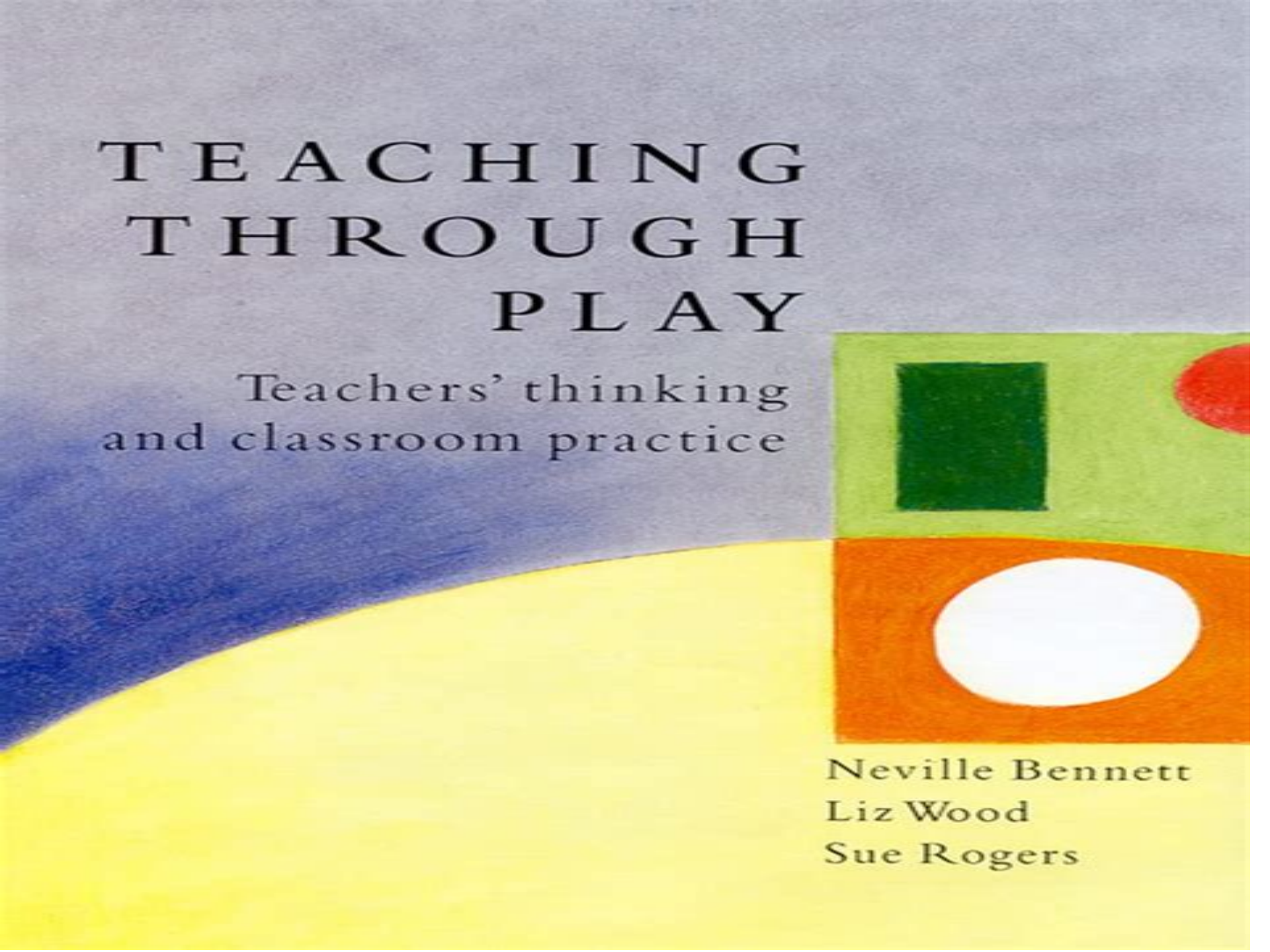


# TEACHING THROUGH PLAY

Teachers' thinking  
and classroom practice

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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

**Early Years Play and Learning** Pat Broadhead,2004 This accessible and practical book provides teachers with a tool kit for observing and assessing children s play developed by the author after a decade of working in early years classrooms

