with best practice. I have a sound understanding of Playcentre – our philosophy, the bicultural partnership model, structure, and the way we work. I will contribute transparent open leadership and communication, seeking to build communication framework that allows for centres to feel connected to Te Whānau Tupu Ngātahi o Aotearoa. In my roles in education, I have facilitated discussions around a school's development of the vision and values to implement restorative practices and a PB4L lens to the strategic plan. With this experience I can contribute to the strategic development of Te Whānau Tupu Ngātahi.

I will contribute the perspective and voice of the centre, the experiences of the daily realities of centres and what we believe the key drivers are. I can synthesise large amounts of information, make connections and focus on the most important elements, especially from the centre's perspective. I can present complicated information in a clear and succinct way which supports understanding and effective decision-making.

What will you contribute to the Trustee Board?

I will contribute to the Trustee Board:

- Ability to assimilate and synthesis complex information quickly.
- Develop and deliver a cogent argument.
- Be innovative and think beyond the square.
- Understanding issues at both the detailed and “big- picture” level, to develop action plans with measurable actions.
- Seek and maintain reciprocal relationships with other members of the Trustee Board.
- Advocate and champion for Playcentre from a centre perspective.
- A drive to find solutions using data to guide decision making.
- Willingness to challenge my own thinking and privilege to build reciprocal relationships to enable an environment that allows for authentic engagement that is built on trust, connectedness, and empathy.
- Willingness to lean into difficult conversations in a respectful manner.
- Active listener, good communicator, good interpersonal skills
- Excellent written and verbal communication skills.
- An intrinsic learner that values learning and is willingness to learn what is required at the highest level needed.

Provide a brief non-Playcentre work, volunteer, education and life history prior to and/or during Playcentre

I have been in the Education sector for 15 years teaching both in Secondary schools and Primary school in New Zealand and in Italy.

During my time as a teacher in New Zealand, I have been the Specialist Classroom Teacher.

As a SCT I was responsible for:

- Supported and assisted beginning teachers to develop and demonstrate effective teaching practices.
- Supported and assisted teachers to expand their knowledge, skills and attributes to increase teaching effectiveness.
- Encouraged collaborative, reflective and shared practice in whole school initiatives.
- Provided leadership in school wide professional learning and development.

I have also been the PB4L Coach and Team lead in this to role I was required to

- Develop a shared understanding across the school. This required the leading the aligning of the school charter, annual plan and PB4L-SW purpose statement.
- Analyse data to create school wide action plans for improvement.

- Establishing a process for school wide communication framework in terms of PB4L which allowed input from staff, students and whānau.

During my teaching career, I have been involved in Te Kohtahitanga at a pilot school, as well as supporting the implementation of Ka Hikitia in another school I was at.

While teaching in Italy I taught year 2 as well as year 5 in an International School. Here I held the roles of Head of History and Head of Assessment.

When I held the role of Head of History

- Aligned the Italian and British curriculums to support each other for better school outcomes.
- Introduced and developed teachers' knowledge of play-based learning in Key Stage 1

As Head of Assessment, I was responsible for

- Facilitating discussions for the development of a comprehensive strategic plan
- Developed the understanding of Assessment for Learning for Teachers and Families and established clear communication pathways that allowed parents to feel they were having meaningful input in their child's education
- Developed a data management system to track achievement that could be used to make decision on learning through data.

Outside of Playcentre I am found outdoors with a love of rivers, mountains and anything off the beaten path. As a family we spend our time rafting, Kayaking, mountain biking and rock-climbing.

Time Commitment – please comment on your ability to meet the time commitment for the Trustee Board Member role:

I can meet the time commitments required for the Trustee Board members. My family is very supportive and flexible that will allow me to meet any requirements of me. I am fortunate to have a village raising my children that allows me to balance both my family and commitments to Playcentre, and the self- care required to give my best in all aspects of my life.

Our centre has been investing in the capabilities of our members and have three other members completing their Level 4 Qualification. Once these members have completed their studies I will not be required to be on every session as the Person Responsible, this will allow me to give more time to being a Trustee Board Member as well.

I would still have my youngest at Playcentre, but this is not a limitation on my ability to commit my time to the Trustee Board. Rather, it will maximize my time management skills and hold me accountable to giving my family and Playcentre the time that is required.

REFERENCE ONE

Name	
Telephone	
Email	