



IB AFRICA, EUROPE AND MIDDLE EAST REGIONAL CONFERENCE 2015

The Hague • 29 October – 1 November



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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](#)



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The picture in my mind

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



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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



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Play in schools settings: What is it like ?





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So what's the recipe?



how many unique combinations?

Slide source:
Dr. Randa Grob-Zakhary,
Lego Foundation Idea Conference 2014



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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



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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**



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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).

Adapted from
Bodrova and Leong (2006)
Whitebread, (2010)



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Moffit, 2011

Slide courtesy of The **LEGO** Foundation



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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)



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Start reading

Group A - Age 5    Age 11

Group B - Age 7    Same reading ability as group A,
better reading comprehension

Suggate, 2012

Slide courtesy of The LEGO Foundation



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Development of social skills



Social interactions

between children, adults and peers





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In practice

3 practical lenses:

To design learning experiences

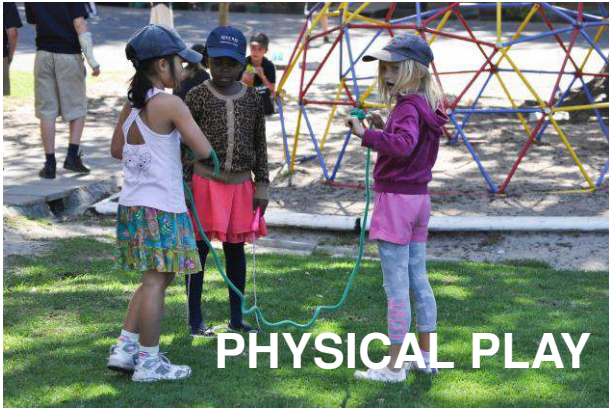
Types of play organized according to:

1. Developmental stages
2. Relationships
3. Learning environments



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The lens of developmental stages



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Bachillerato Internacional



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The lens of relationships

	Child-directed	Adult-directed
Child-initiated	Free play	Co-opted play
Adult-initiated	Guided play	Direct instruction

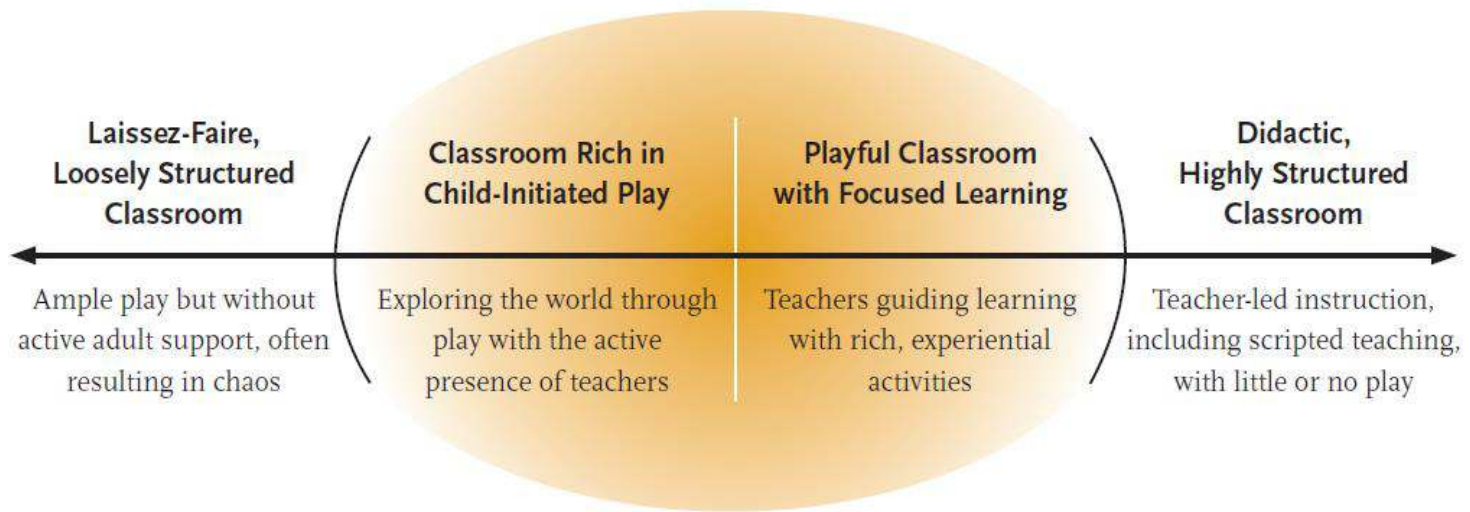
(Weisberg et al., 2015)



