



The University of Southern Queensland

Course specification

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: Care and Education Settings

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2108	78890	2, 2008	ONC	1.00	Toowoomba

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

STAFFING

Examiner: Alice Brown
Moderator: Karen Noble

OTHER REQUISITES

Pre-requisite: Students will require access to child care facilities to successfully complete assessment requirements. 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

Educators are continually required to update and modify their approach and practices due to reconceptualisation of childhood and an increased awareness of children's rights. Furthermore, research has also impacted greatly on the role of early childhood educators and the importance of providing quality care experiences, programs and environments for young children (Arthur, Beecher, Farmer, Docket and Death, 2005). It is imperative that as educators we acknowledge the importance of the environment in which young children interact and understand its role in influencing the learning and interactions in this environment.

SYNOPSIS

Effective learning environments in early childhood education are characterised by flexibility and responsiveness to children and are planned in relation to a range of ecological and educational considerations. At a macro level, a variety of social, economic, political and educational trends impact on policy and regulatory requirements and on family or community expectations. At a micro level, 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. In this course, learning environments for young children birth to four are explored. An integral part of this course also explores the necessity for early childhood practitioners to engage in reflective practice as a means of accessing current

practices and critically analysing other aspects of quality care. 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. engage in critical dialogue and reflection on pedagogical practices and early childhood environments (Assignment 2)
2. engage in critical enquiry, dialogue and reflection on the concept of quality care (Assignments 1 and 2)
3. extend on understandings of the impact of socio-cultural contexts on services for early childhood education and care in local, regional and international contexts (Assignment 2)
4. define and evaluate the roles of physical, time and human environments in early childhood programs and learning (Assignments 1 and 2)
5. outline regulations and other mandates as they relate to the learning environment in early childhood settings (Assignments 1 and 2)
6. Demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing. (Assignments 1 and 2)

TOPICS

	Description	Weighting (%)
1.	Ecological systems and their relationship to early childhood services	20.00
2.	Elements of learning environment in early childhood settings	20.00
3.	Regulation, policy and management of early childhood environments	10.00
4.	Responsive physical and time environments in programs for young children 0-4 children	20.00
5.	Supportive interpersonal environments in programs for young children 0-4.	10.00
6.	Critically reflect on early childhood settings, pedagogical practice and concepts of quality	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 2005, *Programming and planning in early childhood settings*, Harcourt Brace, Sydney.

National Childcare Accreditation Council (Australia) 2001, *Putting children first: quality improvement and accreditation system source book*, 1st edn, National Childcare Accreditation Council Inc, Surry Hills, NSW.

National Childcare Accreditation Council (Australia) 2001, *Putting children first: quality improvement and accreditation system handbook*, 3rd edn, National Childcare Accreditation Council Inc, Sydney.

Queensland 2003, *Child care regulation 2003*, Government Printer, Brisbane.
(reprinted as in force on 1 September)

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.

Whether you are on, or off campus, the USQ Library is an excellent source of information
<http://www.usq.edu.au/library/> . The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Curtis, D & Carter, M 2003, *Designs for living and learning: transforming early childhood environments*, Redleaf Press, St Paul, MN.

Dahlberg, G, Moss, P & Pence, A 1999, *Beyond quality in early childhood education and care: postmodern perspectives*, Falmer Press, London.

Fleer, M, Edwards, S, Hammer, M, Kennedy, A, Ridgway, A, Robbins, J & Surman, L 2006, *Early childhood learning communities: sociocultural research in practice*, Pearson Education, NSW, Australia.

Greenman, J & Stonehouse, A 2007, *Prime times: a handbook for excellence in infant and toddler care*, 2nd edn, Addison Wesley Longman, South Melbourne, VIC.

Hutchins, T & Sims, M 1999, *Program planning for infants and toddlers: an ecological approach*, Prentice Hall, Sydney.

Wittmer, D & Petersen, S 2006, *Infant and toddler development and responsive program planning: a relationship-based approach*, Pearson, New Jersey.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	45.00
Private Study	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	100.00	50.00	15 Sep 2008
ASSIGNMENT 2	100.00	50.00	03 Nov 2008

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
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 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:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete each of the assessment items satisfactorily, students 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 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.
- 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% 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 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. 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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