

# E656 EARLY CHILDHOOD STUDIES (YEAR 12) – 2008-2009

## Introduction

Early Childhood Studies is designed to foster knowledge and understanding about children and families and their place in Australian society. It offers students practical experiences in working with children, and opportunities to investigate services and networks available to families. The subject aims to enhance the student's competence and feelings of self-worth by developing strategies for teamwork and cooperation, not only with young children, but also with their peers and community members.

## Rationale

Children and families are a vital resource in society. The development of the individual throughout childhood impacts on how families and society will function in the future. A practical knowledge and understanding of children and families may lead to students being able to function better as care givers in the future, with the ultimate goal being a socially just society. Flexibility is provided within the course context for students to learn about children aged up to 12 years.

## Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of components is listed under each outcome. They are not sequential and teachers may change the order in which they are presented. A set of components is listed under each outcome. These components are specified for the development of each outcome. **If schools wish to vary the specified components they may do so, provided it can be demonstrated that the outcomes can be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.**

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A set of performance criteria supports the assessment framework in the subject.

A procedure for rating student performance on each task, and allocating a grade at the end of the subject has also been stipulated.

## Subject Outcomes

Within the context of the Early Childhood Studies subject the student is provided with opportunities to meet each of the following outcomes:

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|-------------------|---|
| <b>Outcome 1:</b> | Understands the factors that impact on the relationships between children and families. |
| <b>Outcome 2:</b> | Understands the factors that impact on the position of children in Australian Society.  |
| <b>Outcome 3:</b> | Investigates services and networks available to support children and their families.    |
| <b>Outcome 4:</b> | Develops strategies that enhance children's development in a range of contexts.         |
| <b>Outcome 5:</b> | Demonstrates the qualities and skills required for effective interaction with children. |
| <b>Outcome 6:</b> | Works effectively as a team member.   |
| <b>Outcome 7:</b> | Collects, organises and presents information in an appropriate manner.                  |
| <b>Outcome 8:</b> | Communicates ideas and information.   |

## Components of Outcomes

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|-------------------|---|
| <b>Outcome 1:</b> | Understands the factors that impact on the relationships between children and families. |
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The following components amplify the context and meaning of the outcome. The student:

- describes how social, cultural, environmental and political factors impact on how a family meets the needs of children
- investigates the changing roles within the family
- explores the role and impact of technology within family environments.

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|-------------------|--|
| <b>Outcome 2:</b> | Understands the factors that impact on the position of children in Australian society. |
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The following components amplify the context and meaning of the outcome. The student:

- examines the changes in parenting roles and the effect on children and society

- outlines the impact of that cultural background has on child rearing practices
- discusses the impact of existing laws that protect children in Australian society
- reviews how media presentations of issues influence the community's perception of children
- demonstrates an understanding of social justice.

**Outcome 3:** Investigates services and networks available to support children and their families.

The following components amplify the context and meaning of the outcome. The student:

- describes services and networks in the community which aim to support and advocate for children and their families
- demonstrates an understanding that services and networks develop in response to community needs by advocating on behalf of an at-risk group in the community
- describes how cultural beliefs, values and ethical positions impact both on the services and networks available to support children and their families and the use families make of them
- identifies a range of employment opportunities relating to children
- investigates training requirements, working conditions and on-going opportunities in areas of employment involving children.

**Outcome 4:** Develops strategies that enhance children's development in a range of contexts.

*This outcome covers children from birth to 5 years, with the option of extending to 12 years.*

The following components amplify the context and meaning of the outcome. The student:

- reviews the principles and sequence of child development
- takes account of individual differences and the varying abilities of children when meeting their needs
- applies an understanding of the critical role of the caregiver in meeting the needs of children
- describes a range of contexts which children experience
- designs, implements and evaluates appropriate experiences to meet the needs of children
- creates an environment, which builds and maintains the growth and development of the child.

**Outcome 5:** Demonstrates the qualities and skills required for effective interaction with children.

The following components amplify the context and meaning of the outcome. The student:

- assesses the qualities and skills required to work with children
- reflects on personal beliefs, values and skills when working with children
- establishes and maintains a healthy and safe environment
- builds and maintains positive relationships with children
- respects individual social, cultural, physical, cognitive and spiritual differences when interacting with children.

**Outcome 6:** Works effectively as a team member.

The following components amplify the context and meaning of the outcome. The student:

- examines the contribution of group structure, dynamics and maintenance in effective group work
- clarifies and defines personal roles and goals when working with others in a team
- shows enterprise and collaborative skills when working in a team
- supports team goals by fulfilling a personal role within the specified time.

