Teacher RePlay is a formative tool, created for teachers for use in their own classrooms, giving them full ownership and agency in when and how to carry out their self-assessment and self-reflection in the application of learning through play practices. It seeks to help teachers who are interested in bringing playful pedagogy to their practice, supporting deeper learning, and incorporating children’s voices in their approach to teaching.
Teacher RePlay is available as a digital mobile app and a paper form. Teachers are invited to select a facilitation style for learning through play (teacher-directed, guided play or free play) and a characteristic of play to practice during a given lesson. For each characteristic of play and facilitation style, as they deliver their lesson or learning through play (LtP) activity, teachers are presented with a range of behavioral items that indicate a manifestation of a play experience for children. Based on the behaviors that teachers mark as observed, and the ones they select as future areas of focus, Teacher RePlay offers coaching tips and suggestions for improving and deepening their LtP practice.

The Children ReAct module within Teacher RePlay provides a way to gather children’s perspectives and feelings—those aspects that cannot be directly observed. Using photo elicitation, the Children ReAct module facilitates children’s sharing of their response to the LtP activities implemented by the teacher in the classroom. It allows for a triangulation of learning with data collected in the observation module in Teacher RePlay, embedding children’s voices and lived experiences into the teacher’s own understanding and observation of an LtP activity. The Children ReAct module can be administered by the teacher after their own observation, or by a third party observer or peer who facilitates the discussion with the children after the LtP activity, and then shares what they learned with the teacher during a reflection session.

Teacher RePlay was developed over the course of two years, based on formative research and later piloting with over 350 teachers in three countries; Bangladesh, Colombia, and Uganda, who participated in pre-testing and pilots in 2022. The pilots showed the value of providing a tool that strengthens the agency of teachers over their own practice, and deepens the connections between teachers and learners by integrating children’s voices directly into a teacher’s self-assessment and self-reflection.