

Exploring the Role of Play in the Holistic Development of Children in Perspectives of ECE Teacher

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Abstract

Children need a lot of learning opportunities during pre-school years to ensure their development in cognitive, physical, social, emotional, and literacy domains. This study aimed to explore the importance of Play on the Holistic Development of Pupils; ECE Teachers' views and practices in a semi-private school in Sukkur Sindh. Through qualitative research methodology, the case study research design was used. Data generated through interviews were gathered into discrete categories using the transcription, interpretation, and coding of interview replies into themes. Thematic analysis technique was used to analyze the data. The findings of this study revealed that play plays a vital role in the holistic development of children, especially physical, social, and emotional development. The results suggest to all educationists, researchers, and curriculum developers to ensure play-based pedagogy in ECE classrooms, identify the link between play and holistic development, and comprehend how play supports the development of all children. This will lead to the integration of play in ECE classrooms. This was the first qualitative study conducted in the context of Sindh that focused on the importance of Play in the Holistic Development of Pupils, it paved the way for further extensive and specific studies.

Keywords: Importance of play, Holistic development, ECE, Teachers, Sindh.

Introduction

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Play is frequently associated with childhood. Children naturally gravitate toward play, which is usually viewed as a rich context for learning. It is a very crucial component in the early years of childhood. Children use it as a medium to explore and provide meaning to their environment. It gives the child a variety of experiences and has a significant impact on their life during childhood. Many psychologists, philosophers, and educators have conceived play throughout history to comprehend, justify, and define it. According to Edwards (2016), play is described as "a variety of voluntary, intrinsically driven behaviors that are typically associated with pleasure and happiness." Every youngster loves to play, and it is an essential part of their daily lives. Moreover, play encourages several traits in children, including creativity, social integration, imagination, and other similar activities. For kids, playing is a crucial part of maturing. It is an instinct that every infant possesses naturally and finds delightful. Children's learning and developmental processes depend on it greatly (Nilsson, Ferholt & Lecusay, 2018). There is no right or wrong method to play because the process of playing is universal and adaptable.

Children seem to engage in less different sorts of play, and it is fascinating to observe how old, traditional children's plays, which differ only in titles, are identical everywhere in the world (Ali et al., 2018). Many researchers disagree on what constitutes play for children, why such kids very small in age engage in it, and how it affects learning and development. They also vary on what actions constitute play for children (Wallerstedt & Pramling, 2012). Wallace and Hesterman (2021) study suggested that ECCE education gives a great emphasis on children's holistic development because it allows children to acquire strong internal values and confidence since it considers every aspect of who they are during the learning process. If children are given the chance to learn values, they will be better able to be themselves and make both significant and little contributions to the world. If teachers acquire a variety of teaching techniques, including varied teaching learning resources, materials, and evaluation procedures, children can develop holistically (Daubert, Ramani & Rubin, 2018).

Additionally, the study by Walsh, Guinness and Sproule (2019) investigated how teachers are seen as change agents who are in charge of putting policy into practice. Their unique attitudes, knowledge, abilities, and beliefs serve as mediators to incorporate any methodology and how it is implemented in the classroom— (Edwards et al., 2017). It is crucial to take into account both teachers' general pedagogical flexibility, variety and implicit assumptions regarding the conceptual compatibility of play and learning. ECE teachers pointed out that, play helps children's overall

development such as language skills, cognitive ability, social and emotional development (Bubikova-Moan, Hjetland & Wollscheid, 2019). Additionally, the study of Keung and Cheung (2019) showed that instructors firmly feel that play is important in fostering children's spoken language; they need to have the necessary intellectual, mental, physical, emotional, and social skills to be able to handle the difficulties and demands of daily life. Moreover, a significant amount of empirical research has raised questions about teachers' perceptions about the connections between play and learning in national and international contexts. Play-based learning's broad significance and importance in the relevance for theory-building, practicing knowledge in teacher education, and future policy developments, it is found that one study that had been done in Pakistan. This study was conducted in Pakistan to better understand teachers' opinions on play-based learning.

