Description: Early Childhood Curriculum Design P-3

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

STAFFING
Examiner: Shirley O'Neill
Scheduling officer: Kari Winer

REQUISITES
Pre-requisite: TEA1101 and TEA2108 and TEA2109 and TEA3103 and Students must be enrolled in one of the following Programs: BECS or BEEC or BEEG or BEEH

RATIONALE
"Curriculum is often taken to mean a course of study. When we set our imaginations free from the narrow notion that a course of study is a series of textbooks or specific outline of topics to be covered and objectives to be attained, broader and more meaningful notions emerge" (Connelly & Clandinin, 1988, p.1). To construct curriculum effectively it is widely recognised that early childhood teachers rely upon their prior knowledge and their personal experience as well as the knowledge, interests and experience that each child brings into the early childhood classroom. While Curriculum Guidelines and Syllabus documents offer direction about what to teach, ultimately it is the early childhood teacher who makes decisions about the creation and construction of this curriculum. Early childhood educators require an understanding of how child-centred curriculum decision making can be enacted in the early years of school given schools' focus on curriculum document frameworks.

SYNOPSIS
This course will provide practical frameworks for making curriculum effective and meaningful for children in the early years of school. It is designed to assist students to develop confidence and professional competence necessary for creating responsive learning and teaching environments in the early years of school. This course will investigate curriculum priorities in the early years of school and will explore school and institutional policy and practice. It will involve an in-depth and critical examination of curriculum
documents with particular emphasis on teaching in P-3. Students will explore organisation and administration of P-3 classes in which they will experience their teaching practice. Emphasis will be placed on the development of integrated and holistic programs and assessment with a strong focus on incorporating early childhood philosophy and pedagogical approaches in the early years of school.

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

1. analyse emerging curriculum priorities and polices which relate to P-3;
2. develop integrated programs based on P-3 curriculum documents;
3. demonstrate the ability to enhance access and equity in early childhood classrooms;
4. design motivating, challenging and creative early learning programs;
5. reflect on their own professional development in working with, and planning for, children in the early years of school.

TOPICS

<table>
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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Emerging trends and recent policies related to early childhood curriculum</td>
<td>20.00</td>
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<tr>
<td>2. P-3 Curriculum Documents</td>
<td>30.00</td>
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<tr>
<td>3. Assessment in the early years of school</td>
<td>10.00</td>
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<tr>
<td>4. Integrated programming and planning</td>
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<tr>
<td>5. Ways of conceptualising curriculum and theories related to curriculum development in early childhood classrooms</td>
<td>10.00</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.

Curriculum Documents Education Queensland Syllabus Materials for the 8 Key Learning Areas,
Department of Education 1997, The Year 2 Diagnostic Net, Department of Education, Brisbane, Qld.
(kit)
Wood, B & Jorgensen, G 1996, Spotlight on Multiple Intelligences for Teachers and Children Too, Heads Together, Dalby, Qld.

STUDENT WORKLOAD REQUIREMENTS:

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

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<td>20 Jul 2004</td>
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<td>(see note 1)</td>
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<td>SEMINAR</td>
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<td>(see note 2)</td>
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<td></td>
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<tr>
<td>CURRICULUM PROJECT</td>
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<tr>
<td>PROFESSIONAL EXP PROJECT</td>
<td>65.00</td>
<td>65.00</td>
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NOTES:
1. Professional Experience dates as per Professional Experience schedule. 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 presentation of seminars will be advised during Lecture 1.
3. A value of 1 indicates you have passed the Curriculum Project. Zero indicates you have not passed the Curriculum Project.

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.

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:
   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, a student must submit all of the summative assessment items, successfully complete the Professional Experience and achieve at least 50% of the available weighted marks for the 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 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.

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. (b) Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the Examiner. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (f) Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements. (g) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner’s convenience. (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 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 and professional experience folder have been successfully completed and documentation processed.