**Play, Learning and the Early Childhood Curriculum** Elizabeth Wood,2013-03-18 The Third Edition of this popular book reflects contemporary research as well as thinking about the role and value of play in learning and development within and beyond early childhood The author explores recent developments across international contexts which endorse play and argues for critical engagement with some aspects of policy discourse in how educational play is constructed This accesible book also reviews contemporary theoretical trends which focus on the meanings and intentions that children bring to their play The new edition includes coverage of play in education policies UK and international perspectives working with parents social and cultural diversity children with special educational needs and disabilities outdoor play Each chapter includes case studies provided by practitioners along with questions and tasks to promote critical engagement and reflection on key issues and debates This book is for students on Childhood Studies courses and those on Initial Teacher Education and Masters programmes in early childhood and primary education Experienced

practitioners on CPD courses will also find it useful

### **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 Wh riki 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, 2009-05-11

A sound understanding of the role primary creativity plays in learning and teaching will help trainee teachers become creative practitioners and develop creativity in their pupils The second edition of this popular text retains key material from the previous book but it has been substantially updated and revised to include six new chapters which explore creativity in both a subject specific context as well as the broader issues of creativity in SMSC and the Foundation Stage The book is linked throughout to the Standards for the award of QTS and also considers important government agendas such as Every Child Matters History 5-11 Hilary

Cooper, 2012-06-25 History 5 11 addresses the key issues surrounding the teaching of history in the primary curriculum With an emphasis on the importance of learning about the past through the processes of historical enquiry this textbook will be an invaluable resource to all trainee and practising primary teachers interested in teaching history in an accessible dynamic and above all enjoyable way This fully updated second edition highlights Examples of good practice Meaningful assessment and record keeping Planning for progression and differentiation The primary to secondary transition Cross curricular approaches to history This book also analyses the most recent and salient reports concerning primary education including the 2011 Ofsted report History for All the Historical Association Primary Survey 2011 and the findings of the Cambridge Review It contains case studies lesson planning guidance and methods to develop pupils historical understanding as well as offering creative and innovative ways to teach the subject of history in the primary classroom

### **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

Play development in children with disabilities Serenella Besio, Daniela Bulgarelli, Vaska Stancheva-Popkostadinova, 2016-01-01 This book is the result of the first two year work of Working Group 1 of the network LUDI Play for children with disabilities LUDI is an Action 2014 2018 financed by COST it is a multidisciplinary network of more than 30 countries and almost 100 researchers and practitioners belonging to the humanistic and technological fields to study the topic of play for children with disabilities within the framework of the International Classification of Functioning Disability and Health WHO 2001 The principal objective of this book is to bring the LUDI contribution to the important topic of play in children with disabilities because today an international consensus on the definition of play and disabilities is still lacking The process of ensuring equity in the exercise of the right to play for children with disabilities requests three actions to approach this topic through a common language at least all over Europe to put play at the centre of the multidisciplinary research and intervention regarding the children with disabilities to grant this topic the status of a scientific and social theme of full visibility and recognized authority Children with disabilities face several limitations in play due to several reasons impairments playgrounds toys and other play tools that are not accessible and usable environments and contexts that are not accessible nor inclusive lack of educational awareness and intentionality lack of specific psycho pedagogical and rehabilitative competence lack of effective intervention methodologies Moreover disabled children s lives are dominated by medical and rehabilitative practices in which play is always an activity aiming to reach an objective or to provoke an improvement play for the sake of play is considered a waste of time The concept of play for the sake of play strongly refers to the distinction between play activities and play like activities Play activities are initiated and carried out by the player alone with peers with adults etc for the only purpose of play itself fun and joy interest and challenge love of race and competition ilinx and dizziness etc They have of course consequences on growth and development but these consequences are not intentionally pursued Play like activities are initiated and conducted by an adult with one or more children in educational clinical social contexts they are playful and pleasant but their main objective is other than play e g cognitive learning social learning

functional rehabilitation child s observation and assessment psychological support psychotherapy etc This book then contributes to a clear distinction between play and play like activities that hopefully will bring to new developments in play studies

**Emotions in Education Settings** John Hurley,Rick Van der Zwan,Paul Linsley,2014 A new field of research in education is emerging known as emotional intelligence This book showcases the many contributions that emotional intelligence can make to education and to the wellbeing of schools as social communities This book recognises the changing role of the teacher and acknowledges the new skills and ways of understanding that are required to deliver education in contemporary society and within the context of the ongoing development of the teacher A number of approaches within the emotional intelligence field are explored in this book so as to enable readers to better understand the diverse needs of the student

**Key Concepts in Early Childhood Education and Care** Professor Cathy Nutbrown,2005-11-15 In this engaging text author Dr Cathy Nutbrown a leading academic in early childhood education identifies and explains key terms and practices central to the work and study of early childhood in this accessible reference text Key Concepts in Early Childhood Education and Care is a must read for practitioners working with children from birth to the end of the foundation stage and for students following courses in early childhood education and care It details key issues identified in a survey of over 300 practitioners in the field and provides reading and reference sources to assist practitioners and students in identifying further material to support their work

