



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: Professional Experience 1

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECP	1001	84234	3, 2008	EXT	0.00	Toowoomba

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 BEEC or BECH program and have completed or currently enrolled in ECE1005 and ECE1006.

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 effective child-responsive environments, teachers require a range of theoretical paradigms to guide their curriculum decisions. In their roles as advocates, early childhood educators must be effective communicators with the children in their care and the wider community. In creating, implementing and maintaining appropriate health, nutrition and movement programs for young children, educators require a thorough understanding of the complexity of the associated issues as well as an excellent understanding of a range of teaching strategies and resources. Early Childhood educators must be well informed in order to offer quality programs for young children that enhance their learning and well-being; it is in the vital early years that children's life trajectories are determined.

SYNOPSIS

This course provides pre-service teachers with opportunities to apply their knowledge of child development in order to be responsive to children's skills and needs. It challenges them to explore a range of physical activities as a basis for enhancing children's development of skilful movement, creative problem solving and positive self through active play. Students are required to identify practical opportunities for healthy and safe environments as well as to understand health issues,

policies and procedures that impact on the provision of programs for young children. This course will facilitate the development of skills to enable students to research, make informed decisions, reflect on practice and apply a range of communication skills. This course emphasises literacy correctness in all its forms. Students undertaking this course are required to complete 5 days of professional experiences in an approved educational 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 completion of this course students will be able to:

1. identify and create a range of healthy and safe physical environments for young children (Both assessment items)
2. document a variety of examples where the regulations and accreditation are utilised to help maintain quality standards for Health, Safety and Nutrition (Both assessment items)
3. demonstrate a broad understanding of the concepts of child development (Both assessment items)
4. demonstrate an ability to select movement experiences and resources suited to children's development (Both assessment items)
5. plan environments and strategies to support movement exploration (Both assessment items)
6. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Both 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).

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

2008, ECP1001 Professional experience 1 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.

Queensland 2003, Child care regulation 2003, Government Printer, Brisbane (reprinted as in force on 1 September). Available electronically via catalogue.

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>

Landy, J & Burridge, K 2002, *Kids with zip: a practical resource for promoting active children ages 3-12*, Prentice-Hall, Frenchs Forest, NSW.

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*, 2nd edn, National Childcare Accreditation Council Inc, Sydney, NSW.

National Health and Medical Research Council 2005, *Staying healthy in child care: preventing infectious diseases in child care*, 4th edn, Dept of Health and Family Service, Canberra. (2005, 4th edn, available electronically via catalogue.)

Pica, R 2003, *Experience in movement: birth to age 8*, 3rd edn, Delmar Learning, Albany.

Silber, J 2000, *125 games for toddlers and twos: simple games to promote early brain development*, Gryphon House, Beltsville, MD.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Private Study	10.00
Professional Experience	40.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE FOLDER	1.00	100.00	30 Jan 2009 (see note 1)
PROFESSIONAL EXPERIENCE	1.00	1.00	30 Jan 2009 (see note 2)

NOTES

1. The course examiner to advise the due dates for all assessment items. Professional Experience folder is due immediately following Professional Experience completion date. Students, a value of one (1) indicates you have passed the Professional Experience folder. A value of zero (0) indicates you have not passed the Professional Experience folder.
2. Professional Experience dates as per Professional Experience timetable. Students, a value of one (1) indicates you have passed the Professional Experience component. A value of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:

- Students must complete 5 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. 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 Folder must receive a Pass (1) 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 students submit required assignments late without the approval of the Examiner, they can expect to be given a Fail grade for the course.
 - 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 and must satisfactorily complete the sector-based professional experience.
 - 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/SECARIAT/calendar/Part5/> or in the printed version of 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 As P is the only passing grade available for this course summative assessment items will receive a grade of P, F or IDM (Incomplete Deferred Make-up). Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

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- 2 Professional Experience dates as per Professional Experience timetable. Students, a value of one (1) indicates you have passed the Professional Experience component. A value of zero (0) indicates you have not passed the Professional Experience component.
- 3 Results for this course will not be released until Professional Experience has been successfully completed, the Folder assessed and all documentation processed.
- 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.