



The University of Southern Queensland

## Course specification

### Description: Professional Experience 2

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	3110	41313	1, 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

### REQUISITES

Pre-requisite: Students must be enrolled in Program: BECH

### RATIONALE

Early childhood practitioners need to update and improve their expertise in the early childhood field through continual formal and informal development. Effective decision making in programming and planning for the learning environment requires early childhood professionals to constantly self reflect and theorise on current approaches to practice. It is important that early childhood professionals are able to translate theory into practice and have the ability to articulate their philosophical and pedagogical perspectives. Through the process of reflecting, early childhood educators strengthen their language and practice in order to communicate what they are doing and why. Research combined with reflection enables educators to understand teaching and learning processes better in order to create flexible learning environments which are responsive to children. This requires the development of pedagogical practice based on empowerment, participation and reflexive discourse between parents, staff, children, administrators and community.

### SYNOPSIS

This course will develop skills in the areas of documentation, assessment, research and critical self reflection in order to promote effective decision making for programming and planning. Students will refine skills in observation, recording, interpretation and professional dialogue relating to planning for the individual as well as the group. An understanding and awareness of issues related to the continuity of early childhood perspective across the birth to eight age range will be discussed from a variety of practical perspectives. This course emphasises literacy correctness in all its forms. Students undertaking this course are required to complete 30 days of professional experience in an approved educational 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 completion of this course students will be able to:

1. demonstrate skills in decision making that inform the interpretation and use of child observation and recording
2. demonstrate knowledge and understanding of a variety of approaches to planning in various early childhood contexts
3. demonstrate knowledge of current programming styles, curriculum documents and trends in early childhood education
4. promote acceptance of diversity within family and community contexts
5. create flexible, aesthetic and adaptable learning environments that are responsive to the social, cultural and diverse contexts of all children;
6. demonstrate knowledge and beliefs about the emergent curriculum and whole-child philosophies
7. demonstrate programming and planning frameworks which demonstrate a high level of understanding of how children develop and learn
8. demonstrate an awareness of the ecology of childhood and child-centred practices that impact on early childhood care and education
9. contribute to developing continuity between care programs, early childhood education and primary school education
10. promote and abide by a code of ethics for early childhood professionals.

## **TOPICS**

	Description	Weighting (%)
1.	Observation, documentation and assessment techniques	20.00
2.	Programming styles and approaches (individual child and group)	20.00
3.	Professional responsibilities	10.00
4.	Local and national perspectives on policies and regulations	10.00
5.	Reflective practices in decision making	20.00
6.	Knowledge of curriculum development and implementation	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, Dockett, S, Farmer, S & Death, E 1996, *Programming and planning in early childhood settings*, 2nd edn, Harcourt Brace, Marrickville.

## 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.

Core readings will be provided in the study materials. As part of this course students are encouraged to locate local references.

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

Bredenkamp, S & K & Copple, C 1997, *Developmentally appropriate practice in early childhood programs*, National Association for the Edu of Young Children, Washington, DC.

Charlesworth, R 2000, *Understanding child development*, 5th edn, Delmar, New York.

Puckett, MB & Black, JK 2000, *Authentic assessment of the young child: celebrating development and learning*, Merrill, Upper Saddle River, New Jersey.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	55.00
Directed Study	60.00
Private Study	50.00
Professional Experience	24.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSI'L EXPERIENCE APPROVAL	1.00	0.00	01 Mar 2005 (see note 1)
PROFESSIONAL EXPERIENCE REPORT	1.00	50.00	01 Mar 2005
PROFESSIONAL EXPERIENCE FOLDER	1.00	50.00	01 Mar 2005

### NOTES

1. The course examiner will advise the specific due dates for all assessment items.

## 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 a Pass (P) 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 point 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

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