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Theory Of Play

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*British Froebelian Women  
from the Mid-Nineteenth to  
the Twenty-First Century  
presents a series of*

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*critical case studies of individual women who worked and advocated for the cause of Froebelian and progressive pedagogy in Britain from the mid-nineteenth century until*

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*the present day. The book presents a compelling picture of how women have contributed in powerful ways to educational life and child-centred practices. The book*

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*examines the beliefs and values of its subjects, offering crucial insights into how these women forged their professional identities and practice as new thinking about*

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*education and childhood emerged, and considers the differing forms of inspiration they drew from their connections with the Froebelian community. This book will be of great*

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*interest for postgraduate students and academics in the fields of Women's Studies, History of Education, Early Childhood Education and Early Childhood Studies.*

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*Historical changes in play are taking place in childhood all over the world, with the digitalisation of children's lives. Researchers are worried*

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*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*



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*understanding about the crucial importance of individual development is becoming clearer. The Routledge International Handbook of Early Childhood Play explores*

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*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*

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*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*

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*development of imagination  
and creativity. With  
contributors from many  
parts of the world, this  
unique handbook brings  
together the latest  
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*practice which focuses on play. This is an essential and engaging read for all students, academics, teachers and practitioners with an interest in play. In the World Library of*

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*articles, salient research findings, major theoretical and practical contributions - so the world can read them in a single, manageable volume. Readers will be able to*

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*follow the themes and strands and see how their work contributes to the development of the field. Educating Young Children: A Lifetime Journey into a Froebelian Approach draws*



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*together Professor Tina Bruce CBE's most prominent writings from her accomplished 40-year international career in education centred on the Froebelian tradition.*

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*Chosen to illustrate the changes that have occurred in Professor Bruce's thinking and practices over the last four decades, carefully selected readings address*

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*key Froebelian themes such as literacy, play, inclusion and creativity. Short introductions are provided for each chapter and excerpt, helping readers to understand the*

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*significance of what is presented and explaining how this relates to other chapters in the book.*

*Including chapters from Tina Bruce's best-selling books and articles, as*

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*well as leading journals, this collection offers a unique commentary on some of the most important issues in Early Childhood Education over the last four decades; it will be*

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*engaging and inspiring  
reading for anyone  
interested in the  
development and state of  
early years education in  
the UK and  
internationally.*

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*All children are born with emotional talent. But if left untended, those talents can wane during the first five years of life. Children are sensitive and social*

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*beings from birth,  
exhibiting an innate  
enthusiasm for  
communication that must be  
satisfied for healthy  
development. If their  
feelings, agency, and*



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*motivations are met with affection, if they are respected and nurtured, then children will respond creatively and that inherent desire for companionship will*

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*flourish. However, with the recent changes in political and educational systems, early years education has seen a decline in focus on the emotional wellbeing of*

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*children and the  
development of their  
creativity. Those systems  
need to adapt if educators  
are to bring out the best  
in our future generations.  
By nurturing creativity*

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*and emotional wellbeing in the first five years of life, long term social benefits can be wrought. The book focusses on children's readiness for learning. It addresses the*

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*natural joy explicit in  
children's early  
conversations and  
engagement with music and  
their development through  
play with both adults and  
other children. This kind*

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*of education allows children to develop their bodies and skills, accept and understand their feelings, build relationships, and progress both their*

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*imagination and their  
problem solving skills. In  
this way, play with others  
drives development. With  
contributors from the  
fields of psychological,  
educational, and political*

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*spheres, this book will be of interest to anyone concerned for the future of our children.*

*"For babies, toddlers and young children"--Cover.*

*Understanding Schemas and*



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*Emotion in Early Childhood  
An Introduction  
The Routledge  
International Handbook of  
Philosophies and Theories  
of Early Childhood  
Education and Care*

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*Early Childhood Practice  
A Critical Introduction to  
Key Themes and Debates  
A Community of Progressive  
Educators*

Build practical skills by drawing on  
the history of Early Years and classic

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educational theories and placing them in the context of modern developments in Psychology and Sociology. This is an invaluable text for you if you are studying Early Years education as part of an Early Childhood Studies degree, an Early Years Foundation Degree, working

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towards Early Years Professional Status, or are a manager or headteacher within the Early Years sector. - Provides practical guidance by examining the principles of Early Years pioneers in the context of modern research - A classic text used on Undergraduate and Postgraduate

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Early Childhood Studies and  
Education courses - Fully revised  
with new photography and updated  
to include the latest developments in  
thinking and practice

Positive relationships between  
practitioners and parents are  
essential for young children's

