



# The Excellence Of Play

**Marilyn Fleer**



## **The Excellence Of Play:**

*The Excellence of Play* Janet Moyles, 2014-12-16 Play as a powerful learning and teaching experience remains key to effective early childhood education. Retaining its popular approach and style, this new edition reflects the contemporary context of early childhood education and care as well as emerging research on young children's development. The emphasis remains firmly on demonstrating the excellence of play and its contribution to children's overall learning and development in the early years and the role of adults in promoting inspirational playful pedagogies. It offers new coverage on topics such as brain development, gender, babies, play, cultural diversity and inclusion, children as researchers, new technologies, outdoor play and international dimensions. Key features include: A chapter overview giving a brief outline of aims and purpose; Lively and meaningful cameos to help bring the themes and issues to life; Content drawing on the cameos to help link research, theory and practice; Reflective questions to raise awareness of and reflection on the issues raised; Useful websites and further reading. This is a must-read book for all students studying early childhood at a range of levels and practitioners who are looking to deepen their understanding of play and playful practices. Janet Moyles's *The Excellence of Play* has become a corner stone of Early Childhood Education and Care. Please please someone make this book compulsory reading for MPs and policy wonks. Tricia David, Emeritus Professor, Canterbury Christ Church University. *The Excellence of Play* is now in its 4th edition and this is testimony to how thought-provoking an edited collection it continues to be. This much anticipated new edition does not disappoint. In summary, this book is a valuable contribution to the field of Early Childhood Studies and should be considered essential reading for students and practitioners alike. Dr Deborah Albon, London Metropolitan University. This new edition of a classic text offers encouragement as well as information to all working with young children and their families. It provides grounded evidence for the importance of play, spelling out the complex but crucial contribution it makes to self-regulation, motivation and well-being, which are under threat in current conditions. Readers will be equipped to affirm and disseminate the importance of ensuring that future generations benefit from meaningful play. Wendy Scott, President TACTYC. The book's contributors do justice to the delights, complexities, puzzles and imponderables of play and make a powerful case against the undue schoolification of childhood and for the playification of schooling. Colin Richards, HMI, retired Emeritus Professor of Education, University of Cumbria.

**The Excellence of Play** Janet R. Moyles, 2005 Aims to support those who work in early childhood education and care in developing and implementing the highest quality play experiences for children from birth to middle childhood. This book portrays children as social and active agents in their own play and provides background to research on play theory and practice. *A-Z of Play in Early Childhood* Janet Moyles, 2012-10-16 This indispensable guide uses a unique glossary format to explore some of the key themes in play in early childhood, many of which regularly arise for students, tutors, parents and practitioners. As well as covering key concepts, theories and influential figures in the field, the book considers important aspects of each construct and highlights the complexity of play in early childhood.

Each section of the book Outlines key aspects of a construct in relation to play Includes a wide range of references Summarizes research from an international perspective Offers insights from other well known figures with expertise in play This book takes the stance that play is vital to children s holistic development self efficacy and well being and that play and playful learning and teaching is the essential ingredient in order for children to develop enthusiastic dispositions to learning This positive view of play draws on the author s extensive experience and observations of children playing in preschool settings early years classrooms out in the park and in different home situations This essential reference book is vital reading for all those working and playing with young children and students on early childhood courses Janet writes in a brilliantly authoritative style as she draws in research and researchers who surround quite contentious and complex issues This is a scholarly text and is to be trusted Dr Kathy Goouch Reader in Education Canterbury Christ Church University UK In this fascinating and engaging text Janet Moyles does not attempt to define play This text will be invaluable to early childhood students and practitioners and to all those interested in extending their thinking about play Professor Trisha Maynard Director Research Centre for Children Families and Communities Canterbury Christ Church University UK This book certainly works a useful dictionary to remind us of what for example epistemic play means but I would advise readers to approach it more playfully The imaginative use of photographs to illustrate entries combined with illustrative examples helps to make distinctions between the different types aspects of play and unobtrusive referencing is available for those who have been inspired to pursue particular interests further Dr Jan Georgeson Research Fellow in Early Education Development Plymouth University UK Janet s brilliant idea coupled with her characteristic meticulous application has provided early childhood education and care with a rich treasure trove a book to use for reference as a starting point for reflection a spark for debate and importantly a reiteration of the central role of play in the lives of children Tricia David Emeritus Professor Canterbury Christ Church University UK Effective Leadership And Management In The Early Years Moyles, Janet, 2006-11-01 This book covers key topics such as diversity bereavement and effective nutrition for children It offers a unique collection from leading international education specialists in the field Personal, Social and Emotional Development Jane Johnston, Caroline Tobbell, Richard Woolley, 2011-01-13 Perspectives on Play Avril Brock, Sylvia Dodds, Pam Jarvis, Yinka Olusoga, 2013-09-13 This book presents a review and critical analysis of research in the field whilst exploring development in the early childhood years from a broad range of multi disciplinary perspectives Brock s approach will offer a dynamic perspective on the practice of play that will rival existing texts currently on the market it will be a valuable asset for any student studying for an Early Childhood Childhood or Education Studies degree Inspiring Science In The Early Years: Exploring Good Practice Kelly, Lois, Stead, Di, 2015-02-01 Explores the science inherent in good early years practice and provides ideas for early years teachers and practitioners **The Early Years** Sandra Smidt, 2003-09-02 First published in 1998 Routledge is an imprint of Taylor Francis an informa company Play in the Early Years Marilyn

