



Provincial Outreach
Program for the Early Years

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Learning in the Primary Years

March 3, 2025

Presenter:

Megan Zeni

@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.*





Learning in the Primary Years

British Columbia

Learning in the Primary Years



Ministry of
Education and
Child Care

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



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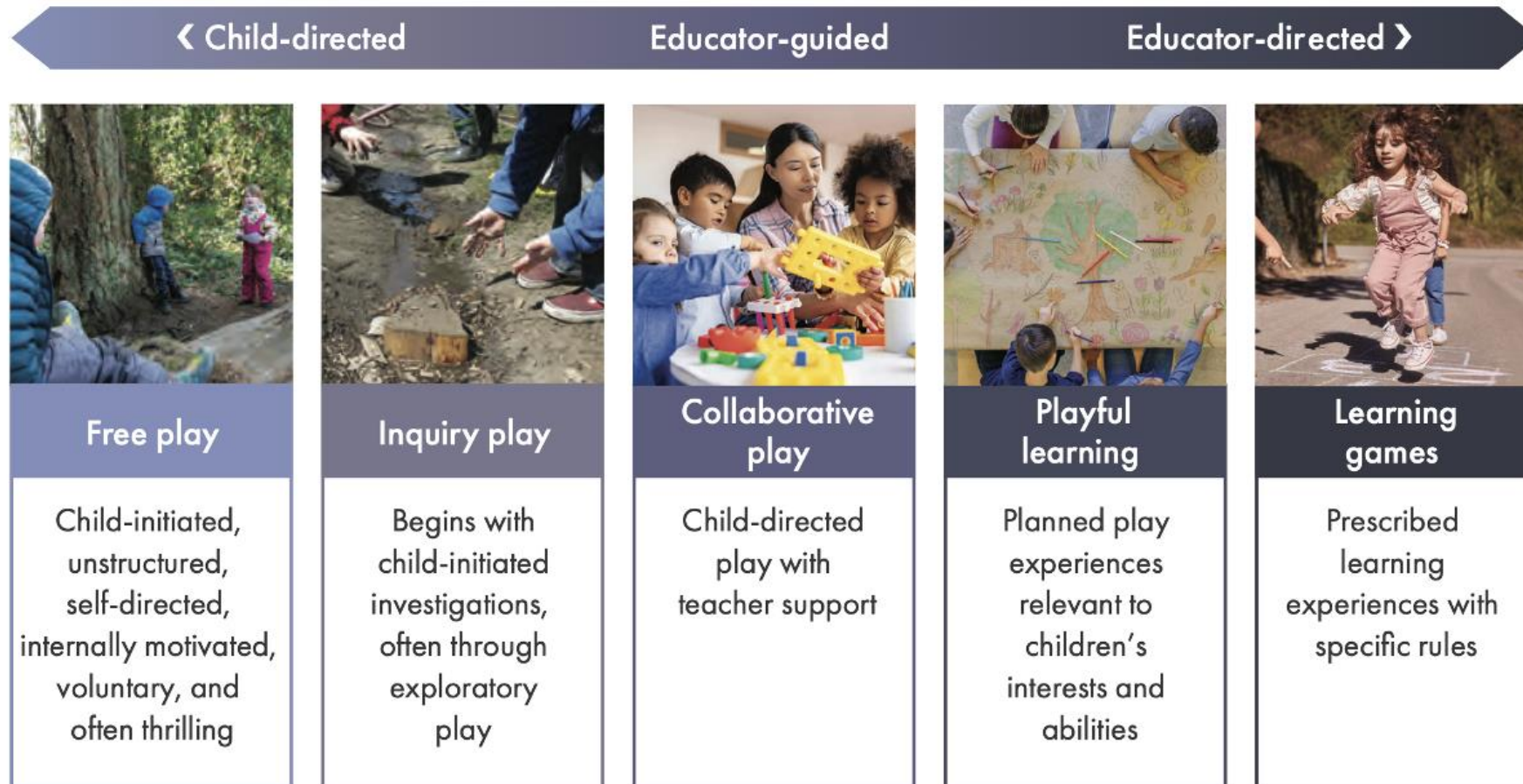
The play-learn connection

