



Te Wāhanga Mātauranga –
Playcentre Education

**Talanoa with a
Tuakana**

Playcentre Aotearoa 2026

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Brainstorm – setting the scene



Put yourself back in the shoes of the new learner. Think back on your own past experience when your first started Playcentre...

- ✦ What did it feel like to be new?
- ✦ Was there anyone who made you feel especially welcome? What did they say or do that helped?

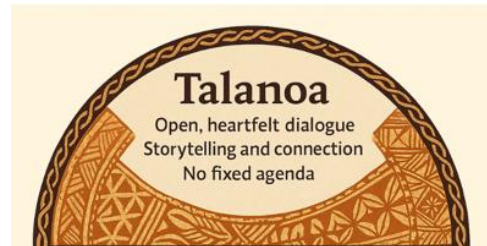


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Talanoa



- ✘ Informal conversation
- ✘ Pacific practice grounded in:
 - Relationships
 - Openness
 - Trust
 - Collective Understanding



- ✘ People share stories, experiences and perspectives to strengthen connection

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Tuakana – What and who?



- ✘ Traditionally older sibling/cousin of the same gender
- ✘ In an educational context, someone with more experience
- ✘ Tuakana – teina
- ✘ For PIA, the tuakana is anyone who has more experience on the topic and feels confident to support a new learner
 - Centre whānau who have finished PIA (or equivalent), Session Facilitator, Centre Advisor, Education Champion
 - Doesn't have to be the same tuakana each session

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Tuakana – When and how?



- ✂ Different wero – some tuakana support **before** the wero (play experiences), others **during**, all (except portfolio session) **after**
 - Will discuss timing as we go through each session wero on upcoming slides
- ✂ Casual kōrero that can move with tamariki – at the sandpit, by the swings, at the playdough table
 - Be mindful that the talanoa doesn't detract from children's experience – Talanoa nearby but not in the middle of play

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Session Participation

Attendance on Ten Sessions

- Ideally full sessions, some can be two half sessions to count as one however try to reinforce importance of arriving on time and staying to the end where possible
- Sign-in and out so we can check attendance on Discover

Ten Session Wero Challenges

- Ideally one wero per session
- Each challenge takes 5-20 min depending on the task
- All completed on session
- Some wero also include videos to watch, workshops/webinars to attend and/or readings to complete in advance

Talanoa with a Tuakana

- Chat with an experienced member
- 3-5 min reflection guided by the questions in the 'Talanoa with a Tuakana' section for that session. The talanoa can wander as appropriate.

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Session A – Find Key Equipment at your Playcentre



Things to find	✓		✓
Sign-in tablet		Fire exits and evacuation meeting point	
Bag storage		Spare clothes/hats	
Lunchbox/drink bottle storage Read: Food & Drink Procedure		Clean towels and dirty laundry Read: Laundering procedure	
Adult toilets		Paint and paper	
Children's toilets		Collage supplies	
First aid kit, Injury, Illness & Incident Register		Cooking/kitchen equipment and food clean up areas/cloths	
Nappy changing area Read: Nappy Changing & Disposal Procedure		Equipment for making messy/sensory play and play clean up areas/cloths	
Spillkit (for toileting or sickness accidents)		Storage cupboards (open them up to see what's inside)	
Sleep area Read: Sleeping Children Procedure		Keys to various equipment areas (carpentry, outside sheds)	
Hazard register (read and sign)		Sessional health & safety check form	

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Session A – Find Key Equipment



[Playcentre policies and procedures](#) help kaiako have a shared understanding of how we keep everyone safe and support learning. Find out more on the Playcentre website:



Talanoa with a Tuakana

Ask an experienced member how group supervision works in your centre. Things to discuss:

- ✂ How often will you be part of the “supervision team,” “duty team” or “parent help”? (These are called different names in different centres).
- ✂ What time should you arrive and expect to leave?
- ✂ What is your role in setting up play experiences at the start of and throughout the session? What about cleaning up during and at the end of the session?
- ✂ How do kaiako plan play and learning ideas and communicate these ideas with everyone?

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Tips for Tuakana (Session A)

- It is a great idea to tie this in with your Playcentre’s usual process of welcoming and inducting new whānau.
- Share the information that is relevant to the practices at your centre. There isn’t one “right” answer to these questions.

