



Toddler: Facilitation of Learning and Development

Title: Facilitating in Dramatic Play

In this toddler classroom, the teacher guides the children's exploration of baby dolls and diapering by asking questions and adding comments as they engage in pretend play.

Active Facilitation

- The teacher notices the children are interested in playing with the baby, and she contributes comments to expand the children's learning. ("Let's unfasten the straps and let's see. Uh oh, I think he has a dirty diaper, India." and "Let's wipe the baby. You gotta get some wipes, and you have to wipe the baby.").
- The teacher talks with the children and asks questions to guide their play, "What's wrong with the baby? Does the baby's diaper need to be changed? Uh oh, let's turn the baby over. Let's see, I think the baby has a dirty diaper, Nadia. What do you think?"

Expansion of Cognition

- The teacher provides comments that facilitate the children's thinking skills, such as, "What do you think I should do? You see. It's dirty. What do you think I should do?" and "What else do I need?"
- The teacher connects aspects of play to children's lives. She asks, "So, what does Mimi use when she changes your diaper? Does she use wipes?"

Children's Active Engagement

- The children actively participate in the dramatic play area, huddling around the table, and playing with baby dolls and other pretend toys.

Teachers who effectively facilitate learning and development spend their time actively involved with children and provide intentional support and guidance for learning. During free play, this teacher plays and talks with children in the dramatic play area. The teacher contributes to the activity with comments and ideas so that children's learning is expanded.