



The University of Southern Queensland

## Course Specification

### Description: Early Childhood Education I

| Subject | Cat-Nbr | Class | Term    | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|--------|
| ECE     | 2023    | 10728 | 1, 2002 | EXT  | 1.00  | TWMB A |

|                        |        |
|------------------------|--------|
| <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

Early childhood education is made up of a complex and diverse array of programs and services. Recently, economic, political and sociological changes stemming from equal opportunity and women's issues have resulted in early education, particularly the provision of day care, being an important community concern. Updated regulations to guide early childhood standards, and in turn the quality of education and care received by the children, have been established as a result of these social changes. Early childhood educators must be competent in the skills required in child care centres and be able to understand the nature of political and social change affecting the provision of services.

### SYNOPSIS

This course provides an introduction to the many early childhood services available to children birth-8 years, with a specific focus on child care. It will provide a brief overview of the history of early education in Australia, and review the more recent developments in the child care field. The major focus will be in the development of care programs and environments for young children with an emphasis on children birth to 3 years.

### OBJECTIVES

On successful completion of this unit students will be able to:

- be equipped to identify and discuss the early childhood services
- be familiar with the history of early childhood services in Australia
- be aware of the socio-economic and political parameters of day care
- be familiar with a variety of different ways to organise and develop learning environments for young children

- be equipped to create interesting and developmentally sound and socially responsive environments for young children
- develop programmes for young children 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 in Australia  | 10.00         |
| 3. Recent developments in the field of child care (political economic, social)                     | 10.00         |
| 4. Visits to child care centres  | 10.00         |
| 5. Management of child care centres  | 10.00         |
| 6. Creating responsive and aesthetic environments in child care                                    | 20.00         |
| 7. Creating individually appropriate and socially responsive programmes for children in child care | 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*, 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*, (2nd ed.). Sydney: Harcourt Brace.

Beaty, J. (1998). *Observing development of the young child*, (4th ed.). NJ: Prentice-Hall.

Broinowski, I. (1994). *Managing child care centres*, Abbotsford, Victoria: TAFE Publications..

Clarke, J. & Gray, M. (1997). *52 steps to quality care: A manual for assisting staff in early childhood centres to achieve and maintain quality care using the principles of accreditation.*, Castle Hill: Pademelon.

Decker, C.A. & Decker, J.R. (1997). *Planning and administering early childhood programs*, (6th ed.). Merrill/MacMillan.

Eliason, C.F. & Jenkins, L.T. (1999). *A practical guide to early childhood curriculum*, (6th ed.). Merrill/MacMillan.

- Faragher, J. & MacNaughton, G. (1998). *Working with young children*, (2nd ed.). TAFE Publications.
- Fleet, A. & Clyde, M. (1993). *What's in a day: Working in early childhood*, Wentworth Falls, NSW: Social Science Press.
- Gonzales-Mena, J. & Eyer, D. (2001). *Infants, toddlers and caregivers*, (5th ed.). Mountain View, CA: Mayfield.
- Greenman, J. & Stonehouse, A. (1997). *Prime times*, South Melbourne, VIC: Longman.
- Hayden, J. (1996). *Management of early childhood services - An Australian perspective*, NSW: Social Science Press.
- Hendrick, J. (1996). *The whole child: Developmental education for the early years.*, (6th ed.). Englewood Cliffs: Merrill.
- Hendrick, J. (1998). *Total learning: Developmental curriculum for the young child*, (5th ed.). Merrill/MacMillan.
- Hildebrand, V. (1994). *Guiding young children*, (5th ed.). Merrill/MacMillan.
- Hildebrand, V. (1997). *Management of child development centres*, (4th ed.). Upper Saddle River, N.J.: Merrill/MacMillan.
- Hughes, F.P. (1999). *Children, play and development*, (3rd ed.). Boston: Allyn & Bacon.
- Hutchins, T. (1995). *Babies need more than minding*, Canberr, : Australian Early Childhood Association.
- Mellor, E.J. (1990). *Stepping stones: The development of early childhood in Australia*, Harcourt Brace Jovanovich, Publishers.
- Stonehouse, A. (1988). *Trusting toddlers*, AECA.
- Stonehouse, A. (1994). *Not just nice ladies: A book of readings on early childhood care and education*, NSW: Pademelon Press.
- Taylor, B.J. (1997). *Early childhood program management: People and procedures*, (3rd ed.). N.J.: Merrill/MacMillan.
- Turner, P.H. & Hamner, T.J. (1994). *Child development and early education: Infancy through preschool*, Boston: Allyn & Bacon.
- Wortham, S.C. (1998). *Early childhood curriculum: Developmental bases for learning and teaching*, (2nd ed.). Merrill/MacMillan.

## **STUDENT WORKLOAD REQUIREMENTS**

| ACTIVITY       | HOURS |
|----------------|-------|
| Assessment     | 30    |
| Directed Study | 60    |
| Private Study  | 70    |

## ASSESSMENT DETAILS

| Description                       | Marks Out of | Wtg(%) | Required | Due Date                    |
|-----------------------------------|--------------|--------|----------|-----------------------------|
| FACTORS INFLUENCE.THE<br>EST.OF E | 50.00        | 50.00  | Y        | 04 Mar 2002<br>(see note 1) |
| PROGRAMS                          | 50.00        | 50.00  | Y        | 04 Mar 2002<br>(see note 2) |

### NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

## 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 course material as mark sheets/guides or as part of assignment specifications.
  - 3 Summative assessment items will be given a numerical score.
  - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
  - 5 All assessment items must be submitted and 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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