Bachelor of Education (Preservice) (Early Childhood) (ED53)

Year offered: 2011
Admissions: No
CRICOS code: Not required
Course duration (external): 5 years
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
Total credit points: 384 (192 awarded upon entry to the course)
Standard credit points per part-time semester: 24
Course coordinator: Dr Sue Walker
Campus: External

NOTE: NO FURTHER INTAKE
THERE IS NO FURTHER INTAKE INTO THIS COURSE. The course has been replaced by the Bachelor of Education (Preservice Early Childhood) ED93 course.

Career Outcomes
This course prepares students to work as Directors of Child Care centres and within other areas of Children's Services, and as teachers in years prep to 3.

Blue Card
As soon as you enter your enrolment program for the course, you must either submit your Blue Card application to the QUT Student Centre immediately, or if you already hold a valid Blue Card, submit an authorisation form to the Student Centre so that you may be registered with the Commission as a QUT student. You must hold a Blue Card that is registered with QUT to undertake activities in any unit which involves contact with children, including the required field studies blocks.
If you do not apply for a Blue Card or application for a renewal of a Blue Card allowing sufficient time for the police check and issuing of the Card, you will be unable to participate in the required activities and may need to be withdrawn from the unit(s) and incur both financial and academic penalty. It may take up to 16 weeks for the Commission to issue the Card. The application form is available at the Student Services website

Early Exit from Course
Students wishing to exit the course early with a three year Bachelor of Early Childhood should apply, in the semester they expect to exit, using an SRX Form. Students who take this option will have their enrolment in the Bachelor of Education (Preservice Early Childhood) ED53 cancelled on completion of the transfer. Students are required to successfully complete the units noted on the ED44 Course Structure to exit with the ED44 qualification. Students wishing to become registered as a teacher in Queensland will need to re-apply for admission to the Bachelor of Education (Preservice) Early Childhood ED93 course. This course has different units to the ED53 course and students who re-admit into ED93 should contact the Administration officers for advice on credit and course progression before exiting from ED53.

Limits on grades of 3
A new policy concerning grades of 3 came into effect from 1 January 2009 (QUT MOPP C/5.2). With effect from this date grades of 3 are no longer considered a conceded or low pass but are classified as a fail grade. Any grades of 3 awarded prior to 1 January 2009 retain the conceded pass status and will be counted for graduation purposes up to the maximum number of grades of 3 permitted for your course. Grades of 3 incurred in units that commence after 1 January 2009 will not count towards your degree. Further information is available on the Student Services website

Designated Units
Students who do not successfully complete the requirements of practicum units will have their progress in the course reviewed. Please refer to the unit outlines for more information and/or the Student Services website

Course structure - Students must call 07 3138 3408 or email sa.education@qut.edu.au before enrolling

Year one, semester one
EAP533 Change In Children: Birth To Eight Years
EAB364 Academic And Professional Communication

Year one, semester two
EAB011 Early Childhood Curriculum: Arts 1
EAB006 Leadership and Management in Early Childhood Services

Year two, semester one
EAB027 Early Childhood Mathematics Education 1: Birth to Six Years
EAB346 Early Childhood Curriculum: Science, Society And The Environment

Year two, semester two
EAB009 Early Childhood Language, Literacies and Communication 2
EAB005 Inclusion in Early Childhood Settings
UNIT SYNOPSES

CLB402 ISSUES IN INDIGENOUS EDUCATION
This unit addresses the following topics: factors influencing the position of Aborigines and Torres Strait Islanders in Australian society; government policies; indigenous cultures and education; current initiatives; participation of indigenous communities in policies and programs.

Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and External

EAB005 INCLUSION IN EARLY CHILDHOOD SETTINGS
This unit aims to promote an understanding and valuing of inclusive educational programs and practices for working with young children with special needs in diverse early childhood settings. Students are expected to develop knowledge of behavioural and developmental characteristics presented by young children with specific needs, as well as understand principles and practices related to assessment, planning and implementation of educational programs for these children.

Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

EAB006 LEADERSHIP AND MANAGEMENT IN EARLY CHILDHOOD SERVICES
Early childhood settings, including primary schools, operate by using site-based management practices that rely heavily on participation by teachers, staff from all levels of the organisation, and parents. Early childhood teachers need excellent leadership and management strategies to participate effectively in group decision-making for the development of high quality programs and services. They also need an understanding of how management structures impact on programs and service provision. This understanding, together with a high level of personal power, helps individual teachers influence and lead decisions about what happens in early childhood settings.

Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

EAB009 EARLY CHILDHOOD LANGUAGE, LITERACIES AND COMMUNICATION 2
In this unit a literacy as social practice approach is examined critically. Students explore matters related to instructional experiences, literacy resources and materials, diversity, and partnerships with children’s families. Although print will be the focus in reading and writing instruction, image/graphic text will be a significant consideration, so that literacy practices reflect new and changing ways of operating with texts.

Teachers use pedagogies and assessment that provide opportunities for success for all students, particularly those individuals and groups who may perform at lower levels of proficiency.

Prerequisites: EAB008  Credit points: 12  Contact hours: 3 per week  Campus: Internet and Kelvin Grove  Teaching period: 2011 SEM-2

EAB011 EARLY CHILDHOOD CURRICULUM: ARTS 1
We are surrounded by visual images, in many cases much more powerful than any other form of communication. It is important that we are aware of how these images are working on us, and for that, we need to be visually literate.

