

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** CURRICULUM THROUGH PLAY

**Unit ID:** EDECE1019

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (EDECE3006)

**ASCED:** 070301

**Description of the Unit:**

This course is designed for Pre-Service Teachers (PSTs) to explore historical and contemporary theories of play and their implications for practice. PSTs will develop an understanding of play-based pedagogies and how play contributes to development and learning for children from birth to age eight years. Throughout the course, we will explore a variety of environments and resources, including natural and purpose made. Importantly, this course will support PSTs in their ability to plan inclusive play-based learning experiences across curriculum areas and as children transition to school. PSTs will develop skills to communicate the value of play and to advocate for children's right to play.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory			✓			
Intermediate						
Advanced						

**Learning Outcomes:**
**Knowledge:**

- K1.** Examine a range of definitions, theoretical perspectives and play-based pedagogies.
- K2.** Understand the value of play for children's development and learning across curriculum areas for children aged from birth to eight years.
- K3.** Articulate how play can be a socially inclusive practice and support learners from culturally diverse backgrounds.
- K4.** Identify the role of the PST in planning, teaching and evaluating safe and engaging play spaces and experiences, particularly in encouraging children's connection with nature and natural materials.

**Skills:**

- S1.** Reflect on the role of intentional teaching and identify strategies to support learning in play-based approaches
- S2.** Use approved learning frameworks to plan play-based experiences across curriculum areas.
- S3.** Demonstrate an ability to accommodate diverse learners using play-based pedagogies.

**Application of knowledge and skills:**

- A1.** Apply theoretical understanding to plan teaching and learning experiences across curriculum areas using play-based approaches.
- A2.** Communicate the value of play for children's learning and development and advocate for children's right to play.
- A3.** Demonstrate an understanding of the role of natural spaces and materials in the play of young learners.

**Unit Content:**

## Topics to Include

- Historical and contemporary theories of play Approaches to play and implications for teaching
- How children learn and develop, across curriculum areas, using play-based approaches Play as a socially inclusive practice
- Catering for diverse learners using play-based teaching strategies
- Planning, documenting and assessing play-based learning across curriculum areas, including the use of ICT
- Play in relation to the Early Years Learning Framework and other current curricula Play spaces, resources and materials
- Risky play
- Nature pedagogy and play
- The teacher's role in guiding children's learning and behaviour during play.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K4, S2, A1,	AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, S1	AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K1, S1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	A2, A3	AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1; APST: 1.2	Using provided readings, answer a series of questions.	Questions & Answers	10-30%
K1, K2, K3, S2, A1, A2, A3; APST: 1.3, 2.1, 3.4	Develop a presentation that describes play and explains the value of play for children's learning and development. Advocate for play based approaches to learning and the child's right to play. Identify an experience for a small group of 2-3 year old children that demonstrates the approach. Explain how the experience supports learning and make links to learning outcomes of an approved learning framework.	Presentation	20-40%
K2, K4, S1, S2, S3, A1, A2, A3; APST: 1.3, 1.5, 2.1, 2.2, 3.4	Plan for learning using play based pedagogies (Focus on Science OR Literacy for PSTs requiring specialisation) Based on the provided scenario, develop a series of three play-based learning experiences in the specified curriculum area/s for a small group of children aged 3-5 years (either Literacy or Science for PSTs requiring specialisation). Plans should consider the contextual information provided in the scenario. Relevant modifications will be made to the plan according to program requirements. PSTs studying combined early childhood and primary will adapt the plan for primary foundation/ year 1 children, making appropriate links to current curriculum. PSTs studying birth to 5 early childhood programs will adapt the plans for younger children.	Play-based Learning Experience Plans	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry

4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Introductory
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Introductory
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Introductory
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory