Description: The Young Child: Development and Ecology

Subject   Cat-nbr   Class   Term   Mode   Units   Campus
TEA        1101      31291   1, 2004  ONC    1.00    WIBAY

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

STAFFING
Moderator: Lindy Austin

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

RATIONALE
An awareness and understanding of the growth and development of young children is essential for those working in early childhood settings. The young child is uniquely distinguished from the older child requiring ways of working that are responsive to the individual within the family, educational and care contexts. Planning a curriculum which is responsive to young children is enhanced when early childhood educators are cognisant of the diverse array of learning and development theories and their relevance to early childhood education.

SYNOPSIS
This course is an in-depth study of growth, development and learning of children pre-birth through eight. The study program builds upon Foundations courses and explores theories in depth and with particular emphasis on their relevance to early childhood pedagogy. The course examines a diverse array of theories of child development and engages students in an elementary critique of these theories. Students study both the sequence and domains of child development and build an appreciation of the impact of context and culture on development. One of the features of the course is the acquisition of skills in child study through guided observation activities that will be applied in the practicum component of the course. Emphasis will be placed on play as a window to understanding the child.

OBJECTIVES
On completion of this course students will be able to:
• discuss major developmental and learning theories pertaining to children pre-birth through eight;
• map the sequence of child development (birth-8) in different domains and describe the processes that underpin this development;
• discuss current issues in research surrounding early childhood development (birth-8);
• outline the impact of context and culture on the development of young children (birth-8);
• apply the tools of child study in an integrated way to facilitate understanding of the whole child and her/his particular context for development;
• analyse and interpret children's play;
• identify practical and pedagogical applications of theory in every day early childhood teaching practice.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Developmental and learning theories (pre-birth-eight)</td>
<td>20.00</td>
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<tr>
<td>The ecology of child development: Theory, environment and culture</td>
<td>10.00</td>
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<tr>
<td>Studying the young child</td>
<td>20.00</td>
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<tr>
<td>Play and the young child</td>
<td>10.00</td>
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<tr>
<td>Physical and motor development</td>
<td>10.00</td>
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<tr>
<td>Cognitive, concept and language development</td>
<td>10.00</td>
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<tr>
<td>Affective, personality and social development</td>
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<tr>
<td>Pedagogy and the adult role in learning</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).


Martin, S 1999, Take a Look: Observation and Portfolio Assessment in Early Childhood, 2nd edn, Addison-Wesley, Don Mills, ONT.
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.


Devereux, J 1996, What we see depends on what we look for: observation as a part of teaching and learning in the early years, Education in Early Childhood: First Things First, David Fulton Publishers, London, pp75-86.


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Directed Study</td>
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<td>Private Study</td>
<td>80.00</td>
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ASSESSMENT DETAILS

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<th>Description</th>
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<td>PROFESSIONAL EXPERIENCE</td>
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<tr>
<td>FOLDER</td>
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<td></td>
<td>(see note 2)</td>
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<tr>
<td>OBSERVATION REPORT</td>
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<td>26 Apr 2004</td>
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<td>EXAMINATION</td>
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<td>30.00</td>
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NOTES:

1. Professional Experience occurs weekly during semester. Students, a value of 1 indicates you have passed the Professional Experience component. Zero indicates you have not passed the Professional Experience component.
2. Due dates for Professional Experience folder will be advised during lectures.
3. 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.
4. Date of examination will be advised during semester.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   (b) It is the students' 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 100 days of Professional Experience as partial fulfilment of the Board of Teacher Registration/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. Requirements for students to complete each assessment item satisfactorily:
   (a) To complete each of the assessment items 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:
(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:
(b) In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

7 Examination period when Deferred/Supplementary examinations will be held:
(a) Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of 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 (b) If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (e) The Faculty will NOT accept submission of assignments by facsimile. (h) Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study. (i) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
OTHER REQUIREMENTS

1. Results for this course will not be released until associated professional experience, including professional experience folder, have been successfully completed and documentation processed.

2. 5 days observation professional experience.