

THE BUTTERFLY EFFECT IN PLAYCENTRE

Whangia ka tupu, ka puawai

That which is nurtured, blossoms and grows

A butterfly beating its wings in America can start a hurricane in China.

The butterfly becomes only when it's entirely ready.

We all possess the "butterfly power" of subtle influence.

In this document you will find some background information about the overall well-being of the centre. This information can be useful for your entry-analysis at the beginning of your programme.

In this document the 'rubrics' include three levels of competence; and we've drawn an analogy with the life cycle of the butterfly:

TORONGŪ

This is the beginning level of competence. The centre has begun the cycle and they have much to learn.

This centre is hungry

TŪNGOUNGOU

This is the middle level of competence. The centre has some level of competence and is operating effectively, but still has much to learn.

This centre is growing

KAHUKU

This is the higher level of competence. The centre has strong level of competence and work very effectively together.

This centre is flying

THE QUESTION 'WHO HOLDS THE KNOWLEDGE?'

- *Torongū*: The supervisor/educator/coordinator/team leader holds all the knowledge; and it is not shared with others.
- *Tūngoungou*: A core group of people hold the knowledge; sometimes they are open to share the knowledge, but sometimes the core group can be seen as cliquey; there is a sense of insiders and outsiders. Becoming an insider is possible; but takes effort.
- *Kahuku*: The knowledge is distributed among all adults; knowledge is freely shared and efforts are made to share information; new members are inducted efficiently and given appropriate information.

THE QUESTION 'HOW DOES THIS CENTRE OPERATE AS A COMMUNITY?'

- *Torongū*: Individuals are not connected to each other; everyone is doing their own thing.
- *Tūngoungou*: A core group of people express a sense of community; sometimes they are open to include others, but sometimes the core group can be seen as cliquey; there is a sense of insiders and outsiders. Becoming an insider is possible; but takes effort.
- *Kahuku*: As strong sense of community that permeates individual support; decision making; teaching and learning; and beyond.

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
BICULTURAL PRACTICES	<ul style="list-style-type: none"> • No evidence of a bicultural environment – wall displays; te Reo Māori ; or tikanga Māori . • Adults express that they focus on having a multicultural centre. 	<ul style="list-style-type: none"> • Natural resources are being used and valued; recognition of Papatūānuku. • Māori tikanga protocols are being used. • Provide poi, waiata and harakeke activities. • Enrolment forms include tamariki mihi. • Whānau boards; showing connections to each other through important landmarks. 	<ul style="list-style-type: none"> • Safe and responsive relationships with extended whānau. • Knowing whānau aspirations for tamariki. • Competent te Reo speaker in the centre supporting other members; everyday use of te reo Māori and tikanga Māori in the centre. • Te reo is visible on walls, language and books. • The skills and knowledge of whānau/community is utilised; for example weaving, storytelling, kai, natural remedies, etc. • Māori celebrations such as matariki are actively and appropriately celebrated. • Pepeha, mihi, whakatauki, karakia and waita are being used at meetings. • Knowledge about local resources and places of importance; and being utilised in play and learning experiences. • Tuakana teina and ako relationships evident. • Welcoming process is supportive and effective. A strong sense of manaakitanga and whanaungatanga at the centre. • Adults have a shared understanding of core Māori values and it is evident in all the centre do.

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
ASSESSMENT	<ul style="list-style-type: none"> Limited or no documentation. Children’s profile books are not accessible to children; and documentation in profile book is limited. Only the supervisor/team leader document children’s learning. Documentation is mainly a description of the activity. 	<ul style="list-style-type: none"> Most adults document their own children’s learning; a core group of adults document other children’s learning; the centre focus on one or two types of documentation. Documentation describes activities, with some possible lines of direction; but it lacks a strong sense of adults striving to understand children’s learning. Discussions about children’s learning is limited to short discussions during and after the session; there is no planned in-depth discussions. Documentations tends to be of individual moments; the continuity is not visible. Documentation is inconsistent; for example some profile books have minimal documentation, while others have a lot. 	<ul style="list-style-type: none"> A rich variety of assessment tools are being used. Adults have a shared understanding of assessment practices; assessment is viewed as a collective responsibility of all Playcentre members. Children’s learning is being analysed and adults are speculating about what children are trying to make sense of, what their learning intentions are, and how they can support them. Adults have regular planned and spontaneous discussions about children’s learning; adults make time for in-depth discussions about children’s learning. Documentation is visible for adults and children; make visible the learning that is valued; and provoke discussion about children’s learning encounters. Documentation includes a wide range of perspectives of both adults and children. Documentation is used to identify trends and patterns in children’s learning and share this understanding with the learning community; planning revolves around children’s emerging interests. There is evidence of continuity for children’s learning, as children’s interests are sustained over different sessions; and stories show progress and increased complexity. Children contribute to their own assessment. Children’s 1portfolio books are accessible; both physically and mentally; stories and photos reflect children’s strengths and interests from a multiple perspective; books are being read on sessions and learning celebrated.

