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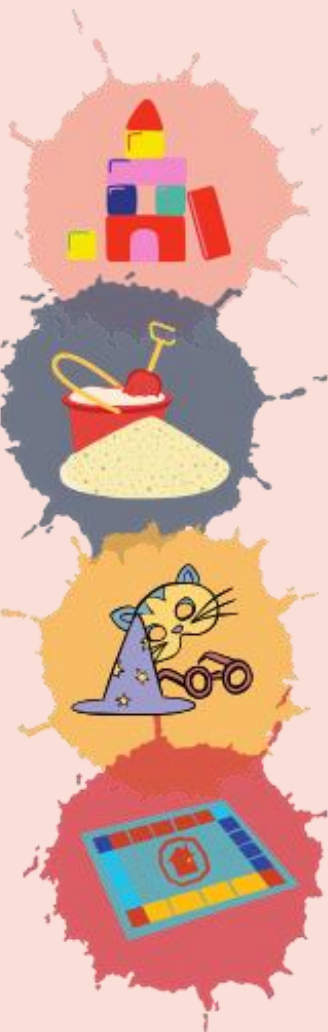
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# LITHUANIA

## NATIONAL NEEDS

### ASSESSMENT REPORT

A Snapshot of Play in ECEC through  
Policies, Research, and Perspectives

MILDA BRĖDIKYTĖ, AGNĖ BRANDIŠAUSKIENĖ,  
GIEDRĖ SUJETAITĖ-VOLUNGEVIČIENĖ

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<b>Document authors:</b>	Milda Brėdikytė, Agnė Brandišauskienė, Giedrė Sujetaitė-Volungevičienė

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## INTRODUCTION

The Lithuanian National Needs Assessment Report is an integral part of the EDUPLAY project. It consists of three main sections: 1) Review and analysis of current policies (Section I), 2) Review and analysis of literature (Section II), and 3) Field research: Interviews, Focus Groups, and Field Observations (Section III). Together, these sections present the main findings of the analysis of Lithuanian education policy, a literature review, and field research. They answer the question of what preschool-aged children's play is like in early childhood education institutions.

The analysis revealed that the current situation in Lithuania regarding young children playing in preschools is ambiguous. Updated national guidelines for early childhood education support play, leading to visible positive changes. School leaders and pre- and in-service teachers incorporate creative and free play into their practices. However, play is still undervalued as an educational tool, and its educational value is not widely recognized.

# SECTION I. DESK RESEARCH: REVIEW AND ANALYSIS OF CURRENT POLICIES

## 1.1 INTRODUCTION

This report is part of the EDUPLAY project, which aims to identify and analyze the needs and challenges that pre-service and in-service teachers and headteachers face when integrating play into early childhood education and care (ECEC) practices. To this end, a thorough literature review was conducted to gain insight into the current state of play in Lithuania's ECEC system and related policies. This section of the national report presents the findings of the desk research carried out in Lithuania and provides an overview of national frameworks and policies related to play in ECEC settings.

The research involved a review of ten key sources, including education-related laws, national education programs, specific curriculum guidelines, and frameworks that regulate and guide ECEC practices. The review also included international assessments and recommendations adopted at the national level. The analysis aimed to clarify how play is defined and integrated and how it is regulated in the most important Lithuanian education documents covering early childhood education.

The desk research describes the overall structure of the national ECEC system in Lithuania and explains the types of settings, governance and regulation, the age range of children, compulsory participation, the role of local authorities, and the forms of provision. Finally, it highlights critical aspects that directly and indirectly shape the role of play in ECEC in Lithuania.

## 1.2 BRIEF INTRODUCTION TO THE NATIONAL ECEC SYSTEM

In Lithuania, early childhood education and care (ECEC) is organized as an integrated part of the education system and is usually described in two stages: **pre-school education** and **pre-primary education**.

### Types of settings

ECEC is almost entirely centre-based and delivered through a mix of education institutions.

Types of institutions, where ECEC is being implemented:

- **Kindergartens** (whole-day) combining both nursery and kindergarten groups, the most common form.

- **School-multifunctional center** (whole or half day) combining ECEC education, General education and Cultural activities or social services.
- **General school** (whole or half day) combining General education and ECEC groups / or department (separate junction)
- **University or vocational institution** (whole or half day) combining Vocational or higher education and ECEC groups / or department (separate junction).

Pre-school programmes can be implemented in all these types of institutions, while pre-primary groups might be in general schools. This might be the case in small cities or rural places.

## Governance and regulation

Lithuania has an integrated ECEC system. At national level, the Ministry of Education, Science and Sport is responsible for ECEC policy, the Law on Education (No. I-1489), curriculum frameworks, teacher qualification requirements and quality assurance. ECEC is regulated by the Law on Education (No. I-1489) and national pre-school (MoESS, 2023) and pre-primary curriculum documents (MoESS, 2022), which emphasize play-based, holistic development and individualization. This means ECEC is legally part of the education system rather than a split care/education model.

## Age range and stages

**Pre-school education** (*ikimokyklinis ugdymas*) Covers children from birth until they enter pre-primary education, typically from around 1–5/6 years. It is not compulsory, but if parents choose it, municipalities must ensure that from age 3 a place is available. In addition, in accordance with the procedure established by the Minister of Education, Science and Sport and the Minister of Social Security and Labor (MoESS and MoDDL, 2012), pre-school education may be compulsory for a child living in low-SES contexts.

**Pre-primary education** (*priešmokyklinis ugdymas*) a one-year programme between ECEC and primary school. Children must start pre-primary in the calendar year they turn 6; at parents' request they may start at 5, but not earlier. Pre-primary education is compulsory and aims to prepare children for successful learning in primary education. After this, primary education begins at age 7, and compulsory education continues until age 16.

## Role of local authorities

Municipalities are the main providers and organizers of ECEC. Most pre-school institutions are founded and maintained by municipal councils.

Municipalities are responsible for:

- Planning and managing the local network of ECEC institutions (opening, closing and reorganizing settings).
- Organizing admission and waiting lists and ensuring access, especially from age 3.
- Financing maintenance and co-funding staff salaries, often together with state grants.
- Providing pedagogical-psychological services and educational support at municipal level.

In practice, families interact mainly with the municipality (rather than the ministry) when enrolling in a kindergarten, applying for a place, or accessing additional support.

### Public and private provision

Lithuania's ECEC sector is predominantly public, but a growing private segment exists. **Public / municipal provision.** Most kindergartens and pre-primary groups are municipal institutions. ECEC receives substantial public funding: around 89% of expenditure on pre-primary education is public, close to or above the OECD average (OECD, 2025). Parents typically contribute to meals and some additional services, but the core educational programme is publicly funded.

**Private (non-public) providers.** There is a network of private kindergartens and nurseries, including settings with alternative pedagogies or international orientation (especially in large cities such as Vilnius). Private settings often receive per-child subsidies or partial public funding for a minimum number of hours, while parents pay higher fees for the remaining costs and extended hours.

While the private sector offers additional choice, particularly for families seeking specific language or pedagogical approaches, access to ECEC – especially pre-primary at age 6 – is framed as a universal entitlement, with very high enrolment rates for 3- to 6-year-olds.

## 1.3 EARLY CHILDHOOD TEACHERS' CAREERS AND PROFESSIONAL DEVELOPMENT

In Lithuania, early childhood teachers work in a relatively highly professionalized but not very attractive profession.

### Initial teacher education

ECEC groups are led by two core roles: Early Childhood Pedagogues (in nurseries/kindergartens) and Pre-primary Pedagogues (in pre-primary groups). Both are required to have at least a Bachelor-level

higher education qualification in early childhood/pre-primary education. This shift to mandatory higher education for pedagogues has been in place since 2009.

Key features of ITE for ECEC teachers include 3–4 year degree programmes in universities and colleges (often labelled *Childhood Pedagogy, Pre-school and Pre-primary Pedagogy, etc.*), typically 180–210 ECTS. Strong emphasis on developmental and educational psychology, inclusive and personalized education, play-based pedagogy, ICT in education, intercultural education, and special (inclusive) pedagogy. Since the 2017 teacher education reform, Lithuania formally frames teacher education as a continuum from ITE into ongoing professional development. In practice, the ECEC workforce is therefore largely degree-qualified, with assistants remaining the only group without a required pedagogical qualification.

### **Professional development and learning opportunities**

Lithuanian teachers (including ECEC) have both rights and obligations to engage in professional development. Teachers must allocate about five working days per year to qualification improvement, with pay. National rules require that every three years pedagogical staff undertake CPD in social and emotional competences and other priority areas set at national level. CPD is a precondition for acquiring or retaining a higher qualification category, which in turn brings salary supplements. CPD is provided by municipal teacher education centres, school-based methodological groups and a range of accredited providers, supporting both formal courses and workplace-based learning.

Research on pre-school teachers (Smilgienė & Masiliauskienė; 2020, Smilgienė & Masiliauskienė, 2024) highlights that they see workplace learning (observing colleagues, open lessons, in-house seminars, remote courses) as crucial for improving quality and responding to children's changing needs; main motives are personal desire to improve, convenience, time-saving, and the growing demands placed on teachers. At the same time, international reviews (Molinuevo, D., Stepanova, K., & Nixon, J., 2022) note that time and funding for CPD remain insufficient, particularly for developing inclusive and intercultural competences in ECEC.

### **Career structure, retention and progression**

Lithuania operates a national career ladder for teachers, including ECEC staff, with four qualification categories: 1. teacher, 2. senior teacher, 3. teacher-methodologist, 4. teacher-expert. These categories are linked to additional responsibilities and salary supplements and are accessed through an appraisal process that explicitly aims to support competence development and career progression. However, retention and renewal of the workforce are problematic. Reports on workforce (OECD, 2025) forecasting and novice teachers show a shortage of teachers, with early childhood education teachers

among the most in-demand groups. The teaching workforce is ageing, and enrolment in teacher education programmes has declined over the last decade.

## Public perception, motivation and attractiveness of (ECEC) teaching

At system level, several sources converge on the idea that teaching in Lithuania has relatively low social status and limited attractiveness. The Eurydice country overview (2024) explicitly state that the status of the teaching profession is low and that the profession is unattractive due to low salaries, limited opportunities to upgrade qualifications and an unattractive public image. A 2024 update of the national workforce forecast notes that teaching is not regarded as an attractive profession, also highlighting comparatively low wages and persistent shortages.

