**Playful**

‘Encouraging children to make connections through imagination and creativity to explore alternate worlds and ways of thinking. These worlds, not bounded by reality, offer the freedom children need to innovate and enact new possibilities.’[[1]](#footnote-1)

Consider the questions for reflection in terms of your own interactions with young learners. As you write your responses ask yourself how they would be evident in action to a family or visitor to the classroom.

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| **Teacher/Teacher Aide behaviours** | **Young learner behaviours** | **Questions for reflection** | **My reflections** |
| **Teachers/Teacher aides may:**   * provide extended periods of time, appropriate spaces and imaginative resources for young learners to engage in playful learning * encourage young learners, through their playfulness, to explore alternate worlds and ways of thinking * help to create a classroom that becomes a place where young learners have the freedom to innovate and enact new possibilities. | **Young learners may:**   * engage socially, emotionally, physically and cognitively within intentional spaces and with intentional resources * interact with the teaching team in meaningful playful learning opportunities * participate in playful learning experiences across a range of curriculum areas and within a balance of pedagogical approaches, practices and strategies   understand the learning intent of their play | * How do I plan for extended periods of time, appropriate spaces and imaginative resources for young learners to engage in playful learning? * Am I clear about the curriculum intent that underpins each playful learning experience and my role in supporting it? * How do I encourage young learners, through my playfulness, to explore alternate ways of thinking? | • |

1. Queensland Government and Department of Education (n.d.)*.* *Foundation Paper Age-appropriate pedagogies in the early years of schooling,* p.28. [↑](#footnote-ref-1)