Bachelor of Early Childhood Studies (ED82)

Year offered: 2010
Admissions: Yes
CRICOS code: 020305F
Course duration (full-time): 3 years
Domestic fees (indicative): 2010: CSP $2,655 (indicative) per semester
International Fees (indicative): 2010: $10,750 (indicative) per semester
Domestic Entry: February
International Entry: February
QTAC code: 404012
Past rank cut-off: 84
Past OP cut-off: 9
OP Guarantee: Yes
Assumed knowledge: English (4,SA)
Preparatory studies: For information on acquiring assumed knowledge visit http://www.studentservices.qut.edu.au/apply/ug/info/knowledge.jsp
Total credit points: 288
Standard credit points per full-time semester: 48
Course coordinator: Contact Education Student Affairs 3138 3947, or educationenq@qut.edu.au
Discipline coordinator: Course Coordinator Dr Susan Walker
Campus: Kelvin Grove

Career Outcomes
This degree provides graduates with the opportunity to be employed in childcare centres and services. Graduates are not eligible for teacher registration in Queensland.

Deferment
All domestic applicants offered admission to undergraduate award courses may apply to defer commencement of their study. A deferment application will not normally be considered for courses where specific admission requirements apply, for example submission of folios or undertaking auditions. Applicants are not entitled to hold a deferred place and hold a place in another QUT course for the same period.

Professional Recognition
The Bachelor of Early Childhood Studies is an approved child care qualification with the Queensland Government Department of Communities and is accredited by the New South Wales Department of Community Services for employment in children's services.

Graduates of the Bachelor of Early Childhood Studies are not eligible for teacher registration with the Queensland College of Teachers.

Working with Children Check
Working With Children Check - As required by the Commission for Children and Young People and Child Guardian Act (2000), student teachers must undergo a criminal history check and be issued with a Suitability Card (Blue Card) by the Commission.

As soon as you enter your enrolment program for the course, you must submit your Blue Card application to the QUT Student Centre immediately. You must hold a Blue Card 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 immediately upon enrolment in the course and allow 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 8 weeks for the Commission to issue the Card. The application form is available at bluecard.qut.com.

Diploma entry
Students with a completed Diploma Diploma of Community Services (Children's Services), Diploma of Children's Services, Diploma of Children's Services (Centre Based Care) or equivalent qualifications will receive one year of academic credit that will be automatically awarded by QUT Admissions after the QTAC offer and prior to the start of classes.

If you have one the above diplomas and receive an offer, you will be able to undertake the diploma entry enrolment program that allows you to complete the Bachelor of Early Childhood Studies in two years.

Course Information
ED82 is accredited as a full-time, internal course. Students are not permitted to take units in external mode or study in part-time mode unless advised to do so by the ED82 Program Coordinator or by the Faculty of Education.

2008 onwards Course structure

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDB006 Learning Networks</td>
</tr>
<tr>
<td>EAB364 Academic And Professional Communication</td>
</tr>
<tr>
<td>EAB008 Early Childhood Language, Literacies and Communication I</td>
</tr>
</tbody>
</table>
### Advanced Standing

Students who have successfully complete the Advanced Diploma or Diploma of Children’s Services or equivalent will be awarded advanced standing for the following eight units (96cps).

Students who commenced in 2010 are not required to submit an application for advanced standing as it will be automatically awarded.

<table>
<thead>
<tr>
<th>EAB002</th>
<th>Early Childhood Foundations 2: Families and Childhodonts in EC Education and Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAB012</td>
<td>Early Childhood Curriculum: Arts 2</td>
</tr>
<tr>
<td>EAB017</td>
<td>The Early Childhood Professional</td>
</tr>
<tr>
<td>EAB001</td>
<td>Early Childhood Foundations 1: Historical and Comparative Perspectives of EC Education</td>
</tr>
<tr>
<td>EAB015</td>
<td>Early Childhood Science and Technology Education</td>
</tr>
<tr>
<td>EAB027</td>
<td>Early Childhood Mathematics Education 1: Birth to Six Years</td>
</tr>
<tr>
<td>EAB013</td>
<td>Early Childhood Society Environment and Health Education</td>
</tr>
<tr>
<td>EAB021</td>
<td>Early Childhood Health, Safety, Nutrition and Wellness Education</td>
</tr>
<tr>
<td>EAB013</td>
<td>Early Childhood Field Studies 3: Diversity and Inclusivity</td>
</tr>
<tr>
<td>EAB015</td>
<td>Early Childhood Science and Technology Education</td>
</tr>
<tr>
<td>EAB004</td>
<td>Development and Learning in Early Childhood 2</td>
</tr>
<tr>
<td>EDB007</td>
<td>Culture Studies: Indigenous Education</td>
</tr>
<tr>
<td>EAB011</td>
<td>Early Childhood Curriculum: Arts 1</td>
</tr>
<tr>
<td>EAB016</td>
<td>Research in Early Childhood Education</td>
</tr>
<tr>
<td>EAB422</td>
<td>Information and Communication Technologies and the Young Child</td>
</tr>
</tbody>
</table>

