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: Multi-level Education in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	4103	75124	1, 2008	ONC	1.00	Fraser Coast

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

STAFFING

Examiner: Deborah Geoghegan
Moderator: Shirley O'Neill

REQUISITES

Pre-requisite: ECP3001 and ECP3002 and ECE3104 and Students must be enrolled in the following Program: BEEC

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 keeping with the emergent curriculum that typifies early childhood education, multilevel education is based on a learning environment where the stage of development and individual differences of each child are placed at the centre of the curriculum. Whether in a single-grade classroom or an integrated P-3 small rural setting, catering for individual needs in a context of social interaction forms the foundation of a multilevel learning community. In order to be responsive to a multilevel learning framework it is important for pre-service teachers to develop a philosophy and methodology consistent with early childhood principles that translate into effective decision making.

SYNOPSIS

In light of P-3 curriculum documents, this course will explore individual and group management in multilevel learning environments. Accessing appropriate resources (including human, material and web-based) and the development of community partnerships (including rural school and classroom settings) will be highlighted. The ideals of early childhood philosophy and methodology will be revisited in order to effectuate professional decision making in organising a creative learning environment, developing assessment tools and curriculum design. A teaching practicum experience

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will constitute the culmination of the course. 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. develop integrated programs based on P-3 curriculum documents (Curriculum Plan and Project)
2. write and speak critically about emerging curriculum policies that relate to P-3 (Curriculum Plan)
3. apply principles of inclusive education in early childhood classrooms in order to devise plans for children with diverse abilities (Curriculum Plan and Project)
4. design motivating, challenging and creative learning programs (Curriculum Plan)
5. document the influence of community contexts for rural schools (Curriculum Plan)
6. administer and organise multilevel learning environments (Curriculum Plan and Project)
7. use written communication effectively and appropriately (Curriculum Plan and Project)
8. write clearly, grammatically correctly and with accurate spelling and punctuation. (Curriculum Plan and Project)

TOPICS

	Description	Weighting (%)
1.	P-3 curriculum documents	10.00
2.	Theories related to curriculum development in early childhood classrooms	10.00
3.	Emerging trends and recent policies related to early childhood curriculum	10.00
4.	Diversity and inclusive practice in multilevel early childhood classrooms	10.00
5.	Planning for multilevel learning environments	10.00
6.	The role of the educator in small rural schools	10.00
7.	Leadership and administration in small schools	10.00
8.	Designing P-3 multilevel programs	10.00
9.	Aboriginal communities in rural areas	10.00
10.	Reference groups and resources to support multilevel education	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).

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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

Arthur, L, Beecher, B, Dockett, S, Farmer, S, & Death, E 2005, *Programming and planning in early childhood settings*, 3rd edn, Thomson, South Melbourne.

Bacharach, N, Hasslen, RC, & Anderson, J 1995, *Learning together: a manual for multiage grouping*, Corwin Press, Thousand Oaks, CA.

Bingham, AA, Dorta, P, McClaskey, M, & O'Keefe, J 1995, *Exploring the multiage classroom*, Stenhouse, York.

Briggs, F, & Potter, G (eds) 1999, *Teaching children in the first three years of school*, 3rd edn, Longman, Melbourne.

Fogarty, R 1996, *Think about...multiage classrooms: an anthology of original essays*, Hawker Brownlow Education, Highett, Vic.

Fogarty, R 1994, *The multiage classroom: a collection*, Hawker Brownlow Education, Highett, Vic.

Grant, J, Richardson, I, & Fredenburg, A (eds) 1996, *Multiage handbook: a comprehensive resource for multiage practices*, Society for Developmental Education, Peterborough, NH.

Hovda, RA, Kyle, DW, & McIntyre, E 1996, *Creating nongraded K-3 classrooms: teachers' stories and lessons learned*, Corwin Press, Thousand Oaks, CA.

Kasten, WC, & Lolli, EM 1998, *Implementing multiage education: a practical guide to a promising future*, Christopher-Gordon Publishers, Norwood, MA.

McClay, JL (ed) 1996, *The multi-age classroom: a collection*, Hawker Brownlow Education, Highett, Vic.

Ostrow, J 1995, *A room with a different view: first through third graders build community and create curriculum*, Stenhouse, York.

Stone, SJ 1995, *Creating the multiage classroom*, Good Year Books, Glenview, Ill.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	78.00
Directed Study	55.00
Lectures	13.00
Tutorials	26.00

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ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROJECT	20.00	40.00	03 Mar 2008 (see note 1)
CURRICULUM PLAN	80.00	60.00	21 Apr 2008

NOTES

1. The examiner will advise the due dates for this assessment item.

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.

2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.

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 aggregate of the weighted 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:
Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date time and location of any such examination.

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.

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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

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are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

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