

Bachelor of Early Childhood Studies (BECS)

Overview

The Bachelor of Early Childhood Studies (BECS) is a 400-point, four-year degree course designed to meet the growing demand for early childhood educators who can work in a range of settings including child-care, kindergarten and the early years of school and will provide dual qualification for them to work as early childhood educators in preschools and primary schools. The course will emphasise the developmental needs of young children and examine teaching and learning practices appropriate to children from birth to eight years across these settings.

The BECS course consists of six main areas of study:

- **Teaching and Professional Practice.** This strand comprises 115 days of supervised placement experience, 45 days in primary schools and 70 days in preschool settings. This strand will be closely linked to the year-long education subjects in the Learning and Teaching Strand.
- **Curriculum, Learning and Teaching Strand.** This four-year sequence will provide a major study of educational theory and practice in early childhood education and will emphasise the role of observation and reflective practice in the design and implementation of curriculum for young children.
- **Child Development.** This sequence of five subjects provides a major study over four years and provides students with knowledge across the key domains of early childhood development from a cross-disciplinary perspective. These studies form a critical component of the course and confirm that the craft of an early childhood educator is based in a developmental pedagogy using observation of children's development as the foundation for curriculum design and implementation.
- **Professional Orientation Strand.** This sequence of subjects concentrates on management theory and practice for early childhood professionals. It emphasises the breadth of professional roles in early childhood and school settings and includes studies in the strategies for working with children, parents and other professionals in these diverse settings.
- **Learning Area Studies.** These studies include early childhood curriculum and compulsory studies in the Curriculum and Standards Framework learning areas, except the key learning area LOTE. These subjects emphasise the discipline and pedagogical bases of curriculum for young children across all key learning areas (KLAs) and link learning across the prior to school and school contexts. The subjects provide scope for students to gain confidence in the subject content for the various KLAs with an in-depth knowledge of levels one and two and an introduction to levels three and four. The learning area studies include a subject in the second year of the course on the use of computers in learning and teaching for young children. An indigenous studies subject in the third year emphasises the learning needs of indigenous Australians and aspects of indigenous culture.
- A special research study in the final year is offered at both pass and honours level.

For an overview of the course for those who commenced prior to 2002 please refer to the Bachelor of Early Childhood Studies entry in the University of Melbourne Undergraduate Studies Handbook 2001.

Students who commenced the BECS course prior to 2002 are not qualified to teach in primary schools.

Bachelor of Early Childhood Studies (Honours)

To qualify for the Bachelor of Early Childhood Studies (Honours) award a student must satisfy the following requirements in addition to the normal course requirements:

- have obtained an average mark of at least 75 in Practicum 1-4;
- have obtained a mark of 65 or more in the Special Research Study - Honours;
- have obtained an average mark of 75 or more in all other subjects in the course.

Course objectives

Graduates of the Bachelor of Early Childhood Studies will:

- have an understanding of the development of children in the age ranges of birth to eight years and the implications for the provision of care and educational services in child-care, kindergarten and primary school settings;
- demonstrate an understanding of current curriculum theories and pedagogy in the design and implementation of child-centred, play-based and developmentally appropriate curriculum and the implications of this for young children in child-care, kindergarten and primary school settings;

- be able to plan, implement and evaluate learning experiences across a range of learning areas for infants and children and show an awareness of development, individual needs and desired learning outcomes
- demonstrate an understanding of the diversity of Australian society and the influence of culture, family circumstances, gender and disability on development and the influence of these on the education of young children;
- show an awareness of the importance of parent involvement in the education of young children and be able to form partnerships with parents concerning their child's care and education;
- understand basic principles of management, leadership, advocacy for collaborative work-based practices in children's services and in primary schools;
- understand the diverse roles of teachers in child-care, kindergarten and primary school settings;
- show an awareness of current issues in early childhood education and the need for continued reflection and research as a basis for examining the significance of these issues on educational practice; and
- at honours level have acquired the skills necessary to design research questions and conduct small-scale research.

For objectives of the course for those who commenced prior to 2002 please refer to the Bachelor of Early Childhood Studies entry in the University of Melbourne Undergraduate Studies Handbook 2001.

Entry requirements

Applicants must have successfully completed the Victorian Certificate of Education or approved equivalent Year 12 certificate with a study score of at least 25 in VCE English (any) Units 3 and 4. The 2001 clearly in rank was an ENTER score of 70.95.

Enquiries

For further information about this course please contact the faculty office, Tel: +61 3 8344 8285.

Concurrent diplomas

It is possible for students enrolled in the Bachelor of Early Childhood Studies also to enrol in a concurrent diploma. This will normally add one year to the duration of the degree course. Prospective students should note that timetabling difficulties may arise between subjects taught in different faculties.

Diploma in Arts

Bachelor of Early Childhood Studies students are eligible to apply for the Diploma of Arts offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty office (Tel: +61 3 8344 5235).

Diploma in Creative Arts

Bachelor of Early Childhood Studies students are eligible to apply for the Diploma in Creative Arts offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty office (Tel: +61 3 8344 5235).

Diploma in Information Systems

Bachelor of Early Childhood Studies students are eligible to apply for the Diploma in Information Systems offered by the Faculty of Science. Enrolment must be approved by both the Faculty of Science and the Faculty of Education. Further details are available from the Science Faculty office (Tel: +61 3 8344 6404).

Diploma in Modern Languages

Bachelor of Early Childhood Studies students are eligible to apply for the Diploma in Modern Languages (DML) offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty office (Tel: +61 3 8344 5235).

Diploma in Music (Practical)

Bachelor of Early Childhood Studies students are eligible to apply for the Diploma in Music (Practical) offered by the Faculty of Music. Enrolment must be approved by the Faculty of Music and the Faculty of Education. Further details are available from the Music Faculty office (Tel +61 3 8344 5258).

Course structure

Overview

The course can be completed in a minimum of four and maximum of 10 years.

To qualify for the Bachelor of Early Childhood Studies, you must satisfy the following requirements:

- accumulate a total of 400 points;
- complete child development studies of 62.5 points;
- complete curriculum, learning and teaching studies of 50 points;
- complete professional orientation studies of 50 points;
- complete teaching and professional practice studies of 62.5 points;
- complete learning area studies of 162.5 points; and
- complete the Special Research Study or Special Research Study (Honours) of 12.5 points.

For an overview of the course structure for those who commenced prior to 2002 please refer to the Bachelor of Early Childhood Studies entry in the University of Melbourne Undergraduate Studies Handbook 2001.

Workload

The standard workload for each year is 100 points. Special permission may be granted to enrol in 112.5 points in years other than the first year of the course.

Credit

Credit towards the Bachelor of Early Childhood Studies may be granted for previous relevant tertiary studies. Credit is determined by the faculty and awarded at the time of enrolment.

Credit is not normally granted for studies undertaken more than 10 years prior to the year of admission to the degree.

For further details a copy of the Faculty of Education Credit Policy is available from the faculty office.

Course outline for students commencing the Parkville program in 2002

The normal pattern of study for a full-time student is as follows:

First year	Points
Year-long	
460-105 Teaching and Professional Practice 1 (p.4)	12.5
472-100 Learning, Teaching and Play (p.4)	12.5
483-103 Learning Area(EC): Arts 1 (p.4)	12.5
485-100 Learning Area: Mathematics 1 (p.3)	12.5
Semester 1	
472-101 Physical Development (p.4)	12.5
472-103 Orientation to the Profession (p.4)	12.5
Semester 2	
472-102 Language and Literacy Development (p.4)	12.5
485-103 Learning Area(EC):Health & Physical Ed 1 (p.4)	12.5
Total	100.0
Second year	Points
Year-long	
460-205 Teaching and Professional Practice 2 (p.5)	12.5
472-200 Learning and Teaching for Young Children (p.5)	12.5
485-200 Information Technology and Learning (p.4)	12.5
485-201 Learning Area(EC): Mathematics 2 (p.6)	12.5
Semester 1	
472-201 Cognitive Development (p.5)	12.5
472-203 Dimensions of the Profession (p.5)	12.5
Semester 2	
472-202 Learning Area(EC): Society & Environment (p.5)	12.5
483-202 Learning Area(EC): Language & Literacy 2 (p.6)	12.5
Total	100.0
Third year	Points
Year-long	
460-305 Teaching and Professional Practice 3 (p.6)	12.5
472-300 Adapting the Curriculum (p.6)	12.5
Semester 1	
483-203 Learning Area(EC): Arts 2 (p.7)	12.5
483-302 Learning Area(EC): Language & Literacy 3 (p.7)	12.5
485-203 Learning Area(EC):Health & Physical Ed 2 (p.7)	12.5
Semester 2	
472-301 Social and Emotional Development (p.6)	12.5
472-303 Professional Roles and Relationships (p.6)	12.5

Third year	Points
485-303 Learning Area(EC): Science & Technology (p.7)	12.5
Total	100.0
Fourth year	Points
Year-long	
472-400 The Integrated Curriculum (p.8)	12.5
485-301 Learning Area(EC): Mathematics 3 (p.8)	12.5
Semester 1	
460-405 Teaching and Professional Practice 4a (p.7)	12.5
472-401 Developmental Differences (p.8)	12.5
472-402 Indigenous Australian Studies (p.8)	12.5
Semester 2	
460-406 Teaching and Professional Practice 4b (p.7)	12.5
472-403 Navigating Professional Contexts (p.8)	12.5
Plus either	
460-424 Research Project (p.7)	12.5
OR	
460-427 Honours Project (p.7)	12.5
Total	100.0

Course outline for students commencing the Parkville program in 1998, 1999, 2000 or 2001

The normal pattern of study for a full-time student is as follows:

First year	Points
Semester 1	
465-101 CDS11 Child Family & Society (p.9)	12.5
465-104 CFS11 Language & Literacy (p.9)	12.5
465-106 CTP11 Teaching & Learning (p.9)	12.5
465-108 ECP11 Introduction to the Field (p.9)	12.5
Semester 2	
465-100 Practicum 1 (p.8)	6.25
465-102 CDS12 Cognitive Development (p.9)	12.5
465-103 CDS13 Physical Development (p.9)	12.5
465-105 CFS12 Arts 1 (p.9)	12.5
465-107 CTP12 Curriculum Design (p.9)	6.25
Total	100.0
Second year	Points
Semester 1	
465-201 CDS21 Social & Emotional Development (p.10)	12.5
465-202 CDS22 Socialisation and Identity (p.10)	12.5
465-205 CFS22 Arts 2 (p.10)	12.5
485-256 ECP21 Safety Health & Nutrition (p.11)	12.5
Semester 2	
465-200 Practicum 2 (p.10)	12.5
465-203 CDS23 Play & Development (p.10)	12.5
465-206 CTP21 Curriculum 0-3 (p.10)	12.5
485-257 CFS21 Mathematics (p.11)	12.5
Total	100.0
Third year	Points
Year-long	
465-300 Practicum 3 (p.11)	18.75
Semester 1	
465-302 CDS32 Developmental Differences (p.11)	12.5
465-305 CTP31 Curriculum 3-5 (p.11)	12.5
465-306 CTP32 Curriculum Design (p.11)	6.25
485-361 CFS32 Science (p.12)	12.5
Semester 2	
465-301 CDS31 Language, Literacy & Numeracy (p.11)	12.5
465-307 ECP31 Regulation & Policy (p.12)	12.5
485-360 CFS31 Information Technology (p.12)	12.5
Total	100.0
Fourth year	Points
Semester 1	
465-402 CDS42 Assessment & Evaluation (p.12)	12.5
465-403 CTP41 Inclusive Curriculum (p.12)	12.5
465-405 ECP42 Administrative Processes (p.12)	12.5
465-406 ECP43 Managing The Centre (p.13)	12.5
Semester 2	
465-400 Practicum 4 (p.12)	12.5
465-401 CDS41 Social Diversity (p.12)	12.5
465-404 ECP41 Leadership & Advocacy (p.12)	12.5
Plus either	
465-407 Special Research Study (p.13)	12.5

Fourth year	Points
OR	
465-416 Special Research Study (Honours) (<i>p.13</i>)	12.5
Total	100.0

Students upgrading from the Diploma of Social Science (Child Care Services) undertake 465-428 Practicum 4D (*p.13*) and 465-429 Practicum 4E (*p.13*) instead of 465-400 Practicum 4.

Refer to the faculty office for credit details.

Course outline for students enrolled prior to 1998

Please refer to the Bachelor of Early Childhood Studies entry in the University of Melbourne Undergraduate Studies Handbook 2001.

Bachelor of Early Childhood Studies (Pathways Program)

The Bachelor of Early Childhood Studies Pathways Program is designed to give holders of a TAFE Diploma of Children's Services the opportunity to upgrade their qualification to degree level by undertaking the BECS course part time and on an external basis.

Students entering the Pathways Program from 1999 receive 150 points credit towards the BECS course and complete the remaining 250 points externally, normally over five years. Students enrolled in this course prior to 1999 complete 200 points, normally over four years.

Students will have the opportunity to attend an orientation program at the beginning of the course. An additional campus program will be provided during each semester.

Completion of this course does not qualify graduates to teach in primary schools.

Bachelor of Early Childhood Studies (Pathways Program) (Honours)

To qualify for the Bachelor of Early Childhood Studies (Pathways Program) (Honours) award a student must satisfy the following requirements in addition to the normal course requirements:

- obtained an average mark of 75 or more in Practicum 3P-4P;
- obtained a mark of 65 or more in Special Research Study P-Honours;
- obtained an average mark of 75 or more in all other subjects in the course.

Course outline for students commencing the course in 1999, 2000, 2001 and 2002

The normal pattern of study is as follows:

First year	Points
Semester 1	
465-111 CFS12P Arts 1 (<i>p.14</i>)	12.5
465-112 CTP11P Teaching and Learning (<i>p.14</i>)	12.5
Semester 2	
465-212 CDS22P Socialisation and Identity (<i>p.14</i>)	12.5
485-255 CFS21P Mathematics (<i>p.14</i>)	12.5
Total	50.0
Second year	Points
Semester 1	
465-313 CDS31P Language, Literacy & Numeracy (<i>p.15</i>)	12.5
465-315 CTP31P Curriculum 3-5 (<i>p.15</i>)	12.5
Semester 2	
465-213 CDS23P Play & Development (<i>p.15</i>)	12.5
485-358 CFS31P Information Technology (<i>p.15</i>)	12.5
Total	50.0
Third year	Points
Year-long	
465-312 Practicum 3 P (<i>p.15</i>)	18.75
Semester 1	
465-316 CTP32P Curriculum Design 2 (<i>p.15</i>)	6.25
465-424 ECP42P Administrative Processes (<i>p.16</i>)	12.5
Semester 2	
465-314 CDS32P Developmental Differences (<i>p.15</i>)	12.5
Total	50.0
Fourth year	Points
Semester 1	
465-422 CTP41P Inclusive Curriculum (<i>p.16</i>)	12.5
465-425 ECP43P Managing the Centre (<i>p.16</i>)	12.5
Semester 2	
465-420 CDS41P Social Diversity (<i>p.16</i>)	12.5

Fourth year	Points
485-359 CFS32P Science (<i>p.16</i>)	12.5
Total	50.0

Fifth year	Points
465-423 ECP41P Leadership and Advocacy	12.5
465-421 CDS42P Assessment and Evaluation	12.5
465-419 Practicum 4 P	12.5

Plus either	
465-426 Special Research Study P	12.5

OR	
465-427 Special Research Study P (Honours)	12.5
Total	50.0

Course outline for students enrolled prior to 1999

Please refer to the Bachelor of Early Childhood Studies entry in the University of Melbourne Undergraduate Studies Handbook 2001.

