

TEAC 7147 PLAY, HEALTH AND WELLBEING

Credit Points 10

Legacy Code 102104

Coordinator Azadeh Motevali Zadeh Ardakani ([https://directory.westernsydney.edu.au/search/name/Azadeh Motevali Zadeh Ardakani/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Motevali%20Zadeh%20Ardakani/))

Description Play provides a foundation for children's holistic health, wellbeing, learning and relationships. This subject engages students in a critical inquiry of children's play and its pedagogical potential to facilitate engagement in learning and complex interactions. Developmental, cultural, and critical theories of play will be interrogated to enhance understanding of the value and relevance of play in both early childhood and school settings. Play-based pedagogies aligned with The Early Years Learning Framework for Australia, the Australian Curriculum and NSW Personal Development, Health and Physical Education curriculum, and national and state health promotion initiatives are used to assess and plan for children's emerging play, relationships, movement, health and wellbeing. Students will examine children's rights, agency and abilities within multiple play contexts, and the influence of community and families' diverse values and cultural practices, on play opportunities that promote active and healthy ways of being. This subject is included in the Foundation Phase of the Master of Teaching program.

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 Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7085 Play development and learning

Restrictions

Students must be enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth -12), 1783 Master of Teaching (Birth-5 Years/Birth-12 Years), 1784 Master of Teaching (Birth - 5 Years) 1773 Master of Teaching (Early Childhood and Primary) or 1774 Master of Teaching (Early Childhood) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12).

Students enrolled in 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have successfully completed 190 credit points (160 at Level 1 or higher).

Students enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth -12) must have successfully completed 160 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the importance of play for children's holistic health, wellbeing and relationships from birth-to-12 years.
2. Interrogate the developmental, cultural, and critical theoretical perspectives of play and their implications for teachers in early childhood and school settings.

3. Critically analyse children's rights, agency and abilities within multiple play contexts, and the influence of community and families' diverse values, and cultural practices on play opportunities.
4. Plan for children's holistic health and wellbeing aligning with the Early Years Learning Framework for Australia, Australian Curriculum and NSW Personal Development, Health and Physical Education curriculum, and health promotion policies and initiatives.
5. Design learning experiences using play-based pedagogies that scaffold play, and promote health, movement and relationships.
6. Propose collaborative approaches to promote children's healthy, safe and active life in early childhood, community and school-settings

Subject Content

- Children's play and its importance in promoting their holistic health, wellbeing and relationships in early childhood and school settings.
- Physical, socio-emotional health, wellbeing, and safety of children birth-to-12 years.
- Diversity in play contexts and practices linked to health outcomes with a special focus on Indigenous children.
- Developmental, cultural, and critical theories of play and their implications for teachers promoting health, wellbeing and relationships in early childhood and school settings.
- Play and pedagogy including approaches to play, scaffolding play through adult and peer interactions
- Play-based curricular and policy frameworks and initiatives for promoting children's health including the Early Years Learning Framework for Australia and the NSW Personal Development, Health and Physical Education curriculum, and national and/or state policies and initiatives.
- Children's rights, agency and abilities within multiple play contexts, and the influence of community and families' diverse values, and cultural practices on play opportunities.
- Working with families in supporting children's healthy, safe and active life through play
- Documentation, assessment, and planning for children's physical and socio-emotional health and wellbeing.
- Play pedagogies such as active and other forms of play, movement activities, drama, sport, and games.

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years).

The Master of Teaching (Birth – 5 Years / Birth – 12 Years) Inherent Requirements have been approved by Disability Services. The Inherent Requirements are currently available in the WSU Inherent Requirements website: https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years (https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years/)

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	Mandatory
Portfolio	2,000 words	50	N	Individual	N
Case Study	2,000 words	50	N	Individual	N

Prescribed Texts

- Whitaker, J., & Tonkin, A. (2023). Play and health in Childhood: A rights-based approach. Routledge. <https://doi.org/10.4324/9781003310648> (<https://doi.org/10.4324/9781003310648/>)
- New South Wales Education Standards Authority (2018). Personal development, health, and physical education K–6 Syllabus. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018> (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/>)

Teaching Periods

Autumn (2025)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7147_25-AUT_BK_1#subjects)

Spring (2025)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7147_25-SPR_BK_1#subjects)

Summer (2025)

Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7147_25-SUM_ON_2#subjects)