

# Maximising outcomes from play-based pedagogical practice

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# How important is play in the development of children?

“Play is not to be identified with anything which the child externally does. It rather designates his mental attitude in its entirety and in its unity. It is the free play, the interplay, of all the child’s powers, thoughts and physical movements, in embodying in a satisfying form, his [her] own images and interests. Negatively, it is freedom from economic pressure – the necessities of getting a living and supporting others – and from the fixed responsibilities attaching to the special callings of the adult. Positively, it means that the supreme end of the child is fullness of growth – fullness of realisation of his [her] budding powers, a realisation which continually carries him [her] on from one plane to another” (Dewey, 1969, p. 118)



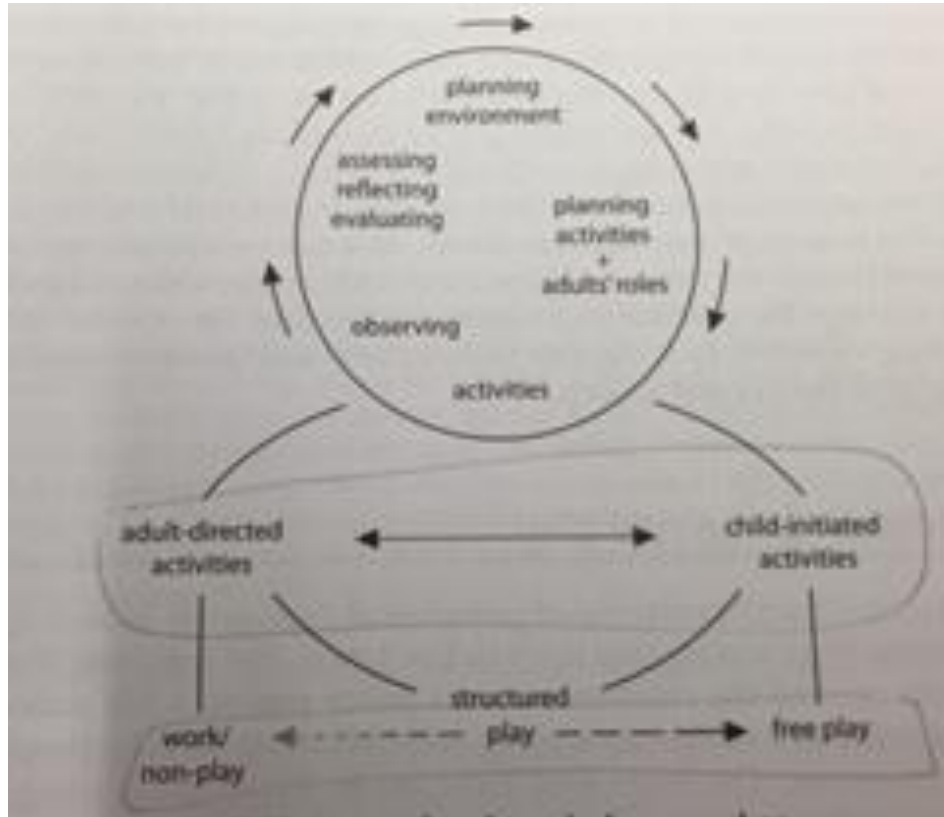
## **Play-based learning**

A context for learning through which children organise and make sense of their social worlds, as they engage actively with people objects and representations (DEEWR, 2009, p. 6).

## **Intentional teaching**

Involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way (DEEWR, 2009, p. 5)