Bachelor of Early Childhood Studies (Singapore Program)

The Bachelor of Early Childhood Studies (Singapore Program) is taught in Singapore through an arrangement with the Singapore Institute of Management (SIM). Holders of the Diploma in Early Childhood Studies from SIM (or equivalent) have the opportunity to upgrade their qualification to degree level by undertaking the Bachelor of Early Childhood Studies in a combined distance/intensive mode.

Students enrolled in the Singapore Program receive 200 points credit towards the Bachelor of Early Childhood Studies and complete the remaining 200 points in Singapore, normally over three years.

This course is only available to international students. Subjects are not available under the Higher Education Contribution Scheme (HECS).

Completion of this course does not qualify graduates to teach in primary schools.

First year	Points
Semester 1	
465-109 CDS11S Child Family & Society (<i>p.18</i>)	12.5
465-208 CDS23S Play & Development (<i>p.18</i>)	12.5
Semester 2	
465-110 CFS12S Arts 1 (<i>p.18</i>)	12.5
465-209 CTP21S Curriculum 0-3 (<i>p.18</i>)	12.5
465-408 ECP41S Leadership & Advocacy (<i>p.18</i>)	12.5
Total	62.5
Second year	Points
Semester 1	
465-308 CDS31S Language, Literacy & Numeracy (<i>p.18</i>)	12.5
465-310 CTP31S Curriculum 3-5 (<i>p.18</i>)	12.5
485-362 CFS31S Information Technology (<i>p.19</i>)	12.5
Semester 2	
465-311 CDS32S Developmental Differences (<i>p.18</i>)	12.5
465-409 CDS41S Social Diversity (<i>p.19</i>)	12.5
465-413 ECP43S Managing The Centre (<i>p.19</i>)	12.5
Total	75.0
Third year	Points
Semester 1	
465-410 ECP42S Administrative Processes (<i>p.19</i>)	12.5
465-411 CDS42S Assessment & Evaluation (<i>p.19</i>)	12.5
465-412 CTP41S Inclusive Curriculum (<i>p.19</i>)	12.5
Semester 2	
465-414 Special Practicum Study (Singapore) (<i>p.19</i>)	12.5
Plus either	
465-418 Special Research Study Singapore (<i>p.19</i>)	12.5
OR	
465-415 Special Research Study Singapore-Honours (<i>p.20</i>)	12.5
Total	62.5

Bachelor of Early Childhood Studies (Singapore Program) (Honours)

To qualify for the Bachelor of Early Childhood Studies (Singapore Program) (Honours) award a student must satisfy the following requirements in addition to the normal course requirements:

- have obtained an average mark of 75 or more in 465-414 Special Practicum Study Singapore;
- have obtained a mark of 65 or more in Special Research Study Singapore (Honours);

- have obtained an average mark of 75 or more in all other subjects in the course.

Subject descriptions: Parkville Program 2002

First year

460-105 Teaching and Professional Practice 1

Credit points: 12.5

HECS-band: 1

Coordinator: Pat Klemm

Corequisites: 472-100 Learning, Teaching and Play

Contact: Two x 2-hour classes for Teaching and Professional Practice orientation and fifteen days professional practice in a service for children aged 3-5 years, and ten days professional practice in a service for children aged 0-3 years (*Year long*).

Description: Teaching and Professional Practice 1 consists of two strands, 1a and 1b.

In Teaching and Professional Practice 1a students will begin to develop their understanding of the role of early childhood teachers and the early childhood curriculum in services for children aged 3-5 years. Students will begin to develop skills in communication, observing and recording children's play and development, and will implement and evaluate small group play experiences planned in collaboration with the supervising teacher.

In Teaching and Professional Practice 1b students will continue to develop their initial understandings of the broad role of early childhood teachers, the care and education of young children, the early childhood curriculum and the learning and development processes. Students will continue to develop skills in communication, observation and planning for individual children and small groups, maintaining a safe, healthy environment for children, and reflecting on the roles and responsibilities of the early childhood professional in services for children 0-3 years.

Assessment: Twenty-five days teaching and professional practice experience and associated written tasks as specified in the BECS Training and Professional Practice 1 manual. Students must complete both strands at a satisfactory level for a pass in this subject.

472-100 Learning, Teaching and Play

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Corequisites: 460-105 Teaching and Professional Practice

Contact: Lectures and tutorials totalling 36 hours (*Year long*).

Description: This subject will explore the role of teachers in supporting learning and development for children from birth to five years of age using strategies that recognise young children as active participants in their own learning. It will provide an overview of the relationship between learning, play, and the quality of the teachers' interactions. Students will examine the role of observation and record-keeping, and the early childhood environment in supporting play-based learning. Students will be exposed to curriculum strategies.

Assessment: Written tasks equivalent to 2000 words and a 2-hour examination

Prescribed texts: F Hughes, *Children, Play and Development*, 2nd ed, Allyn & Bacon, 1995. • G MacNaughton and G Williams, *Techniques for Teaching Young Children*, Melbourne, Addison Wesley and Longman, 1998. • L Berk, *Child Development*, Boston, Allyn and Unwin, 2000. • J Johnson, J Christie and T Yawkey, *Play and Early Childhood Development*, New York, Longman, 1999.

472-101 Physical Development

Credit points: 12.5

HECS-band: 1

Coordinator: Kay Margetts

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: This subject will study the factors that influence growth, maturation and development during infancy and early childhood using guided observations of infants and young children to examine the state of the infant at birth and patterns of development from birth to the middle childhood years. Growth and development of body systems will be examined with particular reference to the development of the central nervous system. The relationship between neurological development and the emergence of complex behaviour will be examined through a study of changes in sensory and perceptual competencies, motor skill development, communicative behaviour and self-regulation. The range of factors that influence the timing and variability in development will be examined through the current research literature.

Assessment: Assignments totalling 2000 words and a 2-hour examination

Prescribed texts: L Berk, *Child Development*, 5th ed., Allyn and Bacon, 2000. • M D Sheridan, *Children's Development Progress Birth to Five Years*, London, NFER, 1998.

472-102 Language and Literacy Development

Credit points: 12.5

HECS-band: 1

Coordinator: Bridie Raban

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: This subject will introduce aspects of language and literacy crucial for an understanding of the education and enculturation of young children, emphasising the interaction between children and diverse sources of spoken and written language. The development of language and early literacy will be explored with particular reference to theories of learning, cognitive and social. The role of the family in language and literacy development will also be highlighted.

Assessment: Written assignments totalling 2000 words and a 2-hour examination

Prescribed texts: R Campbell & D Green, *Literacies and Learners: Current perspectives*, Prentice Hall, 2000. • A Garton & C Pratt, *Learning to be Literate: The Development of Spoken and Written Language*, 2nd ed., Oxford, Blackwell, 1997. • M R Whitehead, *Language and Literacy in the Early Years*, 2nd ed., London, Paul Chapman, 1997.

472-103 Orientation to the Profession

Credit points: 12.5

HECS-band: 1

Coordinator: Jane Page

Contact: 20 hours of lectures and 10 hours of tutorials over the semester. This subject will also include four x 3-hour field visits to services for children 0-8 years (*Semester 1*).

Description: This subject provides students with a mapping framework to understand the fundamental structural and organisational elements of the early childhood field in contemporary Australia. It begins by examining the notion of a profession and professionalism, as it relates to the early childhood profession. It will study the roots of the early childhood field by exploring the philosophical, historical, political, economic and social forces which have shaped its growth and development. Students will be introduced to the wide range of services accessible by children aged 0-8 years, and these in turn, provide a range of career opportunities for early childhood professionals.

Assessment: An assignment of 2000 words and a 2-hour written examination.

Prescribed texts: D Brennan, *The Politics of Australian Child Care: From Philanthropy to Feminism*, Sydney, Cambridge University Press, 1998.

483-103 Learning Area(EC): Arts 1

Credit points: 12.5

HECS-band: 1

Coordinator: Lee Emery

Contact: A total of 36 hours (*Year long*).

Description: This subject introduces the arts in early childhood focusing on the visual and performing arts (including drama, music and dance). Using play, aesthetic learning and cognition as central themes, students will engage in workshop experiences to develop practical skills in arts making and arts responding. On this basis, they will engage in challenging and creative experiences in and across the arts disciplines. Students will examine ways in which children make and respond to arts works and will reflect on their own creative processes. They will examine teaching strategies that support the sensory and aesthetic development of young children, their creative expression and cognitive development.

Assessment: Assignments and presentations totalling 4000 words.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II*, Victoria, 1999. • L Choksy et al, *Teaching Music in the Twentieth Century*, Prentice-Hall NJ, 1986. • J B Koster, *Growing Artists: Teaching Art to Young Children*, Delmar, NY, 1997. • K Warren, *Hooked on Drama - The Theory and Practice of Drama in Early Childhood*, Sydney, Macquarie University, 1992. • J Winston and M Tandy, *Beginning Drama 4-11*, London, David Fulton Publishers, 1998. • S Wright (ed), *The Arts in Early Childhood*, Prentice-Hall, NJ, 1998.

485-100 Learning Area: Mathematics 1

See full subject details on page 3.

485-103 Learning Area(EC):Health & Physical Ed 1

Credit points: 12.5

HECS-band: 1

Coordinator: Val Webster

Corequisites: 472-102 Physical Development, 472-103 Orientation to the Profession, 460-105 Teaching and Professional Practice 1.

Contact: Lectures, seminars and practical workshops totalling 36 hours (Semester 2).

Description: Health as a multidimensional construct and the opportunities for early childhood professionals to promote positive social, emotional, physical and mental health. The health status of Australian children- the differentials and determinants. Issues relating to the health of young children including common childhood illnesses and measures to prevent infectious diseases in childcare settings, preschools and schools. Basic concepts of nutrition, dietary guidelines and principles relating to safe food provision for children at different stages of development 0-8. Injury prevention, taking developmental levels into account in creating a stimulating but safe environment, both inside and in the playground. An introduction to regulations and accreditation guidelines as they relate to safety, health and nutrition. Ways of enhancing young children's physical and motor skill development. Movement exploration and dance will be the main focus of practical physical activity sessions.

Assessment: Assignments totalling 2000 words and a 2-hour written exam.

Prescribed texts: C Bell, *Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care*, 2nd edition, Canberra, Australian Government Publishing Service, 1998. • J Llewellyn, *The Australian Guide to Children's Health for Teachers, Care Givers, Family Day-care Providers and Parents*, Pademelon Press, 1997. • L Moon, N Rahman & K Bhatia, *Australia's Children: Their Health and Wellbeing*, 1998 AIHW Cat no PHE7 Canberra, Australian Institute of Health and Welfare. • D Nicol, *Thought for Food. A Starting Point for Children's Nutritional Meals*, AECA, 1995.

Second year

460-205 Teaching and Professional Practice 2

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Pat Klemm

Prerequisites: 460-105 Teaching and Professional Practice 1 and 472-100 Learning, Teaching and Play

Corequisites: 472-200 Learning and Teaching for Young Children

Contact: Two x 2-hour classes for teaching and Professional Practice orientation and 10 days professional practice in a service for children aged 0-3 years and 15 days professional practice in the early years, P-2 of primary school (Not Offered).

Description: Teaching and Professional Practice 2 consists of two strands, 2a and 2b.

In Teaching and Professional Practice 2a students will refine and reflect on their professional practice and increase their level of responsibility in services for children 0-3 years of age. Students will refine skills for communicating with children, parents and staff; documenting and interpreting observations of child behaviour; planning and evaluating developmentally appropriate experiences and learning environments for individual children and small groups; implementing appropriate guidance strategies; and maintaining a safe, healthy environment for children. In the final week students will plan and implement programs for half-days.

In Teaching and Professional Practice 2b students will develop their initial understanding of the early years curriculum in primary schools, the role of the teacher within and beyond the classroom, the teaching and learning processes, and the ways in which the primary school works within the broader community. Students will plan cooperatively with the classroom teacher, implement and evaluate small and whole class lessons in literacy, numeracy, SOSE and the arts. Students will continue to develop skills of critical reflection and professional record keeping.

Assessment: Twenty-five days teaching and professional practice experience and associated written tasks as specified in the BECS Teaching and Professional Practice 2 manual. Students must complete both strands at a satisfactory level for a pass in this subject.

472-200 Learning and Teaching for Young Children

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Kay Margetts

Prerequisites: 460-105 Teaching and Professional Practice 1 and 472-100 Learning, Teaching and Play

Corequisites: 460-205 Teaching and Professional Practice 2

Contact: Lectures and tutorials totalling 36 hours (Not Offered).

Description: This subject consists of two strands that will develop linkages with teaching and professional practice and build on the understandings developed in Teaching, Learning and Play. Strand 1 will focus on best practice for infants and toddlers and the provision of high quality care and education. Key areas for developmentally appropriate practice for children 0-3 years will be studied including adult child interactions and the development of attachments, care-giving routines, the provision of appropriate learning

experiences, the role of the environment, and relationships with parents. Strand 2 will examine the strategies of early years curriculum (5-8) in primary schools covering the educational priorities, goals, documentation and assessment for effective learning. The conceptual and methodological bases of teaching strategies such as inquiry and concept learning and cooperative learning will be addressed. Students will explore teaching techniques, resources and skills - including communication skills such as questioning and behaviour management and classroom discipline from a developmental perspective- that enhance students willingness and ability to learn successfully.

Assessment: Written tasks equivalent to 4000 words

Prescribed texts: I Sara-Blatchford (Ed), *A Curriculum Development Handbook for Early Childhood Educators*, London, Trentham Books, 1998. • A Stonehouse & J Greenman, *Prime times: A Handbook for Excellence in Infant and Toddler Programs*, Melbourne, Addison Wesley Longman, 1997.

472-201 Cognitive Development

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Jennifer Standish

Prerequisites: 472-101 Physical Development

Corequisites: 485-201 Early Childhood Mathematics 2

Contact: Lectures and tutorials totalling 36 hours (Not Offered).

Description: A focus on neurological development will lead to a study of factors affecting the development of cognition in children. Relevant classical and contemporary psychological theories of cognitive development including learning theory, Piaget's cognitive-developmental theory, Vygotsky's socio-cultural theory, in their original and more recent forms and information Processing and connectionist approaches will be subjected to critical examination. The processes of knowledge acquisition including sensation, perception, attention, memory, concept formation, language, symbolic reasoning and thinking will be studied and related to the structure and content of knowledge in various domains including the physical and social worlds. Further topics include the development of intelligence and of academic skills, and an introduction to developmental research methodology.

