Description: Services and Settings for Young Children

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>ECE</td>
<td>2011</td>
<td>18174</td>
<td>3, 2002</td>
<td>EXT</td>
<td>1.00</td>
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**Academic Group:** FOEDU  
**Academic Org:** FOE004  
**HECS Band:** 1  
**ASCED Code:** 070101

**STAFFING**
Examiner: Anne Petriwskyj  
Moderator: Lyn Bower

**RATIONALE**
Internationally, early childhood education is made up on a complex and diverse array of programs and services. Recently, economic political and sociological changes have resulted in early education, particularly the provision of day care, being a significant community concern. Regulations to guide standards and in turn the quality of education and care received by the children, have been established as results of these social changes. Early childhood educators must be competent in the skills of managing day care centres and be able to understand the nature of political and social change affecting the area to enable them to manage services effectively.

**SYNOPSIS**
This course provides an introduction to the many early childhood services available to children 0-8 years, with a specific focus on day care. It will provide a brief overview of the history of early education and children's services, and review the more recent developments in the day care field. The major focus will be in the development of programs and environments for the nursery and toddler sections.

**OBJECTIVES**
On successful completion of this unit students will:
- identify and discuss the early childhood services
- be familiar with the history of Early Childhood
- be aware of the socio-economic and political parameters of day care
- be familiar with a variety of ways to organise and develop learning environments for babies and toddlers
• create interesting, developmentally sound and socially responsive environments for young children
• develop programmes for babies and toddlers which are developmentally sound and socially interactive
• use appropriate interpersonal and teaching skills for nursery and toddler groups

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Overview of Early Childhood Services</td>
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<tr>
<td>2. History of Early Childhood Services</td>
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<tr>
<td>3. Recent developments in the field of day care (Political, Economic, Social)</td>
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<tr>
<td>4. Quality in Early Childhood Centres</td>
<td>10.00</td>
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<tr>
<td>5. Creating appropriate, responsive and aesthetic environments in day care</td>
<td>20.00</td>
</tr>
<tr>
<td>6. Creating developmentally appropriate and socially responsive programmes</td>
<td>30.00</td>
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<tr>
<td>for children in daycare (infants and toddlers)</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

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.


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.


Isbell, R. & Exelby, B *Early Learning Environments that Work*,

(Isbell, R. & Exelby, B. (2000).)


Stonehouse, A 1988, *Trusting Toddlers: Programming for One to Three Year Olds in Child Care Centres*, AECA,


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>70</td>
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<tr>
<td>Others</td>
<td>10</td>
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<tr>
<td>Private Study</td>
<td>60</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<th>Due Date</th>
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<tr>
<td>ESSAY</td>
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<td>50.00</td>
<td>Y</td>
<td>20 Dec 2002</td>
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<td>PROGRAMS</td>
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<td>50.00</td>
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OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in unit material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Unit Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
5. All assessment items must be submitted. Assessment items must be passed overall.
6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.