Description: Care and Education Settings

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA</td>
<td>2108</td>
<td>21163</td>
<td>1, 2003</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBA</td>
</tr>
</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Anne Petriwskyj
Moderator: Lyn Bower

PRE-REQUISITES
Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG

RATIONALE
Since the learning environment in early childhood programs is a core element of curriculum, the organisation and educational purpose of child-responsive environments is foundational knowledge for early childhood educators. They must be conscious of the impact of changes in the immediate human, physical and time environment, and aware of influences in the external sociopolitical and community context. These issues are of particular significance in programs for very young children as atmosphere or climate exerts a marked influence on children's personal comfort, health and safety, responsiveness to experiences and interpersonal behaviour.

SYNOPSIS
Effective learning environments in early childhood education are characterised by flexibility and responsiveness to children and are planned in relation to a range of ecological and educational considerations. At a macro level, a variety of social, economic, political and educational trends impact on policy and regulatory requirements and on family or community expectations. At a micro level, organisation of a learning environment, including not only physical issues but also time and interpersonal issues, is modified regularly in response to the current interests and progress of children and the needs of staff and parents. In this course, learning environment across the age range birth to eight years is explored, then concepts are applied to educare programs for children under 4 years of age.
OBJECTIVES
On successful completion of this course students will be able to:
- recognise the impact of social, economic, political, and educational trends that
impact on services for early childhood education and care;
- define the roles of physical, time & human environments in early childhood
programs;
- outline regulations and curriculum documents as they relate to the learning
environment in early childhood settings;
- organise and modify responsive early childhood learning environments;
- relate environmental issues to care programs for children aged birth to 3 years.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ecological systems and their relationship to early childhood services</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Elements of learning environment in early childhood settings</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Regulation, policy and management of early childhood environments</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Responsive physical and time environments for children aged birth to 3 years</td>
<td>25.00</td>
</tr>
<tr>
<td>5. Supportive interpersonal environments in programs for ages birth to 3 years</td>
<td>25.00</td>
</tr>
</tbody>
</table>

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.


Walsh, P 1988, *Early Childhood Playgrounds*, Martin Educational, Albert Park VIC.

### STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Directed Study</td>
<td>90</td>
</tr>
<tr>
<td>Private Study</td>
<td>40</td>
</tr>
</tbody>
</table>

### ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROF EXP INCL PE FOLDER</td>
<td>1.00</td>
<td>0.00</td>
<td>Y</td>
<td>04 Mar 2003</td>
</tr>
<tr>
<td>INFANT TODDLER PLAN</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>11 Apr 2003</td>
</tr>
<tr>
<td>CONTEXT ANALYSIS &amp; ENV DESIGN</td>
<td>100.00</td>
<td>50.00</td>
<td>Y</td>
<td>06 Jun 2003</td>
</tr>
</tbody>
</table>
NOTES:

- Professional Experience dates as per Professional Experience Timetable. Students, a value of 1 indicates you have passed the Professional Experience component. Zero indicates you have not passed the Professional Experience component.

OTHER REQUIREMENTS

1. Summative assessment items will be given a numerical score. Ungraded summative assessment will be given either Pass, Fail or Incomplete.

2. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.

3. To be assured of a passing grade, students must demonstrate that they have achieved the minimum standards in relation to the objectives of the course by: (i) satisfactorily completing the Professional Experience; and (ii) satisfactorily completing the Professional Experience folder; and (iii) obtaining at least 50% of the total weighted marks available for all summative assessment items.

4. If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.

5. Results for this course will not be released until associated professional experience has been successfully completed and documentation processed.