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wellbeing, but achieving this can be difficult if there is not enough understanding about how relationships work when one person (the practitioner or teacher) has to play the professional role. Strong communication skills are fundamental to this relationship and

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to building a sense of community between home and nursery or school. This new book explores how practitioners can build warm, friendly and caring relationships with parents. It clearly explains the dynamics of a conversation, the theory behind how relationships are

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formed or destroyed and provides practical strategies to put this knowledge into practice. Grounded in the theories of attachment, transactional analysis and solution focused therapy this book will help you to: Increase your level of self awareness Improve your listening



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skills Understand 'how' to communicate with different parent 'types' Learn how to conduct an individual parent interview Develop professional care giving skills Full of practical examples and strategies, this text will be welcomed by early years practitioners and students who

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wish to develop the skills and confidence they need to effectively communicate with the parents of the children they care for.

This book summarises the ideas of educational theorists and psychologists of the last 60 years, from Elinor Goldschmied to Tina

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Bruce. It also looks at the important contemporary issues in early years education, from whether boys and girls learn differently to the role of the community in the early years setting.

The book seeks to help early childhood educators and parents in

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very practical ways and provides guidance based on a sound theoretical understanding.

What are schemas and why do they matter? Again! Again! provides an introduction to understanding and supporting schemas and schema play in young children. Practitioners will

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find an overview of schemas with guidance on where they fit within the EYFS. There are examples of schemas, with illustrations and descriptions of common behaviour patterns, and these are set within the general context of child development. The intention is to help

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early years practitioners identify schemas and to understand both how important they are and the vital role they play in the growing child's learning. The aim is to help the reader understand how they can develop, plan and resource activities which support children's learning

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through experiment and play.

Educating Young Children: A  
Lifetime Journey into a Froebelian  
Approach

Contemporary Thinking and  
Theorists

The Boy Who Was Raised as a Dog  
How Children Learn (New Edition)

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Understanding Schemas in Young  
Children

Forming Ethical Identities in Early  
Childhood Play

**Suitable for a wide range of  
Early Years and Childcare  
qualifications, this new  
edition of Tina Bruce's classic**

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all outlined in Tina Bruce's  
clear writing style. - Uses case  
studies to help learners  
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apply in real-world settings. -  
Supported by highly  
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**showing the key aspects of  
practice**

**Provides support for students  
studying for the CACHE Level  
3 Child Care and Education  
qualification. This work  
features an index to help  
students find just what they're**

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**looking for. It also includes case studies, activities and photos that help students to apply their learning, develop professional skills, and reflect on their practice.**

**By focusing on key figures in early years education and**

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**explanation of the approach,  
an analysis of the theoretical  
background, case studies  
from practice and questions  
and discussion points to  
facilitate critical thinking.  
Written in an accessible style  
and relevant to all levels of**



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**early years courses, from undergraduate to graduate degrees, the book asks the reader to engage with debates and to develop their own views and opinions.**

**This book makes explicit connections between young**

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**children's spontaneous repeated actions, and their representations of their emotional worlds. Drawing on the literature on schemas, attachment theory and family contexts, the author takes schema theory into the**

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**territory of the emotions,  
making it relevant to the  
social and emotional  
development strand in early  
childhood education. Based  
on research carried out  
alongside children, parents,  
workers and co-researchers at**

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**the world-famous Pen Green Nursery, and using case studies of a small number of individual children, the author shows new links between cognition and affect. The book includes a brief summary of a method of Child**

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**Study, using video and reflections on video sequences. This book will be of interest to students and practitioners on Early Childhood undergraduate and postgraduate courses, as well as those taking modules on**

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**schema theory.**

**Having a good grasp of the theories of child development and how these translate into practice can make a positive difference to how you understand babies and children and the ways in**

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**which you can help them learn. This approachable guide offers easy access to a wide range of concepts, as well as classic and current theories, about how babies and children learn. Each chapter offers clear guidance**

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**questions to guide thinking and encourage readers to develop their practice. Summaries conclude each chapter offering a quick reference of the theory examined and the benefits of applying it to practice. Early**

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Can Teach Us About Loss,  
Love, and Healing  
Early Childhood Education  
Developing Play for the Under  
3s  
Extending Thought in Young**

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**Children**

**EBOOK: War, Conflict and  
Play**

**Introducing Creative  
Woodwork in the Early Years**

>

`This book is useful for students and lecturers of early childhood. It provides

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concise overviews of relevant research of early childhood development, theories of play and can be utilised as a contemporary, reference book by a range of professionals' - Debate `The chapter on young children becoming symbol users make a valuable contribution to the literature, and I shall

