TEACHER Replay

Formative Observation and Reflection Toolkit

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Training Module 1
What is Teacher RePlay?

- Teacher RePlay is a formative toolkit that allows teachers to reflect on and deepen their learning through play practice.
- Teacher RePlay was developed by an international consortium led by FHI 360, with University of Notre Dame, Luigi Giussani Institute of Higher Education, University of Los Andes School of Education, and Institute of Informatics and Development through PALICE, a project by LEGO Foundation.
- It comes in two formats: digital and paper.
- Teacher RePlay includes a teacher observation module and a child photo-elicitation focus group module, called Children ReAct.
- The toolkit invites teachers to see and hear their learners and understand their experiences.
- It is NOT an evaluative tool.
Why are we here?

• Today you will learn how to use the new toolkit, called Teacher RePlay, and practice using it by observing videos of lessons.

• After the training we will ask you to test the tools in your classrooms, and then provide us with feedback on your experience.
The training serves two main purposes:

1. To provide you with an overview of the new Teacher RePlay toolkit designed to help support your learning through play practice;

2. To help you begin to use Teacher RePlay tools in your class.
Welcome!

Now that we know why we are here, let’s get to know each other.

Introduce yourself and name one playful experience you’ve had in the past week!
Teacher RePlay and Children ReAct Training Agenda

- Introduction to Teacher RePlay
- Overview of learning through play
  - Play Spectrum
  - 5 Characteristics of Play
- Framework for the Teacher RePlay Tool
- Paper Teacher RePlay Overview
  - Step 1: Setting Intention
  - Step 2: Observation
  - Step 3: Reflection
  - Practice Observation
- Tablet/Smart Phone Overview
  - Installing Teacher RePlay App
- Digital Teacher RePlay Overview
  - Comparison of Paper and Digital Teacher RePlay
  - Practice Observation
- Children ReAct
- Pre-Pilot and Pre-Test
The two modules of Teacher RePlay

The toolkit consists of two modules:

**TEACHER** RePlay
- A short observation protocol administered by the teacher in their own classroom (~10 minutes)

**CHILDREN** ReAct
- A module for eliciting children’s perspectives on the learning through play activity, administered by either an external observer or the teacher (Children ReAct)
**Step 1**
**ReImagine**
The teacher sets their intention for the learning through play activity and selects characteristics to observe.

**Step 2**
**Record**
The teacher completes a checklist of observed behaviors.

**Step 3**
**Reflect**
The teacher reviews automated feedback and sets a goal for improvement.

**Step 4**
**Children ReAct**
The teacher compares their perception of play with feedback from children.
Step 1 ReImagine
The teacher sets their intention for the learning through play activity and selects characteristics to observe.

Step 2 Record
The teacher completes a checklist of observed behaviors.

Step 3 Reflect
The teacher reviews automated feedback and sets a goal for improvement.

Step 4 Children ReAct
The teacher compares their perception of play with feedback from children.
Today you will learn how to use both tools.

It is important that the instructional support staff (ISS) understand how the Teacher RePlay tool works, so they can offer support to teachers as needed.

It is also important for teachers to see that the Children ReAct process is designed to provide support and is not a supervision or evaluation tool.
Learning Through Play (LtP) Experience Framework
Overarching Goals

• Provide the conceptual framework for the Teacher RePlay toolkit

• Move from a focus on theory to a focus on implementation within each country context

• Support facilitation across the spectrum of play (free play, guided play, teacher directed play)

• Support engagement with the 5 characteristics via identifying behaviors happening in the classroom
Play Facilitation Spectrum

Free
Child choice

Guided Play
Balance

Games

Instruction
Structure

The LEGO Foundation
Play Facilitation Spectrum

Quality play in the classroom occurs when teachers use a diverse set of teaching practices to meet the diverse needs of their students.
Free Play

High child agency, limited or no adult involvement
- Moving from theory to implementation
- Focus on what happens in classrooms
PLAY FACILITATION SPECTRUM

Free Play
Free Play Examples

High child agency, limited or no adult involvement

• Examples

• Examples from your classroom?
Guided Play

High child agency, limited or no adult involvement

- Examples
- Examples from your classroom?
Teacher-Directed Play

High child agency, teacher scaffolded or supported

• Moving from theory to implementation
• Focus on what happens in classrooms
Guided Play

High child agency, teacher scaffolded or supported

- Examples
- Examples from your classroom?
PLAY FACILITATION SPECTRUM

**Free Play** - high child agency, limited or no adult involvement

**Guided Play** - high child agency, teacher scaffolded or supported

**Teacher-directed Play** - low child agency, teacher controlled

MOVING FROM THEORY TO IMPLEMENTATION >> FOCUS ON WHAT HAPPENS IN CLASSROOMS
From research with our international partners, we have found that children learn best when they have experiences characterized as:

- joyful,
- actively engaging,
- iterative,
- meaningful, and
- socially interactive.

During play, children naturally engage with these characteristics.
Overview of the Characteristics
Iterative

• Testing out hypotheses, questioning, exploring unknowns, and revising one’s understanding
• Not just learning a fact but experimenting with new ideas
• Examples:
  o Children have the opportunity to question and try out new ideas or solutions rather than just being told what the “right” answer is
  o Instead of telling children how to do something (e.g., build a bridge), they are provided with the time and materials to experiment, test, revise their understanding, and test again
Meaningful

• Finding meaning in an experience by connecting it to something children already know.