Problem Statement

Even though most teachers see play as the best approach for holistic development of child, some may disagree with its inclusion in early childhood programs. The study of Bubikova-Moan, Hjetland and Wollscheid, (2019) investigated the possibility that teachers' rejection of play as a teaching approach due to their lack of exposure to more innovative pedagogical skills. Moreover, the study by Baker et al., (2020) revealed, that early childhood educators frequently questioned their play strategies. Similar to Yin, Keung and Tam (2021) ethnographic study conducted from a sample of 78 kindergarten (Kg) teachers, it was concluded that early childhood educators frequently judged and accused of being lazy in the perspective of administrators and colleagues who lacked knowledge of play based learning and they required suitable activities for young children. In fact, according to Lynch (2015), educators view themselves as "lucky" if they work in an environment where play is valued. This shows that play-based education is not the accepted standard in many early childhood institutes.

Similar to students, teachers find it challenging to integrate play in their teaching approaches, since they are expected to demonstrate learning through documentation and quantitative results (Aras & Merdin, 2020). Further, according to Pyle, DeLuca and Danniels (2017), assessment is the main obstacle to Ontario kindergarten teachers implementing play in their classrooms because it is challenging to properly track evidence in a setting that is frequently "chaotic" and unmanaged. The uncertainty surrounding how teachers should include play in early childhood lessons is another barrier, it is because of their lack of

confidence and such training through teachers find it challenging to execute play into their lessons, especially given the new curriculum and pedagogical methods to adopt (Altun, 2018). Many factors prevent teachers from executing play in their early childhood classrooms. This research paper seeks to investigate teachers' perspectives on play-based learning.

Theoretical Framework

The constructivism theory of Vygotsky has had an impact on play as pedagogy. Play is the global language of childhood, according to Vygotsky. Children can participate in organized educational activities or create their own with the support of their parents, teachers, or classmates, such as "scaffolding learning" by Vygotsky (Leggett & Newman, 2017).

As they start to question and investigate their surroundings, children build upon their foundational knowledge. Similarly, Piaget and Maria Montessori both endorse the theory put out by Vygotsky, who believed that children's play is their right. Play can be viewed as a method of education and holistic growth (Rade, 2021). According to Vygotsky's constructivism, play gives children the chance to develop scientific inquiry skills like questioning the differences between humans and other animals, our relationship to the natural world, and our understanding of how natural phenomena work. Play also gives kids the chance to explore cause and effect relationships, which aid in their overall development (Allee-Herndon et al., 2022).

Literature Review

This literature review comprises play, types of play, the importance of play, integration of play in ECE, Effect of play on holistic development and teacher's views and beliefs about play, focusing on the different research studies, reports, etc.

Defining play

Play entails a collection of features that are likely to be observable behavior. It can't be described in one of these features. However, play following are three well-known attempts to define play. A Dutch cultural historian, Johan Huizinga in his book "Homo ludens" summarized the definition of play, "it is the liberating activity that exists outside of ordinary life as not being serious". But at the same time enthrall the player

intensely. It provides no financial benefits. It follows its way and laws within its limits of suitable time and space.

Types of play

Play varies as the child matures. Specific age is linked with certain play activities or types. Following are the types of play

Inactive play: It is during the first few months of birth when the child is engaged in unoccupied play, aimlessly moving hands and feet. This is binging of the play (Taylor, & Boyer, 2020).

Solitary play: As the name implies solitary play is when babies play alone and get engrossed in their games that they become ignorant of other kids sitting and playing near them. By shaking, seeing, and gripping objects, they are learning about their environment (Beaulieu & Povinelli, 2018). In addition, babies have limited social, cognitive, and physical abilities while engaging in solitary play (Coplan, Ooi & Hipson 2021).

Observer play: Though it can occur at any age, this kind of play typically begins when a child becomes a toddler. Children develop their linguistic and social skills by watching other kids play in their area. Though kids question their elders to play no one makes an effort to join the play (Garner, 2021).

Parallel play: It starts from 18 months to two years when children play with others without any interaction. It provides toddlers with many opportunities. It also develops their understanding of self-property like "mine". They started to show their desire of being with others of the same age (Hazizah, 2017; Jamero, 2019).

Cooperative play: It begins late in the preschool years. Children play games with rules when they shift from an egoistic world to an understanding of value to social contracts and rules Moreover, they can be either in groups or not but there is at least one leader. Following the leader and team sports help them develop in many ways. When kids play games with rules, they learn that everyone must abide by the rules in life (Khoiriyah & Atniati, 2021).