Fleer,2013-03-28 Provides an examination of the theory and practice of play based learning an important focus of the Early Years Learning Framework      *The SAGE Handbook of Developmental Psychology and Early Childhood Education* David Whitebread,Valeska Grau,Kristiina Kumpulainen,Megan McClelland,Nancy Perry,Deborah Pino-Pasternak,2019-07-01 With the expertise of a body of international contributors from Australia Canada USA UK Finland The Netherlands Italy Greece and Chile this handbook explores key in depth issues in quality Early Childhood Development and Education Unlike previous publications in the discipline this title combines research and practice to investigate emotional and social development wellbeing and mental health language cultural environments as well as the role of parents in a child s development It is divided into six key parts Part I Emotional Development Part II Social Development Part III Play Development and Learning Part IV Memory and Understanding Part V Learning Language and Literacy Part VI Executive Functions Metacognition and Self Regulation      *Working With The Under Threes: Training And Professional Development* Abbott, Lesley,Moylett, Helen,1997-12-01 In order to do justice to the range of issues surrounding the care and education of the under threes and to meet the many and varied needs of the adults who work with them two books have been written under the title Early Interactions The books incorporate the views of a wide range of people with a wealth of experience in the early years field as both practitioners and trainers They are intended as an accessible informative and challenging resource for all those involved in the care and education of children under three Multiprofessional and interdisciplinary team work is essential in working with young children and their families and as the Rumbold Report 1990 emphasises no one person will possess all the knowledge and skills required for this important responsibility The books provide a range of perspectives and will appeal equally to professionals parents and anyone who cares about young children They are particularly valuable as a resource for use in training at all levels The training and support needs of Early Years workers is a key issue and provides a focus for debate in the present educational climate Working with under threes carries a particular responsibility The contributors to this book represent a wide range of experience and involvement as practitioners and trainers which they share in interesting and accessible chapters The book is intended for all those responsible for or training to work with children under three on a variety of courses Topics covered include New approaches to training continuing professional development equal opportunities working with parents and carers men working with under threes special educational needs child protection and the inspection process Key issues are identified for consideration by all those working with young children      EBOOK: ICT in the Early Years Mary Hayes,David Whitebread,2006-12-16 This thought provoking book demonstrates that the application of technology in the delivery of the curriculum is so much more than this and should give early year s educators confidence and encouragement to develop their own ideas in using ICT in innovative and imaginative ways Lynn Kennington Early Education newsletter How can computers and other ICT applications be most effectively used to support learning in early years settings Why is it important that young children use ICT in ways which are playful creative and explorative What

research has been carried out about young children using computers and ICT and what does this tell us ICT in the Early Years carefully considers the potential of ICT to provide opportunities for young children to learn through playful and creative activities examining research and practice in relation to the educational uses of ICT with young children The book raises important issues about teaching in the early years using ICT such as giving pupils control co operative working access and assessment In addition it Recounts recent research evidence Provides practical ideas for early years teachers Provokes debate about the future of ICT in early years education The book s focus is on research outcomes viewed through discussion of practical classroom approaches with the pupil viewed as a competent learner and assessor Emphasis is placed on creative and playful aspects of ICT with the child as an active agent authoring experimenting and creating rather than passively receiving ICT in the Early Years is essential reading for teachers and teachers in training and is also of use to other associated professionals such as classroom assistants home educators and nursery teachers Parents with an interest in the use of technology in education will also find the book of genuine interest

