

Bachelor of Early Childhood Studies (BECS) Pathways and International Programs

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 from an approved TAFE institution 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 receive 150 points credit towards the BECS course and complete the remaining 250 points externally, normally over four years.

Students will have the opportunity to attend an orientation program at the commencement of Semester 1. An additional on-campus program will be offered in Semester 2.

All subjects are offered in intensive mode.

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:

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

Course outline for students enrolled 2004 onwards

Students enrolled in the Bachelor of Early Childhood Studies (Pathways) course complete subjects in progression throughout the year.

Each subject will be taken within a six-week study period. Students are expected to attend an 'on-campus' day early in each teaching period ie Semester 1, winter intensive period and Semester 2. Dates and further details will be given to students soon after enrolment.

The normal pattern of study is as follows.

First year	Points
Semester 1	
465-325 CTP31P Curriculum 3-5 (FT) (p.1)	12.5
465-122 CTP11P Teaching and Learning (FT) (p.1)	12.5
Winter intensive	
465-223 CDS23P Play & Development (FT) (p.2)	12.5
Semester 2	
465-222 CDS22P Socialisation and Identity (FT) (p.2)	12.5
465-121 CFS12P Arts 1 (FT) (p.2)	12.5
Total	62.5
Second year	Points
Semester 1	
465-323 CDS31P Language, Literacy & Numeracy (FT) (p.2)	12.5
465-434 ECP42P Administrative Processes (FT) (p.2)	12.5
Winter intensive	
465-326 CTP32P Curriculum Design 2 (FT) (p.2)	6.25
Semester 2	
465-324 CDS32P Developmental Differences (FT) (p.2)	12.5
485-265 CFS21P Mathematics (FT) (p.3)	12.5
Total	56.25
Third year	Points
Year long	
465-312 Practicum 3 P (p.3)	18.75
Semester 1	
465-435 ECP43P Managing the Centre (FT) (p.3)	12.5
Winter intensive	
465-432 CTP41P Inclusive Curriculum (FT) (p.3)	12.5
Semester 2	
485-368 CFS31P Information Technology (FT) (p.3)	12.5
465-430 CDS41P Social Diversity (FT) (p.3)	12.5
Total	68.75

Fourth year	Points
Semester 1	
465-419 Practicum 4P (p.3)	12.5
(or semester 2)	
465-433 ECP41P Leadership & Advocacy (FT) (p.3)	12.5
Winter intensive	
465-431 CDS42P Assessment & Evaluation (FT) (p.4)	12.5
Semester 2	
485-369 CFS32P Science (FT) (p.4)	12.5
465-436 Special Research Study P (FT) (p.4)	12.5
OR	
465-437 Special Research Study P (Honours)(FT) (p.4)	12.5
Total	62.5

COURSE OUTLINE DETAILS FOR STUDENTS ENROLLED PRIOR TO 2004 Please refer to the 2006 Undergraduate Handbook.

Bachelor of Early Childhood Studies (International Program)

The Bachelor of Early Childhood Studies (International) is devoted to the professional development of preschool professionals in Singapore. This program provides a pathway from the Diploma of Preschool Teaching to a degree in early childhood. Additional credit is provided for applicants with a Diploma of Preschool Education (Leadership) or a three-year post year 12 diploma qualification. This new program has been revised and designed to complement previous studies at the diploma level and to extend studies in early childhood to the degree level. The subjects offered in this program provide options for students to explore current issues in early childhood and their impact in Singapore.

First year	Points
472-223 Infant & Toddler Curriculum (p.4)	12.5
472-320 Developmental Differences & Assessment (p.4)	12.5
472-323 Administration in EC Services (p.4)	12.5
Total	37.5
Second year	Points
472-220 Language Literacy & Numeracy Development (p.5)	12.5
472-221 Researching Play & Development (p.5)	12.5
472-222 Preschool Curriculum (p.5)	12.5
472-224 Ethical Issues in Early Childhood (p.5)	12.5
472-321 Current Issues in Development (p.5)	12.5
472-322 Reflective Practice & EC Training (p.5)	12.5
472-324 Leadership in Practice (p.5)	12.5
472-326 Designing Research in Early Childhood (p.6)	12.5
Total	100.0
Third year	Points
472-120 Contexts of Development (p.6)	12.5
472-121 Socialisation & Identity in Development (p.6)	12.5
472-122 Managing Early Childhood Services (p.6)	12.5
472-325 Special Practicum (Singapore) (p.6)	12.5
472-327 Research Project (p.6)	12.5
Total	62.5

Subject descriptions: Pathways Program

First year

465-325 CTP31P Curriculum 3-5 (FT)

Credit points: 12.5

Coordinator: Jane Page

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*, (3rd edn), Harcourt Brace, 2005.

