

Appendix

Appendix A. Practice implementation checklists (PICs)

Effective Teaching in a Primary Play-Based Classroom:

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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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
Mātauranga Hapū			
4	Tōku reo, tōku ohooho, (Tā Timoti Kāretu)	Actively improve my skills and confidence in using te reo Māori in my daily classroom practices.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
5.	Tōku reo, tōku ohooho, (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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established

Reference: Aiono, S., McLaughlin, T., & Waitoa Tuala-Fata, T. (2024). Practice Implementation Checklists 2.0 (PIC). In S. Aiono, T. McLaughlin, and Waitoa Tuala-Fata, T. *Play Based Learning Observation Tool Research Version 2.0 (P-BLOT 2.0): Manual and Supplemental Resources*. Unpublished Instrument. Palmerston North. New Zealand: Massey University. Available at <https://eyrl.nz/play-based-learning-pic/>

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Checklist 2: Establishing an Environment for Learning through Play

The Learning Space			
1. Tōku reo, tōku ohooho, (Tā Timoti Kāretu)	Organise a variety of learning spaces for students to play, both inside and outside the classroom.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established	
2. Manaakitanga	Arrange the learning environment to enable students to easily access loose parts for their play.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established	
5. Ako	Provide loose parts and resources, both inside and outside the classroom in response to schema identified in students' play.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established	
6. Kawa; Tikanga; Tapu	Communicate clear expectations to students regarding the appropriate use of classroom resources.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established	
8. Kawa; Tapu; Tikanga	Provide rule reminders and logical consequences when needed.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established	
9. Kawa; Tapu; Tikanga	Use strategies to assist students to manage the noise, mess, and transitions between activities effectively.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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".	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
3.	Mātauranga	Identify which areas of the curriculum may require play invitations in order to promote further student exploration.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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 .	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
6.	Whanaungatanga; Mana Motuhake	Use positive descriptive feedback when students are playing to reinforce target social and emotional skill development .	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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 .	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established

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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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
9.	Mana Motuhake	Encourage students to share their knowledge and expertise with their peers.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> Established
11.	Tōku reo, tōku ohooho, (Tā Timoti Kāretu)	Spend time in conversation with students, scaffolding vocabulary as required.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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.	<input type="radio"/> Emerging <input type="radio"/> Partly in Place <input type="radio"/> 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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