STAFFING
Examiner: Lyn Bower
Moderator: Anne Petriwskyj

RATIONALITY

Teachers' work should "always be the result of action which is informed by critical reflection, not only by teachers as individuals, but just as importantly, through collective dialogue and collaboration" (Smith and Lovatt, 1995: III). The proliferation of narrative studies of early childhood teachers work in different educational settings and the frequent use of narrative as an educational research tool, particularly with teachers of young children, provides a means by which early childhood teachers can document and develop richly textured pictures of their specialised teaching work. By critically examining their own teaching work, researchers such as Connelly and Clandinin (1988) and Johnstone (1992) contend that early childhood practitioners can question taken-for-granted aspects of professional practice, search for and unearth the assumptions that are embedded in daily teaching practice and seek deeper understandings in their own professional practice.

SYNOPSIS

The subject matter of this course is early childhood teaching practice. Students will engage in critical analysis of existing narratives pertaining to teaching practice and teachers work and will examine research approaches that focus on practitioners’ agendas about their own teaching experiences. This course requires students to be researchers of their own teaching, to construct narratives (stories) of their own work which they will present for collaborative discussion (either online or via post). Students will engage rigorously with current educational theories in order to make overt the links between theory and practice.

OBJECTIVES

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

- critically examine narrative research pertaining to teachers and teaching practice;
• apply education research tools in order to examine their own teaching work;
• make links between educational theories relevant to early childhood curriculum and teaching philosophy, and teachers' work in different early childhood settings;
• compose narratives of their own teaching practice and critically examine taken for granted assumptions embedded in their everyday work.

**TOPICS**

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<th>Weighting (%)</th>
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<td>1. Researching teachers and teachers' work</td>
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<tr>
<td>2. Narrative accounting for lived experiences</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Early childhood curriculum matters</td>
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<tr>
<td>4. Tools for reflecting on practice</td>
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<tr>
<td>5. A focus on 'the practical'</td>
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<td>6. Professional knowledge-in-action</td>
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<td>7. Re-assessing narrative as research</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.

There is no textbook set for this course.

**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.


**JOURNALS**
Australian Research in Early Childhood Education
Australian Journal of Early Childhood
Early Childhood Research Quarterly
e-journal Contemporary Issues in ECE
Australian Educational Researcher (in particular 1999, vol 26, issues 2 & 3)
Curriculum Perspectives
Curriculum Inquiry (in particular 1999, vol 29, issues 1 & 3)
Educational Researcher
Harvard Educational Review
Journal of Curriculum Studies
Teaching and Teacher Education (in particular 2000 and 2001, vols 16 & 17)
Theory into Practice (in particular 1999 and 2000, vol 38, 39, issues 1 & 3)


**STUDENT WORKLOAD REQUIREMENTS**

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<td>Directed Study</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

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<th>Due Date</th>
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**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.

3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

4. 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.
Summative assessment items will be given a numerical score.
Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
All assessment items must be submitted and passed overall.
If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
Discussion papers are to be submitted to the designated online discussion group for the course. Further details will be contained in study materials.
It is preferable for students to have access to USQConnect and other online facilities to undertake this course.