

For or against governing early childhood education through play by jo ailwood

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Insert Pitfalls to governing Early Childhood through Play I believe that it is evident play contributes to learning for youngchildren, particularly in the areas that require problem solving. Play supports more effective language learning, higher intelligence and social, bodily as well psychological skills. Children actively learn about their surrounding and the community in which they live through play. According to Ailwood, through make-believe learning-based play, children can role-play various occupations in society and move to any place they desire (286). When the young learners take part in socio-dramatic games, they acquire knowledge on how to control their emotions, and how to transform the large, mystifying world events into a little, controllable status. Play also enables children to improve on their social skills as they assign themselves certain responsibilities and resources.

Despite the significance of play in early childhood learning processes, I believe there are some pitfalls to play that need to be known to the learning fraternity. I think the significance of the circumstances under which a play is executed has not been anybody's concern, even as more people continue to advocate for the governmentality of early childhood education through play. Current learning-based plays are only looked upon from the positive perspectives rather than from all sides to ascertain its real significance. Ailwood avers that play in early childhood education has been mired in more rhetoric than tangible results. In most cases, play has fallen short of equipping children with the required skills expected out of such activities (291). Childhood play has been found to be boring, and usually isolating for some children. Additionally, play has been largely entertaining, rather than enhancing the skills of the participants. Play also reduces the role of a

teacher to merely keeping an eye on those engaging in bad games and maintaining the hygiene of children who take part in such activity. In light of the valorisation of play, brought about by divisions along social lines, play does not contribute to the unity and social diversity required in learning settings.

Works Cited

Ailwood Jo. Governing Early Childhood through Play. *Contemporary Issues in Early Childhood*, 4. 3 (2003), 286-299.