“ 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)



The role of the teacher in play-based learning



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

 Free play



Photo credit: Megan Zeni



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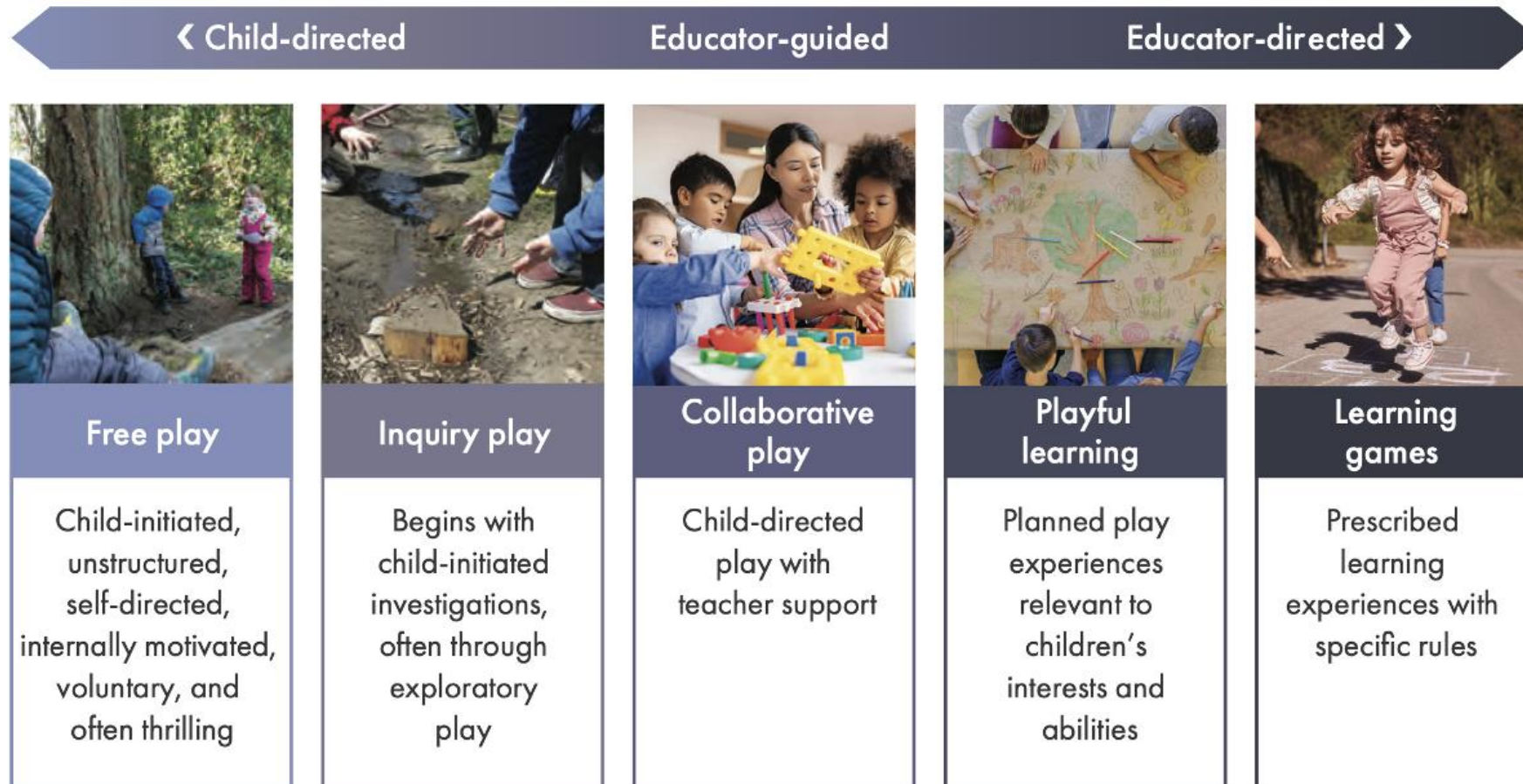


