

THE POWER OF PLAY IN A TEACHING EXCELLENCE FRAMEWORK

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“A sprinkle of magic goes a long way” (Bottrill, 2018)

SESSION OVERVIEW

- **Why is Oldham an Opportunity Area? The Local Context**
- **Student Voice**
- **The Magical Learning Environment**
- **The Power of Play: Our Innovative Pedagogical Approach**
- **Research Abstract**
- **Feedback**



OLDHAM: THE LOCAL CONTEXT

Why is Oldham an Opportunity Area?



294th
out of 324 districts

Oldham's ranking in the Social Mobility Index*. The index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.

- The Index of Multiple Deprivation compares areas by using neighbourhood level data on economic, educational, health and social outcomes.
- Oldham was ranked 34th out of 326 areas in England, on the 2015 Index of Multiple Deprivation, 1st being the lowest (most deprived).
- Schools are improving overall but a quarter of state-funded secondary schools require improvement or are rated inadequate, and too many children and young people in Oldham fall behind. This trend can be seen from early years education and through primary and secondary schools, with disadvantaged pupils* often making the least progress.

English Indices of Deprivation, 2015 – rank of average score (1 – most deprived, 326 – least deprived)

	IMD	Income	Employment	Education	Health	Crime	Barriers to housing and services	Living Environment
Oldham	34	30	28	34	31	51	315	129



University Campus **Oldham**

Higher Education at Oldham College

Oldham's children and young people deserve better and we believe that change is possible. The Opportunity Area is a promise, made by national and local government, education leaders and teachers, voluntary organisations and employers, to give children and young people across the borough the opportunities and support they deserve.

THE MAGICAL LEARNING ENVIRONMENT

Environments that represent the subject that is being taught in them



Before



THE POWER OF PLAY: OUR INNOVATIVE PEDAGOGICAL APPROACH



Rudolf Steiner

PASSION
PROJECT
PEERS
PLAY

(Resnick, 2017)

Learning and teaching
should not stand on
opposite banks and just
watch the river flow by;
instead, they should
embark together on a
journey down the water.
Through an active,
reciprocal exchange,
teaching can strengthen
learning how to learn.

- Loris Malaguzzi

OUR INNOVATIVE PEDAGOGICAL APPROACH



- Story cubes / Story telling
- Hot seating / Drama
- Physical movement and brain breaks
- Guest visits
- Music / mindfulness
- Play projects through active learning
- Encourage process not product based learning to promote creativity and divergent thinking
- Experiential sessions of alternative pedagogical approaches – Montessori, Steiner, Forest School
- Serious play with Lego

THE EYFS 'PRINCIPLES' CAKE

**PROJECT
PLAY**



**PRESENT
PEERS**



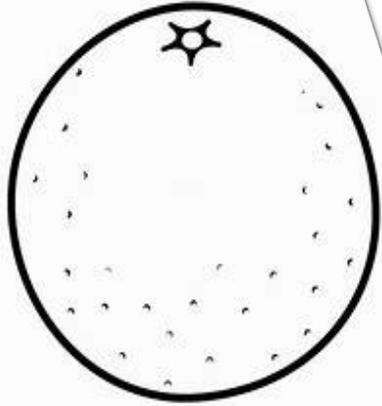
PRINCIPLES

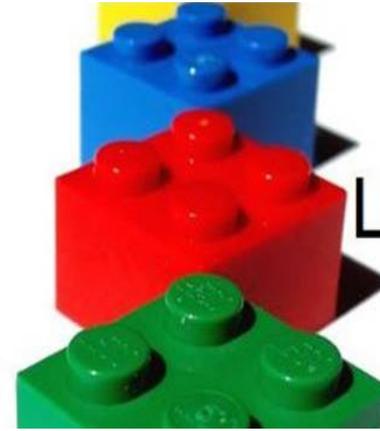


“When we had the lecture, I understood the principles of the EYFS but after we made the models I *really* understood them”
(Nazia – Year 1 student)



The power of 'active' learning





LEGO SERIOUSPLAY



MODELS OF SELF-REFLECTION



Increased self-awareness through reflection will help you to uncover those hidden parts of you, making the unknown known.

