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>
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<tr>
<td>TEA</td>
<td>2108</td>
<td>30679</td>
<td>1, 2004</td>
<td>ONC</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 070101

STAFFING
Examiner: Alice Brown
Moderator: Lyn Bower

REQUISITES
Pre-requisite: TEA1101 and 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 educate 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>
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<tbody>
<tr>
<td>1. Ecological systems and their relationship to early childhood services</td>
<td>20.00</td>
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<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>
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<tr>
<td>5. Supportive interpersonal environments in programs for ages birth to 3 years</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.


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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<tr>
<td>Directed Study</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<tr>
<td>PE FOLDER</td>
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<td>(see note 1)</td>
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<tr>
<td>PROFESSIONAL EXPERIENCE</td>
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<td>02 Mar 2004</td>
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<td>(see note 2)</td>
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<td></td>
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<tr>
<td>INFANT TODDLER PLAN</td>
<td>100.00</td>
<td>50.00</td>
<td>08 Apr 2004</td>
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<tr>
<td>CONTEXT ANALYSIS &amp; ENV DESIGN</td>
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<td>50.00</td>
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</table>

NOTES:
1. Professional Experience folder is due immediately following Professional Experience completion date. Students, a value of 1 indicates you have passed the Professional Experience folder. Zero indicates you have not passed the Professional Experience folder.
2. 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.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   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 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:
   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.

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:
   (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 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.

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