

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clean space for the text.

EAL and Playful Pedagogies

Dean Armstrong & Martin McGinn

Aims

We are learning to:

- ▶ *gain a better understanding of how children learn in Early Years*
- ▶ *reflect upon EAL practice and the implications for Early years*



How good is our early learning and childcare?

February 2014

Trusting in enough learning



Health and Social Care Standards My support, my life

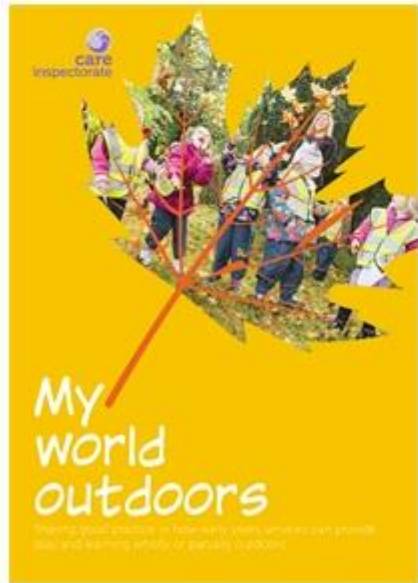


Applying Nurture as a Whole School Approach

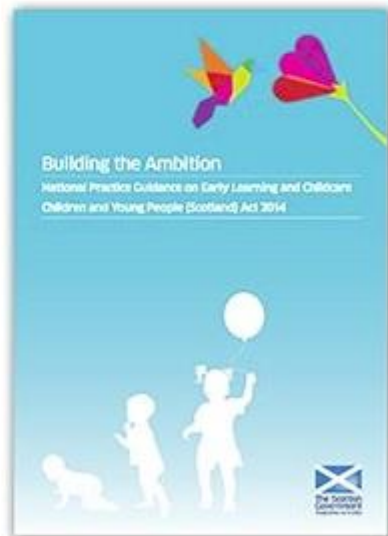
A Framework to support the Self-Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare (ELC) Settings



UNCRC: The foundation of GETTING IT RIGHT FOR EVERY CHILD



My world outdoors



Building the Ambition National Practice Guidance on Early Learning and Outdoors Children and Young People (Scotland) Act 2014



PLAY STRATEGY FOR SCOTLAND: OUR ACTION PLAN



Loose Parts Play

A toolkit
by Theresa Casey & Juliet Robertson

Task



Case Study Scenario

Little Leszek is a young Polish four year old boy who is new to English. He has recently gone through the settlement period within a large early years establishment and he is the only Polish child within the setting. Leszek's parents currently work full-time and have a basic level of English. Staff are currently getting to know him. Through observation they do know that Leszek is an isolated learner (he chooses to play on his own) and tends to avoid group related experiences. Staff have attempted to do some group work with Leszek however, this has appeared to be distressing for him.

Your task is to create an approach that would meet his individual learning needs.

How do children learn?

In groups have a think about the different ways in which children learn.

- ▶ *Young children learn by being active*
- ▶ *Young children learn by exploring and investigating*
- ▶ *Young children learn by playing*
- ▶ *Young children learn by using language*
- ▶ *Young children learn by interacting with others and their environment*

Tina Bruce - The Twelve Features of Free-flow Play

- ▶ *1. Children use first hand experiences from life*
- ▶ *2. Children make up rules as they play in order to keep control.*
- ▶ *3. Children symbolically represent as they play, making and adapting play props.*
- ▶ *4. Children choose to play - they cannot be made to play.*
- ▶ *5. Children rehearse their future in their role play.*
- ▶ *6. Children sometimes play alone.*
- ▶ *7. Children pretend when they play.*
- ▶ *8. Children play with adults and other children cooperatively in pairs or groups.*
- ▶ *9. Children have a personal play agenda, which may or may not be shared.*
- ▶ *10. Children are deeply involved and difficult to distract from their deep learning as they wallow in their play and learning.*
- ▶ *11. Children try out their most recently acquired skills and competences, as if celebrating what they know.*
- ▶ *12. Children coordinate ideas and feelings and make sense of relationships with their families, friends and cultures.*

Debating Play

Consider the following phrases. Do you agree or disagree with the statement? What are your thoughts?

- ▶ *'Anything that involves a predetermined outcome is not play'*
- ▶ *'The more structure we have in nursery the more learning that happens'*
- ▶ *'Free play is never free'*
- ▶ *'Play is so much easier to plan for'*
- ▶ *'Play and curriculum are not compatible'*
- ▶ *'Play requires adult intervention'*
- ▶ *'Play requires no adult intervention'*
- ▶ *'Play facilitates a child's direction of what they want to learn'*

Fisher (2013)

Task Review



Leszek - Case Study Scenario

Having considered how children learn, the features of free-flow play and the different ways of learning, is there anything you would alter in your original task considerations?

Personal Experiences

Opportunities

- *To see children in natural learning environment*
- *Model good practice to CDOs*
- *Build capacity in staff team*
- *Contact with parents*
- *Contribute to audits / environmental changes*
- *Supporting learning across playroom*

Barriers

- *Environment*
- *New starts (settling period)*
- *Reluctant / distressed children*

A solution orientated approach!