This research examined practitioners' narratives on understanding play as a learning pedagogy in early childhood mobile units.Underpinned by Vygotsky's sociocultural theory, the article draws from the zone of proximal development and social interaction as significant theoretical concepts to examine practitioners' understanding of play as a learning pedagogy in early childhood mobile units.The national curriculum framework encourages practitioners and teachers in early childhood settings to employ a variety of play pedagogies to stimulate young learners to develop core skills in early childhood learning environments.

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