



Provincial Outreach
Program for the Early Years

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School District 59
Peace River South

Session 4 POPEY Learning Series: learning in the primary years

April 4, 2025

9:00-2:30

Presenter:

Jacque Anderson



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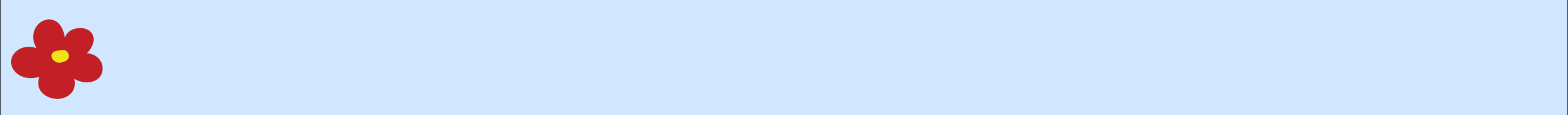
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"WHEN YOU LISTEN, YOU BECOME AWARE.
THAT'S FOR YOUR HEAD. WHEN YOU HEAR, YOU
AWAKEN. THAT'S FOR YOUR HEART. WHEN YOU
FEEL, IT BECOMES A PART OF YOU. THAT'S FOR
YOUR SPIRIT. THREE TIMES. IT'S SO YOU LEARN
TO LISTEN WITH YOUR WHOLE BEING.
THAT'S HOW YOU LEARN."





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The nature of learning

Learning is holistic

People learn with the mind, body, and spirit and in a relationship with others and the environment. Children are gaining knowledge as they create and test theories, explore the world, and express ideas. Learning does not occur in a predictable linear progression; rather learning is **rhizomatic**, moving in unexpected and surprising directions as children are in relationships with people, place, ideas, and materials.

definition

Rhizome:

A plant, such as a fern, that sends underground shoots off in many directions with no predictable pattern. The image of the rhizome is a useful way to think about pedagogies. Thinking of learning as rhizomatic leads to understanding that learning cannot be predetermined or have a prescribed outcome but is always producing something new.

