Course information for

Bachelor of Early Childhood Education and Care (Birth-5)

Course Number

HE20510

Locations

Glendale
Nirimba
Randwick
Shellharbour
Course Design

The Bachelor of Early Childhood Education and Care (Birth-5) is a four-year professional degree that prepares graduates for employment as teachers in a variety of early childhood education and care settings.

The course design enables graduates to maximise learning opportunities to develop skills and knowledge in early childhood theory, pedagogy and learning approaches; in professional practice and leadership; curriculum content development and design; care and wellbeing of the child within a social context; and in society and culture. Graduates will also acquire sound knowledge and practical communication skills to serve the diverse and changing needs of the early childhood education, care industry, and drive innovation.

On completion, graduates will possess a sophisticated theoretical grounding in early childhood educational theory combined with the practical ability to work as teachers at the highest pedagogical levels in their chosen profession.

Course Learning Outcomes

Graduates of the Bachelor of Early Childhood Education and Care (Birth-5) will:

- Deconstruct the complexities of early childhood professional theory and communicate their own educational philosophies.
- Recognise welfare issues and the importance of health safety and nutrition, and gain a strong underpinning foundation in promoting the wellbeing of children.
- Engage in discourse about the complexities of our diverse society and Aboriginal and Torres Strait Islander cultures.
- Analyse and apply early childhood theory and contemporary findings and viewpoints.
- Construct learning environments where diversity is celebrated, social justice is upheld and learning potential is valued and realised.
- Demonstrate a commitment to professional excellence through self-directed and ongoing professional development.
Course Structure

The structure below is the typical study pattern for a full time student. Study pattern is determined by the campus. Subjects are worth 0 or 10 credit points (CP). 320 credit points are required to complete this course, however all subjects including 0CP subjects are compulsory.

Year 1 - Level 100: Foundation

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Complete all subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCWC101A</td>
<td>Nutrition, Health, Safety and Wellness (10CP)</td>
</tr>
<tr>
<td>ECSC101A</td>
<td>Professional, Cultural and Academic Practice (10CP)</td>
</tr>
<tr>
<td>ECTPP101A</td>
<td>Holistic Child Development (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Play and Documentation (10CP)</td>
</tr>
<tr>
<td>ECPL101A</td>
<td>Professional Experience 1 (Birth-2 years) (0CP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Complete all subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Health and Physical Wellbeing (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Creativity in the Early Years (10CP)</td>
</tr>
<tr>
<td>ECSC103A</td>
<td>Children’s Self-Identity and Family Contexts (10CP)</td>
</tr>
<tr>
<td>ECSC104A</td>
<td>Sustainability in Early Childhood (10CP)</td>
</tr>
<tr>
<td>ECPL102A</td>
<td>Professional Experience 2 (2-3 years) (0CP)</td>
</tr>
</tbody>
</table>

Year 2 - Level 200: Developing

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Complete all subjects</th>
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</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Exceptional Children: Early Intervention (10CP)</td>
</tr>
<tr>
<td>ECPL103A</td>
<td>Manage an Education and Care Service (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Diverse Australia: Equity and Diversity (10CP)</td>
</tr>
<tr>
<td>ECTPP101A</td>
<td>Documentation, Planning and Assessment 1 (10CP)</td>
</tr>
<tr>
<td>ECPL103A</td>
<td>Professional Experience 3 (Birth-3 years) (0CP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Complete all subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Mathematics Education (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Communication, Language and Literacy (10CP)</td>
</tr>
<tr>
<td>ECTPP101A</td>
<td>Documentation, Planning and Assessment 2 (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Brain Development and Cognitive Learning (10CP)</td>
</tr>
<tr>
<td>ECPL102A</td>
<td>Professional Experience 4 (Preschool) (0CP)</td>
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</tbody>
</table>

