

# Learning Through Play at School Ukraine

## About the study

Learning Through Play at School is a partnership between the [Australian Council for Educational Research \(ACER\)](#) and the [LEGO Foundation](#). The research study is implemented in-country by the [Ukrainian Educational Research Association \(UERA\)](#).

Learning Through Play at School commenced in August 2019 and is a pioneering research study designed to investigate how playful, interactive approaches to teaching and learning are applied in the classroom.

Learning Through Play at School is the first online professional learning program for early grade teachers based on the [LEGO Foundation's definitions for play and learning](#) to be facilitated in the classroom. It is also the first early grades assessment of learner capabilities – such as literacy and socio-emotional development – associated with learning through play that is based on these [definitions](#). The study included 20 schools from 5 regions in Ukraine. Learning Through Play at School provides online and face to face professional learning and mentoring opportunities for teachers in Ukraine.

This study is important in the context of [Ukraine's education reforms](#) which emphasise the importance of skills for 21st century learning and has the potential to be adapted and implemented in other countries in the future.



## Update, September 2023

The Learning Through Play at School study was suspended following the Russian invasion of Ukraine in February 2022. Research activities resumed after some months when it was safe to do so.

**Professional learning:** In February 2023, the final semester of the 2-year blended online, and face-to-face professional learning program was re-launched, with flexible options that recognised the changed circumstances of many teachers in Ukraine. All teachers from the original 2020 sample were available to participate.

**Assessment:** A second student assessment was conducted in April and May 2023, with a portion of the original student sample from Kyiv and Poltava. The playful and interactive assessment was designed to measure children's expressive and receptive oral language, empathy, self-regulation, and conflict resolution skills.

**Final report:** A final report will be produced in early 2024, including described levels of playful interactive teaching practice; results of student assessments; teacher reflections; and lessons learned for future interventions in Ukraine. The study will offer unique insights into learners' progress both prior to, and after, the invasion of Ukraine. Findings from this study will assist partners to better understand the challenges and enablers to implementing educational reform in Ukraine, during this immensely difficult time.

The team acknowledges the ongoing commitment of our study participants and the educators of Ukraine, who, when faced with every possible challenge, remain dedicated to supporting their students in any way they can. The strength and determination of the Ukrainian people is inspiring to all.

## СЛАВА УКРАЇНІ



### FOR QUESTIONS RELATED TO THE STUDY PLEASE CONTACT

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