Assessment: Assignments totalling 2000 words and a 2-hour written examination.

Prescribed texts: L Berk, *Child Development*, 5th Ed, Allyn & Bacon, 2000. • V Lee & P Gupta (editors), *Children's Cognitive and Language Development*, Blackwell/Open University, 1995.

472-202 Learning Area(EC): Society & Environment

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Contact: Lectures and tutorials totalling 36 hours (Not Offered).

Description: This subject will explore key issues identified in SOSE CSFII levels 1-3 - issues related to society, the environment, children's understanding of these issues and the role of adults including teachers and parents and adult agencies in affecting children's understandings skills and values. Topics will include the structure and stratification of society, the diverse dimensions of society (including race, ethnicity, gender, culture and class), social and educational policy, the nature of childhood, the role of children in social and environmental change, relationships between groups, individuals and the environment and the impact of technological change on the physical, cultural and learning environments of young children.

Assessment: Essays and assignments totalling 4000 words

Prescribed texts: Board of Studies, Curriculum and Standards Framework, *Studies of Society and Environment*, Victoria, 2000. • C Marsh, *Teaching Studies of Society and Environment*, 3rd edition, Prentice-Hall, 2001. • B Graetz & I McAllister, *Dimensions of Australian Society 2nd edition*, MacMillan, 1998.

472-203 Dimensions of the Profession

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 472-103 Orientation to the Profession

Contact: Lectures and tutorials totalling 36 hours (Not Offered).

Description: Critical debates surrounding responsibilities for children during the early childhood years provide the contexts to explore moral and ethical dimensions of professional practice. Case studies on topics such as separations and transitions, balancing work and family, quality assessment, children-at-risk and family poverty will provide meaningful contexts for dialogue and discussion. How the early childhood professional's work intersects with parental and societal values, attitudes and beliefs regarding responsibilities for children is analysed. Particular focus is given to laws, guidelines and policies that define and influence the early childhood profession such as the

United Nations Convention on the Rights of the Child, Code of Ethics, State licensing regulations and legislation on child protection.

Assessment: An assignment of 2000 words and a 2-hour written examination.

483-202 Learning Area(EC): Language & Literacy 2

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Merle Iles

Prerequisites: 472-102 Language and Literacy Development

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: This subject will focus on curriculum design and development to support children's language development and emergent literacy practices in early childhood care and education contexts. Topics will include scope and sequence of language and literacy learning in the early childhood years; the multiplicity of literacies; the role of talk in literacy teaching and learning; the central and continuing role of family and caregivers in emergent literacy learning; issues associated with early intervention in the progress of spoken and written language learning in L1 and L2 contexts in the early childhood years; approaches to planning language and literacy programs in early childhood, including immersion models, the language experience approach, and more formal or systematic models found in the early years of school. This subject will include an exploration of national and state curriculum policy and programs, including CSF11 - English, Early Years Literacy, and First Steps.

Assessment: Assignments totalling 4000 words

Prescribed texts: AECA, *Issues and Practices in Literacy Development*, Canberra AECA/DECS, 1999. • Board of Studies, *Curriculum and Standards Framework II: English*, Victoria, 2000. • Stuart MacNaughton, *Patterns of Emergent Literacy: Processes of Development and Transition*, Melbourne OUP, 1995.

485-200 Information Technology and Learning

See full subject details on page 4.

485-201 Learning Area(EC): Mathematics 2

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: H Norbury

Prerequisites: 485-100 Learning Area: Mathematics 1

Corequisites: 472-201 Cognitive Development

Contact: A total of 54 hours (*Not Offered*).

Description: A study of neo-Piagetian and information processing perspectives on cognitive development with application to logical and quantitative reasoning. Identification of stages through which children go, in the early learning of number, space and measurement and the design of appropriate learning sequences based on current programs for the early years of schooling. A developmental perspective on mathematical and spatial language and mathematical notation. Students will develop learning sequences related to selected outcomes.

Assessment: Two assignments equivalent to 2000 words, and two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, Victoria, 2000. • G Booker, *Teaching Primary Mathematics*, 2nd ed, Addison Wesley Longman, 1997. • D Mannigel, *Young Children as Mathematicians. Theory and Practice for Teaching Mathematics*, Social Science Press, Wentworth Falls, 1992.

Third Year

460-305 Teaching and Professional Practice 3

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Pat Klemm

Prerequisites: 460-205 Teaching and Professional Practice 2 and 472-200 Learning and Teaching for Young Children

Corequisites: 472-300 Adapting the Curriculum

Contact: Two x 2-hour classes for Teaching and Professional Practice orientation and 15 days professional practice in the middle/upper years, 3-6, of primary school, and 10 days professional practice in a service for children aged 3-5 years (*Not Offered*).

Description: Teaching and Professional Practice 3 consists of 2 strands, 3a and 3b.

In Teaching and Professional Practice 3a students will implement and evaluate planned sustained teaching tasks across a range of curriculum areas, culminating in extended teaching programs for whole days. Students will apply

their understanding of learning theory and teaching skills in managing individuals, small groups and whole class activities. Students will critically reflect on the implementation of the legal and ethical requirements of the teaching profession, and their own professional practice. Students will undertake appropriate methods of assessing children's learning and associated record keeping.

In Teaching and Professional Practice 3b students will increase their responsibility for an early childhood program and its implementation. Students will plan and implement curriculum that is responsive to group dynamics, children's needs and interests and that acknowledges gender, cultural, ethnic and developmental differences. Students will develop and implement a range of appropriate assessment strategies. Students will critically reflect on their professional practice and the implementation of the regulations and code of ethics that govern children's services. Students will undertake responsibility for the planning and implementation of half day programs in the final week.

Assessment: Twenty-five days teaching and professional practice experience and associated written tasks as specified in the BECS Teaching and Professional Practice 3 manual. Both strands must be completed at a satisfactory level for a pass in this subject

472-300 Adapting the Curriculum

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Glenda MacNaughton

Prerequisites: 460-205 Teaching and Professional Practice 2 and 472-200 Learning and Teaching for Young Children

Corequisites: 460-305 Teaching and Professional Practice 3

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: This subject consists of two strands that will explore teaching techniques and their adaptation to different abilities and learning styles; and a range of learning outcomes. It will develop linkages with Teaching and Professional Practice and build on the understandings developed in Learning and Teaching for Young Children.

Strand a will examine the concept of sustained teaching and its application to the classroom. Lesson planning and implementation based on perspectives of effective learning and teaching for children in the middle and upper years of primary school will be addressed, including writing effective outcome statements, selecting appropriate teaching strategies and resources, and designing and managing the classroom. Issues of diversity in children's learning and development will be examined.

Strand b will focus on developmentally appropriate practice for teachers working with children 3-5 years of age and the provision of high quality learning environments for children from diverse backgrounds and of diverse developmental capacities. Students will address issues of group dynamics, planning for individual needs and interests, and the importance of equitable outcomes for all children and their families that acknowledge gender, culture, ethnic and developmental differences.

Assessment: Written tasks equivalent to 4000 words

Prescribed texts: E Dau (Ed), *The Anti-Bias Approach in Early Childhood*, Sydney, Prentice Hall, 2001. • C Sleeter and C Grant, *Making Choices for Multicultural Education. Five Approaches to Race, Class and Gender*, Columbus, Ohio, Merrill Prentice Hall, 1999.

472-301 Social and Emotional Development

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Sharne Rolfe

Prerequisites: 472-201 Cognitive Development

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: A study of normative patterns and individual differences in children's social and emotional development in infancy and early childhood. Key theories, models and research about the effect of biological predispositions such as temperament and contextual factors such as child rearing practices on development will be considered. Emotional expression, regulation and intelligence will be introduced and the attachment process described and discussed along with the inter-relationships between developmental domains.

Assessment: Assignments totalling 2000 words and a 2-hour written examination.

Prescribed texts: Berk, L., *Child Development*, 5th ed, Allyn & Bacon, 2000.

472-303 Professional Roles and Relationships

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 472-203 Dimensions of the Profession

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: The contemporary early childhood professionals perform a variety of roles ranging from being child development specialists to family resource guides, child advocates, policy analysts and researchers. Consideration of competencies in relation to the multiplicity of roles performed in differing employment settings provide the central focus for this subject. Development of genuine partnerships with families, both as employers and as clients, is also emphasised. A specialist behaviour guidance component within this subject allows students to consider their communication skills and advance alternative strategies to maximise children's learning potential.

Assessment: Assignments totalling 4000 words or equivalent; including a 33% allocation to the behaviour guidance component.

483-203 Learning Area(EC): Arts 2

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Lee Emery

Prerequisites: 483-103 Learning Area (EC): Arts 1

Contact: A total of 36 hours (*Not Offered*).

Description: This subject engages students in extended practical experiences in visual and performing arts (including drama, music and dance). Students will make, display and perform their own artworks and reflect upon their own arts processes using a range of appropriate technologies. Studies will focus on the arts in various cultural contexts and explore differing purposes and roles of artworks. Using the CSF11 students will develop focus themes, units of work and resources in the two strands of visual and performing arts (including music, drama and dance). Students will plan appropriate assessment strategies for arts experiences in the two sub-strands of arts practice and arts responding.

Assessment: Assignments and presentations totalling 4000 words.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II*, Board of Studies, Victoria, 1999. • L Choksy et al, *Teaching Music in the Twentieth Century*, Prentice-Hall, NJ, 1986. • S Dewar & L Malcolm, *About Art*, Science Press, NSW, 1989. • N Toye & F Prendville, *Drama and Traditional Story for the Early Years*, London, Routledge/Falmer, 2000. • J Exiner, *Learning Through Dance*, Oxford University Press, Melbourne, 1987.

483-302 Learning Area(EC): Language & Literacy 3

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Julie Hamston

Prerequisites: 483-202 Learning Area (EC): Language & Literacy 2

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: This subject will focus on curriculum design and development to support continuing movement towards independence in the use of oral language and the development of literacy practices. Topics will include the continuing role of oral language in learning; the particular demands of teaching and learning English in the primary school; a diverse range of text types that children will encounter in the prior-to-school and school years, including children's literature, visual texts, hypertexts, spoken texts; the particular needs of diverse groups in the understanding of school-based literacies, including second-language learners. This subject will include an exploration of national and state curriculum policy and programs, including CSF11 - English, The ESL Companion to the English CSF, The Early Year Program, Reading Recovery, and The Middle Years Literacy Program.

Assessment: Assignments totalling 4000 words

Prescribed texts: M Anstey and G Bull, *The Literacy Labyrinth*, Sydney Prentice Hall, 1996. • Board of Studies, *Curriculum Standards Framework II: English*, Victoria, 2000. • Board of Studies, *ESL Companion to the Curriculum and Standards framework II*, Victoria, 2000. • M Clay, *By Different Paths to Common Outcomes*, Maine, Stenhouse, 1998.

485-203 Learning Area(EC):Health & Physical Ed 2

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Val Webster

Prerequisites: 485-103 Health and Physical Ed. 1 and 460-205 Teaching and Professional Practice 2

Contact: Lectures, seminars and practical workshops totalling 36 hours (*Not Offered*).

Description: A study of the scope and nature of teaching and learning in health and physical education for children from preschool to CSF level 2, within a health promoting school/preschool environment. Curriculum issues and planning will be addressed and units of work developed from the various strands of the CSF. Seminars and practical sessions will focus on teaching and learning strategies and resources in such areas as nutrition education, traffic safety education, swimming and water safety, gymnastics, games and ball handling, human development, human relations and sexuality. Relevant cur-

rent educational initiatives will be examined. e.g. drug education, mental health and anti-bullying programs and child protection. A brief overview of the Key Learning Area- Health & Physical Education for CSF levels 3&4.

Assessment: Assignments totalling 4000 words.

Prescribed texts: Department of Education, Employment and Training, Victoria, *curriculum @ work CD ROM*, Melbourne, 2000. • Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, Melbourne, 2000.

485-303 Learning Area(EC): Science & Technology

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Jo Sadler

Prerequisites: 485-201 Learning Area (EC): Mathematics 2

Contact: Lectures and workshops totalling 36 hours (*Not Offered*).

Description: Topics include the relevance of both scientific ideas and the thinking associated with technology to young children; selected aspects of biological and physical science that are relevant to early childhood educators such as the diversity of living things, materials (e.g. textiles, food), properties of water, air, electricity and magnetism, light, sound and machines. Environmental and technological concepts are integrated throughout the program and appropriate activities and materials are identified to promote science learning and problem-solving in early childhood settings. For science and technology unit development, students will review a sequence of lessons they have designed and implemented. This subject will identify how young children develop their scientific and technological understandings, and teaching approaches and strategies for supporting this learning in early childhood and primary school settings. Students will be introduced to a range of topics related to the natural and physical sciences and the curriculum and standards framework. Links will be made to teaching and professional practice when students will plan implement and evaluate a variety of experiences.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • Board of Studies, *Curriculum and Standards Framework II: Technology*, 2000. • M Fleer and T Hardy, *Science for Children*, Sydney, Prentice Hall, 1996.

Fourth Year

460-405 Teaching and Professional Practice 4a

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Pat Klemm

Prerequisites: 460-305 Teaching and Professional Practice 3 and 472-300 Adapting the Curriculum

Corequisites: 472-400 The Integrated Curriculum

Contact: 2-hour class for teaching and professional practice orientation and 20 days professional practice in a service for children aged 3-5 years (*Not Offered*).

Description: Students will increase their responsibility for management and leadership in an early childhood service. Students will demonstrate the ability to plan, implement and evaluate sustained, integrated and inclusive curriculum that acknowledges and responds to the needs and interests of individuals and groups, and is sensitive to community values and needs. Students should undertake full planning and administrative responsibility for a period of two weeks.

Assessment: Twenty days teaching and professional practice experience and associated written tasks as specified in the BECS Teaching and Professional Practice 4 manual. Students will be assessed as 'ready for independent teaching'.

460-406 Teaching and Professional Practice 4b

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Pat Klemm

Prerequisites: 460-305 Teaching and Professional Practice 3 and 472-300 Adapting the Curriculum

Corequisites: 472-400 The Integrated Curriculum

Contact: One x 2-hour classes for teaching and professional practice orientation and 20 days professional practice in the early years, P-2, of primary school (*Not Offered*).

Description: Students will increase their responsibility for independently planning and implementing a range of sustained and comprehensive teaching tasks. Students will demonstrate the knowledge and skills necessary to plan, implement, evaluate, reflect on, research and report on both specific and inte-

grated curricula designed to cater for the needs of all learners. Students will plan and implement at least one full week program including associated administrative tasks.

Assessment: Twenty days teaching and professional practice experience and associated written tasks as specified in the BECS Teaching and Professional Practice 4 manual. Students will be assessed as 'ready for independent teaching'.

460-424 Research Project

See full subject details on page 7.

460-427 Honours Project

See full subject details on page 7.

