



The University of Southern Queensland

## Course specification

### Description: Multilevel Education in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	4103	40639	1, 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: Deborah Geoghegan

Moderator: Noel Geoghegan

### REQUISITES

Pre-requisite: TEA3103 and TEA3104 and Students must be enrolled in one of the following Programs: BEEC or BEEG or BEEH

### RATIONALE

In keeping with the emergent curriculum that typifies early childhood education, multilevel education is based on a learning environment where the stage of development and individual differences of each child are placed at the centre of the curriculum. Whether in a single-grade classroom or an integrated P-3 small rural setting, catering for individual needs in a context of social interaction forms the foundation of a multilevel learning community. In order to be responsive to a multilevel learning framework it is important for pre-service teachers to develop a philosophy and methodology consistent with early childhood principles that translate into effective decision making.

### SYNOPSIS

In light of P-3 curriculum documents, this course will explore individual and group management in multilevel learning environments. Accessing appropriate resources (including human, material and web-based) and the development of community partnerships (including rural school and classroom settings) will be highlighted. The ideals of early childhood philosophy and methodology will be revisited in order to effectuate professional decision making in organising a creative learning environment, developing assessment tools and curriculum design. A teaching practicum experience will constitute the culmination of the course. This 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 successful completion of this course students will be able to:

1. develop integrated programs based on P-3 curriculum documents;
2. write and speak critically about emerging curriculum policies that relate to P-3;
3. apply principles of inclusive education in early childhood classrooms in order to devise plans for children with diverse abilities;
4. design motivating, challenging and creative learning programs;
5. document the influence of community contexts for rural schools;
6. administer and organise multilevel learning environments;
7. use written communication effectively and appropriately;
8. write clearly, grammatically correctly and with accurate spelling and punctuation.

## **TOPICS**

	Description	Weighting (%)
1.	P-3 curriculum documents	10.00
2.	Theories related to curriculum development in early childhood classrooms	10.00
3.	Emerging trends and recent policies related to early childhood curriculum	10.00
4.	Diversity and inclusive practice in multilevel early childhood classrooms	10.00
5.	Planning for multilevel learning environments	10.00
6.	The role of the educator in small rural schools	10.00
7.	Leadership and administration in small schools	10.00
8.	Designing P-3 multilevel programs	10.00
9.	Aboriginal communities in rural areas	10.00
10.	Reference groups and resources to support multilevel education	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).

## 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, Beecher, B, Dockett, S, Farmer, S & Death, E 1996, *Programming and Planning in Early Childhood Settings*, 2nd edn, Harcourt Brace & Company, Marrickville.

Bacharach, N, Hasslen, RC & Anderson, J 1995, *Learning Together: A Manual for Multiage Grouping*, Corwin Press, Thousand Oaks, California.

Bingham, AA, Dorta, P, McClaskey, M & O'Keefe, J 1995, *Exploring The Multiage Classroom*, Stenhouse, York.

Briggs, F & Potter, G (eds) 1999, *Teaching Children in the First Three Years of School*, 3rd edn, Longman, Melbourne.

Fogarty, R 1996, *Think About... Multiage Classrooms: An Anthology of Original Essays*, Hawker Brownlow Education, Highett, Vic.

Fogarty, R 1994, *The Multiage Classroom: A Collection*, Hawker Brownlow Education, Highett, Vic.

Grant, J, Richardson, I & Fredenburg, A (eds) 1996, *Multiage Handbook: A Comprehensive Resource for Multiage Practices*, Society for Developmental Education, Peterborough, NH.

Hovda, RA, Kyle, DW & McIntyre, E 1996, *Creating Nongraded K-3 Classrooms: Teacher's Stories and Lessons Learned*, Corwin Press, Thousand Oaks, California.

Kasten, WC & Lolli, EM 1998, *Implementing Multiage Education: A Practical Guide to a Promising Future*, Christopher-Gordon Publishers, Norwood, MA.

McClay, JL (ed.) 1996, *The Multi-age Classroom: A Collection*, Hawker Brownlow Education, Highett, Vic.

Ostrow, J 1995, *A Room With a Different View: First Through Third Graders Build Community and Create Curriculum*, Stenhouse, York.

Stone, SJ 1995, *Creating the Multiage Classroom*, Good Year Books, Glenview, Ill.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	78.00
Directed Study	55.00
Lectures	13.00
Tutorials	26.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
TEST	40.00	40.00	01 Mar 2005 (see note 1)
PROFESSIONAL EXPERIENCE	1.00	0.00	01 Mar 2005 (see note 2)
CURRICULUM PLAN	60.00	60.00	07 Apr 2005

### NOTES

1. The test will be conducted during the end-of-semester examination period. Dates will be advised during semester.
2. Refer to the Professional Experience timetable for Professional Experience dates for this course. A Value of 1 indicates you have passed the Professional Experience component. Zero indicates you have not passed the Professional Experience component.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
  - (b) 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 must complete 100 days of Professional Experience as partial fulfilment of the Board of Teacher Registration/Department of Families requirements for registration. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended. 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:
  - (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment and 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 achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
  - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
  - (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:

(c) Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date time and location of any such examination.

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 Results for this course will not be released until associated professional experience has been successfully completed and 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:  
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