



The University of Southern Queensland

## Course specification

<b>Description: Professional Experience 2</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GPE	1002	45388	2, 2005	ONC	0.00	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: Alice Brown

### REQUISITES

Pre-requisite: Students must be enrolled in the following Program: BEEG and Students are required to be currently enrolled in or have completed the following courses: ECE3104 and ECE2108.

### RATIONALE

Since the learning environment in early childhood programs is a core element of curriculum, the organization and educational purpose of child-responsive environment is foundational knowledge for early childhood educators. They must be conscious of the impact of changes in the immediate human, physical and time environments 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, interpersonal behaviour and their responsiveness to learning experiences. Similarly, an understanding of how child-centred curriculum decision making can be enacted in the early years of school, taking cognizance of schools' focus on curriculum document frameworks is also essential. While such guidelines and syllabus documents provide direction about what to teach, to construct curriculum effectively early childhood teachers need to take into account the knowledge, interests and experiences that each child brings into the early childhood classroom and be aware of their own prior knowledge and personal experience.

### SYNOPSIS

This professional experience has two components. Each builds on the in depth study of curriculum design and pedagogy and the development of positive learning environments for young children. Together they cover the age range birth to eight years. The sequential organisation that allows students to move from a focus on educare programs for children under four years of age to consideration of effective and meaningful curriculum design and pedagogy for children in the early years of school (P-3). Emphasis will be placed on the development of integrated and holistic programs and assessment with a strong focus on incorporating early childhood philosophy and pedagogical approaches in the early years of school. It is acknowledged that effective

learning environments for young children are characterised by flexibility and responsiveness to children and are planned in relation to a range of ecological and educational considerations. It is also imperative that the 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. Students undertaking this course are required to complete 30 days of professional experience in an approved education setting. **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 successful completion of this course students will be able to:

1. apply the tools of child study in an integrated way, to facilitate their understanding of the developmental needs of the whole child in the 0-8 age range
2. plan, organise, create and modify responsive early childhood learning environments
3. design and teach motivating, challenging and creative early learning programs
4. develop and implement integrated curriculum programs utilising the P-3 curriculum documents
5. critically reflect on their own professional development in teaching young children and working as a team member
6. present all professional documentation in a correct form and with correct grammar, punctuation and spelling.

## **TOPICS**

Description	Weighting (%)
1. Professional experience	100.00

## **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).

2005, *GPE1002 Professional Experience booklet*, USQ, Toowoomba.

## 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.

2003, *Child Care Regulations 2003*, Government Printer, Brisbane.

2002, *Child Care Act 2002*, Government Printer, Brisbane.

Aruthur, L, Beecher, B, Dockett, S, Farmer, S & Death, E 1996, *Programming and planning in early childhood settings*, Harcourt Brace, Sydney.

Briggs, F & Potter, G 1999, *The early years of school: teaching and learning*, 3rd edn, Addison Wesley Longman, South Melbourne.

Department of Education 1997, *The year 2 diagnostic net*, Department of Education, Brisbane, Qld.

Eaton, J & Shepherd, W 1998, *Early childhood environments*, Australian Early Childhood Association, Watson, ACT.

Education Queensland 'Education Queensland Syllabus Materials for the 8 Key Learning Areas' (Available: <http://education.qld.gov.au/>).

(see also Queensland Studies Authority: <http://www.qsa.qld.edu.au>)

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.

Fountas, IC 1999, *Matching books to readers: using levelled books in guided reading, K-3*, Heinemann, Portsmouth, NH.

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

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

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

Joyce, B, Weil, M & Calhoun, E 2000, *Models of teaching*, 6th edn, Allyn & Bacon, Boston.

McClelland, A 1997, *Handwriting masters: Queensland modern cursive: teaching handwriting skills across the curriculum*, Prim-Ed Publishing, Greenwood, WA.

Moyle, H, Meyer, P, Golley, L & Evans, A 1996, *Children's services in Australia 1996: services for children under school age*, Australian Institute of Health and Welfare, Canberra, ACT.

National Childcare Accreditation Council (Australia) 2001, *Quality improvement and accreditation system*, National Childcare Accreditation Council Inc, Surry Hills.

Nursing Mothers' Association of Australia 2000, *Merrily, merrily: books of songs and rhymes*, 3rd edn, Nursing Mothers' Association of Australia, Nunawading, Vic.

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

Rodd, J 1996, *Understanding young children's behaviour: a guide for early childhood professionals*, Allen & Unwin, St Leonards, NSW.

Van Hoorn, J, Nourot, P, Scales, B & Alward, K 2003, *Play at the centre of the curriculum*, 2nd edn, Merrill, Upper Saddle River, New Jersey.

Wood, B & Jorgensen, G 1996, *Spotlight on multiple intelligences for teachers and children too*, Heads Together, Dalby, QLD.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Private Study	50.00
Professional Experience	240.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL EXPERIENCE FOLDER	1.00	0.00	18 Jul 2005 (see note 1)
PROFESSIONAL EXPERIENCE A	1.00	0.00	18 Jul 2005 (see note 2)
PROFESSIONAL EXPERIENCE B	1.00	0.00	18 Jul 2005
PROFESSIONAL EXPERIENC PROJECT	1.00	0.00	01 Nov 2005 (see note 3)

### NOTES

1. Professional Experience folder is due immediately following Professional Experience completion date. A value of 1 indicates you have passed the Professional Experience folder. Zero indicates you have not passed the Professional Experience folder.
2. Professional Experience dates as per Professional Experience schedule. A value of 1 indicates you have passed the Professional Experience component. Zero indicates you have not passed the Professional Experience component.
3. A value of 1 indicates you have passed the Professional Experience Project. Zero indicates you have not passed the Professional Experience Project.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
Students must complete 30 days of Professional Experience to pass this course and as partial fulfilment of the Board of Teacher Registration/Department of Communities' requirements for registration. Any day missed must be made up.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete Professional Experience satisfactorily, students must complete the required hours as organised by the Professional Experience Unit and obtain a satisfactory standard on the Professional Experience Summative Assessment Form thus gaining the 1 mark for Professional Experience. The Professional Experience Folder must receive Pass and must be presented in a professional manner with correct use of spelling, punctuation and grammar.
- 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 a passing grade, students must demonstrate that they have achieved the minimum standards in relation to the objectives of the course by: (i) satisfactorily completing the Professional Experience; and (ii) satisfactorily completing the Professional Experience Folder.

- 5 Method used to combine assessment results to attain final grade:  
As P is the only passing grade available for this course, all students who are qualified for a passing grade as in 4 above, will be given a grade of P. Other students will be given either a Failing grade or an Incomplete grade.
- 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 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 the Folder submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.

## **OTHER REQUIREMENTS**

- 1 Results for this course will not be released until Professional Experience has been successfully completed, the Folder assessed and all documentation processed.
  - 2 **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.
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