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Session B – Find Out Who’s Who at your Centre



✧ Find out the names of:

- Volunteers who hold whānau team roles
- Kaimahi
- Centre Advisor
- Leaders/Coordinators of session days

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Session B – Find Out Who's Who at your Centre



Talanoa with a Tuakana

Things to discuss:

- ✂ What Playcentre Introductory Award workshops are coming up soon near you or webinars online? How do you book in?
- ✂ How do you let your session team know if you are going to be away?
- ✂ If you are interested in picking up additional session days, what days currently have spaces?
- ✂ What whānau teams might be a good fit for your skills and interests, when you are ready to step into a team role?

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Tips for Tuakana (Session B)

- This is another opportunity to share the information that is relevant and meaningful to your own Playcentre.
- The inside front cover of the PIA booklet has a QR code and a link that will take you to the Playcentre Education webpage. You will find the link to upcoming PIA workshops and webinars, and Learning through Play workshops, webinars, and online self-directed options, under 'PIA workshop bookings'

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Session C – Set Up a Portfolio for your Child/ren



- ✦ No 'Talanoa with a Tuakana' section but you may wish to talk about portfolios/profile books and share examples.
- ✦ Note that this wero is just about setting it up – they will add a learner map and learning story later.

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Tips for Tuakana (Session C)

- This wero is the shortest and most easily achieved of the PIA! A great opportunity to share information about how portfolios/profile books/kete of learning are meaningful in your Playcentre.
- If you have centre whānau who have already set up a profile book, encourage them to read the information on the page and share examples of other portfolios at your Playcentre.

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Session D – Create a Learner Map for your Child/ren



Create a learner map for your child/ren or another child at Playcentre. Read the following information, then use the template provided in the booklet, one at your Playcentre or you can create your own. Learner maps are meant to be creative so you can make additions once you know the basics. It can be handwritten or typed.

Place a copy in your child's portfolio and share it with other kaiako at your Playcentre on the learning wall or however your centre shares learner maps.

Talanoa with a Tuakana

Things to discuss:

- ✂ Identify emergent learning – what is your child on the cusp of learning?
- ✂ Possibilities and opportunities for enriching your child's learning at Playcentre
- ✂ Which other tamariki on your session(s) share similar interests to your child?

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Tips for Tuakana (Session D)

- This session is all about starting to think more deeply about their own children's learning, making connections with other tamariki at Playcentre, and starting to understand how this information is used to inform quality Playcentre sessions.
- Don't worry if they aren't confident making links to *Te Whāriki*, you can use this as an opportunity to share a little about *Te Whāriki* and reassure them that they will come to understand more as they work through the PIA booklet.

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Sessions E, F & G – Set Up Play Experiences and Join In with Play



Before starting sessions E, F and G, attend the **Kia Tākaro – Play & Learning workshop/webinar** and complete the readings on the following pages.



Reminder to book in to a **Learning through Play workshop** if you haven't yet done so. Two play workshops with different topics are required before the end of the Playcentre Introductory Award.

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Tips for Tuakana (credit for previous Playcentre Education)

- If you have centre whānau who have previously attended Learning through Play workshops or PE1 Ūkaipōtanga, remind them to check page 4 of the PIA Booklet to see if they might have these workshops covered.

Learning completed	Credited
PE1 Ūkaipōtanga – Let's Play (all sections 1-3 on iQualify or workshops/webinars 1-3)	Workshop: Kia Takaro – Play & Learning Video: Kaiako in Playcentre Video: An Introduction to <i>Te Whariki</i>
PE2 Kotahitanga – Learning Together in Playcentre (all sections 1-3 on iQualify or workshops/webinars 1-3)	Video: Whānau Tupu Ngāhahi – Families Growing Together
PE3 Whanaungatanga – Positive Relationships (all sections 1-3 on iQualify or workshops/webinars 1-3)	Workshop: Whakamana – Empowering Children Video: Parenting – It's about Mana (Tūpuna Parenting)
Learning through Play workshops/webinars/iQualify units	Past attendance at Learning through Play workshops will be credited to the Learning through Play workshops required for the updated PIA.
Sessions attended, learner map, play experiences, learning story	Can be reused if completed from Term 4 2025 onwards. Reflection through "Talanoa with a Tuakana" for the relevant session still needs to be completed.

