

TEACHING THROUGH PLAY

Teachers' thinking
and classroom practice

An abstract geometric design on the right side of the cover. It features a light green square containing a dark green square. Below this is an orange square containing a white circle. A red semi-circle is visible on the right edge of the green square. The background of the cover is a gradient of blue and yellow, with a large yellow shape at the bottom.

Neville Bennett
Liz Wood
Sue Rogers

Teaching Through Play Teachers Thinking And Classroom Practice

Bennett, Neville



Teaching Through Play Teachers Thinking And Classroom Practice:

EBOOK: TEACHING THROUGH PLAY Neville Bennett, 1997-01-16 This book is based on the findings of a research project into Reception Teachers Theories of Play funded by the Economic Social Research Council There is strong ideological and theoretical support for a play based curriculum in the early years But evidence suggests that teachers find this difficult to translate into practice The educational potential of play is not realized This study focuses on nine reception class teachers ranging from novices to experts in order to discover their theories of play and how these relate to classroom practice The data reveal new insights into how they strive to incorporate play into the curriculum in contrasting ways and the constraints they encounter in this process There is a need to improve the quality of teaching and learning through play Teaching Through Play makes a valuable contribution to this process

Teaching Through Play Bennett, Neville, 1997-01-01 This book is based on the findings of a research project into Reception Teachers Theories of Play funded by the Economic Social Research Council There is strong ideological and theoretical support for a play based curriculum in the early years But evidence suggests that teachers find this difficult to translate into practice The educational potential of play is not realized This study focuses on nine reception class teachers ranging from novices to experts in order to discover their theories of play and how these relate to classroom practice The data reveal new insights into how they strive to incorporate play into the curriculum in contrasting ways and the constraints they encounter in this process There is a need to improve the quality of teaching and learning through play Teaching Through Play makes a valuable contribution to this process

Play = Learning Dorothy Singer, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, 2006-08-24 In Play Learning top experts in child development and learning contend that in over emphasizing academic achievement our culture has forgotten about the importance of play for children s development

The Routledge International Handbook of Early Childhood Play Tina Bruce, Pentti Hakkarainen, Milda Bredikyte, 2017-06-14 Historical changes in play are taking place in childhood all over the world with the digitalisation of children s lives Researchers are worried about the disappearance of advanced forms of play and the prioritization of time spent with loving adults supporting play with babies and toddlers At the same time our understanding about the crucial importance of individual development is becoming clearer The Routledge International Handbook of Early Childhood Play explores these issues and more It proposes the importance of adult participation in play as adult guidance brings the possibility of moral cultural and symbolic elements to children s play and enhances the educational opportunities in adult child joint play The book also examines the aesthetic dimension of play and its role in the development of imagination and creativity With contributors from many parts of the world this unique handbook brings together the latest research and highlights practice which focuses on play This is an essential and engaging read for all students academics teachers and practitioners with an interest in play

Exploring Time and Place Through Play Hilary Cooper, 2012-09-10 This book is packed with fun and exciting activities that enable the child to make sense of the world that they live in and relate it to their

own experiences in order to enhance their personal and social development

Rethinking Play and Pedagogy in Early Childhood Education Sue Rogers, 2010-11-05 Bringing together a collection of chapters from international experts in the field of early childhood education *Rethinking Play and Pedagogy in Early Childhood Education* seeks to explore how play in the Early Years is valued as a means of learning The book discusses how play is presented transformed by institutional and pedagogical discourses and ultimately experienced by children Adopting cultural conceptual and contextual approaches to play and pedagogy across its chapters this book addresses contemporary emerging issues surrounding play and pedagogy including the application of critical and socio cultural analyses to play in early childhood renewed interest in the aesthetic creative and affective dimensions of play in early childhood education competing discourses of performativity market forces social reconstruction and child centredness children's voice and participation within educational settings globalization migration and cultural pluralism the role of digital technology in early childhood education diversity identity and social justice within early childhood settings With international appeal and relevance this book will be of interest to students taking undergraduate Masters and doctoral courses in early childhood education childhood and education studies as well as academic teachers and researchers policy makers and international agencies working with young children

Researching Young Children's Perspectives Deborah Harcourt, Bob Perry, Tim Waller, 2011-03-08 This book is designed to help students face the ethical methodological and theoretical challenges and complexities involved in engaging children in rights based participatory research

