activist teaching, 116–18, 174
activity theory view of play, 21
Adamson, GS, 19
adult presence in play, 128, 220–1, 246–9, 261, 263
see also educators
advocating for play
activities for, 264–6
contentious decisions related to, 259–63
discourses used when, 258–9
scenarios for, 257–8
agency of child
in developmental education, 91, 95
makerspaces' promotion of, 67–8
in playing learning child concept, 179
in playworlds, 38–9
Ailwood, J, 20, 124, 126, 127, 128, 129
Alaca, B, 32
Albon, D, 246
Alice's Adventures in Wonderland (Carroll), 37
Almon, J, 113
Ames, MG, 61
analyzing play
classical theories used for, 105–10
in Conceptual PlayWorlds, 197–9
in contentious situations, 260–1
cultural-historical models and, 53–4, 165
for play development planning, 211
post-structuralist approach to, 118–19
for self-assessment of play practice, 249
theoretical gaze and, 103
animation, digital, 70, 78–83
Aotearoa New Zealand, see New Zealand
Arthur, L, 171
Asani, R, 21
assemblages, 120–1
assessable moment, 238–40
assessment
assessment for play, 237, 246–8
assessment of play, 237, 242–6
assessment through play; 237, 238–42
self-assessment of play practice, 249–54
theories informing, 253–4
augmented reality (AR), 65–6
Australia, play in, 7, 26
Australian Curriculum, 96–8, 169, 171
see also Early Years Learning Framework (EYLF)
Baby Cam, 26
baby play, see infant play
Bailey, RP, 261, 262
Bandura, A, 251
banning play, supporting or, 259–61
Barbetti, L, 20
Bateson, G, 112, 142
behaviourist theory (child development), 117, 250
Bergen, D, 5
biological theory (child development), 250
Blaise, M, 20, 118, 121, 122, 252
Bodrova, E, 10, 138
Bottcher, L, 25
Bozhovich, LI, 221
Bredikyte, M, 20, 149, 158, 159, 163, 221, 222
Breherton, I, 112, 143
Brock, A, 17, 18, 19, 124, 125, 242
Bruce, T, 20
Bureau of Meteorology (BOM), 72–3
Burghardt, GM, 5, 6, 112
Burr, B, 10
Butler, J, 129
Carle, Eric, 38, 240
Carlsson, MA, 176, 177, 178, 264
Carroll, Lewis, 37
Carter, M, 169, 187
Cascales, A, 65
categories of play, 13
Cheng, P-WD, 185
child, decentralising the, 131, 132
child development, 212–16, 217
see also theories of play
child-care centres, see early childhood education
children/childhood, as social concept, 61
children's perspectives on play
in conceptual play, 156
conditions for gaining, 26–7, 33–9, 179, 265
dialectric drama with puppets model, 159
documenting, 27–30, 32, 33, 35–6
tactics, 24, 25–6, 31–3
importance of, 24, 265
interpretation, 39–40
on play environments, 211
pedagogical approaches reflected in, 216
in a post-structuralist context, 26, 116–18, 120, 124, 126–9
in purposeful play, 184
in Reggio Emilia approach, 176
supporting play by taking, 87
theory of mind, 216–17
see also meaning making in play
children's rights, 26
children's roles in purposeful play, 182–3
Christie, J, 62
classical theories of play, 105, 106–10
cognitive-creative gains, 243–5
collective imagining, 131, 144–7, 153
collective play, 49–52, 74–83, 144–7
see also social play
communities, culture of play across, 10–16, 20, 43–4,
54, 149, 258–9, 263–4
computer games, 62, 63
concept boxes, 242
cost concept maps, 3, 241
concept webs, 242
concepts defined, 154
multiliteracies concept, 229–34
STEM concepts, 193–9, 201
conceptual play, 69, 71, 92–4, 149, 151–7, 178
Conceptual PlayWorlds, 190
drama pedagogy view of play, 21
dramatic play, 107
dramatisation, model of, 149, 157–9
dressing up, 131–3
Duh, I, 168
'dump and run' play, 10