472-400 The Integrated Curriculum

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Prerequisites: 460-305 Teaching and Professional Practice 3 and 472-300 Adapting the Curriculum

Corequisites: 460-405 Teaching and Professional Practice 4a and 460-406 Teaching and Professional Practice 4b

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: This subject consists of two strands that will explore teaching techniques and their adaptation to different abilities and learning styles; and a range of learning outcomes. It will develop linkages with teaching and professional practice and build on the understandings developed in previous subjects. There will be a strong emphasis on reflective practice. Strand a will provide students with the opportunity to develop an understanding of how beliefs, attitudes and values contribute to the development of a professional philosophy and underpin personal practical knowledge. Content will draw on a range of early childhood curriculum approaches and models (e.g. High scope, Head Start, Te Whariki and Reggio Emilia) to explore and identify principles and strategies for planning, implementing and evaluating developmentally appropriate early childhood curriculum.

Strand b will study conceptual frameworks for curriculum integration within the context of a curriculum standards framework using science technology and SOSE as examples of focal learning areas. This subject will show how an integrated curriculum is planned and implemented in the school setting, balancing the developmental and learning needs of children and their individual differences against the outcomes required for educational achievement, and how this achievement can be assessed and reported. The use of sustained and comprehensive teaching tasks will be addressed.

Assessment: Written tasks equivalent to 4000 words

Prescribed texts: C Gestwicki, *Developmentally Appropriate Practice: Curriculum Development in Early Education*, Albany, Delmar Publishers, 1999. • L Arthur, B Beecher, S Docket, S Farmer and E Richards, *Programming and Planning in Early Childhood Settings*, Sydney: Harcourt Brace Jovanovich, 1993. • B Spodek and O Sarancho, *Right from the Start*, Boston, Allyn and Bacon, 1994. • K Murdoch, *Planning Classroom Connections: Strategies for Integrated Learning*, Eleanor Curtain Publishing, 1998. • M Woolley and K Pigdon (Eds), *The Big Picture: Intergrating Children's Learning*, Eleanor Curtain Publishing, 1992. • T Lovat & D Smith, *Curriculum: Action on Reflection Revisited*, 3rd edition. Sydney, Social Science Press, 1998.

472-401 Developmental Differences

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Jennifer Standish

Prerequisites: 472-301 Social and Emotional Development

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: This subject is designed to provide students with a basic understanding of current philosophies, structure, levels of support and developmental and educational evaluation informing curriculum and behavioural interventions required to educate and support students with additional needs in regular settings. It will entail a study of the effects of a range of developmental and acquired differences commonly found in children and the implications of these for learning and teaching.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: A Talay-Ongan, *Typical and Atypical Development in Early Childhood: The Fundamentals*, Memo, 2000. • A Ashman & J Elkins (eds), *Educating Children with Exceptional Needs*, 3rd ed, Prentice Hall, 1998.

472-402 Indigenous Australian Studies

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: A study of traditional and contemporary Aboriginal and Torres Strait Islander - (Indigenous Australian) cultures: the origins, diversity, history and contemporary issue and initiatives of Indigenous Australian peoples. Strategies for working with Australian Indigenous children and their families in preschool and school contexts and appropriate protocols for working with Indigenous groups and communities. Resources for teaching Australian Indigenous studies and strategies for combating and eradicating racism in education and community services.

Assessment: Assignments and essays totalling 4000 words

Prescribed texts: R Craven (Ed), *Teaching Aboriginal Studies*, Allen and Unwin, 1999. • W Edwards (Ed), *Traditional Aboriginal Society*, MacMillan, 1998. • R Hartley (Ed), *Families and Cultural Diversity in Australia*, Allen and Unwin, 1995.

472-403 Navigating Professional Contexts

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 472-303 Professional Roles and Relationships

Contact: Lectures and tutorials totalling 36 hours (*Not Offered*).

Description: In this subject, students are introduced to systemic dimensions such as governance, management, administration, sources of funding, marketing, policy development and program evaluation. Exploration of the roles of stakeholders emphasize the importance of networking and collaboration. Students will begin to integrate and reflect on every day practices of being an early childhood professional within the broader educational context, taking into account differing demands of various authorities responsible for funding and policy development. Implications for transition to employment as practitioners will be addressed.

Assessment: An assignment of 2000 words and a 2-hour written examination

485-301 Learning Area(EC): Mathematics 3

Availability: Not available in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: H Norbury

Prerequisites: 485-101 Learning Area Mathematics 1

Contact: A total of 54 hours (*Not Offered*).

Description: This subject is based around the teaching and learning of the measurement and space strands in pre-school and primary school: the curriculum, children's development, lesson activities and materials and assessment. Students will analyse classroom teaching techniques and concrete and technological aids which develop different components of mathematical competence including skills, concepts, practical ability and estimation. Students will critically evaluate mathematics programs, materials and teaching methods. Alternative approaches to the teaching of mathematics, such as the integrated curriculum, thematic instruction, problem-based instruction will be discussed and compared. A range of methods of assessment and reporting will be examined. Students will develop a program for early years mathematics.

Assessment: Two assignments equivalent to 2000 words, and two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, Victoria, 2000. • G Booker, *Teaching Primary Mathematics*, 2nd ed, Addison Wesley Longman, 1997. • D Mannigel, *Young Children as Mathematicians. Theory and Practice for Teaching Mathematics*, Social Science Press, Wentworth Falls, 1992.

Subject descriptions: Parkville program 1998, 1999, 2000 and 2001

First year

465-100 Practicum 1

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 6.25

HECS-band: 1

Coordinator: Jane Page

Corequisites: 465-107 CTP12 Curriculum Design (p.9)

Contact: 2-hour class for practicum orientation and 15 days practicum in a service for children aged 3-5 years (*Semester 2*).

Description: Students will begin to develop skills in communication, observation and planning for individual children and small groups, taking responsibility for children, and reflecting on the roles and responsibilities of the early

childhood professional in services for children aged 3-5 years. The practicum placement will enable students to implement the theoretical and practical understandings presented in Year 1 subjects; specifically, the impact of social contexts on child development and learning; the development of cognition in young children; the development of physical, motor, sensory and perceptual skills; the presentation of literature to young children; the role of arts-based learning in early childhood settings; and the curriculum bases for planning individualised experiences for children.

Assessment: Fifteen days of practicum, and associated written tasks as specified in the BECS 1 Practicum manual.

Prescribed texts: G MacNaughton and G Williams, *Techniques for Teaching Young Children: Choices in Theory and Practice*, Melbourne: Longman, 1998.

465-101 CDS11 Child Family & Society

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Kevin Fell

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: This subject draws on a range of disciplines to examine the influences shaping the development of young children in Australian society. It examines children and families from a cross-cultural and historical perspective, focusing on the social construction of parenting and motherhood; changing family structures and social circumstances; the impact of non-parental and institutional care on children and families; the role of child-care and educational services in the nurturing of children; the influence of the media on children's attitudes and behaviour and on societal views of family life. These issues will be explored against a backdrop of the changing concepts and images of childhood.

Assessment: A 2-hour examination, and a 2000-word paper.

465-102 CDS12 Cognitive Development

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Sharne Rolfe

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: A study of the development of cognition in the young child from the earliest perceptual, memory and attentional capacities of the infant. Critical examination of relevant psychological theories including learning theory, Piaget's cognitive-developmental theory, and Vygotsky's sociocultural theory in their original and more recent forms. The contributions of social context and brain maturation. Introduction to research methodology in developmental psychology. The information processing approach to understanding strategies of memory and attending. Models of thought, intelligence, and creativity including the psychometric approach, Sternberg's triarchic theory and Gardner's theory of multiple intelligences. Introduction to the concepts of the theory of mind and metacognition.

Assessment: Assignments totalling 2000 words, and a 2-hour written examination.

Prescribed texts: L Berk, *Child Development*, 5th ed, Allyn & Bacon, 2000.

465-103 CDS13 Physical Development

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 2

Coordinator: Kay Margetts

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: A study of factors influencing physical growth, maturation and development during the prenatal period, infancy and early childhood through an examination of published reports of research and through the collection of guided observations of infants and young children. Topics will include introduction to the genetics of conception, patterns of interaction between genes and factors that influence the heritability of characteristics; stages of development during the prenatal period, the vulnerability of the embryo and fetus and the process of birth; characteristics of the newborn in terms of sensory and motor competence, communicative behaviours, sleep states and individual differences in temperament; patterns of growth of the different body systems with an emphasis on the development of the nervous system and the relationship between this development and sensitive periods in development; and the emergence of complex behaviour including sensory and perceptual development and motor skill development and the range of factors that influence timing and variability in these skills.

Assessment: An assignment totalling 2000 words and a 2-hour written examination.

Prescribed texts: L Berk, *Child Development*, 5th ed, Allyn & Bacon, 2000.

465-104 CFS11 Language & Literacy

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Trevor Hay

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: This subject will introduce aspects of language and literacy crucial to an understanding of the education and enculturation of young children, emphasising interaction between children and the diverse sources of oral and written language. Topics will include oracy and literacy; language and literacy policy in early childhood; bilingualism/biliteracy in early childhood; literacy and text types; language/literacy and the transmission of values through texts; language as a sign system; visual literacy; functions of language.

Assessment: Essays and assignments totalling 4000 words.

465-105 CFS12 Arts 1

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Robert Brown

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: An introduction to the arts in early childhood, focusing on the visual arts and their role in the world of the young child. Connections will be made with a variety of theoretical perspectives, drawn from human development, symbolic communication, education, aesthetics and cross-cultural studies. The subject will investigate theoretical and practical studies in arts-based teaching and learning within the early childhood environment.

Assessment: Essays and assignments totalling 4000 words.

465-106 CTP11 Teaching & Learning

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Kevin Fell

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: This subject will introduce students to the principles which underpin the early childhood curriculum. In particular it will explore the concept of the child-centred, developmental approach to curriculum planning, with its emphasis on learning processes rather than teaching strategies. The validity of this pervasive model of best practice will be evaluated in the light of developmental and social problems that confront many children. The subject will also highlight the unique focus of the early childhood curriculum in designing environments and devising legitimate forms of observational assessment, appropriate goals, content and educational strategies to meet the individual needs of young children. Students will be introduced to some key national and professional debates on educational issues which create dilemmas for developmentally appropriate practice.

Assessment: Written assignments totalling 2000 words and a 2-hour examination

Prescribed texts: K Irving & L Tennet, *Observing and Analysing Young Children's Behaviour*, CD-ROM, QUT, 1998. • L Arthur et al, *Programming and Planning in Early Childhood Settings*, 2nd ed, Harcourt Brace, 1996.

465-107 CTP12 Curriculum Design

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 6.25 **HECS-band:** 1

Coordinator: Jane Page

Corequisites: 465-100 Practicum 1 (*p.8*)

Contact: Lectures and tutorials totalling 18 hours (*Semester 2*).

Description: Students will be introduced to a broader concept of the curriculum and a range of early childhood models that highlight different perspectives and some of the tensions within wider educational debates. Models which could be explored include high/scope, Reggio Emilia and the anti-bias curriculum. These models will be used as foundations for students to plan appropriate individualised experiences for children in all types of early childhood programs.

Assessment: Essays totalling 2000 words.

465-108 ECP11 Introduction to the Field

Availability: Available only to repeating students or those enrolled in the course in 2001

Credit points: 12.5 **HECS-band:** 1

Coordinator: Jane Page

Contact: A total of 24 hours of lectures and 10 hours of tutorials over the semester. This subject will also include four 3-hour field visits (*Semester 1*).

Description: This subject will examine the nature and foundations of professionalism and will relate these criteria to the early childhood profession. It will provide an introduction to the responsibilities of early childhood professionals in relation to codes and standards adopted and used by the profession, e.g. the Code of Ethics and the Australian Quality Improvement and Accreditation System. This subject will also identify and discuss the wide range of children's service types in Australia. It will explore briefly the roles of a number of key players in the children's services industry. It will also include a study of the historical foundations of early childhood services in Australia with particular reference to the social, political and economic forces which have played an influence on their development.

Assessment: One assignment totalling 2000 words and a 2-hour examination.

Second year

465-200 Practicum 2

Credit points: 12.5

HECS-band: 1

Coordinator: Sheralyn Campbell

Prerequisites: 465-100 Practicum 1 (*p.8*) or equivalent.

Corequisites: 465-206 CTP21 Curriculum 0-3 (*p.10*)

Contact: Two-hour class for practicum orientation and 25 days practicum in a service for children aged 0-3 years (*Semester 2*).

Description: Through direct experience in child-care, students will have the opportunity to refine and reflect on their professional practice. Students will be expected to demonstrate interpersonal skills in communicating with children, parents and staff; to accurately document and interpret observations of child behaviour; to plan and evaluate developmentally appropriate experiences for individual children and small groups; to take responsibility for implementing appropriate guidance strategies and maintaining a safe, healthy environment for children; to understand the caregiving and educational role of the early childhood professional in services for children aged 0-3 years; and to develop skills of critical reflection. Students will draw on their understanding of child development, observation, adult-child interaction, and curriculum to present appropriate activities and design effective learning environments for children under three. Students will have an opportunity to extend their understandings of Year 2 subjects, specifically, the role of play in child development and learning; adherence to health, safety and nutrition protocols for young children; and the integration of the arts in early childhood teaching.

Assessment: Twenty-five days of practicum, and associated written tasks as specified in the BECS 2 Practicum manual.

465-201 CDS21 Social & Emotional Development

Credit points: 12.5

HECS-band: 1

Coordinator: Sharne Rolfe

Prerequisites: 465-101 CDS11 Child Family & Society (*p.9*), 465-102 CDS12 Cognitive Development (*p.9*) and 465-103 CDS13 Physical Development (*p.9*) or equivalent.

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: A study of key theories, models and research which contribute to current understanding of normative patterns and individual differences in children's social and emotional development in infancy and early childhood. Topics will include attachment relationships; the expression, regulation and understanding of emotion; self-awareness, other-awareness and self-esteem; interactional style; social competence, friendship, social problem-solving; empathy, and pro-social and anti-social behaviours. Consideration will be given to the effect of biological predispositions, such as temperament, and contextual factors such as child-rearing practices and attendance at day care, as influences on developmental processes and trajectories. The function of emotion and emotion regulation as organisers of children's social, cognitive and physical experiences will be of particular interest in examining the inter-relationships between developmental domains.

Assessment: Assignments totalling 2000 words and a 2-hour written examination.

Prescribed texts: L Berk, *Child Development*, 5th ed, Allyn & Bacon, 2000.

465-202 CDS22 Socialisation and Identity

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 465-101 CDS11 Child Family & Society (*p.9*), 465-102 CDS12 Cognitive Development (*p.9*) and 465-103 CDS13 Physical Development (*p.9*) or equivalent

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: A study of the individual's construction of a sense of self-focusing on the relationships between social structures such as race, gender, class

and sexuality and young children's identity formation. Research-based case studies will be used to explore how contrasting theoretical perspectives, including socialisation theory, explain these relationships. There will be a particular emphasis on the differences between cultural transmission and social construction theories and the influence of modernist and post-modernist understandings of the individual within these theories. This will include tracing the recent shift away from the concepts of socialisation and role to explain identity formation towards the explanatory concepts of discourse, subject positioning and subjectivities. The influence of this shift in recent research on young children's identity formation in early childhood will be explored.