**A model of integrated pedagogical approaches  
(Wood, 2010)**



**Three approaches  
(Trawick-Smith, 2010)**

1. Trust in play approach
2. Facilitate play approach
3. Enhance learning outcomes through play approach

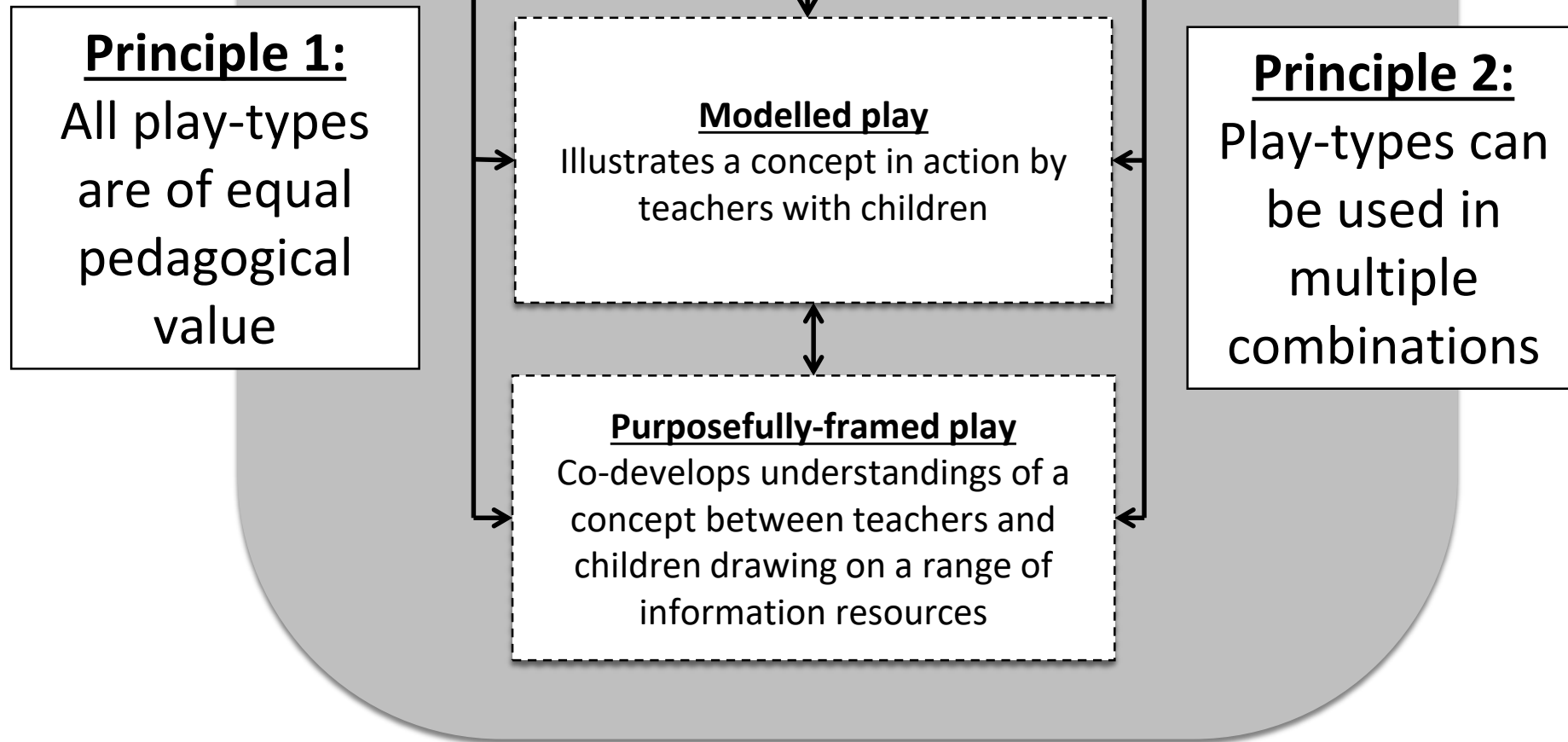
**The three play-types  
(Edwards & Cutter-Mackenzie, 2011)**

