



The University of Southern Queensland

## Course specification

### Description: Care and Education Settings

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2108	35417	2, 2004	ONC	1.00	TWMBBA

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Alice Brown

### 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. This course emphasises literacy correctness in all its forms.

## OBJECTIVES

On completion of this course students will be able to:

1. recognise the impact of social, economic, political, and educational trends that impact on services for early childhood education and care;
2. define the roles of physical, time & human environments in early childhood programs;
3. outline regulations and curriculum documents as they relate to the learning environment in early childhood settings;
4. organise and modify responsive early childhood learning environments;
5. relate environmental issues to care programs for children aged birth to 3 4 years;
6. use written communication effectively and appropriately;
7. write clearly, grammatically correctly and with accurate spelling and punctuation.

## 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 4 years	25.00
5.	Supportive interpersonal environments in programs for ages birth to 4 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).

Eaton, J & Shepherd, W 1998, *Early childhood environments*, AECA Inc, Watson, ACT.

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

National Childcare Accreditation Council (Australia) 2001, *Putting children first: quality improvement and accreditation system source book*, 1st edn, National Childcare Accreditation Council Inc, Surry Hills, NSW.

National Childcare Accreditation Council (Australia) 2001, *Putting children first: quality improvement and accreditation system handbook*, 2nd edn, National Childcare Accreditation Council Inc, Sydney.

Queensland 2003, *Child care regulation 2003*, Government Printer, Brisbane.

(reprinted as in force on 1 September)

## 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.

Douville-Watson, L, Watson, M & Wilson, LC 1999, *Infants and toddlers*, Delmar, Albany, New York.

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*, 5th edn, Merrill, Englewood Cliffs, New Jersey.

Gonzales-Mena, J & Eyer, DW 2001, *Infants, toddlers and caregivers*, 5th edn, Mayfield, Mountain View, CA.

Gordon, A & Browne, K 2000, *Beginnings and beyond*, 5th edn, Delmar, New York.

Greenman, J & Stonehouse, A 1997, *Prime times: a handbook for excellence in infant and toddler care*, Longman, Melbourne.

Isbell, R & Exelby, B 2001, *Early learning environments that work*, Gryphon, Beltsville.

## STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	30.00
Directed Study	60.00
Lectures	24.00
Private Study	40.00
Tutorial	12.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	100.00	50.00	06 Sep 2004
ASSIGNMENT 2	100.00	50.00	01 Nov 2004

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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. Students should demonstrate a professional attitude and commitment by attendance at and participation in at least 80% of scheduled classes.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete each of the assessment items satisfactorily, students must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 3 Penalties for late submission of required work:  
If students submit an assignment after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must submit all assessment items and achieve at least 50% of the available marks for overall summative assessment.
- 5 Method used to combine assessment results to attain final grade:  
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:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
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 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.