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MODULE SPECIFICATION

Module Title:	The Playing Child	**Level**:	5	**Credit Value**:	20

Module code:	EDC528	**Is this a new module?**	YES	**Code of module being replaced**:	NA

Cost Centre:	GAEC	**JACS3 code**:	X310

Trimester(s) in which to be offered:	2	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Kate Wagner

Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to explore the role of play in children's lives considering historical and contemporary concepts of play and the playing child. You will investigate the foundations and principles of play practice to enable you to identify appropriate strategies and interventions to support the needs and preferences of children, to create spaces and places for children's play, and develop an understanding of the management of children's 'risky' play.

Intended Learning Outcomes
Key skills for employability

KS1   Written, oral and media communication skills
KS2   Leadership, team working and networking skills
KS3   Opportunity, creativity and problem solving skills
KS4   Information technology skills and digital literacy
KS5   Information management skills
KS6   Research skills
KS7   Intercultural and sustainability skills
KS8   Career management skills
KS9   Learning to learn (managing personal and professional development, self-management)
KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Develop a detailed understanding of the role of play in children's lives through critically exploring historical and contemporary perspectives of play	KS1	KS6
		KS4	KS9
		KS5	
2	Assess ways to identify play needs and preferences to support children's play	KS3	KS6
		KS4	KS9
		KS5	
3	Analyse different approaches to the creation of spaces and places for children's play in the environment	KS3	KS6
		KS4	KS9
		KS5	
4	Evaluate the strategies for supporting children's self-directed play at home, in school, in the community, and on screen	KS3	KS6
		KS4	KS9
		KS5	
5		KS3	KS6

| Review and explain children experience and management of 'risky' play | KS4 | KS9 |
| | KS5 | |

Transferable/key skills and other attributes
- Effective Communication   - Time management   - Organisational skills   - Personal and professional reflection   - Application of theory to practice   - Independent learning   - Problem solving   - Effective writing skills   - Analyse concepts, theories and issues of policy in relation to practice.   - Evaluation   - Critical thinking

Derogations
None

Assessment:
1. Coursework - discussion of the historical development, theoretical perspectives and definitions of play, the creation of play spaces and places, the benefits for the child and how adults can support the play process in practice.   2. Essay – explore the role of risk in relation to the historical and contemporary perspectives of children's play and the implications for practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Coursework	50%		2000 words
2	1,5	Essay	50%		2000 words

Learning and Teaching Strategies:
Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where

possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. What is 'play'?
2. How is the role of play understood in children's lives?
3. How are children's play needs and preferences identified?
4. What approaches are used to support children's self-directed play at home, in school, in the community, and on screen?
5. What is the role of space and place for children's play?
6. How is children's 'risky' play experienced and managed by the child and the practitioner?

In exploring these question, this module will consider:

- The nature of 'play', different types of play and playfulness
- Key international pioneers of early education and play
- Contemporary perspectives of play raising key debates about the place of play in children's lives
- Children's perceptions of play (their play needs and preferences)
- Play as pedagogy examining the central role of play in learning and the position of play in the curriculum

- Play and the role of the adult considering play as a tool for learning with a particular focus on the role of parents and teachers.
- The role of children's resources in play
- Spaces and places for play
- 'Risky' play
- Play and technology
- Different approaches to support play including playwork and the Playwork Principles

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
SKAPW9	K1-33

Bibliography:

Essential reading

Else, P. (2014), *Making Sense of Play: Supporting Children in their Play*. England: Open University Press.

Lester, S. and Russell, W. (2008), *Play for a Change, Play, Policy and Practice: A review of contemporary perspectives*. England: National Children's Bureau
http://www.playengland.org.uk/resources/play-for-a-change-play,-policy-and-practice-areview-of-contemporary-perspectives.aspx

Wood, E.A. (2013), *Play, Learning and the Early Childhood Curriculum.* Third Edition. London:Sage

Other indicative reading

Brown, F. and Taylor, C. (2008), *Foundations of Playwork*. Maidenhead: OUP/McGrawHill

Clark, A. and Moss, P. (2005), *Spaces to Play: More Listening to young children using the Mosaic Approach*. London: National Children's Bureau.

Else, P. (2009), *The Value of Play. London*: Continuum.*

Grieshaber, S. and McArdle, F. (2010), *The Trouble with Play*. Maidenhead: McGraw-Hill Education

Holloway, S. and Valentine, G. (2000), *Children's Geographies*. London: Routledge.

Howard, J., Alderson, D. and Sheridan, M. (2010), *Play in Early Childhood*. Third Edition. London: Routledge.*

Hughes, B. (2001), *Evolutionary Playwork and Reflective Analytic Practice.* London: Routledge.

Kilvington, J. and Wood, A. (2010), *Reflective Playwork For All Who Work With Children.* London: Continuum International Publishing Group.

Palmer, S. (2006), *Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It.* London: Orion Books.

Pellegrini, A. D. (2009), *The Role of Play in Human Development.* New York: Oxford University Press.

Sutton-Smith, B. (1997), *The Ambiguity of Play.* London: Harvard University Press.

Journals

Childhood – A Journal of Global Child Research
European Early Childhood
Education Research Journal
Educational Research Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research
Journal of Playwork Practice

Websites
National Children's Bureau
http://www.ncb.org.uk

International Play Association
http://www.ipaworld.org

American Journal of Play
http://www.journalofplay.org

UNICEF
http://www.unicef.org/crc/

UK Play organisations:
Play Wales
http://www.playwales.org.uk

Play England
http://www.playengland.org.uk

Playboard (NI)
http://www.playboard.org

Play Scotland
http://www.playscotland.org