

Provincial Outreach
Program for the Early Years

Learning in the Primary Years

March 3, 2025

Presenter:
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@roomtoplay

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Land Acknowledgement

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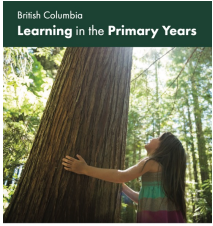
Play & Early Learning Workshop Series Outline

- Early Learning Framework – February 3, 2025
 - *The Early Learning Framework (ELF) offers practical guidance and pedagogical clarity for educators working with young children aged birth to eight in our province. This session will provide an overview of the ELF and offer guiding principles that can inform our literacy instruction with young children.*
- Play Today- February 24, 2025
 - *Play Today is a handbook that serves as a supporting document to the Early Learning Framework(ELF). This session will review the importance of play in all aspects of child development, with practical exemplars of how literacy can be supported in early learning environments.*
- Learning in the Primary Years- March 3, 2025
 - *Learning in the Primary Years is a companion document specifically for K-3 teachers offering pedagogical foundations for learning alongside relational teaching practices. This session will highlight the importance of pedagogical choices and how these dynamic decisions influence the ways in which children experience curricular learning along a continuum of play, with a focus on literacy instruction.*

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Learning in the Primary Years



- Intended to support K-3 teachers across BC
- Part One: Foundations for Learning
- Part Two: Connecting Learning & Teaching Practices

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The play-learn connection

“ The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.”

(Ministry of Education, 2019, p. 39)

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The role of the teacher in play-based learning

Child-directed		Educator-guided		Educator-directed
				
Child-initiated, unstructured, self-directed, internally motivated, voluntary, and often thrilling	Begins with child-initiated investigations, often through exploratory play	Child-directed play with teacher support	Planned play experiences relevant to children's interests and abilities	Prescribed learning experiences with specific rules

Pedagogical strategies for play-based learning (adapted from Pyle & Daniels, 2017).

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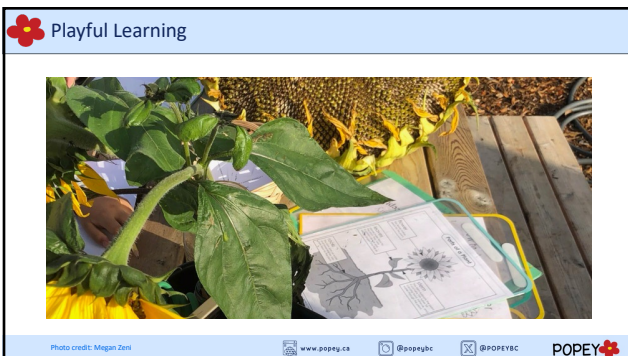
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The role of the teacher in play-based learning

← Child-directed Educator-guided Educator-directed →

Free play Child-initiated, unstructured, self-directed, internally motivated, voluntary, and often thrilling	Inquiry play Begins with child-initiated investigations, often through exploratory play	Collaborative play Child-directed play with teacher support	Playful learning Planned play experiences relevant to children's interests and abilities	Learning games Prescribed learning experiences with specific rules
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Pedagogical strategies for play-based learning (adapted from Pyle & Dannielis, 2017).

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Place-making

expanding an idea

Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is central to **First Peoples** perspectives of the world (B.C. Ministry of Education, 2016).

How we prepare environments is integral to well-being and literacy learning

- Space and place
- Materials
- Time

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Thank you!

British Columbia Early Learning Framework

Play Today
B.C. Handbook

British Columbia Learning in the Primary Years

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