Bachelor of Education (Early Childhood) (ED92)

Year offered: 2011
Admissions: Yes
CRICOS code: 000783G
Course duration (full-time): 4 years
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
International Fees (indicative): 2011: $11,375 (indicative) per semester
Domestic Entry: February
International Entry: February
QTAC code: 404162
Past rank cut-off: 74
Past OP cut-off: 13
OP Guarantee: Yes
Assumed knowledge: English (4, SA)
Preparatory studies: For information on acquiring assumed knowledge visit http://www.qut.edu.au/assumed-knowledge
Total credit points: 384
Standard credit points per full-time semester: 48
Course coordinator: Contact Education Student Affairs 07 3138 3947, or educationenq@qut.edu.au. For course progression advice please contact Nikki Kyle on 07 3138 3212, or nm.kyle@qut.edu.au.
Discipline coordinator: Dr Ann Heirdsfield
Campus: Kelvin Grove

Professional Recognition
The Bachelor of Education (Early Childhood) is recognised by the Queensland College of Teachers as meeting the requirements for registration as a teacher in Queensland. Graduates looking for employment in other parts of Australia and overseas may be required to meet additional conditions.

The Bachelor of Education (Early Childhood) 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.

Literacy Standards
All students are required to satisfactorily complete assessment criteria relating to Queensland College of Teachers’ literacy standards by the end of year 3 of their course in order to meet course and QCT professional accreditation requirements. Literacy modules have been developed as a remedial action for students who do not attain satisfactory standards on the relevant literacy criterion during their assessment in the first year of their studies. Students will have the support of the First Year Experience Coordinator.

Students may attempt these modules any number of times during the first three years of their program. At the end of year 3, unsatisfactory results within course work and these modules may result in a recommendation for an early exit from the four year degree.

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 student.qut.edu.au/studying/jobs-and-work-experience/work-experience-and-placements/blue-cards.

Field Studies Units will be taken in Queensland schools and settings.

Research option
At the end of Year 2, you may be invited to undertake the Research Option which is designed to meet the needs of students wishing to undertake research-based higher degree study in the course of their future career.

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 qualification will receive one year of advanced standing that will be automatically awarded by QUT Admissions after the QTAC offer and prior to the start of classes.

If you have one of 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
Education (Early Childhood) in three years.

**Early Exit Option**

Students who have successfully completed three of the four years (288cps) of ED92 after following the standard course progression and who are unable to complete the final year of ED92, can exit the course with ED82 Bachelor of Early Childhood Studies.

Students wishing to take up this option should contact the Course Administration Officer on 3138 3212.

**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**

PLEASE NOTE THAT SOME COURSEWORK UNITS CANNOT BE STUDIED IN THE SAME SEMESTER AS A FIELD STUDIES UNIT. If students do not follow the standard course progression (eg due to a fail grade, or non enrolment in units), time will be added onto the course duration, and you should contact Student Affairs for progression advice, nm.kyle@qut.edu.au.

All other course requirements must have been successfully completed before commencing EDB014 and EDB015 in your final semester of study. This is a University and Queensland College of Teachers requirement.

Students must have a valid Bluecard to be eligible for Field Studies units.

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th></th>
<th>Year 2, Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAB001 Early Childhood Foundations 1: Historical and Comparative Perspectives of EC Education</td>
<td>EAB004 Development and Learning in Early Childhood 2</td>
<td></td>
</tr>
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<td>EAB008 Early Childhood Language, Literacies and Communication I</td>
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<tr>
<td>EAB009 Early Childhood Language, Literacies and Communication 2</td>
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<tr>
<td>EDB003 Teaching and Learning Studies 3: Practising Education</td>
</tr>
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<td>EDB012 Early Childhood Field Studies 2: Practising Education in the Field</td>
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</tbody>
</table>

| Designated Unit: EDB012 |

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<tr>
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<tbody>
<tr>
<td>EAB005 Inclusion in Early Childhood Settings</td>
</tr>
<tr>
<td>EAB012 Early Childhood Curriculum: Arts 2</td>
</tr>
<tr>
<td>EAB016 Research in Early Childhood Education</td>
</tr>
<tr>
<td>EDB013 Early Childhood Field Studies 3: Diversity and Inclusivity</td>
</tr>
</tbody>
</table>

| Designated Unit: EDB013 |

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<tr>
<th>Year 3, Semester 2</th>
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<tbody>
<tr>
<td>EAB010 Early Childhood Language, Literacies and Communication 3</td>
</tr>
<tr>
<td>EAB028 Early Childhood Mathematics Education 2: Four to 8 Years</td>
</tr>
</tbody>
</table>

