Description: Programming Early Childhood

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tbody>
<tr>
<td>TEA</td>
<td>4102</td>
<td>34690</td>
<td>2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TWumba</td>
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Academic group: FOEDU
Academic org: FOE004
Student contribution band: 1
ASCED code: 070101

STAFFING
Moderator: Noel Geoghegan

REQUISITES
Pre-requisite: TEA2101 and Students must be enrolled in one of the following Programs: GDCC or GDEC

RATIONALE
Children under the age of eight experience a variety of early childhood settings offering a range of programs. Examples of such settings include infant and toddler groups, outside school hours care, occasional care, family day care, centre-based care, preschools and the early years of primary school. Educators of young children become involved in many of these programs either as teachers, caregivers, consultants, or professionals in various capacities. Regardless of the setting in which a child participates, the educational program should focus on providing experiences that are developmentally and individually appropriate and have social and cultural relevance. Programming in early childhood attends to the strengths, needs, challenges and interests of individual children, families and settings and requires a range of strategies that relate to different early childhood contexts.

SYNOPSIS
Students enrolled in this course will develop teaching strategies and knowledge of curriculum design that will be related to early childhood education. Students will need to have access to an early childhood service that they will be expected to evaluate, and study in detail. By examining and analysing the fundamental aspects of planning and programming students will foster an appreciation of the breadth of issues associated with learning that takes place in early childhood.
OBJECTIVES

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

1. appreciate the history of early childhood services in their local context;
2. recognise the major social, political, economic and cultural factors which influence early childhood services;
3. be familiar with a range of approaches to programming and planning in early childhood education;
4. identify the essential elements of effective programming in early childhood education;
5. employ a range of evaluation processes for a variety of purposes;
6. analyse and evaluate programs and planning processes;
7. employ a range of evaluation processes for a variety of purposes; demonstrate an ability to analyse and develop a variety of approaches to early childhood programming.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Early childhood services</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Approaches to programming and planning processes</td>
<td>25.00</td>
</tr>
<tr>
<td>3. Elements of effective programming</td>
<td>25.00</td>
</tr>
<tr>
<td>4. Evaluation processes</td>
<td>20.00</td>
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<tr>
<td>5. Developmentally appropriate practice for children 0-8</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.

Australian Journal of Early Childhood,


Gonzales-Mena, J 2001, Infants, Toddlers and Caregivers, 5th edn, Mayfield, Mountain View, CA.


Perry, R & Irwin, L 2000, Playing with Curriculum: Strategies and Benefits, Queensland University of Technology, Brisbane.


**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tbody>
<tr>
<td>Private Study</td>
<td>65.00</td>
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<tr>
<td>Project Work</td>
<td>94.00</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>
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<tbody>
<tr>
<td>PROFESSIONAL EXPERIENCE</td>
<td>1.00</td>
<td>0.00</td>
<td>19 Jul 2004</td>
</tr>
<tr>
<td>(see note 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYSIS OF A PROGRAM</td>
<td>50.00</td>
<td>50.00</td>
<td>13 Sep 2004</td>
</tr>
<tr>
<td>EVALUATION OF A PROGRAM</td>
<td>50.00</td>
<td>50.00</td>
<td>25 Oct 2004</td>
</tr>
</tbody>
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**NOTES:**

1. 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:**
   (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 for each assessment item.

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:**
   Results for this course will not be released until associated professional experience has been successfully completed and documentation processed. (c) To be assured of receiving a passing grade a student must 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:
   (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 (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.
   (d) The Faculty will normally only accept assessments that have been written,
   typed or printed on paper-based media. (e) The Faculty will NOT accept submission
   of assignments by facsimile.