

A Z Of Play In Early Childhood Moyles Janet

Just Playing? A-Z Of Play In Early Childhood Effective Leadership and Management in the Early Years Thinking about Play: Developing a Reflective Approach The Excellence of Play Early Years Foundations: Critical Issues Early Childhood Beginning Teaching, Beginning Learning Childhood Studies The Early Years Foundation Stage Early Years Practice Play and Learning in the Early Years Cross-Cultural Perspectives on Early Childhood Leading Practice in Early Years Settings SPEEL Early Childhood Studies Learning Together in the Early Years Death the Gate of Life. In Loving Memory of Rev. George Moyle. With Portrait Leadership in Early Childhood Training to Work in the Early Years Janet R. Moyles Moyles, Janet Janet Moyles Janet Moyles Janet Moyles Janet Moyles Tina Bruce Janet R. Moyles Jean Mills Ioanna Palaologou Elaine Hallet Pat Broadhead Theodora Papatheodorou Mary E Whalley Janet R. Moyles Jenny Willan Theodora Papatheodorou George Thomas Congreve Jillian Rodd Lesley Abbott

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just playing explores why we should encourage promote value and initiate play in our classrooms and why teachers should be part of it janet moyles draws on research findings from several countries which provide further evidence for establishing the value of play she focuses on children between 4 and 8 examining the principles of play in early childhood education and indicates how these principles can be put into practice she provides a full justification for including play in the early years curriculum and encourages teachers through examples of children at play to review their own thinking on the issues in the light of core curriculum pressures this is essential reading for trainee and practising nursery and primary teachers and nursery nurses and for all those concerned with the education and development

of young children

the key themes in play are explored through an a z approach covering key concepts theories theorists and figures rather than conventional chapters there are brief sections outlining the main areas under any particular letter of the alphabet the length dependent on the potential content for that letter topics range from baby play to holistic learning to kinaesthesia and therapy this is a fun book which would be very useful on courses attempting to introduce students to all aspects of young children s play a further feature of the book is that some well known early years people e g profs tricia david carol aubrey angela anning lilian katz etc have agreed to write a very few original thoughts identifying their own passion and interest for a particular aspect of play or a particular influence in their lives

effective leadership and management in the early years is the best analysis of leadership and management that i have come across it is a highly practical tool and a resource that will enable early years practitioners at different stages of professional development to explore understand rate and develop their leadership and management expertise jillian rodd educational and developmental psychologist there has recently been an unprecedented focus on early years care and education particularly on the impact of the various adults who work and play with children in the birth to five six years age range staff in early years settings have had to adapt to many changes and demands locally and nationally from local authorities and national government and none more so than those who suddenly find themselves in a leadership and management role in increasingly complex small early years businesses and settings often without formal training or qualifications the book is unique in providing not only a thorough analysis of the leader and manager s role and presenting it as a typology but also in offering a clear and in depth view of that role it also presents ways in which the leader and manager can undertake self evaluation or work alongside a peer to understand their own strengths and challenges more readily the book conceptualises effective leadership and management as a tree with the four key branches of effective leadership and management defined as leaderships qualities management skills professional attributes personal characteristics and attitudes effective leadership and management in the early years is an essential tool for all those who lead and manage within early years settings which they can use for evaluating their effectiveness

thinking about play cleverly brings together research based chapters from experienced early years practitioners and academics who provide knowledge the field desperately needs to ensure young children can engage in play laying their own meaningful foundations for their later education tricia david emeritus professor of education canterbury christ church university uk this edited collection brings together play and reflective practice and supports practitioners in reflecting more deeply on the play provision they make for young children this involves analysing and evaluating what makes quality play and learning experiences by considering

how current research might impact on practice key features introduces the concept of playful pedagogies and explains how it relates to practice each chapter starts with an abstract so that readers can dip into issues of particular interest and concern includes questions and follow up ideas that can be used for cpd experiences and training this important book supports early years students and practitioners in developing their own thinking ideologies and pedagogies contributors deborah albon pat beckley avril brock stephanie collins jane george jane gibbs justine howard pam jarvis karen mcinnes kevin kelman linda lauchlan paulette luff estelle martin theodora papatheodorou marie sprawling lynsey thomas pauline trudell rebecca webster bryonie williams maulfry worthington