24cps of Option Studies - See Option Studies List

<table>
<thead>
<tr>
<th>Year 4, Semester 1</th>
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<tbody>
<tr>
<td>EDB001 Teaching and Learning Studies 1: Teaching in New Times</td>
</tr>
<tr>
<td>EDB006 Learning Networks</td>
</tr>
<tr>
<td>EDB011 Early Childhood Curriculum: Arts 1</td>
</tr>
<tr>
<td>EDB007 Culture Studies: Indigenous Education</td>
</tr>
<tr>
<td>EDB011 Early Childhood Field Studies 1: Development and Learning in the Field</td>
</tr>
</tbody>
</table>

Published on: 13 June 2012
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>EAB006</td>
<td>Leadership and Management in Early Childhood Services</td>
</tr>
<tr>
<td>EAB026</td>
<td>Early Childhood Community Arts Project</td>
</tr>
<tr>
<td></td>
<td>24cps of Option Studies - See Option Studies List</td>
</tr>
</tbody>
</table>

**Year 4, 6TP4 (unit is run between 4 July and 20 August - see individual class timetable)**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>EDB005</td>
<td>Teaching and Learning Studies 5: Professional Work of Teachers</td>
</tr>
<tr>
<td>EDB005</td>
<td>is delivered through the Stepping Out Conference</td>
</tr>
<tr>
<td>EAB017</td>
<td>The Early Childhood Professional</td>
</tr>
</tbody>
</table>

**Year 4, Semester 2**

<table>
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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>EAB014</td>
<td>Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field</td>
</tr>
<tr>
<td>EDB015</td>
<td>Internship (Early Childhood)</td>
</tr>
<tr>
<td></td>
<td>Please note that successful completion of all other coursework is required before students can commence the final Internship unit EDB015.</td>
</tr>
<tr>
<td></td>
<td>Designated Unit: EDB015</td>
</tr>
<tr>
<td>ED92</td>
<td>Research Option</td>
</tr>
</tbody>
</table>

**PLEASE NOTE THAT SOME COURSEWORK UNITS CANNOT BE STUDIED IN THE SAME SEMESTER AS A FIELD STUDIES UNIT. If students do not follow the standard course progression (eg due to a fail grade, or non enrolment in units), time will be added onto the course duration, and you should contact Student Affairs for progression advice, nm.kyle@qut.edu.au.**

All other course requirements must have been successfully completed before commencing EDB014 and EDB015 in your final semester of study. This is a University and Queensland College of Teachers requirement. Students must have a valid Bluecard to be eligible for Field Studies units.

**Research Option**

At the end of Year 2, students with a GPA of 5.5 or above will be invited to undertake the research option.

It is designed to meet the needs of students wishing to undertake research-based higher degree study in the course of their future career. The option is designed to develop research skills and a research oriented, reflective approach to teaching. The amended structure for research option students will be:

**Year 3, Semester 1**

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<td>EAB005</td>
<td>Inclusion in Early Childhood Settings</td>
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<td>Early Childhood Curriculum: Arts 2</td>
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<tr>
<td>EDB013</td>
<td>Early Childhood Field Studies 3: Diversity and Inclusivity</td>
</tr>
<tr>
<td></td>
<td>Designated Unit: EDB013</td>
</tr>
<tr>
<td>EDB410</td>
<td>Introduction To Research Methods</td>
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</tbody>
</table>

**Year 3, Semester 2**

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<th>Unit Code</th>
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<tbody>
<tr>
<td>EAB010</td>
<td>Early Childhood Language, Literacies and Communication 3</td>
</tr>
<tr>
<td>EAB028</td>
<td>Early Childhood Mathematics Education 2: Four to 8 Years</td>
</tr>
<tr>
<td>EDB411-1</td>
<td>Dissertation (Stage 1)</td>
</tr>
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<td></td>
<td>12cps Option Studies - See Option Studies List</td>
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</table>

**Year 4, Semester 2**

<table>
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<tr>
<th>Unit Code</th>
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<tbody>
<tr>
<td>EAB006</td>
<td>Leadership and Management in Early Childhood Services</td>
</tr>
<tr>
<td>EAB026</td>
<td>Early Childhood Community Arts Project</td>
</tr>
<tr>
<td>EDB411-2</td>
<td>Dissertation (Stage 2)</td>
</tr>
<tr>
<td>EDB411-3</td>
<td>Dissertation (Stage 3)</td>
</tr>
</tbody>
</table>

**Year 4, 6TP4 (unit is run between 4 July and 20 August - see individual class timetable)**

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<th>Unit Code</th>
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<tbody>
<tr>
<td>EDB005</td>
<td>Teaching and Learning Studies 5: Professional Work of Teachers</td>
</tr>
<tr>
<td>EAB017</td>
<td>The Early Childhood Professional</td>
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**Year 4, Semester 2**

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<th>Unit Code</th>
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<td>EDB014</td>
<td>Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field</td>
</tr>
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<td>EDB015</td>
<td>Internship (Early Childhood)</td>
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<tr>
<td></td>
<td>Please note that successful completion of all other coursework is required before students can commence the final Internship unit EDB015.</td>
</tr>
<tr>
<td></td>
<td>Designated Unit: EDB015</td>
</tr>
</tbody>
</table>

**List 1 : Option Studies Units**

All students (except those following the research option) take a total of four units from this list during Years 2 - 4 (refer to course structure on previous pages for exact semesters).

It is recommended that the four units be drawn...
from one of the specified groups below.
If you are out of step and are studying option
units in the same semester as a field studies
unit they must choose units which run for 9
weeks.

MIDDLE YEARS OF SCHOOLING
CLB323, SPB022, SPB018 are nine week
options.
CLB323  Teaching Adolescent Literature
CLB452  Media Literacy And The School
SPB008  Middle Years Students and Schools
SPB018  Teaching Strategies
SPB022  Middle Years Curriculum, Pedagogy and
Assessment

STUDIES IN INCLUSIVE EDUCATION
SPB003, SPB004 (semester two), SPB038 are
nine week options.
CLB403  Gender And Sexuality Issues For Teachers
SPB003  Teaching Children with Disabilities
SPB004  Teaching Students with Learning Difficulties
MDB030  Understanding and Educating Gifted Learners
SPB038  Understanding Reading Difficulties

STUDIES IN INDIGENOUS EDUCATION
EDB040 and EDB041 are nine week options.
EAB023  Indigenous Australian Culture Studies
EAB039  Indigenous Politics and Political Culture
EAB040  Indigenous Knowledge: Research Ethics and
Protocols
EDB041  Indigenous Australia: Country, Kin and Culture

MANAGING LEARNERS AND LEARNING
SPB004 (semester two) and SPB018 are nine
week options.
SPB004  Teaching Students with Learning Difficulties
SPB006  Educational Counselling
SPB012  Classroom and Behaviour Management
SPB018  Teaching Strategies
SPB006 block dates: Sem 1, 2011: 4-7
January, Sem 2, 2011: 29 June - 3 July

INTERCULTURAL AND INTERNATIONAL TEACHER
CLB049 and CLB347 are nine week options.
CLB049  The Global Teacher
CLB320  Studies In Language
CLB347  Teaching English as an Additional Language

DISCIPLINE-BASED OPTIONS
LITERATURE AND MEDIA STUDIES
CLB323 and CLB050 are nine week options.
CLB050  Movies and Popular Culture
CLB323  Teaching Adolescent Literature
CLB441  Children's Literature
CLB452  Media Literacy And The School
EAB361  Storytelling In Early Childhood

