



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 3

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECP	2001	74856	1, 2008	ONC	0.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Karen Noble  
Moderator: Leisa Holzheimer

### REQUISITES

Pre-requisite: ECP1001 and ECP1002 and students must be enrolled in the BEEC or BECH program and have completed or currently enrolled in ECE1101, ECE2003 and ECE2017.

### 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>.  
Pre-requisite: Professional experience is available in EXT mode for external students only enrolled in BECH or for BEEC students holding a minimum of a USQ recognised Diploma in Chris/Community services or equivalent.

### RATIONALE

An increasing number of early childhood professionals and researchers are advocating for an integrated curriculum approach in the early childhood classroom. Knowledge is viewed as socially constructed as children engage in play, problem solving and projects that are contextualised in personally meaningful endeavours. Contemporary discussions about pedagogy acknowledge the multiple pathways that children have for learning and that this learning occurs through a range of symbolic languages: verbal, written, graphic, musical dramatic and scientific forms.

### SYNOPSIS

Play is a central theme within this 10 day professional experience. This course focuses on helping students to understand an integrated, play-based curriculum for 4 to 6 year olds. Students explore how children's play can be scaffolded and evaluated within a play-based integrated curriculum. Students will demonstrate an ability to plan, implement and evaluate play-based learning experiences using diverse approaches and resources in diverse settings. Professional experience will be in

kindergarten, preschool or prep year settings. 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. analyse and interpret the biological, socio-cultural constructivist approach to child growth and development (Professional experience folder)
2. outline how children interact with each other and adults to co-construct knowledge and understanding (Professional experience folder)
3. analyse and interpret children's play and social interactions (Professional experience folder)
4. identify and reflect on practical and pedagogical interactions of theory in everyday early childhood teaching practice (Professional experience folder)
5. apply a range of child study tools to facilitate an understanding of the "whole child" (Professional experience folder)
6. demonstrate an understanding of the elements and principles of the arts and their application to an integrated early childhood educational program (Professional experience folder)
7. discuss the value of hands-on experiences for children in science activities (Professional experience folder)
8. explain a number of approaches to teaching science (Professional experience folder)
9. demonstrate how to listen effectively and respond to children's questions (Professional experience folder)
10. select, organise and present suitable materials for science experiences for young children (Professional experience folder)
11. use written communication effectively and appropriately (Professional experience folder)
12. write clearly, grammatically correctly and with accurate spelling and punctuation. (Professional experience folder)

## 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).

2008, ECP2001 Professional experience 3 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.

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, Death, E, Dockett, S & Farmer, S 2005, *Programming and planning in early childhood setting*, 3rd edn, Nelson, Australia.

Benson, C 2003, *Teaching science and design and technology in the early years*, David Fulton, London.

Fleer, M & Hardy, T 2006, *Science for children: developing a personal approach to teaching*, 3rd edn, Pearson Education Australia, Frenchs Forest, NSW.

Fleer, M & Richardson, C 2004, *Observing and planning in early childhood settings: using a sociocultural approach*, Early Childhood Australia, ACT.

Kolbe, U 2007, *Rapunzel's supermarket: all about young children and their art*, 2nd edn, Peppinot Press, Australia.

Lubawy, J & Jarratt B 1999, *Building walls of wombats*, Pademelon Press, Sydney.

MacNaughton, G & Williams, G 2004, *Techniques for teaching young children: choices in theory and practice*, 2nd edn, Addison Wesley Longman, South Melbourne.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Private Study	16.00
Professional Experience	80.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	03 Mar 2008 (see note 1)
PROFESSIONAL EXP FOLDER/INTERV	1.00	100.00	27 Jun 2008 (see note 2)

### NOTES

1. 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
2. The course examiner is 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.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
Students must complete 10 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 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. 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 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 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
  - 6 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.
  - 7 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).
  - 8 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.
  - 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
  - 10 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**

- 1 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.
- 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.