Course Outline (Higher Education)

School:	School of Education
Course Title:	CURRICULUM THROUGH PLAY
Course ID:	EDMAS6051
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6030)
ASCED:	070101

Description of the Course:

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)

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 theoretical perspectives and approaches to play

K2. Demonstrate a deep understanding of the implications of play based pedagogies on children's learning, development 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 for children from birth to prior to school years

K3. Articulate how play can be a socially inclusive practice and how as PSTs they can cater for a range of learners from culturally diverse backgrounds

K4. Explain the role of the PST in advocating for children's right to play and the implications for the total wellbeing of young children

K5. Demonstrate an understanding of the role of the PST in planning, implementing, assessing, documenting and evaluating safe and engaging play spaces and experiences, particularly in encouraging children's connection with nature and natural materials

K6. Demonstrate an understanding of the developmental stages in young children and their relevant application in developing the creativity of children from birth to prior to school years

K7. Demonstrate knowledge of current curricula requirements and their implications for development across learning areas and nature programs

K8. Acknowledge the importance of developing dispositions of creativity and imagination while engaging play experiences

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 natural spaces and materials in the play and total wellbeing of young learners

Course 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

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.	K2; K8	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.	K3; K6	AT2
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.	K7; S3	AT3
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.	Not applicable	Not applicable
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.	K6;K8	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4 S1 A1 APST: 1.2	Using a provided reading, answer a series of questions.	Questions & Answers	10-30%
K2, K3, K5, K6 S2, S3 A1 APST: 1.3, 2.1, 3.4	Presentation from a list of approaches to play, develop a brief PowerPoint presentation on the approach. Plan an experience for 2-3-year old children that demonstrates the approach. Articulate what would need to be considered if the group of children were to include younger children	Presentation and Learning Experience Plan	20-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K5, K6, K7, K8 S2, S3 A2, A3 APST: 1.3, 1.5, 2.1, 2.2, 3.4	Planning for a Curriculum Area using Play Based Strategies Based on the provided scenario, develop a series of three play-based learning experiences, which must include three curricula learning areas, for the small group of 3-5 year olds. Adapt the plans to include younger children. Plans must include appropriate teaching strategies, assessment strategies, links to current curriculum and a plan for evaluation of teaching	Planning using play-based strategies.	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