Year 3 - Level 300: Synthesis

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Complete all subjects</th>
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</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Visual and Media Arts (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Inclusive Practice and Principles in Early Childhood (10CP)</td>
</tr>
<tr>
<td>ECSC103A</td>
<td>Working with Families and Community Partnerships (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Reflective and Professional Practice (10CP)</td>
</tr>
<tr>
<td>ECPL101A</td>
<td>Professional Experience 5 (Community Engagement) (0CP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Science and Technology (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Music, Movement and Drama (10CP)</td>
</tr>
<tr>
<td>ECSC103A</td>
<td>Gifted Education (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Educational Psychology and Pedagogical Practice (10CP)</td>
</tr>
<tr>
<td>ECPL102A</td>
<td>Professional Experience 6 (3-5 years) (0CP)</td>
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Year 4 - Level 400: Consolidating

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Complete all subjects</th>
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</thead>
<tbody>
<tr>
<td>ECSC101A</td>
<td>Multimodal Media and Digital Technology (10CP)</td>
</tr>
<tr>
<td>ECSC102A</td>
<td>Aboriginal and Torres Strait Islander Education (10CP)</td>
</tr>
<tr>
<td>ECPL103A</td>
<td>Research in Early Childhood Education 1 (10CP)</td>
</tr>
<tr>
<td>ECPL104A</td>
<td>Leadership and Management in Early Childhood (10CP)</td>
</tr>
<tr>
<td>ECPL101A</td>
<td>Professional Experience 7 (Early Childhood Leadership) (0CP)</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>ECPL103A</td>
<td>Research in Early Childhood Education 2 (10CP)</td>
</tr>
<tr>
<td>ECSC101A</td>
<td>Advocacy, Social Justice and Professional Ethics (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Developing Early Childhood Curriculum (10CP)</td>
</tr>
<tr>
<td>ECTPP102A</td>
<td>Philosophies, Ideologies and Theories of Education (10CP)</td>
</tr>
<tr>
<td>ECPL102A</td>
<td>Professional Experience 8 (Early Childhood Leadership) (0CP)</td>
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</table>
Overview of subject requirements

The information on the following pages provides an overview and an indicative assessment schedule for each subject in the course. It is provided for information purposes only. The Subject Guide distributed to enrolled students will detail full learning and assessment requirements for each subject.

There are 8 Professional Experience subjects in this course providing work placement experience. The hours given below for these subjects are total hours. Hours for all other subjects are indicated as class hours each week.

| Subject overview |  |  |  |  |
| This subject focuses on care, hygiene, health and safety practices for children birth to five years. The purpose of this subject is to introduce students to the broad range of the health, safety and wellbeing requirements for working in an early childhood education and care setting. Students will explore the regulatory guidelines governing health, safety and wellbeing practices and be able to identify regulatory standards for safety and supervision. |
| Indicative assessment schedule |  |  |  |  |
| Essay | 30% |
| Paper and Presentation | 40% |
| Class Test | 30% |

| SUBJECT: Holistic Child Development | CODE: ECTPP101A | CREDIT POINTS: 10 | CONTACT HRS: 4 hpw | PREREQUISITES: Nil |
| Subject overview |  |  |  |  |
| This subject provides an introduction to developmental psychology and theories. Students will explore a range of developmental theories on children’s acquisition of skills, knowledge and learning. Students will gain understanding on the progression of children’s development over time and familiarisation with developmental profiles. Students will also explore contextual factors that have implications on children’s learning. |
| Indicative assessment schedule |  |  |  |  |
| Theoretical database | 70% |
| Class test | 30% |

| SUBJECT: Professional, Cultural and Academic Practice | CODE: ECSFC101A | CREDIT POINTS: 10 | CONTACT HRS: 4 hpw | PREREQUISITES: Nil |
| Subject overview |  |  |  |  |
| This subject gives students a firm grounding in the legislative, political, cultural and ethical environment of the early childhood profession. Students will consider the respective roles and functions of the family unit and early childhood education and care settings in relation to government policy and legislative requirements. Students will explore national and international conventions and professional codes of ethics. |
| Indicative assessment schedule |  |  |  |  |
| Legislation report | 30% |
| Presentation | 40% |
| Research task | 30% |

| SUBJECT: Play and Documentation | CODE: ECTPP102A | CREDIT POINTS: 10 | CONTACT HRS: 4 hpw | PREREQUISITES: Nil |
| Subject overview |  |  |  |  |
| This subject provides an introduction to early childhood pedagogy and puts this theory into a practical context through documentation, reflection, planning and evaluation. Students will engage with current perspectives on play based learning, documentation techniques and be introduced to underpinning early childhood principles contained within the Early Years Learning Framework and the Convention on the Rights of the Child. |
| Indicative assessment schedule |  |  |  |  |
| Documentation techniques database | 70% |
| Planning for children’s learning | 30% |

| SUBJECT: Professional experience 1 (Birth-2 years) | CODE: ECPPL101A | CREDIT POINTS: 0 | CONTACT HRS: 110 hours | CO-REQUISITES: Year 1 Semester 1 subjects |
| Subject overview |  |  |  |  |
| This first professional experience will focus on understanding the early childhood profession and expectations in the birth – two age range of an education and care setting. Students will develop the ability to learn routines and follow instructions with gradual development of initiative in the workplace. Students will follow correct health and safety standards and understand the importance of building trusting relationships with children and families. Students will also implement strategies to observe children, interpret aspects of development and plan experiences which are appropriate to children’s development and contexts. |
| Indicative assessment schedule |  |  |  |  |
| Holistic demonstration of work place abilities | 50% |
| Documentation and planning record | 50% |
SUBJECT: Health and Physical Wellbeing  
CODE: ECCDD101A  CREDIT POINTS: 10  CONTACT HRS: 4 hpw  PREREQUISITES: Nil

Subject overview
This subject will provide students the opportunity to study development of children’s health and physical wellbeing. Students will gain an in-depth understanding of the theories and underpinning knowledge of physical development, growth and movement skills. Students will practice skills in documenting physical development using relevant documentation techniques and will be able to interpret observations against a range of theories.

Indicative assessment schedule
- Documentation and planning: 30%
- Essay: 40%
- Presentation: 30%

SUBJECT: Children’s Self-Identity and Family Contexts  
CODE: ECCDD103A  CREDIT POINTS: 10  CONTACT HRS: 4 hpw  PREREQUISITES: Nil

Subject overview
For students to develop knowledge about the social, emotional and psychological wellbeing and development of young children in order to understand children’s behaviour and provide care and learning environments that effectively support children’s self-identity, psychological wellbeing and social competence.

Indicative assessment schedule
- Essay: 35%
- Fact Sheet & Presentation: 35%
- Class Test: 30%

SUBJECT: Creativity in the Early Years  
CODE: ECCDD102A  CREDIT POINTS: 10  CONTACT HRS: 4 hpw  PREREQUISITES: Nil

Subject overview
This subject provides an introduction to the concept of creativity in young children. Students will engage with current perspectives on creativity and develop an understanding of the importance of fostering creativity through pedagogical practices.

Indicative assessment schedule
- Essay: 40%
- Presentation: 60%

SUBJECT: Professional experience 2 (2-3 years)  
CODE: ECPPL102A  CREDIT POINTS: 0  CONTACT HRS: 110 hours  CO-REQUISITES: Year 1 Semester 2 subjects

Subject overview
This second professional experience is designed to develop students’ skills in understanding children’s development in more detail in the areas of social, psychological and physical development. These are critical areas of development in the 2-3 year age range. Here children are beginning to gain some physical competencies directly impacting on their psychological development. It is also during this time that children are beginning to explore relationships with others in the classrooms. Students will also explore children’s creativity enabling them to provide experiences which will facilitate physical, social and psychological development.

Indicative assessment schedule
- Holistic demonstration of workplace abilities: 50%
- Documentation and planning Record: 50%

SUBJECT: Sustainability in Early Childhood  
CODE: ECSFC102A  CREDIT POINTS: 10  CONTACT HRS: 4 hpw  PREREQUISITES: Nil

Subject overview
For students to examine the theories and practices of education for sustainability. Students will develop curriculum and pedagogic practices that promote sustainable actions as well as construct a wide range of interactive and learner centred teaching and learning strategies that underpin the knowledge, critical thinking, values and citizenship objectives implicit in reorienting education towards sustainable development.

