



The University of Southern Queensland

## Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

### Description: Thinking and Movement in Early Childhood Education

| Subject | Cat-nbr | Class | Term    | Mode | Units | Campus    |
|---------|---------|-------|---------|------|-------|-----------|
| ECE     | 1005    | 70223 | 3, 2007 | 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

Examiner: Alice Brown

Moderator: Noel Geoghegan

### OTHER REQUISITES

Pre-requisite: All students will require access to an early childhood centre or access to a gymnasium with a Kindergym program, child observation facilities or a child/children known to them privately, in order to observe motor development and try out ideas for motor programs. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

Smaller backyards, society's preoccupation for food, lack of time, overscheduled children as well as negative attitudes to exercise are some of the many reasons in the 21st century that are contributing to a substantial number of children being overweight or obese, having low fitness levels and moderate to poor motor skills. There is no dispute about the importance of movement education, yet there is a serious problem with its delivery. Early childhood educators have a vital role in supporting movement opportunities and the creative solving of problems through movement exploration. Early childhood educators require knowledge of the developmental nature and contextual influences on physical development in order to offer movement opportunities suited to the individual child.

### SYNOPSIS

This course examines young children's exploration of space, materials, environments and the potential of their own bodies through physical activity to establish a basis for skilful movement, creative problem solving and a positive image of self and active play. The course introduces the importance of movement education in the 21st century, customising movement experiences for individual development and group collaboration. The course addresses play as an educative vehicle that supports movement as well as emphasising the importance of adding moments of movement

into the day for infants. Physical experiences for young children from birth to eight years will be related to children's thinking, sequential movement development, and contextual issues. Emphasis will be placed on children's personal achievement, self esteem and attitude towards physical activity. This course emphasises literacy correctness in all its forms.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. define connections between movement, thinking, disposition and context (Assessments 1 and 2)
2. demonstrate awareness of the purpose of perceptual motor experiences and movement in a child's daily life (Assessments 1 and 2)
3. select movement experiences and resources suited to children's development (Assessments 1 and 2)
4. plan environments and strategies to support movement exploration (Assessment 1)
5. relate physical development to fundamental movement patterns of children 0-8 years (Assessment 1)
6. identify a variety of ideas and experiences of how movement can be integrated into the curriculum and a child's day (Assessment 2)
7. use written communication effectively and appropriately (Assessments 1 and 2)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assessments 1 and 2)

## TOPICS

|    | Description   | Weighting (%) |
|----|---|---------------|
| 1. | Contextual and dispositional influences on young children's movement                      | 10.00         |
| 2. | Integrated developmental purposes of movement experiences                                 | 20.00         |
| 3. | Design of environments, resources and physical experiences                                | 30.00         |
| 4. | Fundamental movement patterns birth to eight years  | 20.00         |
| 5. | Recognising children's competencies, disposition and interests and creative opportunities | 10.00         |
| 6. | Introduction to child-responsive planning   | 5.00          |
| 7. | Effective resources to facilitate perceptual motor development                            | 5.00          |

## 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).

Book of readings

Pica, R 2004, *Experiences in movement: birth to age eight*, 3rd edn, Delmar Learning, Clifton Park, NY.

## 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.

Allen, KE & Marotz, L 2003, *Developmental profiles - prebirth through eight*, 4th edn, Delmar, Albany.

Campbell, L 1997, Perceptual-motor programs, movement and young children's needs: some challenges for teachers, *Australian Journal of Early Childhood*, Vol 22, no.9, pp37-42.

Davies, M 2003, *Movement and dance in early childhood*, 2nd edn, Sage Publications, London.

Gallahue, D 2003, *Developmental physical education for today's children*, 4th edn, Brown & Benchmark, Madison.

Gallahue, D 2006, *Understanding motor development: infants, children, adolescents and adults*, 6th edn, McGraw Hill, Boston.

Hayward, K & Getchill, N 2005, *Life span motor development*, 4th edn, Human Kinetics, Illinois.

Landy, J & Burrige K 2002, *Kids with zip, a practical resource for educators and parents to develop active children ages 3-12*, Pearson, Frenchs Forest.

Maude, P 2001, *Physical children, active teaching: investigating physical literacy*, Open University Press, Buckingham.

Pangrazi, RP 2006, *Dynamic physical education for elementary school children*, 15th edn, Benjamin Cummings Pub.

Payne, VG & Isaacs, LD 2005, *Human motor development: a lifespan approach*, 6th edn, McGraw Hill, Boston.

Sanders, S 2002, *Active for life: developmentally appropriate movement programs for young children*, NAEYC, Washington, DC.

Stokes, B 2002, *Amazing babies: essential movement for your baby in the first year*, Move Alive Media, Toronto.

## STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY       | HOURS |
|----------------|-------|
| Assessment     | 30.00 |
| Directed Study | 50.00 |
| Lectures       | 26.00 |
| Private Study  | 46.00 |
| Tutorials      | 13.00 |

## ASSESSMENT DETAILS

| Description                 | Marks out of | Wtg(%) | Due date    |
|-----------------------------|--------------|--------|-------------|
| 1. RESOURCE FOLDER - PART A | 100.00       | 15.00  | 14 Dec 2007 |
| 2. RESOURCE FOLDER - PART B | 100.00       | 45.00  | 01 Feb 2008 |
| 3. FOLIO OF TASKS           | 40.00        | 40.00  | 11 Feb 2008 |

## IMPORTANT ASSESSMENT INFORMATION

- 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.
- 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 and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- Penalties for late submission of required work:**

If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 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% of the total weighted marks available for the course.
- 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.
- Examination information:**

There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

There will be no Deferred or Supplementary examinations in this course.
- 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

- 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.
- 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 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 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.
- 7 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).
- 8 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.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **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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