MATHEMATICS AND ICT
MDB349 and MDB453 are nine week options.
EAB023  Mathematical Explorations in Early Childhood
EAB422  Information and Communication Technologies
and the Young Child
MDB349  Excursions in Mathematical Reasoning
MDB388  Numeracy in Games of Skill and Chance
MDB453  Mathematics Curriculum 2: Middle Years and
Vocational

EXPLORING THE SCIENCES AND ENVIRONMENT
EAB022  Early Childhood Science Education
CLB375  Exploring Outdoors: Education in the
Environment (no longer offered)
MDB391  Earth And Space
MDB454  Science, Technology and Society

HEALTH AND PHYSICAL ACTIVITY
HMB313 and HMB315 are nine week options.
EAB021  Early Childhood Health, Safety, Nutrition and
Wellness Education
HMB171  Fitness Health and Wellness
HMB313  Socio-Cultural Foundations of Physical Activity
HMB315  Games Based Learning in Physical Activity and
Sport
HMB376  Motor Development in Children
HMB337  Organisation and Management In Physical
Education And Sport
HMB377  Children in Sport
PUB251  Contemporary Public Health
PUB406  Health Promotion Practice

THE ARTS
Students must satisfy any specific entry
requirements for Arts units.
INTEGRATED ARTS CURRICULUM

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EAB416</td>
<td>Early Childhood Art Education</td>
</tr>
<tr>
<td>EAB361</td>
<td>Storytelling In Early Childhood</td>
</tr>
<tr>
<td>EAB363</td>
<td>Creating Curriculum With Young Children</td>
</tr>
<tr>
<td>KVB110</td>
<td>2D Media and Processes</td>
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VISUAL AND PERFORMING ARTS

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KDB110</td>
<td>Deconstructing Dance in History</td>
</tr>
<tr>
<td>KTB103</td>
<td>Performing Skills 1: Character and Scene</td>
</tr>
<tr>
<td>KTB106</td>
<td>Performing Skills 2: Style and Form</td>
</tr>
<tr>
<td>KTB204</td>
<td>Understanding Performance</td>
</tr>
<tr>
<td>KVB104</td>
<td>Photomedia and Artistic Practice</td>
</tr>
<tr>
<td>KVB110</td>
<td>2D Media and Processes</td>
</tr>
<tr>
<td>KVB111</td>
<td>3D Media and Processes</td>
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MUSIC

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KMB003</td>
<td>Sex Drugs Rock 'N' Roll</td>
</tr>
<tr>
<td>KMB004</td>
<td>World Music</td>
</tr>
<tr>
<td>KMB007</td>
<td>Sound, Image, Text</td>
</tr>
<tr>
<td>KMB119</td>
<td>Music and Sound Production 1</td>
</tr>
<tr>
<td>KMB129</td>
<td>Music and Sound Production 2</td>
</tr>
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</table>

2010 onwards: Progression for students with Adv Dip or Dip of Children's Services advanced standing

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All other course requirements must have been successfully completed before commencing EDB014 and EDB015 in your final semester of study. This is a University and Queensland College of Teachers requirement.

Students must have a valid Bluecard to be eligible for Field Studies units.

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 commence in 2011 are not required to submit an application for advanced standing as it will be automatically awarded.

EAB006 Leadership and Management in Early Childhood Services

EAB010 Early Childhood Language, Literacies and Communication 3

EAB017 The Early Childhood Professional

EAB026 Early Childhood Community Arts Project
48 credit points of options

Year 1, Semester 1

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<tbody>
<tr>
<td>EAB006</td>
<td>Learning Networks</td>
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<td>EAB007</td>
<td>Culture Studies: Indigenous Education</td>
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Year 1, Semester 2

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EAB002</td>
<td>Early Childhood Foundations 2: Families and Childhoods in EC Education and Care</td>
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<td>EAB003</td>
<td>Development and Learning in Early Childhood</td>
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<td>EAB011</td>
<td>Early Childhood Curriculum: Arts 1</td>
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Year 2, Semester 1

