



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: Developing Matters in Early Childhood Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	5007	74484	1, 2008	EXT	1.00	Toowoomba

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

STAFFING

Examiner: Karen Noble

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

Critical evaluation of developing practices and emerging trends is an essential skill for leaders in early childhood. Early childhood professionals are challenged to address constant demands for change, development and to respond to emerging issues at local as well as international levels. Awareness of theoretical shifts and changes in philosophical orientations need to be interrogated in relation to current research. The opportunity to explore and critically evaluate widely accepted practices and emerging trends is an essential feature of the continued development of an educator. This course provides such an opportunity for early childhood educators.

SYNOPSIS

The course explores current international, national and local issues related to many facets of the care and education of young children. Students will be encouraged to identify emerging trends and relate them to philosophical and theoretical perspectives and to consider the implications for the broader socio political and educational context, as well as explore in depth specifically relevant issues pertinent to the students own field of education.

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. Identify current local, national, international issues and trends in the education and care of young children; (Essay; Independent Literature Review)
2. Evaluate critically the social, educational, political and economic bases of current issues and trends in early childhood education; (Essay; Independent Literature Review)
3. Review and critique practices in light of emerging issues; (Essay; Independent Literature Review)
4. Articulate contemporary positions as an informed leader and advocate in early childhood; (Essay; Independent Literature Review)
5. Reflect on professional and ethical dimensions of early childhood education; (Essay; Independent Literature Review)
6. Use written communication effectively and appropriately; (Essay; Independent Literature Review)
7. Write clearly, grammatically correctly and with accurate spelling and punctuation. (Essay; Independent Literature Review)

TOPICS

	Description	Weighting (%)
1.	Global change, image of childhood and their impact on early childhood	12.50
2.	Theoretical and pedagogical shifts in curriculum	15.00
3.	The impact of technology and the media on early childhood	12.50
4.	Ethics, equity and professionalism in early childhood	15.00
5.	Partnerships with families and partnerships in education	12.50
6.	Quality assurance and accountability	12.50
7.	The process of identifying and reflecting on trends	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).

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://use.edu.au/library/faculties/education/default.htm>

Anning, A, Cullen, J & Flear, M 2005, *Early childhood education, society and culture*, Sage Publications, London.

- Barbour, C & Barbour, N H 2004, *Families, Schools, and Communities - Building Partnerships for Educating Children*, 3rd edn, Prentice Hall, Upper Saddle River, NJ.
- Bertram, T & Pascal, C 2000, 'First Findings Autumn 1999 Department for Education and Employment' (Available: <http://www.surestart.gov.uk/research/evaluations/earlyexcellencecentres/>) [Accessed 23 02 2006]
- Decker, C A & Decker, J R 2006, *Planning and Administering Early Childhood Programs*, 8th edn, Prentice Hall, Upper Saddle River, NJ.
- Ebbeck, M & Waniganiyake 2003, *Early childhood professionals leading today and tomorrow*, McLennan & Petty, Eastgardens, NSW.
- Jensen, M A & Hannibal, M A 2000, *Issues, Advocacy, and Leadership in Early Education*, 2nd edn, Allyn & Bacon, London.
- MacNaughton, G 2003, *Shaping Early Childhood: Learners, Curriculum and Contexts*, Open University, Berkshire, UK.
- Perry, R & Irwin, L 2000, *Playing with Curriculum, Strategies and Benefits*, Queensland University of Technology, Brisbane.
- Press, F & Hayes, A 1999, *OECD Thematic Review on Early Childhood and Care Policy - An Australian Report*,
(Available: Department of Education)
- Seefeldt, C & Galper, A 1998, *Continuing Issues in Early Childhood Education*, 2nd edn, Merrill, Upper Saddle River, NJ.
- Swiniarski, LB & Breitorbe, M 2003, *Educating the global village including the child in the world*, Merrill Prentice Hall, Upper Saddle River, NJ.
- Wood, E & Attfield, J 2005, *Play learning and the early childhood curriculum*, Paul Chapman Publications, London.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	85.00
Private Study	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ESSAY	40.00	40.00	04 Apr 2008
INDEPENDENT LIT REVIEW	60.00	60.00	06 Jun 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 assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment and 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.

OTHER REQUIREMENTS

- 1 NB: Successful completion of this course requires experience in, and access to early educational settings.
- 2 Students will require access to email and internet access to USQConnect for this course.
- 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.