

Bachelor of Early Childhood Education (BECE)

Overview

The Bachelor of Early Childhood Education (BECE) 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 BECE course consists of six main areas of study:

- Teaching and professional practice comprises 115 days of supervised placement experience, 45 days in primary schools and 70 days in pre-school settings. This strand will be closely linked to the year-long education subjects in the Learning and Teaching Strand.
- Curriculum, learning and teaching strand concentrates on the role of educational theory and practice in early childhood education and emphasises the role of observation and reflective practice in the design and implementation of curriculum for young children.
- Child development strand provides a major study sequence of child development across the key domains of early childhood development from a cross-disciplinary perspective.
- Professional orientation strand concentrates on management theory and practice for early childhood professionals in early childhood and school settings.
- Learning area studies include early childhood curriculum and compulsory studies in the Curriculum and Standards Framework learning areas of levels one and two and an introduction to levels three and four, except the key learning area LOTE.
- A special research study in the final year is offered at both pass and honours level.

Bachelor of Early Childhood Education (Honours)

To qualify for the Bachelor of Early Childhood Education (Honours) award a student must satisfy the normal course requirements and they must:

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

Course objectives

Graduates of the Bachelor of Early Childhood Education 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.

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 2002 clearly-in rank was an ENTER score of 74.90.

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 Education 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 time-tableing difficulties may arise between subjects taught in different faculties.

Diploma in Arts

Bachelor of Early Childhood Education 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 Education 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 Education 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 Education 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 Education 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 a maximum of ten years.

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

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

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 Education 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

	Points
First year	
Year-long	
460-105 Teaching and Professional Practice 1 (p.2)	12.5
472-100 Learning, Teaching and Play (p.2)	12.5
483-103 Learning Area(EC): Arts 1 (p.3)	12.5
485-100 Learning Area: Mathematics 1 (p.3)	12.5
<i>Sub-total</i>	50.0
Semester 1	
472-101 Physical Development (p.2)	12.5
472-103 Orientation to the Profession (p.3)	12.5
<i>Sub-total</i>	25.0
Semester 2	
472-102 Language and Literacy Development (p.3)	12.5
485-103 Learning Area(EC):Health & Physical Ed 1 (p.3)	12.5
<i>Sub-total</i>	25.0
Total	100.0
Second Year	
Year-long	
460-205 Teaching and Professional Practice 2 (p.3)	12.5
472-200 Learning and Teaching for Young Children (p.3)	12.5
485-200 IT and Children's Learning (p.5)	12.5
485-201 Learning Area(EC): Mathematics 2 (p.4)	12.5
<i>Sub-total</i>	50.0
Semester 1	
472-201 Cognitive Development (p.4)	12.5
472-203 Dimensions of the Profession (p.4)	12.5
<i>Sub-total</i>	25.0
Semester 2	
472-202 Learning Area(EC): Society & Environment (p.4)	12.5
483-202 Learning Area(EC): Language & Literacy 2 (p.4)	12.5
<i>Sub-total</i>	25.0
Total	100.0
Third Year	
Year-long	
460-305 Teaching and Professional Practice 3 (p.4)	12.5
472-300 Adapting the Curriculum (p.5)	12.5
<i>Sub-total</i>	25.0
Semester 1	
483-203 Learning Area(EC): Arts 2 (p.5)	12.5
483-302 Learning Area(EC): Language & Literacy 3 (p.5)	12.5
485-203 Learning Area(EC):Health & Physical Ed 2 (p.5)	12.5
<i>Sub-total</i>	37.5
Semester 2	
472-301 Social and Emotional Development (p.5)	12.5
472-303 Professional Roles and Relationships (p.5)	12.5
485-303 Learning Area(EC): Science & Technology (p.5)	12.5
<i>Sub-total</i>	37.5
Total	100.0
Fourth Year	
Year-long	
472-400 The Integrated Curriculum (p.6)	12.5
485-301 Learning Area(EC): Mathematics 3 (p.6)	12.5
<i>Sub-total</i>	25.0
Semester 1	
460-405 Teaching and Professional Practice 4a (p.5)	12.5
472-401 Developmental Differences (p.6)	12.5
472-402 Indigenous Australian Studies (p.6)	12.5
<i>Sub-total</i>	37.5
Semester 2	
460-406 Teaching and Professional Practice 4b (p.6)	12.5
472-403 Navigating Professional Contexts (p.6)	12.5
<i>Plus either</i>	
460-424 Research Project (p.8)	12.5
OR	
460-427 Honours Project (p.8)	12.5
<i>Sub-total</i>	37.5
Total	100.0

Subject area information

Teaching and professional practice subjects

This core component of the BECE course is offered in each year through placement with approved supervisors in designated schools and early childhood settings. All subjects are compulsory and offered at standard subject level.