Associative Play: Associative play is defined by Pellegrini (2018) as, around the age of three to four, kids lose interest in playing with their toys rather they prefer to play with other kids. Children commence interaction

with other kids. The phrase "loosely arranged play" is occasionally used to describe this play. Moreover, in associative groups children play together with shared objectives & don't create any restrictions, they like to play with the same kind of toys and exchange their playthings with each other (Pellegrini, 2018).

Social Play: Social play is defined by Frey, Fisher, and Smith (2019) as, Children being to interact with other kids around the age of three. By playing with other kids' children start to develop their social skills like teamwork, sharing & give-and-take. For functioning in the adult world children need to experience different social situations that will help them with their future. (Wilkes-Gillan et al., 2016).

Motor - Physical Play: Games like; jumping, skipping, hide and seek & tag engage children in physical play. Physical play helps children to have better physic by exercising & strengthening their muscles (Trawick_Smith, 2014). Physical play will help your children to accept the concept of success & failure it will also improve their social skills when they will make a healthy exercise routine.

Constructive Play: Begins in infancy and develops in complexity as a child gets older. When children put different objects in their mouths just to try them, they start to form constructive play. When they are toddlers they start to make pyramids with sand, construct with blocks, and make drawings using different colors (Weber & Leuchter, 2022).

Expressive Play: Some forms of play aid in a child's development of emotional expression. Drawing is a great form for children to express their feelings about drawing or writing they can use many supplies such as crayons, colored pencils, markers g paint, etc. Rythem instruments are also a useful source for expressive play. By using the resources with your child, you can actively participate in their expressive play (Veijalainen, Reunamo & Heikkilä, 2019).

Association of Play with Holistic Development

Physical Development

Play will be helpful for children to balance and lift the object. Play will help children in their movement abilities and physical activities throughout their lives ((Parker & Thomsen, 2019). It strengthens their bones and muscles. Play grows and improves the children's motor abilities

in the finest way (Nijhof et al., 2018). It introduces the key motor skills, like strength, endurance, flexibility and body movement like jumping, dancing, climbing, riding bikes, swimming, constructing blocks etc. are examples. Games are the ideal kind of exercise for young children (Keung & Cheung, 2019).

Cognitive Development

Play is an important activity in brain development, memory, thinking, and reasoning skills (Pesce et al., 2016). Healthy development, understanding of cause and effect relationship, and memory development will be improved through play. Young children learn through play the skills of fitting objects together. Games will encourage the children to pretend, create, and invent (Wyver, 2017). Activities like painting and playing with water will develop the concepts in children about volume, quantity, texture and color (Pempek & Lauricella, 2017)

Emotional Development

Play will help the children to understand and manage their emotions. The study of Colliver and Veraksa (2022) suggests that children will learn to manage their emotions and ideas through play. For example, children will feel grief and sorrow when they lose the game. Confidence and self-esteem will also be developed in children through games or play (Rao & Gibson, 2019). Children will develop friendships and partnerships in play that endure sense of belongingness and community (Mendelsohn et al., 2018).

Social Development

Play is an essential element for social development and social interaction with other children. It teaches children the social norms and expectations which give chance to them to communicate, listen, and compromise. During play, children will solve social issues in groups that develop teamwork skills (Jaggy et al., 2023). Moreover, kids share, listens to the ideas of each group member and take turns of each other (Nicolopoulou & Smith, 2022).

Literacy Development

Play teaches the children how to talk with each other and the people around them and also listen to each other. The imaginative play

will give chance to children to use the language and phrases on which they have not fully grip (Christie, 2021).

Teacher's Views and Beliefs about Play

It is said to be one of the main goals of early childhood education and care is to support the holistic development of children. Play provides a lot of benefits to children and overall development even providing benefits in specific development areas like cognitive, social, emotional, and linguistics (Bubikova-Moan, Hjetland & Wollscheid, 2019). Similarly, many believe that play lays the groundwork for future learning. However, other voices express doubt or even cynicism about the significance of play-based learning activities (Fesseha & Pyle, 2016). Additionally, play-based pedagogies themselves are difficult for instructors to implement. The study of Bubikova-Moan, Hjetland and Wollscheid, (2019) however, focused on another ECE teacher belief: the fear of being seen as lazy for favoring play-based learning practices over others that provide different outcomes in terms of activities.

