The University of Southern Queensland  
Course Specification

Description: Early Childhood Services

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<tr>
<td>ECE</td>
<td>2001</td>
<td>20726</td>
<td>1, 2003</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
Early childhood education is made up of a complex and diverse array of programs and services. Recently, economic, political and sociological changes stemming from equal opportunity and women’s issues have resulted in early education, particularly the provision of day care, being an important community concern. Updated regulations to guide early childhood standards, and in turn the quality of education and care received by the children, have been established as a result of these social changes. Early childhood educators must be competent in the skills required in child-care centres and be able to understand the nature of political and social change affecting the provision of services.

SYNOPSIS
This course provides an introduction to the many early childhood services available to children birth-8 years, with a specific focus on child care. It will provide a brief overview of the history of early education in Australia, and review the more recent developments in the child-care field. The major focus will be in the development of programs and environments for young children with an emphasis on children birth to 3 years.

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

- be equipped to identify and discuss the early childhood services;
- be familiar with the history of early childhood services in Australia;
- be aware of the socio-economic and political parameters of day care;
- be familiar with a variety of different ways to organise and develop learning environments for young children;
- be equipped to create interesting and developmentally sound and socially responsive environments for young children;
- develop programs for young children 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>
<td>10.00</td>
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<tr>
<td>2. History of early childhood Services in Australia</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Recent developments in the field of child care (political, economic, social)</td>
<td>20.00</td>
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<td>4. Management of child-care centres</td>
<td>10.00</td>
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<tr>
<td>5. Creating responsive and aesthetic environments in child care</td>
<td>20.00</td>
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<tr>
<td>6. Creating individually appropriate and socially responsive programs for children in child care</td>
<td>30.00</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.


Clarke, J. & Gray, M 1997, *52 Steps to Quality Care: A Manual for Assisting Staff in Early Childhood Centres to Achieve and Maintain Quality Care Using the Principles of Accreditation*, Pademelon, Castle Hill.


Stonehouse, A 1988, *Trusting Toddlers*, AECA,

**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>60</td>
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<tr>
<td>Private Study</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>INFLUENCES ON PROGRAMS</td>
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<td>INFANT/TODDLER PROGRAM</td>
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**OTHER REQUIREMENTS**

1. Summative assessment items will be given a numerical score.
2. 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 may be applied.