ECHE1130

Play Based Approaches to Early Childhood Learning and Development

Session 2, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Nicole Jamison
nicole.jamison@mq.edu.au
Contact via iLearn Dialogue
29WW 362
By appointment via iLearn Dialogue

To be announced
Senior Tutors
Contact via iLearn Dialogue
By appointment via iLearn Dialogue

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

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/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.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

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

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

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

Units with Quiz Assessments

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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.

Grade	Descriptor
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 your course progression.

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
Quiz	20%	No	28-29/08/2023; 16-17/10/2023
Play Environment Analysis	40%	No	23:55 25/09/2023
Case study	40%	No	23:55 04/11/2023

Quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 25 hours
Due: **28-29/08/2023; 16-17/10/2023**
Weighting: **20%**

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 25/09/2023**
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 04/11/2023**
Weighting: **40%**

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.

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, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il earn.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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure of Learning and Teaching Activities

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/

The unit runs for 12 weeks framed around a specfic topic related to play. The weekly topic overview for the unit is available on the following pages and a more detailed schedule with the accompanying readings and/or preparation can be found on the unit iLearn site.

Each week comprises of a one-hour lecture (pre-recorded), required reading(s) and a one and a half hour weekly tutorial for internal students or a two-day session for external students.

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

- Saturday, September 9 from 9.00am-5.00pm
- Saturday, October 21 from 9.00am-5.00pm

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. You are required to participate in small group and whole class activities and discussion, to read the weekly materials and watch the lecture in advance (ensure you set aside enough time to complete these tasks and take notes), and to complete brief tasks either as

individuals or pairs. You are expected to base your arguments/discussions on evidence from published research and other relevant material.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

ECHE1130 Unit Schedule - Session 2 2023

Week	Topic
Week 1 (w/c 24th Jul)	**Module 1: Understanding play and inquiry** Perspectives of play
Week 2 (w/c 31st Jul)	Inquiry-based learning
Week 3 (w/c 7th Aug)	Games versus play
Week 4 (w/c 14th Aug)	**Module 2: Context of play and inquiry** Materials and resources
Week 5 (w/c 21st Aug)	Playing outside
Week 6 (w/c 28th Aug)	Play in diverse contexts **Assessment 1 (DAY students): Quiz 1 (10%) completed during your tutorial**
Week 7 (w/c 4th Sept)	Extending and enhancing play and inquiry
	MQ Recess: Mid-Session Break (11th September - 24th September)
Week 8 (w/c 25th Sept)	**Module 3: Opportunities for development and learning** Imagination and creativity in play **Assessment 2: Play Environment Analysis (40%) due 23:55 Monday 25th September**
Week 9 (w/c 2nd Oct)	Play and technology **No ECHE1130 tutorials this week due to Labour Day holiday: Online task to complete in lieu of tutorial**
Week 10 (w/c 9th Oct)	Language and literacy in play

Week	Topic
Week 11 (w/c 16th Oct)	Social development and relationships in play **Assessment 1 (DAY students): Quiz 2 (10%) completed during your tutorial**
Week 12 (w/c 23rd Oct)	Physical wellbeing and development in play Wrap-up
Week 13 (w/c 30th Oct)	Study week **Assessment 3: Case Study (40%) due 23:55 Saturday 4th November**

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.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2023/

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus days (external/INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

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

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/2023/

- 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.

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

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or

- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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.