



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: Early Childhood Education Curriculum Design P-3

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	3104	67344	2, 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: Deborah Geoghegan

Moderator: Shirley O'Neill

### OTHER REQUISITES

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

"Curriculum is often taken to mean a course of study. When we set our imaginations free from the narrow notion that a course of study is a series of textbooks or specific outline of topics to be covered and objectives to be attained, broader and more meaningful notions emerge" (Connelly & Clandinin, 1988, p.1). To construct curriculum effectively it is widely recognised that early childhood teachers rely upon their prior knowledge and their personal experience as well as the knowledge, interests and experience that each child brings into the early childhood classroom. While Curriculum Guidelines and Syllabus documents offer direction about what to teach, ultimately it is the early childhood teacher who makes decisions about the creation and construction of this curriculum. Early childhood educators require an understanding of how child-centred curriculum decision making can be enacted in the early years of school given schools' focus on curriculum document frameworks.

### SYNOPSIS

This course will provide practical frameworks for making curriculum effective and meaningful for children in the early years of school. It is designed to assist students to develop confidence and professional competence necessary for creating responsive learning and teaching environments in the early years of school. This course will investigate curriculum priorities in the early years of school and will explore school and institutional policy and practice. It will involve an in-depth and critical examination of curriculum documents with particular emphasis on teaching in P-3. Students will explore organisation and administration of P-3 classes in which they will experience

their teaching practice. 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.

## 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. analyse emerging curriculum priorities and policies which relate to P-3 (Assessments 1, 2, and 3)
2. develop integrated programs based on P-3 curriculum documents (Assessments 2 and 3)
3. demonstrate the ability to enhance access and equity in early childhood programs (Assessments 2 and 3)
4. design motivating, challenging and creative early learning programs (Assessments 1, 2, and 3)
5. reflect on their own professional development and their personal pedagogy for children in the early years of school. (Assessments 2 and 3)
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (all assessment items).

## TOPICS

	Description	Weighting (%)
1.	Emerging trends and recent policies related to early childhood curriculum	20.00
2.	P-3 curriculum documents	25.00
3.	Assessment in the early years of school	15.00
4.	Integrated programming and planning	30.00
5.	Ways of conceptualising curriculum and theories related to curriculum development in early childhood classrooms	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.

Department of Education, 1997, The year 2 diagnostic net, Department of Education, Brisbane, Qld (kit).

Curriculum documents Education Queensland syllabus materials for the 8 key learning areas.  
 'Queensland Studies Authority' (Available: <http://www.qsa.qld.edu.au>) [Accessed 12 01 2005]  
 'Education Queensland' (Available: <http://education.qld.gov.au/>) [Accessed 12 01 2005]  
 Curriculum Corporation 1996, *Part of a pattern: years 2-3*, Curriculum Corporation, Carlton, Vic.  
 Fountas, IC 1999, *Matching books to readers: using leveled books in guided reading, K-3*, Heinemann, Portsmouth, NH.  
 McClelland, A 1997, *Handwriting masters: Queensland modern cursive: teaching handwriting skills across the curriculum*, Prim-Ed Publishing, Greenwood, WA.  
 Queensland School Curriculum Council 1999, *Science: years 1-10 syllabus*, Queensland School Curriculum Council, Queensland.  
 Rodd, J 1996, *Understanding young children's behaviour: a guide for early childhood professionals*, Allen & Unwin, St Leonards, NSW.  
 Wood, B & Jorgensen, G 1996, *Spotlight on multiple intelligences for teachers and children too*, Heads Together, Dalby, Qld.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	45.00
Directed Study	80.00
Private Study	40.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
SEMINAR	20.00	20.00	23 Jul 2007 (see note 1)
CURRICULUM PROJECT PT A & PT B	80.00	80.00	23 Jul 2007

### NOTES

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

## 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 assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
- 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, a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available 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 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 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.
- 2 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 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.
- 6 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).
- 7 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
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Results for this course will not be released until the associated professional experience and professional experience folder have been successfully completed and documentation processed.
  - 2 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 3 Students are to use a recognised referencing system as specified by the examiner.
  - 4 **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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