British Columbia Early Learning Framework

25



The play-learn connection



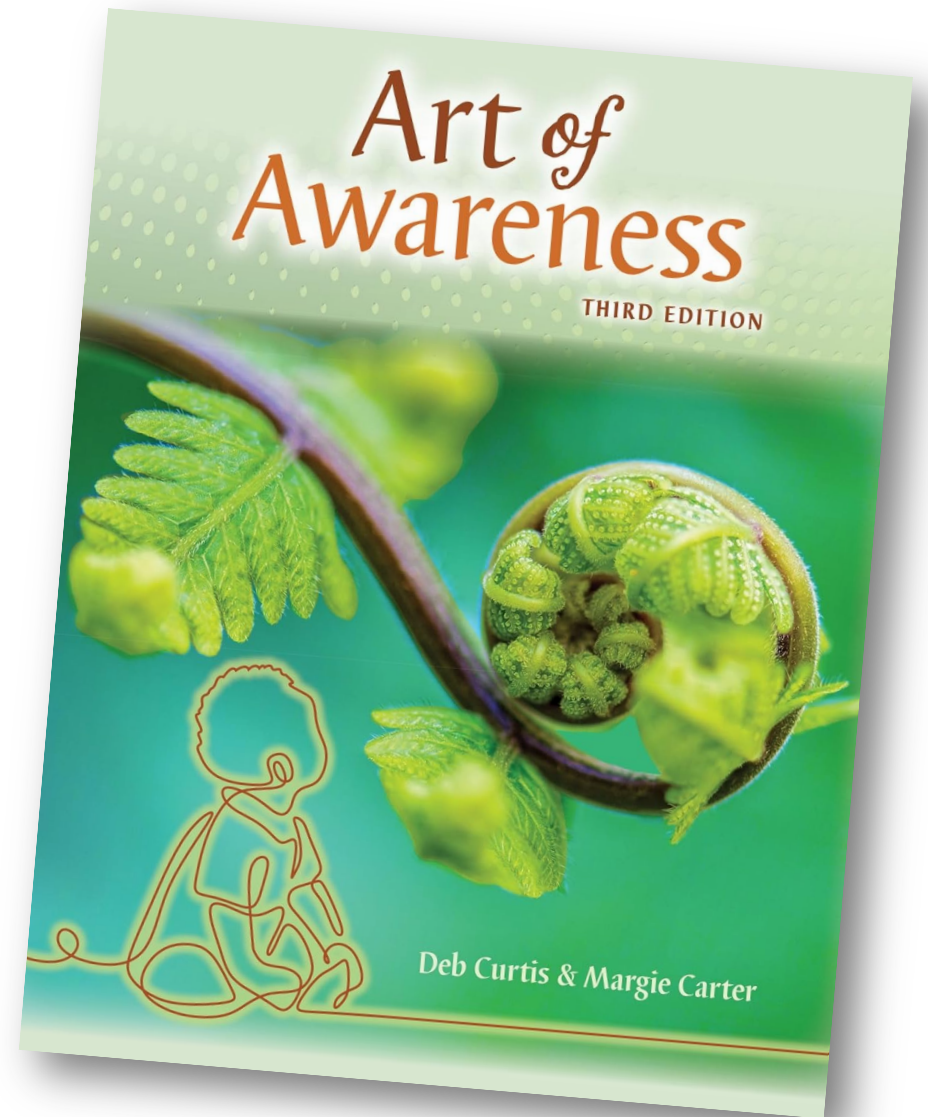
Two Voices Within a Teacher

How does this passage speak to you?

How does it affirm you?

How does it challenge you?

Is there a particular line, or lines, that resonate with you?



British Columbia

Learning in the Primary Years



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



Ministry of
Education and
Child Care





The CASEL framework



- SEL competence is associated with emotional competence, academic success, health and well-being
- SEL *is not about* compliance or social behavior expectations
- SEL *is about* developing an internal motivation for adapting to demands and challenges





Designing With Intention:

collecting traces and child voice

teacher observations
opportunities for reflection: whole
group and personal
photos and video
conversations and discussion
anecdotal notes
artefacts
class and individual learning stories

teacher inquiry:
**how can I make the thinking and
learning heard and/or visible?**

environment as the 3rd teacher

cultural materials
variety of spaces and seating
shape of the day
wide variety of materials
ease of flow in the space
aesthetics and and function:
beauty and efficiency
a learning community
learning in circle

