# Play-based learning environments: process summary

This summarised process provides guidance to plan, implement and assess a play-based learning environment that consists of several learning centres or areas.

## Planning

### Step 1: identify syllabus outcomes

Identify target learning outcomes.

### Step 2: plan the focus of each learning centre

Plan the focus or theme of each learning centre, informed by students' backgrounds, abilities, interests, assessment evidence and curriculum content. Embed learning opportunities within each learning centre that address syllabus outcomes from one or more key learning areas.

### Step 3: develop learning intentions

Develop short or long-term learning intentions for each learning centre, differentiated where needed to cater for diverse learners.

### Step 4: select and organise open-ended materials

Set up each learning centre using open-ended materials that will prompt exploration and investigation and provide opportunities for students to practice, consolidate, transfer and extend their learning.

## Implementation

### Step 1: explicitly teach

Provide explicit instruction and guidance related to potential learning in one of the learning centres (or for focus students). For example, for Early Stage 1 students, if a games area includes dice, review dice dot patterns.

### Step 2: explain or review learning intentions

Explain or review the learning intention of each learning centre (you might focus on one learning centre per day or the learning of focus students).

### Step 3: co-construct success criteria

Work with the students to collaboratively develop and make explicit success criteria (focus on one learning centre per day or the learning of focus students).

### Step 4: remind students of behaviour expectations

Address matters such as caring for materials, cooperative play and packing away.

### Step 5: guide and facilitate play

Join in students’ play at appropriate points in time to guide and scaffold learning through prompts, open-ended questioning and sustained shared thinking.

### Step 6: observe and assess

Observe and record assessment evidence as students direct their own play.

### Step 7: lead reflection

Provide opportunities for students to reflect and share what they learnt as well as reflect on future learning goals. Do this with individuals as they play or the whole group at the end of the lesson.

## Assessment

### Step 1: interpret assessment evidence

Analyse collected evidence to interpret students’ learning.

### Step 2: evaluate the learning environment

Evaluate and reflect on how the learning environment supported student learning and consider any modifications needed.

### Step 3: plan

Informed by assessment evidence, plan modifications to learning centres to ensure learning intentions are achieved and that students continue to be challenged and extended.

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