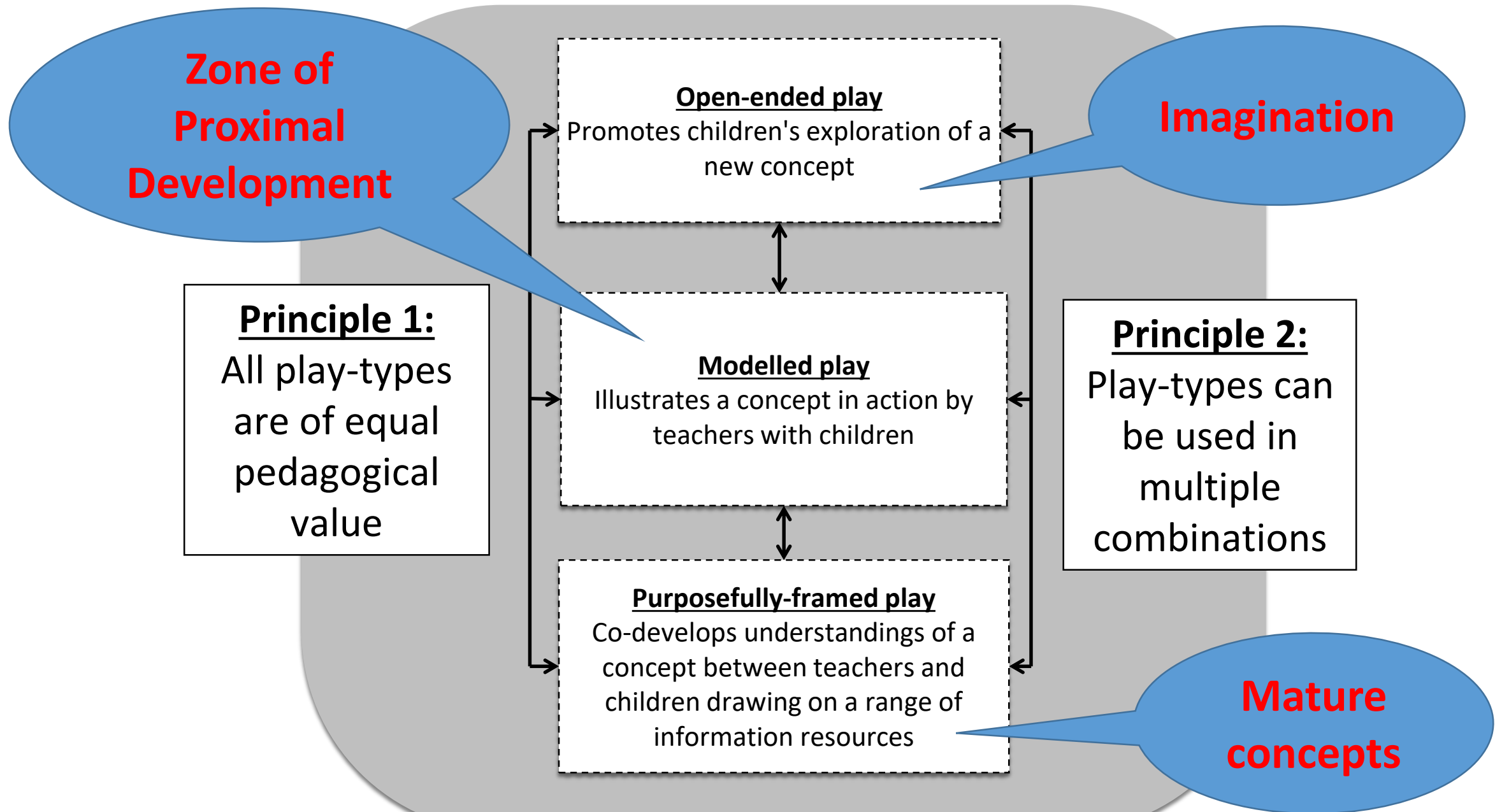
1. Open-ended play:  
Experience and exploration

