



ECHE3100

Play-based Curriculum: Discovery and Creativity in Outdoor Environments

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11
<u>Changes from Previous Offering</u>	14
<u>5 Rs Framework</u>	14

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

Helen Little

Contact via via iLearn dialogue

29 WW, Room 235

By appointment - Monday to Wednesday only

Tutor

Alison Frost

Contact via via iLearn Dialogue

Credit points

10

Prerequisites

130cp at 1000 level or above including (ECH113 or ECHE1130 or ABEC120) and (ECH130 or ECHE1300)

Corequisites

Co-badged status

Unit description

This unit examines the role of outdoor environments in providing opportunities for young children to engage in discovery and creative play and physical activity. The unit builds on students' foundational understanding of play-based pedagogies to enhance their capacity to recognise, evaluate and design play-based environments and experiences that promote learning for children from birth to school age. The unit explores inter-relationships between affordances in the outdoor environment, children's play behaviours and their learning, with a particular emphasis on relationship-based learning, scientific inquiry, problem-solving and physical activity. The unit requires students to engage critically with a range of relevant contemporary issues which have the potential to impact on children's opportunities for learning and development. Students also consider issues of inclusive practice for children with different educational and developmental capabilities and with different social and cultural backgrounds.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Articulate an understanding of the major theoretical developments in outdoor learning environments.

ULO2: Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

ULO3: Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.

ULO4: Design rich, integrated and inclusive outdoor play experiences for children aged birth to five.

ULO5: Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.

ULO6: Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments.

ULO7: Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

General Assessment Information

Please refer to iLearn for full details of assessment tasks.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.
- Where applicable, templates provided on iLearn must be used.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – **10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.**
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened

after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
-------	------------

HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#)

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Assessment Tasks

Name	Weighting	Hurdle	Due
Outdoor Play policy	40%	No	26/04/2022
Planning for outdoor learning	60%	No	05/06/2022

Outdoor Play policy

Assessment Type ¹: Professional writing

Indicative Time on Task ²: 40 hours

Due: **26/04/2022**

Weighting: **40%**

1500 word professional policy outlining approach to outdoor learning and embedding sustainability

On successful completion you will be able to:

- Articulate an understanding of the major theoretical developments in outdoor learning environments.
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.

Planning for outdoor learning

Assessment Type ¹: Design Task

Indicative Time on Task ²: 50 hours

Due: **05/06/2022**

Weighting: **60%**

Diagram plus 2000 word rationale and analysis of learning and 1 page experience plan

On successful completion you will be able to:

- Articulate an understanding of the major theoretical developments in outdoor learning environments.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five.

- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.
 - Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments.
 - Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.
-

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

There is an expectation that you complete the scholarly reading in this unit. Your textbook in particular is an integral part of your study of ECHE3100 and **essential for completion of assessment tasks**.

Required and recommended texts

Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Routledge.

In addition to chapters from the text, there are supplementary weekly readings (available through library/Leganto unit readings) - refer to iLearn for details.

Unit Structure

The unit comprises at least 1 one-hour online lecture each week. In some weeks there is an additional online lecture which students are also expected to listen to in preparation for the tutorials.

Internal (weekday) students will have a 2-hour weekly tutorial and external (Infrequent) students will have two full-day on campus sessions (13th & 14th April). In tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/preparation is available on the following pages and on the unit iLearn site.

NOTE: There are no lectures or tutorials in Weeks 7 and 10-12 as many students are on PE placement. If you are completing a PE placement in weeks other than these it is essential that you contact the unit convenor and consider whether it is possible for you to complete the unit.

Lectures

Weekly lectures are available on the web through ECHO360. PowerPoint slides are available on iLearn in advance of the weekly lectures.

Attendance Requirements

Tutorial attendance (either on campus or online) is expected. There will be a supporting website for the unit providing information about additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during the first half of the semester.

Information about the unit iLearn site

This unit has a full web presence through iLearn. Students will need regular access to a computer and the internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, including the schedule of weekly lectures and readings and full details of assessment tasks. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please **do NOT** contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to iLearn. Support resources Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

Unit Schedule

	Week Beginning	Lecture	Topic	Lecturer	Readings	
Module 1: Approaches to outdoor learning	Week 1 21 Feb	1	Contemporary issues and theoretical approaches to outdoor learning environments	Helen Little	Little, Elliott & Wyver (2017) - textbook Chapter 1 Waters (2017)	
	Week 2 28 Feb NOTE: There are 2 lectures this week	2	Planning effective outdoor environments	Helen Little	Jeavons (2017) – textbook Chapter 6	
		3	The regulatory context of outdoor learning environments	Helen Little	Jeavons et al. (2017) – textbook Chapter 7 EYLF & NQS	
	Week 3 7 March	4	Outdoor play pedagogy - Catering for different age groups	Helen Little	Dyment et al. (2017) and Robertson et al (2017) – textbook Chapters 3 & 5	
Module 2: Outdoor environments as pedagogical spaces	Week 4 14 March	5	Risky play and managing risk	Helen Little	Little (2017) - textbook Chapter 2 Cummins & Reedy (2015)	
	Week 5 21 March	6	Sustainable practice and environmental responsibility	Helen Little	Davis (2017) - textbook Chapter 4	
	Week 6 28 March	7	Thinking outdoors	Helen Little	Waters & Bateman (2015) Petriwskyj (2013)	
	Week 7 4 April	No lectures or tutorials due to EDST3020 PEx				
	RECESS 11 – 24 April					
	External On-Campus Session 13th and 14th April					
	Week 8 25 April NOTE: There are 2 lectures this week	8	Physically active play	Helen Little	Archer & Siraj (2015)	
		9	Creative play	Helen Little	Drown & Christensen (2014)	

Assessment task 1 Due Tuesday 26 th April				
Week 9 2 May	10	Who can play? Supporting participation and inclusion	Kathy Cologon	Waller (2010) Woolley (2013) Lee-Hammond (2017)
Week 10 9 May	No lectures or tutorials due to EDST3020 PEx			
Week 11 16 May	No lectures or tutorials due to EDST3020 PEx			
Week 12 23 May	No lectures or tutorials due to EDST3020 PEx			
Week 13 30 May	11	Environments beyond the gate	Helen Little	Elliott & Chancellor (2017) - textbook Chapter 13
Assessment task 2 Due Sunday 5 th June				

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on 13th and 14th April 2022 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)

- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Changes from Previous Offering

Number of assessment tasks reduced from three to two.

5 Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient:

- In tutorials students consider how a willingness to accept challenge and try new things builds confidence, persistence and resilience. Students are encouraged to examine their

own experiences and attitudes towards the outdoors and 'move out of their comfort zone' in the provision of outdoor learning experiences for children.

Reflexive:

- Students reflect on their own childhood experiences in comparison to children today and factors associated with diverse lived experiences. Students consider how their values and attitudes towards being outdoors influences the experiences they provide for children.

Responsive:

- Students develop two policy documents that respond to NQF requirements

Ready to Learn:

- Students are supported to develop an understanding that research provides the evidence base to inform practice and to identify strategies for supporting children's learning. This is applied in the development of their policy documents and experience plans submitted for assessment tasks.

Research Engaged:

- The major assignment requires students to engage with outdoor learning research to justify planning decisions.