Methodology

In this study, a qualitative research design has been used to assess the philosophical foundations of epistemological and ontological theory, which is supported by interpretive and epistemological constructivism principles. According to Creswell (2017), this theory holds that reality is multiple, subjective in nature, and multifaceted. A case study research design is often used to explore the phenomena; a case study is regarded as a thorough exploration of any event or occurrence (Yin, 2017). The case study was effective in gaining a thorough knowledge of teachers' points of view regarding play in early childhood classes and analyzing their practices. Therefore, to get detailed insight and to dig out relevant information a case study design was considered in this study as it also aligned with the interpretive paradigm of this research. The criterion for selecting a case in this study was a full-time regular ECE school with specialized teaching staff. A private school was selected as a case as it met the criterion of an exclusive ECE school with specialized teachers. Since it was a case study design the population comprised of all the teachers in the school. Therefore, the sample consisted of all those teachers to get detailed narrative of the teachers. The information was obtained through semi-structured interviews from a sample of nine early childhood educators from a Pakistani semi-private school.

One of the goals of a semi-structured research interview is to elicit the respondents' perspectives regarding the events connected to the study's goals. Based on the circumstances and the reactions of the interviewees, the researcher can pose investigative questions (Van Teijlingen, 2014). Additionally, Creswell (2017) indicated that the number of participants may range from (1) to thirty (30) or forty (40) to effectively report and cover most of the elements of any phenomenon. To determine teachers' opinions and practices about play-based learning pedagogy for the holistic development of children, a purposive sample technique was used. Kozleski (2017) further emphasized that the greatest method for comprehending participants' viewpoints and points of view is to use a purposeful sample. The teachers fit the criterion of being full-time regular employees of the school with specialized qualifications of ECE. A thematic analysis technique has been used to code and interpret the data that has been collected. Thematic analysis is a technique working on locating, examining, reporting, and identifying patterns and themes in data (Braun & Clarke, 2006).

Table 1.
Demographic Representation of ECCE Teachers

Sr. No	Participant's Identity code	Age	Qualification	Gender
1	TE-1	35	BA M.Ed.	Female
2	TE-2	35	BSC B.Ed.	Female
3	TE-3	29	M.A B.Ed.	Female
4	TE-4	37	M.A M.Ed.	Female
5	TE-5	33	MSC B.Ed.	Female
6	TE-6	31	MBA B.Ed.	Female
7	TE-7	33	B.COM B.Ed.	Female
8	TE-8	34	BS (Hons) M.Ed.	Female
9	TE-9	36	BA B.Ed.	Female

As illustrated in Table 1, all participants were females, in terms of qualifications six had Master's degrees with professional qualifications, and the rest had bachelor's degree and professional qualifications in different areas. Different identity codes were given to maintain anonymity.

Finding and Results

The interview offers the opportunity to explore the teacher's many professional and life-experienced comments. The shared expressions of nine participants were considered noteworthy for producing real, first-hand information for this study, which was then analyzed as exploratory data to generate themes. According to the agreement made before

conducting interviews, the responses of the teachers were kept private. The key explorative information was noted, picked out, and classified for use in the analysis of the study that examined the impact of play on students' overall development.

Integration of Play to Support Physical Development

By keeping an eye on the components of holistic development the ECCE teacher work accordingly to enhance the children's interest in the classroom. The respondents' comments revealed a range of perspectives on how play leads to physical development. In this regard T-3 shared her views,

“Being an ECCE teacher I involve my students in a number of games, such as by providing them construction toys and building with blocks, it helps students to develop hand-eye coordination and spatial awareness.”

This statement revealed the physical benefits of play, including fine and gross motor skills, which help them to perform daily life tasks in better ways. Moreover, When a youngster gets older, their physical growth changes radically and child needs different strategies for their physical development.

In light of this, T-7 expressed her opinion,

“When I teach my students I keep in mind their age and their mental ability, such as toddlers are able to independently washing hands, drawing, using a knife and fork, catching a ball.”

In the views of T-1;

“For young student's coordination and controlled moments, both minor and major, whether it be lifting or balancing blocks or moving them, I used different equipment and tools including pencil, sharpener, and eraser and, scissors systematically and accurately”.

This response highlighted that for coordination and controlled moment of children, teachers need to use different strategies such as effective use of equipment and tools and games.

