



The University of Southern Queensland

## Course specification

<b>Description: The Young Child: Development and Ecology</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1101	45339	2, 2005	ONC	1.00	Wide Bay

<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: Paddy Nicholls

Moderator: Lindy Austin

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG or BECH.

### RATIONALE

An awareness and understanding of the growth and development of young children is essential for those working in early childhood settings. Cognisance of a diverse array of learning and development theories coupled with the power to observe from many perspectives, enhances the early childhood educator's capacity to appreciate young children as dynamic learners and to plan a responsive curriculum.

### SYNOPSIS

This course is an in depth study of growth, development and learning of children from pre-birth through eight within a socio-cultural constructivist framework. The study program is a foundation course and explores child development theories in depth whilst challenging the student to reflect on the "many ways of understanding how children develop and learn, many ways to teach, and a range of curricular options" (Lubeck, 1996, p147). The course examines past and contemporary theories, recognising that theories change, as a result of influences of the context in which they operate and the individual and social values "people develop as participants in cultural communities. Their (peoples) development can be understood only in the light of the cultural practices and circumstances of their communities - which also change" (Rogoff, 2003 pp3-.4). A feature of the course is the acquisition of skills in child study through guided observation activities applied in ECP1002 Professional Experience. The 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. discuss developmental and learning theories pertaining to children pre-birth through eight, in particular their subjective and changing nature
2. analyse and interpret the biological, socio-cultural constructivist approach to child growth and development
3. discuss child growth and learning from multiple perspectives
4. outline how children interact with each other and adults to co-construct knowledge and understanding
5. analyse the cultural nature of development and discuss what this means for contemporary early childhood practice
6. discuss ideas and issues from current child development research;
7. analyse and interpret children's play and social interactions
8. identify and reflect on practical and pedagogical interactions of theory in everyday early childhood teaching practice
9. apply a range of child study tools to facilitate an understanding of the "whole child"
10. use written communication effectively and appropriately
11. write clearly, grammatically correctly and with accurate spelling and punctuation.

## **TOPICS**

	Description	Weighting (%)
1.	The ecology of child development	10.00
2.	Developmental and learning theories (pre-birth to eight)	10.00
3.	Socio-cultural constructivist theories	10.00
4.	Contemporary approaches to child development	10.00
5.	Brain research and child development	20.00
6.	Play and the young child	10.00
7.	Contemporary play research	10.00
8.	Studying the young child	20.00

## **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).

Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2005, *Programming and planning in early childhood setting*, 3rd edn, Nelson, Australia.

Berk, LE 2005, *Infants and children: prenatal through middle childhood*, 5th edn, Allyn & Bacon, Boston.

## 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.

Bentzen, WR 1999, *Seeing young children: a guide to observing and recording behavior*, 4th edn, Delmar, Albany, New York.

Charlesworth, R 2004, *Understanding child development: for adults who work with young children*, 6th edn, Delmar Thomson Learning, New York.

Fleer, M & Richardson, C 2004, *Observing and planning in early childhood settings: using a sociocultural approach*, Early Childhood Australia, ACT.

MacNaughton, G & Williams, G 2004, *Techniques for teaching young children: choices in theory and practice*, 2nd edn, Addison Wesley Longman, South Melbourne.

McDevitt, TM & Ormrod, JE 2002, *Child development and education*, Merrill Prentice Hall, Upper Saddle River, New Jersey.

Nilsen, B 2001, *Week by week: plans for observing and recording young children*, 2nd edn, Delmar Thomson Learning, Albany, New York.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	45.00
Private Study	80.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL PRACTICES	30.00	30.00	19 Jul 2005 (see note 1)
CASE STUDY	30.00	30.00	19 Jul 2005
ASSIGNMENT	40.00	40.00	24 Oct 2005

### NOTES

1. Professional Practices (Observation Records Interpretations) occur weekly during the semester. Letter grades will be used in this course and displayed in the notes section of Gradebook.

## **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 all 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 a grade of C- for each assignment. 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 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:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations for 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 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.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All assessment items must be submitted with a pass overall gained.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 Results for this course will not be released until associated professional experience, including professional experience folder, have been successfully completed and documentation processed.
- 4 5 days observation professional experience.
- 5 **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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