



School Play and Children's Social-Emotional Development: Cross-Cultural Perspectives

Guest Editor:

Dr. Wing Kai Fung

Early Childhood, School of
Education, Liverpool Hope
University, Liverpool L16 9JD, UK

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Message from the Guest Editor

Drawing on various theories highlighting the importance of play in children's social-emotional competence, early childhood curricula in many countries and cultures adopted play as one of the core approaches to promote children's social and emotional development.

The articles in this Issue will examine the empirical evidence in relation to the roles of play in children's early social and emotional development through a cultural lens. We also welcome investigations of how various sociocultural factors (e.g., children's voice, parental belief and support, school environment, practitioners' ideologies, social policy) impact the implementation of play-based curricula, using qualitative, quantitative, and mixed-methods approaches.





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Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
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