



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 4

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECP	2002	79069	2, 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: 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 ECE2112 and ECE3103.

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

Educators need to acknowledge that children have multiple pathways for learning and that this learning occurs best in a well planned, creative environment. Recent conceptions of the 'integrated curriculum' and play based pedagogies encompass views that children derive multiple benefits from socially mediated learning; from engaging in play, problem-solving and projects that are contextualised in personally meaningful endeavours. Learning to behave thoughtfully is a developmental task and as educators we must ensure that we provide a child-centred environment, appropriate curriculum, caring and knowledgeable staff and high-quality interactions which encourage and nurture the social and emotional development of the child. The work of early childhood professionals requires them to be advocates for children and hold a strong commitment to the development of partnerships with parents and other colleagues.

SYNOPSIS

The focus of Professional Experience 4 is guiding and managing young children's behaviour in a supportive classroom environment. It investigates this focus through an analysis of professional planning, reflection and collection of examples which constitute best environmental practice. This practice is examined through the lens of play based curriculum and explores the relationship

between effective play based pedagogy and children's behaviour. Students undertaking this course are required to complete 10 days of professional experience 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. demonstrate an understanding of children's thinking and communication as it is expressed through play (professional experience; and professional experience folder)
2. document, interpret, scaffold and evaluate children's play (professional experience; and professional experience folder)
3. plan an integrated, play-based early childhood program for individual and small groups (children 4-6) (professional experience; and professional experience folder)
4. demonstrate a variety of communication and interpersonal skills appropriate for building partnerships with children, parents and colleagues (professional experience; and professional experience folder)
5. design resources for parent programs and involvement (professional experience; and professional experience folder)
6. develop and extend observational skills (professional experience; and professional experience folder)
7. create interesting, responsive and imaginative indoor and outdoor environments for young children (professional experience; and professional experience folder)
8. select and create appropriate resources for programs (professional experience; and professional experience folder)
9. maintain and store resources for children (professional experience and professional experience folder)
10. be familiar with, and abide by, the Early Childhood Australia Code of Ethics for early childhood educators (professional experience; and professional experience folder)
11. use appropriate and correct oral and written language in its many forms (professional experience and professional experience folder)
12. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (All 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).

2007, *ECP2002 professional experience*, USQ, Toowoomba, Qld.

Queensland School Curriculum Council 1998, *Preschool curriculum guidelines*, Education Queensland Open Access Unit, Brisbane, Qld.

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>

Dau, E (ed) 1999, *Child's play: revisiting play in early childhood settings*, MacLennan & Petty, Roseberry, NSW.

DeVries, R et al 2002, *Developing constructivist early childhood curriculum: practical principles and activities*, Teachers College Press, New York.

Dockett, S & Fleer, M 1999, *Play and pedagogy in early childhood: bending the rules*, Harcourt Brace, Sydney, NSW.

MacNaughton, G & Williams, G 2004, *Techniques for teaching young children: choices in theory and practice*, 2nd edn, Pearson Education, Frenchs Forest, NSW.

Porter, L 2003, *Young children's behaviour: practical approaches for caregivers and teachers*, 2nd edn, MacLennan & Petty, East Gardens, NSW.

Shipley, CD 2002, *Empowering children: play-based curriculum for lifelong learning*, 3rd edn, Thomas Nelson Learning, Scarborough, ONT.

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	21 Jul 2008 (see note 1)
PROFESSIONAL EXPERIENCE FOLDER	1.00	100.00	14 Nov 2008 (see note 2)

NOTES

1. Professional Experience dates as per Professional Experience timetable. A value of one (1) indicates you have passed Professional Experience. A value of zero (0) indicates you have not passed Professional Experience. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. The examiner is to advise the due dates for both assessment items.
2. Professional Experience folder is verified by student mentor during the Professional Experience. 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. The professional experience folder will be verified during professional experience by school mentors and liaisons. The professional interview will be conducted as part of the verification process by the course examiner and relevant staff. The Professional Experience Folder is due immediately following Professional Experience completion date.

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 (P) 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 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 assessment items will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

- 1 Results for this course will not be released until Professional Experience has been successfully completed, the Folder assessed and all documentation processed.
- 2 **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.