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<td>EAB004</td>
<td>Development and Learning in Early Childhood 2</td>
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<td>EAB013</td>
<td>Early Childhood Society Environment and Health Education</td>
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<td>EAB027</td>
<td>Early Childhood Mathematics Education 1: Birth to Six Years</td>
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<td>EDB011</td>
<td>Early Childhood Field Studies 1: Development and Learning in the Field</td>
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Year 2, Semester 2

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<td>EAB009</td>
<td>Early Childhood Language, Literacies and Communication 2</td>
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<td>EDB003</td>
<td>Teaching and Learning Studies 3: Practising Education</td>
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<td>EAB015</td>
<td>Early Childhood Science and Technology Education</td>
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<td>Early Childhood Field Studies 2: Practising Education in the Field</td>
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Year 3, Semester 1

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EAB012 Early Childhood Curriculum: Arts 2
EAB016 Research in Early Childhood Education
EDB013 Early Childhood Field Studies 3: Diversity and Inclusivity

Designated Unit: EDB013

Year 3, 6TP4 (unit is run between 4 July and 20 August - see individual class timetable)
EDB005 Teaching and Learning Studies 5: Professional Work of Teachers
EAB028 Early Childhood Mathematics Education 2: Four to 8 Years

Year 3, Semester 2
EDB014 Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field
Designated Unit: EDB014
EDB015 Internship (Early Childhood)
Please note that successful completion of all other coursework is required before students can commence the final Internship unit EDB015.
Designated Unit: EDB015

2009 or prior start- Progression for Adv Dip or Dip of Children’s Services advanced standing

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All other course requirements must have been successfully completed before commencing EDB014 and EDB015 in your final semester of study. This is a University and Queensland College of Teachers requirement.

Students must have a valid Bluecard to be eligible for Field Studies units.

Advanced Standing

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

Students who have not yet been awarded advanced standing are required to submit an application for advanced standing.

EAB010 Early Childhood Language, Literacies and Communication 3
EAB016 Research in Early Childhood Education
EAB017 The Early Childhood Professional
EAB026 Early Childhood Community Arts Project

48 credit points of options

Year 1, Semester 1
Students with advanced standing should take the progression below.
EAB001 Early Childhood Foundations 1: Historical and Comparative Perspectives of EC Education
EAB008 Early Childhood Language, Literacies and Communication I
EDB001 Teaching and Learning Studies 1: Teaching in New Times
EDB006 Learning Networks

Year 1, Semester 2
EAB002 Early Childhood Foundations 2: Families and Childhoods in EC Education and Care
EAB003 Development and Learning in Early Childhood
EAB011 Early Childhood Curriculum: Arts 1
EDB007 Culture Studies: Indigenous Education

Year 2, Semester 1
EAB004 Development and Learning in Early Childhood 2
EAB013 Early Childhood Society Environment and Health Education
EAB027 Early Childhood Mathematics Education 1: Birth to Six Years
EDB011 Early Childhood Field Studies 1: Development and Learning in the Field
Designated Unit: EDB011

Year 2, Semester 2
EAB009 Early Childhood Language, Literacies and Communication 2
EAB015 Early Childhood Science and Technology Education
EDB003 Teaching and Learning Studies 3: Practising Education
EDB012 Early Childhood Field Studies 2: Practising Education in the Field
Designated Unit: EDB012

Year 3, Semester 1
EAB005 Inclusion in Early Childhood Settings
EAB006 Leadership and Management in Early
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:** 2011 SEM-1

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:** 2011 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 situations; the appropriateness of language forms used in current approaches to the teaching of English; nature and function of language; the dynamics involved in interactive situations; the recognition of the developmental features of adolescent language.

**Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-1

CLB403 GENDER AND SEXUALITY ISSUES FOR TEACHERS

This unit addresses the following topics: gender and sexualities in cultural and school contexts; historical overview of gender relations; theoretical frameworks for gender and current debates in Australia about gender and equity; femininity and masculinity as social constructs; 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:** 2011 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
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: 2011 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: 2011 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: 2011 SEM-1

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: 2011 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: 2011 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: 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

**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:** 2011 SEM-1

**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

**EAB010 EARLY CHILDHOOD LANGUAGE, LITERACIES AND COMMUNICATION 3**  
This unit focuses on enabling students to build competencies in planning classroom discourses and learning programs that will enable young children to establish confident use of a repertoire of language, literacy and communications understandings and practices as a basis for ongoing learning and cultural participation.

**Prerequisites:** EAB009  
**Credit points:** 12  
**Campus:** Internet, Kelvin Grove and External  
**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

**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:** 2011 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:** 2011 SEM-1 and 2011 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...
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.

EAB026 EARLY CHILDHOOD COMMUNITY ARTS PROJECT
This unit has a focus on pedagogies, planning and assessment within the curriculum organisers of the New Basics, the Preschool Curriculum Guidelines and the key learning areas. It aims to increase knowledge and understanding of how curriculum organisers and outcomes can be used to plan intellectually challenging curricula for young children.

Prerequisites: EAB012
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

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

EAB028 EARLY CHILDHOOD MATHEMATICS EDUCATION 2: FOUR TO 8 YEARS
Children's successful participation in mathematical contexts is mediated by the effectiveness of a teacher's pedagogical practice, understandings of how learners learn, and knowledge and understanding of mathematics. This unit aims to develop an understanding of the pedagogical practices which inform the teaching and learning of mathematics in early childhood contexts, in particular, a sound understanding of the knowledge, skills and processes required to support learners in the early years of schooling.

Prerequisites: EAB027
Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 6TP4 and 2011 SEM-2

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: 2011 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: 2011 SEM-2

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  Teaching period: 2011 SEM-1

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: 2011 SEM-2

EDB001 TEACHING AND LEARNING STUDIES 1: TEACHING IN NEW TIMES
Teaching today is being practised in a changing world. New forms of culture and society have emerged in recent decades alongside new and more globalised diagrams of economy, power and government. Schooling and education in all domains are being affected by these shifts and transformations. Educational sites, for instance, are becoming more differentiated and enterprising; learners themselves increasingly more diverse, active and autonomous. Teaching in New Times challenges students, in the early stages of their course, to develop an insightful and research-based conceptual framework, drawn from social theory and cultural studies, so that they may respond to these transformations in an informed, ethical and professional manner.

Credit points: 12  Campus: Kelvin Grove and Caboolture  Teaching period: 2011 SEM-1 and 2011 SEM-2

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-2

EDB005 TEACHING AND LEARNING STUDIES 5: PROFESSIONAL WORK OF TEACHERS
Students will share the responsibility for shaping their beginning career learnings through a process of professional induction with a number of key significant stakeholders. The process will be proactive, collaborative and self determined and students will need to become professionally responsible for developing a professional development program that best accommodates their needs at the close of the teacher education program.

Prerequisites: EDB033, EDB023, or EDB013  Credit points: 12  Campus: Internet, Kelvin Grove, External and Caboolture  Teaching period: 2011 6TP4

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: 2011 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.

**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:** 3 per week  
**Campus:** Internet, Kelvin Grove and Caboolture  
**Teaching period:** 2011 6TP4 and 2011 SEM-2

**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:** 2011 SEM-1 and 2011 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:** 2011 SEM-1 and 2011 SEM-2

**EDB015 INTERNSHIP (EARLY CHILDHOOD)**
Designated Unit
This unit aims to induct students into the professional work of teachers. The aim is for students to apply the knowledge, skills and understandings of teaching and learning that they have acquired throughout the course in an extended time in the workplace.

