MODEL: *Fleer's Land of Learning Playworld*

CONTENT: Lift off with 21st century concepts

PEDAGOGY: The five characteristics of *Land of Learning*

Pedagogical characteristics	Pedagogical practices that are planned
1. Selecting a story for the *Land of Learning*	■ Working with understandings of the context of children's development and their interests ■ Selecting a story that is enjoyable to children and adults (e.g., *The Secret Garden*, by Frances Hodgson Burnett) ■ Building empathy for the characters in the story ■ A plot that lends itself to introducing a problem situation to the children (e.g., After exploring the secret garden with the children, the Red Robins flys to the moon, gets lost and sends message from space asking for help) ■ Being clear about the 21st century concept and its relation to the story and play plot to be developed (e.g., *imagining* the relations between the Earth, moon and Sun)
2. Designing the *Land of Learning* environment	■ Creating different spaces that give opportunities for exploring both concepts (e.g. to rescue the Red Robin, need to do space training and to learn about conditions of space travel and the Moon) and social and emotional development (e.g., empathy for Red Robin lost on the moon) ■ Planning different opportunities for representing children's ideas and expressing their understandings (concept maps, drawings, role-play, exploring using digital technology to document, building a rocket, launching the rocket – working out the coordinates of the moon in relation to the Earth) ■ Designing different opportunities for child initiated play inquiries in ways that develop the play narrative further or explore concepts and make them more personally meaningful (e.g., designing and wearing space suits, visiting space station, traveling to the moon, looking back at Earth, etc).

Pedagogical characteristics	Pedagogical practices that are planned
3. *Planning the take-off and landing*	▪ Whole group enters the *Land of Learning* (e.g, secret garden, a rocket, the moon) ▪ All the children are in the same imaginary situation ▪ Children choose characters as they enter into the imaginary situation ▪ Teacher is always a character in the story or acting as a human prop (e.g., such as a tree or the Sun)
4. Planning the problem to be encountered and solved	▪ Children have enough knowledge to be able to solve the problem – introduced inside or out of the imaginary situation ▪ The problem scenario is dramatic and engaging (saving Red Robin) ▪ Problem scenario is not scripted, but a general idea of the problem is planned ▪ Being clear about the concepts that will be learned from solving the problem situation (relations between the Earth, moon and Sun) ▪ Concepts are in service of the play inquiry and play narrative that is developing (e.g., learning about gravity to support travel to the moon)
5. Planning teacher interactions to build 21st century conceptual learning in role	▪ Teachers working in interactional pairs: Teachers are not always the same character. Roles are not scripted ▪ There are different roles teachers can take: Teachers plan their role for the Land of Learning to be equally present with the children, or to model practices in role, or to be needing help from the children. Their role can also be as together with the child leading (primordial we), where they literally cradle the child or hold their hand and together act out the role or solution ▪ Conceptual intentions are planned: Planning of who will have more knowledge and who will be present with the children to model solving the problem

References

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