



Learning to guide role play

The experiences of student kindergarten teachers

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First Iiro will start

♪ Hello everyone – hey!
I'm a prince named Roy.
My palace has broken down
so I'm in need of a friend, now!
Before the dark night will come,
a new roof has to be done
as a shelter of everyone ! ♪



Aims of this presentation

- To outline our course on play, where student teachers learn to guide role play
- To describe the experiences of the student teachers, both during and after the course

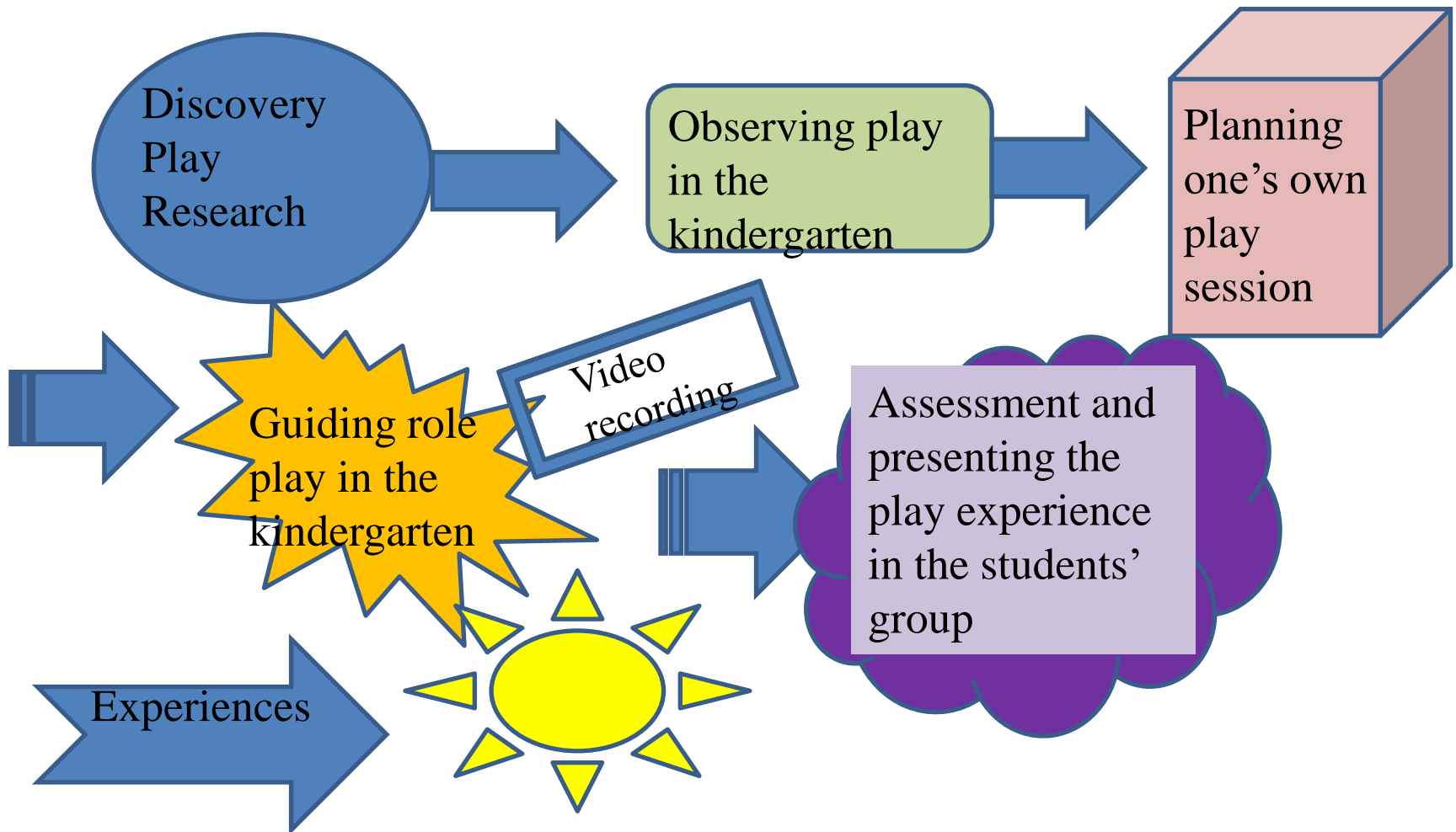


Play as a Cultural, Developmental and Pedagogical Phenomenon (5 ECTS)

- Lectures 14 hours
- Exercises 12 hours
- Group work 4 hours
- Independent work 105 hours
- Exam 2 hours on the lectures and the textbook:
Van Hoorn, J., Nourrot, P.M., Scales, B., & Alward, K. R.
Play at the Center of the Curriculum



Exercises include



Model of planning for play Timing _____

Observations

Environment: physical and social

The arts and drama

Language and interaction

Science and exploration

Types of play
Place
Tools

Social development

Physical development

Emotional development

ICE CREAM PARLOR: Aims

ARTS and drama

Magic sand: modelling and decorations
Enhancing imagination

Science

Magic sand - fascinating material
Familiarizing cafe culture

Physical training

Fine motor skills
Moving in the role

Guided role play

Place: dining room

Tools:
Magic sand, role clothes,
dishes

Language and interaction

Interaction between the vendor and customer
→ pragmatic consciousness
Literate behaviours
Media education: video recording

Social development

Negotiation and co-operation skills
Taking a role

Emotional development

Experiences of success
Resilience after disappointment



Students' experiences of guided play

- The children's play was unexpected:
 - Full of real-life experiences
 - Mutating
 - Multiform
- There were longer-lasting play sessions, and the children entered into play worlds
- One theme started the play, but it continued with another
- Often, there was a trip



Students' experiences (2)

- There was rough and tumble, and horseplay
- Nurture play with both girls and boys
- “The model was quite operational and helpful”



Instructive experiences

- Natural experience: real children, real kindergarten
 - Affirmed expertise
- Shared experiences meant that much was learned
- Inspiring course
- Enhanced imagination
- The adult's presence was essential in the children's play
 - This is clear in the video recordings
- A holistic experience, including the recording process
 - Planning, guiding, and assessing the play session
- Preparing the presentation



Real outcome in 2014

- Bus play travelled to Indonesia:
 - From my network writing of the students' experiences
 - One person made contact, and she was eager to talk with our student who had guided the bus play
 - She liked the idea so much, she planned to document bus play in her book written in Indonesia

PLAY DAY



- In our department
- The whole student group works together
- Planning and guiding for a group of children



Experiences

- The students had more creative freedom to prepare the play than in the kindergarten
- Different kinds of children
 - Many children
 - Children and families from an asylum centre
 - Students' own children
- Created togetherness for the students
 - Group work
 - Different kinds of views, same aim