



The University of Southern Queensland

Course specification

Description: Contexts in Care and Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2108	31191	1, 2004	EXT	1.00	TWMBA

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

STAFFING

Examiner: Alice Brown

Moderator: Lyn Bower

REQUISITES

Pre-requisite: Students must be enrolled in Program: BECH

RATIONALE

Since the learning environment in early childhood programs is a core element of curriculum, the organisation and educational purpose of child-responsive environments is foundational knowledge for early childhood educators. They must be conscious of the impact of changes in the immediate human, physical and time environment, and aware of influences in the external sociopolitical and community context. These issues are of particular significance in programs for very young children as atmosphere or climate exerts a marked influence on children's personal comfort, health and safety, responsiveness to experiences and interpersonal behaviour.

SYNOPSIS

Effective learning environments in early childhood education are characterised by flexibility and responsiveness to children and are planned in relation to a range of ecological and educational considerations. At a macro level, a variety of social, economic, political and educational trends impact on policy and regulatory requirements and on family or community expectations. At a micro level, organisation of a learning environment, including not only physical issues but also time and interpersonal issues, is modified regularly in response to the current interests and progress of children and the needs of staff and parents. In this course, learning environment across the age range birth to eight years is explored, then concepts are applied to educate programs for children under 4 years of age.

OBJECTIVES

On completion of this course students will be able to:

- identify social, economic, political, and educational trend impacts on services for early childhood education and care in local, regional and international contexts;
- define the roles of physical, time & human environments in early childhood programs;
- outline regulations and curriculum documents as they relate to the learning environment in early childhood settings;
- organise and modify responsive early childhood learning environments;
- relate environmental issues to care programs for children aged birth to 3 years.

TOPICS

Description	Weighting (%)
1. Ecological systems and their relationship to early childhood services	20.00
2. Elements of learning environment in early childhood settings	20.00
3. Regulation, policy and management of early childhood environments	10.00
4. Responsive physical and time environments for children aged birth to 3 years	25.00
5. Supportive interpersonal environments in programs for ages birth to 3 years	25.00

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*, Harcourt Brace, Sydney.

Eaton, J & Shepherd, W 1998, *Early Childhood Environments*, Australian Early Childhood Association, Watson, ACT.

Feeney, S, Christensen, D & Moravcik, E 2001, *Who am I in the Lives of Children: An Introduction to Teaching Young Children*, 6th edn, Englewood Cliffs, NJ.

Gonzales-Mena, J & Eyres, D W 2001, *Infants, Toddlers and Caregivers*, 5th edn, Mayfield, Mountain View, CA.

Greenman, J & Stonehouse, A 1997, *Prime Times: A Handbook for Excellence in Infant and Toddler Programs*, Longman, Melbourne.

Turner, P & Hamner, T 1994, *Child Development and Early Education*, Allyn & Bacon, Needham Heights.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	35.00
Directed Study	100.00
Private Study	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	100.00	50.00	12 Apr 2004
ASSIGNMENT 2	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 or 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.