

TEACHING THROUGH PLAY

Teachers' thinking
and classroom practice

An abstract graphic design on the right side of the cover. It features a light green square at the top right containing a dark green square. Below this is an orange square containing a white circle. To the right of the green square is a red circle. The background is a gradient of blue and purple on the left, transitioning into a large yellow area at the bottom.

Neville Bennett
Liz Wood
Sue Rogers

Teaching Through Play Teachers Thinking And Classroom Practice

Julia C. Bishop, Mavis Curtis



Teaching Through Play Teachers Thinking And Classroom Practice:

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

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

SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods A real gem Beth Graue Department of Curriculum and Instruction Wisconsin Center for Education Research USA Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children s learning and development Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field this Handbook focuses on examining historical current and future research issues in play and learning scholarship Organized into three sections which consider theoretical and philosophical perspectives on play and learning play in pedagogy curriculum and assessment play contexts The Handbook s breadth clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education University of London Mindy Blaise is an Associate Professor of Early

Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University This handbook s International Advisory Board included Jo Aliwood The University of Newcastle Australia Pat Broadhead Leeds Metropolitan University Australia Stig Brostrom Aarhus University Denmark Hasina Ebrahim University of the Free State South Africa Beth Graue Wisconsin Center for Education Research USA Amita Gupta The City College of New York CUNY USA Marjatta Kalliala University of Helsinki Finland Rebecca Kantor University of Colorado Denver USA Colette Murphy Trinity College Dublin Republic of Ireland Ellen Sandseter Queen Maud University College of Early Childhood Education Norway

Thinking About Play: Developing A Reflective Approach Moyles, Janet, 2010-09-01 Education *Play's Place in Public Education for Young Children* Victoria Jean Dimidjian, 1992 The first part of this two part book on play in public education contains chapters authored by 23 educators most of whom had been colleagues or students of Professor Margaret B McFarland to whose memory the book is dedicated addresses the need to integrate child development research with classroom practice in order to provide developmentally appropriate play and learning opportunities Topics addressed in this section include the importance of play in child development the role of children s play for three age groups and the role of play in a second grade classroom The second section examines the early childhood curriculum and the use of play as a vehicle of children s learning Chapters in this section address 1 the efficacy of activity based learning in mathematics multicultural education and literature 2 a checklist procedure for determining the capacity of students in a primary class to use play in the learning process 3 intervention techniques that help young children adjust to school 4 a play intervention case study and 5 the broad implications of play in public education and in early childhood teacher education programs Most chapters in the book contain a list of references relevant to the topic discussed A 16 item bibliography of resources relating to play in public education is provided and a brief description of the professional affiliations of the contributors is appended BC

Play, Development, and Early Education James Ewald Johnson, James F. Christie, Francis Wardle, 2005 Respected play scholars James Johnson and James Christie join esteemed author Francis Wardle in this exciting new text on the theorizing and research of childhood play Play is the universal language of childhood In order to converse with new generations of children today s teachers must prepare themselves and learn how this form of communication can be adapted to the classroom Play Development and Early Education challenges the reader to discover what play is and how to incorporate it into a curriculum for children from toddlerhood through the primary grades Utilizing three major ideas the quality of play in early childhood play as a means of self expression and play as a channel of communication to achieving social sense the authors examine the beliefs perspectives and theories relating to play and what effects culture media and technology have on play In addition the text addresses the role of parents in supporting and elaborating play the direct connections between research and play practice and the value of play in relation to the total development cognitive affective emotional social and physical of all children

Play Today in the Primary School Playground Julia C. Bishop, Mavis Curtis, 2001 This book examines the free play of children in middle childhood exploring their actual play activities in the school playground It counters the widespread concern about the supposed decline in children's play with fresh evidence from Australia Canada France Israel and Britain of the vibrancy creativity and variety of free play activities particularly in the school playground The detailed case studies discuss the many aspects of children's play traditions including the use of playground space the ways in which children learn and adapt games and rhymes in multicultural and monocultural settings children's creative and subversive use of mass media items and gendered dimensions of play Emphasis is on children's own perceptions the importance of free play at a time when it is increasingly under threat and the benefits that an informed appreciation of contemporary children's play can bring to teaching the management of school playtime and intercultural and intergenerational understanding *Beginning Teaching, Beginning Learning* Janet Moyles, Gillian Robinson, 2002-03 Reviews of the first edition Janet Moyles's carefully and imaginatively edited book will be of great interest to a wide educational community This is more than a handbook for students and their tutors it is a manifest of the dedicated and closely focused professionalism of the University of Leicester team and I am sure that it will still be being read in ten years time by all concerned with primary education Mentoring and Tutoring How can new primary teachers not only survive but enjoy their chosen career What can newly qualified and student teachers do to recognize and address the many complexities of primary teaching What are the issues which continually challenge both new and experienced teachers The second edition of this successful text sets out to explore some of the wider issues surrounding work with children in the 3-11 years age range and considers how these are woven into the broad framework of teaching and teachers own learning Cameos and examples of classroom practice help to illustrate the aspects of teaching what it is to be an effective and competent teacher classroom processes such as planning observation and assessment the variety of ways in which children learn and develop thinking skills through various curriculum areas including ICT equal opportunities and special needs issues in loco parentis responsibilities and reflective approaches to teaching Written in an accessible style the aim throughout is to offer guidance and encouragement in the challenging and complex task of early years and primary teaching Comprehensively revised and updated throughout this second edition produced by colleagues from Anglia Polytechnic University and University of Leicester discusses teaching and learning in the context of recent initiatives such as the Foundation Stage the Literacy Hour the induction year for newly qualified teachers and the growth and development of ICT It will be an essential text for all students and newly qualified primary teachers