**Outcome 7:** Collects, organises and presents information in an appropriate manner.

The following components amplify the context and meaning of the outcome. The student:

- systematically collects information, demonstrating appropriate research methods suitable to the task context determines what information is required and shows initiative in identifying sources of information
- evaluates information to demonstrate conceptual understanding
- uses a range of techniques to share information with others.

**Outcome 8:** Communicates ideas and information.

The following components amplify the context and meaning of the outcome. The student:

- selects appropriate information, taking into account the beliefs and values and needs of the audience
- communicates clearly and coherently so that the selected information is presented effectively for the intended purpose
- demonstrates a variety of communication techniques appropriate to the task context.

## Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The outcomes to be assessed are specified for each task, with some flexibility available to the teacher to determine in which tasks Outcomes 7 and 8 will be assessed [optional outcomes]

On completion of the subject the student must have been provided with **at least two opportunities** to demonstrate achievement of each outcome in this subject.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as **Very High (V)**, **High (H)**, **Satisfactory (S)** or **Not Demonstrated (ND)**.

Task	Task description	Specified Outcomes [Optional]
One	Written Report	1, 2, 3, [7, 8]
Two	Applied project and oral presentation	1, 2, 3, [7, 8]
Three	Applied Project	4, 5, 6, [8]
Four	Group Activity	4, 5, 6, [7]
Five	Research Project	3, 7, 8

## Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and are included with the syllabus, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

## Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

### Outcome 1: Understands the factors that impact on the relationships between children and families.

Satisfactory	High	Very high
The student gives examples of factors that impact on relationships between children and families.	The student explains and gives examples of factors that impact on relationships between children and families.	The student explains and gives examples of factors that impact on relationships between children and families and discusses the effect on child rearing.

### Outcome 2: Understands the factors that impact on the position of children in Australian Society.

Satisfactory	High	Very high
The student outlines factors that influence the position of children in Australia.	The student identifies and describes factors that influence the position of children in Australia.	The student examines and assesses factors that influence the position of children in Australia.

### Outcome 3: Investigates services and networks available to support children and their families.

Satisfactory	High	Very high
The student identifies services and networks available to support children and their families.	The student identifies and gives a detailed description of services and networks available to support children and their families.	The student identifies, describes and makes recommendations of services and networks available to support children and their families.

**Outcome 4: Develops strategies that enhance children’s development in a range of contexts.**

Satisfactory	High	Very high
The student lists a range of contexts and develops appropriate experiences that enhance children’s development.	The student describes a range of contexts and develops and undertakes appropriate experiences that enhance children’s development.	The student describes, undertakes and justifies experiences appropriate to a range of contexts that enhance children’s development.

**Outcome 5: Demonstrates the qualities and skills required for effective interaction with children.**

Satisfactory	High	Very high
The student displays basic verbal and non-verbal qualities and skills when interacting with children.	The student displays a range of verbal and non-verbal qualities and skills when interacting with children.	The student displays a range of verbal and non-verbal qualities and skills, initiative and commitment when interacting with children.

**Outcome 6: Works effectively as a team member.**

Satisfactory	High	Very high
The student displays effective organisational skills and displays some initiative when working in a team.	The student demonstrates co-operation, initiative, high motivation and commitment when working in a team.	The student demonstrates co-operation, initiative, high motivation, commitment and leadership when working as a team member.

**Outcome 7: Collects, organises and presents information in an appropriate manner.**

Satisfactory	High	Very high
The student collects, organises and presents relevant information and ideas.	The student independently collects, organises and applies relevant information and ideas and uses it in an appropriate presentation.	The student independently collects, organises and examines relevant information and ideas and uses it in an appropriate presentation.

**Outcome 8: Communicates ideas and information.**

Satisfactory	High	Very high
The student communicates ideas and information using a variety of techniques suited to the context of the task.	The student clearly communicates ideas and information using a variety of techniques suited to the context of the task.	The student systematically and effectively communicates ideas and information using a variety of techniques suited to the context of the task.

## Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V** is attained when at least 50% of ratings are at a **Very High** level, and at least 50% of the remainder are at a **High** level or better.
- H** is attained when at least 50% of ratings are at a **High** level or better, and at least 50% of the remainder are at a **Satisfactory** level or better.
- S** is attained when at least 50% of ratings are at a **Satisfactory** level or better.
- ND** is attained when more than 50% of ratings are at a **Not Demonstrated** level.