teacher inquiry:
**how does the space facilitate my
goals?**

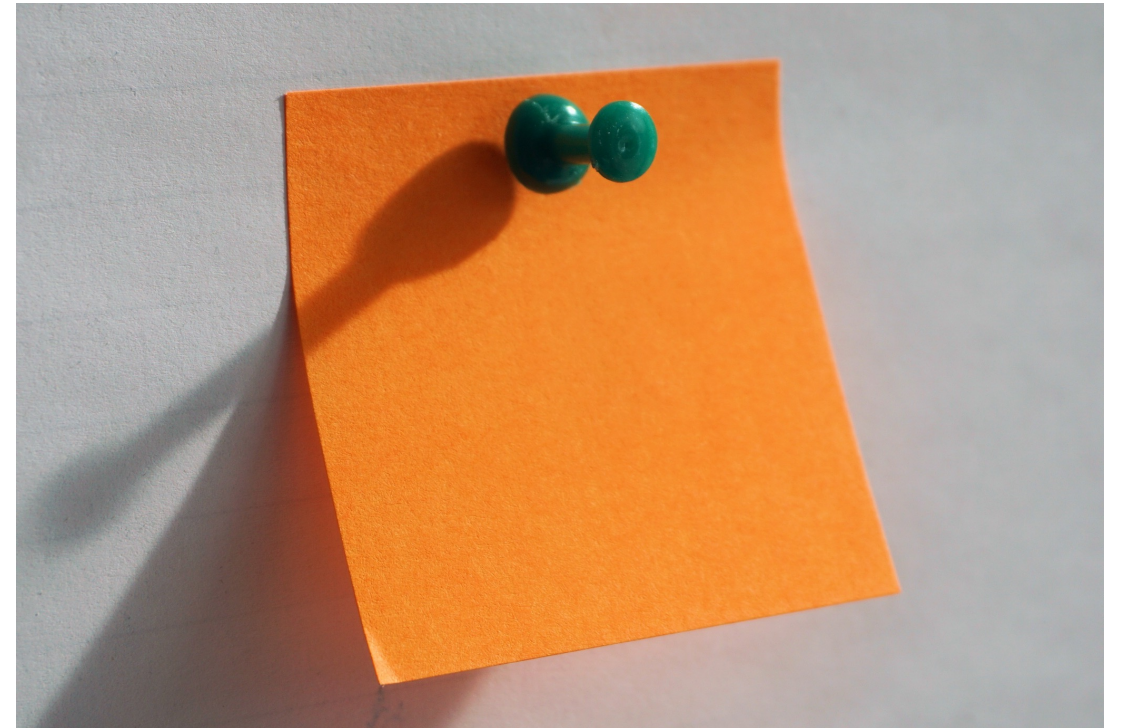
outcomes and intentions

underlying cultural themes
connection to place
building relationships with people
and living and non-living things
literacy foundations
numeracy foundations
identity and agency
social and emotional well-being

teacher inquiry:
**what am I learning about my
students?**



- Take 15 minutes to review pages 8-19
- Share your thinking, observations, questions and wonders
- New & Knew



Competencies and the Play Environment

- Personal and Social Identity
- Thinking: creative and critical
- Communication



- ✓ *In the play setting, all of these are actively engaged.*
- ✓ *When we use envisioning language, we help children identify as learners.*



The play continuum

Pedagogical Strategies for Play-Based Learning



Adapted from Pyle and Danniels, 2017



Affordances for play



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





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)