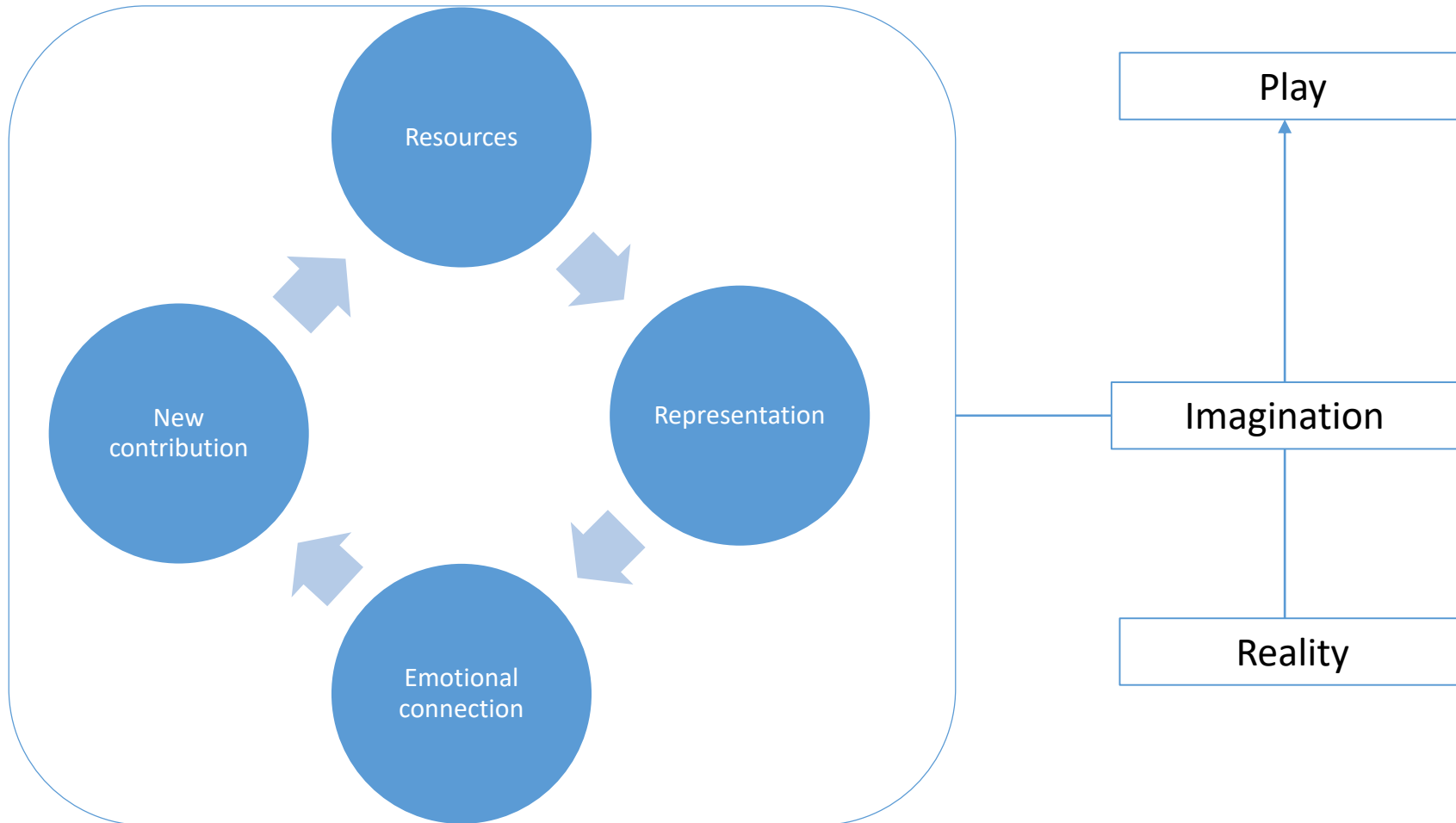
2. Modelled play:  
Illustration, explanation and demonstration

3. Purposefully framed play:  
Discussion, open-ended questions, observations, resources, connection to existing knowledge

## Understanding play-types and their pedagogical value







“The creative activity of the imagination depends directly on the richness and variety of a person’s previous experience because this experience provides the material from which the products of fantasy are constructed. The richer a person’s experience, the richer is the material his imagination has access to. This is why a child has a less rich imagination than an adult because his experience has not been as rich” (Vygotsky, 2004, pp. 14–15).