Assessment: A 2-hour exam, and assignments totalling 2000 words or equivalent.

465-203 CDS23 Play & Development

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Prerequisites: 465-101 CDS11 Child Family & Society (*p.9*), 465-102 CDS12 Cognitive Development (*p.9*) and 465-103 CDS13 Physical Development (*p.9*) or equivalent

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: A study of the role of play in learning from early exploratory play to complex cooperative, symbolic play. The stages of play development in the social, cognitive and linguistic domains will be outlined, drawing on the foundation research of Parten and Piaget and more recent research. The processes by which play becomes more sophisticated and the role it plays in social and cognitive development will be examined with particular emphasis on the role of adults and peers in play development. Research on gender and class differences and the effect of disability on play behaviour will also be explored. Theories explaining these differences will be examined. This information will be used to evaluate the appropriateness of developmental scales of play behaviour to monitor the development of young children and plan their learning experiences.

Assessment: A 2-hour examination and a research project based on observations of children's play, equivalent to 2000 words.

Prescribed texts: F Hughes, *Children, Play and Development*, 2nd ed, Allyn and Bacon, 1995.

465-205 CFS22 Arts 2

Credit points: 12.5

HECS-band: 1

Coordinator: Trevor Hay

Prerequisites: 465-104 CFS11 Language & Literacy (*p.9*) and 465-105 CFS12 Arts 1 (*p.9*) or equivalent.

Contact: Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: The emphasis in this subject is on language-based arts in the world of the young child and on the forms of narrative embodied in storytelling, literature and dramatic performance. Following discussion of oral and written forms of expression in various cultures, including literature, folklore, mythology, poetry, ritual, theatre and play, there will be analysis of the principles and skills of storytelling and storymaking for young children. The subject will include a discussion of integrated story forms in the arts and the implications for teaching and learning in early childhood. Research skill development will be fostered in approaches to genre analysis.

Assessment: Essays and assignments totalling 4000 words.

465-206 CTP21 Curriculum 0-3

Credit points: 12.5

HECS-band: 1

Coordinator: Kay Margettes

Prerequisites: 465-106 CTP11 Teaching & Learning (*p.9*) and 465-107 CTP12 Curriculum Design (*p.9*) or equivalent

Corequisites: 465-200 Practicum 2 (*p.10*)

Contact: Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: The focus of this subject is on the components of best practice in programs for infants and toddlers, and the provision of high quality care and education. Key areas of curriculum for children 0-3 years will be studied, including adult-child interaction, caregiving routines, play, developmental appropriateness, and individualised planning. Emphasis will be given to the relationship between developmental sequences in children under three and curriculum implications. Students will be exposed to curriculum strategies which recognise young children as active participants in their own learning. Students will review and evaluate appropriate activities, learning environments, curriculum resources, and guidance strategies for children from birth to three years.

Assessment: Essay and assignments totalling 4000 words.

Prescribed texts: J Gonzales-Mena & D Eyer, *Infants, Toddlers and Caregivers*, 4th ed, Mayfield Publishing, 1997. • J Greenman & A Stonehouse, *Prime Times*, Longman, 1997.

485-256 ECP21 Safety Health & Nutrition**Credit points:** 12.5**HECS-band:** 2**Coordinator:** Val Webster**Prerequisites:** 465-108 ECP11 Introduction to the Field (p.9)**Contact:** Lectures and workshops totalling 36 hours (*Semester 1*).

Description: Issues related to health including common childhood illnesses, recognition and management of childhood illness, measures to prevent infectious diseases in child-care settings and immunisation; occupational health risks for early childhood workers; basic concepts of nutrition, dietary guidelines and principles relating to safe food provision for children at different stages of development; injury prevention; taking developmental levels into account in creating a safe environment; keeping of records in relation to children's health; health promotion in early childhood centres; regulations and accreditation guidelines as they relate to children's health, nutrition and safety; and research skill development; where appropriate, students will collate group data and analyse those data using simple statistics.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: C Bell, *Highlighting Health: A Discussion of Health Practices and Accreditation*, Watson, Australian Early Childhood Association Department of Human Services and Health, 1995. • Department of Human Services and Health, *Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care*, 2nd ed, Australian Government Publishing Service, 1998.

485-257 CFS21 Mathematics**Credit points:** 12.5**HECS-band:** 1**Coordinator:** To be Advised**Prerequisites:** 465-104 CFS11 Language & Literacy (p.9) and 465-105 CFS12 Arts 1 (p.9) or equivalent**Contact:** Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: This subject will examine the theoretical bases of early mathematical thinking, learnings and concepts. It will explore the ways mathematical concept development can be integrated in an early childhood curriculum and it will identify strategies which enhance mathematical learning opportunities for young children. There will be opportunities to explore statistical concepts used in early childhood research.

Assessment: A 2-hour examination and essays and assignments totalling 2000 words.

Third year**465-300 Practicum 3****Credit points:** 18.75**HECS-band:** 1**Coordinator:** Kay Margetts**Prerequisites:** 465-200 Practicum 2 (p.10) or equivalent**Corequisites:** 465-305 CTP31 Curriculum 3-5 (p.11) and 465-306 CTP32 Curriculum Design (p.11)**Contact:** Two-hour class for practicum orientation and 35 days practicum in a service for children aged 0-5 years (*Year long*).

Description: Students will increase their responsibility for an early childhood program and its implementation culminating in three weeks total responsibility. Skills of observation will include a focus on individual children and group dynamics and plans for these will be incorporated in plans for the whole group. Students will develop curriculum that is responsive to children's needs and interests and that acknowledges gender, cultural, ethnic and developmental disabilities. In this work students will collaborate with other adults within the program and critically reflect with them as students progress. Students will critically reflect on the implementation of the regulations and code of ethics which govern children's services. Students will have the opportunity to extend their understandings of other BECS3 subjects within a practical setting.

Assessment: Thirty-five days of practicum, and associated written tasks as specified in the BECS 3 Practicum manual

465-301 CDS31 Language, Literacy & Numeracy**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Kevin Fell**Prerequisites:** 465-201 CDS21 Social & Emotional Development (p.10), 465-202 CDS22 Socialisation and Identity (p.10) and 465-203 CDS23 Play & Development (p.10) or equivalent.**Contact:** Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: A study of child language, symbolic and literacy development and the role of language in early literacy and numeracy. The interactional processes that facilitate this development will be emphasised. Explanations of

language development will be explored with reference to theories such as learning theory, nativist theory, social interactional theories and their more recent modifications. A study of alternative views of the development of number awareness and numeracy competence with reference to different curriculum approaches to numeracy. The relationship between the development of meta-cognitive/meta-linguistic competence and literacy/numeracy competence will be explored. Topics to be covered include the child's developing phonological, syntactic, semantic, pragmatic and orthographic awareness; the role of the family in literacy development; and the development of representational abilities and inter-generational literacy.

Assessment: Written assignments totalling 2000 words and a 2-hour examination.

Prescribed texts: A Garton & C Pratt, *Learning to Be Literate; The Development of Spoken and Written Language*, 2nd ed, Basil Blackwell, 1997.

465-302 CDS32 Developmental Differences**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Jennifer Standish**Prerequisites:** 465-201 CDS21 Social & Emotional Development (p.10), 465-202 CDS22 Socialisation and Identity (p.10) and 465-203 CDS23 Play & Development (p.10) or equivalent.**Contact:** Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: A study of the effects of a range of developmental differences commonly found in young children. Anomalies of development will be considered through examination of current understandings of brain behaviour relationships in conditions such as: attention deficit hyperactivity disorder, autism, learning disabilities, dyslexia, specific language impairments, epilepsy, and cerebral palsy. Further topics may include: congenital anomalies, including spina bifida and heart malformations; causes and consequences of intellectual disability; disorders of eating and sleeping; fears, phobias and anxiety; stress, depression and aggression; sensory impairment especially of hearing and vision; and genetic disorders such as Down syndrome, cystic fibrosis and thalassaemia.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: A Talay-Ongan, *Typical and Atypical Development in Early Childhood*, Memo, 2000.

465-305 CTP31 Curriculum 3-5**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Jane Page**Corequisites:** 465-300 Practicum 3 (p.11) and 465-306 CTP32 Curriculum Design (p.11)**Contact:** A total of 24 hours of lectures and 12 hours of tutorials over the semester (*Semester 1*).

Description: This subject will extend students' understandings of the roles and responsibilities of early childhood professionals as curriculum designers by focusing on best practice in programs for children 3-5 years of age and beyond. It will explore how integrated curriculum planning works for children with diverse needs. It will also focus on processes of planning and programming, designing effective environments and guiding children's behaviour. Resources, different forms of developmental and educational data collection and curriculum evaluation strategies will also be explored.

Assessment: Assignments totalling 4000 words.

Prescribed texts: L Arthur et al., *Programming and Planning for Children in Early Childhood Settings*, 2nd ed, Harcourt Brace, 1996.

465-306 CTP32 Curriculum Design**Credit points:** 6.25**HECS-band:** 1**Coordinator:** Kay Margetts**Prerequisites:** 465-206 CTP21 Curriculum 0-3 (p.10) or equivalent**Corequisites:** 465-300 Practicum 3 (p.11) and 465-305 CTP31 Curriculum 3-5 (p.11)**Contact:** Lectures and tutorial totalling 18 hours (*Semester 1*).

Description: This subject provides students with the opportunity to develop an understanding of how beliefs, attitudes and values contribute to the development of a professional philosophy and underpin personal practical knowledge. Content will draw on a range of early childhood curriculum models. Students will also be expected to draw on previous theoretical studies and experience in order to articulate a set of principles, strategies and content which consolidates their current curriculum knowledge. There will be strong emphasis on reflective practice which will be used as a paradigm for self-evaluation and professional development.

Assessment: Assignments totalling 2000 words.

465-307 ECP31 Regulation & Policy**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Manjula Waniganayake**Prerequisites:** 485-256 ECP21 Safety Health & Nutrition (*p.11*)**Contact:** Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: This subject examines the critical issues and debates surrounding responsibility for children during the early childhood years. It analyses the changing functions and roles of the early childhood professional and how these intersect with parental and societal responsibilities for children and families. Particular focus is given to laws, regulations, codes of practice, ethical codes, guidelines and policy statements that define and influence the profession. The role of the early childhood professional in self-regulation is also explored. Topics will include United Nations Convention on the Rights of the Child, codes of ethics, procedures for quality assurance in children's services including national standards, state regulations and accreditation processes, as well as legislation on child protection and mandatory reporting of child abuse.

Assessment: An assignment of 2000 words and a 2-hour written examination.

485-360 CFS31 Information Technology**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Dianne Chambers**Prerequisites:** 485-257 CFS21 Mathematics (*p.11*) and 465-205 CFS22 Arts 2 (*p.10*), or equivalent**Contact:** Workshops and lectures (or equivalent) totalling 36 hours (*Semester 2*).

Description: This subject is an introduction to uses of computers and related technologies in early childhood settings for children, for early childhood professionals, and for professional development. Students will be introduced to a range of computer applications appropriate to the early childhood professional for use in the workplace and for ongoing professional development. Topics may include effective and appropriate use of the WWW for children and for early childhood professionals, information literacy, and methodologies for evaluating software and web resources will be examined.

Assessment: Assignments and projects equivalent to 4000 words.

Prescribed texts: S W Haugland and J L Wright, *Young Children and Technology*, Allyn and Bacon.

485-361 CFS32 Science**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Rod Fawns & Jo Sadler**Prerequisites:** 485-257 CFS21 Mathematics (*p.11*) and 465-205 CFS22 Arts 2 (*p.10*), or equivalent**Contact:** Lectures and workshops totalling 36 hours (*Semester 1*).

Description: Topics include the relevance of scientific ideas to young children; selected aspects of biological and physical science that are relevant to early childhood educators, with integration of environmental concepts; and identification of appropriate activities and materials to promote science learning in early childhood. For science unit development students will review a sequence of lessons they have designed and implemented.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Fourth Year**465-400 Practicum 4****Credit points:** 12.5**HECS-band:** 1**Coordinator:** Sheralyn Campbell**Prerequisites:** 485-300 Practicum 3, or equivalent.

Contact: Two-hour class for practicum orientation and 25 days practicum in a service for children aged 0-5 years or an early childhood support service (*Semester 2*).

Description: Students will gain experience of management and leadership in service(s) for children aged 0-5 years shadowing the role of an early childhood professional. Their work will accommodate the needs of children from minority groups incorporating equity principles and in recognition of the context of those children's lives. Experience will be gained in the use of technology in the administration and management of children's services. Students will have the opportunity to extend their understandings of other academic subjects within a practical setting.

Assessment: Twenty-five days of practicum, and associated written tasks as specified in the BECS 4 Practicum manual.

465-401 CDS41 Social Diversity**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Trevor Hay**Prerequisites:** 465-301 CDS31 and 465-302 CDS32, or equivalent.**Contact:** Lectures and tutorials totalling 36 hours (*Semester 2*).

Description: A study of the impact of culture, ethnicity, class, gender and disability on social functioning and development. An exploration of cultural diversity, with an emphasis on ethnicity and the relationship between culture, language and early childhood development. An examination of Australian and international approaches to ethnic minority status, cultural pluralism and bilingualism. Research skill development will consist of critical analysis of the effectiveness and validity of some key social and educational policies in the light of theoretical understanding of early childhood development, and the diversity of Australian society.

Assessment: Essays and assignments totalling 4000 words.

465-402 CDS42 Assessment & Evaluation**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Jennifer Standish**Prerequisites:** 465-301 CDS31 and 465-302 CDS32, or equivalent.**Contact:** Lectures and tutorials totalling 36 hours (*Semester 1*).

Description: A study of the processes of assessment and evaluation for young children available to early childhood and other professionals. Topics may include a critical examination of informal and formal data gathering through a range of techniques; critical examination of commercially produced assessment and evaluation instruments; consideration of the purpose and use of data obtained; the preparation of reports; and issues in assessment including the effects of diverse cultural contexts and ethical issues of consent and the maintenance of confidentiality.

Assessment: Assignments totalling 2000 words, and a 2-hour written examination.

Prescribed texts: E Nuttall, I Romero, & J Kalesnik, *Assessing and Screening Preschoolers: Psychological and Educational Dimensions*, Allyn & Bacon, 1999.

465-403 CTP41 Inclusive Curriculum**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Glenda MacNaughton**Prerequisites:** 465-305 CTP31 and 465-306 CTP32, or equivalent**Corequisites:** Practicum 4**Contact:** Lectures, workshops and tutorials totalling 36 hours (*Semester 1*).

Description: This subject will explore the relationships between children's learning and approaches to equity and social justice commonly used in the early childhood curriculum. It will use research concerning the impact of race, cultural background, gender, class and disability on young children's educational experiences to introduce students to current debates about equity and social justice in the early childhood curriculum. In particular, students will focus on the debate surrounding the equity implications of the educational goals and practices of developmentally appropriate practice. This will serve as a background against which students will critically evaluate their own curriculum discourses and will be introduced to skills in designing and evaluating inclusive curriculum for young child.

