IB AFRICA, EUROPE AND MIDDLE EAST REGIONAL CONFERENCE 2015

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Learning for life through playful ways of knowing

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What’s play to you?

**play**
/pleɪ/  ♦

verb

1. engage in activity for enjoyment and recreation rather than a serious or practical purpose.
   "the children were playing by a pool"
   synonyms: amuse oneself, entertain oneself, enjoy oneself, have fun, have a good time, relax, rest, be at leisure, occupy oneself, divert oneself, play games, frolic, frisk, gambol, romp, cavort, caper; More
The picture in my mind

- [Pictures removed: Presenter shares personal stories of play. We always approach play with a personal story and personal beliefs.]
Purpose of the session

• **Sharing** information on topics related to the development of the PYP
• **Exploring** approaches to learning and teaching that supports young learners
• **Focusing** on play
• **Enhancing** our pedagogic repertoire
• **Connecting** to students’ development of the IB Learner profile
• **Challenging** ourselves to re-.... (?) play in our classrooms
Play in schools settings: What is it like?

Photo source: [http://www.curriculumconnection4sped.com/classroom-pics.html](http://www.curriculumconnection4sped.com/classroom-pics.html)
So what’s the recipe?

how many unique combinations?

Slide source:
Dr. Randa Grob-Zakhary,
Lego Foundation Idea Conference 2014
No recipe but a formula to help out

To document/monitor the learning that is happening during play
3 processes crucial for learning

X

To design learning experiences and environments
3 practical lenses

+???

= 10
What does research tell us?

3 processes crucial for learning
to document/monitor the learning that is happening while playing

Play promotes the:
1. Development of **self-regulation**
2. Development of representational abilities (**language**)
3. Development of **social skills**
Development of self-regulation

**Intellectual/emotional self-regulation**

Developing awareness of one’s own mental processes and strategies to use them more effectively for one’s own purposes

“The process whereby students activate and sustain cognitions, behaviours, and affects which are systematically oriented toward attainment of their goals” (Schunk & Zimmerman, 1994, p. 309).

Moffit, 2011

Slide courtesy of The LEGO Foundation
Development of language

**Language development** (representational skills development)

A playful approach to language learning offers powerful support for the development of literacy skills through:

- language rich play environments
- narration in play situations
- cognitive-linguistic skills development (phonological awareness, symbolic representation, etc.)
- sequencing of steps to problem-solve (plan for play, etc.)

Adapted from:
Christie & Roskos (2006)
Hirsh-Pasek & Golinkoff (2003)
Konishi et al. (2014)
Start reading
Group A - Age 5  \(\rightarrow\)  Age 11

Group B - Age 7  \(\rightarrow\)  Same reading ability as group A, better reading comprehension

Suggate, 2012
Development of social skills

Social interactions between children, adults and peers
In practice

3 practical lenses:
To design learning experiences

Types of play organized according to:

1. Developmental stages
2. Relationships
3. Learning environments
The lens of developmental stages

Physical play

Play with objects

Symbolic play

Pretence play

Games with rules

In collaboration with
## The lens of relationships

<table>
<thead>
<tr>
<th></th>
<th>Child-directed</th>
<th>Adult-directed</th>
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<tbody>
<tr>
<td>Child-initiated</td>
<td>Free play</td>
<td>Co-opted play</td>
</tr>
<tr>
<td>Adult-initiated</td>
<td>Guided play</td>
<td>Direct instruction</td>
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(Weisberg et al., 2015)
The lens of learning environments

(Miller & Almon, 2009)
Activity step 1: Zooming in

On your seat, you have either:

• a **practical lens** (types of play) to consider when planning for play

OR

• a **process crucial to learning** to focus on when you document/monitor learning through play

➡️ Talk to someone next to you
Remember the formula?  $3 \times 3 + ... = 10$

3 processes crucial for learning

3 practical lenses

+ 1 ???

IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
  - inquirers
  - knowledgeable
  - thinkers
  - communicators
  - principled
  - open-minded
  - caring
  - risk-takers
  - balanced
  - reflective
Activity step 2

Find someone on the other side of the room.

Person 1 holds a process crucial to learning to document learning through play.

Person 2 holds a practical lens to think of planning with play in mind.

Playful engagements which could contribute to the development of the attributes of the Learner profile.
As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Engaging in the dialogue and challenging ourselves

FEEL

KNOW

DO
# Beyond the chocolate covered broccoli

**Ticket out the door:**

<table>
<thead>
<tr>
<th>3x3+1=10</th>
<th>What’s your +1??</th>
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<tr>
<th>🎈</th>
<th>How do you feel about play and learning?</th>
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<th>What would you like to know more of, in order to grow in your understanding of play and learning?</th>
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<th>🌨️</th>
<th>Based on what you’ve explored today, what can you do in your practice in order to start shaping environments for playful learning?</th>
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Please contact me! I have something to share about play and learning.

Name: ____________________________________________

Email: ____________________________________________
Contact

Email: Cecile.doyen@ibo.org

Sharing PYP practice blog
http://blogs.ibo.org/sharingpyp/

An idea for further PD in your school?

Play from Birth to Twelve: Contexts, Perspectives, and Meanings
Doris Pronin Fromberg and Doris Bergen, eds.