Integration Play to Support Development Cognitive Development

The development of a healthy brain requires play, Play is a fantastic technique to promote healthy brain development in children from a young age. As T2 mentioned,

“Most of the time for cognitive development I used unstructured play because it is beneficial for developing and preserving the prefrontal cortex. This area has an impact on how a child learns, handles difficulties, and learns about their environment”.

T3 expressed her view,

“Children's cognitive development benefits from play. That's because playing together strengthens relationships between teachers and kids and conveys the straightforward but potent message that you are important to me. I play with children the majority of the time since it gives them the courage to keep discovering and learning about the world”.

Whereas T5 shared her view about cognitive development that,

I used to involve students in drill activities and students felt like reasoning and showed expressions of interest. It's the main responsibility of the teacher to make students ponder about their surroundings by using their cognitive learning skills that how and why this is happening like why the sky is blue? Etc. Moreover, cognitive development can occur when child questioned on their learning and it can be possible to adopt Learning by doing approach, for this regard T7 highlighted that,

“Most of the time I use learning by doing approach activities including, playing games, blocks, puzzles, sorting, matching, and searching by play-on method students are given different play activities such as puzzles and painting which will develop their critical thinking & problem-solving skills, that how they can finish this task? Or how they will be able to win this game? Such type of thinking will enhance their cognitive level”.

This response shows that while gaining instructions to young students' teachers keep in mind how particular instruction or play-based activity helps the child to develop thinking skills, analyzing skills, and problem-solving skills.

Integration of Play to Support Literacy Development

The respondents' replies revealed a range of opinions about how play enhances literacy development. As T7 said,

“Children develop their ability to create and use new sounds through play. Students experiment with new words, either alone or in groups of friends, and use storytelling to develop their imaginative abilities. Thus I give them toys or engage them in games, role-playing, or pair-sharing activities for their literacy development”.

The response shows that Play has an important role in the progress of children's emergent literacy. Interactions with one another or playing alone both are necessary for literacy development. However, T1 shared her opinion that,

“Compared to classroom activities, children communicate and interact more on the playground, therefore unstructured play promotes verbal and nonverbal communication in kids. But sometimes I find it difficult to enhance their symbol recognition, rhyming, words, or letter pronunciation. Because it is a bit difficult for teachers to control students in free play or treat them individually”.

T6 said, “Involve Students by providing those letters and recognizing words, alphabets ABC, and sandhi letters, "identify the word or name" which will increase their vocab and develop their skills by recognizing it in a fun way”. This response shows that students' recognition of letters and linking or matching with letters building confidence and they are improving their literacy.

Integration of Play to Support Social Development

Play promotes social development in children not just by letting them connect with others but also by encouraging listening, compromise, seeing things from another person's perspective, and becoming aware of social signs. In the light of this, T4 said,

“By observing our students we can find their need, for example if a child is more reclusive, it might help them come out of their shell. A child's lack of interest in playing with others or display of aggression are signs that their social needs aren't being addressed, to help children develop their social skills, I allow them to play with others; It's ideal to have games and social activities available in a school setting”.

While T6 highlighted that,

“Yes my students learn a lot of social and communication skills through play. They learn the value of giving and receiving by exchanging things. They learn equality and patience from standing in line. While losing will teach kids resilience and how to appreciate others, winning teaches them the value of perseverance and hard effort”.

Similarly T2 said that “ when students talks while playing they build strong relationship by interacting with each other and also build a sense of understanding and cohesion to develop social skills. The response of participants shows that, cnidarians learn lots of skills just by playing including appreciating others, patience, communication skills value of sharing etc.

Whereas T1 said,

“Most of the time I observed that sometimes students fight during play, so being their mentor I teach them fighting and disagreement are inevitable, and guide them how to resolve them amicably and constructively can help him or her become a resilient and sympathetic person”.

This statement revealed that play does not develop a child socially but also helps teachers to identify students unwanted behavior and guide them properly.

Integration of Play to Support Emotional Development

For kids, playing is crucial for their emotional growth. The participants' comments revealed a variety of viewpoints about how play support emotional development.

AS T3 said,

“During play children adhere to rules and pay attention while feeling emotions like anticipation or displeasure, children develop their ability to control their emotions, Children learn how to make and adjust rules through play, as well as when to take the lead and when to follow”.

