The value of play is seen as central to contemporary early childhood programs for children 0-8 in years. The International Early Childhood Association Code of Ethics states that "we have a duty to honour the child's right to play in acknowledgment of the major contribution of play to development". Children's emergent literacy, numeracy, social, physical and creative skills can all be enhanced in creative early childhood settings which provide rich and varied opportunities for play.

SYNOPSIS
This course will consider a number of theories about play in the curriculum including learning theory and will introduce students to ways of enhancing children's play across all curriculum areas in an integrated way. To this end, play-based programs will be explored with consideration of issues such as diversity and continuity. Students will be asked to consider the nature of a variety of early childhood programs and their relationship to play.

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

- relate theories about play to programming in early childhood settings;
- consider a variety of early childhood curriculum models based on play;
- review the role of symbolic play in emergent literacy, numeracy, computer skills, social and physical development;
- develop programs which nurture creativity through play.
TOPICS

<table>
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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Theories of play and implications of curriculum design</td>
<td>20.00</td>
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<tr>
<td>2. Adult’s role</td>
<td>20.00</td>
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<tr>
<td>3. Program models in early childhood</td>
<td>40.00</td>
</tr>
<tr>
<td>4. Evaluating programs</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


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.


Hughes, P.F. 1999, *Children play and development*, 3rd edition, Boston: Allyn and Bacon,

Reynolds, E 1996, Guiding Young Children, Mayfield Publishing,


Worthan, S 2002, Early childhood curriculum, 3rd edition, Merrill/Prentice Hall,

**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
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<td>20 Dec 2002</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
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**OTHER REQUIREMENTS**

1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

3 Summative assessment items will be given a numerical score.

4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.

5 All assessment items must be submitted. Assessment items must be passed overall.

6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.