“Each person’s past, present and future is a story, a narrative, that we tell to ourselves while we are acting, reacting, speaking, thinking in certain ways and doing particular things in our life, and, most importantly it tangles itself in our dreams, fantasies and goals. It becomes the map of existential identity, or, rather survival – of where we have been, are now standing and where we can go.”
(Higgins, 2009, p.37)

LISTENING TO THE STUDENT VOICE

“Visual representations helped make links with practice”

“Having interactive sessions really bridged the gap between theory and practice”

“By having hands-on interactive sessions, I could understand lectures better”

“Interesting, inspiring and challenging!”

“The inspiring early years room used for lectures makes the modules a lot more interesting!”

“When we had the lecture, I understood the principles of the EYFS but after we made the models I really understood them”

RESEARCH ABSTRACT

- Research Overall Aim: **A critical sensory ethnography to understand the educational experiences of Early Years students within a teaching excellence framework**
- Research Paradigm: Constructivism
- Research Strategy: Critical sensory ethnography
- Philosophical Underpinnings: Standpoint epistemology
- Data Collection Methods: Sensory Focus Groups, Walking interviews in the learning environment
Questionnaires, Photographs, MEQs/CEQs
- Sample: Early Years Students randomly sampled from each year group
- Data Analysis: Listening Guide: A Voice-Centered Relational Method (Gilligan, 1982) / I-Poems / Comic strip

THE POWER OF PLAY

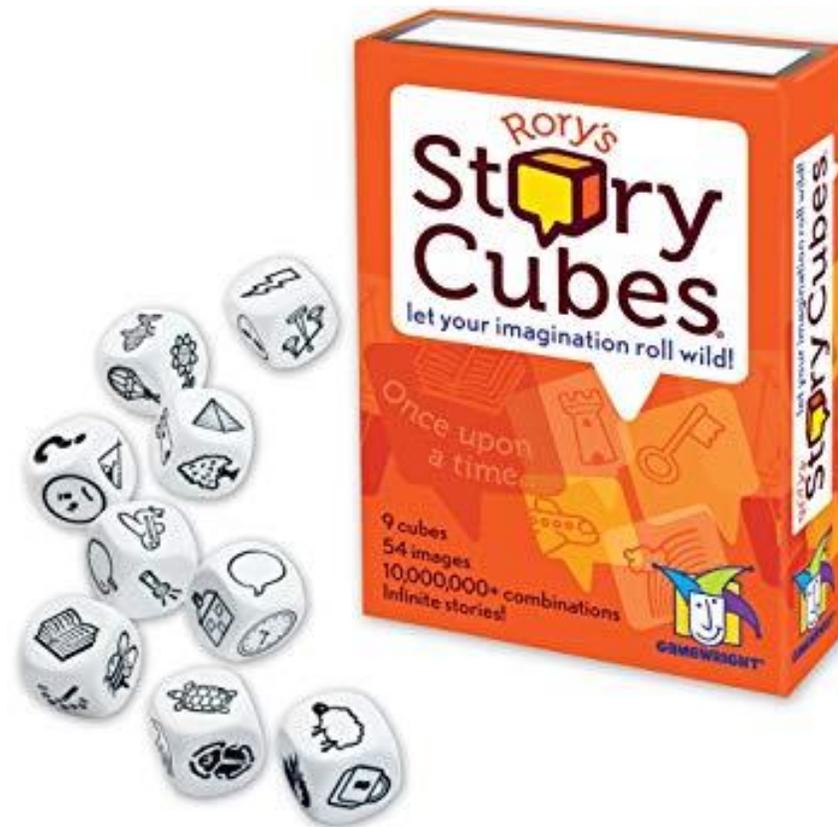


“Play isn’t just about children. It’s about adults too – the power that it has to open ourselves up to possibilities, to a re-connection with something that we leave behind in childhood, something primal, an unconscious need to leave time behind and be time-less”

(Bottrill, 2019)



YOUR FEEDBACK MATTERS



FURTHER READING

- Bottrill, G. (2018). *Can I go & play now?: Rethinking the early years*. London: Sage.
- Gilligan, C. (1982). *In a Different Voice*. Cambridge: Harvard University Press.
- Gilligan, C. (2015). The Listening Guide Method of Psychological Inquiry. *Qualitative Psychology*, 2, 69–77. doi:10.1037/qup0000023
- Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. Cambridge: MIT Press.
- Woodcock, C. (2016). The Listening Guide: A how-to approach on ways to promote educational democracy. *International Journal of Qualitative Methods*, 15(1), 160940691667759. doi:10.1177/1609406916677594