This statement mentioned that through play child can learn verity of essential skills such as patience and how to control emotions in different situations.

From the perspective of T5 she argued that

“Emotion starts when students start to communicate and share ideas while play, they fight shows their anger when they win or lose game and by sharing sports and learning material they show happy face, such play activity develop strong emotions in ECE class students”.

This statement highlighted that, ECE c students are seems more active in play based learning and they also build strong emotional development by interacting with each other during play based learning in class or outside of class while playing sports activities in groups.

Discussion

This study aimed to explore the importance of play on the holistic development of pupils from teachers’ perspective. The findings of the study revealed that play is important for the holistic development of children. These findings are aligned with the previous research studies. Although the current study is a case study and findings rely solely on the environment of the school, physical resources provided by the school administration, and the lived experiences of the teachers, they still contribute significantly and are crucial to ECE in Pakistan. According to the study of Faas, Fu, and Geiger (2017), play contributes a substantial role in emotional, social, and physical development because, with the help of play children explore themselves as well as their environment, they acquire skills for their learning which also help pupils in academic achievement. Similarly, the findings of Hännikäinen and Munter (2018) confirm that play is a key factor to develop children holistically because play helps them to create roles that imitate adults’ behavior, in that way children communicate, take tasks, think, create imaginary situations, make a decision, develop social bonds, build physical capabilities and other variety of essential roles when they interact while playing (Hännikäinen & Munter, 2018). One significant point addressed by the present study is that teachers were able to identify the behaviors of students based on their social interactions. This could be a milestone contribution of this research as the participants identified the opportunity to assess students’ psycho-social shortcomings during social integration through play. Sohail and Aziz (2024) in their study on the integral role of play in ECE also found that play-based pedagogy is effective in creating a correlation between play, exploration, and learning. They further concluded that this should be incorporated in the curricula as curricula lead the teaching process. The study by Christie (2021) on the other hand explored that play is a

significant tool in developing a variety of skills in children, especially social, physical, and emotional development, however, literacy development needs a formal setting. This could be considered a limitation of the present study as it could not empirically generate opinions on the literacy skills of students through play. A separate study privy to the current research is recommended by the researchers to especially focus on literacy development through play and play-based pedagogy.

Pakistan started a program named 'Right to Play' in which a wide range of social, play, sports-based play, and cognitive play have been introduced in 40 public schools for the development of children. Besides this, many training programs have been introduced to integrate play-based pedagogies in ECE classrooms (Rasheed et al., 2021). Empirical research is limited in the execution and evaluation of ECE programs in schools in Pakistan yet the little evidence this research has provided is significant enough to encourage other research in this aspect. Moreover, play fosters a child's emotional and personal development, gives them the chance to study in ways that pique their curiosity, and aids in their overall development (Grob, et al. 2020). Therefore, play is an emerging trend in ECCE, not only in the western context but also in the context of Pakistan.

Conclusion

This research study explores the Importance of Play on the Holistic Development of Pupils from teachers' perspective. The main concern of this research study aims at the research with sufficient justifications for why the idea of play is important in early childhood education. The results of this study revealed ECCE teachers' views about play for the holistic development of the child in early childhood education seem to have a positive effect. Play also aids children in comprehending and managing their emotions. Play is very important for children to develop social skills since it teaches kids how to interact with others. Play also helps cognitive development such as memory, thinking, reasoning skills critical thinking skills, and helps children to understand cause and effect. Moreover, play also promotes the physical development of the child, particularly in the development of their gross motor skills and fine abilities.

Finally, there are some recommendations for future studies. If young children are to have the freedom to play and the chance to experience holistic development through play, the government must take an active role. The government should put into effect the pre-primary school teaching methodology policy. To achieve this, the government

should see to it that pre-primary schools, both public and private, are visited by educational officers at the federal, provincial, and local government levels to guarantee that it is important to use play because it is a key teaching approach. Once more, the government has to set up seminars and training sessions for teachers of pre-primary schools so they may learn how to implement play to support in terms of children's learning and development. Additionally, the government ought to provide the tools and resources needed to encourage play in public schools. To learn how to play with preschoolers, preschool teachers must take advantage of the chance to enroll in a brief course, such as a Diploma in Early Childhood Education. Parents of preschoolers may also be given access to parenting education programs to help them understand the value of play.

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