*Teaching Early Years Foundation Stage* Jo Basford,Elaine Hodson,2008-07-07 The Early Years Foundation Stage EYFS came into force in September 2008 and established a framework for providing learning development and care for children from birth to five This book examines the EYFS within the context of Achieving QTS and is a core text for primary trainees covering this stage of children s learning It links the principles and commitments of the EYFS with the new standards for QTS while covering all required content The book examines the continuous nature of learning from birth to five the inter relatedness between care learning and development and the importance of sensitive transitions

Mathematics Through Play in the Early Years Kate Tucker,2010-03-18 Teaching mathematics to young children in creative ways is made easy with this second edition of a wonderful book which offers the reader clear advice and lots of exciting ideas to use in any early years setting By showing how to introduce mathematical concepts through play based activities this book is in tune with current thinking about best practice in teaching and with the requirements of the Early Years Foundation Stage and current Primary National Strategy New material includes an additional chapter on creative recording a whole new chapter on ways to involve parents discussion of policy throughout the UK more on using ICT case studies covering the whole birth to eight age range Essential reading for any practitioner who wants to develop their mathematics teaching this book is equally important for all trainee teachers and early years students Kate Tucker is an early years teacher trainer and writer based in Exeter she has over 20 years of experience and has written widely on early years mathematics and Foundation Stage practice

**Differing Visions of a Learning Society Vol 1**

Frank Coffield,2000-07-26 This volume provides an examination of what is meant by the learning society and how it can contribute to the development of knowledge and skills for employment and other areas of adult life **Perspectives on Play** Avril Brock,Pam Jarvis,Yinka Olusoga,2018-10-24 This brand new text breaks the mould of books on the subject of play currently on the market It explores debates and further develops the theory of play relating cutting edge theory to examples of practice taken from a broad range of multi disciplinary perspectives Each author brings their own perspective to the subject based on rich and diverse experience examining play based activities from a wide variety of settings the classroom the playground the home and local community Each chapter is illustrated throughout with observation notes case studies interviews and discussions encouraging you not only to critically evaluate current research but to reflect on ways in which you could develop and improve your own practice *Perspectives on Play* will be an invaluable resource for any student studying within childhood studies playwork programmes or training to teach at early years or primary level The book is also ideal for early years primary and play practitioners *Deconstructing Social and Cultural Meanings* Agnes Macmillan,2001 This book provides a model and study guide for students undertaking educational and other social science research It demonstrates the use of the postmodern constructs of positioning discursive strategies and agency in order to explain their meanings and the interpretive processes involved in their application The research base of the book examines issues of access and equity in the historical and cultural construction of numerate identities for one group of preservice teachers Back cover Early Explorations In Science Johnston, Jane,2005-07-01 Reviewers comments on the first edition Jane Johnston communicates a sense of effervescent enthusiasm for teaching and science and her treatment is comprehensive TES The ideas and recommendations based on considerable classroom experience make this book a valuable aid to students and reflective early years practitioners Primary Science Review At last A serious attempt to explore the scientific potential of infant and pre school children The author explains how scientific skills can be developed at an early stage stimulating the natural inquisitive streak in children This book will start you thinking about science in a much more positive light Child Education This accessible and practical book supports good scientific practice in the early years It helps practitioners to be creative providers and shows them how to develop awe and wonder of the world in the children they teach The book highlights the importance of a motivating learning environment and skilled interaction with well trained adults In addition fundamental issues are explored such as the range nature and philosophical underpinning of early years experiences and the development of emergent scientific skills understandings and attitudes New features for this edition include An extended age range encompassing early learning from 0 8 Updated material for the Foundation Stage Curriculum for 3 5 year olds and the National Curriculum 2000 for 5 8 year olds A new chapter focusing on conceptual understanding and thinking skills in the early years An emphasis on the importance of informal learning and play in early development The book introduces and discusses new research and thinking in early years and science education throughout making it relevant for current practice

This is an indispensable resource for all trainee and practising primary school teachers and early years practitioners

**Forming Ethical Identities in Early Childhood Play** Brian Edmiston, 2007-10-08 Through compelling examples Brian Edmiston presents the case for why and how adults should play with young children to create with them a workshop for life In a chapter on mythic play Edmiston confronts adult discomfort over children's play with pretend weapons as he encourages adults both to support children's desires to experience in imagination the limits of life and death and to travel with children on their transformational journeys into unknown territory This book provides researchers and students with a sound theoretical framework for re-conceptualising significant aspects of pretend play in early childhood Its many practical illustrations make this a compelling and provocative read for any student taking courses in Early Childhood Studies *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



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