Indicative assessment schedule
- Essay: 30%
- Report & Presentation: 70%

SUBJECT: Documentation, Planning and Assessment 1  
CODE: ECTPP201A  CREDIT POINTS: 10  CONTACT HRS: 4 hpw  PREREQUISITES: Nil

Subject overview
For students to develop knowledge and skills in current approaches to documentation, planning and assessment of children’s learning and development. This subject will investigate a range of theoretical approaches to assessment, documentation and planning of learning environments and curriculums in different contexts and the significance of this on pedagogical practice.

Indicative assessment schedule
- Child Study: 20%
- Report: 40%
- Child study: 20%
- Child study: 20%
**SUBJECT:** Exceptional Children: Early Intervention  
**CODE:** ECCWC201A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**
This subject focuses on the particular requirements of children with additional needs. Students will gain knowledge on different types of additional needs and their causes. Students will gain the ability to understand and identify the characteristics and causes of specific additional need areas. This subject also introduces students to documentation, modifications, interventions and benefits when considering pedagogical and strategies for planning.

**Indicative assessment schedule**
- Essay: 40%
- Presentation: 40%
- Fact sheet: 20%

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**SUBJECT:** Mathematics Education  
**CODE:** ECCDD201A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**
For students to develop knowledge and skills in cognitive development, cognitive theories and the related curriculum area of mathematics and to investigate a range of ways of teaching and assessing children’s understandings and learnings of mathematics.

**Indicative assessment schedule**
- Report: 40%
- Presentation: 25%
- Practical experience: 20%
- Fact sheet: 15%

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**SUBJECT:** Communication, Language and Literacy  
**CODE:** ECCDD202A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**
This subject will enable in-depth study of children’s language acquisition and development. The influence of culture in the development of language will be explored and students will develop strategies in working with children with a range of abilities.

**Indicative assessment schedule**
- Class Test: 40%
- Essay: 30%
- Research Task: 30%

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**SUBJECT:** Professional Experience 3 (Birth-3 years)  
**CODE:** ECPPL201A  
**CREDIT POINTS:** 0  
**CONTACT HRS:** 115 hours  
**CO-REQUISITES:** Year 2 Semester 2 subjects

**Subject overview**
This fourth professional experience will focus on understanding the early childhood profession and expectations in the 0-3 age range of an education and care setting, including experiences for children from diverse backgrounds. Students will acquire knowledge about children’s development in a range of areas, and use this information to plan, implement and evaluate stimulating and challenging learning experiences.

**Indicative assessment schedule**
- Holistic demonstration of workplace abilities: 50%
- Documentation and planning Record: 50%

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**SUBJECT:** Documentation, Planning and Assessment 2  
**CODE:** ECTPP202A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**
For students to develop knowledge an understanding of the broad range of curriculum approaches in early childhood. This subject will demonstrate an understanding of the need to document, plan and assess curriculums to suit the individual children in early childhood education and care settings. This subject considers community contexts and the diverse abilities and strengths children bring to the early childhood setting and the significance of this on pedagogical practice.

**Indicative assessment schedule**
- Philosophy Statement: 40%
- Program Design: 60%

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**SUBJECT:** Brain Development and Cognitive Learning  
**CODE:** ECTPP203A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**
The purpose of this subject is to assist students learn about early childhood cognitive development and neuroscience and how this links to children’s thinking, learning and conceptual knowledge and understanding. A range of theories and practices will be examined, in the process demonstrating the interconnected ways that children develop and refine their conceptual and thinking knowledge, understanding, application skills and ability to synthesize and create new information using higher level skills.

**Indicative assessment schedule**
- Essay: 35%
- Research Task: 30%
- Teaching Strategies: 35%
### SUBJECT: Diverse Australia: Equity and Diversity

**CODE:** ECSFC201A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**  
For students to develop the necessary skills, knowledge and attitudes to support the development of practices that promote commitment to assisting themselves and others in an understanding and acceptance of diverse Australia.