Collaborative Play





Games with Rules





A developmental systems framework

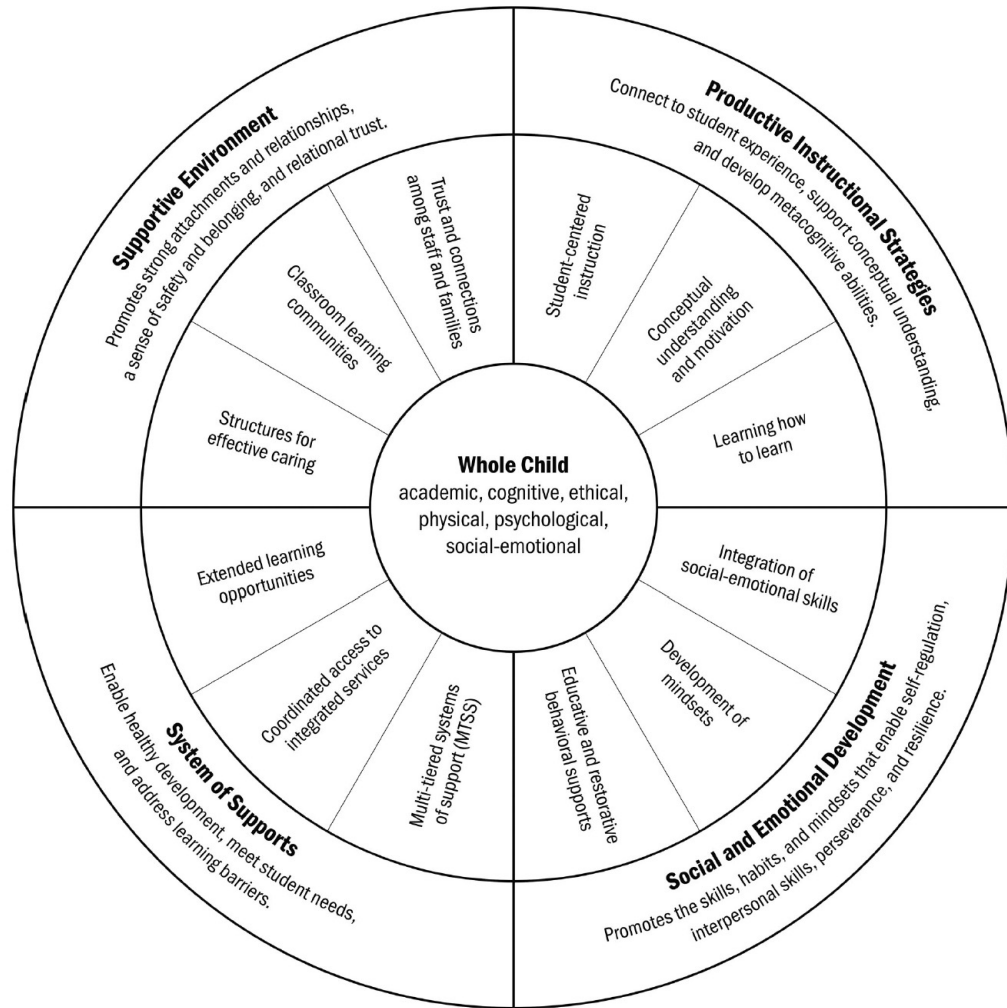


Figure 1. SoLD principles of practice.

Implications for educational practice of the science of learning and development

- The conditions we create as teachers that support supportive environments, productive instructional strategies, SEL & Systems of support



Taking literacy outdoors

Literacy and Language Learning Outdoors



OUTSIDEPLAY.org

Take literacy learning outside

01:50



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Why outdoors?



Photo credit: Megan Zeni



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Structured literacy outdoors



Photo credit: Rachel Tidd



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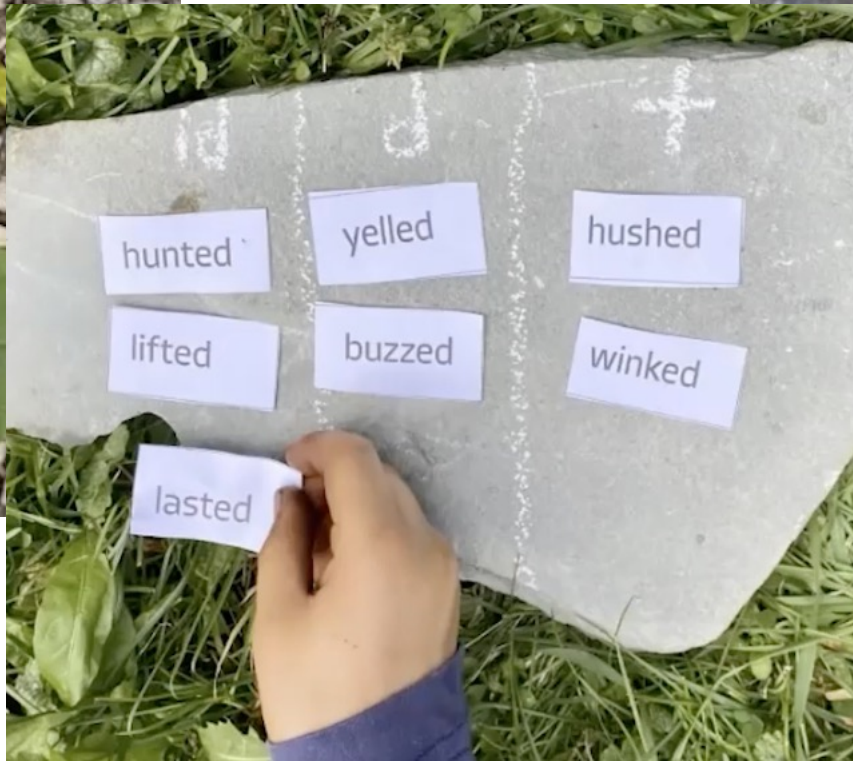
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Word sorts & syllables





