



The University of Southern Queensland

Course specification

Description: Educational Partnerships in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2109	45325	2, 2005	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Moderator: Alice Brown

REQUISITES

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

RATIONALE

The work of an early childhood professional requires a belief and strong commitment to the development of partnerships with parents, children and other colleagues. To be an effective early childhood educator, one must fully understand the family, the influences on family, and have the necessary personal and professional skills to establish and maintain true partnerships in the educational process. Early childhood educators must also be able to create environments which challenge children's abilities and develop creativity and problem solving skills.

SYNOPSIS

This course will provide students with the knowledge to understand the influences on families within early childhood settings. It will focus on building and developing interpersonal and communication skills, which are essential when working with families and other colleagues. This course will also extend the development of observational skills and introduce students into planning for small groups. It focuses on curriculum areas and associated planning and preparation necessary for planning imaginative, creative programs for children birth to eight years.

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. identify the many functions and roles of staff, parents and community as partners in the educative process of young children
2. demonstrate a variety of communication and interpersonal skills appropriate for early childhood education professionals when working with children, parents and colleagues
3. establish, build and maintain effective partnerships with children, parents and other colleagues
4. design and analyse parent programs and resources for parent programs and involvement
5. recognise the influence of cultural, societal and personal values on the family
6. recognise and accept the diversity within families
7. discuss, detail and outline current programming styles, curriculum documents and trends in early childhood education
8. develop and extend observational skills
9. plan for individual and small groups in programs for children (birth to eight years)
10. create interesting, responsive and imaginative indoor and outdoor environments for young children
11. select and create, appropriate resources for programs
12. be aware of, and able to use and critique, the current technology available to children in educational settings
13. maintain and store resources for children
14. be familiar with, and abide by, the Australian Early Childhood Code of Ethics for early childhood educators
15. use written communication effectively and appropriately
16. write clearly, grammatically correctly and with accurate spelling and punctuation.

TOPICS

	Description	Weighting (%)
1.	Exploring partnerships with children	10.00
2.	Building and exploring partnerships with parents	10.00
3.	Professional partnerships with colleagues	10.00
4.	Building community partnerships and communication	10.00
5.	Ethics and collaboration	10.00
6.	Personal and community values	5.00
7.	Cultural diversity	5.00
8.	The role of the educator working with children birth to eight years	10.00
9.	Interpersonal relationships - developing and maintaining	10.00
10.	Choosing and developing appropriate resources and experiences for children from birth to eight years	5.00
11.	Planning for small groups	10.00

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).

Queensland School Curriculum Council, 1998, *Preschool Curriculum Guidelines*, Education Queensland Open Access Unit, Brisbane.

Book of readings

Hoerman, D & Bridges, D 1985, *Catch a song*, Holmes McDougall, Brookvale, NSW.

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 et al 2005, *Programming and planning in early childhood setting*, 3rd edn, Thomson, Melbourne.

Beaty, J 2002, *Observing development of the young child*, 5th edn, Merrill, Upper Saddle River, NJ.

Berger, E 2000, *Parents as partners in education: families and schools working together*, 5th edn, Merrill, Upper Saddle River.

Curtis, D & Carter, M 2003, *Designs for living and learning : transforming early childhood environments*, Redleaf Press, St Paul, MN.

DeVries, R et al 2002, *Developing constructivist early childhood curriculum : practical principles and activities*, Teachers College Press, New York.

Fu, V, Stremmel, AJ & Hill, L 2002, *Teaching and learning: collaborative exploration of the Reggio Emilia approach*, Merrill, Upper Saddle River, NJ.

Isenberg, J & Jalonga, M 2001, *Creative expression and play in early childhood*, 3rd edn, Merrill, Upper Saddle River, NJ.

Shipley, CD 2002, *Empowering children: play-based curriculum for lifelong learning*, Thomson Nelson Learning, Scarborough, ONT.

Wellhousen, K 2002, *Outdoor play, every day: innovative play concepts for early childhood*, Delmar/Thomson Learning, Albany, NY.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assignments	45.00
Lectures	26.00
Online Discussion Groups	21.00
Private Study	60.00
Tutorials	13.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	999.00	40.00	26 Aug 2005 (see note 1)
ASSIGNMENT 2	999.00	60.00	28 Oct 2005

NOTES

1. Letter grades will be used in this course and displayed in the notes section. This course will be graded using one of the following letter grades: HD, A, B, C, F, or Incomplete. Plus and minus may be used with each of these letter grades.

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 a grade of C- 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 assignments after the due date without an approved extension time, University penalties may be applied
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate that they have achieved the minimum standards in relation to the objectives of the course by obtaining at a C grade or better of the total weighted marks available for all summative assessment 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 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 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 one of the following letter grades: HD+,HD,HD-, A+,A,A-,B+,B,B-,C+,C,C-,F or IDM (Incomplete Deferred Make-up). Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

- 1 It is strongly recommended that students take advantage of the services of OPACS. This service is provided free to enable all students to improve their academic reading and writing skills. The OPACS website can be accessed at:
<http://www.usq.edu.au/opacs/default.htm>
 - 2 It is also strongly recommended that students take advantage of the services offered by the Library relating to database and journal searching, referencing and resources for professional experience etc. Classes are provided on a regular basis. Please check the Library noticeboards.
 - 3 Referencing for this course is APA as per Library handout - see URL in general information sections. Please note: the reference materials in the course specifications are written in Harvard not APA.
 - 4 A signed USQ cover sheet must be securely attached to the front of all assignments.
 - 5 The second assignment must have an electronic file, either on a floppy disc or CD, submitted with the final hard copy of the assignment.
 - 6 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 7 **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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