



The University of Southern Queensland

Course specification

Description: The Reflective Early Childhood Practitioner

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	8004	48156	3, 2005	EXT	1.00	Toowoomba

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

STAFFING

Examiner: Gillian Potter
Moderator: Shirley O'Neill

RATIONALE

Teachers' work should "always be the result of action which is informed by critical reflection, not only by teachers as individuals, but just as importantly, through collective dialogue and collaboration" (Smith and Lovatt, 1995: III). The proliferation of narrative studies of early childhood teachers' work in different educational settings and the frequent use of narrative as an educational research tool, particularly with teachers of young children, provides a means by which early childhood teachers can document and develop richly textured pictures of their specialised teaching work. By critically examining their own teaching work, researchers such as Connelly and Clandinin (1988) and Johnstone (1992) contend that early childhood practitioners can question taken-for-granted aspects of professional practice, search for and unearth the assumptions that are embedded in daily teaching practice and seek deeper understandings in their own professional practice.

SYNOPSIS

The subject matter of this course is early childhood teaching practice. Students will engage in critical analysis of existing narratives pertaining to teaching practice and teachers' work and will examine research approaches that focus on practitioners' reflection on their own teaching experiences. This course requires students to be researchers of their own teaching, to construct narratives (stories) of their own work which they will present for collaborative discussion (either online or via post). Students will engage rigorously with current educational theories in order to make the links between theory and practice.

OBJECTIVES

On successful completion of this course students will be able to:

1. critically examine narrative research pertaining to teachers and teaching practice;
2. apply education research tools in order to examine their own teaching work;
3. make links between educational theories relevant to early childhood curriculum, teaching philosophy and teachers' work in different early childhood settings;

4. compose narratives of their own teaching practice and critically examine taken for granted assumptions embedded in their everyday work.
5. writing in a scholarly way with correct spelling, grammar and bibliographic referencing.

TOPICS

Description	Weighting (%)
1. Researching teachers and teachers' work	10.00
2. Narrative accounting for lived experiences	20.00
3. Early childhood curriculum matters	10.00
4. Tools for reflecting on practice	10.00
5. A focus on 'the practical'	10.00
6. Professional knowledge-in-action	20.00
7. Re-assessing narrative as research	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).

There is no textbook set for this course

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.

, , *Australian Research in Early Childhood Education*,

, , *e-journal Contemporary Issues in ECE*,

, , *Curriculum Perspectives*,

, , *Educational Researcher*,

, , *Harvard Educational Review*,

, , *Journal of Curriculum Studies*,

, , *Teaching and Teacher Education*,

(In particular 2000 and 2001, vols 16 & 17)

, , *Theory into Practice*,

, , *Australian Journal of Early Childhood*,

Bullough, RV & Gitlin, AD 2001, *Becoming a student of teaching: linking knowledge production and practice*, 2nd edn, Routledge Falmer, New York.

Clandinin, DJ & Connelly, FM 2000, *Narrative inquiry: experience and story in qualitative research*, Jossey-Bass, San Francisco.

- Cochran-Smith, M & Lytle, S 1993, *Inside outside: teacher research and knowledge teachers*, Teachers College Press, NY.
- Cohen, L, Manion, L & Morrison, K 2000, *Research methods in education*, 5th edn, Routledge, New York.
- Connelly, FM & Clandinin, DJ (eds.) 1999, *Shaping a professional identity: stories of educational practice*, Althouse/Teachers College Press, London/New York.
- Down, B, Hogan, C & Swan, P (eds.) 1998, *Reclaiming professional knowledge: new ways of thinking about teachers' learning*, Murdoch University, Murdoch, WA.
- Eisner, EW 1994, *Cognition and curriculum reconsidered*, 2nd edn, Teachers College Press, New York.
- Ellis, JL (ed.) 1998, *Teaching for understanding: teacher as interpretive inquirer*, Garland Publishing, New York.
- Jalongo, MR & Isenberg, JP with Gerbracht, G 1995, *Teachers' stories: from personal narrative to professional insight*, Jossey-Bass, San Francisco, CA.
- Josselson, R & Lieblich, A (eds.) 1997, *The narrative study of lives*, Sage, San Francisco, CA, Vol 5.
- Kridel, C (ed.) 1998, *Writing educational biography: explorations in qualitative research*, Garland Publishing, New York.
- Loughran, J 1999, *Researching teaching: methodologies and practices for understanding pedagogy*, Falmer, London and Philadelphia.
- MacNaughton, G, Rolfe, S & Siraj-Blatchford, I 2001, *Doing early childhood research: international perspectives on theory and practice*, Allen and Unwin, Crows Nest, NSW.
- Mertler, CA & Charles, CM 2005, *Introduction to educational research*, 5th edn, Longman, New York.
- Mitchell, C & Weber, S 1999, *Reinventing ourselves as teachers: beyond nostalgia*, Falmer, London and Philadelphia.
- Owen, N 2001, *The magic of metaphor: 77 stories for teachers, trainers and thinkers*, Crown House Publishing Ltd, Carmarthen, Wales.
- Paley, VG 1997, *The girl with the brown crayon*, Harvard University Press, Cambridge, MA and London, England.
- Schon, D 1995, *The reflective practitioner: how professionals think in action*, Basic Books, New York.
- Seefeldt, C (ed.) 1999, *The early childhood curriculum: current findings in theory and practice*, Teachers College, New York.
(Childhood Education series)
- Tertell, EA, Klein, SM & Jewett, JL (eds.) 1998, *When teachers reflect: journeys toward effective, inclusive practice*, National Assoc for the Education of Young Children, Washington, DC.
- Van Manen, M 1997, *Researching lived experience: human science for an action sensitive pedagogy*, 2nd edn, University of Western Ontario, Ontario.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	30.00
Private Study	90.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
DISCUSSION GROUP NUMBER 1	5.00	5.00	02 Dec 2005
ESSAY	35.00	35.00	16 Dec 2005
DISCUSSION GROUP NUMBER 2	5.00	5.00	30 Dec 2005
PROJECT REPORT	55.00	55.00	27 Jan 2006

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
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 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:
To be assured of receiving a passing grade, a student must submit each assessment item and achieve at least 50% of the available weighted marks for the course.
- 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 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 is no examination 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.

OTHER REQUIREMENTS

- 1 NB: Successful completion of this course requires experience in early educational settings.
 - 2 It is preferable for students to have access to USQConnect and other online facilities to undertake this course.
 - 3 Discussion contributions are to be submitted to the designated online discussion group for the course. Further details will be contained in study materials.
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