

# Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)



## Checklist 1: Setting Up a Play-Based Learning Environment

The Learning Space	
1. Organise a variety of learning spaces for students to play, both inside and outside the classroom.	Emerging Partly in Place Established
2. Arrange the learning environment to enable students to easily access loose parts for their play.	Emerging Partly in Place Established
Resourcing & Managing the Learning Environment	
3. Identify and select loose parts that will support the Theory of Loose Parts.	Emerging Partly in Place Established
4. Establish systems in the classroom that enable students to take responsibility for managing loose parts and reinforce the use of these systems when required.	Emerging Partly in Place Established
5. Provide loose parts and resources, both inside and outside the classroom in response to schema identified in students' play.	Emerging Partly in Place Established
6. Communicate clear expectations to students regarding the appropriate use of classroom resources.	Emerging Partly in Place Established
7. Provide rule reminders and logical consequences when needed.	Emerging Partly in Place Established
8. Use strategies to assist students to manage the noise, mess and transitions between activities effectively.	Emerging Partly in Place Established

# Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)



## Checklist 2: Timetabling and Teaching in a Play-Based Learning Environment

Understanding the New Zealand Curriculum	
1. Identify the vision, values and principles of the New Zealand Curriculum in my students' play.	Emerging Partly in Place Established
2. Identify which areas of the curriculum require adult-guided or explicit acts of teaching.	Emerging Partly in Place Established
3. Identify which areas of the curriculum are suited to child-guided experiences with scaffolding from adults.	Emerging Partly in Place Established
Teaching through Play: Providing an Invitation	
4. Implement play invitations that support the development of specific learning areas and key competencies of the NZC.	Emerging Partly in Place Established
5. Implement play invitations that promote and support children's interests and preferences; their family's funds of knowledge and aspirations for their child, and community and cultural values.	Emerging Partly in Place Established
6. Intentionally teach knowledge and/or skills needed by students to advance or extend the learning in their play.	Emerging Partly in Place Established
Timetabling Play	
7. Provide a balance of adult-guided and child-guided learning experiences.	Emerging Partly in Place Established
8. Establish and implement a flexible timetable through the school day.	Emerging Partly in Place Established

Reference: Aiono, S., & McLaughlin, T. (2018). Practice Implementation Checklists (PIC). In S. Aiono & T. McLaughlin, *Play-based Learning Observation Tool Research Version 1.0 (P-BLOT 1.0): Manual and Supplemental Resources*. Unpublished instrument. Palmerston North, New Zealand: Massey University. Available at <https://eyrl.nz/play-based-learning-pic/>

# Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)



## Checklist 3: Teaching through Play

Noticing & Responding to the Curriculum in Students' Play	
1. Use positive descriptive feedback to teach the <b>learning areas</b> and <b>key competencies</b> of in students' play.	Emerging Partly in Place Established
2. Support students to extend and explore their own thinking and ideas in play using phrases such as "I wonder, maybe, have you thought about".	Emerging Partly in Place Established
3. Identify which areas of the curriculum may require play invitations in order to promote further student exploration.	Emerging Partly in Place Established
Promoting Socio-Emotional Competencies and Problem-Solving	
4. Use a variety of teaching resources to directly teach target <b>social</b> and <b>problem-solving skills</b> .	Emerging Partly in Place Established
5. Intentionally teach specific <b>social skills</b> and/or problem-solving strategies through whole-class modelling, role-play and student-practices.	Emerging Partly in Place Established
6. Use positive descriptive feedback when students are playing to reinforce target <b>social</b> and <b>emotional skill development</b> .	Emerging Partly in Place Established
7. Regularly notice and respond to students' emotions using a variety of teaching strategies to support the development of students' <b>emotional literacy</b> and <b>self-regulation</b> .	Emerging Partly in Place Established

## Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)



Promoting Learning through Play	
8. Identify features of socio-dramatic play and use a variety of strategies to support students' creativity and imagination in this play.	Emerging Partly in Place Established
9.. Encourage students to share their knowledge and expertise with their peers.	Emerging Partly in Place Established
10. Support students when mistakes occur or fail, promoting perseverance, risk-taking and flexible thought in students' play.	Emerging Partly in Place Established
11. Spend time in conversation with students, scaffolding vocabulary as required.	Emerging Partly in Place Established

### Checklist 4: Assessing and Communicating Progress

Planning to Respond to Learning	
1. Collect and use observational data to inform my planning of play invitations that reflect clear links to the New Zealand Curriculum.	Emerging Partly in Place Established
2. Introduce play invitations in an engaging way, or by drawing students' attention to new resources with suggestions for their use.	Emerging Partly in Place Established
Assessing Progress of Learning	
3. Construct a variety of individual, group and whole-class narrative assessments with a focus on <b>key competencies</b> observed in the learning environment.	Emerging Partly in Place Established
4. Construct a variety of individual, group and whole-class narrative assessments with a focus on <b>learning areas</b> observed in the learning environment	Emerging Partly in Place Established

## Effective Teaching in a Primary Play-Based Classroom: Practice Implementation Checklists (PIC)

Communicating Progress of Learning	
5. Use narrative assessment to communicate my students' progress of learning through play to my parent community.	Emerging Partly in Place Established
6. Revisit student learning that has occurred through play by making learning stories visible and available to my students, enabling them to access these and review them at their own choosing.	Emerging Partly in Place Established
7. Establish regular and consistent communication with my parent community through a variety of means, including newsletters, blogs, class displays, face to face meetings.	Emerging Partly in Place Established

*I can identify the following areas of strength when implementing teaching through play practices in my classroom:*

---



---



---



---

*The 2- 3 priority areas for my future practice include:*

- ---
- ---
- ---