STAFFING
Examiner: Dianne Small
Moderator: Lyn Bower

RATIONALE
Children under the age of eight experience a variety of early childhood settings offering a range of programs. Examples of such settings include infant and toddler groups, outside school hours care, occasional care, family day care, in home care, centre-based care, preschools and schools. Educators of young children become involved in many of these programs either as teachers, caregivers, consultants or early childhood educators in other capacities. Regardless of the setting or settings in which a child participates, each program should focus on providing experiences that are developmentally and individually appropriate and have social and cultural relevance.

SYNOPSIS
Students enrolled in this course would have some teaching experience, or will be graduates in Early Childhood and have knowledge of curriculum design that they will be expected to relate to early childhood services. While enrolled in the course, students will also need to have access to an early childhood service which they will be expected to evaluate and study in detail.

OBJECTIVES
On successful completion of this course students will be able to:

· trace the development of early childhood services in their local context;
· recognise the major social, political, economic and cultural factors which influence early childhood services;
· be familiar with a range of approaches to programming and planning processes in early childhood education;
· identify the essential elements of effective programming in early childhood;
• employ a range of evaluation processes for a variety of purposes;
• analyse and evaluate programs and planning processes;
• demonstrate an ability to design inclusive early childhood programs.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Early childhood services</td>
<td>10.00</td>
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<tr>
<td>2. Approaches to programming and planning processes</td>
<td>25.00</td>
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<tr>
<td>3. Elements of effective programming</td>
<td>25.00</td>
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<tr>
<td>4. Evaluation processes</td>
<td>20.00</td>
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<tr>
<td>5. Developmentally appropriate practice for children 0-8</td>
<td>20.00</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.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Private Study</td>
<td>65</td>
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<tr>
<td>Project Work</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ANALYSIS OF A PROGRAM</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
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<tr>
<td>EVALUATION OF A PROGRAM</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
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</table>

**NOTES:**
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

**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 course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Course 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.