The sequence is arranged within four subjects: Teaching and Professional Practice 1, 2, 3 and 4. Normally these subjects are taken concurrently with the corequisite subjects of the designated year.

For detailed information on criteria for assessment and placement policies in the BECE course refer to the School Experience and Professional Practice (SEPP), BECE Manual or the website <<http://www.edfac.unimelb.edu.au/FacOffice/SE/>>

Subject descriptions: Parkville Program

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. 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 edn, 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 edn, 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 edn, Oxford, Blackwell, 1997. • M R Whitehead, *Language and Literacy in the Early Years*, 2nd edn, 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 and may include 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

Prerequisites: 472-102 Physical Development, 472-103 Orientation to the Profession

Corequisites: 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. • D Nicol, *Thought for Food. A Starting Point for Children's Nutritional Meals*, AECA, 1995. • F Al-Yaman, M Bryant and H Sargeant, *Australia's Children: Their Health and Wellbeing*, Canberra: Australian Institute of Health & Welfare, 2002.

Second year

460-205 Teaching and Professional Practice 2

Credit points: 12.5

HECS-band: 1

Coordinator: Christine Ure

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 (*Year long*).

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

In Teaching and Professional Practice 2a 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.

In Teaching and Professional Practice 2b 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.

Assessment: Twenty-five days teaching and professional practice experience and associated written tasks. Students must complete both strands at a satisfactory level for a pass in this subject.

472-200 Learning and Teaching for Young Children

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 (*Year long*).

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: J. Gonzalez-Mena & D Eyer, *Infants, Toddlers and Caregivers*, California: Mayfield Publishing, 2001. • F Briggs & G Potter, *The Early Years At School: Teaching and Learning*, Longman, 1999.

472-201 Cognitive Development

Credit points: 12.5

HECS-band: 1

Coordinator: Sharne Rolfe

Prerequisites: 472-101 Physical Development

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

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

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 edn, 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

Credit points: 12.5

HECS-band: 1

Coordinator: Lyn Longaretti

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

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

Credit points: 12.5

HECS-band: 1

Coordinator: Manjula Waniganayake

Prerequisites: 472-103 Orientation to the Profession

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

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 poli-

cies 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

Credit points: 12.5

HECS-band: 1

Coordinator: Merle Iles

Prerequisites: 472-102 Language and Literacy Development

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

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 IT and Children's Learning

See full subject details on page 5.

485-201 Learning Area(EC): Mathematics 2

Credit points: 12.5

HECS-band: 1

Coordinator: Gloria Stillman

Prerequisites: 485-100 Learning Area: Mathematics 1

Corequisites: 472-201 Cognitive Development

Contact: A total of 54 hours (*Year long*).

Description: This subject deals with mathematics, especially in the areas of space and measurement in pre-school and primary schools. Students will extend their own knowledge by engaging in challenging mathematical tasks. They will examine knowledge of children's thinking and learning, analyse classroom teaching techniques and concrete and technological aids which develop different components of mathematical competence such as skills, concepts, practical ability and estimation. Current Victorian and national documents will be used. Students will design sequences of lessons related to selected learning outcomes and early childhood programs.

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 et al, *Teaching Primary Mathematics*, 2nd edn, Addison Wesley Longman, 1997. • D Mannigel, *Young Children as Mathematicians. Theory and Practice for Teaching Mathematics*, Social Science Press, Wentworth Falls, 1992. • k Marston & K Stacey, *Foundations for Teaching Arithmetic*, (CD-ROM) University of Melbourne, 2001.

Third Year

460-305 Teaching and Professional Practice 3

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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.

472-300 Adapting the Curriculum

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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.

472-301 Social and Emotional Development

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Prerequisites: 472-201 Cognitive Development

Semester: 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.

472-303 Professional Roles and Relationships

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Prerequisites: 472-203 Dimensions of the Profession

Semester: 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.

483-203 Learning Area(EC): Arts 2

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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.

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

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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.

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

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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 current educational initiatives will be examined. eg. 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.

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

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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 (eg. 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.

Fourth Year

460-405 Teaching and Professional Practice 4a

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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.

460-406 Teaching and Professional Practice 4b

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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 integrated 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.

460-424 Research Project

See full subject details on page 8.

460-427 Honours Project

See full subject details on page 8.

472-400 The Integrated Curriculum

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

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

Semester: 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 (eg. 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.

472-401 Developmental Differences

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Prerequisites: 472-301 Social and Emotional Development

Semester: 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.

472-402 Indigenous Australian Studies

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Semester: 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.

472-403 Navigating Professional Contexts

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Prerequisites: 472-303 Professional Roles and Relationships

Semester: 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 emphasise 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.

485-301 Learning Area(EC): Mathematics 3

Availability: Not available in 2003

Credit points: 12.5

HECS-band: 1

Prerequisites: 485-100 Learning Area Mathematics 1

Semester: 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.