

What do children say about play? Insights into play from children's perspectives in a prior-to-school setting.

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Presentation plan

- Introduction & Overview of research study
- Presentation & reflection of children's perspectives of play using video-stimulation
- Aspirations & aims for this presentation:
 - What are the children's perspectives of play?
 - Let's challenge our own perspectives!
 - Let's reflect how conversations with children around play can be promoted, and inform play provision!
 - Listen to children! Watch the children!

Overview:

The study aimed...

- to offer the children active participation through reflective research methods;
- to add to current play research;
- to uncover children's perspectives of play.

Overview:

The pillars of the study

- Socio-cultural approaches to play
- Contemporary concepts of play
- Children's rights to participation
- Children's agency

Overview:

Research activities

- 17 children from one childcare centre in Australia, aged 4-5 years old participated in various ways
- visits 2-3 days/ week from April to December 2015
- Children's play was video-recorded
- Videos/ photographs stimulated group conversations
- Conversations between children and researcher were video-recorded to capture what the children said and showed

Overview:

Data analysis

32 recorded and transcribed conversations



What emerged from the data?

What did the data tell me about children's perspectives of play?

What characterised children's participation?

Invitation – What is your perspective?

Watch the children's play-video.

Write down 5 things, for example:

What is your initial reaction to this play?

What did you observe?

What did you recognize?

What did you find interesting?

What comes to your mind about the children's experience in this play?

...

What did the children say?

The tale of Mr. Tod

Video stimuli:

1. Children in social pretend play role play
2. The same children discussing their play

The children elaborated the process of pretending in their play. They had merged traditional chasing and rescuing games with content from a TV show.

Identifying the processes in the play

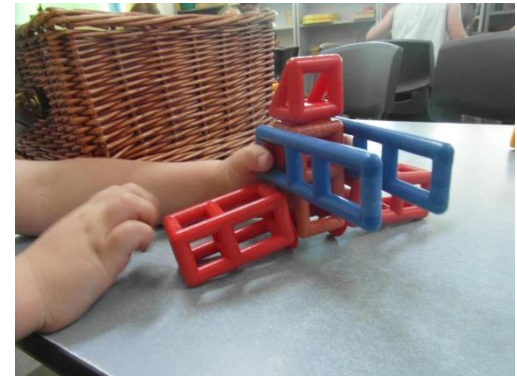
- **Pretending:** “Because he was trying to eat us.”
- **Enacting a role:** “Wuahh! I am the monster.”
- **Role taking:** “John was being Mr. Tod.”; “cause we were Peter Rabbit.”
- **Actions that explain the game:** “we were running away from him.”; “And then you caught me.”; “and then the other guys came to save me.”

What did the children say?

Mobilo® Transformers™

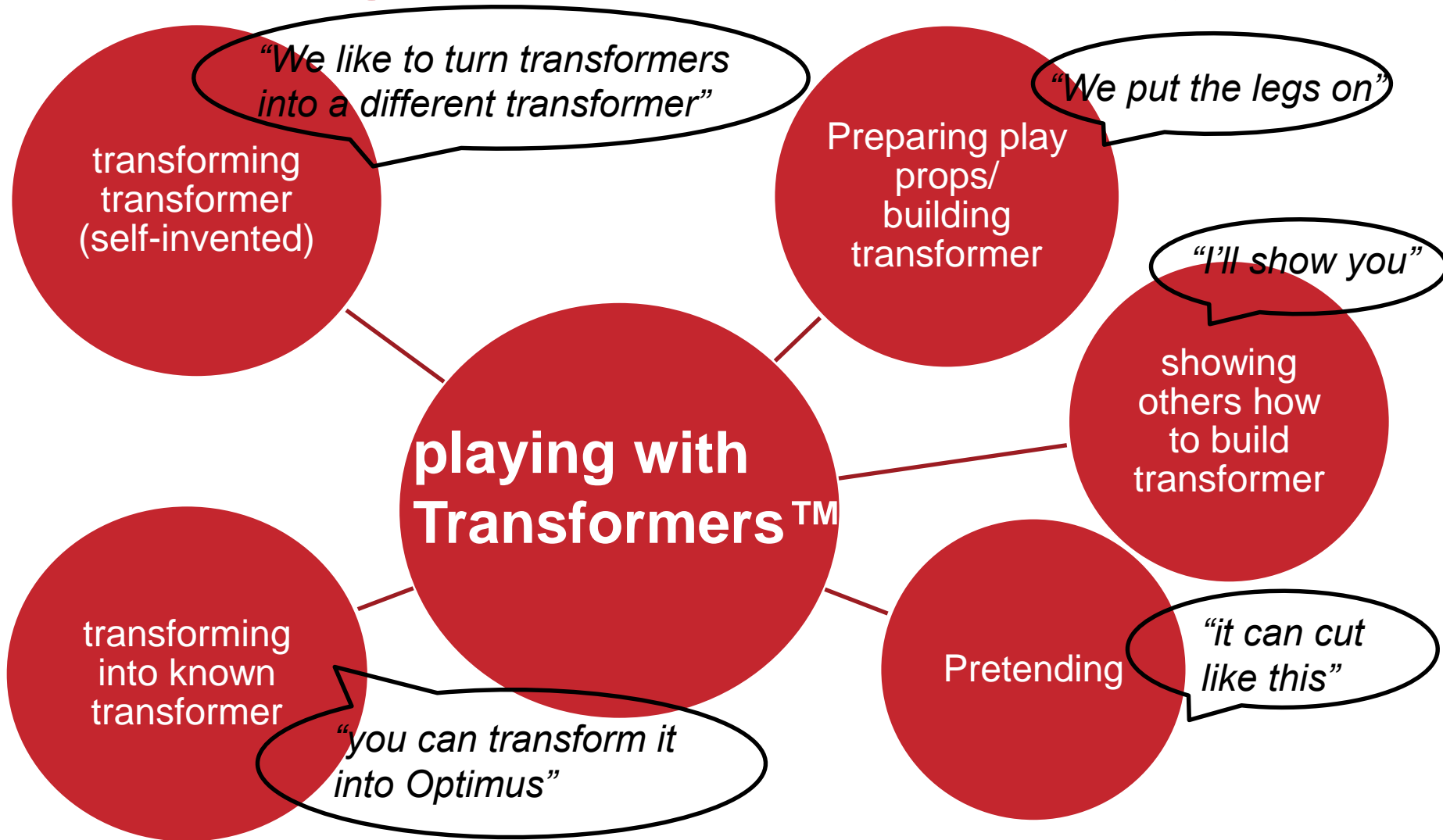
Video stimuli:

1. Children playing with Mobilo®
2. The same children discussing their Mobilo® - Transformers™ play



The children illuminated their creativity, cooperation, and transformer constructions. Peer scaffolding was demonstrated.

Identifying the processes in the play



Share & reflect

What did you write down before listening to the children's discussions?

Linking to the EYLF:

How are we responding pedagogically to children's perspectives of play?

How can their perspectives be reflected in the play provision?

How can the knowledge about the children's perspectives of play assist us to inform curriculum decisions?

Implications for practice

How, in our practice, do we...

- notice and recognize children's play?
- value different types of play and support it?
- build on and extend on children's play?
- seek children's perspectives about their play?
- respond to their perspectives then?
- show respect to their diverse perspectives?

Listening to the children helps us to acknowledge the **differences between children's and adults'** perspectives of play; and the **diversity of children's perspectives**, ideas and understandings of play.

Contact details



Any questions?
Feedback is welcomed.

Thank you for your attention.

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