

TEAC 2005 LEARNING THROUGH PLAY

Credit Points 10

Legacy Code 102670

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This subject focuses on analysing the changing nature, contexts and multiple perspectives on children's play. Drawing upon classical and contemporary theories, it examines how educators can facilitate young children's development, authentic learning and wellbeing in prior-to-school contexts as they play. Students will apply their knowledge of theories of play pedagogy and the principles of The Early Years Learning Framework to consolidate their understandings of the importance of play for children birth to 5 years. Students will further develop skills in observing and analysing children's play and plan play experiences for young children. This subject is included in the Foundation Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 2 subject

Learning Outcomes

1. Explain the changing nature of play, including digital play and contemporary perspectives on play.
2. Explore diversity in children's play; its nature, contexts and opportunities, from family perspectives, including community and Aboriginal and Torres Strait Islander values and expectations about play.
3. Investigate the role and value of play in fostering children's development, learning, and wellbeing in early childhood settings.
4. Examine classical and modern theories of play.
5. Analyse children's play based on observations and documentation.
6. Apply knowledge of theories of play in designing developmentally and culturally appropriate play experiences, considering context, safety, resources and inclusivity.

Subject Content

1. Changing nature and perspectives on children's play
2. Categories of play - physical/outdoor, creative, linguistic/heuristic, emotional and creative, digital
3. The value of children's play
4. Children's play in diverse families and communities
5. Play and children with additional needs
6. Theoretical foundations of play
7. Play curriculum and pedagogy
8. The Early Years Learning Framework

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 minutes for each quiz	20	N	Individual
Critical Review	1,600 words (400 words for each reading)	40	N	Individual
Portfolio	1,500 words	40	N	Individual

Prescribed Texts

- Fleer, M. (2021). *Play in the early years*. (3rd ed.). Cambridge University Press.

Teaching Periods

Spring (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC2005_23-SPR_BK_1#subjects)

Campbelltown

On-site

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Spring (2024)

Campbelltown

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