¹ Portfolio books are optional; and not in itself a sign of quality assessment

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
TEACHING & LEARNING	<ul style="list-style-type: none"> • Parents only supervise their own children or operate like a coffee group. • When parents are on parent help they mainly supervise the play and follow instructions from the supervisor; adults often do not show for parent helps or arrive late. • Teaching and learning is the responsibility of the supervisor/team leader. • The only interactions with children is instructional. • There is an apparent lack of interest in children’s learning. • The learning environment is not inviting; untidy and cluttered; broken equipment; and beyond. 	<ul style="list-style-type: none"> • Interactions with children tend to be close ended and instructional. • A core group of people take responsibility for the teaching and learning responsibilities; adults arrive on time for parent helps; actively work with children; but don’t take initiative for providing learning encounters. • The teaching and learning practice is stronger for children in one stage than the other; eg toddlers show high level of engagement, but young children are not stretched. 	<ul style="list-style-type: none"> • Many quality interactions between adults and children; strong sense of ako; adults take the role of the student and allow children to take the role of the professor. • Adults are engaged and actively participate in the daily supervision team; adults take responsibility to provide learning encounters for children. • Teaching and learning is a shared responsibility at the centre. • Adults engaged in spontaneous and planned conversations about children’s learning. • Children have a strong sense of themselves as competent and competent learners. • Te Whāriki strands are strengthened for all children in all stages: • Strong sense of well-being and involvement (Laever’s scale). • Children are being stretched. • Children are working together. • Children engage in quality interactions. • There is a general buzz at the centre about children’s learning. • The learning environment provides rich learning encounters and it is aesthetically pleasing.

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
SELF REVIEW	<ul style="list-style-type: none"> No evidence of self review. 	<ul style="list-style-type: none"> Self review is mainly spontaneous and management reviews. Spontaneous teaching and learning reviews focus on the environment; these reviews are surface level; and do not involve a deliberate process of gathering data. A core group of people are aware of the review. Review is more for compliance purposes, rather than growth. 	<ul style="list-style-type: none"> Both management and teaching and learning reviews. Reviews are in-depth; involve a deliberate process of gather data; and making sense of it. Most adults are familiar with the review and participate in the discussions. There is a general buzz about the self review topic. There is a strong sense of shared understanding among adults about the important topics.
COMMUNITIES OF PRACTICE	<ul style="list-style-type: none"> Individuals all seem to be disconnected; no sense of cohesion at the centre. 	<ul style="list-style-type: none"> Reflection is limited to a core group of people. Core group involved in creating/maintaining the centre; limited awareness of supportive community structures. A strong sense of Playcentre philosophy at the centre. 	<ul style="list-style-type: none"> Shared understanding about issues of importance among adults. Reflective discussion is part of the daily practice; a strong learning culture. Conversations about what children are learning and where to next. A centre buzz and action around the focus topic. All centre members participate fully on session – adults, children and extended whānau. Children’s funds of knowledge are known and build upon in the Playcentre. Everyone’s contribution is being valued. Stories about what is valued in this community is shared.

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
ADULT EDUCATION	<ul style="list-style-type: none"> • No participation in training beyond Course 1; not all members complete course 1. • Centre has difficulty to meet the daily licensing requirements. 	<ul style="list-style-type: none"> • All members complete Course 1 within the first term at the centre. • A strong number of centre members are participating in the Playcentre education programme. • A core group of adults attend professional development events outside the Playcentre qualifications. • Centre meet the daily licensing requirements. 	<ul style="list-style-type: none"> • A high number of parents are enrolled and actively work towards completion of the Playcentre courses. • There is a strong learning culture at the centre. • Parents ask questions about their practice; do research; share readings about topics of interest; and seek to improve. • Parents attend and organise professional development learning events. • Centre exceeds the daily licensing requirements.
MANAGEMENT	<ul style="list-style-type: none"> • Office bearer positions are not filled; members are not taking responsibility. • No budget; finances are not managed. • Rolls are low. 	<ul style="list-style-type: none"> • All office bearer positions are filled. • Systems are effective; but not that manageable. • Centre relies heavily on fundraising to balance the budget. • Spaces available for children. 	<ul style="list-style-type: none"> • All office bearer positions are filled and the tasks are completed effectively and passionately. • The systems are effective and manageable. • Finances are healthy; an annual budget is set in line with the vision of the centre; and members work within that budget. • The centre is well promoted and advertised. • The centre rolls are full. • Administration processes are effective and well managed.

	TORONGŪ <i>THIS CENTRE IS HUNGRY</i>	TŪNGOUNGOU <i>THIS CENTRE IS GROWING</i>	KAHUKU <i>THIS CENTRE IS FLYING</i>
COOPERATIVE PROCESSES	<ul style="list-style-type: none"> • Lack of leadership at the centre. • New members feel lost as there is no one to induct them. • Lack of communication; evidence of in-fighting. 	<ul style="list-style-type: none"> • A core group of members run the centre; many members are on the fringe; there is a strong sense of insiders and outsiders. • Not all members have a strong sense of well-being and feelings of belonging at the centre. • There is a feeling of a clique at the centre. • Communication systems are effective; however communication is not always open. • The centre mainly focuses on management issues. • Active pursuit to emerge of new leaders. • Some people are burning out and leaving the centre. 	<ul style="list-style-type: none"> • The centre is strongly run as a cooperative; knowledge is shared among all members. • The relationships are healthy; members have a strong sense of well-being and belong at the centre. • The centre has a strong sense of whānau; people are taking care of each other (manaakitanga and whanaungatanga). • Communication is open; effective; and multi-directional. • All members contribute to the running of the centre. • Members contribution is valued; members work in their strengths and passions. • Both management and governance issues are being discussed. • There is strong strategic leadership; and new leaders emerge continuously; systems are in place to support new leaders. • People come back to visit once their children has transitioned to school.