**Prerequisites:** EDB014 (Can be enrolled in same teaching period)  
**Assumed knowledge:** Completion of all units in your course is assumed knowledge.  
**Credit points:** 12  
**Campus:** Internet, Kelvin Grove and External  
**Teaching period:** 2011 SEM-1 and 2011 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:** 2011 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:** 2011 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:** 2011 SEM-1 and 2011 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. **Antirequisites:** SWB109  **Credit points:** 12  **Teaching period:** 2011 SEM-1 and 2011 SEM-2

**EDB410 INTRODUCTION TO RESEARCH METHODS**
This unit provides a foundation for understanding research design and methods in education. It focuses on reading, understanding and evaluating educational research both within and across different paradigms and on enabling students to develop their own plan for a small-scale research project. It includes the development of skills in understanding, appreciating, and using the processes and techniques of research. Students are made aware of the variety of research cultures and theoretical perspectives, to become informed consumers of the research findings of others. **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above.  **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-1 and 2011 SEM-2

**EDB411 DISSERTATION (STAGE 1)**
This unit provides you with opportunities to develop research skills that are increasingly important for teachers in an era when schools, professional associations and other educational settings are becoming important sites of knowledge production. **Prerequisites:** EDB410 (can be enrolled in the same teaching period)  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above.  **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-1 and 2011 SEM-2

**EDB411 DISSERTATION (STAGE 2)**
This unit provides you with opportunities to develop research skills that are increasingly important for teachers in an era when schools, professional associations and other educational settings are becoming important sites of knowledge production. **Prerequisites:** EDB410 (can be enrolled in the same teaching period)  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above.  **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-1 and 2011 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:** 2011 SEM-1

**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:** 2011 SEM-1

**HMB315 GAMES BASED LEARNING IN PHYSICAL ACTIVITY AND SPORT**
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  
**Teaching period:** 2011 SEM-1 and 2011 SEM-2

**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:** 2011 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.

**Equivalents:** KMB640  
**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove and Caboolture  
**Teaching period:** 2011 SEM-1

**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:** 2011 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.  
**Equivalents:** KMB631  
**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2011 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

**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.

**Equivalents:** KMB638  
**Credit points:** 12  
**Contact hours:** 2.5 per week  
**Campus:** Kelvin Grove and Caboolture  
**Teaching period:** 2011 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.

**Equivalents:** KMB108, KMB621  
**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2011 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.

**Equivalents:** KMB105, KMB619  
**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2011 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.
Antirequisites: KSB106  Equivalents: KTB257
Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2011 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.
Antirequisites: KSB106  Equivalents: KTB258
Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-2

KTB204 UNDERSTANDING PERFORMANCE
In this unit you will investigate the nature of the performance event; performance in everyday life; theatricality and performance; trans-disciplinary performance theory and practice; the body in performance; site and performance; live and mediated performance; spectator and audience.
Equivalents: KTB275
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

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.
Antirequisites: KKB020, KKP420, KVP402, KJP420
Equivalents: KVB509
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1 and 2011 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.
and techniques for observing space and earth phenomena are investigated.

**Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2011 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.

**Prerequisites:** MDB021 or MDB002 or EAB027  **Credit points:** 12  **Campus:** Internet, Kelvin Grove and External  **Teaching period:** 2011 SEM-2

**MDB454 SCIENCE, TECHNOLOGY AND SOCIETY**
This unit investigates the interactions and effects that exist between modern science, technology and society both from a social and historical viewpoint. Advances such as the advent of the Internet, genetic modification and nanotechnology are discussed within a context of globalisation, global communications and social change. The unit also includes a study of the nature of science and technology and the nature of scientific knowledge. A major feature of the unit involves groups of students developing and delivering 'a hypothetical' on a contemporary science and technology issue affecting society.

**Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-2

**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.

**Antirequisites:** PUN106  **Credit points:** 12  **Contact hours:** 4 per week (KG and Ext Sem 1; KG Sem 2)  **Campus:** Kelvin Grove and External  **Teaching period:** 2011 SEM-1 and 2011 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.

**Prerequisites:** PUB251 or PUB530  **Credit points:** 12  **Contact hours:** 3  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-2

**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:** 2011 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  **Teaching period:** 2011 SEM-1 and 2011 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:** 2011 SEM-1 and 2011 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:** 2011 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:** 2011 SEM-1, 2011 6TP4, 2011 SEM-2 and 2011 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:** 2011 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  
**Teaching period:** 2011 SEM-1

**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:** 2011 SEM-1