Description: Early Childhood Curriculum Design P-3

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Shirley O'Neill
Moderator: Noel Geoghegan

RATIONALE
"Curriculum is often taken to mean a course of study. When we set our imaginations free from the narrow notion that a course of study is a series of textbooks or specific outline of topics to be covered and objectives to be attained, broader and more meaningful notions emerge" (Connelly & Clandinin, 1988, p.1). To construct curriculum effectively it is widely recognised that early childhood teachers rely upon their prior knowledge and their personal experience as well as the knowledge, interests and experience that each child brings into the early childhood classroom. While Curriculum Guidelines and Syllabus documents offer direction about what to teach, ultimately it is the early childhood teacher who makes decisions about the creation and construction of this curriculum. Early childhood educators require an understanding of how child-centred curriculum decision making can be enacted in the early years of school given schools' focus on curriculum document frameworks.

SYNOPSIS
This course will provide practical frameworks for making curriculum effective and meaningful for children in the early years of school. It is designed to assist students to develop confidence and professional competence necessary for creating responsive learning and teaching environments in the early years of school. This course will investigate curriculum priorities in the early years of school and will explore school and institutional policy and practice. It will involve an in-depth and critical examination of curriculum documents with particular emphasis on teaching in P-3. Students will explore organisation and administration of P-3 classes in which they will experience their teaching practice. Emphasis will be placed on the development of integrated and holistic programs and assessment with a strong focus on incorporating early childhood philosophy and pedagogical approaches in the early years of school.
OBJECTIVES

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

- analyse emerging curriculum priorities and policies which relate to P-3;
- develop integrated programs based on P-3 curriculum documents;
- demonstrate the ability to enhance access and equity in early childhood classrooms;
- design motivating, challenging and creative early learning programs;
- reflect on their own professional development in working with, and planning for, children in the early years of school.

TOPICS

<table>
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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Ways of conceptualising curriculum and theories related to curriculum development in early childhood classrooms</td>
<td>10.00</td>
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<td>2. Emerging trends and recent policies related to early childhood curriculum</td>
<td>20.00</td>
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<td>3. P-3 Curriculum Documents</td>
<td>30.00</td>
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<td>4. Assessment in the early years of school</td>
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<td>5. Integrated programming and planning</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.

*Curriculum Documents Education Queensland Syllabus Materials for the 8 Key Learning Areas*,


Department of Education 1997, *The Year Two Diagnostic Net [kit]*, Department of Education, Brisbane, QLD.

Department of Education 1994, *Early Years Literacy In-service Program [kit]*,


Fountas, I.C. & Pinnell, G.S 1996, *Guided Reading: Good First Teaching for all Children*, Heinemann, Portsmouth, NH.


Hill, S 1993, *Reading and Writing Communities: Co-operative Literacy Learning in the Classroom*, Eleanor Curtain Publishing, Armadale, VIC.


Queensland School Curriculum Council 2000, *Years 1 to 10 Studies of Society and Environment Syllabus*, Queensland School Curriculum Council, Brisbane, QLD.


STUDENT WORKLOAD REQUIREMENTS

ACTIVITY | HOURS
---|---
Assessment | 45
Directed Study | 80
Private Study | 40

ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<tr>
<td>CURRICULUM PLAN</td>
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<tr>
<td>PRACTICUM FOLDER</td>
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NOTES:

3. Practicum dates as per Practicum schedule. A value of 1 indicates you have passed the Practicum component. Zero indicates you have not passed the Practicum component.
4. Due date for Practicum Folder to be advised during class.

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 and practicum folder have been successfully completed and documentation processed.