Assessment: Essays and assignments totalling 4000 words.

465-404 ECP41 Leadership & Advocacy**Credit points:** 12.5**HECS-band:** 2**Coordinator:** Manjula Waniganayake**Prerequisites:** 465-307 ECP31, or equivalent**Contact:** Lectures, tutorials and workshops totalling 36 hours (*Semester 2*).

Description: This subject is concerned with understanding the notion of leadership within the early childhood profession. Topics will include conceptualising the nature of leadership in early childhood, global perspectives and emergent models; working with parents, colleagues and other professionals; developing networks and working with government and non-government agencies; methods of communication and identification of typical problems associated with the communication process; nature of decision-making in the centre; sources of power and influence; and policy development and the role that early childhood professionals may play as advocates engaged in a wider societal context.

Assessment: Essays and assignments totalling 4000 words.

465-405 ECP42 Administrative Processes**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Manjula Waniganayake

Prerequisites: 465-307 ECP31, or equivalent

Contact: Lectures, tutorials and workshops (or equivalent) totalling 36 hours (*Semester 1*).

Description: This subject provides an introduction to the study of administration in early childhood. With the use of organisational theory, it will explore a variety of administrative processes used in early childhood settings. Topics will include the importance of financial accountability; introduction to budgets, business plans and other financial reports; establishment and maintenance of record-keeping systems including enrolments, staff records, rosters and inventories; as well as administration of policies and procedures regarding various aspects such as excursions, newsletters, and handling complaints. The application of computer-related technologies such as databases and spreadsheets, and the selection and use of software packages to enhance administration in early childhood, will be included as appropriate.

Assessment: A 2-hour exam, and assignments totalling 2000 words or equivalent.

465-406 ECP43 Managing The Centre

Credit points: 12.5

HECS-band: 1

Coordinator: Sheralyn Campbell

Prerequisites: 465-307 ECP31, or equivalent

Contact: Lectures, tutorials and workshops totalling 36 hours (*Semester 1*).

Description: A brief introduction to management and organisation theory with special emphasis on organisation structure and management style. The key characteristics of the formal and informal organisation will be identified and their relevance to the management process will be considered. Topics will include a study of some key management processes: staff relations, job satisfaction and motivation and the reasons for staff turnover; organising time and space in the centre; a consideration of the role of the management committee and the relationship of the coordinator to the committee; the composition of committees and the implications of having parents as employers; promoting the centre in a turbulent environment and an examination of some key strategies in marketing; and an analysis of case studies derived from the experience of personnel in the field which reflect problems and tensions which impact on the coordinator.

Assessment: Essays and assignments totalling 4000 words or equivalent.

465-407 Special Research Study

Note: Students cannot be credited with both this subject and Special Research Study (Honours)

Credit points: 12.5

HECS-band: 1

Coordinator: Christine Ure

Prerequisites: Enrolment in or completion of at least 350 points of the degree, including credit, or equivalent.

Contact: Methodology classes, supervision sessions and seminars, as arranged (*Semester 2*).

Description: An introduction to the ethics of human research, research methodology and design and its application to research in the early childhood field. Students will implement a small research project. The topic for this research will be drawn from the major strands of the degree program and may reflect issues in child development, curriculum theory and practice or management and leadership issues concerning the role of the early childhood professional. The project will enable students to work independently or conjointly in small groups and with guidance from a lecturer with expertise in the selected area, develop a research project. Students will identify an aspect of research and undertake a literature review with the view to developing a research question and choosing an appropriate research methodology. In the case of group projects each student will be required to present an independent literature review in order to develop an integrated set of research questions. Students will examine the collection and analysis of data and present a research report in which they demonstrate the ability to interpret and discuss the findings.

Assessment: A research project report of 5000 words, or equivalent.

465-416 Special Research Study (Honours)

Note: Students cannot be credited with both this subject and 465-407 Special Research Study.

Credit points: 12.5

HECS-band: 1

Coordinator: Christine Ure

Prerequisites: Enrolment in or completion of at least 350 points of the degree, including credit, or equivalent.

Contact: Methodology classes, supervision sessions and seminars, as arranged (*Semester 2*).

Description: An introduction to the ethics of human research and the application of research to the early childhood field. The research process will be examined with the view to developing a research project suitable for independent investigation. Students will implement a research project with guidance from a lecturer with expertise in the selected area. Students will be

required to demonstrate an ability to work independently in a concentrated way over an extended period. The topic for research will be drawn from the major strands of the degree program and may reflect issues in child development, curriculum theory and practice or management and leadership issues concerning the role of the early childhood professional. Students will identify an aspect of research and undertake a literature review with the view to developing a research question and choosing an appropriate research methodology. Students will then collect and analyse data using appropriate quantitative or qualitative methods and present a research report in which they demonstrate the ability to interpret and discuss their findings.

Assessment: A research project report of 7000 words, or equivalent.

465-428 Practicum 4D

Note: This subject is only available to students upgrading from the Diploma of Social Science (Child Care Services)

Availability: Available in either internal or external mode of study

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Pre or Corequisites: 465-301 CDS31 Language, Literacy & Numeracy (*p.11*)

Contact: Twenty-two days practicum as described in the Practicum Handbook (*Year long*).

Description: Students will demonstrate their ability to teach effectively children aged 3-5, as they plan, implement and evaluate a quality program. Their practice will be informed by sound theoretical and philosophic understandings of an integrated curriculum and equity issues, professional ethics, administration and management and their ability to critically evaluate and reflect on their attitudes and behaviour, in order to enhance professional growth and develop leadership skills.

Assessment: Satisfactory completion of all practical and written requirements as specified in the Practicum Manual.

Prescribed texts: G MacNaughton, & G Williams, *Techniques for Teaching Young Children: Choices in Theory and Practice*.

465-429 Practicum 4E

Note: This subject is only available to students upgrading from the Diploma of Social Science (Child-Care Services)

Availability: Available in either internal or external mode of study

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Pre or Corequisites: 465-428 Practicum 4D (*p.13*)

Contact: Twenty-three days practicum as described in the Practicum Handbook (*Year long*).

Description: Students will demonstrate their ability to teach effectively children aged 3-5, as they plan, implement and evaluate a quality program. Their practice will be informed by sound theoretical and philosophic understandings of an integrated curriculum and equity issues, professional ethics, administration and management and their ability to critically evaluate and reflect on their attitudes and behaviour, in order to enhance professional growth and develop leadership skills.

Assessment: Satisfactory completion of all practical and written requirements as specified in the Practicum Manual.

Prescribed texts: G MacNaughton, & G Williams, *Techniques for Teaching Young Children: Choices in Theory and Practice*.

Subject descriptions: Parkville program prior to 1998

Third year

466-362 The Early Childhood Professional 3A

Availability: Available only to students who are enrolled in the Bachelor of Early Childhood Studies program offered prior to 1998

Credit points: 16.7

HECS-band: 1

Coordinator: Jane Page

Prerequisites: The Early Childhood Professional 2 or approved equivalent.

Contact: Two 1-hour lectures and a 1-hour tutorial/workshop each week (*Not Offered*).

Description: Topics include a study of the various roles undertaken by the early childhood professional as a leader, advocate, decision-maker and evaluator and the knowledge required to carry these out effectively; the nature of political processes as it affects their roles; strategies for working with such people as parents and human services personnel; and a study of key documents such as the Code of Ethics developed for the early childhood field, and relevant occupational health and safety legislation.

Assessment: Written tasks totalling 5000 words which may include essays and an examination.

466-363 The Early Childhood Professional 3B

Availability: Available only to students who are enrolled in the Bachelor of Early Childhood Studies program offered prior to 1998

Credit points: 16.7

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: The Early Childhood Professional 2 or approved equivalent.

Contact: Two 1-hour lectures and a 1-hour tutorial each week. Students should also spend time on the practical application of computer programmes to administrative tasks (*Not Offered*).

Description: This subject is an introductory study of some basic organisational and administrative theories as they relate to practice within selected early childhood services. Topics include organisational skills such as management of different categories of staff, staff appraisal and time management; basic administrative responsibilities associated with early childhood services including budgeting, record-keeping, enrolment processes and the use of computer applications in these areas; administrative implications of government policy relating to funding issues, accreditation and industrial relations; and the role of parents in the management of children's services and implications for the early childhood professional.

Assessment: Written tasks totalling 5000 words which may include essays and an examination.

466-364 Curriculum 3A

Availability: Available only to students who are enrolled in the Bachelor of Early Childhood Studies program offered prior to 1998.

Credit points: 16.7

HECS-band: 1

Coordinator: Glenda MacNaughton

Prerequisites: Curriculum 2 or approved equivalent.

Contact: A 1-hour lecture and a 2-hour tutorial/workshop each week, or equivalent (*Semester 1*).

Description: A critical exploration of the relationship between quality and equalities issues within the early childhood curriculum, and the role of early childhood educational services in addressing these issues. Topics will include differing theoretical approaches to ethnicity, gender, disability, class and integrated arts and science in the early childhood curriculum; inclusive approaches to equalities issues in an integrated arts and sciences curriculum.

Assessment: A 2500-word assignment and a 2500-word equivalent project. Students must pass each piece of assessment to obtain a pass in the subject.

Prescribed texts: B Creaser and E Dau, *The Anti-Bias Approach in Early Childhood*, Addison Wesley, 1996.

466-365 Curriculum 3B

Availability: Available only to students who are enrolled in the Bachelor of Early Childhood Studies program offered prior to 1998

Credit points: 16.7

HECS-band: 1

Coordinator: Glenda MacNaughton

Prerequisites: The Early Childhood Professional 2 and Curriculum 2 or approved equivalent.

Contact: Sixty-one days practicum (51 days program for children either 0-3 or 3-5 years and 10 days in preferential placement as described in the Practicum Handbook) plus a 2-hour workshop/tutorial each week for 12 weeks, and a 2-hour intensive preparation program for preferential placement (*Year long*).

Description: Students will demonstrate their ability to work effectively with children either 0-3 or 3-5, as they plan, implement and evaluate a quality program. Their practice will be informed by sound theoretical and philosophic understandings of an integrated curriculum and equity issues, professional ethics, administration and management; and their ability to critically evaluate and reflect on their attitudes and behaviour, in order to enhance professional growth and develop leadership skills. Student skills will be further developed by a preferential placement in one of a wide range of services catering for children.

Assessment: Practicum assessment: satisfactory completion of 61 days practicum including practical and written requirements as specified in the Practicum Handbook.

Subject descriptions: Pathways Program 1999, 2000, 2001 and 2002

First year

465-111 CFS12P Arts 1

Credit points: 12.5

HECS-band: 1

Coordinator: Robert Brown

Contact: This class is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject introduces the arts in early childhood, focusing on dance/music and visual arts and their role in the world of the young child. Connections will be made with a variety of theoretical perspectives, drawn from human development, symbolic communication, education, aesthetics and cross-cultural studies. The subject will investigate theoretical and practical studies in areas of arts-based teaching and learning within the early childhood environment.

Assessment: Essays and assignments totalling 4000 words

465-112 CTP11P Teaching and Learning

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Contact: This subject is offered in external mode. There will be an on-campus program (*Semester 1*).

Description: This subject will introduce students to the principles which underpin the early childhood curriculum. In particular it will explore the concept of the child-centred, developmental approach to curriculum planning, with its emphasis on learning processes rather than teaching strategies. The validity of this pervasive model of best practice will be evaluated in the light of developmental and social problems that confront many children. The subject will also highlight the unique focus of the early childhood curriculum in designing environments and devising legitimate forms of observational assessment, appropriate goals, content and educational strategies to meet the individual needs of young children. Students will be introduced to some key national and professional debates on educational issues which create dilemma for developmentally appropriate practice.

Assessment: Assignments totalling 2000 words and a 2-hour examination.

Prescribed texts: L Arthur et al., *Programming and Planning in Early Childhood Settings*, 2nd edition, Harcourt Brace.

465-212 CDS22P Socialisation and Identity

Credit points: 12.5

HECS-band: 1

Coordinator: Glenda MacNaughton

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: Students will undertake a study of the individual's construction of a sense of self-focusing on the relationships between social structures such as race, gender, class and sexuality and young children's identity formation. Research-based case studies will be used to explore how contrasting theoretical perspectives, including socialisation theory, explain these relationships. There will be a particular emphasis on the differences between cultural transmission and social construction theories and the influence of modernist and post-modernist understandings of the individual within these theories. This will include tracing the recent shift away from the concepts of socialisation and role to explain identity formation towards the explanatory concepts of discourse, subject positioning and subjectivities. The influence of this shift in research on young children's identity formation in early childhood will be explored.

Assessment: Essays and assignments totalling 4000 words

485-255 CFS21P Mathematics

Credit points: 12.5

HECS-band: 1

Coordinator: To be Advised

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: This subject will examine the theoretical bases of early mathematical thinking, learnings and concepts. It will explore the ways mathematical concept development can be integrated in an early childhood curriculum and it will identify strategies which enhance mathematical learning opportunities for young children. There will be opportunities to explore statistical concepts used in early childhood research.

Assessment: Essays and assignments totalling 4000 words.

Second year

465-213 CDS23P Play & Development

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Contact: This class is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: A study of the role of play in learning from early exploratory play to complex, cooperative, symbolic play. The stages of play development in the social, cognitive and linguistic domains will be outlined, drawing on the foundation research of Parten and Piaget and more recent research. The processes by which play becomes more sophisticated and the role it plays in social and cognitive development will be examined with particular emphasis on the role of adults and peers in play development. Research on gender and class differences and the effect of disability on play behaviour will also be explored. Theories explaining these differences will be examined. This information will be used to evaluate the appropriateness of developmental scales of play behaviour to monitor the development of young children and plan their learning experiences.

Assessment: A 2-hour examination and a research project based on observations of children's play, equivalent to 2000 words

Prescribed texts: F Hughes, *Children, Play and Development*, 2nd edition, Allyn and Bacon, 1995.

465-313 CDS31P Language, Literacy & Numeracy

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Prerequisites: 465-212 CDS22P Socialisation and Identity (*p.14*) or equivalent

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject provides a study of child language and symbolic development and the role of language in early literacy. The interactional processes that facilitate this development will be emphasised. Explanations of language development will be explored with reference to psychological theories such as learning theory, nativist theory, social interactional theories and their more recent modifications. A study of more alternative views of the development of number awareness and numeracy competence with reference to some important cross-cultural studies. The relationship between the development of meta-cognitive/meta-linguistic competence and literacy/numeracy competence will be explored. Topics to be covered include the child's developing phonological, syntactic, semantic, pragmatic and orthographic awareness; the role of the family in literacy development; the development of representational abilities and inter-generational literacy.

Assessment: Written assignments totalling 2000 words and a 2-hour examination

Prescribed texts: A Garton & C Pratt, *Learning to be Literate: the Development of Spoken and Written Language*, 2nd ed, Basil Blackwell, 1997.