**Indicative assessment schedule**  
- Policy Review: 30%
- Report: 40%
- Paper and Presentation: 30%

### SUBJECT: Manage an Education and Care Service

**CODE:** ECPPL203A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**  
This subject is designed to give an introduction to the management and operations of an early childhood education and care setting. Students will understand the legal requirements of service operation and the associated documentation required.

**Indicative assessment schedule**  
- Marketing materials: 30%
- Essay: 40%
- Class test: 30%

### SUBJECT: Professional Experience 4 (Preschool)

**CODE:** ECPPL202A  
**CREDIT POINTS:** 0  
**CONTACT HRS:** 115 hours  
**CO-REQUISITES:** Year 2 Semester 1 subjects

**Subject overview**  
This third professional experience will focus on understanding the early childhood profession and expectations in the 3-5 age range of an education and care setting, including experiences for children with additional needs. Experiences will focus on higher level thinking skills of pre-schoolers and the implementation of mathematical, language, literacy and communication experiences. Students will also focus on preschool children’s emerging interests and plan and implement group experiences. This professional experience will also require the development of more comprehensive documentation, planning and formative and summative assessment production. In particular students will have the opportunity to plan for the educational requirements of children with additional needs.

**Indicative assessment schedule**  
- Holistic demonstration of workplace abilities: 50%
- Documentation and planning Record: 50%

### SUBJECT: Reflective and Professional Practice

**CODE:** ECTPP302A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**  
This subject is designed to analyse early childhood practice from the multitude of concepts, perspectives and approaches within early childhood education. Each week students will participate in active reflection and discover the views and opinions of their peers through professional conversations. The idea of reflective practice as a form of participatory research and the importance of asking critical questions are emphasised.

**Indicative assessment schedule**  
- Report & Audio Visual Presentation: 40%
- Research Task: 60%

### SUBJECT: Working with Families and Community Partnerships

**CODE:** ECSFC301A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**  
This subject looks at the diversity of family life and communities in the Australian context. This subject requires students to think of diversity beyond the confines of disability and ethnicity and to understand sociology in its broad sense. Students will consider a broad range of social issues affecting families and communities in the contemporary Australian context and investigate the impacts of these issues for children’s development.

**Indicative assessment schedule**  
- Workshop and paper: 50%
- Essay: 50%

### SUBJECT: Visual and Media Arts

**CODE:** ECCDD301A  
**CREDIT POINTS:** 10  
**CONTACT HRS:** 4 hpw  
**PREREQUISITES:** Nil

**Subject overview**  
This subject examines the role of visual and media art in contemporary early childhood education. The subject takes a contemporary theory approach to arts education and the fundamental role arts education has in society. The importance of the integration of visual and media art in the curriculum is explored.

**Indicative assessment schedule**  
- Essay: 50%
- Presentation and resources: 50%
<table>
<thead>
<tr>
<th>Subject</th>
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<th>Credit Points</th>
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<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>Inclusive Practice and Principles in Early Childhood</td>
<td>ECCWC302A</td>
<td>10</td>
<td>4 hpw</td>
<td>Nil</td>
</tr>
<tr>
<td>Professional Experience 5 (Community Engagement)</td>
<td>ECPPL301A</td>
<td>0</td>
<td>120 hours</td>
<td>Year 3 Semester 1 subjects</td>
</tr>
<tr>
<td>Educational Psychology and Pedagogical Practice</td>
<td>ECTPP301A</td>
<td>10</td>
<td>4 hpw</td>
<td>Nil</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>ECCDD302A</td>
<td>10</td>
<td>4 hpw</td>
<td>Nil</td>
</tr>
<tr>
<td>Music, Movement and Drama</td>
<td>ECCDD303A</td>
<td>10</td>
<td>4 hpw</td>
<td>Nil</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>ECCWC301A</td>
<td>10</td>
<td>5 hpw</td>
<td>Nil</td>
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</tbody>
</table>

Subject overview:

- **Inclusive Practice and Principles in Early Childhood**: This subject focuses on the particular requirements of children with additional needs in early childhood education and care settings. Students will gain knowledge on inclusive practice and principles to include children with additional needs into the curriculum. This subject emphasises a team approach and the ability of early childhood teachers to lead multidisciplinary teams.