**The Child's Curriculum** Colwyn Trevarthen,Jonathan Delafield-Butt,Aline-Wendy Dunlop,2018 All children are born with emotional talent If left untended those talents can wane during the first five years of life The text focuses on children s readiness for learning It addresses the natural joy explicit in children s early conversations and engagement with music and their development through play with both adults and other children

**The Early Years Handbook for Students and Practitioners** Lyn Trodd,2016-02-05 The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5 including on Foundation Degrees and Early Childhood Studies degrees Designed and written by the Chair of the SEFDEY Sector Endorsed Foundation Degree in Early Years Network and a team of expert contributors this book covers the essential skills knowledge and understanding you need to become an inspiring and effective early years practitioner Divided into four parts The Student Practitioner Professional The Learning and Development of Children 0 5 The Child Family and Society and The Senior Practitioner Professional the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice Throughout there is a strong emphasis on supporting your transition to undergraduate study developing your academic skills and encouraging you to be an active learner In every chapter the book seeks to help you develop your professional identity and features Activities to help you to reflect on your own practice Provocations to promote discussion and debate Case study examples and photographs to illustrate key points From Research to Practice boxes outlining key research in the field and implications for practice The book is supported by a companion website featuring for students links to useful websites and video material and an interactive flashcard glossary Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download

**Playing Games** Randolph Feezell,2016-10-26 What is sport Why does sport matter How can we use philosophy to understand what sport means today This engaging and highly original introduction to the philosophy of

sport uses dialogue a form of philosophical investigation to address the fundamental questions in sport studies and to explore key contemporary issues such as fair play gender drug use cheating entertainment and identity Providing a clear informative and accessible introduction to the philosophy of sport every chapter includes current sporting examples as well as review questions and guides to further reading The dialogue form enables students to engage in debate and raise questions while encouraging them to think from the perspectives of athlete coach spectator and philosopher The issues raised present real and complex ethical dilemmas that relate to a variety of sports from around the world such as soccer athletics baseball basketball hockey and tennis No other book brings this rich subject to life through the use of dialogue making this an indispensable companion to any course on the philosophy or ethics of sport

**Good Practice in the Early Years** Janet Kay,2012-03-29 An accessible comprehensive guide to good practice in the early years for all early years and childcare students and practitioners

**Early Childhood Pedagogical Practices Across the World** Wendy Boyd,Susanne Garvis,2025-04-12 This book explores pedagogical practices for early childhood education around the world in a collective of practices The motivation for this book was to collect pedagogical practices from around the world to showcase the important work of early childhood teachers Each country in this book shares unique features of their pedagogical work to show how they support young children s learning and development and work with families and communities This intention also allows the documentation of innovative and exemplary practices to build a repertoire of pedagogy and understand cultural and contextual differences Across the countries this book explores routines transitions intentional teaching shaping the environment and other important aspects of learning and care This book also provides opportunities for the development of commonality of practice and to explore variations that exist around supporting young children s learning and development

**Too Much Too Soon?** Richard House,2013-05-23 This title tackles the burning question of how to nurture young children s well being and learning to reverse the erosion of childhood

**Faithful Economics** Daniel K. Finn,2021-08-03 Careful moral reflection and action are important across all of modern life but they are especially critical when it comes to our place as individuals and communities in matters of economics We know intuitively that our daily decisions about money and markets have a deep impact on others but it is easy to become overwhelmed and confused or worse to feel as if our actions don t make a difference Faithful Economics is the ideal guide for navigating this complex arena and coming to a deeper understanding of how our faith and our economic lives intersect In twenty five short lessons each digestible in one brief sitting the author explores a wide range of topics from lobbying and just wages to globalization and Catholic social teaching Each section illuminates the issues explains the questions and leaves the reader with clarity and understanding An ideal book for students curious readers and all who want to understand their place as a faithful participant in economic life

The Project Approach in Early Years Provision Marianne Sargent,2014-01-07 The Project Approach in Early Years Provision is designed to help early years students practitioners and managers understand and manage project work with

young children The project approach is designed to enable early educators to ensure young children are learning in the best possible way by providing motivating learning opportunities Put the project approach into practice using the included resources with adaptable and printable planning and observation forms Link the approach to the requirements of all four British early years curricula Develop children s personal and social skills by encouraging collaboration with others Provide a meaningful context for children to practice their literacy and numeracy skills Promote sustained shared thinking by facilitating projects that involve children in active investigation discussion and debate Give each child the freedom to learn according to their individual needs interests aptitudes and abilities



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