

Rethinking Play And Pedagogy In Early Childhood Education By Sue Rogers

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Rethinking Play and Pedagogy in Early Childhood Education

Rethinking Play as Pedagogy provides a fresh perspective of play as a purposeful pedagogy offering multi-layered opportunities for learning and development.

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Rethinking Play and Pedagogy in Early Childhood Education

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.

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Rethinking Play as Pedagogy - Worcester Research and

In this essential text, contributors from a range of countries and cultures explore how play might be defined, encouraged and interpreted in early childhood settings and practice. Rethinking Play as Pedagogy provides a fresh perspective of play as a purposeful pedagogy offering multi-layered opportunities for learning and development.

Rethinking Play as Pedagogy | Taylor & Francis Group

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Rethinking Play and Pedagogy in Early Childhood Education

As I have argued elsewhere (Rogers, 2010), the coupling of play and pedagogy in early childhood education is problematic for several reasons: first because traditionally, the concept of play has been positioned in marked opposition to its apparently more worthwhile counterpart, work (play versus work).

Play and pedagogy: A conflict of interests? | Rethinking

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Rethinking Play and Pedagogy in Early Childhood Education

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Rethinking Play as Pedagogy: Alcock, Sophie, Stobbs

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The conceptualisation and practice of play is considered core to early childhood pedagogy. In this essential text, contributors from a range of countries and cultures explore how play might be defined, encouraged and interpreted in early childhood settings and practice. Rethinking Play as Pedagogy provides a fresh perspective of play as a purposeful pedagogy offering multi-layered opportunities for learning and development. Written to provoke group discussion and extend thinking, opportunities for international comparison, points for reflection and editorial provocations, this volume will help students engage critically with a variety of understandings of play, and diverse approaches to harnessing children's natural propensity to play. Considering the role of the learning environment, the practitioner, the wider community, and policy, chapters are divided into four key sections which reflect major influences on practice and pedagogy: Being alongside children Those who educate Embedding families and communities Working with systems Offering in-depth discussion of diverse perceptions, potentials and practicalities of early childhood play, this text will enhance understanding, support self-directed learning, and provoke and transform thinking at both graduate and postgraduate levels, particularly in the field of early childhood education and care, for students, educators, integrated service providers and policy makers.

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.

Rethinking Early Childhood Education is alive with the conviction that teaching young children involves values and vision. This anthology collects inspiring stories about social justice teaching with young children. Included is outstanding writing from childcare teachers, early-grade public school teachers, scholars, and parents. Early childhood is when we develop our core dispositions--the habits of thinking that shape how we live. This book shows how educators can nurture empathy, ecological consciousness, curiosity, collaboration, and activism in young children. It invites readers to rethink early childhood education, reminding them that it is inseparable from social justice and ecological education. An outstanding resource for childcare providers, early-grade teachers, and teacher education and staff development programs. Winner of a 2009 Skipping Stones Honor Award.

Is it time to re-think continuous practice in the early years? The world of education is an amazing and rewarding world to be in, but there is a sense among many that work within it that there is something not quite right, that all is not well. In this book, Greg Bottrill explores how he ensures that, in his Early Years setting, continuous provision enables children. He shares his Early Years pedagogy through the '3Ms' and explains how to apply these in the classroom. Greg also explores the definition of play - what it is and what it isn't - and the challenging role of the Early Years teacher. This book shares good practice in: early reading and the joy of reading early writing development boys writing the nature of outdoor play and how to make this truly 'outdoor' the role of parents in child development mathematics in play when and how to do intervention work with children how to get Headteachers and centre managers on board.

This book explores childrenOOcs war, weapon & superhero play, to highlights its impact on developing moral values & sensibilities."

Based on extensive research, and grounded in everyday classroom practice, the authors of this book explore important issues surrounding play in the early years curriculum. The book presents children's views on, and response to their role-play environment, alongside examples of good classroom practice, and addresses vital questions such as: Will structuring role play replace children's own attempts to create scenarios that grow out of their interests and relationships? Has an over-emphasis on subjects like literacy and numeracy eclipsed the important processes inherent in children's social play? How we can ensure that provision for role play fully benefits all young children? Critically, the authors present the child's perspective on play in schools throughout, and argue firmly against a formal, inflexible learning environment for young children. This book will be fascinating to all students on primary education undergraduate courses and early childhood studies. Researchers and course leaders will also find this book a ground-breaking read.

This accessible text encourages readers to understand and confidently engage with distinctive early years pedagogy. It shows how pedagogy not only underpins the early years curriculum but is also inherent in the role of the adult and the experiences that are offered to young children. The book explains what the differing early years pedagogies are, why they are encouraged, and the knowledge, skills, and practice that are required to work with them. Emphasising that what works in one situation may not in another and a wider pedagogical knowledge is essential to ensure quality outcomes for children, it considers key topics such as: the role of the pedagogue and developing your own style promoting a lifelong love of learning in children under your care sensitivity and inclusion for all children's cultures and communities promoting the rights of every child under your care. Incorporating reflection points and research tasks to support independent learning, this is essential reading for students on Early Childhood Studies courses and Early Years Foundation Degrees as well as early years practitioners.

'This new early childhood text provides a comprehensive overview of early childhood education in Australia for children from birth to eight years. It reports on a wide variety of significant early childhood topics and is written in a style directed towards early childhood professionals.' - Kim Walters, President, Early Childhood Teachers Association The early years of care and learning are recognised as crucial for ongoing educational success and future participation in society. Early childhood professionals need specialist preparation to understand and effectively support early years learners. Teaching Early Years offers a systematic, research-based introduction to educating children from birth to eight years. Leading educators identify the key priorities in early years education and cover developmental issues, curriculum, pedagogy and assessment. Each chapter concludes with questions that guide reflection of the concepts developed in the chapter. Written for early childhood education students, childcare workers and education leaders, Teaching Early Years is an essential resource for anyone involved in caring for and educating early years learners.

A thought-provoking re-examination of children's play drawing together insights and experiences across fields such as education, sociology, philosophy and psychology to encourage an inter-disciplinary approach.

This timely second edition explores recent developments which strongly endorse play as an integral part of the curriculum.

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