The University of Southern Queensland

Course Specification

Description: Educational Partnerships in Early Childhood

<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>
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<tr>
<td>TEA</td>
<td>2109</td>
<td>24812</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Lyn Bower
Moderator: Anne Petriwskyj

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

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>
</tr>
<tr>
<td>2. Building and exploring partnerships with parents</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Professional partnerships with colleagues</td>
<td>10.00</td>
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<tr>
<td>4. Building community partnerships and communication</td>
<td>10.00</td>
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<td>5. Ethics and collaboration</td>
<td>10.00</td>
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<tr>
<td>6. Personal and community values</td>
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<tr>
<td>7. Cultural diversity</td>
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<tr>
<td>8. The role of the educator working with children birth to eight years</td>
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<tr>
<td>9. Interpersonal relationships - developing and maintaining</td>
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<tr>
<td>10. Choosing and developing appropriate resources and experiences for children from birth to eight years</td>
<td>5.00</td>
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<tr>
<td>11. Planning for small groups</td>
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<tr>
<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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Directed Study</td>
<td>25</td>
</tr>
<tr>
<td>Lectures</td>
<td>26</td>
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<tr>
<td>Private Study</td>
<td>50</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>45.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>45.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
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<tr>
<td>PROFESSIONAL EXPERIENCE</td>
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<td>PROFESSIONAL EXPERIENCE FOLDER</td>
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<td>10.00</td>
<td>Y</td>
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NOTES:
. 999 indicates that this course will be graded using one of the following letter grades: HD, A, B, C, F, or Incomplete. Plus and minus may be used with each of these letter grades.
. 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.
. Due date for Professional Experience folder will be advised during lectures.

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   See Other Requirements

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assignments satisfactorily, students must obtain at least a grade of C- for each assignment.

3 Penalties for late submission of required work:
   If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.

4 Requirements for student to be awarded a passing grade in the course:
   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 a Grade C or better of the total weighted marks available for all summative assessment items.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.

6 Examination information:
(e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
(d) There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 1. Letter grades will be used for summative assessment items in this course.
2. Students must retain a copy of each item submitted for assessment. This must be produced if required by the Examiner.
3. In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances.
4. The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
5. The Faculty will NOT accept submission of assignments by facsimile.

OTHER REQUIREMENTS

1 It is the student's responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must complete the set number of days of Professional Experience as fulfilment of the Board of Teacher Registration and Department of Families requirements for registration. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended.

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