ECHE1130

Play Based Approaches to Early Childhood Learning and Development

Session 2, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Emma Sutherland
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Contact via Contact via iLearn Dialogue
29WW 348
By appointment

Credit points
10

Prerequisites

Corequisites

Co-badged status

Unit description
This unit examines the role of play and inquiry in children's lives, their learning and development. Students develop a theoretical understanding of the characteristics of young children's play and inquiry and explore how environments, resources and teaching techniques can be structured to facilitate children's active and meaningful engagement in the learning process. Students will analyse the developmental and educational potential of children's play and inquiry across a range of contexts and will reflect on how play and inquiry experiences can be used to cater for children with diverse developmental, educational and cultural learning styles.

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: Understand the characteristics of young children's play and inquiry across different contexts.

ULO2: Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.

ULO3: Analyse the features and potentials of young children's play environments and

materials.

ULO4: Generate ideas about play/inquiry experiences that will enhance children's experiences and learning.

ULO5: Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

ULO6: Address assignment requirements using appropriate academic written expression.

ULO7: Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

General Assessment Information

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.

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 the correct file has been uploaded, that their submission has been successful, and that it 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.

- 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.

- **Late Assessment Submission Penalty**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and

investigated for possible collusion.

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.*

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz	25%	No	19/08/2022
Play Environment Analysis	40%	No	23:55 16/09/2022
Case study	35%	No	23:55 04/11/2022

Online quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 25 hours
Due: **19/08/2022**
Weighting: **25%**

This Assessment Task requires students to answer questions relating to the content.

On successful completion you will be able to:

- Understand the characteristics of young children's play and inquiry across different contexts.
- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.
- Generate ideas about play/inquiry experiences that will enhance children's experiences and learning.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

Play Environment Analysis

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 25 hours
Due: **23:55 16/09/2022**
Weighting: **40%**

This Assessment Task requires students to provide an analysis of a play setting according to set environmental principles from the readings.

On successful completion you will be able to:

- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- Address assignment requirements using appropriate academic written expression.
- Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

Case study

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 21 hours
Due: **23:55 04/11/2022**
Weighting: **35%**

This case study requires students to respond to a play/inqquiry scenario

On successful completion you will be able to:

- Understand the characteristics of young children's play and inquiry across different contexts.
- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.
- Generate ideas about play/inquiry experiences that will enhance children's experiences and learning.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- Address assignment requirements using appropriate academic written expression.

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[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

Required and recommended texts

The following text is **essential** for this unit.

Robinson, C., Treasure, T., O'Connor, D., Neylon, G., Harrison, C., Wynne, S. (2018). *Learning through play: Creating a play-based approach within early childhood contexts.* Oxford University Press.

Please note: this book is available via paperback or ebook.

In the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures.

The library provides a range of resources and referencing information:

https://libguides.mq.edu.au/referencing/APA7thEdition

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 here, as will other relevant unit notices and materials.

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 https://ilearn.mq.edu.au/login/index.php. 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; discussion forums for tutorial tasks, the online completion 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**.

Unit Structure

The unit comprises one hour lecture weekly and a ninety-minute weekly tutorial (for internal students).

- All lectures are pre-recorded and will be available weekly on the web through the ECHO360 lecture component in iLearn from the following website link: http://ilearn.mq.edu.au. PowerPoint slides are available in iLearn in advance of the weekly lecture.
- In the tutorial, 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 readings and other relevant materials.

External students will complete the tutorial tasks at the scheduled on-campus sessions:

- Saturday 10th September 9 am - 3 pm
- Saturday 22nd October 9 am - 3 pm

During tutorials and on-campus sessions are required to participate in small group activities and whole-class discussions, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course is available below with a more detailed reading list for each week available on the unit iLearn site.

Attendance is expected and the roll will be taken.

All tutorials for internal students begin in Week 1 of the Session.

Unit Schedule

Week	Topic
Week	**Topic**
	MODULE 1: Understanding Play and Inquiry
Week 1 (25/07/22)	Perspectives of play
Week 2 (01/08/22)	Inquiry-based learning
Week 3 (08/08/22)	Games versus play
	MODULE 2: Context of Play and Inquiry
Week 4 (15/08/22)	Materials and resources
Week 5 (22/08/22)	Playing outside
Week 6 (29/08/22)	Play in diverse contexts
Week 7 (05/09/22)	Extending and enhancing play and inquiry
Mid-Semester Break (12/09/22 to 25/09/22)	
	MODULE 3: Opportunities for Development and Learning
Week 8 (26/09/22)	Play and technology
Week 9 (03/10/22)	Imagination and creativity * no tutorials this week due to public holiday*
Week 10 (10/10/22)	Language and literacy in play
Week 11 (17/10/22)	Physical wellbeing and development in play

Week 12 (24/10/22)	Social development and relationships
Week 13 (31/10/22)	Study week (no classes)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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.

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetabl es.mq.edu.au/

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

- Information about the dates if the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/
- The on-campus sessions 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.
- 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.
- 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.

5Rs 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:

Reflexive:

- Throughout this unit, we will reflect on the central importance of play for children's learning in the early years. This will be a cornerstone of your learning in both this unit and throughout the remainder of your course.

Responsiveness:

- In this unit, we will consider the importance of seeing each child as a unique individual and the ways that play can allow us to be responsive to children's interests, ideas and unique ways of being.

Research Engaged:

- This unit not only provides a practical and hands-on introduction to the value of play but also introduces you to the research evidence that supports play-based learning.