Affordances for play

Bark	Recycled	Bean bags	Measuring cups
Berries	evergreen	Bench	Metal cake pan
Boulders	(Christmas) trees	Bottles	Milk crates
Bulbs	Reeds	Bowls	Mini-bricks
Bushes	River rocks	Brick structures	Muffin tin
Clay	Rocks/rock piles	Bricks	Musical instruments
Corn (cobs, kernels, and ears)	Roly poly bugs	Buckets	Old clothes
Cornhusks	Rose quartz	Building blocks	Paint
Dirt	Sand/sand pits	Building materials	Pans
Driftwood	Seed pods	Cameras	Paper
Feathers	Seeds	Cardboard boxes	Paper and pens/pencils
Flat stones	Shells	Cardboard tubes	Pipe cleaners
Flower and herb gardens	Snow	Cars	Pipes
Flowers	Soil	Ceramic tiles	Planks
Frozen snow	Spiky seed pods	Chalk	Plastic bat
Grass	Squash	Climbing structure	Plastic cones
Grassy hills	Sticks	Clips	Plastic plates
Heavy wood pieces	Stones	Colorful blocks	Plastic playhouse
Hedge apples	Stream	Containers/small containers	Plastic shovels
Ice	Stumps	Costumes	Pots
Insects	Sweet gum pods	Dramatic play props	Pottery
Large tree branches	Their own body	Empty plant pots	Raised garden bed
Large wooden chunks	Tree blocks	Empty plastic sandbox	Ramps
Leaves	Tree cookies	Fabrics/Large fabrics	Scarves
Living things	Tree limbs	Foam building blocks	Scoop
Logs	Tree branches	Garbage can and lids	Shovels
Loose gravel	Trees	Garden hand tools	Simple toys
Lumber	Twigs	Gutter	String
Mud	Vegetation	Hand-held instruments	Sunglasses
Mud pies	Water	High structure toys (telephone, medical kit, trucks, dolls)	Tables
Native grasses	Wildlife		Tire



The role of the teacher in play-based learning



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



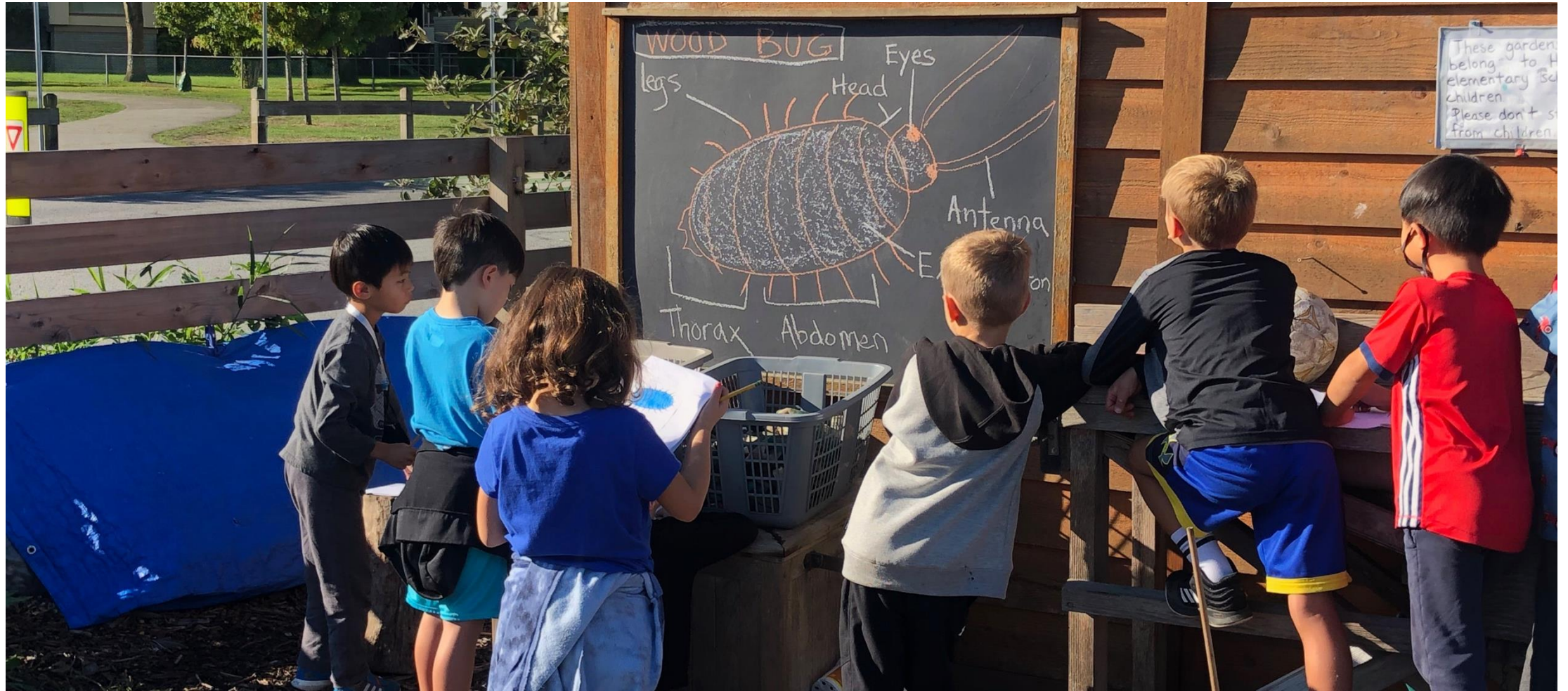
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Collaborative Play