For ECEC specifically, the ECEC Workforce Profile describes (Siarova and Buinauskas, 2017) a strongly feminized sector, low representation of men, and challenges around remuneration and assistants' weaker employment conditions, all of which affect the perceived status of working with young children. Yet, intrinsic motivation is comparatively strong. TALIS 2018 (Koutsogeorgopoulou, V., 2020) data show that 80% of Lithuanian teachers say teaching was their first-choice career, and at least 86% chose it to influence children's development and contribute to society. Around 83% report being satisfied with their job overall, though satisfaction with salary and working conditions is lower. ECEC research (OECD, 2025) on workplace learning finds that pre-school teachers are driven by a desire to improve, respond to children's evolving needs and share practice with colleagues.

Salary comparisons help explain the tension between high intrinsic motivation and low attractiveness. *Education at a Glance 2025* (OECD, 2025) reports that Lithuanian primary teachers earn about 11% less than other tertiary-educated full-time workers (still slightly better than the OECD average gap). National salary surveys suggest that most pre-school teachers earn roughly 900–2 000 EUR net per month, which is modest given growing expectations and qualification requirements. Summarizing, ECEC teaching in Lithuania as a profession with high expectations and meaningful work, supported by a structured education and career system, but still struggling with recognition, workload and pay—key tensions that shape teachers' motivation, retention and ongoing learning.

## 1.4 DEVELOPMENT AND IMPLEMENTATION OF PUBLIC POLICIES

There is no national curriculum for early childhood education in Lithuania. Instead, each early childhood institution or kindergarten prepares its own curriculum in accordance with the Pre-school Curriculum Guidelines, and the Pre-school Achievement Inventory, which is an appendix to the Pre-school Curriculum Guidelines. The new Pre-school Curriculum Guidelines (PCG) and Pre-school Achievement Inventory (PAI) were approved in 2023 by the Ministry of Education, Science, and Sports of the

Republic of Lithuania (Order number V-1142). It has brought about a significant shift in emphasis on play. The Pre-school Curriculum Guidelines emphasize holistic child development. Together with universal design for learning and other experiential activities, it forms the basis of preschool education and must be incorporated into the programs prepared by kindergartens. The Pre-School Achievement Inventory (PAI) strongly supports play as well. It is a tool that helps monitor a child's achievements and progress. The inventory contains eighteen achievement areas divided into six steps indicating consistent growth. The correlation between a child's developmental milestones and age is conditional. Each child is unique, with a different developmental pace and educational experience. Therefore, the achievements of children of the same age may naturally differ. The PAI inventory distinguishes two age periods: steps 1–3 describe achievements from birth to age three, and steps 4–6 describe achievements from ages three to six. Meanwhile, minimal attention is paid to play in the Pre-primary School Curriculum (2022). The term "play" is mentioned only once in the text of the program and in the description of competencies. It is not defined in any way, but the frequently used phrases "playing professions" and "playing with money" suggest that the entire pre-primary program is about purposeful child development through play.

#### 1.4.1 CONCEPT AND DEFINITIONS OF PLAY

The Pre-School Curriculum Guidelines (PCG) use two interrelated concepts: playfulness and play. Playfulness is defined as "a child's relationship with the world" and "a feature of all their activities and learning." The guidelines present eleven key principles of preschool education, one of which is the principle of playfulness: "Playfulness is a key feature of all preschool education and an integral part of exploration, experimentation, imagination, and creativity." Play is considered the most important independent activity for children. It is defined as a source of child development and a means of learning. Terms that are used - "playfulness", "sensomotor play", "directorial play", "role-play", sociodramatic role-play, "imaginary play", "narrative play". It should be noted that free play is not mentioned.

#### 1.4.2. IMPORTANCE AND GOALS OF PLAY

The Pre-School Curriculum Guidelines (PCG) state that the program of educational institutions must ensure that children's need to play is met, as indicated in the Pre-School Curriculum Guidelines (PCG) - "the need to play – to have freedom, sufficient time, space, playmates, and the opportunity to create a children's culture through shared play. The unique value of play as an independent activity for children is recognized. By constantly observing and sensitively engaging in play when appropriate, adults help children develop their play skills." This is reinforced by the Pre-School Achievement Inventory (PAI), in which ability is one of eighteen areas of child achievement that teachers must continuously monitor and help children develop.

The Pre-School Curriculum Guidelines (PCG) emphasize the importance of providing children with opportunities to engage in various play activities, as this is essential for their overall learning - "Children's learning through play. [...] Children learn by playing sensorimotor exploration games and independently creating imaginative sociodramatic role-play. Didactic games are used to develop more specific skills."

According to the Pre-School Achievement Inventory (PAI), children should constantly practice playing throughout the day to develop their play skills. They should learn to play both independently and with others, as well as create various types of play, such as directorial play, role-playing, and games with rules. Children should also learn how to follow the rules of different games and play activities.

### 1.4.3. RECOMMENDATIONS/ORIENTATIONS ON PEDAGOGICAL PRACTICES

The Pre-School Achievement Inventory (PAI) has a separate section that describes a child's ability to play. This section provides detailed descriptions of the steps involved in developing play skills. "By constantly observing and engaging sensitively in play when appropriate, adults help children develop their play skills." Teachers strive to maintain a balance between sociodramatic role-playing activities created by the children and educational games with rules. Teachers are required to observe and document children's play, as well as collect evidence about the dynamics of play and the pedagogical strategies that encourage growth in play skills.

### 1.4.4. REFERENCES TO RESOURCES OR SUPPORT FOR PLAY

Targeted professional development training and seminars on play for teachers were not offered or were very sporadic initiatives. With the new Pre-School Curriculum Guidelines (PCG) and Pre-School Achievement Inventory (PAI), the strong emphasis on play highlighted the great need for such training. A comprehensive education portal has been created where teachers can find all the necessary information, including education laws, curricula, and methodological materials. The portal also contains useful information and links for parents and professionals. Currently, thanks to the project "Changes in Preschool Education Content," No. 10-014-P-0001, resources are available on the Education portal of the Ministry of Education, Science and Sports. A tool for monitoring the achievements of children participating in the preschool education program "Achievement Steps." A short, 17-minute film, Part 4: How to Find a Place for Play in the Curriculum Playfulness, Play, and Learning. A methodological publication on children's play for teachers is being prepared and is due to be published in early 2026.

### 1.4.5. ROLE OF THE TEACHER

Teachers participate in developing the kindergarten curriculum and are responsible for planning educational activities for their group of children. Teachers play a key role in designing and adapting the daily schedule and choosing themes that are appropriate for the children's needs and interests. Teachers follow the Pre-School Curriculum Guidelines (PCG) and Pre-School Achievement Inventory (PAI) when developing the kindergarten curriculum. Before these documents were introduced, playtime depended largely on the teacher's approach. Now, teachers must create conditions that allow children to play and develop their play skills.

### 1.4.6. MONITORING AND/OR EVALUATION PRACTICES

Achievement steps described in the Pre-School Achievement Inventory (PAI) help teachers monitor, document, and record each child's and group of children's educational achievements and progress. Teachers use these records to plan further educational steps, which serve as guidelines for flexible education planning accessible to every child. Teachers document children's achievements during everyday situations, playtime, and experiential activities.

In the Pre-School Achievement Inventory (PAI) the ability to play is defined as: (1) ability to stick to the role assumed in the play; (2) ability to coordinate play actions with other players; (3) ability to organize the play space; (4) ability to create a play storyline. Throughout the school year, the teacher continuously monitors and documents the dynamics of children's ability to play and fills out the PAI. Monitoring and documentation take place continuously, and the PAI is usually filled out twice a year: in October and May.

### 1.4.7. IMPORTANCE OF PLAY IN THE DOCUMENT'S ORGANIZATION

Only three sources in the reference list mention the play. In the Pre-primary School Curriculum (2022) Pre-primary school education program, play is regarded exclusively as an educational instrument, that is, as a didactic play form. Other documents do not mention it. Clearly, the play has only gained attention in recent years.

### 1.4.8. NATIONAL TERMINOLOGY AND TRANSLATION ISSUES

Some of the terms used in Lithuanian to describe play and play types differ from the terms used in many other countries and in English. In Vygotsky's terms, this is closely related to changes in the country's history that are still evident today in the use of certain concepts, perceptions, and everyday practices. Play is one such phenomenon. After 1944, kindergartens and the entire education system in

Lithuania were guided by curriculums developed in Moscow, so the concept of play and types of play were based on Russian formulations and were translated from Russian. The play was said to be the first form of autonomous activity that develops a child's independence. At the same time, it was said that adults should guide children through developmental stages. In practice, many teachers began "training" children by assigning roles and requiring them to follow given play scripts. According to Shchedrovitsky (1995), this type of play activity resembles "pure pedagogical formation."

After regaining independence in 1991, Lithuania's approach to children's play evolved into a blend of various theoretical perspectives, pedagogical systems, and educational practices, a trend that continues to this day. This is particularly evident in the treatment of "free play." In fact, the concept of free play did not exist in Soviet preschool pedagogy, and it was not included in the daily schedules of children's groups. Children were permitted to play for 10–15 minutes between organized activities or routines. Perhaps because of this historical tradition, Lithuania still has a culture of direct adult guidance during playtime. The most common type of play observed in groups is educational, didactic play, which is a structured activity. Free play causes concern among teachers, who constantly emphasize that "children do not know how to play on their own."

The terms used to describe the types of play: "directorial play" – "režisūrinis žaidimas"; "role-play" – "vaidmenų žaidimas"; "sociodramatic role-play" – "siužetinis vaidmenų žaidimas"; "collective directorial play" – "kolektyvinis režisūrinis žaidimas"; "narrative play" – "naratyvinis žaidimas".

The criteria for evaluating the quality of different types of play may also vary slightly. For example, advanced role play abilities are evaluated based on four important criteria: (1) ability to stick to the role assumed in the play ("gebėjimas žaidime laikytis prisiimto vaidmens"); (2) ability to coordinate play actions with other player ("gebėjimas koordinuoti žaidimo veiksmus su kitais žaidėjais"); (3) ability to organize the play space ("gebėjimas įvaldyti ir organizuoti žaidimo erdvę"); (4) ability to create a play storyline ("gebėjimas kurti žaidimo siužetą").