# ZPD

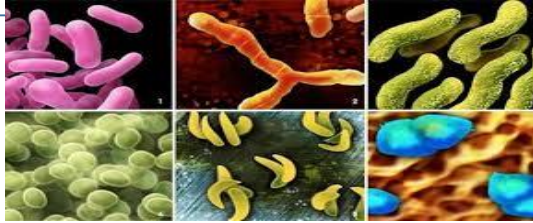


Capacity within and outside of play



Achievement with adult support

Scientific concept



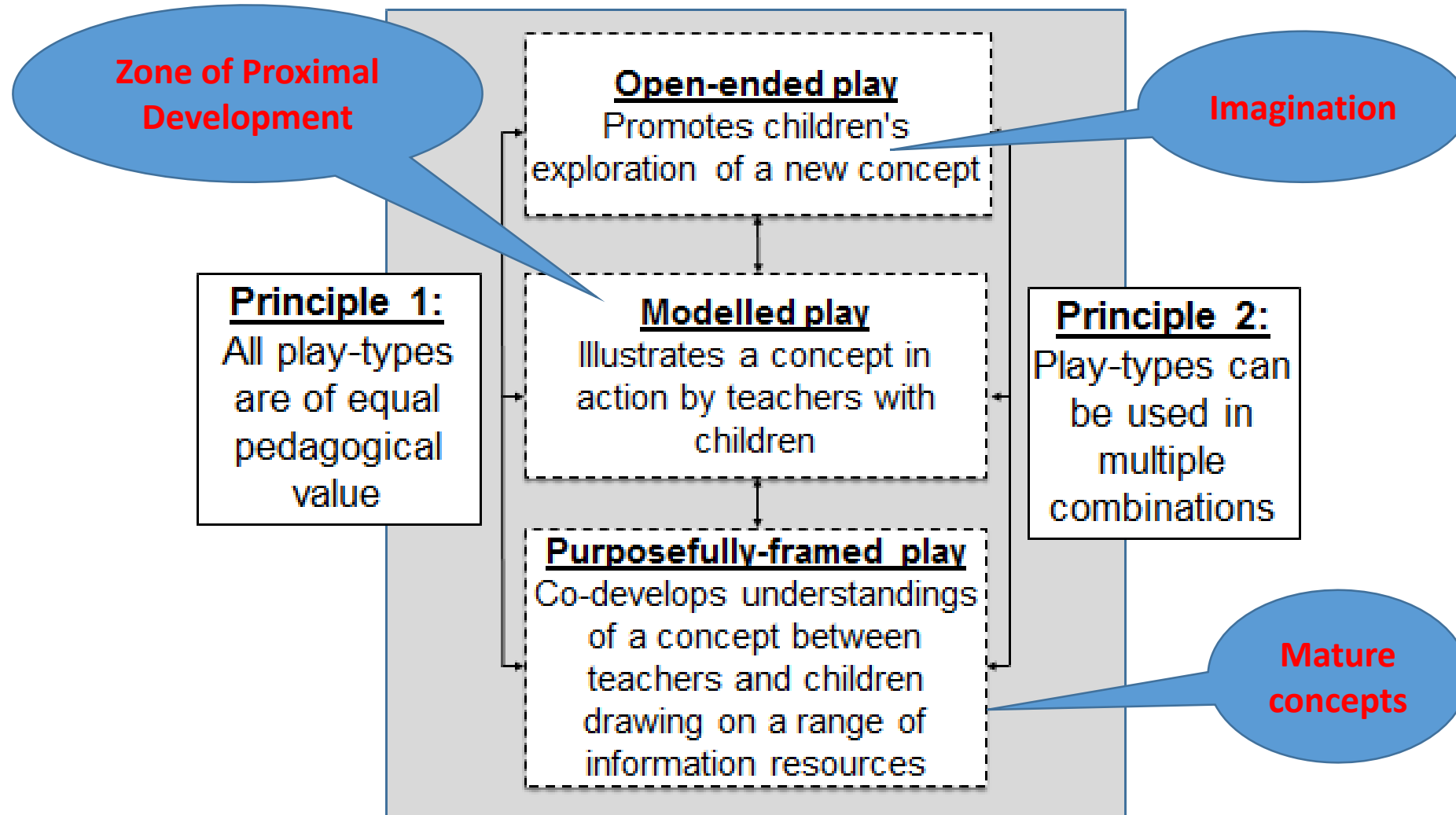
Mature concept

Everyday concept



Explanatory power

AGENCY

