



Course Outline (Higher Education)

School:	School of Education
Course Title:	LEARNING THROUGH PLAY
Course ID:	HENAE6051
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

This course is designed to allow teachers to explore historical and contemporary theories of play and their implications on teaching practice. Teachers 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, the 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:	Ungraded (S, UN)
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"/>					
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>					

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

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 into the school years
- K3.** Articulate how play can be a socially inclusive practice and how as Teachers they can cater for a range of learners from culturally diverse backgrounds
- K4.** Explain the role of the Teacher 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 Teacher 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 and into the foundation years of school
- 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 has on the total wellbeing of the learners.

Course Content:

Topics may include:

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- 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 Learning Frameworks 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 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.** Recognise 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, K5, K6, S2,	AT1, AT2
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.	K6, K8, S1, A2	AT1, 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.	K3, K4, K5, S3, A3	AT1, AT2
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.	A1, K4	AT1
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.	K1, K5, K7, S1, A3	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6 S1, 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 Foundation year 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	40-50%
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 a Foundation class. Adapt the plans to include children with individual learning needs. Plans must include appropriate teaching strategies, assessment strategies, links to current curriculum and a plan for evaluation of teaching	Planning using play-based strategies.	50-60%

Adopted Reference Style:

APA

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

 Fed Cite - [referencing tool](#)