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Session E – Set Up an **Inside** Play Experience and Join In with Play



Talanoa with a Tuakana

Before you set up your play experience, have a chat with a tuakana to share your ideas about what you are thinking of doing and why. They might have additional suggestions or points that you may not have considered.

Then set up the play experience and join in with play!

Afterwards, discuss with the tuakana:

- ✂ What might a tamaiti *child* have been learning from joining in with the play?
- ✂ What ages/stages was the experience most suited to? How could you adapt it to cater for other age groups?
- ✂ What health & safety considerations did you take into account?
- ✂ What cultural considerations did you take into account?
- ✂ What would you do the same or differently next time?
- ✂ Any final thoughts or reflections on the experience.

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Session F – Set Up an **Outside** Play Experience and Join In with Play



Talanoa with a Tuakana

Before you set up your play experience, have a chat with a tuakana to share your ideas about what you are thinking of doing and why. They might have additional suggestions or points that you may not have considered.

Then set up the play experience and join in with play!

Afterwards, discuss with the tuakana:

- ✂ What might a tamaiti *child* have been learning from joining in with the play?
- ✂ What ages/stages was the experience most suited to? How could you adapt it to cater for other age groups?
- ✂ What health & safety considerations did you take into account?
- ✂ What cultural considerations did you take into account?
- ✂ What would you do the same or differently next time?
- ✂ Any final thoughts or reflections on the experience.

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Session G – Set Up a Messy Play/Sensory Play Experience and Join In with Play



Talanoa with a Tuakana

Before you set up your play experience, have a chat with a tuakana to share your ideas about what you are thinking of doing and why. They might have additional suggestions or points that you may not have considered.

If you are unsure where the centre keeps their equipment for messy play, ask an experienced member to show you. It will be stored separately from the kitchen and kai *food* equipment.

Then set up the play experience and join in with play!

Afterwards, discuss with the tuakana:

- ✂ What might a tamaiti *child* have been learning from joining in with the play?
- ✂ What ages/stages was the experience most suited to? How could you adapt it to cater for other age groups?
- ✂ What health & safety considerations did you take into account?
- ✂ What cultural considerations did you take into account?
- ✂ What would you do the same or differently next time?
- ✂ Any final thoughts or reflections on the experience.

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Tips for Tuakana (Sessions E, F & G)

- This is an opportunity to set learner's up to succeed with good information about appropriate play at Playcentre, then delight in reflecting with them as the learning becomes more evident.
- If you aren't confident yourself in supporting cultural considerations, there is some good information in this section of the PIA Booklet. Remember you can always refer to "the little red pukapuka" *Whānau Tupu Ngātahi*.
- Note that these sessions E, F and G do need to involve setting up 3 separate play experiences. One messy play experience set up outside does not cover the requirements for both Session F and Session G 😊

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Session H – Find *Te Whāriki* in your Centre



Talanoa with a Tuakana

Discuss with a tuakana:

- ✂ How does the centre use *Te Whāriki* on a day-to-day basis?
- ✂ Ask them to share examples of where *Te Whāriki* is used in session evaluation, planning and in learning stories.
- ✂ Ask about any planning hui the centre has – during the session or over the term.

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Tips for Tuakana (Session H)

- This session does not require a deep dive into *Te Whāriki* or to read it cover to cover. It is more about becoming familiar with where they can find the poster and books in your Playcentre and how it is woven into your regular practices at your Playcentre.
- There are some key pages reproduced in the PIA Booklet that learners can refer back to into the future as their understanding of *Te Whāriki* continues to grow.

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Session I – Write a Learning Story Using the Notice-Recognise-Respond Format



- ✂ Templates available in PIA booklet
- ✂ Don't have to use a template, just follow the Notice-Recognise-Respond format

Talanoa with a Tuakana

Discuss your learning story ideas with an experienced member and then ask them to review it.

- ✂ When complete, share the story with other kaiako on your session.
- ✂ Discuss possible next steps for supporting the child's learning.
- ✂ Place a copy in your child's portfolio or give a copy to the child's whānau.

