



Course Outline (Higher Education)

School:	School of Education
Course Title:	MOVEMENT IN CREATIVE OUTDOOR SPACES IN EARLY CHILDHOOD
Course ID:	EDECE3023
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course :

This course is designed to allow Pre-Service Teachers (PSTs) to explore physical education in the context of early childhood education. PSTs will develop an understanding of how movement-play in creative outdoor spaces contributes to development, learning and wellbeing in young children from birth to age five. Exploration of frameworks, theory and pedagogy will enable PSTs to evaluate resources and develop strategies for planning, supporting and assessing play-based movement experiences for young children. Identifying potential barriers to movement and developing enthusiasm for physical activities are also major aims of the course.

Grade Scheme: Graded (HD, D, C, etc.)

Placement Component: No

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine a range of theoretical perspectives and approaches to physical education in early childhood education
- K2.** Examine how development and wellbeing are supported through physical activity
- K3.** Identify factors that contribute to and/or impede on children's physical activity
- K4.** Explain the role of teachers and adults in modelling enthusiasm for and engaging in physical

Skills:

- S1.** Use knowledge of development and learning frameworks to plan, implement, document, and evaluate movement experiences for children aged from birth to 5 years
- S2.** Advocate for the right of children to move and play in creative outdoor spaces
- S3.** Articulate the implications for the total wellbeing of young children

Application of knowledge and skills:

- A1.** Demonstrate confidence and competency in teaching and learning opportunities related to physical education
- A2.** Work collaboratively and effectively with colleagues to improve children's learning

Course Content:

Topics may include:

- Movement-play and its influence on young children's health and development
- Barriers and incentives for children's engagement in physical activity
- Factors that impact on physical activity including attitudes, experiences, values, gender, culture
- The role of the early childhood teacher
- The importance of physical activity and nutrition to maintaining health and wellbeing
- Outdoor environments that invite and engage children
- Developing positive attitudes to physical activities
- Diverse learners and inclusive teaching
- Risk-taking in physical activity
- Strategies to support children's participation and engagement in physical activity
- Working with families to promote movement-play in creative outdoor learning environments
- Facing barriers and negotiating regulations, legislation and framework
- Keeping space flexible and materials open-ended

Values:

- V1.** Appreciate the role of movement-play in creative outdoor spaces in supporting health and development
- V2.** Value the role of the teacher in advocating for children's rights to movement-play in creative outdoor spaces
- V3.** Appreciate movement-play in creative outdoor spaces 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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	K1; K2	A; A	AT1	A
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.	S1	B	AT1; AT2	A; A
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.	S2	A	N/A	N/A
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.	K4; S2; S3	A; A; A	AT1; AT2	A; A
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.	N/A	N/A	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; K2; K3; S2; S3; A1	Drawing on research and relevant literature, write a newsletter outlining the benefits of being more active in early childhood. Identify challenges and issues affecting physical activity in everyday life. Suggest strategies and activities for young children to be more physically active.	Newsletter	40-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; K2; K3; S1; A2	<p>Group task: Plan a series of play based activities for movementplay in creative outdoor spaces for a small group of 3-5 year olds (1 activity/plan per team member)</p> <p>Plans must include resources, inclusive teaching strategies, assessment strategies, links to a learning framework and a plan for evaluation of teaching.</p> <p>Suggest modifications in each plan to cater for younger children.</p> <p>Collaboratively, design a creative outdoor space for children aged birth to five years that would invite and engage children in physical activity in an early childhood education setting. Individual component: Reflect on your confidence and skills in delivering movement experiences, identify strengths and challenges and develop strategies to improve.</p>	Portfolio - Planning and reflection. Group Task.	50-60%

Adopted Reference Style:

APA