early childhood education
Conceptual PlayWorlds in, 191–204
digital play environment in, 69
as an imaginary situation environment, 154
play areas in, 69–73
play-based programs in, 69–83
post-structural analysis of play in, 126–9
school transition from, 87
early childhood educators, see educators
Early Years Learning Framework (EYLF), 168
Australian Curriculum and, 96
influences of, 169
intentional teaching and, 181–2, 189, 230
intentions, 228
learning outcomes, 182, 228–9
multiliteracies development using, 227–34
'play' in, 171, 229
as a post-structuralist curriculum, 172–4
pedagogical suggestions in, 233–4
Eaton, K, 60
economic purpose of play, 43–4
ecosystem, as concept, 151–7
Edmiston, B, 261
educators
activist teachers, 116–18, 174
as advocates for play, see advocating for play
assessment and, 245–6, 249–54
banning or supporting play, 259–61
child's perspective and, see children's perspectives on play
in conceptual play, 156
dialogical role of, 158–9, 163–4
in eduplay activities, 186
extent of play involvement of, 246–9, 263
infant relationships with, 31, 224–5
in inquiry learning, 239–40
on play, 7, 9–10, 17, 18, 19, 21, 248
play complexity planning by, 220–1, 232
play memories of, 7–9, 11
playground play and, 261–3
in purposeful play, 169, 182–5
theoretical gaze of, 103–5
eduplay (Hong Kong), 185–6
Einarsdóttir, J, 28, 29, 39, 40
elders, on play, 10
Elkonin, DB, 43, 44, 61, 135
Elliott, A, 59, 232
Emmett, S, 19
emotional development, 236–7
engineering concepts, 195–9
English, teaching
Australian Curriculum learning outcomes for, 96
play-based inquiry approach, 97

environments, play
children's perspectives on, 211
designing, 99, 221–2, 230–1
memories of, 7
nature as, 8
regulating aspects of, 126–9
equipment, play, 46–7, 48, 98
equitable approaches to play, 119
ethics of play, 261
experimenting, 107, 108–9
exploration of materials and equipment, 46–7, 48
exploratory tasks, 64
extended tasks, 63, 64, 65

Fahey, J, 239, 242
fairy tales, play development using, 73–83, 157, 160–1

Fale Samoa (Tau’au Filisi), 196

fantasy play, 6
see also imaginary situations/imaginative play

feminist post-structuralist theory, 116, 117–18, 124,
129, 130, 173
see also post-structuralist view of play

Finnland, play observations in, 215
Fleer, M, 20, 149, 218, 239, 252
football game (Westernport family), 49–52
forms of play, 112
Foucault, M, 126
gender performativity, 122
gender discourses in play, 117–18, 122, 131–3
gender bending, 121
gender theories of, 117–18

FUSE Studio (makerspace website), 67
gaming devices, 62
games with rules, 49–52, 111, 139–40, 142, 162, 163
games, 43–4