Exploring Play in the Primary Classroom Gill Beardsley, Penelope Harnett, 1998 First Published in 1999 Routledge is an imprint of Taylor Francis an informa company Play and Child Development Joe L. Frost, Sue Clark Wortham, Robert Stuart Reifel, 2001 Covering the developmental range of infancy to adolescence this book offers a comprehensive study of play including play therapy disabilities anthropology of play and play environments It also provides current perspectives on

culture and gender differences in play through a blend of research theory and practical applications Focusing greater attention to contemporary issues than other books coverage includes brain research play deprivation therapeutic intervention and cutting edge information on how and why play is important for children The book also contains practical material on enhancing play play leadership balancing challenge risk and safety in play Other discussions emphasize the need to understand play and children with disabilities integrate play into classroom curricula and be aware of special places for play For teachers and other individuals concerned with child development and early childhood education **YC Young Children**, 2008 **Planning Children's Play and Learning in the Foundation Stage** Jane Drake, 2001 Fully reflecting the content of the Foundation Stage s Early Learning Goals DfEE 1999 this text is written for all practitioners working in Early Years settings as well as those pursuing Qualified Teacher Status for the 3 5 year age group Planning an Appropriate Curriculum for the Under-fives Rosemary Rodger, 2003 The foundation stage has a fundamental role in the laying of foundations for children s learning In this new edition the author uses a wide range of material including research evidence to offer an additional dimension to work currently taking place in the Foundation Stage Each chapter includes the early learning goals for the majority of children and advice on providing for each area of learning personal social and emotional development language and literacy mathematics knowledge and understanding of the world and physical and creative development Students training to be specialist early years teachers and those already working in the sector will welcome this up to date guide to planning and providing for high quality learning experiences for children under five With case studies of good practice practical help in writing an early years policy and guidance on assessment and devising an effective post inspection plan this is a truly comprehensive guide to planning and implementing an appropriate curriculum for the under fives assessment and devising an effective post inspection plan this is a truly comprehensive guide to planning and implementing an appropriate curriculum for the under fives **Creative Thinking and Arts-based Learning** Joan P. Isenberg, Mary Renck Jalongo, 2006 Creative Thinking and Arts Based Learning prepares preservice and inservice teachers to know why children s creative thinking and play are so important know about children s play and creative thinking and also know how to provide these experiences within the curriculum It contains extensive coverage of the roles responsibilities and strategies that lead to a more child centered play based curriculum An Applied Approach Many instructional guidelines and classroom strategies are presented throughout the text for integrating creative thinking and play into learning Cases about preschoolers K 2nd graders and 3rd 4th graders open each chapter and show readers how teachers infuse the arts into learning Meeting Standards This new feature discusses how to provide for creativity in classrooms while also meeting state and national standards Frequently Asked Questions Another new feature poses common questions about issues such as what materials and resources to use how to adapt environments for diverse learners and how to foster and assess creative thought Misconceptions are dispelled with research based answers A Theoretical Approach Solid theory underlies all of the content

The authors experience as university professors and practitioners is evident in their clear presentation of relevant theory A Reflective Approach Teacher s Reflections in each chapter tell readers what other preservice and inservice teachers are thinking and doing in their classrooms relative to their experiences with the arts Resources Instructor s Manual and test Bank PowerPoint Slides

Numeracy in Early Childhood Agnes Macmillan,2009 Covers all the topics which are important for those studying to become early childhood practitioners Focuses on using everyday language and objects to teach numeracy skills to young children

The Rhetoric and Reality of Play: Teachers' Thinking and Classroom Practice Elizabeth Wood,1997

Enriching Early Scientific Learning Jane Johnston,Adelaide Gray,1999 This text shows how good science learning can occur through activities which begin with adult and child exploration It places emphasis on first hand experience accessibility of science concepts and the use of available materials

An Introduction to Early Childhood Studies Trisha Maynard,Nigel Thomas,2004-10-18 An Introduction to Early Childhood Studies is a comprehensive text that has been designed to provide students with an introduction to the main theories and issues within the field of early childhood studies The book adopts a multi disciplinary approach and pulls together all the key themes involved in the study of young children and childhood Written by a team of leading academics and practitioners this is a lively and engaging text that will be a core text for all those involved in the study of childhood

Starting from the Child Julie Fisher,2002 In a practical way Starting from the Child examines a range of theories about young children as learners the implications of these theories for classroom practice This is essential reading for all those who manage make decisions about early learning

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