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 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 new edition of this best selling book looks critically at the 2012 early years foundation stage curriculum and draws attention to issues that underlie the eyfs and the implications for children from birth to five with its questions for reflection and discussion further reading and useful websites early years foundations is essential and informative reading for students studying any early years or early childhood course or working towards early years teacher status among the many challenges facing early years professionals there are continual dilemmas arising between perceptions of good practice the practicalities of provision and meeting ofsted requirements this exciting and innovative new edition supports practitioners in thinking through their responsibilities in tackling some of the many challenges they encounter for example that children are still perceived as deficit in some way and in need of being school ready rather than as developing individuals who have a right to a childhood and appropriate early education chapters explore the rationale behind early years practice based on theory and research covering important topics including prime and specific areas of learning and development observation and assessment pedagogy working with parents difference and diversity contributors sue bingham gill boag munroe liz brooker helen clarke anne cockburn rosie flewitt jan georgeson michael jones lilian g katz caroline leeson paulette luff jayne osgood john parry jane payler karen phethean linda pound anne rawlings jonathan rix sue rogers anita soni suzy tutchell judith twani jane waters david whitebread early years foundations critical issues is a timely and valuable edition for the early childhood bookshelf offering high quality scholarship combined with deep understanding of early childhood practice jane murray phd senior lecturer university of northampton uk this book stands out amongst the crowd for a number of reasons in particular the status of the three editing authors means that the content of the book is to be trusted to be both informed and thorough in its attention to detail and this second edition has been carefully updated to incorporate recent reforms and initiatives the editing authors insistence on the creation of an early years text that centres on a critically reflective review of contemporary policy and research can only help to build the argument for a better future for young children s care and education dr kathy goouch reader in education canterbury christ church university uk this book is not another bland how to do it manual to accompany the eyfs it goes much further in offering a truly challenging critique this should be essential reading for experienced practitioners as well as early childhood studies students denise hevey professor of early years university of northampton uk

this engaging text provides a comprehensive introduction to the field of early childhood written and edited by experts in the field the book clearly explains theory through illustrations of good practice with case studies reflective exercises and suggestions for further reading each chapter has been revised with an emphasis on encouraging reflective practice and there are new chapters on personal social and emotional development early years professional status eyfs health and safeguarding children

this collection provides an introduction to the practical skills which all student teachers have to develop as well as celebrating the unpredictability and excitement of working with interested and inquisitive children

the nature of childhood the consideration of whether a certain age denotes innocence or not and the desire to teach good citizenship to our children are all issues commonly discussed by today's media this book brings together a variety of perspectives on the study of childhood how this has been treated historically and how such a concept is developing as we move into the next century the book is divided into five main sections part one sets the scene and provides the reader with an overview of attitudes towards childhood part two surveys the contribution of literature from the nineteenth and twentieth centuries part three examines educational issues such as children's play language acquisition and spiritual development part four looks at the representation of children in film television and other mass media part five offers further help for study and research this book draws on a number of academic disciplines including education literature theology language studies and history it will be of particular use to those on childhood studies courses and all those studying for a teacher qualification teachers of children aged between 4-12 years old will find its contribution to their continuing professional development extremely helpful

this new fourth edition of the early years foundation stage is fully updated to bring it in line with key changes in the revised EYF's what is included in this new edition a brand new chapter on reflective practice completely new content in fully revised chapters on play pedagogical documentation communication and language literacy mathematics understanding the world and children's health and wellbeing new coverage of baseline assessment new and updated case studies throughout the book taking it outside examples new coverage of self-regulation a student favourite this textbook supports your learning with case studies points for discussion reflective tasks and further reading to help you effectively apply theory in your practice across all areas of the EYF's

i would recommend this book to students and trainees who wish to extend their knowledge and understanding of early years practice beyond level 3 this book is accessible up to date and focuses on translating theory into practice incorporating the essential higher order skill of reflection the pedagogical foundations within place children firmly at the centre whilst acknowledging the highly influential early years practitioner in the wider context of family community and inclusive practice sarah barton senior lecturer and EYF programme leader school of education and continuing studies university of portsmouth are you studying to become an early years teacher or educator or studying for an early years degree and looking for a book to guide you through your qualification with stories of practice questions for reflection further reading and links to the teachers standards early years this book links professional practice with theory and research and will help you understand how children

learn and develop engage with the curriculum and the practice of teaching learn more about the structure and reality of early years provision and practice for children aged from 0 8 years develop ways to reflect upon your practice develop professional skills and attributes needed to take a leading role understand how to apply all of this to practice this core textbook is ideal for students of early years and early childhood courses and will support you in your practice in the early years

