



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: Educational Partnerships in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2109	78995	2, 2008	EXT	1.00	Toowoomba

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

STAFFING

Examiner: Alice Brown
Moderator: Deborah Geoghegan

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

In the 21st century it is no longer just the family, the early childhood service, classroom or neighbourhood that contributes to the growth and development of the child, but multiple contexts that go beyond the immediate environment. The ecologies of a child are unique, complex and very influential. Early childhood educators must be cognisant of the importance of family and other professionals in the well being of a child. The development of partnerships among significant others in the child's life is therefore of utmost importance.

SYNOPSIS

This course focuses on partnerships in early childhood contexts and will assist students to understand the influence of formal and informal collaborative networks and productive partnerships among the community, child, family and the early childhood setting. It will focus on the processes of relationship building and information sharing among families and professionals from the context within which the child lives, learns and grows. The course will enhance student's skills in communicating with others who work with children and heighten students' awareness of the need for and ways of productively fostering working partnerships for the well-being of the child.

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. identify their role in supporting successful partnerships (Assignments 1 and 2)
2. demonstrate an awareness of communication and interpersonal skills appropriate for early childhood education professionals when working with children, parents and colleagues (Assignments 1 and 2)
3. identify how to build and maintain effective partnerships with children, parents and other colleagues (Assignments 1 and 2)
4. acknowledge the impact of context on children, families and educators and its influence on partnerships (Assignment 2)
5. identify the contemporary issues which influence and impact on the modern family (Assignments 1 and 2)
6. critically analyse what factors contribute and impinge on great partnerships (Assignment 2)
7. write clearly, grammatically correctly and with accurate spelling and punctuation. (Assignments 1 and 2)

TOPICS

Description	Weighting (%)
1. The role of the educator in professional partnerships	10.00
2. Developing and nurturing productive partnerships with children	25.00
3. Professional partnerships with colleagues	10.00
4. Building professional partnerships and communication with parents	20.00
5. Pedagogical practice for supporting partnerships	20.00
6. Contemporary issues affecting families	15.00

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.

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>

Baker, A & Pettit-Manfredi, L 2004, *Relationship, The Heart of Quality Care Creating Community Among Adults in Early Care settings*, National Association for education of young childr, Washington, DC.

Gordon, A & Browne, K 2004, *Beginnings and beyond*, 6th edn, Thomson Delmar, Clifton Park, NY.

Jalongo, MR & Isenberg, J 2004, *Exploring your role: a practitioner's introduction to early childhood education*, 2nd edn, Merrill, Upper Saddle River, NJ.

Keyser, J 2006, *From Parents to partners - Building a Family centred Early childhood Program*, Redleav press, St. Paul, MN.

The Queensland Studies Authority 2006, *Early Years Curriculum Guidelines*, Queensland Government - Education Queensland, Brisbane.

Trawick-Smith, J 2006, *Early childhood development: a multicultural perspective*, 4th edn, Prentice Hall, Upper Saddle River, NJ.

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	40.00	40.00	15 Sep 2008
ASSIGNMENT 2	60.00	60.00	07 Nov 2008

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 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 grades 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.

OTHER REQUIREMENTS

- 1 Referencing for this course is APA as per Library handout - see URL in general information sections. Please note: the reference materials in the course specifications are written in Harvard not APA.

- 2 A signed USQ cover sheet must be securely attached to the front of all assignments.
- 3 Students will require access to e-mail and Internet access to USQConnect for this course.
- 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.
-