



Supporting Ākonga through the Playcentre Introductory and Educator Awards (PIA and PEA)

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

The Playcentre Introductory Award (PIA) is the first step in the Playcentre Education programme. The PIA includes B401 – Kia Tākaro | Let's Play and one of the other B modules. The Playcentre Educator Award comprises the other two B modules.

Order	Module	Credits
Start here	B401 Kia Tākaro Let's Play	5
Then in any order	B402 Kotahitanga in Playcentre	5
	B403 Positive Relationships	5
	B404 Te Kākano – te reo me ona tikanga Māori	5



The Playcentre Introductory Award (PIA) is awarded after two B modules (10 credits) are completed.



The Playcentre Educator Award (PEA) is awarded after all four B modules (20 credits) are completed.

Ākonga (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 or through Microsoft Teams webinars. All modules have an online option, however online B402 is iQualify only and online B404 is webinar only.

Each module is sectioned into four parts, with each face-to-face workshop 2.5 hours of delivery or the equivalent time online. There are also external readings for each module. 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.

What is the role as Education Officer/Session Facilitator/Centre Advisor in supporting ākonga with PIA and PEA?

Some students may not need any support to complete the programme whereas others may 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.



- Refer ākonga to the online support sessions with tutors (links on the Playcentre website)
- 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.

Supporting Ākonga to Enrol

Everyone must enrol in each module via the Playcentre website. Options are organised by national online module and face-to-face workshops (further split into regions). [Find a Workshop or online module | Playcentre](#)

All new students start with B401 Kia Tākaro | Let's Play. To enrol, they sign up via the Playcentre website for an online B401 module or workshop series near them. The Student Support Team will email them an enrolment form to complete, along with a student handbook and additional information about the programme. As part of the initial enrolment process, participants need to provide two forms of ID. Any Playcentre Aotearoa staff member is able to verify copies. If a student does not have easy access to a Playcentre staff member, they can contact the Student Support Team and the verification can happen via video call.

Students book into each module via the Playcentre website. Ākonga can be enrolled in up to two modules at the same time. If a student has been inactive for an extended period of time, the Student Support Team will contact them to complete a re-enrolment form.

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, general assessment task outcomes will remain the same and we'll look at what you can do to support ākonga with each task.



Early childhood education - by families for families

Ākonga 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.

***Note that from Jan 2023, the programme will be updated to version 2 of the NZQA Level 4 certificate. Assessment tasks will be updated and the guidance in this document will be updated then as well.**

Celebrate Success

Celebrate ākonga success when they finish the Playcentre Awards! 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.



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 be covered as face-to-face workshops, via webinar or through the online iQualify platform. 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:

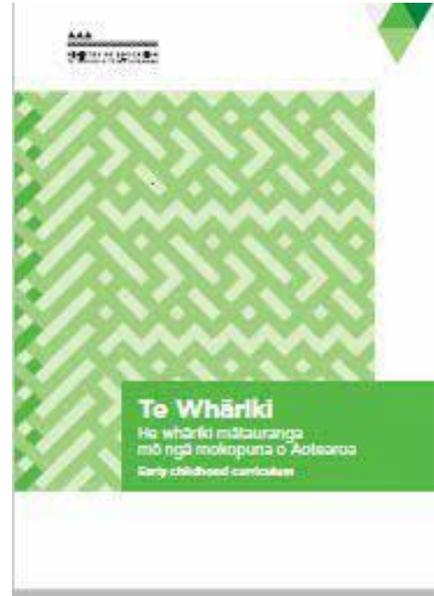
- Have conversations with them about what play and learning is happening around them or what they might want to set up
- One of the questions that sometimes students get stuck on is “What cultural considerations did you plan for?”. You could kōrero about use of food in play, being mindful of certain 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

This module has four sections:

1. Exploring Cultural Identity
2. Session Requirements for Playcentre
3. The Kotahitanga Principle
4. 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 ākongā 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 ākongā 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 ways 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 ākonga 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 they 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.

Introduction to Playcentre Aotearoa's Policies & Procedures

Purpose

For the purposes of understanding, good organisational practices, and compliance Playcentre Aotearoa consolidates and assembles core statements of policy and procedures together for the benefit of all Playcentre communities and their people, be they based at Centres or Regional Offices or National Team workplaces.

These policies and procedures define Playcentre Aotearoa practices that apply in common to all Playcentre people as noted or excepted within.

 Who we are Our philosophy Code of Conduct	 Operating successfully Enrolment & attendance Curriculum Communication & Media Privacy and Information Management	 Taking care of our people Protecting our children Positive guidance Health & Safety Being a good employer	 Taking care of our assets Brand Property & Equipment Finance	 Resolving and Evolving Complaint Resolution Review, Research & Evolvement
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B403 | Positive Relationships

This module 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 be covered as face-to-face workshops, via webinar or through the online iQualify platform. There are also some required readings:

- Learning resources provided with the module
- Ministry of Education. (2017) *Te Whāriki*
- Ministry of Education. (2020) *He Māpuna te tamaiti: Supporting children's emotional wellbeing and social competence*. [also available [online](#)]
- 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**.

Using a range of strategies that have been covered in the course, choose at least **three of the strategies**. 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 built 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 – in 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 evaluate their 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 or via webinar, it is not available on iQualify.

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]
- Working Party for Cultural Issues (1990) *Whānau Tupu Ngātahi: Families Growing Together*
- Tānia M. Ka'ai and Rawinia Higgins (2003) *Ki te Whāiao: 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 their 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 ākonga 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 Pungao](#) 10 Year Energy Transformation Programme in Playcentre, Te Whare Tikanga Māori

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

What next?

On completion of the Playcentre Educator Award (all four B modules B401 – B404), ākonga move on to the C-Series modules, which culminate in the NZ Certificate in Early Childhood Education and Care (Level 4).