Play, Learning and the Early Childhood Curriculum Elizabeth Wood, Jane Attfield, 2005-05-17 An excellent overview of the development in thinking about play based on research into different aspects of play This book enables the reader to not only access and engage with developing theories and ideas but also provides practical ideas and examples that have been tried and tested in the classroom This book should be compulsory reading for every teacher of young children who are interested in developing their practice to provide a stimulating active and playful environment with their children in which effective learning and positive attitudes are developed Bernadette Hancock Headteacher of Christ the King Primary School Cardiff One of the major strengths of the book is that it makes some complex theory highly accessible to its audience This makes it an excellent introductory book for use on inservice and undergraduate programs Sue Rogers Institute of Education This book aims to improve the quality of play in educational settings It will be valuable for a wide range of practitioners Nursery World In this new and updated edition of an outstanding book Wood and Attfield once again demonstrate how young children make meaning and construct knowledge through play They combine an informed discussion of the ideological tradition of the early childhood pioneers which continues to underpin most contemporary provision with a refreshing openness to the new insights provided by recent research and the new opportunities offered by the Foundation Stage era Their unrivalled explanation of the links between theorists such as Vygotsky and classroom provision for play is now expanded through considerations of recent findings in neuroscience and a renewed awareness of the sociocultural

contexts of childhood as well as by studies which acknowledge the importance of boisterous rough and tumble play activities for children's development. And throughout they remind readers and practitioners of the important distinction between play as a spontaneous activity of children, play as such, and the play which educators offer as a medium for learning.

Elizabeth Brooker, Course Leader MA in Childhood Studies, Institute of Education. This book provides a thorough and up-to-date overview of the topical issue of teaching and learning through play. Chapters cover issues including assessment through play, the role of adults in children's play, the impact of play on social and emotional learning, and how to develop a whole school approach to learning through play. This book is theoretical and detailed but extremely interesting, and there is certainly practical information to be found in it.

Early Talk: This timely Second Edition explores recent developments which strongly endorse play as an integral part of the curriculum. The content has been fully revised to reflect contemporary thinking about the role and value of play in early childhood and beyond. A key focus is the provision of a secure theoretical and practical grounding for developing a pedagogy of play. In the first section, the authors provide an overview of recent developments in education policies and reviews of research into different aspects of play. In the second section, the emphasis is on classroom practice, specifically organizing and developing play with particular reference to the Foundation Stage and Key Stage 1, establishing progression and continuity with Key Stage 1, assessing children's learning through play, the role of adults in children's play, using the plan-do-review approach to integrate child-initiated and adult-directed play, the importance of socio-dramatic play for children's social and emotional learning, and developing a whole school play ethos. This book enables practitioners to create unity between play, learning, and teaching, and to improve the quality of children's learning.

New material provided by practitioners has been added to show how this unity can be successfully achieved. This is an essential text for students of education. It is highly recommended to those undertaking degrees in Childhood Studies and those on Initial Teacher Training programmes in early years and primary education.

Curriculum in Early Childhood Education

Jennifer J. Mueller, Nancy File, 2012-01-30. Curriculum in Early Childhood Education: Reexamined, Rediscovered, Renewed provides a critical examination of the sources, aims, and features of early childhood curricula. Providing a theoretical and philosophical foundation for examining teaching and learning, this book will provoke discussion and analysis among all readers. How has theory been used to understand, develop, and critique curriculum? Whose perspectives are dominant and whose are ignored? How is diversity addressed? What values are explicit and implicit? The book first contextualizes the historical and research base of early childhood curriculum and then turns to discussions of various schools of theory and philosophy that have served to support curriculum development in early childhood education. An examination of current curriculum frameworks is offered both from the US and abroad, including discussion of the Project Approach, Creative Curriculum, Te Whāriki, and Reggio Emilia. Finally, the book closes with chapters that enlarge the topic to curriculum being enacted through play and that summarize key issues while pointing out future directions for the field. Offering a broad

foundation for examining curriculum in early childhood readers will emerge with a stronger understanding of how theories and philosophies intersect with curriculum development **Creativity in Primary Education** Anthony Wilson, 2014-12-04

An alien spaceship crash landed in my playground today For one primary school in England this was not an ordinary day It was a fabulous day of inspiration writing drawing discovering and learning for the pupils the staff and the parents But the best thing of all The only truly out of the ordinary thing was the alien spaceship So how do you make creativity a more everyday part of primary teaching Teachers and trainees agree that creativity is a fabulous thing But to get creative approaches into everyday teaching you need to tackle the question what is creativity This book explores this question in an accessible and practical way It helps trainees to do more than know it when they see it by helping them to understand the separate and very diverse elements of creativity The third edition of this popular text retains key material but it has been updated and revised to include two new chapters on the creative curriculum along with links throughout to the Standards and the new National Curriculum This book will help you enhance your teaching so you and the children in your class can be fellow explorers adventurous discoverers and spontaneous investigators

Discover tales of courage and bravery in Explore Bravery with is empowering ebook, Unleash Courage in **Teaching Through Play Teachers Thinking And Classroom Practice** . In a downloadable PDF format (*), this collection inspires and motivates. Download now to witness the indomitable spirit of those who dared to be brave.

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