2008 onwards - ED82 progression with Adv Dip or Dip of Children’s Services advanced standing
Childhood Services

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EAB005</td>
<td>Inclusion in Early Childhood Settings</td>
</tr>
<tr>
<td>EDB014</td>
<td>Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field</td>
</tr>
</tbody>
</table>

EDB014 must be taken in a child care setting.

2007 entry or prior

Students who commenced in 2006 or prior should contact 3138 3212 or y.higgins@qut.edu.au for advice.

List 1 : Option Studies Units

**OPTION STUDIES UNITS - LIST 1**

Students take 24cps of option studies units in year 2 semester 2. It is recommended that the two units be taken from the same area.

**Middle Years of Schooling**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLB323</td>
<td>Teaching Adolescent Literature</td>
</tr>
<tr>
<td>SPB022</td>
<td>Middle Years Curriculum, Pedagogy and Assessment</td>
</tr>
<tr>
<td>SPB008</td>
<td>Middle Years Students and Schools</td>
</tr>
<tr>
<td>CLB452</td>
<td>Media Literacy And The School</td>
</tr>
<tr>
<td>SPB018</td>
<td>Teaching Strategies</td>
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</tbody>
</table>

**Studies in Inclusive Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MDB030</td>
<td>Understanding and Educating Gifted Learners</td>
</tr>
<tr>
<td>SPB003</td>
<td>Teaching Children with Disabilities</td>
</tr>
<tr>
<td>CLB403</td>
<td>Gender And Sexuality Issues For Teachers</td>
</tr>
<tr>
<td>SPB004</td>
<td>Teaching Students with Learning Difficulties</td>
</tr>
<tr>
<td>SPB038</td>
<td>Understanding Reading Difficulties</td>
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</tbody>
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**Intercultural and International Teacher**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLB045</td>
<td>Becoming a Second Language User</td>
</tr>
<tr>
<td>CLB049</td>
<td>The Global Teacher</td>
</tr>
<tr>
<td>CLB347</td>
<td>Teaching English as an Additional Language</td>
</tr>
<tr>
<td>CLB320</td>
<td>Studies In Language</td>
</tr>
</tbody>
</table>

**Studies in Indigenous Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDB038</td>
<td>Indigenous Australian Culture Studies</td>
</tr>
<tr>
<td>EDB041</td>
<td>Indigenous Australia: Country, Kin and Culture</td>
</tr>
<tr>
<td>EDB039</td>
<td>Indigenous Politics and Political Culture</td>
</tr>
<tr>
<td>EDB040</td>
<td>Indigenous Knowledge: Research Ethics and Protocols</td>
</tr>
</tbody>
</table>

**Managing Learners and Learning**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPB004</td>
<td>Teaching Students with Learning Difficulties</td>
</tr>
<tr>
<td>SPB012</td>
<td>Classroom and Behaviour Management</td>
</tr>
<tr>
<td>SPB018</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>SPB006</td>
<td>Educational Counselling</td>
</tr>
</tbody>
</table>

SPB006 block dates: Sem 1, 2010: 4-8 January, Sem 2, 2010: 29 June - 3 July

**Literature and Media Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CLB441</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>CLB452</td>
<td>Media Literacy And The School</td>
</tr>
<tr>
<td>CLB050</td>
<td>Movies and Popular Culture</td>
</tr>
<tr>
<td>CLB323</td>
<td>Teaching Adolescent Literature</td>
</tr>
<tr>
<td>EAB361</td>
<td>Storytelling In Early Childhood</td>
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</table>

**Mathematics and ICT**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MDB388</td>
<td>Numeracy in Games of Skill and Chance</td>
</tr>
<tr>
<td>MDB453</td>
<td>Mathematics Curriculum 2: Middle Years and Vocational</td>
</tr>
<tr>
<td>MDB349</td>
<td>Excursions in Mathematical Reasoning</td>
</tr>
<tr>
<td>EAB023</td>
<td>Mathematical Explorations in Early Childhood</td>
</tr>
</tbody>
</table>