Gan, Andrew

Garvey, C, 143
gender discourses in play, 116, 117–18, 124, 129, 130, 173

Gesell, A, 250
gender theories of, 117–18

Gesell, A, 250

Goouch, K, 221
gender theories of, 117–18

Goldilocks and the Three Bears, 73–83, 157, 160–1

Göncü, A, 5, 13, 54, 114, 149

Gooch, K, 221
gender theories of, 117–18

Gray, P, 5
gender theories of, 117–18

Grieshaber, S, 18, 20, 119, 120, 127

Groos, K, 107, 108

INDEX 285
Hakkarainen, P, 20, 211–218, 221, 222, 263
Hall, GS, 107, 109
Harley, E, 221
Helenius, A, 219, 220, 221
heteronormativity, 122
heterosexual matrix, 122
Highfield, K, 60, 64, 65
Hodgson, FM, 111
Hong Kong, play–learning relationship in, 169, 185–6
Hong Kong-Australian families, play in, 10, 12
horse play, 144–7
Howard, J, 24
Hujala, E, 219, 220, 221
Hundeide, K, 25
Hunter, L, 98, 99, 222
Hutcheson, Pat, 191
Hyvonen, P, 219, 220, 221
I-image play, 162, 163
image play, 162, 163
images, popular, 61
imaginary situations/imaginative play
attributes, 149
changing meaning of objects in, 52, 54, 63, 93, 140–2, 144
classroom play areas supporting, 69–73
conceptual play and, 151–7
as cultural-historical concept, 54, 135–40
in family play, 47, 49, 52, 54
infant-initiated, 148
moving in and out of, 142–4, 153
in playworlds, 35–7
role-play in, 135–9, 142, 144–7
rules within, 139–40, 142
shared intent and meaning in, 93–4
spheres of play in, 150
stories used to create, 240
technology supported, 62, 63–5, 73–83
imagination, play and, 9, 136, 141, 217–18
imagination table, 70
impairments, children with, 25
in frame, 142–4
individual imagining, 144–7
infant play
building relationships in, 31, 224–5
Conceptual PlayWorlds for, 200–2
imaginative situations in, 148
infant perspective on, 24, 26, 31
planning for, 225–6
reponsiveness in, 225
initiative, in play, 9
inquiry learning, 69–83, 96–9, 239–40
inscriptions, 92, 94
intentional teaching, 69, 181–2, 189, 230
interface practices of children, 58
internet of toys (IoToys), 54–5
intersubjectivity, infant–educator, 31, 224–5
intuitive conception of play, 112
iPad, as a play support tool, 36, 58, 70, 73–81, 241
Italy, curriculum approach in, 175–6
Jain, J, 13, 54
Jensen, Kiersten, 200
Jonasson, E, 177, 178, 248
Johnson, JE, 62
Johnston, KV, 224, 225
Kajamaa, A, 67, 68
Kasturi, S, 61
Kelman, K, 248
Kennedy, A, 20
Kewalramani, S, 54, 55
Kincheloe, JL, 61
Kravtsov, GG, 149, 160–3
Kravtsov and Kravstova’s model of play, 149, 160–3
Kravstova, EE, 149, 160–3
Kumpulainen, K, 67, 68
Laublan, L, 248
Lazarus, M, 107
learning, play and
child development’s relationship with, 212–18
child’s perspective and, 25, 32
of concepts, 92–4, 152–7, 178
developmental education and, 94–5
difficulty in assessing, 218
digital play and, 69–83
Early Years Learning Framework on, 229
in family play, 54
pedagogical approaches to, 216
in a play-based approach, see play-based approach/programs
playing learning child (concept), 176–9
sharing learning through, 240–2
views on, 20
learning through play, 169
leisure technologies, 62
Leong, DJ, 138
Leung, C–H, 185, 186
Li, H, 185, 186
Li, L, 28, 38, 186, 256, 264, 265
Lillard, A, 216
Lillemyr, OF, 247
Lim, M–YS, 183, 184
Lindqvist, G, 20, 149, 163, 164, 190, 191
literacy development, 227–34
literature play, 162, 163
Lyttleton-Smith, J, 131, 132
makerspaces, 66–8
map–design concepts, 193–5
Marsh, J, 66, 67, 68
materials, used in play, 10, 46–7, 48
Italy, curriculum approach in, 175–6
Jain, J, 13, 54
Jensen, Kiersten, 200
Jonasson, E, 177, 178, 248
Johnson, JE, 62
Johnston, KV, 224, 225
Kajamaa, A, 67, 68
Kasturi, S, 61
Kelman, K, 248
Kennedy, A, 20
Kewalramani, S, 54, 55
Kincheloe, JL, 61
Kravtsov, GG, 149, 160–3
Kravtsov and Kravstova’s model of play, 149, 160–3
Kravstova, EE, 149, 160–3
Kumpulainen, K, 67, 68
Laublan, L, 248
Lazarus, M, 107
learning, play and
child development’s relationship with, 212–18
child’s perspective and, 25, 32
of concepts, 92–4, 152–7, 178
developmental education and, 94–5
difficulty in assessing, 218
digital play and, 69–83
Early Years Learning Framework on, 229
in family play, 54
pedagogical approaches to, 216
in a play-based approach, see play-based approach/programs
playing learning child (concept), 176–9
sharing learning through, 240–2
views on, 20
learning through play, 169
leisure technologies, 62
Leong, DJ, 138
Leung, C–H, 185, 186
Li, H, 185, 186
Li, L, 28, 38, 186, 256, 264, 265
Lillard, A, 216
Lillemyr, OF, 247
Lim, M–YS, 183, 184
Lindqvist, G, 20, 149, 163, 164, 190, 191
literacy development, 227–34
literature play, 162, 163
Lyttleton-Smith, J, 131, 132
makerspaces, 66–8
map–design concepts, 193–5
Marsh, J, 66, 67, 68
materials, used in play, 10, 46–7, 48
mathematics, 96, 97, 193–5
maturational view of play, 20, 21, 90
see also developmental theories/models of play
McArdle, F, 18, 20, 119, 120, 127
McInnes, K, 24
meaning making in play, 13, 92–4, 95
see also children’s perspectives on play
memories, play
age as related to, 8, 10, 13–16
by elders, 16
of family and play, 42
of fantasy play, 6
of play as therapy, 236–7
present-day play experiences vs, 7, 9–10
of teachers, 7–9, 11
metacommunicative language, 142–4, 146, 153
Millei, Z, 173
Miller, E, 113
miniature outdoor garden, 72
mobile phones, 58, 59, 62
modelling (conceptual play), 155
models of play
analysing, 165
observing, 165
as value laden, 259
see also specific models; theories of play
Moyle, J, 21
multilliteracies, 219, 227–34
multimodal learning, 197, 232–3
musical play, 25