465-315 CTP31P Curriculum 3-5

Credit points: 12.5

HECS-band: 1

Coordinator: Jane Page

Prerequisites: 465-112 CTP11P Teaching and Learning (*p.14*) or equivalent

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject will extend students' understandings of the roles and responsibilities of early childhood professionals as curriculum designers by focusing on children 3-5 years of age and beyond. It will explore how integrated curriculum planning works for children with diverse needs. It will also focus on processes of planning and programming, designing effective environments and guiding children's behaviour. Resources, different forms of developmental and educational data collection and curriculum evaluation strategies will also be explored.

Assessment: Assignments totalling 4000 words.

Prescribed texts: L Arthur et al., *Programming and Planning for Children in Early Childhood Settings*, 2nd ed, Harcourt Brace, 1996.

485-358 CFS31P Information Technology

Note: Students undertaking this subject must either have access to computer equipment that meets the faculty's minimum specifications, or be able to attend the University for intensive practical sessions.

Credit points: 12.5

HECS-band: 1

Coordinator: Dianne Chambers

Prerequisites: 485-255 CFS21P Mathematics (*p.14*) or equivalent.

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: This subject is an introduction to uses of computers and related technologies in early childhood settings for children, for early childhood professionals and for professional development. Students will be introduced to a range of computer applications appropriate to the early childhood professional for use in the workplace and for ongoing professional development. Topics may include effective and appropriate use of the WWW for children and for early childhood professionals, information literacy, and methodologies for evaluating software and web resources will be examined.

Assessment: Assignments and projects equivalent to 4000 words.

Prescribed texts: S W Haugland and J L Wright, *Young Children and Technology*, Allyn and Bacon.

Third Year

465-312 Practicum 3 P

Credit points: 18.75

HECS-band: 1

Coordinator: Glenda MacNaughton

Contact: Thirty-five days practicum in a service for children aged 0-5 years (*Year long*).

Description: Students will increase their responsibility for the program and its implementation culminating in three weeks total responsibility. Skills of observation will include a focus on at least six individual children and plans for these will be incorporated in plans for the whole group. Planning will include all the predicted events of the children's time at the centre. Communication in closer work with children and adults will maintain and extend skills achieved in previous years practicum in management of the whole group of children in routine and informal times of the day. Students will critically reflect on the implementation of the regulations and code of ethics which govern children's services. Students will have the opportunity to extend their understandings of other BECS3 subjects within a practical setting.

Assessment: 35 days of practicum, and associated written tasks as specified in the BECS 3 Practicum manual.

465-314 CDS32P Developmental Differences

Credit points: 12.5

HECS-band: 1

Coordinator: Jennifer Standish

Prerequisites: CDS22P and CDS23P, or equivalent

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: A study of the effects of a range of developmental differences commonly found in young children. A major focus will be on how children's behaviour relates to brain structure and function; the organisation of the brain and principles of neural development. Anomalies of development will be considered through examination of current research on links between brain and behaviour in, for example, attention deficit hyperactivity disorder, autism, Tourette's syndrome, learning disabilities, dyslexia, aphasia, epilepsy, and cerebral palsy. Congenital anomalies, including spina bifida and heart malformations. Causes and consequences of intellectual disability. Behavioural disorders including fears, phobia and anxiety, eating and sleeping disorders, stress and aggression. Sensory impairment, especially hearing and visual impairment. Genetic disorders such as Down syndrome, cystic fibrosis and thalassaemia. For research skill development, where appropriate, students will identify a research question and design a simple project to answer that question.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: A Talay-Ongan, *Typical and Atypical Development in Early Childhood*, Memo, 2000.

465-316 CTP32P Curriculum Design 2

Credit points: 6.25

HECS-band: 1

Coordinator: Kay Margetts

Prerequisites: CTP11P or equivalent

Contact: This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject provides students with the opportunity to develop an understanding of how beliefs, attitudes and values contribute to the development of a professional philosophy and underpin personal practical knowledge. Content will draw on a range of early childhood curriculum models. Students will also be expected to draw on previous theoretical studies and experience in order to articulate a set of principles, strategies and content which consolidates their current curriculum knowledge. There will be strong emphasis on reflective practice which will be used as a paradigm for self-evaluation and professional development.

Assessment: Assignments totalling 2000 words.

465-424 ECP42P Administrative Processes**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Manjula Waniganayake**Contact:** This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject provides an introduction to the study of administration in early childhood. With the use of organisational theory, it will explore a variety of administrative processes used in early childhood settings. Topics will include the importance of financial accountability; introduction to budgets, business plans and other financial reports; establishment and maintenance of record-keeping systems including enrolments, staff records, rosters and inventories; as well as administration of policies and procedures regarding various aspects such as excursions, newsletters, and handling complaints. The application of computer-related technologies such as databases and spreadsheets, and the selection and use of software packages to enhance administration in early childhood, will be included as appropriate.

Assessment: A 2-hour exam, and assignments totalling 2000 words or equivalent.

Fourth Year**465-420 CDS41P Social Diversity****Credit points:** 12.5**HECS-band:** 1**Coordinator:** Trevor Hay**Prerequisites:** CDS31P and CDS32P or equivalent**Contact:** This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: A study of the impact of culture, ethnicity, class, gender and disability on social functioning and development. An exploration of cultural diversity, with an emphasis on ethnicity and the relationship between culture, language and early childhood development. An examination of Australian and international approaches to ethnic minority status, cultural pluralism and bilingualism. Research skill development will consist of critical analysis of the effectiveness and validity of some key social and educational policies in the light of theoretical understanding of early childhood development and the diversity of Australian society.

Assessment: Essays and assignments totalling 4000 words.

465-422 CTP41P Inclusive Curriculum**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Glenda MacNaughton**Prerequisites:** CTP31P and CTP32P or equivalent**Contact:** This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: This subject will explore the relationships between children's learning and approaches to equity and social justice commonly used in the early childhood curriculum. It will use research concerning the impact of race, cultural background, gender, class and disability on young children's educational experiences to introduce students to current debates about equity and social justice in the early childhood curriculum. In particular, students will focus on the debate surrounding the equity implications of the educational goals and practices of developmentally appropriate practice. This will serve as a background against which students will critically evaluate their own curriculum discourses and will be introduced to skills in designing and evaluating inclusive curriculum for young children.

Assessment: Essays and assignments totalling 4000 words.

465-425 ECP43P Managing the Centre**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Manjula Waniganayake**Contact:** This subject is offered in external mode and there will be no regular class contact (*Semester 1*).

Description: A brief introduction to management and organisation theory with special emphasis on organisation structure and management style. The key characteristics of the formal and informal organisation will be identified and their relevance to the management process will be considered. Topics will include a study of some key management processes: staff relations, job satisfaction and motivation and the reasons for staff turnover; organising time and space in the centre; a consideration of the role of the management committee and the relationship of the coordinator to the committee; the composition of committees and the implications of having parents as employers; promoting the centre in a turbulent environment and an examination of some key strategies in marketing; and an analysis of case studies derived from the experience of personnel in the field which reflect problems and tensions which impact on the coordinator.

Assessment: Essays and assignments totalling 4000 words or equivalent.

485-359 CFS32P Science**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Jo Sadler**Contact:** This subject is offered in external mode and there will be no regular class contact (*Semester 2*).

Description: The relevance of science to young children; selected aspects of biological and physical science that are relevant to early childhood educators, with integration of environmental concepts; identification of appropriate activities and materials to promote science learning in early childhood. Research skill development; where appropriate, students will identify a research question and design a simple project to answer that question.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Subject descriptions: Pathways Program prior to 1999**Second year****466-366 Curriculum 3A EXT****Availability:** Available only to repeating students**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Sheralyn Campbell**Contact:** This subject is offered in external mode and there will be no regular class contact (*Not Offered*).

Description: This subject offers a critical exploration of the relationship between quality and equalities issues within the early childhood curriculum, and the role of early childhood educational services in addressing these issues. Topics will include differing theoretical approaches to ethnicity, gender, disability, class and integrated arts and science in the early childhood curriculum; inclusive approaches to equalities issues in an integrated arts and sciences curriculum.

Assessment: A 2500-word assignment and a 2500-word equivalent project. Students must pass each piece of assessment to obtain a pass in the subject.

Prescribed texts: B Creaser and E Dau, *The Anti-Bias Approach in Early Childhood*, 2nd ed, Harper Education, 1999.

Third year**466-367 The Early Childhood Professional 3A EXT****Availability:** Available only to repeating students**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Margaret Coady**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Year long*).

Description: This subject offers a study of the various roles undertaken by the early childhood professional as a leader, advocate, decision-maker and evaluator and the knowledge required to carry these out effectively. The nature of political processes as it affects their roles. Strategies for working with such people as parents and human services personnel. A study of key documents such as the Code of Ethics developed for the early childhood field, and relevant occupational health and safety legislation.

Assessment: Written tasks totalling 5000 words which may include essays and an examination.

466-389 CDS3G Ethical Issues in Childrearing EXT**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Margaret Coady**Prerequisites:** 466-277 CDS2A Aspects of Development EXT or approved equivalent**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Semester 2*).

Description: A range of ethical issues in the upbringing of children will be studied. Topics will include the nature and limits of parental authority; state regulation and intervention in families; the ethical issues raised by family relationships; the differing roles of state, parents and professionals in the upbringing of children; surrogate decision-making for children; children's and parents' rights; ethical regulation in professions concerned with children; cross-cultural considerations in evaluating child abuse and neglect; and ethical questions in research on children.

Assessment: Written tasks totalling 5000 words.

466-392 CDS3C Personality Development EXT**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Jennifer Standish**Prerequisites:** 466-277 CDS2A Aspects of Development EXT or approved equivalent.**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Semester 2*).**Description:** A range of personality theories which have relevance to the development of children will be studied. The nature of personality and of theories will be considered. Approaches to the study of personality to be evaluated will include the psychodynamic (Freud, Jung), socio-cultural (Adler, Erikson), trait (Cattell, Eysenck), learning (Bandura) and existential-humanistic (Maslow, Rogers).**Assessment:** Written work to the equivalent of 5000 words will be graded. A number of small exercises are to be submitted as hurdle requirements.**Prescribed texts:** C F Monte, *Beneath the Mask: An Introduction to Theories of Personality*, 6th ed, Harcourt Brace, 1999.**466-393 CDS3A Diversity & Development EXT****Availability:** Available only to repeating students**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Jennifer Standish**Prerequisites:** 466-277 CDS2A Aspects of Development EXT or approved equivalent.**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Not Offered*).**Description:** This subject critically evaluates the key theories of development to determine the contribution made to the understanding of individual differences. Topics include the diversity found in the psychological aspects of development including cognition and intellect, communication, and social behaviour and relationships; consideration of methods of assessment of these areas; patterns of inheritance and characteristics of common genetic disorders such as Down syndrome and cystic fibrosis; prenatal and perinatal factors influencing development; common congenital conditions, including those affecting the central nervous system and the heart; hearing and visual impairment; and practical implications of developmental diversity for children, families and society.**Assessment:** A 2.5-hour examination, a 2500 word assignment and the submission of a number of small exercises which will not be graded but are regarded as hurdle requirements.**466-397 CDS3E Social Inequality EXT****Credit points:** 16.7**HECS-band:** 1**Coordinator:** Trevor Hay**Prerequisites:** 466-277 CDS2A Aspects of Development EXT or approved equivalent**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Not Offered*).**Description:** A range of theories, concepts and issues relevant to understanding the significance and salience of social inequality in Australia during early childhood in relation to class, ethnicity, gender and disability will be studied. This will include theories of pluralism, power and stratification; and concepts such as disadvantage, discrimination and prejudice and issues such as the causes and consequences of poverty and the impact of structural inequality on access to and participation in early childhood programs. There will be a specific focus on the nature of social inequality in Australian society in relation to child rearing and its relevance for early childhood programs.**Assessment:** A total of 5000 words which may include an essay and an examination.**Fourth year****466-330 CDS3B Gender Development EXT (Y)****Availability:** Not available in 2001**Credit points:** 16.7**HECS-band:** 1**Coordinator:** Glenda MacNaughton**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Not Offered*).**Description:** This subject will critically explore dominant approaches to gender development, contrasting individual with social construction approaches, including production and social reproduction theories. Students will explore current research literature on the social and cultural construction of gender in early childhood education, in family life and in popular culture, concentrating on the discursive production of femininity and masculinity in childhood and

the impact on children's gender development of the commodification of gender.

Assessment: A total of 5000 words which may include a project or an assignment.**466-370 Curriculum 3B EXT****Credit points:** 16.7**HECS-band:** 1**Coordinator:** Glenda MacNaughton**Contact:** Sixty-one days practicum (46 days in program for children either 0-3 or 3-5 years and 15 days in preferential placement as described in the Practicum Handbook. This subject is offered in external mode (*Year long*).**Content:** Students will demonstrate their ability to work effectively with children either 0-3 or 3-5, as they plan, implement and evaluate a quality program. Their practice will be informed by sound theoretical and philosophic understandings of an integrated curriculum and equity issues, professional ethics, administration and management; and their ability to critically evaluate and reflect on their attitudes and behaviour, in order to enhance professional growth and develop leadership skills. Student skills will be further developed by a preferential placement in one of a wide range of services catering for children.**Assessment:** Practicum assessment: satisfactory completion of all practical and written requirements as specified in the Practicum Handbook.**466-390 CDS3G Ethical Issues:Childrearing EXT(Y)****Credit points:** 16.7**HECS-band:** 1**Coordinator:** Margaret Coady**Prerequisites:** 466-377 CDS2A Aspects of Development EXT or approved equivalent**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Year long*).**Description:** A study of a range of ethical issues in the upbringing of children. Topics will include the nature and limits of parental authority; state regulation and intervention in families; the ethical issues raised by family relationships; the differing roles of state, parents and professionals in the upbringing of children; surrogate decision-making for children; children's and parents' rights; ethical regulation in professions concerned with children; cross-cultural considerations in evaluating child abuse and neglect; ethical questions in research on children.**Assessment:** Written tasks totalling 5000 words.**466-391 CDS3C Personality Development EXT (Y)****Credit points:** 16.7**HECS-band:** 1**Coordinator:** Jennifer Standish**Prerequisites:** 466-277 CDS2A Aspects of Development EXT or approved equivalent.**Contact:** This subject is offered in the external mode (*Year long*).**Description:** A range of personality theories which have relevance to the development of children will be studied. The nature of personality and of theories will be considered. Approaches to the study of personality to be evaluated will include the psychodynamic (Freud, Jung), socio-cultural (Adler, Erikson), trait (Cattell, Eysenck), learning (Bandura) and existential-humanistic (Maslow, Rogers).**Assessment:** Written work to the equivalent of 5000 words will be graded. A number of small exercises are to be submitted as hurdle requirements.**Prescribed texts:** C F Monte, *Beneath the Mask: An Introduction to Theories of Personality*, 6th ed, Harcourt Brace, 1999.**466-394 The Early Childhood Professional 3B EXT****Credit points:** 16.7**HECS-band:** 1**Coordinator:** Manjula Waniganayake**Contact:** This subject is offered in the external mode and there will be no regular class contact (*Semester 1*).**Description:** This subject is an introductory study of some basic organisational and administrative theories as they relate to practice within selected early childhood services. Topics include organisational skills such as management of different categories of staff, staff appraisal and time management; basic administrative responsibilities associated with early childhood services including budgeting, record-keeping, enrolment processes and the use of computer applications in these areas; administrative implications of government policy relating to funding issues, accreditation and industrial relations; and the role of parents in the management of children's services and implications for the early childhood professional.**Assessment:** Written tasks totalling 5000 words which may include essays and an examination.