#### 1.4.9. COUNTRY-SPECIFIC CONSIDERATIONS OR UNIQUE INITIATIVES

Since 2019, the Vilnius City Municipality, in collaboration with EDU Vilnius, has funded the implementation of narrative play in Vilnius kindergartens. The project aims to enable preschool teachers to master the narrative play and learning method through training and consultation. From 2019 to 2021, 114 teachers from 25 Vilnius City Municipality preschools participated in the training. More than 1,300 children participated in the project. From 2023 to 2025, 17 new preschool institutions participated in the project. The project continues in 2025-2026.

## 1.5. MAIN CONCLUSIONS OF CURRENT POLICIES

New documents, guidelines, and descriptions of achievements have radically changed the situation regarding play. For the first time, Lithuanian educational documents emphasize the importance of play. However, this only applies to children aged 1 to 6, as play has no place in the pre-primary curriculum. Play is only mentioned as form of learning. This raises questions about the continuity of children's play and their opportunities to play.

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## SECTION II. DESK RESEARCH: REVIEW AND ANALYSIS OF LITERATURE REVIEW

### 2.1. INTRODUCTION

The aim of the scientific literature review was to identify the results of scientific research related to the play of preschool children. It turned out that the main research related to the play of young children is carried out by a group of scientists (Hakkarainen, Bredikyte, Brandisauskiene and Sujetaite-Volungeviciene). They study the children's pretend play and the aspects of child development and education related to it. There are few more scientific studies dedicated to the play of preschool children: two dissertations (Sujetaite-Volungeviciene and Jaciūnaite) and individual works of scientists (for example, Juodaitytė, Malinauskienė, Šiaučiulienė).

The literature review was conducted based on the ERIC and EBSCO databases. The search terms were early childhood education, preschool age, play. The studies had to be conducted in Lithuania within 10 years, published in scientific publications. The found studies were analyzed according to the following criteria: research question/goals, theoretical framework, participants/sample, measures/instruments, challenges/barriers faced by professionals, needs reported by professionals and implications for practice/policies and future directions.

### 2.2. CHALLENGES/BARRIERS IN INCORPORATING PLAY INTO ECEC PRACTICES

A review of the scientific literature has revealed several fundamental barriers that hinder teachers from developing early childhood education through play.

First of all, it becomes clear that teachers do not have sufficient knowledge about free or pretend children's play (Bredikyte, and Brandisauskienė, 2023; Bredikyte et al., 2015). They lack knowledge and practical skills on how to support and encourage children's play, so many teachers do not engage in joint play (Hakkarainen et al., 2015). If they do engage, they plan events in detail, including educational activities, and try to implement them all at any cost. Observations of play confirm that most teachers are not inclined to change their plans, which means that they do not cooperate with the child in the game. It seems that the teacher's actions do not involve children, and he does not turn this activity into cooperation (Bredikyte, and Brandisauskienė, 2022).

Secondly, when assessing children's play and their impact on children's development and education, it becomes clear that educators have certain beliefs about children's play activities, and they tend to structure children's play and turn it into educational or work activities. Educators believe that: (1)

children are not interested in learning while playing unless they receive a reward for doing so; (2) success and results become more important to children than the act of playing; (3) adult-controlled play is perceived as the most effective way for children to learn and (4) play has little educational value because it is too pleasurable for children (Juodaityte et al., 2015). Therefore, it is clear that educators do not have a deep understanding of what a child's play is and what its benefits are for a child's development and education.

Third, despite technological advances, teacher education in higher education institutions and the underlying philosophy of teacher education in Lithuania may have changed little over the past decade, so it is unclear whether teachers will be prepared to properly integrate and combine children's role-playing games and digital technologies (Brandisauskiene et al., 2025). Also, it is becoming clear that future teachers also do not always use emotional signaling in play, which leads to less successful children's play (Sujetaitė-Volungevičienė, 2022). Thus, even when training early childhood teachers, their ignorance and lack of understanding of the meaning and content of play can be a barrier that prevents them from using play as a basis for the education of young children.

It should be noted that specific conditions for implementing play (spaces, materials, resources, time) and the involvement of families/communities in play have not been researched in Lithuania.

## 2.3. NEEDS OF PROFESSIONALS IN INCORPORATING PLAY

The analysis showed that teachers' needs for implementing play-based early childhood education practices have been analyzed very minimally. According to Bredikyte and Brandisauskiene (2025), teachers emphasized the need for practice and consultation to master narrative play. They considered it important to analyze video footage to enable them to observe, reflect on, and analyze their participation in shared play with children and other colleagues. Also, the studies by scientists (Bredikytė et al., 2015; Hakkarainen et al., 2015) revealed that professionals need more comprehensive training about children's play. This need is confirmed as essential by the analysis of teachers' barriers presented above: teachers do not have a deep understanding of play as the main way of education of preschool children. They tend to see early childhood education as a didactic activity, therefore they need professional training on play.

## 2.4. IMPLICATIONS FOR PRACTICE, POLICY, AND FUTURE DIRECTIONS

The analysis of scientific articles has clearly revealed the practical importance of the educator's activities related to play. Play activities should be co-created by adults and children as a common model for optimal child development and learning. It is the teacher who can help all children develop their play skills (while also promoting the optimal development of other skills) by playing with them, noticing those

who may need help in the play in developing the plot of the play, creating a role or following its rules. The development of a young child's play goes through certain stages - from playing together with an adult (or a more experienced child) as a play model, then to cooperative play with an adult as a partner, and only finally can the child engage in collective children's play without an adult. Therefore, the teacher must deeply understand the child's play and be able to join in with it in order to raise the child's play to a higher level.

A review of the literature revealed that play as the key method of early childhood education had not been examined at the educational policy level. Therefore, it is necessary to continue research on young children's play in various directions, including how play is positioned in early childhood education policy.

It should be noted that today's concept of preschool education in Lithuania is inseparable from the most important landmarks and values of the European Union's educational development. Therefore, the recognition of play at the national level is very important (as discussed in Section 1). It is likely that, taking this into account, there may be more research related to the characteristics, time, spaces, materials, resources and etc. of play in preschool children.

When reviewing future research directions, it is also worth mentioning one recent work by Lithuanian scientists (Brandisauskiene et al., 2025) related to digitalization and preschool children's play. The study recommends that educators prioritize free or role play environments, even in digitalized educational contexts. Digital tools should be integrated into imaginative play in such a way that they are positioned as symbolic instruments rather than the main object of play. The findings of this study may also be relevant to policymakers seeking to support high-quality early childhood education. Given the increasing use of digital tools in preschools, it is emphasized that the role of imagination in early childhood education should not be underestimated and that it deserves a central place in educational practice.

## 2.6. MAIN CONCLUSIONS OF LITERATURE REVIEW

A review of the scientific literature has revealed several fundamental barriers that hinder teachers from developing early childhood education through play. This is a lack of knowledge and skills among teachers related to understanding the play and the practical aspects of its implementation. It is evident that teachers are still guided by the notion that the education of a preschool child must be based on didactic activities. There are also signs that early childhood teacher training does not place sufficient emphasis on play as the key form of learning for children of this age. Therefore, there is a very clear need to provide pre-service and in-service teachers with the basic knowledge and skills to support and promote young children's play at all levels of teacher professional development (both initial and in-service).

Therefore, in view of this, it is necessary to continue and expand the field of research related to young children's play. It is necessary to study both the practical aspects of play and the activities of the educator, as well as educational policies that presuppose play as a fundamental right and way of education for young children.

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## SECTION III. FIELD RESEARCH: INTERVIEWS, FOCUS GROUPS, FIELD OBSERVATIONS

### 3.1. INTRODUCTION

The EDUPLAY project presents as its first objective to map the needs and challenges of pre- and in-service teachers/headteachers in using play in Early Childhood Education and Care (ECEC). In order to complete this objective, field research was developed directed towards gaining informed knowledge on the state of play in ECEC in Lithuania. The research focused on the level of national policies, research outcomes, professional development initiatives, and practices.

Specific goals of this work were: (a) to identify the current challenges and gaps of ECEC systems in regard to the use of play pedagogy and relevant policies; (b) to identify pre- and in-service teachers and headteachers training needs to make effective use of play in promoting children's learning; (c) to identify current play practices in all-day settings of the participating countries.

### 3.2. PROCEDURES OF THE FIELD RESEARCH

The field research for the EDUPLAY project in Lithuania was conducted in October and November 2025. Interviews with headteachers and focus groups with in-service teachers were held online via Teams. The students participating in the direct observations visited groups at various kindergartens in November.

#### Individual Interviews with Headteachers

The analysis drew on five valid interviews with headteachers. All participants were women. The mean age was 50 years. In terms of professional experience, headteachers had been in their current role for an average of 8 years ( $SD = 7.0$ ). The institutions they coordinated served children in settings with considerable variability, ranging from 100 to 700, corresponding to an average of 274 children ( $SD = 246.7$ ).

#### Focus-Group Interviews

A total of 24 early childhood in-service teachers, who participated in focus group interviews were included in the analysis. All participants were women. The average age was 48 years ( $SD = 9.9$ ). Participants were distributed across age groups (see appendices). Regarding educational background, 18 teachers (75%) held a bachelor's degree, 3 teachers (12.5%) held a master's degree, and 3 teachers (12.5%) indicated having another type of qualification, described as 'professional school'. Concerning professional experience, in-service teachers reported an average of 19.4 years of experience in

education overall ( $SD = 13.4$ ). Regarding classroom structure, teachers reported that the institutions in which they worked had, on average, 149 children ( $SD = 70.5$ ). The number of adults per classroom ranged from 2 to 4, with an average of 3 adults.

## Direct Observations

A total of 10 classrooms and playgrounds were observed. All classrooms were in urban areas. All observations took place in kindergarten settings, eight in public schools (80%) and two in private schools (20%). The number of children per classroom ranged from 12 to 17, with a mean of 14 children ( $SD = 1.7$ ). The number of children with special needs per classroom ranged from 0 to 2.

