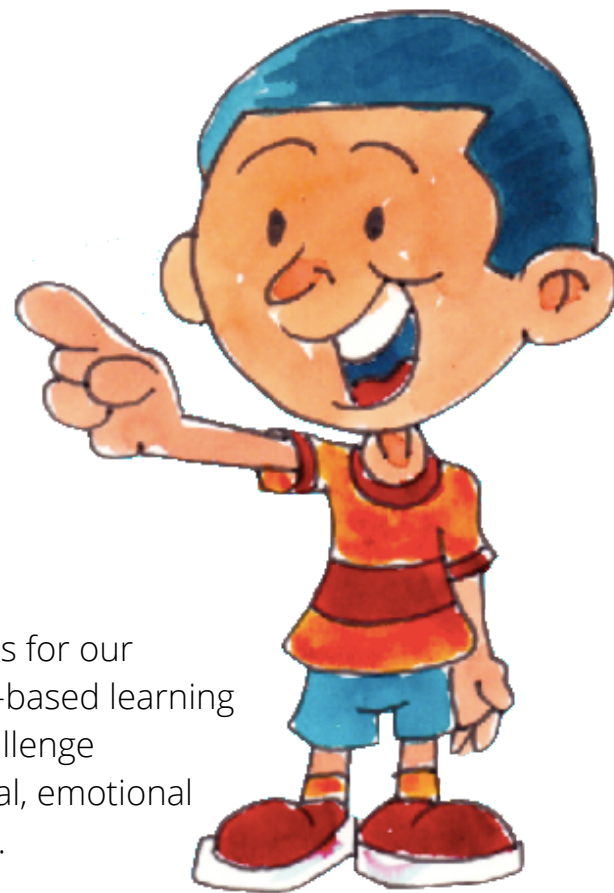


# CLOVERLEA SCHOOL

# PLAY-BASED LEARNING



Play is the valued mode of learning for our LEGENDs transitioning to school. We allow opportunities for our Legends to explore, experiment, discover and solve problems in imaginative and playful ways. Play-based learning allows ownership of their learning through offering choice. Engagement is high as our Legends challenge themselves through their interests and strengths. Play-based learning supports their physical, social, emotional and cognitive needs. Literacy and Numeracy workshops happen while learners are involved in play.

## IT IS IMPORTANT BECAUSE:

Play based learning creates the ideal transition from early childhood environments - allowing teachers to build on the foundations that have been established through Te Whariki.

Play allows for learning to be authentic and connected to things happening in the world or passions that are important in the Legend's life. Connections to Literacy and Numeracy are made through play as Legends apply and practice these emerging skills.

Reading, writing, counting and maths concepts are promoted through the provocations that teachers organise to extend learning further. Play based learning promotes Learner Agency as Legends are making choices about their learning and who they work with.

## CURRICULUM LINKS:

Play-based learning honors the vision of the New Zealand Curriculum to develop confident, connected, actively involved, lifelong learners. It provides the opportunity to extend the learning foundations that have been taught prior to coming to school in the Te Whariki Curriculum.

Play-based learning offers an inclusive curriculum. It also involves adapting environments and teaching approaches as necessary and removing any barriers to participation and learning.

Play-based learning allows for programmes to easily be differentiated depending on developmental needs and interests.

Documenting curriculum links is regularly done through mind-mapped planning and photographs that show how learning is extended and promoted through a range of curriculum areas & our Legend values.

## RELATIONSHIPS:

Learning through play is centred around building relationships.

Legends are creating connections both with their peers and adults in their learning space. Play can be individual or involve many, allowing communication skills to inherently develop. Conversations are fostered and thinking is scaffolded.

Legends are encouraged to make their own choices when opting in ('picking their play') and as a result interact with a wide group of peers.

Relationships with each Legend are built and strengthened by interacting while learners are immersed in play. These conversations guide next teaching steps and are shared with whanau via SeeSaw.

## LINKS TO OUR LEGEND VALUES:

Play-based learning is a means to which the children learn the LEGEND values (which have direct links to the New Zealand Curriculum Key Competencies). Through play our Legends learn how to **L**ead, show **E**xcellence, be **O**rganised, gain **R**esilience, become **I**nclusive and apply **D**etermination. These values are explicitly taught through our PB4L goals / lessons, social & emotional messages explored through shared books and at the end of our play sessions where 'LEGEND' is celebrated and showcased through photos and physical examples of success and progress through play.

## RESEARCH & EVIDENCE:

<https://www.naeyc.org/resources/pubs/tyc/aug2018/talking-parents-about-play-and-learning>

<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Learning-through-play-What-s-it-all-about>

<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/NZC-and-Te-Whariki-Part-1>

<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/NZC-and-Te-Whariki-Part-2>

<https://educationcentral.co.nz/play-misunderstood-the-divide-between-primary-classroom/>

## HONOURING TE TIRITI O WAITANGI:

Play based learning environments honour Te Tiriti o Waitangi through developing their ideas about self determination, mana and the taonga of Aotearoa.

Through a play based approach children learn about the importance of the relationships between the language and culture contexts in the classroom environment. Te reo Maori is used in the environment to introduce the learners to meaningful and purposeful experiences.

**Ārahi, Kairangi, Nahanaha, Manawaroa, Kotahitanga, Rae Pakari**

**LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED**