

H6PC: Play and Creativity in ECEC

| | |
|---|--|
| Module Code: | H6PC |
| Long Title | Play and Creativity in ECEC APPROVED |
| Title | Play and Creativity in ECEC |
| Module Level: | LEVEL 6 |
| EQF Level: | 5 |
| EHEA Level: | Short Cycle |
| Credits: | 10 |
| Module Coordinator: | Meera Oke |
| Module Author: | Stephanie Roe |
| Departments: | NCI Learning & Teaching |
| Specifications of the qualifications and experience required of staff | |
| Learning Outcomes | |
| <i>On successful completion of this module the learner will be able to:</i> | |
| # | Learning Outcome Description |
| LO1 | Understand how the different types of play support babies, toddlers and children's holistic development. |
| LO2 | Recognise the characteristics of play and creativity and their value in babies, toddlers and children's learning and development. |
| LO3 | Develop an awareness of the purpose and value of play in historical, cultural, and pedagogical contexts. |
| LO4 | Demonstrate an ability to recognise opportunities to foster play and creativity in a range of early childhood environments. |
| LO5 | Demonstrate an awareness of the role of the early childhood educator in creating the conditions that support play and creativity and that encourage the inclusion and active participation of babies, toddlers and children. |
| Dependencies | |
| Module Recommendations | |
| No recommendations listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Entry requirements | |

H6PC: Play and Creativity in ECEC

| Module Content & Assessment | | | |
|---|-----------------------|---------------------------|---------|
| Indicative Content | | | |
| Forms of play (Week 1) This section focuses on types of play such as physical, symbolic and pretend play, play with objects, games with rules, and risky play. They will be explored in relation to supporting children's holistic development. Holistic development areas could include cognitive, physical, social, emotional and language development and other areas such as self-regulation, positive learning dispositions or other areas identified within the National Curriculum Framework Aistear. | | | |
| Function of play (Week 2) Building on Week 1 ideas on the decline of play (Peter Gray) and nature deficit (Louv) will be introduced here to strengthen students' understanding of the importance of providing play opportunities in the indoors and outdoors. Ideas on the therapeutic nature of play in supporting wellbeing for example sensory play and Sand Play Therapy (Lowenfeld's 'Wonder Box'). | | | |
| Characteristics of play (Week 3) This section will also identify characteristics of play and playful behaviours such as intrinsic motivation, enjoyment, being process orientated and non-literality. Students will examine how more playful experiences beneficially support children's learning and development, and will explore how they can be supported through the creation of playful learning environments in both the indoors and outdoors. | | | |
| Purpose of play: The discovery of childhood (week 4) This section focuses on exploring the historical contexts of play, including the discovery of childhood as a way to understand how perspectives on play involve different theories and values on the role of play in a child's life. Examples can include the role of play in supporting learning using play-like activities versus play being innate and led by the child (play for play's sake). Historical and theoretical perspectives could include: Rousseau, Pestalozzi, Piaget, Vygotsky, Montessori, Froebel, Steiner, and Malaguzzi. | | | |
| Purpose of play: play and pedagogy (week 5) Investigation of how the roles of play have influenced different pedagogies, including pedagogy of play and how it facilitates the child's learning through play. | | | |
| Purpose of play: play and pedagogy (week 6) Further investigation and debate of how the roles of play have influenced different pedagogies, including pedagogy of play and how it facilitates the child's learning through play. | | | |
| Characteristics of creativity (Week 7) This section focuses on identifying characteristics of creativity in young children such as exploration & experimentation, using language & play to make sense of their world, deep concentration as well as doing something new with things that are familiar. Links could include: theorists such as Piaget and Vygotsky, Hutt's ideas on the distinction between exploration and play. | | | |
| Creativity (Week 8) Students will examine how these experiences support children's learning and development, and how they can be supported through the creation of creative learning environments in both the indoors and outdoors. Links could include: Malaguzzi and the Reggio Emilia approach, Loose parts theory and open ended materials. | | | |
| Fostering play and creativity (Week 9) This section focuses on an understanding of the child's inner drive to discover and explore, and how this supports their creativity. The adult's role will be considered in relation to facilitating opportunities for imagination, possibility thinking, critical thinking, co-constructing, meaning-making through a range of playful structured activities, guided play and free play. | | | |
| A child's right to play (Week 10) This section focuses on an understanding of a child's right to play, making links to the UNCRC (United Nations Convention on the Rights of the Child) and The Lundy Model. | | | |
| Supporting Diversity, Equality and Inclusion (Week 11) This section focuses on the National Diversity, Equality and Inclusion Charter and Guidelines (including Derman-Sparks anti-bias goals). This section will also examine inclusive play opportunities that encourage active participation and develop children's social competence. | | | |
| Creating the conditions to support play and creativity using a rights based approach (Week 12) This section will include an exploration of a rights based approach to play, which includes seeing the child as a protagonist; a confident and competent learner capable of making decisions and directing their own learning, as suggested by Malaguzzi. A rights based approach will be examined in relation to how it encourages the celebration of difference in relation to children's cultural and creative and diverse contexts, and focuses on the adult's role in valuing children's expression and supports this in a variety of creative ways such as: mark making, music & movement and storytelling, as suggested by Malaguzzi's one hundred languages of children. | | | |
| Assessment Breakdown | | | % |
| Coursework | | | 100.00% |
| Assessments | | | |
| Full Time | | | |
| Coursework | | | |
| Assessment Type: | Continuous Assessment | % of total: | 50 |
| Assessment Date: | n/a | Outcome addressed: | 2,4,5 |
| Non-Marked: | No | | |
| Assessment Description: Design an information guide for early childhood educators on the benefits of fostering babies, toddlers and children's creativity and how this can be facilitated in both the indoor and outdoor learning environments. Provide examples from practice and make links to theory and national frameworks to support your ideas. (1500 words) | | | |
| Assessment Type: | Continuous Assessment | % of total: | 50 |
| Assessment Date: | n/a | Outcome addressed: | 1,2,3 |
| Non-Marked: | No | | |
| Assessment Description: Compare and contrast the benefits of adult directed play with the benefits of child-led play in supporting children's holistic development. Provide examples from practice and make links to literature to support your ideas. (1500 words) | | | |
| No End of Module Assessment | | | |
| No Workplace Assessment | | | |
| Reassessment Requirement | | | |
| Repeat failed items <i>The student must repeat any item failed</i> | | | |
| Reassessment Description Students must pass all components of assessment on the module; a component fail leads to a component repeat. | | | |