50 play episodes were observed ( $M = 5.6$  episodes per classroom;  $SD = 3.0$ ) and most of activities were child-initiated (83.3%). In Phase 1, construction play (20.4%) and social play (19.4%) were the most frequently observed types, followed by rule-based play (17.2%) and imaginative play (15.1%). Creative play (11.8%) and outdoor play (10.7%) were less common, and object play (5.4%) was the least frequently observed type. In Phase 2, construction play (18.2%), social play (18.2%), and object play (18.2%) were the most frequently reported types of play. Creative play (15.9%) was moderately common, followed by rule-based play (11.4%) and outdoor play (11.4%). Imaginative play (6.8%) was the least frequently reported play type.

In Phase 1, the teacher most frequently adopted the role of observer (30%), followed by facilitator (26.7%) and helper (20%). The co-player role was less common (13.3%), and the director role was the least frequently observed (10%). In Phase 2, the observer role also remained the most frequent (26.7%), followed by the helper role (23.3%) and the facilitator role (20%). The co-player role represented 16.7% of occurrences, while the director role accounted for 13.3%.

Finally, half of the observers (50%) reported lacking confidence on items relating to teacher–parent collaboration. Specifically, items Q10, Q11, Q12, Q13 e Q14 showed the highest frequencies of “not confident” responses, indicating an area where targeted support or professional development may be warranted.

## 3.3. MAIN FINDINGS

### 3.3.1. CHALLENGES/BARRIERS IN INCORPORATING PLAY INTO ECEC

#### Attitudes towards play

The main challenges identified by all the headteachers were teachers' attitudes toward play and a lack of competencies related to play pedagogy. According to the principals, it remains difficult for teachers to move away from the traditional academic teaching model that has long dominated Lithuania.

Teachers either continue to adhere to the academic approach (learn – we repeat or prefer to work tasks that develop various academic skills in children. They often perceive play and learning as two separate activities. As one headteacher noted, teachers do not view play as a form of education.

Additionally, in-service teacher's reports reveal differing perspectives on play—ranging from structured and didactic play to free, child-led imaginative and role play. From the didactic play perspective, the main challenges include limited spaces for play and insufficient resources for different types, such as sensory play materials. For the other group of teachers who advocate for more time dedicated to free and imaginative play, the primary barrier is colleagues who are unwilling to participate in child-led play.

Most teachers report that parental perspectives pose a significant barrier to play. Parents want to see their children "working" on exercise sheets rather than playing. The concern that children will not be prepared for school remains a persistent challenge.

### **Competencies to engage in play**

Teachers still have varying levels of knowledge about play. According to headteachers, in-service teachers lack sufficient competence in how to engage in play, support it, assess children's abilities during play, and interact with children with special educational needs. Lithuania has been undergoing an inclusive education reform for the past two years, aiming to educate all children, including those with special educational needs, in general classrooms. And this remains a challenging practice to engage all children in play. Pre-service students identified several other challenges. For example, teachers do not know how to manage conflicts between children that arise during playtime. As one student notes, "There are always one or two children in the group who try to disrupt the flow of play. This leads to arguments and situations that are difficult for teachers to manage." They also mention a lack of physical and flexible spaces for children to play and say that teachers do not always know how to join or continue the play at the right moment to keep the children's attention.

### **Time for play**

One of the main challenges for all in-service teachers is finding time. Allocating time for play during various activities becomes a barrier. Additionally, preserving the play areas that children have constructed for later use is also challenging. More than half of pre-service teachers also identify a clear challenge: educators often allocate too little time for children to play freely. Due to scheduled daily routines and planned activities, children's playtime is often strictly controlled. Teachers call children to eat, do exercises, and so on, interrupting playtime too quickly even when children are still engaged. Lithuanian hygiene laws pose another obstacle for time to play because, according to teachers, these regulations prohibit the use of valuable play resources, forcing them to violate the norms.

## 3.3.2. NEEDS OF PROFESSIONALS IN INCORPORATING PLAY

## Need for theoretical background and methodological tools

The headteachers clearly recognize the need of play pedagogy knowledge. For them it is important to understand which play tools are necessary and valuable for young children, given the wide variety available and the difficulty in making appropriate choices. The importance of deepening teachers' understanding of play tools may help appreciate the possibilities or even create play without any objects. Pre-service teachers also say that methodological materials with examples of play and support from colleagues and mentors in sharing experiences and ideas would be useful. Several students point out the need for more variety in available tools and materials, especially open-ended play objects that encourage children to create their own play scenarios.

## Need for practical skills

All headteachers agree on the significant need for teachers to receive practical training with supervision. This practice encourages and highlights the positive aspects of teachers' interactions when playing with children. According to the leaders, teachers understand the skills children should develop during the preschool years but often lack knowledge of how to foster these skills in a manner that is acceptable and engaging to children—that is, through play.

In-service teachers also report a need for practical knowledge. They are interested in courses that present practical examples and incorporate the narrative play method. Teachers seek resources that are more flexible and can inspire various types of play, such as easily movable furniture to rearrange play areas, costumes for role play, adaptable outdoor play spaces, and additional space for play props. Pre-service teachers indicate that training in moderating play and regulating children's behavior during play is very important, when considering the needs for implementing play in practice. One student noted that learning how to document the play process, plan and observe children's play, and highlighting their learning achievements through play would be useful. Many say that clearer recommendations, practical examples, and observing play-based activities led by experienced teachers would be helpful.

## Communication tools about play: for parents, primary school and public

Teachers emphasize the necessity of communication with parents and primary school teachers. It remains unclear for them how children learn through play. Although Lithuanian state documents recognize play as the primary method of preschool education, local authorities still do not always implement this approach. For example, certification procedures are not aligned with the new policy, and local governments have a limited understanding of the role of play. The headteachers also identify a need for methodological literature and educational resources for parents. They believe it is crucial to inform the public about the benefits of play for a child's development and educational achievements, as many parents currently focus primarily on a child's reading, writing, and arithmetic abilities.

### 3.3.3. PRACTICES, PROJECTS, OR INITIATIVES PROMOTING PLAY

#### Didactic and teacher-led play

In the descriptions provided by pre-service teachers about the current situation regarding play in kindergartens and in their own studies, two common practices related to play can be observed. First, more than half of the future teachers mentioned educational games that teach children academic subjects, such as reading and counting, in a playful way. One pre-service teacher wrote, "When learning letters in the preschool group, we built them out of wooden sticks and arranged them with chestnuts, foam pieces, and pencils. We 'hunted' for letters scattered around the group and spelled our names and short words with the letters we had assembled. It was much easier for the children to remember the letters, so we learned to write them easily and enjoyably." Another teacher notes that children create a story while playing and then each child draws and decorates their sentences so that we can all make a book together. The examples provided by headteachers predominantly featured didactic or teacher-led play, such as learning letters and numbers, exploring natural phenomena, or building a city from recycled materials.

#### Free and creative play practices

As in-service teachers report, play is an integral part of everyday life. Play may manifest differently across various age groups. Role play such as "Café", "Hospital" is often combined with learning objectives. Play takes place both indoors and outdoors. Group outdoor trips may inspire play; for example, teachers bring play materials related to the trip, and children build bridges. For imaginative play, teachers prepare the space collaboratively with the children, developing the plot together. Play is also adapted during transition periods. Teachers read books, integrating play activities with characters and adventures from the stories.

Future teachers also note that educational activities include artistic elements combined with playfulness. For example, they implemented a thematic project on light and shadows. During this project, the children freely created with blocks and transparent materials, explored light reflections, and presented their creations to their peers. Another practice is free play; however, according to student observations, it occurs less frequently. One student mentioned an outdoor play session where children created a "forest town" using twigs, leaves, and pinecones as a successful example. The student observed that the children were eager to interact and invent stories about the animals living in the houses they built. The teacher intervened only as necessary, offering ideas without taking control of the play. According to the student, this is an excellent example of how a teacher can foster children's creativity by granting them freedom and trust.

The headteachers also highlight positive instances of free play: they personally engage with children during playtime, teachers collaborate with parents on joint projects (for example, children learning about games their parents and grandparents played), and they provide spaces for children's imaginative free play, such as pretending to be sailors navigating the ocean or playing pirates.

### **New national guidelines promote play**

Following the approval of the new Guidelines for the Development of Preschool Education Programs (2023), Lithuania has clearly established a national early education policy emphasizing play as the primary method of child education. This approach is also evident in certain municipalities, as noted by three out of five heads of preschool institutions. These leaders confirm that municipalities, which serve as founders of preschool education institutions, allocate sufficient funding for play equipment. According to in-service teachers, as Lithuanian state regulations have changed recently, the status of play has increased. Teachers support play more actively. They report that they began to modify environments, provide provocations, engage more in play themselves, and incorporate educational goals into children's play.

## **3.4. IMPLICATIONS FOR PRACTICE, POLICY, AND FUTURE DIRECTIONS**

There remains a lack of understanding regarding the role of play in Lithuanian preschool education practice. At the same time, it is crucial to develop practical skills for applying knowledge about play effectively. The criteria for observing play within groups of children, as well as methods to support the development of children's play, are not well understood. It is essential to help teachers learn how to use their knowledge confidently, both in their teaching and in educating parents. Clear theoretical frameworks and practical tools are needed for teachers, kindergarten leaders, students, and parents.

Practical learning is essential for educators to understand how to connect imaginative, creative, and free play with children's learning goals, as well as how to interpret games and their developmental progress. Not all educators recognize the differences between play led by adults and those initiated by children. The teacher's role in play is often unclear. There is a lack of practical guidance on selecting play materials or recognizing when such materials are unnecessary. It is important to adapt, evaluate, and implement a scientifically grounded approach to technology, as it increasingly integrates into the kindergarten environment.

The family plays a crucial role in either limiting or supporting play. Many parents still lack understanding of how play and learning interact during the preschool stage of a child's development. Concerned that their child may be unprepared for school, parents often place pressure on kindergarten teachers to equip their children with school-ready educational tools. Preschool education communities often

maintain a cautious attitude toward play. They do not always fully understand its significance and benefits, nor do they consistently rely on it as the main educational method in their daily practices.

