

Provincial Outreach Program for the Early Years

Session 4 POPEY Learning Series: learning in the primary years

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LIPY document

- Intended to support K-3 teachers across BC
- Part One: Foundations for Learning
- Part Two: Connecting Learning & Teaching Practices

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The CASEL framework

- SEL competence is associated with emotional competence, academic success, health and well-being
- SEL is *not about* compliance or social behavior expectations
- SEL is *about* developing an internal motivation for adapting to demands and challenges

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Designing with Intention

Designing With Intention:

collecting traces and child voice teacher observations opportunities for reflection: whole group and personal photos and video conversations and discussion anecdotal notes artifacts class and individual learning stories teacher inquiry: how can I make the thinking and learning heard and/or visible?	environment as the 3rd teacher cultural materials variety of spaces and seating shape of the day wide variety of materials ease of flow in the space aesthetics and function: beauty and efficiency a learning community learning in circle teacher inquiry: how does the space facilitate my goals?	outcomes and intentions underlying cultural themes connection to place building relationships with people and living and non-living things literacy foundations numeracy foundations identity and agency social and emotional well-being teacher inquiry: what am I learning about my students?
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Play Framework, SD 71 www.popey.ca @popeybc @POPEYBC POPEY

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The play continuum

Pedagogical Strategies for Play-Based Learning

Child-Directed		Educator-Guided		Educator-Directed
Free Play Observe & reflect Facilitate time, space & things	Inquiry Play Extend child-initiated ideas & explorations through questions, provocations, investigations	Collaborative Play Use opportunities to enter children's play & incorporate targeted skills into their play	Playful Learning Focus on targeted skills in learning experiences that can incorporate children's play narrative	Learning Games Prescribed activities — focused skills — usually literacy & numeracy skills

Adapted from Pyle and Daniels, 2017

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The play-learn connection


“ The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.”

(Ministry of Education, 2019, p. 39)

Learning in the Primary Years, p. 21

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A developmental systems framework




Implications for educational practice of the science of learning and development

- The conditions we create as teachers that support supportive environments, productive instructional strategies, SEL & Systems of support

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).

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Resource links

- [Learning in the Primary Years](#)
- [Play Tools](#)
- [Early Learning Framework](#)

Videos

- [Teacher Tool - Outside Play](#)
- [All Ages: "It's not a snack"](#)


Books and Articles

- A Developmental Systems Framework
- Art of Awareness—Curtis and Carter
- Play Framework, SD71
- Embers, Richard Waggoner
- "Listening to What Children Say" Vivian Gussin Paley, Harvard Educational Review Vol. 66 No. 2 May 1996, p. 127


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Thank you from the POPEY team!



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