Photo credit: Megan Zeni



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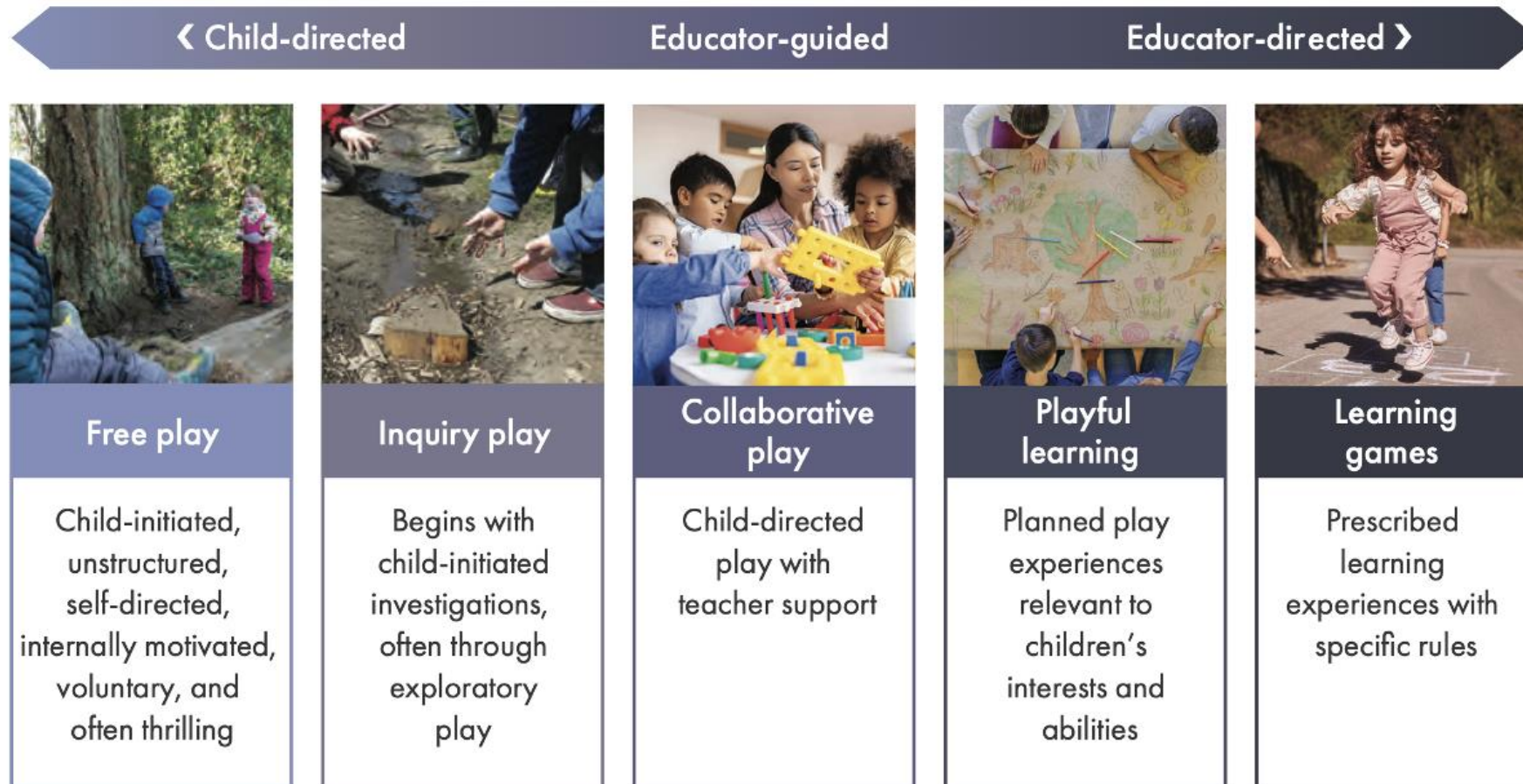