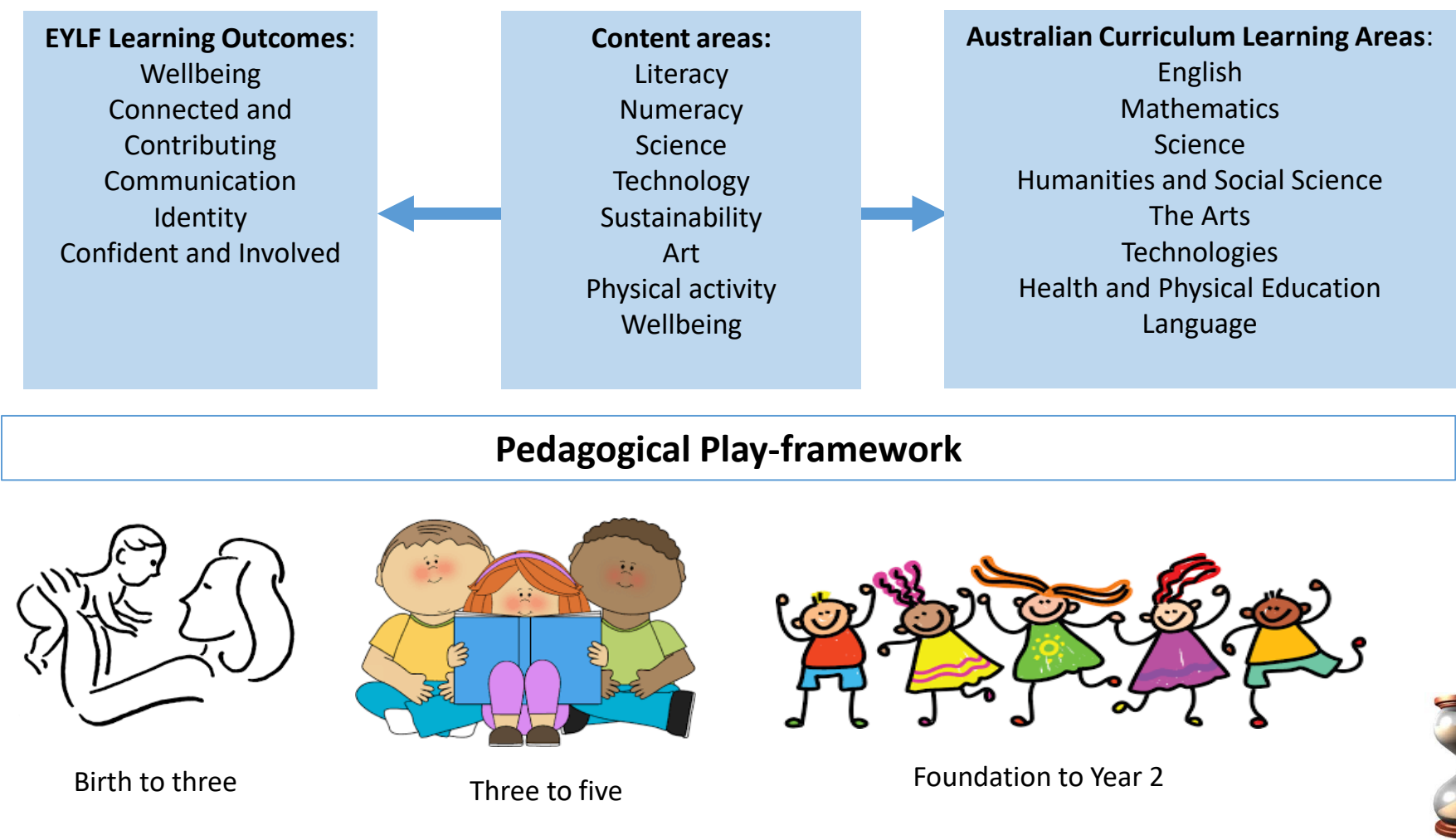




**Pedagogical Play-  
framework**

**Pedagogical  
Play-  
framework**

# Using the pedagogical play-framework (play-types) to improve outcomes







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