

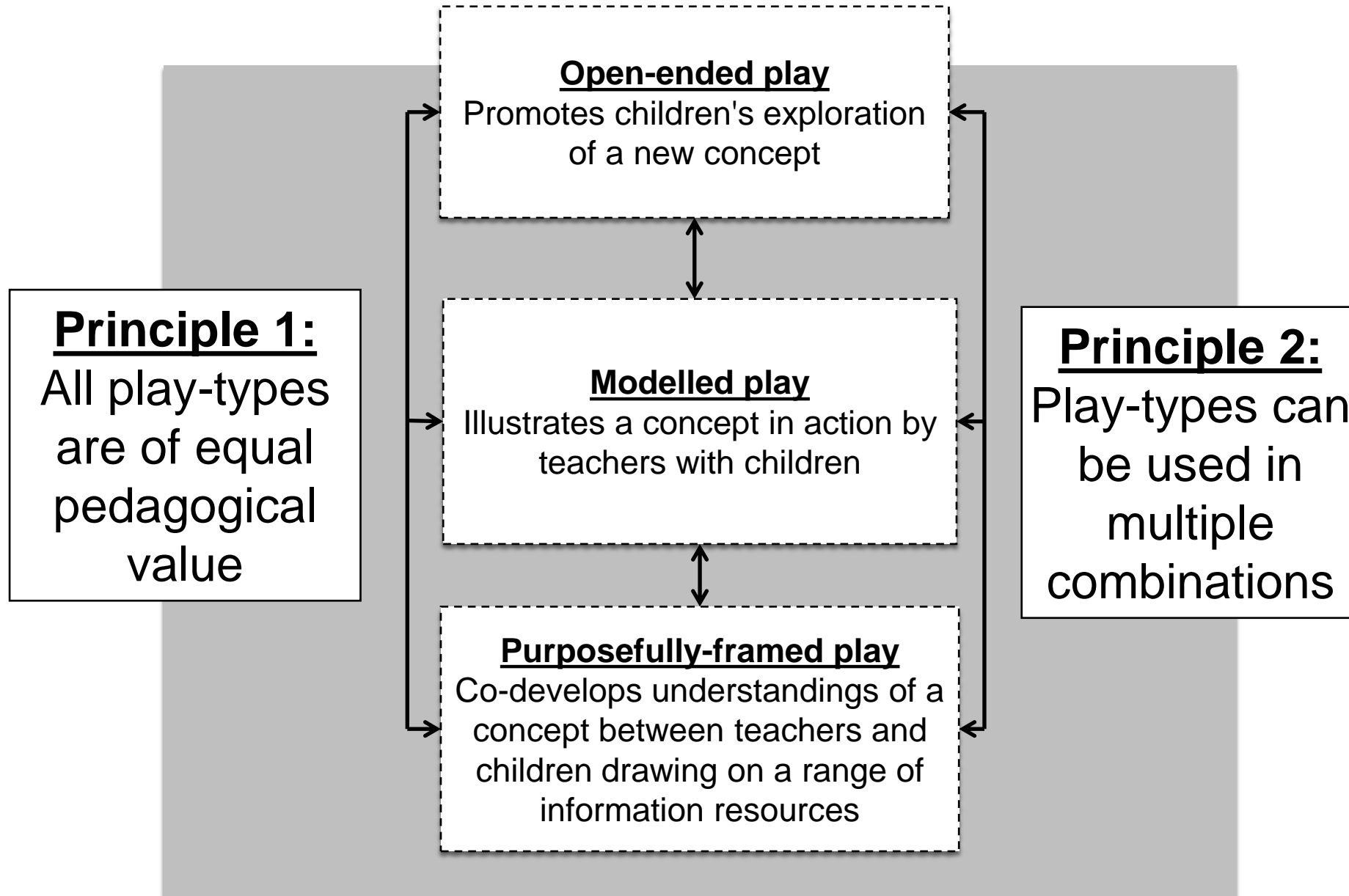
# The Pedagogical Play-framework in practice

Professor Susan Edwards



**Learning Sciences Institute Australia**





# Learning about sustainability

“I think they [the play-types] all have a role, and I think we probably do use a lot of it in different ways, and depending on what the children are actually doing in their learning, whereas we know as to how much they do need that extra interaction. [Sometimes] they are having a go at the materials and sometimes you are just watching and use that as a valuable tool and think, ‘OK’. Especially something like this, as much as they were interested in it, to sort of say, ‘what is it that they are wanting to know or learn about?’ And then try and pick up from it, and while they are trying, to use that time to do some modelling and then step back” (Tracy, interview transcript 14<sup>th</sup> July 2010, p. 7).

“The learning that they did beforehand then influenced their play. I think they took on board a lot of those conversations and they just continued it. And I was able to influence that a little bit. I think at one point they wanted to put the lizard onto the pebbles and I said ‘it needs somewhere to hide watch out a kookaburra is coming!’ and I think that he brought it back across and he went ‘hang on a minute, there are more rocks over here’. I think that is what happened” (Belinda, interview transcript 25<sup>th</sup> August 2010, p. 4).