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be inspired and haunted in equal measure by the plea that epitomises this book and its story' - Marian Whitehead, *Early Years* `It's an excellent and easy-to-read text to read, blending theory and research with practice. Each chapter format is clear, with the key themes outlined at

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the beginning the main body, followed by useful and thought-provoking questions for good practice to ponder and relevant further reading at the end'

- Nursery World ` Tina Bruce clearly loves children and delights in their development. She has produced an academic work which is both sensitive

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and stimulating but decidedly unpreachy' - Kirsty Wark, Broadcaster  
This book shows how adults can support children and actively help them develop their learning in early childhood. Drawing on traditional approaches as well as recent research and theories, Tina Bruce shows the



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need for balance in early years education and care between the biological and socio-cultural aspects of the development of learning. The book includes a wide range of examples from practitioners, including nursery teachers, health visitors, and community workers. Features include:

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- what does it mean to develop learning ? - learning by doing real things - how language helps - creativity and imagination - diversity and inclusion. This book is essential for students, practitioners and tutors of Foundation Degrees and Early Childhood Studies Degrees. The 0-8

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series edited by Tina Bruce, deals with essential themes in early childhood, which concern practitioners, parents and children. Titles in the 0-8 series  
Marian Whitehead: Developing Language and Literacy with Young Children Second Edition  
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Child Development and Learning 2-5 -  
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Tony Bertram: Effective Early  
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Improvement Mollie Davies:  
Movement and Dance Second Edition

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John Mathews: Drawing and Painting  
Second Edition

"Harassed" writes: "Your answers to correspondents are exceedingly clear, and when I read them I say, 'That is just the answer I should think of', though I believe I should have great difficulty when it came actually to

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putting it into words! However, I cannot answer my own problems, so will you please help me?" (20 August 1930)

This much-needed collection brings together the columns of parenting adviser Ursula Wise, "agony aunt" for *The Nursery World* between 1929 and 1936, and pseudonym for the eminent

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educationalist and pioneering psychoanalyst Susan Isaacs. Wise's replies, informed by theories in education, psychology and psychoanalysis, provide an insight into the development of modern, child-centred attitudes to parenting, with remarkably fresh and relevant advice.

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The letters are passionate, urgent, occasionally provocative, sometimes funny and always thoughtful. Topics from behaviour and temperament, anxieties and phobias, to play and education are explored and each theme is introduced and contextualised in contemporary



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parenting approaches. Bringing pivotal theories from the fields of education, child psychology and psychoanalysis into dialogue, this is an essential read for early years practitioners, teachers, course leaders and those studying in the field of early years education and child psychoanalysis. The continued

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relevance of Isaacs' advice for modern parenting also makes this an enjoyable and informative read for parents. It is also an excellent resource for those interested in social history and the little known contributions made by women pioneers.

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"This informative and compassionate book challenges the negative picture of refugees and asylum-seekers portrayed in the media. Tina Hyder shows that despite the trauma that young children go through, only a small percentage need specialist help. For the majority their healing can be

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promoted through play, particularly in culturally appropriate and anti-discriminatory settings. I strongly recommend this book to all practitioners working in today's early years settings." Babette Brown, author of *Combating Discrimination: Persona Dolls in Action and Unlearning*

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Discrimination in the Early Years This book is about the experiences of young refugee children and asylum seekers and their families in the UK. It describes how war and conflict can interrupt the development of young children as relationships and communities are destroyed and looks

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at how play can help to restore these children's lost childhoods. Tina Hyder highlights the importance of early years and preschool provision as a healing and restorative experience for young children and their families. She sets work with refugee children into the context of the United Nations

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Convention on the Rights of the Child, and helps readers to see beyond alarmist headlines and stereotypes presented in newspapers. The book provides: Useful summaries of research on child development, theories of play, and the impact of conflict on young children Practical

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examples of play-based activities to help young children A framework for early years practitioners to support refugee children and their families. War, Conflict and Play is essential reading for practitioners in early childhood settings and students on early childhood courses.



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People Under Three is an established text for all those training to work with young children or managing day care facilities."--Jacket.

Self-Esteem and Early Learning  
Again! Again!