465-122 CTP11P Teaching and Learning (FT)

Credit points: 12.5

Coordinator: TBA

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 edn), Harcourt Brace.

465-223 CDS23P Play & Development (FT)

Credit points: 12.5

Coordinator: TBA

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 edn), Allyn and Bacon, 1995.

465-222 CDS22P Socialisation and Identity (FT)

Credit points: 12.5

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 postmodernist 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.

465-121 CFS12P Arts 1 (FT)

Credit points: 12.5

Coordinator: Robert Brown

Contact: This class is offered in external mode and there will be no regular class 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 and practical studies in areas of arts-based teaching and learning within the early childhood environment.

Assessment: Essays and assignments totalling 4000 words.

Prescribed texts: S Wright (ed), *The Arts, Young Children, and Learning*, Pearson Education 2003.

Second year

465-323 CDS31P Language, Literacy & Numeracy (FT)

Credit points: 12.5

Coordinator: TBA

Prerequisites: CDS22P Socialisation and Identity 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 edn), Basil Blackwell, 1997.

465-434 ECP42P Administrative Processes (FT)

Credit points: 12.5

Coordinator: TBA

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.

465-326 CTP32P Curriculum Design 2 (FT)

Credit points: 6.25

Coordinator: Kay Margetts

Prerequisites: CTP11P Teaching and Learning or equivalent.

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

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.

465-324 CDS32P Developmental Differences (FT)

Credit points: 12.5

Coordinator: Sharne Rolfe

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 malfor-

mations; 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; and 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.

485-265 CFS21P Mathematics (FT)

Credit points: 12.5

Coordinator: Helen Norbury

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.

Third Year

465-312 Practicum 3 P

Credit points: 18.75

Coordinator: Glenda MacNaughton

Prerequisites: 465-315 CTP31P Curriculum 3-5.

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 a three weeks curriculum project. 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: Satisfactory completion of thirty-five days of practicum, and associated written tasks as specified in the Practicum 3P Subject Guide Including Practicum Guidelines.

465-435 ECP43P Managing the Centre (FT)

Credit points: 12.5

Coordinator: Glenda MacNaughton

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.

465-432 CTP41P Inclusive Curriculum (FT)

Credit points: 12.5

Coordinator: Anne-Marie Morrissey

Prerequisites: CTP31P and CTP32P or equivalent.

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

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.

485-368 CFS31P Information Technology (FT)

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

Credit points: 12.5

Coordinator: Dianne Chambers

Prerequisites: CFS21P Mathematics or equivalent

Contact: This subject is offered in external mode and there will be intensive practical sessions on campus (*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.

465-430 CDS41P Social Diversity (FT)

Credit points: 12.5

Coordinator: Margaret Coady

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.

Fourth Year

465-419 Practicum 4P

Credit points: 12.5

Coordinator: Glenda MacNaughton

Prerequisites: Practicum 3P or equivalent.

Contact: Twenty-five days practicum in a service for children aged 0-5 years or support service(s) for young children (*Semester 1, repeat 2*).

Description: Students will gain experience of curriculum management and leadership in working in a preschool setting with a qualified early childhood teacher. 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 curriculum management of children's services. Students will have the opportunity to extend their understandings of other academic subjects within a practical setting.

Assessment: Satisfactory completion of twenty-five days of practicum, and associated written tasks as specified in the Practicum 4 Subject Guide Including Practicum Guidelines..

465-433 ECP41P Leadership & Advocacy (FT)

Credit points: 12.5

Coordinator: Andrea Nolan

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

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.

465-431 CDS42P Assessment & Evaluation (FT)

Credit points: 12.5

Coordinator: Sharne Rolfe

Prerequisites: CDS31P and CDS32P or equivalent.

Contact: This subject is offered in external mode and there will be no regular class contact (*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: Mindes, G., *Assessing young children*, (2nd edn.), Merrill, 2003.

485-369 CFS32P Science (FT)

Credit points: 12.5

Coordinator: Ann Smith

Contact: Most of this subject is offered in external mode. Due to the practical nature of this subject, students may be required to attend up to eight hours of laboratory sessions on campus (*Semester 2*).

Description: Selected aspects of biological, environmental and physical science that are relevant to early childhood will be explored. Appropriate experiences and resources to promote science learning will be identified.