- **Professional Experience 5 (Community Engagement)**: This fifth professional experience will focus on understanding of the early childhood profession through developing collaboration and networking skills within a community organisation. Students will critically reflect on their role in documenting and sharing understandings of vulnerable children and families whilst employing a range of tools to ensure a cohesive approach to supporting the development and well-being of the whole family.

- **Educational Psychology and Pedagogical Practice**: This subject is designed to give students an in-depth study of teaching practice. It requires the ability to study pedagogical theory in detail and to compare practices. Students will engage in personal critical reflection on teaching techniques. Students will formulate personal styles around teaching practice and learn to justify these practices from a theoretical standpoint.

- **Science and Technology**: This subject provides an in-depth study of cognitive development and explores the relationship with science and technology curriculum areas. Students will learn how to document, plan and assess children’s science and technology development. Students will also explore theoretical concepts related to science and technology teaching.

- **Music, Movement and Drama**: This subject is designed to enable students to understand the progression of young children’s musical, movement and drama capabilities and to be able to provide music, movement and drama experiences which promote development and concepts. Students will engage in an in-depth examination of the technical skills involved in music, movement and drama education.

- **Gifted Education**: This subject focuses on gifted education in early childhood and early primary school settings. It gives students the opportunity to examine giftedness in-depth and develop teaching practice relevant to this area of early childhood education. Students will learn to recognise indicators of skills, talents and giftedness and apply strategies to extend children’s learning and promote engagement.

Indicative assessment schedule:

- **Inclusive Practice and Principles in Early Childhood**:
  - Essay: 40%
  - Report: 60%

- **Professional Experience 5 (Community Engagement)**:
  - Holistic demonstration of workplace abilities: 50%
  - Community Project/Network Portfolio: 50%

- **Educational Psychology and Pedagogical Practice**:
  - Essay: 40%
  - Pedagogical practices database: 60%

- **Science and Technology**:
  - Discussion forum: 30%
  - Presentation paper: 40%
  - Class test: 30%

- **Music, Movement and Drama**:
  - Music, movement and drama resource: 40%
  - Essay: 40%
  - Performance critique: 20%

- **Gifted Education**:
  - Report: 30%
  - Literature Review: 70%
<table>
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<th>Prerequisites</th>
<th>Subject Overview</th>
<th>Indicative Assessment Schedule</th>
</tr>
</thead>
</table>
| Professional Experience 6 (3-5 years) | ECPPL302A   | 0             | 145 hours   | Year 3 Semester 2 subjects | This sixth professional experience is designed to develop student’s skill in understanding and implementing sound pedagogical practice in early childhood settings. This placement can be conducted in any early childhood settings age group – 0-2 years, 2-3 years or 3-5 years. Students will acquire knowledge of a range of curriculum areas and a variety of professional practices relating to teaching techniques, documentation, giftedness, partnerships with families, inclusive education and pedagogical leadership. | Holistic demonstration of workplace abilities 50%  
Documentation and planning record 50% |
| Research in Early Childhood Education 1 | ECPPL403A   | 10            | 4 hpw       | Nil           | This research subject provides an in-depth examination of the variety of methods for research which are commonly used in early childhood. Students will be exposed to a range of methods and need to formulate a question and choose an appropriate method of research to explore the question. | Research topic selection and outline 10%  
Literature review 30%  
Research proposal 40%  
Research proposal presentation 20% |
| Multimodal Media and Digital Technology | ECCDD401A   | 10            | 4 hpw       | Nil           | This subject will broaden student’s understanding of literacy and what it is. Students will become familiar with and competent in using multimodal texts in the classroom. Students will also develop skills in evaluating the sociocultural influences impacting on children’s past literacy experiences and the ability to value and incorporate home literacies. | Essay 40%  
Case study 20%  
Analysis and recommendation 20%  
Presentation/Evaluation 20% |
| Aboriginal and Torres Strait Islander Education | ECCWC401A   | 10            | 4 hpw       | Nil           | This subject is designed for students to undertake an in-depth analysis of Aboriginal education in Australia. Students will examine Australian histories and make connections between government policy and current Indigenous issues. Students will develop a focus on reconciliation and explore strategies for future improvement in social justice and equity in Australia. | Essay 30%  
Report 30%  
Action Plan 40% |
| Leadership and Management in Early Childhood | ECPPL405A   | 10            | 4 hpw       | Nil           | This subject is designed to enable students to see themselves as leaders. Students will examine leadership styles and the theoretical underpinnings of leadership. Students will focus on the concepts of reflective practice, change management, educational leadership and pedagogical leadership. Students will also explore leading with intent, the role of power and the importance of leadership in both professional growth and career planning. | Worksheets/Workshop 60%  
Essay 40% |
### Subject: Professional Experience 7 (Early Childhood Leadership)

