

Play Based Learning (PBL)

Keep Moving, Keep Growing,
Keep Learning



Notice
Think
Wonder



YOU MUST FIRST UNDERSTAND THE WORLD
BEFORE YOU CAN CHANGE IT!

What is Play Based Learning?

Learning through play is a pedagogical approach where play is the valued mode of learning - where children can explore, experiment, discover, and solve problems in imaginative and playful ways. - Ministry of Education

At Lynmore School we believe play is a child's way of exploring the world, providing learning opportunities which are creative, imaginative, interactive and social. It enables students to develop into confident, connected, actively involved, lifelong learners. When children begin school they begin to work at Level 1 of the NZ Curriculum, so the day will be a combination of play and formal learning.

Why is Play Important?

Play helps to develop the *Key Competencies* identified in the New Zealand Curriculum as well as developing oral language, social and emotional skills, and fostering creativity and imagination. It enables children to follow their passions, interests, and encourages curiosity. Play is natural, spontaneous and can happen anywhere. It is important for children because it improves their social and emotional wellbeing as well as giving them opportunities to develop their thinking skills which are now recognised as key indicators of success in the future workforce. Opportunities will be available to visit and see the Play Based Learning in action.

PLAY is the highest form of
research
- Albert Einstein

LINKS TO LYNMORE SCHOOL VALUES -

Our aim is for our learners to develop **AROHA** (Relating to Others), **COURAGE** (Participating & Contributing), **CURIOSITY** (Thinking) & **INTEGRITY** (Managing Self). Our learning environments provide the foundation for safe and supported risk taking with their learning. It is where students turn wonderings into passions, and where students are empowered to explore their world to develop deeper understanding. It is where students begin to **act** as active citizens in our community!



Children learn as they play. Most importantly, in play children learn how to learn.

- Fred Donaldson



Links to Research

Longworth Education -
Play: The Four-Letter Word in Primary Schools
<https://tinyurl.com/y4lnxrz8>

Ministry of Education -
Key Competencies in Primary School
<https://tinyurl.com/y2at2xec>

Education Central -
Play-based learning: producing critical, creative and innovative thinkers.
<https://tinyurl.com/y3vuxqbw>

Education Central -
Children reaping benefits of play-based learning at school
<https://tinyurl.com/y2od52qt>

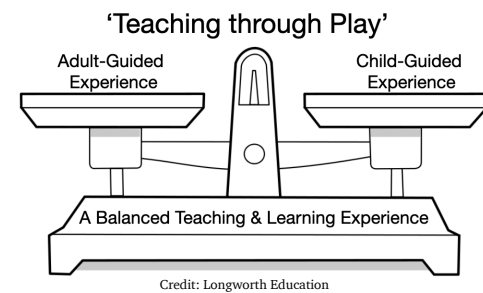
What is the role of the teacher?

Teacher interventions during play take on many possibilities from assisting with problem solving, questioning, modelling desired behaviours using our school values (aroha, curiosity, integrity and courage), and enticing children into play themes. Teachers teach play skills to children who have difficulty entering into a play scenario, encourage children to talk to peers, use opportunities to feed in oral language and extend and enhance learning through questions. When planning for children's play, teachers determine specific goals and outcomes for children to achieve during play, taking into account whanau voice through our Personalised Education Plan (P.E.P.) process. Teachers individualise provocations for children, keeping in mind their current level of cognitive, physical, social, emotional, and language development. Alongside the play interactions, teachers develop learning through whole class teaching, small guided group sessions and 1:1 sessions with students as needed.



What is a provocation?

Provocations allow and encourage children to experience the world for themselves through open-ended activities without being overtly guided by a teacher. The idea behind provocations is to encourage children to think independently by encouraging their interests and the exploration of those interests. Not all provocations are planned as some children initiate a provocation themselves through their own interests. These interests/urges are described in this document.



Credit: Longworth Education



How is Learning Captured?

Year 0 /1

Teachers capture their expression of learning through construction, creation and oral language through photos/videos and share these to Seesaw, linking them to the school values and key competencies.

Year 2

Students begin to capture their expression of learning through construction, creation, oral language and writing through photos/videos with support from the teacher and share these to Seesaw, linking them to the school values and key competencies.

Play Based Learning in the Different Year Groups

Year 1

Play Based Learning at Year 1 encompasses the whole day interspersed with guided and/or 1:1 sessions for [phonological awareness](#), phonics, reading, writing, maths and [PMP \(perceptual motor programme\)](#). Rich provocations are planned for which build on children's interests or urges and encourages them to extend their thinking, try new things and interact with others. Teachers work alongside the learners, developing their social skills and extending them to be inventive and creative thinkers.

Classrooms and the outdoor area include family/role play, construction areas, carpentry, tinkering club, art, gardening, playground equipment, water and sand play, science, a variety of books and musical instruments. Other areas of school, including Waitawa Bush, the swimming pool and gym are utilised frequently.



Year 2

Play Based Learning at Year 2 encompasses the whole day, interspersed with guided and/or 1:1 sessions for phonics, reading and maths - these sessions are for longer periods of time each day and students complete guided work before heading out to the play area. Rich provocations are planned which build on children's interests or urges and encourages them to extend their thinking, try new things, [work on the same activity for longer](#) and interact with others. Teachers work alongside the learners, developing their social skills and extending them to be inventive and creative thinkers. Classrooms and the outdoor area include family/role play, construction areas, carpentry, tinkering club, art, gardening, water and sand play, science, books and musical instruments. Other areas of school, including Waitawa Bush, the swimming pool and gym are utilised frequently.



Year 3 onwards

Students moving to Year 3 experience a [project based learning/STEAM](#) (Science, Technology, Engineering, Arts, Mathematics) [approach throughout the day](#) interspersed with guided teaching sessions in reading, writing and maths. [Project Based Learning](#) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Classroom equipment includes various loose parts, construction equipment, technology, science equipment, maths equipment and a variety of books and literacy/numeracy games. Other areas of school, including Waitawa Bush, the swimming pool and gym are utilised frequently.

Parten's Play Stages

These are play stages that children pass through. Children go through each stage in a linear developmental pattern.

<https://tinyurl.com/Partens-stages-of-play>



Schema's/Urges of Play

Schemas are a way of talking and thinking about patterns in children's thinking and play <https://tinyurl.com/schemas-urges-of-play>