Subject descriptions: Singapore Program

First year

465-109 CDS11S Child Family & Society

Credit points: 12.5

HECS-band: 1

Coordinator: Margaret Coady

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: This subject draws on the disciplines of history, politics, philosophy and sociology to examine the influences shaping the development of young children in Australian society. It examines children and families from a cross-cultural and historical perspective, focusing on the social construction of parenting and motherhood; changing family structures and social circumstances; an examination of government policies affecting immigration, population and settlement; the impact of non-parental and institutional care on children and families; the role of schools in the nurturing of children; the influence of the media on children's attitudes and behaviour and on societal views of family life. These issues will be explored against a backdrop of the changing concepts and images of childhood.

Assessment: A 2-hour examination and a 2000 word paper.

465-110 CFS12S Arts 1

Credit points: 12.5

HECS-band: 1

Coordinator: Robert Brown

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: This subject introduces the arts in early childhood, focusing on dance, music and visual arts and their role in the world of the young child. Connections will be made with a variety of theoretical perspectives, drawn from human development, symbolic communication, education, aesthetics and cross-cultural studies. The subject will investigate theoretical perspectives through case study analyses.

Assessment: Essays and assignments totalling 4000 words.

465-208 CDS23S Play & Development

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Prerequisites: 465-109 CDS11S Child Family & Society (*p.18*) or equivalent

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: The role of play in learning from early exploratory play to complex cooperative, symbolic play will be studied. The stages of play development in the social, cognitive and linguistic domains will be outlined, drawing on the foundation research of Parten and Piaget and more recent research. The processes by which play becomes more sophisticated and the role it plays in social and cognitive development will be examined with particular emphasis on the role of adults and peers in play development. Research on gender and class differences and the effect of disability on play behaviour will also be explored. Theories explaining these differences will be examined. This information will be used to evaluate the appropriateness of developmental scales of play behaviour to monitor the development of young children and plan their learning experiences.

Assessment: A 2-hour examination and a research project based on observations of children's play, equivalent to 2000 words.

Prescribed texts: F Hughes, *Children, Play and Development*, 2nd ed, Allyn and Bacon, 1995.

465-209 CTP21S Curriculum 0-3

Credit points: 12.5

HECS-band: 1

Coordinator: Kay Margetts

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: The focus of this subject is on the components of best practice in programs for infants and toddlers, and the provision of high quality care and education. Key areas of curriculum for children 0-3 years will be studied, including adult-child interaction, caregiving routines, play, developmental appropriateness, and individualised planning. Emphasis will be given to the relationship between developmental sequences in children under three and curriculum implications. Students will be exposed to curriculum strategies which recognise young children as an active participants in their own learning. Students will review and evaluate appropriate activities, learning environments, curriculum resources, and guidance strategies for children from birth to three years.

Assessment: Essay and assignments totalling 4000 words.

Prescribed texts: J Gonzales-Mena, and D Eyer., *Infants, Toddlers and Carers*, 4th ed, Mayfield Publishing, 1997.

465-408 ECP41S Leadership & Advocacy

Credit points: 12.5

HECS-band: 2

Coordinator: Manjula Waniganayake

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: This subject is concerned with understanding the notion of leadership within the early childhood profession. Topics will include conceptualising the nature of leadership in early childhood, global perspectives and emergent models; working with parents, colleagues and other professionals; developing networks and working with government and non-government agencies; methods of communication and identification of typical problems associated with the communication process; nature of decision-making in the centre; sources of power and influence; policy development and the role that early childhood professionals may play as advocates engaged in a wider societal context.

Assessment: Essays and assignments totalling 4000 words.

Second year

465-308 CDS31S Language, Literacy & Numeracy

Availability: Available only to repeating students in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Kevin Fell

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: Child language, symbolic and literacy development and the role of language in early literacy and numeracy will be studied. The interactional processes that facilitate this development will be emphasised. Explanations of language development will be explored with reference to theories such as learning theory, nativist theory, social interactional theories and their more recent modifications. A study of alternative views of the development of number awareness and numeracy competence with reference to different curriculum approaches to numeracy. The relationship between the development of meta-cognitive/meta-linguistic competence and literacy/numeracy competence will be explored. Topics to be covered include the child's developing phonological, syntactic, semantic, pragmatic and orthographic awareness; the role of the family in literacy development; and the development of representational abilities and inter-generational literacy.

Assessment: A 2-hour examination and a 2000 word essay.

Prescribed texts: A Garton, and C Pratt, *Learning to Be Literate; The Development of Spoken and Written Language*, 2nd edition, Basil Blackwell, 1997.

465-310 CTP31S Curriculum 3-5

Credit points: 12.5

HECS-band: 1

Coordinator: Kay Margetts

Prerequisites: 465-209 CTP21S Curriculum 0-3 (*p.18*) or equivalent

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: This subject will extend students' understandings of the roles and responsibilities of early childhood professionals as curriculum designers by focusing on best practice in programs for children 3-5 years of age and beyond. It will explore how integrated curriculum planning works for children with diverse needs. It will also focus on processes of planning and programming, designing effective environments and guiding children's behaviour. Resources, different forms of developmental and educational data collection and curriculum evaluation strategies will also be explored.

Assessment: Assignments totalling 2000 words.

Prescribed texts: L Arthur et al., *Programming and Planning for Children in Early Childhood Settings*, 2nd edition, Harcourt Brace, 1996.

465-311 CDS32S Developmental Differences

Availability: Available only to repeating students in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Jennifer Standish

Prerequisites: 465-208 CDS23S Play & Development (*p.18*)

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: The effects of a range of developmental differences commonly found in young children will be studied. Anomalies of development will be considered through examination of current understandings of brain behaviour relationships in conditions such as attention deficit hyperactivity disorder, autism, learning disabilities, dyslexia, specific language impairments, epilepsy, and cerebral palsy. Further topics may include congenital anomalies,

such as spina bifida and heart malformations; causes and consequences of intellectual disability; disorders of eating and sleeping; fears, phobias and anxiety; stress, depression and aggression; sensory impairment especially of hearing and vision; and genetic disorders such as Down syndrome, cystic fibrosis and thalassaemia.

Assessment: Assignment(s) totalling 2000 words, and a 2-hour written examination.

Prescribed texts: A Talay-Ongan, *Typical and Atypical Development in Early Childhood*, Memo, 2000.

465-409 CDS41S Social Diversity

Availability: Available only to repeating students in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Trevor Hay

Prerequisites: 465-308 CDS31S Language, Literacy & Numeracy (*p.18*) and 465-311 CDS32S Developmental Differences (*p.18*) or equivalent

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: The impact of culture, ethnicity, class, gender and disability on social functioning and development will be studied. Cultural diversity, with an emphasis on ethnicity and the relationship between culture, language and early childhood development will be explored. Australian and international approaches to ethnic minority status, cultural pluralism and bilingualism will be explored. Research skill development will consist of critical analysis of the effectiveness and validity of some key social and educational policies in the light of theoretical understanding of early childhood development and the diversity of Australian society.

Assessment: Essays and assignments totalling 4000 words.

465-413 ECP43S Managing The Centre

Availability: Available only to repeating students in 2002

Credit points: 12.5

HECS-band: 1

Coordinator: Glenda MacNaughton

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 2*).

Description: This subject introduces management and organisation theory with special emphasis on organisation structure and management style. The key characteristics of the formal and informal organisation will be identified and their relevance to the management process will be considered. Topics may include a study of some key management processes: staff relations, job satisfaction and motivation and the reasons for staff turnover; organising time and space in the centre; a consideration of the role of the management committee and the relationship of the coordinator to the committee; the composition of committees and the implications of having parents as employers; promoting the centre in a turbulent environment and an examination of some key strategies in marketing; and an analysis of case studies derived from the experience of personnel in the field which reflect problems and tensions which impact on the coordinator.

Assessment: Essays and assignments totalling 4000 words or equivalent.

485-362 CFS31S Information Technology

Availability: Available only to repeating students in 2002

Credit points: 12.5

HECS-band: 2

Coordinator: Dianne Chambers

Prerequisites: 465-110 CFS12S Arts 1 (*p.18*) or equivalent

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: This subject is an introduction to uses of computers and related technologies in early childhood settings for children, for early childhood professionals and for professional development. Students will be introduced to a range of computer applications appropriate to the early childhood professional for use in the workplace and for ongoing professional development. Topics may include effective and appropriate use of the WWW for children and for early childhood professionals, information literacy, and methodologies for evaluating software and web resources will be examined

Assessment: Assignments and projects equivalent to 4000 words

Prescribed texts: S W Haugland and J L Wright, *Young Children and Technology*, Allyn and Bacon.

Third year

465-410 ECP42S Administrative Processes

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 465-408 ECP41S Leadership & Advocacy (*p.18*) or equivalent

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: This subject provides an introduction to the study of administration in early childhood. With the use of organisational theory, it will explore a variety of administrative processes used in early childhood settings. Topics will include the importance of financial accountability; introduction to budgets, business plans and other financial reports; establishment and maintenance of record-keeping systems including enrolments, staff records, rosters and inventories; as well as administration of policies and procedures regarding various aspects such as excursions, newsletters, and handling complaints. The application of computer-related technologies such as databases and spreadsheets, and the selection and use of software packages to enhance administration in early childhood, will be included as appropriate.

Assessment: Essays and assignments totalling 4000 words, or equivalent

465-411 CDS42S Assessment & Evaluation

Credit points: 12.5

HECS-band: 1

Coordinator: Jennifer Standish

Prerequisites: 465-308 CDS31S Language, Literacy & Numeracy (*p.18*) and 465-311 CDS32S Developmental Differences (*p.18*)

Contact: Structured materials for private study supported by 15 hours of intensive contact (*Semester 1*).

Description: The processes of assessment and evaluation for young children available to early childhood and other professionals will be studied. Topics may include a critical examination of informal and formal data gathering through a range of techniques; critical examination of commercially produced assessment and evaluation instruments; consideration of the purpose and use of data obtained; the preparation of reports; and issues in assessment including the effects of diverse cultural contexts and ethical issues of consent and the maintenance of confidentiality.

Assessment: Assignments totalling 2000 words, and a 2-hour written examination

Prescribed texts: E Nuttall, I Romero, & J Kalesnik, *Assessing and Screening Preschoolers: Psychological and Educational Dimensions*, Allyn & Bacon, 1999.

465-412 CTP41S Inclusive Curriculum

Credit points: 12.5

HECS-band: 1

Coordinator: Glenda MacNaughton

Prerequisites: 465-310 CTP31S Curriculum 3-5 (*p.18*) or equivalent

Contact: Fifteen hours of intensive contact, supported by structured materials for private study (*Semester 1*).

Description: This subject will explore the relationships between children's learning and approaches to equity and social justice commonly used in the early childhood curriculum. It will use research concerning the impact of race, cultural background, gender, class and disability on young children's educational experiences to introduce students to current debates about equity and social justice in the early childhood curriculum. In particular, students will focus on the debate surrounding the equity implications of the educational goals and practices of developmentally appropriate practice. This will serve as a background against which students will critically evaluate their own curriculum discourses and will be introduced to skills in designing and evaluating inclusive curriculum for the young child.

Assessment: Essays and assignments totalling 4000 words.

465-414 Special Practicum Study (Singapore)

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 325 points (including credit) or equivalent

Contact: Structured materials for private study supported by 15 hours of contact (*Semester 2*).

Description: This subject will draw on students' direct experience of working in early childhood services to develop an understanding of the role of reflective practice in their continuing development as an early childhood professional. Students will be expected to document and analyse their practice, based on frameworks introduced through the knowledge gained in academic subjects undertaken in their course. Students should select a specific area to focus on, for example management strategies, administrative processes, curriculum design and implementation, assessment and evaluation. Students will be expected to critically reflect on their own practice in evaluating the effectiveness of their work in early childhood settings.

Assessment: Written tasks totalling 4000 words, or equivalent.

465-418 Special Research Study Singapore

Note: Students cannot be credited with both this subject and 465-415 Special Research Study Singapore-Honours (*p.20*).

Credit points: 12.5**HECS-band:** 1**Coordinator:** Christine Ure**Prerequisites:** Enrolment in or completion of at least 350 points of the degree, including credit, or equivalent.**Contact:** Fifteen hours of intensive contact supported by structured materials for private study (*Semester 2*).**Description:** This subject introduces the ethics of human research, research methodology and design and its application to research in the early childhood field. Students will implement a small research project. The topic for this research will be drawn from the major strands of the degree program and may reflect issues in child development, curriculum theory and practice or management and leadership issues concerning the role of the early childhood professional. The project will enable students to work independently or conjointly in small groups and with guidance from a lecturer with expertise in the selected area, develop a research project. Students will identify an aspect of research and undertake a literature review with the view to developing a research question and choosing an appropriate research methodology. In the case of group projects each student will be required to present an independent literature review in order to develop an integrated set of research questions. Students will examine the collection and analysis of data and present a research report in which they demonstrate the ability to interpret and discuss the findings.**Assessment:** An individual research project report of 5000 words, or equivalent.**Prescribed texts:** P Cryer, *The Research Students' Guide to Success*, Buckingham Open University Press, 1996.

465-415 Special Research Study Singapore-Honours

Note: Students cannot be credited with both this subject and 465-418 Special Research Study Singapore (*p.19*).**Credit points:** 12.5**HECS-band:** 1**Coordinator:** Christine Ure**Prerequisites:** Enrolment in or completion of at least 350 points of the degree, including credit, or equivalent.**Contact:** Fifteen hours of intensive contact supported by structured materials for private study (*Semester 2*).**Description:** An introduction to the ethics of human research and the application of research to the early childhood field. The research process will be examined with the view to developing a research project suitable for independent investigation. Students will implement a research project with guidance from a lecturer with expertise in the selected area. Students will be required to demonstrate an ability to work independently in a concentrated way over an extended period. The topic for research will be drawn from the major strands of the degree program and may reflect issues in child development, curriculum theory and practice or management and leadership issues concerning the role of the early childhood professional. Students will identify an aspect of research and undertake a literature review with the view to developing a research question and choosing an appropriate research methodology. Students will then collect and analyse data using appropriate quantitative or qualitative methods and present a research report in which they demonstrate the ability to interpret and discuss their findings.**Assessment:** An individual research project report of 7000 words, or equivalent.**Prescribed texts:** P Cryer, *The Research Students' Guide to Success*, Buckingham Open University Press, 1996.