“I had modelled first, then purposeful and then free [open] play. So I feel the progression onto the free play really showed at the end with free play they had learnt so much and I felt that it was assisted because of the purposeful where I had re-instated it, not necessarily the modelled. Some of the children, I think it was this one here [indicating video footage], he had actually recalled and observed what I had done. He was trying to inform the other children of what the procedure was, digging down to put a one [a seed] in” (Gisella, interview transcript, 29<sup>th</sup> July 2010, p. 2)

“The three-play types, I found that a good way of teaching. You know to actually have it the three ways and to see what they were learning. That made me really think and reflect quite a bit. The three play-types, it was a bit like scaffolding, like each time, even though in the modelled they seemed to have gained the most. But I still think each time they were learning more about the worms and getting a depth of learning” (Karin, interview transcript, 22<sup>nd</sup> June 2010, p. 5)

# Integrating technologies

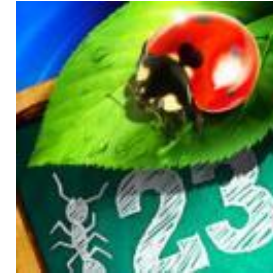




# Pedagogical Play- framework



Pedagogical Play-  
framework



**'New Play' Australian Research Council Discovery Project**



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Date: Monday 13 July 2015.

Indoor Environment/Materials

- Shop selling fresh produce and packaged items. Set up Home Corner with items the children have collected from home.
- Provide props... cash registers, shopping bags (Paper, plastic...)
- Encourage children to make signs for the shop **open!**
- Drawing ... Pokémon  characters, "Sunflowers."



Group Experiences

- Introduce "Shop" in Home Corner.
- Talk to the children about collecting items including packaging and shopping bags from home. "What toys have you got at home?"
- Types of food that comes in plastic...

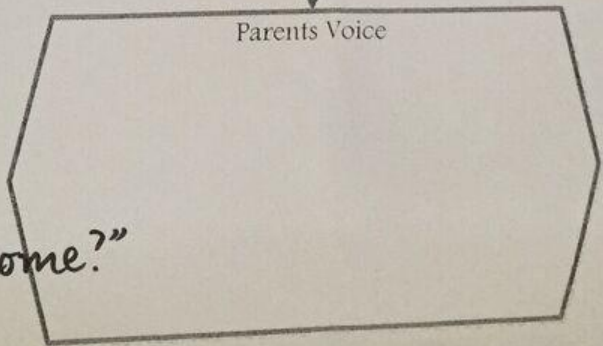


The Children's Current Interests

- Bees... "If bees can't make pollen they can't make honey. If bees can't live then we can't live!" (Tom 17/6/15)
- "Do you know about the Goliath Bird Eating Spider?"... "You need to say it with me..." (Atticus 15/6/15)
- Sea Creatures... (Tanyi 14/6/15) "Beach and Sea Collage." "Homon Sharks! If their habitat doesn't get fixed then they will die!" (Tom)
- Trees (Nayu, Hana, Emma and Lina 25/5/15)






Parents Voice



Outdoor Environment/Materials

- Searching for insects including spiders, webs, millipede and other living creatures in our playground.
- Obstacle Course... Set up with children include wooden plank placed between two A frames... jumping from the plank, balancing on beam and climbing up plank on an incline.



- "Cooking" Shop in the sand pit   

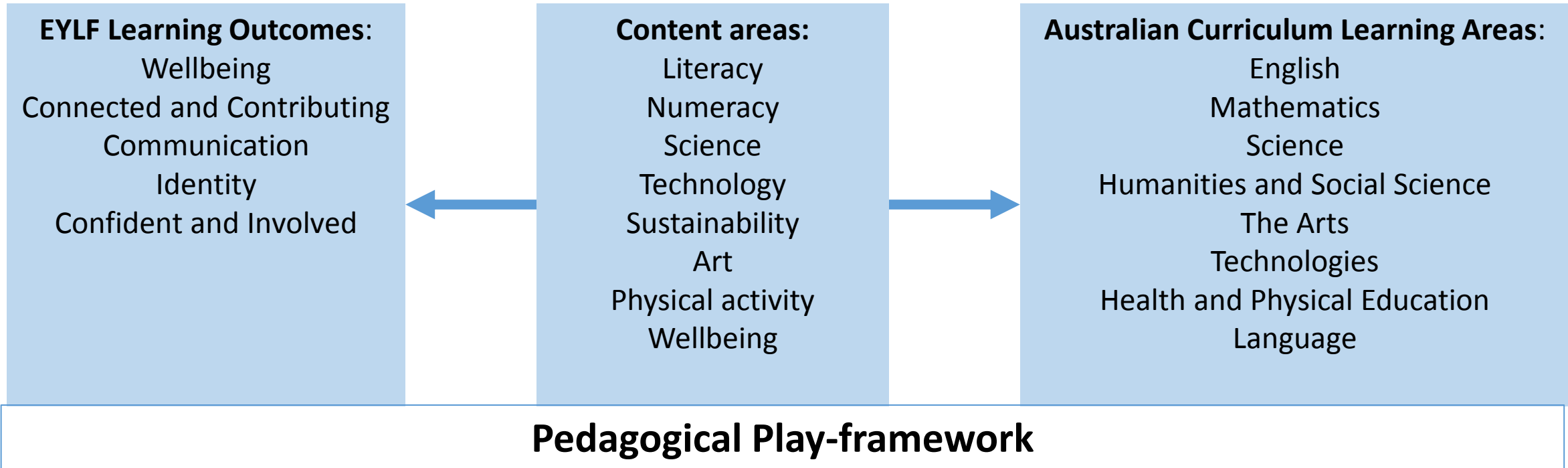
Future Planning

Plastic... The effect of Plastic on our environment.



- The 3 R's...
- Reduce
  - Reuse
  - Recycle.





Birth to three



Three to five



Foundation to Year 2

