



The University of Southern Queensland

Course specification

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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: Professional Experience 2

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GBE	1002	67382	2, 2007	ONC	0.00	Fraser Coast

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Karen Noble
Moderator: 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.

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

Learning environments in early childhood programs are a core element of the curriculum. Educators must be conscious of the impact of changes in the immediate human, physical and time environments and be aware of influences in the external socio-political and community context. An understanding of the organisation and educational purpose of the child-responsive environment is foundational knowledge for early childhood educators, and is particularly significant in programs for very young children; atmosphere or climate exerts a marked influence on children's personal comfort, health and safety, interpersonal behaviour and their responsiveness to learning experiences. 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 guidelines and syllabus documents provide direction about what to teach, to construct curriculum effectively, early childhood teachers need to take in to 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.

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 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 (All assessment items)
2. plan, organise, create and modify responsive early childhood learning environments (All assessment items)
3. design and teach motivating, challenging and creative early learning programs (All assessment items)
4. develop and implement integrated curriculum programs utilising the P-3 curriculum documents (All assessment items)
5. critically reflect on their own professional development in teaching young children and working as a team member (All assessment items)
6. present all professional documentation in a correct form and with correct grammar, punctuation and spelling (All assessment items).

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/>).

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, Merril, 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 EXPER FOLDER A	1.00	25.00	23 Jul 2007 (see note 1)
PROFESSIONAL EXPERIENCE A	1.00	25.00	23 Jul 2007 (see note 2)
PROFESSIONAL EXPERIENCE B	1.00	25.00	23 Jul 2007 (see note 3)
PROFESSIONAL EXPER FOLDER B	1.00	25.00	23 Jul 2007 (see note 4)

NOTES

1. Professional Experience Folders are due immediately following Professional Experience completion date. A value of 1 indicates you have passed the Professional Experience Folder A. Zero indicates you have not passed the Professional Experience Folder A.
2. Professional Experience A & B dates as per Professional Experience schedule. A value of 1 indicates you have passed the Professional Experience A component. Zero indicates you have not passed the Professional Experience A component.
3. A value of 1 indicates you have passed the Professional Experience B component. Zero indicates you have not passed the Professional Experience B component. (See Note 2)
4. Professional Experience Folder B is due immediately following Professional Experience B completion date. A value of 1 indicates you have passed the Professional Experience Folder B. Zero indicates you have not passed the Professional Experience Folder B. (See Note 1)

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 Folders 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 complete and submit all assessment items and 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 Folders. Results for this course will not be released until Professional Experience has been successfully completed, the Folders assessed and all documentation processed.
 - 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 Folders submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 2 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.
- 3 In accordance with University Policy, 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, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 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).

OTHER REQUIREMENTS

- 1 **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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