**Exploring the Sciences and Environment**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MDB391</td>
<td>Earth And Space</td>
</tr>
<tr>
<td>MDB454</td>
<td>Science, Technology and Society</td>
</tr>
<tr>
<td>EAB022</td>
<td>Early Childhood Science Education</td>
</tr>
<tr>
<td>CLB375</td>
<td>Exploring Outdoors: Education in the Environment</td>
</tr>
</tbody>
</table>

**Health and Physical Activity**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HMB376</td>
<td>Motor Development in Children</td>
</tr>
<tr>
<td>PUB251</td>
<td>Contemporary Public Health</td>
</tr>
<tr>
<td>HMB315</td>
<td>Performance Skills 2</td>
</tr>
<tr>
<td>HMB171</td>
<td>Fitness Health and Wellness</td>
</tr>
<tr>
<td>PUB406</td>
<td>Health Promotion Practice</td>
</tr>
<tr>
<td>HMB377</td>
<td>Children in Sport</td>
</tr>
<tr>
<td>HMB337</td>
<td>Organisation and Management In Physical Education And Sport</td>
</tr>
<tr>
<td>HMB313</td>
<td>Socio-Cultural Foundations of Physical Activity</td>
</tr>
</tbody>
</table>

**THE ARTS**

**Integrated Arts Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAB416</td>
<td>Early Childhood Art Education</td>
</tr>
<tr>
<td>EAB363</td>
<td>Creating Curriculum With Young Children</td>
</tr>
<tr>
<td>EAB361</td>
<td>Storytelling In Early Childhood</td>
</tr>
</tbody>
</table>
CLB320 STUDIES IN LANGUAGE
This unit addresses the following topics: the language basis in current approaches to the teaching of English; nature and function of language; the dynamics involved in interactive situations; the appropriateness of language forms used in various social contexts; the educational implications of linguistic diversity within the community; the recognition of the developmental features of adolescent language.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

CLB323 TEACHING ADOLESCENT LITERATURE
This unit addresses the following topics: scope and nature of young adult literature; strategies for evaluation and selection; recent research into adolescents' reading needs, interests and responses; using young adult books in the curriculum.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

CLB347 TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE
This elective unit for students in all teaching specialisations deals with differences in first and second language needs of students for whom English is a second language. It will develop understanding of specific language and learning attributes of second language users and the issues facing them in contemporary education.
Credit points: 12  Campus: Kelvin Grove

UNIT SYNOPSISES

CLB045 BECOMING A SECOND LANGUAGE USER
This unit aims to develop understanding of the processes of second language acquisition from both a practical and theoretical perspective. Students will gain an insight into the attributes of second language users and the issues facing them in contemporary education.
Credit points: 12  Campus: Kelvin Grove

CLB049 THE GLOBAL TEACHER
This unit enhances the skills of educators to design curriculum and pedagogy in ways that address global citizenship and educational and human rights.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

CLB050 MOVIES AND POPULAR CULTURE
This unit analyses and explores the way contemporary thought about society and culture emerges in fictional film and television. Although this unit can be studied as an independent unit, it is also designed to complement other units which focus on film and media and on media literacy and education.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

Potential Careers:
Child Care Professional.
sexuality and the body; violence and gender; debates about boys’ behaviour and performance in Australian schools.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Internet, Kelvin Grove and External  **Teaching period:** 2010 SEM-2

**CLB441 CHILDREN’S LITERATURE**

This unit provides students with the opportunity to extend their knowledge of children’s literature written by both Australian and overseas writers. It examines traditional and emerging genres, develops critical approaches to texts, and considers ways of using children’s literature in the classroom.

**Credit points:** 12  **Campus:** Internet, Kelvin Grove and External  **Teaching period:** 2010 SEM-2

**CLB452 MEDIA LITERACY AND THE SCHOOL**

The unit aims to equip future teachers with an understanding of media literacy that they can apply to their own professional growth and incorporate into an educational environment. Aspects of media techniques and practices, relationships between culture and meaning; nature of an audience, and concepts of agents and industry will be explored.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**EAB001 EARLY CHILDHOOD FOUNDATIONS 1: HISTORICAL AND COMPARATIVE PERSPECTIVES OF EC EDUCATION**

This unit examines the historical development of early childhood services in Australia, and explores a range of comparative perspectives on the care and education of young children in different socio-cultural contexts in Australia and in other cultures. To come to understand early childhood education, it is important to consider the evolution of key ideas that have influenced the development of the field over the past 150 years in western societies (Britain, Europe, the United States and Australia). The unit encourages students to reflect critically on the changing beliefs and practices in relation to young children and families in Australia over the twentieth century and to begin to formulate a personal philosophy of early childhood care and education.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**EAB002 EARLY CHILDHOOD FOUNDATIONS 2: FAMILIES AND CHILDHOODS IN EC EDUCATION AND CARE**

Early childhood education and care interface with the lives of children and families in diverse contexts. This unit deals with the social constructions of families and childhoods, the social practices they adopt and the services in which they participate. An understanding of these conditions is necessary for early childhood educators to teach and lead effectively.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-2

**EAB003 DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD**

This unit examines the major theories, features and processes of early development. The pace and direction of development are shaped by biological predispositions and personal attributes, as well as by the interactions and experiences afforded to the child. Knowledge of contexts, their impact on individual development, and an awareness of the interrelationships between each area of development is necessary in order to develop an understanding of how children think and learn. Early childhood teachers also require a range of skills for observing and analysing behaviour in order to plan and organise appropriate educational opportunities in early childhood settings.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-2

**EAB004 DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD 2**

To facilitate learning during early childhood, teachers must have a sound knowledge of the major theories, features and processes of development. The units in the developmental strand are underpinned by sociocultural theory, which takes into account both the psychological and the social mechanisms of development and learning.

Development and Learning in Early Childhood will foreground the social mechanisms of learning by discussing children's learning and development in a social context, integrating the social, emotional and cognitive elements of learning. Knowledge of contexts and their impact on individual development is necessary in order to develop an understanding of how children think and learn.

**Prerequisites:** EAB003  **Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**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:** 2010 SEM-1, 2010 SEM-2
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: 2010 SEM-1, 2010 SEM-2 and 2010 SUM

EAB008 EARLY CHILDHOOD LANGUAGE, LITERACIES AND COMMUNICATION I

This is an introductory unit in which students examine literacies from contemporary perspectives. The focus is on young children learning literacies in family and community contexts in the years prior to formal schooling. Students are encouraged to appreciate each child's journey as they encounter a range of multimodal practices that constitute literacies.

Credit points: 12  
Contact hours: 3 per week  
Campus: Internet and Kelvin Grove  
Teaching period: 2010 SEM-1

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: 2010 SEM-2

EAB012 EARLY CHILDHOOD CURRICULUM: ARTS 2

Relevant theories, principles and philosophies are presented and analysed as a basis for developing appropriate teaching strategies for a quality arts program in the early years. Desired outcomes will be achieved through descriptive, interpretive, analytic and expressive processes and shared knowledge between students and staff.

Prerequisites: EAB011  
Credit points: 12  
Campus: Kelvin Grove  
Teaching period: 2010 SEM-1

EAB013 EARLY CHILDHOOD SOCIETY ENVIRONMENT AND HEALTH EDUCATION

This unit promotes a broad view of science. However, that includes the social sciences, health and environmental perspectives. Appropriate curriculum approaches that support a broader, more integrated view of science is a key goal.

Through this unit, students should achieve the following: develop a deepening of their own understandings of concepts pertinent to science, studies of society and environment, and health; learn to critique and broaden their views of science; understand a range of appropriate inquiry-based approaches relevant to these areas; learn to apply these approaches to facilitate young children's learning in the sciences.

Credit points: 12  
Contact hours: 3 per week  
Campus: Internet, Kelvin Grove and External  
Teaching period: 2010 SEM-1, 2010 SEM-2

EAB015 EARLY CHILDHOOD SCIENCE AND TECHNOLOGY EDUCATION

It is essential that children are provided with opportunities to develop their abilities and interests by using a variety of learning modes and that children have opportunities to develop concepts that are foundational to understanding in mathematics, and which form the basis of learning in all curriculum areas.

Students require understanding of how children apply active inquiry processes to tasks designed to further concept development in mathematics. This unit will engage them in learning about foundational concepts in mathematics and exploring ways in which teachers can develop appropriate learning opportunities to encourage and foster their development.

Credit points: 12  
Contact hours: 3 per week  
Campus: Internet, Kelvin Grove and External  
Teaching period: 2010 SEM-1 and 2010 SEM-2

EAB016 RESEARCH IN EARLY CHILDHOOD EDUCATION

This unit aims to foster critical understanding of research with young children. The unit will provide opportunities for students to become lifelong learners and effective communicators.

Credit points: 12  
Campus: Kelvin Grove  
Teaching period: 2010 SEM-1

EAB017 THE EARLY CHILDHOOD PROFESSIONAL

Published on: 16 May 2011
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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:** 2010 SEM-1, 2010 6TP2 and 2010 6TP4

**EAB021 EARLY CHILDHOOD HEALTH, SAFETY, NUTRITION AND WELLNESS EDUCATION**

There is concern in the community about the general health of young children. Therefore it is important for students to understand current health policies and practices for various early childhood education settings. This includes the daily food needs of young children and how to provide appropriate everyday food education and social food experiences. The unit provides students with the knowledge to lead, plan, implement, and evaluate health practices in services and to balance the nutritional needs of individual children. Personal health and health practices including preventative strategies are addressed.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**EAB022 EARLY CHILDHOOD SCIENCE EDUCATION**

This unit examines the importance of developing children's creativity, curiosity, problems solving skills and sense of wonder and appreciation of the environment, in the exploration of science. The unit focuses on the different approaches to teaching science and the development of positive attitudes for life long learning while taking into account children's cultural and diverse backgrounds.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**EAB023 MATHEMATICAL EXPLORATIONS IN EARLY CHILDHOOD**

Mathematics is considered to be an essential learning area in the early childhood curriculum, as preparation for life, work and critical participation in society. Mathematics can also provide personal enjoyment.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**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:** 2010 SEM-1

**EAB361 STORYTELLING IN EARLY CHILDHOOD**

A major consideration for the teacher of early childhood is to provide children with rich experiences of 'storying'. This unit introduces students to the following: the value of storytelling with young children; the selection of appropriate children's literature suitable for storytelling; various storytelling strategies in terms of their impact on a young audience; the use of appropriate props for storytelling; ways of integrating storytelling across the curriculum.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**EAB363 CREATING CURRICULUM WITH YOUNG CHILDREN**

The concept of curriculum in early childhood education evokes much discussion and debate. In this unit, more encompassing concepts of curriculum for young children will be considered in the light of theories and research that suggest that children construct their own knowledge. Ways in which teachers and children can work together in creating a curriculum that is meaningful to children while meeting the expectations of parents and society in relation to child care, kindergarten/preschool and lower primary settings are considered. Practical strategies for setting up supportive learning environments and methods for evaluating teaching and learning are included.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 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:** 2010 SEM-1

**EAB416 EARLY CHILDHOOD ART EDUCATION**

This unit includes the following: historical and contemporary trends in art education; philosophy and practice in early childhood visual arts education; in-depth exploration of young children's artistic development and learning; assessment and evaluation of visual arts in early childhood; methods of reporting and record-keeping; studio art experiences; curating children's art exhibitions; public information about children's artistry; advocacy for improving
options for young children in the visual arts.

**Assumed knowledge:** 24 credit points of arts curriculum units is assumed knowledge.  
**Credit points:** 12  
**Contact hours:** 4 per week  
**Campus:** Kelvin Grove

**EAB422 INFORMATION AND COMMUNICATION TECHNOLOGIES AND THE YOUNG CHILD**

This unit includes the following: selection, use and critical evaluation of computers and associated software, and related technologies in early childhood programs, linking technology and problem-solving; applications and use of computers and associated software for language, number and problem-solving; creating teaching materials.

**Credit points:** 12  
**Contact hours:** 4 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**EDB006 LEARNING NETWORKS**

This unit explores the concept of learning networks: interacting social and technical systems that lead to collective sense-making and knowledge construction. Topics include the nature and use of Information and Communication Technologies (ICTs), learning theories and technologies and socio-technical practices in learning networks.

**Antirequisites:** CLB341, MDB385  
**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove and Caboolture  
**Teaching period:** 2010 SEM-1

**EDB007 CULTURE STUDIES: INDIGENOUS EDUCATION**

Numerous government reports and recent discussions about reconciliation have called for an increased commitment to Indigenous education in Australia. Teachers are increasingly being asked to improve their skill, knowledge and understanding to teach Indigenous students, and to teach curricula which incorporates Indigenous viewpoints on social, cultural and historical matters. This unit begins with an analysis of the students' own cultural place in the Australian context and afterwards moves towards an understanding of Aboriginal and Torres Strait Islander perspectives on history and contemporary issues, and an understanding of why Aboriginal and Torres Strait Islander students have been so disadvantaged by the Australian education system.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Internet, Kelvin Grove and Caboolture  
**Teaching period:** 2010 6TP4 and 2010 SEM-2

**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:** 2010 SEM-1

**EDB013 EARLY CHILDHOOD FIELD STUDIES 3: DIVERSITY AND INCLUSIVITY**

**Designated Unit.**

The aim in this unit is to develop professional support relationships that early childhood practitioners must provide for all children and their families, and an awareness of the need for the teacher to work as a member of the community and as a partner with parents and other colleagues.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-1 and 2010 SUM

**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:** 2010 SEM-1 and 2010 SEM-2

**EDB038 INDIGENOUS AUSTRALIAN CULTURE STUDIES**

This unit encourages an appreciation of the two distinct indigenous cultures of Australia and how external forces to Aboriginal and Torres Strait Islander cultures caused social, economic and political changes. It looks at traditional family life and organisation.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-1

**EDB039 INDIGENOUS POLITICS AND POLITICAL CULTURE**

This unit examines issues and influences underlying the world of indigenous politics: political representation; land rights; health; education; community development; criminal justice; culture and heritage. This unit has an Australian
focus with New Zealand and North American comparisons.  
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EDB040 INDIGENOUS KNOWLEDGE: RESEARCH ETHICS AND PROTOCOLS
This unit provides students with a critical examination of the major ethical and moral issues arising from the designing and conducting of research 'on/in' Australian Indigenous people/communities or issues. The unit examines the calls by Indigenous researchers for the decolonising of research methods - a process which critically examines the historical and philosophical bases of Western research and the frustrations of Indigenous researchers with various Western paradigms, academic traditions and methodologies.  
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

EDB041 INDIGENOUS AUSTRALIA: COUNTRY, KIN AND CULTURE
This unit aims to expand understanding of issues of importance to Indigenous people and to relate those issues to the practices in human service agencies. The Oodgeroo staff and leaders from the Indigenous community will work with staff from Social Work and Human Services in presenting this unit.  
Credit points: 12  Teaching period: 2010 SEM-1 and 2010 SEM-2

HMB171 FITNESS HEALTH AND WELLNESS
The dimensions and interrelationships of health, physical activity and wellness are studied. Basic principles of conditioning and exercise prescription necessary to demonstrate the impact of physical activity on lifestyle diseases, health behaviours and wellness are examined. Principles and theory of behaviour change are employed.  
Credit points: 12  Contact hours: 3-4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

HMB313 SOCIO-CULTURAL FOUNDATIONS OF PHYSICAL ACTIVITY
This unit lays a foundation in the disciplines of the socio-cultural areas which underpin the study of human movement. It serves as an introduction to the historical, sociological, philosophical, anthropological and cultural foundations of sports, games and leisure activities.  
Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

HMB315 PERFORMANCE SKILLS 2
In this unit various game forms are analysed in order to identify fundamental game skills and problem areas in skill development. Emphasis is placed on the application of relevant movement knowledge and skills to suit game situations and on learning appropriate strategies for teaching and coaching selected games.  
Credit points: 12  Contact hours: 6 per week for 9 weeks  Campus: Kelvin Grove

HMB337 ORGANISATION AND MANAGEMENT IN PHYSICAL EDUCATION AND SPORT
School physical education departments and sporting associations are medium-sized organisations requiring direction for servicing a large client base. In this unit students examine the role of administrators and the administration of monies, facilities and human resources in a school physical education and sports setting.  
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

HMB376 MOTOR DEVELOPMENT IN CHILDREN
This unit includes the theoretical perspective of normal and abnormal motor development, incorporating maturational, descriptive and behavioural aspects and the underlying sensory, perceptual, neurological and cognitive changes which influence motor development in children. A theoretical understanding of developmental differences and development delay in children with intellectual, sensory or physical disability. Experience is obtained in developmental and adapted physical activity programs.  
Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

HMB377 CHILDREN IN SPORT
This unit includes the following: physical development of the young athlete; physical maturation; benefits of participation in sport and physical activity; psycho-social issues; positive and negative effects of participation including competitive stress; injuries to the growing skeleton; overtraining, overuse injuries; strength training in childhood and adolescence; promotion of safety in sport; accreditation of teachers and coaches; policy guidelines for junior sport; Aussie sport program.  
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KDB110 DECONSTRUCTING DANCE IN HISTORY
This unit includes a study of various international historical and contemporary contexts of dance as art. It focuses on romanticism, classicism, modernism and postmodernism.  
Equivalents: KDB125  Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KDB204 AUSTRALIAN DANCE
This unit includes a study of the ritual, artistic and social functions of dance in contemporary Australian society.  
Equivalents: KDB114  Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2
KMB003 SEX DRUGS ROCK 'N' ROLL
In this unit, you gain an insight into the interaction between music and society by analysing the artistic, economic, and political landscape of the diverse, innovative music of the 21st century including rock and pop music, world music, dance music, indigenous music and new age music.
Equivalent: KMB640 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1

KMB004 WORLD MUSIC
You will gain an awareness and better understanding of world music, its particular significance within Australia and its impact upon contemporary music through a series of lectures, demonstrations and tutorials.
Assumed knowledge: A knowledge of music fundamentals is assumed knowledge. Equivalent: KMB631 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KMB107 SOUND, IMAGE, TEXT
This unit focuses on the rich and varied relationship between sound and image in a number of media and artforms, including film, music video, theatre, installation, mixed media performance and many more.
Equivalent: KMB638 Credit points: 12 Contact hours: 2.5 per week Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

KMB119 MUSIC AND SOUND PRODUCTION 1
This unit introduces students to the fundamentals principles of music and sound production through a mix of theory and practice. Students gain an understanding of sound recording, sound production and live sound reinforcement and develop listening skills essential for music and sound production.
Equivalent: KMB108, KMB621 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KMB129 MUSIC AND SOUND PRODUCTION 2
This unit builds on Music and Sound Production 1. It introduces students to sound synthesis and signal processing and extends the students understanding of the approaches and aesthetics underpinning creative music and sound production. Students will further develop practical skills in music and sound composition and deepen their knowledge of the hardware and software commonly used in creative production.
Equivalent: KMB105, KMB619 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-2

KTB103 PERFORMING SKILLS 1: CHARACTER AND SCENE
This unit provides you with essential understanding of how to combine practical performance skills (involving body/voice/role) with analytical, research and group skills, into an overall methodology for creating performance, within a professional ethos.
Equivalent: KTB257 Credit points: 12 Contact hours: 4 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KTB106 PERFORMING SKILLS 2: STYLE AND FORM
This unit is designed to be of benefit to anyone seeking to extend their understanding through workshop, rehearsal, performance, and the application of dramaturgical skills, of theatrical styles and forms other than realism. These could include Greek drama, commedia dell'arte, Shakespearean theatre, Restoration comedy, comedy of manners, epic theatre and theatre of the absurd.
Equivalent: KTB258 Credit points: 12 Contact hours: 4 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-2

KVB104 PHOTOMEDIA AND ARTISTIC PRACTICE
This unit aims to provide you with an understanding of the aesthetic aspects of various photomedia concepts and processes and the artistic use of genres. It also aims to give you proficiency in alternative and experimental uses of photographic processes, establishing an understanding of investigative and creative research. By including a range of photographic processes as part of the photographic artist's repertoire, this unit aims to give you a broad range of choices and approaches to creating images. The unit encourages you to engage with photography as a medium for visual and artistic expression in order to extend your own photographic practice.
Equivalent: KVB509 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

KVB110 2D MEDIA AND PROCESSES
This introductory unit is a studio course enabling you to explore, construct, analyse and interpret visual data through the 2D graphic modes of drawing, painting and printmaking.
Credit points: 12 Contact hours: 4 per week Campus: Kelvin Grove  Teaching period: 2010 SEM-1

KVB111 3D MEDIA AND PROCESSES
This first year unit introduces you to current contemporary art practices and concepts to assist you in making, analyzing and critiquing three dimensional artworks. As a second semester unit, this unit will develop foundational skills in 3D media and processes to complement and augment understandings and knowledge of 2D media and processes.
MDB030 UNDERSTANDING AND EDUCATING GIFTED LEARNERS
This elective addresses the education of gifted students by exploring the appropriate curriculum interventions necessary to meet their specific needs. Some 10-15% of students are identified as gifted and these require specialist educational interventions to ensure that the curriculum offers the appropriate challenge to develop their potential and to avoid boredom, frustration or underachievement. In order to establish appropriate curriculum and pedagogical approaches an understanding of the nature of giftedness is also necessary.
Credit points: 12    Contact hours: 3 per week    Campus: Kelvin Grove    Teaching period: 2010 SEM-2

MDB349 EXCURSIONS IN MATHEMATICAL REASONING
This unit includes the following: the concept of thinking and intelligence; the nature of mathematical thinking during the first half of this century; modern ideas on the nature of mathematical thinking; the thinking skills movement and programs designed to foster thinking; analysis of children's thinking in solving mathematical problems; analysis of students' 'everyday cognition' together with their thinking in mathematical situations.
Credit points: 12    Contact hours: 3 per week    Campus: Kelvin Grove    Teaching period: 2010 SEM-2

MDB388 NUMERACY IN GAMES OF SKILL AND CHANCE
This unit considers the development of probabilistic ideas and concepts through the playing and analysis of games of change and skill.
Credit points: 12    Campus: Kelvin Grove    Teaching period: 2010 SEM-1

MDB391 EARTH AND SPACE
This unit examines scientific concepts in important areas of space, time and motion, the origin and history of earth and its environments, and light and optics. Scientific principles and techniques for observing space and earth phenomena are investigated.
Credit points: 12    Contact hours: 3 per week    Campus: Kelvin Grove    Teaching period: 2010 SEM-1

MDB453 MATHEMATICS CURRICULUM 2: MIDDLE YEARS AND VOCATIONAL
This unit assists students to develop a deeper understanding of mathematical content applicable to the middle school and the ways that the content may be integrated into other key learning areas.

PUB251 CONTEMPORARY PUBLIC HEALTH
This unit provides an introduction to the following: the philosophy and approach of public health; the traditional public health process; the multidisciplinary nature of public health; and health policy and its impact on public health. Recent reformulations of traditional public health approaches including health promotion, intersectoral action for health and healthy public policy are examined. The role of public health in Australia and overseas, its main discipline components and some of the constraints faced by public health is also addressed. This unit considers groups with special needs and contemporary issues.
Credit points: 12    Contact hours: 4 per week (KG and Ext Sem 1; KG Sem 2)    Campus: Kelvin Grove and External    Teaching period: 2010 SEM-1 and 2010 SEM-2

PUB406 HEALTH PROMOTION PRACTICE
This unit ties together the fundamental health promotion knowledge and constructs covered in earlier units in the public health subject area. It builds upon this basis to introduce students to the range of strategies available to a health promotion practitioner. The unit promotes an appreciation of the strengths and weaknesses of different approaches, as well as related administrative factors. Students undertake a small health promotion project in groups of 3-4. This is an essential field of study for those students who wish to work in a health promotion or related field.
Credit points: 12    Prerequisites: PUB251 or PUB530

SPB003 TEACHING CHILDREN WITH DISABILITIES
This unit provides an introduction to a wide range of low incidence exceptionalities (for example sensory
impairments, developmental delay and health impairments such as epilepsy, asthma and hepatitis, and so on). It also addresses methods of managing associated disabling conditions, the implementation and evaluation of programming, and the support and referral services.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-2

**SPB004 TEACHING STUDENTS WITH LEARNING DIFFICULTIES**

This unit integrates a basic understanding and application of learning theory as it applies to exceptional populations. It focuses on approaches to teaching particular exceptional groups and provides an opportunity for development of specialist skills and resources in one of the following areas: (a) students with learning difficulties; (b) gifted students; (c) students with low incidence disabilities, for example hearing impaired, visually impaired or physically handicapped; (d) behaviourally or emotionally disturbed students.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove and External  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**SPB006 EDUCATIONAL COUNSELLING**

This unit includes the following: the nature of counselling/helping in educational contexts; the educator as counsellor; characteristics of effective helpers; practical development of communications skills; building an empathic relationship; structuring the counselling process; application of some counselling theories to the educational contexts; practical sessions using educationally based role plays to demonstrate effective use of the skills learned. The unit includes a compulsory study school for external students. It is incompatible with studies in Counselling or equivalent at Diploma of Teaching level.

**Antirequisites:** SPN651  **Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**SPB008 MIDDLE YEARS STUDENTS AND SCHOOLS**

This unit provides an understanding of the developmental needs and interests of young adolescents and reform initiatives being implemented by schools to address these issues. The unit analyses the work of agencies and major reports in the middle years of schooling and examines aspects of research focussing on reform in curriculum, pedagogy and the way schools are organised. The unit is one of four units forming a pathway into the middle years of schooling for primary and secondary teaching.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Caboolture  **Teaching period:** 2010 SEM-2

**SPB012 CLASSROOM AND BEHAVIOUR MANAGEMENT**

This unit integrates concepts of behaviour development, management and discipline within a defensible pattern of classroom management and appropriate curricula processes.

**Credit points:** 12  **Campus:** Internet, Kelvin Grove, External and Caboolture  **Teaching period:** 2010 SEM-1, 2010 6TP4, 2010 SEM-2 and 2010 SUM

**SPB018 TEACHING STRATEGIES**

This unit includes: evaluation of the students’ teaching strategies; the literature on teaching strategies; critical evaluation of strategies/models of teaching available.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**SPB022 MIDDLE YEARS CURRICULUM, PEDAGOGY AND ASSESSMENT**

This unit enables students to gain an appreciation of the middle school movement and how this has the potential to impact on the needs and interests of young adolescents. The focus is on a more integrated approach to curriculum, teaching strategies appropriate to middle schools and authentic assessment.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove and Caboolture

**SPB038 UNDERSTANDING READING DIFFICULTIES**

The aims of this unit are to provide pre-service teachers (Prep to Year 12) with opportunities to deepen their knowledge of the reading process and to develop their skills in identifying and supporting struggling readers in an inclusive setting. An emphasis will be placed on classroom-based assessment practices and explicit evidence-based instructional practices that can be incorporated into rich literacy activities.

**Credit points:** 12  **Campus:** Kelvin Grove and Caboolture  **Teaching period:** 2010 SEM-1 and 2010 SEM-2