

The Teacher's Role in Play and Inquiry Experiences

Guided Play and Learning

Refers to a teacher's involvement in student's play and learning by 'responding to spontaneous learning opportunities as they arise' ([VEYLDF, 2016, p. 15](#)). This may include the use of open-ended questions and in-depth conversations, the co-construction of knowledge by problem solving together, and the provision of resources and materials to prompt further learning through play.

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Adult-Led Learning

Adult-lead learning occurs when teachers introduce a concept, topic or idea for exploration and provide explicit teaching on these concepts, topics and/or ideas using a variety of teaching strategies and resources to support learning through play. While the students have some agency in this pedagogical approach, the students' experiences and inquiries are primarily planned for by teachers as a response to their understanding of the students' interest in and prior knowledge of the topic, idea or concept.

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Child-Directed Play and Learning

Defined as ‘an exploratory process that occurs when children lead their learning through exploring, imagining, experimenting, investigating and being creative in ways that they control’ ([VEYLDF](#), 2016, 2016, p. 15).

In a school context, the teacher’s role in child-directed play and learning may be through their observations, assessment and analysis of what the student has drawn, written, constructed and/or spoken about, and then using this information to extend the student’s learning in more adult-led learning in later learning sequences. Teachers also support child-directed play and learning through the management of space, time and resources, and through teaching interactions that support and extend the play.

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Explore Further

For further information about the VEYLDF Practice Principle Integrated Teaching and Learning we encourage you to [go direct to the source](#).