Play-Based Learning and Direct Instruction

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Play Based learning

• Children are given time to carry out their own ideas through play.

• Their knowledge of the world is enriched through appropriate content offered in interesting ways by their teacher.
What does research say about Play Based Learning?

• A clear relationship between language used during early childhood play and later literacy outcomes.

• Less likely to need Special Education services.

• Higher levels of creativity.

• Higher cognitive gains overall.
Suggestions for Principals and any Early Childhood Leader:

• Create opportunities for teachers to learn about play

• Provide time for teachers to observe each other during playtimes

• Create appropriate play environments, both inside and outside

• Schedule time for play every day

• Help teachers address concerns with parents
Direct Instruction

• Skills oriented
• Emphasis on the use of small-group
• Carefully articulated lessons in which skills are broken down in small units
• Provides for guided student practice
The Direct Instruction method proven to be effective in improving student learning:

1. Teaching in small steps with student practice after each step.
2. Guiding students during initial practices
3. Ensuring that all students experience a high level of successful practice.
How can Play Based and Direct Instruction Coexist in Early Childhood Programs?

Types of Learning in Our Classroom

- Child active
  - Discovery
  - Free play
  - Scaffolding
  - Guided play
- Child passive
  - Maturation
  - Rest

- Teacher active
  - Direct instruction
  - Rule-based games
- Teacher passive
  - Snack Time, Sitting with Parent
  - Circle Time

Making Play Work NAEYC 2011, Kyle Snow, PhD
Internal Professional Development in the Early Childhood Division.

- Created a Vision for the Division based on the agency’s desire to address the whole child, whole school, and whole community
- Continuing work on a Mission Statement
- Develop a strategic plan
Early Childhood Principal Consultants, providing expertise and guidance to the Field