The University of Southern Queensland

Course specification

<table>
<thead>
<tr>
<th>Description: The Reflective Early Childhood Practitioner</th>
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<tbody>
<tr>
<td>Subject Cat-nbr Class Term Mode Units Campus</td>
</tr>
<tr>
<td>ECE 8004 30747 1, 2004 EXT 1.00 TW MBA</td>
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</tbody>
</table>

Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 070101

STAFFING
Examiner: Lyn Bower
Moderator: Shirley O'Neill

RATIONALE
Teachers' work should "always be the result of action which is informed by critical reflection, not only by teachers as individuals, but just as importantly, through collective dialogue and collaboration" (Smith and Lovatt, 1995: III). The proliferation of narrative studies of early childhood teachers work in different educational settings and the frequent use of narrative as an educational research tool, particularly with teachers of young children, provides a means by which early childhood teachers can document and develop richly textured pictures of their specialised teaching work. By critically examining their own teaching work, researchers such as Connelly and Clandinin (1988) and Johnstone (1992) contend that early childhood practitioners can question taken-for-granted aspects of professional practice, search for and unearth the assumptions that are embedded in daily teaching practice and seek deeper understandings in their own professional practice.

SYNOPSIS
The subject matter of this course is early childhood teaching practice. Students will engage in critical analysis of existing narratives pertaining to teaching practice and teachers work and will examine research approaches that focus on practitioners' agendas about their own teaching experiences. This course requires students to be researchers of their own teaching, to construct narratives (stories) of their own work which they will present for collaborative discussion (either online or via post). Students will engage rigorously with current educational theories in order to make overt the links between theory and practice.

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

- critically examine narrative research pertaining to teachers and teaching practice;
apply education research tools in order to examine their own teaching work;
make links between educational theories relevant to early childhood curriculum and teaching philosophy, and teachers' work in different early childhood settings;
compose narratives of their own teaching practice and critically examine taken for granted assumptions embedded in their everyday work.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Researching teachers and teachers' work</td>
<td>10.00</td>
</tr>
<tr>
<td>Narrative accounting for lived experiences</td>
<td>20.00</td>
</tr>
<tr>
<td>Early childhood curriculum matters</td>
<td>10.00</td>
</tr>
<tr>
<td>Tools for reflecting on practice</td>
<td>10.00</td>
</tr>
<tr>
<td>A focus on 'the practical'</td>
<td>10.00</td>
</tr>
<tr>
<td>Professional knowledge-in-action</td>
<td>20.00</td>
</tr>
<tr>
<td>Re-assessing narrative as research</td>
<td>20.00</td>
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</table>

**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).

There is no textbook set for this course

**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.

- *Australian Research in Early Childhood Education*,
- *Contemporary Issues in ECE*,
(In particular issues 2 & 3)
- *Curriculum Perspectives*,
(In particular issues 1 & 3)
- *Educational Researcher*,


Harvard Educational Review,
Journal of Curriculum Studies,
Teaching and Teacher Education,
(In particular 2000 and 2001, vols 16 & 17)
Theory into Practice,
(In particular 1999 and 2000, vol 38, 39, issues 1 & 3)
Australian Journal of Early Childhood,
Clandinin, DJ & Connelly, FM 2000, Narrative inquiry: Experience and story in qualitative research, Jossey-Bass, San Francisco.
Down, B, Hogan, C & Swan, P (eds) 1998, Reclaiming Professional Knowledge: New Ways of Thinking About Teachers' Learning, Murdoch University, Murdoch, WA.
(Childhood Education series)
Hatch, JA (ed) 1995, Qualitative Research in Early Childhood Settings, Praeger, Westport, Conn.


Street, A 1997, *The Practice of Journalling for Teachers, Nurses, Adult Educators and Other Professionals*, Deakin University Press,

(Also now sold by Flinders Institute for the Study of Teaching, Flinders University, Adelaide.)


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>40.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>30.00</td>
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<tr>
<td>Private Study</td>
<td>90.00</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>DISCUSSION GROUP NUMBER 1</td>
<td>5.00</td>
<td>5.00</td>
<td>22 Mar 2004</td>
</tr>
<tr>
<td>ESSAY</td>
<td>35.00</td>
<td>35.00</td>
<td>16 Apr 2004</td>
</tr>
<tr>
<td>DISCUSSION GROUP NUMBER 2</td>
<td>5.00</td>
<td>5.00</td>
<td>17 May 2004</td>
</tr>
<tr>
<td>PROJECT REPORT</td>
<td>55.00</td>
<td>55.00</td>
<td>25 Jun 2004</td>
</tr>
</tbody>
</table>

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:
   (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

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:
   (a) To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

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 (or 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:
   There is no examination 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.

OTHER REQUIREMENTS

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

2 It is preferable for students to have access to USQConnect and other online facilities to undertake this course.

3 Discussion papers are to be submitted to the designated online discussion group for the course. Further details will be contained in study materials.