## Description: Multilevel Education in 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>4103</td>
<td>30689</td>
<td>1, 2004</td>
<td>ONC</td>
<td>1.00</td>
<td>WIBAY</td>
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### Academic group:
- FOEDU

### Academic org:
- FOE004

### Student contribution band:
- 1

### ASCED code:
- 070101

### STAFFING

Examiner: Deborah Geoghegan  
Moderator: Noel Geoghegan

### REQUISITES

Pre-requisite: TEA1101 and TEA2108 and TEA2109 and TEA3103 and TEA3104 and  
Students must be enrolled in one of the following Programs: BEEC or BEEG or BEEH

### RATIONALE

In keeping with the emergent curriculum that typifies early childhood education, multilevel education is based on a learning environment where the stage of development and individual differences of each child are placed at the centre of the curriculum. Whether in a single-grade classroom or an integrated P-3 small rural setting, catering for individual needs in a context of social interaction forms the foundation of a multilevel learning community. In order to be responsive to a multilevel learning framework it is important for pre-service teachers to develop a philosophy and methodology consistent with early childhood principles that translate into effective decision making.

### SYNOPSIS

In light of P-3 curriculum documents, this course will explore individual and group management in multilevel learning environments. Accessing appropriate resources (including human, material and web-based) and the development of community partnerships (including rural school and classroom settings) will be highlighted. The ideals of early childhood philosophy and methodology will be revisited in order to effectuate professional decision making in organising a creative learning environment, developing assessment tools and curriculum design. A teaching practicum experience will constitute the culmination of the course.
OBJECTIVES
On successful completion of this course students will be able to:

- develop integrated programs based on P-3 curriculum documents;
- write and speak critically about emerging curriculum policies that relate to P-3;
- apply principles of inclusive education in early childhood classrooms in order to devise plans for children with diverse abilities;
- design motivating, challenging and creative learning programs;
- document the influence of community contexts for rural schools;
- administer and organise multilevel learning environments.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. P-3 curriculum documents</td>
<td>10.00</td>
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<tr>
<td>2. Theories related to curriculum development in early childhood classrooms</td>
<td>10.00</td>
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<tr>
<td>3. Emerging trends and recent policies related to early childhood curriculum</td>
<td>10.00</td>
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<tr>
<td>4. Diversity and inclusive practice in multilevel early childhood classrooms</td>
<td>10.00</td>
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<td>5. Planning for multilevel learning environments</td>
<td>10.00</td>
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<td>6. The role of the educator in small rural schools</td>
<td>10.00</td>
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<td>7. Leadership and administration in small schools</td>
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<td>8. Designing P-3 multilevel programs</td>
<td>10.00</td>
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<tr>
<td>9. Aboriginal communities in rural areas</td>
<td>10.00</td>
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<tr>
<td>10. Reference groups and resources to support multilevel education</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>
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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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<td>Tutorial</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>TEST</td>
<td>40.00</td>
<td>40.00</td>
<td>02 Mar 2004</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>(see note 1)</td>
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<tr>
<td>PROFESSIONAL EXPERIENCE</td>
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<td>0.00</td>
<td>02 Mar 2004</td>
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<td></td>
<td></td>
<td></td>
<td>(see note 2)</td>
</tr>
<tr>
<td>CURRICULUM PLAN</td>
<td>60.00</td>
<td>60.00</td>
<td>01 Apr 2004</td>
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**NOTES:**

1. The test will be conducted during the end-of-semester examination period. Dates will be advised during semester.
2. Refer to the Professional Experience timetable for Professional Experience dates for this course. 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:
   (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:
To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assignment.

3 Penalties for late submission of required work:
   (b) If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks gained by the student for the assignment will apply for each working day late.

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% for each assessment item.

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:
   (c) Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date time and location of any such examination.

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