



The University of Southern Queensland

## Course Specification

### Description: Services and Settings for Young Children

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2011	18174	3, 2002	EXT	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Anne Petriwskyj

Moderator: Lyn Bower

### RATIONALE

Internationally, early childhood education is made up on a complex and diverse array of programs and services. Recently, economic political and sociological changes have resulted in early education, particularly the provision of day care, being a significant community concern. Regulations to guide standards and in turn the quality of education and care received by the children, have been established as results of these social changes. Early childhood educators must be competent in the skills of managing day care centres and be able to understand the nature of political and social change affecting the area to enable them to manage services effectively.

### SYNOPSIS

This course provides an introduction to the many early childhood services available to children 0-8 years, with a specific focus on day care. It will provide a brief overview of the history of early education and children's services, and review the more recent developments in the day care field. The major focus will be in the development of programs and environments for the nursery and toddler sections.

### OBJECTIVES

On successful completion of this unit students will:

- identify and discuss the early childhood services
- be familiar with the history of Early Childhood
- be aware of the socio-economic and political parameters of day care
- be familiar with a variety of ways to organise and develop learning environments for babies and toddlers

- create interesting, developmentally sound and socially responsive environments for young children
- develop programmes for babies and toddlers which are developmentally sound and socially interactive
- use appropriate interpersonal and teaching skills for nursery and toddler groups

## TOPICS

Description	Weighting (%)
1. Overview of Early Childhood Services	10.00
2. History of Early Childhood Services	10.00
3. Recent developments in the field of day care (Political, Economic, Social	20.00
4. Quality in Early Childhood Centres	10.00
5. Creating appropriate, responsive and aesthetic environments in day care	20.00
6. Creating developmentally appropriate and socially responsive programmes for children in daycare (infants and toddlers)	30.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Hutchins, T. & Sims, M 1999, *Program Planning for Infants and Toddlers: An Ecological Approach*, Prentice Hall, Sydney.

(Hutchins, T. & Sims. M. (1999). Program planning for infants and toddlers: An ecological approach. Sydney: Prentice Hall.)

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Arthur, L., Beecher, B., Dockett, S., Farmer, S. & Death, E 1996, *Programming and Planning in Early Childhood Settings*, Harcourt Brace Jovanovich, Publishers,

Beaty, J 1998, *Observing Development of the Young Child*, 4th edition, Merrill/Macmillan,

Broinowski, I 1994, *Managing Child Care Centres*, TAFE Publications, Abbotsford.

Decker, C.A. & Decker, J.R 1997, *Planning and Administering Early Childhood Programs*, 6th edition, Prentice Hall, Upper Saddle River.

(Decker, C.A. & Decker, J.R. (1997). Planning and administering early childhood programs }. (6th ed.). Upper Saddle River: Prentice Hall.)

Faragher, J. & McNaughton, G 1998, *Working with Young Children: Guidelines for Good Practice*, RMIT Publishing, Melbourne.

- Fleet, A. & Clyde, M 1993, *What's in a Day: Working in Early Childhood*, Social Science Press, Wentworth Falls, NSW.
- Gonzales-Mena, J. & Eyer, D 2000, *Infants, Toddlers and Caregivers*, 3rd edition, Mayfield,
- Greenman, J 1988, *Caring Spaces, Learning Spaces*, Exchange Press,
- Greenman, J 1988, *Prime Times: A Handbook for Excellence in Infant and Toddler Care*, Longman, South Melbourne.
- (Greenman, J. & Stonehouse, A. (1997). *Prime times: A handbook for excellence in infant and toddler care*. South Melbourne: Longman.)
- Hayden, J 1996, *Management of Early Childhood Services - An Australian Perspective*, Social Science Press, Wentworth Falls, NSW.
- Hildebrand, V 1994, *Guiding Young Children*, Macmillan, New York.
- Hildebrand, V. & Hearron, P 1997, *Management of Child Development Centres*, 4th edition, Merrill, Upper Saddle River.
- Hughes, F.P 1999, *Children, Play and Development*, 3rd edition, Allyn & Bacon,
- Isbell, R. & Exelby, B *Early Learning Environments that Work*,  
(Isbell, R. & Exelby, B. (2000).)
- Kolbe, U. & Smyth, J 2000, *Drawing and Painting with Under Threes*, AECA, Watson, ACT.  
(Kolbe, U. & Smyth, J. (2000). . Watson, ACT: AECA.)
- Mellor, E.J 1990, *Stepping Stones - The Development of Early Childhood Services in Australia*, Harcourt Brace Jovanovich, Publishers,
- Stonehouse, A 1988, *Trusting Toddlers: Programming for One to Three Year Olds in Child Care Centres*, AECA,
- Stonehouse, A 1994, *Not Just Nice Ladies - A Book of Readings on Early Childhood Care and Education*, Pademelon Press,
- Taylor, B.J 1997, *Early Childhood Program Management: People and Procedures*, 3rd edition, Prentice Hall,
- Turner, P. H. & Hamner, T.J 1994, *Child Development and Early Education: Infancy Through Preschool*, Allyn & Bacon, Boston.
- Watson, L, Watson, M. & Wilson, L.V.C 1999, *Infants and Toddlers: Curriculum and Teaching*, 4th edition, Delmar, Albany.
- Wortham, S.C 1998, *Early Childhood Curriculum: Developmental Bases for Learning and Teaching*, Merrill/MacMillan, Upper Saddle River, NJ.

## **STUDENT WORKLOAD REQUIREMENTS**

<b>ACTIVITY</b>	<b>HOURS</b>
Directed Study	70
Others	10
Private Study	60

## **ASSESSMENT DETAILS**

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY	50.00	50.00	Y	20 Dec 2002
PROGRAMS	50.00	50.00	Y	14 Feb 2003

## **OTHER REQUIREMENTS**

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
  - 2 Marking criteria are provided in unit material as mark sheets/guides or as part of assignment specifications.
  - 3 Summative assessment items will be given a numerical score.
  - 4 Unit Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
  - 5 All assessment items must be submitted. Assessment items must be passed overall.
  - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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