Environmental print outdoors



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Letter Formation



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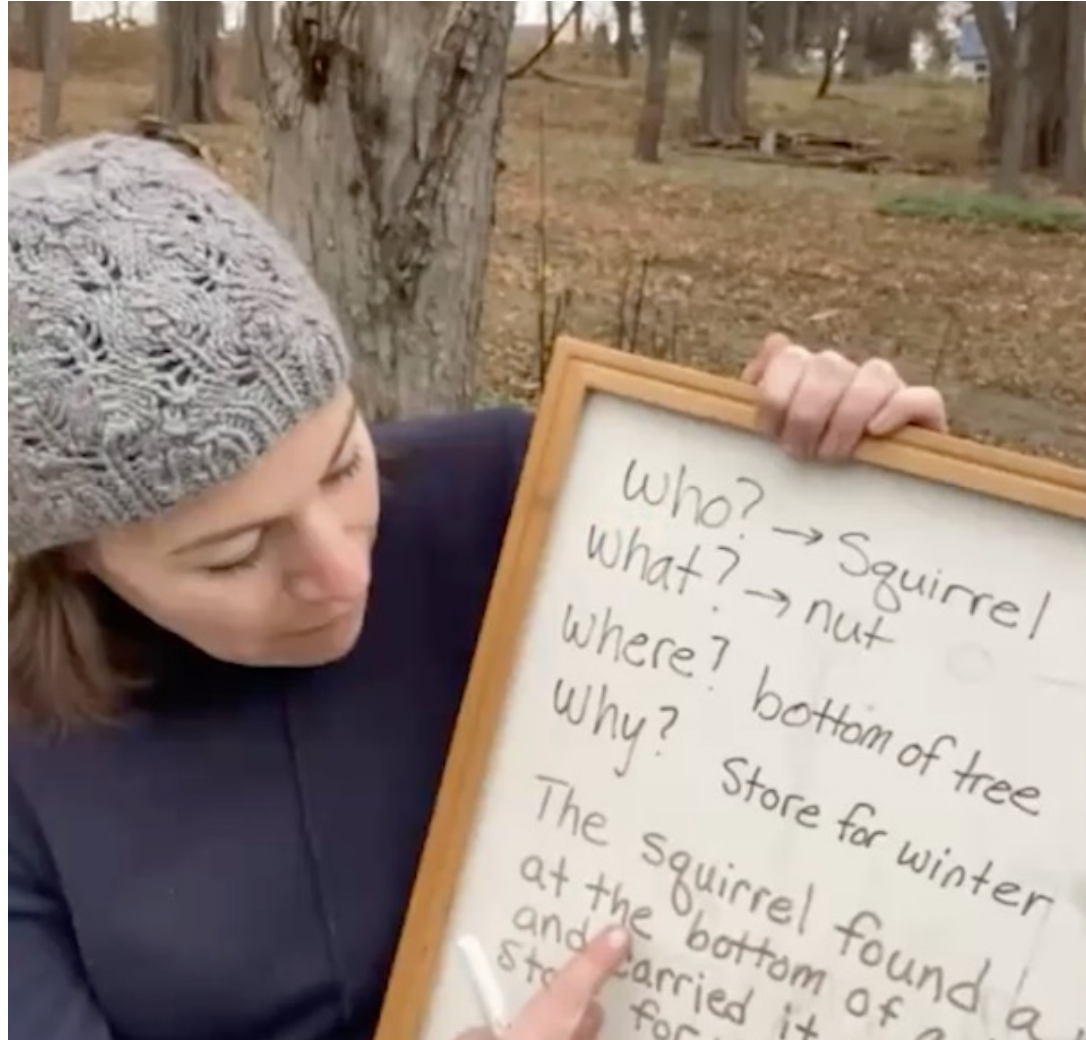


