



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
GBE	2001	74941	1, 2008	ONC	0.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070103

STAFFING

Examiner: Karen Noble
Moderator: David Cleaver

REQUISITES

Pre-requisite: GPE1001 and GPE1002 and Students must be enrolled in the following Program BEEG.

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 multilevel learning framework it is important for pre-service educators to develop a philosophy and pedagogy consistent with early childhood principles that translate into effective decision making. The aspects of professional practice, professional ethics, legal issues and school leadership will be observed and explored by pre-service educators.

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 pedagogy will be revisited in order to effectuate professional decision making in organising a creative learning

environment, developing assessment tools and curriculum design. Using knowledge related to policy change, legal and ethical requirements, leadership and management issues, students will be made aware of various professional and organisation roles and responsibilities.

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 (Assessments 1 and 2)
2. write and speak critically about emerging curriculum policies that relate to P-3 (Assessments 1 and 2)
3. apply principles of inclusive education in early childhood classrooms in order to devise plans for children with diverse abilities (Assessments 1 and 2)
4. design motivating, challenging and creative learning programs (Assessments 1 and 2)
5. administer and organise multilevel learning environments (Assessments 1 and 2)
6. use written communication effectively and appropriately (Assessments 1 and 2)
7. prepare reports, proposals, policy and procedural documents for early childhood contexts. (Assessments 1 and 2)

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, GPE2001 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>

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

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, *Mutliage 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, California.

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

McClay, JL (ed) 1994, *The multiage 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	180.00
Private Study	55.00

ASSESSMENT DETAILS

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

NOTES

1. The course examiner to advise the due date for this assessment item. 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. 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 30 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 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/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.
- 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

- 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 Professional Experience folder is due immediately following Professional Experience completion date.
 - 4 Professional Experience dates as per Professional Experience timetable.
 - 5 Results for this course will not be released until Professional Experience has been successfully completed, the Folder assessed and all documentation processed.
 - 6 **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.
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