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

465-436 Special Research Study P (FT)

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

Credit points: 12.5

Coordinator: TBA

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

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

465-437 Special Research Study P (Honours)(FT)

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

Credit points: 12.5

Coordinator: TBA

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

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

Subject descriptions: International Program

First year

472-223 Infant & Toddler Curriculum

Credit points: 12.5

Coordinator: Kay Margetts

Contact: Fifteen hours intensive contact supported by structured materials for private study (*Semester 2*).

Description: This subject will focus on 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 under 3 will be studied including adult-child interactions, care-giving routines, appropriate experiences, physical settings, and engagement with families in responding to and meeting children's developmental needs. Students will be exposed to curriculum strategies which recognise young children as an active participants in their own learning.

Assessment: Essays and assignments equivalent to 4000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

Prescribed texts: J Gonzales-Mena and D Eyer, *Infants, Toddlers and Caregivers*, (7th edn), Mayfield Publishing, 2007.

472-320 Developmental Differences & Assessment

Credit points: 12.5

Coordinator: Sharne Rolfe

Contact: Fifteen hours of intensive contact supported by structured materials for private study (*Semester 1, repeat 2*).

Description: The study of processes available to early childhood and other professionals for assessment and evaluation of young children as groups or as individuals. Evaluation of preschool educational programs will emphasise the inter-relationship with assessment and planning. Topics will include the critical examination of informal and formal data gathering through a range of techniques for the evaluation of learning in all curriculum areas; critical examination of commercially produced assessment and evaluation instruments; and the development of instruments for local needs. The assessment of learning of young children with exceptional needs and the implications for families and educational settings will be studied. Conditions considered will include attention deficit hyperactivity disorder, autism, intellectual disability, learning disabilities, dyslexia, specific language impairments, epilepsy, and cerebral palsy. The subject will consider the uses to be made of data obtained in assessment and evaluation approaches; the preparation of reports; and issues such as the effects of diverse cultural contexts and the ethical areas of consent and the maintenance of confidentiality.

Assessment: Assignments equivalent to 4000 words.

Resources provided to distance students: Students will be provided with a course handbook, subject guide, Study Guide and a book of readings.

Prescribed texts: A Talay-Ongan, *Early development: Risk and disability*, Pearson 2004.

472-323 Administration in EC Services

Credit points: 12.5

Coordinator: Jan Deans

Contact: Fifteen hours of intensive contact supported by structured materials for private study (*Semester 1, repeat 2*).

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.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

Second year

472-220 Language Literacy & Numeracy Development

Credit points: 12.5

Coordinator: TBA

Contact: Fifteen hours of intensive contact supported by structured materials for private study (*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 edn), Basil Blackwell, 1997.

472-221 Researching Play & Development

Credit points: 12.5

Coordinator: TBA

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

Description: Research concerning the role of play in learning from early exploratory play to complex cooperative, symbolic play will be examined. 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 contrasted with more recent research. The processes by which play becomes more sophisticated and the role it plays in social and cognitive development will be studied 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. Students will draw on different research-based models of play 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.

Resources provided to distance students: Students will be provided with a course handbook, subject guide, study guide and a book of readings.

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

472-222 Preschool Curriculum

Credit points: 12.5

Coordinator: Jane Page

Contact: Fifteen hours intensive contact supported by structured class materials (*Semester 1*).

Description: This subject will extend students understandings of the roles and responsibilities of early childhood professionals in relation to curriculum for children 3-5 years of age. It will inquire into a range of teaching and learning approaches to identify principles and strategies for planning, implementing and evaluating early childhood curriculum. This subject will explore teaching techniques and strategies and their adaptation to different interests, abilities and learning styles. Students will investigate how curriculum planning can support the development of children's attitudes/dispositions, skills and knowledge.

Assessment: Assignments equivalent to 4000 words.

Resources provided to distance students: Students will be provided with a course handbook, subject guide, study guide and a book of readings.

Prescribed texts: J Gonzales-Mena and D Eyer., *Infants, Toddlers and Carers*, (7th edn.), Mayfield Publishing, 2007.

472-224 Ethical Issues in Early Childhood

Credit points: 12.5

Coordinator: Margaret Coady

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

Description: A study of a range of ethical issues and child-rearing. Topics will include the nature and limits of parent authority; government regulations and intervention in families; the ethical issues raised by the range of current family relationships, the roles of state, parents and professionals in the care and education 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 young children.

Assessment: Written tasks equivalent to 4000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-321 Current Issues in Development

Credit points: 12.5

Coordinator: Jan Deans

Prerequisites: 472-221 Researching Play and Development.