• Exploring new ideas, seeing the connections between ideas, and discovering new knowledge

• Examples:
  o Children consider how a learning goal connects with other ideas from previous lessons, the outside world, or their own lives.
  o Teachers ask children questions and build on children’s answers to further their explanation and exploration (e.g., Why do we need to know this? How does it relate to what is happening in our community or our classroom?)
Socially Interactive

- Sharing one’s own ideas, understanding others through interaction, communicating ideas
- Social interaction can happen between peers or with the teacher
- Can happen for a short period of time or the whole activity
- Examples:
  - Children share space, time, or materials with others.
  - Teachers provide children with opportunities to interact with peers, build off of each other’s ideas, use perspective-taking, and collaborate as they participate in the playful activity.
Teacher RePlay

The Teacher RePlay tool will help you observe these characteristics by providing concrete behaviors that you can look for in your classroom. We will practice this more as we explore the tool.
These experiences foster deeper learning, which is a child’s ability to construct meaning and understanding in ways that allows them to develop and apply knowledge and skills in new situations.

Each level of facilitation offers different ways to support engagement with the 5 characteristics.

This tool is designed to support the ability to both implement across the facilitation spectrum and extend engagement with these characteristics when you are ready.
Foundation & Extension

SUCCESSFUL IMPLEMENTATION

EXTENSION

ABLE TO POWERFULLY EXTEND

FOUNDATION

ABLE TO IMPLEMENT

TRYING BUT NOT SUCCESSFULLY IMPLEMENTING

UNSUCCESSFUL IMPLEMENTATION
# LtP Experience Framework (LEF)

## Learning Through Play Experience Framework (LEF)

**LEGO Foundation Play and Learning in Children’s Eyes (PALICE) Project**

<table>
<thead>
<tr>
<th>PLAY FACILITATION SPECTRUM</th>
<th>TEACHER FACILITATION</th>
<th>JOYFUL</th>
<th>ACTIVELY ENGAGING</th>
<th>ITERATIVE</th>
<th>MEANINGFUL</th>
<th>SOCIALY INTERATIVE</th>
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</thead>
<tbody>
<tr>
<td><strong>FREE PLAY</strong></td>
<td>Foundation</td>
<td>Children happily interact with materials or with others.</td>
<td>Children move quickly from activity to activity with no clear links between activities.</td>
<td>Children's plans is repetitive, with the same ideas being done over and over.</td>
<td>Children's play is based in the here-and-now.</td>
<td>Children share space and materials with others without collaborating on ideas.</td>
</tr>
<tr>
<td></td>
<td>Extension</td>
<td>Observing children's interest, knowledge, and skills and using that to inform the design of the playful experience.</td>
<td>Children's interaction is marked by shared excitement, surprise, and intrinsic motivation.</td>
<td>Children are engaged in the play experience, resisting distraction, and staying on task.</td>
<td>Children are evolving their play, based on their own ideas or ideas of others.</td>
<td>Children interact with peers, building off of each other's ideas, using perspective-taking, and sharing knowledge and ideas (social negotiation).</td>
</tr>
<tr>
<td><strong>GUIDED PLAY</strong></td>
<td>Foundation</td>
<td>Educators design the play activity based on curriculum standards. Educators initiate the play experience and ask skill-based questions in the context of play.</td>
<td>Children happily interact with each other, the educator and the play experience.</td>
<td>Children engage with the material and activity in the manner that is expected, required and presented and are easily redirected to stay on task.</td>
<td>Children's thinking is limited to obvious next steps and not open.</td>
<td>Children's play connects with what is in front of them and their previous play narratives.</td>
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<tr>
<td></td>
<td>Extension</td>
<td>Educators design a high-quality play experience based on children's needs and observed interests. Educators initiate, observe, ask open-ended questions, build off of the play experience, and extend learning.</td>
<td>Children's interaction is marked by shared excitement, surprise, and intrinsic motivation.</td>
<td>Children are contributing to the design, process, and ideas of the playful experience and exhibit self-sustained attention.</td>
<td>Children have the opportunity to shift and change the play experience while engaging with the learning goal.</td>
<td>Children's play takes inspiration from previous experiences, new ideas, others' ideas, and personal meaning.</td>
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<tr>
<td><strong>TEACHER DIRECTED PLAY</strong></td>
<td>Foundation</td>
<td>Educators design the play activity based on curriculum standards. Educators ask planned questions and facilitate as intended.</td>
<td>Children happily interact with the playful activity.</td>
<td>Children are engaging with the play experience and learning goal and are easily redirected to stay on task.</td>
<td>Children's thinking is limited to what was presented by the teacher.</td>
<td>Children's play is done as modeled and does not reflect previous knowledge or use new ideas.</td>
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<tr>
<td></td>
<td>Extension</td>
<td>Educators thoughtfully design the play activity also based on student needs, interests, and knowledge. Educators ask questions and support and scaffold knowledge as needed.</td>
<td>Children's interaction is marked by excitement, surprise, and intrinsic motivation.</td>
<td>Children are engaging with the playful experience, deepening learning goal, and engagement transfers from teacher to child.</td>
<td>Children build off of their own or other's ideas, trying out new solutions and ideas.</td>
<td>Children's social interactions are limited to the rules of the activity.</td>
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The LEGO Foundation
From Research to Practice

The LEF serves as a bridge from the academic research on learning, to the practical Teacher RePlay and Children ReAct tools designed to be used by teachers in the classroom.

**SCIENCE OF LEARNING LITERATURE**
What exists in the scientific literature

**LEF**
From the science to an overarching framework

**Teacher RePlay and Children ReAct**
What does this look like in actual classrooms?
How can it be observed?
How can it be supported?