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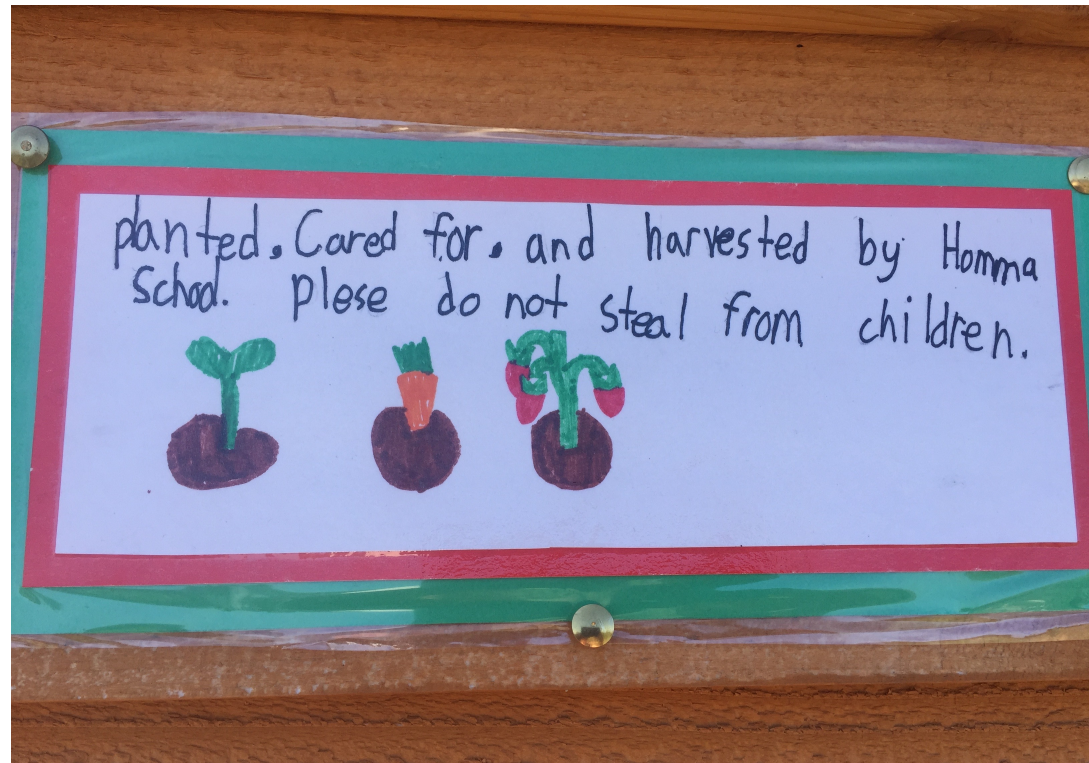


