

Innovation in Play School: A dream concept

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ABSTRACT

A few decades ago, the concept of playschools in India was unheard of, and few children, if any, attended playschools. Still, everyone grew up into mature, sensible, well read and well spoken adults. Now however it seems as if every parent send their pre-nursery child off to a playschool. When people hear the word "playschool," they often envision a popular brand of children's toys that has lived through quite a few decades. While they are right in their thoughts, playschool also refers to a nursery school that children attend for just a few hours per day. As warranted by the age group, the educational component is not very rigid. Really, deciding whether and when to send your kid to playschool is more contingent upon other factors, and here's what you need to know. From many years I was thinking about my childhood, I started my school from 5+.but now children are stating their schooling from 2+.So the Question arises in my mind, are we becoming selfish that we are taking our children's childhood. And I thought about Play School. How can quality play-based learning take place effectively? Early childhood educators should know the children and families in their centre; they assess, document children's learning and know their interests. Then, together with families, they plan carefully how to use play-based activities as one tool to promote the learning that will achieve the Early Years Learning Framework outcomes.Planning the environment to assist children to achieve outcomes is important in providing quality play experiences. Here I will try to explain how the play school works.

I INTRODUCTION

Do you have a lot of time that you can devote to your child? If both you and your spouse are working and you don't have enough of spare time, you may not be around to teach your child much - with the result that when your child starts school he may lag behind his classmates who have attended playschools. However, if one spouse is a stay-at-home parent and has the time to attend to the children and teach them, you could consider not sending your child to a playschool. Remember that very young children too have an incredible ability to learn. Their brains are remarkably sharp, and it makes sense to put them in an environment conducive to learning at this young age.

Nowadays mostly couple are working and they are living as nuclear family because of job their parents are not with them and when they starting their family the main problem come in front them how they manage their child who will look after them. Any how they managed first two years of child and because of job when they are not able to give time so they find a Pre-Nursery school we known as play school.

Actually we send to our child to there to mix up with other, to spread their social area but today's well known play school giving them only academic knowledge. They are not improving their overall development as Gandiji said. As I talk to many parents what their expatiation with the play school they answered that their children should become social and healthy by their mind, body.

As Montessori told "Children should enjoy their childhood with the same age group children in the school far from their parents and become ready for Primary education. But we take another meaning of her

view and teaching them from the 2+.and tell them to learn whatever educationist describe. And they revised whole life like a parrot not getting practical knowledge.

We should change our mind and give them time to enjoy the life.

II THE SCHOOL REQUIREMENTS

The school likely has a certain age requirement for the playschool program, whether it be 18 months or two years. Generally, schools are pretty strict with their requirements, so your child will need to make the cut-off date. Let's say only children who will be two years old by December 31, 2012, are permitted to join, and your child was born on December 29th. When birthdays fall that late in the year, you usually have the option to wait an additional year. Whether or not to do so depends on the maturity of your child.

III MATURITY LEVEL

Speaking of maturity, this component is a major one. Of course, no toddler is going to be super mature, but some can be mature for their age. If your child still desperately needs to be around you at all moments, it might be better to find a Mommy & Me or gentle separation program first. However, on the other hand, children who have a strong sense of independence often thrive from such programs.

IV EDUCATIONAL AND RECREATIONAL NEEDS

You must also consider where your child is in terms of educational and recreational development. For example, if he or she has never socialized with children of the same age, then such a program is an excellent idea. What about a child who is speech delayed though? Instead of a program that is focused on play, this child would likely be better in a more formal setting and perhaps even with an early intervention specialist, if such a plan has been permitted.

V THE GENERAL AGE

We have provided you with some guidelines for figuring out if your little one is the appropriate age for playschool. What is the general age of a child in such a program though? Well, most of these individuals are going to be toddlers, so they could be anywhere from 18 months to three years old. At the age of three, they might stay in the program or go to a regular nursery school. By four years old, they will likely be entering into a standard pre-kindergarten class, so it's unlikely that children of this age will be present.

