



The University of Southern Queensland

## Course specification

### Description: Play-based pedagogies

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	3103	40637	1, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Lindy Austin  
Moderator: Shirley O'Neill

### REQUISITES

Pre-requisite: TEA1101 and TEA2108 and TEA2109 and Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG or BEEH

### RATIONALE

Contemporary discussion of integrative educational goals and practice recognises the integration of knowledge and experience in child- initiated learning. An increasing number of early childhood professionals and researchers are advocating for an integrated curriculum approach in the early childhood classroom. Recent conceptions of the 'integrated curriculum' and play based pedagogies encompass views that children derive multiple benefits from socially mediated learning; from engaging in play, problem-solving and projects that are contextualised in personally meaningful endeavours. It acknowledges that children have multiple pathways for learning, and that this learning occurs through a range of symbolic languages (verbal, written, graphic, musical and dramatic forms).

### SYNOPSIS

Play resides as a central theme within the course, and students examine the role of play as integrative in the curriculum. To this end, they are engaged in exploring children's thinking and communication, to develop in-depth skills in the documentation, and interpretation of play. Further to this, students explore how children's play can be scaffolded and evaluated within a play-based, integrated curriculum. Professional experiences will be in kindergartens and preschools. Models of curriculum are explored, particularly as they apply to the teaching of children aged 4 to 6 years. Students examine a range of curriculum traditions, and compare them to recent constructions of early childhood curriculum. In particular, the nature of the 'integrated curriculum' is examined, both theoretically, and in its practical applications, both in Australia and internationally. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State

of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## **OBJECTIVES**

On successful completion of this course students will be able to:

1. demonstrate an understanding of children's thinking and communication as it is expressed through play;
2. demonstrate an understanding of the role of play as integrative in the curriculum;
3. document and interpret children's play;
4. describe how children's play can be scaffolded and evaluated;
5. plan an integrated, play-based early childhood program;
6. demonstrate an understanding of traditional approaches to curriculum in early childhood;
7. demonstrate an understanding of recent constructions of early childhood curriculum;
8. describe the nature of the 'integrated curriculum', and the theoretical foundations of integrated curriculum approaches;
9. demonstrate an understanding of the multiple symbolic forms of representation in young children.

## **TOPICS**

	Description	Weighting (%)
1.	Play and thinking	10.00
2.	Play as an integrative device	5.00
3.	Dramatic play and drama	10.00
4.	Documentation and interpretation of children's play	10.00
5.	Scaffolding and evaluating play	10.00
6.	Designing an integrated, play-based early childhood program	20.00
7.	Traditional approaches to curriculum	5.00
8.	Contemporary approaches to curriculum	5.00
9.	Integrated curriculum, theory and practice	20.00
10.	Multiple intelligence theory and its application in classroom practice	5.00

## **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07

46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Dockett, S & Fler, M 1999, *Play and Pedagogy in Early Childhood: Bending the Rules*, Harcourt Brace, Marrickville, NSW.

McNaughton, G & Williams, G 2004, *Techniques for Teaching Young Children*, 2nd edn, Addison Wesley Longman, Australia.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Abbott, L & Rodger, R 1994, *Quality Education in the Early Years*, Open University Press, Buckingham.

Berk, LE & Winsler, A 1995, *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, NAEYC, Washington, DC.

Bodrova, E & Leong, DJ 1996, *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*, Merrill, New Jersey.

Dau, E 1999, *Child's Play: Revisiting Play in Early Childhood Settings*, MacLennan & Petty, Sydney.

Kolbe, U 2001, *Rapunzel's Supermarket*, Peppinot Press,

MacNaughton, G & Williams, G 1998, *Techniques for Teaching Young Children*, Addison Wesley Longman, Australia.

Moyles, J (ed) 1994, *The Excellence of Play*, Open University Press, Buckingham.

Seefeldt, C (ed) 1999, *The Early Childhood Curriculum: Current Findings in Theory and Practice*, Teachers College Press,

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	90.00
Lectures	24.00
Private Study	30.00
Tutorials	12.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
CURRICULUM PROJECT	100.00	60.00	01 Mar 2005 (see note 1)
PROF EXP INCLUDING FOLDER	1.00	0.00	01 Mar 2005 (see note 2)
ESSAY	100.00	40.00	22 Apr 2005

### NOTES

1. Curriculum design project is due following professional experience. Interview date will be advised during lectures.
2. Professional Experience dates as per Professional Experience timetable. A value of 1 indicates you have passed the Professional experience component. Zero indicates you have not passed the Professional Experience component. Due date for Professional Experience folder will be advised during semester.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
(b) It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete 100 days of Professional Experience as partial fulfilment of the Board of Teacher Registration/Department of Families requirements for registration. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended.
- 2 Requirements for students to complete each assessment item satisfactorily:  
(a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade, students must demonstrate that they have achieved the minimum standards in relation to the objectives of the course by: (i) satisfactorily completing the Professional Experience; and (ii) satisfactorily completing the Professional Experience folder; and (iii) obtaining at least 50% of the total weighted marks available for all summative assessment items.
- 5 Method used to combine assessment results to attain final grade:  
(a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
(e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
(d) There will be no Deferred or Supplementary examinations in this course.

## 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## ASSESSMENT NOTES

- 1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. (e) The Faculty will NOT accept submission of assignments by facsimile. (h) Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

## OTHER REQUIREMENTS

- 1 Results for this course will not be released until associated professional experience including professional experience folder has been successfully completed and documentation processed.
  - 2 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
-