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The lens of learning environments



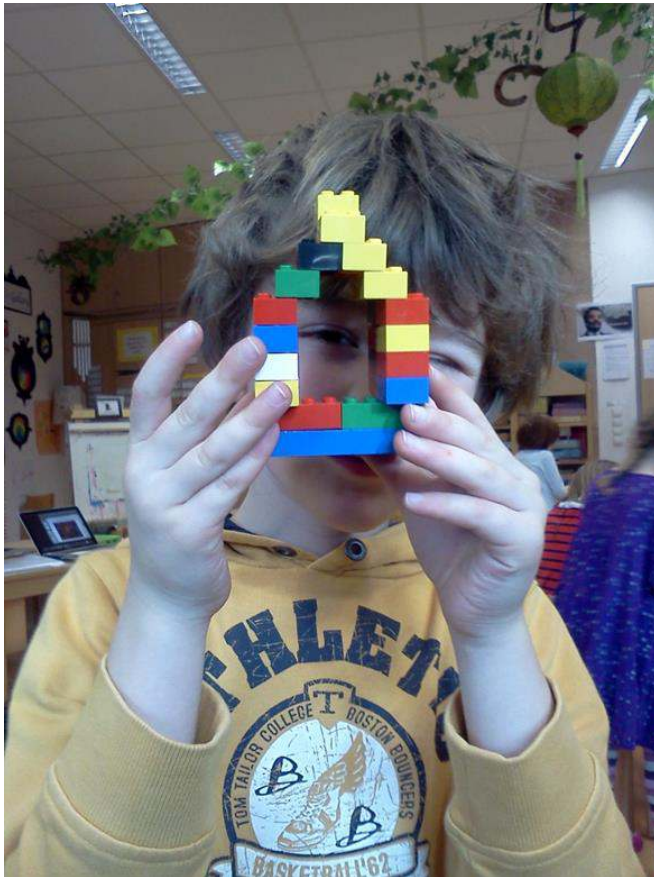
(Miller & Almon, 2009)



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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? $3 \times 3 + \dots = 10$

