



Engaging Children in Purposeful Play: Roles of the Teacher

In facilitating children's play across the purposeful play continuum, the teacher takes on different roles:

A planner

- Thinks through learning intent and decides on the type of purposeful play experience that would be most suited to achieve the learning intent/objective/goal.
- Selects resources and organises environment, bearing in mind children's interests and autonomy.

A co-player

- Enriches children's experiences by prompting, asking questions or providing feedback to maximise children's participation, extend their learning and help them make meaningful connections between their experiences /interests and new information gained from their play experience.
- Encourages children's choice and autonomy by giving them flexibility to choose what, how and who they would like to play with
- Intervenes sensitively only when necessary

A reviewer

- Observes children at play to find out their needs and interests
- Reviews how future play experiences may be planned, shaped or extended to scaffold or enhance children's learning

An advocate

- Values purposeful play by giving children time and space to play.
- Gives children opportunities to explore new ideas through and for play.
- Proactively engages stakeholders to raise their awareness on the importance of children's play and share good practices of engaging children in learning through purposeful play.