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Tips for Tuakana (Session I)

- This session is supporting a learner to begin to find confidence writing learning stories. As long as you can identify the 'notice-recognise-respond' in the story, it does not need to follow a set template.
- The learning story does not need to be submitted for assessment, it is just for the learner to share with the tuakana, and potentially others at Playcentre depending on their confidence.
- For whānau working through the PIA who are already confident writing learning stories, this could be a good opportunity for them to stretch themselves and write a learning story for another child.

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Session J – Uphold Mana and Respect Children



Video
Parenting –
It's About Mana



Before starting this session:

1. Attend the **Whakamana – Empowering Children** workshop/webinar
2. Watch the video below
3. Complete the readings on the following pages.

Tips for Tuakana (Session J)

- Note that the quick reference QR code for the Tūpuna Parenting video Parenting – it's about Mana is missing from the inside cover of the 18 February version of the booklet. It can still be found on page 46.

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Session J – Uphold Mana and Respect Children



On session, practise:

- Getting down to children's level
- Listening and responding with care
- Building trust and connection
- Using the basic positive guidance strategies described in this booklet and in the Whakamana workshop

Talanoa with a Tuakana

Discuss with a tuakana:

- ✂ How did tamariki respond when you were interacting at their level?
- ✂ What did you notice that you might have otherwise overlooked?
- ✂ What were some of the things you said and did that upheld children's mana?
- ✂ Share a positive guidance strategy you used and how effective it was.

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Sign Record of Learning (preferably so we can read your name 😊)



Playcentre Introductory Award Record of Learning

When completed, scan or take a photo of this page & send to educationforms@playcentre.org.nz using the email subject line: **PIA**.

Legal Name			
Preferred Name			
Playcentre			
Phone		DOB	
Email			

On Session Wero	Date Completed	Tuakana Signature
A Find out key equipment and processes at your centre		
B Find out who's who in your centre		
C Set up a portfolio/kete for your child/ren		
D Create a learner map for your child/ren		
E Set up an inside play experience and join in with play		
F Set up an outside play experience and join in with play		
G Set up a messy play or sensory play experience and join in with play		
H Find the book and posters of <i>Te Whāriki</i> in your centre		
I Write a learning story using the notice-recognise-respond format for a child		
J Use positive guidance strategies to support a child		

**Tuakana is the experienced person who supported you/can confirm that you completed the task.*



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Tips for Tuakana (record of learning)

- The date completed refers to the date the learner participated in the Talanoa with a Tuakana.
- While we will count attendance on 10 sessions from the start of term 4 2026, the reflective conversations and engagement with the relevant reading can only have taken place after the learner has picked up the PIA booklet and started to work through it.
- You can remind the learner to complete the readings and watch the videos relevant to the session you are discussing, but you do not need to confirm that they have done so. The learner will sign themselves to attest to that.

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Tuakana – Things to Consider



- ✦ Start with the talanoa prompts but be flexible to take the talanoa in other relevant directions
- ✦ Be encouraging
- ✦ Remember that mistakes are opportunities for learning. Support and empower learners to reflect and grow at the pace that is right for them
- ✦ New parents are at usually at Playcentre for their tamariki. Utilise their child and their child's play and learning to build a connection
- ✦ Keep talanoa short and concise (3-5 min is plenty), unless both you and the learner are happy to keep chatting

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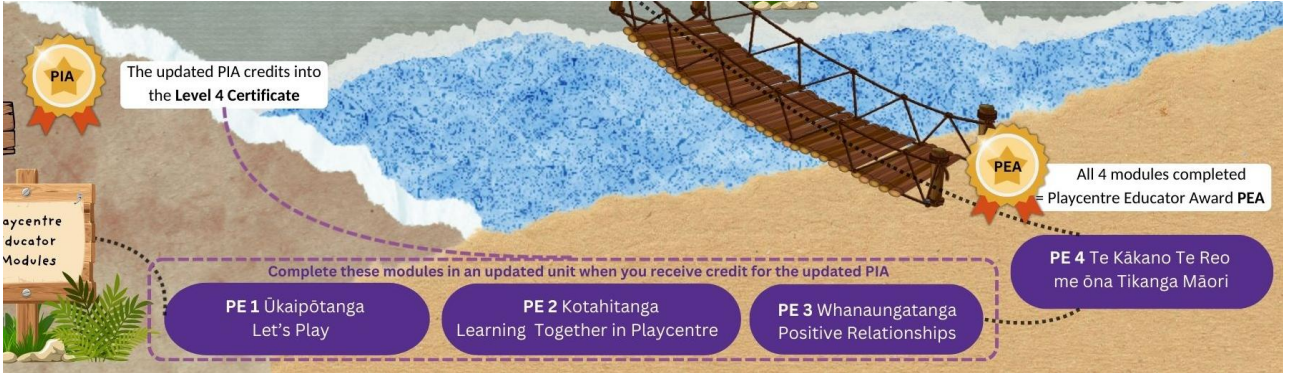
Continuing on with the NZ Certificate in Early Childhood Education & Care (Level 4)



