



The University of Southern Queensland

Course specification

Description: Early Childhood Services

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2001	30633	1, 2004	EXT	1.00	TWMBA

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	1
ASCED code:	070101

STAFFING

Examiner: Lindy Austin

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 a significant 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 programs and environments for young children with an emphasis on children birth to 3 years.

OBJECTIVES

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

- identify and discuss the early childhood services;
- demonstrate understanding of influences on early childhood services;
- demonstrate awareness of the socio-economic and political parameters of day care;
- show familiarity with a variety of ways to organise learning environments for young children;

- plan interesting and developmentally sound and socially responsive environments for young children;
- develop programs for young children which are developmentally sound and socially interactive;
- demonstrate understanding of 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 child care (political, economic, social)	20.00
4. Management of child-care centres	10.00
5. Creating responsive and aesthetic environments in child care	20.00
6. Creating individually appropriate and socially responsive programs for children in child care	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

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

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 edn, Harcourt Brace, Sydney.

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*, Pademelon, Castle Hill.

Dahlberg, G, Moss, P & Pence, A 2000, *Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives*, Routledge Falmer, London.

- Faragher, J & MacNaughton, G 1998, *Working with Young Children*, 2nd edn, TAFE Publications,
- Gonzales-Mena, J & Eyer, D 2001, *Infants, Toddlers and Caregivers*, 5th edn, Mayfield,
- Greenman, J & Stonehouse, A 1997, *Prime Times: A Handbook for Excellence in Infant and Toddler Programs*, Longman, South Melbourne.
- Hayden, J 1996, *Management of Early Childhood Services: An Australian Perspective*, Social Science Press, Wentworth Falls, NSW.
- Hildebrand, V 1997, *Management of Child Development Centres*, 4th edn, Merrill, New Jersey.
- Hughes, FP 1997, *Children, Play and Development*, 3rd edn, Allyn & Bacon, Boston.
- Mellor, EJ 1990, *Stepping Stones: The Development of Early Childhood in Australia*, Harcourt Brace Jovanovich, Sydney.
- Taylor, BJ 2002, *Early Childhood Program Management: People and Procedures*, 4th edn, Merrill, New Jersey.
- Wortham, SC 2002, *Early Childhood Curriculum: Developmental Bases for Learning and Teaching*, 3rd edn, Merrill Prentice Hall, New Jersey.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	30.00
Directed Study	60.00
Private Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
INFLUENCES ON PROGRAMS	100.00	50.00	12 Apr 2004
INFANT TODDLER PROGRAM	100.00	50.00	14 Jun 2004

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
 - (a) There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
 - (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:

If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.

- 4 Requirements for student to be awarded a passing grade in the course:
 - (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.
- 5 Method used to combine assessment results to attain final grade:
 - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
 - (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
 - (d) There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.