**Code:** ECPPL401A  
**Credit Points:** 0  
**Contact Hrs:** 145 hours  
**Co-requirements:** Year 4 Semester 1 subjects

**Subject Overview**
This seventh professional experience is designed to develop student’s skill in understanding the role of an early childhood and take greater ownership in the development of curriculums and implementing sound pedagogical practice in early childhood settings. This placement can be conducted in any early childhood settings age group – 0-2 years, 2-3 years or 3-5 years. Students will concurrently accept some increased responsibility of day-to-day management and take on additional tasks required of a supervisor.

**Indicative Assessment Schedule**
- Holistic Demonstration of Workplace Abilities 50%
- Engagement in Curriculum Provision 50%

### Subject: Research in Early Childhood Education 2

**Code:** ECPPL404A  
**Credit Points:** 10  
**Contact Hrs:** 4 hpw  
**Prerequisites:** ECPPL403A

**Subject Overview**
This subject will provide students with the opportunity to undertake a small scale research project of their own, reflect on and critically evaluate the outcomes of this research project and develop written skills to effectively communicate to an academic audience.

**Indicative Assessment Schedule**
- Research 70%
- Research Presentation 30%

### Subject: Developing Early Childhood Curriculum

**Code:** ECTPP401A  
**Credit Points:** 10  
**Contact Hrs:** 4 hpw  
**Prerequisites:** Nil

**Subject Overview**
This subject takes students on an in-depth study of curriculum perspectives and pedagogical theories on early childhood curriculum. It is designed to give students a global view on early childhood curriculum and understand how we came to be where we are today. Students will develop a personal style and preference for aspects of curriculum approaches. Students will develop and articulate their preferences using educational theory.

**Indicative Assessment Schedule**
- Essay 40%
- Curriculum Design 60%

### Subject: Advocacy, Social Justice and Professional Ethics

**Code:** ECSFC401A  
**Credit Points:** 10  
**Contact Hrs:** 4 hpw  
**Prerequisites:** Nil

**Subject Overview**
This subject is designed to develop students as professionals who can advocate for social justice and make ethical professional decisions. Students will reflect on a variety of contemporary early childhood issues using a range of theoretical perspectives. Students will be introduced to their role as advocates within the early childhood profession.

**Indicative Assessment Schedule**
- Research Task 20%
- Social Justice Article 40%
- Capacity Building Report 40%

### Subject: Philosophies, Ideologies and Theories of Education

**Code:** ECTPP402A  
**Credit Points:** 10  
**Contact Hrs:** 4 hpw  
**Prerequisites:** Nil

**Subject Overview**
This subject is designed to take students out of the narrow perspective on early childhood education and to look at education philosophy, ideology and theory as a whole and take a more global perspective. The subject focuses building understanding of the intertwined connection between history, government policy and educational philosophy.

**Indicative Assessment Schedule**
- Community of practice/Article 50%
- Essay 50%

### Subject: Professional Experience 8 (Early Childhood Leadership)

**Code:** ECPPL402A  
**Credit Points:** 0  
**Contact Hrs:** 145 hours  
**Co-requirements:** Year 4 Semester 2 subjects

**Subject Overview**
For students to demonstrate and practice the implementation of their theoretical knowledge within the workplace environment.

**Indicative Assessment Schedule**
- Workplace Abilities & Engagement 50%
- Engagement in Curriculum Design & Provision 50%