

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDEC28007 *Play, Purpose, and Pedagogy*

Term 1 - 2025

Profile information current as at 12/02/2025 02:35 pm

All details in this unit profile for EDEC28007 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Universally, play is recognised as a context for learning with the child's right to play and the benefits of play enshrined in the national and international policy context. As both a context and process, play enables children to question, to theorise, to create, to wonder and to imagine. The pedagogical approaches adopted by teachers within early childhood settings are informed by a range of sources including understandings about how young children learn, emerging research and relevant learning frameworks. In this unit, you will research early learning theory and contemporary research to explicate how and why play pedagogies align with children's development and characteristics as learners. The central role of educators in creating environments that support children's play will also be examined. You will be asked to consider the challenges that educators may encounter as they enact play pedagogies. A focus on critically reflective practice will support your analysis of the contemporary context and an interrogation of your personal assumptions about play.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2025

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

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

1. Synthesise knowledge of child development, learning theory, contemporary research and a commitment to inclusive practice to recommend how and why play pedagogies align with children's stages of development and characteristics as learners
2. Communicate a deep understanding of the role of the teacher/educator, including their role in creating supportive environments and supporting children's play in play spaces
3. Synthesise knowledge of the key principles of play and theoretical concepts included in the principles of play (agency, child rights, identity, culture, participation, sociality) to explicate the affordances provided within play spaces
4. Identify personal assumptions about play and articulate how these assumptions may influence pedagogical practice and curriculum decision making
5. Engage with critically reflective practice to support analysis of the contemporary context
6. Analyse and represent contemporary considerations/challenges when enacting play pedagogies and propose ways to address such challenges/considerations.

This unit contributes to meeting the curriculum content requirements outlined by the Australian Children's Education & Care Quality Authority (ACECQA).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	Introductory	Introductory	Introductory	Introductory	Introductory	Introductory
2 - Communication		Introductory	Introductory			
3 - Cognitive, technical and creative skills	Introductory		Introductory	Introductory		Introductory
4 - Research					Introductory	
5 - Self-management						
6 - Ethical and Professional Responsibility		Introductory		Introductory	Introductory	
7 - Leadership						
8 - Aboriginal and Torres Strait Islander Cultures	Introductory	Introductory	Introductory		Introductory	

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 February 2025

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.