Where a student fails to achieve a final rating of **S** for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate **S** if:

- the student has completed all the CATs incorporating that outcome; and
- the student has demonstrated **S** for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task that reflects a change of context in which the task is done.

Professional judgment should then be used to determine whether a final rating of **ND** or **S** is appropriate in each situation.

## Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High** in at least 50% of outcomes, and **High** or better in at least 50% of the remainder.
- B High** or better in 50% of outcomes, and **Satisfactory** or better in the remainder.
- C Satisfactory** or better in all outcomes.
- D Satisfactory** or better in at least 50% of the outcomes.
- E Not Demonstrated** in more than 50% of the outcomes.

**A final rating of ND for any outcome will result in a grade of D being awarded.**

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks Booklet*.

## Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

## Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

## Resources

**Note 1: The resources in this list were available at the time of printing, but please be aware that their subsequent availability cannot be guaranteed.**

**Note 2: '(OP)' identifies resources that are out of print but still valuable if teachers can locate them in their department or library.**

This subject will require access to Home Economics facilities for practical activities, and a safe area where students can interact with visiting young children. It is desirable that teachers of this subject have an up-to-date knowledge of child development and an awareness of the needs of young children and how to provide for them.

## References

- Allen, K.E., and Marotz, L., *Developmental Profiles: Pre-birth through Twelve* (4<sup>th</sup> ed.), Thomson Delmar Learning, New York, 2002.
- Aspin, L.J., *The Family – An Australian Focus* (3<sup>rd</sup> ed.), Longman Cheshire, Melbourne, 1994.
- Aspin, L.J., *Focus on Australian Society* (2<sup>nd</sup> ed.), Longman, Melbourne, 1996.
- Carey, D., Perraton, G., and Weston, K., *Health and Human Development: Year 12*, Heinemann, Port Melbourne, Vic., 2000.
- Clark, H., *New Useful Book: Songs And Ideas From Play School*, Australian Broadcasting Commission, Sydney, 2003.
- Einion, D., *Creative Play for 2-5s Recognize and Stimulate Your Child's Natural Talents*, Hamlyn, London, 2005.
- Gunstone, H., Roy, E., and Matthews, N., *Journey Through Families*, Longman Cheshire, Melbourne, 1992. (OP)
- Menagh, S., and Butterworth, D., *Early Childhood Studies*, Book 2, B+G Resource Enterprises, Cottesloe, 2002.  
[<http://www.resourceenterprises.com.au/index.html>]
- Minett, P., and Gunstone, H., *Child Care and Development* (3rd ed.), Pearson Education, Melbourne, 2003.
- Sheridan, M., *From Birth to Five Years: Children's Developmental Progress* (2nd ed.), ACER, Camberwell, Vic, 1997.
- Stoppard, M., *Know Your Child*, Random House, Doubleday, NSW. 1994. (OP)
- Weihen, L., *Exploring Early Childhood*, Heinemann, Melbourne, 2001.
- ## Agencies and Websites
- Note: Internet addresses current at time of printing but please be aware that subsequent address changes may have occurred.**
- Choice  
<http://www.choice.com.au/>
- Community Services and Health Industry Skills Council  
<http://www.cshta.com.au/index.asp>
- Department for Community Development  
<http://www.community.wa.gov.au/>
- Department of Education and Training  
Department of Education, Science and Training  
<http://www.dest.gov.au/default.htm>
- Family and Children's Services WA  
Early Childhood Australia  
<http://www.aeca.org.au>
- Ethnic Child Care Resource Unit  
Family Court of Western Australia.

Foster Parents CARE (Child Advocates Resources Exchange)

<http://www.fostercare.org/>

Health Promotions Services, Health Department of WA.

Kidsafe WA, Princess Margaret Hospital

Lady Gowrie Centre (WA) Inc.

<http://www.gowrie-wa.com.au/1/home.htm>

Meerilinga, Young Childrens Foundation

National Association for the Education of Young Children

National Association for the Prevention of Child Abuse and Neglect Inc.

<http://www.napcan.org.au/home.php>

Playgroup Association of WA

Pregnancy & Parenting

<http://www.parenting.ivillage.com>

Speech and Hearing Centre, 36 Dodd Street, Wembley

<http://www.speechandhearing.org.au>

St John Ambulance Australia

<http://www.stjohn.org.au/>