Childhood cultures are made up of interwoven narratives and commodities. The arts enable young children to give form to thought, to develop multiliteracies for exploring and expressing ideas and feelings through representation. This unit examines the characteristic features of the early childhood arts curriculum, its philosophical and theoretical underpinnings, beliefs about the nature of the learner, the child/teacher relationship, and the educational process.

Credit points: 12  Campus: Internet and Kelvin Grove  Teaching period: 2011 SEM-2
EAB017 THE EARLY CHILDHOOD PROFESSIONAL
This unit involves students in drawing together and analysing information from a variety of disciplines and historical perspectives with a view to developing an understanding and knowledge that will provide them with a basis for creating and evaluating an integrated curriculum in early childhood settings.
Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1 and 2011 6TP4

EAB027 EARLY CHILDHOOD MATHEMATICS EDUCATION 1: BIRTH TO SIX YEARS
This unit aims to develop concepts that are foundational to understandings in early childhood mathematics, and to generally enhance students'understandings, attitudes, values and skills in relation to early childhood mathematics, supported by concrete materials and computer environments. This unit will also investigate teaching methods and key sequences for developing concepts and skills for number, space, measurement, chance and data, and patterns and algebra.
Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1

EAB346 EARLY CHILDHOOD CURRICULUM: SCIENCE, SOCIETY AND THE ENVIRONMENT
Students deepen their understanding of concepts pertinent to science, studies of society and environment, and health. They also learn to critique and broaden their views of science, and understand a range of appropriate inquiry-based approaches relevant to these areas and to apply these approaches to learning in the sciences for young children.
Prerequisite(s): Nil  Corequisite(s): Nil  Credit points: 12  Campus: Kelvin Grove and External  Teaching period: 2006 SEM-1 and 2006 SEM-2

EAB364 ACADEMIC AND PROFESSIONAL COMMUNICATION
The unit includes the following: the development of an understanding of the general processes of communication in an academic and professional contexts; application of information literacy skills to a range of print and electronic sources; conventions for communicating using a range of academic text-types using print and electronic media; key concepts relating to the study topic: Families in Context.
Credit points: 12  Contact hours: 3 per week  Campus: Internet and External  Teaching period: 2011 SEM-1

EAB445 APPLIED STUDIES OF CHILDREN IN EARLY CHILDHOOD CONTEXTS
This unit includes the following: synthesis of individual students knowledge from the previous foundation units; development of skills in preparation and conduct of debates and case study reporting; children with special needs; social, personal, and professional issues in the provision of early childhood education and services.
Prerequisite(s): EAB444  Corequisite(s): EAB444  Credit points: 12  Contact hours: 4 per week  Campus: External  Teaching period: 2006 SEM-2

EAP533 CHANGE IN CHILDREN: BIRTH TO EIGHT YEARS
This unit includes the following: techniques for observing and analysing child behaviour and development; major theories of child development; cognitive, language, social, physical and emotional development in children birth to age eight.
Prerequisite(s): Nil  Corequisite(s): Nil  Campus: External

EDB003 TEACHING AND LEARNING STUDIES 3: PRACTISING EDUCATION
Education is a social and cultural activity. This unit provides a sociological and cultural studies framework that provides an insightful explanation of how education in its various sites is constructed and organised. The unit includes a socio-cultural analysis of an educational site which will be undertaken in conjunction with the Field Studies unit.
Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and Caboolture  Teaching period: 2011 SEM-1

EDB011 EARLY CHILDHOOD FIELD STUDIES 1: DEVELOPMENT AND LEARNING IN THE FIELD
Designated Unit.
This unit focuses on students' professional development as an educator, and reinforces the twin themes of teacher as researcher, and teacher as reflective practitioner. It provides the first set of teaching experiences, in a graduated sequence over the course of the BEd. Students develop the ability to plan, implement and evaluate effective teaching/learning programs in a wide range of settings for children aged from birth to eight years.
In this unit of the professional practices strand, students will have opportunities to undertake activities designed to help them refine an increasing number of strategies for teaching and working collaboratively with children and their parents, and with other professional colleagues.
Credit points: 12  Contact hours: 20 days of supervised field experiences in before-school setting  Campus: Internet and Kelvin Grove  Teaching period: 2011 SEM-1

EDB012 EARLY CHILDHOOD FIELD STUDIES 2: PRACTISING EDUCATION IN THE FIELD
Designated Unit
This unit focuses on students' professional development as an educator, and reinforces the twin themes of teacher as researcher, and teacher as reflective practitioner. It provides
the second set of teaching experiences, in a graduated sequence over the course of the BEd.
In this second unit of the professional practices strand, students will focus upon program planning and implementation in settings for children in lower primary. Students will focus upon teaching in lower primary school classrooms, with an emphasis upon the development of knowledge of relevant policies and resources in curriculum provision. An emphasis will be maintained on understanding Early Childhood approaches to curriculum.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Internet, Kelvin Grove and External  **Teaching period:** 2011 SEM-1 and 2011 SEM-2

**EDB014 EARLY CHILDHOOD FIELD STUDIES 4: PROFESSIONAL WORK OF TEACHERS - INDUCTION INTO THE FIELD**  
Designated Unit  
This final early childhood practice unit is designed to provide a means of transition from the role of the tertiary student to that of a professional early childhood practitioner who is able to work across diverse settings. Students are encouraged to engage in reflection about their professional development and their future career paths and options.  
**Prerequisites:** EDB011, EDB012 and EDB013  **Credit points:** 12  **Campus:** Internet, Kelvin Grove and External  **Teaching period:** 2011 SEM-1 and 2011 SEM-2