STAFFING
Examiner: Lyn Bower
Moderator: Kari Winer

RATIONALE
The work of an early childhood professional requires a belief and strong commitment to the development of partnerships with parents, children and other colleagues. To be an effective early childhood educator, one must fully understand the family, the influences on family, and have the necessary personal and professional skills to establish and maintain true partnerships in the educational process. Early childhood educators must also be able to create environments which challenge children's abilities and develop creativity and problem solving skills.

SYNOPSIS
This course will provide students with the knowledge to understand the influences on families within early childhood settings. It will focus on building and developing interpersonal and communication skills, which are essential when working with families and other colleagues. This course will also extend the development of observational skills and introduce students into planning for small groups. It focuses on curriculum areas and associated planning and preparation necessary for planning imaginative, creative programs for children birth to eight years.

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

- identify the many functions and roles of staff, parents and community as partners in the educative process of young children;
- demonstrate a variety of communication and interpersonal skills appropriate for early childhood education professionals when working with children, parents and colleagues;
• establish, build and maintain effective partnerships with children, parents and other colleagues;
• design and analyse parent programs and resources for parent programs and involvement;
• recognise the influence of cultural, societal and personal values on the family;
• recognise and accept the diversity within families;
• discuss, detail and outline current programming styles, curriculum documents and trends in early childhood education;
• develop and extend observational skills; plan for individual and small groups in programs for children (birth to eight years);
• create interesting, responsive and imaginative indoor and outdoor environments for young children;
• select and create, appropriate resources for programs;
• be aware of, and able to use and critique, the current technology available to children in educational settings;
• maintain and store resources for children;
• be familiar with, and abide by, the Australian Early Childhood Code of Ethics for early childhood educators.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Exploring partnerships with children</td>
<td>10.00</td>
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<tr>
<td>2. Building and exploring partnerships with parents</td>
<td>10.00</td>
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<td>3. Professional partnerships with colleagues</td>
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<tr>
<td>4. Building community partnerships and communication</td>
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<td>5. Ethics and collaboration</td>
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<td>6. Personal and community values</td>
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<td>7. Cultural diversity</td>
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<td>8. The role of the educator working with children birth to eight years</td>
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<td>9. Interpersonal relationships - developing and maintaining</td>
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<td>10. Choosing and developing appropriate resources for children from birth to eight years</td>
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<td>11. Planning for small groups</td>
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<td>12. Using technology with children kindergarten to year three</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.

*Book of Readings,*
Preschool Curriculum Guidelines,
Hoermann, D. & Bridges, D 1985, Catch a Song, Holmes McDougall, Brookvale NSW.

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.

Anning, A 1999, Promoting Children's Learning From Birth to Five: Developing the New Early Years Professional, Open University Press, Buckingham, PA.
Fromberg, D 2002, Play and Meaning in Early Childhood Education, Allyn & Bacon,


Kieff, J. & Casberergue, R 2000, *Playful Learning and Teaching: Integrating Play into Preschool and Primary Programs*, Allyn & Bacon,


MacNaughton, G. & Williams, G 1998, *Techniques for Teaching Young Children: Choices in Theory and Practice*, Longman,


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<th>ACTIVITY</th>
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<td>Directed Study</td>
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<td>Lectures</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

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NOTES:
3. Practicum dates as per Practicum Timetable. Practicum folder due date will be advised in lectures.

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. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
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 and passed.
6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
7. Results for this course will not be released until associated professional experience including practicum folder has been successfully completed and documentation processed.
8. Level 1 practicum course should usually be completed before or at the same time as this course.