A Guide to Effective Communication  
Recurring Themes in Education

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Time to Play in Early Childhood  
Education

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**in relation to these central themes, which honour the past without being constrained by it. During this century, Froebel s philosophy has had a deep and enduring impact on**

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**British education. This book is not concerned with returning to a past golden era when Froebelian philosophy flourished. Instead, it provides a forward looking and up-to-**

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**date perspective in relation  
to Froebel s principles.  
The Routledge Handbook of  
Philosophies and Theories of  
Early Childhood Education  
and Care brings together  
leading writers in the field**

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**overview of key concepts,  
debates and practical  
challenges, the handbook  
combines theoretical  
acumen with specific  
examples to show how  
philosophies and theories**



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**have evolved over the centuries and their impact on policy and society. It examines the ways in which societies define and make sense of childhood and the factors that influence the**

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**development of philosophies about young children and their learning. The collection offers an insight into the key theorists and considers how the economics and politics of their time and**

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**personal ideology influenced their ideas about childhood. It looks at curricula and provision which have proved inspirational and how these have impacted on policy and practice in different parts of**

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**the world. The handbook also explores alternative and perhaps less familiar philosophies and ideas about babies and young children, their place in society and the ways in which it might be**

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**appropriate to educate them  
Bringing together specially  
commissioned pieces by a  
range of international  
authors, this handbook will  
enable academics, research  
students, practitioners and**

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**policy-makers to reflect on their own understandings and approaches, as well as the assumptions made in their own and other societies.**

**Through compelling**

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**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**



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**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**

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An ideal introduction to the  
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theory for anyone studying  
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**level. The first edition of this book has been a best-seller for almost a decade, identified as one of the top ten books for students of child development or early childhood care and**

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**included in sections  
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concepts particular to the  
theorist in question. Full-  
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education such as Steiner  
Waldorf education,  
HighScope and Te Whariki.  
You will find this book  
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for children? Why did he  
believe that play is central in  
young children's learning?  
Bringing the Froebel**

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can be developed in  
contemporary settings  
Froebel's ideas on nature  
and outdoor play and why  
these are fundamental to**



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how Froebel used movement,  
song, rhythm and rhyme to  
provide key learning  
experiences With examples  
of innovative practice and  
ideas for reflection, this**

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**convenient guide will help practitioners and students fully understand what the Froebel approach can offer their setting and children. Key People from Birth to School**

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**Young Children in Day Care  
Friedrich Froebel  
Cherishing the Natural  
Talents of Young Children  
and Allowing Learning to  
Flourish  
For Babies, Toddlers and**

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## **Young Children Teaching Assistant's Handbook: Primary Edition**

A major influence on the education of young children since the late nineteenth century, the philosophical and practical tenets of Frobelian

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early childhood education require urgent re-articulation in light of current debate and developments in research and policy. This seminal Handbook responds to this need, drawing together a unique and valuable body of literature, research

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and case studies to make explicit the specific features of Froebelian education and provide key impulses for future research and practice in this area. Chapters present the sometimes divergent perspectives of leading educationalists, and so offer

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a uniquely comprehensive overview of Froebelian approaches and their interaction with contemporary policies and insights. The Handbook explores five significant areas of scholarship and practice: Part I examines the original Froebelian

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principles and practices in early childhood education in different parts of the world. Part II presents case studies, development projects and practitioner publications exploring Froebelian approaches to early childhood education. Part III



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details research studies which document, debate and evaluate Froebelian approaches. Part IV considers how Froebelian approaches might be sustained and adapted for use in various cultural contexts across the world. Part V

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offers a re-articulation of research and policy. An essential resource for in-service and future practitioners, researchers and policy-makers involved in early childhood education, this key text will promote discussion, aid analysis and further

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the practical application of Frobelian principles.

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winner! This stimulating book brings together contributions from distinguished practitioners, who demonstrate how they have used

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educational methods advocated by Froebel in contemporary settings. Stressing the importance of outdoor play, they explore the Froebelian principles of: - Play - Learning through firsthand experience - Parent partnership and community

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in early childhood - Practitioners supporting children's interests and learning - Finger rhymes and action songs - Movement - The garden and forests - Wooden blockplay - Use of clay, paint, junk modelling, construction kits The book

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emphasises how learning and the application of knowledge become possible through play. It contrasts the Froebel approach with the methods such as Montessori, Steiner and recent approaches to play such as post-Modern 'playfulness'. This

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book is relevant to undergraduate and postgraduate students of Early Childhood Education, as well as students following QTS and EYPS, PGCE, CPD and BEd courses. Tina Bruce CBE is an Honorary Visiting Professor in Early Childhood at the

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University of Roehampton.

