



Rethinking Play in Early Childhood

For Early Childhood Educators & Approved Providers

When educators intentionally reduce unnecessary interruptions, play becomes deeper, more complex, more creative and more collaborative.

This invites us to reflect on our daily practice and routines and consider what may be unintentionally taking away from these valuable learning moments.

Understanding Play



Which statement best reflects your current thinking?
Tick one.

- ☐ Play is separate from learning
- ☐ Play supports learning but is not always intentional
- ☐ Play is central to learning and development
- ☐ I am still developing my understanding of play

One idea that stood out to me about play today is:

Educator Role



In my practice I currently...
Tick one.

- ☐ Mostly observe play
- ☐ Occasionally extend play
- ☐ Frequently extend and scaffold play
- ☐ Intentionally plan for play experiences

One way I support play well is:

Sustained Play



Which is most true in my room?
Tick one.

- ☐ Children have long uninterrupted play
- ☐ Play is often interrupted by routines/transitions
- ☐ It varies across the day
- ☐ I am unsure / need to observe more closely

One routine I could rethink is:

Observing Play



What do you notice most in your environment?
Tick all that apply.

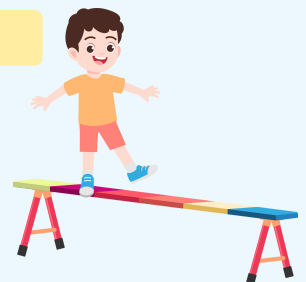
- ☐ High-energy physical play
- ☐ Quiet, focused play
- ☐ Social/group play
- ☐ Independent play
- ☐ Sensory exploration
- ☐ Imaginative play

One idea that stood out to me about play today is:

Balance in Practice

My environment supports:
Tick one.

- ☐ Mostly active play
- ☐ Mostly quiet play
- ☐ A balance of both
- ☐ I am unsure



One small change I could make is:

Action Step

Choose one focus for this week

- ☐ Reduce interruptions
- ☐ Extend play conversations
- ☐ Improve balance of active/quiet spaces
- ☐ Observe play more intentionally
- ☐ Rethink transitions

My action is:

