Bachelor of Early Childhood (ED83)

Year offered: 2010
Admissions: Yes
CRICOS code: External
Course duration (external): 3 years
Domestic fees (indicative): 2010: CSP $2,655 (indicative) per semester
International Fees (indicative): 2010: $11,000 (indicative) per semester
Domestic Entry: February
International Entry: February
QTAC code: 424505
Past rank cut-off: 87. Admission to this course is based on completion of a Diploma or Advanced Diploma of Community Services (Children's Services) or equivalent accredited qualification (see Entry Requirements).
Total credit points: 288
Standard credit points per part-time semester: 24
Course coordinator: Contact Education Student Affairs 3138 3947, or sa.education@qut.edu.au
Campus: Internet

Entry Requirements
Completion of a Diploma or Advanced Diploma of Children's Services or an equivalent accredited qualification and Diploma holders must have the following early childhood experience:
- one year full-time (or equivalent) group leader experience; or
- two years full-time (or equivalent) family day care experience as an accredited provider; or
- two years full-time (or equivalent) early childhood teacher aide experience in a state preschool, prep or crèche and kindergarten association centre; or
- two years full-time (or equivalent) before and after school care experience.

Special Entry
Preference may be given to those applicants in rural or isolated locations, and/or who have departmental/work requirements.

OP Guarantee
The OP Guarantee does not apply to this program.

Career Outcomes
This course prepares you to work as a director of childcare centres and with other areas of children's services. You will undertake units in areas such as early childhood development, early childhood language and mathematics curriculum, and inclusive practices in early childhood.

Professional Recognition
The Bachelor of Early Childhood is an approved child care qualification with the Queensland Government Department of Communities. Graduates of the Bachelor of Early Childhood are not eligible for registration with the Queensland College of Teachers.

Advanced Standing
Students admitted to this course will be automatically granted advanced standing of one and half years of study (ie 144 credit points) for their completed Diploma of Children's Services (or an equivalent accredited qualification) and early childhood work experience.

Students admitted on the basis of an Advanced Diploma of Children's Services and who have not supplied QTAC with evidence of their early childhood experience will only be automatically granted advanced standing of one year of study (ie 96 credit points) and will be required to provide evidence of their early childhood experience to QUT prior to graduation.

Bachelor of Early Childhood - ED83- Completion of 4th Year of Study
Students will need to apply for re-admission to the ED93 Bachelor of Education (Preservice) Early childhood course in order to become registered as a teacher in Queensland. If you wish to re-admit to the ED93 course, please contact the Faculty Office for advice on advanced standing and the units you will need to complete. The ED93 course requires successful completion of three x 20-day block practical units in order to be registered by the Queensland College of Teachers, the majority of which must be completed in an Australian primary school setting.

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 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 12 weeks for the Commission to issue the Card. The application form is available at bluecard.qut.com.

Deferral
QUT's deferral policy does not apply to this course.

Further Information
Faculty of Education Office: Phone +61 7 3138 3947; Fax +61 7 3138 3949; e-mail: educationenq@qut.edu.au

Part-time Course Structure

**Year 1, Semester 1**
- MDB440 Computers And Education
- EAB364 Academic And Professional Communication

**Year 1, Semester 2**
- EAB011 Early Childhood Curriculum: Arts 1
- EAB013 Early Childhood Society Environment and Health Education

**Year 2, Semester 1**
- EAB008 Early Childhood Language, Literacies and Communication I
- EAB027 Early Childhood Mathematics Education 1: Birth to Six Years

**Year 2, Semester 2**
- EAB005 Inclusion in Early Childhood Settings
- EAB006 Leadership and Management in Early Childhood Services

**Year 3, Semester 1**
- EDB200 Insights into Early Childhood Development
- EDB011 Early Childhood Field Studies 1: Development and Learning in the Field
  Designated unit: EDB011

**Year 3, Semester 2**
- EAB017 The Early Childhood Professional
- EDB007 Culture Studies: Indigenous Education

Potential Careers:
Child Care Professional.

**UNIT SYNOPSES**

**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 and 2010 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:** 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

**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 and 2010 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:** 2010 SEM-1, 2010 6TP2 and 2010 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:** 2010 SEM-1

**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

**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

**EDB200 INSIGHTS INTO EARLY CHILDHOOD DEVELOPMENT**

The unit aims to develop knowledge and understanding of early childhood development with a focus on children's thinking and communicating in a social context.

**Credit points:** 12  **Campus:** Internet and External
Teaching period: 2010 SEM-1

MDB440 COMPUTERS AND EDUCATION
This unit provides an overview of microcomputer hardware and software with an emphasis on the usefulness of various components in schools. It considers the use of educationally valuable application software and critically examines a variety of uses of computers in education including the impact of computers on society and education in particular.

Credit points: 12   Campus: Internet   Teaching period: 2010 SEM-1