Description: Developing Matters in Early Childhood Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>ECE</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 070101

STAFFING
Moderator: Lindy Austin

RATIONALE

Critical evaluation of developing practices and emerging trends is an essential skill for leaders in early childhood. Early childhood professionals are challenged to address constant demands for change, development and to respond to emerging issues at local as well as international levels. Awareness of theoretical shifts and changes in philosophical orientations need to be interrogated in relation to current research. The opportunity to explore and critically evaluate widely accepted practices and emerging trends is an essential feature of the continued development of an educator. This course provides such an opportunity for early childhood educators.

SYNOPSIS

The course explores current international, national and local issues related to many facets of the care and education of young children. Students will be encouraged to identify emerging trends and relate them to philosophical and theoretical perspectives and to consider the implications for the broader socio-political and educational context, as well as explore in depth specifically relevant issues pertinent to the students' own field of education.

OBJECTIVES

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

1. Identify current local, national, international issues and trends in the education and care of young children;
2. Evaluate critically the social, educational, political and economic bases of current issues and trends in early childhood education;
3. Review and critique practices in light of emerging issues;
4. Articulate contemporary positions as an informed leader and advocate in early childhood;
5. Reflect on professional and ethical dimensions of early childhood education.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Global change, image of childhood and their impact on early childhood</td>
<td>12.50</td>
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<tr>
<td>2. Theoretical and pedagogical shifts in curriculum</td>
<td>15.00</td>
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<tr>
<td>3. The impact of technology and the media on early childhood</td>
<td>12.50</td>
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<tr>
<td>4. Ethics, equity and professionalism in early childhood</td>
<td>15.00</td>
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<tr>
<td>5. Partnerships with families and partnerships in education</td>
<td>12.50</td>
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<tr>
<td>6. Quality assurance and accountability</td>
<td>12.50</td>
</tr>
<tr>
<td>7. The process of identifying and reflecting on trends</td>
<td>20.00</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

**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.


Elkind, D 1997, Schooling and family in the post-modern world, Rethinking Educational Change with Heart and Mind, Association for Supervision and Curriculum Dev, Alexandria, VA.
(1997 ASCD Yearbook)
Hepworth Berger, E 2000, Parents as Partners in Education, Merrill, Upper Saddle River, NJ.
Office of Child Care Queensland Child Care Strategic Plan (2000-2005), Department of Families, Youth and Community Care, Brisbane.
Perry, R & Irwin, L 2000, Playing with Curriculum, Strategies and Benefits, Queensland University of Technology, Brisbane.
Press, F & Hayes, A 1999, OECD Thematic Review on Early Childhood and Care Policy - An Australian Report,
(Available: Department of Education)

STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>85.00</td>
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<td>Private Study</td>
<td>80.00</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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<td>LITERATURE REVIEW</td>
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<td>40.00</td>
<td>20 Sep 2004</td>
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<tr>
<td>INDEPENDENT LIT REVIEW</td>
<td>60.00</td>
<td>60.00</td>
<td>05 Nov 2004</td>
</tr>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (a) There are no attendance requirements for this course. However, it is the students’ responsibility 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.

2 Requirements for students to complete each assessment item satisfactorily:
   (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
3 Penalties for late submission of required work:
   (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5 Method used to combine assessment results to attain final grade:
   (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks 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/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

OTHER REQUIREMENTS

1 NB: Successful completion of this course requires experience in, and access to early educational settings.