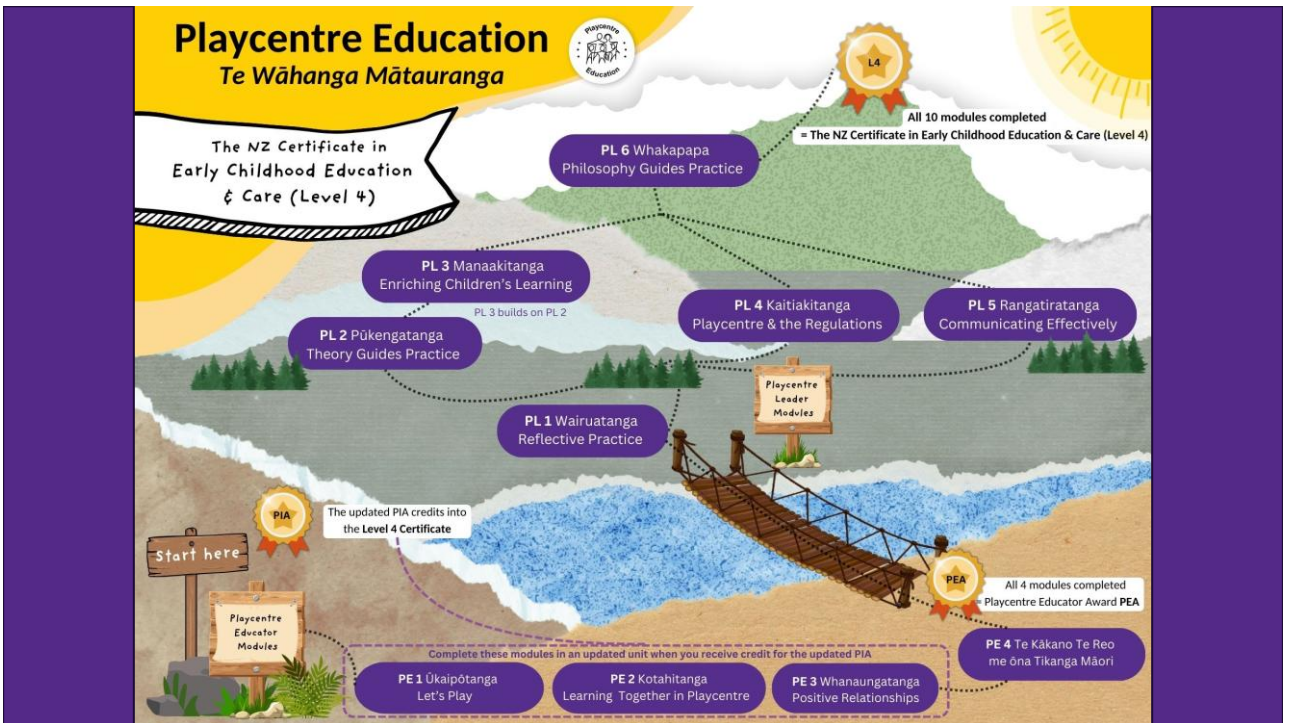
- ✦ PIA credits into the Level 4 certificate
- ✦ Learners can formally enrol after completing PIA
- ✦ Start with an integrated unit that combines the content from PE1, PE2 and PE3 not covered in PIA
- ✦ PE1 assessment task is credited, PE2 and PE3 tasks still to complete

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Continuing on with the NZ Certificate in Early Childhood Education & Care (Level 4)



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