narrative play pedagogy, 149, 157–9
nature, as context for play, 8
Netherlands, developmental education in, 90–5
new materialism, 122, 131–3
New Zealand
child’s perspective in, 26
curriculum in, 168, 172, 174–5, 189
non-verbal communication, in infant play, 31
Nurturing Early Learners curriculum (Singapore), 169

object play, 161, 163
objects for play
agency of, 122
changing meaning of, 52, 54, 63, 93, 140–2, 144
culture and types of, 13
defined, 13
observations, play
through classical theories’ lens, 105–10
of contentious play issues, 260
cultural-historical models used in, 165
of families, 44–54
gaining child’s perspective during, 24
through post-structuralist lens, 116–18, 124–5
for self-assessment of play practice, 249
theoretical gaze and, 103
Oliver, Tony, 200
onlooker play, 113
Orlipp, M, 171
‘othering’ of children, 26
out of frame, 142, 143–4
PABLO app, 67
Paley, V, 21
parallel play, 113
Park, S, 217
Parten, MB, 113, 114
Parten’s theory of play, 113, 150
participation, sense of (in play), 16
Pearce, G, 261, 262
Pearson, E, 224
pedagogical approaches
activist teaching, 116–18
in conceptual play, 243–6
in conceptual play, 156 (see also Conceptual
PlayWorlds)
cultural-historical, see cultural-historical models
of play
to gaining the child’s perspective, 28–9
play-based approach, see play-based approach/
programs
to play and learning, 216
supporting play complexity, 219–21
to using robotic toys, 64–5
Peninsula family (case study), 45–7, 48–54
Pérez-López, D, 65
Perry, B, 28, 29, 39
perspective on play (child’s), see children’s
perspectives on play
Pfister, Marcus, 240
physiological activity play, 262
Piaget, J, 111, 251
Piaget’s theory and model of play, 111–12, 162, 251
play
advocating for, see advocating for play
analysing, see analysing play
assessment and, see assessment
assumptions and beliefs about, 17–19
categories, 113
changes in, 9–10
characteristics, 4–5, 6, 7
child’s perspective on, see children’s perspectives
on play
concept map of, 3
as a contentious issue, 18, 21, 256, 259–63
as cultural expression, see cultural expression
in curriculum, see curriculum
definitions, 3–6, 10–11, 20–1
developmental impact of, 212–18
digital, see digital play
documenting, see documenting play
economic purpose of, 43–4
educators’ views on, see educators
environments for, see environments, play
families and, see families
forms of, 112
as intuitive, 112
as learned, see cultural-historical conceptions of
play
play (cont.)
INDEX