## 3.5. IN-DEPTH EXPLORATION OF FIELD RESEARCH (OPTIONAL)

### 3.5.1. CONCEPTUALIZATIONS OF PLAY BY PARTICIPANTS

Participants define play in various ways. Some emphasize child-initiated play, where children create their own play spaces and are free to play independently. Others mention narrative play, a method in which adults join the play and collaboratively engage in a playful process with the children. Finally, some participants refer to educational or didactic games that have specific rules and clear educational objectives related to numbers or letters.

### 3.5.2. PERCEIVED IMPACT AND BENEFITS OF PLAY

Kindergarten teachers in Lithuania are beginning to view play as a motivating and effective learning activity. They observe children's progress when the children generate more ideas independently. Teachers no longer need to provide all the ideas themselves. Instead, they are starting to create environments that encourage children to act autonomously. Teachers are pleased to see that children can be independent and demonstrate knowledge without direct instruction. When children engage in play, behavioral problems decrease, and they discover more ways to solve problems on their own.

### 3.5.3. ROLE OF PROFESSIONALS IN CREATING PLAY OPPORTUNITIES

Teachers who were motivated to search for information on the Internet discussed creative play projects with children. They noted that children do not need many tools to engage in play. Once teachers had read more and gained a deeper understanding of the benefits of play, they were able to talk about a variety of play spaces and how to make them more engaging so that children would stay and play longer. Play materials from home were also mentioned, as teachers often ask parents to bring items for play that are not necessarily toys. More experienced teachers, particularly those who have raised their own children, shared that they carefully select play that is important for children's development and incorporate it into their group environments.

### 3.5.4. FAMILY PARTICIPATION IN PLAY

In Lithuania, there is still no widespread recognition of the importance of play in early childhood. Parents often prioritize preparing their children for the academic demands of school while in kindergarten. As a result, children complete exercise sheets in their workbooks and learn to read. According to in-service teachers, parents are pressuring children to focus on learning rather than playing in kindergarten. They comment, "Oh, at least you learned something," especially when they see the worksheets that the child brings home from preschool. On the other hand, if the teacher actively communicates with parents

about the importance of play, families become more involved in creating different play spaces using materials from home.

### 3.6. MAIN CONCLUSIONS OF FIELD RESEARCH

The main goals for field research were: (a) to identify the current challenges and gaps of ECEC systems in regard to the use of play pedagogy and relevant policies; (b) to identify pre- and in-service teachers and headteachers training needs to make effective use of play in promoting children's learning; (c) to identify current play practices in all-day settings of Lithuania.

Lithuanian field research revealed that kindergarten leaders, in-service and pre-service teachers observe similar challenges. It is emphasized that attitudes towards play activities still vary, ranging from completely child-led play to teacher-coordinated play with established rules. A significant challenge for Lithuanian teachers is their engagement in children's play. It is difficult to determine the boundaries between helping and dominating the play, where children are meant to act independently. Finally, a notable barrier is time—how to find and create sufficient opportunities for children to play, develop, and sustain their play activities.

Teacher training in Lithuania remains a critical need. All study participants emphasized that, in addition to theoretical and methodological guidelines on play pedagogy, practical courses and concrete examples of how to apply this knowledge are essential. Supervised learning was also highlighted as important. Another key area requiring attention is parent education. Teachers, feeling pressure from parents, find it difficult to fully adopt play pedagogy.

The current state of play in Lithuania is ambiguous. The updated national guidelines for early childhood education support play, which has led to visible positive changes. Headteachers, in-service and future teachers provided examples of creative and free play. However, some educators still do not view play as an educational tool and tend to undervalue its didactic significance. Additionally, parents often lack information about the benefits of play for a child's development. As a result, teachers try to meet parental expectations by relying on primary school methods to prepare children for school.

### 3.7. REFERENCES

*Ikimokyklinio ugdymo programos gairės [Guidelines for the Pre-School Education Curriculum]* (2023). Order No. V-1142 of the Minister of Education, Science and Sports of September 4, 2023. Retrieved September 16, 2025, from <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/76bb8f404b5911ee8185e4f3ad07094a/asr>

## CONCLUSION

In Lithuania, over the past five years, education policy related to early childhood education (new documents, guidelines, and descriptions of achievements of young children in ECEC) have radically changed the situation regarding play. For the first time, Lithuanian educational documents emphasize the importance of play. However, this only applies to children aged 1 to 6, as play has no place in the pre-primary curriculum. At this stage of education, play is mentioned only as a form of learning. This raises questions about the continuity of children's play and their opportunities to play.

Although at the legislative level, the play of young children is recognized as an essential source of their development and education, a review of the scientific literature has revealed several fundamental obstacles that prevent teachers from developing preschool education through play. This is the lack of teachers' knowledge and skills related to the understanding of play and the practical aspects of its implementation. It is evident that teachers are still guided by the view that the education of a young child should be based on didactic activities. There are also indications that play, as the main form of learning for children of this age, is not sufficiently emphasized in the training of early childhood education teachers.

Lithuanian field research has revealed the same trend, and these challenges are identified by kindergarten leaders, in-service and pre-service teachers. They state that the approach to play activities varies from completely child-led play to teacher-coordinated play with set rules. A significant challenge for Lithuanian teachers is their engagement in children's play. It is difficult to determine the boundaries between helping and dominating the play, where children are meant to act independently. Finally, a notable barrier is time—how to find and create sufficient opportunities for children to play, develop, and sustain their play activities.

Teacher training related to play remains highly needed in Lithuania. All participants in the study emphasized that in addition to theoretical and methodological guidelines for play pedagogy, practical courses and concrete examples of how to apply this knowledge are necessary. Parental education was also emphasized, as teachers are afraid to implement play pedagogy in early childhood education classes due to pressure from parents.

Thus, summarizing the analysis, it can be seen that the current situation in Lithuania is ambiguous. The updated national guidelines for early childhood education support play, which has led to visible positive changes. School leaders, pre-service and in-service teachers apply creative and free play in their practice. However, play is still undervalued as an educational tool, and its educational value is not widely recognized.

## ANNEX 1: DESCRIPTIVE OVERVIEW

### Individual Interviews with Headteachers

The analysis drew on five valid interviews with headteachers. All participants were women. The mean age was 50 years ( $SD = 10.4$ ). Three participants were aged 46–55 years (60%), one was aged 25–35 years (20%), and one was aged 56 years or older (20%).

All the participants had a master's degree. Regarding location, two participants worked in small towns (40%), two worked in cities (40%), and the remaining participant worked in a town (20%).

In terms of professional experience, headteachers had been in their current role for an average of 8 years ( $SD = 7.0$ ). The institutions they coordinated served children in settings with considerable variability, ranging from 100 to 700, corresponding to an average of 274 children ( $SD = 246.7$ ).

### Focus-Group Interviews

A total of 24 early childhood in-service teachers, who participated in focus group interviews were included in the analysis. All participants were women. The average age was 48 years ( $SD = 9.9$ ). Participants were distributed across age groups as follows: one teacher (4.2%) was younger than 25 years, one teacher (4.2%) was aged 25–35, eight teachers (33.3%) were aged 36–45, eight teachers (33.3%) were aged 46–55 years and six were aged 56 years or older (25.0%).

Regarding educational background, 18 teachers (75%) held a bachelor's degree, 3 teachers (12.5%) held a master's degree, and 3 teachers (12.5%) indicated having another type of qualification, described as 'professional school'.

In terms of work location, eight teachers (33.3%) worked in cities, eight teachers (33.3%) in small towns, six teachers (25.0%) in towns, one teacher (4.2%) in villages and one teacher (4.2%) in large cities.

Concerning professional experience, in-service teachers reported an average of 19.4 years of experience in education overall ( $SD = 13.4$ ). Regarding classroom structure, teachers reported that the institutions in which they worked had, on average, 149 children ( $SD = 70.5$ ). The number of adults per classroom ranged from 2 to 4, with an average of 3 adults ( $SD = 0.8$ ). Concerning children's age groups, 10 teachers (43.5%) taught 6-year-olds. Five teachers (21.7%) worked with children under 3 years old, and four teachers (17.5%) taught 5-year-olds. Two teachers (8.7%) worked with mixed-age groups of 3–6-year-olds, while one teacher (4.3%) worked with 3-year-olds and another (4.3%) taught a mixed 4–6-year-old group.

## Direct Observations

A total of 10 classrooms and playgrounds were observed. All classrooms were in urban areas. All observations took place in kindergarten settings, eight in public schools (80%) and two in private schools (20%).

The number of children per classroom ranged from 12 to 17, with a mean of 14 children ( $SD = 1.7$ ). The number of children with special needs per classroom ranged from 0 to 2. The number of adults per classroom ranged from 1 to 3, with an average of 2.5 ( $SD = 0.7$ ). Concerning children's age groups, five classrooms (50%) served 4–6-year-olds, three classrooms (30%) served mixed-age groups (3–6 years), one classroom (10%) worked with 3-year-olds, and one classroom (10%) worked with children under 3 years old.

A total of 50 play episodes were observed ( $M = 5.6$  episodes per classroom;  $SD = 3.0$ ). Most activities were child-initiated (83.3%), while teacher-initiated activities accounted for 16.7%. In Phase 1, construction play (20.4%) and social play (19.4%) were the most frequently observed types, followed by rule-based play (17.2%) and imaginative play (15.1%). Creative play (11.8%) and outdoor play (10.7%) were less common, and object play (5.4%) was the least frequently observed type. In Phase 2, construction play (18.2%), social play (18.2%), and object play (18.2%) were the most frequently reported types of play. Creative play (15.9%) was moderately common, followed by rule-based play (11.4%) and outdoor play (11.4%). Imaginative play (6.8%) was the least frequently reported play type.

In Phase 1, the teacher most frequently adopted the role of observer (30%), followed by facilitator (26.7%) and helper (20%). The co-player role was less common (13.3%), and the director role was the least frequently observed (10%). In Phase 2, the observer role also remained the most frequent (26.7%), followed by the helper role (23.3%) and the facilitator role (20%). The co-player role represented 16.7% of occurrences, while the director role accounted for 13.3%.