When you are considering sending your child to playschool, the first step is to find out if he or she even qualifies based on his or her age. If you're still uncertain about this decision, call the school to see if they offer trial sessions or a program where you can stay with your toddler for the first few days

VI DEFINING 'PLAY'

While there is no one definition of play, there are a number of agreed characteristics that describe play. Play can be described as:

- (a) **Pleasurable-play** is an enjoyable and pleasurable activity. Play sometimes includes frustrations, challenges and fears; however enjoyment is a key feature
- (b) **Symbolic-play** is often pretend, it has a 'what if?' quality. The play has meaning to the player that is often not evident to the educator
- (c) **Active-play** requires action, either physical, verbal or mental engagement with materials, people, ideas or the environment
- (d) **Voluntary-play** is freely chosen. However, players can also be invited or prompted to play
- (e) **Process oriented-play** is a means unto itself and players may not have an end or goal in sight
- (f) **Self motivating-play** is considered its own reward to the player (Shipley, 2008).

Once you have decided what play means to you, you should next ask yourself, why play-based learning? What is it about play that makes it so important? Play has a long and detailed research history that dates back to the work of Locke and Rousseau.

Research and evidence all point to the role of play in children's development and learning across cultures (Shipley, 2008). Many believe that it is impossible to disentangle children's play, learning and development.

VII BRAIN DEVELOPMENT

While research on brain development is in its infancy, it is believed that play shapes the structural design of the brain. We know that secure attachments and stimulation are significant aspects of brain development; play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased 'flexibility and improved potential for learning later in life' (Lester & Russell, 2008, p. 9).

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behavior, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

VIII FOSTERING PLAY-BASED PROGRAMS

Physically active play allows children to test and develop all types of motor skills. It promotes significant health and wellbeing benefits. Centers that were found to have a high-quality, play-based learning program incorporated:

- (a) a daily schedule that included active indoor and outdoor physical play
- (b) integration of music, movement and creative expression
- (c) adult-child interactions that modeled moderate to high levels of physical activity (meaning that educators were at times as physically engaged in active play as the children) (Steglin, 2005).

Play does not happen in a vacuum; it is usually undertaken within a physical and social space (Lester & Russell, 2008). One of the greatest benefits of playing is to assist with the development of social competence. Children can build relationships, learn to resolve conflicts, negotiate and regulate their behaviours. In

play, children usually have increased feelings of success and optimism as they act as their own agents and make their own choices. Playing is a known stress release; it is often linked to child wellbeing.

- The dispositions for learning, such as curiosity, openness, optimism, resilience, concentration, and creativity (SACSA, 2009), are developed in play. Playing is linked to the development of resilience and the beginnings of empathy as children begin to understand other points of view. However, not all play is kind or inclusive, so educators have to act accordingly to ensure that play is not harmful.

IX WHAT EDUCATIONIST CAN DO

The environment can be intentionally planned in four main ways:

(a) The physical environment-the physical layout of space, furniture and resources. Consider how you will construct and present activities and materials so they are arranged in provoking and inviting ways to encourage exploration, learning and inquiry

(b) The social and emotional environment-children need secure, warm and trusting relationships so they are confidently supported in their explorations and risk taking. Assist children to make connections with others, develop friendships and regulate their behaviours. Together, children and adults set the emotional and social tone of the environment

(c) The intellectual environment-there are times to leave children to play freely and times for intentional conversation, a well-placed question or query that will extend children's learning. Shared sustained conversations (Siraj-Blatchford, 2008) are the hallmark of effective early childhood educators

(d) The temporal environment-the way that educators decide to use the time available in the program. Children need large blocks of time to develop play themes and ideas.

Early childhood educators need to be articulate, to be able to justify clearly, provide evidence for and proclaim the benefits of play-based learning. The EYLF (2009) is based on sound, proven early childhood pedagogy and practice principles. However, for the EYLF to be implemented properly, all early childhood educators need to know what play is, why it is important, how to implement and assess a play-based program and their role in it.

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