role-play of advocating for play, 257–8
cultural-historical conception of, 135–9, 142,
144–7, 157–9, 162–3
in developmental education context, 91–5
in family play, 49
gender bending in, 121
in playworlds, 33, 36, 192–5, 196, 199, 204
post-structural analysis of, 119–20, 121, 131
power relationships in, 119–20
of stories, 74–83, 157–9
teacher's support in, 221
Roopnarine, JL, 5
Rosie's Walk (Hutchins), 191–5
Rouse, E, 19
rules games, see games with rules
safety, play as creating sense of, 15
Sandberg, A, 7, 9
Scandinavian Curriculum, 214–15
scheduled play, 10, 12
school-aged children, perspective on play, 33
School PlayWorlds, 203–4
schools changing, 25
digital play environment in, 69
as an imaginary situation environment, 154
play areas in, 69–73
play practices in, 247–8
playground play in, 261–3
supporting play in, 86–9, 90–5, 96–8
transition to, 203–4
Schousboe, I, 149, 150, 151
scientific learning, in play-based programs, 37–8,
78–83
Scientific PlayWorlds, 37–8
Scott, JW, 129
screen time, 61
self-assessment of play practice, 249–54
self-regulation, 236–7
sexuality discourses in play, see gender discourses in play
Sherwood, SAS, 4, 5
Shier, H, 26
sign systems, 93–4
Singapore curriculum in, 169, 182–5
play memories in, 11
Siraj-Blatchford, I, 21
Skinner, BF, 250
slide and swing set, Peninsula family's use of, 46–7
slowmation, 70, 78–83
Smilansky, S, 113
social justice in play, 116–18, 119–20, 124–5
social learning theory (child development), 251
social play, 6, 148, 162, 216–17, 263
see also imaginary situations/imaginative play
social positions in play, 153–4
societal changes, play influenced by, 10
socio-behaviourist theories (child development), 117, 250
socio-cultural theories, 117, 168, 174–5, 252
socio-dramatic play, 107, 242
socio-economic status, technology use and, 61–2
socio-emotional gains, 243–6
Sommer, D, 25
Sonter, L, 98, 99, 222
spaces for play, see environments, play
Spencer, H, 106, 107
spheres in play, 149–51
stages of play, 113
STEM concepts, 193–9, 201
stop-motion animation, 70, 78–83
stories
Conceptual PlayWorld's use of, 192, 200–2
in dialogical drama with puppets model, 157–9
imaginary situations created using, 240
in play-based programs, 74–83
representation in, 61
structured tasks, 64
Sumsion, J, 26, 173
superhero play, 260–1
supporting play, banning or, 259–61
surplus energy theory of play, 106, 107
survey of the word 'play', 17
sustained free or random movement, 45, 47, 48, 54
Sweden
child's perspective in, 25
curriculum in, 176–9
perceptions of play in, 9
teachers' play memories in, 7–9
swing set and slide, Peninsula family's use of, 46–7
symbolic play, 5, 111, 112
symbols, in school learning, 93–4
system of concepts, 155
Tau’au Filisi, H, 196
Te One, S, 26
Te Whāriki (curriculum), 168, 172, 174–5, 189
teachers, see educators
technological concepts, play-based learning of, 78–83, 193–5
technological tools
in augmented reality play, 65–6
influence on play, 58–9, 61–8
learning amplified by, 69–83
leisure technologies, 62
in makerspaces, 66–8
play examples, 58
playworlds using, 35–7
socio-economic status and use of, 61–2
technology tools (techno-toys), 54–5, 60–5
text, as concept, 229–30
themes, play, 99
Theobald, M, 33, 40
theatrical gaze, 103–5
theoretical knowledge, 155
theories of play, 20–1
classical theories of play, 106–10
in curricula, 172–4
developmental theories of play, see developmental theories/models of play
importance of, 103
theories of play (cont.)
  overview, 250–2
  play observations and, see observations, play
  post-developmental theories, see post-
  developmental theories on play
  post-structuralist, see post-structuralist view of
  play
  theoretical gaze, 103–5
  see also specific theories
  theory of mind, 216–17
  timetables, play scheduled into, 88
  toddler play, 200–2, 267
  Tools of the Mind play model, 229
  toys
    categories, 8
    in family play, 47
    skill-building purpose of, 44
    technological toys, 60–5
    varied play activity using, 10, 13
  Tudge, J, 12, 13
  Tuermer, U, 13, 54

  United Kingdom, play in, 18, 19
  United Nations Convention on the Rights of the
  Child, 172
  United States
    child’s perspective in, 26
    play in, 10

  value of play, 6, 12, 17, 19
  van Oers, B, 21, 90, 91, 92, 93, 94, 95
  Verenikina, I, 63

Very Hungry Caterpillar, The (Carle), 38, 240
violent play, 261
visual diaries, 73–83
vocabulary development, 196, 199
Vuorinen, T, 9
Vygotsky, LS, 5, 43, 44, 136, 138, 139, 142, 148, 149,
  217, 252, 263
Vygotsky’s model of play, 5, 149, 252
  see also cultural-historical conceptions of play

  Wait, S, 5
  Wallerstedt, C, 25
  ‘We’re Going on a Bear Hunt’ (song), 151–2
  weather watch, through Bureau of Meteorology,
  72–3
  Westernport family (case study), 45, 48–53, 54
  Winther-Lindqvist, D, 25
  Wong, PL, 10, 12
  Wong, S, 173
  Wood, E, 5
  Woodrow, C, 171
  work–play relationship, 86, 128, 178, 183–4
  writing and reading centre, in a play-based approach,
  99

  Y-charts, 241
  Zaporozhets, AV, 221
  zone of actual development (ZAD), 90, 95
  zone of proximal development (ZPD), 90–1, 95,
  245
  Zoo Keepers Team (playworld), 35