Finally, half of the observers (50%) reported lacking confidence on items relating to teacher–parent collaboration. Specifically, items Q10, Q11, Q12, Q13 e Q14 showed the highest frequencies of “not confident” responses, indicating an area where targeted support or professional development may be warranted.

## ANNEX 2: THEMATIC ANALYSIS OF INTERVIEWS HEADTEACHERS

### 1. Challenges and obstacles in integrating play into preschool education practices

Kategorija	Subkategorija	Pagrindžiančios citatos
Sudėtingumas dėl mokytojų kompetencijos	Neigiamas požiūris į žaidimą	"Čia yra didžiulė problema, su kuria mes dabar susidūrėm. Tai tada mes irgi negalim sakysim, kai kalbam apie tai, kad nu man yra svarbu, kad vaikas apskritai keičiam požiūrį į vaiką dabar tai pakeisti, bet ypač kai kaita yra darbuotojų, tą požiūrį be galo sunku". "jis nemato svarbiausios veiklos kaip žaidimo va čia irgi to tokie iššūkiai."
	Kompetencijų, susijusių su žaidimo pedagogikos įgyvendinimo, trūkumas	"Tai visi tie trafaretiniai žaidimai, kurie, kurie ten yra dėlionės, kurios jau iš karto jau beveik padarytos. Ar dar ta prasme vat šitie dalykai visiškai užblokuoja vaiko kūrybiškumą". "Mums reikia kažko kito, kas galėtų mus na užvesti, vėl kažkaip žaisti" "[Mums reikia] naujos metodikos, naujų pavyzdžių naujų, dabar ypatingai kaip kaip žaisti su su specialiaisiais ugdymo poreikį vaikais kyla klausimų, kaip juos įtraukti" Tai va čia turbūt ir jūs mėnesį yra klausimas, kiek mūsų mokytojai, kaip



		profesionalai, na mato ir geba įžvelgti tam tikrus, tam tikras galimybes naudojant vieną ar kitą žaidybinę priemonę arba patį žaidimą kaip net be priemonės“.
	Pasilikimas prie akademinio mokymo	” Aš neslėpsiu, tikriausiai mes po truputį tai išgyvendiname. Tai akademinis ugdymas yra toksai, nes daug paprasčiau ne su vadinamus išmokstam kažką spalvas ar kažką pakartojam. Tai vat pas mus didžiausia kliūtis, kad mes dar vis atsiranda to, kad akademinio mokymo“.

## 2. Professional needs when integrating play

Kategrija	Subkategorija	Pagrindžiančios citatos
Poreikis suprasti žaidimų ir žaislų specifiką pagal amžių	Vaiko žaidimo stebėjimas ir aptarimas	”Kai pradadam kalbėt, kad tai yra labai svarbu, o tai kaip tada, tai kas čia taip svarbu?” ”Ir grįžta, tai žiūrėkit, sakau, žiūrėkit, kaip kaip žaidžia ten vaikai?” ”Daugiausia žaidimai grupėse įvairaus amžiaus vaikų grupėse. Tai labai skirtingai integruojami <...> viskas



		priklauso nuo mokytojo, nuo mokytojo kūrybiškumo.”
	Žaidimo reikšmės supratimas tam tikrame amžiuje	„Labai didelę reikšmę, manyčiau, turi mokytojo ikimokyklinio, ugdymo mokytojų arba priešmokyklinio ugdymo mokytojo supratimas. Ką žaidimas gali duoti vaikui? Kokie galėtų būti atpažinimo procesai, atpažinimo mintį, kad na, pripažinkim, žaidžia ne tik vaikai, žaidžia suaugusieji ir na kiekvienas turime tam tikrą tikslą tame žaidime ir atpažįstame savo ir psichologinės tam tikras savybes.“ „Priemonių mes įsigyti tikrai galime sau leisti tokį dalyką. Turbūt esminis klausimas, kaip mokytojas mato tą priemonę ir kaip mokytojas geba ją na panaudoti ugdymo procese? Kiek mokytojo paties yra supratimas ir suvokimas, ką žaidimas arba tame žaidime naudojamos priemonės gali duoti realiai.“
Tėvų švietimas	Kalbėjimas su tėvais apie žaidimą	„Turėjom susitikimus su tėvais ir ėjom per per visus susirinkimus ir kalbėjau apie iki programas, kad pirmiausia mes pradėsime nuo žaidimo”.
Pagalba renkantis žaidimus		”Reiktų pagalbos pirmiausia vadovams na renkantis žaidimus ar

	Pagalba vadovams dėl žaidimo pasirinkimo	priemonės. Čia vat yra didžiulis, kad na toks paleistas patiems spręsti, bet čia galbūt tokio reikėtų na akademinio požiūrio, kuris galėtų na sugrąžinti juos ar ne žiūrėkit, kas yra reikalinga, kokios tai turėtų būt priemonės?”
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### 3. The current situation regarding play in educational institutions

Kategorija	Subkategorija	Pagrindžiančios citatos
Žaidimo priemonių turėjimas	Didelė pasiūla žaidimo priemonių	„Priemonės yra šiuolaikiškos. Na, pavyzdžiui, išmaniosios. Šiuo metu šiuo metu mūsų mokytojas moko, kaip reikia dirbti su išmaniu grindim ir kad yra puiki priemonė akim ir tiems vaikams, turintiems specialiųjų ugdymosi poreikių, kad ir nusiramimui, ir stimuliacijai tam tikrai ir visa kita, o grindys nupirktos prieš metus.“
Mokytojų noras taikyti žaidimo strategiją kaip vaikų ugdymosi būdą	Mokytojos ieško ir taiko naujus žaidimus ir priemones	„Tikrai yra nuostabių mokytojų, kurie patys ieško patys mokosi, niekam nežinant niekur nedeklaruoja ir tas naujusias metodikas, ir priemones patys tai, ko niekam nu ta prasme neateina man pasakyti, kas žinot, vat, aš čia dabar jau sugalvojau, šitaip

		padarysi tikrai ne, bet na sužaidė tokie dalykai iš tiesų, nes tai nėra, deja, dar visiška norma mūsųse mano galva.“
	Mokytojai vis daugiau pripažįsta žaidimo vertę	„Žaidimas kaip sąveika... Ugdymo srityse vienas dalykas labai padeda vaikų emocinių įgūdžių lavinimui, fiziniam aktyvumui, pažinimui tiek savęs, tiek pasaulio supančio. Na socialiniai įgūdžiai labai svarbu, nes ir komunikacija ir gebėjimas būti visuomenėje, dirbti komandoje, dirbti individualiai, gebėti užsiimti vienam ir pačiam gebėjimas įsiklausyti į kitus. Aišku, ugdo ir išvermę ir jėgą.“
	Siekis, kad ugdymas vyktų per žaidimus	Žaidimas, yra neatsiejama proceso dalis. Pas mus darželyje tai yra kiek kasdieninė veikla, jie integruojami į visas ugdymo sritis, žaidimai ir vaikai mokosi per įvairius žaidimus. Mes stengiamės, kad ugdymas vyktų per žaidimą.

## ANNEX 3: THEMATIC ANALYSIS OF FOCUS GROUPS WITH IN-SERVICE TEACHERS

### 1. Challenges and obstacles in integrating play into preschool education practice

Kategorija	Subkategorija	Pagrindžiančios citatos
Nusistovėjęs požiūris į žaidimą trukdo	Ribojanti aplinka	3T18. Man tai norėtųsi, kad grupėje nebūtų tokie masyvūs baldai, jie labai sunkūs, pakelti neina. Taip norisi erdvę išstumdyti, pakeisti tai turim nu taip jau su vaikais jie padeda, ten ir ten nežinau, ko po šešis po keturis nešam tuos stalus sunkiausiai, ten norėtųsi pakeisti stalus įstaigoje, kad nuo kad jie nu galėtume lengviau perstumdyti erdvę.
	Nepakankamos didaktinės priemonės	3T12. Man gal, kaip dirbant su mažiau, tai daugiausia trūksta priemonių sensorinei veiklai. Ir pačiai pasirūpinti kartais tikrai yra ganėtinai sudėtinga. Ir, aš manau, kad nuo to kažkiek galbūt net ir veiklos nukenčia, nes nu visko susirinkti nu ne visada pati gali. <..>Samteliai, pilstymo įrankiai, įvairūs tokie rutuliukai želiniai, ta prasme dirbti su sensorika. 3T09. Šiaip atrodo lyg ir visko turim, bet aš va tiems tokiems bandymam čia ir dabar trumpalaikių tokių nu

		užčiuopiamų tokių priemonių bandymams, aš sakyčiau, kad turėtų būt dar labiau daugiau ir jų galbūt nu vat ir patys vaikai galėtų kūrybiškesni tada būt; ir, sakykim, ir mokytojas galbūt daugiau eksperimentuotų, bandytų ir tas... šitų, o šiaip mes turim grupėj ir tas interaktyvias lentas, ir tas bitutes.
	Kolegų nenoras žaisti	3T06. <...>ko man trūksta tai nu vat žmonių drąsos žaisti, tiesiog drąsos žaisti leisti sau, ten pakvailioti, ar ne. Ir aš labai džiaugiuosi, kai kolegės tą daro, kai nu vat kai joms pavyksta ir kai jos leidžia sau, tada į tai ... irgi nu labai labai gražu, bet nu čia vat irgi apie tą, vat ko norėtūsi. <...> žmonių, kuriems nebaisu žaist, suaugusių žmonių, būtent, ne tik vaikų... 3T04. <...> iššūkį matau tame, kad pedagogai, kaip čia pasakyt, lauko žaidimų ne visuomet būna pasiruošę. Aš matau tą iššūkį, tarkim, aš esu iš tų, kur visą laiką ir vaikų neturėjau, eidavau su jais ten ir purvintis, ir pasivolioti, ir lakstyti, ir gaudyti.
	Griežtos higienos normos riboja	3T01. <...> padėjėjom reikia tvarkytis. Ir turi susitvarkyti, nes reikia valyti, tvarkyti, o paskui vėl... va tas ateis



		sanepideminė ir vienu žodžiu vat va tas va dalykas dėl tvarkos švaros.
Prasta žaidimo kompetencija	Sunku vaikų grupę įtraukti	3T19. Mano grupės mano grupei tai gal ar man gal tas visų vaikų ar kai kurių vaikų įtraukimas kartais būna iššūkių <...> visiškai žaisti yra tarsi neįdomu ir taip labai.
	Konfliktų sprendimo kompetencijos trūkumas	3T19. konkurencija, emocijos dažnai tampa iššūkiu, kartais daug... <...> tiesiog isterijos ištinkančios, ir ir nu, ir kartais tas toks man iššūkis, kad nu niekaip neužsikabina už žaidimo.
	Sunku mokytojoms įsitraukti į žaidimą	3T04. Aš gal dėl to žaismingumo, kaip atsako, kad galbūt pedagogai, nei-neįsitraukia, aš manau, <...> žmonės iš savęs nebeturi to vaikiško žaidimo džiaugsmo ir to noro, o galbūt ir darbe būna tam tikrų visokių, kaip čia pasakyti, dalykų ir kartais tai užmuša žmoguje tą tokį žaismingumą, tokį nusiteikimą, kad vat šiandien aš ateisiu ir aš su vaikais žaisiu, kaip sako, ateina atidirba.
Žaidimo laiko trūkumas	Sunku rasti laiko	3T01. Iššūkis gal būna – vaikas pradeda žaisti ir keičias režiminis momentas, reikia pabaigti; arba kieme žaidė, na viskas, laikas eiti į grupę valgyti. Nu tai jie kitą nu būna nuliūdimų; ir ir, aišku, tęsia kitą dieną



