


Provincial Outreach
Program for the Early Years





Chilliwack
School District


POPEY Learning Series Session 4
Playful Learning in the Primary Years


May 20, 20258:30-10:30
12:30-2:30

Presenter:
Jacquie Anderson


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The nature of learning

Learning is holistic


People learn with the mind, body, and spirit and in a relationship with others and the environment. Children are gaining knowledge as they create and test theories, explore the world, and express ideas. Learning does not occur in a predictable linear progression; rather learning is **rhizomatic**, moving in unexpected and surprising directions as children are in relationships with people, place, ideas, and materials.


definition


Rhizomes
A plant, such as a fern, that sends underground shoots off in many directions with no predictable pattern. The image of the rhizome is a useful way to think about pedagogies. Thinking of learning as rhizomatic leads to understanding that learning cannot be predetermined or have a prescribed outcome but is always producing something new.


British Columbia Early Learning Framework

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Learning in the Primary Years


British Columbia
Learning in the Primary Years




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

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COMMUNITIES

SCHOOLS

FAMILIES & CAREGIVERS

CLASSROOM

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL Implementation & Classroom Culture

Classroom Culture, Practices & Policies

Authentic Partnerships

Aligned Learning Opportunities

- 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

Learn in the Playway page 13

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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

LIPY, page 22

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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

artefacts

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 and functions

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?

Play Framework, SD 71


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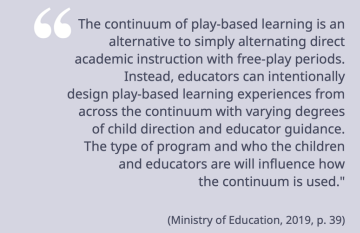
Affordances for play

High affordance ("unscripted") materials nudge children's thinking and expands the scope for representing their ideas.

Photo Credit: Megan Zenz, Gull & et, 2019

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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)

License in the Playworld Year: page 21

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Competencies and the Play Environment

- Personal and Social Identity
- Thinking: creative and critical
- Communication

✓ *In the play setting, all of these are actively engaged.*

✓ *When we use envisioning language, we help children identify as learners.*

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 Why outdoors?



Photo credit: Megan Zenz

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 Sources

Resource links


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

Videos


- [Teacher Tool – Outside Play](#)

Books and Articles


- Play Framework, 5271
- "Listening to What Children Say" Vivian Gussin Paley, Harvard Educational Review Vol. 56 No. 2 May 1986, p. 127
- A Developmental Systems Framework Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).


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Please complete our POPEY feedback survey





Thank you from the POPEY team!



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