providing high quality play experiences is an essential part of good early years education but this can pose a challenge for practitioners who face pressure from a more didactic primary curriculum and from parents worried that their children will fail to acquire essential skills and knowledge by helping the reader to develop their understanding of the complex relationships between play and learning this book examines current theoretical perspectives on play alongside examples of recent and innovative play research from a range of disciplinary and methodological perspectives with contributions from leading play scholars it brings together theory research policy and practice in relation to play and learning in early years settings the emphasis is on the relationship between play and learning and play and pedagogy and the need to understand these dimensions more substantially in order to teach with confidence included are chapters on the influence of play on thinking problem solving and creativity cooperative play and learning play risk and outdoor learning learning to play in cultural context there are chapter objectives reflective points reflective tasks and suggestions for further reading throughout to facilitate critical thinking and encourage independent study suitable for early years practitioners early childhood students at undergraduate and postgraduate levels and all those who work with and care for young children this is an exciting and thought provoking book

by exploring the key issues arguments and messages that exist in the field cross cultural perspectives on early childhood provides an international comparative look at aspects of early childhood education and care pedagogical practices learning cultures and the professional development of practitioners are considered within the wider political agenda of different countries pertinent policy and practice issues such as numeracy and literacy are carefully examined theodora papatheodorou and janet moyles highlight how important it is to engage with and listen to children to provide positive learning encounters

achieving early years professional status requires candidates to demonstrate that they have effectively led the professional practice of their colleagues across the 0 5 age range this book helps both early years students and experienced practitioners develop the knowledge skills and confidence to do just that it clearly explains the nature of the leadership required and emphasises the need for an influencing role in modelling good practice and promoting appropriate values and principles

early childhood studies is fast becoming a separate academic discipline and this single volume

provides an overview of current issues and approaches in the subject as taught on many courses the book reflects the multi professional and multi disciplinary range and scope of the subject introducing students to different ways of studying the richness and complexity of children s lives and children s worlds

relational pedagogy underpins the core principles of both the cognitive and social emotional development of young children as evidenced in the Reggio Emilia preschools and the Te Whāriki curriculum in New Zealand emphasising the links between people places and ideas and the effects of these on education educators and learners it is integral to the English early years foundation stage and forms the basis for early years provision around the world this book brings together contributions from international experts on early years education to explore and debate relational pedagogy across different countries and in the context of a broad international field the three sections of the book cover the following areas culture environment and adult child relationships how children and adults relate to the culture ethos and environment in which they function adult child relationships how education and care environments directly relate to learning and teaching adult adult relationships for professional development in training situations and parental partnerships the book will be of interest to all those who want to delve deeper into how these interactions affect teaching and learning and to understand how the context can have its own impact on pedagogical outcomes researchers in early years education and students on early childhood education courses will find much here to inspire and challenge their thinking

â The new edition of Jillian s book is timely and much needed by early years practitioners we are in a time when early years provision is expanding rapidly and multi agency working is increasing the complexity of leading in early years services requires practitioners who are confident in their own role and able to work creatively with large multi agency teams this book offers advice support and most importantly encouragement to those who are taking on these challenging but immensely rewarding roles â Bernadette Duffy Thomas Coram Early Childhood Centre this erudite scholarly and comprehensive new work draws on a qualitative study to reflect the voices of early childhood practitioners from a number of countries whose words enrich and give life to the text this new edition is a must for those teaching contemplating engaged in or studying leadership and its attendant issues â Ann Langston Manchester Metropolitan University Roddâ s book is at once timely and empowering associate professor Manjula Waniganayake Macquarie University with community insistence on quality early childhood programs in a time of increasing accountability skilled leadership is essential in early childhood services leadership in early childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings this third edition has been fully revised and reflects important changes affecting leaders in early childhood increasing flexibility required of childrenâ s services working in multidisciplinary teams and an increasing emphasis on the importance of

early education this edition also includes new case studies and examples based on an extensive international study of early childhood leaders leadership in early childhood has been widely used in early childhood education services and as a professional reference and remains a valuable resource for both students and practitioners

in the late 1990s context of change and development in the early years field this text argues that the availability of appropriate training for all working with young children is of paramount importance research shows that one of the most important factors determining the quality of early childhood care and education is the quality of the adults who work with them the book builds on recommendations made by the rumbold committee the rsa start right report and the national commission for education in highlighting issues development and opportunities more importantly it signals ways in which government policy must change in order to meet the requirements which the authors recommend the book should be of interest to trainers students and practitioners concerned to explore ways in which the need for appropriate initial and continuing professional development can be met

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Introduction

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