		<p>arba grupėj kažkaip tęsia, bet va tas va iššūkis su laiku, kad prasideda kokia įdomi tas tas žaidimas, ta veikla ir prasideda jau kita veikla, ar ten ar ten salė, muzika, muzikos laikas, ar ten kažkoks tai režiminis momentas, kur tas režimas. Žaidimas turi būti nutraukiamas, tai va reikia kažkaip suktis tą žaidimą.</p> <p>3T20. Aš dar sakyčiau, trūksta mums, pedagogams to laiko kartais paruošti tiems žaidimams ar surasti priemonėm. Mes iš tikrųjų tikrai aukojam tam savo laiką, atrodo, yra tų nekontaktinių valandų, bet jos išeina visiems popieriams, o, pavyzdžiui, tikrai nu kad ir tų pačių dėžių suradimas ten parduotuvėj nu jisai reikalauja to laiko ir atvežimo, ir tų tų resursų, dar aišku, atimi iš savo šeimos iš tikrųjų...</p>
	<p>Sudėtinga išsaugoti jau sukurtą žaidimo erdvę</p>	<p>3T18. &lt;...&gt;man tai labai nepatinka, pavyzdžiui, man tai nu skaudu, kai vaikai pasistato statinius ir jiems sakoma, dabar reikia eit valgyt, dabar susitvarkyt, reikia susitvarkyt, aš tiktai norėčiau palikti. Bet nuo mok-mokytojo padėjėjos – Man reikia plauti, man reikia...</p>

## 2. Professional needs when integrating play

Kategorija	Subkategorija	Pagrindžiančios citatos
Teorinio pagrindimo ir metodologinių įrankių poreikis	Svarbi aiški žaidimo teorija ir praktika	<p>3T04. &lt;...&gt; aš studijavau Vilniaus kolegijoje ikimokyklinio ugdymo, tai labai patiko dėstytojas tikrai buvo ir žaismingos, ir praktikos, ką mes tikrai daug išbandėm ir skirtingų darželių, ir dėstytojai tikrai stengiasi duoti ir pavyzdžių, ir užduočių būtent tam žaidimui. Ir aš ten dalyvavau kartu ir Erasmuse ir ten buvo apskritai ugdymas per penkis pojūčius, tai tas irgi labai daug davė tokio praktinio suvokimo, kaip žmogui, tarkim, nu kad ir pradėjusiam dirbti, neturinčiam vaikų, kaip tuos vaikus per visus tuos penkis pojūčius, kaip sakant, visam ugdymui, žaidimui paliesti. Aš tikrai patenkinta tom studijom.</p> <p>3T06. &lt;...&gt; labai džiaugiausi VDU Švietimo akademijos studijom Vilniuj, nes labai nu taip kokybiškai koncentruotai, nu ypač turint vat patirties tos pedagoginės, ir turint kitos patirties, ar ne, tada taip labai koncentruotai, nu ką galima per tą trumpą laiką duoti, bet kartu labai daug tų tokių gyvų pavyzdžių. Tai vat</p>

		ta pati dėstytoja Agnė nu kiek įdomių ir smagių pavyzdžių.
	Reikalingi metodiniai įrankiai	3T02. Aš galbūt iš savo pusės aš Kauno kolegijoje baigiau mokslus. Tai aš kaip tik sakyčiau, kad pas mus nors praktikos ir buvo nemažai, bet apie patį žaidimą kažko konkretaus nelabai ir buvo, labiau per visokius matematinius kažkokius darbelius, prie stalų sėdėjimą, tai galbūt aš iš tos pusės, kad apie patį žaidimą kaip apie naratyvą buvo tik užsiminta, bet nieko visiškai konkrečiai nebuvo plėtojama tik tai vai- nu drama buvo; taip bet jau čia buvo kaip ir sustatyti specialūs pasirengimai, nu, kaip ir šventėm kažkokiom.
Praktinių gebėjimų poreikis	Reikalingi faktiniai pavyzdžiai	3T06. <...> viena yra išklaudyti teoriją. Nu viena yra perskaityti knygą, kurią aš tarp kitko irgi kolegėm vis siūlau, siūlau ir nepersiskaito, ar ne, bet visai kas kita yra nu vat su tokiais įkvepiančiais dėstytojais kaip vat Vilniaus ... VDU, kaip aš sutikau Vytauto Didžiojo universitete, nu vat kai ateina žmonės patys tikintys tuo; kai galima praktiškai išbandyt, pavyzdžiui, iš karto praktiškai simuliuot situacijas, sužaist, daryt ... aš



		<p>tai būčiau labai už tokius koncentruotus praktinius mokymus.</p> <p>3T05. Aš pritarčiau, aš pritarčiau dėl mokymų, netgi galbūt su namų darbais ir tam tikrais namų darbų atlikimų ataskaitom, kad nepasakytų Gerai, gerai pabandysiu, o tikrai praktiškai pritaikytų savo darbe.</p> <p>3T19. Norėtume, norėtume visi norėtumėm... Tiesiog kažką apie žaidimą apskritai ta prasme kažką konkretaus pasiūlyt ar rekomenduoti negaliu, nes nežinau, ar kas nors reikėtų ieškoti, kur čia kas vyksta. Taip konkrečiai apie žaidimą.</p>
	Lankstūs resursai	<p>3T20. Šiaip man labiausiai ir padeda tas aplinkos, kažkiek pakeitimas. Jei gu nu vat į įprastą aplinką atnešėm kažkokį naują daiktą ar kažką naujo ar pakloji ar kažką uždengti vėl ir tada vat kažkoks naujas daiktas labai inspiruoja tą žaidimą. Ar ten lagaminas būtų ar gamtinė medžiaga, ar šiaip kokios kepurės kostiumai. Net nereikia daug vat vat, tokie dalykai, aplinkos pakeitimas labai skatina tą žaidimą naujai kažkaip atsiskleisti.</p>
Komunikacijos priemonės su tėvais ir mokytojais mokykloje	Sudėtinga komunikuoti su tėvais	<p>3T20. &lt;...&gt; tėvams dar labai reikia tos informacijos apie tą žaidimą. Nors</p>



		<p>atrodo, nu bandai jiems kažkaip tą svarbą, bet jiems ne, nes kažkaip... Iš tikrųjų paskui pasižiūri tenai į forumuose irgi – nu tik žaidžia darželyje. Ten vat blogas tas darželis, jeigu tik žaidžia, o vat pratybų tai nedarė</p>
	<p>Pradinės mokyklos mokytojai reikalauja kito lygio</p>	<p>3T18. Mokytoja nenori suprast, aš turiu praktikantę dabar nu, kuri vaiką vedė į darželį gal prieš penkiolika metų na ir kai pamatė, kaip dabar augimas vyksta, oho sako, nu įdomu, bet sako tai kaip čia dabar mokykla, o sakau, tai su užtat vaikai smalsaujantys, nes jam įdomu mes jam nu smalsumą įdiegiam, tai va taip ir reikia daug kalbėt va tada su mokytoja pradinių klasių. 3T15. &lt;...&gt; matomai gal pradinių klasių mokytojai labiau spaudžia tuos visus, kad nu jiems ta programa ... paliepia jau po pusmečio skaityti, kad vaikai skaitytų, tai ... o mes dabar kažkaip tai galvojam mes eisim per žaidimą ir kiek gebėsime tiek gebėsime, bet tėvai labai bijo, kad, atseit, dar nemoka raideles pažįsta, bet vat gal dar nemoka skaityti, nu vat tas juos labai gąsdina.</p>



	Methodological literature and educational resources for parents	3T18. Mes rodom per susirinkimus, sakykim, tą filmuotą medžiagą. Ar tėvai tada supranta, kad per tą žaidimą vaikai daug atranda, bet tai pasitaiko grupėje vienas du tėvai, kuriems atrodo, kad nu tai kažkaip jeigu jau randa užduotėlę darant, tai sako nu va, kaip gerai, žodžiu, jau tu čia dabar rimtu dalyku užsiėmei ten tai, bet tai ne visi.
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### 3. The current situation regarding play in educational institutions

Kategorija	Subkategorija	Pagrindžiančios citatos
Didaktinis žaidimas	Akademiniai ir technologiniai įrankiai	3T08. „<...>kalbą irgi galima vystyti tik naudojant visokius tokius didaktinius žaidimus ir naudojant skaitmenines technologijas ir irgi turim tokių žaidimų. Taip pat ir aplinkos pažinimas visada vyksta per kažkokią patyriminį tokį žaidimą, kada vaikai tapo mokslininkais, kažkokią laboratoriją, jie atlieka kažkokių bandymų, eksperimentų visokių.“
Laisvas žaidimas	Žaidimas integruojamas kasdienybėje	3T05. „<...> kaip integruojamas žaidimas į kasdienę ugdomąją veiklą, <...> jis yra neatsiejamas ir,



