

# Teaching through Play: The Role of the Teacher in a Play-Based Classroom

|                            | 1   | 2  | 3  | 4  | 5   | 6   | 7   |
|----------------------------|---|--|--|--|---|---|---|
| <b>Classroom Routines</b>  | <b>Whole Class</b>  | <b>Task Board</b>  | <b>Must Do/Can Do</b>  | <b>Flexible Timetable</b>  | <b>Flexible Timetable</b>   | <b>Meal Breaks &amp; Student Transitions</b>  | <b>Meal Breaks</b>  |
| <b>Role of the Teacher</b> | Adult-directed curriculum learning tasks<br>Teacher provides whole-class non-differentiated learning activities.  | Adult-directed literacy and numeracy tasks organised in rotational ability-grouped activities<br>Teacher provides whole-class, non-differentiated teaching for all other curriculum areas. | Adult-directed literacy and numeracy tasks organised in 'must do' ability-grouped activities. Teacher provides menu of 'can do' choices when must do tasks are completed. These choices include the option of free-play inside and sometimes outside the classroom.<br>A mixture of whole-class non-differentiated and differentiated teaching for other curriculum areas. | Adult-directed literacy and numeracy tasks organised in ability-grouped activities. Direct teaching of literacy and numeracy occurs flexibly across the school day.<br>Teacher resources students for play when not engaged in adult-directed literacy and numeracy activities. Teacher intentionally teaches students during play, consistently combining naturalistic and direct teaching methods. Teacher integrates curriculum learning areas, key competencies and socio-emotional skill development with observed student schema, interests and/or dispositions, regularly providing play invitations to motivate student inquiry through play. Some whole-class teaching occurs with a general focus on problem-solving and social skill development. | Adult-directed literacy and numeracy tasks organised in ability-grouped activities. Direct teaching of literacy and numeracy occurs somewhat flexibly across the school day.<br>Teacher resources students for play when not engaged in adult-directed literacy and numeracy activities. Teacher intentionally teaches students during play, primarily focusing on the development of curriculum key competencies and socio-emotional skill development through naturalistic teaching methods. Teacher responds to observed student schema, interests and/or dispositions by occasionally providing play invitations to motivate student inquiry through play. Some whole-class teaching occurs with a general focus on problem-solving and social skill development. | Teacher intentionally teaches students during play, primarily focusing on the development of learning dispositions and student thinking through naturalistic teaching methods. Teacher responds to observed student schema, interests and/or dispositions by occasionally providing play invitations to motivate student inquiry through play. Some whole-class generalised teaching occurs in the form of shared stories or shared student 'news' and discussions. | Learning is directed by students through independent or peer play inside and out all day, every day.<br>Timetable identifies meal breaks within student-led routines and activities. Teachers provide generalised feedback to students and/or respond to disruptive or inappropriate behaviour. |
| <b>Resourcing</b>          | <div>Single-use resources (eg worksheets, exercise books) —————→</div> <div>Commercial toys, games, puzzles (eg toy cars, doh cutters, board games, kitchen sets) —————→</div> <div>Sand &amp; Water resources; PE Equipment —————→</div> <div>Multi-purpose resources (Loose Parts) (eg pipes, hoses, feathers, blocks, lego, material and natural resources)————→</div> |  |  |  |   |   |   |