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The role of the teacher in play-based learning



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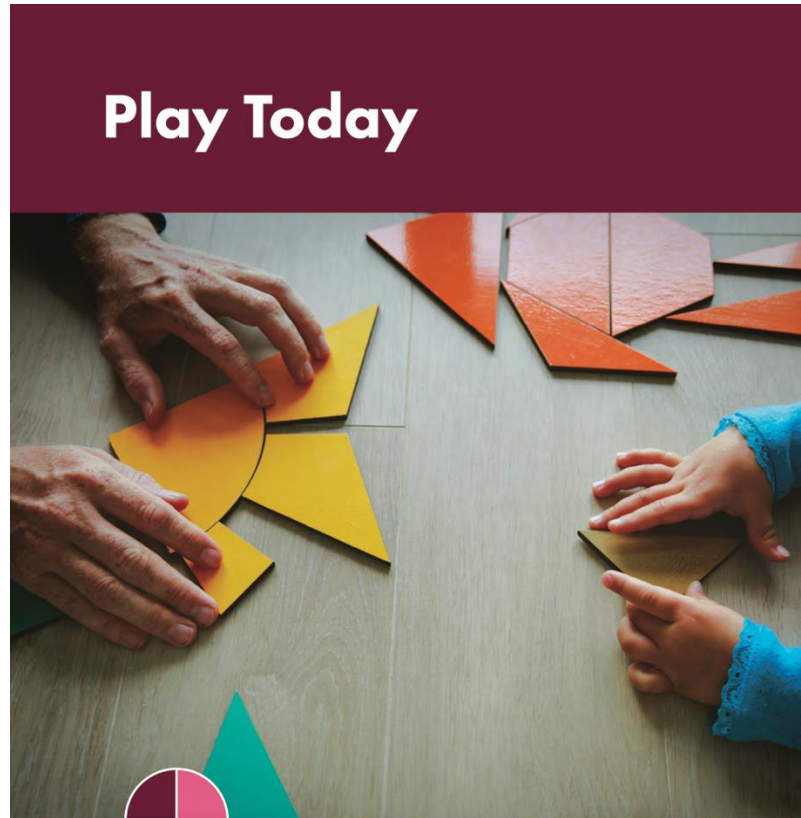
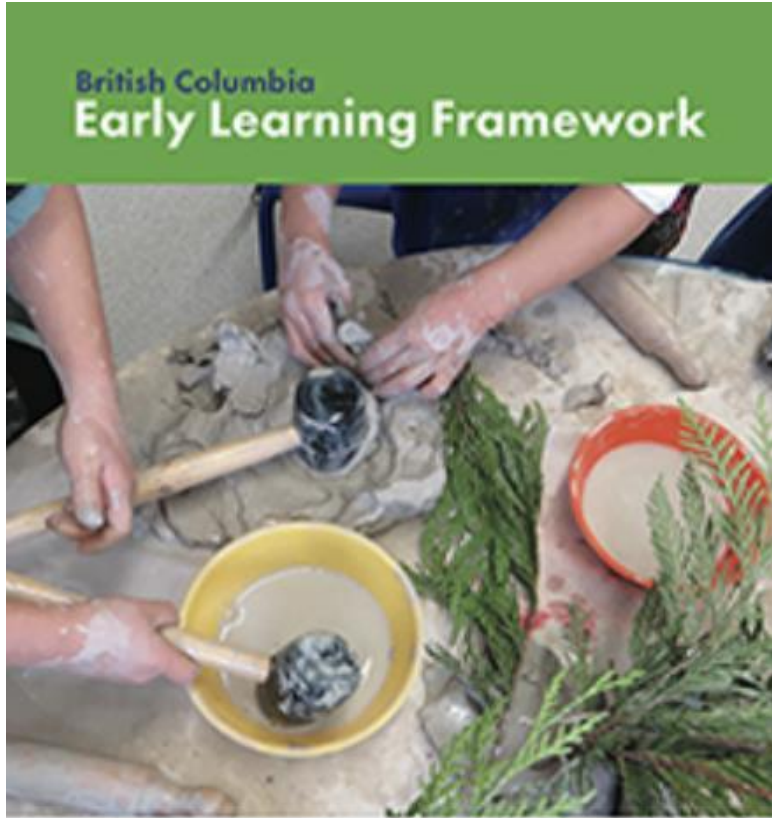
expanding an idea