H6PC: Play and Creativity in ECEC

| Module Workload | | | | |
|--------------------------------------|----------------------|-------|--------------|---------------------------------|
| Module Target Workload Hours 0 Hours | | | | |
| Workload: Full Time | | | | |
| Workload Type | Workload Description | Hours | Frequency | Average Weekly Learner Workload |
| Lecture | Lecture | 36 | Per Semester | 3.00 |
| Independent Learning | Independent Learning | 178 | Per Semester | 14.83 |
| Workbased learning | Workbased learning | 36 | Per Semester | 3.00 |
| Total Weekly Contact Hours | | | | 6.00 |

| Module Resources | |
|--|--|
| Recommended Book Resources | |
| <p>Duffy, B. (1998), Supporting creativity and imagination in the early years, Open University Press, Buckingham.</p> <p>Edwards, C., Gandini, L., and Foreman, G. (2012), The Hundred Languages of Children, Praeger, Oxford.</p> <p>Peter Gray. Free to Learn, Basic Books.</p> <p>Lyons, D. (2010), Creative Studies for the caring professions, Gill & McMillan, Dublin.</p> <p>Malaguzzi, L. (1996), The Hundred Languages of Children, Reggio Children, Reggio Emilia.</p> <p>Máire Mhic Mhathúna, Mark Taylor. (2012), Early Childhood Education and Care, Gill Education, p.224, [ISBN: 9780717153244].</p> <p>Pellegrini, A. D. (2009), The role of play in human development, Oxford University Press, Oxford.</p> <p>Whitebread, D. (2012), Developmental Psychology & Early Childhood Education, Sage Publications, London.</p> <p>Woods, E. (2012), Play, Learning and Early Childhood, Sage Publications, London.</p> <p>Wood, E. (2014), The play-pedagogy interface in contemporary debates. In Booker, E., Blaise, M., & Edwards, S. (eds) Sage Handbook of play and learning in early childhood, Sage Publications, London, p.145.</p> | |
| Supplementary Book Resources | |
| <p>Centre for Early Childhood Development and Education (CECED). (2006), Siolta: The National Quality Framework for Early Childhood Education, CECDE, CECDE, Dublin.</p> <p>Committee on the Rights of the Child [CRC]. (2013), General comments (2013) on the Right of the Child to Rest, Leisure, Play, Recreational Activities, Cultural Life and the Arts (Article 31), United Nations, Geneva.</p> <p>Department of Children and Youth Affairs (DCYA). (2016), Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education, DCYA, Dublin.</p> <p>Department of Education and Skills [DES]. (2018), A Guide to Early-Years Education-Focused Inspection (EYEI) in Early-Years Settings Participating in The Early Childhood Care and Education (ECCE) Programme, Department of Education and Skills, Dublin.</p> <p>Government of Ireland. (2018), First Five: A-Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028.</p> <p>Lundy, L. The Lundy Model.</p> <p>National Council for Curriculum & Assessment. (2009), Aistear the Early Childhood Curriculum Framework, NCCA, Dublin.</p> <p>National Council for Curriculum & Assessment (NCCA). (2015), Aistear Siolta Practice Guide.</p> <p>United Nations. (1989), The convention on the rights of the child [UNCRC], UNICEF, New York.</p> | |
| Supplementary Article/Paper Resources | |
| <p>Sandseter, E.B.H. Children's risky play in early childhood education and care, Barnardos Childlink, https://www.ncn.ie/images/Barnardos_Childlink_Risky_Play.pdf</p> <p>Weisberg, D. S., Kittredge, A., Hirsh-Pasek, K., Michnick, G., R., & Klahr, D. (2015), Making Play Work for Education, Phi Delta Kappa, 96(8), p.8.</p> <p>White, R. E. (2015), The Power of Play: A research summary on Play and Learning, https://www.childrensmuseums.org/images/MCMResearchSummary.pdf</p> <p>Whitebread, D. (2012), The Importance of Play: a report on the value of children's play with a series of policy recommendations, http://www.importanceofplay.eu/IMG/pdf/d_r_david_whitebread_-_the_importance_of_play.pdf</p> | |
| Other Resources | |
| <p>[Website], Tedx Talks. (2014), The Decline of Play, Peter Gray, TedxNavesink, https://www.youtube.com/watch?v=Bg-GEzM7iTk</p> | |
| Discussion Note: | |