		<p>pavyzdžiui, imkime netgi matematinį mąstymą, lavinimą, mes tai darome žaidybine forma. Pavyzdžiui, vaikai žaisdami laisvą žaidimą virtuvėlėje, namus ar parduotuvę, mokytojas – tai aš arba mano kolegė, jinai labai kūrybinga yra – stebime, ką jie veikia, ką jie žaidžia ir tuo metu paklausime, pavyzdžiui, Kotryna, kiek puodelių kavos tu man čia dabar padarai? ir mes tada skaičiuojame ir tiesiog kiekvieną dieną ugdomoji veikla, ugdymasis yra neatsiejamas nuo žaidimo pas mus, ir nesvarbu, kokia tai būtų sritis pasiekimų.“</p>
	<p>Skirtinga erdvė žaisti</p>	<p>3T18. Šiuo metu, kaip sakiau vaikai naujai grupę pradėjo lankyti ir aš čia, ko gero, bus Reggio Emilia žaislų grupėje, kaip ir pakeičiau į būtent tas perdirbtas medžiagas ir labai pasiteisino, tai vaikai kuria įvairias konstrukcijas. Mes dabar buvom su vaikais žygyje po miestą, jiems patiko tiltas, kadangi iš vaikų idėjos ta tema Tiltai, tai jie konstravo tiltus. Tai tikrai labai įdomių konstravo, konstravo visą savaitę ir vis skirtingus, ir netgi sugalvojo paskui tokį, kad jau pastatyti tiltą nuo skaičių iki raidžių salos ir tenai pats tiltas iš tų</p>



		visų kortelių ir čia jau fantazija tikrai atsiskleidžia, jie ten ir dėjo ten tuos akmenukus, ir ten nu žiūrėjau, ir upes kūrė po tiltas, ir atrodo viskas gerai.
Naujos valstybinės gairės paremia žaidimą	Pokyčius atneša naujos valstybinės gairės	3T05. <...>ir manau, kad iš vadovybės pusės būtų gerai, ta prasme kaip pasakyti, parodyti savo pavaldiniams, tai yra mokytojams, kodėl svarbu žaisti naratyvinį žaidimą ir kad tai yra atnaujintose gairėse, ir mūsų visose atnaujintose ikimokyklinio ugdymo programose nepakeičiamas dalykas.
	Mokytojų parama žaidimui	3T08. „Nu neįmanoma įsivaizduoti vaiko be žaidimo. Čia vaikui gyvenimas, visas gyvenimas vaikų tai žaidimas ir pas mus aišku, ir ugdamosios veiklos metu mes naudojame pastoviai žaidimą ir vykdom tik žaidimo formos formas. Ir vaikai taip pat turi laisvą pakankamai laiką, kada jie gali patys inicijuoti savo žaidimą, sugalvoti ir tam turim pasiruošt- pasiruoštus ir kampelius, kur galima kažkokius siužetinius žaidimus žaisti ir stalo žaidimams turim pakankamai daug medžiagos.



#### 4. Praktikos, programos ar iniciatyvos, skatinančios žaidimą

Kategorija	Subkategorija	Pagrindžiančios citatos
Žaidimas pagal mokytojus	Vaikų inicijuotas žaidimas	3T03. Aš norėčiau papasakoti tokius žaidimus, kur jie vaizduojamieji be žaislų, be įrankių, tiesiog savo rankomis dėstyti: išgauti pintinę, rinkti nuo žemės kažką įsivaizduojamo, tiesiog pasakyti, kad mes važiuojam į miestą ir jie taip vaizduoja, kad jie važiuoja, jie iš karto susėda kaip į autobusą, aišku, kažkas primena, kad gal reikia bilieto, bėga, išsitraukia popieriaus lapą, pieštukus, tuoj susėda, tuoj jie piešia, kaip jie įsivaizduoja tą bilietą, vienas matęs, kitas nematęs bilieto, tiesiog žiūri, kaip kitas piešia tą bilietą įsivaizduojamą, tada vėl, o kur tą bilietą pasidėti ir vat vat jie tiesiog iš nieko, iš nieko kuria žaidimą.
	Naratyvinis žaidimas	3T02. „<...> dirbu ankstyvojo amžiaus grupėje, tai mes visuomet stengiamės tuos žaidimus žaisti, gyvu-pasitelkdami gyvulines pasakas. Tai šiuo metu žaidžiam žaidimą naratyvinį kartą per savaitę dažniausiai, kartais pagal vaikų poreikius žiūrime ir pavyksta žaisti truputėlį dažniau, jeigu

		iškyla kažkokių problemų grupėje ir žaidžiame žaidimą su kurmiu ir ereliu. Jie visuomet prisimena ir stengiamės integruoti veiklas su tai susijusias, tai patį žaidimą laisvai inicijuodami patys dar nežaidžia, kadangi dar labai maži, bet jau pradeda tuos vaidmeninius žaidimus.
	Edukaciniai žaislai	3T21. Galiu pasakyti, labai mėgsta su tais šiaudeliais vaikai pas mus statyti, kur yra tie šiaudeliai ir tie tokie kryžiuikai į kampus, mėgsta labai žaisti su šitais. Labai su ZoLO konstruktorium. Gal žinot, gal girdėjot ZoLO konstruktorius, ZoLO konstruktorius, jisai ten neapibrėžtos formos, visokiausios detalės, tai labai kūrybingas,
Suvoktos žaidimo naudos	Vaikų idėjos gausėja	3T16. <...>paklausdavau, ką jūs čia statot, tai ten tokių istorijų prisiklausydavau. Tai tas jų kūrybiškumas, irgi ta fantazija, vaizduotė taip veikdavo 3T13. <...>vaikai labai duoda patys daug idėjų ir ir gali plėtoti ilgai tuos žaidimus.
	Mokytojas kuria aplinką	3T20. Šiaip mes iš tikrųjų turim gana nemažai, bet čia dėl to, kad kad mes, kaip mokytojos, ieškom ir renkam po visus padėvėtus ir iš namų tempiam

		įvairius daiktus ir ir nu ir namų apyvokos, ir gamtines medžiagas, ir visokius kitokius. Tai vat, o šiaip tokią turim tų įprastų plastikinių dalykų, lego...
	Vaikai veikia savarankiškai	3T16. Jeigu ir tuo, kuo jeigu tiktai padėsime kažką naujo, tai jie tada turės ką veikt, nors turi jie, eina tuos visus turime šitas ir sienelės tyrinėjimų, jiems vis tiek kiekvieną dieną ateina vis jie kaip nauja, tai jie čia turi ką veikti, jie kaip kaip tie peliukai visur eina. Nebūna taip, kad neturėtų ką veikti, o su didesniais jų ten nėra. Tai aišku, irgi pagrindinis tas žaidimas yra Šeima, su- mergaitės eina su lėlytėmis dažniausiai žaisdavo. Berniukai na mano berniukai tai labai buvo pagrindinis žaidimas tai buvo su lego kaladėlėmis, jeigu tik tai yra kažkokio tai laisvo, atsikėlę po pietų ar koksai laisvesnis laikas, tai jie visą laiką tik tais tos kaladėlės ir ten jau prikurdavo įvairiausių ten visokių ir kosmosas atsirasdavo.
	Žaidime mažėja konfliktų	3T03. <...> net ir įsitraukia tie SUP vaikai, kada ir jis nori būti vairuotoju ir jis nusipiešia nu su padėjėja tą vairą vaizduojamą, ar ne, ten iš popieriaus



		lapo greitai greitai tik tai ir sėda šalia vairuotojo ir ir niekas nepyksta, kad ten sėdi du vairuotojai, tiesiog nu jau taip mes taip bėgam į tą kūrybą ir net nepykstam, kad sėdi tas vaikas, kuris nu mūsų akim galbūt yra kažkiek tais kitoj pusėj turėtų būti, galbūt, bet mes jį priimam, mes jį priimam taip, kaip jisai toks vat gal tas ir vairas, jo ne toks, kokį mes turim, nu įsivaizduot, bet taip...
Žaidimo galimybių kūrimas	Įkvėpimo ieško internete	3T12. <...> Ieškojimas informacijos internete, ieškojom, kaip dirba kiti darželiai, kokios idėjos ir tik tas va, tiesiog, pati viena ieškai, kaip ir viskas, nes iš mokslų iš tikrųjų žinokit, nu mažai ką paėmiau naudos.
	Vaikams nereikia daug priemonių	3T21. Turim tų žaislų, bet bet vaikai nu mieliau irgi su tais pasigamintais žaidžia. <...> su savo žaidžia irgi labai mielai.
	Priemonės iš namų buities	3T06. <...> mūsų darželis yra šiaip labai ekolo- už ekologiją ir ne už pirkimą kažkokio naujo daikto, bet ieškojimą, kaip panaudoti, atrasti kūrybinius sprendimus daiktams. 3T16. Jo. Labiau mėgsta žaisti su namų apyvokos daiktais tikrais.
	Technologiniai žaidimai	3T08. Resursų turim pakankamai, užtenka viskam ir laisvam vaikų



		<p>žaidimui, ir mūsų veiklai žaidybinei pakanka, netgi turim tokių dalykų, kurių mes dar turim ir galvojame, kaip mes naudosisim, reikia dar apgalvoti; ir pavyzdžiui, kaip ta vot pelytė, kuri moko vaikus programuoti, dabar vat mes turim tą pelytę, irgi galvojome, kaip mes naudosisim.</p>
Šeimos dalyvavimas žaidimuose	Aktyvus tėvų įtraukimas	<p>3T14. Aš dar gal pridurčiau, pas mus įstaigoje irgi dar vyksta ir žaidimai per bendruomenes, ir ir su kitom grupėm žaidimai vyksta ir net įtraukiam tėvelius, net ateina į grupes irgi pravesti savo prisimena ar žaidimus, kaip ir <i>Šok į mokytojų batus</i> ar ten pasaką pasekti, tuo tuo labiau ir per turizmo dieną tai vyksta visokios išvykos, einam lauką, statom palapines, vaikai daug judrių žaidimų, visokių žaidžiam tikrai ir sportiškų žaidimų labai. Įsitraukia.</p>



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