Praise for the first edition: "I feel that this book is very well structured and progressive and the way it introduces the topics is coherent and developmental. The use of pictures is extremely helpful as they support the



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text very effectively...I have found that any work by Tina Bruce is well researched and accessible and always recommend her to my students." Maureen Brookson, University of East Anglia Cultivating Creativity, 2nd edition, shows how

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early years practitioners can promote creativity in children. It explores the journey children take in developing their creativity, and helps students and practitioners to nurture creativity. Written by a leading expert in creativity, development and

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learning in young children, Cultivating Creativity links theory and practice to provide a clear framework for this difficult, but vital, aspect of development and learning. Taking a broad conceptualised view of creativity, the

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author addresses the issue not just in terms of the arts but also the role that creativity has within sciences and humanities. This new edition covers recent and ongoing curriculum, legislative and policy changes that affect teaching in this

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area. Recent advances in the field are also addressed including, brain research, movement, outdoor learning and individual learning. This essential guide provides clear and comprehensive support for those looking to introduce creative

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woodwork into early years settings. With theory, practical advice, stunning colour images and case studies, the book will inspire practitioners to embrace woodwork and encourage children's independent creative learning.

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Focusing on the numerous benefits that working with wood offers young children, from boosting their self-esteem and problem-solving skills, to enhancing their communication and social development, the author draws on over 25 years of experience to

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discuss each and every aspect of establishing woodwork in the early years curriculum. Including practical information on materials and tools, staff training, and health and safety advice, this go-to guide provides a treasure trove of ideas to



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engage children at various stages of development, drawing the maximum benefit from working with wood and tools. Both inspiring and informative, Learning Through Woodwork will become an essential tool for early years practitioners and

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teachers wishing to explore and develop woodwork provision. Focusing on the period from birth to school, this book is about babies' and young children's feelings, their learning; and the ways in which the adults in their lives can support their

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emotional, social and cognitive development. Looking at the perspectives both of the child and the adult, it presents thought-provoking ideas and questions on how adults can make the most of opportunities to support the children with whom

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they live and work. A story, in episodes embedded throughout the book, makes this an accessible and enjoyable read. In this third edition, there are new and updated chapters on:

- Young children's transitions, with a particular focus on starting

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school • Young children's positive 'learning dispositions' • Brain research and its possible implications • Further reading, signposting some enchanting children's books as well as important new texts. The book explores the basis of the 'key person'

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relationship, looking at attachment 'in practice', and linking developmental issues with the early development of self esteem. Written for students on early childhood courses and staff in early childhood care and education settings and

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integrated Children's Centres, the book will also be of interest to parents and carers.

The Routledge International  
Handbook of Froebel and Early  
Childhood Practice  
Child Care and Education Level 3

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Babies, Toddlers and the Foundation  
Years

The Value of Play

A Parent - Teacher Partnership

People Under Three

***Increasing emphasis is now placed  
on how and what children learn in***



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***the early stages of life. The Government has drawn up Early Learning Goals for 3-5 year olds, setting a Foundation stage to the curriculum. Child Care professionals need to be aware of how to encourage children at this age, when the most important way***

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***of learning is through play. In this book Tina Bruce, an acknowledged expert in the field of play, presents the key ideas and best practice for child care students starting to work in this vital area.***

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***This book considers the origins of Froebelian early childhood education providing context to the development of his theories and ideas, critically examines the key themes of this philosophy of education and explores the relevance of Froebelian practice***

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***today. Tina Bruce reflects on central aspects of Froebelian philosophy of education: the importance of family, highly trained teachers, engagement with nature, mother songs, movement games, play and self-activity of the child, the whole child and the Froebelian***

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***concept of unity. In exploring each element Bruce considers the implications for Froebelian practice and research today, and addresses the views of critics and supporters, Each aspect is considered within an international context, drawing on research and practice from across***

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***We currently live in a two  
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tapping and sliding fingers  
on screens, but babies and  
young children need to***

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and bang three dimensional  
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thinking and learning skills.  
The Treasure Basket and  
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***working with the under 3s,  
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indispensable for anyone  
involved in the care and  
development of children in  
this age group.***

***'Chris Athey has made a***

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covers: o 'forms of thought'  
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assimilation of curriculum  
content o pedagogy o***

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***parental participation o the  
politics of early education  
This book is an essential  
read for students and  
teachers in early years  
education. Chris Athey M Ed,  
was Principal Lecturer in***



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***Education at the  
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Higher Education (RIHE).  
Funded by a Leverhulme  
Research Fellowship, she  
directed the Froebel Early  
Education Project from 1973***

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***to 1978. She has taught all ages of primary-school children in State and private schools. She has considerable experience of initial teacher training and INSET***

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**make this an accessible and engaging resource that will no doubt be invaluable to any early years practitioner. This book was originally published as Getting to Know You - part of the 0-8 series.**

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**Learning Through Play, 2nd  
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