



The University of Southern Queensland

## Course specification

<b>Description: Thinking and Movement in Early Childhood Education</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1005	48357	3, 2005	EXT	1.00	Toowoomba

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

### STAFFING

Examiner: Megan McLean  
Moderator: Noel Geoghegan

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEPR or BEEC or BESM or BESC or BEPG or BEPH or BPMH or BSMG or BECS or BECH or BEEG or BEEH or BPMU.

### OTHER-REQUISITES

Pre-requisite: Students may only enrol in external mode if they are enrolled in an external program.

### RATIONALE

Perceptual-motor development is central to other aspects of development, and movement is an important integrating medium through which young children learn about themselves and their world. Early childhood educators have a vital role in supporting young children's creative solving of problems through movement explorations and in promoting positive attitudes to physical activity from the earliest years. Early childhood educators require knowledge of the developmental nature and contextual influences on physical development in order to offer movement opportunities suited to the individual young child.

### SYNOPSIS

This course examines young children's exploration of space, materials, environments and the potential of their own bodies through physical activity to establish a basis for skilful movement, creative problem solving and a positive image of self and active play. The course introduces foundational concepts in early childhood education including integration of child development, planning from child study, play as an educative vehicle and the role of the learning environment. Physical experiences for young children from birth to eight years will be related to children's thinking, sequential movement development, and contextual issues. Emphasis will be placed on children's personal achievement, self esteem and attitude towards physical activity. This

course emphasises literacy correctness in all its forms. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## **OBJECTIVES**

On completion of this course students will be able to:

1. define connections between movement, thinking, disposition and context;
2. demonstrate awareness of the purpose of perceptual motor experiences;
3. select movement experiences and resources suited to children's development;
4. plan environments and strategies to support movement exploration;
5. relate observations to fundamental movement patterns of children 0-8 years;
6. use movement experiences as integrating devices across all areas of learning and development;
7. use written communication effectively and appropriately;
8. write clearly, grammatically correctly and with accurate spelling and punctuation.

## **TOPICS**

	Description	Weighting (%)
1.	Contextual and dispositional influences on young children's movement	10.00
2.	Integrated developmental purposes of movement experiences	20.00
3.	Design of environments, resources and physical experiences	30.00
4.	Fundamental movement patterns birth to eight years	20.00
5.	Recognising children's competencies, disposition and interests	10.00
6.	Introduction to child-responsive planning	5.00
7.	Effective resources to facilitate perceptual motor development	5.00

## **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).

Pica, R 2004, *Experiences in Movement: Birth to Age Eight*, 3rd edn, Delmar, Albany.

## 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.

Allen, KE & Marotz, L 1999, *Developmental Profiles - Prebirth Through Eight*, 3rd edn, Delmar, Albany.

Campbell, L 1997, Perceptual-motor programs, movement and young children's needs: Some challenges for teachers, *Australian Journal of Early Childhood*, Vol 22, no.9, ppPP37-42.

Cocks N 1996, *Watch Me, I can do it! Helping Children Overcome Clumsy and Uncoordinated Motor Skills*, Simon & Schuster, Roseville, NSW.

Gallahue, D 1997, *Developmental Physical Education for Today's Children*, 4th edn, Brown & Benchmark, Madison.

Gallahue, D 1997, *Understanding Motor Development: Infants, Children, Adolescents and Adults*, 4th edn, McGraw Hill, Boston.

Hendrick, J 1996, *The Whole Child: Developmental Education for the Early Years*, 6th edn, Merrill, Englewood Cliffs, NJ.

Landy, J & Burridge, K 2002, *Kids with Zip*, Pearson, Frenchs Forest, NSW.

Maude, P 2001, *Physical Children, Active Teaching: Investigating Physical Literacy*, Open University Press, Buckingham.

O'Brien, C & Hayes, A 1995, *Normal and Impaired Motor Development: Theory into Practice*, Chapman and Hall, London.

Pangrazi, RP 2001, *Dynamic Physical Education for Elementary School Children*, 13th edn, Allyn & Bacon, Boston.

Payne, VG & Isaacs, LD 2002, *Human Motor Development: A Lifespan Approach*, 5th edn, McGraw Hill, Boston.

Pica, R 1999, *Moving and Learning Across the Curriculum: 315 Activities and Games to Make Learning Fun*, Delmar, Albany.

Sanders, S 2002, *Active for Life*, NAEYC, Washington, DC.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Directed Study	50.00
Lectures	26.00
Private Study	40.00
Tutorials	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
FOLIO - RESOURCES	100.00	50.00	16 Dec 2005
FOLIO - TRAVEL MAPS	100.00	50.00	10 Feb 2006

## 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:

To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assignment and 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:
  - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks 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 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.

## OTHER REQUIREMENTS

- 1 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of

Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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