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

Description: A study of some major current issue or issues in early childhood education and examination of current research documenting recent findings. An examination of the theoretical frameworks underpinning current research and its findings. Students will negotiate a study program of classes, reading, investigative work and/or attendance at professional development programs to develop their knowledge and understanding of the area. Students may work individually or in groups.

Assessment: Written tasks equivalent to 4000 words.

Resources provided to distance students: Students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-322 Reflective Practice & EC Training

Credit points: 12.5

Coordinator: Glenda MacNaughton

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

Description: This subject will introduce students to the principles that underpin the use of critical reflection and reflective practice in early childhood classrooms and in the design, implementation and evaluation of early childhood curriculum. It will explore the concepts of critical reflection and reflective practice and their relationship to early childhood teaching and learning and to curriculum development and innovation. It will provide students with strategies for creating and sustaining critically reflective teaching in early childhood classrooms. Students will undertake project work that will serve as a vehicle through which to introduce the theory and practice of critical reflection and provide a background against which students can critically reflect on their own teaching.

Assessment: Written assignments totalling 4000 words or equivalent.

Resources provided to distance students: Students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-324 Leadership in Practice

Credit points: 12.5

Coordinator: Andrea Nolan

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

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-326 Designing Research in Early Childhood**Credit points:** 12.5**Coordinator:** Kay Margetts**Prerequisites:** 250 points or equivalent (including credit).**Contact:** Thirty-six hours of equivalent class contact supported by on-line materials for private study (*Semester 1*).**Description:** An introduction to research methods and their application to research questions in early childhood. Students will examine key frameworks for quantitative and qualitative research and evaluate their use for a range of research questions. Students will also identify a topic of interest, devise a research question and prepare a proposal for a small-scaled project designed to examine the question.**Assessment:** Written assessment of 4000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

Prescribed texts: L Kervin, W Vialle, J Herrington and T Okely, *Research for Educators*, Thomson Social Sciences Press: South Melbourne.**Third year**

472-120 Contexts of Development**Credit points:** 12.5**Coordinator:** Margaret Coady**Contact:** Fifteen hours of intensive contact supported by structured materials for private study (*Semester 1*).**Description:** This subject will explore Singaporean, Australian and international approaches to the identification, interpretation and management of social stratification and diversity in the context of the education and socialisation of young children. The subject will examine social diversity and the world of the young child, with an emphasis on Singaporean, Australian and international approaches to ethnic minority status, cultural pluralism (including multiculturalism) and bilingualism. The disciplines of sociology, social anthropology, history and philosophy will be employed in discussing a variety of topics including changing concepts and images of childhood, children's rights, diverse family structures and circumstances, various government policies related to the management of ethnic diversity, and the impact of various national and international agencies and institutions on the education and socialisation of young children.**Assessment:** Essays and assignments totalling 4000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

Prescribed texts: G Payne ed., *Social Divisions*, MacMillan, 2000.

472-121 Socialisation & Identity in Development**Credit points:** 12.5**Coordinator:** Glenda MacNaughton**Corequisites:** 472-120 Contexts of Development.**Contact:** Fifteen hours of intensive contact supported by structured materials for private study (*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 postmodernist 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 examination and assignments totalling 2000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-122 Managing Early Childhood Services**Credit points:** 12.5**Coordinator:** Glenda MacNaughton**Contact:** Fifteen hours of intensive contact supported by structured materials for private study (*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 the irrelevance 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.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-325 Special Practicum (Singapore)**Credit points:** 12.5**Coordinator:** Glenda MacNaughton**Prerequisites:** 275 points or equivalent (including credit) and 472-326 Designing Research in Early Childhood.**Contact:** Fifteen days of supervised practicum (or equivalent to 120 hours) supported by online materials for private study (*Semester 1, repeat 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. Their placement experiences will be informed by sound theoretical and philosophic understandings of an integrated curriculum, equity issues and professional ethics. Students are expected to critically reflect on their own practice in order to enhance their professional growth and develop leadership skills. This includes development of skills and knowledge about practicum supervision of students on placement.**Assessment:** Satisfactory completion of all practical and written requirements as specified in the Practicum Handbook.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.

472-327 Research Project**Credit points:** 12.5**Coordinator:** Kay Margetts**Prerequisites:** 472-326 Designing Research in Early Childhood.**Corequisites:** 472-325 Special Practicum (Singapore).**Contact:** Thirty-six hours of equivalent class contact supported by online materials for private study (*Semester 1, repeat 2*).**Description:** Students will design, develop and implement a small scale research project and present the findings in a scholarly report.**Assessment:** A research report of 4000 words.

Resources provided to distance students: students will be provided with a course handbook, subject guide, study guide and a book of readings.