3 processes crucial
for learning

X

=

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



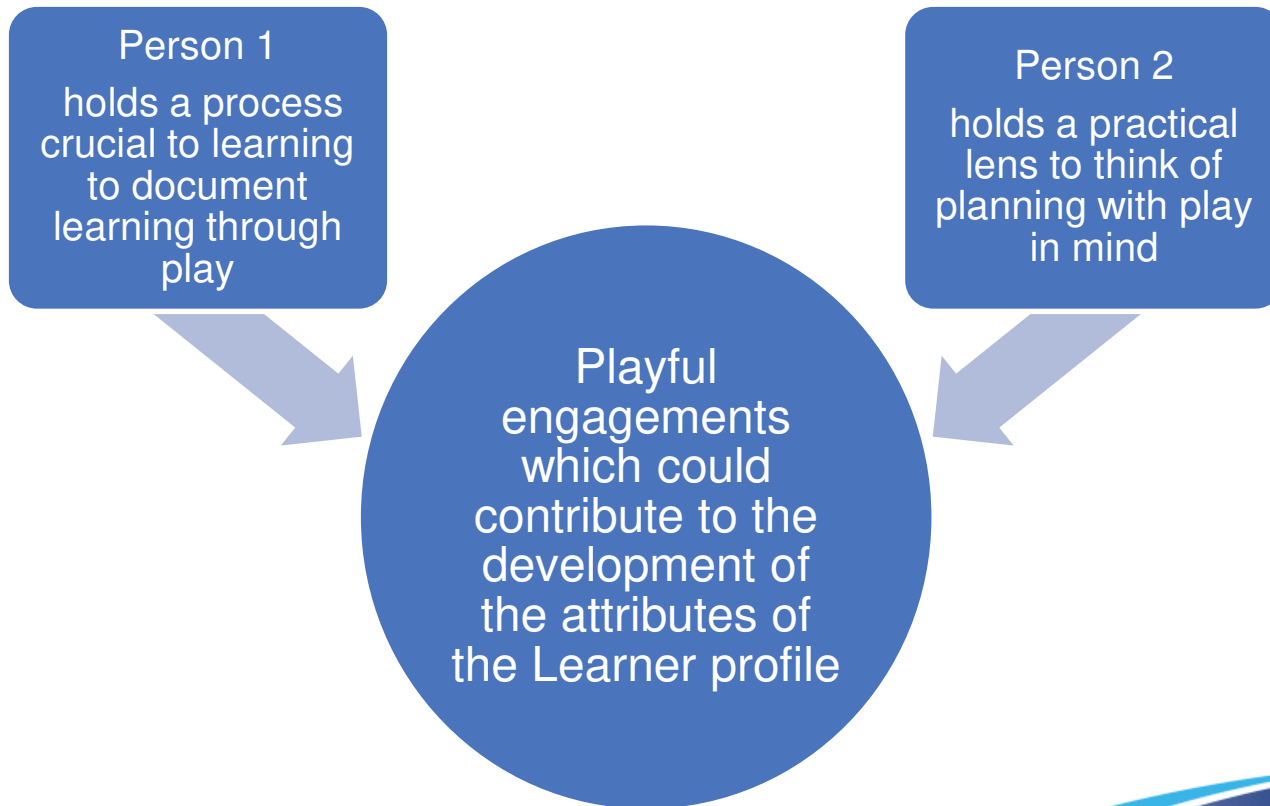


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Activity step 2

Find someone on the other side of the room.



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.



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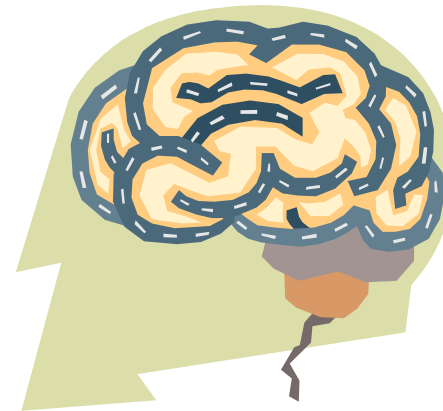
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Engaging in the dialogue and challenging ourselves

FEEL



KNOW



DO








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Beyond the chocolate covered broccoli

TICKET OUT THE DOOR:

3x3+1=10	What's your +1??
	How do you feel about play and learning?
	What would you like to know more of, in order to grow in your understanding of play and learning?
	Based on what you've explored today, what can you do in your practice in order to start shaping environments for playful learning?

Please contact me! I have something to share about play and learning.

Name: _____

Email: _____



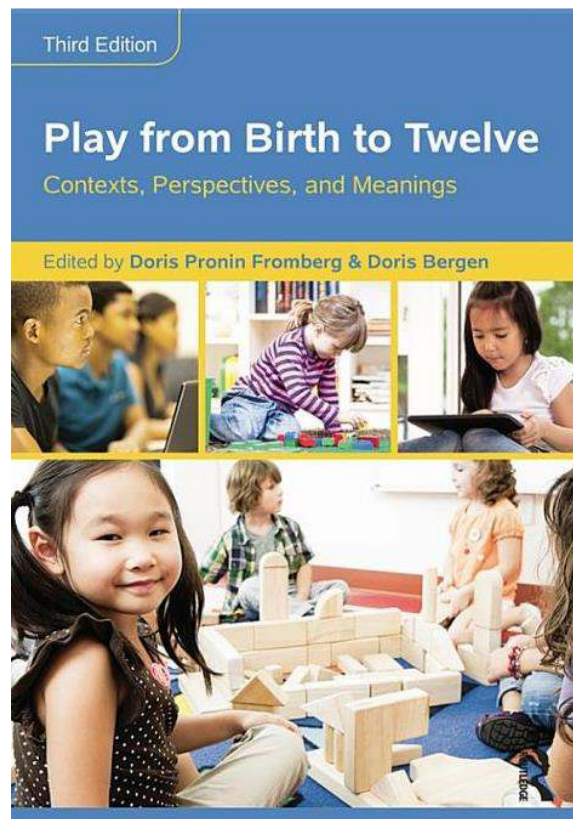
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Contact

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.*

New York: Routledge, 2015. 3rd ed.