



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 Practices in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDE	3009	91381	2, 2009	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

## STAFFING

Examiner: Karen Noble  
Moderator: Alice Brown

## RATIONALE

Emerging early childhood educators require knowledge of personal and professional characteristics, skills and responsibilities which are associated with effective educational practice. Since the range of early childhood contexts is broad, beginning educators would be advantaged by knowledge relating to a variety of early childhood services and by possession of leadership and management skills that enables them to be able to meet differing requirements across the sector. Awareness of current issues and trends in the early childhood field would also enable early childhood professionals to make informed choices in adapting to changing policy environments, undertaking advocacy for young children and families and developing teamwork and leadership skills.

## SYNOPSIS

This course presents an introduction to the theory and practice of developing effective learning environments for young children and their families. Students study the social ecology of childhood that underpins the emergence of children's voice and participation in contemporary learning communities. It also requires individuals to possess an understanding of local, national and international perspectives and the concomitant relationship that enables and constrains different philosophical and pedagogical approaches. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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. define and describe the ethic of care in relation to an emerging professional identity as an emerging early childhood professional (Assignment 1 and Assignment 2);

2. determine the impact of theoretical knowledge on professional practice through critical reflection (Assignment 1 and Assignment 2);
3. synthesise, analyse and apply knowledge of the social construction of early childhood education and care in contemporary learning communities (Assignment 1 and Assignment 2);
4. focus on communicating theoretical knowledge through engagement in authentic pedagogical conversation (Assignment 1 and Assignment 2).
5. advocate for young children and families in diverse educational contexts (Assignment 1 and Assignment 2);
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (All assessments).

## TOPICS

	Description	Weighting (%)
1.	Understanding the moral and ethical dimensions of working with children and families in contemporary learning communities	20.00
2.	Application of foundational professional knowledge and the impacts on pedagogical practice - examination of the dichotomies of care and education	20.00
3.	Planes of analysis and application of theory and research to professional identity development - systems theory (organisation theory)	20.00
4.	Early childhood workforce contexts and the impact of change on the individual, the organisation and the sector. - workforce capacity building	20.00
5.	Advocates and advocacy in shaping professional reform - shared responsibility, job satisfaction, conflict resolution, globalisation, technology	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).

Ebbeck, M & Waniganayake, M 2003, *Early Childhood professionals leading today and tomorrow*, MacLennan & Petty, Sydney.

## 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>

Bowes, J (ed.) 2004, *Children, families and communities: contexts and consequences*, 2nd edn, Oxford University Press, Melbourne.

Fleer, M, Edwards, S, Hammer, M, Kennedy, A, Ridgway, A, Robbins, J & Surman, L 2006, *Early childhood learning communities. Sociocultural research in practice*, Pearson Education, NSW.

Isenberg, J & Jalongo, M 2003, *Major trends and issues in early childhood education: challenges, controversies and insights*, 2nd edn, Teachers College Press, New York.

McNaughton, G 2005, *Doing Foucault in early childhood studies: applying post-structural ideas*, Routledge, London.

Raban, B, Nolan, A, & Waniganayake, M 2007, *Building capacity: strategic professional development for early childhood practitioners*, Thomson, Melbourne, VIC.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date	Objectives assessed	Graduate skill	Level assessed
ASSIGNMENT 1	40.00	40.00	07 Sep 2009	1, 2, 3, 4, 5	U1, U3, U4	3, 3, 3
ASSIGNMENT 2 - E-PORTFOLIO	60.00	60.00	12 Oct 2009	1, 2, 3, 4, 5	U2, U3, U8, U9	3, 3, 3, 3

## GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

Graduate skill assessed	Level assessed
Ethical Research & Enquiry (Skill U1)	Advanced (Level 3)
Problem Solving (Skill U2)	Advanced (Level 3)
Academic & Professional Literacy (Skill U3)	Advanced (Level 3)
Written & Oral Communication (Skill U4)	Advanced (Level 3)
Managmt, Planning & Org Skills (Skill U8)	Advanced (Level 3)
Creatvty, Initiative & Entrprse (Skill U9)	Advanced (Level 3)

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
 

ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and 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.

EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora scheduled for them, and 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 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 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 aggregate of the weighted 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:
 

As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
-