Bachelor of Education (Preservice Early Childhood) (ED93)

Year offered: 2011
Admissions: Yes
CRICOS code: External
Course duration (external): 5 years
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
Domestic Entry: February
International Entry: February
QTAC code: 424605
Past rank cut-off: 87. Admission to course is based on prior study and work experience entry requirements in addition to a rank. Please refer to Entry Requirements.
Total credit points: 384 CP
Standard credit points per part-time semester: 24 CP
Course coordinator: Contact Education Student Affairs Section 3138 3947, or educationenq@qut.edu.au
Campus: Internet

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

Entry Requirements
Completion of a Diploma or Advanced Diploma of Community Services (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.

NOTE: The majority of supervised professional experience must occur in Australian school settings.

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

Professional Recognition
The Bachelor of Education (Preservice 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 (Preservice 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.

Advanced Standing
Students admitted to this course will be automatically granted credit 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 credit 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.

Early Exit - Bachelor of Early Childhood - ED83
Students wishing to exit the course early with a three year full-time equivalent ED83 Bachelor of Early Childhood (should apply in the semester they expect to exit using an SRX Form which is available from http://www.studentservices.qut.edu.au/info/forms/index.jsp. Students who take this option will have their enrolment in the Bachelor of Education (Preservice Early Childhood)
ED93 cancelled on completion of the transfer. To early exit student need to meet the course requirement for ED83 Bachelor of Early Childhood, which can be located at the following site: http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain;?pres=sf&courseID=12535.

Students wishing to complete their fourth year of study may re-apply for admission to the ED93 course at a later stage (subject to the course still being offered and/or the maximum completion time for ED93). Completion of the Bachelor of Education (ED83) course does not allow graduates to register as teachers 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 12 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.

**To apply for entry**

Application for entry to this course must be made through Queensland Tertiary Admissions Centre. For more information refer to the website www.qtac.edu.au

**Deferment**

QUT's deferment policy does not apply to this course.

**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**

**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**

- EDB003 Teaching and Learning Studies 3: Practising Education
- EAB009 Early Childhood Language, Literacies and Communication 2

**Year 4, Semester 1**

- EAB015 Early Childhood Science and Technology Education
- EDB012 Early Childhood Field Studies 2: Practising Education
Education in the Field
Designated Unit: EDB012

Year 4, Semester 2
EAB010 Early Childhood Language, Literacies and Communication 3
EAB028 Early Childhood Mathematics Education 2: Four to 8 Years

Year 5, Semester 1
EAB130 Negotiating Curriculum with Young Children
EAB017 The Early Childhood Professional

Year 5, Semester 2
EDB007 Culture Studies: Indigenous Education
EDB014 Early Childhood Field Studies 4: Professional Work of Teachers - Induction into the Field
Designated Unit: EDB014
EDB014 should be taken in the final semester of study.

Potential Careers:
Child Care Professional, Early Childhood Teacher, Educator, Kindergarten Teacher, Preschool Teacher, Teacher.

UNIT SYNOPSISES

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 1
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

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 development.

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

EAB017 THE EARLY CHILDHOOD PROFESSIONAL
This unit involves students in drawing together and analysing information from a variety of disciplines and historical perspectives with a view to developing an understanding and knowledge that will provide them with a basis for creating and evaluating an integrated curriculum in early childhood settings.

Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-1 and 2011 6TP4

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

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

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

EAB130 NEGOTIATING CURRICULUM WITH YOUNG CHILDREN
This unit provides a sound understanding of the key concepts which underpin early childhood education, in relation to childcare, preschool, prep and lower primary settings. Students begin to learn along with a community of learners, and make links between research, theory and practice, each informing the other.

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

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**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

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**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:** 2011 SEM-2

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**EDB011 EARLY CHILDHOOD FIELD STUDIES 1: DEVELOPMENT AND LEARNING IN THE FIELD**

Designated Unit.  

This unit focuses on students' professional development as an educator, and reinforces the twin themes of teacher as researcher, and teacher as reflective practitioner. It provides the first set of teaching experiences, in a graduated sequence over the course of the BEd. Students develop the ability to plan, implement and evaluate effective teaching/learning programs in a wide range of settings for children aged from birth to eight years. In this unit of the professional practices strand, students will have opportunities to undertake activities designed to help them refine an increasing number of strategies for teaching and working collaboratively with children and their parents, and with other professional colleagues.  

**Credit points:** 12  
**Contact hours:** 20 days of supervised field experiences in before-school setting  
**Campus:** Internet and Kelvin Grove  
**Teaching period:** 2011 SEM-1

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**EDB012 EARLY CHILDHOOD FIELD STUDIES 2: PRACTISING EDUCATION IN THE FIELD**

Designated Unit

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

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

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**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

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**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:** 2011 SEM-1

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**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:**
2011 SEM-1