



Course Outline (Higher Education)

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| School: | School of Education |
| Course Title: | CURRICULUM THROUGH PLAY |
| Course ID: | EDECE1019 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | Nil |
| Exclusion(s): | (EDECE3006) |
| ASCED: | 070301 |

Description of the Course:

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)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

| Level of course in Program | AQF Level of Program | | | | | |
|----------------------------|----------------------|---|---|---|---|----|
| | 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 such as numeracy, science, technology, language and literacies, social and environmental education, creative arts and music, health and physical education 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.** Understand the role of the PST in advocating for children's right to play.
- K5.** Explain 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 a range of theoretical perspectives on play and identify the implications for the role of the teacher.
- 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.

Course 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.

Values:

- V1.** Appreciate the role of play in leading development across a range of curriculum areas
- V2.** Understand the role of the teacher in advocating for children's right to play
- V3.** Play as a socially inclusive practice.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the course | |
|-----------------------------------|--|--|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| GA 1 Thinkers | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. | S2 | AT2; AT3 |
| GA 2 Innovators | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. | Not applicable | AT2; AT3 |
| GA 3 Citizens | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. | Not applicable | Not applicable |
| GA 4 Communicators | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K3; K5; | AT2 |
| GA 5 Leaders | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices. | Not applicable | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|---|--|---------------------------------------|-----------|
| K1, S1; APST: 1.2 | Using provided readings, answer a series of questions. | Questions & Answers | 10-30% |
| K1, K2, K4, S2, A1, 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 with Learning Experience | 20-40% |

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|---|--|--------------------------------------|-----------|
| K2, K3, K5, S1, S2, S3, A1, A2; APST: 1.3, 1.5, 2.1, 2.2, 3.4 | <p>Plan for learning using play based pedagogies (Focus Science OR Literacy for PSTs requiring specialisation)</p> <p>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.</p> <p>PSTs studying combined early childhood and primary will adapt the plan for primary foundation/ year 1 children, making appropriate links to current curriculum.</p> <p>PSTs studying birth to 5 early childhood programs will adapt the plans for younger children.</p> | Play-based Learning Experience Plans | 40-60% |

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 |