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).

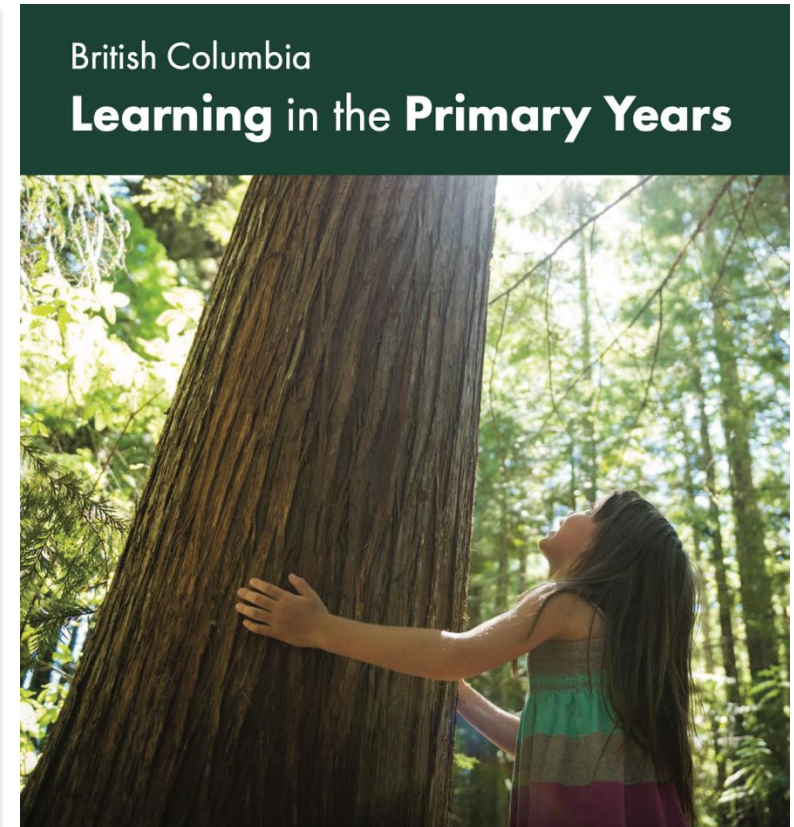
How we prepare environments is integral to well-being and literacy learning

- Space and place
- Materials
- Time

 Thank you!



B.C. Handbook



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Thank you from the POPEY team!