Writing outdoors





Writing for an audience



Story play and writing



Resources for reading & writing outdoors



Photo credit: Rachel Tidd & Megan Zeni



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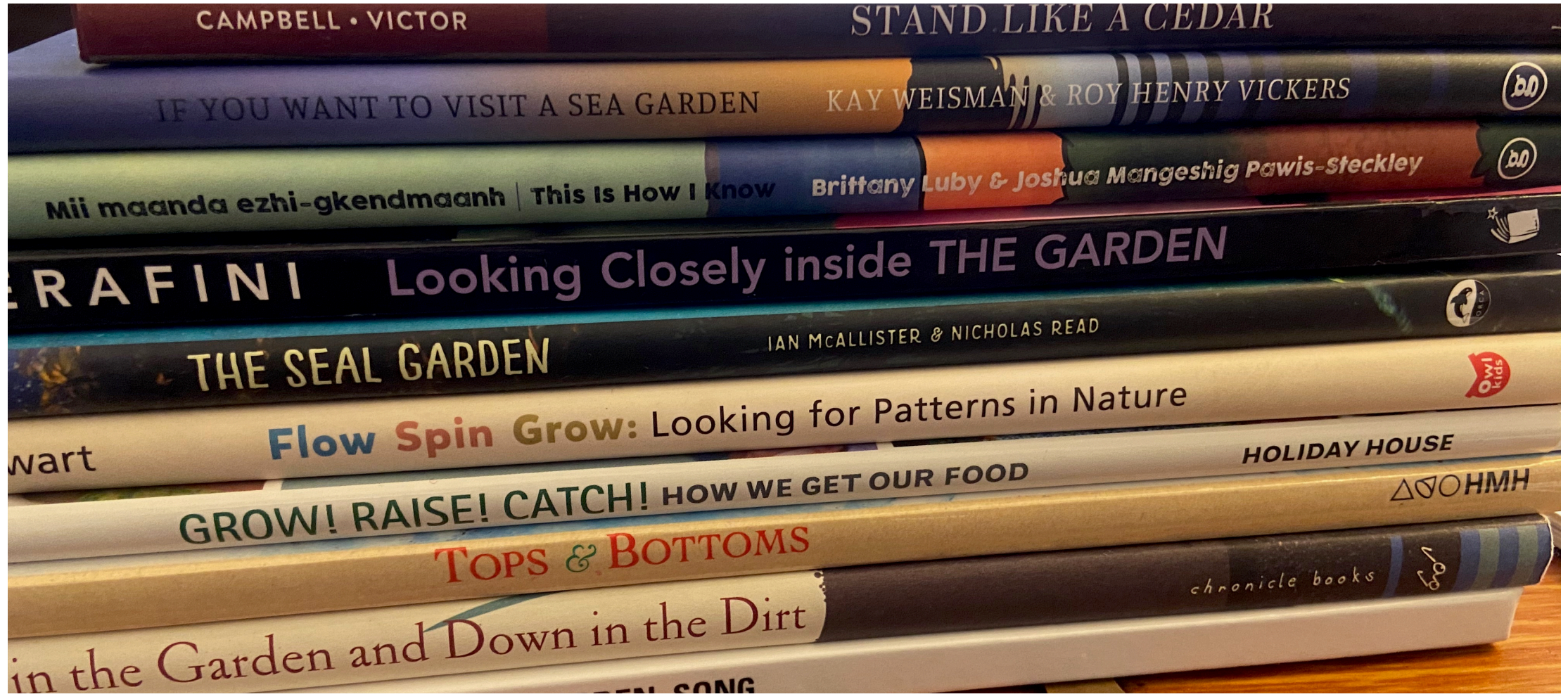
 Book look

Photo Credit: Megan Zeni



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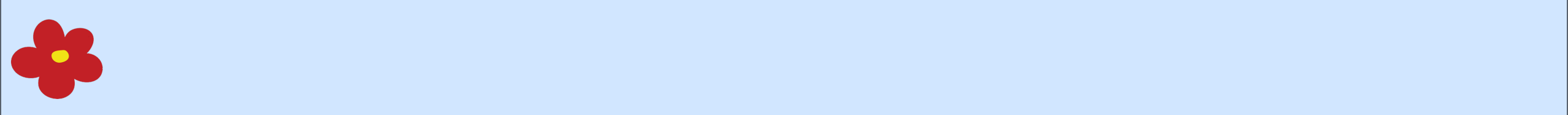


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Resource links

- [Early Learning Framework](#)
- [Learning in the Primary Years](#)
- [Play Today](#)

Videos

- [Teacher Tool—Outside Play](#)
- [Bill Ayers: “Unruly sparks”](#)

Books and Articles

- Embers, Richard Wagamese
- Art of Awareness—Curtis and Carter
- Play Framework, SD71
- *Listening to What Children Say*, Vivian Gussin Paley, Harvard Educational Review Vol. 56 No. 2 May 1986, p. 127
- *Children’s Descriptions of Playing and Learning as Related Processes*; Letourneau and Sobel, 2020:
- *A Developmental Systems Framework*-Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).





Thank you from the POPEY team!

