Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	CURRICULUM THROUGH PLAY
Unit ID:	EDMAS6051
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6030)
ASCED:	070101

Description of the Unit:

This course is designed to allow Pre-Service Teachers (PSTs) to explore historical and contemporary theories of play and their implications on practice. PSTs will also understand how play contributes to development learning and wellbeing in young children from birth to age eight across curriculum areas. Approaches to play will be explored with a particular focus on nature play and use of natural spaces and materials in children's play. Various strategies will be explored in the planning of play-based experiences for young children. Notions of diversity, including cultural diversity and play as a socially inclusive practice will be explored.

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. Demonstrate an understanding of a range of theoretical perspectives approaches and the developmental stages in play settings

K2. Demonstrate an understanding of the implication and application of play-based pedagogies on children's learning, development, dispostions, and wellbeing across curriculum areas such as numeracy, science, technology, language and literacies, social and environmental education, creative arts and music, health and physical education; dispositions of creativity and imagination; and connection with nature and natural materials.

K3. Articulate and demonstrate how play can be a socially inclusive practice and how as PSTs they can cater for a range of learners from culturally diverse backgrounds, through the planning, assessing, documenting, and evaluating safe and engaging play spaces and experiences.

K4. Explain the roles of the PST in advocating for children's right to play and in the planning, implementing documenting, and evaluating safe and engaging play spaces and experiences, particularly in encouraging children's connection with nature and natural materials.

K5. Demonstrate knowledge of current curricula requirements and their implications for development across learning areas and nature programs.

Skills:

S1. Critically reflect on a range of approaches and theoretical perspectives on play.

S2. Use knowledge of current curricula to plan, implement, document and evaluate play based experiences across curriculum areas

S3. Demonstrate an ability to cater for a range of diverse learners using play-based pedagogies

Application of knowledge and skills:

A1. Explore a range of approaches and theories on play and demonstrate how these influence the play experiences provided for young learners

A2. Develop skills required to plan across curriculum areas using play-based approaches

A3. Demonstrate an understanding of the role of natural spaces and materials in the play and total wellbeing of young learners

A4. Advocate for the right for children to have access to safe and engaging play opportunities and spaces

Unit Content:

Topics may 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
- Play and wellbeing
- 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 for young children
- Nature pedagogy and play
- Nature pedagogy curricula learning areas
- The teachers role in guiding childrens 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	Not applicable	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K4, K5, S2, A2, A3, A4	AT1, AT3
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, S1, S3, A3	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4 S1 A1 APST: 1.2	Using a provided reading, answer a series of questions.	Hurdle	U/S
K2, K3, K4, K5 S2, S3, S4 A1, A4 APST: 1.2, 1.3, 2.1, 3.4	From a provided list, choose a learning centre area and identify relevant learning experiences. Develop a presentation that demonstrates the activity within the learning centre and includes a focus on the resources required to cater for 0-2; 3-5 year olds	Presentation and Planning	40-60%
K1, K2, K3, K5 S2, S3 A2, A3 APST: 1.3, 1.5, 2.1, 2.2, 3.4	Plan for children using play-based strategies across a range of curriculum areas	Planning	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 <u>library website</u> for more information

Fed Cite - <u>referencing tool</u>

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