

Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)



Checklist 1: Cultural Connection & Practices

Te Ao			
1.	Māramatanga	Acknowledge and articulate my cultural background and how it influences my approaches to play, teaching and learning.	Emerging Partially in Place Established
Whakawhanaungatanga			
2.	Whanaungatanga	Identify the diverse elements of my classroom and community, and the most effective ways to engage with families using te reo and tikanga.	Emerging Partially in Place Established
3.	Mātauranga (ā hapū, ā iwi)	Continuously expand my understanding of local hapū, iwi, pūrākau, and tikanga, and integrate this knowledge into the context of my school.	Emerging Partially in Place Established
Mātauranga Hapū			
4.	Tōku reo, tōku ohoho, (Tā Timoti Kāretu)	Actively improve my skills and confidence in using te reo Māori in my daily classroom practices.	Emerging Partially in Place Established
5.	Tōku reo, tōku ohoho, (Tā Timoti Kāretu)	Engage in ongoing research into mātauranga hapū, exploring methods to incorporate this knowledge with traditional curriculum subjects for the benefit of my students.	Emerging Partially in Place Established

Acknowledgement

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Checklist 2: Establishing an Environment for Learning through Play

The Learning Space			
1.	Tōku reo, tōku ohoo, (Tā Timoti Kāretu)	Organise a variety of learning spaces for students to play, both inside and outside the classroom.	Emerging Partly in Place Established
2.	Manaakitanga	Arrange the learning environment to enable students to easily access loose parts for their play.	Emerging Partly in Place Established
Resourcing & Managing the Learning Environment			
3.	Auahatanga	Identify and select loose parts that are both reflective of the cultural diversity in my environment and support the Theory of Loose Parts.	Emerging Partly in Place Established
4.	Manaakitanga; Tikanga; Tapu	Establish systems in the classroom that enable students to take responsibility for managing loose parts and reinforce the use of these systems when required.	Emerging Partly in Place Established
5.	Ako	Provide loose parts and resources, both inside and outside the classroom in response to schema identified in students' play.	Emerging Partly in Place Established
6.	Kawa; Tikanga; Tapu	Communicate clear expectations to students regarding the appropriate use of classroom resources.	Emerging Partly in Place Established
7.	Kaitiakitanga	Culturally relevant artefacts and materials are used in a manner that respects hapū and iwi tikanga, and their appropriate use is explained and demonstrated to students as necessary.	Emerging Partly in Place Established
8.	Kawa; Tapu; Tikanga	Provide rule reminders and logical consequences when needed.	Emerging Partly in Place Established
9.	Kawa; Tapu; Tikanga	Use strategies to assist students to manage the noise, mess, and transitions between activities effectively.	Emerging Partly in Place Established

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Checklist 3: Timetabling and Teaching in a Play-Based Learning Environment

Understanding the Curriculum			
1.	Mātauranga	Identify which areas of the curriculum require adult-guided or explicit acts of teaching.	Emerging Partly in Place Established
2.	Mātauranga	Identify which areas of the curriculum are suited to child-guided learning experiences, with scaffolding from adults.	Emerging Partly in Place Established
Teaching through Play: Providing an Invitation			
3.	Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana (Ngai Tahu); Māramatanga	Implement play invitations that support the development of specific learning areas and key competencies of the curriculum.	Emerging Partly in Place Established
4.	Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana (Ngai Tahu); Ako	Implement play invitations that promote and support children's interests and preferences; their family's funds of knowledge and aspirations for their child, and community and cultural values.	Emerging Partly in Place Established
5.	Ako; I orea te tuatara ka puta ki waho	Intentionally teach knowledge and/or skills needed by students to advance or extend the learning in their play.	Emerging Partly in Place Established
Timetabling Play			
6.	Ako; Kawa; Tikanga; Tapu	Provide a balance of adult-guided and child-guided learning experiences.	Emerging Partly in Place Established
7.	Ako	Establish and implement a flexible timetable through the school day.	Emerging Partly in Place Established

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Checklist 4: Teaching through Play

Noticing & Responding to the Curriculum in Students' Play			
1.	Ako	Use positive descriptive feedback to teach the learning areas and key competencies of in students' play.	Emerging Partly in Place Established
2.	Māramatanga	Support students to extend and explore their own thinking and ideas in play using phrases such as "I wonder, maybe, have you thought about".	Emerging Partly in Place Established
3.	Mātauranga	Identify which areas of the curriculum may require play invitations in order to promote further student exploration.	Emerging Partly in Place Established
Promoting Socio-Emotional Competencies and Problem Solving			
4.	Mātauranga (ā hapū, ā iwi); Whanaungatanga; Mana Motuhake	Use a variety of teaching resources to directly teach target social and problem-solving skills .	Emerging Partly in Place Established
5.	Mātauranga (ā hapū, ā iwi); Whanaungatanga; Mana Motuhake	Intentionally teach specific social skills and/or problem- solving strategies through whole-class modelling, role-play and student-practices.	Emerging Partly in Place Established
6.	Whanaungatanga; Mana Motuhake	Use positive descriptive feedback when students are playing to reinforce target social and emotional skill development .	Emerging Partly in Place Established
7.	Mana Motuhake	Regularly notice and respond to students' emotions using a variety of teaching strategies to support the development of students' emotional literacy and self-regulation .	Emerging Partly in Place Established

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Checklist 4: Teaching through Play

Promoting Learning through Play			
8.	Auahatanga	Identify features of socio-dramatic play and use a variety of strategies to support students' creativity and imagination in this play.	Emerging Partly in Place Established
9.	Mana Motuhake	Encourage students to share their knowledge and expertise with their peers.	Emerging Partly in Place Established
10.	Māui-tikitiki-a-Taranga; Pai tū, Pai hinga	Support students when mistakes occur or fail, promoting perseverance, risk-taking and flexible thought in students' play.	Emerging Partly in Place Established
11.	Tōku reo, tōku ohoho, (Tā Timoti Kāretu)	Spend time in conversation with students, scaffolding vocabulary as required.	Emerging Partly in Place Established

Checklist 5: Assessing and Communicating Progress

Planning to Respond to Learning			
1.	Māramatanga	Collect and use observational data to inform my planning of play invitations that reflect clear links to the curriculum.	Emerging Partly in Place Established
2.	Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana (Ngai Tahu)	Introduce play invitations in an engaging way, or by drawing students' attention to new resources with suggestions for their use.	Emerging Partly in Place Established
Assessing Progress of Learning			
3.	Māramatanga	Construct a variety of individual, group and whole-class narrative assessments with a focus on key competencies observed in the learning environment.	Emerging Partly in Place Established
4.	Māramatanga	Construct a variety of individual, group and whole-class narrative assessments with a focus on learning areas observed in the learning environment.	Emerging Partly in Place Established

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Checklist 5: Assessing and Communicating Progress

Communicating Progress of Learning			
5.	Māramatanga	Use narrative assessment to communicate my students' progress of learning through play to my parent community.	Emerging Partly in Place Established
6.	Kaitiakitanga	Revisit student learning that has occurred through play by making learning stories visible and available to my students, enabling them to access these and review them at their own choosing.	Emerging Partly in Place Established
7.	Māramatanga	Establish regular and consistent communication with my parent community through a variety of means, including newsletters, blogs, class displays, face to face meetings.	Emerging Partly in Place Established

I can identify the following areas of strength when implementing teaching through play practices in my classroom:

The 2- 3 priority areas for my future practice include:

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